

Part A

Objectives

By the end of this part of the unit you will be able to:

- talk about the foods you like
- classify food into food types
- complete a food quiz
- discuss the meanings of some food proverbs
- listen to a talk about nutrition
- read about a healthy diet
- talk about healthy and unhealthy foods
- write a leaflet about nutrition
- read about the need for a balanced diet
- classify foods in a food pyramid
- match food products and their labels
- complete a food wordsearch.

A4.1 Introduction: What kind of food do you like?

1 Work with a partner, taking turns to ask and answer each of these questions.

- 1 What do you eat in the morning?
- 2 What do you eat at midday?
- 3 What do you eat in the evening?
- 4 What do you drink during the day?
- 5 What kinds of snacks do you eat between meals?

2 Look at this dialogue.

Person A: *I eat injera.*

Person B: *What's it made of?*

Person A: *It is made from teff flour.*

3 With a partner, talk about traditional dishes that you eat and describe the ingredients.

A4.2 Increase your word power: Foods

1 Copy this table into your exercise book. Categorise the foods in the box into the correct columns.

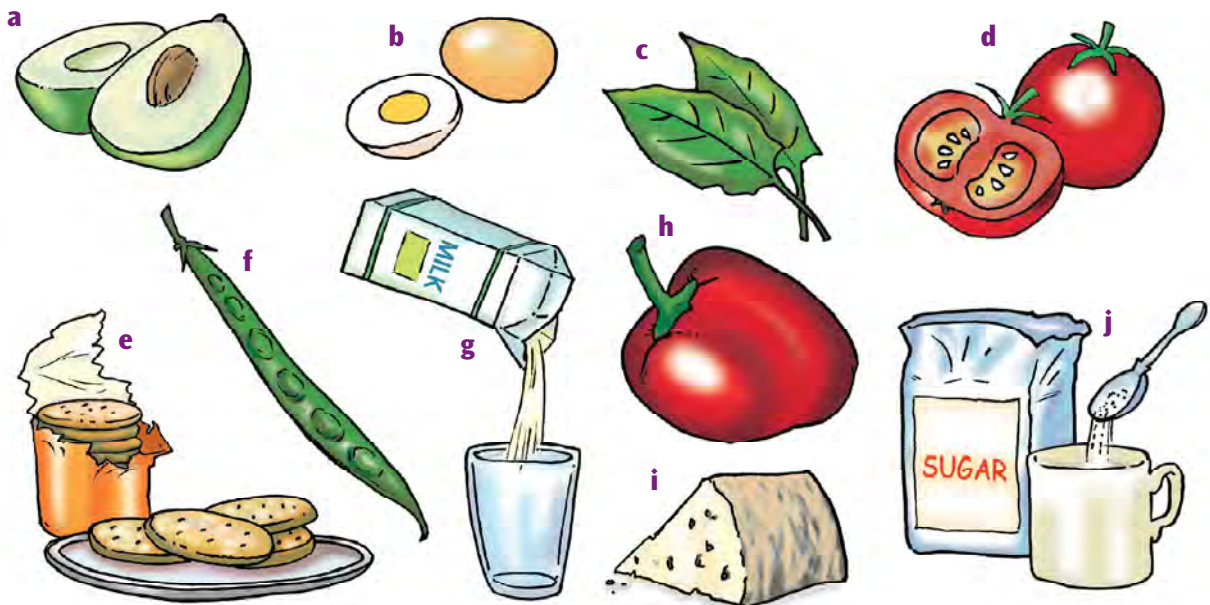
cassava	mango	chicken	millet	spinach
banana	salmon	eggs	rice	green beans
milk	chocolate	peppers	cheese	sweet potato
groundnuts	eggplant	lentils	tuna	lamb cake

cereals	dairy	meat	fish	vegetables	fruit	sweets
				spinach		

2 Work in a small group. Think of some more foods to add to each category.

A4.3 Listening: Quiz

Listen as your teacher reads descriptions of various foods. Match the pictures with the labels as you identify each food description.



sugar	egg	bean	mango	tomato
cheese	milk	spinach	pepper	biscuits

Example:

Description: This fruit is round and green. It is green on the outside and yellow inside. It grows on a tree. People peel and eat it.

