

UNIT 6: IN A RESTAURANT

WARM-UP

Choose

Circle 1 photo. The restaurant I like most is ...



Restaurant A



Restaurant B



Restaurant C

Discuss

- Why did you choose this photo?
- Share your answers with your classmates.

Photo

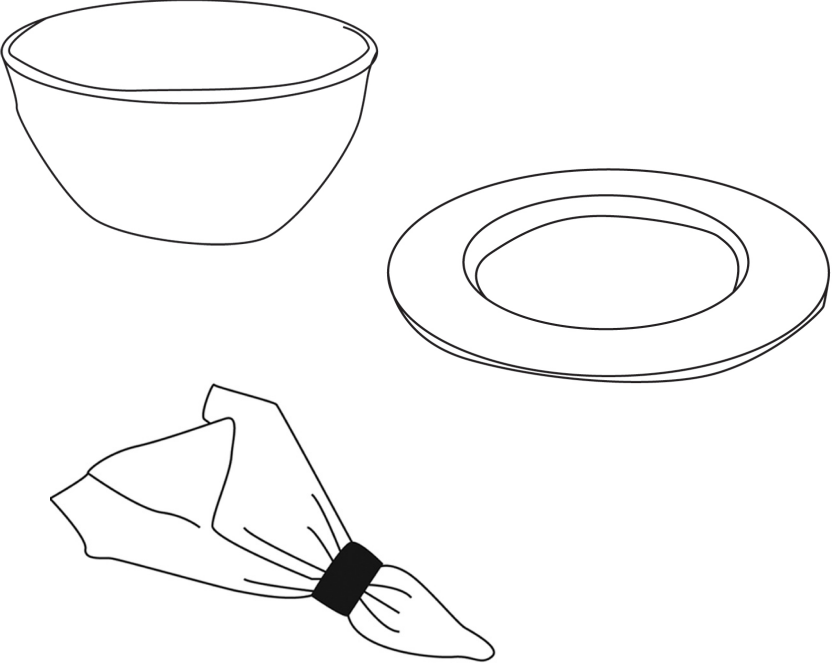

Put a photo or picture of your family at a meal here:

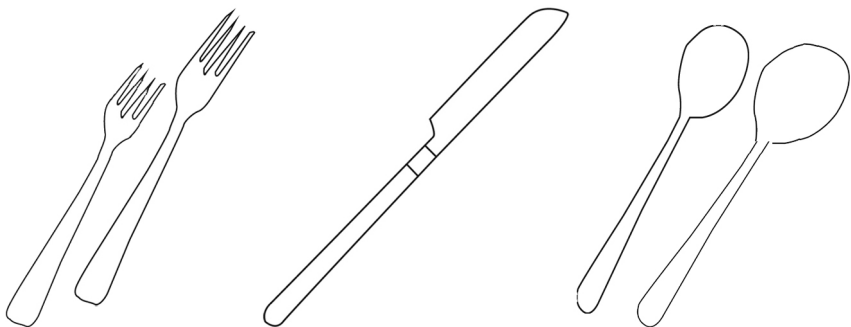
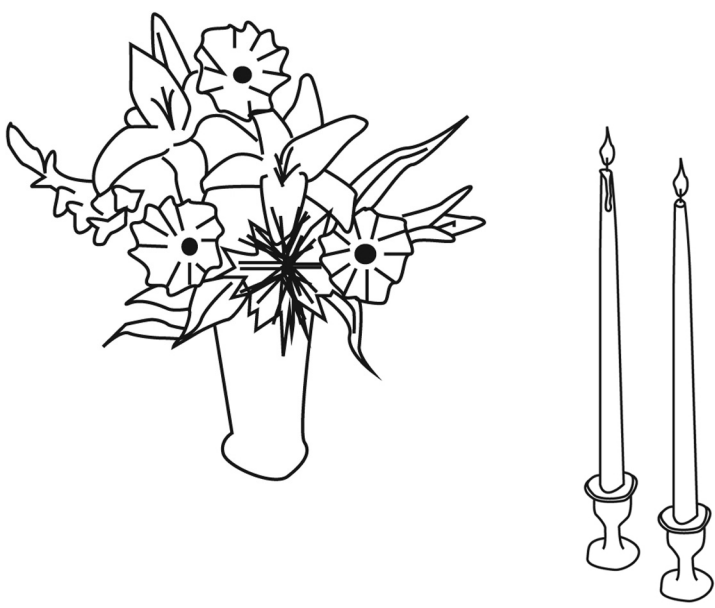
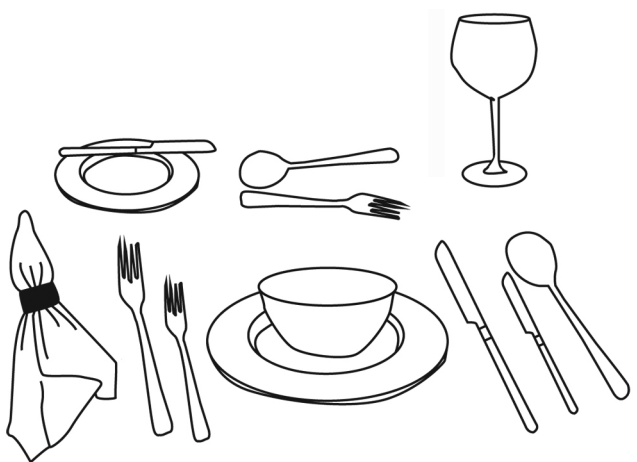
VOCABULARY

