

# **KOREAN DISCOURSE AND GENRE**

Materials for Intermediate/Advanced Korean  
Based on the National Standards

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## **Unit 1: The Lunar New Year**



# DISCOURSE AND GENRE IN KOREAN

## 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*.

The central theme of Units 1 – 4 are major Korean holidays: 설, 보름, 단오, and 추석. The units open with a brief description of each holiday and its importance within Korean culture. Each unit 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 *have students interact within* these various genres. The final section of each unit 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](mailto: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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CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH (CALPER) – THE PENNSYLVANIA STATE UNIVERSITY



# Discourse and Genre in Korean

## Unit 1: 설날

This unit centers on 설날, the Lunar New Year, the most important holiday to Korean people. The unit is divided into four sections.

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

- Brief essay on 설날 (See Appendix I for translation)
- A description of the 설 **memorial service** table, with photographs and a list of the various foods that are included
- Ideas to Think About and Develop Further
- Assignment

### **Section 2: Preparing food for 설날**

- A glimpse into Royal Cuisine (See Appendix II for translation)
- Ideas to Think About and Develop Further—Korean Cuisine, 설날 and beyond, Korean Lifestyles: tradition and modernism
- Assignment

### **Section 3: Recipe for 떡국**

- Recipe and list of ingredients (See Appendix IV for translation)
- Ideas to Think About and Develop Further
- Assignment

### **Section 4: 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: 설 AND ITS TRADITIONS

Below, you'll read a brief description of 설 including when it takes place, the types of activities that are related to the holiday, the importance of the holiday to Korean people, and a preview of symbolic foods that are a major part of this holiday celebration.

### Text 1

#### 설날

새해의 첫날인 음력 1월 1일은 대한민국 최대의 명절 '설'이다. 설날의 세시풍속으로는 차례, 덕담 나누기, 떡국 먹기, 복조리 걸기, 윷놀이, 널 뛰기 등 여러가지가 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 후에 친척과 이웃 어른들을 찾아가서 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.

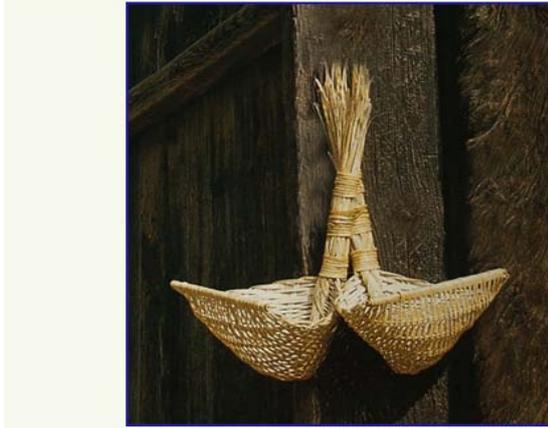
이처럼 한국인들은 국민 최대의 명절인 설에 가족과 친지가 함께 모여 다양한 설날 음식과 민속놀이, 설 풍습들을 되새기며 공동체의 결속을 강하게 한다.

(Original text by Jiyun Kim)

## VOCABULARY

음력	lunar month
최대	the biggest, the most important
명절	national holiday

세시풍속	traditional customs and activities
차례	ancestor memorial rites
덕담	well-wishing remarks
복조리	fortune (bamboo) strainer
걸다	to hang
웃놀이	a game of 웃
널	traditional seesaw game
뛰다	to jump
여러가지	various kinds
제상	a table spread with ritual food
마치다	to finish
뒤	after
조부모	grandparents
절하다	to bow down
인사를 올리다	to greet elderly people
끼리	between, among
아랫사람	young people (lit. lower people)
윗사람	elderly people (lit. higher people)
가래떡	cylindrical rice cake
만둣국	dumpling soup
몸	body
마음	heart, mind
그릇된	wrong
욕심	greed
때문다	to become dirty
바라다	to hope, to wish
유래하다	to originate
함께	together
모이다	to gather
다양한	various
풍습	customs
되새기다	to remember, to bear in mind
공동체	group
결속력	solidarity
강하게 하다	to make something (or someone) strong



복조리



웃



떡국



만두국

As we have read, 설날 is an extremely important holiday to Korean people. It is one of the many holidays that have maintained a large number of ancient traditions: from traditional games and symbolic artifacts to familial and culinary rituals and the demonstration of sincere respect to elders. True celebration of this holiday requires strict adherence to these traditions and rituals.

