KOREAN
ONLINE COURSE
KOREAN 3
LEVEL III

UNIT 1 - Self Introduction (자신 소개하기)
K-Culture Virtual Lecture 3-1

UNIT 2 - In the Classroom (교실에서)

UNIT 3 - In the Library (도서실에서)

UNIT 4 - At a Store (가게에서)
K-Culture Virtual Lecture 3-2

UNIT 5 - Travel (여행)

UNIT 6 - At a Restaurant (식당에서)

UNIT 7 - 미 이야기

UNIT 8 - 사람놀이

LEVEL III UNIT 9 Final Assessment

Class Collaboration
UNIT 1 - Self Introduction (자신 소개하기)

K-Culture Virtual Lecture 3.1

- OVERVIEW - LEVEL III UNIT 1
- K-Culture Virtual Lecture 3.1

Virtual Lesson
- Required Vocabulary - Conjunctions
- Required Vocabulary - Conjunctions (QUIZLET)
- Instruction 1 - Particles
- Instruction 1 - Particles (QUIZLET)
- Instruction 2 - Expressions
- Practice 1 - Particle "도"
- Practice 2 - Particle "지" (1)
- Practice 3 - Particle "보다" (2)
- Practice 4 - Particle "보다" (1) GOOGLE FORM
- Practice 5 - Particle "보다" (3)
- Practice 6 - Particle "임"
- Practice 7 - Expression "~의/의" 하다 (1)
- Practice 8 - Expression "~의/의" 하다 (2)
- Practice 9 - Expression "~도/하도/하도" 하다 (1)
- Practice 10 - Expression "~도/하도/하도" 하다 (2)
- Practice 11 - Expression "~이/가/하도/하도" 하다 (1)
- Practice 12 - Expression "~이/가/하도/하도" 하다 (2)
- Practice 13 - Expression "~도/하도" 하다 (1)
- Practice 14 - Expression "~도/하도" 하다 (2)

Assessment
- Assessment - Unit 1 Level III (GOOGLE FORM)
# Overview - Level III Unit 1

## Standard-based Unit Design

Based on CA World Language Standards 2019

### Level III Unit 1

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<td>Target group</td>
<td>9th - 11th grade</td>
</tr>
<tr>
<td>Title</td>
<td>Conjunctions and Particles (Dialogue - Self Introduction)</td>
</tr>
</tbody>
</table>

**Theme, Topic**
- Conjunctions - 그래서, 그림시면...
- Particles - 도, 저녁, 보다, 만,...
- Expression - 이/이 주다, 오라고 하다, 마시/마시/해서, 도록 하다
- Self Introduction

**Essential Question**
- How does the Conjunctions (그리서) function in Korean?
- How are the Particles (보다, 만, 보다, 하다) function in Korean sentence?
- How do the special expression (주다, 오라고 하다, 도록 하다) in Korean?
- How do you introduce yourself?
- What are the differences between Korean manners and American manners?

**Approximate length of unit**
- 20 hours of instructional lessons and individual practice
- Approximately 4 weeks, 5 hours per day

**Instructional minutes weekly**
- 56 minutes x 4 = 224 minutes

**UNIT Goals**
- Students will be able to demonstrate understanding and using the conjunctions and particles in daily speaking and writing such as a situation of self-introduction. They also demonstrate to use the Korean expression appropriate situation such as self-introduction in various occasions.

### CA World Language Standard (Novice HIGH)

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<td>WLC02: Cultural Products, Practices and Perspectives</td>
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<td>WLC03: Cultural Comparison</td>
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<td>WLC04: Intercultural Influences</td>
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<th>Connections Standards</th>
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<td>WLC01: Connections to Other Disciplines</td>
</tr>
<tr>
<td>WLC02: Diverse Perspectives and Distinctive Viewpoints</td>
</tr>
</tbody>
</table>
K-Culture Virtual Lecture 3-1

Quiz - Korean Manners

Required

Email address *

1. According to the video, compared to those of the US, Korean manners are *
   - Simpler
   - More complicated
   - Almost the same

2. Korean society emphasizes *
   - Selfishness
   - Collectivism
   - Communism
   - Individualism

3. Chris is 5 years older than Kenny. They have not met for a while but they finally meet. Kenny is so excited that he offers his hand to shake Chris’s. By Korean perspective ________ *
   - Kenny is ill-mannered.
   - Kenny is challenging Chris.
   - Kenny is very polite and courteous.

4. Which are correct manners from Korean perspective? Choose all that apply. *
   -  
   -  
   -  

Assessment
Assessment: Unit 1 Level III (GOOGLE FORM)
Required Vocabulary – Conjunctions

Click to download the PDF file.

What are particles (조사=도표)?

The particle follows a noun and its main usage is to indicate the usage of the noun within a sentence. Hence, depending on how the noun is used in a sentence, the proper particle should be used.

- Subject Particle: 0/가
  가 is used when the last letter of a word has final consonant.
  Ex) 선생님이 글을 읽어요.
  암이가 오라를 해요.

- 음/는 is used as the subject particle. ‘음’ is used with a final consonant and ‘는’ is used without final consonant. Unlike ‘이/가’, ‘음/는’ is used with the following cases.
  1. To emphasize a subject.
     Ex) 한국어가 재미있어요. 한국어가 재미있어요.
  2. To make a comparison or contrast when there is more than one subject.
     Ex) 남이가 요리해요, 아빠가 선물을 입어요.
  3. When the subject was used by the other person already and when the same subject is referred again.
     Ex) 그 인형이 예뻐요, 그 인형이 바카야.
  4. Some words are used with ‘음/는/ such as 오늘, 내일, 어제, 몇, 나.
     Ex) 오늘은 토요일이야요.
Required Vocabulary-Conjunctions (QUIZLET)

Type what you hear

가고 과 까나는 다도 향립둘만
보부서예와은홀의이지처터

possessive particle ex) 엄마의 돈, 아빠의 차
It can be omitted.
Practice 3– Particle “보다” (1) (GOOGLE FORM)

Practice-Particle 보다 (1)

Use the particle ‘보다’ to compare. When you compare two nouns, use ‘보다’ to one of the nouns to show comparison. For example, ‘I like mom better than dad’ will be ‘나는 엄마보다 아빠를 좋아요.’ You can add the adverb ‘더’ (=more) or ‘더히’ (=less) to give the clearer meaning. The above Korean sentence can be ‘나는 엄마보다 아빠를 더 좋아해요.’

