

# **Thematic Unit – Low Intermediate**

## **Learners' Lives as Curriculum©**

### **Food Memories**

**Jennifer Haberman Kenna**  
Goodwill of Southwestern Pennsylvania  
2600 East Carson Street  
Pittsburgh, PA 15203  
(412) 390-2274 phone  
(412) 481-0187 fax  
jennifer.kenna@goodwillswpa.org

**Fran Davis**  
Hispanic American Council of Erie  
554 East 10<sup>th</sup> Street  
Erie, PA 16503  
(814) 455-0212 phone  
(814) 453-2363 fax  
bill4847@earthlink.net

## OPENING STORY

### *Pecan Pie Skills*

Two years ago my wife made pecan pies for my family. We ate them all within 2 days and I told her that it was very delicious. She wrote down the recipe of how to make pecan pie and asked me to make it for my sons and me. After she left Pittsburgh I tried to test the recipe. I purchased pecans, eggs, butter, sugar, and ready-made pie crusts. I mixed those ingredients and baked the mixture in the oven according to her recipe. After one hour I cooled the pie on the balcony and tasted it after it was solid. The first time it did not taste good, but my skills have improved. I changed my wife's recipe slightly and now my pecan pie skills are recognized by many people.

-Tae Yoon from Korea



### Think about these questions:

- ❖ Do you have a favorite recipe?
- ❖ What special foods do you like to eat with your family?

## PLAYING WITH LANGUAGE

*Directions: Listen again to the story and fill in the past tense verbs that you hear.*

Two years ago my wife \_\_\_\_\_ pecan pies for my family. We \_\_\_\_\_ them all within 2 days and I told her that it \_\_\_\_\_ very delicious. She \_\_\_\_\_ down the recipe of how to make pecan pie and \_\_\_\_\_ me to make it for my sons and me. After she left Pittsburgh I \_\_\_\_\_ to test the recipe. I \_\_\_\_\_ pecans, eggs, butter, sugar, and ready-made pie crusts. I \_\_\_\_\_ those ingredients and \_\_\_\_\_ the mixture in the oven according to her recipe. After one hour I \_\_\_\_\_ the pie on the balcony and \_\_\_\_\_ it after it was solid. The first time it did not taste good, but my skills have improved. I \_\_\_\_\_ my wife's recipe slightly and now my pecan pie skills are recognized by many people.



*Directions: Write answers to the questions below, then share your answers with a partner.*

**Which words were hard for you to spell?** \_\_\_\_\_

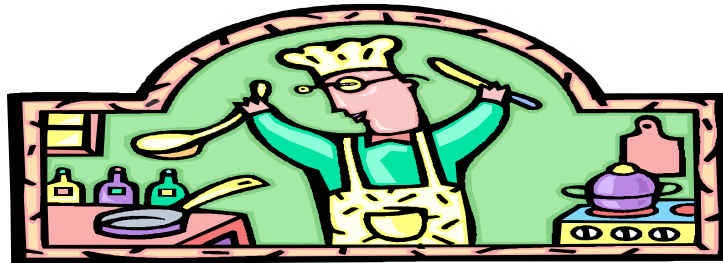
**Which words did you know?** \_\_\_\_\_

**Which words did you not know?** \_\_\_\_\_

**What food from your country is special to your family? Write a story about it.**

## LEARNING NEW VOCABULARY


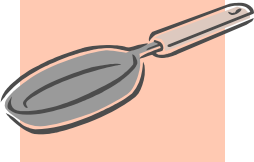







*Directions: Look at the list of cooking words below. Do you know what they mean? Talk about the definitions with the teacher and the other students. Then see if you can add more words to your list.*



COOKING VERBS		
bake	peel	<i>Add your own words...</i>
boil	fry	
mix	chop	
heat	stir	
cut	cool	
preheat		
INGREDIENTS		
sugar	herbs	<i>Add your own words...</i>
salt	spices	
flour	oil	
water	butter	
milk	margarine	
eggs	fruit	
nuts	vegetables	
meat		

## PICTURE DICTIONARY

*Directions: Look at the pictures of things that you need for cooking. What are the items used for? Talk about it with your teacher and the other students.*

