

# TASTE AND SMELL: LA CUCINA ITALIANA

(ITALIAN CUISINE)



Teacher  
Resource

## OVERVIEW

This unit focuses on students developing their understanding of some of the key characteristics of Italian cooking – taste and smell. Students identify, learn and use key cuisine terms and undertake a study of rice and the popular risotto dish in Italian cuisine. After background research, students will choose a risotto recipe to modify and prepare for a class lunch, write an interesting article about risotto for *The Magazine of La Cucina Italiana* and prepare a talk for SBS Italian radio, and give listeners a recipe for a popular regional risotto dish.

## DESIGN CONNECTIONS

- Design Elements (Taste and Smell)
- Design Principles (Space)
- Design Process: (Design brief, Sequence table, Timeline)

## SUMMARY OF STUDENT TASKS

Students:

- view a presentation of six slides showing some of the ingredients used in Italian cuisine and some popular Italian dishes, listen to the commentary for each slide and complete a related worksheet
- research the role of rice in Italian cuisine, focusing on history, key growing areas, types, typical dishes and regional influences
- design and write a one-page bilingual article for *The Magazine of La Cucina Italiana* on risotto
- read and understand a risotto recipe
- select, modify, plan and prepare a risotto recipe for a class lunch using a design brief
- write and present a short recipe segment for SBS Italian radio
- evaluate the risotto and radio segment.

## LINKS TO THE ESSENTIAL LEARNING STANDARDS

This unit provides opportunities for students to demonstrate the following knowledge and skills identified in the relevant standards statements for Level 6.

STRAND	DOMAIN	DIMENSION	KEY ELEMENTS OF STANDARDS
Physical, Personal and Social Learning	Interpersonal Development	Working in teams	'... students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of a team they achieve agreed goals within set time frames.'
Discipline-based Learning	LOTE (Pathway 2 Level 6)	Communicating in a language other than English	'... recall most of the main ideas, objects and details presented in a topic.'  '... identify relevant information and ideas from spoken texts.'  '... demonstrate awareness of the language requirements of a range of situations'

			<p>associated with the topics being studied, and adapt language and gesture appropriately for the role, audience and purpose of the interaction.'</p> <p>'... read texts and identify and extract main ideas and detailed information for use in new contexts.'</p> <p>'... create simple original text for specific audiences and purposes ... They create draft materials in writing and locate information in the language from a variety of sources.'</p> <p>'They demonstrate understanding of cultural influences on the ways people behave and use language, through approximating accurate and context-sensitive language use.'</p>
Interdisciplinary Learning	Information and Communications Technology (ICT)	ICT for creating	<p>'They use ICT to devise detailed plans that sequence tasks to be done, resources needed, and timelines for completion.'</p> <p>'... their products demonstrate a clear sense of purpose and respect for the audience. They compare their own solutions with others and justify suggestions to improve quality.'</p>
Interdisciplinary Learning	Design, Creativity and Technology (DCT)	Investigating and designing	<p>'They undertake research relevant to the design brief. They locate and use relevant information to help their design thinking. They make critical decisions on materials/ingredients ... based on their understanding of the properties and characteristics of materials.'</p> <p>'Students plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production.'</p>
		Producing	<p>'... implement a range of production processes accurately, consistently,</p>

		Analysing and evaluating	<p>safely/hygienically and responsibly, and select and use personal protective equipment when necessary.'</p> <p>'... produce products/systems using complex tools, equipment, machines materials/ingredients and/or systems components with precision.'</p> <p>'Use evaluation criteria they have previously developed, and critically analyse processes, materials/ingredients ... and equipment used, and make appropriate suggestions for changes to these that would lead to an improved outcome.'</p>
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## TEACHING ADVICE

### Introduction

The first lesson in this unit requires the teacher to have access to a computer and data projector. Students will need access to computers for 3–4 lessons for research, for writing their magazine feature and their radio script. Use of a kitchen will be required for two lessons for food preparation. If this cannot be organised, students could prepare their risotto dish at home and bring their finished product to class. Access to a digital camera is needed to photograph their finished dish. Tape recorders will be required for one lesson to record the radio segment and polish the presentation. Students will work individually and in groups for this unit and will complete two evaluations related to their work.

