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# KOREAN BASIC COURSE

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## INTRODUCTORY UNIT

### Introduction

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

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

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

The following points are emphasized to both the teacher and the student:

1. ALWAYS SPEAK AT A NORMAL CONVERSATIONAL SPEED. Neither the teacher nor the student should ever allow himself to speak slower than a 'normal rate of speed'.
2. AVOID THE USE OF ENGLISH IN THE CLASSROOM except for occasional linguistic explanations or discussions by a linguist. Drill hours with the native-speaking instructor should be carried out entirely in Korean from the very beginning. Time spent in speaking English in class is largely time wasted.
3. CORRECT MISTAKES IMMEDIATELY. Mistakes made by a student should not be passed over, but should be immediately corrected by the instructor.
4. AVOID QUESTIONS beginning with WHY, such as «Why do you say it that way?» If a student wants to ask questions, he should ask more useful and answerable questions beginning with HOW or WHEN, such as, "How do you use the word?" or, "When do you use this expression?"
5. AVOID DISCUSSIONS WITH THE INSTRUCTOR ABOUT KOREAN. Talking about Korean should be confined to the linguistic hour specially

set aside for such discussions with a scientific linguist, separate from regular drill hours.

6. REVIEW CONSTANTLY. As the students proceed through the course, they should master everything thoroughly. Each new unit presupposes thorough mastery of what has been covered before. Otherwise, do not go ahead.

### Organization and Use of This Course

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

#### Basic Dialogues

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

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

In dealing with the Basic Dialogues, the following steps are suggested:

1. First, the instructor reads each sentence line-by-line at normal speed. The students listen with books closed, so that they may become accustomed to depending on their ears.
2. The instructor says the words or phrases of the 'build-ups' and then the complete sentences. The students repeat immediately after the instructor (books still closed). The instructor corrects errors by repeating mispronounced words or phrases as they should have been said, so that the students can try again.
3. When the students are able to approximate an imitation of the instructor, they begin intensive practice on the dialogue, imitating the instructor line-by-line (books optionally open), until the instructor is satisfied that their performance is sure and fluent.
4. After going through the dialogue several times in this way, the students take the roles in the dialogue (books closed) and practice until they are

freely able to do it from memory.

### Notes on Dialogues and Grammar Notes

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

If the course is being taught (as intended) by a team composed of a scientific linguist and a native speaker, some explanation of the Notes may be appropriate in class. However, in general, drill time in class with a native instructor should be conducted entirely in Korean. If the native—speaking instructor is also a trained linguist and fluent in English, specific periods may be set aside for grammatical explanations; these should be kept separate from regular drill sessions during which English should be used only for translations or paraphrases designed to keep the student aware of the meaning of the Korean sentences he is practicing.

The Grammar Notes are written to give some basic understanding of Korean to the beginning student, and are intended to be immediately and practically relevant. If, however, the student finds them difficult to understand, he can simply ignore them. Instead of wasting time talking about Korean, extensive drill concentrated on specific points of pronunciation or grammar can produce the desired goal - proficiency in performance. The course is designed to produce an operational competence in Korean, not a theoretical understanding of it.

### Drills

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

Substitution Drills

Transformation (or Grammar) Drills

Response Drills

Combination Drills

Expansion Drills

It is to be noted that each drill has its own specific purpose, but the final

goal of all the drills is to lead the student to develop his proficiency in free conversation. Without sufficient drill practice, he cannot achieve such proficiency. Therefore, a great proportion of class time is to be devoted to drills, until the students are able to do them accurately with their books closed.

Drills can be done in the following steps:

1. Drills are learned first like the sentences of the dialogues. That is, each new drill sentence is repeated after the instructor until it is correctly produced with books closed.
2. The students read the drill sentences aloud at normal speed from their books.
3. The drill is then done without the book; the instructor gives the appropriate cues or stimuli, and the students produce the proper responses.

#### a. Substitution Drills

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

#### b. Response Drills

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

**c. Transformation Drills**

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

**d. Combination Drills**

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

**e. Expansion Drills**

Starting from a short sentence, the instructor gives cues one by one requesting the student to expand the sentence each time in specific ways.

**Exercises**

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

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

**Romanization**

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

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

The first letter of a sentence (except i or g) is capitalized. So is the first letter

of a proper noun wherever it occurs.

### Korean Orthography (Hangul / 한글)

In Volume 1, the dialogue portions of each unit are accompanied by Korean orthography (한글) throughout the text. And in the glossary at the end of the text, 한글 is provided for all entries, in addition to English equivalents.

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

Since 한글 is relatively easy to learn, it may be introduced gradually during the middle part of the text, replacing the Romanized transcription completely by the time Volume 1 is completed. A student should thus be able to read in 한글 at normal speed before he goes on to Volume 2, which is entirely in 한글 and English.

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

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

### Special Symbols

### Pronunciation

### Basic Syllable Chart



Syllable Final Consonant Chart

Possible syllable final consonants within or at the end of words.	Actual syllable-final sounds
(1)      -ㄱ } -ㄱㅏ } -ㄱㅑ }	-ㄱ /-k/
(2)      -ㄷ } -ㄷㅏ } -ㄷㅑ } -ㅌ } -ㅌㅏ } -ㅌㅑ } -ㅍ } -ㅍㅏ } -ㅍㅑ }	-ㄷ /-t/
(3)      -ㅂ } -ㅂㅏ } -ㅂㅑ }	-ㅂ /-b/
(4)      -ㅇ	/--/
(5)      -ㄹ	-ㄹ /-l/
(6)      -ㅁ	-ㅁ /-m/
(7)      -ㄴ	-ㄴ /-n/
(8)      -ㅇ	-ㅇ /-ng/

Practice 2

- |     |                                      |         |
|-----|--------------------------------------|---------|
| (1) | 각<br>각<br>각                          | 각 /kak/ |
| (2) | 달<br>달<br>달<br>달<br>달<br>달<br>달<br>달 | 달 /tat/ |
| (3) | 밥<br>밥                               | 밥 /pap/ |

(4)	알	아 /a/
(5)	랄	랄 /lal/
(6)	맘	맘 /mam/
(7)	난	난 /nan/
(8)	앙	앙 /ang/

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

Practice 3

(1)	가가 각가 각하	(3)	바바 밭바 밭하
(2)	다다 달다 달하 다시 닷사 다자 닷자 닷하	(4)	아하
		(5)	라라
		(6)	마마
		(7)	나나
		(8)	앙아

1	Symbol	Closest English Sound	Short Description
	a ㅏ	'a' in 'father'	short
	ə ㅓ	'u' in 'but'	open
	o ㅗ	'o' in 'for'	rounded, with lips protruded
	u ㅜ	'oo' in 'food'	short with lip-rounding
	i ㅡ	'u' in 'put'	long and unrounded
	i ㅣ	'ee' in 'meet'	short
	e ㅚ	'e' in 'pen'	lower than English 'e'

æ ㅐ	'a' in 'bat'	short
-----	--------------	-------

Practice 4

- |            |                |                   |
|------------|----------------|-------------------|
| 1. /a/ ㅏ   | 2. /ə/ ㅓ       | 3. /o/ ㅜ          |
| 아 'oh'     | 어서 'quickly'   | 오 'a family name' |
| 아이 'child' | 어제 'yesterday' | 오이 'cucumber'     |
| 잘 'well'   | 저 'I'          | 조 'a family name' |
- 
- |                      |             |                   |
|----------------------|-------------|-------------------|
| 4. /u/ ㅜ             | 5. /ɪ/ ㅡ    | 6. /i/ ㅣ          |
| 운 'luck'             | 은 'silver'  | 이 'lice'          |
| 아우 'younger brother' | 의사 'doctor' | 김 'a family name' |
| 구두 'shoe'            | 금 'gold'    | 비 'rain'          |
- 
- |             |            |
|-------------|------------|
| 7. /e/ ㅔ    | 8. /æ/ ㅐ   |
| 네 'yes'     | 애기 'child' |
| 예구 'oh my!' | 배우 'actor' |
| 게 'crab'    | 개 'dog'    |

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

Practice 5

- |                   |             |            |
|-------------------|-------------|------------|
| 1. /k/ ㄱ          | 2. /kk/ ㄲ   | 3. /kh/    |
| 길 'a family name' | 꿈 'dream'   | 키 'height' |
| 고기 'meat'         | 까치 'magpie' | 코 'nose'   |

아가 'baby'                      아까 'a little while ago'      조카 'nephew'  
 국 'soup'                          자꾸 'repeatedly'

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

Practice 6

- |             |                 |                            |
|-------------|-----------------|----------------------------|
| 1. /t/    ㄷ | 2. /tt/   ㅌ     | 3. /th/   ㅈ                |
| 달 'moon'    | 딸 'daughter'    | 탈 'mask' or 'trouble'      |
| 어디 'where'  | 이따 'later'      | 이틀 'two days'              |
| 바다 'ocean'  | 받다 'to receive' | 비탈 'slope'                 |
| 돛 'sail'    | 또 'again'       | 토틈 'particle (in grammar)' |

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

Practice 7

- |             |             |             |
|-------------|-------------|-------------|
| 1. /p/    ㅍ | 2. /pp/   ㅃ | 3. /ph/   ㅍ |
| 발 'foot'    | 빨간 'red'    | 팔 'arm'     |

불	'fire'	뿔	'horn'	풀	'grass'
이발	'hair-cut'	이빨	'tooth'	나팔	'trumpet'
납	'lead'	나쁜	'bad'	높이	'height'

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

Practice 8

1. /c/ ㅈ

잠	'sleep'
저울	'scale'
이제	'now'
어제	'yesterday'

2. /cc/ ㅉ

잠	'spare time'
쪽	'side'
어찌	'how'
어째서	'why'

