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**Language through food: Italian food culture
and its linguistic influence to improve Italian
language acquisition**

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Contents

Language through food: Italian food culture and its linguistic influence to improve Italian language acquisition

Introduction	1
1. Italian culture in the World	5
1.1 Culture and <i>Made in Italy</i>	5
1.1.1 <i>A way of life and a way of thinking</i>	5
1.1.2 <i>Made in Italy conquers the world</i>	7
1.2 The role of Fashion	10
1.3 The function of Food	12
1.4 The charm of Fiat and Ferrari	14
1.5 The symbolism of Films	16
2. The importance of Italian food in the United States of America	19
2.1 The role of Italian food in the United States of America	20
2.1.1 <i>The evolution of Italian restaurants in USA</i>	20
2.1.2 <i>The postwar changing in food technology and Italian lifestyle</i>	22
2.1.3 <i>The importance of Mediterranean ingredients</i>	24
2.2 The varieties of cooking cultures in New York City	26
2.3 Italian food in New York City	29
2.3.1 <i>Eataly</i>	30
2.3.2 <i>Di Palo and Little Italy</i>	31

2.3.3 <i>Academia Barilla</i>	33
2.4 Errors and stereotypes	34
2.4.1 <i>Italian influence on Italian-American restaurants in NYC</i>	35
2.4.2 <i>Two languages for two cultures</i>	36
2.4.3 <i>The case of the Fettuccine Alfredo</i>	38
 3. Teaching materials about the Italian of food and cuisine	 40
3.1 L’Italiano è servito - L’Italiano per stranieri attraverso la cucina	40
3.1.1 <i>The structure</i>	41
3.1.2 <i>The meal</i>	43
3.1.3 <i>The festivities</i>	47
3.2 Buon appetito - tra lingua italiana e cucina regionale	48
3.2.1 <i>The structure</i>	49
3.2.2 <i>Recipes across Italy</i>	50
3.3 The different approaches	52
3.4 The flavors of modernity - Food and Novel	54
3.4.1 <i>The structure</i>	55
3.4.2 <i>The novels</i>	56
 4. The use of Italian in some cooking classes	 58
4.1 Istituto Venezia	58
4.1.1 <i>The teaching materials</i>	58
4.1.2 <i>The teachers</i>	60
4.1.3 <i>The lesson “Mangiacomeparli: lezione di cucina con Anna&Marta”</i>	60
4.2 Eataly	61
4.2.1 <i>The teaching materials</i>	62

<i>4.2.2 The teachers</i>	63
<i>4.2.3 The lesson</i>	64
<i>4.2.4 The tour</i>	64
4.3 Academia Barilla	65
<i>4.1.1 The teaching materials</i>	66
<i>4.1.2 The teachers</i>	67
<i>4.1.3 The lesson</i>	68
 5. Language and food at the Cultural Association of the Molise Region: a case study	 71
5.1 The study	71
<i>5.1.1 Prerequisites and motivation</i>	71
<i>5.1.2 The role of the teacher and the affective filter</i>	72
5.2 The students	74
<i>5.2.1 The intermediates</i>	75
<i>5.2.2 The long-term beginners</i>	76
<i>5.2.3 The beginner</i>	77
5.3 The approach	77
5.4 The teaching materials	79
<i>5.4.1 The pre-test</i>	79
<i>5.4.2 The lessons</i>	81
<i>5.4.3 The final test</i>	83
 6. The results	 84
6.1 The teaching method and the work procedures in a class	84
<i>6.1.1 The pre-test</i>	85
<i>6.1.2 The first lesson</i>	85
<i>6.1.3 The second lesson</i>	87
<i>6.1.4 The cooking class</i>	88
6.2 The students' achievements	90

<i>6.2.1 The first exercise: the multiple choice</i>	90
<i>6.2.2 The second exercise: the fill in the gaps</i>	93
<i>6.2.3 The fourth exercise: the true or false</i>	95
6.3 The increase in language skills	97
<i>6.3.1 The third exercise: the reorganize sentences</i>	97
<i>6.3.2 The fifth exercise: the written production</i>	100
<i>6.3.3 The speaking skills</i>	102
Conclusion	104
Appendix	107
Bibliography	167

Introduction

This dissertation aims to explore the importance of Italian culture in the United States of America. A particular attention is given to the food.

The first chapter analyses the concept of *Made in Italy* and how it conquered the world thanks to its unique characteristics. Moreover, the elements composing the three Fs (Balboni, 2015a) will be briefly discussed together with the addition of a fourth element, the cinema.

The second chapter focuses on the impact of the Italian food in the United States of America. After a brief historic introduction, two of the newest websites will be examined to show the broad variety of cooking cultures in New York City. The Italian influence will also be discussed through three of the main centers of Italian culture divulgation:

- a. Eataly;
- b. Di Palo and Little Italy;
- c. Academia Barilla.

Finally, errors and stereotypes on New York menus will be presented as the result of the logical influence between the Italian and the American culture, both from the linguistic and the food tradition points of view. It should be highlighted that the research materials for the first two chapters of this dissertation, were collected at the Queens College, City University of New York. As a research scholar, I had the privilege of attending the course “Made in Italy”, from October to December 2015. The course for undergraduate students was taught by the Italian professor Eugenia Paulicelli. During these

three months, I had the opportunity to collect materials and be in contact with a group of Italian-American students. Together, we also worked on a blog called *Made in Italy Lab*, using materials we compiled during the semester.

The third chapter is dedicated to literature that suggests food as its main focus. An analysis of three books is given in order to approach the methodology of the research that will be presented in the last two chapters. The three books are:

- a. *L’Italiano è servito - L’Italiano per stranieri attraverso la cucina* (Voltolina, 2008);
- b. *Buon Appetito! Tra lingua italiana e cucina regionale* (Iacovoni, Persiani and Fiorentino, 2014);
- c. *The Flavors of Modernity - Food and the Novel* (Biasin, 1993).

Each book has a particular structure and a different target student. While the first one is mostly on food culture, recipes and tradition for intermediate/advanced students, the second one is primarily on grammar and language improvements for beginners/intermediate. The third book is based on the Italian food literature, and it is directed to advanced students.

The fourth chapter is based on my personal experience as an auditor of three different type of cooking classes. I had the privilege to attend the first one at the Istituto Venezia in Venice (during my summer period of internship) and one each at Eataly and Academia Barilla during my stay in New York City. I took advantage of these cooking classes to better understand and define my personal research.

In my research, which is delineated in the fifth chapter, I describe the class I worked with to confirm my hypothesis: teaching Italian through food culture can improve language skills. In fact, I try to prove that teaching language

through food is a successful method to review grammar materials and improve production skills.

The research was conducted at the *Cultural Association of the Molise Region in New York* with a class of six beginners/pre-intermediate students. My intention was to ameliorate their production skills and let them acquire two new grammar topics through different and stimulating activities including the cooking class. In fact, I aim to demonstrate that practical activities can help students to memorize grammar constructions. In the fifth chapter, the teaching materials and the students will be presented to give a general idea of the class environment.

The sixth chapter is dedicated to the results of my research. Each lesson will be described in order to explain work procedures and strategies adopted in class that brought the students to their personal improvements. To prove that the cooking class can ameliorate student's language skills, the students took a written test one week after the lesson. Certain circumstances that I found in the class have been taken in consideration:

- a. the interest in the language and in the history of the country;
- b. the motivation of the students;
- c. a prior, even basic, Italian language background;
- d. a slight interest in cooking may facilitate the acquisition;
- e. the right motivation.

After an attentive analysis of the final test, I can affirm that practical activities could be the right trigger to motivate certain type of students to produce more and better than before.

As far as this dissertation is concerned, the results confirmed the initial theory, which was verified through both hard and soft data.

Chapter 1 - Italian Culture in the World

This chapter aims to introduce cultural aspects that motivate people to study the Italian language abroad. “Culture” is, according to Lèvy-Strauss, everything that is not “nature”. For example, nature requires that human beings must eat to survive, but culture offers them different cultural models to procure, prepare and distribute the food (definition from the Nozionario di Glottodidattica, Laboratorio Itals).

Well known is the importance of the three F’s: Fashion, Food and Ferrari. These three elements are, in fact, some of the reasons why the Italian language is studied all over the world and why the Italian culture is so widespread and admired. Another powerful source behind the circulation of the Italian culture that will be discussed is the cinema.

1.1 Culture and *Made in Italy*

Before fully exploring the *Made in Italy*, it is necessary to describe the differences between *cultura* and *civiltà*: a way of life, a way of doing and a way of thinking.

1.1.1 A way of life and a way of thinking

Culture is an everyday word, but it is also a term of anthropological sciences to indicate how a group of people respond to nature’s needs: the need to be fed, the need to socialize or settle down, the need to believe in one God or another,

and so on and so forth. The “cultural model” is the culture’s minimal unit of analysis, it is the way one culture responds to a particular need. While every culture is important, certain cultural models can be considered more successful than others rising to become *civiltà*. From the 1950s to present day, the concept of cultural relativism has been accepted because every response to the nature has to be respected (Balboni, 2014). For example, it is understandable how different culinary cultures can be found in the same place; but not all of them correspond to the same need. Americans, for example, tend to eat with the only purpose of being fed, while Italians eat also because they believe that meals are socializing moments necessary to spend time with friends and family. The implicit *civiltà* - way of thinking - of every ethnic restaurant is different, like the way of thinking regarding the hygiene of a place that can be considered uncivilized for other cultures (Balboni, 2014).

In teaching education, the term *culture* plays an important role and even if it cannot be taught itself, it can be taught how to observe it (Balboni, 2012). Since every ethnic group has been surrounded by models of its culture, it is hard to realize that natural everyday habits are, instead, cultural. In order to communicate and avoid conflicts it is necessary to also observe and understand one’s own culture while observing someone else’s (Balboni, 2007⁴).

To better define and link to the aim of this dissertation, it is useful to explain what *cultura* and *civiltà* are in terms of the Italian cuisine. *Civiltà*, the way of thinking, can be considered a philosophy of food, the way Italians consider the food to be fundamental; while, on the other hand, its expression in every different regional cuisine throughout the country is the way of doing, *cultura*.

As will be developed in the next paragraphs, my focus is on the three Fs of: Fashion, Food and Ferrari (Balboni in Fuduli Sorrentino, 2015a), with the addition of the Italian cinema, which is also considered as extremely influential.

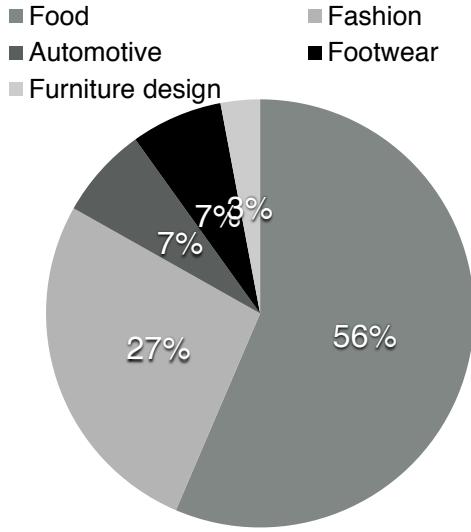
1.1.2 Made in Italy conquers the world

The *Made in Italy* label, as explained in the website: <http://www.made-in-italy.com>, is associated with the ideas that:

- a. *This wealth is founded on centuries of Italians making things beautifully and with care, by passing down traditional artisanal methods from generation to generation until those very techniques have become so refined we possess something like a gift of human creativity when we hold or wear a Made in Italy object today;*
- b. *Made in Italy means the marriage of masterful design and artisan technique. It means superior quality. It is what makes Italy unique among all others.*

Antonio Caprarica, a RAI correspondent in London, considers other type of Fs as influential. He considers Food, Football, Fashion and Ferrari (Carnazzi, 2014) to be the Four Fs ambassadors of the Italian culture in the world. Football will not be considered in this dissertation, but it seems clear that the other three always make it to the list. According to a Doxa survey commissioned in 2014 by Federalimentare, food is what better represents the *Made in Italy*, more than fashion, design, cars, movies and soccer (Carnazzi, 2014).

This research investigated 1,000 Italian adults, and it was presented at the Cibus trade fair event (Carnazzi, 2014). The results are shown in the graph 1 below:



[Graph 1]

By this ranking, it is clear that Food stands in the highest position with 56%, followed by the Fashion industry (27%), automotive industry and footwear both at 7% and, finally, the furniture design sector at 3% (Carnazzi, 2014).

What seems to be clear is that, in order to be competitive abroad, Italy must focus on traditional sectors of high-quality products. Italian products and productivity are often associated with luxury.

According to Marco Bettoli (2015), there are four factors that distinguish products *Made in Italy* from others:

- a. the art of the handcrafted;
- b. the design;
- c. the personalization;
- d. the authenticity.

The artisan figure is always vivid in the development and change of his/her culture (Bettoli, 2015). An artisan is passionate about his/her work, and he/she knows the right materials and the right techniques. For example, Gucci keeps its production in Italy because the work of the artisan can guarantee the excellence of its bags and purses. Design is also influential to identify the Italian works. During the 20th century, there was the tendency to create new products, of an high technological content and for a massive production. Italy, on the contrary, aspired to small productions but with high-quality esthetics. The standardized product could not offer the characteristic beauty of the Italian one. The singular design that Italian brands still offer to the market are not just merely for architecture and furniture, but also for cars, fashion and food (Bettoli, 2015). Moreover, the capability to listen to the customer's needs for a more personal product is laudable. Italian industries are not only able to satisfy all of the customers needs, but they can also suggest better solutions. This kind of service works, for example, in the fashion industry. It is called *made-to-measure*. The prototype is always the same but the customer decides his/her own details and a personal tailor sews the requested dress. Brands as Zegna, Gucci and Brioni offer this special treatment (Bettoli, 2015). Finally, the authenticity of its products reconnects to the traditions of the country. Bettoli (2015) talks about the legal authenticity of the Italian products - the pride of every Italian abroad. *Caffè espresso, pasta* and *pizza* are products that will always be associated to Italy, even if coffeehouse chains as Starbucks have “stolen” the concept of *caffè espresso* giving its customers the feeling that they are tasting something authentic (Bettoli, 2015).

As far as this dissertation is concerned, culture can be interpreted as one of the best motivations to lead more students to learn a foreign language. In the United States of America, lots of students are of an Italian-American background, but

not all of them. It might be possible, perhaps, to find adults with interest in fine wines who want to learn the basics of Italian, in order to taste wine in Italy while speaking the local language. This is only one possible scenario, while the reasons Americans study Italian can be various. History has shown that Italian Art, in all of its forms, built and grew the concept of Art in the world. As a matter of fact, it is studied and treated as important everywhere. Students of Italian abroad are interested in fine arts, in Opera, in literature, but they might be interested also in high fashion, fine cars, Fellini's movies or traditional Italian food. In any case, the teacher has to make the language appealing and offer teaching materials utilizing the full range of what the culture offers.

In the following paragraphs the roles of: Fashion, Food, Ferrari- Fiat and Cinema will be analyzed.

1.2 The role of Fashion

In a comprehensive introduction about fashion it is mandatory to mention *Made in Italy* and Milan. The former is synonymous with beauty and chic (Paulicelli, 2014). The latter is one of the fashion capitals (because it cannot be considered the only one) of Italy (Paulicelli, 2014), where the triumph of the *prêt-à-porter* in the 1970s brought the world to a completely revolutionized view of fashion. The concept of ready-to-wear, in fact, is still present in today collections.

Italian fashion is everywhere: ads, magazines and runways. As an example, during the 2012 Super Bowl, the most-watched television program (a sporting event watched all over the country), a very Italian style ad for the Fiat 500

Abarth was broadcast in front of millions of Americans (the commercial will be discussed in 1.4) (Paulicelli, 2014).

Ever since the Renaissance the dressed body and the importance of objects and clothing have been studied (Paulicelli, 2014). For example, in Baldassarre Castiglione's *Book of the Courtier* (1528), appears the word *sprezzatura* that refers to men who are beautiful without making effort and which is still in use today. The nonchalance with which men can wear a dress and be cool (Paulicelli, 2014). This *Art of Sprezzatura* is commonly used on social networks and fashion blogs, lately in reference to Toni Servillo, an actor in *La Grande Bellezza* as well as other celebrities like George Clooney.

In an interview for *Italy Magazine* of June 3 2014, Sonnett Stanfill, creator of the exposition "The Glamour of Italian Fashion 1945/2014" in London, explained how

The Italian flash moment in fashion came in the early '50s. Until then, Italy was not on the fashion map. Fashion was also decentralized with Milan, Florence and Rome all in the running, but no one efficient fashion week. That is until the famous Sala Bianca Florence show at the Palazzo Pitti started in 1951 - thanks to impresario Giovanni Battista Giorgini, who first showed at his own home. Italian fashion then picked up pace in the '60s.

Stanfill explores the history of Italian fashion through key individuals and companies that made the reputation for quality and style so strong and worth. The exhibition highlights the exceptional quality of techniques, materials and expertise for which Italy is famous around the world. He also described how Italians are proud of their crafts heritage and are optimistic about its future.

Another fashion critic, Valerie Steele, discussed in her book “Fashion, Italian style” (2003), the history of Italian fashion since 1945. She describes how Florence, Rome and Milan became important, each one playing a specific role in the Italian fashion system. This demonstrates the importance of fashion spread throughout the country.

The classic mens tailoring, accessories and fabric make Italian products unique. She writes:

It was so manifestly attractive to discover fashion in a country so full of treasures to see and eat, and people who were so polite and open-armed.

In conclusion, the fashion industry, since the very beginning, has been a symbol of luxury, beauty and high quality.

1.3 The function of Food

Food, is considered very symbolic of Italy and not just pizza and pasta, but also eating healthy and the Mediterranean diet.

When in Italy, foreign tourists want to try pizza and pasta. They are driven by curiosity to taste the real Italian products, freshly made with genuine ingredients. It is not just the quality of the food that attracts people, it is also the history behind one dish or another and the differences between the dishes they can find in the North or the South and from one season to the other. Tourists are also fascinated by the way Italians serve their food. Italians, for example, dislike mixing all the courses of a meal on one plate.

Italians tend to feel offended since they are very proud of their food and genuine ingredients. Montanari and Capatti (2006) believe that the unified real Italian Food does not really exist. Every recipe has always more than one version. In fact, every region has its own way to prepare a particular dish. Italy has been influenced over the centuries from various populations: for instance, the Mediterranean area has been influenced by North Africans and Greeks and the North surely tends to different kind of specialties utilizing different regional products. It depends on the geography of the country and the products that every area has to offer. Nevertheless, Italy has its own Food identity (Montanari, Capatti, 2006). As a consequence of the Second World War economic boom, other countries preferred to promote the industrial art of making food differently from the time of poverty and war. On the contrary, Italy tried to enhance the traditional heritage of what the territory had to offer (Montanari, Capatti, 2006). Traditions from the countryside grew with the expansion of towns and cities, recipes developed in poverty during the war are still part of the food heritage. The preparation of homemade bread and pizza is a demonstration of the traditions Italians really appreciate. In the South, black flour derived from burnt wheat is still used to bake delicious bread or pasta, because it tastes good, is part of tradition and is also cheap. Traditionally, this kind of flour has thrown away by rich people and salvaged by their servants. Foreigners still notice interesting details such as the preparation of long-lasting meal and the ability to make everything from scratch (Montanari, Capatti, 2006). Another typical aspect, that is not always understood, is the way Italians take their time to sit with family and friends and eat together: a ritual that cannot be missed.

Montanari (2007) believes that the organ, used to discern whether food is good or not, is the brain not the tongue. The flavor, in this sense, is not merely the

taste but a sort of silent education, with an history behind it. Because of a tradition of strict food rules Italians have hard time appreciating other cultures' food. Even though, Italian food itself has changed so much during the centuries that it can be almost considered mixture of cultures (Montanari, 2007). Before the introduction of the courses, imported from Russia, the food used to be served all at one time like a buffet at the beginning of the lunch so that anyone could decide what to eat first (like what they still do in Japan). The European/Italian tradition of several courses is so commonplace right now that most never wondered why food is served in this way (Montanari, 2007).

Another important aspect of the Italian food abroad is the success of imported Italian brands over the local offerings. To mention the incredible amount of Italian products (or pretend-to-be Italian products) in every store. Delis, pharmacies and grocery stores always have *Ravioli Buitoni*, *Biscotti Mulino Bianco* or *Ferrero Rocher* and *Pasta Barilla*. Moreover, Italian brands have decided to invest in the American territory, opening restaurants, stores and cooking schools, like *Eataly* and *Academia Barilla* (these topics will be fully discussed in 2.2.1, 2.2.3, 4.2 and 4.3).

1.4 The charm of Fiat and Ferrari

Charming Italian cars go parallel with fashion and cinema. Considering the luxury trait of *Made in Italy*, it is essential to mention the Ferrari. When Enzo Ferrari founded his *Scuderia* (stable) in 1929, his intent was to build racing cars. The first road car was built in 1947. Since then, the company combined innovation and technology to create one of the most admired car companies ever with the two well known GT and the Formula 1 cars. According to the

website *Revtothelimit*, after the success in *Formula 1* in 2000s, the Ferrari's road cars improved to a *whole new level of awesome*.

The car is unbelievably expensive, probably one of the most luxurious and expensive items ever and is also one of the most recognizable example of the *Made in Italy*.

Another famous car brand produced in Italy and sold everywhere is Fiat. The Fiat 500 sought the attention of everyone as the new luxury car, but affordable for (mostly) everyone. It recently became a symbol of *Made in Italy*, luxurious yet still affordable. The online magazine *Swide* describes the car as follows:

Forget the Ferrari, the true car which represents Italy is the Fiat 500, intrinsically linked to the country's historical and social development, and a true beacon of Italian Style. On the day of presentation of its latest incarnation, we look back at the history of the iconic car. (Zannoni, 2015)

The *history of the iconic car* started in 1936, with the first model, the Fiat *Topolino*. In the article several models are mentioned, from the first model to the last one (2015). The article has a particular hashtag: #LUXURYCAR, which confirms the idea of the *Made in Italy* products as high quality.

Among the Fiat commercials broadcast in the United States, there are a few valuable of note. The “Fiat 500 spot for America” (in the link: <https://www.youtube.com/watch?v=yif-Jj3N1K4>) shows peaceful scenes of happy people enjoying their lives, while the signs on the screen urge the audience to live with passion, to live big and to enjoy life “Italian way” because it is the “Fiat way”. Apparently in order to feel like a passionate Italian, it is enough to drive a car because *Life is best when driven*. Another ad, that has

been mentioned before, is the one of the Super Bowl (2012) (this the link to see it again: <https://www.youtube.com/watch?v=12DvjjCYNwM>). A beautiful woman seduces an astonished man walking with his coffee, he cannot resist her, but when he opens his eyes the woman disappears and he now stares at the new Fiat 500 Abarth with the slogan “You never forget the first time you see one”. It is interesting to note that the woman speaks Italian, so the combination of love for Italians and love for Italian cars can also be associated with the love for the language and its sounds.

Another noticeable commercial is the one of the Fiat 500L, campaign 2013, only broadcast in the United States (the link to watch the commercial is the following: <https://www.youtube.com/watch?v=l2KFMD5xZVE>). Paulicelli (2014) highlights how the scenario changes once the Americans realize it is not the British coming to colonize but *the Italians are coming*. So they change their clothes, the women cut their hair and the Tea Room becomes a Club; in a way, the *Made in Italy* in its form of fashion, attraction and love for Fiat is all summarized in this commercial, which is brilliant and not stereotypical. Moreover, as a link with the fashion industry, Gucci company even produced several film in collaboration with Fiat, where the *Cinquecento* was fully accessorized with the luxury brand design and logo (Paulicelli, 2014).

1.5 The symbolism of Films

One of the first factors to take in consideration is how making films in Cinecittà (Rome) used to be less expensive than in Hollywood. The era of “Hollywood on the Tiber” begins with American stars in Rome, filming masterpieces like *Roman Holiday*, *The Barefoot Contessa* and *Cleopatra*. Obviously, the

connection between film and fashion is comprehensible. In a way, they helped each other developing the sense of charm.

The film industry is also made of the classic *Spaghetti Western*. The Italian Westerns arrived in the late 1960s. In America, westerns were considered films for the small screen. However TVs were not so common in Europe so Italy decided to invest more in big screen westerns. As cinema was popular and the Italian film industry was already very productive. Anyway, also the settings (mostly filmed in Spain rather than South America/Mexican border) of the American westerns and the Italian ones were different from each other.

While Italian films everyone has seen and loved were part of the Neo-realism movement, stories of poor and working-class people, the westerns were an exaggeration of the ones produced in American, different in a few aspects. For example, they were full of Roman Catholic iconographies, villains were brutal and cynic also sort of anti-heroes rather than heroes, as John Wayne and Gary Cooper who fought for order and justice. The Italian production mostly refers to Sergio Leone, who scored a major hit in Europe and in the U.S. with *A Fistful of Dollars*, broadcast in 1964 in Europe and three years later in America. The Italian westerns' influence upon the worldwide cinema is still striking, and the style can still be recognized in many contemporary films.

The whole Italian repertoire is full of other names such Roberto Rossellini, Vittorio De Sica, Luchino Visconti, Federico Fellini, Michelangelo Antonioni and others. The importance of the symbolism is extremely strong, like well-known scenes from *Roman Holidays* that became famous and can be found everywhere. New generations might not have watched the film itself but they know the plot and they know that it is located in Rome, the most famous city of Italy which gained its popularity also thanks to the cinema of the Post War period. Rome as known as the *Rome Open City*, *Roma città aperta* from

Rossellini (1945) was destracted, but also able to rebirth thanks to art, fashion and Italians. In 2012, an Italian movie directed by Paolo Sorrentino, called *La Grande Bellezza - The Great Beauty* won the Oscar for Best Foreign Language Film. The unstated real main character is the city of Rome, as beautiful as ever. It is Rome that keeps fascinating the entire world still to this day. As stated previously, cinema and fashion demonstrate that the famous Italian tailoring was appreciated by Italian and American actors, and films were the perfect tools to spread the culture of fashion. Every detail in the city, the images of the stores and of the squares, Mastroianni or Hepburn dress lead to a transformation in the fashion industry first, but also in how Italians appeared abroad. The Italian stereotype became a charming lover rather than a poor immigrant.

Sitney (2013) in his book *Vital Crisis in Italian Cinema* also refers to the political and social forces that nourished the films produced in Fascism and the 1940s, including *Ladri di Biciclette* and *La Dolce Vita*. These films made the history of cinema, not just the Italian one.

