

CLASSIFICATION AND EXPLANATORY ANALYSIS OF STUDENT ERRORS

IN ADVANCED ENGLISH COMPOSITION II, 1979/80

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A B S T R A C T

In this study, errors in the compositions of 89 3rd and 4th year students were identified and classified. The errors were based on 157 essays written for the course, Advanced Composition II. A total of 56,426 words were used in these essays. Of these, 3204 were errors of one kind or the other and their average frequency of occurrence was about 6 errors in a 100-word essay.

These 3204 errors were classified into six major categories, namely, grammar, style, spelling, punctuation, handwriting and unclassifiable errors. Specifically, it was found out: that 1525 errors or 3% of the total words or 48% of the total errors were made in grammar; that 753 errors or 1% of the total words or 24% of the total errors were made in style; that 526 errors or 0.9% of all the words used or 16% of the total errors were committed in spelling; that 303 errors or 0.5% of the total words used or 9% of the total errors were made in punctuation; and that 35 errors or 0.06% of all words used or 1.1% of the total errors were in handwriting.

On the subcategory level, it was also found out: that diction accounted for 507 errors or 0.9% of the total words or 16% of all the errors; that both agreement and tense were responsible for 770 errors or 1.4% of the total words or 24% of all errors; and that prepositions & particles accounted for 341 errors or 0.6% of the total words used or 10.6% of all errors.

On the basis of these findings, it was recommended that ILS students should be taught spelling formally. It was also recommended that diction or vocabulary, tense, agreement, prepositions & particles and punctuation be taught formally and intensively.

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CHAPTER 1

THE PROBLEM AND DEFINITION OF TERMS USED

1.1 THE PROBLEM

1.11 Statement of the Problem. The purpose of this paper is to investigate what errors were made in the compositions 3rd and 4th year students wrote for the course, Advanced Composition II (ie. FlEn 210) in the first term 1979/80.

1.12 Importance of the Study. Many teachers in the Institute of Language Studies (ILS) complain that the English of their students has so "worsened" that it has become extremely difficult to understand students' essays, term papers and written answers to questions. But, in the opinion of the researcher, nobody has at present tried to objectively show just exactly what these errors are. Therefore, there is a need for such a study which attempts to present as systematically as possible the kinds of errors some ILS students make.

Another important area in which this study can be of much help is in curriculum development in the ILS itself. Too many errors in a category would indicate to ILS curriculum designers that there is a need for taking such errors into account when designing courses such as Sophomore English, Freshman English 101-A and 101-B. Knowledge of the magnitude of these problems would help them decide what should be taught.

In addition to this, this study can help instructors decide what items in the curriculum deserve special emphasis and what items do not. Besides, test designers can benefit from such a study in that they can limit the questions of the test to the items of some difficulty, since everything of the English curriculum cannot be included in a test.

With the findings of this study instructors in the ILS can help their students to eradicate their most common errors, and thereby produce English language experts such as journalists, translators, radio-and TV-news readers and educators. This is because English plays an important role in the areas of official correspondence¹, broadcasting² and legislation³ besides the service it gives to "The Ethiopian Herald", the only Ethiopian English daily. In addition, most of the teachers who go to the high schools to teach are those who are English majors and graduates from the Education Faculty and the ILS. High school students are indirectly helped when their teachers avoid some of the conspicuous errors they themselves make.

¹Most official correspondence with the rest of the world is carried on in English.

²The governmentally operated mass media has a daily broadcast in English and, if there is any publication that ought to be translated into a foreign language, English takes the first chance.

³All legislations in the country are made available in English for external readers. The use of English extends even to other spheres such as currency, postage stamps, and government notices, all of which are printed in Amharic and English.

1.13 Limitations. There are two major limitations. The first is concerned with the classification method used. The researcher, in his readings on related literature, has not been able to find a definite and comprehensible standard of categorizing composition errors, which is commonly shared by his predecessors, for each of them did it in his own way. The researcher, too, has had to develop his own method.

Secondly, errors collected may not provide a complete picture of all the possible errors that could be committed because in free compositions (like the compositions in this study) the choice of words and constructions are controlled by the learners themselves. In addition, some composition topics may require only the use of certain words and grammatical items, and thus limit the errors only to some aspects of the language.

1.14 Scope of the Research. Error analysis is concerned with identification and classification of errors plus the explanation of the causes of the errors. This thesis, however, is concerned primarily with the identification and classification of the composition errors of the 3rd and 4th year English majors and minors who took the course, Advanced Composition II in the Addis Ababa University in the first term 1979/80 academic year. It does not deal with the causes of the errors.

1.2 DEFINITION OF TERMS AND SYMBOLS USED

1.21 Definition of Terms Used

Error. In this study, any form that deviates from the formal written English is considered an error. This includes all forms ranging from the simple morphological errors such as * this workers, * I choosed, etc., which are easy to identify, to the misuse of a word or words like:

* I decided to swim after the level of the river is reduced (... after the water in the river is reduced.)

* I admire burglars who steal people (... steal people's property.)

Though double negatives such as:

* No one will not be happy.

* Nobody wasn't willing to explain.

are spoken by native speakers in some localities, they are not formally accepted, and so are included in the province of error. However, some formal distinctions of We shall and We will have been accepted as interchangeable. Besides, both American and English forms are considered correct or incorrect as the case may be.

Type of Assignment refers to Final Examination and Homework Essays.

1.22 Symbols Used

- * In the thesis proper, all phrases or sentences that are erroneous are marked by asterisks except in the Appendix.
- ^ A caret shows that because of the omission of a word or phrase from the point marked by it, the sentence or phrase is incorrect.
- Underlining in the Appendix shows the portion of the sentence that is incorrect.
- ∅ Whenever inappropriate inclusion of some letters, words or phrases make the sentences incorrect, the part which should be removed is underlined. In such cases, the symbol ∅ is used to show that the underlined phrases should be omitted for correction.
- () Parentheses are used to enclose the correct forms.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this section available works that deal with composition errors in Ethiopia or elsewhere will be reviewed. The criteria for selection of the works reviewed here are primarily availability and relevance; obviously no attempt has been made to review all the works on the subject. By availability is meant relevant works that are found in the Kennedy Library and the Educational Research Center of the Addis Ababa University.

2.1 Works on Error Analysis in General

Opinions concerning composition errors vary to a great extent. For instance, Corder⁴, in his article, " The Significance of Learners' Errors " Written in 1967, tells us that there are two schools of thought with respect to learners' errors. According to one school the occurrence of errors is merely a sign of the present inadequacy of teaching techniques and this school insists that if teachers employ a perfect teaching method, the errors will not be committed in the first place. Corder says that this

⁴

S.P.Corder, " The Significance of Learners' Errors " in Error Analysis: Perspectives on second Language Acquisition by Jack C.Richards (ed) (London: Longman Group Limited,1978),P.20

school shows no particular interest in the study of learners' errors since the eradication of these errors is a matter of more intensive drilling in correct forms.

The other school whose views are explained in Corder's second article, " Idiosyncratic Dialects and Error Analysis, " written in 1971, suggests that:

. . . the making of errors is an inevitable and indeed necessary part of the learning process. The 'Correction' [the author's own single quotation] of error provides precisely the sort of negative evidence which is necessary to discovery of the correct concept or rule.⁵

According to this school, therefore, it is necessary to study errors and describe learners' idiosyncratic⁶ sentences which contribute directly to an account of what the learner knows and does not know at that moment in his career.. This description, according to this school, will supply the teacher not just with the information that the learner's hypothesis is wrong, but also with the right kind of information for him to form a more adequate concept of rule in the target language. By way of summarizing the three different ways in which error analysis is significant, Corder states:

5

Ibid., P.170

⁶Corder presents a model based on a distinction between an idiosyncratic dialect (the learner's personal, unstable, developing grammar) and social dialect (the target language which is the dialect of a social group).

First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learned, or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because he can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing his hypotheses about the nature of the language he is learning.

In short, learners' errors have become data dependable enough to provide corrective feedback to general linguistic theory and to language teaching practice. It is not without reason that Corder strongly emphasizes the importance of error analysis.

Another expert, Stig Johansson⁸, also tells the reader that information obtained by error analysis is useful for the planning of courses and the construction of teaching materials. Moreover, in explaining the procedures of making error analysis, Johansson tells analysts that they should look for the causes of error in different areas. To him, it is useful to start by considering interference from the native language known as interlanguage interference, since this is an important source of error.

⁷ Ibid., p.23

⁸ Stig Johansson, " The Uses of Error Analysis and Contrastive Analysis (I) " in English Language Teaching Vol.29, No. 1-4, 1974-75, pp. 246-253.

Analysts must then ask whether an error can be explained by contrasting structures of the native and the foreign language. If an error cannot be explained by interlanguage interference, they have to look elsewhere for the same purpose.

He further says that errors may occur not only because of differences between the native and the foreign language but because constructions are difficult in the foreign language itself. On top of that certain errors may be attributable to general learning strategies, observable both in the first- and the second-language learner. Often, an error could be described as being due to interference within the foreign language known as **intralingual** interference. For example, this expert believes that the incorrect form * ringed in English (instead of rang) could be explained by interference from the regular pattern of past tense formation in English.

Besides, Johansson says that the difficulties experienced by different learners may vary in accordance with such factors as age, period of study, stay in a foreign country, etc. On top of that a high frequency of error may result from inadequate teaching materials or methods. In evaluating the data of the error, therefore, Johansson feels that it is necessary to take into consideration as many of these factors as possible.

Another authority, Jack C. Richards⁹, who has the same view as Stig Johansson, focuses on several types of errors, observed in the acquisition of English as a second language. He believes that interference from the mother-tongue is clearly a major source of difficulty. In addition, he accepts the existence of other groups of errors that are frequent, regardless of the learner's language background. These intralingual and developmental errors, as they are called, have their origins within the structure of English itself and the strategy by which a second language is acquired and taught. Richards advises teachers that it is correct to expect the latter kinds of errors from anyone learning English as a second language. He strongly supports the view that teaching techniques and procedures should take account of these two groups of errors, interlanguage as well as intralingual and developmental errors.

Discussing generalization which is one of the major types of intralingual and developmental errors, Richards notes that since all grammatical persons take the same zero ending except the third person singular in the present tense, the error of omitting -s

⁹Jack C. Richards, " A Non-Contrastive Approach to Error Analysis " in his book, Error Analysis: Perspectives on Second Language Acquisition (London: Longman Group Limited, 1978), pp. 172-182

in the third person singular may be accounted for by the heavy pressure of all other endingless forms. The sentence, * I made him to do it, ignores restrictions on the distribution of make and this failure which is another cause of error is identified as ignorance of rule restrictions by Richards. On the other hand, the question, what does he have to do? may elicit the wrong sentence, * He have to do write the address. This kind of incomplete application of rules has to be corrected by the teacher to counteract the influence of the question. Other developmental errors can also derive from faulty comprehension of distinctions in the target language. For instance, the form was may be interpreted as a marker of the past tense, giving * One day it was happened, and is may be understood to be the corresponding marker of the present tense, * He is speaks French. These kinds of errors, according to Richards, ~~are~~ caused by wrong concepts of rules.

Among the analyses made on composition errors, one is entitled " An Analysis of Errors in Composition Writing " written by Wyatt¹⁰ of Uganda. For this analysis Wyatt collected

¹⁰Victor Wyatt, " An Analysis of Errors in Composition Writing " in ELT Vol.27, No. 1-3, 1973, PP. 176-186.

all the composition books that his students had used since the beginning of their third year and classified all the errors. It was an attempt to assess more accurately and decide what final remedial work would be necessary before the East African Certificate of Education examination. Wyatt knew that with experience, a teacher will be able to predict what errors will arise, but still that teacher will have only a rough idea of their frequency and may not know what is important. Therefore, Wyatt fears that the teacher will concentrate only on some which are not widespread and gloss over others which are virtually endemic. It is with this in mind that Wyatt started his analysis of errors. To him, it is not the number of times a particular error has occurred that is relevant, but the percentage it represents of all errors. Mr. Wyatt's findings are summarized in TABLE 1.

As shown in TABLE 1, all the important errors are listed ranging from spelling which is the most frequent to intensifiers which are the least frequent.

Confusion of similar unemphasized vowels such as there are in * seperate, * desease, * distroyed and the alternative spelling ie/ei found in errors like * recieve, * decieve, * freind which accounted for 26 errors out of the total 770 are some of the difficult items in spelling. The writing of a single consonant for a double consonant, or vice versa is the

TABLE 1

Major Error Types and their Proportion in Percent

<u>Major Error Types</u>	<u>Total Errors</u>	<u>%</u>
1. Spelling	770	18.4
2. Punctuation	324	7.8
3. Sentence structure	695	16.6
4. Verb groups	635	15.2
5. Noun groups	679	16.2
6. Pronouns	67	1.6
7. Adjectives	101	2.4
8. Prepositions	173	4.1
9. Intensifiers	26	0.6
10. Confusion and misuse of words, idioms	197	4.7
11. Contractions, abbreviations and informalities	108	2.6
12. Repetition and circumlocution	155	3.7
13. Clumsy or meaningless expressions	99	2.4
14. Carelessness	152	3.6

other commonest error. When a suffix is added, as in * realy, * puting, * writters 53 errors have occurred, but when a prefix is added as in * missuse only six. Among the rest of the spelling errors is confusion between homophones such as by/buy, ware/wear, brake/break.

On the other hand, sentence structure, which is the second most frequent area of errors, comprises agreement, subordinate clauses, conjunctive adverbs and conjunctions. In the case of agreement, a singular subject is followed by a plural verb 119 times, and a plural subject by a singular verb 98 times. However, Wyatt declares that in the vast majority of cases where words like cattle, people, and police are followed by singular verbs, the error is simply the result of carelessness. Quite often conjunctive adverbs are used instead of conjunctions to link two clauses within the same sentence. Wyatt therefore tells readers that the commonest adverb so used is then, followed by therefore, and otherwise.

The next most important area is that of verb groups. This involves wrong choice of tense, substitution of infinitive for past participle and incorrect conjunction of irregular verbs. In this analysis Wyatt states that the commonest tense error is the use of the present simple in a past context or of the past simple in a present context, besides the choice that students

make between the use of the infinitive and the gerund which seems to be very frustrating when one sees in this analysis that no less than 82 different verbs are followed by the wrong construction. These verbs that the reader should be aware of are make, let, result, mind, need, reach, enjoy, convince, discuss as in * He made them to do it, and * I let him to go. It is also mentioned that the choice of infinitive instead of the past participle in passive tenses are given to be surprisingly common. To clarify this point, the sentences, * I am very please to see you, and * Are you the man concern with this case? are given.

Noun groups is another area to which errors of articles and uncountable nouns belong. By far the commonest determinative error is given to be the omission of the definite and indefinite articles which according to the result accounts for one in ten of all types of error. At the same time, the finding shows that forty-three uncountable nouns are used as if they were countable. Some of these nouns are: equipment, property, work, classwork, music, and information.

Punctuation errors comprise omission and inappropriate inclusion of commas, and writing single words as two words or vice versa. Unnecessary insertion of a comma after a conjunction as in * He said that, he would see her tomorrow, between subject and verb, and around a defining relative clause

are some of them. The words that are most frequently combined and become punctuation errors according to Wyatt are all right, in order, in front, in fact while the single words written as two are: cannot, maybe, nearby, and classwork. The other errors in punctuation consist of incorrect punctuation of direct speech, omission of the apostrophe in cases of possession, use of a full stop instead of a question mark and omission of capital letters for days of the week, months, etc.

Other errors, indicated by Wyatt include wrong use of relative pronouns such as the substitution of which by this, adjectives that involve the comparatives with than and inaccurate use of prepositions in expressing relationships in space and time. On/in and to/in/into seem to cause most confusion. In the case of intensifiers so is used for very, and vice versa, or sometimes the intensifiers such as too are omitted altogether. Missuse of words and idioms such as if at all, as such, as a result, whereby, latter are mentioned as errors that have brought confusion to students. Also common are repetition of nouns instead of using pronouns and many roundabout expressions.

Finally, Wyatt warns that writers of essays like these should read their work over thoroughly because some of the errors which the subjects of this study have made are those that they are perfectly aware of.

" Error Analysis and English-Language Strategies of Arab Students " (1973), by Margaret Sue Scott and G. Richard Tucker, deals with errors made by 22 Arabic speaking students enrolled in a low intermediate intensive English course at the American University of Beirut. The students in the 12 weeks of intensive English training program, receive instruction in grammar, controlled writing exercises, vocabulary, graded reading and language laboratory work using tapes for 25 hours per week. Besides, they are expected to do about two hours of homework in reading and vocabulary. The whole materials stress contextualization and deemphasize mechanical pattern.drills. The subjects have completed a high school education before this experiment.

The following information about the students are collected: their standard English Entrance Exam scores and a language background questionnaire detailing their language training experience.

For the composition test, students are shown three pictures and asked to write three or four sentences telling what has happened in the first, what is happening in the second and what will happen in the third. Errors of syntax are isolated and written on cards by ignoring lexical errors before word count is made.

Then analysis in terms of performance errors, mother-tongue interference or false intralingual analogy is made. The types and frequency of errors at the beginning and end of the course are calculated as a function of total word length and compared to find a hierarchy of students' real areas of difficulty. The purpose of the comparison is to see what progress the students have made during the term and whether change in the kinds of errors reveal anything to language teachers and researchers about the developing interlanguage.

The types, number, and percentages of the errors at the beginning and end of the course are presented in TABLE 2.

Verbs, prepositions, and articles are the areas where the students most often deviated from standard English. Relative clauses are also a frequent source of error. In general a higher percentage of errors are made at **time I than at time II**. The percentage of total errors in the sample is 8.7 at time I. This is decreased to 6.0 percent at time II. The finding shows that the students have made progress in almost all areas. In a few areas, however, the frequency of error has not markedly decreased from time I to time II. Errors with incorrectly formed verbs, subject-verb agreement, and article usage have remained constant.

The areas in which errors are reduced most greatly during the term are errors with finite verbs, especially errors with

TABLE 2

Number and Percentage of Errors Found in the Written
Production on Pretest and Posttest (N=22)

	<u>No. of Errors</u>		<u>Percentage of Errors</u>	
	<u>Times</u>		<u>Times</u>	
	<u>I</u>	<u>II</u>	<u>I</u>	<u>II</u>
1. Finite verbs	80	60	2.59	1.58
Auxiliary and copula	33	24	1.07	.63
Third person singular				
verb unmarked	17	7	.55	.18
Wrong tense	11	7	.36	.18
Verb incorrectly formed	12	15	.39	.40
Subject verb agreement	7	7	.23	.18
2. Preposition	61	51	1.98	1.34
3. Articles	40	43	1.30	1.13
4. Relative Clauses	16	14	.52	.37
5. Sentential complements	13	11	.42	.29
6. Repetition of subject or object	13	10	.42	.26
7. Nouns: wrong number	8	6	.26	.16
8. Pronouns: wrong word	6	2	.19	.05
9. Surrogate subjects	8	2	.26	.05
10. Word order	5	5	.16	.13
11. Quantifiers	4	6	.13	.16
12. Adverbs	6	4	.19	.11
13. Adjectives	5	9	.16	.24
14. Genetive construction	<u>4</u>	<u>6</u>	<u>.13</u>	<u>.16</u>
Total Errors	269	229	8.72	6.03
Total Length of Sample in words	3086	3797	100	100

the auxiliary and copula and the third person singular verb, preposition, sentential complements, and repetition of subjects and objects. The students' control of relative clauses and pronoun usage has improved dramatically during the term and verb tense errors are reduced by half.

Arabic interference is most visible in the students' frequent omission of the auxiliary and the copula, in preposition and article errors and in their repetitions of subjects and objects. By the end of the term, the students have made a large degree of progress in the use of the auxiliaries and copulas and in deleting redundant subjects and objects although mother-tongue interference is a persistent problem in the use of prepositions and articles. The students seem to have made more progress sorting out intralingual preposition errors than interlingual errors.

2.2 Works on Error Analysis in Ethiopia

This section of the review deals with books that are concerned with errors made by Ethiopians in writing English compositions. The only books of this kind that the writer has come across are Use Better English (1956) by P. G. Wingard, Classification of Ethiopian Student Errors in English Essay Writing (1970) by Grover Hudson, and A Handbook of English Usage for Ethiopian Writers (1970) by Dr. Sydney W. Head.

Use Better English (106 pages altogether) aims at improving written English in the secondary schools because English language specialists have discovered that the most important English teaching problem is the persistence of certain common errors in the written work of the students, throughout their courses.

For this purpose, a large selection of papers written by grade 12 students in the 1953 ESLCE and by all grades (8-12) in the General Wingate secondary school has been used as data. The analysis continued until the most common errors, 80 types altogether, had emerged.

Each page in the book is set out in the same way, and contains a rule for correct English, a wrong sentence which breaks the rule, a right sentence which obeys the rule and an exercise which tests students' ability to use the rule. In constructing the exercise which accompanies each rule, actual students' errors, found in the analysis are used so that the exercise will be practical and realistic. The reader is informed that the 80 rules cover about 80 percent of the errors in each grade. At the end of the book, there is a key to the exercises, too.

The 80 types of error treated in this book are divided into nine major divisions, namely, Agreement, Comparison, Form, Grammar, Idiom, Punctuation, Article, Spelling and Tense.

One of them, agreement, has six parts. Besides the explanation given that subject and verb must agree both in number and person, it is also shown that a pronoun or possessive adjective must agree with the noun previously mentioned. For instance, the last pronoun employed in the sentence, * Youngmen of my age like to see films because they entertain him, is wrong in number. At the same time, certain expressions such as either, much, a little are shown to follow only singular nouns, and other expressions such as a few, a series of, many only plural nouns. In * Neither of the student is a friend of mine, the noun student which should be in the plural is one of the many examples to show this kind of error in agreement. When there are a number of possessors, each having one of the possessed objects, the student is advised to use the plural for the possessed objects. We should, for instance, make trunk plural in the phrase, * The trunk of the trees... . The last piece of advice concerning relative pronoun agreement is to use who or whom for persons, which for animals or things and what for persons, animals or things, but never to use what as a relative pronoun. Many of the errors shown are such as * He will understand the events what he has read about, where what should be substituted by either that or which.

Another major type of error is made in the use of comparison, Here for the positive degree, the students are told to use

" as ... as ", and " so ... as " construction only in negative sentences. For the comparative degree either -er or more could be used, but never both together. The sentence, * The city of Addis is very modern than it used to be, is erroneous because, it is instead of the correct word more that very is used. In the superlative degree, too, students are instructed not to use " -est " and " most " together, and errors such as * He was one of the most cleverest boys, are discouraged from use.

The next problem is concerned with the use of the correct voice and form of all the tenses. In this part, many examples contain errors such as * His father did not gave him money, * His muscles are strength by exercise, and * Christianity is said bring to Ethiopia by Frumentius, in which the correct words, give, strengthened and to have been brought should be used respectively.

The other error area which is identified by the word "grammar," contains many points to remember. It involves the repetition and omission of subjects or objects by using unnecessary pronouns. The pronoun it in * The water, owing to the sun's rays, "it" looked like mercury, shows an unnecessary repetition of the subject, water, while the omission of it in the sentence, * As soon as I saw it, I showed to my father, is another equivalent error. Errors in the areas of infinitives with or without " to " and

gerund forms are included here. The confusion arising from the use of direct and indirect speech together with material and abstract nouns is another point touched upon in this unit.

