

Unit 3. Traffic Accident

Learning Outcomes

At the end of this unit, learners are expected to:

- listen to a variety of texts with medium level understanding and transfer information,*
- interact in English medium in varied communication situations with comprehensible grammar,*
- create awareness to obey traffic rules for safety,*
- read medium level reading resources and comprehend contents,*
- guess meanings of words using different clues,*
- extend their vocabulary through antonyms and synonyms as strategies,*
- use frequency adverbs and obligation markers accurately in their communication,*
- realize the impacts of road accidents and promote safety measures,*
- write grammatically correct sentences, paragraphs and essays.*

§ Listening Skills

3.1 Listening Skills



traffic accident



Activity 3.1 Answer the following questions based on the picture above and share your answers with your partner.

1. Have you ever seen a car accident?
2. Has it happened on you, your relative or a person whom you know?



Activity 3.2 Listen to the teacher's reading or the recorded audio and fill in the blank spaces in the following sentences.

1. The accident rate increases during _____ when a crowd of people pack the roads in their _____ to go home.
2. Go to any housing estate and see _____ children speeding around on _____.

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3. Mechanical problems and road conditions can also cause accidents. For example, _____, _____, _____, potholes and traffic congestion.
4. The prevention of road accident depends largely on the _____ of road users.
5. In short, a change of attitude for the better is required of_____.



Activity 3.3 Answer the following questions.

1. With your partner, discuss the damages a car accident could cause to societies
2. What do you think the following actors should do to reduce car accidents?
 - A. road crossers and pedestrians
 - B. drivers
 - C. traffic police
 - D. driving license providers
3. Write a short paragraph about the damages a car accident causes to societies.

§ Reading Skills

3.2 Reading Skills



car crash



Activity 3.4 *Look at the above picture and write down what comes to your mind, and discuss the following questions with your partner.*

1. What kinds of damages does a car accident usually cause?
2. Who should be blamed for the accident? Why?

You may begin your discussion with:

- A car accident could cause several damages such as ...
- Who should be blamed? May be the...

Traffic Accidents

1. Every day in the newspaper, we read about road accidents where people get severely injured and even die. You may have also been in an accident yourself or witnessed one happening. Many of us may even have seen crowding on the street around two vehicles that look crushed. Road accidents

§ Reading Skills

are not uncommon in big cities where there are thousands of cars, motorcycles, auto-rickshaws, trucks, buses, and other vehicles. Road accidents are most often the result of people breaking traffic rules.

2. There is a reason that traffic rules are created in the first place. However, people break them all the time, especially when they know that the police don't always catch them for doing it. While the people who break the rules and get away with it are lucky not to get caught, they are endangering their lives whenever they indulge in such misbehavior. The penalty for breaking traffic rules is generally fine, but worse consequences of this are injuries like paralysis, broken bones, concussions, etc. The worst possible outcome of breaking traffic rules and getting into a road accident is death.
3. The traffic rule that people break the most is jumping red lights, which means they keep driving even when the signal is red. Another bad habit that causes road accidents is drunk driving. What they don't realize is that when the light is red for them, it is green for someone else and that they are putting their lives in danger because of this. Most of the time, people take turns on the road without putting on their indicator to do so, and this can lead to road accidents too. Thus, breaking traffic rules is very harmful, and people should refrain from doing so not only out of fear of the police but also because it risks their lives.
4. Road accidents are very scary, so we must ensure the utmost safety while driving. One must always wear their seat belt, only drive when the signal is green, stick to the speed limit, stay in your own lane, wear helmets when riding bikes,

§ Reading Skills

etc. The best way to prevent getting in a road accident is to ensure that you are following all the rules required to keep you safe. After all, we only have one life, and it is important to take care of it so we can enjoy it to the fullest.



Activity 3.5 *Read the passage carefully and decide whether each of the statements is ‘true’ or ‘false’ based on the information in the passage.*

1. A traffic accident is a matter of chance, one cannot escape out of it because of safety conditions.
2. People break the traffic rules when they know that the police are not around.
3. Respecting traffic rules saves us not only from penalty of the breach of traffic rules but also from car accidents.
4. People take turns on the road without putting on their indicator to do so.
5. Most car accidents occurred because of people’s breaking of the traffic rules.



