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ELEMENTS OF WRITING ENGLISH-I

20/10

(FLEn 220)

BY

ALAMIREW G/MARIAM

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219000

compare compare essay paragraph

Department of Foreign
Languages and Literature
Addis Ababa University

September 2000

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ACKNOWLEDGEMENTS

I would like to acknowledge the fact that I have fully used my own preliminary material (Writing Skills, 1996) to develop this course book.

Then, I would like to thank Dr. Birhanu Bogale for initiating me to develop this teaching material.

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Finally, I would like to thank the Research and publications office for covering all the expenses.

Almirew G/Mariam

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INTRODUCTION

(TO THE INSTRUCTOR)

This teaching material tries to introduce the learners to the basic elements of writing: writing parts of a sentence, writing sentences, combining sentences, using mechanics, writing paragraphs, letters and essays.

It consists of seven parts. The first part deals with writing different kinds of phrases and clauses. Although this is not included in the course description, it is believed to give remedial sentence level writing to the students. Owing to this fact, much attention has not been given to the number and kind of tasks set. The second part will help the students know the kinds of sentence constructions, important elements in sentence construction and the common errors the students make when writing. The third part exposes the learners to the major mechanical aspects of writing at paragraph level. The fourth part deals with a higher level writing-combining different kinds of pairs of sentences that have different types of the basic relationships. The fifth part gives different kinds of paragraph writing. Sample paragraphs are given to let the students have concrete examples that would give them some idea on how paragraph writing should look like. This should not, however, be considered as giving a model writing for there is no one best type of writing on any topic.

In other words, the first half of this part gives general tasks on paragraph writing while the second half treats different kinds of paragraph writing. This technique is believed to help the students write general expository paragraphs before they are required to write specific types of paragraphs which could be more demanding.

The sixth part exposes the learners to various types of essay writing. The last part gives some enlightening tasks on letter writing. This part may not have an immediate application for the students during their stay in the university. But it would help them acquire the language and style of writing a letter which would be of some use - communication- when they become teachers./office employees. The appendices in conjunction with the tasks in the material would help the learners see and study prepositions, connectors, sample letters, note taking and summary writing skills and sample essays.

Having all these contents, it is then hoped that this material would help the students have the basic skills in writing. It would also enable

APPENDIX - VII

Additional Readers

(Essays)

Writing a Summary

④ The word-by word attention required for a good paraphrase will lead you across all the contours of another writer's thought. You will follow the main trail of meaning, the ridges of fine distinctions, the cutbacks of qualifications, and the waysides of association. Like a patient hiker on a slow trek, you must mentally pull together all the major events of the journey in order to sense the total experience. Writing a summary, on the other hand, allows you to review the entire process as a whole.

Unlike the paraphrase writer, who must discover new ways to restate the meaning, the summarizer looks for the most compact restatement. To highlight the essentials of another writer's idea- rather than to provide a complete and detailed restatement is the purpose of summary writing. A summary will help you understand the major direction, the main points and the overall shape of the overall detailed original. A summary restates the essence of the original in as few words as possible, but not necessarily in different words. In most cases, when you use an author's original words, you need to put them in quotation marks. When you are writing a freestanding summary, for which the source is given and which is labeled as a summary of that source (and only in this situation), you need not mark by quotation marks the use of the author's words with quotation marks.

To rewrite a longer piece in short form, you must first understand the piece you are working with. Begin by reading the piece carefully, making sure you absorb the full meaning. If there are words you do not know, look them up. If some sentences are confusing, paraphrase them. Identify the main ideas and determine how the less important material relates to those main ideas. In short, read.

Once you understand the piece you are summarizing, you must decide which parts you are going to include in the summary and which you are going to leave out. Of course, how much material you select depends on how long you want the summary to be and for what purpose you are going to use the summary. However, unless you have a more

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INTRODUCTION

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In other words, the first half of this part gives general tasks on paragraph writing while the second half treats different kinds of paragraph writing. This technique is believed to help the students write general expository paragraphs before they are required to write specific types of paragraphs which could be more demanding.

The sixth part exposes the learners to various types of essay writing. The last part gives some enlightening tasks on letter writing. This part may not have an immediate application for the students during their stay in the university. But it would help them acquire the language and style of writing a letter which would be of some use - communication- when they become teachers./office employees. The appendices in conjunction with the tasks in the material would help the learners see and study prepositions, connectors, sample letters, note taking and summary writing skills and sample essays.

Having all these contents, it is then hoped that this material would help the students have the basic skills in writing. It would also enable

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them to cope up with the demands of their courses in the subsequent years as they may be required to write papers, take notes, and/or produce essays.

It is not, however, to claim that the instructor doesn't need to use additional sources to develop his/her lessons. Indeed, he/she might need to supplement the material depending upon the competence and needs of his/her students.

In doing the tasks, the students are supposed to do the pre-writing task (brainstorming, outlining, discussing, etc.) in groups/pairs. This technique is believed to help the students contribute to the writing process. It makes each student think and work cooperatively. The actual writing, however, should be done by individual student. This would enable each student to get a chance to learn to write on his/her own.

After the writing is over, each student is expected to read at least one other student's writing and make comments on the grammar, word choice, coherence, content, organisation, etc. of the writing.

With respect to making comments on a piece of writing, the instructor is expected to assist the pupils in their attempt. He/she needs to explain to them what they should comment on. This would enable the students to learn from each other - possibly one of the best strategies in the learning process.

Finally, the instructor is advised to follow process writing when using the tasks of this and other materials. He/she is also expected to collect the pupils' writings and correct them. This ought to be done as often as necessary.

TO THE STUDENTS

The major strategy used in the preparation of the tasks is pair and group work. This is believed to be helpful to you for it would give you ample opportunities to learn from each other. This is, no doubt, far better than the amount of feedback /comment you may get from your instructor. This strategy (learning cooperatively) ought to be learned for 'two heads are better than one'.

Therefore, you need to work, throughout, with full cooperation in doing the tasks of this text. On top of this, you are advised to do, on

your own, the optional tasks or optional topics for they would give you additional chances/opportunities to learn to write.

There are appendices at the end of this text. They comprise note-taking, summary writing, vocabulary aid, linking devices and sample essays on some parts in the text. You need, therefore, to read through them.

Finally, when you write your sentences, paragraphs and essays and when you correct someone's writings, you are expected to observe the following points:

a) Language:

Grammar

- Are the sentences grammatical?
- Are the ideas sensible?

Structure

- Are the sentence structures effective or awkward?
- Are the sentences short and effective or long and ineffective?
- Are the structures varied or the same and monotonous?

Word choice

- Are the key words appropriate to use them in a certain writing?
- Could the use of a certain word better explain the message other than what is used?
- Is there any trace of verbosity?

Mechanics

- How effectively is capitalisation used?
- Are the words correctly spelled? Which style (American or English) and how consistently is it used?
- Are the question mark, comma, semicolon, hyphen, syllabification, interjection, etc. correctly used?

b) Contents

- Are the contents enough to make a paragraph/essay?
- Are all the contents relevant to the paragraph/ essay?
- Are all the contents developed in detail?

c) Organization

- Are the ideas logically developed, i.e. from simple to complex, least important to most important or the viceversa, etc?
- Is the essay well paragraphed?
- Does the paragraph develop one idea/theme?
- Does each paragraph have a topic sentence?
- Does the paragraph /essay have opening, body and concluding sentence(s)/paragraph(s)?
- How effectively has he/she used cohesive devices?

c) Clarity and format

- - Is the handwriting legible?
- Does the writer keep margins?
- Has the writer put much effort to produce a good paragraph/essay?
- Does the paragraph/essay, in general, attract a reader?

COIN 34

Don't
change

UNIT ONE

PHRASES AND CLAUSES

Good
circles

1.1 PHRASES: Phrases are a group of words that do not convey a complete thought. Nevertheless, they are useful in constructing sentences. In this section we shall see the different types of phrases and their uses.

a) **Noun Phrases:** A noun phrase is a word or a group of words that go with a noun.

Look at the following sentences and identify the noun phrases.

- The peasants have bought a new harvester. pan
- The tall brown girl is coming.
- She bought two kilos of orange and banana.

Task 1: Underline the noun phrases in the following narrative piece.

①

When we went into his beautiful house, we met an old woman sitting on a wooden stool. We greeted her and she confused, puzzled by our strange voice. She can't see well. The unevenly plump short woman came out of the bedroom to the saloon to see who it was. I mistook her for his wife. Our friend warmly offered us a seat. He then ordered the maid to prepare tea and serve lunch.

Task 2: Using the phrases and words in columns A and B, construct sentences

- | A | B |
|---------------------------|----------------------------------|
| 1 <u>a black dog</u> : | <u>She/spill</u> |
| 2 <u>a small bed room</u> | <u>Run /out/ of /the /campus</u> |
| 3 <u>some oranges</u> | <u>My /sister /buy</u> |
| 4 <u>a lot of sugar</u> | <u>I/have</u> |
| 5 <u>I little milk</u> | <u>I/have/add/into/the/tea</u> |

once up on a time there were an under ground
hall around wardha.

that go to noun
that go to verb

→ noun phrase
→ verb phrase

repair the roof

2

He playing football

He play football

VP + PP of sea

b) **Verb Phrases:** A verb phrase is a word or group of words that have a verb in them.

Read the sentences below and identify the verb phrases.

- He is working in the garden.
- They have been repairing the roof.
- The work will have been completed by tomorrow.

is + v-ing
cons. to B
Vij. past p.
have + V3

(P)

Task 3: Underline the verb phrases in the following paragraph.

My friend doesn't put off his work for tomorrow. He always thinks of what he has done and what he should do. He gets up early in the morning and starts his work. His love for work has helped him to be successful.

One should learn from him if one is to succeed. I personally have learned a lot from him and am now changing my work habit bit by bit.

Task 4: Using the phrases and words in columns A and B, construct sentences.

operator
auxiliary

| | A | B |
|---|------------------|-----------------------------------|
| 1 | Was constructed | the/work/after/a month/ |
| 2 | will be finished | they/ a/nice/villa |
| 3 | Have built | they/abroad/for/further/education |
| 4 | Were sent | the/building/ten/years/ago |

union

San Suba

c) **Prepositional Phrases:** A prepositional phrase is a word or group of words that has/have a preposition.

not sufficient defi. X eg have gone to library.
VP PP

Which of the following sentence parts are prepositional phrases? Study them with your partner. See the differences.

- The students have gone to school.
- The dog jumped over the fence and bit the little girl.
- They are working in the garden.

3
3
3

30. went. goes
to - goes

Task 5: In the following paragraph, fill the blank spaces with appropriate prepositions. Then, identify the prepositional phrases.

When Dawit returns to school, he puts his things in the drawer of the table. Then, he goes to the bed room to change his clothes. He then eats his lunch with his younger brother and lies down on the bed for a nap. Finally, he goes to his reading room to do his home work.

Task 6: Among the list of phrases given below, choose the ones that best complete each of the following incomplete sentences.

- 1 Under the table
- 2 in the box
- 3 in the drawer
- 4 from school
- 5 under the mattress
- 6 through the jungle
- 7 to the church
- 8 by the side of the river
- 9 on the desk
- 10 beside the house

1. She puts the key in the box
2. The cat always sleeps under the mattress
3. The students are coming from school
4. The maid puts the bottles under the table
5. Leave the books on the desk
6. Rahel puts her pyjamas in the drawer
7. The two lovers spend their free times by the side of the river
8. Daniel parks his car beside the house
9. He always meets her going to the church
10. The police went through the jungle looking for the criminal.

to by in to with

sit

2/4/20
2/1/20

p. phra

(ing)

d) **Gerund Phrases:** Gerund phrase is a phrase that ends in "-ing" form and is used like a noun.

gerund phrase phrase that ends

Read the following sentences and underline the gerund phrases. Work together with your neighbour.

- Reading is a good habit.
- Swimming is an enjoyable sport.
- Doing assignments regularly reduces workload.

R.A.J. Solo son 20

Task 7: Write the appropriate forms of the verbs given in brackets. Then identify the gerund phrases.

- 1 (learn) to speak a foreign language requires patience. 2 (Develop) the interest to learn to speak is a decisive factor in the process.
- 3 (Read) different kinds of materials written in the language will also help a lot.
- 4 (Listen) to the language on the radio/TV or when people speak it will also help develop fluency.

Task 8: Using the following gerund phrases, construct your own sentences. Later, show them to your neighbour for comment.

- A**
- 1 reading in the library
 - 2 swimming in a pond
 - 3 helping the poor
 - 4 playing the guitar
 - 5 studying a language
 - 6 obeying parents

- B**
- be/dangerous/for/health/
 - Give/me/much comfort/
 - be/one of/doctrines/all/religions/
 - Require/interest/hard work/and/
 - Fundamental/be/moralities/one of/
 - be/difficult/skill/a/

e) **Participial Phrases:** Participial phrase consists of a participle form of a verb. Identify the participial phrases in the following sentences:

20, new, 1, One
M.V.

- Having finished her work, she went out to play.
- Knowing the answers to the questions, he happily started writing essays.

Task 9: Write the correct forms of the verbs given in brackets. Then underline the participial phrases.

1 (swim) for three hours, he became exhausted. 2 (lie) on the beach, he sunbathed for about one hour. Later, 3 (pack) his sports wear, he walked to his car. 4 (open) the door of the car, he jumped in and drove off.

Lying on the beach

Tasks 10: By combining the following pairs of clauses and phrases write out complete sentences.

1. They went out to play. Having studied their lessons
2. The peasants became exhausted. Having worked for three hours
3. Having completed his assignments. He has started studying his lessons
4. She went to the theatre. Having worn her new dress
5. Will help you avoid your cold. Taking shower in the mornings
6. Make her appear smart. Wearing jeans trousers and a leather jacket
7. May affect the liver. Drinking too much alcohol.

inf

Drinking too much alcohol, I may be affected my liver.

f) **Infinitive Phrases:** An infinitive phrase is a phrase which has an infinitive. Look at the infinitive phrases in the following sentences.

- I am too tired to go out for a walk.
- To accomplish your work successfully, you should work hard.

Task 11: Underline the infinitive phrases in the following paragraph.

Tonight, I will go out to drink beer. I feel this would break the home-to-work monotony. I don't like to drink alone. So, I'd like to invite my friend to accompany me.

Task 12: Using the phrases and words in columns A and B, construct grammatical sentences.

- | A | B |
|---------------------------------|---|
| 1 to work in a foreign country | you/must/read/a lot/ |
| 2 to learn English fast | it/be/not/easy/ |
| 3 to keep our environment clean | all/believers/shall/be/committed/ |
| 4 to respect the words of God | everyone/should/show/ <u>some/concern</u> / |

In this section, you have learned that there are different kinds of phrases. You might have also noticed that phrases do not have a verb. This differentiates them from the clauses that you will learn in the next section.

1.2. CLAUSES : A clause is a sentence or part of a sentence which has a finite form of a verb. (The form shows the tense and subject of the verb).

Task 13: Underline the dependent clauses in the following sentences:

- If she works hard, she will succeed.
- Having done his homework, the boy went out to the stadium.
- After he had done physical task for one hour, he went out with his friends.
- Had she had enough money, she would have bought a car.
- I will come when I am ready.
- I know that I am right.

if
we
saw

she had had / had she had
have has

when will come
I am ready

Successes
Successes
Successes

3
no detail
Subor

Task 14. Using the clauses and words in columns A and B, construct sentences. Later, show them to your neighbour for correction.

| A | B |
|---|------------------------------|
| 1 B If you want to meet him | A she/start/cry/ |
| 2 D As soon as you have finished your work | B you/can/go/with me/ |
| 3 C After he had done his assignment | C he/submit/it/ |
| 4 E The moment she recognised her mother | P come/to/my/office/ |
| 5 A While the baby was playing with its toy | E they/be/discuss/about/her/ |
| 6 Q until she ate her lunch | + he/be/read/at/home/ |
| 7 J When his sister arrived at home | Q the/mother/be/cook/food/ |

Task 15: Rewrite the following scrambled words to make sentences.

Then, identify the clause or phrase in each sentence.

1. people, the, comedian, many, offended
2. waiter, the, a, of, tray, glasses, inexperienced, dropped
3. scrutinising, airport, the, found, the, in, suitcase, staff, bomb, a
4. shopping, because, it, raining, I, go, didn't, was
5. think, the, I, made, decision, the, referee, right
6. sick, while, missed, I, was, three, English, classes
8. feel, I, prostitution, be, should, don't, legalised, that

Different Types of Clauses: In the preceding section you have seen what a clause is and how it is different from a phrase. In this sub-section, you will learn the different kinds of clauses that are used in writing sentences.

a) **Noun Clauses:** A noun clause is a clause that has a noun.

Identify the noun clauses in the following sentences.

- That he will come is certain (I heard)
- the airport staff ~~scrutinised~~ found a bomb in the suitcase.

The people offended many comedians

frs
O

I didn't go shopping because it was raining

I don't feel that prostitution should be legalised

- He told me that he would come.
- That she would be arrested is unquestionable.

Task 16: Underline the noun clauses in the following paragraph.

That our people do not work hard is disheartening. Many people spend their times idly. That the people can change their attitude favourably, however, is unquestionable. Nonetheless, much effort has to be put to this effect.

Task 17: By combining the pairs of clauses and phrases given below, write out complete sentences.

1. That he is an honest boy. It has been known by every body.
2. Has been known by the villagers. That she is a good wife.
3. That he would trust people. It is said
4. Has helped him to be free from the allegation. That he is innocent.
5. That they are cheats. It has been known by all people.

b) **Adjective Clauses:** An adjective clause modifies a noun that is near the clause. Due to this, it is sometimes called restrictive/non restrictive clause.

Underline the adjective clauses in the following sentences:

- That is not the car (which/that) I saw ^{see} last week.
- That is the man (whom/that) he quarrelled with last Monday
- This is the girl (whom/that) they admire most.

He has been known by every body.

Task 18: Underline the adjective clauses in the following paragraph.

The thief burgled into the house. He took the money that she had put in her cupboard. He has also taken all her clothes that were in the cupboard.

Task 19: Using the adjective clauses in column A, and the phrases and words in column B, construct sentences

| A | B |
|---|--------------------------|
| 1 The man that we met yesterday | Be/my/niece/ |
| 2 The girl that borrowed his pen | Has/be/reward/ |
| 3 The student that scored an 'A' in English | Has/be/arrest/ |
| 4 The book that was on the table | has/be/sell/for 500,000/ |
| 5 the house that is painted blue | my/sister/has/ |

c) **Adverbial Clauses:** An adverbial clause is a clause that has either time, place, or purpose adverbial that modifies the occurrence /happening of an action.

i) **Time:** Identify the time clauses in the following sentences.

- I will notify you when I am ready to leave
- She washed her clothes after she had done her assignment.

Task 20: Underline the adverbial time clause in the paragraph below.

I had planned to do my assignments in the afternoon. As soon as I reached home, I went into my reading room. After I had done them, I went out for a walk to stretch my legs.

Task 21: Construct sentences using the clauses and phrases in columns A and B.

| A | B |
|--|------------------------------------|
| 1 When I met him | she/be/read/a/novel/ |
| 2 Until she ate our dinner | he/be/talk/to/his consultant/ |
| 3 When she went back home | the/train/start/its/journey/ |
| 4 As soon as we arrived at the station | the/plane/than/takeoff/ |
| 5 After they had left home | her/parents/be/lunch/ |
| 6 No sooner we reached at the Airport | they/become/helpful/to/each other/ |

ii) **Place:** Underline the dependent clause in the following sentence.

- I got my Note-book where I had left it.
- After she had done her assignment, she went to class.

Task 22: Underline the adverbial place clause in the following paragraph.

His love to her is so intense that he always thinks of her wherever he goes. He sings love songs and meditates about her when he is alone. He has recently stopped going to places where he used to frequent. He seems to be totally immersed in her love.

Task 23. Complete the sentences below by the clauses given in the following box. You may have more than one way of completing the sentences.

Where they were
 Where they come from
 Where they left their luggage
 Where they had stolen the money
 Where she went

1. They can not remember
2. The police asked the travellers
3. They do not know

4. The thieves showed the police
5. Nobody knows

AV ← P

iii) **Purpose:** Identify the purpose clauses in the following sentences.

- He ran fast so that he might catch the bus. *purpose*
- She studies hard lest she would fail in her exams. *ng*

Task 24: Underline the adverbial clause of purpose in the following dialogue.

Lemma: Hi, Tesfu. You're still with your book. *up to now*

Tesfaye: Yes. Books are good friends.

Lemma: But, why this much time with books?

Tesfaye: Nothing, but to escape loneliness. *ng*

Lemma: You can pass the time with friends, I feel.

Tesfaye: Sure. But I'm doing the reading so that I can also learn a lot from books.

Lemma: You've a point.

Task 25: Construct sentences using the clauses, phrases and words in columns A and B.

| | A | B |
|---|--|--|
| 1 | in order to get an 'A' in this course | she/study/very/well/ |
| 2 | so that she might pass the entrance exam | everyone/shall/work/hard/ |
| 3 | in order that they may study their lessons | she/intend/study/at/London university/ |
| 4 | so that she might visit England | they/goto/the company/everyday/ |
| 5 | lest she should fail in maths | she/do/tasks/read/notes/ |
| 6 | lest they should miss the chance of getting employment | they/be/in/secluded place/ |

iv) **Result:** Identify the clauses in the following sentences.

- He ran so fast that he was out of breath.
- He played such wonderful music that we were all carried away with pleasure
- He worked so hard that he got good results.
- She is such a beautiful woman that every one likes to marry her.

Task 26: Underline the adverbial clauses of result in the following paragraph.

The football game is so magnificent that I can't help watching it on TV every weekend. Many young people from my area do join me. This adds some taste to the game. One of my neighbours is such a wonderful admirer of these games that I always long for his coming to my home.

Task 27: By combining the following pairs of clauses, write out complete sentences.

1. He studied so hard that. He will successfully pass the exam.
2. The exam was so easy. That we all were happy.
3. That he has been rewarded. The soldier fought heroically.
4. The two friends have planned to go abroad. So that they could spend the summer visiting new places.
5. They worked so hard day and night. That they have become rich.

v) **Condition:** Identify the conditional clauses in the following sentences.

- If you go to his office, you can meet him.
- I can't finish the work unless you help me.
- If I were you, I would accept her offer.

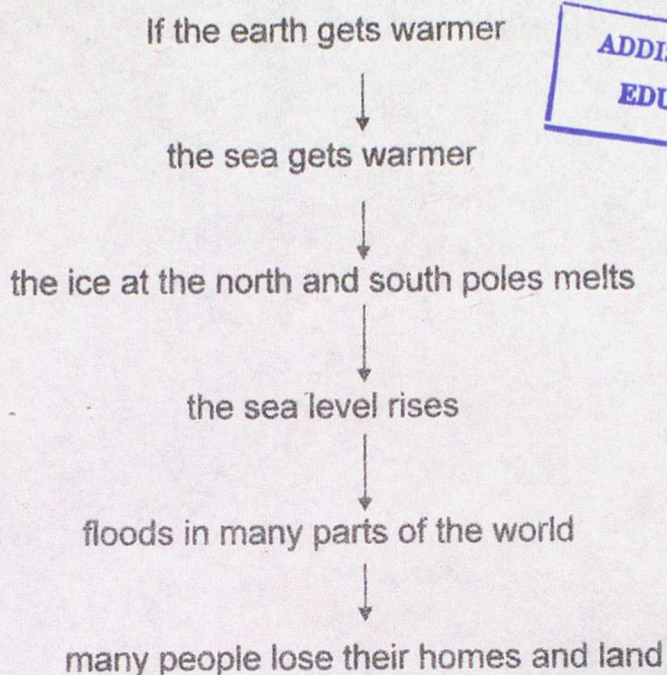
seem

so

such a

10
12

Task 28: Using the flow chart below, write five sentences. Then write a paragraph on it.



ADDIS ABABA UNIVERSITY
EDUCATION LIBRARY

(John and Liz Soars, 1987)

Task 29: Using the "unless ----" structure, rewrite the conditional sentences you have constructed. Follow the example.

Example: Unless the earth gets warmer, the sea doesn't get warm.
if not

Task 30: Using the conditional clauses and phrases in columns A and B, construct sentences. Later, show your sentences to your neighbour for correction.

| A | B |
|-------------------------------------|-----------------------------|
| 1 Had she phoned earlier | → You/can/meet/him/ |
| 2 If you go to his office | She/would/ have/meet/ him/ |
| 3 Unless you confess your sin today | He/will/be/put/in jail/ |
| 4 If I were you | You/may/not/be/forgive/ |
| 5 If the allegation is proved true | I/would/apply/for/the post/ |

vi) **Concession:** Identify the conceding clauses in the following sentences

- Although he is poor, he is honest.

- Whatever wealth he may acquire, he will never be happier.

Task 31: Identify the adverbial clauses of concession in the following piece of writing.

Although W/o Lemlem is an uneducated woman, she is wise and cautious. She knows how to handle her husband and neighbours. She always seems to be in his service. She knows when to help him and what to do at home. When he comes back from work, she receives him in warm smile.

Even though she gives him every comfort he needs, he is not the kind of person who appreciates her. When she does something good for him, he doesn't give it due consideration. He shows little or no positive response. He seems to be assuming that W/o Lemlem is created for him.

Task 32: Write out complete sentences by combining the pairs of clauses given below.

1. Although it was raining, They continued their work.
2. They do not trust each other, Even though they have been friends for years.
3. Although he is educated, He is not disciplined. ✓
4. He spends it unwisely, In spite of the fact that he earns a lot of money.
5. They were beaten two to ~~will~~, Although they played well.

vii) **Comparison:** Identify the clauses in the following sentences.

- She is as clever as her sister.
- He is taller than his father. (long)
- Desta is less intelligent than his brother.

Task 33: Identify the adverbial clause of comparison in the following paragraph.

Aster is taller than her younger sister, Selam. However, Selam is more intelligent than Aster. What is more, Selam is more sympathetic to poor people than her sister. When she sees an old man or woman begging in rugged clothes, she gives them one of her clothes.

Task 34: Using the clauses, phrases and words in columns A and B, write out sentences. Then, show them to your neighbour for correction.

*She appear as kind as her elder sister.
He be younger than his mother.*

| A | B |
|-------------------------|------------------------------|
| 1 as kind as | she/appear/her/elder/sister/ |
| 2 younger than | he/be/his/mother/ |
| 3 as respectful as | he/be/ |
| 4 less intelligent than | they/be/ |
| 5 more helpful than | my aunt/be/my uncle/ |
| 6 more active than | we/be/ |

Task 35: Rewrite the following scrambled words to make sentences.

Then, identify the parts of the sentences that give a complete thought.

1. piano, can, Aster, the, play *Aster can play the piano.*
2. awarded, the, penalty, referee, a, kick *the referee awarded a penalty to kick.*
3. conditioner, the, working, I, warm, air, was, still, although, felt, the, room, in
4. Car, into, his, morning, he, this, he, that, discovered, left, open, windows, had, when, got, car, into, he
5. chewed, open, with, his, mouth, For instance he
6. the, splattered, all over, oven, walls, of, the, of, potatoes, the
7. was, friends, constantly, his, criticising, of, choice, he,

Summary

In this section you have learned that there are independent and dependent clauses. The independent clauses can stand by themselves as they can convey a complete thought or information while the dependent clauses cannot stand by themselves and do not express full messages.

You have also learned that the names of the clauses are derived from the functions/nature of the clauses, i.e., if a clause shows comparison it is called a comparative clause and if the clause concedes it is named as concession clause.

For a better understanding of the structures of the language, the students are advised to read the following references:

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UNIT TWO

SENTENCE - LEVEL WRITING

This section will acquaint you with writing sentences and the common errors English language learners make in their attempt to write sentences. The tasks are meant to help you improve your sentence construction before you pass on to sentence combination.

2.1 Miscellaneous Sentence-Level Writings

a) Sentence Completion:

Before you attempt to do the tasks of this section, you need to refer to grammar books on the types of sentences (simple, compound, complex and compound complex).

Task 1: Match the following incomplete sentences with the clauses in column B. Put comma where necessary. Later, show them to your neighbour for correction.