3. /ch/ ㅊ

참	'truth'
치마	'skirt'
기차	'train'
아침	'morning'

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

Practice 9

1. /s/ ㅅ

살	'flesh'
시	'poetry'
부산	'name of a city'
수술	'operation'

2. /ss/ ㅆ

쌀	'rice'
씨	'seed'
비싼	'expensive'
말씀	'speech'

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

Practice 10

1. /m/ □

말 'horse'

미국 'United States'

이미 'already'

몸 'body'

2. /n/ ㄴ

날 'day'

누이 'sister'

어느 'which'

먼 'far'

3. /ng/ ㅇ

강 'river'

종이 'paper'

방 'room'

성 'castle'

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

Practice 11

1. /l/ □

라디오 'radio'

바람 'wind'

사랑 'love'

결상 'chair'

발 'foot'

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

Practice 12

1. /h/ ㅎ

- |                 |                  |
|-----------------|------------------|
| 하나 'one'        | 오후 'afternoon'   |
| 흐린 'cloudy'     | 은히 'girl's name' |
| 학교 'school'     | 아흔 '90'          |
| 후손 'descendent' |                  |

10	Symbol	Closest English Sound	Short Description
	w before { a 와 ə 워 i 위 e 웨 æ 왜	'wh' in 'what'	Lip rounding
	y before { a ㅏ ə ㅑ o ㅓ u ㅜ e ㅞ æ ㅝ	'y' in 'yet'	palatalizing

Practice 13

1. /w/

- 위 'stomach'  
 원기 'energy'  
 왜 'why'  
 정원 'garden'  
 이월 'February'

2. /y/

- 역 'station'  
 유리 'glass'  
 야구 'baseball'  
 우유 'milk'  
 월야 'moonlight'

## UNIT 1. GREETINGS

BASIC DIALOGUES

## 제 1 과 인사

## (대화 A)

- 안녕
1. 김: 안녕하십니까?
2. 제임스: 네, 안녕하십니까?
- 처음
3. 김: 뵙습니다.  
처음 뵙습니다.
- 김
4. 김 기수  
김 기수입니다.
- 이름
- 저
- 저의, 제
- 저의 이름, 제 이름
- 저의 이름은
- 제임스입니다
5. 제임스: 제 이름은 제임스입니다.
- 선생
- 선생은
- 미국
- 사람
- 미국 사람
6. 김: 선생은 미국 나라입니까?
- 네
7. 제임스: 그렇습니다.  
네, 그렇습니다
- 무엇
- 무엇을
- 하십니까





5. 제임스: 제임스입니다 [it] is James  
 제 이름은 제임스입니다. My name is James. ('As for my name, it is James.')

Kim

6. 김: 선생 teacher; you (polite)  
 선생은 as for the teacher; as for you  
 미국 America; the United States  
 사람 person  
 미국 사람 an American  
 선생은 미국 나람입니까? Are you an American?

James

7. 제임스: 네 yes  
 그렇습니다 [it] is so; [that]'s right  
 네, 그렇습니다 Yes, I am. ('Yes, that's right.')

Kim

8. 김: 무엇 what (thing)?  
 무엇을 what (as direct object)  
 하십니까 do [you] do?  
 선생은 무엇을 하십니까? What do you do? ('As for you, what do [you] do?')

James

9. 제임스: 저는 I (as a topic); as for me  
 학생 student  
 학생입니다 [I] am a student  
 저는 학생입니다 I am a student.

Kim

10. 김: 공부 studying  
 공부합니다 do [you] study?  
 무엇을 공부합니까? What do [you] study?

James

11. 제임스: 한국 Korea  
 말 language; utterance; speech  
 한국 말 Korean (language)  
 공부 합니다 [I] study  
 한국 말을 공부 합니다. [I] study Korean.

(대화 B)

12. 김: 제임스 선생  
제임스 선생, 안녕 하십니까?

13. 제임스: 아  
아, 안녕 하십니까, 김 선생?

14. 김: 잘  
있습니다  
네, 잘 있습니다.

15. 제임스: 요즘  
어떻게  
지나십니까?  
요즘 어떻게 지나십니까?

16. 김: 덕분에  
덕분에 잘 지냅니다.

17. 재미  
어떻습니까  
선생은 재미 어떻게습니까?

18. 제임스: 그저  
그저 그렇습니다.

19. 김: 부인  
부인도, 부인께서도  
부인께서도 안녕하십니까?

20. 제임스: 네, 잘 있습니다.

**Dialog B**

Kim

12. 김: 제임스 선생  
제임스 선생, 안녕 하십니까?

Mr. James  
Good morning, Mr. James

James

13. 제임스: 아  
아, 안녕 하십니까, 김 선생?

oh  
Oh, how are you, Mr. Kim?

Kim

잘

well

14. 김: 있습니다  
네, 잘 있습니다. [there] is; [there] exists  
(Yes) I'm fine. ('I exist well.')
- James
15. 제임스: 요즘  
어떻게  
지나십니까  
요즘 어떻게 지나십니까? these days; lately  
how; in what way  
are [you] getting along?  
How are you getting along these days?
- Kim
16. 김: 덕분에  
덕분에 잘 지냅니다. (at favor)  
I'm doing fine, thank you. ('I'm getting along well at your favor.')
17. 재미  
어떻습니까  
선생은 재미 어떻게습니까? fun; interest  
how is [it]?  
And how are you? ('As for you, how is fun?')
- James
18. 제임스: 그저  
그저 그렇습니다. just  
Just so-so. ('It is just so.')
- Kim
19. 김: 부인  
부인도, 부인께서도  
부인께서도 안녕하십니까? your wife; lady  
your wife also  
How is your wife? ('Is your wife also at peace?')
- James
20. 제임스: 네, 잘 있습니다. She is fine. ('Yes, [she] exists well.')

Additional Greeting Expressions

21.	미안합니다.	{ I'm sorry. Thank you for your trouble.
22.	고맙습니다.	Thank you.
23.	천만에 말씀입니다.	{ You're welcome. Not at all. Don't mention it.
24.	실례합니다.	Excuse me (on leaving, on interrupting).
25.	실례했습니다.	Excuse me (for what was done).
26.	실례하겠습니다.	Excuse me (for what I'm going to do).
27.	안 됐습니다.	That's too bad.
28.	(아니요) 괜찮습니다.	Not at all. ('No, that's all right.')
29.	안녕히 가십시오.	Goodbye (to someone leaving). ('Go peacefully.')
30.	안녕히 계십시오.	Goodbye (to someone staying). ('Stay peacefully.')
31.	또 뵙겠습니다.	{ See you again. So long. I'll see you again.

Notes on Dialogs

*(Numbers correspond to the sentence numbers in the dialogs.)*

- 1.2. The expression 안녕하십니까? ('Are you at peace?!') is a general greeting similar to such English expressions as 'How are you?', 'How do you do?', 'Good morning.', 'Good evening.', etc. It is used for first meetings at any time of the day. The usual responses to 안녕하십니까? are 안녕하십니까? and 네, 안녕하십니까?
3. 처음 뵙습니다. ('I meet you for the first time.') is regularly said by someone who has just been introduced. The response is usually 처음 뵙습니다; 안녕

하십니까?

4. 김 기수 is a full name: the family name 김 plus the given name 기수. Most Korean names consist of three syllables: the first is a family name, the last two are a given name. 저 'I' is the politest equivalent of 나.
6. 선생 means either 'teacher' or polite 'you'. After a family name or a family name plus a given name it is used as a title or term of address like English Mr., Mrs., or Miss. This form of address (i.e. Name + 선생) is most commonly used among or to the teachers of all levels, regardless of age and/or sex, but is also commonly used among and to educated male adults. Mr. 미스터, Mrs. 미시즈, and Miss 미씨, followed by the family name are commonly used by Koreans as forms of address when speaking to equals and young people. These forms of address are not applied to individuals older than or superior to the speaker. A full or last name + 씨 'Mr. \_\_\_\_' occurs for other than the addressee to refer to a male adult of any age, rank or status. A family name + 씨 is also used as a term of address directly to the addressee who is a blue-collar worker.
7. 네, 그렇습니다. ('What you just said is right, that's so.') is used as a response when you agree to the Yes—No question regardless of whether it is negative or affirmative. 아니요, the opposite of 네, means 'What you just said is wrong.' It is used in a parallel way as opposed to 네. Often 네 and 아니요 are used similarly as 'yes' and 'no' in affirmative Yes-No questions but are the other way around in negative Yes—No questions.
- 10.11. When a situation is obvious, the subject or topic in a Korean sentence is usually omitted. For example, (선생은) 무엇을 공부하니까? 'What do you study?'; (나는) 한국 말을 공부 합니다. 'I study Korean.' Note that the subjects or topics in brackets may be omitted in speech. 공부 합니다 'studies' is one of many Korean verbs which are formed from nouns. The noun 공부 'studying' makes a verb (stem) by simply adding another verb (stem) 하 — 'to do', that is, 공부 + 하 -> 공부 하 'to study'. (See Grammar Notes, the Verbals.) Examples:
- |                  |                   |
|------------------|-------------------|
| Kongpu-hamnita.  | '[I] study.'      |
| Kongpu-hamnikka? | 'Do [you] study?' |
12. 제임스 선생, 안녕 하십니까? ('Mr. James, how are you?') and 안녕 하십니까, 제임스 선생? ('How are you, Mr. James?') are freely interchangeable.
15. 요즘 어떻게 지나십니까? ('How do you pass by these days?') is a polite

greeting to someone you know well, to ask him how things are going. The usual responses are 덕분에 잘 지냅니다. ('I pass by well at your favor.') or 그저 그렇습니다. 'Just so—so.'