Idiomatic expressions with prepositions are also difficult for students. In many of the examples, it is shown that many of the prepositions such as from, in, of, to, on, for are incorrectly used. A mother is said to care on her child instead of for her child. Too and very are used interchangeably as in the inaccurate sentence, * It is "very" cold to go out today.

Punctuation, too, is another area where a lot of errors have been made. Many students have failed to mark clear voice pause in their sentences especially with non-restrictive clauses. Apostrophe, hyphens, and periods are omitted in some sentences.

In many sentences the definite and indefinite articles are also shown to have been omitted. The sentence, * There is clinic in my school, is incorrect because of the omission of the indefinite article " a ". * I went to the bed, is another example where the definite article the is wrongly included.

The spelling errors discovered in the data are classified according to the kinds of contrasting vowels that are problematic to students. For example, students have failed to distinguish between " adapt " and " adopt " in the sentences

used. The change of the order of vowels is another problem. words like " ceiling " and " believe " are some of the words that are incorrectly spelt.

The last important major type of error is the failure of students to use different tenses correctly. In the examples given, tense rules that concern the use of the present simple, present perfect, past simple, past perfect, and the conditional tenses are broken. The exercises of ten items each are believed to be sufficient to eliminate a persistent error and establish the correct form.

Classification of Ethiopian Student Errors in English Essay Writing (1970) by Grover Hudson, classifies and lists the special problems of Ethiopian students in English essay writing so as to help teachers teach English effectively. The data employed for this study is the 1967 ESLCE English Language essays written by 2282 students. Of these, the essays of 230 candidates are surveyed and analyzed. The total number of words in the 230 essays is approximately 77,970 and the average number of words per paper is thus 339.

Hudson finds it impossible to consider errors of paragraphing, or other more subjectively judged aspects of writing such as organization, clarity and originality. The errors he has identified are classified into the major categories of structure,

grammar, idiom, vocabulary, spelling, punctuation, handwriting and logic. To simplify the work, the errors are first written out on cards and then classified accordingly. The findings of this study are comprehensively presented in the section " Full List of Error Types and Frequencies with Examples." As there are approximately 77,970 words in the total sample, and a total of 8,071 errors recorded, the average frequency of occurrence of error is one error per 9.66 words, or 51.8 errors per 500 words. TABLE 3 is a summary of the findings **presented in this** eighty four - page book.

According to this study, spelling is the most frequent error. In an essay of 500 words in length, there are 13.1 spelling errors. In other words, of the total 8,071 errors registered from the whole sample, 2037 are spelling errors. Vocabulary, with 1804 errors, is second in the rank ordering of the errors, followed by, punctuation, tense, determiners and agreement. The rest of the error types summarized in TABLE 3, on the next page , are not of equal rank with these broader and more numerous types mentioned.

Of the spelling errors identified, the most frequently misspelled words that have a frequency of between 11 to 20 per 500 words are without, cannot, therefore, throughout, clothes, because, and happiness. The rest whose frequency range between 3 to 10 per 500 words include words like whether, everybody, happened, in order, too, celebrate, different, everyone, extremely, friend and immediately.

TABLE 3

Frequency of Occurrence of Major Error Types

<u>Major Error Types</u>	Total <u>Errors</u>	Frequency per 500 <u>Words</u>
1. Spelling	2037	13.1
2. Lexical Categories	1804	11.6
Preposition	645	4.6
Conjunction	63	.4
Nouns	439	2.8
Verbs	423	2.7
Adverbs	66	.4
Adjectives	99	.6
3. Punctuation	678	4.3
4. Tense	643	4.1
5. Determiners	514	3.3
6. Agreement	476	3.1
7. Word order	135	.9
8. Subordinate Clauses	125	.8
9. Ungrammatical Redundancy	193	1.2
10. Fragments	86	.6
11. Possessive and Attributive Structures	75	.5
12. Incomplete Structures (omissions)	211	1.4
13. Comparative Structures	79	.5
14. Superlative Constructions	31	.2
15. Reported Speech	10	.1

<u>Major Error Types</u>	Total <u>Errors</u>	Frequency per 500 <u>Words</u>
16. Negative Constructions	40	.3
17. Structural Idioms	41	.3
18. Participial Phrases	23	.1
19. Parallel Structures	20	.1
20. Infinitive and Infinitive Constructions	32	.2
21. There is ...sentence	10	.1
22. So...that construction	4	.0
23. Derivation	140	.9
24. Handwriting	82	.5
25. Style	224	1.4
26. Unclassified Errors	122	.8
27. Complex and Irreducible Errors	235	1.5

Vocabulary, which is divided into preposition, conjunction, noun, verbs, adverb and adjective, is the second major problem. Prepositions such as in, to, on, for, of, at, with, into, from, about, and by are found to be incorrectly used in the provided sample sentences. In the case of the conjunction, the data show that because, while, and, but are troublesome words to students. From nouns, those that are uncountable have exhibited resistance to learning. Some of these confusing nouns whose distinction has become very difficult for students to see are account,

comment, report, and speech. Selection of the right verbs for the contexts given, is also another problem. Students produce erroneous sentences such as *... ten years without getting a child instead of " ... ten years without having a child, " and so on. With regard to selection of adverbs, so, too, and much are used in contexts where the adverb very should be used.

The third most frequent type of error is the inappropriate use and omission of the punctuation marks which take a share of 678 errors altogether from the sample errors analyzed. The comma accounts for more than half of the errors in punctuation. The rest, such as the hyphen, the period, the quotation marks, the question mark, the semicolon and the colon are presented as insignificant when compared to the comma.

Tense is the fourth most frequent source of error found in this study. Of the 643 tense errors, 126 are attributed to the simple present tense. In many of the cases, various other tenses are inappropriately used instead of this tense. For instance, in the sentences, * There are many reasons why I wanted to visit this country, * When I watch these games I will be very much interested, and * The society highly organized, the simple present forms of the verbs underlined must be used instead. In the third sentence above, in which the simple present passive should be used, the helping verb " is " is altogether omitted. On the other hand, errors of using the

simple past incorrectly is twice as frequent as the simple present tense, and constitutes a total error of 274 in the sample. The remaining 243 errors (out of a total of 643 tense errors) are accounted for by other tense problems such as the simple future, past continuous, present perfect, past perfect, the conditional tenses, and tense sequence in reported speech.

Errors in determiners are the fifth most frequent, and constitute 514 of the total errors. The definite article which is inappropriately omitted from in front of the nouns United States, World and USSR, has also been incorrectly included in sentences like, * ... protect them from the harm, whereas in * That day was " my " happiest day in my life, and in * I saw her for " my " first time, " the " is incorrectly replaced by " my ". The indefinite article, too, is omitted from its proper place in * If I have brother ..., * ... at certain time ..., and * I don't want sister. In addition, it is ungrammatically included in * She knows more about an educated people, * It was a hard, and * I started my trip by a bus.

The next most frequent error type is the erroneous use of agreement. In agreement, 476 errors are counted from the sample essays. In many of these instances, subject-verb agreement is the one incorrectly employed. Verbs like has, was, is are used with plural subjects in * There was so many sisters, * Girls

who has got brothers... , and * All the subjects is hard. In others, the determiner is made to agree wrongly with the head noun: * One of the most important thing... , * All my friend ... , * With different idea... . The pronoun-antecedent agreement is also faulty in * When I began my studies I found it easy... , and * A country who has... .

Word order is a problem area, too. Here mostly adverbs are used in their improper places in sentences. For example, simply, still are used inappropriately in * ... by preparing simply tea, and * ... are well still overerved. Adverbs are not only used in the wrong positions, they are also redundantly employed. In the sentences * We returned back to Addis Ababa..., and * Since I am only the older one... , back and only are unnecessary. Besides, conjunctions are utilized ungrammatically and redundantly. For this, the use of since and when in the following sentences are good examples: * This is because since it is... , * By the time when I reached... . When you omit since and when, you will have correct sentences.

Traces of incomplete structures such as the omission of obligatory objects are also identified in the collected sample sentences. * I enjoy, * asked my father to buy me, * ... told my father to go and kill, are some of the instances in this finding.

Comparative and superlative constructions have also become problematic to students. More or -er is omitted, for instance, in sentences where there is than as in * I am interested in cattle than in any other, * He can have much strength to help me than a sister can. Younger in the sentence * I am the younger of them, is an example where the comparative is used erroneously instead of the superlative construction.

In the use of negative constructions, students have made use of no in many if the positions for not. There is also an instance where two negatives are used: * No one could not add even a second.

In handwriting, too, the problem of random capitalization, writing o's for a's or vice versa, and using uncrossed t's as well as undotted i's are some of the cases that attract attention.

The last but most important problem in the English language teaching which this project has explored is that of the " unclassified " errors that defy analysis. 122 cases of this error are noticed. The researcher of the study feels that this residue of error types represents aspects of the language where linguistic knowledge seems to be lacking, and aspects of the language on which teachers have not been able to do a proper teaching job.

A Handbook of English Usage for Ethiopian Writers, by Dr. Sydeny W. Head, aims at helping Ethiopian journalists to eradicate their errors in news writing. Dr. Head has gathered actual examples of English usage from Ethiopian news publications over a period of about two years. The sample is analyzed, organized and classified into nine major categories. Even though no effort is made to obtain statistically significant data, the number of examples given provides a rough guide to relative frequency of occurrence.

The purpose of this handbook, as indicated, is particularly to help Amharic speakers, who work in English but who still experience difficulty with English usage, by focussing on their specific problems, especially those arising from the contrasting aspects of the two languages, since many of these errors reflect the direct influence of Amharic.

This 110 - page book is divided into nine parts and deals with more fundamental questions of language usage and logic. Those grammatical errors, wordiness, incoherence and the like which interfere with the goal of rapid communication with a general audience are analyzed. Suggested answers which are indicated by quotation marks are given to all incorrect sentences excerpted from the newspapers.

In part one, Head gives the reader some of the conspicuous wordy expressions of Ethiopian journalists. * ... the many and countless Ethiopian rivers ... ; the main target and objective of all the courses ... ; ... very limited and scanty... are examples of tautology. Redundant expressions such as * prolonged for an indefinite period of time instead of " indefinitely prolonged " and the adjectives " very," " various," and " different " are shown to have been used meaninglessly. Passive constructions are also shown to cause wordiness. The active form which represents a 50 percent saving in wordage and a corresponding improvement in forcefulness is recommended instead.

Part two deals with diction, which is the proper choice of necessary words. Wrong choice of words such as * expressing her experience instead of describing her experiences and * much awaited traffic lights for " long awaited traffic lights " and many others are given. " Defend " for " protest " and " source " for " means " are used. Repetitive word choice such as * ... left to the mercy of merciless animal killers... ; * there is a probability that this might probably tremendously increase, and others are shown in the analysis. Words similar in appearance but different in meaning (persecute-prosecute) are also shown to be confusing.

Part three concerns idioms involving words in groups of two or more, Prepositions , singular and plural usage, articles and

negative constructions come under this unit of idiomatic usage. One talks about a subject or discusses it, but not vice versa with a benefit of prepositions. The tendency toward incorrectly using plurals for collective and abstract notions such as * advices, * informations, * clothings is shown to be incorrect.

Many of the errors in articles have been attributed to the problem of interference since Amharic does not have an indefinite article. Blunders such as * a cold air, * a countryside, etc., are shown.

It is also indicated that English cannot tolerate double negatives while Amharic thrives on them. So, negative construction errors are identified in the sample. Advice is given to change sentences like * It is not definitely right to encourage secessionism, to It is certainly wrong... .

Part four and five deal with basic grammar. Tense problems are raised and corrections are also given. The possible and the hypothetical " if " statement errors are analyzed and corrected. The question of using the infinitive instead of the gerund form or vice versa has been demonstrated using the data provided. Agreement (subject-verb, pronoun-antecedent), parallel structures and dangling modifiers are the other categories of errors mentioned.

Errors in consistency and logic are dealt with in part six. Percentages are said to make sense only if one knows what equals 100 percent. To say, for instance, * illiteracy accounts for 80 percent is meaningless because it is telling the reader to take 80 percent of something undefined . It is also suggested that large, complex numbers be rounded and simplified to make them easy for readers to grasp. Besides, incomplete comparisons are discussed. The reader is informed that words which compare one thing with another logically require both items of comparison to be stated. Telling that something is " better," without explaining what they are better than is shown to be inappropriate.

Part seven contains combinations of errors known as garbled constructions. In some of the examples, it is impossible to guess what the writer was trying to say. These errors are said to reflect lack of general information on the part of reporters and news writers' unfamiliarity with the subject matter in question. One of these garbled constructions, * ... the OAU cannot do wise to look for help with regard to the emblem from foreign countries, has been corrected as: " ... the OAU would be unwise... ."

The last two units deal with attribution and punctuation. With regard to attribution, the neutrality of the reporter is emphasized as an almost universal convention of news writing.

The reporters are advised to be objective and to attribute value-judgements to a source such as a news agency. On the other hand, in reporting factual details it is given to be unnecessary to attribute every statement, once the reader understands the source of the story as a whole. In the case of punctuation errors, the most common and most confusing is found to be failure to distinguish between restrictive and non-restrictive modifiers ie. to omit to set off non-restrictive elements with commas. For instance, in the sentence * The St. Paul Hospital administered by the HSI Foundation has eight doctors, the reader is asked to distinguish among two or more St. Paul Hospitals, only one of which is administered by the Foundation. These kinds of errors are shown to confuse the reader and should be corrected.

Unfortunately, however, this useful handbook is not on sale. Otherwise, it would be useful for both teachers and journalists.

CHAPTER 3

PLAN OF THE STUDY

The purpose of this chapter is to indicate the sources of the data and the procedure employed in identifying and classifying the errors.

3.1 Subjects. The subjects of this study are 89 third-and fourth-year ILS and Education students who took the course, Advanced Composition II (FlEn 210) in the first term, 1979/80. Of these 89 students, 79 are English majors and 10 are minors (see TABLE 4 for the breakdown by departments). As can be seen from TABLE 5, there are 71 third-and 18 fourth-year students. Before taking Advanced Composition II, the last composition course for English majors and minors, the third year students had already taken more than 60 credits while the fourth year students had taken about 80 credit-hour courses.

TABLE 4

Distribution of Subjects by Department and Major/Minor

Faculty or Department	Linguis- tics	Foreign Lang. & Lit.	Exten- sion	Education		Total
				Psycho- logy	Prof. Edu.	
Eng.Majors	6	65	6	-	2	79
Eng.Minors	-	-	-	5	5	10
Total	6	65	6*	5*	7*	89

* Fourth year students (18).

3.2 Collection of Data. Of the many essays that the subjects of this study were required to write, the last two (ie. the final homework and the final examination essays) were selected for the present study. The number of homework and final examination essays collected from the subjects is shown in TABLE 5.

TABLE 5
Number of Homework and Final Exam Essays
by Year and Major/Minor

Assignment	Major/Minor	3 rd	4 th	Total Number of Essays Collected
Homework	English Majors	51	7	
	English Minors	-	10	
	Total Essays	51	17	68
Final Exam	English Majors	71	8	
	English Minors	-	10	
	Total Essays	71	18	89
Total Number of All Essays		122	35	157

These 157 essays had been corrected by Dr. Tilahun Gamta, the then instructor of the course, as part of the regular class work and by the researcher in more detail for the purpose of this study. By taking the homework and the final examination essays written at different times and under different situations, the

researcher aimed at learning whether there were differences in the kinds of error made under different circumstances.

The researcher expected to find 178 essays. But this was not possible because twenty-one students did not return their homework essays after they had been allowed to look at them at home leisurely.

For the homework assignment the students were instructed to write an expository essay on any topic of their own interest and submit it in two weeks. They were also allowed to use any relevant reference including the Dictionary, Thesaurus, Encyclopedia, etc. Besides, there was no restriction with regard to the length of the essays.

As for the selection of the topics that were of interest to them, 65 of the 68 students wrote on 65 different titles with only three students writing on one similar title, namely, "Smoking is Dangerous". See Appendix A for the complete list of topics selected by the students for the homework assignment.

For the final examination essays, conducted in an examination situation, the students were instructed to write on one of the following titles:

1. Transportation Problems in Addis Ababa.
2. Kinds of Home Accidents and How to Prevent Them.
3. Ethiopians Who Fled Their Country After the Revolution.
4. The Rising Cost of Living in Addis Ababa.

Moreover, students were allowed only one hour to write their essays using about 300 words. Of the four topics listed above, 35 of the 89 students selected topic number 1, 27 topic number 4, 15 topic number 3, and 12 students selected topic number 2.

3.3 Steps Followed in Identifying and Classifying the Errors. In categorizing and describing the errors, the researcher followed the following steps:

1. First of all the essays were read carefully and marked " X ". Both British and American forms were considered correct.
2. The error marked " X " was then recorded together with the essay and line numbers.
3. After all the errors had been recorded, an initial classification or grouping of errors into broad categories was made. All the errors, after being reexamined several times, were found to fall under six major categories, namely, Grammar, Style, Punctuation, Spelling, Unclassifiable Errors and Handwriting. These broad categories were further subdivided. For instance, all errors that had to do with tense were grouped under tense and then further subdivided into past tense, present tense, future tense, and conditional. Past tense in turn

was still further broken up into its smaller divisions, namely, simple past, simple past passive, and past perfect.

4. In some sentences more than one kind of error have occurred. For example, in the sentence, * In this " case ", many people " lost " their lives in bars and on roads, there is one error in diction and one error in tense. These contextually inappropriate words, which are in quotation marks should have been substituted for by way and have lost or lose respectively. In such cases both are counted as separate errors and included in their categories for the purpose of frequency count while in the Sample Errors, Appendix B, the sentence will be listed either under present perfect tense or diction. However, the alternative answer (lose in this case), though shown in parenthesis as correction, is not included in the frequency count.

In addition,* who in the sentence * I considered them animals " who " are dangerous to human beings, and " which " in the sentence, * A friend " which " you are going to choose ... could be categorized either as subordinate clauses or relative pronoun errors, but the researcher has assigned such errors

to " Agreement Category " because these relative pronouns do not agree with their antecedents.

In some sentences, however, there were just too many errors for the purpose of classification. Such complicated errors are classified as " Unclassifiable Errors " . For example, * We are be worried about the exam, but not thorough and profound knowledge which get rid of us from this undermined standard, is " Unclassifiable ".

It should be as well kept in mind that the categories are based on the errors found in the essays; they are not at all all-inclusive and mutually exclusive categories of all the elements of the English language. Besides, errors of paragraphing and organization, which are subjectively judged aspects of writing are not considered. The analysis as a whole primarily focuses on structure rather than on semantics.

5. Presenting all the errors intact would be cumbersome and unwieldy. Therefore, only randomly selected sample errors of each category are included in Appendix B. In some cases, ie. in cases where there are fewer than five errors in a category, all the errors (100%) are included. In cases where there

are more than five errors in a category, however, 25% or more are presented in the Appendix.

In the Appendix, error samples from the Homework Essays are labelled " H " whereas error samples from the Final Examination Essays are labelled " E " .

CHAPTER 4

THE RESULT

It has been stated that the primary purpose of this study is to find out and classify the errors the subjects of this study have made in their essays. This chapter presents, among other things, the categories of errors made in both the homework and the final examination essays.

4.1 The Total Number of Errors by Major/Minor, Year and Type of Assignment. As shown in TABLE 6, there is a total number of 157 essays. About 56,426 words are employed to write these essays. Of the total words used, 3204 are errors of one kind or the other, and thus the average frequency of occurrence of the errors is 28 errors per 500 words.

TABLE 6

Total Number of Errors by Total Number of Words, their Percentages and Frequencies

Assignment	No. of Essays	Word Length of an Essay	Total Word Length of Essays	Total Errors	%*	Freq. of Errors Per 500 Words
Homework	68	377	25,633	1,121	34.98	21.87
Final Exam	89	345	30,793	2,083	65.02	33.82
Total	157	-	56,426	3,204	100	-

* Percentages of errors as a function of total errors.

As TABLE 6 indicates, the students have made more errors on the final examination (ie. 2083 or 65% of all the errors made) than they have made on the homework assignment which constitutes 1121 (35%) errors. Actually, there are 962 more errors committed in the final examination.

These 962 errors may be attributed to the examination situation (such as tension, fear of failure, time pressure), the difference in the number of essays (89 and 68) or the total number of words used, the difference in the number of years of the educational experiences of the subjects and the fact that some are English minors and not majors. However, the difference in the number of essays and words used seems to be ruled out on the ground that the frequency of errors of the homework and the final examination per 500 words are 22 and 34 errors respectively as shown in TABLE 6.

Even though the finding shows that the number of errors committed in the examination essays is greater than the errors committed in the homework assignment, one can see from the Error Sample in Appendix B that almost all of the error types that occurred in the final examination also appeared in the homework essays.

Both third (71) and fourth (18) year students have written the essays and, as can be seen from TABLE 7, the third year students have made about 29 errors per 500 words while the fourth year students have committed 25 errors per 500 words.

TABLE 7

Frequencies and Percentages of Errors by Year

Year	No. of Essays	Word Length of Essays	No. of Errors	%	Frequency of Errors Per 500 Words
3 rd	122	43,768	2,566	80.08	29.31
4 th	35	12,658	638	19.91	25.20
Total	157	56,426	3,204	99.9	-

When comparing errors committed by the English majors and minors as shown in TABLE 8A, one can see that errors of the English major students constitute 86% (2,757 errors) of the total and that of the minors constitute 14% (447 errors). Though this difference, because of the variation, among other things, in the number of essays and the words used in these essays, seems to be very big, it is not as much pronounced in their frequencies as the English majors and minors have made 28 and 31 errors per 500 words respectively. Had it not been for the 15 essays written by the 8 fourth year English majors whose frequency of errors has gone as low as 18 errors per 500 words as shown in TABLE 8B, the difference would have been less than 3 errors per 500 words.

TABLE 8A

Frequencies and Percentages of Errors by
Major and Minor

Major/ Minor	No. of Essays	Word Length of Essays	No. of Errors	%	Frequency of Errors Per 500 words
Major	137	49,177	2,757	86.05	28.03
Minor	20	7,249	447	13.95	30.83
Total	157	56,426	3,204	100	-

TABLE 8B

Frequencies and Percentages of Errors by
Major/Minor and Year

Major/ Minor	Year	No. of Essays	Word Length of Essays	No. of Errors	%	Frequency of Errors Per 500 Words
Major	3 rd	122	43,768	2,566	80.08	29.31
	4 th	15	5,409	191	5.96	17.66
Minor	3 rd	-	-	-	-	-
	4 th	20	7,249	447	13.95	30.83
Total		157	56,426	3,204	99.9	-

4.2 Categories of Errors. In the preceding section the breakdown of the 3204 errors by year, major and minor area of study has been given. In this section, the categories of these errors will be presented.

In the explanation of the methods of identifying and classifying the errors, it has been stated that the 3204 errors, depending upon their characteristics noticed, are found to fall into six major categories, namely, Grammar, Style, Punctuation, Spelling, Unclassifiable Errors and Handwriting.

