

A COMPARATIVE STUDY OF THE
STRUCTURAL AND COMMUNICATIVE APPROACHES
IN TEACHING THE COLLOCATIONAL USES
OF PREPOSITIONS TO SECONDARY
SCHOOL STUDENTS

A Thesis
Presented To
The School of Graduate Studies
Addis Ababa University

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in TEFL

by
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June, 1987

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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ACKNOWLEDGEMENTS

I would like to take this opportunity of expressing my special debt of gratitude to Dr. Melaku Asfaw, my adviser, who, from the very initial stages of this study, provided me with illuminating suggestions, constructive criticisms and pertinent reference materials. I also owe very much to his persistent encouragement, his unfailing patience and promptness in the correction of the draft.

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A B S T R A C T

Studies of error analysis on subjects from different language backgrounds have shown that the appropriate use of prepositions marks one of the major areas of difficulty of students learning English as a foreign language.

In this study, an attempt was made to determine the relative effectiveness of the structural and the communicative approaches in teaching the different collocational uses of the nine most frequently used one-word prepositions in English. A total of 120 grade nine students randomly sampled from Yekatit 12 Comprehensive Secondary School comprised the population of the experiment. These were divided into four groups. Groups I and II made up the Control and Groups III and IV the Experimental Groups.

A pretest was administered to all the four groups to find out whether or not the subjects had marked differences in their level of mastery of the uses of the prepositions. A two-tailed t test at a significance level of 0.05, and 120 degrees of freedom was performed on the level of contrasting pairs and aggregate groups. Findings showed no significant differences indicating that the sampled students had more or less equal knowledge of the uses of prepositions.

Two sets of teaching materials were prepared along the lines of the principles of the structural and the communicative approaches for the Control and the Experimental groups

respectively. The subjects of the experiment were taught with the respective materials for ten consecutive weeks. At the end, a posttest was administered. Using the same significance level and degrees of freedom, the pre- and posttest t-values of each of the aggregates were computed to see whether or not the subjects have made a significant gain (or progress) over their pretest results. The t-values of the posttest results were also calculated on both paired and aggregate levels. Findings proved that the members of the Experimental Group have progressed considerably in their knowledge of the uses of prepositions. This was attributed to the relative effectiveness of the communicative approach.

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CHAPTER ONE

1. INTRODUCTION

In Ethiopia, English is taught as one of the compulsory subjects from grade three upto the second year of university education. Amharic is the medium of instruction in the elementary schools. A transfer to English, as the medium of instruction, is made in grade seven.

Under the circumstances, one would hope that the learners' level of mastery of the English language would increase as they pass from one stage of the educational system to the next. Unfortunately, this has not proved to be the case. It is believed that the English instructions that the students receive in both elementary and secondary schools do not prepare them for the education that they are to pursue in institutions of higher learning. In fact, the whole purpose of the remedial English courses given to freshmen at the university is to rectify the shortcomings of the teaching in the schools and to raise their level of English proficiency. Some studies have, however, hinted that even this purpose is far from being achieved. The indication is that the problem of English language teaching in this country calls for (Kehoe, 1964; Rogers, 1969; Jarvis, 1969) more attention not only at the level of the University but also at the levels of elementary and secondary schools.

1.1. Statement of the Problem

Researchers in the field of foreign language teaching are of the conviction that the most important words in a language are the hardest to teach. Prepositions mark one class of such words. Their polysemantic nature, the diversity of their collocation and the presence of certain fundamental

differences in the way members of different language backgrounds perceive space and time make the understanding and internalization of the uses of prepositions a difficult job for learners who study English as a foreign language.

In the process of expressing relationships in space between one thing and another and relationships in time between events (Close, 1963: 301), English prepositions enter into collocations with verbs, nouns and adjectives. Out of a small group of one-word prepositions that English has, the most frequently used ones are only nine (at, by, for, from, in, of, on, to, with). Those in greatest use are, in order of frequency, of, in, and to" (Stageberg, 1981:169). In A Detailed Outline of English Curriculum (Grades 9-12) by the English Panel of the Curriculum Division of the Ministry of Education, it is stated that these nine prepositions account for 92% of the occurrences of prepositions in modern English. Each one of them is used in a variety of ways with a variety of meanings. The same curriculum assigns the following numbers of different meanings for each: at - 39, by - 39, for - 31, from - 15, in - 40, of - 63, on - 29, to - 33, and with - 40.

Kreidler (1966), Duškova (1969), Takahshi (1969), et.al., have noted that one of the most difficult problems a student of English as a second or foreign language faces is the understanding of the functions and usages of English prepositions.

That learners of English from different language backgrounds face more or less equal difficulty with English prepositions has been experimentally proved by Khampang in 1974. Hence, it can safely be assumed that the findings of these studies apply equally well to Ethiopian students.

Over the years, a number of studies have been carried out on freshman students at Addis Ababa University. Some studies have also been made in the schools at different grade levels. The purpose of these studies was to find ways and means of improving the teaching and learning of English in the schools and ~~in~~ the institutions of higher learning.

The studies have made note of the inefficiency of both the teaching materials and the methods of teaching that are currently in use at the different levels of education. They have also implied that the problem of teaching and learning English in Ethiopia is not limited to any one level of education alone but is a common problem found at all levels.

If the methods of teaching and the teaching materials that are currently in use are believed to be inefficient, and if prepositions have proved to be one of the hardest areas of English both to teach and to learn, carrying out a research study that aims at the identification of a method that is better suited to the teaching of prepositions will contribute considerably towards the teaching of English in general and towards minimizing the burden of the learner and the teacher in particular.

Therefore, this study investigated the relative effectiveness of the structural and the communicative approaches ~~in~~ teaching the collocational uses of the nine most frequently occurring prepositions to ninth grade students at Yekatit 12 Comprehensive Secondary School. The two approaches concentrate on the form and habit formation aspect and on the functional and use aspect of language respectively.

1.2. Importance of the study

Learners of English as a foreign language need to have an adequate knowledge of its structure words if their mastery of the language is to improve. This has to be so because as (Lado, 1964: 116) noted, the speakers of a given language have full knowledge of the structure words of their language as opposed to their knowledge of its vocabulary which is limited.

Prepositions form one important category of structure words. In the process of reading a written material or listening to a speech, one is certain to find a number of prepositions used. As a rule, "it is very unlikely to see any text" (Ghadessy, 1974:307) without some of the common prepositions. Their involvement in grammar (Gleason, 1955; Ullmann, 1962) is more direct and their occurrence through texts of all sorts more uniform than other form classes. Therefore, students must be able to internalize and make efficient use of them.

Some researchers have hinted that there is a positive relationship between the degree of internalization of the uses of prepositions and the degree of mastery of the English language. Hence our success in raising the level of English proficiency of foreign language learners depends, in part, on how well we teach the different uses of prepositions.

The fact that prepositions show up as one of the major error dimensions even in the oral and written English of post graduate students (c.f. the review of related literature) makes the relevance of studies geared towards the improvement of this situation imperative. Recognising the contribution that teaching methodology can have towards this end, a comparative study of the two methods of teaching was made.

Investigating the problem from the beginning stages of senior secondary education helps to determine whether or not the "new" teaching approach is applicable at that level of education. It might also guarantee more time for changes and improvements to be made and for their effects to be felt.

The results of this study can have some importance to teachers, curriculum designers, and textbook writers in the following ways:

1. They show the teacher a better way of tackling the very difficult task of teaching English prepositions.
2. They indicate to him on which aspects of the language he should put more emphasis in actual teaching - learning situations.
3. The type of material preparation that gave a better result could be applied to the rest of the prepositions, the rest of the structure words and possibly to the other aspects of the language.
4. If the English for New Ethiopia (ENE) series were to be revised or changed or supplementary materials to them prepared, lessons could be drawn from the study in general and from the method of material preparation used in particular.

1.3. Delimitation of the study

This study is limited to the identification of the relative effectiveness of two methods of teaching. The subjects of the study were a sample of grade nine students in the 1986-87 academic year at Yekatit 12 Comprehensive Secondary School. Other grade levels were not included. It is further limited to the teaching of the collocational uses of only nine one-word prepositions. Had more

of the prepositions and subjects from other grade levels been included in the study, the results would have been more conclusive. However, due to time and cost constraints, the researcher found it necessary not to include the rest of the prepositions in the study. Samples from other grade levels were not included mainly for the above reason and for the administrative difficulty that such an undertaking would involve.

1.4. Definition of Terms

English for New Ethiopia (ENE) - This phrase refers to a series of textbooks prepared by the Curriculum Division of the Ministry of Education English Panel. These textbooks are currently in use in all schools throughout the country.

Communicative Knowledge - This phrase is used here to refer to the knowledge that a foreign language learner ought to have of the grammatical rules of the language as well as of the appropriateness of utterances to contexts.

1.5. Hypotheses

In this study the following null and alternate hypotheses were formulated and tested.

Null Hypothesis (H₀): There will not be a significant difference between the structural and the communicative approaches on a posttest measure in enhancing foreign language learners' communicative knowledge of the collocational uses of English prepositions.

Alternate Hypothesis (H₁): There will be a significant difference between the structural and the communicative approaches on a posttest measure in enhancing foreign language learners' communicative knowledge of the collocational uses of English prepositions.

1. 6. Symbols used

N - noun phrase (both a single noun
and a noun phrase)

v - verb (inclusive of transitive
and intransitive)

adj. - adjective

C.I. - class interval

f - frequency

c.f. - cumulative frequency

C.M. - class mark (mid point)

\bar{X} - sample mean

S^2 - variance error

S.D. - standard deviation of sample

$S\bar{X}_1 - \bar{X}_2$ - standard error of paired group
and of aggregates

N - sample size

t_{tab} - t-tabulated

$t_{\text{cal.}}$ - t-calculated

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In the acquisition and mastery of a foreign language, the learner is confronted with a number of difficulties. He has to, among other things, know the grammatical rules of the language; he has to have active knowledge of a working - vocabulary; and, as noted in Chapter One, he has to have full knowledge of its structure words. Above all, he must be able to make use of the language for communicative purposes.

Finding out the underlying causes of the difficulties that a foreign language learner faces has been and still is the concern of linguists, educators and psychologists. This is one of the basic reasons why a number of researchers have put unreserved effort on error analysis (E.A.). Such an investigation has been done in the belief that the causes of difficulty of foreign language learning do not emanate, as used to be believed Sweet(1899), Lado (1957), from an interference from the native language alone.

Corder (1967) suggested that analysis of a learner's errors provides the researcher with "evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language" (p.167). Following his suggestion, researchers analyzed the errors of learners of different languages and found out that they are more or less similar to the errors that a child makes in the process of acquiring his native language. They were then convinced that children learning a foreign language "Use creative strategies which are not dissimilar from those used by first language learners" (Littlewood, 1984:35).

That many of the common errors of foreign language learners cannot only be ascribed to interference from the native language but also to "interference between forms and functions of the language being learnt" (Duškova, 1969:12) is supported by the evidence that both native and foreign language learners make use of such processes as simplification and overgeneralization. This is what has led researchers to assume that "the frequency of errors is proportional to the degree of learning difficulty" (Tran-Thi-Chau, 1975:120).

This work has partly been initiated by studies of error analysis that have established prepositions as one of the most difficult areas of the English language, and, in part, by methodological studies that have demonstrated the communicative approach to be a more effective method of teaching English as a foreign language than the structural approach. As a result, the works on error analysis, methodology and other relevant works have been reviewed.

2.1. Studies of Error Analysis

In an attempt to find the sources of errors in foreign language learning, Duškova (1969) examined actual errors made by a homogeneous sample of Czech adult learners of English. Her subjects were fifty post graduate students, who, she thought, had sufficient knowledge of English to be able to read their scientific literature and to converse on subjects related to their work. She registered 1,007 deviant forms and tried to classify them. Of these "about a quarter (251, i. e. 24.9 per cent) defied all attempts at classification" (p.15). This was because she found them "to be unique in character, non-recurrent and not readily traceable to their sources" (p. 15). Those that she could classify clearly fell under two groups. They were what she called 'recurrent-

systemic errors' and 'nonce mistakes'. She counted "the largest number of nonce mistakes" (p.15) among prepositions and observed relatively few in morphology, modal verbs and the tenses.

In her closing remarks, she says:

It is tempting to denote nonce mistakes as 'mistakes in performance. This, however, cannot be done, if mistakes in performance are defined as those of which the speaker is immediately aware in the same way as a native speaker is immediately conscious of a slip of the tongue (p. 15).

A revealing study on a heterogeneous sample of adult learners of English as a foreign language was carried out by Khampang in 1974. In this experimental study made for an M.A. thesis, Khampang attempted to find answers to a number of questions among which the following are worth citing: (1) What are the prepositions that are particularly difficult for Thai students to learn? (2) Do Thai students and speakers of other languages learning English show significant difference in their choice of English prepositions? In other words, "is preposition usage truly a universal problem area or do Thai students have specific problems that are not shared with other students?" (p. 26).

The subjects of his study were forty Thai, forty-eight Japanese, thirty-eight Spanish and forty-three other nationals. The fourth group included students of Persian, Korean, Italian, Chinese, Portuguese and Arabic origin.

He administered a diagnostic test on the uses of eight English prepositions of time and place. The test consisted of three parts: Part A - multiple choice; Part B - error correction; and Part C-cloze test. Each section had an equal number

of items. He computed the correlation coefficient of the results of the four groups on the three subtests and the total test scores and found out that "while all subtests correlated highly with total test scores, the lowest correlation was obtained from the multiple choice section and the highest from the cloze section ($r = .90$) (p.217).

He again ran a two-way analysis of variance (unweighted means) to determine possible differences among the four groups. The results showed that there was no evidence of significant differences between the language groups based on total test scores. In the conclusion he remarks that

- (1) There were no items identified as specifically difficult for Thai alone.
- (2) Language groups did not seem to affect the students' performance on the use of English prepositions.
- (3) Sex, age, number of years, and number of hours per week spent in learning English were not considered important factors in control of English prepositions (p.220).

Studies of error analysis carried out by different people at different times and on different subjects have established that the choice of appropriate prepositions is one of the most pressing problems of students learning English as a foreign language. Richards (1945:59) puts them only next to verbs in difficulty.

Henning (1978) undertook an experimental study of error analysis of twenty-two Iranian women in the second semester of their first (freshman) year at Damavand College, Teheran, Iran. The subjects participated in the experiment for a course credit. Through a semester of instruction, he was able to elicit 2,402 errors. He classified these errors into 27 syntactic form class categories

and 16 verb operations within five error dimensions. He induced the error dimensions from the error data for each error was seen to be a violation of one of five categories. These categories were: "procedural, orthographic and phonological, syntagmatic, paradigmatic and semantic, and verb-operational" (p. 389).

A chi square analysis was performed separately for each error dimension, using Yate's correction for continuity and a different difficulty ranking for each dimension was obtained. Under the paradigmatic-semantic dimension prepositions were found to be the most difficult category. This was a very important finding as the dimension measured "the degree of internalization of semantic subtleties of the language" (p. 389).

He then computed Pearson product-moment correlations between error rates for individual dimensions and total error rate for all dimensions. From this he was able to determine the predictive validity of each error dimension and concluded:

The paradigmatic-semantic dimension showed the only significant correlation with the criterion ($r = .93$, $p < 0.05$, two-tailed, 3 d.f.), suggesting it as the most valid predictor of language acquisition among the five dimensions. Since standard prepositions proved to be by far the most difficult category in the paradigmatic - semantic dimension, it is suggested that degree of mastery of the semantic subtleties around the proper use of prepositions may be among the most sensitive indicators of degree of acquisition of English as a second language (p.396).

Another study by Politzer and Ramirez(1973) analyzed the errors of the spoken English of Mexican American pupils. About half the subjects of the study were from a bilingual school and the

other half from a monolingual school. Both groups had an equal number of years of exposure to English before the study.

The researchers showed the pupils an eight-minute film with the sound turned off. The children viewed the film in groups of four at a time. Immediately after the pupils viewed the film, each one of them was privately asked to tell the story and to answer questions about the film. Each response was recorded on tape and transcribed into normal English orthography. By so doing, it was possible to register 1,055 errors of which 525 were made by children from the bilingual school and the rest by children from the monolingual school. After classification and analysis, it was found out that "the two most frequent categories of errors" (p.50) made by both the groups were the incorrect usage of simple past tense and the incorrect usage or omission of prepositions.

Scott and Tucker (1974) and Bahatia (1974) have reported similar results.

The review thus far has attempted to show that repeated investigations have proved that prepositions are one of the most difficult error dimensions of students learning English as a foreign language. One possible implication of this is that the methods of teaching to which the students have been exposed have not been able to arm them with the appropriate knowledge in as far as the different collocational uses of prepositions are concerned.

2.2. Methodological and Other Studies

Williams (1979) presented certain plausible arguments on the extent to which it is possible and desirable to teach communicative competence.

Oller and Obrecht (1968) designed an experiment which "hypothesized that the practical value of pattern drills can be significantly enhanced by purposefully relating them to communicative activity" (p. 167). They reported that all their data tended to confirm the hypothesis and in their conclusion they noted that "from the very first stages of FL study meaningful communicative activity should be a, if not the, central focal point of pattern drill" (p.174).

In the context of Ethiopia, Jarvis (1965) enumerated some of the steps taken since 1967 to improve the state of English teaching. Among them were: the adaption of the first 'genuinely' Ethiopian teaching materials to serve in the elementary and junior high schools, the introduction of a new objective test for the school leaving examination, the development of new materials for university students, and the making of these university materials available for use in the final years of secondary schools. With these improvements, Jarvis pointed out that it was hoped that the remedial courses in the university could be phased out in two or three years' time.

In fact, far from being phased out, these courses are, if anything, being intensified. The University is yet trying to improve the existing state of English teaching. The teaching materials, have repeatedly been changed; comparative methodological studies have been carried out; attempts to indentify the areas of communicative needs of university students have also been made.

Tsegaye Woldeyesus (1982) studied the level of reading comprehension of Addis Ababa University freshmen. He used the cloze test as a measure and found out that the level of reading comprehension of these students was alarmingly low with a mean score of 33.5 and a standard deviation of 7.7.

The comparative studies on methodology (Hailom Banteyirga, 1982; Haile Michael Aberra, 1984; and Gebremedihnn Simon, 1984) have demonstrated that (1) the level of English proficiency of freshman students was very low and (2) the structural approach was less effective than either the communicative or the language acquisition approaches in raising the level of proficiency of learners of English.

Hailom Banteyirga investigated the relative effectiveness of the structural and the communicative approaches in teaching conditional sentences to non-natives. His subjects were freshman social sciences students at Addis Ababa University. After teaching the control groups with materials prepared on the principles of the structural approach and the experimental groups with materials prepared along the lines of the communicative approach for eight weeks he found a significant difference in favour of the communicative approach from the statistical computations of the test results.

A similar study by Haile Michael Aberra examined the relative effectiveness of what he termed the 'traditional' and the communicative approaches in teaching reading comprehension to freshmen. His control groups were taught in the 'traditional' approach and the experimental groups in the communicative approach. From the statistical data analyzed, he found out that the experimental groups performed better than the control groups at a significance level of 0.05.

That the structural approach was a less effective method of teaching was again demonstrated by Gebremedihnn Simon in a study which he carried out in 1984. He took a sample of freshmen and taught the control groups in the conscious-rule

learning approach, represented in the study by the structural approach, and the study groups in the language acquisition approach. The scores obtained by the study groups in the posttest were found to be statistically better than the scores obtained by the control groups.

One of the recommendations of these studies was that the teaching materials be redesigned along the lines of the principles of the teaching approaches that showed better results in their respective studies.

A study that had a fair degree of representation of the type of English teaching-learning situation that existed in Addis Ababa was made by Abdulkadir Ali in 1983. He analysed student-teacher interactions in four schools. His purpose was to find out "the kind and frequency of verbal and non-verbal behaviours that transpire when teachers and students in four selected twelfth grade English classes in Addis Ababa interact" (p.30). Using Moskowitz's and Flanders' formulae, he analysed a total number of 2,012 verbal and non-verbal behaviours. His findings showed that only one teacher made 56.5% of all the talk whereas the other three made more than two-third of all the talk. This was interpreted as being indicative of the extent to which the English classes in the selected schools were teacher-centered.

Mekonnen Hundei (1984) assessed the relevance of the English vocabulary selected for the senior high schools. He counted 1,190 vocabulary items listed under the vocabulary lessons section in the four textbooks for grades 9-12. He compared and contrasted these number of words with the frequency list of Thorndike and Lorge. Some of his findings were: (1) on the average the distribution of the items was less than two words per lesson which proved to be much below the average number of words to be learned per lesson in the senior

high schools; (2) students were made to study difficult words when they had not taken enough of the basic and most common English vocabulary; (3) more than 45% of the selected words were nouns; (4) whereas 80% of the vocabulary items could be grouped under common terms, the remaining percentage was shared by words that expressed political and scientific concepts; (5) there was a greater number of words in the books for the lower grades than were put in the upper grades; and (6) no functional words were included in the target vocabulary although some were found distributed in the reading passages.

The studies that were carried out on freshman students partly reflect back to the kind of English teaching-learning situation that the students have passed through. The studies that were made in the schools throw some light on the nature of the teaching materials that are currently in use and on the type of teaching methodology that predominates.

3. THE EXPERIMENT

3.1. Material Preparation

The materials for teaching the uses of the nine prepositions to the Control Group were prepared along the lines of the principles of the structural approach and those for the teaching of the Experimental Group along the lines of the communicative approach. The structural approach, as was noted in Chapter One of this paper, concentrates on the formation of durable impressions of patterns in the students (i.e., on language usage). Unlike the structural approach, the communicative approach puts more emphasis on enabling students to have sufficient knowledge of the appropriateness of utterances to contexts (i.e., on language use).

3.1.1. The Structural Approach

The structural approach is based on the view that language is a set of learned behaviour habits. It is profoundly influenced by the behaviourist psychology of Ivan Pavlov, John Watson and Burrhus Skinner. The major figures in the development of the structural approach were Leonard Bloomfield, Charles Fries, Robert Lado and Francis Mackey. It was the belief of these proponents of the structural approach (McArthur, 1983) that "as language is habit-based, the provision of material for good habit-formation would lead to good performance not only in class but in the world at large" (p. 100).

