

Center for Advanced Language Proficiency Education and Research
(CALPER)

KOREAN CULTURE AND MEDIA
KOREAN FILM SERIES

UNIT 4
식객
LE GRAND CHEF

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CULTURE AND MEDIA SERIES

FILMS AND KOREAN CULTURE

INTRODUCTION

This workbook series has been designed to complement existing pedagogical materials for intermediate, advanced, and heritage learners of Korean. Many of those materials are based on written text using specially selected samples of language for the purposes of teaching grammar, vocabulary, and particular elements of culture. Some include audio and video supplements to more fully represent the sounds, rhythms, and cadence of the language; such supplements, when provided, also well illustrate the social, interactional, and cultural aspects of the linguistic constructions and/or the thematic topics of the lessons at hand.

The workbooks in this series are intended to add to the existing range of instructional materials for Korean. They contain authentic media-based samples of actual language used in Korea by Koreans for specific interactional purposes. We draw from such sources as: television commercials, commercial motion pictures, public service announcements, various genres of television programs (e.g., news, talk shows, game shows, advice programs, interviews), films, music, print ads, and internet-based video. In addition to authentic language samples in multiple modalities, we provide vocabulary lists, visual illustrations, and explanatory supplements to facilitate and deepen comprehension of linguistic and cultural issues that emerge in the media-based samples.

The fundamental goal of this series is to present language and culture as an integral whole—to enhance students’ awareness of language *through* culture and to deepen students’ understanding of culture *through* language.

Through the materials presented in our Culture and Media Series workbooks, students will be able to acquire and exchange information about Korea and about Korean people. Because we use actual media-based materials designed in Korea for Koreans, students will have the opportunity to observe language and culture in action and to more deeply understand the values and viewpoints that underlie the socio-cultural practices of Korean people.

Our aim in this CULTURE and MEDIA series is for instructors to guide students to naturally and meaningfully integrate the goals of the 5 Cs:

- **Communication:** To enhance their communicative skills in Korean.
- **Culture:** To expand and deepen their understanding of Korean culture.
- **Connections:** To apply and connect concepts to other academic disciplines.
- **Comparisons:** To compare and contrast Korean and Korean culture with other languages and cultures that they know.
- **Communities:** To use the materials and content in real-world communicative activities beyond the classroom and outside of class-based assignments.

Units 3, 4, and 5 are each directly connected to a film, 왕의 남자 *The King and The Clown*, 식객 *Le Grand Chef*, and 라디오 스타 *Radio Star*, respectively.

We have designed the materials to be used EITHER:

- As independent materials, **not requiring the viewing of the film**

OR

- As a **supplement to the viewing of the film.**

While we refer to specific scenes, dialogue lines, plot-related events, and relationships between and among the protagonists, only a very narrow portion of the activities presupposes that the student might recall a scene from one of the films. Wherever possible, we provide background information so the materials can be used by virtually any high-intermediate, advanced, or heritage student of Korean. The ideal case is for students to work with these Units after having seen the films. However, as we note, viewing the film is not a pre-requisite for using these materials.

In Units 3, 4, and 5, we use the story lines and contexts of each film as departure points for a variety of communicative activities. Each unit contains illustrations, reading materials, vocabulary lists, questions to consider, comparisons that might be made, and suggestions for inquiry-based interactional tasks that lead to a deeper understanding of sociocultural and historical issues that emerge in each film. As always, in CALPER's Culture and Media series, we attempt to push students beyond the content material and ask them to inquire further, investigate more deeply, and consider more thoroughly the particular issues that are central to each lesson. We include comparison-based tasks in which students are asked to consider parallel instances of cultural products, with a view to better understand their own cultural practices and to more deeply understand other cultures.

The last section of Unit 5 ties the three films together from the point of view of shared thematic threads. The final activities are designed to stimulate students' thinking about some of the sociocultural values depicted in the films and to ask students to synthesize those values by locating commonalities and differences between and among them. We also ask students to establish comparisons and contrasts with values of other societies that they are familiar with.

- **Unit 3:** 왕의 남자 *The King and The Clown*. We discuss the 조선 Dynasty; the life of 연산군; the Korean caste system; traditional Korean music, dance, theatre, and acrobatic performances; and Korean theatre and film vis à vis theatre and film in other countries.
- **Unit 4:** 식객 *Le Grand Chef*. We explain the background of the film's origins, i.e., a comic strip, a book, and then a television program. We discuss traditional cooking practices, including the traditional kitchen, utensils, foods, and so forth. We also touch on the "language of food" in Korea and the United States, and examine the emergence of cooking competitions around the world. We also examine the genre of the "movie review" in Korea and the U.S.
- **Unit 5:** 라디오 스타 *Radio Star*. We discuss pop culture in Korea and the world from the point of view of *The Korean Wave*. We also examine the concept of the pop star in Korea and elsewhere. This unit also compares the Academy Awards with the Blue Dragon Awards in Korea.

We hope you find these materials useful. Please direct questions, comments, and other feedback to:

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NOTE TO INSTRUCTORS: These are designed to stimulate students' thinking about the Korean language and Korean people and culture. Each Unit contains ideas for students to further develop topics related to the films in various formats: interviews, research, small group discussions, writing assignments, etc. 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.

KOREAN CULTURE AND MEDIA

Films and Korean Culture

UNIT 4: 식객 *Le Grand Chef*

This unit centers on the film 식객, *Le Grand Chef*. First, we introduce the characters and then we present a synopsis of the film, so that you'll be familiar with the plot and the significance of the personages within the film.

This is followed by a link to the movie trailer so that you'll have a sense of what the film was like – if you haven't already seen it. If you haven't viewed the film as yet, we hope that this unit inspires you to do so.

A variety of activities and thought-based questions follow the link to the trailer.