- | | A | B |
|---|---|------------------------------------|
| b | 1 The students should study their ^{lessons or} lessons | a He doesn't reach on time |
| d | 2 The farmers have ploughed the land twice but | b They will fail in their exams |
| c | 3 I enjoy going out of the city in the weekends but | c I can't afford the expense |
| j | 4 He has opened a good business so | d There is no rain |
| i | 5 You need to register for this course or | e The students got good results |
| e | 6 The exam was <u>difficult yet</u> | f She can't dance well |
| h | 7 I really enjoy reading fiction but | g I have no spare time |
| f | 8 She sings nicely but | h They don't like to live together |
| a | 9 He walks fast yet | i You will spend another year |
| h | 10 They love each other but | j He will be rich |

of Sentences of
 Sent
 S S S Sentences

Compound complex is an sentence

b
 c
 d
 i

A 1-85
A- 78
A 20

Task 2: By using the clauses in Column 'B' Complete the following incomplete sentences to make complex sentences. (one independent and one or more dependent clauses).

A

B

- | | |
|--|------------------------------|
| 1. / till we eat our dinner <i>e</i> | a. We have stopped working - |
| 2. who learns English in our class <i>d</i> | b. That is my book - |
| 3. / until we get our salary <i>a</i> | c. Eden married last week |
| 4. / which has a red cover <i>b</i> | d. <u>Desta is my friend</u> |
| 5. / whom you saw with me yesterday <i>d</i> | e. We will watch the film - |

Task 3: Match the following incomplete sentences with the clauses in column B. Then, write out your sentences.

A

B

- | | |
|---|---|
| b 1 Watching World Cup football <i>b</i> | a They haven't saved much money |
| d 2 Although <u>they</u> live in the countryside <i>d</i> | b I usually spend the weekend in the countryside |
| c 3 After <u>she</u> has finished her work <i>c</i> | a She took rest |
| e 4 Having written a letter to his wife <i>e</i> | d My sister rushed out to receive |
| d 5 While I was writing my paper in my office <i>e</i> | a He went to the post office to mail it |
| g 6 The moment I arrived at home <i>g</i> | a Nebiyu was reading fiction <i>+</i> |
| 7 When I knocked at the door <i>f</i> | a The mother was cooking <i>+</i> |
| 8 When the baby <u>fell</u> <i>d</i> | a The teacher was explaining about the <u>evaluation of man</u> <i>+</i> |

- 1. b
- 2. a
- 3. c
- 4. e
- 5. f
- 6. g
- 7. h
- 8. d

b) Writing Statements: Statements are complete sentences. This section will help you understand /differentiate statements from title/phrase forms which are not assertions but pieces of incomplete information.

AIDS is fast spreading in the rural areas

Task 4: Rewrite the following pieces of information in statement forms.

Example:- The fast spread of AIDS in the rural areas (information)

AIDS is fast spreading in the rural areas (statement)

be verb + ed + ing + pres

1. The importance teachers play in the development of a country
2. The fast advancement of science and technology →
3. The expansion of desertification in the world
4. That malaria and TB have become major killer diseases
5. The construction of many high-ways in Ethiopia in the last five years
6. The effect of civil war on Africa's economy
7. The importance of national policy in the development of a country
8. The change of climate in the world

invesative

C) Question Formation

Some English learners fail to form questions. They mistake the patterns of sentence construction for the pattern of question formation. This sub-section, may help you improve your ability in question formation.

Task 5: For the statements given below, write as many questions as you can as in the example.

Example: Statement: Martha has returned from Paris

Questions: - Who has returned from Paris?

- What has Martha done?

- Where has Martha returned from?

- Has Martha returned from Paris?

- Martha has returned from Paris ? (with a rising tune)

*were she?
where
how often?*

1. She teaches English in the University
2. Yesterday, we went to Markato ?
3. His parents live in the countryside ?

*What d
where
where did they*

*Situations
exclamations*

5. When he returns from school, he helps his mother in the housework
6. When the child grows up, he wants to be a pilot.
7. The students have done their homework in groups.

d) **Exclamatory Sentences:** Exclamations are used when we experience fear, anger, surprise, etc. They are usually uttered with a raised voice. An exclamation mark is used to show this rising tune. Your instructor will help you know more about them.

Exclamations

Task 6: Match the exclamatory sentences in column B with the situations in column A. Then, practice saying them out to your partner.

- | | | | |
|--------------|--|---|--------------------------------|
| Situation 1 | Someone informs you the death of Someone you know very well | 1 | Wow! |
| Situation 2 | You see someone walking on a slippery road; once it slipped him. | 2 | Mind the cold! |
| Situation 3 | You see someone is about to bump into another person coming opposite | 3 | Mind you don't fall/mind your |
| Situation 4 | When someone sneezes | 4 | Oh, I'm sorry! |
| Situation 5 | You see someone is about to catch an electrified wire | 5 | Oh! You're Stepping on my feet |
| Situation 6 | You unknowingly caught a hot iron | 6 | Huuh! |
| Situation 7 | You see someone about to step into a pit | 7 | Mind your steps |
| Situation 8 | You suddenly fell and broke your ankle | 8 | Watch out! |
| Situation 9 | Somebody stepped on your foot | 9 | Oh, What a pity! |
| Situation 10 | You spilled coffee on someone's clothes | | Mind you don't catch the wire! |

N.B. The class along with the instructor may think of other situations and the appropriate exclamations.

e) Changing Active Sentences Into the Passive Voice

We use the active voice when we emphasise on the doer of an action; we use the passive voice when we emphasise on what happened or when the doer of an action is unknown or is made to remain secret/hidden.

write

Task 7: Change the following active sentences into the passive form. The first one is done for you as an example. Later, work in pairs to find out the differences in their meanings.

Example: She wrote a letter to her uncle. (active)

A letter was written to her uncle. (passive)

1. The child beats the cat - The cat is beaten (by the child).
2. He bought a post-card to his friend a post card was bought
3. She had put her bag on the table her bag was had put on the table
4. Getachew was writing a letter to his sister the letter was being written
5. The mechanic is repairing the radio the radio is being repaired
6. He may bring the dictionary with him _____
7. You can borrow the book from the Book-store. The book can be borrowed from the book store.

Questions

1. What grammatical changes did you notice in the above task?
2. What general rule can you form about changing sentences into the passive form?

Modal + be + V3

Task 8: Write the correct forms of the verbs given in brackets to complete the paragraph. Later, identify the kind of construction you used. First read through the paragraph.

Joseph Ford, the politician who _____ (kidnap) last week as he was driving to his office, _____ (release) unharmed. He _____ (examine) by a doctor last night, and _____

bring

pr.

(say) to be in good health. Mr. Ford _____ (find) walking along a small country lane early yesterday evening. A farmer _____ (see) him, recognised who it was, and _____ (contact) the police. When his wife _____ (tell) the news, she said, "I am delighted and relieved that my husband _____ (find)." Acting on information received, the police made several arrests, and a man _____ (question) in connection with the kidnapping. (John & Liz Soars, 1987)

Task 9: Change the following paragraph into the passive voice. You shouldn't leave out any information.

At Bole Air Port, the police arrested a 40-year old business man from Khartum. They found a substance believed to be cocaine in his suitcase. The Custom Officials questioned him before taking him to the police station.

(Adapted from John & Li Soars)

Task 10: Use the simple present passive form of the verbs in the parentheses to complete the following piece.

LUNAR NEW YEAR CELEBRATION IN VIET NAM

From
The Vietnamese and Chinese celebrate Tet (the lunar new year) at the end of January or the beginning of February. People celebrate by going to the pagoda, wearing new clothes, decorating their houses, and eating traditional meals.

60
A week before this holiday, the houses (decorate) _____ in red, and branches of cherry blossoms (add) _____ for good luck. Traditional dishes like banh chung (rice cake filled with meat and soybean curd) (prepare) _____ during this week. Another traditional food is cold seasoned pork, which (serve) _____ with pickled onions or cabbage. At the same time, new clothes (buy) _____ or (make) _____. During these days the streets (crowd) _____ with people, and the sound of fire crackers (hear) _____ continuously. (Jenkins 1986)

Task 11: Rewrite the 2nd and 3rd paragraphs below in the passive form.

JAPAN'S OBON FESTIVAL

The Japanese celebrate a festival called Obon every summer. It is a festival for the spirits of the dead who return home on this day. Every one welcomes them and celebrate their return.

1. We must do many things to prepare for their return. Women clean the houses very carefully. 2. They clean the small family shrines especially carefully. 3. Sometimes they make figures of animals such as horses or cows out of cucumbers and bamboo sticks. 4. They place these animals on the family shrine, so that the returning spirits will have a way to return to the land of the dead when their visit is finished. 5. The women also prepare traditional foods such as Chirashisushi, a special rice dish.

6. While the women do these things, the men sometimes decorate the main entrance door. 7. They decorate it with colourful flowers and plants so the spirits will want to enter.
(Jenkins, 1986)

Reported/Indirect Speech: It is speech reported to an audience through writing or speech. If a speech is made and reported with no change in time, there will not be change in the tense of the report but if the time the speech made is different from the time it is reported there will be change in the tense of the reported speech.

Examples:

- a. Ahmed said, "I will return the money this afternoon." (Direct speech)
Ahmed said that he would return the money that afternoon (Indirect-there is change in time)
Or
Ahmed said that he will return the money this afternoon. (Indirect-there is no change of time)
- b. Regassa said, "I watered my flowers yesterday/" (Direct speech)
Regassa said that he had watered his flowers the previous day. (Indirect - there is change of time).
Or

Regassa said that he watered his flowers yesterday. (Indirect - no change of time).

Task 12: Change each of the following utterances (direct speeches) into an indirect/reported speech.

1. She says, " I like reading fictions."
2. The teacher said, "Clean the blackboard".
3. Dagnachew asked his father, "Can you buy me a pair of shoes now, Dad?"
4. W/O Zerfie asked, "Do you like to have coffee?"
5. The visitor exclaimed, "Oh, What a lovely place!"
6. The director said, " I had worked as a teacher for ten years."
7. Her friend said, " I will come next week"
8. She said, "I can use the computer"
9. Hellen said, "The child is playing outside."
10. Dawit said, " I visited Nairobi last Tuesdy."

Task 13: Below is a report of a conversation between a journalist and musician. Change this report into its possible former dialogue. You should not leave out any relevant information. First, identify the reporting clauses and the tenses. Your instructor can help you understand how you can change the sentences.

GN
GN
gNa
gNa
g.
Gary: what sort of music

I asked Gary what sort of music he liked, and he told me that he had always liked jazz. In fact, he said he played in a jazz band called Sak Appeal. When I asked him where the band played, he told me they mainly played in small clubs. I asked him if he had ever played a shakespearean role and he told me that he hoped to one day, but he didn't know when it could happen because he was so busy acting. (John & Liz Soars, 1987)

Journalist: What sort of music do you like?

Gary: _____

Journalist: _____

Gary: _____

Journalist: _____

Gray: _____

Task: Below is a conversation between two friends on how they should spend the night out. Read through it and rewrite it in a report form like the paragraph in the previous task. You may leave out unimportant utterances. First do it with your partner orally. Finally, write out the paragraph individually.

- Nick: Hi, Jenny
 Jenny: Oh, hi Nick. How are you?
 Nick: Not so bad. What about this evening then?
 Jenny: You mean going out? Oh I dunno, I am feeling a bit tired. I mean, may be if we went--How about a film?
 Nick: Yes, that'd be all right.
 Jenny: D'you know what's on?
 Nick: No, I don't really know.
 Jenny: I think I heard Castaway's on-it's really good, that film, you know about that woman who was sort of on a desert island.
 Nick: Er, well, to tell the truth, I've read the book and I wasn't that impressed.
 Jenny: Weren't you?
 Nick: Well, it sounds a bit stupid.
 Jenny: Does it?
 Nick: Mmm. (Bell, 1989)

was arriving

stopped better after coffee drink at night
No job X0051

Task 14: Rearrange the following scrambled words to make sentences. Then, identify what types of sentences they are.

1. stopped, began, better, I, after, I, coffee, drink, began, night, at, sleeping.
2. too, eaten, drunk, and, much, he, had, leave, to, because, party, the early.
3. most, our, eligible, married, got, week-end, this, neighbour's, bachelor.
4. down, with, weighed, packages, heavy, taxi, a, to, hail, susie, decided.
5. arriving, was, home, ten, after, months, service, the, in, Girma.
6. club, asked, whether, taken, had, I, lessons, any, karate, the members, me.
7. single, married, because, is, marry, her, do not, parties, invite, friends, their, to.

After I ~~beg~~ stopped drink coffee at night, I began a better sleep

Summary:

In this section, you have learned that a sentence conveys a complete thought. But the traditional definition which says a sentence should have a subject and predicate may not be acceptable in this respect for there are words like 'yes', 'OK' which convey complete thoughts but do not seem to comply with the above definition. But if one sees the hidden statement behind these word utterances, one may still say these are short forms of statements that are not uttered normally.

The four types of sentences ^{give} (simple, compound, complex and compound-complex), identified in the preceding sections, do not have any limitations in the length or number of words each has. These sentences could be used in any piece of writing depending on the level and complexity of thought to be explained. ^{function}

Common Mistakes In Sentence Construction

Questions For Discussion:

1. What kinds of errors do you know?
2. Which of the errors are your problem?
3. Which error types are more serious?

There are many kinds of errors that English students make when writing. The following types of common errors would give you some idea about them.

Task: Before you go to the next sections, write five sentences on what you think should be done to improve the educational system in Ethiopia. One is done as an example. Then, exchange your sentence with your neighbour and see if there are errors. Then identify the kinds of errors made.

- a. Education should enable the learners to solve the country's problems.
- b. _____

many don't understand her friends to her

Chopps Lern
The focus the book was she had left it key

or information. This does not, however, mean you should write long sentences that are ineffective.

(d) Misplaced Modifiers: When a modifier is wrongly placed, the resulting construction would be either awkward or the message would be distorted.

Examples:

with misplaced modifier: Their marriage was broken nearly.
with correctly placed modifier: Their marriage was nearly broken.

Task 17: The modifiers in the following sentences are misplaced.

Rewrite them correctly.

1. Almaz is my sister, whom you saw with me this morning.
2. I lost my purse an hour ago that I bought yesterday.
3. Nearly she fainted when she met her lost brother.
4. The car narrowly accident missed him.
5. He almost studied for eight hours.
6. That I left in your office have you got the message?
7. The course has enabled us to write papers which we took in the first semester.
8. She found it where she had left the book.
9. Eden has gone abroad who is our classmate.
10. She managed to pass without any assistance the course.

Note: In this task you have learnt that the modifier that modifies the noun or the verb should be placed near the noun or the verb to be modified.

(e) Run-on (fused) Sentences: This error occurs when two sentences are mixed in the same sentence when they should have been separated by an appropriate conjunction or a full stop.

Examples: a) - I saw the students around, none of them came to class (run-on)

- I saw the students around, but none of them came to class. (Correct)

b) - They didn't study hard, the result was that many of them failed (fused)

They did st. hard but they

Choppy - the sentences these look like combined
Lena
Cico
AFC

when she met her lost brother
she nearly fainted

Run-on construction

9
ix

Always, when you see this sign... morning
nearly
The car narrowly accident missed him
He almost studied for eight hours
That I left in your office have you got the message?
The course has enabled us to write papers which we took in the first semester.
She found it where she had left the book
Eden has gone abroad who is our classmate.
Eden, who is our classmate, has gone abroad.
The car accident narrowly missed him.
He studied almost for eight hours
The course has enabled us to write papers which we took in the first semester.
The car accident narrowly missed him.
Eden, who is our classmate, has gone abroad.
She managed to pass without any assistance the course.

m

hw

They are 31

but the view that reality is one

- They didn't study hard. The result was that many of them failed. (Correct)

They didn't study hard; the result was that many of them failed.

Task 18: Rewrite the following run-on sentences correctly.

1. He put his things on the shelf and went out on his way he met his father.
2. She has applied for the post, she didn't show up for the interview.
3. She always studies, doesn't pass her exams.
4. It was raining heavily, they continued their journey.
5. He is a clever student, he is not disciplined.
6. She is a thin, strong girl.
7. He has been looking for a wife, couldn't find one.
8. Africa is rich in natural resources, its people are starving.
9. The teaching profession is getting respect, many teachers who had quitted it are returning.
10. Could I get your number, please, I am poor at remembering numbers.
11. He showed me the direction to his house, I couldn't find it.
12. He returned from work, he directly went to his bed.

Task 19: The following writing has short and run-on sentences. Rewrite them correctly.

THE TRADITIONAL CHINESE HOUSE

The traditional Chinese house has a steep roof, it is covered with tiles. There are four thick columns, one at each corner of the house. The columns support the roof. The walls are made of mud or clay, they are painted red. There are four rooms in the house. As you enter the first is the dining room, there is a bed room on each side of the dining room. Of course, there is also a kitchen. In the kitchen, there are often small altars, images of To-Di-Shan (the kitchen god) are placed on these altars.

(Jenkins, 1986)

Task 20: Correct the run-ons in the following story. If possible, use combining words. The first two are done for you.

I went shopping
and
I bought
a pair

but and

comp. sentence

and

She is 37, and she is a family

paints red

make the first sentence of all things

They didn't study hard. The result was that many of them failed.

The way

He just has two

ALI BABA AND THE THIEVES

- real
thieves

A long time ago, there lived a man named Ali Baba, who was a simple wood cutter.

One day, Ali Baba was in the forest cutting trees. After a while he got tired, so he climbed a tree to rest. He slept in the tree, he was awakened by a noise beneath him. Below him, he saw a man, he approached a huge rock on the side of a hill. The man said, "Open sesame." The rock rolled to one side. The man entered the cave, stayed for a while and then came out. He said, "Close sesame," the rock rolled back into its place and the man left.

Ali Baba waited for a while. He was sure it was safe, he climbed down, went to the rock and said, "Open sesame." The rock rolled away, he entered the cave excitedly. There he saw many boxes, the boxes were full of diamonds and money. While he was looking at the boxes in amazement, he heard a group of men approaching. He hid behind a large box. The men turned out to be thieves, they began talking about robbing a house in the village that night. One of the thieves said, he would sneak into the village and put a cross on the door of the house, so the other robbers would know which house to go to. The robbers all agreed to this idea, then they left.

Ali Baba hurried back to his village as fast as possible wondering how he could stop the thieves. Then he had an idea. He got some paint and went around the village painting a cross on every door, the thieves would be confused when they arrive. The plan worked. When the thieves arrived they were so confused that the villagers captured them easily. They locked them all up, they ran to the cave where they found enough treasure to make them all rich for the rest of their lives. (Jenkins 1986)

Note: The above task might have helped you to see how two sentences could be wrongly combined when they can stand by themselves or when punctuation like semicolon are not correctly used.

f) **Faulty Parallelism:** This fault occurs when there are non-parallel constructions in a sentence.

Example:- Martha likes walking, mountaineering, swimming and she likes reading. (Non-parallel)

Martha likes walking, mountaineering, swimming and reading. (Parallel)

Task 21: Rewrite the following faulty sentences correctly.

- The women were shouting, laughing, insulting, each other, and they quarreled with each other.
- The students attended classes, did their home-work, and they were going back home.
- The dismissed workers were marching along the main street, chanting slogans, condemning their boss and they sang songs.
- In the coming five years, she has planned to marry, construct her own house and she has decided to complete her education.
- In the shop you could find leather jackets, fur coats, cotton t-shirts and trousers that are beautiful.
- Immediately after she arrived, she greeted her friend, dropped a message and she was returning quickly.

Note: In the above task, you have noticed that faulty parallelism occurs when a writer fails to keep or maintain parallel structures (constructions) in a sentence, i.e. it occurs when there are two or more non-parallel constructions.

Faulty Agreement: Agreement is the relationship between a verb and a subject, a pronoun and its antecedent and number of a subject and a verb. The fault occurs when this agreement is not well maintained.

- Examples:**
- Tadelech and her younger sister is studying Computer Science. (faulty)
 - Tadelech and her younger sister are studying Computer Science. (correct)
 - Seifu, as well as his friends, are listening to local music. (faulty)
 - Seifu, as well as his friends, is listening to local music. (correct)

Task 22: Correct the following faulty constructions.

- Either the Dean or the Department Head have to know the problem of the students.

Either the Dean Assistance wanted to know what job wanted to the correct
 Search

in the future
 future plan
 future plan
 future plan

mean

not well maintained

writing

is

plural help's - singular

their
Aunt

along with
as well as

5 Noun + S = Singular
e.g. Abebe, Kebede
Verbs - Plural
e.g. likes, are

2. Neither he nor his friends is happy about the results.
3. The teacher, along with his students are singing the national Song.
4. Daniel is one of the outstanding students who has been rewarded by the Education Office.
5. The students will take their final exam in the last week of January.
6. My cousin and friend help me in writing the paper.
7. The notorious criminal, with his two accomplices, have robbed the bank.

PLUS SUBJECT

the

Abebe helps

h) Faulty Reference of Pronouns: This fault occurs when pronouns are not correctly used.

Example:- Dawit told Hailu that he was reluctant to help him (ambiguous)
 - Dawit said to Hailu, "You were reluctant to help me." (effective)

Task 23: Rewrite the following sentences by correcting the faulty references.

1. Martha told Senait that she should have written her a letter.
2. When the new Minister met met the regional leader, he looked unhappy about the appointment.
3. The new couple and invited guests are entertaining themselves in the shore of the lake. Their close friends are escorting them.
4. She is conscious of her beauty. But, this doesn't affect her performance.
5. The international community seems indifferent about the civil wars in Africa. This has seriously affected its progress.

1) Shift in Point of View: In sentence construction, we should be consistent in subject, person, number, tense, and mood and voice.

PO Went Wane

V1
Wane
Wane
Wane

Example: - They ~~finished~~ their work and ~~go~~ out to play tennis. (faulty)
- They finished their work and went out to play tennis. (effective)

Task 24: Correct the following constructions.

1. After he presented his paper, questions were raised ^{by the students}.
2. After the papers were bound, they distributed them among the seminar participants.
3. If one does physical task regularly, they will be healthy.
4. She returned from work at 5:00 p.m. and starts cooking food.
5. Boil the water for ten minutes, add tea into the boiling water, and then you must wash the cups with warm water. (shift from imperative mood to indicative mood).
6. If someone studies the lessons regularly, they can pass the exams.
7. She got up, washed her hands, and she was given her breakfast.
8. He has cut down drinking too much alcohol as they have become a threat to his survival.

Habit

health
healthy
health
Health

tennis

UNIT THREE

Mechanics (Capitalisation and Punctuation)

Mechanics helps a writer write meaningfully. This section deals with capitalisation and punctuation which can help us read and understand or write and be understood by our readers.

Now read the examples and do the tasks below.

a) Capitalisation: Capitals are used for many purposes in writing. The following are some of their uses.

We capitalise :

1. the first word in a sentence.

Example: "Familiarity breeds contempt."

2. the first word in a quotation.

Example:- She said, "Every citizen should be proud of this country."

3. the first word in poetry.

Example:- Two roads diverged in a yellow wood
And sorry I could not travel both
And be one traveller, long I stood....

4. the pronoun "I"

5. salutations: Examples: Dear Sir, Dear Madam, etc.

6. all proper adjectives: Examples:- Ethiopian, Brazillian, Indian, etc.

7. all proper nouns : Examples:- Tadesse, Rahel, etc.

8. the names of the days of the week, months and holidays.

Examples:- Monday, Tuesday,...(days)
September, October,...(months)
Good Friday, Epiphany,...(holidays)

9. places: Examples:- Ras Dasha, Diredawa, Semien Mountain, etc.

10. personalities: X-President Mandella, Dean Araya, Mayor Asrat, Judge Beyene, Sister Shashe, etc.

11. famous historical events: The Battle of Adwa, The Battle of Metema, etc.

12. titles of poems, books, stories, essays, songs, courses, etc.

Examples:- Elements of Writing(course), Pity Me Not (poem), The Gift of the Magi (a story)

13. names of buildings: Africa Hall, Christmas Hall, etc.

Dear Sir
Dear Madam
Good Friday

Example
1

Good
bunwading

Etaneto

BODMAS

BODMAS
Refered

mechanics
Unit Three
Unit Three

Unit Three
to mars
to become
2 reserve
Monday
Essay
Epiphany

Addis Ababa

Songs

- 14. names of organizations, institutes: Institute of Language Studies, Organisation of African Unity, etc.

Task 1: Write out the following sentences by putting capitals where necessary.

1. I will go to my home town next month.
2. Ethiopia is one of the African countries where early civilization took place.
3. The summer season in Ethiopia begins in June.
4. Our epiphany is celebrated on fir 11 and 12.
5. Tadelech and Almaz have been friends since childhood.
6. Professor Tadesse left for England last Tuesday.
7. Mrs. Sheila was my English language teacher.
8. Emperor Yohannes died at the battle of Metema.
9. Mister Stone is a veteran English language teacher.
10. I want to pass Easter holiday with my parents.

EA
The su
&
names of
organisations
towns

Our epiphany
for
Tadelech

Notes: Titles of relations are written in capital letters when they are used in place of names. But when they are used as general references no capitalisation is needed.

Examples:- My Uncle has bought a villa recently.

('Uncle' is capitalised)

- His Mother came to visit him. ('Mother' is capitalised)
- Dad is very helpful to us. ('Dad' is capitalised)
- I have three brothers. (no capitalisation)

Task 2: Correct the following sentences by using appropriate capitalisation.

1. all mothers are kind to their children.
2. abebe's uncle is the richest person in the town.
3. aunt zenebech is a famous artist
4. my uncle, and I went to merkato to buy clothes.
5. my sister told me the news.
6. I have two elder and one younger sister.
7. w/o aselfesh is my aunt.
8. ato seifu is a famous lawyer.
9. my aunt has left for paris.
10. I visit my mom on sundays.

All m
Kuz
Sel

All mothers are kind to their children

Aunt zenebech

My sister told me I have three brothers

1 visit my mom

(b) Punctuation: It helps the reader easily see and understand ideas in a sentence. It makes the writing clearer. Punctuation includes

Cleaner

DE 404
NA

comma, fullstop, semicolon, quotation mark, apostrophe, question mark, parenthesis, dash, etc.

30 Jan, 2000

a) **The Comma(,):** The following are some of the uses of the comma:

1) to set off introductory clauses:
After she had washed her clothes, she went into her bedroom to rest.
If I were the Minister of Education, I would open a college for the handicapped.

2. to separate sentences that can run together if no comma is placed:
- As soon as he finished eating, the boy went out to play.

3) to set off words like yes, no, indeed, well, etc.:
- Yes, she went to Nairobi.
- Indeed, he is a veteran administrator.
- Well, I wouldn't say that exactly.

4. to add information onto another information.
- Desta, according to the result of the investigation, was really innocent.
- She, definitely, needs our assistance.
- Well, your argument sounds reasonable.

5) to set off non-defining clauses in a sentence:
- Tadelle, who is my neighbour, has left for India.

6) to set off the day from the date; the country from the kebele, etc. in writing address:

one mark

yes, no, indeed
innocent
yes, no, include
day, 10, innocent

non-defining clauses

day decide

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Addis Ababa University,
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Addis Ababa.

Add AAU Who

whp
Tadelle
Who
30 Jan, 2000

7) to report someone's speech: He said, "I will join the university next year."

8) when we say something and pose a question:
- We should go out for a walk, don't you think so?
- She is a bit selfish, what do you say?

Task 3: Put comma appropriately in the following sentences.

1. After having eaten her breakfast, she went out immediately.
2. Ato Ayalew, our teacher, has got a scholarship.
3. He lives in Debre Birhan, Northern Shoa.
4. I want to buy a shirt, jeans, trousers, jacket, and a pair of shoes

12/20/17
36m
45

I love my town
How you love town?
But you say I love
town - people

neighbour

Task 4: By using conjunctions and comma, combine the following pairs of sentences. He settled the bill, and left quickly.

1. He settled the bill, He left quickly
2. He knocked at the door, His brother was lying on the bed.
3. She studied her lessons for three hours, She slept.
4. He peered through the hole of the door, He saw the presence of his father.
5. She asked the man the way to the train station. She immediately walked down.

and
but

Task 5: In the following sentences, put comma where necessary.

1. Bahir Dar, the capital of Region Three, is one of the beautiful towns, in the country.
2. Hi, Beti, How is everything?
3. But don't you think, she is an innocent girl?
4. As far as this course is concerned, a lot of tasks should be done.
5. My brother, who has lived in America for two decades, is planning to come back to Ethiopia.
6. Yes, she is that kind of person
7. No, I don't think, he will pass the course.
8. Well, I personally feel that, this course is for the dogs.
9. If you ask me, I think this course is very interesting and important.
10. It is you, who said, so not me.

I will not
I won't
I do
I'd

I won't
Students'

b) The Apostrophe ('): This is used to show possessions, contracted forms of speech, and with the plural forms of letters and numerals.

- Examples:** - This is Halima's shirt. (possession).
 - I'd like you to do this for me. (contracted form of would).
 - These are students' books.
 - She received the letter on 25 April, '99.

