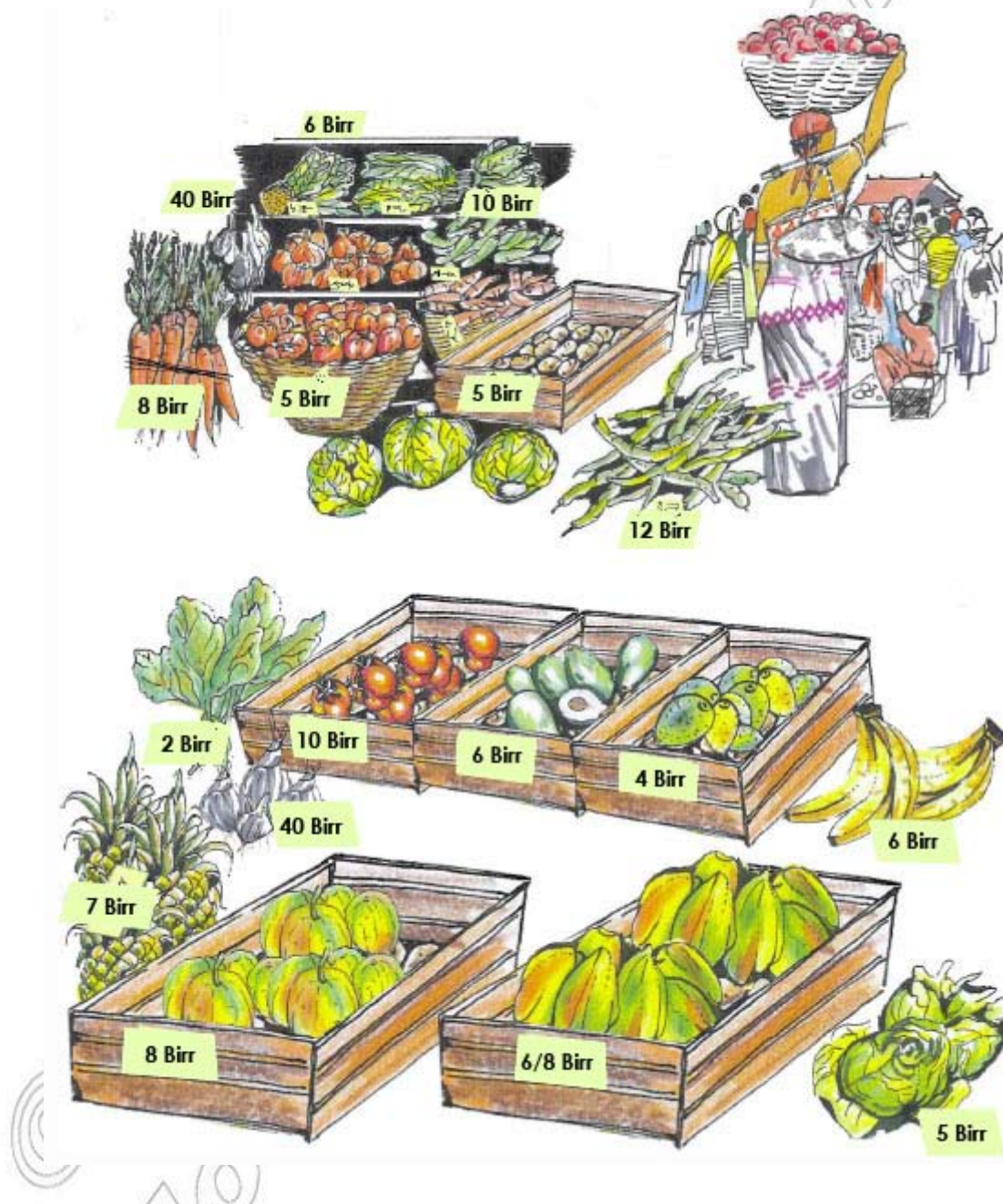


# UNIT 7: WHAT WOULD YOU LIKE TO EAT?

## LESSON ONE

### Activity 1

Directions: Ask and answer questions about the fruit and vegetable stalls in the market.



## Activity 2

**Directions:** Listen and repeat as your teacher reads the dialogue, “At the Market,” out loud. Practise the dialogue with a partner.

### Dialogue – At the Market

Customer	Good afternoon.
Stallholder	Good afternoon. Can I help you?
Customer	Please give me one kilo of tomatoes, two kilos of carrots and half a kilo of chilli peppers.
Stallholder	Here you are. Is that all?
Customer	No, I'd like three limes, please, and do you have any fresh spinach?
Stallholder	I'm sorry, we don't have any spinach but we do have some nice kale.
Customer	Please give me a bunch of kale. Thank you. How much is that?
Stallholder	That comes to 40 Birr.
Customer	Here you are. Thank you.
Stallholder	Thank you very much. Goodbye.
Customer	Goodbye.

