

Hobbies and crafts

Part A

Objectives

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

- talk about your hobbies
- listen to teenagers talking about their hobbies
- match crafts with their pictures
- make sentences using *do* and *make*
- read about an Arts and Crafts Club
- talk about what you like doing in your free time
- conduct a class survey of hobbies
- use *all / none / most (of) / a few (of)* in sentences
- use collocations (words that are always used together)
- keep a diary about your hobbies.
- use adverbs of frequency

A3.1 Introduction: What do you do in your free time?

Work in small groups and discuss these questions.

- 1 How much free time do you have? Take into account the time you spend at school; doing homework; household and family duties; and sleeping.
- 2 What kind of things do you do in your free time? Make a list of different activities, such as listening to music; playing football; playing a musical instrument; sewing; chess.
- 3 Put the activities in your list into the following categories:
 - Sport (for example, football)
 - Hobbies (for example, chess)
 - Crafts (for example, pottery)
- 4 Which of these activities are individual activities and which are group activities?
- 5 What hobbies would you encourage fellow students to enjoy?
- 6 Are there any hobbies that you would discourage?
- 7 Is there any reason why boys and girls should not be actively interested in the same hobbies?



A3.2 Listening: My favourite free-time activity

1 In your group, look at the pictures of these teenagers. Discuss which hobby each of them has.

a



b



c



d



2 Listen to your teacher reading some short texts in which each of the teenagers describes their hobby. Decide if the statements about them are *True* or *False*. Write your answers in your exercise book like this: A1 = *False*

A Demissie

- 1 Demissie has no free time.
- 2 Mancala is a popular game in his village.
- 3 Demissie has a special board to play mancala.
- 4 You must not sow seeds in your opponent's store.
- 5 The winner loses all his seeds to his opponent.

B Zebida

- 1 Zebida reads comics, magazines and newspapers.
- 2 She likes all kinds of stories.
- 3 Her mother is pleased that reading is her hobby.
- 4 She only reads things once.
- 5 She doesn't spend much time on her hobby.

C Fanose

- 1 She also helps on the farm by doing the milking.
- 2 She only makes cakes now.
- 3 Cooking is an expensive hobby because she has to buy lots of things.
- 4 Her hobby is becoming a business.

D Ibrahim

- 1 Ibrahim has been in the computer club for a short time.
- 2 He is leader of the club.
- 3 At the club they spend their time on the Internet and playing computer games.
- 4 Mr Kiatu knows quite a lot about computers.
- 5 The computer club is free.

3 Complete the following chart about the speakers' hobbies:

	Demissie	Fanose	Ibrahim	Zebida
What?				
Where?				
When?				
Cost?				

4 Work in groups of three to discuss the following questions.

- 1 Are you interested in any of the hobbies in the chart?
- 2 Which of these hobbies do you think
 - is the most useful?
 - is the most fun?
 - is the most sociable?
 - is the most expensive?
 - takes up the most time?

5 Do you think that these young people are lucky to have these hobbies?

A3.3 Increase your word power: Vocabulary development

1 Look at these definitions:

craft¹ /kra:ft kræft/ *n* [C] **1** plural **crafts** a skilled activity in which you make something using your hands: *traditional country crafts such as pottery and weaving* **2** plural **craft** a boat

craft² *v* [T] to make something with your hands, using a special skill: *Each doll is crafted individually by specialists.*

hobby *n* plural **hobbies**: a favourite occupation or pastime done in one's leisure time: *My hobbies are stamp-collecting and cooking.*

2 Match the names of the crafts to the pictures.

1



2



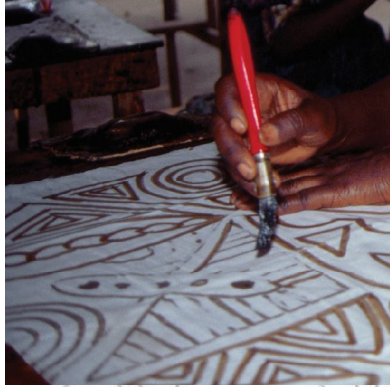
3



4



5



6



7



8



9



pottery
 jewellery-making
 basket making
 glass-blowing
 sculpture
 metalwork
 weaving
 dyeing
 leatherwork

3 What do you call the people who do these crafts?

Example:

Someone who likes weaving is called a weaver.

4 What materials are needed for each craft? Work in pairs to ask and answer questions.

Example:

banana fibres/make a basket

Student A: *What do you use banana fibres for?*

Student B: *You use banana fibres to make baskets.*

- kiln/fire pots and jugs
- papyrus/weave baskets
- wax/make batik patterns on cloth
- wood or stone/carve a statue
- clay/make model animals
- thread/sew coloured patterns on cloth
- sisal/make rope and mats
- loom/weave cloth and carpets
- beads/make jewellery
- leather/make bags and cushions
- silver/make coffee pots
- wool/make wall hangings.

