

Learning Unit

3



FOOD FOR LIFE: Culture,
Health, and the Future

صِفْوَةُ مَعَالِي الْكُوفَةِ

Learning Unit Three:

Food for Life: Culture, Health, and the Future

Listening and Viewing:

- Synthesise key information, main ideas, and supporting details from spoken texts on world food festivals and future food innovations.
- Interpret speakers' viewpoints, attitudes, and intentions in spoken texts about healthy eating and food-related debates using contextual and linguistic cues.
- Produce well-organised, coherent notes related to spoken texts on food culture, health, and nutrition.

Speaking and Representing:

- Employ precise and context-appropriate vocabulary and grammar to communicate effectively in spoken contexts about food culture, healthy choices, and future food technologies.
- Present well-structured arguments and presentations with clear reasoning and relevant evidence on topics such as nutrition, food comparisons, and the benefits or drawbacks of new food trends.
- Demonstrate accurate use of pronunciation features, including word stress, in spoken communication about food and health.

Reading and Viewing:

- Analyse written texts using appropriate reading strategies (e.g., skimming, scanning) to identify explicit and implicit details, the writer's purpose, attitude, main ideas, negative factual information, word meanings, and references in texts about international dishes, healthy diets, and food trends.
- Use target vocabulary accurately in both spoken and written communication about food, health, and cultural eating practices.

Writing and Representing:

- Compose coherent and cohesive expository or argumentative paragraphs with clear awareness of task, audience, and purpose on topics related to healthy eating and cultural food practices.
- Apply the writing process to plan, draft, revise, and edit two-paragraph expository reports about the importance of eating well and food-related issues using prior knowledge, peer collaboration, and diverse print and digital sources.
- Demonstrate command of the conventions of standard English writing, including punctuation, spelling, and grammar in writing tasks about food, health, and nutrition.

Learning Unit 3

Lesson One: Reading

Expository



I can:

- **analyse** implicit and explicit details from a written text about food and culture from different countries.
- **use** food related vocabulary and language to describe food tasting experiences.
- **Vocabulary:** reflect, serve, symbol, occasion, aromatic, ingredient, distinctive, recipe, commonly, flavour, variety, raw, experience

1



a. Can you name these dishes? What countries do they come from?

• **Machboos** – Kuwait 🇰🇼 • **Pasta** – Italy 🇮🇹 • **Sushi** – Japan 🇯🇵

b. Have you ever tasted any of them?

a. (مثال للإجابة):

Yes, I have tasted pasta and **machboos**. They are delicious.

b. أو No, I haven't tasted sushi yet.

Food is more than just something we eat to stay alive. It tells stories about where we come from. Every country has special dishes that **reflect** its history, traditions, and lifestyle. Whether it is a spicy meal cooked at home or a formal dinner served in a restaurant, food brings people and cultures together. Let us explore what makes each one unique. (

Vocabulary Words with Meanings

Word	Meaning	المعنى بالعربية
Symbol	Something that represents something else	رمز
Ingredient	Part used to make food	مكون
Distinctive	Special, unique	مميز
Flavour	Taste	نكهة
Occasion	Event or celebration	مناسبة
Commonly	Usually	عادةً
Aromatic	Having a nice smell	عطري / ذو رائحة طيبة
Recipe	Instructions for cooking	وصفة



Machboos: A Kuwaiti Dish

Machboos is more than just a dish; it is a part of Kuwaiti history, culture, and family tradition. It brings people together and has brought new spices to Kuwait, adding to its **distinctive** and spicy taste. Each family adds its own touch, and it is often served on big plates. Serving Machboos shows kindness and culture.



Pasta: A Part of Italian Life

Pasta is a traditional food in Italian cuisine, known and loved around the world. Over time, the way Italians flavoured pasta has changed. At first, they used sugar, but later they used vegetables, which made pasta healthier. Tomatoes were only added in the 1800s, and the first recipe for spaghetti with tomato sauce appeared in 1844. Today, each part of Italy has its own style of pasta and sauce, and these recipes are often passed down in families. Pasta is now widely enjoyed by people of all backgrounds at home, in restaurants, and during family events. For Italians, pasta is more than food; it is a symbol of tradition, togetherness, and the joy of enjoying life at meals.