Answer: It is a ... mango.



A4.4 Speaking: Proverbs

Proverbs are short, catchy sayings which give advice or reveal widely-believed truths. Some proverbs cross cultural boundaries and similar versions can be found in many languages. Have you heard the expression ‘An apple a day keeps the doctor away’? In your groups discuss its meaning and share your conclusions with the rest of the class.

1 In groups, discuss the meanings of the following proverbs:

- 1 He who eats when he is full, digs his grave with his teeth. (Moroccan)
- 2 Talk doesn't cook rice. (Chinese)
- 3 If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. (Chinese)
- 4 You are what you eat. (American)
- 5 Hunger is the best sauce. (American)
- 6 Don't cry over spilt milk. (English)
- 7 The proof of the pudding is in the eating. (Spanish)
- 8 Butter wouldn't melt in his mouth. (Anonymous)

2 What other proverbs do you know? Share your suggestions with the rest of the class.



A4.5 Listening: A talk about nutrition

1 What do you understand about the word *nutrition*? What is its opposite?

2 Imagine that a visitor, Dr Seif, came to your school to give a talk about nutrition. Your teacher will read out the opening remarks of his talk. Listen carefully, and answer the following questions as briefly as possible.

- 1 What does protein provide?
- 2 What do carbohydrates provide?
- 3 What do vitamins supply?

Your teacher will read you some more of Dr Seif's talk. Listen then answer the questions.

- 4 Why do young people need protein?
- 5 What helps sick people recover quickly?
- 6 What do we lack in our diet?
- 7 Can you state two sources of vitamins?
- 8 What does milk contain?

- 3** Listen to the talk again and circle the foods in the list below, if you hear them mentioned during the talk.

milk	ice cream	jam	meat	groundnuts	tomatoes
coffee	fish	cheese	beans	nuts	cabbage
yam	cassava	millet	bread	rice	potatoes
sugar	honey	oranges	guavas	bananas	apples
mangoes	spinach	carrots	pumpkins	pineapples	



A4.6 Reading: A nutrition leaflet

- 1** Read the following leaflet about a healthy diet. Discuss the title with a partner and predict what words or ideas might appear in the text. Use phrases like:

- It talks about ...
- It might be about ...
- I think it's about ...

- 2** Read the text silently.

A HEALTHY DIET

Introduction

All foods contain nutrients. Most foods contain several different nutrients, but most are rich in one or two nutrients. It is important to eat a balanced diet that contains all the nutrients below.

Carbohydrates

Most people in Africa eat a lot of cereals, that contain a lot of carbohydrates. Carbohydrates give us energy. They are found in foods like maize, rice, bread, potatoes, pasta and injera. Carbohydrates can also be found in other foods. For example, the Masai people of Kenya traditionally get their carbohydrates from milk. In many carbohydrate-rich foods like maize, rice and plantain there is also fibre. This helps us digest our food.

Protein

Another important nutrient is protein, which is mainly found in food like beans, meat, fish, eggs, nuts and milk. It is important to eat protein-rich foods every day with our main meals. Protein makes the body grow and repair itself.

Fats

Fats are found in foods such as oil and butter. They also give us energy (like carbohydrates). When fats are stored in the body they give us body fat, which helps to keep us warm.

Vitamins and minerals

Vitamins and minerals help us fight disease and help different parts of the body work. They are found in vegetables, fruits and also in some other foods.

Most foods contain several important nutrients, but some foods are more nutritious than others. For example, foods made mainly of sugar, such as sweets and biscuits, give you energy but have no other value; they are also bad for your teeth. They are often called 'empty' foods. So try to eat a variety of nutritious foods rather than 'empty' foods. Remember to drink plenty of clean water everyday; our bodies cannot work without it.

