

KOREAN DISCOURSE AND GENRE

Materials for Intermediate/Advanced Korean
Based on the National Standards

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UNIT 2: 정월 대보름 First Full Moon of the Lunar Year



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First Full Moon of the Lunar Year

INTRODUCTION

The Standards for Korean Language Teaching have recently been developed and published through ACTFL (American Council on the Teaching of Foreign Languages). They center on five basic concepts, referred to as the 5Cs: *Communication, Cultures, Connections, Comparisons, and Communities* and are intended to replace the more mechanical and artificial categories of proficiency, commonly known as the “4 skills” of listening, speaking, reading, and writing. The 5Cs of the Standards shift the focus away from the “skill” of language and instead highlight elements of language that are linked to *people* and *culture* and *discourse*. At the same time, the Standards provide teachers and learners with specific, concrete sets of goals to strive for in learning and teaching Korean.

The units developed in this series, *Korean Discourse and Genre*, are designed to complement existing pedagogical materials for Korean. They contain authentic, media-based samples of actual language used in Korea by Koreans for specific interactional purposes: television programs (e.g., talk shows, reality shows, news, weather reports), radio programs, films, internet-based discourse (interviews, reviews, blogs, news items, recipes), and the like.

The focus of our units is on *Discourse* and *Genre*. *Discourse* relates generally to language and how language is used in these various communicative contexts. *Genre* refers to the specific ways in which particular features of language combine to create a certain *type* of discourse, e.g., conversation, expository writing, formal interview, recipes, weather reports, diary entries, and so forth.

We provide instances of actual Korean *discourse* within various *genres* of language use. Each language segment is followed by a vocabulary list that provides definitions or approximate English equivalencies of potentially unfamiliar words, all listed in the same order that the words appear in the text.

The goals of the units are to raise teachers’ and students’ awareness of and sensitivity to specific language patterns in oral, written, and technology mediated communication as they occur within particular types of discourse genres. More importantly, the materials provide activities for teachers to use in their classrooms—activities that are designed to match the goals and standards as set forth in the Standards for Korean Language Learning:

GOAL 1 COMMUNICATION

Communicate in Korean:

- *Provide and obtain information, express feelings, exchange opinions. (INTERPERSONAL)*
- *Understand and interpret written and spoken Korean on a variety of topics. (INTERPRETIVE)*
- *Present information, concepts, and ideas to an audience of listeners on a variety of topics. (PRESENTATIONAL)*

GOAL 2 CULTURES

Gain Knowledge and Understanding of Korean Culture:

- *Demonstrate understanding of the relationship between practices and perspectives of Korean culture.*
- *Demonstrate understanding of the relationship between products and perspectives of Korean culture.*

GOAL 3 CONNECTIONS

Connect with Other Disciplines and Acquire Information:

- *Reinforce and deepen knowledge of other disciplines through the Korean language.*

- *Acquire information and recognize distinctive viewpoints that are only available through the Korean language and culture.*

GOAL 4 COMPARISONS

Develop Insight into the Nature of Language and Culture:

- *Demonstrate understanding of the nature of language by comparing Korean with other languages that students know.*
- *Demonstrate understanding of the concept of culture by comparing Korean culture with other cultures that students know.*

GOAL 5 COMMUNITIES

Participate in Multilingual Communities at Home and Around the World:

- *Use Korean both within and beyond the school setting.*
- *Show interest in becoming life-long learners by using Korean for personal enjoyment and enrichment.*

This shift in foreign and second language education, from the four skills to the 5Cs, will allow for greater flexibility in learning tasks. It will also encourage more authentic and robust uses of language, both in the classroom and beyond. *Students will be exposed to a greater variety of discourse samples in the target language and consequently will also be asked to produce a greater variety of discourse.*

Our materials represent early steps toward these goals, by providing authentic Korean language samples and a wide variety of activities that can be used in the classroom (and outside). These activities are designed to help students achieve a multiplicity of goals as noted above, with a natural integration of Korean grammar and culture within the 5Cs. The activities are also designed to help teachers become more sensitive to language-related issues as they pertain to *discourse* and *genre*.

