Unit One: Hobbies and Crafts

1.1. Grammar

1.1.1. Simple present tense

- **Active and passive forms**

Active form of Simple present tense *Subject + V1 (first form of the main verb)*	*Passive form of Simple present tense* *Subject + am/is/are+V3 (past participle form of the main verb)*
E.g., I write a letter. ***She speaks English fluently.***	***E.g., A letter is written by me.*** ***English is spoken fluently by her.***

- **Uses of simple present tense**

1. **Express habitual action**

Example

a. My father goes to his office every morning.
b. They usually **play** football on Sunday.
c. Aster rarely **visits** her sick grandmother.

2. **Express general truth or scientific facts**

Example

a. The earth **rotates** round the sun.
b. The sun **rises** in the east and sets in the west.
c. Water **boils** at 100° Celsius.

3. **Express predetermined events in the future**

Example

a. The bus leaves for Addis tomorrow.
b. Hurry up! The train **departs** in 5 minutes.
c. When **does** the meeting **begin**?

4. **Express instructions and directions**

Example

a. Open the window.
b. Do not disturb the class.
c. To start the machine, **press** the yellow button.

1.1.2. Present progressive tense

Active and passive forms

Active form of present progressive tense *Subject + am/is/am + progressive form of the main verb*	*Passive form of present progressive tense* *Subject + am/is/are+being + V3 (past participle form of the main verb)*
E.g., I am writing a letter. ***We are taking the remedial courses.***	***E.g., A letter is being written by me.*** ***The remedial courses are being taken by us.***

Uses of present continuous tense

1. **Express an action happening now. It often used with words and phrases like now, at this moment, today, this month, this week.**

Example

a. I am learning English. (Now at this moment)

b. Almaz: Where are you going?
   Fatuma: I am going to school.
c. My brother is playing football (right now).

2. **Express future planned actions**

Example

a. They are going to study medicine next year.
b. I am meeting my friend tomorrow.
c. New Bus is coming next month.

1.1.3. Present perfect tense

Active and passive forms

Active form of present progressive tense *Subject + has/have +V3*	*Passive form of present progressive tense* *Subject + has/have + been + V3*
E.g., She <u>has written</u> a letter. ***We <u>have taken</u> the remedial courses.***	***E.g., A letter <u>has been written</u> by her.*** ***The remedial courses <u>have been taken</u> by us.***

Use of present perfect tense

1. ***Express a previous experience with no time reference***

Example

a. He has visited Lalibela .
b. Have you been there?
c. We have never seen the heaven.

2. ***Express a continuing situation with 'since' or 'for'***

Example

a. I have worked here since June.
b. He has been ill for 2 days.
c. Dagim has not called **since** February.

3. **Express a previous action that caused the present situation**
   When the present situation is the result of the previous action

Example

a. I have eaten too much. (Now am stuffed).
b. She has cried for a long time. (Now her eye is reddish).

1.1.4. Simple Future tense

Active and passive forms

Active form of present progressive tense *Subject + will/shall +V1*	*Passive form of present progressive tense* *Subject + will/shall + be + V3*
E.g., She <u>will write</u> a letter. ***We <u>will take</u> the remedial courses.***	***E.g., A letter <u>will be written</u> by her.*** ***The remedial courses <u>will be taken</u> by us.***

- **In the first person, will or shall can be used in statements about future (the meaning is the same)**

Example

a. I will/shall be at home tomorrow.

b. We will/shall have another opportunity soon.

- **'Will' is used to express the future as fact. It also expresses a fact, a definite opinion about future.**

  Example: My father will probably be in hospital for at least two weeks.

- '**Will'** is sometimes used to express willingness.

Example

a. Ali will translate it for you. He speaks Amharic.

b. I will sit on the floor. I don't mid.

c. I will not put up with this nonsense.

d. The doctor will not came at this time of emphatic refusal.

- **Will is used in offers, promises, invitation and request.**

Example

1. I will hold the door open for you. **Offer**
2. I will do my best to help you. **Promise**
3. Will not you sit down? **Invitation**
4. Will you do something for me? **Request**

- **Shall is used to ask for permission or suggestions.**

Example

a. Where shall I put these flowers?

b. What shall we do this weekend?

c. Shall I open the door open for you?

- **'Be going to' is used in future tense to express present intention, prediction, comparison, plans or arrangements.**

Example

a. It is ten already. We are going to be late. **Intention**

b. This fence is going to be fall down soon. **Intention**

c. It is going to rain. Look at those clouds. **Prediction**

d. One day the sun is going to cool down. **Prediction**

e. The flats are going to be for the old people. **Comparison**

f. We are going to eat out tonight. **Plan**

g. I am going to do some walking. **Arrangement**

1.1.5. Verb forms

1.1.5.1. Regular verbs

Regular verbs are verbs that follow the standard grammar rules of adding "-ed" or "-d" to form the past tense and past participle forms.

Regular verbs are called such because they are predictable: both the simple past and the past participle forms add –**ed or -d** to the infinitive form of the verb.

