

**THE EFFECTIVENESS OF TEACHING ENGLISH AS FOREIGN  
LANGUAGE THROUGH GRAMMAR CONSCIOUSNESS-RAISING  
ACTIVITIES TO NINTH GRADE STUDENTS**

**A THESIS PRESENTED TO THE  
SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY**



**IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS OF THE DEGREE MASTER OF ARTS IN TEFL**

**BY  
GEREMEW SEMU**

**JUNE 1994  
ADDIS ABABA**



## ACKNOWLEDGEMENT

I am grateful to Dr. Hailom Banteyerga, my advisor, for his invaluable guidance and constructive views to the realization of this thesis. Without his consistent encouragement and unsparing advice the study would never have come to completion in time.

My heartfelt thanks and appreciation also go to Mr. John Atkins, for his encouragement, and cooperation in providing me with valuable current materials related to this study.

# TABLE OF CONTENTS

	PAGE
<b>ACKNOWLEDGEMENT</b> .....	i
<b>ABSTRACT</b> .....	ii
<b>LIST OF TABLES</b> .....	v
<b>CHAPTER ONE: INTRODUCTION</b> .....	1
1.1 Statement of the Problem .....	1
1.2 The Hypotheses .....	2
1.3 Purpose and Significance of the Study .....	2
1.4 Scope of the Study .....	4
1.5 Limitation .....	4
1.6 Definition of Terms, Abbreviations, and Symbols	5
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	7
2.1 Structuralism and <u>English For New Ethiopia</u> .....	7
2.2 Grammar Consciousness-Raising .....	11
<b>CHAPTER THREE: METHOD</b> .....	16
3.1 Population: Selection, Grouping, Constants and Variables .....	16
3.2 Preparation of Teaching Materials .....	17
3.3 The Classroom Teaching .....	18
3.4 Data Collection: Instruments Used .....	19
<b>CHAPTER FOUR: RESULTS AND DISCUSSIONS.</b>	23
4.1 Results .....	23
4.2 Discussions .....	32

	<b>PAGE</b>
<b>CHAPTER FIVE: CONCLUSION, SUMMARY OF FINDINGS, INFERENCES AND RECOMMENDATIONS</b>	40
5.1 Conclusion .....	40
5.2 Summary of Findings .....	41
5.3 Inferences .....	41
5.4 Recommendations .....	42
 <b>BIBLIOGRAPHY</b> .....	 44
<b>APPENDIX A: Teaching Materials for the Control Groups: <u>English for New Ethiopia: Pupil's Book-9</u></b>	49
 <b>APPENDIX B: Teaching Materials for the Study Groups: The Grammar Consciousness-Raising Activities</b>	 78
 <b>APPENDIX C: Achievement-Test</b> .....	 119
 <b>APPENDIX D: Classroom Observation Report: Teacher -1</b>	 127
 <b>APPENDIX E: Classroom Observation Report: Teacher-2</b>	 129
 <b>APPENDIX F: Interview Questions</b> .....	 131
 <b>APPENDIX G: A Test Designed to Choose Subjects</b> .....	 132
 <b>APPENDIX H: Average Score. of the Test Prepared to Choose Sample and that of 8th Grade English National Examination</b> .....	  137

## LIST OF TABLES

	<b>PAGE</b>
TABLE I : Post-Test Score Distribution of Study Group one and Control Group one.	24
TABLE II : Post-Test Score Distribution of Study Group two and Control Group two	25
TABLE III : Score Distribution of the Overall Study Group and the Overall Control Group in the Pre- and Post-tests .....	27
TABLE IV : Comparision of Overall Study Group and Overall Control Group in Question-type Average Scores of the Post-test .....	28
TABLE V : The Summary of Hypotheses Test Findings	30

## ABSTRACT

The purpose of this study was to find out the effectiveness of the Grammar Consciousness-Raising activities, in comparison with that of English For New Ethiopia: Pupils' Book - 9, to the teaching of English tenses to ninth grade students. The study involved sample population of 52 students, out of which only 40 students attended the experimental classes regularly and took the Achievement-test. There were two study Groups and two Control Groups. The Control Groups were taught through English For New Ethiopia Pupils' Book - 9, and the Study Groups were taught through the Grammar-Consciousness-Raising activities. There were two participating teachers who were assigned to teach one, Control and one Study group each.

Achievement-test was prepared and given before and after the experiment both to the Study and Control Groups to see the progress they made due to the experimental teaching. Statistical test showed that the average score of the Overall Study Groups was significantly greater than that of the Overall Control Groups. Therefore, the Null Hypothesis that there would not be any significant difference between the effectiveness of the methods of teaching used in the Study and Control Groups had to be rejected. The conclusion drawn is that the Grammar Consciousness-Raising activities should be incorporated in the teaching of English in Ethiopian schools.

# CHAPTER ONE

## INTRODUCTION



### 1.1 Statement of the Problem

English and other subject teachers usually complain about the poor performance of most Ethiopian high school students in the English language. It has also been observed that after learning English as a subject for six years, and using it as a medium of instruction for two years in the junior high school most ninth grade students have difficulty in the use of the language. The English these students produce is said and found to be poor mainly in terms of accuracy, fluency and meaningfulness. This problem is attributed, among other factors, to the way English grammar is treated in the students' textbook. In this book students are expected to learn grammar automatically based on the principle of learning language through overt habit formation, and it encourages them to learn through partial experience. Problem solving activities that help students to be aware of how the grammar works are not used. Students are not encouraged to get meaningful experience in order to learn grammar through abstraction and discovery.

In foreign language teaching, several ways have been suggested to help students learn grammar, of which Grammar Consciousness-Raising activities form one option. This method of teaching grammar provides learners with interactive tasks and problem solving activities which encourage them to be aware of the grammar on focus.

In this study the practicality and effectiveness of Grammar Consciousness-Raising classroom activities are tested in an attempt to understand the process of

foreign language learning. Two alternative hypotheses are stated and tested (see 1.2) to see the effectiveness of the Grammar Consciousness-Raising methodology in teaching grammar.

## 1.2 The Hypotheses

### 1.2.1 The Null Hypothesis ( $H_0$ )

There will not be a significant difference between the effectiveness of teaching grammar through Grammar Consciousness-Raising activities and the effectiveness of teaching grammar through English For New Ethiopia: Pupil's Book-Nine, to ninth grade students.

### 1.2.2 The Alternate Hypothesis ( $H_1$ )

There will be a significant difference between the effectiveness of teaching grammar through Grammar Consciousness-Raising activities and the effectiveness of teaching grammar through English For New Ethiopia: Pupil's Book-Nine, to ninth grade students.

## 1.3 Purpose and Significance of the Study

The purpose of learning a foreign language is to use the language competently in areas where the language is required. So, foreign language curriculums are designed in such a way as to meet the specified objectives of learning the target language. In Ethiopia, English is taught as a subject at primary, secondary, and tertiary levels to enable learners use the language as a medium of communication, especially for academic purposes. Besides, it is used as a medium of instruction starting from the junior high school level in all government schools.

In spite of the long time effort that has been made to attain the objectives of English language teaching programs in Ethiopia, the outcome has not been

encouraging. According to some veteran teachers, the condition has become worse since the introduction of the English text books that are used now (i.e. the ENE series). Indeed, the problem is so serious that every endeavour has to be made to find alternative means, at least to lower the magnitude of the problem. Several experiments have been conducted at Addis Ababa University, in response to the problem. For example, Hailom Banteyerga (1982), B. Morris (1983), Hailemichael Aberra (1984) and Worede Yisehak (1986) have examined the problem from different angles.

The study made by Hailom Banteyerga (1982) was to compare the effectiveness of the communicative approach vs the structural approach in the teaching of 'English conditional sentences to first year students of Addis Ababa University.' The study has indicated that the results of the communicative approach were better than that of the structural approach. Similarly, Barbara Morris (1983) conducted a survey on 'the English language communicative needs of Addis Ababa University Students.' The findings of her study have revealed that the Addis Ababa University students have problem in the use of the English language. Hailemichael Aberra, has also made a study to compare the effectiveness of the communicative approach vs the traditional approach in the teaching of 'English reading comprehension' to Addis Ababa University students, and his findings were similar to that of Hailom. The study made by Worede Yisehak (1986) was to compare the effectiveness of the structural approach and the form-function approach to the teaching of 'English modal auxiliaries' to freshmen students of Addis Ababa University. The findings of this study revealed that the form-function approach showed better results than the structural approach.

Similarly, in this study the effectiveness of the Grammar Consciousness-Raising activities is studied. It is an experimental study focusing on both process and

product (i.e. describing what happened and analysing the results). The products are examined in terms of learners' observed abilities and test scores.

#### **1.4 Scope of the Study**

In this study grammar is seen in terms of sentence and text grammar (i.e. learners' ability to write acceptable sentences and coherent texts). The study is delimited to the use of tenses, for the following reasons:

- a. students are observed having serious problems with tenses,
- b. the use of tenses is very much dependent on the understanding of meaning which in turn presupposes thinking cognitively. Thus, tenses are felt to be appropriate for testing grammar consciousness-raising classroom activities.

#### **1.5 Limitation**

To bring about a marked difference in the ability of learners in a foreign language, ample time is required so that they could be exposed to the language adequately and practice it sufficiently. However, the teaching in this experiment was limited only to two and half months (i.e. 33 periods) due to time and resource constraints.

Moreover, to arrive at a reliable conclusion in a particular study the samples in the experiment have to be large enough and should represent different members of the target population. Nevertheless, the samples for this study are selected from one government high school because the researcher was unable to find students from other schools who could participate in the experiment willingly. However, since the condition of all government high schools in Addis Ababa is more or less similar (i.e. in relation to teachers, number of students, teaching materials) the study could apply to other schools, too. All in all, it is hoped that some insights could come out from

the study to improve the teaching of grammar.

## 1.6 Definition of Terms, Abbreviations and Symbols

### 1.6.1 Definitions

**Consciousness-Raising:-** the drawing of the learner's attention to features of the target language.

**Form:** refers to the shape of a lexical item (written or spoken) used to express something in language, as opposed to meaning.

**Approach:-** 'It is the fully developed 'package' deal of attitudes, principles, perhaps theories, backed by substantial range of teaching materials and exemplifications, of the ideology in practice that inform a particular school of thought in language teaching.'  
(Stevens,1980).

**Methodology:-** refers to the 'entire gamut of teaching techniques, instructional procedures, 'methods ...' ( Stevens, 1980).

**Method:-** refers to a specific set of teaching techniques and materials( Stevens, 1980).

**Materials:-** refers to text books, readers, ... flash-cards, games etc, and any pedagogical tools that teachers and learners make use of -

together with the equipment and aids that may be necessary in order to present particular materials (Stevens,1980).

### 1.6.2 Abbreviations

GCR = Grammar Consciousness-Raising

CR = Consciousness-Raising

ENE = English For New Ethiopia

- CG = Control Group  
SG = Study Group  
OSG = Overall Study Group  
OCG = Overall Control Group  
t-cal. = t-calculated  
t-tab. = t-tabulated

### 1.6.3 Symbols

- $\bar{X}$  = Mean  
S.D. = Standard Deviation  
 $n_1$  = Number of sample population in the first Group  
 $n_2$  = Number of sample population in the second Group.  
t-test = Means difference test  
 $\alpha$  = Alpha  
 $H_0$  = Null Hypothesis  
 $H_1$  = Alternate Hypothesis  
CV = Coefficient of Variance

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Structuralism and English for New Ethiopia

English for New Ethiopia has been in use for more than a decade to teach English in Ethiopian schools. Methodologically it is very much influenced by the structural approach to the teaching of foreign languages. Thus, grammar and vocabulary are focused on. The emphasis given to these language components seems to be based on the assumption that once the vocabulary and the basic grammatical forms of the language are mastered, the learner could use the language for various purposes.

Since the end of World War II, the influence of structural linguistics on foreign language teaching has been tremendous. It attempts to make the learners focus on selected linguistic structure in order to be able to use the language. The structural approach to the teaching of grammar has been very much elaborated by such structuralists as Robert Lado and Francis Mackey. According to R. Lado (1964: 38), second language learning refers to "acquiring the ability to use its structure within a general vocabulary...." Francis Mackey (1965: 257) also describes language as interrelated habits, and focuses on the structural aspects of language in the teaching-learning process.

Structuralists believe that foreign language learning is basically a process of habit formation; and the habit is formed most effectively by giving the learner the right response, but not by letting him/her make mistakes. Correct responses are assumed to be learned better if they are immediately reinforced (Paul, 1973). Hence

the structure of the language, according to R. Lado (1964: 50), requires pattern practice through such activities as mimicry, repetition and memorization. The aim is to help the learner form correct habits of usage. Therefore, the teacher focuses on the structural forms of the language; he/she models and drills language pattern through such exercises as substitution, expansion and transformation. So, what the learner practises is the usage of words and structures in isolated sentences and even units smaller than the sentence (Garellet, 1980: 6).

Similarly, Politzer (1961: 19) is of the opinion that it is possible to teach the major patterns of a foreign language without letting the learners know what they are saying; and it is only after the learners have gained complete and 'automatic' control over the grammatical patterns would they be acquainted with precise meaning of what they have learned. In relation to this view, F. R. Morton (1961) suggests that language is a mechanical skill, and meaning is not an aspect of language at all. Hence, teaching must be directed at developing a skill in control of forms of the language.

The aim of pattern practice in structural approach, according to D.A. Wilkins (1972: 22), who is a critique of this approach, is to give the learner the maximum opportunity to produce "correct grammatical forms with promptness, accuracy, and minimum conscious thought". Thus, the pattern practices are principally concerned with form and not with meaning.

So, in the structural approach, language learning is seen as a mechanical process of habit formation. Besides, effective way of language learning is considered as the mastery of its structural forms through pattern practice and the importance given to the form is higher than that of its meaning.

Although it is difficult to say that a certain way of language teaching is right and another is not, people in the field have questioned the structural approach to second/foreign language teaching. For instance, against the view that language is merely a matter of interrelated habits and that language learning is acquiring the ability to use its structure, M.A.K. Halliday et al (1970) write the following: "... learning takes place readily if the language is encountered in active use than if it is seen or heard only as a set of disembodied utterances or exercises." (p. 18) Similarly, Worede Yisehak (1986: 10) remarks that foreign language learning is not as such a mere rote memorization of language forms and structures, but involves reasoning, proposition and making deductions; and it has to be purposeful. W. R. Lee (1969: 3) also notes that effective learning and the frequency of repetition are not directly proportional. Thus, for practice to result in successful learning, among other factors, the material to be learnt has to be meaningful and related to real life situation.

The main purpose of 'grammar teaching' in the structural approach is to provide the learner with knowledge of the language system so that he/she can use it in various communicative activities. It has been assumed that the means by which the learner internalizes this knowledge is through performing different activities that help him/her practice the language skills. However, the principal aim of the activities is to enable the learner master the language system. Hence more emphasis is given to the knowledge of the linguistic system than its use. This kind of teaching according to H.G. Widdowson (1990), is less natural and 'inconsistent with the communicative ends of learning'. Therefore, it fails to help the learner to learn for him/her-self how to use linguistic knowledge in communication. When describing the reason to this problem, H.G.Widdowson (1990) writes the following:



"This is not surprising. For the structural approach requires the learners to conceive of the foreign language as something very different from their mother tongue, something designed as a subject with its own rules for learning which seem to have very little in common with the learners' own experience of language. For their own experience will have been in using language in the mediation of meaning for some purposeful outcome and not in the contemplation of the formal and semantic properties of the medium itself...." (p.158)

The assumption of the structuralists that the appearance of correct grammatical forms in the learners' productive skills which is considered to be the only real evidence for success in language teaching is questioned by D.H.Hymes (1971), H.G.Widdowson (1978), C.J.Brumfit (1979), and D.A.Wilkins (1972). For instance, D.H.Hymes (1971:15) remarks that 'there are rules of use without which the rules of grammar would be useless.' Therefore, the overall underlying knowledge and ability for language use which the learner possesses involves more than knowledge of grammaticality, and includes 'appropriateness' and 'acceptability.' Similarly, Widdowson (1978) remarks:

"Knowing what is involved in putting sentences together correctly is only one part of what we mean by knowing a language, and it has very little value on its own; it has to be supplemented by a knowledge of what sentences count as in their normal use as a means of communicating." (p.118)

In general, the structural approach to language teaching is preoccupied with matters of form and the semantic properties of the language itself. The purpose of the classroom activities is to transmit linguistic knowledge. Hence, the approach doesn't allow the learner to learn through use. Nevertheless, structuralism is still widely used in the teaching of English. As noted earlier, the teaching of English language in Ethiopia is also underpinned mainly by ideas and beliefs of structuralism.

## 2.2 Grammar Consciousness-Raising

Grammar consciousness-raising is a term used by Sharwood Smith (1981) who says that the teaching of grammar requires degree of 'explicitness and of elaboration'. Explicitness refers to the extent to which 'the metalanguage of formal grammar' is used by the teacher. 'Elaboration refers to the amount of space and time taken up by the presentation of the rule'. (R. Ellis, 1984: 13).

The concept of Grammar Consciousness-Raising has also been elaborated by other applied linguists. For example, C. H. Candlin (1986) says that the concept agrees with the main principles of the communicative approach, in that it presupposes drawing upon the contributions of the learner and seeks to refine his/her 'metacommunicative and metacognitive awareness.' The difference lies in its object of focus. That is, it is concerned with developing the learners 'powers of judgement and discrimination' with regard to the 'semantic and discoursal aspects of the grammatical structures' of the target language. (in W. Rutherford, 1987: IX).

According to W. Rutherford (1987: 24), consciousness-raising is a means to the development of grammatical competence in the target language, which is 'necessary, but not sufficient'. Therefore, it is not something to be memorized and recalled when producing utterances. Rather, it is a grammatical process the role of which is consistent with the 'top-down' principle of grammatical function.

Some applied linguists have suggested various classroom activities as a means to raise grammatical consciousness of the learner in the target language. For example, R. Ellis (1993) suggests consciousness-raising activities which encourage learners (with the help of the teacher) to try to discover particular grammar rules, to learn about the grammar point for themselves and to use them in communication immediately.

Similarly, W. Rutherford (1987) suggests two kinds of consciousness-raising 'instruments' (activities) and divides them into those that ask the learner for judgement and discrimination of some kind, and those that pose a task to be performed or a problem to be solved. According to H. Widdowson (1983), problem-solving activities are very useful; but they should be controlled in order to make increasing demands upon the knowledge of the target language system. Such activities require the learner to make use of his/her 'schematic knowledge' in making 'inferences and conclusions;' in 'negotiating the conveyance of information and intention.' The learner is also required to make 'reference' to the system of the target language as a means of realizing the problem solving process through language use. (see Widdowson, in Holden, Susan (ed.), 1984: 11).