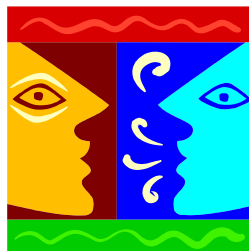
 <p>pot</p>	 <p>pan</p>	 <p>oven mitt</p>	 <p>pot holder</p>
 <p>spoon</p>	 <p>spatula</p>	 <p>↑ lid</p>	 <p>knife</p>
 <p>cutting board</p>	 <p>bowl</p>	 <p>cookie sheet</p>	<p><i>Write the name of a kitchen item that you use. Can you draw it?.</i></p> <hr/>

**Discuss some of the pictures with a partner. Which ones do you use? Which ones don't you use?**

## LEARNING ABOUT EACH OTHER

*Directions: Use the following chart to interview the teacher and the other students in your class. When you find a person who does that action, have that person write his or her name in the box.*

<b><i>Find someone who.....</i></b>		
Shopped in an open market in their country	Never ate in an American restaurant	Likes "fast food"
Eats meat or fish everyday	Loves to bake special desserts	Doesn't like American fruit and vegetables
Never ate at McDonald's	Likes to drink Pepsi or Coke	Doesn't buy canned food
Has a vegetable garden	Likes pizza	<i>Write your own question here.</i> <hr/>



**Share with the class who does these things.**

## BRINGING THE OUTSIDE IN

*Directions: Bring in a special kitchen item related to your homeland. Tell the class what it is and how you use it.*



This is a special glass that I used at my wedding for the champagne toast. My parents bought a set for my husband and me. Now we use them on special occasions.

*Directions: Write answers to the following questions:*

**Are any of these things new to you?**

---

---

**What did you bring?**

---

**What did some of the other students bring?**

---

---

**What did the teacher bring? What does it do?**

---

---

**Talk about your answers with a partner.**

## **MORE NARRATIVES**

When I was in my college in Sonora, I was a volunteer. One day a town in my state had a big natural catastrophe. It was very bad. Some people lost their houses. They didn't have food. They had to move to another place. My friends and I went to some houses in our town and we asked the people if they want to give some food. After they gave us the food, we made lunch boxes and then my friends and I went to the place where the people were and we gave the lunch boxes to them.

-Deisy from Mexico

When I was 15 years old I was a volunteer in a nursing home. I would go there at dinner time 2 days each week and help to feed the patients who were too old and sick to feed themselves. It made me feel good to be able to help them. It made me feel bad for them that they were so helpless. I hope I never have to feel like that.

-Deb from U.S.A.

I was curious in turkey meat before I came to the United States of America. At last I had an opportunity to eat this turkey meat at my son's English teacher home on Thanksgiving Day. It was good and I thought it is kind of chicken meat.

-Tae Yoon from Korea

In the United States, people celebrate their birthdays with a birthday cake. When I was 7 years old, my aunt made me a very special birthday cake. The cake was shaped like my favorite doll! It had blonde hair, blue eyes, and a green dress just like my doll, but it was made out of cake and icing and had 7 candles on it. The cake was so beautiful that I didn't want to eat it...but I did!

-Jen from U.S.A.



## LISTENING IN

*Directions: Listen to the teacher tell the following story.*

When I was 11 years old, my mother's best friend from England visited us. She was a very good baker, and my father loved to eat pies. One day she made a beautiful lemon-meringue pie for our dessert. It looked perfect. The first piece was given to my father. His happy face changed to shock when he tasted the pie. Mom's friend had accidentally used salt instead of sugar, and we couldn't eat the beautiful-looking pie!

-Fran from U.S.A.



**Directions:** *Answer the questions below about the teacher's story. Then talk about your answers with a partner.*

**What foods did your teacher talk about?**

**How did the people in the story feel?**

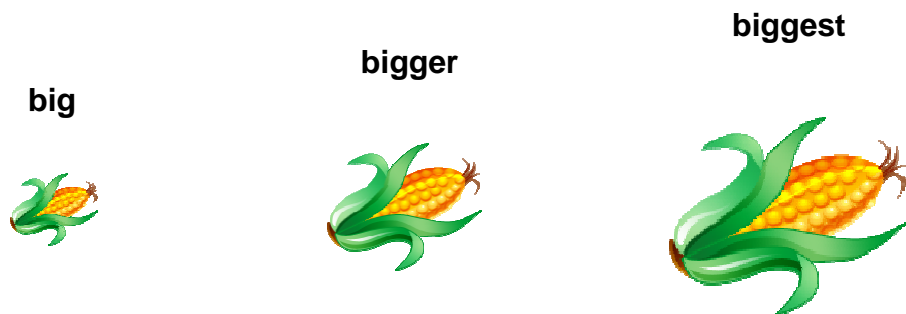
**What other questions do you want to ask about the story?**

**What would YOU do with the pie? Write 3-5 sentences about what you would do and why. Share your paragraph with the class.**

## GRAMMAR CHART

Directions: Look at the chart below. Finish filling-in the chart. Use the **-er** or **-est** forms. These words will help you to describe and compare foods.

