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Pastry Show!

Skills, Duties and Culture
in the Pastry Kitchen



HOEPLI

Pastry Show!

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EDITORE ULRICO HOEPLI MILANO

PRESENTAZIONE

Contenuto e impostazione

Pastry Show! è un nuovo corso di inglese destinato agli Istituti Professionali, indirizzo Servizi per l'enogastronomia e l'ospitalità alberghiera, indirizzo prodotti dolciari/pasticceria. L'opera si propone di accompagnare gli studenti nel loro percorso formativo, offrendo strumenti per sviluppare e acquisire **competenze comunicative** in situazioni professionali reali, utilizzando il lessico settoriale, e per sviluppare la capacità di affrontare **documenti autentici** in lingua inglese.

Il volume offre inoltre strumenti per potenziare le capacità di comunicare in lingua **aspetti enogastronomici e culturali del proprio territorio** e stabilire collegamenti tra le tradizioni culturali locali, nazionali e internazionali, sia in una prospettiva interculturale sia ai fini della mobilità di studio e di lavoro.

Articolazione e apparati didattici

Il testo è suddiviso in **8 moduli**, ognuno dei quali è strutturato in brevi **unità**, che introducono le varie tematiche attraverso letture, immagini, tabelle ed **esercizi graduati** con differenti livelli di difficoltà. Il modulo prosegue con due o più pagine di **approfondimenti tematici** correlati all'argomento principale e con pagine dedicate al **vocabolario**, presentato attraverso immagini, definizioni ed esercizi.

Una **sezione grammaticale** contribuisce al ripasso e al consolidamento delle strutture linguistiche già apprese; una sezione dedicata alle **funzioni linguistiche** sviluppa le competenze comunicative, con ampio spazio riservato a **dialoghi** che utilizzano il lessico settoriale specifico e riflettono l'uso quotidiano e comunicativo della lingua.

Al termine del modulo, la sezione **Job competences**, attraverso simulazioni di situazioni professionali reali, richiede allo studente la soluzione di **compiti di realtà** tramite una serie di esercizi guidati. Infine, la sezione **Hints to revise** propone schemi riassuntivi con *key-words* e concetti fondamentali, utili per la revisione, lo studio individuale e la **didattica inclusiva**.

I moduli sono arricchiti da un'ampia proposta di **ricette**, con esercizi che mirano a potenziare le conoscenze degli studenti, e da due sezioni finali che sviluppano argomenti di civiltà: la sezione **The Italian tour** propone un viaggio enogastronomico fra le regioni d'Italia, al fine di ampliare la conoscenza del proprio territorio e acquisire competenza nel saper valorizzare e promuovere i prodotti locali; la sezione **Geography and civilization of the British Isles** fornisce nozioni relative ad aspetti geografici, culturali ed enogastronomici dei Paesi trattati, grazie anche all'utilizzo di filmati con esercizi di comprensione.

Caratteristiche del corso

- **Struttura chiara e progressiva** che rende il volume facile da utilizzare per gli studenti e gli insegnanti. Le letture e gli esercizi sono articolati su pagine a fronte; le rubriche, anch'esse su pagine a fronte, suddividono i contenuti in modo chiaro e strutturato, con numerosissime immagini esplicative, per facilitare l'acquisizione del lessico e la memorizzazione.
- **Sviluppo delle competenze comunicative simulando contesti professionali reali**, grazie ad attività specifiche che esercitano tutte le abilità e con riferimento costante all'esperienza concreta degli studenti in ambito professionale.
- **Ricco apparato didattico** con esercizi numerosi e vari, sempre legati alla realtà operativa e con particolare attenzione dedicata allo sviluppo delle capacità di comprensione e produzione orale e agli esercizi per le certificazioni.

- **Attenzione alla didattica inclusiva, gradualità e accessibilità**, grazie a letture articolate in brevi paragrafi, esercizi graduati nella difficoltà (indicata con un apposito simbolo) e mappe riassuntive con carattere ad alta leggibilità per il ripasso dei concetti fondamentali. I contenuti grammaticali sono presentati con gradualità progressiva, partendo da un ripasso del livello A2 per arrivare progressivamente al B1+.
- **Sviluppo dei contenuti di cultura e civiltà**, grazie alle sezioni dedicate alla conoscenza del territorio italiano e agli approfondimenti geografici, culturali ed enogastronomici sui Paesi anglofoni.

CD-Audio

Contiene le **registrazioni degli esercizi di ascolto** proposti nel volume.

eBook+

LeBook+ presenta l'intero testo in versione digitale, utilizzabile su tablet, LIM e computer, e offre numerosi contenuti aggiuntivi:

- ✓ **esercizi interattivi** con funzione di autocorrezione, che consentono allo studente un'utile attività di autoverifica;
- 🔗 link a **video** per attività di approfondimento;
- ▶ **filmati**, con relativi esercizi, su temi di civiltà;
- ↓ **ricette** in lingua inglese e altri materiali di approfondimento;
- ↓ **dizionario enogastronomico** in cinque lingue;
- 🔊 **file audio** di tutti gli esercizi di ascolto proposti nel volume.
- ↓ **tavole** che illustrano le **differenti categorie di alimenti** pertinenti all'indirizzo, utili anche per la **didattica inclusiva**.