As shown in TABLE 10 the elements that constitute grammar, on the basis of the errors identified, are agreement, tense, prepositions & particles, articles, verbals & fragments, connectives, uncountable nouns, negative constructions and comparative-superlative constructions.

Since there is much more to writing than a mere knowledge of grammatical constructions, weaknesses in writing such as inappropriate diction, wordiness, incorrect word order, and non-parallel constructions are also identified and classified under the general term, Style. The remaining errors have to do with Punctuation, Spelling, errors which are unclassifiable and Handwriting. TABLE 9 shows these major categories by type of assignment, their percentages and frequencies per 500 words.

TABLE 9

Frequencies and Percentages of Errors by Major Categories
and Type of Assignment

Major Category	Homework			Final Exam			Both Assignments		
	Total No. of Errors	%	Frequency of Errors Per 500 Words	Total No. of Errors	%	Frequency of Errors Per 500 Words	Total No. of Errors	%	Frequency of Errors Per 500 Words
Grammar	536	47.81	10.46	989	47.48	16.00	1525	47.60	13.51
Style	245	21.86	4.78	508	24.39	8.25	753	23.50	6.67
Spelling	227	20.25	4.43	299	14.35	4.85	526	16.42	4.66
Punctuation	71	6.33	1.38	232	11.14	3.77	303	9.46	2.69
Unclassifiable Errors	32	2.86	0.62	30	1.44	0.49	62	1.93	0.55
Handwriting	10	0.89	0.20	25	1.20	0.40	35	1.09	0.31
Total	1121	100	21.87	2083	100	33.82	3204	100	28.39

It is evident from TABLE 9 that Grammar, which accounts for 48% (1525) of all the errors is a major problem for the subjects. The second major category, Style, accounts for 24%(753) of all the errors while Spelling and Punctuation account for 16% and 9% respectively. Unclassifiable Errors account for 2% while Handwriting accounts for 1%. In other words, in terms of the frequency of errors made per 500 words, the subjects have made 14 errors per 500 words in Grammar; 7 in Style; 5 in Spelling; and 3 errors per 500 words in Punctuation. Besides, more errors have been committed in the final examination essays than in the homework in each major category (see FIGURE 1).

FIGURE 1

Frequencies of the Major Categories of Errors of the Two Assignments Compared

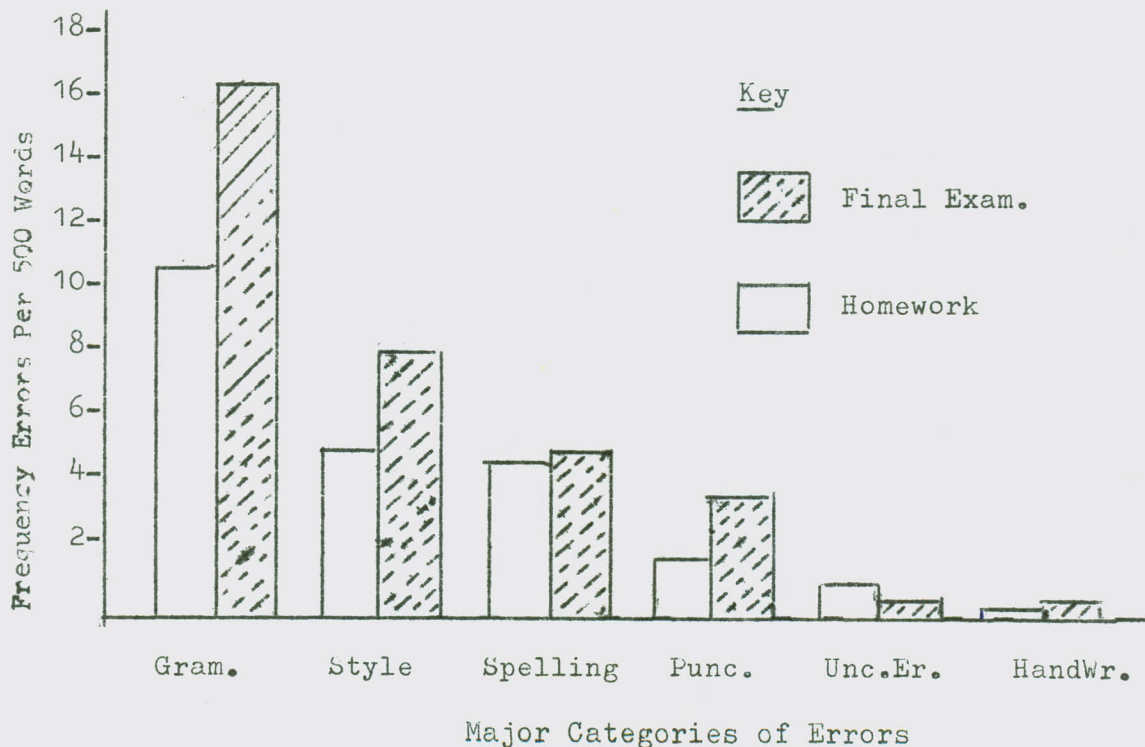


TABLE 10

Rank, Frequencies and Percentages of Errors by
Major Categories, Subcategories and Type of Assignment

Major Categories	Subcategories of Errors	Homework			Final Exam			Both Assignments			
		Total No. of Errors	%	Freq. of Errors Per 500 Words	Total No. of Errors	%	Freq. of Errors Per 500 Words	Total No. of Errors	%	Freq. of Errors Per 500 Words	Rank
Grammar	Agreement	149	13.29	2.91	237	11.38	3.85	386	12.05	3.42	3
	Tenses	117	10.44	2.28	265	12.72	4.30	382	11.92	3.39	4
	Preposition & Particles	132	11.78	2.58	209	10.03	3.39	341	10.64	3.02	5
	Articles	65	5.80	1.27	107	5.14	1.74	172	5.37	1.52	7
	Verbals & Fragments	44	3.93	0.86	110	5.28	1.79	154	4.81	1.36	9
	Connectives	11	0.98	0.21	24	1.15	0.39	35	1.09	0.31	12
	Uncountable Nouns	6	0.54	0.12	16	0.77	0.26	22	0.69	0.19	15
	Negative Construction Comparative & Superlative Construction	3	0.27	0.06	14	0.67	0.23	17	0.53	0.15	16
Style	Diction	9	0.80	0.18	7	0.34	0.11	16	0.50	0.14	17
	Diction	197	17.57	3.84	310	14.88	5.03	507	15.82	4.49	2
	Wordiness	30	2.68	0.59	140	6.72	2.27	170	5.30	1.51	8
	Word Order	10	0.89	0.19	42	2.02	0.68	52	1.62	0.46	11
Spelling	Parallel Construction	8	0.71	0.16	16	0.77	0.26	24	0.75	0.21	14
	Spelling	227	20.25	4.43	299	14.35	4.85	526	16.42	4.66	1
Punctuation		71	6.33	1.38	232	11.14	3.77	303	9.46	2.69	6
Unclassifiable Errors		32	2.85	0.62	30	1.44	0.49	62	1.94	0.55	10
Handwriting		10	0.89	0.19	25	1.20	0.41	35	1.09	0.31	13
Total		1121	100	21.87	2083	100	33.82	3204	100	28.38	

As shown in TABLE 10, each of the six major categories is divided still further into subcategories. Accordingly, Spelling is the area where students most often deviated from the standard English. The second is Diction (the proper choice of words), followed by Agreement, Tense, Preposition & Particles and Punctuation. The rest range from Articles, which accounts for 5% of all the errors, to Comparative-Superlative constructions that are the least frequent. See Appendix B for the kinds of errors made in each category.

4.2.1 Grammar

4.2.1.1 Agreement. As can be seen from TABLE 10 and also from Appendix B1.1.1, the students have made a total of 386 ~~agreement~~ errors. This subcategory, constituting 12 percent of all the errors, is the third most important area in which 3 errors per 500 words are committed. TABLE 11 indicates that the students' errors in Agreement are of four kinds and that subject-verb disagreement is the highest.

Most of the time the elementary principle of making a third-person singular subject agree with a singular verb is violated. This is evident in sentences like * If someone " do not " beer these facts in mind, and * ... it is still better if one " develop " the habit of... . In others such as

* The spirit of freedom and equality " are being " ... and
* The number of buses in the city " have increased," the
intervning plurals between the subject and the verb seem to be
causing the problem. Besides, errors such as * ... the peeling
is almost left to the coffee merchants who " sells " either
locally or ... and * The sick who " comes " for better medical
treatment ... are common in both types of essays.

Similarly, there are cases of inappropriate Pronoun-
Antecedent references in sentences such as * Every community has
" his " own culture, * I considered them animals " who " are
dangerous to human beings and * When I began my studies I found
" it " easy. In these sentences, its for his, that or which for
who, and them for it would have been more appropriate. In the
case of the Determiner-Head Agreement, plural determiners are
incorrectly used with singular nouns or vice versa. Thus in
* The two " town " of Japan, * Private car owners are forced to
stop their " car " and take buses, and * ... " this " anti-
revolutionary activities, each of the words town, car and this
should have been pluralized.

TABLE 11

Percentages and Frequencies of Errors in Agreement
by the Type of Assignment

Error Types	Homework			Final Exam			Both Assignments		
	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words
Subject-Verb Agreement	75	6.69	1.46	79	3.79	1.28	154	4.81	1.36
Subject-Predicate Nominative Agreement	2	0.18	0.04	6	0.29	0.10	8	0.25	0.07
Pronoun-Antecedent Agreement	35	3.12	0.68	61	2.93	0.99	96	3.00	0.85
Determiner-Head Agreement	37	3.30	0.72	91	4.37	1.48	128	3.99	1.14
Total	149	4.65	2.90	237	11.38	3.85	386	12.05	3.42

4.2.1.2 Tense. Another grammatical subcategory in which errors are frequent is Tense. Tense, which accounts for 11.9% of all errors, is the fourth problem area for the students. As can be discerned from the data summarized in TABLE 12, of the 382 total tense errors, 2.8% is in Simple Present; 2.3% in Simple Past; 1.4% in Present Perfect; and 1.2% is in Type 1 " If Condition ". The other 8 sub-subcategories of errors account for the remaining 4.14% (133 errors).

In most cases, Simple Past and Present Continuous tenses are erroneously used instead of the Simple Present. * We are five in our family and each member " had " a specific role and * The taxi-drivers will not accept your request until you " are promising " to pay two Birr are examples of these error types. Also erroneous verb formations such as * Service-cars which " are belonged " to some organizations are also very few, " * The demand and supply " are not correspond " and * He " is want " a cup of coffee after lunch are not uncommon. Here the student should have used the Simple Present instead.

TABLE 12

Frequencies and Percentages of Tense Errors by Type
of Assignment

Type of Errors	Homework			Final Exam			Both Assignments		
	Total No. of Errors	%	Freq. of Errors Per 500 Words	Total No. of Errors	%	Freq. of Errors Per 500 Words	Total No. of Errors	%	Freq. of Errors Per 500 Words
Simple Present	36	3.21	0.70	55	2.64	0.89	91	2.84	0.81
Simple Present Passive	10	0.89	0.19	15	0.72	0.24	25	0.78	0.22
Present Perfect	25	2.23	0.49	20	0.96	0.33	45	1.40	0.40
Simple Past	14	1.25	0.27	60	2.88	0.97	74	2.31	0.65
Simple Past Passive	0	0	0.00	20	0.96	0.33	20	0.62	0.18
Past Perfect	6	0.53	0.12	15	0.72	0.24	21	0.66	0.19
Past Continuous	3	0.27	0.06	10	0.48	0.16	13	0.41	0.11
Simple Future	3	0.27	0.06	15	0.72	0.24	18	0.56	0.16
Errors in the Use of Modal Verbs	3	0.27	0.06	25	1.20	0.41	28	0.87	0.25
Type 1 "If Condition"	9	0.80	0.17	30	1.44	0.49	39	1.22	0.34
Type 2 "If Condition"	5	0.45	0.10	0	0.00	0.00	5	0.16	0.04
Type 3 "If Condition"	3	0.27	0.06	0	0.00	0.00	3	0.09	0.03
Total	117	10.44	2.28	265	12.72	4.30	382	11.92	3.39

The second and third most frequent tense errors are uses of Simple Present, Present Perfect in the context of the Simple Past Tense, and also uses of the Simple Past, Simple Present, and Past Perfect in the context of Present Perfect Tense. For the former, * In the Past, people could get whatever they " like " , and * On that day she " has told " him a story are sufficient examples and for the latter, sentences like * These people " worked " in this area for over ten years, * This " is experienced " in the last few years, and * There " had never been " much change in the ceremony since I was born are instances. For further details of all tense errors, the reader is directed to the Sample Errors, Appendix B1.2.

4.2.1.3 Prepositions & Particles, which account for 10.6% (341 errors) of all the errors is the fifth subcategory as TABLE 13 shows. These are words that have very little meaning in the dictionary sense, but whose main purpose in the language is to relate other words to each other and to form grammatical structures. As many grammarians suggest, Prepositions & Particles are the most difficult words to learn, especially for foreign students.

This group of errors, as the name implies, comprises **Prepositions** whose function in English is to connect nouns and

noun-like constructions, and Particles, which, according to the writer, refer to the same kinds of words that are dictated by and go with verbs.

As shown in TABLE 13, errors in the use of Particles constitute 5.2% (166 errors) and that of Prepositions 5.5% (175 errors) of all errors.

Even though one cannot always depend on meaning to tell which preposition must be used in which expressions, prepositions **have** some inherent meaning. They express such ideas as location, time, manner, agent and many others. Errors in prepositions of place (eg. * It is found " to " the eastern part of the country and * They were " in " abroad.) constitute 2.5% (79 errors) of all the errors. Prepositions of time which account for 0.84% are errors such as in in sentences, * Human beings walk " in the " night, and * ... visit Bethlehem " in " christmas day instead of at and on respectively. In addition, " of " , which **accounts** for 0.91%, is incorrectly used 29 times in the two assignments. For instance, the two " of ' s " in * It is " of " no doubt ... and * There are many reasons for the rising " of " cost of living in Addis are unnecessary.

Other errors in this category have to do with prepositions of instrument and manner which are the least frequent. Examples are * He also takes certain amount of money to give to the poor " from " his own hands and * They went " with " their own car in which from and with are incorrectly used instead of with and in respectively.

Errors in the use of Particles are in the form of omission, substitution or addition. For instance, the sentences, * ... students inability to cope " up " with ... and * We are discussing " on " a topic are incorrect because of the addition of up and on, while * ... to listen ^ the songs of birds is ... and * Though teaching is regarded as a noble profession, teachers are looked down ^ in some Societies are erroneous because of the omission of to and upon, respectively. Also sentences such as * You have many precious things to share " for " your friends and * If you prefer them " from " buses, in which " for " and " from " are inappropriately used, are common. Here with for " for " and to for from should have been used.

TABLE 13

Percentages and Frequencies of Errors in the Use of Prepositions
& Particles by Type of Assignment

Type of Errors	Homework			Final Exam			Both Assignments		
	Total No. of Errors	%	Freq. of Errors Per 500 Words	Total No. of Errors	%	Freq. of Errors Per 500 Words	Total No. of Errors	%	Freq. of Errors Per 500 Words
Preposition	56	5.00	1.09	119	5.71	1.93	175	5.46	1.55
Preposition of Place	20	1.79	0.39	59	2.83	0.96	79	2.47	0.70
Preposition of Time	12	1.07	0.23	15	0.72	0.24	27	0.84	0.24
Preposition of Manner	0	0.00	0.00	5	0.24	0.08	5	0.16	0.04
Agent or Instrument	8	0.71	0.16	9	0.43	0.15	17	0.53	0.15
Errors in the Use of "of"	8	0.71	0.16	21	1.01	0.34	29	0.91	0.26
Other Prepositions	8	0.71	0.16	10	0.48	0.16	18	0.56	0.16
Particles	76	6.78	1.48	90	4.32	1.46	166	5.18	1.47
Total	132	11.77	2.58	209	10.03	3.39	341	10.64	3.02

4.2.1.4 Articles. As can be seen from TABLE 14, errors in the use of articles have been 5.4% (172 errors) of all errors. Of these 172 errors, 2.34% (75 errors) are in the definite articles while the 3.03% (97 errors) are in the Indefinite article.

Omission of the Indefinite articles and inclusion of the Definite article are the most prevalent error types in that the former account for 1.4% (44 errors) and the latter for 1.1% (34 errors). For example, sentences such as * The bottles were kept in a row beside her and * What is more funny is the type of " the " houses that the government is ... are confusing because of the omission and inclusion of the articles. Omission in the use of the Definite article, 0.97% (31 errors), is also a problem. Besides, Inappropriate substitution of the two kinds of articles, though with a different ratio, have been problem areas. Sometimes, both the and a are used together as in the sentence, * It is better to go to " the " a " doctor. For more examples see Appendix B1.4.

TABLE 14

Percentages and Frequencies of Errors in the Use of
Articles by Type of Assignments

Types of Errors	Homework			Final Exam			Both Assignments		
	Total No. of Errors	%	Freq. of Errors Per 500 Words	Total No. of Errors	%	Freq. of Errors Per 500 Words	Total No. of Errors	%	Freq. of Errors Per 500 Words
The Definite Article	29	2.59	0.57	46	2.21	0.75	75	2.34	0.66
Omission	19	1.69	0.37	12	0.58	0.20	31	0.97	0.27
Inappropriate Substitution	0	0.00	0.00	10	0.48	0.16	10	0.31	0.09
Inappropriate Inclusion	10	0.89	0.20	24	1.15	0.39	34	1.06	0.30
The Indefinite Articles	36	3.21	0.70	61	2.93	0.99	97	3.03	0.86
Omission	20	1.79	0.39	24	1.15	0.39	44	1.37	0.39
Ungrammatical Inclusion	11	0.98	0.21	5	0.24	0.08	16	0.50	0.14
Inappropriate Substitution	5	0.45	0.10	22	1.06	0.36	27	0.84	0.24
Inappropriate Use of Both Articles together	0	0.00	0.00	10	0.48	0.16	10	0.31	0.09
Total	65	5.80	1.27	107	5.14	1.74	172	5.37	1.52

•
65
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4.2.1.5 Fragments and Errors in the Use of Verbals. The other area which accounts for 5% (154 errors) of all the errors and ranks ninth is Sentence Fragments and the incorrect use of the Verbals. Verbal errors are errors in the use of participles, gerunds, and infinitives that are derived from verbs. These three verbals and Sentence Fragments (phrases, subordinate clauses and other incomplete sentences that are set off as if they were complete sentences) are the error types of this category as shown in TABLE 15.

TABLE 15 shows that errors in the use of infinitives and gerunds dominate this category. Accordingly, infinitives account for 1.7%, gerunds for 1.6%, participles for 1% and fragments for 0.6% of all errors investigated.

Most errors in the use of infinitives and gerunds occurred probably because the subjects who have made such errors are unable to distinguish infinitives, which are used with to or the to-less infinitives, and also the difference between the infinitive and the verb ending in -ing. As shown in Appendix B1.6, many of the errors are due to the inappropriate inclusion of "to" as in * Tools made man " to " use less labour, * You mustn't " to " do that, and * You need not " to " bother. Others like * They advised him " accepting " the offer and

* The taxi-drivers expected the passangers " paying " more are erroneous as the -ing form of the verbs is used instead of their infinitive forms. Besides, to become and to go should be changed to becoming and going in the sentences, * Many people think of " to become " famous football players and * The farmers kept on " to go " .

Participles and Fragments which are the least frequent include errors like * We found her " to be tired " and * We are among the " oppressing " masses, in which tired and oppressed should have been respectively used instead of the phrases indicated by inverted commas. Clauses such as * Since it was the first time and * After buying the material, which are **missused** as sentences, are examples for errors of fragments.

4.2.1.6 Errors in the Use of Connectives. Errors of this category as can be seen in TABLE 10 account for 1.1% (35 errors) of all errors and include inappropriate use of coordinators such as and, but, either ... or that join equivalent forms of words, and subordinating conjunctions like despite, since that join clauses. What are traditionally called conjunctive adverbs like consequently, therefore, however which as well connect sentences are also part of these connectives. **See** Appendix B1.7 for more examples.

TABLE 15

Percentages and Frequency of Fragments and Errors in the
Use of Verbals by Type of Assignment

Types of Errors	Homework			Final Exam			Both Assignments		
	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words
Infinitives	13	1.16	0.25	40	1.92	0.65	53	1.66	0.47
Gerunds	10	0.89	0.20	40	1.92	0.65	50	1.56	0.44
Participles	12	1.07	0.23	20	0.96	0.33	32	1.00	0.29
Fragments	9	0.80	0.18	10	0.48	0.16	19	0.59	0.17
Total	44	3.92	0.86	110	5.28	1.79	154	4.81	1.37

4.2.1.7 Uncountable Nouns. Abstractions, substances or materials are customarily conceived as units in English, and the students must know these facts. Nouns such as charcoal, property, equipment, grass, transportation, land, propaganda, knowledge, machinery, soap, work, freedom, and business are uncountable nouns and do not occur with the plural marker " s ". Errors in the use of these kinds of uncountable nouns account for 0.69% (22 errors) of all errors, and are infrequent as shown in TABLE 10 as well as in Appendix B1.8.

4.2.1.8 Negative Constructions. Though it is difficult to define negation, sentences containing such words as not, no, never are considered negatives. Besides, sentences containing one of the so-called "semi-negatives," that is, words like hardly, scarcely, barely do also carry negative implications. As indicated in TABLE 10 errors in the use of negative constitute 0.53% (17 errors) of all errors. Some of these errors (see also Appendix B1.9 for more examples) have resulted from using two negative words in one sentence as in * "No " one will " not " be happy, * "Nobody " wasn't willing to explain and * One " can't " "hardly " find any taxi. The rest were concerned with failure to include helping verbs such as do with the negative word not as evidenced in the sentence, * They not work and the use of no in the context * There is "no " any

improvement and * ... it has " no " enough capital .instead of
There is no improvement and ... it hasn't enough capital.

4.2.1.9 Comparative & Superlative Constructions. Errors in comparative & superlative constructions constitute 0.50% (16 errors) of all errors and this subcategory contains the least number of errors. It includes adjectives of comparison such as using than without the comparative " _____er " or " more " as in * A person with lowest income suffers than any other man. In other cases, than is omitted altogether as in * If the length of the barrel is greater the size of the layers The other sentences are incorrect because the superlative, most, is simultaneously used with the word, than. An example of this is * Swimming is the most enjoyable than other sports. Double superlatives or comparatives are also used in sentences. Two good examples of this kind of error are * He was one of the most cleverest boys and * The more money you get, the more " stronger " you are. See TABLE 10 and Appendix B1.10.

4.2.2 Style. In order to make writing effective, the student must not only write grammatical sentences but also make proper choices of words for the context, use as few words as possible in explaining his points and vary his sentence

structures. These are important aspects of style. In this thesis, however, only weaknesses concerned with writing parallel constructions, word order, diction, and the economy of words are categorized under the general term Style and analyzed. Variations of sentence structures are not considered.

