

THE COMMUNICATIVE V. THE TRADITIONAL APPROACH
TO THE TEACHING OF ENGLISH READING COMPREHENSION
AT ADDIS ABABA UNIVERSITY FRESHMAN LEVEL:
A COMPARATIVE STUDY

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A B S T R A C T

The purpose of this study was to find out the relative effectiveness of the traditional and communicative approaches to the teaching of English reading comprehension in developing the reading abilities of Addis Ababa University freshman students. An experiment, in which a sample population of one hundred and forty freshmen in six groups took part, was conducted for six weeks. Three of the groups formed the control group and the other three the experimental.

A pre-test on reading comprehension was given to both the control and experimental groups to see if there was any significant difference between the reading abilities of the two groups. Statistical tests showed that the differences were not significant.

Two sets of teaching materials were prepared for both groups in accordance with the pedagogical principles of the teaching methodologies in question. The control classes were taught reading comprehension in the traditional approach and the experimental classes in the communicative approach. Three participating instructors each taught one control and one experimental class respectively.

A comprehension post-test was administered to both the control and experimental groups. Statistical tests showed that the average post-test score of the experimental group was significantly greater than that of the control group. Therefore the null hypothesis that there would not be any significant difference between the comprehension post-test results of the two groups attributable to the adoption of the communicative approach had to be rejected. The conclusion was drawn that the communicative approach is more effective than the traditional approach in developing the reading abilities of freshman students at Addis Ababa University.

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CHAPTER ONE

1. INTRODUCTION

1.1. Statement of the Problem

English is the medium of instruction in all Ethiopian junior and senior secondary schools, and in institutions of higher learning. A high level of English language proficiency is therefore essential if the students pursuing their studies in the country's schools, colleges, and universities are to succeed in their academic endeavours.

At Addis Ababa University first year students are given English language service courses lasting two semesters, each four months long. There are three fifty minute periods per week. The courses consist of reading comprehension and English structure with writing exercises up to the sentence level. The assumption is that the courses will help

improve the students' skill in following textbooks and lectures in other subjects and to encourage thoughtful and logical expression in their second language (Mosback, 1977: 314).

The question is: Have these objectives been realized? Studies by J. Lee (1967), C. Langmuir (1971), G. Mosback (1977), Tsegaye Woldeyesus (1982), and B. Morris (1983) show that these aims are far from being achieved and that the standard of English in the University as well as in the schools has been disturbingly low.

If the freshman students' level of English proficiency is to be improved, something has to be done. However, any change to be introduced on this line has to first of all take into consideration the communicative needs of the students in the University. In other words a clear statement must be made of the objectives to be achieved and of the linguistic activities which the students will need to use in the course of their studies.

In a study by Barbara Morris (1983) on the identification of the communicative needs of Addis Ababa University students, the receptive skill of reading ranks high on the list of English macro-skill areas (p. 136). In fact it comes next only to listening. Some of the most important language activities associated with reading are reading textbooks and handouts. In order to help the student to read and understand his textbooks and handouts -- and this apparently is the main aim of the service courses -- the teaching methodology of reading comprehension will have to be geared to meeting this aim. The traditional approach emphasises usage. Grammar and vocabulary occupy a very important place in this teaching methodology. The communicative approach, on the other hand, stresses language use for different language activities. Discourse organization and development is analyzed. Attention is focussed on groups of sentences (text) and how they are related to give a certain meaning.

The purpose of this study is to find out whether or not freshmen at Addis Ababa University who are taught reading comprehension in the communicative approach develop better communicative abilities of reading than those who are taught in the traditional approach.

1.2. Importance of the Study

Much of the work of a student consists of reading. This is more so for a university student since he has to, among other things, read and understand textbooks and handouts. By reading his books in advance, he prepares for lectures so that he can relate the lecture to what he has read. For an active participation in class discussions and seminars, the university student has to read a lot before the discussions. Writing term papers also requires a great deal of reading material related to the

topic. Other assignments and final examinations demand a lot of reading without which no student can hope to succeed in his academic life.

Even at work after graduation, one needs to read in order to write reports, for example, or to acquire new information in one's field of study. Those who want to pursue higher education either here or abroad will be required to do a great deal of reading in their fields of interest. The English service courses must, therefore, contribute a great deal in this connection before students abandon the study of English as a subject in the second year and are left to tackle on their own the kind of written material they will have to deal with in their fields of study.

Since reading occupies a very important place in one's life and since especially a university student cannot do without it, a close investigation of the situation regarding this skill is quite in order. When the level of reading comprehension of freshmen is discouragingly low, it is hardly surprising that academic standards will suffer as a consequence of such low level of reading comprehension.

Unarmed with the techniques of analysing written material many a university student finds it extremely difficult to read and understand his textbooks so as to carry out the academic activities. It might be said that the low level of reading comprehension has greatly contributed to the high rate of attrition in the number of students that leave the university each year.

The University trains a large number of students who after graduation will teach English and other subjects in the secondary schools in the country. If these teachers' level of proficiency in the English language is very low, this will be reflected in their students' low level of

communicative ability. Many of these students who join the University will go through the same process. It is a vicious circle in which there is 'mutual poisoning'.

The source of the problem appears to be in the nature of the English Service courses in general and teaching methodology of reading comprehension in particular. Attention seems to be focussed on the students' practice in the manipulation of linguistic elements (usage) and not on the active use of language which will hopefully enable the University student to cope with his academic studies. To conduct investigations into such problems has thus the utmost relevance to the improvement of English language instruction in the University and the secondary schools.

1.3. Delimitation of the Study

This study is limited to the investigation of the relative effectiveness of the communicative and traditional approaches of language teaching in developing the communicative abilities of reading of first year social science students enrolled in the Addis Ababa University in the academic year 1983-84. Reading here is restricted to the intensive reading of academic texts to extract information. This involves accuracy and reading for detail. The development of this communicative ability needs urgent attention. Due to shortage of time and the high cost such a research would involve, this study is limited to social science freshman students. It might be thought that natural science students need to develop somewhat different reading strategies to tackle scientific textbooks or discourse.

1.4. Definition of Terms

English Service courses: The two semester compulsory English courses offered to freshmen at Addis Ababa University.

These courses are also called Freshman English 101-A and Freshman English 101-B.

Communicative abilities of reading: This term refers to the various techniques involved in reading so as to get the information from a text. John Munby prefers the term "skills" and has prepared a list of the abilities, (in Grellet, 1981: 4-5) the main ones of which are the following:

- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information
- Understanding information when not explicitly stated
- Understanding the communicative value (function) of sentences
- Understanding relations within the sentence
- Understanding relations between parts of a text through lexical cohesion devices
- Understanding cohesion between parts of a text through grammatical cohesion devices
- Interpreting text by going outside it
- Recognizing indicators in discourse
- Identifying the main point or important information in a piece of discourse
- Distinguishing the main idea from supporting details

Reading comprehension: This term is here used to refer to the ability to read and interpret academic written matter with the view to extracting accurate and detailed information.

1.5. Hypotheses: In this study the null hypothesis to be tested is:

There is no significant difference attributable to the adoption of the communicative approach to

the teaching of reading on a post-test measure of reading comprehension of first year students at Addis Ababa University.

and the alternate hypothesis is:

There will be a significant difference attributable to the adoption of the communicative approach to the teaching of reading on a post-test measure of reading comprehension of first year students at Addis Ababa University.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Academic standards suffer when students fail to read and understand their textbooks written in a foreign language. The result is sub-standard learning in which students resort to rote memorization. Several studies have been conducted on the reading abilities of students. James A. Lee (1967) found that there was a wide gap between the reading abilities of Addis Ababa University students and the readability of the textbooks assigned to them. He used the Flesch formula in which the number of syllables per one hundred words and the average length of sentences for randomly selected passages were determined. His conclusion:

The efficiency of education in Ethiopia where English is the medium of instruction and English is the second (and quite often the third or fourth) language of students, is impaired because of the gap between student reading ability and the reading difficulty level of assigned textbooks (p. 4).

Lee suggests that books of appropriate reading difficulty level for each subject should be available. This, of course, requires the determination of the level of difficulty of each textbook. It is true that one cause for the inability to read and understand books is their high level of difficulty. But it is also true that students may not read and understand their textbooks because the students' level of reading comprehension is not up to standard because of the adoption of ineffective instructional methods. At any rate the fact remained that college students were not able to read and understand their textbooks effectively according to the studies made.

In a study of the reading ability of Addis Ababa University freshman students, Charles Langmuir (1971) also found that they had a low level of reading ability. In this study the Davis Reading Test Form 70B was administered to a sample size of 329 freshmen. The test comprised forty questions set on short English prose paragraphs to test English reading comprehension. Because the students were not able to complete the test in the given time, they were given a few additional minutes. The mean and the standard deviation were calculated to be 23.1 (out of 40) and 7.2, respectively.

Foreign students entering American universities are required to take an intensive course in English as a foreign language (EFL) if their scores on proficiency tests fall short of the minimum for exemption from such courses. The assumption behind such practice is that English proficiency levels are good indicators of ultimate success in academic programmes and that intensive EFL training helps students to improve their English proficiency.

In an attempt to find out whether these assumptions were valid, Charles Mason (1971) conducted a research in the University of Hawaii. A sample of students was divided into two groups: experimental and control. The control group (15 students in a group) was given an intensive (180 hours in two semesters) EFL course consisting of aural comprehension, English structure and reading, while the experimental groups was exempted from the EFL course. Post-test results of the two groups were then compared by applying t tests to see if there were statistically significant differences in English proficiency between the groups. It was found out that there were no statistically significant differences between the groups' proficiency in reading or knowledge of English structure (p. 200).

The question whether by-passing the EFL course requirement would adversely affect the academic success of the experimental group (those who were exempted from taking the course) was also studied. Results showed that whatever differences there were between the mean grade-point averages of the two groups were not statistically significant (p. 202). The EFL courses, however intensively they might have been taught, were thus irrelevant to the student's effort to develop his English proficiency or to succeed in his academic field.

Similarly, G. P. Mosback (1977) describes two studies made at the Addis Ababa University regarding the relevance of the two English service courses taken in the first year by freshman students. In the first study freshmen were given the University of Michigan Test of English Proficiency Forms A and B both at the beginning and end of each semester as pre- and post-tests. It was found out that "the courses made no significant difference to the level of English proficiency they had when they entered the University from secondary school" (p. 316).

In the second study a sample of freshman students was divided into two groups -- control and experimental. The students in the control group were taught the usual general service English which was given three hours weekly for twelve weeks, while the students in the experimental group were taught under the previous method for three hours weekly for only six weeks up to the mid-semester test, which was given to both groups. Then the students in the experimental group were taught reading comprehension for two hours weekly for the remaining six weeks. There were one hundred students in each group and instruction was given in the form of lectures. The students in the experimental group were also taught for

one hour weekly supervised written work in tutorial study groups of twenty five students each. A post-test was given to both groups to evaluate "reading speed/comprehension improvement in fact-retrieval from 500-600 word expository passages in the vocabulary range of 3,000 - 5,000 (USIS 'Ladder' count)" (p. 317). It was found that there was no statistically significant difference between the results of the two groups on the post-test and the mid-semester test. G. P. Mosback notes the following observations on the above:

In countries such as Ethiopia, where national languages are gaining rapidly in prestige and daily use among the educated, the situation for English language learning is rapidly becoming a 'unicultural, artificial' one. Even though English may still be used in daily life as a basic lingua-franca, the variety and level of English that university students require is likely to be little used outside their own lecture rooms and libraries (p. 316).

This being the state of affairs under which English is taught, Mosback concludes that:

General 'back-up' courses in service English are largely a waste of resources and we are now turning our attention to small group courses catering for specific needs in clearly defined areas such as English for science (p.318).

That the reading ability of Addis Ababa University students was very low was again demonstrated in a study by Tsegaye Woldeyesus (1982). Using the cloze test as a measure, he found that the comprehension ability of freshman students at Addis Ababa University was very low. The mean score of a sample social science freshman groups was computed to be 33.5 and the standard deviation 7.7. This is "interpreted as a frustration level of comprehension which means that the sampled Addis Ababa

University social science freshman groups are being frustrated because of their inability to comprehend their textbooks" (p. 30).

The seriousness of this problem was also confirmed in a study by Barbara Morris (1983). The aim was to identify the areas of communicative competence in the English language requirement of Addis Ababa University students. With the help of two questionnaires distributed to faculty members and students, she found out that reading was the second most important skill (the first is listening) for the students to acquire in order to succeed in their academic fields (p. 136). Language activities associated with this skill were also identified. These included "identifying the main point or important information in a piece of discourse, distinguishing the main idea from supporting details ... " (p. 136). B. Morris notes in the conclusion that English service courses cannot help the students to develop, among other abilities, their reading.

In an experiment to determine the relative effectiveness of the structural and communicative approaches to the teaching of English conditional clauses to Freshman Addis Ababa University students Hailom Banteyirga (1982) arrived at the conclusion:

The 'Structural Approach' to the teaching of English as a foreign language appears to be ineffective. This implies that the presentation of structural forms devoid of their context of use is intransferable to life situations. Positive transfer through generalization is hindered (p. 79)

The experiment consisted of two randomly selected sample groups: experimental and control. The experimental group were taught in the communicative approach while the control groups were taught in the structural approach.

It is further noted in the study that "the 'Communicative Approach' showed high motivation, willingness, involvement, creativity, sensitivity and satisfaction in learning than the control groups taught in the 'Structural Approach'"(p. 77).

Reading comprehension also can be taught in a much more meaningful way than has been the case up to now. David Williams (1983) has found pre-reading assistance particularly useful in his reading class because it

helps to establish a proper mental set for the reading and discussion of the passage. Relevant background information provided by the teacher, or pre-reading discussion involving the students themselves, gives the necessary motivation for reading the passage (p. 12).

CHAPTER THREE

3. THE EXPERIMENT

3.1. Preparation of Teaching Materials

The materials for the teaching of reading comprehension to both the control and experimental groups were prepared in accordance with the pedagogical principles of each approach. The control group was taught in the traditional approach and the experimental group in the communicative approach. Each lesson starts off with a reading passage, extracted from various social science textbooks. The same reading passages were used in both groups but the passages were exploited in diametrically opposite ways: the traditional approach emphasised 'usage' while the communicative approach emphasised 'use'.

3.1.1. The Traditional Approach

The influence of structural linguistics on foreign language teaching has been tremendous. Structuralism as applied to language teaching emphasised the need to master the structure of a language in order to be able to use it. The traditional approach to the teaching of reading comprehension is based on the views of such famous structuralists as Robert Lado (1964) who defines second language learning as "acquiring the ability to use its structure within a general vocabulary ..." (p. 38) and those of Francis Mackey (1965) who emphasised the structure aspect of language in language teaching and describes language as "mainly a matter of interrelated habits ..." (p. 257). Learning the structure of a language requires pattern practice

through mimickry, repetition, and memorization, with the aim of establishing the patterns as habits (Lado, p. 50).

C. Nuttal (1982) explains that, traditionally "vocabulary has been the major component in language teaching programmes," (p. 69). In the reading class emphasis was laid on the teaching of usage. Lexical items in the reading passages are accordingly explained in glossaries, or the students are encouraged to use dictionaries, or seek the teacher's assistance every time they encounter a new word in the text.

The reading passages are followed by comprehension questions. Some of the most commonly used questions included are of the open-ended, multiple-choice, and true or false types. Students do the exercises individually with the aim of giving the right answer.

Grammar occupies a very important place in the traditional teaching methodology. The reading passages are used to exemplify usage. Students practise the usage of words and structures in sentences and units smaller than the sentence (Grellet, p. 6). Such exercises have little relationship with the meaning of the reading passage (Nuttal, p. 127). So the teacher gives the exercises in the form of patterns to be practised independently of the reading passage. (See Appendix B)

The exercises for the control group are prepared on the above basis. Some of the exercises used are taken from Stannard Allen's Living English Structure, and S. C. Murison-Bowie's The Oxford Secondary English Course.

3.1.2. The Communicative Approach

Recent studies in sociolinguistics have had a lot of influence on language teaching. Emphasis has now been placed on meaning and teaching of the uses to which the language is put, rather than on usage. Hence, the approach: Teaching language as communication.

The communicative approach to the teaching of reading comprehension is based on the views of H. G. Widdowson and others. Widdowson makes the distinction between linguistic skills, which refer to usage, and communicative abilities, which refer to use, and states that traditionally it has been accepted that

once these /the linguistic skills or the language system/ are acquired in reasonable measure the communicative abilities /the way the system is realised in use/ will follow as a more or less automatic consequence (Widdowson, 1974:67)

To disprove the above statement, Johnson (1982) citès, as Widdowson had earlier done, the case of the imperative sentences as in the following three which are structurally similar:

1. Be quiet.
2. Have some coffee.
3. Give us this day our daily bread.

Their uses are, however, different. Sentence (1) is an order, (2) is an offer, while (3) is a plea. The structuralist view which in this case states that all imperatives are orders, and that all orders are imperatives is wrong (p. 23).

This proves, says Widdowson, that language teaching must emphasise language use as "the

acquisition of linguistic skills does not seem to guarantee the consequent acquisition of communicative abilities in a language" (pp. 67-68).

According to the communicative approach of teaching reading comprehension, in order to develop the student's communicative abilities of reading, a shift must be made from an emphasis of the structure and meaning of single sentences and smaller units to an emphasis of the meaning of paragraphs and longer texts -- to discourse. In this way, the proponents of the approach believe, the learner can interpret a text in a meaningful way.

In preparing the teaching material for the experimental group, therefore, the above assumptions and views were taken into consideration. The extracts were treated as genuine pieces of discourse -- as parts of a rhetorical whole by textualizing them in introductory discussions to the passage. Since the reading passages are taken from textbooks, it is believed that the student will be motivated to respond to them positively and to bring his experience and knowledge to bear on the lessons. In this connection, Johnson et al (1983) write

one thing the communicative approach has done is to allow us to appreciate the context in which language is used. When one was teaching simply the grammatical syllabus, one of the disadvantages was that one didn't always think of the context in which the language was used (pp. 235 - 236).