I. The Characters:



성찬 (요리사)

봉주 (요리사)

진수 (기자)

II. Synopsis:

This is a delightful film by director 전윤수 (Jeon, Yun-Su) focusing on gourmet culinary artistry, competition, confidence, morality, friendship and family. It opens with a competition between young chefs at 운암정, the best traditional Korean restaurant in Korea. This contest is designed as a means of naming the next top chef/owner of this restaurant. The two young chefs who are at the center of this competition are the gifted chef 성찬 and the ambitious, will-stop-at-nothing chef 봉주. The main ingredient for the first competition is golden blowfish (황복). The two chefs' dishes are equally magnificent. However, right after tasting the 황복 prepared by 성찬, the judges fall ill—the result of the poisonous venom of 성찬's 황복. Everyone was in a panic, except for 봉주. Instead, he is smiling because he secretly sabotaged 성찬's dish, in a move to win the competition, and ultimately, the ownership of the restaurant.

Five years later, a knife belonging to the last Royal Chef (대령숙수) of the 조선 Dynasty was discovered. A new contest and cooking competition was held. This time, the victor would receive the knife in addition to the honor of carrying on the tradition of the Royal Chef. 성찬, who had quit cooking since the 황복 incident, decided to enter the contest, thanks to the continuous encouragement by his reporter-friend, 진수. Once again, 성찬 and 봉주 would be rivals, now competing to win the knife of the last Royal Chef and the honor and respect that would go along with it. This competition consisted of six-rounds of food preparation, with the themes of: poultry (조(鳥)), fish (어(漁)), beef (소고기: 육회, 경단, 적(炙)), charcoal (숯), beef carving (소고기 정형), and beef soup (소고기 탕) that last Royal Chef had prepared for King Soonjong.

III. If you'd like to watch the movie trailer, here is the link:

<http://www.youtube.com/watch?v=-hGM35Y-dXM>

IV. ACTIVITIES AND QUESTIONS TO DEEPEN YOUR THINKING ABOUT FILM AND CULTURE

식객, *Le Grand Chef*, as is obvious from the title and from our synopsis above, is a film about haute cuisine. But it's actually about much more than that. The film artfully combines cooking, the delicate artistry and science of food preparation, the poetic discourse of food appreciation, in addition to genius, passion, creativity, family, friendship, honesty, and loyalty. It depicts the tensions between time-honored traditions and novel innovation and invention—not just in food preparation, but in human relationships as well.

As mentioned above, 식객 was not originally a film. First it appeared as a comic strip, and then as a book. This is the book cover for 식객.



The few lines below will provide you with a tiny glimpse of the origin of 식객. The English translation appears in Appendix I.

식객

영화 식객의 (食客) 원작은 허영만의 작품으로, 다양한 음식과 요리 대결을 주제로 한 만화이다. 2002 년부터 지금까지 동아일보와 과란닷컴에 연재 중이며, 2003 년에는 단행본으로도 출판되었다. 이 만화는 드라마로도 제작되어 2008 년 6 월 서울방송 (SBS)에서 방영되었다. 만화 식객은 허영만의 홈페이지에서도 볼 수 있다.

Source: <http://www.huryoungman.co.kr>

Vocabulary

원작	original work
작품	work
요리대결	cooking contests
주제	theme
연재하다	to publish serially
단행본	in book form
출판하다	to publish
제작하다	to produce
방영하다	to televise



A. 식객 –The website, and more

You might want to visit the author's website at: <http://www.huryoungman.co.kr>, where you will find a number of culinary-themed comic strips in addition to a wide variety of descriptions concerning foods, preparation styles, recipes—many of which are accompanied by stunningly impressive photographs of dish presentations—and so forth.

When one thinks about the relationship between culinary practices and the media, what spontaneously comes to mind would be:

- cookbooks
- internet sources for recipes and photographs
- television programs – worldwide, that focus on cooking, cooking competitions, regional flavors and food specialties. (e.g., TV programs broadcast in the U.S. Korea, Japan, China, the Middle East, the European Union, etc.)

But what about COMICS? Does this seem to be a particularly common medium to disseminate food-related information?

IDEAS TO THINK ABOUT
AND DEVELOP FURTHER

1. Have a look at 허영만 website and find out more about the history of this project. Why does he use comics to present information and stories about food? If 허영만 doesn't provide an explicit rationale for this, see if you can find his rationale, even if it appears on a more implicit level on the site.

What types of information do you find provided in this site? For whom do you think this site is intended?

Break into groups and each group can select a type of Korean dish to be prepared, using this website as your departure point. Click on any recipe from a link managed by 윤영자 that you'll find through the 식객 website. Describe how to prepare the dish and how to best present and serve it, i.e., with what other types of dishes, garnishes, etc. Then, try to find one more recipe from a Korean website (in Korean) for the same dish. How does this recipe compare to the one you first chose? The following links may help you with this comparison task. Feel free to use these or other comparable sites in Korean. If you have access to Korean cookbooks, that would be a good resource as well.

<http://www.menupan.com>
<http://kitchen.naver.com>
<http://namool.com>

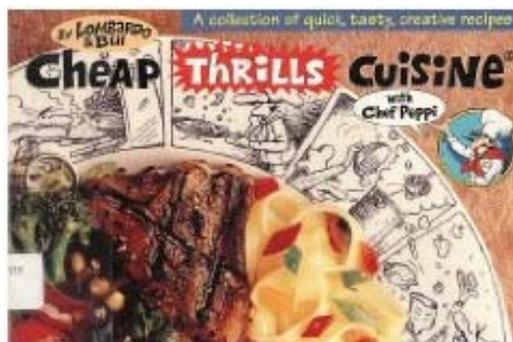
Present your findings to the class as an oral report (in Korean), complete with powerpoint slides, photos from the various sites, and then a concluding note concerning the best way to prepare the dish, after having compared the recipes linked to 허영만's site and presentation suggestions to other recipes on the web or in cookbooks (your own or from the library). Be certain to properly cite all of your sources. You might also want to prepare a vocabulary list for your classmates and review the more difficult and/or less common words with them before you begin your presentation.

