This book, *Modern Korean: An Intermediate Reader*, is intended to give the student of modern Korean sufficient knowledge of a variety of styles and expressions of both written and spoken Korean. The material has been developed for use in an intermediate Korean course at the University of Southern California. It is assumed that students will come to this book with a fairly good knowledge of basic Korean.

My overriding concern while writing this book has not only been to provide students with an aid for acquiring language skills but also to acquaint them well with the cultural background of Korean society. I have tried to include here as many topics as possible that are related to Korean culture.

Students will definitely improve their reading and speaking skills through the study of this text. However, it would be over-optimistic to think that after completing this book they would be able to freely read any material written in the Korean language. Exposing oneself to a wide range of literature is necessary to further develop familiarity with different styles, different usage of vocabulary, various expressions including idioms, and the use of different structural patterns.

The study of a course like *Modern Korean* will be conducted mostly in the classroom; therefore it is the responsibility of each student in the classroom to make an independent effort to improve. *Modern Korean* may be used on a five-hour-per-week class over two academic semesters. There are 24 lessons in the book. The lessons fall into two groups of twelve lessons each, the first group being easier than the second in the progress of learning. Each lesson consists of a main text, a dialogue, the usage of new words, structural patterns, substitution drills, grammar drills, exercises, and a list of vocabulary. The second half of the book (Lessons 13–24) includes a section of Chinese characters in each lesson.

1. **Main Text.** The main text serves as the core of each lesson, and it is written in an expository or a descriptive prose style, sometimes mixed with a conversational style. Each text contains an essay or a story, which incorporates useful words or expressions, and patterns. The student may study the text either visually or orally. In whichever manner he or she does, he or she is meant to read the text fluently with the understanding of its meaning after studying each lesson.

2. **Dialogues.** After each main text, a dialogue is given as a supplement. The content of the dialogue is related to either the content or the topic of the main text. Although the inclusion of the dialogue in the lesson is to improve the student's ability in spoken Korean, it is not required that students memorize and produce it, since the dialogue is considered as supplementary material. It will be enough for the student to
at least recognize and understand the dialogue in each lesson, if there is not enough time to study it in depth in class.

3. **The Usage of New Words.** From the vocabulary list in each lesson, useful words or expressions are selected and each is presented in two sample sentences illustrating its usage. The purpose of this section is to get students acquainted with how a new word or expression is used. The definitions of difficult words are provided within this section to aid students' comprehension. This section can either be studied by students alone for the improvement of Korean or used by the instructor to explain the usage of new words along with structural patterns. As an aid to students' self-study, English translations of the example sentences from lessons 1–12 are given at the end of this textbook.

4. **Structural Patterns.** A brief structural explanation and other explanations about the use of a particular expression are given in this section. This section may be studied either separately or together with the main text in a lesson. In the latter case, the instructor may use the section in order to explain the patterns or useful expressions in the main text. Since examples of pattern sentences for a given structural pattern are given to aid students to master the language rapidly, they should be memorized by students. The first example is provided with a translation for every pattern in this section.

5. **Substitution Drill.** Some patterns chosen from the section of structural patterns are intended for students to practice the usage of those patterns. Students practice substitution drills according to the instructions and examples given.

6. **Grammar Drill.** This section is designed primarily to practice verb conjugation, verb or noun compound formation, and word derivation. Many of the problems in this drill are familiar from the study of beginning Korean. However, they are reintroduced in this section to reinforce a mastery of complex grammatical mechanisms in word and phrase levels.

7. **Exercises.** The section of exercises consists of (1) answering questions, (2) translation of English sentences into Korean by using given patterns, (3) the completion of a dialogue with students' own ideas, (4) aural presentation, (5) the construction of a dialogue and its aural presentation, and (6) a short composition. The first exercise, answering questions, is designed to ensure that students understand the content of the main text and improve their skills in composing sentences. The second exercise, translation, aims to develop students' ability to construct sentences with given patterns. The third exercise is a task to complete a short dialogue consisting of four lines of sentences, of which the fourth line is left blank. The exercise requires students to complete this fourth line with their own ideas. The fourth exercise is designed to improve students' reading comprehension and aural ability. Students will present their own ideas, opinions, or experiences based on what they read. The fifth exercise is a group exercise. Two students in a pair construct a dialogue through consultation based
on the given instruction and present it in the class. The final exercise aims to improve students' writing skills. Students will write a short composition based on the given instructions, questions, or examples.

8. Chinese Characters. In the second half of the text, Chinese characters are introduced. The purpose of this section is to introduce Chinese characters to the students, so that they know what Chinese characters look like and how they are pronounced and written. The selection of Chinese characters is not controlled at all. The easy characters, which appear easy to learn, are chosen for illustration. Approximately 150 Chinese characters are introduced in the book. It is up to the instructor to decide whether or not Chinese characters are studied in the class. If the study of Chinese characters is not desired, this section may simply be skipped. When each character is introduced in this section, the Korean pronunciation and the meaning are provided along with the stroke order in writing. In addition, the combination of the newly introduced character with other characters is given in the formation of a word.

9. Vocabulary. At the end of each lesson, new words and phrases are listed to help students in studying each section. Vocabulary items appearing in the main text, the dialogue, structural patterns, and exercises are given separately for each section. The lists of some difficult vocabulary items are repeated throughout the lessons for students' easy reference. Although no control was exercised over the vocabulary selection, careful attention was given to the use of easy vocabulary items in the first part of the thirteen lessons. In contrast, more advanced or sophisticated vocabulary items may be found in the second part of Modern Korean.