Infinitive form	**Simple Past**	**Past Participle**
to want	wanted	wanted
to close	closed	closed
to believe	believed	believed

Base	**Simple present**	**Past participle**
Control	Controlled	Controlled
Kill	Killed	Killed
Gather	Gathered	Gathered
Greet	Greeted	Greeted
Cheat	Cheated	Cheated
Park	Parked	Parked
Want	Wanted	Wanted
Retire	Retired	Retired
Snore	Snored	Snored
Construct	Constructed	Constructed
Race	Raced	Raced
Help	Helped	Helped
Select	Selected	Selected
Enjoy	Enjoyed	Enjoyed
Explain	Explained	Explained
Divide	Divided	Divided
Lie	Lied	Lied
Stare	Stared	Stared
Talk	Talked	Talked
Yell	Yelled	Yelled
Worry	Worried	Worried
Damage	Damaged	Damaged
Push	Pushed	Pushed
Copy	Copied	Copied
Borrow	Borrowed	Borrowed
Jump	Jumped	Jumped
Offend	Offended	Offended

Assist	Assisted	Assisted
Kiss	Kissed	Kissed
Paint	Painted	Painted
Travel	Travelled	Travelled
Question	Questioned	Questioned
Start	Started	Started
Harass	Harassed	Harassed
Thank	Thanked	Thanked
Destroy	Destroyed	Destroyed
Warn	Warned	Warned
Study	Studied	Studied
Bury	Buried	Buried
Hate	Hated	Hated
Clean	Cleaned	Cleaned
Earn	Earned	Earned
Like	Liked	Liked
Deliver	Delivered	Delivered
Create	Created	Created
Boil	Boiled	Boiled
Identify	Identified	Identified
Cheer	Cheered	Cheered
Change	Changed	Changed
Dance	Danced	Danced
Confess	Confessed	Confessed
Behave	Behaved	Behaved
Wink	Winked	Winked
Appreciate	Appreciated	Appreciated
Joke	Joked	Joked

Complain	Complained	Complained
Challenge	Challenged	Challenged
Smoke	Smoked	Smoked
Establish	Established	Established
Announce	Announced	Announced
Irritate	Irritated	Irritated
Move	Moved	Moved
Walk	Walked	Walked
Admit	Admitted	Admitted
Rub	Rubbed	Rubbed
Attack	Attacked	Attacked
Reply	Replied	Replied
Compare	Compared	Compared
Marry	Married	Married
Kick	Kicked	Kicked
Estimate	Estimated	Estimated
Phone	Phoned	Phoned
Collect	Collected	Collected
Bake	Baked	Baked
Beg	Begged	Begged
Love	Loved	Loved
Return	Returned	Returned
Punch	Punched	Punched
Offer	Offered	Offered
Achieve	Achieved	Achieved
Ask	Asked	Asked
Arrive	Arrived	Arrived
Remember	Remembered	Remembered
Allow	Allowed	Allowed
Agree	Agreed	Agreed
Advise	Advised	Advised
Adopt	Adopted	Adopted
Murder	Murdered	Murdered
Count	Counted	Counted
Pray	Prayed	Prayed
Purchase	Purchased	Purchased
Listen	Listened	Listened
Scold	Scolded	Scolded
Cry	Cried	Cried

Pull	Pulled	Pulled
Measure	Measured	Measured
Pick	Picked	Picked
Chew	Chewed	Chewed
Need	Needed	Needed
Call	Called	Called
Argue	Argued	Argued
Wait	Waited	Waited
Visit	Visited	Visited
Use	Used	Used
Type	Typed	Typed
Trouble	Troubled	Troubled
Approve	Approved	Approved
Accept	Accepted	Accepted
Clap	Clapped	Clapped
Exercise	Exercised	Exercised
Play	Played	Played
Admire	Admired	Admired
Employ	Employed	Employed
Cycle	Cycled	Cycled
Fry	Fried	Fried
Drag	Dragged	Dragged
Laugh	Laughed	Laughed
Print	Printed	Printed
Guess	Guessed	Guessed
Expand	Expanded	Expanded
Introduce	Introduced	Introduced
Interrupt	Interrupted	Interrupted
Relax	Relaxed	Relaxed
Open	Opened	Opened
Brush	Brushed	Brushed
Punish	Punished	Punished
Obey	Obeyed	Obeyed
Add	Added	Added
Encourage	Encouraged	Encouraged
Chase	Chased	Chased
Hope	Hoped	Hoped

1.1.5.2. Irregular verbs

Irregular verbs are verbs that use completely original words for their different verb forms (simple past and past participle) when they are the main verb of a sentence.

Irregular verbs are verbs that do not follow the normal patterns for tense and past participle. While most English regular verbs use the ending "-ed" for the past tense and participle forms, irregular verbs each have their own unique tense forms and past participles.

Irregular verbs do not use -ed or –d and are not predictable. The simple past and past participle forms must simply be learned.

