Unit 4
Food for health

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 word search

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

To talk about your likes and dislikes, you can use these expressions.

Expressing likes	Expressing dislikes
• I like… • I love... • I adore… • I 'm crazy about… • I'm mad about… • I enjoy… • I'm keen on…	• I don't like… • I dislike... • I hate… • I abhor… • I can't bear... • I can't stand… • I detest... • I loathe...

Examples: I'm **mad about** basketball, but I **can't bear** ice hockey.
I **adore** reading poetry, but I **loathe** doing the housework.

Things to remember about likes and dislikes:

- When these expressions are followed by a verb, the latter is put in the -ing form.
  Examples: I like listening to music.
  I hate wearing sunglasses.

- Note that" **very much"** & "**a lot**" always come after the things you like.
  Examples: I like basketball **very much/a lot**. (correct)
  I like **very much/a lot** basketball. (incorrect)
- Be careful when you use ***"I don't mind...".*** Although it's in a negative form, it means *that it's ok for me. I neither love it nor hate it.*
  Example: A: Do you mind playing football?
  B: No, I don't mind. (*That it's ok for me*)

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?

1. Look at this dialogue.
Person A: *I eat injera.*
Person B: *What's it made of?*
Person A: *It is made from teff flour.*

2. 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. Categorize the foods in the box into the correct columns.

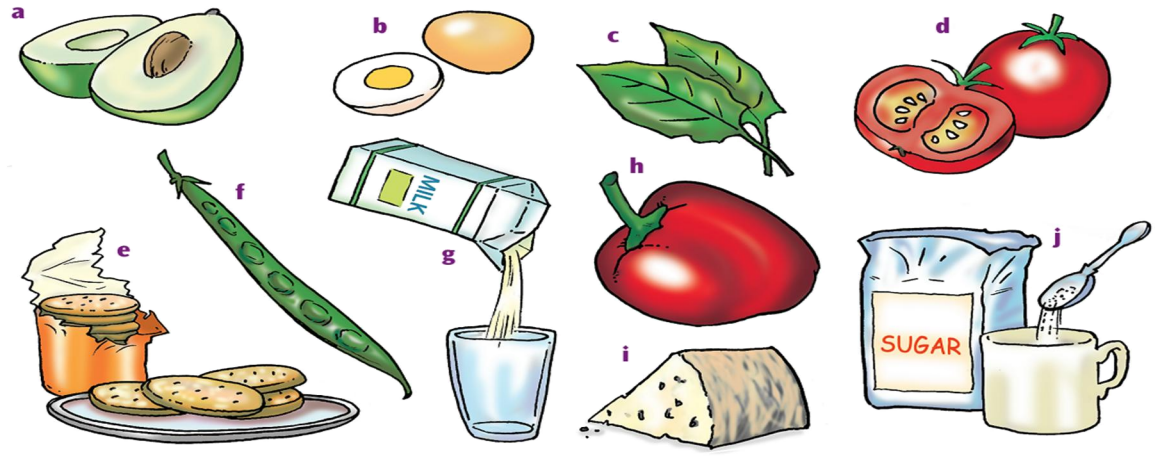
cassava	mango	chicken	millet	spinach
banana	salmon	eggs	rice	green beans
milk	chocolate	peppers	cheese	sweet potato
groundnuts	eggplant	lentils	tuna	lamb cake

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

1. 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.

Study the following proverbs.

- ✓ A bad workman always blames his tools. (When people blame external factors when they perform a task poorly.)
- ✓ Actions speak louder than words. (Actions are a better reflection of one's character because it's easy to say things, but difficult to act on them and follow through.)
- ✓ A journey of thousand miles begins with a single step. (However big a task is, it starts with a small step.)

- ✓ All that glitters is not gold. (Things that look good outwardly may not be as valuable or good.)
- ✓ Among the blind the one-eyed man is king. (An incapable person can gain powerful position if others in the fight are even more incapable.)
- ✓ An empty vessel makes much noise. (Foolish or stupid people are the most talkative.)
- ✓ Beauty is in the eye of the beholder. (What may seem beautiful to one person may not seem to another.)
- ✓ Blood is thicker than water. (Relationships with family is stronger than other relationships.)
- ✓ Cross the stream where it is shallowest. (Do things in the easiest possible way.)
- ✓ Don't bite off more than you can chew. (Don't take more responsibility than you can handle.)
- ✓ Don't bite the hand that feeds you. (Don't act badly toward the person who has helped you.)
- ✓ Early bird catches the worm. (One who starts early on the work has higher chance of success.)
- ✓ Laughter is the best medicine. (Thinking positively and laughing will help you to feel better.)
- ✓ Never test the depth of water with both feet. (If you're in water with both feet down, you risk being swept away by the currents.)
- ✓ Practice makes perfect. (Doing something over and over makes one better at it.)
- ✓ There is no time like the present. (The best time to do something is right now. So, act now.)
- ✓ Two heads are better than one. (Two persons have a better chance to solve a problem than one.)

