 **Unit 6 Tabemono to Kenkoo 食べ物と健康** (Food and Health)

**About this unit**

In this unit children learn about the names of vegetables and other foods, and how to talk about and ask about which foods they like and what they have eaten. They will also learn about Japanese breakfasts and lunches, and compare these to English meals. In addition, they will learn about the life cycle of plants, and think about the relation between these plants and the vegetables they eat, as well as the relationship between food and health, and the contents of a well-balanced diet.

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| New Language | Expectations |
| * Vegetable names e.g. *tomato*(tomato), *kyabetsu* (cabbage), *ninjin* (carrot) * Food names e.g. *gohan* (cooked rice), *pan* (bread), *jagaimo* (potato), *niku* (meat) * Express likes and dislikes (..ga sukidesu/..ga sukijanai desu) * Create question forms of verbs: -*ka* * *nihongo de/eego de nan desu ka?*(What’s xx in Japanese/in English?) * Use of transitive verbs (verbs which take an object), eg. .*..o tabemasu* * Past and past negative forms of verbs, eg. *tabemashita*, *tabemasendeshita* | Most children will   * + talk about their favourite food   + respond and ask about food   + talk about their meal(s)   + respond to expressions which use past tense verbs   + answer how to say phrases in Japanese/English   + understand about the life cycle of plants   + be able to talk about Japanese breakfasts and *bentoo* lunch boxes   + gain knowledge of the relationship between food and health |

[**Section 1: Vegetables**](#Section1)

[**Section 2: The life cycle of plant**](#Section2)**s**

[**Section 3: Japanese breakfast**](#Section3)

[**Section 4: Food and Health**](#Section4)

[**Section 5: Let’s make a Obentoo!**](#Section5)



**Section 1: Vegetables**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Explain the lesson objectives.   + Think about food and health throughout the unit   + Learn the names of vegetables, become able to state likes and dislikes | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 6-1 |
| * listen with care * repeat words and phrases modelled by the teacher * pick up the words of a song * say some vegetable’s names * express likes and dislikes | * Present six vegetables that can be grown in a garden   + Pin flashcards of vegetables around the room. Call out the name of a vegetable and ask the children to point to the correct picture   + Use IWB(Vegetables) * Listen to the vegetable songs, pick up which vegetables are mentioned   + [Yasai Sisters](https://www.youtube.com/watch?v=pizw3Wf8MHM), [Yasai Bari bari Gankikko](https://www.youtube.com/watch?v=pF9Io9cLITI) etc can be used via the internet. Refer to the final page of Unit 5 for song lyrics * Give a selection of vegetables to groups of children to taste, if possible   + After tasting each vegetable, introduce the question *-ga suki desuka?* (Do you like...?) , as well as *Hai, suki desu* (Yes, I like it.), *Iie, suki janai desu* (No, I don’t like it), *Watashi wa ... ga suki desu*. (I like ...)   + Have children work in pairs using up to six picture cards of vegetables   + As children become confident, introduce *Hai, daisuki desu!* (Yes, I love it!)   + Teach how to form questions by adding –*ka* to the end of verbs * Have children discuss which vegetables they like/dislike apart from the ones already learnt | *yasai*  *tomato*  *kyabetsu*  *ninjin*  *hoorensoo*  *piiman*  *retasu*  *-ga suki desu*  *-ga suki desuka?*  *Hai, suki desu.*  *Iie, suki janai desu*  *daisuki desu.* | * [ppt]Unit 6-1 * [IWB]Vegetables * [Web]Vegetables Songs→[Yasai Sisters](https://www.youtube.com/watch?v=pizw3Wf8MHM), [Yasai Bari bari Gankikko](https://www.youtube.com/watch?v=pF9Io9cLITI) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Grammar**   * Use the pattern *watashi wa ...ga suki desu* to say “I like…,” eg *watashi wa tomato ga suki desu* ( I like tomatoes) * Insert the subject before *wa*, and the thing the subject likes before *ga*, eg *Hiroshi wa yasai ga suki desu* (Hiroshi likes vegetables) * Unlike in English, *suki* (like) is not a verb but an adjective. Japanese adjectives do not change form regardless of whether the subject is I, you, he/she, we or they * For the negative form of *suki desu*, use *suki****janai*** *desu* |  |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***yasai***  ***tomato***  ***kyabetsu***  ***ninjin***  ***hoorensoo***  ***piiman***  ***retasu***  ***-ga suki desu***  ***-ga suki desuka?***  ***Hai, suki desu.***  ***Iie, suki janai desu***  ***daisuki desu*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  vegetable(s)  tomato  cabbage  carrot  spinach  pepper  lettuce  I like..  Do you like...?  Yes, I like (it).  Iie, I don’t like (it).  I love (it). | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***yasai***  ***tomato***  ***kyabetsu***  ***ninjin***  ***hoorensoo***  ***piiman***  ***retasu***  ***-ga suki desu***  ***-ga suki desuka?***  ***Hai, suki desu.***  ***Iie, suki janai desu***  ***daisuki desu*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  vegetable(s)  tomato  cabbage  carrot  spinach  pepper  lettuce  I like..  Do you like...?  Yes, I like (it).  Iie, I don’t like (it).  I love (it). |