Chapter 2 - The importance of Italian food in the United States of America

The date October 26, 1958, may well be said to be the real beginning of America's intense love affair with Italy, and by extension with its fashion, its art, and its food. That was the day a Pan American World Airways Boeing 707 took off from New York's Idlewild Airport and landed at Rome's Ciampino Airport. (Mariani, 2011: 84)

This chapter will focus on the importance of Italian food in the United States of America. More specifically, New York City will be taken into account. In fact, although a large number of diverse cooking cultures have spread all over the Country, the Italian cuisine still has a particular appeal. There are three well known Italian places in New York that will be analyzed in 2.3. The first is Eataly, a successful grocery store (also located in Italy and other cities all over the world) that provides Italian cooking classes too (that will be analyzed in 4.2). The second location was founded by one of the first families who came from the South of Italy, the Di Palos grocery store. The third is the Academia Barilla, located in the heart of Manhattan. The Barilla stores offer real Italian products, freshly prepared meals and Italian cooking classes (that will be discussed in 4.3). Finally, the goal of this chapter is to analyze some errors due to language or stereotypes that have been encountered in New York menus in the various “typical” Italian restaurants.

2.1 The role of Italian food in the United States of America

Immigrants have always been a large part of the population of the United States. As such, all immigrants have left their unique ethnical imprint on the New World.

In a city where all kinds of food have always been distributed, both Italian food and its traditions have had the chance to be noticed. Thanks to rare products, far from the usual American foods, such as the dark and short *caffè espresso*, the *ricotta*-stuffed *cannoli* and the colorful Italian pastries, Americans had the opportunity to discover these new flavors of the Italian culture (Mariani, 2011).

2.1.1 The evolution of Italian restaurants in the United States of America

The few Italian restaurants in New York from the mid-nineteenth century, were usually managed by people from the North of Italy, while the Neapolitan brought pizza in 1905. The first *pizzeria*, in fact, was *G. Lombardi's* on Spring Street, an intersection between Soho and Little Italy in Manhattan (Mariani, 2011). It started as a grocery store, but it soon also sold pizza to the immigrants. The popularity of this newest street food grew fast and by 1930 most of the Italian neighborhoods on the east coast had pizza shops, either taverns or freestanding (Mariani, 2011). The cheap ingredients made pizza more popular in New York than it was in Naples. In 1950, the cardboard boxes for take-out orders were created to feed families because it was cheaper than going out for dinner. Additionally, when Italian-Americans, mostly Catholics, were not supposed to eat meat, pizza was a great solution (Mariani, 2011).

Italian restaurants began to spread not only in New York but also in other American cities such as Boston, New Haven, Providence and San Francisco (Mariani, 2011). The restaurants were very cheap by the 1920s, just like the other ethnic options available such as Jewish, Chinese, Spanish and Mexican cuisine. In 1927, a Chicago restaurant in the Italian Village offered huge portions of the famous *spaghetti* with meatballs for only 40 cents. Mariani (2011) also reports of a New York Italian restaurant in 1930, whose advertising was “All You Can Eat For Fifty Cents” including *antipasto*, soup, *spaghetti* or *ravioli*, meat, fried cream and a tray of pastries and ice cream. Asian restaurants nowadays also offer “All You Can Eat” style menus. It often happens that, in an Asian fusion restaurant an “All You Can Eat” menu is cheaper than other options offered. These sort of menus are basically for those customers who are not particular about the individual dishes, but who want to have more options to taste. It is common to find a lot of mistakes, both in the dish and in the language, easily spotted by native speakers and by those who know the culture. It is understandable that traditional cuisine cannot be offered in foreign countries the way that it is in its native country. In fact, the taste of the customer changes from one country to the other. Not even the best Italian restaurant abroad would be given the highest approval if the dish was not altered to meet the taste of its local people.

For example, dishes considered suitable for special events became everyday meals in Italian-American restaurants. The portions also had to be resized for the American appetite. New dishes were adapted and elaborated from old ideas, and one trick that became common was naming the dishes after the hometown of the owner or after famous Italians, such as clams *alla Posillipo*, filet of *sole alla Livornese*, turkey *alla Tetrazzini* and so on and so forth (Mariani, 2011). As time passed new and more sophisticated dishes were added, such as the

pricey *Lobster Fra Diavolo* which became popular by the end of the 1940s (Mariani, 2011).

Mariani (2011: 53) also relates that:

In San Francisco, Ligurian immigrants created a seafood stew called cioppino, made with the local Pacific seafood, especially crabs, the name an echo of ciuppin, a Genoese term for a similar dish back home.

2.1.2 The postwar changes in food technology and Italian lifestyle

During the years after the war food had to change. The evening meal became a frozen Swanson's TV dinner (Mariani, 2011). In such a period of crisis, canned and frozen ready-to-cook meals, powdered drinks and plastics products seemed to be the best options. They were cheap and quick to prepare.

Postwar Italy was also influenced by new foods and technologies. In the 1960s the first jarred pasta sauces and canned tomatoes were introduced, and in 1972 the first supermarket opened in Milan (Mariani, 2011). For the Italians, their relationship with food was beginning to change, and for the first time they had the possibility to discover foods and restaurants outside their own cities. This movement gave them the chance to open traditional regional restaurants in other regions, in order to spread the popularity of all types of food (Mariani, 2011).

Thanks to Hollywood, as it has been stated in the previous chapter, the postwar Italian lifestyle was truly globalized thanks to those movies located in Italy. This was a time when Americans could travel to Italy and fall in love, like in *Roman Holiday* (1953), and when the *lira* was not as strong as the dollar and food and wine were very tempting (Mariani, 2011). Hollywood is also

responsible for the circulation of another image of the Italians, the gangsters. With *The Untouchables* and *Al Capone*'s story, or later with *The Godfather* series, it was difficult to avoid stereotyped images of the Italians (Mariani, 2011).

Mariani (2011: 96) added to his research that:

Italian Americans have for so long been stereotyped as lovable goombahs, wise guys, goodfellas, ginzos, guidos, garlic-eaters, macaroni benders, and greaseballs with names like Tony Soprano, Bobby Scala, and Paulie Walnuts that Italian American restaurants found it impossible to escape the taint.

It is also useful to add that these stereotypes, while negative, still gave popularity to the Italian culture one way or another. Apart from the Hollywood stereotype, another problem would soon obscure the Italian restaurants: the coming of the French food culture.

In 1980, *Playboy* magazine did a poll of food critics and restaurateurs to rank as “*The best 25 restaurants in America*”. Unfortunately, only one Italian restaurant, *Trattoria Da Alfredo*, located in New York’s Greenwich Village, made it onto the list at the 17th position while fifteen of the other restaurants were French or French inspired. However, four years later Mariani conducted the same research, for *Playboy* again, and this time only critic journalists were allowed to vote. This time, six Italian restaurants conquered the list: *Parioli Romanissimo*, *Il Nido* and *Felidia* in New York; *Valentino* in Santa Monica; *Rex il Ristorante* and *Spago* in Los Angeles (Mariani, 2011).

2.1.3 The role of Mediterranean ingredients

Also notable in the mid-1980s is the specialty food shipping service that FedEx began to offer in Europe. Thanks to this service, Italian products were being shipped around the world faster than ever. The most shipped product was, of course, the *pasta artigianale* (Mariani, 2011) which was twice the price of the regular dry pasta. However, shipping of Italian *Prosciutto* was banned, together with other products derived from pork's meat, except for *Prosciutto di Parma* and *Prosciutto San Daniele* in 1989. It was in the American pork meat producers' interest not to start a competition with other pork meat products from outside the country, but in 2000 the United States Department of Agriculture began to allow: *mortadella*, *speck*, *sopressata* and *pancetta* (Mariani, 2011). One of the problems of the import/export food industry is the truthfulness of the producers. In fact, as Lou Di Palo explained during the tour in his personal store (11th November 2015), there is a difference between "*Product of Italy*" - "*Prodotto in Italia*", and "*Packed in Italy*" - "*Confezionato in Italia*". With the example of one of the most important ingredients of the Italian food culture, olive oil, the difference is obvious. In the first case the olives are Italian and they are processed in Italy, this oil bottle usually costs over \$3 more than the other one; while in the second case the olives are "from the Mediterranean area" (meaning either Spain, Greece or Turkey) and, in a second phase they are processed in Italy where the oil is finally packed (Di Palo, 2015). In the guided tour at Di Palo's Little Italy location, in New York, another interesting difference has been highlighted:

- a. *prodotti tipo italiani*: products made with American ingredients and produced in America because they cannot be imported. They are, usually, dairy and fresh products such as: *burrata*, *mozzarella*, *salsiccia* and others;
- b. *prodotti tipici italiani*: goods that can be found in every supermarket in Italy, made and produced in Italy because that have no problems being imported, such as: cookies, *pasta* and olive oil.

It is thanks to the benefits of olive oil that the Mediterranean diet trend spread as a healthier cooking solution, a great substitute to butter or lard (Mariani, 2011). This contribution surely puts the Italian food culture in a good light.

Currently lots of different dietary needs are emerging, from the brand new Paleo diet to the Vegan diet, but the Mediterranean diet is still one of the most appreciated. In the following article, “Science Compared Every Diet, and The Winner Is Real Food”, from the American online scientific magazine *The Atlantic*, James Hamblin (2014) writes that:

The Mediterranean diet, which is additionally defined by high intake of fiber, moderate alcohol and meat intake, antioxidants, and polyphenols, does have favorable effects on heart disease, cancer risk, obesity, metabolic syndrome, and "is potentially associated with defense against neurodegenerative disease and preservation of cognitive function, reduced inflammation, and defense against asthma.

The journalist quotes Katz and Meller's paper *Can We Say What Diet Is Best for Health?* where the authors compare the ultimate dietary innovations of low carb, low fat, low glycemic, Mediterranean, mixed/balanced, Paleolithic, vegan and others, concluding that the real food from the mediterranean diet is the best.

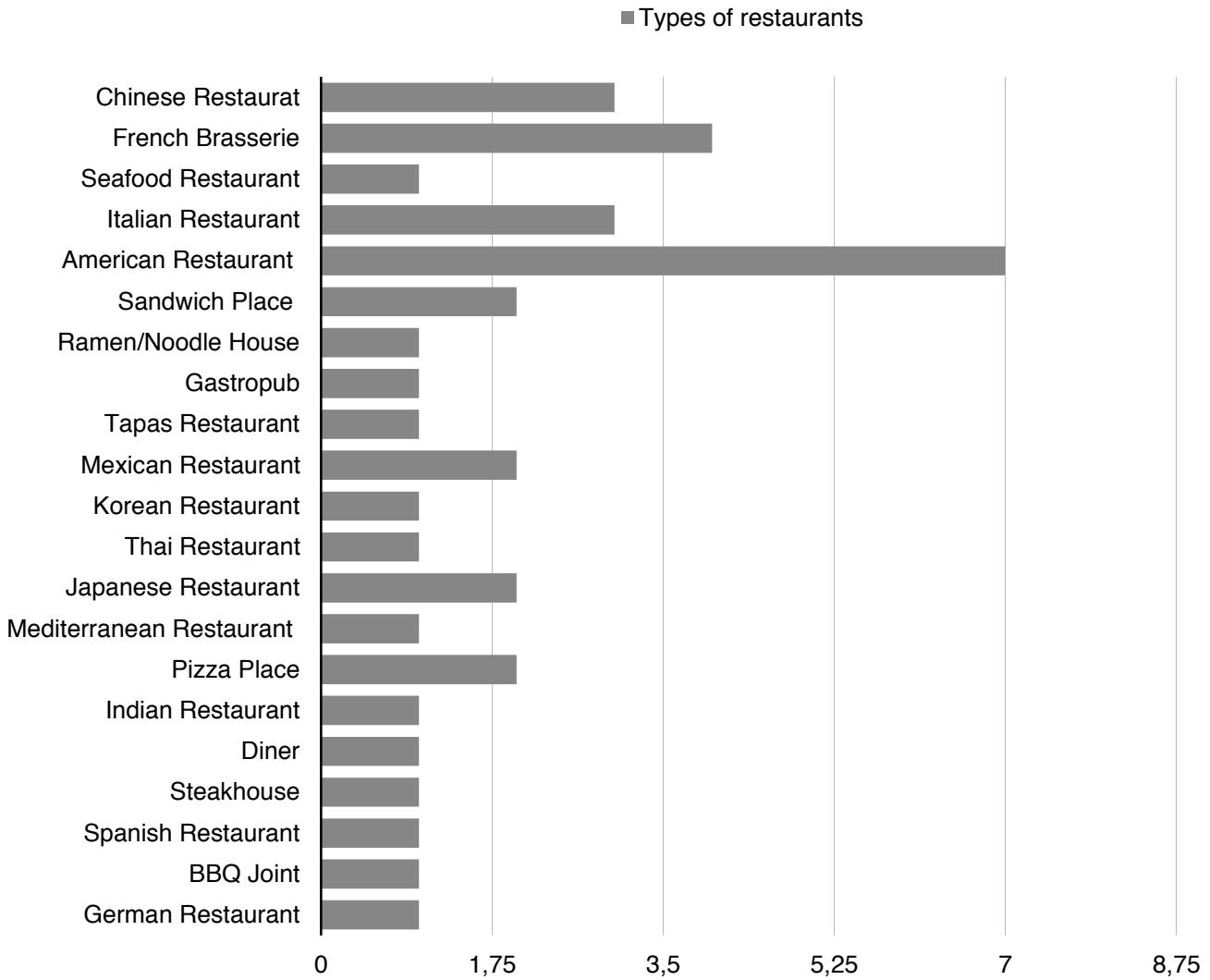
While the authenticity of food products remains highly discussed, it is also important to consider the authenticity of the restaurateurs. In fact, in the 1990s, Italian restaurants were not always managed by Italians. It was common for Italians to train young Americans to cook in an authentic way, often sending them to Italy in order to let them learn all the methods needed for cooking Italian food (Mariani, 2011). In the 1980s, the chefs would come directly from Italy to the United States to open restaurants, while ten years later, natives of Croatia, Serbia, Montenegro and Albania would travel to Italy to learn how to cook and then open “Italian” restaurants in the United States (Mariani, 2011). In conclusion, Italian food has always been one of the most common interests of the Americans. Its products and its genuine ingredients have made history in the food industry in Italy and all around the world. Moreover, as it has been discussed, not only has it been considered healthier than other culinary traditions, but it is valuable from a culinary education standpoint.

2.2 The varieties of cooking cultures in New York City

For this paragraph the research has been based on recent articles on the culinary interest of New York City.

According to the popular, highly acclaimed and young website, *New York Eater* (<http://ny.eater.com/maps/best-new-york-restaurants-38>), these are the ultimate 38 New York City restaurants worth eating in. The article was published on January 5, 2016.

The chart below [Graph 2] indicates the percentage of the diverse variety of cuisine that the city offers nowadays.



[Graph 2]

As it is evidenced by the chart there are, at least, twenty-one types of cuisine to chose from in New York City. The map on the webpage shows that these choices are not specifically in Manhattan, but are also in the four other boroughs.

Another website, which is well-known and frequently visited is *Zagat* (<https://www.zagat.com/best-restaurants/new-york>). A more established, old-school website made by a team that publishes people's reviews everyday, not only on food and drinks, but also on shops and accommodations. This 2015

rating of the top one hundred restaurants in New York City is also based on all the boroughs. All kinds of prices will be taken into consideration since the aim of this chapter is to show the varieties of cooking cultures in New York City.



[Graph 3]

In graph 3, it is reaffirmed how much diversity there is in cuisine represented the New York City area.

There are some differences between the two lists. Some of the restaurants are repeated, some others appear only in one of the two lists. For example, sandwich places, gastropubs, tapas restaurants, Mexican restaurants, German restaurants, diners and Spanish restaurants only appear in the first one. This means that these varieties might not have been voted by the people who use zagat.com but they still make up part of the culinary scenario of the city.

However, in the second list there are additions of Greek restaurants, Israeli/vegetarian restaurants, Jewish restaurants, Scandinavian restaurants, Venezuelan restaurants and Japanese restaurants specializing in sushi. Of course, in addition to these varieties there are also others which are not included in these lists in particular, as another website called *OpenTable* (<http://www.opentable.com/new-york-city-restaurants>) proves, there are also Philippine, Cuban, Brazilian or Peruvian restaurants that are not mentioned in the lists above. OpenTable allows you to find and book tables wherever you want. It suggests restaurants based on your location or on your food preferences. So, the possibility to find other types of restaurants is really high. This information aims to explain how every ethnic cuisine has had the opportunity to conquer the American tastes; in fact, a big part of every migratory flow is represented through the availability of their food in the two charts above. In both the websites, American restaurants have the majority of restaurants recommended. Nevertheless, Italian restaurants and pizza places are in wide numbers as well. In fact, twenty-four different Italian restaurants are part of the surveys provided by experts or personal customers' experiences. To conclude, the range of food options in New York City is broad and provides diversity for the vast number of tourists and locals who can choose a different cuisine everyday. Still nowadays, no matter the ultimate dietary trends, Italian restaurants are a big part of the American culinary background.

2.3 Italian food in New York City

As discussed before, the role of Italian food in New York City is remarkable. Italian restaurants, markets and pizzerias are always busy. Among the various

kinds of Italian attractions there are three that particularly aim to propagate the importance of *Made in Italy*. From the novelty of Eataly, to a family-owned store in the famous *Little Italy*, all the way to the Academia Barilla, (one of the most known brands of Italian products), each one of them offers different goods and commodities, but they all share a strong will to celebrate the Italian culture through food. Two of them even organize Italian lessons to better spread the Italian culture (this will be largely discussed in the 4th chapter).

2.3.1 Eataly

A worthy representative of *Made in Italy* in New York is Eataly. New York's Eataly, more than the other Eataly stores all over the world, is associated with famous personalities of the culinary world like Mario Batali, Joe and Lidia Bastianich, and Oscar Farinetti, the founder and real genius behind this project. The store offers unique characteristics including: selling the best Italian products, specialized customer service and the opportunity to participate in cooking classes. All these activities can be done before or after a great walk among fresh and high quality products. In 2007, Farinetti opened the first store in Turin, Italy but he struggled to promote his brand. In a very traditional country, he had to fight against a very loyal population that would never go against the neighborhood stores that maintained the same clientele for years.

On the contrary, for the New York store, Farinetti relied on the great underserved demand of all Italian products. He opened Eataly on 23rd street in 2010, across from the Flat Iron building, with the hope that the message of *Made in Italy* in the United States would be appreciated, and turned out to be right. With Eataly, Farinetti succeeded in his intent to offer

his clients the best artisanal products from an elite group of factories that reproduce, on a small scale, regional tradition. Moreover, the activities that Eataly offers are not comparable to any other Italian store in the New York City area. In one building the customer has the possibility to do his/her grocery shopping, taste the finest wine for an *aperitivo* with fresh bread and *prosciutto*, go on the roof top and try artisanal beers and buy cookbooks or tools for the kitchen. Additionally on the website, there are a lot of Italian recipes with their stories and traditions, along with the “how to” section that always teaches something useful for every food amateur (https://www.eataly.com/us_en/magazine/how-to/). There is also a list of classes and events open to everyone which includes cooking classes for kids too. They offer tours and cooking classes that include a wide range of topics such as the basics of cooking (featuring sauces and fresh pasta), learning how to make the most incredible Italian desserts, and an entire course on types of bread native to different Italian regions. This store surely knows how to sell its products. It tries to recreate the old atmosphere of those markets (Parasecoli, 2014) that have always fascinated Italians and tourists visiting Italy.

2.3.2 *Di Palo and Little Italy*

The Di Palo store in Little Italy has a fascinating story and location. In a personal visit to the store I had the privilege to follow Lou Di Palo and listen to his interesting stories.

As he narrates in his book *Guide to the essential food of Italy* (Di Palo, Wharton, 2014), his grandfather Savino Di Palo was among many Italian

immigrants who arrived in New York, between 1880 and 1920. During this period of time, the Italians made Little Italy their new home, opening stores and restaurants. Over time Di Palo's store has changed a lot and is now considered an historic site. As a matter of fact, it is (almost) the only authentic Italian store in Little Italy. Being a family business, each member of the Di Palo family made history adding some new wisdom and style. The reason why it is so famous, though, is the owner's interest in understanding the difference between fresh products and prepared dishes, and also what fulfills the customer's needs. Italians who migrated to America with their families were able to make food at home. So, they used to go to Di Palo to do their shopping for fresh fruits and vegetables. Di Palo started selling food. In fact, the store was dedicated to selling fresh and dairy products, like the *mozzarella* that the Italians loved and missed. Today, not only is it a meeting place for Italian-Americans, but for all types of customers who have an appreciation for high quality products.

In his book *Guide to the essential food of Italy* (Di Palo, Wharton, 2014), Lou Di Palo tells anecdotes of his life serving people what they ask for.

The store itself looks typically Italian, with products exposed all over the place. What grabs your attention, as soon as you walk in, is the *prosciutti* and *salami* hanging from the ceiling. On one of the walls there is an interesting mosaic portrait from Ravenna, exposed among a broad variety of olive oils imported from Italy. On another wall there is a picture of Lou's parents Concetta and Luigi Santomauro, with his great-grandfather Savino, whom everyone used to call Sam. Lou continued to take care of the family business because he feels like "an American with Italian heritage" (Di Palo, 2015). Di Palo's dairy cheese lab is in the store itself, so the customer has the possibility to see how *mozzarella* or *ricotta* are made from scratch while doing his/her grocery shopping. They can buy freshly made products. The store also has a wine

section next door. It is furnished with wines from every region of Italy because he wants to be an “ambassador of every food culture in Italy” (Di Palo, 2015), recognizing the importance of every region.

Customers changed over the years; when Savino opened there were all kinds of *paisan* and *cummar*, now they have all kinds of clients. Asians, for example, are great *prosciutto* buyers (Di Palo, 2015). Lou believes, in his way, that Di Palo’s can bring people of different cultures together, through food (Di Palo, 2015).

2.3.3 Academia Barilla

Barilla is one of the most famous Italian brands, appreciated everywhere in the world. Its reputation is due to the high quality of the ingredients used in order to produce the best results. One of its slogans is *Dove c’è Barilla c’è casa*, meaning where there’s Barilla there’s home. Since 1877, the Barilla family gave Italians living abroad the possibility to feel at home. The company exports pasta and sauces but also other products from their other brand, Mulino Bianco, dedicated to packed sweets, cookies, pastries and breads.

In New York City there is also a restaurant chain called *Academia Barilla* which is interested in the sharing and development of the Italian food culture. Its purpose, in addition to the sale of authentic Italian products, is the spreading of the *Made in Italy* experience which fascinates more and more generations from all kinds of backgrounds.

The menu in these restaurants offers a lot of entrees of the Italian tradition such as *spaghetti* with tomato sauce and *tagliatelle alla bolognese*, but also offers dishes able to fit the hectic life of Manhattan such as salads and sandwiches. Desserts like *tiramisù* and *cannoli* are always present and appreciated, but “the

dessert of the day” is important because it is made with seasonal and fresh products - just like in the Italian tradition.

Moreover, they divulge the Italian tradition with cooking classes for both kids and adults (see 4.3). The Academia Barilla also provides organized tours in Italy. They work by themes such as: Pizza, Beer & Shopping! or Cooking & Fashion (as it is shown in the website: <http://www.academiabarilla.com/food-tours/pizza-birra-shopping/default.aspx>, <http://www.academiabarilla.com/food-tours/cooking-fashion/default.aspx>).

Additionally, in the section *Italian Food Academy* (<http://www.academiabarilla.com/the-italian-food-academy/default.aspx>) it is easy to find fun facts, descriptions of typical Italian products, lots of recipes, video recipes and recommended books.

Strictly Italian in taste and design, Barilla conquered Italy first and then the world becoming a leading company in its industry, a symbol of the country.

2.4 Errors and stereotypes

The spread of the Italian language in the United States is particularly linked to the culinary world. Italian traditions conquered Americans little by little. Thanks to *La scienza in cucina*, a 1891 guide-book from Pellegrino Artusi, the historic tradition of Italian cooking has spread very successfully. A range of fifty menus from Italian restaurants in the New York area have been analyzed by Haller (2009), in order to understand how the language (even if it has become widespread) has errors and unexpected changes.

2.4.1 Italian influence on Italian-American restaurants in NYC

In almost every Italian-American menu there are choices of:

- a. *antipasti*, but they also include salads;
- b. pasta and *risotti*;
- c. *secondi*, second course.

Pasta continues to be frequently included in the American dietary system, thanks to all the different methods of cooking it and the convenience to prepare it. It is also considered a main dish because it is very rich (Haller, 2009). As has been stated before (see 2.1), dishes can be prepared differently from place to place and this characteristic makes the plate even more interesting. It is understandable that the names of the dishes and sometimes also the ingredients can change from one restaurant to the other. Capturing the local tastes is the primary goal (Haller, 2009). This effort causes an increase of using new ingredients which are not present in the Italian tradition, such as *Linguine alla vodka* and *Farfalle al limoncello* and the very famous case of *Fettuccine Alfredo*, that will be analyzed later in this section. Moreover, in America the single-serve pizza on a plate, like the ones served in Italy, became larger over the years and also gained six or seven ingredients added to the choice of toppings. Additionally, the size of pasta plates, which is often served as a side dish not a main course, is twice the size of the same dish served in Italy (Mariani, 2011).

The homemade cooking has the Italian *charm* of the real *Made in Italy*, dishes presented as *Polpettine di Nonna Lucia* or *Lombatine di vitello Paesana* make the customer think about a homey and comfortable tradition, mostly from the

South of Italy (Haller, 2009). In a way, the customer feels safe ordering these more than ordering a *Pasta alla carbonara*, even though it is a very traditional plate from the Roman area.

75% of the language used in Manhattan Italian restaurants' menus is Italian. Mainly, to give a sort of credit to the authenticity of the restaurant, but also to make Italian-Americans nostalgically think about their heritage or because the foreign language makes them appear prestigious (Haller, 2009).

2.4.2 Two languages for two cultures

The bilingualism of the menus is recognizable as a modified Italian language, not only when it is read but also in the phonetics, such as: Tuna *Carpaccio* or Buffalo *Mozzarella*, instead of *Carpaccio di tonno* and *Mozzarella di Bufala*. There are also other cases of bilingualism such as: *La Burrata in cherry tomatoes* or *Bass in padella*, instead of *Burrata con pomodori ciliegino* and *Spigola in padella*. These examples, provided by Haller (2009), prove how the two languages are mixed syntactically, as in the first two examples, and morphologically, choosing one recognizable Italian word to give the idea.

The languages taken in consideration are not only Italian and English, but also regional dialects. So, what is easily shown, along with the regional discrepancies, are simple spelling mistakes (Haller, 2009):

- a. double consonants: *caroza, fusili* and others
- b. gender: *frutta di mare, carpaccio alla olio* and others
- c. propositions: *gamberoni al scampi, penne a la siciliana* and others.

