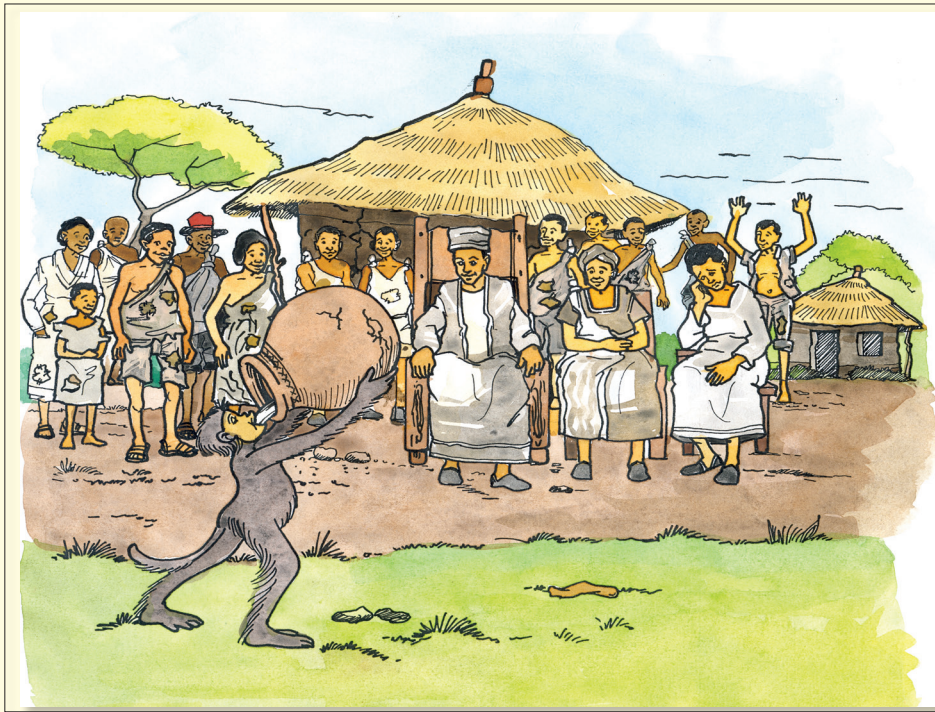


Objective

In this unit, you will tell and talk about African folktales.

A Listening and speaking**LESSON ONE****Activity 1**

What is happening in the picture? Use the picture to predict the story your teacher is going to read. Narrate the story to your partner.



Exercise 1: Work in pairs. Discuss these questions with a partner.

1. Have you heard about animal fables?
2. Tell your partner a story about such fables. Do it in turns.
3. What lesson do you learn from each of the stories?

Listening activity

Activity 2

Your teacher will read to you a story. Find out if it is similar to the one you narrated to your partner.

Exercise 2: Answer these questions about the story.

1. Suggest a suitable title for the story.
2. What do you like/dislike about the princess?
3. What condition did the princess set for any man who wished to marry her?
4. Why do you think she set such a tough condition?
5. What lesson do you learn from the story?

LESSON TWO

Conversation

Exercise 1: Complete the conversation. Work with a partner.

Monkey and the Princess

Suitor : *(to the king)* Your majesty, I wish to marry your daughter.

Princess : Do you all want to marry me! The most beautiful princess in my father's kingdom! Wonders never cease! Look at your big wide mouth!

King : _____

Princess : No father, I won't listen. It is only a courageous man who is able to drink a potful of hot water directly from the fire. He is the one I will marry.

King : Okay then, I will send my messengers to announce your condition in the whole kingdom.

Monkey : _____

Princess : *(laughing)* Father, let the silly Monkey try. I am sure he will fail. *(Later, several young men try the test but they fail).*

Monkey : *(after drinking the water)* _____

King : Monkey, you have proved yourself. You may have your wife.

Princess : _____

King : You set a tough condition which all the young men could not fulfil. So, you have Monkey as your husband.

Exercise 2: Find words or phrases which have the same meaning as the ones below.

royal eminence charming cease small brave emissaries

Activity

Work in groups. Think about Mr. and Mrs. Monkey. Discuss what could have happened to them after they got married. Talk about whether they had a happy marriage.