Below you will find a photo of the traditional and symbolic foods for the 설 table, together with the names of each food. For more information on how to set the table, visit [http://cafe.naver.com/loveofbundang.cafe?iframe\\_url=/ArticleRead.nhn%3Farticleid=23125&](http://cafe.naver.com/loveofbundang.cafe?iframe_url=/ArticleRead.nhn%3Farticleid=23125&).



## ACTIVITIES

### 1. Symbolism of foods for the 설 table:

- (a) Conduct an internet search to find out more about the symbolism of foods that are placed on the 설 table. Conduct this search in Korean.
- List the foods and provide a brief description about the symbolism of each.
  - Make notes about why is each food item is included on the 설 table.
  - What does each food represent?
  - What aspects of Korean culture do these symbols reflect?

NOTE: Do you find consensus among your sources concerning the symbolism of each food? If so, indicate the significance of each food under the heading “symbolism” in the right column below. If not, think about exactly where and how the symbolic significance differs from source to source. Take notes for later use (see item B. below).

FOOD NAME (in Korean)	SYMBOLISM (why is it on the table?)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What do these symbolic foods reflect about Korean culture more generally? Determine broader cultural themes that these foods are indicative of.

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(b) More on 설 food symbolism: Building on your findings in (a), think about the types of

symbolism that you find in the foods for the 설 memorial table. Organize your notes concerning those food items where most sources concur about their symbolic values and those where you find variation.

- Why is there divergence in thought? That is, why are some types of foods straightforwardly clear concerning their symbolic meanings and others less so?
- Think about holidays in other cultures where foods are symbolic, e.g., *Passover seder* foods in Judaism. How do these food-based symbols compare and contrast? What do these symbols reflect about each group's culture and sets of values and belief systems?

(c) Celebrating 설: Interview a key pal or a Korean friend/acquaintance in Korean about how his/her family celebrates 설날. Before you do so, be sure to have your notes at hand with vocabulary that you might need for all traditional customs and games.

- Does your key pal's (or your friend's/acquaintance's) family follow the traditions in the way you read about in the introductory paragraph? If not, in what way(s) do they differ from the description?

(d) New Year's celebrations—across cultures: Conduct a cross-cultural study of New Year's celebrations in other countries of the world. It might be interesting to focus on countries like the United States, where cultural tradition plays a minor role, if any at all, and juxtapose your findings with countries like Japan, China, and Iran, where tradition is still maintained, or religions like Judaism where the New Year's celebration (*Rosh Hashana*) is a part of the High Holydays (together with *Yom Kippur*).

- When in the year does the New Year occur and is celebrated?
- How are family relationships considered within the celebrations?
- How is food a part of the celebration? What do those foods represent?
- What other types of symbols may be related to New Year celebrations (e.g., Persian New Year, called *Nowruz*, includes symbols such as goldfish, mirror, coins, etc.)?

(e) If possible, interview members of those cultures for their views on the topic. You can also use films to illustrate your point, e.g., *The White Balloon*, from Iran, and other films in which the New Year celebration in a particular culture or country is foregrounded.

(f) Using the celebration of 설날 and the New Year's celebrations that you investigated in other countries as a departure point, write a composition in Korean in which you answer the following questions:

- Is the maintenance of cultural ritual and tradition a burden or a blessing?
- What types of cultural values are retained by the culture in question or lost due to modernization and globalization?

(g) Prepare a 10-minute oral presentation (in Korean) for the class that expresses your position with regard to the issues that you wrote about in (f). Use illustrative audio/visual materials (Powerpoint, photographs, film clips, internet video).

## FURTHER ASSIGNMENTS

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### SECTION 2: PREPARING FOOD FOR 설날

A Glimpse into Royal Korean Cuisine:

한복려, a descendant of a royal chef, shares with us her personal experience of 설 and explains briefly about how to prepare and serve traditional 설날 foods. She is a well-known chef in Korea today. Her specialty is Korean traditional food, particularly from the 조선 Dynasty royal court cuisine. In 2007, 한복려 was named “the 38<sup>th</sup> intangible cultural asset” of Korea. She currently operates two restaurants in Seoul, 지화자 and 궁연. Her mother and sister are also well-known chefs specializing in Korean traditional food.

A reporter from the online newspaper *Chosun.com* interviewed 한복려 in February, 2011. (출처: [http://danmee.chosun.com/site/data/html\\_dir/2011/01/31/2011013101242.html](http://danmee.chosun.com/site/data/html_dir/2011/01/31/2011013101242.html))

Below you will find the reporter’s introductory comments, followed by the text of his interview with 한복려. Even though this was an interview, her responses are represented here in *narrative* form, rather than in an *interview format*.