Another observation demonstrates:

- d. phonetics: zucchini, in English is considered the plural of the Italian singular noun *zucchina*, but since the plural is *zucchine* and the /e/ is pronounced /ee/ in English the spelling changed over time.

Usually menus are distributed with a glossary to explain the ingredients and their preparation, like they are giving the recipe, for example: *Gamberi Fra Diavolo* - “Shrimp, with marinara sauce, red peppers and basil” (Haller, 2009). This usage of the glossary diminishes the importance of the language and reduces the menu to have only a symbolic effect (Haller, 2009).

Among the fifty menus that have been analyzed, 133 non adapted loan words have been found. The most common are: *mozzarella cheese*, *ricotta cheese*, *parmigiano cheese* and others with the same structure using the second element in English to explain the first one in Italian. Some other bilingualism loan words come from other cultures too. The diffusion of the Japanese culture, sometimes, meets the Italian one creating interesting mixtures such as: *Green Tea Ravioli* or Sushi rolls with tomatoes, *mozzarella* and basil (Haller, 2009).

A new cooking culture and a new preference of Italian food outside Italy arrived in the United States thanks to the “supermarket” products. In fact, the massive diffusion of imported goods spread the propagation of new words: *tortellini*, *mascarpone*, *penne*, *fusilli* and others. The spread of these words in the last three decades has caused them to also appear in dictionaries (this link to the Oxford Dictionary has all the terms above: <http://www.oxforddictionaries.com>). While other new loan words are not yet in dictionaries, they surely are commonly found in menus: *Agnello*, *Borlotti beans*, *Seppia*, *Soppressata*, *Tagliata* and others (Haller, 2009).

Some menus have never changed over the last century, like *Guarino's*, Cleveland's oldest Italian restaurant founded in 1918. Traditional old dishes like fried *mozzarella*, eggplant *parmigiana* and chicken *piccata* are still on the menu (Mariani, 2011). The range of customers for Italian restaurants was and still is formed by faithful locals, made up of Italian-Americans and others who were “driven out of curiosity to see whether a place was ‘connected’ or not” (Mariani, 2011: 106).

2.4.3 The case of the *Fettuccine Alfredo*

Fettuccine Alfredo represents a “gastro-gap between America and Italy in the 1950s and 1960s” (Mariani, 2011: 78). This famous dish was created in 1914 by Alfredo Di Lelio, a Roman restaurateur. In order to lift his wife’s spirit he used extra-rich triple butter and Parmigiano cheese and pasta ribbons with eggs. She liked the dish so much that he added it to the menu of his restaurant in *Via della Scrofa*, in Rome (Mariani, 2011). In the United States the dish became famous in 1927, when two Hollywood movie stars, Mary Pickford and Douglas Fairbanks, took their honeymoon in Rome (Mariani, 2011). They eventually ate at Alfredo’s, tried the *fettuccine* and fell in love with the dish so much that they dined there every night of their stay. At the end of the vacation they gave Alfredo a golden fork and spoon engraved: TO ALFREDO, THE KING OF NOODLES 1927 (Mariani, 2011: 79). Once in the States, the newlyweds started to spread the word of this delicious dish, now with the addition of tomato sauce, became famous. Unfortunately, the freshness of the Italian ingredients was not the same as they used to have abroad, as a consequence the recipe started to change with the addition of heavy cream or flour as a

thickener. So, this modified version became the American standard variety of *Fettuccine Alfredo* (Mariani, 2011).

The international success of this dish is equal to that of *spaghetti* and meatballs or pizza. For example, you can find an “Alfredo sauce” for sale in every American supermarket. Moreover, the name *fettuccine*, that stands for little ribbons, is not considered the standard name of this type of pasta, but rather the Roman dialectal version of *tagliatelle* (Mariani, 2011).

As a matter of fact, one of the most sought after Italian dishes that Americans love and look for when in Italy, is actually not traditional at all. The recipe has been modified during the years for the same reason a lot of other dishes have been modified. American tastes are different from the Italian ones. Another common mistake in a very famous dish is the Pepperoni Pizza. The first error is semantical because, in Italy, the pizza with dry sausage on top is called *Diavola*, the second error is linguistic, in fact, *peperoni* (spelled with one /p/) in Italian means bell pepper and not sausage.

In conclusion, the Italian language in the restaurant menus has changed in the last few decades. Basically, its reconstruction is based on memories, emulations and inventions adapted to economical and industrial factors. The connection between language and food, though, is still important for the diffusion of the Italian culture in the United States (Haller, 2009).

Chapter 3 - Teaching materials about the Italian of food and cuisine

This chapter will focus on literature that provides Italian language exercises with the aid of recipes and literary sections. Two books will be analyzed in order to observe the different possible approaches to this methodology of language teaching.

The first book *L’Italiano è servito - L’Italiano per stranieri attraverso la cucina*, written by Maria Voltolina (2008), is a specific book to teach Italian as a Foreign Language that also includes some cultural and literature highlights. The second one *Buon Appetito! Tra lingua italiana e cucina regionale*, from a cooperative work among Iacovoni, Persiani and Fiorentino (2014), is a grammar book with a focus on recipes, grammar and language.

This dissertation does not deal with the literature. However, in order to be consistent with the importance of the food culture in teaching education, another book of note is *The Flavors of Modernity - Food and the Novel* by Biasin (1993), which shows how literature involving food can be used as a teaching material.

The right motivation helps students to reach better results. Not only is the teacher extremely important, but also the teaching materials deeply effect on the learner acquisition. In this chapter, the books will be analyzed without taking in consideration a particular class or context.

3.1 L’Italiano è servito! - L’Italiano per stranieri attraverso la cucina

The content of this book is not the easiest. It aims to ameliorate and improve the language of the students, giving them the right tools to master both the language and the cultural aspect skills.

3.1.1 The structure

This book starts with a preface on how Italians talk about food even while eating. The author affirms that “*é a tavola che si tramanda di generazione in generazione la cultura del cibo*” (Voltolina, 2008:5) meaning that when sitting at the table the culture of food can be preserved from one generation to the other. This beginning truly tells the importance of food for the Italians. The preface continues, explaining the difference of the diverse cultures from North to South and how history influenced them.

The book is organized in courses: *antipasto, primo, secondo, contorno, frutta, dolce, caffè* and *digestivo*. It follows the structure of the typical Italian lunch. Even though, as the author highlights herself (Voltolina, 2008), Italian lunches are not so copious anymore. Another section is about *piatti unici*, main courses that can be prepared at home and be consumed wherever in a spare moment.

The first part is an illustrated glossary with culinary useful vocabulary. It is called *Glossario essenziale* - “Essential Glossary” and is divided in three sections: *gli elettrodomestici, gli strumenti* and *le azioni* (household electrical appliances, tools and actions). As the book is entirely in Italian, an attentive use of images helps students in learning and acquiring new vocabulary, constantly motivating them. The images are photographs with short explaining captions.

The book begins with an historic overview on how food culture explains the history of the country “*Celti, Greci, Latini: la cucina racconta la storia*”. From Celts to Greeks and Latins, these two pages blend food culture and the history of the country. The language is easy to understand but there is also a glossary for the most difficult words. At the end of the page there is an exercise to verify the discussed topics. The book continues with historic highlights involving the tradition of food “*Comuni, Signorie, Regioni: le cento cucine d’Italia*”, from the defeat of the Roman Empire to 1861, the date of the Italian Unification. Particular attention goes to the regions. Every region has its particular history and as a consequence every traditional cuisine is different. At the end of these two pages there is a glossary and also a review exercise. The following page reports some different terms from one region to the other and for every type of dish a picture is provided.

Moving on, the image of a set table and a brief explanation on how to set the table in Italy introduces the beginning of the book. Important ingredients are described, such as: water and wine, oil and vinegar, salt and pepper. The very first recipe of the book is the *Spritz* which is a typical soft drink from the Veneto region, nowadays largely diffused throughout Italy, which is usually consumed before lunch or dinner as *aperitivo*. The *aperitivo* is a particular daily occasion to meet people to drink and eat with, before lunch or before dinner.

On the next page there is an introduction on bread with one of the most famous bread-related recipe: *La bruschetta*, followed by exercises and other recipes that include the use of bread. For the Italians, bread is of importance in every meal. In fact, it can be the meal itself or a pre-meal (*antipasto*), but it can also simply accompany the main dish.

3.1.2 The meal

The first meal section of the book is the *antipasto di salumi*, cold cut trays usually accompanied by red wines. There are a few grammar exercises and highlights on how to make and conserve cured meats. Another *antipasto*, the fish one, follows with an explanation on the different kinds of fish, a recipe and a literary insight on one of the most famous character in modern narrative: *Commissario Montalbano*, by the pen of Andrea Camilleri. Other recipes with introduction, photographs and review exercises conclude the first section.

With *I Primi* starts the second section, the history of pasta and recipes of simple sauces and *ragù* are the perfect introduction before another literary section. There are also other pasta dry recipes before the *Pasta all'uovo/I* - the egg-made pasta, which is usually homemade or bought in specific stores. The author of the book describes how to make pasta from scratch and how to serve it. This second section, continues with the rice. The most famous rice dish in Italy is the *risotto* and two recipes are reported. Soups follow with recipes and exercises. The section ends with *Gnocchi di patate*, a well known main course made of potatoes and usually dressed with very simple sauces. Review exercises will help the students to verify what they have acquired about the first course's section, before starting with *I Secondi di Carne* - Second meat course.

The culinary tradition of meat is not too different from the other cultures of the Mediterranean area. Voltolina (2008) gives a clear introduction about meat culture. Before the 1960s, meat was not affordable for everyone. It was very expensive to own an animal and when there was the opportunity to eat meat it was considered a “rich meal”, and it is still considered so now. This section is explained by all kind of cooking methods:

- a. *Cuocere la carne al forno/1* - Cooking meat in the oven/1;
- b. *Cuocere la carne al forno/2* - Cooking meat in the oven/2;
- c. *La carne in tegame* - Meat cooked in a pan;
- d. *Il lesso* - Boiled meat;
- e. *La carne fritta* - Fried meat;
- f. *La carne macinata* - Ground meat.

Every method section contains a description, exercises and at least one recipe. The chapter ends with review exercises.

The following section is dedicated to fish dishes. Although Italy is a peninsula, most internal parts of the country did not have a particularly strong tradition in cooking fish. But thanks to modern transportation the habit of eating fish became more common and, nowadays, it gets easier and easier to find fresh fish. An explanation on the types of fishes is provided to clarify the differences among: *pesce*, *molluschi*, *crostacei* and *cefalopodi* (or *calamari*) - fish, shellfish, squid. *Il pesce crudo*, raw fish, with an exercise to improve the memory, is the first way of serving food that is described. The recipes start with the *Antipasto di pesce* - Fish entries. Pictures, exercises and two recipes are part of this category. One of the recipes (*Cozze* - Mussels) is described differently: without the typical sequences of ingredients and preparation.

Il primo di pesce - The first course, is analyzed in its four different ways of serving:

- a. *Zuppa* - Soup;
- b. *La pasta* - The Pasta;
- c. *Il pasticcio di pesce* - The fish lasagna;
- d. *Il risotto di pesce* - The fish risotto.

Every category has its own explanation. Three recipes are developed with the help of vocabulary notes and a “How to serve it” highlight. For the following section as well there is an introductory part which explains:

- a. *Pesce al forno* - Oven cooked fish;
- b. *Pesce in umido* - Stew fish;
- c. *Pesce fritto* - Fish-fry;
- d. *Pesce bollito* - Boiled fish.

In this way, the author of the book succeeds in explaining a very difficult subject. The student can actually understand how many different types of fish Italian seas can offer. Other three recipes follow for *Il secondo di pesce*, the second course: *Branzino (o spigola) al forno*, *Frittura* and *Calamari Ripieni* (Oven cooked bass, fish-fry, stuffed calamari) - with vocabulary notes and “How to serve it” section. There are also the lyrics from a 1957 song by Domenico Modugno. It is a romantic song, about swordfish fishing, written in Sicilian dialect: *Lu pisci spada*, Swordfish. At the end of this section dedicated to fish there are four recap exercises.

To follow there are *I contorni* - Side dishes. Like other kind of food Italian vegetables are seasonal and regional. The mediterranean diet is rich of grains and vegetables, in fact, those from the Mid-South of Italy are delicious and colorful like bell peppers or tomatoes; those from the valley in the North are tasty and rich in all varieties of squashes, asparagus and mushrooms. Vegetables can be served raw, as in simple salads, or cooked. In the first page of this section there is a list of vegetables with names, advice on how to serve them and a picture. The first recipe is *Verdure all griglia* - Grilled Vegetables;

followed by *Verdure ripiene* - Stuffed vegetables, before the three recipes there is an exercise to fill in to classify vegetables. Two pages on *Funghi* come after with an introduction on how many types of mushrooms can be found with illustrations, vocabulary, a crosswords exercise and a recipe. To conclude the section there is a literature selection from the historical novel “Marco e Mattio” by Sebastiano Vassalli.

Going toward the end of the book, two pages are dedicated to cheese. There are no recipes, but there is a clarification between:

- a. *Formaggi freschi* - Dairy cheese;
- b. *Formaggi fermentati* - Mash cheese.

Vocabulary and an explanation on how to serve cheese in the most traditional Italian way is provided.

The two following sections are dedicated to sweets. Clarifications, recipes and exercises help the students understand which sweet will be served for what type of meal. *Caffè* and spirits close this section, as well as they close a meal. After the history of coffee, the different kind of coffees and a fragment from *Questi fantasmi*, a 1945 *pièce* from Eduardo De Filippo, there are the most consumed spirits with recipes and illustrations. At the very end of the chapter there are a few recap exercises.

The coming chapter on *Il piatto unico: panino, tost, stuzzichini* - Single course: sandwich, toast, snacks - is presented with the most familiar Italian dish of all, a pizza pie. In fact, the strongest symbol of the Italian cuisine will be presented together with other sandwiches and snacks/appetizers that can satisfy the Italian taste for a quick lunch out. The introduction explains the different kinds of pizzas of the Italian menus before the first recipe, Pizza Margherita. Then an

overview about sandwiches and toast is given, with described differences among:

- a. *Il panino* - Sandwich;
- b. *Il tost* - Toast;
- c. *La piadina*;
- d. *Il tramezzino*.

A True-or-false exercise comes next to verify the latest described items. The last part of the chapter, before the recap exercises, is about the different kind of snacks that can be found in Italian bars, restaurants and homes. There are several appetizer snacks with some vocabulary highlights.

3.1.3 The festivities

The next section is for *I pasti delle feste* - the Holiday menus. Apart from the regional varieties of every holiday dishes, there are some recipes that can be traditional throughout the whole country. The holidays are:

- a. *Il Carnevale* - Carnival;
- b. *Pasqua* - Easter;
- c. *Il ricordo dei morti* - All Saint's day;
- d. *Natale e Capodanno* - Christmas and New Year's day.

The history of Carnival is explained and the most well-known and traditional recipes are presented: *I Galani* and *Le Frittelle di Carnevale*. Pasta with its

history, an exercise and the recipe of *La pastiera Napoletana* follow with vocabulary highlights and pictures. The typical of autumn 1st, 2nd and 4th of November days aim to remember the dead, two common symbols of this holidays are chestnuts and pumpkins, the recipe presented is, in fact, with a particular kind of chestnut. The well-known Christmas and New Year's day have two interesting recipes and notes on how Italians usually spend these holidays.

The final chapter is *La cucina nella letteratura*, three important pieces will be analyzed:

- a. *Petronio Arbitro: la festa di Trimalcione*;
- b. *Francesco Redi: la festa di Bacco*;
- c. *Giuseppe Tomasi di Lampedusa: la festa del Gattopardo*.

Every piece of literature is introduced as well as its author. These pages help the students to understand interesting highlights of Italian tradition describing a copious dinner, telling the story of the arrival of Bacchus in Tuscany and closing with the narration of the lunch scene from *Il Gattopardo* (which is also a film by Luchino Visconti).

The next book will present a different approach to the language, only using the recipes as instruments to teach the grammar.

3.2 Buon Appetito! - tra lingua italiana e cucina regionale

The following book is for intermediate students, possibly passionate about food culture and willing to increase their knowledge of the Italian language and

culture. Its approach is educational and it can be used both by self-learners or as a support material for a language course. I have personally used extracts from this book to support my thesis that cultural aspects concerning food can be helpful to acquire and improve language skills.

3.2.1 The structure

The book is divided in twenty chapters, each for every region. They are formed by:

- a. a regional illustrated recipe associates with a matching wine;
- b. a regional recipe to work on;
- c. an illustrated vocabulary;
- d. a grammatical topic;
- e. grammatical and lexical activities;
- f. an idiomatic expression section;
- g. a game section;
- h. a curiosity section.

Moreover, to better clarify some points, the appendix contains:

- a. a converted table of measurements, capacity and temperature;
- b. a sheet about the holidays' dishes;
- c. a sheet of the most common basic ingredients;
- d. recap sheets of the illustrated vocabulary presented in every unit;
- e. answers to game, exercises and questions throughout the units.

So, every unit is dedicated to a particular region with its traditional recipes, a linguistic topic and a particular vocabulary. The use of this book is suggested to introduce and review some grammatical aspects of the Italian language; it cannot be used as the only source nor with beginners, as the authors suggest in the preface.

3.2.2 *Recipes across Italy*

The first region that the students encounter is *La Valle d'Aosta*. The vocabulary about the dressed table help to introduce the *Caffè valdostano* with verbs and the formation of nouns with irregular plural. *Il Piemonte* presents the vocabulary of vegetables, other important verbs and also adjectives agreement. The verbs treated in these first two units are at their infinitive form, but with *La Liguria* the simple present is gradually discovered in its conjugations of the regular verbs together with the vocabulary of the kitchen tools. The simple present continues in the following unit, *La Lombardia*, with vocabulary about the kitchen furniture; one of the recipes is the well-known *Risotto all milanese*. With *Il Trentino Alto Adige*, students can gradually learn another verbal mode, the imperative. Starting with the plural and the vocabulary of all types of fruits. The *Il Veneto* unit has the singular form of the imperative, prepositions of place, the vocabulary of places related to food and the famous *Tiramisù* recipe. Another important recipe is presented with *Il Friuli Venezia Giulia*, the *polenta*. Typical dish from the North, it is now cooked throughout the country, especially during winter. Then, using the recipe of the *Baccalà alla triestina*, the vocabulary of the unit is dedicated to the vocabulary of the fish and on the

direct pronouns to use with the imperative plural. Other pronouns are displayed with *L'Emilia Romagna*, the usage of the direct pronouns with the infinitive, and vocabulary of the cured meat. Both *La Toscana* and *Le Marche* are about a complex grammatical topic: the impersonal “si”, which gives hard times especially to the anglophones students. For this reason, two units seem necessary. Moreover, the first one also aims to conclude with the vocabulary on vegetables while the second one is focused on meat. The prepositions to locate things in space are the contents of the following unit, *L'Umbria*, also thanks to the vocabulary, which is on the storage and containers - used in the kitchen. The prepositions “a” and “con” are displayed with *Il Lazio*, the recipes are, in fact: *Abbacchio arrosto con le patate* and *Bucatini all'americana*. The vocabulary is focused on dry pasta. Another kind of pasta, the home-made one, is the topic of the *L'Abruzzo* chapter. The recipe is *Maccheroni alla chitarra al ragù di agnello e peperoni*, a homemade dish typical of the Mid-South. From *Lazio* down, in fact, the book moves towards the South and the Islands. The ingredients change and the recipes get richer in tomato sauce and cheese. The other recipe is also known, *Bruschetta al pomodoro* and the partitive “di” is the grammatical content, while in the following chapter *Il Molise* the partitive is “ne” and the vocabulary is on eggs. *La Campania* follows with *Pizza Margherita* and *Mozzarella in carrozza*, the vocabulary is on bread and the grammar focuses on:

- a. indirect pronouns “mi” and “ti”;
- b. singular e plural of particular verbs such as *mancare*, *servire* and *piacere*.

To follow there are drinks and *Orecchiette con i pomodori al forno*, another very traditional recipe which is now cooked in every part of Italy. The grammar is about:

- a. indirect pronouns “gli” and “le”;
- b. singular e plural of particular verbs such as *mancare*, *servire* and *piacere*.

These verbs structure may be particularly difficult for the students, especially for the anglophones. In this way, the two chapters seem to be required in order to help the students better understand them. In *La Basilicata*, there is the vocabulary on the menus, so that any student can feel confident to order once in Italy, and the *passato prossimo* is also introduced. It is the most used of the many past tenses of the Italian language. It is also the grammatical content of the following chapter, *La Calabria*, which displays all kind of sweets and the recipe of the *Mostaccioli*. Finally *La Sicilia* and *La Sardegna* illustrate other kind of fruits and the types of cheese, without linguistic contents but with very interesting recipes.

At the end of the book there are summarizing sheets with illustrated vocabulary, the suggested wines and also the keys for the exercises and games.

3.3 The different approaches

These two books differ from each other in:

- a. structure and layout;
- b. level of the audience;

c. approach.

For instance, “L’Italiano è servito” focuses its attention on the structure of the meal, while the second one gives more importance to the regions. Also the layouts and the designs are very unlike. The first one has photography to help students recognize and memorize recipes and vocabulary, while the second one has drawings except for the first recipe of the unit, which opens the chapter with a photograph.

Moreover, the level of the language and the target students must be different. The first one is much more demanding, there are more recipes and less exercises. The work on the language is about interesting details for people who already know the Italian language. While, the second book has one recipe to fulfill the cultural aspect and the other one to work on the language, grammatical highlights that actually teach the students using fun and useful material. The target students can be either young adults or adults but intermediate level. An advanced class student may not appreciate the games and the grammar exercises even though it is full of idiomatic expressions which can be valuable at any level of acquisition.

The two different approaches are reasonable consequences of the different target of the students. In fact, “Buon Appetito!” referring to intermediate students, has more of a grammatical linguistic approach. The grammar exercises and the activities provided by the authors lead to understand that the focus is on the language first, and on the culture of food later. “L’Italiano è servito”, on the contrary, is completely dedicated to the culture, not only the food culture itself (with recipes and specific vocabulary) but also to the culinary and literary history based on food.

In conclusion, the aims of these two books are of different nature:

- a. *L'Italiano è servito* aims to indoctrinate and fortify the knowledge of students who have already mastered the Italian language, but who are also interested in the Italian culture of food and want to learn more about it. Attending cooking classes in Italian in order to put into practice what they are learning would be an excellent way to learn more and exercise;
- b. *Buon Appetito!* aims to teach grammar and vocabulary throughout recipes to intermediate students who need practical exercises to acquire the language. They are interested in the Italian food culture and since they can also cook in class, they would have the possibility to focus on the language while doing something practical.

The next book focuses on *Food and the Novel*, so novels will be protagonists of the teaching. As it is understandable, the students must have an higher knowledge of the language.

3.4 The flavors of Modernity - Food and the Novel

Different in structure and content from the others, this book does not plan on teaching the Italian language. In fact, Biasin aims to recollect specific literary moments where the reality of the novel is shown by “food, nutrition, meals, the various rituals that surrounds and accompany the fulfillment of an elementary, biological need like hunger” (Biasin, 1993:3). This textbook does not aim to teach the Italian language, but to illustrate how the culture of food is present in the Italian literature. More than a textbook, it can, indeed, be considered a literary studies book.

3.4.1 The structure

The author reread Italian literature choosing seven important novels:

- a. *I promessi sposi*, Alessandro Manzoni;
- b. *I Malavoglia*, Giovanni Verga;
- c. *Il piacere*, Gabriele D'Annunzio;
- d. *Il Gattopardo*, Giuseppe Tomasi di Lampedusa;
- e. *La cognizione del dolore* and *Quer pasticciaccio brutto de via Merulana*, Carlo Emilio Gadda;
- f. *Sotto il sole giaguaro*, Italo Calvino;
- g. *Se questo è un uomo*, Primo Levi.

This version of the book (1993), entirely in English, also the extracts from the novels. It is not addressed to a specific audience in particular. The possible reader of this book might be a literate - or better yet an Italian literate - enthusiast with no necessary knowledge of the Italian language.

In his preface, Biasin, goes through the history of the Italian literature since the nineteenth century, narrating how food is an important tool to describe characters and situations of novels. Biasin (1993:15) explains why food can be useful in narrative, "...furthermore food can become the occasion or the pretext to affirm or establish positions of authority or subordination (like Don Rodrigo's guests in *I promessi sposi*), or of rebellion (like Cosimo di Rondò faced with a dish of snails in Calvino's *Il barone rampante*), or even of fantastic and free play Marcovaldo, also in Calvino, as well as Emilio Salgari's exotic heroes are memorable.".

Thanks to extracts from the seven Italian novels, he critically explores the uses of food in the novel and “of the flavors that the novel, the literary genre of modernity, can offer the reader” (Biasin, 1993:28).

3.4.2 *The novels*

The first chapter is dedicated to *I promessi sposi*, one of the most famous novels of the Italian literature. History and fiction, politics and economics are all characters of the novel and “famine is the historical and precise manifestation of hunger” (Biasin, 1993:30). Several extracts are analyzed by Biasin who notices that Manzoni is not interested in the food of the aristocracy, but he tries to give the setting and the atmosphere where his characters are living in. After all, Manzoni focuses on the struggle of the poor and hunger which can be seen as one of the main character, always present in the background of the novel.

The following chapter is on *I Malavoglia*, a novel written by Giovanni Verga. Also in this novel, hunger shows its presence pretty strongly. The food described in the novel is simple, due to the poverty of the family that gives the name to the novel. Food is also nominated through metaphors, proverbs and idiomatic expressions.

The third chapter analyses *Il Piacere* by Gabriele D’Annunzio. This novel focuses on luxury, eros, aesthetics and also food. The food is seen differently from the other two novels - it is not hunger, it is pleasure. The protagonist himself does not eat too much but he drinks a lot of tea, as a symbol of both exotic and aristocracy. According to Biasin, food cannot be taken in consideration in D’Annunzio’s novel because of his aristocracy ideology that

every bodily need was vulgar, and it had to be either transcendent or sublimated.

The following chapter regards *Il Gattopardo*. Giuseppe Tomasi di Lampedusa, the author, gives very rich alimentary references that are actually coherent with settings and characters (Biasin, 1993). Every occasion has its specific food and drink the ones described in the novel are mostly representing the aristocracy of the south of Italy, since the story is located in Sicily.

Following, with Carlo Emilio Gadda, food is described naturally. Abundance is well described in quantity and particularly rich ingredients as the preeminent *gorgonzola* cheese. Gadda also uses food to build incredible metaphor.

In the sixth chapter there is *Sotto il sole giaguaro*, an interesting story written by Italo Calvino. Food, here, is a central subject of the story. Food is used as a “precise social and historical referent” (Biasin, 1993:99).