You are going to translate each sentence into Korean using ‘보다’. You are not going to see score and you can’t correct your answer once you submit.

* Required

Email address *

1. I eat more bread than steamed rice. *

2. I like playing sports better than studying. *

3. I drink more water than soda. (soda=소다) *
Practice 11 – Expression "~아서/어서/해서"(1)

Fill in the blanks with the expression "~아서/어서/해서" using the given words.

Grading method: Highest grade

Summary of your previous attempts

<table>
<thead>
<tr>
<th>Attempt</th>
<th>State</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In progress</td>
<td></td>
</tr>
</tbody>
</table>

Continue the last attempt

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**Question 1**

어제 친구에게 __________________ 만났어요. (to call)

Not yet answered

Marked out of 1:00

---

**Question 2**

어제 친구를 __________________ 자녀를 같이 먹었어요. (to meet)

Not yet answered

Marked out of 1:00

---

**Question 3**

피터가 __________________ 공부를 잘 해요. (to study hard)

Not yet answered
Assessment- Unit 1 Level III (GOOGLE FORM)

Assessment- Unit 1 Level III

Read the questions and answer according to the directions. Once you submitted, you cannot correct your answer.

* Required

Email address *

1. Choose the best possible word to fill the blank. 내일 시험이 있어요. ______ 공부를 하려고 해요. *

- 그러나
- 그러나만
- 그래서
- 그러자
- 게다가
UNIT 2 - In the Classroom (교실에서)

OVERVIEW - LEVEL III UNIT 2

Virtual Lesson
- Required Vocabulary - Characters
- Required Vocabulary - Characters (QUIZLET)
- Instruction - Expressions
- Practice 1 - Expression "~아/아니야해야 하다" (1)
- Practice 2 - Expression "~아/아니야해야 하다" (2)
- Practice 3 - Expression 아/아니야해서 되다 (1)
- Practice 4 - Expression 아/아니야해서 되다 (2)
- Practice 5 - Expression (으)ㄹ 수 있다/없다 (1)
- Practice 6 - Expression (으)ㄹ 수 있다/없다 (2)
- Practice 7 - Expression (으)ㄹ 수 있다/없다 (3)
- Practice 8 - Expression (으)ㄹ 수 있다/없다 (4)

Assessment
- Level III Unit 2 Assessment (GOOGLE FORM)
Standard-based Unit Design

Based on CA World Language Standards 2019

LEVEL III  UNIT 2

<table>
<thead>
<tr>
<th>Language, Level Unit</th>
<th>KOREAN LEVEL III UNIT 2</th>
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</table>

Target group
9th – 11th grade

Title
Verb Conjugation and Descriptive Verbs (Dialogue-In the Classroom)

Theme, Topic
- “~아/어/이/이하 한다.” is used when something should be done or when you need to do something.
- ~어/어/이/이하 된다. Is used when we ask for permission or when a speaker can give permission.
- “something (으)로 수 있다” is used to say “can or possibility” and “something (으)로 수 없다” is used to say “can’t or impossibility”.

Essential Question
- What should you bring to school?
- How do you ask permission to your friend?
- What do you need to be a successful student?
- How are the Korean manners different from American manners?
- What make the Korean manners unique?

Approximate length of unit
25 hours of instructional lessons and individual practice
Approximately 5 weeks (5 hours per week)

Instructional minutes weekly
56 minutes x 5 = 280 minutes

UNIT GOALS
Students will be able to demonstrate understanding, interpret, and analyze the verb conjugation and descriptive verbs in Korean and Korean dialogue in the classroom. They also can use appropriate Korean expression to ask permission politely. They understand the common and unique aspects in Korean manners. Students can compare and contrast the Korean manners and American manners and other cultures as well.

CA World Language Standard
Novice High

Communication Standards
WLCM1.N: Interpretive Communication
WLCM2.N: Interpersonal Communication
WLCM3.N: Presentational Communication
WLCM4.N: Setting for Communication
WLCM5.N: Receptive Structures in Service of Communication
WLCM7.N: Language Comparison in Service Communication
Virtual Lesson

Last modified: Monday, 20 February 2017, 9:58 PM
Required Vocabulary – Characters (QUIZLET)

- 널뛰다 (= irregular verb)
- 부지런하다
- 소극적이다
- 적극적이다
- to be diligent
- to be passive
- 근면하다
- 이상하다
- to be generous, to be understanding
- to be active

Last modified: Saturday, 7 September 2019, 10:07 PM
Practice 3- Expression 아도/어도/해도 되나 (1)

Read each sentence and translate it into English.

Grading method: Highest grade

Summary of your previous attempts

<table>
<thead>
<tr>
<th>Attempt</th>
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</tr>
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<tbody>
<tr>
<td>1</td>
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</tr>
</tbody>
</table>

Continue the last attempt

Question 1
여기 이 음식을 먹어도 되나요? 누구가 먹어요?

Question 2
학생이 답해줄 과도 되나요? 안 되나요?

Question 3
내가 이 옷을 마셔도 되나요? 목이 마라워요
Standard-based Unit Design

Based on CA World Language Standards 2019

LEVEL III UNIT 3

<table>
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<th>Language, Level Unit</th>
<th>KOREAN LEVEL III, UNIT 3.</th>
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</thead>
<tbody>
<tr>
<td>Target group</td>
<td>9th - 11th grade</td>
</tr>
<tr>
<td>Title</td>
<td>Profession and Korean Expression (Dialogue at the Library)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme, Topic</th>
<th>Special Korean Expressions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“하요/하요/해요” form is used to simply tell the fact to the listener,</td>
</tr>
<tr>
<td></td>
<td>“-는/는/는” form is used when the speaker wants to say something in awe,</td>
</tr>
<tr>
<td></td>
<td>or admiration, and the listener will agree with the speaker, then</td>
</tr>
<tr>
<td></td>
<td>“-(으)나/-(으)나/-(으)나” can be replace with “-(으)나/-(으)나” с</td>
</tr>
<tr>
<td></td>
<td>ies is/doesn’t. this means “know or don’t know how to”</td>
</tr>
<tr>
<td></td>
<td>“-(으)나/-(으)나” Notice that this expression is used with a verb and</td>
</tr>
<tr>
<td></td>
<td>should be conjugated accordingly depending on the final consonant.</td>
</tr>
<tr>
<td></td>
<td>“-(으)나/-(으)나” is also used to explain why, cause of an effect, and the</td>
</tr>
<tr>
<td></td>
<td>basis of something.</td>
</tr>
</tbody>
</table>

| Essential Question | What do you usually do in the library? |
|                   | Where do you usually go to borrow Korean books and DVDs? |
|                   | What do many libraries hold to help students and parents |
|                   | nowadays? |
|                   | What kind profession do you want to pursue? Why? |
|                   | Which specific Korean manner is different from your own culture? |
|                   | Which specific Korean manner is similar to your own culture? |