2. Chef Peppi is a fictional character invented by Bill Lombardo and Thach Bui. Chef Peppi is the chef of "Cheap Thrills Cuisine." Interestingly, "Cheap Thrills Cuisine" shares much in common with 식객 in that it first began in 1993 as a nationally syndicated weekly comic strip, and published as a 100-page book in 1995.

Source: <http://www.postwritersgroup.com/cheap.htm>

Here is a copy of the book cover for Cheap Thrills Cuisine with Chef Peppi, by Lombardo and Bui:

<http://www.amazon.com/Cheap-Thrills-Cuisine-Chef-Peppi/dp/0316530921>



Investigate the histories of the two collaborators, Lombardo and Bui. This would need to be done in English. What inspired them to produce this culinary comic strip and then to publish a related cookbook? What types of foods and food preparations do they present?

Write a collaborative essay in which you compare and contrast Lombardo and Bui's work with that of 허영만. A collaborative essay would mean that you could work in groups of 3 – 4 students. Each student will be responsible for ONE section of the essay, e.g., a section on the *biographical information* of 허영만, Lombardo and Bui; a section on the *commonalities* between 허영만, Lombardo and Bui, and a section on the *differences or contrasts* between the three. Once each section has been completed, combine all three

한국의 전통 부엌

한국의 전통 부엌은 대체로 부뚜막이 있다. 부뚜막은 큰 선반 같은 모양으로 지면에서 1 미터 정도 올라와 있고 벽으로부터 1 미터 정도 튀어 나와 있다. 부뚜막은 돌과 진흙으로 솔이 걸릴 수 있도록 쌓은 다음 그 위에 크고 작은 무쇠 솔 3~5 개를 건다. 부뚜막에 아궁이는 대체로 2 개 또는 3 개가 있으며 방으로 연결되어 방안을 따뜻하게 해준다. 보통 전통 부엌에는 밥을 하는 가마솔이 한 개, 옆에 국을 끓이는 작은 솔이 한 개, 그리고 허드렛물을 데우는 솔이 한 개 등 세 개쯤 걸린다.

한국 가정에는 한국 전통 식생활에 필수인 장독대가 있다. 장독대는 대체로 햇볕이 잘 드는 마당 동편에 만든다. 돌을 2~3 층 쌓아서 대(臺)를 만들고, 맨 뒷줄에는 큰 독, 중간에는 중들이, 앞줄에는 항아리를 놓는다. 가장 큰 독은 간장독으로 쓰고, 중들이에는 된장을 담아 두고 앞줄의 작은 항아리에는 고추장류, 장아찌류를 담는다.

Vocabulary

대체로	usually
진흙	mud
솔	pot
쌓다	to pile
무쇠	iron
연결하다	to connect
데우다	to heat
식생활	dietary life
필수적	necessary
햇볕이 잘 드는	sunny
마당	yard
동편	east side
대 (臺)	stand

And, here, you'll find photos of the traditional kitchen, including the 부뚜막, 아궁이, and the 가마솥.



1. 전통 부엌 2. 아궁이 3. 가마솥 4. 장독대

Source of Photos: <http://encyber.com>

IDEAS

TO THINK ABOUT AND DEVELOP FURTHER

1. Search Korean websites to further learn about the *traditional Korean kitchen*. As you conduct your research, find out about the architectural designs of homes, from the lowest class citizens to the royal family, with a particular focus on the kitchen during the 조선 Dynasty. Where was the kitchen located vis à vis the other rooms? Who was allowed in the kitchen? What types of dishes were prepared by and enjoyed by the various classes of Korean citizens during that era?

The following videos from the popular TV drama 대장금 will provide more insight into the era:

<http://www.youtube.com/watch?v=bh9lehW5rI0>

<http://www.youtube.com/watch?v=T6w1EUsIIGs>

<http://www.youtube.com/watch?v=wYdC8g4sCPo&feature=related>

<http://www.youtube.com/watch?v=lkbOrdS-Olg&feature=channel>

You might want to also look for information in Korean about the Korean Folk Villages, for actual, life-sized replicas and/or remains of Korean traditional residential architecture.

Compare the traditional kitchens (from all perspectives noted above) and the traditional foods and dishes to modern day kitchens and modern day Korean dishes. What elements of the traditional architecture, vessels, and food preparation practices do you see (in various forms) in modern culinary practices? You will probably be able to use much of the vocabulary items and food-related terms that you compiled as part of Exercise 3 in the previous section.

Even today in some older, more traditional homes in Korea, you might find 장독대 at various locations within the home, including on the rooftops, in the case of multi-story apartments.

Prepare a report for the class in Korean about the results of your searches.

2. Visit a Korean retirement home and spend some time with Korean senior citizens. Try and find out about their lives as children, teens, and young adults in Korea. What role did *food* play in their family? What was their favorite dish when they were young? Who did the cooking? How did they themselves learn to cook as they matured? Were they allowed to help as children? Did their family use any of the traditional vessels and/or utensils that you see in the photos above?

If you can't visit a retirement home, see whether you could visit a friend's or classmate's grandparent or older relative living with or near him/her. And, still, if you have no access to a Korean senior citizen center, retirement home, or a friend's grandparent, ask your teacher for some help.

If you are able to visit the center or retirement home, try and return there and spend time with that person on a regular basis. You will both learn very much from each other, not only about food and tradition, but about life.

3. Conduct a research project in Korean in which you investigate how foods were stored, e.g., cold storage, pickling processes, etc. in pre-modern Korea. Also, investigate the history of *kimchi*. How did 김치 become such a popular staple in Korea? Was it always spiced with red pepper? What is the origin of red pepper in Korea? Is it native to Korea or was it imported? If the latter, when? and by whom? How did the concept of red pepper paste (고추장) develop? The following website may help you with this comparison task. Feel free to search for more web-based and library-based sources.

