

# I like reading!

## Part A

### Objectives

By the end of this part of Unit 3 you will be able to:

- talk about what you read every day
- listen and classify different kinds of stories
- increase your vocabulary about things you read
- listen to a traditional story and identify the key elements
- re-tell the story in your own words
- practise using verbs followed by gerund + *ing* or infinitive + *to*
- use reported speech
- read some texts for enjoyment
- use unreal conditional sentences
- practise your pronunciation
- write a story
- practise some verb patterns
- discuss the best way to learn and remember grammar

### A3.1 Introduction: What kinds of things do we read every day?

- 1** Match the pictures with the names.  
Write them in your exercise book.

**Example:**

1 novel = e

2 textbook

3 road sign

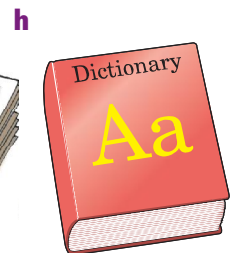
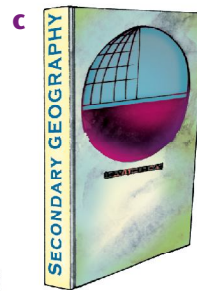
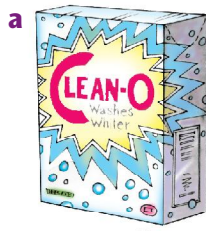
4 packet of washing powder

5 sign

6 dictionary

7 medicine

8 newspaper



**2** Now match the things we read with these reasons for reading them.

- a To find out how much we need to take.
- b For enjoyment.
- c To find out if we can walk or sit there.
- d To find out what is going on in our country and the world.
- e To study in class or do our homework.
- f To find out how far we can drive.
- g To find out what's inside the box.
- h To find out the meaning of words.

**3** Work with a partner and talk about the things you read every day.



**A3.2 Listening:** Talking about stories

**1** How many different kinds of stories do you know? Your teacher will list your suggestions on the board.

**2** Listen to your teacher who will describe the different kinds of stories. Match the descriptions to the words on the board. Write the answers in your exercise book.

**A3.3 Language focus:** Conditional sentences

In Grade 9 we learned about *If ...* sentences using the following pattern:

- to talk about things which are very unlikely, unreal or impossible:

*If I had a lot of money, I would buy my mother a car.*

We can also use this form to talk about present or future situations.

- We use *were* instead of *was* as the past tense of *to be* after *if*.

*If I were you, I would wash that cut on your foot.*

Notice the structure:

Dependent clause	Main clause
<i>If ... past tense</i>	<i>... would ...</i>

Work in pairs to complete the following sentences. Each person should complete the sentences with different alternatives.

**Example:**

A: *If I were rich I would buy a car.*

B: *If I were rich I would visit America.*

- 1 If I had a car ...
- 2 If I saw a crime ...
- 3 If I knew how to cook ...
- 4 If I became a policeman ...
- 5 If I win a lot of money on the lottery ...

**A3.4 Increase your word power:** What do you read?

**1** Copy the chart below into your exercise book, and complete it with the words in the box.

detective	computer	heroine	horse	princess	body
gun	stranger	spaceship	kiss	poison	saddlebag
planet	cowboy	clue	wedding	space	

Crime	Romance	Western	Science fiction
<i>detective</i>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**2** Can you add any more examples to these lists?

**3** Discuss in your group which kind of story you like to read and why.

**4** Imagine you were a character in one of these stories. Tell the class what you would do, using *If ...*

**Example:**

*If I were a detective, I would interview the possible suspects.*



**A3.5 Listening:** Ben and the Devil

**1** Listen to the first part of the story of *Ben and the Devil*.

- 1** Choose a sentence to complete the first section of the story.
  - a** His wife was so cross that she decided to run away.
  - b** Suddenly he saw a dark stranger standing in front of him. It was the Devil himself.
  - c** ‘You should not call on the Devil,’ his wife said. ‘You should work harder.’
- 2** Choose a sentence to complete the second part of the story.
  - a** On the anniversary of the day that Ben had received the gold, the Devil reappeared.
  - b** Ben and his wife grew fat and lazy and Ben never had to work again.
  - c** Ben had spent all his money. He hoped the Devil would give him some more.
- 3** Choose a sentence to end the story.
  - a** They had many children and lived in a big house with many servants.
  - b** Ben’s wife never complained again so Ben was a happy man.
  - c** Years later when the shop was pulled down, they built a hotel called ‘The Disappearing Devil’.



- 4 Listen to the story of 'Ben and the Devil' again, then read the following statements about the story and decide if they are true or false.
- 1 The storyteller did not know the name of the hotel.
  - 2 On that spot there used to be a garage.
  - 3 Ben was a shoemaker all his life.
  - 4 Ben's father was a tailor.
  - 5 Ben's wife was always happy.
  - 6 He was 21 when the Devil first visited him.
  - 7 Ben got his pot of gold seven years later.
  - 8 Ben was 47 when the Devil returned.
  - 9 A cow kicked the Devil back to hell.
  - 10 When they built the hotel they called it 'The Disappearing Devil'.



### A3.6 Speaking: Re-tell the story

- 1 Work in pairs to tell each other the story of *Ben and the Devil*.
- 2 In groups, discuss what you think of Poor Ben.  
Was he a good and wise man? Do you think he should have sold his soul to the Devil? If you didn't have any money, would you do what Poor Ben did? Does having a lot of money make you happy? Make notes of your discussion, then hold a debate on the motion "It is better to have health than wealth".
- 3 In your group, make a list of some other traditional stories, then choose one to re-tell to the class.

### A3.7 Language focus: Verb patterns

In Grade 9 we saw that when one verb is followed by another, the form of the second verb may be in the **ing** form or **to** form. Which form is used depends on the first verb.

- 1 Some verbs are always followed by a **gerund (-ing) form**.
  - Have you *finished using* the computer?
- 2 Some verbs are always followed by an **infinitive** with **to**. The **infinitive** is used to show purpose (why you are doing something).
  - Her husband *wants to reach* Harar before dusk.
- 3 With some verbs, both are possible, and sometimes it doesn't make much difference which you use:
  - The child *started to drink* the glass of milk.
  - The child *started drinking* the glass of milk.
- 4 Some verbs can be followed by an object and the **to** form of another verb:
  - All of these products *have helped farmers to grow* more.

