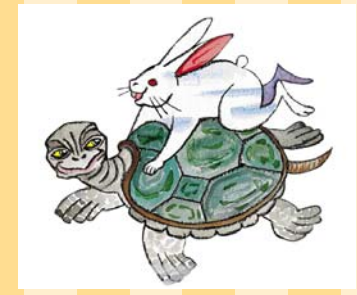


Once Upon a Time
in Korea

옛날 옛적에...



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An Elementary Reader

Written by In Ku Kim-Marshall



한국문화사

Once Upon a Time in Korea

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Preface

This textbook is to aid students learning Korean as a second language to enhance their language skills and also to develop an understanding of Korean culture. For many years, I taught Korean to American students from kindergarten to 12th grade at The New Hope Academy, a private school in Landover Hills, Maryland. These students had neither been to Korea nor had any opportunities to encounter Korean culture. Therefore, I attempted to devise the most effective and exciting method to teach students the language together with the culture. Consequently, I have written this book as a tool for students with limited knowledge of Korean to begin their exploration of Korean culture. It is designed for students whose language level is equivalent to completing one year of an intensive Korean language course.

Included in this book are Korean stories, legends, and folktales, that I think are among the most interesting. I have rewritten them to suit the students' level of Korean, using simple sentence structures and everyday vocabulary while preserving the original meaning. I have used the same simple sentence structures and vocabulary repeatedly so that students can enhance their language skills unconsciously. The vocabulary list and the explanation of idioms also make it easy for beginner level students to understand the stories.

In comparison to other existing Korean or bilingual reading texts, this book has the following unique aspects:

1. Sentence structures are very basic and everyday vocabulary is used repeatedly to allow easy learning of the material. Other books that use complicated sentence structures and difficult vocabulary result in students losing interest and incentive to read. When reading bilingual texts, students naturally concentrate on the English version, which overrides the purpose of learning.
2. At the end of each story is a list of vocabulary, verb tenses and stems, and the usage of idioms translated into English to enable fuller understanding of the sentences used in the stories.
3. Drills and exercises are not included because this book can be used in various ways to suit the user's purpose of reading: for pleasure, material for composition or reading comprehension in class and so on. Even when used as a textbook in school, drills should be designed in accordance with the level of each student using the book. Therefore, each instructor should provide exercises appropriate for the students.
4. The selected material is not only to help students improve their language skills but also to allow them to begin to understand Korean culture. Several of the twenty three stories in this book are based on historical facts.
5. Included in the back of the book is an appendix with the usage of irregular verbs and idioms to help students understand the grammar.
6. "Cultural Notes" are also included to introduce Korean culture so that students can broaden their overall understanding of Korea.

Introduction

Korea is a resilient country that has undergone five thousand years of tumultuous history, during which it suffered numerous invasions. Yet, it has never attacked another country. Because of such a history and the polite nature of the people rooted in its culture, Korea has been called "The land of politeness and civility" of the East. The Korean language and culture have been preserved and passed down from generation to generation through legends, stories, myths, and folklore. When Korean culture reached a high level of sophistication and development around the sixth and seventh centuries, much of it was transmitted to the neighboring islands of Japan. Unfortunately, this highly developed civilization suffered a series of attacks through various foreign invasions. Consequently, many historical documents were burned, destroyed, and in some cases stolen. Fortunately, "Sam Guk Sa Gi," written by historian Kim Pu Shik in 1145, and "Sam Guk You Sa," written by a Buddhist monk, Il Yun, in 1281, remain intact as prominent records of Korean culture and history.

The ideal of the first Korean kingdom of Gojoseon (established by King Dan Gun in B.C. 2333) still remains deeply rooted in Korean culture. Gojoseon upheld the ideal of "Hong Ik In Gan," meaning "devotion to the welfare of mankind." Moreover, throughout Korea's long history, the beliefs and religions which Koreans adopted from foreign cultures, i.e. Buddhism, Confucianism, and Taoism, have influenced its own culture, and these influences can be found in its legends, myths, and folklore.

I have selected twenty three stories from "Sam Guk Sa Gi" and "Sam Guk You Sa," which I consider to be the most interesting and reflective of Korean traditional values. These stories are funny and

intriguing while conveying significant morals. The underlying messages in these stories are: punishment awaits greedy, jealous and lazy people, and reward is given to kind and honest people. Historic legends are also included in this collection of stories.