A3.4 Language focus: Do and make

It is not always easy to choose between the words *do* and *make*.

- *Do* can be an auxiliary verb (*Do you like coffee?*) or a main verb (*I did my homework yesterday*). As an auxiliary verb, it has no meaning. It is necessary only for the grammatical structure. As a main verb it has a meaning, but the meaning is rather general. It often expresses a general activity, for example, to *do* harm or business with someone; to *do* someone a favour.
- *Make* is not an auxiliary verb. It is always a main verb (*I made a cake yesterday*). Its meaning is also rather general, but it often expresses the idea of construction or creation, for example, *I made a plan*. One can also *make* an offer, a decision, arrangements or an effort.

1 Choose the correct answer for the sentences below:

- 1 What do you _____ for a living? (do/make)
- 2 Have you _____ your homework already? (done/made)
- 3 My husband _____ the shopping every week. (does/makes)
- 4 Hamila _____ badly in her geography exam. (did/made)
- 5 The children _____ a mess in the kitchen. (did/made)
- 6 We are having guests for dinner, so please help me _____ the meal. (do/make)
- 7 I only _____ one mistake in my English test. (did/made)
- 8 I have to ask you to _____ me a favour. (do/make)
- 9 Has your friend _____ a decision yet? (done/made)
- 10 Please excuse me while I _____ a phone call. (do/make)

2 Work in pairs to make sentences with the words from the box, using *do* or *make*.

a cake	business	a plan	an offer	a favour
arrangements	good	a decision	harm	an effort

Example:*I am going to make a cake this evening.***A3.5 Reading:** The Arts and Crafts Club

Weizero Hinia, Head of the Arts and Crafts Department of Asosa Secondary School, decided to organise an Arts and Crafts Club at the school. She collected together many different materials for the club, such as papyrus, sisal, banana fibre, palm leaves, clay, wooden beads, coloured thread, oil paints and palettes. Then she bought a potter's wheel and a kiln to fire the pots made by the club.

Lots of students joined the club to try out different arts and crafts. On Parents' Day, the school held a craft fair. Members of the club showed the visitors their work, and explained how they had made the different objects.

Halima: I made coloured patterns in this material by a method called *tie and dye*. First I folded and twisted some plain white cloth; then I bound it tightly with elastic bands and soaked the material in red dye. The dye made coloured lines and ripples in the material. After dyeing the cloth, I took off the rubber bands and rinsed it out in cold water to let the loose dye run. To make patterns in a second colour, I let the cloth dry and then I twisted the material around some small pebbles and soaked it in blue dye.

Abeba: I made the patterns in this tablecloth by a method called *batik*. First, I drew a design on a white cloth. Then I melted some wax and I painted some patterns on the cloth with the melted wax. Next, I dyed the cloth purple and then I let it dry. When I scraped off the wax, only the areas that had not been covered by the wax were dyed purple. The parts that had been covered with the wax stayed white, so my design showed up clearly.

Fanose: I learned to sew traditional embroidery with a sewing machine at the club. First I drew a pattern on the cloth, then I stitched over the design with the needle, using threads of different colours to contrast with the material.

Liben: Weizero Hinia taught me how to weave these mats by winding raffia around some rope. As I did so, I coiled the rope round and round to make flat circular mats, at the same time weaving a pattern with some more raffia to tie the circles together. I also learned how to make these baskets at the club. First, I split some banana leaves into long strips, then I plaited the strips together. I coiled the long plaits round and round and stitched the coils together at intervals to build up the sides of my baskets.

**tie and dye****batik**

Girmay: I make baskets in a completely different way, by weaving strips of cane. First I make a framework for the basket out of stronger bits of cane; then I weave thinner canes in and out between the stiff cane ribs of the basket.



Jemal: I like working with clay. I learned how to mould clay pots and model animals at the club. To make a pot like this one, I rolled lumps of damp clay on a board into long round strips. Then I made a round, flat base for the pot before I coiled the long clay strips round and round, gradually building up the sides of the pot, rather like Nishan's baskets. I made these other pots and clay animals by shaping the damp clay with my fingers and thumbs. When the pots were finished, I cut some patterns in the clay; then I gave all my pieces to Weizero Hinia to fire in the kiln.



Neima: I made my pots in a completely different way. First, I put a ball of wet clay on a potter's wheel, then I made the wheel spin round and round. As it did so, I worked the clay into a mound; then I hollowed out the mound into a cup shape. I gradually drew up the sides with my fingers until the pot was smooth, and the size and shape I wanted. Then Weizero Hinia fired my pot in the kiln. When it came out of the kiln, I decorated it with different patterns and colours, then I painted it with a glaze. Finally, I put the pot into the kiln again so that the heat would harden the glaze.



Many other pupils at the craft fair showed examples of their paintings, wood carvings, sculptures, knitting and rug-making and explained their different techniques. The parents greatly admired all the arts and crafts on display and paid a small fee for each piece of work they wanted to take home. In this way, the club became self-supporting and managed to get enough money to buy more craft materials and equipment.