Adjective	Comparative (adjective + er)	Superlative (adjective + est)
<b>REGULAR</b>		
small	smaller	smallest
old	older	
new		newest
cheap	cheaper	
big	bigger	biggest
sweet		sweetest
cold		coldest
fresh		
low		
high		
young		
<b>EXCEPTIONS</b>		
good	better	best
bad	worse	worst
salty	saltier	saltiest
hot	hotter	hottest



Directions: Look at the examples below. Work with your class to use words from the chart to fill-in the blanks. Then work together to come up with more sentences using the words. Your teacher will write the sentences on the board.

### Examples:

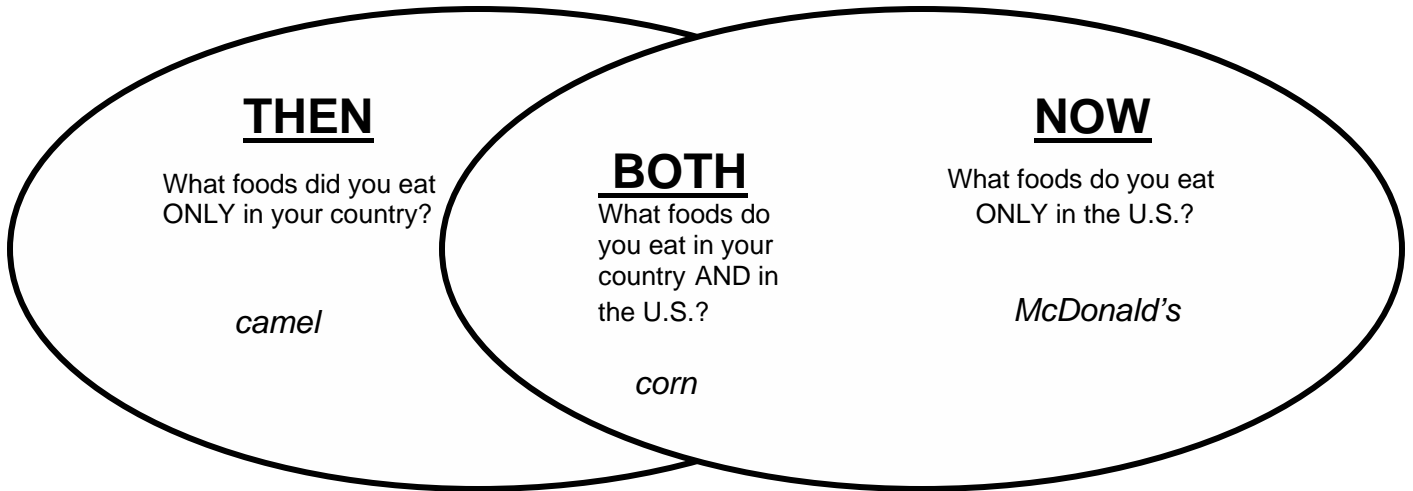
John is 16 years old. / John is **young**.  
 Ed is 14 years old. / Ed is **younger**.  
 Mike is 10 years old. / Mike is the **youngest**.

My cooking is **good**.  
 My mother's cooking is **better**.  
 My grandma's cooking is the **best**.