Style, a major category which accounts for 23.5% (753 errors) of all errors, is another major problem area for students. The breakdown of this category as shown in TABLE 16 indicates that diction (ie. proper choice of words) accounts for 15.8% (507); wordiness accounts for 5.3% (170); and parallel construction accounts for 0.75% (24) of all the errors.

4.2.2.1 Diction. One of the problems of the subjects is inability to select the correct word or word group required for the context. As many of the sample errors (Appendix B2.4) show, the students misused not only 423 words which account for 13.2% of all errors but also failed to use the correct derivatives of words. It would be useful to examine these two vocabulary problems, namely, incorrect use of words and derivatives in detail.

Incorrect use of words. As one can see from Appendix B2.4, three important features of the vocabulary errors committed can be observed. Firstly, the students seem to have learned what a

word stands for without having learned the exact **written** form of it, or may have but a blurred sense of both the meaning and form of a word. Many of the errors of this kind could be illustrated by the following three sentences:

- * ... he must practice [swimming] by "emerging" in water and controlling his breath.
- * Farmers did not learn how to "produce" their farms.
- * The other problem which has "helped" the rising cost of living

The words emerging, produce and helped are incorrectly substituted probably for the words immersing, cultivate and aggravated, respectively.

Secondly, the other group of errors in word choice may have been Amharic interference.

- * This enabled many house owners to hold two houses at a time.
(... occupy ...)
- * I count them like animals that are dangerous to human beings.
(... consider ...)
- * The time is around 11 hours in the morning.
(... o'clock ...)

Thirdly, other errors in diction reflect the students effort to bring meaning to a word that otherwise seems semantically arbitrary. They have done this by substituting for the appropriate word a more familiar word that is phonetically similar but semantically unrelated to the word the reader expects. For example the following sentences, taken from the sample errors, shows this problem.

* In the center, we find many waterfalls which

distincts this district from others.

(... distinguishes ...)

* Insert the tap into the whole of the barrel.

(... hole ...)

* Some buses are preserved for transporting some
factory workers.

(... reserved ...)

Derivatives are words that change the meaning of the base word in some important way, or else change it into a different word class. According to the finding presented in TABLE 16, derivative errors account for 2.6% (84 errors) of all errors. In most of the cases, the students knew the base word but have failed to change it to another grammatical form required in different contexts. For instance, in the sentences:

* It also brings economical crisis.

(... economic ...)

* After going some distant, the tanks become empty.

(... distance ...)

* The symptoms are headache, fever, and difficult in breathing.

(... difficulty ...)

the underlined words are incorrectly used in places where economic, distance, and difficulty should have been employed.

See Appendix B2.4.2, for more examples.

4.2.2.2 Wordiness. Superfluous words and roundabout expressions have no place in present day writing not only because they weaken the effect of writing but also because they are not economical, both from the points of view of the writer and the reader, nor precise. These kinds of errors which have accounted for 5.3% (170 errors) of all errors are wordiness. Of these 170 errors, many have to do with circumlocutions and a few of them have to do with useless repetition as well as inclusion of words and phrases which are superfluous.

As the sample errors in Appendix B2.3 indicate, the students, having failed to recall the right words for particular contexts, used in most cases several words to express their meanings, producing awkward as well as inexact statements.

TABLE 16

Percentages and Frequencies of Errors in Style
by Type of Assignment

Error Types	Homework			Final Exam			Both Assignments			Rank
	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words	
Word Order	10	0.89	0.20	42	2.02	0.68	52	1.62	0.46	11
Parallel Construction	8	0.71	0.16	16	0.77	0.26	24	0.75	0.21	13
Wordiness	30	2.68	0.58	140	6.72	2.27	170	5.30	1.51	8
Diction	197	17.57	3.84	310	14.88	5.03	507	15.82	4.50	1
Inappropriate choice of Words	161	14.36	3.14	262	12.58	4.25	423	13.20	3.75	
Derivation	36	3.21	0.70	48	2.30	0.78	84	2.62	0.75	
Total	245	21.85	4.78	508	24.39	8.24	753	23.50	6.68	

The following three sentences taken from the sample errors illustrate this point.

- * Small children who are below six years should not have to wash their bodies by their own, because ... (18 words)

(Children under six should not wash themselves alone, because
(9 words)

- * ... the situation does not show us any improvement.
(8 words)

(... the situation does not improve.
(5 words)

- * Finally remove the " jebena " from the fire and let it cool in the air till the hard remains of the coffee gets settled down at the bottom.
(28 words)

(Finally remove the " jebena " from the fire and cool it till the coffee dregs settle down at the bottom.)
(18 words)

Here and there the students have repeated words and phrases unnecessarily. For instance, in the following sentence the words measure and actions are similar by definition, but the students

have used them simultaneously. Measure could as well be an incorrect spelling of "major":

- * ... the government began to take measure actions with regard to rural, urban land and extra houses.

Similarly, town, more, and back are unnecessarily repeated in the following two sentences:

- * But relatively to my town it was much more bigger than my town.

(But it is relatively much bigger than my town.)

- * They were forced to retreat back.

(... Ø .)

Pronouns are also carelessly employed as in the following two sentences:

- * The major problem one can't avoid it is the constant rising cost of living.

(... Ø ...)

- * Today it is not something we can boast of it.

(... Ø ...)

4.2.2.3 Word Order. One of the ways writers use to gain effectiveness is through deliberately striving for variations in the order of words in sentences. Nevertheless, if one changes the usual positions of words without a purpose, he

creates confusion because clarity often depends upon the position of words in English sentences. As can be seen from TABLE 16, 1.6% (52) of all errors have to do with word order. Of these 52 word order errors (see Appendix B2.1 for more examples), many are misplaced adverbs as the following sentences show:

* They cannot run fast continuously.

(... continuously fast.)

* I have seen never such a sight as this.

(... have never seen ...)

* It is very difficult to take a taxi for those who have a little income monthly.

(... a little monthly income.)

Sometimes, " seminegative " adverbs are also misplaced as in the following sentence.

* Hardly I had finished my work when the policeman arrived.

(I had hardly finished ... or Hardly had I...)

Another error in word order, though less common, concerns misplacement of prepositional phrases and adjectives. For example,

* They left at Nazereth the people.

(... the people at Nazareth.)

* Swimming also makes conscious a person in everything.

(... a person conscious ...)

4.2.2.4 Non-parallel Constructions. When two or more ideas in a sentence are related and serve a similar purpose, they can be phrased in the same grammatical form. This form of

construction, called parallel construction, has not been used effectively by the subjects of the study. This subcategory of errors, accounts for 0.75% (24 errors) of all errors.

Errors in this category are of two kinds. Firstly, words of different parts of speech are joined by coordinating conjunctions. For instance, in the sentence * ... development will be "hampered" and "slow", a verb is joined to an adjective. Similarly in the sentence * The buses are so full that people can't breathe ~~and~~ "no place to stand", the word before the coordinating conjunction and is breathe(verb) while the words after the conjunction are no place to stand (noun).

Nouns are also erroneously joined together with adverbs or other forms of words. A case in point is the sentence, * We believe that "sisikela" gives "strength" and "safely" to the new baby's mother. Of course, the noun, safety should have replaced the adverb, safely.

Secondly, passive and active structures are also coordinated. The sentence * State farms "are mechanized" and peasant associations "have worked" hard to overcome the shortage of food is a good example of this kind of error. This sentence should have been somewhat like this: We have

mechanized the state farms, and peasant associations have worked hard to overcome the shortage of food.

4.2.3 Spelling. Spelling, which constitutes 16.4% of all errors, is the third major source of errors. The 529 spelling errors are further classified into four subcategories.

The first, homonyms, include spelling errors of all words that are similar in sound but different in spelling and meaning. The other three deal with errors in the use of vowels, consonants and words incorrectly written as one or two as shown in TABLE 17. The reader can thus discern that 8.7% of all errors is accounted for by vowels, 4.4% by consonants, 2% by homonyms and 1% by incorrect division of words. The further divisions of these subcategories are also exhibited in TABLE 18.

4.2.3.1 Vowel Errors. The most common vowel error seems to arise from omitting vowels. Though a, i, o and u are also sources for these kinds of errors, the vowel e has no parallel because, of the total 89 vowel omissions, 52 are omissions of e. Of these 52 omissions of e, 36 are omissions of silent e only. Examples are * hom, * imagin, * intrest, * lonly and * regim (See Appendix B3.11).

The other vowels omitted, as shown in TABLE 19, are i, a, u, and o. All the errors caused by the omissions of these vowels add up to 37.

TABLE 17

The Subcategories, Frequencies and Percentages of Spelling
Errors by Type of Assignment

Error Types	Homework			Final Exam			Both Assignments		
	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words
Vowel Errors	110	9.81	2.15	169	8.11	2.74	279	8.71	2.47
Consonant Errors	65	5.80	1.27	77	3.70	1.25	142	4.43	1.26
Homonyms	37	3.30	0.72	31	1.40	0.50	68	2.12	0.60
Incorrectly written as one or two Words	18	1.61	0.35	22	1.06	0.36	40	1.25	0.35
Total	230	20.52	4.49	299	14.36	4.85	529	16.51	4.68

TABLE 18

Percentages and Frequencies of the Sub-Subcategories of
Spelling Errors by Type of Assignment

Error Types	Homework			Final Exam			Both Assignments		
	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words
Vowel Errors									
The Omission of Vowels	39	3.48	0.76	50	2.40	0.81	89	2.78	0.79
Vowel Substitution	27	2.41	0.53	33	1.58	0.54	60	1.87	0.53
Vowel Inclusion	20	1.78	0.39	30	1.44	0.49	50	1.56	0.44
Y-ending Words	6	0.53	0.12	6	0.29	0.10	12	0.37	0.11
Confusion between ei/ie	3	0.27	0.06	1	0.05	0.02	4	0.12	0.03
Other Vowel Errors	15	1.34	0.29	49	2.35	0.79	64	1.50	0.57
Consonant Errors									
Consonant Substitution	15	1.34	0.29	24	1.15	0.39	39	1.22	0.35
Writing Single for double	20	1.78	0.39	19	0.91	0.31	39	1.22	0.35
Writing double for single consonants	15	1.34	0.29	15	0.72	0.24	30	0.94	0.27
Omission	12	1.07	0.24	11	0.53	0.18	23	0.72	0.20
Inclusion of consonants	3	0.27	0.06	8	0.38	0.13	11	0.34	0.10
Homonyms	37	3.30	0.72	31	1.49	0.50	68	2.12	0.60
Incorrectly Written as One/ Two Words	18	1.61	0.35	22	1.06	0.36	40	1.25	0.35
Total	230	20.52	4.49	299	14.35	4.86	529	16.51	4.69

Vowel substitution is another problem that accounts for 1.9% (60) of all errors as shown in TABLE 18. According to the data shown in Appendix B3.1.2, i is substituted for e 17 times as in * riverse, * semister, * ciment, * deligation, and e is substituted for i 10 times as in * commettees, * dedecated, * desturbed, * imposseble, and * intellegence. The frequency of substitution among the other vowels is distributed and thus the figures are insignificant for discussion.

In some other cases, vowels are included erroneously. Of the 50 spelling errors emanating from the inclusion of vowels, as shown in Appendix B3.1.3, 40 are attributed to the unnecessary addition of e. Examples include * othere, * prisone, * tripe, * waste, * avoide, * cleare, * generale and * limite. Besides, there are other instances where i as in * mountainious, * caire and a as well as u as in * utiliaze and * automic are erroneously included respectively. Of course, unnecessary inclusions of i, a and u are not as frequent as e.

Though very few, the alternative use of ei and ie as well as adding inflections and suffixes to y-ending words seem to cause problems, too. Examples include * recieve, * theif, * carring, * crys, * dizzyness and * happyest.

TABLE 19

Types, Frequencies and Percentages of Vowels
Omitted by Type of Assignment

Vowels Omitted	Homework			Final Exam			Both Assignment		
	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words
a	3	0.27	0.06	8	0.38	0.13	11	0.34	0.10
e	24	2.14	0.47	28	1.35	0.46	52	1.62	0.46
i	7	0.62	0.13	8	0.38	0.13	15	0.47	0.13
o	2	0.18	0.04	1	0.05	0.02	3	0.09	0.03
u	4	0.36	0.08	4	0.19	0.06	8	0.25	0.07
Total	40	3.57	0.78	49	2.35	0.80	89	2.78	0.79

The last point to note about vowels is the residue errors identified by the sub-subsection, " others ". These are words, for example, * crise, * destney, * instade, in which two or more vowel errors are included and/or omitted (See Appendix B3.1.3).

4.2.3.2 Consonant Errors. As far as spelling errors in the use of consonants are concerned, the substitution of some consonants for others, as in writing single for double consonants, constitute 1.22% (39) of all errors as shown in TABLE 20. Most of these errors result from using s in the place of c like * canser, * scarsity, * servise and substituting c for k, p, and ch as in * tasc, * defencive, and * tecnic. The suffix -tion also seems to cause particular confusion in words such as * permtion, * tention, * patioent where -ssion, -sion and -tie should be used instead. Moreover, g has been replaced by k about four times: * thinks. In some other instances, f has been used for v; z for sth; and n has been substituted for m as in * lifes, * azmatic, and * compensate instead of lives, asthmatic and compensate respectively.

On the other hand, incorrect single consonants have been employed 39 times instead of double consonants. Most errors, including * begining, * equally, * geting, * swimer, occur when a suffix or an inflection is added. But when there is no suffix or inflection, the kinds of errors that are observed are: * agravated, * aford, * stil, * trafic, * posses and * colaborated.

Conversely, incorrect doubling of consonants has also occurred. Erroneous spelling such as * busses, * hidding, * wastefull, * bussiness, * commbination, * mannage, * missleading and * occassion are not uncommon.

Omission of consonants is a spelling problem, too. Just 8 letters (d, n, g, c, l, h, v, and u) have been omitted 23 times. Of these, c is omitted seven times as in * exess (excess), * aquainted (acquainted); l five times as in * floating (floating), * reax (relax), and * shoud (should) while n and g are omitted three times each as in * buring (burning), * spoofuls (spoonfuls) and * campain (campaign) respectively. In addition, the inclusion of c, t, n, gh and others shown in Appendix B3.2.5, include * jock (joke) * wearning (wearing) * higherarchy (hierarchy).

4.2.3.3 Homonyms. Homonym spelling errors are concerned with words that are similar in sound but different in spelling and meaning. They are aurally indistinguishable and are predictable only by context. These substitution of homonym errors such as heard/herd, hole/whole, our/hour, sight/site and sea/see have occurred about 18 times as shown in Appendix B3.3.

The students have also failed to differentiate other words such as eat/it, seat/sit, leap/lip, recent/resent, lose/loose and enter/inter, though these are different in sound, spelling and meaning. Spelling errors of these kinds have appeared in the essays about 43 times.

TABLE 20

Types, Frequencies and Percentages of Consonant Errors
by Type of Assignment

Type of Errors	Homework			Final Exam			Both Assignments		
	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words
Substitution of Consonants	15	1.34	0.29	24	1.15	0.39	39	1.22	0.35
Writing Double for Single Consonants	15	1.34	0.29	15	0.72	0.24	30	0.94	0.27
Writing Single for Double Consonants	20	1.78	0.39	19	0.91	0.31	39	1.22	0.35
Omission of Consonants	12	1.07	0.24	11	0.53	0.18	23	0.72	0.20
Inclusion of Consonants	3	0.27	0.06	8	0.39	0.13	11	0.34	0.10
Total	65	5.80	1.27	77	3.70	1.25	142	4.43	1.26

4.2.3.4 Incorrectly Writing as One or Two Words. As shown in Appendix B3.4 and TABLE 18, 1.3% (40) of all errors is concerned with incorrectly dividing words like *news paper (newspaper), * there fore (therefore), * head ache (headache) and inappropriately writing two or more words as one. Examples for the latter are: * alot (a lot), * infact (in fact), and * inspite of (in spite of).

Incidentally, of all words misspelt in the two assignments, five, namely, bourgeois, benzene, fulfill, taxis and fuel are the most frequent. These words alone account for 1.5% (47) of all spelling errors.

4.2.4 Punctuation. The punctuation errors that have appeared in the essays reflect the students' inexperience in writing and their unfamiliarity with punctuation devices used to signal pauses of all sorts. There are at least a dozen punctuation marks. Some are terminal punctuation marks in sentences such as the period and the question mark. Others are internal punctuation marks in sentences, and they include the comma, the semi-colon, the dash, etc. In this paper, only those punctuation marks found in the essays are dealt with. These are: the comma, the semi-colon, the period, the apostrophe and the dash. Punctuation, as shown in TABLE 21, accounts for 9.5% (305 errors) of all errors.

4.2.4.1 The Comma. The most frequent punctuation error, as shown in TABLE 21, is the erroneous use of the comma which accounts for 4.3% (137) of all errors. The omission of the comma after the introductory phrases and clauses has dominated this subcategory. For instance, in the sentence * " When the water has boiled enough reduce the heat and put the coffee powder in the kettle, " the comma should have been placed after the word " enough " in order to prevent misreading.

Commas are also omitted or replaced by other incorrect marks where they are most needed to separate parenthetical expressions. For example, in the sentence * " This group of people, in my opinion will not hurt ..., " the comma should have been used after " opinion ", and in the sentence * " There oranges; however, have not been applauded, " it should have been used after " oranges ".

As shown in Appendix B4.1, appositives, too, are made to run together with the noun they identify as in the sentence * "This was based on the question of the secession of Eritria from its mother country Ethiopia," instead of using a comma before " Ethiopia ".

TABLE 21

Frequencies and Percentages of Errors in Punctuation
by Type of Assignment

Types of Errors	Homework			Final Exam			Both Assignments		
	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words	Total No.of Errors	%	Freq.of Errors Per 500 Words
The Comma	32	2.85	0.62	105	5.04	1.71	137	4.27	1.21
The Semi-Colon	15	1.34	0.29	40	1.92	0.65	55	1.72	0.49
The period	5	0.45	0.10	25	1.20	0.41	30	0.94	0.26
Apostrophe	6	0.53	0.12	13	0.62	0.21	19	0.59	0.17
Dashes	0	0.00	0.00	7	0.34	0.11	7	0.22	0.06
Inappropriate Use of Capital Letters	13	1.16	0.25	42	2.02	0.68	55	1.72	0.49
Total	71	6.33	1.38	232	11.14	3.77	303	9.46	2.68

In some other cases, the comma is superfluous because it has been used to make an unnatural division in sentences as the following.

* Ethiopia, has Lalibela and Fassil

* Males usually wear, white shirts and trousers
with their sleeves rolled up.

* What is worse is, that the person

In the first sentence, the comma is incorrectly used to separate the subject from its predicate; in the second, it is used to separate the verb from its object; and in the last sentence, it is arbitrarily forced to set off the verb from its complement.

The other instance where the comma is incorrectly used is in such sentences as the ones indicated below:

* Although, the town is surrounded by dense
forests

* Some may believe that, all intellectuals know all
things.

* They cannot breathe continuously, because their
lungs are not healthy.

4.2.4.2 The Semi-Colon and the Period. The semicolon, incorrectly used 55 times, accounts for 1.7% of all errors as indicated in TABLE 21. All semi-colon errors, as can be seen

from sample errors in Appendix B4.2, are omissions or substitutions. For example, in the first sentence below, the semi-colon would have been appropriate after the word around whereas in the second sentence, it should have been placed after the word " water " .

* They looked around , there was nobody.

* To bake bread, a woman needs flour and water, to cultivate the land, a man needs water either from direct rain or from a river by irrigation.

On the other hand, the period accounts for 0.94% (30) of all errors, and it is manifested in many ways. One is its substitution by other punctuation marks as in the sentence,

* My father asked when I could report for work?

At other times, the students thought that two parts of a sentence are different sentences and so separated them with a period making fragment errors like the ones shown in Appendix B1.6.4 and B4.3 and in the following sentence fragment.

* ... thieves can easily steal. Since there are many people in the bus.

4.2.4.3 The Apostrophe and the Dash. The apostrophe is omitted from contractions:

* People cant find buses....

* ... dont

and is erroneously used in Its in the following sentence.

* It's southern port is extremely hot and wet.

Moreover, the dash, equivalent to a comma, indicates an interruption, and is, for instance, inappropriately used in the sentence,

* Before the second world war, when the two republics
-- GDR and ERG _were not separated, this
district was at its glorious age.

Usually in the middle of a sentence, the dash encloses the interruption, but as shown in the above example one of the pairs is omitted from its position indicated by the caret.

4.2.4.4 Inappropriate Use of Capital Letters. Except for two subjects, all seem to be aware of the need to capitalize the first words of sentences. However, many fail to capitalize days of the week and the important words of a title as in "Swimming, an enjoyable sport " in which the two content words are written with lower-case letters. Sometimes the first or the middle letter in a word in the middle of a sentence is unnecessarily capitalized. For example:

* A house maid must be careful in arranging her

Kitchen

* People from all clAsses have been

These kinds of inappropriate use of capital letters in the study account for 1.8% (75) of all errors as shown in TABLE 21. See Appendix B4.6 for more examples.

4.2.5 Unclassifiable Errors. Of the 3204 errors identified, 62 (1.9%) are found to be too complex for the researcher to get their meaning and classify them. Even guessing what the students are trying to say in writing these sentences seems to include much of the researcher's own views. Therefore, the writer feels that it is important to present them intact for the reader to see them himself. See Appendix B5.

4.2.6 Handwriting. In most cases, the students have failed to make a distinction in writing between " a " and " o " as well as " e " and " l " . Therefore, it has been very difficult to read words in which these letters are present.

- * come (came)
- * coreful (careful)
- * wored (world)
- * kieeed (killed)

Moreover, since some of the t's are not crossed, there have been times when the researcher has strained his eyes very hard to figure out whether these are really t's or l's. The " i " is also undotted several times and is confused with " e ". All in all, there are 35 handwriting errors as shown in Appendix B6 and TABLE 10.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion. As regards the major categories, the main conclusions that may be drawn from this study are;

1. that of the 56,426 words used in the essays, 3204 errors (or about 6 errors per 100-word essay) were committed;
2. that on the average the students made more errors (ie. 2083 errors or 4% of the total number of words or 65% of the total errors) in the final examination than in the homework essays (ie. 1121 errors or 2% of the total words or 35% of the total errors);
3. that 1525 errors or 3% of the total words or 48% of the total errors were made in grammar;
4. that style accounted for 753 errors or 1% of the total words or 24% of the total errors;
5. that spelling accounted for 526 errors or 0.9% of all the words used or 16% of the total errors;
6. that punctuation was responsible for 303 errors or 0.5% of the total words used or 9% of the total errors; and

7. that handwriting accounted for 35 errors or 0.06% of the total words or 1.09% of the total errors.

As regards the subcategories, however, the major conclusions are:

8. that diction, the subcategory of style, accounted for 507 errors or 0.9% of the total words used or 15.8% of all the errors;
9. that agreement, the subcategory of grammar, was responsible for 386 errors or 0.68% of the total words or 12% of all errors;
10. that tense, the subcategory of grammar, accounted for 382 errors or 0.67% of the total words or 1.9% of all errors; and
11. that prepositions & particles accounted for 341 errors or 0.60% of the total words or 10.6% of all errors.

