

Teaching Arabic Language & Culture through Food

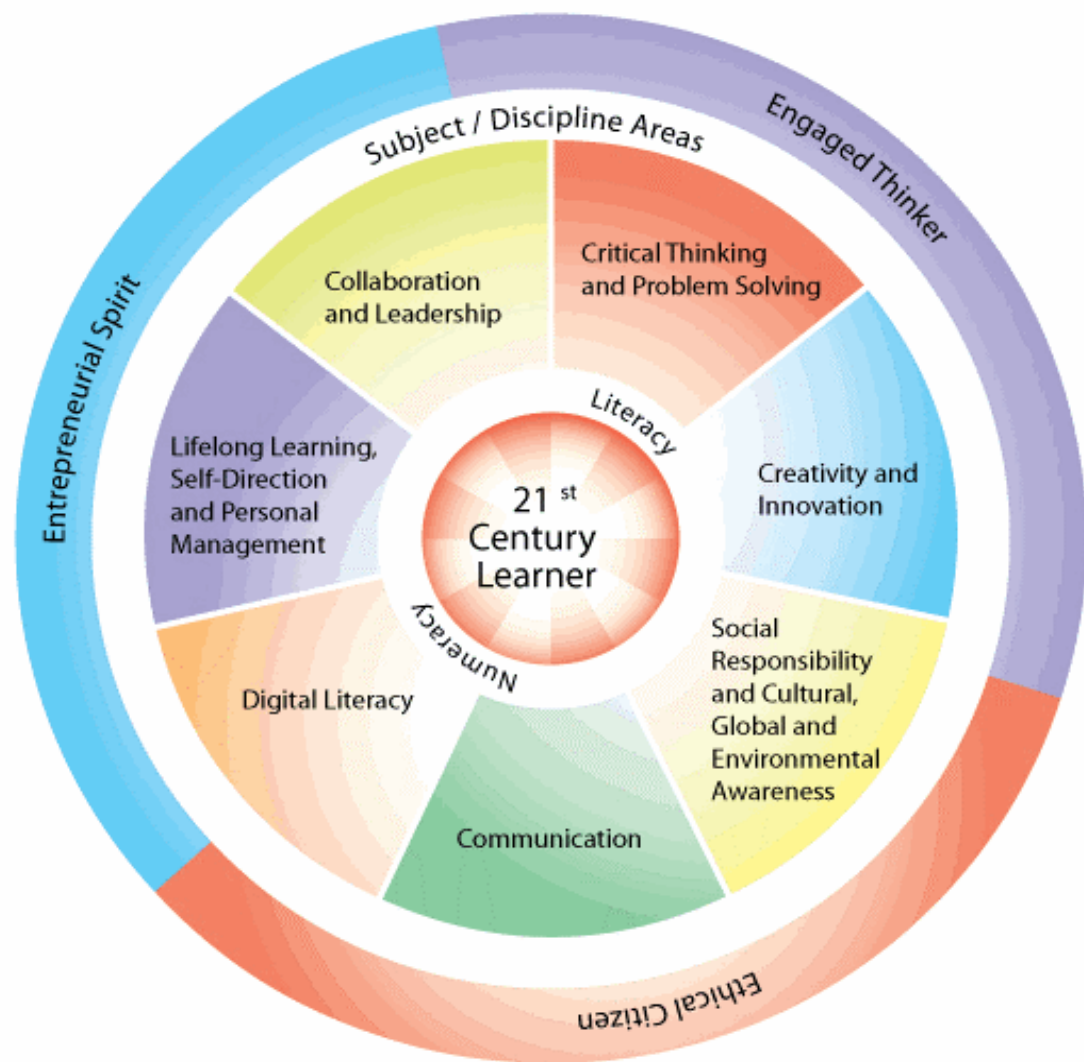


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Objectives

1. Explore different ways of using food to teach language & culture.
2. Discover various tools to use in the classroom to teach about food.
2. Learn different engaging activities to use in the classroom.
4. Discuss different events you can organize with students inside the classroom and outside the classroom.
5. Integrate 21st Centuries skills in teaching language & culture through food.



