

## Women Teaching Women English – Student Text

### Unit 6: In a Restaurant – Celebrations

#### Warm-up

#### Choose

This is a restaurant where I want to eat . . .



A.



B.



C.

## Discuss

1. Why did you choose this restaurant? \_

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2. What other kinds of restaurants do you like? Why? \_

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## Photo

Put photos or pictures of your favorite restaurants here:

## Vocabulary

Look at the pictures below. Practice pronunciation of the words with your teacher. Match the words with the pictures:

bowl, candle / candles, cup, flower / flowers, fork, glass, goblet, knife, napkin, plate, spoon



## Vocabulary

Look at the pictures below. Practice pronunciation of the words with your teacher. Then match the words to the picture.



## Read-Write-Talk

### True or False

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

1. \_\_\_\_\_ Food in a restaurant is never better than food at home.
2. \_\_\_\_\_ Food tastes best when you eat it outside.
3. \_\_\_\_\_ Sometimes I feel sad when I eat alone.
4. \_\_\_\_\_ I always eat vegetarian food at restaurants. (I don't eat meat.)
5. \_\_\_\_\_ I hope to be a chef in a restaurant.

### A Special Celebration

You and your friends and/or family are having dinner at a restaurant. It's for a special celebration (for example, a birthday, graduation, or holiday). In the space below, draw or put in pictures of things on your table. Use items from the vocabulary above and any other food or other dishes you like. Write the words next to them in your picture.

## Group Work

1. Compare your “True or False” answers above. Which answers are the same? Which answers are different. Why?

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2. Compare your “A Special Celebration” pictures above. How many people are celebrating birthdays? Graduations? Other kinds of holidays?

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3. The “True or False” questions use these three words for time: always, sometimes, and never. Match them to the meaning for . . .

100% of the time = \_\_\_\_\_

about 50% of the time = \_\_\_\_\_

0% of the time = \_\_\_\_\_

4. What are some things you all do always, sometimes, and never?

We always . . . \_\_\_\_\_

We sometimes . . . \_\_\_\_\_

We never . . . \_\_\_\_\_

## The Hilwe w Morra Story

Listen and read along.

*The ladies are having lunch at a café. Dima’s wedding was yesterday.*

Nadine: That was a beautiful wedding yesterday!

Auntie Hala: Yes, Dima was a **pretty** bride. Her parents are 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!

### Words in This Story

Choose the best answer:

- |   |                      |                          |
|---|----------------------|--------------------------|
| 1. <b>pretty</b> (adjective)            | = beautiful          | or sad                   |
| 2. <b>fancy</b> (adjective)             | = funny              | or not plain             |
| 3. <b>yummy</b> (adjective)             | = delicious          | or old                   |
| 4. <b>tablecloth</b> (noun)             | = cover for a table  | or cover for a bed       |
| 5. <b>place settings</b> (noun, plural) | = things to eat with | or things to sleep with  |
| 6. <b>set a/the table</b> (verb)        | = take away dishes   | or put dishes on a table |
| 7. <b>lesson</b> (noun)                 | = you forget this    | or you learn this        |

### 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 and answers:

- Who was the bride? . . . groom?  
example answers
  - Her name was . . .
  - His name was . . .
- How did the bride look? . . . groom look? . . . cake look?  
example answers
  - She looked pretty . . . happy . . . a little nervous.
  - He looked handsome . . . very nervous . . . young.



## Listen-Read-Find

Listen to the story.

Now listen again. Find five or more words about celebrations (for example, cultures, new year, symbol . . .).

### Nowruz in America

On the first day of spring, Iranians and other **cultures** and countries in Central Asia **celebrate** Nowruz. People also celebrate Nowruz in the United States (U.S.).

Nowruz is the Persian new year. It means "new day." In Iran, people celebrate for two weeks. And during this time, families clean their houses. They also put on new clothes, and visit friends and family. In the U.S., families make food and eat together.

One important thing for Nowruz is the "haft seen" table. "Haft seen" means "seven s's." On the table, there are seven things that start with the letter "s."

The table is very beautiful. The seven things have many different colors. One is a green vegetable.

It is a **symbol** of "new life." Another is a sweet – a symbol of "money." Next there is an **olive**. It shows "love." There is also garlic, and that shows the idea of "health" or "medicine."

An apple is a symbol of something beautiful. A red fruit, sumaq, is the color of the morning sun. And the last one is **vinegar**, for "old age."

People make the haft seen table a week or two before Nowruz. Then, about 13 days after the holiday, families take their green vegetables to a river for a picnic.

To wish someone a good Nowruz, you can say, "Eide shoma mobarak."