In fulfilling this aim, the method requires that (1) teaching materials be sequenced in order of increasing difficulty, (2) an inductive explanation of the syntactic structures be given, (3) classes use drills of the pattern-practice variety, i.e., substitution, transformation, expansion, etc., and (4) the practices be performed

in single utterances usually giving answers to questions or responses to word or picture cues.

This approach emphasizes more on the listening and speaking skills than on the skills of reading and writing (Mackey, 1964; Hauptman, 1971; Billows, 1980).

Bloomfield (1942) and Fries (1945) in Lado (1964) emphasized that learning a language is a matter of practice and that learners will have to practise the forms over and over again until they can rattle them off without effort. Bloomfield (1942) in particular, made it a point that "language learning is over learning; anything less is of no use" (p. 12).

The emphasis in language teaching according to the structural approach is on the acquisition of the patterns rather than on their applicability to communicative situations as stated by Ellis (1968):

If a language is to be used easily and effectively, the patterns must be grooved in until they become habitual responses ... Any activity carried out repeatedly ... will be less likely to need working out step by step each time it is performed. Instead, it can be based on a familiar pattern of stimulus and response with minor adjustments to fit the immediate situation. Native like command of a language is the ability to make just such responses to given stimuli, automatically and correctly: i.e. not to have to "work out" every construction like a piece of algebra (p. 75).

These main principles of the structural approach were adhered to in the preparation of the material for the Control Group. A number of exercises were provided to help the students form unconscious habits of the patterns and uses of prepositions. The exercises were mainly modeled on the types of exercises that Lado (1964)

has enumerated. They are: (1) simple substitution, (2) simple substitution in variable position, (3) substitutions that force a change, (4) substitutions that must be changed, (5) multiple substitutions, (6) transformation, (7) question - and - answer exercise, (8) completion exercise, and (9) synthesis (pp. 96 -101).

The following textbooks were referred to in the preparation of the material for the Control Group: P.C. Wren and H. Martin's High School English Grammar and Composition, 1982; L.A. Hill's Prepositions and Adverbial Particles: An Interim Classification - Semantic, Structural and Graded, 1968; A.S. Hornby's The Oxford Advanced Learner's Dictionary of Current English, 1985; and N.K. Jain and V.P. Shamra's Kuraz Book of Modern English Grammar with Practical Exercises, 1985.

3.1.2. The Communicative Approach

Since the time of the propagation of the "direct method" by Berlitz and de sauze' in the 1920s (Diller, 1978), educators have known that the major aim of teaching foreign languages was to enable learners to communicate successfully both in and outside of the classroom. However, it is relatively recently that people began to study 'communicative competence' and to analyze its component parts. Inspired, in part, by the sociolinguist Hymes' (1971) view that " we must study 'communicative competence' at least as zestfully as we have been studying linguistic competence in the abstract" (McArthur: 102), researchers such as H.G. Widdowson developed what is now commonly known as the communicative approach to foreign language teaching.

The significant elements of the communicative approach as stated by McArthur(1983) are:

- (1) an enthusiasm for language in use rather than language as structure;
- (2) A consequent preference for 'semantics' (meaning in real-life contexts) over 'grammar' (rules and paradigms in isolation from authentic language use) in the formulation of tasks for learners to perform;
- (3) an interest in analyzing and planning for the genuine needs of the learner (an activity technically described as 'needs analysis' and taken to be an essential first step in preparing 'communicative curricula or syllabuses') (p.102).

In as far as one and two in the above quotation are concerned, the conviction emanates from the fact that whereas an incorrect sentence "in formal respects can convey the desired meaning, ..., a formally correct sentence used in the wrong situation can lead to real-life problems" (Palmer, 1970:56). The third one is done in the belief that learners will have more readiness and motivation to learn a language when they are aware of the immediate relevance of learning the language in their daily lives. And this is best done by relating the language to the needs of the learners.

In the preparation of the teaching material for the Experimental Group, therefore, the English curricula of the elementary and junior secondary schools were examined. On the basis of what was observed in the curricula, it was assumed that the structures of the English language and the vocabulary items employed in the preparation of the material will not be so much of a problem to the sampled students who have had six years of instruction of English as a compulsory subject and

are now on their seventh year.

In the material, the above three important aspects of the communicative approach were given due consideration. The identification of the language functions that would be appropriate to the purposes of this study was based on J. Van Ek's (1969) six main categories of verbal communication and on his list of language functions.

Emphasis was placed on the use aspect of the prepositions under study. This was done by engaging the students in dialogues representing actual communicative situations. In most cases the dialogues were made to revolve around the communicative activities that one would expect to find in a school environment in order to reconcile the dialogues with the communicative needs of the students.

Following the suggestions of Widdowson (1978: 16) materials from the other subjects have been incorporated into this material wherever possible.

The exercises that were given to the Experimental Group were patterned in such a way that they would help the students to be aware of the fact that prepositions have varied meanings and to help them develop some of the techniques of extracting meanings from the different dialogue contexts. They included exercises that were related to problem solving, devising of dialogues from given contexts and rewriting of sentences with given words or phrases without altering the meanings of the original sentences (see appendix B). The last type of exercises was included following the suggestion given by Fowler (1978).

In some cases, the exercises in the material for the Experimental Group were made to involve small-group activities with the conviction that "language practice with the risk of errors in formal terms is not detrimental to progress in language acquisition" (Brumfit, 1984:75).

While preparing the material, the following books were referred to in addition to the books referred to for the control Group. W.S. Fowler's Proficiency English 3: Use of English, 1978, Sara Withers and E.W. Brockman's The Key to English Prepositions One and Two, 1966; C.E. Eckersley's Essential English for Foreign Students: Book Four, 1963; L.A. Hill's A Guide to Correct English, 1968; L.A. Hill's Exercises in Correct English, 1969; and Grant Taylor's English Conversation Practice, 1983.

3.2. Teaching Methodology

The two teachers who participated in this study are graduates in English from the Addis Ababa University. They both have over seven years of experience in teaching English in secondary schools at different places in the country. It was, therefore, assumed that they were already well acquainted with the structural approach. However, in order to be more certain that individual differences do not influence the subjects, and because each teacher was to teach one control and one experimental groups, they were given a detailed orientation on the principles of the two approaches. Two textbooks, that of William Littlewood (1981) and H.G. Widdowson (1978) were given to them to read two weeks before the experiment began. The two teachers were told to strictly follow the principles of the two approaches.

The students who participated in the experiment were also briefed on the aim of this study.

3.2.1. The Control Group

The teacher starts the lesson in just the same way as he would start it in a normal classroom situation. The material tells him whatever is to be done by him and the students.

There are basic sentences into which ~~any~~ one of the prepositions under study is fit. Word or phrase items are provided to be substituted in the pattern of each basic sentence and repeated over and over again. The teachers were told to make sure that the learners practised each of the exercises **thoroughly**. Deciding when the learners have formed the desired habits of the uses of the prepositions and when to pass on to the next lesson was left to the judgement of each teacher.

Each of the teachers was told to rigorously control errors as it was feared that repeated errors would develop into undesirable habits. Each one of them was also told to strongly discourage the use of the native language (Amharic).

On the basis of these principles, the students in the Control Group (Groups I and II) were taught five periods a week each period lasting forty minutes for ten consecutive weeks.

3.2.2. The Experimental Group

For the Experimental Group, the teacher briefly explains to the students the importance of structure words in English and especially the importance of prepositions. He tries to draw their attention to the problems that the appropriate use of prepositions creates. It was hoped, this would help in positively influencing their readiness to learn.

Since the students were believed to be unfamiliar with this teaching approach and particularly with what its requirements in the classroom are, each teacher was advised to make the students aware of the teaching approach and of its requirements.

To allow time for the students in the Experimental Group to be familiar with the type of material that they were going to use, and to help them overcome their 'stage fear', the material covering a day's work was given to them before each lesson. It was believed this would curb the negative attitudinal impact that could develop in the students in the making of such a swift transition from an experience with a mainly teacher-centered approach, i.e., structural, to an experience with a mainly student-centered approach, i.e., communicative. This was continued for the first few periods. Later, each teacher informed his group that the next day's work was to be done without the help of the material and gave them the material of the following day's work a day earlier so that they could come to class prepared.

After the first two weeks, it was felt that a stage had been reached whereby the material could be withdrawn and be replaced by the teacher's brief introductory remarks about the next day's work. Each teacher based his remarks on the material. For a later reference, the material that was already covered was given to the students at the end of each lesson. Students practised the use of prepositions in this manner for ten weeks.

In order to ensure the full participation of the students throughout the experimental period, a 'participation - check-list' was prepared and given to each teacher.

Teachers were told not to concentrate on error correction, and to make use of the native language whenever the need for its application was felt.

Researchers hold that pair-and group-work reduce anxiety, increase awareness of possible solutions to problems, and increase commitment to learning (Brumfit: 75). Hence teachers were told to encourage pair-work and group-work. The exercises on devising of dialogues, the problem-solving exercises, and the 'what would you say in such a situation' type of exercises were mostly done as pair-or group-works. After the devising of dialogues, discussion was opened on which group's dialogue was the best. When the students were engaged in small-group activities, each teacher was advised to go around to each small-group and give guidance or feedback for those who wanted it. He was told not to sit idle or indulge in other activities so that the students would not feel neglected.

Following these principles, each teacher met the students in the Experimental Group (Groups III and IV) five periods a week for ten consecutive weeks. The length of each period was forty minutes.

3.2.3. Sampling and Grouping

In Addis Ababa and most towns and cities in the country, secondary schools operate under what is called the 'shift system'. Students who pass the grade eight National Examination each year are assigned to the different secondary schools by the Addis Ababa Schools' Office. In the 1986-87 academic year, 1, 114 students were assigned to Yekatit 12 Comprehensive Secondary School. The school placed them into the morning

and the afternoon shifts randomly for it didn't have any other criterion except lack of accommodation. In any case, the need to make the sampling correspond to the shift system was felt because the experiment had to be carried out outside of the respective shifts of the students. Therefore, a proportional number of students were randomly sampled from each shift by taking every n^{th} student from the alphabetically ordered list of the school.

In the morning shift, there were 568 students. Of these 58 students were taken as subjects of the experiment. In the afternoon shift, there were 576 students of whom 62 were taken as samples. A little over ten percent of the total number, i.e., 120 students in all, comprised the population of the experiment.

The students sampled from the morning shift were randomly divided into two groups, and were identified as groups I and II. Those taken from the afternoon shift were divided into two and named groups III and IV. Which two groups would form the control group and which other two the experimental was decided by drawing lots. On this basis Groups I and II formed the control and III and IV formed the experimental groups.

In one of the two shifts, a teacher does his regular work. Hence, the time of when he should meet either of his groups in his regular shift was arranged according to his free period.

After attending the orientation given to the students, nine of them failed to show up for the pretest. The experiment was begun with a total of 111 students, 55 in the Control and 56 in the Experimental groups.

3.2.4 . Measurement

Prior to the commencement of the experiment, a pretest was administered to determine whether or not the subjects exhibited marked differences in their level of mastery of the uses of the nine English prepositions. The test consisted of four parts. Part one had independent sentences with prepositions omitted. No distractors were given to avoid the possibility of guessing. Parts two and three were prepared in the form of a cloze test. A number of researchers Oller and Conrad (1971), Oller et.al. (1972), Darnell (in Oller et.al.) , have established the validity and reliability of cloze test as a measure of various aspects of the language proficiency of foreign language learners. Oller et.al, in particular, have reported that "Oller and Inal (1971) used a cloze test deleting only prepositions and found a correlation of .75 with UCLA ESLPE Form 2B Revised"(p.2.). Hence, part two of the pretest contained a short reading passage and part three comprised a fairly long conversation both with only prepositions deleted. Part four tested the subjects' knowledge of the varied contextual meanings of prepositions. (See appendix A).

It is worth noting here that the pretest had only a total of 50 items. It was believed that as the subjects were unfamiliar with this type of test, and because they have not previously sat for a test having a greater number of items than this, increasing the number of items might inhibit the students from attempting all the questions and, even worse, from attending the experimental classes.

At the end of the experiment, a posttest was given to the students. Its purpose was to help determine which of the two approaches has had a significant bearing on the students' knowledge of the collocational uses of prepositions. The posttest was set in much the same way as the pretest except for the inclusion of two new parts and the increase in the number of items. The independent sentences with blank spaces for the deleted prepositions were followed by four distractors each this time.

The subjects' abilities of properly handling and comprehending conversations or dialogues was tested by requiring them to supply (a) correct responses to given questions and (b) the most likely questions to which given utterances could be possible answers.

A communicative function (Littlewood, 1981) can be expressed by a number of linguistic forms. The students' awareness of this fact was tested by asking them to rewrite given sentences with the help of supplied words or phrases without altering the meanings of the original sentences. This part of the test was set in a way that use of the given words or phrases would force the subjects to make use of any or all of the prepositions under study.

To allow enough room for the coverage of the varied uses of the prepositions in different contexts, the number of items in the posttest was raised to one hundred. The cloze section contained more or less an equal number of items as the pretest. But it was restricted to very short conversations and paragraphs (3-6 lines) with prepositions deleted as in the pretest.

The questions that were related to the meaning aspect tested the subjects' knowledge of not

only the literal meanings of the prepositions but also of the meanings they give in different collocations. Instances of pronouns were exploited to help test the students' ability of relating prior reference to later reference of the same (see appendix D).

Mention has been made in 3.2.4. above that the pretest consisted of only 50 items. For this reason both tests were scored out of 50 and the statistical computations reflected that.

The mean scores of each of the control groups (I and II), each of the experimental groups (III and IV) and of the aggregate control and aggregate experimental groups in both the pre- and posttests were calculated by applying the formula $\text{Mean}(\bar{x}) = \frac{\sum f(\text{C.M.})}{N}$ where f is frequency, C.M. is class mark (mid point) and N is sample size.

The variance errors of the aggregates and of each member of the paired groups was computed by using the formula variance (S^2) = $\frac{\sum f(x-\bar{x})^2}{N-1}$ where x stands for class mark.

Standard deviation is the square root of variance error. Hence the standard deviations of the aggregates and of each member of the paired groups was found out by the formula standard deviation (S.D.) = $\sqrt{\frac{\sum f(x-\bar{x})^2}{N-1}}$

The standard error of each paired group and of each of the aggregates which was essential for the t computations was found by using the following formula:

$$\text{Standard error } (S\bar{x}_1 - \bar{x}_2) = \sqrt{\frac{(N_1-1)S_1^2 + (N_2-1)S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

The significance findings were arrived at by applying the formula $t \text{ cal.} = \frac{\bar{x}_1 - \bar{x}_2}{S\bar{x}_1 - \bar{x}_2}$

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1. Results

4.1.1. Pretest

The scores that each of the two control groups (Groups I and II) got in the pretest are shown in Table I on page 33. Groups I and II obtained average scores of 25.27 and 25.45 respectively. In Group I twenty - six students, and Group II twenty-nine students participated.

The scores obtained by the Experimental Group (Groups III and IV) in the pretest are tabulated on page 34. The average scores of Groups III and IV were computed to be 24.68 and 25.75. The two groups had twenty-eight students each.

Table V on page 37, shows the comparative score distributions of the Aggregate control (I and II combined) and Aggregate Experimental (III and IV combined) Groups obtained in the pretest. The mean score of the Aggregate Control Group was 25.36 with a variance error of 63.94 and a standard deviation of 7.99.

The Aggregate Experimental Group's average was computed to be 25.21 with a variance error and standard deviation of 76.75 and 8.76 respectively.

4.1.2. Posttest

The posttest score distributions of each of the control groups (I and II) are shown in Table III on page 35. The mean of Group I which consisted of twenty-six students was 25.31. Group II comprising twenty-eight students had an

average score of 22.64.

Table IV on page 36 shows the posttest score distributions of the Experimental Group (III and IV). The mean of Group III with twenty-six students was computed to be 29.58 and that of Group IV with twenty-seven students was 30.87.

Table VI on page 38 shows the comparative score distributions of the Aggregate Control Group (I and II combined) and Aggregate Experimental Group (III and IV combined) in the posttest. The mean score of the Aggregate Control Group was 23.76 with a variance error of 69.37 and a standard deviation of 8.33. The Aggregate Experimental Group scored an average of 30.24. Its variance error and standard deviation were computed to be 72.31 and 8.50 respectively.

4.2. Hypothesis Test

In order to determine whether or not the subjects of the study had a significant difference in their knowledge of the functions and usages of the nine prepositions, each group was paired with a contrasting group. Statistical computations were carried out on their pre-and posttest results. Groups I and III, II and III, I and IV, and II and IV were paired. In each of

TABLE I. Pretest score distribution of control group

GROUP I					GROUP II				
G.I	f	c.f	C.M.	f(C.M.)	C.I.	f	c.f.	C.M.	f(C.M.)
10 - 14	2	2	12	24	5 - 9	1	1	7	7
15 - 19	3	5	17	51	10 - 14	3	4	12	36
20 - 24	5	14	22	198	15 - 19	2	6	17	34
25 - 29	5	19	27	135	20 - 24	6	12	22	132
30 - 34	4	23	32	128	25 - 29	5	17	27	135
35 - 39	2	25	37	74	30 - 34	11	28	32	352
40 - 44	0	25	42	0	35 - 39	0	28	37	0
45 - 49	1	26	47	47	40 - 44	1	29	42	42
	26			657		29			738

$$\bar{X} = \frac{657}{26} = 25.27$$

$$\bar{X} = \frac{738}{29} = 25.45$$

TABLE II Pretest score distribution of Experimental groups

G R O U P III					G R O U P IV				
C. I.	f	c.f.	C.M.	f(C.M.)	C.I.	f	c.f.	C.M.	f(C.M.)
5 - 9	1	1	7	7	5 - 9	1	1	7	7
10 - 14	4	5	12	48	10 - 14	3	4	12	36
15 - 19	2	7	17	34	15 - 19	2	6	17	34
20 - 24	6	13	22	132	20 - 24	4	10	22	88
25 - 29	6	19	27	162	25 - 29	10	20	27	270
30 - 34	7	26	32	224	30 - 34	3	23	32	96
35 - 39	1	27	37	37	35 - 39	4	27	37	148
40 - 44	0	27	42	0	40 - 44	1	28	42	42
45 - 49	1	28	47	47					
	28			691		28			721

$$\bar{X} = \frac{691}{28} = 24.68$$

$$\bar{X} = \frac{721}{28} = 25.75$$

TABLE III Posttest score Distribution of the control groups

GROUP I					GROUP II				
C.I.	f	c.f.	C.M.	f(C.M.)	C.I.	f	c.f.	C.M.	f(C.M.)
11-15	3	3	13	39	9 - 12	3	3	10.5	31.5
16-20	6	9	18	108	13 - 16	2	5	14.5	29.0
21-25	9	18	23	207	17 - 20	3	8	18.5	55.5
26 - 30	1	19	28	28	21 - 24	8	16	22.5	180.0
31 - 35	2	21	33	66	25 - 28	8	24	26.5	212.0
36 - 40	2	23	38	76	29 - 32	3	27	30.5	91.5
41 - 45	2	25	43	86	33 - 36	1	28	34.5	34.5
46 - 50	1	26	48	48					
	26			658		28			634

$$\bar{X} = \frac{658}{26} = 25.31$$

$$\bar{X} = \frac{634}{28} = 22.64$$

TABLE IV Posttest Score Distribution of the Experimental Groups

G R O U P III					G R O U P IV				
C. I.	f	c.f.	C.M.	f(C.M.)	C.I	f	c.f	C.M.	f(C.M.)
19 - 22	5	5	20.5	102.5	15 - 18	1	1	16.5	16.5
23 - 26	6	11	24.5	147.0	19 - 22	5	6	20.5	102.5
27 - 30	4	15	28.5	114.0	23 - 25	4	10	24.5	98.0
31 - 34	6	21	32.5	195.0	27 - 30	5	15	28.5	142.5
35 - 38	1	22	36.5	36.5	31 - 34	4	19	32.5	130.0
39 - 42	2	24	40.5	81.0	35 - 38	1	20	36.5	36.5
43 - 46	1	25	44.5	44.5	39 - 42	3	23	40.5	121.5
47 - 50	1	26	48.5	48.5	43 - 46	2	25	44.5	89.0
					47 - 50	2	27	48.5	97.0
	26			769.0		27			833.5

$$\bar{X} = \frac{769}{26} = 29.58$$

$$\bar{X} = \frac{833.5}{27} = 30.87$$

TABLE V The comparative Pretest Score Distributions of Aggregate Control and Aggregate Experimental Groups

AGGREGATE CONTROL GROUPS						AGGREGATE EXPERIMENTAL GROUPS					
C.I	f	c.f.	C.M.	f(C.M)	$x_1 - \bar{x}_1$	C.I	f	c.f.	C.M.	f(C.M)	$x_2 - \bar{x}_2$
5 - 9	1	1	7	7	-18.36	5 - 9	2	2	7	14	-18.21
10 - 14	5	6	12	60	-13.36	10 - 14	7	9	12	84	-13.21
15 - 19	5	11	17	85	- 8.36	15 - 19	4	13	17	68	-8. 21
20 - 24	15	26	22	330	- 3.36	20 - 24	10	23	22	220	- 3.21
25 - 29	10	36	27	270	1.64	25 - 29	16	39	27	432	1.79
30 - 34	15	51	32	480	6.64	30 - 34	10	49	32	320	6.79
35 - 39	2	53	37	74	11.64	35 - 39	5	54	37	185	11.79
40 - 44	1	54	42	42	16.64	40 - 44	1	55	42	42	16.79
45 - 49	1	55	47	47	21.64	45 - 49	1	56	47	47	21.79
	55			1395			56			1412	

$$\bar{x}_1 = 25.36 \quad S.D. = 7.99$$

$$s^2 = 63.94$$

$$\bar{x}_2 = 25.21$$

$$s^2 = 76.75 \quad S.D. = 8.76$$

TABLE VI The Comparative Score Distributions of the Aggregate Control and the Aggregate Experimental on Posttest

AGGREGATE CONTROL GROUPS						AGGREGATE EXPERIMENTAL GROUPS					
C.I.	f	e.f.	C.M.	f(C.M.)	$x_1 - \bar{x}_1$	C.I.	f	e.f.	C.M.	f(C.M.)	$x_2 - \bar{x}_2$
9 - 12	5	5	10.5	52.5	-13.26	15 - 18	1	1	16.5	16.5	-13.74
13 - 16	4	9	14.5	58.0	- 9.26	19 - 22	10	11	20.5	205.0	- 9.74
17 - 20	8	17	18.5	148.0	- 5.26	23 - 26	10	21	24.5	245.0	- 5.74
21 - 24	17	34	22.5	382.5	- 1.26	27 - 30	9	30	28.5	256.0	- 1.74
25 - 28	9	43	26.6	238.5	2.74	31 - 34	10	40	32.5	325.0	2.26
29 - 32	3	46	30.5	91.5	6.74	35 - 38	2	42	36.5	73.0	6.26
33 - 36	3	49	34.5	103.5	10.74	39 - 42	5	47	40.5	202.5	10.26
37 - 40	2	51	38.5	77.0	14.74	43 - 46	3	50	44.5	133.5	14.26
41 - 44	2	53	42.5	85.0	18.74	47 - 50	3	53	48.5	145.5	18.26
45 - 48	1	54	46.5	46.5	22.74	51 - 54					

54

1283.0

53

1602.5

$$\bar{X}_1 = 23.76$$

$$S.D. = 8.33$$

$$\bar{X}_2 = 30.24$$

$$S.D. = 8.50$$

$$S^2 = 69.37$$

$$S^2 = 72.31$$

the pairs the former belongs to the Control Group and the latter to the Experimental Group.