The Module of Bread

Objectives:

1. Students will learn where bread comes from
2. Students will learn how bread is made and eaten in Arab countries.
2. Students will explore the roles of public ovens in some Arabic countries.
3. Students will explore the artistic and political symbolism of bread.
4. Students will expand their grammatical knowledge of the Arabic root and pattern system



What do you know about bread?

<https://www.youtube.com/watch?v=TuruDf2oax0>

Level: Novice High-Intermediate Low

Activities:

- Students work in pairs and discuss some questions (هل تأكلون الخبز؟ كيف تأكلون الخبز؟ من أين يأتي الخبز؟)
- Students watch the video and answer comprehension questions:
- من أين يأتي الخبز؟ متى يزرع القمح؟ كيف يجمع القمح؟
- إلى أين تنقل الحبوب بعد الحصاد؟ كيف يعجن الخبز؟ أين يطبخ الخبز؟
- Students write down 5 or 6 sentences describing the stages they saw in the video.
- Create with students a poster: Seed to table cycle/ make students create storyboards.

Seed to Table Cycle



www.shutterstock.com · 324311897

Let's make bread

<https://khalina.org/bread/%d8%ae%d8%b7%d9%88%d8%a9-3/>

Level: Novice High- Intermediate Low

1. Students learn the vocabulary before they watch the video: Quizlet/memory game

<https://quizlet.com/614139736/arabic-1002-flash-cards/>

2. Students watch the silent video.

3. Students work in groups and describe the recipe to each other.

4. Introduce some new patterns to the root خ.ب.ز

5. Students & the instructor make bread.

Vocabulary

Nouns:

دقيق
خميرة
سكر
ملح
قمح
ماء
عجينة
فرن
زيت

Verbs:

عجن
خبز
خلط
أضاف إلى
أدخل إلى
أخرج من

Adjectives:

لذيذ
شهوي
مالح
حلو
دافئ

Patterns

فَعَّال

فُعَيْلَة

مَفْعَلَة

Meaning	Pattern	Word
		خَبَّرَ
		خَبَّاز
		خُبَيْرَة
		مَخْبِرَة

Extra Recipes

Yameni melouh bread: <https://www.youtube.com/watch?v=5nufHa60FCY>

Egyptian meshaletet bread: <https://www.youtube.com/watch?v=iG-0Wcv33js>

Moroccan flat bread: <https://www.youtube.com/watch?v=8rJmc-uDaKI>

Pita bread: <https://www.youtube.com/watch?v=a3JP3IVW8LE>

Iraqi naan bread: <https://www.youtube.com/watch?v=aZm7FKAh2e8>

Activities:

1. Make students watch the videos and present the recipes of the different kinds of bread in the Arab world.
2. Make students choose one recipe and make it for their friends or family and make a video to share with the class.
3. Make students compare the different recipes.
4. Make students make brochures of the recipes they prefer.

Tell me a story about bread

الفقير و رغيف الخبز

Level: Intermediate Mid-Intermediate High

Pre-listening activities:

- Students study the vocabulary : <https://quizlet.com/616805828/arabic-2001-flash-cards/?new>
- Students act out the words.

While-listening activities:

- Students use story map.
- Students answer comprehension questions.
- Students put the events in order.
- Students draw pictures as the instructor narrates the events.