Some of the common English irregular verbs:

Base	**Simple Past Tense**	**Past Participle**
arise	arose	arisen
awake	awoke	awoken
be	was/were	Been
bear	bore	Borne
beat	beat	Beaten
become	became	Become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bid	bid	bid
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dove/dived	dived
do	did	done
draw	drew	drawn
dream	Dreamed/dreamt	Dreamed/ dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	Hung/hanged	Hung/hanged
have	had	Had
hear	heard	Heard
hide	hid	Hidden
hit	hit	Hit
hold	held	Held
hurt	hurt	Hurt
keep	kept	Kept
kneel	knelt	Knelt
know	knew	Known
lay	laid	Laid
lead	led	Led
leave	left	Left
lend	lent	Lent
let	let	Let

lie	lay	Lain
light	lit/lighted	lit/lighted
lose	lost	Lost
make	made	Made
mean	meant	Meant
meet	met	Met
mistake	mistook	Mistaken
mow	mowed	mown/mowed
overtake	overtook	Overtaken
Pay	paid	paid
proofread	proofread	proofread
Put	put	put
quit	quit	quit
read	read	read
reset	reset	reset
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shave	shaved	shaven
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
sneak	snuck/sneaked	snuck/sneaked
sow	sowed	sown/sowed

speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spin	spun	spun
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	wove	worn
weave	wove	woven
weep	wept	wept
wet	wet/wetted	wet/wetted
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

1.1.6. Asking questions

1.1.6.1. Wh- questions

These are called “wh-” questions because they usually start with a question word that begins with the letters “wh.” Sometimes they are also called “open questions.” That is because there are many more possible answers than just yes/no.

Question words for “wh-” questions

Most question words actually do start with “wh-,” with the exception of “how.” Here is a quick review of the question words you should know and when to use them.

1. **What:** Use “what” if you want information about an object or thing.
2. **Which:** This is very similar to “what,” but generally use “which” if there are specific or limited options to choose from.
3. **When:** Use “when” if you want information about a time or date.
4. **Where:** Use “where” if you want information about a place or location.
5. **Who:** Use “who” if you want information about a person.
6. **Why:** Use “why” if you want information about a reason or explanation for something.

Some “wh-” question words start with “how”:

7. **How:** Use “how” if you want information about the way or technique to do something.
8. **How much:** Use “how much” if you want information about quantities of nouns that aren’t countable (like sugar, water, money, etc.).
9. **How many:** Use “how many” if you want information about quantities of things are countable (like people, bottles of water, dollars, etc.).
10. **How often:** Use “how often” if you want information about the frequency of an event.
11. **Other uses for “how”:** You can also use “how” plus an adjective (a descriptive word) if you want information about the degree or amount of an adjective. Examples can include “how tall,” “how beautiful,” “how young,” “how old” and many others.

How to form “wh-” questions

The structure of a “wh- question” is usually like this:

[“Wh-” Question Word/Phrase] + [Auxiliary Verb] + [Subject] + [Main Verb] + [Object or Other Information] +?

Examples of “wh-” questions for tenses with inversion:

Verb Tense	**Direct Question**	**Indirect Question**
Present simple with 'be'	Why is he unhappy?	Can you tell me why he is unhappy?
Present continuous	When is the restaurant closing?	Can you tell me when the restaurant is closing?
Past simple with 'be'	Why was he late for the meeting?	Can you tell me why he was late for the meeting?
Past continuous	What were you doing at 3pm?	Can you tell me what you were doing at 3pm?

Present perfect	Where has Lucy been?	Can you tell me where Lucy has been?
Present perfect continuous	How long has she been living here?	Can you tell me how long she has been living here?
Past perfect	Why had she quit her job before she moved here?	Can you tell me why she had quit her job before she moved here?
Past perfect continuous	How long had she been living here when she met you?	Can you tell me how long she had been living here when she met you?
Future simple with 'will'	When will she start her new job?	Can you tell me when she will start her new job?
Future simple with 'going to'	When is it going to rain?	Can you tell me when it is going to rain?
Future continuous	What time will Lisa be meeting the boss?	Can you tell me what time Lisa will be meeting the boss?
Future perfect	When will he have finished the report?	Can you tell me when he will have finished the report?
Future perfect continuous	How long will he have been studying French when he retires?	Can you tell me how long he will have been studying French when he retires?
Modal verbs	What should we do now?	Can you tell me what we should do now?

'Wh' questions for tenses with 'do / does / did':
Sometimes you want to make an indirect 'wh' question using the present simple of any verb except 'be' or the past simple of any verb except 'be'. Usually these tenses make questions by using 'do / does / did'. However, when we want to make indirect 'wh' questions using these tenses, we do not need 'do / does / did'. Instead, we use a question word and then normal positive sentence word order.

Verb Tense	**Direct Question**	**Indirect Question**
Present simple with any verb except 'be'	Where does David live?	Can you tell me where David lives?
Past simple with any verb except 'be'	Why did Amanda call John yesterday?	Can you tell me why Amanda called John yesterday?

1.1.6.2. Yes/No questions

This type of question is usually the easiest to ask and answer in English. They are called “yes/no questions” because the answer to these questions is generally “yes” or “no.”

How to form yes/no questions

The basic structure for yes/no questions looks like this:

[Auxiliary Verb] + [Subject] + [Main Verb] + [Object or Other Information] +?