5.2 Recommendations. Major recommendations that can be made on the basis of the findings are:

1. that ILS students should not be assumed to know spelling and that spelling be taught formally and not only incidentally;
2. that diction or vocabulary be taught intensively;
3. that agreement, tense and prepositions & particles be taught in detail; and
4. that punctuation be taught formally and not only incidentally.

APPENDIX A

HOMEWORK ESSAY TOPICS

For the homework essay, students were allowed to choose any topic of their own interest. For this reason 65 of the 68 students wrote on 65 different topics while three students wrote on the topic, " Smoking is Dangerous ". Here is a list of all the topics in their original forms except for minor changes in punctuation and spelling.

1. The Advantages and Disadvantages of Tourists
2. Albania, the Land of Isolated Communists
3. " Anchote " and How to Prepare It
4. " Bercha "
5. The Blue Nile Is Interesting for Its Attractive Site
6. Boarding School Life
7. Braille System
8. Christmas Celebration
9. The Class Struggle of 1977-1980
10. Coffee Preparation for Market
11. The Colourful Occasion
12. Dangerous Inventions
13. The Development of Education in Underdeveloped Countries
14. The Development of Science
15. Dire Dawa

16. The District I Shall Never Forget
17. Drinking Alcohol Has Many Bad Effects
18. An Elephant
19. The Eye
20. The First Time I Got Drunk
21. Friday Morning 2:30 - 9:30 A.M.
22. A Friend in Need
23. Genale
24. Honey Moon in Ancharo
25. A Good Habit
26. A Good Teacher
27. How to Be a Cheerful Student in the University
28. How Science Library Gives Service to Students
29. How to Construct a House
30. How to Fix Coffee
31. How to Get a Good Picture
32. How to Learn Swimming
33. How to Make a Sandfilter
34. How to Read a Book
35. Human Cry Has Nationality
36. I Cannot Study
37. ID Alfatir in Our Home
38. Is Biology Women's Destiny?
39. A Lucky Family

40. The Majanger
41. Making One of the Ethiopian Dishes
42. My First Day in Addis Ababa
43. My Home Town
44. The Night March
45. The Olympic Games
46. On Preparing for the Final Exam.
47. Our First Impression of a Brand-New Baby
48. Our Heart and the Blood Circulation
49. Picking a Partner
50. Plight in the Addis Ababa University
51. Shortage of Houses in Addis
52. The Shop Keeper Near My Home
53. Should Marriage Necessarily Be Socially Acceptable?
54. Smoking Is Dangerous (3 Students)
57. Some of the Problems of Rural Ethiopia
58. A Surprising Letter
59. Such Is Life
60. Swimming, an Enjoyable Sport
61. Teaching Profession in Ethiopia
62. There Is No Life in Isolation
63. The Transportation of Coffee Seedling
64. To Those Who are about To Enter the Addis Ababa University
65. A Village
66. Water
67. Who Is To Be Blamed?
68. Why Football Is Popular?

APPENDIX B

SAMPLE ERRORS OF EACH CATEGORY

B1. Grammar (1525)

B1.1 Agreement (392 errors)

B1.1.1 Subject-Verb Agreement (154)

H. ... after it become dry, we have to put it

(... becomes ...)

It is used when a woman give birth to

(... gives ...)

If someone donot bear these facts in mind

(... does not ...)

A person should be strict when he start swimming....

(... starts ...)

He simply lie down in the water

(... lies ...)

A person get no difficulty

(... gets ...)

... it is still better if one develop the habit of....

(... develops ...)

The spirit of freedom and equality are being

(... is ...)

Sometimes a person drinks too much and come into....

(... comes ...)

... but for the people who lives in Wollega....

(... live ...)

... the peeling process is almost left to the coffee
merchants who sells either locally or

(... sell ...)

... small number of tables and chairs that doesn't

(... do not ...)

It is surrounded by chains of mountains which seems
it is connected with clouds.

(... which seem to be .../which are ...)

... the lives of these people is

(... are ...)

Water is a very useful fluid for all who lives on this
planet.

(... live ...)

... up-to-date weapons which is more destructive

(... are ...)

E. It facilitate business and it save time.

(... facilitates ... saves ...)

So that one have to wait more than thirty minutes.

(... has ...)

This happen not because of that problem ...

(... happens ...)

This increase our problem....

(... increases ...)

The taxi-drivers has their own personal

(... have ...)

The amount of money one pay for transportation

(... pays ...)

The economic aspect were neglected ...

(... was ...)

The most dangerous type of home accidents are usually

(... is ...)

The number of buses in the city have increased

(... has ...)

Fire accident either begin from the kitchen or

(... begins ...)

The price of the coffee have increased

(... has ...)

If we want the material which are useful for....

(... is ...)

The fighting in the Ogaden have affected the lives of
of many people.

(... has ...)

What is the reasons for the buses to stay late?

(... are ...)

The taxi drivers raise the price as they wants.

(... want.)

They goes where they wants

(... go ... want ...)

These are the cause for the rising cost of living

(... causes ...)

... food, drink, and utensils has become expensive.

(... have ...)

The dancing and feasting goes on for a week.

(... go ...)

There are many things that makes me happy.

(... make ...)

Human beings is more important than

(... are ...)

All the taxis is old.

(... are ...)

How many things was there to see?

(... were ...)

The buses usually goes to the market every morning.

(... go ...)

Those who use buses usually reaches office late.

(... reach ...)

The common people earning less than the price of one
sack of " teff " is not able to feed their
families.

(... are not ...)

The sick who comes for better medical treatment

(... come ...)

The taxis which increases the burden of the people....

(... increase ...)

The other people who uses buses will

(... use ...)

They saw places which is affected by drought.

(... are ...)

There are a few people who owns cars.

(... own ...)

There is similar problems in many places.

(... are ...)

There is a big transportation problems in Addis Abeba. .

(... are ...)

There was so ~~many~~ soldiers.

(... were ...)

What effect does the rising cost of living brings to
these people?

(... bring ...)

B1.1.2 Subject-Predicate Nominative Agreement (8 errors)

H. ... for those who are not lucky enough to build a
house

(... houses ...)

They are the one who can be

(... ones ...)

E. Since they have a tremendous body, they need ,....

(... have tremendous bodies ...)

The people who take bus suffer a lot.

(... buses ...)

If both of them are a farmer

(... farmers ...)

The poor people do not like to buy an expensive thing.

(... expensive things.)

All landlords were an exploiter

(... exploiters...)

B1.1.3 Pronoun-Antecedent Agreement (96 errors)

H. Some young men who encountered this kind of problem

would sharpen his spear.

(... their spears .)

... the waters at its upper courses

(... their ...)

It guarentees the lives of those who devote themselves

to it.

(... themselves ...)

Every community has his own culture.

(... its ...)

... the masses gained victory against its enemies.

(... their ...)

Most Socialist countries who are in the group

(... which/that ...)

I considered them animals who are dangerous to human beings.

(... which/that ...)

... and many others which I don't know the names in English.

(... whose names I don't know.)

... museums where in are interesting traditional objects.

(... in which there are ...)

A friend which you are going to choose

(... who/whom ...)

I got acquainted with the new students whom still are friends....

(... who are still my/who have become my ...)

For this type of preparation [of Anchote], we need that the one which has stayed in the ground for seven years.

(... ∅ ...)

It is not only the soldiers ^ suffer from it, but
also

(... who ...)

All things ^ happen in one part of the globe will
permeate the other part.

(... which ...)

... many people prepare themselves to celebrate Maskal
usually except those ^ not christians.

(... who are ...)

E. In order for the government to survive, he has to
persecute its enemies to safeguard his power.

(... it ... its ...)

Ladies want to reach the market and buy something she
wants.

(... they want.)

The buses in Addis Ababa are fewer and it cannot serve
all the people efficiently.

(... they ...)

He salary is not sufficient to feed his family.

(His ...)

Some say that merchants keep some commodities till it
is scarce.

(... they become expensive.)

When I began my studies I found it easy.

(... them ...)

I told him to go but they refused.

(... he ...)

I met the driver and the passanger and requested him
to wait for me.

(... them ...)

Cities have roads which are essential to the citizens
using it.

(... them.)

Each house has a garden of their own.

(... its ...)

If a man works hard they will succeed.

(... he ...)

By watching all these we have to put it into practice.

(... them ...)

We can treat the patient by giving ^ the necessary
things.

(... them ...)

The most and frequent type of accident ^ takes place
in such a society is fire accident.

(... Ø ... which/that ...)

These people must reach the place where they want to
go to.

(... Ø ...)

If we have factories who make these ,....

(... which/that ...)

The Anbassa Transport Corporation who is no fully
capable of giving service

(... which/that ...)

The taxis who are privately owned

(... which/that ...)

There are some administrative regions who are not
willing to bring crops to the capital.

(... which/that ...)

Those institutions who give service.

(... which/that ...)

Girls which are not at school

(... who ...)

B1.1.4 Determiner-Head Agreement (128 errors)

H. ... after six month you can get it ready.

(... six months ...)

... these kind of " inset " are used for

(... kinds ...)

... two high school, three elementary

(... schools ...)

The two town of Japan

(... towns ...)

But most christian observe

(... christians ...)

They could study their lesson by helping

(... lessons ... ; assuming that there
were several lessons.)

They could lead their own life.

(... lives ...)

They can correct their mistake by seeing....

(... mistakes ...)

In order to save their life, it is better

(... lives, ...)

This people sacrifice their time to

(These ...)

A person can't be perfect in every aspects.

(... aspect.)

We can see still another marvellous things.

(... can still see other ...)

... this anti-revolutionary activities

(... these ...)

The Blue Nile is a passage to one historical places
in the country.

(... place ...)

Students life could be

(Students' lives ...)

... the ability of seeing ones imperfection

(... one's ...)

My mothers role at home is perhaps to

(... mother's ...)

Its function as such an organ is to receive oxygenated
blood.

(... ∅ ...)

E. To avoid these problem, we have to

(... problems ...)

There will be a lot of person waiting for the buses.

(... persons ...)

My parents changed their mind.

(... minds ...)

The people must build their house.

(... houses.)

They are competing with each other to have power in
their hand.

(... hands..)

They cannot satisfy their desire.

(... desires..)

Private car owners are forced to stop their car and
take buses.

(... cars ...)

This people are mostly educated

(These ...)

This transportation problems

(These ...)

... and this political parties were competing

(... these ...)

... since this roads are not comfortable....

(... these ...)

Every persons who are unhappy will go

(... person ... is ...)

Some of this problems sprang either from

(... these ...)

Nationalization is also one of the cause for the
Ethiopians to flee their country.

(... causes ...)

The common cold is one of the disease caused by virus.

(... diseases ...)

It is one of the major problem of developing countries.

(... problems ...)

One of the most important cause of the rising cost of
living.

(... causes ...)

B1.2 Tenses (382)

B1.2.1 Simple Present (91)

H. You can eat "Anchote" wherever you went.

(... go.)

Since the majority of the people are merchants, they

spent most of the afternoons by eating "chat".

(... spend ... Ø ...)

The amount of money one spent on necessary things such
as food, cloth, is high.

(... spends ... clothes ...)

We are five in our family and each member had a
specific role.

(... has ...)

The amount of butter is also varies according to the
amount of " Anchote ".

(... also varies ...)

We are rather be worried about the exam.

(... are rather ...)

Some teachers have this ability, some are not.

(... do not.)

Human beings are walking at night.

(... walk ...)

They fell responsible for whatever they done.

(... feel ... do.)

There is nobody to advise them what they must and

mustn't done.

(... do.)

Although we haven't got used to cross-country trips....

(... are not used ...)

But things will be different to him in the evening.

(... are ... for .../look ... to ...)

E. Most of the people who lived in Addis Abeba cannot afford to buy cars.

(... live ...)

Ladies want to reach the market on time and buy what they wanted.

(... want ..)

In many areas roads had to be repaired at present.

(... have ...)

The inhabitants of the city usually chose to use buses at present.

(... choose ...)

Service-cars which are belonged to some organizations are also very few.

(... belong ...)

People are always get tired of waiting for buses.

(... ∅ .../People always get tired of ...)

The demand and supply are not correspond.

(... do not ...)

It is not belong to them.

(... does not ...)

He is want a cup of coffee after lunch.

(... wants ...)

There are many people who are standing in front of
the Kebele in rows.

(... stand ...)

They are seeming tired.

(... seem ...)

Merchants are having two houses.

(... have ...)

The taxi-drivers will not accept your request until
you are promising to pay two Birr.

(... promise ...)

Why are you living in this village?

(... do you live ...)

... in which the countryside people are living.

(... live.) .

Of course, I am not having a driving licence.

(... do not have ...)

Transportation is a means by which people can go from
~~one~~ place to another.

(... go ...)

Many people still can use this

(... use ...)

Taxi-drivers do not want to go to distant places
because they afraid of breaking their cars.

(... are afraid ...)

After they are collected the coffee, they keep it
in sacks.

(... collect ...)

The mother doesn't wants that.

(... does not want ...)

I am sure my sister will do it when she will grow up.

(... grows ...)

B1.2.2 Simple Present Passive (25)

H. Usually the peeling was done with the help of a mortar
and a pestle.

(... is done ...)

Imagine what will happen if its boiling point was
reduced.

(... is reduced..)

The Somalis never used to eating that kind of food.

(... are never used ...)

Many times we see that people are forces to gamble.

(... are forced ...)

The baby has to be feeded several times.

(... fed ...)

It is useful to relax when a person tired of ~~swimming~~.

(... is tired ...)

E. My aunt provides her children with milk which was
cooked.

(... is cooked.)

The problem of the rising cost of living is reveal
mostly in Addis Abeba.

(... is revealed ...)

The grain teff which uses for making the Ethiopian
staple food injera used to have a price of not
more than 50 Birr per quintal.

(... "teff" ... is used ... "injera"...)

Many people have become victims of some illness
which can be caused by the heat of the sun.

(... are caused ...)

Coffee is being grown in Kaffa province.

(... is grown ...)

Sheep are usually being killed at Easter.

(... are usually killed ...)

B1.2.3 Present Perfect Tense (45)

H. Many people live in hotels since then.

(... have lived ...)

I always reach after the lesson is already begun.

(... arrive ... has already begun ...)

Most of the people of Ethiopia did not get the chance
of eating "Anchote".

(... have not got ...)

... and even they did not heard its name.

(... have not heard ...)

Even many beggars are seen without food and clothing
after they used their money for alcohols.

(... have used ... alcohol.)

In this case, many people lost their lives in bars and
on roads.

(... way ... have lost/lose ...)

Many also became convicts.

(... have become ...)

It is not their biological make-up that made women
what they are now.

(... has made/makes ...)

So, living by groups became useful at the present
time.

(... has become ...)

For many centuries methods had been sought to make it possible for the blind to read.

(... have been sought ...)

There had never been much change in the ceremony since I was born and could remember.

(... has never been ...)

We have to see to it that all of us had taken our bath.

(... have taken ...)

E. There is nobody who finds the real cause of the rising cost of living.

(... has found ...)

Since the Ethiopian Revolution, life in Addis Abeba is drastically changed.

(... has drastically changed.)

This is experienced in the last few years.

(... has been experienced...)

All the books which I have been read

(... have read ...)

Anybody who did not kill such an animal has to

(... has not killed ...)

They were lived here since they were born.

(... have lived ...)

These people worked in this area for over ten years.

(... have worked ...)

I stayed here for a long time.

(... have stayed ...)

B1.2.4 Simple Past Active (74)

H. In that period people use rolled clothes as balls.

(... used ...)

At that time they don't have special places to play
in.

(... didn't ...)

In order to pass their leisure time, they gather
and went to any field.

(... gathered ... a ...)

I use to work upto 6:30.

(... used ...)

At that time, they look back to those days with
bitterness.

(... looked ...)

When my father reached home, he kisses me.

(... kissed ...)

At dawn, I have seen many wild animals.

(... saw ...)

He was mistaken because he has stood exactly opposite.

(... stood ...)

It was the province in which I have first begun to work.

(... first began ...)

First he went to Sodere, then he has gone to Nazareth
on business.

(... went ...)

They did not believed students.

(... did not believe ...)

The farmers were not grasp anything about the explanation.

(... did not grasp ...)

On that day she has told him a story.

(... told ...)

I didn't know the place where we were going.

(... went...)

E. After the revolution, I decide to leave the country.

(... decided ...)

We explained every thing and ask if there is any
possibility of leaving Mogadishu.

(... asked... was ...)

Disturbances were going on in the country and many
food items fall in the hands of selfish merchants
who stored and hide them.

(... fell ... hid ...)

In the past, people could get whatever they like.

(... liked .)

In the past, many people have been died because of
fire accidents.

(... died ...)

These people choosed to leave the country.

(... chose ...)

One of them broken her front teeth with a stone.

(... broke ...)

The government punished the merchants but that couldn't
help them.

(... didn't help ...)

Even before the revolution, there ^ so many Ethiopians
who left their home for political reasons.

(... were ...)

The quantity of food items did not increases.

(... did not increase ...)

B1.2.5 Simple Past (Passive) (20)

H. None.

E. Being dissatisfied with the salary they are paid,
they began to slow down their work.

(... were paid, ...)

When I arrived there the car is broke.

(... was broken.)

... from the time I born upto now.

(... was born...)

... and the man taken to the police station.

(... was taken ...)

The farmers in that area have obliged to permit it.

(... were obliged ...)

Most of the people who managed to flee the country
were those who dissatisfied with the revolution.

(... were dissatisfied ...)

The first place we reached was Hargessa, and from there
we were send directly to Mogedishu.

(... were sent ...)

B1.2.6 Past Perfect (21)

H. Some were simply rushing to get rid of what they
crammed.

(... had crammed.)

I could not remember what happened after I collapsed.

(... had happened ...)

He told us that he has finished the work before he
came.

(... had finished ...)

E. They knew what mistakes they made before.

(... had made ...)

Until recently vehicles came from Italy.

(... had come .../... used to come ...)

They came back from the place where he went.

(... had gone.)

Before the revolution, many cars have been imported
into the country.

(... had been imported/were imported ...)

I met my friends after my brother has gone.

(... had gone .)

After the Somalis did tortured us they asked why we
came to Mogadishu.

(... had tortured ...)

The oldest brother told us that he had been finished
the work before they arrived.

(... had finished ...)

B1.2.7 Past Continous Tense (13)

H. I observed the students for two minutes, but none of
them is looking up.

(... was ...)

He was have willing to give them food.

(... was willing ...)

He was driving the car while I watched him.

(... was watching ...)

E. In 1979, prices of food items have been decreasing gradually.

(... were decreasing ...)

Many people were afraid of the war that had taken place in Ethiopia.

(... was taking ...)

I investigated that the murderer is running away.

(... was running ...)

At that time we had been listening to the radio.

(... were listening ...)

B1.2.8 Simple Future (18)

H. By eating chat the group will pray and dispersed.

(... " chat " ... disperse.)

When they arrive here, they are working.

(... will work.)

As soon as I use them I let you know.

(... shall let ...)

A friend who you will going to choose may help you in various ways.

(... are going ...)

E. You will plunged into exploitation and war.

(... will be plunged ...)

I hope, it may improve later.

(... will ...)

So the problems of the people of Addis Abeba continued

unless some more buses are bought.

(... will continue ...)

These things will not be happen.

(... will not happen ...)

I am sure I would never have such a happy day again.

(... shall never have ...)

The children are the important men of our country.

(... will be ...)

B1.2.9 Errors in the Use of Modal Verbs (28)

H. He may lives in peace.

(... live ...)

In Nazareth, one could found different kinds of public

and private organizations.

(... can find ...)

E. Our production could not easily improved according

to the needs of the people.

(... cannot easily improve ...)

Cars that are present now can't satisfied the transportation need of the people.

(... can't satisfy ...)

It can even catches fire and destroys everything.

(... can even catch fire and destroy anything.)

They are can do it.

(... can ...)

Many Ethiopians fled their country without paying attention to what will happen to them.

(... would happen ...)

One of the people who fled their country was I myself.

I can be the best example for this.

(... could ...)

We were arrested and there the only people we can meet were soldiers.

(... could ...)

I can't escape because the door was locked.

(... couldn't ...)

They can do it before they came here.

(... could ...)

It may rained in Addis Abeba yesterday.

(... may have rained ...)

B1.2.10 Type 1 " If Condition " (39)

H. A person must consider himself very lucky if he will
be able to develop the habit of reading.

(... is able ...)

If a person can float on water, it should be easier
for him to swim.

(... will be ...)

If a friend dies at a particular place he lives in,
that family moves away from that place.

(... will move ...)

If a man called somebody without his title, he will
be punished.

(... calls ...)

E. It will improve if the economic situation will change
for the better.

(... changes ...)

They may succeed in catching the bus, if they will
stay at a bus-stop for a long time.

(... stay ...)

Taxi-drivers earn a lot if they will work the whole
week.

(... work ...)

If there is a good will and cooperation there would
have been a possibility of living peacefully.

(... ∅ ... will be ...)

If a student reaches a bus-stop at 7 A.M, he would
catch a bus.

(... will catch ...)

If buses come one after the other very quickly, this
may not have happen.

(... may not happen.)

If they say that again, they are punished.

(... will be punished.)

I will give you a prize, if you are telling me the
answer.

(... tell ...)

If fire is broke out all the property will be destroy.

(... breaks ... will be destroyed.)

If someone has a monthly salary of 120 Birr, he may
not able to buy a sack of " teff ".

(... may not be able to ...)

B1.2.11 Type 2 " If Condition " (5)

H. If he is there, he would harvest the crops.

(... was ...)

If the distance was long, the messenger will have to
change horses.

(... would change ...)

If we had no eyes, we can't even see our enemies.

(... couldn't ...)

E. None.

B1.2.12 Type 3 " If Condition " (3)

H.. If they have done this, it would have sad.

(... would have been ...)

If he were working harder, he would have gained much.

(... had worked ...)

E. None.

B1.3 Preposition (175)

B1.3.1 Preposition of Place (79)

H. ... the daughters work at kitchen....

(... in the ...)

It is found to the eastern part of the country.

(... in ...)

To the north, it is bounded with Wabishebele, to the east with F~~ass~~sil District, to the west with Wabe District and in the South with Dolo District.

(On ... by ..., on ... by ... on ... by ...
on ... by ...)

... the snow floats over it [water]

(... on ...)

Females wear clothes sewed only the two sides

(... only on two sides ...)

... the two ventricles pump the blood outside of the
heart

(... out of the ...)

E. In abroad they are rendering tremendous services

(∅ ...)

They were in abroad

(... ∅ ...)

The new comers cannot get houses to live ...

(... in ...)

Many people dwelt these areas

(... lived in ... ; dwelt is an absolute
word.)

These things will not be found ^ other places.

(... in ...)

It can be prevented by putting these things from
places that children cannot reach.

(... protected ... in ...)

People with low income cannot live such expensive
situation.

(... in such an ...)

When I was a student of the elementary school

(... in ...)

The bull was grazing by hiding itself to the wood.

(... in ...)

... rather than building their houses under hills.

(... at the foot of ... or near ...)

The lining up of cars on a traffic light has become
usual.

(... at ...)

Put down the stones in the barrel.

(... Ø ...)

... the outbreak of war through three directions.

(... from or in ...)

To go ^ a nearby place

(... to ...)

The soldiers came in the east.