<http://koreana.kf.or.kr/main.asp>



겨울철 김장 김치 담그는 법

요리재료 주재료

배추 10통(30kg), 소금물 8ℓ, 굵은소금 51/2컵, 덧뿌릴 굵은소금 6컵소 ;재료: 무 3개(5kg), 갓·쪽파 1.5kg씩, 대파 3대양념 ;재료: 참쌀풀 15컵(참쌀 3컵+물 4ℓ), 고춧가루 15컵, 간 양파·다진 마늘 4컵씩, 멸치액젓·새우젓·다진 생새우 4컵씩, 다진 생강 11/2컵, 뉴슈가굵은소금 약간씩



1. 배추 손질해 소금물에 적시기

2. 배추는 지저분한 겉잎을 떼고 다듬어 밑동 부분에 칼집을 넣어 손으로 갈라 반으로 나누고요. 큰 그릇에 물을 붓고 굵은 소금을 녹여 짭짤한 소금물을 만든 다음 배추를 한 쪽씩 품 담갔다가 건집니다. 줄기가 잘 절여져야 하니까 줄기 쪽부터 소금물에 넣는 게 좋아요. 이렇게 소금물에 한번 담갔다가 건진 다음에 소금을 뿌려 절여야 고루 잘 절여지거든요.



3. 배추 줄기에 굵은 소금 뿌리기

4. 두꺼운 줄기 부분은 잘 절여지지 않으니까 굵은 소금을 쾨쾨이 집어 넣고, 앞 쪽에는 약간만 솔솔 뿌립니다. 굵은 소금 6 컵을 배추 10 통에 골고루 나누어 뿌려야 해요.

5. 배추 절이기



6. 옷소금을 뿌린 배추는 자른 단면이 위로 오게 큰 통에 담고 손으로 꺾꺾 눌러두었다가 3~4 시간 정도 지나면 위아래를 바꾸어 3~4 시간 정도 더 절입니다. 너무 오래 절이면 배추가 질겨지니까 이렇게 살짝 훅 정도로 절여야 해요



7. 절인 배추 씻어 물기 빼기

8. 알맞게 절인 배추는 흐르는 물에 세 번 정도 깨끗이 헹구는데 특히 줄기 쪽은 손으로 살살 문질러 씻습니다. 굵은 소금을 말끔하게 없애야 김치를 담갔을 때 쓴맛이 나지 않거든요. 그런 다음 소쿠리에 30 분 정도 얹어놓아 물기를 빼고 밑동의 두툼한 부분을 칼로 깨끗이 도려냅니다. 또 떨어져 나간 배추 겉잎은 우거지로 모아주세요.

9. 찹쌀풀 쑈기

10. 찹쌀은 깨끗이 씻어 하룻밤 정도 물에 불려 3ℓ의 물을 냄비에 넣고 끓기 시작하면 불린 찹쌀을 넣어 나무 주걱으로 저으면서 찹쌀풀을 쑈니다. 쌀알이 부드럽게 퍼지면 나머지 물 1ℓ를 붓고 뚝뚝 들어 불에서 내려 식힙니다. 식힌 찹쌀풀은 손가락으로 떠보았을 때 뚝뚝 떨어지는 정도면 됩니다.



11. 찹쌀풀에 고춧가루 개기

12. 식힌 찹쌀풀에 고춧가루를 넣고 잘 갠 다음 20 분 정도 두어 고운 색이 나도록 불립니다. 이렇게 미리 불려두어야 고춧가루가 걸돌지 않고 색도 곱고, 매운 맛도 삽니다.

13. 무 채썰기

14. 무는 껍질째 삼베 조각이나 솔로 깨끗이 문질러 씻은 후에 지저분한 것만 도려내고 채썹니다.

15. 갓, 쪽파, 대파 손질해 썰기

16. 김장 김치에는 갓을 넉넉하게 넣어야 맛이 시원해요. 갓은 손질해서 송송 썰어두고, 쪽파는 깨끗이 손질해서 4cm 길이로 썹니다. 대파도 손질해 어슷썰어요.



17. 생새우 손질하기

18. 생새우는 열은 소금물에 살살 흔들며 씻으면서 지저분한 것을 골라내고 깨끗한 물로 한번 헹굽니다. 체에 건져 물기를 빼고 칼로 곱게 다집니다.

19. 무채에 고춧가루 물들이기

20. 큰 그릇에 채썬 무를 담고 불린 고춧가루를 한줌 넣어 빨갈게 물을 드립니다.





21. 양념 넣어 버무리기

22. 불린 고춧가루 남은 것과 양파 간 것, 다진 마늘과 생강, 멸치액젓, 새우젓을 넣고 골고루 버무리다 다음 마지막에 생새우 다진 것을 넣어 섞습니다. 뉴슈가와 굵은소금으로 간을 맞추고 무채와 섞습니다. 김장 양념에 설탕을 넣으면 국물이 걸쭉해지고 김치가 물러 맛이 없어집니다. 그래서 설탕 대신, 뉴슈가를 아주 약간만 넣는데 김치도 아삭거리고 맛도 훨씬 깔끔해요. 뉴슈가 대신 사과나 배, 감을 갈아 넣어도 맛있어요. 양념은 손으로 5분에서 10분 정도 치대듯이 버무리야 무에서 수분이 나오면 맛이 배이거든요. 그 다음에 갓과 쪽파 대파를 넣어 살살 버무리면 돼요.



23. 절인 배추에 소 넣기

24. 절인 배추를 양념으로 쓱쓱 한번 문지른 다음 매 아래쪽 배춧잎부터 한 잎씩 들춰가며 소를 골고루 바르듯이 알맞게 넣습니다. 소는 한주먹 가득 집어 반포기 넣으면 돼요.

25. 배추 겉잎으로 감싸기

26. 소를 다 넣었으면 손으로 배추를 한 번 쪽 훑어내고 소가 빠지지 않게 배춧잎 끝자락을 반 접어 올리고 겉잎으로 잘 감쌉니다.