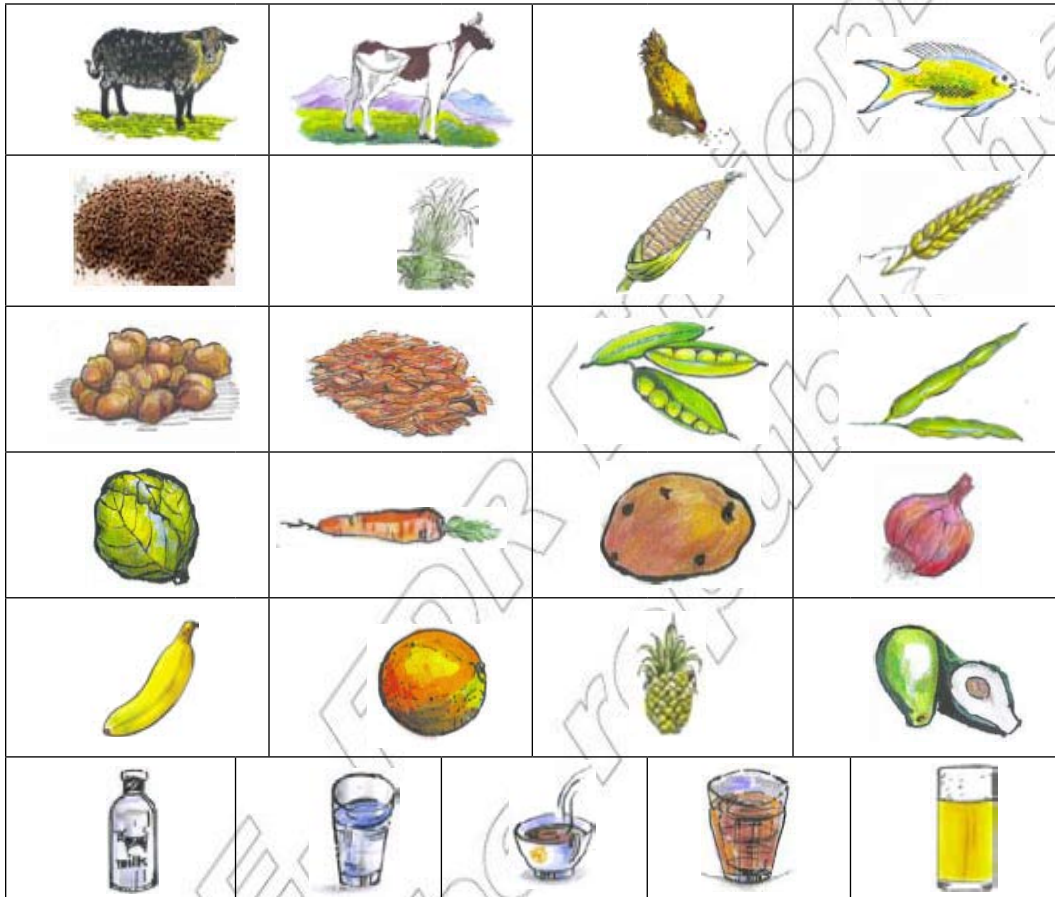
## Activity 3

**Directions:** Make up a dialogue with your partner. Use the pictures of the market stalls above and the dialogue, “At the Market,” as a guide.

# LESSON TWO

## Activity I

**Directions:** With a partner point to the pictures of foods and drinks shown in the boxes. Name each of the foods and drinks using one of the words in the Word Bank.



### Word Bank

bean	chicken	maize	chick pea	milk
coffee	orange	carrot	water	lentil
fish	avocado	mutton	teff	potato
rice	cabbage	tea	pineapple	barley
pea	juice	banana	onion	beef

## Activity 2

**Directions:** In your exercise book draw six columns with the headings: **Meat, Cereal, Pulse, Vegetable, Fruit, Drink.**

List the words in the Word Bank in Activity 1 under these headings.

## Activity 3

**Directions:** Work in a group of three. A will ask B questions about the food and drink he/she likes or dislikes and report B's answers to C. Next, B will ask C similar questions and report to A. Finally, C will ask A similar questions and report to B.

### Examples:

A to B: Do you like fish?

B to A: No I dislike fish.

A to B: What fruit do you like?

B to A: I like pineapple.