(... from ...)

Taxi-drivers charge from 50 cents about one Birr.

(... to ...)

" Teff " is also grown at Shoa province.

(... in ...)

B1.3.2 Preposition of Time (27)

H. The seedlings get ready from 4-6 months

(... in ...)

Human beings walk in the night

(... at night ...)

In the downing, I saw many wild animals

(At dawn ... ; besides mistaking down for
dawn, the student has incorrectly
inflected it by adding -ing.)

In most of the time, it commences after lunch....

(Most of the time, ...)

She had been preparing ^ the last ten days.

(... for ...)

For the future, the earth will be filled with human
beings.

(In the future, ...)

... visit Bethlehem in Christmas day.

(... on ...)

As compared to other towns in Shoa, my home town,
Nazareth, has shown significant changes from the
last eight years on wards.

(... for the last eight years.)

E. ... to do the right thing on the right time.

(... at ...)

... in the midday

(... at ...)

This is clearly seen for the past few years.

(... in ...)

Because of transportation problems, students could not
reach school at a time.

(... on ... or in ...)

It enables people to arrive at their working places
at time.

(... on time or in time.)

I reported up by the time

(... on time or in time...)

B1.3.3 Preposition of Manner (5)

H. None.

E. He spoke to me on friendly in my own language.

(... in a friendly way or in a friendly
manner ...)

They went with their own car.

(... in ...)

It was at a good condition.

(... in ...)

He knew him in name.

(... by ...)

B1.3.4 Agent or Instrument (17)

H. The house is to be built under fifteen thousand Birr.

(... with less than ...)

A positive picture can be developed ^ exposing a
sensitized print paper to light.

(... by ...)

The peeling was done by the help of a mortar....

(... with ...)

This " Bercha " is mostly accompanied with either a
a radio or a cassette player.

(... by music played on ...)

He also takes certain amount of money to give to the
poor from his own hands.

(... with ...)

E. We cook our food by stoves.

(... on ...)

Goods are both exported and imported with the help of transportation.

(... by means ...)

We will get books entitled by Readers Digest.

(... ø ...)

Their " shama " was made in hand.

(... by ...)

He opened his bag by hand.

(... with his ...)

I was alone in my parents.

(... without ...)

They marked the place by chalk.

(... with ...)

B1.3.5 Errors in the Use of " of " (29)

H. ... the whole world came under the shadow ^ gloomy conditions.

(... of ...)

... the prolonged chewing ^ chat makes the chewer happy.

(... of " chat " ...)

During her pregnancy, we dreamt ^ a pretty daughter.

(... of ...)

Grade one Braille makes use ^ the signs representing....

(... of ...)

The oppressed masses, both in and out ^ the country.

(... of ...)

E. They charge twice of the normal price....

(... Ø ...)

Another result from this problem is that

(... of ...)

It is of no doubt that very often children like to
play with fire.

(... Ø ...)

They took the advantage on rainy days.

(... Ø ... of ...)

There are many reasons for the rising of cost of
living in Addis.

(... Ø ...)

I am learning with full of joy.

(... Ø ...)

Some ^ these accidents are

(... of ...)

The river is a passage besides of its usefulness as
a demarcation.

(... Ø ...)

... the cause for colonizing of countries.

(... \emptyset ...)

B1.3.6 Other Prepositions (18)

H. For this case, there are many kinds of books.

(In ...)

These ones are not inseparable than the above problems.

(... from ...)

It gives strength and safety for the new baby.

(... to ...)

E. There is no improvement for the situation of the roads.

(... in ...)

In the prevention of all these accidents

(\emptyset , ...)

The increase \wedge price of necessary things

(... in ...)

Due \wedge the revolution in the country, they are

(... to ...)

What can a child do to such a danger?

(... in ...)

Merchants advise peasants not to take their crops to

the market unless industrial products are sold

to them in a very low price.

(... at ...)

... to sell it with a high price.

(... at ...)

... taxi-drivers are becoming one of the new affluent
classes under the expense of the toiling masses.

(... at ...)

Civil servants are delayed to preventing

(... from ...)

We left aside with the transportation problem.

(We left the transportation problem aside;
here not only we omit with but also
change the position of aside.)

You have to have a purpose in which you are going to
accomplish.

(... Ø ...)

He told me the increase of tax in everything they
bought.

(... on ...)

B1.4 Articles (172)

B1.4.1 The Indefinite Articles: a/an (97)

B1.4.1.1 Omission (44)

H. Since 1967, there has been shortage of houses....

(... a ...)

We keep the seedling in ^ suspended position so that
the root of the seedling will not

(... a ...)

Students' lives could be interesting when they come
together in ^ boarding school.

(... a ...)

The Albanians have slept for ^ thousand years.

(... one/a ...)

I advise these people not to make a night march even
if they face ^ great problem.

(... a ...)

It was really ^ wonderful journey.

(... a ...)

Dire Dawa has ^ hot climate.

(... a ...)

... ^ new-born baby cannot chew.

(... a ...)

The bottles were kept in ^ row beside her.

(... a ...)

He drank the " tela " in ^ hurry.

(... a ...)

With ^ great effort, I got up.

(... a ...)

Before trying to swim in ^ lake

(... a ...)

... ^ Friend [title]

(A ...)

The preparation for ^ final exam must be well planned.

(... a ...)

E. Can you expect me to be ^ hard worker?

(... a ...)

Whenever there is ^ problem in transportation, people
suffer a lot.

(... a ...)

One kilo of onion is about one and ^ half Ethiopian
Birr.

(... a ...)

The poor construction of the roads is ^ cause for
cars to go old very soon.

(... a ... to become ...)

If a person who smokes drops a piece of cigarette
on ^ mat, a pitiful accident will arise.

(... a ... will occur.)

We can prevent such ^ danger by putting our fuel at
a place where children can't reach.

(... a ...)

They won't accept it even if they are given ^ high
amount of money.

(... a ...)

It is no doubt that children sitting nearby a hearth,
like to play with fire.

(... near a ...)

The second way of catching a cold is by passing
through dirty places.

(... a ...)

To get food in Addis Ababa is a problem.

(... a ...)

Taxi-drivers charge 50 cents for a very short
distance.

(... a ...)

B1.4.1.2 Ungrammatical Inclusion of the Indefinite
Articles (16)

H. Likewise, a students who usually acquaint

(... Ø ...)

My home town, Nazareth, shows a significant changes
and development.

(... Ø ...)

Although it is very difficult to have a real and a
true happiness, an effective hard work will
make a person happy.

(... Ø ... Ø ... Ø ...)

Therefore, a hard work can be

(..., Ø ...)

... longitudes and latitudes which ~~are~~ simply an
imaginary lines

(... Ø ...)

... there must be an integrated labour force as well
as an intellectual man power.

(... Ø skilled ...)

Culture destined women to be a kitchen proletariat.

(... Ø ...)

E. Some buses are reserved for a transporting some
factory workers only.

(... Ø ...)

I went to a shop and asked for the price of a shoes.

(... Ø ...)

It would be very difficult to follow for an educated
people.

(... Ø ...)

He came to Addis Ababa by a bus.

(... Ø ...)

The price of a fuel is rising every year.

(... Ø ...)

We found our cattle eating a grass.

(... Ø ...)

The thieves and robbers couldn't find a bread to
fill their bellies.

(... Ø ...)

B1.4.1.3 Inappropriate Substitution of the Indefinite
Article by the Definite Article (27)

H. There is the school in my village.

(... a ...)

As the result of this, it was given more attention....

(... a ...)

I saw the wild animal in the forest.

(... a ...)

E. Many Ethiopians fled their country as the result of
fulfilling their objectives.

(... a ...)

It is really a problem to wait for a bus and go to
the working place on time.

(... one's ...)

As the result of these problems, the development of
the country has been hampered.

(... a ...)

Transportation is the process by which people go
from place to place.

(... a ...)

To get any amount of fuel, one had to take the long
time waiting for his turn.

(... a ...)

It is inevitable for the country which is carrying
out the class struggle to come across many
political and economic problems.

(... a ...)

It is the common phenomenon for all countries which
are in the transitional period.

(... a ... a ...)

The problem is so serious that it needs the immediate
solution.

(... an ...)

If the member of the family leaves the fire burning
wildly, it will burn down the hut.

(... a ...)

B1.4.1.4 Inappropriate Use of both the Indefinite and
Definite Articles. (10)

H. None.

E. It is better to go to the a doctor.

(... a ...)

The amount of fuel for a car is limited to ten
liters per a week.

(... per/a week.)

It is a one kind of sport.

(... a/one ...)

Before, a one hundred kilos of teff

(... a/one ...)

B1.4.2 The Definite Article, " The " (75)

B1.4.2.1 Omission of the Definite Article (31)

H. What is more funny is the types of houses that
^ government is building now in Addis

(... the ...)

In ^ nineteenth century, black people were

(... the ...)

Today football is one of ^ popular and famous games ^
in World.

(... the ... the ...)

... ^ eye is a very small organ

(... the ...)

In ^ day time, we can see the sun,

(... the ...)

... it became historically known especially during ^
reign of Herdenburg.

(... the ...)

I doubt whether he is telling me ^ truth.

(... the ...)

Almost all sections of ^ Ethiopian peoples appeared
to be the supporters of the revolution

(... the ...)

E. They come from ^ countryside.

(... the ...)

I can be ^ best example for those who suffer in
foreign lands.

(... the ...)

Due to the absence of a planned economy in this
country, ^ people couldn't satisfy their basic
needs.

(..., the ...)

Since the up-heaval of ^ Ethiopian revolution, cost
of living in Addis Ababa has drastically changed
for the worse.

(... the ...)

B1.4.2.2 Inappropriate Substitution of " The " by the
Indefinite Articles (10)

H. None.

E. Then what is a solution to this problem?

(... the ...)

The same is true for those who want to go to a piazza.

(... the ...)

A majority of the inhabitants of the city

usually prefer buses to taxis.

(The majority ...)

B1.4.2.3 Inappropriate Inclusion of " The " (34)

H. What is more funny is the type of the houses that the
government is

(... ∅ ...)

... the small kids in the street run to shake hands
and play with the foreigners.

(... ∅ ...)

To use the natural resources for the economic
development, there has to be

(... ∅ ... ∅ ...)

Mostly wars start by the orders of the leaders of the
nations

(... ∅ ...)

The most important experience is the first hand experience.

(... Ø ...)

The strong nations of the world wage war against the weak nations to exploit their property by oppressing and the suppressing of the masses.

(... Ø ...)

The work at this small village is shared among family members.

(Ø ...)

Due to the maltreatment and maladministration, the deteriorated conditions in the University have been aggravated.

(... Ø ...)

A person who drinks alcohol needs the money to buy it.

(... Ø ...)

... the brooks were filled with rushing water from bank to the bank.

(... Ø ...)

E. To get the transportation service from these buses, one must wait for about an hour before catching them.

(... Ø ...)

With its trunk, an elephant can cut the leaves of
the trees.

(... ∅ ...)

No new houses are built; so, the new comers couldn't
get houses to live in.

(... ∅ ...)

The problem of transportation was created by the
reactionaries who broke bridges.

(... ∅ ...)

They suffered from the lack of vitamins.

(... ∅ ...)

Because of the lack of buses, it is difficult to
stick to a program.

(... ∅ ...)

Children need more care than the adults.

(... ∅ ...)

Buses are crowded because of a large number of the
travellers in it.

(... ∅ ...)

Though they were the handicaps to our revolution,
we became victorious at the end.

(... ∅ obstacles ...)

New buses are assigned to go to Bole when the old
ones go to the other areas.

(... ∅ ...)

The number of the buses which serve the **people** in
the city is very small.

(... ∅ ...)

The Revolutionary Ethiopia has faced many obstacles.

(... ∅ ...)

After the coffee beans are free from the dirt

(... ∅ ...)

At that time, for the going from Addis Kitema to
Yeka, one had to pay a dollar for a taxi.

(... ∅ ...)

I used to look after the cattle.

(... ∅ ...)

Sending an elder son to school meant allowing the
separation.

(... ∅ ...)

People who owned the land used to produce as much
as they could.

(... ∅ ...)

B1.5 Particles (166)

H. ... look them in a dictionary

(... look them up ...)

... to listen **^** **the songs of birds** is

(... to ...)

... and arrived [^] Addis Ababa in the morning

(... at ...)

They look [^] each other as a member of a family.

(... at ...)

This has been dispensed [^] by University students.

(... with ...)

It results [^] an odd shape.

(... in ...)

Many persons look forward christmas

(... to ...)

We spent the whole night tidying [^] the room

(... up ...)

Though teaching is regarded as a noble profession,

teachers are looked down [^] in some societies.

(... upon ...)

... his payment is not commensurate [^] the work he does.

(... with ...)

Priests dressed [^] very attractive clothes

(... in ...)

... that are relevant for your research

(... to ...)

He must focus his camera at the center of his subject

(... on ...)

It guarantees the life of those who devote themselves
for it

(... to ...)

You have many precious things to share for your friends.

(... with ...)

These are samples to show how the property of water is
closely related with the physical

(... to ...)

The events were divided in two.

(... into ...)

They were accessible by the students.

(... to ...)

Many Ethiopians use " chat " to concentrate in studying.

(... on their study.)

I again drop at the Kabelle " Suk ".

(... dropped in on ...)

... a kettle made up of clay

(... made of ...)

... students inability to cope up with

(... ∅ ...)

Adjust yourself to the environment in which you are
going to live in

(... in which ... live or which ...
live in.)

We were discussing on a topic.

(... ∅ ...)

You need not to bother about the words.

(... ∅ ...)

... select the best that suits to your purpose.

(... ∅ ...)

I wash up my face

(... ∅ ...)

If you are to enter to the Addis Ababa University.

(... ∅ ...)

Nowadays new ideas are penetrating to the school compound.

(... ∅ ...)

... the bridegroom will inform to friends that in the
next fifteen days....

(... inform his friends ...)

They did not stop in producing advanced weapons.

(... ∅ ...)

E. Nagging mothers usually talk ^ their children roughly.

(... to ...)

The best thing will be to ask ^ loans.

(... for ...)

Merchants have been asking ^ more

(... for ...)

People wait ^ buses at bus-stops.

(... for ...)

The driver ignores the people who are waiting ^ the buses.

(... for ...)

Disturbances were going ^ every where in the country.

(... on ...)

Fire accidents result ^ carelessness.

(... from ...)

The people are ^ need of it.

(... in ...)

People who live in Addis are engage working in factories.

(... engaged in ...)

... looking ^ the people gathering

(... at ...)

This is an objection of the new system

(... to ...)

They are not equal with the blacks.

(... to ...)

These add another problem on the shortage of transportation.

(... to ...)

The price of a bottle of oil has increased about three dollars and fifty cents.

(... to ...)

Read those that are **relevant** for research.

(... to ...)

If you prefer them from buses

(... to ...)

They fled the country because of their dissatisfaction
in the question of state power.

(... with ...)

These political parties were competing to each other.

(... with ...)

Many people suffer a lot by the shortage of the means
of transportation.

(... from ...)

This brought out the rise in price.

(... about ...)

It enables people to arrive to their working places on time.

(... at ...)

They deliberately aimed to frighten the people.

(... at frightening ...)

I advise to the dwellers to face the problem.

(... ∅ ...)

They fled out their country.

(... ∅ ...)

Students must reach in their schools before 8:30 AM.

(... ∅ ...)

The price of fuel is rising up every year.

(... ∅ ...)

You will not reach at your working place on time.

(... ∅ ...)

B1.6 Verbals & Fragments (154)

B1.6.1 Infinitives (53)

H. The division into classes makes them to create bad attitude towards others.

(... ∅ ...)

Effective hard work will make a person to live a pleasant life.

(... ∅ ...)

These small particles make them to weep.

(... ∅ ...)

Tools made him to use less labour.

(... ∅ ...)

You mustn't to do that.

(... ∅ ...)

The best thing would be telling everybody about it.

(... to tell ...)

E. This problem has also made the people to stay the whole day without eating.

(... ∅ ...)

The people had to left their home and go to another country.

(... to leave ... other countries,)

The mass media initiated people leave their country.

(... to leave ...)

I dare to say that I did all I could.

(... ∅ ...)

You need not to bother.

(... ∅ ...)

You need not to look up the words in the dictionary.

(... ∅ ...)

They advised him accepting the offer.

(... to accept ...)

They managed to fled the country.

(... to flee ...)

I advise the dwellers facing the problem.

(... to face ...)

The rich beaurocrats encouraged their sons studying abroad.

(... to study ...)

The taxi-drivers expected the passengers paying more.

(... to pay ...)

They did not need going to the countryside.

(... to go ...)

They hoped reaching their office on time.

(... to reach ...)

He wanted visiting his farm.

(... to visit ...)

People will be forced to fled their country.

(... to flee ...)

B1.6.2 Gerunds (50)

H. Many people think of to become famous football players.

(... becoming ...)

I have avoided to meet the landlord so far.

(... meeting ...)

E. It was much better their being live in Ethiopia.

(Their living in Ethiopia was much better.)

We can see many buses stopped everywhere.

(... stopping ...)

Every Saturday at different stations, cars are seen

lined up in a great number.

(... lining up ...)

Sometimes we see buses stopped anywhere.

(... stopping ...)

You hear a lot of people complain about not getting
any work.

(... complaining ...)

There is a competition to get a taxi.

(... a ... for getting ...)

The workers finished to collect the coffee seeds.

(... collecting ...)

The farmers kept on to go.

(... going ...)

His brother enjoyed to drink " tej ".

(... drinking ...)

... when they finished to distribute " chat ".

(... distributing ...)

B1.6.3 Participles (32)

H. We found her to be tired.

(... tired.)

It would be possible to swallow the chewing chat

(... chewed " chat " .)

... the " chat " held in the left side of the mouth

would give the left cheek swelled appearance.

(... swollen ...)

In that period people played by rolling old clothes.

(... with rolled old clothes.)

From this we can understand how football has become an

interested game.

(... interesting ...)

E. We can see buses full up to the brim.

(... filled upto ...)

Know very well these transportation problems, the taxi-

drivers try to take advantage of the people.

(Knowing these transportation problems

very well, the taxi-drivers take advantage)

... the broked ones

(... broken ...)

The man speaks was in the taxi.

(... speaking ...)

We are among the oppressing masses.

(... oppressed ...)

He was wearing tore clothes.

(... torn ...)

This adds to the already existed problems of transportation.

(... existing ...)

B1.6.4 Sentence Fragments (19)

H. Even though the Albanian revolution brought a great benefit to the poor and backward people. They have a lot to learn from the rest of the world.

(The first one is a fragment.)

The farmers also using primitive kinds of farming.

(incomplete)

Since it was the first time.

(incomplete)

E. But the only sense organ [the eye] that can overcome great distances.

(incomplete)

Nationality being a member of a nation.

(... is to be ...)

After buying the material,

(incomplete)

Due to this problem ^ could not get luxury goods.

(... they ...)

In some cases we can't find ^ at all.

(... it ...)

Their children will die of them are not taken to
hospital.

(... if they ...)

But there are not sufficient for the demands of the
growing population.

(But they ...)

It is better to ^ a doctor.

(... go to ...)

In taking the necessary measures. They were weak.

(In taking the necessary measures, they
were weak.)

B1.7 Connectives (35)

H. As long as the citizens are of different races, different
languages are spoken.

(Since ...)

Despite the fact that the land is fertile and the climate suitable, there grows crops like teff, sorghum, barley, wheat, maize, peas and beans.

(Since ...)

However, ninety-five percent of the people are uneducated, they are sociable enough to live cooperative life in their society.

(However is used incorrectly. One possible correction could be, Ninety-five percent of the people are uneducated; however, they are sociable and work cooperatively.)

Except regularly attending classes, one should also take notes carefully.

(In addition to ...)

He blesses us all ^ then sits for praying.

(... and ...)

It is hunted with great care for otherwise it is very dangerous.

(... for, ...)

E. As far as children do not choose places to play in, they are likely to be bitten by insects.

(Since ...)

Transportation is a decisive factor for the development of a country. But in Addis Ababa, one can see clearly the transportation problem.

(But is not properly used. The idea could be expressed in many ways, and one can be: Transportation, which is a decisive factor for the development of a country, is a big problem in Addis Ababa.)

Beside these, there are many international organizations

(Besides these, ...)

The buses concentrate in some areas that it is difficult to get them.

(... where ...)

Many other food supplies such as salt, food oil, sugar, etc. became conspicuously rare and their price expensive, and yet most of them are scarcely found.

(... that ...)

The buses go to give services to certain companies, organizations so on.

(... and so on..)

B1.8 Errors in the Use of Uncountable Nouns (22)

H. Some charcoals were bought.

(... charcoal was ...)

... many properties were damaged.

(... a lot of property was ...)

There were equipments

(... was equipment.)

The grasses were slippery.

(... grass was ...)

Transportations are not available in the countryside.

(Transportation is ...)

... lands were given to the tillers.

(... land was ...)

Their misleading propagandas were

(... propaganda was ...)

Whatever knowledges are needed

(... knowledge is ...)

The invention of machineries that manufacture weapons, tanks,
etc.

(... machinery ... manufactures ...)

Soaps were needed for washing themselves.

(Soap was ...)

E. House maids do not care for **their works**.

(... work ...)

People could not get to their works on time.

(... work ...)

They were enjoying their freedoms.

(... freedom.)

We have many business to be done.

(... a lot of business ...)

Informations which are not constructive can be brought by
transportations.

(Information ... is ... transportation.)

Farming lands were owned by the landlords.

(... land was ...)

The masses have invested so many capitals on these educated
people.

(.. big capital ...)

B1.9 Negative Constructions (17)

H. They not work properly.

(... do not work ...)

The chinese football was non - of the British system.

(... was not similar to that of the
British.)

There is no any improvement.

(... no .../not any ...)

E. Members of the family ^ not understand the precaution.

(... do ...)

Another reason is that it has no enough capital to import
as many vehicles as she wants.

(... she has not enough ...)

No one will not be happy.

(... Ø ...)

One can't hardly find any taxi

(... Ø ...)

Nobody wasn't willing to explain

(... Ø ...)

... but there are a few buildings not a poor cannot afford
the rent.

(... but there are a few buildings that
a poor man cannot afford to rent.)

B1.10 Comparative and Superlative Constructions (16)

H. He was one of the most cleverest boys.

(... the cleverest ...)

The food was bad, so their health became worst than before.

(... worse ...)

Swimming is the most enjoyable and intersting sport than
the other kinds.

(Swimming is more enjoyable and interst-
ing than other kinds of sport/Swimming
is the most enjoyable and intersting
sport.)

The more money you get, the more stronger you are.

(... stronger ...)

These kinds of " inset " are used for various purposes than
only to feed.

(... other than for feeding.)

Because birth rate increases than death rate. ...

(... increases more than ...)

If the length of the barrel is greater \wedge the size of the
layers

(... than ...)

The house is to be built under fifteen thousand Birr.

(... with less than ...)

E. It is too much densely populated area than any other region.

(... more ...)

Cost of living at this time is more higher because of
unknown reasons.

(... high ...)

It was much more better fruitful their being here in
Ethiopia.

(Their being in Ethiopia is much more
fruitful.)

The problem is that buses now carry so many people \wedge than
they could.