Examples of yes/no questions

Yes / no' questions for tenses with inversion:

Verb Tense	**Direct Question**	**Indirect Question**
Present simple with 'be'	Is he Spanish?	Can you tell me if he is Spanish?
Present continuous	Is the restaurant closing now?	Can you tell me if the restaurant is closing now?
Past simple with 'be'	Was he late for the meeting?	Can you tell me if he was late for the meeting?
Past continuous	Were you watching TV at 3pm?	Can you tell me if you were watching TV at 3pm?
Present perfect	Has Lucy been to Mexico?	Can you tell me if Lucy has been to Mexico?
Present perfect continuous	Has she been living here long?	Can you tell me if she has been living here long?
Past perfect	Had she found this job when she moved here?	Can you tell me if she had found this job when she moved here?
Past perfect continuous	Had she been living here long when she met you?	Can you tell me if she had been living here long when she met you?
Future simple with 'will'	Will she start her new job next week?	Can you tell me if she will start her new job next week?
Future simple with 'going to'	Is it going to rain later?	Can you tell me if it is going to rain later?
Future continuous	Will Lisa be meeting the boss later?	Can you tell me if Lisa will be meeting the boss later?
Future perfect	Will he have finished the report by tonight?	Can you tell me if he will have finished the report by tonight?
Future perfect continuous	Will he have been studying French for twenty years when he retires?	Can you tell me if he will have been studying French for twenty years when he retires?
Modal verbs	Should we start now?	Can you tell me if we should start now?

'Yes / no' questions with tenses that use 'do / does / did':
Sometimes you want to make an indirect question using the present simple of any verb except 'be' or the past simple of any verb except 'be'. These tense make direct questions by using 'do / does / did'. When we want to make indirect 'yes / no' questions using these tenses, we need 'if' and we do not need 'do / does / did'.

Verb Tense	**Direct Question**	**Indirect Question**
Present simple with any verb except 'be'	Does David live in London?	Can you tell me if David lives in London?
Past simple with any verb except 'be'	Did Amanda call John yesterday?	Can you tell me if Amanda called John yesterday?

1.1.6.3. Tag questions

Tag questions are used **to confirm information** that you think is correct. They come at the end of a statement.

When should I use tag questions?

If I want to know basic information, I can ask a yes/no question:
Do you speak Chinese?
I can also ask "wh-" questions for more information:
How often do you speak Chinese?
However, if I think something is true, but I am not 100% certain, I can ask a tag question:
*You speak Chinese, **don't you?***
Notice that the structure is very different from the other two types of questions.

How do I form tag questions?

There are two parts: (1) the statement and (2) the tag.

If the statement is positive, the tag is negative:

- *You have seen the new "Star Wars" movie, **haven't you?***

In addition, if the statement is negative, the tag is positive.

- *You have not seen the new "Star Wars" movie yet, **have you?***

The statements and tags should be in the same tense. Both of these examples are in the present perfect. You also need to decide what tag to use. If you have a statement that uses an auxiliary (usually forms of "do," "have," "be" and modal verbs like "can," "might," "will," etc.), then use the opposite auxiliary in the tag.
Here are a few examples:

- *That building was built last year, **wasn't it?***
- *The car wasn't in the garage, **was it?***
- *You will go to the party, **won't you?***
- *It has taken a long time to plan the party, **hasn't it?***
- *It's hot today, **isn't it?***

If there is no auxiliary in the statement, you should use the form of the verb "to do" that matches the tense in the statement in the tag.
For example:

- *You like pizza, **don't you?***

- *His uncle works in the airport,* ***doesn't he?***
- *You went to Bermuda last year,* ***didn't you?***
- *We have not studied tag questions yet,* ***have we?***

1.2. Reading Comprehension
1.2.1. Reading for details

This extract comes from a book called Nosipho and the King of Bones by Ginny Swart. Set in Cape Town, South Africa, the story is about Nosipho, a secondary school student who lives with her mother and her young brother, Mondli. Nosipho's classmate, Phindile, has come to the house and is giving Mondli his first lesson in Karate.

Nosipho sat on the back step and watched as Phindile instructed her brother. "Now in karate, a man needs no weapons except his own body," he began. "Ya! Kick him! I want to learn how to kick people!" shouted Mondli. "Oh no, my friend, that is not the way of a *karataka*," smiled Phindile. "A what?" "That's what a student of karate is called," he explained. "A *karataka* is a man of peace. But he is so well trained and has so much power in his body that whenever he needs it, he can explode with strength and can overcome anybody, even someone three times his own size."

"Explode with strength! I want to be a … what you said," breathed Mondli, his eyes shining.
"Well, I can show you how to begin. But after that you should have proper instruction from the Dan at the Youth Club," said Phindile. "All *karatakas* must learn thirty different fighting exercises. They are called *kata*. Like this!"

He crossed his arms in front of his chest, swung round on his left leg and kicked his right leg as high as his head, giving a loud shout as he did so. "Haiaa!" Without stopping, he brought his right hand up to his chest with the palm flat and held his arm up in a threatening pose. "Haiaa! This is called The Cat," he said. "This shouting is called *kaia*," he explained. "The noise is not made by your throat but comes from your stomach. It helps you push the strength out from your body. Of course, it frightens your opponent too." Mondli held his body stiff and copied Phindile. Soon he was leaping and shouting "Haiaa!" all over the yard. "And so who is this?" Temba came up behind her from the kitchen. "Where did you find this big monkey? And what are these tricks he is doing?"

