

TEACHER'S MANUAL: UNIT 6, IN A RESTAURANT

WARM-UP

There are no wrong answers to this exercise. The teacher can start by asking what differences learners see in the three places.

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

In the **Discuss** section, learners can use the vocabulary and grammar that they have. The teacher 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 what they themselves do.

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

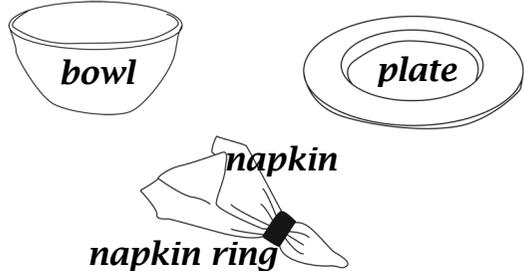
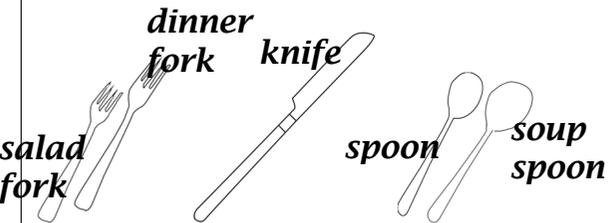
Put a photo or picture of your family at a meal here:

VOCABULARY

Have learners work in pairs or small groups and guess the answers if they don't know them.

If the pairs are unable to match all of the words, encourage them to talk to other learners.

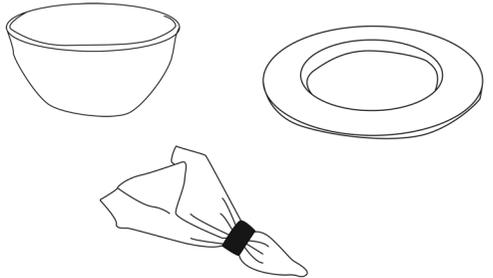
ANSWER KEY

<p><i>a bowl</i> <i>a napkin</i> <i>a napkin ring</i> <i>a plate</i></p>	 <p><i>bowl</i> <i>plate</i> <i>napkin</i> <i>napkin ring</i></p>
<p><i>a cup</i> <i>a glass</i> <i>a goblet</i> <i>a saucer</i></p>	 <p><i>glass</i> <i>cup</i> <i>saucer</i> <i>goblet</i></p>
<p><i>a dinner fork</i> <i>a salad fork</i> <i>a knife</i> <i>a soup spoon</i> <i>a spoon</i></p>	 <p><i>salad fork</i> <i>dinner fork</i> <i>knife</i> <i>spoon</i> <i>soup spoon</i></p>

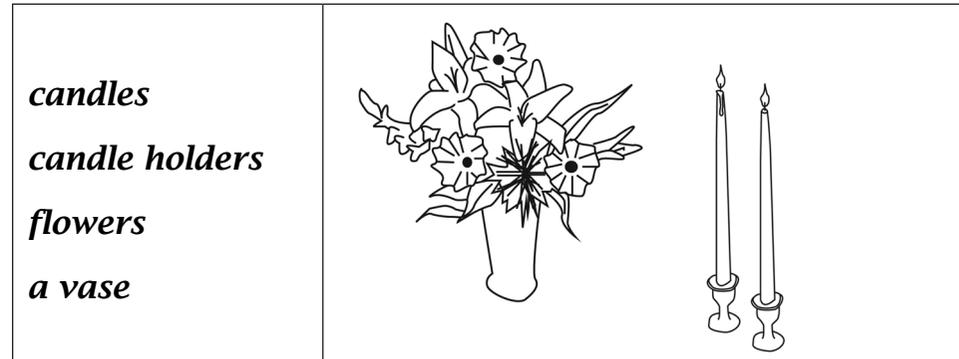
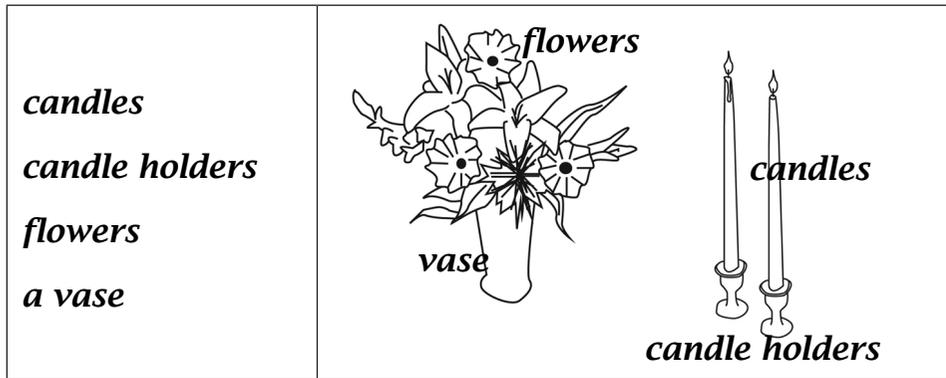
VOCABULARY

