

English

Year 10

Unit 3

Food



Food

Eating is an activity that we as humans do at least two times a day. We live in a world where the variety of food is immense, and we are responsible for what we eat. We decide what we are about to eat and how it will affect our bodies. The purpose of this essay is to compare and contrast the differences between eating fresh foods instead of canned foods. The three main differences are flavour, health benefits, and cost.



The most notable difference between these two kinds of foods is their flavour. Fresh foods have great flavour and taste because they keep all their natural conditions. Canned foods however, lack a lot of its flavour characteristics because there are some other chemical products added to the natural foods. It is logical that the fresh foods will have a greater taste and flavor when consumed just because of the time in which they have been prepared.

Comparing both types of foods we notice another difference. There is a health factor that affects both of them. Canned foods lose some of the original fresh food nutrients when stored, and also it has to be tinned with many conservatives and chemical factors that prolong the shelf life and apparent freshness of the food but could also become toxic if consumed too often.

Yet another difference between these two types of foods is the cost. Canned foods are much more expensive than fresh foods. Here the benefit of buying tinned foods is that they are easier to find, for example, in a supermarket instead of the market like the fresh foods, and they require less work to prepare than fresh foods, just open and serve.

Here are the main three differences between buying fresh foods and buying canned foods. As we can see it comes down to a personal choice, based on the time each person has, the money and the importance he/she gives to his/her nutrition and health. Therefore, it is important that you consider your possibilities and choose the best type of foods for your convenience and lifestyle.

Food Activities

1. Write the meaning of the underlined words, in the context of the text.
- 2, What are some differences between canned food and fresh food in terms of:
 - a) health benefits?
 - b) flavour
 - c) cost
 - d) convenience
3. Describe the difference in flavour between a pineapple and a can of tuna.
4. Make a comparison between fresh fruit and canned fruit.
5. Make a list of canned foods available in your local supermarket.
6. Make a list of foods you would take on a week-end camping trip.
7. What is your favourite food?
8. Do you ever eat food from other countries? if so, what?
9. Which dishes do you never eat? Would you like to try any of them?
10. Write your opinions or comments on the following three statements:
 - a) In the future, superfoods (very healthy foods e.g. broccoli) may be the answer to our health problems.
 - b) In the future, we will eat only food pills because they are healthier than normal meals.
 - c) In the future, we might have food that can change its flavor for different people.
11. Do you agree with the next sentences? Give your reasons why you agree or disagree.
 - a) In the future, nobody will be hungry for long.
 - b) People will eat more junk food.
 - c) People won't eat animals in the future.
 - d) More people might grow food to save money.
 - e) Families won't have time to eat together.
 - f) The next generation may not know how to cook, they will order food on the internet.
 - g) I might change my diet.
 - h) I might learn how to cook in the future

The History of Chocolate Part 1

One of the most popular foods of all time is chocolate. People nowadays eat chocolate in many different forms. We eat chocolate candy, and we drink hot and cold chocolate drinks. The chocolate we eat today is made from a lot of different ingredients, but the most important ingredient is cacao bean.

The story of cacao bean and its long journey to stores and supermarkets all over the world started hundreds of years ago in Mexico. Cacao trees need hot and humid weather, and they originally grew in the Yucatan Peninsula in the South East of Mexico.

The Maya people of Mexico were the first to eat cacao beans. They picked cacao beans from wild trees and cleared land to cultivate their own trees. They made a drink from cacao beans and exchanged the beans for other goods. They also used cacao beans for religious ceremonies.

Mayan merchants traveled north and introduced cacao beans to the Aztec people. Soon the cacao bean was part of the Aztecs' lives. They used it as a drink, as part of religious ceremonies and even as money. With 10 beans, you could buy a rabbit. With 100 beans, you could buy a slave.

The Aztecs could not grow cacao trees because of the dry climate. When the Aztecs conquered the Maya, they asked for cacao beans as a tribute.

- I. Rewrite these sentences correctly with the right information.
1. Chocolate isn't popular nowadays.
 2. The cacao trees grow in Europe.
 3. The Maya made bread from cacao beans.

- II. Read the story and answer the questions.
1. Where does chocolate come from?
 2. What is the most important ingredient in chocolate?
 3. Where did cacao beans originally grow?
 4. Who were the first people to eat cacao beans?
 5. Who introduced the cacao beans to the Aztecs?
 6. What did the Aztecs use the cacao beans for?
 7. What did the Maya give the Aztecs as a tribute?



The History of Chocolate Part 2

The Aztecs made a special drink from cacao beans. They mixed cacao with vanilla, black pepper and honey. Then they poured the drink from height so it had foam. Raw cacao is very bitter, so the drink wasn't very sweet, and the Aztecs called it Cacahuatl or "bitter water". Only the king and the nobles drank Cacahuatl. Some people say that the Aztec king Moctezuma II drank 50 cups of Cacahuatl a day.

When Hernán Cortés came to Mexico, Moctezuma gave him a Golden cup full of this precious drink. Hernán Cortés took three chests of cacao beans back to Spain with him in 1528. At first, nobody liked the strange drink. Someone added hot water and sugar to the cacao beans and this drink became popular. The Spaniards tried to keep the recipe secret, but slowly it spread across Europe.

By the 1700s, there were chocolate shops in many European cities. Chocolate was very expensive. Only rich people could buy it. In the early 1800s, a doctor in England invented a new chocolate recipe. He added milk instead of water to the mixture of sugar and cacao. Children started drinking hot chocolate, and it became even more popular.

The next step in the transformation of the cacao bean happened in Holland. In 1828, Conrad van Houten made cocoa butter and cocoa powder from the beans. This was the start of solid chocolate. With this new method, a company called Fry's of England made the first chocolate bar in 1847. Then in 1876, the Swiss company Nestlé added milk to the recipe and made the first milk chocolate bar.