Definitions

Practice pronunciation of the words below with your teacher.

Draw a line from each of these **words** to the photo to show their meanings.

<p><i>a bowl</i></p> <p><i>a napkin</i></p> <p><i>a napkin ring</i></p> <p><i>a plate</i></p>	 <p>A line drawing of a bowl, a plate, and a napkin with a napkin ring. The bowl is at the top left, the plate is at the top right, and the napkin with a ring is at the bottom center.</p>
<p><i>a cup</i></p> <p><i>a glass</i></p> <p><i>a goblet</i></p> <p><i>a saucer</i></p>	 <p>A line drawing of a glass, a cup on a saucer, and a goblet. The glass is at the bottom left, the cup on a saucer is at the top center, and the goblet is at the bottom right.</p>

<i>a dinner fork</i> <i>a salad fork</i> <i>a knife</i> <i>a soup spoon</i> <i>a spoon</i>	
<i>candles</i> <i>candle holders</i> <i>flowers</i> <i>a vase</i>	
Label the objects in the place setting below.	
	

Formal Family Dinner

Your family is having a special dinner. In the space below, draw or paste in pictures of a fancy place setting for your table. You can add new things, too!

READ-WRITE-TALK

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

1. I go to a restaurant every night.
2. I always eat alone.
3. I usually eat with friends.
4. I use candles on the table for parties.
5. Other women do most of the cooking at my house.

Group Work

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

- What is the same?
- What is different?
- Why do you think so?

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>

The ladies are having lunch at a cafe. Dima's wedding was yesterday.

- Nadine: That was a beautiful wedding yesterday!
- Auntie Hala: Yes, Dima was a **pretty** bride. Her parents were very proud.
- Samar: I loved her dress. It was **fancy**.
- May: I liked the cake. It was **yummy**!
- Samar: Yes, it was delicious.
- Nour: Did you see Nabil? He pulled the **tablecloth** off the **table**.
- Samar: I did. It was sad, but **funny** too! You put the **place settings** on the table nicely. How did you do that?
- Nour: I **copied** the other table. Auntie Hala can **set** a fancy table. Let's ask her about it.
- Samar: That's a great idea! Let's ask her.
- May: Auntie Hala, we want to set a fancy table.
- Auntie Hala: I am happy to teach you! Let's have a **lesson** next week at my house.
- All: Thank you, Auntie Hala!

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>pretty</u>	=	looks beautiful ✓	does not look beautiful
<u>fancy</u>	=	very special	not so special
<u>yummy</u>	=	terrible	delicious
<u>a table</u>	=	to eat on	to live in
<u>a tablecloth</u>	=	a cover for a table	a cover for a chair
<u>funny</u>	=	makes me cry	makes me laugh
<u>place settings</u>	=	candles not on a table	plates, forks, knives, and spoons for each person on a table
<u>set (a table)</u>	=	put place settings on	take place settings off
<u>copy (copied)</u>	=	do something the same way	do something a different way
<u>a lesson</u>	=	something for teaching	something to look at

Group Work

These questions are about a wedding you went to in the past and what you did there. First, practice saying the questions and answers below with the teacher. Then, practice in pairs or small groups.

Make questions.