- 1 Listen to the story of *Ben and the Devil* again, and write down any of these verb patterns that you hear.

**2 Complete the sentences with the correct form of the verb in brackets in the -ing form or to form. Write them in your exercise book.**

- 1 I want (*visit*) Debre Damo.
- 2 I like (*eat*) ice cream on very hot days.
- 3 I'm very sorry, sir, I forgot (*do*) my homework.
- 4 Would you like (*dance*)?
- 5 Our teacher doesn't allow us (*shout*) in class.
- 6 I feel like (*change*) my hairstyle.
- 7 The bus avoided (*hit*) the child who ran into the road.
- 8 I am teaching my little brother (*swim*).
- 9 The speaker went on (*talk*) about his school days for half an hour!
- 10 Please remind me (*buy*) some rice on the way home.

**3 Work in groups to re-tell a traditional story using these verb patterns as much as possible.**

### A3.8 Language focus: Reported speech

Reported speech is a report of someone's actual words (direct speech). For example:

Direct speech: 'I enjoy reading novels,' Berihun said.

- **Reported statements:** Berihun said that he enjoyed reading novels

Note the changes: *direct speech*      *reported speech*  
 enjoy                                  enjoyed  
 I    he

**Reported questions** have the same kinds of changes, but there are a few others as well.

#### **Yes / No questions**

Direct question: 'Are you going to read the novel?'

Reported question: I asked if he was going to read the novel.

**Note:** i) Reported yes / no questions begin with *if* (or *whether*).

ii) The word order changes so that it looks like a statement.

#### **Wh- questions**

'Where are you going to see the play?'

I asked where he was going to see the play.

**Note:** The word order changes so that it looks like a statement.

Instead of *ask* we can use other words to report questions, such as *want to know*, *wonder*, *enquire*.

**1 Make eight reported questions from the table. Write them in your exercise book.**

The teacher	asked wanted to know enquired	what	... people had been to the play.
		where	... the play was on.
		how old	... the pupils were pleased they had seen the play.
		how many	... play they would like to act in.
		if	... the oldest woman in the word was.
		whether	... she was in good health.
			... her children were still alive.

**2** Yesterday you visited your aunt who asked you a lot of questions. Report what she asked to your partner.

**Example:**

- 1 'How are your mother and father?' *She asked me how my mother and father were.*
- 2 'How are you getting on at school?'
- 3 'What subjects are you studying?'
- 4 'Which subject do you like best?'
- 5 'Do you study hard every night?'
- 6 'Will you pass your exams this year?'
- 7 'What do you want to do when you finish school?'

**Reported commands**

The teacher said: 'Continue to work hard.'

*He told the students that they should continue to work hard.*

**Note:** When we report commands we use the *to* form.

We can use reporting verbs such as: *tell, ask, order, persuade, instruct, invite.*

**3** Your mother told you to do a lot of things yesterday. Report her commands to your partner.

**Example:**

- 1 Tidy your room! *My mother told me to tidy my room.*
- 2 Sweep the kitchen floor!
- 3 Go to the market!
- 4 Wash your clothes!
- 5 Prepare the vegetables!
- 6 Bath your baby sister!

**4** Report three things that you were told to do at home yesterday. Write them in your exercise book.

**Example:** *My father told me to turn off the TV and do my homework.*

**5** Report these sentences, using reporting verbs: *ask, order, instruct, invite.* Write them in your exercise book.

- 1 Megertu said to Etenesh, 'Please turn off the light.'
- 2 Gebre said to me, 'Heat the oil before adding the vegetables.'
- 3 Mother said to the children, 'Stop playing at once and come and eat!'
- 4 Makeda said to me, 'Please have lunch with me today.'
- 5 Berihun said to Guyo, 'Lend me your ruler, please.'
- 6 The Headmistress said to all the students, 'Make the whole school tidy and clean for our visitors!'



**A3.9 Reading:** What do you like to read?

**1** Work with a partner and make a list of some well-known writers. Say which one you like best and why.

**2** Choose one of the following texts. Skim the text to get the general idea, then work in groups to complete the following chart, and make a cover design for the story.

Title:

Author:

What the story is about:

Characters:

Where the story is set:

What happens in the story:

Why you should read this:

Type of story:

- a** The following is an extract from Nelson Mandela's autobiography, *Long Walk to Freedom*. It describes his daily life in prison.

We were woken up at 5.30 each morning by the night warder and his bell. He shouted, 'Wake up! Get up!' We were not let out of cells until 6.45. Before that we had to clean our cells and roll up our mats and blankets. We had no running water in our cells and instead of toilets had iron buckets. They had to be thoroughly cleaned in the sinks at the end of the corridor or they smelt very bad.

Breakfast was given to us in our cells. We were given porridge made from maize. We also received a cup of what was described as coffee, but which was in fact ground-up maize. The maize was baked until it was black, then mixed with hot water.

In the middle of breakfast, the guards shouted, 'Fall in! Fall in!', and we stood outside our cells for inspection. Our prison jackets had to be buttoned up and we had to take off our hats as the warder walked by. If we didn't do these things we were punished with either solitary confinement or the loss of meals.

After inspection we worked outside hammering stones until noon. There were no breaks; if we slowed down, the warders shouted at us. At noon, the bell sounded for lunch. For Africans, lunch was boiled maize. We often received *phuzamandla*, which is a drink made from maize and a bit of yeast.

After lunch we worked until four. Then the guards blew whistles and we once again lined up to be counted and inspected. We then had half an hour to clean up. The bathroom at the end of our corridor had two saltwater showers, a saltwater tap, and three large metal buckets, which were used as bathtubs. There was no hot water. We soaped ourselves with the salty water, washing off the dust from the day. We sometimes sang while washing, which made the water seem less icy. This was one of the only times we could have a conversation.

At exactly 4.30, there was always a loud knock on the wooden door, which meant that supper had been delivered. We again received porridge, sometimes with a carrot or piece of cabbage thrown in. Every other day, we received a small piece of meat with our porridge. The meat was mostly gristle.

At 8 pm, the night warder locked himself in the corridor with us. He passed the key through a small hole in the door to another warder outside. The warder then walked up and down the corridor, telling us to go to sleep. When we were quiet, he sat down in the small office at the end of the corridor and slept until morning.