At first, chocolate bars were very expensive, but then, in 1894, a company called Hershey's made the first cheap chocolate bar. Other chocolate companies did the same, and soon ordinary people were buying chocolate in stores all over the world.

Read the story and answer the questions.

1. What did the Aztecs mix with cacao?
2. What was the drink called?
3. Describe the taste of a drink made from raw cacao.
4. Who did Moctezuma II meet?
5. How many chests did Hernán Cortés take to Spain?
6. What did the Spaniards add to the recipe?
7. What did an English doctor add to the recipe?
8. When was the first milk chocolate bar made?
9. Why do you think the first chocolate bars were so expensive?
10. Who made the first affordable chocolate bar?



The Mediterranean Diet

The Mediterranean diet is one of the healthiest diets in the world. It is based on the traditional food from countries in the Mediterranean region, particularly Greece, Spain, France and Italy, and has a high number of different fruits, vegetables, fish, whole grains, legumes, nuts, and olive oil.

Many people consider it to be a long-term, sustainable way of eating because it means eating fresh, whole foods, and trying not to eat foods that are artificially produced and that contain a large amount of sugar. The diet also includes social aspects of eating, such as enjoying meals with family and friends and enjoying the natural flavours of the food. An even bigger advantage is that studies have shown that the Mediterranean diet can offer numerous health benefits and help combat some serious diseases. The problem with saying that these four nations have the best diet in the world ignores other countries in Asia, Africa and South America that also have traditional diets that contain healthy fats and lots of fruit and vegetables. The dishes from these other parts of the world aren't the European ones you'll find in Mediterranean Diet cookbooks, but they contain many of the same healthy foods and nutrients. The best advice is to avoid artificially produced foods and eat traditionally.

ANSWER THE QUESTIONS.

- 1 Which Mediterranean countries are mentioned in the text?
- 2 What is the Mediterranean diet based on?
- 3 What type of food contains a large amount of sugar?
- 4 What advice is given at the end of the text?

COMPLETE WITH THE COMPARATIVES / SUPERLATIVES.

- 1 Sara is _____ (tall) than her sister Lisa.
- 2 The Mediterranean diet is one of the _____ (good) diets in the world.
- 3 Tom can run _____ (fast) than me.
- 4 How are you, Rebekah? Oh, I'm feeling much _____ (good), thanks.
- 5 A Ferrari car is _____ (expensive) than a Mercedes.
- 6 I bought _____ (cheap) T-shirt in the shop.
- 7 Today is _____ (hot) than yesterday.
- 8 Who's _____ (popular) American singer?
- 9 Eating vegetables is _____ (healthy) than eating chocolate.

Ice-cream

Ice cream is a sweet and creamy treat that many people love. The history of ice cream goes back thousands of years. The first people to enjoy a frozen dessert were likely the ancient Chinese.

They mixed milk with rice and ice to create a cold, creamy treat. This early form of ice cream was very different from what we eat today.

In the 16th century, ice cream started to become more popular in Europe. Italian chefs were among the first to use sugar and fruit to make frozen desserts. They made a kind of sorbet, which is similar to ice cream but usually does not contain milk.

In the 18th century, ice cream became popular in the United States. The first ice cream parlour opened in New York City in 1776. By the 19th century, ice cream was being made in large quantities and was available in many flavours. The invention of the ice cream cone, which is a crunchy waffle-like container for the ice cream, came about in 1904 during the St. Louis World's Fair. This invention made ice cream easy to eat on the go.

Today, ice cream comes in many flavours, from classic vanilla and chocolate to unique combinations like lavender honey or matcha green tea. It is enjoyed by people of all ages around the world and is a popular treat at parties, in restaurants, and even at home.

Answer the questions

1. What did the ancient Chinese mix to create an early form of ice cream?
2. How did Italian chefs contribute to the history of ice cream in the 16th century?
3. When did the first ice cream parlour open in New York City?
4. What important ice cream invention was introduced at the St. Louis World's Fair in 1904?
5. Name two examples of unique ice cream flavours mentioned in the text.
6. What is your favourite flavour of ice cream?
7. Do you prefer eating ice cream in a cone or in a bowl? Why?
8. Have you ever tried making ice cream at home? How did it turn out?
9. Is there a unique or unusual ice cream flavour you would like to try?
10. What is your favourite memory related to eating ice cream?



English Usage: Definite and indefinite articles

Two of the most common words in English are 'the' and 'a'. They are called the definite (the clearly known) article and the indefinite (not clearly known) article. The definite article, 'the', denotes a known object or group. The indefinite article, 'a', points to a general object or group, and not a specific item.

e.g. During my visit to Kadavu, I went to the souvenir shop to buy **a** kava bowl. The bowl I chose had been carved by hand and was **an** excellent souvenir of my visit to the island.

Spelling

Spelling English correctly is a very important skill. Spelling mistakes will mar your writing and lower your marks and if you spell words incorrectly in official documents (e.g. job applications) the people for whom your writing is intended will not be at all impressed.

Spelling English words correctly is difficult, however. There are many inconsistencies (different patterns) of spelling in English and many exceptions to the few rules. The only way to learn spelling really well is by identifying the words that are difficult to spell, then learning them thoroughly!

Another way that helps is to practise making longer words into syllables.

i.e. Dividing the word into syllables, or units of sound, then saying the word to yourself. Then when you transcribe (write down) the word, you are more likely to spell it properly.

A word with several syllables is said to be polysyllabic: e.g. Trans-cen-den- tal; a word with one syllable is said to be monosyllabic: e.g. Pig.

e.g. The word 'punctuation' is broken into syllables as 'punc-tu-*A*-shun'.