In preparing the material for the experimental group, therefore, the identification of the kinds of language abilities that will be of the greatest value to the learners (Wilkins, 1974: 58) was given priority. The material is presented and exploited with the help

of appropriate exercises in such a way that students read in order to understand discourse. This would then require not simply understanding the meaning of words and sentences but also recognizing the relationship that exists among them in a written text (Widdowson, p. 63).

The type of questions used to help the students to understand the meaning of a piece of discourse may be open-ended, multiple-choice and true/false. All the types should give practice in developing the desired communicative abilities of reading. These are understanding explicitly stated information; understanding information stated in different parts of text and so involving reorganizing or reinterpreting text; understanding implicitly stated information which requires inferring implications of text; and giving evaluation or making judgement about the writer.

Open-ended questions are likely to cause problems of expressing the answer in the foreign language since they also involve the composing skill. However, since such questions are common in exams on other subjects students must be given the opportunity to practise answering them.

Multiple-choice type of questions foster the problem-solving approach. Students enjoy the task of choosing the right answer in groups. Each of the alternatives is examined, so it is a process of reasoning out and not guessing at the answer.

In reading mental processes are at work. True/false questions are "directed towards an internal, mental process," according to H.G. Widdowson (p. 95), and so they are authentic

language behaviour. To make guessing difficult this type of question should, however, be supplemented by requiring the student to give solutions as to why a statement is true or false. The student might also quote a few words from the text or use his own words to justify his answer. Statements which may or may not be correct are inserted within ~~the~~ reading passages as comprehension checks for the learner to decide as to their truth or falsity before he moves on to the next part of the discourse. In this way the student can read critically (Allen and Widdowson, 1978: xiii).

Besides comprehension questions of the types stated above, the students are given exercises

which are intended to develop the learner's communicative competence in English through writing, not only as an end in itself, but, perhaps, more importantly, as a way of directing the learner's attention to the way language is used, and so of developing his capacity for comprehension (Allen and Widdowson, 1978: xvii).

Some of the exercises have to do with language activities such as defining, qualifying, contrasting, etc. which are common in social science writing. Other types of exercises train the student to infer the meaning of unfamiliar words, to recognize and understand reference, and to understand the value of link-words. Still others give the student practice in finding out the main idea of a passage, predicting what comes next in discourse, and arranging sentences into coherent paragraphs. (See Appendix A)

The exercises following the reading passages were constructed on the model of the exercises in J. P. B. Allen and H. G. Widdowson's English in

Focus: English in Social Studies, 1978; John Moore's Reading and Thinking in English: Discourse in Action, 1980; Francoise Grellet's Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises, 1981; and Christine Nuttal's Teaching Reading Skills in a Foreign Language, 1982.

3.2. Classroom Teaching Methodology

3.2.1. The Control Group: The Traditional Approach

The teacher might give a preliminary summary of the text beforehand. New words and difficult syntactic structures may be explained in advance. Then the teacher reads the passage to the class while they follow in their books. The teacher might call upon a student to read aloud paragraphs or parts of them to the class. Any mistakes in pronunciation are corrected by the teacher as they occur. Written answers are strictly scrutinized for mistakes in spelling or grammar. The reading class is characterized by frequent intervention by the teacher (Nuttal, p. 147).

The use of the mother-tongue in the reading class is discouraged because, as Ruth Clark (1975) explains, the learner will have two sets of responses to the same stimuli and so one will interfere with the other (p. 125).

The comprehension questions are to be done by the students individually. Group discussions are not encouraged. Attention is always focussed on giving the right answer which is decided upon by the teacher. Alternative answers as in Multiple-type or true/false questions are not analysed to see why they are incorrect.

3.2.2. The Experimental Group: The Communicative Approach

The teacher starts off by providing a reason for reading. This, it is assumed, will make it clear to the student that his aim in learning to read is to develop his reading competence which he will use to read and understand the textbooks in his field of study. He is made to be aware of the necessity to acquire the ability and how this can be achieved so that he may actively participate in the lessons. This is what Widdowson calls the "principle of rational appeal" in the communicative approach to language teaching (Widdowson, p. 109).

The student reads the passages himself silently. The teacher should not read to the class because, as Nuttal explains, "the student should make sense of the text. In his reading lessons, he is supposed to learn how to do this: doing it for him will not teach him this" (p. 147).

The text is introduced via a short discussion. The teacher asks questions not directly related to the text. This helps the students to involve themselves actively in the class discussions.

Students are encouraged to ignore some of the difficult words in a passage as long as they can understand the idea explained in the text. They are trained to deduce the meaning of words from their contexts. The teacher explains only a few key words in the introductory discussions. This is because if the new words and the content are explained beforehand, the students "would only get used to being given 'pre-processed' texts and would never make the effort to cope with a difficult

passage on their own (Grellet, p. 14).

The problem-solving approach to comprehension questions is encouraged and students are made to discuss the exercises in groups of two or three after they have tried them individually. The teacher helps them find the answers themselves. He does not do things for them or decide on the answers. The teacher treats the questions as aids to make the student aware of the way language is used to convey meaning. The teacher tolerates mistakes and a general atmosphere of relaxation is created in which students feel free to discuss among themselves, ask questions and make comments. The use of the mother-tongue is permitted when this is found to be necessary (Wilkins, p. 82).

3.3. Sampling and Grouping

All freshmen students in the Addis Ababa University are divided into small sections at the beginning of the academic year. One purpose of dividing the population into small section is to facilitate the offering of the freshman English service courses since these cannot be given to large groups in lecture form.

The names of all freshmen are first listed in alphabetical order and then beginning from top to bottom groups each having about thirty students are formed. Since this experiment was conducted during the second semester, some students had dropped out from each section following the first semester freshman examinations. So the number of students in each class was actually less than thirty. The researcher made the assumption that the way the freshman population was divided into sections was randomly done, and so a few groups taken by casting lots could be used as sample to represent the population.

In this study six such social science groups were used as sample. Three of the groups (Groups I, II, and III) formed the control group and the other three formed (Groups IV, V, and VI) the experimental. A total of 140 students attended the control and experimental classes regularly. Of these a total of 72 were in the control groups and 70 were in the experimental groups.

There were three participating teachers from the Department of Foreign Languages and Literature. Each had one control and one experimental group. The experiment lasted six weeks and each group had three class hours a week. The teachers were given detailed orientation regarding the communicative and the traditional approach to the teaching of reading comprehension.

3.4. Measurement

A reading comprehension test was given to both the control and experimental groups before the experiment began (pre-test). This helped to see if there was any difference in reading abilities between the two groups. After the experiment was conducted, i.e. after the control and experimental groups were taught reading comprehension in the traditional and communicative approach respectively, a test was given to both groups (post-test). The purpose of this test was to find out whether or not there was any improvement achieved over the pre-test results of each group, and also to know if there was any significant difference between the post-test results of the experimental and control groups. In each case the t-test was used to determine any such differences.

The pre- and post-tests consisted of various types of questions all designed to test the student's reading abilities. The reading abilities are the most important of those listed by John Munby (see Chapter One of this paper).

Following the reading passages comprehension questions of the open-ended, multiple-choice and true or false types were given. These were intended to test the student's ability in extracting explicitly and implicitly stated information from the passage. With the true or false questions the student was required to quote evidence for his answer from the passage.

The ability to deduce the meaning of a word from its context was tested by giving four alternative meanings to a word, of which he chooses only one correct one according to the way the word is used in the passage.

Understanding the central idea explained in a text is an important ability the student must acquire. This is tested by presenting to the student three or four statements of which he chooses the correct one.

Contextual reference (anaphoric or cataphoric) is widely employed in discourse in order to avoid repetition of words. The student must understand what a pronoun, a noun, etc. refers to in a piece of writing. This is tested by asking the student to replace a word or phrase in a sentence in a text, by what that word or phrase refers to.

A piece of discourse is developed with the help of link-words or connectors. In order to follow what is expressed in writing, that is to see the relationships of meanings that exist among the sentences, the student must know the role of link-words in discourse. His understanding of the role of connectors in writing is tested by asking him to use appropriate connectors in

blank spaces in a text and by asking him to join sentences by using appropriate link-words. Related to this is the ability to understand the function of a sentence or sentences in discourse. Some define, restate, exemplify, show contrast, etc. The student's ability to understand these is tested by asking the student to state the function of a sentence or sentences in a written text. Getting the student to reorder sentences so as to form a coherent paragraph also helps to know if he has developed the ability to understand relationships of sentences in discourse.

The ability to predict what is to follow in discourse helps students to read more efficiently. This is tested by giving the student several sentences, each followed by a number of sentences indicating the way the discourse may continue. He is asked to choose the sentence that logically follows the given one so that the end result is a coherent paragraph. (See Appendices C and D for Pre- and Post-tests respectively.)

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1. Results

4.1.1. Pre-test

The pre-test scores of each of the three Control groups (Groups I, II, and III) are shown in Table I on page 27. The average score of Group I was computed to be 51.36. There were twenty five students in the group. In Group II there were twenty four students and the average for this group was calculated to be 53.04. Group III had nineteen students and the average score for the group was 54.74.

Table II on page 28 summarizes the pre-test scores of each of the three Experimental groups (Groups IV, V and VI). Group IV consisted of twenty two students and the average score of the group was calculated to be 52.86. There were twenty seven students in Group V and the group had an average score of 57.70. Group VI was made up of nineteen students and the group's computed average was 56.68.

The comparative pre-test scores of the Aggregate Control Group (Groups I, II, and III put together) and the Aggregate Experimental Group (Groups IV, V, and VI put together) are shown in Table V on page 31. The Aggregate Control Group, which had sixty eight students, averaged a score of 52.90 with a standard deviation of 9.45. There were sixty eight students in the Aggregate Experimental Group and the average score of the group was 55.85 with a standard deviation of 8.92.

4.1.2. Post-test

The post-test scores of each of the three Control groups (I, II, and III) are given in Table III on page 29.

The average score of Group I was found to be 52.82. The group consisted of twenty two students. Group II had twenty six students and an average score of 58.08. The average score of Group III, which consisted of twenty four students, was 55.71.

Table IV on page 30 gives the post-test scores of each of the three Experimental groups (Groups IV, V and VI). Group IV with its twenty two students averaged 74.86. The average score of Group V was computed to be 75.83. This group had twenty three students. Group VI had twenty five students and an average score of 76.92.

The comparative post-test scores of the Aggregate Control and Aggregate Experimental groups are given in Table VI on page 31. The Aggregate Control Group (Groups I, II, and III) had seventy two students and its average score was calculated to be 55.68 with a standard deviation of 8.75. The Aggregate Experimental Group (Groups IV, V, and VI) comprised seventy students and had an average score of 75.91. Its standard deviation was computed to be 7.74.

4.2. Hypothesis Test

The null hypothesis in this study was that there would not be any significant difference between the post-test scores of the control and experimental groups as a result of the adoption of the communicative approach to the teaching of reading comprehension. The alternative hypothesis was the opposite, i.e. that there would be a significant difference between the post-test scores of the groups.

Since the alternative hypothesis is non-directional, a two tailed t-test was applied to determine this. The

TABLE V: Classes indicating the comparative score distribution of the Aggregate Control Group and the Aggregate Experimental Group in the Pre-test.

Aggregate Control Group			Aggregate Experimental Group		
C.I.	f	c.f.	C.I.	f	c.f.
30 - 32	1	1	28 - 30	1	1
33 - 35	0	1	31 - 33	0	1
36 - 38	2	3	34 - 36	1	2
39 - 41	5	8	37 - 39	1	3
42 - 44	5	13	40 - 42	1	4
45 - 47	9	22	43 - 45	2	6
48 - 50	6	28	46 - 48	9	15
51 - 53	6	34	49 - 51	7	22
54 - 56	14	48	52 - 54	5	27
57 - 59	3	51	55 - 57	9	36
60 - 62	6	57	58 - 60	11	47
63 - 65	3	60	61 - 63	6	53
66 - 68	3	63	64 - 66	9	62
69 - 71	3	66	67 - 69	4	66
72 - 74	2	68	70 - 72	0	66
			73 - 75	2	68
N = 68			N = 68		
\bar{X} = 52.90			\bar{X} = 55.85		
S.D = 9.43			S.D = 8.92		

level of significance used was 0.05. The Aggregate post-test mean (\bar{X}_1) of the Control group ($N_1 = 72$) was 55.68, and the Aggregate post-test mean (\bar{X}_2) of the Experimental group ($N_2 = 70$) was 75.91. The standard deviations of the groups were 8.75 and 7.74 respectively.

The t-calculated for the above figures was found to be 3.2123. The value of t-tabulated at $N_1 + N_2 - 2 = 134$ degrees of freedom and alpha $.05/2$ was found to be 1.9771. If the t-calculated was greater than the t-tabulated, the null hypothesis was to be rejected, and if the reverse was true, the alternative hypothesis would be rejected.

Table VII on page 34 shows the computed tests. The computations show that the t-calculated was greater than the t-tabulated and hence the null hypothesis that there would not be any significant difference between the two groups was rejected. The tests indicated that the communicative group's score was statistically significant or superior to the traditional group. The computations also showed that the Aggregate pre-test means of the traditional and communicative groups, which were 52.90 and 55.85 respectively, were not significantly different.

Table VIII summarizes the progress each aggregate group made. The aggregate pre-and post-test means of the Aggregate Control groups were 52.90 and 55.68 respectively. The t computations showed no statistically significant difference.

The Aggregate Experimental group had aggregate pre-and post-test means of 55.85 and 75.91 respectively. The t computations indicated that this was statistically significant.

TABLE VII: Hypotheses test findings of Aggregate Control and Aggregate Experimental groups in the Pre- and Post-tests.

Test	Aggregate Control Group			Aggregate Experimental Group			t_{cal} .025	t_{tab} .025	Significance
	N_1	\bar{X}_1	S.D. ₁	N_2	\bar{X}_2	S.D. ₂			
Pre-test	68	52.90	9.43	68	55.85	8.92	0.4367	1.977	Not significant
Post-test	72	55.68	8.75	70	75.91	7.74	3.2123	1.977	significant

TABLE VIII: Hypothesis test findings of the progress of each of the Aggregate Control and Aggregate Experimental groups.

Group	Pre-test			Post-test			t_{cal} .025	t_{tab} .025	significance
	N_1	\bar{X}_1	S.D ₁	N_2	\bar{X}_2	S.D ₂			
Aggregate Control	68	52.90	9.43	72	55.68	8.75	.4177	1.977	not significant
Aggregate Experimental	68	55.85	8.92	70	75.91	7.74	3.1686	1.977	significant

4.3. Discussion

The study revealed that the pre-test results of both the control group and the experimental group were not significantly different. This means that the two groups had more or less the same abilities of reading before the experiment. However, the post-test results showed that the experimental group which was taught reading comprehension in the communicative approach performed much better than the control group which was taught in the traditional method. This shows that the communicative approach is far more effective than the traditional approach. Why is this so?

The communicative approach attempted to make the reading as meaningful as possible by helping the students to appreciate the context in which English is to be used. The context in which English is to be used is intrinsically tied up with the learner's need. That is to say that the learner has 'authentic' reasons for learning English. These reasons have nothing to do with language learning per se. They are connected to the use the language is put to by the student. Because of this the reading class became interesting to the communicative group. This, however, was not the case with the traditional group. Little appreciation of the context of language use was effected.

If the foreign language learners cannot see any useful purpose or need for foreign language reading, then as Nuttal explains,

the only function of the FL for them seems to be: to be learnt. Similarly, the only reason for reading it is: to learn to read it. This is sterile and self-defeating and we ought not to be surprised if student motivation is low (p.3).

In the communicative class the needs of the students were identified and very well understood by the students. The reading class was not therefore an imposed isolated language activity but an exciting relevant experience. The needs dictated the teaching objectives to be met. The most important student needs focussed on the development of the abilities required to use the language effectively in their attempt to read and understand their textbooks. The reading abilities were those listed by John Munby.

The communicative group performed better because the exercises helped the students to develop the techniques of reading. The reading passages were, first of all, presented to the students as pieces of discourse, i.e. as rhetorical units of larger texts, by contextualizing them in preliminary discussions. As a result, the students reacted to the passages authentically. In other words their interest was fully engaged.

In the traditional group, although the passages were genuine pieces of discourse, they were not, by way of discussion for example, related to the students' previous knowledge and experiences. Emphasis was placed on language usage and the class hardly looked like a reading class. The students were made to focus their attention on individual words and sentences. As a result their attempt to understand longer texts was severely hampered. The reading class was an imposed and isolated language activity. So the students' response was not authentic and their motivation was very low. This was reflected in the group's poor performance on the post-test.

As has been mentioned earlier, the exercises that followed the reading passages in the communicative

teaching material trained the students to develop various techniques of reading with the aim of extracting information from a text. Training in deducing the meaning of unfamiliar lexical items from the context helped the communicative group to understand the meaning of a text. It also developed in them confidence to tackle a piece of discourse without resorting to the dictionary or the assistance of the teacher for the meaning of new words. The students were also taught the techniques of analysing a structurally complex sentence into simpler parts with the view to trying to understand the text, and not to practise the manipulation of syntactical structures as such.

Knowledge about the role of discourse markers as indicators of the kind of relationships that exist between parts of a text or among the sentences in a piece of writing is crucial to the understanding of a text. Likewise, the function of a sentence (defining, exemplifying, restating, etc.) in a text must be understood by the reader if he wants to read efficiently. Distinguishing the main idea from supporting details and identifying the main point in a piece of discourse are essential abilities that the student must develop. The communicative group was given exercises that helped them to develop these abilities. The writing exercises were included to help develop their comprehension. Consequently, they were able to perform better in the post-test than the traditional group, whose results were very low.

The teachers' role did not dominate in the communicative class. The students were encouraged to solve problems themselves. The problem-solving approach was coupled by group discussions in which one could learn

from the other. In the traditional group, however, the teacher played the leading role while the students were passive listeners. Each student tried on his own to work out the meaning of a text and to do the exercises. Emphasis was placed on **only** on the right answer rather than on the process of finding it.