The Story of Sushi: A Japanese Tradition

Sushi is one of the most well-known foods from Japan. People all around the world enjoy it. In Japan, Sushi is often enjoyed during celebrations and family gatherings. However, Sushi is more than just a tasty meal; it is a symbol of Japanese culture and tradition. Sushi began over a thousand years ago as a way to preserve fish, but today it is made with a **variety** of ingredients, including cooked or **raw** fish, vegetables, and even fruit. There are many types of Sushi, such as *Maki*, *Sashimi*, and *Temaki*. Sushi chefs, known as *Itamae*, train for many years to master their skills. Sushi is often served with wasabi, pickled ginger, and soy sauce to add extra flavour. Eating Sushi is more than a meal; it is **experiencing** Japanese culture in every bite.



Learning Unit 3

Lesson One: Reading

2 Read the passage, then choose the best answer.

Which statement best summarises the main idea of the text?

- It describes the history of popular sweets.
- It shows how traditional foods reflect each country's culture.
- It teaches how to prepare meals with rice.
- It discusses Italian restaurants around the world.



3 Fill in the gaps with words from the list.

variety - ingredient - distinctive – reflect

- Traditional foods often reflect a country's culture and traditions.
- The use of special spices gives Machboos its distinctive flavour.
- Tomatoes have become an important ingredient in pasta recipes.

4 Discuss the following questions

- What ingredients are used in Machboos?
Spices, rice, meat or fish, and sauces like Daqous.
- Why is pasta important in Italian culture?
Because it is a symbol of tradition, togetherness, and family meals.
- What do all three dishes have in common?

5 Underline food words in the passage (e.g., spicy, distinctive, aromatic, traditional, flavoured, well-known, famous, delicious).

Other examples you can add:

sweet, sour, salty, crunchy, creamy, juicy, tasty, soft, fresh

- Write a script for a short video (3-4 sentences) describing your first experience tasting, Sushi, or pasta or any other food.
- Include your reactions, favourite part, and one interesting fact you learned from the passage.
- Use food-related adjectives.
- Perform your vlog for your classmates.



Example Script:

Today, I tried *Machboos* for the first time in Kuwait!

It was spicy and full of flavour.

I felt so happy to taste this traditional dish.

What I love about it is the mix of rice and aromatic spices — it really shows Kuwaiti culture!



Learning Unit 3

Lesson Two: Grammar

I can:

- **distinguish** between active and passive voice sentences in a variety of spoken and written contexts.
- **apply** the passive voice with the present simple, past simple, and modal verbs in both spoken and written communication.

Grammar: Passive Voice (Present simple - Past simple - Modals)



1 Look at these sentences from the reading.
Are they active or passive? Discuss with a partner.



1. Machboos is made with rice, meat, and spices. → Who makes the dish?
2. Tomatoes were added to pasta in the 1800s. → Who added tomatoes?

Grammar Box

When do we use passive voice?

- When (the doer of the action) is **unknown**.
- When we are **interested more in the action** than the doer of the action.

How is the passive formed?

Present Simple Passive: am/is/are + past participle

- Machboos **is served** on big plates.

Past Simple Passive: was/were + past participle

- Special dishes **were served** during the festival.

Passive Modals:

Modals + be + past participle

- Many different sauces **can be added** to pasta.



2 a. Sort these sentences under the correct heading (active / passive).

- We can eat pasta at home or in restaurants.
- Pasta is served with tomato sauce.
- Olive oil is used in many Italian dishes.
- The chef prepared sushi.
- We eat Machboos with *Daqous*.

Active Voice	Passive Voice
We can eat pasta at home or in restaurants.	Pasta is served with tomato sauce.
The chef prepared sushi.	Olive oil is used in many Italian dishes.
We eat Machboos with Daqous.	—

b. Change the active sentences into passive.

- 1 We can eat pasta at home or in restaurants. → Pasta **can be eaten** at home or in restaurants.
- 2 The chef prepared sushi. → Sushi **was prepared** by the chef.
- 3 We eat Machboos with Daqous. → Machboos **is eaten** with Daqous.