Post-listening activities:

- Students act out the story.
- Students write the end of the story.
- Students rewrite the story in e-book https://app.bookcreator.com/library/-Mg8Wehm1PeWsp_mrwnU

Story Map

خمس خطوات يتبعها القارئ حتي يتمكن
من فهم القصة واعادتها



Comprehension Questions

لماذا رفض الفرّان إعطاء الفقير الخبز؟

لماذا لم يستطع الفقير الابتعاد عن الفرن؟

ماذا كان جواب الفقير عندما سأله القاضي عن سبب السرقة؟

هل كان جوابه مقنعاً للقاضي و للناس؟

هل تظنون أنّ حكم القاضي كان عادلاً؟

ما هي العبرة من هذه القصة؟

Put the events in order

لحق به و هو يناديه بالسارق

حضر الجميع وهم ينتظرون جائعين

دخل الفقير المحكمة ومعه رغيف خبز طازج

طلب الفقير من الفران خبزة

جلس الفقير تحت الشجرة ليتناول رغيف الخبز

أسرع الفقير و سرق خبزة

عندما جلس أمام القاضي سأله عن سبب سرقة الخبز

Communal Ovens

<https://learning.aljazeera.net/en/languageofmedia/%D8%AE%D8%A8%D8%B2-%D8%A7%D9%84%D9%82%D9%8A%D8%B1%D9%88%D8%A7%D9%86>

The bread of Kairouan

Level : Intermediate Mid-Intermediate High

Pre-listening activities:

- Students study the vocabulary.
- Students find Kairouan in the map and share an important information about it.

While listening activities:

- Students complete the exercises in the website Aljazeera.

Post-listening activities:

- Discuss with students the role of public ovens in Tunisia and Morocco.
- Students read the following article and summarize it: الأفران التقليدية في المغرب.. تراثٌ "شهّي" يصارع لأجل البقاء

Tell me a story about communal ovens



Let's Sing about Bread

<https://www.youtube.com/watch?v=zvVxLHqR1KA>

Activities:

1. Teach words by using drawing, flash cards, or realia.
2. Choose some words from the song and place them randomly on the whiteboard and put the students into two teams. They stand in single file facing the whiteboard, you play the song and when a student hears a word from the song, they grab it, run to the back of their queue and then the next student continues. Continue the song until it has finished and the team with the most amount of words are the winners.
3. Play the song while students draw and once they finished they compare their drawing.
4. Get the lyrics cut and ask students to listen to the song and put them in order.
5. Make students listen to the song and change the words that are incorrect.
6. Students sing the song.

Let's Sing about Bread

<https://khalina.org/bread/%d8%ae%d8%b7%d9%88%d8%a9-4/>

Level: Intermediate Mid/Intermediate High

Pre-reading activities:

- Students discuss the symbol of bread in Arabic culture.
- Students study the vocabulary.
- Students do their research on the poet Mahmoud darwish.

While-reading activities:

- * Students analyze the poem.
- * Students discuss the meaning of bread in the poem.

Post-reading activities:

- Students sing the song.
- Students do their research on other poems or songs about bread:
- <https://www.youtube.com/watch?v=mw4sDQRvsJA>

Activities

Pre-reading activity:

- إلى ماذا يرمز الخبز في ثقافتك؟
- ما هو الطعام أو الطبق الذي يرمز إلى الحب و يذكرك بالعائلة في ثقافتك؟
- من هو محمود درويش؟

During reading activities:

كيف يشعر الشاعر في بداية القصيدة؟

إلى ماذا يرمز الخبز و القهوة؟

لماذا يخجل الشاعر من دمع أمه؟

بماذا يحلم الشاعر؟

Post-reading activities:

ابحث عن قصيدة أو أغنية عن الخبز واكتب فقرة تتكون من سبع جمل عن ما فهمته من هذه القصيدة أو الأغنية

Analyzing the poem

- (أحن) الشاعر شديد التعلق بأمة
- (أحن إلى خبز أمي) حلمه بالانتصار و العوده إلى الوطن الأم
- (الخبز ، القهوة) ترمز إلى خيرات البلاد فلسطين
- (على صدر) في مرابع الوطن
- (أعشق عمري) التمسك بالحياة من أجل الوطن
- (إذا مت أخجل) التصميم على التضحية من أجل الوطن
- (خذيني إذا عدت) تمني العودة إلى أحضان الوطن الأم
- (طهر كعبك) قداسة الوطن
- (خيط ، خصلة ، ذيل ثوبك) رايات الوطن
- (ردي نجوم الطفولة) أعيدي إليّ روح الشباب و الحياة
- (صغار العصافير) الشباب الناشئ والجيل المقاوم
- (عش انتظارك) أرضك وقراك ومدنك