The capital, '*A*' (in Italics) shows that the third syllable is stressed, or given emphasis. By sounding out the word in syllables to yourself first, it should make it more straightforward to spell.

Divide the following polysyllabic words into syllables, putting a hyphen between each syllable they contain and in capitals the syllable which is stressed in each word. Then, using your dictionary, write down the meaning of each word.

alphabetical	insignificant	navigable	preferential
repetitious	sarcastic	untrustworthy	

Commonly Misspelt Words

Below is a list of words that people frequently mis-spell. Copy the words into your books, in columns, in strict alphabetical order. Then learn the spelling of the words, in groups of five at a time, writing them out correctly until you are confident that you will never spell them wrong again!

See how many words on the list below you can remember, writing them down without looking and testing your spelling of them at the same time. Working in pairs, test your partner's knowledge of the spelling of the words on the list. As you say the words, make sure that you pronounce each one correctly.

truly	bicycle	excellent
address	embarrass	language
laboratory	humorous	leisure
nervous	lengthen	medicine
neither	skeleton	patient
poison	skilful	possess
rhythm	silhouette	rehearsal
sergeant	simile	spaghetti
graffiti	pigeon	solar
soccer	Australian	tobacco
sugar	accommodation	yacht
deceitful	adjective	prejudice
pronunciation	abscess	sandals
punctuation	beautiful	appalling
character	homonyms	doctor
balloon	autumn	calendar
honour	soldier	benefit

Food Jokes

1. Why did Sara stare at the orange juice bottle for 3 hours? Because it says “concentrate” .
2. Where can you get milkshakes? From nervous cows.
3. How do you make a milkshake? Scared it!
4. Why did the man dance in front of the bottle? Because it says “twist to open”
5. What drink do balloons hate? Pop
6. What drink do wrestles like? Fruit punch!
7. What do bananas do best in gymnastic? The splits!
8. What’s worse than finding a worm on your apple? Half of the worm!
9. What key do you use to open a banana? A mon-key!
10. What do you get when 2 peas fight? Black eye peas!

Create at least 2 jokes about food then share them with your classmates.



Homonyms

A homonym is a word with the same spelling or sound as another, but with a different meaning.

e.g. grate/great — a grate (noun) is the bottom of a fireplace; great (adjective) means large, or wonderful.

Homonyms often cause confusion because of their similar sounds but different meanings. It is essential to always use the correct word in its proper place. For each of the following pairs of homonyms:

- a. Look up each word in the dictionary.
- b. Write down its part of speech and meaning.
- c. Write two sentences containing each word which show you know the difference between their meanings.

e.g. bore/boar — bore (noun), is a very dull person; bore (verb), to drill a hole or well; boar (noun), is a male pig.

The villagers decided to bore a new well for their water supply, as there had been no rain for weeks.

A boar with very large tusks charged out of the forest and ran towards the children.

Now do the same for the following pairs of homonyms.

deer/dear boy/buoy

hear/here sea/see

oar/awe bale/bail

cheque/check way/weigh

Activity

Write out each of the following sentences, choosing the correct word from the homonyms in brackets. Use a dictionary to help you decide which word is the right one to write the sentence correctly.

1. The sea outside the reef was a brilliant shade of (blew/blue).
2. The village (counsel/council) met to decide on the new matai title.
3. After the new wharf was finished, the machinery which built it stood (idol/idle).

4. After the queen died, the prince became king and a new (reign/rain) began.
5. The (flee/flea) market in Otara is very popular on Saturdays.
6. When the wet season began the river on savannah plain flooded and changed its course/coarse)
7. You should not swim near the pass through the reef, because the (current/currant) is so strong.
8. In the middle of the forest, they discovered the remains of an ancient (fought/fort).
9. When the tide was out it was possible to have (hoarse/horse) races on the sand.
10. The (mayor/mare) of the city declared a public holiday for the prince's coronation.

Two, to and too

These three homonyms often cause confusion. But they need not do so if you always remember their separate parts of speech and meanings.

Two is a noun, the number that comes after one and before three: e.g. The little girl was given a special birthday cake when she was two years old.

To is a preposition, indicating the relationship of one thing with another:

e.g. The boy gave a concert ticket to his friend.

Too is an adverb, and means 'more than is required': i.e. too much or too many. e.g. It was far too hot to walk to town, so they caught the bus instead.

Too can also mean 'as well': e.g. All the adults came to dinner, and the young children too.

Activity

Rewrite the paragraph below, filling in the gaps indicated, with the words

two, to or too:

Simon decided ____ take his boat outside the reef and go fishing. Joni said he would come ____ . They left the harbour at ____ in the afternoon and headed out ____ the open sea. They had caught only ____ fish when the wind became ____ strong and the waves big for their boat to handle. Joni started the motor and turned the boat back ____ the passage and the lagoon. They had been away exactly ____ hours when they got back ____ shore, with just the ____ fish ____ show for their time away.

Punctuation

Punctuation is very important to your writing. Poorly punctuated writing is difficult to read and often hard to understand. Properly punctuated writing is like good manners; it makes things more civilized and helps everyone to get along better! The main punctuation points in English are:

the comma ,

the full stop .

the capital letter

the question mark ?

the exclamation mark !

the apostrophe ‘

the semi-colon ;

the colon :

speech marks “...”

The Comma (,)

A comma marks a slight pause between words or phrases.