Weizero Hinia also took members of the Arts and Craft Club on visits outside the school to help improve their skills by watching professional craftsmen and women at work. She is proud of the fact that even if some of her students may not continue their academic studies in the future, they will still be able to earn their living from their crafts.

1 Answer these questions.

- 1 Why did Weizero Hinia collect many different materials?
- 2 What did the school do on Parents' Day?
- 3 How did Halima make coloured ripples and patterns in the cloth?
- 4 Why did Halima rinse out the cloth in cold water?
- 5 Why did she twist the cloth around some pebbles?
- 6 What is *batik*?
- 7 How did Fanose make embroidery patterns on cloth?
- 8 How did Liben make his mats?
- 9 Did Girmay make baskets in the same way as Liben?
- 10 How did Jemal make clay pots?
- 11 What equipment did Neima use to make her pots?
- 12 Why did Weizero Hinia put the pots in a kiln?
- 13 How did Neima decorate her pots?
- 14 How did the club make money to buy more materials?
- 15 What helped the club members improve their skills?

A3.6 Language focus: Adverbs of frequency**Thinking about adverbs**

- Adverbs tell us more about the verb. They show us *when, where, how, or how often* something happens or is done.
- The words *never, often, usually* and *always* only give us an idea about how often something happens. They are called *adverbs of frequency* and take the present simple tense.

Examples:

How often does the man visit his children? Never.

Or He never visits his children.

- Note that adverbs of frequency usually come before the verb:
She seldom goes to the theatre, but she sometimes sees a film.

1 Read these sentences.

- 1 The man *never* visits his children.
- 2 They were *always* quarrelling with their sister.
- 3 Nuru *sometimes* plays the piano.
- 4 He *often* goes home to see his relatives.
- 5 I *usually* spend a lot of time with my children.
- 6 She *hardly ever* returns home without selling all her goods.
- 7 They *rarely* go to Addis Ababa because they do not have a car.

2 In pairs, ask and answer questions about the sentences above beginning with *How often ...?***Example:**

Question: How often does Nuru play the piano?

Answer: Sometimes

**A3.7 Speaking:** What I like doing in my free time**1 You are going to talk about your favourite free-time activity.**

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

- How much time do you spend on it?
- Do you need special clothing or equipment?
- How long have you been doing it?
- How good are you?
- What do you gain from doing it?
- Why do you enjoy it?

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

- when you get up
- what time you go to school
- what time you finish school
- when you do your homework
- when you have some free time
- 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.

3 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.



A3.8 Speaking: Class survey

1 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

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

Example:

All of the students enjoy reading.

None of them like swimming

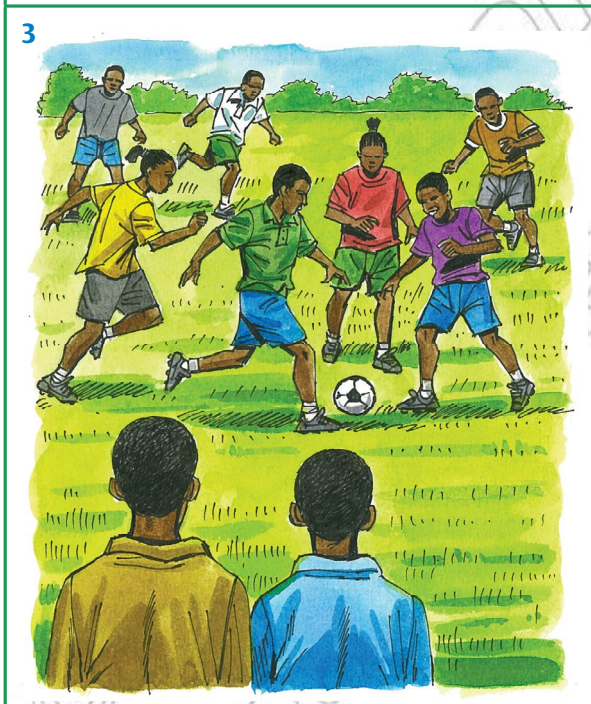
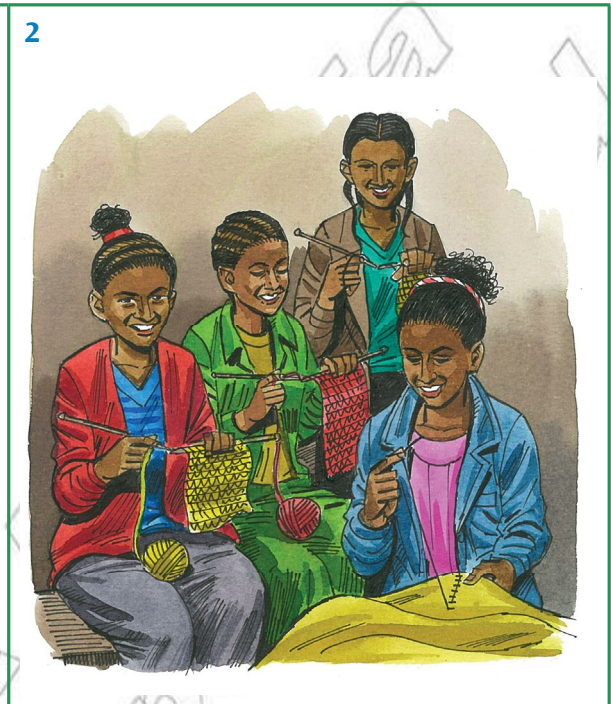
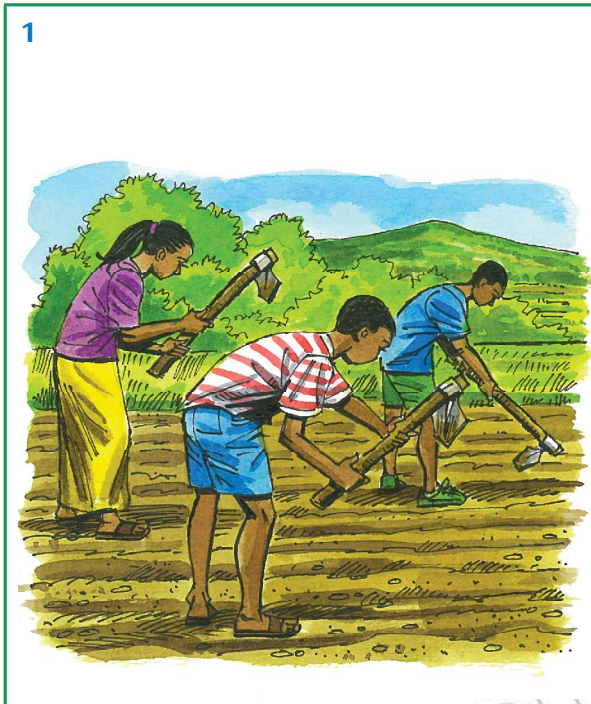
Most of them enjoy walking.

