

MEAT AND TWO VEG!

By Rodrigo Alonso

Objectives

- make students aware of national and regional food stereotypes.
- make them see the differences between reality and the stereotype.
- help them compare the British and their own food traditions and innovations.
- make them aware of the reasons behind most cultural facts.
- make them familiar with some cooking language.
- make them aware of the healthiness of their eating habits and compare them with the ones of their partners.

Levels

A2 to B1

Procedure

A. Know what

1. Food and eating in Britain and 2. Comparisons

The teacher should explain the students that the expression *Meat and two veg* traditionally refers to what a decent meal in Britain should consist of. Pair work. Students should try to write down as many ideas as they can. They can be simple words, whole sentences, sayings, etc. Then they have to compare their ideas with those of the rest of the class and with ideas about food and eating in their own culture.

3. Some facts

The idea is to show the students through some figures that we are not so distant when it comes to eating habits and internationally awarded restaurants and reputation.

1. Spain 2. Britain 3. Britain 4. Spain 5. Britain

B. Know how, know why

4. Likes, dislikes and their origins

Students discuss these questions in groups of four or five. Encourage to openly speak their minds. To clarify it you can explain that questions 3 and 4 refer to situations like that of the so-called *ugly American* complaining about the bad quality of hamburgers wherever they go on holiday.

5. Food rationing and its future impacts on British cooking

Explain the concept of food rationing, elicit from students when it might happen. Ask them if they think that it could have any future influence on the eating and cooking customs and traditions of a people.

Students' own answers.

Students will have to think about the British contributions to the world of cooking and adoptions from other cultures, together with a comparison with their own culture's contributions and adoptions. After comparing the two case invite students to think and consider the reason for the differences that exist between the two cultures.

6. *Did you know...? The invention of curry*

1. T 2. F 3. T 4. F 5. T

7. *The cook, the food and the music*

These are all pictures of famous English, Scottish, Basque and Catalan chefs. Tell your students that some of them like Jamie Oliver or Rick Stein are very famous and popular, some others like Tom Lewis have a very high international reputation.

You can also ask your students if they think that people like Arguiñano or Arzak might be popular in Britain.

1. Jamie Oliver 2. Ferran Adrià 3. Madhur Jaffrey 4. Nick Nairn 5. Rick Stein
6. Karlos Arguiñano 7. Juan Mari Arzak 8. Martin Berasategui 9. Tom Lewis

The students watch the two videos:

<http://www.youtube.com/watch?v=xKlxRnb2zg0&feature=related>

<http://www.youtube.com/watch?v=WuSKHEvO1Sg&feature=related>

and write down the information in the grid, and compare their answers. They can also talk about which one they preferred and why. Encourage students to make comparisons between the two video recipes.

If not mentioned by the students, highlight the differences in the music used, the voice over, the cooking style, the TV studios, etc.

For the grilled mushrooms the mentioned ingredients are: mushrooms, parsley, lemon zest and juice, thyme, salt, olive oil, vinegar, pepper, and fresh chilli.

For the Sardinian Spaghetti Carbonara the list of ingredients includes: Peperino cheese, panceta, spaghetti, 3 cloves chopped garlic, parsley, eggs.

Now they watch the video *Lamb Curry*

http://www.youtube.com/watch?v=0_KyYs0Ipy0&feature=related

and fill in the missing words: teaspoons, slice, leaves, ginger, onions, shake, passion, turmeric, coconut milk, aromas, pinch.

After this, give students some time to comment on the video, the ingredients, the recipe and the suggested questions.

C. Know oneself

8. *Our food facts*

Students fill in the questionnaire, gather some data from other students and then report it to the class making comparisons using the prompts given.

References

Kolb, D. A. (1984) *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall

Lado, R. How to compare two cultures (1997). In P. Heusinkveld, (Ed.), *Pathways to culture*. (pp. 39-56) Yarmouth, ME: Intercultural Press.

Moran, P. (2001) *Teaching culture. Perspectives in practice*. Boston, MA: Heinle and Heinle

MEAT AND TWO VEG!

A. Know what

1. Food and eating in Britain

With your partner. Brainstorm as many ideas as you can about eating and food in Britain. Then share these ideas with the rest of the class.

2. Comparisons

Compare the results that have been obtained with your own ones and the ones about your culture. Are they very different? Why?

3. Some facts

Here are some sentences related to food and eating. Check the ones that you think refer to Britain and draw a circle if you think they refer to Spain.

