

UNIT 2: FOOD

WARM-UP

Choose

The best food to eat is...



Fatoush



Starters (Mezze)



Muwaraka

Discuss


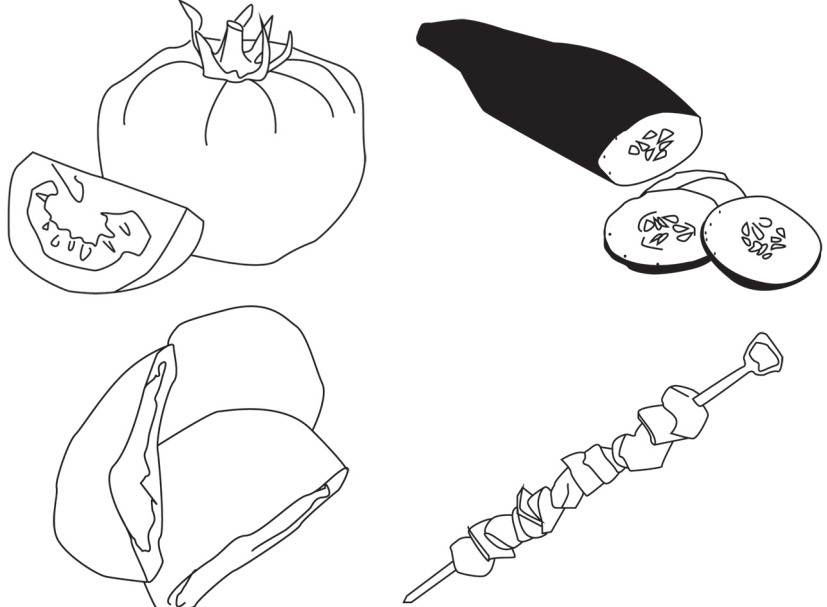
- Why do you like this food?
- What other foods do you like?

Photo

Put a photo or drawing of your favorite food here:

VOCABULARY

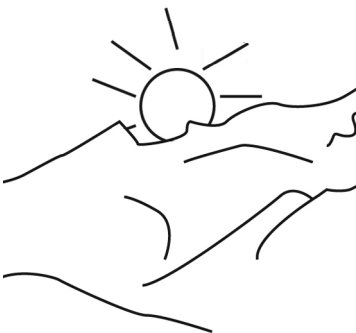
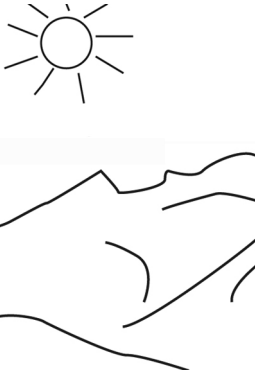

Practice pronunciation of the words below with your teacher.
Draw a line from the **words** to the pictures to show their meanings.

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

Breakfast, Lunch, and Dinner

What food do you like for...?

Write words or add pictures.

Breakfast 	Lunch 	Dinner 
I like ____ for breakfast.	I like ____ for lunch.	I like ____ for dinner.

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. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

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?
- 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>	=	they want to	we 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

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. ... we are not. </div> <div> ... I don't. ... it isn't. ... they aren't. ... we aren't. </div> <div> ... they're not. ... we're not. </div>

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

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.

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!
- 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

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

Group 3: _____, _____ and _____.

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

Group 4: _____, _____ **and** _____.

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

Group 5: _____, _____ **and** _____.

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

Group 6: _____, _____ **and** _____.

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

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

- 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

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

An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

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

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

VOCABULARY

Muwaraka Recipe

Samar likes *muwaraka*. Here is the recipe.

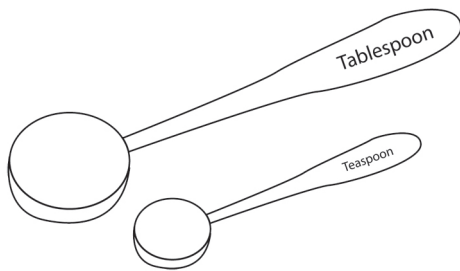
Draw a line from each **word** to the picture.



Part A, Ingredients

The Dough

- 120 grams white **flour**
- 3 grams **salt**
- 3 grams of fast-rising **yeast**
- about 6 **tablespoons** of water



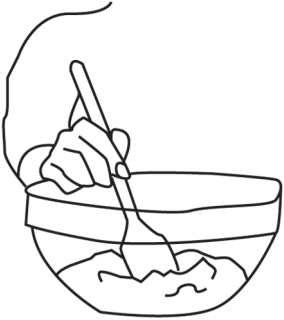

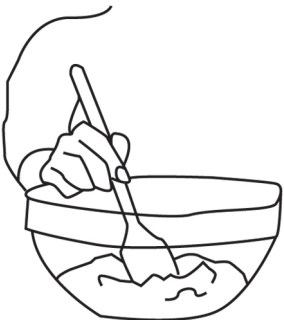


Part B, Ingredients

The Filling

- 60 grams fresh almonds, crushed
- 60 grams fresh **walnuts**, crushed
- 60 grams white **sugar**
- 1 tablespoon rose water
- 1 tablespoon orange blossom water
- 1 tablespoon **cinnamon**
- 5 grams butter



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

    	<p>Part C, Directions</p> <ol style="list-style-type: none">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

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

<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

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

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.

	STUDENT 1: _____	STUDENT 2: _____	STUDENT 3: _____
Question 1: Do you cook with your family or alone?			
Question 2: What recipes do you like most?			
Question 3: When do you cook them?			

Question 4: How long does it take to make them?			
Question 5: What is your favorite “secret” ingredient?			

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

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.

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. mdlaons =	13. llifgni =
5. gudoh =	14. esaty =
6. mtoaot =	15. cubecumur =
7. klei =	16. noncaimn =
8. percie =	17. rabyek =

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

Do: Do the activities to practice cooking vocabulary.

Go: ELC Study Zone, Food

<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/memori1.swf

www.1-language.com/memorymatchelem/fruits/memori1.swf

www.1-language.com/memorymatchelem/sweets/memori1.swf

Go: Cooking Pasta

<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!

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