(New vocabulary is in bold)

**Section 2: The life cycle of plants**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Review of previous lesson: names of vegetables, expressions of like and dislike * Explain the lesson objectives:   + Memorise the names of vegetables, think about which parts of a plant they represent | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 6-2 |
| * identify particular words * rephrase Japanese words and phrases in English | * Introduce new vocabulary: *burokkori* (broccoli), *asuparagasu* (asparagus)   + Practice using IWB, songs etc   + Ask *suki* or *sukijanai* in relation to vegetables   + Ask .*.. wa eego de nan desu ka?*(what is .. in English?) with regards to vocabulary that comes up in songs which has not been studied yet. Eg: *tamanegi wa eego de nan desu ka? “Onion” desu.* (What’s “tamanegi” in English? Onion.) * Confirm the life cycle of a plant in English   + Internet resources such as [Learn about plants life cycle](https://www.youtube.com/watch?v=pZYcU3SD0ow) can be used   + Introduce *tane* (seeds), *ne* (roots), *kuki* (stem), *ha* (leaves), *hana* (flower), *mi* (fruit) in Japanese. Use the pattern *’seed’* *wa nihongo de* ‘*tane’* *desu*. (‘seed’ is ‘*tane’* in Japanese)   + Perform mimes or gestures to illustrate each stage. Have the children repeat the words and the mime * Think about which parts of a plant vegetables correspond to   + Use IWB etc   + Ask questions such as *tomato wa hana desu ka, mi desu ka?* (Is a tomato a flower or a fruit?), *tomato wa nan desu ka?* (which part of a plant is a tomato?)   + Thinking about which part of a plant the children’s favourite fruits/vegetables are in English is also OK | *yasai*  *tomato*  *kyabetsu*  *ninjin*  *hoorensoo*  *piiman*  *retasu*  *brokkori*  *asuparagasu*  *tane*  *ne*  *kuki*  *ha*  *hana*  *mi*  *.. wa nihongo de ..desu*  *eego de* | * [ppt]Unit 6-2 * [IWB] * [Web] [Learn about plants life cycle](https://www.youtube.com/watch?v=pZYcU3SD0ow) |
| * understand the life cycle of a plant * understand which parts of a plant certain vegetables correspond to |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * The words in the phrase *... wa nihongo de nan desu ka?* have the following meanings: *nihongo* (Japanese language), *de* (in), *nan* (what) *desu* (is) * *Nihongo* is made up of the words *nihon* (Japan) and *go* (language). *Go* does not mean “language” on its own, but rather is used alongside a country’s name to form the names of languages, eg *nihon-go, furansu-go* (French) * *Eego* is the word for the English language, but the word for England/ the UK is not *ee*, but *igirisu* |  |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *yasai*  *tomato*  *kyabetsu*  *ninjin*  *hoorensoo*  *piiman*  *retasu*  ***brokkori***  ***asuparagasu***  ***tane***  ***ne***  ***kuki***  ***ha***  ***hana***  ***mi***  *.. wa nihongo de nan.desuka?*  *.. wa nihongo de ..desu*  *eego de* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  vegetable(s)  tomato  cabbage  carrot  spinach  pepper  lettuce  broccoli  asparagus  seeds  roots  stem  leaves  flower  fruit  What is .. in Japanese?  .. is .. in Japanese.  in English | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  *yasai*  *tomato*  *kyabetsu*  *ninjin*  *hoorensoo*  *piiman*  *retasu*  ***brokkori***  ***asuparagasu*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  vegetable(s)  tomato  cabbage  carrot  spinach  pepper  lettuce  broccoli  asparagus |