1. A total of 134 restaurants were awarded some stars in the 2008 Michelin Guide.
2. About 30% of the population is overweight and 12% suffers from obesity.
3. 116 restaurants were awarded some stars in the 2008 edition of the Michelin Guide.
4. 33% of the population is overweight and 11% is obese.
5. Cooking classes will be compulsory in all secondary schools starting September 2008.

B. Know how, know why

4. Likes, dislikes and their origins

In groups of four people discuss these questions.

1. Why do you think British food has such a bad reputation? Have you ever eaten British food? Talk to your partner about it.
2. What do you expect to eat when you go to a foreign country?
3. How would you react if you saw a foreigner complaining because they cannot find their national meal when they are on holiday in another country?
4. Have you ever done something similar? Why do you think this happens?

5. Food rationing and its future impacts on British cooking

Here is a text that might help you to better understand the background of Britain's cooking tradition. After reading the text answer the questions.

Current Day British Cuisine

It should be noted that food rationing was introduced in January 1940. It lasted through the Second World War and was extended to 1954. Foods rationed included meat, fats, cheese, butter, milk and eggs. Bread, potatoes and vegetables were never rationed. Although this led to an improvement in people's health, it's also likely to have contributed to British cooking bad reputation in the not too distant past, of being uninspiring and tasteless. Maybe it just took a while to re-adjust.

Today however, British cooking is a gem of a cuisine. It has retained the core of its early culinary history but constantly added to it. Roasts, savoury and sweet pies, stews and a diverse selection of truly delectable (best in the world) puddings/desserts are still popular, but so is Chinese and Indian food. All major cities and most towns have at least 1 Indian restaurant or take-away (many have several) and the eating of curry has become an institution. Italian Pasta or pizza is probably cooked and eaten by the majority of people frequently, albeit often with eccentric English twists, and oriental flavourings and methods of cooking have been incorporated into everyday cooking by many.

The great English breakfast (any combination of fried bacon, eggs, sausages, tomatoes, bread, black pudding, baked beans, grilled kidneys and kedgeree) whilst not eaten by most people every day, is still loved as is Afternoon Tea (some visitors call it "high" tea) which consists of cakes, biscuits, scones, sandwiches and, of course TEA. The Sunday Roast, which can be beef with Yorkshire pudding, lamb, pork or chicken generally served with roast potatoes and at least 2 vegetables) is also still a tradition which most uphold at least once a month.

A truly eclectic cuisine....YES, being an English site we make no excuse for being biased.

Adapted from: <http://www.recipes4us.co.uk/>

1. What is food rationing?
2. Why do you think food rationing could be introduced in a country?
3. Has your country ever gone through something similar?
4. Which was the effect of food rationing in your country's cooking and eating styles?
5. Do you think your country's current cooking and eating styles have been marked by food rationing in the past?

British contributions to the world of cooking (and some adoptions)

This is a list of British "contributions" to the world of cooking. Check the ones you are familiar with. If you need some extra information go to http://en.wikipedia.org/wiki/English_cuisine. Then make a list of your country's contributions to international gastronomy. Compare your answers with your partner's.

Cheddar cheese	Tea
The sandwich	The English breakfast
Chutney	Custard
Pickled vegetables	Meat pies
Worcester sauce	Fish and chips

Which do you think are your country's contributions to the world of cooking?

Britain has also adopted some culinary elements of other countries. Here are some of them. Does your country share any of them as well? Which ones/which ones not? Why do you think it is so?

Pizza	Chop suey
Lasagne	Chicken tikka masala
Curry	Chile con carne
Bagels	

Can you name some ingredients, cooking method, dish, etc. that have been introduced and adopted into your country's cooking from other places?

6. Did you know...? The invention of curry

Read the text and say whether the following sentences are True or False.

Most people in the world today know what a curry is - or at least think they do. In Britain the term 'curry' has come to mean almost any Indian dish, whilst most people from the sub-continent would say it is not a word they use, but if they did it would mean a meat, vegetable or fish dish with spicy sauce and rice or bread.

The origin of the word itself is the stuff of legends, but most pundits have settled on the origins being the Tamil word 'kari' meaning spiced sauce. In his excellent *Oxford Companion to Food*, **Alan Davidson** quotes this as a fact and supports it with reference to the accounts from a Dutch traveller in 1598 referring to a dish called 'Carriel'. He also refers to a Portuguese cookery book from the seventeenth century called *Atre do Cozinha*, with chilli-based curry powder called 'caril'.

