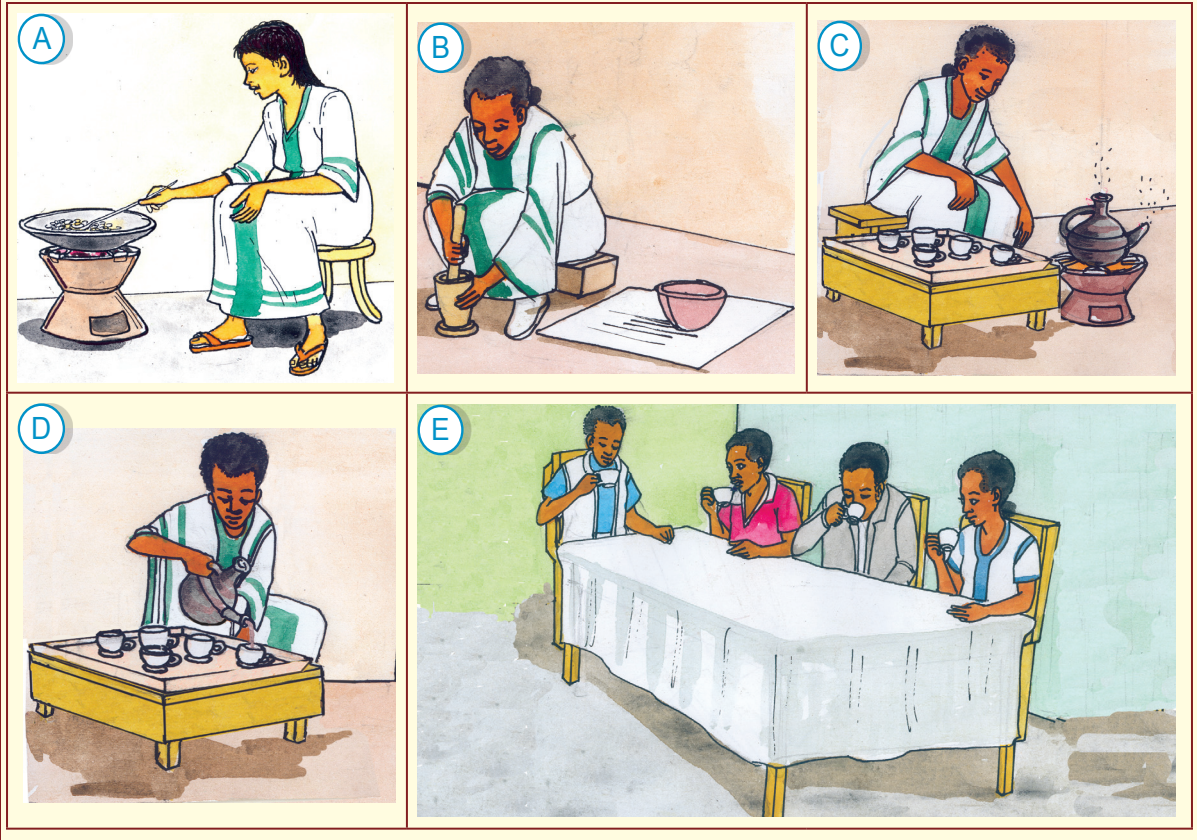


Objective

In this unit, you will describe different processes.

A Listening and speaking**LESSON ONE****Activity**

Look at the pictures and describe the processes they show.

**Exercise 1: Answer the questions below.**

1. How do you prepare coffee at home?
2. What ingredients do you need to prepare coffee?
3. When do you usually take coffee at home?

Listening practice

Exercise 2: Your teacher will read to you a short passage about the process of making Ethiopian coffee. Listen carefully then answer these questions in complete sentences.

1. Who prepares the coffee in the family?
2. Why do you think incense drifts in the room?
3. Which accompaniments are offered to visitors while drinking Ethiopian coffee?
4. From the passage, what shows that people love Ethiopian coffee?

Exercise 3: Work with a partner. Form correct words from the letters given. The first letter of each word has been given.

nyoecerm = ceremony

ndtriotai = t...

notucry = c...

secenin = i...

fecofe = c...

depuro = p...

cocatempnmonia = a...

LESSON TWO

Grammar

Present simple passive tense

Activity 1

In groups, describe the tea and coffee making processes in Ethiopia. Talk about any other food or drink and how it is prepared.

With a partner, read these sentences and discuss their similarities and differences.

1. Ethiopians grow a lot of coffee.
A lot of coffee **is grown** by Ethiopians.
2. The workers wash the coffee beans before spreading them on a mat to dry.
The coffee beans **are washed** before spreading them on a mat to dry.