3 Interview your partner about their favourite food. Then, write three sentences about your partner's answer using the passive voice.

A: What is your favourite food?

B: I prefer *Harees*.

A: Who prepares it for you?

B: It is usually prepared by my grandmother.

Example sentences using the passive voice:

1. Machboos is eaten in many Kuwaiti homes.
2. It is usually prepared by my mother.
3. It is served with Daqous sauce.

I can:

- **analyse** implicit and explicit details from a spoken text about international food festivals.
- **organise** structured notes forming full sentences from a spoken text about international food and festival.

Learning Unit 3

Lesson Three: Listening

Exploring World Food Festivals



1



Think, Pair Share

- Have you like Muroc
- If yes, des
- If no, wou

a. Have you ever taken part in a food event?

✓ Yes, I went to Qout Market in Kuwait.

b. If yes, describe what you did and how you felt.

✓ I tried different kinds of food and drinks. It was fun and exciting!

c. If no, would you like to go to one? Why or why not?

✓ Yes, because I love tasting new food and learning about other cultures.

2



Look at the Pizzafest, Taste of Chicago, Salon du Chocolat.



a. What do you imagine

a. What do you imagine smelling or tasting?

✓ I imagine smelling pizza, chocolate, and many delicious foods.

b. What activities might

b. What activities might people enjoy besides eating?

✓ They might enjoy music, cooking shows, games, and competitions.

3



Listen to the speakers all three festivals

All three festivals celebrate food and bring people together to enjoy eating and fun activities.

4



a. Listen to the speakers again and complete the table.

Festival	Country	Month	Different Activities or Foods
Pizzafest	Italy	September	People eat many kinds of pizza and watch pizza-making contests.
Taste of Chicago	USA	July	People taste food from restaurants, enjoy music, and family activities.
Salon du Chocolat	France	October	Chocolate shows, tastings, and art made from chocolate.

b. Use the details from the table to create well-organised notes.

5



Write full sentences in your notebook.

Discuss the following questions.

a. Which festival would you like to go to the most? Why?

✓ I would like to go to the Salon du Chocolate because I love chocolate!

b. What do you think the atmosphere is like?

✓ It is fun, exciting, and full of good smells and happy people.

c. Are the speakers excited or bored about the festivals?

✓ They are excited because they talk happily and use positive words about the festivals.

6



Our Festival Talk

Discuss in groups.



✓ Choose one festival (food, cultural, music, or traditional)

Festival: Pizzafest

What it celebrates: It celebrates Italy's most famous food — pizza!

Main activities: Eating different pizzas, watching chefs make pizza, and music shows.

Why it's exciting: Because people can eat delicious pizza and have fun with friends.

• One exciting thing about this festival is...

Learning Unit 3

Lesson Four: Speaking

- I can discuss opinions and ideas clearly about the future of food using appropriate language in spoken debates.



The Future of Food: 3D Printing



- Do you think food will be very different in the future?
☒ Yes, I think food will be very different. We will use more technology to make food faster and healthier.
- Have you heard about 3D-printed food before?
☒ Yes, I have. It's food made by a special machine that prints layers of ingredients.
- Would you eat something made by a printer?
☒ Maybe yes, if it is safe and tasty!



Listen to a short podcast about a 3D food printer, then answer the

a. How do 3D food printers work?

☒ They use pastes made from ingredients like chocolate, dough, or pureed vegetables. The printer builds the food layer by layer.

b. Who can benefit most from this technology?

☒ People in hospitals, astronauts, or people who need special diets can benefit most from 3D-printed food.



Is 3D Food Printing a Positive or Negative Invention?

• **Work in two teams:**

a. Team Yes: It is a positive invention.

☒ **Team YES (Positive invention)**

Reasons:

1. It can help make food quickly and reduce waste.
2. It can help people with health problems get exactly the nutrients they need.
3. It's creative and can make interesting food shapes and designs.

☒ **Team NO (Negative invention)**

Reasons:

1. It may be very expensive.
2. The food may not taste as good as real food.
3. It could reduce traditional cooking skills.

team had the stronger argument.



Language Support:

- I agree because...
- I disagree because...
- I believe that...
- In my opinion...
- One reason is...
- For example...
- A possible problem is...