Finally, in Primo Levi’s *Se questo è u uomo*, food is representative of hunger. The reality of the Lager describes the hunger as one of the Nazi’s weapon used to destroy the victims.

All these lectures have been briefly introduced to describe the book. They could be analyzed in depth in Biasin (1993) or by reading the novels themselves.

Chapter 4 - The use of Italian in some cooking classes

There are different types of Italian cooking classes. I personally had the opportunity to attend some of them in order to understand how to deal with my idea of teaching Italian through food. The very first experience was in Venice at the Istituto Venezia, a private language school that welcomes students from all over the World. A few months later, while I was in New York City, I have attended two classes for middle school students, one in the Eataly store and the other one at the Academia Barilla restaurant.

4.1 Istituto Venezia

Students who decided to attend this class were genuinely motivated because the class was not mandatory. In fact, they decided to sign up and pay for the class. They were, either briefly or for a long time, living in Venice so they were completely immersed in the Italian culture and this can be considered a further trigger to their motivation. They were students with different language backgrounds united by the same love for Italian food and culture.

Every week, students could decide whether to participate or not in these events, paying a small amount of money to have a lesson and an Italian dinner. Each week the menu changed, so the students could also decide based on their preferences.

4.1.1 The teaching materials

This paragraph aims to describe the type of work offered to the students.

Hard copies of the recipes were distributed at the beginning of the class. The copy contained four recipes:

- a. *Rotoli di carpaccio con bietina, scaglie di parmigiano e pistacchi;*
- b. *Parmigiana di melanzane (eggplants);*
- c. *Insalata di anguria;*
- d. *Sgroppino.*

The recipes follow the courses of a meal. The opening course is an appetizer made with seasonal greens, raw meat, parmesan and pistachio. The recipe is in Italian, but the language is very simple (imperative or infinitives and easy vocabulary). The entree, the well-known *Parmigiana*, is described step-by-step in both English and Italian. The procedure is more complex so, since all levels are welcome to the cooking classes, the teachers decided to contribute with a translation on the side to help the beginners. The *Insalata di anguria*, considered a side dish or a *macedonia* to serve at the end of the dinner, has the recipe in a simple Italian with verbs in their infinitive and simple vocabulary. To conclude, a typical venetian alcoholic digestive drink is explained with the recipe in Italian and a trick to prepare it in a more extravagant way.

The ingredients the students used to cook during the lesson were distributed on the cooking table like a sort of glossary to help them learn and memorize.

The teaching materials are provided in the appendix attached to this dissertation.

4.1.2 The teachers

During the lesson I attended, two teachers managed the class, which was composed of twelve adult students with different language levels. Both teachers, Anna and Marta, are Italian, but neither of them is an Italian language teacher. In fact, they cook for living, but their lesson was impeccably clear and passionate. I had the pleasure of noticing how the students really enjoyed their time, trying to learn as much language as possible.

Their approach focused on the importance of cooking more than on the language. Nevertheless, the entire lesson was taught in Italian except for particularly difficult steps that were explained in English. Noteworthy is that the teachers were always among the students. They tried to speak Italian as much as they could, working hard to interest them in many ways.

4.1.3 The lesson “Mangiacomeparli: lezione di cucina con Anna&Marta”

The lesson can be divided in three moments. For the first half hour, the teachers took their time to meet the students and verify their level of knowledge of the language and their cooking skills. This part was really important for the second phase. After they all had the chance to introduce themselves, the teachers read each recipe aloud once, and then they explained them and their history. Finally, they discussed the recipes together with the students. The second phase is the most delicate and the most amusing.

Thanks to the previous introductions, the teachers were able to divide the students into groups based on the cooking and language capabilities of each

student. Every group was asked to prepare one recipe with the help of one of the teachers.

The third and final phase was the dinner. With the help of the summer season and a terrace on a venetian *campo*, the students really appreciated the homemade meal and the *prosecco* offered by the school. At the end of the meal they prepared the *Sgroppino* together, enjoying the rest of the night chatting in Italian.

To conclude, this cooking class helped the students to:

- e. learn new Italian recipes;
- f. socialize with other students from different nationalities;
- g. gain more confidence in their language skills;
- h. compare themselves with other students from the same level.

The cooking part is, for sure, the most important because students can learn or improve their language while doing something pleasant and practical. The motivation they had to learn how to cook Italian dishes pushed them to love this experience with incredible results.

4.2 Eataly

Eataly (in New York City) provides cooking classes both for adults and for kids. The cooking class I attended was organized by the Italian American Committee on Education (IACE). This organization promotes the study of the Italian language and its culture in New York, New Jersey and Connecticut.

This class in particular was consisted of twenty middle school students from West Orange, New Jersey. They were all beginners in Italian. After the class the students followed a tour guide throughout the store, talking to the professional figures who work there everyday making cheese, fresh pasta and bread or gelato.

4.2.1 The teaching materials

Hard copies of the teaching materials were provided before the cooking classes. The school's Italian teacher gave the copies to the students, who had the opportunity to read them through before the lesson.

The materials are entirely in English, but they introduce the young students to a deeper knowledge of the culinary Italian culture.

The first recipe is the Eataly's Seasonal *Caprese*. The focus is particularly on the seasonal aspect of the Italian culinary habits. In fact, along with the recipes and several tips, there is also a list of seasonal vegetables suggested for the *caprese*.

The second recipe is *Pasta con Pomodoro, Aglio & Basilico*. The cook prepared some fresh *tagliatelle*, which in the United States of America is commonly known as *fettuccine* (the roman dialect term to indicate this kind of pasta), cooking it in front of the students.

The material utilized during the tour was extremely effective. Disguised as a scavenger hunt, the tour had the students answering twelve questions about Italian products which they had to find in the store. By doing this activity, the

students were motivated to finish the game and, at the same time, they acquired more vocabulary and learned new cultural aspects.

Teaching materials are available in the appendix at the end of this dissertation.

4.2.2 The teachers

In the lesson I attended, the school's teachers stood near the door, participating once in while saying one word or asking questions.

The real cooking lesson was taught by one of the chef from Eataly and her assistant. Everything was explained in English to facilitate the purpose of the cooking class, while the Italian language was in the background.

Eleonora, an Italian intern from IACE, was in charge of the linguistic aspect of the lesson. She helped the students by:

- a. reminding them about Italian food vocabulary;
- b. asking them questions (in Italian) to let them talk as much as they could;
- c. speaking slowly (in Italian).

Her efforts, though, were not appreciated by the class, which was distracted by the food on their desks.

In addition, the tour guide was Patricia, an American woman who could speak Italian quite fluently. She took the students around the store showing them every department and explaining their characteristics, with vivid interest and motivation. During this little tour, the students understood something more about Italian products and culture.

4.2.3 The lesson

During the lesson I attended, the cook and her assistant explained the importance of seasonal ingredients. As the lesson occurred in March, instead of tomatoes, to accompany the fresh made *burrata*, they showed them a recipe with Brussels sprouts and asparagus.

They served fresh-baked bread with imported olive oil and oregano to explain the importance of bread and oil in the Italian diet. The students had their *antipasto*.

The second dish, described in English by the chef, was *tagliatelle al sugo*. Explaining the difference between fresh and dry pasta, the chef let one of the students help her with the boiling water and salt but, basically, she cooked in front of them. While the pasta was cooking, she prepared the plain sauce in front of them and, when everything was ready, they ate it.

During the whole duration of the lesson, Eleonora tried to explain the ingredients and the dishes in Italian. However, the students were far more focused on the food served than in the lesson.

4.2.4 The tour

The second part of the lesson was the store tour. In fact, the students had a chance to take a look around with Patricia, an Eataly's expert, and to ask her all kind of questions. While the tour guide was explaining the varieties of food and products Eataly could offer, the students had a list of twelve questions to answer to by the end of the tour.

The most exciting aspect of this part is that the exercise was offered as a sort of scavenger hunt. Since they were playing, they forgot they were learning:

- a. the importance of seasonal ingredients and vocabulary of vegetables and fruits;
- b. how to make mozzarella cheese, the etymology of the word *mozzarella* and the history of *Grana Padano* and *Parmigiano*;
- c. the differences among the varieties of *pasta* and what region each type of pasta comes from;
- d. how to cook bread and the differences among the most used kind of grains;
- e. the difference between ice cream and *gelato*, tasting the *gelato* they make in the store's *gelateria*.

Learning about the variety of the Italian food culture and the vocabulary acquisition was more natural and effective during the tour than inside the classroom of *La Piccola Scuola*.

In conclusion, the students attended a two hours class with a real chef who could explain the most important characteristics of the Italian culture, even if she was not Italian. Moreover, by touching the vegetables and observing the *mozzarella* maker and the other professional workers in the store, they discovered features they could have never explored remaining seated in a classroom.

4.3 Academia Barilla

Academia Barilla, in New York City, offers its students the possibility to cook with an Italian chef. In their restaurant, located in the heart of Manhattan, between 6th Avenue and 52nd street, the Barilla staff welcomed a class of 20 best students, between 15 and 18 years old, from a high school in New Jersey. This lesson was also organized by IACE.

4.3.1 The teaching materials

The students had hard copies of two units of “A tavola con Barilla”, that is available in the appendix at the end of this dissertation.

The first one is divided into three parts:

- a. *Una ricetta: il ragù e le lasagne* - A recipe: *ragù* sauce and *lasagne*;
- b. *Il pesto alla genovese* - The genoese *pesto*;
- c. *Al ristorante* - At the restaurant.

The first two parts are very visual; with images and pictures describing the ingredients next to the questions about the recipes and their own experience with those dishes in particular, there is also a link to the Barilla’s website for the complete recipe.

The third part is dedicated to:

- d. *Come ordinare al ristorante* - How to order in a restaurant;
- e. *Come chiedere per ottenere qualcosa* - How to ask in order to get something.

Additional material offered online promotes more exercises at home. For the students to do there are also fixed dialogues with role play exercises which are very useful to work through in pairs or groups. The vocabulary is an illustrated glossary that also aims to indicate the double pyramid of good food, showing that eating healthy can also save the planet. This first unit is in Italian, with some translation in English.

The second copy I received, attached in the appendix, is a sort of worksheet for the teacher. It is divided into three parts, mirroring the unit for the students, although has some activities that are not present in the other sheets, as it is the teacher's program. For example, it suggests a brainstorming exercise for the beginning of the lesson to get the students thinking about vocabulary related to food.

Each part is divided into:

- f. Preparation/motivation phase - like brainstorming;
- g. Input phase - listening to a specific conversation;
- h. Comprehension phase - discuss about the conversation.

The lesson started 45 minutes late, so the teacher did not work as he planned. The material, in fact, was what the teacher meant to do during the class but he had to alter on the fly.

4.3.2 The teachers

Like Eataly, Academia Barilla offers a chef to teach cooking classes. Alfredo Sanna, Italian head chef of the restaurant, taught the lesson on *lasagna* and *pesto*. He tried to speak Italian, but some steps were explained in English.

The school's Italian teacher, who brought the students to the restaurant, started to walk around the table and ask questions to the students, explaining to them some of the vocabulary that they could not understand or recollect.

The third teacher was Daniel, another Italian intern from the IACE. Since the class started late, he could only talk to the students group by group, helping them follow the sheets he prepared.

4.3.3 The lesson

As it was stated before, the class did not go as planned. The students arrived 45 minutes late and the chef did not have too much time to teach the lesson. Since the main goal was to teach the students how to cook, the language component was sacrificed.

In the larger and longer table in the restaurant, 20 boys were seated. They wore aprons, and they had all the utensils they might have needed during the lesson. At the centre of the table, the cook explained:

- a. the importance of layers in the *lasagna*;
- b. how to make the perfect ragù;
- c. what *besciamella* is.

The boys were very interested and started asking questions to better understand what they were about to do. After the chef's instructions, each group started to make its own *lasagna* pans.

In the meantime, Daniel, the Italian teacher, walked around the table to help them understand the recipe that was on their sheets. Logically, the boys were more focused on what they were cooking than on the language. In fact, they did not have any the previous explanation to help them with the vocabulary as it was planned. They worked really hard and, being the best students in their classes, they were able to understand and respond to the chefs and the teachers.

Once the *lasagna* was in the oven, they continued with the *pesto* recipe. After a brief review of the ingredients, each one of them (in turns) mashed the basil and all the other ingredients in the mortars that they had on the table. Also for this second recipe, they tried to speak Italian to each other, especially when the teacher asked them direct simple questions to make the conversation fluid. When the *pesto* was finally ready, the chef cooked some *pasta* in the kitchen and, after few minutes, they all ate fresh pasta with *pesto* and the *lasagna*.

To conclude, although the lesson did not proceed exactly as planned, the students had the opportunity to do something different to improve their level of Italian. In fact, they learned how to cook and they enhanced their speaking skills. The manual activity component is the most important because it helped them a lot. Unfortunately, the element food culture has not been particularly taken in consideration in this class. However, with the right presentation of the ingredients and implementation of specific exercises, the lesson would have been even more productive and effective.

The aim of this dissertation is not to criticize other's work. These experiences helped me to understand what kind of lesson I wanted to teach. First of all, I

believe that the three lessons described in this chapter can be classified as cooking classes. It is certain that every student went home with general knowledge of Italian food culture and strong knowledge of the dishes prepared by the cooks and teachers. Some of them also learned new vocabulary related to food.

I consider Academia Barilla to be the one that tried hardest to teach the language, unfortunately, it did not succeed due to a matter of time. However, the students spent a lovely morning with an Italian chef learning how to make *lasagna* and *pesto*. They learned new vocabulary and I honestly believe this is, overall, an important goal.

Eataly would have also been more prolific if the teachers tried to focus on the language. Since the chef was not Italian the students were focused on the recipes (taught in English) and on the food, so they did not acquire any particular language skills. However, the tour was very pleasant and they were all motivated to learn more so they enriched their vocabulary and cultural comprehension.

In the middle of these two types of lessons, I would put the Istituto Venezia. The goal was to educate students on the traditional Italian dishes and culture, not to teach the Italian language. They succeeded and, with the help of the location and the presence of three Italian native speakers, the advanced students who wanted to practice the language found the perfect environment to practice and improve their skills.

The cooking class that will be described in the following chapters aims to teach the Italian language for a beginner/pre-intermediate class of six students, through grammar exercises built around traditional Italian recipes.

Chapter 5 - Language and food at the Cultural Association of the Molise Region: a case study

The research for this dissertation has been conducted at the Cultural Association of the Molise Region in New York City, where I personally volunteered as Italian teacher for a class of six students.

The following chapter will describe the approach, the teaching materials and the students of the course, focusing on the case study conducted from January to March 2016.

5.1 The study

The research that will be developed in the following chapters aims to prove that food can be considered an interesting trigger to teach Italian as a Foreign Language. For the majority of students, understanding the grammar or reviewing a grammar argument in particular would be easier when utilizing practical activities instead of traditional exercises. For further information, consult Balboni (2013), as the materials provided in the following paragraphs make reference to this volume but will not quote it per se in the chapter.

5.1.1 Prerequisites and motivation

In order to start this kind of research, some factors have to be taken into account such as:

- a. the interest in the language and in the history of the country;
- b. the motivation of the students;
- c. a prior, even basic, Italian language background;
- d. a slight interest in cooking may facilitate the acquisition.

Of all the theories on motivation, the *modello tripolare* will be considered the most suitable for the purposes of this dissertation. The three poles, intended as feelings, that motivate a student are:

- a. the obligation: this kind of motivation does not lead to the acquisition of the language because what has been studied becomes part of the short-term memory and it will only be useful during texts or exams, everything will be easily forgotten afterwards;
- b. the need: it is a rational motivation but has two limits. It has to be sensed, meaning that it is not as easy, with the foreign language acquisition, as it could be for non-native English speaker to study English. It works until the student feels satisfied with what it has been acquired, but the personal level of satisfaction might not be the same as the one required to be;
- c. the pleasure: it is the most effective motivation. It encourages the student to be passionate about what he/she is studying. It can be the pleasure of studying a foreign language for someone who loves traveling or wants to settle down in another country but also for the pleasure of learning itself.

5.1.2 The role of the teacher and the affective filter

The work of the teacher is extremely important. Materials and topics have to be chosen wisely; in fact, how the teacher outlines each lesson can lead to different results. The pleasure taken from different kinds of materials helps keep the attention of the students, but during the phase of corrections, errors and mistakes, they cannot be used to humiliate or demean the student in front of the classmates. The humiliation could lead to a raising of the affective filter which is extremely important during the acquisition. The affective filter is a metaphor to describe a process made by chemical stimuli. When the student is relaxed, the adrenaline becomes noradrenaline, a neurotransmitter which facilitates the acquisition; however, when the student is scared or in a state of anxiety, the affective filter raises, due to a steroid impeding the noradrenaline from working and clashing with the amygdala (the gland that protects from unpleasant events) and the hippocampus (the important gland that helps activate the memorization). The affective filter is a self-defense mechanism caused by:

- a. state of anxiety: often some activities may lead to anxiety while some others do not, sometimes the same activity can be dangerous or very productive at the same time;
- b. activities that scare the students and endanger them in front of the classmates: the teacher cannot ask a student to speak in front of the others if he/she is not confident in his/her level of the language because it would scare him/her;
- c. activities that threaten the student's self-esteem: a dictation exercise that is not auto-correct and other exercises might scare the student resulting in an absence of acquisition;
- d. intimidating complex activities: the pessimistic student who often believes that he/she cannot acquire a language does not feel at ease with

comprehension activities at the beginning of a new unit, unless this is particularly facilitated.

Moreover, when the affective filter is not raised, for example during pleasant activity, the Rule of Forgetting helps the student to acquire without realizing that he/she is learning (Krashen, 1983). Being part of a ludic event, a game or a practical activity, distracts the class from the argument of the lesson and lets them focus on the result of the activity, like trying to win. The nature of the acquisition due to ludic activity is strong and long-lasting.

5.2 The students

The class was composed of eight students. I could only work with six of them because the others could not join the class in those weeks. It is important to notice that I have known the students since September 2015. Most of the students I knew signed up for the second cycle (of ten lessons) after Christmas, so I was aware of the level of the students.

Unfortunately the level was uneven. Being a Cultural Association that provides Italian lessons, among other things, students see the classes more as recreational meetings. They feel at ease not mastering the language because they share passion for Italy and its culture, so even if they try to speak and understand as much as they can they do not study at home. As a consequence, positive results have always been rare. The language is not considered a top priority, even though some of them reached an intermediate level through the years.

To better analyze the students, I decided to divide the class into three groups:

- a. the intermediate students;
- b. the long-term beginners;
- c. the beginner.

What interested me the most, for the aim of this dissertation, is their knowledge of:

- a. the simple present, including irregular verbs and auxiliaries;
- b. the subject pronouns;
- c. the vocabulary of food.

I based my lessons on the test (see 5.4.1) they took the week before the first lesson.

5.2.1 The intermediate

Three of the students can be considered intermediate. Not only are they able to hold a conversation in Italian but they also feel confident with basic grammar topics.

These three students in particular have been studying Italian for several years, including at the Cultural Association of Molise Region for the past two years.

They all feel confident enough to introduce themselves and start a conversation in Italian, but their writing skills are not as strong. The errors they usually make are:

- a. gender and number agreements;
- b. tenses;
- c. false friends influenced by Spanish.

One of them, in fact, is from Argentina but from an Italian origin family, although she never spoke Italian with her family members.

The other two students are mother and son. The mother is 69 years old and is a curious and fast learner student. She has been studying Spanish too, and for this reason sometimes she mistakenly uses Spanish words.

The son is married to an Italian. In his work environment, he is in contact with a lot of Spanish people and as a consequence he can get confused very often as well.

The three of them travel to Italy at least once a year for vacation.

5.2.2 The long-term beginners

There are two students that I would label as “long-term beginners” because they have been studying Italian for a while but their knowledge of the language and their confidence is still very poor.

One of them has been taking classes at the Cultural Association for five years. He is only most recently showing improvement, but he cannot be considered intermediate. His wife is of Italian origin, but they never speak Italian at home.

The other one has studied Italian for two years, but he is the least motivated. In fact, as he is also very shy, he never shows enthusiasm and he rarely speaks of

his own accord. He struggles to memorize and remember even the simplest vocabulary. His fiancé is Italian, but they speak English. They both travel to Italy at least once a year for vacation.

5.2.3 The beginner

The beginner is a new young student who started to attended his first Italian course in September 2015.

He loves the language and the culture and he wants to improve his skills. He is an extrovert and he expresses his creativity in many ways. Working in the fashion industry, he is really motivated to learn as much as he can because he is planning to attend a course in Italy soon. He feels confident with most of the topics instructed so far, but he has only studied the present simple and the gerundive. His vocabulary is rich enough to start a simple conversation. Thanks to practical activities and games provided in class, he learns faster and easier.

5.3 The approach

The practical Italian cooking class, that has been taken in consideration as the main point of this dissertation, aims to prove that learning Italian while cooking is a good method to fix and review grammar rules.

The aim of the research is to prove that teaching Italian, as a FL, through cooking classes is appealing and productive.

The deductive approach has been chosen to fulfill this research. The approach is composed by several phases that can be resumed as follows:

- a. the theory;
- b. the hypothesis;
- c. Observation/Test;
- d. Confirmation or Rejection.

As it has been observed (in 5.1), literature believes that practical activities can trigger motivation and reinforce acquisition. The Rule of Forgetting is extremely important; thanks to it, students - even the less motivated - feel at ease in class and they can learn while doing something different.

Having explained these reasons, my hypothesis is the following:

In a class of six Italian FL learners, the majority of the students, after the cooking class, will be able to:

- a. remember new grammatical structures;
- b. feel more confident in their level of spoken language;
- c. make up simple sentences using indicative present simple verbs and direct pronouns.

In order to confirm the hypothesis, a test will be submitted to the students one week after the cooking class. The test will have a maximum of 30 points. The research will be considered successful if the majority of students achieve 18 points or more.

5.4 The teaching materials

Teaching materials will be initially presented in this paragraph and they will be further analyzed in the final chapter, as the environment of the class also needs to be observed. The material is available in the appendix.

5.4.1 The pre-test

Before any of the lessons were planned, I had to make sure the students were aware and confident of some simple grammar structures, such as the indicative present simple and the basic food vocabulary. The test, which is accessible in the appendix, consisted of a few grammar topics and four statements on how the students feel about one topic or another. Five out of six students were present the day of the test. The pre-test, called “Where do I stand? Inventory”, is a sort of text that the teacher of the Cultural Association of Molise Region often presents to her students to verify if she can move onto a new topic or not. She hardly moved beyond the indicative.

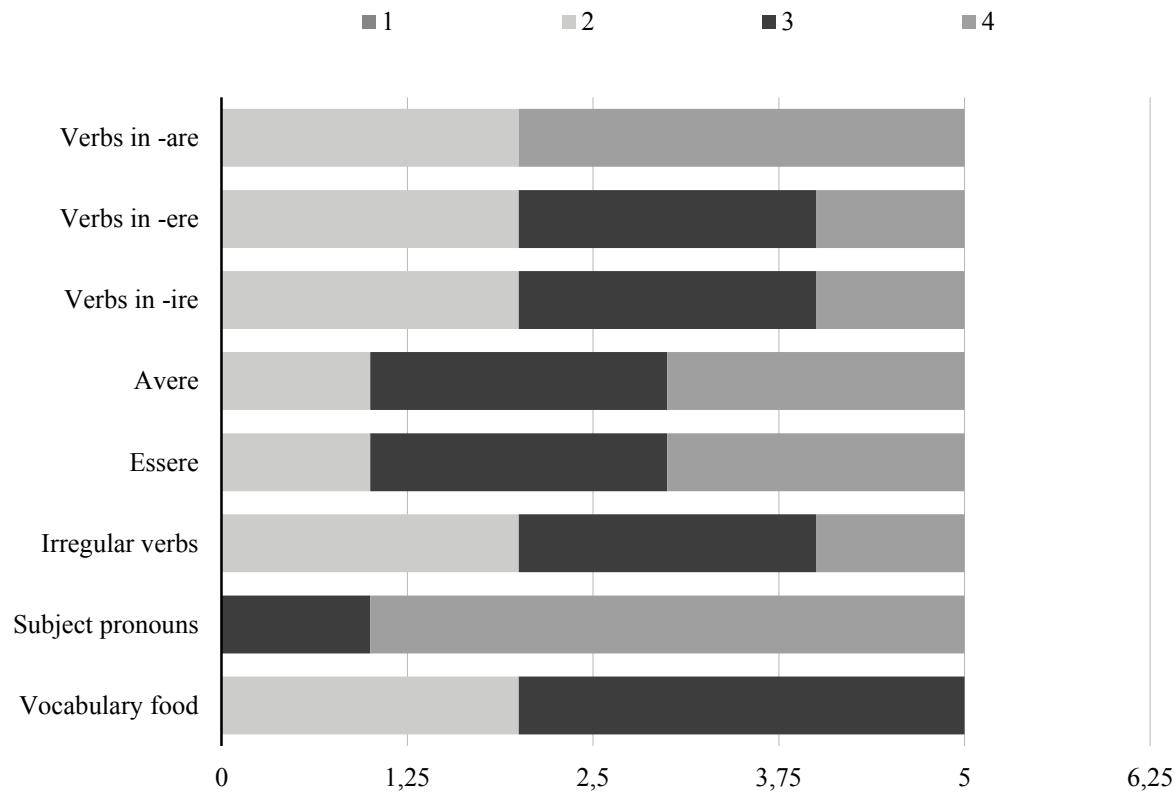
The statements are:

1. “I don’t understand it and I can’t do it at all”;
2. “I’m somewhat familiar with it but I can’t do it on my own”;
3. “I can do it but it takes me a long time to think it through”;
4. “I understand it and I can do it”.

The following eight language tasks are the ones I was interested in:

- a. Conjugate regular -are verbs in present tense;
- b. Conjugate regular -ere verbs in present tense;
- c. Conjugate regular -ire verbs (both kinds) in present tense;
- d. Conjugate avere in the present tense;
- e. Conjugate essere in the present tense;
- f. Conjugate irregular verbs in the present tense: examples: fare, andare, dare, stare, venire;
- g. Subject pronouns: *Io, tu, lui/lei, noi, voi, loro*;
- h. Vocabulary: foods, including meats, fruits and vegetables.

The numbers of the statements above will aid in the understanding of the results in the following graph 4, which shows the percentage of the answers.



[Graph 4]

Based on their responses, nobody was completely unaware of the selected arguments and all the other responses show more confidence.

Based on the number at the bottom of the graph, approximately two students did not feel fully confident with the selected categories, except for the “subject pronouns” which appears to be the least problematic. Both the regular and irregular conjugations have a larger number of confident students, which was important for the research because the verbs used for the recipes are mostly in their present simple form.