The words in bold are in the present simple passive tense.

Activity 2

Think of any other processes before a final product is made. Examples: making a pot; weaving a basket or making butter. Use sequencing words to describe the processes.

Note: Sequencing words are words like first, next, then, before, after, finally, etc.

Exercise: Rewrite these sentences starting with the words in bold.

Example: The farmers irrigate **the plantations** in the dry season.

The plantations are irrigated in the dry season.

1. We produce **the finest coffee** in the region.
2. She grows **some herbs** in the courtyard.
3. He prepares **lunch** for the children when his wife is away.
4. The machine churns **milk** within a short time.
5. I wash **the saucepans** before filling them with water.
6. They arrange **the boxes** late in the afternoon.
7. The porters pick **the tea leaves** before lunch.
8. The rollers crush **the beans** into powder.
9. I supervise **all the workers** everyday.
10. Students prepare **the garden** before they plant the seedlings.

Grammar highlight

The passive voice is used instead of the active voice when the speaker is interested mainly in the verb and the object. It is like turning the sentence upside down.

LESSON THREE**Using: ... so (that) ...****Activity 1**

Read the different steps taken to process coffee and the process of producing bags of coffee. How many steps are there?

After coffee beans are harvested, they are spread on mats to dry. They are taken to the factory where they are cleaned, roasted and ground into coffee. It is then packaged and distributed to selling points. Some of it is exported to other countries.

Exercise 1: Answer these questions using ...so that

1. Why are coffee beans dried?
2. Why are gardens irrigated during the dry season?
3. Why are the ingredients weighed?
4. Why is coffee packed?
5. Why are coffee beans roasted first?
6. Why is coffee exported to other countries?

Exercise 2: In groups of three, form more sentences using ... so that ...**Grammar highlight**

...so that ... is a conjunction. It is used to join sentences.

... so that ... is also used in response to **why – questions**.

LESSON FOUR

Using: sequencing words

Read the passage

With a partner, discuss the importance of using the words; **first**, **next**, **then**, **after**, and **finally** in the passage.

Making Ethiopian coffee

First the coffee beans are washed to get rid of dust particles. **Next** they are roasted on a flat pan.

Then they are ground in a mortar by pounding with a pestle. By now the rich aroma is filling the air around. **After** the coffee has been ground to powder, it is placed in a *jetena*, the coffee pot, with boiling water. **Finally** it is poured into little tea cups and served to the people.

The words **first**, **next**, **then**, **finally**, **before** and **after** are called **sequencing words**.

Exercise: Use the sequencing words to describe the process of preparing your favourite beverage.

B Reading

LESSON FIVE

Comprehension

Activity

Answer the questions. Work in groups.

1. What are the various uses of water?
2. Why is it important to drink clean water?

Read the passage below.

Making bottled mineral water

Water is important for the survival of all plant and animal life. It can be obtained from streams, rivers, ponds, lakes and oceans. These sources of water in turn are fed by rain and snow from the mountains. Water can also become a cause of health

problems especially when it is not clean. As a result, several bottling companies have begun to sell and supply purified mineral water. It is served in eating places, at parties and functions, business premises and some schools.

The process of producing mineral water is quite complex. It requires clean water, numerous plastic bottles, sealable caps, huge boilers, purifying agents or detoxifiers and above all capital with which to assemble equipment.

First, clean water is drawn from the water sources, usually a spring and poured in the boilers to kill germs. The boiled water is left to cool after which it is mixed with detoxifiers and then poured into clean plastic containers and bottles. Next they are sealed with caps to keep away germs that can contaminate the water.

Finally, the bottled water is packed in cartons and sold to customers.

Exercise: Answer the following questions based on the passage above.

1. Why is water important?
2. Name any other water source that has not been mentioned in the passage.
3. List the requirements necessary for a water bottling plant.
4. Why should the water be purified?
5. Write the steps taken to produce clean bottled water.

LESSON SIX

Jumbled passage

Exercise 1: Read the jumbled sentences. Rearrange them to explain the correct process of making bottled water.

Process of making purified bottled mineral water

1. Finally, the cartons are delivered to shops and other places for sell.
2. It is then put into boilers where it is heated to above 100°C.
3. The boiled water is then poured into coolers and detoxifiers are added to it.
4. First, a water source is identified.
5. Next, the bottles are packed into cartons.
6. This temperature is meant to kill all the germs.