Activity 3.6 *Fill in the missing information based on the reading passage.*

1. Most road accidents are the result of _____.
2. Worse consequences of breaking traffic rules are _____, _____, _____ etc.
3. The traffic rule people usually break while driving is _____.
4. The word “they” in paragraph 3, line 4 refers to _____.
5. The word “this” in paragraph 3, line 6 refers to _____.

§ Vocabulary Development

6. The utmost safety traffic rules people need to respect are _____, _____, _____, and _____.

3.3 Vocabulary Development

3.3.1 Vocabulary from the reading passage



Activity 3.7 The following words are taken from the reading passage. Find their meanings as per the contexts used in the passage.

1. crowding (paragraph 1) _____
2. indulge(paragraph 2) _____
3. endangering(paragraph 2) _____
4. outcome(paragraph 2) _____
5. refrain(paragraph 3) _____
6. scary(paragraph 4) _____

3.3.2 Antonyms and Synonyms

Synonyms are words having nearly the same meaning. Antonyms are words that have opposite meanings. Look at the following examples for each. Refer to a dictionary if you do not know the meanings of the words.

Examples for synonyms,	Examples for antonyms
■ ballot poll	■ adversity calamity
■ chorus refrain	■ bravery cowardice
■ enormous immense	■ crooked straight
■ adamant stubborn	■ dainty clumsy



Activity 3.8 Referring to your dictionary, provide the synonyms and antonyms to the words given in the first column. Provide also the meanings of the words

Words	Synonyms – Same Meaning	Antonyms – Opposites
accident		
crowd		
security		
caution		
rule		
control		
conscious		
movement		
crush		
rush		

3.4 Grammar

3.4.1 Expressing Obligations (shall, should, must, will, have to, etc.)



Activity 3.9 Read the following Dialogues and pay attention to how the words in bold are used in the sentences. The words in bold type are modal verbs that can be used to express different functions.

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Dialogue 1: Asking the Way

- Chaltu: Excuse me. **Can** you tell me where Mercato is, please?
Aster: *Take the first turn on the left and then ask again.*
Chaltu: Is it far?
Aster: *No, you can walk it under ten minutes.*
Chaltu: Thanks very much.
Aster: *It's a pleasure.*
(After she walked some distance, she got Hanna)
Chaltu: Excuse me. **Could** you tell me where Mercato is, please?
Hanna: *First turn right, and then go to your left. You can't miss it.*
Chaltu: Thanks.
Hanna: *That's ok.*

Dialogue 2: Shopping

- Tekeste: Let's go shopping. I have got quite a number of things to buy, and I believe I can get them all in the shop. You see, I ought to buy a present for my sister. Today is her birthday. What shall we look at first?
Ayalew: *T-shirt, I think. They must be on the ground floor. Yes, here we are, and I can see just the kind I want.*
Tekeste: Well, that didn't take us long. Now let's go up stairs to the second floor.
Ayalew: *We'll just take a quick look around to see if there is anything we could take as presents to the family.*
Tekeste: I like these books, and do you? Shall we ask how much they are?
Ayalew: *I want to get a comb and some hair clips. Where do you think I can find them?*
Tekeste: Oh, you must go to men's clothing department. It is in the lower floor. We'll get them on our way out.

Study the following words.

- | | | |
|-----------------|-----------------|-----------------|
| 1. <i>can</i> | 3. <i>can't</i> | 5. <i>shall</i> |
| 2. <i>could</i> | 4. <i>must</i> | 6. <i>will</i> |

Add also the following to the list:

- | | | |
|--------------------|-------------------|--------------------------|
| 7. <i>would</i> | 9. <i>have to</i> | 11. <i>don't need to</i> |
| 8. <i>ought to</i> | 10. <i>need</i> | 12. <i>don't have to</i> |

These verbs are called modal verbs that have different meanings in different contexts. For instance, the word **shall** can be used to express *willingness*, and *suggestions* in different contexts. Note the following examples to learn about the meanings of the different modal verbs.