Statistical computations were also carried out on the pre- and posttest results of the Aggregate Control and Aggregate Experimental Groups. In both cases the t statistic was used. The t-tabulated was determined by using a $0.05/2$ level of significance since the alternate hypothesis in this study is non-directional. At a degree of freedom $N_1 + N_2 - 2 = 111$ and a level of significance 0.025, the value of t was read to be 1.9799.

4.2.1. Paired Groups

4.2.1.1. Pretest

Table VII on page 42 summarizes the t test results of the four paired groups in the pretest. Pair 1 had a standard error of 2.6524 and a t-value of 0.2224. Pair 2 had a standard error of 2.2676 and a t-value of 0.3395. The standard error of pair 3 was 2.2749 and its t-value was calculated to be 0.2109. Pair 4 had a standard error of 2.2271 and the value of t was computed to be 0.1347. All the four values of t, calculated for the four paired groups are less than the value of t-tabulated which was 2.0003. This shows that they were not statistically significant.

4.2.1.2. Posttest

The posttest t-values of the four paired groups have been summarized in Table VIII on page 43. The value of t for pair 1 was 1.7429 and the standard error was 2.4498. The standard error of pair 2 was 1.9090 and its t-value was computed to be 3.6354.

Pair 3 had a standard error of 2.6176 and a t-value of 2.1302. The value of t for pair 4 was computed to be 3.8756 and its standard error was 2.1235. The tabulated t-value of pair 1 is 2.0086 and that of the other pairs is 2.0003. The only insignificant value is that of pair 1. The other three are all significant.

4.2.2. Aggregate Groups

The mean scores of the Aggregate Control and the Aggregate Experimental Groups in the pretest were 25.36 and 25.21 respectively. The standard deviation of the former was 7.99 and that of the latter was 8.76. When the value of t was calculated, it was found to be 0.0941. This is less than the value of t-tabulated. The findings proved that the Groups had no significant difference prior to the commencement of the experiment.

In the posttest, the mean scores of the Aggregate control and the Aggregate Experimental Groups were 23.76 and 30.24 respectively. The standard deviation of the Aggregate Control was 8.33 and the standard deviation of the Aggregate Experimental was 8.50. The computed t-value of the groups was 3.9823. Table IX on page 44 summarizes both the findings.

The null hypothesis(H_0) in this study stated that there would not be a significant difference between the structural and the communicative approaches on a posttest measure in enhancing foreign language learners' communicative knowledge of the collocational uses of prepositions. The alternate hypothesis(H_1) was the reverse of the null. Since the values of t of both the paired and the aggregate groups were greater than the value of t-tabulated, the null hypothesis was rejected and the alternate hypothesis supported.

The average posttest gain of each aggregate group on its pretest results is summarized in Table X on page 45. The mean of the Aggregate Control Group in the pretest was 25.36 and in the posttest, it was 23.76. The computed t-value was 1.0231. This shows that it was statistically insignificant. The Aggregate Experimental Group had a mean of 25.21. in the pretest. Its mean in the posttest was 30.24. The value of t-computed for this group was 3.0390 which was statistically significant.

4.3. Discussion

The study has revealed that both the Control and the Experimental Groups had no statistically significant difference in the pretest. This was determined on the level of contrasting pairs and on the level of aggregates thus proving that the subjects of the experiment had more or less equal knowledge of the functions and usages of the nine prepositions. The posttest results of the Experimental Group, on the other hand, were found to be statistically significant on both counts. This shows that there is a significant difference between the effectiveness of the structural and the communicative approaches in teaching the collocational uses of prepositions. If so, what is it in the communicative approach that made it to be so different from and more effective than the structural approach in teaching the uses of prepositions?

The Control Group, that was thought the uses of the nine prepositions in the structural approach, did not find the method of teaching any different from the method of teaching that it has been exposed to for quite a long time in the schools. The exercises that the students practised did not help them to develop their communicative knowledge of the uses of prepositions. These exercises were taken to be

TABLE VII Significance Findings of the Pretest Results of Paired Groups

PAIR	GROUP	N	\bar{X}	S^2	S.D	$\bar{S}X_1 - \bar{X}_2$	t_{cal} 0.025	t_{tab} 0.025	SIGNIFICANCE
1	I	26	25.27	63.88	7.99	2.6524	0.2224	2.0003	NOT SIGNIFICANT
	III	28	24.68	80.52	8.97				
2	II	29	25.45	66.25	8.13	2.2676	0.3395	2.0003	NOT SIGNIFICANT
	III	28	24.68	80.52	8.97				
3	I	26	25.27	63.88	7.99	2.2749	0.2109	2.0003	NOT SIGNIFICANT
	IV	28	25.75	75.23	8.67				
4	II	29	25.45	66.25	8.13	2.2271	0.1347	2.0003	NOT SIGNIFICANT
	IV	28	25.75	75.23	8.67				

TABLE VIII Significance Findings of the Posttest Results of Paired Groups

PAIR	GROUP	N	\bar{X}	S^2	S.D	$S\bar{X}_1 - \bar{X}_2$	t_{cal} 0.025	t_{tab}	SIGNIFICANCE
1	I	26	25.31	96.46	9.82	2.4498	1.7429	2.0086	INSIGNIFICANT
	III	26	29.58	59.59	7.71				
2	II	28	22.64	39.68	6.29	1.9090	3.6354	2.0003	SIGNIFICANT
	III	26	29.58	59.59	7.71				
3	I	26	25.31	96.46	9.82	2.6176	2.1302	2.0003	SIGNIFICANT
	IV	27	30.87	86.47	9.29				
4	II	28	22.64	39.68	6.29	2.1235	3.8756	2.0003	SIGNIFICANT
	IV	27	30.87	86.47	9.29				

TABLE IX Hypothesis Test findings on Pre-and Posttests of Aggregate Control and Aggregate Experimental Groups

T E S T	AGGREGATE CONTROL GROUP			AGGREGATE EXPERIMENTAL GROUP			$S\bar{X}_1 - \bar{X}_2$	$t_{cal.}$ 0.025	$t_{tab.}$ 0.025	SIGNIFICANCE
	N_1	\bar{X}_1	S.D ₁	N_2	\bar{X}_2	S.D ₂				
PRETEST	55	25.36	7.99	56	25.21	8.76	1.5929	0.0941	1.9799	NOT SIGNIFICANT
POSTTEST	54	23.76	8.33	53	30.24	8.50	1.6272	3.9823	1.9799	SIGNIFICANT

TABLE X Findings of Gain on Pre-and Posttests by the Aggregate Control and Aggregate Experimental Groups

GROUP	PRETEST			POSTTEST			$\bar{X}_1 - \bar{X}_2$	$t_{cal.}$ 0.025	$t_{tab.}$ 0.025	SIGNIFICANCE
	N_1	\bar{X}_1	S.D. ₁	N_2	\bar{X}_2	S.D. ₂				
AGGREGATE CONTROL	55	25.36	7.99	54	23.76	8.33	1.5638	1.0231	1.9799	NOT SIGNIFICANT
AGGREGATE EXPERIMENTAL	56	25.21	8.76	53	30.24	8.50	1.6551	3.0390	1.9799	SIGNIFICANT

a matter of routine: blank-filling, substituting, transforming, asking questions and responding to questions, etc.

The inductive explanations given of the grammatical structures in which the nine prepositions were used hardly helped the students to internalize even the relatively simple uses of prepositions let alone their "abstract, chaotic functions" (Kreidler, 1966: 119). That the students were made to repeat the patterns over and over again opened enough room for boredom.

From time to time, analytic explanations of how the students can interact with people in English were given. But these explanations were devoid of the provision of "opportunities for small-group interaction" (Brumfit:74). Explanations, unless supported by actual practice in the language, would not contribute "to both cognitive and affective development" (p.75).

Even when there were some chances for language exchanges, the teacher took the initiative and students responded to whatever the teacher said. Wrong responses were corrected on the spot. This had a negative bearing on the students and discouraged them from attempting to respond for fear of committing errors in the classes that followed.

The materials that were used by the Control Group were not related to its communicative needs. This meant that the teacher was teaching and the students were learning prepositions per se. Hence, the students' readiness and motivation to learn was relatively low.

It was reported by the two teachers who participated in the study that a number of students in the Control Group saw their coming to school in the two shifts as pure waste of time and that a feeling of indifference and lack of interest characterized the classes. For the factors explained above, the performance of the Control Group was lower than the Communicative Group's.

The Experimental Group that was taught the uses of the nine prepositions in the communicative approach, however, found that it was totally unfamiliar with the method. The members of this group were, therefore, positively influenced by this. The desire to know more about the method of teaching and through it to be able to effectively communicate in the language (and this was observed even after the experiment was over) increased.

In the teaching process the concentration was on the use aspect of the language in general and of prepositions in particular. This was done in the belief that "the teaching of use, . . . , guarantees the learning of usage since the latter is represented as a necessary part of the former" (Widdowson, 1978:19).

The materials were made to involve actual communicative functions with specific reference to school situations. The "areas of use represented by the other subjects on the school curriculum" (p. 16) helped to link the learners' own experience with their immediate environment. This ensured one possible means of teaching the

language for communication thus helping the learners "to be aware of its practical relevance as a means of communication" (p.17). This was an advantage, "since there seems that there is a direct relation between how relevant a learner perceives his course to be and how well he learns" (Strevens, 1978:108).

Learners of this group pictured themselves in certain situations and they were able to develop their judgement of what factors are likely to influence what they would say in the particular situations (Palmer, 1970; Allen and Widdowson, 1979) thus widening their cognitive and affective abilities. Moreover, it helped them to focus their attention "on the content of what they were saying rather than the form" (Harmer, 1982: 166).

As was noted in chapter three of this study, the communicative activities provided the students in the Experimental Group with the experience of facing people and talking to them and as stated by Littlewood (1981) with

opportunities for positive personal relationships to develop among learners and between learners and teacher. These relationships helped to 'humanise' the classroom and to create an environment that supports the individual in his efforts to learn (p. 18).

The small-group activities undertaken in the process of devising dialogues, handling the problem-solving exercises and responding to the 'what would you say in such a situation' type of exercises helped to reduce the learners' anxiety increase their awareness of possible solutions to problems and their commitment to learning.

These exercises also had their share of contribution to make towards reducing the inhibition of the learners to talk in front of people.

The discussions that were opened after each small group devised its dialogue to decide on which group's dialogue was the best, helped to develop the learners' power of reasoning and sharpened their skill of presentation of logical arguments. Even more, it gave them the motivation and encouragement to be involved in making use of the language for communicative purposes as was observed in the interaction of the students with their two teachers and with this researcher outside of classrooms.

The exercises that were related to the meaning aspect of the prepositions equipped the subjects of the study with the techniques of finding out and understanding their varied meanings from the different contexts in which they were used. Collocations of prepositions and pronouns, for example, were used to help teach the learners the techniques of relating prior reference to later reference thus bringing the students nearer to the understanding and internalization of the meanings of the prepositions than would otherwise be the case.

Learners' individual differences were kept to a minimum by the nature of sampling used and the use of lots during the assignment of students into one of the two groups (control or experimental). The possible effects that the differences of teachers could have on the subjects were moderately controlled by the fact that (1) they had equal qualifications,

CHAPTER FIVE

5. CONCLUSION, SUMMARY OF FINDINGS, INFERENCES AND RECOMMENDATIONS

5.1. Conclusion

The purpose of this study was to investigate the relative effectiveness of the structural and the communicative approaches in teaching the collocational uses of nine most frequently used one-word prepositions to grade nine students. The experiment was carried out at Yektit 12 Comprehensive Secondary School in the first semester of the 1986-87 academic year.

As noted earlier, null and alternate hypotheses were formulated and tested. The null hypothesis (H_0) stated that there would not be a significant difference between the structural and the communicative approaches on a posttest measure in enhancing foreign language learners' communicative knowledge of the collocational uses of English prepositions. Its alternate (H_1) was that there would be a significant difference between the structural and the communicative approaches on a posttest measure in enhancing foreign language learners' communicative knowledge of the collocational uses of English prepositions.

One set of materials based on the structural approach, and another set based on the communicative approach were prepared for the control and experimental groups respectively. Pre-and posttests were administered and the scores obtained were analyzed statistically.

It has been mentioned in Chapter Three above that the structural approach emphasizes usage and

the communicative approach emphasizes use. In other words, the former emphasizes form whereas the latter emphasizes content.

The material for the control group provided the learners with isolated sentences that incorporated the prepositions under study. Drills of the pattern-practice variety, believed to help the students form the desired unconscious habits, were also given.

The material for the experimental group provided the students with opportunities for small-group interactions by engaging them in practices of communicative activities related to their communicative needs. This was believed to help the learners acquire both the manipulative and communicative aspects of the language in general and of the grammatical unit under study in particular.

Diller (1978) and Littlewood (1984) have pointed out that research in foreign language teaching has so far not been able to fully explain the processes involved in it. This is due mainly to the fact that there are so many variables to deal with. It is therefore somewhat difficult to draw definite conclusions from a methodological study such as this. However, as different researchers have suggested, the effects of the variables can be kept to a minimum and general conclusions can be drawn. Accordingly, in this study, statistical computations of the posttest results of the subjects showed that the experimental groups have made a considerable improvement in their knowledge of the collocational uses of prepositions. Hence the null hypothesis had to be rejected and the alternate hypothesis supported. The conclusion was drawn that the

communicative approach is a more effective method of teaching the collocational uses of prepositions than the structural approach. A higher degree of readiness and motivation was also exhibited by the members of the experimental group than by those in the control group.

5.2. Summary of Findings

As discussed in Chapter Four, computations of the t-statistics of the pretest results of the four paired groups showed no significant difference. The difference in the pretest mean scores of the aggregate control and aggregate experimental groups was not found to be statistically significant. From these two findings, it was concluded that the subjects of the study had more or less equal knowledge of the functions and usages of prepositions.

When the pre-and posttest t-values of the difference in mean scores of the aggregate control group was computed, it was found to be less than the t-tabulated value indicating that the control group had made no significant gain (or progress) over its pretest results.

The difference in the pre-and posttest mean scores of the aggregate experimental group proved to be statistically significant indicating that the experimental group had made considerable gain (or progress) over its pretest results.

The posttest t-values of the four paired groups were computed and were found to be greater than the tabulated t-value. The computations of the posttest t-value of the aggregate control and aggregate experimental groups showed that it was greater than the value of t-tabulated. Hence, the two findings proved that the students who

were taught the uses of prepositions in the communicative approach had improved in their knowledge of the functions and usages of prepositions. The findings are, therefore, summarized as:

5.2.1. The communicative approach is an effective method of teaching the collocational uses of prepositions and enhances the learners' level of English proficiency.

5.2.2. The structural approach is not an effective method of teaching the collocational uses of prepositions and does not enhance the learners' level of English proficiency.

5.3. Inferences

From the above findings, the following inferences could be made:

5.3.1. Upholding the learners' ultimate objective which is to take part in communication with others through different kinds of communicative activities positively influences the readiness and motivation of learners.

5.3.2. Purposefully relating teaching materials to the communicative needs of the students gives them more freedom to use a variety of language forms. It also creates a desire in the students to communicate in the language.

5.3.3. The provision of opportunities for small-group interactions through dialogues that are realistic and authentic in language

and situation inspires learners to make use of a number of related utterances thus facilitating language learning. It also encourages them to work both individually and cooperatively in their efforts to learn.

5.3.4. Manipulative rote exercises on separate grammatical units and isolated sentences in the form of substitution, expansion, transformation, etc. drills do not enhance the acquisition of the communicative knowledge of the uses of prepositions.

5.3.5. Motivation emanating from the concentration on the form of the language and the need to attain accuracy is not as effective as that resulting from the concentration on the content of the language and the need to achieve a communicative purpose.

5.3.6. Limiting teacher participation to giving guidance and feedback without placing emphasis on error correction develops a feeling of 'pride' and independence in the students and helps to make language classes more learner-centered.

5.3.7. Number of weekly periods of contact between teacher and students do not by themselves guarantee language learning unless supported by appropriate teaching materials and effective methodologies.

5.4. Recommendations

It has been pointed out in Chapter Two of this study that previous investigations have indicated that the situation of English language teaching in this country is in a rather depressing state and that it requires urgent attention. The inadequacy of the teaching materials and the inefficiency of the methods of teaching were among the causes listed. Based on the findings of the present study, the following recommendations could be made:

5.4.1. As a short term step, supplementary materials to show how the existing heavily structure-based course books could be adapted to provide for small-group activities and generate useful communicative practices in the classroom should be prepared and put into use.

5.4.2. In the long-term, ways and means of redesigning the existing teaching materials along the lines of the principles of the communicative approach should be found and implemented.

5.4.3. The preparation of the supplementary materials and the redesigning of the existing teaching materials should be based on clearly defined objectives and directly related to the communicative needs of the learners.

5.4.4. Workshops, seminars, etc., should be conducted to orient or reorient English teachers on current developments in foreign language teaching so that they can be better

equipped with the knowledge of the more recent methods of teaching. Such workshops and seminars should be held at regular intervals.

5.4.5. Further methodological studies and studies to identify the communicative needs of students should be carried out at different grade levels with a reasonably large sample population and over a reasonably long period of time.

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APPENDIX A

PRETEST

NAME _____ GROUP _____

GENERAL INSTRUCTION: This test has two types of questions. The first type asks you to complete sentences with correct prepositions. You are to choose from among the following prepositions: at, by, for, from, in, of, on, to, with. The second type has multiple choice questions. You are to choose the best answer and indicate by circling the letter of your choice.

I. The following sentences have blank spaces which are given numbers. Fill in the blanks with suitable prepositions. Put your answers in the spaces provided below the sentences against the number of each blank space.

1. He is not intelligent, but he is quite good (1) mathematics.
2. We are all prepared (2) the examination.
3. I'll be waiting (3) you (4) the railway station.
4. I went (5) his house (6) the morning but could see him only (7) night.
5. We worked (8) eight o'clock (9) the morning (10) seven (11) the evening.
6. Which factory does your father work (12) ?
7. Our text books are written (13) English.
8. He died (14) twelve noon (15) a sunny day (16) Meskerem.
9. To avoid being seen, thieves travel (17) night.
10. He was short (18) money. That is why he cancelled the trip.
11. He competed (19) the other students and improved his English.

12. Don't run (20) the flower-beds.

Now put your answers below:

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

II. The following is a short passage. It has blank spaces in it. The blank spaces are given numbers. Fill in the blanks with suitable prepositions. Give your answers in the spaces provided against the number of each blank space.

Road accidents are said to be one of the most critical problems (1) all modern cities. The rise (2) traffic accidents is to be expected (3) the growth of population and vehicles (4) a big city. Addis Ababa is no exception to this.

According to information release (5) the Addis Ababa Traffic Inspection and Control Department, the number (6) accidents has kept increasing during the past years. (7) 1976 B.C. alone 1, 119 accidents were recorded (8) the city causing the death (9) 138 people. Two years later, the number of deaths grew (10) 147 (11) 1,639 accidents. The number of people that received heavy and minor injuries as well as the damage caused (12) property due to accidents were equally grave.

Now put your answers below

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

III. The following is a conversation between two girls. It has blank spaces which are numbered. Read it very carefully and complete the blank spaces with correct prepositions. Write your answers in the spaces provided against the number of each blank space.

Almaz: You look very angry. What is the matter?

Aster: If there is one thing I can't bear it is people who meddle in other people's business. You would really think, wouldn't you, that when you live (1) a big town nobody would bother about you because nobody knows you. But what one forgets is that, even (2) a city, one lives (3) a neighbourhood. I mean you are seen everyday (4) the same people when you go shopping, when you eat (5) a restaurant, when you stand waiting (6) the bus stop or whatever.

Almaz: True. But who has been bothering you?

Aster: Well, I happened to be (7) the supermarket this morning going along between the shelves looking (8) things that I might buy. All of a sudden, a woman stops me and starts arguing (9) me over my failure (10) the final exams. How did she know? I mean I don't know her and as far as I am aware she doesn't know me.

Now put your answers in the spaces given below.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

IV. The following eight questions are on the meanings of prepositions. Read each statement and answer the questions that follow it. Indicate your answer by circling the letter of your choice.