On the bases of the aforementioned views, the concept of Grammar Consciousness-Raising does not seem to agree with the notion of language learning only in a natural way. For instance, Krashen (1978: 1-2) argues that language acquisition only takes place when the learner is exposed to meaningful input which is slightly beyond his present comprehension. According to this view, the process of language acquisition is considered to be very similar to what a child undergoes to acquire his/her first or second language. The process requires meaningful interaction (natural communication), and the learner is not concerned with the form of the target language, but with the messages he/she is conveying and understanding. Thus, the teaching of grammar is assumed to have a minimal effect on the acquisition of linguistic competence in the second language (i.e. the learning cannot become acquisition). (See also Krashen, 1982, and Newmark, 1966). Where as proponents of the Grammar Consciousness-Raising assume that providing the learner with Grammar Consciousness-

Raising activities which he/she performs interactively integrate grammar instruction with opportunities for meaningful communication and may enable the learner to develop explicit knowledge of the target language rules which will promote the acquisition of implicit knowledge. (Danks and Gans, 1975, S. Fotos and R. Ellis, 1993).

The notion of Grammar Consciousness-Raising is also different from the structuralist view of grammar teaching in a number of pedagogical assumptions. For instance, the structural approach to language teaching assumes grammar teaching as a necessary and sufficient condition for the development of linguistic competence and tries to instill the competence directly. The target linguistic system is thought to be learned best through overt teaching of structural patterns by involving the learner in pattern practice drills that encourage him/her attend to the structure and form of the language more than its meaning. The learner is directed to learn units of the language from smaller to greater whole. (Hailom Banteyerga, 1982). On the other hand, though Grammar Consciousness-Raising is a means to the attainment of linguistic competence, it is not considered to be sufficient. The linguistic system of the target language is believed to be learned effectively through the use of tasks and problem solving activities. The focus is on helping the learner to realize the form-meaning relationship and to experience language as a meaningful whole. (Harley and Swain, 1984). The significance of Grammar Consciousness-Raising lies in that it is concerned not only with exposing the learner to language data, but also with providing him/her with opportunities to be involved in activities requiring the productive use of the data in meaningful situations. Besides, it encourages 'an active, discovery-oriented approach on the part of the learner'. (Fotos and Ellis, 1993).

Among the various research findings that have given support to Grammar Consciousness-Raising activities the following are some. For example, on the basis of his research finding Spada (1985) notes the following:

"... learners who live in what Krashen (1981) has referred to as 'acquisition - rich environments' and take advantage of such settings to use their communicative skills in the L<sub>2</sub>, also need opportunities to focus on the structural properties of the language and attend to form." (p. 23)

In relation to this finding, Reber et al (1980: 500) suggest that a combination of explicit and implicit learning, together with interference effects, is preferable to the use of only one or the other. Similarly, Harley and Swain (1984: 309) have found that exposing the language learner only to meaningful input, though very essential, is not a sufficient condition to be able to produce 'a marked formal aspect of the L<sub>1</sub> in a classroom setting.' Ellis (1993) remarks that a language teaching program should consist of opportunities for using the language communicatively and it should also 'seek to draw out the learner's attention to problematic grammatical features and use them in communication immediately.' Not different from the above views, H. G. Widdowson (1990: 125) says that since 'the purpose of pedagogy is to actualize the mutual dependency between linguistically coded potential and its realization', the learner needs to be involved in problem-solving tasks, with 'explicit reference' 'to the formal resources for meaning intrinsic in the language.'

Grammar tasks that emphasize Consciousness-Raising, however, are also said to have their limitations. According to S. Fotos and R. Ellis (1993), some learners may not want to talk about grammar, it may not motivate them or they may find it difficult to discuss because they may not have the necessary basic 'metalinguistic' knowledge. Besides, learners have been observed to resort entirely to the L<sub>1</sub> during

grammar tasks. All of these, of course, may have negative effects on the acquisition of the target language.

The points reflected above demonstrate that language teaching should combine the treatment of structural forms with meaningful interaction. It should also be noted that both Grammar Consciousness-Raising activities and the structural approach to language teaching provide the learner with instruction as well as exposure. Nevertheless, they basically differ in the method they use. Structuralists believe that language is learned through habit formation and the technique of learning through partial experience is used. However, Grammar Consciousness-Raising activities help the learner understand how grammar is used to effect communication. Therefore, grammar learning is seen as a cognitive process where the learner gets language data and try to make sense how it works and how the rules of grammar are used. In fact, it can be said that Grammar Consciousness-Raising activities take grammar as a means where as structuralism assumes grammar as an end in language learning. Thus, Grammar Consciousness-Raising activities are more process-focused while structural based activities are more product-oriented. This, indeed, is the basic difference in them to the teaching of grammar. Nevertheless, both of them agree that grammar is central in language learning. Thus, by comparing and contrasting Grammar Consciousness-Raising activities and the structural approach to grammar teaching, this study will examine which one is more effective to help Ethiopian high school students learn grammar,

## CHAPTER THREE

### METHOD

#### 3.1 Population: Selection, Grouping, Constants and Variables

In this chapter the research methodology is discussed. A description of the research population is given in terms of selection, sampling and grouping. The variable tested and the constants observed are indicated. Moreover, a brief account is made of the materials used during the experimental period, the classroom teaching, and the instruments used to collect data. The analyses of the data is given in chapter four.

##### 3.1.1 Selection and Grouping

Ninth grade students in SOS Secondary High School (governmental) were briefed about the aims and objectives of the study. 107 students volunteered to participate and attend the experimental class for two and half months. Out of the 107 students, only 52 students were selected on the bases of their eighth grade English national examination results and on the results of the test administered to choose samples (see AppendicesG,H). During the test, students were asked to write their age, and mother tongue, for these were used as additional selection criteria. Hence, the age level of the sample was between 13 and 15, and all of them use the Amharic language as their mother tongue. The 52 students were randomly classified into four groups, each group consisting of 13 students. The four groups then, formed Study Group one (SG-1) and two (SG-2), Control Group one (CG-1) and two (CG-2) by lot. Out of the 52 students only 40 students attended the experimental class regularly and took the post-test.

Two instructors were involved in the experimental teaching. The instructors were selected on the basis of their English language proficiency and their attitude towards the teaching of English. SG-1 and CG-1 were taught by one instructor, and SG-2 and CG-2 were taught by another instructor. The instructors were oriented about the methods and techniques of teaching through Grammar Consciousness-Raising activities and the English textbook for grade nine. Besides, the instructors were asked to keep a record of their classroom observation.

### 3.1.2 Constants and Variables

The constants for the Study and Control Groups were mother tongue (Amharic), time (two and half months), instructor, and background knowledge of English. (see Appendix G, for the test used to determine the level of English of students). The variables were the teaching methods.

## 3.2 Preparation of Teaching Materials

### 3.2.1 Teaching Materials for the Study Groups.

Teaching materials with classroom activities on the English tenses were prepared for the Study Groups. Attempts were made to make the materials reflect the basic principles of the Grammar Consciousness-Raising methodology. (see Appendix B). Most of the exercises and activities were adapted from books and were modified following the ideas suggested by H. Widdowson (1978), S. Sharwood (1981), W. Rutherford (1987), and R. Ellis (1993). A few of the materials that were adapted were those of Freebrian (1991), J. Curtin (1984), Adrian D. and C. Jones (1991), J. Harmer and S. Elsworth (1987), C. Sion (1985), and H. Widdowson (1990).

### 3.2.2 Teaching Materials for the Control Groups

The teaching materials used to teach the Control Groups were taken from

English For New Ethiopia: Pupil's Book-9. The materials were used as they appear in the textbook. (see Appendix A).

### 3.3 The Classroom Teaching

The common goal of all approaches to foreign language teaching is developing communicative competence. Nevertheless, they have many differences in the method they follow in attaining the same goal. One of these differences is the way they follow to teach grammar in the classroom. Hence, various approaches follow some basic pedagogical assumptions for grammar teaching. Even though teachers prefer one method to another, the teachers who participated in the experimental teaching were asked to observe and follow the basic assumptions required to teach through Grammar Consciousness-Raising activities for the Study Groups and structuralist approach for the Control Groups.

#### 3.3.1 Teaching through the Grammar Consciousness-Raising Materials

The following principles underpinned the practice of teaching through the Grammar Consciousness-Raising materials.

- A. Students were allowed to work at their own pace.
- B. Learning was viewed as a co-operative and supportive task. Hence, students were helped to learn not only from the teacher, but also from each other through pair and group activities. Individual activities were also given attention.
- C. Errors were indicated and corrected whenever they interfere with effective use. (H. Widdowson, 1983). However, care was taken not to hurt the learners' feelings when correcting errors.
- D. Students were encouraged to produce connected sentences and discourses in

writing and speaking by applying the grammar they learnt.

- E. Grammatical forms were taught in relation to the meanings they hold in different contexts.
- F. Most of the classroom talkings were made by the students and the teacher's intervention was limited to giving guidance, cues, feedback, and management of activities. (see Allwright, 1981).

### 3.3.2 Teaching through English For New Ethiopia: Pupil's Book-9

The following principles underpinned the teaching practices of English for New Ethiopia.

- A. Structural items were focused on.
- B. Students learned based on the principle of language learning through partial experience.
- C. Drilling on discrete language item, sentence completion and transformation were practised to learn the usage of new language items.
- D. Controlled and graded exercises were used to minimize conditions for error making. All errors made by students were immediately treated.
- E. Use of  $L_1$  was totally discouraged.

### 3.4 Data Collection: Instruments Used

In the data collection process tests were developed and used to collect quantitative data. Opinions of the teachers as well as of the students involved in the project were also collected.



### 3.4.1 Achievement Test

Achievement-test is a pedagogical means used to find out how much each student, and the class as a whole, has learnt of what has been taught. The test aims to measure learners' progress in learning a particular knowledge in a given time. In this study, Achievement-test, rather than proficiency test, was used because the latter involves assessment of a wide area of language performance which takes account of a range of parameters. The test is not easy to operate and students are not familiar with it. Hence, Achievement-test is preferred, for the purpose of this study, due to its convenience in preparation, administration and scoring.

The test was prepared and administered to sample students to measure its reliability and validity. After making the necessary changes in the test items, the standardized test was given to all the subjects before the experiment to see the level of their competence in English grammar, particularly tenses (see Appendix C for the Achievement-test). At the end of the experimental teaching, which lasted two and half months, the Achievement-test was administered to both the Study and Control Groups. The purpose of this test was to find out whether the subjects have improved significantly and also to see which ones achieved better. The test papers were corrected by another teacher who didn't participate in the experimental teaching. Correction and evaluation of test papers were confirmed by the advisor of the researcher.

The test was prepared on the basis of specific objectives and included five types

of questions. The objectives and the test types are outlined below:

- A. To test the learners' ability to extract information implicitly stated in a passage using grammatical clues - comprehension questions were set.
- B. To measure the ability of the learners in recognizing and identifying correct grammatical forms - multiple choice type questions were set.
- C. To measure the students' ability to recognize correct discrete, grammatical forms - sentence completion type questions were prepared.
- D. To measure the learners' ability to construct single grammatical and meaningful sentences - sentence composition type questions were prepared. This type had two parts: in the first part, the testees were asked to write complete sentences of their own by responding to a set of questions. In the second part, the testees were asked to construct meaningful grammatical sentences using words and phrases given in a table.
- E. To measure the ability of the students in expressing their views and experiences in meaningful, coherent, and grammatical sentences - they were asked to write a text in five sentences.

#### 3.4.2 Hypotheses Testing Instruments

To determine whether the mean score differences in the pre- and post-tests between the study and control groups were significant, or not - the t-test was used. Moreover, comparisons were made in test-type average scores between the overall study and Control Groups to see the performance of the

students in the various sections tested. (see Table IV ).

### 3.4.3 Other Data Sources: Qualitative Data

In order to gather the opinions of those who participated in the project (the teachers and the students) teachers were asked to reflect on their observations and experiences in using the two methodologies of language teaching. (see Appendix D, E). Students were also interviewed in the L<sub>1</sub> about the method of teaching used in the Study and Control Groups. (see Appendix F for the interview questions). These data were believed to be means of understanding the teaching- learning process. (see chapter four for results and discussions).

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

In this chapter the statistical analysis of the data and the discussions on the results and the process observed are presented.

#### 4.1 Results

##### 4.1.1 Achievement Test (Post-test)

The post-test scores of Study Group one (SG-1) and Control Group one (CG-1), which were taught by the same teacher are shown in TABLE-1. Study Group-one consisted of ten students. Its average score is 68.1% and the coefficient of variation is 9.9%. Control Group one had ten students. Its average score is 53.3% and the coefficient of variation is 12.7%. (The coefficient of variation is computed by the formula,  $\frac{SD}{\bar{X}} \times 100$  . The computed means show that the Study Group performed better than the Control Group. (see Hypothesis Testing 4.1.2). The coefficient of variation is also significant in both groups suggesting that the two methods tested promoted individual differences. Although the Control Group was expected to show homogeneity, it rather became heterogenous group toward the end of the project. Thus, the assumption that learning a foreign language is done by imitation and consequently is a process of habit formation is questionable.

TABLE I

Post-test Score Distribution of Study Group-one and Control Group-one

SG-1	CG-1
58 %	45 %
61 %	45 %
63 %	48 %
65 %	48 %
65 %	54 %
68 %	54 %
74 %	56 %
75 %	57 %
76 %	61 %
76 %	65 %
N= 10	N= 10
X= 68.1 %	X= 53.3 %
SD ≈ 6.7074	SD ≈ 6.7667
CV = 9.9%	CV = 12.7%

The post-test scores of Study Group-two (SG-2) and control-Group-two (CG-2), both of which were taught by one teacher, are indicated in TABLE-II. Study Group-two had ten students. Its average score and coefficient of variation are 67.7% and 12.2% respectively. Control Group-two had ten students and its average score and coefficient of variation are 52.9% and 10.9% respectively. The mean scores show a significant difference between the Study and Control Groups. The Study Group performed better than the Control Group. The coefficient of variation in both groups is also significant indicating that both methods promoted significant individual variations.

TABLE II

Post-test Score Distribution of Study Group-two and Control Group-two

SG-2	CG-2
55 %	43 %
60 %	48 %
62 %	48 %
63 %	49 %
63 %	54 %
70 %	57 %
72 %	57 %
76 %	58 %
76 %	58 %
80 %	60 %
N = 10	N = 10
X = 67.7 %	X = 52.9 %
SD = 8.2334	SD = 5.7504
CV = 12.2%	CV = 10.9%

The pre- and post-test scores of the Overall Study Group- (i.e SG-1 and SG-2 taken together) and that of the overall Control Group (i.e. CG-1 and CG-2 taken together) are shown in TABLE-III. The Overall Study Group (OSG) had twenty students. Its average score and coefficient of variation in the pre-test are 15.25% and 11.8% respectively. The average score and coefficient of variation of the overall Study Group in the post-test are 67.9% and 10.8% respectively. The Overall Control Group (OCG) similarly had a total of twenty students. Its average score and coefficient

of variation in the pretest are 15.45% and 14% respectively. The group's average score and coefficient of variation in the post-test are 53.25% and 11.5% respectively. Comparison of the scores in the pre and post-tests show that both the Overall Study and Overall Control Group improved as the result of the teaching made during the experiment. Both groups had more or less similar average scores in the pre-test. Nevertheless, individual variations remained significant in both pre- and post- tests. Individual Variation of Course is expected with instructions given based on Grammar Consciousness-Raising methodology, because it focuses on discovery and problem solving tasks which are likely to be perceived and approached in different and alternative ways by learners. What is, indeed, remarkable is that structure based activities which focus on learning through correct habit formation and partial experience did not reduce variation. In fact, variation among members in the Control Group also increased. It seems that classroom instruction should be governed by the principle of providing options for students to test their ideas and learn from complete experience.

TABLE III

Score Distribution of the Overall Study Group and the Overall Control Group  
in the Pre- and Post-tests

PRE-TEST		POST-TEST	
OSG %	OCG %	OSG %	OCG %
11	11	55	43
12	12	58	45
13	13	60	45
13	13	61	48
14	14	62	48
15	15	63	48
15	15	63	48
15	15	63	49
16	15	63	54
16	15	65	54
16	16	65	54
16	16	68	56
16	16	70	57
16	16	72	57
16	17	74	57
16	17	75	58
17	17	76	58
17	18	76	60
17	18	76	61
18	20	80	65
N= 20	N= 20	N= 20	N= 20
$\bar{X}$ = 15.25%	$\bar{X}$ = 15.45%	$\bar{X}$ = 67.9%	$\bar{X}$ = 53.25%
SD= 1.8025 CV 11.8	SD= 2.1637 CV 14%	SD= 7.3119 CV 10.8%	SD= 6.1119 CV 15.5%

The average scores of the Overall Study Group (OSG) and the Overall Control Group (OCG) are shown in TABLE-IV. The average scores obtained by the (OSG) in Question types 1,2,3,4, and 5 are: 69%, 74.25%, 71.25%, 69%, and 65% respectively, and that of the (OCG) are: 50.5%, 73%, 69.5%, 48%, and 40.5% respectively. Thus, in Question types 1,4, and 5, the Overall Study Group performed much better than the Overall Control Group. Where as, in Question types 2 and 3, the differences between the average scores of the two groups, were very small. That is, both of them did almost equally well.

TABLE-IV

Comparison of (OSG) and (OCG) in Question-type Average Scores of the Post-test

	QUESTION-TYPES	GROUP	AVERAGE SCORE
1	Comprehension questions	OSG	69%
		OCG	50.5%
2	Multiple Choice Questions	OSG	74.25%
		OCG	73%
3	Sentence Completion Questions	OSG	71.25%
		OCG	69.5%
4	Sentence Construction questions	OSG	69%
		OCG	48%
5	Text-Writing Questions	OCG	65%
		OCG	40.55%

#### 4.1.2 Hypotheses Testing

The Null hypothesis ( $H_0$ ) of this study was that there would not be a significant difference between the effectiveness of teaching grammar through Grammar Consciousness-Raising activities and the effectiveness of teaching grammar through the approach used in English For New Ethiopia: Pupil's Book-9, to ninth grade students.

The Alternative Hypothesis ( $H_1$ ) of the study was that there would be a significant difference between the effectiveness of teaching grammar through Grammar Consciousness-Raising activities and the effectiveness of teaching grammar through the approach used in English For New Ethiopia: Pupil's Book-9, to ninth grade students.

To determine whether the difference, in the post-test average scores between the Study and Control-Groups was statistically significant, or not, the t-test was used and the following results were found (see TABLE-V below).

The t-calculated for the Overall Study Group (OSG) and Overall Control Group (OCG) was 6.8747 and the value of t-tabulated was 2.101. The test indicated that the difference between the post-test average score of the two groups was statistically significant (see Table V). Therefore, the Null Hypothesis is rejected.

The t-calculated for the Study Group one (SG-1) and Control Group one (CG-1) was 4.9122 and the value of t-tabulated was 2.306. This shows that the difference between the post-test average scores of Study Group one and Control Group one was statistically significant. So (SG-1) was superior to (CG-1) in the post-test.