- b** This is an extract from a book called *Halima* by Meshack Asare, a Ghanaian writer. Here Halima, a young girl, is in the market.

**Halima goes to market.**

It was the noise which came first. The banging of hammer on metal, and the shouting of many people. She was not quite there when she heard someone call her name, 'Halima'.

It was her friend who was selling cola nuts and fresh milk.

'Where are you going?' her friend asked. 'You look as if you are going to a wedding and not the market.'

'Sheik and Abdulaye are coming today,' answered Halima. 'It's going to be fun. We are all going to meet them. Everybody will be there.'

Buyers and sellers were arguing noisily around sacks and baskets of grain and beans. There were butchers and tables of spices. There were women too, who sold anything from cloth to silk thread.

Behind them were the dye pits. Men and boys were standing in them up to their waists. The lengths of cloth they had dyed were all around them. Yellow, green, pink, red and deep blue cloths were stretched out to dry.

From nearby came the sound of a hammer. This was her mother's favourite part of the market. She bought many things from here. Like a coalpot, an iron and a copper bracelet. And, of course, Father and the big boys all had knives which were made for them.

Not far from them was the old cobbler. Halima's sandals and purse came from here. As she and Khalifi passed by his stall, the old man called out in his tired voice, 'Sannu Halima!'

'Sannu,' she said and walked on.

Then came the tannery. It made her want to hold her nose shut, but that would be rude. As she watched the animal skins being cleaned, she wondered how anybody could work in such an awful smell. But she knew without the smell there would be no leather. She did not mind the smell of live animals. But the smell of the skins! Eee-ock!



**A3.10 Writing:** Write a story

- 1** Choose one of the following first lines and write a story in two or three paragraphs, using your imagination about the plot.

Once upon a time there was a beautiful princess who lived in a far away land ...

I remember the time when I met Haile Gebrselassie ...

Many tourists who only see a small part of Ethiopia do not understand our customs and culture ...

- 2** Read out your story to your group.

**A3.11 Language focus:** Verb patterns

- 1** Choose one of the stories in Reading A3.9, and write down any examples of the verb patterns we looked at in Language focus in A3.7, i.e. verbs followed by *an infinitive with to* and verbs followed by *a gerund (-ing) form*.



**2** Look at the following verb patterns.**1 Subject + Verb**

This is the simplest kind of sentence. It consists of a subject, a verb, and possibly some adjectives, adverbs, or prepositional phrases. There are no direct objects, indirect objects, or complements.

- Desta speaks fluently. (subject, verb, adverb)
- Many of the class members write well in class. (subject, verb, adverbs) (The “complete” subject is “Many of the class members” – a noun phrase.)

**2 Verb + Subject**

Sentences in English usually have the subject come first, followed by the verb. But when a sentence begins with *there is*, *there was*, *there are*, *there were*, the verb comes first, followed by the subject. The word *There* is never a subject!

- There is a strange shadow in the woods. (verb, subject) (The complete subject is the noun phrase *a strange shadow*, adverb)
- There was no applause after the speech. (verb, subject, adverb)

**3 Subject + Verb + Direct Object**

- Nishan writes stories. (subject, verb, direct object.)
- Lebna helps others at the swimming pool. (subject, verb, direct object, adverb)

**4 Subject + Verb + Complement**

A **complement** is a **word** or group of words that **describe or rename** the subject. Complements follow a linking verb. There are two kinds of subject complements: **1)** noun or pronoun that renames or classifies the subject of the sentence and **2)** adjective that describes the subject of the sentence.

- Mother looks tired. (subject, verb, complement-adjective)
- Some students in the class are engineers. (the noun phrase *Some students in the class* is the complete subject, verb, complement-noun)

**5 Subject + Verb + Indirect Object + Direct Object**

An indirect object tells *for whom* or *to whom*. If the indirect object comes after the direct object (in a prepositional phrase “to \_\_\_” or “for \_\_\_”), the sentence pattern is shown as **S-V-DO-IO**. Pronouns are usually used as indirect objects (but not always).

- I sent her a birthday present. (subject, verb, indirect object, direct object)
- Abel gave his dog a bone. (subject, verb, indirect object, direct object)
- Granny left Seble all of her money. (subject, verb, indirect object, direct object)

**6 Subject + Verb + Direct Object + Object Complement**

This pattern isn’t as common as the others, but it is used. An object complement is a word or group of words that adds information to the direct object. Object complements are nouns or adjectives and follow the object.

- Gebre left the window open during the rain storm. (subject, verb, direct object, object complement, adverb)
- The class picked Kedir as class representative. (subject, verb, direct object, object complement)

**Can you find any of these patterns in your chosen story? Write down examples in your exercise book, for example: *It was the noise which came first.* = 2**

### A3.12 Study skills: Learning grammar

- 1 Children's books are great for looking at how basic grammar is used. Investing in a good quality English dictionary is a good way to improve your knowledge, and your understanding, of English grammar.**  
Work in groups to list the types of ways you can learn grammar, then report your ideas to the class. Your teacher will list these ideas on the board.
- 2 In your groups, decide which strategy you haven't used before or regularly and practise it in the following Units.**
- 3 Discuss with your teacher whether it is all right to make grammatical errors, and what kinds of errors are okay.**
- 4 Start a grammar notebook, similar to your vocabulary notebook, and record grammar rules and examples, for example:**  
**Past continuous;** *form (was / were + -ing), spelling rules (for -ing) words, example sentences, pictures, contrasting with another verb form (example: past simple).*
- 5 Keep a record of your marks for grammar exercises in this Unit and set yourself a grammar goal for the next Unit (example: get higher marks, record examples of a challenging grammar item, etc.).**

## Part B

### Objectives

By the end of this part of Unit 3 you will be able to:

- talk about plays you have seen or know
- read two more texts
- prepare a radio report of an event
- revise reported speech
- read and act a play
- write a play
- use the past perfect tense
- complete a passage using past tenses
- practise some pronunciation
- know the difference between formal and informal letters
- think about reading more widely
- take part in a punctuation auction.

**B3.1 Speaking:** Plays**Work in small groups and talk about:**

- 1 Plays you have seen.
- 2 Plays you have acted in.
- 3 The kinds of plays you like: traditional, modern, serious or funny?
- 4 The experience of acting in front of other people: do you like it or not?
- 5 Films or plays – which do you prefer? Why?