Who was the bride? ... groom?
Was the bride ... Was the groom pretty? (for females only) ... beautiful? (for females only) ... handsome? (for males only)
What did you like? Did you like...	... the food? ... the cake? ... the bride's dress? ... the wedding?
What did you do? Did you...?	... talk with friends? ... dance?

Make answers.

The bride was my friend. ... my sister. ... my niece. ... my daughter. ... _____(name). ... pretty. ... beautiful.
The groom was my cousin. ... my friend. ... my brother. ... my nephew. ... my son. ... _____(name). ... handsome.
I liked the food. ... liked the cake. ... liked the bride's dress. ... liked the wedding.
I....	... talked with friends. ... danced with _____.

Discuss in pairs or small groups:

- What did you like most about the wedding?
- Was it a good wedding? Why?

Extra discussion:

- What are some more questions to ask about the wedding?

READERS THEATER

Practice with the Teacher

First, practice 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>

The ladies are having lunch at a cafe. Dima's wedding was yesterday.

- Nadine: That was a beautiful wedding yesterday!
- Auntie Hala: Yes, Dima was a pretty bride. Her parents were very proud.
- Samar: I loved her dress. It was fancy.
- May: I liked the cake. It was yummy!
- Samar: Yes, it was delicious.
- Nour: Did you see Nabil? He pulled the tablecloth off the table.
- Samar: I did. It was sad, but funny too! You put the place settings on the table nicely. How did you do that?
- Nour: I copied the other table. Auntie Hala can set a fancy table. Let's ask her about it.
- Samar: That's a great idea! Let's ask her.
- May: Auntie Hala, we want to set a fancy table.
- Auntie Hala: I am happy to teach you! Let's have a lesson next week at my house.
- All: Thank you, Auntie Hala!

Now, practice with the teacher. Does the meaning change in these? If yes, how does it change?

- That's a **GREAT** idea!
That's a great **IDEA**!
- I **LOVED** her dress.
I loved her **DRESS**.
- Did **YOU** see Nabil?
Did you see **NABIL**?
- It was **SAD**, but funny, too!
It was sad, but **FUNNY** too!

Theater Tip

Have fun with this! Bring clothes or jewelry for each person. Wear them for the story!

Group Work

Next, work in groups. Each group has 5 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. Circle the best answer for each group.

Group 1: _____, _____, _____, and _____.

Listen to Auntie Hala. She was...	happy	jealous	proud
Listen to Nour. She was...	happy	jealous	proud
Listen to Samar. She was...	happy	jealous	proud
Listen to May. She was...	happy	jealous	proud

Group 2: _____, _____, _____, and _____.

Listen to Auntie Hala. She was...	excited	happy	quiet
Listen to Nour. She was...	excited	happy	quiet
Listen to Samar. She was...	excited	happy	quiet
Listen to May. She was...	excited	happy	quiet

Group 3: _____, _____, _____, and _____.

Listen to Auntie Hala. She was...	quiet	excited	happy
Listen to Nour. She was...	quiet	excited	happy
Listen to Samar. She was...	quiet	excited	happy
Listen to May. She was...	quiet	excited	happy

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

Listen to Auntie Hala. She was...	proud	angry	excited
Listen to Nour. She was...	proud	angry	excited
Listen to Samar. She was...	proud	angry	excited
Listen to May. She was...	proud	angry	excited

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

Listen to Auntie Hala. She was...	happy	proud	jealous
Listen to Nour. She was...	happy	proud	jealous
Listen to Samar. She was...	happy	proud	jealous
Listen to May. She was...	happy	proud	jealous

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

Listen to Auntie Hala. She was...	excited	proud	happy
Listen to Nour. She was...	excited	proud	happy
Listen to Samar. She was...	excited	proud	happy
Listen to May. She was...	excited	proud	happy

The *Hilwe w Morra* Story, Family Tree

- Go to the *Hilwe w Morra* family tree at the beginning of this book. Add Dima's husband to the family tree.
- Give him a name and age.
- All answers are okay!

READING

Title: The Best Celebration of the Home Cook

Guess

Think about the title: *The Best Celebration of the Home Cook*. Guess! Do you think these sentences about the story are T (true) or F (false)?

1. This story is about a really good celebration.
2. The story is about shopping.
3. This is a sad story.
4. Home cooks are important women.

Listen-Read-Circle

Listen as the teacher reads the story 2 times. The second time, circle 5 words about restaurants (for example, *cook, food, kibbeh...*). An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

Tawlet is a restaurant in Beirut. Kamal Mouzawak started the restaurant.