#### Text 2

##### The voice of 한복려

새해를 맞아 가장 먼저 차려내는 떡국은 지역마다 다른 자연 환경과 전통에 따라 맛도 다르다. 맛도 모양도 서로 다른 각 지방의 떡국과 명절이면 늘 상에 오르는 대표 음식까지 어머니의 손맛을 그대로 물려받은 요리 연구가들이 만든 새해 상차림을 소개한다.

궁중음식연구원 한복려 원장의 서울·경기식 상차림

“설날을 맞이하기 위해 그 옛날 안주인들은 설날 마지막 한 주를 매우 분주하게 지냈습니다. 설빔, 세찬상 준비 중에서도 가장 먼저 하는 것은 정월 내내 먹을 가래떡을 만들어 알맞게 굳혔다가 썰어 물에 담가두는 것입니다. 움에 묻어둔 무와 배추를 꺼내 나박김치를 심심하게 담가 익히고 떡국 상에 올릴 장김치도 담았죠. 궁중요리 전승자였던 어머니의 영향으로 저희 세 자매는 어렸을 때부터 이런 설 준비에 익숙했지요. 더구나 궁중음식은 특별한 정성과 솜씨가 필요한 음식이 많아 음식 한 가지를 준비하는 데 배 이상의 시간과 노력이 필요했습니다. 서울·경기식 세찬상에는 떡국을 비롯해 만둣국, 절편, 전, 편육, 누름적, 떡찜, 육회, 수정과, 장김치 등을 올렸어요. 간단한 떡국상이나 만둣국에는 배추김치와 전, 편육으로 상을 차리고 수정과나 식혜 한 그릇을 나중에 올리죠. 술을 낼 때는 술안주가 될 수 있도록 전, 누름적, 찜, 잡채, 편육, 육회 중 서너 가지를 올립니다. 갈비찜 대신 구이를 만들기도 했는데 쇠갈비로 찜을 만들어 이를 다시 구워낸 음식으로 찜의 부드러움과 구이의 특유한 맛을 한꺼번에 맛볼 수 있는 독특한 조리법이지요. 떡국은 국물이 맛있어야 하는데 소의 사골이나 양지머리, 사태 등을 오래 고아서 미리 만들어둡니다. 육수는 양지머리나 사골로 냈는데 사골 육수는 뼈를 오랫동안 여러 차례 고아서 미리 준비해둡니다. 국물을 내는 데 사용했던 양지머리는 건져서 얇게 썰거나 가늘게 뜬어서 양념해 얹으면 되지요.”



1. 편육과일겨자채
2. 갈비찜 구이
3. 떡국

한복려 원장

떡국용 떡과 지단

## VOCABULARY

맞이하다	to welcome
차려내다	to set something to serve someone
지역	regions
마다	each, every

자연	nature
환경	environment
전통	tradition
따라	according to
맛	taste
모양	shape
지방	regions, provinces
늘	all the time
상	table
오르다	to be served on (the table), to mount
대표	representative
손맛	(lit. hand taste) cooking skills
그대로	fully, as is
물려받다	to inherit
요리 연구가	chef (lit. cooking researcher)
상차림	table setting
소개하다	to introduce
옛날	in the past
안주인	(women) homemakers (lit. inner-host)
섣달	the twelfth month of the lunar calendar
마지막	the last
매우	very
분주하게	busily
지내다	to spend time
설빔	new clothes for the New Year, a gala dress worn on New Year's Day
세찬상	table set for New Year's day
준비	preparation
정월	1 <sup>st</sup> month in the lunar calendar
내내	throughout the whole period of time
알맞게	appropriately
굳히다	to harden something
썰다	to slice
담가두다	to let something sit in liquids
움	hole
묻어두다	to bury something and let it stay for a while
무	radish
배추	Chinese white cabbage
꺼내다	to take something out
나박김치	a kind of 김치 that contain a great amount of liquids
심심하게	blandly
담그다	to make (김치)
익히다	to let something ferment
장김치	a type of 김치 that uses bean paste