Students should be able to complete the unit within 8–10 hours (ideally 12 x 50-minute periods).

### Prior learning

LOTE Domain: students need to be able to use a dictionary and thesaurus correctly, form linked sentences and short paragraphs, and identify infinitive verb forms used with reading and describing a recipe. Students also need to show an understanding of politeness levels to use for their written article and radio presentation.

ICT Domain: students require proficiency in using desktop publishing and word processing. Students need to be able to insert and edit images. They also need to be able to use project management software to plan and delegate tasks and a timeline for completion.

DCT Domain: students will need to be able to read and understand a recipe. They will need to have prior skills in preparing and processing food safely and hygienically.

### Task 1: Introduzione alla cucina Italiana (Introduction to Italian cuisine)

#### Key focus

Students:

- research the main characteristics of Italian cuisine

- investigate the world of Italian food, including ingredients and textures
- learn key vocabulary and phrases associated with Italian cooking.

### Design connections

Design principles (Taste and Smell – Italy)

### Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"> <li>• brainstorming words and expressions, in the LOTE (Italian) related to each slide</li> <li>• completing <a href="#">Worksheet 1 Task 1</a>:             <ul style="list-style-type: none"> <li>- a cloze paragraph for each slide that requires use of dictionaries to fill in word</li> <li>- meanings</li> <li>- matching expressions to images.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• showing students the <a href="#">Taste and Smell Resource 1</a> slideshow that highlights the main Italian ingredients and some well-known Italian dishes</li> <li>• providing a commentary in Italian (refer to the <a href="#">Teacher Resource 2: Presentation transcript</a>)</li> <li>• providing students with <a href="#">Worksheet 1 Slide presentation – cloze exercise</a>.</li> </ul>

### Task 2: La Ricerca – le preparative (Research and planning)

#### Key focus

Students:

- plan research topics and tasks for Task 3
- delegate work within a group to complete research task within a set time.

### Design connections

The design process

### Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"> <li>• working in small groups and using software suitable for planning and allocating research tasks within a set time frame. Each group will make a list of tasks, assign roles, allocate time for completion of tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• providing the class with <a href="#">Worksheet 2: Planning for research Le preparative per la ricerca – il riso nella cucina italiana (Rice in Italian cooking)</a> and <a href="#">Worksheet 3: Il riso nella cucina italiana (Rice in Italian cooking)</a>. Information about these worksheets and translations are provided – see <a href="#">Teacher resource 3: Transcript for Worksheet 2</a> and <a href="#">Teacher resource 4: Transcript for Worksheet 3</a>.</li> <li>• providing the class with access to computers for one lesson.</li> </ul>

### Task 3: La Ricerca – il riso nella cucina italiana (Rice in Italian cooking)

#### Key focus

Students:

- research (using the research plans developed in Task 2) rice in Italian cooking, types of rice, areas in Italy where rice is grown, history of rice in Italian cooking, importance of rice in the Italian economy, typical Italian dishes using rice, and regional variations and flavours and characteristics of risotto.

### Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"><li>researching the various types of rice, rice growing areas of Italy, the history of rice and its uses in Italian cuisine, the significance of rice in the Italian economy, using texts and the Internet.</li><li>working within their designated group on their assigned area of research</li><li>saving the data they have researched using an appropriate method.</li></ul>	<ul style="list-style-type: none"><li>providing students with access to computers and library facilities for two lessons</li><li>explaining to students that they will use their group research to write a magazine article</li><li>revising Internet search methods and techniques for saving data to a shared folder.</li></ul>

### Task 4: Article for *The magazine of La Cucina Italiana – il Riso (rice)*

#### Key focus

Students:

- write a one-page article about rice and its use in Italian cooking. Students focus on where rice is grown in Italy, its use in many regional dishes and its popularity as risotto dishes in Italy and other countries. This activity will broaden students' perspectives of Italian cooking and culture.