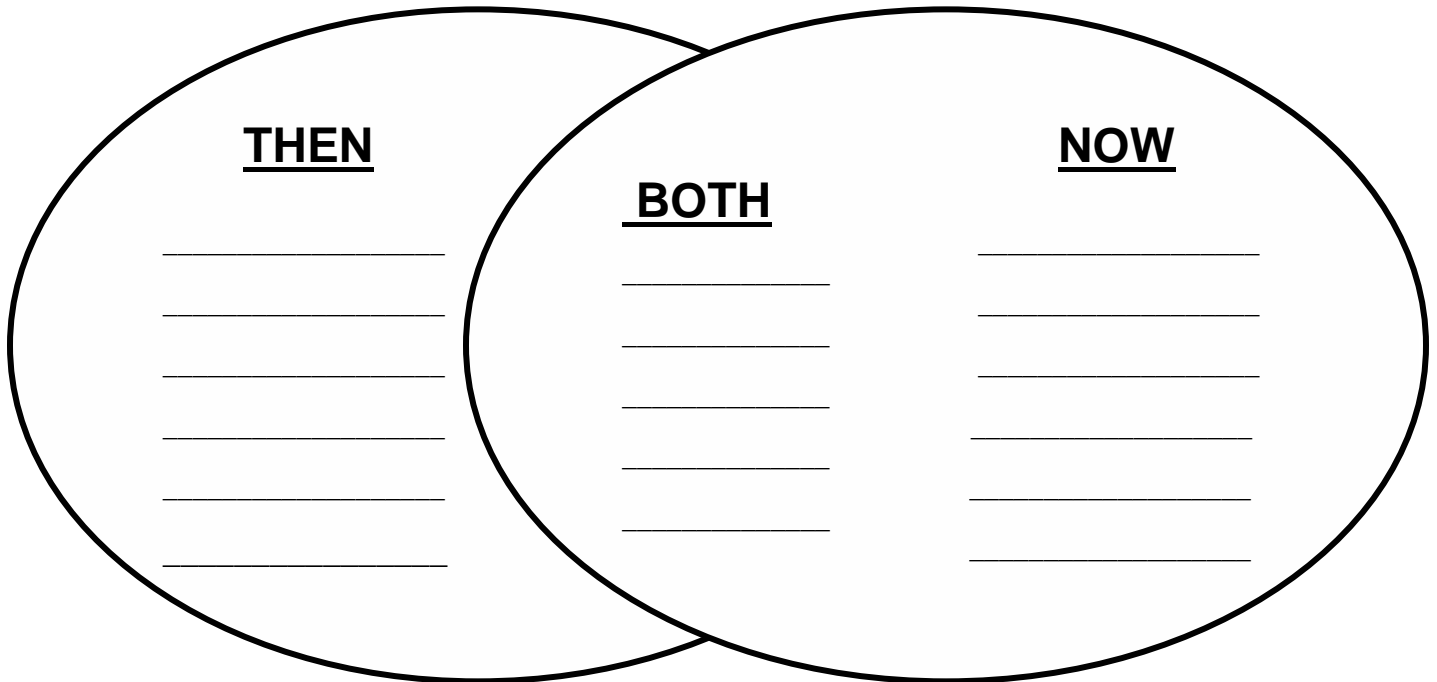
These bananas are from last week. They are old.  
 These apples are from last month. They are \_\_\_\_\_.  
 These potatoes are from last year. They are the \_\_\_\_\_.

**THEN AND NOW**

*Directions: Listen to your teacher talk about Venn Diagrams. Look at the example below. Think about foods that you ate in your country (THEN) and foods that you eat in the United States (NOW). Maybe they are the same and maybe they are different. If they are the same, write the name of the food in the middle section.*



**Now write YOUR answers.**



**Share your answers with the class. Your teacher will write everyone's answers on a chart.**

## TALKING IT OVER

*Directions: Talk about these pictures with a partner.*



## DOING IT IN ENGLISH\*

*Directions: Your teacher will give you and a partner different parts of the same recipe for lemon meringue pie. **TALK** with your partner to find out what ingredients each of you is missing. Write the missing ingredients on your paper. **Don't look at your partner's paper**, but you can help your partner with spelling.*

Do you have any ingredients on your worksheet for the filling? I have "water" on my paper.

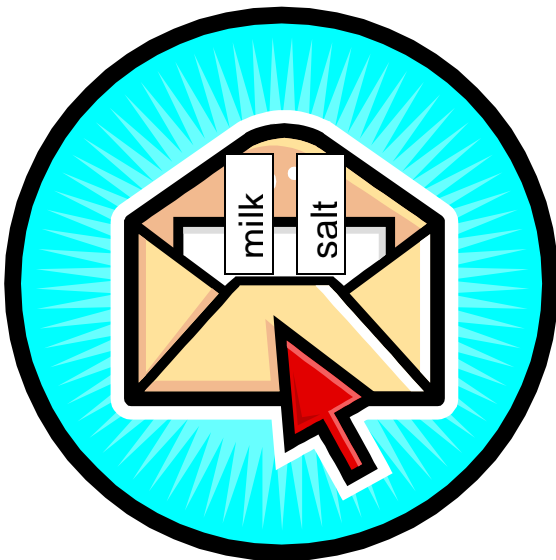


I will write "water" on my worksheet. On my paper it also says that "nuts" and "chocolate" are ingredients. You should write these items on your worksheet.