Each unit opens with a brief description of each holiday and its importance within Korean culture. It then relates these events to other issues in Korean daily life: traditional culture, foods, health and well-being, cultural values and practices, family, travel, weather, etc. Each unit *provides* a variety of discourse genres, e.g., expository writing, narrative, recipes, e-mail, interview, chat, blog, and *has students interact within* these various genres. The final section discusses the specific types of *discourse genres* used as text in the unit, and isolates particular features of each genre for further study.

We hope you find these materials useful. Please direct questions, comments, and other feedback to: Center for Advanced Language Proficiency Education and Research (CALPER), Korean Project, c/o Professor Susan Strauss, The Pennsylvania State University, 305 Sparks Building, State College, PA 16802, email: sgs9@psu.edu

NOTE TO INSTRUCTORS: Our units are designed to stimulate students' thinking about the Korean language and Korean people and culture. Each activity is centered on multiple goals and sub-goals within the 5Cs noted above. The units provide ideas for students to use Korean in various genres of discourse (e.g., expository writing, interviews, conversation, e-mail) and to interact at various levels (e.g., with other individuals, in small groups, and in full class contexts). Please feel free to supplement these assignments with your own goal-specific tasks so that they best fit the needs of your classes. We provide a blank box at the end of each segment for you to create your own assignments based on these or related issues.

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UNIT 2: 정월 대보름

First Full Moon of the Lunar Year

Section 1: Overview of the holiday, including traditions that are associated with it.

- Brief essay on 정월 대보름
- Ideas to Think About and Develop Further
- Assignment

Section 2: How to play 쥐불놀이

- Short text on how to play 쥐불놀이
- Ideas to Think About and Develop Further
- Assignment

Section 3: The tradition of 부럼깨기

- Short text on 부럼깨기
- Ideas to Think About and Develop Further:
- Assignment

Section 4: 잣—Pine nuts as “food therapy”—for health and weight control

- Short newspaper article about pine nuts and body fat
- Ideas to Think About and Develop Further
- Assignment

Section 5: Genres and their discursive features

- Discussion of the various genres included in this lesson
- Identification of features of each genre and grammar discussion
- Ideas to Think About and Develop Further
- Assignment

SECTION 1: 정월 대보름. AN INTRODUCTION TO THE CELEBRATION OF THE FIRST FULL MOON OF THE (LUNAR) NEW YEAR

In Unit 1, we read about and explored 설날 and its importance to Korean people as the celebration of the first day of the lunar calendar New Year. Here, we will explore the next holiday on the calendar, 정월 대보름, the holiday that welcomes the first full moon of that year. It occurs and is celebrated 15 days after 설날.

정월 대보름 is a celebration of new beginnings. It is a time to enter into the New Year with hope for good health and plentiful crops. In Unit 2, we present three brief texts about 정월 대보름, followed by a short news article that praises the many health benefits of 잣, the pine nut, one of the nuts traditionally eaten on 정월 대보름.

Text 1

정월 대보름

정월 대보름은 음력 1월 15일로 일 년 중 처음 맞는 보름날이다. 이 날은 일 년 중 첫 보름이라 중요시하며 그 해 농사의 풍년, 흉년과 그 해의 좋고 나쁨을 점쳤다. 새벽에 귀밝이술을 마시고 부럼을 깨물며 오곡밥, 약식을 먹는다. 또한 쥐불놀이, 달맞이 등 여러 가지 민속 놀이를 한다.

<Original text written by Jiyun Kim>

VOCABULARY

정월	first month of the lunar year
대보름	the 15 th of the first month (according to the lunar calendar)
중	among, in the middle
맞다	to welcome, to meet
보름달	a full moon
보름	full moon, fifteen days, a half month, a shorter word for '보름날 (15 th day of the first month of the lunar calendar)'
중요시하다	to consider/treat something as important
해	year
농사	agriculture, farming, farm work

풍년	a year of abundance, a fruitful year
흉년	a year of bad harvest, a lean year
좋고 나쁨	the good and the bad
점치다	to tell a fortune, to forecast, to predict
새벽	dawn, early morning
귀밝이술	“ear-quickenning wine” (served on the first full-moon day of the lunar new year), also called as “이명주”
부럼	nuts (eaten as tradition for good luck in the morning of 보름날)
깨물다	to crack something using one’s teeth
오곡밥	rice cooked with at least more than five different grains
약식	traditional rice dish (also called 약밥)
쥐불놀이	(lit. ‘mice-fire game’) a traditional game that uses fire
달맞이	welcoming the first full moon
여러가지	various
민속놀이	traditional game
또한	also
등	and so forth

As we can see, the moon plays a major role in Korean culture, and especially the first full moon of the lunar calendar year.