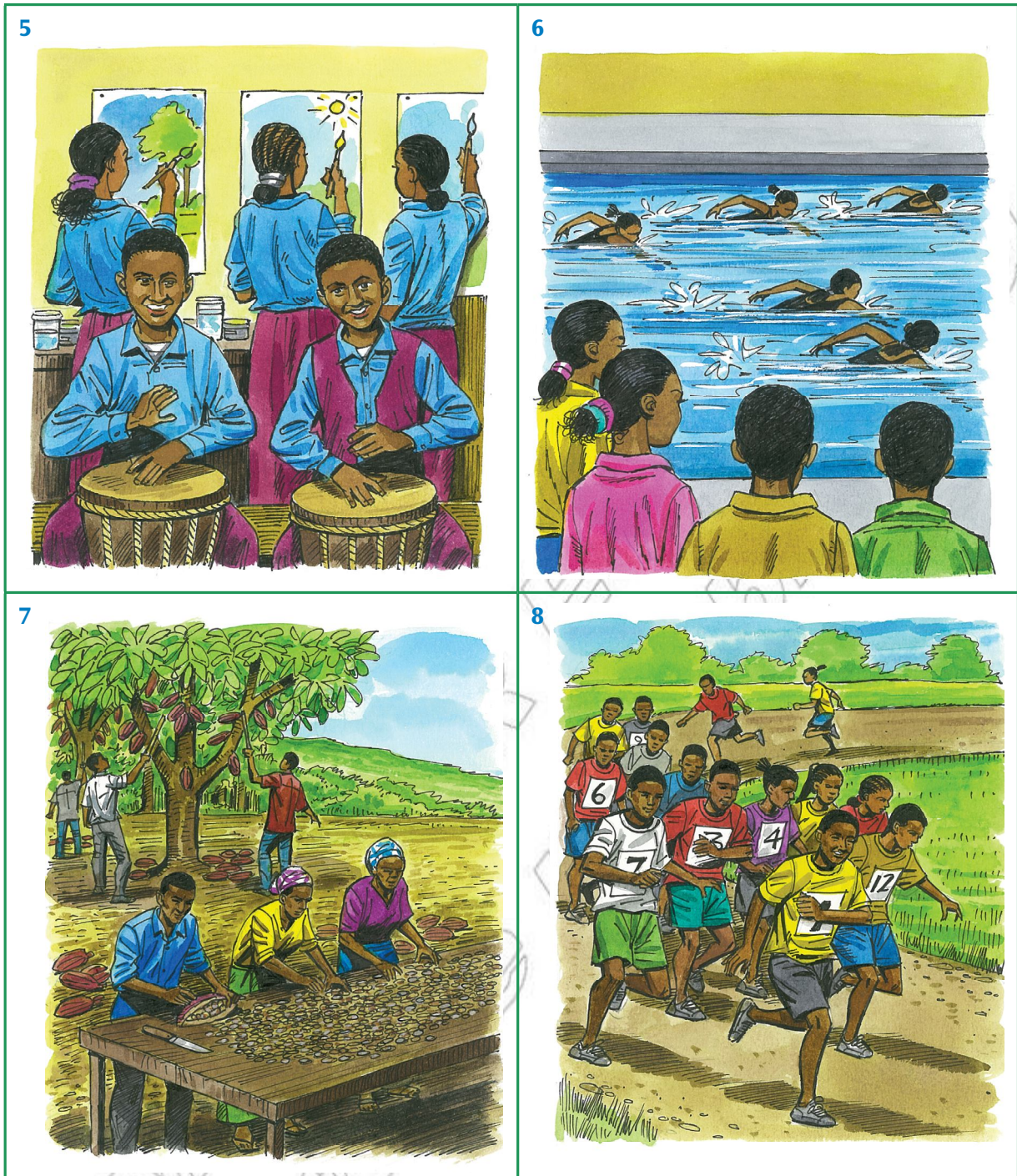
A few of them like gardening.