<table>
<thead>
<tr>
<th>Approximate length of unit</th>
<th>20 hours of instructional lessons and individual practice</th>
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</thead>
<tbody>
<tr>
<td>Instructional minutes weekly</td>
<td>Approximately 4 weeks (5 hours per week)</td>
</tr>
</tbody>
</table>

| UNIT GOALS | Students will be able to demonstrate understanding, interpret, and utilize how to use Korean special expressions related to Korean manners properly in daily life. They also understand the various professions in Korean and explain why they want to pursue the career in the future. |
Virtual Lesson

- When you go to school
  - 학교 갈 때
- When you study
  - 공부할 때

Last modified: Saturday, 4 March 2017, 10:07 AM
Required Vocabulary – Occupation

Chapter 3 - Required Vocabulary

Occupation (직업)

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<th>(영어)배우</th>
<th>actor/actress</th>
</tr>
</thead>
<tbody>
<tr>
<td>기수</td>
<td>singer</td>
</tr>
<tr>
<td>간호사</td>
<td>nurse</td>
</tr>
<tr>
<td>강사</td>
<td>instructor</td>
</tr>
<tr>
<td>경찰</td>
<td>police</td>
</tr>
<tr>
<td>공무원</td>
<td>government employee</td>
</tr>
<tr>
<td>과학자</td>
<td>scientist</td>
</tr>
<tr>
<td>교사</td>
<td>teacher</td>
</tr>
<tr>
<td>교수</td>
<td>professor</td>
</tr>
<tr>
<td>군인</td>
<td>soldier</td>
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<tr>
<td>기자</td>
<td>reporter</td>
</tr>
<tr>
<td>대통령</td>
<td>president</td>
</tr>
<tr>
<td>디자이너</td>
<td>designer</td>
</tr>
</tbody>
</table>
LEVEL III

LEVEL III - COURSE SUMMARY / COURSE OVERVIEW (Click to open)

UNIT 4 - At a Store (가게에서)

K-Culture Virtual Lecture 3-2

OVERVIEW - LEVEL III UNIT 4

K-Culture Virtual Lecture 3-2

Virtual Lesson 1 - Dialogue & Expressions

Required Vocabulary – Places

Required Vocabulary – Places (QUIZLET)

Instruction – Expressions & Grammar - Level 2 Chapter 4

Practice 1– Expression -(으)러 noun에 가다/오다 (1)

Practice 2– Expression -(으)러 noun에 가다/오다 (2)

Practice 3– Expression -(으)로 가다 보다 (1)

Practice 4– Expression -(으)로 가다 보다 (2)

Practice 5– Expression -(으)면 (1)

Practice 6– Expression -(으)면 (2)

Virtual Lesson 2 - 관형형 – Present Tense

Practice 7 – 관형형 – Present Tense (1)

Practice 8 – 관형형 – Present Tense (2)

Practice 9 – 관형형 – Present Tense (3)

Assessment
Standard-based Unit Design

Based on CA World Language Standards 2019

LEVEL III  UNIT 4

**Language, Level Unit:**
KOREAN LEVEL III, UNIT 4

**Target group:**
9th - 11th grade

**Title:**
Present Tense and Nominal Modifier (Dialogue: At the Store)

**Theme, Topic:**
- Korean Expressions
  - Present Tense of Action verb
  - Present Tense of Descriptive verb
- Essential Question
  - Where do you usually go to buy a gift?
  - What kind of gift do you want to buy for your mother?
  - What Korean product do you think is a good gift for your friend?
  - When is your favorite Korean holiday?
  - What do you eat on Chuseok or Sunhi?
  - Which is your favorite activity in Korean holiday?
  - What is your favorite Korean food? Why?

**Approximate Length of Unit:**
24 hours of instructional lessons and individual practice
Approximately 5 weeks

**Instructional minutes weekly:**
56 minutes x 5 = 280 minutes

**UNIT GOALS:**
Students will be able to demonstrate understanding of Non-modifier and present tense of various verbs in Korean in the daily conversation and compare the difference on verb usage between Korean and English. Students will be able to understand the background of Korean holidays and identify the appropriate activities and food during the Korean holidays.

**Core World Language Standard (Intermediate)**

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<td>WLCM1.4: Setting for Communication</td>
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<td>WLCM1.5: Receptive Structures in Service of Communication</td>
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<td>WLCM1.6: Productive Structures in Service of Communication</td>
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**Cultures Standards**

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**Connections Standards**

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<tr>
<td>WLCN1.2: Diverse Perspectives and Distinctive Viewpoints</td>
</tr>
</tbody>
</table>
K-Culture Virtual Lecture 3-2

Quiz - Korean Holidays

* Required

Email address *

1. Which Korean holiday is equivalent to the New Year's Day? *
   - Seollal (설날)
   - Chuseok (추석)
   - Cheju-e (천육일)
   - Yeondeui (연등의)

2. When is Chuseok (추석)? *
   - January 1st on solar calendar
   - January 1st on lunar calendar
   - January 15th on lunar calendar
   - August 15th on solar calendar
   - August 15th on lunar calendar

What is the name of food that Koreans eat on Chuseok (추석)? *

Assessment
Required Vocabulary – Places (QUIZLET)

Match

Time
28.6

Quizlet

Last modified: Sunday, 8 September 2019, 3:25 PM
Chapter 4 - Expressions

- (으)려/려/려다/오다: to go/come to a place to do ~
  Ex) 한국어를 배우러 학교에 가요.
  = I go to school to learn the Korean language.

- 우리 식구가 한국 음식을 맛보려 한국식당에 갔어요.
  = My family went to a Korean restaurant to eat Korean food.

- 동생이 과자를 사러 마켓에 갔어요.
  = My younger sibling went to a market to buy cookies.

- (으)렇게가/나 보다: This expression is used when a speaker guesses or is not sure of something.
  ❣ (으)렇게가 보다: is used with a descriptive verb while "(으)나 보다" is used with an action verb.
  Ex) 풀이 집에 있나 보다. = Paul may be at home.
  그 사람은 좀 똑똑한가 보다. = The person may be smart a bit.
  여기가 좀 더운가 보다. = This place may be hot a bit.