The celebration of 보름 is a holiday that prepares Korean people for the future in the new year. Predictions are made and customs are followed. These customs focus on all of the benefits that the year may bring: healthy bodies, abundant crops, and overall good luck throughout the year.



오곡밥



약식

ACTIVITIES

1. **Foods that bring good luck and promote good health.** Research and small group oral presentation (3-4 students).

(a) The above essay on 보름 mentions certain foods that are eaten in the early morning of the holiday. List those foods below (in Korean). Then, conduct an internet search (in Korean, if possible) to find out more about each food, and describe it in the right-hand column, including a brief list of the ingredients.

FOOD NAME	INGREDIENTS
_____	_____
_____	_____
_____	_____
_____	_____

(b) In your search, were you able to locate the meaning and significance of 귀밝이술 or 이명주? What sort of beverage is it (i.e., made of what?) and why these two names?

(c) What is 약식? What does the prefix 약 mean and what does it refer to? How is this food item prepared? Locate a detailed explanation of its ingredients and significance in Korean. For starters, you might want to take a brief look at the following website: <http://en.wikipedia.org/wiki/Yaksik> You'll see from this entry that its history is closely related to 정월 대보름.

(d) Form groups of 3-4 students and compare your notes on these findings. What types of natural foods in Korean culture are associated with good health and why?

(e) You've learned about 약식 and the significance of the prefix 약. Conduct a further internet search on therapeutic value of 꿀 'honey' in Korean culture and in other cultures of the world. What is that value?

(f) Prepare a group presentation in Korean on your findings related to the history and significance of 꿀 in Korea and around the world. Include information about the use and value of honey in various cultures, and how honey-based treats (e.g., 꿀타래) are used in modern times, in Korea and throughout the world. Use visual aids, including Powerpoint, photos, and videos, where possible. You may focus on whatever aspects of honey you'd like, but be sure to bring the significance of 약 back to its use in 약식 and conclude with a comment about the relevance of 약식 to the 정월 대보름 celebration.

2. The man in the moon, the rabbit in the moon—fact, myth, and superstition of the full moon. Project work in Korean (research, interview, written report, oral presentation).

The celebration of 정월 대보름 involves predictions of hope and good luck for the New Year to come, including abundant crops and prosperous harvests for the year. The entire holiday centers on the full moon, i.e., the first full moon of the lunar calendar year.

- (a) Explore the celebration of the first full moon of the (lunar) year in Korean culture. Try to trace its history to determine when the holiday was first celebrated and why.
- (b) Do any other cultures in the world celebrate the arrival of the first full moon of the year (lunar calendar or others)? If so, how do these celebrations compare in terms of customs and beliefs? (You might want to investigate Buddhist practices, specifically in Mahayana countries, for starters).
- (c) Is there a connection between the moon and farm crops? This July 10, 2003 article from *National Geographic* may help to generate some ideas:
http://news.nationalgeographic.com/news/2003/07/0710_030710_moongarden.html
- (d) Many Western cultures hold the fictionalized perspective that one can see a “man” in the moon. Many Eastern cultures hold the fictionalized perspective that it is a “rabbit” in the moon. Conduct research about Korea’s view of the “rabbit in the moon” (in Korean). How did such perspectives begin? Why do you think they still hold, even in fiction?
- (e) As we have seen, many of the world’s cultures value the full moon as a positive force. However, we also know that many of the world’s cultures associate negative and eerie effects of the full moon on people’s behaviors, moods, and even identities. Conduct a thorough investigation about these varying views of the moon’s effects on the earth and its people. Why do you think these beliefs came to be and how are they perpetuated?
- (f) Interview a Korean friend, acquaintance, or key pal about his/her views of the full moon. Conduct your interview in Korean. Before you begin, prepare a list of vocabulary items that you may need in advance.
 - Do they associate the full moon with positive feelings and outcomes or negative ones? Why?
 - Were some of these beliefs or feelings shaped by their parents, by childhood stories, films, folktales?
 - How do they feel when they see a full moon?