Risorse online hoepliscuola.it

Sono disponibili **ricette** con traduzione, **approfondimenti** di specifici argomenti, i **file audio** degli esercizi di ascolto proposti nel volume, le **tavole** illustrate di **differenti categorie di alimenti** pertinenti all'indirizzo e i **file editabili dei test di verifica** proposti nel *Teacher's Book*, per consentire al docente di modificare le prove in base alle esigenze della classe.

Teacher's Book

Contiene le **soluzioni** di tutti gli esercizi a risposta chiusa proposti nel volume, **suggerimenti per la correzione** di quelli a risposta aperta, la **trascrizione dei testi** dei dialoghi audio e dei video. Propone inoltre un ricco apparato di **test di verifica** per ogni modulo e sezione del volume, anche per la **didattica inclusiva**, con punteggi e soluzioni. I test sono disponibili online anche in formato editabile.

STRUTTURA DEL VOLUME

L'apertura di modulo individua gli obiettivi di conoscenze e competenze, presenta le varie sezioni del modulo e i materiali digitali.

Module 4
FIRST STEPS IN PASTRY

EXPAND YOUR VOCABULARY

COOK THE LANGUAGE

GRAMMAR

FUNCTIONS

SUMMATIVE EXERCISES

La sezione **Zoom in** propone letture che arricchiscono i contenuti del modulo, con esercizi per un ulteriore sviluppo delle abilità linguistiche.

Zoom in
MODICA CHOCOLATE

Modica chocolate is a traditional Sicilian product, typical of the city of Modica, in the province of Ragusa. It is made following an ancient recipe by using natural ground and not conching. The process gives this chocolate its particular **grainy** texture and unique taste.

READING COMPREHENSION

COOK THE LANGUAGE

GRAMMAR

FUNCTIONS

SUMMATIVE EXERCISES

La sezione **Cook the language** propone diverse rubriche. La rubrica **Grammar** è utile per il ripasso, il consolidamento e l'approfondimento di elementi linguistici e strutture già apprese; gli esercizi proposti hanno il duplice compito di far utilizzare e integrare le regole affrontate nel corso degli anni precedenti e di arricchire il lessico specifico via via incontrato nei vari moduli.

COOK THE LANGUAGE

GRAMMAR

Forme affermativa

Forme interrogativa

Forme negativa

Forme imperativa

Forme affermative

Forme interrogative

Forme negative

Forme imperative

La rubrica **Functions** sviluppa le competenze comunicative con ampio spazio dedicato ai **dialoghi** e alle **funzioni linguistiche**. La presenza di tabelle e schede di espressioni funzionali all'uso della lingua completa la trattazione.

Le **letture**, suddivise in brevi paragrafi per agevolarne la comprensione, sono accompagnate da **esercizi** di varia tipologia, sempre legati alla realtà operativa e graduati per livello di difficoltà, anche in vista della preparazione agli esami di certificazione (PET e FCE).

3
CUPCAKES AND CAKE DESIGN

DELICIOUS TASTY Appealing

READING COMPREHENSION

COOK THE LANGUAGE

GRAMMAR

FUNCTIONS

SUMMATIVE EXERCISES

Il box **Spotlight** propone brevi approfondimenti utili a stimolare la curiosità degli studenti e ad ampliare ulteriormente sia le conoscenze riguardo all'argomento del modulo sia il lessico.

EXPAND YOUR VOCABULARY

CREAMS

Whipped cream is a soft, fluffy cream that is whipped using a whisk or mixer until it is light and airy. It is commonly used as a topping for pastries or put on top of cakes.

READING COMPREHENSION

COOK THE LANGUAGE

GRAMMAR

FUNCTIONS

SUMMATIVE EXERCISES

La sezione **Expand your vocabulary** facilita l'apprendimento del lessico di settore, grazie anche all'utilizzo di immagini e attività per il ripasso.

4
FUNCTIONS

SUGGESTING, INVITING AND ACCEPTING/REFUSING

READING COMPREHENSION

COOK THE LANGUAGE

GRAMMAR

FUNCTIONS

SUMMATIVE EXERCISES

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SUMMATIVE EXERCISES

READING COMPREHENSION

COOK THE LANGUAGE

GRAMMAR

FUNCTIONS

SUMMATIVE EXERCISES

Una serie di **Summative exercises** consolida l'apprendimento delle strutture grammaticali e delle funzioni linguistiche.

194 5 Sweet and savory

Use a paper bag to store your produce in and ready to eat. Some items, like apricots and avocados, will ripen faster in a paper bag on the counter. The bag traps ethylene gas, which is released by the produce and acts as a ripening agent. Learn to spot the process of ripening from the inside of the bag, too.