Nosipho shrank away from her cousin. "His name is Phindile and he's in my class," she answered unwillingly. "He's teaching Mondli how to do karate." "Karate, eh?" She could see that he was impressed. He went back to the kitchen, but she knew that he was still standing there, watching from the window. After a time, Phindile stopped and said, "OK, my man, that's enough for now. You must practise and I will teach you some more next time. If you keep on long enough, one day you'll be able to chop a brick in half with the side of your hand." Temba stepped out and greeted him casually. "That's not bad, bra. Where did you learn those tricks?" "Karate is not tricks. It is self-defense. I'm learning it at the Youth Club." "It could be useful though in a fight. You could kill a man like that."
Nosipho could almost see Temba's brain working as he smiled thoughtfully at Phindile. "Hey, no, karate is not for killing! It's a way to defend yourself if you run into a bad situation." "Hmm," said Temba. "I think I must learn this stuff too. How about a few lessons, bra?" "Sorry," said Phindile briefly. "I don't have the time. I have work to do. But you can learn it at the Youth Club at the Community Centre."

Nosipho walked with Phindile to the gate. “Is Temba your brother?” he asked. “Oh no, he’s my cousin. He is supposed to go and live with his father, but we have not heard a word from him. And he does not send any money for Temba’s food. It’s hard for my mother, but he won’t listen to her.” “Take care with him,” warned Phindile darkly. “I’ve seen him with his friends. They are not good news. And don’t let Mondli hang around with Temba, he will pick up bad habits.” “He already has,” she sighed. “He thinks it’s smart to do no work and act tough.” “I’ll take him down to the Youth Club with me and get him interested,” said Phindile. “Ask your mother if I can do that. There’s a lot going on there to keep him busy and off the street.” “I’ve lived here all my life and I never knew there was a Youth Club,” she said. “My mother would be very pleased if you could get Mondli away from those boys he goes around with.”

A. Answer the questions below and write the answers in your exercise book.

1. Why did Mondli want to learn karate?
2. How did Phindile react to Mondli’s reasons for wanting to learn karate?
3. Why did Phindile say that Mondli should go to karate lessons at the Youth Club?
4. Why is shouting important when you do karate?
5. How did Nosipho know that Temba was interested in what Phindile was doing?
6. What is karate for?
7. Why is having Temba in the house difficult for Nosipho’s mother?
8. Why did Phindile warn Nosipho about Temba?
9. What influence has Temba had on Mondli already?
10. Why does Phindile think the Youth Club will help Mondli?

B. Discuss the following questions with a partner.

1. What do you think Phindile has himself learned from karate?
2. Do you think karate is a good hobby for Mondli? Why?
3. What do you think could happen to Mondli if he does not start going to the Youth Club?
4. What can we learn from the text about the importance of hobbies?

C. **Make two lists: a) of Phindile’s opinions b) of Temba’s opinions and discuss them with a partner. Say whether you agree or disagree with Phindile’s or Temba’s opinions.**

Now say if you agree or disagree with the following statements and the reasons why.

1. Karate is useful in self-defense.
2. Karate would be useful in a fight.
3. *Karatakas* must be well trained.
4. Temba is smart.
5. Temba is a bad influence on Mondli.

Example:

I agree that karate would be useful to defend oneself, but it should not be used to provoke a fight.

1.2.2. Vocabulary in context

The following words have been taken from the text. Choose the correct definitions for each one.

Weapon	**explode**
A. a tool used in gardening	a. to burst with a loud report
B. an instrument to fight with	b. to make something dark
C. something used in dyeing	c. to kill someone

threatening

A. calm and friendly
B. not very friendly
C. meaning to cause harm

stomach

a. the upper part of the body
b. the place where food is digested
c. where food is absorbed into the bloodstream

impressed

A. dented
B. carved
C. strongly influenced

casually

a. done with care
b. done carefully
c. done in a careless way

1.3. Speaking

Part I: What I like doing in my free time

A. You are going to talk about your favorite free-time activity.

Before you start, spend a few minutes thinking about it and consider the following questions:

1. How much time do you spend on it?
2. Do you need special clothing or equipment?
3. How long have you been doing it?
4. How good are you?
5. What do you gain from doing it?
6. Why do you enjoy it?

B. Make a diary of your activities for one week and write about:

1. when you get up
2. what time you go to school
3. what time you finish school
4. when you do your homework
5. when you have some free time
6. What you do in your free time, and your hobbies.

Example:

I always swim in the pool in my free time. I usually knit in the evening.

When you are ready, work in small groups to talk about your activity with the rest of the group. When each person has finished talking, work in pairs to ask questions about each other's diaries and hobbies, using the present simple tense.

Example:

Student A: *What is your main hobby?*
Student B: *Listening to music.*
Student A: *When do you do that?*
Student B: *I usually do it in the evening.*

Part II: Classroom survey

Using the information from the activity above, work in groups to conduct a class survey of hobbies. Create a chart to record the information you have collected under the following headings:

Craft	Sport	Individual activity	Group activity

Work in pairs or groups to analyze the survey and make statements about it, using the Determiners *all / none / most (of) / a few (of)*.

Example:

a. All of the students enjoy reading.
b. None of them like swimming
c. Most of them enjoy walking.
d. A few of them like gardening.

Part III: Agreeing and Disagreeing

You are going to have a class discussion on this subject: *Listening to the radio is a waste of time.*

1. Work in a group with people who have the same opinion as you. In your group do the following:
   - Think of points to support your opinion. For example: *Listening to the radio is important because without it we would not learn about world events.*
   - Think about possible arguments against your viewpoint and what you can say against them. For example, **Argument 1:** *You can waste a lot of time listening to pop music.*
     Argument 2: *Yes, but it gives me pleasure to hear local Ethiopian artists on the radio.*

2. **When everyone is ready, you can begin the class discussion.**
   - Make sure everyone has the chance to speak.
   - Listen carefully to what other people say and question or support what they have said.
   - Keep the discussion going – do not wait in silence for other people to speak.
   - Use some of these expressions:

In my opinion …
I think …
I would like to say that …
What do you think?
I am sorry I do not agree.
I agree / disagree.
I agree with you but …
I do not see it like that.
You are absolutely right.
That is / is not true.
Yes, but don't you think …?
I am sorry but you are wrong.