*\*To the Teacher – please see Addendum A.*

## PROBLEM SOLVING\*\*

*Directions: Your teacher will divide the class into 2 teams. Follow the steps below.*



**Step 1:** Your teacher will give each team an envelope with ingredients for the same recipe in it. Don't look in the envelope until your teacher tells you to.

**Step 2:** Each person will take turns picking an ingredient from the envelope.

**Step 3:** Look at your ingredient. If you think it's part of the recipe, keep it. If you think it's not right, put it back.

**Step 4:** Give the envelope to the next person.

**Step 5:** Repeat the steps above until the group thinks that the recipe is complete.

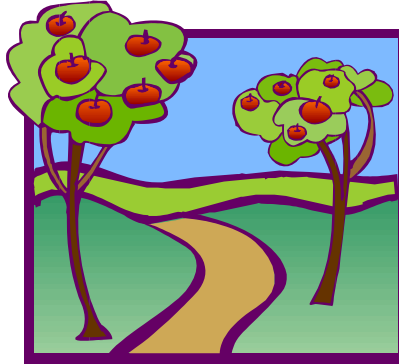
**Step 6:** Ask your teacher to check your work. The first team to have the correct recipe wins!

*\*\*To the Teacher – please see Addendum B.*

## NARRATIVE

I was born in Uzbekistan. I am homesick for my country. I miss my grandparents. I walk in fields of pomegranates, cherries, apples and grapes. I eat fresh pomegranates and cherries. They had a garden. I walk in the garden of tomatoes and watermelon. Every day, every minute, I miss my grandparents. Now they died. There's no place like my home.

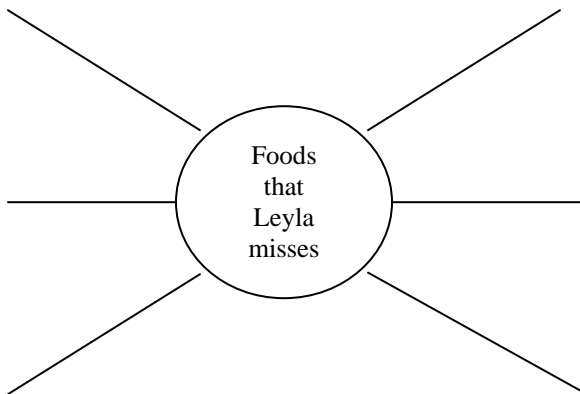
-Leyla from Uzbekistan



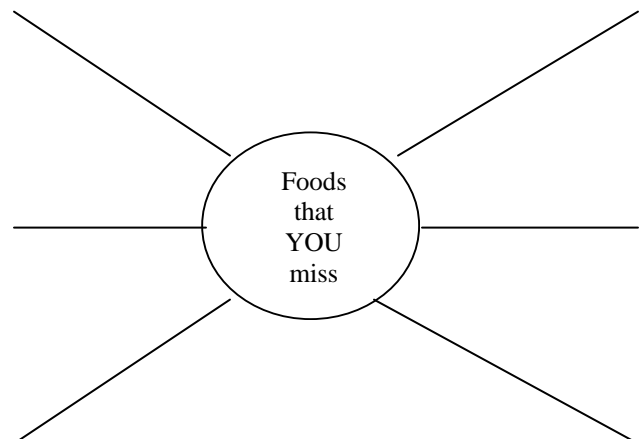
## WORD WEB

*Directions: Look at Leyla's Word Web below. On the lines, write the foods that Leyla misses. Then look at YOUR Word Web. On the lines, write some foods that YOU miss. When you are done, talk about the word webs with the class.*

### Leyla's Word Web



### YOUR Word Web



## PROJECT

### SMORGASBORD

A smorgasbord is a buffet-style meal that offers many different kinds of foods.