- A comma is used to separate items in a list: e.g. We bought some taro, bananas, eggs, tomatoes and tuna at the market. (Note that no comma is necessary after the second-to-last item — before the ‘and’.)
- To separate adjectives that describe something: e.g. The forest was dark, damp, dense, dripping and dangerous.
- To separate main clauses or phrases in a sentence: e.g. Buses will park on the field, and cars will be left out on the street; or, having finished lunch, we returned to work.
- To separate a name or word when addressing someone: e.g. ‘Well Simon, we meet again.’

It is important not to add too many commas to your writing. Too many commas can have an irritating effect on the reader. If in doubt, read it carefully to yourself. Only add a comma if there is definitely a pause, and if still in doubt, leave it out!

Write out the following sentence, adding four commas where they are needed:

A traditional Fijian Bure is built on a foundation of hard earth or coral rock. Its roof is thatched with woven palm fronds and walls that are open-sided to allow the breezes to pass through with coconut frond blinds that can be lowered to keep out the rain.

The Full Stop (.)

The full stop is used:

- To indicate (show) the end of a sentence: e.g. I am going to McDonalds tonight.
- After abbreviations: e.g. D.W. Jones, p.23 (page 23), Sat. (Saturday).

The Capital Letter

A capital letter is always used at the beginning of a sentence, and also for names of people and places: e.g. Viti Levu is the main town on the island of Fiji.

The Question Mark (?)

A question mark is used instead of a full stop at the end of a sentence, to show that it is a question: e.g. Have you been to the new shopping centre yet?

The Exclamation Mark (!)

An exclamation mark is used instead of a full stop at the end of a sentence, to show that the speaker or writer is very angry, enthusiastic, disappointed, hurt or surprised: e.g. 'You've got no right to be here!'; or, 'She didn't even say goodbye!'

Don't use exclamation marks in writing apart from the above cases. Too many exclamation marks will weaken your writing.

The Apostrophe (')

Of all punctuation marks, the apostrophe is misused the most. Yet the rules for its use are quite simple, and constant. The apostrophe is used:

- To show possession, i.e. that something belongs to someone. With a singular noun the apostrophe goes before the 's': e.g. The girl's uniform (one girl). The boy's caps (one boy). With a plural noun already ending in 's', the apostrophe goes after the 's': e.g. A girls' school (a school for many girls). The bosses' salaries (several bosses). With a plural noun not already ending in 's', the apostrophe goes before the 's': e.g. The women's fine mats (several women). The children's books (many children).
- To show that one or more letters have been left out of a word, when a verb is contracted (shortened): e.g. I'll (short for 'I will'), can't (short for 'cannot'), I'm (short for 'I am'), we'll (short for 'we will'), and so on.
- It is not necessary to use an apostrophe when the word 'its' shows possession: e.g. The car screeched its tyres as it sped around the corner; or, the dog bared its teeth.
- It is not necessary to use an apostrophe when writing words like: 1960s, or MPs.

Write out the following paragraph, putting 11 apostrophes in their proper places:

The girls school was located on the road that led over the island. Its grounds were very tidy and its buildings had been freshly painted. 'Itll be years before its necessary to paint the school again,' the principal told the girls assembly, 'as long as you dont make a mess of the buildings. Its the best school on the island and youll be proud of it when your families visit on parents day. Ill bet theyre surprised at the improvement when they come. Its not looked this good before. Ever.'

The Semi-colon (;)

A semi-colon is used between clauses (groups of words which include a main verb) that are too short to be made into separate sentences and cannot be joined with a conjunction: e.g.

East of the town is the sports stadium, Apia Park; the town's main industrial zone lies in the other direction.

The Colon (:)

A colon is used:

- Between two main clauses when the second clause explains, gives details, or follows on from the first: e.g. It was not an easy task: first of all, I had to find the right street.
- To introduce a list of items: e.g. For the camp you will need: a back-pack, sneakers, insect repellent, togs, towel and a torch.

Speech Marks (“ ”)

Speech marks, also called quotation marks or inverted commas, are used in writing at the beginning and end of any words that are spoken directly by one person to another. The marks can be double (“ ”) or single (‘ ’), it doesn't matter which.

In normal prose (fictional writing), start a new paragraph (indented from the left-hand margin) every time a different person speaks, as shown in the example below:

Example:

The man looked about twenty-five. Wiping his mouth with the back of his hand, he looked curiously at the label on the water bottle. “Fiji Water”.

“I haven't seen this brand before.”

“You've just arrived in Fiji, then,” I said.

“I've been here about two weeks. But I've only drunk tap water.”

“How long are you staying in Fiji?” I asked.

“About another week. Then I take a boat New Zealand.”

“Do you like it here?” “Oh yes! Don’t you?”

“Yes,” I replied.” But I’ve only been here two days.”

Name: _____ Date: _____

 **Speech Marks** 

Add speech marks and the punctuation around the speech marks.

1. Where would you like to go for dinner asked Ian.
It’s your turn to choose.
2. Is this your library bag asked his teacher. I found
it near your desk.
3. Would you like to go for a swim later this
afternoon? We could go to the beach suggested
dad.
4. I noticed the road was closed said the truck driver.
We’ll have to take a detour.
5. Here is the list of all the students auditioning for
the show said the teacher. We should hold
auditions every afternoon next week she continued.
6. If we decide to go to the city, we should take the
train said Molly.
7. I have finished my homework said Peter. It’s on
your desk to check he explained.



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Activity

Write a conversation between yourself and another person. Use speech marks and other punctuation features appropriately.

Give your conversation piece a title, e.g. “Shopping with Lusi” or “At the football match with my brother”



The History of Wheat

Wheat is a group of wild and domesticated grasses. They are cultivated for their cereal grains, which are staple foods around the world.