**B3.2 Reading:** Two more texts

- 1 **The Fulani are a people of West Africa. They are traditionally cattle herders and milk is at the centre of their culture. Below is a traditional Fulani poem which describes how they believe the world was founded. Read this poem.**

**The Fulani Creation Story**

At the beginning there was a huge drop of milk.  
 Then Doondari came and he created the stone.  
 Then the stone created the iron;  
 And iron created fire;  
 And fire created water;  
 And water created air.  
 Then Doondari descended the second time.  
 He took the five elements  
 And he shaped them into man.  
 But man was proud.  
 Then Doondari created blindness and blindness defeated man.  
 But when blindness became too proud,  
 Doondari created sleep, and sleep defeated blindness;  
 But when sleep became too proud,  
 Doondari created worry, and worry defeated sleep;  
 But when worry became too proud,  
 Doondari created death, and death defeated worry.  
 But when death became too proud,  
 Doondari descended for the third time,  
 And he came as Gueno, the eternal one,  
 And Gueno defeated them all.

- 2** This simple story by Donna Bailey builds up to the last line which brings the story to a satisfactory conclusion.

### The friendship cake

Once upon a time there was a poor woman who wanted to have a party, but she had no money to make a cake. So she went to her neighbour's house and asked her neighbour, "How much sugar do you have?"

Her neighbour replied, "I have three kilos of sugar, I can give you one kilo to make your cake."

"Thank you," said Weizero Senait, and took the bag of sugar home.

The next day she went to see her mother and asked her, "How much flour do you have?"

"I have six kilos of flour," said her mother. "I can give you two kilos to make your cake." She weighed out the flour on her scales and put two kilos of flour in a bag.

"Thank you," said Weizero Senait, and took the bag of flour home.

The next day she went to visit her aunt. "How many packets of raisins do you have?" she asked.

"I have twenty packets of raisins," her aunt said. "I can give you one packet to make your cake."

"Thank you," said Weizero Senait, and took the packet of raisins home.

Then she went to see the farmer who lived next door. "How many eggs do you have?" she asked the farmer.

"I have 30 eggs," said the farmer. "I can give you a dozen to make your cake."

"Thank you," said Weizero Senait, and she took the eggs home. Then she took a bowl and carefully mixed the sugar, the flour, the raisins and the eggs with some milk from the cow. She put the mixture in a tin and put the tin into her oven to cook.

The next day she invited everyone to her party. She gave everybody a big piece of cake, but still there was plenty left over. "What a big cake!" they all said. "How much did it cost?"

"It cost far more than you could pay for," said Weizero Senait. "It is full of love and kindness. It is called a friendship cake."



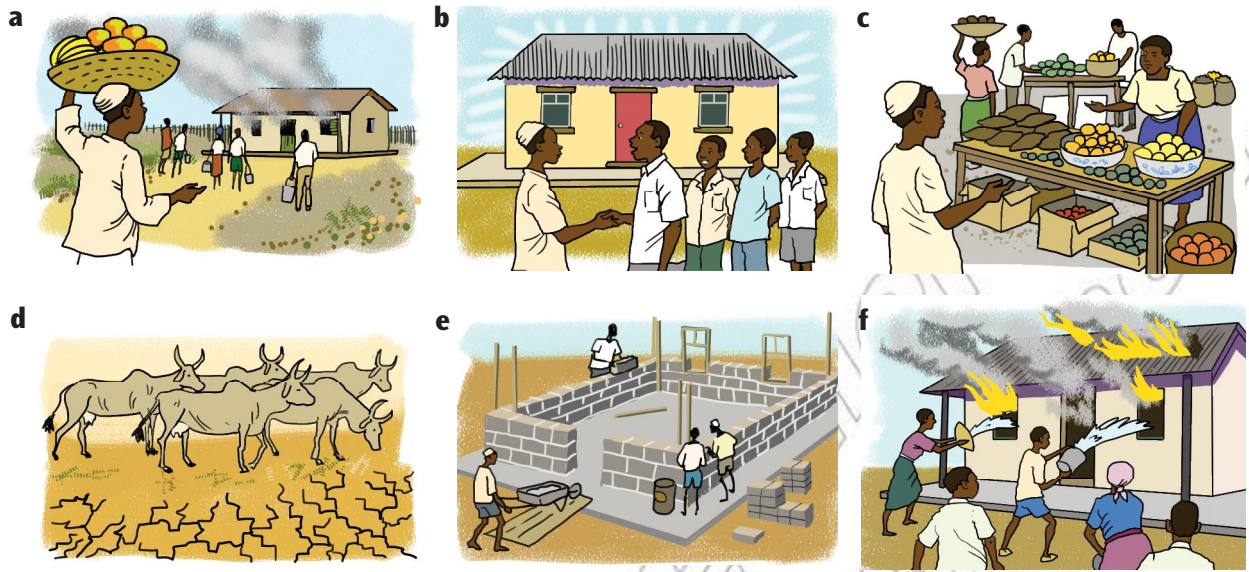
- 3** In this Unit, you have now heard or read five different kinds of texts. Classify each under the headings of:

- 1 Fairy story
- 2 Autobiography
- 3 Myth
- 4 Moral story
- 5 Novel

- 4** Discuss in your groups which of the texts you found the most interesting and why.

- 5** Discuss what other books under each of these headings you would recommend your friends to read.

**6** The pictures tell the story of Ato Surur, but in the wrong order. Put them in the correct order, then tell the story as a dialogue between Ato Surur and a friend, using the social expressions in Exercise 1. Act out your dialogue in pairs.



### **B3.3 Speaking:** A radio report

Work in small groups.

**1** Learn these social expressions for giving a report:

- First of all ...
- To begin with ...
- Then ...
- After that ...
- Finally ...
- To cut a long story short ...
- So in the end ...
- All in all ...

**2** Choose a special event that has happened at your school or in your town that everyone in the group can remember. It could be your last school speech day or sports day, a national celebration, or a religious festival.

**3** Talk about exactly what happened that day:

- who was there
- the events of the day
- who made speeches and (if you can remember) what they spoke about
- anything special that happened
- how long it lasted
- when it finished.

**4** Prepare a radio report of the event. Include all the information you discussed in Exercise 3. You can write your report first, and then practise reading it aloud. Imagine that the event has just happened and begin like this:

(-) Secondary School held its annual (-) last (-). It was attended by staff, students, parents and guests of honour, (-) and (-). The events began ...