Task 6: In the following sentences, put the apostrophe where necessary.

1. They've been working in the garden since 9:00 O'clock.
2. Almaz's books have been stolen
3. He'd done the assignment before he left.
4. She's bought that interesting novel.

boxes'
box's
book's

sing/plural
possession

7 2077 gacrrf!
AALU
7 2077 gacrrf!
AALU

Student's
Student's's

Awe's

W

M.I

I do

I won't

I will not

As

me d

had if

Pantos

5

children's shoes

sheep's sheep

Paradox

- Childrens' rights should be respected by all countries.
- Mens' shoes are available in that shop
- It is the teachers' responsibility to educate and shape the new generation.
- The students' rights should be well defended and protected
- The deans' office is doing its best to improve the students' food service.
- It is the departments' responsibility to provide relevant courses to its trainees.

10

I were you

c) The Exclamation Mark (!): Exclamations are put to show surprise, anger or fear.

- Examples:**
- What a paradox!
 - Don't touch it!
 - Oh!

Paradox
talk about men

children
children's
mens'

feet

Tasks 7: Put exclamations and capitals in the following utterances.

Later, practice saying them out to your partner.

Childrens'

- Oh God!
- What a beautiful girl!
- You people clear off here!
- Stop talking!
- Get out of my sight!

- Wow!
- Mind your steps!
- Oh my God!
- Good heavens!

children's
men's

Don't touch

Task 8: Put the necessary punctuation in the following utterances.

- This is Kebede's book.
- I wish I could help you.
- Superb!
- She said, I like playing cards.
- If I were you, I would marry her.
- What a lovely child!
- She lives in Addis Ababa, Ethiopia.

she said, he said, they said
to link two independent sentences

she work hard she doesn't get good mark
discipline

d) The Semi Colon (;):

1. This punctuation is used to link two independent sentences that could be combined by using conjunctions.

Examples: She works hard; she doesn't get good marks.

- He is intelligent; he is not disciplined.

Lovely child

Le

she works hard

but
she do
but

M.H.V.

41

Order

2. Another use of the semicolon is to restate a concept or idea in different words.

Examples: - Our neighbour is motherly; she treats us like her sons and daughters.

her and
don't

- Her father is polite and kind; he respects and loves all people.

3. to separate independent clauses that are joined by conjunctive adverbs like 'therefore', 'consequently', 'nevertheless', 'moreover', etc.

Example: He is intelligent; however, he is not hardworking.

has
two
3
4

4. when listing items of different types/places.

Example: She visited Dire Dawa, Nazareth; and Nairobi.

and Nairobi; therefore
consequently
nevertheless
moreover

Gender

Gender it is the most popular city even it compare to world

Task 9: Punctuate the following sentences correctly.

1. The two girls have been friends for years; they do not trust each other.

2. Ethnicism is not a manifestation of democracy; it is a venom to unity and prosperity.

A miss of Gender
for example

3. Any doctrine lasts long; the doctrines of Marxism or Nazism are still accepted and followed by many peoples across the world.

4. The two friends love each other; they do not like to live together in matrimony.

however,
nevertheless

5. Mankind is advancing in science and technology; he cannot find a cure for AIDS and cancer.

nevertheless

6. Africa is the richest continent in natural wealth in the world; it can not feed its peoples.

7. The UN has become the running dog of few hegemonious nations; it has failed to work for the interest of all nations of the world.

8. He wants to monopolise the market; he works day and night.

9. Envy and jealousy are natural human follies; many friends and acquaintances fall out due to these incurable deficiencies.

hegemonious

1. 2. 3. 4. 5. 6. 7. 8. 9.
types/places
doctrines
end of world

blow

to

Some Colon ;
Colon :

10. The communist ideology has ended, many peoples of the world are turning their faces to their religions.

The Colon (:): The following are some of the uses of the colon:

1. When listing items or when defining a concept or idea.

Examples: - We bought the following items from the Supermarket: two kilos of meat, a kilo of sugar, three kilos of maccaroni, and two kilos of butter.

see box (i)

2. after salutation in a business letter: Dear Sir, Dear Madam, etc.

3. to separate minutes from hours: 8:30, 2:30, etc.

4. formal statements/quotations:

Brumfit(1984), says:

John Norrish(1987) argues:

2:30

Dear Sir
Dear Madam
8:30
Super

5. to differentiate act from scene in a play:

Act ii / scene 5.

Act scene Act scene 8:30

Dear Sir
Dear madam
Act II: Se

copy

Task 10: Put a colon, comma, or a semicolon in the following sentences.

1. We have classes in the following periods: Monday, Wednesday, Friday second period, Tuesday, Thursday third, and Saturday fourth period.

2. Nationalism, it refers to the feelings and attitudes peoples of a given country have towards their country.

feelings attitudes

3. He bought the following: a T-shirt, a coat, a pair of trousers, and a pair of shoes.

MT.

following

4. In this course, we have practised the following skills: writing clauses and phrases, sentences, paragraphs, and essays.

5. The following are carnivorous animals: cats, dogs, hyenas, lions, and cheetah.

6. AIDS can be transmitted in one of the following ways: unprotected sex, sharing hypodermic needles, blood transfusion, deep kissing, and breast feeding.

Act i scenes

deep kissing
not venerealism. deep kissing

Full heartedly
dry-clean

7. In order to have a successful marital life, one should fulfil the following conditions; love the partner, be faithful to the partner, be committed to the welfare of the family and become kind and helpful.

f) The Hyphen (-): Some of the uses of the hyphen are:

- 1. to combine words into compounds: twenty-two
- 2. to set off prefixes: anti-democracy, post-independence, etc.
- 3. to form compound nouns and adverbs, and verbs: ice-cold (nouns); full-heartedly(adverb);dry-clean(verb).

Hyphen

not + 0030157
not - 0030252
improvement

twenty-two
dry clean

anti demo

ice-cold
anti-edly
dry
post-inde

ice-cold

Task 11: In the following sentences, put a hyphen where necessary.

- 1. In Germany, the pro-Hitler party is functioning.
- 2. Her cold-greeting compels people to keep away from her.
- 3. The peoples are struggling to re-unify the country.
- 4. The pro-communists are still fighting for the communist ideology.

anti-demo

dry clean
cold greeting

Full-heartedly

re-unify

pre-
post-ind

g) The Dash(--): It is used when we restate an idea or concept in different words or when we state an implication effect/result.

Examples: - She is a hard woman--you can't easily please her.
- They don't study their lessons nor do they do assignments--they can't pass the course (result/effect).

woman - hard
anti-demo

prefixes

cold greeting

post-
anti-
or
an

Task 11: In the following sentences , put hyphen where necessary.

- 1. Ato Belihu is an industrious worker; he is in his workplace even on holidays; recently, he has been awarded a medal for his hard-work.
- 2. She is the real religious girl; she prays and fasts uninterruptedly throughout the year.
- 3. The new president has sworn in a legal promise; to devotedly work for the betterment of the peoples of the country.

woman

pre

see copy
fast

cold-greeting

heartedly

effect or result

Chaos

- 4. The rebels have escalated the war to topple the old regime -the country is in a big chaos.
- 5. The two world wars were the grimmest wars; this world has ever had; it claimed the lives of millions of peoples and destroyed the world's economy; worth billions of dollars-that could have fed the starving peoples of the world for about two decades.

Task 12: Supply the necessary punctuation and capitalisation in the extract below. Work with your neighbour.

a. ^{Mr} mr. and ^{Mrs} mrs. brown moved to 25 North Road Oxbridge on wednesday 30 March, 1973; before that, they had lived at 16 green avenue, brison for twelve years; ^{Mr} mr brown's work was in an office; their children's names were angela michael and denis; when they got to oxbridge; all the children went to south street primary school where the head master was ^{M.H} mr harris.

b. mary stopped in front of the shop; opened her purse and took out twenty pence; then she gazed in the window; there were chocolates, toffees, gums; and pepper mints when she had made up her mind; she walked into the shop luck mary.

(Trevaskis, 1950)

Task 13: Put full stops and capital letters where necessary, in the following extract.

What would you do if you saw a snake?

The safest thing to do is avoid it. Snakes are naturally shy of humans, who are a threat to them. Their first form of defence is to, move away from danger. They will not deliberately chase humans; but if provoked or cornered. They may attempt to bite snakes are protected in all states and territories of australia and may not be killed unless they threaten life.

(Trevaskis, 1950)

chocolates toffee gums

S

30 March, 1973; 20

50

Task 14: Decide what punctuation, if any, is needed to fill in the blanks in the following Japanese fairy tale. If there is no combining time signal, you will have to put in a period (and capitalize the first letter of the next word.)

KINDNESS TO A CRANE

Once up on a time a poor wood cutter lived in a small village ; _____ he worked very hard but was lonely, because his wife had died.

One day as he was coming home from work ; _____ he saw a crane. The bird had been caught in a trap and was hurt. He felt pity for the crane so he took it home and treated it _____ a few days later the crane was better, so he set it free.

Some months after this, on a cold, snowy night, a beautiful woman appeared at this door ; _____ she said, "I am trying to get to the next village but I am lost. Please let me spend the night here." He let her in because she was almost frozen with cold ; _____ after she warmed up _____ they began to talk, _____ soon the man found he was falling in love with the beautiful stranger. _____ finally he asked her to stay and live with him and she agreed.

One day, after they had been living very happily together for sometime _____ the woman asked the wood cutter if he could get her a loom so she could weave cloth _____ when he brought the loom home _____ she made him promise never to watch her _____ while she worked. He promised.

Every day she worked in her room weaving cloth which the wood cutter would sell in the village for a good price. It was the most beautiful cloth anyone had ever seen _____ soon the man's curiosity became too strong for him to control and he peered into the room where she was working. He was amazed to see a crane weaving the beautiful cloth out of its own feathers ; _____ when the crane saw the man watching _____ it wept, saying, "Didn't you promise? Now that you have seen my real form, I must leave." The crane thanked him for his kindness _____ then all of a sudden the room was empty. _____ when the man went to the window _____ he saw a beautiful crane flying high in the sky _____ now he was alone again.

(Jenkins, 1986)

Note: In the above section you have learned that capitalisation does not result in any change in the meaning of the word but comma, apostrophe and exclamation could change the meaning of a word or sentence.

(You may need to refer to the book cited in the bibliography for further practice and understanding.)

UNIT FOUR

Sentence Combination

We combine sentences that have thematic relations. This avoids the problem of having choppy constructions that could hinder the readers' comprehension of the ideas we intend to convey.

In the preceding unit, an attempt has been made to enable you write sentences. In this section, we shall see what kind of sentences should be combined and how we can combine them.

a) Time: Pairs or triples of sentences that have time relationship could be combined in one sentence. The conjunctions are: when, as soon as, no sooner, meanwhile, after, before, till, whenever, until, immediately, now that, the minute, since, the moment, etc.

Examples: As soon as we arrived home, it started raining.
- Please come to my home whenever you can.

Task 1: Using time conjunctions, combine the following pairs of sentences.

1. I knocked at the door. He was reading fiction.
2. I will come to your office. I finish my work.
3. She is teaching English. She started teaching in 1990.
4. He ate his lunch. He went out for work.
5. The bell rang. The students rushed out of their classes.
6. You can come to my home. You can come at any time.
7. He was a teacher. He is now an administrator.
8. A man was crushed over there. They took him to a hospital.
9. She had fetched water. She prepared coffee.
10. I have completed my work. I will help you.
11. He has taken many language courses. He can use the language effectively.
12. We had swum at Lake Langano. We made a camp-fire at the beach of Lake Zwai.

As you can see from the above task, when two sentences have time relationship they can be combined. So time conjunctions could be used to combine the sentences depending on the kind of time relationship in the sentences.

b) **Place:** Sentences that have spatial relationship could run together by using the appropriate place conjunctions. The conjunctions are: Where and Wherever.

Task 2: Combine the following pairs of sentences.

1. I dropped my pen. I don't remember the place.
- ② I could visit you. You could be at any place.
3. They go to many places. They take their Walkman player with them.
4. I don't know the Post Office. Could you show me?
5. He follows her. She goes anywhere.

I don't remember the place where I drop my pen.
could you show me where the post office is?
He follows her wherever she goes.

c) **Reason:** The conjunctions are: because, since, as, for, etc.

Examples: He cannot study his lesson because he is busy helping his parents.

She can not go to school for she has no helper.

Task 3: Using reason conjunctions, combine the following sentences.

1. He couldn't pursue his education. He had no money.
2. He does everything she demands him. He loves her.
3. I couldn't call you. I didn't know your number.
4. He doesn't spend his money unnecessarily. He wants to buy a car.
5. My brother has decided to come back to Ethiopia. He doesn't like the life abroad.

He follows her wherever she goes.
He follows her wherever she goes.
Where ever she go
He follows her
Where ever she go
Where ever she go
She
She go

Notes: Reason conjunctions are used when two sentences have reason relationship. All of the conjunctions used above have the same meaning, i.e., showing reason.

d) **Concession:** When we have two sets of conditions where one set of condition takes place by accepting another set of condition, we use concession conjunctions to combine them. The conjunctions that show concession are: although, however, nevertheless, but, though, eventhough, despite the fact, inspite of the fact, etc.

Examples: He is clever but not disciplined.

They work in the same Department, nevertheless, they do not talk to each other.

to be done for

Task 4: Using the above conjunctions, combine the following pairs of sentences.

1. He works hard. He doesn't succeed.
2. It was raining heavily. They went out for dinner.
3. The day was very cold. They continued their work.
4. He is a very rich man. He doesn't help his relatives
5. He studies day and night. He can't pass the national exam.
6. She is beautiful. She is lazy.
7. He earns a lot of money. He doesn't use it properly.
8. It was very dark. We managed to go back home.
9. Martha is beautiful. No one likes to marry her.
10. He is intelligent. He doesn't do his work regularly.

Note: In concession, you see one set of condition being allowed (admitted) by another set of condition. This is contrary to what you may practically/normally/customarily expect to take place. It is in this kind of situations that we use the adverbs of concessions.

d
d
d
de

e) **Result:** When there is cause/effect relationship between sentences we combine them by using the appropriate conjunctions. The conjunctions that show result are: so, such a ... that, so ... that, etc.

Examples: The exam was so difficult that many of the students failed.

She was tired, so, she went to her bedroom for a nap.

Task 5: Using result conjunctions, combine the following pairs of sentences.

1. She is a faithful wife. She never thinks of flirting.
2. His handwriting is illegible. I can't make out his ideas.
3. She is a decent girl. Every one likes to marry her.
4. He has huge feet. No shoes can fit him.
5. He is a fat man. He can't walk fast.

Note: In the above task you saw one situation resulting in another situation. In this kind of situation we use the connectors used above to combine.

Such a
jai
74
Tayor
Tayor
Tayor

- f) **Comparison:** When there are comparative sentences/ideas, we use comparative connectors to combine them. The connectors are: as --- as, similarly, in the same way, not as/so, adj/adv. + than, etc.

Examples: Senait is not as old as Dawit.

Today's weather is colder than Yesterday's

Task 6: Using the above connectors, combine the following pairs of sentences.

1. His father works hard. He works hard.
2. Helen is beautiful. Her younger sister, Belaynesh, is more beautiful.
3. Taye is 1.75 meters tall. Daniel is 1.75 meters tall.
4. He is thirty years old. His friend is thirty years old.
5. The average temperature of Nazreth is 28°C. The average temperature of Bahir Dar is 28°C.

Note: In the above task you have seen how two things, situations or events are compared/contrasted using the comparative adverbs/adjectives.

- g) **Correlatives:** The connectors are: either---or, neither---nor, both-- and, etc. These are used when two alternatives, negatives, and similar structures, in that order, are given.

Examples: You can see her either now or tomorrow
He helps neither his parents nor his brothers.
Both Tariku and his son are artists.

Task 7: Combine the following pairs of sentences.

1. You could stay here. You could go with us.
2. You could do it here. You could do it in your office.
3. She didn't phone me. She didn't write me.
4. Frehiwot is a teacher. Her sister is a teacher.
5. You can take the book. You can take the magazine.
6. They haven't finished writing their papers. They haven't done their homework.
7. He couldn't meet his mother. He couldn't meet his sister.
8. Belaynesh is a secretary. Her daughter is a secretary.

Task 7
Task 7
Task 7
Task 7

A Ad Ad A d d d d d d d d d d d d d d d d

29.06.98

Artist

Note: Either---or construction is used when there are two or more alternatives; but neither---nor construction is used when we have two negative statements. Both---and structure is used when we have two affirmative statements which have similar structures.

h) **Participles (Present and Perfect):** When there are two sentences that have actions that happen almost at the same time, we use the present participle to combine them. The perfect participle is used to show two consecutive actions.

Examples: Listening to the news on the BBC, he is doing his Maths assignment.
Having won the 10,000 running race, ~~He~~ started waving the Ethiopian flag.

listening

Task 8: Using participles, combine the following pairs of sentences.

1. They discussed their courses. The students went to the cafeteria.
2. He listened to instrumental music. He wrote his paper.
3. He dribbled his ball. He went into the middle of the field.
4. He has completed his assignment. He is playing tennis.
5. He has served the nation for 30 years. He is now exhausted.
6. She sang the National Anthem. She was walking down along the main street.
7. He has done a lot of research in the field. He is now a veteran scientist.
8. She has got good grades. She developed confidence.

Note: In the above task, you have noticed that the present participles is used to combine sentences that show actions done, more or less, simultaneously whereas perfect participle is used to combine two actions that took place one after another.

i) **Purpose:** The connectors that are used to combine sentences that show purpose are: so as to, in order that, lest, for fear that, in order to, so that --- (might/could/should), etc.

Examples: The two friends study together in order to help each other.
She saves money so that she could build her own house.

*→ would you been any problems
Purpose of Sentences
If you have any problems you can ask me*

LLS

*Allegation
Ready
How Day
we
our
consequence*

*15.4.21
12.10.2020
Study*

cherished

UNIT FIVE

Writing a Paragraph

5.1 What is a Paragraph?

* A paragraph is a unit of writing which develops one major idea. All the details in a paragraph are related to the major idea that could be stated or implied in the topic sentence of that paragraph.

The topic sentence of a paragraph carries the main theme of that paragraph. The topic sentence could be written at the beginning or end of a paragraph.

This unit will, then, help you know and practice writing topic sentences and different kinds of paragraphs.

Work with your neighbour to answer the following questions.

1. What is a paragraph?
2. What is the relationship between each sentence in a paragraph?
3. What is the main function of a topic sentence in a paragraph? Where do we put it?
4. Does a paragraph develop only one major idea or many ideas?

Read through the following adapted sample paragraphs and see how the underlined topic sentences are developed.

a. There are two sorts of radiation man must fear in space. The first is radiation from the sun, and this is particularly dangerous when the sun is very active and explosions are occurring on its surface. The second, less harmful form, comes from the so-called Van Allen Belts. These are two areas of radiation about 1500 miles away from the earth. Neither of these forms of radiation is a danger to us on the earth, since we are protected by our atmosphere. Specially it is that part of our atmosphere known as ozonosphere which protects us. This is a belt of the chemical ozone between 12 and 21 miles from the ground which absorbs all the radiation.

(Source: Communicate In Writing)

b. Mary Louis is not as naive as she acts. Actually, she's been dating boys since she was in the seventh grade. When she was in eighth grade, she went to a high school dance with a Junior. She loves to flirt in a quiet, shy way, and she knows how to blink

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Choppy sentence are
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and a a = a a a dangerous
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theme
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42
22
169
TIL

- Samuel is very shy.
- The sky is a clear blue.

those big, dark eyes to attract attention. She's the kind of girl that can steal a boy friend before you realise what's happened.

Task 1: List down the main points of the above paragraphs by identifying the major and minor details. Then, compare your points with your neighbour's.

Task 2: Underline the topic sentences of the following paragraphs. Later, see for yourself how the main themes of the paragraphs are developed by the supporting details. Work with your neighbor.

1. Samuel is very shy. At parties he sits in a corner by himself all night. When he is in a crowd, you would never notice him. When you talk to him, he looks at the ground and stammers out one word replies. He never speaks in class, and I've never seen him talk to a girl. He is a nice person, but few people ever get to know him.
2. The sky is a clear blue. Sparrows chirp in the early mornings. The fruit trees in the backyard are beginning to bloom. The hills are turning green, and purple and yellow wild flowers are appearing in the fields. The snow on top of the Mountain has all melted. It must finally be spring.
3. The side walks in our neighborhood are filthy. The flood has left its dirt on the concrete. Garbage is piled up because of the collectors' strike. Packs of dogs have left their waste everywhere. Old newspapers carpet the side walks, and neighbourhood drunks have left their bottles piled against the buildings. You can't walk anywhere without stepping on something. (Tyner, 1987).
4. Oil comes from the remains of many insects and small creatures, which lived in shallow lagoons between one hundred and two hundred million years ago. The decaying remains of these creatures mixed with the mud on the bottom as sediment. The sediments were gradually changed into sedimentary rocks. Gradually the animal remains must have become converted into oil and gas, but exactly how is not known.

(Freshman English for Colleges-Book 1)

Note: From the task you have done so far, you have learned that a paragraph develops one theme. The theme of the paragraph is commonly stated in the topic sentence. The other sentences in the paragraph develop the idea stated in the topic sentence.

1+2=3
2=

136 17 58
18 54

prefer

4. It guides both the reader and writer.
5. It is usually written at the beginning or at the end. It is rarely written in the middle.
6. The other sentences in a paragraph develop the theme in the topic sentence.
7. If the paragraph begins with a topic sentence, the final sentence may give a satisfactory summary or conclusion and/or recommendation on the point discussed.

Task 6: In pairs, outline points on one of the above topics and write a paragraph separately. For this, you may need to narrow down your topic to a manageable heading. Your instructor may help you to do this. Then, show your paragraph to your instructor.

5.2. Developing a Paragraph

In pairs, answer the following questions:

- How should a paragraph be developed? *by writing clearly and concisely*
- What are the good qualities of a well developed paragraph? *it should contain the main idea, introduction, body, and conclusion*
- Can a paragraph exhaust all points? If you have many points, how could you go about them if you have to write only a paragraph? *by using a variety of words, means, verbs, etc. in the paragraph*

Read through the following notes. You may enrich the points by adding your own notes.

A well developed paragraph:

- gives ample details to the reader about the point given in the topic sentence
- presents specific details, examples and/or illustrations that make the writing interesting.
- tries to complete all the points of the theme under consideration.
- doesn't make the reader have unanswered questions in his mind.
- winds up its points by supplying a concluding statement (terminator).

Task 7: Go through the sample paragraph below and see if the qualities mentioned above are present in it or not. You may need to refer back to the previous paragraphs to see which of these

GWINA Sweet from Wollega (GIDA)

11.8.14

Graceful
Graceful

Your sister is an attractive woman. Her large, dark eyes are beautiful. Her complexion is flawless, and she has a lovely big smile. Her long, black hair is full and shiny. She is tall and slender, and her every movement is graceful. She also dresses stylishly, and her assortment of pleasant skirts and loose fitting blouses look great on her. (Tyner, 1987)

Questions

1. What is the topic sentence?
2. According to the writer, what are the elements that make the woman attractive?
3. Can this paragraph be developed?

Notes: The style and language to be used when writing a paragraph depends upon the kind of paragraph to be written. If, for example, one is to write a narrative paragraph one needs to use past tenses. On the other hand, if one is to write an instructional paragraph to show how something is done an imperative or passive construction is used.

When writing your paragraph, you need to follow some steps. First, brainstorm on the idea (in pairs or groups). Then, make some reorder of the ideas from most important to least important, from known to unknown, from earliest to latest or the vice versa, etc. Next, write out the paragraph on a rough paper. You may need to make some editing at this level. Finally, write it in your task book. Don't forget to show your paragraph to someone for correction. (see the model paragraph at the end of this unit).

In the subsequent sections, there are a lot of tasks and notes on the writing of a paragraph. Later, in the last sections, you will learn to write different kinds of paragraphs.

- brainstorm
- reorder ideas
- write paragraph on paper
- Finally write in your task

Who Order you to write
On the book, you son
of donkey.

Traver
the her

most of the
As to appear

oddly
TR 3373 PDS

your sister
is a
beautiful
woman

attractive

has! Not smile

has
Questions
no in

scribbles

10
A
A

96

Task 8: The following is a flowchart for boiling an egg. Write a paragraph on the process. To do this, you need to write the title and the topic sentence of the paragraph. You need to use words like first, next, then, finally, etc. You need to also write it either in the passive voice or in the imperative form. Finally, exchange your paragraph with your neighbour's for correction.

START

water put in pan.

water heated (boiling)

egg placed in water

egg cooks for 4 minutes

egg removed from pan

STOP

(R.R. Jordan, 1992)

First basket
If you want to write
topic sentence first
how to develop it

pan
30 min
RPU

boil

placed

the

29

150

500

600

boil

10

then next fin

Task 10: In pairs, outline supporting points for the following topics. Later, supply topic sentences. Finally, write a paragraph on one of them, individually. You may need to narrow down the topics. Your instructor could show you how these topics could be broad. This would help you see the relationships between each points and can give you a clear picture on the possible categories that you could write a paragraph on.

Analys

500
Basic Elements

In paragraph
Writing

5.3

Paragraph

- a. College Life
- b. Our Cafe

- c. My Classmate
- d. Marriage

Basic Elements In Paragraph Writing

a) **Paragraph unity:** Discuss the following questions in groups.

- What is unity in a paragraph?
- How can one gain unity in a paragraph?
- Is unity compulsory/optional? Why?
- What is the difference between unity and coherence?

because

I have seen
many things
which make
boiling

The whole paragraph
stop
stop

topic sentence. Then make each idea in the paragraph develop the main theme so as to gain unity in the writing. You may leave out minor details. Don't forget to have a terminating sentence in the paragraph. (Refer to the appendix for summary writing).

Don: Hello, Jean. Jean, what's wrong?

Jean: It's Martin. Have you seen him?

Don: No, what's happened?

Jean: He's just come in from school. He's got blood on his face. He was in the bathroom trying to wash it off. He didn't want me to see it.

Don: Blood. Oh, so the other kids hit him again.

Jean: Yes, Don. Again. The third time this week.

Don: He's got to learn to fight for himself, Jean.

Jean: Don, he's six years old. And there were three boys who hit him. All of them bigger than Martin.

Don: What do you want me to do?

Jean: I've got the boys' names. Martin didn't want to tell me. But I made him. And I've found their addresses in the telephone directory.

Don: You want me to speak to their parents?

Jean: Perhaps. But they live miles away. Let's write to them first.

Don: Do you think that will help?

Jean: Don, let's write to them before their kids kill Martin. (John & Liz Soars, 1986).

Task 15: Each of the following adapted paragraphs contains one sentence that is not clearly related to the topic for that paragraph. Underline the unrelated sentence so that the paragraph is unified. Work in groups.

1. The dormitory rooms were unusually large. They were sixteen-foot squares with wide bay windows. The ten-foot-high ceilings added to the feeling of spaciousness, as did the light-colored walls and the mirrored closet doors. There was space in the rooms for two double beds, and a sofa and a chair. The cupboard space was small and cramped. They looked twice the size of your average dormitory rooms.

Summer writing?

me to see it

*Don't know
on blood*

*PH3
262
707
242
501-8*

Ayo
no
Describe it

Jahangir

anke

2. Math II is an easy class. I've gotten nothing but A's and B's on the quizzes without studying. Sixty students were enrolled in the class, and not one person has dropped since it is so easy. The instructor gives two practice tests before the actual test; so every one knows exactly what to expect by test time. She also expects us to know a lot from our high school math classes which many students never learned. If students are having any trouble with the class, she allows plenty of time for individual conferences. It is the easiest class I've taken in college.

3. My brother is driving me crazy. First, he borrows my razor and doesn't put it back. Then he'll sneak into the kitchen and eat the pancakes I've cooked for myself. He helps me with my homework, which I appreciate. Then he borrows my car without asking and returns it with the gas tank empty. Finally, he borrows money from me and never pays it back. I'll be glad when he moves out of the house.

Unity
coherence
organization

4. Alex loves joy. He is slender and has strong legs, so jogging is easy for him. He also has good natural endurance, so he doesn't run out of breath easily and his lungs seldom ache. Since he has loose muscles, he seldom cramps up. He started jogging a year ago to get in shape, but now he runs because he loves it. He has even run in a few marathons, and he enjoys the competition. He hated running in the International Marathon last summer. (Tyner, 1987)

~~Needs to be reorganized~~
Go for yourself

Task 16: Below is a scrambled excerpt. Find out the correct order and rewrite the paragraph. You need to use appropriate linking words that connect the sentences.