Among the twenty three stories, the one which reflects Korean traditional values the best is “The Filial Daughter, Shim Cheong”. “Shim Cheong” is the virtuous daughter who sells herself to the crew of a merchant ship as a sacrificial offering to the sea so that she can help her blind father see again. When the ship crews offer Shim Cheong to the sea, the Sea King is so impressed and moved by her piety that he sends her back to the human world. Shim Cheong is then reunited with her father, whose vision is restored, and then marries the king of the human world. The central theme of this story is “Hyo,” which means filial piety. Koreans have always taught their young ones about “Hyo” and they often use traditional tales such as “Shim Cheong” as educational materials to illustrate this ideal.

I believe that the stories I have chosen for this book will serve as an ideal medium for students of Korean language to encounter Korean culture. I hope that by reading this book, students will develop a deeper interest in Korean language and culture, and begin to understand Korea better.

How To Use This Book

This book can serve various purposes: to improve speaking, listening, reading, and writing skills, as well as to better understand Korean culture. Following are some suggestions for using this book, especially in a classroom setting.

1. When the book is used for beginner level courses, allow students to become familiar with the vocabulary before they start reading the text. Have students read each new word aloud. Teachers may choose to read only parts of the story and then have students read the other parts, employing a role-play exercise (reading exercise).
2. Have students read each paragraph and then discuss the content. Alternatively, teachers or parents may read aloud, pausing in between paragraphs to ask students to repeat what happened in the story. Then, students can read the whole story and summarize aloud what they just read (listening and speaking exercise).
3. Copy each page and cut the story into segments. Have students arrange the pieces and put the story back in the correct order (reading comprehension).

4. Tell only the first half of the story to students and have them predict what will happen in the second half (listening and speaking skills).
5. Ask students to come up with a title after reading the whole story (reading comprehension).
6. Have students read the entire story or half of it, and then answer the questions posed by the teacher (listening and speaking skills).
7. Have students change the ending of the story. Halfway through the story, the teacher may ask students to finish it using their own imagination or to create a different ending (writing skills).
8. Act out the stories with role-playing. Ask students to write a script and then play the parts (all four skills of language).
9. When teaching the stories, such as “Stupid On-Dal and Princess Pyeong-Gang” or “The King Has Donkey’s Ears,” which are based on actual historic events, it is helpful to teach Korean history along with the text so that students may obtain a broad cultural education. In this way, students will be able to learn about the historical background and the society on which the stories are based. “Stupid On-Dal and Princess Pyeong-Gang” is set in Goguryeo during the reign of King Pyeong-Gang (AD 559-590). “The King Has Donkey’s Ears” is set in Silla during King Kyeong-Soon’s reign (AD 927~935). In addition to the stories, students can also study the Three Kingdom Period, which consists of Goguryeo (BC 37~AD 668), Baekje (BC 18~AD 660), and Silla (BC 57~AD 935) (interdisciplinary studies).
10. Let students compare the stories with folktales or legends of other cultures that they already know. Students can compare and discuss the stories with fairytales or legends with similar themes or morals, or do a group project and present it. Have them do the project in English. One example is to compare and contrast the plot, characters, and themes of the Korean and western versions of Cinderella (all four skills of language).

11. Ask students to write a response after reading each story (writing skills).
12. Ask students to compose their own creative stories (creative writing skills).

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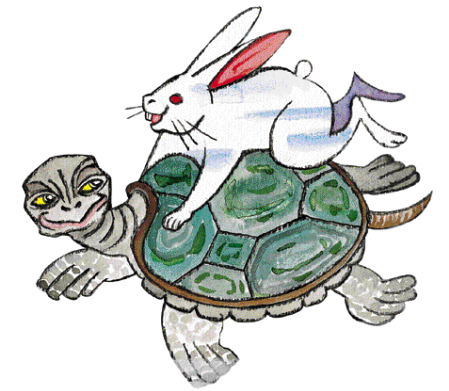


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1. 왜 고양이가 쥐²를 미워해요³?

Why Do Cats Hate Rats?

어느 날 쥐가 신령님⁴께⁵ 심부름⁶을 갔습니다. 그러나 쥐는 금방⁷ 돌아왔습니다. 고양이가 쥐에게 물었습니다.

“쥐야, 무슨 일이 있었어⁸? 왜 이렇게⁹ 빨리¹⁰ 돌아왔어?”

“으응, 신령님이 말씀하셨어¹¹. ‘동물¹²들아, 내일 설날¹³에 일찍 세배하러¹⁴ 오너라. 설날에 내가 상¹⁵을 주겠다. 그리고 오는 순서¹⁶대로 띠¹⁷도 정하겠다¹⁸.’”

고양이는 말했습니다.

