

## TEACHER'S MANUAL: UNIT 2, FOOD

### WARM-UP

There are no wrong answers to this exercise. You can start by asking who eats the different foods in the pictures.

In the **Choose** section, learners can choose any of the three foods. They can work individually or with a partner to talk about why they like it.

In the **Discuss** section, learners can use the vocabulary and grammar that they have. You may want to elicit vocabulary from the whole group and put it on the board. Working with others helps learners share the words they have, so this is a very good small group exercise.

The **Photo** lets learners personalize the activity and link it to their own lives.

### WARM-UP

#### Choose

The best food to eat is...



*Fatoush*



*Starters (Mezze)*



*Muwaraka*

#### Discuss

- Why do you like this food?
- What other foods do you like?

#### Photo

Put a photo or drawing of your favorite food here:

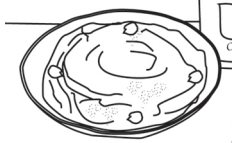

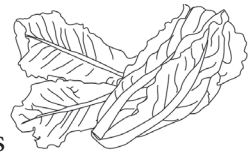



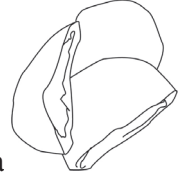
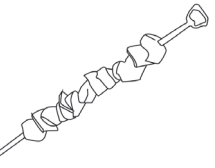
## VOCABULARY

Say the words on the left and point to the appropriate picture as you say the words. This is activity that familiarizes learners with the vocabulary. You can encourage learners to repeat the words after you, if they wish.

The different foods are not drawn to scale, so the almonds are much bigger than they really are. The meal is much smaller.


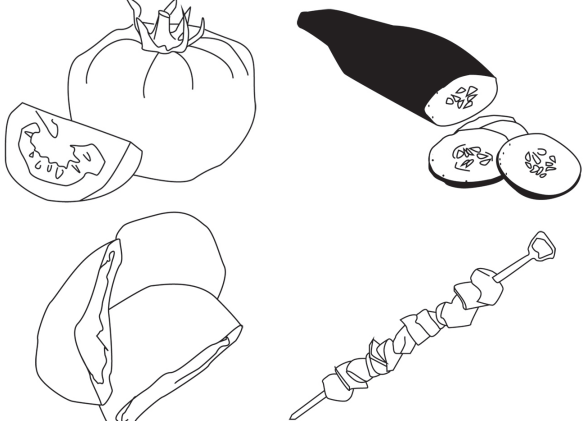
Ask learners to draw a line to demonstrate the relationships between the words and the pictures. This encourages kinesthetic (motion-related) learning.

## ANSWER KEY

 <i>hummus</i>	 a bell pepper
 greens	 almonds
 a tomato	 a cucumber
 pita	 a kebab

## VOCABULARY

Practice pronunciation of the words below with your teacher. Draw a line from the **words** to the pictures to show their meanings.

<i>almonds</i> <i>a bell pepper</i> <i>greens</i> <i>hummus</i>	
<i>a cucumber</i> <i>a kebab</i> <i>pita</i> <i>a tomato</i>	

## Breakfast, Lunch, and Dinner

This activity extends the use of vocabulary for food. Students apply what they are learning to their own lives. Encourage students to bring in pictures of the different kinds of food that they eat. They will probably need help with names in English. If a breakfast food is a special dish, just use the Arabic word for that food.

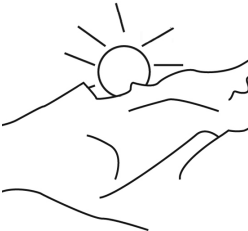
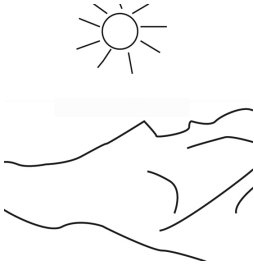

As an additional activity, ask students to say what time they eat breakfast, lunch, and dinner.

All answers are correct!

## Breakfast, Lunch, and Dinner

What food do you like for...?

Write words or add pictures.

<b>Breakfast</b> 	<b>Lunch</b> 	<b>Dinner</b> 
I like _____ for breakfast.	I like _____ for lunch.	I like _____ for dinner.

## READ-WRITE-TALK

There are no wrong answers to this exercise.

