

## Women Teaching Women English

### Unit 02: Food

#### Warm-up

#### Choose

The best food to eat is . . .



pizza



fries



chicken wings

#### Discuss

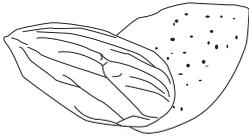
- Why do you like this food?
- What other foods do you like?

## Photo

Put photos or pictures of your favorite food here:

## Vocabulary

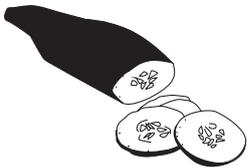
Look at the pictures below. Draw a circle around the foods that you like. Draw an "X" through the foods that you don't like. What can you make with these foods?



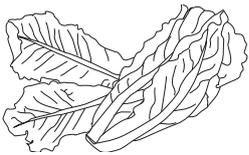
almonds



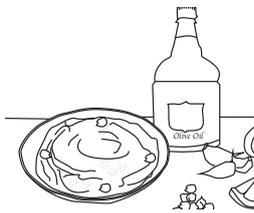
bell pepper



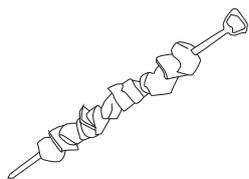
cucumber



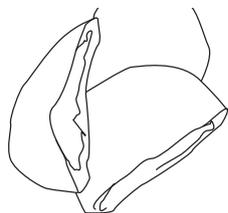
greens



hummus



kebab



pita bread



tomato

## Read-Write-Talk

### True or False

Write **T** for true or **F** for false.

1. \_\_\_\_\_ Fried cucumbers are delicious. They taste good.
2. \_\_\_\_\_ Chicken wings are terrible. They don't taste good.
3. \_\_\_\_\_ I like pizza. It's delicious.
4. \_\_\_\_\_ I don't like tomatoes. They don't taste good.
5. \_\_\_\_\_ Green peppers aren't delicious. They don't taste good.

Write foods you like:

I like . . .

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write foods you don't like:

I don't like . . .

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Breakfast, Lunch, and Dinner

What food do you like for . . . ?

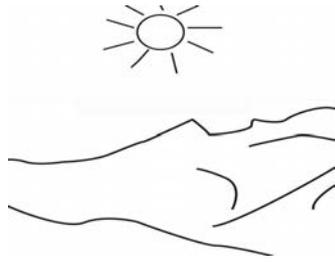
Write words or draw pictures.

Breakfast



I like \_\_\_\_\_ for breakfast.

Lunch



I like \_\_\_\_\_ for lunch.

Dinner



I like \_\_\_\_\_ for dinner.

### Group Work

Ask other students:

- What food do you like?

Answer: I like \_\_\_\_\_. It's delicious.

- What food don't you like?

Answer: I don't like \_\_\_\_\_. It's terrible.

### The Hilwe w Morra Story

Listen and read along.

Samar and Dima are at Nadine's house. 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 pizza, fries, and chicken wings.
- Dima: What is pizza?
- Samar: It is a kind of bread from Italy. It has cheese on top. It is **delicious**. I can give you the recipe.
- Nadine: Let's have the party here at my house.

### Words in the Story

Choose the best answer:

- |                                 |   |             |    |                  |
|---------------------------------|---|-------------|----|------------------|
| 1. <b>very</b> (adverb)         | = | a lot       | or | a little         |
| 2. <b>lucky</b> (adjective)     | = | good chance | or | bad chance       |
| 3. <b>let's, let us</b> (verb)  | = | we want to  | or | we don't want to |
| 4. <b>can</b> (verb)            | = | not able to | or | be able to       |
| 5. <b>invite</b> (verb)         | = | don't ask   | or | ask              |
| 6. <b>all</b> (adjective)       | = | no one      | or | everyone         |
| 7. <b>delicious</b> (adjective) | = | tastes bad  | or | tastes good      |

### Reading

"How Much Do Healthy Foods Cost?"

#### Guess

Think about the title: "How Much Do Healthy Foods Cost?" Do you think these sentences about the story are **T** (true) or **F** (false)? Guess.

1. \_\_\_\_\_ This story is about things to eat.
2. \_\_\_\_\_ This story is about shopping for food.
3. \_\_\_\_\_ The food is only in the USA.
4. \_\_\_\_\_ The food is only for animals.

## Listen-Read-Find

Listen to the story.

Now listen again. Find five or more words about food and health (for example, body, eat, salt . . .).

### How Much Do Healthy Foods Cost?

Some families do not have much money. Some of these families buy a lot of processed food. This is food that is not good for your body. The food is often in a box or can. They buy processed food because they think it costs less money than healthy food. But, this is not true.