3 Look at the table below. Match the nutrients in the first column with their function in the second column, and with the example foods in the third column. Write them in your exercise book like this:

2 carbohydrate = i This gives you energy = c milk d maize h rice

Nutrient	Function	Foods
1 protein	i This gives you energy.	a vegetables
2 carbohydrate	ii There are many of these. They help you fight diseases and keep different parts of the body healthy.	b beans
3 fibre	iii This is stored in the body. It gives you energy and keeps you warm.	c milk
4 fat	iv This helps your body grow and repair itself.	d maize
5 vitamins and minerals	v This helps your body to digest food.	e fruit
		f fish
		g butter
		h rice
		i meat
		j oil
		k groundnuts



4 Work with a partner. Decide if these statements are *True* or *False*. Write the answers in your exercise book.

- Most food contains only one nutrient.
- Protein is not very important.
- It is good to eat a lot of fat.
- You should eat different coloured vegetables and fruit.
- You should drink a little water every day.
- Food that contains only sugar is not nutritious.

5 Work with a partner to ask and answer questions about the different food groups in the passage, using the question words *Where? Which? Why? What? and How?*

Example:

Question: How does the body use carbohydrates?

Answer: They are used for energy.

Question: Which foods contain carbohydrates? ...

**A4.7 Speaking:** Healthy and unhealthy foods**1** Classify these foods and drinks under the headings *Healthy* and *Unhealthy*.

sugar	meat	milk	spinach	cakes	fish
chocolates	groundnuts	eggs	fizzy drinks	water	juice
sweets	vegetables	fruit	cheese		

2 Work in pairs to agree or disagree with the following statements, then discuss the reasons for your decisions.

- 1 Sugar gives you energy, so you should eat lots of sweets.
- 2 Calcium is necessary for strong bones and teeth.
- 3 Milk goes sour very quickly, so it can't be good for you.
- 4 Groundnuts contain lots of proteins, which help your muscles develop.
- 5 Vitamins are only found in vegetables with dark green leaves.

**A4.8 Writing:** A nutrition leaflet

Write a leaflet about nutrition for younger children. Use the reading text as a model. Remember to include a leaflet heading, subheadings and artwork if you wish.

**A4.9 Reading:** The need for a balanced diet

Read this extract from a newspaper article about the different foods that our bodies need. Fill in the gaps with words from the box.

particular	expectant	obtained	include	regular
healthy	energy	addition	sources	extra

The human body is a living thing, and like a plant, it needs a **(1)** _____ supply of the right kind of food. A person who does not eat enough, or who eats the wrong kind of food, will become sick and weak.

The human body requires food for three main purposes. Firstly, it needs body-building foods that include proteins (these are needed for growth and repair). Proteins are **(2)** _____ from two main **(3)** _____ – animals and vegetables. Animal proteins can be found in meat, fish, eggs, insects and milk. Vegetable proteins include groundnuts, peas and beans. **(4)** _____ and nursing mothers need **(5)** _____ protein to help their child to grow; nursing mothers need it to produce enough milk when breastfeeding.

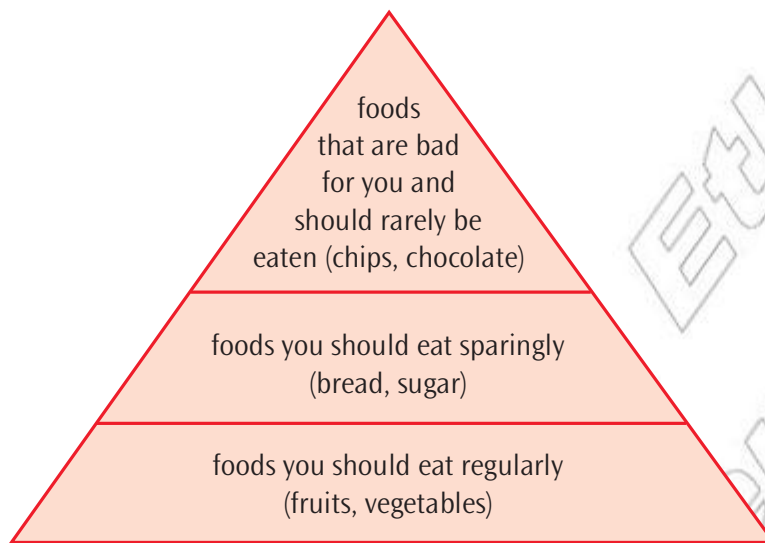
Secondly, the human body requires carbohydrate foods; these are needed for energy and warmth. They include foods such as maize, rice, millet, cassava, bread and bananas. Fats and oils also give us **(6)** _____ but we only need a little of them.