궁중요리	royal court food
전승자	successor
영향	influence
자매	sister
익숙하다	to be used to, to be accustomed to
더구나	moreover
특별한	special
정성	effort from the heart
솜씨	skill
필요하다	to be necessary, to require
배	double
이상	more than
시간	time, hour
노력	effort
경기	경기 province in Korea
비롯하다	to begin, to originate
나중에	later time
내다	to serve
술안주	side dishes for alcohol
서너 가지	two to three kinds
다시	again
부드러움	softness
특유한	unique, special
한꺼번에	all at once
맛보다	to taste
국물	soup (base)
양지머리	brisket of beef
사골	beef bones
사태	shank of beef
고다	to boil for a long time
뼈	bones
여러 차례	many times
건지다	to take something out of water
썰다	to slice
뜯다	to tear apart, to pluck
양념하다	to marinate
얹다	to put something on top of another, to perch something on



수정과



식혜

## ACTIVITIES

1. **Main dishes, side dishes, and 김치:** List the various types of MAIN dishes that 한복려 mentions, followed by the various types of SIDE dishes. Also, what are the various types of 김치 that she mentions?

MAIN DISHES

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SIDE DISHES

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## TYPES OF 김치

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**2. Project work: Korean cuisine (e.g., Confucianism, street vendors, fusion)** In groups of 2-3, produce a 10-minute video or a 30-minute Powerpoint presentation (in Korean) on an aspect of Korean cuisine that interests you deeply.

(a) The following is a link to a 5.5-minute video clip on South Korean cuisine. Zoom – Exploring South Korean Cuisine (Euronews):

<http://www.youtube.com/watch?v=LyXCOE2UEyc&feature=fvwrel> You will also find the entire transcript of the video in Appendix III. The clip provides a nice overview of Korean’s culinary culture, including:

- Influence of Confucianism
- Chefs of the Royal Court and the role that these chefs played once the monarchy was abolished (early 1900s)
- Street food stalls
- 떡
- Modern chefs (e.g., SooJin Kim)
- Temple cuisine (Buddhism)
- Korean fusion

(b) Watch the video, and take notes about particular elements of Korean cuisine that you might like to research in depth. Do this as an individual brainstorming session, and take copious notes so that you can discuss these ideas later with your classmates. Some examples might include:

- Confucian influence on Korean culinary culture
- street food culture (compared with Japan, US, Central America, etc.)
- 떡 and its history and significance in Korean cuisine
- Korean temple cuisine
- Korean fusion cuisine (compared to American fusion, Japanese fusion, and so forth)
- Korean eating utensils—metal chopsticks and spoons: its history
- Royal Chefs in Korea and their specialties
- modern Korean food culture—including TV cooking shows
- any other topic that intrigues you

- (c) Compare your “interest lists” as a full class activity.
- Find out which students have similar interests as you
  - Form groups of 2-3 students to narrow down the topic and assign research roles to each student
  - Articulate the TITLE and PURPOSE of the presentation
  - Determine which students will be specifically responsible for which elements of the project
  - Write down each student’s responsibility, as a “contract,” and articulate your goals for the final project.
- (d) Research the topic using AT LEAST 3 PRINT SOURCES (in Korean). Also, feel free to use as many internet sources as you like to best illustrate your points.
- (e) Present your project work to the class.

**3. Tensions: modernity vs. tradition (pair work, essay):** In Section 1 of this lesson, you explored the tensions in various societies between tradition and modernity, with a focus on New Year’s celebrations, traditions, symbols and so forth.

- (a) Continue your line of thinking, with Korea (more generally now) as your particular focus.
- What are the tensions between tradition and modernity that seem to be at play in Korean society?
  - Do these tensions affect older generations differently than younger generations?
  - In what areas of Korean society do Korean nationals seem to witness shifts from the traditional to the modern? Possible areas to think about: language, clothing, media (TV, radio), popular culture, religion, family values, food, etc.
- (b) Pair work: Discuss your opinions in Korean with one classmate. Have notes about your own feelings ready and take notes about your classmate’s feelings.
- (c) Write an essay (in Korean) in which you express your opinion on this topic, making sure to support your views with concrete examples.

**4. Internet research on royal chefs from other countries (e.g., Britain, Thailand): discuss findings in class.** The reading for this lesson is based on the narrative (told in an interview format) by a descendent of a Royal Korean chef, **한복려**.

- (a) Conduct internet-based research (in Korean) to find out more about her life, cooking style, specialties, and so forth.
- (b) Then, conduct research on royal chefs from other countries, e.g., British royal chefs, Thai royal chefs like Krongjit 'Kacie' Chatuparisoot), and so forth. Investigate the types of cuisine that each chef is known for, and compare and contrast the royal cuisines of oth-

er nations with Korean royal cuisine. What types of culinary issues are most preferred and valued in each culture? For example:

- menu items (main dishes, side dishes, desserts)
- presentation (colors, shapes, table settings)
- flavors and flavor combinations (salty, sweet, bitter, natural, fermented)
- table manners (if noted)
- and so forth

(c) Be prepared to discuss your findings in Korean.

