



# KOREAN 5 TO 12

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*Integrated Resource Package*

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**T**his Integrated Resource Package (IRP) provides basic information that teachers will require in order to implement the Korean 5 to 12 curriculum. Brief descriptions about each section of the IRP follow.

### THE INTRODUCTION

The Introduction provides general information about the Korean 5 to 12 curriculum, including special features and requirements. It also provides a rationale for teaching Korean 5 to 12 in BC schools.

### THE KOREAN 5 TO 12 CURRICULUM

The Korean 5 to 12 curriculum is structured in terms of curriculum organizers. The main body of this IRP consists of four columns of information for each organizer. These columns include:

- prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- locally approved learning resources

#### *Prescribed Learning Outcomes*

Prescribed learning outcomes are content standards for the provincial education system. Learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are the statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable or measurable terms. All learning outcomes complete the stem: “It is expected

that students will. . . .” Outcome statements have been written to enable teachers to use their experience and professional judgement when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgement of teachers, guided by provincial policy.

#### *Suggested Instructional Strategies*

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies are suggestions only.

#### *Suggested Assessment Strategies*

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; other are general. These strategies are suggestions only.

#### *Locally Approved Learning Resources*

The learning resources in this IRP are materials that have been reviewed and evaluated by the members of the Korean 5 to 12 development team, according to district policy. They are typically materials suitable for student use, but may also include information primarily intended for teachers. Teachers are encouraged to select those resources that they find most relevant and useful for their students. The resources listed in

the curriculum section (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer or provide unique support to specific topics. Appendix B contains a complete listing of all learning resources so far identified to support this curriculum.

- **Appendix F** lists 145 basic sentence patterns that can be frequently used in Korean-Canadian linguistic communities for communication.

## THE APPENDICES

A series of appendices provides additional information about the curriculum and further support for the teacher.

- **Appendix A** lists the curriculum organizers and the prescribed learning outcomes for each grade for the curriculum.
- **Appendix B** consists of general information on learning resources, including a complete annotated list of the learning resources that support this curriculum.
- **Appendix C** contains assistance for teachers related to provincial assessment and evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- **Appendix D** acknowledges the many people and organizations that have been involved in the development of this IRP.
- **Appendix E** lists 1396 common words frequently used in Korean-Canadian socio-cultural contexts of everyday living.

**Prescribed Learning Outcomes**

The Prescribed Learning Outcomes column lists the specific learning outcomes for each curriculum organizer

**GRADE 5 • Communicating**

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• ask and respond to simple questions</li> <li>• present information about themselves</li> <li>• recognize and use simple greetings and expressions of politeness</li> <li>• communicate likes, dislikes, needs, and wants</li> <li>• respond to classroom instructions</li> </ul>	<p><b>Learning a new language is as exciting and rewarding as exploring a new world. For many students, this is their first exposure to a second language. Thus, it is important for students to realize that learning language is non-threatening, enjoyable and rewarding. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication.</b></p> <ul style="list-style-type: none"> <li>• Offer students on-going opportunities in which they can become familiar with the Korean alphabet and its pronunciation, using various types of visual aids such as flash cards with pictures, drawings, and non-verbal language. (Unit 1)</li> <li>• Provide opportunities for students to hear and repeat greetings and expressions of politeness (e.g., begin lessons with <i>Anneyonghaseyo? Mannaseo Banggapseumnida</i>) (Unit 2)</li> <li>• Model various classroom instructions as needed in Korean and have students respond to the instructions. To support their comprehension, have them create a poster or pictures on classroom instructions and post them on the wall for their reference. Encourage them to show their understanding through performing various classroom activities. (Unit 3)</li> <li>• Have students interview partners to obtain personal information such as name, age, nationality, likes and dislikes using pre-framed structures. After the interview, invite students to introduce themselves and/or a classmate to the class. (Unit 4, 6)</li> <li>• Using pre-framed models, have students ask and respond to simple questions necessary for telephoning. In pairs, have students role-play making and answering a phone call, using acquired basic sentence patterns and expressions for phoning. Ask students to use appropriate greetings and expressions of politeness. (Unit 5)</li> </ul>

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**Suggested Instructional Strategies**

The Suggested Instructional Strategies column suggests a variety of instructional approaches that includes group work, problem solving, and the use of technology. Teachers should consider these as examples they might modify to suit the developmental level of their students.

**Suggested Assessment Strategies**

The Suggested Assessment Strategies offer a wide range of assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional goals.

**GRADE 5 • Communicating**

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p><b>Students may feel uncomfortable and embarrassed in a new language. Their confidence is enhanced when the classroom environment is supportive and interactive, and when making errors is viewed as an accepted part of learning a new language. Assessment should be seen as a way to help their learning, not as a judgement of their accuracy.</b></p> <ul style="list-style-type: none"> <li>• Observe students' action as they respond to classroom instructions to determine their comprehension.</li> <li>• When students work with partners to practice the pre-framed models of sentence patterns, look for evidence that they are using:             <ul style="list-style-type: none"> <li>- correct words</li> <li>- appropriate forms</li> <li>- correct information</li> </ul> </li> <li>• When students present information about themselves and/or a classmate, note the extent to which students:             <ul style="list-style-type: none"> <li>- are able to speak, with support</li> <li>- understand basic sentence patterns</li> <li>- show their willingness to respond to given</li> <li>- are willing to express themselves and/or about others</li> </ul> </li> <li>• To evaluate students' communication skills of demonstrating their needs and simple greetings when students participate in classroom activities, check and encourage their attempts to:             <ul style="list-style-type: none"> <li>- understand others' greetings</li> <li>- speak Korean voluntarily</li> <li>- listen actively to follow instructions</li> <li>- express their likes and dislikes</li> <li>- practice the words and expressions presented by the teacher</li> <li>- perform basic greetings</li> <li>- ask questions</li> </ul> </li> </ul>	<p style="text-align: center;"><b>RECOMMENDED LEARNING RESOURCES</b></p> <p><b>Print Materials</b></p> <ul style="list-style-type: none"> <li>• 낱말 어드벤처 Words Adventure</li> <li>• 놀며 배우는 한국어말 Korean for Children</li> <li>• 영한대학 한국 경제동화 Korean Folk Tales</li> <li>• 재미 토포 및 외국인들 위한 기초 한국어 Basic Korean for Korean-Aboard and Foreigners</li> <li>• 한국어 Korean Language</li> <li>• 한글학교 교사 연구 교재 Training Book for Korean Language School Teachers</li> <li>• The Oxford Picture Dictionary English/Korean</li> <li>• Word by Word- English/ Korean Picture Dictionary</li> </ul> <p><b>Audio Cassette</b></p> <ul style="list-style-type: none"> <li>• 놀며 배우는 한국어말 Korean for Children</li> </ul> <p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• 신나는 오리창상 세류판 Edition: <a href="http://www.gdiprni.com/">http://www.gdiprni.com/</a></li> <li>• 주니어 네이버 한글놀이 Junior Naver: <a href="http://naver.com/naive">http://naver.com/naive</a></li> <li>• LG 경제동화 LG Korean Folk Tales: <a href="http://story.lg.co.kr/3000/korean/index.jsp">http://story.lg.co.kr/3000/korean/index.jsp</a></li> </ul> <p><b>Games/Manipulatives</b></p> <ul style="list-style-type: none"> <li>• 가나다 퍼즐 Puzzle 가나다</li> <li>• 간간 글자책 Sentence Cards</li> <li>• 신나는 한글 The Korean Alphabet</li> </ul>

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**Learning Resources**

The Learning Resources column is an alphabetical list by media of the resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is found in Appendix B of the IRP.







# INTRODUCTION

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*Korean 5 to 12*



**T**his Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Korean education, grades 5 to 12. The study of Korean and culture is intended to enable learners to communicate purposefully in Korean and to provide opportunities for students to gain insights into their own culture and to develop openness to cultural diversity.

### PRINCIPLES OF LEARNING

Provincial education programs are based on three principles of learning that reflect current views of how effective learning occurs. They have profound implications for all aspects of the program, such as the roles of student and teacher, the kinds of learning resources that are chosen, and the type of assessment that occurs. The development of this Korean 5 to 12 IRP has been guided by and incorporates these principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

### RATIONALE

British Columbia is a land of opportunity, whose citizens represent diverse multilingual and multicultural backgrounds of creative growth potentials. The B.C. provincial language education policy reflects the needs and aspirations of this linguistically diverse society and supports the importance of language learning through the requirement that all grade 5 to 8 students in BC schools must learn a second language, while grade 9 to 12 students can

pursue a second language as an elective.

Learning Korean as a second language offers students the opportunity to acquire a new set of competencies in terms of the knowledge, language skills, and attitudes needed to understand and express messages effectively in Korean. Learning Korean will enhance the learning of first and additional languages. Thus, communicative competence attained in Korean can be a real source of personal satisfaction and enriches individual life learning experiences.

British Columbia's proximity to the Far East is a prime reason for Western Canadian students to learn Korean. An understanding of Korean culture and society and the improvement of economic and commercial ties can be enhanced and enriched by communicative competence. Learning Korean can broaden the social and cultural perspectives of students and encourage respect for cultural diversity and its roots, including their own identity, and help personal growth.

In British Columbia, a rapidly expanding Korean linguistic community is reflected in the 2004 BC school statistics, with the third largest number of students speaking Korean at home. Students who achieve competence in Korean will benefit from expanded national and international career opportunities in many fields, such as information technology, auto industry, commerce and tourism.

### HISTORICAL INITIATIVE

To date, Korean has never been included in the B.C. school curriculum nor formally taught outside of the schools. In September 1997, UNESCO declared the Korean Ortho-phonic Alphabet to be a "Memory of the World",

marking it a cultural heritage of human cultural history. Speech scientists as well as contemporary linguists regard it as one of the most rational and scientific inventions among the writing systems in use in the world. It was once suggested even as a possible substitute of ‘Sanskrit’, an ambitious, but unrealized attempt to create a universal script. It is a phonetic sign based agglutinative language that can be differentiated from Chinese, by versatile ways of sound expressions. It provides ample opportunities for learners to discover not only rule-based aspects through communicative experiences, but also to experience its creative ways of conveying and receiving intended messages. Hence, the unique nature of Korean lends itself to inclusion as one of the second languages available to schools in British Columbia.

### THE COMMUNICATIVE-EXPERIENTIAL APPROACH

The Korean 5 to 12 curriculum endorses what is commonly referred to as the *communicative-experiential* approach. In this approach the focus of instruction is the purposeful use of language to perform real-life tasks, share ideas, acquire information, and get things done. Grammar instruction plays a supportive role only—to provide useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that includes the following principles:

- As much as possible, language learning should emulate authentic language use.
- The goal of language learning is performance with language rather than knowledge about

the language.

- Language learning is not additively sequential but recursive and paced differently at various stages of acquisition.
- Language develops in a series of approximations towards native-like norms. Language learning is *not* the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are to be expected.
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities.
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place.
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful language learning.
- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks.
- Assessment reflects instructional goals and is performance oriented.
- Technology and textbook materials play support roles for language-learning goals; they should not determine curriculum.

(Adapted from “Teaching and Learning K-12 Authentic Instruction Communication,” Section 7.19, *ASCD Curriculum Handbook*, September 1994.)

### PRESCRIBED LEARNING OUTCOMES

Prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed and not in terms of language items to be

mastered. Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensibly and appropriately. Assessment and evaluation do not focus on the mastery of grammar for its own sake.

Where possible, the prescribed learning outcomes show progression through the grades.

### LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are important components of a language program and are now recognized as an essential part of successful language learning. Examples of such strategies include using visual clues; recognizing

cognates; recognizing, using, and adapting language patterns; using a variety of writing processes such as brainstorming, sharing, revising, editing, and publishing; and using context to support and extend language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively.

The Language-Learning Strategies chart (page 6) shows a cumulative range of strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

**Language-Learning Strategies**

As students progress through the grades, they should develop and apply a range of strategies to assist their comprehension and expression. Students need experiences that encourage them to:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• use visual aids, actions, lists, and pre-framed models</li> <li>• use visual and context clues to guess meaning</li> <li>• use mime, gesture, and props to help convey meaning</li> <li>• use repetition, alone or with others, to practise and reinforce new language</li> <li>• record ideas or expressions with visual images and symbols</li> <li>• derive meaning by listening attentively and participating fully in activities</li> </ul>	<ul style="list-style-type: none"> <li>• use prior knowledge of a topic to predict meaning</li> <li>• use formula phrases, including greetings and expressions of politeness</li> <li>• actively seek help by asking for clarification and repetition</li> <li>• connect new topics to personal experience</li> <li>• use some English or mother-tongue words, if necessary, to maintain communication</li> <li>• develop personal notebooks and dictionaries to record new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• recognize known Korean words in new contexts</li> <li>• ask for specific words in Korean, if necessary, while continuing communication</li> <li>• listen to and practise pronunciation of the written word</li> <li>• group new items into categories that are personally meaningful</li> <li>• self-evaluate progress by comparison with earlier performance or against personal goals</li> <li>• continue to record new vocabulary and phrases</li> </ul>
Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> <li>• recognize and use common patterns</li> <li>• adjust the message in order to use known expressions and vocabulary</li> <li>• use word webbing charts, tables, and other graphic organizers to support oral and written expression</li> <li>• reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and use common patterns</li> <li>• listen, view, or read selectively to focus on key information</li> <li>• tolerate ambiguity of meaning when unable to understand fully</li> <li>• transfer and adapt known structures to convey meaning in new contexts</li> <li>• use a variety of writing processes to convey personal meaning</li> <li>• plan ahead for communicative activities by anticipating language and resources needed</li> </ul>	<ul style="list-style-type: none"> <li>• take risks with the language to extend language boundaries</li> <li>• use a variety of reference materials, including dictionaries, for comprehension and production</li> <li>• set personal goals in language skills and monitor their progress</li> </ul>
Grade 11	Grade 12	Introductory Grade 11
<ul style="list-style-type: none"> <li>• rephrase in Korean to compensate for unknown expressions</li> <li>• make personal notes to use as a reference for oral and written productions</li> <li>• actively review common, useful expressions and patterns to refine communication</li> <li>• self-monitor and correct recurring or significant errors in communication</li> </ul>	<ul style="list-style-type: none"> <li>• negotiate meaning by using questions in Korean and other techniques for clarification</li> <li>• summarize information in oral, graphic, and written form</li> <li>• use dictionaries, grammars, and other reference materials for clarity of comprehension and expression</li> <li>• seek out and create practice opportunities in and out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• use visual and context clues to guess meaning</li> <li>• use mime, gesture, and props to help convey meaning</li> <li>• use prior knowledge of a topic to predict meaning</li> <li>• recognize and use common patterns</li> <li>• tolerate ambiguity of meaning when unable to understand fully</li> <li>• transfer and adapt known structures to convey meaning in new contexts</li> <li>• use a variety of reference materials, including dictionaries, for comprehension and production</li> <li>• set personal goals in language skills and monitor their progress</li> </ul>

## CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. These organizers are based on the common reasons people have for wanting to learn an additional language and have been used to group the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and locally approved learning resources. The curriculum organizers are:

- *Communicating* – to communicate with other people
- *Acquiring Information* – to acquire information for a purpose
- *Experiencing Creative Works* – to experience creative works for linguistic and cultural exposure
- *Understanding Cultural Influences* – to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying an additional language. In the classroom, they should not be treated separately but should be integrated into most activities.

**Whenever possible, teachers should use and encourage the use of Korean. There are times, however, when English will be necessary to complete a task or provide supporting detail for a learning activity, particularly in the organizer, *Understanding Cultural Influences*.**

*Communicating*

Learning outcomes listed under this organizer provide opportunities for students to use Korean to establish and maintain relationships, share ideas and opinions, and to complete real-life tasks. **This organizer embraces a variety of communication skills—listening, reading, speaking, writing, viewing, and representing—in order to reach students with a wide range of abilities, language traditions, and backgrounds.** It emphasizes authentic language-learning experiences and the application of a range of language-learning strategies. Teachers and students are encouraged to use an ever-increasing amount of Korean in all activities and student/student and student/teacher interactions.

In the process of communicating in Korean, students are encouraged to take risks.

*Acquiring Information*

In this age of rapidly expanding information, it is important for students to develop the ability to understand and acquire information from authentic sources in Korean (such as Korean television or radio programs, films, magazines, business and job advertisements, recipes, restaurant menus, schedules, or Internet sites) to complete meaningful tasks. A meaningful task is one that engages students in thoughtful learning and is relevant to their lives.

In the process of acquiring information from sources that are appropriate to their interests and age levels, students are encouraged to apply a range of language-learning strategies to

assist their comprehension and expression and to take risks.

**In some oral-based target languages, much of the acquired information will come from native speakers of the target language community.**

### *Experiencing Creative Works*

Students learn a language most effectively when they experience and appreciate it through music, dance, film, video, art, literature, storytelling by elders or members of the cultural community, and other forms of creative expression.

Students will be motivated to continue their language studies when they have frequent opportunities to listen, view, and eventually read creative works in Korean and respond to them in various ways. Students should be exposed to a wide range of creative works representative of the Korean culture, beginning with visual and aural works and progressing to written works as students' language skills develop. Over time, students should be able to produce a variety of written, oral, and visual responses.

Teachers are encouraged to explore, wherever possible, cultural opportunities that may exist within their own community.

### *Understanding Cultural Influences*

When students communicate with others in Korean and participate in cultural experiences, they gain insight into the role of culture. Through exploring Korean, its cultural context, and its world, students develop an understanding of diverse perspectives and can better appreciate the role of other cultures as

well as their own.

### INTEGRATION WITH OTHER CURRICULA

When teachers and students see Korean as a practical means of communication and not just a narrow field of language study, many opportunities open up for integration with other curricula. **The prescribed learning outcomes are deliberately open-ended in nature to encourage teachers and students to make links to other areas of study such as job interviewing, mapping, graphing, music, or art.** In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. (See Appendix C for examples of integrated units.) Integration in the elementary classroom is easier and may begin with daily routines and procedures conducted in Korean. In this way, students will see Korean as a useful means of expression.

### SPLIT CLASSES

Teachers are encouraged to use the same themes for both grades if possible, alternating the set of themes each year. The final task for each theme should allow for a wide range of performances so students at all levels of ability continue to learn and be successful. For example, a theme on clothing may have partners or small groups working toward a fashion show with oral presentation. Younger students might use less language and more props, or complete a different task, such as role-playing a clothing purchase.



### SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. **These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes.** The strategies may be either teacher directed or student directed or both. There is no one-to-one relationship between the learning outcomes and the instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. **It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of their students and to respond to local requirements.**

#### *A Korean Example of Contextualizing Instructional Strategies as Unit-Learning Activities*

The components of Korean IRP can be further characterized for actual learning and teaching plans. For example, 12 integrated unit-learning plans for each grade can be derived from an overall curriculum design grid based on the analysis of Korean-Canadian socio-cultural context. The design essentially represents increasingly complex thematic units of the context, in which instructional strategies aimed at learning outcomes can be effectively contextualized (e.g., “Unit 2” footnoted refers to the principal site of intended instructional strategies applied. The grid also provides guides to “Unit 2”, as developed in Teaching Resource Package—TRP, available through BCSAKS for each grade).

### SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

The assessment strategies or criteria examples are always specific to each organizer. Some strategies relate to particular activities, while others are general and could apply to any activity. **It is expected that teachers will adapt, modify, combine, and organize assessment strategies to meet the needs of their students and to respond to local requirements.**

### ASSESSMENT IN KOREAN

Since language is acquired in a spiraling and recursive process, students will thrive in a stimulating environment where risk-taking is nurtured and errors are viewed as a natural and informative part of language development. When students understand the role of errors, they are able to make confident decisions about when to take risks and when to edit carefully for accuracy.

In grades 5 to 7, assessment places equal emphasis on three of the major communication skills: listening, reading, and speaking. From grades 8 to 12, equal emphasis is placed on listening, reading, speaking, and writing. Such a balance in emphasis validates the oral and aural skills that have received less attention in the past than reading and writing. Final evaluations in grade 8 to 12 should therefore base 50% of the total grade on oral and aural skills.

### ABOUT ASSESSMENT IN GENERAL

**Assessment is the systematic process of gathering information about students' learning in order to describe what they know, what they are able to do, and what they are working toward.** From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent goals, and determine areas for additional instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focuses on the critical or significant aspects of learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and expectations.

**Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction).** Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgements about student performance in relation to learning outcomes.

Students benefit when teachers provide evaluation on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgement, it shows learners their strengths and suggests how

they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to paper-and-pencil tests. Appendix C includes a more detailed discussion of assessment and evaluation.

### INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that this IRP addresses relevance, equity, and accessibility issues. Wherever appropriate for the subject, these issues have been integrated into the learning outcomes, suggested instructional strategies, and suggested assessment strategies. Although an exhaustive list of such issues is neither practical nor possible, teachers are encouraged to continue to ensure that classroom activities and resources also incorporate appropriate role portrayals, relevant issues, and exemplars of themes such as inclusion and acceptance.

The ministry, in consultation with experienced teachers and other educators, has developed a set of criteria to be used to evaluate learning resources. Although neither exhaustive nor prescriptive, most of these criteria can be usefully applied to instructional and assessment activities as well as learning resources. See pages 28 through 43 of the ministry document *Evaluating, Selecting, and Managing Learning Resources (2002)* for brief descriptions of these criteria, grouped under headings of *Content, Instructional Design, Technical Design, and Social Considerations*. This document has been distributed to all schools. Additional copies are available from the Publications Bureau, order number RB0142, or on the ministry web site.

### EXEMPTIONS FROM THE LANGUAGE POLICY

Ministry of Education policy states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may be exempted from the second language requirement. An exemption may apply to a student who is:

- identified as a student with special needs or receiving English as a Second Language service, **and**
- unable to demonstrate his or her learning in relation to the outcomes in a course or subject and grade for which an educational program guide has been prescribed by the minister.

### ESL STUDENTS AND SECOND-LANGUAGE STUDY

Teachers of students for whom English is a second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modeling of expectations, real-life applications, direct instructions, incremental introduction of language-learning skills, frequent review, and use of graphic organizers (key visuals). Korean teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students. When teachers provide instruction in Korean, ESL students are placed on an equal footing with their classmates.

### STUDENTS WITH SPECIAL NEEDS AND SECOND-LANGUAGE STUDY

Although ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this course because it uses a communicative-experiential approach. Teachers may need to adapt instructional strategies, activities, and evaluation methods for some students. For example, students with sensory impairments may need amplification or additional description to “view” videos.

Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student’s cognitive, sensory, or physical disabilities.

When an individual student is exempted due to special needs, the exemption must be documented as part of the Individual Education Plan (IEP). For example, students who are deaf might have difficulty with oral sections of a second-language curriculum. Students who are experiencing difficulty establishing communication might concentrate on developing a communication system such as Bliss symbols or voice-activated technology. Students with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist students with special needs in the Korean-learning classroom.

- **Adapt the Environment**

- Cluster students with particular gifts or needs.
- Use community resources for extension and research.
- Make use of preferential seating to enhance research.
- Create a space with minimum distractions.
- Change the location of the learning activity to optimize concentration.
- Make use of co-operative grouping or pairing of learners.

- **Adapt Presentation or Instruction**

- Provide extension activities for students with special gifts and talents.
- Offer choices for self-directed learning.
- Provide advance organizers of key information.
- Demonstrate or model new concepts.
- Adjust the pace of activities as required.
- Change the wording of questions or instructions to match students' level of understanding.
- Provide functional, practical opportunities for students to practise skills.

- **Adapt Materials and Equipment**

- Use techniques to make the organization of activities more explicit (e.g., colour-code the steps used to complete a task).
- Use manipulatives and other support materials.
- Provide large-print charts or activity sheets.
- Use opaque overlays for text pages to reduce the quantity of visible print.

- Highlight key points in written material.
- Provide software that has variable font sizes.
- Use adapted computer hardware and appropriate software.
- Provide alternative resources on the same concepts at an easier comprehension level.
- Provide or arrange for opportunities for independent study (e.g., CD-ROM).

- **Adapt Methods of Assistance**

- Train and use peer tutors to assist students with special needs.
- Arrange for teacher assistants to work with individuals or small groups.
- Collaborate with support teachers to develop appropriate strategies for individual students with special needs.

- **Adapt Methods of Assessment**

- Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
- Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-student conferencing).
- Set short-term, achievable goals with frequent feedback.
- Provide opportunities for students to assess their progress and set their own goals.

## LEARNING RESOURCES

The fundamental aim of this curriculum is to enable students to communicate in Korean. The curriculum focuses on the purposeful use of language to perform real-life tasks, share ideas, acquire information, and enhance the understanding of culture. The kinds of learning resources available for students to use while learning the language are vital to achieving this aim and implementing this approach.

In order to help students achieve communication goals and carry out real-life tasks while learning Korean, learning resources should include authentic materials that reflect the language at work in daily life. The term *realia* is often used to describe such resources, which could include newspapers, magazines, web sites, information about entertainment, business, employment, food, holidays and celebrations, and artworks and artifacts reflecting the culture of the Korean community. Community resource persons can enhance language acquisition and provide opportunities to communicate in Korean.

### *Ministry Procedures for Selecting Recommended Resources*

The Ministry of Education promotes the establishment of a resource-rich learning environment of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and digital resources, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular

pedagogical needs and audiences. Teachers who wish to use other resources to meet specific local needs must have these resources evaluated through a local district approval process.

Students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged.

The ministry considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of Grade Collection resources (Braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

### *Provincially Recommended Materials*

These materials have been evaluated through the provincial evaluation process and have received Minister's Order and are listed in Appendix B of each IRP.

### *Locally Evaluated Materials*

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

**The locally evaluated resources listed in this IRP have been approved for use according to district policies.**





# CURRICULUM

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*Korean 5 to 12*

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask and respond to simple questions
- present information about themselves
- recognize and use simple greetings and expressions of politeness
- communicate likes, dislikes, needs, and wants
- respond to classroom instructions

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Learning a new language is as exciting and rewarding as exploring a new world. For many students, this is their first exposure to a second language. Thus, it is important for students to realize that learning language is non-threatening, enjoyable and rewarding. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication.**

- Offer students on-going opportunities in which they can become familiar with the Korean alphabet and its pronunciation, using various types of visual aids such as flash cards with pictures, drawings, and non-verbal language. (Unit 1)
- Provide opportunities for students to hear and repeat greetings and expressions of politeness (e. g., begin lessons with *Anneyonghaseyo? Mannaseo Banggapseumnida.*) (Unit 2)
- Model various classroom instructions as needed in Korean and have students respond to the instructions. To support their comprehension, have them create a poster or pictures on classroom instructions and post them on the wall for their reference. Encourage them to show their understanding through performing various classroom activities. (Unit 3)
- Have students interview partners to obtain personal information such as name, age, nationality, likes and dislikes using pre-framed structures. After the interview, invite students to introduce themselves and/or a classmate to the class. (Unit 4, 6)
- Using pre-framed models, have students ask and respond to simple questions necessary for telephoning. In pairs, have students role-play making and answering a phone call, using acquired basic sentence patterns and expressions for phoning. Ask students to use appropriate greetings and expressions of politeness. (Unit 5)



## SUGGESTED INSTRUCTIONAL STRATEGIES

Students may feel uncomfortable and embarrassed in a new language. Their confidence is enhanced when the classroom environment is supportive and interactive, and when making errors is viewed as an accepted part of learning a new language. Assessment should be seen as a way to help their learning, not as a judgement of their accuracy.

- Observe students' action as they respond to classroom instructions to determine their comprehension.
- When students work with partners to practice the pre-framed models of sentence patterns, look for evidence that they are using:
  - correct words
  - appropriate forms
  - correct information
- When students present information about themselves and/or a classmate, note the extent to which students:
  - are able to speak, with support
  - understand basic sentence patterns
  - show their willingness to respond to given questions
  - are willing to express themselves and/or about others
- To evaluate students' communication skills of demonstrating their needs and simple greetings, students participate in classroom activities. Check and encourage their attempts to:
  - understand others' greetings
  - speak Korean voluntarily
  - listen actively to follow instructions
  - express their likes and dislikes
  - practice the words and expressions presented by the teacher
  - perform basic greetings
  - ask questions

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 낱말 어드벤처 Words Adventure
- 놀며 배우는 한국어말 Korean for Children
- 영한대역 한국 전래동화 Korean Folk Tales
- 재외 동포 및 외국인을 위한 기초 한국어 Basic Korean for Koreans Abroad and Foreigners
- 한국어 Korean Language
- 한글학교 교사연수 교재 Training Book for Korean Language School Teachers
- The Oxford Picture Dictionary English/Korean
- Word by Word- English/ Korean Picture Dictionary



### Audio Cassette

- 놀며 배우는 한국어말 Korean for Children



### Multimedia

- 신나는 오리농장에듀팜 Edufarm - <http://www.edufarm.com/>
- 주니어네이버 한글놀이 Junior Naver- <http://jr.naver.com/aristu/>
- LG 전래동화 LG Korean Folk Tales: <http://story.lg.co.kr:3000/korean/index.jsp>



### Games/ Manipulatives

- 기니디 퍼즐 Puzzle 기니디
- 긴긴 글자책 Sentence Cards
- 신나는 한글 The Korean Alphabet
- 한글열차 놀이 학습 Korean Picture Cards

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify selected information from Korean resources to complete meaningful tasks
- express acquired information in oral and visual forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students at this level already use a variety of strategies for accessing information in their own languages. By identifying these strategies, they can use them more effectively in Korean and become more confident when working with Korean materials.**

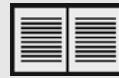
- Provide students with a selection of telephone memos. Have students identify common Korean words and expressions and use them to take a telephone message as they role-play phoning. (Unit 5)
- After brainstorming grocery shopping items, introduce vocabulary equivalent to the items in Korean. Group the class into pairs and ask each pair to make a shopping list using some of the items. Once they have completed a shopping list, provide each pair with flash cards with pictures of the items. Ask them to choose appropriate shopping items from their list and label the items. (Unit 8)
- Using an English-Korean picture dictionary, have students identify body parts. Have them repeat the vocabulary several times, then play a song for body parts (e.g., 머리 어깨 무릎 발). Have students listen to the song first, and then gradually encourage them to sing along with appropriate movement. In groups, students could create a drawing of the human body, appropriately labelled. (Unit 10)

## SUGGESTED ASSESSMENT STRATEGIES

Assessment focuses on how well students are able to acquire the information required to perform meaningful tasks. The tasks should be related to daily life so that students are interested in getting information from the tasks.

- To assess students' telephone memos, consider the extent to which they:
  - use appropriate vocabulary and expressions
  - provide correct information
  - provide complete information
- As students work in pairs on shopping for and labelling necessities, note and support their efforts to:
  - identify key information
  - obtain selected information
  - choose their items and label them in Korean
  - understand the meaning of Korean words and phrases
  - participate actively in the team work
  - cooperate with each other
- When students work on a song, assess the extent to which they:
  - identify and recognize key words
  - are actively involved in listening
  - use strategies for recognizing new words

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- Let's Visit Korea
- The Oxford Picture Dictionary English/Korean
- Word by Word- English/ Korean Picture Dictionary



### *Video*

- 밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver: Past and Present



### *Multimedia*

- 신나는 오리농장 에듀팜  
Edufarm - <http://www.edufarm.com/>
- 주니어 네이버 한글놀이  
Junior Naver- <http://jr.naver.com/arisu/>
- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- respond to creative works from Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**In the first year of language study, students' exposure to songs, rhymes, and picture books provides a source of original Korean which is simple and repetitive. Student responses typically involve very little language - students may be asked to draw, mime, move to music, or sing the chorus of songs.**

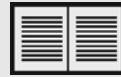
- Invite students to look at several illustrations from a simple story (preferably a fairy tale picture book) in Korean. In groups, have students discuss what the story is about. After introducing the cultural background of the story, introduce new vocabulary. Then read the story aloud to the students, encouraging students to follow the illustrations. Once they have acquired the main idea of the story, invite students to retell the story in their own words. As an extension, invite students to mime the most important part of the story. (Unit 7)
- Show students a children's TV program or video in Korean. Encourage students to talk about the topic of the show. Then have them make puppets of their favourite characters in the show and in pairs, use them in vignettes. (Unit 9)
- Present a demonstration or video of typical dances from Korean culture. Invite students in small groups to choose a dance and learn a few basic steps. Groups present their steps to the rest of the class. (Unit 9)
- Play a recorded children's song or poem from Korea line by line to help students recognize vocabulary and expressions. Encourage students to sing the song or read the poem out loud using gestures and facial expressions. Then in small groups, have students talk about the song or poem and draw an illustration along with the song or poem in a poster board. (Unit 9)

## SUGGESTED ASSESSMENT STRATEGIES

Assessment of students' experiences with creative works should focus on response and willingness of participation. As students become familiar with a particular work and with that genre of creative works, they respond with increased confidence and pleasure. Response activities at this level involve representations with minimal linguistic demands. Criteria for assessment emphasize participation and engagement with the culture and creative processes, as well as risk-taking with the language.

- When assessing students' comprehension of a Korean fairy tale, note the extent to which they are:
  - able to understand the main topic
  - interested in retelling the fairy tale to the rest of the classmates
  - willing to share their reading experience with others
- When students participate in a role-play with puppets after watching a children's TV program or video in Korean, look for evidence that they:
  - represent selected characters appropriately
  - are willing to participate in the role-play
  - incorporate appropriate mime
  - show respect for the work of their classmates
- When students demonstrate a small part of Korean dance, note that they are:
  - following the steps as demonstrated by the teacher
  - incorporating some Korean commands into their performance
  - representing the uniqueness of Korean typical dance
  - willing to extend or repeat the activity
- As students work on a song or a poem, look for evidence that they:
  - listen attentively
  - attempt to imitate Korean pronunciation when they are singing or speaking
  - try to match their interpretations (gestures and expressions) to the moods
  - show interests on the creative works
  - take risks with the language

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 영한대역 한국 전래동화 Korean Folk Tales
- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 종이접기 백선 8 100 Selective Origami 8
- Korean Heritage 1, 2
- Let's Visit Korea
- Notes on Things Korean



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify elements of their own and classmates' cultural backgrounds
- demonstrate an awareness of Korean culture in British Columbia

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this stage, it is important to establish an atmosphere of mutual respect in the classroom to encourage students to share backgrounds and traditions. The focus should be on students' participation in identifying elements of their own culture and their growing awareness of Korean culture in British Columbia.**

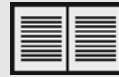
- Assist students in acknowledging the special foods they eat, special celebrations, and culturally significant objects relating to their own heritage. Then have students conduct "show and tell" by bring in their cultural objects, food samples, photos, or a poster depicting characteristics and symbols of a holiday in their culture. Students could display the items in the classroom according to the ethnic group, along with some comments. (Unit 11, 12)
- Provide students with popular Korean food recipes so that they can recognize significant ingredients of Korean food. For example, show them a video or actual demonstration which explains what ingredients are needed for making *Bulgogi* (불고기) and how to make the Korean food. Then, suggest that they make their own *Bulgogi* recipe in groups based upon their food preferences. While watching the demonstration of making *Bulgogi*, students can discuss how Korean food is different from their own foods. Students could expand this experience by visiting Korean restaurants or by sampling the demonstrated dish, being careful to take into consideration any food allergies. (Unit 12)
- Show a short video clip on cultural performances such as Korean Cultural Festival in British Columbia. In large groups, have students discuss the content of the video and then create collages or murals that represent what they know and have learned about Korean culture. Post their work on the wall so that students can add new items on their work over a period of time whenever they learn about the Korean culture. (Unit 12)

## SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level should focus on students' participation in cultural activities and their increasing awareness of Korean culture. Much of their awareness will be demonstrated in graphic and visual formats, with some commentary in English.

- When students present “show and tell”, note the extent to which they:
  - include key features from their own backgrounds
  - provide important details or information
  - demonstrate a positive attitude in sharing their own culture
  - willingly answer the questions arisen from other students
- When assessing the *Bulgogi* recipe, use criteria such as:
  - can recognize significant ingredients for *Bulgogi*
  - can label all the materials which are used for making *Bulgogi* in Korean
  - are able to use the correct Korean unit of measurements
  - are able to understand differences and similarities between their own food culture and Korean food culture
- To assess creative works such as collages, or murals, consider the extent to which students:
  - convey meaning in Korean by combining pictures or words
  - identify particular characteristics in Korean culture
  - present key words in Korean
  - are willing to share their experience of Korean culture

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 영한대역 한국 전래동화 Korean Folk Tales
- 우리민속도감  
Pictorial Book of Korean Folk Customs
- 종이접기 백선 8 100 Selective Origami 8
- Korean Heritage 1, 2
- Lee Wade's Korean Cookery
- Let's Colour Korea
- Let's Learn About Korea: Customs of Korea
- Let's Visit Korea
- Notes on Things Korean



### Video

- 밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver: Past and Present
- Korean Life and Customs



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>
- The Beautiful Sounds of Korea



### CD-ROM

- Let's Master the Orthographic Alphabet In 50 Minutes!



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES***It is expected that students will:*

- make and respond to simple requests
- present information about themselves and others
- use greetings and expressions of politeness
- identify formal and informal forms of address
- express preferences and interests
- participate in known and predictable classroom situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

The emphasis at this level is on continuing to help students develop positive attitudes to learning and using Korean. Students may feel successful using the Korean they learned in Grade 5, but need the challenge of new topics and situations. Interactions with partners and small groups are more frequent. Pre-framed models continue to help students express their ideas.

- In a group, using pre-framed models, have students role-play using greetings and expressions of politeness. As an extension, create a written dialogue similar to their role-play format. Separate the dialogue into individual sentences (i. e., cut sentences into strips or write on separate index cards). Have students reconstruct the dialogue and do a role-play in a group. Then ask them present it to the class. Through this role-play, students invite classmates to their party. (Unit 1,2)
- Have students practice vocabulary related to numbers, time and weather by maintaining calendars in pairs. Also ask them to create simple sentences describing the partner's daily schedule and activities and to present what the partner's daily schedule is like. Students could improve presentation skills about themselves and others through this activity. (Unit 4)
- Individually have students make their own postcard employing drawings, texts, and colourings. Ask them to use and practice greetings and expressions of politeness. Have students collect their cards they made and display them in the class. Students can become familiar with Korean conventional expressions of correspondence format through making and writing postcards. (Unit 5)
- Provide opportunities for students to follow and lead routine classroom activities. (e.g., Calendar Time, Star of the Week)



## SUGGESTED ASSESSMENT STRATEGIES

**At this level, assessment activities should support students as they develop comfort and confidence in their emerging language skills. Students' enjoyment of language learning is a continuing priority. Students are expected to take risks and personalize their experiences, attempting to use previously learned structures. Assessment focuses on students' participation in speaking, listening, and viewing activities.**

- To assess how well information about themselves and others is presented, have students introduce their family members to the class. Then, look for evidence that:
  - modeled phrases are independently repeated
  - appropriate non-verbal gestures are demonstrated
  - used words approximate pronunciation
- When students practice a role-play for a birthday invitation, focus on their ability to make and respond to simple requests and expressions of preferences and interests for the evaluation. Look for evidence that they are able to:
  - make an invitation using the structures and vocabulary they have practiced
  - ask students to attend their party
  - listen attentively to the partner's invitation
  - decide whether to accept the invitation
- For the evaluation of students' ability to participate in classroom situation, note the extent to which they are able to:
  - write and match the numbers
  - write and label the days of the week and months of the year
  - include learned vocabulary to describe the weather and their activities
  - demonstrate their increasing confidence and comfort in using Korean in pair work

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 낱말 어드벤처 Words Adventure
- 영한대역 한국 전래동화 Korean Folk Tales
- 재외 동포 및 외국인을 위한 기초 한국어 Basic Korean for Koreans Abroad and Foreigners
- 한국어 Korean Language
- 한글학교 교사연수 교재 Training Book for Korean Language School Teachers
- The Oxford Picture Dictionary English/Korean
- Word by Word- English/ Korean Picture Dictionary
- 놀며 배우는 한국말 Korean for Children



### *Audio Cassette*

- 놀며 배우는 한국말 Korean for Children



### *Multimedia*

- 주니어 네이버 한글놀이 Junior Naver- <http://jr.naver.com/arisu/>
- 신나는 오리농장에 두팜 Edufarm - <http://www.edufarm.com/>
- LG 전래동화 LG Korean Folk Tales: <http://story.lg.co.kr:3000/korean/index.jsp>



### *CD-ROM*

- Let's Master the Orthophonic Alphabet In 50 Minutes!



### *Games/ Manipulatives*

- 긴긴 글자책 Sentence Cards
- 한글열차 놀이 학습 Korean Picture Cards

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract selected information from Korean resources to complete meaningful tasks
- express acquired information in oral and visual forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students' ability to use Korean is minimal, but their ability to access information in their own language and display it visually is already quite developed. As students apply strategies such as predicting, connecting, and guessing from clues, they experience success and develop confidence in working with Korean materials.**

- Introduce family vocabulary and have students recognize and use family terms. Have a Korean speaking guest (or student) introduce some of her/his family members. Provide students with a task sheet on which students will record the correct relationship word in Korean for each family member. Students then create their own family tree, using pictures or photos, labelling each family member appropriately. (Unit 1)
- Provide students with a Korean student's timetable to extract information about the student's school day. Ask each student to prepare their timetable in Korean, including subjects and teacher(s). Students could draw an illustration which represents each subject. Have students display their timetables on a bulletin board. (Unit 4)
- Provide students with samples of cards for special occasions (e.g., birthday card, post card). Have students identify and recognize common vocabulary and expressions (Unit 5)
- Have students look at a selection of age-appropriate Korean resources (e.g., magazine articles, advertisements, the Internet). Ask students in groups to select a topic (e.g., sports, music, clothes, foods) and create and present a visual display (e.g., chart, collage, brochure, mobile) based on their research. (Unit 9)

## SUGGESTED ASSESSMENT STRATEGIES

**At this level, students have not yet acquired extensive written and oral skills. Assessment should focus on their ability to discover and use key ideas and overall impressions, along with selected details. Students can represent their understanding in a variety of ways that require minimal use of language.**

- For assessing students' understanding of key information in a family tree, look for their:
  - recognition of vocabulary related to family, family relation
  - reproduction of Korean vocabulary in understandable form
  - recognition of proper family tree format
  - labelling each family member appropriately
- As students work on a school timetable in Korean, look for evidence that they are able to:
  - recognize words and key information
  - use strategies for discovering the meaning of unfamiliar words
  - use appropriate vocabulary
  - provide complete information
  - visually convey the meaning
- To assess students' cards, consider the extent to which they:
  - provide key information
  - provide complete information
  - use appropriate expressions
  - visually convey the message
- As students work with age-appropriate materials such as magazine articles, the Internet, or advertisements, note and encourage their attempts to use cues and strategies to anticipate and confirm meaning, such as:
  - context (including purpose and form of the material)
  - visual cues and text features
  - knowledge about familiar words and patterns to make inferences about new vocabulary

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- The Oxford Picture Dictionary English/Korean
- Word by Word- English/ Korean Picture Dictionary
- 우리 민속 도감  
Pictorial Book of Korean Folk Customs
- Let's Visit Korea



### *Video*

- 밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver: Past and Present



### *Multimedia*

- 신나는 오리농장에 듀팜  
Edufarm - <http://www.edufarm.com/>
- 주니어 네이버 한글놀이  
Junior Naver- <http://jr.naver.com/arisu/>
- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- respond to creative works from Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**By providing students with opportunities to experience creative works, teachers can encourage them to enjoy the language in all its forms. Creative works at the level might include a song, a rhyming poem, a story, a dance, or a piece of art. Students' comprehension of the work will rely heavily on visual and contextual support.**

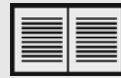
- Have students listen to a children's song or nursery rhyme in Korean. In groups of three or four, have students brainstorm what they felt and what they found out from the song or nursery rhyme. As an extension, encourage students to dance or mime as a song plays. (Unit 1, 3)
- Introduce students to a variety of simple children's verses. While students listen to a verse, have them find familiar words to predict possible theme of the verse. Point out key words to assist understanding of general meaning. As students become familiar with these works, they can visually represent their understanding. (Unit 7)
- After students hear or view a simple story, have them select an event, image, or character to represent visually (e.g., in a drawing, collage, or computer graphics). Students present their illustration, make three comments about it, and respond to questions from their classmates. (Unit 8)
- Introduce students to view a variety of Korean visual works such as paintings, architecture, and sculpture. For each piece of work, students record the artist and title of the work and provide some personal comments in their journal or Learning Log. (Unit 10)

## SUGGESTED ASSESSMENT STRATEGIES

**Students demonstrate their interest and engagement in creative works through their participation, enthusiasm and attentiveness. As they explore a variety of genres, they begin to make generalizations about what they see and hear, and connect their experiences of Korean creative works to those of other cultures.**

- When students perform their interpretation of a song, look for evidence that they:
  - participate willingly
  - recognize learned words and expressions
  - understand the meaning of the song
  - try to express the overall mood of the song
- To assess students' comprehension as they are listening to poetry, observe and note the extent to which students:
  - are willing to offer personal responses
  - speak about the main themes with the help of teacher's elaboration
  - recall familiar words and phrases
  - connect personal experiences to the images the verses have
  - are beginning to make generalizations
- When students present their illustrations, and respond to questions, look for:
  - interest and engagement in the task
  - personal connection to the image selected
  - attempts to engage others in the selected scene, character, or idea
- When students work with various Korean creative works, look for evidence that they:
  - show interest in the task
  - provide correct information about the works
  - recognize key themes
  - provide personal response

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 영한대역 한국 전래동화 Korean Folk Tales
- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 종이접기 백선-8 100 Selective Origami-8
- Korean Heritage 1, 2
- Let's Visit Korea
- Notes on Things Korean



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify selected characteristics of Korean culture
- identify elements of Korean culture that are similar to or different from their own

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Because students at this grade level will be asked to share aspects of their cultural backgrounds, it is important to establish an atmosphere of trust in the classroom. When discussing similarities and differences, avoid stereotyping. Instead, emphasize the ways in which diversity enriches the classroom experience and brings life to the study of Korean.**

- Have an on-going letter or e-mail exchange with a Korean class. Students ask the corresponding class throughout the year to respond to group surveys to determine preferences in sports, food, music, pastimes, and other interests. Collect or read letters before they are sent. (Unit 4)
- Ask students to brainstorm a list of special events celebrated by their families. Students choose an important family celebration and work on a celebration information sheet. Students then present their celebration to the class with their information sheet showing special cultural items such as clothes. Compile students' celebration information sheets into a cultural guidebook. (Unit 11)
- Introduce students to the Korean moon festival called *Chuseok* (추석). After watching a video on how to make a rice cake called *Songpyeon* (송편), guide the class to make the rice cake using Play-Dough and beans. Ask students to group their own and make the rice cake following the prepared instructions. For the wrap-up activity, have students brainstorm several points that are similar to and different from their own special food and make a comparison chart. (Unit 11)

## SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level should focus on students' participation in cultural activities and their increasing awareness of the various cultures represented in the class. Students will also reinforce Korean cultural understanding by comparing similarities and differences of various cultures.