145 5 Sweet and savory

Dolce Italia
THE ITALIAN-UK CONNECTION

LIST OF THE INGREDIENTS IN OUR PASTRY SHOP

DIRECT HANDCRAFTED DAILY PRODUCTION

STORAGE METHODS: In Refrigerator 0°C + 4°C
IT IS RECOMMENDED TO CONGULATE OUR PRODUCTS WITHIN 48 HOURS OF PURCHASE TO FULLY APPRECIATE THEIR FLAVOURS AND CHARACTERS.

We produce our pastries carefully, we control and limit allergen concentrations: Egg, Dairy, Milk, Eggs, Sesame and other allergens are present in our pastries and fillings.

TORTA MINNOSA
Our traditional Italian cake made by traditional women. A soft vanilla sponge enriched with a delicious light cream decorated with cubes of sponge, dusted with icing sugar.

Ingredients

- Sponge cake
- Cardamom
- Charly cream
- Liquid sugar

COOKING

Take with a brief description and the ingredients for mini-breads and other pastries or cakes you usually prepare such as charly cream scone, mini-breads, mince tarts, napoleon pastries and millefoglie, to be written in the book of ingredients for your pastry shop.

195 6 Chocolate heaven

7 READING AND TRANSLATING Read and translate the following recipe into Italian.

RECIPE Piedmontese stuffed peaches

Almost every Italian region has its traditional chocolate desserts. In Piedmont they make peaches filled with chocolate and cream like this recipe.

Ingredients (serves 4)

- 4 yellow ripe peaches - 400 g
- 400 g chocolate covered coffee called amaretto, plus extra for garnish 20 g
- 50 g amaretto cream powder + 1 egg yolk, lightly beaten + butter or grease-baking dish

Method

1. Preheat oven to 180°C. Cut peaches in half and remove pits. Carefully remove a spoonful of pulp around the area of the pit (cut side) from the halves.
2. Dissolve amaretto pulp in a bowl and crush any large pieces with a fork to a smooth. Place peach halves with their cut sides facing upwards in a baking dish covered with a very generous layer of butter.
3. In a bowl, combine chocolate amaretto with sugar and cream. Add the peach pulp and lightly knead egg yolk. Mix until well combined.
4. Distribute the amaretto-filled filling evenly inside the cavity of the peach halves. Place a small ball of butter on top of each peach half.
5. Bake for an hour until the peaches are cooked.
6. Remove baking dish from oven and leave to cool.
7. Once cooled, serve, after an additional 10 min, with some roughly crushed amaretto or a sprinkling of cream powder on top and a glaze of Mincione (if available).

NEW WRITING: USE IT Write about the recipe of a sweet or a savory typical of your region containing chocolate or cream powder. Write down the list of ingredients and the method.

NEW WRITING: USE IT You are working for a big company in the centre of your town. The manager has asked you to prepare a menu for "Chocolate Week". Look for different recipes for cakes, biscuits and desserts to offer the customers both in the morning for breakfast and in the afternoon for tea.

Chocolate in the Alps - Dolomites

Almost in every Italian region there are chocolate shops and chocolate houses. In Veneto, the art of chocolate-making is taken seriously and you can find many hand-made delights available throughout the city. The Sacher Store is probably the most famous chocolate maker in the world and the gentleman, robberto di Sacher, is now chef of it and he has long experience. From Sacher he came to the idea of creating a special dessert for special occasions: the chocolate cake. This cake was not an immediate success. From Sacher continued the tradition on the Prince's kitchen, then moved to Innsbruck and Budapest and finally to the Hotel de Ville in Paris, where he opened a chocolate shop and the recipe of the cake was purchased by his friend, when in 1870, opened the Hotel Ritz. Since then this cake has been one of Vienna's most important culinary specialties and the trademark of the brand. The original recipe is a well-kept secret, known only to confectioners in a small circle.

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Nel corso del volume, numerose **ricette** con esercizi mirano a potenziare le conoscenze tecniche e lessicali degli studenti.

La sezione **Job competences**, attraverso simulazioni di situazioni professionali reali correlate al tema del modulo, propone esercizi guidati e compiti di realtà.

HINTS TO REVISE

1. Complete the mind map with the words given in the box.

2. Complete the mind map with the words given in the box.

3. Complete the mind map with the words given in the box.



A fine modulo, la sezione **Hints to revise** propone mappe concettuali e schemi riassuntivi da completare, utili per la revisione, lo studio individuale e la **didattica inclusiva**, grazie anche all'utilizzo di caratteri ad alta leggibilità.





A fine volume, **The Italian tour** propone un viaggio enogastronomico nelle regioni italiane, con attività che mirano a potenziare la capacità di conoscere e comunicare in lingua inglese le caratteristiche del proprio territorio.