Why did Kamal start the restaurant? He did this for 2 reasons:

- 1) People needed fresh, local food.
- 2) Food from Lebanese homes was important.

A different Lebanese woman cooks every day in the restaurant. The cooks are from different places in Lebanon. They make special food from their villages.

Once there was a cook from Zgharta in Ehden. Her name was Suzanne Doueihy. She came and cooked a lot of delicious food at Tawlet Restaurant.

What did Suzanne cook? She cooked two kinds of *kibbeh* from her village: *kibbeh nayeh* (uncooked *kibbeh*) and *kibbeh bi labneh* (cooked *kibbeh* with yogurt). She also cooked *freekeh* (roasted wheat), *fatayer homayda* (meat pies), and *meghli* (rice pudding).

Everyone celebrated!

Listen-Read-Write

Listen to the teacher read *The Best Celebration of the Home Cook* as many times as needed.

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

food Lebanese restaurant special	<p>Tawlet is a restaurant in Beirut. Kamal Mouzawak started the restaurant. Why did Kamal start the _____? He did this for 2 reasons:</p> <p>1) People needed fresh, local _____.</p> <p>2) Food from Lebanese homes was important.</p> <p>A different _____ woman cooks every day in the restaurant. The cooks are from different places in Lebanon. They make _____ food from their villages.</p>
also cooked delicious rice village	<p>Once there was a cook from Zgharta in Ehden. Her name was Suzanne Doueihy. She came and _____ a lot of _____ food at Tawlet Restaurant.</p> <p>What did Suzanne cook? She cooked two kinds of kibbeh from her _____: <i>kibbeh nayeh</i> (uncooked kibbeh) and <i>kibbeh bi labneh</i> (cooked kibbeh with yogurt). She _____ cooked <i>freekeh</i> (roasted wheat), <i>fatayer</i> <i>hodayda</i> (meat pies), and <i>meghli</i> (_____ pudding). Everyone celebrated!</p>

Sentence Order

Put the sentences about *The Best Celebration of the Home Cook* in order: First (1), Second (2), Third (3), Fourth (4), Fifth (5).

_____ She cooked two kinds of *kibbeh*.

First Tawlet is a restaurant in Beirut.

_____ She also cooked *freekeh*.

_____ A different Lebanese woman cooks every day.

_____ Suzanne Doueihy cooked at the restaurant.

What to Say?

You can talk about the **order** of things using special numbers. They are called ordinal numbers. Here are the ordinal numbers in English:

1st first

2nd second

3rd third

4th fourth

5th fifth

6th sixth

All the other numbers add -th to the end, such as eleventh or fifteenth.

Talk about a fancy dinner. Use first, second, third, fourth, fifth.

For example, First we had soup. Second, we ate

First _____.

Second, _____.

Third, _____.

Fourth, _____.

Fifth, _____.

What else can you say with first, second, third?

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 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 like to eat inside or outside the house?			
Question 2: What is the best food to eat with your fingers?			
Question 3: Is your cooking more often sweet or more often salty?			
Question 4: What food do you not like to cook or to eat?			
Question 5: Make a question to ask about food:			

Discuss with Your Group

- What foods are on your list?
- Where do most people like to eat?
- Do more people cook sweet food or salty food?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- Were any answers funny?
- Were any answers surprising?

WRITING

What Did You Do?

Write a letter to a friend or family member about a favorite restaurant dinner. What was your favorite food? Which meal was it (breakfast, lunch, or dinner)? What did you like best?

Dear _____,

I had a delicious dinner last week at _____ (write the name of the restaurant). I was with _____ (who?). We ate _____ (breakfast, lunch, or dinner). We ordered _____ (your best foods).

The food tasted _____.

Love,

_____ (write your name)

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 109, there are flash cards with the vocabulary from this unit. See previous units for more ideas about how to use the cards.

Miming Game

This is adapted from <http://www.teflgames.com/wtw1.html>

1. Students should watch the teacher to see how to play the game.
2. Divide into two teams. Each team chooses a name.

3. A member from one team comes to the front and picks up a card. The cards should be about eating, such as spoons, napkins, etc. The person acts out the word on the card. No talking, just acting!
4. Members from both teams guess. The first team that guesses correctly gets a point.
5. A member of the other team comes forward and repeats Step 3. Play continues until the cards are gone. The team with the most points at the end is the winner.

Dialogue Role Play

Act out additional stories related to the dialogue. Bring clothing or dishes for the role plays to make it more interesting.