## FURTHER ASSIGNMENTS

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### SECTION 3. RECIPE FOR 떡국

Here you'll find a good recipe for making 떡국. At first glance, it might not seem that complicated, but for a delicious 떡국 you'll find that it takes a good deal of practice.

#### Text 3

#### 떡국 만드는 법

##### 재료

썬 가래떡 2.2 lb\*, 양지머리 14.1 oz, 우둔살 3.52 oz, 대파 1대, 달걀 1개, 석이버섯 3장, 국간장 적당량, 실고추·식용유 약간, 물 20컵

쇠고기 양념 간장 2작은술, 설탕·다진 파·참기름·깨소금 1작은술씩, 다진 마늘 작

은술, 후춧가루 약간

### 만드는 법

**1** 양지머리는 적당한 크기로 썰어 분량의 물을 붓고 장국을 끓인다. 떡은 어슷하게 썰어 냉수에 씻어둔다.

**2** 우둔살은 도톰하게 썰어 잔칼질을 한 후 0.2x0.3x1.6 in로 썰어 쇠고기 양념을 하고, 대파는 고기와 같은 크기로 썰어 각각 꼬치에 꿰어 식용유를 살짝 두른 프라이팬에 지져둔다.

**3** 달걀은 노른자와 흰자를 분리해 지단을 부쳐서 가늘게 채 썬다, 실고추는 짧게 끊고, 석이버섯은 뜨거운 물에 불린 후 돌돌 말아 채 썬다.

**4** ①의 장국은 국간장을 넣어 색을 내고 소금으로 간을 맞춘 뒤 떡을 넣어 한소끔 끓인다.

**5** 떡이 부드러워지면 그릇에 담고 위에 산적, 지단, 실고추, 석이버섯 채를 올린다.

\* The metric system using kilograms, grams, and centimeters in the original text were converted to the U.S. system of measurement: pounds, ounces, and inches.

(출처:

[http://danmee.chosun.com/site/data/html\\_dir/2011/01/31/2011013101242.html](http://danmee.chosun.com/site/data/html_dir/2011/01/31/2011013101242.html))

## VOCABULARY

재료	ingredients
적당한	appropriate
크기	size
썰다	to slice, to cut
분량	portion
붓다	to pour
장국	soup
끓이다	to boil
어슷하게	on an angle, diagonally
냉수	cold water
씻어두다	(씻다+두다) compound verb: to wash something and set aside
도톰하게	a little thickly (ef. 두툼하게 - more thickly than

잔칼질	도톰하게) scoring (n.)
양념	marinade
각각	respectively
꼬치	skewer
꿴다	to skew
살짝	slight(ly)
두르다	to gently pour, to sprinkle
지져두다	(지지다+두다) compound verb: to grill or sauté and set aside
노른자	yoke
흰자	white of an egg
지단	thin egg pancake type of dish
부치다	to panfry
가늘게	thinly
채 썰다	to slice and chop
끊다	to cut
뜨거운	hot
불리다	to let something sit in water so it fully rehydrates, bloats
돌돌 말다	to roll
색을 내다	to color
간	appropriate saltiness
맞추다	to balance
한소끔 끓이다	to boil something until it thoroughly boils
부드러워지다	to become soft or gentle
담다	to put
채	thinly chopped slices



떡국용 떡



개성지방의 '조랭이 떡국'

# ACTIVITIES

1. **Verbs and adverbs for cooking in Korean—starting an inventory.** Begin an inventory of the verbs and adverbs that relate to cooking procedures, by listing the ones that you find first in this recipe—provide the English “translation” next to each entry. Then, review the narrative/interview with **한복려** to add to your basic list.

VERBS	
Korean	English ('translation')
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ADVERBS	
Korean	English ('translation')
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## 2. Mini-project work: cooking terms (verbs and adverbs) in Korean and English.