Learners are again applying what they are learning to their own lives as they are practicing and reinforcing the vocabulary in the unit.

Learners can work in pairs and small groups to discuss what is the same and what is different.

## THE *HILWE W MORRA* STORY

This story continues throughout the book. There is more information about the women and their lives in each unit. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

The underlined words are the vocabulary focus.

As you read the story the first time, you may wish to emphasize the underlined words, but do not stop the story to explain them yet. When you read the story the second time, you may want to see if learners have questions about the vocabulary.

Feel free to play with how you read the story aloud. It's supposed to be fun!

## READ-WRITE-TALK

Write **T** for true or **F** for false. All answers are okay!


1. Starters are delicious. They taste good.
2. Muwaraka is terrible. It doesn't taste good.
3. I like *fatoush*. It's delicious.
4. I don't like tomatoes. They don't taste good.
5. Green peppers are terrible. They don't taste good.

## Group Work

Tell your answers to other students near you in the class.

- What is the same?
- What is different?

## THE *HILWE W MORRA* STORY

Listen and read along as the teacher reads this out loud.

*Samar and Dima are at Nadine's house. (Auntie) Hala is the mother of Dima. Nadine is the mother of Samar.*

Nadine: How are you Samar?

Dima: Congratulations! Are you happy about the triplets?

Samar: I am very happy!

Nadine: Three grandchildren! I am happy too!

Dima: You are very lucky! Samar, is your birthday next week?

## Vocabulary, Definition A or Definition B

This is a good opportunity to practice the Think-Pair-Share technique. With this technique, learners work individually at first to mark their answers, then check their answer with a partner, then respond in the whole group to the teacher's prompts.

We introduce "let's" in this unit. It is a contraction, but native speakers rarely if ever use it in its full, "let us" form. It's better to think about it as a single word rather than as a contraction.

Keep encouraging learners not to just translate the words. The words are introduced in context here. It will be helpful if learners focus on the way the word is used in context.

As before, the words here will reappear in the later reading or in later units.

## ANSWER KEY

<u>very</u>	=	a lot ✓	a little
<u>lucky</u>	=	Good things happen to you. ✓	Bad things happen to you.
<u>let's</u>	=	<b>they</b> want to	<b>we</b> want to ✓
<u>can</u>	=	ok ✓	not ok
<u>invite</u>	=	don't ask	ask ✓
<u>all</u>	=	no one	everyone ✓
<u>sweet</u>	=	with sugar ✓	with no sugar
<u>delicious</u>	=	tastes terrible	tastes good ✓

- Samar: Yes, it is.
- Dima: **Let's** have a party!
- Nadine: Who can we invite?
- Samar: **All** our family and friends.
- Nadine: What food do you like?
- Samar: I like *mezze*, *fatoush*, and *muwaraka*.
- Dima: What is *muwaraka*?
- Samar: It is a sweet bread from Aamchit. It's **delicious**!
- Nadine: Let's have the party here, at my house.

## Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>very</u>	=	a lot ✓	a little
<u>lucky</u>	=	Good things happen to you.	Bad things happen to you.
<u>let's</u>	=	<b>they</b> want to	<b>we</b> want to
<u>can</u>	=	ok	not ok
<u>invite</u>	=	don't ask	ask
<u>all</u>	=	no one	everyone
<u>sweet</u>	=	with sugar	with no sugar
<u>delicious</u>	=	tastes terrible	tastes good

## Group Work

Model the questions and answers for the class initially:

Do you like *mezze*? Yes, I do.

Notice that this focuses on yes/no questions with do/does. There are different pronouns in the answers and both contractions and full responses (I don't/I do not).

If learners answer in full sentences, they will omit do/does:

Do you like *mezze*? Yes, I like *mezze*.

Does the *fatoush* look delicious? Yes, the *fatoush* looks delicious.

If learners are ready for the grammar, you can point out the use of do/does with yes/no questions that use verbs other than be. It's helpful to also note the use of do/does with negative statements:

I don't like *mezze*. The *fatoush* doesn't look delicious.

Next, have the learners practice asking each other. They should begin with the models given, using the yes/no questions and full answers. More advanced learners may wish to add their own questions and answers.

## Group Work

First, practice saying the questions and answers below with the teacher. Then, practice in pairs or small groups.

Bring food (or food photos) to class. Make questions about the food.