The t-calculated for the Study Group two (SG-2) and Control Group two (CG-2) was 4.6602, and the value of t-tabulated was 2.306. Hence, the difference between the post-test average scores of the two groups was statistically significant, indicating that Study Group two did better than Control Group two.

The t-calculated for the Study Group one (SG-1) and Study Group two (SG-2) was 0.0217, and the value of t-tabulated was found to be 2.306. It can be seen that the t-calculated is less than the t-tabulated. Therefore, the difference between the post-test average scores of the two groups is not statistically significant. This means that the two Study Groups (SG-1 and SG-2) performed more or less equally well.

The t-calculated for the Control Group one (CG-1) and Control Group two (CG-2) was 0.1424, and the value of the t-tabulated was 2.306. Since the t-calculated is less than the t-tabulated, the difference between the post-test average scores of the two groups is not statistically significant. Thus, the performance of the two Control Groups (CG-1 and CG-2) was almost equally low. (The summary of hypotheses test findings is given in TABLE-V)

TABLE-V

## The Summary of Hypotheses Test Findings

GROUPS	N	$\bar{X}$ (Mean)	SD	T-CAL $\alpha = .05$	T-TAB	SIGNIFICANCE
OSG VS OCG	20	67.9	7.3119	6.8747	2.101	SIGNIFICANT
	20	53.25	6.1119			
SG-1 VS CG-1	10	68.1	6.7074	4.9112	2.306	SIGNIFICANT
	10	53.3	6.7667			
SG-2 VS CG-2	10	67.7	8.2334	4.6602	2.306	SIGNIFICANT
	10	52.9	5.7504			
SG-1 VS SG-2	10	68.1	6.7074	0.0217	2.306	NOT-SIGNIFICANT
	10	67.7	8.2334			
CG-1 VS CG-2	10	53.3	6.7667	0.1424	2.306	NOT-SIGNIFICANT
	10	52.9	5.7504			

#### 4.1.3 Summary of Classroom Observation Reports

According to the classroom observation reports of the two teachers who participated in the experimental teaching, most of the students in the Study Groups showed a steady progress in their motivation, and involvement in the classroom activities, confidence, and productive use of the English language. Where as, the motivation and involvement of most of the students in the Control Groups decreased from time to time, and they showed less progress in their confidence and productive use of the language. (see Appendices D and E for the details of the reports).

#### 4.1.4 Summary of the Responses of the Subjects to the Interview.

At the end of the experiment, all of the subjects were interviewed to give their opinion about the experimental teaching. The collected data indicated the following. (see Appendix: F for the interview questions)

1. All the students in the Study and Control Groups liked to learn English.
2. All the students in the Study Groups (except one), and all the students in the Control Groups (except two) liked to learn English grammar.
3. All the students in the Study and Control Groups liked the teachers involved.
4. All of the students in the Study Groups (except two) said that the grammar tasks were challenging.
5. Most of the Students in the Study Groups said that the grammar lessons were motivating (18 students).
6. Most of the students in the Control Groups said that the grammar practices and exercises were easy and consequently boring. (14 students).

7. Most of the students in the Study Groups liked the method of teaching used in the experiment more than the method in their regular English classes (16 students).

#### 4.2 Discussions

The data obtained from the pre-and post-tests indicate that both the overall Study Groups and the overall Control Groups which were taught through Grammar Consciousness-Raising activities and the English For New Ethiopia Book -9, respectively improved in the post test performances as compared to that of the pre-test. Thus, it appears that both of the methods employed promoted the learning of English as a foreign language. However, the post-test results showed that there was a significant difference between the average scores of the Overall Study Group and that of the Overall Control Group proving that the former performed better than the latter. Then, what could be the major factor(s) responsible for the difference observed between the two groups? Before going into the discussion of the possible answer to this question, it seems reasonable to say something about a few variables which could be assumed to have bearings on the results obtained.

Differences in foreign language performances of learners could be attributed to different factors such as, attitudes, motivation, positive/negative transfer from  $L_1$  to  $L_2$ , teacher's influence, the teaching method, previous language learning experience, background knowledge of the target language, etc.

This study, like any other research made on teaching methods, could be vulnerable to the effects of various factors. However, it is concluded that the effect of the difference in the teaching methodologies was responsible for the significant

differences in the results obtained. Thus, the following explanations are made to account for the disparity observed in the achievements of the Study and Control Groups.

Since the study involved two teachers who taught two different groups each, with two different methods, it is unsound to expect them to be able to adopt the methods with exactly equal convictions and skills. Therefore, there could be teacher's influence on the difference observed between the Study and the Control Groups. However, the average test score differences between the two Study Groups (i. e. the Study Group one vs the Study Group two) and between the two control groups ( i.e CG1 vs CG2) , were computed to be statistically insignificant. This means that teachers could not be taken as variable factors in this study.

Similarities or differences that exist between  $L_1$  and  $L_2$  (FL) are said to have an influence on the target language learning. Being conscious of this assumption, only students who had the same mother tongue were chosen as subjects for the study. Therefore, mother tongue is not a variable factor in this study. The effect of  $L_1$  on  $L_2$  is constant.

The difference in the average Achievement-test scores of the Study and Control Groups could not be attributed to the students' previous learning experience and background knowledge of the English language. Because, first, most of the subjects had been exposed to the English language for almost the same number of years in schools which had similar conditions (i.e. teacher's qualification, textbooks, methods of teaching). Second, when selecting subjects for the experiment, the results of the students in two tests (i.e. a test administered to choose sample and 8<sup>th</sup> Grade English National Exam.) were found out, and those who achieved similar average scores were

chosen. Besides, the distribution of subjects into the four groups of the experiment was made randomly. Hence, all the subjects had equal chance of being enrolled in any one of the Study and Control Groups.

Moreover, the difference in the results of the Study and Control Groups could not be explained in terms of the students attitudes towards the teachers, the English language, learning grammar, and the experimental teaching. The opinion gathered from the subjects indicates that all the students had positive attitudes towards the teacher, the learning of the English language and its grammar. In addition, the subjects were chosen on voluntary basis, and no one was forced to attend the experimental teaching till the end of the experiment.

Therefore, on the basis of the above arguments, it could be said that the Study Groups performed better than the Control Groups mainly due to the methodology used. But, why are Grammar Consciousness-Raising activities observed to be reasonably effective when compared to those of ENE Book-9 . The answer to this question is discussed in the following paragraphs.

A teaching method is said to be effective if it results in effective learning. And a learner could learn effectively when he/she is provided with appropriate conditions necessary for learning. The reason why teaching through Grammar Consciousness-Raising was more effective than teaching through English For New Ethiopia Book - 9, could, then, be that the former created more conducive conditions for effective learning to take place. What are these appropriate conditions, and how do we account for them?

As mentioned earlier, Grammar Consciousness-Raising activities present grammatical forms in relation to the meanings they hold in different contexts. The

learner is made to realize the potential meanings of linguistic forms in communicative language use. Thus, grammar learning becomes meaningful to him/her. If what is taught is meaningful to the learner, learning could be interesting. According to the study made by Lightbown (1992), helping learners to be aware of linguistic forms by exposing them to communicative language containing the forms motivates them to acquire the form in order to improve their communicative skills.

By encouraging the learner to use linguistic forms in subsequent communicative grammar tasks, Grammar Consciousness-Raising activities enable him/her to realize the advantage of learning the structure of the target language. According to Hailom Banteyerga (1982), if the learner is convinced of the purpose of learning and if she/he is made to realize the immediate value of her/his endeavour, the learner's interest, involvement, and confidence will increase.

The task-based and problem solving nature of the Grammar Consciousness-Raising activities encouraged the learners to think more in order to perform the grammar tasks and to solve grammatical problems. They were able to get meaning out of what they did in class. The activities also encouraged them to use whatever linguistic knowledge they have as resources for the creation and interpretation of meanings. Such kinds of activities, according to Freedle R. and Carroll, J. (eds.) (1972), could sustain the learner's interest and keep him busy and involved; could develop his creative power and make him feel responsible for his/her learning.

By encouraging the learner to take part in pair, group, and whole class discussions, Grammar Consciousness-Raising activities enable the learner to realize the co-operative nature of language learning, and provide him/her with appropriate



experience in language use. It is likely that the more the learner uses the language in communication, the more confident he will be.

In the following paragraphs the reason why ENE Book - 9, is less effective than GCR activities for the teaching of English as a foreign language is discussed.

The structural approach, as used in ENE Book - 9, focuses on the teaching of the structure of the target language in isolated sentences and out of the context of use. Structural drills that are designed to enable the learner to form a set of specific language habits are given. Priority is given to the form of the language and meaning is considered secondary.

By isolating the language structure from context of use, the structural approach seems unable to provide an appropriate condition for positive transfer and habit formation. Wilkins (in Brumfit, 1979), notes: "The process of being taken systematically through grammatical system often reduces the motivation of those who need to see some immediate practical return for their learning." (p.82). Criticising the method of teaching that fails to provide learners with opportunities to acquire communicative competence, K. Morrow (in Brumfit, 1979) says: "Knowledge of the elements of a language in fact counts for nothing unless the user is able to combine them in new and appropriate ways to meet the linguistic demands of the situation in which he wishes to use the language." (p.145)

Opposing the methods of teaching that give too much attention to usage at the expense of use, Worede Yisehak (1986), remarks that concentrating more on the homogeneity of linguistic forms than homogeneity of meanings creates difficulty in using a foreign language in communication. Hence, 'the need to learn the language with zeal and appreciation might be lost.' (p. 11)

Moreover, unlike the Grammar Consciousness-Raising activities, the structural approach to language teaching, according to Hailom Banteyerga (1982), doesn't enable the learner to be aware of the purpose why he/she is learning the structure of the language. It can't also make the learner see the immediate value of his/her effort. Therefore, the learner's interest, motivation, involvement, confidence and creativity decreases steadily.

What can be deduced from the above discussions is that Grammar Consciousness-Raising activities were more effective than English For New Ethiopia Book - 9 (ENE Book - 9) for the teaching of English as a foreign language due to the more favourable conditions the former provided than the latter. The classroom observation reports of the two teachers who participated in the experimental teaching prove the issues raised in the discussions to be true. (see Appendices D and E). The difference between the effectiveness of teaching through the Grammar Consciousness-Raising activities and that of 'ENE Book - 9; can also be seen from the average scores of the Overall Study Groups and the Overall Control Groups in the five types of questions of the Achievement-test. (see Table: IV).

In question-type 1 (Comprehension Questions), the average scores obtained by the Overall study Group (OSG) and the Overall Control Group (OCG) were 69% and 50.5% respectively. This shows that OSG performed better than OCG. This could be because comprehending texts/passages requires extracting meanings from context of use. This ability helps learners to find out the implicitly stated information in the passage. Focusing on 'symbolic meanings' of language items and teaching grammatical forms out of context, the structural approach fails to effectively develop the learner's ability to comprehend passages in the teaching of English as a foreign language.

In Question-type 2 (Multiple-Choice) the average scores obtained by the Overall Study Groups (OSG) and the Overall Control Groups (OCG) were 74.25% and 73% respectively. Though OSG performed better than OCG, the average score difference between the two groups was very insignificant. In this area both the methods employed in the Study and Control Groups were almost equally effective in enabling the learner to identify the correct grammatical items from given alternatives.

In Question Type 3 (sentence completion) the average score of the Overall Study Group (OSG) and the Overall Control Groups were 71.25% and 69.5% respectively. Though OSG performed better than OCG, the average score difference between the two groups was not significant. It was assumed that the Control Groups could perform better in Multiple-choice and Sentence-completion question types because they were sufficiently exposed to exercises that require the use of discrete items; but they couldn't. What can be inferred from this is that it is not the quantity of practice alone that determines the effectiveness of learning, but also its quality. Besides, teaching a language by isolating its structures from the context of language use (as in the structural approach) is not transferable and hinders the process of language learning. However, according to the average scores of the two groups, 'ENE Book - 9' was almost as effective as GCR activities in enabling the learner recognize and produce correct structural items.

In Question-type 4 (sentence construction), the average score of the Overall Study Groups was 69% and that of the Overall Control Groups was 48%. This was the part in which a significant difference between the two groups was observed. The OSG performed better than OCG. This happened, it seems, because the production of sentences in response to given questions requires proficiency in the target language, as

well as linguistic competence. Grammar Consciousness-Raising activities enable the learner to learn structural forms and use the forms in communicative language events. Where as, ENE Book - 9, focuses on forms and gives little attention to language use; hence, it could not be an easy task for the learner to use what he/she has learned through pattern practice in a new situation.

In question type 5 (Text writing), the average scores of the Overall Study Group and the Overall Control Group were 65% and 41.5% respectively. Hence, the OSG performed better than OCG in text writing. This was the part in which a very significant difference was observed between OSG and OCG. This happened because Grammar Consciousness-Raising activities enable the learner to practice the use of linguistic forms in discourse production. Where as the practice made in ENE Book - 9, is at the sentence level and out of context; hence, the learner fails to express his views in grammatical, coherent, successive sentences (text).

From the above discussions one can understand that even though both the Study and Control Groups did almost equally well in some question types, the total performance of the OSG (which were taught through GCR activities) was much better than the OCG (which were taught through ENE Book - 9). Thus, it appears that the GCR activities are more effective than ENE Book - 9, for the teaching of English tenses in grade nine.

## CHAPTER FIVE

### CONCLUSION, SUMMARY OF FINDINGS, INFERENCES AND RECOMMENDATIONS

#### 5.1 Conclusion

It is very difficult to give definitive answers to questions of foreign language teaching methodology. This is due to the fact that rigorously controlled experiments on language learning/teaching are difficult to carry out because there are a number of extraneous variables which are hardly controllable. (Taddele Adamu, 1990). Nonetheless, it is possible to arrive at a relatively valid conclusion by conducting experiments which are not tightly controlled but very related to actual teaching/learning situations. (see Brumfit 1980: 135).

This study was restricted to the teaching of English tenses to ninth grade students in one government school. Two Ethiopian teachers with similar qualifications and teaching experiences were involved in the experimental teaching. There were two Study Groups and two Control Groups. The Study Groups were taught through Grammar Consciousness-Raising activities, and the Control Groups were taught through English For New Ethiopia: Pupil's Book - 9. The experiment lasted eleven weeks (33 contact hours).

At the end of the experiment, an achievement test was given to the Study and Control Groups. Statistical computations of the Achievement test results revealed that there was a significant difference between the average scores of the Overall Study Group and that of the Overall Control Group, in which the Study Groups performed better than the Control Groups. The better performance of the Study Groups could be ascribed to the effectiveness of the Grammar Consciousness-Raising activities.

## 5.2 Summary of Findings

On the basis of the data collected from the Achievement- test results, classroom observations and opinion survey of the subjects of the study, the following findings are obtained.

- 5.2.1 Grammar Consciousness-Raising activities are more effective than English for New Ethiopia: Pupil's Book - 9 for the teaching of English tenses.
- 5.2.2 Teaching method plays a decisive role in the teaching of English as a foreign language.
- 5.2.3 Grammar Consciousness-Raising activities can be handled by non-native English teachers.
- 5.2.4 Grammar Consciousness-Raising activities are as effective as (if not more) teacher-directed explanations to develop learners' linguistic knowledge.
- 5.2.5 Grammar Consciousness-Raising activities could develop learners' abilities to express their views in successive, coherent and grammatical sentences.
- 5.2.6 Grammar Consciousness-Raising activities increase the learners' motivation, involvement, and develop their confidence to use the target language.
- 5.2.7 Teaching a foreign language by isolating its structure doesn't seem an effective way of developing learners' ability to produce successive, coherent and grammatical sentences to express their ideas.

## 5.3 Inferences

Although it is difficult to say one method could solve the problems of foreign language teaching, the results support that a cognitively engaging methodology is helpful. This is because it involves learners in problem solving activities, making hypothesis, and sensing language data to make meaningful relations. This in a way

creates a situation where a learner exercises language learning by realizing his/her capacity. (see Widdowson 1983). The Grammar Consciousness-Raising methodology was able to provide all these and came out to be more effective than the form-focused approach of teaching English ENE. This research has shown that cognitively demanding tasks with reasonable help from the classroom teacher can enhance the learning of English language in the schools. It has also shown that Ethiopian teachers can handle them. Hence, Grammar Consciousness-Raising activities should be used at least to supplement classroom learning activities in Ethiopian schools.

#### 5.4 Recommendations

In order to solve the methodological problems of teaching English at all educational levels of Ethiopia, it is advisable to make successive and rigorous studies. In relation to the findings of this study, the following recommendations are, thus, made:

- 5.4.1 The teaching of English as a foreign language should be based on clearly defined purposes and objectives. Teaching materials should be prepared in line with stated purposes and objectives.
- 5.4.2 The communicative needs of learners should be considered when selecting and grading contents.
- 5.4.3 Lesson topics and activities should be as interesting, motivating and purposeful as possible.
- 5.4.4 Different modes of classroom organization should be used: pair work, group work, individual work.
- 5.4.5 Further research should be carried out to find out the effectiveness of the different kinds of Grammar Consciousness-Raising tasks and to design other kinds/formats of grammar tasks in order to be managed by school teachers

smoothly and comfortably.

5.4.6 Teacher training institutions should train teachers to look for possible options and alternatives in order to enhance classroom learning - the Grammar

Consciousness-Raising methodology to the teaching of Grammar is just one option.

5.4.7 Recent trends to marginalize the teaching of grammar should be critically questioned. Grammar forms an important and major component in language teaching and learning. What should be seriously considered is 'how to teach grammar' so that it could be a means not an end in language learning.

## BIBLIOGRAPHY

- Allwright, R. L. 1981. 'Language learning through communication practice,' in Brumfit, C. J. and K. Johnson (eds.). 1979. The Communicative Approach to Language Teaching. Oxford: Oxford University Press.
- Brumfit, C. J. and K. Johnson (eds.) 1979. The Communicative Approach to Language Teaching. Oxford: Oxford University Press.
- Candlin, C. N. 1986. 'Preface' in Rutherford, W. E. 1987. Second Language Grammar: Learning and Teaching. New York: Longman.
- Curtin, J. 1984. Get Your Tenses Straight. London: Macmillan.
- Danks, J. and D. Gans. 1975. 'Acquisition and utilization of a rule structure.' Journal of Experimental Psychology: Human Learning and Memory, vol.1: 201-208.
- Ellis, R. 1984. Second Language Development. Oxford: Pergamon.
- Ellis, R. 1993. 'Talking Shop: Second Language Acquisition Research: how does it help teachers?' ELT Journal, vol. 47, January 1993.
- Fesseha Negash and Mazengia Mekonnen. 1980. English For New Ethiopia :Pupils Book - 9. Addis Ababa: Educational Materials Production and Distribution Agency.
- Fotos, S. and R. Ellis 1991. 'Communicating About Grammar: A Task-Based Approach.' TESOL Quarterly, vol.25, No.4: 605-628.
- Frank, Christine and M. Rinvolucri. 1987. Grammar in Action. New York: Printice Hall.
- Freebrian, Ingrid and Abbs, B. 1991. Discoveries. London: Longman.