Pronunciation



a. Judges listen carefully to these words. Under syllables. Then, say each word aloud, paying

history	historical	technology	ingredient
cheesecake	vegetables	explore	strawberry

b. Listen again and repeat the words with correct stress. Practise with a partner.

Word	Stress
history	1st syllable
historical	2nd syllable
technology	2nd syllable
ingredients	2nd syllable
expensive	2nd syllable
cheesecake	1st syllable
vegetables	1st syllable
explore	2nd syllable
strawberry	1st syllable
nutrition	2nd syllable

- I can analyse implicit and explicit details from a written text about healthy eating choices.
- Vocabulary:** energetic, source, fibre, significantly, homemade, produce, organic, harmful, label, maintain



Learning Unit 3

Lesson Five: Reading

Expository

Healthy Eating: Making Smart Choices

1



Before You Read

Discuss the following

1. What do you usually eat in a day?
2. Do you think your diet is healthy? Why or why not?
3. Have you noticed any new popular foods or eating habits recently?

1 What do you usually eat in a day?

✓ I usually eat rice, chicken, vegetables, and fruit.

2 Do you think your diet is healthy? Why or why not?

✓ Yes, it is healthy because I eat vegetables and avoid junk food.

3 Have you noticed any new popular foods or eating habits recently?

✓ Yes, people are eating more salads, smoothies, and plant-based foods.

Did You Know? Food Trends

الوصف	الطعام
أطعمة مصنوعة من النباتات مثل البرغر النباتي.	Plant Power
أطعمة مثل اللبن والجبن القريش، غنية بالبروتين.	Protein Dairy
رقائق الأعشاب البحرية والفشار أصبحت مشهورة.	Crunchy Snacks
مشروبات مثل القهوة المخفوقة أو ماء جوز الهند.	Foamy Drinks
وجبات خفيفة غنية بالبروتين والفطر.	Smart Snacks
أطعمة تحتوي على البروبيوتك تساعد على الهضم.	Stomach-Friendly Foods

cream or coconut water are new favourites.



Smart Snacks:

Many people now eat protein-based snacks to help their body and brain—plus foods with mushrooms!



Stomach-Friendly Foods:

Foods like probiotics could help your stomach feel better and keep you healthy.

Healthy Choices: Eating Well Today

People everywhere are becoming more interested in healthy eating. Good food is important for our bodies and minds. When people make better food choices, they often feel more **energetic** and are less likely to get sick. Some foods are healthier than others. For example, vegetables and fruits are important **sources** of vitamins, minerals, and **fibre**. Diets that are rich in these foods can **significantly** lower the risk of obesity and heart disease. These days, people are learning more about what is in their food. More families cook at home because **homemade** meals are often healthier, cheaper, and you can control what ingredients you use. Supermarkets now offer a greater variety of fresh **produce** than ever before. Additionally, organic foods are becoming more popular without **harm**.

Food trends like smoothies and snacks. People are eating more food items with healthy food choices. Social media are sharing tips to cook healthy.

Making a better diet. The food is the best.

Key Vocabulary (الكلمات الجديدة)

Word	Meaning	Arabic
energetic	full of energy	نشيط
source	where something comes from	مصدر
fibre	material that helps digestion	ألياف
significantly	in an important way	بشكل كبير
homemade	made at home	منزلي
produce	fruits and vegetables	منتجات زراعية
organic	natural, without chemicals	عضوي
harmful	dangerous, bad	ضار
label	information on food packaging	ملصق
maintain	keep something in good condition	يحافظ

Learning Unit 3

Lesson Five: Reading



2 Choose the best answer from a, b, c, or d.

1. Which question does the passage mostly answer?

- a. Why do people prefer eating out instead of cooking?
- ☒ b. How are eating habits changing today?
- c. What are the dangers of unhealthy food?
- d. What kinds of healthy food do supermarkets sell?

2. Which of the following is NOT mentioned as a benefit of making better food choices?

- a. People feel more energetic..
- b. People are less likely to get sick.
- ☒ c. People sleep longer hours at night.
- d. People have a lower risk of obesity and heart disease.