- 4 1. ² He once had to deal with a snake that was fifteen feet long; Mr. Mercer was worried in case it bit him.
- 1 2. ¹ Mr. Mercer is a very experienced veterinary surgeon.
- 3 3. ³ He is particularly fond of snakes and keeps one as a pet.
- 2 4. ² He is qualified to deal with many different kinds of animals either in his surgery or in various places like zoos and the jungle.
- 2 4 3 1 5. ⁵ He admires them because they are strong and muscular and he finds them useful for frightening other people with.

Dr. VIMS
crazy

Sorry for having done those I put marks in the books, please give a chance for us. you has been challenging in such field. Dr!

09/11/2015 Alex

Task 17: Outline the points for the following topic sentences. Work with your neighbour. Later write a paragraph on one of them separately. For this, you need to recognise the points logically (from most important to least important or the vice versa). You should also supply a conclusion/generalisation to terminate the development of the paragraph. Try to avoid unrelated points in the paragraph.

1. Our library is a good place to study
2. Watching TV is essential.
3. One should have self confidence
4. Books are good friends
5. It is always good to be honest.

Task 18: Working in pairs, write a topic sentence on each of the following headings. Then outline points. Finally, write a paragraph on one of them separately. The topic sentence should be a statement. Then reorganize your points. Do this on a rough paper and make all the necessary changes in the grammar, content, punctuation, etc. before you write the final draft. Finally, exchange your paragraph with your neighbour's for correction.

- a. My favourite class
- b. My worst habit
- c. One thing I enjoy doing
- d. The teacher I like most

First
then
finally.

Task 19: Write a paragraph on one of the following topics. First work with your neighbour to outline the points. Then write the paragraph individually. Finally, exchange your writing with your neighbour's for correction.

How to keep oneself physically fit.
How to make one's marriage long lasting

Two
towns

Handwritten notes and diagrams:

- 11 6L B
- 13 16
- 17 15
- 18 20
- 19 3.9
- 20
- Diagram: A vertical line with a circle at the top and bottom, and a horizontal line across the middle. The top circle is labeled 'B', the bottom circle is labeled 'A', and the horizontal line is labeled 'A'.

- Should the medical status of Aids
- patients be told (announced) to the public?
- The educational value of TV

was to answer

was to answer

Task 20: Assume you had an invitation at a friend's (relative's) house for dinner with one of your classmates. Work with your neighbour (classmate) to appreciate the kind of food, drink, etc. you were served and the general hospitality of the hosts. Later, write a report about it and exchange your report with your neighbour's for comment.

Time

You may begin like this:

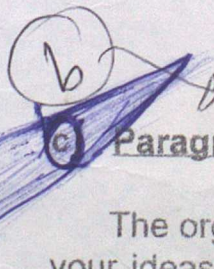
The dinner party at my classmate's house was excellent...
(Your instructor may assist you on how you should write it.)

Task 21: Assume a friend of yours whom you haven't met for years comes to your home town for a visit. He/she phones you and gives you an appointment before lunch time. You have no money but you feel you should invite him/her. He/she suggests going to an expensive restaurant.

logically you develop

by comment

What would you do in such occasion? Write a paragraph on how you would end your reception. Later, exchange your paragraph with your neighbour's for correction. You may begin like this:



I had no money when I met my friend last weekend....

Paragraph Organisation

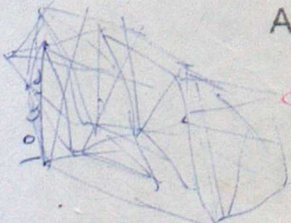
Paragraph

The organisation of your paragraph shows how logically you develop your ideas in a paragraph. You may organise it in accordance with the occurrence of the events, space, size, importance and category/class of the notes to be developed in the paragraph.

Answer the following questions in pairs.

have relevant

- What is the relevance of organisation in a paragraph?
- How can one keep one's paragraph organised?



You seniors are mother fuckers except some that is true homie

- Can you think of some ways of organisation?

The most common ways of organising a paragraph are:

- i) Time
- ii) space
- iii) size
- iv) importance, and
- v) category

from earlier to latest

Organized

i) Time:

Read through the following sample paragraph and see how time is used to organise the paragraph. Then, working with your neighbour, outline the sequence of the story and the time relationship between events.

8 event

Sunday was a long day. I had to get up at 5:00 a.m. to attend an Easter sunrise service. Then I had duties at the church the rest of the morning. In the afternoon I visited the Manor Rest Home and talked to shut-ins who seldom have visitors. Then I went to my aunt's for dinner and played cards with Uncle Herman until about 9:00 p.m. Then I drove up into the hills with my family for a special Easter midnight chapel service in the pines. We stayed in a mountain cabin with ten other people that night and didn't get to sleep until after 2:00 a.m. I was exhausted after twenty one hours of activity. (Tyner, 1987)

Questions

Pinnes ... of of of of

1. What are the activities that the writer did?
2. What is the role of time in organising the paragraph?
3. What is the topic sentences?
4. What is the function of the last sentences?
5. Explain the relationship between the first sentence & the theme of the paragraph.

main idea

Task 11: Write a paragraph like the sample above on 'how you spent a holiday.' You may include the following points.

- what you did in the morning
- what you wore for your holiday
- when you danced/played a game
- when you started drinking
- what you did later in the afternoon
- what you did in the evening
- etc.

Sixty
fifty
seventy

Finally, work in pairs for correction.

Task 23: Write a paragraph on one of the following topics. You need to list down the activities in order of their occurrences. Then you should use time conjunctions (before, after, till, meanwhile, finally, etc.) to write out the paragraph. Finally, work with your partner for correction.

- a. How you spent a holiday
 b. What you did last weekend
 c. What you intend to do the rest of the day.

ii)

Space

Task 24: Read through the following sample paragraph and see how spatial relationship is used to organise the paragraph. Work with your neighbour to see the relationship. Then, tell your instructor how space is used to develop the paragraph.

My bedroom is very cosy. It is a small room with thick carpeting and light blue walls. Below the north window is my double bed covered with an imitation leopard skin bed spread. To the left of the bed against the wall is a walnut night stand with a reading lamp, a clock and a radio. At the foot of the bed is a wooden stand holding my portable black - and - white TV and stereo. In all four corners of the room my speakers are mounted just below the ceiling. Behind the wooden stand and in front of the closet are three red bean bag chairs that are sagging from years of use. On the east and west walls are posters of rock groups, and a family of stuffed monkeys sits on the north and south window ledges. My room is small and cluttered and has that "lived in" feeling I like. (Tyner, 1987)

Questions:

1. Why does the writer believe his bedroom is cosy?
 2. How is space used to organise the paragraph?
 3. What is the controlling idea of the paragraph?
 4. What are the components of the description?

Speakers

Wardens

Task 25: Write a paragraph like the sample above on the title 'My Dormitory/My Bedroom'. You may include the following points. Then, exchange your paragraph with your neighbour's for correction.

- how large your room is
- where your bed is located
- where your cupboard is located
- where the table is found
- where your mirror is found
- how high the ceiling is
- etc.

*Your paragraph
Writing to allow
How to combine
was an
tricky*

Task 26: Write a paragraph on one of the topics below. Brainstorm on the topics with your neighbour before you start writing. Then choose a topic that interests you and that you have enough information about. You could supply a topic sentence for each of the topics with your neighbour. Then write your paragraph separately as in the sample paragraph above. Finally, show your paragraph to your partner for correction.

- a. My dormitory / My bedroom
- b. The English Department
- c. My Residential Area
- d. Our Campus

*Department
Department
Department*

Task 27: Below is a scrambled paragraph. Find the correct order of the sentences and rewrite the paragraph. Then, identify what kind of paragraph it is. Check your answer with your neighbour's. Finally, write out the paragraph. Don't forget to use appropriate linking words.

*2, 1
Brown*

1. If the jam lasts long enough, she starts talking to herself and angrily kicks off her shoes.
2. Charlotte reacts badly when she gets caught in a traffic jam.
3. Back in the car, she drums her fingers on the steering wheel.
4. She opens the dashboard compartment and pulls out an old pack of Marlboros that she keeps for such occasions.

5. She gets out of the car and looks down the high way, trying to see where the delay is.
6. She lights up and drags heavily, sucking the smoke deep into her lungs. (Tyner, 1987).

iii) Size:

Read through the following sample paragraph and see how size is described and used to organise the paragraph. Work in pairs to list down the development of the paragraph, then tell your instructor about the development.

Professional football players come in all sizes. Your smallest players, who range in height from 5'6" to 5'11", are your wide receivers. Next come your defensive backs, who are 5'10" to 6'2" and very slender and agile. Your running backs are about the same height as defensive backs, but they are heavier, averaging about 215 pounds. Quarter backs are a bit taller, averaging about 6'5", but they are often lighter than running backs. Next come your line backers, who are from 6'1" to 6'4" and weigh an average of 230 pounds. Then come the big guys. Your offensive line men range from 6'1" to 6'6" and average over 260 pounds. Your defensive linemen have similar size, but some are as tall as 6'8" and as heavy as 300 pounds. Obviously football has a place for all sizes of athletes. (Tyner, 1987)

Questions:

1. Identify the height/weight of the players and their roles.
2. How is size used to organise the paragraph?
3. Does the writer have any bias on any of the sizes?

Task 28: Write a paragraph like the sample above on the title 'The Utensils In Our Kitchen'. You may use the following points. You may need to look up the Amharic-English Dictionary or ask your classmate if you don't know the English word for some of the items. Finally, work in pairs to comment on the writing.

- what object is the largest ?
- what is the next largest ?
- what is the smallest ?
- etc.

Task 29: Write a similar paragraph on one of the following topics. Outline the points in pairs, then, write the paragraph separately. You may need to rephrase the headings. Finally, work with your classmate for correction.

- a. animals in a zoo
- b. items in a living room
- c. seating arrangement in a class

iv) **Importance:**

Go through the following sample paragraph and see how organisation is gained through priority and relevance. Work with your neighbour to list down the items from the least to the most important part of the apartment that needs to be fixed up.

Our apartment needs a lot of fixing up. First, we've got to fix the leaky roof before the September rains come. Next, we need to patch the big holes in the bedroom walls and then strip the peeling paint off the walls. Then we can repaint the apartment. After the walls are painted, we can work on replacing the linoleum squares in the kitchen that are loose or cracked. Later the living room carpet needs shampooing, and we should replace that old sway backed sofa. Then we won't be embarrassed to have company over once in a while. (Tyner, 1987)

Questions:

1. list down the activities to be done in order of priorities given.
2. what are the reasons for the priorities?
3. Explain how importance is used to organise the paragraph?

Task 30: Write a paragraph like the sample above on the topic 'What I Do During the Day'. You may use the steps given below.

- what is the most important work you do ?
- what is the next most important work you do ?
- what is the third most important work you do ?
- what is the fourth most important work you do ?
- what is the least important work you do ?
- what do you do when you are free ?
- etc.

At the end, work with your neighbour for correction.

Task 31: Write a paragraph on one of the following topics. Brainstorm on the points in groups. Remember that your paragraph should be organised through priority or relevance as in the sample paragraph above. Then, write the first draft and compare it with your partner's. Read it again and improve it. Finally, write the final draft and submit it to your instructor for comment.

- How to study effectively
- My reading habit
- Things I do every day.

v) **Category:**

Read through the following sample paragraph and see how the writer develops his paragraph. Work with your neighbour.

Amarech is destined to be an excellent long-distance runner. First, there are her physical attributes. She is long-legged and has a tremendous stride. She also has great natural endurance and an at-rest heart rate of sixty beats per minute. Next comes her mental toughness. She is a tremendous competitor who will extend herself to exhaustion to win a race. She has the strength to block out pain and concentrate on her race during those last few hundred yards where most runners tend to wilt. Finally Amarech surpasses most athletes in dedication. She runs five to ten miles a day in morning and evening sessions at least five days a week. She maintains this schedule ten months out of the year, and while most high school athletes sit out the summer, Amarech trains and competes in AAU Competition. If she can maintain this dedication for another two years, she has an outside chance of being invited to the Olympic trials. (Tyner, 1987)

Questions:

1. What are the natural qualities of Amarech?
2. What else helps Claudia to qualify for long distance running?
3. Underline the linking words used to develop the paragraph?
4. Why is this paragraph categorical?

Task 32: Write a paragraph like the sample above on the title 'Why a Writing Course Is Important'. You may consider the following points

- a lot of lessons to be covered
- taking notes from lectures
- reading many reference books for different courses
- writing term papers
- presenting papers in class
- answering subjective questions in exams

Then, show your first draft to your instructor for comment. Then, write the final draft and exchange it with your neighbour's for comment.

Task 33: Outline the points of the above paragraph in pairs. Finally, point out the qualities of the paragraph that make it organised categorically.

Task 34: Write a paragraph on one of the following topics. Work in groups to outline the points. Don't forget that your paragraph's organisation is categorical as in the sample paragraph above. Show your first draft to your partner for comment. Then, write the final draft. Work with your partner for correction.

- a. The qualities of a successful student
- b. Why English class is interesting/difficult

Task 35: Below is a piece written by a newly employed secretary about her feelings when she started her work. However the ideas are not in the right order. Work with your neighbour to find out the correct order. Later, write out the paragraph and see the relationship of each sentence with the main point of the paragraph. Then try to identify how the organisation of the paragraph is gained.

- a) From then on, I realised that there was nothing wrong with me or the job that experience could not cure, and I decided to stay. *
- b) I think, my employer must have sensed this, for he called me into his office and talked to me about both the duties of my position and the opportunities it offered for advancement. ✓
- c) Consequently, I soon became so discouraged with myself and so dissatisfied with the job that I was on the point of quitting. X
- d) I was accepted and started work. Until that time my experience had been derived chiefly from books, and unfortunately those books had not prepared me for the difficult period of adjustment that every inexperienced secretary must face in a new position. *

(McCrimmon, 1963)

b

b, d

Task 36: Working in pairs, circle the letter of the best developed paragraph. ✓

1. a. Thomas is a great husband. He brings his wife roses at least once a week. Once he brought her some red roses with long stems, and another time he bought her some pink baby roses for the kitchen. He really likes roses, and so does his wife. He loves to give them to her, and she always loves to get them. Thomas is a great husband in a lot of ways. ✓

b. Anna is a terrible worrier. She worries when things are going badly, and when things go well, she worries that they'll get worse. She worries about her health, her grades, her looks, and getting married. She worries that her cat will run away, that her boy friend will leave her, that her parents might get divorced, and that her car will be stolen. She worries about nuclear war, world poverty, the president's health, pollution, overcrowded cities, crop failure and thirty-two species of endangered animals. When she vacationed, she worried about it falling into the ocean. ✓

2. a. The lawyer made a strong case for his client. He proved that the young woman couldn't have drunk enough beer in an hour to be legally drunk. He proved this in a brilliant way. He also showed that she was not big or strong enough to have punched out the arresting officer. He used some physics experts to prove this. He also proved the arresting officer had not read his client her legal right. He did this with some tricky questioning of the officer. With some more tricky questions, he showed that the officer was

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a sexist who didn't believe that women should be allowed to take a drink in public. He did a lot of smart things for his client.

- b. The prosecuting attorney was very weak. He was so disorganised that he kept losing his place while examining witnesses and had to go back and look at his notes. He had a thin, weak voice that the jury had trouble hearing, and he didn't sound like he had any confidence in the case. In fact, he started every argument with the words, "I hope that the jury will..." His cross examination of the defendant was very weak. He couldn't get her upset or confused with his questions about her problems with the arresting officer. Most visitors in the court agreed that his cross-examination of the defendant had helped her case more than hurt it. He did so poorly that at the end of his final arguments, he asked the jury not to be prejudiced by the poor job he had done presenting the case. He finished with tears in his eyes.

3. a. James is the biggest eater I know. He'll start the day with four or five eggs and a half dozen pieces of toast for breakfast, and he'll wash it all down with a quart of orange juice. For lunch, he'll have three sandwiches, large fries, a large coke, milk, a fruit pie, and a box of cookies. For dinner he'll eat a whole chicken by himself along with a huge mound of mashed potatoes, eight or nine rolls, and a half gallon of milk. Then from about 8:00 until bed-time, he will snack on nuts, potato chips, candy bars, ice-cream, soda pop, chocolate chip cookies, and any fruit that is in season. Then by breakfast the next morning he's ready to start over again.

- b. Sandy eats barely enough to survive. For breakfast, she eats nothing or very, very little. For lunch, she'll have a little something, but nothing more than two or three hundred calories worth, all in fruits or vegetables. For dinner she eats a lot. She'll have up to five hundred calories worth of meats, vegetables, and starches. She may even treat herself to a low-calorie dessert. She almost never snacks in the evening, and when she does, you'd be shocked at how little she eats.

(Tyner, 1987)

Task 37: Discuss the following questions in groups /pairs.

1. What are the topic sentences of the above six paragraphs?
2. What are the reasons for choosing the three paragraphs as well developed?
3. What are the weaknesses of the rest of the paragraphs?
4. Can you add some more points to what you said above to write a well developed paragraph?

OTHER TASKS(OPTIONAL)

Task 38: The following is a dialogue between two friends. Read through it and write a paragraph about it taking the main points of their conversation. First, discuss the questions with your neighbour.

- Getachew: Fantu, these days, I don't have much work to do in my office. Life is becoming so boring.
- Fantu: I see. But why don't you keep yourself busy by doing something else?
- Getachew: It's very difficult. How can you be busy when there is no business? You can't go out of your office. Your boss checks you as he always wants your idle presence.
- Fantu: You're right. That's the order of the beaurocrasy. They don't let you go out for some other business. They confine you in a room for hours when there is nothing to do.
But, I personally do something else when I have no work. I read fictions, write letters, and in most cases, raise some hot issues and involve my colleagues into the discussion.
- Getachew: That sounds OK. But I don't like reading fictions. They are imaginary worlds. Neither do I like writing letters.
- Fantu: Well, in that case, you'll always be bored. You need to pick up a hobby and nurture it.

Questions

1. What problem does Getachew face?
2. Does Getachew accept Fantu's suggestions?
3. Do you think his suggestions are acceptable? Why?

4. Which of them do you like? Why?

Task 39: Read through the following poem. Then, discuss your interpretation of the message with your group. Finally, write a paragraph, individually, explaining the message of the poem. First, discuss the questions below the poem.

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the under growth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden back.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and
I took the one less travelled by
And that has made all the difference.

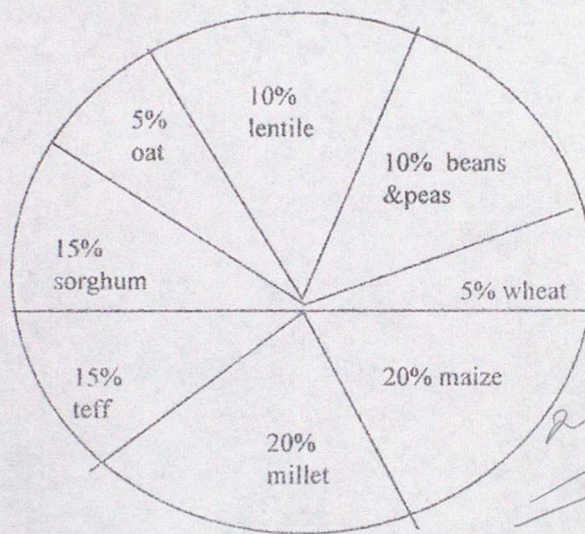
(Robert Frost, 1916)

Questions

1. Why did the writer stand long on his way?
2. What was the fear of the writer?
3. Which road did he choose? Why?
4. Does the author regret his choice?
5. Is there any symbolic meaning for 'road'?
6. What do you think is the main message of the poem?

Sigh

Task 40: The pie chart below shows the percentage of some crop production in Ethiopia in 1995/96. Write a paragraph describing the rate and kind of production. Work in pairs to outline the points. Then, write the paragraph individually. Show your first draft to your instructor. Then, rewrite the final draft by making changes as desired. Finally work in pairs to comment on the paragraph.

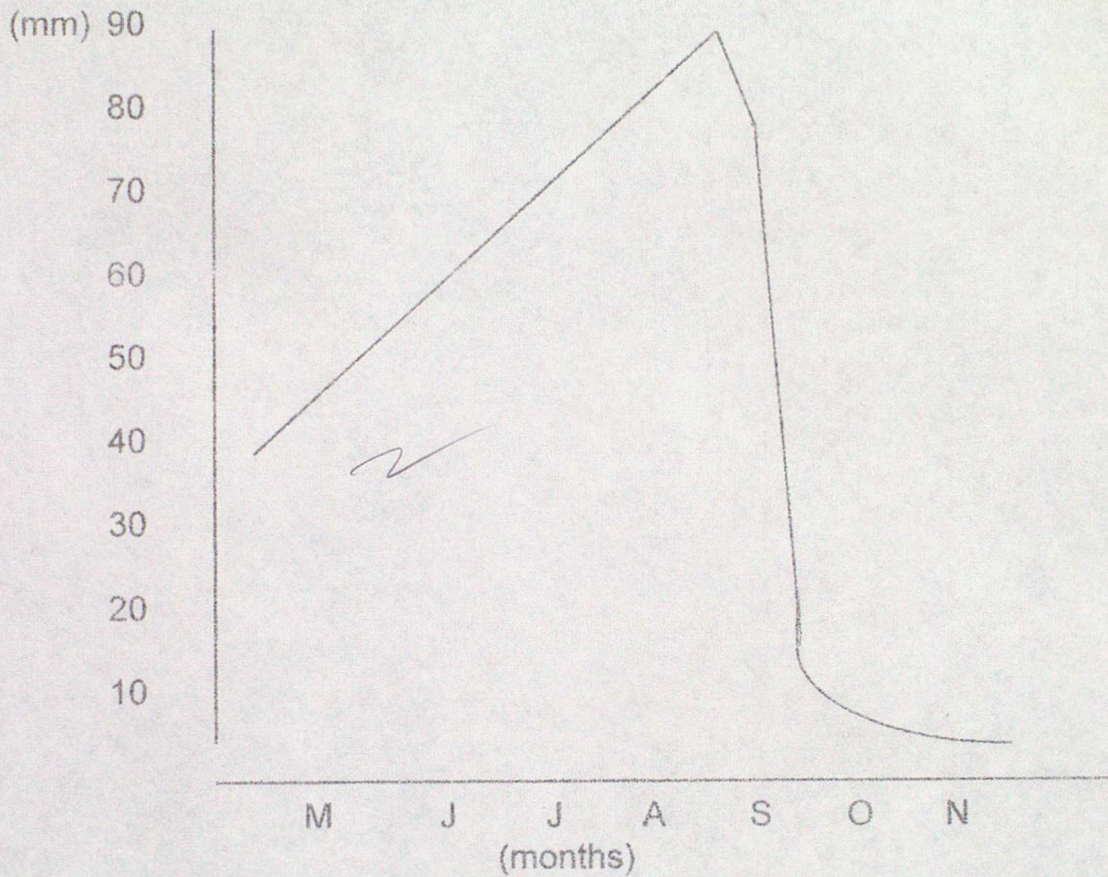


Task 41: Working in groups, outline the details on one of the following topics. Later, write a paragraph on one of the themes individually. Then, show your first draft to your instructor for comment. Finally, by making the necessary changes write out the final draft.

- Non - formal education should be expanded.
- Rural development is a key to progress.
- Much attention should be given to the teaching profession.

Task 42: The following graph shows the average monthly rainfall distribution in Ethiopia in 1995/96. Write a paragraph on it.

You may comment on it. First, work together with your neighbour to interpret the graph. Later, write the first draft individually and show it to your partner. Finally, write the final draft by making the necessary changes.

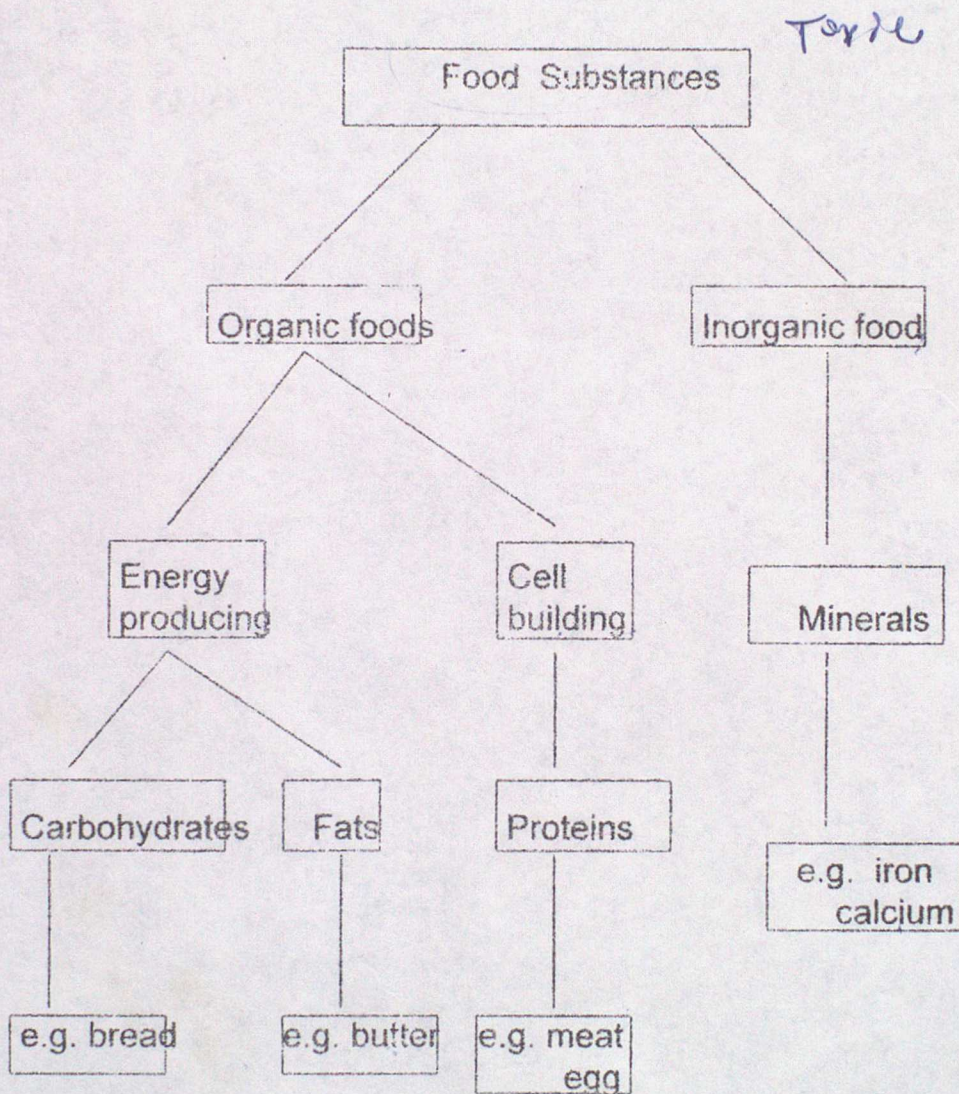


Questions

1. What is the least amount of rainfall? In which month?
2. What is the highest amount of rainfall? In which month?
3. When does the rainy season begin?
4. When does the rainy season end?
5. What are the dry months?

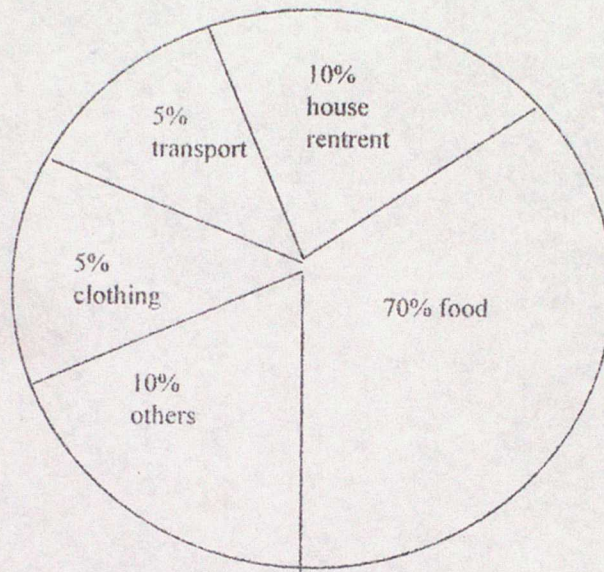
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Task 43: The tree diagram below shows the different kinds of food stuffs and their nutrients. Using the information, write a paragraph about it. Later, exchange your paragraph with your neighbour's for correction.



(Jordan, 1994)

Task 44: The following pie chart shows the percentage of the monthly expenditure of a family's income in A.A. Write a paragraph on it. Finally, exchange it with your neighbour's writing for correction.