The auxiliaries’ conjugations reported the same results, in fact, only one student was familiar, but could handle it on his/her own, while the other four leaned towards the two more positive statements.

The food vocabulary section found two students partly familiar with the argument while the others were more confident, but still in need of more time to think about it.

As the results were fairly positive, I decided to proceed with two new grammar topics. To follow, a lesson to fix the new topics seemed reasonable and, finally, the cooking class when students had the kitchen at their disposal. In fact, the objective was to give them the opportunity to cook while practicing their Italian language skills.

5.4.2 The lessons

The first lesson aims to introduce the new grammar topics:

- a. partitive articles;

b. indirect pronouns.

These topics are not easy, and I considered that when planning the lessons. But since the students are familiar with other pronouns and some of them had asked me what was the translation for *ne* several times before, I decided to put them to the test.

After a grammar introduction made of examples and translated in English, there were exercises and a recipe: *La frittata con le cipolle* (Iacovoni, Persiani, Fiorentino, 2004). In order to complete the recipe, they had to conjugate verbs and use pronouns. Furthermore, I provided them with an illustrated glossary to study before the following lesson (Voltolina, 2008).

Two students did not come for the second lesson (and I knew it in advanced). Fortunately, the three I considered beginners were present, and I decided to review the new grammar topics through another recipe. One of the student is vegan, so I suggested to work on *Verdure Grigliate* and the importance of bread. Since I did not have the chance to grill vegetables during the class, I brought homemade bread and grilled vegetables to demonstrate, them and we ate together at the end of the lesson. To better work on vocabulary, I also provided a crossword puzzle. The material is attached in the appendix.

For the cooking class I decided to work on:

- a. *la bruschetta al pomodoro*;
- b. a traditional dish from the Molise region, *Le scrippelle in brodo*;
- c. *la macedonia di frutta*.

The material for this cooking class has been chosen from *Buon appetito! tra lingua italiana e cucina regionale* (Iacovoni, Persiani, Fiorentino, 2004). The

students, divided into three groups, worked together. In order to complete the recipe, they had to finish the grammar exercises. Once their exercises were completed, they could start to cook.

To keep their attention, while everything was in the oven, I presented them with some idiomatic expressions and sayings related to food.

5.4.3 The final test

During the fourth week, I gave the students thirty minutes to take a test. The test was composed of:

- a. a multiple choice exercise on the pronouns;
- b. a fill-in-the-gaps exercise on the partitive articles;
- c. an exercise to organize words in sentences;
- d. a true or false choice on the food vocabulary;
- e. a writing skills exercise of two sentences, to resume the activities of the cooking class.

Every exercise was connected to food and to the cooking class they attended the week before. Each exercise was worth 5 points, except for the third which was worth 9 points and the last production which was worth 6. The total score was 30 and the passing mark was 18. The test will be discussed in the following chapter, and it is also attached in the Appendix at the end of the dissertation.

Chapter 6 - The results

This final chapter serves to show the positive results of the research conducted at the Cultural Association of Molise Region in New York City. Not only will the results be shown, but this chapter will also describe how the classes took place.

The class's environment is extremely important to determine the student's level of improvement. The method of teaching used in class follows the approach of the three PPP of Presentation, Practice and Production. In the second paragraph, the final text will be analyzed in order to show the student's writing progress. In the last paragraph, soft data will be provided to describe how communication skills can change through practical activities in group or pairs.

6.1 The teaching method and the work procedures in a class

This paragraph intends to delineate the importance of the teaching method and the procedure used in a class of beginners/pre-intermediate students. The action plan followed indications that the students themselves gave me with a test, which focused on their own feelings and confidence in grammar topics that they had previously studied. After the test, each lesson was prepared to slowly bring them to a level of natural acquisition through:

- a. structured exercises;
- b. working in pairs;
- c. focusing on only one type of vocabulary at a time.

The previously introduced food terminology helped them build a richer vocabulary without the stress of learning new words.

6.1.1 The pre-test

Before the set of lessons that leads to the cooking class, the students replied to a questionnaire regarding their confidence in their Italian. This test is described in the previous chapter. As the test was anonymous, I believe the students answered sincerely.

The atmosphere in the class is always pleasant. Students feel at ease in such environment. The grammar is never explained through traditional methods, so I had to gradually take them to the new topics, trying to interest them in a new way. The cooking class seemed the best way to captivate their attention. In fact, after the test, when I suggested a cooking class, they all looked thrilled.

6.1.2 The first lesson

For the first class, I decided to present two grammar topics:

- a. the partitive articles;
- b. the direct pronouns (*lo, la, li, le*) and the indirect pronoun (*ne*).

For my approach, I started giving the students examples instead of explaining the grammar with difficult words. I decided to focus on the presentation with

visive and oral inputs. I improvised dialogues with the students using the vocabulary that they already knew. The only part of the sentence, they were not familiar with was the one with the partitive articles. After these oral exercises, they began to understand the rules. In fact, during the practice phase, we discussed the usage of the different articles and they concluded that they followed the same rules as the definite articles. To confirm, for the final phase of production, they started to work on a sheet that I provided, which is attached in the appendix. We read other examples and the grammar rule together and then in turns they completed a fill-in-the-gaps exercise.

In the second part of the lesson, I started a conversation with one of the best students. This approach, for the presentation phase, seemed to be the smartest since I did not want them to be scared by the amount of grammar topics of the lesson. During the dialogue, in fact, I used indirect pronouns. Since everyone seemed to understand the general meaning of the conversation, I involved every student in the dialogue. During the practice phase, we discussed the possible rules of usage of the pronouns and the only common problem was the pronoun *ne*. After the explanation we found together, we read the sheet in order to fix the rule and then in pairs they completed a multiple-choice exercise. After we corrected the exercise together, some of them asked me clarifications about the new topics.

At the end of the lesson, to help them relax a little, we read through the glossary I attached at the end of the sheets (Voltolina, 2008). With that, they could reviewed vocabulary about food, utensils and verbs linked to food.

In the last half hour, we played a tick-tac-toe game with verbs. I divided the class into two groups, and they challenged each other to win the privilege to cook the main dish during the cooking class. Since there were only two teams

made up of three people, eventually I decided who was going to cook the main dish.

For homework, I left an exercise to prepare them for the cooking class. Taken from *Buon appetito! tra lingua italiana e cucina regionale* (Iacovoni, Persiani, Fiorentino, 2004), the exercise required the students to complete a recipe from Molise region: *frittata con cipolle*. The fill-in-the-gaps exercise focused on verbs and verbs with pronouns.

6.1.3 The second lesson

The second lesson was conceived as a reinforcement for the students who struggled the most with grammar and speaking activities. I knew in advance that only four students were coming to the lesson. Only one of them could be considered a pre-intermediate level student, so she helped by working in pair with the beginner.

Thanks to *Buon appetito! tra lingua italiana e cucina regionale* (Iacovoni, Persiani, Fiorentino, 2004) and *L'Italiano è servito* (Voltolina, 2008), I prepared a sheet, that can be consulted in the appendix for further examination, to work on the topics introduced the week before.

On this day, we were not allowed to use the kitchen, so I decided to grill vegetables and bake a loaf of bread at home to bring everything to the school to celebrate with the students, as a sort of *aperitivo* after the lesson.

During the presentation phase, they observed and described a colorful photograph of a basket full of vegetables that captures the attention before the text. They named every vegetable correctly, only one of them was still confused about the vocabulary but the pre-intermediate student helped him. After this

warm-up activity, we started to read the recipe together. I emphasized some of the words in bold or underlined. Therefore, during the practice phase, they read the recipe in turns and they recognized the highland grammar elements of the sentence. Some of them recollected the information from the previous week, while a few others were still confused. Anyway, they asked a few questions about the importance of the seasonal ingredients, and I explained the role of bread in Italian meals. Some of them knew the bread from Puglia and South of Italy in general, so I seized the moment to explain some difference with the type of bread consumed in the North.

Soon after, during the production phase, they worked in pairs to complete the exercise, for ten minutes. After we corrected the exercise together, we worked on a crossword puzzle on food. During both activities, they tried to speak Italian at their best, and some of them still struggled with pronouns.

At the end of the lesson, we ate the grilled vegetables and bread. They were pleased and surprised - they enjoyed the *aperitivo*.

6.1.4 The cooking class

Finally, during the cooking class, every student was present and I welcomed them with all the food we were about to cook on the desks. To warm them up I asked them to describe the food on the tables. They were all capable of naming the products and they tried to guess the recipes. One of them guessed the first recipe correctly, so I let him choose his partner. As I said earlier, I already had an idea about which students would work on the main dish, while the other two worked on the *Macedonia di frutta*.

The couples were formed by:

- a. the two pre-intermediate for the *Bruschette al pomodoro*;
- b. the other pre-intermediate and one of the long-term beginner for *Scrippelle in brodo*;
- c. the other long-term beginner and the new beginner for the *Macedonia di frutta*.

I accepted the imbalance of the first and last couple only because the two beginners get along very well. The three couples started to look at the recipes they were assigned to and after they picked up the ingredients they needed from the tables, they started to cook.

I had to stop them because I wanted them to complete the exercises first. Along with the other teachers who came to help me, we made sure that every couple finished their exercise before they started to cook. Then we monitored them and they proceeded. All the related materials have been provided by *Buon appetito! tra lingua italiana e cucina regionale* (Iacovoni, Persiani, Fiorentino, 2004). The couple working on main recipe was particularly helped because I prepared the *scrippelle* and the broth at home, and they only had to stuff them with cheese (or mushrooms for the vegan student). Then the students put the *Scrippelle in brodo* in the oven, as I told them to do, because the recipe was slightly different and I had to change some details based on the utensils we had at our disposal. However, they completed the exercise on their own.

When everything was almost ready to be eaten, I explained some idiomatic expressions related to eggs, and I gave them 10 minutes to finish the exercises on the last page of the sheet. We did not get through the proverbs because they looked tired and because the dinner was almost ready. Each couple presented its recipe to the others.

While eating, we discussed the differences between American and Italian food habits.

6.2 The students' achievements

Five students succeeded in their test, achieving a result equal or superior to 18/30. To discuss quality, improvements and mistake, the hard data will be analyzed one exercise at a time.

6.2.1 *The first exercise: the multiple choice*

The first exercise is dedicated to pronouns, and it is a multiple-choice exercise. The students must complete five simple sentences missing pronouns, choosing from three suggestions. The questions are the following:

Ex. 1 - Completa le frasi scegliendo il pronomo adatto.

1. Laura prende due melanzane, deve cucinare per cena.



le



la



ne

2. Monica non beve molta birra, beve una a cena.

la

ne

lo

3. I nonni mangiano il pane fresco, fanno cuocere almeno due ore.

la

lo

le

4. Marco invita anche Luca e Stefano a cena, conosce da molto tempo.

li

lo

la

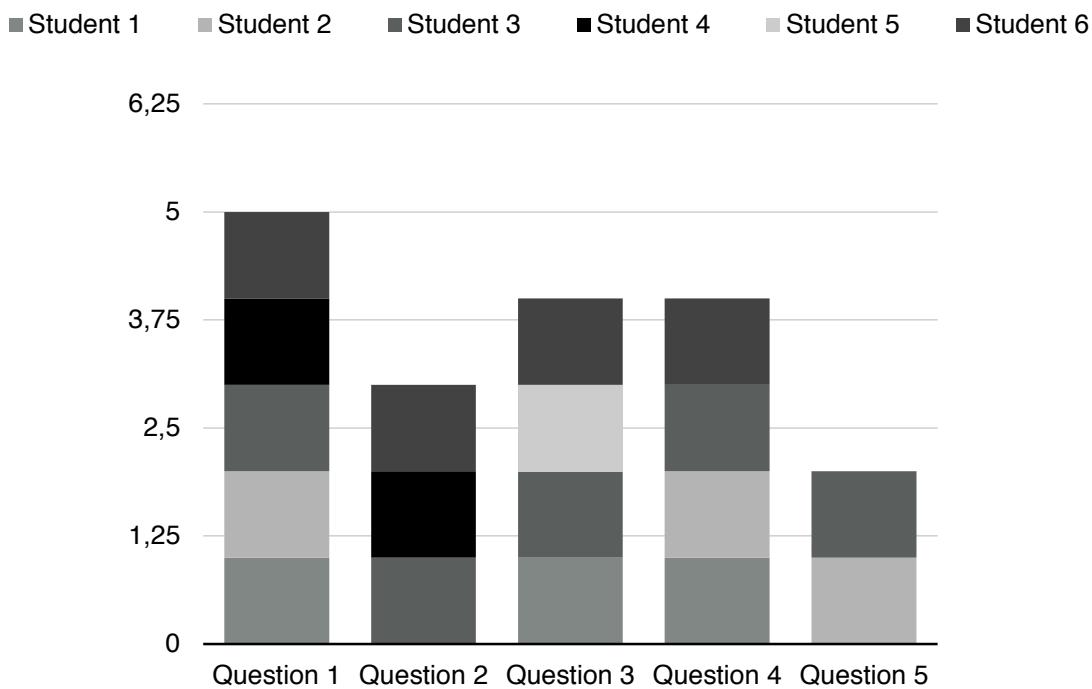
5. Elena non può mangiare dolci con le nocciole, mangia solo se è sicurissima.

la

lo

li

The questions above have the correct answers. The following chart will show the percentage of the answers.



[Graph 5]

It is clear from graph 5 that the first question has been answered correctly by five students. In fact, it can be considered easy because the pronoun “le” that needed to be chosen is very close to the term it refers to, “melanzane”. The one student who answered incorrectly chose “ne”. The second question can be classified as difficult due to the absence of a direct correspondent of the pronoun “ne” in English (which was the correct answer). However, three students answered correctly and two others responded “la”, meaning that they

understood that the pronoun had to substitute “la birra” but they did not notice the following “una”. The other student answered “lo”, showing that he did not even pay attention to the gender. Four students responded with the right pronoun “lo” to the third question while the other two responded with either “la” or “le”, meaning that they probably were not aware of the gender of the noun “pane”, which is masculine. In the fourth question there are three forenames, which could create confusion for the students; in fact, two of them answered with the pronoun “lo” instead of “li”, misunderstanding which one of the three names had to be replaced by the pronoun. For the last question, the answer was “li” referring to “dolci” but only two students answered correctly. Three of them answered “la”, probably thinking to replace the female forename “Elena”, the subject of the sentence. One student responded “lo”, showing disagreement in both gender and number.

Overall, the first exercise can be considered positive since:

- a. two students responded correctly to three questions;
- b. one student answered correctly to all the questions;
- c. one student answered correctly to four questions;
- d. one student answered correctly to two questions;
- e. one student answered correctly to (only) one question.

6.2.2 The second exercise: the fill in the gaps

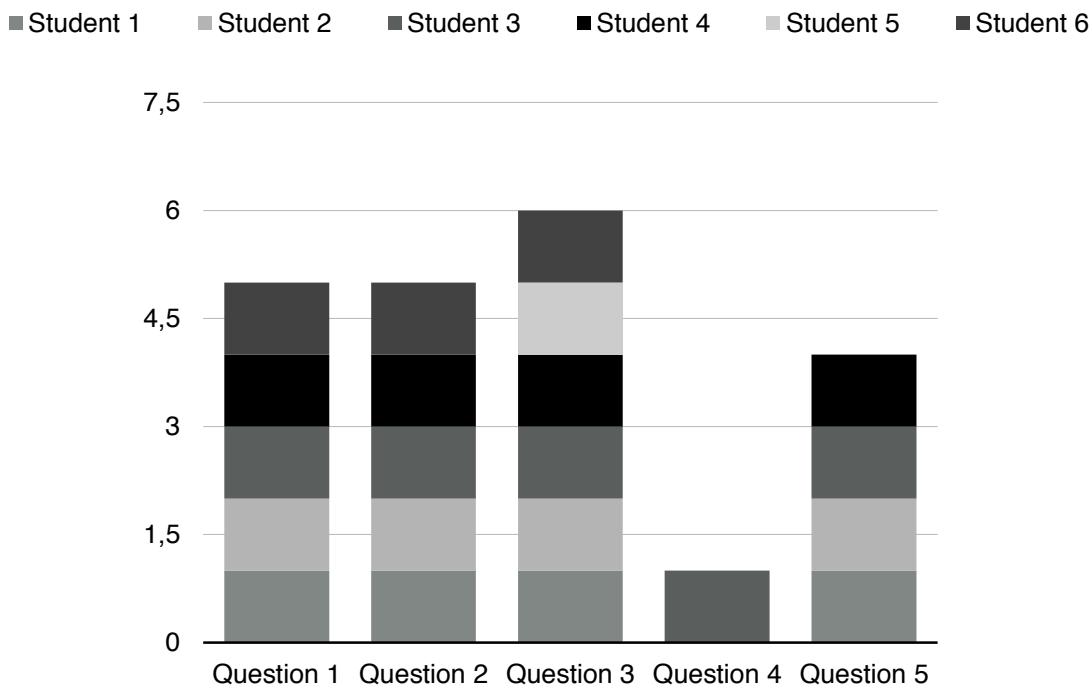
For the second exercise, the student must choose the correct partitive article.

The exercise is the following:

Ex. 2 - Completa le frasi inserendo l'articolo partitivo adatto tra *del, delle, degli, dei, dello*.

1. Marco mangia ogni giorno mandorle, fanno molto bene. (*correct answer: delle*)
2. Io non so cosa cucinare, ma ho peperoni da consumare. (*dei*)
3. Loro mangiano spinaci quando si sentono stanchi perché contengono ferro! (*degli*)
4. Riccardo fa sempre disastri quando cucina, ieri ha fatto cadere zucchero a terra! (*dello*)
5. Roberto dice che porterà vino per cena! (*del*)

The results are shown in graph 6:



[Graph 6]

The partitive articles mostly follow the same rule of the Italian definite article, so it is not a surprise that most of the students were able to complete the exercise successfully. Every student was able to recognize the plural, masculine partitive to place before a word starting with /sp/ (see the third question in the chart and in the exercise). Only one student was able to apply the same rule for the singular in the fourth question, and instead of “dello” referring to *zucchero*, they answered “degli” or “del” twice and one student answered “dei”. The wrong answers show that four of them did not realize that the noun was singular and the other one did not apply the rule of the starting consonant of the following word.

In conclusion, I considered myself satisfied because only one student answered incorrectly to four questions, but on the other hand, another student did not make any mistakes. Three students failed with one question and the beginner made only two errors.

6.2.3 The fourth exercise: the true or false

The last exercise that will be analyzed in this paragraph is a simple “true or false”. The questions concern the food vocabulary.

Ex. 4 - Scegli la risposta giusta tra Vero o Falso.

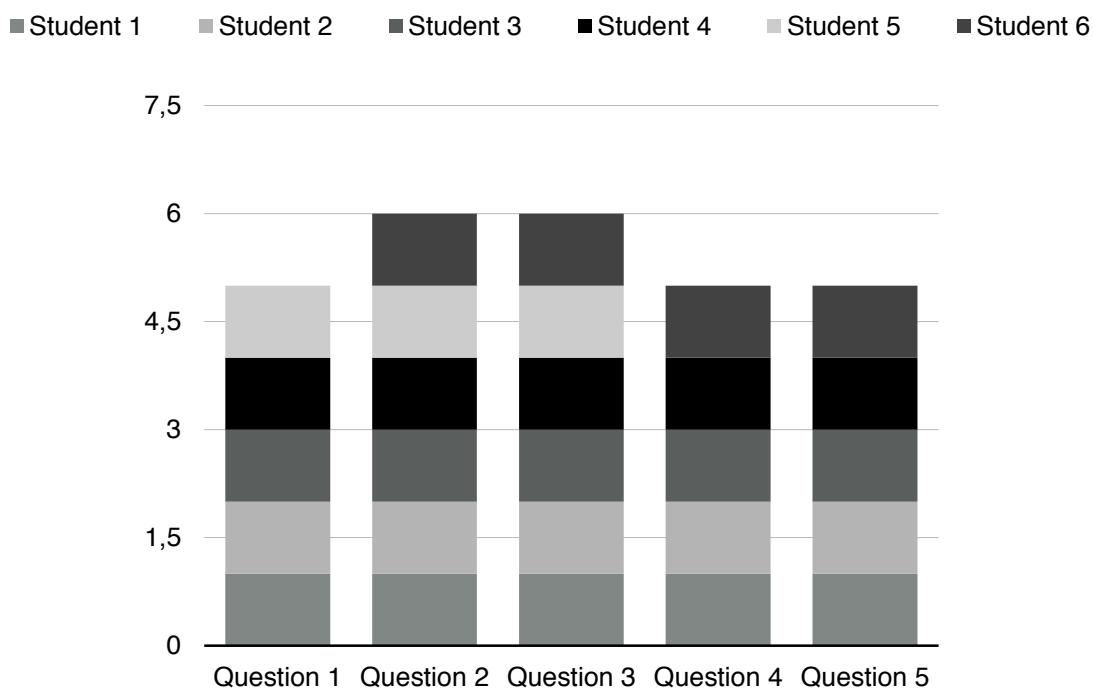
1. L'acqua è un tipo di frutta.
2. I pomodori sono sempre verdi.
3. La banana è un frutto piccolo e tondo.
4. La fragola è rossa.
5. Il limone si può spremere per condire la macedonia.

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

The first three answers are false and the last two are true. The following chart will show the answers of the students.

Due to the simplicity of this exercise, the results are remarkably positive. In fact, as it is shown in graph 7:

- a. four students answered all questions correctly;
- b. one student surprisingly got the first one wrong;
- c. one student answered “false” to all the questions, while the last two were “true”.



[Graph 7]

This exercise was meant to be easier than the others to balance the exercises that will be shown in the next paragraph. I believe that balancing easier exercises with more difficult ones would have helped the students not to raise the

affective filter, because they did not feel attacked by the teacher who is judging them by the test.

6.3 The increase in oral language skills

Because it is a private course, without final tests and evaluations, students do not study or exercise at home. Consequently, their level can hardly improve significantly. Moreover, as the class is only once a week, students tend to forget the topic they worked on the previous week.

However, in this paragraph, an observation of their written productions will be provided. It should also highlight how they have actually improved their speaking abilities. Unfortunately, for the speaking production, there are no recorded sessions, so the data are based on my remembered experience and my judgment.

6.3.1 *The third exercise: the reorganize sentences*

The third exercise of the test is composed of three sentences with misplaced words. The exercise consists of reordering the words to form a correct sentence. The sentences are taken from recipes; and the first two are very close to some of the sentences they read and used in the cooking class, while the last one is slightly different. Each sentence is worth 3 points.

Ex. 3 - Riordina gli elementi delle seguenti frasi.

1. mescolare dovete lo con succo limone di zucchero del

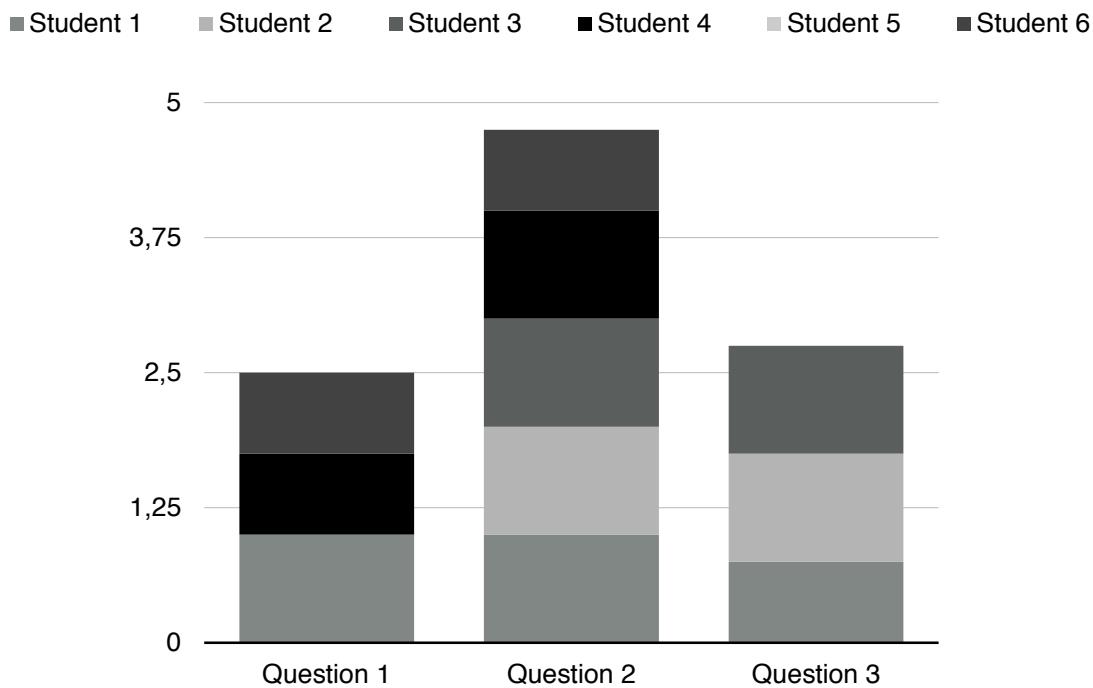
2. tagliare dei in pezzi pomodori piccoli bisogna

3. scaldare dell' puoi acqua poi e il prepari tè

The correct answers are:

1. *Dovete mescolare lo zucchero con del succo di limone;*
2. *Bisogna tagliare dei pomodori in piccoli pezzi/in pezzi piccoli;*
3. *Puoi scaldare dell'acqua poi prepari il tè.*

I expected the students to make most errors on third sentence, but the other two sentences should have been familiar to them after the cooking class. In the following chart, it is possible to observe how the students reacted to the first production exercise.



[Graph 8]

Looking at the chart is easy to understand that the second sentence was answered correctly by almost every student. Only one answered partially corrected; in fact, he received 2 points instead of 3 because he wrote “Tagliare pomodori dei in piccoli pezzi” and the student who answered “pomodori piccoli bisogna tagliare dei in pezzi” was the only one who did not answer properly. The first sentence was not perfectly reordered by anyone. Nevertheless, I accepted responses such as:

- a. “Dovete mescolare del zucchero con di limone succo”;
- b. “Dovete mescolare del zucchero con succo di limone”;
- c. “Dovete mescolare con lo succo di limone e del zucchero”.

I considered these answers 2 points, because even if they all got the partitive article wrong, they remembered the construction with the modal verb “dovere” and the infinitive typical construction of the syntax in recipes.

Two students reordered the third sentence without mistakes. Three of them did not even recognize the construction with the modal verb “potere” and the infinitive of the following verb, and so I gave them 0 points. Only one student responded correctly to the first part of the sentence “Puoi scaldare dell’acqua” and then she probably did not know how to continue. I gave this student 1 point. These results confirm that their productions are not strong enough to consider them intermediate, but that the cooking class might have helped them to fixate the rule of the modal verb with the infinitive, which was not analyzed specifically, but implied in the exercises in class.