LESSON THREE

Group discussion

Activity 1

Work in groups. Talk about the different animals you know or have heard about. What are their characteristics? Think and discuss the dangers of living with them in the same house.

Share your experiences about animals with the other groups.

Different story openings for folk tales.

Read these phrases

- Once upon a time _____
- Long, long ago, _____
- Many years ago, _____
- A long time ago, _____
- In the beginning, _____
- There was once _____

Folktale endings

- _____ and they lived happily ever after.
- _____ and they never saw him again.
- _____ and they danced and sang all night.

Activity 2

Think of more story openings and endings to add to the list in Activity 1.

Activity 3

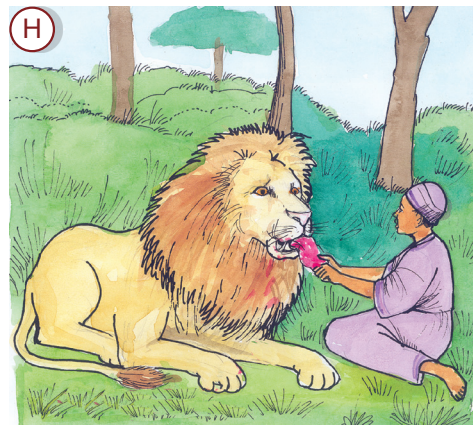
Tell the class a folktale you heard or read about. Use any of the sentence openings and endings above.

LESSON FOUR

Activity

Your teacher will read to you a story. Listen carefully as you observe the pictures.





Exercise 1: In your own words retell this story to your partner. Write the story in your exercise book. Show your story to your teacher.

Exercise 2: Answer the questions based on the story.

1. Why did Fanye go to the wise man?
2. What made Fanye think that her husband did not love her?
3. How did she pluck the hair from the lion's mane?
4. What is the moral of the story?
5. If you were Fanye, what trick would you have played on the lion to take its hair?

B Reading

LESSON FIVE

Comprehension

Activity

Discuss the following questions in groups.

1. How many stories do you know?
2. Where did you hear these stories?
3. Which animals have featured in most folk tales?
4. Choose one story, talk about the main events and the moral of the story.

Read the passage.

The Hare and the Monkey

Long ago, in the lands of Anole, the animals used to hunt together. Whenever they caught their **prey**, they brought it home, ate part of it, and **saved** the rest. Each time they went hunting, they left one animal in charge of the store.

One day, it was Guinea-pig's turn to **guard** the food. At first, he paced up and down, watching carefully to make sure no one was around. However, it soon became hot and Guinea-pig began to feel sleepy. Since everything was quiet, he lay down in the shed and was soon fast asleep.

Guinea-pig woke up to see Monkey disappearing behind a bush. He looked into the store, but it was too late.

“Oh! What shall I do?” He cried. “Monkey has eaten all the food!”

The other animals heard him cry, for they were just coming home with more food. When they **realised** what had happened, they growled and roared in anger. Guinea-pig was afraid and he ran away never to return. Baboon and Porcupine were also asked to guard the food but Monkey always **tricked** them and stole the food.

“We need someone who is cleverer than Monkey to guard the food,” said Giraffe.

“What about Hare?” suggested the Hyena. “I remember him playing a clever trick on me once.” The other animals thought that this was a good idea. The next day Hare was left in charge. Later that morning, Monkey came as usual. He greeted Hare politely and asked him if he could let him rest under the tree near the food. Hare agreed.

“Please turn round then,” said Hare, “and I will tie your tail to mine.”

Monkey thought Hare was rather stupid. He knew that since Hare’s tail was small, all he had to do was undo the knot, knock him down and take as much food as he wanted.

The Monkey smiled to himself. He did not realise that his long tail was being tied to Hare’s tail. As soon as the knot was tied, Hare pretended to see something in the distance. “Is that Lion?” He asked.

“Yes it is. And Leopard too. In fact all the animals whose food you have been stealing are coming back. They are going to be very angry if they find you here.”

Exercise 1: Answer the questions below.