A3.9 Writing: Match the sentences to the pictures

Match the sentences on page 46 to the pictures using *all* / *none* / *most (of)* / *a few (of)*.





- a** Both the men are weaving baskets. Neither of them are making mats.
- b** Most of the girls are knitting. One girl is sewing.
- c** Most of the men are harvesting the cocoa pods. All of the women are sorting the beans.
- d** All of the children are running in a race. None of them are watching the race.
- e** Most of the boys are playing football. A few of them are watching the game.
- f** All of the girls are painting pictures. None of them are playing drums.
- g** Most of the girls are swimming. A few of them are watching.
- h** All the boys are digging. None of them are reading a book.

Example:

Picture 1 = All the boys are digging. None of them are reading books.

**A3.10 Speaking:** Pronunciation practice

Read these phrases out loud. Notice where the stress falls and what happens to the word *of*. Repeat and practise saying the word *of*.

- A piece of paper.
- A bag of apples.
- A pile of newspapers.
- A length of string.

A3.11 Increase your word power: Collocations

A collocation is a set of words that often go together. Examples might include:

pen and paper *chicken and rice* *pencil and rubber*
fish and chips *bits and pieces* *odds and ends*

Here are some collocations from this unit that that you will find useful to learn: *play tennis; do athletics; go for a swim; collect coins.*

1 Do you know any other collocations for words related to hobbies? If so, write them down or tell a partner.

2 Read the list of words below. Write or say sentences that include the correct verb or noun collocation.

Example:

weave cloth/baskets; paint pictures

- weave
- pots
- read
- football
- dye
- pictures
- carve

**A3.12 Writing:** Keeping a diary

1 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	<i>Went to visit my cousin Halima. Fetched water from the well.</i>
Tuesday 15th August	<i>Went to the market with Mother. Played football in the afternoon.</i>
Wednesday 16th August	<i>Played with my friend Ibrahim in the morning. Helped Mother change the wheel of the car.</i>

Thursday 17th August	<i>Helped my cousin Abel mend the puncture on his bicycle. Went to the football match with him in the afternoon.</i>
Friday 18th August	<i>Helped weed the garden. Went to pray in the mosque with Father.</i>
Saturday 19th August	<i>Fell out of a tree and broke my arm. Father took me to the clinic.</i>
Sunday 20th August	<i>Stayed at home and played with my sister. Visited my grandparents in the afternoon.</i>

- 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 20th August?

2 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.

3 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 ...

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

Part B

Objectives

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

- agree and disagree with others
- play a card game related to hobbies
- read an extract from a book
- read an informal letter
- write a short informal letter
- read about how to be a successful student
- discuss how to increase your word power and how to remember things.



B3.1 Speaking: Agreeing and disagreeing

1 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 – don't wait in silence for other people to speak.
- Use some of these expressions:

In my opinion ...

I think ...

I'd like to say that ...

What do you think?

I'm sorry I don't agree.

I agree / disagree.

I agree with you but ...

I don't see it like that.

You're absolutely right.

That is / isn't true.

Yes, but don't you think ...?

I'm sorry but you're wrong.

B3.2 Fun with words: Play a game

Work in groups to list each of the hobbies mentioned or collected in Part A in the order of their importance, popularity, cost and so on. Create a pack of statement cards for each hobby (for example, *photography is an expensive hobby*).

How to play:

- Each person in the group picks up a card and reads out the statement. Players take turns to say if they *agree* or *disagree* and the reasons for their opinion.
- Try to continue each discussion for at least five minutes. Use the expressions that you have learned for agreeing, disagreeing, asking for opinions, interrupting and so on.

**B3.3 Reading:** The karate lesson

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’ll 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’s self defence. 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’s supposed to go and live with his father, but we haven’t heard a word from him. And he doesn’t 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.”



1 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?