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?

1. 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?

2. 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	mangoes
coffee	fish	cheese	beans	nuts	cabbage	spinach
yam	cassava	millet	bread	rice	potatoes	carro
sugar	honey	oranges	guavas	bananas	apples	

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 fiber. 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 every day; 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		*C milk*
4 Fat		*D maize*
5 vitamins and minerals	*III This is stored in the body. It gives you energy and keeps you warm.*	*E fruit*
		F fish
	IV This helps your body grow and repair itself.	*G butter*
		H rice
	V This helps your body to digest food.	*I meat*
		J oil
		K groundnuts



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

1. Most food contains only one nutrient.
2. Protein is not very important.
3. It is good to eat a lot of fat.
4. You should eat different coloured vegetables and fruit.
5. You should drink a little water every day.
6. 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|

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		

1. 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.
   Vitamins are only found in vegetables with dark green leaves.

A4.8 Writing: A nutrition leaflet

1. 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

1. 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:



A 4.11 Language focus: Giving advice

Modals of Suggestion and Advice include 'should', 'ought to' and 'had better'.

English speakers use these modal to express that they think something is a good (or a bad) idea.

"Should" is the most common way to give advice. "Ought to" has nearly the same meaning as "should". The only difference is that "ought to" refers to a moral or external obligation, but should is more of an advice.

Example: You **ought** to stop smoking.
You **should** stop smoking.

"Had better" is a bit stronger. It includes the idea of a warning: something bad will happen if you do not follow my advice.

Example: You **had better** not forget to pay your tuition.
(If you forget, the university will kick you out.)
You **had better** do your homework.
(If you don't do your homework, the teacher will give you a low mark.)

Study the following expressions

Asking for Advice

What do you think I should do about_____ ?
What should I do about_____?
What would you do about _____?
What would you suggest I do / I should do about_____?
Can / Could you give me some advice about_____?

Giving Advice

I think you should_____ I suggest you should_____
Why don't you_____? If I were you, I would_____
How about (verb+ing)_____? I would advise you to_____
My advice would be to_____ It might be a good idea_____

Declining to give advice

I don't know what to advise, I'm afraid.
I wish I could suggest something, but I can't.
I wish I could help.
I'm afraid I can't really help you.

Study the dialogue

Student: I'm terrible at English and I think I should do something about it. What do you advise me to do?
Teacher: I think you should try this website. It's a fantastic website for beginners.
Student: I've heard about it, but what do you think I should start with?
Teacher: You'd better start with the lessons. Then, try the exercises.

Summary

- **Should:** my opinion, giving advice to myself
- **Ought to:** obligation
- **Had better:** urgency, demand, worry

1. Complete each sentence with an appropriate modal.

1. My teacher told me that I _____ review my notes every day. I guess it's a good idea to look at them after class.
2. I'm going to a party tonight. What _____ I wear: a dress or black pants?
3. Our car's gas tank is almost empty. We _____ fill it up with gas soon or we will run out of gas!
4. It's really raining outside right now. I _____ get my umbrella or I'll get wet!
5. Where _____ we have lunch today: at home or in a restaurant?

2. 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: *You should always peel a banana 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

a 

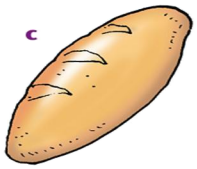
Fish (tuna) per can:

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

b 

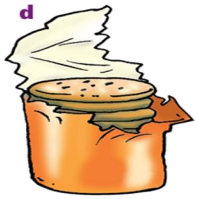
Jam:

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

c 

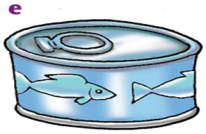
Tomatoes per tin:

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

d 

Sweetcorn per tin:

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

e 

Biscuits per packet:

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

f 

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.

