Assignment for all Freshman Students

Course title: Communicative English skills II

Course code : FLEn102

Second Semester 2019/20 A.Y.

This paper contains grammar, reading, vocabulary, and writing parts. Answer the questions and write your answer on pieces of paper. You will submit them when classes resume. Keep visiting the university's web site, because any new information and materials will be uploaded for you.

PART I: Grammar(15Marks)

A.Here is the beginning of a report of an experiment. Rewrite it, putting verbs in the passive where appropriate and making any o

I conducted the test in the school library to minimize noise. I took the children out of their normal lessons and I tested them in groups of four. I carried out all the tests in January 2019. The test consisted of two components. First, I showed the children a design (I presented this in Chapter 3) and I asked them to describe what they saw. I tape recorded all the answers. I then gave them a set of anagrams (words with jumbled letters) which I instructed them to solve in as short a time as possible. I remained in the room while the children did this...

B. Choose *will ('ll)* or *(be) going to*, whichever is correct or more likely, and one of these verbs (7 marks- half each).

collapse	eat	enter	~~explode~~	have
increase	leave	paint	phone	
reopen				

1. Get out of the building! It sounds like the generator is **going to <u>explode</u>**.
2. Roman _____ early before she reaches 65. She mentioned it at the meeting recently.
3. A: I think _____ home across the park.

B: That's a good idea.

4. Next year, no doubt, more people _____ the competition as the prize money increases.
5. A: Can we meet at 10.00 outside the ILS building?
   B: Okay. I_____ you there.
6. Don't sit on that bench, I_____.
7. I'm not feeling well. In fact, I think I_____.
8. 'Closed over the new year period. This office _____ on 2nd January' (*a sign on an office window*).
9. I'm sure you _____ a good time staying with Merga.
10. We _____ with Kedija tonight. She's asked us to be there at 7:00.
11. 'The 2.35 to Arba Minch_____ from gate 5' *(announcement at the airport*).
12. I wouldn't walk across the old bridge if I were you. It looks like it _____.
13. I read in the paper that they _____the price of the gas again.
14. Do you like my new solar watch? Here, I_____you how it works.
15. A: Ato Messay isn't in his office at the moment.
    B: In that case, I_____him at home.

PART III: Reading Comprehension(15 Marks)

A. Reading for the main idea.

1.Read the tile, the subtitle and the first few paragraphs of the text below. Then decide which of the following best describes the topic of the whole article.

A. Dust in the house

B. Dust in public buildings

C. Dust in the air

2. Read the first few sentences of each paragraph. Decide which sets of paragraphs deal with each of these topics (7 marks)

A. Why dust is a problem Paragraphs _____ to _____

B. Where dust comes from Paragraphs _____, _____ and _____

C. Solutions to the problem Paragraphs _____ to _____

Fighting the dust

We used to think that dust blew in through the window. Now we know better, says Alison Motluk.

A. It is hard to defend yourself against dust. Attack it, and it scatters and escapes you, but the moment your guard is down it silently returns- on lampshades and bookshelves, in corners and under beds. And that is just in your home. Imagine having to look after a larger place, somewhere packed with delicate objects with tens of thousands of people passing through each year. So serious is the fight against dust that those responsible for running museums, art galleries and historic buildings have realized it can only be won by making it the subject of systematic research.

B. Cleaning exhibits in museums and historic buildings takes a lot of time and money. But a more serious problem is that the process of removing dust can sometimes cause damage. Morten Ryhl - Svendsen of the National Museum of Denmark's analytical lab in Copenhagen is studying dust deposition on 100 year old Viking ships on display at a museum in Roskilde. 'Every time the ships are cleaned some bits break off,' he says. 'Though some fragments can be retrieved from the vacuum cleaner bag and replaced, cleaning is clearly accelerating the exhibits' decay. And no matter how small the breakage, each represents the disappearance of some information about the object.' Ryhl – Svendsen says.

C.Several studies have been launched in the past few years, attempting to put the study of dust on a scientific footing. Researchers have been investigating where it comes from, and the best way of keeping it under control. 'The conventional view is that dust comes from outside the building,' says Peter Brimhlecombe, an atmospheric chemist and dust

expert at the university of East Anglia in Norwich, UK. He is involved in a study at London's Tate Gallery which is beginning to overturn that idea. In the study, microscope slides were placed on top of the frames of several paintings and left there for seven days. Some were in older galleries, where ventilation was mainly through open doors and windows, others were in newer areas where the air within the room was continually re-circulated by air conditioners. The amount of dust that had collected was measured and analyzed and it was found that the air-conditioned areas still had considerable amounts of dust.

D.Ryhl-Svendsen and colleague used a similar technique to study the dust on the Viking ships in Roskilde. They positioned sticky patches at various locations in and around the open ships. When they analyzed the dust they had collected, they discovered a toxic plasticizer believed to come from floor tiles elsewhere in the museum, together with textile fibers, skin flakes and hair.

E. Both studies indicated the same culprits: People like you and me visiting the exhibitions. Where there are large numbers, dust levels were high. And the objects that visitors go nearest to were the ones that were most densely shrouded in fluff. Skin flakes, and strands of hair contribute to the problem, but the biggest menace turns out to be clothes. We are surrounded by invisible cloud of fibers coming from the things we wear- woollen sweaters, coats, scarves, and so on. In the case of the Viking ships, a noticeable proportion of the fibers were thin strands of blue denim from visitors' jeans.