Examples

- 1 **Shall** we go out tonight? (*expresses suggestion*)
- 2 **Shall** I open the door for you? (*expresses willingness*)

Similarly, the other verbs have also different meanings in different contexts.

Examples

- 1 **You ought to** apologize to her. *Ought you apologize to her?* (*advice*)
- 2 **You ought to** go now before it rains. *Ought you to go before it rains?* (*necessity*)
- 3 *I should call a doctor; you don't look well. Should I call a doctor?*
you don't look well (*advice*)
- 4 **I need to** use the restroom. (*Necessity*)
- 5 **You have to** call them tomorrow. (*Obligation*)
- 6 **The dog must not** (mustn't) jump on the white sofa. (*Prohibition*)
- 7 **You do not** (don't) **have to** wash the dishes today. (*Necessity*)
- 8 **He doesn't** (does not) **need to** shower tonight because he did so this morning. (*Obligation*)

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- 9 Will you empty the dishwasher later? I don't have time today (consequence).

The following examples indicate how the verbs are used in statements, negative sentences and questions. We have also tried to give you examples of the statements and the question forms for some of them.

	Statements	Negative sentences	Questions
1	You can swim.	You cannot swim.	Can you swim?
2	He must leave.	He must not (mustn't) leave.	Must he leave?
3	You should go.	You should not (shouldn't) go.	Should you go?



Summary notes

Modal verbs express ideas such as **future ideas, permission, possibility, prediction, speculation, deduction and necessity**, etc. In the following table, you will find the summary of the functions of some of the modal verbs with examples. The summary was adapted from *Learn English Today, English Grammar for ESL Learners*.

MODAL VERBS	Function	Example
Can	Ability	Almaz can swim.
	Permission	May/Can I come with you?
	Offers	Can I help you?
	Possibility	That story could be true

Could	Past ability	Zeberga could swim when he was four years old.
	Permission	Could I use your phone please?
	Requests	Could you tell me to the station, please?
May	Possibility	May you tell me the way to the station please?
	Permission	May I borrow your dictionary?
Might	Slight possibility	We might win a prize but I doubt it.
	Past form of ‘may’ in reported speech	The President said he might come.
Must	Obligation	Dogs must be kept on a lead.
	Logical deduction	You must be tired after your long journey.
Mustn’t	Prohibition	You mustn’t tell Nisredin. It’s a surprise!
Should	Advice	I’ve revised so I should be ready for the test.
	Logical deduction	You ought to write to your grandmother.
Ought to	Advice	You ought to do your homework every day.
	Logical deduction	100 Birr ought to be enough for the taxi.
Shall	Future tense	I shall be in Nekemte on Monday.
	Offers/ suggestions	Shall we begin the meeting tomorrow?
Will	Future tense	The ticket will cost about 10 Birr.
	Invitation/ offers	Will you join us for coffee?

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Activity 3.10 Select the correct verb and underline it.

1. I (should/can/may/has to) leave now as it is very late.
2. (Can/Would/Shall/May) you like a cup of tea, please?
3. (Would/May/Can/Shall) we have lunch together?
4. All citizens (can/should/need/could) abide by the law.
5. I (will/should/must/would) like to have one more pencil.



Activity 3.11 Fill in the blanks in the dialogue given below with may, should, can, could, would, will, shall, might or must.

Senait was looking out of the window when she noticed the clouds in the sky. “Wow”, she called, “it seems like it (1) may _____ rain”.

Senait: Letemichael! I think you (2) should _____ take the umbrella with you.

Letemichael: *Oh no! The umbrella is too big! I (3) can _____ not carry it by myself. I (4) would _____ rather leave it at home.*

Senait: What are you talking about? You (5) will _____ get wet for sure!

Letemichael: *You know, Senait, people (6) can _____ get wet. It's not the end of the world. (7) can _____ I just go without it?*

Senait: No, you (8) can _____ not. Fikre told her husband Tolosa that he (9) could _____ leave without his umbrella and look what happened to him.

Letemichael: *What happened to him?*

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Senait: (10) *would* _____ you please stop talking and take your umbrella with you?