“쥐야, 그럼¹⁹ 우리 내일 새벽에²⁰ 같이²¹ 가자.”

“그래, 그렇게²² 하자.”

쥐도 찬성했습니다²³. 그리고 쥐는 다른²⁴ 동물들에게도 이 이야기를 전했습니다²⁵. 고양이는 생각했습니다²⁶.

‘첫 번째²⁷로 가서 상을 받아야겠다²⁸. 또 첫 번째 띠도 되어야겠다.’

소도 쥐의 이야기를 들었습니다. 소는 생각했습니다.

‘나는 걸음²⁹이 느리니까³⁰ 먼저³¹ 떠나야겠다³².’

그래서 그 날 밤 소는 다른 동물들보다 먼저 길을 떠났습니다. 쥐가 이것을 보았습니다. 그래서 쥐는 소의 등³³에 탔습니다³⁴. 쥐는 고양이와의 약속³⁵을 잊어버렸습니다³⁶. 다른 동물들도 그 날 밤 소를 보았습니다. 그래서 모두 출발했습니다³⁷. 고양이만 새벽까지 쥐를 기다렸습니다³⁸.

소는 밤새³⁹ 걸었습니다⁴⁰. 마침내⁴¹ 소는 신령님이 사는 곳⁴²에 제일⁴³ 먼저 도착했습니다⁴⁴. 그러나 문이 아직⁴⁵ 닫혀 있었습니다⁴⁶. 소는 문 앞에서 기다려야 했습니다⁴⁷.



그 사이에⁴⁸ 소는 잠이 들었습니다⁴⁹.

아침이 되었습니다. 쥐는 문이 열리자마자⁵⁰ 소의 등에서 뛰어 내렸습니다⁵¹. 쥐가 제일 먼저 집 안으로 들어갔습니다. 쥐는 신령님께 절을 했습니다⁵². 다음에⁵³ 소가 절을 했습니다.

그 뒤에⁵⁴ 호랑이⁵⁵, 토끼⁵⁶, 용⁵⁷, 뱀⁵⁸, 말⁵⁹, 양⁶⁰, 원숭이⁶¹, 닭⁶², 개⁶³, 그리고 돼지⁶⁴가 차례로⁶⁵ 절을 했습니다. 모두 열두 마리⁶⁶ 동물들이었습니다.

그 때까지 고양이는 계속⁶⁷ 쥐를 기다렸지만⁶⁸ 쥐는 오지 않았습니다. 결국⁶⁹ 고양이는 혼자⁷⁰ 신령님께 가기로 했습니다⁷¹. 그러나 고양이가 신령님이 사는 곳에 도착했을 때⁷²는, 열두 마리 동물들은 이미⁷³ 다 상을 받았습니⁷⁴. 또 신령님이 띠도 정했습니다. 고양이는 화가 났습니⁷⁵.

‘아, 쥐가 나를 속였구나⁷⁶!’

이 때부터 고양이는 쥐를 미워하기 시작했습니다⁷⁷.

Cultural Note: 

I. Astrological Signs

Korean Astrology, like that of some other Asian countries, consists of twelve signs that follow the lunar calendar in a twelve-year cycle. The story behind the origins of the astrological signs tells us that upon Buddha's death, twelve particular animals were among many that came to mourn him. To honor these animals, people named the years after them, in the order of their arrival to Buddha's deathbed. Koreans believe that these zodiac signs can predetermine personality and influence one's destiny. The twelve animals in order are: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig.



1. 고양이	cat
2. 쥐	mouse, rat
3. 미워해요?	does (it) hate? / 미워하다 - to hate
4. 신령님	divine spirit
5. 께	to (someone) / honorific form of 에게
6. 심부름	errand
7. 금방	soon
8. 무슨 일이 있었어?	what happened? / 무슨(what)+ 일이 있다 (to happen, to take place)
9. 왜 이렇게	how come? why so...?
10. 빨리	quickly / 빠르다 - quick
11. 말씀하셨어	said / 말씀하시다 - honorific form of 말하다
12. 동물	animal
13. 설날	New Year's Day
14. 세배하러	to greet / 세배하다 (to greet)+~러 (in order to)
15. 상	reward
16. 순서	order
17. 띠	zodiac signs
18. 정하겠다	will decide / 정하다 (to decide)+~겠다 (will)
19. 그럼	then / shortened form of 그러면
20. 새벽에	at dawn
21. 같이	together
22. 그렇게	like that
23. 찬성했습니다	agreed / 찬성하다 - to agree
24. 다른	other