- (으)면: if
  Ex) 내일 바가 오면 집에 텔레비전을 끄기예요.
Practice 3 - Expression ~(으)ㄴ가/나 보다 (1)

Complete the table.

<table>
<thead>
<tr>
<th>Submission status</th>
<th>No attempt</th>
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</thead>
<tbody>
<tr>
<td>Grading status</td>
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<tr>
<td>Last modified</td>
<td>-</td>
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</table>

Submission comments

Add submission

Make changes to your submission
Practice 9 – 관형형 - Present Tense (3)

See if the given phrase is correct. If it is not correct, correct it. Each phrase is the present tense. Then write the meaning in English.

Ex) 착하는 학생
   Answer (correction): 착한 학생 a good student

Grading method: Highest grade
Assessment

Read the question and answer according to the directions.

Attempts allowed: 1

Attempt quiz now

Question 1
Which of the following words does NOT have a letter of 음 in Korean?

Select one:
- Zoo
- Airport
- Hospital
- Amusement park
- Botanical garden

Question 2
Which letters of the followings DO NOT make a place in Korean?

Select one:
- 박물
- 체육
- 도서
- 연두
- 대사
UNIT 5 - Travel (여행)

OVERVIEW - LEVEL III UNIT 5

Virtual Lesson 1 - Dialogue & Expressions
- Required Vocabulary - Places
- Required Vocabulary - Places (QUIZLET)
- Instruction - Expressions & Grammar
- Practice 1 - Expression - (озв음이요 (1)
- Practice 2 - Expression - (озв음이요 (2)
- Practice 3 - Expression - 기 때문에 (1)
- Practice 4 - Expression - 기 때문에 (2)
- Practice 5 - Expression - 기 때문에 (3)

Virtual Lesson 2 (관형절 - Past Tense & Future Tense)
- Practice 6 - 관형절 - Past Tense (1)
- Practice 6 - 관형절 - Past Tense (1) (GOOGLE FORM)
- Practice 7 - 관행절 - Past Tense (2)
- Practice 8 - 관행절 - Past Tense (3)
- Practice 9 - 관형절 - Future Tense (1)
- Practice 9 - 관형절 - Future Tense (1) (GOOGLE FORM)
- Practice 10 - 관형절 - Three Tenses(1)
- Practice 11 - 관형절 - Three Tenses(2)
- Practice 12 - 관형절 - Three Tenses(3)

Assessment
OVERVIEW - LEVEL III UNIT 5

Standard-based Unit Design

Based on CA World Language Standards 2019

LEVEL III UNIT 5

<table>
<thead>
<tr>
<th>Language, Level Unit</th>
<th>KOREAN LEVEL III, UNIT 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>9th - 11th grade</td>
</tr>
<tr>
<td>Title</td>
<td>Homeric Expression and Noun Modifier [Dialogue/Travel]</td>
</tr>
<tr>
<td>Theme Topic</td>
<td>Past Tense Noun modifier (관형형)</td>
</tr>
<tr>
<td></td>
<td>Future Tense Noun-modifier (관형형)</td>
</tr>
<tr>
<td></td>
<td>Korean Homeric Expression</td>
</tr>
<tr>
<td>Essential Question</td>
<td>Have you ever traveled in Korea?</td>
</tr>
<tr>
<td></td>
<td>Do you have any plans to travel this summer?</td>
</tr>
<tr>
<td></td>
<td>Where have you traveled recently?</td>
</tr>
<tr>
<td></td>
<td>Where is your favorite place to go? Why?</td>
</tr>
<tr>
<td></td>
<td>Where do you want to travel with? Why?</td>
</tr>
<tr>
<td></td>
<td>How is the Korean homeric expression different from American respectful expression?</td>
</tr>
<tr>
<td>Duration of Unit</td>
<td>50 hours of instructional lessons and individual practice</td>
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<tr>
<td>Length of Unit</td>
<td>Approximately 4 weeks (2 hours/week)</td>
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<tr>
<td>Class Instructional minutes weekly</td>
<td>55 minutes x 2 = 220 minutes</td>
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</table>

UNIT GOALS

Students will be able to demonstrate understanding, interpret, and analyze how various Korean homeric expressions are used in daily life. They also will understand how to use past/future tense noun-modifier in the simple/compound sentences in Korean. They also research Korean holidays to identify specific cultural activities during the holidays and share with peer group about the information such as special food, special folk games, and traveling places.

CA World Language Standard (Intermediate Low): Communication Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Communication Standards</th>
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</thead>
<tbody>
<tr>
<td>WLL (1) Interpretive Communication</td>
<td></td>
</tr>
<tr>
<td>WLL (2) Intercultural Communication</td>
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<tr>
<td>WLL (3) Preparatory Communication</td>
<td></td>
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<td>WLL (4) Setting for Communication</td>
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<table>
<thead>
<tr>
<th>Standard</th>
<th>WLL (5) Reciprocal Communication</th>
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<tbody>
<tr>
<td>WLL (6) Productive Structures in Service of Communication</td>
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<tr>
<td>WLL (7) Language Comparisons in Service Communication</td>
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Cultures Standards

<table>
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<tbody>
<tr>
<td>WLL (2.1) Culturally Appropriately Interaction</td>
<td></td>
</tr>
<tr>
<td>WLL (2.2) Cultural Products, Practices and Perspectives</td>
<td></td>
</tr>
<tr>
<td>WLL (2.3) Cultural Comparisons</td>
<td></td>
</tr>
<tr>
<td>WLL (2.4) Intercultural Influences</td>
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</tbody>
</table>

Connections Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Connections Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLL (3) Diversity Perspectives and Diverse Viewpoints</td>
<td></td>
</tr>
</tbody>
</table>

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Virtual Lesson 1 - Dialogue & Expressions

~기 때문에
아시/여서/해서
~(으)니가
~(으)려고

Last modified: Saturday, 25 February 2017, 4:24 PM
Practice 6 – Past Tense (1) (GOOGLE FORM)

LEVEL III

Participants

Badges

UNIT 1 - Self Introduction (자신 소개하기)

UNIT 2 - In the Classroom (교실에서)

UNIT 3 - In the Library (도서실에서)

UNIT 4 - At a Store (가게에서)

UNIT 5 - Travel (여행)

OVERVIEW - LEVEL III UNIT 5

Virtual Lesson 1 - Dialogue & Expressions

Required Vocabulary – Places

Required Vocabulary – Places (QUIZLET)