(... \emptyset ... more ...)

A person who has the lowest income suffers \wedge than any
other man.

(... more ...)

The people are packed in a bus like goods that one bus carries twice ^ than its capacity to carry.

(The people are packed in a bus like goods. One bus carries twice more than its capacity.)

The buses play an important part of minimizing the problem of transportation than anything else.

(... a more ...)

B2. Style (753)

B2.1 Word Order (52)

H. When I first arrived at Addis Ababa, it was heavily raining.

(... in ... raining heavily.)

Our coffee always must be kept in a safe place.

(... must always be kept ...)

They cannot run fast continuously.

(... continuously fast.)

It is lovely to see the river being fed by abundant streams from here and there enormous waters.

(... the enormous waters of abundant streams from all directions.)

Swimming also makes conscious a person in every thing.

(... a person conscious of ...)

Because there are two flowing rivers

(... two rivers flowing ...)

E. In order to defend our country, we exerted our effort utmost.

(... utmost effort.)

It is very difficult to take a taxi for those who have a
little income monthly.

(... monthly income.)

I have seen never such a sight at this.

(... have never seen ...)

Hardly I had finished my work when the policeman arrived
at home.

(Hardly had I ... / I had hardly ...)

Quickly he went to the market.

(He quickly went ...)

The whole group badly did the work.

(... did the work badly.)

... has increased the living cost by 100 percent.

(... the cost of living ...)

... as a Socialist country she could not import from
Socialist countries the necessary materials for her
peoples.

(... the necessary materials from
Socialist countries.)

... and this is because, I think that the government

(... and I think this is because ...)

What leads a person to death is when he is affected his lung.

(... when his lung is affected.)

So the problem of Addis Ababa people will continue unless
some more buses are bought.

(~~So~~, the problem of the people of Addis
Ababa ...)

If I want to go to Nefas Silk from Sidist Kilo

(... from Sidist Kilo to Nefas Silk ...)

After a dog the boys in the field were running. . . .

(The boys in the field were running after
a dog.)

They left at Nazareth the people.

(... the people at Nazareth.)

There are thirdly some administrative regions which are
not willing to bring necessary things to the capital.

(Thirdly, there are ...)

Not only this, but common cold can also be caused by rain.

(... also common cold can ...)

B2.2 Parallel Structures (24)

H. Some are born and some are dying, some go to parties while
others attend funeral ceremonies.

(... some die ...)

He must not be in despair and lose his temper in working.

(... lose his temper and despair of
working.)

It helps to strong our muscles and makes our body
physically relax.

(... strengthen ... relax.)

Life is full of ups and down.

(... downs .)

We believe that " Sisikela " gives strength and safely to
the new baby's mother.

(... safety ...)

E. Unless there is transportation, development will be
hampered and slow.

(... slowed down and hampered.)

They were going to starve, to be killed, or have no
pleasure in their life.

(... or to have no pleasure in life.)

The buses are so full that people can't breathe and no
place to stand.

(... have no place to stand.)

You have to be calm and endure such crowded buses and at
times even bad smells.

(... , tolerant of such crowded buses,
and even at times sustain bad smells.)

There aren't enough buses either within the city or to serve the suburbs which have a lot of factory hands.

(... to serve either the people within the city or the suburbs that have a lot of factory hands.)

Sometimes we have to stand at a bus-stop even for more than an hour neither getting a taxi nor a bus.

(... getting neither a taxi nor a bus.)

There were many Ethiopians who left their home country due to political and the situation around them.

(... for political and other reasons.)

It is the center of all government activities, and business center and also the seat of world-wide organizations.

(It is the center of all government activities, business and world-wide organizations.)

State farms are mechanized, and peasant Associations have worked hard to bring the shortage of food down.

(We have mechanized state farms, and peasant Associations have worked hard to overcome the shortage of food.)

B2.3 Wordiness (170)

H. ... it is only some part of it is cultivated.

(Only some part of it is cultivated/...

it is only some part that is cultivated.)

They spent most of their time by what they call it,

" Bercha ".

(... ∅ ...)

Louis Braille devised ~~an~~ up-to-date Braille system, which

any blind person can learn it.

(... ∅ ...)

It is indisputable that all classes should be regularly

attended, if not the lessons are lost.

(" ... students should attend classes
regularly; if not, they will miss their
lessons " because the active voice is
more direct.)

The mood of life is now being changed.

(The situation is now changing.)

... the new government began to take measure actions with
regard to rural, urban land and extra houses.

(" Measure " means " action " by
definition; so one of them will do.)

But relatively to my town it was much more bigger than my
town.

(But it is relatively much bigger than
my town.)

The proclamation allowed people to have one house each
individually.

(... each/individually.)

So long as he has books with him, he could be able to
overcome loneliness.

(... ∅ ... can/is able to ...)

One another problem which should be mentioned is

(One/~~another~~/One other ...)

Don't forget to read the introduction part.

(... introduction.)

Every body has to have to respect others.

(... has ...)

^ Food problem is the most serious one to which a solution
must be sought apart.

(The ... ∅ .)

You have to also make a skim through a chapter.

(... skim ...)

Moreover, even if one can afford to build a house, the
beaurocratic processes that is ought to be undergone
demoralizes the intention of building a house.

(... the beaurocracy demoralizes one from
building a house.)

When he was swimming, one arm became under the other, and
one became upper.

(... he moved his arms up and down
alternately.)

They settle in groups in order not to be endanger by their enemies.

(... to protect themselves from their enemies.)

I decided to swim after the level of the river is reduced.

(... the water in the river is reduced.)

Human beings cannot live without the help of water.

(... water.)

We share experiences and elaborate our scope of knowledge.

(... increase our knowledge.)

It makes you feel fresh in the mind.

(It refreshes your mind.)

The teachers gave me promotion to the next high grade.

(... promoted me to the next grade.)

Finally remove the " jebena " from the fire and let it cool in the air till the hard remains of the coffee powder gets settled down at the bottom.

(... till the coffee dregs settle down at the bottom.)

The rent reduction made was almost lower by half on the middle standard houses.

(The rent of second class houses was reduced almost by half.)

I became a master of my problems.

(... solved ...)

Feeling with fluctuation between hope and despair, I

arrived home after many mishaps.

(Fluctuating between hope and despair ...)

Most of the young people think that smoking is the sign of grown up.

(... of being grown.)

Smoking has a side effect because it decreases still-birth.

(... increases the number of still-born babies.)

E. We have to pay a double price which we cannot afford it.

(... Ø ..)

It was an insurrection that all members of the working class participated in it.

(... Ø .)

Today it is not something we can boast of it.

(... Ø .)

In this, it does not mean that there are no buses.

(This ...)

The major problem one can't avoid, it is the constant rising cost of living.

(... Ø ...)

They need more money than before five years ago for the same places.

(... they needed five years ago.)

The problem of transportation in Addis is increasing from day to day, and so is the problem of the people regarding it.

(... ∅ .)

The only way to avoid these problems is we have to make them aware

(... of solving ... ∅ ...)

They were forced to retreat back

(... ∅ ...)

They will return back to their country

(... ∅ ...)

Among these, most of them were those who actively participated in

(Among them were .../Most of them were ...)

All these problems may force you to walk a long distance on foot.

(... walk for a long distance.)

In many areas the asphalt roads which have to be repaired are not repaired.

(... needed to be repaired.)

Government officials do not arrive at their offices on time, teachers have difficulties and house-wives who go to the market never come on time and all these problem difficulties are for the transportation problem.

(... all of which are transportation problems.)

Recently, the length of distance covered by some public buses has been shortened.

(... the distance ...)

The problem of transportation is also another problem.

(The problem of transportation is another.)

A more serious problems caused by these transportation problems are many.

(Problems caused by lack of transportation are many and more serious.)

Most of the people who live in Addis are salaried people.

(... ∅ ...)

If there is sufficient materials are found

(... ∅ ...)

Nowadays it is preferable walking on foot.

(Nowadays walking is preferable.)

Both political parties, except some, all were opposing to the existing government.

(All political parties, except some, were opposed to the existing government,)

The price of necessary things increased in double.

(... doubled.)

The mass people could not afford to pay that much.

(The masses ...)

We could not be able to help each other.

(... could not/were not able to ...)

... for because the salary of the worker is not increasing at least with a tenth of an increase with ~~the~~ prices of commodities.

(... because there is not even a ten percent increase in the worker's salary to balance the price rise of commodities.)

They do not give service in terms of long trip.

(They do not take you for long distances.)

Even the government imposed death penalty on some merchants, even that couldn't help.

(The government imposed even the death penalty on some merchants, but it didn't help.)

However, it is very difficult and become impossible to get enough money to fulfill their happy life.

(However, it is very difficult for them to get enough money and live happily.)

Even though new buses and taxis are added every time, the situation does not show us any improvement.

(... improve.)

To some, it gave them no hope of living in the old way.

(... no hope of living the way they had been used to.)

In my opinion, also the city is not well planned.

(... , neither is the city well planned.)

Imagine a person with an income of one hundred dollars a month and who has five or six children; how could they be able to buy " tef " and feed themselves.

(Imagine a person who has six children to have an income of 100 dollars a month; how can he feed himself and his children?)

Ethiopia broke the relation with the imperialist countries but before 1966 Eth.Calender this is the means of getting goods from foreigners.

(Ethiopia broke her relation with imperialists which had been a means of getting goods before 1966.)

The rising cost of living is mostly caused as the result of uneven production and contribution.

(... caused by .../... the result of ... distribution.)

Transportation is the base and the most essential thing for every day activity.

(... the most essential ...)

You will endure all these [hazards] and not reach on time at your work place or school or market or shop or whatever you want to reach.

(You may face all these problems but still you may not reach your destinations on time.)

There are many reasons for the rising cost of living in Addis, such as importing unnecessary goods from outside, population growth increase in Addis.

(Two of the many causes of the rising cost of living in Addis are population growth and the importation of unnecessary goods.)

There are taxis if we want to prefer them from buses but the price they ask even for a short journey is very high.

(If we prefer taxis to buses, they are available; but their charge is too high even for a short journey.)

They are a great loss for their country and disadvantageous to their country.

(They are a loss to their country.)

There is no doubt that the existence of a poor worker's life will disappear after one or two years if this rising of cost continued in this rate.

(There is no doubt that the poor will disappear within two years if the cost of living continuous to rise at this rate.)

Small children who are below six years should not have to wash their bodies by their own, because

(Children below six should not wash themselves alone, because ...)

It could also get day-and-night clothes at a good price.

(It is possible to get/One could get clothes and things such as blankets at a good price.)

These people imagined the pessimistic of their life and choosed to leave the country.

(These people were pessimistic in choosing to leave their country.)

The so-called lives of humans, animals, birds on the land or in the sea plants are all built up of these basic necessary things.

(Living things need food, shelter, and air for their survival.)

The other accident that cause home accident is electric current which is not properly put.

(An accident could also be caused by improper installation of electricity.)

Before, a 100 kilos of " teff " cost Birr 40 but now it costs Birr 100 or more than that it means the number of kilos and the amount of money are equal.

(One hundred kilos of " teff ", which used to cost Birr 40 in the past, now costs Birr 100 or more.)

The government should look at the problems in the lack of buses.

(... into the problems of transportation.)

The common cold can also be caused after the rain rains.

(... caused by rain.)

The cost of living in Addis Ababa is getting from worse to worse.

(... worsening/getting worse and worse/
getting from bad to worse.)

The government should also supply the people of Addis Ababa with accomodation from which they will get easily the materials that come from the agricultural center.

(The government should also provide the people of Addis Ababa with department stores from where they can easily get the materials that come from the agricultural centers.)

Necessary things are not distributed to people's survivable because of saboters.

(... because of saboters.)

Transportation is a term used for any locomotive that takes people from one place to another.

(... is a means of taking ...)

Check the line of the electricity.

(... the electric wire.)

The people began to show their clear stand on the
revolution.

(The people clearly supported the
revolution.)

The buses were a great help for the people.

(... helpful to the ...)

If the garage is devotedly in service of people

(If the garage properly serves the
people ...)

Avoid the children from coming near to a fire.

(keep the children away from fire.)

The buses lose their strength within a short period of time.

(... become outdated/old ...)

One has to wait .. maximum of an hour for a taxi, even that
luckily.

(If one is **lucky**, he may get a taxi after
waiting for an hour.)

We couldn't get them with the same price on which we
bought them a month before.

(... at the same price we paid for them
a month ago.)

The people must build their houses on the higher place of
hill.

(... on hills.)

But more important are these troubles to be overcome successfully.

(But it is more important that these troubles be overcome successfully.)

To some extent, these can be the reasons to rise the price.

(... for the price rise.)

The daily rating up of building materials price hindered people from building houses.

(... price rise of building materials ...)

Though I was not fully well

(... did not fully recover ...)

I lost my confidence of getting a medal.

(... gave up the hope ...)

I brought to the upper surface of the water.

(... managed to come to the ...)

Let alone the price of " teff " even the cost of labourers who are serving and dusting the " teff " charges a lot of money.

(... is very high.)

It saves too much time.

(... ∅ ...)

The above mentioned factors together were the factors for the transportation problems in Addis Ababa.

(... taken together account ...)

Transportation problem in Addis Ababa is highly raised
during this time.

(... crucial ...)

But these privileged people fled their country when the
Ethiopian masses wanted them to liberate them from
Haile Selassie's rotten administration.

(... were counting on them to be
liberated ...)

People who were disappointed with the revolution started
all means of sabotages.

(... did all kinds of sabotages to hold
back the revolution.)

The old people need constant eye and help.

(... attention ...)

Since the cost of living items are rising, one should spend
his money wisely.

(... is ...)

Running for profits is approved by merchants and as a
result many have been punished for **it**.

(... the whole motive of ...)

The way of preventing a flood is not to do their houses
near rivers.

(One of the ways of preventing flood is
not to build houses near rivers.)

The target the country is planning to achieve will run
unsatisfactorily.

(... will not be realized.)

B2.4 Diction (507)

B2.4.1 Inappropriate choice of words (423)

H. For this matter, this evergreen plant needs

(... reason, ...)

In the village there are different kinds of vegetables,
such as oranges, bananas, etc.

(... fruits, ...)

The football game has a very long story.

(... history ...)

I have overcome all my academic cases.

(... problems.)

... from my point of view, the only way for a university
student to be cheerful is by working hard.

(... view, ...)

Human kind cannot live without water.

(Human beings ...)

Sometimes my new friends laughed at me when I behaved
like a villager.

(... a countryside person.)

Every community has its own culture of marriage.

(... custom in.)

The neighbours say that he doesn't want to spend money
on clothes, though he owns sum of money.

(... a lot/plenty ...)

In this aspect, the world is roughly divided into two
camps.

(... respect, ...)

A friend indeed is a friend in need.

(... in need ... indeed.)

In any nation, people wear clothes except some.

(... country, ...)

... the water we are going to filtrate

(... filter ...)

... an educated person who wishes to enter into this
profession.

(... joint...)

By avoiding the body from being exposed to cold
weather

(... protecting ...)

The major cause is the proclamation of urban land made
in 1967.

(... declared ...)

This enabled many house owners to hold two houses at
a time.

(... occupy ...)

The eyes get red.

(... become ...)

... it protects the butter not to be burned.

(... prevents... from melting.)

... they gay by running towards the ball.

(... rejoice ...)

He advises the students to improve their mistakes.

(... correct ...)

The physical feature of Genale is so interesting that
it pulls many people.

(... attracts ...)

In the center, we find many waterfalls which distincts
this district from others.

(... distinguishes ...)

These people cannot put up with the diseases and so
die quickly.

(... resist ...)

Drunkards are even irrespected by their neighbours.

(... disrespected ...)

I count them like animals that are dangerous to human
beings.

(... consider ...)

Many times peace was distracted by wars.

(... disrupted ...)

... he must practice [swimming] by emerging himself
in water and controlling his breath.

(... immersing ...)

Everything we do depends on the group we exists.

(... belong to .)

There will be no force that can arrest the struggle of
the masses.

(... stop ...)

They reach office after becoming late for an hour.

(... being ...)

This is too much even for the toppest Ethiopians.

(... riches ...)

I admire burglars who steal people.

(... steal peoples property.)

Education in underdeveloped countries has shown
proficient progress.

(... rapid ...)

To use natural resources properly, intellectual man
power must be there.

(... skilled ...)

E. Addis Ababa is the capital city of Ethiopia. In this
town

(... city ...)

Many people left their country because they were afraid
of the justice of the exploited masses.

(... punishment ...)

We are building a new trend which will enable us to
escape from these problems.

(... industries ...)

Farmers did not learn how to produce their farms.

(... cultivate/prepare ...)

They have their own objectives for fleeing their country.

(... reasons ...)

The flow of peasants to the war fronts for fighting was
one of the causes of the lose of production.

(... low ...)

The cost of life necessity items has been rising.

(... necessary ...)

Transportation which is considered to be the lifeblood
of the activity of a country,

(... bloodstream ...)

The time is around 5 hours in the morning.

(... o'clock ...)

They are exposed to the naked exploitation of hotel
life.

(... hotel owners.)

Transportation is a process by which people are able
to go from place to place.

(... means ...)

We can get it in a limited way.

(... amount.)

This is the work of the descendants of the bourgeoisie.

(... supporters/followers ...)

To earn their life

(living ...)

In every station, taxis are seen lining up.

(... petrol station, ...)

The amount of shirts has grown.

(... price ...)

At this moment the standard of living in Addis is very high.

(... cost of living ...)

Other factory items were high in costing.

(... price.)

They demand a very big price for a short span of ride.

(... high ...)

A poor pedestrian who has no alternative will pay the whole price.

(... the high ...)

Put the stone in a save controlled place.

(... safe ...)

People have to prevent their houses from being destructed.

(... protect ... destroyed.)

If there is a good will and cooperation among the livings.

(... living.)

Cost of living in Addis Ababa has been above 75%.

(... very high.)

Whenever there is revolution, there is people's flying
to other countries.

(... fleeing ...)

The fire-wood will hold fire and burn down the house.

(... catch ...)

Accidents destruct people

(... kill ...)

In the countryside, there is no fire brigade to protect
this accident.

(... to prevent/stop ...)

The opening of shops in kebeles did not avoid merchants
from exploiting the masses.

(... prevent ...)

I hope, food shortage will be won in a few years.time.

(... checked ...)

The city is becoming bigger and bigger.

(... growing ...)

These buses and taxis cannot cover the problem of
transportation.

(... solve ...)

People who live in Addis Ababa could get transportation
porblem.

(... are confronted with ...)

And those who have cars are not far away from these problems.

(... free ...)

Some buses are preserved for transporting some factory workers.

(... reserved ...)

As the Ethiopian revolution began to move forward, anti-revolutionary groups started their anti-revolutionary activities.

(... progress, ...)

The other problem which has helped the rising cost of living

(... aggravated ...)

Nowadays we see lots of problems.

(... face ...)

Different people came here to guide good lives.

(... lead ...)

These people need shelter, water, and food to run good lives.

(... lead ...)

The man waiting for a bus at a bus-stop may even lose if the bus is overcrowded.

(... fail to get on the bus.)

Taxi-drivers request fifty cents to one Birr for a very short distance.

(... charge ...)

A family that earns Birr 50 per month cannot accomplish
good life.

(... maintain a ...)

The taxi-drivers receive what they say

(... ask for ...)

Taking its scarcity as an advantage, these people put
any amount of money they please,

(... ask for ... want.)

Any person whether poor or rich can be caught by common
cold.

(... catch a ...)

Its trunk acts like a hand.

(... serves as ...)

Most of them will never give you attention.

(... pay ...)

I decided to join any course.

(... study ...)

He is the one who should heir all the property.

(... inherit ...)

I tried my best to come to the shore.

(... go ...)

I laid there for some minutes.

(... lay ...)

These are the good times for thieves to rob things
like watches, gold rings and money.

(... rob people of their ...)

Since we are members of the world community, we are in crisis.

(... part ...)

One day I went to a shop and asked for the prices of shoes which I bought a month before.

(... ago.)

Taxi-drivers hiddenly sell old spare parts.

(... secretly ...)

Transportation problem in Addis Ababa is very high.

(... crucial.)

So, people who can't afford as much are likely to wait for buses.

(... to pay ...)

Before the revolution, cost of living in this town was very simple.

(... low.)

The traders began to sell goods undergroundly above the normal price.

(... secretly ...)

Ten years before, there were chariots and scooters.

(... ago, ...)

B2.4.2 Derivation (84)

H. It also brings economical crisis.

(... economic ...)

The driness stage depends upon the weather condition.

(... drying ...)

Everybody in the village is very busy. You don't see
any idle personality except babies and the old.

(... person ...)

The village is famous in producing wheat.

(... producing ...)

You shouldn't feel inferiority nor superiority.

(... inferior nor superior.)

Communicational problem are very serious.

(Communication ...)

The increasement of modern armaments to our army is now
advantageous.

(... increment ...)

... are subservient to the culture of the westerns.

(... west.)

These characteristics can be seen in university students,
merchants and government employers.

(... employees.)

Machines that produce consumed goods enable a man to get
necessary things for life.

(... consumer ...)

Most countries produce many kinds of up-to-date weapons
which are more in destruction than ^ before.

(... destructive ... they were ...)

And she says that those who mistreated her once will
lover her now.

(... love ...)

Swimming helps to strong our muscles.

(... strengthen ...)

... the oppressed people wanted to strength their unity.

(... strengthen/build ...)

Among the drawbacks that drinking alcohol brings is
economical bankruptcy.

(... economic ...)

The outlooking of the rulers

(... outlook ...)

Boarding school is a place where students gain many
advantage things.

(... advantageous ...)

Tourists have economical advantage to Ethiopia.

(... economic .../Tourists are
advantageous to Ethiopia economically.)

E. Abroad, they are rendering services for foreigners.

(... to foreigners.)

We killed many somlias during the Somali-Ethiopian war.

(... Somalis ...)

... without any positivity.

(... without any positive results.)

He told me about the increasement of the tax.

(... increment/increase ...)

After going some distant the tanks become empty.

(... distance ...)

Governmental workers did not get increment in salary.

(Government ...)

Their inefficiency in carry out any work

(... inefficiency in carrying ...)

At present the government has proclaimed a campaign
against hungry, disease, and ignorance.

(... declared ... hunger, ...)

The symptoms are headache, fever, and difficult in
breathing.

(... difficulty ...)

If some decisive steps are not taken, the tremendous
growth of the cost of the life will result in serious
problems.

(... living ...)

... those people who were living a luxuries life.

(...luxurious lives.)

The buses are unsufficient.

(... insufficient.)

... the people who are physically strong and health ^to defend their country.

(... healthy enough ...)

... to arrival at the desired place on the right time.

(... arrive ... at ...)

I talked to my acquaintant on that day.

(... acquaintance ...)