Definitions

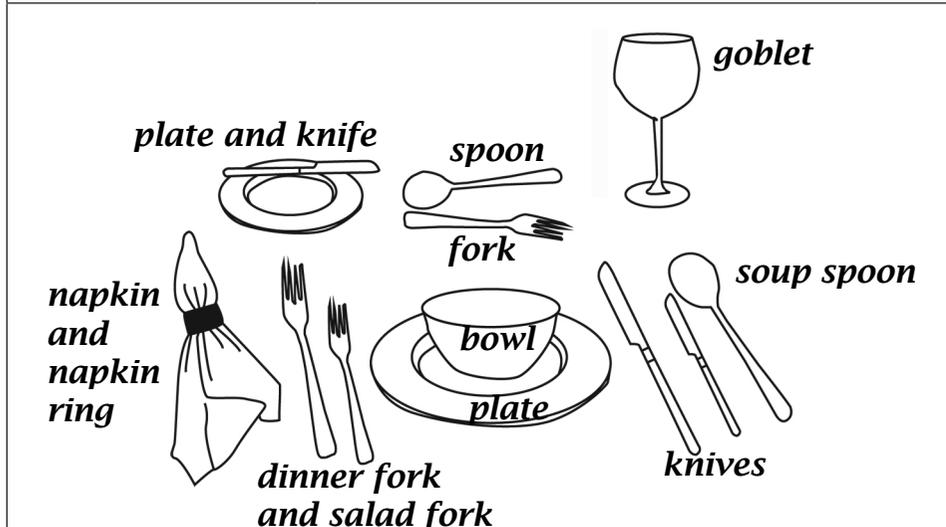
Practice pronunciation of the words below with your teacher. Draw a line from each of these **words** to the photo to show their meanings.

<p><i>a bowl</i> <i>a napkin</i> <i>a napkin ring</i> <i>a plate</i></p>	
<p><i>a cup</i> <i>a glass</i> <i>a goblet</i> <i>a saucer</i></p>	
<p><i>a dinner fork</i> <i>a salad fork</i> <i>a knife</i> <i>a soup spoon</i> <i>a spoon</i></p>	

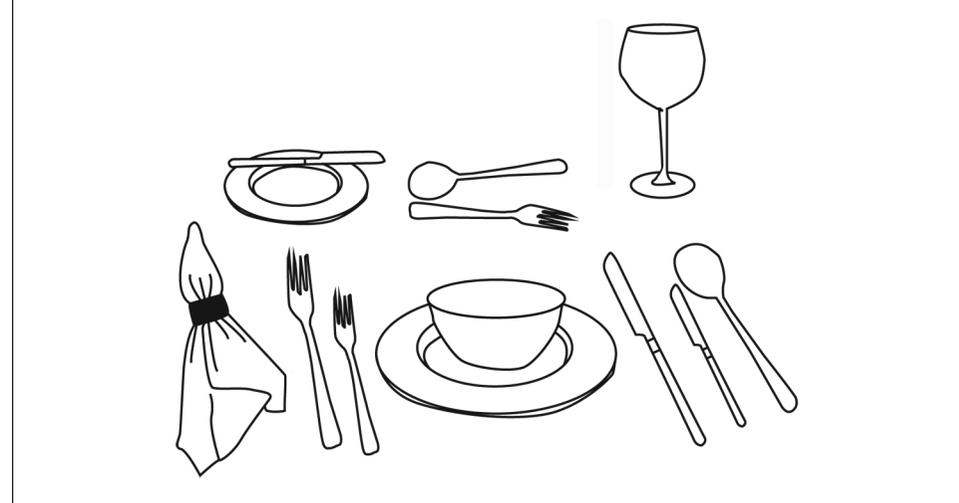
ANSWER KEY



Label the objects in the place setting below.