- As students exchange letters, note the extent to which they:
  - identify preferences that are similar to and different from their own
  - provide requested information
  - complete the task
- As students present their special celebration, look for evidence that they are able to:
  - provide all required information
  - show interest in the celebration
  - have researched the topic
  - use visual prompts (e.g., clothes, cultural items)
- When students make a comparison chart, note the extent to which they:
  - show interest in various cultures
  - are actively involved in the task
  - identify similarities and differences between their own food and Korean food
  - complete the task
  - willingly ask questions for clarification to others

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 영한대역 한국 전래동화 Korean Folk Tales
- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 종이접기 백선 8 100 Selective Origami 8
- Korean Heritage 1, 2
- Lee Wade's Korean Cookery
- Let's Colour Korea
- Let's Learn About Korea: Customs of Korea
- Let's Visit Korea
- Notes on Things Korean



### Video

- 밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver: Past and Present
- Korean Life and Customs



### CD-ROM

- Let's Master the Orthophonic Alphabet In 50 Minutes!



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>
- The Beautiful Sounds of Korea



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for and give simple information
- exchange information about themselves
- recognize and use formal and informal forms of address
- share information about activities and interests
- participate in classroom activities
- begin to derive meaning in new language situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students are working with some memorized language and can begin to connect ideas to form complete messages or short interactions. They use writing for reference purposes and to develop their language skills, although accuracy of written expression is not evaluated in Grade 7. The introduction of dictionary skills is important as students begin to learn a new writing code.**

- On a map of the school, a Korean town, or a city centre, place map flags or stickers identifying important locations (e.g., gymnasium, post office, swimming pool, market, mall, bus station, bank). In pairs, have students take turns being the tour guide giving directions to get from one point to another. Students can practice similar activities such as following directions and finding locations when they got lost. (Unit 2)
- Bring a Korean-English dictionary to the class and teach them how to use the dictionary. List several vocabulary on the board and have students find them using proper dictionary skills. They will use their reading skills to identify the definition of the unknown words. (Unit 3)
- Ask students in pairs to role-play making arrangements for meetings with friends. Have partners ask each other questions to elicit information regarding dates, places, and the items to be prepared.

언제 \_\_\_\_\_?  
 어디에서 \_\_\_\_\_?  
 무엇을 \_\_\_\_\_?

As an extension, students can work in pairs to create invitations to a Korean celebration or other special event, incorporating the information they practised in the role-play. Ask students to use the appropriate form of address depending on whom the invitation is for. (Unit 5)



## SUGGESTED ASSESSMENT STRATEGIES

At this level, students begin to engage in more complex interactions that build on the frequently used expressions and language they have acquired. Assessment focuses on both the extent of students' participation and their level of understanding.

- Observe role-playing activities for evidence that students are increasingly able to:
  - make themselves understood in Korean
  - use learned patterns and vocabulary
  - take risks to add details or use unfamiliar language
  - use strategies such as non-verbal communication and visual props to support their messages
  - recognize and respond to familiar words and patterns
- At the end of each class, have students use checklists to rate their performance on aspects of their daily oral communication. Items could include:
  - I volunteered questions and information.
  - I practised new vocabulary and patterns.
  - I talked only in Korean.
  - I tried to correct my own mistakes.
  - I supported and encouraged others.
- For the assessment of students' ability in using Korean dictionary, look for evidence they are able to:
  - follow the teacher's directions
  - find the target words in the dictionary
  - use language-learning strategies to comprehend some definitions

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 국어 문법 (수정 증보판)  
Korean Grammar, revised version
- 어머 조사사전  
Korean Dictionary of Word Endings and Particles
- 영한대역 한국 전래동화 Korean Folk Tales
- 외국어로서의 한국어 문법사전  
Dictionary of Korean Grammar as a Foreign Language
- 재외 동포 및 외국인을 위한 기초 한국어  
Basic Korean for Koreans Abroad and Foreigners
- 한국어 Korean Language
- 한국어 기본 용언 활용 예문사전  
Korean Dictionary of Basic Verb Class Words
- 한글학교 교사연수 교재  
Training Book for Korean Language School Teachers
- The Oxford Picture Dictionary English/Korean
- Word by Word- English/ Korean Picture Dictionary



### Audio

- 놀며 배우는 한국말 Korean for Children



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>



### CD-ROM

- Let's Master the Orthophonic Alphabet In 50 Minutes!



### Games/Manipulatives

- 긴긴 글자책 Sentence Cards
- 한글열차 놀이학습 Korean Picture Cards

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract and retrieve selected information from Korean resources to complete meaningful tasks
- express acquired information in oral, visual, and simple written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**By now, many students are ready to use age-appropriate material to acquire more detailed and specific information. Their growing communicative skills permit them to begin to transfer and substitute language in the resources to suit their own purposes. The use of a Korean-English dictionary or a glossary helps students explore written material more independently and in greater depth.**

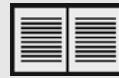
- In small groups, have students work together to select a theme or topic to research. Ask students to create a list of questions that individual students will find answers to. Encourage students to use a variety of Korean resources such as print materials, the Internet, and community resource people for their research. Have students then present their findings in oral and visual forms such as tables, charts, pictures, or maps. (Unit 4)
- Using brochures and guidebooks, introduce an amusement park to the class. Have students extract information from the resources, using a Korean-English dictionary if necessary. For example, how much is the entrance fee or what time do they open and close the park? In groups, have students work on the amusement park advertisement and present it to the class. (Unit 8)
- Introduce students to the Korean four seasons using a children's picture encyclopaedia, which shows a variety of seasonal scenes with articles. Have students in groups identify at least five facts from each season and choose one of the four seasons for their presentation. Students then present their findings in oral, written or visual form. (Unit 10)

## SUGGESTED ASSESSMENT STRATEGIES

While many of the information tasks at this level continue to rely on visual representations, students are expected to use some basic, well-practised Korean vocabulary and language structures. Linguistic requirements should be simple and require only a minimum transfer or adaptation of patterns. Assessment for this curriculum organizer continues to emphasize the extent to which students successfully find and use the information required to complete specific tasks.

- When students represent or report on information they have acquired, note the extent to which they are able to:
  - provide the key information
  - provide relevant details
  - include a simple writing (e.g., in point form)
  - complete the task
  - organize and sequence their information appropriately (e.g., when giving instructions)
  - engage the audience
- When students are working on assigned tasks, such as finding out information about an amusement park, note the extent to which they:
  - recognize familiar words in new contexts
  - use a thematic or bilingual dictionary appropriately (e.g., to confirm and locate the meaning of selected words)
  - use non-verbal clues (e.g., graphics, pictures) from the text
  - complete the advertisement with correct information
- When students are working with Korean resources, provide or develop with students a list of criteria for self- and teacher assessment. For example:
  - approach tasks with confidence
  - persevere – try different approaches or strategies when having difficulty
  - tolerate ambiguity – use the information they understand without being frustrated by gaps in their knowledge

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- Let's Visit Korea
- Let's Visit Seoul
- The Oxford Picture Dictionary English/ Korean
- Word by Word- English/ Korean Picture Dictionary



### Video

- 밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver: Past and Present



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- respond to creative works from Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students at this level can recognize familiar language in creative works and can sometimes use their growing range of strategies to make educated guesses at the meaning of new expressions. Students will benefit by being given the opportunity to choose the way they respond to creative works, for example, painting, video, song, or dance.**

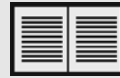
- Have students view a short, age-appropriate video on Korean dance. After the viewing, students work in groups to represent the most meaningful part of the dance to them by means of dance, drawing or written response. (Unit 6)
- Assist students in reading a simplified legend called *Baridegi* (바리데기) which tells of a heroine in Korean mythology. Explain the role of gender in Korean culture (i.e., women used to be discriminated against in Korea). Have them discuss the characters in the narrative and have students reflect on their individual roles in their family to understand the concept of gender roles. (Unit 7)
- Invite students to listen to several selected Korean songs. As they listen and follow lyric sheets, they note repeated phrases, words, or rhythms. Groups then sing or practise lip-sync routines which they present to the class. (Unit 9)
- Invite a guest who has skills in Korean traditional arts and crafts. Have students observe the guest making the crafts and ask students to choose one craft to make and present it in an art exhibition. Students could add some comments or explanations on cultural background or key information about the craft while they present their own artwork. (Unit 11)

## SUGGESTED ASSESSMENT STRATEGIES

**As students develop their knowledge of and facility with Korean, they are able to experience and respond to an increasing range of creative works, including those they seek out themselves. Assessment information most often comes from observing students' participation and engagement, and reviewing their responses and reflections.**

- As students work in groups to represent the most meaningful part of the Korean dance, note the extent to which they:
  - willingly engage in the task
  - convey the theme or plot of the video
  - demonstrate effort
  - cooperate with others
- To assess students' understanding of the gender role plays in traditional and modern Korean society, look for evidence that the poster:
  - highlights the role of gender in the Korean cultural context
  - presents relevant information about the story
  - depicts the theme of the story
- As students listen to and sing or lip-sync songs, note the extent to which they:
  - respond to the meaning as well as the sounds and rhythms
  - make connections with other music they have heard
  - are open and willing to engage in new experiences
- When students present their crafts in an art exhibition, look for evidence of their:
  - understanding of cultural background
  - inclusion of key information about the craft
  - willingness to engage the task
  - willingness to take a risk
  - inclusion of interests in other culture

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 영한대역 한국 전래동화 Korean Folk Tales
- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 종이접기 백선-8 100 Selective Origami-8
- Korean Heritage 1, 2
- Let's Visit Korea
- Notes on Things Korean



### *Multimedia*

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### *Slides*

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify and share family customs and routines
- identify elements of Korean culture present in British Columbia and Canada

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students should have opportunities in class to explore aspects of their family and community traditions in order to see the similarities that lie beneath surface differences. Students will also continue to explore and experience aspects of the Korean world.**

- Invite a high school student who is fluent in Korean to class to give a short presentation about several issues (e.g., family customs and routines, school schedules, clothes, friends, food) in his/her elementary school in Korea. Encourage students to ask questions in Korean. Then students prepare a short presentation to the class comparing the guest's elementary school life with their own. Students may want to connect with the guest for more information. If permitted by the school or parents, e-mail addresses or telephone numbers could be shared with the guest for the future correspondence. (Unit 9,11)
- On a monthly basis, assign students in groups to take turns maintaining a classroom bulletin board that focuses on the Korean world, including British Columbia and Canada. Suggest that groups display newspaper and magazine articles they collect from home, the Internet, or other sources. At the end of each month, have the assigned group present a synopsis of the posted items. (Unit 11)
- Over time, have students create a classroom chart with examples of Korean cultural influences in British Columbia and Canada. (Unit 11)
- Provide students with information about astrology and the zodiac. Then have them find out the meaning of their birth date based upon the zodiac in groups. Ask them to make a chart displaying the group members' astrology and the zodiac. Have them discuss the similarities and differences between the two different signs. (Unit 12)

## SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level should focus on students' growing awareness of Korean culture particularly in understanding family customs and routines. They expand their cultural awareness to other ethnic groups in Canada in order to increase their cultural sensitivity of cultures other than Korean culture.

- When students give a presentation comparing the guest's life with their own, observe and note the extent to which students:
  - demonstrate sensitivity to and respect for cultural differences
  - provide relevant information trying to avoid stereotyping
  - are willing to share their experiences
  - notice similarities to and differences from other cultures
- For evaluating bulletin board displays and presentation synopses, discuss expectations and criteria with students. Consider the criteria such as:
  - information comes from a variety of resources, including the Internet
  - a variety of topics about Korean culture are covered
  - displays are arranged in understandable manner
  - presentation synopses are relevant and accurate
- When students create a classroom chart with examples of Korean cultural influences over time in BC and Canada, look for evidence that:
  - information is accurate and relevant
  - chart is informative, clear, and easy to follow
  - chart displays key aspects of Korean culture in their communities
  - chart shows the similarities and difference between communities
- When students compare western astrology with the oriental zodiac, note the extent to which they:
  - recognize the difference between the two systems
  - describe their own signs
  - demonstrate sensitivity to and respect for cultural differences

## RECOMMENDED LEARNING RESOURCES



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- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 종이접기 백선-8 100 Selective Origami-8
- Facts about Korea
- Korean Heritage 1, 2
- Lee Wade's Korean Cookery
- Let's Learn About Korea: Customs of Korea
- Let's Visit Korea
- Let's Visit Seoul
- Notes on Things Korean
- The Book of Kimchi
- Travel Korea your Way



### Video

- 밴쿠버의 청소년: 과거와 현재  
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- Korean Life and Customs



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- The Beautiful Sounds of Korea



### CD-ROM

- Let's Master the Orthophonic Alphabet In 50 Minutes!



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for and give information, permission, and clarification
- seek information about activities and interests
- participate in familiar activities (real or simulated)
- recognize events as past, present, or future
- derive meaning in new language situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students at this level use Korean as a tool for communicating about everyday topics they enjoy, such as talking about themselves, their friends, and favourite activities. In order for students to experience success, they must be provided with a safe environment for language risk-taking and multiple opportunities to practise and develop Korean in new and interesting contexts and in different groupings - pairs, small and large groups, and individually.**

- Provide students with a frame for a personal letter they can adapt by adding their own information. Suggest that in their letter they use questions they have practised to ask respondents for similar information. Have students carefully check their written work and consult with partners and the teacher before sending their letter to an exchange class. (Unit 4)
- Introduce students to vocabulary appropriate for shopping items (e.g., grocery, stationery, clothes), units, measure, and currency. In pairs, have students role-play buying and selling shopping items by asking for and giving relevant information. Have students, in turns, practise the activity several times by substituting the shopping items. As an extension, students could open a simulated market. In groups, students make a shopping list for imaginary dishes. Students then buy and sell necessary grocery items to make the dishes. (Unit 5)
- Suggest students work in pairs to role-play telephone conversations in which they plan weekend activities. Partners should choose activities both students would enjoy. Plans could include where they will go, who will go with them, when they will leave, what they will take along, and whether they have permission to go. (Unit 9)

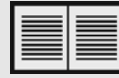


## SUGGESTED ASSESSMENT STRATEGIES

In Grade 8, writing is added to the group of skills assessed. Writing is the easiest form of communication to assess because it can be collected and analysed; however, it should not be overemphasized at the expense of oral skills. As students develop oral and written skills, errors are a natural and predictable part of language development, and provide valuable information to both learner and teacher. When students understand the role of errors, they are able to make confident decisions about when to take risks, and when to edit carefully for accuracy.

- Assess students' letters before they are mailed, recording observations on separate sheets. Note the extent to which students:
  - provide complete sentences that convey personal information
  - use questions practised in class
  - show evidence of self-correction
  - take risks with language
- Use a class list to record observations of students' oral interactions as they engage in various class and small-group tasks. The observation of three to four students per period during oral activities will provide useful information for on going oral assessment. Alert students to the specific criteria or features that will be recorded. Possible criteria include noting the extent to which students:
  - use recently acquired vocabulary and structures
  - support meaning with gestures, intonation, and body language
  - persevere in Korean when they can not understand or be understood at first (e.g., repeating, rephrasing, attempting to self-correct, using gestures)
  - take risks to include interesting information or language
  - support and encourage other students when they speak in and listen to Korean

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 국어 문법 (수정 증보판)  
Korean Grammar, revised version
- 어미 • 조사 사전  
Korean Dictionary of Word Endings and Particles
- 영한대역 한국 전래동화 Korean Folk Tales
- 외국어로서의 한국어 문법 사전  
Dictionary of Korean Grammar as a Foreign Language
- 한국어 Korean Language
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Training Book for Korean Language School Teachers
- Let's Learn Korean (Revised Edition)
- The Oxford Picture Dictionary English/Korean
- Word by Word- English/ Korean Picture Dictionary



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### CD-ROM

- Let's Master the Orthophonic Alphabet In 50 Minutes!

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract, retrieve, and process selected information from Korean resources to complete meaningful tasks
- express acquired information in oral, visual, and written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students at this level are generally interested in acquiring information about things when there is a meaningful reason for doing so. It is important to select interesting, age-appropriate Korean materials and keep the tasks fairly simple. Students need acquire only the information required to complete the task successfully. The format and context of the information should be familiar to them (e.g., teen magazine survey, newspaper or television ad, pen-pal letter, e-mail, web site).**

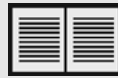
- Have students watch a weather forecast video clip and identify important facts. Using the information they have retrieved from the video clip, students in groups prepare and present the weather forecast to the class. To do the activity, students need to listen to the forecast attentively to capture correct and detailed information. Encourage students to use props (microphone, formal clothes) to make their presentation more realistic and fun. If possible, they could listen to the local daily weather forecast from the radio. (Unit 3)
- Have students view or listen to sports highlights (TV/ radio) in Korean and summarize key information, creating illustrations of the key players, the score, and expressions used by players, fans, and commentators. (Unit 9)
- Show a video clip of a Korean play or movie without sound and have students in small groups generate key information about characters and plot. Through this activity, students will learn how to extract and process information based on facial expressions and body language. Have each group share their stories with other groups. Have students listen to the video clip to see how accurate their predictions were. (Unit 11)

## SUGGESTED ASSESSMENT STRATEGIES

**In a communicative-experiential approach to language learning, students acquire and use information to complete realistic tasks. The purpose or task dictates what information is needed; students demonstrate their skills and strategies by how they use and present the information to complete the task. Assessment of these skills usually occurs in the context of an integrated communication task where teachers assess several curriculum organizers at the same time.**

- When students present or report on the weather forecast they have watched, note the extent to which they are able to:
  - provide accurate and detailed information on the weather forecast shown in the video clip
  - recognize vocabulary related to weather forecasts
  - reproduce Korean words and patterns in an understandable form
  - organize and sequence their information appropriately
  - make a prediction or inference of future weather based on information gained from watching the video
- Work with students to develop criteria for assessing their work with audio or video resources. For example, they might be expected to recognize and convey:
  - topic or purpose
  - overall moods or feelings of the actors or commentators (e.g., neutral, disappointed, excited)
  - some names of the people involved
  - locations
  - key events or information
  - outcomes or conclusions
  - some new vocabulary items they have learned
- When students are engaged in small group activities producing information in both oral and written form, note if the students:
  - remain actively engaged in the interaction
  - use appropriate vocabulary related to the them
  - communicate in complete sentences
  - attempt to use approximate pronunciation and intonation

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 우리 민속 도감  
Pictorial Book of Korean Folk Customs
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Let's Visit Korea
- Let's Visit Seoul
- Taekwondo: Philosophy & Culture
- The Oxford Picture Dictionary English/Korean
- Word by Word- English/ Korean Picture Dictionary



### *Video*

- 밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver: Past and Present
- Korean Life and Customs



### *Multimedia*

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- respond to authentic creative works from Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this age, students develop a strong interest in popular culture in the form of music videos, popular music, and films. They benefit from opportunities to experience works by Korean artists and actors.**

- Play a song, following the lyrics and noting familiar words. Have students in groups try to determine the meaning and then respond to the song by writing and illustrating their favourite lines or verses. As an extension, have students create CD covers to promote the song. (Unit 7)
- Present simple Korean poems to students several times and have them recognize the rhythm of the poems. Introduce students to new words and expressions used in the poems. Then ask students in small groups to clarify meaning and identify the main theme of the poems. Also have them share the feelings or images the words evoke from the poems. Students could extend their appreciation of the poem in their response journal. (Unit 7)
- Have students write summary reviews or reflections looking back over the creative works they have encountered during a term or semester, identifying those that have had the greatest impact or most closely reflect experiences they have had in English or other languages. They may also want to describe the ways in which their responses or ideas have changed over time. (Unit 7)

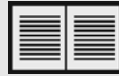
## SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level should reflect students' emerging ability to use Korean to express their thoughts, feelings, and reactions to creative works.

- When evaluating students' CD covers to promote a song, look for evidence that students:
  - provide relevant and detailed information
  - provide an appropriate visual image to complement the song
  - provide appropriate vocabulary and language structures
  - show originality and creativity
- As students work on Korean poems, note the extent to which they:
  - recognize the rhythm of the poem
  - identify the main theme
  - understand meaning
  - are able to express their feelings and emotions about the poem
  - willingly share their opinion with others
  - are actively involved in the task
- When checking students' reviews or reflections, look for evidence that they:
  - offer a personal response to creative works
  - reflect on ways their ideas may have changed over time
- When students view videos, listen to music or stories, and read magazines, assess their personal response by looking for evidence that they are:
  - open and willing to engage in the task
  - committed to their work
  - able to formulate personal responses in Korean
  - willing to take risks in their responses and predictions

Each task will have its own specific criteria.

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 영한대역 한국 전래동화 Korean Folk Tales
- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 종이접기 백선-8 100 Selective Origami-8
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Korean Heritage 1, 2
- Let's Visit Korea
- Notes on Things Korean



### Multimedia

- LG 전래동화  
LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify and share school and community traditions
- discuss the activities and interests of young people in Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**By exploring the similarities and differences in activities and interests that exist in Korean culture, students increase their understanding of their own culture.**

- After having students view a video clip about an extended family, divide the class into small groups and ask each group to find examples of Korean traditions, especially related to respecting elders (e.g., big bow, polite behaviour). Introduce students to various honorific expressions which can be used in the family, school, or community. Have students in pairs practise the expressions through a role-play with a proper gesture. As an extension, provide students in small groups with a situation card and have them present it by performing a skit. (Unit 6)
- Have students find examples of pastimes of Korean youth and compare these activities with pastimes of youth in the school or community. Students could present skits or play charades showing the activities of Korean youth. (Unit 11, 12)
- Divide the class into group A and group B. Have each group learn a game played in Korea. Then form smaller groups with two people from group A and two from group B. Students in smaller groups teach one another the games they have learned, using as many Korean expressions as possible. Have students compare and contrast the Korean games to games they have played at school or at home. (Unit 12)
- Have students listen to or view sport games (or highlights of the games) in Korean and summarize them by providing key information, rules and expressions used by players and commentator. Encourage students to report on their favourite sport and present the rules and their favourite players (if any) in written, oral, or visual form. (Unit 12)

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students are encouraged to use Korean in cultural activities; however, assessment of this organizer focuses on cultural outcomes and not on students' facility with oral or written language.

- When students work on a variety of honorific expressions, look for evidence that they:
  - use appropriate honorific words and expressions depending on the people and situations they respond to
  - provide a proper gesture trying to match them with the language
  - understand Korean tradition
  - are actively engaged in the interaction
- As students present information about pastimes of Korean youth or describe a game or sport in either oral or written form, look for evidence that they:
  - present accurate and detailed information
  - include interesting details
  - are developing increased understanding of and insight into the described activities
  - compare aspects of their own communities and cultures
- When students take part in situations such as skits, note whether they:
  - understand cultural elements
  - are interested in and curious about cultural differences
  - are open and willing to engage in the task
- When students teach each other games they have learned, encourage them to use Korean as much as possible. Establish criteria for group feedback, such as:
  - demonstration is clear and easy to follow
  - language associated with the activity is used accurately
  - comparisons to familiar games or activities help to develop understanding
  - demonstration was successful; the other students learned the game

## RECOMMENDED LEARNING RESOURCES



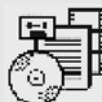
### Print Materials

- 영한대역 한국 전래동화 Korean Folk Tales
- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 종이접기 백선-8 100 Selective Origami-8
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Facts about Korea
- Korean Heritage 1, 2
- Lee Wade's Korean Cookery
- Let's Learn About Korea: Customs of Korea
- Let's Visit Korea
- Let's Visit Seoul
- Notes on Things Korean
- Pictorial Korea
- Taekwondo: Philosophy & Culture
- The Book of Kimchi
- Travel Korea your Way



### Video

- 밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver: Past and Present
- Korean Life and Customs



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>
- The Beautiful Sounds of Korea



### CD-ROM

- Let's Master the Orthophonic Alphabet In 50 Minutes!



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for and give assistance and detailed information
- share opinions and preferences, giving reasons
- describe and exchange information about activities, people, places, and things
- communicate in present and future
- participate in selected, meaningful, real-life situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students at this level need continued support to develop the range of language necessary to communicate with each other. The focus of learning is to convey and understand meaning for practical purposes in situations that are relevant to Grade 9 students.**

- Play a video clip from the cooking channel and do a memory game with the students by asking them to recall the names of the ingredients and to describe steps involved. (Unit 3)
- Divide the class into small groups. Ask each group to choose a Korean food from various resources and write down a recipe of the food. Have each group present their food and the recipe using visuals to aid presentation. Students could ask questions while a group gives their presentation. Collect all the food items and the recipes and combine in a class cookbook. (Unit 3)
- Provide students with a scenario where they have something repaired (e.g., clothes) or get a service (e.g., haircut). Have students role-play the scenario explaining what they need. If they are comfortable with this task, encourage them to extend the conversation to practise extended questions and responses. Switch roles. (Unit 4)
- Divide the class in small groups and provide each group with a map. Assign each group the task of planning to visit a place by asking for directions from another group they encounter on their way. Using Korean maps or realia, students choose a destination of interest. Then have them write a note that gives directions, special events, or characteristics of the destination. Students form partners, exchange notes, and follow the directions to reach the appropriate destination. (Unit 5)

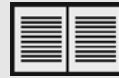


## SUGGESTED ASSESSMENT STRATEGIES

**In Grade 9, assessment continues to focus on communication of meaning, with an increasing focus on student interaction. Some of the activities assessed involve spontaneous communication, where the focus is on students' strategies for expressing and understanding meaning. When students have had opportunities to practise and receive feedback before making presentations, more attention can be paid to accuracy than in their spontaneous interactions.**

- When evaluating a group project or presentation, look for evidence that students:
  - focus their attention on the task
  - are willing to share their ideas and support the ideas of others
  - contribute to the activity or presentation
  - ask for feedback
  - help others when the need arises
  - show initiative and demonstrate leadership
- When students are engaged in role-plays, note the extent to which they:
  - remain actively engaged in the interaction
  - use appropriate vocabulary related to the theme
  - communicate in complete sentences
  - attempt to use approximate pronunciation and intonation
  - attempt to support each other
  - use correct tense (present and future), voice, and expressions of politeness appropriate for the people being addressed when students ask questions or respond
  - sustain interaction with little or no hesitation
  - are able to ask for help in Korean
- When students are engaged in group activities of “visiting places”, or presenting recipes, note whether they:
  - describe things with complete, detailed information
  - use information that is accurate and appropriate
  - incorporate useful vocabulary, expressions, and language structures in making statements or questions

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 국어 문법 (수정 증보판)  
Korean Grammar, revised version
- 어미·조사사전  
Korean Dictionary of Word Endings and Particles
- 외국어로서의 한국어 문법 사전  
Dictionary of Korean Grammar as a Foreign Language
- 한국어 기본 용언 활용 예문 사전  
Korean Dictionary of Basic Verb Class Words
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한글학교 교사 연수 교재  
Training Book for Korean Language School Teachers
- Basic Korean Dictionary for Foreigners
- Word by Word- English/ Korean Picture Dictionary
- Let's Learn Korean (Revised Edition)



### Audio Cassette

- Let's Learn Korean (Revised Edition)



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>



### CD-ROM

- Let's Master the Orthophonic Alphabet In 50 Minutes!

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract, retrieve, and process information from Korean resources to complete meaningful tasks
- explain acquired information in oral, visual, and written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students will be motivated to acquire information from authentic materials when the purpose is practical and relevant to their age.**

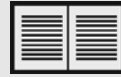
- Provide students in small groups with readings that have descriptions of people in various workplaces. Have students identify the main roles of the people in the article, interesting features of their job, problems or assumptions that are included in the articles. (Unit 6)
- Invite students to seek out members of the Korean community who work in various jobs and do research or interview one to find out what they do at work. After completing the research, have students report on their findings in front of the class using visuals to support their presentations. (Unit 6)
- Using posters or pictures, introduce several basic Korean idiomatic expressions and proverbs prior to having students discuss them in groups. Once they have identified the idioms and proverbs, provide students with a short article, a video clip, or a tape to seek out the meaning in pairs. As an extension, have students in pairs make sentences, using some of learned idioms or proverbs. As a wrap-up, have students discuss the meaning in relation to the concept in their own culture. (Unit 7)
- Invite students to find several Korean advertisements for movies and have them role-play planning to attend one. Their choices should reflect the information acquired from the advertisements (i.e., movie title, location, time, actors, critics' ratings,). Encourage students to refer to their favourite genres (e.g., comedy, adventure, horror, action). (Unit 8)

## SUGGESTED ASSESSMENT STRATEGIES

**Students at this level show evidence of their language skills and strategies in the way they approach and work with the materials, as well as the way they represent the information they acquire. Frequent opportunities to choose their own tasks will increase student interest.**

- When students read job articles, note the extent to which they:
  - demonstrate comprehension of the reading by defining main ideas and key points
  - are able to summarize the main ideas and provide relevant information from the readings
- When students report on members of the Korean community, note the extent to which they:
  - use the context to support inferences about the information
  - support their oral report with written or graphic information
  - focus on finding the key information needed
  - rely on prior learning to derive meaning
- When students in pairs work with idiomatic expressions and proverbs, note the extent to which they:
  - identify and recognize words and structures
  - understand meaning
  - focus on the implications of the expressions
  - are able to transfer and adapt the idioms and expressions to create a new sentence
  - tolerate ambiguity of meaning when unable to understand fully
  - take risks with language
- When students work with materials such as movie advertisements. Look for evidence that they are able to:
  - locate familiar words
  - use the context to infer the necessary information
  - predict meaning by interpreting photographs and graphics
  - focus on finding the key information needed
  - notice and use advertising patterns and vocabulary

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한국의 문화 Korean Culture
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Let's Visit Korea
- Let's Visit Seoul
- *Taekwondo*: Philosophy & Culture
- Word by Word- English/Korean Picture Dictionary



### *Video*

- 밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver: Past and Present
- 한국전쟁 참전 캐나다 노병들  
Canadian Veterans Remembering Korean War (1950-53)



### *Multimedia*

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- reflect on and respond to authentic creative works from Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**The range of creative works which students can experience will increase greatly if students are able to access a range of CDs, videos, and other resources or resource people. Directing students to current Internet sites will also encourage and sustain their interest in creative works.**

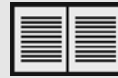
- Show students a video clip of a Korean comedy and ask them to share with others in a large group what makes it funny. Ask students what some of the differences are between Korean comedy and North American comedy and present their findings to the class. (Unit 8)
- Have students search the Internet for museums such as the National Museum of Contemporary Art in Seoul and look at several current exhibits or collections of arts and crafts. Then invite students to imagine they are the curators of an upcoming exhibit. Ask them to choose five art works they would display, and have them create an advertisement or poster for the exhibition. (Unit 11)
- In small groups, have students listen to a variety of genres of Korean songs. Ask students to work on a summary chart about each song as a final group product. Encourage students to consider the areas such as 1. the category of the song and the reason for selecting the particular category 2. mood or feeling the song creates 3. words and expressions recognized from the song 4. appropriate places the song fits in and people the song appeals to. Students could create their summary including images and illustrations. (Unit 11)
- Invite students to read simple Korean stories, including myths, legends, or other stories appropriate to Korean culture. Students then present the stories through media of their choice (e.g., skits, puppet shows). (Unit 12)

## SUGGESTED ASSESSMENT STRATEGIES

**At this level, students are able to experience and respond to an increasing range of creative works in a variety of genre from popular culture designed for their age group. Students reveal their development in the choices they make and in their efforts to find and share creative works, as well as in their oral, visual, and written responses.**

- When students in groups work on Korean comedy, look for evidence that they:
  - understand the content
  - are able to share the theme
  - recognize words and expressions they have learned
  - focus on non-verbal language such as facial expressions and gestures to enhance their understanding
  - are able to present the differences between Korean and North American comedy
- To assess students' exhibition advertisements or posters, look for evidence that they:
  - demonstrate an appreciation of the variety of Korean art
  - present accurate, appropriate, and complete information
  - attempt to appeal to the audience
  - incorporate necessary vocabulary, language structures, and expressions
- Collaboratively develop assessment criteria before students create a summary on songs. For example, the group:
  - provides all the required information
  - provides detailed information
  - extends personal experiences with their tasks
  - takes risk to use new vocabulary and language structures
  - each group member actively contributes to the group work
- Collaboratively develop criteria for students' presentations of stories. For example, the student:
  - develops a clear feeling, theme, or message that is consistent with the original
  - sequences events to create a coherent story
  - reflects key features or qualities of the characters
  - incorporates appropriate conventions and traditions

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 한국의 문화 Korean Culture
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Korean Heritage 1, 2
- Let's Visit Korea
- Notes on Things Korean



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- demonstrate an awareness of contemporary and traditional customs of Korean culture
- identify and describe similarities and differences between their own customs and Korean culture
- describe ways in which English and Korean have influenced each other

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students at this level have learned how to identify and share activities and abstract meanings of different culture. With students' deepening understanding of Korean culture, they are motivated to continue their language learning and to add new perspectives to their view of the world.**

- Provide students with a variety of Korean resources (e.g., menus, recipes, books, magazines, brochures, video clips, news articles, web sites, advertisements) and ask them to identify cultural elements (e.g., food, fashion, housing, greetings, family relations, school schedules, hobbies and activities). Have students in groups brainstorm and list all the elements and present their findings to the class using oral, visual, or multimedia formats. Have students include some points of similarities and differences between Korean contemporary and traditional customs in their presentation. (Unit 3, 4, 5)
- Have students compare and contrast ways that they celebrate special occasions such as birthdays or St. Valentines' Day and compare and contrast Korean ways with those from other countries. Then have students report their findings in visual, aural, or written format. (Unit 11)
- Show students a list of Korean words and have students locate the words that are not original Korean. Then have students guess the origin of the language and its background and influence. In addition, have students search for Korean words that have influenced English. As an extension, students could write a paragraph or a dialogue with partners using as many words from the list as possible. (Unit 12)

## SUGGESTED ASSESSMENT STRATEGIES

As students talk and write about their developing knowledge of Korean culture, look for evidence of openness to and an interest in diversity, as well as increasing knowledge of linguistic and cultural comparisons.

- Work with students to develop criteria for their presentations on Korean contemporary and traditional customs. For example, they might be expected to demonstrate:
  - awareness and use of a variety of current resources, such as web sites, library sources, and people in the community
  - detailed knowledge about key cultural characteristics from various aspects
  - sensitivity to lives and customs of inhabitants of Korea
  - awareness of some of the behaviours, attitudes, values, or customs that are common to Korean culture
  - awareness of similarities and differences between traditional and contemporary Korean customs
- When students compare and contrast birthday or other celebrations, look for evidence that they are:
  - willing to make some effort to research traditions
  - making connections between their own traditions and Korean traditions
  - able to present accurate and detailed information
  - willing to take risks to use new vocabulary and language structures
  - interested in the information presented by classmates
- Review students' lists of words that are commonly used in both languages. Look for evidence that students are able to draw conclusions and make generalizations about:
  - the language in which each word originated
  - what factors contribute to the use of loan words

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 우리 민속 도감  
Pictorial Book of Korean Folk Customs
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한국의 문화 Korean Culture
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- Notes on Things Korean
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- Seoul: A Pictorial Guidebook
- *Taekwondo*: Philosophy & Culture
- The Book of *Kimchi*
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### Video

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- 한국전쟁 참전 캐나다 노병들  
Canadian Veterans Remembering Korean War (1950-53)
- Korean Life and Customs



### Multimedia

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>
- The Beautiful Sounds of Korea



### CD-ROM

- Let's Master the Orthophonic Alphabet In 50 Minutes!



### Slides

- Korean Culture Slides

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- make suggestions about everyday activities
- communicate needs, desires, and emotions, giving reasons
- describe events and experiences
- communicate in past, present, and future
- participate in a variety of meaningful, real-life situations

### SUGGESTED INSTRUCTIONAL STRATEGIES

**Students at this level display a growing ability to take risks with language and should be encouraged to do so. Communicating meaning is still the central focus of the lesson. While emphasis remains on the practical and everyday use of language, the teacher will help students develop descriptive abilities by linking and sequencing narratives in present, future, and past.**

- Have students individually mark how their weekend was with a certain colour. Invite students to explain verbally why they chose a particular colour to represent the weekend. Students then express their feelings by reflecting on their experiences in a short paragraph. (Unit 1)
- Invite students to have a class meeting to hold a charity bazaar at the end of the period. Have students brainstorm a list of items they would like to sell (e.g., clothes, books, accessories, bags) at the bazaar. Students should make suggestions using the appropriate language structure they have already learned and also respond to the suggestions either positively or negatively. Once students have discussed details about their plan, have students in small groups create an advertisement announcing the bazaar to the school. Encourage students to choose a variety of advertising formats such as leaflets, posters, or computer-generated formats. (Unit 3)
- Have students present a short report about an embarrassing experience, brought about by cultural misunderstanding or misuse of language. (Unit 4)
- Have students share their experience of losing an article important to them. Have student write an advertisement for the Lost and Found section of the newspaper. As an extension, students could role-play calling the person to describe the item they found. (Unit 5)

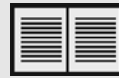


## SUGGESTED ASSESSMENT STRATEGIES

Students are increasingly able to engage in spontaneous interactions and presentations using vocabulary and structures they have memorized. The focus of assessment continues to be whether or not students are able to understand and convey meaningful messages. Where students have had opportunities to use resources, practise, receive feedback, and make corrections, they are expected to work toward accuracy. Assessment should not, however, emphasize correctness to the extent that students are afraid to take risks that are essential to their language development.

- When assessing students' writing of their past experiences, look for evidence that they:
  - include details to enhance their descriptions
  - convey a logical sequence or progression of events
  - use appropriate vocabulary and sentence patterns (including verb tenses)
  - take risks with the language to extend their language development
- When students brainstorm and discuss in class meetings, look for evidence that they:
  - communicate their ideas clearly
  - suggest and respond politely using appropriate language formats
  - give a reason when responding negatively to the others' opinion
  - check if students' development of ideas is coherent
- When assessing students' oral presentations of events or experiences, check the extent to which they:
  - describe the events clearly
  - demonstrate coherence in organizing sentences and paragraphs
  - draw on an increasing range of vocabulary
  - are able to elaborate on their presentation by taking risks with the language to extend their language boundaries
- When students are engaged in a role-play, use a checklist to assess the extent to which they:
  - actively engage in the interactions
  - are able to sustain interaction, taking risks with the language

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 국어 문법 (수정 증보판)  
Korean Grammar, revised version
- 인연 Inyeon
- 한국어 기본 용어 활용 예문 사전  
Korean Dictionary of Basic Verb Class Words
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한글학교 교사연수 교재  
Training Book for Korean Language School Teachers
- Basic Korean Dictionary for Foreigners
- Word by Word- English/Korean Picture Dictionary
- Let's Learn Korean (Revised Edition)



### Audio Cassette

- Let's Learn Korean (Revised Edition)



### CD-ROM

- Let's Master the Orthophonic Alphabet in 50 Minutes!

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- retrieve, process, and adapt information from Korean resources to complete meaningful tasks
- explain in detail acquired information in oral, visual, and written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this stage, students are able to use a variety of strategies to identify key information in authentic documents. The tasks they perform frequently integrate all aspects of their language learning and should relate directly to their lives.**

- Have students use the Internet or other resources to find information on well-known Korean (e.g., political leaders, pop stars, actors, athletes, etc.), past and present. Students select a person and prepare a presentation including pictures, biographical details, and major contribution. In small groups, students present their information orally, while the other students fill out a listening record and give feedback on the presentation based on the listening record. (Unit 6)
- Provide students in small groups with several newspaper articles. Have students discuss what the articles are about. Students could use a Korean-English dictionary to clarify the content. Once students have clarified main points, ask them to rewrite the content in point format. As an introductory activity, provide students with various headline cuts from a Korean newspaper and have students match each headline with an article. (Unit 8)
- After students examine several classified advertisements in Korean newspapers, have them create an advertisements for real or imagined objects and respond to them in telephone role-plays. When responding to the advertisements, students should make appropriate inquiries, such as details about the objects for sale. (Unit 8)
- Have students use a variety of resources to find information about the Olympic Games. In small groups, ask students to select a topic they are interested in to research (e.g., sports highlight, players, Olympic history) and present their findings to the class. Suggest that they take notes when they are researching. (Unit 9)

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to work with an increasing variety of print materials, the Internet, and other media to locate information required for tasks. Assessment considers both the processes students use—the skills, strategies, and approaches they employ to acquire information from resources—and the products or activities that demonstrate their degree of success. Self-assessment plays an important role in supporting skill development.

- Students can assess their own performance and provide feedback to their peers using five-point scale where 5 = excellent and 1 = requirements not met. For example, check if students:
  - include accurate and relevant information
  - communicate clearly
  - make direct reference to details provided in the original source
  - use appropriate vocabulary and language structures
  - sustain interaction and support each other with questions, prompts, and body language
- Assess written assignments using criteria similar to those for oral presentations. For example, check to see if:
  - communication is clear
  - information is accurate and relevant
  - details and examples are included
  - language is appropriate
  - material is effectively organized and easy to follow
- When students work with newspaper articles, note the extent to which they:
  - understand the content
  - clearly identify key information in point format
- When students prepare and respond to “for sale” advertisements in Korean, note the extent to which they:
  - use the appropriate format
  - write clearly in simple Korean
  - refer to information in the advertisement during their “calls”
  - interact in Korean to complete the task
- When assessing students’ notes, look for evidence that they:
  - include main points and relevant details
  - use point-format
  - are concise

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 우리 민속 도감  
Pictorial Book of Korean Folk Customs
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한국인의 손, 한국인의 마음  
Koreans’ Hands, Koreans’ Spirits
- Basic Korean Dictionary for Foreigners
- Let’s Visit Seoul
- *Taekwondo*: Philosophy & Culture



### Video

- 밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver: Past and Present
- 한국전쟁 참전 캐나다 노병들  
Canadian Veterans Remembering Korean War (1950-53)

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- discuss and respond to authentic creative works from Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students will be able to appreciate a range of creative works and may bring examples from outside the class. Engagement in activities increases when students can make personal choices and when they are encouraged to respond creatively from a variety of options.**

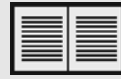
- Invite students to read a simple Korean novel, providing each section at a time. After reading the story, divide the class into small groups and have each group select a scene of the story to act out in Korean. Before the performance, work with students to establish the criteria for the performance rating scale. Students practice the scene focusing on fluency, correct pronunciation, gesture, facial expressions, improvisation, liveliness and so on. (Unit 7)
- Have students work individually to write a reading response journal about the story, answering the following questions:
  - What does the title of the story suggest?
  - What was the most striking part of the story for you?
  - Did the story influence you? If so, how did the story change you? (e.g., in terms of values, attitudes) (Unit 7)
- As a class, have students select three Korean poems for discussion. After the discussion, have students select one of the poems to interpret, using a variety of forms (e.g., drawing, actions, mime, dance, computer graphics, or music). (Unit 11)
- Show students a video or presentation on Korean traditional dances such as *Talchum* (탈춤) or *Buchaechum* (부채춤). Have students in small groups select a particular dance and research the dance. Ask each group to present their result to the class in multi-media, poster, or oral report format. Encourage students to show some of the steps to the class. (Unit 11)

## SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with oral language, their methods of responding grow to include artwork, visual displays, and oral or electronic presentations. Students often work collaboratively to develop their responses.