F. So what is the answer? The electronics and pharmaceutical have already developed sophisticated devices such as air showers to clean anyone who sets foot inside their premises. They are effective but not exactly what a tourist might expect on a visit to a historical building.

G. It turns out that much of the dust causing the problem is shed from our clothes between the shoulders and waist. Dust kicked up by feet is heavier and usually falls back to the ground. So clear plastic barriers up to shoulder level could cut out a good deal of the dustiness, say the researchers.

H. They also discovered that the more vigorously people move, the more fibers their clothes shed, which suggests there might be some benefit in changing the way visitors are directed past exhibits. People tend to be most active at the beginning of their visit – adjusting rucksacks, taking off jackets and coats- so the most precious exhibits should be displayed last. This would have the added advantage, from a conservation point of view, that visitors will be getting tired by then and may spend less time

admiring the exhibits. And no twists and turns, advises Brimhlecombe: 'Design routs so people do not turn corners sharply or walk back and forth.

I. Brimhlecombe has also found that for each additional meter people are kept back from furniture or pictures, the quantity of dust they deposit is halved. At least two meters should separate a piece of antique furniture, for example, from a visitor's wollen jacket. It seems that the best way to protect museums and contents for future generation to enjoy is to keep the current generation as far away as possible.

Source: Focus on Academic Skills for IETS

B. Decide whether the following are true or false according to the text.

_____1. The view that dust comes from outside buildings is supported by research.

_____2.Dust causes damage to exhibits in museums and historical buildings.

_____3.Studies found that much of the dust in historical buildings came from visitors.

_____4.One of the studies found that air conditioners produce considerable amount of

dust.

_____5.Air showers have been used to clean visitors to historical buildings. _____

C. Complete the following with relevant words

1.The solutions suggested by researchers to control dust in exhibitions are:

A._____

B._____

C._____

2. Ryhl-Svendsen says that even small breakages are serious as they mean _____ is lost.

3. Brimblecombe's research at London's Tale Gallery does not support the idea that dust enters the building from _____

4. Brimblecombe and Ryhl-Svendsen's findings suggest that levels of dust depend both on visitor _____ and on their closeness to the exhibits.

5.The researchers found that the most serious threat came from the visitors' _____

A. Vocabulary from the text

Match the words taken from the passage with the definitions. Write your answers on the spaces provided

Words	**Definitions**
1. _____ scatter (para A)	A. to say an idea is wrong
2. _____ fragments (Para B)	B. placed
3. _____ launched (Para C)	C. small pieces
4. _____ overturn (Para (C)	D. elements
5. _____ positioned (Para D)	E. move in different directions

B. Reference

Find the words or phrases the following refer to

1. that idea ((para. C) _____
2. there (para. C) _____
3. you (para E) _____
4. me (para E) _____
5. They (para. H) _____

PART III: Vocabulary from the Module (10 points)

A. Complete each sentence with the most appropriate word from the box (1 mark each).

---

persuasive sprawl restricted resorting
ravaged serious hygiene Pressing

1. Nowadays, virtually all people across the world are obsessed with personal_____ and wash constantly.

2.There's hope the countries will reach a settlement without _____to armed conflict.

3. The area has been _____by the draught, floods and war.

4. Ribbon development, urban _____and scattered housing were all brought under reasonable control.

5. He is eloquent and_____, and once his words had even power over my heart.

B. Match the words under column A with their opposite meanings given under B. Write the letters of your choice on the spaces provided (1 mark each).

A.	B.
---------- 1.discord	A. marking
----------2.hindering	B. lying
----------3.disparate	C. straight forward
----------4.offensive	D. strange
----------5.insidious	E. polite
	F. homogenous
	G. helping
	H. harmony

PART IV: Essay Writing (10 marks)

Below are two essay topics. Choose one and write a well-organized descriptive essay of five paragraphs in the space proved.

Topic One: Corona Virus (COVID-19): An Epidemic Threat to Human Health

Topic Two: Main activities I have performed since the closure of the university

If you choose Topic One, you may use the guided writing approach suggested below.

First paragraph: State the purpose of your essay. Give brief and factual information about COVID-19. Mention the daily observed large increase in the cases and deaths from COVID- 19 worldwide. Also, describe briefly the current situation in Ethiopia.

Second Paragraph: Describe evidence of infection with COVID-19 (i.e., Symptoms of the illness)

Third Paragraph: Explain the main routes to the illness (ways of transmission)

Fourth Paragraph: Mention some misconceptions or wrong beliefs among the public about ways of contracting the virus. Describe the right ways to behave to reduce the risk of catching COVID-19.

Fifth Paragraph: Conclude your essay by making a brief reference back to the purpose of the essay. Mention *again* the dangers of COVID-19 and your advice on how to reduce the risk of acquiring the virus.

If you choose Topic Two, below is some guidance on how to approach the task and organize your writing.

Topic Two: Main activities I have performed since the closure of the university

- Activity type - Some activities may be academic while others can be non-academic

- Places to perform the activities (at or around home, away from home, etc.)
- Whether or not you performed the activities with people
- If performed with people, are they family members or just friends?
- Reasons for performing the activities
- Estimated time spent so far doing the activities (number of hours, days, weeks, etc.)
- Frequencies of your performances (daily, weekly, etc.) of the activities
- Lessons learned from performing the activities