Since each participating instructor in the experiment had one control and one experimental group and since each instructor consciously observed the teaching methodology of the traditional and the communicative approaches, individual differences of the teachers were reasonably kept to a minimum. The results achieved by the communicative group could therefore be reasonably ascribed to the effectiveness of the communicative approach in developing the reading abilities of the students.

CHAPTER FIVE

5. CONCLUSION, SUMMARY OF FINDINGS, INFERENCES AND RECOMMENDATIONS

5.1. Conclusion

Rigorously controlled experiments on language learning and teaching are rather difficult to carry out because of the large number of extraneous variables that must be controlled. It is therefore difficult to give definite answers to questions of language teaching methodology. It seems reasonable, though, to conduct, as Brumfit (1980) suggests, "experiments which are loosely controlled, but which are closely related to actual teaching situations, using typical teachers, in typical conditions" (p. 135) to see the relative strengths and weaknesses of language teaching methodologies.

This study is restricted to the teaching of reading comprehension to Addis Ababa University social science freshman students. As noted earlier, two sets of teaching materials for the control and experimental groups were prepared according to the traditional and communicative approaches. Pre- and post-tests were administered to both groups. Although it cannot be definitely said that the teaching materials and tests are perfect and valid, in every way, the two approaches can be compared and general conclusions drawn.

In this study an attempt was made to relate the experiment to the actual situation of teaching and learning in the Addis Ababa University. The participating teachers were all freshman English instructors and the students were regular freshmen.

The traditional approach to the teaching of reading comprehension emphasised usage. The reading passage was therefore exploited for the teaching of vocabulary and

grammar, because it was believed that once these were mastered, the learner could use the language for various language activities. The mental processes involved in reading were not given enough attention.

The communicative approach, on the other hand, emphasised language use based on a prior identification of the communicative needs of the learners. The ability to read and understand textbooks was such a need. The students were given lessons in the techniques of the extraction of information from printed matter.

Achievement on the reading comprehension post-test clearly showed the experimental group was better than the other group. The findings are summarized in the next section.

5.2. Summary of Findings

The results of the pre- and post-tests administered to both the control and experimental groups are given in Chapter Four.

The average pre-test scores of the aggregate control and aggregate experimental groups were 52.90 and 55.85 respectively. Statistical tests indicated that there was no significant difference between the control and experimental groups in their level of reading comprehension.

The aggregate control group had average pre- and post-test results of 52.90 and 55.68 respectively. The difference between the two scores was found to be statistically insignificant indicating that the control group made no appreciable improvement over its pre-test results.

The average pre- and post-test results of the aggregate experimental group, on the other hand, was 55.85 and 75.91 respectively. The difference between the two

scores was found to be statistically significant indicating that the experimental group showed a great deal of improvement on its pre-test results.

The aggregate control and aggregate experimental groups had average post-test scores of 55.68 and 75.91 respectively. The t-test showed that the difference in the average scores of the two groups was statistically significant. Therefore, the null hypothesis that there would not be any significant difference attributable to the adoption of the communicative approach to the teaching of reading comprehension of first year Addis Ababa University students had to be rejected. Consequently, the alternative hypothesis was supported by the findings.

The findings of the experiment have clearly proved that the communicative approach to the teaching of reading comprehension is much more effective than the traditional approach in developing the reading abilities of freshman students in the Addis Ababa University. They have shown the relative strengths and weaknesses of the two approaches as summarized below:

5.2.1. The Communicative Approach

5.2.1.1. The identification of the language needs of the students and the basing of the preparation of reading materials and classroom methodology on these needs greatly enhance motivation and help develop the desired kind of reading strategy better.

5.2.1.2. Preliminary discussions on the reading passages without going deep into the content help to textualize the passage by relating it to the students' knowledge and experiences. The passage becomes meaningful and this builds the

confidence of the students and thus enhances understanding of the text.

5.2.1.3. Reading comprehension exercises which involve the same kind of thinking processes as those which the students would have to use in their other academic disciplines help to develop reading abilities. The true/false questions with their solutions, for example, give the learners practice in reasoning out, and the predicting exercises help them to relate what they have read to what should logically follow.

5.2.1.4. Treating comprehension exercises as ways of teaching rather than as mere means of testing understanding of a text creates an atmosphere of relaxation, besides giving needed relevant language practice.

5.2.1.5. The teaching of discourse development and organization by showing the use of discourse markers and the nature and function of sentences in a text enhances comprehension.

5.2.1.6. Practice in determining the meanings of new words from their contexts contributes to a more efficient reading and helps the students to tackle textbooks independently and confidently without the use of a dictionary.

5.2.1.7. Group discussion in answering comprehension questions encourage the individual student to amply use the language and also learn from other members of the group.

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5.2.1.7. Group discussion in answering comprehension questions encourage the individual student to amply use the language and also learn from other members of the group.

5.2.1.8. Limited teacher participation only to giving guidance by asking leading relevant questions about the reading passage increases student independence in working out the meaning of a text by himself.

5.2.2. The Traditional Approach

5.2.2.1. Practice in the manipulation of the patterns of sentences and units smaller than the sentence does not guarantee the acquisition of the communicative competence of reading.

5.2.2.2. Providing the meaning of words by the teacher or through glossaries and giving a full explanation or summary of the passage before the students read it make the students depend more and more on the teacher's help. This curtails the students' effort to work out the meaning of a text by themselves.

5.2.2.3. Individual work and the emphasis on correct usage and correct answers create a tense atmosphere which easily develops into lack of confidence on the part of the student.

5.2.2.4. Reading lessons not related to the student's communicative needs have a very low motivation factor.

5.3. Inference

This study tried to analyse the problems of teaching reading comprehension at first year university level. Its findings have been explained in section 5.2 above. From the main findings the following can be inferred:

5.3.1. Students' success or failure in acquiring language proficiency depends to a large extent on the way teaching materials are selected, presented and exploited, and the kinds of classroom methodologies employed. Therefore, curriculum designers and teachers should see to it that the teaching materials are appropriate, relevant and meaningful and the classroom methodology effective.

5.3.2. Felt needs sustain motivation and so enhance the students' effort to learn a language. Therefore, in preparing teaching materials the needs of the learners should be taken into consideration.

5.4. Recommendations

In order to solve the methodological problems of the teaching of English both in the schools and institutions of higher learning in Ethiopia, many more studies should be carried out. However, based on the findings of this study, the following recommendations could be made:

5.4.0.1. Purposes and objectives must be defined clearly prior to the preparation of teaching materials. The purposes and objectives must be based on the specific communicative needs of the learners.

5.4.0.2. The teaching of English should be related to the students' other subjects as much as possible so that language lessons can be meaningful and relevant to the students' academic needs. Reading passages, for instance, should be genuine extracts from textbooks.

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5.4.0.2. The teaching of English should be related to the students' other subjects as much as possible so that language lessons can be meaningful and relevant to the students' academic needs. Reading passages, for instance, should be genuine extracts from textbooks.

5.4.0.3. Composition exercises should be integrated with reading so that each strengthens the other in a meaningful way.

5.4.0.4. Since the freshman English service courses which are generally based on the traditional teaching methodology, which emphasises usage, have not been able to make any appreciable contribution to the development of the English proficiency of the university freshman students, they should be re-organized along communicative lines.

5.4.0.5. Further studies are needed to find out the communicative needs of university students and to look for ways to meet their needs. Such studies should be carried out with a larger sample population and over a fairly long period of time.

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APPENDIX A

Teaching Material: Communicative Approach

UNIT ONE

The Introduction of Christianity

In the 4th century A.D., a development of far-reaching significance took place. This was the conversion of the Aksumite ruling class to Christianity. Documentary and archeological evidence shows that the first Aksumite king to embrace Christianity was Ezana. But this conversion was largely confined to the king and his entourage. The spread of this new religion to the mass of the people was to wait for over a century, until the coming of some monks from the Eastern Mediterranean (referred to as the Nine Saints in church tradition). These monks translated the Bible into Geeze, built churches and monasteries, and in general propagated the Christian faith among the broad masses.

The conversion of Aksum to Christianity was the logical out-come of its close links (particularly commercial) with the Greco-Roman world. The ideological revolution that swept the Mediterranean world in the shape of Christianity was bound to have its repercussions on Aksum, which lived in constant commercial and cultural dialogue with that world.

The introduction of Christianity via Egypt and the appointment of the bishop for Ethiopia by Alexandria established a new pattern of relationship between the two countries, a pattern that was to persist until the present period. One important result of this Egyptian association is that Ethiopia adopted the mono-phsiste creed of Christianity. As long as the ruling power in Egypt and the Egyptian population too were Christian, relations between the two countries were fairly smooth and friendly.

But in the seventh century there appeared a complicating factor. This was the introduction of Islam into Egypt and the gradual reduction of the Christians (Copts) into a minority. The consecration and sending of a bishop was to be the persistent request of Ethiopian kings through the centuries. And successive Egyptian rulers were to use this card to further their own foreign policy objectives and to squeeze concessions from the Ethiopian kings. The latter sometimes reacted by persecuting the muslim communities in their own country and by threatening to divert the Nile.

The muslim rulers of Egypt would then retaliate by persecuting the Copts. Such was the pattern of relationships between the two countries. The Christian kings of Ethiopia and the muslim rulers of Egypt were its chief protagonists. The Ethiopian muslims and the Egyptian Copts, who were both reduced to the position of hostages, were the victims.

A. Reference: All the words in the table below refer to something mentioned before, or after them, in the passage above. Read the passage once again and complete the table. The numbers in brackets indicate the paragraphs in which the words are to be found. The words are listed in the order in which they appear in the paragraphs.

Word		What it refers to
This	(1)	a development of far-reaching significance
this	(1)	
this	(1)	
These	(1)	
its	(2)	
that	(2)	
its	(2)	
which	(2)	
that	(2)	
the two countries	(3)	
that	(3)	
this	(3)	
This	(4)	
this	(4)	
their	(4)	
latter	(4)	
their	(4)	
such	(5)	
its	(5)	
protagonists	(5)	
who	(5)	
hostages	(5)	
victims	(5)	

B. Recognizing the structure of complex sentences.

Read the following sentences from the passage and underline the subject and the main verb of each of them. Put within brackets the subordinate clauses.

- (1) The ideological revolution that swept the Mediterranean world in the shape of Christianity was bound to have its repercussions on Aksum, which lived in constant commercial and cultural dialogue with that world.
- (2) The introduction of Christianity via Egypt and the appointment of the bishop for Ethiopia by Alexandria established a new pattern of relationship between the two countries, a pattern that was to persist until the present period.
- (3) The Ethiopian Muslims and the Egyptian Copts, who were both reduced to the position of hostages, were the victims.

C. Combining two sentences by means of a relative clause.

Example: Christianity _____ soon became the religion of the masses. Christianity was propagated by the Nine Saints.

Christianity, which was propagated by the Nine Saints, soon became the religion of the masses.

Combine each of the following pairs of sentences into a single sentence. Make the second sentence into a relative clause and insert it in the blank in the first sentence.

Note: who refers to a person, which to a thing, that may refer to both

1. Aksum _____ was a large empire. Aksum adopted Christianity in the 4th century A.D.
-
-

2. Egypt _____ had good relations with Aksum. Egypt was also Christian.

3. The agreement _____ had far-reaching significance. The two countries signed the agreement.

4. The two countries established diplomatic relations _____. These relations have greatly enhanced their economic and cultural ties.

5. The Egyptian Copts, _____, were persecuted by their Muslim rulers. The Egyptian Copts were a minority.

Now read the main clause in each of the sentences you have written.

D. Inferring the meaning of unfamiliar words from the context.

Read paragraph one of 'The Introduction of Christianity' once more. Look at the 1st, 2nd, and 3rd sentences. Can you guess the meaning of the word 'embrace' in the 4th sentence? Again read the sentence that has the word 'confined' in it. Read the sentence that follows this sentence. What is the meaning of 'confined'? Often it is possible to tell the meaning of a word from its context without looking it up in a dictionary. Look at what can be guessed from the word itself. (Is it a noun, a verb, an adjective? Can its form help?) Look at the context. Is the word repeated anywhere else? Is there any contrast or analogy that can help you derive the meaning of the word. Try to make a guess even if it is a vague one. Avoid the use of a dictionary to know the meaning of a difficult word every time you come across one.

Such practice will seriously affect your effort to develop your reading ability. Not all the words in a text are important, and you must ignore such words so long as you can understand the text.

Underline the meaning of each of the following words from the passage.

Parag. 1:

1. 'embrace' means: dislike, reject, accept, refuse
2. 'confined' means: arrested, spread, lost, limited

Parag. 2:

3. 'repercussions': means: effects, wars, talks, quarrels

Parag. 3:

4. 'persist' means: continue, stop, collapse, visit
5. 'adpcted' means: looked, took, criticized, taught

Parag. 4:

6. 'persecute' means: treat cruelly, treat kindly, treat friendly

E. Understanding explicitly and implicitly stated information.
Read the passage again and answer the following:

1. In what century was Christianity introduced into Ethiopia?

2. Who was the first Aksumite king to accept Christianity?

3. Who translated the Bible into Geez? _____

4. What was the conversion of Aksum to Christianity the result of?

5. Who appointed the bishops for Ethiopia?

6. How did Ethiopia come to adopt the monophysite creed of Christianity?

7. What were some of the important results of the introduction of Islam into Egypt?

8. What kind of concessions do you think would Egypt gain from the Ethiopian kings by refusing to send bishops to Ethiopia?

UNIT TWO

INTRODUCING THE TEXT

What is the relationship of politics and economics?

What does a weak economy mean? (Discuss)

What is the importance of the Red Sea in terms of world trade?

Decline of the Aksumite Civilization

I. Aksumite society had become dependent on revenues from its export trade and on fees collected from shipping services. The empire weakened when it began to face serious competition in the Red Sea trade.

II. The South Arabians were never reconciled to Aksumite Political domination and economic control. After repeated uprisings finally by 580 or 590 A.D. they succeeded in expelling the Aksumite governors and garrisons. In this the South Arabians were well assisted by the Persians, who themselves were interested in directing some of the Far East trade through the Red Sea to the Persian Gulf.

III. Between 634 and 675 A.D. the Muslim Arabs succeeded in creating a vast empire which stretched from the Himalayas on the east to the Atlantic on the west. This prosperous and well administered empire inevitably became interested in the Red Sea trade, especially as some of its political and religious centres could best be supplied from the port of Jiddah on the Red Sea. As Aksumite control of the Red Sea trade was already weakened by the loss of South Arabia, it resorted to all means in order to meet the new challenge from Muslim Arabia. Its patrolling of the sea, its resort to piracy and its attacks on Jiddah resulted first in the blockading and eventually the destruction of Adulis by the Arabs. This catastrophe took place in the early decades of the eight century.

A. Reference: All the words in the table below refer to something mentioned before or after them, in the passage above. Complete the table by writing the things that these words refer to. The numbers in brackets indicate the paragraphs in which the words are to be found.

Word	What it refers to
its (1)	
it (1)	
they (2)	
this (2)	
who (2)	
which (3)	
This (3)	
its (3)	
it (3)	
Its (3)	
its (3)	
its (3)	
This (3)	

B. Inferring meaning of unfamiliar words from the context
Underline the meaning of each of the following words from the passage.

- (1) 'revenue' (par. 1): aid, income from taxation, income from sales, income from business
- (2) 'reconciled' (par 2): in disagreement, unhappy, in harmony, in contradiction
- (3) 'challenge' (par 3): call for fight, call for friendship, influence, call for trade
- (4) 'catastrophe' (par 3): great progress, great fortune, great construction, great destruction

C. Combining two sentences by means of a relative clause.

Example: The Greco-Roman world -- was responsible for the spread of Christianity in Africa. Axum developed close links with the Greco-Roman world.
The Greco-Roman world with which Axum developed close links was responsible for the spread of Christianity in Africa.

Preposition + Noun Phrase → preposition + which
 The Aksumite empire — finally collapsed. The Red Sea ports of this empire were destroyed by the Arabs.

The Aksumite empire, whose Red Sea ports were destroyed by the Arabs, finally collapsed.

The + Noun + Possessive ----> whose + noun

Combine each of the following pairs of sentences into a single sentence. Make the second sentence into a relative clause and insert it in the blank in the first sentence.

1. The Aksumites, _____, gradually accepted the religion.
The King of the Aksumites had embraced Christianity.
2. The port of Adulis, _____, was attacked by the Arabs.
Ethiopia exported its goods through Adulis.
3. Ezana, _____, was perhaps the most outstanding king.
Ezana's religion was Christianity.
4. Ethiopia, _____, was eventually unable to safeguard its foreign trade. Ethiopia's ports were blockaded by the Arabs.
5. A people _____ will be persecuted by religious fanatics.
The people's religious rights are not protected by the law.
6. Diplomacy _____ is not effectively used nowadays. Many disputes can be settled through diplomacy.

1. _____

2. _____

3. _____

4. _____

5.

6.

D. Understanding explicitly and implicitly stated information. Answer the following:

1. When did the Aksumite empire weaken?

2. When did the South Arabians expell the Aksumites from their country?

3. Why did the Persians help the South Arabians expell the Aksumites from Arabia?

4. How would a weak economy weaken a state? (In order to answer this question and the one that follows it, you will have to reinterpret and rearrange the ideas explained in the passage.)

5. Why was Arab interest in the Red Sea trade inevitable after the creation of the vast Arab empire?

UNIT THREE

Interests

Interests are advantages, or profits, or well-being that an individual, or a group, or a nation tries to secure, or to safeguard against encroachment by others. They determine the behaviour of individuals, groups or nations. For example, a country fights against another to defend its national interests.

The interests of one group are often inconsistent with those of others. For example, several organizations may want to recruit the same people: colleges may compete for the better students or staff; several nations may want the same economic resources. Competition is this mutually opposed effort to secure the same scarce objectives.