- When assessing dramatization, check to see what extent the students :
  - show relevant and accurate details of characters and events
  - speak clearly in an understandable manner
  - show personal feeling and emotion appropriate to the mood and situation
  - take risks in using a variety of vocabulary and expressions
  - show appropriate gesture, body language, tone, and intonation to support meaning
  - use present, past, and future tense correctly
  - show evidence of practice and collaborative team work
- When checking students' response journals, look for evidence that they:
  - offer a personal response to the story
  - reflect on ways their ideas many have changed over time
- In students' presentations on the poems, look for evidence that they:
  - represent major themes
  - draw attention to unique features
  - add interest by providing details, images, and elaboration
- Develop an assessment criteria with students before they present their findings on Korean dances. For example the group:
  - demonstrate cultural appreciation
  - present relevant and complete information
  - is willing to learn and teach others how to do the dance

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 우리 민속 도감  
Pictorial Book of Korean Folk Customs
- 인연 Inyeon
- 한국의 문화 Korean Culture
- 한국인의 손, 한국인의 마음  
Koreans' Hands, Koreans' Spirits
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Korean Heritage 1, 2
- Notes on Things Korean



### *Slides*

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify the contributions of Korean people to Canada and the world
- compare and contrast their own customs to those of Korean culture
- identify language, expressions, and behaviours that reflect cultural context

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students in Grade 10 are working hard to establish their own identity while at the same time wondering how they compare to others. To help them shape their own identity while respecting others, they examine the role of cultural practices and traditional language patterns.**

- Ask students to identify Korean idiomatic expressions and borrowed words encountered in reading, viewing, and listening activities. Encourage students to maintain ongoing lists of idioms with their contextual meanings. Students may also draw pictures to depict the meaning. (Unit 7)
- Introduce a sport (preferably a Korean sport) to students and have students in small groups figure out how to play the sport by drawing on limited given information and their own imagination. Have students create and write down a set of rules based on the information they gathered. (Unit 9)
- Watch a video-clip with students about a Korean traditional wedding. Then have students make notes, describing the bride and groom, their costume, people participating at the wedding, the setting, and the words they exchange. Encourage students to compare and contrast a Korean wedding tradition with one from their own country in an oral presentation. (Unit 11)
- Show a film or television drama depicting the life of a Korean family. Ask students to compare the family dynamics, traditions, and customs of the Korean family to those of their own. Students could select a scene and act out an adapted version. (Unit 12)
- Show a film or video set in a Korea region. Ask students to identify elements other than language that suggest the film's setting. Students might consider how events and scenes would look if the story took place this year in British Columbia. (Unit 12)

## SUGGESTED ASSESSMENT STRATEGIES

Assessment is based on activities that show a growing awareness of Korean cultural practices and Korean idiomatic expressions. Activities should also encourage students to reflect on and make comparisons among Korean culture, Canadian cultures, their own, and the cultures of their friends.

- Review students' list of idioms and borrowed words from time to time for evidence that the information is:
  - accurate and complete
  - interpreted appropriately
  - presented clearly
- When assessing students' oral presentations, note the extent to which they:
  - are able to identify similarities and differences between Korean and other cultural stories
  - show understanding of the Korean context
  - show a personal connection
  - use visuals to add interest and support
  - include relevant and creative details
- When students act out an adaptation of a Korean film or television drama, look for evidence that they:
  - make changes appropriate to the new version
  - show creativity and risk-taking in their revisions
- When students share their opinions through oral discussions, look for evidence that they:
  - use details to support their points of views
  - demonstrate respect for cultural diversity
  - participate actively in the discussion
  - take opportunities to express their ideas in Korean

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 우리 민속 도감  
Pictorial Book of Korean Folk Customs
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한국의 문화 Korean Culture
- 한국인의 손, 한국인의 마음  
Koreans' Hands, Koreans' Spirits
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Faces of Korea
- Facts about Korea
- Korean Heritage 1, 2
- Lee Wade's Korean Cookery
- Let's Visit Seoul
- Notes on Things Korean
- Pictorial Korea
- Seoul: A Pictorial Guidebook
- Taekwondo: Philosophy & Culture
- The Book of Kimchi
- Travel Korea your Way



### Video

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Korean-Canadians in Vancouver: Past and Present
- 한국전쟁 참전 캐나다 노병들  
Canadian Veterans Remembering Korean War (1950-53)
- Korean Life and Customs



### Multimedia

- The Beautiful Sounds of Korea



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- explain how to do everyday activities or procedures
- exchange opinions on topics of interest, giving reasons and reactions
- describe or narrate events, situations, or experiences
- use a range of vocabulary and expressions in past, present, and future
- interact in a variety of meaningful, real-life situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**As students support and encourage each other on a regular basis, they are able to interact with greater confidence in a familiar situations and apply their growing range of strategies more consistently, enabling them to attempt to interact outside the classroom in real-life situations.**

- In a group, ask students to research job opportunities using various Korean resources such as Korean newspapers or the Internet. Once they choose a job opportunity, have them brainstorm what skills, knowledge, and work experiences would be valuable to the employer. Show students sample résumés and cover letters and discuss what they would need to include when applying for one of the positions. Encourage students to write a résumé along with a cover letter that would interest prospective employer. (Unit 1)
- Provide students with an opportunity to view a video clip about a traditional public market in Korea. Have them focus on how people negotiate the price, trying to predict the situation. With the students, draw up a list of required vocabulary, expressions and language structures and have them practise needed vocabulary and structures in preparing for presenting a role-play with situations cards. (Unit 2)
- Have students interview classmates about their opinions on topics of personal interests, such as outdoor activities, hobbies, movie, music, and so on, giving details about why they like it and how they come to like it. After interviewing, have students in small groups work on a report in chart or graphs format. Students could present their findings using Power Point software program. (Unit 3)
- In pairs, have students role-play various real-life situations, such as:
  - making an appointment with a doctor or a dentist to discuss health problems
  - asking for and giving an advice about dieting
  - inviting friends to participate in a favourite exercise, explaining reasons for following this exercise program

Provide a minimum of five minutes to finish the first pair activity and then regroup them with new partners  
(Unit 4)

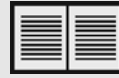


## SUGGESTED ASSESSMENT STRATEGIES

**At this level, assessment is designed to help students develop and demonstrate their growing language competency. Self- and peer assessment continue to be important ways of supporting students as they acquire and practise useful vocabulary, structures, and interactions.**

- When students write a résumé or a cover letter, assess students' writing for evidence that:
  - information is relevant for the job selected
  - details, reasons and examples are relevant
  - appropriate vocabulary, expressions, language structures are employed
  - spelling is correct
  - verb tenses are correctly employed
  - correct letter writing format is used
  - appropriate level of formality is used
  - description and narration of personal experiences are comprehensible
- When a pair is interviewing each other or practicing a role-playing situation, have peers observe the pair, looking for evidence that:
  - the interaction is taking place in Korean
  - students are exchanging appropriate and relevant information for the topic
  - students are taking risks and improvise to support interaction
  - students are showing a variety of strategies which are being used to negotiate meaning and sustain the interaction (e.g., rephrasing, questioning, repeating key words and phrases)
- Assess students' writing for evidence that:
  - meaning is clear
  - supporting details, examples are included
  - time sequence is clear, with attempts to use transitions (e.g., first, next, then, and later)
  - a variety of vocabulary and expressions are used

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 국어 문법 (수정 증보판)  
Korean Grammar, revised version
- 어미·조사사전  
Korean Dictionary of Word Endings and Particles
- 영한대역 한국 전래동화 Korean Folk Tales
- 외국어로서의 한국어 문법 사전  
Dictionary of Korean Grammar as a Foreign Language
- 인연 Inyeon
- 표준 국어 대사전 The Standard Korean Dictionary
- 한국어 기본 용언 활용 예문 사전  
Korean Dictionary of Basic Verb Class Words
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한글학교 교사 연수 교재  
Training Book for Korean Language School Teachers
- Basic Korean Dictionary for Foreigners
- Word by Word- English/ Korean Picture Dictionary



### *CD-ROM*

- Let's Master the Orthophonic Alphabet in 50 Minutes!

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- retrieve, research, and use relevant information from Korean resources to complete meaningful tasks
- summarize acquired information in oral, visual, and written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, many students are able to retrieve, specific information and apply their growing language abilities to adapting information for a purpose. Both the resources and the tasks should be at the age and interest level of the students and relevant to their lives.**

- Working in small groups, have students create a fashion goods catalogue with a slogan. Students could use store catalogues, magazines, and the Internet to find images of various fashion items (e.g., clothing, shoes, accessories). Students then exchange their catalogue with another group and make a list of goods they would buy, explaining why they need it and why they like it. (Unit 2)
- Have students view selective Korean television news or listen to the radio news. Have students in a small group develop a fact sheet about the news and present their result to the class. Invite students to write a news article based on the fact sheet. (Unit 8)
- Have students individually plan an imaginary trip to Korea. Have them conduct research to find out information on various aspects of Korea (e.g., weather, a political situation, places to visit, culture, food, etc.). Have students design a travel brochure enticing people to come to that particular section of Korea. Students could also choose to create a promotional video, advertising the sights. As an extension, have students in pairs role-play travel agent and client using Korean travel brochures. (Unit 11)

**SUGGESTED ASSESSMENT STRATEGIES**

By Grade 11, students are familiar with a wide range of classroom, library, and other resources they can use to locate information. Assessment focuses on the extent to which students are able to draw on these resources to develop accurate and relevant information for a variety of assignments. The forms and skills students use to apply and convey the information for particular purposes and audiences are increasingly important.

- When students work with television or radio news, look for evidence that students:
  - identify key information
  - rearrange the news in point format
  - summarize the acquired information
  - listen to the news attentively
- In assessing students' research assignments, look for evidence that students:
  - use a variety of reference sources
  - summarize the acquired information
  - information is organized, relevant and accurate way
  - the assignment includes details, reasons, and examples to support key points
  - language is appropriate and understandable
  - transitions and tenses are used effectively
- As students role-play travel agent and client, check if students:
  - actively communicate in Korean
  - exchange accurate and relevant information for the topic
  - provide details, examples, or reasons referring to the travel brochure
  - use appropriate vocabulary and language structures
  - sustain interaction with supporting each other
  - use strategies (e.g., rephrase in Korean to compensate for unknown expressions)

**RECOMMENDED LEARNING RESOURCES**



**Print Materials**

- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 한국문화상징사전  
Dictionary of Korean Myths and Symbols
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한국의 문화 Korean Culture
- 한국인의 손, 한국인의 마음  
Koreans' Hands, Koreans' Spirits
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Basic Korean Dictionary for Foreigners
- Let's Visit Seoul
- Taekwondo: Philosophy & Culture
- Word by Word- English/ Korean Picture Dictionary



**Video**

- 한국의 미 Beautiful Korea
- 한국전쟁 참전 캐나다 노병들  
Canadian Veterans Remembering Korean War (1950-53)



**CD-ROM**

- 표준 국어 대사전 The Standard Korean Dictionary
- 한국의 문화 Korean Culture

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- compare, contrast, and respond to authentic creative works from Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this age, students are generally more receptive to experiencing creative works from a broader range of genres and time periods. Students' developing language skills allow them to appreciate these creative works and their cultural contexts more fully.**

- Introduce several Korean poems including traditional folk songs, modern and contemporary poems. In a group, have students discuss the theme, subject matter, metaphor, and symbol of each selected poem. Students should be provided with background knowledge on the poet, the poet's era, new words, historical background, and so on. Encourage students to analyse several selected poems and present their findings to the class.
- Ask students to model their poem after the style of one of the poets studied. Invite students to write a poem using the following process: 1. Think about the topic. (Students can be given a specific topic or they can choose a topic.) 2. Brainstorm all related words or expressions about the topic and select some of those necessary. 3. Develop an outline of the idea or theme. 4. Write a poem using selected words and expressions, based on the outline. 5. Revise it several times. 6. Recite the poem in the class. (Unit 7)
- As a class, have students listen to several Korean pop songs. Have students in groups brainstorm their feelings about the songs and encourage them to compare with their countries' songs. Encourage each group to present their ideas to the class. As an extension, have each group choose their favourite song and encourage them to try to sing that song. (Unit 11)
- Have students view several famous examples of traditional and modern Korean architecture through photographs or video clips, introducing the special artistic features and historical significance of the architectural forms. Working in small groups, ask students to select one type of architectural design and recreate it visually (e.g., models, plans of cities or houses) and label their model, using the appropriate vocabulary and terminology. (Unit 11)

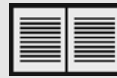
## SUGGESTED ASSESSMENT STRATEGIES

**By Grade 11, students' oral and written skills should enable them to respond to creative works in varied ways and with increasing details.**

**Through oral interactions, as well as short written texts, students demonstrate an increasing level of sophistication and appreciation in their responses.**

- When students create a poem, emphasize the extent to which they:
  - convey theme and mood of the poem
  - attempt to use language to create a specific effect or mood
  - incorporate elements of the poetic form being modeled
  - attempt to engage the reader/ listener
  - show originality and imagination
- After creating a poem, students are encouraged to present their poem to a partner, and then to the class. Distribute and review a rating scale with students prior to poem presentations. Observe and note the extent to which students:
  - read and recite in a fluent manner
  - use correct pronunciation
  - use various kind of skills, such as appropriate volume, gestures, pacing, and intonation to enhance the meaning of the poem presented
- When students present their group response to Korean pop music, observe and note the extent to which they:
  - express and support a consistent point of view
  - provide accurate information
  - indicate openness and willingness to consider new or different ideas and experiences
  - attempt to engage others
- Before students create an architectural model, review the criteria with students. Look for evidence that the model:
  - highlights Korean cultural influences as the central feature
  - highlights special artistic features
  - bases designs on accurate information
  - demonstrates attention to detail
  - shows evidence of close observation by including elements not discussed in class

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 영한대역 한국 전래 동화  
Korean Folk Tales
- 인연 Inyeon
- 우리 민속도감  
Pictorial Book of Korean Folk Customs
- 한국문화상징사전  
Dictionary of Korean Myths and Symbols
- 한국의 문화 Korean Culture
- 한국인의 손, 한국인의 마음  
Koreans' Hands, Koreans' Spirits
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Korean Heritage 1, 2
- Notes on Things Korean



### *Slides*

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify contemporary issues in Korean culture
- demonstrate an understanding of similarities and differences between their own culture and that of Korean culture
- identify and compare language, expressions, and behaviours that reflect cultural context

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**As students' understanding of Korean culture deepens, they will recognize and compare differences and similarities between Canadian multicultural society and Korean culture. Through the study of Korean culture and reflection on other cultures, most students at this level are enhancing their sensitivity toward other cultures as a whole.**

- Provide students with an opportunity to view a short video clip, which has been selected and organized in order to show students various current events in Korea. After viewing the video, have students survey current issues of magazines, news articles, the Internet, and so on. Then lead them to a group discussion, encouraging students to consider the issues from different points of view. Students select one of the current news items for further development: They are encouraged to
  1. identify the issue
  2. identify the relation between the issue and Korean culture
  3. examine language, expressions, and language structure of the news to see how they reflect cultural context. Students present their findings to the class. (Unit 8)
- Provide students with several video clips, which show various interesting events in Korean culture, such as births and death, marriage, religion, and food. In small groups or in pairs, have students identify traditional values of these customs and discuss the extent to which these values have changed and what might happen in the future. Invite students to put on a Korean cultural fair to highlight students' awareness of Korean culture and increasing use of Korean. Open the Korean cultural fair to the other Korean language class students, school administrators, and people from the Korean community. (Unit 12)
- Encourage students to keep lists of idiomatic expressions they encounter in oral and reading activities. Students should:
  - categorize expressions into meaningful groups
  - match a place, context, or scenario with each expression
  - match symbols or cartoons to expressions to aid recall
  - attempt to use these expressions whenever appropriate (Unit 11, 12)

## SUGGESTED ASSESSMENT STRATEGIES

**Assessment focuses on students' ability to look at familiar or universal customs from different points of view. At this level, the complexity of students' ideas will far exceed most students' ability to express them in Korean. To elicit and reveal higher-level of thinking, provide opportunities for students to support communication by using symbols, graphics, or diagrams, as well as language**

- When students present current Korean issues, look for evidence that they are able to:
  - identify the major point of the issue clearly
  - note key elements of Korean culture and behaviours
  - acknowledge more subtle or complex elements or patterns in Korean culture and behaviours
  - demonstrate examples of cultural similarity and differences
  - define and use vocabulary, expressions, and language structure
- When students investigate traditional values of customs, look for evidence that they are able to:
  - pose thoughtful questions about culture and values
  - seek out valid and credible information, rather than stereotypical information
  - interested in the symbols and meanings other students have perceived
- For projects, such as a Korean cultural fair, look for evidence that:
  - information is accurate and relevant
  - appropriate details designed to engage the audience are included
  - presentations are informative, clear, and easy to follow
  - vocabulary, expressions, and structures are appropriate and used effectively
  - presentations demonstrate a sensitivity to cultural issues
  - presentations show interest and vitality
  - presentations exhibit sincere attitude towards culture, people, and language
  - co-operation with group members is demonstrated
- When assessing students' lists of idiomatic expressions, note the extent to which students are able to identify and use them appropriately.

## RECOMMENDED LEARNING RESOURCES



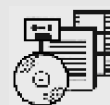
### Print Materials

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- Notes on Things Korean
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### Video

- 한국전쟁 참전 캐나다 노병들  
Canadian Veterans Remembering Korean War (1950-53)
- Korean Life and Customs



### Multimedia

- The Beautiful Sounds of Korea



### CD-ROM

- 한국의 문화 Korean Culture



### Slides

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- express short- and long-term plans, goals, and intentions
- exchange ideas, thoughts, and points of view, giving reasons and reactions
- describe, narrate, and analyse events, situations, or experiences
- use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future
- interact spontaneously in a variety of meaningful, real-life situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**In Grade 12, students are expected to use their Korean communication skills and strategies in both planned and unplanned situations. Students should challenge themselves to speak Korean only in the classroom, and they should seek out opportunities to hear and use Korean outside the classroom.**

- Invite students to recall personal history, and have them brainstorm about their family, childhood, school-related events, hobbies, friends, and accomplishments and so on. Have them to write an autobiography in chronological order based on the brainstorming. Have them revise drafts before completing the final version. Encourage students to use varied vocabulary as well as expressions in past, present, and future. They should be encouraged to describe things and narrate in detail. (Unit 1)
- Have students review and update their résumés and cover letters they have already written. Then, in pairs, students role-play a job interview expressing their short-term plans or long-term goals, using formal language expressions and expressions of courtesy. (Unit 2)
- Have students discuss various controversial issues, such as cyber learning or wearing a school uniform in a public school. Then have them choose a topic they are interested in debating and read an article on the topic. Provide them with enough time to consider the issue in order to develop a point of view. Divide students into two debating groups and have each group prepare arguments for and against. As a class, students discuss the pros and cons of the issue. Information gathered may be used to create a compilation of articles or displays. (Unit 5)

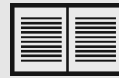


## SUGGESTED ASSESSMENT STRATEGIES

At this level, students are expected to engage in increasingly complex and spontaneous oral interactions in which they demonstrate their facility with Korean and the strategies they have developed to sustain and extend communication. Communication and risk-taking continue to be more important in most situations than accuracy and precision, but in situations where students have practiced and prepared oral or written presentations, assessment should consider errors that detract from the effectiveness or impact of the message. Self- and peer assessment still can be an important part of the oral practice that students need to support their development.

- When students write a longer and complex work, such as autobiography or personal essay, assess students' writing for evidence they:
  - use writing processes such as brainstorming, organizing, and editing stages
  - describe or narrate relevant and interesting details in chronological order
  - use varied and appropriate vocabulary and language structures
  - use appropriate and effective transitions
- In assessing business writing, such as a résumé or a cover letter, look for evidence that the:
  - given information is relevant for the selected job
  - vocabulary, expressions, language structures are appropriate
  - writing style is appropriate
  - level of formality is appropriate
- When students conduct a brief debate, look for evidence that students:
  - present credible reasons and explanations for views of their own team
  - provide relevant arguments against the other team
  - deliver major points clearly
  - take risks
  - use eye-contact, gestures
  - use intonation, stress, visuals and props to support meaning
  - express their point of view in a persuasive manner
  - use notes
  - listen carefully to opponents

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 국어 문법 (수정 증보판)  
Korean Grammar, revised version
- 어미 조사사전  
Korean Dictionary of Word Endings and Particles
- 외국어로서의 한국어 문법사전  
Dictionary of Korean Grammar as a Foreign Language
- 인연 Inyeon
- 한국어 기본 용언 활용 예문 사전  
Korean Dictionary of Basic Verb Class Words
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한글학교 교사연수 교재  
Training Book for Korean Language School Teachers
- Basic Korean Dictionary for Foreigners
- Word by Word- English/ Korean Picture Dictionary



### CD-ROM

- 표준 국어 대사전 The Standard Korean Dictionary
- Let's Master the Orthophonic Alphabet in 50 Minutes!

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- retrieve, research, and analyse information from Korean resources to complete meaningful tasks
- synthesize acquired information in oral, visual, and written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students will engage in meaningful tasks that require specific information from various Korean resources such as newspapers, magazines, books, and the Internet. Students should be able to locate information with confidence, skim for relevant facts, and know how to use dictionaries and other resources appropriately.**

- Have students research programs of study from various post-secondary institutions that offer courses in Korean using brochures, web site downloads, or guide books. Ask students to decide which institution they would like to attend and fill out the application form. (Unit 2)
- Have students view a video clip about global environmental issues, such as acid rain, global warming, water pollution, resource recycling, etc. Divide the class into several small groups according to the topic in which students are interested. Ask each group to research their specific topic, using various Korean resources, such as articles, magazines, and multi-media. Then, have them organize an environmental awareness campaign, including posters, pamphlets, public-address announcements, and a newspaper article. Encourage each group present their campaign issue to the class. (Unit 10)
- Invite students to research *Dangun* (단군) or a Korean mythological story, using Korean resources such as books, articles, or the Internet. Ask them to take notes while researching the myth and bring them to the class. Invite them to discuss what they found, what they thought, and what interested them. Then regroup the class according to the same interest or topic in order to conduct further research. Encourage each group to analyse the symbolic aspect of the myth. Have them synthesize the result of the group discussion and make a group report. Have each group present their report to the class, using visuals or other forms of support. (Unit 7)

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to use a wide range of resources to acquire the information they need for oral and written activities. Students are expected to locate and use Korean resources of their community, and elsewhere. (e.g., via the Internet, newspapers, television, magazines, and books)

- Assess students' application forms for:
  - relevancy—information provided is relevant
  - completeness—all appropriate detail is included
  - appropriateness —language and structures are accurate
- Assess students' posters or pamphlets for an environmental awareness campaign for the evidence that they:
  - contain key words and main ideas (or relevant quotations)
  - use supporting details
  - encourage environmental awareness
  - use appropriate vocabulary
  - show originality and creativity
  - are well organized
- When students conduct group presentations based on their research, look for evidence that they are able to:
  - provide accurate information from relevant sources
  - deliver clear and understandable messages
  - organize ideas logically, using appropriate transitions, to enhance message
  - indicate use of a variety of resources
  - use a variety of techniques to engage the audience's attention
  - use a variety of media to support the presentation

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 한국 문화 상징 사전  
Dictionary of Korean Myths and Symbols
- 한국어 속담 100 관용어 100  
100 Korean Proverbs 100 Idiomatic Expressions
- 한국인의 손, 한국인의 마음  
Koreans' Hands, Koreans' Sprits
- *Taekwondo*: Philosophy & Culture



### *Video*

- 한국의 미 Beautiful Korea
- 한국전쟁 참전 캐나다노병들  
Canadian Veterans Remembering Korean War (1950-53)



### *CD-ROM*

- 표준 국어 대사전 The Standard Korean Dictionary

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- analyse and respond to authentic creative works from Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**Students use all aspects of language learning, creating their group or individual response in simple or multimedia formats. Although communication continues to be central, experience of creative works and student responses should be motivated by enjoyment and pleasure.**

- Invite students to preview a selected Korean movie and have them discuss the characters, theme, setting, and plot. Before viewing the movie, have students research information about such things as the filmmaker, director, the year produced. After viewing the movie with students, have them write a movie review. This can be done individually. Students then should present their review in class and answer questions from the classmates. (Unit 8)
- Invite students to listen to Korean traditional music, such as 가야금 연주, 판소리 or 사물놀이, showing the picture of the instrument or the instrument itself. Encourage them to express the feelings that the music evokes, giving reasons for their responses. Also, have students in a group brainstorm the similarities and differences among Korean music instruments in the aspects of sound, feeling, tone, etc. Encourage students to express their thoughts and feelings about traditional Korean music in their response journals, or create a response sheet for students to complete. (Unit 9)
- Invite Korean artists to teach basic techniques in a variety of art forms (e.g., painting, film, music, etc). Select a student to greet the artist and introduce the person to the class. Students pose questions in Korean to the guest. Students then create their own works, modelled after the Korean examples. (Unit 9)

## SUGGESTED ASSESSMENT STRATEGIES

**As students develop increasing facility with oral and written language, they are able to experience and respond to both contemporary and traditional works in varied ways and with increasing detail and independence. Students are best able to reflect on their responses when they have opportunities to make choices about what they view, listen to, and read, and when they are able to choose the content and form of their responses.**

- When students are writing a movie review, look for evidence that they are able to:
  - show comprehensive understanding of the movie (e.g., plot, characterization, theme)
  - express their reaction to the movie
  - convey clear meaning
  - provide a variety of details
  - use a wide range of vocabulary, expressions, idioms, and appropriate language structure
  - compare and contrast with other movies where appropriate
- When assessing student response journals or response sheets to traditional Korean music, note the extent to which they:
  - show understanding of the music
  - show an ability to make a connection to the music
- Before students create their own works modelled after the Korean examples, work with them to develop criteria they can use to guide their work. For example:
  - highlights Korean influences as the central feature
  - uses traditional symbols and design features
  - creates something new, rather than replicating another work
- As students discuss and respond to Korean creative works, watch for evidence that they are increasing in:
  - sensitivity to arts and literature
  - knowledge of artistic and literary traditions and genres
  - interest in contemporary arts (e.g., music, movies)
  - openness to a variety of views and interpretations

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 인연 Inyeon
- 우리 민속 도감 Pictorial Book of Korean Folk Customs
- 한국문화 상징 사전 Dictionary of Korean Myths and Symbols
- 한국인의 손, 한국인의 마음 Koreans' Hands, Koreans' Sprits
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Korean Heritage 1, 2



### *CD-ROM*

- 한국의 문화 Korean Culture



### *Slides*

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- analyse and discuss contemporary issues in Korean culture
- analyse and discuss how culture affects behaviour and attitude
- use language, expressions, and behaviours to reflect cultural context

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students should possess an increasing knowledge of Korean culture and an awareness of the relation between culture and language. Students’ growing language skills permit them to research contemporary issues and their effects on Korean culture.**

- Ask students to explore contemporary issues in Korean culture, using magazines, newspapers and the Internet. As groups, have them discuss the causes, effects, features, meaning, and relationship with other cultural characteristics. Students then present their analysis in the class, providing supportive details about it. (Unit 5)
- Have students view a famous Korean pop singer’s music video or concert and discuss pop culture of their own and Korean pop culture. In groups, encourage students to investigate a favourite pop star, *Han-Ryu* (한류: Korean Wave), and so on through the Internet or magazines. Invite students to role-play “I am a Famous Star”. A student performs either as interviewer or a star. As an extension activity, have students in groups create “star album” or advertisements using Power Point about pop idols for presentation. (Unit 6)
- Invite students to research Korean taboos and superstitions and discuss them in class. Have them analyze the origin, background, and meaning and have them create some examples using mime. In groups, encourage them to role-play a situation that conveys the meaning of the taboo or superstition. (Unit 11)
- Have students discuss cultural differences, culture shock, and cultural bias. Supporting detail is from sources such as magazines, media, the Internet, and their own experiences. Ask each student to identify what is the most important thing that they have learned from their study of Korean culture. Have students design a group brochure to encourage students in lower grade to take Korean and learn more about Korean culture. (Unit 12)

## SUGGESTED ASSESSMENT STRATEGIES

**In Grade 12, the outcomes for cultural understanding emphasize awareness and sensitivity. Students reveal their cultural understanding through daily activities and interactions, as well as in the assignments they complete. Assessment should focus on students' cultural awareness rather than on their language facility.**

- When assessing students' presentations on Korean contemporary issues, look for evidence that they are able to:
  - convey the issue clearly
  - analyse the influence of contemporary issues on Korean culture
  - demonstrate examples of cultural effects on behaviour and attitudes
  - provide a conclusion from the analysis
- When assessing students' works about their idols, look for:
  - clear, understandable information
  - creative ideas or imagination
  - use of appropriate vocabulary and structures
  - co-operation with group members
- When students role-play "I am a Famous Star", look for evidence that:
  - the interaction takes place in Korean
  - students convey appropriate, relevant information
  - students use a variety of strategies to negotiate meaning and sustain the interaction (e.g., rephrasing, questioning, repeating key words and phrases)
- When students present a mime designed to evoke the meaning of Korean taboos and superstitions, consider how they:
  - represent the message
  - represent and support their views and responses to the work
- When students make brochures encouraging students in lower grades to learn Korean, look for evidence that they:
  - present the information in an easy- to understand and eye-catching manner
  - describe benefits of learning Korean and about Korean culture
  - use accurate, appropriate, and complex information
  - incorporate necessary vocabulary, language structures, and expressions
  - display information in a logical way that enhances meaning

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- 우리 민속 도감 Pictorial Book of Korean Folk Customs
- 한국문화상징사전 Dictionary of Korean Myths and Symbols
- 한국어 속담 100 관용어 100 100 Korean Proverbs 100 Idiomatic Expressions
- 한국인의 손, 한국인의 마음 Koreans' Hands, Koreans' Sprits
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Faces of Korea
- Facts about Korea
- Korean Heritage 1, 2
- Lee Wade's Korean Cookery
- Taekwondo: Philosophy & Culture
- Travel Korea your Way



### Video

- 밴쿠버의 청소년: 과거와 현재 Korean-Canadians in Vancouver: Past and Present
- 한국전쟁 참전 캐나다 노병들 Canadian Veterans Remembering Korean War (1950-53)
- Korean Life and Customs



### Multimedia

- The Beautiful Sounds of Korea



### CD-ROM

- 한국의 문화 Korean Culture







# CURRICULUM

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*Introductory Korean 11*



**I**ntroductory Korean 11 is designed for students who may not have taken Korean 5 to 10. Successful completion of this course should provide students with a level of competence that will allow them to successfully participate in Korean 11 and 12 courses. Introductory Grade 11 is a four-credit Grade 11 course. However, to alleviate scheduling pressure on students during their final two years, it can be offered at the Grade 10 level.

This course incorporates material from the Prescribed Learning Outcomes, Suggested Instructional Strategies, Suggested Assessment Strategies, and Learning Resources identified for grades 5 to 10. Introductory Grade 11 is designed to provide students with an equivalent preparation for Korean 11 and 12 courses.

A major aim, therefore, is to balance expectations regarding the emergent language skills of students who are new to the study of Korean with a consideration of their ages, life experiences, and prior knowledge.

In addition to the activities suggested in this section of the Integrated Resource Package, teachers may adapt instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for information, permission, and clarification and respond accordingly
- recognize and use greetings, expressions of politeness, and formal and informal forms of address
- seek information and make suggestions about everyday activities
- communicate likes, dislikes, desires, and emotions, giving simple reasons
- describe and exchange information about activities, people, places, and things
- communicate in past, present, and future
- participate in a variety of meaningful, real-life situations
- derive meaning in new language situations

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**It is important to develop language- learning opportunities that incorporate students' personal interests and reflect meaningful situations. As students progress and gain confidence in the Korean language skills, they are expected to apply a growing range of language learning strategies. Encourage students to begin to take risks with the language.**

- In small groups, invite students to perform a card game called “The Excuses Game”. Students who have I (Invitation) cards or R (request) cards should invite or request with appropriate expressions, and students who have A (Agree) cards or O (Objection) cards should respond positively or negatively according to their cards. Once the game is done, students reverse their roles. (Unit 3)
- Have students prepare restaurant situation cards (e.g., unhappy customer, reserved table given to someone else, server brings wrong meal, tourist having trouble with menu or currency, someone in a hurry). Students form into groups of four, and each group selects a card. The groups develop a skit about the situation they chose and present it to the class. (Unit 3)
- Have students in pairs role-play telephone conversations in which they plan weekend activities or holidays. Each pair should find an activity both students would enjoy. The plan could include where they will go, who will go with them, when they will leave, and what they will take along. (Unit 4, 11)
- Ask students to prepare gift-shopping lists for their families and friends. Have them work in pairs to role-play scenes in which they ask a shopkeeper where they can find the various items listed and how much they cost. As a variation, students could describe the interests and preferences of their family members and friends, and the shopkeeper could make suitable gift suggestions. (Unit 5)

## SUGGESTED ASSESSMENT STRATEGIES

Students are increasingly able to engage in spontaneous interactions and presentations using vocabulary and structures they have memorized. The focus of assessment is whether students are able to understand and convey meaningful messages or not. Where students have had opportunities to use resources, practise, receive feedback, and make corrections, they are expected to work toward accuracy. Assessment should not, however, emphasize corrections to the extent that students are afraid to take risks that are essential to their language development.

- When students are engaged in a role-play, look for evidence that they are able to:
  - include relevant and accurate information
  - communicate clearly
  - sustain interaction and support each other with questions, prompts, and body language
  - use strategies such as non-verbal communication, self-correction, and retelling to support their communication
  - recognize and respond to familiar words and patterns
  - use language patterns and frames they have learned in class with minimal support
  - respect and cooperate with partners
- When students participate in real or simulated activities, such as shopping, note the extent to which they are able to:
  - provide clear messages
  - use appropriate patterns for giving directions and prices
  - use intonation, gestures, and body language to support communication
  - use approximate Korean pronunciation and intonation
  - adjust and clarify when miscommunication occurs

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 국어 문법 (수정 증보판)  
Korean Grammar, revised version
- 영한대역 한국 전래동화 Korean Folk Tales
- 재외동포 및 외국인을 위한 기초 한국어  
Basic Korean for Koreans Abroad and Foreigners
- 한글학교 교사 연수 교재  
Training Book for Korean Language School Teachers
- Korean through Active Listening 1, 2
- Korean through English 1, 2, 3
- Let's Learn Korean (Revised Edition)
- The Oxford Picture Dictionary English/Korean
- Word by Word- English/ Korean Picture Dictionary



### *Audio Cassette*

- Let's Learn Korean (Revised Edition)
- Korean through Active Listening 1, 2
- Korean through English 1, 2, 3



### *CD-ROM*

- Let's Master the Orthophonic Alphabet in 50 Minutes!



### *Multimedia*

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>



### *Games/ Manipulatives*

- 긴긴 글자책 Sentence Cards

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract, retrieve, and process information from Korean resources to complete meaningful tasks
- explain acquired information in oral, visual, and simple written forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**By now, students are able to use many strategies to identify key information in authentic documents. The tasks they perform frequently integrate all aspects of their language learning and should relate directly to their lives.**

- Bring a variety of advertisements from various Korean resources such as magazines, newspapers, and the Internet. In pairs, have students select one of the advertisements in which they are interested and discuss it. Then ask them to identify key information in the advertisement and develop their own advertisement for a product (either in print, video, or digital format). Have them present their advertisement to the class. (Unit 8)
- Invite students to listen to assorted radio commercials or view a video clip of a selection from television commercials and then ask students to:
  - list key words related to each item
  - identify words or expressions related to a central mood or theme (Unit 8)
- In a group of three, give students an opportunity to read through different sections of the same newspaper, using skim and scan. Once they identify various news articles, then provide students with news headline cut-ups and ask them to arrange the cut-ups in the right order. After finishing the activity, ask students to match each headline and news article. Finally, summarize one of the newspaper articles in a short paragraph and present it to the class. (Unit 10)
- Invite students to plan for a long- term holiday such as summer or winter vacation. In a group of three or four, ask them to select a travel site in Korea, and search for information from travel magazines, brochures, and the Internet. Have each group summarize their findings and conduct a Power Point presentation to the class, recommending the site for the travel. (Unit 11)

## SUGGESTED ASSESSMENT STRATEGIES

**At this level, assessment should consider both the processes students use – the skills, strategies, and approaches they employ to acquire information from resources - and the products or activities that demonstrate their degree of success. Self-assessment plays an important role in supporting skill development.**

- When students use information from various advertisement and commercials, note to what extent they begin to:
  - identify key information
  - identify words or expressions related to a major mood or theme
  - recognise any exaggerated or overstated words or expressions
- When students summarize information from a newspaper, look for evidence that they can:
  - identify the main information
  - use the vocabulary and structures they need to describe the information
  - use appropriate tense
  - include important details
- When students present information, note the extent to which they are increasingly able to:
  - include and explain major ideas and meaning
  - include relevant details
  - use Korean words and structures in understandable manner both in oral and written communication
  - use various visuals and props to facilitate communication effectively
  - take risks with language use
- As students work with a variety of Korean information sources, such as magazines, newspapers, or the internet, look for evidence that they are increasingly able to:
  - comprehend main ideas and spot appropriate information or details they need in the sources
  - initially focus on key words, phrases, and gradually onto ideas
  - use strategies, such as skim and scan; look for headings, sub-headings first and then details

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 우리 민속 도감 Pictorial Book of Korean Folk Customs
- Basic Korean Dictionary for Foreigners
- Let's Visit Korea
- Let's Visit Seoul
- The Oxford Picture Dictionary English/Korean
- Word by Word- English/Korean Picture Dictionary



### **Multimedia**

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- reflect on, discuss, and respond to authentic creative works from Korean culture

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this age, students will be able to experience a range of creative works such as poems, stories, traditional and contemporary paintings and songs . More emphasis is put on students' enjoyment and appreciation for the creative works from Korean culture rather than on language itself.**

- Encourage students to read through a Korean short story and then, in groups, invite them to perform one or more of the following tasks:
  - draw a mind map to enhance understanding of structure and characters
  - illustrate a scene of the story to clarify its meaning
  - role-play the story (Unit 7)
- Arrange the class groups of three or four. Provide students with one part of a language- appropriate piece of writing and have them read through it. After they finish reading their part of the work, regroup the class, so that each group member can gather in a new group and ask each student to recall to the other students their piece of the story (Jigsaw Activity). Ask them to arrange the writing in order and compare it with the other groups. Have them discuss what they feel, what they have learned, which part they agree with, so on. Invite them write a short piece of writing as their final product. (Unit 7)
- Invite Korean artists from various genres such as painting, pottery, dance, music to exhibit their work and have students learn the basic techniques of the art form. Suggest students to either perform it to the class or to draw a poster on a sheet or on a white T-shirt for use as an advertisement. (Unit 7)
- Play a selection of music video from Korean pop singers or groups. After viewing it in a group, have them discuss what they feel, what they learned about the group and the song, and who or which group is their favourite and the reason why. After providing lyrics, invite students to sing several songs along with the CD. In the final activity, ask them to create a CD cover to promote the song or the artist, or the music video. (Unit 9)

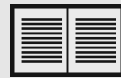


## SUGGESTED ASSESSMENT STRATEGIES

At this level, students should experience a much wider range of creative works, particularly literary genres, than they are able to read or understand independently. Assessment should focus on students' increasing abilities to share and elaborate on their views and responses to Korean creative works. The teacher can also assess students' increasing appreciation of the unique features of and connections between Korean creative works and these of other cultures.

- Before students perform mind mapping, develop criteria such as the ability to:
  - predict theme and mood in the story
  - predict the characters of the story
  - predict the plot and events of the story
  - spell key words and phrases correctly
  - use colours and codes effectively to illustrate connections between ideas
  - work collaboratively with group members
- When students create their own piece of writing, focus on criteria such as:
  - includes one main idea
  - provides appropriate examples, episodes, or reasons to support the main idea
  - flows naturally
  - tries to complete the work, mostly using Korean
  - shows originality and creativity
- When students respond to Korean songs, have them work in groups to develop three or four criteria to use for self- and peer assessment. For example, they might focus on:
  - openness to new or different ideas
  - the incorporation of interesting features
  - attention to detail from the original work
  - the communication of a clear message
- When students present creative works, such as posters and CD covers, look for evidence that they:
  - include appropriate and correct information
  - demonstrate clear meaning and purpose
  - highlight special artistic features
  - show originality and creativity

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 영한대역 한국 전래동화 Korean Folk Tales
- 우리 민속 도감 Pictorial Book of Korean Folk Customs
- 종이접기 백선-8 100 Selective Origami-8
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Korean Heritage 1, 2
- Let's Visit Korea
- Notes on Things Korean



### *Multimedia*

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>



### *Slides*

- Korean Culture Slides

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify the contributions of Korean people to the world
- identify and compare their own customs to those of Korean culture
- describe ways in which Korean has influenced other languages

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**At this level, students are encouraged to participate in a variety of cultural experiences with a focus on Korean culture. As their language abilities increase, students should be given frequent opportunities to interact in Korean in order to practise using appropriate communication conventions.**

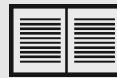
- Introduce several Koreans who are distinguished in the fields of sports, music, fine arts, science, politics, literature or film by showing clippings from magazines, newspapers, and the internet. Have students select one person whom they would like to research information for an oral presentation. Have students prepare point-format write-ups and use various visuals to support their presentations. (Unit 7)
- Have students brainstorm a list of Korean words or phrases commonly used in English and English words or phrases commonly used in Korean. These may be encountered in the authentic materials read or heard in Korean class, or outside of class, such as in *Tae Kwon Do* Hall (태권도장) or other sports broadcasts. Encourage students to maintain ongoing lists of words or phrases. (Unit 10)
- Encourage students to develop an understanding of their cultural backgrounds, including special foods, celebrations, and artefacts. Invite them to organize displays to introduce their culture to the class. Displays could include samples of food or clothing, demonstrations, personal objects, photos, or brief descriptions of special traditions or important aspects of geography and history. These displays can serve as a foundation for activities dealing with Korean culture. (Unit 12)
- Plan an excursion to a Korean restaurant and have them gather information about Korean food culture. Demonstrate and explain to them how the tables and seats are arranged, how food is served, as well as traditional Korean table manners, and what are Koreans' eating habits. Have them compare their own culture with that of Korean culture by creating a food or restaurant poster. (Unit 12)

## SUGGESTED ASSESSMENT STRATEGIES

**In students' first year of Korean, assessment of their understanding of culture will frequently involve visual representations or the use of English. Assessment activities should encourage students to reflect on their own customs as well as to demonstrate an understanding of Korean culture. Assessments should encourage them to explore ways of locating up-to-date information.**

- When students research current information about famous Korean people, discuss assessment criteria below before beginning their projects. Assessment criteria might include:
  - focuses on identification of people's contribution to Korea, to the world, and the meaning of it
  - uses varied resources effectively
  - includes interesting details or examples to draw audience's attention
  - shows an interest in the diversity of Korean people and culture
  - tries to complete the tasks, using Korean as much as possible
  - uses various visuals and props to communicate effectively
  - uses strategies such as self-correct and retelling, and risk taking with language
- When students create lists of words or phrases shared by Korean and English, look for evidence that students:
  - are able to recognize and comprehend the meaning of the words
  - are interested in relationships between the two languages
  - make an effort to use the words appropriately
- When students participate in activities and discussions about cultural issues, such as identifying their own culture or comparing between two different cultures, note the extent to which they:
  - show an interest in cultural diversity
  - respect for other ethnic and cultural groups
  - participate in a constructive manner, speaking and listening alternately
  - willingly identify and share information about their cultures and customs with the class
  - recognize and are interested in Korean words, names, and expressions

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- 영한대역 한국 전래동화 Korean Folk Tales
- 우리 민속 도감 Pictorial Book of Korean Folk Customs
- 종이접기 백선-8 100 Selective Origami-8
- 한국 풍속화집 Lee So-Ji's Genre Painting
- Faces of Korea
- Facts about Korea
- Lee Wade's Korean Cookery
- Let's Learn About Korea: Customs of Korea
- Let's Visit Korea
- Notes on Things Korean
- Pictorial Korea
- Seoul: A Pictorial Guidebook
- Travel Korea your Way
- Korean Heritage 1, 2



### *Video*

- Korean Life and Customs



### *Multimedia*

- LG 전래동화 LG Korean Folk Tales:  
<http://story.lg.co.kr:3000/korean/index.jsp>
- The Beautiful Sounds of Korea



### *CD-ROM*

- Let's Master the Orthophonic Alphabet in 50 Minutes!