A to B: What vegetable do you dislike?

B to A: I dislike tomatoes.

A to B: Do you prefer coffee or milk?

B to A: I prefer milk.

A to C: (B's name) dislikes fish and tomatoes; she/he likes pineapple and milk.

## LESSON THREE

### Activity 1

**Directions:** In your exercise book write five sentences about your likes, dislikes and preferences as follows:

Sentences 1 and 2 about foods and drinks you like, sentences 3 and 4 about foods and drinks you dislike and sentence 5 about the two foods or drinks which you prefer.

Use the answers shown in Lesson Two, Activity 3 as a guide. Draw pictures to illustrate your sentences.

### Activity 2

**Directions:** Share your sentences and pictures from Activity 1 in a small group.

### Activity 3:

**Directions:** In your group copy the table below into your exercise book. Make lists of foods and drinks according to their colour. Compare your lists with another group of students. See which group has the longest list for each colour.

Colours of Foods

white	yellow	orange	red	brown	green

### Activity 4

**Directions:** Find 12 words for food and drink hidden inside the following long groups of letters and write them in your exercise book. Some will be written forward and some backwards. Compare your answers with a partner.

**Example:** 1. gecarrotmapr = carrot

1. gecarrotmapr	2. oigpsjfishku	3. selitnelif
4. tohcanipsom	5. spmuttonma	6. milaetfry
7. gregnarof	8. bofavocadote	9. spegabbaco
10. blbeeflfeel	11. kilklm	12. ehgbtomatojuch




## Activity 5

**Directions:** In your exercise book make up some puzzle words for your partner to find, like the ones in Activity 4.

## LESSON FOUR

### Activity 1

**Directions:** With your teacher and then in pairs take turns to make statements about your likes and dislikes and to agree or disagree with each other, using the table below.

<b>Partner A:</b> Makes a statement		<table border="1"> <tr> <td data-bbox="611 788 823 1064">I like</td> <td data-bbox="823 788 1017 1161">           cabbage            potatoes            tomatoes            bananas            coffee            beef  <i>etc.</i> </td> </tr> <tr> <td data-bbox="611 1064 823 1161">I don't like</td> <td></td> </tr> </table>	I like	cabbage potatoes tomatoes bananas coffee beef <i>etc.</i>	I don't like		
I like	cabbage potatoes tomatoes bananas coffee beef <i>etc.</i>						
I don't like							
<b>Partner B:</b> Agrees		<table border="1"> <tr> <td data-bbox="611 1161 823 1315">           I like            I don't like         </td> <td data-bbox="823 1161 1017 1315">           it            them         </td> <td data-bbox="1017 1161 1159 1315">           too.            either.         </td> </tr> </table>	I like I don't like	it them	too. either.		
I like I don't like	it them	too. either.					
<b>Or</b> Disagrees		<table border="1"> <tr> <td data-bbox="515 1315 611 1483">But</td> <td data-bbox="611 1315 823 1483">           I like            I don't like         </td> <td data-bbox="823 1315 1017 1483">           it.            them.         </td> </tr> </table>	But	I like I don't like	it. them.		
But	I like I don't like	it. them.					

Example:

1. Student A says: I like tomatoes.  Student B agrees: I like them too.	2. Student B says: I don't like cabbage.  Student A agrees: I don't like it either. Or disagrees: But I like it.
--	---

## Activity 2

**Directions:** Work in a group of 4–6. Decide among your group five questions to ask about food likes and dislikes. Then join another group to conduct a survey. Each group asks its five questions and the other group answers. In your exercise book write notes about their answers.