- (a) In small groups, interview your classmates to find out what his/her favorite Korean foods are—choose everyday foods, so that we can compare to everyday foods in other cultures below.
- (b) Make a comprehensive list of the Korean dishes, and categorize them according to whether they are: main dishes, side dishes, or desserts. Then, do the same with the everyday foods that your classmates enjoyed as they were growing up.
- (c) Locate two recipes in Korean for each dish. You'll probably need to use a dictionary for some of the ingredient names, as well as for the verbs and adverbs that refer to cooking procedures.
- (d) Continue to build your inventory of verbs and adverbs that are used in describing food preparation procedures.
- (e) In your groups, in English, try to come up with an analysis of the types of verbs that are used in Korean in this context. What types of actions are foregrounded by the verbs and adverbs? Categorize these expressions according to the focus/outcome of the action:
  - cutting technique
  - shape
  - size
  - color
  - heating
  - and so forth
- (f) To the extent possible, find recipes from North American or European dishes that are similar to the Korean recipes that you've found—similar in terms of what the overall dish. Conduct a similar analysis of English verbs and adverbs used in the recipes. As you look at these constructions, what do you learn about the Korean language in general and Korean cooking terms in particular?
- (g) Share your findings with other groups in a full class discussion (using both English and Korean).

3. **Make your own cooking video in Korean:** Recipe and English demonstration of how to prepare 떡국. This video demonstrates in detail how to prepare 떡국:  
<http://www.maangchi.com/recipe/ddukguk>

- (a) Using this video and the Korean recipe above as a model, make your own video on how to prepare a Korean dish. Do this in Korean, and be sure to use vocabulary from your lists in A and B above to accurately describe the process.

## FURTHER ASSIGNMENTS

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### SECTION 4: GENRES AND THEIR DISCURSIVE FEATURES

In this unit, we have provided samples of THREE types of texts, or GENRES:

- Expository writing (description of 설날 in Section 1, introductory paragraph of the interview with 한복려).
- Oral interview, semi-formal narrative (text of the interview-generated narrative by interview with 한복려).
- Recipe for 떡국.

Each has its own set of *discursive features* that help us to recognize what type or *genre* of discourse this is.

That is, in the case of EXPOSITORY WRITING, when you read the description of 설날 in Section 1 and the introductory paragraph of the interview with 한복려 you find some common elements in the following areas:

PURPOSE of writing: to introduce something factual.

STANCE of author: neutral, not involving the reader (through questions, interactional particles).

USE OF GRAMMAR: preponderance, if not exclusive use of the -ㄴ다 form as the verbal ending.

새해의 첫날인 음력 1월 1일은 대한민국 최대의 명절 '설'이다.

맛도 모양도 서로 다른 각 지방의 떡국과 명절이면 늘 상에 오르는 대표 음식까지 어머니의 손맛을 그대로 물려받은 요리 연구가들이 만든 새해 상차림을 소개한다.

Now let's have a look at the same three categories as they apply to the ORAL INTER-CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH (CALPER) – THE PENNSYLVANIA STATE UNIVERSITY

VIEW/NARRATIVE with 한복려:

PURPOSE of the talk:	to explain some of the traditional food practices associated with the celebration of 설날.
STANCE of speaker:	modulating between authoritative, friendly, and quasi-interactional with her interviewer
USE OF GRAMMAR:	preponderance, if not exclusive use of the deferential -버니다/-습니다 and polite -요 forms

설날을 맞이하기 위해 그 옛날 안주인들은 설날 마지막 한 주를 매우 분주하게 지냈습니다.

궁중요리 전승자였던 어머니의 영향으로 저희 세 자매는 어렸을 때부터 이런 설 준비에 익숙했지요

In the case of the RECIPE, we find again the use of the -다 form as the verbal ending. We again need to consider the following three categories:

PURPOSE of the writing:	to explain how to make 떡국.
STANCE of writer:	very neutral, objective
USE OF GRAMMAR:	preponderance, if not exclusive use of the -다 form as the verbal ending.

떡은 어긋하게 썰어 냉수에 찌어둔다.

Any time we look at discourse or *genre*, it is important to always consider these three main categories:

- the PURPOSE of the discourse
- the STANCE of the writer or speaker
- the USE OF GRAMMAR

These categories tell us a lot about the discourse. For example, is the writer or speaker trying to sound neutral? Is the writer or speaker trying to relate personally in some way with the reader or listener? Is the writer or speaker trying to express a personal opinion or attitude about someone or something?

## ACTIVITIES

1. **Thinking about grammar and stance.** In the few text excerpts that we provided above, we can see that certain grammatical forms, especially those that are related to the VERBAL ENDINGS, bear a relationship to the *stance* (i.e., attitude, position) of the speaker or writer. That is, by using certain grammatical features, the speaker or writer is attempting to sound a particular way: neutral or objective, friendly, authoritative, upset, angry, judgmental, and so forth.