**B3.4 Language focus:** Reported speech

We saw in Language focus in A3.8 that when we report what someone says, pronouns and verb tenses change.



- 1** Imagine there has been a robbery and that you are reporting it to the police. The policeman is writing a report of what you have said. First, read the following conversation in pairs.
- A:** What happened first?
  - B:** I was asleep in my bed when I was woken by a strange noise in the room next door.
  - A:** What did you do?
  - B:** I found my torch and flashed it round the room, but there was nothing to be seen.
  - A:** What happened next?
  - B:** I heard the goat bleating so I looked out of the window.
  - A:** What did you see?
  - B:** I saw a man running across the grass.
  - A:** What was he wearing?
  - B:** He was wearing a dark coat and was carrying my radio in one hand and a heavy bag in the other.
  - A:** What did he do next?
  - B:** He jumped over the fence into my neighbour's garden, but my neighbour had heard the noise and saw him trying to make an escape.
  - A:** What happened then?
  - B:** My neighbour is a policeman, so he called 'Stop!' and arrested the man, then he gave me back my stolen property.

- 2** Copy the table below into your exercise book and complete it with the following reporting verbs: *say ask tell reply order enquire*

statement	command	question
<i>say</i>		

Can you add any other reporting verbs to the lists?

- 3** Rewrite the conversation in Exercise 1 as a report by the policeman who took down the details of the robbery.

**Example:**

*When I asked the woman about the robbery, she told me that she had been asleep in her bed when she had been woken by a noise next door. I asked her what she had done, so she said that she had ...*



### B3.5 Reading: The Snake-man and the Girl

- 1** Read and act the following play in small groups.

**Cast** Storyteller, First man, Girl, Second man, Family, Snake-man, Father, Bird, Men, Women

#### The Snake-man and the Girl

**Storyteller:** A beautiful girl lived long ago  
Whose favourite word was always "NO!"  
One day while she was pounding yam,  
There came to her a strong young man.

**First man:** Will you, won't you, will you, won't you,  
Will you marry me?

**Girl:** No, no, no, I'll never marry you  
For you're too tall for me.

**Storyteller:** One day while she was sweeping the floor,  
There came to her a man once more.

**Second man:** Will you, won't you, will you, won't you,  
Will you marry me?

**Girl:** No, no, no, I'll never marry you  
For you're too fat for me.

**Storyteller:** The whole family complained.

**Family:** She will not marry this man,  
She will not marry that.  
She always says they are too tall,  
Or thin or short or fat!

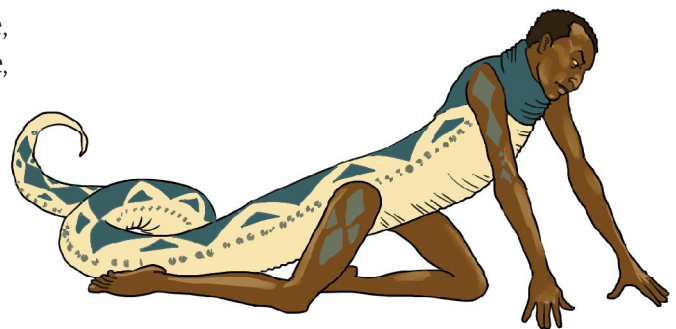
**Storyteller:** Near the village there was a lake,  
And near the lake there was a cave,  
And in the cave there lived a snake,  
Who hissed

**Snake-man:** I want a slave!

**Storyteller:** He hissed and strained  
And puffed and pained.  
At last some legs he grew,  
He hung his tail inside the cave  
And went the girl to woo.

**Snake-man:** Will you, won't you, will you, won't you  
Will you marry me?

**Girl:** You're not too fat,  
You're not too thin,  
You're not too tall or small.  
Yes, you're fine, so please come in,  
And meet my family.



**Snake-man:** Oh, sir, you do not know my family,  
For we are nomads new from Tamale.  
But here's the bride-price, cowries and gold,  
Collected from the cattle I've sold.

**Father:** Young man, you are welcome to our land,  
And also to my daughter's hand.

**Storyteller:** Everyone was delighted.  
**All** (*singing, dancing and clapping*): She would not marry this man,  
She would not marry that.  
She always said they were too tall,  
Or thin, or short, or fat!  
But now she's married, let's have a feast,  
And pray they have ten children at least!



**Storyteller:** He took her back with him to the lake  
And brought her to his cave,  
He turned himself back into a snake  
And hissed

**Snake-man:** Now you're my slave.  
**Storyteller:** Oh, how she cried!  
She nearly died!  
But there was no escape.

She worked and wept,  
She wept and worked,  
With that horrible, ugly snake!!  
One day, the snake went out to hunt,  
Leaving the girl alone.  
She went out to the waterfront,  
And she began to moan.



**Girl:** I will not stay longer with this snake,  
In this horrible, dark cave.  
I'd rather drown myself in the lake,  
Than stay and be his slave.

**Bird:** Pretty girl, don't worry,  
To the village I'll hurry,  
I'll help you to escape  
From that horrible snake!

**Girl:** Oh, thank you!  
Thank you, pretty bird!

**Storyteller:** To the village flew the bird  
And told them all that she had heard.

**Bird:** Hurry! Hurry! Save your daughter!  
She's with the snake-man near the water.  
Hurry! Help her to escape,  
Before she's eaten by the snake!

**Men:** To arms! To arms!

**Storyteller:** The men replied.

**Men:** To arms, without delay!





**Storyteller:** (*All clap in time with the words as the men and snake do the dance of the chase*):

Over the fields with swords and shields  
They ran to the lake to kill the snake!  
The snake went this way, the snake went that;  
The men went this way, the men went that;  
From the cave to the lake,  
From the lake to the cave,  
Till they killed the snake,  
And the girl was saved!

**All:**

(*singing, dancing and clapping*)  
She would not marry this man,  
She would not marry that!  
She always said they were too tall,  
Or thin, or short, or fat!  
But now she's been saved by our fine young men,  
Let's hope she'll see sense, and marry again!



Neville Grant (Published in *Under the Mango Tree*, Book 2, reprinted 1997)

- 2** Rewrite the story of the *Snake-man and the Girl* in prose, using reported speech. Don't forget to put in paragraphs and punctuation marks for the different speakers.