Do you like ...	... <i>mezze</i> ? ... <i>fatoush</i> ? ... parties?
Does the <i>fatoush</i> look ...	... delicious? ... beautiful? ... old?
Do the tomatoes taste ...	... delicious? ... terrible? ... fresh?

Make answers.

Yes,	... I do. ... he/she/it does. ... we/you/they do.
No,	<div> ... I do not. ... he/she/it is not. ... they are not. ... they're not. ... we are not. ... we're not. </div> <div> ... I don't. ... it isn't. ... they aren't. ... we aren't. </div>

There are no wrong answers in the discussion. The questions encourage learners to think critically about the topic.

The extra discussion questions are designed for more advanced learners. The teacher can encourage those learners to share their questions with the whole group.

## READERS THEATER

Follow the same process as in Unit 1. Start as a whole class, reading each line together. It is good to encourage the class to be as emotional as possible in reading their lines - that makes it more fun and motivating. Having small props such as cups and cookies also helps learners feel more like actors, and thus less self-conscious.

Practice as often as needed to have everyone feel comfortable in reading the different lines.

An audio recording that includes the practice section is available for download at <http://aei.uoregon.edu/wtwe>

Discuss in pairs or small groups:

- Do you like parties?
- Do you have parties in the morning? At night?
- Do friends come to your parties? Cousins?
- Do you drink a lot of coffee at your parties? Tea? Juice?

Extra discussion:

- What food is fun at a party?
- What food is a surprise?

## READERS THEATER

### Practice with the Teacher

First, practice all of the story together with the teacher. Read the story as a script in a theater play.

Nadine:	How are you, Samar?
Dima:	Congratulations! Are you happy about the triplets?
Samar:	I am very happy!
Nadine:	Three grandchildren! I am happy too!
Dima:	You are very lucky! Samar, is your birthday next week?
Samar:	Yes, it is.
Dima:	Let's have a party!
Nadine:	Who can we invite?
Samar:	All our family and friends.

In addition to practicing different stress patterns in the words, encourage learners to practice different emotions - happy, excited, tired, sad, and quiet.

## Group Work

It often works well to choose a group of more advanced students to be the first to model the activity. You could choose the group that did the best with Unit 1's Readers Theater to go first this time. In later units, even the shyer students should feel more comfortable reading out loud.

Nadine: What food do you like?  
Samar: I like *mezze*, *fatoush*, and *muwaraka*.  
Dima: What is *muwaraka*?  
Samar: It is a sweet bread from Aamchit. It's delicious!  
Nadine: Let's have the party here, at my house.

Now, practice with the teacher:

- Con**GR**Atulations or Congratu**L**Ations!  
(both are correct)
- I'm **VERY** happy! or **I'M** very happy!
- **THREE** grandchildren! or Three **GRAND**children!
- It's delicious! or It's **DEEEEEEEEE**-licious!

## Theater Tip

You can have fun with scarves, makeup, jewelry, real food, empty food boxes or pictures of food.

## Group Work

Next, work in groups. Each group has 3 students. Each student is a person in *The Hilwe w Morra Story*. Each group reads the story out loud.



## Active Listening

Each group will present in turn. In order to keep everyone else focused, have the rest of the class fill out the Active Listening checklist. Ask the actors to write their names on the board so that others can copy them correctly.

Notice that different groups have different emotions for the Samar, Nadine, and Dima. This encourages listeners to pay close attention to what each group does, including the later groups. They should think first, not circle the same emotion each time.

## What to Say

This offers students practice with polite invitations and polite refusals in English. Americans in particular expect to know if someone is really coming or not. This is especially important with party and dinner invitations. Americans find it rude to say yes to an invitation and not come. It is better to say no with polite language like this when talking with an American.

## Active Listening

Listen as other groups read the story. Put a ✓ by the best answer for each group.

**Group 1:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Samar. She is ...	happy	excited	quiet
Listen to Nadine. She is ...	happy	excited	quiet
Listen to Dima. She is ...	happy	excited	quiet

**Group 2:** \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Listen to Samar. She is ...	excited	tired	sad
Listen to Nadine. She is ...	excited	tired	sad
Listen to Dima. She is ...	excited	tired	sad

*[continue with the other groups the same way]*

## What to Say

Practice the following party invitation with your teacher. Next, practice in pairs.