Geography and civilization of the British Isles offre approfondimenti sulla civiltà e gli aspetti culturali e gastronomici dei Paesi presi in esame, grazie anche all'utilizzo di brevi filmati con esercizi nella rubrica **Video Lab**.

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Module	Competences	Units	Zoom in	Expand your vocabulary
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Cook the language	Job competences & Real life tasks	Hints to revise	Digital Area
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<p>Grammar 98</p> <ul style="list-style-type: none"> • Quantifiers <p>Functions 101</p> <ul style="list-style-type: none"> • Talking about quantities • Asking about quantities • Asking for/offering help <p>Summative exercises 104</p> <ul style="list-style-type: none"> • Yeasts 	<ul style="list-style-type: none"> • The seven principles of HACCP • Completing HACCP worksheets Real Life task! • Writing an article about the Italian tradition of tiramisù Real Life task! • Proposing and explaining a cake Real Life task! • Asking and answering questions about ingredients Real Life task! • Preparing a cake for special needs Real Life task! <p>106-109</p>	<p>Mind maps 110</p> <ul style="list-style-type: none"> • The first steps in pastry 	<ul style="list-style-type: none"> ✓ Exercises 🔊 Listening exercises ▶ Video <ul style="list-style-type: none"> • The French style omelette • Spaghetti cake



Module	Competences	Units	Zoom in	Expand your vocabulary
<p>5 SWEET AND SAVOURY</p>	<ul style="list-style-type: none"> • Understanding short texts related to known topics • Getting information about new topics • Making the right choices • Writing job-related reports 	<p>1 Bread and pizza 112</p> <ul style="list-style-type: none"> • Different types of bread • Pizza: an Italian tradition • Focaccia di Recco <p>2 Unleavened pastry 115</p> <ul style="list-style-type: none"> • Different types of pastry • Shortcrust pastry and fruit • Pastry vs pastries • Fruit in the kitchen • Pastry without yeast • Puff pastry • Other types of pastry without yeast <p>3 Leavened pastry 122</p> <ul style="list-style-type: none"> • Leavened products • Yeasted pastry and biga • Liqueurs and syrups for pastry <p>4 Industrial pastry 124</p> <ul style="list-style-type: none"> • Industrial pastry vs handmade pastry • Packaging • Industrial baked goods • The list of ingredients on food labels and menus 	<ul style="list-style-type: none"> • Nuts and dried fruit 128 • Raisins, sultanas and currants 	<ul style="list-style-type: none"> • Aromatic herbs 132 • Spices 133
<p>6 CHOCOLATE HEAVEN</p>	<ul style="list-style-type: none"> • Understanding short texts related to new topics • Getting information about new topics • Explaining different chocolate preparations • Making the right choices • Simulating real life situations • Writing short texts about specific topics 	<p>1 History of chocolate 148</p> <ul style="list-style-type: none"> • Chocolate timeline • Cadbury chocolate factory <p>2 How is chocolate made? 150</p> <ul style="list-style-type: none"> • Where does chocolate come from? • How is it made? <p>3 Chocolate varieties 153</p> <ul style="list-style-type: none"> • What makes different types of chocolate? • Chocolate: better alone or ...? • Dark chocolate & chilli pepper • Life is like a box of chocolates • Swiss chocolate <p>4 Chocolate in pastry around the world 156</p> <ul style="list-style-type: none"> • Chocolate, the king of ingredients • Chocolate in the UK • Golden syrup • Chocolate in Italy • Chocolate in Austria: Sacher Torte • Chocolate in Germany: Black Forest Cake • Chocolate in South Africa: Peppermint crisp fridge tart 	<ul style="list-style-type: none"> • Gianduia 162 • Modica chocolate 163 • Ernst Knam • Guido Gobino in space 	<ul style="list-style-type: none"> • The shapes of chocolate 166 • Ganache 

Cook the language	Job competences & Real life tasks	Hints to revise	Digital Area
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<p>Grammar 168</p> <ul style="list-style-type: none"> • Past simple • Present perfect <p>Functions 171</p> <ul style="list-style-type: none"> • Talking about experiences <p>Summative exercises 173</p>	<ul style="list-style-type: none"> • Asking and writing about experiences Real Life task! • Learning about different types of chocolate • Preparing and describing different chocolate recipes Real Life task! • Choosing the right chocolate preparations for a breakfast and afternoon menu Real Life task! • Learning to create new chocolate desserts with different ingredients Real Life task! • Getting information about staff safety in the bakery kitchen • Considering kitchen hazards • Recognising and preventing kitchen hazards • Learning how to write hazard advice and safe work guidelines Real Life task! • Writing a poster to be hung in the bakery kitchen Real Life task! • Making your workplace safer Real Life task! 176-179 	<p>Mind maps 180</p> <ul style="list-style-type: none"> • The process of making chocolate • Chocolate varieties • Safety in the kitchen 	<ul style="list-style-type: none"> ✓ Exercises 🔊 Listening exercises ▶ Video <ul style="list-style-type: none"> • How to make Viennese Sacher Torte • How to make chocolate ganache 