Thirdly, the body needs vitamin-rich foods for overall health and protection. Vitamins help the human body to fight disease. They **(7)** _____ fruits and vegetables, such as tomatoes, pawpaw, orange, pumpkin. Dark green leaves are especially good.

In (8) _____ to these main types of food, our bodies also need small amounts of minerals, in (9) _____ calcium and iron. Calcium is needed for the good formation of bones, teeth and nails; it is found in milk and fish. Iron is needed to keep our blood (10) _____. Good sources of iron include green vegetables, liver, kidney and eggs.

A4.10 Study skills: A food pyramid

Using the information in this unit, make a food pyramid by putting foods in the correct rows. Remember to label each row. Show your pyramid to the rest of the class and discuss. For example:



A4.11 Language focus: Giving advice

Match the beginnings and endings of the following sentences:

- | | |
|---|--------------------------------|
| 1 You should always peel a banana | a before a meal. |
| 2 You ought to wash your hands | b to sweeten the tea? |
| 3 Why don't you peel the potatoes | c before you start cooking. |
| 4 You shouldn't eat red chillies raw | d after it is cooked. |
| 5 You should rinse the rice in cold water | e before you eat it. |
| 6 Why don't you add some sugar | f unless you wear gloves. |
| 7 You ought to read the recipe | g before you boil them? |
| 8 You shouldn't touch the handle of a hot pan | h or you will burn your mouth. |

Example:

1) *You should always peel a banana e) before you eat it.*

A4.12 Study skills: Food labels

1 Match the pictures of the food products with their labels.

Bread per slice:

calories	115
fat	1.5g
salt	0.49g
sugar	1.7g
protein	5.4g
carbohydrates	20.2g
fibre	2.8g



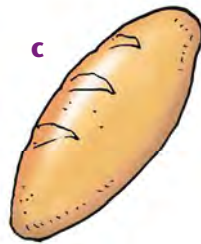
Fish (tuna) per can:

calories: ½ can	142
fat	6.8g
salt	0.6g
sugar	0
protein	20.3g
carbohydrates	20.2g
fibre	0



Jam:

calories	220
fat	0.2g
salt	0
sugar	54.1g
protein	0.4g
carbohydrates	54.1g
fibre	0.8g



Tomatoes per tin:

calories	348
fat	0
salt	0
sugar	16g
protein	4.4g
carbohydrates	16g
fibre	3.6g



Sweetcorn per tin:

calories	390
fat	1.5g
salt	0
sugar	3.9g
protein	3.4g
carbohydrates	16g
fibre	1.2g



Biscuits per packet:

calories	2160
fat	29g
salt	0.26g
sugar	16.5g
protein	5.7g
carbohydrates	58.3g
fibre	1.6g



2 Ask your parents or guardians for labels from tinned food, bottled food or food packets and bring your samples into class. Working in groups, discuss the different samples and identify the following words on the labels:

Use-by (date)	Made of (ingredients)	Made in (country of origin)
Made by (manufacturer)	Nutrient value (calories)	Ingredients

3 Draw a table like the one below in your exercise book with the headings *Food product / Use by date / Made by / Made in / Calories*. Use your food labels and packets to complete the table.

<i>Example: Food product</i>	<i>Use by date</i>	<i>Made in</i>	<i>Made by</i>	<i>Ingredients</i>	<i>Calories</i>

Now choose a product and write a description, using phrases such as *made of, made by, made in*.

- 4 Stick your food labels on a large piece of paper to create a poster. Write explanatory notes for the different parts of each label.

A4.13 Fun with words: Wordsearch

- 1 Find ten food words in the following grid. Write them in your exercise book.

v	t	o	m	a	t	o	c	p
e	h	u	v	e	e	m	h	e
g	p	b	r	e	a	d	o	a
e	p	d	s	g	m	q	c	r
t	b	m	u	g	v	t	o	x
a	e	a	w	y	m	i	l	k
b	a	n	a	n	a	o	a	d
l	n	g	w	p	o	a	t	s
e	x	o	r	a	n	g	e	p

- 2 Now make sentences with these words to say when or how they are eaten.

Example:

A banana is peeled before it is eaten.