- It is then pumped to the factory.
- After adding detoxifiers and other chemicals, the water is packed in plastic bottles.
- The water source can be a river, spring, lake or even piped water.
- When the water reaches the factory, it is put into large containers for filtering.

Exercise 2: Use a dictionary to find the meaning of these words.

source filling cooler detoxifiers

Exercise 3: Use the words in your own sentences. State the importance of each step in the water bottling process.

LESSON SEVEN

Poem

Read the poem below and answer the questions that follow.

Ethiopia's delicacy

*Delicious dishes; yummy yummy
From Ethiopia; yummy yummy
Wat the national dish; yummy yummy
A hot spicy stew; yummy yummy
Accompanied by injera; yummy yummy
Made from teff, smallest grain
Made from teff flour, yummy yummy.*

*Chicken wat, yummy yummy
Beef wat, yummy yummy
Vegetable wat, yummy yummy
Berbere hot spice, yummy yummy
Served on top of injera
Served in a large large large mesob
Yummy yummy yummy yummy.*

(Ivan Twine)

Exercise: Answer these questions.

1. What is Ethiopia's traditional dish?
2. What is served with this dish?
3. List the different varieties of the national dish.
4. How and with what is the food served?

Activity

Write your own poem about *berbere*, describing the ingredients and the preparation process. It should be at least one verse long.

C Writing

LESSON EIGHT

Making *difo dabo* / locally made bread

Activity 1

Describe these ingredients for making *difo dabo*. (wheat flour, salt, small pieces of bread, yeast, water, spices, cooking oil and false banana).

Exercise: Using the ingredients listed in the Activity above, write the method of making *difo dabo*. In case you are not sure, ask your classmates or your teacher.

Activity 2

In groups of three, list the ingredients of any dish of your choice. Discuss the cooking process or method.

LESSON NINE

Poem

Activity 1

Describe what is happening in the picture.



Exercise 1: Answer these questions.

1. What ingredients are needed to make *injera*?
2. What types of sauce and spices are served with *injera*?
3. What is your favourite traditional meal?

Learn the poem.***Injera***

*Injera is our staple bread
Takes three days to prepare
Made from cereal we call teff
Soft and spongy with tangy taste
Thin and looks like napkin
When you see it the very first time
Very nutritious is our injera
Rich in protein and mineral salts
Carbohydrates, iron and all.*

(Mercy Tim)

Activity 2

Write your own poem about *injera*, how it is served and eaten.

Exercise 2: Complete the following passage with the words in the box.

pieces, school, delivered, zipper, joined, buttons, uniform, measured, fabric, on

When a school uniform is needed, the _____ store is visited by my mother and I. The _____ is purchased and taken to the tailor. My height, waist and shoulders are _____ in order to cut out patterns to sew. Next, the _____ of the fabric are _____ together by the tailor. Buttons are sewed _____ the shirt after button holes are made. Finally, a _____ is sewed on the skirt. The uniform is then _____ to me so I can wear it on my first day of _____.

LESSON TEN**Vocabulary network****Activity**

Work in groups of four. Discuss the foods that are processed from milk and meat. Write them in your exercise book.

Exercise 1: Classify the foods. Match them with their general names.

cheese, milk, greens, butter, beef, lamb, yoghurt, garlic, tomatoes, cabbage, apples, bananas, steak, beef, minced meat.

Fruits and vegetables	
Dairy products	
Meat products	

Exercise 2: The following adjectives describe food. Match the ones in **A** with their opposites in **B**.

A

1. tasty
2. sweet
3. slimy
4. raw
5. uncooked

B

- bitter
- ripe
- crunchy
- bland
- cooked

Exercise 3: Make a vocabulary network using the example below about dairy products and meat products.

collecting → washing → cutting → blending → adding flavour → packing

Exercise 4: How many vegetables do you know? List them down in your exercise book.

Example: Describe a carrot.

1. What does it taste like?
2. What colour is a carrot?

The information about the carrot can be presented in a table like this.

Vegetable	Juice	Taste	Colour
carrot	carrot juice	bland	orange

Exercise 5: Complete the following table for the fruit/vegetable words and form sentences to describe each fruit.

Fruit/vegetable	Taste	Colour
Oranges		
Pawpaws		
Passion fruits		
Pineapple		
Lemon		

LESSON ELEVEN**Making a funny mask for a child****Activity 1**

Write clear instructions on how to make a funny mask for a child.

You will need	What to do
pencil	draw
paper	fold
scissors	cut
thread	thread
crayons	colour

Exercise : Make a mask based on the instructions you have written.

Activity 2

Work with a partner. Name and discuss the use of each item below in the Ethiopian coffee making process.