3 Find the word in the passage for each meaning below. Write the word.

- 1. Something that gives information on a package. label
- 2. To keep something in good condition. maintain

4 Ar 1. What are the benefits of cooking at home?

☒ Homemade meals are healthier, cheaper, and you can control what ingredients you use.

2. Why are organic foods becoming more popular?

☒ Because they are grown without harmful chemicals.

3. How can food labels help people make better choices?

☒ They show information about sugar, salt, or fat, so people can choose healthier food.

4. What is the purpose of the writer in writing this passage?

☒ To encourage people to eat healthy food and make smart choices.

5 He Plan a one-day healthy menu: (breakfast, lunch, dinner, snack). Each group explains:

- Why each meal is healthy.
- What (ingredients / food items) are used.
- What the group would avoid



.....

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Breakfast: Oatmeal with fruit and milk.

➡ It is healthy because it gives energy and has fibre.

Lunch: Grilled chicken with rice and salad.

➡ It includes protein and vegetables.

Snack: Yogurt with nuts.

➡ It's light and full of calcium and vitamins.

Dinner: Vegetable soup and brown bread.

➡ It's easy to digest and keeps you full.

We avoid: too much sugar, fried food, and soft drinks.

- I can apply comparative and superlative adjectives correctly to compare people, places, or things in both spoken and written contexts about food and health.

Learning Unit 3

Lesson Six: Grammar



Grammar: Comparatives and Superlatives

1



a. Read these sentences from the article, then do the task in b.

- Some foods are healthier than others.
- Supermarkets now offer a greater variety of fresh produce.
- Smoothies and salads are more popular than fried snacks.
- People are sharing the easiest and most delicious ways to cook.



b. Discuss the following questions.

- Which words in the sentences compare two things or ideas?
- Which words show something is the best, most, or least in a group?

Grammar Box

Comparatives	Superlatives															
Comparatives show the difference between two people, things, or groups. Example: Vegetables are healthier than snacks. • Use -er / -est with most one-syllable adjectives. • Use -er / -est with two-syllable adjectives ending in y (easier, funnier, healthier). • Use more/most or less/least with: • most adjectives of two syllables (not ending in -y) (more modern / the most modern). • all adjectives of three or more syllables (expensive, more expensive, the most expensive).	Superlatives show the difference between three or more people, things, or groups. Example: This is the healthiest food I've ever eaten. Grammar Box (ملخص القاعدة) <table><tr><th>Type</th><th>Example</th><th>Usage</th></tr><tr><td>Comparative</td><td>healthy → healthier</td><td>مقارنة بين شيئين</td></tr><tr><td>Superlative</td><td>healthy → healthiest</td><td>المقارنة بين ثلاثة أو أكثر</td></tr></table>	Type	Example	Usage	Comparative	healthy → healthier	مقارنة بين شيئين	Superlative	healthy → healthiest	المقارنة بين ثلاثة أو أكثر						
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Some adjectives do not follow regular rules: <table><tr><td>good</td><td>→ better</td><td>→ the best</td></tr><tr><td>bad</td><td>→ worse</td><td>→ the worst</td></tr><tr><td>little</td><td>→ less</td><td>→ the least</td></tr><tr><td>much / many</td><td>→ more</td><td>→ the most</td></tr><tr><td>far</td><td>→ farther / further</td><td>→ the farthest / the furthest</td></tr></table>		good	→ better	→ the best	bad	→ worse	→ the worst	little	→ less	→ the least	much / many	→ more	→ the most	far	→ farther / further	→ the farthest / the furthest
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2



Complete the sentences using the correct comparative or superlative form of the adjectives.

1. That was the most exciting (exciting) movie I've ever seen!
2. Travelling by train is more comfortable (comfortable) than travelling by bus.

3



Write a three-sentence paragraph comparing two or three meals or food types.

Use:

I think **salads are healthier than** burgers.
 Smoothies are **more delicious than** fizzy drinks.
 But fruit salad is **the healthiest and the most refreshing** snack for me!

Sentence Starters:

- I think smoothies are healthier than...