19. 부인 without being preceded by a name means either 'lady' or 'your wife'. A family name (with or without being followed by a given name) + 선생 (or a title) + 부인 means 'Mrs. \_\_\_\_\_' or 'Mr. so-and-so's wife'. Example:

김 선생 부인                      'Mrs. Kim' or 'Mr. Kim's wife'

21. 미안합니다. is commonly used to apologize, or to express thanks immediately upon receiving something.
23. 천만에 말씀입니다. ('A million words.') is a formal response to 'Thank you.', complimentary statements, and apologies. The English equivalent is 'You're welcome.' or 'Not at all.'
- 24-26. 실례합니다. ('I commit rudeness.'), 실례했습니다. ('I committed rudeness.'), 실례하겠습니다. ('I'll commit rudeness.') are different only in time: present, past, and future, respectively. The proper one depends on the situation. 실례합니다. and 실례하겠습니다. are used interchangeably for what is not done. 실례했습니다. is used for something already done. 'Excuse me.' in English is used generally for all three expressions.
27. 안 됐습니다. 'That's too bad.' ('[It] has not become.') is used to express the speaker's sympathy or regret.
28. (아니요) 괜찮습니다. 'Not at all.' ('(No), that's not bad.') is an informal response to 미안합니다., 고맙습니다., 실례합니다. (or 실례했습니다. or 실례하겠습니다.), or to 안 됐습니다.
- 29.30. When two people part, the one who goes away says 안녕히 계십시오. ('Stay peacefully'), and the one who stays says 안녕히 가십시오. ('Go peacefully'). If both are departing, they both say 안녕히 가십시오.

### GRAMMAR NOTES

#### 1. The Verbals and the Copula

In Korean, inflected words, which may be used by themselves as complete sentences, are called Verbals. Korean verbals are made up of two main parts: Verb Stems + Endings.

Neither of the two main components in a verbal occurs alone. The verbals occur in a variety of forms depending on what endings are added to the verb stems, but the verb stems maintain their shapes, in most instances. Hereafter,

we will call verb stems as well as all members of the inflected class of words Verbs.

In Korean dictionaries, verbs always are listed with the ending -다. For instance, 가다 'to go', 오다 'to come', 먹다 'to eat', 자다 'to sleep', 읽다 'to read'. This is called the dictionary form of a verb. When -다 is dropped from the dictionary form the Verb Stem remains. It is very important to recognize every verb stem because all the inflected forms are based on them.

Examples of Verbals:

(저는) 공부 합니다.	'(I)'m studying.'
(저는) 한국 말을 가르칩니다.	'(I) teach Korean.'
<b>Cal cinamnita.</b>	<b>'[I]'m fine.'</b> ('I pass by well.')
<b>Komaps1mnita.</b>	<b>'(I) thank (you).'</b>

입니다 is a verb: 이 is its stem and -브니다 is its ending. 입니다 and the other inflected forms of 이 (for example, its dictionary form 이다) are used in sentences like 'Noun A is Noun B.' Often Noun A is not stated, but is understood. Thus, the verb stem 이 is equivalent to one meaning of the English verb 'to be'. Notice, however, that the English verb 'to be' is used not only to connect two nouns ('A is B') as in 'I am a teacher', but is also used in sentences like 'A is in such and such a state', as in 'She is beautiful'. The Korean verb 입니다 is used only for 'A is B', never in sentences like 'A is beautiful'. 입니다 is called the Copula; 이 is the stem of the Copula.

The Copula never occurs alone. It is always preceded immediately by a noun and there is no pause between the noun and the Copula.

The Copula is distinguished from other verbals only in that the Copula never occurs as a complete sentence, whereas other verbals may occur as complete sentences. Observe the following Copula expressions:

(저는) 김 입니다.	'(I) am Kim.'
(그 것) 무엇 입니까?	'What is (it)?'
(저는) 미국 사람 입니다.	'(I) am an American.'
(제임스 는) 학생 입니다.	'(James) is a Student.'

## 2. Particles 은/는, 을/를, 에

There is a class of uninflected words in Korean which occurs within a sentence or at the end of a sentence, but never at the beginning of one. These words are never preceded by a pause; they are regularly pronounced as though they were part of the preceding word. All such words are called Particles. Some



particles have only one shape; others occur in either of two shapes determined by the final sound of the preceding word.

(a) IngnIn Ias for', 'in reference to' is a two-shape particle: l3 occurs after a word ending in a consonant and n13 occurs after a word ending in a vowel.

(1) It follows the general topic (often one already under discussion) about which something new or significant is about to be stated or asked.

Examples:

Ca nIn haksmng innita. I am a student.I

Ce l11m In Ceim31 innita. 'My name is James.'

Sanswng In Mikuk salam innikka? 'Are you an American?I

(2) IngnIn also occurs as the particle of comparison following a topic which is being compared: A IngnIn 'A in comparison with (others)' or 'insofar as we're talking about A.' Examples:

Sansang In muss l1 hasimnikka? 'What are YOU doing?'

Ca nIn Yange nIn kongpu—hamnita. 'ENGLISH I am studying.'

(in/nin never follows an interrogative word (i.e. a word that asks a question: 'What?', 'Who?', 'Where?', etc.))

(b) l1(l11 is a two-shape particle: l1 occurs after a noun ending in a consonant and l;; after a noun ending in a vowel. The particle l14l11 singles out the preceding noun as the direct object of the following inflected expression.

Examples:

Muas l1 kongpu-hamnikka? 'Hhat do [you] study?'

Hankuk mal l1 kongpu-hamnita. '[I] am studying Korean.'

Ilpon mal l1 ka11ch1mnita. '[He] teaches Japanese.'

Cungkuk mal l1 mal—hamnita. '[He] speaks Chinese.'

(c) e

When the particle 2 occurs between two nouns, it is called the Possessive Particle. Noun 1 + e + Noun 2 means 'Noun 1's Noun 2' or lNoun 2 of Noun.

1. Examples:

ca 6 l11m 'my name'

hakkyo 6 l11m 'the name of the school'

Kim e chmk 'Kim's book'

3. Nouns and Noun phrases.

Korean nouns are uninflected words, that is, they have only one form. (They do not, for example, reflect the singular—plural distinction as English nouns do.) In Korean two or more nouns often make up noun phrases and are used as though they were one word.

Compare:

(a) Single nouns:

Mikuk 'America', 'the U.S.'

salam 'person', 'man'

mal 'language', 'utterance'

(b) Noun Phrases:

(1) Country name + salam a Nationality

Mikuk salam I(an) American' ('America person')

Yengkuk salam '(an) Englishman' ('Britian person')

Ilpon salam '(a) Japanese' ('Japan person')

Cungkuk salam '(a) Chinese' ('China person')

(2) Country name + mal = language of the country named

Hankuk mal 'Korean (language)' ('Korea language')

Cungkuk mal 'Chinese (language)' ('China language')

Pullanse mal 'French' ('France language')

Yange\* 'English'

Note 1: Place name + mal = dialect

Saul mal 'Seoul dialect'

Pusan mal 'Pusan dialect'

Note 2: Place name + salam : Person of the place named

Nam—Han salam 'South Korean'

Pusan salam 'Pusanian'

Saul salam 'Seoulite'

Nyuyok salam 'New Yorker'

A noun which may occur as a free form is called a Free Noun. Hereafter, any noun or noun phrase which occurs in a position where a free noun can be substituted shall be called a Nominal Expression or simply a Nominal.

...—X...

\* Egggg is a single-word expression for 'English'.

Yangkuk mal ('British language') is rarely used for English.

DRILLS

## A. Substitution Drill

- |                    |   |
|--------------------|---|
| 1. 제 이름은 제임스 입니다.  | My name is James.                               |
| 2. 제 이름은 김 입니다.    | My name is Kim.                                 |
| 3. 제 이름은 기수 입니다.   | My name is Kisu.                                |
| 4. 제 이름은 김 기수 입니다. | My name is Kisu Kim.                            |
| 5. 제 이름은 박 입니다.    | My name is Park (family name).                  |
| 6. 제 이름은 이 기수 입니다. | My name is Kisu Lee (family name + given name). |
| 7. 제 이름은 최 입니다.    | My name is Choe (family name).                  |
| 8. 제 이름은 정 입니다.    | My name is Chung (family name).                 |

## B. Substitution Drill

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. 저는 학생 입니다.       | I am a student.                      |
| 2. 저는 선생 입니다.       | I am a teacher.                      |
| 3. 저는 한국 사람 입니다.    | I am a Korean.                       |
| 4. 저는 미국 사람 입니다.    | I am an American.                    |
| 5. 저는 미국 학생 입니다.    | I am an American student.            |
| 6. 저는 한국 학생 입니다.    | I am a Korean student.               |
| 7. 저는 한국 말 학생 입니다.  | I am a Korean (language) student.    |
| 8. 저는 한국 말 선생 입니다.  | I am a Korean (language) teacher     |
| 9. *저는 미국 말 선생 입니다. | I am an American (language) teacher. |
| 10. *저는 영어 선생 입니다.  | I am an English teacher.             |
| 11. *저는 미국 사람 입니다.  | I am an American.                    |

## C. Substitution Drill

- |                  |                     |
|------------------|---------------------|
| 1. 저는 한국 사람 입니다. | I am a Korean.      |
| 2. 저는 영어 사람 입니다. | I am an Englishman. |
| 3. 저는 일본 사람 입니다  | I am a Japanese.    |
| 4. 저는 중국 사람 입니다  | I am a Chinese.     |
| 5. 저는 독일 사람 입니다  | I am a German.      |
| 6. 저는 프랑스 사람 입니다 | I am a Frenchman.   |
| 7. 저는 서울 사람 입니다  | I am from Seoul.    |

**UNIT 2. FINDING ONE'S WAY AROUND**

BASIC DIALOGUES

제 2 과 길찾기

(대화 A)

- 잠간  
실례  
실례합니다
1. A: 잠간 실례합니다
- 말, 말씀  
좀  
물어봅시다
2. 말씀 좀 물어봅시다.
3. B: 네, 무엇 입니까?
- 대사관  
미국 대사관이  
어디  
어디에  
있습니까
4. A: 미국 대사관이 어디에 있습니까?
- 저기  
저기에  
쪽  
왼쪽  
왼쪽으로  
가십시오
5. B: 저기에 있습니다. 왼쪽으로 가십시오.
- 건물  
저 건물  
학교
6. A: 저 건물 이 학교 입니까?
7. B: 네, 그렇습니다.