---

관형형 - Past Tense (1) - Unit 5

Level III

Change the given phrases into Korean using 관형절. ex) the book that Grace read = 그레 이스가 읽은 책

* Required

Email address *

---

1. the book that mom read yesterday *

---

2. the student whom I saw *

---

1 point

1 point
## UNIT 6 - At a Restaurant (식당에서)

### OVERVIEW - LEVEL III UNIT 6

#### Virtual Lesson 1
- Required Vocabulary - Taste & Color
- Required Vocabulary - Taste (QUIZLET)
- Required Vocabulary - Color (QUIZLET)
- Instruction - Expressions & Grammar
- Practice 1 - Particle (으)로
- Practice 2 - Expression - 다고 한다
- Practice 3 - Expression - 다고 한다 (2)
- Practice 4 - Expression - 다고 한다 (3)
- Practice 4 - Expression - diago handa (3) (GOOGLE FORM)
- Practice 5 - Expression - 게름요 (1)
- Practice 6 - Expression - 게름요 (2)
- Practice 7 - Expression - 감아요 (1)
- Practice 8 - Expression - 감아요 (2)
- Practice 8 - Expression - 감아요 (2) (GOOGLE FORM)
- Practice 9 - Progressive Tense (1)
- Practice 10 - Progressive Tense (2)

### Assessment
Standard-based Unit Design

Based on CA World Language Standards 2019

**LEVEL III UNIT 6**

<table>
<thead>
<tr>
<th>Language, Level Unit</th>
<th>KOREAN LEVEL III, UNIT 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>9th - 11th grade</td>
</tr>
</tbody>
</table>

**Title**
Indirect Quote & Progressive Tense (Dialogue—At the Restaurant)

**Theme, Topic**
- Particle (이/가)
- -다고 하다 (Indirect quote)
- -가롭(으)다
- -(으)며
- -(으)ㅂ니다 (Progressive tense)

**Essential Question**
- How are the Indirect quote used in Korean sentences?
- How do the Korean progressive tenses differ from the tenses in English?
- Do you go to the restaurant often?
- What is your favorite Korean food?
- What is the difference between Korean food and American food?

**Approximate length of unit**
20 hours of instructional lessons and individual practice
Approximately 4 weeks (5 hours a week)

**Instructional minutes weekly**
36 minutes x 5 = 180 minutes

**UNIT GOALS**
Students will be able to demonstrate understanding, interpret, and analyze how various Korean Indirect expressions that are used in daily life. They also will understand how to use progressive tense in the simple, compound, and complex clauses in Korean. They also research Korean restaurant to go in your hometown and share with peer group about the special food and part of the restaurant.

<table>
<thead>
<tr>
<th>CA World Language Standard (Intermediate Low)</th>
<th>Communication Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA World Language Standard</td>
<td></td>
</tr>
<tr>
<td>Communication Standards</td>
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<tr>
<td>WLCOM1.1 Interpretive Communication</td>
<td></td>
</tr>
<tr>
<td>WLCOM1.2 Interpersonal Communication</td>
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<tr>
<td>WLCOM1.3 Preparatory Communication</td>
<td></td>
</tr>
<tr>
<td>WLCOM1.4 Setting for Communication</td>
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</tr>
<tr>
<td>WLCOM1.5 Receptive Structures in Service of Communication</td>
<td></td>
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<tr>
<td>WLCOM1.6 Productive Structures in Service of Communication</td>
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</table>

<table>
<thead>
<tr>
<th>Cultures Standards</th>
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</thead>
<tbody>
<tr>
<td>WLC1.1 Approaching Interaction</td>
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<tr>
<td>WLC1.2 Cultural Products, Practices and Perspectives</td>
</tr>
<tr>
<td>WLC1.3 Cultural Comparison</td>
</tr>
<tr>
<td>WLC1.4 Cultural Influences</td>
</tr>
<tr>
<td>Connection Standards</td>
</tr>
</tbody>
</table>
Virtual Lesson 1

Last modified: Saturday, 4 March 2017, 11:18 AM
Required Vocabulary – Taste & Color

Chapter 6-Vocab

Click the icon to download as a pdf file.

Taste (맛)

| 미묘하다 | to be aromatic |
| 알다    | to be sweet    |
| 면하다 (irreg.) | to be spicy    |
| 맃다고다 (irreg.) | to be tasteless, to be watery (for soup) |
| 시다     | to be sour     |
| 시원하다  | to be refreshing |
| 신겁다 (irreg.) | to be bland |
| 썩다      | to be bitter   |
| 악한하다  | to be spicy    |
| 입맛에 맞다 | to suit one’s taste |
| 입맛에 맞지 않다 | not to suit one’s taste |
| 깔라      | to be salty    |
Required Vocabulary – Color (QUIZLET)
Practice 8 – Expression ~씀아요 (2)

Choose the sentence that CANNOT be an answer for each question.

Ex) 가: 오늘 학교에 안 가요?

b. 나: 오늘 수업이 잦거든요.
b. 나: 오늘 수업이 없거든요.
c. 나: 오늘 수업이 있어서 학교에 안 가요.
d. 나: 오늘 수업이 없으니까 학교에 안 가도 되요.

The correct answer is c.

Grading method: Highest grade

Attempt quiz now

---

**Question 1**
Not yet answered
Marked out of 1.00

Select one:
- a. 부모님과 같이 영화를 볼 거기 때문에 같이 공부 못 해요.
- b. 부모님과 같이 영화를 보셔서 공부 같이 못 해요.
- c. 부모님과 같이 영화를 보여요.
- d. 부모님과 같이 영화를 띄이 하십시오.

---

**Question 2**
Not yet answered
Marked out of 1.00

Select one:
- a. 피터의 부친이 학교에 지각을 안 해요.
- b. 피터의 부친이 학교에 지각을 해요.
- c. 피터의 부친이 학교에 지각을 안 해요.
- d. 피터의 부친이 학교에 지각을 해요.

---

**Question 3**
Not yet answered
Marked out of 1.00

Select one:
- a. 그레이스가 한국말도 잘 해요.
- b. 그레이스가 한국말도 잘 못해요.
- c. 그레이스가 한국말도 잘 못해요.
- d. 그레이스가 한국말도 잘 해요.
Expression ~잘아요 (2) - Unit 6
Level III

Choose the sentence that cannot be an answer for each question. (으)로 가 오늘의 학고에 대한 기능?
- 오늘 수업의 길어요.
- 오늘 수업의 방법요.
- 오늘 수업이 혼란에 혼란요.
- 오늘 수업의 방법에 혼란에 혼란요.