1. Why wasn’t Guinea-pig a responsible guard?
2. What trick did Monkey play on Guinea-pig?
3. List all the animals that were entrusted with guarding the food.
4. Why did Guinea-pig run away?
5. Why did the Monkey agree to have his tail knotted with Hare’s?

6. Hare said: "Is that Lion? Yes, it is _____" because he wanted to:
- frighten Monkey.
 - give Monkey a chance to escape.
 - get the other animals to hurry home and help him.
 - make the Monkey's tail come off.

Vocabulary practice

Exercise 2: Match the words in the table with their meanings. Do the work in your exercise book.

Word	Meaning
prey	cheated
guard	keep
realised	food
trunk	understood
store	branch
tricked	watch

LESSON SIX

Follow up activities

Activity

Work in groups. Discuss the story about **The Hare and the Monkey**. Share your ideas with the class.

Exercise : Answer these questions.

- What do you think happened to the Monkey?
- Write about what happened next in the story.
- What moral values have you got from the story?
- Suppose you were a judge and had all the guards brought before you, what sentences would you pass on them?

Note: What we learn from a story or what the story teaches us is called a **moral**.

LESSON SEVEN**Story telling and role play****Activity 1**

Work in groups. Discuss a well known story. Some of you will write the beginning of the story and others will write the ending. One person will write the moral of the story. Work together to write the main body of the story.

Present your story to the class and support it with a drawing.

Activity 2**Role play**

Work in groups, carry out the following task then write it in your exercise book. Assume you are a courtroom judge and Guinea-pig, Baboon, Porcupine and Monkey are brought before you. Allow each of them to give their defence.

Example: Mr. Guinea-pig you were left in charge of the food and you are accused of stealing it. This is why you ran away. Can you prove your innocence? Otherwise you will go to jail.

LESSON EIGHT**Grammar practice****Using: who, whose and which****Read the sentences below.**

- Example:** 1. **The animals** were left behind to guard the food.
2. **They** were all tricked by the monkey.

The animals, which **were left behind to guard the food**, were all tricked by the Monkey.

(a) Jimma is far from Addis Ababa.

(b) It is a regional town.

Jimma, **which is a regional town**, is far from Addis Ababa.

(a) Ayda has lost her book.

(b) Her brother works in the bank.

Ayda **whose brother works in the bank** has lost her book.

Exercise 1: Join the following sentences using **which, who, whose**.

1. The animals ran away into the forest. They were disturbed by the local people.
2. An engineer is a busy person. His job is to design plans for roads and buildings.
3. The children are hardworking. They are supported by their teacher.
4. Ethiopia is in the horn of Africa. It is a coffee producing country.
5. Wild animals should be kept in parks. They are a tourist attraction.

Exercise 2: Complete the following sentences correctly.

1. A widow is a woman whose
2. Meseret Defar is an athlete whose achievements
3. A porcupine is a small animal whose
4. Good students are ones who

C Writing

LESSON NINE

Composition

Exercise 1: Use the words in the box to complete the story below. Write it in your exercise book. Share your work with a partner.

creature	effort	treated	hero	growl
clumsy	excuses	previous	victims	eager

The escape

The villagers were aware that something was attacking their animals during the night and carrying them away. The ...**1**... week its ...**2**... had included four sheep, two goats, and several chickens.

“We must make an ...**3**... to catch this animal,” Ato Teferi told the others. “Tonight, let’s tether a sheep to a post and then hide nearby with our spears.”

Some of the men made⁴... saying that they were too tired or too busy, but later they agreed to come. As soon as it was dark they hid behind the bushes near the sheep. Each one imagined how he would be⁵... as the⁶... of the village if he was the one who caught the animal.

Suddenly, there was a low⁷... and the sheep began to bleat fearfully. However, one young man was too⁸... to be the first to throw his spear. He rushed forward, but fell over a log that was lying on the ground, making a great crash. The animal was gone before others could move. "You⁹... fellow!" said Ato Teferi. "We didn't even have a chance to see what kind of¹⁰... it was."

Exercise 2:

1. Write 10 sentences which strike you the most about the experiences of animals in the folktale you have read about in the previous lesson.
2. Write 5 sentences showing your disappointments about the behaviour of some of the animals in the folktale.
3. Compare your sentences in groups.