Example: Food product	***Use by date***	***Made in***	***Made by***	***Ingredients***	***Calories***

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

A4.13 Fun with words: Word search

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

1. 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 favorite 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 conditional sentence
- ✓ 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. doro 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.***

1. 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.
  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, of, for, with, about, to etc.

Adjectives are often followed by particular prepositions.

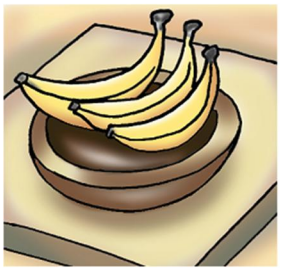
- **nice / kind / good / stupid / silly / intelligent / clever / sensible / (im)polite / rude / unreasonable OF** someone (to do something)
  Example: Thank you it was very **nice / kind of** you to help me.
  It's **stupid of** her to go out without a coat.

- **nice** / **kind** / **good** / **(im)polite** / **rude** / **(un)pleasant** / **(un)friendly** / **cruel TO** s/one
  Example: She has always been very **nice / kind to** me.
  Why are you so **rude / unfriendly to** Ann?
- **angry** / **furious ABOUT** something / **WITH** someone
  Example: Why are you so angry about it?
  They were **furious with** me for not inviting them to my party.
- **pleased** / **disappointed** / **satisfied WITH** something
  Example: I was **pleased with** the present you gave me.
  Were you **disappointed with** your examination results?
- **bored** / **fed up WITH** something
  Example: You get **bored / fed up with** doing the same thing every day.
- **surprised** / **shocked** / **amazed** / **astonished AT** / **BY** something
  Example: Everyone was **surprised by /at** the news.
- **excited** / **worried** / **upset ABOUT** something
  Example: Are you **excited about** going on holiday next week?
- **afraid** / **scared** / **frightened** / **terrified OF** someone / something
  Example: Are you **afraid of** dogs?
- **proud** / **ashamed OF** someone / something
  Example: I'm not **ashamed of** what I did.
- **good** / **bad** / **excellent** / **brilliant** / **hopeless AT** (doing) something
  Example: I'm not very **good at** repairing things.
- **married TO** someone
  Example: Linda is **married to** an American.
- **sorry ABOUT** something
  Example: I'm **sorry about** the noise last night.
- **sorry FOR** doing something
  Example: I'm **sorry for** shouting at you yesterday.
- **be** / **feel sorry FOR** someone
  Example: I feel **sorry for** George.
- **famous FOR** something
  Example: Florence is **famous for** its art treasures.
- **responsible FOR** something
  Example: Who was **responsible for** this noise last night?
- **interested IN** something
  Example: Are you **interested in** art?
- **Full/ short /fond OF** something
  Example: The letter was **full of** mistakes.
  I'm a bit **short of** money.
  Mary is **fond of** animals.

- ❑ **keen ON** something
  Example: We stayed at home because Mary wasn't very **keen on** going out.
- ❑ **similar TO** something
  Example: Your writing is **similar to** mine.
- ❑ **crowded WITH** (people,...)
  Example: The city was **crowded with** tourists.

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.



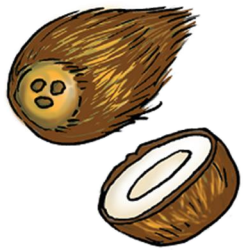
c The new potatoes are in the orange bag on a shelf near the window.



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	near	on	from	at
into	behind	under	to	with	

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.

3. Complete the following sentences with the correct prepositions.

1 I'm sick____ the way you've treated me.
2 He was proud_____ himself for conquest.
3 Maria is really good _____ volleyball.
4 I'm keen _____ tennis.
5 Some people suffer _____ asthma.

4. Choose the best answer.

1 When he was small, he was scared _____ the dark.
A. at B. about C. of D. with
2 The restaurant will be crowded _____ tourists next week.
A. with B. of C. by D. for
3 After all her hard work, Sue was ready _____ a holiday.
A. of B. to C. for D. ready
4 She's crazy _____ music. She listens to it all the time.
A. of B. with C. about D. for
5 Stop it! I am fed up _____your criticisms!
A. to B. in C. for D. with
6 She's polite _____ everyone she meets.
A.to B. about C. for D. with

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.

1 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

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.

In English, actions can be expressed either in active voice or passive voice.