The correct answer is c.

* Required

Email address *

1. 가: 오늘 외 같이 공부 못 해요?

☐ 나: 부모님과 같이 영화를 볼 거기 때문에 같이 공부 못 해요.
☐ 나: 부모님과 같이 영화를 봐서 공부 못 해요.
☐ 나: 부모님과 같이 영화를 볼 거요.
☐ 나: 부모님과 같이 영화를 볼 거요.

2. 가: 피터가 외 학교에 가기 않 하요?

☐ 나: 피터는 부친이 많아요.
☐ 나: 피터는 부친이 많아요.
☐ 나: 피터는 부친이 많아요.
☐ 나: 피터는 부친이 많아요.

3. 가: 그리고가 외 한국말을 잘 해요?

☐ 나: 학생이 클래스에 있어요.
☐ 나: 한국말을 학생이 학생이에요.
☐ 나: 한국어 클래스를 학생이에요.
☐ 나: 한국어 클래스를 학생이에요.

4. 가: 피터가 외 공부를 잘 해요?

☐ 나: 하루에 세 시간이요.
☐ 나: 하루에 세 시간이요.
☐ 나: 하루에 세 시간이요.
☐ 나: 하루에 세 시간이요.
UNIT 7 - 비 이야기

- Overview - Level III Unit 7
- Warm-up Video
- New Vocabulary
- New Vocabulary (QUIZLET)
- Body Text - 올두 비 이야기
- Vocabulary Practice 1
- Vocabulary Practice 2
- Vocabulary Practice 3
- Reading Comprehension 1
- Reading Comprehension 2
- Listening Comprehension
- Writing Assignment
- Assessment
## OVERVIEW - LEVEL III UNIT 7

### Standard-based Unit Design

Based on CA World Language Standards 2019

### LEVEL III UNIT 7

<table>
<thead>
<tr>
<th>Language, Level Unit</th>
<th>KOREAN LEVEL III, UNIT 7</th>
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</thead>
<tbody>
<tr>
<td>Target group</td>
<td>9th, 10th grade</td>
</tr>
<tr>
<td>Title</td>
<td>Korean Zodiac (12 Zodiac Signs)</td>
</tr>
<tr>
<td>Theme, Topic</td>
<td>•-[C.3] B-C. (Indirect quote)</td>
</tr>
<tr>
<td></td>
<td>•-Conjunctive 후속사</td>
</tr>
<tr>
<td></td>
<td>•-Propositive Mood (명령형) - 하자, -봐라,</td>
</tr>
<tr>
<td>Essential</td>
<td>Question</td>
</tr>
<tr>
<td></td>
<td>• What is your zodiac animal?</td>
</tr>
<tr>
<td></td>
<td>• How many animals are in the zodiac?</td>
</tr>
<tr>
<td></td>
<td>• How do Koreans use the calendar to figure out the age?</td>
</tr>
<tr>
<td></td>
<td>• Then which animal comes first and which animal comes last? Why this particular order?</td>
</tr>
<tr>
<td></td>
<td>• Do you think the characteristics of your zodiac animal fit to your personality? Why do you think so?</td>
</tr>
<tr>
<td></td>
<td>• What is the difference between Korean zodiac and Chinese zodiac?</td>
</tr>
<tr>
<td>Approximate</td>
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<td>56 minutes ± 5 ± 590 minutes</td>
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### UNIT GOALS

Students will be able to demonstrate understanding, interpret, and analyze how Korean zodiac words and affects Korean culture and daily life. They will understand the usage of indirect quotes and propositive mood in Korean. They also will understand how to use conjunctives in the simple/compound sentences in Korean. They also research Korean folk tales or myths and share with peer group about its characteristics and many elements.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>WLCM1.1: Interpersonal Communication</td>
<td>WLCM6.1: Productive Structures in Service of Communication</td>
</tr>
<tr>
<td>WLCM2.1: Interpersonal Communication</td>
<td>WLCM6.4: Language Use in Service of Communication</td>
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<tr>
<td>WLCM3.1: Presentational Communication</td>
<td>WLCM6.6: Language Comparison in Service of Communication</td>
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<td>WLCM4.1: Setting for Communication</td>
<td>WLCM6.8: Language Comparison in Service of Communication</td>
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<tr>
<td>WLCM6.5: Receptive Structures in Service of Communication</td>
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</table>

### Cultures Standards

- WLCML1: Culturally Appropriate Interaction
- WLCML2: Cultural Products, Practices, and Perspectives
- WLCML3: Cultural Comparison
- WLCML4: Intercultural Influences

### Connections Standards
- WLCML1: Connections to Other Disciplines
- WLCML2: Diverse Perspectives and Distinctive Worldviews
New Vocabulary

- (갈등의 적) 홍마 (韩) to go to bed, to sleep
- (취업) 경 (韩) finish line
- (기분) 건강 (韩) energy, spirit, power
- (대화하다) (화) (韩) to prepare, to button down
- (도달하다) (달) (韩) to reach, to arrive
- (목할) (할) (韩) at dawn
- (동물) (물) (韩) the size of the body, nature
- (올림) (임) (韩) about, time
- (용) (용) (韩) horn
- (생태) (태) (韩) propensity
- (슴) (심) (韩) secretly
- (생활) (이) (韩) match, game
- (왕후) (후) (韩) the size of the body, nature
- (상) (상) (韩) Yang
- (일반) (반) (韩) 12 zodiacs
- (황금상계) (상계) (韩) the King of Heaven (Taurus)
- (수상) (상) (韩) the universe
- (수효) (효) (韩) table
- (수영) (영) (韩) to quarrel
- (총) (총) (韩) Yu
- (수영) (영) (韩) lunar calendar
- (발생) (생) (韩) earlier
- (계절) (절) (韩) quickly, rapidly
- (조용히) (용) (韩) harmony
- (간) (간) (韩) point, place
- (중국) (국) (韩) thicker, density
- (중앙) (당) (韩) in the middle of the night
- (중국) (국) (韩) quickly, rapidly
New Vocabulary (QUIZLET)

TIME
11.9

Quizlet
View this study set

Last modified: Sunday, 8 September 2019, 9:59 PM
열두띠 이야기

한국의 옛 조상들은 우주에는 ‘은’과 ‘황’의 기운이 조화를 이루고 있다고 믿었다. 양의 기운은 하늘과 해의 기운을 말하는 것이며, 은의 기운은 땅과 달의 기운을 말하는 것이다. 이 중에서 ‘은’에 해당하는 ‘별’의 기운은 다시 12가지의 기운으로 나눌 수 있고, 이를 ‘십이지’라고 한다. 또한 십이지에는 각각의 기운을 상징하는 열두 동물이 있는데 곱, 소, 호랑이, 토끼, 용, 뱀, 만, 양, 원숭이, 닭, 개, 벼룩이 그것이다.