Part B

Objectives

By the end of this part of the unit you will be able to:

- complete a class survey about favourite foods
- use *wh* questions
- use the comparative and superlative to make comparisons
- revise the use of adjectives and prepositions
- take dictation about food items
- join sentences using *which* and *that*
- read an extract about oranges from a book
- talk about things that have happened using past participles
- pronunciation practice
- use the first conditional tense
- improve your spelling
- increase your word power using homonyms
- punctuate a paragraph
- record parts of speech for vocabulary items.



B4.1 Speaking: A class survey

1 Write this questionnaire in your exercise book and complete it so that you have six questions with four possible answers to each. Ask the questions to different members of your class. Put ticks next to each answer. See if you can analyse which are the class' favourite and least favourite things.

1 What is your favourite meal of the day?

- a** breakfast
- b** lunch
- c** dinner
- d** supper

2 What is your favourite dish?

- a** doru wat _____
- b** _____
- c** _____
- d** _____

3 What is your favourite drink?

- a** water _____
- b** _____
- c** _____
- d** _____

4 What is your favourite fruit?

- a** mango _____
- b** _____
- c** _____
- d** _____

5 What is your favourite sweet?

- a** ice cream _____
- b** _____
- c** _____
- d** _____

6 What is your favourite snack?

- a** peanuts _____
- b** _____
- c** _____
- d** _____

2 Use the question words *what*, *when*, *where* and *why* to ask a partner questions about food and drink. Write down their answers.

Example:

Student A: What is your favourite meal of the day, is it breakfast, lunch, dinner or supper?

Student B: Well, actually, I don't like breakfast very much, but my mother makes me eat it. I'm always really hungry at lunch time, so I suppose that's my favourite.

Student A: Why don't you like breakfast?

Student B: I just don't feel very hungry first thing in the morning.

3 Use the list below to discuss the value of different foods with your partner. Try to use comparative and superlative adjectives in your sentences.

Examples:

Student A: Don't you think milk is healthier than fizzy drinks?

Student B: Yes, I suppose so, but fizzy drinks give me more energy.

Student A: What in your opinion is the best way to stay healthy?

Student B: Eating fruit every day is the best way to stay healthy.

- milk – fizzy drinks
- fruit – sweets
- butter – meat
- vegetables – cheese
- meat – ice-cream

B4.2 Language focus: Revising adjectives and prepositions

- An *adjective* tells us more about a noun. We use adjectives to describe people or things or give extra information about them, for example:
The tall thin man in the dark coat was eating a juicy red apple.
- A *preposition* is one or more small words used before a noun or pronoun. It shows the relationship between the noun/pronoun. Parts of the sentence can consist of a single word: *in, on, under, near* or a group of words: *in spite of, with respect to, except for, on behalf of, next to.*

1 Find the adjectives and prepositions in the following sentences and write them in the correct columns in the table below. One has been done for you.

a Put the ripe yellow bananas in the new bowl on the table.



b Chop the small red peppers and put them into the stew on the stove.



c The new potatoes are in the orange bag on a shelf near the window.



d Mother took the hard green oranges from the basket outside the door.



e On the outside, a coconut is brown and fibrous, but inside it is white and sweet.



f The beans on the plants, growing in rows on the sticks, are long and tall.



Adjectives	Prepositions
1 ripe, yellow, new	in, on
2	
3	
4	
5	
6	

2 Complete the following story with the prepositions from the box.

through	beyond	to	near	on	from
into	behind	under	with	at	

The house blazed (1) _____ the light, and there were no curtains (2) _____ the windows. Stepping (3) _____ the room, Berhanu saw the lamp (4) _____ the table. He went and switched it off, but the electric light was still on, and the switch was (5) _____ the cupboard, far (6) _____ his reach. The bed (7) _____ him was neat but had no pillow. 'The pillow may be (8) _____ the bed', he thought, so he bent down to look. But somehow he slipped and crashed (9) _____ the ground. The intruder, who had meanwhile been watching (10) _____ the window, took the opportunity to tiptoe away (11) _____ the house.