Possible examples:

- Act out the wedding.
- Act out Nabil pulling the tablecloth off the table.
- Act out Auntie Hala teaching how to set a formal table.

Restaurant Role Play

Look at the menu. What would you like? Practice saying “I would like ...” with a partner. Practice saying “How much is it?” with a partner.

Tawlet Menu

Stuffed Grape Leaves (<i>Warak Trish be Lahmeh</i>)	\$ 5.00
<i>Kibbeh Nayeh</i> (uncooked <i>kibbeh</i>)	8.00
<i>Kibbeh bi Labneh</i> (<i>kibbeh</i> cooked with yogurt)	8.00
<i>Freekeh</i> (grain)	4.50
<i>Mujadara</i> (rice and lentil stew with onions)	7.50
Meat Pies (<i>Fatayer Hodayda</i>)	9.00
<i>Othmaliye</i> (with rose petals and pistachios)	3.50
Rice Pudding (<i>meghli</i>)	3.50

Practice with your teacher.

Waiter: Hello. Welcome to Tawlet restaurant.

Customer One: Hello. We are very happy to be here.

Waiter: Are you ready to order?

Customer One: Yes. I would like stuffed grape leaves, uncooked *kibbeh*, and *freekeh*. I would also like rice pudding for dessert.

Customer Two: I would like *mujadara* and meat pies. I would also like *othmaliye* for dessert.

Waiter: Excellent! The food is very good.

(After dinner)

Customer One: Thank you very much. The food was delicious.

Could we have the check please?

Waiter: Yes, of course. The first order costs \$16.00. The second order costs \$20.00. The total is \$32.00.

Practice with your group.

In groups of 3, role play the dialogue. You can choose different foods if you like. You will need an apron, a pencil and paper, and something to identify customers. You can use interesting scarves or hats or another piece of clothing for each of the characters.

PROJECT POSSIBILITIES

A. Plan a party.

1. In a group of four, plan a party at home or in a restaurant.
 - What food do you want to have?
 - Who would you like to invite?
 - What do you want to do at the party?
2. Write an invitation to the party.
3. Write a guest list for the party.
4. Write a menu.
5. Draw a picture of the way you want the table to look. Label each item on the table.
6. Put these together in a book or post them on a Facebook page.

B. Be a cook in a restaurant.

You want to cook at Tawlet Restaurant. Make a menu.

1. In your small group, choose 5 dishes to include on the menu.
2. Write a menu. Find or draw pictures of the dishes to put on the menu.
3. In your group, write a letter to Tawlet Restaurant, Mr. Kamal Mouzawak, to ask if you can cook in the restaurant.
4. Collect the menus from all groups in the class and put them in a menu book or post them on a Facebook page.

C. Eat in a restaurant.

1. Get copies of menus (from a local restaurant, the web, or write your own).
2. In a small group, write a short dialog about ordering food.
3. Exchange your dialogue with another group. Then practice the dialogues.
4. Role play your dialogue for the group.
5. Put your menus and dialogues together in a book or post them on a Facebook page.

INTERNET: WEB QUEST

Here are some places to **Go** and things to **Do** on the Web in relation to this Unit.

Go: English Media Lab

<http://www.englishmedialab.com/GrammarGames/perfectpast/past%20simple%20sequencing.html>

Do: Put the past tense sentences in order.

Go: Practice Contractions

<http://www.learninggamesforkids.com/vocabulary-games/contractions/contractions-card-flip.html>

Do: Play Contraction Practice or Where Does the Apostrophe Go by yourself or with a partner. How did you do?

Go: Ordering in a Restaurant (video)

<http://video.about.com/esl/English-Restaurant-Vocabulary.htm>

Do: Listen to the dialog. Use the printed dialog to practice ordering food in a restaurant.

Go: A Good Meal

http://www.rong-chang.com/children/kid/kid_072.htm

Do: Read this story and try the exercises at the bottom. Which activity do you like best?

Go: EFLnet Food Vocabulary

http://www.eflnet.com/vocab/food_vocabulary.php

Do: Listen to the pronunciation and practice saying the words.

a place setting	beautiful	flour
a plate	pretty	sugar
a glass	fancy	salt
a cup	elegant	a lesson
a bowl	yummy	a table
a fork	set	a tablecloth
a spoon	cook	proud
a knife	order	funny
a napkin	a check	order
flowers	a waiter	home
candles	a restaurant	copy

