

## Objective

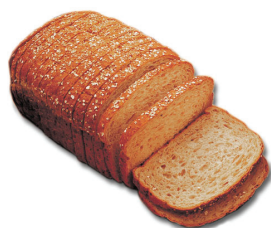
In this unit, you will name and describe the different types of food and how they are prepared.

## A Listening and speaking

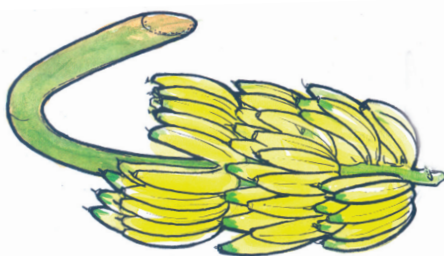
### LESSON ONE

#### Activity 1

In pairs study the pictures (a-l) below and answer questions on page 56.



(a)



(b)



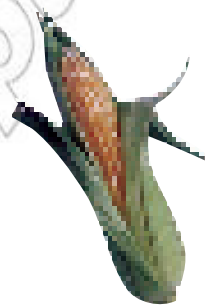
(c)



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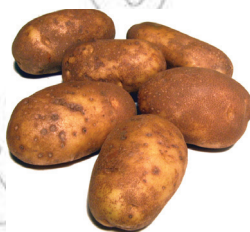
(e)



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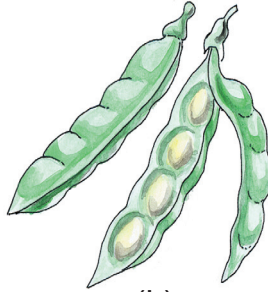
(h)



(i)



(j)



(k)



(l)

1. What do you see in the pictures?
2. What's your favourite ?  
a) fruit      b) drink      c) vegetable
3. Write your answers in your exercise book. Compare them with a partner, then with the class.

### Food and drink: Countable and uncountable.

#### Activity 2

With a partner, match the items shown in the pictures (a-q) with the names in the box.

apples	peas	bread	pizza
oranges	tomatoes	tea	pasta
bananas	hamburgers	coffee	cheese
strawberries	chips	milk	fish
			chocolate



(a)



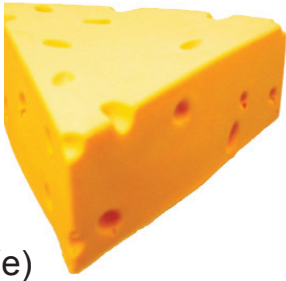
(b)



(c)



(d)



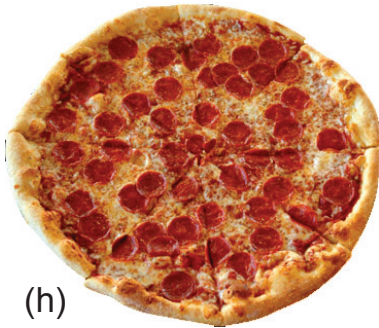
(e)



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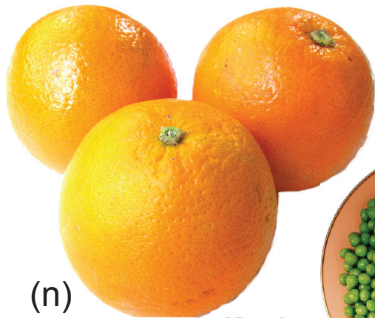
(k)



(l)



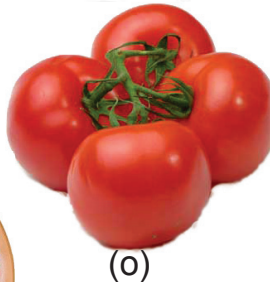
(m)



(n)



(q)



(o)



(p)





**EXERCISE:** With a partner, read and practise the conversation between Abdulkadir and Halima.

- Abdulkadir : Hello, Halima would you like some tea or coffee?  
Halima : I would like a cold drink, if that's okay with you.  
Abdulkadir : Of course, it is. Would you like some orange juice?  
Halima : Yes, please. I would love some.  
Abdulkadir : And would you like a chocolate biscuit?  
Halima : Oh, yes please! Thank you very much.  
Abdulkadir : You're welcome.