- If we begin the sentence with the doer of the action, the voice is active.
  Example: He broke the window. ('He' is the doer of the action.)
- If we begin the sentence with the receiver of the action, the voice is passive.
  Example: The window was broken. ('The window' is receiver of the action)

We mainly use the passive voice:

- ❑ when we don't know who does/did the action
  Example: My mobile phone was stolen last week. (I don't know who stole it)
- ❑ when it is not important to mention who does/did the action
  Example: Meat is exported from Ethiopia. (It doesn't matter who exports it)

The passive voice is formed as ***'the verb to be + past participle*** of the active verb. The subject of the active verb becomes the agent of the passive verb.

Example: The window was broken by him.

The agent may or may not be mentioned in the passive.

	Present simple	**Simple present passive**
Form	Subject + v1 + object	Object + is/are+ v3(by +subject
Example	He kicks the ball.	The ball is kicked (by him).
	Someone steals my bag.	My bag was stolen(by someone).
	The president opens the meeting.	The meeting is opened(by the president).

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.

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 practice 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/ Conditional sentences

Condition means situation or circumstance. Conditional sentences are used to state the dependence of one condition on another.

There are three types of conditional sentences:

First conditional (probable)
Second conditional (improbable)
Third conditional (impossible)

1. First conditional/ probable condition

Formed as:

If clause	**subject + V1**
Main clause	sub + will+ V1

Example: If you **study** hard, you **will score** high marks.

The main clause can also appear *at the beginning of the sentence*. In this case, we *don't use comma (,) to* separate the two clauses.

Example: You will score high marks if you study hard.

Probable condition is used to express a present/future situation of high probability.

Examples:

a. Suppose he is always late, thus there is high probability that he will be late again. Therefore, this situation is expressed as:
If he is late again, I will punish him.
b. I see the director daily. This means there is high probability to see the director again. Then, we express this situation as:
If I see the director tomorrow, I will speak to him.

1.1 Zero conditional

Formed as:

If clause	**Present simple**
Main clause	Present simple

Example: If you **heat** ice, it **melts**.

We use zero conditional when the result of the condition is always true, like a scientific fact.

Example: If people don't eat, they get hungry.

2. Second Conditional/ Unlikely/Improbable Condition)

Formed as:

If clause	subject + past simple
Main clause	would/might/ could + V1

Example: If you **tried** again, you **might be** successful.

Uses of improbable condition include:

1. Improbable condition expresses a present/future situation of low probability.
   Example: Suppose you haven't seen Tola for 10 years. This means there is low probability to see him again. So, we can say:
   Example: *If I saw him tomorrow, I would speak to him.*
2. It expresses situations of Zero probability (imagination)
   Example: *I am not you. (Can I be you? No, I can't.)*
   If I were you, I would study hard.

Notes: ***'Were'*** is used instead of '***was***' in the second conditional sentences.

Example: *If I/we/she/he/they* ***were…***

3. Third Conditional (Impossible Condition)

Formed as:

If clause	Subject + past perfect
Main clause	Sub + would + have + v3

Example: If I **hadn't seen** Bontu, I **wouldn't have told** her.

Impossible condition is used to describe about ***the past event that did not happen*** and the result is impossible.

Example: If it had rained, you would have stayed at home. (Meaning: It didn't rain.)

Note: When the ***if clause*** comes at the beginning of the sentence, it will be followed by comma, but if it comes at the end, comma is used.

Example: If you work hard, you will be successful.
You will be successful if you work hard.

The same sequence of tenses can be used for sentences introduced by *provided, as long as, unless and will.*

'Provided' or 'as long as' have a similar meaning and are used when we want to emphasise the condition.

Example: Provided you pay me back soon, I will lend you the money.
As long as our governments stay firm, we will get global warming under control.
"If" could also be used in all these examples above.

We use 'unless' when it has the meaning 'except if". "Except if" means that 'x' is generally true apart from when 'y' happens.

Example: I won't be able to go on holiday this year, unless I can earn more money.

Exercise 1: 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.

Exercise 2: Complete the following sentences using the correct form of the verbs in brackets.

1. If I went to the countryside, I _____ (visit) my grandparents.
2. Your compound would have been attractive if you_____ (plant) trees.
3. If Abdi is free tomorrow, we _____ (invite) him.
4. If I asked him politely, he _____ (help) me.
5. If she _____ (find) his address, she will send him an invitation.
6. We ____ (not go) out if it rains this afternoon.