B4.3 Writing: Dictation**1 Listen to your teacher and write down the sentences in your exercise book.****2 Now join your sentences using *which* or *that*.****Example:***Beans contain many seeds that are full of protein.**Bananas, which are long and yellow, are eaten by monkeys.***B4.4 Reading: Oranges****1 Read the following text quickly and tell your partner the key points.**

In my father's village, there are many fruit trees. They grow in front of the houses although there is no proper orchard. Among the fruits that are produced each season are mangoes, paw-paws and oranges. Of these, I like the oranges best. The orange plant is easy to cultivate; it is regular in bearing fruit and not too difficult to harvest. Oranges are liked by most people, old and young.



When I see children sucking oranges with obvious delight, I remember how I loved them when I was their age. I liked all sorts of oranges whether small or big, green or orange.

I used to help my mother pick them from the trees on our farm. Some were on the low branches of the trees so that I could pick them easily. Some were higher up, so that I could pick them only by jumping up to reach them. We gathered them into baskets and took them to the market for sale.

I used to like the shiny green leaves of the orange trees after the rain, the old leaves were dark green and the new leaves were light green. The leaves shaded us from the hot sun so that under the trees the air was cool and sweet with the scent of oranges.

When I was picking oranges I was so happy and my mother always liked me to help her. But my brother, who did not like oranges, used to hate the work and always did it badly. In fact, he used to do it so badly that Mother seldom asked him to help her. When I was tired, Mother used to bring out her little sharp knife. She took an orange from the basket we had put them in, and began to peel it. She used to start at the top of the orange, where it had hung by its stalk from the tree, and peeled it in circles. As soon as she reached the bottom and there was no skin left, she quickly made a hole in the top with the tip of her knife and gave it to me to suck. But I soon learned how to peel the oranges myself while I sat by the side of the road, beside my tray, which I had piled high with the fruit. I did this job on behalf of my mother and so did not suck the oranges. I was peeling them to sell to other people. We made a huge fortune from the sale of oranges at the end of each season.

Sometimes I used to pick up the peel that Mother had cut off and play with it. She used to peel an orange so well that the peel was very thin; I remember that I could almost see the sun shining through it. When I held it up to the sunlight, I could see the little spots all over it, and when I dug my nail into one of these, oil used to come out. Even though I did not like the taste of the oil, I did like sticking my nail into the skin. I still do!

There was no time for playing when I was selling oranges. I had to arrange them on a table in a conical shape, with the most appetising and juicy ones at the very top, and I had to clean my peeling knife to shine and glitter like glass in the sun. For some people, I peeled the oranges in the same way that my mother had peeled them for me. But for others, I held the orange in one hand and used the knife in the other hand to just continue scraping the outer skin of the orange by turning it round and round until at the end of the process the orange looked greenish yellow.

After peeling or scraping like this, I made a hole with the tip of my knife at the head of the orange or sliced a bit off the top with the knife. Or I cut the orange into four pieces. The way I treated the orange depended on the wish of the customer.

I still like oranges. Recently I have learned that oranges are full of Vitamin C, which helps our bodies fight infection. I eat a lot of oranges and seldom have a cold or a fever. My brother, who never eats them, has far more colds and fevers than I do. "An orange a day keeps the doctor away," I often tell him, but he won't listen to me.

2 Read the text again and answer these questions in your exercise book.

- 1 What fruits are grown in the writer's village?
- 2 Why do many people like growing oranges?
- 3 What was the air like under the trees?
- 4 Why did the writer's brother seldom help to pick oranges?
- 5 Who ate the oranges that the writer peeled?
- 6 When was there no time for playing?
- 7 The writer peeled the oranges as her mother did, but what other method did she use?
- 8 What does Vitamin C do for our bodies?
- 9 What advice did the writer give us?
- 10 Complete the sentence: *The more oranges one eats, the fewer ... one gets.*

B4.5 Language focus: The present simple and the present passive tenses**Look at these two sentences:**

Mother mixes teff flour and water to make injera.
Injera is made from a mixture of teff flour and water.

Sentence 1 tells us *who* does the action. The verb is in the present simple active form.
 Sentence 2 does not tell us who does the action, but *what happened*. It is in the passive.
 We use passive verbs when who does the action is not important. We want to focus on what happened, not who did it.