In her '50 Great Curries of India', **Camellia Panjabi** says the word today simply means 'gravy'. She also goes for the Tamil word 'kaari or kaaree' as the origin, but with some reservations, noting that in the north, where the English first landed in 1608 then 1612, a gravy dish is called 'khadi'.

Pat Chapman of Curry Club Fame offers several possibilities:- 'karahi or karai(Hindi)' from the wok-shaped cooking dish, 'kari' from the Tamil or 'Turkuri' a seasonal sauce or stew.

The one thing all the experts seem to agree on is that the word originates from India and was adapted and adopted by the British Raj.

On closer inspection, however, there is just as much evidence to suggest the word was English all along.

In the time of **Richard I** there was a revolution in English cooking. In the better-off kitchens, cooks were regularly using ginger, cinnamon, nutmeg, cloves, galingale, cubebs, coriander, cumin, cardamom and aniseed, resulting in highly spiced cooking very similar to India. They also had a 'powder fort', 'powder douce' and 'powder blanch'.

Then, in **Richard II's** reign (1377-1399) the first real English cookery book was written. Richard employed 200 cooks and they, plus others including philosophers, produced a work with 196 recipes in 1390 called 'The Forme of Cury'. 'Cury' was the Old English word for cooking derived from the French 'cuire' - to cook, boil, grill - hence *cuisine*.

So when the English merchants landed at Surat in 1608 and 1612, then Calcutta 1633, Madras 1640 and Bombay 1668, the word 'curry' had been part of the English language for well over two hundred years. In fact, it was noted that the meal from Emperor Jahangir's kitchens of dumpukht fowl stewed in butter with spices, almond and raisins served to those merchants in 1612, was very similar to a recipe for English Chicken Pie in a popular cookery book of the time, 'The English Hus-wife' by **Gevase Markham**.

1. Some people think the origin of the word curry comes from a cooking utensil.
2. Curry was introduced in England by revolutionaries.
3. In the XVII century some meals were very similar both in England and India.
4. In Britain people use the word curry to refer to any kind of spicy dish.
5. For some authors the word curry in English has a French origin.

7. *The cook, the food and the music*

Have a look at the following pictures. Write their names in the space provided if you know it.



1.



2.



3.



4.



5.



6.



7.



8.



9.

Watch the video recipes [Grilled Mushrooms](#) by Jamie Oliver and [Spaghetti Carbonara](#) by Rick Stein and write down as much information as you can.



	Jamie Oliver's Grilled Mushrooms	Rick Stein's Spaghetti Carbonara
Level of difficulty		
Originality		
Cooking style		
Availability of ingredients		
Ingredients mentioned		
Degree of involvement with the audience		
Background music		

What can you guess about these two chefs with all the information you have gathered? Compare your answers with your partner, then report it to the class.

Now watch the video [Lamb Curry](#) by Jamie Oliver. Fill in the gaps. Use the words in the box.



aromas onions ginger pinch teaspoons leaves
 slice turmeric coconut milk passion shake

LAMB CURRY GIVE IT TO ME HOT!

VERSE 1

Get yourself a pan and get it hot,
 Get your lovely lamb and slice it up,
 Whop in with some mustard seeds, two _____
 will do
 Wait until they pop and they spit at you.

Then a teaspoon of fenugreek is nice,
 You need three hot chillies; red or green,
 De-seed them and finely _____, give a stir once
 or twice,
 Oh my god it s so nice, so nice!

I've found this new revelation it's called curry
 _____,
 Get yourself a handful and throw them in with ease,
 Got my friend _____ just give him a peel,
 It s so damn juicy, the flavour is unreal,

Skin three sweet _____ and give them a chop,
 I use the food processor saves time a lot.
 Whack 'em in, throw 'em in,
 Give it a _____; we start to make great curry,
 why ay ay ah .

CHORUS

Lamb Curry, you give it to me hot,
 Ain't no worries when you cook it from your heart,
 Lamb Curry, you give it to me hot,
 Ain't no worries when you cook it from your heart..

Gonna give it to my brothers and sisters,
 Gonna give it to the Ms' and the Mr's,
 Gonna give it to my brothers and sisters,
 Why ay a yeah .

VERSE 2

Now back to the pan where all the action happen,
 Just one teaspoon of chilli powder for a little extra

_____,
 One teaspoon of _____ that lovely yellow stuff,
 Using the same processor add six ripe tomatoes

Give 'em a pulse to make some sauce, lovely lovely
 sauce

Now find a tin of _____ and open it up,
 But mind your bloomin' fingers they re so easy to
 cut!