### *Slides*

- Korean Culture Slides





# APPENDIX A

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*Prescribed Learning Outcomes*

**COMMUNICATING**

It is expected that students will:

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<ul style="list-style-type: none"> <li>• <b>ask</b> and <b>respond</b> to simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>make</b> and <b>respond</b> to simple requests</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask</b> for and <b>give</b> simple information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask</b> for and <b>give</b> information, permission, and clarification</li> </ul>
<ul style="list-style-type: none"> <li>• <b>present</b> information about themselves</li> </ul>	<ul style="list-style-type: none"> <li>• <b>present</b> information about themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>exchange</b> information about themselves</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>recognize</b> and <b>use</b> simple greetings and expressions of politeness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> greetings and expressions of politeness</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>identify</b> formal and informal forms of address</li> </ul>	<ul style="list-style-type: none"> <li>• <b>recognize</b> and <b>use</b> formal and informal forms of address</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>communicate</b> likes, dislikes, needs, and wants</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> preferences and interests</li> </ul>	<ul style="list-style-type: none"> <li>• <b>share</b> information about activities and interests</li> </ul>	<ul style="list-style-type: none"> <li>• <b>seek</b> information about activities and interests</li> </ul>
<ul style="list-style-type: none"> <li>• <b>respond</b> to classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>participate</b> in known and predictable classroom situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>participate</b> in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>participate</b> in familiar activities (real or simulated)</li> </ul>
			<ul style="list-style-type: none"> <li>• <b>recognize</b> events as past, present, or future</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>begin to derive</b> meaning in new language situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>derive</b> meaning in new language situations</li> </ul>

COMMUNICATING

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• <b>ask</b> for and give assistance and detailed information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>make</b> suggestions about everyday activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>explain</b> how to do everyday activities or procedures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> short- and long-term plans, goals, and intentions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>share</b> opinions and preferences, giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>communicate</b> needs, desires, and motions, giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>exchange</b> opinions on topics of interest, giving reasons and reactions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>exchange</b> ideas, thoughts, and points of view, giving reasons and reactions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>describe</b> and <b>exchange</b> information about activities, people, places, and things</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe</b> events and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe</b> or <b>narrate</b> events, situations, or experiences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe</b>, <b>narrate</b>, and <b>analyse</b> events, situations, or experiences</li> </ul>
<ul style="list-style-type: none"> <li>• <b>communicate</b> in present and future</li> </ul>	<ul style="list-style-type: none"> <li>• <b>communicate</b> in past, present, and future</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> a range of vocabulary and expressions in past, present, and future</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> a wide range of vocabulary, complexity of expression, and idiom in past, present, and future</li> </ul>
<ul style="list-style-type: none"> <li>• <b>participate</b> in selected, meaningful, real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>participate</b> in a variety of meaningful, real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>interact</b> in a variety of meaningful, real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>interact</b> spontaneously in a variety of meaningful, real-life situations</li> </ul>

**ACQUIRING INFORMATION**

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• <b>identify</b> selected information from Korean language resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>extract</b> selected information from Korean language resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>extract</b> and <b>retrieve</b> selected information from Korean language resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>extract, retrieve, and process</b> selected information from Korean language resources to complete meaningful tasks</li> </ul>
<ul style="list-style-type: none"> <li>• <b>express</b> acquired information in oral and visual forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> acquired information in oral and visual forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> acquired information in oral, visual, and simple written forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>express</b> acquired information in oral, visual, and written forms</li> </ul>



ACQUIRING INFORMATION

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• <b>extract, retrieve, and process</b> information from Korean language resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>retrieve, process, and adapt</b> information from Korean language resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>retrieve, research, and use</b> relevant information from Korean language resources to complete meaningful tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>retrieve, research, and analyse</b> information from Korean language resources to complete meaningful tasks</li> </ul>
<ul style="list-style-type: none"> <li>• <b>explain</b> acquired information in oral, visual, and written forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>explain</b> in detail acquired information in oral, visual, and written forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>summarize</b> acquired information in oral, visual, and written forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>synthesize</b> acquired information in oral, visual, and written forms</li> </ul>

**EXPERIENCING CREATIVE WORKS**

It is expected that students will:

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<ul style="list-style-type: none"> <li>• <b>respond</b> to creative works from Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>respond</b> to creative works from Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>respond</b> to creative works from Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>respond</b> to authentic creative works from Korean culture</li> </ul>

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• <b>reflect</b> on and <b>respond</b> to authentic creative works from Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discuss</b> and <b>respond</b> to authentic creative works from Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>compare, contrast,</b> and <b>respond</b> to authentic creative works from Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse</b> and <b>respond</b> to authentic creative works from Korean culture</li> </ul>

**UNDERSTANDING CULTURAL INFLUENCE**

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• <b>identify</b> elements of their own and classmates' cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> selected characteristics of Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify and share</b> family customs and routines</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify and share</b> school and community traditions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>demonstrate</b> an awareness of Korean culture in British Columbia</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> elements of Korean culture that are similar to or different from their own</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> elements of Korean culture present in British Columbia and Canada</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discuss</b> the activities and interests of young people in Korean culture</li> </ul>

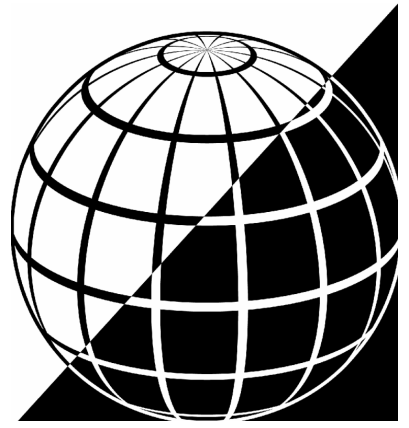
UNDERSTANDING CULTURAL INFLUENCE

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• <b>demonstrate</b> an awareness of contemporary and traditional customs of Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> the contributions of Korean people to Canada and the world</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> contemporary issues in Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse and discuss</b> contemporary issues in Korean culture</li> </ul>
<ul style="list-style-type: none"> <li>• <b>identify and describe</b> similarities and differences between their own customs and Korean customs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>compare and contrast</b> their own customs to those of Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>demonstrate</b> an understanding of similarities and differences between their own culture and that of Korean culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse and discuss</b> how culture affects behaviour and attitude</li> </ul>
<ul style="list-style-type: none"> <li>• <b>describe</b> ways in which English and Korean language have influenced each other</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> language, expressions, and behaviours that reflect cultural context</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify and compare</b> language, expressions, and behaviours that reflect cultural context</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> language, expressions, and behaviours to reflect cultural context</li> </ul>

**Introductory 11**

<p><b>COMMUNICATING</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• ask for information, permission, and clarification and respond accordingly</li> <li>• recognize and use greetings, expressions of politeness, and formal and informal forms of address</li> <li>• seek information and make suggestions about everyday activities</li> <li>• communicate likes, dislikes, desires, and emotions, giving simple reasons</li> <li>• describe and exchange information about activities, people, places, and things</li> <li>• communicate in past, present, and future</li> <li>• participate in a variety of meaningful, real-life situations</li> <li>• derive meaning in new language situations</li> </ul>
<p><b>ACQUIRING INFORMATION</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• extract, retrieve, and process information from Korean language resources to complete meaningful tasks</li> <li>• explain acquired information in oral, visual, and simple written forms</li> </ul>
<p><b>EXPERIENCING CREATIVE WORKS</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• reflect on, discuss, and respond to authentic creative works from Korean culture</li> </ul>
<p><b>UNDERSTANDING CULTURAL INFLUENCES</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• identify the contributions of Korean people to the world</li> <li>• identify and compare their own customs to those of Korean culture</li> <li>• describe ways in which Korean language has influenced other languages</li> </ul>



# APPENDIX B

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*Learning Resources*





**WHAT IS APPENDIX B?**

Appendix B consists of general information on learning resources and selecting learning resources for the classroom, followed by alphabetical annotated lists of locally selected learning resources.

**SELECTING LEARNING RESOURCES FOR THE CLASSROOM**

Selecting a learning resource means choosing locally appropriate materials, suitable for the age and interest level of the students. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. The Ministry of Education has developed guidelines to assist with the evaluation and selection of learning resources in the form of a document entitled *Evaluating, Selecting, and Managing Learning Resources: A Guide* (Revised 2002) with accompanying CD-ROM tutorial and evaluation instruments. This document is available from Government Publication Services (1-800-663-6105). Content, Content, instructional design, technical design, and social considerations may be included in the decision-making process, along with a number of other criteria.

The selection of learning resources should be an ongoing process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, coordinated at the school and district levels. To function efficiently and realize the maximum benefit from finite resources, the process should operate in conjunction with an overall district and school learning resource implementation plan. Resources must be evaluated through a local, board-approved process.

**CRITERIA FOR SELECTION**

There are a number of factors to review when selecting learning resources:

***Content***

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

***Instructional Design***

When selecting learning resources, teachers must keep in mind the underlying philosophy of the curriculum document. The Languages Template is based on the communicative-experiential approach, which emphasizes the purposeful use of language to perform real-life tasks, share ideas, and acquire information. Therefore, selected resources must support the strong oral/aural underpinning of the curriculum. In addition, teachers must consider the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources should support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students.

The instructional design of a resource includes the organization and presentation techniques, the methods used to introduce, develop, and summarize concepts; and the vocabulary level.

The suitability of all these components should be considered for the intended audience. Teachers should also consider their own teaching styles and select resources that will complement them.

### ***Technical Design***

While the instructional design of a package will determine the conceptual organization, it is the technical design that brings that structure into reality. Good technical design enhances student access and understanding. Poor technical quality creates barriers to learning. Teachers should consider the quality of photographs, the illustrations, font size and page layout, and durability. In the case of video, audible and age appropriate narration and variation in presentation style should be considered. When selecting digital resources, interactivity, feedback, constructive engagement, usability, and functionality are important.

### ***Social Considerations***

Teachers must consider the appropriateness of any resource from the perspective of the local community. An examination of a resource for social considerations helps to identify potentially controversial or offensive elements which may exist in the content or presentation. Such a review also highlights where resources might support pro-social attitudes and promote diversity and human rights issues.

The intent of any Social Considerations screening process, be it at the local or provincial level, is not to remove controversy, but to ensure that controversial views and opinions are presented in a contextual framework.

### ***Media***

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal “unseen worlds” to students. Software may be particularly useful when students are expected to develop critical-thinking skills through manipulation of a simulation, or where safety or repetition are factors. Print or CD-ROM resources can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their students, some of whom learn better from the use of one medium than another.

### ***Use of Information Technology***

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

### ***Funding***

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term

planning, to co-ordinate individual goals and local priorities.

### *Existing Materials*

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through use of district and school tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, then teachers can check the availability of a particular resource via computer.

### **A MODEL SELECTION PROCESS**

The following series of steps is one way a school might go about selecting learning resources.

- 1) Identify a resource co-ordinator (e.g., a teacher-librarian).
- 2) Establish a learning resources committee.
- 3) Develop a school vision and approach to resource-based learning.
- 4) Identify existing learning resources
- 5) Identify resource priorities.
- 6) Apply criteria such as those used by the Ministry of Education to shortlist potential resources.
- 7) Examine resources first-hand at a publishers' display.
- 8) Make recommendations for purchase.

### **ONLINE RESOURCES**

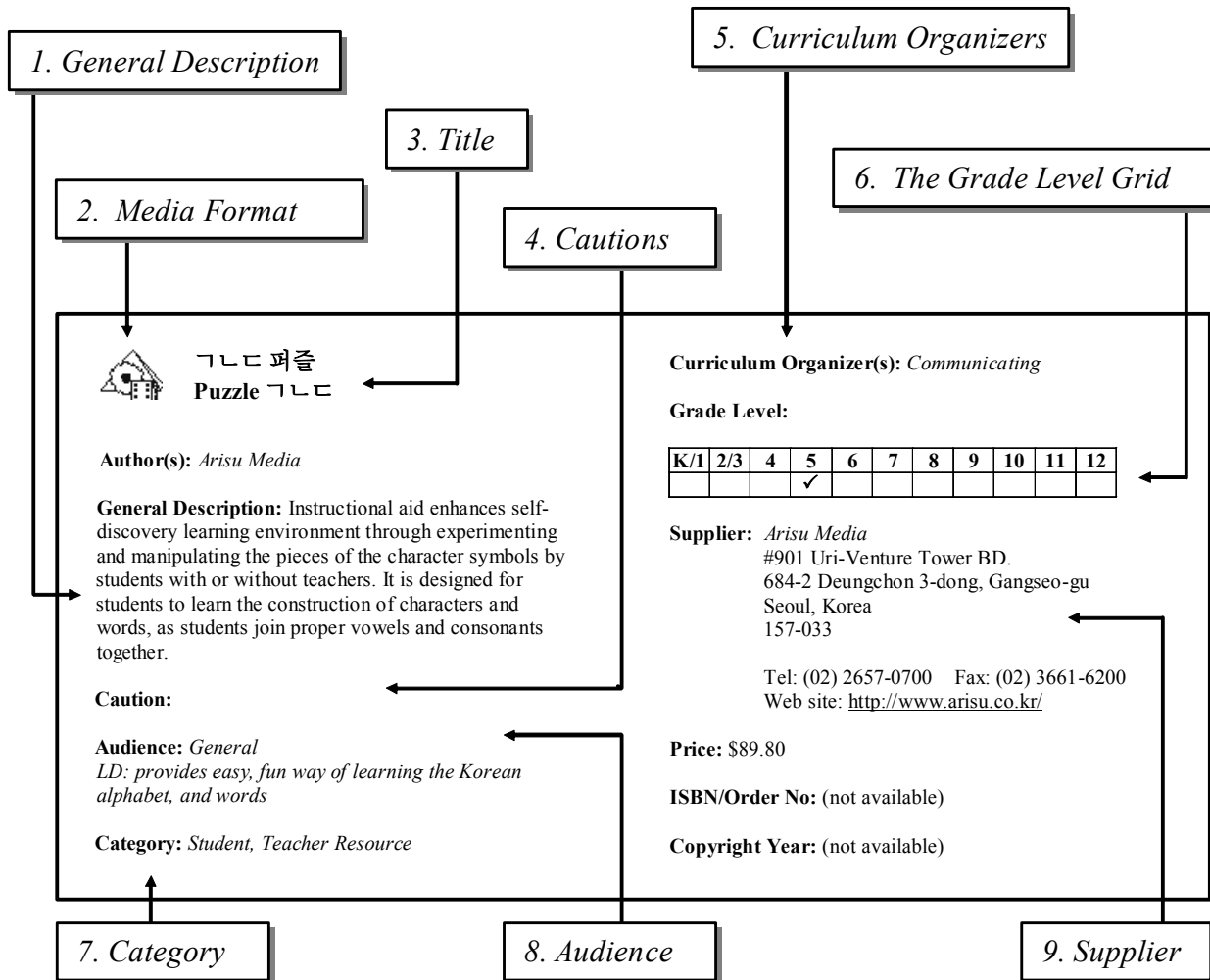
The following web sites have been selected to support various learning outcomes of the Korean 5 to 12 Integrated Resource Package. These sites have gone through a local evaluation process. Teachers will need to be aware of their school and district online policies and should preview the sites to ensure that they are still live and that any and all links provide subject and age appropriate content.

1. Arisu Media -  
<http://www.arisu.co.kr/>
2. Edufarm -  
<http://www.edufarm.com/>
3. Junior Naver -  
<http://jr.naver.com/arisu/>
4. Korean Overseas Information Service -  
<http://www.korea.net/>
5. LG Korean Folk Tales -  
<http://story.lg.co.kr:3000/korean/index.jsp>

APPENDIX B ANNOTATIONS

Appendix B comprises a comprehensive list of the resources for learning Korean. The titles are listed alphabetically and each resource is annotated.

*What information does an annotation provide?*



**1. General Description**

This section provides an overview of the resource.

**2. Media Format**

This section tells you what medium the resource is in. Possibilities include but are not limited to:



*Audio Cassette*



*CD ROM*



*Film*



*Games/manipulatives*



*Laserdisc/Videodisc*



*Multimedia*



*Music CD*



*Print Materials*



*Slides*



*Software*



*Video*



*Community Resource  
People/Elders*

**3. Caution**

This section tells teachers if the resource might raise any potentially sensitive issues.

**4. Title**

The exact title as printed on the book.

**5. Curriculum Organizer(s)**

This section tells teachers for which curriculum organizer(s) the resource is most suited.

**6. Grade Level**

This section indicates the suitable age range for the resource.

**7. Category**

This section indicates whether it is a student and teacher resource, teacher resource, or professional reference.

**8. Audience**

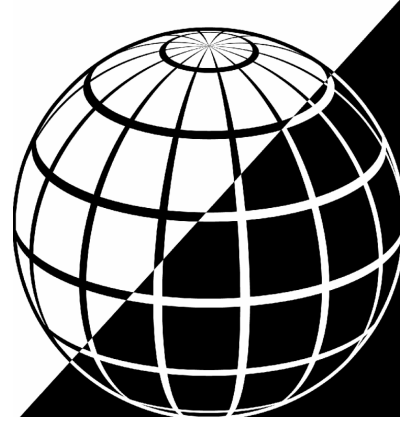
This section indicates the suitability of the resource for different types of students. Possible student audiences include:

- General
- English as a Second Language (ESL)
- Students who are:
  - gifted
  - blind or have visual impairments
  - deaf or hard of hearing
- Students with:
  - severe behavioural disorders
  - dependent handicaps
  - physical disabilities
  - autism
  - learning disabilities (LD)
  - mild intellectual disabilities (ID-mild)

- moderate to severe/profound disabilities  
(ID-moderate to severe/profound)

### ***9. Supplier***

Prices should be verified with the supplier. This section gives the name, address, telephone number, and fax number of the supplier. Prices shown here are approximate and subject to change.



# APPENDIX B

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*Learning Resources Information*







기호 퍼즐  
Puzzle 기호

**Author(s):** Arisu Media

**General Description:** Instructional aid enhances self-discovery learning environment through experimenting and manipulating the pieces of the character symbols by students with or without teachers. It is designed for students to learn the construction of characters and words, as students join proper vowels and consonants together.

**Audience:** General

*LD: provides easy, fun way of learning the Korean alphabet, and words*

**Category:** Student, Teacher Resource

**Curriculum Organizer(s):** Communicating

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓							

**Supplier:** Arisu Media

#901 Uri-Venture Tower BD.  
684-2 Deungchon 3-dong, Gangseo-gu  
Seoul, Korea  
157-033

Tel: (02) 2657-0700 Fax: (02) 3661-6200

Web site: <http://www.arisu.co.kr/>

**Price:** \$89.80

**ISBN/Order No:** (not available)

**Copyright Year:** (not available)



국어 문법 (수정 증보판)  
Korean Grammar, revised version

**Author(s):** Jeong-Soo Seo

**General Description:** 1,568-page comprehensive book covers Korean grammar from general to specific. Special features of the Korean language, the principle of sentence constructions, an overview of grammar theories, and the author's point of view are presented in the introduction. Footnotes reinforce main grammar points and additional information on a specific grammar point provides readers with opportunities of higher level of grammar study. A synopsis of grammar theory is added in the appendix. Suitable for teachers. Also recommended for Introductory Korean 11.

**Audience:** General

*Gifted – provides opportunities for in-depth study*

**Category:** Teacher Resource

**Curriculum Organizer(s):** Communicating

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** Hanyang University Press

17 Haengdang-dong, Seongdong-gu  
Seoul, Korea  
133-791

Tel: (02) 290-1430~3 Fax: (02) 290-1435

**Price:** \$57.55

**ISBN/Order No:** 89-7218-054-8 93710

**Copyright Year:** 1996

## APPENDIX B: LEARNING RESOURCES



### 긴긴글자책 Sentence Cards

**Author(s):** *Arisu Media*

**General Description:** Three-volume activity resource series is designed to learn sentence constructions using words written on each side of a sentence card. Students can make 209,952 different sentences from each volume, using 4 words on each side of a card. Enhances students' creative and imaginative expressions as they make new sentences with different words. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓				✓	

**Supplier:** *Arisu Media*

#901 Uri-Venture Tower BD.  
684-2 Deungchon 3-dong, Gangseo-gu  
Seoul, Korea  
157-033

Tel: (02) 2657-0700 Fax: (02) 3661-6200  
Web Site: <http://www.arisu.co.kr/>

**Price:** \$17.30

**ISBN/Order No:** 89-87700-19-4

**Copyright Year:** (not available)



### 낱말 어드벤처 Words Adventure

**Author(s):** *Arisu Media*

**General Description:** Series of six storybooks designed for beginners to learn Korean in a unique and fun way. Facilitates language learning through identifying and recognizing Korean alphabets, character construction and de-construction, and recognizing the repetitive syllable in different words. Simple sentence-based and humorous stories draw young students' interests. Recommended for read-along materials in experiencing the connection between the form and sound of Korean characters.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓						

**Supplier:** *Arisu Media*

#901 Uri-Venture Tower BD.  
684-2 Deungchon 3-dong, Gangseo-gu  
Seoul, Korea  
157-033

Tel: (02) 2657-0700 Fax: (02) 3661-6200  
Web Site: <http://www.arisu.co.kr/>

**Price:** \$30.00

**ISBN/Order No:** (not available)

**Copyright Year:** 2000



놀며 배우는 한국말  
Korean for Children

**General Description:** Resource package consisting of one main text, student workbook, and two audiocassettes supports the communicative approach in second-language learning. The student text is developed, using a common North American student timetable. A total of 25 units of the main text and the workbook enhance students' listening, speaking, reading, and writing skills, covering the Korean alphabet, pronunciation, essential expressions, 200 basic vocabulary, and 60 grammar points. Colour illustrations help students understand the content. A song in each unit supports the theme. Teacher's manual and tape scripts are found at the end of the textbook.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓					

**Supplier:** *Yonsei University Press*  
134 Sinchon-dong, Seodaemun-gu,  
Seoul, Korea  
120-749

Tel: (02) 392-6201, 361-3380~2  
Fax: (02) 393-1421

**Price:** \$55.80

**ISBN/Order No:** 89-7141-454-5 (Set)

**Copyright Year:** 1999



밴쿠버의 청소년: 과거와 현재  
Korean-Canadians in Vancouver:  
Past and Present

**Author(s):** *Nam-Se Cho (edited)*

**General Description:** Thirty-minute video includes two documentary snap shot records of Korean-Canadian children and youth: past (1986) and present (2004). Focuses on the younger generation's participation in organized events and activities outside of school. Includes performances featuring Korean folk and traditional music, dances, and parades. Part I presents performing arts as part of the City of Vancouver Centennial Celebration Event. Part II presents a brief Korean Heritage Day celebration.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓		

**Supplier:** *KC TV & Production Inc.*  
#301-13929 101 Ave., Surrey,  
BC, Canada  
V3T 5R9

Tel: (604) 951-7763 Fax: (604) 951-7762

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2005

## APPENDIX B: LEARNING RESOURCES



### 신나는 오리농장 에듀팜 Edufarm

**General Description:** Award-winning (2002) web-based multimedia resource contains 430 games and stories for learning Korean. Enables beginners to study step-by step depending on one's level. Raising ducks, students can increase their language level in an interesting way, such as nurturing and raising farm animals online while answering questions about spelling and recognizing alphabets. Contains a free sample game. Teachers/parents might want to give instructions about the site. Computer requirements check-up is needed before running the program.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer(s):** *Communicating  
Acquiring Information*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓						

**Supplier:** *Edufarm: <http://www.edufarm.com/>,  
Edufarm Co., Ltd.  
960-6 Gyeonggi BD 2F, Bangbae-dong Seocho-gu  
Seoul, Korea  
157-033*

Tel: (02) 736-9874 Fax: (02) 3473-3064

**Price:** Membership Fee needed

**ISBN/Order No:** (not available)

**Copyright Year:** 2004



### 신나는 한글 The Korean Alphabet

**General Description:** Instructional aids contain 5 coloured Korean alphabet magnets that can be attached to white boards or other metal surfaces. Designed for beginners to learn the Korean alphabet and its character construction using differently colour-coded vowels and consonants. Enhances self-motivation and self-discovery learning environment of students through experimenting and manipulating the resources by themselves, with or without a benefit of teachers.

**Audience:** *General*

*Blind or have Visual Impairments – provides Braille points on the surface of the alphabet magnets*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓							

**Supplier:** *Aijoa Co., Ltd.  
473 Misa-dong, Hanam-si  
Gyeonggi-do, Korea  
465-140*

Tel: (031) 793-1577 Fax: (031) 793-1576

**Price:** \$9.00

**ISBN/Order No:** (not available)

**Copyright Year:** 2004



### 어미 • 조사 사전 Korean Dictionary of Word Endings and Particles

**Author(s):** *Hi-Ja Lee and Jong-Hi Lee*

**General Description:** Dictionary of 2,200 word endings and particles that represent the special feature of Korean language. Presents detailed, yet easily accessible explanations of basic and useful words. Provides exemplary sentences for supporting language explanations. Includes supplementary information for explanations that need more details or exploit. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Hanguk Munhwa-Sa  
13-156 Seongsu 1-ga 2-dong, Seongdong-gu  
Seoul, Korea  
133-112*

Tel: (02) 464-7708, 3409-4488 Fax: (02) 499-0846

**Price:** \$40.30

**ISBN/Order No:** 89-7735-861-2 93030

**Copyright Year:** 2001



영한대역 한국 전래동화  
Korean Folk Tales

**General Description:** Series of 20 Korean folk tales illustrated in full colour. Each volume contains a pair of popular stories written in Korean and English that are adapted for children. Contains such tales as The Wood Cutter and the Heavenly Maiden, Mr. Moon and Miss Sun, The Spring of Youth, Hungbu Nolbu and the Magic Gourds, The Faithful Daughter Shim-Cheong, and The Little Frog Who Never Listened. Text may be challenging for younger children because of difficult vocabulary. Teachers will need to advise students to refer to the English version. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*  
*Experiencing Creative Works*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓			✓	

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208  
Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111  
Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** \$7.00 (each book)

**ISBN/Order No:** Vol.1: 0-930878-71-X  
Vol.2: 0-930878-72-8  
Vol.3: 0-930878-73-6  
Vol.4: 0-930878-74-4  
Vol.5: 0-930878-88-4  
Vol.6: 0-930878-89-2  
Vol.7: 0-930878-90-6  
Vol.8: 0-930878-91-4  
Vol.9: 0-930878-92-2  
Vol.10: 0-930878-93-0

**Copyright Year:** 1990



외국어로서의 한국어 문법 사전  
Dictionary of Korean Grammar  
as a Foreign Language

**Author(s):** *Bong-Ja Back*

**General Description:** Grammar reference book in a dictionary format containing 499 grammar entries is specially designed for learners who study Korean as a foreign language. Characteristics and special features of Korean language are described in the introduction. Individual language structure explained in the major part of the book enhances students' practical language usage. Classifies grammar entries into three levels for learners to study gradually. Various endings for some Korean verb class words are found in the appendix. Also recommended for Introductory Korean 11.

**Audience:** *General*  
*Gifted – provides opportunities for in-depth study*

**Category:** *Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Yonsei University Press*  
134 Sinchon-dong, Seodaemun-gu,  
Seoul, Korea  
120-749

Tel: (02) 392-6201, 361-3380~2  
Fax: (02) 393-1421

**Price:** \$23.00

**ISBN/Order No:** 89-464-0526-0

**Copyright Year:** 2000

## APPENDIX B: LEARNING RESOURCES



### 우리 민속 도감 Pictorial Book of Korean Folk Customs

**General Description:** Picture book contains around 460 photographs and illustrations of Korean folk customs with brief explanations from ancient to modern times. Presents Korean culture and customs to do with clothing, housing, food, job, traditional arts and crafts, seasonal holidays and folk games. Seventeen folk-related interesting facts facilitate students' interest and curiosity about Korean customs. Ready-to-cut colour pictures are included. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information*  
*Experiencing Creative Works*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Yerim-dang Publishing Co., Ltd.*  
153 Samsong-dong, Gangnam-gu  
Seoul, Korea  
135-090

Tel: (02) 566-1004 Fax: (02) 567-9660

**Price:** \$23.00

**ISBN/Order No:** 89-302-3507-7 76380

**Copyright Year:** 1999



### 인연 Inyeon

**Author(s):** *Cheon-Deuk Pi*

**General Description:** Collection of 79 miscellaneous writings by a renowned author provides students with a taste of modern Korean literature. Teachers might want to select writings appropriate for the students' reading level as the book contains both long and short works. Themes such as family, culture, and human relations are notable among his works.

**Audience:** *General*

*Gifted – provides opportunities for advanced students to read harder material and study Korean literature in depth*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
								✓	✓	✓

**Supplier:** *Saemteo-Sa Publishing Co.*  
1-115 Dongsung-dong, Jongno-gu  
Seoul, Korea  
110-510

Tel: (02) 763-8961~6 Fax: (02) 3672-1873

**Price:** \$8.00

**ISBN/Order No:** 89-464-0526-0

**Copyright Year:** 1996



### 재외동포 및 외국인을 위한 기초한국어 Basic Korean for Koreans Abroad and Foreigners

**Author(s):** *National Institute for International Education Development*

**General Description:** Beginner's resource consists of three parts: basic information about the Korean alphabet and its combination, five thematic units, and black and white illustration resources. Each unit presents a reading text, a list of vocabulary, worksheets, orthography sheets, and grammar points. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓				✓	

**Supplier:** *National Institute for International Education Development*  
181 Dongsung-dong, Jongno-gu,  
Seoul, Korea  
110-810

Tel: (02) 3668-1300 Fax: (02) 764-1327

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2000



종이접기 백선- 8  
100 Selective Origami- 8

Author(s): Sang-Hun Kim

**General Description:** One of the books in a selective origami series contains a chapter on traditional Korean clothing called Hanbok. Contains 28 items including men, women, and children's clothing with a brief instruction on how to create each item with paper. Also recommended for Introductory Korean 11.

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Cultural Influences*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓			✓	

Supplier: Jongi Nara Co., Ltd.  
86-4 Ugo-ri, Gwangjeok-myeon  
Yangju-gun, Kyeonggi-do, Korea  
482-840

Tel: (02) 766-6206~7 Fax: (02) 766-6205

Price: \$8.00

ISBN/Order No: 89-7622-108-7

Copyright Year: 1998



주니어 네이버 한글놀이  
Junior Naver

**General Description:** Web-based Korean language learning resource presents a variety of fun language learning programs. With teachers' and/or parents' instructions about the site, students learn and enjoy Korean through songs, quizzes, puzzles, origami, and games. Contains some free sample games. Connects to the Arisu Media web site <http://www.arisu.co.kr/> which offers free Internet source for Learning Korean. Computer requirements check-up is needed before running the program.

Audience: General

Category: Student Resource

Curriculum Organizer(s): *Communicating*  
*Acquiring Information*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓						

Supplier: Junior Naver- <http://jr.naver.com/arisu/>  
NHN Corp., Web site: <http://jr.naver.com/>  
Seoul, Korea

Price: Membership Fee: \$28.80 (1 Month); \$ 80.60 (3 Months)

ISBN/Order No: (not available)

Copyright Year: (not available)



표준 국어 대사전  
The Standard Korean Dictionary

Author(s): The National Institute of the Korean Language

**General Description:** Multimedia dictionary by the Korean government contains over 500,000 words and 10,000 colour illustrations in total 7,300 pages. Includes 12,000 entries of archaic words, new words, and words that are strictly used in North Korea. CD-ROM format includes all information in the Standard Korean Dictionary published in 1999. Includes not only definitions but also offers many other ways to search for words, such as searching under categories or clusters. This large multimedia dictionary is also available online at [http://www.korean.go.kr/search/dictionary/dic\\_web.html](http://www.korean.go.kr/search/dictionary/dic_web.html).

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): *Communicating*  
*Acquiring Information*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Supplier: Dusan Donga Publishing Co.  
295-15 Doksan 1-dong, Geumcheon-gu  
Seoul, Korea  
153-701

Tel: (02) 3398-2597 Fax: (02) 3398-2661

Price: \$115.00

ISBN/Order No: 8900104063

Copyright Year: 2001

## APPENDIX B: LEARNING RESOURCES



### 한국문화상징사전 Dictionary of Korean Myths and Symbols

**Author(s):** *The Committee of Publishing the Dictionary of Korean Myths and Symbols*

**General Description:** Comprehensive, colour-illustrated dictionary designed for understanding Korean myths and symbols appearing in Korean legends, traditional folk beliefs and religion, customs, history, and literature. Appropriate for competent readers as Sino-Korean is used frequently. Teachers will need to adapt the text appropriate to the student language level. Glossary is provided as an appendix.

**Audience:** *General*  
*Gifted – provides opportunities for advanced students to study in depth about symbols in Korean culture, literature, religion, etc and compare them to other cultural symbols*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information*  
*Experiencing Creative Works*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Supplier:** *Dong-A Publishing & Printing Co., Ltd.*  
295-15 Doksan 1-dong, Guro-gu  
Seoul, Korea  
152-600

Tel: (02) 866-8800 Fax: (02) 862-0410

**Price:** \$52.00

**ISBN/Order No:** 89-00-01454-4 01390

**Copyright Year:** 1992



### 한국어 Korean Language

**Author(s):** *The Korean Education Society of BC*

**General Description:** Textbook series consists of 11 books by the teachers of the Vancouver Korean School. Each book consists of 21 chapters and each chapter covers specific content, comprehension questions, and worksheets. Teachers will need to provide activities based on communicative-experiential approach to facilitate language learning and support the prescribed learning outcomes.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓				

**Supplier:** *The Korean Education Society of BC*  
2600 East Broadway  
Vancouver, BC  
V5M 1Y5

Tel: (604) 713-8199 Fax: (604) 713-8214

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2002





한국어 기본 용언 활용 예문 사전  
**Korean Dictionary of Basic Verb Class Words**

**Author(s):** *National Institute for International Education Development*

**General Description:** Korean-Korean-English dictionary deals with 1,000 basic verb class words. Presents several model word-endings, antonyms, and pronunciation of the words pronounced differently from the letter itself. Enhances communication competence with the practical usage of the words. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

**Supplier:** *National Institute for International Education Development*  
 181 Dongsung-dong, Jongno-gu,  
 Seoul, Korea  
 110-810

Tel: (02) 3668-1300 Fax: (02) 742-1064

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2002



한국어 속담 100 관용어 100  
**100 Korean Proverbs 100 Idiomatic Expressions**

**Author(s):** *National Institute for International Education Development*

**General Description:** Selective collection of Korean proverbs and idiomatic expressions used frequently and broadly in contemporary Korean in a dictionary format. Designed for intermediate and advanced learners to broaden and deepen their communication skills, and to understand the culture and thought of the Korean people. Presents worksheets after every 20 items for review and evaluating. Colourful illustrations support students' understanding.

**Audience:** *General*

*Gifted – provides opportunities for advanced students to study in depth rich expressions contain Korean culture.*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*  
*Acquiring Information*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

**Supplier:** *National Institute for International Education Development*  
 181 Dongsung-dong, Jongno-gu,  
 Seoul, Korea  
 110-810

Tel: (02) 3668-1300 Fax: (02) 742-1064

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2002

## APPENDIX B: LEARNING RESOURCES



### 한국의 문화 Korean Culture

**Author(s):** *National Institute for International Education Development*

**General Description:** Comprehensive resource package comprises one text and two CD-ROMs with instructional user's manual for the Korean culture. The content and organization of both the text and the CD-ROMs are identical, so students can choose the desired format. General information about Korea and the Korean people is briefly introduced in the beginning. Explores 10 features in the Korean culture including traditional beliefs, religion, seasonal holidays, family systems, traditional music, arts, dances, martial arts, clothing, food, and housing. Colour pictures facilitate students' understanding in reading. Content on traditional Korean arts and music is provided. Glossary of terms and definitions used in the text and a list of web site addresses useful in learning about Korean culture are included.

System requirements for Windows: Win 98 or later; Pentium II 200Mz and up; Hard Disc 500Mb and up; Memory 64MB and up; Graphic Card 256 and up (16 bit colour and up is desirable); Sound Card; CD-ROM Drive 4X and up (16X and up is desirable); Screen Resolution 1024 X 768 is suggested

**Audience:** *General*  
*Gifted – provides opportunities for advanced students to study in depth about Korean culture because of the reading level*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information*  
*Experiencing Creative Works*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

**Supplier:** *National Institute for International Education Development*  
181 Dongsung-dong, Jongno-gu,  
Seoul, Korea  
110-810  
  
Tel: (02) 3668-1300 Fax: (02) 764-1327

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2000



### 한국의 미 Beautiful Korea

**Author(s):** *KBS Media*

**General Description:** A series of fifteen 60-minute videos in Korean is about the beauty of traditional Korean culture. Portrays folk crafts and artefacts, the tea ceremony, nature scenery, martial arts, and folk painting in order to draw out the true meaning of Korean culture. Teachers will need to preview to select the appropriate segment for the lesson. Students may find the language level challenging.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

**Supplier:** *KBS Korea Media*  
POB #159 Yeouido-dong, Yeongdeungpo-gu  
Seoul, Korea  
150-748  
  
Tel: (02) 785-6579 Fax: (02) 783-9849  
E-mail: webmaster@kbsvideo.co.kr

**Price:** \$276.20 (Set)

**ISBN/Order No:** (not available)

**Copyright Year:** (not available)



한국인의 손, 한국인의 마음  
Korean Hands, Korean Spirits

**Author(s):** *O-Young Lee*

**General Description:** Resource book guides readers to tour the world of Korea through vivid colour photos of Korean cultural objects, tools, and artefacts. Each entry of 64 cultural items such as foods, clothes, architecture, and traditional musical instruments is presented in two-page spreads. Puts emphasis on exclusive features of traditional Korean arts and crafts and interprets symbols and images from distinctive perspectives. Brief description of each item is provided at the end of the book. Teachers will need to adjust the text according to the student reading level.

**Audience:** *General*  
*Gifted – provides opportunities for advanced students to study in depth about Korean culture because of the reading level*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information*  
*Experiencing Creative Works*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
								✓	✓	✓

**Supplier:** *Design House Publishers*  
186-210 Jangchung-dong 2-ga, Jung-gu  
Seoul, Korea  
100-392

Tel: (02) 2275-6151, 2263-6900  
Fax: (02) 2275-7884-5

**Price:** \$23.00

**ISBN/Order No:** 89-7041-031-7-03380

**Copyright Year:** 2000



한국전쟁 참전 캐나다 노병들  
Canadian Veterans  
Remembering the Korean War (1950-53)

**Author(s):** *Nam-Se Cho (edited)*

**General Description:** Forty-minute video presents interviews in English with some of the Korean War Veterans in BC. Provides not only the collective accounts of Canadian forces' participation, but also individuals' personal experiences, using tragic and desperate images and sounds. Documentary testimonials by the removing living old soldiers and individual living memories are a good sources of bilateral historical lessons that will enrich Canadian ties with Korean, particularly new arrivals from Korea. Korean narration is provided.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *KC TV & Production Inc.*  
#301-13929 101 Ave., Surrey,  
BC, Canada  
V3T 5R9

Tel: (604) 951-7763 Fax: (604) 951-7762

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2005

## APPENDIX B: LEARNING RESOURCES



### 한국 풍속화집 Lee So-Ji's Genre Painting

**Author(s):** *So-Ji Lee*

**General Description:** Pocket-sized collection of 163 Korean traditional paintings depicting Korean folk customs and everyday lives. Brief explanations accompany each painting both in Korean and English. Supports student understanding of the traditional Korean family system, activities in seasonal holidays, women's lives, farming, children's lives, celebrations, etc. May not be appropriate for younger age group because of the size of pictures and fonts. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information  
Experiencing Creative Works  
Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

**Supplier:** *Seomun-dang Publishing Co.*  
20-12 Seongsan-dong, Mapo-gu  
Seoul, Korea  
121-250

Tel: (02) 322-4916~8 Fax: (02) 322-9154

**Price:** \$7.00

**ISBN/Order No:** 89-7243-511-2

**Copyright Year:** 2001



### 한글열차 놀이학습 Korean Picture Cards

**General Description:** Four-level Korean picture cards comprising 31 thematic categories reinforce learning Korean in various ways. A Korean word is on one side of the card, and a picture the other side. Teacher might want to add English translation beside the word in Korean. Teacher will need to check whether the words have been introduced or not before using the cards as part of any vocabulary activity.

**Audience:** *General*

*LD: provides fun, stimulating way of learning Korean*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓					

**Supplier:** *Jenix Co., Ltd.*  
303-24 Gwanghui-dong, Jung-gu  
Seoul, Korea  
100-412

Tel: (02) 2277-3667 Fax: (02) 2271-1599

**Price:** Level 1: \$27.60  
Level 2: \$18.40  
Level 3: \$18.40  
Level 4: \$9.20

**ISBN/Order No:** 89-5695-148-9 (4 Level Set)

**Copyright Year:** 2004



한글학교 교사 연수 교재  
**Training Book for  
 Korean Language School Teachers**

**Author(s):** *National Institute for International Education Development*

**General Description:** Reference guide covers Korean grammar points and various instructional strategies in teaching Korean. Presents examples of instructional strategies for teaching the Korean alphabet, pronunciation, classroom instructions, Korean proverbs, etc. Supplementary reading materials follow in the appendix. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** Teacher Resource

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *National Institute for International Education Development*  
 181 Dongsung-dong, Jongno-gu,  
 Seoul, Korea  
 110-810

Tel: (02) 3668-1300 Fax: (02) 764-1327

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 1999



LG 전래동화  
**LG Korean Folk Tales**

**General Description:** An excellent Korean folk tale web site is available both in Korean and English. Consisting of 3 different sections such as reading, studying, and playing, the site focuses on reading, listening, writing, and the Korean culture. Students can practice typing Korean as they write a story. Shockwave, Flash software need to be installed for folk tales. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

*Acquiring Information*  
*Experiencing Creative Works*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓			

**Supplier:** *LG Korean Folk Tales:*  
<http://story.lg.co.kr:3000/korean/index.jsp>,  
 LG, www.lg.co.kr/  
 Seoul, Korea

**Price:** Free

**ISBN/Order No:** (not available)

**Copyright Year:** 2005

## APPENDIX B: LEARNING RESOURCES



### Basic Korean Dictionary for Foreigners

**Author(s):** Sang-Oak Lee

**General Description:** Dictionary contains 5,000 selective vocabulary frequently used in English and Korean. Introduces brief grammar points, honorific expressions, and Sino-Korean, which most foreigners find difficult. Teachers will need to teach students how to look up words in a Korean dictionary prior to using it. Also recommended for Introductory Korean 11.

**Audience:** General

**Category:** Student, Teacher Resource

**Curriculum Organizer(s):** *Communicating  
Acquiring Information*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** \$10.50

**ISBN/Order No:** 1-56591-076-1

**Copyright Year:** 1996



### Faces of Korea

**Author(s):** Richard Harris

**General Description:** Collection of 47 interviews with people from more than 20 countries on five continents. Contains subjects such as the Korean people, romantic relations with Koreans, working, teaching and learning in Korea, and people who have made Korea their adopted home. Enhances students' interest in presenting interviews in a narrative format. Teacher should provide an opportunity to discuss similarity and differences between cultures and how culture affects people's behaviour and attitude. Also recommended for Introductory Korean 11.

**Audience:** General

**Category:** Student, Teacher Resource

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
								✓	✓	✓

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 1-56591-214-4

**Copyright Year:** 2004



**Facts about Korea**

**Author(s):** *Korean Overseas Information Service Government Information Agency*

**General Description:** Handbook in English provides an overview of Korea, the Korean people, and the Korean culture. Covers 12 topics including geography and people; history; education; transportation and communications; culture and the arts; Korean lifestyle; religions; sports and leisure; tourism. Brief descriptions on 20 representative cultural features such as Kimchi, Hangeul, Hanbok accompany as an appendix. Available on the web site of [www.korea.net](http://www.korea.net) in an e-book file format ([http://www.korea.net/kois/eng\\_il\\_read.asp?book\\_no=28](http://www.korea.net/kois/eng_il_read.asp?book_no=28)). Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

**Supplier:** *Korean Overseas Information Service*  
82-1 Sejong-no, Jongno-gu  
Seoul, Korea  
110-703

Tel: (02) 398-1910~9 Fax: (02) 398-1882

**Price:** (not available)

**ISBN/Order No:** 89-7375-101-8 03910

**Copyright Year:** 2003



**Korean Culture Slides**

**Author(s):** *Korean Overseas Information Service (KOIS)*

**General Description:** Slide collection portrays a variety of photographs of the Korean people and its culture. Collection contains 194 pictures under 9 segmental categories such as Korea and the Korean people, paintings, architecture, traditional crafts, pottery and porcelain, Buddhist scripture, traditional dance and music, Korean folk games, and the scientific achievements in Korea. Description of key features on each item enhances viewers' understanding about Korean culture. Available on the web site [www.korea.net](http://www.korea.net) ([http://www.korea.net/kois/eng\\_si\\_list.asp?category=Korea%20and%20the%20Korean%20People](http://www.korea.net/kois/eng_si_list.asp?category=Korea%20and%20the%20Korean%20People)). Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Experiencing Creative Works*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Korean Overseas Information Service*  
82-1 Sejong-no, Jongno-gu  
Seoul, Korea  
110-703

Tel: (02) 398-1910~9 Fax: (02) 398-1882

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2004

## APPENDIX B: LEARNING RESOURCES



### Korean Heritage 1, 2

**Author(s):** *Korean Overseas Information Service*

**General Description:** Resource book series presents an insightful look at the traditional and cultural heritage of the Korean people. Portrays 20 items such as arts and crafts, food, and traditional music and sports using a variety of colourful photographs. Accompanying, brief information summarizes the key points about the pictures of Korean life, thought, and culture. Also suitable for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Experiencing Creative Works  
Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 1-56591-077-X (Book 1)  
1-56591-178-8 (Book 2)

**Copyright Year:** (not available)



### Korean Life and Customs

**Author(s):** *Korean Overseas Information Service (KOIS)*

**General Description:** As one of the 10 video series of "Images of Korea" made by the Korean Government, this video runs 20 minutes each in English, and portrays the Korean people's life and customs. Topics covered are: birth and adulthood, marriage, funeral ritual, and memorial days. Highlights the differences between the past and present customs and daily lives of Korean people in each segment. Captions on the interviews with two Korean scholars support students' understanding of the content. Available on the web site of [www.korea.net](http://www.korea.net) ([http://www.korea.net/kois/eng\\_vns\\_read.asp?movie\\_no=25](http://www.korea.net/kois/eng_vns_read.asp?movie_no=25)). Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Korean Overseas Information Service*  
82-1 Sejong-no, Jongno-gu  
Seoul, Korea  
110-703

Tel: (02) 398-1910~9 Fax: (02) 398-1882

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2004





**Korean through Active Listening 1, 2**

**Author(s):** *In-Jung Cho and Young-A Cho*

**General Description:** Listening resource containing two books and 6 audiocassettes are designed for beginners (Vol. 1) and intermediate young adult students (Vol. 2) as a supplement to a classroom text book, or in a language lab, and as a self-study book for students. Book one consists of 59 tasks based on everyday situations such as greetings, ordering meals and shopping. Book two consists of 56 tasks such as making excuses, giving and following directions, and listening to the weather forecast. The recordings on the six 90-minute-long audiocassettes provide authentic Korean speech at normal speed. Suitable for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149, 8192

**Price:** \$32.20

**ISBN/Order No:** 1-56591-058-3 (Two Volume Set)

**Copyright Year:** 2000



**Korean through English 1, 2, 3**

**Author(s):** *Sang-Oak Lee, et al.*

**General Description:** Resource series comprises three books of 25 lessons each. Each lesson is made up of vocabulary, pronunciation, main text, grammar points, and exercise sections. Supplementary cultural columns are designed to enhance the understanding of traditional culture and modern society in Korea. Teachers will need to supplement oral activities to enhance the communicative approach. Some exercises may not support the communicative-experiential philosophy of the curriculum (e.g., direct translation exercises in Book 1). Nine accompanying audiocassettes of dialogues have not been evaluated. Suitable for Introductory Korean 11. Book 3 may be challenging because of the higher level of conversation.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149, 8192

**Price:** Books: \$30.50

**ISBN/Order No:** 1-56591-018-4 (3 Volume Book Set)

**Copyright Year:** 2002



**Koreans To Remember:  
50 Famous People  
Who Helped Shape Korea**

**Author(s):** *Richard Saccone*

**General Description:** Resource book describes the historical figures in Korean history in English. Provides students with the basic details of 50 historical characters of Korea, such as political figures, businessmen, religious figures, philosophers, kings, scholars, military figures and artists. Contains 90 black and white photos.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
								✓	✓	✓

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 1-56591-006-0

**Copyright Year:** (not available)



**Lee Wade's Korean Cookery**

**General Description:** Book describes 55 popular Korean recipes with concise and easy-to-follow instructions. Includes meats, fish, soups, vegetable salads, and desserts. Designed for cooks who are unfamiliar with Korean ingredients and cooking techniques. Step-by-step preparations are illustrated in colour. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 0-930878-45-0

**Copyright Year:** (not available)



**Let's Colour Korea**

**Author(s):** Text by Suzanne C. Han, B. J. Jones, and M. Mueller, Illustrated by Gi-Eum Lee

**General Description:** Three-volume resource series is designed for students to learn and experience traditional Korean life styles, everyday life, and traditional games through colouring activity. The ancient traditions, customs and lifestyle of the Korean people are illustrated in the book, offering children the chance to colour in the vivid scenes of Korea's rich heritage. Also portrays some of the customs stemming from Korea's past. Capturing the wonder and joy of the games of Korea, the book explains the original significance and meaning behind each traditional game and their rules.