1 Rewrite these sentences in the passive form.

- 1 Mother allows the mixture to ferment for several days. *The mixture ...*
- 2 Then she bakes the injera on a clay plate over a fire. *Then the injera ...*
- 3 She pours the mixture onto the baking surface.
- 4 She does not roll it out.
- 5 We tear off small pieces of injera to hold the stew or salad for eating.
- 6 The injera soaks up the juices and flavours.
- 7 Most Ethiopians eats injera daily.

2 Work with a partner to describe how to make Ethiopian coffee. One person gives an active sentence, and the other turns it into a passive sentence.**3 Complete the following sentences using the verbs in brackets in the passive:**

- 1 We can't use the computer because _____ (break).
- 2 My brother _____ (give) a malaria injection.
- 3 The exam papers _____ (mark) before they _____ (return) to the students.
- 4 I can't wear my new dress because it _____ (tear).
- 5 The brakes on his car _____ (check) regularly.

B4.6 Increase your word power: Goods in the market

1 Name the goods in the pictures and put them in the correct list. Write the lists in your exercise book.



fruit	vegetables	meat	food	metalwork	clothing
bananas					

- 2** Add two more items to each list.
- 3** Suggest some words from this unit, at random, for your teacher to write on the board. Work in groups to discuss what part of speech each word is and complete the following table:

Nouns	Verbs	Pronouns	Adjectives	Adverbs

B4.7 Speaking: Pronunciation – *ei* and *ie*

- 1** Listen to your teacher and write down the words you hear. Put them into these two groups:
Group A: *ei* Group B: *ie*
- 2** Repeat the words in the two groups after your teacher and then practise them with your partner. Can you think of other examples of words with *ei* and *ie*?

- 3** Work with your partner. Read this short paragraph and add the *ei* and *ie* words to the groups you made in Exercise 1.

Our chief says that he believes, that if you receive a piece of meat and add it as an ingredient to a stew, it will add both protein and variety to your daily diet.

B4.8 Language focus: *If* sentences

- We use *if* sentences to talk about something that depends on something else.
- We use *if* sentences and *will* to talk about future possibilities, for example:
If I eat healthy food now, I will be healthier when I am older.
- We use *if* sentences in the present to talk about habits or general truths, for example:
If I wake up early, I eat breakfast before going to school.

Note:

- The two parts of *if* sentences can go either first or second in the sentence, for example:
If you eat too many cakes, you will get fat.
You will get fat if you eat too many cakes.
- The same sequence of tenses can be used for sentences introduced by *provided*, *as long as*, *unless* and *will*.

- 2** Make sentences from the following table:

Unless	it rains tomorrow, my parents will be pleased.
As long as	you take enough exercise, you will stay healthy.
Provided that	you need my help, I will be there for you.
If	you study hard, you will fail the test.

- 3** Work in groups to discuss and make sentences about the dangers of eating a poor diet; use the phrases in the left-hand box above in your sentences.

Example:

If you eat too many sweets, your teeth will rot.

B4.9 Study skills: Improve your spelling

- 1** Learn this spelling rule:
i before *e* except after *c* when the sound is *ee*
- 2** Work in pairs and list as many words as you can that follow this rule, for example, *believe*, *receive*.

B4.10 Increase your word power: Homonyms

Homonyms, or lexical sets, are pairs of words that look and sound the same, but have different meanings, for example:

*The writing on the board was so faint we couldn't read it.
Help! Halima has fainted! It must be the heat.*

1 Identify the homonym that completes each pair of sentences. Write them in your exercise book.

- 1 a We _____ the other team by 4-1.
b I could feel my heart _____ as I went into the headmaster's office.
- 2 a I want to _____ to be a pilot when I leave school.
b Run! The _____ is already at the station.
- 3 a My baby sister loves her toy _____.
b I can't _____ it when my brother practises the guitar in the evenings.

2 Now identify the homonym that goes with both definitions. Write the words in your exercise book.

- 1 _____
a Something you stick on a letter before you post it.
b If you do this with your foot, it means you are angry.
- 2 _____
a To heat a liquid until it is very hot, about 100 degrees.
b A painful, swollen, infected place on the skin.
- 3 _____
a A large piece of stone.
b To move from one side to the other, like a boat on water.

3 Write down all the vocabulary related to food and drink from this unit and sort them into homonyms.

Example:

pair, pear

B4.11 Language focus: What is a past participle?