You can smell the sweet _____ as it hits your
 face,
 With a good _____ of salt you should season to
 taste,

Throw 'em in, whack it in,
 Give it a shake, we start to make great curry,
 Why ay ay ah .

CHORUS

Lamb Curry, you give it to me hot,
 Ain't no worries when you cook it from your heart,
 Lamb Curry, you give it to me hot,
 Ain't no worries when you cook it from your heart..

Gonna give it to my brothers and sisters,
 Gonna give it to the Mr s and the Mr s,
 Gonna give it to my brothers and sisters,
 Why ay a yeah .

Gonna give it to my brothers and sisters,
 Gonna give it to the Mr s and the Mr s,
 Gonna give it to my brothers and sisters,
 Why ay a yeah .

Lamb Curry, you give it to me hot,
 Ain't no worries when you cook it from your heart,

	Lamb Curry, you give it to me hot, Ain't no worries when you cook it from your heart.
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Can you name any chef in your country that would do something similar? Which one?
What do you think he/she would cook? Why?

Why do you think Jamie Oliver has chosen a curry for the music video recipe?

C. Know oneself

8. Our food facts

How healthy do you think your eating habits are?

Answer this questionnaire and then check your results. Walk through the class and get some information about your classmates. Report your findings to the group. Use expressions such as: *Most of us...*, *The majority of the class...*, *Some of the class...*, *X people in the class...*, etc.

1. In the past six months	
I have gained more than five kilos	0
I have gained between three and five kilos	1
I have gained between one and two kilos	2
I have gained less than a kilo	3
My weight has not changed	4
I have lost less than a kilo	3
I have lost between one and two kilos	2
I have lost between three and five kilos	1
I have lost more than five kilos	0
Item 1 score	_____
2. The number of foods I limit or avoid because of a health condition or because they disagree with me is:	
None	4
One or two	3
Quite a few	2
Enough to make it hard to eat with others	1
Enough to make my diet very restricted	0
Item 2 Score	_____
3. I usually eat ...	
At least 3 times each day	4
At least 3 times a day, 5 or 6 days a week	3
At least 3 times a day, 3 or 4 days a week	2
2 times each day	1
Less than 2 times each day	0
Item 3 Score	_____
4. Each day, I usually eat fresh fruits or vegetables	
Five or more times	4
Four times	3
Three times	2
Two times	1
Less than two times	0
Item 4 Score	_____
5. I usually eat meat alternatives (dried peas, beans, lentils, nuts, or tofu) ...	
Two or more times each day	4
Once each day	3
Five or six times each week	2

Three or four times each week	1
Less than three times each week	0
Item 5 Score	
6. I usually drink milk or eat foods made with milk (cheese, yoghurt, etc.)	
Two or more times each day	4
Once each day	3
Five or six times each week	2
Three or four times each week	1
Less than three times each week	0
Item 6 Score _____	
7. Each day, I usually drink 250 ml. of fluid (juice, water or milk) ...	
Five or more times	4
Four times	3
Three times	2
Two times	1
Less than two times	0
Item 7 Score _____	
8. When I am alone, I eat good, healthy meals	
Never	0
Rarely	1
Sometimes	2
Often	3
Always	4
Item 8 Score _____	
9. I find cooking difficult (physically, lack of interest, stressful, lack skill)	
Never	4
Rarely	3
Sometimes	2
Often	1
Always	0
Item 9 Score _____	
10. I find grocery shopping difficult (physically, poor weather, lack of interest, stressful)	
Never	4
Rarely	3
Sometimes	2
Often	1
Always	0
Item 10 Score _____	
*Scores can range from 0 to 40, the higher your score the better your eating habits.	

How would you describe your own ones and your partners' eating habits?

Are they as you thought they would be?

Do they correspond to the idea you had of yourself?

Why do you think it is so?

What do you think should be changed?

9. Did I learn...?

Name:

Date:

	Yes	No	Not Sure	Teacher's feedback
1. I have questioned some food stereotypes about Britain.				
2. I have discussed about them with the rest of the class.				
3. I have seen the differences between reality and the stereotype.				
4. I have learned the reason behind some cultural facts.				
5. I have compared my country's cooking traditions with those of Britain.				
6. I have changed my mind about some stereotypes.				
7. I can understand better other cultures and traditions.				
8. I have seen the differences between one's own image and reality.				
9. I have learned some vocabulary about food and cooking.				
10. I can compare data from a survey or a questionnaire.				
11. I have given some thought to the importance of eating well.				
12. Other things I would like to include:				