Exercise 3: Conditional sentences, if-clauses type I, II, III

1. If we meet at 9:30, we_____ (to have) plenty of time.
2. Lisa would find the milk if she_____ (to look) in the fridge.
3. The zookeeper would have punished her with a fine if she_____ (to feed) the animals.
4. If you spoke louder , your classmates_____ (to understand) you.
5. Dan_____(to arrive) safe if he drove slowly.
6. You_____ (to have) no trouble at school if you had done your homework.
7. If you_____(to swim) in this lake, you'll shiver from cold.
8. The door will unlock if you_____(to press) the green button.
9. If Mel_____(to ask) her teacher , he' d have answered her questions.
10. I_____(to call) the office if I was/were you.

Exercise 4: Decide which conditional is best for the following sentences and put the words in brackets into the correct form.

1. He almost fell from the balcony. I'm sure that if he had fallen, he (break) his leg or something.
2. If I leave now, I (be) home in two hours.
3. If you (like) , I'll lend you my car for two days.
4. If we increased the price, we (run) the risk of pricing ourselves out of the market.
5. If you (ask) your boss, I'm sure he would have considered your proposal.
6. The radio is broken. When you turn it on, it (make) a strange noise.
7. I'd set them the task if they (be) more reliable. However, I don't think they're capable of doing it.
8. If I had known how long the journey was, I (take) something else to read with me.
9. If you (not/manage) to finish the catalogue on time, we'll have to postpone the printing until next month.
10. The accident (might/not/be) so bad if you'd been driving more slowly.

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. They can refer to both homophones and homographs.

Homophones are words that sound the same but have different meaning and are spelled differently.

Example: weak -week
sun -son
see – sea
plane -plain
meet - meat

Homographs are words with the same spelling but having more than one meaning. **Example:**
sow (verb) – to plant seed
sow (noun) – female pig
bear (verb) – to support or carry
bear (noun) – the animal
fine(adj) - very good
fine(noun)- money
lead (verb)- to go first
lead(noun)- a type of metal

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_____ .
   A) 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.

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.

Example:

Forms			Examples
Base form	Past form	Past participle form	I work every day.
Work	Worked	worked	I worked yesterday.
Improve	Improved	improved	I have worked all week.

However, it is also formed in various other ways for irregular verbs.

Forms			Examples
Base form	Past form	Past participle form	We **have** a new car.
Have	Had	had	We **had** an old car, but we sold it.
Buy	Bought	bought	We **have had** our new car for two months.

Past participle is 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)

B4.12 Writing 2: Punctuation

1 **Do you remember about punctuation you studied in Unit 1? Read the note in Unit 1 again and 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

2 Use appropriate punctuation marks in the following sentences.

1 We went to the movies and then we went out to lunch
2 Some people work best in the mornings others do better in the evenings
3 Thanks for all your help John
4 Did you understand why I was upset
5 Dont go outside she said
6 It is a fine idea let us hope that it is going to work
7 The girls father sat in a corner
8 This is absolutely incredible
9 I meant Raji not Robera
10 I was born on 9th August 1990 in Adama

B4.13 Language focus: Comparative and superlative adjectives

1 Comparing Quantity/Number

a. more, less and fewer

'*More', 'less' and 'fewer'* are used with noun phrases to compare quantity/number similar to the comparative adjectives.

'*More*' is used with either uncountable nouns or plural countable nouns.

Examples: There was **more snow** this year than last year.
She has **more problems** than most people.

Usually, we use '*less'* with uncountable nouns and '*fewer'* with plural countable nouns.

Example: You should eat **less junk food** and take care of your health.
There are **fewer birds** in the countryside now than 30 years ago.

Note: We use *more* + noun phrase, not *much* + noun phrase to make a comparison:

Example: Footballers earn **more money** than other sportsmen. (correct)
Footballers earn **much money** than other sportsmen. (incorrect)

b. most, least and fewest

'Most', 'least' and 'fewest' are used with noun phrases to compare quantity/number similar to the superlative adjectives.

It is more common to use *the* before *most, least* and *fewest.*

Examples:

The points are added up, and the team with **the most points** wins.
Who got **most votes** in the election?
The room that has **the least furniture** would be best for dancing.
The class with **the fewest students** was always a good philosophy.

2. Comparing the qualities of people/ things

1. Comparative adjectives

Comparative adjectives compare one person or thing with another.

Tulu is **taller than** his sister.

I'm **more interested** in music **than** sport.

2. Superlative adjectives

Superlative adjectives compare one person or thing with the whole group .