1. Ethiopia is famous for its scenery.
 'For' carries the meaning
 - a) suitability
 - b) because of
 - c) in support of
2. Most of us were shoking with cold.
 'With' carries the meaning.
 - a) because of
 - b) having
 - c) concerning
3. A: What time is it?
 B: It is a quarter to two.
 In B's answer 'to' carries the meaning
 - a) as far as
 - b) after
 - c) before
4. Within a year of his graduation, he got married.
 'of' indicates separation in
 - a) space
 - b) time
 - c) degree
5. A: Where does your brother work?
 B: He is on the Ethiopian Herald.
 In B's answer 'on' indicates

- a) direction to publishing house
- b) being in charge of
- c) membership of the staff

6. A: Where and when shall we meet?

B: You can come to my office at any moment.

In B's answer 'to' indicates

- a) starting point of place
- b) reaching point of time
- c) reaching point of place.

7. In the same answer of B 'at' indicates.

- a) time
- b) place
- c) cause

8. He lay on the floor for over half an hour.

'For' indicates

- a) extent in place
- b) point of time
- c) extent in time

APPENDIX B
TEACHING MATERIAL - THE COMMUNICATIVE APPROACH

AT

Function: Asking about where somebody is/was
(preposition indicates point of place).

Form : --- v + at + NP

Role : Student A plays the role of a teacher.
Student B plays the role of a student.

Practice: A: Where were you this morning?

B: I was at the station.

A: Why were you at the station?

B: To say good-bye to my brother.

Students will exchange roles and practise the above dialogue.

Exercise (1): Play the roles of A and B. Ask B where he was yesterday, two days ago, last weekend, etc. Let your friend answer following the form given below.

A: Where were you yesterday evening?

B: Well, I was at home.

Function: Asking information - Giving information
(preposition indicates point of time)

Form : --- v + at + NP

Role : Student A plays the role of a supervisor.
Student B plays the role of a class monitor.

Practice: A: What time does your English lesson begin?

B: Our English lesson begins at eight o'clock.

A: Does it begin at eight everyday?

B: Yes, it begins at eight every day.

Exercise (2): Play the roles of A and B as in above.

Form questions about your other subjects and practise.

Exchange roles each time. Remember to use the form

--- v + at + NP.

Function: Giving appointment to a friend. (preposition indicates point of place and time)

Form : --- v + at + NP

Role : Student A and student B play the role of friends. They are having a telephone conversation.

Practice: A: Hello B!

B: Hello A! Where are you?

A: I am at Kebede's house.

Where are you?

B: I am at home.

A: Will you see that film?

B: Oh yes, where shall we meet?

A: Shall we meet at the bus stop?

B: What time?

A: At 10 : 30.

B: O.K., by till then. OR O.K., I'll be right there.

Students will exchange roles and practise the telephone conversation.

Excercise (3): Teacher opens a discussion on the function(s) of the preposition under study. By asking different questions he tries to draw the attention of the students to the meaning(s) of the preposition.

Function: Seeking factual information. (Preposition indicates point of place. It is more related to direction).

Form : --- v + at + NP

Role : Student A plays the role of a teacher. Student B plays the role of a student. B tells A that he couldn't locate the Rift Valley Lakes on the map of Ethiopia. A says:

Practice: A: Look at the map very carefully again.

B: I looked at it but couldn't find them.

A: (calling on student C) can you help B locate the lakes?

C: Shows the lakes to B.

A: Do you know their names? (Turning to B)
What is the name of the one at the top?

B: The one at the top is called ... (reads)

A: What about the one at the bottom?

B: The one at the bottom is called ... (reads)

A: There you are.

Exchange roles and practise the dialogue.

Function: Seeking factual information. (Preposition referring to point of place and time)

Form : at + ---

--- v + at + NP

Role : Student A plays the role of interviewer.
Student B plays the role of interviewee.

Practice: A: What is your name?

B: My name is ---.

A: Where do you live?

B: At Higher 1 'kebele' 04 house no 017.

A: At what age did you start school?

B: At the age of seven.

A: At what age did you leave secondary school?

B: I left school at the age of twenty.

A: And how old are you now?

B: I am twenty-one years old.

A: What were you doing last year?

B: I was working at a factory.

A: O.K., I'll call you at a later date.

B: Thank you sir!

Exchange roles and practise the above interview.

Exercise (4): Form yourselves into groups of three or four. Discuss the function(s) of 'at' within the above interview.

- (1) At - indicating point of time
- indicating point of place
- related to age
- etc.

Function: Seeking advice - Giving advice. (Preposition indicates quality of someone in something.)

Form : --- adj. + at ---

Role : Student A plays the role of a father.
Student B plays the role of a teacher.
A discusses the performance of his son 'C'
in mathematics with B.

Practice: A: C tells me that he is weak at mathematics.
B: Yes, he is weak at doing simple arithmetic.
A: How can I help him to improve?
B: Encourage him to practise.
A: Will that help?
B: Yes, he will be good at it if he practises.

Exchange roles and practise the above dialogue.

Excercise (5): study the above dialogue. Tell your friends at what subject(s) you are good and at what subject(s) you are bad/weak. Follow the form --- adj. + at ---.

Function: Discussion. (Preposition indicates how well a person does something).

Form : --- adj + at ---

Role : Student A plays the role of a history teacher.
Student B plays the role of a geography teacher.
They discuss the performance of one of their students.

Practice: A: How do you find student X?
B: He is fairly good at geography.
A: Isn't he slow at answering questions?
B: Yes, that is one weakness of him.

Exchange roles and practise the above discussion.

Excercise (6): Group yourselves in pairs. Imagine yourselves to be teachers of different subjects. Discuss the performance of your students in your subjects. Remember to use the form --- adj. + at ---

Function: Seeking advice - Giving advice. (preposition indicates frequency).

Form : --- NP + at ---

Role : Student A plays the role of a teacher.
Student B plays the role of a student.
B goes to A and complains of his illness. A advises him to visit a doctor.

Practice: A: How often do you visit a doctor?

B: I have never visited a doctor.

A: Oh, no! visit a doctor at regular intervals.

Exchange roles and practise the above dialogue.

Exercise (7): Study the practice exercise above.

Use the situations given below and play the roles of A and B. Exchange roles each time. Remember to use the form - - - NP + at - - -

1. B goes to A and complains of an irritating skin. A advises him to wash his body.
2. B goes to A and tells him that his friends are forcing him to go to the theatre. A says that going to the theatre is good.
3. B goes to A and complains of an aching tooth. A advises him to brush his teeth.

Function: Seeking information - Giving information.
(Preposition indicates the price of something).

Form : --- NP + at ---

Role : Student A and student B play the role of friends. A wants to buy a pair of shoes. He doesn't know where he can get cheaper ones.

Practice: A: I want to buy a pair of shoes.

B: So go on and buy.

A: Where can I get cheaper ones?

B: The corporations sell at cheaper prices.

Exchange roles and practise the above dialogue.

Function: Seeking information - Giving information

Form : --- NP + at ---

Role : Student A and student B play the role of friends.
 B has come to class with some new exercise books.
 A asks B the price.

Practice: A: For how much did you buy these exercise books?
 B: I bought them at 35 cents each.

Exercise (8) Imagine yourselves playing the roles of friends. Ask your friend the price of his new coat, his new shirt, his new trousers, etc. Exchange roles.

Use the form --- NP + at ---.

Exercise (9): The following is a short paragraph.

There is a number before every sentence. Notice how 'at' is used. Form yourselves into groups of 3 or 4. Discuss the function(s) of the preposition (at).

Answer the questions that follow.

1. Kebede and his parents have gone to Debre Sina.
2. They are at Debre Sina now.
3. Yesterday, they began their journey at dawn.
4. They arrived at Debre Sina at noon the same day.
5. The distance from here to Debre Sina is about 198 kms.
6. They will stay at Debre Sina Hotel.
7. They will spend two days there before they return to Addis.

Now answer the questions.

- 1) In sentence 2 'at' refers to
 - a) direction
 - b) place
 - c) time
- 2) In sentence 3 'at' refers to
 - a) direction
 - b) place
 - c) time
- 3) In sentence 3 'at dawn' means
 - a) at day - break
 - b) at night - fall
 - c) at 12:00 a.m.

- 4) In sentence 4 'at noon' means
- a) in the afternoon
 - b) at midday
 - c) at 6:00 p.m.
- 5) In sentence 6 'at' refers to
- a) the town
 - b) a hotel
 - c) the name of a hotel

And now answer the following two questions in complete sentences.

6) How long did the journey take?

7) At how many kms per hour did they drive?

Exercise (10): Form groups of 3 or 4. Devise a dialogue out of the following context. After each group devises its dialogue, a representative of the group will read the group's version of the dialogue. Which is the best dialogue will be discussed.

Student B complains to teacher A that he couldn't study his lessons at night. A asks him why. B tells him that he usually feels sleepy at night. A tells him to study with concentration till he feels sleepy.

BY

Function: Seeking information - Giving information.
(Preposition indicates nearness to something)

Form : - - - v + by - - -

Role : Student A and student B play the role of friends.

Practice: A: Where is your house?

B: My house is by the River Ginfile.

Exercise (1): Exchange roles and practise. Ask your friend where he lives or where his house is.

Let your friend answer following the form given above.

Function: Seeking information - Giving information.
(Preposition indicates the meaning 'alone').

Form : - - - v + by - - -

Role : Student A and Student B play the role of friends.

Practice: A: Does your elder brother have a family?

B: No, he lives by himself.

Exercise (2): Ask your friend whether his elder sister, his nephew, etc. has a family. Your friend will answer following the form above.

Function: Asking for clarification (Preposition carries the meaning 'past')

Form: Student A and student B play the role of friends.
They both have been talking about their friend Kebede.

Practice: A: Did you say that you met Kebede Yesterday?

B: Oh, no! He walked by me without speaking.

Exercise (3): Below is a short context. Form yourselves into groups of 3 or 4. Study the context. Devise a dialogue based on the context. A member of your group will read the group's dialogue to the whole class. Teacher will open a discussion to decide on the best dialogue.

Student A comes to school by bus. Student B comes to school by a taxi. A comes by the back side of the University. B comes by the main gate of the University.

Function: Seeking confirmation. (Preposition indicates 'agent').

Form : - - - v + by - - -

Role : Student A and student B play the role of friends.
B comes to class with a new sweater. A asks him about the sweater.

Practice: A: Is your sweater made by machine?

B: No, it is made by hand.

A: Who made it for you?

B: My elder sister.

A: I thought it was made by machine.

Exchange roles and practise the above dialogue.

Exercise (4): Answer the following two questions.

1) What is another way of saying 'made by machine'?

2) What is another way of saying 'made by hand'?

Function: Discussion (Preposition indicates the meaning 'to keep to a word or promise').

Form : - - - v + by - - -

Role : Student A and student B play the role of friends. B has faced a certain problem. They discuss about it.

Practice: A: Who promised to help you?

B: Alemu promised to help.

A: And did he help you?

B: Alemu never stands by his promise.

Exchange roles and practise the above dialogue.

Function: Asking the time. (Preposition carries the meaning 'according to').

Form : - - - by + NP - - -

Role : Student A plays the role of a student.
Student B plays the role of a teacher. A's watch has run down. He wants to wind it. He asks B the time.

Practice: A: Could you please tell me the time, sir?

B: By my watch it is three o'clock.

A: Thank you, sir!

Exchange roles and practise the above dialogue.

Function: Discussion

Form : - - - by + NP - - -

Role : Student A plays the role of a doctor. Student B plays the role of a patient. Both discuss B's illness.

Practice: A: Did you finish the tablets?

B: No, I have some more.

A: Don't you feel any better now?

B: I'm a little better.

A: By the time you finish them, it will be over.

Exchange roles and practise the above discussion.

Exercise (7): Study the above discussion. Answer the following questions. They are based on the discussion.

- 1) In A's last comment 'them' refers to
 - a) tablets
 - b) sickness
 - c) germs
- 2) In the same last comment 'it' refers to
 - a) tablets
 - b) illness
 - c) additional medicine.
- 3) 'By the time' means
 - a) at the exact time
 - b) afterwards
 - c) as soon as

Function: Seeking information - Giving information.
(Preposition indicates the manner in which something is done).

Form: - - - - V + NP + by - - -

Role : Student A plays the role of a tourist.
Student B plays the role of a guide. A wants to hire a car. He asks B how he can do so.

Practice: A: Do you hire a car by the day here?

B: You can hire by the day or by the hour.

A: Which is cheaper?

B: By the hour is cheaper.

Exchange roles and practise the above dialogue.

Exercise (8): Play the roles of A and B. Imagine yourselves wanting to hire a car, a taxi, rent a house, hire a labourer, etc. Use the form --- v + NP + by ---.

Remember to exchange roles.

Function: Accepting given information.

Form : - - - v + NP + by - - -

Role : Student A plays the role of a teacher.
Student B plays the role of a student.

Practice: A: Whose father is a teacher?

B: X's father is a teacher.

A: That means he makes his living by teaching.

Exercise (9): Notice B's answer and A's comment. Play the roles of A and B and do the following exercise.

1) B: X's father is a singer.

A: _____

2) B: Y's father is a painter.

A: _____

3) B: Z's father is a bus driver.

A: _____

4) B: C's father is a shoe maker.

A: _____

5) B: D's father is a farmer.

Function: Seeking information - Giving information
(Preposition indicates measure)

Form : - - - v + NP + by - - -

Role : Student A and student B (both girls) play the role of friends. B is in a new dress. A asks her about it.

Practice: A: Is your dress ready-made?

B: No, I bought the cloth by the metre.

A: It fits you nicely.

Practise the dialogue by asking your friend about his new trousers, his new jacket, etc. Teacher may point to students and ask them to mention some other items, sold by the metre.

Function: Gossiping. (Preposition indicates manner or method).

Form : - - - v + NP + by - - -

Role : Student A and student B play the role of friends. A gossips about one of his teachers.

Practice: A: Teacher X comes to school by bus.

B: How do you know?

A: We came by the same bus today.

B: Did he talk to you?

A: He doesn't know my name.

B: But he knows you by sight.

A: I think so.

B: All teachers know me by name.

Exercise (10): Exchange roles and practise. Tell your friends about the teachers who know you by name and about those who know you by sight.

Function: Discussion (Preposition indicates manner or method of doing something).

Form : - - - v + NP + by - - -

Role : Student A and student B play the role of friends. They are discussing about writing and sending letters to parents.

Practice: A: Do you write letters to your parents?

B: Yes, I wrote them last week.

A: Do you send your letters by post?

B: No, I send them by hand.

A: I always send my letters by post.

Exercise (11): study the above discussion. Answer the following two questions which are based on the above discussion.

1) In B's first answer 'them' refers to

- a) letters
- b) students
- c) parents

2) In B's second answer 'them' refers to

- a) letters
- b) students
- c) parents

and now discuss the difference between sending letters by hand and sending letters by post.
 Function: Giving Advice. (Preposition indicates handiness).

Form : - - - v + NP + by ---

Role : student A plays the role of a teacher.

student B plays the role of a student.

Practice: A: Do you read books?

B: Yes, but I don't understand what I read.

A: Have a dictionary by you and read.

Exchange roles and practise the dialogue.

Exercise (12) Imagine that you are to take an examination in English. Your invigilator told you the following general instruction. Each sentence within the instruction has a number before it. Read the instruction and answer the questions that follow it.

1. By my watch, it is now five minutes to one.
2. You will start doing the examination at one o'clock.
3. Answer the questions by yourselves.
4. You must cover your answers.
5. A student sitting by you must not see your answers.

Now answer these questions.

- 1) In sentence 1, 'By my watch' means
 - a) according to invigilator's watch
 - b) according to a student's watch
 - c) according to watch on the wall
- 2) In sentence 2, 'at one o'clock' means
 - a) exactly one o'clock
 - b) some minutes to one o'clock
 - c) some minutes after one o'clock

- 3) In sentence 3, 'by yourselves' means
 - a) in groups
 - b) on your own
 - c) in pairs
- 4) In sentence 5, 'by ou' means
 - a) in front of you
 - b) behind you
 - c) by the side of you
- 5) You understand sentence 6 as meaning
 - a) one can finish before two o'clock
 - b) one can finish after two o'clock
 - c) one cannot finish before two o'clock

Exercise (13): Form yourselves into groups of 3 or 4. Discuss the following problems and answer the questions that follow.

1) Imagine that your teacher asked you to draw a rectangle which is 2 cms. by 4 cms. and you drew the rectangle.

Now complete the following blank spaces.

- 1) The height of the rectangle is - - - cms.
 - 2) The length of the rectangle is - - - cms.
 - 3) The area of the rectangle is - - - cms.
by - - - cms. which is equal to - - - sq.
cms.
- 2) If you multiply two by two you get four.
That means four is the square of two.
.∴ Any number multiplied - - - itself is
its square.

FOR

Function: Seeking factual information - Giving information (preposition carries the meaning 'represent')

Form : - - - v + for - - -

Role : student A plays the role of a teacher.
Student B plays the role of a student.

Practice: A: What do the letters A.A. stand for?
B: They stand for Addis Ababa.

Exercise (1) : Group yourselves in pairs.

Follow the above question and answer.

Play the roles of A and B. Ask about the following letters:

UNO, OAU, B.A., B.C., A.D, etc.

Remember to use the form --- v+for --- and to exchange roles.

Function: Talking to a doctor.

Form : - - - v + for - - -

Role : student A plays the role of a doctor.
Student B plays the role of a patient.

Practice: A: What may I do for you?

B: I've hurt my ankle.

A: How did you hurt it?

B: While playing for my club.

Exchange roles and practise the above dialogue.

Function: Going shopping for a coat.

Form : - - - v + for ---

Role : student A plays the role of a shopkeeper.
student B plays the role of a customer.

Practice: A: Is there something I can show you?

B: Yes, I'm looking for a coat.

A: What's your size?

B: I'm a size ten.

Exchange roles and practise the above conversation.

Exercise (2): Imagine yourselves playing the roles of A and B. Think of other articles you may want to buy. Practise following the form --- v+for ---.

Function: Asking for help.

Form : --- v + for ---

Role : student A plays the role of a librarian.

Student B plays the role of a student.

B wants to borrow a book.

Practise: A: What shall I do for you?

B: I was searching for a book.

A: Do you know the author?

B: No, where can I get it?

A: Go to the catalogue and look for it.

Exchange roles and practise the above dialogue.

Function: Seeking information - Giving information.

Form : - - - v + for - - -

Role : Student A and student B play the role

of friends. A asks about B's brother.

Practice: A: Did your brother apply for that job?

B: Yes, he is waiting for an answer.

Exchange roles and practise the dialogue.

Exercise (3): Group yourselves in pairs. Play the roles indicated in each exercise. Use the form 'This --- for'.

1. You went to a stationery. You asked for a ball-point pen. The attendant gave you a fountain pen. Tell him that you did not ask for a fountain pen.
2. You went to the library. You asked for a book on grammar. The librarian gave you a dictionary. Tell him that you did not want a dictionary.

3. You went to a pharmacy. You asked for some Aspirin. The pharmacist brought you some Vainac. Tell him that you did not want Vainac.

4. You went to a grocery. You asked for a kilo of orange. The attendant gave you a kilo of banana. Tell him that you did not want banana.

Exercise (4) Group yourselves in pairs. Let one of you ask the other. Answer will be given following the form - - - v + for - - -. Use verbs such as call, apply, apologize.

1. A: What would you do if your friend fell ill?

B: _____

2. A: What would you do if your house caught fire?

B: _____

3. A: What would you do if you completed grade 12?

B: _____

4. A: What would you do if you came late to class?

B: _____

5. A: What would you do if you find your house broken into?

B: _____

Function: Asking information - Giving information.

Form : - - - v + for - - -

Role : student A plays the role of a teacher.

Student B plays the role of a student.

Practice: A: Who provides for your education?

B: My parents provide for my education.

Exchange roles and practise the above conversation.

Exercise (5): Imagine yourselves playing the roles of A and B. Study the above conversation and practise by asking about clothes, transportation, medical expenses, etc.

Function: Seeking factual information - Giving information

Form : - - - v + for - - -

Role : student A plays the role of a taxation's officer. Student B plays the role of a tax payer.

Practice: A: How much do you pay for house rent?

B: I pay 150 birr for house rent.

A: How much do you pay for electricity?

B: I pay 30 - 45 birr for electricity.

Try to extend the conversation by asking about other expenses. Exchange roles and practise.

Function: Seeking information - Giving information

Form : - - - v + for - - -

Role : Student A and student B play the role of teachers. A asks B about the director.

Practice: A: I thought I saw the director here.

B: He just left for his office.

Exchange roles and practise. You could refer to other people such as : the typist, the unit leader, the assistant director, etc.

Function: Leaving a friend's home (asking excuse)

Form : - - - for + NP
- - - v + for - - -

Role : student A plays the role of a guest in a friend's house. Student B plays the role of a host. A is about to leave for his home. B asks him to stay a bit longer.

Practice: A: Excuse me, it's time for me to leave.

B: Oh, can't you stay a bit longer?

A: I'm sorry, but it is rather late.

B: All right, but we will be watching for you soon.

Exchange roles and practise the dialogue.

Function: Inviting somebody for a game-rejecting invitation.

Form : - - - NP + for - - -

Role : Student A plays the role of a physical education's teacher. Student B plays the role of a teacher of another subject. A invites B to play volleyball with him.

Practice: A: How about joining us for some volleyball?

B: I'm afraid I won't be able to join you.

Exchange roles and practise the above dialogue.

Function: Extending invitation - rejecting invitation.

Form : - - - NP + for - - -
- - - v + for - - -

Role : student A and student B play the role of friends.

Practice: A: How about joining me for a cup of tea?

B: No, thank you. I am waiting for a friend.

Exercise (6) : study the practice exercises above. Play the role of A and B. Think of other similar situations. Let one of you invite and the other reject the invitation.

Function: Seeking information - Giving information.

Form : - - - NP + for - - -

Role : Student A plays the role of a teacher. Student B plays the role of a student.

Practice: A: Do we read books for pleasure alone?

B: No, we read books for both pleasure and knowledge.

Exchange roles and practise the above dialogue.

Exercise (7): Study the above practice exercise.

Play the roles of A and B. A will ask the following questions and B will answer appropriately following the above form.

1. A: Do we go to the cinema to pass the time alone?

B: _____

2. A: Do we watch television for recreation alone?

B: _____

3. A: Do we listen to the radio for recreation alone?

B: _____

Function: Seeking approval

Form : - - - NP + for - - -

Role : Student A and student B play the role of teachers. They are talking about two students.