*Directions: The class is going to have a smorgasbord. Bring in a special food from your country to share with the class. Tell the class what you are going to bring.*



### RECIPE CARD\*\*\*

*Directions: Your teacher will give you a recipe card. On the recipe card, write your name, your country, the name of the food, and the basic ingredients of your special food that you are bringing to class.*

Recipe name: _____
Ingredients: _____
_____
_____
Made by: _____ Country: _____

**\*\*\*To the Teacher – please see Addendum C.**

## CHECKLIST FOR LEARNING Vocabulary

Directions: Check (✓) the words that you know. You can add more words if you want.

<b>Cooking Verbs</b>	
<input type="checkbox"/>	bake
<input type="checkbox"/>	boil
<input type="checkbox"/>	mix
<input type="checkbox"/>	heat
<input type="checkbox"/>	cut
<input type="checkbox"/>	preheat
<input type="checkbox"/>	peel
<input type="checkbox"/>	fry
<input type="checkbox"/>	chop
<input type="checkbox"/>	stir
<input type="checkbox"/>	cool
Add your own words...	
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

<b>Ingredients</b>	
<input type="checkbox"/>	sugar
<input type="checkbox"/>	salt
<input type="checkbox"/>	flour
<input type="checkbox"/>	water
<input type="checkbox"/>	milk
<input type="checkbox"/>	eggs
<input type="checkbox"/>	nuts
<input type="checkbox"/>	meat
<input type="checkbox"/>	herbs
<input type="checkbox"/>	spices
<input type="checkbox"/>	oil
<input type="checkbox"/>	butter
<input type="checkbox"/>	margarine
<input type="checkbox"/>	fruit
<input type="checkbox"/>	vegetables
Add your own words...	
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

<b>Things that you need for cooking</b>	
<input type="checkbox"/>	pot
<input type="checkbox"/>	pan
<input type="checkbox"/>	oven mitt
<input type="checkbox"/>	pot holder
<input type="checkbox"/>	spoon
<input type="checkbox"/>	spatula
<input type="checkbox"/>	lid
<input type="checkbox"/>	knife
<input type="checkbox"/>	cutting board
<input type="checkbox"/>	bowl
<input type="checkbox"/>	cookie sheet
Add your own words...	
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

## Language

Directions: Check (✓) what you can do. You can add more if you want.

- I can compare foods in my country and in the U.S.
- I can make food to share with my classmates.
- I can write a simple recipe.
- I can talk about foods from my country.
- I can tell my classmates about my favorite food.
- I can name some things that I use in the kitchen.
- I can write about special food memories.

Add your own...

- I can \_\_\_\_\_
- I can \_\_\_\_\_
- I can \_\_\_\_\_



## LOOKING BACK

*Directions: Please complete the following sentences with your own ideas.*

In this unit, I learned \_\_\_\_\_

---

---

I want to learn more about \_\_\_\_\_

---

---

What I liked best was \_\_\_\_\_

because \_\_\_\_\_

---

---

What I didn't like was \_\_\_\_\_

because \_\_\_\_\_

---

---



## ADDENDUM A – DOING IT IN ENGLISH ACTIVITY

*Directions: Review the “Doing it in English” activity on page 13. Make copies of the following jigsaw activity for the students (Student A information is on page 18, Student B information is on page 19). Pair students off. In each pair, 1 student will get the “Student A” information and the other student will get “Student B” information. Together, by talking only, the students must figure out what ingredients each person is missing.*

<b>LEMON MERINGUE PIE</b>
<b>Student A</b>
<b>For the shell</b>
ready-made pie crust
<b>For the filling</b>
sugar
salt
lemon juice
<b>For the meringue</b>
egg whites

**ADDENDUM A – DOING IT IN ENGLISH ACTIVITY**

*Directions: Review the “Doing it in English” activity on page 13. Make copies of the following jigsaw activity for the students (Student A information is on page 18, Student B information is on page 19). Pair students off. In each pair, 1 student will get the “Student A” information and the other student will get “Student B” information. Together, by talking only, the students must figure out what ingredients each person is missing.*

<b>LEMON MERINGUE PIE</b>
<b>Student B</b>
<b>For the shell</b>
<b>For the filling</b>
butter or margarine
cold water
egg yolks
<b>For the meringue</b>
sugar