*Toltu is **the youngest** girl in the family.*

*Hip hop is **most popular** music nowadays.*

One-syllable adjectives (*big*, *cold*, *hot*, *long*, *nice*, *old*, *tall*) take ***–er*** to make comparative adjectives and ***–est*** to make superlative adjectives.

Some one-syllable adjectives have irregular comparative and superlative forms:

Adjectives	**Comparative form**	**Superlative form**
bad	*Worse*	*worst*
Good	*Better*	*best*
Far	*farther/further*	*farthest/furthest*
Old	*older/elder*	*oldest/eldest*

Examples:

*The morning flight is **better** than the afternoon one.*

*Bonsa is my **best** friend.*

*I think that was the **worst** film I've ever seen!*

*Pluto is **the furthest** planet from the sun in our solar system.*

Note: We do not use *more* or *most* together with an *-er* or *-est* ending:

Some two-syllable adjectives take the *-er* and *-est* endings:

*Clever: clever**er**, clever**est***

*Narrow: narrow**er**, narrow**est***

*Busy: bus**ier**, bus**iest***

*Easy: eas**ier**, eas**iest***

*Quiet: quiet**er**, quiet**est***

*Simple: simp**ler**, simp**lest***

*Happy: happ**ier**, happ**iest***

*Funny: funn**ier**, funn**iest***

We don't normally use the *-er* and *-est* endings with two-syllable adjectives ending in *-ful*. Instead, we use *more* and *most.*

Adjectives of three or more syllables form the comparative with *more/less* and the superlative with *most/least*:

Example: *more interesting, less complicated the most popular, the least expensive.*

Bitter, sour, greasy, juicy, salty, tasty are adjectives of taste. These adjectives usually take more and most forms: bitter, more bitter, most bitter. ***Even so,*** adding -er and -est is equally correct: bitter, bitterer, bitterest.

Example: Lemons taste ***more sour*** than oranges. or Lemons are sourer than oranges.

We can strengthen comparative adjectives using words such as ***much, a lot, far*** etc.

Example:

This food is **much better** than the food we had yesterday.

The town is **a lot more crowded** these days

Alex is **far less intelligent** than the other kids in the class.

We can soften a comparative adjective using *a little* or *a bit*.

Examples: She feels **a little more confident** now than before.

Note: *Farther and further are used to say distance. Further* is used to mean 'extra' or 'additional'.

Example: *For **further** information, please ring 095-6710090*

*Let's see who can run **furthest/farthest.***

Elder and *eldest* mean the same as *older* and *oldest*. Both refer to the age of people. However, we compare the age of things using older and oldest, but not elder and eldest.

Example: Bonsa is the **oldest/ eldest** of our children.

The town hall is **the oldest** building in the whole region.

(Not ……. **the eldest** building……..)

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

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

2 Rewrite the sentences using the comparative or superlative forms of the words in brackets.

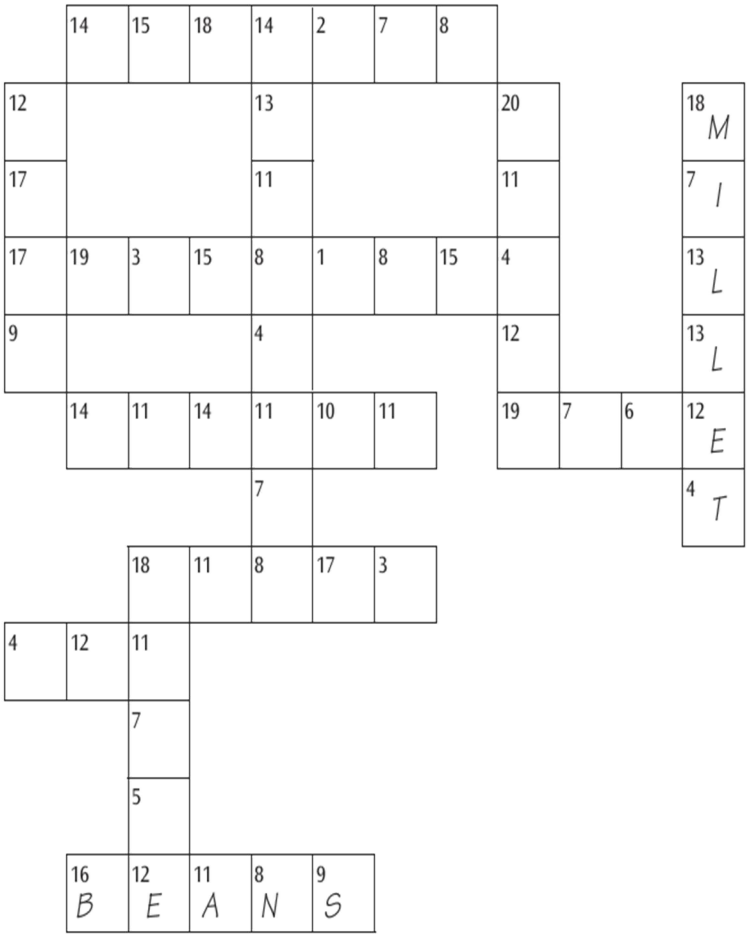
1. Travelling by plane is (good) travelling by ship.
2. She is (pretty) her older sister.
3. Birmadu is (tall) girl in our class.
4. Before you look at your program, let me explain a little (far).
5. At the (far) end of the village stood an old ruined house.