### Activity 3

With a partner, write a conversation like the one above. Include other types of food and drinks.

Example:

- A: Would you like a banana?  
B: No, thanks. I don't like bananas very much.

## Listening

Your teacher will read to you questions and instructions about food. Write down what is required in your exercise book.

## LESSON TWO

### Vocabulary practice

#### Activity 1

With a partner, describe what you had for breakfast today. Talk about the colour and the taste of what you ate. What do you enjoy eating the most?

**Activity 2**

With a partner, talk about the possible answers to the following questions, thereafter write the answers in your exercise book.

1. What food do you buy from the market?
2. What food do you grow at home?
3. What food do you eat fresh?
4. What food do you eat after it has been cooked?

**EXERCISE 1:** Use the list of the words given below and construct meaningful sentences. Do the work in your exercise book.

flour    fresh    traditional    delicious    spiced    fry    roasted  
pans    bunch    ingredients    tasty    favourite

**Example:** Ethiopians enjoy their traditional dishes wherever they are.

1. We use wheat \_\_\_\_\_ to make bread.
2. Well prepared food is \_\_\_\_\_.
3. \_\_\_\_\_ food is nice to eat.
4. Cooking oil is used to \_\_\_\_\_ sauce.
5. Some vegetables are eaten \_\_\_\_\_.
6. You can eat \_\_\_\_\_ maize.
7. Items used in preparing a meal are called \_\_\_\_\_.
8. She bought a \_\_\_\_\_ of bananas yesterday.
9. You should keep the \_\_\_\_\_ clean.
10. A refrigerator is used to keep food \_\_\_\_\_.
11. This is a \_\_\_\_\_ meal.
12. Their \_\_\_\_\_ dish is meat.



**EXERCISE 2:** Match the following foodstuffs with the adjectives that describe them. Write down two sentences in your exercise book describing other foods.

lemon  
orange  
pepper  
cabbage  
pineapple  
tomato  
potato  
porridge  
meat  
chicken  
cheese  
butter

hard  
watery  
sweet  
soft  
tasty  
bitter  
fresh  
cooked  
raw  
sour  
juicy  
hot  
nice  
oily

## LESSON THREE

### Countable and uncountable nouns

#### Activity

Imagine that you have the task of preparing a week's shopping list for your family. Make lists of countable and uncountable items are found in the market. Indicate the amount of money for each item you want to buy.

These items can be counted.

Examples:

Countable	
a knife	knives
a tomato	tomatoes
a mango	mangoes
an onion	onions

These items cannot be counted.

Examples:

Uncountable	
cheese	cheese
rice	rice
honey	honey
flour	flour

**EXERCISE 1:** In your exercise book, list down the countable and uncountable food items.

**Examples:**

countable noun	uncountable noun
carrots	butter

**EXERCISE 2:** Use the following units of measurements to describe the uncountable food items. Write the appropriate phrases in your exercise book.

**Example:** rice    a bag of rice

a kilogramme of	a litre of	a cup of	a tin of
packet of	a tray of	a saucepan full of	a bottle of
pepper	wheat flour	potatoes	bananas
cooking oil	oranges	fruits	garlic
water	chicken	cheese	juice
salt			meat
			sugar
			milk tea
			coffee

## LESSON FOUR

### Grammar: Language practice

Using **How much ...?/ How many ...?**

#### Activity 1

With a partner, list down the items which you usually buy from your school canteen or local shop. How do you list uncountable nouns in plural?

#### Activity 2

Read the information from the table on page 62. Form questions about what Aman and Alemnesh bought.

**Example:**

How much rice did Aman buy?

Aman bought 2 kilogrammes of rice.

How many bunches of bananas did Alemnesh buy?

Alemnesh bought one bunch of bananas.



Aman and Alemnesh went to the market to buy some items.