# KOREAN BASIC COURSE

## UNIT 2. FINDING ONE'S WAY AROUND

8. A: 대단히  
고맙습니다  
대단히 고맙습니다.

9. B: 아니요  
천만에 말씀  
아니요, 천만에 말씀입니다.

### Dialog A

#### A

1. A: 잠간  
실례  
실례합니다  
잠간 실례합니다

for a moment  
rudeness  
[I] commit rudeness  
Excuse me for a moment.

2. B: 말, 말씀  
좀  
물어봅시다  
말씀 좀 물어봅시다.

word; speech; language  
a little  
let's inquire; let's ask  
May I ask you a question? (Let's inquire a word.)

#### B

3. B: 네, 무엇입니까?

Yes, what is [it]?

#### A

4. A: 대사관  
미국 대사관이  
어디  
어디에  
있습니까  
미국 대사관이 어디에 있습니까?

embassy  
the U.S. Embassy (as subject)  
what place?  
at what place?; where?  
does [it] exist?; is [there]?  
Where is the U.S. Embassy? ('At what place does the U.S. Embassy exist?')

#### B

저기  
저기에  
쪽  
왼쪽  
왼쪽으로  
가십시오

that place; there  
at that place; over there  
side; direction  
the left (side)  
to the left  
(please) go



(대화 B)

10. A: 어메  
시청  
시청이 어메 있습니까?
11. B: 이 건물  
이 건물이 시청입니다.
12. A: 저것  
저것은  
저것은 무엇입니까?
13. B: 그것  
여관  
그것은 여관입니다.
14. A: 어느 것  
백화점  
어느 것이 백화점입니까?
15. B: 옆  
옆에  
시청 옆에  
백화점은 시청 옆에 있습니다.
16. A: 공보  
공보원  
미국 공보원  
미국 공보원은 어디에 있습니까?
17. B: 바로  
앞  
앞에  
바로 앞에  
바로 앞에 있습니다.
18. A: 감사  
감사합니다  
대단히 감사합니다.
19. B: 아니요, 천만에요.



# KOREAN BASIC COURSE

## UNIT 2. FINDING ONE'S WAY AROUND

### Dialog B

10. A: 어메  
시청  
시청이 어메 있습니까?  
B: where  
City Hall  
Where is the City Hall?
11. B: 이 건물  
이 건물이 시청입니다.  
B: this building  
This building is the City Hall.
12. A: 저것  
저것은  
저것은 무엇입니까?  
A: that (thing); the thing over there  
as for that  
What is THAT?
13. B: 그것  
여관  
그것은 여관입니다.  
B: that; it  
inn; hotel  
It's a hotel. ('It's an inn.')
14. A: 어느 것  
백화점  
어느 것이 백화점입니까?  
A: which one  
department store  
Which one is the department store?
15. B: 옆  
옆에  
시청 옆에  
백화점은 시청 옆에 있습니다.  
B: the side  
beside; by  
beside the City Hall; next to the  
City Hall  
The department store is beside the  
City Hall. ('As for a department  
store, it exists beside the City Hall.')
16. A: 공보  
공보원  
미국 공보원  
미국 공보원은 어디에 있습니까?  
A: public information  
information office  
USIS (US Information Service)  
Where is USIS? ('As for USIS, where  
is [it]?')

B

- |     |                |          |                        |
|-----|----------------|----------|------------------------|
|     | 바로             |          | just; right            |
|     | 앞              |          | the front              |
|     | 앞에             |          | in front of; ahead     |
|     | 바로 앞에          |          | right ahead            |
| 17. | B: 바로 앞에 있습니다. |          | [It]'s right up ahead. |
|     |                | <u>A</u> |                        |
|     | 감사             |          | gratitude              |
|     | 감사합니다          |          | [I] thank you          |
| 18. | A: 대단히 감사합니다.  |          | Thanks a lot.          |
|     |                | <u>B</u> |                        |
| 19. | B: 아니요, 천만에요.  |          | No, not at all.        |

### Notes on Dialogs

*(Numbers correspond to the sentence numbers in the dialogs.)*

1. 잠깐 실례합니다. 'Excuse me for a moment.' is usually said when you stop a stranger to get some information.
2. 말씀 좀 물어봅시다. ('Let us ask [you] a word') is often preceded by 잠깐 실례합니다. and is regularly used to a stranger from whom you want to inquire about something, such as directions.
3. 무엇 'what (thing)' is always a free noun. It is never used to modify a following noun.
5. 쪽 'direction' occurs after determinatives (See [Grammar Note 3](#)) or place names. It never stands along. Examples:

이 쪽	'this way'
저 쪽	'that way'
그 쪽	'that way'
학교 쪽	'the direction of the school'
대사관 쪽	'the direction of the embassy'
왼 쪽	'the left'
오른 쪽	'the right'
- 8.18 고맙습니다 and 감사합니다 'Thank you.' are freely interchangeable on any occasion.
10. 어메 'where' is the contracted form of 어디 + 에.

13. 여관 generally refers to 'inns' or 'hotels' of all sizes. However, modern western-style hotels are often called 호텔.
14. 어느 'which', 'what' always occurs before a nominal (free or bound) as a determinative. It never occurs as a free form.
19. 천만에요. 'Not at all.' is the informal equivalent of 천만에 말씀입니다.

GRAMMAR NOTES

1. Formal Polite Speech Sentences

The nucleus of a Korean sentence comes at the end of the sentence. When the nucleus of a normal sentence is a verb, we talk about verb-stems and verb endings. There are several levels and/or styles of speech which show the relationship between the speaker and the person spoken to and/or about. The distinctions of speech level are shown mostly by the inflected forms of verbs.

In all societies, everywhere, when people talk to one another, they give each other signals (gestures, tones of voice, word-choice, etc.) to show that they understand their personal relationship (equality, dominance, subordination) and the situation (polite-casual, formal-informal, etc.). Sometimes, in our democratic society, we like to pretend these things don't exist, but they do. Very few of us can talk to our boss the way we talk to our best friend. In Korean, the personal relationship signals are built into the language.

Formal Polite Speech is the polite style of speech commonly used between adults who do not have a casual relationship. The four forms of Formal Polite Speech verb endings are listed below.

(a) Formal Polite Statement Form: -브니다 ~ -습니다

In Formal Polite Statements, -브니다 is added to a verb stem ending in a vowel; -습니다 to a verb stem ending in a consonant. Examples:

<u>Stem</u>		<u>Verbal</u>	
가-	'to go'	갑니다.	'[I] go.'
오-	'to come'	옵니다.	'[I] come.'
배우-	'to learn'	배웁니다.	'[I] learn.'
공부하-	'to study'	공부합니다.	'[I] study.'
읽-	'to read'	읽습니다.	'[I] read.'
먹-	'to eat'	먹습니다.	'[I] eat.'
알-	'to know'	알니다.	'[I] know.'

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(b) Formal Polite Question Form: -mnikka? ~ -s!lmnikka?

In Formal Polite Questions, -mniŝŝg? is added to a verb stem ending in a vowel, -s!lmninka? to a verb stem ending in a consonant. Compare:

갑니다.	'[I] go.'	갑니까?	'Do [you] go?'
옵니다.	'[I] come.'	옵니까?	'Do [you] come?'
배웁니다.	'[I] learn.'	배웁니까?	'Do [you] learn?'
공부합니다.	'[I] study.'	공부합니까?	'Do [you] sthdy?'
읽습니다.	'[I] read.'	읽습니까?	'Do [you] read?'
먹습니다.	'[I] eat.'	먹습니까?	'Do [you] eat?'

(c) Formal Polite Imperative Form: -sipsiyo ~ —l sigŝiyo

In Formal Polite Requests, -sipsiyo is added to a verb stem ending in a vowel and -l sipsiyo to a verb stem ending in a consonant. Examples:

### ŝŝgm Verbal

ha- 'to do' Hasipsiyo. 'Please do [it].'

ka- 'to go' Kasipsiyo. 'Please go.'

o- 'to come' Osipsiyo. 'Please come.'

mule po- 'to inquire' Mule posipsiyo. 'Please ask.'

l33- 'to exist' l33sipsiyo. 'Please stay.'

ilk- 'to read' Ilkisipsiyo. 'Please read.'

(d) Formal Polite Propositative Form: -psita ~ —lpsita

In Formal Polite Proposals ('Let's \_\_\_'), —psita is added to a verb stem ending in a vowel, and -lpsita is added to a verb stem ending in a consonant. Examples:

<u>Stem</u>		<u>Verbal</u>
ka-	'to go'	Kapsita. 'Let's go.'
kalichi-	'to teach'	Kalichipsita. 'Let's teach.'
mal-ha-	'to speak'	Mal-hapsita. 'Let's speak.'
mule po-	'to inquire'	Mule popsita. 'Let's ask.'
ilk-	'to read'	Ilkipsita. 'Let's read.'

## 2. Particles 이/가, 로/으로, 에

### (a) 이/가

The particle 이/가 singles out the preceding word as the emphasized subject of a sentence; 이 occurs after a word ending in a consonant and 가 after a word ending in a vowel. When the particle 이/가 is added, the subject is emphatic. Observe the location of the emphasis in the English equivalents. Examples:

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학교가 있습니다. 'There is a school.' ('A school exists.')