Wheat's beginnings can be traced to a family of wild grasses called Triticeae. Triticeae included wheat, barley, rye, their wild relatives, such as spelt, durum, emmer, einkorn. The Fertile Crescent, at the core of western Asia and northern Africa, is where wheat originated. Wild einkorn and emmer, are known to be wheat's earliest ancestors.



Einkorn is considered to have been the first wheat gathered and cultivated. Through archaeological finds, traces of the grain have been discovered in pottery in Armenia, Georgia (in the former Soviet Union), and Turkey, where it is still grown and eaten. Impressions of einkorn are found in ancient pottery as far north as Great Britain and Ireland, but there are no prehistoric records of it in India, China, or Africa.

Wheat's early relatives had seed heads that were brittle and easily broken apart and the hulls clung to the grains. This made the seeds better for re-seeding but also difficult to thresh.

Women who were responsible for the tasks of gathering, threshing, grinding, and cooking would have selected heads with the largest grains and sought out those that were easiest to thresh or separate from the hulls. Some early wheat species grew as tall as 2 metres.

Modern varieties of wheat have been bred to only grow to about 1 metre. This makes harvesting easier. Modern domestic wheat is selected and bred for strong seed heads that do not shatter easily.

What is the difference between ancient grains and wheat today?

Ancient wheat varieties, such as einkorn and spelt, generally offer higher nutritional value, better digestibility, and potential health benefits compared to modern wheat, which has been heavily processed and hybridized.

Nutritional Differences between ancient and modern wheat

Higher Nutrient Content: Ancient grains are often richer in protein, fibre, vitamins, and minerals compared to modern wheat. For example, einkorn wheat contains more protein and essential nutrients like iron and zinc, which are often lower in modern wheat due to hybridization and processing.

Better Digestibility: Many people find ancient grains easier to digest. This is partly due to their unique gluten structures, which may be less inflammatory and more tolerable for individuals with sensitivities. Studies have shown that consuming ancient wheat can lead to fewer digestive issues compared to modern wheat, particularly for those with conditions like irritable bowel syndrome (IBS).

Lower Glycemic Index: Ancient grains typically have a lower glycemic index than modern wheat, which means they can help stabilize blood sugar levels and reduce the risk of insulin spikes. This is beneficial for individuals managing diabetes or those looking to maintain steady energy levels.

Unfortunately, bread made from ancient grains is fairly rare, hard to find, and not available in many countries. If ancient grain bread, (e.g. spelt or einkorn) is unavailable, then normal bread is not a good food for anyone. This is particularly true for people wanting to maintain a healthy height-weight ratio, and for people who want to avoid food allergies, and diabetes.

Many people today are “Gluten intolerant”. Modern bread has been hybridized to contain too much gluten, and exposure can result in gluten intolerance. The symptoms of gluten intolerance are digestive issues such as stomach pain after eating anything made from modern-day wheat flour.

Activities

1. Write the meaning of the underlined words, in the context of the text.
2. What kind of plant is wheat?
3. Where were early wheat varieties first eaten?
4. Give 3 names of early wheat varieties.
5. How do we know that these early wheat varieties existed?
6. How did women of early times prepare the wheat to make flour?
7. What were some of the difficulties with processing early wheat?
8. Explain how modern wheat is easier to harvest and process.
9. What are the nutritional advantages of ancient wheat?
10. What is the problem with modern wheat?
11. Why are many people now gluten intolerant?
12. Make a list of all the foods you know of, that are made from modern wheat.
13. What could you eat instead of bread and foods made from wheat?

Food is Bible Times

In the ancient Israelite diet, certain staple foods formed the foundation of their meals. These dietary staples included bread, wine, and olive oil, which were accompanied by a variety of other foods such as legumes, fruits and vegetables, dairy products, fish, and meat.

Bread, made from barley and wheat, was a staple food among the ancient Israelites. It was often toasted on stones heated directly on fire, resulting in a distinct flavour and aroma. Wine held an important place in their meals and was considered a symbol of joy and abundance. Olive oil, abundant in the region, was not only used for cooking but also for flavouring various dishes. Its versatility and richness enhanced the overall taste of the cuisine.

Legumes, such as lentils and beans, provided a valuable source of protein and nutrients in the ancient Israelite diet. Fruits and vegetables were also significant components, offering a wide range of flavours and textures. Dairy products, particularly milk from sheep and goats, were preferred over cow's milk. Cheese was commonly made from these milks and added a savory element to dishes.

Fish, predominantly consumed in regions near the Sea of Galilee and the Mediterranean Sea, played a vital role in the ancient Israelite diet. It was often enjoyed alongside bread, creating a balanced meal. Meat, although considered a luxury and mainly consumed by the wealthy, included goat, lamb, and occasionally calf. Poultry, such as chickens, pigeons, and turtledoves, was relatively scarce in comparison. The inclusion of fish, meat, and poultry provided additional sources of protein and nutrients.

Other Food and Eating Practices in Ancient Israel

In addition to the dietary staples of bread, wine, and olive oil, the ancient Israelites enjoyed a wide variety of other foods. Honey, a common sweetener in biblical times, was used as a substitute for sugar. It was prized for its natural sweetness and versatility in culinary applications. Fruits such as figs, dates, and grapes were consumed fresh or dried, providing a source of natural sweetness and a burst of flavour. These fruits were not only enjoyed as a snack but also used in desserts and as ingredients in savory dishes.

Lentils, barley, and wheat were important grains in the ancient Israelite diet. These staples provided essential carbohydrates and nutrients, and they were used to make various types of bread, porridge, and other dishes. The protein-rich lentils were particularly valued for their nutritional benefits. Meat, although considered a luxury, was consumed by the wealthy and on special occasions. Goat, lamb, and occasionally calf were the preferred meats, reflecting the agricultural practices and cultural preferences of the time.