B3. Spelling (525)

B3.1 Vowel Errors (279)

B3.1.1 The Omission of Vowels (89)

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
heartily(heartly)	1	1	2
home (hom)	1	-	1
illiterate (illitrate)	2	1	3
imagine (imagin)	2	2	4
important (imptant)	-	1	1
interest (intrest)	-	1	1
jealousy (jealosity)	-	1	1
journey (journy)	-	1	1
leisure (lesure)	1	1	2
lonely (lonly)	1	1	2
manure (manur)	1	-	1
mobilized (moblized)	-	1	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
more (mor)	1	-	1
moreover (morover)	1	-	1
original (orginal)	-	2	2
participate (participat)	1	-	1
period (perod)	1	-	1
pervese (pervers)	1	-	1
popular (poplar)	1	-	1
proclaimed (proclimed)	-	1	1
reasons (resons)	-	1	1
safeguard (safegurd)	-	1	1
youngster (yongster)	1	-	1
security (scurity)	-	2	2
severe (sever)	-	1	1
smoke (smok)	2	-	2
available (avilable)	2	-	2
barley (barly)	1	-	1
benefit(beneft)	2	-	2
benzene, benzine (benzen)	-	4	4
boast (bost)	-	2	2
cause (case)	1	-	1
selebrate (celebrat)	2	-	2
coffee (coffe)	-	2	2
complete (complet)	-	1	1
completely (completly)	1	1	2
competition (comptition)	1	1	2
regime (regim)	-	1	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
country (contry)	1	-	1
encouraging (encourging)	-	1	1
escaped, escaping (scaped, scaping)	-	3	3
extremely (extremly)	1	-	3
females (femals)	-	1	1
fifteen (fiften)	-	1	1
food (fod)	1	-	1
genuinely (genuinly)	1	2	2
have (hve)	-	1	1
smooth (smoth)	1	-	1
sparpart (sparpart)	-	1	1
square (suar)	1	-	1
steadily (steadly)	1	1	2
telephone (telephon)	1	-	1
there (ther)	1	-	1
throat (thrat)	-	1	1
troublesome (troblesome)	-	1	1
usually (usully, usally)	2	2	4
wound (wond)	-	1	1

B3.1.2 Vowel Substitution (60)

muslim (moslem)	1	-	1
municipality (munucipality)	1	1	2

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
murmuring (murmering)	1	-	1
now (naw)	1	-	1
peasant (peasent)	-	2	2
permanent (permenant)	-	1	1
pregnant, pregnancy (pragnant, pregnancy)	2	2	4
previously (prviously)	-	1	1
privilege (privilage)	-	2	2
purpose (porpus, purpus)	1	2	3
reverse (riverse)	1	-	1
semester (semister)	5	-	5
series (siries)	-	1	1
suffered (saffered)	-	1	1
urgent (ergent)	-	1	1
ashtray (ashtree)	-	1	1
beverages (bevarages)	1	-	1
cement (ciment)	-	1	1
charcoal (chircoal)	-	1	1
committees (commettees)	2	-	2
common (commun)	-	1	1
continuously (contineously)	1	-	1
patient (pationt)	-	1	1
coronation (corenation)	1	-	1
dedicated (dedecated)	1	-	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
delegation (deligation)	-	2	2
deoxygenated (dioxygenated)	3	-	3
despair (dispair)	2	-	2
disaster (desaster)	-	2	2
disturbed (desturbed)	-	1	1
dominant (dominant)	1	-	1
efficiency (efficiencie)	-	1	1
equivalent (equavalent, equivalent)	-	3	3
heavily (heavely)	1	-	1
illegal (illigal)	-	1	1
impossible (imposseble)	-	1	1
indispensable (indispensable)	-	1	1
intelligence (intellegence)	1	-	1
laughing (loughing)	1	-	1

B3.1.3 Vowel Inclusion (51)

mountainous (mountainious)	-	1	1
other (othere)	1	-	1
prison (prisone)	-	1	1
reach (reache)	-	1	1
sacks (sackes)	1	-	1
servant (serevant)	1	-	1
transfer (transfere)	1	2	3
trip (tripe)	-	1	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
utilize (utiliaze)	-	2	2
vast (vaste)	-	1	1
atomic (automic)	1	-	1
avoid (avoide)	-	1	1
birth (berith)	1	-	1
bottling (bottleing)	1	-	1
bourgeois, bourgeoisie (beaurgea, beaurgeas, bourejorsie)	4	4	8
bright (breight)	-	1	1
bureaucrat (beaurocrat)	-	1	1
care (caire)	-	1	1
clear (cleare)	-	1	1
customs (customes)	1	-	1
dangerous (dangerious)	-	1	1
earns (earnes)	1	-	1
exploit (exploite)	-	1	1
faculty (facultiy)	1	1	2
general (generale)	1	-	1
habit (habite)	2	-	2
hire, hired (hiered, hier)	-	2	2
hold (holed)	1	-	1
humorously(humourously)	1	1	2
limit (limite)	-	1	1
lit (lite)	1	-	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
intrigue (interigue)	-	3	3
B3.1.4 <u>Y-Ending words</u> (12)			
carrying (carring)	1	-	1
cries (crys)	2	-	2
dizziness (dizyness)	1	-	1
happiest (happyest)	1	-	1
B3.1.5 <u>Confusion Between ei and ie</u> (4)			
receive (recieve)	2	1	3
thief (theif)	1	-	1
B3.1.6 <u>Other Vowel Errors</u> (65)			
destiny (destney)	-	1	1
instead (instade)	1	-	1
amatuer (amature)	3	1	4
check (chake)	-	1	1
departure(departer)	-	1	1
fuel (feul, fwel)	-	11	11
thirty (thrity)	-	1	1
brigade (birgade)	-	2	2
honoured (honered)	1	-	1
luckily (luckly)	-	1	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
manipulating (mamuplating)	1	1	2
pneumonia (neamonia)	-	1	1
taxis, taxies (taxes, txis)	-	19	19
accumulate (accomplate, accumplate)	2	2	4
until (unitile)	2	1	3
crisis (crise)	-	1	1
reactionaries (reactionrie)	1	-	1
ameliorated (amiliarated)	-	1	1
conscientious (conscioints)	1	-	1
depends (dependends)	1	-	1
economics (enconomics)	-	1	1
exercising (exercing)	1	-	1
metropolitan (metropolian)	-	1	1
pretty (ptreety)	1	-	1

B3.2 Consonant Errors (142)

B3.2.1 Consonant Substitution (39)

cancer (canser)	1	-	1
defensive (defencive)	-	2	2
scarcity (scarsity)	-	4	4
service (servise)	1	1	2
expectancy (expentancy)	1	-	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
compensate (compensate)	-	1	1
inflammable (imflammable)	-	1	1
nomads (momads)	1	-	1
permission (perimission)	2	-	2
suffocation (suphocation)	1	1	2
tension (tentension)	2	1	3
things (thinks)	2	2	4
task (tasc)	-	1	1
technique (tecnic)	1	-	1
accidents (accidends)	-	1	1
hundreds (hundrers)	1	-	1
engaged (enjaged)	-	1	1
asthmatic (azamatic)	-	2	2
catch (cath)	-	1	1
lodging (logging)	-	1	1
champion (shampion)	1	-	1
lives (lifes)	-	2	2

B3.2.2 Writing Single for Double

Consonants (40)

B3.2.2.1 When Suffixes and

Inflections are Added

beginning (begining)	2	1	3
compelled (compeled)	1	-	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
equally (equaly),	1	-	1
getting (geting)	-	1	1
horizontally (horizontaly)	1	-	1
morally (moraly)	-	2	2
really (realy)	2	1	3
running (runing)	-	1	1
stirring (stiring)	2	-	2
swimmer (swimer)	1	-	1
traditionally (tradi- tionaly)	1	-	1
wholly (wholely)	1	2	3

B3.2.2.2 When a Prefix is Added

approved (aproved)	2	-	2
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B3.2.2.3 When there is no Suffix
or Inflection

afford (aford)	1	2	3
aggravated (agravated)	-	2	2
collaborated (colaborated)	-	1	1
committed (comitted)	2	-	2
possess (posses)	-	2	2
quarrelling, quarreling (quarelling)	-	1	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
opposing (oposing)	-	2	2
traffic (trafic)	1	-	1
suffocation (sufocation)	2	2	4

B3.2.3 Double for Single Consonants (30)

B3.2.3.1 When a Suffix is Added

buses (busses)	2	-	2
fulfill, fulfil (fullfill)	3	2	5
hiding (hidding)	-	1	1
wasteful (wastefull)	1	2	3
current (curent)	-	2	2

B3.2.3.2 When a Prefix is Added

misleading (missleading)	1	-	1
--------------------------	---	---	---

B3.2.3.3 Incorrect Doubling in other Cases

business (bussiness)	1	-	1
combination (commbination)	1	-	1
consumed (consummed)	-	2	2
control (controll)	-	2	2
deficiencies (defficiencies)	-	1	1
manage (mannage)	2	-	2

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
occasion (occassion)	3	-	3
saboter, sabotage (sabbotage, sabboters)	-	4	4
varies (varries)	1	-	1

B3.2.4 Inappropriate Omission of
Consonants (23)

around (aroun)	-	1	1
burning (buring)	-	1	1
campaign (campein)	1	2	3
excess (exess)	1	-	1
floating (foating)	1	-	1
<u>packing</u> one's goods (paking)	1	-	1
relax (reax)	1	-	1
rushhours (rushours)	-	1	1
sacrificed (sacrified)	1	-	1
shadow (sadow)	1	-	1
should (shoud)	1	2	3
spoonfuls (spoofuls)	1	-	1
unlimited (ulimited)	-	1	1
acquainted (aquainted)	2	-	2
provided (proded)	1	-	1
imperialist (iperialist)	-	1	1
carried (arried)	-	2	2

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
B3.2.5 <u>Inclusion of Consonants</u> (11)			
joke (jock)	-	2	2
Saturday (staturday)	-	1	1
wearing (wearning)	-	1	1
factors (fasctors)	-	2	2
gastritis(gastritics)	1	-	1
hierarchy (higherarchy)	1	-	1
inhabitants (inhabitances)	1	2	3

B3.3 Homonyms (61)

B3.3.1 Homonyms (18)

be (<u>bee</u> as in "to bee kind.")	1	-	1
fourth (<u>forth</u> as in "on the forth day.")	1	-	1
heard (<u>herd</u> as in "I herd him speaking.")	1	-	1
hole (<u>whole</u> as in "the rabbit went into its <u>whole</u> .")	1	1	2
our (<u>hour</u> as in "we went to <u>hour</u> houses.")	2	1	3
outbreak (outbrake)	-	1	1
sea (<u>see</u> as in "see-level.")	1	-	1
sight (<u>site</u> as in "to have a long <u>site</u> .")	1	1	2

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
us (<u>as</u> as in "He came to visit as.")	-	4	4
holiday (holy day)	1	1	2

B3.3.2 Other Words (43)

eat (<u>it</u> as in "I came to it my lunch.")	2	-	1
feeling (<u>filling</u> as in "What is your is your filling.")	-	1	1
fill (<u>feel</u> as in "feel the blank.")	2	-	2
lips (<u>leaps</u> as in "a cigar between his <u>leaps</u> .")	1	-	1
sit (<u>seat</u> as in "When I seat down he seats down.")	2	-	2
advise (<u>advice</u> as in "the doctor <u>advised</u> him.")	1	2	3
breathe (<u>breath</u> as in "You should breath through the nose." nose.")	1	2	3
unity (unite)	2	-	2
recent (resent)	2	1	3
cents (<u>sense</u>)	-	2	2
cost (<u>coast</u> as in "coast price.")	-	2	2

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
dawn (<u>down</u> as in "We must start at down.")	1	-	1
fury (<u>furry</u> as in "He is filled with furry.")	1	-	1
hang (<u>hung</u> as in "Curtains hung over a window.")	1	1	2
lose (<u>loose</u> as in "Loose his temper.")	2	2	4
low (<u>law</u> as in "The moon is law in the sky.")	1	-	1
luck(, <u>lack</u> as in "I wish you good lack.")	1	1	2
many (<u>money</u> as in " I saw money people.")	1	-	1
quit (<u>quite</u> as in "we have a notice to <u>quite</u> .")	1	-	1
rain (<u>ruin</u> as in " He is the <u>ruin</u> .")	-	1	1
sale (<u>soul</u> as in "The car is on soul.")	-	1	1
warm (worm as in " <u>worm water</u> .")1		-	1
weaving (waving)	1	-	1
where (<u>were</u> as in "were did he go?")	1	-	1
thorough (through)	1	-	1

	<u>Homework</u>	<u>Final</u>	<u>Total</u>
enter (inter)	1	-	1

B3.4 Incorrectly Written as One or Two Words (40)

B3.4.1 Incorrectly Divided Words

H. newspaper (news paper)
therefore (there fore)
nowadays (now a days)

E. cannot (can not)
nowadays (now a days)
bloodshed (blood shed)
headache (head ache)

B3.4.2 Incorrectly Written as One Word

H. a lot (alot)
in fact (infact)
in order (inorder)

E. in question (inquestion)
in addition (inaddition)
in spite of (inspite of)

B4. Punctuation (303)

B4.1 The Comma (137)

B4.1.1 H. If you are not still satisfied pick up the book
entitled,

(... satisfied, pick up ...)

When the water has boiled enough ^ reduce the heat
and put the coffee powder in the kettle.

(... enough, reduce ...)

Besides this ^ he has to collect all the necessary
materials such as cement, stone, wood, tin,
etc.

(Besides this, ...)

However ^ one interesting thing about the river is
that it is

(However, ...)

Besides ^ he must keep his personality in order to
be respected by his friends.

(Besides, ...)

It was on Saturday evening ^ July 1974, that I
quarrelled with my parents.

(... evening, July ...)

E. Since children play anywhere ^ they are likely
to be bitten by flies, rats,

(... anywhere, they ...)

Though buses are preferred to cabs ^ one has to wait them for a minimum of an hour.

(... cabs, one ...)

Therefore, in order to avoid the problems I mentioned earlier ^ it would be more advisable to import vehicles.

(... earlier, it ...)

If we look at the cost of the grain "teff" ^ its price is increasing from time to time.

(... " teff", its price ...)

Since the 1966 Ethiopian Revolution ^ cost of living in Addis Ababa has extremely deteriorated.

(... Revolution, cost of ...)

In the evening usually after seven o'clock ^ buses are not even seen.

(... o'clock, buses ...)

This group of people, in my opinion ^ will not hurt

(... opinion, will not ...)

For example ^ if we want to go from here to the Piazza,

(For example, ...)

Besides these ^ there are many international organizations.

(... these, there ...)

On the other hand ^ fuel shortage

(On the other hand, fuel ...)

So ^ transportation is one of the major problems

(So, transportation ...)

This was based on the question of cession of

Erttria from its mother country ^ Ethiopia.

(... mother country, Ethiopia.)

The grain " teff " ^ used for making the Ethiopian

staple food " injera " ^ had a price not more

than fifty dollars per quintal.

(... " teff ", used for making the

Ethiopian staple food " injera ",

had ...)

We will study about buses and taxis; which are

the only transportation means in the city.

(... and taxis, which are ...)

These oranges; however, have not been applauded.

(... oranges, however, ...)

B4.1.2 Superfluous Commas

H. Ethiopia, has famous places like Lalibela and Fassil

(... ∅ ...)

Males usually wear , white shirts and trousers, with

their sleeves rolled up.

(... ∅ ... ∅ ...)

I got the feeling₁ that another person was the writer.

(... Ø ...)

... each dot is large enough₁ to permit the fingers
detect the positions of

(... Ø ...)

We can understand that₁ the tendency of people is

(... Ø ...)

It is true that₁ the amount of money that is spent to
produce a single bullet is estimated to be equal to
the cost of two meals which would enable a starving
person to survive.

(... Ø ...)

Tea, coffee or water should be ready₁ so that it would
be possible to swallow the chewed chat.

(... Ø ...)

They cannot run continuously₁ because their lungs are
not healthy.

(... Ø ...)

E. These political parties were₁ competing with each other.

(... Ø ...)

It affects₁ the lings, the throat or the respiratory
organs as a whole.

(... Ø ...)

What is worse is₁ that the person

(... Ø ...)

What effect, 1 does this bring to these people?

(... Ø ...)

Before, 1 five years people could live

(... Ø ...)

There are considerable home accidents, 1 which are caused
by lack of consciousness.

(... Ø ...)

Although, 1 the town is surrounded by dense forest,

(... Ø ...)

Besides this, factory products such as, 1 clothes, food,
and drinks have become expensive.

(... Ø ...)

Some may believe that, 1 all intellectuals know all things.

(... Ø ...)

Although, 1 it is quite difficult to certainly know their
personal reasons to do so, it has been said that
those people are either opposed to the revolution
or

(... Ø ...)

The only way for them to save their lives is to leave
the country, 1 because

(... Ø ...)

B4.2 The Smicolon (55)

H. They looked around ^ there was nobody.

(around; there ...)

To bake bread, a woman needs flour and water, to cultivate the land, a man needs water either from direct rain or from a river by irrigation.

(... water; to cultivate ...)

The air is not only polluted by the smoke that comes from the factory ^ it is also polluted by smoke from cigarettes .

(... factory; it is .../... factory. It is ...)

Why are many students in this university unwilling; to join the Faculty of Education?

(... ∅ ...)

E. Before the revolution our commercial relationship was with the western world, now it is with the eastern.

(... would; now ...)

Ladies want to reach the market in time, students want to reach the school before classes begin.

(... time; students ...)

Before, 100 kilos of " teff " cost 40, but now it costs 100 or more ^ it means the number of kilos and the amount of money are equal now.

(... more; it means ...)

This group of people, in my opinion, will not hurt

Ethiopia and nobody needs them, therefore ^ they can stay outside if they like.

(... them; therefore, ...)

If it is from the Socialist States, we pay no interest as such, instead, we gain cooperation.

(... as such; instead ...)

As a result, the government has tried to stop the sabotage made by merchants, however the cost of living is not improving.

(... ; however, the ...)

Besides, they knew what kinds of evils they had made ^ and therefore they will never attempt to come back to Ethiopia.

(... made; and ...)

All the necessary things such as " teff ", onion, wheat, corn; coffee, oil etc., have higher demands.

(... corn, coffee ...)

Due to the world economic instability, the cost of industry goods like; clothing, shoes, furniture etc., is increasing.

(... ∅ ...)

B4.3 The Period (30)

H. My father asked when I could report for work?

(... for work.)

It is not only the soldiers who suffer from the war, but also the people who are not engaged in the war, as a result, many houses are ruined.

(... war. As a result ...)

E. Thieves can easily steal money. Since there are many people in the bus.

(... money, since ...)

If the common cold is not treated in time serious problems may result. Such as, bronchite, asthma,....

(... problems such as bronchite, asthma, may result.)

Life became very difficult in Addis Ababa. Because food, clothes, and other necessary things became very expensive.

(... in Addis Ababa because ...)

B4.4 Apostrophe (19)

H. It is not proportional to a person income....

(... a person's income ...)

It's southern port is extremely hot and wet.

(Its ...)

... the number of smokers increase's tremendously

(... Smokers increases ...)

E. One can always see cars lining up at petrol stations.

(... cars' ...)

People cant find buses

(... can't ...)

... dont

(... don't ...)

B4.5 Dashes (7)

H. None.

E. So, anybody who follows these three steps ^ good judgement, the mechanical and chemical processes, can get a good picture.

(... three steps -- good judgement, the mechanical and chemical processes ---)

Before the second world war, when the two republics -- GDR and FRG were not separated, this district was at its glorious age.

(.... -- GDR and FRG -- were not ...)

In that place things were not as we expected them to be when we were in Ethiopia, everything changed.

(... Ethiopia -- everything changed.)

B4.6 Inappropriate Use of Capital Letters (57)

H. ... for Adult status

... in the East (Direction)

Now, However, many Ethiopians use ...; For example,....

(All letters underlined should be small.)

Swimming, an enjoyable spot.

(Important words of titles should be
capitalized.)

E. ... fuel problem. for example,

(... problem. For example, ...)

Every saturday

(Every Saturday ...)

A house maid must be careful in arranging her Kitchen ...

(... her kitchen ...)

... the reasons for the Rising cost of living

(... the rising cost of ...)

Most of the people in Addis Ababa use Buses for
transportation.

(... use buses for ...)

Since A family can't

(Since a family ...)

People from all classes have been ...

(... for all classes ...)

A surprising letter.

(The important words of a title must be
capitalized.)

Christmas celebration

(Important words of a title must be
capitalized.)

B5. Unclassifiable Errors (62)

H. It may pay into price for the country's success.

The other defect is misallocation. Most of the students are devoid of interest as to what to study, which faculty to incorporate.

Imagine what kind of trouble we need to face which only means might be death.

Generally speaking nothing makes a man more relevant than reading books.

The ruined towers were kept with ash to show to the descending generations.

Water is really a well designed substance we ever have in the universe for physical life.

If a person acquires all kinds of swimming, he will be strong in his physical education.

Indeed, the location of the river is at a wonderful place in a sense that it is looked down upon by the huge mountains and plateaus of the northern part of Ethiopia.

Hence, you don't need to be confused by taking the universe too seriously.

But they rather we receive a nasty shock when seeing their first born baby.

Therefore, we have to face our first impressions of the brandnew baby.

They were the one who picked us a draw on what field of study we presume on a discussion of round-table.

We are rather be worried about the exam, but not thorough and profound knowledge which get rid of us from this undermined standard.

For an examinee to be calm and confident in whatever knowledge he has, is may be fifty percent of the success.

Instead, they all are what my own eyes have seen, my own mind has thought and above all, what my heart has felt.

E. They don't have to let their sinks stop and flood the house in dirty water, they don't have to let their walls crack and have hole for rats, be dirty and be house for spiders, they don't have to let their floor say either, because the children in the house will be the first victims of the disease brought by the rats, flies or the bacteria in the dirty water and then pollute the hole household to die.

The rising cost of living affects the life of the people which gradually seen rising after the revolution had broke out in 1966 E.C. on words.

They closed essential materials, spare parts in this case.

The salaries of the government and private workers is stagnant which hinders them to overcome the shortcomings in their lives.

The rising of this cost of living in Addis we lead the people to face a great problem in the future.

... but most buses would start to notice for " especial service " and start flying alone to the factories and organizations hired for their service.

The things that we export from our income it will not cover our outcome.

The only solution to, get rid of the much problem as I thing is to change the living system, because good force can make good neighbouring.

The third most dangerous but that could be easily resolved is husband and wife problem is lack of common understanding that it has remained as a continual life problem through out.

The number of buses assigned on different lines are scarcely made in some cases.

The members of the family not understand the precaution to be taken and the defence to be challenge die off it from time to time in a great amount of numbers.

The main problem is not only the lack of food items in the city, but by the unfair increasing consciousness of the farmers to not allow the necessary food items to the city.

This plight conditions that have relation with world wide economic crisis, have dashed the city dwellers in general the city of Addis Ababa in particular.

Common cold as its name seems easy and simple, is not, it needs protection before and treatment and care after a person is attacked.

The major problem is, they divided the directions into two.

B6. Handwriting (34)

H. No distinction between a and o

aut (out)

Uncrossed " t "

posilive (positive)

negalive (negative)

dislinction (distinction)

Undotted " i "

flu:d (fluid)

E. No distinction between " a " and " o "

come (came)

occidents (accidents)

coreful (careful)

mojority (majority)

No distinction between " e " and " l "

wored (world)

kieeed (killed)

No distinction between " r " and " s "

case (care)

care (case)

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D E C L A R A T I O N

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

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