- Freedle, R. and J. Carroll. 1972. Language Comprehension and the Acquisition of Knowledge. Washington: Winston.
- Garellet, Françoise. 1980. Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. Cambridge: Cambridge University Press.
- Hailemichael Aberra. 1984. 'Communicative vs. The Traditional Approach To The Teaching of English Reading Comprehension At Addis Ababa University Freshman Level. A Comparative Study.' Master's Thesis. Addis Ababa University.
- Hailom Banteyerga. 1982. 'English Conditional Sentences: A Comparative Analysis of the Structural and Communicative Approach in Teaching to Non-Native Speakers.' Master's Thesis. Addis Ababa: Addis Ababa University.
- Halliday, M.A.K., Angus McIntosh and P. Strevens. 1970. The Linguistic Science And Language Teaching. London: Longman.
- Harley, B. And M. Swain 1984. 'The interlanguage of immersion students and its implications for second language teaching.' in Davis, Cripser and Howatt (eds.). 1984. Interlanguage. Edinburgh University Press.
- Holden, Susan (eds.). 1984. Focus on the Learner. (Bologna Conference (1983) organized by the British Council) London: Modern English Publications.
- Hymes, D. H. 1971. 'On Communicative Competence,' in Brumfit, C. J. and K. Johnson (eds.). 1979. The Communicative Approach to Language Teaching. Oxford: Oxford University Press.
- Krashen, S. D. 1978. 'On routines and patterns in language acquisition and performance.' Language Learning 28:283-300.

- Krashen, S. D. 1981. Second Language Acquisition and Second Language Teaching. Oxford: Pergamon.
- Krashen, S. D. 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon.
- Lado, R. 1964. Language Teaching: A Scientific Approach. London: Longman.
- Lee, W. R. 1969. 'Editorial English Language,' in English Teaching Forum: A Journal For The Teacher of English Outside The United States, vol.X, No.1, Jan. - Feb.1972.
- Lightbown, P. 1992. 'What have we here? Some observation of the influence of instruction on L<sub>2</sub> learning.' in Phillipson, R. et al (eds.). 1992. Foreign Language Pedagogy Research. Clevedon.
- Mackey, Francis. 1965. Language Teaching Analysis. London: Longman.
- Morris, Barbara. 1983. 'The English Language Communicative Needs of Addis Ababa University Students,' Master's Thesis. Addis Ababa University.
- Morrow, Keith. 1979. 'Communicative language testing: revolution or evolution.?' in Brumfit, C. J. and K. Johnson (eds.). 1979. The Communicative Approach to Language Teaching. Oxford: Oxford University Press.
- Mortimer, Neil and Fekadu Maasho. 1980. English For New Ethiopia: Pupil's Book - 9. Addis Ababa: Educational Materials Production and Distribution Agency.
- Morton, R. F. 1961. The Language Laboratory as a Teaching Machine. Michigan: Michigan University Press.
- Newmark, Leonard. 1966. 'How not to Interfere with language learning.' in Brumfit, C. J. and K. Johnson. (eds.). 1979. The Communicative Approach to Language Teaching. Oxford: Oxford University Press.

- Politzer, R. L. 1961. Teaching French: an Introduction to Applied Linguistics. New York: Printice Hall.
- Poul, Hermann. 1973. 'Language and Organism: An analogy,' in Allen and Corder (eds.).1973. Reading For Applied Linguistic: Language and Language Learning. Oxford: Oxford University Press.
- Reber, A. et al. 1980. 'On the relationship between implicit and explicit modes in the learning of a complex rule structure.' Journal of Experimental Psychology, 6: 492-502.
- Rutherford, W. E. 1987. Second Language Grammar: Leaning and Teaching. New York: Longman.
- Sion, C. 1985. Recipes For Tired Teachers. England: Addison-Wesley Pub. Company.
- Smith M., Sharwood. 1981. 'Consciousness-raising and the Second language learner.' Applied Linguistics, 2: 159-168.
- Spada, N. 1985. 'Some effects of the interaction between types of contact and instruction on the L<sub>2</sub> proficiency of adult learners.' Studies in Second Language Acquisition 7/1.
- Stevens, Peter. 1980. Teaching English as an International Language: From Practice to Principle. Oxford: Pergamon.
- Taddele Adamu. 1991. 'Individual Differences In Second Language Learning In Formal Context' Doctoral Thesis. Reading University.
- Thom, Aitken and Fekadu Maasho. 1979. English For New Ethiopia: Pupil's Book - 5. Addis Ababa: Educational Materials Production and Distribution Agency.

- Widdowson, H. G. 1978. Teaching Language as Communication. Oxford: Oxford University Press.
- Widdowson, H. G. 1979. 'The Teaching of English as Communication' in Brumfit, C. J. and K. Johnson. (eds.). 1979. The Communicative Approach to Language Teaching. Oxford: Oxford University Press.
- Widdowson, H. G. 1983. 'The learner in the language learning process.' in S. Holden (eds.). 1983. Focus on the Learner. (Bologna Conference organized by the British Council). London: Modern English Publication.
- Widdowson, H. G. 1983. Learning Purpose and Language Use. Oxford: Oxford University Press.
- Widdowson, H. G. 1990. Aspects of Language Teaching. Oxford: Oxford University Press.
- Wilkins, D. A. 1972. 'Grammatical, Situational and Notional Syllabuses.' in Brumfit, C. J. and K. Johnson(eds), 1979. The Communicative Approach to Language Teaching. Oxford: Oxford University Press.
- Worede Yisehak. 1986. 'The Structural vs The Form-Function Approach To The Teaching of English Modal Auxiliaries At Addis Ababa University Freshman Level.' Master's Theses. Addis Ababa University.
- Wriggles Worth, M. and Fekadu Maasho. 1980. English For New Ethiopia: Pupils' Book - 9. Addis Ababa: Curriculum and Supervision Dept.

## APPENDIX : A

## TEACHING MATERIALS FOR THE CONTROL GROUPS:

ENGLISH FOR NEW ETHIOPIA PUPILS' BOOK-9I. THE SIMPLE PRESENT TENSEA. STUDY THE UNDERLINED VERBS CAREFULLY.

We <u>go</u> to school.	He <u>goes</u> to school.
We <u>pass</u> through the gate.	He <u>passes</u> through the gate.
We <u>reach</u> school on time.	He <u>reaches</u> school on time.
We <u>wash</u> the dishes.	He <u>washes</u> the dishes.
You <u>rub</u> your hands.	Kedir <u>rubs</u> his hands.
You <u>fill</u> the bottles.	Tsehai <u>fills</u> the bottles.
The girls <u>laugh</u> .	The baby <u>laughs</u> .
They <u>rely</u> on their abilities.	She <u>relies</u> on her abilities.
They <u>carry</u> baskets.	She <u>carries</u> baskets.
They <u>study</u> law.	She <u>studies</u> law.

Some third person singular present tense verbs add '-es' and others add only '-s'.

Refer to Review 1 on the formation of plural nouns. Verbs follow the same pattern for third person singular.

EXERCISE 13:3

WRITE OUT THE FOLLOWING SENTENCES IN THE SINGULAR.

EXAMPLE

Lions roar.

A lion roars.

Dogs bark.

A dog barks.

1. Donkeys bray.

6. Bees buzz.

2. Pigs grunt.

7. Horses neigh

3. Cocks crow.

8. Bulls bellow.

4. Sheep bleat.

9. Babies cry.

5. Snakes hiss.

10. Frogs croak.

EXERCISE 13:4

COMPLETE THE FOLLOWING SENTENCES WITH THE CORRECT FORM OF THE VERB GIVEN IN BRACKETS.

EXAMPLE

When you explain, he \_\_\_\_\_. (understand)

When you explain, he understands.

1. When he goes to the river, he \_\_\_\_\_. (swim)

2. When she is tired, she \_\_\_\_\_ (take) a rest.

3. When he is sick, he \_\_\_\_\_ (go) to the clinic.

4. When she is sad, she \_\_\_\_\_ (do) not talk to her mother.

5. When he is happy, he \_\_\_\_\_ (do) his job well.

6. When you cut your finger, it \_\_\_\_\_. (bleed)



7. When we are thirsty, we \_\_\_\_\_ (drink) water.
8. When you drop glass, it \_\_\_\_\_. (break)
9. When he is hungry, he never \_\_\_\_\_. (talk)
10. When you ask her a question, she \_\_\_\_\_ (do) not give the correct answer.

**B. LOOK AT THE FOLLOWING EXAMPLES CAREFULLY.**

A fish swims.

Does a fish swim?

Microscopes magnify.

Do microscopes magnify?

**EXERCISE 13:5**

ASK QUESTIONS ABOUT THE FOLLOWING SENTENCES.

- |                       |                  |
|-----------------------|------------------|
| 1. The earth rotates. | 6. Frogs hop.    |
| 2. Horses gallop.     | 7. A fire burns. |
| 3. A soldier marches. | 8. A bee stings  |
| 4. Flowers bloom.     | 9. Babies crawl. |
| 5. Clocks tick.       | 10. Ships sail.  |

**ORAL EXERCISE**

**EXAMPLE**

What does a singer do?

A singer sings.

What does a carpenter do?

A carpenter makes furniture.

1. What does a teacher do?
2. What does a farmer do?
3. What does a driver do?
4. What does a swimmer do?
5. What does a potter do?
6. What does a baker do?
7. What does a photographer do?
8. What does a butcher do?
9. What does a barber do?
10. What does a trader do?

C. READ THE FOLLOWING EXAMPLES AND NOTE THE CHANGES FROM

POSITIVE TO NEGATIVE:

He drinks but she does not drink.

He drinks but they do not drink.

He is ready but she is not ready.

He is ready but I am not ready.

He is ready but you are not ready.

REMEMBER

do not - don't

doesn't - isn't

is not - isn't

are not - aren't

ORAL EXERCISES

CHANGE THE FOLLOWING SENTENCES INTO POSITIVE STATEMENTS.

EXAMPLE

We're not healthy.

We are healthy.

1. He's not here.
2. They're not late.
3. You're not well today.
4. She's not my sister.
5. It's not mine.
6. I'm not a doctor.

ORAL EXERCISE

GIVE SHORT FORM ANSWERS TO THE FOLLOWING QUESTIONS.

EXAMPLES:

Do horses neigh?

Yes, they do.

Does a lion bark?

No, it doesn't?

1. Does a dog roar?
2. Do donkeys bleat?
3. Does a cock crow?
4. Do men talk?

5. Does a bee hiss?
6. Do bulls bellow?
7. Does a horse bray?
8. Do frogs croak?

EXERCISE 13.6

CHANGE THE FOLLOWING SENTENCES INTO NEGATIVES.

1. Mosquitoes breed in dry places.
2. This comb breaks easily.
3. He drives carefully.
4. They do their work well.
5. My friend lives with his mother.
6. The students come without books.
7. She reads fast.
8. You like fruit.
9. It looks old.
10. The cow gives a lot of milk.

D. STUDY THE FOLLOWING SENTENCES CAREFULLY.

He goes to school every day.

They often eat 'injera'.

Blood circulates in our body.

He teaches geography three times a week.

She plays tennis on Sundays.

Salt dissolves in water.

The Simple Present Tense is used to state a fact in the present time. This tense is used with ideas which are always true. It is also used with habitual and repeated action in the present.

### EXERCISE 13.7

PUT THE ADVERBS IN BRACKETS IN THE FOLLOWING SENTENCES.

#### EXAMPLE

I am happy. (always)

I am always happy.

1. He works hard. (never)
2. She reads three books a week. (usually)
3. Seyum goes to the library. (regularly)
4. They want their cars during week-ends. (often)
5. I visit the museum. (rarely)
6. We finish work at four o'clock. (sometimes)
7. It is interesting to meet old friends. (always)
8. You go to the stadium. (occasionally)
9. The 'kebele' collects the house rent. (every month)
10. The children are troublesome. ( seldom)

## II PRESENT CONTINUOUS

STUDY THE FOLLOWING EXAMPLES CAREFULLY.

The soldiers are fighting.

The frog is hopping.

The cow is grazing.

The birds are singing.

The bell is ringing.

If the last three letters of a word are "CVC", (consonant - vowel - consonant) we double the last consonant before adding '-ing'.

EXAMPLE

plan - is planning

admit - are admitting

rub - is rubbing

refer - are referring

dig - is digging

comit - are committing

cut - is cutting

begin - are beginning

stop - is stopping

submit - are submitting

EXERCISE 13:8

MAKE COMPLETE SENTENCES FROM THE FOLLOWING GROUP OF WORDS. USE THE PRESENT CONTINUOUS FORM OF THE VERBS.

EXAMPLE: The player /kick/ a ball.

The player is kicking a ball.

I /row/ a boat.

I am rowing a boat.

1. He /sweep/ the floor.
2. She /shine/ shoes.
3. You /bake/ cakes.
4. I /bath/ the baby.
5. We /run/ a race.
6. The secretary /write/ a letter.
7. The sailors /drop/ the anchor.

8. My father /make/ tea.
9. The carpenter /hammer/ a nail.
10. They /drive/ cars.

Some verbs don't take the (-ing) form in the continuous tense. They are used in the simple forms. A list of the common ones is given below. Study them carefully with the help of your teacher.

see	hate	seem
hear	desire	appear
know	wish	recognize
believe	forgive	obtain
want	forget	consist
like	remember	Understand
love	own	

### EXAMPLE

I am looking at the book.

but: I can see the book.

He is listening to the teacher.

but: He can hear the teacher.

### EXERCISE 13:9

ANSWER THE FOLLOWING QUESTIONS USING THE ADVERB OR ADVERB PHRASES GIVEN IN BRACKETS.

### EXAMPLE

When is he listening to the radio? (at the moment)

He is listening to the radio at the moment.



1. When is Halima writing the letter? (now)
2. When is the cook chopping onions? (at present)
3. When is the monkey climbing the tree? (at the present time)
4. When are you brushing your teeth? (at the moment)
5. When are the cattle grazing in the field? (now)
6. When is the woman shopping in the market? (at present)
7. When are the girls combing their hair? (now)
8. When is Dori waiting for his friend. (at this very moment)
9. When are the carpenters making furniture? (at the present time)
10. When is the cadre speaking to the people? (at the moment)

#### I. THE SIMPLE PAST TENSE

##### A. STUDY THE UNDERLINED VERBS CAREFULLY.

He pushed the table to the corner of the room.

We stayed up packing our things until 11 p.m.

She tried to quieten the baby.

I closed the windows of the bedroom.

They stopped off at the grocery to buy some fruit.

You preferred oranges to bananas.

Regular verbs add '-d' or '-ed' to infinitive to form the simple past tense. The spelling rules for the simple past tense and past continuous are rather similar to the spelling rules of the simple present and present continuous.

##### B. LOOK AT THE UNDERLINED VERBS CAREFULLY.

I drank a lot of water after lunch.

You threw a stone at the birds.

We taught them how to read and write English.

She wrote a revolutionary song.

They slept well last night.

He cut his nails yesterday.

Irregular verbs form their past tense in different ways, some make vowel changes and others have the same form for the present and past.

C. READ THE FOLLOWING EXAMPLES CAREFULLY.

He was the director of the school.

He was not the director of the school.

He wasn't the director of the school.

I mended my shoes.

I did not mend my shoes.

I didn't mend my shoes.

ORAL EXERCISE

SHOW YOUR AGREEMENT WITH THE IDEAS IN THE FOLLOWING SENTENCES.

EXAMPLE

His decision was not fair.

Yes, it was unfair.

1. They were not kind.
2. She was not happy.
3. The door was not locked.
4. Their behaviour was not usual.
5. He was not a successful leader.

6. The people were not armed.
7. Those species were not known to biologists.
8. We were not certain about the result.
9. Your father was not reasonable.
10. The gun was not loaded.

### EXERCISE 14.3

ANSWER THE FOLLOWING QUESTIONS BY USING THE WORDS IN BRACKETS.

#### EXAMPLE

Did you go to the stadium? (market)

I didn't go to the stadium. I went to the market.

1. Did you eat 'injera'? (bread)
2. Did the donkey carry 'teff'? (firewood)
3. Did she sell her house? (car)
4. Did they go on foot? (bus)
5. Did he drive fast? (slowly)
6. Did the workers wake up late? (early)
7. Did the players win the game? (lose)
8. Did you wash the floor? (sweep)
9. Did the students walk to school? (run)
10. Did Ensermu play the 'kirar'? ( 'masinko')

#### D STUDY THE FOLLOWING EXAMPLES CAREFULLY.

The bell rang.

Did the bell rang?

The teacher came in.

Did the teacher come in?

They stood up.

Did they stand up?

### ORAL EXERCISE

ASK QUESTIONS ABOUT EACH PART OF THE FOLLOWING SENTENCES.

### EXAMPLE

/Her father/left/his hat/in the office/last night./

Who left his hat in the office last night?

What did her father leave in the office last night?

When did her father leave his hat in the office?

1. /Alemu/blew/ his nose/ in the class/yesterday./

Who \_\_\_\_\_ his nose in the class yesterday?

What did Alemu \_\_\_\_\_?

Where did Alemu \_\_\_\_\_?

When did Alemu \_\_\_\_\_?

2. /The teacher/ drew/ a picture/ on the blackboard/ last week./

Who \_\_\_\_\_?

What did \_\_\_\_\_?

Where did \_\_\_\_\_?

When did \_\_\_\_\_?

EXERCISE 14:4

CHANGE THE FOLLOWING SENTENCES INTO QUESTIONS AND GIVE SHORT FORM ANSWERS.

EXAMPLE

The baby dropped its feeding bottle.

Did the baby drop its feeding bottle?

Yes, it did.

No, it didn't.

1. He put on a new shirt yesterday.
2. The hen laid three eggs last week.
3. The workers chose their chairman last Saturday.
4. They planned their work last year.
5. She studied medicine in 1960.
6. Estifanos travelled round the world two years ago.
7. The plane flew over our house a moment ago.
8. The doctor examined her last night.
9. My friend wrote me a letter last month.
10. He broke his arm when he fell off a horse.

II. PAST CONTINUOUSA. STUDY THE FOLLOWING EXAMPLES CAREFULLY.

He came in.

I was reading a book.