### Questions

Hello, \_\_\_\_\_. There is a party at my house on Saturday. Can you come?

### Answers

Yes, I am happy to come. Thank you!  
No, I'm sorry, I can't come. Thank you anyway.

## The *Hilwe w Morra* Story, Family Tree

As before, there are no wrong answers - personalizing the characters with pictures helps learners feel more interested in the topic.

### READING

This is adapted from an article on the Internet. At the end of this unit, you can see the full article. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

In **Guess**, learners try to predict the content of the story just from the title. There are no wrong answers at this point, but learners can go back after they read the story to see if they were right or wrong in their guesses.

Have learners share their ideas with a partner, then with the group as a whole. They can help each other figure out the meaning of the word bakery, if someone does not know it at first.

## The *Hilwe w Morra* Story, Family Tree

- Go to the beginning of this book. Put drawings or photos on the *Hilwe w Morra Story* family tree for Nadine and Dima.
- Write their ages, too.
- All answers are okay!

### READING

#### Title: **Fern el Sabaya - A Women's Bakery in Aamchit**

#### Guess

Think about the title: *Fern el Sabaya - A Women's Bakery in Aamchit*. Guess! Do you think these sentences about the story are T (true) or F (false)?


1. This is a man's bakery.
2. Women make *mezze* in this bakery.
3. The bakery is in Lebanon.
4. The women make *muwaraka*.

## Listen-Read-Circle

Read the story aloud slowly the first time, using as much expression as possible.

Read the story slowly a second time. Give learners time to circle the words as you read. Lower-level learners may wish to hear the story a third time.

After the learners have circled the food words that they recognized, have them discuss with a partner before a whole-group discussion about the answers.

You can have them talk about the picture, as well, for additional discussion work.

## ANSWER KEY

Monday, February 7, 2011

Fern el Sabaya is a bakery in Aamchit. Lorenza and Martha are sisters. They own the bakery. Their bakery is very famous. Why?

This is the only bakery in Lebanon with *muwaraka*. They make it with almonds, walnuts, sugar, orange blossom water, and rose water. It tastes very, very good.

They also make *man'oushe bi beyd ma awarma*. It tastes very good, too. Do you bake, too? What do you make? Do you make *muwaraka*, too?

## Listen-Read-Circle

Listen as the teacher reads the story 2 times. The second time, circle 5 words about food (for example, *walnuts*, *sugar*, *tastes*, *bakery*...).

Monday, February 7, 2011

Fern el Sabaya is a bakery in Aamchit. Lorenza and Martha are sisters. They own the bakery. Their bakery is very famous. Why?

This is the only bakery in Lebanon with *muwaraka*. They make it with almonds, walnuts, sugar, orange blossom water and rose water. It tastes very, very good.

They also make *man'oushe bi beyd ma awarma*. It tastes very good, too. Do you bake, too? What do you make? Do you make *muwaraka*, too?



## Listen-Read-Write

Read each paragraph as many times as needed while learners write the answers.

This is another good Think-Pair-Share opportunity. After the learners have written the words in the blanks, have them discuss with a partner before a whole-group discussion about the answers.

## ANSWER KEY

Monday, February 7, 2011

Fern el Sabaya is a bakery in Aamchit. Lorenza and Martha are sisters. They own the bakery. Their muwaraka is very famous. Why?

This is the only bakery in Lebanon with *muwaraka*. They make it with almonds, walnuts, sugar, orange blossom water, and rose water. It tastes very, very good.

They also make *man'oushe bi beyd ma awarma*. It tastes very good, too.

Do you bake, too? What do you make? Do you make muwaraka, too?