Practice: A: Abebe and Belay look alike.

B: Yes, they are twins.

A: I usually take Abebe for Belay.

B: No wonder. Many people take one for the other.

Function: Arguing on some point

Form : for + ---

Role : Student A and student B play the role of friends. A talks about all the bad of B's girl friend. B says:

B : For all you say, I still like her.

Exercise (8): Study the above context and B's comment. Comment as B has commented. Use the contexts given below.

1. You tried a lot. You could not solve the problem.

For _____

2. The teacher explained it in detail. You did not understand the idea.

For _____

3. He is honest. You don't believe him.

For _____

4. His arguments are good. He did not convince you.

For _____

5. He works hard. He doesn't succeed.

For _____

Function: Requesting for advice.

Form : - - - NP + for - - -
- - - v + for - - -

Role : Student A plays the role of a student.
Student B plays the role of a teacher.
A wants B to advise him on a choice of stream. B leaves the choice to A.

Practice: A: Which stream shall I join?

B: That is for you to decide.

A: I have no taste for social sciences.

B: Join the natural sciences then.

Exchange roles and practise the above dialogue.

Exercise (9) Study the following contexts. Answer the questions that follow them.

1. Your history teacher writes notes on the blackboard. When he finishes, he says: "That will do for today". What is another way of saying the something?

2. You and your friend have decided to see a film together. Your friend will be at the cinema before you. Ask him to reserve you a seat.

3. You borrowed a book from the library and you lost it. The librarian told you to pay. What would he say?

4. You have the word 'cat'.
You substituted 'u' for 'a'.
What word will you get? _____

5. You have the word 'but'.
You substituted 'a' for 'u'.
What word will you get? _____

6. The population of China is about 1,000 million.
And the population of the world is about 4,000
million. Thus we have one Chinese ___ every four
other people.

Function: Seeking factual information.

Form : - - - NP + for - - -
- - - V + for - - -

Role : Student A plays the role of a teacher.
Student B plays the role of a student.
They are in the wood work-shop.

Practice: A: Look at it and give it to the one by you.

B: What do we call it?

A: We call it a gimlet.

B: What do we use it for?

A: Can't you guess?

B: May be for making holes.

A: That's right.

(B passes the gimlet to the second student.)

Exchange roles and practise the above dialogue.

Exercise (10): Group yourselves in pairs. Let one
of you ask about the use of a certain tool. Your
friend will tell you its use. You could ask about
the following tools: screw - driver, scissors,
forceps, hammer, etc.

Exercise (11): Imagine that a factory manager gave
the following order to one of his employees.

Read the order and answer the questions that
follow it. Each sentence within the order has
a number before it to help you find the sentence
easily.

1. You are going away for a few days.
2. You will leave for Arba Minch tomorrow.
3. I am sure you will bring all the information we hope for.
4. You will be given some amount of money.
5. You will use it only for what is necessary.
6. You will account for it when you return.
7. Now, you can go and get ready for your trip.

Now answer the following questions.

1. In sentence one, 'for' refers to
 - a) point of time
 - b) extent in time
 - c) extent in place
2. In sentence two, 'for' refers to
 - a) starting place of journey
 - b) means of transport
 - c) reaching point of place
3. Which word helps you to answer question number two?
 - a) tomorrow
 - b) leave
 - c) you
4. In sentence three, 'hope for' refers to
 - a) information
 - b) money
 - c) being certain
5. In sentence five, 'it' refers to
 - a) Arba Minch
 - b) the money
 - c) the information
6. In sentences five, six and seven, 'for' carries
 - a) similar meanings
 - b) different meanings
 - c) opposite meanings
7. In sentence six, 'it' refers to
 - a) the money
 - b) the information
 - c) the trip

Exercise (12): For each of the following sentences write a new sentence. Use the words given in capital letters. Make your new sentence as near in meaning as possible to the original.

1. Why were you absent?
THE REASON _____
2. We expect good harvest.
HOPE _____
3. He did the job without pay.
NOTHING _____
4. It is up to you to decide.
FOR _____
5. He is sent to prison because he stole.
STEALING _____
6. Father bought me a pair of shoes.
FOR _____
7. The school provides us with books.
FOR _____
8. Why do you worry?
CAUSE _____
9. He wants fame.
EAGER _____
10. Does malaria have a cure?
WHAT IS _____

FROM

Function: Seeking information - Giving information.
(Preposition indicates starting point)

Form : - - - NP + from - - -

Role : Student A plays the role of a tourist.
Student B plays the role of a passer-by.

Practice: A: How far is the bus station from here?

B: It is a few minutes' drive.

Or It is a few minutes' walk.

Exchange roles and practise the above dialogue.

Exercise (1): Imagine yourselves playing the roles of A and B. Study the above practice exercise.

Ask about the distance of the museum, the public library, the National Theatre, etc. from where you are. Answer as in the form above.

Function: Seeking information - Giving information.

Form : - - - NP + from - - -

Role : Student A plays the role of a teacher.
Student B plays the role of a student.

Practice: A: How far is your house?

B: It's about two kms. from the school.

Exercise (2): Imagine yourselves playing the roles of A and B. Ask about the distance of the museum, the public library, the National Theatre, etc.

Guess the distance in kms. Answer following the form given above.

Function: Seeking information - Giving information.

Form : - - - NP + from - - -

Role : Student A and student B play the role of friends.

Practice: A: When is our next trip?

B: It is a week from today.

Exchange roles and practise the dialogue.

Exercise (3): Study the above practice exercise.

Imagine yourselves playing the roles of A and B.

Ask about when your next test, your next examination, your vacation, etc. is going to be. Answer following the form given above.

Function: Discussion (Preposition indicates source).

Form : - - - NP + from - - -

Role : Student A and student B play the role of friends.

Practice: A: Do you get letters from your father?

B: Yes, I got one only last week.

A: What about from your mother?

B: No, I didn't get from her recently.

Exchange roles and practise the dialogue.

Function: Seeking information - Giving information

Form : - - - V + from - - -

Role : Student A plays the role of a new comer.
Student B plays the role of a passer-by.
A asks B about a city bus.

Practice: A: Which bus goes to Nifas Silk?

B: Number 14 goes from here to Nifas Silk.

A: Is it the only one from here?

B: I think so.

A: Thank you. I'll wait for it.

Exercise (4): Study the example below. Play the roles of A and B. Ask about city buses going from one place to another. Practise as in the example.

Example: A: Which bus goes to the National Theatre?

B: There is no bus to the National Theatre from here.

Function: Seeking information - Giving information

Form : - - - V + from - - -

Role : Student A plays the role of a teacher

Practice: A: Where are you coming from?

B: I am coming from the laboratory

A: Why were you late?

B: I was writing notes

A: O.K. come in.

Exchange roles and practise the above dialogue.

Exercise (5): Study the example given below. Play the roles of A and B. Ask B from where he is coming. B will answer following the example.

You could use the following in your answer: the library, the bookstore, the director's office, etc.

Example: A: From where are you coming?

B: From the laboratory.

Function: Seeking information - Giving information

Form : - - - V + from - - -

Role : Student A and student B play the role of friends.

Practice: A: What does a shirt cost nowadays?

B: You can get from 25 birr.

Exchange roles and practise. What do you think the preposition 'from' indicates in B's answer? Discuss it with your friends.

Function: Giving advice - Receiving advice

Form : - - - V + from - - -

Role : Student A plays the role of a teacher. Student B plays the role of a student.

Practice: A: Do you read books?

B: Yes, I do.

A: That is good. You will benefit from it.

Exchange roles and practise the dialogue.

Function: Seeking information - Giving information

Form : - - - V + NP + from - - -

Role : Student A and student B play the role of friends.

Practice: A: Can you tell an American from a British?

B: I really can't. Can you?

A: Why will I ask if I can?

Exchange roles and practise the dialogue.

Function: Seeking information - Giving information.

Form : - - - V + NP + from - - -

Role : Student A plays the role of a teacher. Student B plays the role of an office worker.

Practice: A: Do you collect your salary from the bank?

B: No, I get it from our cashier.

A: I get mine from the bank.

Exchange roles and practise.

Exercise (6): Answer the following two questions.

They are based on the above practice exercise.

1. In A's question 'collect --- from' means
 - a) deposit in
 - b) get paid by
 - c) receive through
2. In B's answer 'it' refers to
 - a) the bank
 - b) the cashier
 - c) the salary

Function: Seeking information - Giving information

Form : - - - adj. + from - - -

Role : Student A and student B play the role of friends.

Practice: A: Did you pay your debt?

B: Yes, I am now free from it all.

Exchange roles and practise the dialogue.

Exercise (7): Form yourselves into groups of 3 or 4. Discuss the following problems. Try to complete the last part of each problem.

1. If you combine two atoms of hydrogen and one atom of oxygen, the result will be water. Both hydrogen and oxygen are in a gaseous state.

So this is an example of a change _____ state _____ state.

2. If you heat metal, it melts. This is an example of a change _____ state _____ state.

3. If you cool the metal that you have melted, it will be changed to solid. This is an example of a change _____ state _____ state.

4. When you boil water to 100°C, it changes to vapour. This is an example of a change _____ state. _____ state.

Exercise (8) : Write a new sentence for each of the following sentences. Use the words given in capital letters. Make your new sentence as near in meaning as possible to the original.

1. My brother sent me a letter.

RECEIVE

2. These are Marx's words.

ARE TAKEN

3. The doctor advised me to stop smoking.

REFRAIN

4. This is not the same as that.

DIFFERENT

5. Prices are increasing day after day.

FROM

6. The rain made us stop walking.

PREVENTED

7. He was sent out of school for disobeying the rules.

DISMISSED

8. He was sent out of the contest for striking a foul blow.

DISQUALIFIED

9. His friend lent him a pen.

BORROWED

10. We helped him not to get hurt.

PROTECT

11. He was sent out of prison.

RELEASED

12. Sociologists will tell us more about society.

WILL HEAR

13. He gave a book to me.

TOOK

14. Abebe sold a car to me.

BOUGHT

15. He didn't let me go.

PREVENT

IN

Function: Seeking advice - Giving advice
(Preposition marks place).

Form : - - - V + NP + in - - -

Role : Student A and student B play the role
of teachers. A has lost his key. B
suggests of a possible place.

Practice: A: I am afraid I've lost my key.

B: May be you've left it in the lock.

A: That is possible. Let me go and
check.

Exchange roles and practise the above dialogue.

Exercise (1): Imagine yourselves playing the roles
of A and B. A will comment about losing something.
B will suggest where he may have left it.

Function: Seeking clarification.

Form : - - - V + NP + in - - -

Role : Student B plays the role of a guest.
Student A plays the role of a host.
A expects B. B was rather late. A asks
why.

Practice: A: Why so late?

B: I lost my way in the dark.

Exchange roles and practise. Ask why somebody is
late. Give reasons. Think of other possible reasons
that could delay a person.

Function: Seeking information (preposition indicates
state or condition of something).

Form : - - - V + NP + in - - -

Role : Student A plays the role of a home-room
teacher. Student B plays the role of a
monitor. A has asked his students to
arrange the seats in class. After
sometime he comes to check.

Practice: A: Did you finish?

B: Yes, we've arranged everything in order.

A: Did it take you too long?

B: We finished it in fifteen minutes' time.

Exchange roles and practise the dialogue.

Function: Seeking information - Giving information.

Form : - - - V + NP + in - - -

Role : Student A and student B play the role of friends. B has been at a party. A asks him about it.

Practice: A: How many of you were at the party?

B: Seven girls and eight boys.

A: That means you were fifteen in all.

B: Yes, that is right.

Exchange roles and practise the dialogue.

Function: Seeking factual information.

Form : - - - V + in - - -

Role : Student A plays the role of a teacher.
Student B plays the role of a student.

Practice: A: How many people live in Addis?

B: A little over 1.7 million people
live in Addis.

Exchange roles and practise the above dialogue.

Exercise (2): Imagine yourselves playing the roles of A and B. Study the example given below.

Practise as in the example by asking about the population of different countries in Africa, Asia, Europe, North America, etc. Remember to exchange roles.

Example: A: Which country in Africa has the
largest population?

B: Nigeria has the largest population
in Africa.

Function: Extending invitation - rejecting invitation

Form : - - - (v) + in - - -

Role : Student A and student B play the role of friends. A invites B to go with him to read.

Practice: A: Let's go and read.

B: I am not in the mood.

A: I'll go by myself.

Exchange roles and practise the above dialogue.

Function: Seeking information - Giving information
(preposition indicates time).

Form : - - - (v) + in - - -

Role : Student A and student B play the roles
of different subject teachers.

Practice: A: Aren't you in the afternoon shift?

B: Yes, I am.

A: Why did you come in the morning then?

B: I want to see the director.

A: He will be back in a short time.

Exercise(3): Group yourselves in pairs. Study the
contexts below. Play each context as it requires.

1. Your father is to go out of Addis. Ask him
when he will return. He will answer appropriately.
2. You want to talk to a friend of yours. You
find him to be very busy. Ask him when he will
finish his work. He will answer appropriately.
3. Imagine that you have gone to a tailor. Ask
him when he will get your coat(jacket) ready.
He will answer appropriately.
4. Imagine that you have gone to the railway
station. You are expecting your brother from
Dire Dawa. Ask the booking clerk when the
train will arrive. He will answer appropriately.
5. The drama club in your school is preparing a
drama. Ask one of the members of the club when
it will be ready for the stage. He will answer
appropriately.

Function: Asking the reason - Guessing the reason.

Form : - - - V + in - - -

Role : Student A and student B play the role of
classmates. It is not the end of the
period. Teacher left the class. A
asks B why.

Practice: A: Why did he leave in the middle of the period.

B: May be he's forgotten something.

Answer the following question.

'In the middle of the period' means

a) after exactly half the period.

b) before the end of the period.

c) after the end of the period.

Function: Seeking information - Giving information

Form : - - - V + in - - -

Role : Student A plays the role of a teacher.

Student B plays the role of a student.

Practice: A: Where do your parents live?

B: They live in Harar.

Exchange roles and practise. Ask your friend where his parents, his uncle, his aunt, his elder brother, etc. live. Let him answer following the above form.

Function: Seeking information - Giving information

Form : - - - V + in - - -

Role : Student A plays the role of a teacher.

Student B plays the role of a student.

Practice: A: How much of your time do you spend in reading?

B: I have no fixed time for reading.

A: Don't you believe in the importance of reading?

B: I do. I simply do not have a fixed programme.

Exchange roles and practise the above dialogue.

Function: Seeking information - Giving information

Form : - - - (v) + in - - -

Role : Student A plays the role of a teacher.

Student B plays the role of a student.

A asks B about a play he has been asked to read.

Practice: A: Is the play in two parts?

B: No, it is in three parts.

Exchange roles and practise the dialogue.

Function: Seeking explanation - Giving explanation.
(preposition refers to type, colour of dress).

Form : - - - in + adj.

Role : Student A plays the role of a new comer.
Student B plays the role of a passer-by.

Practice: A: Why is that lady in black?

B: It is because she is in mourning.

A: Ah, we have the same culture.

Exchange roles and practise the above dialogue.

Function: Seeking information - Giving information.
(Preposition indicates frequency).

Form : - - - adj + in - - -
- - - V + in - - -

Role : Student A plays the role of a director.
Student B plays the role of a unit leader.
A asks B about teacher X.

Practice: A: X is mostly absent from school.

B: Yes, he is very poor in health.

A: Why doesn't he get treated?

B: He is always in and out hospital.

Now answer the following two questions. They are based on the above dialogue.

1. In A's second question 'treated' refers to

- a) medication
- b) permission
- c) absence

2. In B's last comment 'in and out hospital' means

- a) frequently gets treated
- b) frequently visits patients
- c) doesn't care about his work.

Exercise (4): For each of the following sentences write a new sentence. Use the words given in capital letters. Make your new sentence as similar in meaning as possible to the original.

1. He arranged the names alphabetically.

ORDER

2. Who works for the director when he is absent?

ABSENCE

3. They reached Asmara yesterday.

ARRIVED

4. He studies his lessons at night.

EVENING

5. He died while fighting a battle.

ACTION

6. He managed to complete his work.

SUCCEED

7. It will be ready after two weeks.

IN

8. Our team lost the match.

WAS DEFEATED

9. A week has seven days.

THERE ARE

10. A fortnight has fifteen days.

THERE ARE

Function: Discussion

Form : - - - NP + in - - -
- - - adj. + in - - -

Role : Student A plays the role of a teacher.
Student B plays the role of a student.
They are discussing a drama in preparation.

Practice: A: How is the progress in your drama?

B: We are doing very well.

A: When will it be ready for the stage?

B: It will be ready in two weeks' time.

Exchange roles and practise the above conversation.

Exercise (5) Group yourselves in pairs. Let one of you ask the following questions. The other will answer following the form --- in + NP. Use the words in capital letters.

1. Where will you look for medicines?

PHARMACIES

2. Where will you look for writing materials?

STATIONERIES

3. Where do you put your clothes?

CUPBOARD

4. Where will you look for the historical remains of a country?

MUSEUMS

5. Where will you look for the meaning of a word?

DICTIONARY

Function: Inquiring permission - Giving permission.

Form : - - - adj + in - - -

Role : Student A plays the role of a student. Student B plays the role of an English teacher. A wants to join the English club. He is asking B about it.

Practice: A: I want to join the English club, sir.

B: Ah, you are interested in our club.

A: Yes, I am interested in improving my English.

B: Participating in our club will surely help you.

Exercise (6): Imagine that you are interested in joining different clubs. Practise by playing the roles of A and B.

OF

Function: Gossiping - (Preposition is related in meaning to 'about').

Form : - - - V + of - - -

Role : Student A and student B play the role of teachers. They gossip about another teacher called Alemu.

Practice: A: I don't like Alemu.

B: Why? I like him very much.

A: You know very well that he boasts of his achievements.

B: Oh, does he?

Exchange roles and practise the dialogue. Talk about other things that people can boast of.

Function: Passing information on to a friend.

Form : - - - V + of - - -

Role : Student A and student B play the role of friends.

Practice: A: Did you know that Abebe is in hospital?

B: No, what happened to him?

A: He complains of a kidney problem.

B: That must be serious. I'll visit him.

Exchange roles and practise the dialogue. Talk of other diseases that people can complain of.

Function: Gossiping

Form : - - - V + of - - -

Role : Student A and student B play the role of teachers. They gossip about a person who is to change his job.

Practice: A: I hear that Belay is to change his job.

B: Yes, he will leave us shortly.

A: Have our bosses approved of it?

B: Yes, I think so.

Exchange roles and practise the above dialogue.

Function: Gossiping

Form : - - - V + of - - -

Role : Student A and student B play the role of friends. They gossip about a person sent to prison.

Practice: A: Why did they send him to prison?

B: They say they accused him of spending government money.

A: That means he will be there for five years or more

Exercise (1): Answer the following questions.

They are based on the above dialogue.

1. In A's first question 'they' refers to
 - a) people of the government
 - b) people related to the prison
 - c) other people
2. In B's comment which of the two they's refers to people of the government?
 - a) the first
 - b) the second
 - c) both the first and the second
3. In A's last comment 'there' refers to
 - a) government office
 - b) prison
 - c) government money

Exercise (2): For each of the following sentences write a new sentence. Use the words given in capital letters. Make the new sentence as near in meaning as possible to the original.

1. The book has 250 pages.
CONSISTS
2. He wants a person.
INQUIRES
3. Malaria killed the patient.
DIED
4. You can't say that I am dishonest.
ACCUSE
5. A better idea came to my mind.
THOUGHT

Function: Inquiring the reason for

Form : - - - NP + of - - -

Role : Student A plays the role of a teacher.
Student B plays the role of a student.
B has quarrelled with one of his classmates.
A asks for the reason.

Practice: A: What was the cause of your fight?

B: He insulted me.

Exchange roles and practise the above dialogue.

Function: Giving encouragement.

Form : - - - NP + of - - -

Role : Student A plays the role of a teacher.
Student B plays the role of a student.

Practice: A: What was your average in the national
Exam?

B: It was 93%.

A: You see how sweet the result of hard
work is!

Exercise (3). Rewrite the following sentences
using the words in capital letters. Make your new
sentence as near in meaning as possible to the
original.

1. I don't want to hear any more of that.

I WANT

2. What put him to death?

THE CAUSE

3. He is my friend.

MINE

4. She teaches biology.

A TEACHER

5. These are Kesfin's works.

THE WORKS

Function: Seeking information - Giving information

Form : - - - adj. + of - - -

Role : Student A plays the role of a director.
Student B plays the role of his assistant.
A asks B about a teacher.

Practice: A: Why is Belay absent today?

B: You know he is negligent of his duties.

A: When he comes, send him to my office.

Exchange roles and practise the above dialogue.

Function: Seeking explanation

Form : - - - adj. + of - - -

Role : Student A plays the role of a member of a club. Student B plays the role of its chairman. A asks B why he was asked to contribute money for the club.

Practice: A: What is the contribution for ?

B: You know our club is short of money.

A: Can't we get money by other means?

B: O.K., you suggest.

Exchange roles and practise the above dialogue.

Exercise (4): Rewrite the following sentences using the words given in capital letters. Make your new sentence as near in meaning as possible to the original.

1. I don't know the rules.

IGNORANT

2. I like my brother.

FOND

3. He has no money.

SHORT

4. His parents are rich.

COMES

5. His parents are poor.

BORN

6. He is able to do anything.

CAPABLE

7. Old age frightens us.

AFRAID

8. The committee has five members.

COMPOSED

9. I know when his birth day is.

DATE

10. I want money.

IN NEED

Function: Seeking information - Giving information

Form : - - - V + NP + of - - -

Role : Student A and student B play the role of friends.

Practice: A: Why do I see you at court?

B: I was accused of a simple matter.

A: What came out of it?

B: I cleared myself of the accusation.

Exchange roles and practise the above dialogue.

Function: Seeking Explanation

Form : - - - V + NP + of - - -

Role : Student A plays the role of chairman of a club. Student B plays the role of member of a club. B failed to attend a meeting. A asks him why.