Lete Michael: *There aren't that many clouds in the sky. It (11) might _____ not rain after all.*

Senait: You (12) *must* _____ be joking.

Lete Michael: *Well, a man (13) must _____ do what a man (14) must _____ do. I (15) will _____ take the umbrella. (16) Should _____ I take anything else?*

Senait: If I were you I (17) *would* _____ be happy to take an umbrella.

Lete Michael: *I (18) would _____ like to be happy, but it's too heavy!*



Activity 3.12 Fill in the blanks in the passage given below with can, could, couldn't, must or might.

Before this year, I (a) _____ move out of my parents' house because I did not have a job. But now that I have finished college and have a job, I realise that living at home (b) _____ drive my parents and me crazy.

Unfortunately, it's not so easy to find a flat on rent in the city. Without an agent, you (c) _____ not be able to find all the available listings. Because of my agent's help, I found a wonderful flat this morning and signed the lease. Before now, I couldn't sign a lease, but now I (d) _____ because I am twenty-one.

I asked my friends to help me move because I knew that I (e) _____ fit all my possessions into my little car. My best friend said, "I (f) _____ help you move next Sunday." He added, "I (g) _____ help in the morning as I am free." My father also offered to help me move. He (h) _____ be really eager to have me move out!

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3.4.2 Do/do not (don't)/does/does not (doesn't)

The words **do**, **does**, **don't** and **doesn't** almost always appear in people's English speaking and writing. They are used in affirmative and negative sentences and questions.

Examples

- | | | |
|---|---|-----------------------------------|
| 1 | Many students do their chores when they return home. | Affirmative sentences |
| 2 | Almaz does charity work when she has time. | |
| 3 | She does not (doesn't) speak French well. | Negative sentences |
| 4 | They do not (don't) write Spanish. | |
| 5 | Does the teacher drive to school? | Questions |
| 6 | Do the students do their chores when they return home from school? | |
| 7 | Don't you listen to the teacher when explains? | Questions using don't and doesn't |
| 8 | Doesn't she go to church every Sunday? | |



Activity 3.13 Change the following statements into negative and question forms following the examples given to you.

Examples

- | | |
|---|---|
| 1 | Zelalem likes to play football after school.
Negative: Zelalem doesn't like to play football after school.
Question: Does Zelalem like to play football after school? |
| 2 | The teachers drive to work every day.
Negative: The teachers don't drive to work every day.
Question: Do the teachers drive to work every day? |

Now do the same for the following statements.

1. Does your teacher give feedback everyday?:

Negative: _____.

Question: _____

2. Do you swim well?.

Negative: _____

Question: _____

3. Does she speak English?.

Negative: _____

Question: _____

4. Do they read books?

Negative: _____

Question: _____

5. Does he travel by bus?.

Negative: _____

Question: _____

Have you noticed how **do** and **does** are used? ‘**Do**’ is used with plural subjects, while **does** is used with singular subjects. Read the following brief note in the Box below as a summary for how the verbs are used.

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They	do (don't)
We	
You	
I	
Abebe and Bekele	

He	does (doesn't)
She	
It	
The student	

Examples.

1. We want to learn French.
 - We don't want to learn French.
 - Do we want to learn French?
 2. They like going to the gym.
 - They don't like going to the gym.
 - Do they like going to the gym?
1. He works very hard.
 - He doesn't work very hard.
 - Does he work very hard?
 2. She loves doing exercises.
 - She doesn't love doing exercises.
 - Does she like doing exercises?



Activity 3.14 Choose and underline the correct word from the given words in brackets. The first one is done for you.

1. Please (don't/does/do/doesn't) play with your food.
2. This cafe (do/does/doesn't/don't) serve alcohol.
3. (Do/Doesn't/Does/Don't) they listen to pop music?
4. What (does/don't/doesn't/do) that mean?
5. She (does/do/don't/doesn't) like animals so she won't go to the zoo.
6. I (don't/doesn't/do/does) want to talk about it anymore.
7. I (Do/Does/Don't/Doesn't) do much more work in the evenings.
8. (Don't/Do/Does/Doesn't) you like coffee?



Activity 3.15 Answer the questions below as given in the examples.