6.3.2 The fifth exercise: the written production

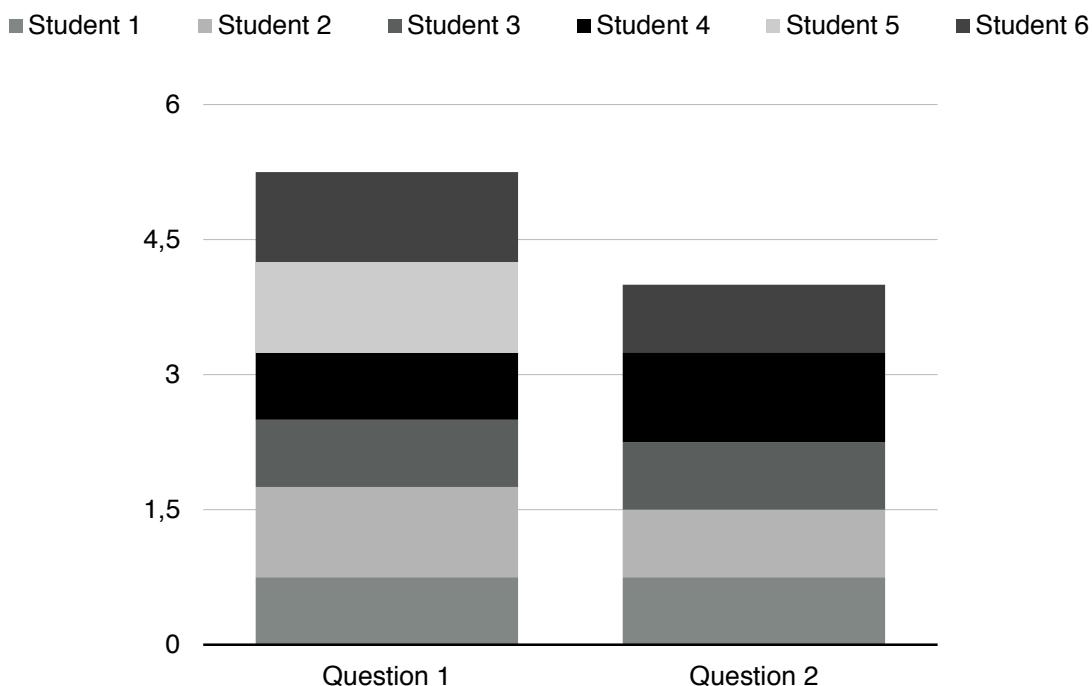
In the last exercise, the students have to write two sentences about the recipe they worked on the week before. Every sentence was worth 3 points.

Ex. 5 - Scrivi due frasi della ricetta che hai preparato la settimana scorsa.

1.

2.

The difficulty of this exercise is in the absence of helps (like the reordering activity) that they had in the previous exercise. Graph 9 will give an idea of the results, which will be discussed soon after.



[Graph 9]

By the responses of the first production, these results were not expected. The highest mark possible for this exercise is 6. Nobody answered perfectly, but 3 students achieved 5 points, I accepted sentences like:

- a. Taglio del pollo e metto nell'insalata con oglio d'olivo e balsamico e mandorle;
- b. preparato la macedonia con il succo di un limone;

- c. Sempre ho (cucino) cuoco cavolo e tofu per la mia cena ogni giorno.
Aggiungo tumeric qualche volta o riso (mi piace) e salsa di soia.

These answers show that some of them ignored the task, but that they were still able to make up sentences. Two students achieved 4 points. None of the sentences were perfect, so I gave them 2 points per sentence. Only one student was able to make one acceptable sentence and completely fail the second one:

- a. ho tagliato della mozzarella;
- b. io preparo scaldare dell'puoi aagua per degli scrippelle.

Overall, the production can be considered positive. Nobody had ever previously asked the students to make up sentences on their own. The real satisfaction came from their willing to complete more new activities and new types of exercises. I believe some of them improved strongly thanks to the cooking class challenge, as having the success of the dish as a goal the exercise became fun and motivating.

6.3.3 The speaking skills

There are no hard data available for this paragraph. In fact, the only results are given by my personal judgment and memories.

The first time I met the students was in September. They were shy, and they made mistakes due to the lack of exercises for the oral production. The teacher always tried to engage them in many ways, but they were never fully motivated to speak loud in front of the class.

I believe that they strongly improved their speaking productions. The new activity and the work in pairs have been appreciated triggers. The fear to let the classmates down by cooking something bad is also to be considered an important impulse. They feel more confident, and they want to learn more every lesson.

They still make errors and mistakes, but their attempts to speak Italian in class are more frequent, and they get better with time. Since they are curious, new activities motivate them to do better, and they spend the lesson focusing on the language without effort.

In conclusion, I consider myself satisfied as a teacher because the students truly ameliorated their Italian language skills. Their enthusiasm, due to the new methodology of teaching, can be treated as a positive reaction for the acquisition of new grammar topics. Even though one of the students did not reach such positive results, I believe that he too found the cooking lessons interesting and motivating. Unfortunately, though, his motivation was not strong enough to achieve the great results other students did.

Conclusion

The first part of this dissertation presents the concept of *Made in Italy* and the role of the 3Fs played in the world. However, the focus is on Italian food and its spread in the United States of America, specifically in New York City. Three of the main centers of diffusion of the Italian culture are analyzed in the second chapter:

- a. Eataly;
- b. Di Palo and Little Italy;
- c. Academia Barilla.

Two of them are further analyzed in the fourth chapter, which is dedicated to the spread of the Italian language through cooking classes. However, the concept of cooking classes can vary. In fact, I witnessed three cooking classes as auditor before understanding which one would be my approach. As two of the classes I attended were for children and adolescents, I decided to mimic closer to the third type of lesson, the one at *Istituto Venezia* in Venice. However, my lessons can be considered different. In fact, I offered my students two lessons before the actual cooking class, which can be considered a tool to memorize rather than learn.

In the third chapter, I described three books dedicated to Italian food. Each one of them has a particular focus:

- a. the culture;
- b. the grammar;

c. the literature.

After the analysis of these three approaches and the teaching methods described in the fourth chapter, I decided to work on my research in a different way, focusing more on the language and on the practice of cooking.

I chose a class of six students from the *Cultural Association of the Molise Region in New York*. Not only because I am from Campobasso (Molise), but also because I worked there as a volunteer since September 2015.

When I first met the students, I was not sure they would be a good fit for my idea of the cooking class. They did not speak Italian to each other, and they struggled with grammar. As a matter of fact, grammar had never been taught explicitly in the class and as a consequence they spoke by:

- a. mixing tenses they heard in their familiar environment;
- b. confusing gender and number agreements;
- c. mispronouncing lots of words, but mostly the ending vowel /e/ in Italian as /e/ in English.

However, I decided to organize clear and definite lessons to help them ameliorate their language skills. Practical activities are known to be particularly effective triggers to motivate students. I decided to present two new grammar topics, the indirect pronouns and the partitive articles, and I used the cooking class to fixate the argument. First we worked on recipes and idiomatic expressions while cooking, and after we ate together. As a result, the cooking class helped them recognize:

- a. how to use an infinitive;
- b. when to conjugate a verb in its imperative or simple present tense;

- c. the importance of articles and partitive articles;
- d. how to use pronouns;
- e. how to enrich a particular vocabulary.

On the one hand the results of this research confirmed both the level of the pre-intermediate student and one of the long-term beginner. On the other hand, the other long-term beginner and the beginner improved significantly their language skills.

The difference between the approach of the other cooking classes' and the one described in this research is that the latter is more focused on the language than on food; mostly because the target is a stationary class that worked with cooking classes in order to acquire and memorize specific grammar rules thanks to their passion for Italian food and culture.

Appendix

Giovedì 9 LUGLIO

Dalle ore 18.00 alle ore 22.00 circa

**MANGIACOME PARLI:
LEZIONE DI CUCINA con
Anna & Marta**

MENU':

- Carpaccio di manzo alla Siciliana
 - Parmigiana di melanzane
- Insalata di anguria, cetrioli, feta e menta
 - Sgroppino

spiegazione delle ricette
lezione di cucina
cena e vino

COSTO: 35 € al FRONT-OFFICE

Pagare al momento dell'iscrizione

(Harry's Bar - Venezia)

cos'è
Storse

ROTOLI DI CARPACCIO CON BIETINA, SCAGLIE DI PARMIGIANO E PISTACCHI

► INVOLTINI

Ingredienti per 4 persone

100 grammi di parmigiano in scaglie

4 fette di carpaccio di manzo

200 grammi di bietina o spinaci in foglie

60 grammi di pistacchi

30 grammi di pangrattato

Olio extravergine di oliva

sale - pepe

Tritate 40 grammi di pistacchi e tostateli in una padella per 3 minuti circa con il pangrattato e un pizzico di sale.

Mondate le foglie di bietina. Mettete tre foglie su ^{ciascuna} ~~ciascuna~~ fetta di carpaccio.

Aggiungete le scaglie di parmigiano e una manciata di pistacchi interi.

Aggiustate di sale e pepe e arrotolate le fette. Fermatele con degli stecchini.

Ungete i rotoli con un po' di olio, passateli della granella di pistacchi e pangrattato.

Cuocete i rotoli in padella con un cucchiaio di olio per un minuto, girandoli.

Aggiungere sale e pepe prima di servire

PARMIGIANA DI MELANZANE (EGGPLANTS)

Ingredienti per 4 persone

- 2 melanzane medie - MEDIUM EGGPLANTS
- 500 gr di passata di pomodoro - TOMATO PUREE
- 200 gr di mozzarella di bufala - BUFFALO MOZZARELLA
- 80 gr di parmigiano grattugiato o pecorino GRATED PARMESAN
- 1 cipolla piccola SMALL ONION
- 30 gr di farina FLOUR
- un mazzetto di basilico BUNCH OF BASIL
- olio extravergine di oliva
- sale
- pepe

Per friggere:

FOR FRYING

- 500 ml di olio extravergine di oliva

STEP ONE

- Tritare cipolla MINCE ONION
- Scaldate olio in una padella HEAT - PAN
- soffriggere cipolla SAUTE' ONION
- aggiungere pomodoro e basilico ADD T. and B.
- Cuocere 20 minuti COOK
- Aggiungere sale e pepe ADD

STEP TWO

- Sbucciare melanzane PEEL EGGPLANTS
- Affettare melanzane (1 cm) SLICE
- Mettere farina in un piatto PUT - FLOUR - PLATE
- Infarinare melanzane COVER IN FLOUR E.
- Friggere le melanzane DEEP FRY EGGPLANTS
- Asciugare con carta assorbente DRY WITH PAPER
- Aggiungere sale ADD

STEP THREE

- TEGLIA BAKING TRAY
- Fare strati con MAKE LAYERS WITH
fette di melanzana EGGPLANTS SLICES
- salsa al pomodoro TOMATO SAUCE
- mozzarella di bufala
- basilico BASIL
- parmigiano grattugiato GRATED PARMESAN
- Mettere in forno a 200 gradi PUT IN OVEN

INSALATA DI ANGURIA

Ingredienti per 4 persone.

200 grammi di anguria rossa

1 cetriolo

Mezza cipolla rossa

Alcune foglie di menta

100 grammi di formaggio feta

Olio extravergine di oliva

Sale e pepe

Eliminare i semi all'anguria

Tagliare l'anguria a cubetti

Spellare il cetriolo e tagliarlo a cubetti

Tagliare a piccoli pezzi la cipolla rossa

Tagliare a cubetti il formaggio

Mettere tutti gli ingredienti in una ciotola e condire con olio, sale, pepe

SGROPPINO

SGROPPINO deriva dal verbo "Sgropar".

DOMANDA: Cosa può significare, secondo voi, "Sgropar"?

INGREDIENTI PER 4 PERSONE

- 2 bicchieri di prosecco
- 2 bicchierini di vodka
- 300 grammi di gelato al limone

Mescolare il gelato al limone con il prosecco e la vodka al limone fino ad ottenere un impasto omogeneo. Versare il sorbetto in calici sottili.

PICCOLO SEGRETO: Per uno sgroppino più "digestivo" più "sfizioso", mettete nel fondo del bicchiere un po' di liquore alla liquirizia, poi versare lo sgroppino e aggiungere un po' di buccia di limone grattugiata.



SCAVENGER HUNT ("CACCIA AL TESORO")

1. Name 6 fruits & vegetables **in Italian** that are sold in Eataly.



2. Find 2 fruits or vegetables that you have never heard of. Find out where they are from.

3. What are 2 fruits or vegetables that are **in stagione**? Why do we prefer to eat foods that are **in stagione**?



5. What is a difference between **mozzarella** & **Parmigiano Reggiano**?

6. What does it mean when a product is "**DOP**"?

7. How much does a wheel of **Parmigiano Reggiano** weigh?

8. How long is the aging process?



9. What is the main difference between fresh pasta and dried pasta?

10. Where do the following pasta shapes get their name? From what region did they originate?



Orecchiette _____



Tagliatelle al nero di seppia _____



Maccheroni alla chitarra _____



Agnolotti del Plin _____



Bucatini _____



II. What 3 qualities make Eataly's bread so special?

12. What are the differences between ice cream and gelato?



YOU ARE WHAT
YOU EATALY



Caprese Stagionale con Verdure Arrostite (Caprese Salad with Seasonal Market Vegetables)
Recipe courtesy of Nicoletta Grippo

Yield: 4-6 servings

6 cups seasonal vegetables (see next page for suggestions)

10 ounces fresh mozzarella or Burrata

Extra virgin olive oil, to taste

Balsamic Vinegar (optional)

Flaky sea salt, to taste

Preheat the oven to 375°F.

Scrub and wash vegetables, if needed, and cut into pieces. Lay out the seasonal vegetables on a baking sheet lined with parchment paper. Drizzle the vegetables with extra virgin olive oil and salt, to taste, and toss to make sure all vegetables are evenly coated. Place the vegetables in the oven and roast until tender and can be easily pierced with a fork. Remove from the oven and let cool slightly.

With a sharp knife, cut the mozzarella into wedges and transfer them to a serving platter. Arrange the cooled vegetables with the mozzarella and dress with a final drizzle of olive oil, balsamic vinegar, if using, and finish with sea salt, to taste.

Note: A caprese can be served with either roasted or raw vegetables. Vegetables found in the spring and summer months are delicious when served thinly sliced and dressed lightly with olive oil, salt, and pepper.

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*As always, this recipe is meant to be a guideline.
Cooking is not always an exact science, so enjoy making it your own!
For more information, please visit www.eataly.com/nyc-school.*

Seasonal Vegetable Suggestions for Caprese

Spring:

Asparagus - cut on a bias
Beets - cut into small pieces or shaved on a mandoline
Peas - shelled
Radishes - cut into eighths
Sprouts

Summer:

Beets - cut into small pieces or shaved on a mandoline
Carrots - small ones, cut into quarters the long way
Cauliflower - cut into florets or shaved on a mandoline
Celery - cut thinly on the bias
Corn - cut off of the cob
Cucumbers - cut in half, seeds removed, cut into thin strips on the bias
Green beans - in 1-inch pieces, cut on the bias
Peppers - cut into thin strips
Purple Cabbage - shredded
Snap peas - in 1-inch pieces, cut on the bias
Summer squash - shaved on a mandoline
Tomatoes - cherry, cut in half

Fall:

Beets - cut into small pieces
Brussels sprouts - cut in half, cut out core and use leaves or shred
Celery root - thinly sliced
Fennel - cut into small strips or sliced on a mandoline
Green beans - in 1-inch pieces, cut on the bias
Peppers - cut into thin strips
Purple Cabbage - shredded
Radishes - cut into eighths
Winter squash - peeled and cut into small pieces

Winter:

Beets - cut into quarters
Carrots - small ones, cut into quarters the long way
Celery root - thinly sliced
Purple Cabbage - shredded
Winter squash - peeled and cut into small pieces

As always, this recipe is meant to be a guideline.

*Cooking is not always an exact science, so enjoy making it your own!
For more information, please visit www.eataly.com/nyc-school.*



Pasta con Pomodoro, Aglio & Basilico (Pasta with Tomatoes, Garlic & Basil)
Recipe courtesy of Lidia Bastianich

Yield: 6 servings

1 (35-ounce) can peeled Italian plum tomatoes, seeded & lightly crushed, with their liquid
1/4 cup extra virgin olive oil
3 garlic cloves, crushed
8 leaves fresh basil
1 pound short pasta
Salt, to taste

Crush the tomatoes as finely as possible in a bowl with a wire whisk.

In a medium-size non-reactive saucepan, heat the olive oil over medium heat. Add the crushed garlic cloves and simmer until the garlic is a light golden brown. Remove the cloves from the oil and add the crushed tomatoes to the pan, season lightly with salt and heat to a simmer. Simmer the tomato sauce over medium-low heat, stirring occasionally until thickened, about 10 minutes.

Meanwhile, fill a large pot with salted water and bring to a rolling boil. When the tomatoes are nearly done, drop the pasta into the boiling water, stir and return the water to a boil.

When the pasta is *al dente*, remove it from the water, drain for a moment and drop it into the skillet, still over low heat. Coat the pasta with the tomato sauce. Remove the skillet from the heat, and toss the pasta with the torn basil leaves. Serve immediately.

*As always, this recipe is meant to be a guideline.
Cooking is not always an exact science, so enjoy making it your own!
For more information, please visit www.eataly.com/nyc-school.*

March/Marzo in Stagione

Fruit/Veggie	Single	Plural
Apples	La Mela	Le Mele
Cabbage	Il Cavolo	I Cavoli
Carrots	La Carota	Le Carote
Garlic	L'Aglio	L'Aglio
Mushrooms	Il Fungo	I Funghi
Onions	La Cipolla	Le Cipolle
Parsnips	La Pastinaca	Le Pastinache
Potatoes	La Patata	Le Patate
Radishes	Il Ravanello	I Ravanelli
Sprouts	Il Germoglio	I Germogli
Sweet Potatoes	La Patata Dolce	Le Patate Dolci
Turnips	La Rapa	Le Rape
Winter Squash	La Zucca	Le Zucche

A TAVOLA CON BARILLA



Buongiorno a tutti e benvenuti al laboratorio linguistico-gastronomico
“A tavola con Barilla”
organizzato da IACE e Academia Barilla Restaurants.



Italian American Committee on Education



PARTE PRIMA

“Una ricetta: il ragù e le lasagne”



Ciao ragazzi, conoscete questo piatto della cucina italiana?

Quali sono gli ingredienti?

<http://www.barilla.it/ricetta/lasagne-classiche-allabolognese>

Ingredienti del ragù:

INGREDIENTI



Preparazione

Tritare le verdure



Soffritto



Carne macinata



Aggiungere il vino



Aggiungere il pomodoro



Besciamella



Burro



Farina



Latte



Sale



Noce moscata



Sfoglia (pasta)



Parmigiano reggiano



SECONDA PARTE

“Il pesto alla genovese”



Avete provato il pesto alla genovese?

Come si fa il pesto alla genovese?

<https://www.youtube.com/watch?v=C9BNpDKP4SU>



Ricetta Barilla:

<http://www.academiabarilla.it/italian-food-academy/spezie-aromi-condimenti-salse/pesto-all-genovese.aspx>

Ingredienti:

Basilico, aglio, pinoli, olio extra-verGINE di oliva e parmesano reggiano.

Il mortaio

TERZA PARTE

"Al ristorante"

- Come ordinare al ristorante (How to order in a restorant)
- Come chiedere per ottenere qualcosa (How to ask in order to get something)

PASTA EVERY DAY, A NEW PASTA SHAPE		PIZZA THIN CRUST, JUST LIKE IN ITALY		INSALATE ALL NATURAL FRESHINGREDIENTS	
BUCATINI AL POMODORO	\$8.75	MARGHERITA	\$8.75 - \$10.75	FRANCINELLA	\$8.95
Fusilli Puttanesca	\$8.95	Tomato, mozzarella, basil, EVOO (Cal. - 875)		Rosmarini, tomato, cucumbers, olives, romaine, goat cheese, sun-dried tomato, Balsamic dressing (Cal. - 375)	
PENNE ARRABBIATA	\$9.50	SALAME	\$7.50 - \$11.50	HIBISCANTE	\$9.50
Spaghetti alla bolognese	\$9.95	Tomato, mozzarella, salame (pepperoni), EVOO (Cal. - 225)		Delicatessen, rosemary chicken, apples, caramelized walnuts, cranberry & orange, arugula, balsamic mustard (Cal. - 675)	
SPAGHETTI AL POPOTTINE	\$9.95	CAPRICCIO	\$7.95 - \$11.95	NUZZI WILDE	\$9.95
Spaghetti with meat sauce, bolognese (Cal. - 425)		Tomato, mozzarella, ham, olives, mozzarella, artichokes, EVOO (Cal. - 760)		Mixed greens, bacon, arugula, onions, tomatoes, balsamic dressing (Cal. - 450)	
LASAGNA	\$10.95	ORTOLANA	\$6.95 - \$10.95	PORTO PIZZO	\$9.95
Baked pasta, layered with meat sauce and bechamel (Cal. - 450)		Prosciutto, mozzarella, blue cheese, wild arugula, shaved Parmigiano (Cal. - 810)		Rosemary chicken, Portobello, shaved Parmigiana, Balsamic dressing (Cal. - 400)	
TORTIGLIA AL FRIZZIO	\$9.95	RUSTICA	\$8.50 - \$12.50	MEDITERRANEA	\$7.95
Shredded ricotta filled, leavening Pecorino Romano D.O.P. (Cal. - 860)		Italian Sausage, mozzarella, tomato sauce, roasted bell peppers, lightly spicy (Cal. - 700)		Mixed greens, lemon, tomatoes, artichokes, onions, balsamic dressing (Cal. - 400)	
SPAGHETTI PRIMAVERA	\$8.95			QUINDICI VIE DELI	\$8.75
Whole grain pasta, grilled seasonal vegetables, EVOO (Cal. - 475)				Quinoa, mixed greens, seasonal vegetables, carrots, basil-lemon dressing (Cal. - 180)	
KALEALLE GENOVESI	\$9.50				
Blended kale, alfredo pesto Genovese & fresh ricotta, sliced tomatoes (Cal. - 725)					
LINGUINE MARÉ RIO	\$11.50				
Seasoned shrimp, sliced escargot, EVOO (Cal. - 850)					
FUSILLI MONTANARA	\$9.95				
Roasted chicken, mozzarella, cream sauce (Cal. - 700)					
OPRESCHETTI PUGLIESI	\$9.95				
Italian sausages, broccoli, roasted parmesi, cherry tomatoes, parmesi cheese (Cal. - 430)					
PASTICCIO DI VEGGETARI	\$10.95				
Vegan and vegetarian layered with bell peppers, leeks, onions, Pecorino Romano (Cal. - 500)					
LINGUINE YESSUD	\$11.95				
Meringue, calabrian olive oil, capers, spicy romano sauce (Cal. - 630)					
RIGATONI MANTOVANI	\$9.95				
Butter and sage, mushrooms, basil, basil and parmesian (Cal. - 560)					
ZUPPE FULL OF LOVE, WARMTH & TRADITION					
MATATHALLO GO	\$11.50	GRATTINATO	\$11.9	SAN PELLEGRINO MINERAL WATER	
CHICKEN	\$11.00	FRESH VEGETABLES	\$12.00	ACQUA PIANA	DYED COKE
SAUSAGE	\$11.00			SAN PELLEGRINO MANGIAVIA	SPRITE
SOUP OF THE DAY				SAN PELLEGRINO LARONATA	FLAVORED TEAS
Our soups are organic soups, made daily with fresh ingredients and traditional techniques.				SAN PELLEGRINO POMPELMO	COFFEE & COFFEE DRINKS
				SAN PELLEGRINO ARANCIA ROSSA	BEER & WINE

PIZZA | THIN CRUST, JUST LIKE IN ITALY

INSALATE | ALL NATURAL FRESHINGREDIENTS

PANINI | THE BEST THING SINCE SLICED BREAD

DOLCI | THE POWER OF SWEETNESS

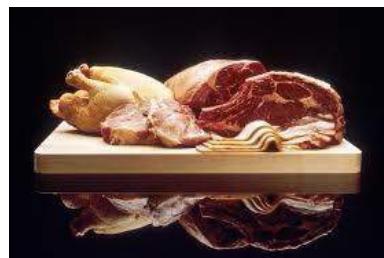
BEVANDE

YOU CAN FIND A SELECTION OF BEER, WINE AND NON-ALCOHOLIC BEVERAGES AT OUR COFFEE BAR.

Risotto



Carne



Pesce



Verdura

Frutta



□ **Come ordinare al ristorante** (*How to order in a restaurant*)



Video disponibile qui: <https://www.youtube.com/watch?v=wo7putsAKfU>

Here is a slower and funny version! <https://www.youtube.com/watch?v=XvJUZxHTaNQ>

1. Dove mangiano i ragazzi, al ristorante o in trattoria?
2. Che cosa ordinano "da mangiare"? (Che cosa mangiano?)
3. Che cosa ordinano "da bere"? Vino rosso o vino bianco? Acqua naturale o frizzante/gassata?

Come ordinare al ristorante:

- **Io prendo... le lasagne**
- **Io vorrei... un risotto agli asparagi**
- **Per me (invece)... gnocchi al pomodoro**

Role play: cameriere/clienti

A = due clienti

B = Cameriere

Saluta

Saluta

Chiede: "volete ordinare?"

Guarda il menu e ordina

"... e da bere?"

Risponde

Si congeda

□ **Come chiedere per ottenere qualcosa (How to ask in order to get something)**

Cosa manca sulla tavola?