27. 항아리에 담기

28. 김치의 속대 쪽이 위로 보이기 차곡차곡 담는데 그래야 양념이 흐리지 않습니다. 우거지로 남겨둔 배추 겉잎을 덮고 손으로 꼭꼭 눌러 공기를 뺍니다. 하루, 이를 정도 실온에 두었다가 젖산이 생겨 약간 부글거리기 시작하면 김치냉장고나 냉장고에 넣고 알맞게 익으면 꺼내 먹습니다.

Source: <http://kitchen.naver.com/ency/96>

FOOD RELATED VOCABULARY—Making

Nouns

배추	Nappa cabbage
겉잎	outer leaves
밑동	root part of the cabbage
칼집	score (i.e., not cut through)
줄기	stems
웃소금	top layer of salt

단면	sliced part
물기	moisture; wetness
소쿠리	bamboo basket
찹쌀풀	glutinous rice starch
삼베	hemp cloth
솔	brush
갓	leaf mustard
체	strainer
양념	spices
젖산	lactic acid
<u>Verbs</u>	
적시다	to wet
다듬다	to trim away unusable parts
가르다	to cut
절여지다	to be salted
담그다	to soak
뿌리다	to sprinkle
질겨지다	to be tough
휘다	to bend
헹구다	to rinse
문지르다	to rub
뜸을 드리다	to cook thoroughly
개다	to knead
채썰다	to slice into strips
어슷썰다	to cut diagonally, cut at an angle
다지다	to chop
물들이다	to color
버무리다	to mix; to stir
불리다	to be soaked
섞다	to mix
갈다	to grind
치대다	to rub
감싸다	to wrap
훅어내다	to remove (excess spices)
익다	to become fermented
무르다	to become tender
<u>Adjectives</u>	
짭짭하다	nicely salted
굵다	large (굵은 소금: large salt)

아삭거리다 crunchy

Adverbs

골고루	evenly
말끔하게	cleanly
곱게	finely
차곡차곡	in orderly
켜켜이	heavily (salt)
솔솔	lightly (salt)
꼭꼭/꼭꼭	without giving an inch
송송	into small pieces

IDEAS

**TO THINK ABOUT
AND DEVELOP FURTHER**

1. Find out from Korean homemakers about how they make 김치. You might want to interview your own family members or family members of your friends and classmates. You might also try to interview some Korean homemakers as keypals. Do this in Korean using your new vocabulary from the lesson above, where needed.

How and when did they learn to make 김치? What makes their 김치 different from other 김치? What about store-bought 김치? How and why does the commercially produced 김치 taste different from home-made 김치? Will they give you any tips?

Students should conduct their interviews individually and then report back to the entire class with their findings.

One or two students might want to demonstrate how their interviewees prepare 김치 based on their interview findings.

2. Find out how pickled vegetables are prepared and stored in other countries. Start with recipes for pickled cabbage, e.g., Pennsylvania Dutch pickled cabbage, Japanese *hakusai tsukemono*, Chinese *suan cai*, and Salvadoran *curtido*. You'll need probably to do this work in English. What other sociocultural groups have recipes for pickled cabbage?

Then, expand your investigation to include other vegetables that are typically pickled. Begin with Korean pickled vegetables—do this part of your research in Korean. Include pickled vegetables from China, Japan, Italy, Russia, Ukraine, and Central American countries.

We have provided a few of these excerpts to share with you below:

FOOD TASTING EPISODES –THE JUDGES’ DISCOURSE

A. 황복 golden blowfish

1. After tasting 봉주’s dish:

Judge 1: 회를 통해 접시의 모양이 다 보이는군요. 이렇게 아름다운 국화는 본적이 없습니다
It’s so thin, I can see the print on the dish. I’ve never seen a flower this pretty.

Judge 2: 그 향을 맞고 날아든 나비가 입안에서 춤을 추는군요
A butterfly flown from that flower is dancing in my mouth.

Judge 3: 도화 꽃의 향이라. 황복에선 도화 꽃 향이 난다더니 놀랍습니다
It tastes like peach blossoms. Peach blossoms from raw fish? Incredible.

2. After tasting 성찬’s dish:

Judge 1: 이번엔 학이로군요. 젓가락을 대면 금방이라도 날아갈 것 같아요.
This time it’s a crane. A touch from my chopsticks may send it into flight.

Judge 2: 바다가 느껴집니다. 학이 바다 속을 날고 있어요. 한번 죽는 것과 맞먹는 맛이라던 소동파의 말이 사실이었군요.
I taste the sea. The crane is flying through the sea! It’s true that some tastes are to die for.

B. 조(鳥) Poultry

Judge 1: 닭의 흰 살과 계란의 노른자가 절묘하게 조화를 이루었어요.
입안에서 어미 닭과 병아리들이 뛰어 노는 듯 합니다
The white meat and yellow yoke of the eggs in perfect harmony. The mother and her baby chick are dancing around in my mouth.

Judge 2: 네 양기를 돋우는 닭의 성질과 마음을 진정시키는 달걀의 성질이 잘 배합된 요리예요. 이 정도면 음식이 아니라 약이라고 해야겠어요
The yang of the chicken is blended with the yin of the egg. This is more than just food.

C. 어(漁) fish

After tasting 봉주's dish:

Judge 1: 이거 손을 댈 수 없겠는데요. 일품요리에 극치입니다 극치.
I dare not touch this beautiful work of art. It's perfection.

Judge 2: 그래도 심사는 해야겠지요. 승기약탕입니다. 내 입에서는 이미 궁중연회가 벌어지고 있어요.
But we better taste it, right? A miracle of rejuvenation! A court banquet inside my mouth.

Judge 3: 난 임금이라도 된 기분입니다.
I feel like a king right now.