2 Write a few sentences explaining what karate is, using the information in the text.**3 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 doesn't start going to the Youth Club?
- 4 What can we learn from the text about the importance of hobbies?

4 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.**5 Now say if you agree or disagree with the following statements and the reasons why.**

- 1 Karate is useful in self defence.
- 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.

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

- a a tool used in gardening
- b an instrument to fight with
- c something used in dyeing

threatening

- a calm and friendly
- b not very friendly
- c meaning to cause harm

impressed

- a dented
- b carved
- c strongly influenced

explode

- a to burst with a loud report
- b to make something dark
- c to kill someone

stomach

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

casually

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



B3.4 Reading: An informal letter

- 1** Nosipho wrote a letter to a friend in Ethiopia about Phindile and how he had dealt with Temba. Read the letter and work with a partner to investigate the meanings of any words you do not understand.

11 Garden Road,
Cape Town.
4th May, 2012

Dearest Neima,

I've just met the most gorgeous man called Phindile. He's so kind and brave and stood up to my cousin Temba whom he knew was up to no good. He suggested that Mondli should join the local Youth Club instead of hanging around the streets with Temba and his friends. I think it is a brilliant idea and will certainly encourage him, so Mondli can participate in the various activities, which the leaders of the club organise for young people.

Are you a member of a youth club in Addis Ababa? Do write and tell me about any activities you are interested in.

With much love,

Nosipho

- 2** What do you know about informal letters? Choose the correct answers to the questions.

- 1** Who is an informal letter written to?
 - a** someone you know well
 - b** someone you don't know well
- 2** Where does the sender's address go?
 - a** in the top right hand corner
 - b** in the top left hand corner
 - c** at the bottom of the letter
- 3** Where does the date go?
 - a** above the sender's address
 - b** at the bottom of the letter
 - c** under the sender's address
- 4** Which of these can be used as the greeting?
 - a** Dear Auntie Helen
 - b** Hi!
 - c** Dear Sir or Madam
- 5** Which of these can be used to close the letter?
 - a** Best wishes
 - b** Lots of love
 - c** Yours sincerely
- 6** How can you sign your name?
 - a** with your signature
 - b** with your first name

3 Look at this letter from Abel. Decide where each of these things should go and mark them on the letter. One has been marked for you.

- a** Abel's name
- b** the date
- c** the close
- d** the greeting
- e** Abel's address

Example: 1 = d

2

3

1d

I hope all is well with you. Thanks very much for inviting me to stay with you for the holidays. It will be great to see you and the rest of your family.

I'll be coming by bus a week on Saturday, and it will be quite a long journey. Could you please tell me the directions from the bus station to your house? This is the first time I have been there by myself and I can't remember the way. Let me know if there is anything special you'd like me to bring you from this part of the country.

4

5

4 Write a reply to Abel's letter giving the directions to your house.

- Use your imagination and the information in the letter to answer Abel's questions in the letter.
- Add any other information that you think your friend would be interested in.
- Lay out the letter correctly.
- Write in a conversational style. You can use contractions if you wish.

B3.5 Study skills: The importance of reading

1 Discuss with your group the importance of reading widely. Make a list of what each person in your group reads and why they read it. For example they may read for enjoyment, information, note-taking or as a writing model.

2 Discuss various reading strategies and different ways to remember a text, such as by highlighting or underlining key words and phrases; recording key facts in an exercise book or notebook; keeping a topic list and building up an encyclopaedia of facts about related topics.

3 Copy the following grid into your notebook and complete it with your own personal details about your reading activities.

Type of reading material	Unknown vocabulary	Time spent reading

- 4 Work in pairs and compare your grids. Discuss what you found interesting in your reading, then set yourself a personal target for reading more widely.

B3.6 Fun with words: Song of the potter

- 1 Read the following poem in groups of five, each student reading one verse.

I watched a skilful potter
Making pots of clay
For many different uses,
Which people buy and say
“Thank you, potter!”