Ce kenmul i tasakwan imnita. 'That building is the embassy.'

서가 한국말을 배웁니다. 'I am studying Korean.'

(b) 로/으로 'to, toward'

A place nominal + logilo followed by-by-such verbs as Ea: 'to go', 2: 'to come' indicates the direction of the following inflected expression. E2 occurs after a place noun which ends in a vowel and ilg after a noun ending in a consonant. ExampleS:

HakkyO lo kamnita. {[I] go to school.l  
I[I]'m going toward the school.'  
Cip 110 osipsiyo. lPlease come to the house.'  
Wen cook 110 kasipsiyo. 'Please go to the left (side).'

(c) 에 'at', 'on', 'in', 'to'

A place (or location) noun + e indicates that the action of the following inflected expression takes place at the noun. Examples:

Saul i Hankuk e ias1mnita. 'Seoul is in Korea. ('Seoul is in Korea.')

Tasakwan i 3&i\_g iss1mnikka? 'flhggg is the Embassy? ('At what place does the Embassy exist?')

Yekwan in palo aph\_g iss1mnita. 'A hotel is right ahead.'

Chmk il chmksang e tuss31mnita. '[I] have placed (put? the book on the gggg.

### 3. Determinatives

There is a small class of uninflected words in Korean which never occur by themselves but are followed by nominals. Words of this class are called Determinatives. A determinative + a nominal : a noun phrase. In Unit 2, we have the following determinatives: i 'this\_\_\_', 23 'that\_\_\_], g; lthe (or that)\_\_\_', gni 'which\_\_\_', glig 'right\_\_\_', Egg lleft\_\_\_'. Observe the following examples:

i chmk 'this book'

i kes 'this (thing)'

ca salam 'that man'

ca kes 'that (thing over there?)'

k1 konmul 'that ('the') building'

k1 salam 'that man (mentioned previously)'

eni pwkwacem 'which department store'

ani kas 'which one'

olin cook 'the right (direction)!

wen cook 'the left (direction)'

Note that i 'this\_\_\_' and 23 'that\_\_\_' before nominals indicate nominals within the sight of the speaker, while E; Ithat (23 the)\_\_\_' before a nominal refers to a previously mentioned one; glin 'the right\_\_\_' and 323 'the left\_\_\_' occur only before the word 322\$.

#### 4. Post-Nouns: kes, pun, ccok

Egg ('thing'), 222 ('person'), £295 ('side') belong to a small class of Korean nouns which never occur alone but only after such words as determinatives, free nouns, or other modifier classes of words and make up nominal phrases. Words of this class are called Post-Nouns. Examples:

l kas 'this (thing)!

ca pun 'that man (honored)'

kh1n kos '(a) big one!

wen cook 'the left (side)'

#### 5. Imnita and Isaimnita

In Korean there is a distinction between the expression (a) 'A is B' and (b) 'There is an A.' or 'A exists.' In Unit 1, we learned that the copula i- (of which imnita is one inflected form) is used to denote 'Noun A is Noun B.' In contrast to the copula, the verb igg; (of which is51mnita is one inflected form) means '(something) exists.' (See [Grammar Note 1, Unit 1.](#)) Compare:

(a)

(K1 kas in) cheek imnita.. '[It] is a book.'

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I kanmul i hakkyo imnita. I This building is a school.'

Na nin sensang imnita. 'I am a teacher.'

(b)

Chak i 1331mnita. 'There is a book.'

('A book exists.')

Saul e tmsakwan i is51mnita. "There is an Embassy at Seoul.'

('An embassy exists at Seoul.')

Note that a nominal igka + is31mnita preceded by a personal noun as a topic occurs to express that the personal noun has or possesses the nominal.

Examples:

Na nln chmk i is81mnita. II have a book.l

('As for me a book exists.')

Sansmng 1n Hankuk mal sacan 1 'Do you have a Korean dictionary?'

1331mnikka?

Ne, (na nin) sikye ka 1531mnita. 'Yes, I have a watch.'

DRILLS

A. Substitution Drill



**UNIT 3. FINDING ONE'S WAY AROUND (Continued)**

BASIC DIALOGUES

제 2 과 길찾기 (계속)

(대화 A)

여보세요

길

좀

물어보겠습니다

1. A: 여보세요, 길 좀 물어보겠습니다.

어디를

찾습니까

2. B: 네, 어디를 찾습니까?

역

서울역

가는 길

아십니까, 압니까

3. A: 서울역에 가는 길을 아십니까?

똑바로

가십시오

4. B: 네, 똑바로 가십시오.

여기에서

맵니까, 멀습니까

5. A: 여기에서 맵니까?

안 맵니다

가깝습니다

6. B: 아니요, 안 맵니다. 가깝습니다.

7. A: 대단히 고맙습니다.

괜찮습니다

8. B: 아니요, 괜찮습니다.

**Dialog A**

A

여보세요

hello there!; say!

길

street; road; way

좀

a little

물어보겠습니다

I will inquire

1. A: 여보세요, 길 좀 물어 보겠습니다. Excuse me. May I ask you for directions? ('I'll inquire about the street a little.')

B

어디를

where (as direct object)

찾습니까

do [you] look for?

2. B: 네, 어디를 찾습니까? Certainly, where do you want to go? ('What (place) are you looking for?')

A

역

station

서울역

to Seoul Station

가는 길

the way to ('going way')

아십니까, 압니까

do [you] know?

3. A: 서울역에 가는 길을 아십니까? Can you tell me how to get to Seoul Station? ('Do you know the way to Seoul Station?')

B

똑바로

straight ahead, straight

가십시오

(please) go

4. B: 네, 똑바로 가십시오. Go straight ahead.

A

여기에서

from here

맵니까, 멀습니까

is [it] far?

5. A: 여기에서 맵니까? Is [it] far from here?

B

안 멀니다

[it] is not far

가깝습니다

[it]'s near

6. B: 아니요, 안 멀니다. 가깝습니다. No, it's not far. It's near(by).

A

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7. A: 대단히  
고맙습니다  
대단히 고맙습니다.
- very; very much  
I'm grateful  
Thank you very much.
- B
8. B: 괜찮습니다  
아니요, 괜찮습니다.
- [that]'s O.K.  
(No,) Not at all.

(대화 B)

9. 박: 어디에  
가십니까, 갑니까  
어디에 가십니까?
10. 김: 정거장  
정거장에 갑니다.
11. 박: 정거장에서  
하겠습니까  
무엇을 하겠습니까  
정거장에서 무엇을 하겠습니까?
12. 김: 거기  
거기에서  
만나겠습니까  
친구  
거기에서 친구를 만나겠습니까.
13. 박: 누구  
그 친구는 누구 입니까?
14. 김: 그분  
그분을  
제임스 선넝입니다. 그분을 압니까?
15. 박: 모릅니다  
학교 선생  
아니요, 모릅니다. 학교 선생입니까?
16. 김: 아닙니다  
외교관  
아니요, 학교 선생이 아닙니다. 외교관입니다.

**Dialog B**

- 박  
어디에  
가십니까, 갑니까  
9. 박: 어디에 가십니까? in what place; to what place  
do [you] go?  
Where are you going? ('Where do you go?')

김

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- 정거장  
railroad station
10. 김: 정거장에 갑니다. I'[m] go[ing] to the station.
- 박  
at the station; from the station
- 정거장에서  
will you do?  
하겠습니까  
what will you do?  
무엇을 하겠습니까  
What are you going there for? ('What are you going to do at the station?')
11. 박: 정거장에서 무엇을 하겠습니까?
- 김  
that place
- 거기  
at that place; there  
거기에서  
[I] will meet  
만나겠습니다  
friend  
친구  
I'm going to meet a friend there
12. 김: 거기에서 친구를 만나겠습니다.
- 박  
who; what person
- 누구  
Who is he ('that friend')?
13. 박: 그 친구는 누구 입니까?
- 김  
he (honored); ('that person')  
그분  
him (as direct object)  
그분을  
14. 김: 제임스 선생입니다. 그분을 압니까? (He is) Mr. James. Do you know him?
- 박  
[I] do not know  
모릅니다  
(school) teacher  
학교 선생  
15. 박: 아니요, 모릅니다. 학교 선생입니까? No, I don't know [him], Is he a teacher?
- 김  
[he] is not  
아닙니다  
diplomat; foreign service personnel  
외교관  
16. 김: 아니요, 학교 선생이 아닙니다. No, [he] is not a (school) teacher. [He] 외교관입니다. is in the foreign service.

### Additional Expressions for Classroom Use

17. 알겠습니까? Do you understand? ('Will you know?')
18. 네, 알겠습니다. Yes, I understand. ('Yes, I'll know.')

- |     |                   |  |
|-----|-------------------|--|
| 19. | 아니요, 모르겠습니다.      | No, I don't understand. ('No, I'll not know.') |
| 20. | 다시 한번 말씀 하십시오.    | Please say [it] once more.                     |
| 21. | 잊어 버렸습니다., 잊었습니다. | I forgot [it].                                 |

### Notes on Dialogs

*(Numbers correspond to the sentence numbers in the dialogs.)*

1. 여보세요. 'Hello there!' ('Please look here.') is the informal polite equivalent of the less frequently used form 여보십시오. 여보세요. is said only when you try to get the attention of a passerby and is not said as the equivalent of the English greeting expression 'Hi.' or 'Hello.' 여보세요! also occurs regularly when you make and/or receive a phone call.  
길 좀 물어보겠습니다. ('I'll inquire [you] about the street a little.') is used when you ask someone for street directions.
2. The verb stem 역- means 'to look for (something, someone)', 'to find', 'to get (money at the bank)', 'to claim (something)', etc.
3. 서울역에 가는 길을 아십니까? means literally 'Do you know the street which goes to Seoul Station?' The phrase 'place noun + 에 가는 길' is the equivalent of English 'the way to + place noun.'
5. The verb stem in 맙니까? 'Is [it] far?' is 멀-. 르 in 멀- is dropped when either -읍니다 or -읍니까 ending is added to the stem.
13. 누구 'who' or 'what person' is a noun. When 누구 is used as the subject of a sentence, with the particle 이/가, it has the irregular form 누가. When other particles follow, the full form 누구 occurs. For example, 누구를 'whom', 누구와 'with whom', 누구에게 'to whom', 에게 'whose', etc.
14. 그분 'he (honored)' is the politer equivalent of 그 사람 ('that person'). 사람 is a free noun, whereas 분 occurs only as a post-noun.
15. The verb stem 모르- 'do not know' is the negative of the verb stem 알-; 'know'. When one of the -읍니다, -읍니까, 읍시다 and -으십시오 endings is added to the stem 알-, 르 is dropped and is not pronounced.