Aman bought.....	Alemnesh bought.....
2 kg of rice	6 kg tin of cheese
1 kg of onions	10 litres of cooking oil
Ten oranges	1 tin of honey
10 kg of sugar	1 bunch of bananas
5 litres of milk	50 kg of wheat flour
4 kg of garlic	3 kg of carrots, 2 kg of salt

### Activity 3

Imagine that you want to find out the amount of items in a shop or canteen, what questions would you use to ask the shopkeeper?

#### Examples:

How many exercise books do you have?

I have six exercise books.

How much sugar do you sell everyday?

I sell very little sugar.

## LESSON FIVE

### Using: a few and few, a little and little

#### Activity

With a partner, identify the items where **a little and little, a few and few** are used. What kind of items are these?

**EXERCISE 1:** With a partner, read the dialogue below and identify the countable and uncountable nouns.

- A. Do we need anything else?  
B. We have got some apples and some tea, but there aren't any grapes.



- A. Is there any juice left, or did anyone finish it?  
 B. **There is a little.**
- A. How about vegetables?  
 B. **I can see a few carrots and a few onions.**
- A. What about cooking oil?  
 B. **We have a little.**

**EXERCISE 2:** Complete the following sentences using; **a little, a few, little, and few.**

- I have \_\_\_\_\_ close friends. One or two.
- He has \_\_\_\_\_ money. He cannot buy anything with it.
- How much sugar do you put in your coffee? Just \_\_\_\_\_ spoons.
- I will be ready in \_\_\_\_\_ minutes.
- He has very \_\_\_\_\_ friends.

### Grammar Highlight

***a few** is used with countable nouns while **a little** is used with uncountable nouns. Use **a few / a little** to mean **some**, **few and little** to mean **almost none**.*

## LESSON SIX

### Using: What is....? It is...

#### Activity

In groups of five, describe the traditional dishes in your home area. Compare these with the dishes served in restaurants and hotels in town.

#### Examples:

What is this?

**It is cooking oil.**

What is it made from?

**It is made from sunflower seeds.**

**EXERCISE 1:** With a partner identify the different items in column A. Match them with their descriptions in column B.

No	A	B
1	<i>Berbere</i>	(a) cubed beef
2	<i>Niter kibbe</i>	(b) a very spicy chilli powder
3	<i>Tibs</i>	(c) powdered chilli pepper and other spices
4	<i>Kitfo</i>	(d) butter with ginger garlic and spices
5	<i>Mitmita</i>	(e) grilled meat
6	<i>Gored gored</i>	(f) a large fried pancake
7	<i>Fatira</i>	(g) a kind of wine made from honey
8	<i>Tej</i>	(h) boiled and finely chopped cabbage with oily ground beef
9	<i>Quocho</i>	(i) breakfast meal with <i>injera</i> and spices
10	<i>Buna be Kibbe</i>	(j) spicy mixture of tripe, liver, beef, pepper with <i>injera</i>
11	<i>Gomen Kitfo</i>	(k) ground beef
12	<i>Firfir</i>	(l) a bread-like food
13	<i>Dulet</i>	(m) coffee with butter

**EXERCISE 2:** In your exercise book, write down the types of food found in your home area. What are these types of food made from?

## LESSON SEVEN

### Social expressions

#### Activity 1

With a partner, explain how you should behave towards your parents, teachers and other people. The following questions can guide you to find the correct expressions.

How do you show appreciation to ...?

How do you wish your... well ?

#### Activity 2

In groups of three, discuss whether you agree or disagree with the statements below. What are the reasons for your opinions?

1. Hot spices are good for our health.
2. Ethiopia should not export coffee.
3. People should grow the same crops.
4. Ethiopia should not import food.
5. People should not eat the same type of food throughout the country.
6. Salaries should be paid after every two weeks.
7. School children should join grade one at the age of ten.
8. We should say No to early marriage.

**EXERCISE:** Find the correct expressions below to complete the dialogues 1 and 2.

I'm sorry                  excuse me    of course                  pardon  
That's right              Oh, what a pity!    congratulations                  never mind  
I hear

#### Dialogue 1

A. \_\_\_\_\_! Can I get some salt?

B. \_\_\_\_\_.



- A. Can I get some sugar, please?  
B. \_\_\_\_\_, did you say some sugar?