(New vocabulary is in bold)

**Section 3: Japanese breakfast**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Review of previous lesson: names of vegetables, expressing likes and dislikes * Explain the lesson objectives.   + Learn about breakfast in Japan | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 6-3 |
| * identify particular words * memorise words related to meals * talk about/ask questions about meals | * Learn about breakfast in Japan   + Refer to ppt 5-3 to look at examples of traditional Japanese breakfast food and Western-inspired breakfasts   + Refer to the explanations on the respective powerpoint slides, and relate these in English   + Ask children *nani o tabemasu ka*? (what do they eat?) Answers in English are OK   + Compare Japanese breakfasts to English ones, children’s normal breakfasts at home * Learn food-related vocabulary   + *gohan* (cooked rice), *pan* (bread), *jagaimo* (potato), *bataa* (butter), *niku* (meat), *sakana* (fish), *tamago* (egg)   + Introduce the phrase *watashi wa ...o tabemasu* (I eat …). Eg. *watashi wa gohan o tabemasu* (I eat rice)   + Ask children how to make sentences into questions (add *ka* to the end of a sentence)   + Ask children if they eat the above foods, using the pattern *...kun/san wa ... o tabemasu ka?* Answers: *hai, tabemasu* (Yes, I eat it), *iie, tebemasen* (No, I don’t eat it) * Watch the Erin video and answer what the characters eat for breakfast   + Erin’s challenge> Lesson 1>　[Let’s see](https://www.erin.ne.jp/en/lesson01/letssee/index.html)   + *Nani o tabemasu ka?* (what does she eat?) →*pan* (bread) or *toosuto* (toast), *bataa* (butter), *hamu* (ham), *sarada* (salad), *orenji juusu* (orange juice) | *gohan*  *pan*  *jagaimo*  *bataa*  *niku*  *sakana*  *tamago*  *asa gohan*  *..o tabemasu*  *..o tabemasu ka?*  *Hai, tabemasu*  *Iie, tebemasen*  *Nani o tabemasu ka?*  *Mite kudasai*  *Kiite kudasai*  *toosuto*  *hamu*  *sarada*  *orengi juusu* | * [ppt]Unit 6-3 * [IWB] * [Web] [Erin’s challenge](https://www.erin.ne.jp/en/lesson01/letssee/index.html) |
| * learn about breakfast in Japan * talk about the differences between Japanese and English breakfasts |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Grammar**   * When using verbs which take an object, such as *tabemasu*, place **o** after the object. Eg *gohan* ***o*** *tabemasu.* (I eat rice) * Japanese verbs do not change/conjugate according to subject * Verb sentences are made into questions by adding –*ka* to the end, and pronouncing the sentence with a rising intonation * The negative form of masu-verbs is formed by changing -*masu* to -*masen*. Eg *tabemasu* (eat)→*tabemasen* (do not eat) |  |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| ***gohan***  ***pan***  ***jagaimo***  ***bataa***  ***niku***  ***sakana***  ***tamago***  ***asa gohan***  ***..o tabemasu***  ***..o tabemasu ka?***  ***Hai, tabemasu***  ***Iie, tebemasen***  ***Nani o tabemasu ka?***  *Mite kudasai*  *Kiite kudasai*  ***toosuto***  ***hamu***  ***sarada***  ***orengi juusu*** | cooked rice  bread  potato  butter  meat  fish  egg  breakfast  I eat ...  Do you eat...?  Yes, I eat (it).  No, I don’t eat (it).  What do you eat?  Please, watch.  Please, listen.  toast  ham  salad  orange juice | ***gohan***  ***pan***  ***jagaimo***  ***bataa***  ***niku***  ***sakana***  ***tamago***  ***asa gohan***  ***..o tabemasu***  ***..o tabemasu ka?***  ***Hai, tabemasu***  ***Iie, tebemasen***  ***Nani o tabemasu ka?***  *Mite kudasai*  *Kiite kudasai*  ***toosuto***  ***hamu***  ***sarada***  ***orengi juusu*** | cooked rice  bread  potato  butter  meat  fish  egg  breakfast  I eat ...  Do you eat...?  Yes, I eat (it).  No, I don’t eat (it).  What do you eat?  Please, watch.  Please, listen.  toast  ham  salad  orange juice |