**Audience:** General

**Category:** Student, Teacher Resource

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓						

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 0-930878-94-9 (Traditional Life Styles)  
0-930878-98-1 (Everyday Life In Traditional)  
0-930878-95-7 (Traditional Games)

**Copyright Year:** (not available)



**Let's Learn About Korea:  
Customs of Korea**

**Author(s):** *Suzanne Crowder Han*

**General Description:** Picture book designed to introduce Korean customs and values that Korean children learn at home or school. Presents the Korean family routine and community custom through the eyes of a young Korean girl as she goes about her daily life. Explains Lunar New Year folk customs, the child's first birthday celebration, the senior's sixtieth birthday celebration, funeral rituals, and memorial days with colourful illustrations. Also suitable for Introductory Korean 11.

**Audience:** General

**Category:** Student, Teacher Resource

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓			✓	

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 1-56591-000-1

**Copyright Year:** (not available)

## APPENDIX B: LEARNING RESOURCES



### Let's Learn Korean (Revised Edition)

**Author(s):** *B.J. Jones*

**General Description:** Consists of a textbook and a 60-minute audiocassette. Provides a quick explanation about the Korean alphabet and its pronunciation using Romanization of Korean. Includes an analysis of the Korean alphabet, and a wide selection of helpful phrases. May not be appropriate for younger learners because of the size of the font. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** \$11.50

**ISBN/Order No:** 0-930878-41-8 (Tape)  
0-930878-32-9 (Text)

**Copyright Year:** 2000



### Let's Master the Orthophonic Alphabet in 50 Minutes!

**Author(s):** *Sek-Yen Kim-Cho*

**General Description:** Resource package composed of one booklet and 50-minute CD-ROM presents the diagram of Hwunmin Jungum (Hangeul), which was invented and promulgated by King Sejong in 1446. The diagram is designed for learners to visualize the design principle of the Korean Alphabet at a glance, featuring the direct correlation between the letter shape and its associated speech sound. Graphic design of consonants and vowels, syllable constructions, and the OPA for the transcription of the English language are covered in the main section. Accompany reading practice both in the booklet and CD-ROM. Also recommended for Introductory Korean 11.

System requirements for Windows: CPU 166MHz; Windows 95/98/NT/2000; Internet Explorer 4.0 or more recommended, RAM 32Mb, HDD 30 Mb; Video Memory 4 Mb; 8x CD-ROM Drive; Sound Card

**Audience:** *General*

*Gifted – provides opportunities for in-depth study*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Sejong Studies Institute*

E-mail: [syc@acsu.buffalo.deu](mailto:syc@acsu.buffalo.deu)  
Tel: (716) 688-2734 Fax: (716) 688-2734

or

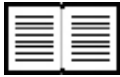
*OPA21-Cengum Semtool Co., LTD*

E-mail: [opa@opa21.com](mailto:opa@opa21.com)  
Tel: (82)-2-7779-007 Fax: (82)-2-776-1446

**Price:** \$36.50

**ISBN/Order No:** 89-952256-2-9 (Set)

**Copyright Year:** (not available)



**Let's Visit Korea**

**Author(s):** *Suzanne Crowder Han*

**General Description:** English-Korean bilingual book is designed to introduce students to Korea, the Korean people and customs. Presents some of Korea's most picturesque spots and ancient monuments with colourful illustrations. The book encourages students to learn much about Korean history, culture, and everyday life by accompanying Nick and Mona, the two children touring the country in the book. Also suitable for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information  
Experiencing Creative Works  
Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓		✓	

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 1-56591-010-9

**Copyright Year:** (not available)



**Let's Visit Seoul**

**Author(s):** *Suzanne Crowder Han*

**General Description:** English-Korean book shows many aspects of Seoul as the main characters in the book, Kurt and his sister Elise, tour the exciting city with maps and guidebooks in hand. Takes readers on a trip, from ancient palaces to amusement parks, traditional markets to modern shopping centres. Encourages them to learn much about Korean history, culture, and life. Also suitable for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information  
Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 1-56591-009-5



**Notes on Things Korean**

**Author(s):** *Suzanne Crowder Han*

**General Description:** Resource book containing brief information on a wide range of interesting items about the Korean culture and customs, from artistic expressions to Korean wrestling. Presents items such as Arts and Crafts, Beliefs and Customs, Games and Sports, Language and Letters, Lifestyle, Music and Dance, People, Places and Monuments, and Special Days with vivid illustrations in glossary form. Also suitable for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Experiencing Creative Works  
Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 1-56591-019-2

**Copyright Year:** (not available)



**Pictorial Korea**

**Author(s):** *Korean Overseas Information Service*

**General Description:** Monthly magazine in English published by the Korean Overseas Information Service that introduces Korean art, culture, industry, lifestyles and nature to readers the world over. Excellent sources for accessing information on contemporary events and traditional artworks with vivid colour pictures. Available on the web site of [www.korea.net](http://www.korea.net) ([http://www.korea.net/kois/eng\\_bal\\_read.asp?magazine\\_no=3](http://www.korea.net/kois/eng_bal_read.asp?magazine_no=3)) in HTML, e-book, or PDF file. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	

**Supplier:** *Korean Overseas Information Service*  
82-1 Sejong-no, Jongno-gu  
Seoul, Korea  
110-703

Tel: (02) 398-1910~9 Fax: (02) 398-1882

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2004



**Seoul: A Pictorial Guidebook**

**Author(s):** *Suzane Crowder Han*

**General Description:** Informative and entertaining guidebook lively portrays a variety of aspects of Seoul. Information on shopping, entertainment, culture, and sports in and around the city is presented with vivid photographs. Also suitable for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 0-930878-64-7

**Copyright Year:** (not available)



**Taekwondo: Philosophy & Culture**

**Author(s):** *Kyong-Myong Lee*

**General Description:** The first English book about Taekwondo and its culture, philosophy, and teaching methods highlights the connection between ‘Han’ philosophy and Taekwondo. Discusses and examines this official sport of the Olympic Games. Introduces Korean language to explain Taekwondo terminology.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information*  
*Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** (not available)

**ISBN/Order No:** 1-56591-157-X (hard cover)  
1-56591-163-6 (soft cover)

**Copyright Year:** (not available)

## APPENDIX B: LEARNING RESOURCES



### The Beautiful Sounds of Korea

**Author(s):** *Korean Overseas Information Service (KOIS)*

**General Description:** Sound collection in multimedia format features a variety of sounds from Korea. Delivers a vivid presence through clear sounds and pictures. Topics covered are: the four seasons, native places, bells, remembrances, and life. Total 26 sound items are presented under the topics. Each sound item runs for 30 seconds. Brief description on each item helps students in understanding the picture. Available on the web site of [www.korea.net](http://www.korea.net) ([http://www.korea.net/kois/eng\\_vns\\_list.asp?ecode=sound&category=Four%20Seasons#](http://www.korea.net/kois/eng_vns_list.asp?ecode=sound&category=Four%20Seasons#)). Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Korean Overseas Information Service*  
82-1 Sejong-no, Jongno-gu  
Seoul, Korea  
110-703

Tel: (02) 398-1910~9 Fax: (02) 398-1882

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 2004



### The Book of Kimchi

**Author(s):** *The Institute of Korean Studies*

**General Description:** A 152 page-long comprehensive book in English explores Kimchi, the representative Korean food. Includes history, ingredients, origins of the word, storage, and nutrition of Kimchi. Includes recipes for Kimchi, with colourful pictures. Available on the web site [www.korea.net](http://www.korea.net) in HTML file format ([http://www.korea.net/kois/eng\\_il\\_read.asp?book\\_no=7](http://www.korea.net/kois/eng_il_read.asp?book_no=7)). Glossary helps students with difficult vocabulary. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	

**Supplier:** *The Institute of Korean Studies*  
654-3 Yeoksam-dong, Gangnam-gu  
Seoul, Korea  
135-080

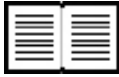
Tel: (02) 569-5574 Fax: (02) 564-1190

**Price:** (not available)

**ISBN/Order No:** (not available)

**Copyright Year:** 1999





**The Oxford Picture Dictionary**  
English/Korean

**Author(s):** Shapiro Norma and Jayme Adelson-Goldstein

**General Description:** Bilingual edition of pictorial dictionary for everyday vocabulary and expressions presents around 3700 words defined in a context with colour illustrations. Presents 140 sub-topics under the 12 thematic topics including people, housing, food, transportation, and recreation. The Korean word is presented in blue underneath the English word. Includes an index. Also recommended for Introductory Korean 11.

**Audience:** General

**Category:** Student, Teacher Resource

**Curriculum Organizer(s):** *Communicating*  
*Acquiring Information*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓				

**Supplier:** *Oxford University Press*  
198 Madison Avenue, New York  
NY, U.S.A.  
10016

Tel: (800) 334-4249 (Ext.: 6484)

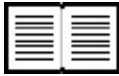
Fax: (212) 726-6467

E-mail: [onlinesubscriptions@oup-usa.org](mailto:onlinesubscriptions@oup-usa.org)

**Price:** \$18.23

**ISBN/Order No:** 0-19-435192-2

**Copyright Year:** 1998



**Travel Korea your Way**

**Author(s):** Richard Saccone

**General Description:** Reference guide written in English aimed to provide enough information about a variety of attractions within Korea. Organized into three sections: Main Attractions, Special Information, and Suggested Tours. Around 60 individual locations are introduced in the first section including Seoul and Jeju Island. The second section deals with tips on transportation, hotels, restaurants, and shopping, and some vacation suggestions are generated in the last section. Colourful photos and maps enhance understanding. Also recommended for Introductory Korean 11.

**Audience:** General

**Category:** Student, Teacher Resource

**Curriculum Organizer(s):** *Understanding Cultural Influences*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓

**Supplier:** *Hollym International Corp.*  
18 Donard Place, Elizabeth,  
New Jersey, U.S.A.  
07208

Tel: (908) 353-1655 Fax: (908) 353-0255

or

*Hollym Corporation; Publishers*  
13-13 Gwancheol-dong, Jongno-gu  
Seoul, Korea  
110-111

Tel: (02) 735-7551~4 Fax: (02) 730-5149

**Price:** \$11.50

**ISBN/Order No:** 1-56591-012-5

**Copyright Year:** 1998



**Word by Word-  
English/ Korean Picture Dictionary**

**Author(s):** *Steven J. Molinsky, Bill Bliss, Chang-Soo Lee, and Eun-Sook Yang*

**General Description:** English-Korean bilingual edition contains over 3,000 words under 100 thematic units with lively colour illustrations. Offers vocabulary from the immediate world such as family, home, and daily activities to the world at large such as school, workplace, shopping, recreation, and other topics. Includes glossary and index. Appropriate translations for numbers, time, and money are not provided in Korean other than Arabic numbers. Also recommended for Introductory Korean 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Communicating  
Acquiring Information*

**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Prentice Hall/ Regents ESL & Addison Wesley  
Longman-ESL  
10 Bank Street, White Plains  
NY, U.S.A.  
10606*

Tel: (914) 993-5000 Fax: (914) 993-0163

**Price:** \$11.50

**ISBN/Order No:** 0-13-125840-0

**Copyright Year:** 1996



# APPENDIX C

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*Assessment and Evaluation*



## INTRODUCTION

After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular Korean program. Prescribed learning outcomes, expressed in observable terms, provide the basis for the development of learning activities, and for assessment and evaluation strategies.

**These samples show how teachers might structure a unit. These topics and activities are ideas only. Teachers can adapt them according to their teaching situation.**

## COMMUNICATIVE ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, what they are able to do, and what they are working toward. Communicative assessment tools include practice assignments, quizzes, samples of student work, pencil-and-paper tests, projects, and oral and written reports. Assessment methods include observation, student self- and peer assessments, holistic rating scales, performance reviews, and portfolio assessments.

Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgements about student performance in relation to prescribed learning outcomes.

Students benefit most when teachers provide evaluation on a regular, ongoing basis. **When teachers and students see evaluation as an opportunity to promote learning rather than as a final judgement, it shows learners**

**their strengths and suggests how they can develop further.** Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. Evaluation is referenced to criteria based on learning outcomes described under the curriculum organizers for the target language. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of outcomes.

## CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to a curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for the subject.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or product that describe in specific terms what is involved in meeting the learning outcomes. Teachers can use criteria to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or developing performance rubrics (reference sets) are three ways teachers can evaluate student performance using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, teachers should provide a description of the performance sample.

**Criterion- referenced evaluation may be based on these steps:**

- Step 1** Identify the expected learning outcomes (as stated in the Integrated Resource Package).
- Step 2** Identify the key learning objectives for instruction and learning.
- Step 3** Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4** Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6** Provide examples of the desired levels of performance.
- Step 7** Implement the learning activities.
- Step 8** Use assessment methods appropriate to the particular assignment and student.
- Step 9** Review the assessment data and evaluate each student's level of performance or quality of work in relation to the criteria.
- Step 10** Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11** Report the results of the evaluation to students and parents.

**PORTFOLIOS**

A portfolio is a purposeful collection of a student's work that shows the student's effort, progress, and achievement over time. Portfolios can be designed for a variety of purposes. They can motivate students, encourage parental participation, and provide direct evidence of student progress. Before using a portfolio approach to evaluation, the teacher should consider the following questions:

- What are the applied tasks for which the portfolio will serve as a record?
- What should be included in the portfolio?
- In what ways should students be involved in the process?

A planning sheet can be used by the teacher and student for determining and clarifying the purpose, design, and construction of a student portfolio.







# APPENDIX C

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*Assessment and Evaluation Samples*



The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

### HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

1. Identification of the prescribed learning outcomes
2. Overview
3. Planning for assessment and evaluation
4. Defining the criteria
5. Assessing and evaluating student performance

#### ***1. Prescribed Learning Outcomes***

This part identifies the organizer or organizers and the specific prescribed learning outcomes on which the sample is based.

#### ***2. Overview***

This is a summary of the key features of the sample.

#### ***3. Planning for Assessment and Evaluation***

This part outlines:

- background information to explain the classroom context
- instructional tasks
- opportunities that students were given to practise learning
- feedback and support that was offered to students by the teacher
- ways in which the teacher prepared students for the assessment

#### ***4. Defining the Criteria***

This part illustrates the specific criteria (based on prescribed learning outcomes) and the assessment task.

#### ***5. Assessing and Evaluating Student Performance***

This part includes:

- assessment tasks or activities
- the support the teacher offered students
- the tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

### EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Korean 5 to 12.

- Grade 5: *Phoning*  
Page C- 10
- Grade 6: *Sending Postcards*  
Page C- 14
- Grade 7: *My Hobbies*  
Page C- 18
- Grade 8: *Shopping*  
Page C- 24
- Grade 9: *City Tour*  
Page C- 27
- Grade 10: *Korean Short Story*  
Page C- 31
- Grade 11: *At the Post Office*  
Page C- 37
- Grade 12: *The Internet vs. Books*  
Page C- 43
- Introductory 11: *Pop Culture*  
Page C- 49

**GRADE 5****Topic:** *Phoning***1. PRESCRIBED LEARNING OUTCOMES*****Communicating***

It is expected that students will:

- ask and respond to simple questions
- communicate likes, dislikes, needs, and wants
- respond to classroom instructions

***Acquiring Information***

It is expected that students will:

- identify selected information from Korean resources to complete meaningful tasks
- express acquired information in oral and visual forms

**2. OVERVIEW**

This three-week (or two-week) unit explored making a phone call. Students developed vocabulary and numbers associated with making a telephone call and had opportunities to ask and respond to simple questions. Evaluation was based on:

- participation in classroom oral activities
- short oral presentation

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the numbers from 0 to 10 in Korean. Sino-Korean and native Korean numbers were introduced. Students practiced the pronunciation of the numbers.
- Students viewed videos showing a conversation on the phone. A variety of expressions related to numbers and time were shown in the videos.
- In English, the class discussed the conversation shown in the videos. The teacher explained and demonstrated how to make a call. The teacher provided students with the numbers (from 0 to 10) and basic

expressions which were required to ask other classmates' phone numbers and to make calls.

- The class was split into several groups. The teacher designed an activity sheet to be used by students to collect other classmates' phone numbers and gave the students the sheet. The students worked with their group members first and then moved around to identify other classmates' phone numbers.
- Once the information sheet was filled with other students' phone numbers, the teacher gave feedback as a whole class. The teacher asked them some of the students' phone numbers.
- In pairs, students used the phone number they had gained for their role play. The teacher gave them the sentence frames they needed. Students were required to ask their partner for simple information (e.g., "what are you doing now?" or "what time do you go to school?") through the telephone conversation.
- In pairs, students presented the phone conversation with nonverbal behaviours (e.g., dialling) to the class.
- After the presentations, the teacher reviewed vocabulary and the numbers students used in their presentations.

**4. DEFINING THE CRITERIA**

The teacher reviewed the learning outcomes and goals for this unit. The teacher discussed the following criteria at the beginning of the activity emphasizing the key elements of each criterion. Students had copies of the criteria and rating scales in their notebooks.

***Participation in Classroom Oral Activities***

*To what extent does the student:*

- attempt to use Korean in asking and responding to simple questions
- respond to classroom instructions
- record required information

- show willingness to share thoughts or/and ideas with partners

***Short Oral Presentation***

*To what extent does the student:*

- make an effort to speak Korean
- use practised structures to ask and answer questions
- pronounce familiar words and numbers with increasing accuracy
- attempt to self-correct
- listen attentively to other students

**5. ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used performance rating scales to determine the extent to which students were able to demonstrate learning outcomes identified at the beginning of the unit. Different rating scales were used for their participation in classroom oral activities and participation in short oral presentations. The class discussed the rating scales before students began their assignments, and all students had copies of the scales. The same rating scales were adapted for other performance tasks throughout the year.

### Classroom Oral Activity Sheet

#	이름 (Name)	전화번호 (Telephone Number)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

### Participation in Classroom Oral Activities

Criteria	Activity Sheet Rating	Role Play Rating
<ul style="list-style-type: none"> <li>attempts to use Korean in asking and responding to simple questions</li> </ul>		
<ul style="list-style-type: none"> <li>responds to classroom instructions</li> </ul>		
<ul style="list-style-type: none"> <li>records required information</li> </ul>		
<ul style="list-style-type: none"> <li>shows willingness to share thoughts or/and ideas with partners</li> </ul>		

- Key:** 3 -- Independently/minimal support  
 2 -- With some support  
 1 -- With continuing support  
 0 -- Not demonstrated

**Short Oral Presentation**

<b>Rating</b>	<b>Criteria</b>
<b>Outstanding</b> <b>4</b>	The student presents the practised structures in their presentations. The student clearly makes an attempt to speak Korean. The results are somewhat understandable even though attentive listening is required. Student shows awareness of his or her speech and attempts to self-correct (often by restating a sentence or phrase). The student uses Sino-Korean and native Korean numbers appropriately.
<b>Good</b> <b>3</b>	The student shows an attempt to speak Korean. Most parts can be understood, given the context. Pauses frequently and may restart if he or she makes a blatant pronunciation error.
<b>Satisfactory</b> <b>2</b>	The student shows his or her effort to use the practiced structures but the results tend to mix Korean and English pronunciation or words. The student pauses frequently and tends to focus on individual words.
<b>Requirements Not Met</b> <b>1</b>	May be incomplete, inappropriate, or incomprehensible.

**GRADE 6****Topic:** *Sending Postcards***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- make and respond to simple requests
- present information about themselves and others
- use greetings
- identify formal and informal forms of address
- express preferences and interests
- participate in known and predictable classroom situations

***Acquiring Information****It is expected that students will:*

- extract selected information from Korean resources to complete meaningful tasks
- express acquired information in oral and visual forms

***Understanding Cultural Influences****It is expected that students will:*

- identify selected characteristics of Korean culture
- identify elements of Korean culture(s) that are similar to or different from their own

**2. OVERVIEW**

During a two-week period, students made a card in which Korean greetings were used. Students developed vocabulary and identified expressions in relation to formal and informal forms of address. Evaluation was based on:

- creation of postcards
- oral communication during classroom activity and project work
- display of postcards
- postcard comparison chart

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the class the unit by showing a number of postcards, letters, and envelopes in Korean. The students identified the characteristics of Korean correspondence format and compared the Korean way of forming letters to their own.
- Using a few exemplary cards that previous students had made, students were asked to convey their meaning in drawings, texts and colourings. Students then brainstormed the general design of their postcard or letter based upon their preferences.
- Students individually made their own card. The student chose his or her addressee. A variety of addressees were chosen from their friends or teachers. Students sometimes referred to their notes to make sure their writing was correct. Students were given opportunities to ask questions while the teacher was closely observing students' activities, making notes about students' oral communication during the classroom activities and the postcard project work.
- In groups, students collected the cards they had made and displayed them on a big poster. They displayed the cards based upon the classification of theme or addressee.
- The posters were displayed on the wall inside the classroom. The teacher invited students to look around the classroom, giving an opportunity to appreciate other students' work and compare with his/her own work.
- For the wrap-up activity, the teacher grouped the class according to the same cultural background. Each group made a postcard comparison chart between a Korean postcard and one from their culture. Students discussed, identified similarities



and differences and showed their findings on the comparison chart.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes and goals for this unit. The teacher discussed the following criteria at the beginning of the activity emphasizing the key elements in each criterion. Students had copies of the criteria and rating scales in their notebooks.

##### *Creation of Postcards*

*To what extent does the student:*

- attempt to use Korean in asking and responding to simple questions
- identify formal and informal forms of address
- provide written content that is accurate and complete
- include their preferences and interests
- use the appropriate form for Korean correspondence

##### *Oral Communication during Classroom Activities and Project Work*

*To what extent does the student:*

- use Korean in asking and responding to simple questions
- make him- or herself understood
- respond to and support others when they are speaking Korean

##### *Display of Postcards*

*To what extent does the student:*

- include Korean characters to clearly organize a number of postcards on the poster
- convey meaning in Korean by combining pictures, words, and illustrations

##### *Postcard Comparison Chart*

*To what extent does the student:*

- identify similarities and differences between a Korean postcard and one from their culture
- use Korean words and phrases to express similarities and differences

#### 5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to determine the extent to which students were able to demonstrate learning outcomes identified at the beginning of the unit. Different rating scales were used for their participation in creation of greeting cards, and display of greeting cards. The class discussed the rating scales before students began their assignments, and all students had copies of the scales. The same rating scales were adapted for other performance tasks throughout the year.

### Creation of Postcards

Criteria	Rating
<ul style="list-style-type: none"> <li>attempts to use Korean in asking and responding to simple questions</li> </ul>	
<ul style="list-style-type: none"> <li>identifies formal and informal forms of address</li> </ul>	
<ul style="list-style-type: none"> <li>provides written content that is accurate and complete</li> </ul>	
<ul style="list-style-type: none"> <li>includes own preferences and interests</li> </ul>	
<ul style="list-style-type: none"> <li>use the correct format for Korean correspondence</li> </ul>	

- Key:** 3 -- Strong  
 2 -- Satisfactory  
 1 -- Needs improvement  
 0 -- Not demonstrated

### Oral Communication during Classroom Activities and Project Work

Criteria	Rating
<ul style="list-style-type: none"> <li>uses Korean in asking and responding to simple questions</li> </ul>	
<ul style="list-style-type: none"> <li>makes him- or herself understood</li> </ul>	
<ul style="list-style-type: none"> <li>responds to and supports others when they are speaking Korean</li> </ul>	

- Key:** 3 -- Strong  
 2 -- Satisfactory  
 1 -- Needs improvement  
 0 -- Not demonstrated

## Display of Postcards

Rating	Criteria
<b>Outstanding</b> 4	The student clearly organizes a number of cards on the poster. The pictures and illustrations in the display are creative and authentic. Attempts to engage the audience through use of appropriate, eye-catching images. The written characters are accurately presented in the display.
<b>Good</b> 3	Complete and accurate. Includes a variety of information. Uses appropriate images. The written characters are mostly correct.
<b>Satisfactory</b> 2	Meets the requirements. May make errors in written characters. The images maybe mismatched or incomplete.
<b>Requirements Not Met</b> 1	May be incomplete, inappropriate, or incomprehensible.

## Postcard Comparison Chart

Criteria	Rating
<ul style="list-style-type: none"> <li>identifies similarities and differences between a Korean postcard and one from their culture</li> </ul>	
<ul style="list-style-type: none"> <li>uses Korean words and phrases to express similarities and differences</li> </ul>	

**Key:** 3 -- Strong  
 2 -- Satisfactory  
 1 -- Needs improvement  
 0 -- Not demonstrated

**GRADE 7****Topic:** *My Hobbies***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- ask for and give simple information
- exchange information about themselves
- share information about activities and interests
- participate in classroom activities
- begin to derive meaning in new language situations

***Acquiring Information****It is expected that students will:*

- extract and retrieve selected information from Korean resources to complete meaningful tasks
- express acquired information in oral, visual, and simple written forms

**2. OVERVIEW**

The teacher developed a three-week unit for Grade 7 students on their interests and hobbies. Students developed and created their own homepage (simulated in a cardboard) introducing their interests and activities.

Evaluation was based on:

- visual and oral summaries of group surveys
- oral participation in classroom activities
- homepage simulation
- oral presentations on their homepage
- self-assessment for oral presentations

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the topic by telling about her/his own hobbies showing pictures or objects related to the hobbies. The teacher then asked students about

their own extra-curricular activities.

- Working with the class, the teacher began brainstorming and developing a list of vocabulary and expressions on the board to support the topic.
- The teacher divided the class into small groups and asked students to do the group survey by interviewing group members about their hobbies.  
Possible questions were:
  - What is the most favourite activity?
  - When and how often do you do the activity?
  - Why do you like it?
  - What are important factors in doing the activity?

The teacher encouraged students to use bilingual dictionaries if needed and add the new words to the ones they already have learned.

- Groups compiled results and represented them visually to the class (e.g., pie chart, bar graph). Each group also presented an oral summary of the group survey, using the visual as an aid.
- The teacher prepared an oral activity called “Find Who” using the group survey results. Each student was given a sheet on which a short description about each student’s hobby was written down and asked to find the right person for each description. This could be used as an optional activity.
- The teacher showed students several sample homepages and displayed them in the class for the reference. After students brainstormed an outline of their homepage, then the teacher provided students with a selection of Korean resources (e.g., advertisement, brochure, guide books, magazines) to create a simulated homepage which introduces their hobbies.

- Students cut out pictures and images (e.g., clothes, equipments) from the materials provided. Students could draw pictures and coloured them if necessary. Students used classroom resources such as bilingual dictionary, group survey results, Korean resources to find the vocabulary they needed. The teacher circulates and observed students, assisting them with answers for the questions and feedback.
- With students, the teacher went over the evaluation criteria for oral presentations.
- Students presented their home page simulation to the class. Students submitted their homepages, self-evaluation sheets.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for the activities and explained the requirements of each task. The teacher and students agreed on the key criteria that should be demonstrated in each of the assigned tasks.

##### *Visual and Oral Summary*

*To what extent does the student:*

- provide all required information
- include relevant and interesting details
- show appropriate organization of information
- communicate an understandable message

##### *Oral Participation in Classroom Activities*

*To what extent does the student:*

- interact with classmates to obtain information
- use Korean to ask and respond to questions
- respond to and support others when they are speaking Korean

##### *Simulated Homepage*

*Written*

*To what extent does the student:*

- provide relevant information on the topic
- use appropriate vocabulary and language structures
- write captions in Korean
- organize information and present it in a logical manner

*Visual*

*To what extent does the student:*

- provide appropriate pictures or drawings
- show consideration for the audience (e.g., eye-catching, easy to understand)
- show creativity and originality

##### *Oral Presentation*

*To what extent does the student:*

- provide relevant and appropriate information
- speak in Korean
- speak with some fluidity
- attempt to self-correct
- respond to questions with relevant information

##### *Self-Assessment for Oral Presentation*

*To what extent does the student:*

- use only Korean
- pronounce Korean words correctly
- use Korean words and expressions learned in class
- use new Korean words
- rephrase if not understood
- use gestures to help people understand

#### 5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to determine the extent to which students were able to demonstrate learning outcomes identified at the beginning of the unit. Different rating scales were used for their homepage simulation and oral presentation about their hobbies, oral interaction

for interview, and self-assessment. The class discussed the rating scales before students began their assignments, and all students had copies of

the scales. The same rating scales were adapted for other performance tasks throughout the year.

### Visual and Oral Summary

Criteria	Rating
<ul style="list-style-type: none"> <li>• provides all required information</li> </ul>	
<ul style="list-style-type: none"> <li>• includes relevant and interesting details</li> </ul>	
<ul style="list-style-type: none"> <li>• shows appropriate organization of information</li> </ul>	
<ul style="list-style-type: none"> <li>• communicates an understandable message</li> </ul>	

- Key:**
- 3** – Strong
  - 2** – Satisfactory
  - 1** – Needs improvement
  - 0** – Not demonstrated

### Oral Participation in Classroom Activities

	Date			
Criteria	Rating			
• interacts with classmates to obtain information				
• uses Korean to ask and respond to questions				
• responds to and supports others when they are speaking Korean				

- Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

### Oral Presentation

Criteria	Rating
• provides relevant and appropriate information	
• speaks in Korean	
• speaks with some fluidity	
• attempts to self-correct	
• responds to questions with relevant information	

- Key:** 3 – Independently/minimal support  
 2 – With some support  
 1 – With continuing support  
 0 – Not demonstrated

## Homepage Simulation

Criteria	Rating	Comments
<b>Criteria: Written Response</b>		
<ul style="list-style-type: none"> <li>• provides relevant information on the topic</li> </ul>		
<ul style="list-style-type: none"> <li>• uses appropriate vocabulary and language structures</li> </ul>		
<ul style="list-style-type: none"> <li>• writes captions in Korean</li> </ul>		
<ul style="list-style-type: none"> <li>• organizes information and presents it in a logical manner</li> </ul>		
<b>Overall Rating for Written Response</b>		
<b>Criteria: Visual Response</b>		
<ul style="list-style-type: none"> <li>• provides appropriate pictures or drawings</li> </ul>		
<ul style="list-style-type: none"> <li>• shows consideration for the audience (e.g., eye catching, easy to understand)</li> </ul>		
<ul style="list-style-type: none"> <li>• shows creativity and originality</li> </ul>		
<b>Overall Rating for Visual Response</b>		

**Key:** 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated



## Self-Assessment for Oral Presentation

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Feature	Rating				
	Always	Sometimes			Rarely
	5	4	3	2	1
• I used Korean.					
• I pronounced Korean words correctly.					
• I used Korean words and expressions learned in class.					
• I used new Korean words.					
• I rephrased if not understood.					
• I used gestures to help people understand.					

I am proud that \_\_\_\_\_

Next time, I would \_\_\_\_\_

I feel that I need to \_\_\_\_\_

In order to improve \_\_\_\_\_

I felt frustrated about \_\_\_\_\_

When I was preparing my oral presentation \_\_\_\_\_

\_\_\_\_\_

**GRADE 8****Topic:** *Shopping***1. PRESCRIBED LEARNING OUTCOMES*****Communicating***

*It is expected that students will:*

- ask for and give information, permission, and clarification
- participate in familiar activities (real or simulated)
- recognize events as past, present, or future

***Acquiring information***

*It is expected that students will:*

- extract, retrieve, and process selected information from Korean language resources to complete meaningful tasks
- explain acquired information in oral, visual, and written forms

**2. OVERVIEW**

In this three-week unit, students participated in a variety of activities involving shopping over a three-week period. Evaluation was based on:

- Shopping Simulation

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher began the unit by developing a list of vocabulary with the class to support the topic.
- Students brainstormed and recorded useful words and expressions on the board and then recorded this vocabulary in their personal dictionaries. The teacher provided the students with a list of grocery items they might come across at a grocery market. The teacher checked with the students if they

could identify the grocery items on picture cards.

- The teacher introduced specific language, vocabulary, and dialogue used for shopping and for buying and selling. In addition, students in groups brainstormed lists of words, expressions, and patterns they had previously learned that could be used in shopping activities.
- The teacher explained to the students that they are going to make an imaginary food dish in groups. The teacher divided the class into small groups with 3~4 students in each group. Then the teacher explained to the students that s/he had a series of pictures of dishes and recipes. The students were to choose a dish (dishes) they would prefer to cook by brainstorming in their groups. The students were expected to plan for purchasing the basic ingredients for the recipe they had chosen.
- The teacher then provided each group with various denominations of money worth 50,000 won written on card squares. The teacher created an imaginary market. Each group was assigned several cards with the names of a variety of grocery items with the price written on each item. The goal of the game was to have students purchase all the grocery items necessary for their intended dishes within the 50,000 won limit. In this simulated market, one student in each group played a cashier, and the rest of the students were expected to walk around visiting the other grocery stands as customers. The groups could either keep the grocery items they needed for themselves by labelling the items as “Not for Sale” or sell them at any price they wanted to, or barter for other items they needed.

The groups that secure the ingredients that match the planned dishes the best win the game. The main purpose of this game was to help students understand, learn, and practise the units of Korean currency, counting money in Korean, vocabulary and sentence structure related to shopping transactions. Through this task, students were given plenty of opportunities to practise asking for and giving information, permission, and clarification.

- After the game, students in groups recorded their ideas on charts, presented them to the class, and posted them around the room for future reference.
- In pairs or groups of three, students practiced role-playing shopping transactions. The teacher circulated, offering feedback and assistance. Students in pairs prepared one- to two-minute role- plays to demonstrate the language and patterns they had learned.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the prescribed learning outcomes, explained the requirements for each task, and discussed the key criteria with students.

##### ***Role Play***

*To what extent does the student:*

- identify grocery items from the pictures and labels
- provide a comprehensible message
- sustain the use of Korean throughout the activity
- use appropriate patterns and frames to include Korean expressions and vocabulary
- recognize and respond to simple questions

- demonstrate understanding Korean currency presenting the appropriate money when making a purchase
- use interaction, miming, gestures, and body language to support the information or the message
- pronounce familiar words and phrases with increasing accuracy

#### 5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to assess the task. Students were also asked to self-evaluate both activities. The teacher considered their evaluations in assigning final ratings.

## Shopping Simulation

Seller's Name: \_\_\_\_\_ Buyer's Name: \_\_\_\_\_

Feature	Rating				
	Always 5	Sometimes 4	Rarely 3	Rarely 2	Rarely 1
• identifies grocery items from the pictures and labels					
• provides a comprehensible message					
• sustains the use of Korean throughout the activity					
• uses appropriate patterns and frames to include known expressions and vocabulary					
• recognizes and respond to simple questions					
• demonstrates understanding Korean currency presenting the appropriate money when making a purchase					
• uses interaction, miming, gestures, and body language to support the information or the message					
• pronounces familiar words and phrases with increasing accuracy					

**GRADE 9****Topic:** *City Tour***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- ask for and give assistance and detailed information
- share opinions and preferences, giving reasons
- describe and exchange information about activities, people, places, and things
- communicate in present and future
- participate in selected, meaningful, real-life situations

***Acquiring Information****It is expected that students will:*

- extract, retrieve, and process information from Korean resources to complete meaningful tasks
- explain acquired information in oral, visual, and written forms

***Understanding Cultural Influences****It is expected that students will:*

- demonstrate an awareness of contemporary and traditional customs of Korean culture
- identify and describe similarities and differences between their own customs and Korean culture

**2. OVERVIEW**

For three weeks, the teacher developed a lesson that focused on city tour. Evaluation was based on:

- oral presentation
- role play

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher prepared and distributed an article on a city tour of Seoul to students and had them read it as an assignment.
- The teacher organized students in pairs and asked them to discuss the article to come up with a summary of the information they read and prepare oral presentations of it in Korean. Students were encouraged to use charts or tables to highlight the key information. Students could include in their oral presentation their impressions of Seoul and the tour of Seoul city based on the reading of the article. If a student had experience of having visited (or lived in) Seoul before, ask them to describe whether their impressions of Korea (Seoul) have changed and if so, how they are different.
- As a class, have students brainstorm how traveling in Seoul may be different from traveling in the students' local city. Ask them to discuss by comparing and contrasting Seoul with at least one other city.
- The teacher again organized students in pairs (with a different partner) and provided each group of students with subway maps of Seoul. Assign each group an imaginary task of planning to make a day tour of Seoul. The students chose a point of interest (destination) they would like to visit and found out the location and how to get there. The purpose of this task was to encourage students in pairs to practice asking and giving assistance from each other in Korean. In carrying out this task, the teacher encouraged students to write a note that gave directions, special events, or characteristics of the destination. The teacher asked students to role-play asking for and giving assistance to each other by

having one student play a receptionist at a tour information centre and the other, a tourist. The teacher also asked the students to switch roles. Students submitted their written plans.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the criteria with students, emphasizing that in all assignments the most important feature would be students' abilities to communicate meaning and demonstrate understanding.

##### *Oral Presentation*

*To what extent do the students:*

- provide an appropriate summary of the reading
- include relevant and interesting details and features
- speak smoothly, with most pauses occurring at the end of a phrase or sentence
- use a variety of vocabulary and language structures
- make appropriate use of charts, tables, graphics, etc. to support their presentation

##### *Role Play*

*To what extent do the students:*

- provide clear and accurate information
- include details
- use previously learned expressions and patterns correctly
- sustain the use of Korean throughout the activity
- show evidence of risk-taking

#### 5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to assess students' work in both activities. Students were given copies of the rating scales and discussed them in English before they began working on their assignments. Teachers and students discussed and used the scales to assess and provide feedback on the oral presentations and the role plays.

## Oral Presentation

Criteria	Rating	Comments
<ul style="list-style-type: none"> <li>• provides an appropriate summary of the reading</li> </ul>		
<ul style="list-style-type: none"> <li>• includes relevant and interesting details</li> </ul>		
<ul style="list-style-type: none"> <li>• speaks smoothly, with most pauses occurring at the end of a phrase or sentence</li> </ul>		
<ul style="list-style-type: none"> <li>• uses a variety of appropriate vocabulary and language structures</li> </ul>		
<ul style="list-style-type: none"> <li>• makes appropriate use of visual aides to support the presentation</li> </ul>		

- Key:** 3 -- Strong  
 2 -- Satisfactory  
 1 -- Minimal  
 0 -- Not Demonstrated

## Role Play

Rating	Criteria
<b>4 Excellent</b>	<ul style="list-style-type: none"> <li>• information is accurate, appropriate</li> <li>• incorporates previously learned expressions and patterns correctly</li> <li>• demonstrate fluency and naturalness in carrying out conversations</li> <li>• shows evidence of risk-taking</li> </ul>
<b>3 Good</b>	<ul style="list-style-type: none"> <li>• information is generally clear and accurate; includes some detail</li> <li>• uses a variety of language structures practised in class</li> <li>• Conversation is intelligible and the student completes the conversation at a moderate speed without too many pauses.</li> </ul>
<b>2 Acceptable</b>	<ul style="list-style-type: none"> <li>• information is generally accurate but includes few details</li> <li>• audience can understand most of the message with some effort</li> <li>• student carries out the conversation with frequent pauses but shows effort to complete the conversation</li> </ul>
<b>1 Unacceptable</b>	<ul style="list-style-type: none"> <li>• does not meet requirements; maybe incomprehensible, inappropriate or incomplete</li> </ul>



**GRADE 10****Topic:** *Korean Short Story***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- communicate needs, desires, and emotions, giving reasons
- describe events and experiences
- communicate in past, present, and future

***Acquiring Information****It is expected that students will:*

- retrieve, process, and adapt information from Korean resources to complete meaningful tasks
- explain in detail acquired information in oral, visual, and written forms

***Experiencing Creative Works****It is expected that students will:*

- discuss and respond to authentic creative works from Korean culture

**2. OVERVIEW**

This three-week unit was designed to give students the opportunity to read a Korean short story, called *소나기* (A Shower) written by Hwang, Soon Won. Students read, discussed, presented information on the story. When students read, they were allowed to use a Korean-English translation in order to assist and enhance students' reading comprehension. Students were also encouraged to use a Korean-English dictionary in class to clarify words or expressions. The teacher read through the performance rating scales with students before evaluation. Evaluation was based on:

- mind mapping
- dramatization
- reading response journal

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher brought an audio tape where the sound of a shower was recorded into the class. The teacher asked the students to close their eyes and played the tape once. Before playing the tape again, the teacher distributed a blank paper to the students, and asked them to draw anything that appeared in their mind related to the sound on the tape. In groups of three or four, students discussed their drawings. The teacher then asked each group to select the most interesting drawing and present it to the class.
- The teacher showed two pictures; one of a boy and another a girl. The teacher asked the students to examine the two children, saying that the two were the important characters of the story. The teacher asked the students to describe what the characters looked like. Then the teacher briefly introduced the story, including background and the author.
- As a pre-reading stage, the teacher listed new vocabulary from the first section of the story and showed it to the class using OHT. Each new vocabulary was underlined in a sentence, so that students could have a contextual clue. Then, in groups of three, students discussed all the sentences and decided the meaning of the underlined words. After giving feedback, the teacher distributed the word-list of the first section of the story. Once the students were aware of the vocabulary, the teacher gave the first

section of the story to the students and let them read it silently. Students then discussed their impressions and predictions. The teacher then distributed a pile of sentence strips to each group, and asked them to order them into an appropriate sequence.

- The teacher divided the class into five groups of three, and then distributed one section, from the rest of the sections of the story, per group. Each student read their section silently, using a Korean-English dictionary if needed. For students who required additional support, the teacher provided them with a translation. After 15 to 20 minutes, students discussed the section that they had read in their group. The criteria of the group discussion were:
  - Who was/were in the story?
  - What happened in the story?
  - Was there any conflict?
  - Was it a beginning, middle or ending part?
  - What could you guess about the rest of the story?
- Once each group has completed their discussion, then the teacher regrouped the class. Students conducted a jigsaw activity, retelling the story to group members. Regrouping the students, the teacher asked them conduct the jigsaw activity again. The teacher then asked the students to put the story into its proper sequence.
- The teacher distributed the whole story to the students. In groups, students drew a mind map on a big piece of paper and presented it to the class, explaining their drawing. When students did mind mapping, they were asked to do the following:
  - pick a central image to represent the setting
  - use words and images to map out the plot and to show conflicts
  - explain the group's mind map to the class
- The teacher conducted a reading comprehension check. By dividing the class into pairs, the teacher gave each pair cards on which various kinds of comprehension questions were written. Each pair took turn responding to the questions, while other students provided feedback. The teacher provided a final feedback to the class.
- The teacher divided the class into groups of three to five, depending on the section of the story, and assigned each group a part of the story to dramatize. The teacher distributed the rating scale before the performance and read through it with the students. Students practiced the parts, focusing on fluency, correct pronunciation, gesture, facial expression, improvisation, liveliness and so on.
- As a final activity, students worked individually to write a reading response journal about the story, answering the following:
  - What do you think the theme might be?
  - How did the title attract your attention?
  - How would you briefly describe the two main characters?
  - What kind impression did you get from the story?
  - What were the values and attitudes on which this story is based?
  - Were they different from your own values and attitudes?

#### 4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria with students.

##### *Mind Mapping*

*To what extent does the student:*

- elicit the main idea in the story
- describe the characters of the story
- predict the plot of the story
- include relevant details
- show appropriate organization of information
- spell key words and phrases correctly
- use colours and codes effectively to illustrate connections between ideas

##### *Dramatization*

*To what extent does the student:*

- show relevant and accurate details of characters and events
- speak clearly in an understandable manner
- show personal feeling and emotion appropriate to the mood and/or situations
- engage the audience
- take risks in using new vocabulary and expressions
- correctly use learned vocabulary, expressions, and language structures
- show appropriate gestures, body language, tone and intonation to support meaning
- use present, past, and future tenses correctly, where appropriate
- show evidence of practice and rehearsal
- show respect and support for other group members

##### *Reading Response Journal*

*To what extent does the student:*

- understand the main idea
- understand the main characters' personality
- identify the conflict of the story
- identify metaphors and symbols of the story
- identify values and attitudes of the story
- describe important events using appropriate vocabulary, expressions, and language structures
- take risks to express one's feelings and emotions to enhance ideas
- use variety of tenses

#### 5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments. Teachers and students discussed and used the scales to assess and provide feedback on the mind mapping, dramatization, and reading response journal. These scales were adapted and used throughout the year to assess visual, oral, and written work.