Examples

1 Does Ali go to school?

- a) Yes, he does.
- b) No, he doesn't.

2 Do you play volleyball?

- a) Yes, I do.
- b) No, I don't.

3 Does your teacher give feedback every day?

- a) _____.
- b) _____,

4 Do you swim well?

- a) _____.
- b) _____,

5 Does she speak English?

- a) _____.
- b) _____,

6 Do they read books?

- a) _____.
- b) _____,

7 Does he travel by bus?

- a) _____.
- b) _____,

3.4.3 Adverbs of frequency

In Unit 2, you have learned about the adverbs of frequency. Do you remember the words? What are they? Yes, they are *always*, *usually*, *often*, *occasionally*, *seldom*, *sometimes*, *rarely*, and *never*. You have studied how the adverbs of frequency are used in sentences both in statements and questions.

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Examples

- 1 Helen **always** goes out on Sundays..
- 2 You must **always** try your best.
- 3 How **often** do you watch films?



Activity 3.16 Construct your own sentences using each of the adverbs of frequency, and show your sentences to your partner.



Activity 3.17 Read the following dialogue and underline the adverbs of frequency.

Reporter: So, Tadesse, you're majoring in Journalism, right?

Student: Yes, that's correct. I'm graduating next June, and I'm looking for jobs now.

Reporter: It's never too early to do that!

Student: I know! So I'd like to ask you a few questions about what it's like to work for a newspaper.

Reporter: Sure, go ahead.

Student: Well, my first question is a basic one. Do you pretty much do the same thing every day?

Reporter: No, not really. I rarely do the same thing from one day to the next.

Student: Could you explain that a little bit more?

Reporter: Well, I mean that I always have a story that I'm working on, but the stories are always different, so I never see the same people. I visit different people, go to different places, and do many different things. My job has a lot of variety.

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Student: *How often are you in your office?*

Reporter: Well...some of the time... I mean, my computer is there, and that's where I write my stories I go to interview people in their homes and offices. Actually I spend a lot of time in my car going to and from interviews.

Student: *How do you stay in touch with the newspaper then?*

Reporter: Oh, I always take my cell phone with me.

Student: *Do you usually have a laptop with you, too?*

Reporter: No. I don't like to use laptop when I am interviewing'. I sometimes take notes on paper, but I usually use a little voice recorder. Then I type my stories as soon as I get back to the office.

Student: *So you don't use email much.*

Reporter: Oh, yes, I do. I always check my email before and after lunch, and morning, again when I get to the office, before and after lunch, and again before I go home in the evening.

Student: *Wow, that's a lot! Do you check your email on weekends, too?*

Reporter: Yes, I usually check my email on weekends. I will answer personal emails, but I have a rule that I never answer business emails on the weekend or a holiday.



Activity 3.18 *Select the correct use of the adverbs of frequency in brackets in the story below, and underline the correct answers.*

§Speaking skills

Our Garden

At our house, we have a great urban garden. My husband (1. Wakes usually up/ usually wakes up/wakes up usually) at 7a.m every day. (2. Sometimes he/He sometimes) goes for a run, but (3. usually he/he usually) waters the garden. He (4. never asks/asks never) us to help him that early because we (5. Usually are/are usually) getting ready for school. Our kids (6. seldom are/ are seldom) late for school and (7. often are/are often) there pretty early.

(8. Sometimes it/It sometimes) rains in the afternoon. In the summer, it (9. usually storms/storms usually) between 2 PM and 4 PM in the afternoon. It (10.rains rarely/rarely rains) in the wintertime, so my husband or our children will have to water the garden then. In the fall, we (11. have usually/usually have) lots of pumpkins that we (12.always carve/carve always) to get the seeds for roasting. In the spring, we (13. sometimes have/have sometimes) cucumbers that we pickle in jars. In early summer, we (14. have often/often have) beautiful red strawberries that we pick and turn into jam. It (15. sometimes is/is sometimes) a lot of hard work, but we don't have to make as many trips to the grocery store.