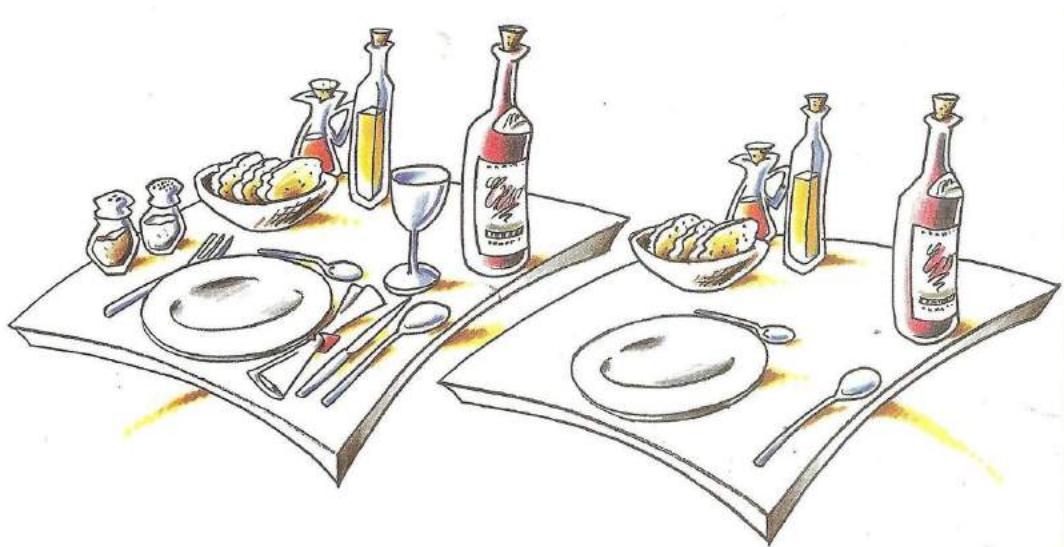
→ **Scusi, POSSO AVERE...**

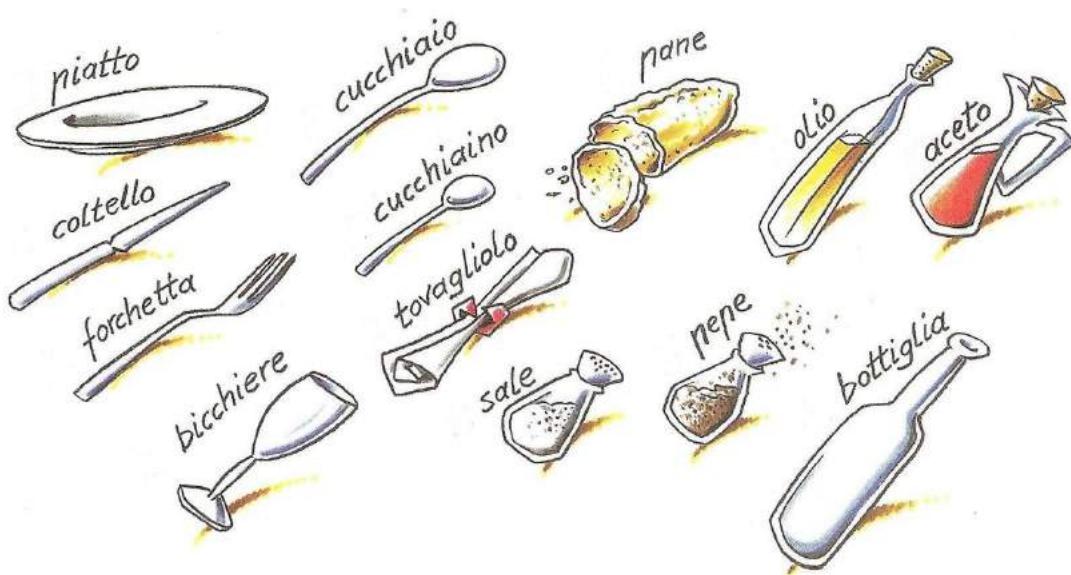
FOCUS GRAMMATICALE: *articoli indeterminativi*

un contellO / uno stuzzicadenti

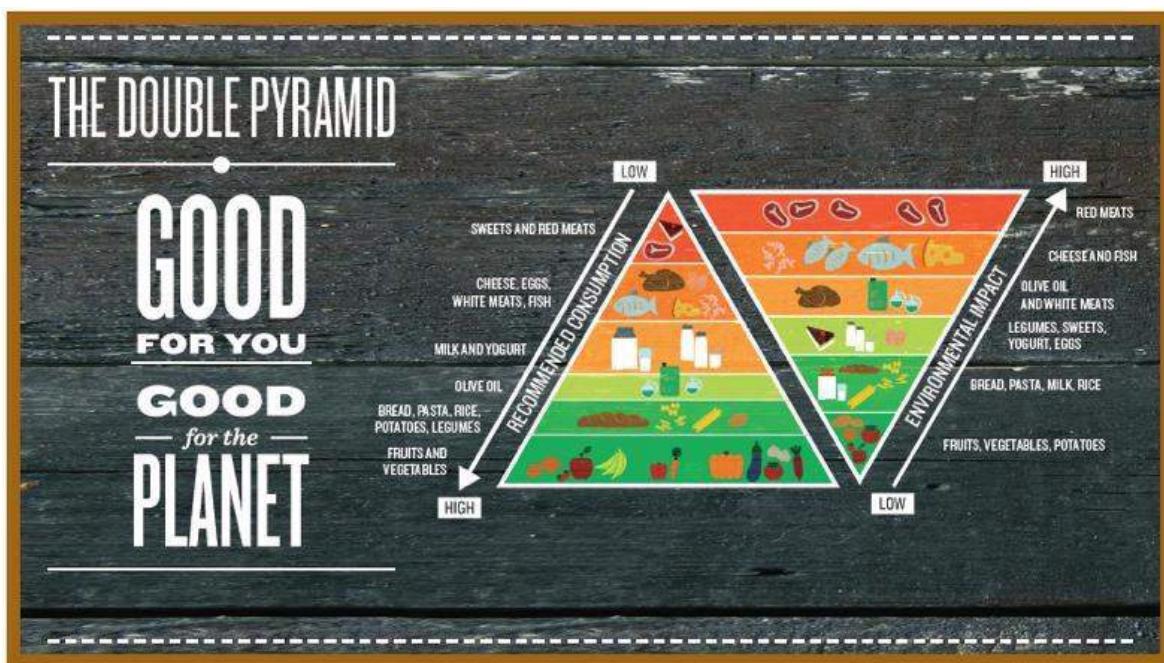
una forchettA

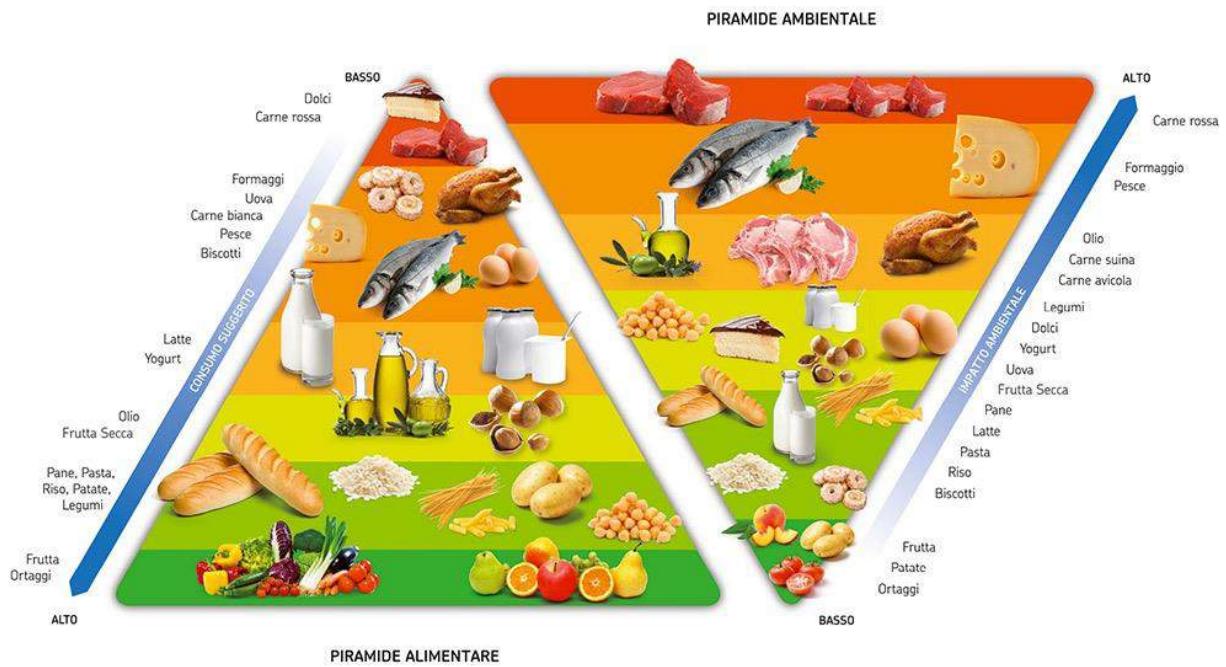
un po' di...





MANGIARE BENE È SEMPLICE





L'ITALIANO IN CUCINA



Buongiorno a tutti e benvenuti a questa breve ma gustosa unità didattica sulla cucina italiana
creata per il laboratorio gastronomico **“A tavola con Barilla”**
volutto, ideato e organizzato da IACE e Academia Barilla Restaurants.



PARTE PRIMA

“Una ricetta: il ragù, la base delle lasagne”

FASE DI PREPARAZIONE E MOTIVAZIONE

Brainstorming (possibilmente sempre associato a fotografie) su:

1. piatti conosciuti della cucina italiana (pizza, lasagne, gnocchi, ecc.)
2. ingredienti tipici (mozzarella, olio, parmigiano, ecc.)
3. ingredienti basici (sale, zucchero, pepe)
4. lessico essenziale della tavola (tavola, bicchiere, forchetta)

<http://www.learnitaliandaily.com/lessico-italiano/lessico-cibo-e-cucina/>

FASE DI INPUT

- Elicitazione: che cos'è il ragù? (Stimolare le risposte degli studenti)
- Ascolto della conversazione: *“Come si fa il ragù”* - disponibile in mp3 al link:

<http://www.mediafire.com/listen/r3wd91m5i1rwdt1/lI+rag%C3%B9.mp3>



COMPRENSIONE (partendo dalla comprensione globale)

- Cosa cucina la ragazza? Lasagne, pasta, ragù o pizza?
- Quali ingredienti usa? (scegliere dall'elenco alla lavagna: *pasta, olio, aglio, cipolla, capperi, carote, broccoli, panna, sedano, ricotta, pomodoro, carne, pesce, vino, aceto balsamico, besciamella, uova, pane, burro, latte, mozzarella, parmigiano*)
- Riascolto della conversazione (magari fornendone il testo) e proseguire eventualmente con domande più specifiche. [*Non segnaliamo particolari focus grammaticali non conoscendo con esattezza il livello degli studenti*].

SECONDA PARTE

“Preparazione di una ricetta: il pesto alla genovese”



FASE DI MOTIVAZIONE

Avete mai assaggiato il pesto alla genovese? Come si fa il pesto alla genovese? Lasciare che gli studenti indovinino gli ingredienti (alcuni sono molto comuni: basilico, olio e parmigiano) e lasciarli scritti sulla lavagna.

FASE DI INPUT

Visione del video <https://www.youtube.com/watch?v=C9BNpDKP4SU>

Verifica degli ingredienti proposti dagli studenti.

Spiegazione del lessico sconosciuto: mortaio (presente anche nel titolo), gli altri ingredienti, la dicitura DOP (utile per futuri acquisti!), termini caratteristici: *battere/movimento rotatorio*, ecc.

ANALISI DEL LESSICO: Verbi in cucina

fare

/

cuocere

--	--

Tagliare, friggere, pelare, bollire, tritare, mescolare, battere, tostare, aggiungere, arrostire, ecc.

- Invitate gli studenti a lasciare un commento in italiano al video di youtube!
Approfittiamo per introdurre un'esclamazione: "*Che buono!*"

TERZA PARTE: "Al ristorante"

Focus sulle funzioni comunicative:

- *Come ordinare al ristorante*
- *Come chiedere per ottenere qualcosa*

FASE DI MOTIVAZIONE ED ELICITAZIONE

Piatti tipici della cucina italiana e suddivisione per portate:

antipasti, primi piatti, secondi, contorni, frutta, dolce/dessert, digestivo.

Durante il brainstorming, è importante introdurre gli iperonimi, ovvero parole come: *pasta, carne, pesce, verdura.*

Presentazione di un **menu** e spiegazione delle portate sconosciute (stuzzicare la curiosità e l'appetito degli studenti sarà quanto mai produttivo ai fini della motivazione e dell'apprendimento!). Che cosa significa "*menu a prezzo fisso*"?

Ristorante *Buca Lapi*



Menù a prezzo fisso
€ 20

Antipasti

- Affettati misti
 - Pomodori ripieni
 - Bruschette
 - Insalata di mare
- Primi piatti
- Tortellini in brodo
 - Tagliatelle ai porcini
 - Lasagne al forno
 - Risotto ai funghi
 - Minestrone
 - Spaghetti ai frutti di mare
 - Spaghetti al pomodoro

Secondi piatti

Carne

- Cotoletta alla milanese
- Braciola di maiale ai ferri
- Pollo allo spiedo
- Arrosto di vitello

Pesce

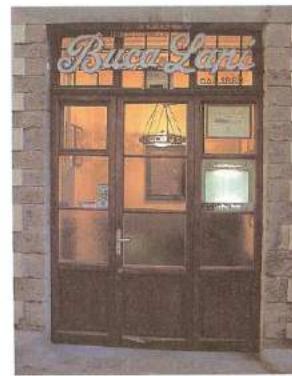
- Trutta alla mugnaia
- Sogliola

Contorni

- Insalata mista
- Patatine fritte
- Purè di patate
- Spinaci al burro
- Peperoni alla griglia

Dessert

- Frutta fresca
- Macedonia
- Fragole
- Gelato
- Panna cotta
- Tiramisù



FASE IN INPUT

Video disponibile qui: <https://www.youtube.com/watch?v=wo7putsAKfU>

FASE DI COMPRENSIONE GLOBALE (con enfasi sulle parole chiave in corsivo, dando suggerimenti se necessario):

5. Dove mangiano i ragazzi, al ristorante o in trattoria?
6. Che cosa ordinano “da mangiare”? (Che cosa mangiano?)
7. Che cosa ordinano “da bere”? Vino rosso o vino bianco? Acqua naturale o frizzante/gassata?



Nuova versione del video con aiuti testuali e velocità rallentata:

<https://www.youtube.com/watch?v=XvJUZxHTaNQ>

A seguire, nuove domande più dettagliate sul contenuto del video.

ANALISI DELLE FUNZIONI COMUNICATIVE / 1

“come ordinare al ristorante”:

Io prendo...

Io vorrei...

Per me (invece)...

PRODUZIONE ORALE:

Role play: cameriere/clienti

A = due clienti

Saluta

Guarda il menu e ordina

Risponde

B = Cameriere

Saluta

Chiede: “volete ordinare?”

“... e da bere?”

Si congeda

ANALISI DELLE FUNZIONI COMUNICATIVE / 2

“come chiedere per ottenere qualcosa”:

Cosa manca sulla tavola? (continua a pag.7)

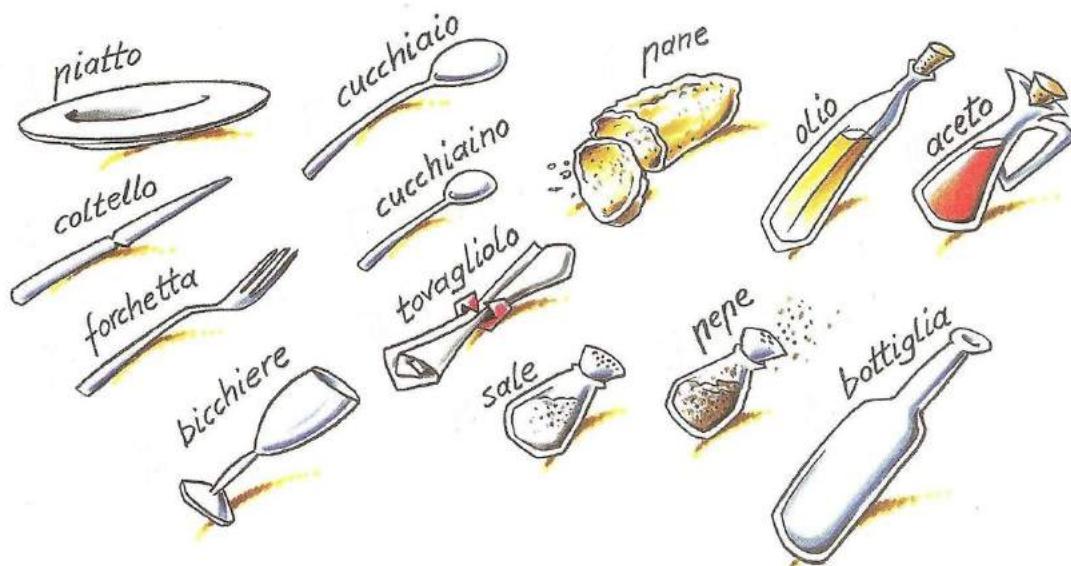
→ Scusi, POSSO AVERE...

FOCUS GRAMMATICALE: *articoli indeterminativi*

un contello / uno stuzzicadenti

una forchettA

un po' di...



BUON LAVORO!

Daniel Bellissimo, IACE – 9 ottobre 2014

ATTENZIONE: parte del materiale è soggetto alle restrizioni derivanti dal diritto di autore, dunque da considerarsi ad uso interno al laboratorio gastronomico organizzato da IACE.

Where Do I Stand? Inventory

Skill	I don't understand it and can't do it at all.	I'm somewhat familiar with it but can't do it on my own.	I can do it but it takes me a long time to think it through.	I understand it and can do it.
Conjugate regular -are verbs in the present tense				
Conjugate regular -ere verbs in the present tense				
Conjugate regular -ire verbs, both kinds in the present tense				
Conjugate avere in the present tense				
Conjugate essere in the present tense				
Conjugate irregular verbs in the present tense: examples: fare, andare, dare, stare, venire				
Subject Pronouns: Io, tu,lui/lei, etc.				
Who, what, why, when, where				
Present progressive tense: I am talking (sto parlando)				
Passato Prossimo: Ho parlato, abbiamo mangiato, sono andati				
Imperfect: Stavo mangiando				
Future Tense: Parlerò				
Vocabulary: Greetings and small talk about health and weather				
Numbers 0 to 100, plus 1000s				

Teaching material first lesson (5.4.2)

Articoli partitivi - In Italian grammar, the partitive article (*articolo partitivo*) is used to introduce an unknown amount:

Ho trovato dei fichi a poco prezzo.

I found some cheap figs.

A volte passo delle giornate impossibili.

Sometimes my days are impossible.

Vorrei delle mele, degli spinaci e dei pomodori.

I'd like apples, spinach, and tomatoes.

The partitive article is formed much like prepositional articles (*preposizioni articolate*): (di + definite articles).

Similar to prepositional articles, partitive articles vary depending on the gender, number, and the sound that follows. The partitive article gets its name from the fact that it normally indicates a part of a set or a whole.

NOTE: There are no fixed rules for the use of the partitive; sometimes the partitive sense is rendered by using *qualche*, *alcuni*, and *un po' di*, but can also be implied:

Berrei volentieri del vino.

I would gladly drink some wine.

Berrei volentieri un po' di vino.

I would gladly drink a bit of wine.

Berrei volentieri vino.

I would gladly drink wine.

A distinction is usually made between use of the singular (much less frequent) and plural (more common). The partitive singular indicates an unspecified amount of an item considered non-countable:

Vorrei del vino fruttato.

I would like some fruity wine.

I viaggiatori presero della grappa a poco prezzo ed andarono via.

The travelers had some cheap grappa and left.

In the plural, however, the partitive indicates an undetermined quantity of a countable element

Ho visto dei bambini.

I have seen children.

In this case, the partitive article is treated as a plural form of the indefinite article (*articolo indeterminativo*).

While definite articles have a plural form, the indefinite articles do not. Therefore, when referring in general to objects in the plural, use either a partitive article or an indefinite adjective (*aggettivo indefinito*) such as *alcuni* or *qualche* (*alcuni libri, qualche libro*).

Some nouns, depending on the context, can be considered both as countable (*prendo dei caffè*) and as uncountable (*prendo del caffè*).

ARTICOLO PARTITIVO

	SINGOLARE	PLURALE
MASCHILE	<i>del</i>	<i>dei</i>
	<i>dello, dell'</i>	<i>degli</i>
FEMMINILE	<i>della</i>	<i>delle</i>

Ex. 1 - Completa le frasi seguenti inserendo negli spazi vuoti un opportuno articolo partitivo.

- 1 – Quando abbiamo visitato Roma abbiamo scattato foto bellissime.
- 2 – Quando esci, passa al supermercato a comprare vino.
- 3 – Mi presti fogli bianchi?
- 4 – Che cosa è successo? Sul pavimento c'è acqua.
- 5 – In quel negozio vendono abiti elegantissimi.
- 6 – Roberta è uscita con amiche.
- 7 – In quel negozio mi hanno dato soldi falsi.
- 8 – Se facciamo la festa, io porto spumante.
- 9 – Le strade sono tutte bianche perché è caduta neve.
- 10 – L'insalata va condita con olio di oliva.

Pronomi Complemento *ne, lo, la, li, le* - are pronouns, fixed expression you use to substitute a name that has already been mentioned in the sentence, it usually refers to the object, it changes in numbers and gender, *ne* is considered as a partitive. They are generally placed before the verbs.

- Mangi la pasta? Sì, la mangio (= Mangio la pasta)
- Hai spedito la lettera? Sì, l'ho spedita (= Ho spedito la lettera)
- Avete comprato il pane? No, non l'abbiamo comprato (= Non abbiamo comprato il pane)

Ex. 2 - Scegli la risposta giusta

1. A: Bevi il latte? B: Sì, ... bevo.
a. li b. lo c. le
2. A: Hai visto il mio gatto? B: No, non ...'ho visto!
a. l' b. le c. la
3. Hai preso la mia macchina, vero? Non ... vedo in giardino!
a. lo b. ne c. la
4. A: Barbara mangia la pizza? B: Sì, ... mangia.
a. la b. lo c. li
5. A: Riccardo è uscito, ma ti saluta. B: Saluta.... .
a. le b. li c. lo

Frittata con cipolle

La ricetta: ingredienti per quattro persone

500 gr di cipolle
 5 uova
 olio extra vergine d'oliva
 origano
 sale e pepe

Ex. 1 - Completa la ricetta con le parole date, senza cambiarle.

affettare condirle cuocere cuocerle girarla mettere metterle sbattere
 scaldare servirla toglierle unire versare

..... le cipolle, in un tegame, con sale, pepe e un pizzico di origano.

..... a fuoco lento nell'olio.

Poi dal fuoco. le uova in una ciotola, il sale e le cipolle amalgamando bene.

..... l'olio in una padella e il composto di uova e cipolle. la frittata da un lato e poi dall'altra parte.

..... calda o fredda.

DI SOLITO: nel Sud Italia la frittata si mangia in un panino e si porta alle **scampagnate**. La scampagnata è un'uscita di una giornata intera. Si può andare al mare, in montagna, in campagna o in un'altra città. Il pranzo è “al sacco” e ognuno porta qualcosa per sé, sia da bere che da mangiare.

Leggete approfonditamente il glossario per la prossima lezione e ... preparatevi a cucinare!!!!

Buon lavoro

GLI ELETRODOMESTICI



■ Cucina a gas, con piano di cottura e forno



■ Lavastoviglie, lavapiatti



■ Frigorifero, frigo; in alto il freezer o congelatore



■ Bilancia (elettronica)



■ Griglia (elettrica)



■ Forno a microonde



■ Affettatrice



■ Sbattitore (elettrico)



■ Robot multifunzione



■ Frullatore



■ Macchina del pane

GLI STRUMENTI

MARIA VOLTOLINA /



■ Mestolo



■ Forchettone



■ Frustino



■ Cavatappi



■ Grattugia



■ Pentola



■ Pentola a pressione



■ Padella antiaderente
(che non attacca)



■ Casseruola



■ Stampo (da torta)



■ Colapasta



■ Tagliere



■ Mezzaluna



■ Palette di metallo e di legno



■ Colino



■ Tritapezzemolo



■ Tritacarne



■ Frustini



■ Barattolo (da conserva)



■ Spago (il termine corretto è refe)



■ Matterello

LE AZIONI



■ **Arostino:** cuocere al forno

■ **Bollire, lessare:** cuocere dentro acqua bollente



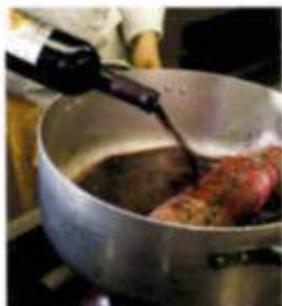
■ Affettare



■ Intingere (del pane in una fonduta di formaggio)



■ Armalgamarie, mescolare con un frustino



■ Annaffiare, versare del vino



■ Frullare



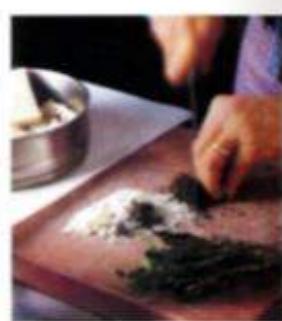
■ Mescolare velocemente, battere



■ Tagliare a pezzetti, spezzettare



■ Servire (un piatto di verdure)



■ Sminuzzare, tritare su un tagliere



■ **Friggere:** cuocere dentro
olio bollente



■ **Grigliare:** cuocere su una
griglia posta su delle braci



■ **Soffriggere:** friggere con
poco olio delle verdure
aromatiche come base per
un sugo o per un ameto



■ **Stufare:** cuocere sul
fornello a fuoco
bassissimo



■ **Spalmare**



■ **Spargere**



■ **Spezzare**



■ **Squamare (il pesce)**



■ **Stendere la pasta (in una teglia da forno)**



■ **Tagliare**



■ **Tirare, stendere la pasta con un
materello**



■ **Versare e colare con un colino**



■ **Versare e decorare**

L'Italiano in cucina

Lezione del 17 Febbraio 2016



Verdure crude e cotte

Le verdure possono essere mangiate sia crude che cotte. Un modo di cuocerle è:
ALLA GRIGLIA

Cotte alla griglia, le verdure possono essere mangiate come contorno oppure come antipasto. Puoi mangiarne quante ne vuoi perché sono cotte senza olio e senza burro!!

In Italia mangiamo solo verdure stagionali. Andiamo dal contadino a prendere frutta e verdura tutti i giorni perché ha sempre **dei** prodotti freschi e deliziosi.

Anche quando al supermercato la scelta è più vasta, l'italiano non fa mai la spesa senza pensare alla qualità del prodotto.

Ingredienti per un contorno perfetto:

- **delle** melanzane
- **delle** zucchine
- **dei** peperoni
- **dei** pomodori
- **del** brodo
- un po' di sale
- olio d'oliva
- un po' di rosmarino
- **dell'**origano

Ricetta:

Dovete mettere il brodo, il sale e GLI ODORI in una ZUPPIERA, insieme a due o tre cucchiai di olio.

Dopo aver preparato il brodo potete AFFETTARE le verdure e metterle nella zuppiera.