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The original news story "[A Conversation About Nowruz in America](https://learningenglish.voanews.com/a/nowruz-in-america/3774295.html)" (https://learningenglish.voanews.com/a/nowruz-in-america/3774295.html) is from [Voice of America Let's Learn English](https://learningenglish.voanews.com/) (https://learningenglish.voanews.com/) on March 20, 2017.

### Words in This Story

1. **culture / cultures** (noun) – the beliefs, customs, and arts of people in a place or time
2. **celebrate** (verb), **celebration** (noun) – to do something special or enjoyable for an important day or holiday

3. **symbol** (noun) – an action or picture to show an idea
4. **olive** (noun) – a small, egg-shaped black or green fruit; it is a food for making oil
5. **vinegar** (noun) – a sour liquid to use with foods or to clean things

### What's the Buzz?

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

1. What is your favorite place to eat?

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2. What food do you like to eat in a restaurant?

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3. Do you like a fancy meal or not? Why?

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4. What is your secret for finding good food?

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5. Make a question to ask others: \_\_\_\_\_

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### Discuss with Your Group

1. What are some good things about restaurants?

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2. What are some bad things about restaurants?

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3. What is the best secret for finding good restaurants?

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Discuss with the Teacher All Together

1. In your family or home, what makes a really great celebration?

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2. What is the total number of restaurant secrets in your class? In our class, we have \_\_\_\_\_ cooking secrets. They are for

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**Writing**

**My Perfect Celebration and Menu**

Write a menu for a celebration for friends or family. What was your favorite food? Which meal was it (breakfast, lunch, or dinner)? What did you like best? Write the guests and types of food below. Is the food from a restaurant or home?

**My Perfect Menu for \_\_\_\_\_**

Guests

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

Types of Food

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

## Project Possibilities

Act out additional stories related to the “Hilwe w Morra” dialogue or your “Perfect Celebration.” Bring clothing or dishes 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.

Dining in a Restaurant

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

## Internet: Webquest

Here are some places to **Go** and things to **Do** online. Do at least two of them. Doing more is even better. Bring your answers to class to talk about them.

- **Go:** [Vocabulary – In a Restaurant](http://www.manythings.org/vocabulary/lists/a/words.php?f=restaurant_1)  
([http://www.manythings.org/vocabulary/lists/a/words.php?f=restaurant\\_1](http://www.manythings.org/vocabulary/lists/a/words.php?f=restaurant_1))  
**Do:** Practice vocabulary for restaurants. What words are new for you? Which game do you like best?
- **Go:** [Test – Formal Table Setting](https://www.purposegames.com/game/f2ae6b02)  
(<https://www.purposegames.com/game/f2ae6b02>)  
**Do:** Play the game and set the table. How did you do? Is there anything you want to add or change?
- **Go:** [Dining Decision Game](https://www.cdc.gov/bam/nutrition/game.html)  
(<https://www.cdc.gov/bam/nutrition/game.html>)  
**Do:** Choose foods in the school cafeteria. What did you like? How did you do?
- **Go:** [Food Personality Quiz](https://www.healthyeating.org/Healthy-Eating/Healthy-Eating-Tools/Food-Personality-Quiz.aspx)  
(<https://www.healthyeating.org/Healthy-Eating/Healthy-Eating-Tools/Food-Personality-Quiz.aspx>)  
**Do:** Take the quiz. What did you learn about yourself?

- **Go:** Table Manners Quizzes
  - [Quiz 1](https://www.proprofs.com/quiz-school/story.php?title=Table-Manners-Quiz)  
(https://www.proprofs.com/quiz-school/story.php?title=Table-Manners-Quiz)
  - [Quiz 2](https://www.proprofs.com/quiz-school/story.php?title=table-manners-true-t-or-false-f-quiz)  
(https://www.proprofs.com/quiz-school/story.php?title=table-manners-true-t-or-false-f-quiz)

**Do:** Try one or both of the quizzes. How did you do? Do you agree with the quiz answers? Why?

- **Go:** [Randall's Cyber Listening Lab – Restaurant Order](http://www.esl-lab.com/restaurantorder/restaurantorderd1.htm)  
(http://www.esl-lab.com/restaurantorder/restaurantorderd1.htm)

**Do:** Listen to the conversation and answer the questions. Come to class ready to make a restaurant conversation with other students.

## Supplementary Activities

### The Hilwe w Morra Story

- Add names and information to the family tree.
- Do a Readers Theater activity with the new information from this unit. See Unit 1 for a review of Readers Theater if you like.
- What happens next in the story? Guess.
  - Who does Dima invite to the party?
  - What food do they make?
  - What kinds of surprises does the wedding have?