### B3.6 Writing: Write a play

- 1** *The Snake-man and the Girl* is a traditional African story. Do you know any other similar stories?
- 2** Work in pairs or groups to make a brief outline of a story, either a comedy, a thriller, a fable, a traditional story, a romance, etc, then write it as a short play or dialogue. Do not let the rest of the class know which kind of play you have written!
- 3** Perform your play to the rest of the class. The other groups in the class must guess what kind of play you are performing, and give their opinions about it, saying whether they liked the play and why.

### B3.7 Language focus: The past perfect tense

- 1** Look at this sentence:

*The murderer had left the room before we arrived at the scene of the murder.*

**had left** is an example of the past perfect tense.

The past perfect tense is used to show that something happened before another event. The other event is usually in the past simple.

Now _____	
A time in the past _____	We arrived at the scene of the murder

A time before that _____	The murderer left the room
--------------------------	----------------------------

The past perfect is often used in long sentences containing two parts or clauses.

*The bell rang we had finished the text.*

**2 Choose the correct meaning of the sentence – a or b.**

- 1 When Kassa arrived at the party, Berta had already left.
  - a Berta was at the party when Kassa arrived.
  - b Berta was not at the party when Kassa arrived.
- 2 The runner had crossed the finishing line when he fell and hurt his ankle.
  - a The runner hurt his ankle before he crossed the finishing line.
  - b The runner hurt his ankle after he crossed the finishing line.
- 3 I had finished my homework when Aamina arrived.
  - a My homework was done before Aamina arrived.
  - b My homework was not done before Aamina arrived.
- 4 When I met Sara she had been to the market.
  - a Sara went to the market before she met me.
  - b Sara went to the market after she met.

We need a linking word to join the two parts or clauses. The following words can be used to introduce the part of the sentences containing the past perfect:

*because, although*

**Examples:**

- *Although* I had not studied very much, I did well in the test.
- *Because* I had not studied very much, I didn't do well in the test.

*before, after*

**Examples:**

- The bell rang *after* we had finished the test.
- The bell rang *before* we had finished the test.

*already, just*

**Examples:**

- When Sara arrived at the party, Selassie had *already* left.
- When Sara arrived at the party Selassie had *just* left.

**3 Match the two parts of these sentences. Write them in your exercise book.**

- |  |  |
|--|--|
| 1 They reached the stadium                       | a someone had broken into the house.   |
| 2 When Ali got to the station                    | b I went to school.                    |
| 3 When Father telephoned the garage,             | c although she has said she was going. |
| 4 When we arrived home,                          | d the train had arrived.               |
| 5 Our classroom looked beautiful                 | e because I had had lunch.             |
| 6 Although I was ill and hadn't slept all night, | f after we had cleaned it.             |
| 7 I wasn't hungry in the afternoon               | g his car had not been repaired.       |
| 8 Lishan didn't come to the party                | h before the game started.             |

**4 Put the verbs in brackets in the following sentences into the past perfect tense.**

- 1 They \_\_\_\_\_ (finish) their work when the bell rang.
- 2 By the time they arrived at the station, the train \_\_\_\_\_ (leave).
- 3 She gave him a book for his birthday, but unfortunately he \_\_\_\_\_ (read) it.
- 4 She accidentally tore the dress she \_\_\_\_\_ (buy) the week before.
- 5 The sow the chief \_\_\_\_\_ (give) them produced a fine piglet.
- 6 The film \_\_\_\_\_ (start) when they arrived.
- 7 The chicken she \_\_\_\_\_ (cook) the day before tasted very delicious.
- 8 When he dug up the yam he \_\_\_\_\_ (plant) earlier in the year, it was over two metres long.

**B3.8 Language focus:** Past tenses, mixed

The following text is taken from Grace Ogot's novel, *The Promised Land*. Here, Anna Apoko, one of the main characters in the story, is describing the first time she travelled by bus. Choose the correct alternative for each blank space. Write your answers in your exercise book.

The first time I travelled by bus, I remember, was in 1948, when I was seven years old. I cannot forget the first ride. I (1) \_\_\_\_\_ with my mother to my grandmother's house, about fifty kilometres away. I can still hear the noise of the engine and (2) \_\_\_\_\_ the bumping of the bus. It all seemed strange and frightening to me then, especially when I (3) \_\_\_\_\_ a remarkable discovery. Wondering if we would ever get to Grandmother's house, I (4) \_\_\_\_\_ round to look at the passengers behind me. They (5) \_\_\_\_\_ at all. Everyone in the bus (6) \_\_\_\_\_ still, remaining in exactly the same position. When I looked out of the window, I (7) \_\_\_\_\_ it was the trees and grass and houses along the road that (8) \_\_\_\_\_, not the people on the bus! To me this (9) \_\_\_\_\_ an amazing sight. I (10) \_\_\_\_\_ and trying to figure it all out, when the bus (11) \_\_\_\_\_. 'Come out, Apoko, come out!' my mother was saying. For we (12) \_\_\_\_\_ my grandmother's house.

- |                     |                      |                       |
|---------------------|----------------------|-----------------------|
| 1 a was travelling  | b travel             | c had travelled       |
| 2 a felt            | b feel               | c was feeling         |
| 3 a make            | b made               | c was making          |
| 4 a turned          | b had turned         | c was turning         |
| 5 a did not move    | b had not moved      | c were not moving     |
| 6 a was sitting     | b had sat            | c had travelled       |
| 7 a had seen        | b saw                | c was seeing          |
| 8 a had moved       | b was moving         | c were moving         |
| 9 a was             | b had                | c were                |
| 10 a still wondered | b had still wondered | c was still wondering |
| 11 a had stopped    | b was stopping       | c stopped             |
| 12 a reached        | b had reached        | c were reaching       |

**B3.9 Listening:** Pronunciation practice

- 1** Your teacher will dictate some sentences. Listen and write the full forms of the verbs in each case.