Poultry, including chickens, pigeons, and turtledoves, was relatively scarce in ancient Israel and therefore less commonly consumed compared to other meats. Fish, on the other hand, played an essential role in the diet, especially for communities living near the Sea of Galilee and the Mediterranean Sea. Freshwater and saltwater fish were readily available and often enjoyed alongside bread and other foods. Interestingly, locusts were also a part of the ancient Israelite diet. These insects were considered a delicacy and were consumed by some communities for their high protein content.

The ancient Israelites incorporated a variety of herbs and spices into their cooking to enhance the flavours of their dishes. Mustard, coriander, mint, garlic, and onions were commonly used to season and season the food. These aromatic ingredients added depth and complexity to the cuisine, transforming simple ingredients into delicious and satisfying meals. The use of herbs and spices also had cultural and symbolic significance, as they were often associated with religious feasts such as the Passover Feast, where bitter herbs were used.

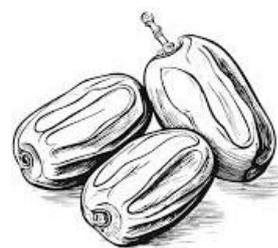
The primary sources of information about the food of the ancient Israelites are the Hebrew Bible, the Dead Sea Scrolls, and historical texts. Archaeological remains, such as pottery, animal bones, and plant remains, have also provided valuable insights into the ancient Israelite diet.

Questions

1. Make a list of all the underlined words, and explain the meaning, in the context of the text.
2. What were the dietary staples in ancient Israel?
3. What were some other commonly consumed foods in ancient Israel?
4. What types of meat were consumed by the ancient Israelites?
5. What role did fish play in the ancient Israelite diet?
6. What unusual foods did the ancient Israelites consume?
7. What role did herbs and spices play in ancient Israelite cuisine?
8. How do we know about the ancient Israelite diet?
9. In the light of the previous article, “The History of Wheat”, how do you think bread in Bible times was different to the bread we have today?
10. Draw up a chart showing similarities and differences between the traditional Fijian diet, the Indian diet and the ancient Israeli diet. Draw up three columns. Add pictures.



Figs and dates



The Passover Meal

Passover (Pesach) is one of the most significant Jewish holidays, commemorating the Exodus of the Israelites from slavery in Egypt. Its name comes from the miracle in which God “passed over” the houses of the Israelites, sparing them from death during the tenth plague on Egypt.

Passover takes place in early spring, beginning on the 15th of the Hebrew month of Nisan and lasting for seven days. During Passover, Jews abstain from all leavened products (bread with yeast) and eat unleavened bread (matzah). This is to remind them that on the night before they fled Egypt, they did not have time to wait for bread to rise, so took flat bread, (unleavened bread) with them for the journey.

In preparation for Passover, Jews traditionally clean their homes of all leaven — defined as fermented food prepared from five species of grain: wheat, barley, oats, spelt and rye. These grains may only be consumed in the form of matzah, a specially-prepared flatbread which has no added yeast and which has been cooked, start to finish, in under 18 minutes to prevent natural fermentation.

Cleaning the home involves not only ridding cupboards of leavened foods, but also cleaning surfaces to remove any potential fallen crumbs. After the home has been cleaned, any leavened foods that are not consumed or disposed of before the holiday are sold to non-Jews for the duration of the holiday.

The main feature of Passover is the Seder meal, an elaborate evening meal that involves eating an array of symbolic foods, including matzah, bitter herbs (maror), parsley (karpas) dipped in saltwater and a sweet paste called Charoset, which is made from finely chopped fruits. The bitter herbs remind them of the bitterness that the Israelites experienced as slaves in Egypt. Dipping food twice in salt water and Charoset symbolizes the complexity of the journey from slavery to freedom. Roasted lamb is also served, reminding them of the lamb that was killed the night before the escape from Egypt, when lamb’s blood was placed above the doors of the houses. A boiled egg is also served. This represents Abraham’s instructions from God to sacrifice his only son Isaac. (This did not actually take place because God stopped Abraham, and a lamb was found to be sacrificed instead.)

The Seder ceremony involves drinking four cups of wine, having the youngest child present recite the Four Questions.

The four questions are as follows:

1. Why is this night different from all other nights?
2. On all other nights, we eat either leavened bread or matzah; why, on this night, do we eat only matzah?

3. On all other nights, we eat all kinds of herbs; why, on this night, do we only eat bitter herbs?
4. On all other nights, we do not dip herbs in salty water; why, on this night, do we do this?

These questions are recited or sung by the youngest person at the Seder, and they are among the best-known pieces of Jewish liturgy.

The purpose of the Seder meal is to relive the experience of the Exodus from Egypt, to pass down the communal memory of the foundational Jewish story, and to reflect on the theme of divine redemption. All Jewish communities hold a Seder on the first night of Passover after sundown.

Although the primary focus of Passover is the Seder meal and the distinctive diet observed all week, there are also special synagogue services for the holiday. Jews attend synagogue in the morning on the first and last days of the Passover. Those services include special biblical readings, including Song of Solomon and a collection of psalms of praise and thanksgiving (which is also recited at the Seder).

The Sedar Plate



Questions

1. What is the meaning of the Passover for Jewish people?
2. What does each food item on the Sedar plate symbolize?
3. The Passover occurs at a similar time to Easter. How could some of the Sedar foods also represent the coming of Jesus' and His death on the cross?

Speaking and Writing

With a partner, discuss the following questions.

After discussion ...

For each question, write a paragraph, in full sentences, giving your answer.