Conduct a parallel interview with a friend, acquaintance or key pal from a culture different from Korean culture (a culture within the US or elsewhere).

Write a two-page single-spaced (typed) essay in Korean in which you present the results of your interviews above. Explain what your findings are and try to account for similarities or differences in each person’s view of the full moon. Conclude with your own impression of the full moon, shaped by cultural beliefs, etc.

- (g) In groups of 3-4 students, present the entirety of your findings in Korean on the moon and full moon in Korean culture and elsewhere, using audio and visual aids: Powerpoint, photos, videos, songs, folktales, etc. Be sure to synthesize your findings and present a conclusion that coherently ties your full research project together.

FURTHER ASSIGNMENTS

SECTION 2: HOW TO PLAY 쥐불놀이

In the text above, we read about one practice during 정월 대보름 where people go out to the fields and rice fields to burn out the old crops. This practice is called 쥐불놀이, and as we see by the name, it is considered more of a “game” than a practice or tradition. Here you’ll see how it is “played.”



쥐불놀이



쥐불놀이용 철강통

Text 2

쥐불놀이 하는 방법

[쥐불놀이를 하는 시기]
정월 대보름 전날

[인원]
인원 제한 없음

[쥐불 만드는 법]
① 빈 깡통 사방에 구멍을 뚫어 긴 철사로 매단다.
② 그 속에 오래 탈 수 있는 나무조각이나 솔방울을 넣는다.

[쥐불놀이 하는 법]
① 밤이 되면 깡통안의 나무에 불을 붙여서 들판으로 나간다.
② 철근을 잡고 빙글빙글 돌리면서 "쥐불이야" 하고 외치며 잡초에 불을 붙인다.
③ 더 많은 곳에 쥐불을 놓은 친구가 이긴다. 하지만 불이 날 수도 있으므로 논이나 밭이 없는 도시에서는 하기 힘든 위험한 놀이이다.

<Original text by Jiyun Kim>

VOCABULARY

시기	time period
전날	the day before, the eve of
인원	the number of persons
제한	limit
빈	empty
깡통	tin can
사방	four sides, all directions
구멍	hole
뚫다	to punch a hole, to perforate
철사	wire (n.)
매달다	to hang
오래	for a long period of time
타다	to burn
나무조각	a piece of wood
솔방울	pine cones
넣다	to put in
붙이다	to set fire
들판	fields

나가다	to go out
철끈	a binding string
잡다	to grip, to hold
빙글빙글	round and round
돌리다	to spin
외치다	to shout out
잡초	a weed
이기다	to win
불이나다	to be on fire
논	a rice field
밭	a field
도시	a city
위험한	dangerous

ACTIVITIES

1. **Crop burning and the “mice fire game”—Research, group skit.** To the extent possible, research the following questions (and related issues as they arise) in Korean.

(a) Find out more about the Korean custom of 쥐불놀이.

- Who “plays” it? Where? How?
- Is it practiced as much now as it was in the past?
- What is the significance of 쥐불놀이? That is, why is it called this? What is the significance of the “mice?”
- Why do Korean people participate in this practice? What are the benefits? What are the risks in addition to the potential fire hazard in cities alluded to above? (You might want to include environmental risks as well).

(b) In groups of 4 or 5, write a skit (in Korean) involving a family getting ready to “play” 쥐불놀이 or already in the midst of “playing” it. Be sure to use the vocabulary provided in this list that accompanies our sample text, in addition to other related vocabulary items. Pay attention to grammar and speech levels (deferential, polite, *panmal*, etc.) as well. Be creative with your assignment of roles, i.e., family members, local farmers, local law enforcement or environmental authorities. Each skit should last for approximately 10 minutes. Use costumes, props, and written captions as you perform your skit.

FURTHER ASSIGNMENTS

SECTION 3. THE TRADITION OF 부럼깨기

Another custom that is associated with 보름 is that of eating raw or roasted nuts in the early morning of the holiday.