GRAMMAR NOTES

1. Verbs: Action vs. Description and Intransitive vs. Transitive

Korean verbs fall into two main classes: Action Verbs and Description Verbs.

An action verb is used in sentences like 'X does something' or 'X takes a certain action', whereas a description verb is used in sentences like 'X is in such and such a state'. A Korean action verb corresponds generally to an English verb; a Korean description verb, to English 'be + adjectival'.

The only difference between action and description verbs is that most description verbs do not occur in either propositative or imperative sentences. Otherwise, the forms of description verbs are similar to those of action verbs.

Korean verbs are further classified into another two main classes: Transitive and Intransitive. A transitive verb is one which may be preceded by an object, that is, noun + 111111 may precede the verb. There is no change in the verb itself. An intransitive verb is one which is never preceded by an object. Both transitive and intransitive verbs may be preceded by an emphasized subject, that is, noun + igka.

All description verbs are intransitive verbs; most action verbs are transitive, but some are intransitive and others are both transitive and intransitive.

Examples:

Group 1 (intransitive verbs)

Hakkyo ka kakkap51mnita. 'The school is near.'

Chsk i cohs1mnita. 'The book is good.'

Yaki esa tasakwan i mefliimnikka? 'Is the embassy far from here?'

Haksang i kongpu-hamnita. 'The student is studying.'

Hakkyo ka sicak-hamnita. 'School begins.'

Group 2 (transitive verbs)

Yanga 111 pgumnita. '[I]'m learning English.'

Hankuk mal 11 ka11chimnita. '[I]'m teaching Korean.'

Yenge chmk 11 i§12k1mnita. '[I] read an English book.'

Hakkyo 111 sicak—hamnita. '[I] begin school.'

Note that inflected forms (e.g. Iverbals') may occur as complete sentences. In

Korean when the context or situation is clear as to the subject and/or topic of a sentence, the speaker often omits the subject or the topic, and the sentence consists of the verbal alone, or the verbal plus its modifiers and/or objects. The topic/subject in the following examples may be omitted. Examples:

(Senseng in) ati e kamnikka? 'Where are (you) going?'

(Cs nin) hakkyo e kamnita. '(I) am going to school.'

Ne, (hakkyo ka) mamnita. 'Yes, [it] ('the school') is far.'

## 2. Future Tense in Korean

Tenses in a Korean sentence are indicated in verbals. The form *-kess-* is infixed between the verb stem and the verb ending to mark the future tense. There is a small class of forms which occur after verb stems but always before verb endings. We shall call them Verb Suffixes. The form *-kess-* is called the Future Tense Suffix. When a verbal is a statement sentence and includes *-kess-*, it indicates the speaker's intention for the future. If the verbal which includes *-kess-* is a question sentence, the speaker asks the addressee about his future intention or opinion. If the subject or the topic of the sentence is other than the speaker or the addressee, the sentence which includes *-kess-* denotes an opinion or presumption about the subject or the topic in the sentence. Examples:

(Ce nin) hakkyo e kakgggimnita. 'I will go to school.'

(Ce ka) Yanga l l l paukgggimnita. 'I will study English.'

(Senswng in) muss l l hakgggimnikka? ('What are you going to do?' 'What will you do?')

Chinku l l l mannakggsimnikka? 'Are you going to meet a friend?'

Hakkyo ka kakkapkessimnikka? 'Will the school be near (do you think)?'

Kim Sansmng i cip e isskgggimnita. 'Mr. Kim must be home (I suppose).'

## 3. Honorifics

Whenever the subject and/or the topic in the sentence is honored, a verb suffix *-§l)si-* is added immediately after the verb stem. We shall call the suffix — *§lZsi-* the Honorific Suffix. When *-§l!si-* and other suffixes such as the future tense suffix *-kess-* occur in the same verb, the honorific suffix *-§l)si-* always precedes other suffixes. In an inflected form the honorific suffix is not used if the subject in the sentence is inferior to the speaker. Note that the speaker never honors himself, that is, the suffix *~§l)si-* in a verbal does not occur when the subject and/or the topic is the speaker. *:§§;* occurs after a stem ending in a vowel; *zisi:* after a stem ending in a consonant. Compare:



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- a. sti e kamnikka? 'Where are [you] going.'  
eti e kasimnikka? 'Where are [you] going?' (H)  
ati e kasikessunnikka? 'Where will [you] go?' (H)
- b. Muss 11 hamnikka? 'What do [you] do?'  
Muss 11 hasimnikka? 'What do [you] do?' (H)  
Muss 11 hasikessimnikka? 'What will [you] do?' (H)
- c. Kim Ssnsmng i kalichimnita. 'Mr. Kim's teaching.I  
Kim Sansmng i kalichisimnita. 'Mr. Kim's teaching.I (H)  
Kim Ssnsng i kalichisikessimnita. 'Mr. Kim will teach (I think).' (H)
- d. 09 salam 1n Yange 111 paumnita. 'He's learning English.'  
Ca salam 1n Yanga 111 Pausimnita. 'He's learning English.' (H)  
Ce salam 1n Yange 111 pmusikessimnita. 'He will learn English.' (H)

#### 4. Negative 안

There are two ways of expressing negation in Korean statement and question sentences. One simple way is the use of the word an immediately before an inflected expression. However, with some verbs, 3g does not normally occur; another form of negation is used. (See Unit 4.) Compare:

- a. Hakkyo e kamnita. 'I go to school.'  
Hakkyo e an kamnita. 'I don't go to school.'
- b. Kim Ssnssng i omnita. 'Mr. Kim's coming.I  
Kim sensang i an omnita. 'Mr. Kim is not coming.'
- c. Ne, kalichimnita. 'Yes, [I] teach.'  
Aniyo, an kalichimnita. 'No, [I] don't teach.'

#### 5. Particle 에서 'from', 'at', 'in', 'on'

A place nominal + 에서 denotes either dynamic location or point of departure for the following inflected expression depending on what verb follows after it. Examples:

- Ce nin Saul ess omnita. 'I'm coming from Seoul.'  
Hakkyo ka cip esa mamnita. 'The school is far from the house.'  
Uli n1n Eyesil ese kongpu-hamnita. 'We study in the classroom.'  
Ceggkacagg esa chinku 111 mannakessimnita. 'I'll meet a friend at the station.'  
Kim Sensang i Saul ese il—hamnita. 'Mr. Kim works in Seoul.'

Compare the above construction with place nominal + e in Unit 2. Before issimnita 'exists', a place nominal + 에 may occur but not a place nominal + 에서.

## KOREAN BASIC COURSE

### UNIT 3. FINDING ONE'S WAY AROUND

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#### 6. Particle 에 'to'

A place nominal + e followed by either 가 'to go' or 오 'to come' indicates the direction of the action of the inflected expression. Compare 3 with 101110 in Unit 2, Grammar Note 2. Observe the examples:

Ca nin hakkyo e kamnita. 'I'm going to school.'

Ca e cip e oSipsiyo. 'Please come to my house.'

Cangkacang e kakesmmikka? 'Will you go to the station?'

Kim Sensmng in Mikuk e an omnita. 'Mr. Kim is not coming to America.'

DRILLS

A. Substitution Drill

## UNIT 4. SHOPPING

BASIC DIALOGUES

## 제 2 과 물건사기

## (대화 A)

- 어제  
갔습니까
1. 이: 김 선생, 어제 어디에 갔습니까?
- 시내  
상점  
갔었습니다
2. 김: 시내 상점에 갔었습니다.
- 샀어요
3. 이: 무엇을 샀어요?
- 용품  
일상 용품
4. 김: 일상 용품을 좀 샀습니다.
- 오늘  
또  
가겠어요  
안 가겠어요
5. 이: 오늘은 시내에 또 안 가겠어요?
- 글쎄  
글쎄요  
책방  
들르겠습니다  
좀
6. 김: 글쎄요. 나는 책방에 좀 들르겠습니다.
- 그럼  
같이  
나와  
나와 같이  
갑시다

7. 이: 그럼, 나와 같이 갑시다.  
         그럼시다  
         그러합니다  
         사겠어요
8. 김: 네, 그럼시다. 선생은 무엇을 사겠어요?  
         나도  
         보겠습니다  
         값  
         비싸니까?
9. 이: 나도 책을 좀 보겠습니다. 책 값이 비싸니까?  
         그리  
         비싸지 않습니다  
         쌉니다
10. 김: 아니요, 그리 비싸지 않습니다. 쌉니다.

**Dialog A**

Lee

- 어제 yesterday  
 갔습니까 did [you] go?
1. 이: 김 선생, 어제 어디에 갔습니까? Where did you go yesterday, Mr. Kim?

Kim

- 시내 downtown  
 상점 store  
 갔었습니다 [I] went; [I] had gone
2. 김: 시내 상점에 갔었습니다. [I] went to a store downtown.

Lee

- 샀어요 did [you] buy?  
 무엇을 샀어요? What did [you] buy?
3. 이: 무엇을 샀어요?