In the interview text with 한복려, we find instances of all three verbal endings: the -다 form, the deferential -ㅂ니다/-습니다 form, and the polite -요 form.

The introductory paragraph uses the -다 form—It is illustrative of typical written discourse.

The interview/narrative text, being a SPOKEN text, uses a different kind of verbal ending. In this text, we find a mixture of both the deferential -ㅂ니다/-습니다 and polite -요 forms.

- (a) First, locate each of the three types of verbal endings. You might want to highlight each with a different color. Just on the basis of these verbal endings, can you get a sense of the *stance* of the writer or speaker?
- (b) As you read through this text, what is your sense of the author's feelings about the drama? While she mentions some feelings explicitly, she implies others.
- (c) In the SPOKEN interview/narrative, in addition to the polite form -요, do you also find a stance-marking particle just before the sentence ender -요? If so, which one?
  - Which of the sentences end with the -다 form?
  - Which of the sentences end with the deferential -ㅂ니다/-습니다 form?
  - Which of the sentences end with the polite -요 form, with no additional particle?
  - Which of the sentences end with the polite -요 form, with an additional particle?
- (d) Visit the CALPER website for the *Korean Grammar in Discourse and Interaction* series and read UNIT 2: Honorific Speech Levels:  
<http://calper.la.psu.edu/publication.php?page=kogram> There, you will find some concrete guidance concerning how to possibly analyze Korean speakers' use of honorific speech levels in oral discourse, and what each of the two types of verbal endings means (i.e., the deferential -ㅂ니다/-습니다 and polite -요 forms).

- (e) Write up your analysis of the verbal endings in the interview text with 한복려. Do this in English.
- (f) Compare your findings with your teacher in a full class discussion. Based on yours and your classmates' findings, try to formulate a "rule" that best describes the situations when each of the 3 verbal endings is used.

## FURTHER ASSIGNMENTS

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## Appendix A

### 설날

### Lunar New Year's Day

January 1<sup>st</sup> 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.

## Appendix B

### The voice of 한복려

떡국 (rice cake soup) is served at the very first part of the meal to welcome the New Year. 떡국 can have different tastes because of the types of natural products and traditions that vary from region to region. We introduce a New Year's food menu (lit: table sets), which includes 떡국, the taste and presentation of which may differ regionally. You'll see the representative menu for food that is always on family tables on this holiday, from the chefs who directly inherited their mothers' cooking skills (lit: hand taste).

**The royal court food researcher: food menu for 한복려, 서울-경기**

“In order to welcome 설날 women (lit: inner owners) long ago were very busy during the last week of the twelfth month of the lunar calendar. Among such holiday preparations in our family, included new clothes and 설 food, the very first thing we had to do was to make the cylindrical rice cake. We had to be sure that it was appropriately hardened, and then sliced it, and let it sit in water. We took out our radish and lettuce that had been buried in the ground (to start the fermentation process) and made bland 나박김치. We then let it become fermented. We also made 장김치 to set on the table with 떡국. Because my mother was a successor of the royal food court, we three sisters were accustomed to this type of 설 preparation from our early childhood. Moreover, since there are many kinds of royal court food that require extra effort and skills, we needed to put in more than double the time and effort to prepare for one kind of food. On the 설 table for 서울 and 경기, we put dumpling soup, 절편, 전, 편육, 누름적, 떡찜, 육회, 수정과, and 장김치, along with 떡국. For a simple 떡국 or dumpling table, we put lettuce 김치, 전, and 편육, and then later put a bowl of 수정과 or 식혜 (for dessert). When serving alcohol, you choose two to three dishes to serve, such as 전, 누름적, 찜, 잡채, 편육 and 육회 as side dishes. We used to make 구이 instead of 갈비찜, which is a dish that you first make it as 찜 using beef ribs, and then grill them again. It is a special kind of recipe through which you can taste the softness of 찜 and the special taste of 구이 at the same time. The soup for 떡국 must be tasty, so you make it beforehand by boiling the soup bone, briskets, and the shank of beef for a long time. You can remove the brisket you used for making soup from the pot and slice or tear it thinly, and then marinate it to put on top of 떡국.

## Appendix C

### Transcript of Zoom—Exploring South Korean Cuisine

<http://www.youtube.com/watch?v=LyXCOE2UEyc&feature=fvwrel>

Zoom – Exploring South Korean Cuisine – uploaded by Euronews, 8/18/2009.  
(viewed and transcribed, April 15, 2011).