Module	Competences	Units	Zoom in	Expand your vocabulary
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		2 Best loved puddings 185 <ul style="list-style-type: none"> Delicious desserts From Bunet, Crème caramel, Panna Cotta... The pleasure of cream ...to bavaois, semifreddo, cheesecake... Cheesecake around the world 		
8 BRITISH FOOD AND MEALS	<ul style="list-style-type: none"> Understanding short texts related to British traditional food and sweet treats Getting information about breakfast and teatime in Britain Making the right choices Writing short texts about specific topics Simulating real life situations Learning how to match food and wine Learning how to write a CV and an application letter Reading job advertisements Getting information about the curriculum vitae and the application letter 	3 Cupcakes and cake design 188 <ul style="list-style-type: none"> Tempting treats Frosting or icing? Would you like to become a cake designer? 	<ul style="list-style-type: none"> Teas and herbal teas 220 Flowering tea 	<ul style="list-style-type: none"> Food and wine pairing 224 Dessert wines 224 Dessert wines: classification and food pairing suggestions 225 Tasting terms
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Cook the language	Job competences & Real life tasks	Hints to revise	Digital Area
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<p>Grammar 228</p> <ul style="list-style-type: none"> • Future tenses • First conditional sentences <p>Functions 230</p> <ul style="list-style-type: none"> • Making and asking for plans • Making decisions <p>Summative exercises 231</p>	<ul style="list-style-type: none"> • Preparing traditional British sweet specialties • Working in a team: choosing sweet specialties for an afternoon tea menu which can satisfy different tastes • Simulating real life situations: preparing questions for an interview • Learning how to look and apply for a job • Learning how to write a curriculum vitae and an application letter for a job <p style="text-align: right;">234-239</p>	<p>Mind maps 240</p> <ul style="list-style-type: none"> • English meals • Common British sweets 	<ul style="list-style-type: none"> ✓ Exercises 🔊 Listening exercises ▶ Video <ul style="list-style-type: none"> • This is British food. Sunday lunch • Tea in Britain • Guide for Dessert Wine Pairing



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Digital Area

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Module 1

WELCOME TO THE WORLD OF FOOD



COMPETENCES

- ▶ Understanding short texts related to the world of food
- ▶ Getting information about new topics
- ▶ Making the right choices
- ▶ Writing short texts about specific topics
- ▶ Simulating real life situations

UNITS

- Unit 1** Food and cultural identity
- Unit 2** Food and tradition
- Unit 3** Food and health

ZOOM IN

- ▶ Art in cooking


EXPAND YOUR VOCABULARY

- ▶ Food quality labels

COOK THE LANGUAGE

- ▶ Grammar: interrogative and negative forms, wh- questions
- ▶ Functions: exchanging information, asking for information

JOB COMPETENCES & REAL LIFE TASKS

- ▶ Defining new cooking careers
- ▶ Choosing the right job
- ▶ Learning to write a personal profile for a job 

HINTS TO REVISE

- ▶ Mind maps

DIGITAL AREA



Exercises



Listening exercises



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FOOD AND CULTURAL IDENTITY

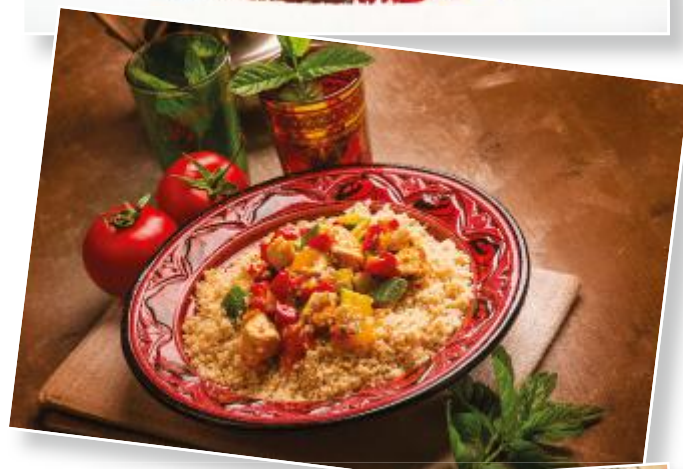
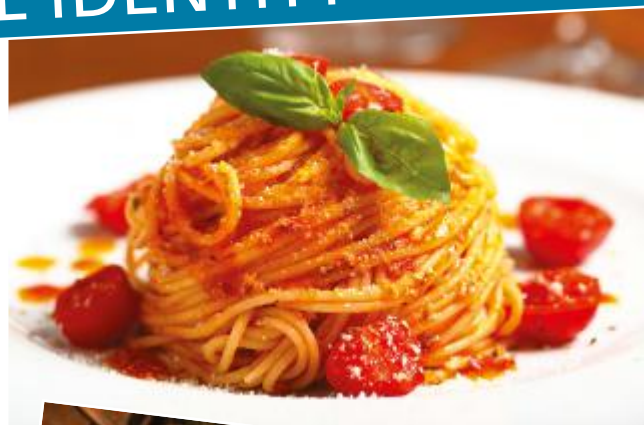
The role of food

Food plays a complex role in our daily lives and it is much more than a **tool** for survival. Food is a **source** of pleasure, comfort and security. Food is also a symbol of hospitality, social status, religious significance and cultural identity.