Proverbs

خبز الدار يأكله البراني

Level: Intermediate Mid-Intermediate High

Activities:

1. Ask students to write stories that illustrate the meaning of the proverb.
2. Listen to the story related to the proverb/ simplify the story/tell the story in FusHa/make vocabulary list before students listen to the story:
<https://www.youtube.com/watch?v=Ht0UYCp5bGw>
3. Ask students to find proverbs with the same meaning in their own languages.
4. Ask students to find other Arabic proverbs related to bread and explain their meanings.

Proverbs

لي ما قنع بخبرة يقنع بنصفها

_ Ask students to write stories to illustrate the proverb and they share their stories with the class.



Bread & Revolutions

<https://www.trtarabi.com/opinion/%D8%A7%D9%84%D8%AE%D8%A8%D8%B2-%D9%88%D8%A7%D9%84%D8%AB%D9%88%D8%B1%D8%A7%D8%AA-%D9%82%D8%B5%D8%A9-%D8%B1%D8%BA%D9%8A%D9%81-%D9%85%D8%B9%D8%AC%D9%88%D9%86-%D8%A8%D8%A7%D9%84%D8%AF%D9%85-%D9%88%D8%A7%D9%84%D8%B9%D8%B1%D9%82-3434576>

Activities

Level: Advance Low-Advanced Mid

Pre-reading activities:

- Students do their research about Arab Spring and present the information to the class.
- Students work in groups to describe the picture and analyze the title of the article.

While-reading activities:

- Students discuss some questions.
- Students discuss the relationship between bread & revolutions.

Post-reading activities:

- Students watch the following video at home: <https://www.youtube.com/watch?v=CD2B2DR47nA>
- Students write a response to the article by writing a song, a poem, or a short story.

الخبز والثورات: قصة رغيف معجون بالدم والعرق



Questions to Discuss

- ماذا يقصد المجذوب بهذا الكلام:
- الخبز يا الخبز كون ما كان الخبز ما تكون لا صلاة و لا عبادة
- ماهي فتنة الخبز؟
- ماذا تفهمون من عبارة ماي انطوانيت الشهيرة " إن لم يكن هناك خبز للفقراء, فدعهم يأكلوا الكعك"؟
- ما المقصود بخبز الحرية و الكرامة؟
- ما علاقة الخبز بالثورات؟
-

The Module of Tea

Objectives:

1. Students will come to recognize the cultural rituals associated with drinking tea.
2. Students will learn new vocabulary to describe different types of tea.
3. Students will experience musical arrangements inspired by the drink.
4. Students will learn about the social and artistic role of tea in Arabic culture.
5. Students will learn how to make Moroccan tea.



The story of discovering tea

<https://www.youtube.com/watch?v=bqVh92PJN9Y>

Level: Intermediate Low

Activities:

1. Students watch the video.
2. Write some questions on the board and make students work in inside/outside circle to answer the questions.
3. Students work in groups and share the story of the discovery of tea.
4. Students work individually and draw picture while they listen to the narration of the story.
5. Students do their research on how tea is prepared in the countries mentioned in the video (China, Turkey, Ireland, and Saudi Arabia).

Moroccan Tea

1. Before watching the video students study the vocabulary:

<https://khalina.org/tea-culture/%d8%a7%d9%84%d9%85%d9%81%d8%b1%d8%af%d8%a7%d8%aa/>

2. Students watch the following video about making Moroccan tea:

<https://www.youtube.com/watch?v=3YO9dgaCVGQ>

3. Student write down the ingredients and the instructions.

4. Students do their research on the cultural aspect(Tea is a symbol of hospitality, pouring tea from high, drinking three cups of tea is essential)

5. Students and the instructor have tea party in class or in the Arabic club.

6. Organize a tea tasting event (anise tea, hibiscus tea, verbena tea, tea from different Arabic countries)



What do singing and tea have in common?