Competition does not necessarily involve direct interaction; it may be impersonal and unconscious. Cotton farmers in Mississippi, for instance compete with cotton farmers in Egypt, but they may be unaware of each other. When groups become aware that they are in competition they are called rivals. Rivalry is a form of conscious competition between specific groups: for example, the Ford Motor Co. and General Motors. This kind of competition is more direct, with mutual awareness and often self-conscious strategy and tactics.

When the clash of interests is so keen that groups do not merely compete for the same scarce goals but seek to injure or even destroy each other, there is conflict, and the group itself is endangered in a direct way. Intense feelings may be aroused and, as a result, the rules governing competitive and rivalrous activity may be abandoned.

Rivalry and conflict are dissociative forms of interaction. They pull groups apart rather than bind them together. However, these processes are not purely dissociative. Rivalry is usually based upon commonly accepted rules, as in athletics. Conflict tends to increase solidarity of opponents.

A. Deducing the meaning of unfamiliar words through word-formation

(a) Two words with the prefix 'in-'/ 'im-' appear in the text. What are they? How does the prefix change the meaning of the word? Think of at least five other words that can be formed in the same way. _____

(b) Underline the prefixes in the following words from the text.

unconscious, unaware, interaction, endanger

Guess the meaning of each of the prefix.

Think of other words formed with the same prefix.

(c) List all the words in the text with the suffix '-tion' and give the root word of each of them. What is the function of this suffix? _____

(d) Complete the following table with the appropriate words. Remember that not all the words appear in the text and that some of the words may not have all the forms

Noun	Person	Verb	Adjective	Adverb
competition	competitor	compete	competent	competently
			conscious	
consistence		organize		
		confide		
ability				personally
				commonly
			real	

B. Synonyms and Antonyms

(a) In paragraph two find two adjectives meaning:

(i) not in harmony with: _____

(ii) not available in sufficient quantity: _____

(b) In paragraph three find two adjectives which mean the opposite of 'having knowledge of something'.

(c) In paragraph two find two verbs which mean

(i) have as member: _____

(ii) succeed in getting: _____

(d) In paragraph four find two nouns which mean more or less the same as 'disagreement'.

(e) In paragraph five, find an idiom (verb+ adverb) which means the opposite of 'bring together'.

(f) Find two nouns in paragraphs two and four which have the same meaning.

D. Deducing the meaning of words from the context.

Read the following paragraphs and try to deduce from the context the meaning of the underlined words. The underlined words are nonsense words.

Zip has greatly influenced our lives. It keeps people at home much more. It has made the remote parts of the world more real to us. Photographs show a country, but only zip makes us feel that a foreign country is real. Also we can see scenes in the street, big occasions are zipped, such as anniversary celebrations and opening of parliament. Perhaps the sufferers from zip are the notable people, who, as they step out of an aeroplane, have to face zip cameras and know that every movement, every gesture will be seen by millions of people. Perhaps we can sympathize when Members of Parliament say that they do not want debates to be zipped.

- 'zip' means:
- (a) cinema
 - (b) photography
 - (c) television
 - (d) telephone

Without tugond, culture among men would be wholly impossible. All animals with some consciousness communicate, and some, like the bees apparently can do so extremely well. The human being learns his tugond just as he learns his culture; man is not born with a tugond. Thus tugond is a distinctly human system of behaviour based on oral symbols which is used to describe, classify and catalogue experiences, concepts and objects. Tugond, therefore, is a special system of communication that is specifically oral and symbolic. And it is learned.

'tugond' means: _____

Gom is an absolute necessity to the maintenance and functioning of the organism. Gom as fuel to be released as energy, is necessary to bodily action. Gom as repair material to replace the continuous loss of substance from the body is necessary to bodily maintenance. True goms are either energy yielders or non-energy yielders and man must get an adequate intake of both.

Gom means: _____

D. Read each of the following texts and deduce the meaning of the underlined words from the context.

(a) Man learned how to make artificial dwellings to replace the caves and rocks that had in earlier times given him shelter.

'dwellings' means: _____

(b) Ancient man made his clothes from the skins of the beasts he killed.

'beasts' means: _____

(c) When in earlier times primitive tribes went to war they sometimes killed and ate their captives. They could not enslave or exploit them because in those times a man could not produce more than the bare sufficiency to keep himself alive.

'captives' means: _____

E. Definitions

Write out definitions by combining the words in column A with appropriate expressions in column B. For example:

Interests are

- | <u>A</u> | <u>B</u> |
|----------------|--|
| 1. interests | (a) the effort by groups to secure the same scarce objectives in which each group is conscious of the other's attempt at the same thing. |
| 2. competition | (b) the things that groups want to secure or to defend. |
| 3. rivalry | (c) the clash of interests in which groups try to harm each other. |
| 4. conflict | (d) the vigorous attempt by groups to have the same scarce things without involving themselves in direct interaction. |

1. _____

2. _____

3. _____

4.

F.(i) Discourse Development

Combine each of the above definitions with one of the following statements which can illustrate, or exemplify the definitions, to make a short passage. Use the expression 'for example' or 'for instance'.

e.g. Interests are ... For example, ...

- (e) Car manufacturers in Italy may compete with car manufacturers in Japan without knowing each other.
- (f) Two companies in the same town manufacturing the same products enter into direct competition with each other. Athletics also is based on the same principle.
- (g) Two countries go to war when intense feelings have been aroused and the spirit of competition has been abandoned.
- (h) A country fights against another to defend its national interests.

1.

2. _____

3. _____

4. _____

(ii) Clarification + Example

Combine the following sentences in such a way that the first sentence states something, the second one clarifies it, and the third sentence gives an example. Use 'that is to say', 'in other words' to clarify and 'for example', 'for instance' to provide an example.

(1) Competition may be impersonal and unconscious. (2) It does not necessarily involve direct interaction. (3) Egyptian Cotton farmers compete with American counterparts without being aware of each other.

(1) Rivalry is a kind of conscious competition between specific groups. The competition is more direct and the groups are aware of each other. The Ford Motor Co. and General Motors in America compete with each other to control the car market.

(1) Rivalry and conflict are dissociative forms of interaction. They pull groups apart rather than bind them together. The two world economic systems compete with each other, each one strengthening its own camp.

UNIT FOUR

Soil Erosion

Of all the natural resources of the earth, soil and water are two of the most necessary to man's existence. Types of soil and the available water supply vary greatly in different geographical regions. Unlike air, soil may be exhausted by careless cropping methods or seriously damaged by the erosion of running water. Since animal life is dependent upon plant life, and plant life, upon the soil, it is obvious that the welfare of mankind is closely associated with the maintenance of soil fertility.

Grass sod serves as an excellent binding material for soil. When that sod is broken by the plough, the danger of soil removal by running water and high winds is greatly increased. Likewise, deforestation exposes soils to the heavy downpours of occasional storms, and, especially on hill slopes or in mountains, the amount and rapidity of the resulting soil erosion present a most serious problem. Truly it can be said that man's use of soil and forest has played into the hands of the processes of degradation.

One of the most widespread and least noticed kinds of erosion on tilled land is sheet erosion. This may be accompanied by the removal of a uniform thin layer of soil, but more commonly it results from the formation of myriads of tiny gullies. These gullies are so small that they may be erased by the next cultivation of the field; but others soon form, and the stripping process continues. This phase of soil erosion is the more harmful because it removes the finer and more fertile of the soil particles.

A second type of soil erosion is gullying. Successive downpours of rain will cause a gully to become rapidly wider and deeper. At the same time it becomes longer by headwater erosion. In some soils a single thunderstorm will produce new gullies a foot or two in depth. If the gullies are allowed to become larger, they soon interfere with the processes of planting and cultivation.

A. Reference: Refer to the relevant contexts in the reading passage and replace or expand the underlined expressions with expressions which make the meaning clear.

1. When that sod is broken by the plough, the danger of soil removal is greatly increased. (para. 2)

2. This may be accompanied by the removal of a uniform thin layer of soil. (para. 3)

3. But more commonly it results from the formation of tiny gullies. (para. 3)

4. But others soon form, and the stripping process continues. (para. 3)

5. This phase of soil erosion is the more harmful. (para. 3)

6. At the same time it becomes longer by head water erosion. (para. 4)

B. Understanding meaning of text. Read the passage once again. Choose and circle the letter of the correct expression from among the alternatives given to complete each of the following.

1. Soil is most vital to man because it
 - (a) is one of the most necessary to his existence.
 - (b) may be exhausted by careless farming methods.
 - (c) is the source of his food.
 - (d) is the source of water.
2. Soil may be removed from the ground by
 - (a) winds
 - (b) running water
 - (c) the plough
 - (d) deforestation
3. Sheet erosion occurs on
 - (a) cultivated land
 - (b) hill slopes
 - (c) uncultivated land
 - (d) forested land
4. Forests
 - (a) are good binding material for soil.
 - (b) protect soil from being removed by high winds.
 - (c) expose soils to heavy rain.
 - (d) give a cover to soil against heavy rain.
5. Cultivation and deforestation can cause soil erosion. So
 - (a) cutting must be forbidden.
 - (b) ploughing must be discouraged.
 - (c) appropriate techniques of land use must be adopted.
 - (d) planning on a world-wide scale must begin.

6. Soil erosion presents a problem in that
- (a) forests are destroyed as a result.
 - (b) it causes mass starvation.
 - (c) the fertility of the land is greatly reduced.
 - (d) it causes food shortage on a large scale.

Read the last sentence in the passage. How does this happen?
Explain.

UNIT FIVE

- What does the system of ownership under capitalism look like?
- What about the distribution of national wealth?
- Compare them with those under socialism?

Distribution According to Work

Distribution according to work is an economic law in socialist society. Distribution according to work exists primarily because production is carried on under social ownership of the means of production, and nobody, consequently, is entitled to appropriate the results of another's work.

Distribution according to work is necessary in the stage of socialism because the level of development of socialist production is such that there is no abundance of consumer goods, and people's wants are not fully and comprehensively satisfied. In such conditions, society has to distribute the resources of consumer goods available among working people in accordance with their contribution to social production. The material remuneration or wedges of each working person, therefore, varies with the quantity and quality of his or her work for the benefit of society. Besides, under socialism labour has not yet become a prime vital necessity for all working people.

Consistent observance of the requirements of the law of distribution according to work stimulates working according to one's ability and the development of the very ability to work. Motivated to earn more, the working man or woman improves his or her skill and adopts the experience of the leading workers in production. The consistent application of the principle "Equal pay for equal work" guarantees equality of people regardless of sex, age, or nationality. Under socialism unearned income and parasitic consumption are ruled

out, whereas under capitalism the monopolisation of the means of production by individuals causes exploitation of man by man.

Distribution according to work, however, does not guarantee full equality of people since their wants are not yet met equally. A worker's earnings depend on his physical development, general education and trade training and on other factors; but even with equal earnings the level of well being varies from person to person, since one has no family and another has many children, and so on.

The law of distribution according to work will remain operative until society enters the higher phase of communism. The transition to the communist mode of distribution according to needs will be completed when an abundance of material and cultural values is ensured and labour becomes a prime necessity of life.

A. Inferring the meaning of unfamiliar words.

Some clues:

Try to see the relation between the word and other words (context).
The relation could be one of:

- equivalence (a synonym of the unfamiliar word is mentioned in the text)
- contrast (the unfamiliar word may be the opposite of another word in the text).
- cause (the meaning of the unfamiliar word can be guessed because it is the cause of something described in the text).
- consequence (the unfamiliar word appears in the description of the consequence of something. Guess the consequence.)
- purpose (the word is used in connection with something whose purpose is described in the text)

- explanation/illustration (the meaning of the unfamiliar word is explained or an example is given)
- generalization/specification (the word is just one specific instance of a more general thing or idea mentioned in the text, or, on the contrary, after a number of specific examples have been given, a generalization is made)

Complete the table below by indicating the relation the word has with other words in the text, and guess its meaning. The first word on the table has been given as an example.

word	equi- valence	contrast	cause	conse- quence	pur- pose	expla- nation or illustra- tion	generali- zation or specifi- cation
appropriate				social owner- ship; nobody ... another's work = take			
abundance							
remuneration							
stimulates							
wants							
trade							
phase							

B. Stating consequence or result.

A consequence or result may be stated in several ways:

- (i) Distribution according to work exists because production is carried on under the social ownership of the means of production; consequently, nobody can appropriate the results of another's work.
- (ii) Distribution according to work exists because production is carried on under the social ownership of the means of production; as a result, nobody can appropriate the results of another's work.
- (iii) Distribution is carried on under the social ownership of the means of production, so nobody can appropriate the results of another's work.

All the above could be written as two sentences. For example:

Distribution according to work exists because production is carried on under the social ownership of the means of production. Consequently, nobody can appropriate the results of another's work.

Combine each of the following pairs of sentences, using 'so' 'consequently', 'as a result', or, 'therefore'. Make each of the first four pairs into one sentence and write the last two in two sentences.

1. The level of development of socialist production cannot ensure abundance of consumer goods. Distribution according to work is necessary at this stage.

2. Goods are distributed among working people according to their work. Their wages vary with the quality and quantity of their work to society.

3. When the clash of interests becomes sharp, intense feelings are aroused. The rules that govern peaceful competitive and rivalrous activity are abandoned.

4. Distribution according to work stimulates one to work to one's ability. Production is greatly enhanced.

5. Under socialism the people's wants are not yet met equally. Distribution according to work does not guarantee full equality of people.

6. A working person may have no family while another may have many children. Even with equal earnings the level of well-being varies from person to person.

C. Understanding meaning of text.

Read the passage once again. Choose and circle the letter of the appropriate expression from among the alternatives given to complete each of the following.

1. Nobody is allowed to appropriate the results of another's work because
 - (a) there is no abundance of consumer goods.
 - (b) the means of production are socially owned.
 - (c) people's wants cannot be satisfied.
 - (d) nobody would want to do that.

2. Under socialism there may not be abundance of consumer goods because
 - (a) people's wants are too many.
 - (b) the machines are old.
 - (c) the people don't work hard.
 - (d) time is needed to reach a high stage of development.

3. Under socialism labour has not yet become a prime necessity for all people because
 - (a) cultural values have not fully developed.
 - (b) there is no abundance of goods.
 - (c) every one does not work for the benefit of society.
 - (d) labour becomes a necessity under communism.

4. Owing to the distribution of goods according to work done
 - (a) full equality of people is automatically guaranteed.
 - (b) workers do not share experience.
 - (c) motivation to work is very low.
 - (d) people work hard in order to earn more.

5. "... but even with equal earnings the level of well-being varies from person to person ..." (Par. 4). Family size is one factor. Can you think of other factors?

UNIT SIX

- What does the family in Ethiopia look like?
 - Who are the family members?
 - What is the role of the husband? and the wife's?
- At what age do people marry?
- Why?
- Are you familiar with the words materiarchal, matrilineal; partiarchal, patrilineal

The Universality of the Family

I. Some form of family is found in virtually all human societies. Many explanations have been suggested for this. Some of these explanations take the form of "conjunctural history" in which origins are derived from "known principles of human nature," and the evolution of social institutions is traced from presumptive beginnings. Robert Briffault, for example, found the primal source of the family in the biological tie between mother and child. The "original" family was therefore matriarchal and all other forms emerged from this beginning. He found evidence for this interpretation in the prevalence of matrilineal kinship systems among primitive tribes and in the apparent ignorance of physical paternity in a few of the simplest societies. The weight of anthropological evidence does not support this interpretation; some exceedingly simple societies have patrilineal kinship systems and the ignorance of biological paternity does not result in the absence of a society recognized father.

Study the following statements carefully and indicate whether they are true or false according to the passage. Justify your answer by quoting a few words from the text, or by briefly giving your reasons in your own words. (Use the back side of this page).

- (a) The ignorance of physical paternity in some primitive societies and the prevalence of matrilineal kinship systems proves that the original family was matriarchal.
- (b) In some simple societies there is a socially recognized father and patrilineal kinship.

II. A second explanation for the near universality of the family stresses the importance of sexual needs and the requirements of human reproduction. Yet the institutionalization of sex relations, found in all societies, cannot suffice to explain either the marital relationship or the importance of kinship ties. Although no society leaves the expression of sex desires or the selection of sexual partners totally unregulated, there are many cases in which sexual intercourse before or outside marriage is permitted or even positively sanctioned. Of 250 societies for which George Murdock found data, "65 allow unmarried and unrelated persons complete freedom in sexual matters, and 20 others give qualified consent, while only 54 forbid or disapprove premarital liaisons between non-relatives, and many of these allow sex relations between specified relatives."

- (a) The importance of kinship ties and marital relationship is explained by the importance of sexual needs and the requirements of human reproduction.
- (b) There is some kind of rule in every society regarding the expression of sex desires or the selection of sexual partners.
- (c) All societies permit sexual intercourse before marriage and outside marriage.

III. The effects of pregnancy and childbirth upon the woman and the prolonged infancy of the child have also been cited as the basis for the universality of family! Mother and child require support and care which marriage ensures. But these needs can be met without marriage or a husband-father, since blood kin of the woman can provide for her needs and those of her children, as indeed they do in many cases described by anthropologists. The presence of a husband, it would seem, is therefore essentially a result of social and cultural inducements and pressures rather than of biological requirements.

- (a) Since mother and child require support and care, the existence of marriage and hence family in all societies is a must.
- (b) Anthropologists have found out that in all societies the husband-father provides for the mother's needs and those of her children.

IV. The explanation for the almost universal presence of the family must then be found in the nature of society itself. A widely accepted theory centres upon the functions performed by the family for the maintenance and continuity of organized social existence. This universal social structure, Murdock writes, produced through cultural evolution in every human society is presumably the only feasible adjustment to a series of basic needs — needs identified as sexual, economic, reproductive, and educational.

- A. Understanding meaning
 - Refer to the passage and
 - (a) decide whether the following statements are true or false according to the passage.
 - (b) indicate the true statement which expresses the most central idea of the paragraph by writing its number.