Questions:

1. What item takes most of a family's income?
2. What item takes the least amount of a family's income?
3. How do you think could a family reduce its expenditure?
4. Is this true in your own case?

Task 45: Discuss with your neighbours on how to wash your body. The jumbled steps and the materials are given. Outline the steps together with your neighbour, then, write a paragraph separately. Finally, exchange your paragraph with your neighbour's for correction.

Materials:

- sponge
- soap
- towel

Jumbled steps

- wash with soap
- immerse your body in the water
- rub your body gently for about 5 minutes

...

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Discuss the following points
What I can do is

The following steps

- rinse the soap lather with clean water
- dry your body with a towel

Task 46: Read through the poem below and explain, what you understand, to your neighbour. Then, answer the questions below it. Later, write your interpretations in a paragraph. You need to show your first draft to your instructor for comment. Finally, work with your partner for correction.

PITY ME NOT

Pity me not because the light of day
 At close of day no longer walks the sky;
 Pity me not for beauties passed away
 From field and thicket as the year goes by;
 Pity me not the waning of the moon,
 Nor that the ebbing tide goes out to sea,
 And you no longer look with love on me.

This have I known always: love is no more
 Than the wide blossom which the wind assails;
 Than the great tide that treads the shifting shore,
 Strewing fresh wreckage gathered in the gales.
 Pity me that the heart is slow to learn
 What the swift mind beholds at ever turn.

(E.V. Millay, 1962)

Questions:

1. Who is the speaker in the poem?
2. Who do you think 'me' represents?
3. How does the speaker consider love?
4. Do you think the speaker in the poem had been an object of love? *ya*
5. Is the speaker surprised by his current state? *no*
6. What is love compared with?

Task 47: Read through the following text and write a short summary in a paragraph. When you have finished, exchange your summary with your neighbour's for comment. (Refer to the Appendix for the steps in summary writing). Finally, work with your partner for correction.

pity me not

Teenage Pregnancy

A lot of girls at my high school have gotten pregnant. Some have the babies and others get abortions. Either way, it is usually a bad situation and the girls regret getting pregnant. Boys and girls need more information on birth control. Most boys don't take any responsibility, and the girls usually count on the boys to know what they are doing. The results are obvious. Since boys and girls are having sex in high school, the schools should face up to it and educate them about birth control—the ones that work best. They should also let students know that there is a shared responsibility and that it is up to both the boy and girl to avoid a pregnancy. Girls should see the effects that pregnancy has on their lives: being an outcast, dropping out of school, having an abortion, or raising a kid when you're not ready. Girls don't think of all these consequences. Birth control pills should be available at the school, and anyone should be able to get them without the parents' approval. Most girls who have sex never let their parents know. At a school that gave out birth control pills, the pregnancy rate went down. To cut down on all of the sex, schools should scare students about venereal diseases. Just like they do about alcoholism, smoking and driving accidents. Those horror movies they show about the insides of people's lungs and cut-off heads in accidents would work just as well for syphilis or herpes. Also, schools should educate students against early sex: that it isn't all that it's cracked up to be, that it can ruin relationships, that a lot of people feel forced into it, that being a virgin isn't something to be ashamed of. The schools have to do it because parents just don't. (Tyner, 1987)

Questions:

1. What forced the writer to write on this topic?
2. What is the attitude of the writer towards early sex?
3. What are the consequences of early pregnancy?
4. What are the solutions suggested?
5. What is the controlling (topic) statement?
6. Who do you think should bear the main responsibility in avoiding teenage pregnancy?

In the preceding sections you have learned the two important elements (unity and organisation) in paragraph writing. In the next few tasks you will learn the importance of coherence in paragraph writing.

c)

Coherence:

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Coherence

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how to write
Paragraph
Coherence

Discuss the following questions in pairs/groups:

- How can we achieve coherence in a writing?
- What are our instruments for this?
- Is there any difference between organisation and coherence?
- Are transition words useful to cohere a writing? How?

Coherence could be gained between sentences and between paragraphs. To achieve these, cohesive devices play a significant role. The use of appropriate cohesive devices help us establish appropriate relationship between sentences in a paragraph. A paragraph could be unified but incoherent unless the proper devices are used. So, coherence is another important element in paragraph writing. In this section, we shall see the uses of coherence.

ins

Paragraph could be unified

Task 48: Study the following transitions underlined and explain their meanings and functions to your neighbours. At the end, the instructor explains their meanings and functions.

Task 48

1. I have presented ten reasons for your not dropping out of school. As you can see, staying in school opens many opportunities for you.
2. I am really enjoying my visit to Langano. By the way, how is the weather here in the winter?
3. It is cold and windy. Consequently, I'm going to postpone the picnic for a week.
4. It is cold and windy; however, I'm still going to wear my bathing suit to the game.
5. I'm really tired this morning; in fact, I've never been this tired in my life.
6. It's cold and windy. Nevertheless, I'm still going to run ten miles this afternoon.
7. It's cold and windy today; therefore, I'm going to wear a jacket to the game.

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Unit 10

Task 50: Complete the following adapted essay by the words given below it. Work with your neighbour.

Every day we hear about the problem of hunger in Africa. Many authorities state causes, (1) such as drought and overpopulation. They (2) do not suggest solutions, (3) such as food aid and population control.

It is true that such realities as drought and overpopulation worsen the problem of hunger in Africa, (4) but these realities are not the real cause of Africa's famine. The real culprit is poverty, (5) only by doing something about poverty itself can we solve the hunger problem in Africa.

I am not suggesting that we ignore the problems of drought and overpopulation. (6) on the contrary I believe we should study them carefully in order to learn what lies behind them. Let us look, (7) at drought.

Insufficient rainfall is a problem for farmers all over the world, (8) but it is only the truly poor who die from it. How, (9) did Africans become so poor? In the past several hundred years, with the help of European colonizers, the best farm lands were taken and planted in cash crops for export, with profits going to a few of the wealthy. (10) however, there has not been enough food produced for the poor majority, (11) it is these already hungry people who are so affected by drought. Since food aid treats symptoms, not causes, I suggest that the only long-lasting solution to this problem lies, not in food aid, (12) but in revising Africa's farming practices..

- | | | | |
|-------------------------|-----------------|-----------------|----------------------|
| (1) a) either | b) consequently | c) likewise | d) such as |
| (2) a) also | b) but | c) for example | d) nevertheless |
| (3) a) and | b) such as | c) besides | d) on the other hand |
| (4) a) and | b) finally | c) because | d) however |
| (5) a) or | b) when | c) and | d) any way |
| (6) a) on the contrary | b) at least | c) moreover | d) then |
| (7) a) such as | b) first | c) however | d) though |
| (8) a) eventhough | b) by the way | c) but | d) then |
| (9) a) then | b) however | c) for instance | d) well |
| (10) a) on the contrary | b) consequently | c) second | d) at least |
| (11) a) when | b) and | c) because | d) or |
| (12) a) but | b) and | c) by the way | d) though |

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(Withrow, 1987)

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Africa problem poor

backward primitive?

Task 51: The following is an excerpt task of a report by a hotel inspector. In pairs, study the linking words in the first paragraph and then complete the remaining by choosing from the alternatives given below the report.

Excerpt task of report by hotel inspectors

(1) For the most part, I found things to be operating smoothly and efficiently. The staff seemed hardworking and courteous. (2) For example, as soon as I checked in, (3) even though I was not identified as an inspector, a very polite porter was right there to take my luggage and escort me to my room. (4) In addition, the facilities and service were generally good, especially those connected with the front desk, the lobby, and the dining room.

(5) For example, I must report a few concerns. (6) First, the elevator service was slow. This is not surprising, (7) because, when you consider that there are only two elevators serving a hotel of sixteen floors.

(8) Besides, the air conditioning in my room was difficult to adjust to a comfortable level. (9) Even though I asked for help, an engineer adjusted it for me. (10) however, tools were needed to make the adjustment, (11) finally I was unable to change the air temperature after that. I found similar problems in some of the other rooms, though not in all.

(12) For the most part, the carpeting on the main staircase was faded and worn. For aesthetic reasons (13) as well as for reasons, it should be replaced.

I do not wish to give the impression that the hotel is operating improperly (14) so that it is in very poor condition, (15) on the contrary, the service, staff, and facilities are, (16) on the other hand, very good. If the problems mentioned in this report are corrected, the hotel will merit an excellent quality rating.

- | | | | | |
|-----|----------------|---------------------|----------------|----------------------|
| 5) | a) however | b) for example ✓ | c) well | d) besides |
| 6) | a) first | b) at the beginning | c) in addition | d) well |
| 7) | a) even though | b) in fact ✓ | c) but | d) because |
| 8) | a) first | b) second | c) at last | d) and |
| 9) | a) even though | b) so | c) when | d) for instance |
| 10) | a) so | b) however | c) at | d) because |
| 11) | a) because | b) so | c) finally | d) however |
| 12) | a) finally | b) second | c) for example | d) for the most part |
| 13) | a) even though | b) but | c) besides | d) as well as |
| 14) | a) or | b) because | c) so | d) even though |

All given are don't key

- 15) a) at last b) on the contrary c) well d) when
 16) a) finally b) however c) on the whole d) for instance
 (Withrow, 1987)

Task 52: Use transition words to complete the following text. First read it once before you attempt to complete. Later, discuss your answers with your neighbour. Finally, work with your instructor for the right answers.

Teaching young children to swim requires patience. because, help them get used to the water. _____ have them put their faces in the water. _____, a lot of youngsters hate getting their faces wet, so you have to motivate them. _____ way is to put coins on the bottom step of the shallow end. _____ let them "dive" for the coins, dipping whatever, they _____ need to learn to kick properly. With their legs straight and toes pointed, help them kick across the shallow end. Once they can kick across with only the aid of a kick board, you can work on their arm stroke. _____, move their arms for them. _____ have them move their arms by themselves as you hold them in the water. _____ have them swim to you, and _____ stay in front of them so they feel secure. _____, always encourage their efforts and praise them for whatever progress they make each day. _____ your best efforts, don't be surprised if some youngsters come along slowly. _____, once a child makes it across the pool alone, you'll feel richly rewarded.

(Withrow 1987)

Task 53: Fill the words below in the blank spaces. You may use a word twice. Later, your instructor will give you the correct answers.

First next finally
then now once

Starting a fire in a wood-burning stove isn't that difficult. _____, get about eight pieces of kindling any wood scraps will do - and some newspaper. _____ open the stove, collect a few pieces of newspaper, and lay them inside. _____, put a few of the thinnest pieces of kindling on top of the paper. _____ add a second layer of paper on top of the kindling. _____, put the bigger kindling on the second layer of paper. _____ take a long match, strike it, and light both layers of paper in a number of places. _____ the paper is going, close the door of the stove to intensify the

once
isn't it

heat. now open it in a few minutes to make sure the kindling has caught fire. If it has, you can just add pieces of firewood on top of the burning kindling and close the door. Your fire is on its way, as simple as that. Just check your fire every half hour or so, and add more firewood as it is needed. (Withrow, 1987)

Task 54: Below is a conversation between a journalist (J) and a librarian (L). Working in groups, take down the main points of the conversation below as the instructor reads out to the class. Later, write a summary of the main points in a paragraph. Do not read the conversation.

- J: How do you choose new books for the library?
 L: We usually choose them from catalogues. Or sometimes readers request books.
 J: So then you order them from a book shop, do you?
 L: That's right. And we sometimes order two or more copies of a very popular book.
 J: What do you do when the books arrive? Read them?
 L: Well, we don't have time to read all of them, but we read a few, yes. Before we put the books on the shelves, we have to do quite a lot of work. We have to cover them to keep them clean. We give each book a number and write an index card for it. Then the books go on to the shelves.
 J: And people borrow them.
 L: Some books are more popular than others, of course. We have to repair books after a while.
 J: What do you do?
 L: It depends. Sometimes we give a book a new cover.
 J: Do you lose a lot of books?
 L: Some, yes, but not many. When we check the shelves, which we do quite often, we usually find that some books have disappeared. We find a few of them later on.
 J: What happens to books which are very old and dirty, books that can't be borrowed anymore?
 L: We sell them, or we give them away, or we throw them out.
 J: You sell them? Well, please let me know when you're having a sale! New books are so expensive nowadays.

(Muriel Higgins, 1983)

Task 55: Working in pairs, take down as many points as you can when the instructor reads out the following excerpt to the class. Later, write a paragraph on it. Don't read the text.

In the industrialised countries, populations are generally rising only and in some cases static. In the cities of developing countries populations are increasing to a very high level. This is the result of high birth rates and low death rates. The poorest urban dwellers do suffer from periodic outbreaks of infectious diseases, but in general fewer babies die today and people live longer.

In addition to natural growth, movement of people from the country side to towns adds to the growth of cities in developing countries. In some cities migration has accounted for between 50% and 70% of their population growth in the last 20 years.

(Freshman English For Colleges-Book one)

Notes: So far, you have done a lot of tasks on what a paragraph is, how to develop a paragraph, the necessary elements in paragraph writing, how organisation of a paragraph could be gained, etc. In the subsequent sections, you will have a look at some of the different kinds of paragraphs. Study the samples given and do the tasks on each type.

5.3. Kinds of paragraphs

Discuss the following questions in groups:

- Which of the following paragraphs do you know: description, narration, argumentation, expository, (which includes definition, contrast, comparison, etc.)? *spanish*
- Which type of paragraph writing is difficult for you? Why?
- Which type of paragraph do you like to write on? *why?*

Read through the sample paragraphs and do the tasks that follow them. Before you do the tasks, discuss the features of each paragraph that make it descriptive, narrative, expository or argumentative.

A. Descriptive Paragraph

In descriptive writing, we recreate objects, scenes and people. This is done through our first hand observation, imagination or both.

Low 5000000

3. What is the sex of the writer? Give evidence from the paragraph. *Female*
4. Identify the steps of the description.
5. What is the topic sentence of the paragraph?

Task 58: Working in pairs, write a paragraph by using the guide notes given below. You may need to add details to it. You should arrange the notes logically before you start your writing. Then, exchange your paragraph with your neighbour's for correction.

My Dormitory/My Bed room

- Location
- kind of house (apartment/ flat/ etc.)
- width of the room
- kind of bed/ mattress/ pillow/ bed spread
- pictures (posters, photographs, etc.)
- cupboard
- lamps (kind/ brightness)
- carpet (kind/ brightness)
- ceiling (kind/ colour)
- walls (nature/ colour)
- the windows

50-30
25-10
25-10
50

3-18

Wonder
Because of the
popularity
things are better to
have come

Task 59: The following sentences are not in the right order. When rearranged they would give a descriptive paragraph. Reorder them. Later, your instructor will give you the correct order.

(A Student Chair)

1. When seated, on the right hand side, there is a small wooden desk attached to the right hand side L-shaped metal frame. It serves to write on.
2. A student chair consists of four metallic legs
3. An L-shaped metal frame is attached to the back legs. At about the top of these frames, a wooden back is attached with screws

Excellent
Excellent

- 4.3 These prevent the floor from being scratched by the tips of the legs and also avoid the noise that can be produced when pulled over a floor.
5. There is also a wooden seat screwed on the top of the legs fixing the four legs together
6. At the top of these metallic legs are plastic tips attached to them
7. Below this seat is a square-shaped shelf attached to the four legs with screws. It is used for putting materials on.

Task 60: When reordered the following sentences would give you a description of a scenery. Find out the correct order. Check your answer with your neighbour's.

- a. The road bends right past this and crosses the river over a three-spanned stone bridge, entering a small village, whose church dominates the skyline.
- b. My hotel room looks out across a main road which runs beside the river to the left, about half a mile down the road there is a splendid looking castle situated majestically on a small hill.
- c. This village is set on a small hill and beyond there are rolling hills right to the horizon intersected by one or two tree-lined valleys. (Eng. Lang. School Leaflet)

Task 61: Work in groups to describe your village/town, orally. Then, write your description separately. You may need to use the following words. Finally, work with your partner for correction.

| | | |
|-------|-----------------------|--------------------|
| hilly | mountainous | to the left |
| plain | North East/North West | to the right |
| flat | rocky | blocks/dormitories |
| cold | gravel road | apartment |
| | bushy | |

Note: In the above sample description and in the tasks you have done you have learned how you can describe your dormitory and your village/town.

Another aspect of description is describing people. When we do this, we describe the physique of the person including his style of dressing, behaviour, habit and hobby. Now, do the following task.

Task 62: Reorder the following sentences that will give you a descriptive paragraph. Then, check your answer with your partner's.

- a. He is interested in books and films
 b. He wears a sweater and jeans trousers
 c. Temesgen is in his early twenties
 d. He is tall
 e. He has brown eyes and short hair
 f. He is friendly but a bit shy and reserved.

Task 63: Using the materials given below, write a descriptive paragraph. Then, show your writing to your instructor for comment.

Roman

- a. age - 23
 b. colour - chocolate
 c. hair - long, dark
 d. height - average
 e. weight - plump
 f. physique - long face
 - large eyes
 - slender waist
 - huge, circular behind
 g. behaviour - smiling
 - sociable
 - kind and helpful

Ken Verso Amante
Allyst
(P. 100)

Task 78: In groups outline the points you think should be done to improve our educational system. Then write a paragraph of your own. You may consider the following points:

- academic and vocational education policy
- policy on education-enabling to solve our problems
- size of class
- qualified teachers
- improve educational facilities
- etc.

Finally, submit your paragraph to your instructor for comment.

You should note that in expository writing, you explain about something. The length of your explanation depends upon the intention and nature of the writing as in the other types of paragraph writings.

Task 79: In pairs, outline the details of the direction and how to go from the University to the Train Station. Then, write a paragraph individually. Then, show your paragraph to your instructor for comment.

Kinds of Expository Paragraphs

Definitions
Definition

Expository
descriptive
narration

I. Definition

This kind of expository paragraph defines a concept or a term like 'democracy', or 'Nazism'.

Now, read through the following definition paragraph and do the tasks after it.

Definition (Sample)

phenomenon
@mice

Induction is the kind of reasoning by which we examine a number of particulars or specific instances and on the basis of them arrive at a conclusion. The scientific method is inductive when the scientist observes a recurrent phenomenon and arrives at the conclusion or hypothesis that under certain conditions this phenomenon will always take place; if in the course of time further observation supports his hypothesis and if no exceptions are observed, his conclusion is generally accepted as truth and is sometimes called a law. In everyday living, too, we arrive at conclusions by induction. Every cat we encounter has claws; we conclude that all cats have claws. Every rose we smell is fragrant; we

what is a paragraph

Nasim
Nasim

Vishal
Vishal
Vishal

how many
times
can you
do it

conclude that all roses are fragrant. An acquaintance has, on various occasions, paid back money he has borrowed; we conclude that he is frequently out of funds but that he pays his debts. Every Saturday morning for six weeks the newspaper boy is late in delivering the paper; we conclude that he sleeps on Saturday mornings and we no longer look for the paper before 9O'clock. In each case we have reasoned inductively from a number of instances; we have moved from an observation of some things to a generalisation about all things in the same category. (Essentials of Grammar and Composition)

Questions:

1. What is the term defined? *Induction*
2. Explain your understanding of the term defined, to your neighbour. Give examples?
3. What do you think is the meaning of "deduction"?
4. Can you write a similar definition paragraph about "deduction"? Discuss the term with your neighbour. Give examples and then write out your paragraph individually.

Task 80: Using the points below, write a definition paragraph on the concept of human right. You need to work out the order of your ideas before you start writing. You may also need to add your own points to it. Finally, exchange your paragraph with your partner's for correction.

Human Right

- the right to speak and write
- the right to know
- the right to have a meeting/organisation, etc.
- the right to live and work
- the right to get justice
- the right to be recognised as human being
- the right to equality among peoples

Single Word - Expression

Nazism
fascism

Task 81: Write a definition paragraph on one of the following topics. You may need to refer to books for the ideas and not for the

17

Is that a benefit? yes
Yes, I Break it, because it
is a plus sign made
from wood.

language to be used. At the end, show your paragraph to your instructor for comment. Using the comments, rewrite it.

- a. Love
- b. Heaven (as you may imagine it to be)
- c. Socialism
- d. Behaviour

Other than the definition paragraph, you may need to write a paragraph on the cause(s) and the effect(s) of something. In the following paragraph, for example, the writer explains how much a nutrient is important to the health of children. He supports his paragraph by giving examples and effects to substantiate his explanation.

Read through this sample paragraph and write a similar paragraph on the topics given below it.

11. Cause/Effect Paragraph (sample)

What children eat can affect their health. Children who do not eat enough foods containing vitamin A can develop serious nutritional disorders. Of the effects caused by Vitamin A deficiency, those involving eye diseases are the most pronounced and widespread. Several thousand children become blind each year because of this dietary deficiency, which is most prevalent in poor, non-industrialised countries. Another result of Vitamin A deficiency is skin dryness. (Lewis 1984)

Questions:

1. What is the subject of the writing? *The affection on children's health*
2. What is the cause? *The deficiency of Vitamin A cause many children*
3. What are the effects? *The common are, eye sight (blind), skin dryness*
4. Do you know any other effect? *generally the children who suffer from this doesn't*
5. What is the controlling (topic) sentence of the paragraph?

Task 82: Using the guide notes below, write a cause/effect paragraph on the effect of smoking. You may need to reorder the notes given. Later, exchange your paragraph with your neighbour's for correction.

Handwritten notes and signatures in red ink on the left margin, including several 'Ans' and a large signature.

730

Handwritten signature 'Emmanuel' in blue ink.

alien

The Effects of Smoking

- Results in loss of appetite - results in loss of weight. *3*
- 4* - affects one's economy
- results in the smell of one's breath *✓*
- dirties teeth *✓*
- may expose to lung cancer *✓*
- 8* - reduces one's social acceptance *✓*
- results in inability to do one's work properly without it.

Task 83: Write a paragraph on one of the following topics. Work with your neighbour to outline the points. Then, show your first draft to your instructor for comment. Then, rewrite it by making the necessary changes.

- a- lack of balanced diet.
- b- living in a hot climate
- c- gaining weight

Notes: In other cases, you may be interested to write about something by comparing or contrasting two or more things depending up on the purpose of your writing. This is a very important kind of writing which you might need to do frequently. If, for example, your friend who is living abroad wants to buy a house here in Addis through you and if you are to let him choose two or three houses that are located at two or three places, you need to write a comparative/contrastive paragraph / essay. Many other such instances could occur in your life time where you have to compare/contrast things.

Contrast

one layer
 III. Contrast:

tasks above of task 15

Make it a point that when you compare things, in a comparison/contrast paragraph/essay, you take their common features or similarities but when you contrast, you take the differences or dissimilarities. Your instructor may help you understand the idea and do the tasks.

The following expository paragraph contrasts two kinds of addictions. Read through it and see how the writer has developed his idea. Then, write a similar paragraph on the topics suggested below it.

about
the
2
2
7

2pporaw

Contrast Paragraph (sample)

Although methadone maintenance involves substituting another form of addiction for heroin addiction, there are distinct advantages to it. Methadone doesn't create the heroin "high" when taken in therapeutic dose, and the addict can function as an alert and productive citizen in society. An overwhelming majority of patients in New York, after years as criminals addicted to heroin, lead law-abiding lives on methadone. Patients function better sexually on methadone than on heroin, and women's menstrual cycles are more regular. Methadone is much longer lasting drug, and addicts can be stabilised on the same dose for years. (Hoffman in Lewis 1984)

Questions:

1. What are contrasted? *methadone & heroin contrasted*
2. Why is the first statement underlined? *topic sentence*
3. What are the points of contrast? *List them down.*
The event (cause) that it take heroin the paradise of that addicts.
The life of the methadone.

Task 84: Using the following points, write a paragraph by contrasting rural and urban life. You may need to work out the order of the points (from less important to most important or vice versa) before you write the paragraph. Then, show your first draft to your instructor for comment. Finally, rewrite the final draft and hand it in for correction.

Maintenance

Rural Vs Urban Life

In rural areas:

- no communication facilities ✓
- no electric power ✓
- no supply of clean water ✓
- no schools ✓
- no clinic/hospital ✓
- people live on farming ✓
- people live in straw houses ✓

para X

Rural vs Urban life
life

Task 85: The two houses given below are to be sold. Recommend one of them to a buyer by comparing and contrasting them. Work with your partner for correction. Some of the vocabularies you need are given below.

either
either

Similar

Ketchen

Similar
Similar

| House A | House B |
|--|-------------------------------------|
| -location - Kara | - Location - Sholla |
| -has two bedrooms | - 2 bed rooms |
| -bathroom | - living room |
| -living room | - bath room |
| -kitchen | - kitchen |
| -reading room | - it is a flat |
| -ground plus one | - area - 200 sq. Mts. |
| -area-400 sq. Mts. | - 5 kms from the center of the city |
| -15 kilometers from the center of the city | - condition - good |
| -condition- v. good | - price: 800,000 birr. |
| -price-500,000 birr | |

is similar to
whereas
while
but
although

in contrast
contrary to
compared with
instead
similarly

on the other hand
as...as
different from
like
the same as

~~unlike~~
~~yet~~

Ketchen
Ketchen

Task 86: The table below shows an estimation of the rate of increase/decrease of marriage and divorce, in Addis Ababa, in the past five consecutive years. Using the information given, write a comparative/contrastive paragraph.

| | A | B | C | D | E |
|---|----|----|----|----|----|
| rate of increase/decrease of marriage (%) | 85 | 90 | 95 | 80 | 70 |
| rate of increase/decrease of divorce (%) | 5 | 3 | 2 | 10 | 20 |

Task 87: The following is a list of questions. Interview your neighbour and write about what he/she likes and dislikes. Then compare / contrast his/her responses with yours and write a paragraph. Show your first draft to your instructor for comment. Finally, exchange it with your neighbour's for comment.

1. What do you like to do in your spare time?
2. Do you like to listen to music? Which/What type?

Similar
SimilarSimilarSimilar

3. In what way do you recreate yourself?
4. Which one of these do you like to do - swimming, playing foot ball, playing cards, reading fiction, watching .. films, walking, drinking beer? (underline what you like)
5. What kind of food do you like most?
6. Where do you spend most of your time?

Swimming
playing

Task 88: Read through the following contrastive description and identify the similarities and differences. Work with your neighbour.

Getachew and Hailu are identical twins but they are very different people. Getachew never drinks coffee and Hailu never drinks tea. When Hailu writes letters to me he sometimes writes back-to-front. Getachew always, gets up early but he's always late for school. Hailu likes the cinema and he goes every Saturday with his friends. Getachew doesn't like films and never goes to the cinema. On Saturday, when his brother goes to the cinema, Getachew, stays at home and does his homework. Hailu never does his homework on Saturday. He always does it on Sunday afternoon.

expository

(Adapted from Lang. Sch. Leaflet)

Notes: Another kind of expository paragraph is the problem/solution paragraph. In this kind of paragraph, the writer states the problem(s) and solution(s) he has to his reader.

These

This kind of writing is also very common. There may come a time when we have to identify problems and suggest solutions. For example, as an officer in a certain firm, you may need to report the problems of your work and solutions that you suggest to the higher officials.

The paragraph below mentions the problem of unrest in a city and comes up with their possible solutions. Read through it and write a similar paragraph on the topics given below it. Work with your neighbour.

IV. Problem/Solution Paragraph

The rail road strike had immobilised the city. Workers could not get home for many hours. Some had made plans to stay overnight with friends who lived near their offices. There were mile-long waiting lines for buses, and tempers were short. The railroad engineers thought they deserved more money for their work. And the way things were going, it seemed that only a significant increase in workers' salaries would get the trains rolling again. (Lewis 1984)

sever

increase

Questions:

1. What is the topic sentence?
2. What is the problem stated?
3. What is the solution suggested?
4. Can we give two or more possible solutions to a problem in the same paragraph?

Task 89: Using the notes below, write a paragraph on the problems of the peoples in developing countries and the solutions suggested. Think over the order and development of the outlines before you start writing the paragraph. Later, exchange your writing with your neighbour's for correction.

Problems: - many peoples are starved
 - many peoples die of wars and diseases
 - many peoples are uneducated

Solutions: - change their economic policies
 - settle political unrest
 - educate the peoples
 - change the peoples' work habit
 - eliminate backward cultures

~~University~~
~~University~~
~~University~~
~~University~~

Task 90: In pairs, outline the points for one of the following topics and then, individually, write the paragraph. Then, show your first draft to your instructor for comment. Finally, exchange it with your partner's for correction.

- The queue in our cafeteria
- Many freshmen students are dismissed from the University every year
- Why do many students fail in English exams?

In our daily lives we write to newspapers and other media on what we think should or should not be done. We justify our opinions by giving reasons. This kind of writing is also common in other spheres of our lives.