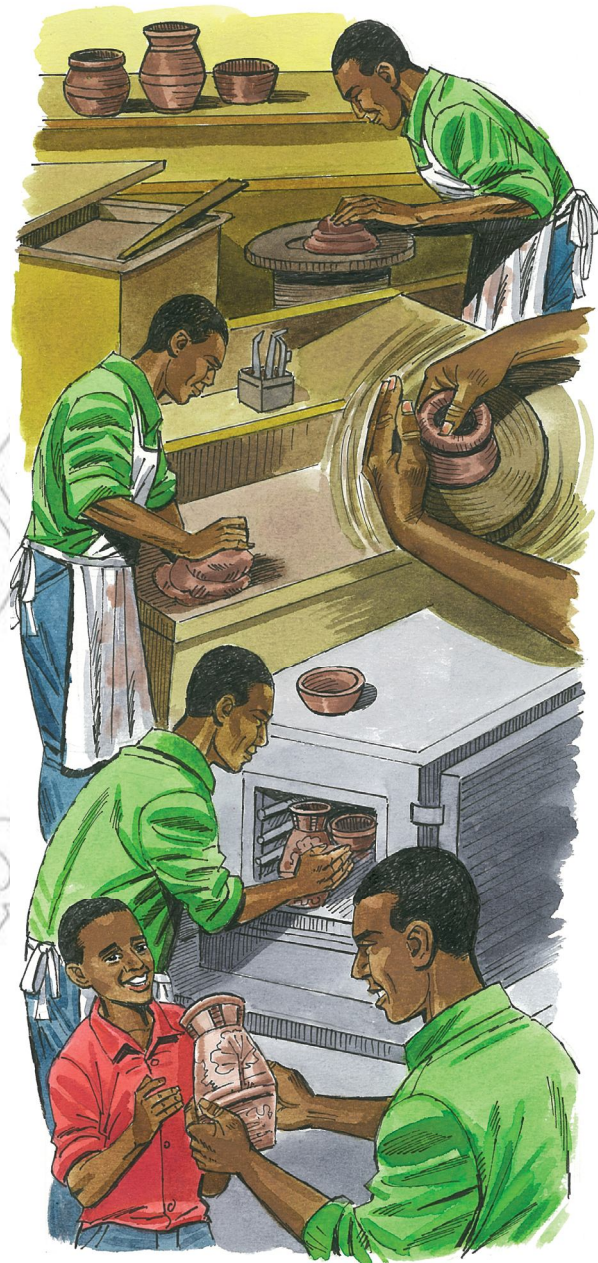
He chooses pots or plates to make
Then gets some lumps of clay.
I wonder what new shape he'll make
Of his new pot today.
“Do tell me, potter!”

The clay is spinning on his wheel
Ever faster round.
His busy fingers mould and shape
The new pot from the mound
Of wet, damp clay.

Now see his pot is finished,
And he takes it from the wheel.
He puts it in his kiln to bake
And make the glaze to seal.
“Well done, potter!”

At last the pot is ready
With its pattern of a tree
Cut on the side beneath the glaze,
Then ... he gives the pot to me!
“Thank you potter!”

Donna Bailey



- 2 In your group, think of another craftsperson and write a poem about his or her activity. Read your poem aloud to the class.


B3.7 Writing: What did you do last week?

Write a description in one or two paragraphs about the hobbies or activities you did last week. Plan what you want to say and make notes before you begin to write your paragraphs.

B3.8 Study skills: A successful student

What study skills do you need to be a successful student? You need to learn how to be a good reader and how to improve your writing skills. You also need to improve your speaking and listening skills. A good student should learn to listen carefully, to understand and remember ideas and be able to write them down in a logical order.

Listening does not mean that you have to remember every word that is spoken. You must learn to pick out the main ideas from what you hear and then make short notes about them, which will help you remember the information. People will know that you have understood what you have heard if you can answer their questions, or can clearly and briefly explain the main points of a discussion or argument.

You must train your memory so that you can remember what you have read or heard and be able to reproduce the information briefly and accurately, for example during your examinations. We often forget things because we have not paid enough attention in class. Perhaps you have been thinking of something else, or perhaps you are feeling unwell or unhappy. It is difficult to remember things if you do not concentrate.

You can also train your memory by learning short passages or poems by heart. Some people find that it helps to remember something by connecting it to something simple. For example, if you have to remember a list like this: cabbages, apples, tomatoes and sugar, you can write it as CATS and this simple word will jog your memory about the list. Other people make pictures in their heads to help them remember ideas.



B3.9 Increase your word power: Remembering words

- 1** How do you remember words? Work in a group and write down ways of classifying words, such as grouping them by verb (*play, go, do*) or by word sets (*hobby, craft, sport*).
- 2** Discuss other ways in which words about sports may be classified, such as by equipment, location, players and so on. What other groupings can you think of? (For example, things I do / don't do.)
- 3** Record your discussions and conclusions in your vocabulary notebook to help you remember and develop your vocabulary.

Assessment

- 1 Speaking**
Look at the completed class survey of hobbies in A3.8 and answer the questions given by your teacher.
- 2 Writing**
Choose one of the activities described in the unit and write an informal letter to a new pen friend describing your main hobby.

Revision 1 (Units 1–3)



Listening

- 1 Listen to your teacher reading a short passage and write it down.**
- 2 Work in pairs to give your partner some simple instructions, for example *stand up, sit down*.**
- 3 Your teacher will read you a text about Addis Ababa. Listen and choose the correct answer to the following statements. Write them in your exercise book like this:**

1 = c.

- Addis Ababa is in the _____ of the mountains.
 - summit
 - slopes
 - foothills
- The city is an important _____ centre.
 - financial
 - administrative
 - social
- There are free _____ into the city from the airport.
 - taxis
 - private cars
 - shuttle buses
- There are _____ main bus stations in Addis.
 - one
 - two
 - three
- The Merkato is a huge _____.
 - market
 - shopping centre
 - shopping street
- You can buy many different goods in Merkato, including _____.
 - chickens
 - computers
 - cars

Vocabulary and spelling

- 1 Answer these questions with words from Units 1-3. Write them in your exercise book.**
 - What nationality is a person who comes from Italy?
 - What is a person who visits another country on holiday called?
 - What is the name of someone who repairs cars?
 - What is the highest part of a mountain called?
 - What is a place where monks live called?
 - What kind of pictures of people and places do you take with a camera?