There is a group in the USA called Share Our **Strength**. Share Our Strength shows families how to shop for **healthy** foods at a low cost. It teaches poor people in the USA to eat healthy food. It teaches them how to understand food prices.

Lindsey Seegers works at Share our Strength. She teaches people how to find and read information on food boxes, cans, and bags. She says people should not eat foods with a lot of sugar, salt, and fat.

Tina Pawlik says Share our Strength and Seegers help her change the way she eats. After learning to shop, she and other people now choose better food for the same cost.

### Words in This Story

**strength** (noun), **strong** (adjective) – having great power or force; not weak

**healthy** (adjective) – good for your body

**unhealthy** (adjective) – not good for your body; not healthy

## What's the Buzz?

First, practice the questions with the teacher. Then talk to three students in the class and ask them all of the questions. Write their answers below so you can remember them.

1. Do you cook with your family or alone?

---

---

2. What is your best recipe for a healthy meal?

---

---

3. What is your favorite party food?

---

---

4. What food can you cook very quickly?

---

---

5. What is your secret for good cooking? (A secret is something only you know about.)

---

---

### Discuss with Your Group

- How many people cook alone, and why? Does anyone dislike cooking?
- What recipe is different from your recipe?
- What is the best secret for good cooking?

### Discuss with the Teacher All Together

- In your family or home, how do people learn to cook? Do you teach others?
- What is the total number of cooking secrets in your class?  
In our class, we have \_\_\_\_\_ cooking secrets.

## Writing

### My Perfect Recipe

Read the example recipe below. Then think of a simple recipe with about five ingredients.

- Write the ingredients below.
- Write the directions (what to do).

Example: How to Make Perfect Hummus

Ingredients:

- 250 grams cooked chickpeas
- 30 milliliters olive oil
- 60 milliliters tahini
- the juice from one lemon
- one small garlic clove
- salt

Directions:

1. You can cook your own chickpeas or use chickpeas from a can.
2. Put all the ingredients in a bowl or food processor and mix them together well. Add as much salt as you like. Make it very smooth.
3. Put a little olive oil on top, and eat it with pita bread.

My Recipe: How to Make Perfect \_\_\_\_\_

Ingredients:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Directions:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Project Possibilities

- Make a class cookbook. Print copies for everyone or put it on Facebook.
- Have a class potluck. Bring food to eat together. Share recipes for the food.
- Grow a class herb garden.

## Internet: Webquest

Here are some places to **Go** and things to **Do** online about food. Do at least two of them. You can do them all if you like. Bring your answers to class to talk about them.

- **Go:** [Food and Drinks – Picture Vocabulary Exercises](http://www.manythings.org/lulu/)  
(<http://www.manythings.org/lulu/>)  
**Do:** Do one or more of the Food and Drinks games. Which game is the best?
- **Go:** [Vocabulary – Cooking](http://www.manythings.org/vocabulary/lists/a/words.php?f=cooking_1)  
([http://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 one or more of the activities to learn vocabulary about cooking. What words are new for you?
- **Go:** [Mix and Match Games – Food](http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/vocab/)  
(<http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/vocab/>)  
**Do:** Choose a food topic to see the lessons and exercises. What words are new for you?
- **Go:** [Recipe](http://www.recipe.com/)  
(<http://www.recipe.com/>)  
**Do:** Look at the recipes. What looks delicious to you? What can you make?
- **Go:** [Healthy Eating](http://www.foodnetwork.com/healthy-eating/)  
(<http://www.foodnetwork.com/healthy-eating/>)  
**Do:** Look in the “What’s New” section at the bottom of the page. What new idea looks good to you, and why? Tell a friend about it.  
**Bonus:** Sign up for the “Health Newsletter” and get more good ideas by email.

## Supplementary Activities

### The Hilwe w Morra Story

- Add names and information to the family tree.
- Do a Readers Theater play with the new information from this unit.
- What happens next in the story? Guess.
  - Who does Nadine invite to the party?
  - What food do they make?
  - How old is Samar on her birthday?

### Flashcards

At the end of each unit, there is a set of flashcards with some of the vocabulary from the unit. You can copy them by hand onto paper or enlarge and photocopy them. Cut out the cards and create your own sets of flashcards. You can make new cards and add more words too.

### Sorting Game

Work in pairs or groups. Sort the flashcards in these ways:

- Recipe ingredients
- Recipe directions
- Foods (not in recipes)
- Other

### The Snowman Word Game



Work in a group. One student chooses a word about food and writes blank spaces on a piece of paper for each of the letters of the word. For example, “healthy” has seven letters, so you need seven spaces:

— — — — — — —

The other students guess the letters one by one.