Paragraph 1

1. The explanations of the universality of the family are based on conjuctural history. _____
2. The biological tie between mother and child shows that the original family was matriarchal. _____
3. The fact that in some primitive societies there are patrilineal kinship systems and socially recognized fathers disproves Briffault's claim that the original family was matrilineal. _____
4. In some primitive tribes physical paternity is not known. _____

Central idea: _____

Paragraph 2

1. Because of sexual needs and the need to reproduce, we have families in all societies. _____
2. Sex relations are institutionalized in all societies. _____
3. Since sexual intercourse before marriage and even outside it is permitted in many societies, the need for sexual satisfaction and human reproduction cannot be the reason for the existence of the family. _____
4. 65 of the 250 societies studied by G. Murdoch allowed unmarried and unrelated persons sexual freedom. _____

Paragraph 3

1. Mother and child require support and care which marriage always ensures. _____

2. The necessity to support and to take care of the mother and her child cannot be the reason for the existence of the family because these needs can be fulfilled without marriage. _____

3. Mother and child need to be cared for. _____

Central idea: _____

Paragraph 4

1. The functions of the family are irrelevant to the understanding of the family. _____

2. The family has undergone cultural evolution.

3. The satisfaction of various needs requires organized social existence one form of which is the family. _____

Central idea: _____

B. Reference

Refer to the relevant contexts in the reading passage and replace or expand the underlined expressions with expressions which make the meaning clear.

1. Many explanations have been suggested for this. (I)

2. He found evidence for this interpretation in the prevalence of matrilineal kinship systems among primitive tribes. (I)

3. 20 others give qualified consent. (II)

4. And many of these allow sex relations between specified relatives. (II)

5. But these needs can be met without marriage. (III)

6. Blood kin of the woman can provide for her needs and those of her children. (III)

7. Indeed they do in many cases described by anthropologists.

8. This universal social structure, Murdock writes, ... is presumably the only feasible adjustment to a series of basic needs.

C. Generalizations and qualifications

The following statements are generalizations

(a) The explanations of the existence of the family in human societies take the form of conjuctural history.

(b) Anthropolgists believe that the original family was matriarchal.

Statements (a) and (b) mean that "all the explanations take ... " and "all anthropologists believe ... ".

The generalizations may be qualified.

For example:

Some/many/most of the explanations take

Some/many/most anthropologists believe

Qualify the following generalizations where necessary by using the expressions: most, many, some, few

For example:

The explanations of the existence of the family in human societies take the form of conjuctural history.

Some of the explanations of the existence of the family in human societies take the form of conjuctural history.

1. Human societies have some form of family.

2. The simple societies are ignorant of physical paternity.

3. Simple societies have patrilineal kinship systems.

4. Societies have institutionalized sex relations.

5. Societies permit sexual intercourse before or outside marriage.
-

6. Anthropologists accept the theory that is explained by the functions performed by the family to maintain organized social existence.
-
-
-

D. Predicting what comes next in discourse

The following sentences form a passage on how precious metals came into use as money. After each sentence there are three questions. These suggest ways in which the passage might continue. Read each question and mark the preceding question (a, b, c) which it answers. For example, sentence number one is the answer to question 'c' above it.

Precious Metals

Cattle are not a very practical kind of money.

- (a) What is a practical kind of money then?
 (b) Why are they not practical?
(c) When were they used as money?

1. They were used as such in ancient times when trade was in its primitive stage.
 (a) Who used them as money?
 (b) How were cattle used as money?
 (c) Why did they lose their importance?
2. They gave way in favour of a more adequate money commodity as trade developed.
 (a) What is the most suitable money commodity?
 (b) Where was trade developed?
 (c) How did trade develop?

3. Phoenicians, Greeks, Egyptians and others, many hundreds of years before Christ, had developed a considerable commerce.
 - (a) How did they trade?
 - (b) What did they use as money?
 - (c) What did they trade in?
4. They sailed the high seas to trade with other countries.
 - (a) What high seas did they sail?
 - (b) What would have been a problem for such traders?
 - (c) What means of transportation did they use?
5. For such traders transportation of cattle as means of exchange was out of the question.
 - (a) Why was transporting cattle as a means of exchange out of the question?
 - (b) What means of exchange did they use then?
 - (c) How couldn't trade have developed?
6. Trade couldn't have developed without more convenient form of money.
 - (a) What would a further problem regarding the use of cattle as money be?
 - (b) Why couldn't trade develop without a convenient form of money?
 - (c) How would a convenient form of money facilitate trade?
7. Further, whilst a herd of cattle may be divided into heads of sheep or oxen, division beyond that is impossible.
 - (a) What are the qualities of the best form of money?
 - (b) Why can't cattle be divided beyond heads of sheep or oxen?
 - (c) How best can cattle be used as a form of money for exchange?

8. The ideal money commodity to serve as a measure of value must be one that is easily transportable, imperishable and perfectly divisible.
- (a) Why should money commodity be transportable, imperishable and divisible?
 - (b) What commodities can fulfill the requirements of a convenient money commodity?
 - (c) How do people divide money into smaller units?
9. Metals, and especially the precious metals, silver and gold, had these properties which favoured their use as money.

UNIT SEVEN

How many friends do you have?

Do you always go together?

Do you share your secrets?

How do you resolve differences?

Have you noticed groups of people often going together, perhaps working together, or studying together?

What do you think brings them together?

The Primary Relation

I. The depth of communication in primary relations is important because the expression of feelings and beliefs tends to influence the feelings and beliefs of others. Although communication does not guarantee agreement, it does facilitate and encourage it, and where communication is intimate and extensive, similar attitudes and feelings naturally tend to develop. In nonprimary relations, though there may be agreement or understanding on some matters, it may not be carried over to other matters. In the primary relation, however, increased communication brings with it an increased opportunity for individuals to influence each other. Sociologists emphasize the contribution of the primary group to the formation of character, for example, in the influence of parents upon children.

- (a) People can influence the feelings and beliefs of others in relations where communication is intimate and extensive.
- (b) It is possible to develop similar attitudes and feelings among people who have entered into relations that are not primary.

II. Primary relations do not presume unqualified affection and cordiality. All relationships involve tensions as well as positive responses, but they cannot long subsist on

UNIT EIGHT

Exercises

In the following text, a number of link-words have been underlined. Classify the underlined link-words according to their function. Write against each link word its function: addition, cause, consequence, time sequence, concession, opposition

Botany Bay

"Australia became prosperous because of the wickedness of England," someone said. What was meant by this?

Simply that in the beginning Australia was a place to which convicts were sent. It was expensive to keep them in prison so the government was anxious to be rid of them. Before 1783 we had shipped convicts to the American colonies. But the United States of America after 1783 did not want any more of these immigrants. For a year or two they were kept in dis-used rotting ships on the Thames, until the suggestion was made that Australia, 12,000 miles away, would be an excellent country to harbour them. Captain Cook had sailed round the coast and discovered a place he called Botany Bay because the flowers there were so wonderful, and this was chosen for a convict settlement.

A certain Captain Phillip was given charge of the first group to go there in 1788. After five months' sailing they arrived at Botany Bay, but Captain Phillip decided it was not suitable and went rather farther on and landed at what is now called Sydney Harbour. The term Botany Bay was nevertheless used for this colony.

The government had shown little imagination in beginning this venture. Captain Phillip begged for more supplies. He needed seeds, farm implements and food. Instead he was sent more convicts. After four years of unrewarding labour Captain Phillip retired because of ill-health.

anatomism. The primary relation entails a positive valuing of the other, a sense of belonging together and sharing a common identity. When a personal relation is characterized by antagonism, communication is hampered and response is usually limited to a part of the other's personality.

III. In the primary relation personal satisfactions are paramount. Individuals enter into primary relations because such relations contribute to personal development, security and well-being. In the primary relation the individual is accepted for himself and not merely as a means to a practical objective.

- (a) Primary relations are always tense and negative.
- (b) In the primary relation the group's needs are more important than the individual's.

IV. Primary relations usually, but not necessarily, involve face-to-face interaction. Families, lovers, and friends may be separated physically yet maintain their primary relations. Obviously, many face-to-face settings are impersonal, for example a courtroom. Hence being face-to-face should not be considered part of the definition of a primary relation. It is a congenial condition and a probable accompaniment rather than an essential feature.

A primary relation is defined by face to face interaction.

V. A group is primary insofar as it is based upon and sustains primary relations. Where people live or work together closely for some time, groups based on primary relations usually emerge. Families, play groups, and neighbourhood circles offer congenial conditions for primary group development. However, not all small groups are primary. For example, a committee working together over a considerable time, but composed of men

of varying backgrounds, ages, and ranks, may offer little opportunity for primary group formation. Small size facilitates primary group formation but in itself is not sufficient. On the other hand, largeness, although not a congenial condition, does not necessarily prevent formation of primary groups. Sociologists sometimes speak of whole communities as based on primary relation.

A. Understanding meaning

Refer to the passage and

- (a) decide whether the following statements are true or false according to the passage.
- (b) indicate the true statement which expresses the most central idea by writing its number.

Paragraph 1

1. In nonprimary relations there may be agreement on all matters affecting the group. _____
2. In primary relations intimate and extensive communication helps individuals to influence each other. _____
3. Sociologists emphasize the contribution of the primary group to the formation of character. _____
4. Communication does not guarantee agreement. _____

Central idea: _____

Paragraph 2

1. Although affection and cordiality characterize a primary relation, there may be temporary tensions. _____
2. Communication is hampered by antagonism. _____
3. The primary relation is marked by antagonism. _____

Central idea: _____

Paragraph 3

1. The individual is welcomed into a primary group so that others may use him to satisfy their own needs. _____
2. The individual is insecure in a primary relation. _____
3. Primary relations offer the benefit of self-satisfaction which occupies an important place in the relation. _____

Central idea: _____

Paragraph 4

1. Primary relations are always face-to-face. _____
2. In a primary relation the members may be physically separated. _____
3. Courtroom settings are personal. _____
4. Primary relations are always personal. _____

Central idea: _____

Paragraph 5

1. Primary groups are always based on primary relations irrespective of the size of a group. _____
2. Primary groups are always small. _____
3. A committee working together for a long time may not grow into a primary group. _____
4. A community may be based on primary relations. _____

Central idea: _____

- B. Generalizations and qualifications. Study the following statements.

Primary groups are based on face-to-face interactions. This means that "All primary groups are always based on face-to-face interactions." The generalization may be qualified. For example:

Primary groups are sometimes based on face-to-face interactions.

Qualify the following statements where necessary by using the expressions: often/frequently, sometimes, seldom/rarely, usually/generally according to the passage.

1. Increased communication results in increased opportunity for individuals to influence each other.

2. In antagonistic relations an individual does not respond to the other's whole personality.

3. In the primary relation personal satisfactions are important.

4. Face to face interactions characterize primary relations.

5. When people work together for a long time, their relations develops into a primary one.

6. Primary groups are small.

7. Large groups can form into primary groups.

C. Corrective statements

Look at these statements:

Communication does not guarantee agreement.

Communication facilitates agreement.

- The statements are contradictory. However, they can be combined into one statement by using "although" or "but" in which case both may be true:

Although communication does not guarantee agreement, it facilitates it.

- The second part of the statement corrects the generalization. 'But' can also be used in the same way.

- Make corrective statements with 'although' or 'but' by combining each statement on the left with the appropriate statement on the right. (Refer to the passage)

1. Briffault claims that the original family was matriarchal.

(a) Anthropological evidence supports this view.

(b) Many anthropologists agree with him.

(c) There is no strong evidence to support the view.

2. Some societies are ignorant of biological paternity.

- (a) They have a socially recognized father.
 - (b) They know their fathers and mothers.
 - (c) They are simple.
-
-
-

3. There may be antagonisms in primary relations.

- (a) There can't be negative responses.
 - (b) People can't quarrel.
 - (c) They are temporary.
-
-
-

4. Group members in a primary relation may be physically separated.

- (a) They do not maintain their primary relation.
 - (b) They may not come together again.
 - (c) They still maintain the primary relation.
-
-
-

5. Not all small groups are primary.

- (a) Primary group formation is easier with a few people.
 - (b) Size has not influence in groups formation.
 - (c) Primary groups are not always small.
-
-
-

D. Making Explanations

Look at the following statements:

- (a) Primary groups are effective because they are personal in nature.
- (b) Because/Since they are personal in nature, primary groups are effective.
- (c) Primary groups are personal in nature, and for this reason they are effective.

Combine each of the following into one sentence, using 'because', 'since', or 'for this reason'.

- (1) An individual does not feel ridiculous when he gestures and shouts at a football match. Others are doing the same, and so his behaviour is not conspicuous.

- (2) Individuals live in groups. The behaviour of each individual is affected by the behaviour of others.

- (3) The identification of individuals with one another is great in primary groups. An attack on the individual is considered to be an attack on the group.

- (4) The family helps people to maintain and to continue an organized social existence. It occupies an important place in society.

- (5) The biological tie between mother and child is strong. Some sociologists believe that the original family was matriarchal.

E. Discourse Development

Contrast - study the following:

- (i) Contrast within a statement. For example,

In the primary relation increased communication helps individuals to influence each other. In the non-primary relation it is limited and individuals cannot come close to each other.

In the primary relation increased communication helps individuals to influence each other, whereas in the nonprimary relation it is limited and individuals cannot come close to each other. Or,

Whereas in the primary relation increased communication helps individuals to influence each other, in the non-primary relation it is limited and individuals cannot come close to each other.

- (ii) Contrast between statements. For example,

In the primary relation increased communication helps individuals to influence each other. In the non-primary relation, on the other hand, it is limited and individuals cannot come close to each other.

Now link the following pairs of statements by using whereas and on the other hand as indicated in the brackets. Notice carefully the contrast within a statement and between statements as shown in the examples above.

(1) A personal relation characterized by intimacy entails a positive valuing of the other. A personal relation characterized by antagonism causes a partial response to others' personality. (whereas)

(2) Under socialism the means of production are socially owned. Under capitalism they are under private hands. (on the other hand)

(3) In the primary relation the individual is accepted for his own personal satisfaction. In the nonprimary relation the individual is used as a means to achieving practical objectives. (whereas)

(4) Under socialism distribution is carried out according to work. In the communist society distribution will be effected according to needs. (on the other hand)

- (5) Labour in socialist society has not yet become a chief necessity for all working people. Under communism it is a prime necessity of life. (whereas)
-
-
-
-

- (6) In primary relations feelings and needs are revealed. In nonprimary relations people tend to hide their inner feelings and behave in a formal way. (on the other hand)
-
-
-
-

F. Analysing a structurally complex sentence, i.e. discriminating between main clause (essential) and the subordinate clause (padding).

Read the following passage and underline the main clause(s) in each sentence. Put the subordinate clause(s) between brackets.

- (1) Among the Nuer, a people living in Southern Sudan, the payment made to the bride's kin, known as bridewealth, is in the form of cattle. (2) Once the amount of bridewealth is agreed upon, and the formal payment is made, the marriage becomes a legal union and the offspring of the union become the legitimate children of the husband. (3) They remain his children even if the wife subsequently leaves him to live with another man. (4) Furthermore, the giving and receiving of bridewealth represents so binding a contract that even if the wife has children by the man with whom she lives after leaving her husband, these children will be legally her husband's, so long as the cattle offered at the time of the

marriage remain the property of the wife's kin.

Now how many simple sentences can you make from each of the four sentences in the above passage. Use the back of the preceding page.

e.g. (1) The Nuer live in Southern Sudan. The payment is made to the bride's kin. The payment is known as It

(2) The amount

link-word	function
because of	
so	
but	
until	
because	
after	
and	
nevertheless	
instead	

Read the above passage by replacing the underlined link-words by other link-words, or changing some of the sentences; making sure the meaning remains the same.

Read the following passage and fill in the blanks with the appropriate link-words from among the following: In spite of, however, nevertheless, and, or. All these words have to be used but some of them may be used twice.

Much research has been carried out in recent years into sleep. We know a great deal about the mechanics of sleep _____ we are beginning to know about the biochemical changes involved. _____ we are still a long way from finding out answers to such questions as how much sleep a person needs. While the physiological bases of sleep remain very much a matter for conjecture, we do _____ have considerable evidence on how much sleep people do in fact obtain. We still need to know more about the kinds of effects that sleep deprivation causes. _____ the considerable effort devoted to investigating why we sleep, there is still disagreement in this

area. The fact that sleep deprivation causes numerous harmful effects suggests that the body requires sleep to restore itself. _____, more research is needed to determine whether this is so, whether sleep is the result of adaptation to environment. There is also the possibility that these two alternatives may not be incompatible.

Read the following text and select the most appropriate link-words from the list given below to complete it. Write the link words in the blanks.

Nearly all animals have natural enemies, usually larger animals who hunt them for food. In most cases nature develops a balance, so that the different species can live side by side, without exterminating each other. _____ (1) man has changed all this. He has rushed into nearly every corner of the world, looking for more land to use, and hunting down other species. _____ (2) many kinds of animals are in danger of extinction.

Some animals are hunted for food. _____ (3) the walia ibex, the beautiful Ethiopian goat of which now only a few hundred specimens remain alive. Many animals are killed for their skins. The leopard is in great danger of extinction by fur traders, _____ (4) leopard skin coats are fashionable. Some animals are hunted for other products. Whales, _____ (5), have become rare. _____ (6) they are slaughtered for the oil they contain, which is used to make many products, including ice cream and lip-stick. Some species are hunted for pleasure. Indian tigers are nearly extinct _____ (7) the large numbers which have been shot by men for sport.

- | | | |
|-----|-----------------|-----------------------|
| (1) | (a) And | (c) Since |
| | (b) But | (d) Although |
| (2) | (a) For example | (c) As a result |
| | (b) However | (d) Because |
| (3) | (a) For example | (c) On the contrary |
| | (b) In addition | (d) Yet |
| (4) | (a) because of | (c) Similarly |
| | (b) Although | (d) because |
| (5) | (a) in this way | (c) for instance |
| | (b) similarly | (d) on the other hand |
| (6) | (a) though | (c) however |
| | (b) as | (d) although |
| (7) | (a) Since | (c) because of |
| | (b) as | (d) because |

Read the following paragraphs carefully. Choose and circle the letter of the sentence that states the main idea of each paragraph.