LESSON TEN

Composition

Activity

Work in pairs. Write a short folktale that you have heard from your community. List the adjectives you have in your story. Support your story with pictures. Share with other groups so that they comment on your story.

Exercise: In pairs, draw pictures to match the folktale you wrote in the activity. Compare them with those of your partner. Compare your stories. Remember to check your grammar and spellings.

LESSON ELEVEN**Composition****Activity**

Write a sentence beginning: Once upon a time, there was a

Pass this sentence onto the next person to re-write it by adding adjectives and some other words. Let him or her write the second sentence and pass it onto the next person. The next person will add some words and write the next sentence. This will continue until the last person tells the full story to the whole class.

Read the following phrases 'Why cats kill rats' and write the folktale.

- (a) Ansa was King of Calabar for fifty years.
- (b) had a very faithful cat as a housekeeper, and a rat was his house-boy.
- (c) king was an obstinate, headstrong man, but was very fond of the cat, who had been in his store for many years.
- (d) The rat, who was very poor, fell in love with one of the king's servant girls, but was unable to give her any presents, as he had no money.
- (e) thought of the king's store in the nighttime
- (f) being quite small, made a hole in the roof, in getting into the store.
- (g) stole corn and native pears, and presented them to his lover.
- (h) At the end of the month, when the cat had to render her account of the things in the store to the king,
- (i) found that a lot of corn and native pears were missing.
- (j) The king was very angry at this, and asked the cat for an explanation.
- (k) The cat could not account for the loss
- (l) one of her friends told her that the rat had been stealing the corn and giving it to the girl.
- (m) The cat told the king,
- (n) called the girl before him and had her flogged.
- (o) handed the rat over to the cat to deal with, and dismissed them both from his service.
- (p) The cat was so angry at this that she killed and ate the rat,
- (q) Ever since that time whenever a cat sees a rat she kills and eats it.

Source: Elphinstone Dayrell, Folk Stories from Southern Nigeria, West Africa

Exercise One

A: Correct the following sentences.

1. After two months, my brother came out from hospital.
2. A wife control the income generating business.
3. Everyman try to find a job in towns.
4. After the wedding will be over, the couple start their life together.
5. Before a marriage will take place, the future couple will be advised by parents.
6. In certain culture, before a son will be married, parents not included in the family inheritance list.

B: Join the sentences using **so that**.

- i) Barks of trees are preserved. People get medicine from them.
- ii) Many people visit forests. They get medicinal herbs from there.
- iii) The liquid from the herb was bitter. Nobody wanted to take it.
- iv) Askale is resourceful. She managed to get us leaves from a eucalyptus tree.
- v) Special herbs should be preserved in our communities. Children will learn about them.
- vi) You ought to prune the herbal trees. You will get better yields.
- vii) Scientists need to identify more medicinal herbs. We shall be able to treat more diseases.

C: Construct sentences using the following words.

- (a) treat (b) boil (c) roots (d) bark (e) sap
(f) seed (g) leaves (h) stomachache (i) headache
(j) pound.

Exercise Two

A: Complete the passage below using words and phrases provided in the box below.

root system	flowers	seeds	plant kingdom
the terminal bud	flowering	plants	organs

The flowering plant

Flowering plants are _____ which when mature produce _____ that form fruits and _____.

_____ plants form the biggest part of the _____ and they are regarded as the more advanced plants.

A mature flowering plant, consists of two basic parts, namely _____ and the root system.

Plants that have true flowers, which bear reproductive _____ are called Angio sperms.

The sap is found covered or hidden inside the fruit, hence the name Angio-sperms.

The shoot system is the part of the flowering plant which is above the ground. The _____ is the part of the flowering plant which is below the ground.

B: Change the following verbs in bold to present simple tense.

1. Ethiopian students **drew** pictures for the National Art Competition.
2. The judge **will sit** in his chambers and admire the paintings.
3. The visitors **were enjoying** the picture displays in the gallery.
4. Mesfin **will wonder** at the sculpture's beauty.
5. The tourists **bought** many art pieces from the gallery.
6. Firehirot **was fascinated** by the beauty of the flower vase.
7. Hailu **was staring** at the wonderful artwork.