(New vocabulary is in bold)

**Section 4: Food and Health**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Explain the lesson objectives.   + Understand one’s own eating habits and nutritional balance | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 6-4 |
| * understand the past and past negative forms of verbs * listen for clues, intonation and familiar words | * Review the names of vegetables and other foods, as well as talking about likes/dislikes * Understand the relationship between food and health   + Refer to the following videos: [Food Pyramid for Children](https://www.youtube.com/watch?v=MlO5s14-0gE), [Food Pyramid - Nutrition Table -Lesson 1 for kids Quiz](https://www.youtube.com/watch?v=Q413VcqOlyU)      * Activity sheet: *Nani o tabemashita ka?* (What did you eat?)   + Using the sheet, have children ask what they ate last week   + Use phrases such as *niku o tabemashita ka?* (Did you eat meat?), *hai, tabemashita* (Yes, I ate it), *iie , tabemasendeshita* (No, I didn’t eat it)   + Using the worksheet etc, have pupils talk in pairs about balanced daily meals, and present on this subject   + Ask about food customs/habits with phrases such as *asa gohan o tabemasu ka?* (Do you have breakfast?), *yasai o tabemasu ka?* (Do you eat vegetables?) | vegetable names  meal names  tabemasu  tabemasen  tabemashita  tabemasendeshita  asa gohan  yasai | * [ppt]Unit 6-4 * [Web]Food Pyramid movie, [Food Pyramid for Children](https://www.youtube.com/watch?v=MlO5s14-0gE), [Food Pyramid - Nutrition Table -Lesson 1 for kids Quiz](https://www.youtube.com/watch?v=Q413VcqOlyU) * Food Pyramid worksheet: [ESL Printables](http://www.eslprintables.com/Vocabulary_worksheets/Food/Food_pyramid/) |
| * understand the nutritional balance of various foods |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Grammar**   * To create the past tense form of -masu verbs, change –*masu* to –*mashita*. For the past negative form, change –*masu* to –*masendeshita*. Eg *tabemasu* (eat)→*tabemashita* (ate), *tabemasendeshita* (did not eat) | * The masu-form conjugates to -*masu*, -*masen*, -*mashita*, and –*masendeshita*. These conjugations are not influenced by subject * -masu is also used to enquire about customs and habits. Eg *asa-gohan o tabemasu ka?* (Do you have breakfast?) |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| tabemasu  tabemasen  **tabemashita**  **tabemasendeshita**  ***..o tabemashita***  ***..o tabemashita ka?***  ***Hai, tabemashita***  ***Iie, tebemasendeshita***  *yasai*  *tomato*  *kyabetsu*  *ninjin*  *hoorensoo*  *piiman*  *retasu*  *brokkori*  *asuparagasu*  *gohan*  *pan*  *jagaimo*  *bataa*  *niku*  *sakana*  *tamago*  *asagohan* | eat  do not eat  ate  did not eat  I ate..  Did you eat..?  Yes, I ate (it).  No, I didn’t eat (it).  vegetable(s)  tomato  cabbage  carrot  spinach  pepper  lettuce  broccoli  asparagus  cooked rice  bread  potato  butter  meat  fish  egg  breakfast | tabemasu  tabemasen  **tabemashita**  **tabemasendeshita**  ***..o tabemashita***  ***..o tabemashita ka?***  ***Hai, tabemashita***  ***Iie, tebemasendeshita***  *yasai*  *tomato*  *kyabetsu*  *ninjin*  *hoorensoo*  *piiman*  *retasu*  *brokkori*  *asuparagasu*  *gohan*  *pan*  *jagaimo*  *bataa*  *niku*  *sakana*  *tamago*  *asagohan* | eat  do not eat  ate  did not eat  I ate..  Did you eat..?  Yes, I ate (it).  No, I didn’t eat (it).  vegetable(s)  tomato  cabbage  carrot  spinach  pepper  lettuce  broccoli  asparagus  cooked rice  bread  potato  butter  meat  fish  egg  breakfast |