#### Design connections

Design principles (Space)

### Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"><li>in groups, writing one-page article for a food/travel magazine, <i>The magazine of La Cucina Italiana</i>, about Italian cuisine, that focuses on rice and risotto</li><li>following the outline provided by the teacher</li><li>using ICT to assist with formatting, inserting and editing images</li><li>comparing their information product with others in the class.</li></ul>	<ul style="list-style-type: none"><li>providing access to computers</li><li>referring to <a href="#">Teacher Resource 5: Transcript for worksheet 4</a></li><li>explaining and providing students with examples of formats of a gourmet travel article</li><li>providing an outline for the article using <a href="#">Worksheet 4: Il riso nella cucina Italiana Un articolo per la rivista The Magazine of La Cucina Italiana</a></li><li>showing students the Space animation</li><li>reminding students that they need to produce a good quality report that is appropriate for the audience/readers of the magazine.</li></ul>

### Task 5: Ricetta – Il Risotto alla Napoletana (Recipe – risotto Neopolitan style)

#### Key focus

Students:

- understand an Italian recipe.

#### Design connections

The design process (Worksheet 7: Design brief pro forma)

### Teaching and learning

<p>This task involves students:</p> <ul style="list-style-type: none"> <li>reading the recipe aloud in their group of three</li> <li>completing the table on <a href="#">Worksheet 5</a> of the main parts of the recipe: ingredients, preparation, cooking methods and serving suggestions</li> <li>selecting, in their group of three, a recipe to cook for lunch and completing <a href="#">Worksheet 7: Design brief pro forma</a>.</li> </ul>	<p>This task involves teachers:</p> <ul style="list-style-type: none"> <li>providing students with the recipe for 'Risotto alla Napoletana' (<a href="#">Worksheet 5</a>)</li> <li>discussing the three other recipes for risotto, highlighting regional variations including differences in terms of ingredients, climate, etc.</li> <li>referring to <a href="#">Teacher Resource 6: Transcript for worksheet 6</a></li> <li>providing, reading as a class and discussing <a href="#">Worksheet 6: Design brief</a></li> <li>providing <a href="#">Worksheet 7: Design brief pro forma</a> for students to complete, based on the information in Worksheet 6.</li> </ul>
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### Task 6: Un pranzo – Il Risotto (A lunch – risotto)

#### Key focus

Students:

- in groups of three, modify a recipe, complete a sequence table and prepare and serve an authentic regional risotto lunch for the class.

#### Design connections

The design process (Sequence table, Student evaluation questions)

### Teaching and learning

<p>This task involves students:</p> <ul style="list-style-type: none"> <li>completing <a href="#">Worksheet 8: Sequence table</a> including the person responsible for each step or stage</li> <li>preparing and producing their risotto by referring to the sequence table</li> <li>analysing and evaluating the risotto dish and how they worked when making it</li> <li>photographing their finished product and inserting their photo in <i>The Magazine of La Cucina Italiana</i> article.</li> </ul>	<p>This task involves teachers:</p> <ul style="list-style-type: none"> <li>organising for the use of kitchen facilities for students for 2 periods and lunch time, or making alternate arrangements if cooking facilities are unavailable</li> <li>providing students with the Sequence table and discussing the steps to make the risotto, time and resources required and allocating tasks</li> <li>discussing methods of styling food (see websites listed in the Teacher resources section)</li> <li>providing a digital camera and explaining lighting and camera angles to take good quality photographs</li> <li>discussing evaluation questions with students using <a href="#">Worksheet 9: Evaluating as you are designing</a>.</li> </ul>
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### Task 7: Una ricetta per la radio italiana SBS – Il risotto (A radio script for SBS Italian radio – risotto)

## Key focus

Students:

- write and record a script for a radio audience that is culturally appropriate and well structured. The class critically evaluates the recordings focusing on clarity and authenticity.