What we select to eat, how we prepare it, serve it and even how we eat it are all factors that are deeply **affected** by our individual cultural **inheritance**.

Food traditions vary widely throughout the world. Even among people who share similar cultural backgrounds and some of the same food habits, eating **patterns** are not identical. Families vary from their own daily routines on holiday, when travelling, or when guests are present. Men eat differently from women. People of different age groups eat differently.

In most parts of the world, food is associated with hospitality and expression of friendship. Therefore, sensitivity to food rules and understanding other food traditions is essential in cross-cultural relationships and human communication in the global marketplace.



* GLOSSARY

tool: strumento

source: fonte

affected: influenzato

inheritance: eredità

pattern: abitudine (in questo caso)

1 ● **READING COMPREHENSION** Answer the following questions.

- 1 Is food just a tool for survival in our daily lives? Why/Why not?
- 2 Why is food a symbol of cultural identity?
- 3 Are eating habits all the same among people who share a similar cultural background? Why/Why not?
- 4 Why are food traditions essential in human communication?

- 4 **02 LISTENING AND WRITING** Listen to the passage again, take notes and then write a short paragraph about some food habits related to religious beliefs.



- 5 **03 READING AND LISTENING** Complete the following text about food-related conventions in different cultures. Fill in the blanks with the words you find below. Then listen and check your answers.

in order to • left • conversation • table • include • people • acceptable • desire • degree • eating

Culture plays a role in food-related conventions. People in Western societies may pay attention to (1) manners by eating meals at a table. The amount of food people eat and leave uneaten also varies from group to group. Some (2) from Middle Eastern and Southeast Asian countries might leave a little bit of food on their plates (3) indicate that their hunger has been satisfied.

Cooks from other locations might be offended if food is (4) on the plate, showing that the guest may have disliked the food. Similarly, a clean plate might mean either satisfaction with the meal or (5) for more food.

Even the role of (6) during meal time varies from place to place. Many families believe that mealtime is a good time to talk and "catch up" on the lives of family members and friends. Among other families, conversation during a meal is (7), but the topics are limited. In some South Asian countries it is considered polite to limit conversation during a meal. Food plays an important role in the lives of families in most cultures.

However, the (8) of importance varies from culture to culture. For example, in American Samoa most family activities and ceremonies centre on (9) A host family demonstrates its prosperity or societal rank by providing large quantities of food. Among other families in other locations, activities and celebrations (10) food but food is not necessarily the centre of the event.



6 ●● **SPEAKING** After reading about table manners, give reasons for the following statements.

- Food can't be left uneaten.
- Mealtime is a good time to talk.
- Food is associated to prosperity or social rank.

Spotlight

FOOD AND GRATITUDE IN JAPAN AND SIESTA TIME IN SPAIN

Japanese food is rich in culture and tradition and there is a proper way to eat and be thankful for the meal. Many meals begin by saying "itadakimasu" which means "I humbly receive this meal". With this phrase, the diner expresses gratitude for the meal and the entire process of putting together the meal, from the hunting or the cultivating of the food to preparing it to be put on the table. Once the meal is finished, it is polite to say "gochisosama", which means "you were a feast preparer". The word *sama* is associated with honour and shows respect for a person preparing such a meal.



La siesta is a long-held tradition in Spain. For many Spaniards, a true siesta includes taking a break to eat, have a rest and escape from the heat. In fact, the siesta originated because lunchtime takes place during the hottest hours of the day and lunch makes people sleepy. For some Spanish workers in the cities, siesta time means having a good meal with colleagues. It is the time to get to know each other and make friends. It is a balance between work and life. Meal time becomes a moment to relax and take a step back from the busy world outside.



7 ● **READING COMPREHENSION** **PET** Decide if the following statements referring to Japanese and Spanish food culture are true or false.

- 1 Eating plays an important role in Japanese culture.
- 2 The Japanese express gratitude to the guest before and after the meal.
- 3 Japanese food culture includes thanks not only to the people but also to nature, for providing the meal.
- 4 *La siesta* is a new trend in Spain.
- 5 *La siesta* is the time when Spanish people sleep in the afternoon.

T	F
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8 ●● **READING COMPREHENSION** Answer the following questions.

- 1 How does religion influence food choices?
- 2 Why are many followers of Buddhism and Hinduism vegetarians?
- 3 How does the role of conversation during meal time vary around the world?
- 4 How do Japanese people express gratitude for the food they eat?
- 5 What is *siesta* time in Spain today?