## Dialogue 2

- A. \_\_\_\_\_ .You're getting married soon. \_\_\_\_\_ !  
B. \_\_\_\_\_,next July. Can you come to the wedding?  
A. \_\_\_\_\_! That's when we're going away on holidays.  
B. \_\_\_\_\_ .We'll send you a wedding cake.  
A. That's very kind.

## LESSON EIGHT

### Dialogue

#### Activity

Talk about your favourite dishes with your partner. What ingredients are used to prepare your favourite dish? Explain the process of preparing that dish to your partner.

### EXERCISE 1: Read the dialogue with a partner and answer the questions that follow.

- Endris : How was the party?  
Shito : It was good. I learnt how to prepare 'Dabo kolo'.  
Endris : What is that?  
Shito : It is a little fried snack made from flour.  
Endris : What ingredients do you need to make 'Dabo kolo'?  
Shito : I need all purpose flour, salt, honey, pepper and cooking oil.  
Endris : Do you know the measurements ?  
Shito : Yes, after measuring them well, mix them all in a bowl.  
Endris : Don't you add any water?  
Shito : Yes, I do. This makes the dough stiff. I knead it for about 5 minutes, then I pull off bits that I press and roll out.  
Endris : When do you fry them?  
Shito : First I cut out the pieces into squares, then I fry them in medium heat.  
Endris : It is good to learn about Ethiopian snacks.



**EXERCISE 2:** With a partner write a short passage about the food you enjoy most. Show how it is prepared and served.

## B Reading

### LESSON NINE

#### Comprehension

**Pre-reading activity:** Discuss the following questions.

1. What types of food have you seen in the market?
2. What types of food do you eat at home? How are those foods prepared?
3. What ingredients are used to cook food at home?

**EXERCISE 1:** Read the passage and answer the questions that follow.

#### An Ethiopian Dish

*Injera* is a staple food in many parts of the country. *Injera* is a flat **sour** dough pancake. It is made from a special **grain** flour known as *teff*. *Teff* is a cereal crop that commonly grows in Ethiopia.

When eating, *injera*, the **delicious** food, is usually eaten in a group. It is served on large round plates. *Injera* is prepared at home and available in restaurants in commercial centres. *Injera* is usually **served** with soup, chicken or beef **stew** and vegetables. Ethiopian dishes are usually prepared with *Berberé*. *Berberé* is a blend of **spices** which give the food taste and flavour. It is always advisable to have a refreshment with your meal.

Another delicious dish is known as *quocho*. It is prepared from a plant called *Inset* which is widely grown in the south western part of Ethiopia. *Inset* is known as *false - banana*. What makes *Inset* unique from other plants is that it is able to grow even during the **dry season**.

The root of this plant is the most important part. It is harvested and prepared in different forms. It may be **baked** into soft white or hard brown bread. Which ever the form, one needs a lot of time and patience to prepare it.



*Quocho* is usually enjoyed with ground beef known as *Kitfo*. The two make a very delicious meal for people in the village and the city. You need to taste different traditional dishes in order to know the difference in their taste.

1. What is the staple food in Ethiopia?
2. Describe *Injera*.
3. What is *berbere*?
4. In which region is *Quocho* very common?
5. Mention some differences between *Injera*, and *Quocho*.
6. What are the similarities between *Injera* and *Quocho*?

**EXERCISE 2:** Match the words below from the passage above, in table A with their meaning in B. Use them to form sentences in your exercise book.

**Example:** served - provided

**A** cabbage served drought baked delicious spices cereal stew

**B** cooked good flavour provided dry season grain sauce vegetable

## LESSON TEN

### Poem

#### Activity

In small groups of three or four people, discuss the possible answers to these questions about meals in your area.

1. What is a typical breakfast?
2. Is lunch or dinner the main meal of the day?
3. How is a typical meal in your area prepared?
4. What special dishes are prepared during specific occasions? Present your findings to your classmates.