Kim

- 용품 necessary goods  
 일상 용품 daily necessities
4. 김: 일상 용품을 좀 샀습니다. [I] bought some daily necessities.

Lee

- 오늘 today  
 또 again

- 가겠어요  
안 가겠어요
5. 이: 오늘은 시내에 또 안 가겠어요? Are you going downtown again today?  
(‘Will you not go downtown again?’)

Kim

- 글쎄 }  
글쎄요 }  
책방  
들르겠습니다  
좀
6. 김: 글쎄요. 나는 책방에 좀  
들르겠습니다. well; maybe  
bookstore  
[I]’ll stop by  
a little; a little while  
Maybe. I’ll stop by a bookstore (for a  
while).

Lee

- 그럼  
같이  
나와  
나와 같이  
갑시다
7. 이: 그럼, 나와 같이 갑시다. if so; then  
together  
with me  
(together) with me  
let us go  
Then, let’s go together.

Kim

- 그럽시다 }  
그러합니다 }  
사겠어요
8. 김: 네, 그럽시다. 선생은 무엇을  
사겠어요? let’s do so  
will you buy?  
Let’s (do so). What are you going to buy?

Lee

- 나도  
보겠습니다  
값  
비싸니까?
9. 이: 나도 책을 좀 보겠습니다.  
책 값이 비싸니까? I also; me too  
I’ll see [it]; I’ll look at [it]  
price  
is [it] expensive?  
I would like some books, too. (I’ll also see  
books a little.) Are books expensive?

Kim

- 그리  
비싸지 않습니다  
쌉니다
- so; like that  
[it] is not expensive  
[it] is cheap

10. 김: 아니요, 그리 비싸지 않습니다. No, [they]'re not so expensive. [They] are  
쌉니다. [fairly] cheap.

## (대화 B)

- 어서  
오십시요  
어서오십시요
11. 점원: 어서오십시요, 무엇을 사시겠습니까?
- 여기에서  
수건  
팝니까, 팔읍니까
12. 이: 여기에서 수건을 팝니까?
- 색  
무슨 색  
원하세요
13. 점원: 네, 팝니다. 무슨 색을 원하세요
- 노란색  
좋아합니다
14. 이: 노란 색을 좋아합니다. 노란 것이 있어요?
- 여러 가지  
어떻습니까
15. 점원: 여러 가지가 있읍니. 이것이 어떻습니까?
- 얼마  
좋습니다
16. 이: 네, 좋습니다. 그것 얼마입니까?
- 오십  
오십 원
17. 점원: 오십 원에 팝니다
- 하나  
주십시요
18. 이: 그것 하나 주십시요.
19. 점원: 네, 여기(에) 있습니다.



**Dialog B**

Shop Assistant

- |         |                     |   |
|---------|---------------------|---|
|         | 어서                  | quickly; (please)   |
|         | 오십시요                | come!   |
|         | 어서오십시요              | (welcome!); come in   |
| 11. 점원: | 어서오십시요, 무엇을 사시겠습니까? | Please come in. May I help you? ('What would you like to buy?') |

Lee

- |        |               |  |
|--------|---------------|--|
|        | 여기에서          | here; at this place                                    |
|        | 수건            | towel  |
|        | 팝니까, 팔습니까     | do [you] sell?   |
| 12. 이: | 여기에서 수건을 팝니까? | Do you carry towels here? ('Do you sell towels here?') |

Shop Assistant

- |         |                    |  |
|---------|--------------------|--|
|         | 무슨 색               | what sort of color   |
|         | 원하세요               | do [you] want?   |
| 13. 점원: | 네, 팝니다. 무슨 색을 원하세요 | Yes, we do. What color would you like? ('What sort of color do you want?') |

Lee

- |        |                         |   |
|--------|-------------------------|---|
|        | 노란색                     | yellow color  |
|        | 좋아합니다                   | [I] like; [I] prefer  |
| 14. 이: | 노란 색을 좋아합니다. 노란 것이 있어요? | ('[I] like yellow color.') Yellow, please. ('Do you have yellow ones?') |

Shop Assistant

- |         |                          |   |
|---------|--------------------------|---|
|         | 여러 가지                    | several kinds; many kinds   |
|         | 어떻습니까                    | how is [it]?  |
| 15. 점원: | 여러 가지가 있습니다. 이것이 어떻게습니까? | We have several kinds. How do you like this one? ('How is this one?') |

Lee

- |        |                    |                                  |
|--------|--------------------|----------------------------------|
|        | 얼마                 | how much                         |
|        | 좋습니다               | [that]'s good                    |
| 16. 이: | 네, 좋습니다. 그것 얼마입니까? | Oh, that's nice. How much is it? |

Shop Assistant

오십	50
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Notes on Dialogs

(Numbers correspond to the sentence numbers in the dialogs.)

2. 시내 (the inside of city) originally meant any part of a city which had walls around it. Today, it refers to the downtown area in general.
3. 샀어요? 'Did [you] buy?' is the informal polite equivalent of the formal polite form 샀습니까?
5. 또 'again', 'also', 'too', is an adverb which occurs before a sentence, a verbal, or other words of a modifier class.
6. 글썄요. 'Well..' is a kind of hesitating response to or comment upon someone's question, statement, suggestion or command.
9. 책 값 'the price of the book' is a noun phrase which literally means 'book price'. 값 'price' occurs after certain nouns. For example, 집값 kaps 'the rent' or 'the price of a house', 버스 값 'bus fare', 음식 값 'food price'.
10. 그리 before verbs or words of a modifier class in a negative statement means '(not) so', '(not) very' or '(not) that'. In propositative, imperative and question sentences, it means 'like that', 'such a' or 'in such a way'.
11. 어서오십시오. ('Come quickly.') is a general greeting expression for welcoming; it is commonly used by business people to customers.
12. 여기에서 X을/를 팝니까? ('Do you sell X here?') is one common way of asking store clerks a certain item you want to buy. 여기에서 X이/가 있습니까? ('Do you have X here?' or 'Is there X here?') is another common question in such a situation. The stem of 팝니까? 'Do [you] sell?' is 팔-.
13. 무슨 'what sort of', 'what', occurs before a noun and asks about the type or the characteristics of the noun: 무슨 책 'what kind of book', 무슨 말 'what language', 무슨 사람 'what kind of person', 무슨 집 'what type of house', 무슨 차 'what kind of car'.
14. 노란 'yellow', 하얀 'white', 파란 'blue', 까만 'black', 빨간 'red', are all modifier class words formed from the verb stems 노라- 'to be yellow', 하얀- 'to be white', 파란- 'to be blue', 까마- 'to be black', 빨가- 'to be red', by the addition of the modifier ending -ㄴ/은/는 (See Unit 5). The verb stem 좋아하- 'to like' has an unpredictable negative form: 싫어하- 'to dislike'.
15. 여러 'several', 'many' ('more than a few but not too many in number') is a numeral which may occur before free or post nouns only as a determinative: 여러 가지 'many kinds', 여러 사람 'several people', 여러 분 'many people (H)'. 가지 'kind' occurs only as a post-noun preceded by numerals of Korean origin and never occurs after other modifiers. Examples:

여러 가지	'several kinds'
한 가지	'one kind'
두 가지	'two kinds'

세 가지

'three kinds'

In the verbal 어떻습니까? 'How is [it]?', 어떻- 'how is' is its verb stem, of which inflected forms are used only as question words. Most Korean question words are either nouns or adverbs.

16. The verb stem 좋 'to be good', 'to be nice', 'to be O.K.', has as its antonymous verb stem 나쁘- 'to be bad'. 얼마입니까? 'How much is [it]?' is a fixed expression when you ask about the price of something. 얼마 'how much' occurs always as a noun and is never used as a modifier.

### GRAMMAR NOTES

#### 1. Informal Polite Speech

We noticed in the Grammar Notes of Unit 2 that Formal Polite Speech is a level and/or style of speech. In standard Korean, there is another style and/or level of speech which is no less polite than the Formal Polite but is considered more casual and friendly. This style of speech is called Informal Polite Speech. Usually both styles are mixed in one's speech, but in general women tend to use more informal polite speech than men. Informal Polite Speech is often called 13 speech style, because any sentence which ends in the particle 19 is Informal Polite Speech. Regardless of the sentence type (i.e. statement, question, imperative, propositative), yo at the end of an utterance is the sign that is an Informal Polite sentence.

When the particle yo occurs immediately after a verb which does not have a verb-ending but is inflected from the stem in a certain form ending in a vowel, the inflected form which precedes yo is called an Infinitive. Note that an infinitive is a word, whereas a verb stem is not a word. An infinitive is formed from a verb stem by a certain phonetic change at the end of the stem.

Infinitives are formed not only from verb stems but also from verb stem plus suffix(es), that is, verb stem + ills; + (tense suffixes) can be made into infinitives by adding a at the end of the suffixes. For example, the verb stem ha- 'to do' + (suffixes) can have the following kinds of infinitive:

해 (or 하요), hasieo (or hase), hakesseo, haesseo (or hayeosseo), hasikesseo, hasiassa, etc.

For the time being, however, our term Infinitive refers to the inflected form without any suffix. 12 may be added to the infinitive to make an informal polite speech present form. The verbs we have had so far are listed below.