1. What would do if you were given \$100?
2. What`s something you used to do in the past, but don't do now?
3. What is your reaction if you see a cockroach?
4. What is your favourite sport? Why?
5. How is your life going to be different in the next 5 years?
6. What things are you interested in doing in the next school holidays?
7. What would you do if you have more free time?
8. What is your favourite home cooked meal? What are the ingredients?

Punctuation practice

Rewrite the sentences using correct punctuation and capitalization.

1. when we were reading the book swiss family robinson my teacher said this is an advanced book but you can read it without any problems
2. there are three things we need to buy at the grocery store shampoo soap and toothpaste
3. my friend said that we have to stop in suva to buy a copy of the times newspaper
4. i just heard the music from the movie mission impossible
5. sara can you please pass me the pepper asked robert
6. tonight we have to read three chapters from the book treasure island
7. kara lillian and thomas are on their way to new zealand
8. the story behind the song amazing grace is truly amazing

The Supermarket

The next time you are in a supermarket, pay attention to what you see and smell. Usually, fresh fruit and vegetables are near the entrance. Is there a reason for this? Yes, there is. Fresh food near the entrance makes people think all the items in the shop are fresh. Why is there a good smell of baking near the bread shelves? The bread is in plastic bags, but the smell (from bakery section) makes people feel hungry and then they buy more. And what is next to the checkout? How many bags of sugar or rice do you see there? How many eggs? None! This is the place for sweets and magazines. People stand in the queue, see the sweets and magazines and buy them, without thinking about how much money they are spending.

Activities

1. Find the words in the text that mean:

- a) where you buy food and cleaning things door
- b) places to put things in order
- c) quantity of coins and notes

2. Correct the mistakes in bold

- 1. In a supermarket, the fresh fruit is usually near the **checkout**.
- 2. The **fruit** is in plastic bags
- 3. The smell near the bread makes people feel **thirsty**.
- 4. There are sweets near the **entrance**.
- 5. People buy **eggs** without thinking.

3. Answer these questions. Give full answers.

- 1. Where are usually vegetables and fresh fruit in a supermarket? Why?
- 2. Why is the smell from the bakery section important?
- 3. What items are there near the checkout?

Sentences

A. Combine sentences to make writing less repetitive and boring.

1. We saw the movie. The movie was playing at the cinema in Suva.
2. The test was difficult. We took the test yesterday.
3. Did you eat the pizza? My mum made the pizza. My mum made the pizza today.
4. My dog loves to go on walks with us. My dog enjoys running by the river.
5. The policeman ran fast. The policeman caught the criminal. The policeman was strong.
6. The teacher gives homework. The homework is difficult. The homework is about science.

B. Shorten these sentences to make them clearer.

1. I didn't do my homework, which meant that I then wasn't allowed to go outside for recess.
2. The girl, who looked lost, wasn't paying any attention to her mother who was trying to talk to her.
3. This singer on the radio that my dad listens to was singing a new song that was catchy.
4. Our sandwiches were delicious, and the toppings were yummy.
5. We all went to the festival, which is an event that happens every year, to bring the community together.
6. The bands played songs that were fantastic, so we danced and danced and danced from morning until night.
7. The man, who was tall and had a beard, was the first person to finish the race, which was impressive.
8. You cannot go to another country unless you have a passport, which you have to apply for.

Frog's Legs and Snails anyone?

Let's journey through the culinary landscape of France and uncover why dishes like frogs and snails aren't as peculiar as you think. As we dive into this gastronomic adventure, we'll discover how these seemingly unusual ingredients are deeply rooted in French culture and tradition, offering a fresh perspective on international cuisine.

The Historical Significance of Frogs and Snails in French Cuisine

Frogs' legs and escargots (snails) have been staples in French cooking for centuries. Dr. Marie Dubois, a culinary historian at the Sorbonne, explains, "These dishes represent our culinary heritage, dating back to medieval times for frogs' legs and even ancient times for snails. They're not just food; they're a part of our cultural identity."

Nutritional Powerhouses: The Unexpected Health Benefits

Contrary to popular belief, these French delicacies pack a nutritional punch. Here's a quick breakdown:

- Frogs' legs are low in calories and high in protein
- Snails are rich in iron and magnesium

From Pond to Plate: The Art of Preparing Frogs' Legs

Chef Pierre Lemaire of Le Grenouille in Paris says, "Preparing frogs' legs is an art. We typically season them, coat them lightly in flour, and sauté them to perfection. The result is a dish with a delicate flavour reminiscent of tender chicken wings."

Escargot: More Than Just a Snail's Pace

Snails, or escargots, are often prepared in a garlic butter sauce, known as Escargots à la Bourguignonne. This preparation method transforms these gastropods into a gourmet delicacy that's both flavourful and texturally interesting.

Cultural Context: Why Perception Matters

What seems unusual to one culture can be a cherished tradition in another. Just as some might find it strange to eat Australian Vegemite, frogs and snails in French cuisine are a testament to culinary diversity. It's all about perspective and openness to new experiences.

Activities

1. Write the meaning of the underlined words in the context of the passage.
2. When did the French first start eating frog's legs and snails?
3. What are the nutritional benefits of frog's legs and snails?
4. For both frog's legs and snails, explain how they can be prepared to make a delicious meal.
5. Think of an unusual food from your country that might sound strange to people of other countries.

Pizza

Pizza consists of a flattened disk of bread dough topped with some combination of olive oil, oregano, tomato, olives, mozzarella or other cheese, and many other ingredients, baked quickly—usually, in a commercial setting, using a wood-fired oven heated to a very high temperature—and served hot.

One of the simplest and most traditional pizzas is the Margherita, which is topped with tomatoes or tomato sauce, mozzarella, and basil. Popular legend relates that it was named for Queen Margherita, wife of Umberto I, who was said to have liked its mild fresh flavour and to have also noted that its topping colours—green, white, and red—were those of the Italian flag.