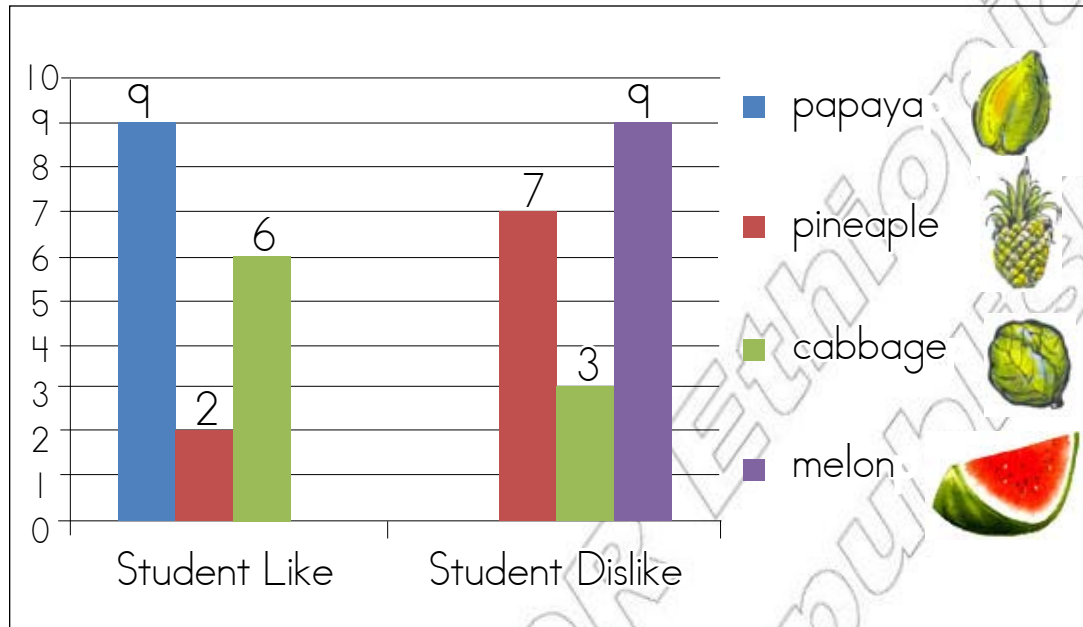
## LESSON FIVE

### Activity

**Directions:** In your group you will write a report on your findings from the survey you carried out in Lesson Four, Activity 2 and present it to the class.

Make visuals to support your writing, such as pictures of the foods or a pie chart or bar graph. Divide the writing and drawing among the members of your group to get the report finished.

**Example:** **Nine** students like papaya. **Seven** students dislike pineapple but **two** students like pineapple. **Six** students like cabbage but **three** students dislike cabbage. **No** students like melon.



## LESSON SIX

### Activity 1

**Directions:** Before reading the following passage, read the title and guess what the passage will be about. Write four words in your exercise book that you think you will read in the passage.

### Activity 2

**Directions:** Read the passage silently for the main ideas. Then tell your partner if you found in the passage any of the four words you wrote down.



## Healthy Eating

To be healthy, we need to eat staple foods, vegetables, meat or pulses and fruit.

The food we eat every day is called a staple food. In the northern highlands of Ethiopia, farmers grow cereals such as wheat and *teff* for making bread and *injera*. In the south they grow maize and sorghum to make porridge, *kinche*, *kita* and *injera*. They also grow *enset* to make *kocho*. Ethiopians eat these staple foods with fresh vegetables such as cabbage and spinach or with meat or pulses such as chick peas, lentils or split peas.

Farmers throughout Ethiopia grow many different vegetables to provide healthy food to feed their families and to sell at the market. In arid regions pastoralists raise camels, sheep and goats. People who are lucky enough to live near a lake or river often catch fresh fish to eat and to sell. Vegetables, fish, milk and meat from animals help children to grow up fit and strong.

Some families in Ethiopia raise their own sheep, goats and cattle (cows and oxen) which they sell and sometimes butcher for food. Many more families have a few chickens in their compound. Their eggs are always tasty and good to eat.

Children in every region love to pick ripe fruits from the trees: papaya, oranges, bananas, mangoes and avocados. All of these delicious fruits help them to stay healthy and fight off disease.

### Activity 3

**Directions:** Discuss the meanings of difficult words with your partner or in a group.

### Activity 4

**Directions:** Read the questions 1–6 in **Section A** with a partner. Write short answers to the questions in your exercise book. Then write answers to questions 7–12 in **Section B** individually. Share your answers with your partner. Your teacher will check your answers orally.

#### Section A:

1. Where does *teff* grow?
2. Where do maize and *enset* grow?
3. What is the staple food for families in the southern lowlands?
4. Name three different pulses.
5. Make a list of three things you need to cook chicken stew (*doro wat*).
6. Do you live in an arid region?

#### Section B:

7. Name an arid region in Ethiopia.
8. What staple food do you eat in your family?
9. Do you like to eat fish? What other foods do you find tasty?
10. What vegetables does your family grow?
11. What fruit do you like to eat?
12. Make a list of 5 healthy foods.

## LESSON SEVEN

### Activity

**Directions:** Work in a group to prepare a short presentation on one of the following topics: **fasting days** or **feast days** and present it to the class. These are some questions for you to think about:

1. What is the name of the holiday?
2. When do you fast/eat?
3. Who fasts/eats together?
4. Who prepares the food?
5. What do you eat and drink?
6. What do you not eat and drink?
7. What do you do before fasting/eating?
8. What do you do after fasting/eating?