Practice: A: Why didn't you attend the meeting?

B: Nobody informed me of the time and the date.

Exchange roles and practise the above dialogue.

Function: Expressing liking - Expressing dislike

Form : - - - V + NP + of - - -

Role : Student A and student B play the role of friends.

Practice: A: Do you like Gurmu?

B: No, I don't like him.

A: Why? Isn't he one of the best we have?

B: That may be so for you.

Exchange roles and practise the above dialogue.

Exercise (5) = Study the following contexts.

Answer to the questions appropriately. In some cases words or phrases that you may use in your

answer are suggested.

1. You are very thirsty. You want to quench your thirst. You go to the nearest bar. The waiter comes to take your order. What will you say to the waiter? Use 'Cocacola'.
2. A tourist comes to you. He wants you to tell him the distance and direction of Akaki from Addis. How will you tell him in one sentence?
3. You know a person who is always willing to help people. You went to him for help. He helped you. How would you tell him of your thanks? Use the word 'How'.
4. You invited X to your house. He brought his brother with him. You want to tell him that you are happy because he brought his brother. How would you say so? Begin your sentence with 'it'.
5. There is the British council Library. You want to be a member. You go to the library and talk to the librarian. How do you tell him about it.
6. You are suffering from a very bad cold. You cough very much. You want some syrup. You go to a pharmacy. How do you ask the pharmacist? Use 'bottle' in your question.

ON

Function: Giving advice - receiving advice

Form : - - - V + on - - -

Role : Student A plays the role of a teacher.

Student B plays the role of a student.

Practice: A: Do you know how dangerous flies are?

B: Yes, I do.

A: Why do you let them rest on you then?

B: Oh, sorry! I'll try not to.

Exchange roles and practise the above dialogue.

Function: Seeking information - Giving information

Form : - - - V + on - - -

Role : Student A plays the role of a teacher.

Student B plays the role of a student.

Practice: A: Who sits on your right in class?

B: X sits on my right.

A: And who sits on your left?

B: Y sits on my left.

Exercise (1) Exchange roles and practise the above dialogue. Play the roles of A and B. Ask your other friend who sits on his right and left. Let him answer appropriately following the form -

- + a V+on - - -

Function: Seeking information - Giving information

Form : - - - V + on - - -

Role : Student A and student B play the role of friends.

Practice: A: How was the film you saw yesterday?

B: I enjoyed it very much.

A: I think the story is based on fact.

B: Yes, that may be why many insisted on seeing it again.

Exchange roles and practise the above dialogue.

Function: Seeking factual information

Form : - - - V + on - - -

Role : Student A plays the role of a teacher.

Student B plays the role of a department

head. A wants to know the day of the exam.

Practice: A: When is the first semester exam?

B: Didn't I give you a copy of the programme?

A: I am sorry I've lost my copy.

B: It will be on the 21st of Tir.

Exchange roles and practise the dialogue. Ask your friend about other programmed activities in the school. Let your friend answer following the form - - - V + on - - -.

Function: Giving appointment to a friend.

Form : - - - V + on - - -

Role : Student A and student B play the role of friends.

Practice: A: So when shall we meet?

B: Shall we meet on Saturday at two?

A: That suits me.

B: O.K., don't forget. I'll be waiting for you.

Exercise (2) : Exchange roles and practise the dialogue. Imagine yourselves giving an appointment to your friend. Agree on a date and time.

Remember to use the above form.

Exercise (3) Answer the following two questions.

They are based on the above dialogue.

1. In B's question 'at' refers to
 - a) exact time
 - b) exact place
 - c) exact date
2. In A's second comment, 'that' refers to
 - a) time
 - b) time and day
 - c) day

Function: Seeking information.

Form : - - - NP + on - - -

Role : Student A and student B play the role of friends.

Practice: A: Who is that man?

B: Which one?

A: The one carrying his coat on his arm.

B: I really do not know him.

Exchange roles and practise the dialogue.

Function: Seeking information - Giving information

Form : - - - NP + on - - -

Role : Student A and student B play the role of friends.

Practice: A: Do you know that man?

B: Which man?

A: The one who has a hat on his head.

B: Ah, he is the chairman of our 'kebele'.

Exercise (4): Exchange roles and practise the dialogue. Ask your friend about a certain person. Your friend will ask which man. You will give him some sort of identification. Remember to use the form - - - NP + on - - -

Function: Seeking information - Giving information.

Form : - - - NP + on - - -

Role : Student A and student B play the role of friends.

Practice: A: Is your sister engaged?

B: No, why did you ask?

A: I think I saw a ring on her finger.

B: Oh, that! She took it from mother.

Exchange roles and practise the above dialogue. Now answer the following question. It is based on the dialogue.

IN A's question 'engaged' means

- a) have a promise to marry
- b) be occupied with
- c) have the right to employ

Function: Seeking confirmation

Form : - - - NP + on - - -

Role : Student A and student B play the role of friends.

Practice: A: You have some beautiful pictures on the wall.

B: Yes, I like to look at pictures.

Exchange roles and practise. Ask your friend what else can one put on the wall. Let your friend answer appropriately.

Exercise (5): Study the following contexts. Imagine yourselves involved in them. They will require you to say something about them. Answer the questions appropriately.

1. A certain person comes to your school. He is in need of some information about the school.

So he asks you, "where does the school post its notices?" How will you answer him?

2. You are chairman of a meeting. You want to invite the second speaker to make his speech. How will you do so? Use 'call'.

3. One of your friends is very happy because he has won a scholarship. How do you tell him that you share his happiness? Use 'congratulate'.

4. You go to a bar to drink some soft drink. After sometime the waiter comes to you and asks you. "Have you been waited on?" How will you answer him?

5. One of your neighbours fell sick at night. You want to take him to hospital. You don't know to which one to take him. How will you ask? Use 'duty'.

6. You write a letter to one of your relatives. You put the letter in an envelop. Before you take the letter to the post office, what do you do? Use 'stamp' in your answer.

Function: Discussion

Form : - - - NP + on - - -

Role : Student A and student B play the role of policemen. They are looking for finger prints on a door broken into.

Practice: A: There are no finger prints on the handle.

B: May be he had gloves on his hands.

Exchange roles and practise the above dialogue.

Exercise (6): Answer the following two questions.

They are based on the above dialogue.

1. When A says 'on the handle', he means
 - a) the handle of the door
 - b) the handle of the window
 - c) the handle of the suit case.
2. In B's comment 'he' refers to
 - a) the owner of the house
 - b) one of the policemen
 - c) the thief

Function: Seeking confirmation

Form : - - - on + NP - - -

Role : Student A and student B play the role of friends.

Practice: A: I hear that your brother has changed his job.

B: That is true. He is now on the staff of a magazine.

Exchange roles and practise the above dialogue.

Exercise (7): For each of the following sentences write a new sentence. Use the words given in capital letters. Make your new sentence as near in meaning as possible to the original.

1. He attacked his wife.

MADE

2. He was arrested because of theft.

A CHARGE

3. We go to school by bus.

BICYCLES

4. You have to respect the law.

KEEP ON

5. May I take your orders?

WAITED ON

6. He relies on himself for food and clothing.

COUNTS

7. DEPENDS (Two sentences)

7. Tobacco is taxed heavily.

THE TAX

8. The police reached the spot of the accident within two minutes.

WERE

9. His date of birth is 20th January, 1985.

WAS BORN

10. We decided to go to the cinema.

GOING

Function: Seeking information - Giving information.

Form : - - - on + NP - - -

Role : Student A plays the role of information seeker. Student B plays the role of information giver.

Practice: A: Is the secretary in her office?

B: No, she is on maternity leave.

A: When will she be back?

B: After some forty days.

Exchange roles and practise the above dialogue.

Function: Seeking information - Giving information

Form : - - - on + NP - - -

- - - V + on - - -

Role : Student A and student B play the role of friends. A asks B about his father.

Practice: A: Why did your father go to Dire Dawa?

B: He went there on business.

A: When will he come back?

B: He may return on Sunday.

Exchange roles and practise the above dialogue.

TO

Function: Seeking information - Giving information
(preposition carries the meaning in the
direction of)

Form : - - - V + to - - -

Role : Student A and student B play the role
of friends.

Practice: A: Good morning. Where are you going?

B: I am going to my uncle's. What
about you?

A: I am going to the British Council
Library.

B: O.K. then. We will meet.

Exchange roles and practise the above dialogue.

Exercise (1): Study the above practice exercise.

Ask your friend where he is going. He will tell
you where he is going and ask you where you are
going. You will tell him following the form above.

Function: Seeking information - Giving information.

Form : - - - V + to - - -

Role : Student A plays the role of information
seeker. Student B plays the role of
information giver.

Practice: A: Could you please tell me where the
library is?

B: You just go straight and then turn
to your right?

A: Is it upstairs or down stairs?

B: It is upstairs.

A: Thank you very much.

Exchange roles and practise the above dialogue.

Exercise (2): Study the above practice exercise.

Imagine yourselves to be looking for the direction
of some place such as the director's office, the
office of the secretary, the nearest pharmacy, etc.
Play the roles of A and B. Practise as in above.

Function: Seeking information - Giving information
(preposition indicates a final point in
duration of time).

Form: - - - V + to - - -

Role: Student A and student B play the role of
teachers. One of them was not in the meeting.
He asks the other about it.

Practice: A: Were you in the meeting?

B: Yes, but I did not stay to the end.

A: Who has stayed to the end?

B: X has.

A: I'll ask X about it then.

Exchange roles and practise the above dialogue.
Think of similar contexts. Ask your friend about
a film, a speech, a theatre, etc. which he has
attended. Let your friend answer following the
form given in the above practice exercise.

Function: Discussion

Form : - - - V + to - - -

Role : Student A and student B play the role of
teachers.

Practice: A: Whose suggestion do you agree to?

B: I agree to X's suggestion.

A: I like Y's suggestion more.

Exchange roles and practise the dialogue.

Function: Seeking information - Giving information

Form : - - - V + to - - -

Role : Student A plays the role of a teacher.
Student B plays the role of a student.

Practice: A: Do you belong to group C or D?

B: I belong to group C.

A: Who belongs to group D?

B: X belongs to group D.

Exchange roles and practise the above dialogue.

Exercise (3): Imagine yourselves belonging to
different clubs. Play the roles of A and B. Ask
your friend which club he belongs to. Let him
answer following the form - - - V + to - - -

Function: Seeking information - Giving information

Form : - - - V + to - - -

Role : Student A and Student B play the role of friends.

Practice: A: Did you apologize to the teacher?

B: For what?

A: For your coming without books.

B: Oh, yes. But I needn't have.

A: Why?

B: He had forgotten all about it.

A: Oh, I see.

Exchange roles and practise the above dialogue.

Imagine yourselves in similar contexts. Think of other faults that would make you apologize to your teacher. And practise by playing the roles of A and B.

Exercise (4): Form yourselves into groups of 3 or 4.

Study the contexts given below. Devise an appropriate dialogue for each one of them. Each group's dialogue will be read to the whole class. The best dialogue will be decided upon and played.

1. You have applied to the Higher Education Commission for a scholarship. You did not get a reply.

You want to talk to the personnel officer. You go to his office. You find his secretary. Ask her if he is present and tell her that you want to talk to him. She will answer appropriately.

2. One of your classmates has angered his teacher.

You are afraid the teacher may take some action against your classmate. Advise your classmate.

He will say whether he accepts or rejects your advice.

3. Your friend comes to you and he invites you to

go to a bar with him for a drink. You didn't like his idea. Tell him so and indicate what you prefer instead.

4. You have gone to the cinema. Your friend was unable to see the film you saw. He wants to ask you about it. But you've left the cinema hall in the middle. Tell him so.

Function: Seeking information - Giving information

Form : - - - V + NP + to - - -

Role : Student A plays the role of a father.
Student B plays the role of a son. A asks B whether or not B has gone to the doctor.

Practice: A: Did you visit the doctor?

B: Yes, I did.

A: What did he say?

B: He referred me to another doctor.

A: We'll see what that other doctor will say.

Exchange roles and practise the above dialogue.

Function: Seeking information - Giving information

Form : - - - V + NP + to - - -

Role : Student A plays the role of A teacher.
Student B plays the role of a student.
A asks B about a book he gave him to read and pass it on to the next student.

Practice: A: To whom did you give the book?

B: I gave it to the boy sitting next to me.

A: When did you give it to him?

B: It was yesterday.

Exchange roles and practise the above dialogue.

Exercise (5): Answer the following questions. They are based on the above dialogue.

1. In B's first answer, 'it' refers to

- a) time
- b) date
- c) the book

2. In A's second question, 'it' refers to

- a) the student
- b) the book
- c) the teacher

3. In B's second answer, 'it' refers to
- a) day of taking the book from the teacher
 - b) days spent in reading the book
 - c) the day the first student passed the book to the second

Function: Discussion

Form : - - - adj. + to - - -

Role : Student A and student B play the role of friends. They discuss about the engagement of B's sister.

Practice: A: Who is your sister engaged to?

B: She is engaged to Ato Hailu.

A: Where does he work?

B: He works at a bank.

Exchange roles and practise the above dialogue.

Function: Seeking information - Giving information.

Form : - - - adj. + to - - -

Role : Student A and student B play the role of teachers. A asks B about another person.

Practice: A: Is that person related to you?

B: No, why did you ask?

A: I see some features common to both of you.

B: Do you? He is but just a friend.

Exchange roles and practise the above dialogue.

Function: Seeking approval

Form : - - - NP + to - - -

Role : Student A plays the role of chairman of a meeting. B plays the role of a member of a meeting.

Practice: A: Do you have any opposition to our plan?

B: No, but I want to make an addition to it.

A: I'll ask for additions later.

Exchange roles and practise the above dialogue.

Place yourself in A's position and ask his question in another way. Use 'acceptable' in your question?

Again ask the same question using 'objection'.

Your friend will answer appropriately.

Function: Seeking information - Giving information.

Form : - - - NP + to - - -

Role : Student A and Student B play the role of friends.

Practice: A: Have you ever seen Balcha?

B: I saw him yesterday after a long time.

A: Where did you meet?

B: I met him on my way to my uncle's.

Exchange roles and practise the above dialogue.

Exercise (6) : In the following short paragraph, there are five blank spaces. Fill the blank spaces with the correct prepositions.

The final match -- the 1986 World Cup Football competition was held between Argentina and West Germany. --- this last match held --- Mexico, Argentina scored three and West Germany scored two, This means that Argentina won --- three goals --- two.

Exercise (7) : Re-write the following sentences using the words given in capital letters. Make your new sentences as near in meaning as possible to the original.

1. To whom did you turn?
2. WHO
2. The teacher gave us a clear explanation.
EXPLAINED IT
3. He has accepted our suggestion.
AGREED
4. He stands by his promise.
STICK
5. He is going here and there.
PLACE
6. Whose suggestion do you support?
AGREE
7. Your idea and mine are similar.
IS SIMILAR
8. Your point and mine are related.
IS RELATED
9. You must get used to the new surroundings.
ADAPT
10. I would choose the banana from the orange.
PREFER

WITH

Function: Seeking information - Giving information
(preposition indicates accompaniment).

Form : - - - V + with - - -

Role : Student A plays the role of a teacher.
Student B plays the role of a student.
A asks B about how he lives.

Practice: A: Do you live with your parents?

B: No, I live by myself.

A: Where do your parents live?

B: They live in Arba Minch.

Exchange roles and practise the above dialogue.

By following the above practice exercise, ask your other friends how they live. They will answer appropriately.

Function: Seeking information - Giving information.
(Preposition indicates means or instrument).

Form : - - - V + with - - -

Role : Student A and student B play the role of friends. They talk about a person whom one of them knows.

Practice: A: Do you know that man?

B: Which one?

A: The one walking with crutches

B: No, I don't know him

A: He used to drive a bus.

B: Is it a car accident?

A: Yes.

Exchange roles and practise the above dialogue.

Exercise (1): Study the following context. Devise a dialogue. You may form yourselves into groups of 3 or 4.
or 3 or 4. You have taken a test. You have forgotten to write your name on your answer sheet. Your teacher brought the corrected papers. Your classmates got their answer sheets. But you didn't. Your teacher wants to make sure that the paper without a name is yours. What possible question can he ask you? What will your answer be?

Function: Seeking information - Giving information.
(Preposition indicates manner.)

Form : - - - V + with - - -

Role : Student A and student B play the role of friends. They are talking about a person whom one of them saw across the road.

Practice: A: Do you know that man?

B: Which man?

A: The one who is standing with his hands in his pockets.

B: No, I don't know him.

A: He is the chairman of our 'Higher'.

Exchange roles and practise the above dialogue.

Function: Seeking advice - Giving advice
(Preposition indicates 'charge')

Form : - - - V + with - - -

Role : Student A plays the role of a student. Student B plays the role of a teacher. A asks B about a choice of stream. B leaves the choice to A.

Practice: A: Shall I join the academic stream?

B: That rests with you to decide.

Exchange roles and practise the above dialogue.

Exercise (2): Study the above practice exercise.

Devise a dialogue from the following context. You can think of other possible contexts where the above practice exercise could be applicable. Use the form - - - V + with - - -

Your father wants to buy either a pair of shoes or a jacket for you. He doesn't have enough money for both. So he asks you which one he should buy. You leave the choice to him

Function: Seeking approval - Giving approval.
(Preposition indicates separation).

Form : - - - V + with - - -

Role : Student A and student B play the role of friends. A asks B whether or not he saw him with his younger brother.

Practice: A: Weren't you with your younger brother?
 B: I parted with him at the school gate.
 A: Is that it?

Exchange roles and practise the above dialogue.

Function: Seeking information - approving given information (preposition carries the meaning 'at the same time as').

Form : - - - V + with - - -

Role : Student A plays the role of a teacher.
 Student B plays the role of a student.

Practice: A: When do you get out of bed?
 B: I rise with the sun.
 A: Do you? What a nice habit!

Exchange roles and practise the dialogue.

Exercise (3): Answer the following two questions.
 They are based on the above dialogue.

1. In B's answer 'with the sun' means

- a) in the east
- b) at dawn
- c) at noon

2. A's last comment suggests

- a) approval
- b) disapproval
- c) indifference

Function: Inquiring about agreement or disagreement.

Form : - - - V + with - - -

Role : Student A plays the role of a teacher.
 Student B plays the role of a student.

Practice: A: Do you agree with Belay?
 B: No, in fact I strongly disagree with him.

Exchange roles and practise the above dialogue.

Function: Seeking information - Expressing pleasure.

Form : - - - V + with - - -

Role : Student A and Student B play the role
 of teachers. A asks B about the photograph
 exhibition he has organized.

Practice: A: What did you do about the exhibition?

B: I consulted with the director.

A: And what did he say?

B: He says that he is with me.

A: Well, go ahead and start it.

Exchange roles and practise the above dialogue.

Exercise (4): Answer the following two questions.

They are based on the above dialogue.

1. In B's first answer 'consulted with' means

- a) discussed it with
- b) disagreed with
- c) differ with

2. In B's second answer 'he is with me' means

- a) disagrees with me
- b) on my side
- c) against me

Function: Discussion (Preposition indicates separation)

Form : - - - V + with - - -
- - - NP + with - - -

Role : Student A and student B play the role of friends. They discuss about B's girl friend.

Practice: A: I think you've broken with your girl friend.

B: What made you say so?

A: I never see you with her.

B: She is on leave. So she went to her parents.

A: Ah, is that so?

Exchange roles and practise the above dialogue.

Exercise (5): Answer the following two questions about the above dialogue.

1. In A's first comment 'broken with' means

- a) quarrelled with
- b) married to
- c) divorced

2. From A's second comment, you understand that B and his girl friend.

- a) do not live together
- b) go together
- c) are not seen together

Exercise (6): Study the following context. Imagine yourselves to be playing the roles of the people in the context. Group yourselves into 3 or 4. Devise a dialogue. Each group's dialogue will be read to class. The best dialogue will be chosen and played.

You want to talk to the director. You go to his office. You find his secretary. Ask her if he is with somebody. She will answer in the negative. Tell her that you want to talk to him. She will answer appropriately.

Function: Ordering somebody to do something.

(Preposition is equivalent to constructions with the verb 'have/having')

Form : - - - NP + with - - -

Role : Student A (a girl) plays the role of a mother. Student B (a girl) plays the role of a daughter.

Practice: A: Go and bring the cup.

B: Which cup?

A: The cup with a broken handle.

Exchange roles and practise the above dialogue.

Exercise (7): Study the above practice exercise.

Imagine yourselves playing the roles of the people in the following context. You may group yourselves. Devise a dialogue. Your dialogue will be read to the whole class. The best dialogue will be chosen and played.

Two boys quarrelled with each other. You saw the incident. You don't know their names. The unit leader calls you to tell him what happened. One of the boys has brown hair. The other boy has black hair. The unit leader asks you as to who started the fight. You will answer him following the form - - - NP + with - - -.

Function: Giving advice - receiving advice.

Form : - - - adj. + with - - -

Role : Student A and student B play the role of friends.

Practice: A: Our English teacher was angry with you.

B: I have already apologized to him.

A: Have you? Good!

Exchange roles and practise the above dialogue.

Function: Discussion (Preposition indicates agreement or harmony)

Form : - - - adj. + with - - -

Role : Student A and Student B play the role of friends. They talk about a person who both of them know.

Practice: A: I never see Mekonnen going alone.

B: He is very much popular with men.

A: How lucky of him!

Exchange roles and practise the above dialogue.

Exercise (8): Re-write the following sentences using the words given in capital letters. Make your new sentences as near in meaning as possible to the original.

1. Abebe and Belay have quarrelled.
HAS
2. What he has satisfies him.
IS SATISFIED
3. I will leave the child with its sitter.
STAY
4. The weather gets cool when sun-set approaches.
THE APPROACH
5. He is not on my side.
ME
6. They accused him of theft.
CHARGED
7. She is pregnant.
CHILD
8. Iran and Iraq are at war.
IS
9. They received us gladly.
GLADNESS
10. He is a courageous fighter.
COURAGE

APPENDIX C

TEACHING MATERIAL - THE STRUCTURAL
APPROACH

AT

Exercise - 1 -

Repeat the following sentences after your teacher.
Use the words/phrases given in brackets.