ها الكاس الحلو

<https://khalina.org/tea-culture/%d8%ae%d8%b7%d9%88%d8%a9-3-2/>

Level: Intermediate Mid-Intermediate High

Activities:

- Introduce the vocabulary of the song.
- Students read the lyrics and discuss what they understand from the song.
- Students & the instructor discuss the lyrics.
- Students listen to the song and sing.
- Students write a paragraph about the song/ Students write their own song about tea and present it to the class/ Students find other songs about tea and share them with the class.

Singing about tea

<https://www.youtube.com/watch?v=gvIVYrGsof8>

Activities:

1. Students watch the video silently and guess the topic of the song.
2. Students listen to the song and write the words they recognize and the words they don't recognize.
3. Make students read the lyrics and go over the meaning of the words they don't understand.
3. Students & the instructor sing the song and act it out.
3. Make students rewrite the song and change the lyrics.
4. Make students write song skits and perform them for the class.

Tea Ad

<https://www.youtube.com/watch?v=ep7zjnp2gWE>

Activities:

1. Students watch the video silently and describe what they see in the video.
2. Students are introduced to the vocabulary.
3. Students listen to the song in the ad and sing.
4. Make students write their own advertising for tea and present it to the class (FusHa or 3amiya).
5. Students find some other ads and share them with the class:

<https://www.youtube.com/watch?v=CCsgjkguOdY>

Tea & Poetry in Mauritania

<https://mubasher.aljazeera.net/news/miscellaneous/2017/10/8/%D8%B4%D8%B9%D8%B1%D8%A7%D8%A1-%D9%85%D9%88%D8%B1%D9%8A%D8%AA%D8%A7%D9%86%D9%8A%D9%88%D9%86-%D9%83%D8%AA%D8%A8%D9%88%D8%A7-%D9%82%D8%B5%D8%A7%D8%A6%D8%AF-%D8%BA%D8%B2%D9%84-%D9%81%D9%8A>

Level: Advanced-Low- Advanced Mid

Activities:

1. Students read the article at home and answer comprehension questions.
2. Students write a paragraph about the importance of tea in the Mauritanian society.
3. Students discuss the artistic aspect of tea in Mauritania.
4. Students compare the role of tea for poets with the role of wine for poets in the pre-Islamic society.

The Module of Couscous

Objectives:

1. Students will learn how couscous is made and eaten in different countries in North Africa.
2. Students will explore the origin of couscous.
3. Students will learn some myths and stories related to couscous.
4. Students will make couscous.



What do you know about couscous?

<https://www.youtube.com/watch?v=DKuW8Kk5R5g>

Activities:

1. Before watching the video students do their research and answer some questions:

(What do you know about couscous? What countries eat couscous? What are the different ways of making couscous?)

2. Introduce the vocabulary using quizlet/ flashcards/ PowerPoint presentation.

3. Use kahoot to check students' comprehension.

4. Make students work in inside and outside circle to answer some questions.

5. Ask students to make presentations, posters, storyboards to report what they have learned from the video.

Couscous Salad

<https://www.youtube.com/watch?v=rFAQB4KI2zQ>

Level: Novice Mid-Novice High

Activities:

1. Students describe what they see in the picture.
2. Students watch the video and write down the ingredients.
3. Use some games such as kahoot or quizlet to recycle the vocabulary.
4. Students work in groups and give each other the preparation instructions.
5. Students make couscous salad and bring it to class.



