

# Culture

## Typical food

### Learning objectives

- The students learn about the changes in local cuisine that have occurred around the world.
- In the project stage, students produce a brochure for tourists showing typical local dishes and ingredients.

### Warmer

- 1 Play 'Find someone who ...'. Write these statements on the board:

*Find someone who ...*

*can cook food from a different country*

*has eaten food from a different country*

*can name typical food from five different countries*

*has eaten sushi or curry this week*

- 2 Ask students to walk around the classroom and talk to each other to find someone for each statement. Feed back as a class.

- 1 Put students into pairs to discuss the question before reading the text to find the answer. Direct them to the sub-titles of each section and the title of the text and ask where in the text they are likely to find the answer (the final paragraph). Tell students to read the text to check their predictions. Check answers.

### Answer

Food is transported all around the world, so we are not limited to local ingredients. TV and the internet make it easy to share recipes. This change can be bad for the environment and lead to a loss of local recipes.

- 2 Give students a few minutes to read the sentences and complete them with their own ideas. Then ask them to compare their ideas with a partner and to discuss where they might find the answers in the text. Tell students to check their answers in the text, and then check as a class.

### Mixed ability

Ask weaker students to work in pairs to answer the questions in exercise 2. They should answer three questions each and the fastest student should answer the last question. Stronger students can complete the exercise individually.

### Fast finishers

Ask fast finishers to think of reasons why their country's traditional food is or isn't popular internationally. Discuss some ideas after checking answers to exercise 2.


### Answers

- 1 is a native plant. 2 seafood. 3 it goes off.
- 4 it's a traditional way of preserving food.
- 5 is made from raw fish. 6 South America.
- 7 it leads to pollution.

- 3 Monitor and join in as students discuss the questions in small groups. As a challenge, you could ask them to think of a minimum of three answers for each question and set a time limit of two minutes. Nominate groups to feed back on a different question, and discuss ideas as a class.


### Extension activity

Give students one minute to write down as many ingredients as possible with a partner. After one minute they should swap their list with another pair, but only one person in that pair should read the list. This student then has one more minute to describe as many of the ingredients on the list as possible without naming them. Their partner should try to guess the ingredients. The winning pair is the one to describe and guess the most ingredients.

- 4  1.21 Write *pizza*, *curry* and *sushi* on the board and elicit what students know about them. Find out which ones they have tried and find out whether or not they like them. Tell students that they are going to listen to the stories of these foods. Before they listen, ask them to tick the words they expect to hear. Nominate individuals to tell you which words they have ticked and why for each different food. Play the recording and then check answers.

### Answers

- 1 tomato, street, meat, immigrants
- 2 vegetables, take-away, expensive
- 3 seafood, egg, mango

- 5  1.21 Ask students to read the questions and to answer any they can remember from the first listening. Play the recording again for them to check their answers.

### Answers

- 1 a 2 b 3 b 4 b 5 a 6 a

## Audioscript

**Narrator:** One.

Everyone knows what pizza is, and most people also know it was an Italian invention. The first pizzas were made in the city of Naples in the early 1800s, when people started putting tomato paste on flatbread, often as a simple form of street food. Then they started adding other ingredients, such as cheese and meat, and making pizza with different types and shapes of base. Pizza soon became popular all over Italy, with local variations of ingredients and styles.

Then Italian immigrants introduced their different recipes for pizza to the United States. At first, pizza was eaten mostly by Italian-Americans, but in the 1950s it became popular among the general public, with pizzerias and pizza delivery companies in every town and city. With this popularity came another new explosion of variety, when people started making pizzas with any ingredients they liked.

**Narrator:** Two.

Curry is a spicy dish made with vegetables or meat, which is typical in Southeast Asian countries, such as India and Pakistan. However, curry has also become a popular food in other countries around the world, most especially the United Kingdom. In fact, curry is now as popular there as traditional British dishes.

Curry started becoming popular in the UK in the 1800s, when the first curry houses opened in London. At first, curry dishes were more popular among immigrants from Southeast Asia, but gradually they gained a following among British people as well, especially working-class people in London's East End area. In the 1950s and 1960s, curry became increasingly popular as a fast food or a cheap take-away meal. In more recent years, the British attitude to curry has started to change again, with more expensive restaurants also offering these dishes. It seems that curry is now becoming a 'posh' food, and people expect higher quality, with more authentic ingredients.

**Narrator:** Three.

Sushi is a Japanese dish that consists of cold rice, seasoned with vinegar, and served with raw fish or seafood, such as tuna and crab. The original version, called nigiri, or hand-rolled, sushi, was invented in Tokyo almost two hundred years ago, by a street vendor named Yohei Hanaya. He made finger-shaped rolls of rice with raw fish on top as a new type of street food, which then became very popular among working-class people. Since then, more forms of sushi have been invented, using many other ingredients, such as egg, spices and vegetables.

In recent years, sushi has undergone a new change, becoming once again a popular food, and even a fast food. New versions have also appeared, such as the California roll, made with rice, crab meat and cucumber. This new form of sushi became popular in California during the 1970s and started a new trend across the United States, and then around the world. Now many other variations exist, with a variety of ingredients, such as Mango roll and Hawaiian roll.

## Cooler

Put students into small groups and ask them to discuss any international food they have tried. What do they like and dislike? What international food would they like to try? What would they not like to try? Share ideas as a class.

## Project

Put students into small groups and ask them to make a list of typical dishes from their country or region. When creating their brochure, allow time for researching pictures that they can use. You may need to pre-teach some cooking vocabulary to help with the final step, e.g. *chop, slice, boil, bake*. As a fun additional activity, you could get students to mime cooking the dishes they have on their brochure. The rest of the class should guess what they have included. Display the brochures around the room and, as a class, choose the best dishes to promote internationally. If you have a school blog, students could post their brochures online.