Judge 2: 접시 위에선 요조숙녀인데 입안에서는 평양 기생입니다.
A modest lady on the plate, a voluptuous courtesan in my mouth.

Judge 3: 아니 그럼 입안에서 양탈이라도 부린다는 겁니까?
Does she fuss about in your mouth?

IDEAS

**TO THINK ABOUT
AND DEVELOP FURTHER**

1. Pay close attention to the Korean evaluation expressions in these episodes. What types of expressions are used to accomplish this evaluation? Make a list of the metaphors, similes, and other discursive features associated with food evaluation. What types of features are associated with food?

In addition to the evaluative expressions, pay very close attention to the **verbal endings**. That is, look at the how the endings alternate between -요 and V -(스)버니다. Why do the verbs endings alternate in this way? Do you notice any other modal markers or particles that add to the meaning in these sequences, e.g., -군, -겠, -것 같아?

The poetic quality of these evaluation sequences are reminiscent of wine tasting discourse.

Here are two links to WINE TASTING demonstrations:

<http://www.youtube.com/watch?v=dxg-bEddUQI&feature=related>

<http://www.youtube.com/watch?v=g73eI7zo50Q&feature=related>

You may know of others, so please feel free to use those as well.

Compare the food judges' discourse in 식객 with the discourse of wine tasting. What evaluative features do these discourses share? In what ways are they similar? In what ways are they different? How does the poetic imagery serve to enhance the evaluation of the food in the film and the wine, in general? Think about issues of aesthetics: visual beauty in terms of color, sensual beauty in terms of taste and gustatory sensations, etc.

Then, see if you can locate wine tasting episodes in Korean. Do they follow the same patterns as the food tasting episodes from 식객 and the American wine tasting episodes in the clips (and others that you have found)?

Students may work in groups in order to fully analyze these issues. The groups can then report back to the class in Korean with their findings.

2. In groups of three students, locate a recent episode of the television program "Top Chef." Then, locate a recent episode of a comparable Korean chef competition program. For each episode, transcribe the evaluation sequences by the judges: in English and in Korean.

Do the Korean evaluation sequences match the types of discourse that we observe in 식객? Are they in any way parallel to the English evaluation sequences in “Top Chef?”

Make a list of the predominant types of descriptive techniques used in the Korean sequences: adjectives, adverbs, metaphorical descriptions, similes, and other types of descriptors not mentioned here.

ROLE PLAY ACTIVITY: 3 students will be Korean chefs and 3 students will be Korean judges. Determine the food category of the competition. Have each of the three student chefs describe his or her dish, how it was prepared, and so forth. Then, each judge will evaluate the dish—either positively or negatively, using the Korean chef competition TV program as a model for the discourse.

ASSIGNMENT

BY YOUR INSTRUCTOR

E. The genre of the movie review

In this section, we maintain the theme of EVALUATIVE discourse. In connection with films, what better way to investigate this type of discourse than through the genre of the MOVIE REVIEW.

Here, we provide two reviews, one written by a professional movie critic and one written by an everyday “netizen” (a Koreanism, formed by combining “NET + CITIZEN”).

The film being reviewed here is: 좋은 놈, 나쁜 놈, 이상한 놈. As you might guess from the title, this is a take-off on the American film *The Good, The Bad, and The Ugly*. As with our other Korean excerpts, we provide a vocabulary list for both reviews, i.e., the professional critic and the layperson’s review. The vocabulary and structure may be a bit challenging, but do what you can to read through it and understand the main points—with the help of each vocabulary list.

You might want to work in groups and divide up the sections of the reviews, assigning one or two paragraphs to one student. Once all reading has been completed, you can put your notes together and then construct the meaning of each review, collaboratively as a group.

As you read, pay close attention to the following: what types of DESCRIPTORS are used? Make a running list of these. How does each author (i.e., the critic and the lay person) express his/her opinion? Make a list of all conventions used by the authors to express their personal opinions.

THE MOVIE REVIEW

PART 1: AUTHOR: PROFESSIONAL MOVIE CRITIC

| 씨네21 리뷰

▣ 만주 웨스턴 혈맥을 잇는 혼합 장르물 <좋은 놈, 나쁜 놈, 이상한 놈>

글 : 김혜리 | 2008.07.16



액션 화력 지수 ★★★★★
배우 카리스마 지수 ★★★★★
동선 및 플롯의 선명도 지수 ★★★

김지운 감독이 누아르영화를 만들겠다고 할 때, 그것은 다시 말해 좁고 긴 복도를 따라 혼자 걸어가는 남자의 뒷모습을 찍고 싶다는 뜻이다. 김지운 감독이 서부극을 하겠다고 하면 그것은 무엇보다 말 타고 황야를 질주하는 한 무리의 사내를 근사하게 찍겠다는 뜻이다.

김지운 영화에서 ‘결정적’ 공간과 이미지가 점하는 지위는 사뭇 절대적이다. 이를테면 그들은 시간과 이야기에 우선한다. 김지운의 연출은 귀납적이다. 영화의 전체적 여정과 윤곽을 확정한 다음, 부분을 목적에 봉사하도록 배치하지 않는다. 반대로 스크린에 미칠 듯이 올리고 싶은 그림과 분위기를 담은 장면을 잡고, 그것들을 이리저리 꺾어나간다. 따라서 김지운 영화에서는 서사의 흐름과 플롯의 아귀보다, 앞뒤로 인접한 두 장면 혹은 두컷이 충돌해 발하는 효과가 한층 중대한 관심사가 되는 경향이 있다.