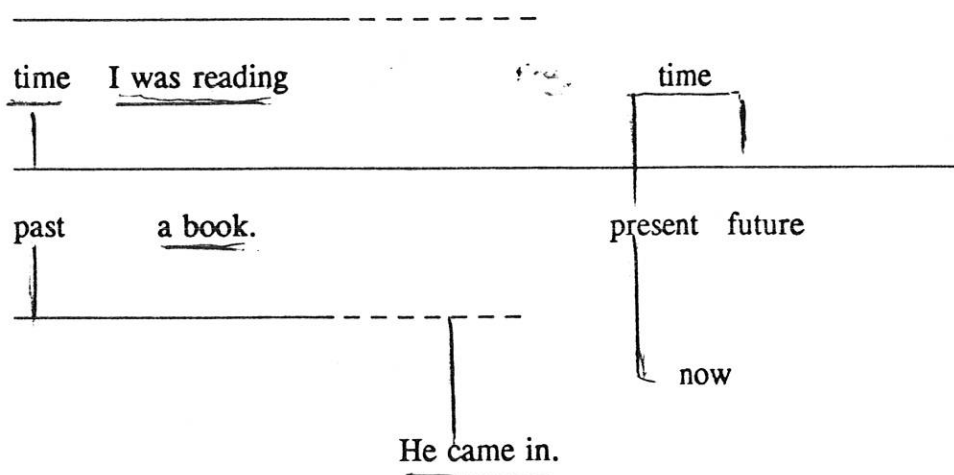
When he came in, I was reading a book.

I was young.

She was living in Asmara.

When I was young, she was living in Asmara.

The above examples can be clearly shown in a diagram.



#### EXERCISE 14:5

ANSWER THE FOLLOWING QUESTIONS WITH COMPLETE SENTENCES.

#### EXAMPLE

What was Defersha doing when his wife took him his lunch.  
(plough/the field.)

Defersha was ploughing the field when his wife took him his lunch.

1. What were you <sup>o</sup>ding when she telephoned? (make/the bed)
2. What were you doing when I knocked at the door? (put on/my shoes)
3. What was she doing when the baby fell down? (talk to/her father)
4. What were we doing when he arrived? (sit/in the house)
5. What were they doing when it started raining? (wait for/the bus)
6. What was he doing when I was in Metekel? (repair/his old house)
7. What was your mother doing when ~~g~~ests came. (cut/ flowers )

8. What were the children doing when you saw them? (swim/in the pool)
9. What was the doctor doing when the man died? (run/to the hospital)
10. What was Tizita doing when you saw her? (ride a horse)

#### EXERCISE 14:6

COMPLETE THE FOLLOWING SENTENCES WITH THE CORRECT FORM OF THE VERBS IN BRACKETS.

1. When I came in, he \_\_\_\_\_ a book. (read)
2. When they came to visit her, she \_\_\_\_\_ in the garden. (dig)
3. When he was young, you \_\_\_\_\_ in the factory. (work)
4. When she went into the classroom, the teacher \_\_\_\_\_ on the blackboard. (write)
5. When I arrived home, my mother \_\_\_\_\_ the dishes. (wash)
6. When I left for school, you \_\_\_\_\_ tennis. (play)
7. When the light went out, we \_\_\_\_\_ dinner. (have)
8. When I fell ill, they \_\_\_\_\_ the final examination, (take)

#### REVIEW SEVEN

##### PRESENT TENSE

READ THE FOLLOWING EXAMPLES CAREFULLY.

He likes pigs.

He doesn't like pigs, does he?

He's holding an umbrella.

He isn't holding an umbrella, is he?

REVIEW EXERCISE 7:1

NOW DO AS IN THE EXAMPLES.

1. I own five cows.
2. She's writing on the blackboard now.
3. She wants a new sweater.
4. He's having his supper.
5. Teshome likes music.
6. They know the answer.
7. He remembers my name.
8. It feels rough.
9. We're wearing our uniforms.
10. The orange smells good.

PRONUNCIATION

The simple past tense of all regular verbs ends with the letters '-ed', but we pronounce this ending in three different ways.

- A. If the last sound of the infinitive is /t/ or /d/, we pronounce the '-ed' as /ɪd/.

EXAMPLE

expected

lasted

mended

- B. If the last sound of the infinitive is a voiced consonant sound except /d/ or a vowel sound, we pronounce the '-ed' as /d/.

EXAMPLE

answered

believed

belonged

allowed

- C. If the last sound of the infinitive is a voiceless consonant sound except /t/, we pronounce the '-ed' as /t/.

EXAMPLE

asked

finished

helped

walked

REVIEW EXERCISE 7:2

READ THE FOLLOWING WORDS CORRECTLY.

arranged

talked

needed

succeeded

refused

lighted

linked

seemed

crowded

hoped

wanted

pulled

followed

listened

rented

translated

promised

hated

looked

opened

used

stopped

rested

prevented

explained

listed

founded

waited

worked

called

passed

lived

surrounded

THE FUTURE TENSE

Future time can be indicated in different ways.

STUDY THE FOLLOWING EXAMPLES CAREFULLY.I will leave for Kibre Mengist next week.I leave for Kibre Mengist next week.I am leaving for Kibre Mengist next week.I am going to leave for Kibre Mengist next week.

A. The auxiliary verbs 'will' and 'shall' show future tense.

ORAL EXERCISE

LISTEN AND REPEAT

1. I will go there.
2. I'll go there.
3. I will not go there.
4. I won't go there.
5. I'll not go there.
6. He'll stay here.
7. She'll stay here.
8. They'll stay here.
9. You'll stay here.
10. We'll stay here.

EXERCISE 15:3

WRITE OUT THE VERBS IN THE FOLLOWING SENTENCES IN A SHORT FORM.

1. She will talk to him.
2. His friends will not wait for him.
3. You will graduate next June.
4. The students will not repeat this mistake.
5. It will get cheaper next year.
6. The villagers will not forget his name.
7. They will burn all the rubbish.
8. The young will not neglect the old.

9. We will all become happy if we work hard.
10. The old bridges will not last long.
11. Parents will not keep their children at home.
12. He will give up his bad habits.
13. It will get dark after an hour.
14. You will become an engineer.
15. He will not accept your name excuse.

EXERCISE 15:4

CHANGE THE FOLLOWING SENTENCES INTO QUESTIONS AND GIVE SHORT FORM ANSWERS.

EXAMPLE: You will come to the meeting tomorrow.

Will you come to the meeting tomorrow?

Yes, I will.

No, I won't.

1. He will paint the wall.
2. Her father will join the army.
3. He will repair my watch.
4. She will make the bed.
5. The players will win the match.
6. Your uncle will give you a present.
7. Her husband will buy her a watch.
8. His daughter will get married.
9. The river will run clear.
10. Their son will graduate from the university.

B. The simple present tense shows future time with verbs indicating arrival and departure.

EXAMPLE

When does he fly to Dembi Dolo? (early in the morning)

He flies to Dembi Dolo early in the morning.

EXERCISE 15:5

ANSWER THE FOLLOWING QUESTIONS USING THE TIME ADVERBS GIVEN IN BRACKETS.

1. When do you go to Axum? (next month)
2. When does the train arrive? (at seven o'clock)
3. When do you reach home? (late in the evening)
4. When does she leave for Moscow? (this afternoon)
5. When does the delegation return from Nairobi? (tomorrow)

C. The present continuous tense and 'going to' are used to show actions which are planned to happen at a future time.

ORAL EXERCISE

ANSWER THE FOLLOWING QUESTIONS USING THE WORDS OR PHRASES GIVEN IN BRACKETS.

EXAMPLE

Is he going to swim in the pond? (lake)

No, he is going to swim in the lake.

1. Are you going to write a book? (letter)
2. Is she going to make soup. (tea)
3. Are we going to play basketball? (volleyball)

4. Is he going to wash his clothes? (body)
5. Are you going to live with your friend? (parents)
6. Are we going to study in the library? (at home)
7. Are they going to come on foot? (by bus)
8. Is she going to become a doctor? (nurse)
9. Is he going to play the 'kirar'? ('masinko')
10. Are they going to stay for a month? (week)

#### EXERCISE 15:6

FILL IN THE BLANK SPACES IN THE FOLLOWING SENTENCES WITH 'GOING TO' TO SHOW ACTIONS IN THE FUTURE. USE THE CORRECT FORM OF 'BE'.

1. My result in English is not good. I \_\_\_\_\_ work harder next term.
2. Look at those black clouds. It \_\_\_\_\_ rain soon.
3. We haven't been to Awasa. We \_\_\_\_\_ visit it during the vacation.
4. The people were suffering from lack of water. The association \_\_\_\_\_ dig wells for them.
5. He has not been feeling healthy recently. He \_\_\_\_\_ have a medical check-up next week.
6. She found the book very interesting. She \_\_\_\_\_ buy one.
7. We have been together for three years. We \_\_\_\_\_ get married next year.
8. They haven't paid the house rent for two months. They \_\_\_\_\_ pay it next month.

9. I haven't heard from my parents for a long time. I \_\_\_\_\_ visit them next Saturday.
10. The sack is too heavy to carry. He \_\_\_\_\_ load it onto a donkey.

EXERCISE 15:7

ANSWER THE FOLLOWING QUESTIONS USING THE ADVERB OR ADVERB PHRASES GIVEN IN BRACKETS.

EXAMPLES: Is it coming soon? (next week)

Yes, it is coming next week.

1. Is she finishing high school soon? (next month)
2. Is he leaving soon? (in three days)
3. Are they arriving soon? (on Tuesday)
4. Are you retiring soon? (next year)
5. Are you expecting them soon? (next week)
6. Are the ships sailing soon? (tomorrow night)
7. Is the plane taking off soon? (tomorrow)
8. Is the film showing soon? (the day after tomorrow)

D. STUDY THE FOLLOWING SENTENCES CAREFULLY.

1. I will go. The rain stops.

I will go when the rain stops.

2. Our struggle will continue. We abolish exploitation.

Our struggle will continue until we abolish exploitation.

EXERCISE 15:8

PUT THE VERBS IN BRACKETS IN THE CORRECT TENSE.

1. We (stay) here until he (come).

2. I (come) when he (be) ready.
3. We (listen) to the radio until you (finish ) your work.
4. She (tell) you when she (need) help.
5. You (give) this medicine to your mother until she (get) well.
6. They (take) me with them when they (go) to the cinema.
7. The exploited masses (fight) until they (win).
8. He (turn) on the light when it (become) dark.
9. He (pick) the oranges when they (be) ripe.
10. He (be) the chairman until we (choose) another one.

### THE PRESENT PERFECT TENSE

#### LOOK AT THE FOLLOWING SENTENCES

I have stopped smoking since Christmas.

He has helped her for four years.

We have already finished our work.

She has just finished her work.

Have you finished your work yet?

I haven't finished my work yet.

The present perfect tense takes the past participle form of the main verb.

#### A. STUDY THE FOLLOWING VERB FORMS CAREFULLY.

##### REGULAR

##### Past

lived

worked

##### Past Participle

lived

worked

planned

planned

tried

tried

played

played

IRREGULARPastPast Participle

ate

eaten

broke

broken

began

begun

slept

slept

LISTEN AND REPEAT

I've grown. They've grown.

He's grown. We've grown.

It's grown. You've grown.

ORAL EXERCISE

DO THE FOLLOWING IN THE SAME WAY AS THE EXAMPLE BELOW.

EXAMPLE

Take a book.

I've already taken a book, haven't I?

1. Open your book.
2. Raise your hand.
3. Clean the blackboard.
4. Bring the chair.
5. Begin writing.

6. Lay your coat on the table.
7. Put on your sweater.
8. Sit on the desk.

### EXERCISE 16:3

FILL THE BLANK SPACE IN THE FOLLOWING SENTENCES BY CHOOSING THE CORRECT FORM OF VERBS GIVEN IN BRACKETS.

1. The sun has \_\_\_\_\_ over the tree tops. (rose, risen)
2. The alarm clock has \_\_\_\_\_ and has awakened Tewabech. (rang, rung)
3. I have \_\_\_\_\_ my breakfast. (ate, eaten)
4. My father has \_\_\_\_\_ water to the animals. (given, gave)
5. Martha has \_\_\_\_\_ a glass. (broke, broken)
6. She has not \_\_\_\_\_ to us yet. (speak, spoken)
7. Mother is not well and has \_\_\_\_\_ in bed late. (laid, lain)
8. My dictionary has \_\_\_\_\_ to the floor. (feel, fallen)
9. I will take a walk after I have \_\_\_\_\_ my work. (did, done)
10. I have \_\_\_\_\_ one inch this year. (grew, grown)

### EXERCISE 16:4

WRITE OUT THE FOLLOWING SENTENCES WITH THE FULL FORM OF THE VERB.

1. He's working in a garage.
2. She's torn the paper.
3. She's making the bed.
4. It's burning brightly.
5. She's understood the question.

6. It's flown away.
7. He's kept it in a safe place.
8. She's not a careless woman.
9. He's very sick.
10. It's galloping across the field.

**B. READ THE FOLLOWING SENTENCES CAREFULLY**

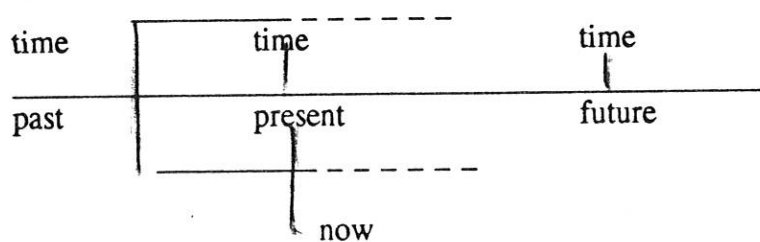
He has lived here all his life. (and he is still here now)

We have had breakfast. (and we are not hungry now)

She has forgotten her book. (and cannot write)

I have dropped the spoon. (and it is on the floor)

The present perfect tense is used with actions which began in the past and continued in the present and may go into the future. Actions done at an unspecified time in the past are also expressed in the present perfect tense.



**EXERCISE 16:5**

PUT THE WORDS IN BRACKETS IN THEIR CORRECT POSITIONS.

1. Kinfe and Chala have begun their work. (already)
2. Our neighbour has lived here. (since 1940)
3. Have they chosen their leader? (yet)
4. We have slept on the sofa. (for two days)

5. He has blown the whistle. (just)
6. You have spent all your money. (already)
7. She hasn't sent him a letter. (yet)
8. I have taught English. (since I graduated)
9. He has known her. (for a long time)
10. They have eaten their dinner. (just)

C. READ THE FOLLOWING EXAMPLE:

I have never seen a kangaroo.

Have you ever seen a kangaroo?

EXERCISE 16:6

ASK THE QUESTIONS ABOUT THE FOLLOWING SENTENCES.

1. They have never been to Havana.
2. He has never tasted Ceylonese tea.
3. She has never swum in the Red Sea.
4. They have never driven a train.
5. Mitiku has never ridden a camel.
6. We have never written a book.
7. Your parents have never lived in Massawa.
8. This girl has never asked a question.
9. I have never met his brother.
10. His children have never eaten meat.

D. LISTEN AND REPEAT

I have not done it.

I haven't done it.

I've not done it.

He has not done it.

He hasn't done it.

He's not done it.

EXERCISE 16:7

ANSWER THE FOLLOWING QUESTIONS.

EXAMPLE

Have you met him?

Yes, I have already met him.

No, I haven't met him yet.

NOW DO THE FOLLOWING IN THE SAME WAY AS THE EXAMPLE:

1. Has it broken down?
2. Have they looked at it?
3. Have we paid for our food?
4. Has she left for the countryside?
5. Has he brought the letter?
6. Has it dried up?
7. Have you shut the windows?
8. Have I told you what happened?
9. Has she finished her explanation?
10. Has he arrived in Ethiopia?

## APPENDIX B

**TEACHING MATERIALS FOR THE STUDY GROUPS:  
'THE GRAMMAR CONSCIOUSNESS-RAISING ACTIVITIES'**

Materials on English tenses: The Grammar Consciousness- Raising Activities

Assumptions:

After reviewing the curriculum of the Ministry of Education for English and other subjects from grade 7 to grade 8, the following assumptions were made in the preparation of these materials.

1. Ninth grade students have been fairly exposed to the structures of English language.
2. Ninth grade students to some extent are aware of the use of English patterns through other subjects taught in English.
3. Ninth grade students are assumed to have enough vocabulary for use. Moreover, the teacher is expected to provide them with the necessary lexical items whenever necessary.

The Simple Present Tense

Section 1

Activity 1

A. Read the following dialogue.

Abebe: "What do you do for a living?"

Mulatu: "Oh, I am a teacher. I teach English."

Abebe: "I hope, it is an interesting job, isn't it?"

Mulatu: "Well, I think so. ... what is your job?"

Abebe: "I'm a driver. I drive a lorry. It's my permanent job, and I do it every day and every week. ... I think, you don't teach the whole week. ... what do you do on Sundays?"

Mulatu: "I usually go to the stadium on Sundays."

Abebe: "How interesting! ... then, you like sport very much."

Mulatu: "Oh, yes",

B. Notice the form of the verbs, and the meanings of each of the following sentences taken from the above dialogue.

1. "I teach English. (Teaching English is his permanent job. So, he does it every week from Monday to Saturday.)
2. "I drive a lorry." (Driving is his permanent job, and he does it everyday.)
3. "I usually go to the stadium on sundays." (Going to the stadium on Sundays is his habit, and he does it regularly.)
4. What is the form of the verb in the simple present?
5. What kind of actions/events are expressed in the simple present?

C. Everybody has different personal habits. You also have your own habits. Here are examples of habitual actions expressed by some ninth grade students. Notice the forms of the underlined verbs and pronouns.

Examples:

Kelemua: "I usually go to bed at mid-night."

Belay and his sister: "We always pray before we go to bed."

Abebe: "I go to school on foot."

Alemu and his brother: "We usually drink tea after lunch."

Helen: "I learn English three hours a week."

D. Do you, in your normal way of life ...

... smoke cigarettes?

... drink coffee?

... go to church/mosque?

... read newspaper/novels?

... watch TV?

... play cards?

... drive?

... go to the theatre?

... go to parties?

E. Write down your personal habits on the basis of the above points. You can add some extra facts about yourself, if you like.

Example: I smoke cigarettes

or I don't smoke cigarettes.

## Section 2

Almost every week I write a letter to my girlfriend in Dire Dawa. When I write the letters, I do the following things. Read the two paragraphs below and answer the questions.

(1) First, I write the letter. Then, I sign my name. Next, I write the address on the envelope and put a stamp in the upper right hand corner. Finally, I walk to the post office and mail the letter.

(Abebech also does the same things when she writes a letter to her friend.)

(2) First, Abebech writes the letter. Then, she signs her name. Next, she writes

the address on the envelope and puts a stamp in the upper right hand corner. Finally, she walks to the post office and mails the letter.

1. Compare paragraphs (1) and (2), and identify all the changes that have been made in the second paragraph by underlining the parts.
2. What is the difference between the verbs used in the two paragraphs.

[Note- we use the same forms of verb as used in paragraph (2), for singular nouns and third person singular pronouns (i.e. he, she, it)]

- F. Ask your friend about his personal habits. Do you have any similarities or differences in your habits? Write your similarities and differences in any of the following way:

Examples: I smoke cigarettes and my friend smokes cigarettes.

I smoke cigarettes but my friend doesn't smoke cigarettes.

I don't smoke cigarettes and my friend doesn't smoke cigarettes.

### Section 3

- A. Read the following paragraph. Observe the position of the underlined expressions.

Teacher: "What do you do in your spare time?"

Almaz: "Well, everyday I work till 5 o'clock.