Italy has many variations of pizza. The Neapolitan pizza, or Naples-style pizza, is made specifically with buffalo mozzarella cheese (produced from the milk of Italian Mediterranean buffalo) and San Marzano tomatoes (a variety of grape tomato grown in Naples).

Early Italian pizza often omitted tomatoes (which were an early 16th-century import) and used onions and olives. Pizza has spread from Italy throughout much of the rest of the world, and, in regions outside of Italy, the toppings used vary with the ingredients available and the flavour profile preferred.

The popularity of pizza in the United States began with the Italian community in New York City, where the Neapolitan pizza had an early influence. The first pizzeria appeared in New York City about the turn of the 20th century. After World War II the pizza industry boomed. Soon there was scarcely a town without a pizzeria. Sausage, bacon, ground beef, pepperoni, mushrooms, and peppers are traditional toppings familiar to many Americans, but different varied ingredients have found their way onto pizzas there.

Italian immigrants to the U.S. first made pizzas in their homes and would sell them in unlicensed venues before G. Lombardi's became the first licensed pizzeria in 1905, in New York. With these American pizzerias came the invention of the pizza slice. While pizza had already been a working-class food back in Naples (its birthplace), the slice revolutionized pizza in the United States, making it even more accessible for busy workers, who could now buy a single serving that they could eat on the go rather than having to buy an entire pizza. Shortly after its introduction to the United States, pizza became more popular in the U.S. than it was in Italy.

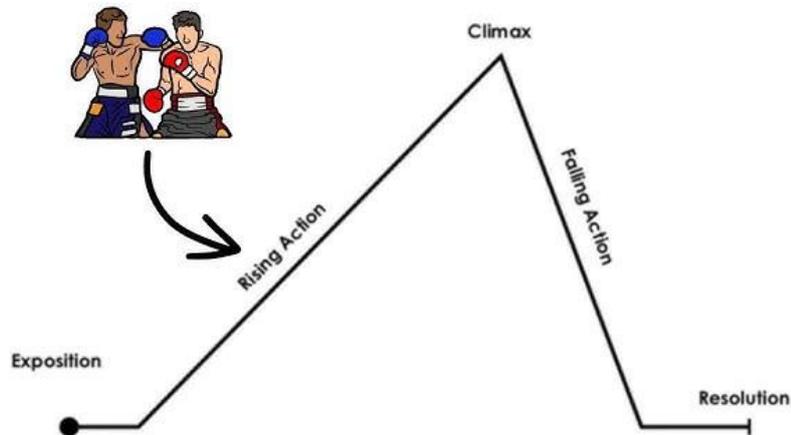
Activities

1. What are the ingredients in the Margherita pizza?
2. How did it get its name?

3. What are the ingredients in the Neapolitan pizza?
4. What do you think a grape tomato would like?
5. Why did the early Italian pizzas omit the tomato?
6. What additional ingredients did the Americans add when pizza came to the USA?
7. Where was the first pizzeria in the USA?
8. What advantage did the introduction of 'the slice' have for the average person?
9. Write a recipe for your favourite pizza. It can be original.



Writing: Narrative



1. Rising and falling action

For the following topics, write paragraphs as follows to build your story:

- introduction
- Rising Action
- Climax
- Falling action
- Resolution

Topic 1: You and your family are moving halfway around the world!

Topic 2: A school excursion gone wrong

Topic 3: My unusual pet

2. Personal Narrative

Your story should have a beginning, climax and ending. Be sure to describe the setting in detail so readers can understand where your story is taking place. Include your inner thoughts and emotions, as well as dialogue. Your narrative should be written in first person.

First, plan your personal narrative as follows:

- Characters
- Setting
- Beginning, middle, end

Topic 1: The day you first met one of your closest friends

Topic 2: The time you achieved something you were proud of

Topic 3: A time when you felt afraid

Topic 4: A time when you made a big mistake

Topic 5: A time when you forgave someone or they forgave you

3. Focus on Setting

Setting: A new town in Antarctica

Imagine the setting for this story and help bring it to life. Creatively answer the questions as you develop this setting in more detail:

In what year does your story take place?

Is it during a certain season - like summer or winter?

What time of the day is your story happening?

How long does your story last? For instance, does it occur during an hour, a day, a week, a month, a year or another amount of time?

Environmental Details:

What's the weather like most of the time?

What kind of plants and animals live there?

Can you think of any famous places or landmarks in your setting?

Where does your story mostly take place?

What does the place look like?

What can you smell, hear, or touch in this place?

How does this place make you feel?

Who spends time or lives in this place?

4. Focus on characters

Character traits are the special qualities that make a character unique. Examples include: brave, honest, funny, shy, and impatient.

Use your imagination to develop the fictional characters listed below.

Brainstorm ideas about what this character may feel, say and think as well as how they may act. Give the character a name and describe the character.

- a) a billionaire
- b) a chef
- c) an explorer
- d) a detective

5a. Writing Perspective (1)

Topic: A house fire

Describe the event below from the perspective of two different characters.

Think about how each character may think, act and feel!

Character1: Firefighter

Character 2: Cat

5b. Writing Perspective (2)

Topic: The last day of school

Describe the event below from the perspective of two different characters.

Think about how each character may think, act and feel!

Character1: Teacher

Character 2: Student

6. Sensory details

Describe the following situations in terms of your senses. Describe what you –

- See
- Feel / touch physically
- Feel emotionally
- Hear
- Smell
- Taste

Topic 1: Exploring an Egyptian pyramid

Topic 2: Deep in the Amazon Forest

Topic 3: A Space station on the Moon