

My Korean 1 & 2 by Young A Cho, In Jung Cho and Douglas Ling are licensed under a Creative Commons Attribution-Noncommercial-Share Alike Australia License, which basically allows you to copy, distribute, transmit and adapt the works for noncommercial purposes.

Particles and Suffixes Appendix Korean Editing Symbols and Handwriting Sheet vii Preface This textbook began its life as a personal collection of language activities which complemented the textbook Learning Korean: New Directions 1, Pilot Edition 1 used in some Australian universities including Monash University where we started teaching Korean in The following year the book went through a major change when Douglas Ling, a former student of ours and a lecturer in Film Studies at RMIT University as a matter of fact, he is happily retired now , started helping us to rephrase the grammar explanations to be more suitable for Australian learners. The book title also changed to Talking to Koreans and we started to build a Korean language learning web site based on the book and kept all the materials on the site open to the public. This open access policy was part of our efforts to promote Korean language in Australia as well as around the world and to help other Korean language educators who strove to provide a better learning environment because of a dearth of Korean language learning materials. However, in late , we lost a significant amount of our on-line materials when our university introduced a new university-wide content management system. Only the small amount but most important materials, have been migrated into the new system with generous assistance from the Faculty of Arts. This situation was somewhat disastrous, however, it gave us a chance to rethink not only the whole project but also about our approach to teaching, resulting in another major rewrite for the book. In particular, we have broken away from the conventional method of using mainly polite styles of speech throughout the entire book, because this method tends to create highly unauthentic situations. For example, this method created a very unlikely situation where two close friends used the polite style of speech to each other. Therefore, we have used different styles of speech which are appropriate to each situation, resulting in the use of close friend style of speech in most cases. This style of speech is also more appropriate for our students because they can immediately use it when they talk to one another or when they talk to their Korean friends. Another major change is the use of comics for every situation dialogue to provide more extra-linguistic cues. In order to solve this problem, we have used comics alongside the recording of each situation dialogue, turning the dialogue multimodal and as close as to that of a real situation. This multimodal dialogue allows learners make meaning by using a crucial combination of words, graphics and sound. Now, we should like to thank all those who have contributed in different ways to this book: Following our open access policy, this book and its accompanying audio files are licensed under the Creative Commons Attribution-Noncommercial-Share Alike 2. Korean teachers often have to design their courses and develop learning materials that suit their students on top of their normal teaching duties, let alone their fight to keep the Korean program alive. We have met many marvelous teachers xi over the years and they have been our inspiration. We hope this book will help those teachers in their efforts of creating a better learning environment for their students. To all, many thanks again for your assistance and encouragement. Melbourne Young-A Cho In-Jung Cho xii To the teacher and the learner This book is primarily written for a Korean language university course for beginners, but it may be used in other settings including self-study. The guidelines, therefore, are focused on teaching or learning in a university setting, but we suggest that all the users of the book read them regardless of whether you are a teacher or a student enrolled in a course or you are using it on your own for independent study. Objectives This book is an introduction to contemporary Korean, with special emphasis on spoken usage for everyday situations. Basic Approach Our experiences of teaching Korean for more than two decades and the results of language learning research tell us that a good foundation of language structures is essential for learners to be successful. This book, therefore, concentrates on giving learners a good working knowledge of the basic structure and grammar of the Korean language with a limited number of vocabulary items that are frequently used in everyday situations. Once they acquire this knowledge, they can expand their vocabulary quite easily on their own as need arises. This approach can also maximise

small contact hours usually four to five hours a week available in many university settings. Structure of the book This book is organised into ten units and is basically taught one unit per week in one semester. Each unit is composed of three situation dialogues, grammar xiii explanations and various tasks such as role plays, listening, writing and reading. The first two units are essentially about some Korean sounds and the Korean alphabet. Unit One presents usual greetings and introductions through which learners familiarize themselves with the sounds of the Korean language. Unit Two deals with the Korean alphabet and is the only unit without any situation dialogues. Once the students learn the Korean alphabetic symbols and how these are put together to create meaningful sounds, they should be able to improve their skills of reading aloud Korean writing over the course of the rest of the book. You should not try to understand all of the expressions in the situation dialogues in Unit Three. We have tried to make the situation dialogues as natural as possible and this has resulted in the inclusion of a few expressions that are a bit challenging at this early stage of learning. Unit Five is a crucial one which deals with verb conjugations for the first time. It shows how to attach present tense endings to verb stems, which are one of many to follow. It is, therefore, vital that students fully grasp this grammar point. Unit Six deals with how to make simple suggestions and also introduces pure Korean numbers one to twelve in the form of telling the time. This is done deliberately to prepare the learners for the counting nouns to be introduced in Unit Eight, and also to expose them to the forms of pure Korean numbers one to four used in conjunction with counting nouns before they learn the full forms of these numbers. Unit Seven deals with the past tense verb endings. Once the students learn these, they can virtually talk about the events of all three tenses, that is, past, present and future time because the present tense endings in Korean can be used for many future events as well. Unit Eight and Nine are essentially xiv about buying things that involves the learning of pure Korean numbers and Sino-Korean numbers. Unit Ten presents how to talk about yourself and your family. There are eighteen appendices. Appendices One to Sixteen have verb and adjective conjugation tables. Appendix Seventeen is a list of the particles and suffixes covered in the book. Appendix Eighteen is a list of basic Korean editing symbols and a handwriting sheet, which can be used for writing practice or writing assignments. Situation dialogues, role plays and listening tasks As mentioned above, each unit is composed of three situation dialogues, grammar explanations and various tasks such as role plays, listening, writing and reading. The situation dialogues, role plays and listening tasks require some explanation. The situation dialogues are presented in two modes: Comics are used to provide extra-linguistic cues which are normally available when we communicate. There are also some differences in spellings used in the comics and the corresponding text-only dialogue. We use the colloquial version in the comics to show how some words are pronounced differently from their standard spellings. The situation dialogues are also presented in two settings: The presence of any of these characters will tell you in which setting each dialogue is taking place. The role plays are somewhat mechanical and different from those based on communicative methods. They are to provide a more interesting setting for the practice of speaking and listening. They can, however, be used xv as a basis for the more communicative nature of role plays by encouraging the students to be more creative and to play with the language. The listening tasks are from our old out-of-print listening book Elementary Task-Centered Listening Comprehension of Korean 1, which was published in and later changed its title into Korean Through Active Listening 1. The listening book was always used alongside the textbook until it became out of print in early This development has allowed the incorporation of the listening tasks into the textbook, resulting in the more rounded and user-friendly textbook. We have to admit that the expressions in the listening tasks are not as natural as they should be, but they still provide good input via listening, which is very important in language learning. The listening tasks do not have answer keys. It has only the transcript at the end of the book and the learners are required to find the answers themselves first by listening and then by reading. Romanisation This book has used the Korean government romanisation system. Titles o Addressing Peers at School:

Chapter 2 : Lets Talk 1 Second Edition Teachers Manual

My Korean 1. Young-A Cho In-Jung Cho Douglas Ling To our parents This book and its accompanying audio files are licensed under a Creative Commons Attribution-Noncommercial-Share Alike Australia License.

Verb Present Tense Endings Appendix 3: Verb Past Tense Endings Appendix 4: Verb Future Tense Endings Appendix 5: Adjective Present Tense Endings Appendix Adjective Past Tense Endings vii Appendix Adjective Future Tense Endings Appendix Particles and Suffixes Appendix Korean Editing Symbols and Handwriting Sheet ix Preface This textbook began its life as a personal collection of language activities which complemented the textbook Learning Korean: New Directions 1, Pilot Edition 1 used in some Australian universities including Monash University where we started teaching Korean in The following year the book went through a major change when Douglas Ling, a former student of ours and a lecturer in Film Studies at RMIT University as a matter of fact, he is happily retired now , started helping us to rephrase the grammar explanations to be more suitable for Australian learners. The book title also changed to Talking to Koreans and we started to build a Korean language learning web site based on the book and kept all the materials on the site open to the public. This open access policy was part of our efforts to promote Korean language in Australia as well as around the world and to help other Korean language educators who strove to provide a better learning environment because of a dearth of Korean language learning materials. However, in late , we lost a significant amount of our on-line materials when our university introduced a new university-wide content management system. Only the small amount but most important materials, have been migrated into the new system with generous assistance from the Faculty of Arts. This situation was somewhat disastrous, however, it gave us a chance to rethink not only the whole project but also about our approach to teaching, resulting in another major rewrite for the book. In particular, we have broken away from the conventional method of using mainly polite styles of speech throughout the entire book, because this method tends to create highly unauthentic situations. For example, this method created a very unlikely situation where two close friends used the polite style of speech to each other. Therefore, we have used different styles of speech which are appropriate to each situation, resulting in the use of close friend style of speech in most cases. This style of speech is also more appropriate for our students because they can immediately use it when they talk to one another or when they talk to their Korean friends. Another major change is the use of comics for every situation dialogue to provide more extra-linguistic cues. In order to solve this problem, we have used comics alongside the recording of each situation dialogue, turning the dialogue multimodal and as close as to that of a real situation. This multimodal dialogue allows learners make meaning by using a crucial combination of words, graphics and sound. Now, we should like to thank all those who have contributed in different ways to this book: Following our open access policy, this book and its accompanying audio files are licensed under the Creative Commons Attribution-Noncommercial-Share Alike 2. Korean teachers often have to design their courses and develop learning materials that suit their students on top of their normal teaching duties, let alone their fight to keep the Korean program alive. We have met many marvelous teachers xii over the years and they have been our inspiration. We hope this book will help those teachers in their efforts of creating a better learning environment for their students. To all, many thanks again for your assistance and encouragement.

Chapter 3 : Lets Talk 1 Second Edition

My Korean 1 with audio (Second Edition) Work in progress. Vocab from My Korean text book, which you can download for free here: www.nxgvision.com

Chapter 4 : Language collection - çŞ•â-•âÿ°âœ°

We would like to show you a description here but the site won't allow us.

Chapter 5 : My Korean 1 with audio (Second Edition) - Memrise

My Korean 1, 3rd Edition is an introduction to contemporary Korean, with special emphasis on spoken usage for everyday situations. It introduces learners to the Korean alphabet and everyday situations in Korean culture to help them acquire 'survival' Korean.

Chapter 6 : My Korean 1 & 2 " Talking2Koreans

of over 1, results for "my korean 1" My Korean 1 (My Korean Series) Dec 12, Beginning 1, 2nd Edition (Klear Textbooks in Korean Language) Nov 9,

Chapter 7 : Download Lets talk 1 second edition pdf files - TraDownload

My Korean 1 Young-A Cho In-Jung Cho Douglas Ling i CONTENTS ix PREFACE ix TO THE TEACHER AND THE LEARNER xiii UNIT 1 Situation Dialogue 1 3 .

Chapter 8 : Active Korean www.nxgvision.com - koreaÅ,ski - Marroncia - www.nxgvision.com

www.nxgvision.com The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution Elon Musk: Tesla, SpaceX, and the Quest for a Fantastic Future.

Chapter 9 : My korean 1 2nd ed by chaima - Issuu

Issuu is a digital publishing platform that makes it simple to publish magazines, catalogs, newspapers, books, and more online. Easily share your publications and get them in front of Issuu's.