FOOD AND TRADITION

Globalisation and tradition in Italy

Food has always represented a part of the Italian identity and Italian cuisine has had a long cultural **heritage**.

The Romans thought those who didn't eat wheat were barbarians.

Pasta is such an important part of the Italian culture that a person's character is sometimes described using the idiom *di che pasta è fatto/a*, that is "the *pasta* he/she is made of".

We live in a world where you can eat and drink Italian specialities virtually everywhere as globalisation has allowed Italian cuisine to extend **overseas**.

Pasta is a successful cultural export and its global presence is impressive and **worth celebrating**.

However, in a country where globalisation is affecting local traditions, being able to preserve diversity and regional recipes denotes social distinction and **belonging**. Italians are often as **proud** of their regional heritage as they are of their nation as a whole and they know their diet is one of the healthiest in the world.

Italian cuisine is based on peasant traditions and locally available foods, simple and quality ingredients. Regional cuisines are affected by climate, geography and history. Healthy, traditional recipes have been passed through generations and today they are still produced homemade, as well as by restaurants and small **manufacturers** and by large **food processing plant facilities**.

1 • **READING COMPREHENSION** **PET** Decide if the following statements are true or false.

- 1 Food contributes to the creation of a national identity.
- 2 Italians are known for their rice dishes.
- 3 Italians still like simple traditional food.
- 4 Traditional dishes vary by region.
- 5 Globalisation has cut out regional styles in Italy.

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Spotlight

LIKE MAMMA USED TO MAKE...

For a man, there's nothing like mother's cooking. The food she prepares is an expression of love for her family as she always cooks something she knows her children like. Adults still seek the comfort and tradition of the cooking they have grown up with, so they often **sneak back** to mum's for a 'proper meal'.

A lot of homemade favourites and cooking **tips** have been passed from grandmothers to mothers as they get tastier and tastier. Memories of mum's slow-cooked food which takes hours to prepare, hand-made dumplings, stews, roasts and braised dishes, delicious aromas of pies, cakes and biscuits coming from mum's kitchen keep traditions alive.



GLOSSARY *

heritage: patrimonio culturale

overseas: all'estero

worth celebrating: che vale la pena esaltare

belonging: appartenenza

proud: orgoglioso

manufacturer: produttore

food processing plant facility: impianto per la trasformazione dei prodotti alimentari

sneak back: trovare il modo per ritornare

tip: consiglio, suggerimento



2 • **READING COMPREHENSION** Decide if the following statements are true or false.

- 1 The best meals are cooked at home.
- 2 Mother's special dishes are rich in traditions and gastronomic delight.
- 3 Mother's old recipes are disappearing.

T	F
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<input type="checkbox"/>	<input type="checkbox"/>

The Slow Food movement

In the 1980s a group of activists led by Carlo Petrini started the *Slow Food* movement in the town of Bra in Piedmont, with the initial aim to defend local traditions, quality food & wine and gastronomic pleasure.

The association was born as a reaction to the fast food lifestyle predominant in many modern cultures and recognised the strong connections between plate, plants, animals, fertile soils, water, people and culture.

In over two decades of history Slow Food has evolved and its projects and campaigns support biodiversity and traditions. Today it is a global movement and an international Non-Profit, Eco-Gastronomic organisation with thousands of members around the world. Its logo is the snail.

In 1996 Slow Food held the first *Salone del Gusto* in Turin, where it became one of the most important international exhibitions dedicated to gastronomy

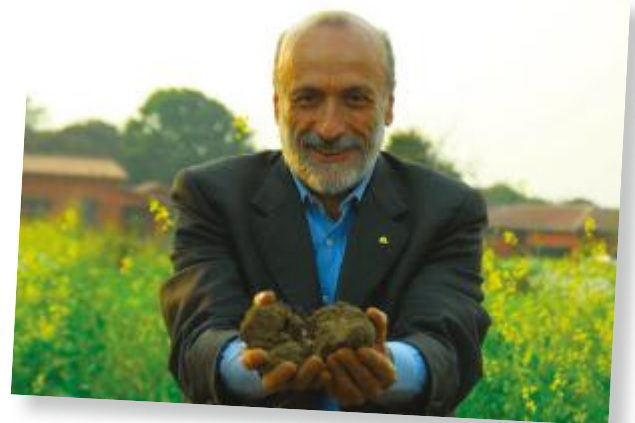
bringing together food producers who want to preserve local traditions and regional cuisine.

In 2004 the *University of Gastronomic Sciences* was opened in Piedmont and the first edition of *Terra Madre* – the world meeting of food communities – was held. Its goal is to promote **awareness** of good food and nutrition worldwide.

In 2008 Carlo Petrini, president of the movement, was named one of the ‘50 people who could save the planet’ by the British newspaper *The Guardian*.