(New vocabulary is in bold)

**Section 5: Let’s make an Obentoo!**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Explain the lesson objectives.   + Learn about Japanese school lunches   + Create a nutritionally balanced *bentoo* lunch box | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | [ppt]Unit6-5 |
| * use vocabulary relating to food/meals | * *Kyuushoku* and *Obentoo*   + Using Kids Web Japan, [School lunch](http://web-japan.org/kidsweb/explore/schools/q2.html) etc, learn about Japanese *hiru-gohan* (lunch) and *kyuushoku* (school lunch)   + At Japanese primary schools, preparing school lunches is left to the pupils. See the following Youtube videos: [Year2](https://www.youtube.com/watch?v=sl8GWHYxIMU), [Year3](https://www.youtube.com/watch?v=KTa6MSebW1E).   + Many middle and high schools in Japan do not provide school lunches, so pupils bring their own *bentoo*. Refer to Erin’s Challenge, [Lesson2](https://www.erin.ne.jp/jp/lesson02/letssee/index.html) * Let’s make an *Obentoo*   + Using Erin’s challenge, [Let’s try game](https://www.erin.ne.jp/jp/lesson02/letstry/game.html), [Let’s try video](https://www.erin.ne.jp/jp/lesson02/letstry/index.html), try creating a *bentoo* of food you’d like to eat   + Choose from *shoshoku* (staple food), *niku* (meat), *sakana* (fish), *tamago* (egg), *yasai* (vegetable), *kudamono* (fruit) to create a *bentoo*. Once finished, save and print out   + Children can also draw pictures of their desired *bentoo*   + When creating *bentoo*, refer to the food pyramid to make a nutritionally balanced meal   + Talk about the finished *bentoo* and their nutritional balance in pairs | *hiru gohan*  *kyuushoku*  *obentoo*  *shushoku*  *niku*  *sakana*  *tamago*  *yasai*  *kudamono* | * [ppt]Unit6-5 * [Web]School lunch→Kids Web Japan, [School lunch](http://web-japan.org/kidsweb/explore/schools/q2.html),Youtube, [Year2](https://www.youtube.com/watch?v=sl8GWHYxIMU), [Year3](https://www.youtube.com/watch?v=KTa6MSebW1E) * Obento→Erin’s challenge, [Lesson2](https://www.erin.ne.jp/jp/lesson02/letssee/index.html), [Let’s try game](https://www.erin.ne.jp/jp/lesson02/letstry/game.html), [Let’s try video](https://www.erin.ne.jp/jp/lesson02/letstry/index.html) |
| * learn about Japanese lunches |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Culture**   * Most primary schools in Japan offer school lunches for pupils. Responsibility for preparing these lunches is given to pupils- this is perceived as linked to education * Japanese primary schools also entrust cleaning up after school to pupils. This also teaches responsibility, as well as how to use cleaning materials etc * Japanese children start school a year later than in the UK, so Japanese Year 2 pupils are the same age as British Year 3 pupils | **Pronunciation**   * *Bentoo* is often written in English as “bento”, but the correct pronunciation has a long “o” sound at the end, as in *bentoo* |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Nani o tabemasu ka?*  *..o tabemasu*  ***hiru gohan***  ***kyuushoku***  ***obentoo***  ***shushoku***  *niku*  *sakana*  *tamago*  *yasai*  ***kudamono***  *gohan*  *pan* | What do you eat?  I eat ...  lunch  school lunch  lunch box  ?  meat  fish  egg  vegetable  fruit  cooked rice  bread | *Nani o tabemasu ka?*  *..o tabemasu*  ***hiru gohan***  ***kyuushoku***  ***obentoo***  ***shushoku***  *niku*  *sakana*  *tamago*  *yasai*  ***kudamono***  *gohan*  *pan* | What do you eat?  I eat ...  lunch  school lunch  lunch box  staple food  meat  fish  egg  vegetable  fruit  cooked rice  bread |