The paragraph below is about the importance of counselling to students. Read it and write a similar type of paragraph on each of the tasks given below it.

V. Opinion/Reason Paragraph (sample)

The matter of counselling is particularly crucial to those students seeking a career. Students are, therefore, urged to seek out experts while they are still in college and to secure their valuable guidance. Many people, because they do not plan their career program, fall haphazardly and aimlessly into employment for which they have no special talents or motivation. By seeking the assistance of a counsellor, the fortunate few are safely guided to avoid the pitfalls awaiting those who do not know where they are going or what they want.

(Sullivan, in Lewis, 1984)

Questions:

1. What is the subject of the writing?
2. What is the opinion of the writer?
3. Why is the writer tempted to give this opinion?
4. Is the relationship between opinion and reason clearly shown in the paragraph?

Students
there are cases where
comma is no longer needed
to separate the result & advocates
subjects. therefore,

Task 91: Using the structured notes below, write an opinion/reason paragraph as in the sample paragraph above. You need to logically order the points before you write the paragraph. Then, work with your partner for correction.

Opinion: Every one should stop drinking too much alcohol.

Reasons:

- endangers one's health
- affects one's economy
- reduces one's appetite
- takes one's time
- urges to establish undesired relationship with bar ladies

Task 92: Write a paragraph on one of the following topic sentences. Outline the points of the topic you choose with your neighbour. Then, individually, write a paragraph. At the end, show your paragraph to your instructor for comment.

Dadies

Andies

Andies

- a. Everybody should do his/her class tasks regularly.
- b. One should be cautious when selecting a partner.
- c. We should read newspapers everyday.

VI. **Process Paragraph:** Describing processes is also one of the commonest types of writing in our lives. We may need to write on how to learn to swim, how to write better, etc. to our readers.

The following paragraph explains the steps one needs to follow in order to clean his/her room. Read this sample paragraph and write similar paragraphs on the topics given below it.

How to Clean a Room (Sample)

First, take out the chairs and other small utensils and furniture out of your room. Cover bigger ones with pieces of clothes or other materials so that the dust could not spoil them. Cover your bed with a plastic or a sheet of cloth. Then, sprinkle some water on the floor to lessen the diffusion of the dust when cleaning. Wait for about five minutes. Then, try to remove the dust with a broom as gently as possible. Later, put the Omo(Roll) into the water in the bucket and stir the Omo till it forms a lather. Then dip the mop into it and wash the room with it. Do this as often as needed. Finally, leave the room for about thirty minutes till it gets dry.

Questions:

1. List down the steps in cleaning a room
2. Supply a topic sentence to the paragraph?
3. Explain to your neighbour what process paragraph means.

Task 93: Using the outlined steps in the preparation of coffee, write a paragraph on it. Don't forget that you should use either the imperative or the passive voice. You need to supply a topic sentence for your paragraph. Then, hand it in to your instructor for comment.

How to Prepare Coffee

- wash the coffee beans with warm water
- roast the coffee beans

drink

roast

Drawn

- grind them
- boil water in a coffee pot/kettle
- add the powder into the boiling water
- keep it boiling for about fifteen minutes
- take off the coffee pot/kettle and put it on the Corkchain for a while
- wash the cups and put them on the Coffee table
- pour the coffee onto the coffee cups
- add sugar and stir it with a spoon.

Pour coffee

Task 94: The following sentences would give you a process paragraph if they are rearranged. Find out the correct order. Then, check your answer with your neighbour's.

1. Then the cotton plants grow rapidly into little bushes, about 1.5 meters high.
2. After being picked, the cotton is 'ginned', that is, the fibres are separated from the seeds.
3. Finally, the cotton is sent to the cotton mills for spinning into threads.
4. They are sown in rows a meter apart.
5. Four or five seeds are set together about 2 centimeters deep.
6. The cotton seeds are sown in about April.
7. They are covered with red, white or yellow flowers.
8. When the young plants are a few centimeters big, they are thinned out to about 30 centimeters apart and the spaces between the plants are kept free from weeds.
9. The seeds are sown by hand or mechanical drill.
10. In about August, when the flowers become seed pods or 'balls', which open as they ripen, the white tufts of cotton attached to the seeds within the pods are picked.
11. As the crop does not all ripen at once, two or three pickings are needed.

Task 95: The following are outlines on how paper is made. Read through the outlines and write a paragraph. Then, show it to your instructor for comment.

How Paper is Made

- cutting trees
- removing branches and leaves
- transferring woods to the sawmill
- passing through rollers to flatten it
- getting (producing) sheets of wet paper
- removing the water from the sheets

- stripping the bark from the wood
- sawing the trunks into logs
- cutting them into smaller chips
- mixing them with water and acid
- heating and crushing to a heavy pulp

- pressing , drying and refining these
- sheets until we get the finished paper.

(Adapted from Jordan, 1990)

- cleaning the wood pulp
- bleaching chemically to whiten

Vii Analysis and Classification:

This is another type of expository paragraph development. In this kind of paragraph, we classify one thing into its various components and analyse the parts.

Read through the following sample paragraph and do the tasks that follow.

Analysis and Classification (Sample)

Language has more than one purpose. We might say that language operates on different levels, except that the work "levels" suggests higher and lower planes in a scale of value, and this is not intended here. We shall deal with three functions: the informative, the expressive, and the directive. To say that language has these three functions is to say that there are three different reasons for speaking. One reason or purpose, is to communicate factual information. This is the informative function. We speak also in order to express our feelings, to "believe off steam", or to stir the feelings and attitudes of the person we are talking to. We shall call this the expressive or "emotive" function. And, finally, we speak in order to get people to act. This is the directive function.

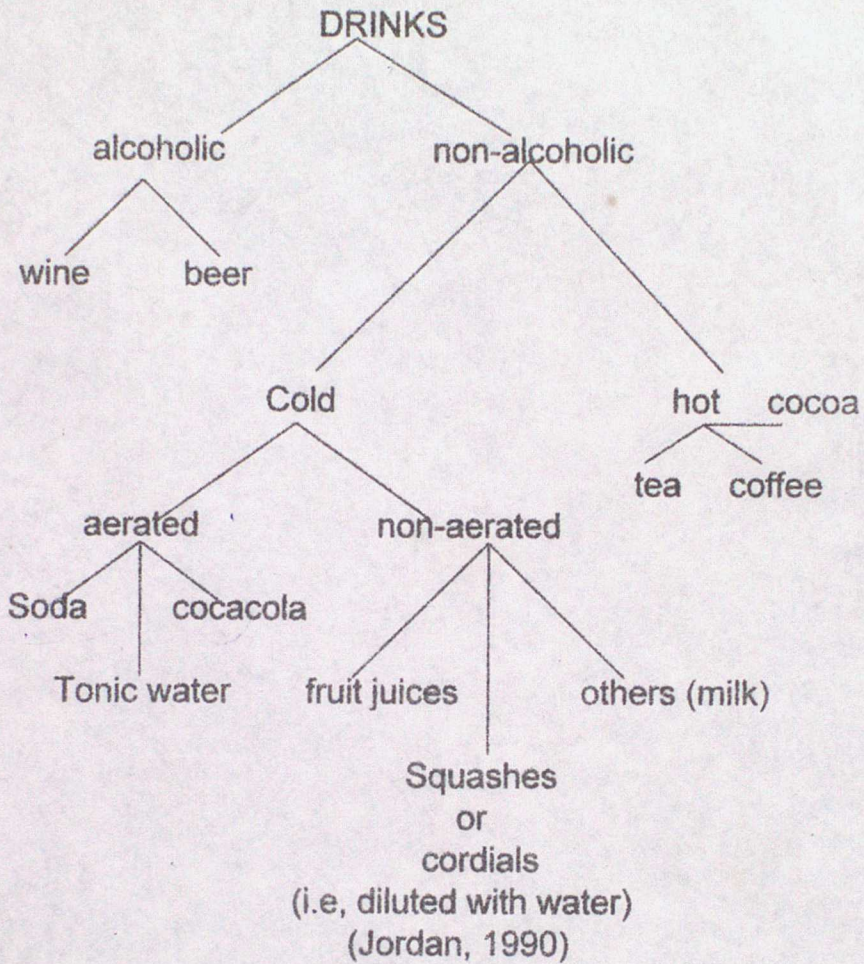
(Essentials of Grammar and Composition)

Questions:

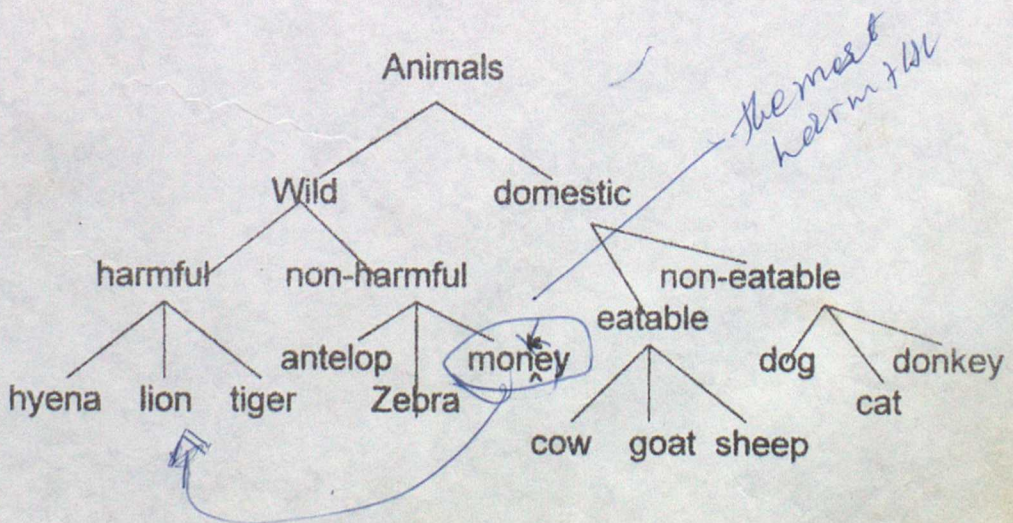
1. What is the topic sentence of the paragraph?
2. What are the three functions of language? Give your own examples.
3. Is this a classification paragraph? Explain.
4. What is analysed in the paragraph?

write rule.

Task 96: Using the notes given below, write a classification paragraph. Later, exchange your paragraph with your neighbour's for comment



Task 97: Using the following notes, write a classification paragraph. Later, show your paragraph to your neighbour for comment.



viii. Exemplification/Illustration Paragraph

Developing a paragraph using examples, that support a topic sentence is another type of expository paragraph.

Read through the following sample paragraph and do the tasks that follow.

Effective Writing – A Must In Universities (Sample)

The ability to write well organised, concise paragraphs is essential to a student's success in almost all university courses. In preparing scientific reports of laboratory experiments, a student must present his findings in logical order and clear language in order to receive a favourable evaluation of his work. To write successful answers to essay questions on history or anthropology examinations, a student must arrange the relevant facts and opinions according to some accepted pattern of paragraph structure. And certainly when a student writes a book report for English, or a critique for political studies, or a term paper for sociology, style and organisation are often as important as content. Clearly, skill in expository writing is crucial to successful achievement in most university subjects. (Mauric-e Imhoof and Herman Hudson, 1975).

Questions:

1. What is the main idea of the writing?
2. Which sentence is the topic sentence?
3. What are the examples used to support the main idea of the paragraph?
4. What is the function of the last sentence?

Task 98: The notes given below are taken from the old Grade Eleven English text-book. Using these notes write a paragraph as in the sample paragraph above.

Honey – A useful Food Stuff

- improves complexion
- cures wounds, sores and inflammations
- facilitates digestion by stimulating the secretion of gastric juice.
- cures kidney, brain and liver problems

ee. But we are in hurry of getting such circumstances due to income perent teachers language instruction

1-10 100-170

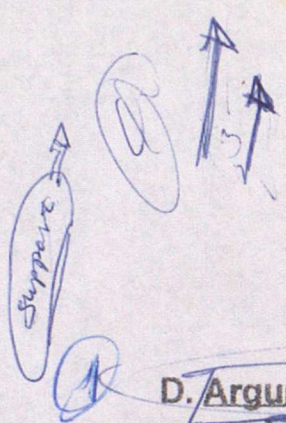
2004. 2007

- improves appetite by avoiding belching and hyperacidity in the stomach
- has antibiotic properties – disinfects mouth

Task 99: The notes given below show some of the problems college students face. Develop them into a paragraph.

Some of the Problems of University/College students

- absence of enough quality food. → 100%
- inability to cope up with the demands of the academic life.
- be forced to live with other students.
- be compelled to live and study in a new environment.
- Shortage of money.
- being far from parents and relatives (homesickness)



D. Argumentation:

Another type of paragraph is argumentative paragraph. In this type of paragraph, we write in support of or against a certain proposition or issue. In this kind of writing, we are expected to reason out why we go for or against a view or principle. It is due to this that we say writing argumentative paragraph is tougher than writing other types of paragraphs.

Why was not more in context

write support or against

However, in some situations we may forward the opposing views without taking side or hinting at the acceptable side. This usually happens when a writer is interested in getting public opinion on a certain issue.

Now read through the following sample paragraph and do the tasks that follow it.

Argument (sample)

Should laws restrict where people can smoke?

Laws, certainly, should dictate where people can smoke. In fact, I support laws that allow smoking only in one's own home or private office. For one thing, scientific research clearly proves that smoking not only harms the health of smokers, it also harms the health of non-smokers around them. Wives and children of smokers, for example, have been found to have more instances of lung cancer, ear and throat infections, and asthma than wives and children of non-smokers. For another thing, non-smokers must unjustly pay for the consequences of smoking, such as fires and increased costs of ventilation. Unfortunately,

Argumentative Paragraph Thesis

throat
throat
in breathing

throat
throat

we cannot depend on smokers to be considerate and respectful of the health and pocket-books of those around them. In my opinion, for the good of all society, we need laws to tell smokers when and where to smoke. (Withrow, 1987)

Questions:

1. What is the stand of the writer on the issue? *support (for)*
2. What are the rational the writer uses to substantiate his argument? *107*
2
(21)
3. If you were to argue against the writer, what justifications would you use? Discuss with your neighbour. *25*
25
25

Task 100: Write a paragraph by supporting/opposing smoking. Use the structured points below. Later, show it to your instructor for comment. Then, using the comments rewrite it. *25*
25
10.11.10

- good
- relaxes
 - avoids loneliness
 - soothes one at the time of difficulty
 - pas-time

- bad
- may cause cancer *diseases*
 - ruins teeth/lips
 - bad smell
 - uneconomical
 - loss of appetite
 - against religions *religion*

relaxe

avoid
pastime

Task 101: Write a paragraph opposing the writer's view (in the above sample) on restricting the places where smokers can smoke. You may add your own points besides the points the writer mentions in the writing. Work with your partner to list the points. Then, show it to your instructor for comment.

Task 102: Discuss in groups one of the following topics and then, individually, write a paragraph. Agree on the topic sentence and ideas. Finally, hand it in to your instructor for correction.

- Democracy is a key to progress
- Women are equal to men
- Our environment should be protected
- > Population growth should be controlled

Cigarette

11/6/00

(X)

118
126

class citizens. The schools stress cramming and rote learning. However, the Japanese have found ways to beat Americans at their own game in the pursuit of initiative, efficiency, and success.

(The Writer's Agenda)

Task 8: Answer the following questions.

Handwritten scribbles in blue and red ink.

1. What are the evidences given to show that Japanese are changing?
2. What is the nationality of the writer?
3. What are the qualities that the Americans can learn from the Japanese?
4. What are the good qualities the writer mentions about Japanese?
5. What are the reasons for the writer not to consider Japan as a perfect model?
6. What kind of essay is this?

Task 9: Write the differences and similarities between Japan and USA.

Task 10: Write a paragraph by contrasting Japan and Ethiopia in terms of the qualities mentioned in the passage. Work with your partner to list the differences. You may refer to encyclopedias about Japan. Then, work in pairs for correction.

Task 11: The following table shows the 1998/99 estimated traffic accidents in Addis Ababa. Read through the data and write an essay. Your essay is going to be comparative/contrastive. The last paragraph should have generalisations that are based on the data you need to also make some suggestions. Then, show your essay to your neighbour for comment.

| Type of Vehicle | Minor Injury | | Severe Injury | | Death | |
|------------------|--------------|----|---------------|----|-------|----|
| | M | F | M | F | M | F |
| Heavy trucks | 30 | 5 | 10 | 10 | 5 | - |
| Minibuses | 100 | 25 | 35 | 15 | 20 | 10 |
| Discussion Taxis | 40 | 10 | 5 | - | 10 | 5 |
| Public bus | 5 | 2 | 3 | 1 | 2 | - |
| Others | 10 | 3 | 4 | 2 | 5 | 2 |

putting
extinct
cut as
traced
cut as

An ¹²⁸ Eye for an Eye

Now read through the following essay and do the tasks that follow it.

promoted

(pen to ~~pen~~ ^{vagina}) An Eye for an Eye / Took for book

Ten years ago, blonde-haired green-eyed Lucy and Beatrice D. were taken to a remote desert spot outside their town and strangled with a telephone cord by Lucy's boyfriend. Lucy, 17, had read his diary and knew information that he did not want anyone else to know. Thirteen-year-old Beatrice's only mistake was being with her sister when the boyfriend decided to kill her. The friends and the family spent four agonizing weeks worrying about the missing pair, speculating with police about their possible whereabouts and the reasons for their disappearance, growing more desperate with each passing day. When police were led to the girls' bones, stripped bare by animals, a new nightmare began. It engulfed the entire town but was most painful for family and friends. Lucy was my sister's best friend, and Beatrice was mine.

for the

(1)

An eye for an eye

Because of this experience, the issue of capital punishment is more than theoretical for me. Also because of it, even I am surprised that I do not support it.

It would be easy for me to argue that death is the only punishment severe enough for the man who took the life of those sisters. Our society believes that life is precious. It is so precious that the murderer deserves to die himself. As Ed Koch, the mayor of New York City, says in his article "Death and Justice", capital punishment "affirms life".

story

disease
disease
disease
nagging
nagging

I could point out, as Koch does, that the murder rate in America rose 122% during a seventeen year period. During the same time, the murder rate in New York City rose almost 400%. We should therefore be ready to take drastic action to change these statistics. I could further, like Koch, point to statistics showing that murderers will kill again. As Koch reports, in one two-year period, 85 persons arrested for homicide in New York City had a previous arrest record for murder. I could further argue that in reality "life sentences" are no such thing. According to Koch, during the seventies, the average time served in the United States for first degree murder was ten years.

On the other hand, two wrongs do not make one right. How can we tell ourselves that it is wrong for people to kill but that if they do kill, we will kill them to punish them for their crimes? Powerful arguments speak against the death penalty. Arguing against the "fallacy of capital

punishment, "Eugene B Block, in "Why Men Play God," cites statistics showing that the death penalty has not been proven to be a deterrent to violent crime. An FBI Crime Report published by the U.S. Department of Justice showed that, for a single year, the abolishnist state of Wisconsin reported half the murder rate compared with Indiana, which retained the death penalty.

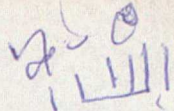
p/w/3
= G+B

A major argument against the death penalty is consistent evidence of discrimination. Many are convicted of murder each year. But the few who are actually executed for their crimes are predictably poor or black or both. In 1981, David Baldus, a law professor at the university of Iowa, directed an extensive and expensive research project that studied discrimination affecting death sentences in the state of Georgia. Baldus' results show that a defendant convicted of killing a white person is nine times more likely to be given the death sentence than one convicted of killing a black person. At the same time the study confirmed that a convicted defendant who is black is more likely to receive the death penalty than who is white. I do believe murderers should be punished. But it is not up to us as fallible human beings with our fallible systems to decide when someone should die. We need to create a system of education and rehabilitation for those who merit it and can profit from it. For others we must have a system where a life sentence, without the possibility of parole, means what it says. I want the murderer of my friends to be truly punished, but I can not endorse killing him in turn. (The Writer's Agenda)

Task 12: Answer the following questions.

- convicted*
thesis
1. Which sentence(s) is (are) the thesis?
 2. Explain the statement- "capital punishment affirms life".
 3. What does first degree murder mean?
 4. What points does the writer share with Koch?
 5. What is the stand of the writer toward death penalty?
What do findings show about it?
 6. What is the feeling of the writer towards discriminating death penalty?
 7. What does the writer suggest/recommend about the issue?
 8. Discuss the title of the essay in comparison with the argument.

Task 13: Discuss in groups the structure of the essay ,paragraph by paragraph.



Task 15: The Addis Ababa City Council has planned to do the following activities in the coming five years. Read through the plan and write an essay about it.

i. Education:

- open 100 kindergartens
- open 50 elementary schools
- open 10 vocational training centers

ii. Construction:

- 100 kms new roads
- construct 2000 houses
- maintain 300 kms roads

iii. Health:

- open 50 new pharmacies
- open 2 hospitals

iv. Transport:

- buy 200 buses
- buy 100 minibus taxis
- buy 50 small taxis

v. Other social services:

- open 5 markets (Kara, Gerji, Mesqal Square, Mekanissa and Asko)
- rebuild (maintain) 1000 kebele houses
- open 200 toilets
- employ 500 street and public toilet cleaners
- organise about 5000 road venders and prostitutes

Handwritten note: *የደቡብ አካባቢ ጥበቃ ለማድረግ*

Handwritten note: *See the... The... is the...*

Task 16: Using the notes given below, write an essay. First, discuss the notes with your neighbour. Then, reorder them from most important to least important. Later, individually, write your first draft and show it to your instructor for comment. Finally, rewrite your essay by making the necessary changes.

Handwritten note: *አጠቃላይ አይደለም? አካ ገፅ 149 ሲሆን*

Handwritten note: *መሳሪያዎችን ለማግኘት ይህን ገጽ ይገልጹ*



Handwritten scribble

He couldn't spread his wings. There was no room. The chemical that coated his wings are like varnish, stiffening them permanently, dried, and hardened his wings as they were. He was a monster in a Mason jar. Those huge wings stuck on his back in a torture of random pleats and folds, wrinkled as a dirty tissue, rigid as leather. They made a single nightmare climb still wracked with useless, frantic convulsions. (Guth, 1989).

Task 18: Using the notes below, write a descriptive essay on Bahir Dar. You need to develop the essay by adding your own details. You need to also rearrange the notes logically. Show your first draft to your instructor for comment. Work in pairs for correction.

Bahir Dar

- located to the north of Addis Ababa (region Three)
- about 550 kms. from Addis Ababa *640*
- has a population of about 100,000
- has a hot climate-an average of 27°C
- gets the highest rainfall of the region
- the Abay River flows to the east side of the town. Lake
- Tana is also to the north east
- the two big hotels (Ghion & Tana) are located on the shore of the lake
- there are many other hotels in the town
- there are two senior secondary schools, three Junior Secondary Schools, three clinics, one hospital, eight elementary schools and two banks
- the lake has the famous historical monasteries in its islands
- the monasteries are Ura Kidane Mihret and Kibran Gebriel it is a historical place- many people visit the city, the monasteries, and the Blue Nile Falls located to the south of the town.

diseases diseases

paraphrasing

Handwritten notes: Tana, RAHAR DAR, Blue Nile Falls, A.A., m's

A J...!!
C' son d'...

Task 19: Write a descriptive essay on anyone of the following topics. Then, work in groups to comment on your first draft. You may use the following adjectives/nouns.

- | | | | | |
|-------------|-------|-------|--------|------|
| hilly | muddy | dusty | hot | cold |
| mountainous | rocky | plain | forest | bush |

- My Village
- The Place I Visited ✓
- My Elementary School
- Our College

paraphrasing

Handwritten scribble

Then, hand in your essay to your instructor for correction.
Read the following essay and do the tasks that follow it.

132

Arguments
Arguments
are groups of
statements
statements
statements
statements

(c) Argument (sample)

Thou Shalt Not

In spite of strong current arguments in favour of the death penalty, capital punishment violates several basic principles underlying the American system of justice.

Most basic to our legal system is our belief in even-handed justice. We believe that equal crimes should receive equal punishment. However, the death penalty has always been notorious for its "freakish unfairness." In the words of one study, "judicial safe guards for preventing the arbitrary administration of capital punishment are not working." Judges and juries apply widely differing standards. In one celebrated case, two partners in crime were convicted of the same capital crime on identical charges. One was executed, the other is in prison and will soon be eligible for parole.

We believe that all citizens are equal before the law. Justice should be "blind" to wealth, race, ethnic origin. However poor defendants are many times more likely to receive the death penalty than wealthy ones, protected by highly paid teams of lawyers whose maneuvers stymie the prosecution and baffle the jury. Minority defendants convicted of capital crimes have a much higher statistical chance of being executed than white defendants.

Fairness demands that the judicial system make provision for correcting its own errors. If someone has been unjustly convicted, there should be a mechanism for reversing the verdict and setting the person free. However, in the case of the death penalty, such a correction of error is aborted. We are left with futile regrets, like the prosecutor who said, "Horrible as it is to contemplate, we may have executed the wrong man." (Guth, 1989)

Economic
related to the
Kantian
SOCIAL PROBLEMS
Applying
All citizens have equal rights
but with law

Does it
make
sense

blind to
force
will
of error is
aborted

Planted
Sample
usually
usually
unfairness
fairness

receive
receive

Ethics
Ethics
Ethnic
Parole

Parole

150

Thou shalt not
will soon be
eligible

Communication
Copy

Questions:

1. What is the argument of the writer? *Almost 133*
2. What are his justifications for his argument? *Free trade*
3. Can you guess the nationality of the writer? *Large American*
4. If you were to argue on the same issue, what would be your points of argument?

Arguments could be raised on various social, political, economic, cultural and religious issues. These spheres of argument could also be used as concrete bases to win an argument. *American*

Task 20: Below is an address made to workers whose job has been threatened by new technology. But the speech is not in its correct order of paragraphs. Reorder it and, later, outline the main points of the argument. Then, check your answer with your neighbour's.

1 a. The robots will also increase the productivity of the company, while lowering the price per unit for consumers. As demand increases for products, production will also increase. This will mean greater job security for you.

2 b. Change does not always have to be negative. It can offer you an opportunity to re-examine your goals and the opportunity to strike out in a new direction. While it is true that robots will be performing your old job, that job was repetitious and tedious as the robots become more and more challenging and creative. As a consequence, you will enjoy your work more. Moreover, some of you will find jobs with the same pay but shorter hours; you will have more free time to pursue outline hobbies and interests. Such a change works to your advantage. *3/1/2*

3 c. The change will also offer you the opportunity to rethink your career goals. Is there a job you've always wanted, but didn't have the time or the training for? The change in your department offers you the opportunity to decide if you want to seek further training, and the company will be happy to help you, should you decide to go back to school. *Intention*

4 d. I know you are probably wondering what the future holds for you. Know that the company has decided to use robots in the production department where you work. I am sure you feel threatened by the change and are fearful that finding a new job



Argumentative Essay

will be difficult or that you may not find a job at all. You are probably concerned about providing for your family during these times of change. These are real fears, and I can understand why you feel so threatened. (Composing Choices for the Writer)

Task 21: The following boxes show the elements (points) to argue for or against on the subject of censorship . Use the points suggested and write your argument. Later, show it to your neighbour for comment.

| | |
|--|---|
| <ul style="list-style-type: none"> - <u> censorship </u> is necessary to protect children - censorship is for the general good of society - censors are liberal people and make sensible decisions - unscrupulous people make money out of people's weaknesses - pornography encourages immorality - violence in films brutalizes people - _____ - _____ | <ul style="list-style-type: none"> - people should be allowed to hear, see, and read what they like - censorship is a denial of personal liberty - censorship doesn't lead to immorality but repression does - censorship does not prevent pornography; the latter just disappears into a black market. - censors are poor discriminators of what is 'art': they often ban or cut works of artistic merit. - _____ - _____ |
|--|---|

(For)

(Against)

(Tricia Hedge, 1988)

Task 22: Euthanasia (mercy killing) society is a recently formed group in Europe. The main objective of the society is to let bed patients have the right to terminate their lives when they are suffering from incurable diseases like cancer or AIDS.

Using the suggested points, argue for or against the society. Later, work with your partner for correction.

| | |
|--|--|
| <ul style="list-style-type: none"> - It is giving mercy to people who suffer from incurable diseases. - It reduces unnecessary expenditure in attempting to cure a patient - It relieves the patients from inconveniences - It helps the patient not to suffer from pain - _____ - _____ | <ul style="list-style-type: none"> - It is against religion to terminate human life - It is an inhuman act - It is possible to reduce pain by pain killer - There could be miraculous possibility of curing a patient - No one likes to lose his/her <u>dear</u> relative in this way - _____ - _____ |
|--|--|

(for)

(against)

di diseases disease

diseases

Task 23: Write a summary of the points you have made in the previous task on a speech made to workers threatened by the advent of the new technology. Later, exchange your summary with your neighbour's for comment.