## Listen-Read-Write

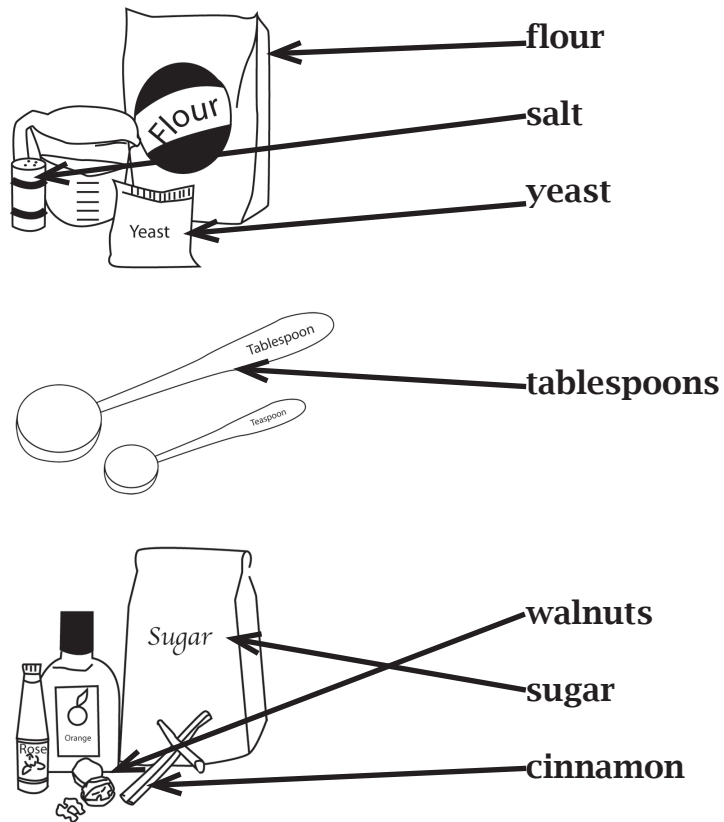
Listen to the teacher read *Fern el Sabaya - A Women's Bakery in Aamchit* as many times as needed.

Write the **words** in the blanks below.

	Monday, February 7, 2011 Fern el Sabaya is a bakery in Aamchit. Lorenza and Martha are _____. They own the bakery. Their _____ is very famous. Why?
<b>almonds</b>	
<b>bakery</b>	
<b>make</b>	This is the only bakery in Lebanon with <i>muwaraka</i> . They make it with _____, walnuts, _____, orange blossom water, and rose water. It tastes very, _____ good.
<b>muwaraka</b>	
<b>sisters</b>	
<b>sugar</b>	They also _____ <i>man'oushe bi beyd ma awarma</i> . It tastes very good, too.
<b>very</b>	Do you bake, too? What do you make? Do you make _____, too?

## VOCABULARY

### ANSWER KEY



## VOCABULARY

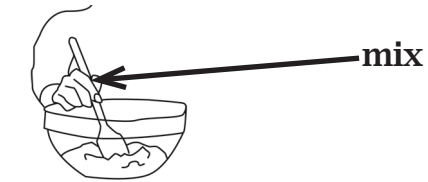
### Muwaraka Recipe

Samar likes *muwaraka*. Here is the recipe.

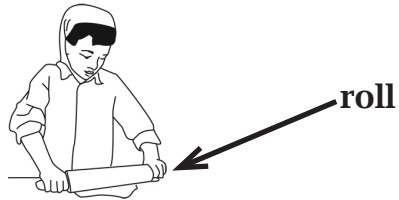
Draw a line from each **word** to the picture.

<p>This illustration shows the ingredients and tools for Part A of the recipe: a large bag of flour, a small container of salt, a packet of yeast, a measuring cup, a salt shaker, a large spoon labeled 'Tablespoon', and a smaller spoon labeled 'Teaspoon'.</p>	<p><b>Part A, Ingredients</b></p> <p><b>The Dough</b></p> <ul style="list-style-type: none"> <li>• 120 grams white <b>flour</b></li> <li>• 3 grams <b>salt</b></li> <li>• 3 grams of fast-rising <b>yeast</b></li> <li>• about 6 <b>tablespoons</b> of water</li> </ul> <p><b>Part B, Ingredients</b></p> <p><b>The Filling</b></p> <ul style="list-style-type: none"> <li>• 60 grams fresh almonds, crushed</li> <li>• 60 grams fresh <b>walnuts</b>, crushed</li> <li>• 60 grams white <b>sugar</b></li> <li>• 1 tablespoon rose water</li> <li>• 1 tablespoon orange blossom water</li> <li>• 1 tablespoon <b>cinnamon</b></li> <li>• 5 grams butter</li> </ul>
--	--