## Mind Mapping

Rating	Criteria
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• elicits main idea in the story</li> <li>• describes main characters of the story</li> <li>• predicts plot of the story</li> <li>• includes relevant details</li> <li>• shows appropriate organization of information</li> <li>• spells key words and phrases correctly</li> <li>• uses colours and codes effectively to illustrate connections between ideas</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>• is able to elicits main idea, predicts plot of the story and describes main characters</li> <li>• includes relevant details</li> <li>• shows appropriate organization of information</li> <li>• mostly spells key words and phrases correctly</li> <li>• uses colours and codes to illustrate connections between ideas</li> </ul>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• has some difficulty in eliciting main idea, describing the characters, predicting plot in the story</li> <li>• includes some details</li> <li>• tries to use images and words</li> <li>• shows partial organization of information</li> <li>• spells key words and phrases correctly with some exceptions</li> <li>• uses colours and codes; may not effective</li> </ul>
<b>Incomplete</b>	<ul style="list-style-type: none"> <li>• gives no indication or evidence of the task</li> </ul>

## Dramatization

Group Partners \_\_\_\_\_

Criteria	Rating	Comments
<p style="text-align: center;"><b>Content</b></p> <ul style="list-style-type: none"> <li>• shows relevant and accurate details of characters and events</li> </ul>		
<p style="text-align: center;"><b>Language</b></p> <ul style="list-style-type: none"> <li>• uses present, past, and future tenses correctly, where appropriate</li> <li>• correctly uses learned vocabulary, expressions, and language structures</li> <li>• speaks clearly in an understandable manner</li> </ul>		
<p style="text-align: center;"><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• shows respect and support for other group members</li> <li>• engages the audience</li> <li>• shows appropriate gestures, body language, tone, and intonation to support meaning</li> <li>• takes risks in using new vocabulary and expressions</li> <li>• shows personal feeling and emotion appropriate to the mood and/or situations</li> <li>• shows evidence of practice and rehearsal</li> </ul>		

- Key:**
- 10: Outstanding** -- demonstrates criteria fully
  - 8: Competent** -- mostly demonstrates criteria with some occasional lapses
  - 6: Developing** -- demonstrates some criteria; may need often support
  - 3: Limited** -- minimally demonstrates criteria
  - 1: Incomplete** -- does not meet criteria

## Reading Response Journal

Rating	Criteria
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• understands the main idea</li> <li>• understands the main characters' personality</li> <li>• identifies the conflict of the story</li> <li>• understands the metaphors and symbols of the story</li> <li>• understands values and attitudes of the story</li> <li>• describes important events using appropriate vocabulary, expressions, and language structures</li> <li>• takes risks to express one's feelings and emotions to enhance ideas</li> <li>• uses a variety of tenses</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>• mostly understands main idea, main characters' personality, and conflict of the story; may have some omission or difficulty</li> <li>• identifies metaphors and symbols of the story</li> <li>• identifies values and attitudes of the story</li> <li>• describes important events with appropriate vocabulary, expressions, and language structures; may need minimal amount of help</li> <li>• uses Korean in past, present, and future with few errors</li> </ul>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• may need help to understand main idea, main characters' personality, and conflict of the story</li> <li>• shows difficulty in deciphering metaphors and symbols</li> <li>• may need assistance to understand values and attitudes of the story</li> <li>• may need some assistance to describe important events with appropriate vocabulary, expressions, and language structures</li> <li>• may need support to use tenses in present, past, and future</li> </ul>
<b>Incomplete</b>	<ul style="list-style-type: none"> <li>• shows little or no comprehension or response to the story</li> </ul>

**GRADE 11****Topic:** *At the Post Office***1. PRESCRIBED LEARNING OUTCOMES****Communicating***It is expected that students will:*

- explain how to do everyday activities or procedures
- describe or narrate events, situations, or experiences
- use a range of vocabulary and expressions in past, present, and future
- interact in a variety of meaningful, real-life situations

**Acquiring Information***It is expected that students will:*

- retrieve, research, and use relevant information from Korean resources to complete meaningful tasks
- summarize acquired information in oral, visual, and written forms

**Understanding Cultural Influences***It is expected that students will:*

- demonstrate an understanding of similarities and differences between their own culture and that of Korean culture
- identify and compare language, expressions, and behaviours that reflect cultural context

**2. OVERVIEW**

Over a two or three-week unit, the teacher developed a series of activities that focused on certain procedures or steps necessary for functioning as a customer at the post office as well as a range of related vocabulary and expressions. Evaluation was based on:

- listening comprehension worksheet after viewing a video clip

- group write-up about the procedure of sending a registered mail
- oral interaction through role-play
- individual creative works

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher divided the class into several groups prior to providing materials from a variety of current Korean resources (magazines, newspapers, the Internet, brochures, pamphlets) and asked the groups to identify anything that is related to a post office. As each group shared their ideas and developed their lists, the teacher created a chart of the topics they suggested, including:
  - history of the post office
  - meaning of the symbol (three swallows)
  - services
  - relation to the community
- The teacher showed a brief clip from a video demonstrating how to use post office in Korea. At first, the teacher showed the video without any sound, encouraging students to focus on peoples' movement, facial expressions, gestures, and video background and asked to guess what customers were saying. Then the teacher wrote down several questions on the board and asked them in Korean to the students. The questions were:
  - Where does it take place?
  - What is he doing?
  - How many people are there?
  - What time does it take place?
- The teacher distributed a worksheet before playing the video clip with sound, to let the students have an opportunity to build background knowledge through context

clues. After viewing the video clip for the second time, students were asked to fill out the sheet and check the answers as a class.

- The class developed a list of vocabulary and language structures that would be useful in a post office situation, including sending express mail or a registered letter. The teacher added to the list anything missing and modeled ways of using some of the expressions.
- Students formed groups of three. The teacher distributed paper strips of video script to each group. Students read through the mixed up strips, and then put them in a sequence. After students finished the task, the teacher asked each group to write-up the procedure of sending a registered letter in point form which was posted on the wall for further reference.
- The teacher prepared a pack of postal situation cards and distributed a set to each pair. With a partner, students conducted a role-play. One played the role of one office worker, and another played a customer. They were encouraged to use vocabulary and language structures already studied in this unit as part of their postal situation. Each pair then switched roles.
- At the end of the unit, the teacher reviewed useful vocabulary and language structures. As a follow-up activity, students were asked to develop a method (e.g., cartoon, poster, pamphlet, news release, newspaper advertisement) for providing the public with postal information.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the following criteria with

students. The teacher emphasized that in all assignments, the most important feature would be students' ability to communicate meaning.

#### ***Listening Comprehension Work Sheet***

*To what extent does the student:*

- write clearly and in an understandable manner
- present information logically
- include accurate and relevant information
- include key aspects of the topic

#### ***Group Write –Up***

*To what extent does the student:*

- include all required information
- provide relevant detail
- use appropriate vocabulary, sentence structures, and expressions
- use business-style point-format

#### ***Oral Interaction for Role-Play***

*To what extent does the student:*

- provide thorough and detailed information
- respond to questions with appropriate information
- give a relatively smooth delivery (pauses do not interfere with comprehension)
- use intonation and non-verbal, body language
- use a range of appropriate vocabulary, idiom, language structure
- show improvisation
- take risks for fluency
- support partner in sustaining the oral interaction

#### ***Individual Public Postal Information***

*To what extent does the student:*

- convey the central theme or message
- offer a personal response or view about the issue



- use language and/or visual images in an evocative/creative way

were given copies of the rating scales and discussed them before they began working on their assignments. For the group write-up, each student in the group received the same rating, except in unusual circumstances.

**5. ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work on this unit. Students

### Listening Comprehension Work Sheet

Rating	Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• recorded information is relevant, accurate, and clear</li> <li>• presents all required information</li> <li>• includes key aspects of the topic</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• recorded information is generally relevant and clear</li> <li>• presents most of the required information</li> <li>• includes most of the key aspects of the topic</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• recorded information is generally relevant but not clear</li> <li>• presents some of the required information</li> <li>• includes some of the key aspects of the topic</li> </ul>
<b>I/F</b>	<ul style="list-style-type: none"> <li>• maybe incomplete, inappropriate, or incomprehensible</li> </ul>

## Group Write-Up

Rating	Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• includes all required information</li> <li>• provides all important details</li> <li>• uses a variety of appropriate vocabulary, sentence structures, and expressions, spelled correctly</li> <li>• uses business style point-format</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• includes most of the required information</li> <li>• provides most important details</li> <li>• mostly uses appropriate vocabulary, sentence structures; may have a lack of variety of expressions with a few spelling errors</li> <li>• uses business style point-format</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• includes some required information</li> <li>• provides a few important details</li> <li>• generally uses appropriate vocabulary and sentence structures with some spelling errors; may have a difficulty using expressions</li> <li>• understands business style point-format but sometimes makes errors</li> </ul>
<b>I/F</b>	<ul style="list-style-type: none"> <li>• has not completed requirements for the task</li> </ul>

## Oral Interaction for Role Play Evaluation Sheet

Name \_\_\_\_\_ Topic \_\_\_\_\_

Date \_\_\_\_\_ Partner(s) \_\_\_\_\_

Criteria	Rating	Comments
<p style="text-align: center;"><b>Content</b></p> <ul style="list-style-type: none"> <li>• provides accurate and clear information</li> <li>• provides important details</li> </ul>		
<p style="text-align: center;"><b>Language</b></p> <ul style="list-style-type: none"> <li>• uses appropriate vocabulary and sentence structures</li> <li>• uses a variety of expressions or idioms</li> </ul>		
<p style="text-align: center;"><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• responds to questions with appropriate information</li> <li>• uses proper intonation, non-verbal, gestures and body language</li> <li>• supports partner in sustaining the oral interaction</li> </ul>		
<p style="text-align: center;"><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• gives a relatively smooth delivery (pauses do not interfere with comprehension)</li> <li>• takes risks</li> <li>• shows improvisation</li> </ul>		

- Key:**
- 4:** Strong -- demonstrates criteria fully
  - 3:** Competent -- mostly demonstrates criteria with some occasional errors
  - 2:** Developing -- demonstrates some criteria; may often need support
  - 1:** Limited -- minimally demonstrates criteria
  - 0:** Does not meet criteria

## Public Postal Information

Rating	Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• conveys a central theme or message</li> <li>• offers a personal response or view in the message</li> <li>• includes written, or visual details, reasons, and/or examples to support response</li> <li>• shows a great deal of creativity</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• mostly conveys a central theme or message</li> <li>• mainly offers a personal response or view in the message</li> <li>• partly includes written, or visual details, reasons, and/or examples to support response</li> <li>• shows a fair amount of creativity</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• partly conveys a central theme or message</li> <li>• offers a personal response or view about the issue but may need support</li> <li>• includes some of written, or visual details, reasons, and/or examples to support response</li> <li>• shows some creativity</li> </ul>
<b>I/F</b>	<ul style="list-style-type: none"> <li>• fails to convey a key message; incomplete and significant errors in content; lacks creativity in format and design</li> </ul>

**GRADE 12****Topic:** *The Internet vs. books***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- exchange ideas, thoughts, and points of view, giving reasons and reactions
- describe, narrate, and analyse events, situations, or experiences
- use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future

***Acquiring Information****It is expected that students will:*

- retrieve, research, and analyse information from Korean resources to complete meaningful tasks
- synthesize acquired information in oral, visual, and written forms

***Understanding Cultural Influences****It is expected that students will:*

- use language, expressions, and behaviours to reflect cultural context

**2. OVERVIEW**

The teacher developed a three-week unit for Grade 12 students on the Internet vs. books. This unit was designed to enable students to deliver their opinions or thoughts more persuasively through a mini-debate activity. Students researched and analysed information on the positive and negative aspects of methods using books in the library or the Internet. They then conducted a debate on this topic. The teacher used debate performance rating scales to evaluate students' oral performance and evaluated

students' journal prompts about the experience.

Evaluation was based on:

- group debate planning sheet
- individual prepared oral interactions for debate
- individual fluency journal prompts

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the unit by telling the class a personal anecdote about the current trend of using the Internet for research purposes contrasted with library research. After listening to the anecdote, students were asked to make three personal comments. Then they were divided into groups of three and were encouraged to conduct a brief discussion based on the comments they had written.
- Students performed research on the topic of "Will the library be replaced by the Internet?", as a first step of the debating process. Students focused on the distinctive features of the two methods, using various Korean resources. The following topics might be used to support the debate:
  - Internet Revolution
  - changes in life style
  - Information Technology era
  - tradition vs. innovation
  - common or different trends among ethnic backgrounds
  - positive/ negative aspects of the library from one's experience
  - positive/ negative aspect of the Internet from one's experience
  - quality vs. quantity of research materials
  - personal view-point and the reason

- The teacher divided the class into two teams representing pro or con of the debate topic, “Will the library be replaced by the Internet?” Then the teacher had each side elect a team leader to assist in the debate preparation process.
- On the board, the class developed a list of vocabulary and language structures that would be useful in the debate, especially focusing on the semi-formal narrative format. The teacher added to the list anything missing and modeled ways of using some of the debating expressions.
- The teacher showed a brief video clip of an actual debate to model debating practices in Korean. Students were asked to focus on:
  - the organization of the debate
  - terminology
  - delivery skills
  - gestures, body language
  - voice, tone, intonation, stress
  - content
  - each team member’s contribution
  - timing
- The teacher distributed to each team a debate planning sheet that was to be handed in the day of the debate detailing the following:
  - brainstorming ideas from your team’s position
  - brainstorming ideas from the opposing team’s position
  - preparation of possible arguments to counter the opposing team’s ideas
  - brainstorming ideas to convince the audience of your team’s position
- Each team conducted a group discussion about the organization of main points, evidence of argument, and anticipation of arguments. Then, they assigned an individual role to each team member in order to

debate effectively and to distribute the actual debating among the stronger speakers.

- The teacher provided an opportunity to review debate vocabulary and techniques as well as language structures. The teacher provided some rebuttal skills at this point. Students practised language and debate skills individually and in pairs.
- As a team, students prepared note cards for the debate. On the cards, students wrote down a summary of the major points. The teacher then distributed individual debate evaluation sheets, evaluation criteria sheets and went over them with the whole class.
- As a wrap-up activity, students wrote a fluency journal prompt about the debate experience in a few sentences. Students thought about the debate activity for a few minutes, and then wrote down their responses.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the following criteria with students. The teacher emphasized that in all assignments the most important focus would be students’ ability to communicate meaning.

##### *Group Debate Planning Sheet*

*To what extent does the student:*

- brainstorm the major ideas of your team’s position
- brainstorm the major ideas of the opponent’s position
- anticipate possible arguments and prepare for them
- show appropriate organization of information

- use appropriate debating language

***Individual Prepared Oral Interactions for Debate***

*To what extent does the student:*

- Content
  - provide clear, relevant, accurate, and detailed information
  - include appropriate research support
  - present credible reasons and explanations for views presented
  - provide proper arguments against the other team
  - deliver major points clearly
  - present views/arguments in an easy, logical, and interesting way
  - provide a concluding statement
- Language
  - support message with a wide range of vocabulary, language structure, and debate techniques
  - use appropriate tenses
- Interaction
  - use strategies to maintain interaction and avoid communication breakdown
  - communicate fluidly - pauses are brief and do not interfere with meaning
  - take risks with language
  - use eye-contact and gestures
  - use intonation, stress, visuals and props to support meaning
  - engage the audience
  - use persuasive speech
  - use notes appropriately
  - listen carefully to opponents

***Individual Fluency Journal Prompts***

*To what extent does the student:*

- include relevant and interesting details with appropriate organization
- use appropriate and accurate vocabulary and language structures
- take risks with language
- adhere to required time allowed

**5. ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments. For the Group Planning Sheet, each student received the same rating. The teacher assessed three tasks for each student.

## Debate Planning Sheet

Rating	Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• brainstorms the major ideas of your team's position</li> <li>• brainstorms the major ideas of the opponent's position</li> <li>• anticipates possible arguments and prepares for them</li> <li>• shows appropriate organization of information</li> <li>• uses appropriate debating language</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• brainstorms most of the major ideas of your team's position and those of the opponent's</li> <li>• anticipates possible arguments and prepares for them; but not be fully developed</li> <li>• shows appropriate organization of information and usually uses appropriate debating language</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• brainstorms some of the major ideas of your team's position and those of the opponent's position; ideas may not always be clear</li> <li>• anticipates some of the possible arguments and attempts to prepare for them</li> <li>• at times, uses appropriate debating language</li> </ul>
<b>I/F</b>	<ul style="list-style-type: none"> <li>• has not completed requirements of the assignments</li> </ul>



## Individual Prepared Oral Interactions for Debate

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

Criteria	Rating	Comments
<p style="text-align: center;"><b>Content</b></p> <ul style="list-style-type: none"> <li>• provides clear, relevant, accurate and detailed information</li> <li>• includes appropriate research support</li> <li>• presents credible reasons and explanations for views presented</li> <li>• provides proper arguments against the other team</li> <li>• delivers major points clearly</li> <li>• presents views/ arguments in an easy, logical and interesting way</li> <li>• provides a concluding statement</li> </ul>		
<p style="text-align: center;"><b>Language</b></p> <ul style="list-style-type: none"> <li>• supports message with a wide range of vocabulary, language structure, and debate techniques</li> <li>• uses appropriate tenses</li> </ul>		
<p style="text-align: center;"><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• uses strategies to maintain interaction and avoids communication breakdown</li> <li>• uses eye-contact and gestures</li> <li>• uses intonation, stress, visuals and props to support meaning</li> <li>• engages audience</li> <li>• uses persuasive speech</li> <li>• uses notes appropriately</li> <li>• listens carefully to opponents</li> </ul>		
<p style="text-align: center;"><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• gives a relatively smooth delivery (pauses do not interfere with comprehension)</li> <li>• takes risks</li> <li>• shows improvisation</li> </ul>		

- Key:** **4:** Strong -- demonstrates all criteria successfully  
**3:** Competent -- demonstrates most of the criteria with some occasional errors  
**2:** Developing -- demonstrates some of the criteria; may often need support  
**1:** Limited -- minimally demonstrates criteria  
**0:** Does not meet criteria

## Fluency Journal Prompts

Rating	Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• includes relevant and interesting details with appropriate organization</li> <li>• uses appropriate and accurate vocabulary and language structures</li> <li>• takes risks with language</li> <li>• adheres to required time allowed</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• includes the majority of relevant details with appropriate organization</li> <li>• mostly uses appropriate vocabulary and language structures; may have some errors</li> <li>• adheres to required time allowed but lacks fluency at times</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• includes some of the information but limited details</li> <li>• uses some appropriate vocabulary and language structures; may need help</li> <li>• does not adhere to required time allowed and lacks fluency</li> </ul>
<b>I/F</b>	<ul style="list-style-type: none"> <li>• has not met the criteria of the task</li> </ul>

**INTRODUCTORY 11****Topic:** *Pop Culture***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- recognize and use greetings of politeness, and formal and informal forms of address
- communicate likes, dislikes, desires, and emotions, giving simple reasons
- describe and exchange information about activities, people, places, and things
- communicate in past, present, and future

***Acquiring Information****It is expected that students will:*

- extract, retrieve, and process information from Korean resources to complete meaningful tasks
- explain acquired information in oral, visual, and simple written forms

***Experiencing Creative Works****It is expected that students will:*

- reflect on, discuss, and respond to authentic creative works from Korean culture

***Understanding Cultural Influences****It is expected that students will:*

- identify and compare their own customs to those of Korean culture

**2. OVERVIEW**

This three-week unit was designed to give students an opportunity to learn about Korean pop culture. Students viewed, role-played, and processed information on the topic. The teacher read through the performance rating scales with

students before evaluation. Evaluation was based on:

- role play for interview
- my favourite star oral presentation
- write up for oral presentation
- individual creative response to pop stars

**3. PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the unit by showing the class several famous Korean pop stars or groups' music videos. Students wrote down their personal comments about the emotion they felt, along with reasons while they were viewing the music videos. Then, as a group of three or four, students had a discussion about the music videos, based on their personal notes. Students could focus on these criteria:
  - express feelings and emotions, using appropriate vocabulary
  - make their position clear as to whether they liked or did not like the song, providing simple reasons
  - exchange their opinion about music, singers
  - describe details that they have seen on the videos
  - compare their own culture with Korean culture
  - use present, past and future tenses when expressing their opinion
- Before this activity, the teacher modeled a variety of vocabulary and language patterns that could be used to describe past events.
- The teacher asked each group to present their findings and wrote down each group's findings on the board, so that students could compare how they felt and what vocabulary they had used. The teacher made a list of vocabulary and language expressions, and language structures.

- Students conducted a class survey, based on the discussion, using Korean. Each student met five classmates and filled out the survey form with appropriate information. Students were asked to present what they found out and to select who or which group was the most popular singer or group.
- The teacher provided students with a short article to read about a well-known Korean pop star. The article described the person's childhood and made connections to the person's accomplishments as an adult. The class discussed the information in the article and identified key vocabulary and structures used to describe past experiences.
- Students were asked to group themselves according to their favourite pop star or group and to gather information about them, using a variety of Korean resources such as magazines and the Internet.
- In pairs, students conducted a role-play, playing the roles of a pop star and an interviewer. Students could interview classmates, focusing on such topics and language structures as:
  - greetings
  - formal or informal forms of address
  - childhood
  - habit, hobbies, secrets, weekend activities
  - accomplishment(s)
  - future plan(s)
- Before the role-play, the teacher modeled a variety of vocabulary and language patterns that could be used to describe past, present events and future plan. The teacher elicited the list from the students and wrote it down on the board. Students switched roles as well as partners as the teacher assigned different role-cards to them. The teacher circulated, observing students and offering assistance and feedback about their oral use of language.
- The teacher asked each group to prepare an oral presentation along with a write up, describing their favourite singer or group's accomplishments and their future plans. The presentation also had to include an object or photos.
- The class discussed criteria for the presentations and expanded on the list of useful vocabulary and structures. Students practised their presentations with group members, who provided feedback and support. They also practised asking and responding to possible questions.
- Students then took turns presenting their pop star or group to the class. At the end of each presentation, classmates were encouraged to ask questions. The teacher provided a recording form that students completed using information from the presentations. Information included:
  - names of the presenters
  - important accomplishment(s) of the pop group described
  - their future plan(s)
  - description of the objects or photos
  - questions they asked during the presentation.
- Students were asked to create individual work, such as a short reflection journal with drawings, a cartoon with captions, or a poster with a short paragraph on their favourite pop star or group.

#### 4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the following criteria with students. The teacher explained that in all assignments, the most important feature would be students' ability to communicate meaning.

##### ***Role Play for Interview***

*To what extent does the student:*

- provide appropriate greetings, expressions of politeness
- use formal forms of address
- provide thorough and detailed information
- respond to questions with appropriate information
- give a relatively smooth delivery (pauses do not interfere with comprehension)
- use intonation and non-verbal, body language
- use appropriate vocabulary, language structures
- take risks with language

##### ***My Favourite Star Oral Presentation***

*To what extent does the student:*

- do their presentation entirely in understandable Korean
- provide relevant information, including their favourite singer or group's accomplishments and future plans
- sustain use of Korean—may pause or hesitate frequently, but pauses do not impede communication
- pronounce most words approximately and attempt to model correct intonation
- self-correct as needed (e.g., restarting, repeating a word or phrase)
- use appropriate verb tenses and language structures to differentiate among past, present, and future time

- attempt to engage the audience by showing objects or photos related to the pop star

##### ***Write Up for Oral Presentation***

*To what extent does the student:*

- include relevant and all required information
- show appropriate organization of information
- *use appropriate vocabulary*
- reproduces Korean words and patterns in understandable form
- use point-format

##### ***Individual Creative Response to Pop Stars***

*To what extent does the student:*

- include relevant and creative detail
- show consideration for the audience (e.g., varied, eye-catching)
- provide a comprehensible message
- show appropriate organization of information
- attempt to engage the reader
- use a range of appropriate vocabulary, including new vocabulary to support and enrich the message

#### 5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments.

## Role Play for Interview

Rating	Criteria
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• uses appropriate greetings, expressions of politeness</li> <li>• uses formal forms of address</li> <li>• provides thorough and detailed information</li> <li>• responds to questions with appropriate information</li> <li>• gives a relatively smooth delivery</li> <li>• uses intonation and non-verbal, body language</li> <li>• uses appropriate vocabulary, language structures</li> <li>• take risks with language</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>• generally uses appropriate greetings, expressions of politeness, using formal forms of address; may need some help</li> <li>• generally provides key information and responds to questions with appropriate information</li> <li>• generally gives a relatively smooth delivery and uses intonation; may have some hesitation</li> <li>• generally uses appropriate vocabulary and language structures</li> </ul>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• uses greetings and expressions of politeness, using formal forms of address; may need frequent help</li> <li>• provides information and responds to questions with some information</li> <li>• attempts to use intonation, appropriate vocabulary and language structures, but may require some teacher's support</li> </ul>
<b>Incomplete</b>	<ul style="list-style-type: none"> <li>• maybe incomplete, inappropriate or incomprehensible</li> </ul>

### My Favourite Star Oral Presentation

Criteria	Rating	Comments
<ul style="list-style-type: none"> <li>is comprehensible (the presentation makes sense and is easy to follow)</li> </ul>		
<ul style="list-style-type: none"> <li>provides relevant information, including their favourite singer or group's accomplishments and future plans</li> </ul>		
<ul style="list-style-type: none"> <li>sustains use of Korean—may pause or hesitate frequently, but pauses do not impede communication</li> </ul>		
<ul style="list-style-type: none"> <li>pronounces most words approximately and attempt to model correct intonation</li> </ul>		
<ul style="list-style-type: none"> <li>self-corrects as needed (e.g., restarting, repeating a word or phrase)</li> </ul>		
<ul style="list-style-type: none"> <li>uses appropriate verb tenses and language structures to differentiate among past, present, and future time</li> </ul>		
<ul style="list-style-type: none"> <li>attempts to engage the audience by showing objects or photos related to pop stars</li> </ul>		
<b>Overall Rating</b>		

- Key:** 3 – Strong  
 2 – Satisfactory  
 1 – Needs improvement  
 0 – Not demonstrated

## Write-Up for Oral Presentation

Criteria	Rating
<ul style="list-style-type: none"> <li>includes relevant and all required information</li> </ul>	
<ul style="list-style-type: none"> <li>shows appropriate organization of information</li> </ul>	
<ul style="list-style-type: none"> <li>uses appropriate vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>reproduces Korean words and patterns in understandable form</li> </ul>	
<ul style="list-style-type: none"> <li>uses point-format</li> </ul>	

**Key:** 3 – Strong

2 – Satisfactory

1 – Needs improvement

0 – Not demonstrated



## Individual Creative Response to Pop Stars

Criteria	Rating	Comments
<b>Criteria: Visual Response</b>		
• includes relevant and creative detail		
• shows consideration for the audience (e.g., varied, eye-catching)		
• provides a comprehensible message		
<b>Overall Rating for Visual Response</b>		
<b>Criteria: Written Response</b>		
• shows appropriate organization of information		
• attempts to engage the reader		
• uses a range of appropriate vocabulary, including new vocabulary to support and enrich the message		
<b>Overall Rating for Written Response</b>		

**Key:** 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated

# Generic Assessment Tools

## STUDENT JOURNALS

Assessment of student performance may also be supported through the use of journals. Student journals are powerful tools for encouraging students to reflect on their experiences. Journals may be quite structured, or they may be general reviews of the events of the week in the Korean class. Entries may comment on specific activities or provide broad reflections on progress or issues.

A journal is an important method of communication between student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance to develop skills.

Teachers can respond to student journals in letters, with short comments in the journal, or verbally to students.

### Prompts for Daily Journal Reflections

*Today we talked/learned/participated in \_\_\_\_\_.*

*I tried to:*

*I asked:*

*I found out:*

*I wish I had:*

*One question I'm taking away to think more about is:*

*The steps I took to participate effectively were:*

*The problems I encountered were:*

*To solve these problems I:*

*The resources and people I used to help were:*

### Reflection Activity / Project

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Activity/Project Title: \_\_\_\_\_

#### Activity/Project description

*The most surprising aspect of this activity/project for me was:*

*I would like to find out more about:*

*If I were to do this activity/project again I would:*

*I could help a student who is doing a similar activity/project by:*

*The biggest problem I had was:*

*I solved this problem by:*

*What I enjoyed most about this activity/project was:*

## STUDENT/TEACHER INTERVIEWS

Interviews can provide valuable information about the understanding, thoughts, and feelings of students about Korean. Interviews may give students opportunities to reflect on the unit of study and the teacher a chance to gather information about students' knowledge and attitudes, as well as diagnose student needs. An interview may take the form of a planned sequence of questions which lead to open-ended discussions, or require independent completion of specific questions. Informal interviews between the teacher and students should take place on a regular basis throughout instruction.

## Students/Teacher Interviews

Questions	Teacher's Notes
<ul style="list-style-type: none"> <li>• How do you feel about your participation in this activity?</li> <li>• What do you think about _____?</li> <li>• How does your group feel about you?</li> <li>• Did you have any new thoughts when _____?</li> <li>• How did you go about _____?</li> <li>• Tell me another way of doing _____?</li> <li>• What would happen if _____?</li> <li>• Why did you _____?</li> <li>• What did or did not work?</li> <li>• Tell me what you learned from _____.</li> <li>• What else would you like to know?</li> <li>• Is there anything you would like to change?</li> <li>• How well do you think you've done?</li> <li>• Tell me how or where you might use _____?</li> <li>• What communication skills did you teach or learn?</li> </ul>	

This form to be translated into Korean for use with students with more advanced language skills.

## Peer Assessment Sheet for Students

Name: \_\_\_\_\_

Presenter: \_\_\_\_\_

The most enjoyable part of this presentation was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The part I would do differently is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One suggestion I have for the presenter is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One thing I learned in Korean that I could use in another situation is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CHECKLISTS**

Checklists allow the teacher to observe the entire class “at a glance.” They provide quick reference sheets that can identify specific information regarding student attitudes, knowledge, or skills. Checklists allow the teacher to create individual record-keeping systems, such as by date, level

of skill proficiency, or use of a simple checkmark identifying a yes or no. Checklists can be useful in developing learning profiles that indicate growth over time. Checklists may be created to gather information about student co-operation, participation, attitude, leadership, or skill development.

**Group Observation Form**

Student Name: \_\_\_\_\_ Block: \_\_\_\_\_

Course: \_\_\_\_\_ Class/block: \_\_\_\_\_ Date: \_\_\_\_\_

Skill/Concept: \_\_\_\_\_

**Criteria to be observed**

	Good 4	Satisfactory 3	Improving 2	Experiencing Difficulty -- 1
Names of Students				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

## Participation Profile

Class/Block: \_\_\_\_\_ Date: \_\_\_\_\_

Activity(ies): \_\_\_\_\_

Student Names

Effort on Task								
Encourage others to participate								
Enjoys participating								
Participates willingly								
Participates when encouraged								
Reluctant to participate								







# APPENDIX D

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*Acknowledgements*



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#### **VSB/BCSAKS JOINT STEERING COMMITTEE**

Vancouver School Board (VSB) and the B. C. Society for Advancement of Korean Studies (BCSAKS) agreed to collaborate on developing the Korean IRP in September of 2002 and established the **VSB/BCSAKS Joint Steering Committee (JSC)** to oversee as well as to provide an overall administrative support for the project of curriculum development of Korean as a second language (KSL) in BC schools.

**Valerie Overgaard**, Chair, Associate Superintendent, Vancouver School Board  
**Ken Annandale**, Principal of Vancouver Technical Secondary School, VSB  
**Hilary Spicer**, International Language Coordinator, VSB  
**Laurie Anderson**, Associate Superintendent, International & Continuing Education, VSB  
**Max-Michel Adrien**, Modern Language Coordinator, VSB  
**Young-Ju Ahn, Kee-Tae Sohn, Tae H. Oum, Seong-Soo Lee**, BCSAKS Directors

#### **THE KSL IRP DEVELOPMENT TEAM**

With the personnel and financial management support provided by the Faculty of Education, UBC, in particular, **Sandra Mathison**, Department Head of Educational and Counselling Psychology, & Special Education (ECPS), the KSL IRP Development Team composed of experienced language learning and teaching professionals had worked across two phases: **Draft and Main**.

##### **A. Draft Phase**

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**Seong-Soo Lee**, Professor Emeritus, Depart. of ECPS, Faculty of Education, UBC

##### **B. Main Phase**

**Nam-Ok Yoo, Ken Annandale, Seong-Soo Lee**, in consultation with **Elizabeth McAuley**

#### **INTERNAL AND EXTERNAL REVIEW TEAM**

An internal as well as external review process was activated by securing the critical readings of the early draft of the IRP by language education experts.

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# APPENDIX E

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*Common Words as Graded  
by Semantic Categories*



## A Listing of Common Korean Words Graded by Semantic Categories

Compiled by Seong-Soo Lee

### I. Nouns (724 words)

1. People (relations)
2. People (general)
3. Profession & Occupations
4. Body, Human
5. Time
6. Nature
7. Animal & Vegetable
8. Mineral
9. Natural Scenery & Objects
10. Place & Position
11. Building & Dwelling
12. Vehicles
13. Furniture & Household goods
14. Meals & Food
15. Clothing
16. Tools & Implements
17. Miscellaneous
18. Parts, Qualities, & Measures
19. Sounds, Exclamation, Speech
20. Feelings & Thought
21. Abstract
22. Actions & Results

### II. Verbs (328 words)

1. Family & Friends
2. People in Society
3. House & Garden
4. Household & Furniture
5. Food & Drink
6. Eating & Cooking
7. Clothes
8. Human Body & Associated
9. Health & Sickness
10. Town & Traffic
11. Industry, Commerce, & Shopping
12. Money & Quantity
13. Size & Shape
14. Countryside & Seaside
15. Farming

16. Living Creature
17. Weather
18. Seasons & Time
19. Geographical
20. Travel & Communication
21. School & Study
22. School Pastime
23. Entertainment & Arts
24. Religion
25. Government & Law
26. War & Weapon
27. Mind & Thought
28. Speech & Conversations
29. Qualities, Good, Bad, Pleasant, Unpleasant
30. Life, Events, Eventualities

### III. Adjectives (209 words)

1. Size, Shape, Distance, & Quantity
2. Colour
3. Quality/ Status
4. Taste
5. Mind/ Thought
6. Weather

### IV. Adverbs (113 words)

1. Time
2. Place
3. Manner & Method
4. Frequency
5. Degree/ Quantity

### V. Pre-nouns (22 words)

I. Nouns

1. People (relations)

No.	Word (English)	Word (Korean)	Part of Speech	Level
1.	father	아버지	Noun	1
2.	dad, daddy, papa	아빠	Noun	1
3.	mother	어머니	Noun	1
4.	mama, mummy, mama	엄마	Noun	1
5.	husband	남편	Noun	2
6.	wife	아내	Noun	2
7.	baby	아기	Noun	1
8.	child	어린이	Noun	1
9.	son	아들	Noun	1
10.	daughter	딸	Noun	1
11.	brother	형제, 형, 남동생	Noun	1
12.	sister	자매, 누나, 누이동생	Noun	1
13.	grandfather	할아버지	Noun	1
14.	grandmother	할머니	Noun	1
15.	family	가족	Noun	1
16.	grandparents	조부모	Noun	2
17.	grandson	손자	Noun	2
18.	granddaughter	손녀	Noun	2
19.	grandchildren	손주	Noun	2
20.	uncle	아저씨, 큰아버지, 작은아버지, 외삼촌, 고모부, 이모부	Noun	1
21.	aunt	아주머니, 고모, 큰어머니, 작은어머니, 이모	Noun	1
22.	nephew	남자 조카	Noun	2
23.	niece	여자 조카	Noun	2
24.	cousin	사촌	Noun	1
25.	parents	부모	Noun	1
26.	relative	친척	Noun	2

2. People (general)

No.	Word (English)	Word (Korean)	Part of Speech	Level
27.	man	사람, 남자	Noun	1
28.	boy	소년	Noun	1
29.	gentleman	신사	Noun	2
30.	lady	숙녀	Noun	2



31.	neighbour	이웃	Noun	2
32.	friend	친구	Noun	1
33.	worker	일하는 사람, 일꾼	Noun	2
34.	foreigner	외국 사람, 외국인	Noun	2
35.	enemy	적	Noun	3
36.	old man	노인	Noun	3
37.	old woman	노파	Noun	3
38.	person	사람	Noun	1
39.	people	사람들	Noun	1
40.	public	일반 국민	Noun	2
41.	woman	여자	Noun	1
42.	nation	국가	Noun	3
43.	group	단체, 무리	Noun	3
44.	girl	소녀	Noun	1

### 3. Professions and Occupations

No.	Word (English)	Word (Korean)	Part of Speech	Level
45.	police officer	경찰관	Noun	1
46.	artist	예술가, 미술가	Noun	3
47.	baker	빵 제조업자	Noun	1
48.	driver	운전수	Noun	1
49.	hunter	사냥꾼	Noun	3
50.	customer	고객	Noun	3
51.	merchant	상인	Noun	3
52.	shoemaker	제화공	Noun	3
53.	farmer	농부	Noun	1
54.	manager	지배인, 경영자	Noun	1
55.	doctor	의사	Noun	1
56.	pupil	학생, 제자	Noun	1
57.	clerk	서기, 점원	Noun	1
58.	grocer	식료품 상인	Noun	1
59.	student	학생	Noun	1
60.	postman	우편배달부	Noun	1
61.	nurse	간호사	Noun	1
62.	engineer	공학자	Noun	1
63.	judge	재판관, 판사	Noun	2
64.	mechanic	기계공	Noun	2
65.	physician	내과 의사	Noun	1
66.	carpenter	목수	Noun	1
67.	fisherman	어부	Noun	1
68.	pharmacist	약사	Noun	1
69.	soldier	군인	Noun	2

70.	tailor	재단사	Noun	2
71.	traveller	여행가	Noun	3
72.	thief	도둑	Noun	2
73.	secretary	비서	Noun	1
74.	businessman	사업가	Noun	1
75.	architect	건축가	Noun	1
76.	dentist	치과 의사	Noun	1
77.	mayor	시장	Noun	2
78.	minister	장관, 목사	Noun	1
79.	president	대통령, 회장	Noun	2
80.	priest	신부	Noun	1
81.	principal	교장	Noun	1
82.	professor	교수	Noun	1
83.	actor	배우	Noun	2
84.	author	저자	Noun	3
85.	lawyer	변호사	Noun	2
86.	journalist	신문 잡지 기자, 기고가	Noun	3
87.	salesman	판매원	Noun	1
88.	hairdresser	미용사	Noun	2
89.	cook	요리사	Noun	1
90.	gardener	정원사	Noun	1
91.	musician	음악가	Noun	2
92.	singer	가수	Noun	2

#### 4. The Body, Human

No.	Word (English)	Word (Korean)	Part of Speech	Level
93.	body	몸	Noun	1
94.	bone	뼈	Noun	1
95.	skin	살갓, 피부	Noun	1
96.	heart	심장	Noun	1
97.	blood	피	Noun	1
98.	head	머리	Noun	1
99.	forehead	이마	Noun	1
100.	face	얼굴	Noun	1
101.	beard	수염	Noun	2
102.	mouth	입	Noun	1
103.	tooth	이	Noun	1
104.	lip	입술	Noun	1
105.	tongue	혀	Noun	1
106.	cheek	뺨	Noun	1
107.	nose	코	Noun	1
108.	eye	눈	Noun	1

109.	ear	귀	Noun	1
110.	neck	목	Noun	1
111.	chest	가슴	Noun	2
112.	back	등	Noun	1
113.	stomach	배, 위	Noun	1
114.	shoulder	어깨	Noun	1
115.	arm	팔	Noun	1
116.	hand	손	Noun	1
117.	fist	주먹	Noun	1
118.	finger	손가락	Noun	1
119.	nail	손톱	Noun	1
120.	leg	다리	Noun	1
121.	knee	무릎	Noun	1
122.	foot	발	Noun	1
123.	ankle	발목	Noun	1
124.	elbow	팔꿈치	Noun	1
125.	throat	목	Noun	1
126.	chin	턱	Noun	1
127.	moustache	코 밑 수염	Noun	2
128.	muscle	근육	Noun	1
129.	wrist	손목	Noun	1
130.	lung	폐	Noun	1
131.	breast	가슴	Noun	1
132.	eyebrow	눈썹	Noun	1
133.	heel	뒤꿈치	Noun	1
134.	vein	혈관	Noun	2
135.	thumb	엄지손가락	Noun	1
136.	toe	발가락	Noun	1
137.	finger nail	손톱	Noun	1
138.	hip	엉덩이	Noun	1
139.	toenail	발톱	Noun	1
140.	brain	뇌	Noun	2

### 5. Time

No.	Word (English)	Word (Korean)	Part of Speech	Level
141.	minute	분	Noun	1
142.	hour	시간	Noun	1
143.	week	주	Noun	1
144.	month	달, 개월	Noun	1
145.	year	해, 연도	Noun	1
146.	day	날	Noun	1
147.	night	밤	Noun	1

## APPENDIX E: COMMON WORDS

148.	noon	정오	Noun	1
149.	midnight	자정	Noun	1
150.	morning	아침, 오전	Noun	1
151.	afternoon	오후, 하오	Noun	1
152.	evening	저녁	Noun	1
153.	Sunday	일요일	Noun	1
154.	Monday	월요일	Noun	1
155.	Tuesday	화요일	Noun	1
156.	Wednesday	수요일	Noun	1
157.	Thursday	목요일	Noun	1
158.	Friday	금요일	Noun	1
159.	Saturday	토요일	Noun	1
160.	spring	봄	Noun	1
161.	summer	여름	Noun	1
162.	autumn	가을	Noun	1
163.	winter	겨울	Noun	1
164.	January	일월	Noun	1
165.	February	이월	Noun	1
166.	March	삼월	Noun	1
167.	April	사월	Noun	1
168.	May	오월	Noun	1
169.	June	유월	Noun	1
170.	July	칠월	Noun	1
171.	August	팔월	Noun	1
172.	September	구월	Noun	
173.	October	시월	Noun	1
174.	November	십일월	Noun	1
175.	December	십이월	Noun	1
176.	moment	순간	Noun	2
177.	age	나이, 세대	Noun	2
178.	life	생명, 목숨, 생활	Noun	2
179.	death	죽음, 사망	Noun	2
180.	time	시간, 시각	Noun	1
181.	holiday	휴일	Noun	1
182.	delay	지연	Noun	3
183.	today	오늘	Noun	1
184.	yesterday	어제	Noun	1
185.	tomorrow	내일	Noun	1
186.	future	미래	Noun	2
187.	leisure	여가, 한가한 시간	Noun	2
188.	century	세기 (100 년)	Noun	2

## 6. Nature

No.	Word (English)	Word (Korean)	Part of Speech	Level
189.	sun	해, 태양	Noun	1
190.	moon	달	Noun	1
191.	earth	지구, 땅	Noun	2
192.	star	별	Noun	1
193.	sky	하늘	Noun	1
194.	air	공기	Noun	1
195.	thunder	벼락	Noun	2
196.	lightning	번개	Noun	2
197.	world	세계, 세상	Noun	3
198.	fire	불	Noun	1
199.	ground	땅	Noun	1
200.	sea	바다	Noun	1
201.	water	물	Noun	1
202.	drop	방울	Noun	2
203.	ice	얼음	Noun	1
204.	light	빛, 햇빛	Noun	1
205.	shade	그늘, 응달	Noun	1
206.	cloud	구름	Noun	1
207.	fog	안개	Noun	1
208.	weather	날씨	Noun	1
209.	wind	바람	Noun	1
210.	rain	비	Noun	1
211.	snow	눈	Noun	1
212.	storm	폭풍	Noun	2
213.	cliff	낭떠러지	Noun	2
214.	waterfall	폭포	Noun	2
215.	wave	물결, 파도	Noun	2
216.	stone	돌	Noun	1
217.	rock	바위	Noun	1
218.	sand	모래	Noun	1
219.	mud	진흙	Noun	3
220.	beach	바닷가	Noun	1

## 7. Animal and Vegetable

No.	Word (English)	Word (Korean)	Part of Speech	Level
221.	animal	동물	Noun	1
222.	beast	짐승	Noun	2
223.	horse	말	Noun	1
224.	donkey	당나귀	Noun	1

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225.	cat	고양이	Noun	1
226.	dog	개	Noun	1
227.	calf	송아지	Noun	2
228.	ox	소, 황소	Noun	2
229.	cow	암소	Noun	1
230.	sheep	양	Noun	1
231.	goat	염소	Noun	1
232.	pig	돼지	Noun	1
233.	cock	수탉	Noun	2
234.	chicken	닭	Noun	1
235.	egg	달걀, 계란	Noun	1
236.	snake	뱀	Noun	2
237.	bird	새	Noun	1
238.	insect	벌레	Noun	2
239.	fly	파리	Noun	1
240.	mosquito	모기	Noun	2
241.	fish	물고기, 생선	Noun	1
242.	branch	가지, 나뭇가지	Noun	1
243.	leaf	잎	Noun	1
244.	flower	꽃	Noun	1
245.	rose	장미, 장미꽃	Noun	1
246.	wheat	밀	Noun	2
247.	vegetable	야채, 채소	Noun	1
248.	potato	감자	Noun	1
249.	tree	나무	Noun	1
250.	grass	풀	Noun	1
251.	fruit	과일	Noun	1
252.	harvest	추수	Noun	3
253.	crop	농작물	Noun	3
254.	plant	식물	Noun	2
255.	vineyard	포도밭	Noun	3
256.	lamb	새끼양	Noun	2
257.	eagle	독수리	Noun	2
258.	duck	오리	Noun	2
259.	elephant	코끼리	Noun	1
260.	swallow	제비	Noun	3
261.	rabbit	토끼	Noun	2
262.	lion	사자	Noun	2
263.	wolf	늑대	Noun	2
264.	butterfly	나비	Noun	2
265.	pigeon	비둘기	Noun	2
266.	rat	쥐	Noun	1
267.	fox	여우	Noun	2