Task 24: Outline points of argument on any two of the following topics. Then write an essay on one of them. Then, show your first draft to your instructor for comment.

- Technology is harmful to man ✓
- Animals should not be killed or mistreated
- An HIV carrier should be told
- Abortion should be legal

It is curable than diseases + new

Success

Animal should not be killed or mistreated Technology is harmful to human. Abortion should be legal => abortion should be illegal

diseases diseases

di

*had dinner 50
nat supper
di care
di care
di care*

Task 25: Using one of the guide points below, write an argumentative essay on "The growth of population should/should not be checked". You need to develop the points given. You may also include your own points. Then, exchange your essay with your neighbour's for correction.

| Should be checked | Should not be checked |
|--|--|
| - shortage of resources-minerals, land, water, etc . | - natural to reproduce |
| - shortage of food | - against the bible |
| - shortage of employment | - we can improve facilities |
| - shortage of schools, hospitals, transport, etc. | - inhuman to stop birth |
| - shortage of electric power | - natural resources <u>are enough</u> |
| - shortage of houses | - technology can solve the present and coming problems |
| - cause for deforestation | |
| - cause for pollution | |

Task 26: In a paragraph, write a short summary of the essay you have read above. Work in groups to point out the major points of the essay. Later, write your summary individually and then exchange it with your neighbour's for comment.

Task 27: Write an essay on any one of the following topics. You may work with your neighbour to list down the points to be included in the essay. Later, write it separately. Finally, exchange your essay with your neighbour's for correction.

- a. Everybody should have the right to bear arms.
- b. Death penalty should/should not be stopped.
- c. Democracy is a key to progress.
- d. Abortion should be legal.
- e. Is marriage compulsory?

bear arms

96 d) Narrative (sample)

~~from~~ GAB

D ~ F

Task 28: Read through the following narrative essay and rewrite the first two paragraphs. In other words, take the main points of each paragraph and rewrite it in your own English. Then, work with your group to see how well you have worked it out. Finally, identify the introductory, supporting and concluding paragraphs. Compare these with the components of a paragraph.

Downward Slide

~~hundreds~~
~~hundred~~

My first semester of college, I wanted to do well, I wanted to prove to myself that I could handle college classes, and I was determined to study hard to succeed. At least that's how I felt when the semester began. By the end of the semester my expectations had changed a lot, but I had learned a lesson.

a lesson

My most challenging class of the semester was going to be physical science I. The class met daily at 8:00 a.m. and had a Wednesday evening lab. When the semester started, I went to class every morning, took notes on the lectures, and read my assignments. I studied hard for my first test and got a B on it. I was off to a great start.

Chosen

290 AB only

Then I took a couple of mornings off from class to reward myself. When I returned, I realised the instructor hadn't noticed I'd been gone. There were about one hundred students in the class, and he never took roll. I figured I could sleep in once in a while, borrow someone's notes, and still do well.

I went from sleeping in once a week to two or three times. On the next test I got a low "c", but it didn't bother me that much. After having gone to high school and almost never missing a class, the freedom to be able to sleep in and not get in trouble was too much for me. I continued my poor attendance, and then I went off the deep end and missed three weeks in a row. I vowed that I'd borrow all of the lecture notes I'd missed and that I'd catch up on the reading assignments. But deep down inside, I knew I was in trouble.

160
130
290

When the final exam finally came, I was a month behind in my note taking and three chapters behind in the book. The night before the

400
290
110

behind
in the book
exam
exam

30
150

final, I borrowed a friend's notes, took my book and headed to a vacant dorm room at the end of the building. I was determined to stay up all night copying notes and reading 120 pages in the text. I took a handful of No-Doze tablets with me to keep awake. However, after about an hour's studying I realised that I had more work than I could do in a week, let alone a night. I gave up at about 2:00 a.m. and went to sleep. The next morning I took the final and was finished in twenty minutes. I had guessed on every answer. (Tyner, 1987)

Questions:

1. What was the expectation of the narrator?
2. Why did the narrator fail to meet his expectation?
3. What is the lesson the writer got from his deed?
4. What is the relationship between the topic and the story?

*collefe
collegru*

*my life in collage
colle collage collage*

Task 29: Read through the following narrative essay and answer the questions that follow it.

*I had guessed on every
guessed*

But I was still shy and half paralysed in the presence of a crowd and my first day at the new school made me a laughing stock of the classroom. I was sent to the black board to write my name and address. I knew my name and address, ^{know} knew how to write it, how to spell it; but standing at the black board with the eyes of the many boys and girls on my back made me freeze inside and I was unable to write a single letter.

'Write your name,' the teacher called to me. I lifted the white chalk to the black board and, as I was about to write, my mind went blank; I could not remember my name, even the first letter. Somebody giggled and I stiffened.

guessed

'Just forget us and write your name and address,' the teacher called.

The teacher called

An impulse to write would flash through me, but my hand would refuse to move. The children began to titter and I flushed hotly.

*I flushed
called*

'Don't you know your name?' the teacher asked.

Shoulder

I looked at her and could not answer. The teacher rose and walked to my side, smiling at me to give me confidence. She placed her hand tenderly upon my shoulder.

'What's your name?' she asked

'Richard,' I whispered.

'Richard what?'

'Richard Wright'

'Spell it.'

I spelled my name in a wild rush of letters, trying desperately to redeem my paralysing shyness.

'Spell it slowly so I can hear it,' she directed me.

'Now, can you write?'

'Yes, ma'am.'

'Then write it.'



Again I turned to the black board and lifted my hand to write, then I was blank and void within. I tried frantically to collect my sense but I could remember nothing. A sense of the boys and girls behind me filled me to the exclusion of everything. I realised how utterly I was failing and I grew weak and leaned my hot forehead against the cold blackboard. The room burst into a loud and prolonged laugh and my muscles froze. I sat and cursed myself. Why did I always appear so dumb when you was called upon to perform in a crowd? I knew how to write as well as any pupil in the classroom, and no doubt I could read better than any of them, and I could talk fluently and expressively when I was sure of myself. Then why did strange face make me freeze? I sat with my ears and neck burning, hearing the pupils around me whisper, hating myself, hating them.

(Tricia Hedge, 1988)

The questions below are based on the story you have just read. Answer them. Later write a brief summary in a paragraph.

Questions:

1. Why did the boy become 'a laughing stock of the classroom'?
2. What was the boy asked to do in front of the classroom?
3. Why did the student fail to write anything on the black board?
4. What happened to the boy as he tried to write his name?
5. How did the other students react to his failure?
6. Was the teacher helping him?
7. Did he tell his name to the teacher? Why do you think he managed to do so?
8. Did the boy succeed in his second attempt? Why?
9. What was the reaction of the girls to his failure? Did it help him?
10. Did the boy finally collapse? How?
11. What was the reaction of the whole class to his failure?
12. What was his reaction to himself in his failure?

Task 30: The following is a story about two boys. But the paragraphs are not in the right order. Give the correct order. Check your answer with your neighbour's. Later, outline the main events of the story in pairs.

Handwritten numbers: 28, 27, 26, 25, 24, 23, 22, 21, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Handwritten note: [unclear]

- a. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. "I never knew your place was so big," said Pete. "Yeah, but it's nicer now than it used to be since Dad had the new stone siding put on and added the fire place." ~
- b. Pete wanted to see the house so Mark started with the living room. It, like the rest of the down stairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. "Don't worry, the nearest house is a quarter of a mile away," Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard. ↷
- c. The two boys ran until they came to the drive way. "See, I told you today was good for skipping school," said Mark. "Mom is never home on Thursday," he added. ↷
- d. There were front and back doors and a side door which led to the garage which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother. *yeah yeah yeah*
- e. The dining room, with all the China, silver and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn't go to the basement because it had been damp and musty ever since the new plumbing had been installed. (J.W.Picker and R.C. Anderson in Composing Choices for the Writer) *yeah*

Task 31: The following paragraphs are jumbled. When rearranged they would make a coherent story. Write the correct order of the paragraphs. Check your answer with your instructor's. Later, outline the main events of the story in pairs.

- a. I press the pedal to the floor testing the car's limits. The machine surges ahead, lunging us further down the road. The head lights flood the barren space in front of the car, the darkness challenging me to penetrate the void ahead. The speedometer edges upward, filling me with the sense of absolute power.
- b. The stars and trees circle above us as we spin to a halt, dangerously close to a ravine. I play exhausted, my heart pumping with exhilaration at a job well done, and my mind racing with images of my own mortality.

188-189

*back back back
back back back
back back back*

'Richard,' I whispered.
'Richard what?'
'Richard Wright'
'Spell it.'

I spelled my name in a wild rush of letters, trying desperately to redeem my paralysing shyness.

'Spell it slowly so I can hear it,' she directed me.
'Now, can you write?'
'Yes, ma'am.'
'Then write it.'

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(Tricia Hedge, 1988)

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Questions:

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5. How did the other students react to his failure?
6. Was the teacher helping him?
7. Did he tell his name to the teacher? Why do you think he managed to do so?
8. Did the boy succeed in his second attempt? Why?
9. What was the reaction of the girls to his failure? Did it help him?
10. Did the boy finally collapse? How?
11. What was the reaction of the whole class to his failure?
12. What was his reaction to himself in his failure?

St
Composing
Composing

Task 30: The following is a story about two boys. But the paragraphs are not in the right order. Give the correct order. Check your answer with your neighbour's. Later, outline the main events of the story in pairs.

- a. 2 Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. "I never knew your place was so big," said Pete. "Yeah, but it's nicer now than it used to be since Dad had the new stone siding put on and added the fire place."
- b. 4 Pete wanted to see the house so Mark started with the living room. It, like the rest of the down stairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. "Don't worry, the nearest house is a quarter of a mile away," Mark shouted. Pete felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.
- c. 1 The two boys ran until they came to the drive way. "See, I told you today was good for skipping school," said Mark. "Mom is never home on Thursday," he added.
- d. 3 There were front and back doors and a side door which led to the garage which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.
- e. 2 The dining room, with all the China, silver and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn't go to the basement because it had been damp and musty ever since the new plumbing had been installed. (J.W.Picker and R.C. Anderson in Composing Choices for the Writer)

Task 31: The following paragraphs are jumbled. When rearranged they would make a coherent story. Write the correct order of the paragraphs. Check your answer with your instructor's. Later, outline the main events of the story in pairs.

what
was

- a. I press the pedal to the floor testing the car's limits. The machine surges ahead, lunging us further down the road. The head lights flood the barren space in front of the car, the darkness challenging me to penetrate the void ahead. The speedometer edges upward, filling me with the sense of absolute power.
- b. The stars and trees circle above us as we spin to a halt, dangerously close to a ravine. I play exhausted, my heart pumping with exhilaration at a job well done, and my mind racing with images of my own mortality.
- c. Out of the darkness, a car drifts into my lane. In panic I search for a place to elude the intruding vehicle. My headlights catch a dirt road ahead. My left hand wraps the wheel; my right hand the shift. I down shift, releasing the clutch and pumping the brakes.
- d. Beth and I climb into the low slung seat of her father's TR-7. I survey the car, elated that I have been allowed to drive. We screech out of the school lot, my hands gripping the thick steering wheel. I cannot feel the road under the wheels as we barrel forward, my thoughts drifting to race car driving and breaking world speed record. I am only distantly aware of the passenger next to me.

(Compsing Choice For the writer, 1985)

Task 32: Write a summary on any one of the two stories you have done in the above tasks. Later, exchange your summary with your neighbour's for comment.

Task 33: The following list shows a series of events a child did. Write out the events in an essay form. Then, show your essay to your instructor for comment.

- The boy sees some apples on a tree
- The boy climbs the tree (with his bag)
- The boy fills his bag
- The boy climbs down the tree
- The boy carries the apples to his home
- The boy shares the apples with his brothers and sisters
- One of his brother requests him to show him the tree
- The boy refuses to show the tree
- His brother searches the tree and gets it

Chumb

pumpkin the dancer

*ke
ker
k
k*

*ke
Nasser
Nasser
Nasser*

*from present
Narrative*

*x def 2
x def*

- His brother brings apples but doesn't share with his brothers and sisters
- The boy gets angry with his brother
- The boy sets the tree with fire
- The tree gets burned
- All brothers and sisters get angry
- They beat the boy severely.

From what you have done so far, you might have understood that the structure of an essay is similar to the structure of a paragraph except their differences in length. Look at the following table and see their similarities and differences.

| Paragraph | Essay |
|--|--|
| - has a <u>topic sentence</u> | - has a <u>thesis statement</u> |
| - the <u>topic sentence</u> introduces the main idea of the <u>paragraph</u> | - the <u>introductory paragraph</u> introduces the main idea(s) of the essay |
| - <u>supporting sentences</u> develop the <u>paragraph</u> | - <u>supporting paragraphs</u> develop the <u>essay</u> |
| - <u>terminating (concluding) sentence</u> ends the <u>paragraph</u> | - the <u>concluding paragraph</u> ends the <u>essay</u> |

Read through the following essay for a better understanding of the different parts of an essay. Then, compare and contrast it with one of the sample paragraphs you have read in the previous lessons. Work with your neighbour.

Thesis Saving for a House (sample)

Introductory Paragraph

It is harder than ever now for a couple to buy that first house. This is a frustrating fact of life that my husband and I learned after we were married. In order to make our dream of being home owners come true, we decided to take certain steps. By moving in temporarily with my parents, severely limiting our leisure expenses, and working extra jobs, we hope to have enough money for a down payment on a modest house within two years.

First supporting

Paragraph

As the first part of our strategy, we moved in with my parents instead of renting our own apartment. Luckily, they have a house with a finished basement, and they were willing to have us live with them. Tom and I set up a bedroom and a living room for ourselves in the basement, and we eat our meals with my parents. We pay \$200 a month for room and board, which is a considerable savings over the \$400 that we would have to pay in rent alone for an apartment in this area. We do not have total privacy, and we some times feel more like kids than married adults because we live at home, but we are willing to make the sacrifice in order to afford a house.

Second supporting Paragraph

History (Kist)

In addition, we are saving money by agreeing to limit our expenses for recreation. We watch television instead of going to the movies. We have a radio, but we have to put off buying stereo equipment. We don't eat out, except for a rare \$7 meal at Pizza Hut. Tom has given up the pro basket ball games he used to attend several times a season. I have dropped out of my task classes at a health club and now do my workouts on a mat at home. When we feel deprived, as we sometimes do, we add up how much money we are putting away for our house by giving up costly leisure activities. Often, the total is \$100 or more a month.

Third supporting Paragraph

The most important part of our plan is working extra jobs. In addition to his job as a TV cable installer, Tom works at night in the appliance department of a Sears store. I type in a title company office five days a week; on weekends I am a hostess in a local restaurant. The hours are long for both of us, and we miss spending time together. Often we are tired and cranky when we get home. But the two extra jobs allow us to save an added \$5,500 a year. Once we save the \$12,000 we estimate we will need to buy a house, I will probably quit my extra job. Until then, we are willing to work doubly hard for these two years.

Concluding Paragraph

Tom and I always assumed that we would live in our own house someday. Once we were married, though, we learned how expensive houses are in today's market. But we decided that, instead of giving up or getting angry, we would make sacrifices to reach our goal in the future.

John Langan, 1986)

Task 34 Using the notes below, write a narrative essay. You need to reorder the points logically. You could also enrich the points by including details. You need to divide your paragraphs in accordance with the events of the story. You could, for example, divide the events into three: pre-accident, the accident, and post-accident. Finally, exchange your essay with your partner's for correction.

The Remorse

- There was a man - Ato Melaku
- He had three children
- He is a famous senior judge in a town
- He loves his children
- His wife cannot bear a child due to maternal problem she had during the delivery of the third child.
- Their first son, Kirubel, was a known student in the town (15 years old).
- Ato Melaku had a gun to protect himself from enemies
- One day a dog sick of rabies slipped through their fence
- W/o Meselu jumped into the house and slammed the door behind him
- Ato Melaku woke up from sleep and went out to kill the dog
- He shot at the dog-killed Kirubel while he was coming from school he was behind the fence
- In two years, Ato Melaku died of a disease resulted from grief and remorse.

*Sacrifice
Sacrifice*

effell charcoal

*47 26
Wagg
Viggen
beta
- Jopko*

su & ju

Task 35: Work with your group to identify the major events of the story and then write the summary of the first sample story individually. Later, exchange your writing with your neighbour's for correction and comment.

Task 36: Write a narrative essay on one of the following topics. First, outline the events according to their order of happening. Then, write the first draft and show it to your instructor for comment. Finally, using the corrections given, write the final draft and exchange it with your neighbor's for correction points in pairs and write the essay separately.

medium
medium
1 & 2 ex
1

- My life history
- The most memorable day in my life
- How I quarreled with my best friend

My life h

Optional

6.3 Writing a Story

Work in groups to discuss the following questions:

Questions:

1. What are the main elements of a story?
2. How is a short story different from a long story (novel)?
3. How would you begin writing a story?
4. How would you end writing a story?
5. What point of view would you use?
6. How would you maintain the interest of your reader?

Task 37: Discuss, in groups, the above questions in relation to the story below. Later, outline the main events of the story. Then, check your outline with your neighbour's.

Hero or Fool?

Handwritten notes:
 Hero or Fool?
 = 29/10/87 Edler
 over 4 (4) (1987)

I went to the bank as usual last Thursday to cash my pay check. There were perhaps twenty people waiting in line for the tellers, and I joined the queue.

Suddenly three men burst through the door. They were wearing balaclavas over their heads and carrying guns. They yelled at everyone to move back against the wall. One of them stood by the door. Another jumped over the counter and forced the tellers to put cash into a carry bag. A third stood facing us, gun in hand. He looked quite young and extremely nervous.

Within just a few minutes they were ready to leave. Two ran out the door, carrying the bag, and jumped into a waiting car. The third, the young one, hesitated for a moment, then he too turned to run out the door.

I don't know what came over me. Suddenly I jumped at him and pushed him to the floor. He dropped the gun and another customer picked it up and threw it across the room. The car outside sped off as the two of us sat on our captive until the police arrived to make an arrest. (Tyner 1987) (Read the story at the end for a better understanding of story writing.)

Task 38: Below is the structure of a story. By supplying the necessary details, write out the story in full. Think over the details and divisions of your essay. Work in pairs to do this. Finally, write out the story in full, individually.

The Turning Point

- There was a poor man - Dagnachew
- He used to lead a wretched life.
- He and his wife were very thin.
- One of their children died of a deficiency disease.
- Dagnachew was a labourer
- He worked day and night - but the same poor man - but always polite and kind.
- He worked for a rich man (Zemenu)
- The rich man had no children and near relatives
- The rich man loved the labourer

Hero or Fool?

- He promised to make him inherit all his wealth
- The rich man wrote his will in the presence of his Godfather (priest W/Michael)
- The rich man died of a car accident
- The poor man inherited all the property

Task 39: Think of a similar story you experienced, read, or heard and outline the main events of the story. Then, tell it to your neighbour. Finally, write the story in full. Finally, exchange it with your neighbour's for correction.

Task 40: In pairs, create situations and events for one of the following beginning sentences and then tell the story to the other groups. This could be done by dividing the story between you and your partner. Finally, write out the full story separately and then give it to someone in your class for comment.

- a. The other day while we were going down the Churchil Road...
- b. The trouble in the market started when a crying woman suddenly rushed through the crowd.
- c. We were drinking beer in the corner of the restaurant.

Task 41: Write a story that includes one of the following sentences. First, put the events in order of their occurrences. Then, show your first draft to your instructor for comment. Finally, exchange your essay with your partner's for correction.

- I couldn't find my friends anywhere
- She suddenly saw her lover on her way home
- When he saw the policeman, he shivered and dropped his pistol

Task 42: Write a story to explain one of the following proverbs. List down the points first. Then, show your first draft to your instructor for comment. Finally, hand it in to your instructor for correction.

regards

- Books and friends should be few
- A stitch in time saves nine
- A bird at hand is worth two in the bush
- Seeing is believing
- An early bird gets the worm

Task 43: Write an imaginative story on one of the following situations. First, work out the events with a partner. Reorder the events and write the first draft individually. Then, show your first draft to your instructor for comment. Finally, rewrite the last draft by making the necessary changes.

- The old woman has won the National Lottery
- The boy left for Japan and escaped the crime
- The diver rescued the girl from drowning

Now, read through the following narratives for a better understanding of story writing and answer the questions that accompany each of them.

The Day I Shall Never Forget

I was a member of the Red Cross Corp which was assigned to help a village in the north - east of Gondar. It was a crucial assignment as many people were dying of hunger and disease as a result of the civil war. After we had travelled for about 80 kms from Gondar, we took a small road that takes to the village where there was the epidemic. It was a rainy day of June 1984. The road was so slippery that some of my colleagues fell down many times. Only five of us were strong enough to reach the village with no harm. We sometimes supported each other and passed difficulties.

When we reached a plateau, we saw an antelope behind bushes. Tedla, cautiously approached her and, threw a big piece of rock and hit it on the head. We found it dead and carried it to the village.

When we reached the village, some of the villagers mistook us for bandits. Carrying their arms, they ran into the bushes and the nearby fortification and crouched aiming their guns at us. 'Hands up,' they shouted. We screamed with fear and told them that we are not their enemies. They then came to us and searched us. They realised that we were not enemies. We then went together to the village.

የምስጢር ስራ ላይ የሚሰሩ ሰዎች ለሌሎች ሰዎች ላይ ማሳደግ ማለት ነው።
 ለሌሎች ሰዎች ላይ ማሳደግ ማለት ነው።
 ለሌሎች ሰዎች ላይ ማሳደግ ማለት ነው።

Unit Seven

Letter Writing

In pairs discuss the following questions:

- what kinds of letters do you know?
- Is there any difference in language, form and style between letters? How?
- How is the letter you write to your friend different from the letter you write to your father/mother?

In our day-to-day lives, we need to write business letters (applications, office correspondences, etc.,) and/or personal letters like a letter to a friend, or acquaintance to exchange information or ideas.

To this effect, we need to be familiar with the formats and the language of letter writing. This section will, then, provide you with ample tasks to practice letter writing.

*Deforestation
Forests*

Task 1: Read through the following letter and identify whether or not it is a friendly letter. Notice the format as well.

reciever's address here

writer's address

salutation(ad
dressing the
receiver)

43 High Street,
Walford.
1 Jan, 1975

Dear Bill,

I am going camping in 3 days' time. I have a tent and every thing is arranged.
I should like you to come with me. Can you?
Please let me know and I will tell you what we must take.

Your old friend,
Jim

the body

letter ending
phrase

writer's name

signature

400

Task 2: The sentences in the following letters are not correctly written. Working in pairs, reorder them and write out the letters separately. Finally, check your answers with your instructor's.

Dear Alice and Jim

- a. would you mind having a look for me?
- b. The conversation was excellent and the food delicious!
- c. I think I left a pair of brown corduroy trousers in the wardrobe of my room
- d. I had a wonderful time
- e. Please can you let me know if you find them?
- f. Thank you for having me to stay last weekend.
- g. It was lovely to see you all. See you again soon!
- h. Could you do something for me?
- i. Thanks a lot.

Love

Jack

b)

January 13th

Dear Receptionist

- a. Could you possibly check if this is so?
- b. The service was superb and the food delicious!
- c. I have mislaid a pair of brown corduroy trousers, which I suspect I left in the wardrobe of my room.
- d. We had a most pleasant few days.
- e. I look forward to hearing from you.
- f. Many thanks for the weekend break that my wife and I enjoyed at your hotel recently.
- g. We hope to visit your hotel again soon.
- h. I would like to ask you a favour.
- i. I would be most grateful.

Yours Sincerely,

Jack Higgins

attachment

(John & Liz Soars, 1987)

Task 3: Write a short letter to your friend. Write him/her you are going to spend the vacation with your parents/friends. You have also

intended to visit Lalibela. Then, exchange your letter with your friend's for comment. Finally, show it to your instructor.

Task 4: The following letters are not correctly written. Rewrite them by supplying the necessary punctuation. Work with your neighbour. Then, show it to your instructor for feed back.

1. 25 King Street York 12 February 1975 Dear Liz I was sorry to hear that you have had an accident and that you are in hospital. I hope you will soon be better. We are looking forward to seeing you back at school. Best wishes Linda.
2. 112 Thornton Avenue Dover 20 December 1974 dear Jane I would like you to come to my Christmas party which I am having on Saturday December 28. Please let me know if you are able to come. The party starts at 3 o'clock. Love From Lorra
3. 17 Hope Street Manchester 19 May 1975 dear Mr. Lewis your suit is now ready and I should be glad if you would call here to have it fitted as soon as you can. We close each day at half past five. Yours sincerely J. Robinson (Trevaskis, 1950)

Writing addresses on envelopes: See below how an address could be written on an envelope.

Getachew Desta,
Addis Ababa University
P.O.Box-150350
Addis Ababa.

POSTAGE
STAMP

W/t Nigist Birhanu,
South Gonder
Addis Zemen Post
Office,
Addis Zemen

receiver's
address

Sender's
address

Sender

~~Getachew Desta
Addis Ababa University
P.O.Box-150350
Addis Ababa~~

Task 5: Write the following addresses, as you would write it, on an envelope. Punctuate as necessary. Work in pairs. Later, show it to your instructor.

1. Mr. G.A. Farr 53 Lanark St. Glossop Derby
2. Ato Ayele Dagnachew Bahir Dar Region Three East Africa Ethiopia P.O.Box 3126
3. Rev B Rank The Haven 18 Holland Ave Bruton Avon
4. Professor Hailu Desta Higher Education Main Department Ministry of Education P.O.Box 2431 Addis Ababa
5. Mr. SE Lewis 53 Riverside Crestenby Pembs
6. W/t Kelemua English Department Kotebe College of Teacher Education P.O.Box 31248
7. Mrs. A Lee 95 Maclean Rd Parkgate Cheshire. (an extract)

Task 6: Write different addresses for the following people, assuming you have written letters to be mailed to each of them. Then, show it to your neighbour for comment.

- a. Your father
- b. Your high school teacher
- c. One of your old friends
- d. Your sister living out of your family.

Task 7: Discuss with your neighbour in what condition and in what kind of writing (formal / informal) we use the following letter ending sentences and phrases.

Finally, the instructor will explain the possible situations .

A. Some letter concluding comments.

- I would be very glad if you would let me know your reaction/decision.
- Should you like to apply, please send your application and transcript as soon as possible.
- Your urgent response is highly appreciated/valued.
- I would be very grateful if you would let me know your decision at your earliest
- Please, let me know your reaction as soon as possible.
- Your response to the enquiry is a must/obligatory

allow

- convenience.
- Please write me back when you have time .
 - I hope to seeing you soon..
 - I am keenly waiting to meet you.
 - Have a nice time/vacation/summer/Easter/etc.
 - My sweet heart, please come as soon as possible.
 - I am keenly/eagerly waiting to learn of your decision
 - It would be my pleasure if you could visit me.
 - It would be a great honor for me if you could see me some time next week.
- we all are waiting for your arrival/response
 - I am looking forward to hearing/receiving from you
 - I hope to hear from you soon

B. Some letter ending phrases:

- Respectfully yours
- Sincerely yours
- Yours
- With regards
- Yours faithfully
- Your sweet heart
- Your (old) friend
- Your lover
- Cordially yours ✓
- Your Mam/Dad ✓
- With love
- With compliments
- Truly yours

Task 8: Use one of the letter concluding sentences above in your letter to a friend. Write him/her where you are living, what you are doing, how you have found life, etc. You need to extend an invitation or pose a question to prompt him/her to write you back. Then, show your first draft to your instructor for comment. Finally, rewrite it.

Yours faithfully

In the preceding notes and tasks you have learnt about how to write addresses, and the different parts of a letter. In the subsequent pages you will learn about the two different kinds of letter writing: formal and informal.

→ The formal style is used in office correspondences, applications, etc., where the language to be used is elevated; the informal type is used when writing to a friend, or acquaintance.

a) Business Letter

Task 9: Read through the following letter of recommendation and write a similar letter using the information given below the text. Then, show it to your neighbour for comment.

- a) You are the dean of your faculty. You want to introduce some changes in the following areas:
- tightening disciplinary measures
 - increasing the academic efficiency of teachers through workshops, seminars, symposiums, etc.
 - changing some academic regulations
 - probation, dismissal, CGPA for graduation, etc.