Learning Unit 3

Lesson Seven: Writing



I can:

- **organise** ideas effectively to produce a clear and accurate written outline about healthy food.
- **compose** a clearly structured two-paragraph report to explain healthy food choices and reasons for healthy eating.
- **Linkers Bank:** on the other hand, in contrast

Why Eating Well Matters

Before You Write

1 **Discuss these questions. Then write your answers in the boxes.**

- Why is eating healthy food important?
- What healthy food choices would you make?

Importance of Healthy Food	Healthy Food Choices
Eating healthy food is important because it keeps our bodies strong and gives us energy. It also helps us avoid diseases and stay fit.	I would eat more vegetables, fruits, and homemade meals. I would also drink water instead of soda.

Build Supporting Details. **Linkers of Contrast.** *On the other hand, in contrast*

2 **Use 'on the other hand' and 'in contrast' to link these sentences.**

- Vegetables are full of vitamins. Unhealthy snacks are high in fat.
→ **Vegetables are full of vitamins. *On the other hand*, unhealthy snacks are high in fat.**
- Homemade meals are usually healthy and fresh. Fast food is often high in calories and salt.
→ **Homemade meals are usually healthy and fresh. *In contrast*, fast food is often high in calories and salt.**
- Organic food is grown without harmful chemicals. Regular food may contain pesticides.
→ **Organic food is grown without harmful chemicals. *On the other hand*, regular food may contain pesticides.**
- Smoothies are made from fresh fruits. Fizzy drinks contain a lot of sugar.
→ **Smoothies are made from fresh fruits. *In contrast*, fizzy drinks contain a lot of sugar.**

3 **Match and Reflect**

a. Match each healthy habit with its positive result.

Healthy Habit	Positive Result
1. Eating more vegetables b	a. keeps the body hydrated
2. Drinking water instead of soda a	b. provides important vitamins and fibre
3. Cooking meals at home c	c. avoids extra sugar, chemicals, or food additives
4. Reading food labels d	d. helps control ingredients

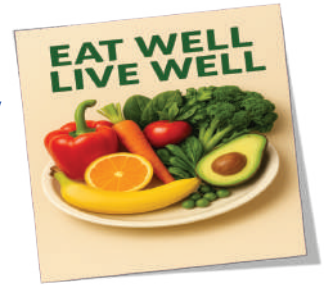
b. Discuss more eating habits with your partner. Use linkers of cause and effect (because, so, as a result) and linkers of contrast (on the other hand, in contrast).

- Example:** - I cook meals at home because I want to eat healthy food.
- I eat more vegetables every day. *On the other hand*, I try to avoid fried snacks.
- I drink water instead of soda because it keeps me hydrated.

Eat Well, Live Well



4 Plan and write a two-paragraph report explaining what healthy food choices people can make and why eating healthily is becoming more important today.



a. Fill in the following plan.

Paragraph 1: (Healthy food choices)

Topic sentence:

People can make many healthy food choices every day.

Supporting details:

They can eat more vegetables, fruits, and homemade meals instead of fast food.
Drinking water or milk is better than drinking soda.
Reading food labels helps people choose food with less sugar and salt.

Concluding sentence:

Making small changes in food choices can lead to a healthier lifestyle.

Paragraph 2: (The importance of eating healthy food)

Topic sentence:

Eating healthy food is very important for our bodies and minds.

Supporting details:

Healthy food gives us energy and helps us stay strong.
It also helps prevent sickness and keeps our hearts and bodies in good condition.
On the other hand, unhealthy food can make us tired and gain weight.

Concluding sentence:

Eating well helps us live well and stay happy every day.



b. Use the ideas in your plan to write the report in your notebook.

Eat Well, Live Well

People can make many healthy food choices every day. They can eat more vegetables, fruits, and homemade meals instead of fast food. Drinking water or milk is better than drinking soda. Reading food labels helps people choose food with less sugar and salt. Making small changes in food choices can lead to a healthier lifestyle.

Eating healthy food is very important for our bodies and minds. Healthy food gives us energy and helps us stay strong. It also helps prevent sickness and keeps our hearts in good condition. On the other hand, unhealthy food can make us tired and gain weight. Eating well helps us live well and stay happy every day.

صِفْوَةُ مَعَالِي الْكُوفَةِ