1.4. Writing

Part I: Keeping a diary

A diary is a record of your daily activities. This is Moges's diary for last week. Read it and answer the questions below.

Monday 14th August	*Went to visit my cousin Halima.* *Fetched water from the well.*
Tuesday 15th August	*Played football in the afternoon.* *Went to the market with Mother.*
Wednesday 16th August	*Played with my friend Ibrahim in the morning.* *Helped Mother change the wheel of the car.*
Thursday 17th August	*Helped my cousin Abel mend the puncture on his bicycle.* *Went to the football match with him in the afternoon.*
Friday 18th August	*Helped weed the garden.* *Went to pray in the mosque with Father.*
Saturday 19th August	*Fell out of a tree and broke my arm.* *Father took me to the clinic.*
Sunday 20th August	*Stayed at home and played with my sister.* *Visited my grandparents in the afternoon.*

1. On which day did Moges play football?
2. When does Moges go to the mosque?
3. What was the date when Moges went to the football match?
4. Where did Moges go last Monday?
5. Did Moges help his father on 20 August?

Look at Moges's diary again and create your own diary for last week. Write the day of the week and the date on the left side of the page. Write what you did each day on the right side. Work in pairs to ask and answer questions about each other's diaries.

Example:

Student A: *What did you do last Monday, Gebre?*

Student B: *In the morning, I went to school. In the afternoon I ...*

Write one or two paragraphs about what your partner did during the week.

Assessment

- Speaking
- Writing

Revision Questions

Unit Two: Moral Education and Personal Responsibility

2.1. Listening Skills: The Story of an Orphan

1. Your teacher will read you a tree story, written by Pamela A aged 13, taken from shattered innocence: Testimonies of children abducted in northern Uganda. Listen, and note down Pamela's main problems, then discuss them with your group.
2. One of your groups will now present your opinions to the class who will ask questions about your group's conclusions.

2.2. Grammar

2.2.1. Simple past tense

Active and passive forms

Active form of Simple present tense *Subject + V2 (simple past form of the main verb)*	*Passive form of Simple present tense* *Subject + was/were+V3 (past participle form of the main verb)*
E.g., I <u>wrote</u> a letter.	***E.g., A letter <u>was written</u> by me.***

Use of simple past tense

A. Completed Action in The past

Example

1. I saw a movie **yesterday.**
2. I didn't go to school **last Friday.**
3. **Last year**, I traveled to China.
4. The World War II ended **in 1945**.

B. A series of Completed Actions

Example:

1. I **finished** work, **went** home, **had** a shower and **went** to bed early.
2. He **arrived** from the airport at 9:00, **checked** into the hotel at 10:00, and **met** the others at 11:00.

C. Single Duration

1. I lived in AA **for 5 years, from 2011 to 2013**. (I don't live there anymore)
2. Ali studied English **for 3 years**.
3. We talked on the phone **for 30 minutes**.
4. **How long** did they wait for the bus?

D. Habits in the past

1. My father **took** me to the Langano **every Sunday.**
2. He played the piano **whenever he was at home**.
3. He **usually worked** at a restaurant after school.

2.2.2. Past continuous tense

Active and passive forms

Active form of Simple present tense *Subject + was/were + progressive form of the main verb*	*Passive form of Simple present tense* *Subject + was/were+being + V3 (past participle form of the main verb)*
E.g., I <u>was writing</u> a letter.	***E.g., A letter <u>was being written</u> by me.***

Use of past continuous tense

A. An action over a past period

We use the past continuous for an action over a period of past time, something that we were in the middle of.

Example:

1. At quarter to eleven, I **was walking** home.
2. **I was not sleeping,** so I got up.
3. I looked into the room. All the old people **were watching** television.

B. Past continuous and past simple

Example:

1. Abebe **was washing** his hair when the doorbell **rang.**
2. I **had** a sudden idea when I **was waiting** in a traffic queue.
3. The sun **was shining** when the campers **woke.**

2.2.3. Past perfect tense

Active and passive forms

Active form of Simple present tense *Subject + had + V3*	*Passive form of Simple present tense* *Subject + had + been + V3 (past participle form of the main verb)*
E.g., I <u>had written</u> a letter.	***E.g., A letter <u>had been written</u> by me.***

Uses of past perfect tense

1. **Used to talk about time up to a certain point in the past.**

Example

a. She had published her first poem by the time she was eight.
b. We had finished all the water before we were halfway up the mountain.
c. Had the parcel arrived when you called yesterday?

2. **Used to express the earlier of two past actions (past in the past)**

We can use the past perfect to show the order of two past events. The past perfect shows the earlier action and the past simple shows the later action. It can be used with ‘when’, ‘before’, ‘after’.