For every wrong guess, draw a part of the snowman. The carrot nose is the last part. Try to spell the word before the snowman gets his carrot nose. You can guess the word at any time, but if you guess wrong, you wait until the next turn before you can guess again. The first person to guess the word wins the game.

“Snowman” (<https://pixabay.com/en/snowman-friendly-greeting-snow-152798/>) from [Pixabay](https://pixabay.com/) (<https://pixabay.com/>) is licensed under [CC0 1.0 Creative Commons, Public Domain](https://creativecommons.org/publicdomain/zero/1.0/deed.en) (<https://creativecommons.org/publicdomain/zero/1.0/deed.en>).

Flashcards to Enlarge and Copy

almonds	sugar	flour
salt	starters	strength
healthy	make	hummus
bowl	tomato	green pepper
greens	cucumber	sweet
ingredients	pita bread	olive oil
cook	recipe	processed food
chickpeas	fat	carrot
unhealthy	grams	very
cost	milliliters	breakfast
lemon	lunch	ingredients
garlic	kebab	dinner

Creative Commons Attribution-Share Alike 4.0 International (CC BY 4.0) License



© 2017 University of Oregon and Voice of America. This work is licensed under the [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by/4.0/) (https://creativecommons.org/licenses/by/4.0/) except where noted.

## Women Teaching Women English – Teacher’s Manual

### Unit 02: Food

#### Warm-up

There are no wrong answers to the warm-up activities. This encourages independent thinking and gives students an opportunity to personalize their learning. This is an opportunity to discuss different kinds of food preferences.

In the **Choose** section, students can choose any of the foods. They can work individually or with a partner.

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

The **Photo** section lets students personalize the activity and link it to their own lives. It also offers a hands-on element to their learning.

#### Read-Write-Talk

There are no wrong answers to this exercise. This is another example of student-centered learning.

#### The Hilwe w Morra Story

“Hilwe w Morra” loosely translated from Arabic means “Sweet and Sour,” representing the universal mix of life’s events. This is a serial, soap opera-style story that continues throughout the book, unit by unit. Each module gives more information about the women and the things that are happening in their lives.

The bold words are the vocabulary focus. Note that all of the sentences are using simple present tense verbs, which is the grammar focus for this unit.

#### Words in the Story – Answer Key

Choose the best answer:

- |                                 |   |             |
|---------------------------------|---|-------------|
| 1. <b>very</b> (adverb)         | = | a lot       |
| 2. <b>lucky</b> (adjective)     | = | good chance |
| 3. <b>let’s, let us</b> (verb)  | = | we want to  |
| 4. <b>can</b> (verb)            | = | be able to  |
| 5. <b>invite</b> (verb)         | = | ask         |
| 6. <b>all</b> (adjective)       | = | everyone    |
| 7. <b>delicious</b> (adjective) | = | tastes good |

### Vocabulary from “The Hilwe w Morra Story”

These more complete definitions are from the [Merriam-Webster Learner’s Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

**all** (adjective) – the whole, entire, total amount, quantity, or extent of

**can** (verb) – to be able to

**delicious** (adjective) – very pleasant to taste

**invite** (verb) – to ask someone to go somewhere or do something

**let’s** (verb, a contraction of “let us”) – used to make a suggestion

**lucky** (adjective) – having good luck; fortunate

**very** (adverb) – to a great degree, used for emphasis before adjectives and adverbs

### Reading

“How Much Do Healthy Foods Cost?”

This is a true story that was adapted from the news. It intentionally mirrors the theme of food.

### Guess

Think about the title: “How Much Do Healthy Foods Cost?” Do you think these sentences about the story are **T** (true) or **F** (false)? Guess.

1. **T** = This story is about things to eat.
2. **T** = This story is about shopping for food.
3. **F** = The food is only in the USA.
4. **F** = The food is only for animals.

### Vocabulary from the Reading

These more complete definitions are from the [Merriam-Webster Learner’s Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

**healthy** (adjective) – having good health; not sick or injured

**strength** (noun) – the quality or state of being physically strong; the power or influence of a group or organization

**strong** (adjective) – having great physical power and ability; having a lot of strength

**unhealthy** (adjective) – not healthy; likely to make you sick

## What's the Buzz?

This activity lets students personalize what they have been learning, and practice Wh- questions.

## Writing

### My Perfect Recipe

This is an opportunity for your students to share real-world knowledge and to put to use the language from this unit. They should each write an original recipe. Again, there are no wrong answers in this activity.

## Creative Commons Attribution-Share Alike 4.0 International (CC BY 4.0) License



© 2017 University of Oregon and Voice of America. This work is licensed under the [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by/4.0/) (<https://creativecommons.org/licenses/by/4.0/>) except where noted.