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!

[space omitted]

READ-WRITE-TALK

The focus here is on adverbs of frequency and time words, as well as thinking about the topic for this unit.

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

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

May is a child. She uses “yummy,” which is informal for adults and common for children.

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

ANSWER KEY

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

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

The group work focuses on the past tense of the verbs do and be, as well as vocabulary related to weddings.

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 _____ .

Learners can talk some more about what they liked related to a wedding. You may want to elicit more vocabulary before their discussion and write it on the board.

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

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

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!

This is a good opportunity to talk about sentence stress again (as in Unit 5). The listener can get a better idea about the speaker's point by paying attention to sentence stress.

Group Work

With five people in each group, you may have more time for each group. You may want to let each group present twice, with people taking different roles the second time.

Active Listening

Notice that different emotions are used in different groups.

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.

The *Hilwe w Morra* Story, Family Tree

Learners may want to adjust the ages for other characters at this point, too.

All answers are okay!

READING

It's best not to give learners the answers right away. Encourage them to go back to their guesses after the reading and see which ones were right.

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

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

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)?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. This story is about a really good celebration. |
| <input type="checkbox"/> | 2. The story is about shopping. |
| <input type="checkbox"/> | 3. This is a sad story. |
| <input type="checkbox"/> | 4. Home cooks are important women. |

Listen-Read-Circle

ANSWER KEY

Make sure that learners are choosing different words, not just the same word five times.

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-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

ANSWER KEY

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

Sentence Order

Notice that this time, learners are using words rather than numbers. You may want to do a quick review of ordinal numbers: first, second, third, fourth, fifth, etc.

ANSWER KEY

- Fourth She cooked two kinds of *kibbeh*.
First Tawlet is a restaurant in Beirut.
Fifth She also cooked *freekeh*.
Second A different Lebanese woman cooks every day.
Third Suzanne Doueihy cooked at the restaurant.

What to Say?

The grammar focus of this activity is ordinal numbers. You may want to practice saying the numbers with the whole class first, then having learners create their own sentences.

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.

Learners can be as creative as they like with this activity. In fact, the more creative, the more fun!

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?

This continues the cooking and eating theme. You can point out the use of best (good - better - best).

All appropriate responses are correct.

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?			

<p>Question 3: Is your cooking more often sweet or more often salty?</p>			
<p>Question 4: What food do you not like to cook or to eat?</p>			
<p>Question 5: Make a question to ask about food:</p>			

Discuss with Your Group/All Together

This is a good opportunity to talk about what you like most or least, as well as the best or worst 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

Learners can write to a real person or imagine someone they would like to write to. This activity works very well with pairs or small groups. Learners can write more than one letter, if they wish.

All reasonable answers are correct!

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

You can use some of the additional flashcard activities from earlier units as well.

Miming Game

Here are more detailed instructions for playing the game.

1. Print out the action flashcards and place them in the front of the room. [List of verbs from Module 6 or previous modules.]
2. Draw a scoring table on the board.

Team A	Team B

3. Divide into two teams. Each team chooses a name.
4. A member from one team comes forward, picks up a card, and acts out the verb on the card.
5. Members from both teams guess. The team that guesses correctly first, gets the point.
6. A member of the other team comes forward and repeats Step 5. Play continues until the cards are gone. The team with the most points at the end is the winner.

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.

Role Plays

Learners should feel fairly comfortable with each other now. This will encourage them to act out different roles in the role plays.

Costumes of different kinds (hats, scarves, etc.) help set the mood. Learners should have fun with these.

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
Freekeh (grain)	4.50
<i>Mujadara</i> (rice and lentil stew with onions)	7.50
Meat Pies (<i>Fatayer Homayda</i>)	9.00
<i>Othmaliye</i> (with rose petals and pistachios)	3.50
Rice Pudding (<i>meghli</i>)	3.50

The learners who are playing the waiter may want to have a note pad to use to remember the order and to calculate the price.