## Teaching and learning

This task involves students:	This task involves teachers:
<ul style="list-style-type: none"><li>• working in pairs to produce a two-minute radio script for a risotto recipe</li><li>• practising their script, noting clarity of instructions, gap fillers in speech, appropriate greetings and nuances</li><li>• recording their radio recipe segment</li><li>• evaluating the class segments using criteria on <a href="#">Worksheet 10</a>.</li></ul>	<ul style="list-style-type: none"><li>• playing a short Italian radio segment to the class, emphasising radio style</li><li>• discussing with students the structure of a radio script, e.g. greetings, fill in chat, appropriate sign off</li><li>• listing a number of formalities, e.g. greetings, gap fillers that can be used in a radio script</li><li>• discussing <a href="#">Worksheet 10: Evaluation sheet for the radio segment</a>, which includes a checklist for students to evaluate the recordings.</li></ul>

## Variations to the unit for other LOTE

This unit, *Taste and Smell: La cucina italiana (Italian Cuisine)*, has been developed with a broader audience in mind. It can be easily adapted and used by other LOTE to highlight aspects of their own cuisines. LOTE teachers can follow the unit overview and use the seven tasks, modifying the content to make it applicable to their own language study.

## Resources

### Websites

Food down under  
[www.fooddownunder.com](http://www.fooddownunder.com)

Risotto  
[www.e-reps.com/pasts/inf/reg/piedmont.shtm/](http://www.e-reps.com/pasts/inf/reg/piedmont.shtm/)

Grandi Riso  
[www.grandiriso.com/eng/Mappa.asp](http://www.grandiriso.com/eng/Mappa.asp)

Arbor Food  
[www.arborfood.com](http://www.arborfood.com)

Welcome to Italy  
<http://www.wel.it/>

Cooking School 'Scuola di Arte Culinaria Cordon Bleu Perugia ®'  
[www.cordonbleuperugia.com](http://www.cordonbleuperugia.com)

Language Teaching Resources Italian Department Columbia University  
[www.columbia.edu/itc/italian/resources](http://www.columbia.edu/itc/italian/resources)

Italian cooking and living  
[www.italiancookingandliving.com/magazines/lci.html](http://www.italiancookingandliving.com/magazines/lci.html)

Gourmet at Epicurious  
[www.epicurious.com/gourmet/features/risotto](http://www.epicurious.com/gourmet/features/risotto)

International Association of Culinary Professionals  
[www.iacp.com](http://www.iacp.com)

La Cucina Italiana (English) website  
[www.cucinait.com/World/Home\\_We.asp](http://www.cucinait.com/World/Home_We.asp)

La Cucina Italiana (Italian) website  
[www.cucinait.com/cucinait/Home/Home.asp](http://www.cucinait.com/cucinait/Home/Home.asp)

## **Print**

*Il cucchaio d'argento (The Silver Spoon)* (2005) Phaidon Press

Hazan, G, *Every Night Italian: 120 simple delicious recipes you can make in 45 minutes or less*

Stacey, J & Hawkins, K (2000) *Risotto: Over 120 healthy and delicious 'little rice' recipes*, Firefly Books

## **Multimedia**

As extension, students can view the 1949 Neo realistic film classic 'Riso Amaro' (Bitter Rice), set in the rice growing area of the Po Valley.

## **Teacher resources**

Resource 1: La cucina italiana (PowerPoint)

Resource 2: Presentation transcript

Resource 3: Transcript for worksheet 2

Resource 4: Transcript for worksheet 3

Resource 5: Transcript for worksheet 4

Resource 6: Transcript for worksheet 6

## **Student materials**

Worksheet 1: Slide presentation – cloze exercise

Worksheet 2: Planning for Research – Rice in Italian cookery

Worksheet 3: La Ricerca

Worksheet 4: An article for *The Magazine of La Cucina Italiana*

Worksheet 5: Can you follow an Italian recipe?

Worksheet 6: Design brief

Worksheet 7: Design brief pro forma

Worksheet 8: Sequence table

Worksheet 9: Evaluating things you are designing

Worksheet 10: Evaluation sheet for radio script