**Example:**

*I'd like to go to the concert = I would ...*

- 2** Listen again and repeat the sentences after your teacher. Note that the verbs are either in the past perfect tense (He had eaten = *He'd eaten*) or the second conditional tense (*I'd like to = I would like to...*)



### B3.10 Writing: Formal and informal letters

**1** Which of these letters are formal and which are informal?

Match the opening with the correct closing for each of the following letters:

- |   |  |
|---|--|
| <b>1</b> Dear Kedir,<br>I hope you are doing well at school ...         | <b>a</b> With all my love,<br>Melesse  |
| <b>2</b> Dear Sir,<br>I am writing to enquire about ...                 | <b>b</b> Best wishes to you and your family,<br>Nishan   |
| <b>3</b> Dear Ato Tofik,<br>I would be grateful if you could ...        | <b>c</b> I look forward to your reply,<br>H. Melicot (Ato)   |
| <b>4</b> Dear Desta,<br>I am really looking forward to ...              | <b>d</b> I would be grateful if you could look into this<br>with the utmost urgency,<br>A.Z. Abrahama, Chief Executive |
| <b>5</b> My dearest,<br>It was really good to see you the other day ... | <b>e</b> Your friend,<br>Selassie  |
| <b>6</b> Sir,<br>I am writing to complain about ...                     | <b>f</b> Yours sincerely,<br>Weizero Isha  |

**2** An informal letter between friends is written in the same way as you might chat to your friend.

Notice the following features of an informal letter:

- where the address goes
- the way the date is written and punctuated
- the style of opening and closing the letter
- the informal style the letter is written in, which mirrors everyday speech, including the use of short forms
- the paragraph indentations
- the way the letter is set out.

**3** Write a short informal letter of two to three paragraphs about the main character in one of the stories in this Unit, giving your own opinion of the situation and your advice about it.

**4** When you have written the first draft of your letter, exchange it with that of your partner to check each other's layout and style. Pay particular attention to the punctuation and capitalisation.

**B3.11 Study skills:** Hints on reading widely

- 1 To increase your knowledge of English and your general knowledge and enjoyment as well, read as many books as you can!
- 2 Borrow books from your school or class library. If there is a public library near you, join that too! Your English teacher can give you some advice about what's available.
- 3 When you have read a book, you can keep a record of the title and author and if you like, you can allocate stars for each one:
  - \* \* \* \* \* = Excellent
  - \* \* \* \* = Good
  - \* \* \* = Quite good
  - \* \* = Not very interesting
  - \* = Boring!

**Note:** It might be a good idea to write a brief book report on the title you want to remember.

- 1 Choose books that you can read easily. You will be able to read them more quickly.
- 2 Choose a book that looks interesting. It may be fiction or non-fiction.
- 3 If you find a book that you have chosen is boring or difficult, change it for another one.
- 4 Try to read regularly. Set yourself a target such as one short book every week.
- 5 If books are not available, try to find magazines.

**B3.12 Fun with words:** Punctuation auction

**Imagine you were given 500 birr to spend. Work in your groups to play the following spelling game.**

Your teacher will write a number of sentences on the board. Some may have the correct punctuation, some may not. In your group, bid for the sentence if you think it is correct. If you win the bid, you may 'keep' the money; if not your teacher wins the money. At the end of the game, the group with the most money wins.

**Assessment****1 Speaking and listening**

**Listen to your teacher who will make some statements in direct speech. Put these sentences into reported speech.**

**2 Writing**

**Write a short informal letter to a friend about a story or novel you have enjoyed reading and give your reasons why.**

# Revision 1 (Units 1–3)



## A Listening

- 1 Listen to your teacher reading a short passage and write it down.**
- 2 Your teacher will read you a text about the pleasures of reading. Listen and answer these questions.**
  - 1 What three forms of entertainment are mentioned?
  - 2 According to the writer, what is the main reason why people read books?
  - 3 What reason does the writer give for reading books?
  - 4 In what way may a book be 'better than a friend', according to the writer?
  - 5 In what two ways may one obtain a book, according to the writer?
  - 6 Why does Chris van Wyk think every teenager should read *Catcher in the Rye*?

## B Vocabulary and spelling

**Answer these questions with words from Units 1-3. Write them in your exercise book.**

- 1 What do we call the greatest speed, greatest height, etc. that has ever been achieved before, for example, in a sports event?
- 2 What is a running race with some jumps?
- 3 What is a circular path or road used for running races?
- 4 What is a very long running race of 42 kilometres?
- 5 What is a relay race?
- 6 What is the word for when a player kicks the ball into the net?
- 7 What is a small living thing that gets into our body and causes disease?
- 8 What is the name for the disease you get if you get scratched by a rusty nail or a piece of rusty wire?
- 9 What disease causes someone to get hot and sweaty one moment, then shivering the next?
- 10 What is the word for a substance that kills germs?
- 11 What is a blister?
- 12 Why should medicines be put out of reach of children?
- 13 What is the word for when you cut or damage your body?
- 14 What is the name for a story written about life in the future?
- 15 What do we call stories about animals that have a moral?
- 16 What is the name for the people in a story?
- 17 What is a theatrical piece with parts for different speakers called?
- 18 What is the name for someone who takes a part in a play?
- 19 What do we call a book which tells an imaginary story?
- 20 What is the name for someone who writes books?
- 21 What is another name for a love story?



## C Speaking

- 1 What type of book do you enjoy reading?
- 2 Think of a book you enjoyed reading over the last two years. Tell your teacher about it and why you enjoyed reading it.

## D Language use

- 1 Complete these sentences with *still*, *yet* or *already*. Write them in your exercise book.
  - 1 I have not heard the final score \_\_\_\_\_, but I hope our team won the match.
  - 2 They have \_\_\_\_\_ seen the latest film on the TV and don't want to see it at the cinema.
  - 3 My friend is \_\_\_\_\_ waiting for the results of his exams.
  - 4 We \_\_\_\_\_ want to go to the football match, even though we missed the first few minutes.
  - 5 My sister has \_\_\_\_\_ outgrown her school uniform and needs a larger size.
  - 6 I don't know if the star of the show has arrived \_\_\_\_\_, but the crowd is making a lot of noise.
- 2 Use *who*, *whom*, *whose*, *that* or *which* to join these sentences.
  - 1 The girl is fetching water from the well. She is my friend.
  - 2 This is my aunt. I was telling you about her.
  - 3 Where is the book? I put it on the table.
  - 4 That is the man. His daughter is getting married next week.
  - 5 Do you know the man? They are talking about him.
  - 6 Have you seen the doctor? She saved my mother's life.
  - 7 That is the junction. The accident occurred there.
  - 8 I like bananas. It is why my mother gave me some for lunch.
- 3 Choose the correct option to complete the sentences. Write the answers in your exercise book like this: Example: 1 = b.
  - 1 Coffee \_\_\_\_\_ in Ethiopia and Uganda.  
 a are grown                      b is grown                      c growing
  - 2 Amharic \_\_\_\_\_ in most of Ethiopia.  
 a speak                              b is spoken                      c are spoken
  - 3 A new hospital \_\_\_\_\_ last year.  
 a opens                                b was opened                      c is opened
  - 4 A cow \_\_\_\_\_ by a crocodile.  
 a has been eaten                      b has eaten                      c eats
  - 5 The children \_\_\_\_\_ around the factory by the manager.  
 a were taken                              b was taken                      c took
  - 6 I \_\_\_\_\_ Deste today.  
 a didn't see                              b haven't seen                      c hasn't seen
  - 7 Where \_\_\_\_\_? I saw him a minute ago but he has disappeared.  
 a did Abel go                              b is Abel going                      c has Abel gone
  - 8 Where \_\_\_\_\_ last night?  
 a did they go                              b have they gone                      c do they go
  - 9 Our friend \_\_\_\_\_ living in Addis Ababa for over forty years now.  
 a is    b has been                              c was