A past participle indicates a past or completed action or time. It is formed by adding *-d* or *ed* to the base of regular verbs. However, it is also formed in various other ways for irregular verbs.

- It can be used to form a verb phrase as part of the present perfect tense.

Example: *I have **learnt** English.*

- It can be used to form the passive voice.

Example: *Her hair was well **brushed**.*

- It can also be used as an adjective:

Example: *He had a **broken** arm. (**broken** is used here as an adjective)*

1 Work in pairs to give past participles of the following verbs:

cook, bake, drink, stir, think, write, choose, give, buy

2 Now ask and answer questions with your partner, using these verbs.**Example:***Student A: What have you cooked for supper?**Student B: I have cooked some stew and rice.***B4.12 Writing 2:** Punctuation**Rewrite this passage with the correct punctuation:**

where are you going asked fanose

i am going to the market to buy lots of food and drink my cousin aret is coming to visit me from addis ababa and she enjoys eating lots of healthy foods she leads a very healthy lifestyle replied almaz

what are you going to buy asked fanose

i am going to buy lots of fresh fruit and vegetables and rice she also likes fish so i will buy some tuna and salmon for dessert i will buy a cake as treat for her as she doesn't eat sweet foods very often said almaz

how long is your cousin staying asked fanose

she will be staying for two nights i am looking forward to seeing her why don't you join us for dinner tonight said almaz

i would love to replied fanose what time shall i come

eight o clock, see you later

see you later i will bring some fresh fruit juice for us to enjoy said fanose

B4.13 Language focus: Comparative and superlative adjectives**1** Look at these food adjectives: *bitter, sour, greasy, juicy, salty, tasty*

Check their meanings in a dictionary, then make a sentence for each one.

Example:

Lemons taste very bitter.

2 Using *more* and *most*.

All the adjectives above are adjectives of **taste**. When we compare these adjectives, it is more usual to add *more* and *most* before the comparative and superlative forms: bitter, *more* bitter, *most* bitter, although adding *-er* and *-est* is equally correct: bitter, *bitterer*, *bitterest*.

Example:

Lemons always taste sour.

Lemons taste more sour than oranges. or Lemons are sourer than oranges.

Lemons have the most sour taste of all citrus fruit. or Lemons have the sourest taste of all citrus fruits.

Copy the chart below into your books and work in pairs to write the comparative and superlative forms of these adjectives. The first one has been done for you.

	Comparative	Superlative
bitter	a more bitter b bitterer	a most bitter b bitterest
sour		
greasy		
juicy		
salty		
tasty		

3 Now make sentences using the comparative and superlative forms of these adjectives of taste.

B4.14 Fun with words: Word puzzle

In this puzzle, each number represents a letter, for example: 11 = A. 4 = T. Copy it into your exercise book and find the food words by identifying the letter that is represented by each number. Two of the words are given to start you off.

The crossword puzzle grid is as follows:

- Row 1: 14, 15, 18, 14, 2, 7, 8
- Row 2: 12, 13, 20
- Row 3: 17, 11, 11
- Row 4: 17, 19, 3, 15, 8, 1, 8, 15, 4
- Row 5: 9, 4, 12
- Row 6: 14, 11, 14, 11, 10, 11, 19, 7, 6, 12
- Row 7: 7, 12
- Row 8: 18, 11, 8, 17, 3
- Row 9: 4, 12, 11, 7, 12
- Row 10: 7, 5, 12
- Row 11: 16, 12, 11, 8, 9

Pre-filled letters:

- Row 2, Column 10: M
- Row 3, Column 10: I
- Row 4, Column 13: L
- Row 5, Column 13: L
- Row 6, Column 10: E
- Row 6, Column 11: T
- Row 11, Column 1: B
- Row 11, Column 2: E
- Row 11, Column 3: A
- Row 11, Column 4: N
- Row 11, Column 5: S

Assessment

1 Listening

Listen to your teacher and tick the following food items when you hear them mentioned:

bread	vegetables	kale	cabbage	spinach	carrots
potatoes	beef	chicken	stew	red pepper	mangoes
oranges	bananas	coconuts	tea	coffee	honey

2 Writing

Your teacher will give you some sentences. Punctuate them correctly and write the correct answer in your exercise book.