1. Currently much emphasis is being given to the science of management, and in discussions concerning modern management, one hears a great deal about scientific management. The mere mention of the term wins favour for its speaker. A popular notion is that knowledge and codified facts about management necessarily mean competency in management. That is, the science of management and the attaining of this science makes a person an effective manager. But this is only half the truth. The other half is that there is also an art of management. It is equally as important as the science of management; some managers claim even more so.

- (a) The art of management is more important than the science of management.
- (b) One who has the knowledge and the codified facts about management is necessarily an effective manager.
- (c) Management is both a science and an art.
- (d) Currently much emphasis is being given to the science of management.

2. Many less developed countries specialize in the production of one primary product. Traditionally specialization in one product has been said to have advantages. After all, if you have a large number of people doing the same thing, there is a good chance that they will become very good at it and very efficient. But single product economies have all the disadvantages of monoculture. A bad harvest, a slump in world prices of the goods produced by a nation, or the invention of an artificial substitute can have a disastrous effect on a nation's economy if it has no other industry to fall back on.

- (a) Many less developed countries specialize in the production of one primary product.
- (b) It is disadvantageous for less developed countries to specialize in only one product.
- (c) A slump in world prices of the goods produced by a less developed country seriously affects its economy.
- (d) Single product economies help workers become very efficient.

In the following passage there is one general statement; three particular instances (examples); one contrasting example.

- (a) What is the general statement? (Give this in no more than three words.)
-
- (b) What are the three particular instances? (Give these in two or three words each.)
-
- (c) What is the contrasting example? (three or four words.)
-
- (d) Give the particular words which enabled you to identify the particular instances and the contrasting example.
-

Man-made scent, usually associated with such items as soap, toilet tissues and mouthwash, is also used to sell many other products, ranging from shoes to used cars. Plastic footwear, for example, is often sprayed with leather scent to give a touch of the leather factory. Similarly newly made 'antique' furniture is frequently given a musty odour that smells like old wood. The false mustiness covers up the easily recognized odour of the new wood from which the furniture is made.

Another favourite scent of today's salesman is a mixture known as 'new car smell'. It resembles the smell of fresh upholstery, new rubber, plastic, paint, and metal that we associate with a new car. It does such wonders for sales that used-car buyers might be wiser not to take a breath of it.

Occasionally, however, the sell of smell has unexpected results. One supermarket chain, for example, advertised ham

in a newspaper advertisement using special ink that gave out a faint smell of ham. An angry customer complained that her dog had eaten the entire paper.

The following is a passage on "Climate and Human Health". Choose and circle the letter of the sentence that logically follows each of the given sentences so as to make a coherent paragraph.

1. People living in the extremely hot regions are little affected by the high temperatures there.
 - (a) On the contrary, they have developed remarkable tolerance to the searing heat of the soil surface.
 - (b) That is to say, they have developed remarkable tolerance to the searing heat of the soil surface.
 - (c) Similarly, they develop resistance to cold.
 - (d) However, they have developed resistance to the heat.

2. People in Arab countries, for example, can walk barefooted on sand at a temperature of 70°C , temperatures at which the sandal-clad European begins to feel uncomfortable.
 - (a) However, in intensely cold regions, the inhabitants can walk barefooted in the snow all day with no sign of discomfort.
 - (b) Moreover, in intensely cold regions, the inhabitants can walk barefooted in the snow all day with no sign of discomfort.
 - (c) In other words, in intensely cold regions, the inhabitants can walk barefooted in the snow all day with no sign of discomfort.

- (d) Similarly, in intensely cold regions, the inhabitants can walk barefooted in the snow all day with no sign of discomfort.
3. They have also developed a high degree of tolerance to the biting cold.
- (a) The Andean Indians, for instance, have astounding resistance to cold.
 - (b) But the Andean Indians have astounding resistance to cold.
 - (c) Even though the Andean Indians have astounding resistance to cold.
 - (d) However, the Andean Indians have astounding resistance to cold.
4. This is because their feet are well endowed with small capillary blood vessels.
- (a) Through it heat is circulated to the feet rapidly.
 - (b) Through them heat is circulated to the feet rapidly.
 - (c) Through that heat is circulated to the feet rapidly.
 - (d) Through those heat is circulated to the feet rapidly.

Each of the following three groups of sentences forms a paragraph on the given topic. But in each group the sentences are out of order. Reorder the sentences in each group so as to form a coherent paragraph. Write out the paragraphs. (Use back side of the preceding page.)

A. Statistical Information

(Start this paragraph with sentence 5.)

1. Consequently, there are relatively few areas and peoples who have not been affected in some way by modern economic forces.
2. Nevertheless, considerable progress has been and is being made to improve the situation.
3. Topographic maps, geological and soil surveys, and meteorological studies are scant.
4. For many African countries the cost in terms of money is also prohibitive.
5. Tropical Africa is in transition from a subsistence to an exchange economy.
6. Similarly, censuses of population, research in the study of the improvement of livestock and food crops, and other statistical compilations are grossly inadequate.
7. However, much of the area remains very poorly known scientifically.
8. This is because it requires expert knowledge and a long time to conduct researches.

B. The Population Explosion

(Start this paragraph with sentence 4.)

1. One reason for the population explosion is the improvement in medical services.
2. Not only has the population increased, but also the rate of population growth has increased.

3. Modern doctors are keeping more and more people alive, and overcoming the great killer diseases such as malaria, small-pox, cholera, typhoid and so on.
4. 2,000 years ago, the world's population was about 200 or 300 million people.
5. Another reason for the growth of population is that more children are being born than before, owing to the better health of their parents.
6. This means that the population is now increasing very fast indeed.
7. Also, man has found ways of producing more food, and of using more natural resources, such as oil, metal, etc., so that more people can be supported.
8. This fast increase in population is called the 'population explosion'.
9. So on the one hand more children are being born, and on the other hand fewer people are dying.
10. In 1950, the world's population was about 2,500 million people, and in 1970 it had probably reached nearly 4,000 million.

C. The Rivers of Africa

1. There they drop down to the coastal plain by a series of rapids or falls.
2. Most of them rise on the surface of the plateau, and have a long navigable course on the plateau until they reach its edge.
3. The rivers of Africa have special features.
4. It follows that very few of the rivers are navigable far inland from the coast, but their upper courses can be used.
5. These make them different from those of the other continents.

achievement (See appendix 4). Data from observation, questionnaire and test was analyzed in the light of the hypothesis of the study.

1. Control and Experimental Group

A population of 198 Freshmen of the academic year (1983-84) took part in the experiment both in the study and control groups. Of these 99 were in the study and 99 in the control groups. Regarding the composition of the subjects 66.6% of the students were from the College of Social Sciences while 33.3% of them were from the Natural Sciences.

2. Same Aptitude

Before the launching of the experiment the researcher thought of administering a pre-test to students who would be involved in the study. This was not possible because the freshmen started classes three weeks late. So, it was decided that the E.S.L.C.E. results be used to serve as a substitute for the pre-test. Thus students were grouped according to their E.S.L.C.E. results.

The letter grade distributions in each section were also made uniform. For example, in the study groups II, IV and VI the number of students who scored A's, B's and C's were 21, 8 and 5 respectively. Similarly in the control groups of sections I, III and V the number of students who scored A's, B's and C's were 22, 7 and 4 respectively.

3. Number of Students in each Group

First the researcher talked to the instructors who would volunteer to take part in the experiment. Five instructors volunteered. Two instructors had only one section of the Freshman programme. The other three had two each and it was thought that each one of them would handle one control and one study group.

APPENDIX B
TEACHING MATERIAL: TRADITIONAL APPROACH

UNIT ONE

The Introduction of Christianity

In the 4th century A.D., a development of far-reaching significance took place. This was the conversion of the Aksumite ruling class to Christianity. Documentary and archeological evidence shows that the first Aksumite king to embrace Christianity was Ezana. But this conversion was largely confined to the king and his entourage. The spread of this new religion to the mass of the people was to wait for over a century, until the coming of some monks from the Eastern Mediterranean (referred to as the Nine Saints in church tradition). These monks translated the Bible into Geeze, built churches and monasteries, and in general propagated the Christian faith among the broad masses.

The conversion of Aksum to Christianity was the logical outcome of its close links (particularly commercial) with the Greco-Roman world. The ideological revolution that swept the Mediterranean world in the shape of Christianity was bound to have its repercussions on Aksum, which lived in constant commercial and cultural dialogue with that world.

The introduction of Christianity via Egypt and the appointment of the bishop for Ethiopia by Alexandria established a new pattern of relationship between the two countries, a pattern that was to persist until the present period. One important result of this Egyptian association is that Ethiopia adopted the monophysite creed of Christianity. As long as the ruling power in Egypt and the Egyptian population too were Christian, relations between the two countries were fairly smooth and friendly.

But in the seventh century there appeared a complicating factor. This was the introduction of Islam into Egypt and the gradual reduction of the Christians (Copts) into a minority.

The consecration and sending of a bishop was to be the persistent request of Ethiopian kings through the centuries. And successive Egyptian rulers were to use this card to further their own foreign policy objectives and to squeeze concessions from the Ethiopian kings. The latter sometimes reacted by persecuting the muslim communities in their own country and by threatening to divert the Nile.

The muslim rulers of Egypt would then retaliate by persecuting the Copts. Such was the pattern of relationships between the two countries. The Christian kings of Ethiopia and the muslim rulers of Egypt were its chief protagonists. The Ethiopian muslims and the Egyptian Copts, who were both reduced to the position of hostages, were the victims.

- A. Answer the following questions from the passage. Write your answers on the back of this page.
1. In what century was Christianity introduced into Ethiopia?
 2. Who was the first Aksumite king to accept Christianity?
 3. Who translated the Bible into Geez?
 4. What was the conversion of Aksum to Christianity the result of?
 5. Who appointed the bishops for Ethiopia?
 6. How did Ethiopia come to adopt the Monophysite creed of Christianity?
 7. What were some of the most important results of the introduction of Islam in Egypt?
 8. What kind of concession do you think would Egypt gain from the Ethiopian kings by refusing to send bishops to Ethiopia?

B. Complete each of the following sentences by using an appropriate word from the list below:

embraced	confined	significant
documentary	threatened	cards
successive	hostage	

1. The class watched a _____ film last week.
2. He has made a _____ contribution to the development of the region.
3. My friends are play _____.
4. The workers _____ the management with a strike.
5. My father _____ and kissed my brother when he returned from Europe.
6. She was _____ to the house for misbehaving.
7. The guerrillas held five people _____ and demanded one million dollars.
8. _____ military attacks completely destroyed the town.

C. Study the following example from the passage. Use relative pronouns in the blanks in the following sentences. The relative pronouns are: who, which, that. 'Who' refers to persons, 'which' to things, and 'that' to both persons and things.

Example: Christianity, which was propagated by the Nine Saints, soon became the religion of the masses.

1. The boy _____ is sitting at the table is hungry.
2. The women _____ are working there are my relatives.
3. The watch _____ I have chosen is here.
4. Do you know the girl _____ is attending the concert?
5. The book _____ was written by a famous journalist has been banned.
6. The pretty girl _____ you were speaking to just now lost her ring the other day.
7. The glass _____ you are drinking out of hasn't been washed.
8. The paint on the chair _____ you are sitting on is still wet.
9. The girl _____ works in the post office is my sister.
10. The meat _____ he had for lunch is very tough.
11. Asfaw _____ who works for the company is a hard-working person.
12. She said that there was something _____ she did not understand.
13. Is there anyone _____ wants to read this book _____ the teacher has kindly lent us?
14. She has sold everything _____ she inherited from her grandmother.

Glossary

far-reaching (adj.)	:	having many consequences
significance (n)	:	importance
documentary (adj.)	:	written or printed
embrace (v.)	:	accept
confined (adj.)	:	limited
entourage (n)	:	the king's followers
monastery (n)	:	place in which monks live in secluded community.
propagate (v)	:	spread more widely
repercussions (n)	:	effects
persist (v)	:	continue
consecration (n)	:	ceremony at which a priest is made a bishop
successive (adj.)	:	one coming after the other
card (n)	:	strong argument
concessions (n)	:	something granted, given away especially after discussion
threaten (v)	:	intend to punish or hurt somebody
retaliate (v)	:	return the same kind of ill treatment one has received
persecute (v)	:	treat cruelly
protagonists (n)	:	chief persons in an event
hostage (n)	:	person captured and kept by other until their demand is satisfied

UNIT TWO

Decline of the Aksumite Civilization

Aksumite society had become dependent on revenues from its export trade and on fees collected from shipping services. The empire weakened when it began to face serious competition in the Red Sea trade.

The South Arabians were never reconciled to Aksumite Political domination and economic control. After repeated uprisings finally by 580 or 590 A.D. they succeeded in expelling the Aksumite governors and garrisons. In this the South Arabians were well assisted by the Persians, who themselves were interested in directing some of the Far East trade through the Red Sea to the Persian Gulf.

Between 634 and 675 A.D. the Muslim Arabs succeeded in creating a vast empire which stretched from the Himalayas on the east to the Atlantic on the west. This prosperous and well administered empire inevitably became interested in the Red Sea trade, especially as some of its political and religious centres could best be supplied from the port of Jiddah on the Red Sea. As Aksumite control of the Red Sea trade was already weakened by the loss of South Arabia, it resorted to all means in order to meet the new challenge from Muslim Arabia. Its patrolling of the sea, its resort to piracy and its attacks on Jiddah resulted first in the blockading and eventually the destruction of Adulis by the Arabs. This catastrophe took place in the early decades of the eighth century.

A. Underline the meaning of each of the following words from the passage.

1. revenue: aid, income from taxation, income from sales, income from business

2. reconciled: in disagreement, unhappy, in harmony,
in contradiction,
3. Challenge: call for fight, call for friendship,
influence, call for trade
4. catastrophe: great progress, great future, great
construction, great destruction

B. Answer the following questions from the passage:

1. When did the Aksumite Empire weaken? _____
2. When did the South Arabians expell the Aksumites from their country? _____
3. Why did the Persians help the South Arabians expell the Aksumite governors from Arabia? _____
4. How would a weak economy weaken a country? _____
5. Why was Arab interest in the Red Sea trade inevitable after the creation of the vast Arab empire? _____

C. Study the example below. Use suitable relative pronouns in the blanks in the following sentences:

e.g. The Greco-Roman world, with which Aksum developed close links, was responsible for the spread of Christianity in Africa.

1. The shop from _____ we buy our cakes is shut.
2. Where is the knife _____ he was cutting the bread with?
3. This is the man to _____ I gave the money this morning.
4. The science of medicine, in _____ progress has been very rapid lately, is perhaps the most important of all the sciences.
5. The Tower of London, about _____ a lecture is to be given tomorrow, is a famous historic building.
6. My sister, _____ you met yesterday, wants to speak to you.
7. Beethoven, _____ music you have just been listening to, was one of the world's finest composers.
8. He is a famous scientist about _____ many books have been written.
9. The president, _____ life has been devoted to his country, deserves his popularity.
10. The large map in the middle of _____ you can see part of the Arctic Circle belonged to my uncle.

D. Fill in the blanks in the following sentences using suitable words from the list below:

eventually
competition
challenge

dominate
succeed in
blockading

depend on
catastrophe
controlled

1. The student _____ his uncle for his food and clothing.
2. She _____ finding a job in Addis Ababa after a long time.
3. The Olympic _____ for the football cup was fierce.
4. It is morally wrong for the strong to _____ the weak.
5. He was warned several times, but he did not improve. _____, he was dismissed from his job.

UNIT THREE

Soil Erosion

Of all the natural resources of the earth, soil and water are the two of the most necessary to man's existence. Types of soil and the available water supply vary greatly in different geographical regions. Unlike air, soil may be exhausted by careless cropping methods or seriously damaged by the erosion of running water. Since animal life is dependent upon plant life, and plant life upon the soil, it is obvious that the welfare of mankind is closely associated with the maintenance of soil fertility.

Grass sod serves as an excellent binding material for soil. When that sod is broken by the plough, the danger of soil removal by running water is greatly increased. Likewise, deforestation exposes soils to the heavy downpours of occasional storms, and, especially on hill slopes or in mountains, the amount and rapidity of the resulting soil erosion present a most serious problem. Truly it can be said that man's use of soil and forest has played into the hands of the processes of degradation.

One of the most widespread and least noticed kinds of erosion on tilled land is sheet erosion. This may be accompanied by the removal of a uniform thin layer of soil, but more commonly it results from the formation of myriads of tiny gullies. These gullies are so small that they may be erased by the next cultivation of the field; but others soon form, and the stripping process continues. This phase of soil erosion is the more harmful because it removes the finer and more fertile of the soil particles first.

A second type of soil erosion is gullying. Successive downpours of rain will cause a gully to become rapidly wider and deeper. At the same time it becomes longer by

head-water erosion. In some soils a single thunderstorm will produce new gullies a foot or two in depth. If the gullies are allowed to become larger, they soon interfere with the processes of planting and cultivation.

- A. Read the above passage carefully. Choose and circle the letter of the answer from among the alternatives given to complete each of the following.
1. Soil is most vital to man because it
 - a. is one of the most necessary to his existence.
 - b. may be exhausted by careless farming methods.
 - c. is the source of his food.
 - d. is the source of water.
 2. Soil may be removed from the ground by

a. winds	c. the plough
b. running water	d. deforestation
 3. Sheet erosion occurs on

a. cultivated land	c. uncultivated land
b. hill slopes	d. forested land
 4. Forests
 - a. are good binding material for soil.
 - b. protect soil from being removed by high winds.
 - c. expose soils to heavy rain.
 - d. give cover to soil against heavy rain.
 5. Cultivation and deforestation can cause soil erosion. So
 - a. cutting must be forbidden.
 - b. appropriate techniques of land use must be adopted.
 - c. ploughing must be discouraged.
 - d. planning on a world scale must start.

6. Soil erosion presents a problem in that
- forests are destroyed as a result.
 - it causes mass starvation.
 - the fertility of the land is greatly reduced.
 - it causes food shortage on a large scale.