### 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:

- restaurants you like / restaurants you don't like
- celebrations for fun / celebrations not for fun
- silverware and dishware

## Planning a Party

1. In a group of three or 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 Facebook.

Flashcards to Enlarge and Copy

<b>plate</b>	<b>cup</b>	<b>glass</b>
<b>goblet</b>	<b>spoon</b>	<b>knife</b>
<b>fork</b>	<b>bowl</b>	<b>candle(s)</b>
<b>flowers</b>	<b>celebration</b>	<b>wedding</b>
<b>bride</b>	<b>groom</b>	<b>napkin</b>
<b>napkin ring</b>	<b>tablecloth</b>	<b>restaurant</b>
<b>menu</b>	<b>vase</b>	<b>knives</b>

## Images

1. Image A. [Couple Eating Breakfast at Restaurant](http://www.istockphoto.com/photo/couple-eating-breakfast-at-restaurant-with-outdoor-seating-gm505209026-83237389) (<http://www.istockphoto.com/photo/couple-eating-breakfast-at-restaurant-with-outdoor-seating-gm505209026-83237389>) (page 1) from [iStock](http://www.istockphoto.com/) (<http://www.istockphoto.com/>) is licensed under the [iStock Content License Agreement – Standard License](http://www.istockphoto.com/help/licenses) (<http://www.istockphoto.com/help/licenses>).
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## Women Teaching Women English – Teacher’s Manual

### Unit 6: In a Restaurant – Celebrations

#### 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.

#### Choose

In this section, students can choose any of the options. They can work individually or with a partner.

#### Discuss

In this section, students talk about the topic studied for this unit and connect it with their experiences and preferences.

#### Photo

This 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 unit gives more information about the women and the things that are happening in their lives.

The bold words are the vocabulary focus. Note that the grammar focus for this unit is adverbs of frequency (e.g., always, usually, sometimes, often, never).

#### Words in This Story – Answer Key

Choose the best answer:

- |                              |             |
|------------------------------|-------------|
| 1. <b>pretty</b> (adjective) | = beautiful |
| 2. <b>fancy</b> (adjective)  | = not plain |
| 3. <b>yummy</b> (adjective)  | = delicious |

- |   |                                 |
|---|---------------------------------|
| 4. <b>tablecloth</b> (noun)             | = cover for a table             |
| 5. <b>place settings</b> (noun, plural) | = things to eat with            |
| 6. <b>set a/the table</b> (verb)        | = put out dishes and silverware |
| 7. <b>lesson</b> (noun)                 | = you learn this                |

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

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

**fancy** (adjective) – not plain or ordinary

**lesson** (noun) – an activity you do in order to learn something

**place settings** (noun, plural) – a set of dishes, knives, forks, etc. that are put on a table for one person

**pretty** (adjective) – attractive to look at usually in a simple or delicate way

**set a/the table** (verb) – to put plates, forks, spoons, knives, etc. on a table before serving a meal

**tablecloth** (noun) – a cloth that is place on a table before other objects are placed on it

**yummy** (adjective) – very pleasing to the taste

### Reading

“Nowruz in America”

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

The original news story “[A Conversation About Nowruz in America](https://learningenglish.voanews.com/a/nowruz-in-america/3774295.html)” (<https://learningenglish.voanews.com/a/nowruz-in-america/3774295.html>) is from [Voice of America Let’s Learn English](https://learningenglish.voanews.com/) (<https://learningenglish.voanews.com/>) on March 20, 2017.

### Guess – Answer Key

Students try to predict the content of the story just from the title. This is a critical thinking skill and an important reading strategy. Have students go back after they read the story to see if they were right or wrong in their guesses.

1. **I** = This story is about a holiday.
2. **I** = This story is about a celebration.

3. **F** = The story is from Canada.
4. **F** = Nowruz is from the U.S. from a long time ago.

### Vocabulary from the Reading

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

**celebrate** (verb) – to do something special or enjoyable for an important event, occasion, holiday, etc.

**culture** (noun) – the beliefs, customs, arts, etc., of a particular society, group, place, or time

**olive** (noun) – a small, egg-shaped black or green fruit that is used as food or for making oil

**symbol** (noun) – an action, object, event, etc., that expresses or represents a particular idea or quality

**vinegar** (noun) – a sour liquid that is used to flavor or preserve foods or to clean things

### What's the Buzz?

This activity lets students personalize what they have been learning in this unit.

### Writing

#### My Perfect Celebration and Menu

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 original content.

### Images from the Student Text

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