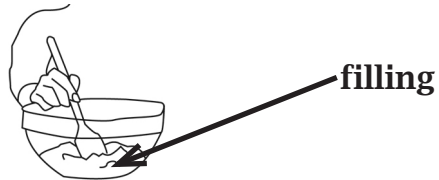
## ANSWER KEY



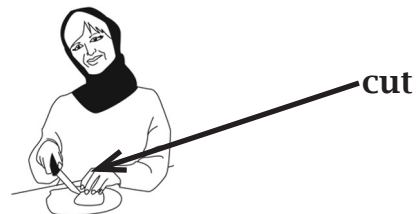
mix



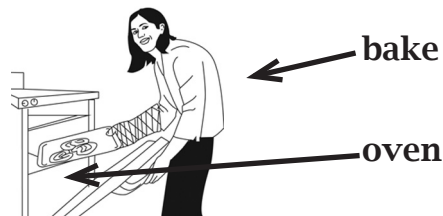
roll



filling

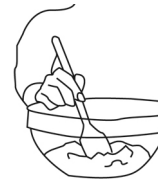
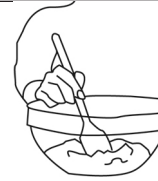


cut



bake

oven



## Part C, Directions

1. **Mix** the dough.

2. **Roll** the dough.

3. In a bowl, mix the **filling** (almonds, walnuts, sugar, rose water and orange blossom water).

4. Put butter on the dough.

5. Put filling on the dough.

6. **Cut** a hole in the middle. Roll the dough from the inside to the outside of the circle.

7. Put oil or more butter on it.

8. **Bake** it in the **oven** for 10 minutes.

## Sentence Order

Demonstrate with the first sentence. You may want to have lower-level learners look back at the story. More advanced learners can try to reconstruct the story without looking back.

## ANSWER KEY

### Sentence Order

- 2 Put filling on the dough.  
1 Mix the dough.  
4 Bake it for 10 minutes.  
5 Eat it!  
3 Cut a hole in the dough.

## ANSWER KEY

### Vocabulary

Vocabulary		Definition A	Definition B
<u>bake</u>	=	on the top of the stove	inside the oven ✓
<u>cut</u>	=	1 piece → 2 pieces ✓	2 pieces → 1 piece
<u>filling</u>	=	outside the dough	inside the dough ✓
<u>ingredients</u>	=	flour, sugar, cinnamon ✓	bowl, spoon, oven
<u>mix</u>	=	cut with a knife	stir with a spoon ✓
<u>an oven</u>	=	makes food cold	makes food hot ✓
<u>a tablespoon</u>	=	a small spoon	a big spoon ✓
<u>a teaspoon</u>	=	a small spoon ✓	a big spoon

## Sentence Order

Put the sentences about the recipe in order (1, 2, 3, 4, 5).

- \_\_\_\_\_ Put filling on the dough.  
1 Mix the dough.  
 \_\_\_\_\_ Bake it for 10 minutes.  
 \_\_\_\_\_ Eat it!  
 \_\_\_\_\_ Cut a hole in the dough.

## Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

### Vocabulary

### Definition A

### Definition B

bake

=

on the top of the stove

inside the oven ✓

cut

=

1 piece → 2 pieces

2 pieces → 1 piece

filling

=

outside the dough

inside the dough

ingredients

=

flour, sugar, cinnamon

bowl, spoon, oven

mix

=

cut with a knife

stir with a spoon

an oven

=

makes food cold

makes food hot

a tablespoon

=

a small spoon

a big spoon

a teaspoon

=

a small spoon

a big spoon

## What to Say?

Say all the words aloud first, then read each line at least two times. Encourage students to repeat after you. If some learners are having a hard time hearing the difference, ask students not to repeat after you the third time you read the words.

## ANSWER KEY

cake	bake	home X	take
spoon	same X	soon	moon
flour	hour	our	love X
knife	wife	keep X	life

## WRITING

Students can work together to decide which ingredients belong in the recipe. If possible, bring some of the ingredients into the classroom. It's easier to learn food words when you can see (and sometimes taste) what the word represents.

## What to Say?

Work with a partner. Say the words in each line. Which word in the row does not match the sounds of the others? Mark and X by the word that does not match. The first one is an example.

cake	bake	home X	take
spoon	same	soon	moon
flour	hour	our	love
knife	wife	keep	life

## WRITING

### Write a Recipe

Work in pairs. Write a recipe.