Then, I usually change into my sports-clothes and go to the school near my home. It is normally possible to use the sports-field even though I am not a student in that school. I train there regularly and I play

~~f~~ football whenever I can."

Abebe: "Every morning I go to church before school, and I nearly always read books or watch TV."

Bitew: "I normally help my parents before and after school and sometimes I

play the 'kirar'."

B. Answer the following questions in pairs, then, discuss your answer as a class.

1. What is the purpose of the underlined expressions?
2. Explain the possible positions of the expressions.

C. Write a paragraph of not more than 5 sentences about what you do in your spare time by using any of the underline expressions in part 'A' above. (If you like, you can use any other similar expressions you know.)

### Section 3

#### Activity 1

A. All the verbs below describe changes of state (natural processes, or truth).

Which of them are used for talking about:

1. changes in size?
2. solids becoming liquid?
3. liquids becoming solid?
4. liquids becoming gas?
5. gases becoming liquid?

(Discuss your answers in groups)

set	dissolve	condense	evaporate
expand	thicken(congeal)	contract	stretch
freeze	melt	shrink	swell

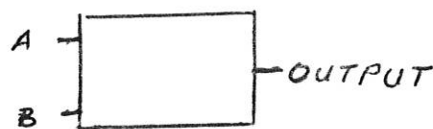
B. Use the above words (or other similar ones) to describe the effect (result) of the following processes (pair work) (the first one is done for you)

What happens when you...

1. ... put a lump of ice in a glass of lemonade: (It shrinks)
2. ... leave a sweater in a hot water?
3. ... leave liquid cement on the ground?
4. ... leave a bowl of water outside in the sun?
5. ... leave a bowl of hot water outside at the south pole?
6. ... leave a bowl of hot water in front of a mirror?
7. ... put a lump of sugar in your coffee?
8. ... blow into a balloon?
9. ... pour cold water onto hot metal?
10. ... leave rice in a bowl of water?
11. ... fill a bowl with blood and leave it?

- C. Here is the "truth table" of the "AND" circuit, an essential element in the construction of an electric computer. Describe the process by filling in the spaces provided with appropriate words or phrases according to the information given in the "truth table".

INPUT VOLTAGE		OUTPUT VOLTAGE
A	B	
1. NO	NO	NO
2. NO	YES	NO
3. YES	NO	NO
4. YES	YES	YES



This means that:

1. If no voltage occurs at A or at B, no voltage is produced at the output.
2. If no voltage occurs at A, but a voltage occurs at B, \_\_\_\_\_ voltage is produced at the \_\_\_\_\_.
3. If \_\_\_\_\_ voltage \_\_\_\_\_ A, but \_\_\_\_\_ voltage \_\_\_\_\_ B, \_\_\_\_\_ voltage is produced.
4. If \_\_\_\_\_ voltage \_\_\_\_\_ A, and \_\_\_\_\_ B, \_\_\_\_\_.

### The Present Continuous Tense

#### Activity 1

#### Revision on the simple present tense

Answer the following questions orally.

1. What do your parents do for a living?
2. What do you usually have for breakfast?
3. At what time do you go to bed?
4. What is the form of the simple present tense and when do we use it?

#### Activity 2: Describing actions

- A. The teacher asks different students to perform different activities in the class and describes them in the following ways: (The teacher has to stress the form of the verb when he produces sentences.)

#### Example

Teacher: What is Ketema doing?

Teacher: He is writing his name on the blackboard.

Teacher: Is he drawing pictures?

Teacher: No, he is not drawing pictures.

Teacher: Is he writing his name?

Teacher: Yes, he is writing his name.

Teacher: What are Alemitu and Zinash doing? (dance)

Teacher: They are dancing.

Teacher: Are they running?

Teacher: No, they are not running.

Teacher: Are they dancing?

Teacher: Yes, they are dancing.

(The teacher has to write model sentences on the blackboard and underline the verb form.)

B. Describe students' activities as a whole-class, in groups and individuals.

(Individual students will be asked to do different activities.)

Examples:

Teacher: What is Alemu doing? (walk)

SS: Alemu \_\_\_\_\_.

Teacher: Is he dancing?

G1: No, \_\_\_\_\_.

Teacher: Is Alemu walking?

G2: Yes, \_\_\_\_\_.

Teacher: What is Alemu doing?

S1: Alemu is walking.

(Then, the teacher asks different students to take over him, and ask questions about

students' activities.)

- C. Listen to the teacher describing what students are wearing.

Example:

Teacher: What is Selam wearing?

Teacher: She is wearing a white sweater and a black skirt.

Teacher: What kind of jacket is Alemu wearing?

Teacher: He is wearing a blue jacket.

Teacher: Which (two) students are wearing white shirts?

Teacher: Senait and Kebede are wearing white shirts.

- D. Describe what different students in the class are wearing like the activity 2-B above.

Exercise:

1. Which of the following sentences is true about the above activities (A-D)?

Discuss your answers as a class.

- a. We have been expressing temporary actions/states.
- b. We have been talking about the present moment.
- c. We have been expressing permanent states.
- d. What are the three forms of the present continuous tense?

2. Construct as many sentences as you can using the words or phrases from each column in the table below. Discuss, in pairs and as a whole-class, how the verb phrases in your sentences are formed.

She		dancing with a friend	
I	am	watering the flowers	at the moment
We	is	playing cards	now
You	are	reading magazine	at present
They		swimming in the pool	
He		watching T.V.	

E. The teacher chooses some students from the class, and tells each of them in succession to look at another student. Then, each of the students chosen closes his eyes and describes what the student he was told to look at is wearing. Other students ask questions about the person described. (The teacher helps students with new language).

Example:

S1: Abebe is wearing a blue jeans and a black shirt.

S2: Is he wearing eye glasses?

S1: Yes, he is wearing eye-glasses.

S3: What kind of shoes is Abebe wearing?

S1: I'm sorry. I can't remember that.

etc.

Activity 2

A. Study the following question forms

- What can you see now?

- What is he/she/it doing?
- What are they doing?
- Is he/she/it \_\_\_\_ ing?
- Are they \_\_\_\_\_ ing.?

B. The teacher goes to the window, looks out and describes something imaginary happening out there using present continuous tense. The teacher, then, chooses one student to ask for more description using the question forms in 'A' above, and continues his description guided by questions from the student.

Example:

Teacher: I see two students standing close together.

They are talking to each other.

Now they are laughing.

S1: What can you see now?

Teacher: I see the two students.

S1: Are they still standing?

Teacher: No, they are sitting now.

S1: What are they doing now?

Teacher: They are writing something.

etc.

C. The teacher asks a volunteer to take over from him at the window. The student starts a new commentary on imaginary actions. The teacher can help him with new language.

NOTE: In English, certain group of verbs cannot take any continuous tense forms.

These are verbs which describe mental states or activities, and conditions

of things. Hence, to show present time, these verbs take the present tense, instead.

A. Verbs of mental state or activity that do not take the continuous form:

1. believe
2. hate
3. have (meaning to own)

Exception: to have fun

to have a party

to have a good time

to have a trouble

4. hear
5. know
6. like
7. love
8. need
9. own
10. see

Exception: see (meaning to visit)

11. think (meaning to believe)

Exception: think about

12. understand
13. want



B. Verbs of condition that do not take the continuous form:

1. appear (meaning to seem)
2. be
3. feel (when used with no object)
4. seem
5. smell (when used with no object)
6. sound
7. taste (when used with no object)

C. Are the underlined verbs in the following sentences used in their correct form?

If not write the correct form of the verb.

1. I believe in God.
2. She hates to go out late at night.
3. They are having beautiful cars
4. They are having a party.
5. I am hearing the sound of birds.
6. I know that man very well.
7. She is loving him badly.
8. He needs rest at the moment.
9. She owns a big house.
10. Do you see how they trouble the man?
11. Are you seeing your parents?
12. I think that man is a stranger.
13. I'm thinking about the problem.
14. I understand what you mean.

15. He is wanting to have a cup of tea.
16. She appears to be mad.
- D. Make sentences with each group of words. Use the present continuous tense where possible.
1. I /think about/ the meeting.
  2. I /think/ cancer is a dangerous disease.
  3. The children /have/ a good time at the moment.
  4. The girl /look at/ new clothes now.
  5. The dog /look/ hungry.
  6. The musicians /listen to/ instruments at present.
  7. She /feel/ hot.
  8. Mother /smell/ the food now.
  9. The food /smell/ delicious.
  10. The patient /like/ the weather.
  11. I /believe/ in my wife.
  12. They /have/ a bad time at the moment.
  13. We /have/ a good teacher.

### Activity 3

A. Study the following piece of dialogue

Kebede: "What do you do for a living?"

Senait: "Well, I'm living in Addis at the moment and studying English, but  
I work in a big factory at 'Debre Zeit' and live in Nazareth."

Exercise:

Discuss the following questions about Senait in '3A' above in pairs and then as a whole-class.

1. Where does Senait live permanently?
  2. Where is Senait living now?
  3. What is Senait's normal and fixed job?
  4. What is Senait doing at the moment?
  5. In the dialogue two tenses are contrasted; what are they? Give examples of each tense.
- B. Today is a different day for me, and I am doing things which are exceptions to my rules: things which 'go against' to my usual habits. Study the following examples.

Examples:

1. I normally smoke about twenty cigarettes a day, but today I am not smoking at all because I have got a bad cough.
  2. I don't generally drink, but today is my birthday so I'm having a glass of wine with my lunch.
  3. I don't often watch TV, but today I am watching it because there is an important football match on.
- C. Group Work
1. Identify the sentences that express permanent state in the above three examples; and
  2. Identify the sentences that express temporary state.

D. Now write some more sentences like the three examples above about yourself.

You can start with the following ideas if you like.

1. I go to church on Sundays, but today \_\_\_\_\_.
2. I don't drink beer, but today \_\_\_\_\_.
3. I don't listen to the radio, but today \_\_\_\_\_.
4. I go to bed early, but today \_\_\_\_\_.

(You will find the following words useful: normally, generally, usually, often, always)

### The Simple Past Tense

#### Activity 1

Revision on the simple present and present continuous tense.

Answer the following questions orally in complete sentences.

1. How often do you brush your teeth?
2. At what time do you go to bed?
3. What do you do after school?
4. Are you living with your parents?
5. Are your father and mother working in the same place?

#### Activity 2

Read the following passage and answer the questions below.

Last vacation Kebede came to Addis Ababa to see one of his brothers living here. He had only fifteen Birr when he left for Addis. He paid five Birr and travelled by bus. The journey took him an hour. In the bus he sat next to an old man. The man asked Kebede if he knew Addis. Kebede told him that he didn't

know the city before. When they arrived in Addis the man helped the boy to get a taxi to the area where his brother lived. After that, Kebede had no problem to get his brother's house because his mother had told him the full address of his brother a week before. Kebede stayed for two weeks with his brother and visited different parts of the city. He found the new place very interesting and promised to come again during the next school vacation.

A. Find answers in column 'B' to the questions in column 'A'.

- | <u>A</u>  | <u>B</u>  |
|---|---|
| 1. How much money did Kebede have when he arrived in Addis? | A. Kebede was not a student.<br>B. Kebede was away from his home for fifteen days |
| 2. Did Kebede easily found his brother's house?             | C. Kebede left his home for a week<br>D. No, he didn't find it easy.              |
| 3. For how long was Kebede away from his home?              | E. Yes, he had no difficulty at all<br>F. He had five Birr                        |
| 4. How many brothers do you think Kebede had?               | G. He had Ten Birr<br>H. He had more than one brothers                            |
| 5. Was Kebede a student or not?                             | I. Only one<br>J. Yes, he was   |

B. Do the following questions in pairs.

1. Does the above passage tell us about when the events took place?
2. When did the events take place?
3. Did all the events take place in the past?

4. What form of verbs is used to express events in the past?

C. Find another form of each of the following verbs as used in the passage above.

<u>Regular Verbs</u>		<u>Irregular Verbs</u>	
1. travel	_____	1. come	_____
2. ask	_____	2. have	_____
3. arrive	_____	3. leave	_____
4. help	_____	4. pay	_____
5. live	_____	5. take	_____
6. stay	_____	6. sit	_____
7. visit	_____	7. tell	_____
8. promise	_____	8. find	_____

D. What difference do you observe between the past forms of regular and irregular verbs above? (Discuss your answers first in pairs and then, as a whole-class.)

### Activity 3

A. Complete the following passage by filling in some of the sentences with the appropriate forms of the verbs underlined in each sentence.

I have a sister called Roza. She is a ninth grade student. Roza has many things that she does regularly. However, I have seen her doing certain things in unusual ways:

She usually goes to school by bus, but yesterday she \_\_\_\_\_ on foot because she had no money. Every morning she waters all the plants in our garden, but yesterday she \_\_\_\_\_ only the flowers. On sundays she visits her grandmother and some of her friends, but last Sunday she \_\_\_\_\_ nobody. What happened to

her?

- B. The above passage expresses habitual, and short momentary past activities of Roza. Give an example of each kind of activity in the passage.

#### Activity 4

- A. Listen to the following dialogue between two students when read by the teacher twice and then, answer the following questions:

1. Why was Kebede late to class?
2. What did the teacher say when she let Kebede into the class?

#### Dialogue

Ketema: "You told me that your home is very far away from the school." "Do you go on foot or by bus?"

Kebede: "I usually go by bus."

Ketema: "Then, why were you late to class yesterday?" "Did you have any problem?"

Kebede: "Not at all, just because I didn't get my breakfast on time, so I missed the bus."

Ketema: "What subject did you have at the first period?"

Kebede: "I had mathematics"

Ketema: "Did the teacher allow you to get in?"

Kebede: "Yes, she did."

Ketema: "What did she say?"

Kebede: "Nothing bad. She advised me not to be late again."

Ketema: "Was it your first time to be late?"

Kebede: "Yes, it was."

B. Listen to the dialogue again and write all the past tense verbs you hear in the dialogue.

C. Read the following information and answer the questions below: (Do it in pairs)

Kebede had an appointment with his friend at 4p.m. At 3:30p.m. Kebede was at home in 'Merkato'. The distance from Kebede's home to the place of appointment was 15km.

1. How many km. per hour did he travel if he reached on time?
2. How many km. per hour did he travel if he met his friend at 4:30?

### Activity 5

A. Listen to these three verbs when they are read by the teacher.

Stopped          Discovered          Visited

The past tense ending "-ed" in the above three verbs is pronounced as /t/, /d/ and id/ respectively.

B. Listen to the following words when they are read by the teacher and tick the correct column.

	<u>Stopped</u>	<u>Discovered</u>	<u>Visited</u>
	/t/	/d/	/id/
1. asked	_____	_____	_____
2. disappeared	_____	_____	_____
3. caused	_____	_____	_____
4. decided	_____	_____	_____
5. waited	_____	_____	_____

- |              |       |       |       |
|--------------|-------|-------|-------|
| 6. looked    | _____ | _____ | _____ |
| 7. stayed    | _____ | _____ | _____ |
| 8. watched   | _____ | _____ | _____ |
| 9. practiced | _____ | _____ | _____ |
| 10. jumped   | _____ | _____ | _____ |
| 11. brushed  | _____ | _____ | _____ |

C. Read the above words without the past tense marker (-ed). With what kind of sound does each of them end? Put your finger around your vocal cord and produce the final sounds of the words. Which sounds create vibration in your vocal cord and which ones don't?

NOTE: Sounds that create vibration when they are produced are called 'voiced, and those which don't, are called voiceless sounds.

D. Answer the following questions in pairs and then, as a whole-class.

1. When do we pronounce the past tense marker (-ed) as /t/, /d/ and /id/ respectively?

You can give your answer in the following way, if you like.

Example: If a word ends in \_\_\_\_\_ sounds, the past marker(-ed) is pronounced as \_\_\_\_\_.

E. How is the past tense marker (-ed) pronounced in the following verbs?

- |           | <u>/t/</u> | <u>/d/</u> | <u>/id/</u> |
|-----------|------------|------------|-------------|
| 1. used   | _____      | _____      | _____       |
| 2. worked | _____      | _____      | _____       |
| 3. liked  | _____      | _____      | _____       |

- |               |       |       |       |
|---------------|-------|-------|-------|
| 4. enjoyed    | _____ | _____ | _____ |
| 5. interested | _____ | _____ | _____ |
| 6. caused     | _____ | _____ | _____ |
| 7. wanted     | _____ | _____ | _____ |
| 8. needed     | _____ | _____ | _____ |
| 9. returned   | _____ | _____ | _____ |
| 10. depressed | _____ | _____ | _____ |

#### F. Pair Work

Read the verbs in E to your partner. Which endings does your partner hear? Is she/he right or wrong?

#### Activity 6

A. Read the following questions and answers between two students. Observe the forms and uses of the underlined words in each sentence.

Kedir: "When did you take your eighth grade national examination?"

Mohamed: "Last year."

Kedir: "Were you happy in your result?"

Mohamed: "Oh, yes."

Kedir: "Did your parents give you any present?"

Mohamed: "Yes, they did."

Kedir: "What was it?"

Mohamed: "It was a dictionary."

Kedir: "Did you have any girlfriend at that time?"

Mohamed: "No, I didn't."

Kedir: "When did you join this school?"

Mohamed: "I joined this school this year."

B. Answer the following questions about things which happened (or didn't happen) to you at certain moments in the past, or during periods of time in the past?

1. Did you clean your teeth yesterday morning?
2. If you did, what did you clean them with? If you didn't, why?
3. Did you have breakfast this morning?
4. If you had, was it nice? If you didn't, why?
5. When did you take the first semester exam?
6. Did anything specially nice, or nasty happen to you last week?
7. Did you have a happy childhood?
8. Where did you pass the last vacation?

C. Now ask and answer the above questions with your friend. You can ask some more questions referring to the past, if you like.

### Activity 7

A. Almaz is a ninth grade student in Addis Ababa, and her friend Zerihun, who lives in Dire Dawa, has just spent the weekend with her. Help her to complete her letter by filling in with appropriate forms of the verbs in the following list.

(Do it in pairs)

#### Irregular Verbs

think - thought

see - saw

dream - dreamt

write - wrote

#### Regular Verbs

cry

remember

play

cook

fall -

past

drink -

wonder

fly -

laugh

give -

H/24.k/12

Addis ababa

\_\_\_\_\_ 6, 1994

Dear Zerihun,

What a wonderful time we had together last weekend! I'm sorry you had to go back so soon. When you \_\_\_\_\_ back to Dire Dawa last Monday I \_\_\_\_\_ life would be very dull without you. When I \_\_\_\_\_ your plane take off I \_\_\_\_\_ when I would see you again. Last night I \_\_\_\_\_ for a long time. When I finally got to sleep I \_\_\_\_\_ that we were getting married in a big church. Did you \_\_\_\_\_ me when you played the cassette I \_\_\_\_\_ you? I haven't had a letter from you yet; I hope, you \_\_\_\_\_ one to me last night. If you did, perhaps I'll get it tomorrow morning.