In 2016 the first ever edition of *Terra Madre Salone del Gusto* with the ‘*Love the Earth, Defend the Future*’ campaign held out in the open in Turin and over half a million people attended the event. Its **challenge** was political, cultural and social: to **assert** that good, clean and fair food is a human right and something we must all feel part of. That means loving the earth!

In 2018, the focus of the event was “Food for Change”: people can’t be indifferent towards the planet as their food choices can change the world, for better or for worse.



GLOSSARY ✨

awareness: consapevolezza

challenge: sfida

assert: affermare



- 3 ●● **GRAMMAR** Ask questions for the following answers using the given question word in brackets.
- 1 Carlo Petrini founded Slow Food with the aim to defend regional traditions and good food. (*Why*)
 - 2 The movement started in Bra, in Piedmont. (*Where*)
 - 3 Slow Food is a global movement and an international eco-gastronomic organisation today. (*What*)
 - 4 Slow Food held the first Salone del Gusto in Turin, in 1996. (*When*)
 - 5 Carlo Petrini was named one of the '50 people who could save the planet' because he started a global movement which supports biodiversity and traditions and involves projects, campaigns and people worldwide. (*Why*)
 - 6 Over half a million people attended the first edition of Terra Madre Salone del Gusto 2016. (*How many*)
- 4 ●●● **WRITING AND SPEAKING. UP TO YOU** Surfing the Net find out the answers to these questions. Write down some notes and then relate to your classmates.
- 1 Why was the name Slow Food given to the movement?
 - 2 Why was the snail chosen as the symbol of Slow Food?
- 5 ●● **VOCABULARY** Read the following descriptions and find the equivalent Italian words for each headline.

1 DISCOVER GOOD, CLEAN, FAIR FOOD PRODUCTION

- Good: a fresh and savoury seasonal diet that satisfies the senses and is part of the local culture.
- Clean: food production and consumption that does not harm the environment, animal welfare or health.
- Fair: accessible prices for consumers and fair conditions and pay for small-scale producers.



2 ECO-GASTRONOMY

A recognition of the strong connections between plate and planet, and the fact that our food choices have a major impact on the health of the environment and on society.

3 ENVIRONMENTAL SUSTAINABILITY

Responsible interaction with the natural world to avoid degradation of the planet's resources and contribute to long-term environmental quality.

4 FAIR TRADE

Alternative trading which tries to make sure that producers are paid a fair price for the product they grow and to support disadvantaged producers by persuading potential customers to buy their products.

5 FOOD BIODIVERSITY

The variety of food products which are important for human well-being. The different species of plants and animals on Earth provide many thousands of food products, such as fruits, vegetables, nuts, meat, etc.

6 FOOD COMMUNITIES

A group of small-scale producers, united by the production of a particular food and closely linked to a geographic area. The term reflects a new idea of local economy based on food, agriculture, tradition and culture.

7 LOCALLY GROWN

Eating local food which is grown and produced within a short distance from the consumer's home.

8 TASTE EDUCATION

Approach to food education based on the reawakening and training of the senses and the study of all aspects of food and its production.



Organic food

A healthy **survival** is not the possession of any ethnic group.

The incredible variety of herbs and spices, fruits and vegetables, the **countless** ways of food preparation and food service have enriched food **horizons** and expanded views about what constitutes a healthy diet.

Nowadays **organic** food is very popular. Healthy eating means a healthier life and how food is grown conditions our health and the environment. The word “organic” refers to the way products are grown and processed. Organic **crops** must be grown in safe soil, have no modifications or pesticides, widely used in conventional agriculture, and petroleum-based **fertilizers**

are not allowed. Some studies suggest that, in general, fruits and vegetables, organically grown, may contain slightly higher levels of vitamin C, trace minerals, and antioxidant nutrients than commonly grown produce. Moreover, allergy symptoms in some people often tend to diminish or disappear when they eat only organic foods. As for organic **livestock**, animals must have access to the outdoors and be given organic feed. They should not be given antibiotics, growth hormones, or any animal by-products. Organic farming is better for the environment

and it reduces **pollution** (air, water, soil). Organic food is often fresher because it doesn't contain preservatives that make it last longer, and always tastes better, but it has to be eaten within a few days.



GLOSSARY *

survival: sopravvivenza
countless: innumerevole
horizon: orizzonte
organic: biologico
crop: coltivazione
fertilizer: fertilizzante
livestock: bestiame
pollution: inquinamento

6 ●● READING COMPREHENSION Answer the following questions.

- 1 What does the word “organic” refer to?
- 2 Where must organic crops be cultivated?
- 3 What fruit contains higher levels of minerals and vitamin C?
- 4 What is the difference between livestock and organic livestock?
- 5 Why is organic food fresher than conventional food?



Let's watch BOOST UP YOUR LANGUAGE!

▶ Slow Food. What food is

https://www.youtube.com/watch?v=JvNG986_3RU

- Watch the video about what food is and how to preserve our planet, then report what you saw to your teacher.