- le melanzane dovete tagliarle un po' spesse
- le zucchine dovete tagliarle per il lungo
- i peperoni dovete tagliarli per il verso lungo
- i pomodori potete tagliarli a metà e poi a fette, così **ne** conservate il succo

Dovete SCALDARE la piastra e cucinare prima i peperoni, perché vogliono più tempo DI COTTURA. Dopo 5 minuti dovete girarli e bisogna aggiungere le altre verdure e bisogna bagnarle ogni 2-3 minuti con LA SALAMOIA, preparata nella zuppiera, per insaporirle e poi dovete girarle.

Quando sono cotte, mettetele su UN PIATTO DA PORTATA e bagnatele con **dell'**olio. Servitele tiepide, non calde.

Work in pairs:

- 1) Sai riconoscere tutti i verbi sottolineati? Coniugali con un compagno.
- 2) I pronomi e gli articoli partitivi scritti **in grassetto** a cosa si riferiscono? Uno alla volta analizzali con un compagno.
- 3) In coppia, provate a immaginare cosa vogliono dire le parole IN MAIUSCOLO e poi chiedi all'insegnante.

- ALLA GRIGLIA:
- GLI ODORI:
- LA ZUPPIERA:
- AFFETTARE:

- SCALDARE:
- TEMPO DI COTTURA:
- LA SALAMOIA:
- UN PIATTO DI PORTATA:

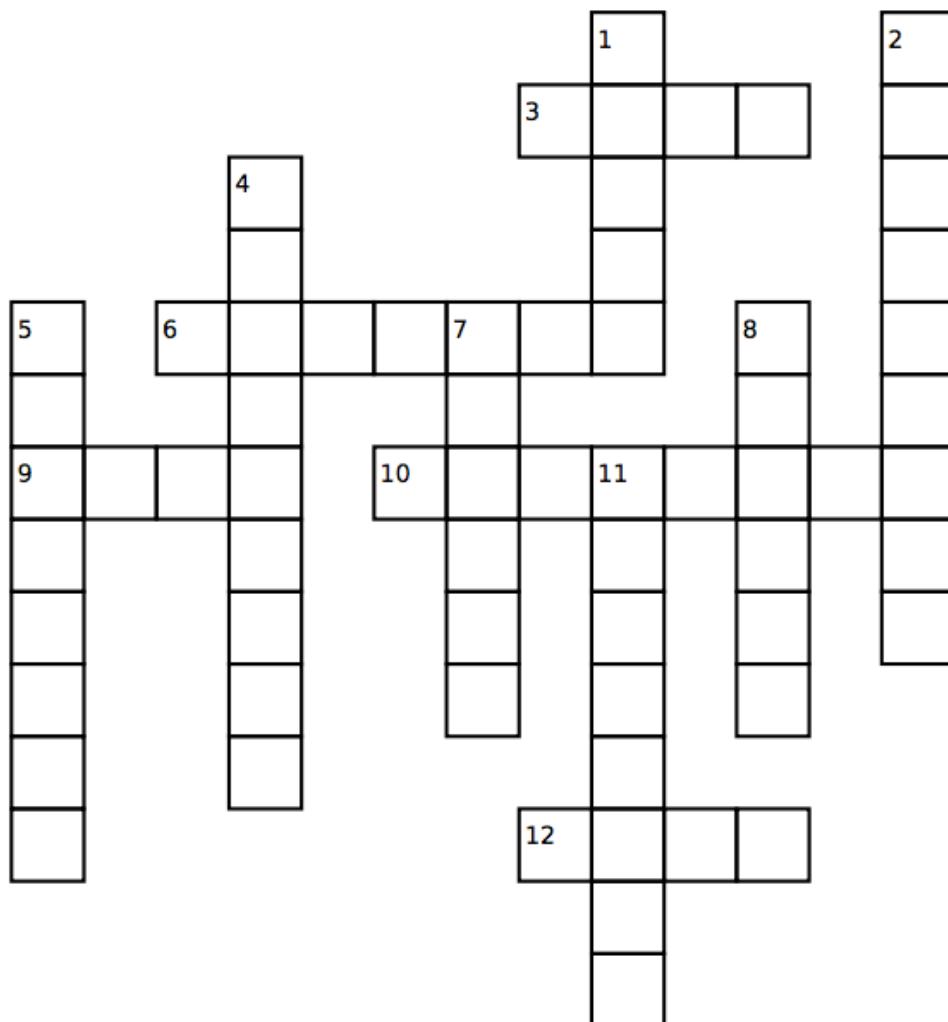
4) Completate il cruciverba

Verticali:

- 1 tipico piatto italiano che si mangia SEMPRE
2. unire più ingredienti e girare con un cucchiaio di legno
4. si fa con il latte
5. è rosso e si mette nella bruschetta
7. è una verdura ed è arancione
8. è il pasto di metà giornata
11. fare a pezzi usando un coltello

Orizzontali:

3. può essere bianco o rosso
6. è un frutto ed è arancione
9. è un frutto e si può mangiare anche cotto
10. piatto unico fatto con uova, formaggio e verdura
12. delizioso piatto unico si può mangiare anche solo con olio



E adesso....BUON APPETITO!!!

L'Italiano in cucina

Menu del 24 Febbraio 2016

BRUSCHETTE AL POMODORO

La ricetta: ingredienti per quattro persone

4 fette di pane casereccio
4 pomodori San Marzano
uno spicchio d'aglio
qualche foglia di basilico
olio extravergine d'oliva
sale
pepe

Ex. 1 - seguendo le parole in grassetto completa le frasi con i puntini, utilizzando: *dei, dell', delle, delle*; come nell'esempio.

Si lavano pomodori,
si privano **dei** semi e si tagliano a cubetti
si mettono in una terrina e si condiscono con olio e sale.
Si abbrustoliscono fette di pane,
si strofinano con aglio e si coprono con i pomodorini precedentemente preparati.
Prima di servire si aggiungono foglioline di basilico.

Ex. 2 - completa con *del, dell', della, dei, dello*.

1. Per pranzo ho preparato panini al prosciutto.
2. Al mercato ho comprato insalata.
3. Se la spremuta di arancia non è abbastanza dolce, aggiungi zucchero.
4. Non ho molta fame, mangio soltanto formaggio.
5. Se l'impasto è troppo morbido aggiungi farina.

SCRIPPELLE IN BRODO

La ricetta: ingredienti per 6 persone

4 uova
2 cucchiai di latte
pecorino e parmigiano
burro

sale
farina
una manciata di prezzemolo
un litro e mezzo di brodo di pollo
noce moscata

Preparazione:

Romperle le uova in una terrina e sbatterle con una forchetta.

Unite il latte, il prezzemolo tritato, un cucchiaio di parmigiano, un pizzico di sale e di noce moscata. Mescolate bene gli ingredienti unendo anche la farina fino a ottenere un composto consistente. Diluite poi il composto con un po' di acqua fredda.

Ungete di burro una padella larga circa 20 cm., mettetela sul fuoco e quando è calda versate un cucchiaio di composto e formate una "frittatina" larga e sottilissima. Fatela cuocere da entrambi i lati, quando tutte le "frittatine" sono pronte, arrotondatele, distribuitele nei piatti fondi e cospargetele di pecorino e parmigiano. Al momento di servire versate il brodo bollente sulle scippelle.

Ex. 3 Completa con *ne, lo, la, li, le.*

1. Dove cuoci la frittata? cuocio in padella.
2. Chi cucina le scippelle? cucina Francesca.
3. Quanti piatti italiani conosci? conosco molti.
4. Dove butti i gusci delle uova? butto nella pattumiera.
5. Come servi il brodo? servo ben caldo.

Frasi idiomatiche / idiomatic expressions:

Completa le espressioni idiomatiche con le seguenti frasi:

Cammina sulle uova Ha combinato una bella frittata cerca il pelo nell'uovo

1. Da quando Sara ha comprato quelle scarpe con il tacco
2. Il professore è molto preciso, anche quando il lavoro è perfetto, lui cerca
3. Mio fratello ha raccontato tutto a papà! Ora sì che

REBUS:

Meglio un



oggi, che una



domani.

Cosa significa questa frase idiomatica? Pensi ce ne sia una corrispondente in lingua inglese?
Discutine con i compagni prima dell'ultima ricetta.

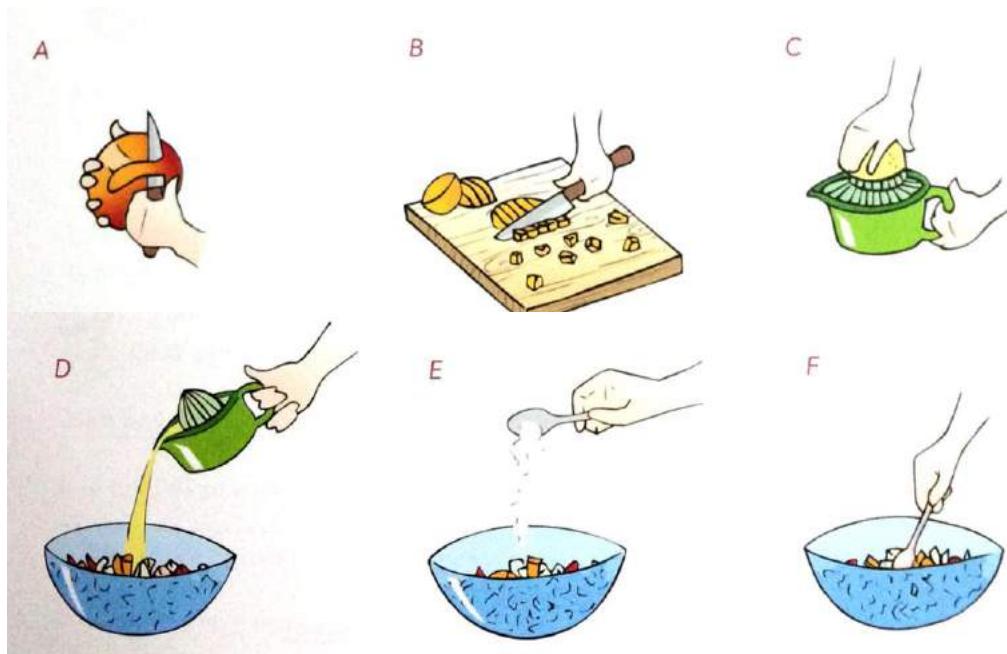
MACEDONIA DI FRUTTA

La ricetta: ingredienti

un'arancia
2 mele
una pera
2 banane
il succo di un limone
zucchero a piacere

Si presta a cambiamenti stagionali e regionali.

Ex. 4 - Scrivi sotto ogni immagine le indicazioni per preparare la macedonia utilizzando i verbi suggeriti: Tagliate Mescolate Zuccherate Sbucciate Versate la spremuta Spremere.



Prova a riscrivere la ricetta:

Ex. 5 - Vero o falso?

1. La ciliegia è un frutto di piccole dimensioni, rosso e rotondo.
2. Con le albicocche si può preparare la marmellata.
3. La pesca è un frutto senza nocciolo.
4. Il cocomero ha piccoli semi.
5. La fragola è un frutto che si può spremere.

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

V

<input type="checkbox"/>

F

<input type="checkbox"/>

Ex. 6 - Completa con le parole date: Ciliegie Fragole Melone Pesche.

1. Come *dessert* abbiamo ordinato le con la panna.
2. Mia nonna prepara sempre le **sciropdate**.
3. Prosciutto e è un antipasto tipico estivo.
4. Non mi piacciono le **candite** sulla torta.

The final test (in 5.4.3)

Review - Articoli Partitivi e Pronomi Complemento

Ex. 1 - Completa le frasi scegliendo il pronome adatto.

1. Laura prende due melanzane, deve cucinare per cena.

le
la
ne

2. Monica non beve molta birra, beve una a cena.

la
ne
lo

3. I nonni mangiano il pane fresco, fanno cuocere almeno due ore.

la
lo
le

4. Marco invita anche Luca e Stefano a cena, conosce da molto tempo.

li
lo
la

5. Elena non può mangiare dolci con le nocciole, mangia solo se è sicurissima.

la
lo



li

Ex. 2 - Completa le frasi inserendo l'articolo partitivo adatto tra *del, delle, degli, dei, dello*.

1. Marco mangia ogni giorno mandorle, fanno molto bene.
2. Io non so cosa cucinare, ma ho peperoni da consumare.
3. Loro mangiano spinaci quando si sentono stanchi perché contengono ferro!
4. Riccardo fa sempre disastri quando cucina, ieri ha fatto cadere zucchero a terra!
5. Roberto dice che porterà vino per cena!

Ex. 3 - Riordina gli elementi delle seguenti frasi.

1. mescolare dovete lo con succo limone di zucchero del

2. tagliare dei in pezzi pomodori piccoli bisogna

3. scaldare dell' puoi acqua poi e il prepari thè

Ex. 4 - Scegli la risposta giusta tra Vero o Falso.

1. L'acqua è un tipo di frutta.
2. I pomodori sono sempre verdi.
3. La banana è un frutto piccolo e tondo.
4. La fragola è rossa.
5. Il limone si può spremere per condire la macedonia.

V



F

Ex. 5 - Scrivi due frasi della ricetta che hai preparato la settimana scorsa.

1.

2.

Review - Articoli Partitivi e Pronomi Complemento

2/5

Ex. 1 - Completa le frasi scegliendo il pronome adatto.

1. Laura prende due melanzane, deve cucinare per cena.

- le
 la
 ne

2. Monica non beve molta birra, beve una a cena.

- la
 ne
 lo

3. I nonni mangiano il pane fresco, fanno cuocere almeno due ore.

- la
 lo
 le

4. Marco invita anche Luca e Stefano a cena, conosce da molto tempo.

- li
 lo
 la

5. Elena non può mangiare dolci con le nocciole, mangia solo se è sicurissima.

- la
 lo
 li

4/5

Ex. 2 - Completa le frasi inserendo l'articolo partitivo adatto tra *del*, *delle*, *degli*, *dei*, *dello*.

delle

1. Marco mangia ogni giorno mandorle, fanno molto bene.
2. Io non so cosa cucinare, ma ho peperoni da consumare.
3. Loro mangiano spinaci quando si sentono stanchi perché contengono ferro!

- ~~X~~ 4. Riccardo fa sempre disastri quando cucina, ieri ha fatto cadere del ^{le} zucchero a terra!
5. Roberto dice che porterà del vino per cena!

Ex. 3 - Riordina gli elementi delle seguenti frasi.

- ~~V/X~~ 1. mescolare dovete lo con succo limone di zucchero del ^{per?}
~~Dovete del succo di zucchero mescolare con lo succo di limone~~
- 19 2. tagliare dei in pezzi pomodori piccoli bisogna
~~Bisogna tagliare dei pomodori in piccoli pezzi~~
3. scaldare dell'puoi acqua poi e il prepari thè
~~Scaldare dell'acqua poi prepari?~~

5/5 Ex. 4 - Scegli la risposta giusta tra Vero o Falso.

1. L'acqua è un tipo di frutta.
2. I pomodori sono sempre verdi.
3. La banana è un frutto piccolo e tondo.
4. La fragola è rossa.
5. Il limone si può spremere per condire la macedonia.

V

 R

F ~~X~~ & ~~R~~

5/6 Ex. 5 - Scrivi due farsi della ricetta che hai preparato la settimana scorsa.

1. ~~Ho~~ preparato la macedonia con il succo di un limone
2. sbucciare una pera e 2 mele

~~Scrivere la ricetta~~

Review - Articoli Partitivi e Pronomi Complemento

4/5

Ex. 1 - Completa le frasi scegliendo il pronomi adatto.

1. Laura prende due melanzane, deve cucinare per cena.

- le
- la
- ne

2. Monica non beve molta birra, beve una a cena.

- la
- ne
- lo

3. I nonni mangiano il pane fresco, fanno cuocere almeno due ore.

- la
- lo
- le

4. Marco invita anche Luca e Stefano a cena, conosce da molto tempo.

- li
- lo
- la

5. Elena non può mangiare dolci con le nocciole, mangia solo se è sicurissima.

- la
- lo
- li

3/5 Ex. 2 - Completa le frasi inserendo l'articolo partitivo adatto tra *del*, *delle*, *degli*, *dei*, *dello*.

1. Marco mangia ogni giorno ... *delle* mandorle, fanno molto bene.
2. Io non so cosa cucinare, ma ho ... *dei* peperoni da consumare.
3. Loro mangiano ... *degli* spinaci quando si sentono stanchi perché contengono ferro!

4. Riccardo fa sempre disastri quando cucina, ieri ha fatto cadere ... ~~del~~^{de} zucchero a terra!
5. Roberto dice che porterà ... ~~de~~^{de} vino per cena!

Ex. 3 - Riordina gli elementi delle seguenti frasi.

1. mescolare dovete lo con succo limone di zucchero del
dovete, lo zucchero con del limone succo
mescolare
2. tagliare dei in pezzi pomodori piccoli bisogna
Tagliare pomodori che in piccoli pezzi
3. scaldare dell' puoi acqua poi e il prepari thè
scaldare puoi; dell' acqua XX

Ex. 4 - Scegli la risposta giusta tra Vero o Falso.

1. L'acqua è un tipo di frutta.
 2. I pomodori sono sempre verdi.
 3. La banana è un frutto piccolo e tondo.
 4. La fragola è rossa.
 5. Il limone si può spremere per condire la macedonia.

V

F

4/6 Ex. 5 - Scrivi due farsi della ricetta che hai preparato la settimana scorsa.

1. Tagliare della frutta.
Tagliare della frutta.
Mescolare dei frutti
2. Macedonia di frutta
Macedonia di frutta

Review - Articoli Partitivi e Pronomi Complemento

1/5

Ex. 1 - Completa le frasi scegliendo il pronome adatto.

1. Laura prende due melanzane, deve cucinare per cena.

- le
 la
 ne

2. Monica non beve molta birra, beve una a cena.

- la
 ne
 lo

3. I nonni mangiano il pane fresco, fanno cuocere almeno due ore.

- la
 lo
 le

4. Marco invita anche Luca e Stefano a cena, conosce da molto tempo.

- li
 lo
 la

5. Elena non può mangiare dolci con le nocciole, mangia solo se è sicurissima.

- la
 lo
 li

1/5

Ex. 2 - Completa le frasi inserendo l'articolo partitivo adatto tra *del*, *delle*, *degli*, *dei*, *dello*.

1. Marco mangia ogni giorno *del*.. mandorle, fanno molto bene.

2. Io non so cosa cucinare, ma ho *degli* peperoni da consumare.

3. Loro mangiano *degli* spinaci quando si sentono stanchi perché contengono ferro!

4. Riccardo fa sempre disastri quando cucina, ieri ha fatto cadere dei zucchero a terra!
5. Roberto dice che porterà degli vino per cena!

Ex. 3 - Riordina gli elementi delle seguenti frasi.

0/9 1. mescolare dovete lo con succo limone di zucchero del

limone di zucchero del mescolare dovete lo con succo.

2. tagliare dei in pezzi pomodori piccoli bisogna

pomodori piccoli bisogna tagliare dei in pezzi.

3. scaldare dell' puoi acqua poi e il prepari thè

il prepari thè scaldare dell' puoi acqua poi .

3/5 Ex. 4 - Scegli la risposta giusta tra Vero o Falso.

1. L'acqua è un tipo di frutta.
2. I pomodori sono sempre verdi.
3. La banana è un frutto piccolo e tondo.
4. La fragola è rossa.
5. Il limone si può spremere per condire la macedonia.

V

F

3/6 Ex. 5 - Scrivi due farsi della ricetta che hai preparato la settimana scorsa.

✓ 1. ho tagliato della mozzarella.

✗ 2. io preparo scaldare dell' puoi acqua per degli scrippelle.

Review - Articoli Partitivi e Pronomi Complemento

5/5 Ex. 1 - Completa le frasi scegliendo il pronomi adatto.

che le

1. Laura prende due melanzane, deve cucinare per cena.

- le
 la
 ne

2. Monica non beve molta birra, beve una a cena.

- la
 ne
 lo

3. I nonni mangiano il pane fresco, fanno cuocere almeno due ore.

- la
 lo
 le

4. Marco invita anche Luca e Stefano a cena, conosce da molto tempo.

- li
 lo
 la

5. Elena non può mangiare dolci con le nocciole, mangia solo se è sicurissima.

da che?

- la
 lo
 li

5/5

Ex. 2 - Completa le frasi inserendo l'articolo partitivo adatto tra *del*, *delle*, *degli*, *dei*, *dello*.

1. Marco mangia ogni giorno mandorle, fanno molto bene.
2. Io non so cosa cucinare, ma ho peperoni da consumare, *sei*
3. Loro mangiano spinaci quando si sentono stanchi perché contengono ferro!

- dello
4. Riccardo fa sempre disastri quando cucina, ieri ha fatto cadere zucchero a terra!
 5. Roberto dice che porterà vino per cena!

6/9 Ex. 3 - Riordina gli elementi delle seguenti frasi.

1. mescolare dovete lo con succo limone di zucchero del

Dovete mescolare ~~lo~~ limone con succo limone di zucchero

2. tagliare dei in pezzi pomodori piccoli bisogna

Tagliare ~~dei~~ in pezzi pomodori

----- piccoli

3. scaldare dell' puoi acqua poi e il prepari thè

Puoi scaldare ~~dell'~~ acqua e prepari il tè

5/5 ✓ Ex. 4 - Scegli la risposta giusta tra Vero o Falso.

1. L'acqua è un tipo di frutta.
2. I pomodori sono sempre verdi.
3. La banana è un frutto piccolo e tondo.
4. La fragola è rossa.
5. Il limone si può spremere per condire la macedonia.

V

F

5/6 Ex. 5 - Scrivi due farsi della ricetta che hai preparato la settimana scorsa.

1. non ho cucinato, ma la suocera della mia suocera ^{nuora} (?)
ha cucinato una ^{zuppa} sopa con i taglioli

con salsa, granturco e piselli

2. Sempre tra (cuoco) cuoco cavolo e tofu

per la mia cena ogni giorno. Aggiungo

tumerie qualche volta o riso (mi piace)

e salsa di soia.

strofinare
rub

23/30

Treva ✓

Review - Articoli Partitivi e Pronomi Complemento

315 Ex. 1 - Completa le frasi scegliendo il pronomi adatto.

1. Laura prende due melanzane, deve cucinare per cena.

- le
- la
- ne

2. Monica non beve molta birra, beve una a cena.

- la
- ne
- lo

3. I nonni mangiano il pane fresco, fanno cuocere almeno due ore.

- la
- lo
- le

4. Marco invita anche Luca e Stefano a cena, conosce da molto tempo.

- li
- lo
- la

5. Elena non può mangiare dolci con le nocciole, mangia solo se è sicurissima.

- la
- lo
- li

4/5 Ex. 2 - Completa le frasi inserendo l'articolo partitivo adatto tra *del*, *delle*, *degli*, *dei*, *dello*.

1. Marco mangia ogni giorno mandorle, fanno molto bene.
2. Io non so cosa cucinare, ma ho peperoni da consumare.
3. Loro mangiano spinaci quando si sentono stanchi perché contengono ferro!

- ✓ 4. Riccardo fa sempre disastri quando cucina, ieri ha fatto cadere dagli zucchero a terra!
5. Roberto dice che porterà del vino per cena!

Ex. 3 - Riordina gli elementi delle seguenti frasi.

5/9

1. mescolare dovete lo con succo limone di zucchero del

Io dovete mescolare del zucchero con succo di limone

2. tagliare dei in pezzi pomodori piccoli bisogna

bisogna tagliare dei pomodori piccoli in pezzi piccoli

3. scaldare dell' puoi acqua poi e il prepari thè

puoi scaldare dell'acqua poi prepari il tè

15 ✓

Ex. 4 - Scegli la risposta giusta tra Vero o Falso.

1. L'acqua è un tipo di frutta.
2. I pomodori sono sempre verdi.
3. La banana è un frutto piccolo e tondo.
4. La fragola è rossa.
5. Il limone si può spremere per condire la macedonia.

V

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F

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5/6

Ex. 5 - Scrivi due farsi della ricetta che hai preparato la settimana scorsa.

2/3

1. Facio il pane nel forno e mangio con marmellata

2/5

2. taglio del pollo e metto nell'insalata con olio e balsamico e mandorle

Review - Articoli Partitivi e Pronomi Complemento

3/5

Ex. 1 - Completa le frasi scegliendo il pronomine adatto.

1. Laura prende due melanzane, deve cucinare per cena.

- le
 la
 ne

2. Monica non beve molta birra, beve una a cena.

- la
 ne
 lo

3. I nonni mangiano il pane fresco, fanno cuocere almeno due ore.

- la
 lo
 le

4. Marco invita anche Luca e Stefano a cena, conosce da molto tempo.

- li
 lo
 la

5. Elena non può mangiare dolci con le nocciole, mangia solo se è sicurissima.

- la
 lo
 li.

1 / 5 Ex. 2 - Completa le frasi inserendo l'articolo partitivo adatto tra *del*, *delle*, *degli*, *dei*, *dello*.

1. Marco mangia ogni giorno delle mandorle, fanno molto bene.
2. Io non so cosa cucinare, ma ho delle peperoni da consumare.
3. Loro mangiano degli spinaci quando si sentono stanchi perché contengono ferro!

- ✗ 4. Riccardo fa sempre disastri quando cucina, ieri ha fatto cadere ~~dagli~~ zucchero a terra!
- ✓ 5. Roberto dice che porterà ~~dell'~~ vino per cena!

Ex. 3 - Riordina gli elementi delle seguenti frasi.

7/9

1. mescolare dovete lo con succo limone di zucchero del

~~Non dovete mescolare con lo succo
di limone e dello zucchero~~

2. tagliare dei in pezzi pomodori piccoli bisogna

~~bisogna tagliare dei pomodori in pezzi piccoli.~~

3. scaldare dell' puoi acqua poi e il prepari thè

~~Puoi scaldate dell'acqua~~ ✓

15 ✓

Ex. 4 - Scegli la risposta giusta tra Vero o Falso.

1. L'acqua è un tipo di frutta.
2. I pomodori sono sempre verdi.
3. La banana è un frutto piccolo e tondo.
4. La fragola è rossa.
5. Il limone si può spremere per condire la macedonia.

V	F
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

4/6

Ex. 5 - Scrivi due farsi della ricetta che hai preparato la settimana scorsa.

1. La settimana scorsa ~~siamo~~ preparato ~~muschette~~ e altre ~~strofinate~~ così ~~in~~ classe. Per le ~~muschette~~ tagliano ~~il~~ pane e ~~strofinate~~ l'olio. Nell' pane. Dopo tagliano dei pomodori e ~~mette~~ lo ~~abbiamo~~ mettiamo ~~mele~~ nell' pane con le spezie.
2. ~~Siamo~~ preparato anche la mozzarella con il pane tagliato a fette e dopo ~~abbiamo~~ messo ~~metto~~ al forno fino a che la mozzarella ~~era~~ sciolta..

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