Example

a. When the police arrived, the thief had escaped**.**
b. The bus had already left when I arrived at the bus station.
c. *They left before I had spoken to them.*
d. *Sadly, the author died before he'd finished the series*

2.2.4. Conditional sentences

Conditional Sentences are Conditional Clauses or If Clauses. They are used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled. There are four types of Conditional Sentences: zero condition, type I, II, III.

1. Zero Condition/possible condition

This condition shows a possibility that will occur sometime in the future. It is used to express a general truth or a scientific fact.

If clause	**Main clause**
If + subject + simple present (V1)	Subject + simple present (V1)
E.g. **If we heat an ice,** it melts. ***If you** heat **water to 100°, it** boils.*	

2. Conditional Type I: Likely/ Probable condition

We use the conditional type I, to talk about a realistic situation in the present or future. It is Used when it is possible and also very likely that the condition will be fulfilled.

If clause	**Main clause**
If + subject + simple present (V1)	Subject + will/shall/can/may + simple present (V1)
E.g. If I find her address, I will send her an invitation. If I don't see him this afternoon, I will phone him in the evening. If John has the money, he will buy a Ferrari **Unless = If not…** ***E.g. Unless** you **hurry up**, you **will not** catch the bus.* *We'll stay at home **unless** the weather **improves**.*	

Activity:

Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (send) …….this letter now, she (receive) ……. it tomorrow.
2. If I (do) ……this test, I (improve) ……my English.

3. If I (find) …….your ring, I (give) ……..it back to you.
4. Peggy (go) …….shopping if she (have) ……..time in the afternoon.
5. Simon (go) ……to London next week if he (get) ……a cheap flight.

3. Conditional Type II: Improbable/unlikely/unreal condition

We use the conditional type II to talk about improbable or unreal situations in the present or future.

If clause	**Main clause**
If + subject + simple past (V2)	Subject + would/could/ + simple present (V1)
E.g. If I had more time, I would exercise more. (But I do not have more time so I do not.) If I were rich, I would spend all my time travelling. (But I am not rich so I cannot.) If I found her address, I would send her an invitation. If I were you, I would not do this. If I were a bird, I would fly.	

Activity 1: Conditional Type II

Complete the Conditional Sentences (Type II) by putting the verbs into the correct form.

1. If we (have)…….. a yacht, we (sail) …… the seven seas.
2. If he (have) …….. more time, he (learn) ……..karate.
3. If they (tell) ……their father, he (be)……. very angry.
4. She (spend)…… a year in the USA if it (be) …….. easier to get a green card.
5. If I (live) ……on a lonely island, I (run) ……..around naked all day.

3. Conditional Clause Type III: Impossible condition

We use the conditional type III to talk about impossible situations, in the past. We often use the third conditional to describe regrets. It indicates that an action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

If clause	**Main clause**
If + subject + past perfect (had + V3) or Had + Subject +V3	Subject + would/could/ + have + V3
E.g. If we **had left** earlier, we **would have arrived** on time. If you **had not forgotten** her birthday, she **would not have been** upset. If they **had booked** earlier, they **could have found** better seats. If I **had not learnt** English, I **would not have got** this job.	

2.2.5. Modal auxiliaries

Modal verbs are special verbs which behave very differently from normal verbs. Here are some important differences:

1 Modal verbs do not take -s in the third person.
Examples:
- He can speak Chinese.
- She should be here by 9:00.

2 You use *not* to make modal verbs negative, even in Simple Present and Simple Past.
Examples:
- He should not be late.
- They might not come to the party.

3 Many modal verbs cannot be used in the past tenses or the future tenses.

Common Modal Verbs include *can, could, may, might, must, ought to, need to, should, shall* and *will*.

- *can* and *could* are used to express **ability**:
  We *can come* to your party tonight.
  He *could cut* the grass this evening.
- *may* and *might* are used to express **possibility**:
  We *may come* to your party tonight.
  He *might cut* the grass this evening.
- *must* and *ought to* are used to express strong **necessity**:
  We *must come* to your party tonight.
  He *ought to cut* the grass.
- *should and need to* expresses a **strongly recommended** action. It shows something is desirable but the choice is yours.
  You should come to my party tonight.
  He *needs to cut* the grass this evening.
- *shall* and *will* express **firm intention**:
  We *shall come* to your party tonight.
  He *will cut* the grass tonight.

1. **Work in pairs to make sentences with these modals:**

When I am twenty-one, I	can could may might shall will ought to must should	join the army go to university get a job get married go abroad move to Addis Ababa	but I am not sure. I am quite certain about it.

2. **Make sentences giving your advice on what Welansa should or could do, using the modals in the above both.**

Example:
Welansa ought to tell her parents about her problems.

2.3. Speaking

Part I: Using so and neither

We use 'so…I' in a positive sense to show that we feel the same way as another person, or have performed the same action.

Example:

- I like tennis. So do I.
- I watch the news every day. I do too.

We use 'neither…I' and 'do not …either in a negative sense that we feel the same way as another person, or have performed the same action.

Example:

- I do not like tennis. Neither do I.
- I do not watch television every day. I do not either.