## LESSON EIGHT

### Activity I

**Directions:** Study the picture of a restaurant below. Talk about the picture with a partner. Share your ideas with your classmates.



## Activity 2

**Directions:** Copy the menu into your exercise book. As your teacher reads a dialogue, mark the items the customer orders.

### Menu

#### Meals

spicy mutton stew

mild mutton stew

spicy lentil stew

chick pea sauce

mixed fasting food

meat with kale

shiro

#### Special Meals:

spicy chicken stew with egg

fried meat (mutton or beef)

*All dishes are served with injera*

#### Soft Drinks

Fanta

Mirinda

Coca Cola

Pepsi

7 up

#### Hot Drinks

tea

coffee

coffee with milk

## LESSON NINE

### Activity 1

**Directions:** Follow the model dialogue as your teacher reads it out loud.

## Dialogue in a Restaurant

Waiter/ Waitress	What would you like to eat?
Customer	I'd like <b>spicy mutton stew with injera</b> .
Waiter/ Waitress	I'm sorry we don't have <b>spicy mutton stew</b> . Would you like <b>fried mutton</b> ?
Customer	Yes, please.
Waiter/ Waitress	What would you like to drink?
Customer	Please bring me <b>a Coca Cola</b> .
Waiter/ Waitress	Here you are.
Waiter/ Waitress	Is the food good?
Customer	Yes, It's delicious.
Waiter/ Waitress	Do you want more?
Customer	No, thank you.
Waiter/ Waitress	Is that all?
Customer	Yes, thanks. Please bring the bill.
Waiter/ Waitress	Thank you for eating here. Please come again.

### Activity 2

**Directions:** Read the dialogue above with a partner. Take turns to be the waiter/waitress and the customer. Change the bolded words to choose and order different things to eat and drink from the menu in Lesson Eight, Activity 2.

## LESSON TEN

### Activity 1

**Directions:** Read the following short dialogues with a partner.

#### Dialogue 1

Student A	My name is Hanim. What's your name?
Student B	My name's Tadesse.

#### Dialogue 2

Waiter	What would you like to drink?
Customer	I would like tea, please.

### Activity 2

**Directions:** Copy the following dialogue between a waiter/ waitress and a customer into your exercise book, using the correct punctuation at the end of each sentence. Remember to start each sentence with a capital letter.

good evening  
what would you like to drink  
i'd like Coca Cola  
here you are  
what would you like to eat  
do you have any meat with cabbage  
yes  
is the food good  
it's delicious  
please bring the bill

# LESSON ELEVEN

## Activity 1

**Directions:** Point to the numbers as you read them with a partner.

100 one hundred	200 two hundred	300 three hundred	400 four hundred
500 five hundred	600 six hundred	700 seven hundred	
800 eight hundred	900 nine hundred	1000 one thousand	

## Activity 2

**Directions:** In groups read out loud the numbers your teacher shows you. Put them in numerical order.

## Activity 3

**Directions:** Say one of the following high numbers to your partner. He/she will point to the number you say.

**Example:** Nine hundred six = 906  
one thousand three = 1003

906	410	799	646	262	325	918
1003	187	1267	1020	1678	885	318
811	591	523	705	249	1153	1842
1994	1033	156	977	434	602	1521

## Activity 4

**Directions:** With a partner read out loud each line across in numerical order starting from the lower number.

**Example:** Line 1: 262, 325, 410, 646, 799, 906, 918.  
two hundred sixty-two, three hundred twenty-five, etc.

## LESSON TWELVE

### Activity 1

**Directions:** Write numbers 1–10 in your exercise book. Match the words with the numbers by writing the correct letter next to the number. Write the missing number for question 10 yourself.

- |         |                              |
|---------|------------------------------|
| 1. 589  | a. nine hundred eighteen     |
| 2. 234  | b. three hundred forty-two   |
| 3. 918  | c. four hundred fifty-three  |
| 4. 196  | d. two hundred forty three   |
| 5. 342  | e. five hundred eighty-nine  |
| 6. 671  | f. eight hundred sixty       |
| 7. 453  | g. seven hundred twenty-five |
| 8. 725  | h. six hundred seventy-one   |
| 9. 860  | i. one hundred ninety-six    |
| 10. ??? | j. two hundred thirty-four   |



## Activity 2

**Directions:** Write 10 high numbers from memory in your exercise book. Read the numbers for your partner to write them down. Compare your answers.

# LESSON THIRTEEN

## Activity 1

**Directions:** Listen to your teacher and follow the instructions for taking a spelling test.

## Activity 2

**Directions:** Follow your teacher's instructions to complete the revision activities.

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