What a funny film we saw together. Do you remember how we \_\_\_\_\_ when the man \_\_\_\_\_ into the water at the end? Do you remember how much beer we \_\_\_\_\_ after diner?

That's all for now. If you \_\_\_\_\_ the letter last night. I'll probably get it first thing tomorrow.

Much love

Almaz.

B. Complete the following text with the correct forms of the verbs in brackets and then , answer the questions below,

It was Roman's fourteenth birthday. Her mother \_\_\_\_\_ (make) her a cake and \_\_\_\_\_ (put) a coin in the cake for good luck. Roman \_\_\_\_\_ (eat) the cake but never \_\_\_\_\_ (find) the coin. Her mother \_\_\_\_\_ (not notice). Soon Roman \_\_\_\_\_ (become) sick. She couldn't speak. She \_\_\_\_\_ (go) to hospital but the doctors couldn't find anything wrong with her. Then, one day when she was twenty-six, she \_\_\_\_\_ (catch) a bad cold and \_\_\_\_\_ (begin) to cough a lot. Suddenly she \_\_\_\_\_ (caught) up something small and black: it was the coin. A few days later she \_\_\_\_\_ (be able) to speak again.

1. For how many years was Roman sick?
2. If she was born in 1960, when did she recover from her illness? (Do these questions in pairs)

### C. Home Work

Write a text on one of the following topics in not more than five sentences.

1. An accident I saw this year.
2. The day I was very happy.
5. The day I was very sad.

### The Past Continuous Tense

#### Activity 1

A. Read the following conversations:

Dawit was shot in a hotel last night. To find out the criminal, Alemu, the detective, interviewed three suspects:

Alemu: "You were in Ambassador Hotel last night. So what were you doing at the time of the murder?"

1. Abebe: "I was having dinner in the hotel."

Alemu: "So, Dawit was shot while you were having dinner?"

Abebe: "Yes, that's right. When Dawit was shot, I was having dinner."

2. The waiter: "I was standing at Abebe's table all the time he was having dinner."

3. The driver: "I was playing billiards in the bar opposite, all the time Abebe was having his dinner."

4. Dawits' wife: "I was doing my act at the Ambassador all the time that Abebe was having dinner."

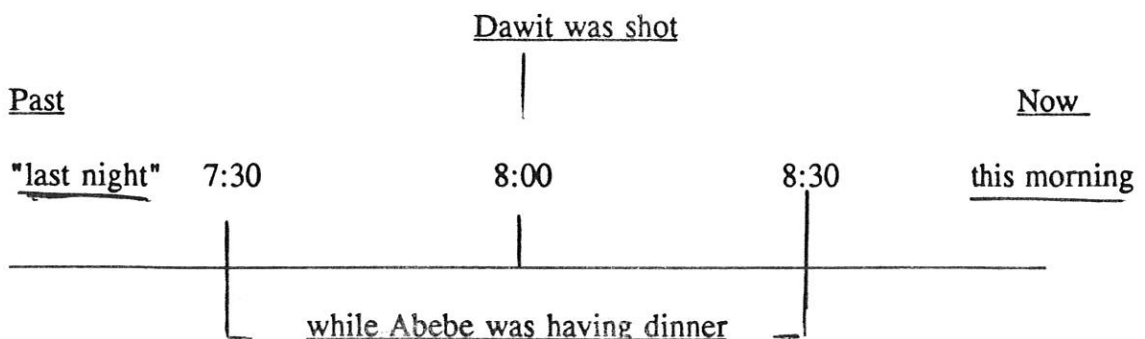
Alemu: "What kind of act was it?"

Dawits' wife: "It was an illusionist act. My partner puts me in a box and pretends to cut me in half."

B. Pair Work

Study the following sentence from the above conversation as illustrated on the time line, and answer the questions below.

"Dawit was shot while Abebe was having dinner."



1. What two occurrences are expressed?
2. Which one of the two occurrences was sudden and instantaneous? When did it happen?
3. Which one was a continuous affair? How long did it last?
4. Write out the form all the verbs -that express continuous actions in the above conversations.

- C. 1. What two occurrences are expressed in the following sentence taken from the above conversation in 'A'?

"I was playing billiards in the bar opposite, all the time Abebewas having dinner."

2. Were the two actions instantaneous or continuous?
3. Write out the forms of the verbs that express the two actions.

- D. Alemu, the detective made his report to the Chief of Police. Can you complete it? Use the following verbs in their correct form.

drive, stand, play, have, do, shoot, pretend

"At the time when Dawit was shot, Abebe says he \_\_\_\_\_ dinner at the Ambassador. The waiter says he \_\_\_\_\_ at his table the whole time. The driver says he \_\_\_\_\_ billiards, and Dawits' wife, Senait \_\_\_\_\_ her act at the Ambassador. All this while Abebe \_\_\_\_\_ his dinner there! Senait works for an illusionist and 'disappears' into a large box for half an hour. On the occasion, however, she 'disappeared' to Dawits' house, driven there by Dawits' driver. He drove her back in time for the end of her act. I have charged her with this, and she has confessed. She \_\_\_\_\_ Dawit while the illusionist \_\_\_\_\_ she was in the box, and Abebe \_\_\_\_\_ his dinner there.

The driver said he \_\_\_\_\_ billiards but he was not, he \_\_\_\_\_ Senait to Dawits' house and back. I have charged both Abebe and the driver as accessories."

E. Who do think Alemu charged as accessory? Why? (Do it in groups)

### Activity 2

A. Read the first part of the following questions and answers about some discoveries and complete the rest accordingly.

Q: What was Columbus trying to do when he discovered America?

A: He was trying to find a new route to India.

Q: What was Magellan trying to do when he discovered the Philippines?

A: He was also trying to find a new route to India.

Q: What was Fleming trying to do when he discovered Penicillin?

A: He was trying to cultivate germs.

Q: What \_\_\_\_\_ Galiles doing when he discovered that the Earth moves round the sun?

A: He \_\_\_\_\_ observing the sun with his new telescope.

Q: What \_\_\_\_\_ the Curies doing when they discovered radium?

A: The \_\_\_\_\_ investigating radioactivity.

Q: What \_\_\_\_\_ Captain Cook \_\_\_\_\_ when he \_\_\_\_\_ Hawaii.

A: He \_\_\_\_\_ making charts for the British Government.

Q: What \_\_\_\_\_ Newton \_\_\_\_\_ the force of gravity?

A: \_\_\_\_\_ sitting under an apple tree - or so they say.

Q: \_\_\_\_\_ Archimedes \_\_\_\_\_ discovered his famous formula?

A: \_\_\_\_\_ in his bath.

B. Rewrite each of the above discoveries according to the examples below.

- Example: 1. While Columbus was trying to find a new route to India, he discovered America.
2. While Magellan was trying to find a new route to India, he discovered the Philippines.

C. Read the following information and answer the questions below.

At eleven yesterday morning, a thief took a box of watches from Ato Dendir watch shop. A policeman arrived, and stopped seven people near the shop. He asked each of them: What were you doing at 11:00? The policeman wrote down their answers using symbols, because he wanted to write quickly.

1. What were the seven people doing at 11:00? Use the policeman's notebook to complete everybody's answers below. The thief told two lies, and everybody else told the truth. So if two people said the same thing, it was true. (Do it in pairs)

Policeman's Notebook	
Zeberga:	I-----I → C
:	Jemal -----X → P
Aster:	I -----L → B
:	Abebe & Senait ----- A → IC
Ahmed:	I -----Z → M
:	Omar -----L → B
Jemal :	I -----X → P
:	Omar -----V → CP
Abebe & Senait:	We ----- A → IC
:	Aster ----- L → B
Omer:	I -----V → CP
:	Zeberga -----I → C

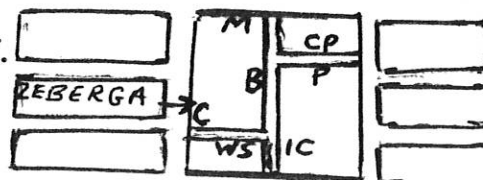
Meanings of Symbols
L = sit
Z = shop
I = eat
V = wait
A = read
X = walk
→ = in the
C = cafe
CP = car-park
IC = Information Center
B = bank
M = market

The seven people's answers

1. Zeberga: I was eating in the cafe while Jemal \_\_\_\_\_ in the park.
2. Aster: I \_\_\_\_\_ in the Bank when Abebe & Senait \_\_\_\_\_ in the \_\_\_\_\_.
3. Ahmed: I \_\_\_\_\_ int the \_\_\_\_\_ while Omar \_\_\_\_\_ in the \_\_\_\_\_.
4. Jemal: I \_\_\_\_\_ when Omar \_\_\_\_\_.
5. Abebe & Senait: We \_\_\_\_\_ in the \_\_\_\_\_ while Aster \_\_\_\_\_  
in the \_\_\_\_\_.
6. Omar: I \_\_\_\_\_, \_\_\_\_\_ car-park when Zeberga \_\_\_\_\_  
in the \_\_\_\_\_.

1. Who told the lies? Read the sentences in C2 above again to find out. Then, write everybody's names in the boxes round the map below. Who was in the watch-shop?

\* \_\_\_\_\_ told two lies, so he was the thief.



The Present Perfect Tense

Section 1

Activity 1

A. Read the following paragraph about the lives of Almaz and her parents in the past and at present.

Two years ago Almaz lived in Ambo. She was a typist in a high school and ~~as~~ had a boyfriend called Ayele. At that time her parents were also living in Ambo and they were farmers. But now Almaz lives in Nazareth and her parents live in Debre Zeit. She is a secretary in a bank and her parents are merchants. Almaz has a new boyfriend called 'Bahiru'.

- B. Read the following paragraph about the changes that have taken place in the lives of Almaz and her parents.

Almaz has left her job in Ambo. She has gone to Nazareth. She has found a job in a bank. Almaz has left her boyfriend Ayele and has got a new boyfriend called Bahiru. Her parents have gone to Debre Zeit. They have changed their job and they have become merchants.

- C. Observe the difference in the forms of the verbs used in the sentences given as examples of the three tenses below.

Examples

1. Simple past

Almaz was a typist and her parents were farmers.

2. Simple present

Almaz is a secretary and her parents are merchants.

3. Present perfect

Almaz has found a job in a bank and her parents have changed their job.

- D. Write out the verb phrases that are used in the sentence under the example (3) above.
- E. Give three other examples of verbs in the present perfect tense from the paragraph given under Activity 1B above.

<p>Note: We use the present perfect tense when we are not interested in 'when' things happened and when we are just interested in what has happened.</p>
--

- F. What changes have there been in your life in the last five years. Discuss in pairs  
(use the paragraph under Activity IB as example)

Section 2 The present perfect with 'for and since'

Activity 1

- A. Read the following dialogue and answer the questions below.

Kifle: "Tell me about your present job."

Girma: "I work for Ethiopian Air Lines."

Kifle: "I see! and how long have you been with this organization?"

Girma: "Well, I have worked there since 1989."

Kifle: "That means, you have been in Ethiopian Air Lines for many years."

Girma: "Yes, you're right."

Comprehension questions(pair work)

1. When did Girma start to work for the Ethiopian Air Lines?
  2. For how many years has he been in the organization?
  3. Is Girma still working for the Ethiopian Air Lines?
  4. Which adverb (since or for) in the dialogue above refers to a length of time, and which one, to a point of time?
  5. In the dialogue the present perfect tense is used to talk about an event that started in the \_\_\_\_\_ and which is not yet \_\_\_\_\_.
- B. In pairs, make conversations using the prompts given below. Use since or for.

Example: A: Where do you live?

B: In Addis

A: How long have you lived here?

B: I have lived here for ten years.

Prompts:

1. Where do you live/work/learn? - How long /be/live/work/learn there?
2. Do you have a boy/girl friend? - How long/know/ him/her?
3. Do you play football/tennis/the piano/  
the kirar? - How long ...?
4. Do you go to church/mosque/stadium? - How long?
5. Do you smoke/drink/gamble ... - How long ... ?

(You can add some more questions, if you like)

Section 3: Present perfect tense with 'already', 'yet' and 'just'Activity

Almaz was told to do different things at home. She has done some of them and she hasn't done others.

A. Read the following dialogue between Almaz and her mother.

Mother: "Have you finished everything I told you to do?"

Almaz: "Well, I have already finished doing some of them and I haven't done some others yet."

Mother: "Have you cleaned the rooms yet?"

Almaz: "Yes, mother, I have already cleaned all the rooms."

Mother: "What about watering the flowers?"

Almaz: "I haven't watered the flowers yet."

Mother: "Haven't you washed the glasses yet?"

Almaz: "I have just washed them."

Mother: "What about the food."

Almaz: "I have just finished baking bread but I haven't cooked the meat yet."

Pair Work

- B. Find out the positions of already, yet and just in the sentences of the dialogue above 1 :A.
- C. In what sort of sentences (positive, negative or question) do we use "already' and 'yet'.

**Note:** The adverbs already, yet and just are used with the present perfect tense to indicate that an action has/hasn't taken place recently; particularly, the adverb 'just' is used to indicate very recent actions.

- D. Assume that you were asked to do various things. Below are some of the things you have/haven't done. Ask and answer in pairs like the dialogue in 3:1:A above using the information given.

Things that have been done.Things that haven't been done.

- |                        |                         |
|------------------------|-------------------------|
| 1. washing clothes     | 1. ironing clothes      |
| 2. polishing the shoes | 2. cleaning the windows |
| 3. milking the cows    | 3. repairing the chair  |
| 4. watering the grass  |                         |
| 5. pointing the gate   |                         |

(You can add some more things in both column if you like).

Activity 2

- A. Study the information in the table below. in pairs, take turn to ask if the flights have arrived. (Assume that the time is 12:25)

Flight	From	Landed	Remark
B506	Asmara	12:20	Landed
AF103	Nairobi	12:10	Landed
KL454	Kampala		Delayed
DC5	Khartoum	12:25	Landed
DC27	Cairo		Delayed
B767	Paris	12:25	Landed
KF757	Rome	12:15	Landed
FB429	Chicago		Delayed
SS387	Berlin		Delayed
RR29	Dubi	12:22	Landed

Example:

A: "Has the flight from Asmara arrived yet?"

B: "Yes, it has already landed."

A: "What about the flight from Cairo?"

B: "No, it hasn't arrived yet."

### The Future Tense

#### Section 1

Activity 1 What is the difference between the meanings and form of the verbs in these

two sentences:

1. I write to my mother everya week.
2. I'll write to my mother next a week.

(Discuss in pairs.)

Example:

A: "Has the flight from Asmara arrived yet?"

B: "Yes, it has already landed."

A: "What about the flight from Cairo?"

B: "No, it hasn't arrived yet."

The Future TenseSection 1

Activity 1 What is the difference between the meanings and form of the verbs in these two sentences:

1. I write to my mother every week.
2. I'll write to my mother next week.

(Discuss in pairs.)

Activity 2 A. Read the following dialogue and answer the questions below.

Zewdu, his wife (Abebech), their son (Mulatu) are going to Kibre Mengist to visit the gold mining area. They are going by their car. Alemitu, the maid-servant, is not going with them.

Alemitu: "Have you got the map of the town?"

Abebech: "No, but don't worry. We will get one in Awassa, or people in that area will tell us the direction."

Mulatu: "When are we going, Dad?"

Zewdu: "We won't be long now. come on lets' go. There will be a lot of traffic on the road."

Alemitu: "Don't worry. I'll look after the house."

Abebech: "Thanks, Almi. I'll phone you as soon as we get to Awassa." Bye.

Alemitu: "Bye. Have a lovely time.

Mulatu: "Thanks. I'll bring you something new from the new place."

Zewdu: "Bye. See you."

1. Who will look after the house when they go to Kibre Mengist?
2. When will they go?
3. If the family won't get the map of Kibre Mengist, who will tell them the direction to the town?
4. What form of a verb do we use to express future action/event?

### Activity 2

Some of the sentences in the dialogue above express predictions about the future and others express promises. Identify the sentences that express promises and those that express prediction.

Example: 1. There will be a lot of traffic (prediction)

2. We won't be long now (promise)

Note: When predictions and promises are used with time clauses beginning with when, until, as soon as - the verbs in the time clauses remain in the present tense.

Example: I'll phone you as soon as we get to Awassa.

B. Read the following dialogue. Then, in pairs use the cues below to ask for prediction about the future. Respond using Really?/I hope or I hope not.

Alemu: "Who do you think will win the next World Cup?"

Yilma: "I think (Nigeria) will."

Alemu: Really?"

Alemu: "When do you think they will discover a cure for AIDS?"

Yilma: "I hope, they will discover one in about three years time."

cues:

1. Who /win the next World Cup?
  2. When /they/ discover a cure for AIDS?
  3. Who /the next president of Ethiopia?
  4. What job /you/ have after ten years
  5. When /you/ marry.
- A. Study Girma's note to a business friend. Identify the sentences that express predictions and those that express promises.

MEMO

Dear Habte,

I'm afraid I won't be able to come to the meeting on Monday because I'll be away on holiday to 'Dilla.' I think, I'll stay there for some time. I'll be back in the office before the next meeting. I'll phone you as soon as I get back

Kind regards.

- D. You are going on holiday tomorrow and won't be able to go to your English classes. Write a note to your teacher explaining why? and telling him when you will be back at school. Promise to send a post card from your holiday resort.

Use Girma's note as a model.

Intentions and ArrangementsSection 2

Activity 1 Read the following dialogue and answer the question below.

Zinash: "What intentions have you got for the next week?"

Rahel: "Well, I'm going to write a long letter to my friend in US sometime next week," "What about you?"

Zinash: "I'm going to visit the new church one day this week."

Rahel: "Have you made any arrangement for this week?"

Zinash: "Oh, yes, I'm having a party on Thursday evening." And you?

Rahel: "I'm attending a seminar on Friday."

Zinash: "Then, I'd like to invite you to a dinner party at my place, at 7:30 on Saturday."

Rahel: "Thanks. That sounds nice."

1. When is Zinash going to visit the new church?
2. When is Rahel attending a seminar?
3. What is Zinash doing on Thursday evening?
4. What is Rahel going to do next week?
5. Write out the sentences that express intentions and those expressing arrangements.
6. What differences do you observe between the times used to express intentions and arrangements?
7. What is the form of the verb used to express intention?
8. What is the form of the verb used to express arrangements?
9. Write at least four intentions, and four arrangements. (They need not be true).

Discuss your answer first, in *pairs* then, as a class.

Activity 2 Group Work

- A. You want to arrange to see each other during the coming two weeks. Ask and answer questions to arrange a time. You must find two times which are convenient for all of you. You can change your intentions but not your arrangements.

- Example:
1. What are you doing on Thursday?
    - I'm visiting my sister.
    - I'm having a party.
    - etc.
  2. What are you going to do next week?
    - I'm going to visit the zoo.
    - etc.