음력은 기준으로 해마다 열두 동물 중 하나가 그 해를 상징하게 되는데 ‘띠’는 자신이 태어난 해를 상징하는 동물의 이름을 붙여서 부른다. 예를 들어 씨의 해에 태어난 사람은 씨띠가 되는 것이다.
Writing Assignment

Summary of your previous attempts

<table>
<thead>
<tr>
<th>Attempt</th>
<th>State</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In progress</td>
<td></td>
</tr>
</tbody>
</table>

Continues the last attempt

Question 1

This chapter describes common traits that are associated with zodiac signs. Find your zodiac sign and see if you agree with it. Now pick two people that you know and compare each of their zodiac signs with the common traits and/or characteristics explained in the chapter. After making comparisons, write about your own conclusions about whether or not zodiac signs are associated with specific traits or characteristics. Below is a sample response. The total length of this response should be at least 100 words.

Example: 우리 수학 선생님  
zodiac sign (韩): 소

임 선생님의 자성에 능동적인 헌신적이라는 흔적을 찾아볼 수가 있는 것 같다. 비록 교실에서 몇 번째 하고 자는 것보다 많이 대해하며 재학의 희망을 보이는 것은 사실이다. 팀을 맡아 하는 것과 과정의 감정이 없이 보내고 품을 보고야 하는 상식만 보이는 것이 많다. 학생들이 참여한 것은 선생님의 모습과 사정을 전부 보는 것이 없다. 부모도 설계 계산 것 것하지 않아 재학의 희망은 이 일치는 없다.

Finish attempt...
UNIT 8 - 사물놀이

OVERVIEW - LEVEL III UNIT 8
Warm-up Video
New Vocabulary
New Vocabulary (QUIZLET)
Body Text - 사물놀이의 유래
Body Text PDF Version
Vocabulary Practice 1
Vocabulary Practice 2
Vocabulary Practice 3
Reading Comprehension 1
Reading Comprehension 1 (GOOGLE FORM)
Reading Comprehension 2
Listening Comprehension
Assessment
**Standard-based Unit Design**

**Based on CA World Language Standards 2019**

**LEVEL III UNIT 8**

<table>
<thead>
<tr>
<th>Language, Level Unit</th>
<th>KOREAN LEVEL III, UNIT 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group</td>
<td>6th – 11th grade</td>
</tr>
<tr>
<td>Title</td>
<td>The Origin of Samulnori (사물놀이)</td>
</tr>
<tr>
<td>Theme, Topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Expressions: ~자세히, ~(으)면, ~(으)려고</td>
</tr>
<tr>
<td></td>
<td>• Onomatopoeia: 부두부, 레이아, 우한 있으며</td>
</tr>
<tr>
<td></td>
<td>• Mimetic words: 음계를 듣고, 문법 변경</td>
</tr>
<tr>
<td></td>
<td>• Conjugative: 그러다</td>
</tr>
<tr>
<td></td>
<td>• Imperative mood: ~어디/여기/해라</td>
</tr>
<tr>
<td>Essential Question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is Samulnori?</td>
</tr>
<tr>
<td></td>
<td>• What kind of musical instrument is Samulnori?</td>
</tr>
<tr>
<td></td>
<td>• What is the historical background of Samulnori?</td>
</tr>
<tr>
<td></td>
<td>• How does Samulnori reflect philosophical thoughts and Korean life style?</td>
</tr>
<tr>
<td></td>
<td>• What is the difference between Korean folk music and American folk music?</td>
</tr>
<tr>
<td>Approximate length of unit</td>
<td>20 hours of instructional lessons and individual practice</td>
</tr>
<tr>
<td>Instructional minutes weekly</td>
<td>96 minutes x 5 = 480 minutes</td>
</tr>
</tbody>
</table>

**UNIT GOALS**

Students will be able to demonstrate understanding, interpret, and analyze how Korean music works and affects Korean philosophical thoughts and their life styles as well. They will understand the usage of onomatopoeia and mimetic words in Korean. They also will understand how to use imperative moods and conjunctives in the simple/compound sentences in Korean. They also research Korean folk tales or fables and share with peer group about its characteristics and story elements.

**CA World Language Standard**

<table>
<thead>
<tr>
<th>Communication Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLCM1.1: Interpretive Communication</td>
</tr>
<tr>
<td>WLCM2.1: Interpersonal Communication</td>
</tr>
<tr>
<td>WLCM3.1: Presentational Communication</td>
</tr>
</tbody>
</table>

**(Intermediate Low)**

<table>
<thead>
<tr>
<th>Cultures Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLCG4.1: Culturally Appropriate Interaction</td>
</tr>
<tr>
<td>WLCG5.1: Cultural Products, Practices, and Perspectives</td>
</tr>
<tr>
<td>WLCG6.1: Cultural Comparison</td>
</tr>
<tr>
<td>WLCG4.1: Intercultural Influences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLCN1: Connections to Other Disciplines</td>
</tr>
<tr>
<td>WLCN2: Diverse Perspectives and Distinctive Viewpoints</td>
</tr>
</tbody>
</table>
Warm-up Video

Last modified: Sunday, 26 February 2017, 5:35 PM
New Vocabulary (QUIZLET)

- 신비하다  
- 조화롭게  
- metal things/iron ware/hardware  
- to be mysterious  
- 식별이  
- all mixed up  
- thunder and lightning  
- harmoniously  
- 더욱 박력  
- to be shrunk, to be depressed  
- 오그라들다  
- 천동 변개

Quizlet  View this study set  Choose a Study Mode

Last modified: Sunday, 8 September 2019, 10:02 PM
Vocabulary Practice 2

Fill in the blanks with the correct words. The words should be in the vocabulary list and the verb will be conjugated.

Grading method: Highest grade

Summary of your previous attempts

<table>
<thead>
<tr>
<th>Attempt</th>
<th>State</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In progress</td>
<td></td>
</tr>
</tbody>
</table>

Continue the last attempt

---

**Question 1**

Not yet answered

Marked out of 1.00

세상은 무한하게 되고 점차가 무너지고 말았어요.