Couscous Recipes

<https://khallina.org/palestinian-cuisine/%d9%85%d8%b5%d8%a7%d8%af%d8%b1/>

<https://www.youtube.com/watch?v=KiTw9C17WQU>

<https://www.youtube.com/watch?v=GfNRbVquluA>

<https://www.youtube.com/watch?v=2aMsZ7Pow04>

<https://www.youtube.com/watch?v=3M2JxZkE8cc>

Level: Novice High-Intermediate Low- Intermediate Mid- Intermediate High

Activities:

1. Students watch the videos in class and write the ingredients and the way of preparing couscous in different countries.
2. Students watch the videos at home and write a paragraph or two paragraphs about the different ways of making couscous.
3. Students watch the videos at home and present what they have learned from the videos.
4. Students choose one recipe and make couscous with their family/friends (for cultural portfolio)
5. Students create comic strips and say which couscous they prefer : <https://makebeliefscomix.com/Comix/#>

Stories about couscous

Podcast:

الكسكس الذي جمع المغاربة بين.. أنقذ الأميرة وأفقر المسرفين

<https://www.skynewsarabia.com/podcast/mythology/1403420-%D8%A7%D9%84%D9%83%D8%B3%D9%83%D8%B3-%D8%AC%D9%85%D8%B9-%D8%A7%D9%84%D9%85%D8%BA%D8%A7%D8%B1%D8%A8%D9%8A%D9%8A%D9%86-%D8%A7%D9%94%D9%86%D9%82%D8%B0-%D8%A7%D9%84%D8%A7%D9%94%D9%85%D9%8A%D8%B1%D8%A9-%D9%88%D8%A7%D9%94%D9%81%D9%82%D8%B1-%D8%A7%D9%84%D9%85%D8%B3%D8%B1%D9%81%D9%8A%D9%86>

Activities

Level: Advanced Low-Advanced Mid

1. Students listen to the podcast at home and present in class what they have learned.
2. Students pick one story and write it in the form of comic strips.
3. Students work in groups and make skits.
4. Students compared the stories in the podcast with stories from their own culture.

Children:

1. The instructor narrates the stories in a simple way using gestures and pictures to help students understand the meaning/ Use puppets/ Draw pictures and make student tell the stories using their own words.
2. Make students create posters about the stories/ Make students write songs/poems to retell the stories.
3. Make students compare these stories with stories from their cultural background.

Salads & Appetizers



The origins of Tabouleh & Baba Ghanouj

<https://www.youtube.com/watch?v=scp0fFRVTRU>

Level: Intermediate low-Intermediate Mid

Pre-listening activities:

- Students identify the countries where people eat tabbouleh and baba ghanouj.

While-listening activities:

- Students answer true or false questions.
- Students answer comprehension questions in Kahoot.

Post listening activities:

- Students make tabbouleh or baba ghanouj at home and bring it to the class.
- Students look up information about the origin of fatoush salad/ or other dishes from different countries.

True or false

خطأ أو صواب

- تعود أصول التبولة إلى الآشوريين
- كلمة تبولة مشتقة من جذر : ت. ب. ل
- طوّر اللبنانيون طبق التبولة بإضافة البرغل
- الأب غنوج هو ملك
- يتم صنع بابا غنوج بشرج الباذنجان و خلطه مع التوابل و الثوم
- المتبل مشتق عن البابا غنوج

Baba Ghanouj Recipe

<https://www.youtube.com/watch?v=dMWhj9Z1DU0>

Level: Novice Mid- Novice High

Pre-listening activity:

- Students learn the vocabulary and match the pictures with the words.

While-listening activity:

- Students watch the video and write down the ingredients.

Post-listening activity:

- Students make Baba ghanouj at home and bring it to the class.
- Students search another recipe of baba ghanouj and present the ingredients.
- Students make their own song about baba ghanouj :

<https://www.youtube.com/watch?v=w40J8eITRwU>

Matching Game

طماطم

ثوم

بقدونس

خيار

فلفل

بادنجان

دبس رمان

زيت زيتون



Tabouleh

https://www.laits.utexas.edu/aswaat/videos.php#/0/tabouli_elementary/

Activity:

1. Students learn the vocabulary (presentation, pictures)
2. Students watch the video and match the Arabic words with the English words.
3. Students fill in the chart of the ingredients.
4. Students do their research at home on how to prepare the dish and present in the classroom.
5. Students make tabbouleh with the instructor.
6. Students do their research on the difference between Syrian, Lebanese, and Iraqi tabouleh.