Activity

Work in pairs to choose the correct answer for the following sentences

1. I am from Ethiopia. a/ So do I b/So am I c/ Neither am I d/Neither do I
2. I like 'Injera'. a/ So did I b/I don't c/Neither was I d/Neither did I
3. I am not happy. a/ So was I b/So did I c/neither was I d/Neither am I
4. I do not like coffee. a/ I do b/ So did I c/Neither am I d/Neither was I
5. I would like a coffee, please. a/ So do I b/So had I c/So would I
6. I want one. a/ I don't b/Neither do I c/Neither did I
7. I am staying in tonight. a/So will I b/ So am I c/Neither did I
8. I was shocked. a/ So was I b/ Neither was I c/ I was
9. I found it very hard. a/ So do I b/ So did I c/ So would I
10. I do not like it. a/ So do I b/ I do c/ I don't either

Part II: Apologizing

1. **How would you say sorry to someone? Look at these expressions:**

   Sorry, I did not mean to…
   I am sorry but…
   I apologize for…
   I hope you will forgive me but …
   I seem to have made a mistake. I am really sorry.
   I am sorry for the misunderstanding…
   I hope you will…
2. **Use these expressions in sentences, which your teacher will write on the board. Do you know any other ways of apologizing to someone?**
3. **Work in small groups. Your teacher will give each group a situation card. Prepare a short play based on the situation using appropriate expressions of apology**
4. **The class watches the role-play and discusses the issues involved.**

2.3. **Reading Comprehension: A Difficult situation**

A. This story is an extract from The African Child by Camara Laye. It is a memory of life in a small town in Guinea, West Africa, in the 1930s. It concerns bullying of young boys by older students at the school.

I still remember – my hands and my fingernails. Still remember! – What used to be waiting for us on our turn to school from the holidays. The guava trees in the schoolyard would be in full leaf again. and the old leaves would be lying in scattered heaps. In places there were even more than just heaps of them. It would be a muddy sea of leaves.

'Get all that swept up!' the head master would tell us. 'I want the whole place cleaned up at once!'

'At once!' there was enough work here, hard work too, to last us for over a week. Especially since the only tools with us were provided were our hands, our fingers, and our nails.

'Now let us see that it is done properly, and be quick about it,' the headmaster would say to the older pupils, 'or you will have to answer for it!'

So at an order from the older boys, we would all line up like laborers about to reap a field, and we would set to work like slaves. In the schoolyard itself, it was not too bad: the guave trees fairly well spaced; but there was one part where the closely planted trees grew in a tangle of leaves and well spaced. The sun could not penetrate here, and there was a smell of decay even in fine weather.

If the work was not going as quickly as the headmaster expected, the big boys, instead of giving us a helping hand, used to whip us with branches pulled from the trees. Now guava wood is very flexible and the whips used to whistle as they moved through the air, or backs felt as though they were on fire. Our skin stung and tears fell from our eyes and splashed on the dead leaves at our feet.

In order to avoid these blows, we used to bribe our tyrants with the delicious corn cakes, which we used to bring from our midday meal. In addition, if we happened to have any money on us, the coins changed hands at once. If we did not do this because we were afraid of going home with an empty stomach or an empty purse, the blows would be even harder. They were administered with such violence that even a deaf man would have understood that we were being beaten not so much to speed up the work, but rather to make us give up our food and money.

Occasionally, one of us, worn out by such cruelty, would have the courage to complain to the headmaster. He would, of course, be very angry, but the punishment he inflicted on the older boys was nothing compared to what they had done to us. And the fact is that however much we complained, our situation did not improve at all. Perhaps we would have told our parents what was going on, but somehow we never dreamed of doing so; I do not know whether it was our pride or loyalty to the school that kept us silent, but I can see now that we

were foolish to keep quiet. Such beatings were utterly foreign to our people nature, and our passion for independence as equality.

B. Choose the best way to complete this statement about the text.

1. The schoolyard was in a very untidy condition because:
    a. It had not been maintained during the holidays.
    b. The guava trees had lost their old leaves.
    c. The older boys had not done their work properly.
    d. Both of the reasons given in a and b.
2. The headmaster saw that the work was done properly by:
    a. providing tools.
    b. Making the boys line up like laborers in a field about to reaped.
    c. Threatening the older boys with punishments if the work was not done.
    d. Making the boys work like slaves.
3. The main reason why the big boys beat the smaller ones so viciously was:
    a. To make sure they did their work.
    b. To persuade them to hand over parents.
    c. To make sure that the headmaster would not punish them.
    d. Because they liked doing it.
4. We can understand that it was pointless to complain to the headmaster about the bullying because:
    a. He would not believe the complaints.
    b. It only made the older boys behavior even worse.
    c. His punishments were not hard enough to stop their activities.
    d. He did not do anything to stop the older boys.
5. The younger boys did not complain to their schoolmates:
    a. Because they were loyal to their schoolmates.
    b. Because they were too proud.
    c. Because they were too frightened to so do.
    d. We do not really know.

C. **Vocabulary in context**

Choose the correct definitions of these words as they are used in the text.

1. Scattered a/ dropped and spread over an area b/placed in position c/partly covered d/cut up
2. **A tangle** a/ a small quantity b/a wall c/a small forest d/a thick mass
3. **Penetrate** a/ come out b/ shine on c/ enter d/ be seen
4. **Decay** a/leaves lying on the ground b/ the soil c/ the fruit of the guava tree d/ what happens to plants and animals after they die

5. Tyrant

A/ someone who uses their power over others in a cruel way

B/ someone who steal things

C/ someone who bribes people

D/ someone who does not care about other people