As you will read below, this tradition carries with it a number of superstitious values, most of which are related to having good health, good teeth, and good luck in general for the new year to come.

Text 3

부럼깨기

부럼깨기란 정월 대보름날 이른 아침에 한 해 동안의 각종 부스럼을 예방하고 이[齒]를 튼튼하게 하려는 목적으로 날밤·호두·은행·잣 등 견과류를 어금니로 깨무는 풍속을 일컫는다. 다른 말로 ‘부스럼(또는 부럼) 깨물기’라고도 하고 ‘부럼먹는다’고도 한다. 또한 그러한 견과류를 일반적으로 ‘부럼’ 또는 ‘부름’이라고 부르기도 했다.

<Original text by Jiyun Kim>

VOCABULARY

이른 아침	early morning
각종	various kinds
부스럼	swelling, skin problems
예방하다	to prevent
이	(or 이빨) teeth
튼튼하게 하다	to make something healthy, to strengthen something
목적	purpose
날밤	raw/uncooked chestnuts
호두	walnuts
은행	ginkgo fruit
잣	pine nuts
견과류	nut kinds
어금니	molars
깨물다	to bite
풍속	customs
일컫다	to call, to name something
다른 말로	in another word
또한	also, in addition
일반적으로	generally
부르다	to call someone or something, to name something or someone



부럽

ACTIVITIES

1. **Cracking nuts to avoid skin problems and to strengthen teeth: Superstitions related to food practices—interview, essay.** This text describes a few of the traditional practices of **보름** that relate to a particular type of food, i.e., nuts, and the superstitions that surround them. Most of these superstitions involve good luck resulting from participating in the practice.

(a) Interview a Korean friend, acquaintance, or key pal in Korean. Take detailed notes on his/her responses.

- Has s/he participated in **부럼깨기** with his/her family?
- Does his/her family still do this on **보름** or any other time of year? If so, ask for a detailed description of how they do this. If they don't, ask them why not.
- Are there other superstitions that your friend, acquaintance, or key pal has grown up with? What are they? Did s/he believe these as a child, but no longer believes or is the belief system still in place?

(b) Now, think about your own family and the superstitions that you may have grown up with (e.g., don't put a hat on the bed, seeing a black cat means bad luck, walking under a ladder will bring bad luck, carrying a rabbit's foot will bring good luck, finding a "heads-up" coin on the street means you'll have lots of money). What were they?

Compare your own responses to those of your Korean participant. Is there a preponderance of positive outcomes in one culture vs. another? Is there a preponderance of negative outcomes in one vs. the other?

(c) Write 3-page single spaced (typed) essay in Korean about how superstitions in families help to shape certain aspects of belief systems in children as they grow to adulthood. Use personal examples and provide your own personal opinions. (Your teacher may want to formulate this topic or a related one in Korean, so that you are responding to the original question that is already posed in Korean.)

FURTHER ASSIGNMENTS


SECTION 4: 잣-- PINE NUTS AS “FOOD THERAPY”—FOR HEALTH AND WEIGHT CONTROL

Related to Text 3 above is the following short article on the health benefits of 잣, pine nuts. Here, though, there is nothing superstitious about it. The author is making actual scientific claims regarding the pine nut and its role in the circulatory system and in helping to actually melt internal body fat.

Text 4

당신을 바꾸는 푸드테라피

5kg 가볍게-잣



(김연수 푸드 테라피스트)

과식과 폭식을 자주 하는 이들에게 나타나는 뱃살. 내장 사이에 지방이 축적된 내장 비만일 가능성이 높다. 혹시 배꼽 둘레와 윗배 쪽에 살이 많이 찐 타입이신지. 무분별하게 안주를 섭취하는 ‘술배’도 여기 포함된다. 내장 비만은 성인병의 원인이기 때문에 무조건 빼고 볼 일인데, 중성지방 수치를 낮추는 게 급선무다. 설날 차례상에 빠지지 않는 잣을 추천한다. 잣 기름은 혈관을 깨끗이 하는 리놀레산 등 식물성 지방으로, 중성지방을 녹이는 효과가 있다. 잣을 매일 10알 이상 공복에 먹으면 뱃살 빼는 데 효과적이다. 흡연가는 니코틴 유혹을 잣으로 대처해 뱃살 빼기와 금연, 두 마리 토끼를 잡아보자.