C: Copy and complete the table by filling in the gaps with active or passive forms of the sentence.

Active voice form	Passive form
1. The cook will be preparing supper at the time.	
2. The driver will (take) the car to the garage.	
3.	A new song will be composed by Gete.
4. Many farmers will be sowing cotton seeds in March.	
5. We shall be writing our composition homework.	

6.	The book will be taken by John.
7. Will Adam be taking the food?	
8. The children will be cleaning the school compound.	
9. Tibebu will be reading the news over the radio.	
	The house will be painted by Hana.

D: Rewrite the following sentences correctly using the words given in brackets:

1. If it _____ this afternoon, we shall not play football (rain).
2. Endale's netball team _____ if it practised hard (win).
3. If I _____ the queen today, I would be surprised (see).
4. Saida _____ successful if she had not worked very hard (not be).
5. There will be a drought soon unless it _____ (rain).
6. We _____ to solve the problems if we worked together (able).
7. What shall I tell her if she _____? (ask).
8. Your artwork would sell if you _____ attractive materials (use).
9. They _____ the plane to South Africa if they had come early (catch).

Exercise Three

A: Write the following sentences using the correct order to make them meaningful.

1. Dubai Kelifa to goes seldom.
2. they their toilets clean rarely.
3. go we place to not do usually that.
4. Addis Ababa went Mestawit last week to hurriedly.
5. to the movie go tonight Let's.

B: Write ideas on the benefits and challenges of producing a piece of art.

C: Refer to the map of Africa you drew in Unit eleven and match the places of natural beauty in column **A** with the corresponding country in column **B**. Do the work in your exercise book.

A	B
Gambella National Park	Congo
Mabira forest	Ethiopia
Lake Faguibine	Sudan
Boma National Park	Uganda
Lake Volta	Ghana
Congo forest	Ghana

D: List the importance of lakes, national parks and forests to both animals and human beings.

E: Write a paragraph about the beauty of any mountain in Africa.

Exercise Four

A: Choose an electrical or electronic device in your school and write about the advantages of using it. If there are any disadvantages, how can they be overcome?

B: Write **TRUE** or **FALSE** about the statements below.

- i) If you have a radio, you can listen to the news. _____
- ii) Televisions can use either hydro electricity or batteries. _____
- iii) A computer uses electricity to operate well. _____
- iv) A generator can be used to produce light. _____
- v) We can live without mobile phones. _____
- vi) The mouse and the keyboard are not parts of a computer. _____
- vii) Modern technology has not benefitted us much. _____
- viii) The electric bulb has replaced the lantern used in many homes in Africa. _____
- ix) News bulletins are telecast on TV and radio. _____

C: Write these sentences in past perfect tense.

1. They all beat the fire to put it out.
2. Now I begin to understand everything.
3. I forget your name.
4. We light a fire to keep us warm.
5. My father sows beans in the planting season.

Exercise Five

- A: Choose one historical person in your area. Describe him and discuss his/her contribution to the development of your area. Work with a partner.
- B: Construct as many sentences as you can from the table below.

Could I have	a used pair of a pair of another pair of	scissors pliers trousers shorts pants	please?
--------------	--	---	---------

Exercise Six

- A: Write the opposite forms of these words.
- i) conserve ii) major iii) depart
- B: Write a single word for the group of highlighted words.
- Our neighbour drove his car with no care for other people.
 - The visitor stayed with us for two weeks.
 - The government has built schools for the children who can't hear.
- C: Write correct sentences to show your understanding of homophones.
- i) their / there _____
- ii) hare / hair _____
- iii) write / right _____
- iv) you / ewe _____
- v) sew / saw _____
- vi) tale / tail _____
- D: Use the correct form of the word given in brackets to complete the sentences correctly.
- The milk, which was kept for the visitor was (drink) by the cat.
 - The police was (immediate) called to arrest the thief.
 - Abebe's (marry) took place at her home last Saturday.
 - Roro is the (tall) of the two boys.
 - I was (surprise) to find a snake in my house.
- E: Give the plural forms of the following words/phrases.
- (i) luggage, (ii) a bundle of firewood, (iii) leaf

Exercise Seven

A: Punctuate this passage correctly.

a long time ago there lived a rich man called ahmed. he had an artroom for his many art works. one day ahmed decided to go out and left the gallery door open. when he came back all his artworks had been stolen he sat down and tore his hair in frustration.