Compare:

Formal Polite

Informal Polite

<u>Translation</u>	<u>Stem</u>	<u>Present statement</u>	<u>Present</u>
'to do!	ha-	hamnita	hm yo
'to study'	kongpu—ha-	kongpu—hamnita	kongpu-hm yo
'to pass by'	cina-	cinamnita	cina yo
'to exist'	iss-	l35l mnita	issa yo
'to learn'	pmu-	peumnita	pane yo
'to teach'	kalichi—	kalichimnita	kalichia yo
'to read'	ilk-	ilk(s) l mnita	ilka yo
'to ask'	mule po-	mule pomnita	mule pwa yo
'to go'	ka-	kamnita	ka yo
'to be so'	kilah-	kiléhsimnita	kllahm yo <u>or</u> kilm yo
'to know'	a(l)-	amnita	ale yo
'to look for'	chac-	chac(s) l mnita	chaos yo
'to be far'	me(1)-	mamnita	male yo
'to meet'	manna-	mannamnita	manna yo
'to come'	오-	omnita	wa yo
'to buy'	sa-	samnita	sa yo
'to stop by'	t l l l l-	tillimnita	tille yo
'to look at'	po-	pomnita	pwa yo <u>or</u> poa yo
'to be expensive'	pissa-	pissamnita	pissa yo
'to be cheap'	ssa-	ssamnita	ssa yo
'to sell'	pha(1)-	pha(1 l)mnita	phala yo
'to like'	cohaha-	cohamnita	cohahm yo
'to want'	wenha-	wanhamnita	wanna yo
'to be good'	coh—	cohslmnita	coha yo
'to give'	cu-	cumnita	cue yo

Note that the verbs which occur hereafter will be treated individually for the formation of Infinitives. Refer to the following rules and the glossary at the end of the book for the infinitive form of each verb.

Observe the following regularities in forming infinitives from verb stems. Do not try to memorize the rules at this point; rather it is simpler to memorize each inflected form as a separate word. It is not necessary to memorize the verbs listed below. Add 요 to the infinitive to make informal polite speech:

a. Stems ending in 아 or 어 do not change:

가-	가요	'goes'
사-	사요	'buys'
서-	서요	'stands'

Exception:

하-                      하요 or 해요                      'does'

b. Stems ending in g, g or we have alternative forms:

ms-                      ma yo or mas yo                      'ties'  
 twe-                      twe yo or twee yo                      'becomes'

c. Stems ending in g change 'g' to Ea:

o-                      wa yo                      'comes'  
 po-                      pwa yo                      'sees'

d. Stems ending in i change i to g:

khi-                      khe yo                      'is big'  
 ssi-                      sse yo                      'writes'

e. Stems ending in 3 add 2:

cu-                      cue yo                      'gives'  
 tu-                      tus yo                      'places'

f. The copula stem i— changes to iii or iii.

g. Stems ending in i have three alternatives:

swi-                      swia yo gr swiye yo                      'rests'  
                                  or swye yo  
 masi-                      masie yo 2; masiye yo                      'drinks'  
                                  or masya yo  
 kitali-                      kitalie yo gr kitaliye yo                      'waits (for)'  
                                  or kitalye yo  
 kallchi-                      kalichia yo or kalichiye                      'teaches'  
                                  yo or kalichye yo

h. Stems ending in consonants: these are divided into several groups on the basis of the morphophonemic changes of the final sounds.

Most consonant stems belong to Group 1, and are called gradding stems; Group 2 stems are called gradding stems; Group 3, pgrreplacing stems; Group 4, 1-dropping stems; Group 5, 1-doubling stems. Note that there is a small number of verbs which are not classed into one of the 5 groups. They will be treated separately as irregular verbs.

Group 1

meok- make yo 'eats'  
 cuk- cuka yo 'dies'  
 cap- cape yo 'holds'

ip- ipe yo 'wears'  
 nelp— nalpa yo 'is wide'  
 pis- pisa yo 'combs'  
 iss- isse yo 2; isse yo 'exists'  
 aps- epsa yo 'does not exist'  
 pss- pasa yo 'takes off (clothes, hats, shoes)'  
 alh- alha yo 'aches', 'gets sick'

Group 2

cop- copa yo 'is narrow'  
 noph- nopha yo 'is high'  
 pokk— pokka yo 'roasts (beans)'  
 noh- noha yo 'places', 'puts'

Group 3

swip- swiwe yo 'is easy'  
 elyep- alyewe yo 'is difficult'  
 kakkap- kakkawe yo 'is near'  
 allmtap- allmtawa yo 'is beautiful'

Group 4

ma(l)- male yo 'is far'  
 ki(l)- kila yo 'is long (in length)'  
 a(l)- ale yo 'knows'  
 sa(l)- sale yo 'lives'  
 mantl(l)- mantlla yo 'makes'

Group 5

moli— molla yo 'does not know'  
 tali- talla yo 'is different'  
 puli- pulls yo 'calls'  
 hili- hills yo 'flows'

2. Past Tenses

A past tense form of a Korean verb denotes either 'something was in such state' or 'something which has been done', or 'someone took such and such action'.

There are two past tenses in Korean: Simple Past and Remote Past. The simple past designates any action or description which has been finished before the speech takes place. The remote past denotes an action which was done or

happened a relatively long time ago, or a description of a condition which ended a relatively long time ago. The remote past also is used to indicate the more remote of two or more past actions or descriptions occurring in the same context.

Past tenses in Korean are formed by infixing the suffixes -(a| ea ya)SS- for the Simple Past and —(a| sa yelsssss- for the Remote Past between verb stems and endings. We shall call the suffixes the Past Tense Suffixes. Depending on the final sound of a verb stem, a certain vowel change takes place between verb stem and the past tense suffix. The verb element preceding —ss§ess)- is identical with the infinitive form, so it may be simpler to consider that the past tense is formed by infixing -ss§ass)- between infinitive and ending.

Compare:

F. P. Inf. P. F.P. Inf.P.

Stem Present Present gait P§§E\_

'to do' ha- hamnita hm yo hmsslmnita hasse yo

'to go' ka- kamnita ka yo kassimnita kassa yo

'to come' O- omnita wa yo wassimnita wasse yo

'to see' po- pomnita pwa yo pwasslmnita pwassa yo

'to buy' sa- samnita sa yo sas5lmnita sasse yo

'to be cheap' ssa- ssamnita ssa yo ssassimnita ssasse yo

'to be expensive' pissa- pissamnita pissa yo pissassimnita pissa yo

'to pass by' cina— cinamnita cina yo cinasslmnita cinasss yo

'to want' wenha- wsnhamnita wanna yo wsnhwsslmnita wenhwsse yo

'to give' cu- cumnita cue yo cuesslmnita cuesse yo

'to meet' manna- mannamnita manna yo mannasslmnita mannasse yo

'to exist' iss- issimnita iss yo isses3lmnita issesse yo

'to read' ilk- ilksimnita ilka yo ilkessimnita ilkesse yo

'to be far' me(l)- msmnita male yo males5lmnita melasse yo

'to know' a(l)~ amnita ale yo alesslmnita alesse yo

'to be near' kakkap— kakkapsimnita kakkawe yo kakkawessimnita kakkawesse yo

'to be different' tali- talimnita talla yo tallassimnita tallasse yo

'not to know' moli— molimnita molla yo mollaSSimnita mollassa yo



3. Particle 도

도 is a one-shape particle, which following a noun or another particle means 'also' or 'too' in an affirmative sentence; '(not) either' in a negative sentence. When 도 occurs after the object, topic, or emphasis subject of a sentence, the particles ingnin, 111111, igka respectively are dropped.

Examples:

Na to amnita. 'I know [it], too.'

I kss to chwk innikka? 'Is this also a book?'

Ilpon mal to pwwesslmnita. '[I] have studied Japanese also.'

Kim Senswng to molimnita. 'Mr. Kim doesn't know [it], either.'

4. Particle 와 'with', 'and'

와 occurs after a word ending in a vowel; 과 after a word ending in a consonant. It occurs in the following two constructions:

a. Personal noun + 와 means 'with the P. N.'

Examples:

Na 와 (kathi) kapsita. 'Let us go with me.'

Chinku 와 mannasslmnita. '[I] met with a friend.'

Kim Ssnswng 과 okesse yo. 'I'll come with Mr. Kim.'

b. Noun 1 + 와 + Noun 2 means 'N 1 and N 2'

Examples:

chmk 과 yanphil 'a book and a pencil'

hakkyo 와 cip 'a school and a house'

5. -지 + 않습니다

-ci is a verb ending which is added to a verb stem, or to a verb stem plus other suffix(es). Hereafter, we shall call such a verb form the 2; form. The 2; form is an inflected word which occurs before a small class of words. The verb 안- 'not' occurs only after the 21 form and is used to mean the verb in the 31 form is in negative. The distinction of tenses, levels of speech may be made in the verb 안-.

Compare:

Kaci anh(s)imnita. '[I] don't go.'

Kaci anh(s)lmnikka? 'Don't [you] go?'

Kaci anhkessimnita. 'I will not go.'

Kaci anhsssimnita. 'I did not go.'

Kaci anhe yo. '[I] don't go.'

Kaci anhkesse yo. '[I]'ll not go.'

Kaci anhssa yo. '[I] didn't go.'

## 6. Numerals

In Korean, there are two series of numbers, both of which occur either as free nouns or before a special class of nouns called Counters. One of the two series of the Korean numbers was borrowed from Chinese characters; the other is of Korean origin. The counters are a class of words which occur only as post-nouns preceded by numbers. Some counters occur after the character numbers; some occur after the numbers of Korean origin; others occur after both sets of numbers. Therefore, it is important to know which series of numbers a certain counter goes with. For example, the counter Egg 'Korean monetary unit' occurs only after the character numbers as do all other monetary units, whereas the counter gal 'year(s) old (age counter)' occurs only with the numbers of Korean origin. Some counters like 5333 'book counter' occur after both series. In Unit 4 we have the numbers of the Chinese character origin, and in Unit 5 the numbers of Korean Origin are listed. When the numbers of Korean origin are used as modifiers, the final sounds of the first four are dropped, thus making \$332 'one' 235, Egg 'two' 23, Egg 'three' as, Egg 'four' he. Others do not change (See Unit 5).

DRILLS

A. Substitution Drill