출처: http://newsplus.chosun.com/site/data/html_dir/2009/01/29/2009012901486.html

VOCABULARY

과식	overeating
폭식	gorging an excessive amount of food
이	person

일어나다	to happen, to occur
배살	belly fat
내장	internal organs, intestines
지방	fat
축적하다	to accumulate
혹시	by any chance, possibly
배꼽	belly button, navel
무분별하게	recklessly
섭취하다	to take in, to ingest
비만	obesity
성인	adult
병	disease
살이찌다	to gain weight
원인	cause (n.)
살을 빼다	to lose weight
중성지방	neutral fat
수치	numerical value
낮추다	to lower something
급선문	the most urgent business
빠지다	to omit, to lose
혈관	blood vessel
녹이다	to melt something
효과	effect (n.)
공복	empty stomach
흡연가	smoker
니코틴	nicotine
유혹	temptation, seduction
대치하다	to replace

ACTIVITIES

1. **The medicinal value of the 잣. pine nut, as a means of shedding pounds, melting body fat, improving circulation, and even quitting smoking.** Research, One-on-One Role Play (doctor-patient, chef-restaurant customer, nutrition specialist-interviewer, etc.).

- (a) First, make a list of the medical/physiological terms in the article, and indicate their meanings in English.

KOREAN MEDICAL TERMS	ENGLISH
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- (b) Write a summary of the article in Korean using some of the words in the table above, but making sure to use your own words in the summary. What is the main claim of the article? How does the author support this claim?

(c) Conduct internet-based research on the pine nut in both Korean and English. Then, prepare a brief report on the pine nut in non-Korean sites and the 잣 in Korean sites to share with your class.

- Where does it come from?
- On which continents is it found and where/how is it eaten?
- What is its nutritional/health value?
- Is the 잣 described any differently on the Korean sites? If so, in what way? That is, what is emphasized and underscored in the Korean sites on 잣?
- How and in what dishes is 잣 eaten?

(d) In pairs, write and perform a five-minute role-play skit that centers on the 잣 in various contexts in Korea. This can be a doctor-patient interaction, an interaction between a chef and restaurant customer or between a nutrition specialist and an interviewer. You can make it humorous or serious. Be sure to be creative. Use vocabulary from the article and incorporate information that you learned about the 잣 from your internet search. Use costumes, props, and written captions.

FURTHER ASSIGNMENTS

SECTION 5: GENRES AND THEIR DISCURSIVE FEATURES

In Section 4 of Unit 1, we pointed out THREE categories GENRES of discourse used in that unit:

- Expository writing written
- Interview, semi-formal narrative oral
- Recipe written

In conjunction with the categories of genre, we focused on three basic elements that come into play in thinking about genre:

- PURPOSE of the text: why did the writer or speaker produce this?
- STANCE of the writer or speaker: what is his or her position?

- USE of GRAMMAR: how does the writer or speaker use grammar to achieve his/her purpose and to maintain his/her stance about the topic?

For the above tasks, we focused primarily on sentence ending forms, noting that EXPOSITORY writing and the RECIPE typically used the -다 form. We noted that this form helps to create an overall sense of objectivity and neutrality.

In Unit 2, we present four text samples:

- 1) an overview of 정월 대보름
- 2) a brief description of how to play 쥐불놀이
- 3) a paragraph on the tradition of 부럼깨기
- 4) a short newspaper article about 잣, the pine nut

Let's continue our work with genre by focusing on sentence ending forms.

ACTIVITIES

1. Identify the grammatical features of 1) – 4) above. Go back and read each of the four texts. Now, identify the sentence ending forms in each.

- Which texts are similar to each other and which are different?
- In what ways are the texts similar?
- In what ways are the texts different?
- Of the four texts, which one stands out as being very different from the other three? Why? (HINT: by simply focusing on sentence ending forms, the answer should become clear rather quickly).

2. From the above activity, we see that Texts 1 and 3 are both EXPOSITORY in nature. Both present factual information concerning a particular topic of focus. Both use the -다 form sentence ender.

Text 2, the description of how to play 쥐불놀이, also uses the -다 form as sentence ender, but it belongs to a different genre of discourse.