B: Read the poem below.

Good results

*A boy went to school,
He tried his best
And wrote his National Exams
At last he was free
From school routine.
Then came the results,
He could not hurry to school
He knew his grade,
It would not please him.
And his parents.*

*At last he went,
He saw his name
He could not believe it,
'I passed!' he yelled. "I passed."
He hurried home,
Heavy with the news
The pride of his family
He had won the prize
And a new future awaited!
(Sarah Kaitesi)*

C: Answer the following questions in complete sentences.

1. Which exams did the boy write?
2. What made him think he was free?
3. Why couldn't the boy hurry to school?
4. What made him yell?
5. Write a poem of how you feel about exams.

Exercise Eight

A: Study the table below carefully.

Good morning. Good evening. Hello.	Have you got	some any	cheap blue fresh	Cloth? bread? combs?
	Sorry! I had some	yesterday, on Tuesday, three days ago,	but	there's there are
none left.	There 'll be no there won't be any	more till	Bereket brings me some. the lorry comes back. My brother returns from town.	
Alright,	I'll have	some	of	this these
flour. torches. cigarettes.				
I want	one some	with no without any with some	dirt on it. insect in it.	
That's 12 birr please.				
Alright, I'll pay you	when I come back. when I see you again. when I've sold my oranges.			

In your exercise book, write three dialogues/conversations from it about the shopkeeper and the customer.

B: Read the dialogue and act it out with a partner.

A visitor enters the house. He meets a boy who invites him to sit down.

Visitor : Good morning, young man.

Getachew : Good morning, Sir.

Visitor : What is your name?

Getachew : I'm Getachew Eshetu

Visitor : Getachew! Are you the one who won a million birr in the National Lottery?

Getachew : No, sir. It wasn't me. That was Getachew Ayele.

Visitor : I see. I'm your uncle Demissew from Dessie. I know that you don't know me. I would like to see your father. Is he at home?

Getachew : No, uncle. He has gone to his club for a meeting.

Visitor : Which club?

Getachew : I don't know, uncle. He always talks of a club. I don't know the exact name of the club.

Visitor : Can you call your mother, then?

Getachew : She too is away.

Visitor : Getachew, tell your father and mother that I came. I will return in the evening. Also tell them that I will be going to Australia in two weeks' time. I have an important matter to discuss with them.

Getachew : Yes, uncle.

Visitor : Bye, bye, Getachew.

Getachew : Bye, bye, uncle. Safe journey to Australia.

C: Answer the following questions in your exercise book.

1. What is the name of Getachew's uncle?
2. Why does Getachew's uncle want to see his parents?
3. Which club did Getachew's father go to?
4. When will his uncle travel to Australia?
5. What do you think the visitor wants to discuss with Getachew's parents?
6. Do you believe the man was Getachew's uncle? Give reasons.

Vocabulary

Grade 8

Geography words

border
desert
east/eastern
erosion
erupt/eruption
extinct
fog/foggy
grassland
lake
melt
national park
north/northern
plain
populated/population
rainforest
rift valley
river
savannah
south/southern
temperature
volcano/volcanic
waterfalls
west/western

Sports

athletics
netball
basketball
bat
court
field
fitness
football
gum shields
glove
gymnasium (gym)
helmet
hockey
kick
lose
net
pass
pitch
play
racket
swimming pool
tennis
track
volleyball
win

Countries

America
Australia
China
Djibouti
France
Germany
Great Britain
Italy
Japan
Middle East
Russia
Saudi Arabia
Spain
Yemen

Continents

Africa
Asia
Australia
Europe
North America
South America

Jobs

artist
bus conductor
inventor
professor
scientist

shoeshine boy/girl
street vendor
sugarcane seller
weaver

Cooking

boil
chew
chop
coffee bean
dry
fry
grind
herb
ingredients
mix
packet
plant
pound
pour
sour
spicy
stir
tasty
tin