Known as the “Land of the Morning Calm,” South Korea is a country in which tradition and modernity come face to face. The Capital, Seoul, with its 11 million inhabitants, is the center of excellence for the full range of South Korean cuisine. As anthropologists tell us, in an ever-changing world, food is one of the characteristics of a society that changes the most slowly. South Korea is no exception.

Joo Youngha, Ethnologist: (translated)

“During the Chosen Dynasty, which lasted more than six centuries, we were very influenced by the Confucian thinking of the Chinese Yu-An and Ming Dynasties. The bases of good table manners were set out then, and it’s in this period that the cuisine of the Royal Court was also established.

Confucianism preached modesty, simplicity. People lived frugally, except during big festivals, when sumptuous banquets were the order of the day. “

The daily Korean diet is based on rice, often served with soup and kimchee, or fermented seasoned cabbage. Soy sauce is an essential ingredient. Many side dishes cover the table.

Over the centuries, rare ingredients and specialties from countries around the world, arrived at the Royal Court. Their recipes were a secret known only by the chefs of the Palace.

When the monarchy was abolished at the beginning of the 1900s, the Royal Chefs, resisting unemployment, spread the dishes they once cooked for the King to local restaurants in areas like this one, Insadong.

Here, we also discover another facet of South Korean cuisine, the street food stalls. With appetizers to suit a variety of tastes ranging from the sweet but salty and the sweet and sour, this type of cuisine appeared for the first time during the last century, at the time of the Japanese occupation.

Today, this is part of a daily ritual: ttok, a traditional sweet rice cake, eaten during a lunch break and while window shopping.

Spreading the Korean cuisine around the world, that's the mission taken on by SooJin Kim. To achieve her aim, she simplified recipes and above all, made the final result look more aesthetically attractive. Influenced by French and Japanese cuisine, she's opened a cooking school. She's also starred in television programs and is a consultant on films.

Always open to innovation, she never forgets to praise the beneficial effects of the national dish, kimchee.

SooJin Kim, chef and food consultant (translated):

“Kimchee contains many enzymes and minerals. It's good for the skin, it doesn't make you fat. And, it's been scientifically proven to contain many elements which help prevent colon cancer. “

Another facet of South Korean fare is the so-called temple cuisine. That is, the dishes eaten by the Buddhist monks in the country. They're simple, based on green vegetables, grains, and soya. They're never too salty or spicy. Strong flavors risk disturbing a monastic way of life, devoted to meditation, compassion, and discipline.

There is no decoration. The temple cuisine must nourish the body and the spirit.

Another type of Korean fare is the fusion cuisine. It's an attempt to reconcile East and West, to harmonize the benefits of the Oriental cuisine with the ease of the Western world. People are seated on chairs at tables, rather than on cushions. Rather than bringing out different dishes all together and eating them at the same time, the courses are served one by one.

Only the chopsticks remain, made out of metal, not wood, according to the Korean tradition. Joining them are spoons for certain dishes.

The Land of Morning Calm strives to reconcile two very different spirits: It is torn between extreme modernity and a history thousands of years old. Obsessed by competition and consumerism, it is always searching for efficiency and absolute precision.

But one thing is difficult to deny: South Korea has already reached the pinnacle of beauty.

## Appendix D

### How to make 떡국

#### Ingredients

2.2 pounds of sliced cylindrical rice cake, 14 oz. brisket, 3.5 oz of beef round, 1 large green onion, 1 egg, 3 heads of tree ear mushroom, soy sauce, thinly sliced red hot pepper, 1 tsp. of vegetable oil, 1.25 gallons of water

#### Marinating sauce for beef

2 tsps soy sauce

1tsp each of: sugar, chopped green onion, sesame oil, sesame salt, minced garlic

a dash of ground black pepper

How to make

1. Slice the brisket in an appropriate size and boil it in the water. Slice the rice cake diagonally and rinse the slices in cold water.
2. Slice the beef round thick, approximately 0.2 x 0.3 x 1.6 in, and marinate the slices in the sauce. Slice the green onion the same size as the beef round, skew the slices, and grill them in a pan with a small amount of vegetable oil.
3. Divide the yellow and white of the egg, make 지단, with the egg sections and thinly slice the 지단. Cut the thinly sliced red pepper short. Put the mushroom pieces in hot water, then roll them and slice.
4. Add soy sauce to the soup base in 1. for color, salt to taste and boil for a few more minutes.
5. When the rice cake becomes tender, place it in individual bowls with the soup. Float the meat, 지단, thinly sliced hot pepper and sliced mushrooms on top for each bowl of 떡국.