<좋은 놈, 나쁜 놈, 이상한 놈>(이하 <놈놈놈>)은 만주 웨스턴의 혈맥을 잇는 혼합 장르물이다. 아이콘과 설정은 서부극의 전통대로지만, 영화의 몸통은 <소오강호>처럼 호걸 군상이 엮치락뒤치락하는 코미디 어드벤처 성격이 강하다. 온갖 민족과 문화가 찌개처럼 들끓는 <놈놈놈>의 공간과 의상, 소품은 1930년대 만주의 재현보다 <스타워즈>의 타투인 행성이나 <블레이드 러너>의 포스트모던한 미래를 연상시킨다. 이야기의 도화선은 친일파 조선인 부호와 대한독립군이 동시에 갖고 싶어하는 정체불명의 지도. 각기 의뢰를 받은 마적단 두목 창이(이병헌)와 현상금 사냥꾼 도원(정우성)은 동시에 표적에 당도하지만, 지도는 영문 모르는 열차강도 태구(송강호) 손에 떨어진다. 물욕으로 시작된 추격전은 해묵은 원한이 드러나고 일본군까지 가세하며 눈덩이마냥 커진다. <놈놈놈>의 성취는 세 차례 액션 스펙터클에 집중돼 있다. 도입부의 제국열차 시퀀스는 좁고 긴 공간에서 세 주인공을 소개하고 엇갈리게 한다. 마지막 대평원의 추격전은 가장 강렬한 비트의 음악에 맞춰 모두가 몸을 흔드는 파티의 절정 같다. 밀도가 돋보이는 귀시장 싸움은 공중과 지하까지 활용해 싸움터를 수직 확장한 다음 세 캐릭터의 개성을 액션에 담아 풀어놓는다. 부드럽고 차가운 전문가 도원은 언제나 높은 곳에서 시야를 확보한 다음 술개처럼 ‘먹이’를 잡아챈다. 히스테리컬한 창이의 칼놀림은 자기 현시적이며 희생자의 고통을 음미한다. 손에 들어오는 모든 것을 닦치는 대로 무기로 삼는 태구의 움직임은 혼돈스럽지만 살아남는 데에 최적이다.

<놈놈놈>에 부족한 것은 속도가 아니라 방향감각이다. ‘좋은 놈’의 진의가 끝까지 불분명하고, 삼인의 동기가 충돌하고 엮히는 고비가 제대로 각인되지 않는다. 결말이 주는 심리적 카타르시스가 미약한 것도 같은 맥락이다. 심리와 서사가 반드시 액션의 파괴력과 별개는 아니다. 인물의 동기가 관객을 휘어잡고 상황의 중대함이 관객을 압박해야 액션의 쾌감도 증폭된다. <놈놈놈>은 강점과 약점을 아울러 김지운 영화의 화려한 중간 결산이다.

Source:

http://www.cine21.com/Article/article_view.php?mm=002001001&article_id=52098

Vocabulary

Nouns

누아르	film noir
복도	hallway
뒷모습	figure from behind

서부극	western film
황야	wilderness
무리	group (of people)
사내	men
여정	plan; journey
윤곽	outline
목적	purposes; objectives
분위기	atmosphere; ambience
서사	epic
아귀	a perfect match
한층	more
관심사	interests
경향	tendency
만주	Manchuria
혈맥	lineage
혼합	mixed
설정	establishment
호걸	heroes
공간	space
의상	stage costume
소품	props
재현	recreation; reproduction
미래	future
도화선	fuse
부호	rich man
의뢰	request
마적단	mounted bandits
현상금	reward money
사냥꾼	hunter
표적	target
영문	circumstances; situation
물욕	desire for material gain
추격전	running fight
원한	grudge; enmity
눈덩이	snowball
성취	achievement; accomplishment
도입부	introductory
절정	summit, top
밀도	density
공중	(in the) air; sky; space
지하	underground

싸움터	battlefield
수직	vertical
확장	expansion; extension
시야	view; visual field
솔개	(bird) kite
먹이	prey
희생자	victim
고통	pain
무기	weapon
움직임	body movement
방향감각	sense of direction
진의	one's true motive; real intention
고비	climax, summit
결말	end; conclusion
파괴력	destructive power
중대함	significance; importance
Verbs	
질주하다	to run fast; to speed away
우선하다	to come first
확정하다	to confirm
봉사하다	to serve
배치하다	to arrange; to position
연상시키다	to remind; to bring up the images of
당도하다	to arrive
가세하다	to strike a blow for/against
엇갈리다	to miss each other; to cross each other
활용하다	to use
확보하다	to establish; to secure
잡아채다	to take by force
음미하다	to appreciate; to examine closely
살아남다	to survive
압박하다	to apply pressure
Adjectives	
근사하다	nice; great
결정적	decisive
절대적	absolute
귀납적	inductive
충돌하다	to conflict

발하다	to radiate; to emit
정체불명	unidentified; strange
해묵은	age-old
강렬한	strong
자기 현시적	self-dramatizing
혼돈스럽다	chaotic
불분명하다	indistinct; obscure
심리적	psychological
미약하다	weak; insignificant
<u>Adverbs</u>	
옆치락뒤치락	to have close game

PART 11: AUTHOR: LAYPERSON REVIEW

네티즌 리뷰 보기

개봉전까지는 꽤나 보고 싶은 영화였지만
개봉후 관객 반응에 조금은 기대를 줄였다.

소감은 일단 불만한 영화라는 것이다.
멋진 정우성, 웃기는 송강호, 악한 이병헌,
이 세사람은 각자가 보여줄 수 있는것은 웬만큼 보여준다.

스포일러긴 한데,
정우성은 줄잡고 공중을 날아다니는 것보다
쫓아오는 일본군을 달리는 말에서 장총으로 쓰러뜨릴때가 더 멋있다
'Don't Let me be misunderstood'의 연주부분도 이때 나온다.

스토리는 꼭 짜여져 있진 않지만 봐줄만하다.

각각의 전투 장면도 불만하다.
홍보에서도 그랬듯이, 드넓은 광야에서의 추격전을
보여주는 한국영화는 희귀하니까.

하지만 단점을 지적할수 밖에 없다.
세 명의 배우를 모았고,
곳곳에 액션신이 배치 되었으며,
제작비도 스케일도 큰데도
뭔가 부족한 느낌을 준다.