25. 전했습니다	notified / 전하다 - to notify
26. 생각했습니다	thought / 생각하다 - to think
27. 첫 번째	the first
28. 받아야겠다	should receive / 받다 (to receive) + ~아야겠다 (should)
29. 걸음	walking, pace
30. 느리니까	since (I am) slow / 느리다 (slow) + ~니까 (since)
31. 먼저	first, before
32. 떠나야겠다	should leave / 떠나다 (to leave) + ~아야겠다 (should)
33. 등	back (body)
34. 탔습니다	rode / 타다 - to ride
35. 약속	promise
36. 잊어버렸습니다	forgot / 잊어버리다 - to forget
37. 출발했습니다	set out / 출발하다 - to set out, to depart, to leave
38. 기다렸습니다	waited / 기다리다 - to wait
39. 밤새	all night long
40. 걸었습니다	walked / 걷다 - to walk
41. 마침내	at last
42. 곳	place, site
43. 제일	the first
44. 도착했습니다	arrived / 도착하다 - to arrive
45. 아직	still
46. 닫혀 있었습니다	was closed / 닫히다 (to be closed) + ~어 있다 (to be)
47. 기다려야 했습니다	had to wait / 기다리다 (to wait) + ~어야 하다 (to have to do, must)

48. 그 사이에	in the meantime
49. 잠이 들었습니다	fell asleep / 잠이 들다 - to fall asleep
50. 열리자마자	as soon as (it) opened / 열리다 (to open) + ~자마자 (as soon as)
51. 뛰어내렸습니다	jumped down / 뛰다 (to jump) + ~어내리다 (to descend)
52. 절을 했습니다	bowed / 절 - big bow, greeting the elderly with respect
53. 다음에	next
54. 그 뒤에	after that / 그 (that) + 뒤에 (after)
55. 호랑이	tiger
56. 토끼	rabbit
57. 용	dragon
58. 뱀	snake
59. 말	horse
60. 양	sheep
61. 원숭이	monkey
62. 닭	rooster
63. 개	dog
64. 돼지	pig
65. 차례로	in order / 차례 - order
66. 마리	counting unit for animal
67. 계속	to keep doing / 계속하다 - to continue
68. 기다렸지만	even though (it) waited / 기다리다 (to wait) + ~지만 (even though)
69. 결국	finally
70. 혼자	alone

71. 가기로 했습니다	decided to go / 가다 (to go)+~기로 하다 (to decide to do)
72. 도착했을 때	when (it) arrived / 도착하다 (to arrive)+~을 때 (when)
73. 이미	already
74. 받았습니다	received / 받다 - to receive
75. 화가 났습니다	got angry / 화가 나다 - to get angry
76. 속였구나!	(you) tricked (me)! deceived / 속이다 - to trick, to deceive
77. 미워하기 시작했습니다	began to hate / 미워하다 (to dislike)+~기 시작하다 (to begin to do)



2. 빨간¹ 부채²와 파란³ 부채

The Red Fan and the Blue Fan

어느 마을⁴에 한 농부⁵가 살았습니다. 이 농부는 열심히⁶ 일했습니다⁷. 그러나 농부는 언제나⁸ 가난했습니다⁹. 어느 날¹⁰ 농부는 길에서¹¹ 주머니¹²를 한 개¹³ 주웠습니다¹⁴. 이 주머니 속에는 빨간 부채와 파란 부채가 있었습니다.

농부는 먼저¹⁵ 빨간 부채를 부쳐 보았습니다¹⁶. 농부는 깜짝 놀랐습니다¹⁷. 왜냐하면¹⁸ 농부의 코¹⁹가 길어졌기 때문입니다²⁰. 그래서 농부는 다시 파란 부채를 부쳐 보았습니다. 그러자²¹ 이번에는²² 농부의 코가 줄어들었습니다²³. 농부는 생각했습니다²⁴.

‘아, 이것은 정말²⁵ 신기한²⁶ 부채다!’

농부는 집으로 돌아왔습니다²⁷. 농부는 아내²⁸에게 부채를 보여 주었습니다. 그러자 아내는 이 부채로²⁹ 돈을 벌고 싶었습니다³⁰. 그래서 아내는 농부에게 말했습니다.

“여보³¹, 김 부자³²한테 가서³³ 몰래³⁴ 빨간 부채를 부치세요. 그래서 김 부자의 코를 길게 만드세요. 그러면³⁵ 김 부자는 코를 줄이기 위해서³⁶ 많은 돈³⁷을 줄 거예요³⁸.”