3.5 Speaking skills

Speaking activity based on the listening passage



Activity 3.19 *In the listening activity, you have listened to the causes of traffic accidents like excessive speeding and poor driving skills.*

1. Get into groups of 3 or 4 members, and discuss the major

§Speaking skills

causes and solutions of traffic accidents. Some are stated in the table below;

2. Discuss what people must do to minimize traffic accidents.

Causes	solutions
breaking traffic rules	respecting traffic rules
overloading	awareness creation
poor quality of roads	road maintenance



Activity 3.20 Using the above phrases, act out the following dialogue by completing the missing clauses.

Dialogue

Tewabe: These days, traffic accidents have become a serious problem in our country, isn't it?

Regassa: Yes, it is. Several people _____.

Tewabe: What do you think is the reason for that?

Regassa: Because _____.

Tewabe: What must the government do to solve this problem?

Regassa: _____.

Tewabe: What about the road users?

Regassa: _____.

Tewabe: The roads themselves also cause traffic accidents, don't they ?

Regassa: Yes, they do. _____.

Extend the dialogue adding more causes and solutions for traffic accidents.

§ Writing Skills

3.6 Writing Skills

Writing informal letters

Letter writing is an important skill you should develop. Written communication in both formal and personal matters is crucial and so it is necessary to develop a skill for letter writing. Here, we will focus on how to write informal letters.

Informal letters are written to close acquaintances of the writer such as friends, family and relatives. They are also written in informal and person tone with no set format. However, there is a general pattern (format) given below.

Format of Informal Letter

1. Sender's Address
2. Date (e.g. 25 April 2020)
3. Salutation (e.g. Dear Mom)
4. Body of the letter:
 - A. Introduction
 - B. Main content (Description)
 - C. Conclusion
5. Subscription
6. Writer's Name

Letter 1

Nefas Silk, 203

Addis Ababa

August 12, 2021

Dear Marta,

I hope this letter finds you well and holds up over your mother's death of a traffic accident. I know what a difficult time it is for you.

I think that when God created mothers as the very special people that they are. He had your mom in mind already. She was truly one of those blessed and good people who are full of so much grace and dignity.

I know your faith will comfort you. My prayers will be for you and your family to find the peace and strength that comes in knowing that a loved one has gone to their eternal rest.

God Bless You.

With love and affection,

Hanna Eyasu

§ Writing Skills

Letter 2

Hawassa, 453

July 21, 2021

Dear Feysa

I am so sorry to read your devastating news. I never met your Dad, but know how wonderful and supportive he was to you over the years and can only start to imagine what you are feeling now.

You will gradually find comfort in all the happy memories. Your parents found their new life in Australia and lived the last years of their life in contentment there, surrounded by family.

Your dad lived to see you find happiness and security and love. He will have died content for knowing that. And best of all he did not suffer a long illness.

Make sure you find time to grieve and allow yourself to do so – and don't expect it to pass quickly. Losing a parent takes time to process for us mortals. Do you remember I was in the aftermath of losing my dad when we first became close? I didn't fully recover from that for at least two years – and made some very strange decisions and acted out of character for much of that time.

I wish I could be with you to try to help somehow. I'm giving you a big hug now from halfway across the globe.

Sending love to you and all your family.

Take care and hang on in there.

Daniel Teshome

Addis Ababa Municipality

Addis Ababa

§ Writing Skills



Activity 3.21 Look at the following letter written to a friend who had a car accident informing him about his speedy recovery in a consoling tone. Identify the different parts of the letter. Then, write your letter to your friend who lost his father two weeks ago.

Dire dawa, 241

June 21, 2021

Dear Assefa

I hope this letter finds you in the best of spirits. When I visited last week, you seemed a little bit depressed.

Come on boy, you should thank God for giving you a fresh lease of life. Everything is going to be fine very soon. I even talked to your doctor this morning and he told me that you are out of danger now.

You will have to remain in the hospital for a few more days but that is not something you should be concerned about. Your family and friends are there for you.

Don't forget that life is a mixture of joys and sorrows. By the way, all of us have decided to celebrate your recovery as soon as you come home. You will be throwing a party the day you come back home from the hospital. Hope to see you soon. My parents and younger sister have sent you lots of love and wishes.

Wish you a speedy recovery!

Yours truly,

Daniel