1. Abebe was at the bus stop.

(a friend's house)

(school)

(his office)

(the party)

(the air port)

2. We will leave at 12 o'clock.

(sun rise)

(dawn)

(breakfast time)

(break time)

(noon)

3. He is looking at me.

(the blackboard)

(the map)

(the drawing)

(the insect)

(the picture)

4. The plane arrives at three o'clock.

(The bus)

(The train)

The train arrives at three o'clock.
 (eight o'clock)
 (fifteen minutes past nine)
 (twenty to two)

Exercise -2-

Repeat the following sentences after your teacher.
 Use the words/phrases given in brackets.

1. I sold my house at a loss.
 (my cow)
 (my car)
 (my horse)
 (my radio)
 (my ox)
 (my mule)

2. I bought my car at a cheaper price.
 (my house)
 (my cow)
 (my radio)
 (my horse)
 (my ox)
 (my mule)

Exercise -3-

Repeat the following sentences after your teacher.
 Use the words or phrases given in brackets.

1. The first shift begins at eight o'clock.
 (The second period) (8:40)
 (The third period) (9:20)
 (Break time) (10:00)

2. Alemu lives at Higher 1.
 (Kebede) (Higher 2)
 (Fasil) (Higher 4)

(Almaz)	(Higher 9)
(Fantu)	(Higher 5)
(We)	(Higher 15)

Exercise -4-

Repeat the following sentences after your teacher.
Use the new words each time.

1. Alemu is good at biology.
(weak)
(bad)
2. He is good at doing arithmetic.
(weak)
(bad)
(slow)
(fast)

Exercise -5-

Repeat the following sentences after your teacher.
Use the new words/phrases each time.

1. Abebe is good at mathematics.
(I) (geography)
(You) (history)
(Kebede) (biology)
(She) (history)
(Almaz) (chemistry)

Exercise -6-

Re-write the following sentences as in the example.
Practise them by saying them aloud.

Example: I came to Addis when I was five.
I came to Addis at the age of five.

1. I started school when I was seven.
-

2. I completed elementary school when I was thirteen.

3. I completed junior secondary school when I was fifteen.

4. I went to senior secondary school when I was sixteen.

Exercise -7-

Re-write the following sentences as in the example.
Practise them by saying them aloud.

Example: I came to Addis at the age of five.
I came to Addis at five.

1. I started school at the age of seven.
2. I completed elementary school at the age of thirteen.

3. I completed junior secondary school at the age of fifteen.

4. I started senior secondary school at the age of sixteen.

5. I completed senior secondary school at the age of twenty.

Exercise -8-

Do the following question and answer exercise. One student will read out the question. Another student will read out the answer.

1. Q. Where does your father work?
A. My father works at a factory.
2. Q. Where does your mother work?
A. She works at a filling station.
3. Q. Where does your elder brother work?
A. He works at one of the corporations.

4. Q. Where does your sister work?
A. She works at one of the banks.

Exercise -9-

Fill in the blanks with the correct prepositions.

1. I wake up --- twenty to seven.
2. I will meet you --- the bus station.
3. I worked --- a factory years ago.
4. He is slow --- answering questions.
5. The library opens --- eight o'clock every morning.
6. He is --- the top of all the students in his class.
7. Do you brush your teeth --- regular intervals.
8. I bought these exercise books - - - 35 cents each.
9. You can come - - - any time.
10. Iran and Iraq are - - - War.

BY

Exercise - 1 -

Repeat the following sentences after your teacher.
Put the new words/phrases each time.

1. My house is by the post office.
(the bank)
(the river)
(the hospital)
(the school)
(the stadium)

And now supply different subjects and practise.

2. My house is by the school.
His house
Her house
Our house
Their house
Abebe's house

Exercise -2-

Repeat the following sentences after your teacher.
Supply the new words each time.

1. I live by myself.
He
She
You (sing.)
Alemu
Fatuma
You (plural)

Exercise -3-

Repeat the following sentences after your teacher.

1. Father walked by me without speaking.

2. Abebe walked by me without speaking.
3. Mother walked by me without speaking.
4. Uncle walked by me without speaking.
5. Almaz walked by me without speaking.

Exercise -4-

Repeat the following sentences after your teacher.
Use the words/phrases in brackets each time.

1. The sweater is made by hand.

(My sweater)	(machine)
(The bed cover)	(hand)
(My bed cover)	(machine)
(Her dress)	(hand)
(My dress)	(machine)

Exercise -5-

Do the following question and answer exercise as in the example.

Example: Q. Do you pay your maid by the month?
A. Yes, I pay her by the month.

1. Q. Do you pay the labourer by the day?
A. _____
2. Q. Can you hire a car by the hour?
A. _____
3. Q. Can you hire a car by the day?
A. _____
4. Q. Can you hire a labourer by the day?
A. _____
5. Q. Can you hire a labourer by the hour?
A. _____

Exercise -6-

Follow carefully the example given below and construct complete sentences with the words given in brackets.

Example: (my father) (make) (his living) (teaching)
My father makes his living by teaching.

1. (Kebede's father) (make) (his living) (making shoes)

2. (Alemu's father) (make) (his living) (farming)

3. (Belay's father) (make) (his living) (singing)

4. (Almaz's father) (make) (his living) (driving buses)

5. (Chaltu's father) (make) (his living) (painting)

Exercise -7-

Notice the example given below. Think about the unit of measurement the thing mentioned is sold and complete the sentences.

Example: Cloth is sold by the metre.

1. Oranges _____
2. Banana _____
3. Sugar _____
4. Coffee _____
5. Milk _____
6. Petrol _____

EXERCISE -8-

Practise the following question and answer. Follow the example given. Use the suggested words/phrases in your answer.

Example: Q. Do you come to school on foot?
(bus)

A. No, I come to school by bus.

1. Q. Do you come to school by bus?
_____(taxi)
2. Q. Do you come to school on foot?
_____(the school bus)

And now do the following question and answer exercise as in the example.

Example: Q. Do you come by bus number 16?

A. No, I usually come by bus number 17.

1. Q. Do you come to school by bus number 14?
A. No, _____
2. Q. Do you go home by bus number 17?
A. No, _____
3. Q. Do you go to Merkato by bus number 16?
A. No, _____
4. Q. Do you go to the National Theatre by bus number 3?
A. No, _____
5. Q. Do you go to Wifas Silk by bus number 15?
A. No, _____

Exercise -9-

Repeat the following sentences as read by your teacher.
Use the new phrases each time.

1. Our teacher knows all of us by name.
Our homeroom teacher
Our physics teacher
Our biology teacher
Our English teacher
2. The unit leader knows most of us by sight.
The director
The school nurse
The guards
The record officer

Exercise -10-

Repeat the following sentences after your teacher.
Use the new words/phrases each time.

1. I send my letters by post.
2. My brother sends his letters by post.
(My father)
(My parents)
3. The letters come by post.

- (The books)
- (The magazines)
- (The news papers)

And now re-write the sentences in group one as in the example.

Example: I send my letters by post.
My letters are sent by post.

1. _____
2. _____
3. _____

Exercise -11-

Repeat the following sentences after your teacher. Use the new words/phrases each time.

1. By my watch it is three o'clock.
 - (Alemu's) (five minutes to three)
 - (Kebede's) (five minutes past three)
 - (Almaz's) (ten minutes to three)
 - (Belay's) (ten minutes past three)

Exercise -12-

Repeat the following sentences after your teacher. Use the new words/phrases each time.

1. He never stands by his promise
 - (what he promises)
 - (his words)
 - (what he says)
 - (his plan)
 - (what he plans)

And now repeat the following sentences after your teacher. Use the new words each time.

1. The bed room is five by seven metres.
 - (The reading room)

(The kitchen)

(The dining room)

Exercise -13-

Fill in the blanks with the correct prepositions.

1. You can hire a car --- the hour or --- the day.
a) in/by b) by/by c) by/in d) in/on
2. Alemitu makes her living --- teaching.
a) on b) at c) in d) by
3. 'Shema' is made --- hand.
a) with b) of c) by d) on
4. I come to school --- bus.
a) with b) by c) on d) of
5. Our English teacher lives --- himself.
a) --- b) on c) with d) by

FOR
Exercise -1-

Repeat the following sentences after your teacher.
Use the new letters each time.

1. The letters A.A. stand for Addis Ababa.
2. The letters D.D. stand for Dire Dawa.
B.A
M.A.
UNO
OAU
WFO

Exercise -2-

Repeat the following sentences after your teacher.
Use the new words/phrases each time.

1. I am looking for my English text book.
The teacher
Kebede
You
She
2. I am looking for my English text book.
my umbrella.
my exercise book
my pen
my pencil.

Exercise -3-

Change the following statements to questions.

1. I am looking for my English text book.
_____?
2. He is looking for his friend.
_____?

3. Abebe is waiting for his friend.

-----?

4. We are all searching for the answer.

-----?

5. Father left for Asmara.

-----?

Exercise -4-

Answer the following questions in sentences of your own. Use the suggested words/phrases.

1. What are you looking for?

----- (my little brother)

2. What is the teacher looking for?

----- (his copy of the programme)

3. Who are you waiting for?

----- (the unit leader)

4. What may I do for you?

----- (want)

5. Did you apply for that job?

----- (Yes)

Exercise -5-

Repeat the following sentences after your teacher.

Use the new words/phrases each time.

1. Father will call for the doctor.

(Mother) (the fire brigade)

(Uncle) (the police)

(Tilahun) (the doctor)

Exercise -6-

Join the following pairs of sentences using appropriate adverbs. Practise the joined sentences by saying them aloud.

1. Our house caught fire. We called for the fire brigade.

2. A thief took his money. He called for the police.

3. Mother fell ill. I called for the doctor.

Exercise -7-

Do the following exercise as in the example.

Example: That is not what I asked for.

(a pen)

I asked for a pen.

1. That is not what I asked for.
----- (a book)
2. That is not what I asked for.
----- (a pencil)
3. That is not what I asked for
----- (exercise - books)
4. That is not what I asked for.
----- (a dictionary)
5. That is not what I asked for.
----- (a glass of water)

Exercise -8-

Repeat the following sentences after your teacher.

Use the new words/phrases each time.

1. Father provides for my education.
Mother
My parents
Two of my sisters
2. Father provides for my education.
(My parents) (my clothing)
(My elder brother) (my medical expenses)

Exercise - 9 -

Repeat the following sentences after your teacher.

Do so a number of times.

1. We pay 45 birr for house rent.
2. We pay 20-30 birr for electricity.
3. We pay 10-15 birr for telephone.
4. We pay 50 birr for our maid.
5. We pay 50 birr for our gurard.

Exercise -10-

Practise the model sentence after your teacher. Use the new words given and repeat the sentences.

1. How about joining me for some volleyball?
 a cup of tea
 a cup of coffee
 a bottle of beer
 a game of tennis
 a game of chess
 a game of cards

Exercise -11-

Repeat the following sentences after your teacher.

Do so a number of times.

1. Many people take Abebe for Kebede.
2. Many take one for the other.
3. For all you say, I still like her.
4. For all his hard work, he doesn't succeed.
5. I have no test for natural science.
6. I have no test for physical science.
7. That is for you to decide.
8. That is for the director to decide.

Exercise - 12 -

Repeat the following sentences after your teacher.

Put in the new words each time.

1. I have no test for mathematics.
 (Abebe) (biology)
 (Almaz) (chemistry)
 (Kebede) (chemistry)
 (Bulcha) (history)
 (Fetene) (geography)

Exercise - 13 -

Answer the following questions in sentences of your own. Your teacher will help you with the meanings of the words you may not know.

1. Q. What do we use scissors for?
 A. _____
2. Q. What do we use a gimlet for?
 A. _____
3. Q. What do we use forceps for?
 A. _____
4. Q. What do we use screwdrivers for?
 A. _____
5. Q. What do we use a steppler for?
 A. _____

Exercise - 14 -

Complete the following sentences with suitable prepositions.

1. We are hoping --- good harvest.
2. I am good at mathematics but my brother doesn't have any test --- it.
3. The minister has left --- London.
4. It is time --- the bell to go.
5. Do we go to the cinema --- recreation alone?
6. That will do --- today.
7. Please reserve a seat --- me and my wife.
8. We have one girl --- every three boys in this class.
9. What is the cure --- nose bleeding.
10. Father bought a pair of shoes --- my younger brother.

FROM

Exercise -1-

Repeat the following sentences after your teacher.
Use the new words each time.

1. I got a letter from my father.
my mother
my brother
my uncle
my aunt
my sister
2. I received a letter from my father.
(Kebede) (his father)
(Belay) (his uncle)
(Alemitu) (her father)
(Chaltu) (her husband)
(Uncle) (his wife)

Exercise -2-

Repeat the following sentences after your teacher.
Use the new words each time.

1. The next test will be a week from today.
(two weeks)
(a month)
(three weeks)
2. The next test will be three weeks from today.
(The next meeting)
(The next film show)
(The next discussion)
(The next match)
(The next examination)

Exercise -3-

Repeat the following sentences after your teacher.
Use the new words/phrases each time.

1. I am coming from the laboratory.
(He) (the unit leader's office)

(She) (the library)
 (They) (the English Department)

Exercise -4-

Answer the following questions in sentences of your own. Follow the example given.

Example: Q. How far is the hospital from here?
 A. It is about half a kilometre from here.

1. Q. How far is the next bus stop from here?
 A. _____
2. Q. How far is the bus station from here?
 A. _____
3. Q. How far is the National Museum from here?
 A. _____
4. Q. How far is the National Theatre from here?
 A. _____
5. Q. How far is the public library from here?
 A. _____
6. Q. How far is the Ambassador Theatre from here?
 A. _____

Exercise -5-

Repeat the following sentences after your teacher. Use the words/phrases given to construct similar sentences.

1. Bus number 14 goes from Menilik Square to Nifas Silk.
2. Bus number 40 goes from the railway station to Sidist Kilo.
3. Bus number 3 goes from Menilik Square to Old Airport.
4. Bus number 12
5. _____
5. Bus number 17
- _____
6. Bus number 31
- _____

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Exercise -6-

Do the following question and answer exercise as in the example. Use the suggested words in your answer.

Example: Q. What is the cost of a shirt nowadays?

A. You can get from 25 birr.

1. Q. What is the cost of a ball-point pen?

A. _____ (45 cents)

2. Q. What is the cost of a blanket?

A. _____ (35 birr)

3. Q. What is the cost of an exercise-book?

A. _____ (25 cents)

4. Q. What is the cost of a jacket?

A. _____ (25 birr)

5. Q. What is the cost of a folder?

A. _____ (2 birr)

Exercise -7-

Repeat the following sentences after your teacher.*

Use the new words/phrases each time.

1. You will benefit from reading

(visiting the museum)

(watching television)

(listening to the radio)

(visiting the exhibition)

(reading the newspapers)

2. You won't benefit from wandering about.

(drinking)

(smoking)

(sitting idle)

(roaming around)

(being proud)

Exercise -8-

Construct complete sentences from the following groups of words given in brackets. Follow the example given.

Example: (He) (prevent) (me) (enter) (the classroom)

He prevented me from entering the classroom.

1. (The guard) (prevent)(the late comers) (enter)
(the compound)

2. (I) (be) (free) (work)

3. (I) (collect) (my salary) (the bank)

4. (He) (collect) (his salary) (the cashier)

5. (Most people) (can't tell) (an American) (A British)

6. (This)(be)(different)(that)

7. (He) (borrow) (a pen) (his friend)

8. (He)(be dismiss) (school)

9. (We) (protect) (him) (get) (hurt)

10. (I) (receive) (a letter) (my father)

Now change five of the sentences you have constructed to negative.

1. _____
2. _____
3. _____
4. _____
5. _____

And now change the same five sentences to question forms.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

From the following groups of words given in brackets, construct complete sentences and practise them by saying them aloud. Follow the example given.

Example: (shoes) (be produce) (animals skin)
shoes are produced from animals skin.

1. (wine) (be produce) (grapes)

2. (cloth) (be produce) (cotton)

3. (paper) (be produce) (papyrus)

4. (steel) (be produce) (iron)

5. (bottles) (be produce) (glass)

6. (tables and chairs) (be produce) (wood)

And now change the six sentences you have constructed to question forms.

1. ----- ?
2. ----- ?
3. ----- ?
4. ----- ?
5. ----- ?
6. ----- ?

IN
Exercise -1-

Repeat the following sentences after your teacher.

Use the new words/phrases each time.

1. I have left my key in the lock.
2. I have left my book in the laboratory.
(my exercise books) (the library)
(my watch) (the drawer)
(my folder) (the cupboard)

Now use the verb 'forget' in the five sentences and practise them.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise -2-

Answer the following questions in complete sentences.

Use the words given in brackets in your answer.

1. Q. How many people live in Addis?
A. _____ (about 1.7 million)
2. Q. Which country in Africa has the largest population?
A. _____ (Nigeria)
3. Q. Where do you find the tallest building in the world?
A. _____ (the USA)
4. Q. Where do you find the longest river in the world?
A. _____ (North America)

Exercise -3-

Construct as many positive and negative sentences as possible from the table below. Practise by saying the sentences aloud.

I	am			Mourning
he	is		in	the morning shift
you	are	not		the afternoon shift
she				the mood

Exercise -4-

Repeat the following sentences a number of times following from your teacher.

1. I will be back in a short time.
2. He will be back in two weeks.
3. He will be back in two weeks' time
4. It will be ready in five days.
5. It will be ready in five days' time.

And now change the above five sentence to question.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

Exercise -5-

Repeat the following sentences after your teacher.
Use the new subjects each time.

1. He is very poor in health.
Abebe
The sport's master
My father
You
Mother

Exercise -6-

Repeat the following sentences after your teacher.
Use the new words each time.

1. There are twenty-four hours in a day.
(seven days) (a week)
(fifteen days) (a fortnight)
(twenty-one days) (three weeks)
(Thirty days) (a month)
(fifty-two weeks) (a year)

Exercise -7-

Repeat the following sentences after your teacher.

Use the new words/phrases each time.

1. I am interested in joining the English club.
 (improving my English)
 (improving my pronunciation)
 (improving my hand-writing)
 (improving my spelling)
 (improving my reading speed)

And now use the verb 'succeed' and repeat the above sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

And again change the sentences that you have constructed using the verb 'succeed' into negative.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise -8-

Construct complete sentences from the following groups of words given in brackets. Follow the example given.

Example:- (the drama) (be) (three parts)

The drama is in three parts.

1. (they) (arrive) (Asmara) (tomorrow)

2. (he) (arrange) (the names) (alphabetical order)

3. (he) (study) (his lessons) (the evening)

4. (he) (succeed) (complete) (his work)

5. (the book) (be) (four parts)

6. (medicines) (be found) (pharmacies)
-
7. (writing materials) (be found) (stationeries)
-
8. (he) (usually put) (his clothes) (his cupboard)
-
9. (the assistant director) (work) (absence of director)
-
10. (he) (be) (very fluent) (the English language)
-

Exercise -9-

Complete the following sentences with the correct prepositions.

1. The historical remains of a country are kept --- museums.
a) at b) by c) with d) in
2. How much of your time do you spend --- reading?
a) to b) in c) of d) with
3. My parents live --- Harar.
a) for b) in c) by d) on
4. Prices are increasing day - - - day out.
a) at b) on c) in d) with
5. Everything has been arranged - - - good order.
a) in b) by c) with d) of
6. Before you seal the envelope, put the letter ---it.
a) with b) in c) to d) for
7. She is very much interested --- singing.
a) in b) at c) to d) by
8. Ethiopian new year begins --- Meskerem.
a) at b) by c) on d) in
9. Our team was defeated --- the match.
a) in b) at c) on d) by
10. If you participate actively --- the English club, you will improve your English.
a) to b) for c) of d) in

OF

Exercise -1-

Repeat the following sentences after your teacher.

Use the words given in brackets.

1. Alemu boasts of his achievement.

(wealth)

(marks)

(intelligence)

(strength)

Exercise -2-

Repeat the following sentences after your teacher.

Use the words given in brackets each time.

1. He complains of a kidney problem.

(a curious pain)

(a splitting headache)

(gastritis)

Change the sentences above to questions.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?

Exercise -3-

Repeat the following sentences after your teacher.

Use the words/phrases given in brackets each time.

1. Bulcha was accused of spending government money.

(stealing)

(a car)

(insulting)

(a person)

(killing)

(a man)

Change the above sentences to questions.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?

Now change the above sentences to questions. Follow the example given.

Example: Father is proud of his profession.

Is father proud of his profession?

1. _____?
2. _____?
3. _____?
4. _____?
5. _____?
6. _____?

And now change the six sentences to negative following the example given.

Example: Father is proud of his profession.

Father is not proud of his profession.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise -9-

Change the following sentences to questions. Follow the example given. Practise the question forms by saying them aloud.

Example: The book consists of 250 pages.

Does the book consist of 250 pages?

1. The patient died of malaria.
_____?
2. You know the date of his birth day.
_____?
3. He is informed of the meeting.
_____?
4. He is born of poor parents.
_____?

5. The committee is composed of five members.

6. I shall bring you a bottle of coca cola.

7. Akaki is nine miles south of Addis.

Exercise -10-

Repeat the following sentences after your teacher.

Do so a number of times.

1. How kind of you to help the old lady!
2. It is kind of you to help the old lady.
3. How thoughtfull of you to help the old lady!
4. It is thoughtful of you to help the old lady.

Exercise -11-

Complete the following sentences with appropriate prepositions.

1. Ato Belachew cleared himself --- the accusation.
2. The trees are bare --- leaves.
3. He is ashamed --- his behaviour.
4. The cause---the accident is not yet known.
5. These tomatoes are --- my own growing.

ON

Exercise -1-

Repeat the following sentences after your teacher.

Do so a number of times.

1. There is a carpet on the floor.
2. There is a picture on the wall.
3. There is a calendar on the wall.

Exercise -2-

Construct complete sentences from the following groups of words given in brackets. Practise them by saying them aloud.