A. First, circle the ingredients for a *hummus* recipe.

cinnamon	chickpeas	sugar	olive oil
garlic	bread	salt	pepper
a lemon	<i>tahini</i>	bananas	walnuts



Encourage students to share their ideas with each other. If possible, create the *hummus* in the classroom. Then it's very memorable!

All answers are correct.

## WHAT'S THE BUZZ?

Encourage learners to ask why, as well as getting the basic information from each other. The extra information makes the activity more interesting - and lends itself to more discussion.

B. Next, write a recipe for *hummus*. Do you have a secret ingredient?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Write Your Own Recipe

Work with the teacher for new recipe vocabulary. Make a list. Choose a simple recipe with 3 to 5 ingredients.

Write the ingredients below. Then, write the directions (what you do).

**Ingredients:**

\_\_\_\_\_

**Directions:**

\_\_\_\_\_

\_\_\_\_\_

## WHAT'S THE BUZZ?

There are 5 questions. First, practice the questions with the teacher. Then, each student talks to 3 students in the class and asks all the questions.

Write the names of the students and all the answers in the boxes below.

All responses are correct.

	STUDENT 1:	STUDENT 2:	STUDENT 3:
	_____	_____	_____
<b>Question 1:</b> Do you cook with your family or alone?			
<b>Question 2:</b> What recipes do you like most?			
<b>Question 3:</b> When do you cook them?			
<b>Question 4:</b> How long does it take to make them?			
<b>Question 5:</b> What is your favorite "secret" ingredient?			

### Discuss with Your Group/All Together

Encourage students to extend their discussion. They can compare recipes and talk about which ones they know how to make. This would be a good opportunity for a potluck lunch.

### Discuss with Your Group

- How many answers are the same?
- How many are different?
- How many different recipes in your group?

### Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- Which recipes did you find? Make a list with your teacher.

## SUPPLEMENTARY ACTIVITIES

### VOCABULARY

Some additional vocabulary options include:

#### Spelling Game

Students work in small groups.

Choose two cards. In your group read the letters to your group. The group writes the letters. Each person in the group continues with two cards each. Look at the spelling. How many words are correct in your group? How many words did other groups get right? Which words are the hardest?

#### Flash Cards

On page 37, there are flash cards with the vocabulary from this unit. Students can cut out the cards and create their own sets of flash cards. To show the meaning of each word, students can:

- Put pictures on the back of each card. They draw them or cut them out of magazines, newspapers, etc.
- Write definitions or translations on the back of each card.

#### Sorting Game

Students work in pairs or groups.

The teacher tells the students to sort the cards in these ways.

- recipe ingredients
- recipe directions
- foods (not in recipes)
- other

Alternate (for more advanced groups): Groups divide the cards into types of cards. They explain what the types are.

This is another approach to the scrambled word game:

## Word Game

Students work in small groups.

One student chooses a word with five or more letters and writes blank spaces on a piece of paper for each of the letters of the word. The rest of the group guesses letters until the word is spelled completely. Students can guess the words at any time, but if they guess wrong, they wait until the next word before they can guess again. The first person to guess the word right wins the game.

## ANSWER KEY

1. kbae = bake	10. tcu = cut
2. zezem = mezze	11. xmi = mix
3. tpu = put	12. graus = sugar
4. mdlsons = almonds	13. llifgni = filling
5. gudoh = dough	14. esaty = yeast
6. mtoaot = tomato	15. cubecumur = cucumber
7. klei = like	16. noncaimn = cinnamon
8. percie = recipe	17. rabyek = bakery

## Scrambled Word Game

Students work in small groups.

On the paper below, students unscramble the letters from the flashcard vocabulary. It's okay to look at the list to help you guess.

For another activity, students choose five words from the flash cards and mix up the letters. Each student gives her paper to the next person. That person tries to figure the words out.

1. kbae =	10. tcu =
2. zezem =	11. xmi =
3. tpu =	12. graus =
4. mdlsons =	13. llifgni =
5. gudoh =	14. esaty =
6. mtoaot =	15. cubecumur =
7. klei =	16. noncaimn =
8. percie =	17. rabyek =

## PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired. You may want to create a “word wall” with food words in Arabic and their translations into English. That way, learners can refer to the wall for words that they may not need to use much in English other than in this class.

## INTERNET: WEB QUEST

These activities are for those who have Internet access. The teacher can use these with one computer with Internet access and a projector, or they can be optional activities for learners outside the classroom.