In terms of form and content, this text on 쥐불놀이, resembles the RECIPE from Unit 1 more than any text in this unit. Why? That is, what features of language use do the recipe and the game playing instructions share?

One way to describe why the recipe and the description of how to play **쥐불놀이** are similar has to do with the fact that they both express PROCEDURES: How to do something and IN WHAT ORDER.

We find that each individual step is simply numbered. Recipes and game descriptions in English can be similar (as you probably discovered with your comparative work with recipes from Unit 1).

Now, in EXPOSITORY texts where sequential order is described, it is unlikely that the author would simply list and number individual steps, because the PURPOSE of the discourse is very different. That is, an expository text is not simply to provide a step-by-step, ordered description of procedures like a recipe or set of game rules might be, though some type of procedural description may be involved.

Text 1, from Unit 1 on **설날** provides a sample of a text that contains elements of procedural discourse. We have reproduced the text below and have highlighted in yellow, those grammatical markers that refer to sequential order.

- (a) Read the text again, this time, focusing on how the author frames the parts of the procedures related to how **설날** is celebrated in Korea.

Text 1 (from Unit 1 - 설날) [see Appendix E for translation]

설날

새해의 첫날인 음력 1월 1일은 대한민국 최대의 명절 ‘설’이다. 설날의 세시풍속으로는 차례, 덕담 나누기, 떡국 먹기, 복조리 걸기, 윷놀이, 널 뛰기 등 여러 가지가 있다.

설날 아침 일찍 각 가정에서는 제상에 설 음식을 차려 놓고 차례를 지낸다. 차례를 마친 **뒤**, 조부모, 부모에게 절하고 새해 인사를 올린다. 가족끼리 아랫사람이 윗사람에게 절하는 것을 ‘세배’라고 한다. 세배가 **끝나면** 차례 음식으로 아침 식사를 한 **후**에 친척과 이웃 어른들을 찾아가**서** 세배를 드린다. 세배를 받은 어른들은 아이들에게 덕담을 해주고 세뱃돈을 준다. 세배를 할 때에는 오른손을 왼손 위에 놓고 큰절을 하며 ‘새해 복 많이 받으세요’ 라고 이야기 한다. 또한, 예로부터 한국인들은 설날을 전후해서 흰 가래떡과 떡국, 만둣국을 먹는 풍습을 이어왔다. 설날에 길고 하얀 가래떡을 먹었던 것은 몸과 마음에 그릇된 욕심이 없이 흰떡처럼 깨끗하고 때묻지 않길 바라는 마음에서 유래한다고 한다.

이처럼 한국인들은 국민 최대의 명절인 설에 가족과 친지가 함께 모여 다양한 설날 음식과 민속놀이, 설 풍습들을 되새기며 공동체의 결속을 강하게 한다.

<Original text by Jiyun Kim>

(b) Make a list of the forms used in the text above:

FORM	MEANING (IN ENGLISH)
_____	_____
_____	_____
_____	_____
_____	_____

(c) Below, we provide a more comprehensive (though not exhaustive) list of these and other sequential markers in Korean.

Sequence markers

~(ㄴ) 뒤	after~
~(이, 가) 끝나면	once (~is) done
~(ㄴ) 후에	after~
~ 서	after ~
우선	first of all
먼저	first, at first
첫(번)째(로)	first
일단	first of all
그리고 (서/나서)	then
그 다음(에)	then, next
둘째(로)	second(ly)
두번 째(로)	second(ly)
셋째 (로)	third(ly)
세번 째 (로)	third(ly)
마지막으로	finally, at last

Using expressions from this list (and other expressions of sequence that you may know), write a 2-page (typed) composition in Korean about one of the following topics:

- How families in the US celebrate a major holiday (choose one: Thanksgiving, Christmas, New Year's Eve/Day, Independence Day, Mother's Day, Father's Day, etc.)
- How to choose a major in your university.
- How to buy a used car.
- How to ...*topic to be provided by your instructor.*

Write your essay using an EXPOSITORY style and providing sufficient details concerning the order of how things must/should be done. Be creative.