## **ADDENDUM B – PROBLEM SOLVING ACTIVITY**

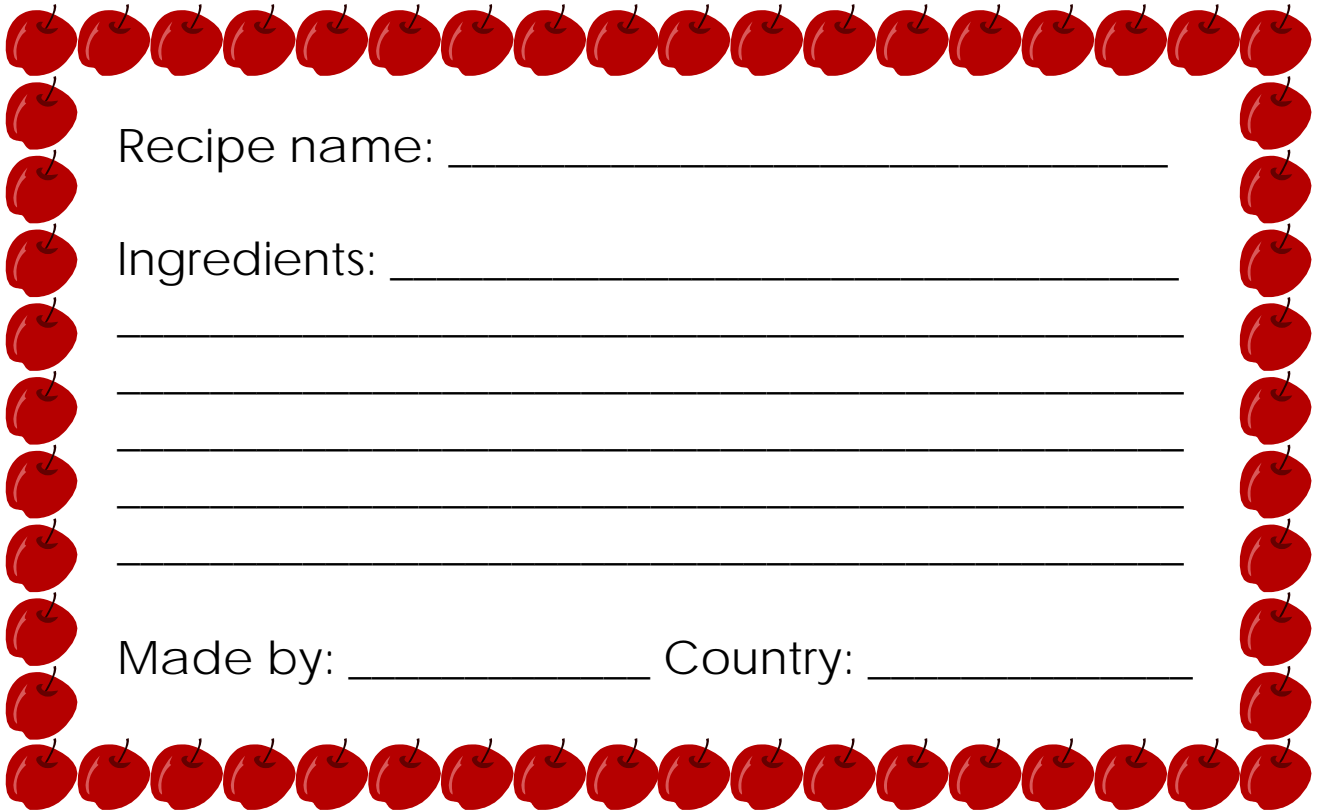
**Directions:** Review the “Problem Solving” activity on page 13. Divide the class into teams. Make as many copies of the following strips as there are teams. Cut-up the strips and put each complete set of strips into an envelope. Give each team an envelope but tell them not to look into it until you tell them that they can.

Review the directions (on page 13) with the students. Tell the students that they will be choosing the correct ingredients for a pecan pie (from the opening story). Model the activity to make sure that they understand. Each student will get a turn to choose one correct ingredient from the envelope. If the student chooses correctly (or thinks that he/she has chosen correctly) he/she will keep the slip, but if he/she chooses incorrectly (or thinks that he/she has chosen incorrectly) he/she will put the slip back into the envelope and pass the envelope to the next student in his/her group. The first group to finish and have a complete, correct set of ingredients for pecan pie wins.