268.	monkey	원숭이	Noun	1
269.	mouse	생쥐	Noun	1
270.	carrot	당근	Noun	1
271.	cabbage	양배추	Noun	1
272.	bean	콩	Noun	1

### 8. Materials

No.	Word (English)	Word (Korean)	Part of Speech	Level
273.	silver	은	Noun	2
274.	money	돈	Noun	1
275.	brick	벽돌	Noun	2
276.	wood	나무, 재목	Noun	1
277.	rubber	고무	Noun	2
278.	cotton	솜	Noun	2
279.	coal	석탄	Noun	2
280.	leather	가죽	Noun	2
281.	gasoline	휘발유	Noun	1
282.	iron	철	Noun	2
283.	hay	건초, 말린 풀	Noun	3
284.	smoke	연기	Noun	1
285.	gas	기체, 가스	Noun	1
286.	grain	곡물, 낱알	Noun	2
287.	oil	기름	Noun	2
288.	wool	양모, 털실	Noun	2
289.	stone	돌	Noun	1
290.	metal	금속	Noun	2
291.	straw	짚, 밀짚	Noun	3
292.	paper	종이	Noun	1
293.	dust	먼지	Noun	2
294.	soap	비누	Noun	1
295.	tobacco	담배	Noun	2
296.	cloth	옷감	Noun	2
297.	steam	김	Noun	2
298.	alcohol	알콜	Noun	2
299.	aluminium	알루미늄	Noun	2
300.	cement	시멘트	Noun	2
301.	copper	구리, 동	Noun	2
302.	fur	모피	Noun	2
303.	matter	물질	Noun	3
304.	gold	금	Noun	2
305.	poison	독	Noun	3

307.	velvet	벨벳	Noun	2
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**9. Natural Scenery, Natural Objects**

No.	Word (English)	Word (Korean)	Part of Speech	Level
308.	coast	해안	Noun	2
309.	mountain	산	Noun	1
310.	valley	골짜기, 계곡	Noun	3
311.	forest	숲	Noun	2
312.	river	강	Noun	1
313.	island	섬	Noun	2
314.	lake	호수, 연못	Noun	2
315.	meadow	풀밭, 초원	Noun	3
316.	well	우물	Noun	3
317.	spring	샘, 원천	Noun	3
318.	ditch	도랑	Noun	2
319.	hole	구멍	Noun	1
320.	nature	자연	Noun	3
321.	orchard	과수원	Noun	3
322.	slope	비탈	Noun	3

**10. Places, Position**

No.	Word (English)	Word (Korean)	Part of Speech	Level
323.	avenue	큰 가로	Noun	1
324.	boulevard	큰 길, 가로수가 있는 넓은 가로	Noun	2
325.	countryside	시골, 지방	Noun	3
326.	capital	수도	Noun	2
327.	field	들판, 평야	Noun	3
328.	road	길, 도로	Noun	1
329.	cemetery	공동묘지	Noun	3
330.	back	뒤	Noun	2
331.	front	앞	Noun	2
332.	place	곳, 장소	Noun	2
333.	border	가장자리, 경계, 국경	Noun	3
334.	garden	뜰, 정원	Noun	1
335.	line	줄, 선	Noun	1
336.	north	북, 북쪽, 북부	Noun	1
337.	south	남, 남쪽, 남부	Noun	1
338.	east	동, 동쪽, 동부	Noun	1
339.	west	서, 서쪽, 서부	Noun	1



340.	market	시장	Noun	1
341.	right	오른쪽	Noun	1
342.	left	왼쪽	Noun	1
343.	country	나라, 시골	Noun	1
344.	plain	평지, 평원	Noun	2
345.	port	항구	Noun	2
346.	wharf	부두	Noun	3
347.	region	지방, 지역	Noun	3
348.	street	가로	Noun	1
349.	pavement	포장도로	Noun	2
350.	village	마을	Noun	2
351.	city	도시	Noun	1

### 11. Buildings, Dwellings

No.	Word (English)	Word (Korean)	Part of Speech	Level
352.	house	집	Noun	1
353.	wall	벽	Noun	1
354.	roof	지붕	Noun	1
355.	chimney	굴뚝	Noun	2
356.	story	층	Noun	2
357.	staircase	계단	Noun	2
358.	hall	집회장	Noun	1
359.	room	방	Noun	1
360.	ceiling	천장	Noun	2
361.	floor	바닥, 마루바닥, 층	Noun	1
362.	door	문	Noun	1
363.	window	창, 유리창	Noun	1
364.	kitchen	부엌	Noun	1
365.	cellar	지하실, 음	Noun	3
366.	attic	다락	Noun	3
367.	yard	마당, 뜰	Noun	1
368.	ground floor	1 층 (영국)	Noun	1
369.	flat	아파트	Noun	3
370.	workshop	제작소	Noun	3
371.	butcher's shop	정육점	Noun	3
372.	baker's shop	제과점	Noun	2
373.	cinema	영화관, 영화	Noun	2
374.	drug store	약국	Noun	1
375.	classroom	교실	Noun	1
376.	grocer's shop	식료품 가게	Noun	1
377.	school	학교	Noun	1
378.	farm	농장	Noun	1

379.	garage	차고	Noun	1
380.	railway station	기차 정거장	Noun	3
381.	hospital	대형 병원	Noun	1
382.	shop	가게, 상점	Noun	1
383.	city hall	시청	Noun	2
384.	bridge	다리	Noun	2
385.	restaurant	식당	Noun	1
386.	theatre	극장	Noun	2
387.	tent	텐트, 천막	Noun	3
388.	factory	공장	Noun	3
389.	office	사무실	Noun	2
390.	post office	우체국	Noun	1
391.	bank	은행	Noun	2
392.	building	건물	Noun	2
393.	library	도서관	Noun	1
394.	church	교회	Noun	1
395.	bookstore	책방, 서점	Noun	1
396.	museum	박물관	Noun	2
397.	prison	감옥	Noun	3
398.	basement	지하실	Noun	1
399.	tower	탑	Noun	2

**12. Vehicles**

No.	Word (English)	Word (Korean)	Part of Speech	Level
400.	automobile	자동차	Noun	1
401.	bus	버스	Noun	1
402.	airplane	비행기	Noun	1
403.	boat	배	Noun	1
404.	bicycle	자전거	Noun	1
405.	truck	트럭	Noun	1
406.	engine	기관, 발동기	Noun	2
407.	motor	모터, 전동기	Noun	2
408.	motorcycle	오토바이	Noun	1
409.	battery	건전지	Noun	1
410.	express train	급행 열차	Noun	3
411.	tractor	트랙터	Noun	3
412.	train	기차	Noun	2
413.	taxi	택시	Noun	1
414.	brake	제어기	Noun	2
415.	helicopter	헬리콥터	Noun	3

## 13. Furniture, Household Goods

No.	Word (English)	Word (Korean)	Part of Speech	Level
416.	match	성냥	Noun	1
417.	cupboard	찬장	Noun	2
418.	bathtub	욕조	Noun	1
419.	bath	목욕	Noun	1
420.	broom	빗자루	Noun	2
421.	ball	공	Noun	1
422.	bench	긴 의자	Noun	2
423.	box	상자	Noun	1
424.	brush	머리빗, 솔, 붓	Noun	1
425.	card	카드	Noun	1
426.	saucepan	소스 냄비	Noun	2
427.	chair	의자	Noun	1
428.	heating	난방 (장치)	Noun	2
429.	key	열쇠	Noun	1
430.	pencil	연필	Noun	1
431.	lid	뚜껑	Noun	2
432.	basin	대야	Noun	2
433.	drawing	서랍	Noun	2
434.	shower-bath	샤워욕조	Noun	1
435.	kitchen range	요리용 레인지	Noun	1
436.	picture	그림	Noun	1
437.	newspaper	신문	Noun	1
438.	toy	장난감	Noun	1
439.	lamp	램프, 등	Noun	1
440.	wash-basin	세숫대야	Noun	3
441.	letter	편지	Noun	1
442.	bed	침대	Noun	1
443.	book	책	Noun	1
444.	mattress	침대 매트리스	Noun	1
445.	furniture	가구	Noun	2
446.	watch	시계	Noun	1
447.	basket	바구니	Noun	1
448.	painting	그림	Noun	1
449.	pen	펜	Noun	1
450.	stove	난로	Noun	1
451.	radio	라디오	Noun	1
452.	razor	면도칼	Noun	3
453.	alarm clock	자명종	Noun	2
454.	tap	마개	Noun	2
455.	bag	가방	Noun	1

456.	sculpture	조각	Noun	2
457.	bucket	양동이	Noun	2
458.	table napkin	냅킨	Noun	1
459.	table	탁자	Noun	1
460.	telephone	전화	Noun	1
461.	television	텔레비전	Noun	1
462.	suit-case	여행 가방	Noun	2
463.	window pane	창 유리	Noun	2
464.	bulb	전구	Noun	2
465.	arm-chair	안락의자	Noun	2
466.	umbrella	우산	Noun	1
467.	piano	피아노	Noun	1
468.	frying pan	프라이 팬	Noun	1
469.	refrigerator	냉장고	Noun	1
470.	curtain	커튼	Noun	1
471.	lock	자물쇠	Noun	1
472.	carpet	카펫, 양탄자	Noun	1
473.	thermometer	온도계	Noun	1
474.	drawer	서랍	Noun	1
475.	vase	꽃병	Noun	2
476.	violin	바이올린	Noun	1
477.	scales	저울	Noun	2
478.	frame	틀, 액자	Noun	2
479.	chain	(쇠)사슬	Noun	2

14. Meals, Food, etc

No.	Word (English)	Word (Korean)	Part of Speech	Level
480.	plate	접시	Noun	1
481.	butter	버터	Noun	1
482.	beer	맥주	Noun	1
483.	bottle	병	Noun	1
484.	coffee	커피	Noun	1
485.	chocolate	초콜렛	Noun	
486.	cigarette	담배	Noun	2
487.	knife	칼	Noun	1
488.	spoon	숟가락	Noun	1
489.	lunch	점심	Noun	1
490.	breakfast	조반, 아침 식사	Noun	1
491.	dinner	정찬, 저녁 식사	Noun	1
492.	flour	밀가루	Noun	1
493.	fork	포크	Noun	1
494.	cheese	치즈	Noun	1

495.	cake	케익	Noun	1
496.	fat	지방	Noun	1
497.	milk	우유	Noun	1
498.	bread	빵	Noun	1
499.	dish	접시, 요리	Noun	1
500.	pot	항아리, 단지	Noun	1
501.	meal	식사	Noun	1
502.	rice	쌀	Noun	1
503.	salt	소금	Noun	1
504.	soup	국, 수프	Noun	1
505.	sugar	설탕	Noun	1
506.	cup	잔, 컵	Noun	1
507.	tea	차	Noun	1
508.	glass	물잔	Noun	1
509.	meat	고기	Noun	1
510.	wine	포도주	Noun	2
511.	food	음식, 먹을 것	Noun	1
512.	beef-steak	비프 스테이크	Noun	1
513.	drink	마실 것, 음료수	Noun	1
514.	jam	잼	Noun	1
515.	cream	크림	Noun	1
516.	ham	햄	Noun	1
517.	juice	주스	Noun	1
518.	salad	샐러드	Noun	1
519.	sauce	소스	Noun	1
520.	pie	파이	Noun	1
521.	lemon	레몬	Noun	1
522.	candy	사탕	Noun	1
523.	potatoes	감자	Noun	1

### 15. Clothing

No.	Word (English)	Word (Korean)	Part of Speech	Level
524.	stocking	스타킹, 긴 양말	Noun	1
525.	blouse	블라우스	Noun	1
526.	button	단추	Noun	1
527.	hat	모자	Noun	1
528.	sock	짧은양말	Noun	1
529.	shoe	구두	Noun	1
530.	shirt	셔츠, 와이셔츠	Noun	1
531.	belt	허대	Noun	1
532.	rag	넝마, 누더기	Noun	1
533.	tie	넥타이	Noun	2

534.	thread	실	Noun	2
535.	skirt	치마	Noun	1
536.	linen	린넨	Noun	1
537.	sleeve	소매	Noun	2
538.	cloak	소매가 없는 외투, 망토	Noun	3
539.	handkerchief	손수건	Noun	3
540.	trousers	바지	Noun	1
541.	pocket	주머니, 포켓	Noun	1
542.	dress	의복, 복장	Noun	1
543.	texture	직물	Noun	3
544.	knitting	뜨개질	Noun	2
545.	jacket	자켓	Noun	1
546.	clothing	옷, 의류	Noun	1

16. Tools, Implements

No.	Word (English)	Word (Korean)	Part of Speech	Level
547.	needle	바늘	Noun	2
548.	weapon	무기	Noun	3
549.	stick	막대기	Noun	1
550.	scissors	가위	Noun	1
551.	nail	못	Noun	1
552.	rope	밧줄, 끈	Noun	1
553.	ladder	사다리	Noun	2
554.	pin	핀	Noun	1
555.	string	끈	Noun	1
556.	net	그물	Noun	1
557.	blade	칼날	Noun	2
558.	handle	손잡이	Noun	2
559.	hammer	망치	Noun	2
560.	tool	연장	Noun	3
561.	comb	빗	Noun	1
562.	shovel	삽	Noun	1
563.	wheel	바퀴	Noun	1
564.	saw	톱	Noun	2

17. Miscellaneous

No.	Word (English)	Word (Korean)	Part of Speech	Level
565.	ticket	표, 입장권	Noun	2
566.	cheque	수표	Noun	3
567.	thing	물건	Noun	1

568.	flag	기, 깃발	Noun	1
569.	envelope	봉투	Noun	2
570.	spectacles	안경	Noun	2
571.	money-order	우편환	Noun	3
572.	medicine	약	Noun	1
573.	package	짐	Noun	1
574.	passport	여권	Noun	3
575.	photograph	사진	Noun	1
576.	wallet	지갑	Noun	1
577.	purse	돈지갑	Noun	1
578.	signature	서명	Noun	2
579.	fountain pen	만년필	Noun	3
580.	ball-point pen	볼펜	Noun	1
581.	postage	우표	Noun	1

### 18. Parts, Quantities, Measure

No.	Word (English)	Word (Korean)	Part of Speech	Level
582.	bottom	밑바닥	Noun	1
583.	edge	가장자리	Noun	1
584.	end	끝	Noun	1
585.	number	수, 숫자	Noun	1
586.	corner	구석	Noun	2
587.	beginning	시작, 처음	Noun	2
588.	account	계산	Noun	2
589.	double	두배, 이중	Noun	1
590.	outside	외부, 바깥쪽	Noun	1
591.	background	배경	Noun	2
592.	form	형태, 형	Noun	3
593.	top	꼭대기	Noun	1
594.	inside	내부, 안쪽	Noun	1
595.	kilogram	킬로그램	Noun	1
596.	kilometre	킬로미터	Noun	1
597.	pound	파운드	Noun	1
598.	measure	측정	Noun	2
599.	metre	미터	Noun	1
600.	million	백만	Noun	1
601.	middle	한복판, 중간	Noun	1
602.	half	절반	Noun	1
603.	piece	조각	Noun	1
604.	share	몫	Noun	2
605.	step	걸음	Noun	1
606.	weight	무게	Noun	1

607.	price	값, 가격	Noun	1
608.	quarter	사분의 일, ¼	Noun	1
609.	remainder	나머지	Noun	2
610.	sum	합계	Noun	2

**19. Sounds, Exclamation, Speech**

No.	Word (English)	Word (Korean)	Part of Speech	Level
611.	warning	경고	Noun	2
612.	noise	소음	Noun	1
613.	song	노래	Noun	1
614.	advice	충고	Noun	2
615.	cry	외침, 고함	Noun	1
616.	expression	표현	Noun	2
617.	story	이야기	Noun	1
618.	lesson	수업, 교훈	Noun	1
619.	lie	거짓말	Noun	1
620.	thank you	고맙습니다	Noun	1
621.	word	단어, 낱말	Noun	1
622.	music	음악	Noun	1
623.	name	이름	Noun	1
624.	news	소식, 뉴스	Noun	1
625.	order	순서, 명령	Noun	1
626.	sentence	문장	Noun	1
627.	poetry	시	Noun	2
628.	Christian name	이름	Noun	1
629.	question	질문	Noun	1
630.	answer	대답	Noun	1
631.	laughter	웃음	Noun	2
632.	silence	침묵, 고요	Noun	2

**20. Feelings, Thoughts**

No.	Word (English)	Word (Korean)	Part of Speech	Level
633.	agreement	일치	Noun	2
634.	love	사랑	Noun	1
635.	attention	주의	Noun	2
636.	need	필요	Noun	2
637.	anger	노여움, 성	Noun	1
638.	courage	용기	Noun	2
639.	duty	의무	Noun	2
640.	desire	희망, 욕망	Noun	2



641.	weariness	피로	Noun	3
642.	idea	생각, 사상	Noun	3
643.	misfortune	불행, 불운	Noun	3
644.	thought	사고, 생각	Noun	3
645.	fear	무서움, 공포	Noun	2
646.	pleasure	즐거움, 유쾌	Noun	2
647.	reason	이성, 이유	Noun	3

### 21. Abstract

No.	Word (English)	Word (Korean)	Part of Speech	Level
648.	skill	기술	Noun	3
649.	agriculture	농업	Noun	3
650.	army	군대	Noun	3
651.	art	예술, 미술	Noun	3
652.	chance	기회, 우연	Noun	3
653.	trade	무역	Noun	3
654.	contrary	반대	Noun	3
655.	colour	색, 색깔	Noun	1
656.	danger	위험	Noun	2
657.	difference	차이, 다름	Noun	2
658.	right	권리	Noun	3
659.	study	공부	Noun	1
660.	spirit	정신	Noun	3
661.	example	예	Noun	1
662.	manner	태도, 방법	Noun	3
663.	hunger	배고픔	Noun	2
664.	mistake	잘못, 틀림	Noun	1
665.	fever	열	Noun	1
666.	strength	힘	Noun	2
667.	cold	추위, 감기	Noun	1
668.	government	정부	Noun	3
669.	grace	우아, 은혜	Noun	3
670.	war	전쟁	Noun	2
671.	habit	습관, 버릇	Noun	2
672.	identity	정체, 동일성	Noun	3
673.	industry	산업, 공업	Noun	3
674.	justice	정의	Noun	3
675.	freedom	자유	Noun	3
676.	law	법	Noun	3
677.	illness	병	Noun	2
678.	means	방법, 수단	Noun	3
679.	evil	악	Noun	3

680.	housework	집안 일, 가사	Noun	2
681.	nationality	국적	Noun	2
682.	peace	평화	Noun	3
683.	pardon	용서	Noun	3
684.	grief	깊은 슬픔	Noun	3
685.	profession	직업	Noun	3
686.	progress	진보	Noun	3
687.	religion	종교	Noun	3
688.	republic	공화국	Noun	3
689.	wage	임금	Noun	2
690.	health	건강	Noun	2
691.	thirst	갈증, 목마름	Noun	2
692.	care	돌봄	Noun	2
693.	sleep	잠	Noun	1
694.	sort	종류	Noun	2
695.	wrong	잘못	Noun	2
696.	truth	진리	Noun	3
697.	speed	속도	Noun	2

22. Actions, Results

No.	Word (English)	Word (Korean)	Part of Speech	Level
698.	access	접근	Noun	3
699.	accident	사고	Noun	1
700.	affair	사건	Noun	2
701.	arrival	도착	Noun	2
702.	wound	상처	Noun	1
703.	cause	이유, 원인	Noun	2
704.	hunting	사냥	Noun	2
705.	course	과정	Noun	3
706.	culture	교양, 문화	Noun	3
707.	blow	구타	Noun	3
708.	dance	춤	Noun	1
709.	departure	출발, 떠남	Noun	3
710.	direction	방향,	Noun	2
711.	effort	노력	Noun	2
712.	film	필름	Noun	1
713.	game	놀이, 경기	Noun	1
714.	trade	무역	Noun	2
715.	movement	움직임, 운동	Noun	2
716.	pay	지불, 봉급	Noun	1
717.	look	모양, 외관	Noun	1
718.	result	결과	Noun	2

719.	repair	수리	Noun	2
720.	sport	운동	Noun	1
721.	work	일	Noun	1
722.	turn	전환	Noun	1
723.	service	봉사	Noun	2
724.	journey	여행	Noun	2

## II. Verbs

### 1. Family and Friends

No.	Word (English)	Word (Korean)	Part of Speech	Level
1.	to marry	결혼하다	Verb	2
2.	to name	명명하다	Verb	2
3.	to call	부르다	Verb	1

### 2. People in Society

No.	Word (English)	Word (Korean)	Part of Speech	Level
4.	to be born	태어나다	Verb	1
5.	to die	죽다	Verb	1
6.	to join	잇다, 합치다	Verb	2
7.	to know (person)	알다	Verb	1
8.	to meet	만나다	Verb	1
9.	to welcome	환영하다	Verb	1

### 3. House and Garden

No.	Word (English)	Word (Korean)	Part of Speech	Level
10.	to open	열다	Verb	1
11.	to close	닫다	Verb	1
12.	to lock	잠그다	Verb	2
13.	to build	짓다	Verb	2
14.	to dig	파다	Verb	2

### 4. Household and Furniture

No.	Word (English)	Word (Korean)	Part of Speech	Level
15.	to clean	치우다, 깨끗하게 하다	Verb	1
16.	to polish	닦다, 윤내다	Verb	2

17.	to light	밝게 하다	Verb	2
18.	to turn on the light	불을 켜다	Verb	1
19.	to turn off the light	불을 끄다	Verb	1
20.	to heat	가열하다	Verb	2
21.	to burn	태우다	Verb	2
22.	to put out	끄다	Verb	1
23.	to hang	걸다	Verb	1
24.	to saw	톱질하다	Verb	2
25.	to tie	묶다, 매다	Verb	2

**5. Food and Drink**

**6. Eating and Cooking**

No.	Word (English)	Word (Korean)	Part of Speech	Level
26.	to eat	먹다	Verb	1
27.	to bite	물다	Verb	2
28.	to drink	마시다	Verb	1
29.	to swallow	삼키다	Verb	2
30.	to taste	맛보다	Verb	2
31.	to feed	먹이다	Verb	2
32.	to have breakfast	조반을 먹다	Verb	1
33.	to have lunch	점심을 먹다	Verb	1
34.	to have supper	저녁식사를 하다	Verb	1
35.	to dine	정찬을 들다	Verb	2
36.	to cut	자르다	Verb	1
37.	to order	명령하다	Verb	1
38.	to freeze	얼리다	Verb	2
39.	to pour	붓다	Verb	1
40.	to cook	요리를 하다	Verb	1
41.	to boil	끓이다	Verb	1
42.	to fry	기름에 튀기다	Verb	1
43.	to melt	녹이다	Verb	2
44.	to roast	굽다	Verb	2

**7. Clothes**

No.	Word (English)	Word (Korean)	Part of Speech	Level
45.	to dress	옷을 입다	Verb	1
46.	to take off	옷을 벗다	Verb	1
47.	to sew	바느질하다	Verb	2
48.	to mend	고치다	Verb	2

49.	to tear	찢다	Verb	2
50.	to iron	다림질하다	Verb	2

### 8. Human Body and Associated Verbs

No.	Word (English)	Word (Korean)	Part of Speech	Level
51.	to bleed	피를 흘리다	Verb	1
52.	to stand up	서다	Verb	1
53.	to lean	기대다	Verb	2
54.	to lower	낮추다	Verb	2
55.	to sit down	앉다	Verb	1
56.	to wipe	씻다	Verb	1
57.	to sweat	땀을 흘리다	Verb	1
58.	to spit	뱉다	Verb	1
59.	to breathe	숨쉬다	Verb	1
60.	to blow	불다	Verb	2
61.	to yawn	하품하다	Verb	2
62.	to whistle	휘파람 불다	Verb	2
63.	to laugh	웃다	Verb	1
64.	to smile	미소짓다	Verb	1
65.	to kiss	입맞추다	Verb	1
66.	to sigh	한숨쉬다	Verb	2
67.	to weep, to cry	울다	Verb	1
68.	to hear	듣다	Verb	1
69.	to understand	이해하다	Verb	1
70.	to listen	듣다	Verb	1
71.	to see	보다	Verb	1
72.	to appear	나타나다	Verb	2
73.	to disappear	사라지다	Verb	2
74.	to resemble	닮다	Verb	2
75.	to clap	손뼉 치다	Verb	2
76.	to catch	잡다	Verb	1
77.	to strike	치다	Verb	1
78.	to rub	비비다	Verb	2
79.	to throw	던지다	Verb	1
80.	to drop	떨어지다	Verb	1
81.	to fold	접다	Verb	1
82.	to carry	나르다	Verb	2
83.	to bring	가져오다	Verb	1
84.	to push	밀다	Verb	1
85.	to collect	모으다	Verb	2
86.	to seize	잡다	Verb	2
87.	to shake	흔들다	Verb	1

**APPENDIX E: COMMON WORDS**

88.	to press	누르다	Verb	1
89.	to pull	끌다	Verb	1
90.	to touch	만지다	Verb	1
91.	to limp	절뚝거리다	Verb	2
92.	to leap	뛰어넘다	Verb	2
93.	to run	뛰다	Verb	1
94.	to walk	걷다	Verb	1
95.	to jump	뛰어 오르다	Verb	1
96.	to go	가다	Verb	1
97.	to come	오다	Verb	1
98.	to become	--이 되다	Verb	2
99.	to reach	--에 도달하다	Verb	2
100.	to arrive	도착하다	Verb	2
101.	to depart	출발하다	Verb	2
102.	to enter	들어가다	Verb	1
103.	to go up	오르다	Verb	1
104.	to go down	내려가다	Verb	1
105.	to remain, to stay	남다, 머무르다	Verb	2
106.	to return	돌아가다 (오다)	Verb	2
107.	to fall	떨어지다	Verb	1
108.	to take away	가져가다	Verb	2
109.	to send	보내다	Verb	1
110.	to lift	들어올리다	Verb	2
111.	to raise	올리다, 기르다	Verb	2
112.	to remove	옮기다	Verb	2
113.	to go for a walk	산보하다	Verb	2
114.	to advance	나아가다, 전진하다	Verb	2
115.	to dash	돌진하다	Verb	2
116.	to approach	다가가다	Verb	2
117.	to escape	도망치다	Verb	2
118.	to wander	방랑하다	Verb	3
119.	to go astray	길을 잃다	Verb	3
120.	to accompany	동반하다	Verb	2
121.	to follow	뒤따르다	Verb	1
122.	to pass	지나치다	Verb	1
123.	to cross	건너다	Verb	1
124.	to stop	멈추다	Verb	1
125.	to move	움직이다	Verb	1
126.	to turn	돌다	Verb	1

## 9. Health and Sickness

No.	Word (English)	Word (Korean)	Part of Speech	Level
127.	to faint	기절하다, 졸도하다	Verb	2
128.	to save	구하다	Verb	2
129.	to look after	보살피다	Verb	3
130.	to treat	치료하다	Verb	2
131.	to recover	회복하다	Verb	2
132.	to be injured	다치다, 상처 입다	Verb	1
133.	to cough	기침하다	Verb	1
134.	to wash	씻다	Verb	1
135.	to shave	면도하다	Verb	3
136.	to comb	빗질하다	Verb	1
137.	to brush	솔질하다	Verb	1
138.	to rest	쉬다	Verb	1
139.	to sleep	자다	Verb	1
140.	to dream	꿈꾸다	Verb	2

## 10. Town and Traffic

No.	Word (English)	Word (Korean)	Part of Speech	Level
141.	to live	살다	Verb	1
142.	to rent	(집, 아파트, 방 등을) 빌리다, 빌려주다	Verb	1
143.	to park	주차하다	Verb	1
144.	to drive	운전하다	Verb	1

## 11. Industry, Commerce and Shopping

No.	Word (English)	Word (Korean)	Part of Speech	Level
145.	to produce	만들어 내다	Verb	2
146.	to go shopping	물건을 사다	Verb	1
147.	to buy	사다	Verb	1
148.	to sell	팔다	Verb	1
149.	to spend	쓰다	Verb	1
150.	to pay	지불하다	Verb	1

## 12. Money and Quantity

No.	Word (English)	Word (Korean)	Part of Speech	Level
151.	to save	절약하다	Verb	1
152.	to count	세다	Verb	1

153.	to borrow	빌리다	Verb	1
154.	to lend	빌려주다	Verb	1
155.	to share	나누다	Verb	1

**13. Size and Shape**

No.	Word (English)	Word (Korean)	Part of Speech	Level
156.	to grow up	자라다	Verb	1
157.	to enlarge	크게 하다	Verb	2

**14. Countryside and Seaside**

**15. Farming**

No.	Word (English)	Word (Korean)	Part of Speech	Level
158.	to cultivate	경작하다	Verb	3
159.	to sow	(씨를) 뿌리다	Verb	3
160.	to harvest	거두어 들이다	Verb	2
161.	to hunt	사냥하다	Verb	2

**16. Living Creatures**

No.	Word (English)	Word (Korean)	Part of Speech	Level
162.	to fly	날다	Verb	1

**17. The Weather**

No.	Word (English)	Word (Korean)	Part of Speech	Level
163.	to shine	(해가) 비치다	Verb	2
164.	to rain	비가 오다	Verb	1
165.	to snow	눈이 오다	Verb	1

**18. Season and Time**

No.	Word (English)	Word (Korean)	Part of Speech	Level
166.	to begin	시작하다	Verb	1
167.	to continue	계속하다	Verb	1
168.	to wait for	..를 기다리다	Verb	1
169.	to last	지속하다	Verb	2
170.	to cease	그치다	Verb	2
171.	to complete	끝마치다	Verb	1



172.	to finish	끝내다	Verb	1
173.	to hasten	서두르다	Verb	2
174.	to delay	늦추다, 미루다	Verb	2

### 19. Geographical

### 20. Travel

No.	Word (English)	Word (Korean)	Part of Speech	Level
175.	to travel	여행하다	Verb	1
176.	to load	짐을 싣다	Verb	2
177.	to fly	비행기로 가다	Verb	1
178.	to land	상륙하다	Verb	2
179.	to type	타이프 치다	Verb	1
180.	to telephone	전화 걸다	Verb	1

### 21. School and Study

No.	Word (English)	Word (Korean)	Part of Speech	Level
181.	to teach	가르치다	Verb	1
182.	to study	공부하다	Verb	1
183.	to learn	배우다	Verb	1
184.	to register	등록하다	Verb	3
185.	to attend	--에 참석하다	Verb	2
186.	to read	읽다	Verb	1
187.	to write	쓰다	Verb	1
188.	to translate	번역하다	Verb	2
189.	to describe	묘사하다	Verb	3
190.	to erase	지우다	Verb	1
191.	to correct	고치다	Verb	1

### 22. Sports and Pastimes

No.	Word (English)	Word (Korean)	Part of Speech	Level
192.	to play	놀다	Verb	1
193.	to fish	낚시하다	Verb	1

### 23. Entertainment and the Arts

No.	Word (English)	Word (Korean)	Part of Speech	Level
194.	to enjoy oneself	즐기다	Verb	1

195.	to sing	노래하다	Verb	1
196.	to dance	춤추다	Verb	1
197.	to paint	색칠하다	Verb	1
198.	to draw	그리다	Verb	1

#### 24. Religion

No.	Word (English)	Word (Korean)	Part of Speech	Level
199.	to pray	빌다, 기원하다	Verb	1
200.	to bless	축복하다	Verb	2

#### 25. Government and Law

No.	Word (English)	Word (Korean)	Part of Speech	Level
201.	to rule	통치하다	Verb	2
202.	to steal	훔치다	Verb	1
203.	to arrest	체포하다	Verb	2

#### 26. War and Weapons

No.	Word (English)	Word (Korean)	Part of Speech	Level
204.	to fight	싸우다	Verb	1
205.	to kill	죽이다	Verb	1
206.	to attack	공격하다	Verb	2
207.	to defend	방어하다	Verb	2
208.	to destroy	파괴하다	Verb	2

#### 27. Mind and Thought

No.	Word (English)	Word (Korean)	Part of Speech	Level
209.	to think	생각하다	Verb	1
210.	to believe	믿다	Verb	2
211.	to reflect	반성, 반영, 숙고하다	Verb	2
212.	to judge	판단하다	Verb	3
213.	to be wrong	틀리다	Verb	1
214.	to deceive	속이다	Verb	2
215.	to remember	기억하다	Verb	1
216.	to forget	잊다	Verb	1
217.	to know	알다	Verb	1
218.	to understand	이해하다	Verb	1
219.	to realise	깨닫다	Verb	2

220.	to mark	--에 표시하다	Verb	2
221.	to mean	의미하다	Verb	1
222.	to express	표현하다	Verb	2
223.	to look for	찾다	Verb	1
224.	to decide	결정하다	Verb	2
225.	to choose	선택하다	Verb	2
226.	to dare	감히--하다	Verb	3
227.	to obey	복종하다	Verb	1
228.	to settle	해결하다	Verb	2
229.	to consent	동의하다	Verb	3
230.	to wish	원하다	Verb	1
231.	to wonder	의상하게 여기다	Verb	2
232.	to doubt	의심하다	Verb	2
233.	to hesitate	주저하다	Verb	3
234.	to guess	추측하다	Verb	1
235.	to help	돕다	Verb	1
236.	to support	지지하다	Verb	2
237.	to advise	충고하다	Verb	3
238.	to warn	경고하다	Verb	2
239.	to recognize	인정하다	Verb	3
240.	to serve	봉사하다	Verb	3

### 28. Speech and Conversation

No.	Word (English)	Word (Korean)	Part of Speech	Level
241.	to speak, talk	말하다	Verb	1
242.	to say	말하다	Verb	1
243.	to repeat	반복하다	Verb	1
244.	to add	더하다, 추가하다	Verb	1
245.	to discuss	논의하다	Verb	2
246.	to chat	잡담하다	Verb	1
247.	to exclaim	외치다	Verb	2
248.	to call	부르다	Verb	1
249.	to yell	소리치다	Verb	1
250.	to relate	이야기하다	Verb	3
251.	to announce	발표하다	Verb	2
252.	to joke	농담하다	Verb	1
253.	to make inquiries	묻다, 문의하다	Verb	3
254.	to interpret	해석하다, 통역하다	Verb	3
255.	to ask	묻다	Verb	1
256.	to answer	대답하다	Verb	1
257.	to invite	초대하다	Verb	2
258.	to forbid	금지하다	Verb	3

259.	to promise	약속하다	Verb	1
260.	to allow	허락하다	Verb	1
261.	to praise	칭찬하다	Verb	1
262.	to congratulate	축하하다	Verb	2
263.	to greet	인사하다	Verb	1
264.	to thank	감사하다	Verb	1
265.	to complain	불평하다	Verb	2
266.	to interrupt	중단하다	Verb	2
267.	to argue	주장하다	Verb	3
268.	to quarrel	다투다	Verb	2
269.	to scold	꾸짖다	Verb	1
270.	to insult	모욕하다	Verb	2
271.	to threaten	협박하다	Verb	3
272.	to swear	맹세하다	Verb	1
273.	to tell a lie	거짓말하다	Verb	1

29. Qualities, Good and Bad, Pleasant and Unpleasant

No.	Word (English)	Word (Korean)	Part of Speech	Level
274.	to harm	해치다	Verb	2
275.	to like	좋아하다	Verb	1
276.	to love	사랑하다	Verb	1
277.	to hate	미워하다	Verb	1
278.	to enjoy	즐기다	Verb	1
279.	to please	기쁘게하다	Verb	2
280.	to rejoice	기뻐하다	Verb	3
281.	to attract	매혹하다	Verb	3
282.	to pity	불쌍히 여기다	Verb	3
283.	to defy	무시하다	Verb	3
284.	to bother	귀찮게 하다, 괴롭히다	Verb	1
285.	to become angry	성내다	Verb	2
286.	to celebrate	(축전을) 거행하다	Verb	2
287.	to despise	몹시 싫어하다, 경멸, 멸시하다	Verb	3
288.	to inconvenience	폐를 끼치다	Verb	3
289.	to fear	무서워하다	Verb	2
290.	to frighten	놀라게 하다	Verb	2
291.	to hope	희망을 품다, 기대하다	Verb	1
292.	to despair	절망하다	Verb	3
293.	to disappoint	실망하다	Verb	2
294.	to discourage	낙심시키다	Verb	3
295.	to encourage	격려하다	Verb	2
296.	to distrust	의심하다	Verb	3

297.	to trust	믿다	Verb	2
298.	to worry	걱정하다	Verb	1
299.	to surprise	놀라게 하다	Verb	1
300.	to dedicate	헌신하다	Verb	3

### 30. Life, Events, and Eventualities

No.	Word (English)	Word (Korean)	Part of Speech	Level
301.	to live	살다	Verb	1
302.	to happen	생기다	Verb	1
303.	to succeed	성공하다	Verb	2
304.	to fail	실패하다	Verb	2
305.	to break	부수다	Verb	1
306.	to disrupt	방해하다	Verb	3
307.	to act	행하다	Verb	1
308.	to do	하다	Verb	1
309.	to prepare	준비하다	Verb	2
310.	to establish	설치하다	Verb	3
311.	to avoid	피하다	Verb	2
312.	to develop	발전하다	Verb	3
313.	to possess	소유하다	Verb	3
314.	to protect	보호하다	Verb	3
315.	to maintain	유지하다	Verb	3
316.	to obtain	얻다	Verb	3
317.	to earn	벌다	Verb	2
318.	to receive	받다	Verb	1
319.	to give	주다	Verb	1
320.	to offer	제공하다	Verb	2
321.	to exchange	교환하다	Verb	2
322.	to put	놓다, 두다, 설치하다	Verb	1
323.	to find	찾다	Verb	1
324.	to lose	잃다	Verb	1
325.	to hide	감추다, 숨기다	Verb	1
326.	to show	보이다	Verb	1
327.	to cover	덮다	Verb	1
328.	to discover	발견하다	Verb	2

## III. Adjectives

## 1. Size, Shape, Distance, &amp; Quantity

No.	Word (English)	Word (Korean)	Part of Speech	Level
1.	close, near	가깝다	Adjective	1
2.	long	길다	Adjective	1
3.	deep	깊다	Adjective	1
4.	low	낮다	Adjective	1
5.	wide	넓다	Adjective	1
6.	high	높다/높다랗다	Adjective	1/2
7.	thick	두껍다	Adjective	1
8.	round, harmonious	둥글다	Adjective	1
9.	many, much	많다	Adjective	1
10.	far	멀다	Adjective	1
11.	uneven, bumpy	울퉁불퉁하다	Adjective	3
12.	small, tiny	작다, 조그맣다	Adjective	1
13.	small in amount	적다	Adjective	1
14.	narrow	좁다	Adjective	1
15.	short	짧다	Adjective	1
16.	enough	충분하다	Adjective	2
17.	big, tall	크다/ 커다랗다	Adjective	1/2
18.	abundant	풍부하다	Adjective	3

## 2. Colour

No.	Word (English)	Word (Korean)	Part of Speech	Level
19.	black	검다/ 까맣다	Adjective	1
20.	dark red	검붉다	Adjective	2
21.	yellow	노랗다	Adjective	1
22.	dark yellow	누렇다	Adjective	1
23.	red	붉다/ 빨갳다	Adjective	1
24.	deep blue	시퍼렇다	Adjective	2
25.	colourful	울긋불긋하다	Adjective	2
26.	blue, green	파랗다/ 푸르다	Adjective	1
27.	white	희다/ 하얗다	Adjective	1

## 3. Quality/ Status

No.	Word (English)	Word (Korean)	Part of Speech	Level
28.	poor	가난하다	Adjective	1
29.	possible	가능하다	Adjective	2

30.	itchy	가렵다	Adjective	1
31.	simple	간단하다	Adjective	1
32.	strong	강하다	Adjective	1
33.	same	같다	Adjective	1
34.	healthy	건강하다	Adjective	1
35.	lazy, idle	게으르다	Adjective	1
36.	luxury	고급스럽다	Adjective	2
37.	hungry	고프다	Adjective	1
38.	difficult, troublesome	곤란하다	Adjective	2
39.	beautiful	곱다	Adjective	1
40.	unexpected, accidental	공교롭다	Adjective	3
41.	wide, vast	공활하다	Adjective	3
42.	be related, involved	관계있다	Adjective	1
43.	not bad, pretty good	괜찮다	Adjective	1
44.	magnificent	굉장한	Adjective	1
45.	cute, lovely	귀엽다	Adjective	1
46.	precious	귀하다	Adjective	2
47.	clean	깨끗하다	Adjective	1
48.	extreme	극하다	Adjective	3
49.	in a hurry	급하다	Adjective	1
50.	bad, harmful	나쁘다	Adjective	1
51.	slim, skinny	날씬하다	Adjective	1
52.	sharp	날카롭다	Adjective	2
53.	old	늙다/ 늙다	Adjective	1
54.	be better than	낫다	Adjective	1
55.	enough	넉넉하다	Adjective	2
56.	slow	느리다/늦다	Adjective	1
57.	skilful, experienced	능숙하다	Adjective	3
58.	be behind time, be slow	늦다	Adjective	1
59.	different	다르다	Adjective	1
60.	various, diverse	다양하다	Adjective	2
61.	proper, deserved, fair, right	당연하다	Adjective	2
62.	great, considerable	대단하다	Adjective	1
63.	dirty	더럽다	Adjective	1
64.	thick, tough, hard	되다	Adjective	2
65.	powerful, strong	드세다	Adjective	2
66.	solid, hard	딱딱하다	Adjective	1
67.	smart	똑똑하다/ 영리하다	Adjective	1/2
68.	clear, vivid, distinct	뚜렷하다	Adjective	1
69.	excel, be distinguished	뛰어나다	Adjective	1
70.	hot	뜨겁다	Adjective	1
71.	be thirsty, get dry	마르다	Adjective	1
72.	be worthy of	...만하다	Adjective	2

**APPENDIX E: COMMON WORDS**

73.	dull	무디다	Adjective	2
74.	be right, be straight	바르다	Adjective	1
75.	busy	바쁘다	Adjective	1
76.	be pleased, be glad of greeting someone	반갑다	Adjective	1
77.	bright	밝다/ 환하다	Adjective	1
78.	hungry	배고프다	Adjective	1
79.	good looking, satisfactory	변변하다	Adjective	3
80.	complicated	복잡하다	Adjective	2
81.	be shameful, shy	부끄럽다	Adjective	2
82.	gentle, soft, mild	부드럽다	Adjective	1
83.	envious, be envious	부럽다	Adjective	2
84.	be short, lack	부족하다	Adjective	2
85.	obvious, evident	분명하다	Adjective	3
86.	uncomfortable	불편하다	Adjective	1
87.	empty, vacant	비다	Adjective	2
88.	similar, alike	비슷하다	Adjective	1
89.	expensive	비싸다	Adjective	1
90.	fast, quick	빠르다	Adjective	1
91.	obvious, be evident	뻔하다	Adjective	3
92.	almost, nearly	뻔하다	Adjective	3
93.	sharp, pointy	뾰족하다	Adjective	2
94.	friendly, kind	상냥하다	Adjective	3
95.	fresh, refreshing	상쾌하다	Adjective	2
96.	new, recent	새롭다	Adjective	1
97.	unskilful, clumsy	서투르다/ 서툴다	Adjective	2
98.	sincere, faithful	성실하다	Adjective	3
99.	seem to be, appear to be	...성싶다	Adjective	3
100.	strong	세다	Adjective	1
101.	easy, simple	쉽다	Adjective	1
102.	wise, intelligent	슬기롭다	Adjective	2
103.	noisy	시끄럽다	Adjective	1
104.	boring, not interesting	시시하다	Adjective	1
105.	fresh	신선하다	Adjective	2
106.	extreme	심하다	Adjective	2
107.	fresh	싱싱하다	Adjective	1
108.	want, wish, feel like	싶다	Adjective	1
109.	cheap	싸다	Adjective	1
110.	smart, sore	쓰리다	Adjective	2
111.	be not	아니다	Adjective	1
112.	beautiful	아름답다	Adjective	1
113.	sick	아프다	Adjective	1
114.	be well, be in good health	안녕하다	Adjective	1



115.	feel sad about something	안타깝다	Adjective	2
116.	be not, do not	않다	Adjective	1
117.	fit, suitable, adequate	알맞다	Adjective	1
118.	heartbreaking, painful	애달프다	Adjective	3
119.	sad, pathetic, touching	애절하다	Adjective	3
120.	weak	약하다	Adjective	1
121.	be gentle, well behaved, decent	얌전하다	Adjective	2
122.	dark	어둡다	Adjective	1
123.	how	어떻다	Adjective	1
124.	difficult	어렵다	Adjective	1
125.	like a grown-up	어른스럽다	Adjective	3
126.	young, childlike	어리다	Adjective	1
127.	dizzy	어지럽다	Adjective	1
128.	there is no...	...없다	Adjective	1
129.	sharp	예리하다	Adjective	3
130.	pretty	예쁘다	Adjective	1
131.	not special, common, ordinary	예사롭다	Adjective	3
132.	long	오래되다	Adjective	1
133.	right	옳다	Adjective	1
134.	perfect, complete	완전하다	Adjective	2
135.	superior, excellent	우수하다	Adjective	3
136.	funny	우스습다	Adjective	1
137.	accidental	우연하다	Adjective	2
138.	great	위대하다	Adjective	2
139.	dangerous	위험하다	Adjective	1
140.	famous	유명하다	Adjective	1
141.	be	...이다	Adjective	1
142.	like this	이렇다	Adjective	1
143.	early	이르다	Adjective	2
144.	strange	이상하다	Adjective	1
145.	be familiar with	익숙하다	Adjective	3
146.	there is...	있다	Adjective	1
147.	natural	자연스럽다	Adjective	3
148.	quite, calm	잔잔하다	Adjective	3
149.	look like that	저렇다	Adjective	1
150.	cheap, low priced	저렴하다	Adjective	3
151.	adequate, appropriate	적당하다/ 적절하다	Adjective	2
152.	young, youthful	젊다	Adjective	1
153.	accurate, precise	정확하다	Adjective	2
154.	silent, silent	조용하다	Adjective	1
155.	good	좋다	Adjective	1
156.	sorry	죄송하다	Adjective	1
157.	important, precious	중요하다/ 귀하다	Adjective	1