Outline the points with your neighbour and later write it in a letter form to be put up (as a notice) to the college community.

- b) You are a personnel at the National Bank. You have a vacancy for a secretarial post. Write the advertisement to be published in the Ethiopian Herald. (Read the sample in Appendix IV).
- c) You have a B.A. degree in English Language and Literature. Your CGPA is 3.60. You want to be employed as a teaching staff member of the English Department. Write an application and curriculum vitae to be sent to the Department.

Task 11: Below is a note to an editor, written by James Pollack. Fill in the blank spaces by choosing from the words given below the note. Work with your neighbour.

Dear Editor,

I am responding to last week's editorial, "Youth: Our Nation's Future," in which you praised the young people of today. (1) _____, there are just as many teenagers today who deserve praise, but there are just as many who, (2) _____, deserve no praise whatsoever.

Take, for example, the gangs of kids that hang out on the streets of our town every night until the early hours of the morning. They not only dress strangely; they also behave irresponsibly. I have seen them write on store windows and walls. I have seen them push over parking meters and young trees. (3) _____, I have seen them throwing stones and yelling at elderly people walking by! (4) _____, these kinds of youngsters deserve, not praise, but reprimand and punishment. (5) _____, that is not what they are getting. The police do their best to control these disrespectful young people, but, (6) _____, a handful of policemen cannot be everywhere at once.

I can suggest one solution to this problem of misbehaving teenagers, and that is, (7) _____, why I am writing - to make any proposal known. I suggest a 9 p.m. curfew for kids under 18, unless, (8) _____, they are accompanied by an adult. (9) _____, this nightly curfew will not solve all of the problems caused by disrespectful youths, but it will, I believe, solve some of them. (Withdraw, 1987)

- | | | | |
|----|--------------------|-------------------|------------------|
| 1) | a) admittedly ✓ | b) personally | c) eventually |
| 2) | a) in theory | b) in my opinion | c) fortunately ✓ |
| 3) | a) obviously ✓ | b) in fact | c) naturally ✓ |
| 4) | a) officially ✓ | b) un officially | c) clearly |
| 5) | a) unfortunately ✓ | b) decidedly | c) fortunately |
| 6) | a) obviously ✓ | b) to my surprise | c) seriously |
| 7) | a) frankly | b) by all means ✓ | c) personally ✓ |
| 8) | a) in fact | b) to be honest ✓ | c) of course |
| 9) | a) to my surprise | b) naturally ✓ | c) fortunately ✓ |

(Withdraw, 1987)

b) Personal Letter

Task 12: By playing the appropriate role, write a letter on each of the following conditions. Work in pairs to write the rough work. Later, show it to your instructor for comment. Finally, rewrite it by making the necessary changes.

1. You have been assigned to teach out of Addis Ababa. Write a letter to one of your former class mates about the place you work- the food, the climate, the culture of the people, how much you enjoy teaching there and what you have planned/intended to do next year.

Extend an invitation or pose any other question that would prompt the receiver to write you back.

2. You have a pen pal overseas. He/she wants to know about some of the important things about your country. This may include the climate, the food, people, historical places, the location of your home, etc.
3. Your younger sister/brother is abroad for education. Write her/him about yourself and your family. You may need to write

about some of the latest changes she/he may have interest to know about.

(See the CV, friendly letter and application samples in the appendix)

~~Handwritten scribbles and illegible text~~

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Appendix - I

Vocabulary Aid For Describing
People, and Linking Devices

1) Physical Appearance:

| | | |
|------------------|----------------------|--------------------------------|
| - height: | short | rather short |
| | tall | tallish |
| | medium | |
| | dwarf | |
| - weight: | fat | |
| | bonny <i>flatter</i> | overweight |
| | (slim) | plump |
| | thin | stocky |
| | skinny ✓ | <u>tiny biny</u> <i>skinny</i> |
| - eyecolour: | brown | grey blue |
| - skin colour: | <u>brown</u> | <u>chocolate</u> ✓ |
| | <u>dark</u> | <u>pale</u> <i>fe</i> |
| | <u>tanned</u> | |
| - hair: | blonde | <u>with kinck</u> long short |
| | wavy | <u>receding</u> <u>balding</u> |
| - hair colour: | dark | <u>mousey</u> golden |
| | white | |
| | grey | |
| - nose: | <u>pointing</u> | short turned up |
| | hook | flat thick |
| - forehead: | <u>protruded</u> | <u>wide</u> narrow |
| | low | |
| - shoulder: | broad | narrow |
| - cheek: | chubby | <u>pointed chin</u> |
| | clefted | |
| - shape of face: | <u>oval</u> | long <u>round</u> |

bonny
balding
like

GP

mole

over (round)
lonk (paund)

- Facial appearance:

| | | |
|-----------|---------------|----------|
| beard | cruel | wrinkled |
| moustache | dimple(F) | lined |
| baby face | handsome(M) | spots |
| oldish | beautiful (p) | |
| foolish | gorgeous | |

| | | |
|----------|-------------|----------------------|
| - ears: | | |
| thin | wide/narrow | thick (full) |
| - age: | | |
| old | young | in the early/late... |
| teenager | adult | |

2) Dressing Style:

conservative
fashionable
neat
scruffy
shabby

Kinds of Dresses/Shoes:

| | | | |
|----------|----------|--------|----------|
| shorts | jersey | pyjama | scarf |
| sneakers | jacket | suit | overcoat |
| sandals | slippers | | |

3) Behaviour:

| | |
|---------------------|----------------------|
| sociable ✓ | indifferent |
| reserved | lonely |
| modest | aggressive ✓ |
| shy | quick-tempered |
| moody | pessimist ✓ |
| kind/sympathetic | self centered |
| crooked | |
| foolish | weak (feeble) |
| pigheaded | strong/determined/ |
| rational (critical) | committed /gossiper/ |
| irrational | courageous ✓ |
| greedy (miser) | ambitious |
| meek (lively) | dogmatic |
| cheerful | undeciding ✓ |
| patient | ill-motivated |
| forgiving | suspicious |
| introvert | curious |

| | |
|---------------|----------------------------------|
| extrovert | eager ✓ |
| open-minded | drinker |
| boyish | boasty |
| girlish | descent |
| monkish | drinker |
| oldish | passionate |
| descent | |
| authoritarian | polite |
| friendly | coward (not brave) |
| all knowing | silent/harmless/ |
| cruel | talkative/locatious/ |
| principled | vagabond |
| flexible | ungrateful |
| diehard | wishy-washy |
| alert | unreliable /reliable/ |
| calculative | chicken-hearted |
| genuine | honest |
| cynical | proud |
| confident | womaniser |
| cheat | superiority /inferiority complex |
| daring | orator |
| rude | showy |
| optimist | |

4) Talent:

| | |
|---------------|-------------------|
| inventor ✓ | footballer (star) |
| <u>artist</u> | academician |
| singer | dentist |
| scientist | surgeon ✓ |
| orator | |

Talent

5) Hobby:

| | |
|------------------|-------------------------------|
| reading | listening to music |
| swimming | hunting |
| stamp collecting | dancing |
| watching film | drinking |
| | mountaineering |
| | gardening |
| travelling | painting |
| riding | fishing |
| writing | visiting |
| walking | appreciating nature (place) |
| gambling | feeding and playing with pets |
| playing games | |

Linking Devices

(a) Time

| | | | |
|--------------------|----------|-------------|-------------|
| later on | second | today | further |
| afterward | third | tomorrow | furthermore |
| years ago | finally | then | mean while |
| earlier | suddenly | in the past | previously |
| before | sometime | former | when |
| next | later | at last | |
| often | | | |
| in the first place | | | |
| yesterday | | | |

(b) Illustration

| | |
|---------------------|---------|
| forexample | infact |
| for instance | namely |
| to illustrate | that is |
| as a matter of fact | |

(c) Addition

| | |
|-------------|---------------------|
| similarly | what is more |
| furthermore | on top of this/that |
| moreover | also |
| too | again |
| besides | in addition |
| above all | as well |

(d) Explanation

| | |
|---------|----------------|
| that is | in other words |
|---------|----------------|

(e) Reinforcement

| | | |
|--------|--------|-----------|
| indeed | infact | above all |
|--------|--------|-----------|

(f) Logical Result

| | |
|-----------------------|---------------------------|
| so | thus |
| consequently | hence/because of this |
| accordingly | |
| due to this/that fact | |
| therefore | owing to this/that reason |
| as a result | |

(g) Contrast

| | |
|------------|---------------------|
| <u>but</u> | <u>however</u> |
| <u>yet</u> | <u>nevertheless</u> |

| | |
|---------------------|-------------------|
| inspite of the fact | on the other hand |
| conversely | however |
| on the contrary | despite the fact |
| still | |

(h) Concession

| | |
|-------------------|------------------|
| granted | to be sure |
| admittedly | no doubt |
| however | nevertheless |
| nonetheless | not withstanding |
| only | it is true that |
| still | although |
| yet | in any case |
| at any rate | all the same |
| inspite of | despite that |
| after all | at the same time |
| on the other hand | |

(i) Summary

| | | |
|-------------|------------------|---------------|
| in short | in brief | to sum up |
| altogether | overall | thus |
| then | <u>therefore</u> | in conclusion |
| to conclude | | |

(j) Conclusion

| | | |
|--------------|--------------|----------------------|
| finally | inconclusion | to conclude |
| consequently | therefore | to sum up |
| as a result | accordingly | all in all |
| hence | thus | for this/that reason |

(k) Chronology

| | | |
|---------------|---------|--------------------|
| first | later | meanwhile |
| next | soon | in/at the begining |
| at the outset | finally | at/in the end |
| at last | | |

(l) Similarity (Comparison)

| | | |
|-----------------|----------|------------------|
| similarly | likewise | granted |
| in the same way | like | not withstanding |
| correspondingly | | |

(m) Reason

| | | |
|---------|----------------------|------------------|
| as | since | due to this/that |
| because | for/this that reason | |

(n) Correlatives

| | |
|---------------|---------------------|
| neither...nor | both...and |
| either...or | not only...but also |
| such...as | whether or not |
| so...that | |

(o) Subordinators

| | | |
|--------|------|-------|
| unless | what | which |
| who | that | |

(p) Emphasis/Clarification

| | |
|------------|-------------|
| after all | at any rate |
| anyway | at least |
| indeed | of course |
| to be sure | |

(q) Inference

| | |
|-------------------|---------------------|
| then | in that case |
| otherwise | in other words |
| else | if so/not |
| that/this implies | my conclusion is... |

(r) Reformulation

this means
to put it (more) simply
in other words

(s) Replacement

| | |
|---------------------------------|-------------------------|
| again | alternatively |
| rather | better/worse (still)... |
| on the other hand... | the alternative is... |
| another possibility would be... | |

APPENDIX - II
Application (sample)

Betelihem Tadesse,
P.O.Box 224
Addis Ababa

September 1998

The Personnel Office,
Ministry of Foreign Affairs,
Addis Ababa.

Dear sir,

I am writing in response to your advertisement on the 20th of July on the Ethiopian Herald, for a secretarial post.

I am a graduate in secretarial science from Commercial College in Addis Ababa. I have been a secretary in a private firm for two years. I feel I can fulfill the criteria stated in the announcement, to be employed as a secretary in your Ministry.

For further reference about me, I have attached my testimonials and diploma with this application.

I am looking forward to hearing from you.

Respectfully yours,

Betelihem Tadesse

Recruitment

FW/PT/1

Friendly letter (sample)

Dear Rhoda:

You are much too young to get married. At seventeen you simply haven't had enough experience with boys to decide to tie your whole life to one of them. So the first question you should ask yourself is, "Am I really in love with Ted or is it just a plain case of infatuation?" If you married Ted what would you do when he was shipped abroad? Sit around night after night twiddling your thumbs while the other girls were having fun on dates? What would you do if you had a baby? If you married Ted now you would be leaving school, your parents, your friends, every thing that you have always liked. Are you willing to give up all this just for a few extra months of married life? And then what?

To add to these, Rhoda, you know that doing something more or less behind your parents back and without their consent would never leave you with a clear conscience. Mother and Dad have always done what was best for you, and it is really quite selfish of you to go against their wishes now. Even if their reasons seem a bit old-fashioned, you ought to recognize that they are older and wiser than you.

Rhoda, I am sure that if you read this carefully and think about it, you will make the right decision. I'm looking forward to having you as the maid of honor at my wedding next summer. You haven't forgotten that I was in the same predicament a few years ago. I listened to sensible advice, and the outcome has pleased everyone. Don't disappoint me with your decision.

Love,

Alice

(Jon & Liz Soars, 1987)

TO ALL D

Official Letter (Sample)

30 June 1999

TO: All Departments
 From: The Dean's Office
 Subject: Introducing Regulations

The Council of Deans has found it mandatory to improve old regulations and introduce new ones. I, therefore, strongly urge all departments to observe and implement the following regulations:

I. Improved Regulations:

1. A student with a CGPA of less than 1.75 shall be dismissed from the college. Similarly, a student who has a CGPA of 1.75 and above but less than 2.0 shall also be dismissed from the college but is entitled to be readmitted only once during his/her stay in the college. Supplemental examination shall no more be put into practice.

2. A student shall have a right to sit for make up exam if he/she produces a valid certificate for the absence during exam time. This shall be valid if reported within a week after the end of the exam period. Failure to do so shall result in repeating the course.

II. New Regulations:

1. An instructor found abusing his/her academic position to harm, revenge, annoy, or for any other ill-motive other than to discharge his/her duty shall be liable to enquiry. If found true, this would result in a penalty. The penalty shall be decided by the Discipline Committee and approved by the Academic Commission.

2. No instructor, irrespective of her/his service, shall have a second/third, etc., chance of going abroad for training/workshop, etc., before others get a similar opportunity. Nevertheless, special cases shall be seen and decided by the Academic Commission of the college.

3. The number of years one has served in the college/faculty shall have no credit at all. Instead, publications, paper presentations, and other contributions shall be the only criteria to get academic ranks and scholarships.

The above regulations shall be put into effect as of 1 July 1999.

The Dean's office,
 (seal & signature)

Dr. Zelalem Ayalew,

c.c:

- The Dean of Students
- The Discipline Committee
- The Registrar's Office
- The Academic Programme's Office

Addis Ababa

7/2/99
 From

APPENDIX - III
Curriculum Vitae (sample)

- diseases*
- He believed the diseases had natural*
- diseases*
- rite*
1. Personal:

| | |
|-----------------|---------------|
| Name: | Tariku Belete |
| Age: | 28 |
| Sex: | M |
| Marital status: | Single |

 2. Qualification:
 - B.A. degree in accounting from A.A.U
 - Diploma in Computer Science
 - I am now learning management on correspondence with Cambridge University, England.

 3. Experience :

I have been teaching business education since 1994 at various high schools in A.A.

I have also been teaching computer science at C.P.U on part-time basis.

 4. Publications :

I have written a small handbook on computer literacy. It is a preliminary guide. I am now writing the second part of this manual.

I have also written an article on auditing. It is published on the Ethiopian Herald of 1998.

 5. Current Address :

| | |
|-------------|----------|
| Woreda: | 15 |
| Kebele: | 13 |
| House No.: | 600 |
| Tel (Res.): | 11-53-23 |
| Office : | 61-15-30 |

APPENDIX – IV

I. Suggested Guide line For Marking a Paragraph

- 5 pts. - well organised paragraph with/without minor grammatical and mechanical errors.
- 4 pts. - fairly organised paragraph with few grammatical and mechanical errors.
- 3 pts. - easily understandable but with many grammatical and mechanical errors.
- 2 pts. - understandable with much difficulty, having a lot of grammatical and mechanical errors.
- 1 pts. - almost incomprehensible - having a lot of grammatical and mechanical errors.
- 0 - incomprehensible, full of grammatical and mechanical errors.

II Advertisement

VACANCY

The Ethiopian Telecommunications Corporation would like to employ a Public Relations Officer on contractual basis. Candidates who could fulfil the following criteria should apply in person or send their applications and credentials at the following address:

- Position: Public Relations Officer
- Qualification:- B.A. degree in English/Amharic and ten years relevant experience or M.A degree and five years relevant experience.
- Knowledge in using a computer is an a advantage
- Sex: Male or Female
- Type of employment: Contract (renewable)
- Duty station: Head Office, Addis Ababa
- Salary: As per the salary scale of the corporation
- Address: The Ethiopian Telecommunication Corporation,
P.O.Box 2234,
Addis Ababa.

APPENDIX - V

Skills on Note-Making (extract)

| Skill | Sub-skill |
|-----------------------------|--|
| accurate analysis | <ol style="list-style-type: none"> 1. Identify the subject of the text. Establish what it is about and devise a title for the notes. 2. Identify the main points of the text. When the text is written, mark the most important points by underlining, boxing, ringing, colouring over, or a combination of these. 3. Sort out the logic of the text. Establish which example relates to which point, etc. |
| rapid note-making | <ol style="list-style-type: none"> 4. Re-order the points made in the text, if necessary, according to its logic 5. Use abbreviations for speed 6. Use symbols for speed and to show the logical relationships within the text 7. Omit all unnecessary language for speed 8. Use the space of the page to lay the notes out clearly 9. Use numbers and letters to identify and distinguish different points, secondary points etc., examples, etc. |
| accurate and easy read back | <ol style="list-style-type: none"> 10. The use of clear lay-out, numbers and letters assists fast and accurate interpretation of the notes 11. Systematic use of abbreviations, symbols and omissions ensures rapid and accurate recall of the meaning of the notes 12. Good notes represent the essential intermediate stage to good writing, effective speaking and successful problem-solving etc. |

APPENDIX - VI

Notes on

Paragraph & Summary Writing

Some Stages On Summarising (extract):

1. Quickly read through the text to gain an impression of the information, its content and its relevance to your work, underlining/highlighting the main points as you read.
2. Re-read the text making a note of the main points.
3. Put away the original and rewrite your notes in your own words.
4. Begin your summary. Restate the main idea at the beginning of your summary, indicating where your information is from.
5. Mention other major points.
6. Change the order of the points if necessary to make the construction more logical
7. Re-read the work to check that you have included all the important information clearly and express it as economically as possible.
8. Include your own opinions or extra information on the topic but not included in the text.
9. Don't include details of secondary importance.
10. Use your own words unless otherwise needed.
11. Put the text away when writing a summary.

A paragraph:

The following points are the main characteristics of a paragraph:

- A paragraph should usually deal with one main topic.
- The main theme may be expressed in a topic sentence. This is a sentence which expresses the central idea of a paragraph and serves to unify its content. The topic sentence is often (but not always) the first sentence in a paragraph. This position helps the reader follow the ideas presented in an orderly fashion.
- The idea expressed is developed from one sentence to the next by sentences which add information closely related to the topic sentence.
- A new main topic should be dealt with in a new paragraph.

The main components of an essay:

- a) The Introduction: It has the following characteristics:
- It gives a clear introduction to the content of your essay.
 - It introduces the central idea or the main purpose of your writing
 - It stimulates the reader to continue reading. It serves as a focus.

- Its length is proportional to your essay.
 - Its level of language and formality should be equivalent to the rest of the essay
- b) The Body: Some of its characteristics are:
- Important ideas and issues mentioned in the introduction should be developed in this part of the essay in a logical and coherent manner.
 - Its purpose should be clearly seen for the reader
 - The relationship between the sections of the essay should be clearly given.
 - Main points of the essay should be treated in separate paragraphs.
- c) The conclusion: This should be in a position to show the reader that the essay is to be finished. It may include:
- A summary of the main points
 - Concluding statements drawn from the points made in the main body.
 - Recommendations of action to be taken.

(Trzeciak and S.E. Makay, 1994)

specific ratio in mind, you should generally try to create a summary about one-fifth to one-quarter the length of the original.

This paper presents four methods for choosing the material to include in a summary: deleting, selecting, note taking, and miniaturizing. The methods overlap somewhat. By deleting, for example, you in effect select the material that remains. Miniaturizing is only a structurally focused version of note taking. A good summary takes into account all four methods and in practice people switch back and forth among them. Because each of these methods emphasizes slightly different skills, however, we will discuss them separately. Through the somewhat artificial separation and isolated practice of these skills, you will master the art of making concise and exact summaries. After you gain control of all these methods, you will be able to combine them as you see fit.

(The Informed Writer)

Task 1: Discuss the following questions with your neighbours.

1. How does the writer consider paraphrase?
2. How about writing a summary?
3. Which one do you think is easier to you? Why?
4. Outline the major steps in summary writing.
5. What analogy does the writer use to explain how paraphrasing is taught?
6. What kind of writing is the text?

Task 2: By employing the techniques you get from the above reader, write a summary of the following text.

What Kind of Friendship?

Each writer has a personal definition of friendship. Whenever you read about friendship, you have to figure out exactly what the author means by the term before you can judge whether what the author says is right or wrong. In his own terms, Dale Carnegie makes a valid point when he says, "You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you." People are genuinely egotistical, are always interested in themselves, and usually are suckers for flattery. If you want to be accepted by them and to be their friend, all you have to do is stroke their egos by showing an interest in them. But you then must ask yourself what kind of friendship Dale Carnegie is teaching

you. On that level I find Carneig's concept of friendship not only misguided, but actually repellent.

Friendship, ofcourse, usually means some kind of sacrifice, for a relationship implies that each person gives and gets something. But Dale Carneige takes this idea to an un pleasant extreme, for he asks to sacrifice entirely your own ego, because the other person is too egotistical to recognise you. It is no accident Carneige chooses the dog as the model of the ideal friendship, a dog so slobberingly hungry for love that he will do any thing his master desires-a master-slave relationship- that is exactly what Carneige is recommending, with you as the slave. If you offer to be somebody's slave, by showering your "friend" with attention and affection and asking nothing in return, it is not surprising that you can make a lot of "friends" as the title of the section says, "Do this and you will be welcome anywhere."

But what will you get in return? If you request nothing and the other person is so filled with ego that he or she will not think of your identity, how will your needs and desires be met? Is that "friend" so wonderful that you are willing to sacrifice your entire being, just in his or her presense? Or are you that desperately lonely?

I must admit that at certain point in my life I have been that unsure of myself and that lone. I simply gave my mind and identity over to someone who seemed so certain of herself, so together, that I was sure she would handle all our problems, because she was my "friend". I soon discovered that she only used me for her purposes. I listened day and night to her plans, her problems, her needs. Together we decided which was the dreamiest boy in the class for her to go after, we planned her strategy, even planned her next day's wardrobe and makeup. When he did not seem to notice her, I listened to Gloria's woes and then took her shopping to buy some new perfume, to absolutely trap her desired hunk. And when she finally did catch him, did she help me with my own man-hunt? Not at all. She forgot I existed, because she was too busy being taken around by the guy I helped her catch. Now I pity the poor guy. I am sure she just took and took and took, and never thought about him either.

If that is what Carneige has in mind ,he can keep it. Ofcourse, you have to be interested in your friend and have to be willing to make some sacrifices. But neither should you expect that your friend will be nothing more than an ego monster ready to swallow you. You have to expect, even demand, something in return. Otherwise, in my book, what you

have is not friendship, no matter what Carneige calls it. (The Informed Writer)

Task 3: Learn the meanings of the following words by inferring from their contextual usages.

| | | |
|-------------|--------------|-------------|
| egotistical | repellant | desperately |
| suckers | slobberingly | hunk |
| flattery | identity | egomonster |

Task 4: Answer the following questions:

1. Restate Dale Carneige's belief about friendship.
2. What is the writer's conviction about friendship?
3. What point does the writer share with carneige?

Task 3: React to the writing by supporting , opposing or compromising on the points raised. You may also add your points about what you think friendship should look like.

THE GREEN HOUSE EFFECT

The standard diagram of the carbon -oxygen cycle, the one that every school child studies, shows a person and a tree and a couple of arrows connecting them. One arrow leads from tree to person, indicating that plants release oxygen and that people and animals inhale it. The other arrow goes the other way, from person to tree, signifying the fact that people and animals exhale carbondioxide, which plants inturn photosynthesize, that is the general outline of the grand, circular dance . Within its circumference, and tangential to it, other dances proceed. A significant number of plants, including many algae, don't return the carbon in them to the air when they die. Instead, that carbon is buried - deep in marine sediments below the ocean floor, for instance. The circle closes eventually, perhaps 100 million years later, when the buried carbon is uplifted in a new mountain range or, as one scientist put it, "processed through a volcano." Then the carbon that those plants inhaled, as it were, finally returns to the atmosphere as carbon dioxide.

Civilization has accelerated this slow but continuous portion of the carbon cycle by replacing forests with farms and cities, and especially by mining and burning buried carbon which is fossil fuel. Civilization has been doing essentially what nature does, but doing it twenty times faster. Measurements taken since 1958 show that in only twenty- four

years the amount of carbon dioxide in the atmosphere has increased by 6 percent, and there are estimates that it has risen by 20 percent since the industrial revolution. In the past 100 years, mankind has added to the atmosphere some 100 billion tons of carbon.

Some scientists began to feel concerned about the trend as long ago as 1938. Lately many physicists, oceanographers, meteorologists, biologists, and chemists have turned their attention to a couple of difficult questions. They wonder how long it will take for carbon dioxide to double in the atmosphere. Estimates range from about fifty to several hundred years. They also want to know what a doubling would mean to the planet. The theoretical answer, the one with widest currency, holds that a doubling would intensify the so-called "green house effect".

The analogy is old and apt. Like the glass in a green house, carbon dioxide lets solar radiation pass but inhibits the passage of infrared radiation, which is heat. Carbon dioxide in the air lets the sun heat the earth but it keeps some of the heat from travelling away from the earth and into space. It makes a sort of thermal blanket around the globe, and as the blanket thickens-so most current theory holds-the average temperature of the earth will rise.

Some scientists reckon the West Antarctic ice sheet will slide into the sea. In the event water levels would rise, atleast high enough to cover the world's coastal cities. Some have thought that the flood might come in as few as fifty years, but recent papers hold that it couldn't happen in less than 200 years. Almost everyone agrees, however, that climates would be affected. America's Corn Belt might need a new name, connoting infertility.

The carbon dioxide theory conjures up visions of caravans evacuating the sea coasts, of farmers gazing sadly out over parched fields, of rain forest springing up where once was permafrost. Some nations might benefit, while others would decline.

(The Writer's Agenda)

Task 5: Answer the following questions:

1. What is the use of the first paragraph to the overall writing?
2. What is the attitude of the writer toward the issue? Give evidences.
3. What relationship do you see between greenhouse and the atmosphere?

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Task 5: Answer the following questions:

1. What is the use of the first paragraph to the overall writing?
2. What is the attitude of the writer toward the issue? Give evidences.
3. What relationship do you see between greenhouse and the atmosphere?

4. What is/are the effect(s) of too much carbon in the atmosphere?
5. Can you make any relationship between the current irregularity of climate -El Niño -and the increase of carbon in the air? Explain.

Task 6: Write a paragraph on the following topic. First discuss in pairs /groups:

The Effects of Man's Interference on the Environment.

All the world's a stage,
 And all the men and women merely players.
 They have their exits and their entrances;
 And one man in his time plays many parts,
 His acts being seven ages. At first the infant
 Mewling and puking in the nurse's arms,
 And then the whining school-boy, with his satchel,
 And shining morning face, creeping like snail
 Unwillingly to school, And then the lover,
 Sighing like furnace, with a woeful ballad
 Made to his mistress' eye-brow. Then a soldier,
 Full of strange oaths, and bearded like the pard,
 Jealous in honour, sudden and quick in quarrel,
 Seeking the bubble reputation
 Even in the cannon's mouth. And then the justice,
 In fair round belly with good capon lined,
 With eyes severe and beard of formal cut,
 Full of wise saws and modern instances;
 And so he plays his part. The sixth age shifts
 Into the lean and slipper'd pantaloon,
 With spectacles on nose and pouch on side,
 His youthful hose, well saved, a world to wide
 For his shrunk shank; and his big manly voice,
 Turning again toward childish treble, pipes
 And whistles in his sound. Last scene of all,
 That ends this strange eventful history,
 Is second childishness and mere oblivion,
 Sans teeth, sans eyes, sans taste, sans
 everything

(Shakespeare)

Task 7: Answer the following questions:

1. What are the seven stages of life according to the above poem?
2. What is the message of the writer?
3. Why does the writer compare the world with a stage?
4. What do you understand from line three?

Task 8: In a paragraph, summarise the message of the poem. Then, show it to your neighbour for comment.

To my sister Tirusew Genet,
Who was dedicated for the education of her brothers and sisters
could see flowers, but not lucky enough to see fruits.

To my sister Tirusew Genet,
Who was dedicated for the education of her brothers and sisters
could see flowers, but not lucky enough to see fruits.