B. Use the following words to fill in the blanks in the sentences.

exhausted
produce
resources
increase
downpour

interfere
exposed
occasional
maintain
erase

accompany
successive
uniform
degrade

- The country's _____ in trained manpower is inadequate for the various projects.
- A huge sum of money was needed to _____ the roads in the country.
- The secretary is saying that the student who stole the document from the Dean's office has been _____.
- Please don't _____ yourself by cheating in the examinations.
- The man in the blue _____ is my uncle in the Navy.
- You must _____ all pencil marks beyond this line.
- _____ governments on that small island nation have not been able to solve her problems.
- Some countries _____ in the internal affairs of other countries.

UNIT FOUR

Distribution According to Work

Distribution according to work is an economic law in socialist society. Distribution according to work exists primarily because production is carried on under social ownership of the means of production, and nobody consequently, is entitled to appropriate the results of another's work.

Distribution according to work is necessary in the stage of socialism because the level of development of socialist production is such that there is no abundance of consumer goods, and people's wants are not fully and comprehensively satisfied. In such conditions, society has to distribute the resources of consumer goods available among working people in accordance to their contribution to social production. The material remuneration of each working person, therefore, varies with the quantity and quality of his or her work for the benefit of society. Besides, under socialism labour has not become a prime vital necessity for all working people.

Consistent observance of the requirements of the law of distribution according to work stimulates working according to one's ability and the development of the very ability to work. In seeking to earn more, the working man or woman improves his or her skill and adopts the experience of the leading workers in production. The consistent application of the principle "Equal pay for equal work" guarantees equality of people regardless of sex, age, or nationality. Under socialism unearned income and parasitic consumption are ruled out, whereas under capitalism the monopolisation of the means of production by individuals causes exploitation of man by man.

Distribution according to work, however, does not

guarantee full equality of people since their wants are not yet met equally. A worker's earnings depend on his physical development, general education and trade training and on other factors; but even with equal earnings the level of well-being varies from person to person, since one has no family and another has many children and so on.

The law of distribution according to work will remain operative until society enters the higher stage of communism. The transition to the communist mode of distribution according to needs will be completed when an abundance of material and cultural values is ensured and labour becomes a prime necessity of life.

A. Use 'so', 'therefore', 'consequently' in the blank spaces in the following sentences:

e.g. Production is carried on under the social ownership of the means of production. Consequently, nobody is entitled to appropriate the results of another's work.

1. I have typed all the papers. _____, I am going home.
2. He knows nothing about geography. _____, he can't be a travel agent.
3. He can't read Amharic. _____, It is no good showing him the article.
4. You have stolen the organization's money. _____, we have to dismiss you.
5. He hasn't bought a ticket. _____, he can't be coming to the dance.
6. He didn't come to the interview. _____, he didn't get the job.

7. We haven't received your cheque. _____, we cannot issue the tickets.
8. The river water was polluted. _____, the villagers became ill.
9. The man hasn't any money . _____, he can't go home by bus.

B. Choose and circle the letter of the correct answer from the following alternatives.

1. Nobody is allowed to appreciate the results of another's work because
 - a. there is no abundance of consumer goods.
 - b. the means of production are socially owned.
 - c. people's wants cannot be satisfied.
 - d. nobody would want to do that.
2. Under socialism there may not be abundance of consumer goods because
 - a. people's wants are too many.
 - b. the machines are old.
 - c. the people do not work hard.
 - d. time is needed to reach a high stage of development.
3. Under socialism labour has not yet become a necessity for all because
 - a. cultural values have not fully developed.
 - b. there is no abundance of goods.
 - c. everyone does not work for the benefit of society.
 - d. labour has become a necessity under communism.

4. Owing to the distribution of goods according to the work done
 - a. full equality of people is automatically guaranteed.
 - b. workers do not share experience.
 - c. motivation to work is very low.
 - d. people work hard in order to earn more money.

5. Distribution according to work will remain effective until
 - a. the communist stage is reached.
 - b. the needs of people are partially satisfied.
 - c. people decide to do away with it.
 - d. governments introduce the communist mode of production.

GLOSSARY

primarily (adv.)	- essentially
entitled (adj.)	- given a right to
appropriate (v)	- take
abundance (n)	- plenty
consumer goods	- those which directly satisfy human needs
wants (n)	- needs
comprehensively (adv)	- in every way
resources	- supplies
remuneration (n)	- payment
prime (adj.)	- most important
vital (adj.)	- connected with living
consistent (adj.)	- in agreement with
observance (n)	- the keeping of
stimulates (v)	- quickens
seeking (v)	- looking for
guarantees (v)	- promise a condition will be fulfilled
regardless (adj.)	- paying no attention to
parasitic (adj.)	- living as parasite
rule out (v)	- declare that something is out of the question
not yet met	- not yet satisfied
earnings (n)	- money got in return for work done
values (n)	- standards
ensure (v)	- make sure of certain

UNIT FIVE

The Universality of the Family

Some form of family is found in virtually all human societies. Many explanations have been suggested for this. Some of these explanations take the form of "conjunctural history" in which origins are derived from "known principles of human nature," and the evolution of social institutions is traced from presumptive beginnings. Robert Briffault, for example, found the primal source of the family in the biological tie between mother and child. The "original" family was therefore matriarchal and all other forms emerged from this beginning. He found evidence for this interpretation in the prevalence of matrilineal kinship systems among primitive tribes and in the apparent ignorance of physical paternity in a few of the simplest societies. The weight of anthropological evidence does not support this interpretation; some exceedingly simple societies have patrilineal kinship systems and the ignorance of biological paternity does not result in the absence of a socially recognized father.

A second explanation for the near universality of the family stresses the importance of sexual needs and the requirements of human reproduction. Yet the institutionalization of sex relations, found in all societies, cannot suffice to explain either the marital relationship or the importance of kinship ties. Although no society leaves the expression of sex desires or the selection of sexual partners totally unregulated, there are many cases in which sexual intercourse before or outside marriage is permitted or even positively sanctioned. Of 250 societies for which George Murdock found data, 65 allow unmarried and unrelated persons complete freedom in sexual matters, and 20 others give qualified consent, while only 54 forbid or disapprove pre-

marital liaisons between non-relatives, and many of these allow sex relations between specified relatives."

The effects of pregnancy and childbirth upon the woman and the prolonged infancy of the child have also been cited as the basis for the universality of family. Mother and child require support and care which marriage ensures. But these needs can be met without marriage or a husband-father, since blood kin of the woman can provide for her needs and those of her children, as indeed they do in many cases described by anthropologists. The presence of a husband, it would seem, is therefore essentially a result of social and cultural inducements and pressures rather than of biological requirements.

The explanation for the almost universal presence of the family must then be found in the nature of society itself. A widely accepted theory centres upon the functions performed by the family for the maintenance and continuity of organized social existence. This universal social structure, Murdock writes, produced through cultural evolution in every human society is presumably the only feasible adjustment to a series of basic needs -- needs identified as sexual, economic, reproductive, and educational.

- A. Decide whether the following statements are true or false according to the passage above.
1. The explanations of the universality of the family are based on conjunctural history.
 2. The biological tie between mother and child shows that the original family was matriarchal.

3. The fact that in some primitive societies there are patrilineal kinship systems and socially recognized fathers disproves Briffault's claim that the original family was matrilineal.
4. Because of sexual needs and the need to reproduce, we have families in all societies.
5. In some primitive societies physical paternity is not known.
6. Sex relations are institutionalized in all societies.
7. Since sexual intercourse before marriage and even outside it is permitted in many societies, the need for sexual satisfaction and human reproduction cannot be the reason for the existence of the family.
8. Sixty five of the 250 societies studied by G. Murdock allowed unmarried and unrelated persons sexual freedom.
9. Mother and child require support and care which marriage ensures.
10. The functions of the family are irrelevant to the understanding of the family.
11. The family has undergone cultural evolution.
12. The family is a social means of acquiring many basic needs.

B. Insert 'many', 'most', 'some', 'few', and 'all' where required.

1. Will you have _____ more tea?
2. An employer is sure to ask his typist how _____ words she can type per minute.

3. Not _____ students pass the ESLCE every year.
4. He was wrong almost _____ the time.
5. If you need _____ more papers, please ask the secretary. We do not have _____ here for ourselves.
6. Only _____ people got good results but _____ of the members of the group disappointed us.
7. _____ of the class without any exception had the same view.
8. It was a great disaster. _____ people escaped to safety.
9. _____ came but _____ brought the required documents.

GLOSSARY

universal (adj.)	-	found everywhere
conjecture (v)	-	guess, put forward an opinion without facts as proof
presume (v)	-	suppose
presumptive (adj.)	-	based on likelihood although there is no proof
primal (adj.)	-	thief, main
matriarchy (n)	-	social organization in which mothers are the heads of families
matrilineal (adj.)	-	descent, line of ancestors from the mother's side
patriarchy (n)	-	social organization in which fathers are the heads of families
patrilineal (adj.)	-	descent, line of ancestors from the father's side
paternity (n)	-	fatherhood; being a father
kinship (n)	-	blood relationship
anthropology (n)	-	science of man, especially of the beginnings, development, customs, and beliefs of mankind.
socially recognized	-	known, accepted by the people in a certain community
reproduction (n)	-	having children
institution (n)	-	long-established law, custom or practice
institutionalize (v)	-	establish as a law, custom, or practice
suffice (v)	-	be enough
regulate (v)	-	control systematically
sanction (v)	-	permit
consent (n)	-	agreement or permission
prolong (v)	-	make longer
inducement (n)	-	cause
feasible (adj.)	-	that can be done, possible

UNIT SIX

The Primary Relation

The depth of communication in primary relations is important because the expression of feelings and beliefs tends to influence the feelings and beliefs of others. Although communication does not guarantee agreement, it does facilitate and encourage it, and where communication is intimate and extensive, similar attitudes and feelings naturally tend to develop. In nonprimary relations, though there may be agreement or understanding on some matters, it may not be carried over to other matters. In the primary relation, however, increased communication brings with it an increased opportunity for individuals to influence each other. Sociologists emphasize the contribution of the primary group to the formation of character, for example, in the influence of parents upon children.

Primary relations do not presume unqualified affection and cordiality. All relationships involve tensions as well as positive responses, but they cannot long subsist on antagonism. The primary relation entails a positive valuing of the other, a sense of belonging together and sharing a common identity. When a personal relation is characterized by antagonism, communication is hampered, and response is usually limited to a part of the other's personality.

In the primary relation personal satisfactions are paramount. Individuals enter into primary relations because such relations contribute to personal development, security and well-being. In the primary relation the individual is accepted for himself and not merely as a means to a practical objective.

Primary relations usually, but not necessarily, involve face-to-face interaction. Families, lovers, and friends may be separated physically yet maintain their primary relations. Obviously, many face-to-face settings are impersonal, for example a courtroom. Hence being face-to-face should not be considered part of the definition of a primary relation. It is a congenial condition and a probable accompaniment rather than an essential feature.

A group is primary insofar as it is based upon and sustains primary relations. Where people live or work together closely for some time, groups based on primary relations usually emerge. Families, play groups, and neighbourhood circles offer congenial conditions for primary group formation. However, not all small groups are primary. For example, a committee working together over a considerable time, but composed of men of varying backgrounds, ages, and ranks, may offer little opportunity for primary group formation. Small size facilitates primary group formation but in itself is not sufficient. On the other hand, largeness, although not a congenial condition, does not necessarily prevent formation of primary groups. Sociologists sometimes speak of whole communities as based on primary relations.

A. Study the following statements from the passage:

In nonprimary relations, though there may be agreement on some matters, communication may not be carried over to other matters.

In the primary relation, however, increased communication helps individuals to influence each other.

Fill in the blanks in the following sentences using the link words: However, but, though, even though, although, nevertheless, yet, wherever appropriate.

1. She can't help liking him. _____ she does not admire him.
2. I have eaten my dinner _____ I was not hungry.
3. He does not want to sell the house _____ she is longing to move.
4. _____ he is rich, he is not happy.
5. The factory workers work very long hours. _____ their wages are very low.
6. _____ the house is beautiful, the furniture is very shabby.
7. You can take a horse to water _____ you cannot make it drink.
8. He is a nice man. _____, he can never solve any problem.

B. Complete the following sentences using the following link words wherever appropriate: when, since, after, as, until, because, before,

1. You can go home _____ you have finished your work.
2. _____ I saw him, he was in the library.
3. _____ I don't need the car, you may borrow it this evening.

4. He will eat _____ he has finished his work.
5. She has brought the photographs _____ you asked to see them.
6. Don't say anything _____ you have heard everyone's opinion.
7. Don't leave the room _____ she comes.
8. We waited for him _____ he came.
9. He moved here _____ his father died.
10. _____ you made all that noise last night, my neighbour complained to me.

C. The following statements are all from the passage. Decide whether they are true or false.

1. In nonprimary relations there may be agreement on all matters affecting the group.
2. In primary relations intimate and extensive communication helps individuals to influence each other.
3. Sociologists emphasize the contribution of the primary group to the formation of character.
4. Communication does not guarantee agreement.
5. Although affection and cordiality characterize a primary group, there may be temporary tensions.
6. Communication is hampered by antagonism.
7. The primary relation is marked by antagonism.
8. The individual is welcomed into a primary group.
9. The individual is insecure in a primary relation.

10. Primary relations offer the benefit of self-satisfaction which occupies an important place in the relation.
11. Primary relations are always face-to-face.
12. In a primary relation the members may be physically separated.
13. Courtroom settings are personal.
14. Primary relations are always personal.
15. Primary groups are always based on primary relations irrespective of the size of a group.
16. Primary groups are always small.

GLOSSARY

communicate (v)	- pass on news, information, feelings, etc. to somebody; share or exchange ideas, etc. with somebody.
primary relation	- very intimate (close) relation or interaction
intimate (adj.)	- very close and familiar, innermost and personal
attitude (n)	- way of thinking, feeling, or behaving
nonprimary relation	- formal; impersonal interaction
influence (v)	- affect somebody's character, beliefs, or actions through example, fear, admiration
sociology (n)	- science of the nature and growth of society
sociologist	- student of, or expert in sociology
cordial (adj.)	- warm and sincere
tension (n)	- mental strain or excitement; condition when feelings are not relaxed, when relations are cool
antagonism (n)	- active opposition
entail (v)	- make necessary
hamper (v)	- hinder, prevent from movement or activity
personality (n)	- character
paramount (adj.)	- great
practical objective	- advantage
settings (n)	- situations
impersonal (adj.)	- not close, not intimate, formal
sustain (v)	- maintain, enable to continue
congenial (adj.)	- favourable, suitable
facilitate (v)	- make easy

APPENDIX C

PRE-TEST

Name of student: _____

Sec: _____

Name of Instructor: _____

- I. Read the following passage and answer the questions below it.

Size and density of population are usually hallmarks of the urban community, but there is little agreement about where the line between rural and urban should be drawn. In the United States any settlement with a population of 2500 or more is classified as urban. In India, Ceylon, Belgium, and Greece the dividing line is set at 5000. These definitions are inevitably arbitrary and tell us nothing about the characteristic ways of life or forms of social structure found in the city. Nevertheless, the facts of size and density constitute basic characteristics from which a theory of urban society has been derived.

With growing numbers comes a greater heterogeneity of population. The city continually recruits its residents from elsewhere -- farms, villages, perhaps other cities or even other societies or nations -- and these migrants bring with them diverse beliefs, values, and ways of life. Increasing size requires a greater division of labour and the emergence of new, often highly specialized roles. Both size and heterogeneity preclude the pervasive familiarity with others characteristic of the small community. More and more of one's social life is organized in formal and impersonal relationships that discourage the possibility of intimacy; the formal association

supplants the primary group as the context in which one pursues many of the routines of daily life.

A. Underline the meaning of each of the following words as they are used in the passage.

- | | | | |
|------------------|---------------------|----------------------|------------|
| 1. hallmarks | a. grades | b. signs | c. halls |
| | d. places | | |
| 2. arbitrary | a. based on reason | b. based on facts | |
| | c. based on opinion | d. based on research | |
| 3. derived | a. drawn | b. got | c. written |
| | d. calculated | | |
| 4. heterogeneity | a. different kinds | b. same kind | |
| | c. density | d. many | |
| 5. diverse | a. same kind | b. backward | |
| | c. many | d. different kinds | |
| 6. specialized | a. professional | b. ordinary | |
| | c. simple | d. different | |
| 7. impersonal | a. intimate | b. not intimate | |
| | c. hateful | d. informal | |

B. Give answers to the following questions from the passage.

1. Where should the line between rural and urban be drawn ?

2. What is the minimum number of people for a settlement to be called urban in Ceylon?

3. What comes with the growing number of people in urban centres? _____

4. What is division of labour the result of?

5. What is the small community defined by?

6. Why is one's social life in the city formal and impersonal?

II. Read the following passage and answer the questions below it.

A rumour is an unconfirmed, but not necessarily false, communication usually transmitted by word of mouth in situation of anxiety or stress. Rumours spring up in unstructured situations when information is needed but reliable channels do not exist.

Because they are so readily influenced by emotions, rumours tend to be rapidly disseminated and to distort and falsify the facts. A rumour may begin as an inaccurate or distorted report because of the narrowing of perception in an emotionally charged situation. It may become progressively more distorted, because all oral communication is subject to distortion. Even when emotional elements are lacking, factual reports tend to become shorter and simpler as they are passed on, with distortion of details in accordance with personal and cultural predispositions or sets.

Truth or falsity of rumour is irrelevant: a story is told and believed not because it is demonstrably true, but because it serves a need for the teller and for the listener who becomes a teller. Sometimes the need is to achieve status in the listener's opinion, and the story will be distorted in ways that will please him. The aim is not to convey

information but to induce in the listener the same emotional attitude toward the alleged information that the teller has.

In times of crisis and emergency, though information is of supreme importance, it is often unavailable. In a disaster like a flood or an invasion, official sources of information often disintegrate; in periods of social tension, they are often distrusted and lose their atmosphere of authority. In such situations rumour rushes in to take the place of more secure knowledge.