이 영화의 스토리가 가진 문제점,
아니 이 영화의 문제점은 다르게 아니고
스토리와 장면과의 조화율이 스파크를 내는 경지에
이르지 못했다는게 내 생각이다.

하지만 관람료가 아깝진 않다고 말하고 싶다.
(총성이 가장 많이 울리는 장면에서 되레 지루해지는,
그런 역설적 현상을 겪는 일은 없을 것이다)

이 영화덕에 한국 영화계는 오랜만에 훈훈한 흥행 성적을 거두게 됐다.
부디 Blue-ray 시장에서도 훈훈한 소식을 들려주길 바란다.

*또 하나의 스포일러
: 암만봐도 가장 실속있는 승리를 거두는 것은 '이상한 놈'이다. ^^

Source:

http://www.cine21.com/Community/Netizen_Review/review_read.php?no=62451

Vocabulary

개봉	to be released
관객	cinema audience
반응	reaction; response
기대	expectation
소감	opinion; impression; thoughts
각자/각각	each
웬만큼	to some extent; to a certain degree
장총	long rifle
전투	combat; battle; fight
희귀하다	rare
지적하다	to point out
제작비	production cost
경지	state; condition
관람료	admission fee
역설적	paradox
현상	phenomenon
훈훈한	heartwarming
흥행 성적	box-office record

IDEAS TO THINK ABOUT
AND DEVELOP FURTHER

1. If you worked in groups to read through the movie reviews, re-arrange yourselves so that you are working with brand new group members to enhance your discussion and understanding of these two documents:

From the point of view of WRITING STYLE, how do the two reviews compare to each other? Be very specific and be sure to pick out PATTERNS of discourse for each author to support your points.

From the point of view of STANCE AND THE EXPRESSION OF ONE’S OPINION, how do the two reviews compare to each other? What are the PATTERNS of discourse that each author uses to EXPRESS OPINION?

Are there any other discursive techniques that you notice that make the professional critic’s use of language distinct from the lay person’s use of language?

2. If you can locate the film *좋은 놈, 나쁜 놈, 이상한 놈*, watch it and see how your response to the film matches up with that of the movie critic and that of the layperson review. Also, try to locate *The Good, The Bad, and The Ugly*, and view it.

Write your own review in Korean of *The Good, The Bad, and The Ugly* and compare it to the Korean version of the film. Write your review as a “Netizen.”

3. Find a recent Korean film and watch it as a class. Then, work in groups – ½ of the class will have groups who write a professional movie review, using the one provided here as a model for the discourse. ½ of the class will have groups who write a series of layperson reviews, using the “Netizen” version presented above as a model for the discourse.

For a presentational activity, students can perform ROLE PLAYS in Korean as movie critics on TV.

ASSIGNMENT BY YOUR INSTRUCTOR

RECAP

CLOSING QUESTION TO THINK ABOUT AND DEVELOP

In this Unit we have examined a number of different types of GENRES of DISCOURSE:

- Film
- Live cooking competitions
- Comics
- Cookbooks
- Recipes
- Food competition TV programs
- Evaluation discourse (judging the foods prepared by the chefs)
- Professional film reviews
- Layperson film reviews

We have, to some degree, analyzed these genres as they appear in Korean contexts as well as in American (and/or more generally, English speaking).

We have also examined the interplay between the TRADITIONAL and THE MODERN.

FOOD FOR THOUGHT: Based on what we have worked with throughout this unit, to what extent would you say that FOOD and FOOD PREPARATION TECHNIQUES reflect culture? Support your ideas by examining Korean culture and other cultures that have emerged in your research for this unit. Think of as many aspects of “culture” as you can. By doing a comparative analysis, you will likely generate many more ideas and perspectives than if you only focus on Korean culture, for example.

Be sure to include the various discourses connected with EVALUATION in your discussion.

How would you compare Korean media with American media from these multiple points of view of genre? Include discussions of film, TV programs, cooking websites, and film reviews. What commonalities do they share? In what ways are they different? Think about these issues from what is superficially obvious on the surface, but also try to find more covert and implicit points for comparison and contrast.

APPENDIX I

식객

['Le Grand Chef']

Le Grand Chef originally appeared as a comic strip, written by Youngman Hur. The topics address various food types, preparation styles, and cooking contests. It has been published serially in the Dong-A Daily News and Paran.com since 2002, and it was also published in book form in 2003. Finally, it was produced and aired as a TV series by Seoul Broadcasting System (SBS) in 2008.

APPENDIX II

한국의 전통 부엌

['The Korean traditional kitchen']

Korean traditional kitchens usually have a 부뚜막. The 부뚜막 was used for cooking and another benefit is that it provides heat. The 부뚜막 uses wood for fuel. It is built like a shelf with a horizontal surface on top and a vertical surface that comes up from the floor, so that the entire structure stands less than one meter tall and projects from the wall by less than one meter. The 부뚜막 is made of stone and mud. One 부뚜막 holds between 3 to 5 iron pots that are inserted into the round openings on the top, horizontal surface. In the 부뚜막, there are also usually two or three openings in the vertical surface, called 아궁이. The 아궁이 connects with adjoining rooms and makes those rooms warm. In the traditional kitchens, three pots are usually used: one iron pot is for rice, another small iron pot is for soup, and the last one is for boiling water.

In a traditional Korean house, there is a 장독대 (jar stand), which is necessary for Korean dietary life. The 장독대 is usually built in the sunny east side of the yard. The stand is built by piling two or three layers of stones. The 독 (name of the large-sized jars) are placed in the last row, the 중들이 (name of the medium-sized jars) are placed in the middle, and the 향아리 (name of the small-sized jars) are placed in the first row. The 독 are mainly used for soy sauce and 김치. 김치독 are buried underground, as cold storage. The 중들이 are used for soybean paste, and 향아리 are for Korean hot pepper paste (고추장) and vegetable pickles (e.g., 오이지).