158.	severe, extreme	지독하다	Adjective	3
159.	cold, chilly	차다/ 차갑다	Adjective	1
160.	good	착하다	Adjective	1
161.	kind	친절하다	Adjective	1
162.	intimate	친하다	Adjective	1
163.	dark	깜깜하다	Adjective	1
164.	special	특별하다	Adjective	1
165.	strong, solid	튼튼하다	Adjective	1
166.	convenient, handy	편리하다	Adjective	1
167.	comfortable, peaceful	편안하다	Adjective	2
168.	cozy,	포근하다	Adjective	2
169.	tired	피곤하다	Adjective	1
170.	necessary	필요하다	Adjective	1
171.	harmful	해롭다	Adjective	1
172.	crowded	혼잡하다	Adjective	3
173.	be reconciled	화해하다	Adjective	3
174.	active, energetic, lively	활발하다	Adjective	2
175.	excellent, amazing	훌륭하다	Adjective	2
176.	common, casual, not special	흔하다	Adjective	2

**4. Taste**

No.	Word (English)	Word (Korean)	Part of Speech	Level
177.	tasty, good	구수하다	Adjective	2
178.	sweet	달다	Adjective	1
179.	astringent, not ripe	떫다	Adjective	2
180.	delicious, tasty	맛있다	Adjective	1
181.	spicy/ hot	맵다	Adjective	1
182.	sour	시다	Adjective	1
183.	not salty enough	싱겁다	Adjective	1
184.	bitter	쓰다	Adjective	1
185.	salty	짜다	Adjective	1

**5. Mind/ Thought**

No.	Word (English)	Word (Korean)	Part of Speech	Level
186.	thankful, grateful	고맙다	Adjective	1
187.	painful	괴롭다	Adjective	2
188.	curious	궁금하다	Adjective	2
189.	miss	그립다	Adjective	2
190.	glad, happy	기쁘다	Adjective	1
191.	scary/ fearful	무섭다	Adjective	1

192.	sorry	미안하다	Adjective	1
193.	hateful, not pretty	몹다	Adjective	1
194.	sad	슬프다	Adjective	1
195.	disagreeable, unpleasant	싫다	Adjective	1
196.	be board	심심하다	Adjective	1
197.	be glad, happy	즐겁다	Adjective	1
198.	feel board, dull	지루하다	Adjective	2
199.	happy	행복하다	Adjective	1
200.	interesting	흥미롭다	Adjective	2
201.	hard, difficult	힘들다	Adjective	1

### 5. Weather

No.	Word (English)	Word (Korean)	Part of Speech	Level
202.	hot	덥다	Adjective	1
203.	warm	따뜻하다	Adjective	1
204.	clear, clean, pure, fresh	맑다	Adjective	1
205.	cool, refreshing	선선하다	Adjective	2
206.	cool, chilly	시원하다/ 서늘하다	Adjective	1/2
207.	cold	춥다	Adjective	1
208.	clear, sunny	화창하다	Adjective	3
209.	cloudy, not clear	흐리다	Adjective	1

## IV. Adverbs

### 1. Time

No.	Word (English)	Word (Korean)	Part of Speech	Level
1.	finally, after all, in the end	결국	Adverb	3
2.	during that time	그동안	Adverb	1
3.	first, ahead, previously	먼저	Adverb	1
4.	already	벌써	Adverb	1
5.	not until	비로소	Adverb	3
6.	fast, quickly	빨리	Adverb	1
7.	some time ago, a moment ago	아까	Adverb	2
8.	yet, still	아직	Adverb	2
9.	when	언제	Adverb	1
10.	long, for a long time	오래	Adverb	1
11.	first, first of all	우선	Adverb	2
12.	already	이미	Adverb	2
13.	now	이제	Adverb	1

14.	now, at present	지금	Adverb	1
15.	first, for the first time	처음	Adverb	1
16.	now, at present	현재	Adverb	2

**2. Place**

No.	Word (English)	Word (Korean)	Part of Speech	Level
17.	where	어디	Adverb	1
18.	here	여기	Adverb	1
19.	there	저기	Adverb	1

**3. Manner & Method**

No.	Word (English)	Word (Korean)	Part of Speech	Level
20.	suddenly	갑자기	Adverb	1
21.	together	같이	Adverb	1
22.	never, by no means	결코	Adverb	3
23.	continuously	계속	Adverb	1
24.	immediately, at once	곧	Adverb	1
25.	as it is	그냥	Adverb	2
26.	like that, as it is, as it stands	그대로	Adverb	2
27.	nevertheless, but, still	그래도	Adverb	2
28.	so, therefore,	그래서	Adverb	2
29.	but, however, though	그러나	Adverb	1
30.	accordingly, therefore	그러니(까)	Adverb	2
31.	if so, in that case, then	그러면/ 그럼	Adverb	2
32.	therefore, hence	그러므로	Adverb	2
33.	but, however, yet, though	그런데	Adverb	2
34.	like that, that much, so, so much, in that manner	그렇게	Adverb	2
35.	but, however, although	그렇지만	Adverb	2
36.	there, that way	그리	Adverb	3
37.	and, and then, as well as	그리고	Adverb	1
38.	to that extent, no more than that	그만	Adverb	3
39.	still, all the time, continuously	그저	Adverb	3
40.	surely, tightly, exactly	꼭	Adverb	1
41.	only, simply, but, however	다만	Adverb	2
42.	again, once again	다시	Adverb	1
43.	on earth, in the world	도대체	Adverb	3
44.	accordingly, therefore	따라서	Adverb	2
45.	again, and, besides	또	Adverb	1
46.	or	또는/ 혹은	Adverb	2

47.	too, also, as well, and	또한	Adverb	2
48.	as if, just like	마치	Adverb	3
49.	just, exactly	마침	Adverb	2
50.	finally, at last, eventually	마침내	Adverb	2
51.	if, in case, suppose	만일	Adverb	3
52.	suddenly, unexpectedly	문득	Adverb	3
53.	in addition to, besides	및	Adverb	3
54.	straight, honestly, properly	바로	Adverb	1
55.	certainly, surely	반드시	Adverb	1
56.	especially, particularly	별로	Adverb	2
57.	newly, afresh	새로	Adverb	1
58.	each other	서로	Adverb	1
59.	by oneself, of itself	스스로	Adverb	2
60.	probably, perhaps, maybe	아마	Adverb	2
61.	however, no matter how	아무리	Adverb	3
62.	how	어떻게	Adverb	1
63.	quickly, promptly	어서	Adverb	1
64.	how, why	어찌	Adverb	2
65.	quickly, immediately	얼른	Adverb	2
66.	how (many, much, far, long...)	얼마나	Adverb	1
67.	still	여전히	Adverb	2
68.	too, also, as well, still	역시	Adverb	2
69.	forever	영(영)	Adverb	3
70.	rather than	오히려	Adverb	2
71.	completely, entirely, wholly	완전히	Adverb	2
72.	why	왜	Adverb	1
73.	thus, so, like this	이렇게	Adverb	1
74.	really, truly	정말	Adverb	1
75.	as it is, as it should	제대로	Adverb	3
76.	please, kindly, I beg...	좀	Adverb	3
77.	mainly, primarily	주로	Adverb	1
78.	namely, that is, so to speak	즉	Adverb	3
79.	really, truly	참(으로)	Adverb	1
80.	slowly	천천히	Adverb	1
81.	especially, particularly	특히	Adverb	2
82.	one the one hand...and on the other hand	한편	Adverb	3
83.	together	함께	Adverb	1
84.	alone	혼자	Adverb	1

4. Frequency

No.	Word (English)	Word (Korean)	Part of Speech	Level
85.	sometimes	가끔	Adverb	1
86.	almost, nearly	거의	Adverb	2
87.	barely, merely, only	겨우	Adverb	1
88.	always, usually	늘, 자주	Adverb	1
89.	by chance, unexpectedly	어쩌다(가)	Adverb	2
90.	whenever	언제나	Adverb	2
91.	repeatedly, frequently, again and again	자꾸	Adverb	1
89.	always	항상	Adverb	1

5. Degree/ Quantity

No.	Word (English)	Word (Korean)	Part of Speech	Level
92.	most, extremely, exceedingly	가장	Adverb	1
93.	too, too much	너무	Adverb	1
94.	all, everything, everyone	다	Adverb	1
95.	more, longer, farther	더	Adverb	1
96.	more	더욱	Adverb	1
97.	much, plenty	많이	Adverb	1
98.	very	매우	Adverb	1
99.	all, everyone, everything	모두	Adverb	1
100.	very, hard heavily, greatly	몹시	Adverb	2
101.	not, never, can't, won't	못	Adverb	1
102.	better than, more than	보다	Adverb	1
103.	not, no	아니/안	Adverb	1
104.	very, really,	아주	Adverb	1
105.	some, a little, s few	약간	Adverb	1
106.	possibly, maybe	어쩌면	Adverb	2
107.	too, so, very, quite	어찌나	Adverb	3
108.	for some time, a while	잠시	Adverb	1
109.	entirely, completely, totally	전혀	Adverb	2
110.	most, best	제일	Adverb	1
111.	a little	조금	Adverb	1
112.	all, the whole, entirely	통	Adverb	3
113.	by far, far, far and away	훨씬	Adverb	2

## V. Pre-nouns

No.	Word (English)	Word (Korean)	Part of Speech	Level
1.	each	각	Pre-noun	2
2.	my	내/ 제(honorific)	Pre-noun	1
3.	your	네	Pre-noun	1
4.	only, sole, single	단	Pre-noun	3
5.	two	두	Pre-noun	1
6.	each, every	매	Pre-noun	2
7.	how many, how old, a few	몇	Pre-noun	1
8.	all, every	모든	Pre-noun	1
9.	what, what kind of	무슨	Pre-noun	1
10.	new, fresh	새	Pre-noun	1
11.	pure, genuine	순	Pre-noun	2
12.	any, anyone, no	아무	Pre-noun	1
13.	about, around, approximately	약	Pre-noun	3
14.	both, two	양	Pre-noun	2
15.	which, what	어느	Pre-noun	1
16.	what kind of	어떤	Pre-noun	1
17.	many, several, diverse	여러	Pre-noun	1
18.	what, what kind of	웬	Pre-noun	2
19.	such, like this, this kind	이런	Pre-noun	1
20.	one's own,	제	Pre-noun	2
21.	the first, new, starting	첫	Pre-noun	1
22.	one, the same, whole, big	한	Pre-noun	1







# APPENDIX F

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*Basic Structural Patterns  
Graded by Complexity*



**A Listing of 145 Fundamental Structural Patterns  
Graded by Complexity**

Compiled by Seong-Soo Lee

Structural patterns \ Level	Beginning	Intermediate	Advanced	Total
<b>1. Nouns and Nominals</b>	9	1	2	<b>12</b>
<b>2. Verbs and Verb Phrase</b>	7	2	4	<b>13</b>
<b>3. Sentence Construction</b>	4	17	7	<b>28</b>
<b>4. Particles</b>	19	3	5	<b>27</b>
<b>5. Auxiliary Verbs</b>	3	4	2	<b>9</b>
<b>6. Adverbs and Adverbials</b>	4	6	7	<b>17</b>
<b>7. Connectives</b>	5	4	10	<b>19</b>
<b>8. Idioms</b>	4	4	7	<b>15</b>
<b>9. Style and Level</b>	-	1	4	<b>5</b>
<b>Total</b>	<b>55</b>	<b>42</b>	<b>48</b>	<b>145</b>

## I. Nouns and Nominal

### 1. Beginning Level

- N1 Nouns: Independent Nouns: 학생 student, 책 book, 공부 study...  
 Dependent Nouns: ‘-데’, ‘-것’, ‘-분’...  
 ‘이-, 그-, 저-, 어떤-, 어느-, 아무-, 무슨-’: modifiers  
 Noun phrase: modifier + dependent Noun: 이 것, 어떤 것, 그 분...
- N2 Cardinal numbers: 하나, 둘, 셋...
- N3 The Chinese derived numbers: 일, 이, 삼...
- N4 The Ordinal numbers (Korean + Chinese): ‘-째’ or ‘-제-’
- N5 Classifiers with Korean + Chinese numerals: ‘-번’, ‘-살’, ‘-마리’, ‘-채’, ‘-층’, ‘-월’...
- N6 The suffix ‘-짜리’: “a thing worth...” 백 원짜리 공책
- N7 Verbal noun formation V.S. + ‘-기’(ing): 가르치기, 좋기 (Gerund)  
 • -기+ -가/-이: 한국말 공부 하기가 재미있어요.  
 • -기+ -를/-을: 나는 가르치기를 좋아해요.  
 • V.S. + -ㅁ/-음: 일함 (working), 걸음 (walking)... (Gerundial suffix)  
 • V.S. + -이/-게/-개: 넓이, 지게, 날개...
- N8 The suffix ‘-경’ “about”: 몇 시경...
- N9 The suffix ‘-쯤’ “about” or “approximately”: 몇 시쯤, 열 사람쯤 (그 사람쯤)...

### 2. Intermediate Level

- N10 Number (singular and plural) –들 suffixed to:  
 • Nouns (아이들, 짐승들),  
 • Particles + adverbials (연필로들)  
 • Nouns of duplications (집집들, 곳곳들, 끼리끼리들)  
 • Plural suffix –들 (우리들, 여러분들)

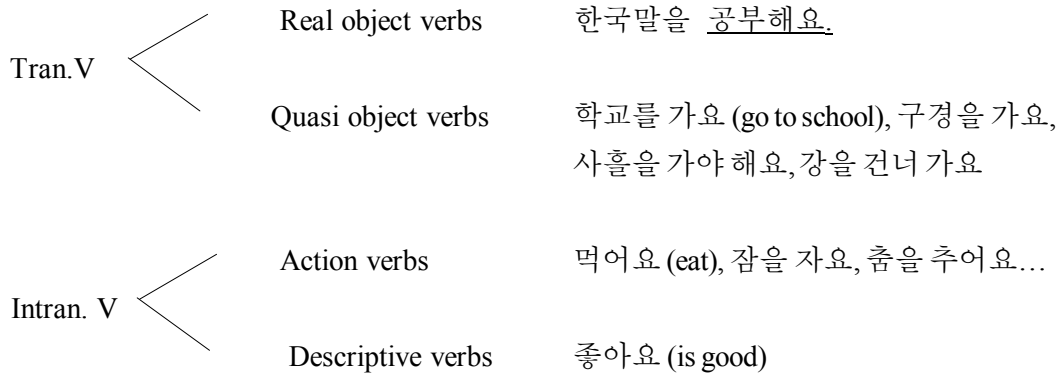
3. Advanced Level

- N11 Gender 수탉, 수캐, 황소: male  
 앞탉, 앞소, 앞개: female  
 총각(male), 처녀(female), 조카(male), 조카딸...  
 Neutral: 그분, 그이
- N12 The pattern V.S. + ‘-는 것’ (A.V.S. or 있-): idea, act, and manner of doing something  
 Infinitive marker (to) / Gerundial suffix -기: activity or state of being as a concrete thing  
 지금 공부하는 것이 좋아요. It’s better to study now.

II. Verbs

1. Beginning Level

- V1 The verb ‘-예요’ (이에요): is, equals Identification of ‘be’  
 V2 The verb ‘있어요’: is, exists. Existence ‘be’: possession  
 V3 Negative verb forms:  
 • Identification: ‘(-가/ -이) 아니 + -예요’/ -이에요  
 • Existence: ‘없어요’  
 • By making negatives: verb + ‘-지 않아요’  
 V4 The stems of verbs- by removing ‘-지’; or -아 (-어, -여) 요  
 가/지 않아요 → 가- 읽/어요 → 읽-
- V5 Verbs



- V6 The intentional infix ‘-겠’:  
한국말을 공부하겠어요. (1<sup>st</sup> person) 무엇을 하시겠어요? (2<sup>nd</sup> person)
- V8 The past tense formation: V.S. + ‘-았- (-었-, -였-) + ending’:  
좋았다, 보았다, 공부하였다...

## 2. Intermediate Level

- V7 The noun modifier marker ‘-은/-ㄴ’ with descriptive verbs/ adjectives:  
은 세계, 학교 선생  
복잡한, 작은, 노란
- V9 Verb stems ending in a final consonant ‘-ㄷ’:  
듣다, 깎다, 싣다, 묻다, 곁다, 꼬다, 분다, 놓다, 단다, 깨닫다, 일컫다,  
듣자 → 들었습니다 (Irregular verbs)  
믿다, 단다, 받다 → 믿습니다, 단습니다, 받습니다 (Regular verbs)

## 3. Advanced Level

- V10 Verb stems ending in a final consonant ‘-ㄹ’:  
알(다) ‘knows’: 아는가, 아니까요, 압니다, 아십니까, 아오...
- V11 Verb stems ending in a final consonant ‘-ㅅ’:  
짓(다): 짓자, 짓지, 짓습니다, 짓느라고, 짓겠습니다...; 지으세요, 지어야, 지어,  
지어도: Irregular verb  
벗(다): Regular verb. No changes like these.
- V12 A.V.S. (main verb) + ‘-아 (-어, -여) 버리다’ (auxiliary verb): “do so-and-so completely”,  
“finish doing so-and-so” or “end up by doing so-and-so”  
아이들이 과자를 다 먹어버렸어요. The children finished eating their candy.
- V13 Verb stems ending in a final consonant ‘-ㅂ’:  
돕다, 굽다...15 verbs irregular  
뽑다, 입다...8 verbs regular  
눅다/ 누우면, 누워서: (ㅂ + vowel → omit ㅂ)

cf. 놓다/ 놓자, 놓습니다, 놓느냐 (ㅅ + consonant -> do not omit ㅅ)

### III. Sentence Construction

#### 1. Beginning Level

- Sc1 A general word order: time- subject- place- IO- DO- verb  
 어제(time) 나는(subject) 학교에서(place) 선생님께(indirect object)  
 인사를(direct object) 했다 (verb).
- Sc2 The request form ‘-ㅂ (읍) 시다’: “Let’s...”  
 빨리 잡시다 (가요, 가세요/가자, 가) (with action verbs + 있어요)
- Sc3 The form ‘-ㄹ(을) 까요?’ : “Shall I...?” or “Shall we...?”  
 비행기로 갈까요? (1<sup>st</sup> person, action); 그 책이 좋을까요? (3<sup>rd</sup> person, descriptive)
- Sc4 The use of ‘예’ and ‘아니오’:  
 Answers to negative questions  
 학교에 가지 않아요? Aren’t you going to school?  
 • 예, 학교에 가지 않아요. (Yes, what you said is true.) → No, I am not going.  
 • 아니오, 학교에 가요. (No, what you said is not true.) → Yes, I am not going.

#### 2. Intermediate Level

- Sc5 V.S. + ‘-나요?’ : An informal polite way of asking  
 어디에 가나요? Where are you going?
- Sc6 The negative prefix ‘안-’ + A.V.S.: 안 먹겠어요.  
 A.V. or D.S. -지 않다 : 먹지 않다.
- Sc7 The plain style construction  
**A. Declarelative Forms**  
 있다:  
 A.V.S. + -ㄴ(는) -다: 나는 학교에 간다.  
 A.V.S + -았 -다: 나는 학교에 갔다.  
 A.V.S + -겠 -다: 나는 학교에 가겠다.

이다.

- D.V.S + -다: 이것이 좋다. (복잡하다)
- D.V.S + -았 -다: 이것이 좋았다.
- D.V.S + -겠 -다: 이것이 좋겠다.

**B. Question Forms**

있 + -느냐:

- A.V.S. + -느냐: 학교에 가느냐?
- A.V.S. + -았느냐: 학교에 갔느냐?
- A.V.S. + -겠느냐: 학교에 갔겠느냐?

-이 + -냐:

- D.V.S. + -냐 or 으냐: 그것이 좋으냐?
- D.V.S. + -았느냐: 그것이 좋았느냐?
- D.V.S. + -겠느냐: 그것이 좋았겠느냐?

**C. Request Forms**

- V.S. + -자: 학교에 가자. 집에 있자.

**D. Imperative forms**

- V.S. + -아 (-어, -여) 라: 점심을 먹어라.

**E. Other imperative expressions**

- 달라, 주세요; 그것 좀 보여주세요.

Sc8 Noun modifiers:

- The modifier marker ‘-는’: 공부하는 저 사람이 누구예요? -Present
- The modifier marker ‘-ㄴ/-은’: 이 여자를 본 사람, 큰 학교 (A.V., D.V.) -Past
- The modifier marker ‘-ㄹ(을)’: 공부할 사람이 여러분들이예요. -Future
- All these expressions with the noun modifier can be made the subject, object or predicate, etc. of larger sentences.

Sc9 V.S.+ modifier suffix + -줄 안다: “think that...”, “knows that...”

- 그 분이 학교에 간 줄(로) 알아요. 그 분이 학교에 간 줄(을) 알아요. (A.V.)
- 모르다, 믿다.                                   있어요/-이에요    (D.V.)
- 한국말을 할 줄(을) 아십니까? Do you know how to speak Korean?



Sc10 The polite formal style constructions:

In statements: ‘-하니다/-습니다’: 갑니다, 먹습니다

In questions: ‘-하니까?/-습니까?’: 갑니까?, 먹습니까?

In requests: ‘-하시다/-옵시다’: 공부합시다. 여기 놓읍시다.

In commands: ‘-십시오/-으십시오’: 공부하십시오, 드십시오

Sc11 Progressive form :A.V.S. + ‘(고) 있다’: “(someone) is doing”

오 년동안 한국말을 공부하고 있어요. 작년부터 가르치고 있어요.

The tense, negation, etc. are regularly expressed in 있다.

저는 기다리고 있겠어요. (future progressive expression)

Sc12 The pattern: Noun + ‘(이) 라고 하다’: “is called...”

이것을 의자라고 합니다.

Sc13 The pattern ‘-고 싶다/-고 싶어하다’: “wants to (or would like to) do so-and-so”

A.V.S. + ‘-고 싶다’: 지금 자고 싶어요. (1<sup>st</sup> person)

A.V.S. + ‘-고 싶어하다’: 그 분은 공부하고 싶어합니다. (2<sup>nd</sup> + 3<sup>rd</sup> person)

The tense, negation, etc. are regularly expressed in the final verb 싶다.

Sc14 The potential ‘-르(을) 수(가) 있다/없다’: “can do so-and-so”; “so-and-so can do”

점심을 먹을 수(가) 있(없)습니다. -the possibility of an action.

Cf. -르(을) 줄 알다/모르다- the understanding of the method or principle.

Sc15 The suppositional infix ‘-겠-’

저 책이 좋겠어요. I suppose that book over there is good.

Sc16 The indirect discourse ‘-고 하다’: “one says that...”

-(이) 라고 한다: 그분이 학생이라고 합니다. Declarative ...says that...

-느냐고 한다: 학교에 가느냐고 합니다. Interrogative ...asks if...

-자고 한다: 학교에 가자고 합니다. Request...says ...

-라고 한다: 학교에 가라고 합니다. Imperative ...says ...

(달라고 한다): 학교에 가달라고 합니다. Says, “...please.”

Sc17 The pattern ‘-(으) 려고 하다’: “be going to do” (intention) A.V.S. or -있

그분을 만나려고 합니다. I am going to meet him. -했어요(past): I was...

그분을 만나지 않으려고 합니다. I am not going to meet him.

—했어요(past): I was not...

그분을 만나려고합니까? Are you going to meet him?

—했습니까?(past): Were you going to...

Sc18 The informal polite speech ending ‘-ㄴ(은)(는)가요?’

그 아이가 오는가요? 그 아이가 왔는가요?

Sc19 The pattern ‘-ㄴ(을) 일이 있다’ (없다):

A.V.S. + ‘-ㄴ(을) 일이 있다’: “has something to do”

지금 할 일이 있어요. (없어요) I (don’t) have something to do.

지금 볼 일이 있어요. I have some business to attend to.

Sc20 The pattern ‘-ㄴ(을) 필요가 있다’ (없다):

“It is (not) necessary to do” A.V.S. or ‘-있다’

그분을 만날 필요가 있어요. (or 없어요)

Sc21 The pattern ‘-ㄴ(을) 까요?’

여기서 몇 분쯤 걸릴까요? How many minutes do you think it takes from here?

### 3. Advanced Level

Sc22 The pattern ‘-는 일이 있다’ (없다):

A.V.S. + ‘-는 일이 있다’: “sometimes does”, “does indeed (on occasion)”

그분을 만나는 일이 있어요.

A.V.S. + ‘-는 일이 없다’: ‘never does’, ‘doesn’t ever do’

비행기로 가는 일이 없다.

Sc23 The pattern ‘-ㄴ(은) 일이 있다’ (없다): “(someone) has ever (never) done so-and-so”

나는 비행기를 타 본 일이 있다 (없다).

Sc24 The negative imperative form: A.V.S. + ‘-지 말다’: “Don’t do...”

Verb stem: 말다 (give up, quit, stop, discontinue)

거기에 가지 말아라. Don’t go there. 지금 가지 마세요. Please don’t go now.

Sc25 The pattern A.V.S. + ‘-아 (-어, -여) 본 일이 있어요’ (없어요)

그 책을 읽어본 일이 없어요. I’ve never read that book.

Sc26 The pattern V.S. + ‘-(으) 면 안 되요’ (못썬요)

지금 하면 안 되요. You mustn’t do it now.

Sc27 A.V.S. + ‘-르 (을) 줄(을) 알다’ (모르다): “one knows (doesn’t know) how to do”

자동차를 운전할 줄(을) 몰라요. I don’t know how to drive a car.

Sc28 The pattern ‘-ㄴ(은)(는) 지’: the interrogative + an inflected modifier word + the dependent noun ‘지’: “whether...” or “that...” or “if...”

김 선생님이 있는 지 보겠어요. I’ll see/ I wonder/ I know (whether) if Mr. Kim is in.

## IV. Particles

### 1. Beginning Level

- P1 The subject particle: ‘-가/-이’; ‘-는/-은’(for contrast)
- P2 The object particle: ‘-를/-을’
- P3 The particle ‘-에서’: (something happens) at, in (dynamic location)
- P4 The particle of contrast: ‘-는/-은’ (attached to subject, object, negative verb)
- P5 The particle ‘에’: (be) in, at (static location)
- P6 Noun + ‘-(으) 로’: “by means of” 기차로 갑시다.
- P7 The particle ‘-까지’: “(all the way up) to” (attached to nominal of place or time)  
어디까지 (언제까지) 가세요?
- P8 The particle ‘-에’: “to”(direction)  
학교에 가세요? (학교를 가세요? quasi-object verbs)
- P9 The particle ‘-에’: “per” or “for”  
이 종이 한 장에 얼마예요?
- P10 The conjunctive particle ‘-하고’: “and” or “with” (attached to nouns or nominal)  
연필하고 교과서를 샀어요.
- P11 The particle ‘-만’: “only” (replacing subject or object or other particles)  
김 선생님만 공부해요. 나는 이 책만 읽어요.  
그분은 한국어만 공부해요.
- P12 The particle ‘-도’: “too”, “also”, “indeed” or “even”  
김 선생님도 가요. Mr. Kim is also going.  
저는 공부도 해요. I study, too.

그 분은 학교에서도 공부해요. He studies at school, too.

그 분은 아직도 공부해요. He is still studying.

그 분은 그 책을 보지도 않아요. He does not even look at that book.

P13 The particle of subordination and modification: ‘-의’

한국의 기후 weather in Korea, 그분의 책 his book

P14 The particle of comparison: ‘-보다 (더)’: “more than”

P15 The particle ‘-에’: “at”, “on”, “in” 일곱 시에, 목요일에, 사월에

(Noun-에): 지금(에), 어제, 오늘(에), 내일(에), 몇 시 경(에)

redundant: -일날, -월달 ? should be -일 or -날, -월 or -달

P16 The particle ‘-에서’: “from” nominal of place, departure point

한국에서 왔어요. cf. dynamic location 학교에서 공부해요.

P17 The particle ‘-부터’: “from (when)” 아홉시부터 두시까지

P18 Time expression ‘-까지’: “until” or “surely not after” 몇 시에서 몇 시까지

(as far as, up to)

P19 The particle ‘-(으)로’: “to” place cf. 로/으로 “by means of”

## 2. Intermediate Level

P21 particles ‘-한테’: “to”, ‘-한테서’: “from” —animate nouns

누구한테 편지를 씁니까? 어머니한테서 편지가 왔어요.—animate

cf. 어디에다 편지를 씁니까? 어디에서 편지가 왔어요?——inanimate

P22 The particle ‘-하고(같이)’: “together with” 김 선생님하고(같이) 갑니다.

‘-와/-과 같이’

누구와같이 기다렸어요.

P23 The particles used in verb phrases:

1. particles ‘-가/-이’ and ‘-를/-을’

한국 음식을 먹을 수가 있어요. I can eat Korean food.

2. The contrast particle ‘-는/-은’

한국 음식을 먹을 수는 있어요. I can eat Korean food (but)...

3. The particle ‘-도’: “even” or “also”

한국 음식을 먹을 수도 있어요. I can eat Korean food, too.

### 3. Advanced Level

- P20 The particle ‘-(이)나’: Noun + ‘-(이) 나’ : “...or something”  
 책이나 읽겠어요. I will read a book (or something). Noun + -(이)나  
 열 사람이나 왔어요. Ten people came. (more than expected) Noun + -(이)나  
 학교에나 갑시다. Let’s go to school (or some place). Noun +
- P24 The particle ‘-(으)로’: Noun + ‘-(으)로’: “as”, “function” or “manner”, “means”,  
 “direction”  
 그분은 선생님으로 일하고 있어요.(as)
- P25 The particle ‘-만큼’: Noun + ‘-만큼’: “as(so) ...as”  
 한국말은 영어만큼 어려워요. Korean is as difficult as English.
- P26 particles ‘-에게’: “to”, -에게서: “from”, Noun + direction or source of origin  
 친구에게 편지를 써요. 친구에게서 편지가 왔어요.
- P27 The particle ‘-께서’: the honorific form of -가/-이  
 아버지께서 이렇게 말씀하셨습니다. My father told me so.

## V. Auxiliary verbs

### 1. Beginning Level

- Au1 The exclamatory ending ‘는 군요’: (A. V. S) / ‘-군요’ (D.S: Existence Identity)  
 past tense infix ‘-았-/-었-’ ; future tense infix ‘-겠-’ ; present tense: no infix  
 그분이 한국말을 가르치는군요.(present) 그것이 좋군요.(present)
- Au2 The exclamatory / inquisitive ending: ‘-ㄴ(은) 데요’ / ‘-는 데요’  
 날씨가 참 좋은데요! 꽃 향기가 아주 좋은데요! 이 음식이 참 맛있는데요!
- Au3 The pattern ‘-아(-어, -여) 야 하다’: “(one) must” or “(one) has to”  
 학교에 가야 해요. 나는 여기 있어야 해요.

### 2. Intermediate Level

- Au4 The verb stem + ‘-아 (-어, -여) 야겠다’: “will (probably) have to...”  
 빨리 가야겠어요.(하겠어요)

- Au5 Action verb stem + ‘-아 (-어, -여)주다’/ 드리다 (Auxiliary verb: teach, show, go, come..)  
 한국말을 좀 가르쳐 주세요.(teach) 한국말을 가르쳐 드리지요.(teach)
- Au6 The pattern A. V. S. + ‘-아(-어, -여) 봐요’ (보다): Auxiliary verb used with ‘가요’, ‘와요’  
 “tries doing”, “doing + then seeing what it is like”, Not “tries to do”
- Au7 The prefix ‘못-’ (impossibility): “can’t” or “unable to”  
 ‘못’ + A.V. or A.V.S.+ ‘-지 못하다’: 학교에 못 가요. 학교에 가지 못해요.  
 D.V.S.+ ‘-지 못하다’(= -지 않다) 교실이 크지 못하다.(=크지 않다)

### 3. Advanced Level

- Au8 The causative form : V.S. + ‘-게 하다’  
 그 분을 여기에 오게 하세요. Please let him come here. (make, have, let)  
 Simple causative verbs: 먹이다, 비우다...12verbs
- Au9 The pattern V.S. + ‘-아(-어, -여) 야지요’  
 그 분을 도와주어야지요. You (we) must help him.

## VI. Adverbs and Adverbials

### 1. Beginning Level

- Ad1 Verb stem + ‘-고 말고요’: “of course” or “surely”  
 공부하고 말고요. 재미있고 말고요.
- Ad2 Adverbs and Adverbials (D.V.S. + ‘-게’/ ‘-이’ / ‘-히’/ ‘-리’)  
 잘, 펴, 아주; 어떻게, 다행히, 재미있게
- Ad3 The suffix ‘-씩’: “(so much) at a time”, or “(so much) per (person)” Attached to a numeral (+ classifier)  
 네 시간에 한 알씩 잡주세요.
- Ad4 The superlative marker ‘제일’ or ‘가장’: “number one” or “most” or “the first”  
 The comparative marker : ‘-보다 (더)’

## 2. Intermediate Level

- Ad5 Noun + ‘-마다’: “every” 날마다, 삼십 분마다
- Ad6 The pattern ‘-만에’: time word + ‘-만에’: “after (of time)” “a lapse of time”  
“it took me (him, etc.) ...of time.” 그 분은 삼 년만에 박사가 되었어요.
- Ad7 The suffix ‘-(으)러’: A.V.S. + -(으)러: “in order to”(purpose)  
공부하러 학교에 가겠어요. (가다 or 오다)
- Ad8 Noun + ‘-(이)라도’: “(this) or something else”, “even”  
책이라도 읽읍시다. (If we can not do that), then let’s read a book.  
(a lack of finality, forthrightness, or enthusiasm about one’s choice)  
“even”: 그것은 어린이라도 할 수 있습니다. Even a child can do that.
- Ad9 The suffix ‘-(으)려고’: A.V.S. + -(으)려고: “in order to”(purpose)  
공부하려고 일찍 일어났어요. I got up early to study. (tense in the main clause)
- Ad10 A.V.S. + ‘-고서’: “(does) after (doing)”  
아침을 먹고서 왔어요. I came after (having taken) breakfast. (tense in the main clause)

## 3. Advanced Level

- Ad11 The pattern V.S. + ‘-도록’  
V.S. + -도록: “until” 어젯밤에 한 시가 다 되도록 공부했어요.  
V.S. + -도록: “so that”, “so as to”, “in order to” or “in such a way that”  
잊어버리지 않도록 배운 것을 복습하세요.  
A.V.S. + -도록 되다: “reach the point where...”  
그 분을 만날 수 있도록 되었어요. I have reached the point where I can meet him.  
A.V.S. + -도록 하다 (V.S. + -게 하다 : “the idea of causing or influencing for a definite purpose”)  
그 분이 한국말을 공부하도록 했어요. I made him study Korean.  
A.V.S. + -도록 말하다: “tell someone to (do)”  
그 분한테 한국말을 공부하도록 말했어요.
- Ad12 The retrospective marker ‘-더-’ (V.S. + -더 + V.ending) : talking about past events or facts or experiences

한국말이 참 어렵던군요(<-어렵군요 <- 어렵다). Korean was very difficult.

- Ad13 ‘아무 + nominal + -(이)라도’:  
아무 때라도(나) 오세요. Come anytime, please. (affirmative)
- Ad14 A.V.S. + ‘-던-’ (the retrospective marker ‘-더’ plus the modifier marker ‘-ㄴ’)  
without the past tense infix: It expresses the idea that the speaker is looking back over the past events, facts, or expressions that occur regularly.  
제가 가르치던 학생이예요. This is the student I used to teach.  
제가 가르쳤던 학생이예요. This is the student I taught (just once).
- Ad15 V.S. + ‘-는 동안’: “while so-and-so is or was occurring”  
공부하는 동안 나는 물건사러 갔다 오겠어요.
- Ad16 The non-final ending ‘-자마자’: A.V.S. + -자마자: “as soon as”  
The main verb is in the past tense, immediacy emphasized.  
내가 말을 시작하자(마자) 그분이 울었어요. As soon as I started talking, he cried.
- Ad17 The pattern ‘-(으) 니까’: A.V.S. + (으) 니까: “when...” (reason or cause).  
밖에 나가니까 비가 오고 있었어요. When I went out, it was raining.

## VII. Connectives

### 1. Beginning Level

- C1 The transferable mood marker ‘-다(가)’: A.V.S. + -다 (가)  
학교에 가다가 와요. 자동차를 샀다(가) 팔았어요.(A.V.S. + -았- + -다(가))  
그 분이 웃었다 울었다 해요.
- C2 The conjunctive particle ‘-과/와’: “and” (less colloquial than ‘-하고’)  
너와 나(you and me) cf. 너하고 나
- C3 The contrastive ending ‘-지만’: “but” (tense, D.V. + A.V.)  
너는 크지만 나는 작다. You are tall, but I am short.
- C4 The gerund form of the verb: V.S. + ‘-고’...  
“is, and” (descriptive verb) 너는 작고 어리다.  
“does, and” (action verb) 나는 학교에 가고, 그분은 집에 가요.
- C7 The conjunctive ending ‘-르(을)때’: “when...” or “while...”



학교에 올 때, 그분을 만났을 때 (can be attached to ‘-에’, ‘-부터’, ‘-도’)

## 2. Intermediate Level

- C6 The causal conjunctive ending ‘-(기) 때문에’  
 V.S. + 기 때문에: “because, therefore, so” ; Noun + ‘-때문에’: “because of...”,  
 “on account of...”  
 너무 덥기 때문에, 집에 있겠어요. 그 분 때문에 가지 않았어요.
- C8 The conjunctive ending: action verb stem + ‘-르(을) 때까지’: “until”  
 그분이 일어 날 때까지 기다리세요.
- C9 V.S.+ ‘-는데/-ㄴ(은)데’: conjunctive introduction  
 “...but...” or “...and...” or “...so...” or “...so why ...”
- C11 A.V.S. + ‘-아 (-어, -여)서’: “(does) and (does)”  
 집에 가서 공부하겠어요. I’ll go and study.  
 The pattern ‘-고’ may be used with any verb. 저는 일하고 그 분은 주무셔요.

## 3. Advanced Level

- C5 The conditional conjunctive ending: V.S.+ ‘-(으)면’: “if”  
 그것이 좋으면, 삽시다. If it is good, let’s buy it.  
 • The subject particle is -이/-가 when both subjects are same.  
 • The subject particle is -은/-는 when both subjects are the different.  
 나는 그 분을 만나면, 가겠어요. (The if-clause precedes the main clause.)
- C10 The provisional conjunctive ending: V.S.+ ‘-아(-어, -여)야’: “provided”  
 • In the affirmative: “provided so-and-so happens or is true” interrogative declarative  
 그 분이 가야 저도 가겠어요. (=그 분이 가면 가겠어요: “if...”) : past, present , future (tense infixes)  
 • In the negative: “provided so-and-so doesn’t happen or isn’t true” : “unless so-and-so happens or is true”

비가 내리지 않아야 놀러가겠어요. (비가 오지 않으면, 놀러가겠어요.: “if...”  
(no tense infixes)

- C12 The causal conjunctive ending ‘-(으)니까’: “because”, “since” or “so” or “therefore”  
비가 오니까, 학교에 가지 않겠습니다. I’m not going to school because it’s raining.
- C13 The pattern ‘-기 전에’: A.V.S. + ‘-기 전에’: “before doing so-and-so”, “before so-and-so happens or happened”  
자기 전에 이것을 먹어요.  
(can be attached to ‘-도’, ‘-는(-은)’ 그 분이 오기 전에는 가지 마세요.
- C14 The concessive conjunctive ending: V.S. + -or ‘-어(-여)도’: “even if”, “even though”  
들어도 모르겠습니다. Even if I listen, I won’t understand.
- C15 The conjunctive form ‘-ㄴ(은) 후에’: A.V.S. + ‘-ㄴ(은) 후에’: “after”  
그 분을 만난 후에 공부하겠어요. I’ll study after meeting him.
- C16 The causal conjunctive ending: V.S. + ‘-아 (-어, -여)서’”: “because or so”  
(= -기 때문에, -(으)니까)  
시간이 없어서 공부하지 않았어요. Because I had no time, I did not study.
- C17 The transferable mood marker ‘-다가’: (continued) A.V.S. + -아(-어, -여) 다가  
그것을 만들어다가 드렸어요. I made it and gave it to him.  
(내려다보다, 쳐다보다, 들여다보다, 내다보다, 건너다보다, 넘겨다보다, 돌아다보다 + ‘-다가’)
- C18 The contrastive ending ‘(으/우)나’: “but”  
한국말이 어려우나 공부해야 합니다. Korean is difficult, but we have to study.
- C19 The conjunctive ending ‘-는 대로’: A.V.S. + -는대로: “as soon as”  
그 책을 사는 대로 집에 갔으면 좋겠어요.  
I wish I could go as soon as I buy that book.  
(The main clause is an imperative, intentional, or proposal form, not when it is in the past tense.)

## VIII. Idioms

## 1. Beginning Level

- I1 Verb (D.V.) stem + ‘-르(-을) 것 같아요’: “It looks like...” or “It seems to be...”, “I think that...”  
재미있을 것 같아요. It seems to be fun.
- I2 Noun + ‘같아요’: “It looks like...” or “It seems to be...”  
저것이 학교 같아요. That looks like a school.
- I3 Noun + ‘밖에 없다’: “There is no one (nothing, no other) but...”  
교실에 김 선생님밖에 없어요.
- I4 Verb stem + ‘-지 않다’: “one does nothing but”  
언니는 공부 밖에는 하지 않아요.

## 2. Intermediate Level

- I5 V.S. + ‘-았 (-었, -였)으면 좋겠다’: “I hope(wish) something will (would) happen”  
past infix: more polite  
집에 갔으면 좋겠어요. 햇볕이 났으면 좋겠어요.
- I6 V.S. + ‘-르(을) 거예요’: “probable future”  
그분이 내일 오실 거예요. 그분이 한국말을 배웠을 거예요.
- I7 The pattern ‘-(지) 말고’: “not, but” (mostly used in imperatives or proposal/requests)  
V.S. + ‘-지 말고’: 가지 말고 오십시오. (A.V., -있)  
Noun + ‘-말고’: 이것 말고 그것 주세요. (nominal)
- I8 V.S. + ‘-아 (-어, -여) 도 좋다’ (괜찮다): “even being or doing so-and-so it’s all right or it doesn’t matter”  
이것을 먹어도 좋아요?

## 3. Advanced Level

- I9 The pattern V.S.+ ‘-(으)면 된다’: “(one) only has to do”, “all (one) must do is”  
당신은 가르치기만 하면 됩니다. All you have to do is teach.

- I10 아무도 (아무 것도) + negative verb: “nobody does” or “nobody is”  
 아무도 공부하지 않아요. Nobody is studying.  
 아무 것도 사지 않겠어요. I’ll buy nothing.
- I11 A.V.S. + ‘-ㄴ(은) 지가’ + time expression + 되다: “It has been such-and-such a time since...”  
 그분은 미국에 간 지(가) 석 달 되었습니다.
- I12 D.V.S. + ‘-야(-어, -여) 보인다’: “It looks or seems, appears”  
 이 책이 좋아 보입니다.
- I13 The non-final ending ‘-아 (-어, -여) 대다’: intimation or excessiveness of an action  
 그분이 웃어댔어요. (<-웃다)
- I14 The pattern V.S. + ‘-게 되다’: “happens to do”, “scheduled to”, or “turns out to be”  
 A.V.S. + ‘-게 되다’: 그 이는 한국말을 공부하게 되었습니다.  
 He happened to study Korean.  
 D.V. + ‘-게 되다’: 그 영화가 유명하게 되었습니다. The movie became famous.
- I15 ‘-(이) 라도’: “no matter (what, who, when, how etc.)”,  
 “(what, who, how etc.) ever it is”, or “any...at all”  
 무엇이 라도 사겠어요. Whatever it is, I’ll buy it.  
 몇 시부터 라도 괜찮아요. No matter what time it starts, it will be fine.

## IX. Styles

### 2. Intermediate Level

- S1 The honorific ‘-시’-/ ‘-으시-’; ‘-스-/ ‘-으스’ ‘-님’/ ‘-께서’

### 3. Advanced Level

- S2 Style of speech: ‘-습니다’/ ‘-요’/ —/ ‘-는다’/ ‘-네’/ ‘-소’  
 읽습니다. 읽어요. 읽다. 읽는다. 읽네. 읽소.  
 (polite formal, polite informal, intimate, plain, familiar, authoritative)  
 • The polite informal style: The ending + ‘-아(-어, -여)요’
- S3 ‘-요’ style and intonation: statement, question, command, and proposal

- 그가 학교에 가요. 그가 학교에 가나요? 학교에 가세요. 학교에 한 번 가 보세요.
- S4 The polite informed ending ‘-지요’ : statements, commands, proposal, questions (by intonation + final contour)  
 학교에 다니지요. 학교에 다니시지요. 학교에 다니는 것이 어떨지요?  
 학 교에 다니는지요?
- S5 The plain style + ‘-니요?’ or ‘-(이) 라니요?’: “surprise” or “doubt”  
 그 분이 학교에 간다니요?