- 7 What is it called when you take a holiday on foot in the mountains?
- 8 What are leisure time activities called?
- 9 What can you make by stringing coloured beads together?
- 10 What is the name of the place where clay pots are fired?



Speaking

- 1 What are your hobbies? What do you like doing in the evening and at the weekend? Look at the pictures below and discuss with your partner what they show.



Language use

- 1 Choose a question word from the box to complete these questions and then give short answers to each question.

Who? What? Why? Which? Where? How?

- 1 _____ of these materials do I need to make a mat: sisal or clay?
- 2 _____ do you use banana fibres for?
- 3 _____ can you buy some wood carvings?
- 4 _____ makes carvings in stone?
- 5 _____ many times must you fire a glazed pot?
- 6 _____ does an artist need a palette?
- 7 _____ colours of thread are there in the carpet?
- 8 _____ does a potter fire his pots?
- 9 _____ do you prefer, paintings or pottery?
- 10 _____ does papyrus come from?

2 Make correct sentences from the table below.

We	must should ought to need (to) have to	(not)	graze too many cattle on the same land. rotate crops to protect the soil. cut down too many trees. throw rubbish into the street. burn rubbish and garbage. drink dirty water. be polite when we meet older people. help disabled children. revise for our examinations.
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3 Choose the correct option to complete the sentences. Write them in your exercise book like this:

1 = c.

- Where _____ the students?
 - am
 - is
 - are
- Girmay and his sister _____ in the sitting room an hour ago.
 - are
 - were
 - be
- How _____ your mother?
 - am
 - is
 - are
- What time _____ Liben get up at the weekend?
 - do
 - does
 - did
- My uncle and aunt _____ in the south.
 - live
 - lives
 - are living
- The children _____ fish.
 - doesn't like
 - don't like
 - does like
- What _____ Sofia and her brother doing now?
 - is
 - are
 - do
- We _____ school uniform today.
 - doesn't like
 - don't like
 - does like
- Who is the head teacher _____ to?
 - talking
 - talk
 - talked

- 10** I _____ this book.
a am enjoying
b enjoy
c enjoying
- 11** I _____ Zebida yesterday in the library.
a see
b am seeing
c saw
- 12** _____ you go out last night?
a Did
b Do
c Are
- 13** Dejene _____ do his homework last night.
a does
b doesn't
c didn't
- 14** That is a beautiful dog. _____ fur is beautiful.
a Its
b It
c It's
- 15** That isn't your banana. It's _____!
a me
b mine
c my
- 16** The students are working quietly on _____ projects.
a your
b our
c their
- 17** It is _____ today than it was yesterday.
a more cold
b colder
c coldest
- 18** Ras Dejen is the _____ peak in the Simien Mountains.
a highest
b more highest
c most highest
- 19** My handwriting is _____ than yours.
a bad
b badly
c worse
- 20** This class is _____ in the school!
a most noisy
b noisier
c the noisiest



Reading

1 Read the following text.

The Simien fox is a kind of wolf that is found at altitudes above 3,000 metres in the Bale Mountains in southern Ethiopia, although there are also smaller populations in the Simien Mountains in the north of the country. It is the most endangered animal of Ethiopia, with only about seven packs remaining, totalling roughly 550 adults. Although the Simien fox is mainly a solitary hunter of rodents, it lives in packs that share and defend an exclusive territory. Social gatherings among different packs are more common during the breeding season, and take place very close to the den. The Simien fox has long legs and a narrow pointed muzzle. It weighs between 11–19 kilograms and has small, widely spaced teeth. Its coat is ochre to rusty red on the face, ears and upper portions of the body, and white to pale ginger on the underparts. The end of the tail is a thick brush of black hairs on the tip. The animal has small white spots on the cheeks, and white rims below the eyes. The contrast of red and white markings increases with its age and social rank. Females tend to have paler coats.

2 Consider whether the following statements are *True* or *False* and write the answers in your exercise book.

- 1 The Simien fox is native to Ethiopia.
- 2 It lives on the lowest slopes of the mountains.
- 3 You can see many packs in the mountains.
- 4 The animal eats rats and mice.
- 5 It lives in packs during the breeding season.
- 6 It has small white teeth and a narrow pointed muzzle.
- 7 It is a rusty red colour all over.
- 8 Its colour tells us its age and place in the pack.



Writing

1 Write a letter to a pen friend. Include information about your age, where you live, your family, your school, your interests and what you do in your free time. Begin your letter with *Dear ...* and end your letter with *Best wishes, from ...*