**EXERCISE 1:** Read and study the poem with your partner.

### Taste Ethiopian Dishes

Taste Ethiopian dishes  
At home, in hotels and restaurants  
'Firfir' makes your breakfast  
For a good start in the day  
'Injera' is made from teff cereals  
For tasty flat bread  
Famous in Ethiopia and beyond

Delicious stew flavoured with onions  
Is prepared with meat, eggs and butter  
The cooks add beef fish and lamb  
Vegetables or legumes like peas  
To spice and flavour the meal

Ethiopia, land of beauty and plenty to eat  
Fresh juicy fruits, honey wine  
Spiced rice, pan cakes and potatoes  
Cheese and butter with milk coffee  
All at affordable prices for you  
To enjoy tasty Ethiopian dishes.

**EXERCISE 2:** Write ten sentences describing the dish you like most and why.



## LESSON ELEVEN

### Making a recipe

#### Activity

In groups of three, write a recipe for making Ethiopian butter. Describe the process of making *Niter Kebbe*- spiced butter using the ingredients below.

#### Ingredients

4 teaspoons fresh ginger	1½ teaspoon of tumeric
$\frac{1}{4}$ teaspoon of cardamom seeds	1 cinnamon stick 2.5 cm long
$\frac{1}{8}$ teaspoon of nut meg	1 kg of butter
3 table spoonfuls of peeled and chopped garlic	

**EXERCISE:** In your exercise book, list the ingredients needed to make two Ethiopian dishes. Write down the recipes and the processes of preparing those dishes. Draw pictures of those dishes and share your work with the class.

## LESSON TWELVE

### Composition

**EXERCISE 1A:** Write five sentences about types of food you like and dislike. Compare your answers with those of your partner.

#### Example:

I like *quocho*.

I don't like raw meat.

**B:** Write a short paragraph comparing your likes and dislikes with your friends. Read your paragraph to the class.

**EXERCISE 2:** Write a paragraph about typical meals in your area. Which meals would you recommend that a visitor to your home should eat?



## C Writing

### LESSON THIRTEEN

#### Vocabulary Revision

**EXERCISE 1:** List down the types of food in your area.  
Explain the meaning of each of the foods in English.

**EXERCISE 2:** Which of these nouns are countable or uncountable? Do the work in your exercise book.

flour	vegetables	dish	basket	pancake
milk	yoghurt	utensil	beef	cheese

Write these words in the right category in the table below. Think about any more items to include in the table.

Meat	Vegetables	Dairy	Fruit	Verbs(cooking)	Utensils

**EXERCISE 3:** Add more information to the table by selecting a type of food and describing it as shown in the example.

Type of food	Colour	How it is prepared?	Other ingredients	Taste
Example:				
Carrot	orange	washed peeled chopped into slices may be eaten fresh or cooked		sweet and nice



**EXERCISE 4:** Find the missing words according to the given example.

**Example:** pepper hot (3 letters)

1. Added to give taste; s \_\_\_\_\_ (6 letters)
2. Ethiopian meals are; s \_\_\_\_\_ (6 letters)
3. Used to make bread y \_\_\_\_\_ (5 letters)
4. Not difficult; e \_\_\_\_\_ (5 letters)
5. Not sour; s \_\_\_\_\_ (5 letters)
6. Vegetable added to make sauce; t \_\_\_\_\_ (6 letters)
7. Ethiopian staple food; i \_\_\_\_\_ (6 letters)
8. Made from bees; h \_\_\_\_\_ (5 letters)
9. Part of an egg; y \_\_\_\_\_ (4 letters)

**EXERCISE 5:** Use these words to complete the sentences.

light  
fatty

delicious  
hot

spicy  
sweet

heavy  
tasty

sour  
healthy

1. Breakfast is a \_\_\_\_\_ meal.
2. Lunch is a \_\_\_\_\_ meal.
3. \_\_\_\_\_ meat is not good for your health.
4. \_\_\_\_\_ food can be tasty.
5. Unboiled milk can easily become \_\_\_\_\_.
6. Children like \_\_\_\_\_ cakes.
7. \_\_\_\_\_ pepper is not good for babies.
8. We usually have \_\_\_\_\_ meals on festive days.
9. A good meal is always \_\_\_\_\_.
10. A balanced diet makes a \_\_\_\_\_ body.