Additional language practice could relate to the bill:

- It's not correct.
- It's too high.
- It's too low.

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

Feel free to adapt these as needed or desired. The goal is to encourage a lot of discussion about food: planning, cooking, and eating.

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.

Not all learners will have access to restaurants. In that case, learners can do one of the two previous projects.

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.

You may wish to use some of the material in class, as well.

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?

ORIGINAL ARTICLE

The Ultimate Celebration of the Home Cook

It was Suzanne Doueihy's turn to take to the stoves at Tawlet. This unique cooperative-style restaurant in Beirut not only showcases regional Lebanese cuisine, it honors the cook behind the meal. At Tawlet ("kitchen table" in Arabic), women from various villages in Lebanon are invited to cook traditional foods from their region. Every day it's a different cook, a different region, a different meal, a different story.

The restaurant is the brainchild of Kamal Mouzawak, the founder of Lebanon's first farmer's market Souk el Tayeb — which supports local farmers, artisan food producers and the culture of sustainable agriculture in Lebanon. The New York Times described Kamal as Lebanon's answer to Alice Waters. Kamal told The Daily Star: "The idea of the market is to remind shoppers that other fellow human beings are behind the production of the food they eat. If you cannot go to the land anymore, at least you can have a link to the producer ... so people are not just buying lettuce, they are buying Abu Rabieh's lettuce."

...Kamal's basic message is to "make food, not war." He believes that in a country that's been divided along ethnic and religious lines for decades of conflict, the common act of shopping and enjoying the same foods begins to erase those invisible barriers. "Nothing can bring people together as much as the land and food," he said.

I had read about Tawlet and was eager to experience it myself during our vacation in Lebanon. I was thrilled to have a chance to sit down with Kamal and enjoy the amazing "producer's buffet" prepared by Suzanne Doueihy, a Christian Maronite from Zgharta in Ehden, a mountain village in northern Lebanon that we passed through earlier in the week on our way to visit the famous Cedars of Lebanon — a forest of 2,000 year-old trees that have played a vital role in history. Her name and village topped the chalk board menu that outlined the day's offerings.

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.

One of the dishes that Suzanne prepared was stuffed grape leaves (Warak Trish bi Lahmeh). She had spent hours rolling these Lebanese delicacies at home prior to the final preparations in the restaurant. I was fortunate to get a taste from Suzanne just as she was putting the completed dish on the buffet table. Suzanne's mountainside village is known for its kibbeh and she prepared two versions, Kibbeh Nayeh (raw) and Kibbeh bi Labneh (with yogurt). The Kibbeh Nayeh is similar to a pate in texture and steak tartare in flavor. Suzanne and her husband proudly served the Kibbeh Nayeh to the eager restaurant patrons — adding a drizzle of olive oil, a sprig of fresh mint and a wedge of white onion to the plates. I was so touched by their immense sense of pride and the obvious joy they felt when sharing their food, telling their stories.

Kibbeh bi Labneh was something new to me. This traditional dish of ground lamb was filled with a layer of yogurt and pine nuts. It was baked in a large bread oven that gets extremely hot to help the top layer of meat get brown and crispy. The individual portions are cut into diagonal shapes. Lucky for me, the buffet also featured freekeh — an amazing green wheat that's been picked young in the field and then roasted. I love the smoky taste of freekeh and I'm convinced that it will be the next big whole grain in the U.S. (see my previous post Freekeh, The New Quinoa?). Freekeh is sold crushed or whole (bags of the grain were available for purchase at the restaurant, along with other artisan food products). Our dish was made with whole freekeh that had been stewed for hours with meat and carrots.

...Kamal told me Tawlet is much more than a restaurant — it's a human development project. ...The rural producers make a significant daily wage for their work and have new opportunities to sell their food to city dwellers. But beyond the financial rewards, I can tell that they gain so much more. They're helping to safeguard Lebanon's culinary heritage. They're proud of the contributions they're making to the next generation.

<http://nutritionunplugged.com/2010/08/the-ultimate-celebration-of-the-home-cook>

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