Other nouns

ambition
art
barrier
beauty
beginning
bilharzia
discovery
ending
Folktales
graph
hyena
invention
leaf
problem
riddle
salary
scene
seed
shelf
snail
snow
soap
solution
trend
vacation
wonder

Other verbs

arrive
discover
face
go down
go up
invent
leave
overcome
regret
summarise
travel
visit
brush
conserve
describe
draw
earn
expand
join
look
paint
phone
spectate
spend
Start
stay
strike
take
term
transmit
remind

Vocabulary

Grade 8

Environment

clean
crowded
feed
noisy
polluted
quiet
river bank

Adjectives

clever
fit
friendly
good
healthy
long term
medium term
pleased
probable
short term
shy
strong
successful

Technology

Computer
electric light bulb
electric ring
generator
keyboard
mobile phone
monitor
mouse
radio
television
water pump

Health words

ache
bilharziasis
cold
cough
cure
disease
fitness
headache
healthy
inhale
malaria
pain
patient
stomach ache
tapeworm
toothache
treat

School words

attend
drop out
graduate
hostel
lesson
period
primary
secondary
prefect
book
pen
pencil
pass exams

Infinitive

arise
awake
be
bear
beat
become
begin
bend
bet
bind
bite
bleed
blow
break
breed
bring
build
burn
burst
buy
catch
choose
cling
come
cost
creep
cut
deal
dig

Past Tense

arose
awoke
was/were
bore
beat
became
began
bent
bet, betted
bound
bit
bled
blew
broke
bred
brought
built
burnt, burned
burst
bought
caught
chose
clung
came
cost
crept
cut
dealt
dug

Past Participle

arisen
awoken
been
borne
beaten
become
begun
bent
bet, betted
bound
bitten
bled
blown
broken
bred
brought
built
burnt, burned
burst
bought
caught
chosen
clung
come
cost
crept
cut
dealt
dug

Appendix

Grade 8

Do
draw
dream
drink
drive
eat
fall
feed
fight
find
flee
fly
forbid
forget
forgive
freeze
get
give
go
grind
grow
hang
have
hear
hide
hit
hold
hurt
keep
kneel
know

did
drew
dreamt, dreamed
drank
drove
ate
fell
fed
fought
found
fled
flew
forbade
forgot
forgave
froze
got
gave
went
ground
grew
hung, hanged
had
heard
hid
hit
held
hurt
kept
knelt
knew

done
drawn
dreamt, dreamed
drunk
driven
eaten
fallen
fed
fought
found
fled
flown
forbidden
forgotten
forgiven
frozen
got
given
gone
ground
grown
hung, hanged
had
heard
hidden
hit
held
hurt
kept
knelt
known

lay	laid	laid
lead	led	led
lean	leant, leaneded	leant, leaneded
leap	leapt	leapt
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie (down)	lay	lain
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
outdo	outdid	outdone
outgrow	outgrew	outgrown
outrun	outran	outrun
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent

Appendix

Grade 8

set
sew
shake
shear
shed
shine
shoot
show
shrink
shut
sing
sink
sit
slay
sleep
slide
slit
smell
sow
speak
speed
spell
spend
Spill
spin
spit
split
spoil
spread
spring

set
sewed
shook
sheared
shed
shone
shot
showed
shrank, shrunk
shut
sang
sank
sat
slew
slept
slid
slit
smelt, smelled
sowed
spoke
sped, speeded
spelt, spelled
spent
spilt, spilled
spun
spat
split
spoilt, spoiled
spread
sprang

set
sewn, sewed
shaken
shorn, sheared
shed
shone
shot
shown, showed
shrunk
shut
sung
sunk
sat
slain
slept
slid
slit
smelt, smelled
sown
spoken
sped
spelt, spelled
spent
spilt, spilled
spun
spat
split
spoilt, spoiled
spread
sprung

stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank, stunk	stunk
strike	struck	struck
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
uphold	upheld	upheld
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
wet	wet, wetted	wet, wetted
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written