A. Underline the meaning of each of the following words as they are used in the passage.

- | | | |
|-----------------|------------------------------|------------------|
| 1. transmitted | a. heard | b. broadcast |
| | c. written | d. passed on |
| 2. reliable | a. that may not be trusted | |
| | b. that may be depended upon | |
| | c. that may be ignored | |
| | d. that may be wrong | |
| 3. disseminated | a. gathered | b. given |
| | c. spread | d. collected |
| 4. distort | a. give false information of | |
| | b. give true information of | |
| | c. correct wrong information | |
| | d. refuse | |
| 5. irrelevant | a. related to | b. not important |
| | c. significant | d. essential |
| 6. convey | a. make known to someone | |
| | b. keep secret | |
| | c. take away | |
| | d. conceal | |

2. A person distorts a story in the way he wishes.
3. The purpose in telling a rumour to others is to inform them about something.

Paragraph 4

1. Official sources of information disintegrate in a disaster such as a flood or war.
2. People distrust official sources of information during periods of social tension.
3. In abnormal distuations as a result of, disasters for example, rumours replace the mass media.

III. Read the following passage and answer the questions below it.

Last week, Solomon's wife had an accident. Solomon's youngest child, Joseph, was at home when it happened. He was playing with his new toy car. Solomon had given it to him the week before, for his third birthday.

Suddenly Joseph heard his mother calling 'Help! Help!' He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire.

Solomon had gone to his office. Both the other children had gone to school. Joseph was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked her to come and help his mother. She soon put out the fire and took Joseph's mother to the clinic.

When Solomon came home, his wife told him what had happened. He was very proud of his son. 'When you are a man, you will be just like your father,' he said.

picture on his screen. _____ he rushed out to get someone he could televise. He found an office boy and took him back to his room. No image of the boy appeared on his screen. _____ the boy, terrified, had put his head down. _____ he put it up again, his picture appeared on the screen. That's how television was discovered.

B. Read the above passage again and classify the underlined link-words according to their function. For example: 'since ...' states reason or cause. Write the link word against the word indicating its function.

1. Time sequence _____

2. Consequence _____

3. Cause _____

4. Concession _____

5. Opposition _____

6. Addition _____

V. Rewrite the following pairs of sentences by using suitable sentence connectors from among namely, for example, in other words, for this reason, that is to say. Think carefully about the meaning connection. You need not always join the two sentences to make one sentence. For example:

Several kinds of metal are used for making coins. Copper is often used.

Several kinds of metal are used for making coins. Copper, for example, is often used.

1. He owes money to the bank, to several shops and to many of his friends. He is bankrupt.

2. Individuals live in groups. The behaviour of each individual is affected by the behaviour of others.

3. In Western societies social stratification takes the form of a class system. In Britain a distinction is usually made between the middle class and the working class.

4. In Western Europe, parents do not usually teach their children science, and teachers do not teach table manners. What is taught at home is usually quite different from what is taught at school.

5. Only one country abstained from voting at the FAO meeting. This country was France.

VI. Combine each of the following pairs of sentences into a single sentence. Make the second sentence into a relative clause and insert it in the blank in the first sentence. Write the sentence in full. Use the relative pronouns: who, which, that, whose.

1. In an automated system the machines _____ are checked by other machines. The machines guide the flow of materials and keep records of output.

2. A person _____ is likely to stand out among his colleagues. This person has a special talent of some sort.

3. There were seventy five families. The average income of these families was two million dollars.

4. The group _____ is very influential. He belongs to the group.

VII. Reorder the following sentences so as to form a coherent paragraph.

1. The great game parks in Africa have been responsible for saving many rare and beautiful animals from extinction.
2. Several rare species of deer and antelope are preserved in Ethiopia's large game reserves, the Awash National Park.
3. The giraffe, too, now lives peacefully in many of Africa's game reserves, protected from hunters and farmers.
4. The white rhino, for example, is now safe from extinction, although in 1962 no more than 80 remained alive.

VIII. Underline the main subject and the main verb in each of the following sentences.

1. One team that performed more than two hundred operations found that nearly half the patients underwent a change of personality.
2. In one publicized case in England a young salesman with an apparent compulsion to gamble was arrested for larceny.
3. Mostly because of inflation, but also because taxes have been creeping upward, the actual buying power that people have been getting from the money in their paychecks has declined by nearly 4% over the past year.

IX. From the alternatives given choose and circle the one that logically follows the given sentence.

1. We have spoken of marriage as a formal contract.
 - a. However, this contract takes the same form in different societies.
 - b. However, this contract does not take the same form in different societies.
 - c. The contract is an essential feature of marriage.
3. In Western societies, for instance, the union of a man and a woman is given the status of legal marriage by being registered by an official recognized by the state.
 - a. In some African societies, for example, marriage has nothing to do with an official registration of this kind.

- b. In some African societies, however, marriage has nothing to do with an official registration of this kind.
 - c. Similarly in some African societies the couple are not given legal status by being registered by a government official.
5. In such societies the marriage is legalized by the formal exchange of goods. Generally it is the bridegroom who is required to make a payment of goods to the bride's kin.
- a. But the goods are expensive.
 - b. Sometimes, however, the bridegroom's kin make a payment to that of the bride.
 - c. Sometimes, however, the bride's kin make a payment to that of the bridegroom's.

APPENDIX D

POST-TEST

Student's Name: _____

Instructor's Name: _____

I. D. No. _____ Sec. _____

I. Read the following passage and answer the questions.

The Family

The family is only one of the variety of agencies of socialisation. By socialisation we mean the process by which cultural, social and moral values and beliefs are transmitted from one generation to the next. In other words, through the socialisation process we learn the basic facts necessary for the performance of a variety of social roles in the society in which we grow up.

The socialisation function of the family is a generalised one, and is aimed at preparing us for membership of the kinship group and the community. The way in which the process operates will depend largely upon the views taken by the parents of what their children ought to be like when they are grown up. This, in turn, will depend on the environment of the home and the community in which it is established. For example, an agricultural village family is likely to be living in a very different setting from a professional family in the city.

In the rural community emphasis will be placed upon values such as group solidarity and the belief in the natural superiority of the male. The family will transmit these values to the children in order to prepare them for their future roles as adults. Thus the child will grow up placing greater value upon a differentiation of the roles of husband and wife than upon equality, and so on.

However, in the case of the city family educated to professional standards, the process is likely to take a different form. The child is more likely to be taught the values necessary for

success in a world dominated by individual achievement. He will be taught that hard work is necessary to bring about academic success, which is the forerunner to occupational success. To make the best of occupational success he will be taught the value of having an educated wife who can share in this by working at her own trained profession to contribute to the material success of his marriage.

A. Four alternatives are given to each of the following words from the passage. Choose and circle the letter of the one that defines the word as used in the passage.

- | | | |
|----------------|-------------------------------------|----------------|
| 1. agencies | a. offices | c. means |
| | b. customs | d. departments |
| 2. roles | a. duties | c. positions |
| | b. orders | d. morals |
| 3. setting | a. house | c. urban area |
| | b. rural area | d. environment |
| 4. achievement | a. failure | c. life |
| | b. success | d. selfishness |
| 5. forerunner | a. sign of what is to come next | |
| | b. sign of success | |
| | c. sign of failure | |
| | d. sign of what has already passed. | |

B. Answer briefly the following questions from the passage.

1. What is the function of the second sentence in paragraph one? (Answer in maximum four words)

2. What is the function of the third sentence in paragraph one? (In four words maximum)

3. In paragraph two sentence number _____ exemplifies the idea stated in sentence number ____ in the same paragraph.
-

4. In the last paragraph a contrast is given. What is the contrast between? (Answer in maximum six words)
-

C. The following are questions or unfinished statements, each with four suggested answers. Choose the one which you think is most accurate in each case, and circle the letter.

1. Socialization is the process which helps people
 - a. to prepare for family and community membership.
 - b. to learn social roles.
 - c. acquire various kinds of values and beliefs.
 - d. do all of the above.
 - e. do only (b) and (c)

2. The behaviour of adults largely depends on the
 - a. socialization process when they were children.
 - b. community influence later in their life.
 - c. agricultural setting.
 - d. professional training they receive.

3. In the rural community
 - a. relationship among the people is very close.
 - b. women enjoy equal treatment as men.
 - c. men are superior to women.
 - d. a and b
 - e. a and c

4. In the urban areas human relations are characterized by
 - a. love and consideration for others.
 - b. material interests.
 - c. professional training.
 - d. large families.

- D. Choose and circle the letter of the sentence that expresses the central idea (main idea) of the paragraphs from the passage.

Paragraph 2

1. a. The family is a socializing institution which operates in a more or less similar manner in all societies.
- b. An agricultural village family lives in a different setting from an urban professional family.
- c. The individual acquires various values and beliefs through the family depending on the family condition and that of the community at large.
- d. Family socialization prepares individuals for kinship membership.

Paragraph 3

2. a. Rural socialization emphasizes the importance of group life and the role of men.
- b. Rural socialization ignores the role of women but emphasizes individual success.
- c. The village families teach children that the husband and wife enjoy equal social status.
- d. Both urban and rural life is based on hard work.

- II. Read the passage carefully and answer the questions that follow it.

Urbanization

It is generally agreed that the first true cities appeared about 5000 years ago in the food-producing communities of the Middle East. The cities of Sumeria, Egypt and the Indus Valley possessed a number of characteristics which distinguished them

as truly urban. The cities were very much larger and more densely populated than any previous settlement, and their function was clearly differentiated from that of the surrounding villages. In the cities the old patterns of kinship relations were replaced by a complex hierarchy of social classes based on ~~the~~ specialization of labour. The cities acquired the basis for an effective capital by collecting the surplus of the primary producers in the village. Moreover, the need to keep records led to the development of writing and arithmetic, and the increased sophistication of urban society gave a new impetus to artistic expression of every kind.

Every medieval city began as a small settlement which grew up round a geographical or cultural focal point. This would often be a permanent structure such as a fort, a cathedral or a large church. In districts where travel and trade were well established, it might be a market, a river crossing, or a place where two or more trade routes converged. In studies of urban geography the oldest part of a town is referred to as the nuclear settlement. There are many small towns in Europe where it is still possible to trace the outline of the original nuclear settlement. It is, of course, much more difficult to do this in the case of a large modern city which has ~~g~~rown to many times its original size.

A. Four alternatives are given to each of the following words from the passage. Choose and circle the letter of the one that defines the word as used in the passage.

- | | | |
|------------------|--------------|---------------------|
| 1. distinguished | a. respected | c. divided |
| | b. marked | d. compared |
| 2. records | a. songs | c. great successes |
| | b. plays | d. written accounts |
| 3. focal | a. central | c. nearby |
| | b. lens | d. peripheral |

- | | | |
|-----------|------------|--------------|
| 4. routes | a. centres | c. exchanges |
| | b. markets | d. ways |
| 5. trace | a. go back | c. copy |
| | b. follow | d. predict |

B. Answer the following questions from the passage.. Answer precisely and to the point.

6. In what part of the world did the first cities appear?
(Give this in only two or three words)

7. "The cities of Sumeria, ... possessed a number of characteristics ... (paragraph one.) State each characteristic in maximum four words.

8. Why would the cities need the surplus of the producers in the villages?

9. What were ~~the~~ relations among city people based on?
(Answer in two or three words)

10. What were the relations among village people based on?
(Answer in one or two words)

11. Cities grew up round geographical or cultural focal points.
Give two examples for each one.
(Give in no more than three words.)

geographical _____

cultural _____

- | | | |
|-----------|------------|--------------|
| 4. routes | a. centres | c. exchanges |
| | b. markets | d. ways |
| 5. trace | a. go back | c. copy |
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(Answer in one or two words)

11. Cities grew up round geographical or cultural focal points.
Give two examples for each one.
(Give in no more than three words.)

geographical _____

cultural _____

12. Why is it difficult to trace the original nuclear settlement of a modern city?
-
-

- III. Read the following passage carefully and answer the questions below it.

Social Stratification

If we look at the structure of societies, it will be seen that they are divided into different levels, or strata. A society is stratified in the sense that different sections of the community are differentiated according to the amount of income or power they enjoy. People in the higher social levels have privileges which are denied to those in the lower strata. In Western societies, this stratification usually takes the form of differentiation according to social class. But this is not the only kind of social stratification. In some societies, for example, it takes the form of a caste system.

One major difference between a caste system and a class system is that in the former an individual is assigned a permanent position in his society at birth and cannot move from one level in the system to another, whereas in the latter he can, at least in principle.

If a person is born a member of one caste, he cannot become a member of another. In India, for example, a man who is born into the Kashatriya caste cannot move into a higher caste and become a Brahman, nor into a lower caste and become a Vaishya.

In a class system, on the other hand, there is a degree of social mobility. If a person is born into one class, he is not bound to remain in it but may, if he has the opportunity, move into another. Thus, someone who is born into a working-

class family may in the course of his life become a member of the middle class or vice versa.

A. Write 'True' or 'False' for the following statements from the passage. Justify your answer by writing the number of the line or lines in which the information is to be found in the passage.

e.g. Question No. 7 = True, lines 5, 6, 10, 11.

1. Social stratification takes the form of a caste system.

2. Social stratification sometimes takes the form of a class system.

3. Caste systems and class systems ^{are} examples of different forms of social stratification.

5. In the caste system one can move from one level in the system to another, at least in principle.

6. It is always possible for working-class people to move into a higher level in a class system.

B. Write the word or words to which the following words refer. (The number of the line in which the word is to be found in the passage is given in brackets.)

e.g. they (line 2) = societies

1. they (line 5) = _____

2. those (line 6) = _____

3. this (line 9) = _____

4. it (line 10) = _____
5. latter (line 15) = _____
6. another (line 18) = _____
7. another (line 25) = _____

C. Choose and circle the letter of the sentence that expresses the central idea (main idea) of each of the following paragraphs from the passage.

Paragraph 1

1.
 - a. Some people have privileges which are denied to others.
 - b. In Western countries the differentiation among people takes a class form.
 - c. Income indicates that a person belongs to a certain class.
 - d. Societies are divided into different levels according to their income or power.

Paragraph 3

2.
 - a. Castes do not allow social mobility.
 - b. Classes permit individuals to move one class to another.
 - c. The difference between the caste system and the class system is that only the class system permits social mobility.
 - d. A Kashatriya cannot become a Brahman in India.

IV. Read the following passage and fill in the blanks with the appropriate link-words from among the following:

similarly	for example	however
for this reason	so	as a result
although	in other words	because

_____ Tewodros's desire was to introduce important reforms to the country, the conditions that existed at that time were not mature enough for this. _____, there was a major difference between what he tried to fulfil and what was actually possible to do. _____, Tewodros sought to build a united free country under a centralized administration of the monarchy. He wanted to get rid of the feudal chiefs _____ they were oppressive. _____, the feudal lords feared they would lose their position. _____ they strongly opposed the idea of centralization. _____, the Orthodox Church resisted the reforms. The changes were understood to be a threat to the strong influence the church had on the life of the people. _____ the clergy warned the people not to accept the reforms. _____ Tewodros's support among the peasantry gradually diminished.

- V. The following is a passage about "Socialising the Individual". Choose and circle the letter of the sentence that logically follows each of the given sentences so as to make a coherent paragraph.
1. The family is a vital institution for socialising the child.
 - a. So the family cannot hope to socialise the child in every aspect of social life.
 - b. And the family cannot hope to socialise the child in every aspect of social life.
 - c. However, the family cannot hope to socialise the child in every aspect of social life.
 - d. In other words the family cannot hope to socialise the child in every aspect of social life.

 3. For this reason other agencies share the responsibility,
 - a. and of these the school is the most important.
 - b. but of this the school is the most important.
 - c. and, for example, the school is the most important.
 - d. and, on the other hand, the school is the most important.

 5. The family is concerned with socialising its members into the group.
 - a. Similarly, the school is concerned with socialising its pupils into the wider society.
 - b. Nevertheless the school is concerned with socialising its pupils into the wider society.
 - c. Moreover, the school is concerned with socialising its pupils into the wider society.
 - d. The school, on the other hand, is concerned with socialising its pupils into the wider society.

 7. School is very closely linked with our participation in the economic system.
 - a. But there is a very close link between school and the occupation we take up in adult life.
 - b. That is to say, there is a very close link between school and the occupation we take up in adult life.

- c. On the other hand, there is a very close link between school and the occupation we take up in adult life.
 - d. On the contrary, there is a very close link between school and the occupation we take up in adult life.
8. Nowadays occupational success cannot be ensured without prior training in school, which the family cannot provide.

VI. The following sentences form a paragraph about the given topic. But the sentences are out of order. Reorder the sentences so as to form a coherent paragraph. (Write only the numbers in the right order.)

Man and Wildlife

1. The grassy plains where it once lived have been taken over by man's domestic animals.
 2. Gorillas, for instance, are seriously threatened.
 3. One of the great dangers to wildlife is man's need for land.
 4. Among other animals that are in danger of this kind are the Indian rhino, the Mexican bear, and many varieties of deer, lion and monkey, as well as many smaller animals.
 5. Another example is the Indian buffalo which has also become rare.
 6. He is taking over more and more land in order to grow food.
 7. This is because the forests where they live are being cut down to make way for farm fields.
 8. This means that the natural homes of wild animals are being destroyed.
-

VII. Connect each of the following pairs of sentences. Study the relationship of the pairs of sentences and use suitable connectors to join them. You do not in every case need to join them into one sentence.

1. In the country-side people emphasize group solidarity.
In the urban areas individual achievement is emphasized.
2. The family prepares us for membership of the kinship group and the community. The family is one of several socialising agency.
3. People wanted to keep records of their trade transactions.
Writing and arithmetic were developed.
4. In a class society there is some social mobility. In Britain someone born into a working class family can become a member of the middle class.
5. The two countries have agreed upon several joint ventures.
These will greatly enhance the people's standard of living.
6. The Bermuda Triangle still remains a mystery. Much has been written about the Bermuda Triangle.
7. The family is an important institution for socialising the child. It is not the only means of socialisation.
8. Interests guide our behaviour. We read a book in order to get some useful information from it.

D E C L A R A T I O N

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

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University

Date of Submission: 11th June, 1984