- 10** I can play the guitar \_\_\_\_\_ I can't sing.  
**a** and                                    **b** but                                    **c** also
- 11** The children cleaned the house, \_\_\_\_\_ they worked in the garden,  
**a** as well                                    **b** however                                    **c** and
- 12** \_\_\_\_\_ I passed my English exam, I didn't pass maths.  
**a** However                                    **b** In addition                                    **c** Although
- 13** Makeda is very \_\_\_\_\_. She seems to know everything!  
**a** knowledge                                    **b** know                                    **c** knowledgeable
- 14** The forest can be \_\_\_\_\_ if you don't know what you are doing.  
**a** dangerous                                    **b** danger                                    **c** dangers
- 15** You can \_\_\_\_\_ on Mohamed. If you ask him to do something, he does it.  
**a** relied                                    **b** rely                                    **c** reliable
- 16** Lishan phoned to say she \_\_\_\_\_ a birthday party on Saturday.  
**a** has                                    **b** will have                                    **c** is having
- 17** Our teacher \_\_\_\_\_ the school next month.  
**a** is going to leave                                    **b** will leave                                    **c** is leaving
- 18** I don't know who \_\_\_\_\_ the next World Cup.  
**a** will win                                    **b** is winning                                    **c** wins
- 19** I \_\_\_\_\_ my friend after school at the cinema.  
**a** am meeting                                    **b** will meet                                    **c** meet
- 20** If it is very hot this afternoon, we \_\_\_\_\_ at home.  
**a** stay                                    **b** will stay                                    **c** staying



## E Reading

**Ayana and Lishan have gone to the library for some information. Weizero Hayat the librarian is there to help them.**

**Weizero Hayat:** How can I help you?

**Ayana:** Our class is doing projects about different sports and we need some information about tennis.

**Lishan:** Yes, we're going to give a presentation about it.

**Weizero Hayat:** I see. Well, you've come to the right place if you want information! The first thing to do is to find out if we have any books about tennis. I'm not sure about this. We have books about sport. How will you find them?

**Ayana:** Hmm. I suppose we can go to the shelves and look.

**Weizero Hayat:** Yes you can, but we have a lot of shelves in the library, so where are you going to find them?

**Lishan:** Maybe there's a section on sport?

**Weizero Hayat:** That's right, Lishan. The library is divided into two parts: fiction and non-fiction. Do you know the difference?

**Ayana:** Fiction means things which are not really true. Things like novels and poems.

**Lishan:** Yes, and non-fiction means books about things that are true.

**Weizero Hayat:** Yes, like geography, science and sport, of course. So you go to the non-fiction part of the library and then look for the section on sport. Let's see if you can find it.

**Lishan:** I can see it! There's a whole shelf of books on sport.



**1 Decide if these sentences about the dialogue are true or false. Write your answers in your exercise book.**

- a Ayana and Lishan are doing a project on tennis.
- b Weizero Hayat says she is sure they have some books about tennis in the library.
- c The section on sport is in the fiction part of the library.
- d There are a lot of books about sport in the library.
- e Stories are shelved in the non-fiction part of the library.

**2 Read the next part of the dialogue and find out if Ayana and Lishan found any information about tennis.**

**Lishan:** I can't see anything about tennis.

**Weizero Hayat:** No, neither can I. But can you find another book that might have something about tennis in it?

**Ayana:** Let's see. There's a book here called 'Sports Heroes'. That might have something about a tennis player.

**Lishan:** Yes, but it probably won't say much about how to play tennis.

**Ayana:** That's true. What about this, 'The World of Sport'?

**Lishan:** Yes, let's have a look.

**Weizero Hayat:** Now, how can you find out if this book has anything about tennis in it?

**Lishan:** It's a very big book. We must look at the Contents, right at the beginning. Hey! Look, there's a chapter on tennis.

**Ayana:** Wait a minute! I've found another book here, 'Sport for All'.

**Weizero Hayat:** Has it got a chapter on tennis?

**Ayana:** No!

**Weizero Hayat:** Have a look in the Index.

**Lishan:** What's that?

**Weizero Hayat:** It's a list of everything mentioned in the book. It's at the back of the book.

**Ayana:** Oh, it's very long. Here we are, T. Yes, tennis, pages 106–120.

**Weizero Hayat:** Right, now you've got two books. Go and sit down at a table and see what they tell you about tennis. You should make notes on the information you need. What do you need to find out?

**Lishan:** Oh, how it's played, the history of the game, the equipment you need to play it.

**Ayana:** Yes, and we want to make a drawing of a tennis court.

**Weizero Hayat:** Well, make sure you only look for the information you want. Don't start reading sections that are not going to help you, or you'll waste a lot of time. Good luck!

**Lishan:** Thanks for your help, Weizero Hayat.

**Ayana:** Yes, thank you very much.

**3 True or false?**

- a They found two books with information about tennis.
- b They found information about tennis in the Index of 'The World of Sport'.
- c There were no chapters about tennis in 'Sport for All'.
- d 'Sport for All' had 16 pages of information about tennis.
- e Weizero Hayat said they could borrow the books.



## F Writing

**Write a short report about a match you have seen or played recently. Mention the name of the sport, where you played it and when, any exciting incidents and the final score. How did you feel at the end of the game?**