<b>eggs</b>
<b>garlic</b>
<b>pecans</b>
<b>sugar</b>
<b>tomatoes</b>
<b>fish</b>
<b>ready-made pie crust</b>
<b>lettuce</b>
<b>butter</b>
<b>ground beef</b>

## ADDENDUM C – RECIPE CARD TEMPLATE

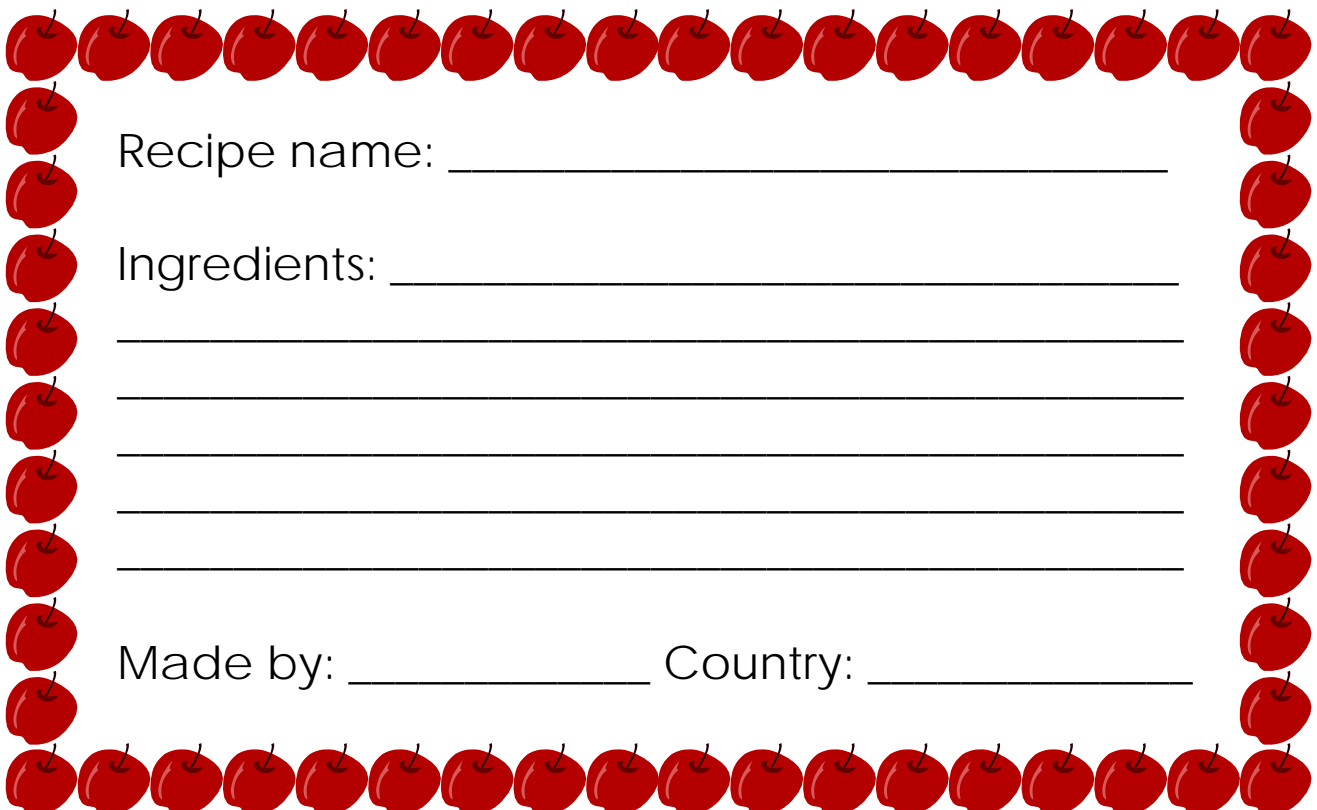
Directions: Review the "Recipe Card" activity on page 15. Make copies of the following template for each student.

A decorative border of red apples with black outlines and small green leaves, arranged in a rectangular frame around the text.

Recipe name: \_\_\_\_\_

Ingredients: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Made by: \_\_\_\_\_ Country: \_\_\_\_\_

A decorative border of red apples with black outlines and small green leaves, arranged in a rectangular frame around the text.

Recipe name: \_\_\_\_\_

Ingredients: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Made by: \_\_\_\_\_ Country: \_\_\_\_\_