Exercises:

- A. Identify the sentences that express:

1) intention      2) prediction      3) arrangement      4) promise

1. I'll pay you the money soon.
2. I'm having a meeting on Monday.
3. I think, it will rain.
4. I'm going to go to Sodere sometime next week.
5. I'm going to Dire Dawa on Friday.
6. I'll call you when I come.
7. I'm going to buy a car.
8. I hope, they will be here tomorrow.

B. Complete the following sentences with clauses of your own.

1. We will fight until \_\_\_\_\_.
2. We will wait here till \_\_\_\_\_.
3. I'll go when \_\_\_\_\_.
4. I'm going to USA as soon as \_\_\_\_\_.
5. You will see her as soon as \_\_\_\_\_.

## APPENDIX : C

Achievement Test (Pre- and Post-test)Instructions:

1. Write your name on the answer sheet.
2. Answer all questions on a separate piece of paper.
3. Write you answers clearly using a pen.

PART I Comprehension

The following is a letter written from Almaz, in Asmara to her boyfriend Dereje, in Addis Ababa. Read the letter and anser the questions below.

Dec. 10/1993

Asmara, Eritria

Dear Dereje,

I and Dady arrived at 10 o'clock yesterday morning. We stayed in a nice little hotel far from the city center. We have already seen the new stadium. We will go to Mendefera tomorrow. I was in this small town when I was a child. The, I left for Addis. I am very much interested to see the changes it has made since then.

Newspapers say that the weather will be nice for the coming two weeks. According to the hotel manager, the weather has been terrible so far this summer. So we are very lucky.

I'll write again soon.

Truly yours

Almaz G/E.

Comprehension Questions

1. Which of the following statements is true according to the above letter?
  - A. Almaz lived first, in Addis, and then in Mendefera.
  - B. Almaz lived in Mendefera when she was a child.
  - C. Almaz lived in Amsara when she was a child.
  - D. Almaz lived in Addis after she lived in Asmara.
  - E. Almaz didn't live in Mendefera.
  
2. Almaz said, "so we are lucky" (line 7) because:
  - A. the manager was kind to her.
  - B. the newspaper reported that the weather could be good.
  - C. She liked the previous weather.
  - D. the manager took her to Mendefera.
  - E. her father was with her.
  
3. Which of the following statements is false?
  - A. Almaz talked to the hotel manager.
  - B. Almaz wanted to see Mendefera.
  - C. Almaz wrote the letter to her boyfriend.
  - D. Almaz didn't promise to write any more letter to Dereje.
  - E. Almaz has been in Mendefera since her childhood.
  
4. According to the newspaper, the weather in 'Mendefera' will be nice\_\_\_\_\_ .
  - A. nearly until the end of December.

- B. only until mid-December.  
 C. after December.  
 D. before December.
5. What does the phrase 'since then' at the end of the first paragraph refer to?

PART 2

Choose the best answer and write its corresponding letter.

1. May be we \_\_\_\_\_ football. We don't have anything to do.  
 A. want play      B. were playing  
 C. played      D. will play      E. plays
2. Mengistu Hailemariam \_\_\_\_\_ the country in 1982.  
 A. live   B. left      C. lived      D. leave      E. will live
3. He bit his tongue while he \_\_\_\_\_ breakfast.  
 A. was eating   B. ate   C. eats      D. is eating      E. will eat
4. Hurry up! someone is \_\_\_\_\_ us.  
 A. follow      B. followed      C. following  
 D. follows      E. will follow
5. A lorry driver is a man who \_\_\_\_\_ a lorry.  
 A. drives      B. drive      C. ride      D. driving      E. riding
6. Abebe phones his sister \_\_\_\_\_.  
 A. last year      B. never      C. Every two weeks  
 D. last year      E. next year
7. I \_\_\_\_\_ to go and live in Amsara.  
 A. will      B. don't      C. will not      D. am going      E. didn't

8. I don't think I \_\_\_\_\_ any breakfast, I'm not very hungry.  
 A. will have    B. had    C. has    D. has had    E. ate
9. have you decided what to do with the money?  
 A. Yes, I bought a car.  
 B. Yes, I'm going to start a new business.  
 C. Yes, I drink whisky everyday.  
 D. No, I have decided yet.  
 E. No, I am not.
10. Perhaps father \_\_\_\_\_ to church. The weather is bad.  
 A. want to go    B. go    C. won't go  
 D. have gone    E. will not to go
11. Kebede: Why don't you play cards until you go?  
 Kelemu: No, I \_\_\_\_\_.  
 A. didn't    B. am going to take a bath    C. will play  
 D. am play foot ball    E. will
12. \_\_\_\_\_ you meet Almaw yesterday?  
 A. Does    B. Are    C. Did    D. Were    E. will
13. I \_\_\_\_\_ to ride a horse when I was 16.  
 A. have learnt    B. will learn    C. learn  
 D. learned    E. learns
14. We \_\_\_\_\_ in the forest when we found the dead body.  
 A. walk    B. will walk    C. were walking  
 D. have a walk    E. walking

15. "Do you have anything left to do?" "No, I have \_\_\_\_\_ everything."  
 A. finish B. done C. finishing D. did E. been
16. My sister \_\_\_\_\_ the room while the lady was cooking eggs.  
 A. entered B. entering C. was entering D. enters E. come
17. "What have you done so far?" "I have only \_\_\_\_\_ the letters."  
 A. wrote B. written C. write D. writes E. writing
18. Alemu: " I work at the airport."  
 Ketema: "I see, do you \_\_\_\_\_ planes?"  
 A. flies B. flew C. fly D. flow E. flying
19. Teacher: "How often do you brush your teeth?"  
 Mamo: "I brush my teeth \_\_\_\_\_."  
 A. yesterday B. last week C. tomorrow  
 D. every day E. when I was a child
20. I know you are a known writer. What are you \_\_\_\_\_ at the moment?  
 A. write B. wrote C. read D. Writing E. written

### PART 3

A. Wat Piston is an inventor. Read the following article about one of his inventions, and write the correct form of the verbs in brackets:

"Wat Piston, who last year \_\_\_\_\_ 1 \_\_\_\_\_ (receive) a prize for his invention of the 'Piston Gas Fire' has now invented a new type of steam engine. When I \_\_\_\_\_ 2 \_\_\_\_\_ (interview) him recently, in New York, he told me all about it. He said, for years now, people \_\_\_\_\_ 3 \_\_\_\_\_ (think) that steam could not be used as everyday source of power. Indeed, after the railways stopped using steam engine, people have almost forgot about it. But steam

engine \_\_\_\_\_ 4 \_\_\_\_\_ (be) the main source of power since the early days'."

- B. Abebe is writing to Kebede, an old friend from his school days. Supply a suitable verb form of the verbs in brackets:

Dilla, Sidamo

Dec. 1993

Dear Kebede,

I am writing because as you know we now \_\_\_\_\_ 1 \_\_\_\_\_ (have) a new address. We moved here to the new place about two months ago. I couldn't write you a letter because we were very busy. You see, we were \_\_\_\_\_ 2 \_\_\_\_\_ (move) our property to the new place, and we were \_\_\_\_\_ 3 \_\_\_\_\_ (decorate) the rooms. Perhaps you remember that I used to work in a hospital. Anyway, I wasn't very happy there, so now I \_\_\_\_\_ 4 \_\_\_\_\_ (work) for a small clinic in this area. Why don't you come and spend a holiday with us? Mostly, we have a nice weather. We \_\_\_\_\_ 5 \_\_\_\_\_ (spend) a lot of time gardening. This year we \_\_\_\_\_ 6 \_\_\_\_\_ (grow) potatoes. And what are you doing these days? It is sad that we don't seem to write letters the way we used to.

Yours,

Abebe

- C. In the dialogue below, Lemma has passed an exam and Jemal has failed. Write the verbs in brackets in their appropriate forms:

Lemma: Bad luck, Jemal! But never mind.

Jemal: It's alright. I \_\_\_\_\_ 1 \_\_\_\_\_ (study) hard and I hope, I

\_\_\_\_\_ 2 \_\_\_\_\_ (do) well in the next exam.

Lemma: Will you get anybody to help you?

Jemal: No, I \_\_\_\_\_ 3 \_\_\_\_\_ (try) by myself.... And what do you intend to do in this vacation, Lemma?

Lemma: I \_\_\_\_\_ 4 \_\_\_\_\_ (go) to visit my parents in Dessie.

Jemal: How long \_\_\_\_\_ 5 \_\_\_\_\_ (you stay) there?

Lemma: Not more than two weeks.

Jemal: Please, remeber me to your sister.

Lemma: Thanks, I will.

D. Fill the following blank spaces with the appropriate forms of the verb ' be'.

Ato Kebede \_\_\_\_\_ in this school the last 5 years \_\_\_\_\_ . He \_\_\_\_\_ our English teacher last year. This year he doesn't teach us English, but he \_\_\_\_\_ our homeroom teacher at present. Ato Kebede \_\_\_\_\_ always very kind to students and teachers as well. I hope, he \_\_\_\_\_ with us next year.

#### PART 4

A. Answer each of the following questions in a complete sentence.

1. How old were you two years before?
2. What will you like to do if you get Birr 50,000?
3. How long have you lived in your present Kebele?
4. Where does your family live?
5. What do you think your friend is doing at this moment?
6. What were you doing yesterday at this time?

B. From the table below, construct four meaningful sentences by using the correct forms of the verbs in column B. You have to use each word/phrase in each column, and only once

A	B	C	D
The Director	drink	the teacher	every day
The students	play	tennis	yesterday
She	warn	coffee	next week
They	clean	the room	for the last two hours
			yet

**PART 5** (20 points)

Answer any one of the following questions in five sentences.

1. What subject do you like most? Why?
2. Do you like your English teacher? Why?
3. What kind of job do you like to have? Why?
4. Where do you think is the best place to live? Why?

## APPENDIX : D

## CLASSROOM OBSERVATION REPORT

## TEACHER - 1

I was one of the teachers who participated in the experimental teaching of the study made by Ato Geremew Semu. I taught English tenses to the Study Group-one and Control Group-one through Grammar Consciousness-Raising activities and ENE-Book-9, respectively.

During the first week of the experiment, the students in the Control Group had good motivation to learn. All of them were attentive. Some students were active in classroom participation and others were not.

After the third week, a few students began to show a feeling of indifference, and their motivation declined. Despite the effort made by the teacher to encourage, these students continued to be inactive and demotivated. Whereas, most of the students in this group showed no significant improvement or decline in their motivation and participation till the end of the experiment. That is, the degree of the students' motivation remained almost as it was before. Those who were active, more or less continued to be so; and those who were not, showed almost hardly any progress in classroom participation. Though most of the students in Control Group-one showed progress in their grammatical knowledge of the target language, the progress made by the students who were actively participating was more and faster than that of those who were not. Moreover, the common problem of all the students in this group was that they had difficulty in using the target language in classroom communication.

On the other hand, conditions observed in the Study Group-one were different from ~~those in~~ Control Group-one. In the first week most of the students in the Study Group-one were very shy and ~~inconfident~~ to use the target language during pair and group activities. Students' discussions were mostly in the  $L_1$ .

In the second week, many students began to try to express themselves using whatever knowledge they had in the target language. As the experiment went on, the students' motivation, and involvement in the grammar activities increased. Their confidence to use the language in communication gradually developed. The number of grammatical errors in the students' language decreased from time to time.

Habtamu Tabor

## APPENDIX E

## CLASSROOM OBSERVATION REPORT

## TEACHER - 2

I have participated in the teaching of the study which was designed to find out the effectiveness of teaching English as a foreign language through Grammar Consciousness-Raising activities. I have taught Study Group-two and Control Group two which at the beginning of the experiment had 13 students each. Both of the groups were taught English tenses for eleven weeks (33 periods of 40 mts. each). Study Group-two was taught through Grammar-Consciousness-Raising activities and Control Group-two, through 'English For New Ethiopia. Pupils' Book-9.'

In the beginning of the teaching of the study, the students in the Control Group two were stable, enthusiastic and active in their classroom participation. However, as the teaching continued, some students showed a feeling of boredom and gradually decreased their participation. And a few of these students became passive listeners towards the end of the experiment.

There were some students who were actively participating in doing classroom exercises throughout the teaching program. The participation of these students was limited to exercises that require responses in words, phrases, or short sentences. But, when they were asked to produce two or more sentences of their own, they usually kept silent. In general, students in the Control Group showed progress in their ability to use grammatical forms correctly.

On the other hand, in the beginning of the experiment, students in the Study Group two were not doing pair and group activities seriously. They were taking a lot

of time to form groups. Progress in the work was very slow.

However, the condition started to change gradually as the experiment continued. students became serious about classroom activities. They were able to form groups immediately. They showed progress in their motivation and confidence in using the target language. Their involvement in grammar tasks increased.

Towards the end of the experiment, progress in the students' involvement, confidence, and productive use of the language became relatively high.

G/A.

APPENDIX F

INTERVIEW QUESTIONS

1. Do you like to learn the English language?
2. Do you like to learn the grammar of English?
3. Did you like/dislike the teacher who taught you in the experimental teaching?
4. Where the grammar activities/tasks used easy or challenging?
5. Were the grammar practices and exercises used easy or challenging?
6. Were the lessons interesting or boring?
7. Which method of teaching do you like better? The method used in your regular English classes or the one used during the experiment?

NOTE: Questions 4 and 7 are only to the Study Groups.

Question 5 is only to the Control Group, others are to both groups.

## APPENDIX G

## A TEST DESIGNED TO CHOOSE SUBJECTS

A. Choose the correct answer for each sentence.

1. There are fifteen apples but some of \_\_\_\_\_ are bad.  
A. it      B. this      C. them      D. they
2. We don't want \_\_\_\_\_ sugar.  
A. much      B. many      C. plenty      D. a lot
3. He always goes to Harar \_\_\_\_\_ plane.  
A. in      B. with      C. by      D. on
4. Yesterday I saw \_\_\_\_\_ lion and \_\_\_\_\_ elephant.  
A. an; an      B. a; an      C. a; a      D. an; a
5. Were you present yesterday? \_\_\_\_\_.  
A. yes, I was      B. yes, I were      C. yes, I did      D. yes, I am
6. I know \_\_\_\_\_ she is a good worker.  
A. who      B. that      C. which      D. whose
7. Abeba ate her lunch, \_\_\_\_\_.  
A. isn't she      B. hasn't she      C. doesn't she      D. didn't she
8. He forgot \_\_\_\_\_ off the light.  
A. switch      B. to switch      C. that he switch      D. to switched
9. I can't carry that box \_\_\_\_\_ it is too heavy.  
A. unless      B. because      C. althouth      D. so that
10. Melesse's father is \_\_\_\_\_ my father.  
A. as tall as      B. as tall      C. as taller than      D. as taller

B. Choose a suitable word/phrase for each sentence

11. Our teacher is not very rich. She only \_\_\_\_\_ 500 birr a month.  
A. earns      B. provides      C. produces      D. looks after
12. The merchant has a new car and a new house. He is very \_\_\_\_\_.  
A. expensive      B. famous      C. prosperous      D. delicious
13. These shoes are too big. They do not \_\_\_\_\_ me.  
A. avoid      B. fit      C. take care of      D. include
14. Throwing stones at people is very \_\_\_\_\_.  
A. obedient      B. intelligent      C. helpful      D. naughty
15. He visits us \_\_\_\_\_. He comes every Friday.  
A. probably      B. suddenly      C. regularly      D. fortunately

C. Choose the correct sentence

16. His parents will be informed of his bad behaviour.  
A. His parents know that he behaved badly.  
B. His parents may find out if he behaves badly.  
C. He will inform his parents that he behaved badly,  
D. Someone is going to tell his parents that he behaved badly.
17. He broke his leg trying to jump over the fence.  
A. Although he had a broken leg, he jumped over the fence.  
B. He broke his leg when he tried to jump over the fence.  
C. He tried to jump over the fence with a broken leg.  
D. He tried to break his leg by jumping over the fence.
18. She hasn't visited us since Christmas.  
A. She never visits us, even at Christmas.

- B. She hasn't visited us starting from Christmas.
- C. Because it is Christmas, she hasn't visited us.
- D. She visited us at Christmas.
19. I can only help you if you give me some money.
- A. Unless you give me money, I can't help you.
- B. If I can help you, will you give me some money?
- C. Only I can help you.
- D. I will help you because you give me money.
20. You needn't bring any food but don't forget to bring some money.
- A. You should bring food and money.
- B. You must bring money but you don't have to bring food.
- C. Don't forget to bring money if you want food.
- D. Don't forget! you needn't bring any food or money.
- D. Read the passage and choose the correct answer for each question.

Wind, rain, heat and cold were the enemies of 'early man'. At first, man tried to escape from storms and rain in caves or in any sheltered place he could find. It took a long time for man to think of building houses to protect himself from the wind and rain.

The weather was also the enemy of early sailors. A sudden storm could destroy their boats and the people in them. Early farmers were often worried about weather changes which might destroy their crops. Even today, farmers are afraid of bad weather conditions which might harm their year's work.

In the past, people in most countries believed that rain and the sun were gods. They thought that they should do things to please these gods in order to make the gods

do what they wanted. So they used to dance and perform plays to try and bring rain and sunshine when they needed them.

The weather still affects our lives in many ways today. For example, the way in which we travel may be changed by the weather. During the dry season you may take a bus or truck from one town to another but during the rainy seasons .....

21. What does 'early man' mean? (lines 1-2)

A. people who lived long ago.      C. a man who wakes up early in the morning.

B. people who are never late.      D. a man who always arrives early.

22. Which of the following was an enemy of early man?

A. caves      B. the gods      C. heat      D. early sailors

23. Why did early farmers worry about weather changes?

A. They might destroy their crops.

B. They thought the rain and sunshine were gods.

C. They could destroy boats and people.

D. They did not have houses.

24. "... bad weather conditions might harm their year's work" (lines 10-11) 'their' means .....

A. early farmers      C. crops

B. farmers today      D. bad weather conditions

25. According to the passage, which sentence is true?

A. Early man soon thought of building houses to protect himself.

B. Early farmers were always worried about weather changes.

C. Farmers today do not worry about weather changes.

- D. sudden storms damaged boats.
26. When did early man dance and perform plays?
- A. when the gods pleased him.      C. when he needed rain and sunshine.  
B. when he was not busy.      D. when the gods did what he wanted.
27. "... in order to make the gods do what they wanted" (lines 14-15) 'they' means  
.....
- A. people      C. the gods  
B. rain and sunshine      D. most countries
28. According to the passage, which sentence is NOT true?
- A. At first, early man did not have houses.  
B. People used to shelter from storms in caves.  
C. People used to dance to please the gods.  
D. Everybody thought the rain and sun were gods.
29. "... you may take a bus or a truck from one town to another but during the rainy season ..." (lines 20-22). How does the sentence finish?
- A. .... you may take a bus or a truck.  
B. .... the road may be too muddy for buses and trucks.  
C. .... you will need to please the gods.  
D. .... buses and trucks will get dirty.
30. What is the BEST name for this passage?
- A. early sailors and farmers      C. weather and its effects  
B. the gods of early man      D. the way in which we travel