3 Complete the following sentences using appropriate comparative or superlative forms.

1 Is your grandmother _____today? (good)
2 In India May is _____than any other month. (hot)
3 Manu is _____than his brother. (clever)
4 Saron is the _____of the three sisters. (pretty)
5 Harun is the _____boy in the class. (diligent)
6 Your dog is smart, but mine is _____ (smart)
7 He is the _____man in our neighborhood. (rich)
8 Sena is two years _____than Roba. (old)
9 Name the _____city in the world. (large)
10 The tiger is _____than any other animal. (ferocious)

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.



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.

Miscellaneous Exercises

Choose the word/ phrase that best completes the sentence.

1. You're going to miss the school bus. You _____ hurry.
   A. shouldn't B. had better C. had better not D. oughtn't to
2. Why did you leave London? You had a _____ job.
   A. better B. best C. the best D. more better
3. Many people bought tickets for last night's concert. All the tickets_____ .
   A. Have been sold B. sold C. have sold D. were sold
4. **A:** I have got a sore throat.
   B: You _____ drink cold water.
   A. Should B. shouldn't C. had better D. had not better
5. They _____more money if they didn't buy so many clothes.
   A. would have B. will have C. would have had D. had
6. Would you go out more often if you _____so much homework to do?
   A. don't have to do B. didn`t have to do C. hadn't had to do D. haven't had to
7. It is not polite to _____at someone.
   A. stair B. stare
8. London _____by thousands of tourists every year.
   A. Is visited B. visited C. visits D. will be visited
9. If I _____in a different country, I would have learnt to speak a different language.
   A. was born B. had been born C. have been born D. will be born
10. The safety rules are not followed, so an accident _____.
    A. happens B. happened C. was happened D. have happened
11. My father is 45 years old. My mother is 46 years old. So, my mother is _____than my father.
    A. older B. younger C. stronger D. taller
12. People in this town are angry _____the new road. They think it will be noisy and dangerous.
    A. with B. for C. about D. of

13. Because the printer _____we couldn't print.
    A. damaged B. was damaged C. is damaged D. damaged
14. All of the people at the school, including the teachers and _____were glad when summer break came.
    A. students: B. students, C. students; D. students
15. I'm exhausted _____all that shopping. I need to sit down and have a cup of tea.
    A. from B. of C. about D. for
16. He would have _____his speech after the break but the chairperson didn't permit him.
    A. Resume B. resumed C. resuming D. be resumed
17. If the parents bought the dog, their children _____very happy.
    A. are B. would be C. would have been D. will be
18. The song was _____by Ali and his sister.
    A. sang B. sanged C. sung D. song
19. The honeybee returned to _____hive.
    A. its B. it's
20. It's raining and I don't want to get my dress wet. I _____an umbrella.
    A. had better to bring B. had better not bring C. had better bring D. had to
21. _____it was you; I wouldn't have answered the door.
    A. Had I known B. If I knew C. If I had known D. A & B
22. I was invited _____dinner.
    A. of B. among C. besides D. for
23. I've been looking for ages but I haven't _____my keys yet.
    A. haven't find B. found C. didn't find D. find
24. The airline only allows two pieces of luggage. You _____pack too much or you will have to take it out at the airport!
    A. had not better B. better not C. had better not D. shouldn't
25. They were _____businessmen in the country.
    A. the most successful B. more successful C. successful D. most successful