[List of Vocabulary: 응답하기, 무한하기, 맥락, 자존, 토해, 물어보기, 점점, 방향을 하고, 보통, 가시명을, 명회, 도착했어요, 약기, 지배, 역주, 오나리, 신비한, 보름, 천동, 신성하게]

**Question 2**

Not yet answered

Marked out of 1.00

첫째 아들의 복 소리를 내자마자 외고 감은 이 몸계로써 우로로 일이난어요.

[List of Vocabulary: 응답하기, 무한하기, 맥락, 자존, 토해, 물어보기, 점점, 방향을 하고, 보통, 가시명을, 명회, 도착했어요, 약기, 지배, 역주, 오나리, 신비한, 보름, 천동, 신성하게]

**Question 3**

Not yet answered

Marked out of 1.00

이름다운 소리가 들려 머지자 하늘에서 이 올리워서 비를 피Nhap기 시작했어요.

[List of Vocabulary: 응답하기, 무한하기, 맥락, 자존, 토해, 물어보기, 점점, 방향을 하고, 보통, 가시명을, 명회, 도착했어요, 약기, 지배, 역주, 오나리, 신비한, 보름, 천동, 신성하게]
Reading 1 - Unit 8 Level III (사물 놓이)

Answer to each question according to the reading material. You will not be able to correct your answer once you submit.

* Required

Email address *

1. On which mountain was ‘밭은 나라’?

2. How many children did the King of ‘밭은 나라’ have?

3. What was the name of the instrument that the King cherished dearly?
Listening Comprehension

You are going to hear a sentence or sentences to answer to the question. In each slide, there is a speaker button and you need to click it to hear it. Then answer the following questions.

Grading method: Highest grade

Summary of your previous attempts

<table>
<thead>
<tr>
<th>Attempt</th>
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<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In progress</td>
<td></td>
</tr>
</tbody>
</table>

Continue the last attempt

1. Question 1
   Which of the following statements is NOT correct?
   Not yet answered
   Marked out of 1.00

   Select one:
   - a. 백은나라 is in 금강산
   - b. Good people lived in 백은나라
   - c. 백은나라 existed a long time ago.
   - d. 백은나라 was attacked by a foreign country.

2. Question 2
   What is asked to do?
   Not yet answered
   Marked out of 1.00

   Select one:
   - a. You have to find where the treasure is.
   - b. You have to make the sound of the treasure.
   - c. You have to explain why the treasure is precious.
   - d. You have to take the treasure from me by force.
LEVEL III UNIT 9 Final Assessment

- Overview - LEVEL III UNIT 9
- LEVEL III UNIT 9 Final Assessment (Google Form)

Jump to:
### LEVEL III UNIT 9 -- FINAL ASSESSMENT

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<tr>
<th>Language Level Unit</th>
<th>KOREAN LEVEL III UNIT 9 -- Final Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Target group</strong></td>
<td>9th - 11th grade</td>
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<tr>
<td><strong>Title</strong></td>
<td>Review and Final Assessment</td>
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<tr>
<td><strong>Theme, Topic</strong></td>
<td>OVERALL REVIEW &amp; FINAL ASSESSMENT -- Sentence structure and common expressions</td>
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<td></td>
<td>Common dialogue in daily situations</td>
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<td></td>
<td>Self-introduction, Conjunction</td>
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<td></td>
<td>Asking permission, Descriptive verbs</td>
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<tr>
<td></td>
<td>Occupation, Verb conjugation</td>
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<td></td>
<td>Frequent Tense &amp; Neut Modifier</td>
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<td>At a store, Adjectives</td>
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<tr>
<td></td>
<td>Travel, Imperfect verb conjugation</td>
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<td></td>
<td>Korean Tourism</td>
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<td></td>
<td>Emotion, Noun modifier, feelings</td>
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<td></td>
<td>Subordinate clause</td>
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<td></td>
<td>At a Korean restaurant, Indirect quote</td>
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<td></td>
<td>Progressive tense</td>
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<td>Korean Zodiac</td>
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<td></td>
<td>Samulnori (Korean Music)</td>
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<td>R-Culture, Virtual Lecture</td>
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<td></td>
<td>Korean Manner</td>
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<td></td>
<td>Korean Holidays</td>
</tr>
</tbody>
</table>

### Essential Question

- **Approximate length of unit**: 8 hours of UNIT REVIEW of LEVEL III and ASSESSMENTS
- **Approximately 1 week**
- **Instructional minutes weekly**: 5 x 8 = 40 minutes

### UNIT GOALS

Students will be able to demonstrate understanding, interpret, and analyze the Parts of Speech, major elements and sentence structure in Korean language. They also participate in real world, spoken, written, or signed (ASL) conversations on very familiar topics, using daily common expressions, indirect quote, conjunctives, progressive verb tenses, and literacy skills by reading Korean folk tales and fables. Students also understand the Korean zodiac and Korean music and its historical background and how they affect Korean life style.

### CA World Language Standard

- **Communication Standards**
  - **(Intermediate Low)** WLCM:1.1: Interpretive Communication
  - **(Intermediate High)** WLCM:1.2: Interpretive Communication
  - **WLCM:1.3**: Receptive Structures in Service of Communication
  - **WLCM:1.4**: Productive Structures in Service of Communication
  - **WLCM:1.5**: Language Comparison in Service Communication

- **Cultures Standards**
  - WLC1.1: Culturally Appropriate Interaction
  - WLC2.2.1: Cultural Products, Practices and Perspectives
  - WLC2.2.2: Cultural Comparison
  - WLC3.4.1: Intercultural Influence

- **Connections Standards**
  - WLC3.1: Connections to Other Disciplines
  - WLC3.2: Diverse Perspectives and Distinctive Viewpoints
Assessment- Unit 1 Level III

Read the questions and answer according to the directions. Once you submit, you cannot correct your answers.

* Required

Email address *

1. Choose the best possible word to fill the blank. 내일 시간이 있어요, _____ 공부를 하려고 해요. *
   - 그러나
   - 그래
   - 그래서
   - 그러자
   - 게다가

2. Choose the best possible word to fill the blank. 요일 일찍 일어나요, _____ 내일 일찍 잠이나야 해요. *
   - 그렇
   - 그래
   - 그러
   - 자다
   - 자다

3. Choose the best possible word to fill the blank. 나는 10학년이에요, _____ 파티는 12학년이에요. *
   - 그림
   - 그리고
   - 그니
   - 그리고서
   - 그리고서
END OF OVERVIEW

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(KECOS)

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