Moroccan Salads



Arabic Desserts



Palestinian Food

<https://khalina.org/palestinian-cuisine/%D8%AE%D8%B7%D9%88%D8%A9-1/>

Video:

<https://khalina.org/palestinian-cuisine/%d8%ae%d8%b7%d9%88%d8%a9-2/>

Activities:

1. Students read the articles and present the information to the class.
2. Students choose one recipe and make it.
3. Students & the instructor visit a Palestinian restaurant in the region.
4. Students look up other dishes and write about them.

Ideas about what you can do with students

1. Make students cook some Arabic food and share it with their classmates in the classroom.
2. Organize events on campus/at school: Arabic day/ Iftar/ Eid party/Taste of the Arab World.
3. Cook with students in the Arabic club.
4. Organize field trips to Arabic restaurants in your area.
5. Organize tea party on campus.
6. Make students create Arabic recipe books.
7. Make students make videos of themselves cooking with families or friends as a final project or cultural portfolio.
8. Have a cooking competing at school.
9. Visit Arab/Middle Eastern festival in your region.

Pictures of some events with my students







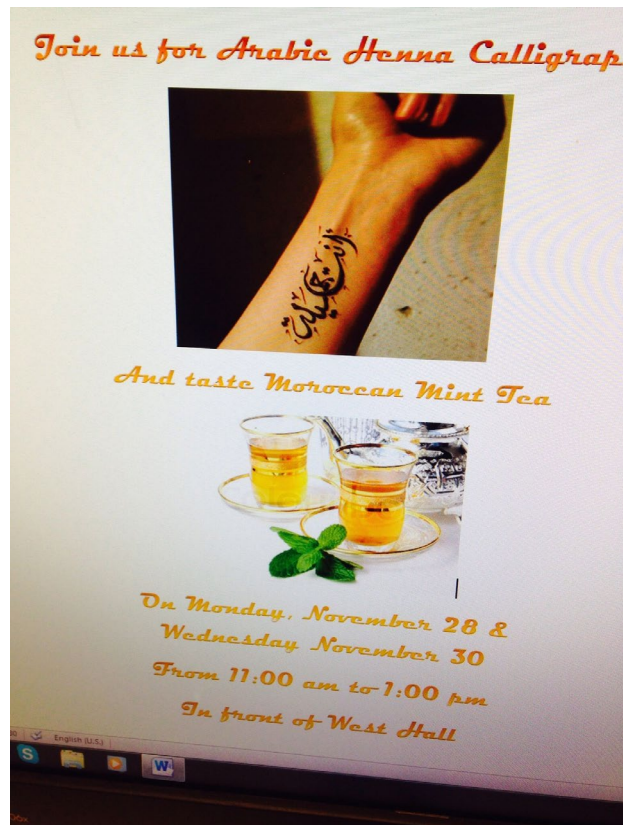








Events



References

<https://learning.aljazeera.net/en/languageofmedia/%D8%AE%D8%A8%D8%B2-%D8%A7%D9%84%D9%82%D9%8A%D8%B1%D9%88%D8%A7%D9%86>

<https://khallina.org/modules/>

<https://www.laits.utexas.edu/aswaat/>

<https://makebeliefscomix.com/Comix/#>

<https://www.skynewsarabia.com/podcast/mythology/1403420>

<https://www.trtarabi.com/opinion/%D8%A7%D9%84%D8%AE%D8%A8%D8%B2-%D9%88%D8%A7%D9%84%D8%AB%D9%88%D8%B1%D8%A7%D8%AA-%D9%82%D8%B5%D8%A9-%D8%B1%D8%BA%D9%8A%D9%81-%D9%85%D8%B9%D8%AC%D9%88%D9%86-%D8%A8%D8%A7%D9%84%D8%AF%D9%85-%D9%88%D8%A7%D9%84%D8%B9%D8%B1%D9%82-3434576>

Questions

Thank you!

شكرا!