1. (not let) (flies) (rest) (you)

2. (I) (write) (my name) (the blackboard)

3. (he) (be carrying) (his coat) (his arm)

4. (the man) (have) (a hat) (his head)

5. (the girls) (have) (a ring) (her finger)

6. (she) (hang) (her pictures) (the wall)

7. (He) (stick) (a stamp) (the envelop)

8. (the chairman) (call) (the next speaker)

Exercise -3-

Repeat the following sentences after your teacher.

Put in the new phrases each time.

1. The school posts its notices on the notice board.
its programme
its educational articles

2. The school posts its notices on the notice board.
 (the photograph club) (pictures)
 (the drama club) (notices)
 (teachers) (notices)
 (the different clubs) (notices)

Exercise -4-

Repeat the following sentences after your teacher.

Use the new subjects each time.

1. Menilik Hospital is on duty.

Black Lion Hospital

Zewditu Hospital

Yekatit 12 Hospital

Balcha Hospital

Exercise - 5 -

Do the following question and answer exercise as in example. Use the suggested words and phrases in your answer.

Example: Q. Who sits on your right?

(Kebede)

A. Kebede sits on my right.

1. Q. Who sits on Abebe's right?

A. _____ (Alemu)

2. Q. Who sits on Alemu's left?

A. _____ (Abebe)

3. Q. When shall we meet?

A. _____ (Monday)

4. Q. When is the first semester exam?

A. _____ (the 21st of Tir)

5. Q. What did he speak on?

A. _____ (world politics)

6. Q. What did he base his story on?

A. _____ (fact)

Exercise -6-

Repeat the following sentences after your teacher.
Use the new words/phrases each time.

1. He relies on himself for food and clothing.
depends
counts
2. He relies on himself for food and clothing.
his parents
his uncle
his elder brother

Exercise -7-

Change the following sentences to negatives.

1. He was arrested on a charge of theft.

2. I go to school on bicycles.

3. The tax on tobacco is heavy.

4. We decided on going to the cinema.

5. Father went to Dire Dawa on business.

6. The police were on the spot.

And now change the six sentences to questions.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

Exercise - 9 -

Construct complete sentences with the groups of words
given in brackets.

1. (a peasant) (transport) (his goods) (a donkey)

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2. (peasants) (go) (town) (horse back)
-
3. (she) (go) (school) (foot)
-
4. (the nomad) (transport) (his goods) (a camel)
-
5. (farther) (go) (town) (a mule)
-

Exercise -10-

Complete the following sentences with appropriate prepositions.

1. He has put gloves --- his hands.
a) in b) on c) with d) at
2. He insisted --- having his share.
a) on b) in c) at d) to
3. He made an attack --- his enemy.
a) to b) with c) by d) on
4. My brother is --- the staff of a magazine.
a) at b) by c) on d) of
5. Have you been waited ----?
a) for b) on c) with d) of
6. Don't let flies rest --- what you eat.
a) on b) at c) by d) of
7. We will meet --- Saturday --- two o'clock.
a) at/on b) in/on c) on/at d) on/in
8. The chairman of the meeting called --- the next speaker.
a) at b) on c) by d) to
9. There are no finger prints --- the handle of the door.
a) at b) with c) on d) in
10. How can I sleep with this suitcase --- the bed?
a) on b) at c) by d) in

TO

Exercise -1-

Repeat the following sentences after your teacher.
Use the new words/phrases each time.

1. I am going to school.

We

She

He

You

2. I am going to school.

the library.

the bookstore

the theatre

Exercise -2-

Join the following pairs of sentences as in the example.
Practise the joined sentences by saying them aloud.

Example: I went to the market. I forgot when.

I forgot when I went to the market.

1. He turned to his right. I know why.

2. Abebe stayed to the end. He enjoyed the speech.

3. The suggestion is good. I agree to it.

4. I went to the market. I remember when.

5. I agree to Abebe's speech. He spoke the truth.

6. He threw the ball to me. I know why.

Exercise -3-

Repeat the following sentences after your teacher.
Use the new words/phrases each time.

1. I agree to the suggestion.
 (the committee's plan)
 (your idea)
 (your suggestion)
 (your proposal)
2. I apologized to the teacher.
 (the director)
 (my father)
 (my mother)
 (the chairman)
3. I belong to group A.
 (He) (group B)
 (She) (group C)
 (We) (group D)

Change the following sentences to questions.

Practise the questions by saying them aloud.

1. He will apply to the ministry.
 _____?
2. He will apply to the minister.
 _____?
3. He prefers tea to coffee
 _____?
4. He referred me to another doctor.
 _____?
5. She apologized to the teacher.
 _____?
6. They stayed to the end of the show.
 _____?
7. He gave it to Kebede.
 _____?

Exercise -5-

Repeat the following sentences after your teacher.

Use the words/phrases given in brackets.

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.

Name: Zelege Demilew

Signature:  _____

Place: Institute of Language Studies
Addis Ababa University

Date of Submission: June 8, 1987.

1. My sister is engaged to Ato Hailu.
 (My brother) (Almaz)
 (Ato Hailu) (my sister)
 (Kebede) (Chaltu)
 (Chaltu) (Kebede)

Exercise -6-

Change the following sentences to negative. Practise the negative sentences by saying them aloud.

1. The teacher explained it to us.
2. He is deaf to advice.

3. _____
 This is common to us all.

4. _____
 I listen to the radio.

5. _____
 I must talk to the director.

6. _____
 Kebede is related to me.

And now change the positive sentences to questions.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise -7-

Repeat the following sentences after your teacher. Use the new words/phrases each time.

1. Alemu sticks to his promise.
 (his words)
 (what he says)
 (his plan)
 (what he plans)

2. Your idea is similar to mine.
 (Your plan) (Kebede's)
 (Your proposal) (Alemu's)
 (Your suggestion) (mine)

Exercise -8-

Repeat the following sentences after your teacher.
 Use the new words/phrases each time.

1. Do you have any opposition to our plan?
 (he) (our idea)
 (she) (our suggestion)
 (they) (our proposal)

Change the above questions to statements.

1. _____
 2. _____
 3. _____
 4. _____

And now change the statements to negative.

1. _____
 2. _____
 3. _____
 4. _____

Exercise -9-

Repeat the following sentences after your teacher.
 Do so a number of times.

1. They don't have any opposition to our proposal.
 2. They have some opposition to our proposal.
 3. They don't have any objection to our proposal.
 4. They have some objection to our proposal.

Exercise -10-

Complete the following sentences with appropriate prepositions.

1. Kebede threw an orange --- Alemitu.
 a) to b) by c) in d) ---

2. Ato Belay went --- the bookstore to borrow books.
a) in b) to c) at d) of
3. I belong --- the first shift.
a) in b) at c) on d) to
4. Mother prefers tea --- coffee.
a) from b) to c) for d) of
5. My doctor referred me --- another doctor.
a) for b) from c) to d) in
6. Sister is engaged --- a manager.
a) to b) for c) by d) on
7. Your jacket is similar --- Wolde's.
a) with b) of c) to d) at
8. I listen ---the radio every day.
a) at b) from c) to d) ---
9. --- whom did you give it?
a) To b) At c) By d) From
10. He explained it --- us clearly.
a) from b) to c) by d) on

WITH

Exercise -1-

Repeat the following sentences after your teacher.

Use the new words each time.

1. I live with my parents.

(Kebede)

(He)

(You)

(We)

Exercise -2-

Construct complete sentences from the groups of words given in brackets.

1. (he) (walk) (crutches)

2. (he) (write) (a pen)

3. (students) (write) (a ball-point pen)

4. (I) (write) (my exams) (a pencil)

5. (he) (stand) (his hands) (his pockets)

Exercise -3-

Do the following question and answer exercise.

Follow the example given.

Example: Q. Which pair of shoes shall I buy?

A. That rests with you to decide.

1. Q. Which club shall I join?

A. _____

2. Q. Which stream shall I join?

A. _____

3. Q. Which shirt shall I buy?

A. _____

4. Q. Which exercise book shall I buy?

A. _____

5. Q. Which shirt shall I wear?

Exercise -4-

Repeat the following sentences after your teacher.

Use the new words/phrases each time.

1. The director is with a guest.

- | | |
|-------------------|-----------------|
| (the unit leader) | (the director) |
| (the director) | (his assistant) |
| (the manager) | (his secretary) |
| (the manager) | (his deputy) |

2. I parted with my brother at the school gate.

- | | |
|----------|-------------------|
| (He) | (his girl friend) |
| (She) | (her boy friend) |
| (I) | (my sister) |
| (Kebede) | (his friend) |

Exercise -5-

Repeat the following sentences after your teacher.

Use the new words/phrases each time.

1. I have broken with my girl friend.

- (Ato Kebede)
 (Alemu)
 (Belay)

2. She has broken with her boy friend.

- (Alemitu)
 (Almaz)
 (Chaltu)

Change the sentences under number 2 to negative.

1. _____
 2. _____
 3. _____
 4. _____

And now change the same four sentences under 2 to questions.

1. _____
2. _____
3. _____
4. _____

Exercise -6-

Repeat the following sentences after your teacher.
Do so a number of times.

1. I rise from bed with the sun.
2. My parents rise from bed with the sun.
3. Father rises from bed with the sun.
4. Mother rises from bed with the sun.
5. Our maid rises from bed with the sun.

Change the above five sentences to questions.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise -7-

Repeat the following sentences after your teacher.
Use the words/phrases given in brackets.

1. He agreed with me.
(Most people)
(The members of the club)
(The members of the committee)
(The chairman of the committee)

Change the sentences that you have just practised
to negative.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise -8-

Do the following exercise as in the example.
Practise them by saying them aloud.

Example: The bag has a broken handle.
The bag is with a broken handle.

1. The door has a broken handle.

2. The cup has a broken handle.

3. The window has a broken handle.

4. The suitcase has a broken handle.

5. The chair has a broken leg.

Exercise -9-

Join the following pairs of sentences as in the
example given. Practise the joined sentences by
saying them aloud.

Example: The boy has brown eyes. He is my brother.
The boy with brown eyes is my brother.

1. The boy has brown hair. He is my brother.

2. The boy has black hair. He started the fight.

3. The girl has a pointed nose. She insulted Almaz.

4. The girl has a blue eyes. She is intelligent.

5. The boy has blue eyes . He is hardworking.

Exercise - 10 -

Repeat the following sentences after your teacher.
Do so a number of times.

1. Our English teacher is angry with you.
2. Our teacher is very popular with men.
3. I consulted with the director about my absence.
4. He that is not with me is against me.
5. He is satisfied with what he has.

Exercise - 11 -

1. Iran is ____ war ____ Iraq.
a) at/by b) at/with c) on/for d) with/at
2. He fought ____ courage in the norther front.
a) by b) in c) on d) with
3. I will leave the child ---- its sister.
a) by b) in c) on d) with
4. Ato Dante has quarrelled --- his wife.
a) to b) with c) from d) of
5. He is occupied --- registering students.
a) with b) of c) for d) by
6. I write --- paper --- a pen.
a) on/with b) by/on c) on/by d) with/on
7. I have no money --- me.
a) by b) with c) from d) to
8. I am --- you in what you say.
a) by b) from c) to d) with
9. Is there anyone --- you or are you alone?
a) for b) to c) with d) in
10. I shall be --- you --- a few minutes.
a) with/in b) in/with c) by/with d) with/hy

APPENDIX D

POSTTEST

NAME _____ GROUP _____

I. The following are short conversations. They have blank spaces that are numbered. Read them carefully and fill the blank spaces with appropriate prepositions. Put your answers in the blank spaces provided after each conversation.

1. A: Where have you been lately?
B: I've been busy (1) extra work.
A: I've had a lot of work to do too.
B: Yes. I haven't seen you (2) a long time either.
1. _____
2. _____
2. A: What time do you get up?
B: I get up about seven fifteen.
A: What time is breakfast (1) your house?
B: Breakfast is always (2) a quarter (3) eight.
1. _____
2. _____
3. _____
3. A: When did you eat lunch today?
B: I ate (1) twelve (2) one.
A: Where did you have your lunch?
B: I had it (3) a restaurant today.
1. _____
2. _____
3. _____
4. A: Did you work (1) home last night?
B: Yes. I washed the dishes and cleaned the house.
A: Did you do anything else?
B: Yes. I listened (2) the radio (3) half an hour.
1. _____
2. _____
3. _____

5. A: What did you do last night?
 B: I ~~watched~~ television.
 A: Where did you watch it?
 B: I watched it here (1) the recreation room.
 1. _____
6. A: Let's go (1) the movies tonight.
 B: Fine. I don't have anything else to do.
 A: What would you like to see?
 B: Why don't we look (2) the movie section (3) the newspaper.
 1. _____
 2. _____
 3. _____
7. A: I have got to go (1) the train station.
 B: What do you have to go (2)?
 A: To meet my cousin (3) Dire Dawa.
 B: Let me take you (4) my car.
 1. _____
 2. _____
 3. _____
 4. _____
8. A: When are you meeting your friends?
 B: I'm meeting them (1) eight o'clock tomorrow night.
 A: How are they getting here?
 B: They are coming (2) air.
 1. _____
 2. _____
9. A: I'd like a single room, please.
 B: Do you want a room (1) a bath?
 A: Yes, please. Do you have one?
 B: Yes. We have one (2) ten birr a day.
 1. _____
 2. _____
10. A: Is this where I get off the bus?
 B: No. Not here (1) the next stop.
 A: Can I catch a taxi right there?
 B: Yes. There's a taxi stand right (2) the bus stop.
 1. _____
 2. _____

11. A: How do you like your new teacher?
 B: Very well. He's always patient (1) us.
 A: Doesn't he ever get angry (2) his students?
 B: No. He never seems to get upset over anything.
1. _____
 2. _____
12. A: What do you call this thing (1) English?
 B: It's a "hammer."
 A: What's the word (2) the things you hit (3) a hammer?
 B: We call them "nails".
1. _____
 2. _____
 3. _____
- II. Some of the prepositions and pronouns in the following conversations have been underlined. Three choices are given for the meaning that each preposition or pronoun carries within the conversation. Choose the best meaning and answer by circling the letter of your choice.
13. Abebe: You seem very busy. What are you doing, Aster?
 Aster: I'm mending my coat.
 Abebe: What's wrong with your coat?
 Aster: Nothing much. A button has come off, and I'm sewing it on again.
- 1) In Abebe's second question "wrong with" means:
 - a) mistaken
 - b) in a bad condition
 - c) unjust
 - 2) In Aster's last answer "sewing it on" means:
 - a) attaching it to
 - b) detaching it from
 - c) making it beautiful
14. A: Where do you want to take me?
 B: Where would you like to go?
 A: Perhaps to a park.
 B: Well, what's the time now?

A: It's five minutes past eleven by my watch.

B: It's quarter past eleven by mine. I think your watch must be slow.

A: No, I'm sure it isn't slow. Yours must be fast.

1. In A's first answer "to a park" indicates
 - a) place where cars can be left for a short time.
 - b) starting point of place
 - c) reaching point of place.
 2. In A's second answer "by my watch" means
 - a) during
 - b) through
 - c) according to
 - 3) In A's last comment "yours" refers to
 - a) A's watch
 - b) B's watch
 - c) the time
15. Almaz: Aster, how do you generally spend your time?
 Aster: Well, I generally wake up early, get up and have breakfast.
 Almaz: Yes, of course; we all get up and have breakfast in the morning.
 Aster: Oh, no, Almaz. Some people sleep by day and work at night.
 Almaz: Hm, yes. There are people who must work all night. They sleep all day, I suppose.
 Aster: After breakfast I go to the office. At mid-day I have lunch with my friend Girma at a nearby restaurant. And what about you, Almaz. Do you sleep all the morning?
 Almaz: Certainly not! I teach in the morning and sometimes in the afternoon and evening, too.
1. In Almaz's first comment "in the morning" means
 - a) when morning passes
 - b) when morning ends
 - c) when morning comes
 2. In Aster's second comment "by day" means
 - a) during the day
 - b) according to the day
 - c) before today

3. In the same second comment of Aster 'at' refers to
 - a) point of time
 - b) past time
 - c) extent in time
4. In Aster's third comment 'at' indicates
 - a) point of time
 - b) extent in time
 - c) past time
5. In the same third comment of Aster "with" indicates
 - a) accompaniment
 - b) agent
 - c) instrument
6. In the same third comment of Aster, the last "at" indicates
 - a) time
 - b) place
 - c) direction

III. The following is a short passage. Its sentences have been given numbers. Some of the prepositions used in it have been underlined. You are required to give the meanings of the prepositions as they are used in the passage. From the three choices given after each preposition, decide on the best choice and answer by circling the letter of your choice.

1. Galileo Galilei (1564 - 1642) conducted experiments to investigate the motion of a ball which is running down a plane. 2. There were no accurate stop watches for measuring short time intervals at that time. 3. Galileo used a bucket full of water with a hole in it. 4. He measured the mass of water which flowed out during a brass ball rolled down a sloping board. 5. He let the ball run down various fractions of the slope and compared the ratio of these fractions with the ratio of masses. 6. And the ratio of the times he got from the ratio of masses of which he measured. 7. So he found the regularities of rectilinear uniformly accelerated

motion. 8. We can learn from him that even under difficult conditions it is possible to do scientific work successfully.

1. In sentence one "of" indicates
 - a) possession
 - b) separation
 - c) difference
2. In sentence two "for" indicates
 - a) consideration
 - b) purpose
 - c) progress
3. In the same sentence two "at" refers to
 - a) Galileo's life time
 - b) Galileo's death
 - c) Galileo's birth
4. In sentence three "with" means
 - a) means or instrument
 - b) cause
 - c) having
5. In the same sentence three "in" refers to
 - a) stop watches
 - b) time
 - c) bucket
6. In sentence five the verb that comes before "with" is
 - a) measured
 - b) compared
 - c) run
7. In sentence six "from" indicates the
 - a) origin of ratios
 - b) state of ratios
 - c) difference of ratios
8. In sentence eight "from him" means from
 - a) the writer of the paragraph
 - b) scientists
 - c) Galileo Galilei

IV. The following are short paragraphs. ~~They have~~ blank spaces that are numbered. Fill in appropriate prepositions in the blank spaces. Put your answers in the spaces provided after each paragraph.

A) A piece of metal appears to be smooth when we see it (1) our eyes only. But when you look (2) the surface (3) a high powered microscope, you will see that the surface has small, irregular hills and valleys.

1. _____

2. _____

3. _____

B) If you push a wall (1) one of your feet, the force of your foot (2) the wall will be equal to the force of the wall (3) your foot.

1. _____

2. _____

3. _____

C) An object that is in motion has energy. It can do work until it comes (1) rest. A car moving (2) a speed of 80 kms/hr can do more damage than the same type of car moving (3) 60 kms/hr. A truck and an automobile moving (4) the same speed do not have the same energy. The truck will be capable (5) doing more work because it has more mass.

1. _____

2. _____

3. _____

4. _____

5. _____

VI. From the following conversations parts of what one of the persons says have been omitted. Try to complete them. Be reasonable.

1. A: How much is the fare on this bus?

B: _____.

A: Do I give the money to you?

B: _____.

2. A: Where's the nearest airlines office?

B: _____.

A: How far is that from here?

B: _____.

- 3) A: _____ ?
 B: To the hotel.
 A: _____ ?
 B: Probably by taxi if I can get one.
- 4) A: Do you have the correct time?
 B: _____
 A: Are you sure your watch is right?
 B: _____
- 5) A: _____ ?
 B: From the library in my neighbourhood.
 A: _____ ?
 B: Come with me and see for yourself.

VII. The following sentences are incomplete. From the four choices given after each sentence select the best answer and write the letter of your choice in the space provided.

- 1 1. He has not yet recovered ___ his illness.
 a) of b) to c) for d) from
- ___ 2. I am taller than you ___ two inches.
 a) by b) with c) in d) ---
- ___ 3. Pay careful attention --- what I am going to say.
 a) for b) to c) of d) with
- ___ 4. A traffic police rescued the child --- danger.
 a) in b) at c) from d) of
- ___ 5. There is no meaning --- what you say.
 a) in b) to c) from d) at
- ___ 6. There has been a reduction --- the price --- milk recently.
 a) of/in b) in/of c) at/of d) of/at
- ___ 7. The Atlantic separates Europe --- America.
 a) for b) by c) in d) from
- ___ 8. The teacher punished the boy --- disobedience.
 a) of b) for c) by d) in
- ___ 9. He was unlucky and therefore met --- a bad accident --- the day of his examination.
 a) in/on b) on/in c) with/in d) with/on
- ___ 10. I had no money --- me and I could not give the beggar anything.
 a) with b) for c) from d) to

- _____ 11. I couldn't help laughing --- the joke.
a) by b) in c) to d) at
- _____ 12. I shall return --- an hour.
a) at b) in c) with d) by
- _____ 13. Alemu is always --- the top --- the class.
a) of/at b) at/of c) in/of d) of/in
- _____ 14. Mother sat --- the fire and told me a story.
a) by b) at c) in d) with
- _____ 15. Thank you very much --- getting these books
from the library --- me.
a) to/to b) to/for c) for/to d) for/for
- _____ 16. In our class, Kebede sits --- Alemu.
a) in the side of b) on the side of
c) by the side of d) of the side of
- _____ 17. He sold his car --- five thousand birr ---
Ato Solomon.
a) by/for b) for/by c) for/to d) to/for
- _____ 18. Water is composed --- hydrogen and oxegen.
a) in b) of c) by d) ---
- _____ 19. I want to be --- the cinema --- time to
get a good seat.
a) in/at b) in/on c) at/in d) on/in
- _____ 20. Whom does that woman remind you ---?
a) of b) to c) for d) from

VIII. For each of the following sentences write a new sentence. Use the words given in capital letters. Make your new sentence as near in meaning as possible to the original.

1. Kebede and Alemu work together.
WORKS WITH
2. Solomon gave me the information.
GOT
3. I expect my friend to write soon.
TO HEAR
4. He lives near his office.
CLOSE
5. He leads our club.
CHAIRMAN

6. All of them arrived on time.
THE RIGHT TIME
7. His fast action confused us.
WERE CONFUSED
8. I want a book of my own.
MYSELF
9. He was sent to prison.
PUT
10. They came straight to us.
OUR DIRECTION