FURTHER ASSIGNMENTS

Appendix A

정월 대보름

First Full Moon of the Lunar Year

정월대보름, the 15th day of the lunar calendar, is the first day of the year welcoming the first full moon of the year. This day is considered important, because with the year's first full moon, people predict the fruitfulness of agriculture and the good and bad things of the year to come. People drink what is called "ear-quicken wine." They crack nuts early in the morning, and eat five-grained rice and 약식. They also play various traditional games such as 쥐불놀이 and 달맞이.

Appendix B

쥐불놀이 하는 방법

How to play 쥐불놀이

When to play: On the eve of 정월 대보름

Number of persons: No limit

How to make 쥐불:

1. Perforate four sides of an empty can and hang a long wire on it.
2. Place in pieces of wood or pinecones that can burn for a long time into the can.

How to play 쥐불놀이:

1. At nightfall, go out to the fields and light the wood pieces on fire.
2. Hold onto the wire and spin it around while shouting 쥐불이야. Set the nearby weeds on fire.
3. The person who sets fire to the largest number of places with weeds wins the game. However, this game cannot be played in cities where there are no fields or rice fields, because it is dangerous and can be a fire hazard.

Appendix C

부럼깨기

Cracking nuts

In the early morning of 정월대보름 there is a custom for Korean people to crack nuts such as raw chestnuts, walnuts, ginkgo fruit, and pine nuts, using their molars as a means of preventing various kinds of skin problems for the upcoming year and to strengthen teeth. The custom is called "biting skin problems" 부스럼 깨물기 and eating "good luck nuts" 부럼.

Also, the kinds of nuts that are used are generally called 부럼 or 부름 (for good luck in the new year).

Appendix D

당신을 바꾸는 푸드테라피

Food Therapy That Changes You

Pine nuts—that make you 5kg (11.2 pounds) lighter

Belly fat is developed by people who frequently overeat and gorge themselves. It is highly possible that this kind of fat is the internal organ fat that surrounds your intestines. Are you the type of person who has lots of fat around your belly button and upper belly? “The beer (lit. ‘alcohol’) belly” folks who mindlessly munch on side dishes served with drinks belong here. Since internal organ fat is the cause of many adult diseases, it is important to lose this kind of fat more than anything, and lowering the level of neutral fat is a top priority. We recommend pine nuts that are never forgotten on the New Year’s ancestor memorial service table. Pine nut oil is a vegetable oil, like linoleic acid, etc., that cleans blood vessels, and has the function of melting neutral fat. If you eat more than ten pine seeds every day on an empty stomach, it can be an effective way to lose belly fat. Smokers, think about replacing the temptation of nicotine with pine nuts: Let’s catch two rabbits at once – losing belly fat and quitting smoking. (cf. “Kill two birds with one stone.”)

Appendix E

설날

Lunar New Year’s Day

January 1st of the lunar calendar, the first day of the New Year, is 설—the most important holiday in Korea. Among the customs for 설날 are a variety of events that include such activities as ancestor memorial rites, exchanging well-wishing remarks, hanging bamboo fortune strainers (often referred to as the “ladle of good luck”), playing the game of 윷 (a Korean traditional board game with sticks), and 널뛰기 (seesaw jumping).

In the early morning of 설날, every family conducts memorial services in honor of their ancestors by setting 설 (short for ‘설날’) food on a special table. Following the ritual, young people bow to their parents and grandparents to respectfully give New Year’s greetings. This act of bowing that young people do to elderly people is called 세배. After completing the 세배, the family eats the food they prepared for the service for breakfast, and then they go visit relatives and elderly neighbors to give them 세배. The elderly people who receive 세배 give well-wishing remarks and 세배 money to children. When you are doing 세배, you put your right hand on your left and kneel down to bow while saying “Please have

a lot of fortune in the new year.” Also, from ancient times, Koreans have been maintaining the customs of eating white cylindrical rice cakes, rice cake soup and dumpling soup before and after 설날. It is said that the reason Koreans eat the long and white cylindrical rice cake originates from their wishful heart to want to be pure and untainted, just like white rice cake, without unrighteous greed.

In this way, Koreans, on their most important national holiday 설, gather together with their family members and relatives and strengthen their solidarity by performing and remembering various kinds of 설 rituals and events—making 설 food and playing traditional games.