Websites change regularly. Make sure that you have visited the site before you use it in class or send learners to these websites.

## PROJECT POSSIBILITIES

A. Make a class cookbook.

1. Students bring their favorite recipes to class.
2. Write the recipes in English (as much as possible)
3. Each recipe should be on a separate page.
4. Put the recipes together to make a class cookbook.
5. Add photos, as available.
6. Make photocopies and/or publish to a Facebook website.

B. Hold a class “potluck.”

1. Everyone brings a favorite food to share.
2. List the ingredients (or the recipe) next to each dish.  
Try to use  
English!
3. Share recipe cards.

## INTERNET: WEB QUEST

Here are some places to **Go** and things to **Do** on the Web about food.

**Go:**     **Cooking Words**

[www.manythings.org/vocabulary/lists/a/words.php?f=cooking\\_1](http://www.manythings.org/vocabulary/lists/a/words.php?f=cooking_1)

**Do:**     Do the activities to practice cooking vocabulary.

Remind learners that they should be very careful not to click on the ads - they could find themselves somewhere they do not want to be.

It works best if there is a connection between what learners do outside the classroom and what they are doing in class. If these are used outside of class, encourage learners to share what they have done with the class.

**Go: ELC Study Zone, Food**

[web2.uvcs.uvic.ca/courses/elc/studyzone/200/vocab/](http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/vocab/)

**Do:** Click on a food topic to see the lessons and exercises. For more practice, see Memory and Match:

[www.1-language.com/memorymatchelem/food/memoril.swf](http://www.1-language.com/memorymatchelem/food/memoril.swf)

[www.1-language.com/memorymatchelem/fruits/memoril.swf](http://www.1-language.com/memorymatchelem/fruits/memoril.swf)

[www.1-language.com/memorymatchelem/sweets/memoril.swf](http://www.1-language.com/memorymatchelem/sweets/memoril.swf)

**Go: Cooking Pasta**

[www.eslpartyland.com/quiz-center/pasta.htm](http://www.eslpartyland.com/quiz-center/pasta.htm)

**Do:** Fill in the blanks. Click on Check to see how many you got right.

**Go: Healthy Eating**

<http://www.foodnetwork.com/healthy-eating/>

**Do:** Use the Quick Recipe Finder to find a new recipe. Does anything look really good to you?

**Go: Recipe of the Day**

<http://www.recipe.com/>

**Do:** Sign up for free recipes by email. A new recipe comes every day. Try one or more sometime!

**READING: ORIGINAL BLOG POST****Fern el Sabaya - A Woman's Bakery in Aamchit**

I don't know if you had the chance to see Helweh wa Moorah on LBC this week. The journey led us to the bakery of the Zgheib sisters in Aamchit, Furn el Sabaya. Adorable women, all sisters, working hand in hand to create a warm atmosphere with delicious food. On the menu, their famous recipe called muwaraka and a regional recipe for man'oushe bi beyd. The muwaraka is absolutely delicious. It is dough stuffed with chopped walnuts and almonds, sugar, perfumed with orange blossom water and rose water. The skillful hands of Lorenza shapes the dough into an escargot-shaped pastry. On camera, I was able to reproduce this authentic recipe. Once finished, eating of course! We worked on the recipe for the man'oushe bi beyd. I will post these videos for you to get an idea on how to make these recipes.

<b>almonds</b>	<b>sugar</b>	<b>flour</b>
<b>salt</b>	<b>starters</b>	<b><i>fatoush</i></b>
<b><i>muwaraka</i></b>	<b>make</b>	<b><i>hummus</i></b>
<b>bake</b>	<b>a tomato</b>	<b>a green pepper</b>
<b>greens</b>	<b>a cucumber</b>	<b>a pita</b>
<b>cinnamon</b>	<b>orange water</b>	<b>rose water</b>
<b>like</b>	<b>don't like</b>	<b>a grandmother</b>
<b>a recipe</b>	<b>yeast</b>	<b>a teaspoon</b>
<b>a tablespoon</b>	<b>a gram</b>	<b>very</b>
<b>bake</b>	<b>cut</b>	<b>roll</b>
<b>mix</b>	<b>an oven</b>	<b>ingredients</b>
<b>filling</b>	<b>dough</b>	<b>a bakery</b>