AN ASSESSMENT OF THE CONTENT VALIDITY OF HIGH SCHOOL ENGLISH LANGUAGE TESTS IN RELATION TO TEXTBOOKS CONCERNED

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ABSTRACT

The main objective of this study is to examine whether or not high school English language tests currently administered in schools adequately represent - both in content and in format - the practice exercises contained in the corresponding textbooks.

Since some research works were conducted concerning the teaching and learning activities of the other grades, for the purpose of this study, grade ten was selected. The main data sources thus were English language textbook and sample test papers of the said grade gathered from different government comprehensive, vocational and senior secondary schools. The contents of 10th grade textbook and those of the English language tests were analysed. For the purpose of this study a representative list of content areas was drawn up by referring to the instructional material concerned.

In order to assess the attitude of teachers and students towards the current 10th grade English examinations, questionnaires were administered to those subjects. Interviews were also conducted to some subjects for the same purpose. Then, the Spearman's rank-order correlation coefficient statistical method was used in order to determine the degree of the relationship between the frequencies from the analysis of the contents and formats of the textbook and those from the analysis of the examination questions.

The results of the findings show that the contents of the sample test papers generally correlate with the contents of the textbook. However, in specific terms, the different content areas of the textbook were not proportionally represented in the sample test papers. The results of the study have shown that the weighting allocated to the various content areas and skills in the sample test papers fail to adequately mirror that of the language components and skills of the instructional material.
Regarding the formats, the two materials (the textbook and the sample test papers) were found to be at variance. In other words, the limited formats employed in the sample examination papers seem to fail in enabling candidates to make use of their knowledge of the English language in the various content areas and skills. On the bases of these findings, it is concluded that the English language examinations currently administered at Grade Ten level, relatively speaking, seem to possess low content validity.
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DEFINITIONS OF TERMS USED

CONTENT VALIDITY: - refers to "the extent to which the selection of tasks one observes in a test taking situation is a representative of the larger set (universe) of tasks of which the test is assumed to be a sample" (Palmer and Bachman, 1981:136).

CONTENT ANALYSIS: - refers to a scheme in the form of a table marked vertically or horizontally to determine frequencies of content areas.

LANGUAGE COMPONENTS: - refer to Grammar (with all its elements units and classes), vocabulary (list of words used in the textbook concerned), Mechanics (conventions of capitalization, punctuation and spelling), Pronunciation (the ability to make sound contrasts as in SEE and SEA).

LANGUAGE SKILLS: - refer to writing, reading, listening and speaking.

PRACTICE EXERCISES: - are activities devised to teach the various language components and language skills.

FORMATS: - refer to methods designed to present the different content areas through instructional activities such as write, complete, arrange, put, and change.

FREQUENCY: - refers to the number of times a content area is dealt with in the textbook or test papers.
CHAPTER ONE: THE PROBLEM, ITS IMPORTANCE, SCOPE AND LIMITATIONS

1.1 Introduction

The interrelatedness of teaching and testing has repeatedly been noted by testing experts. Especially, in the last two decades great emphasis has been given to the mutual interdependence between teaching and testing. In all test types, including teacher-made classroom tests, evaluation procedures are attached to teaching methods and goals.

In the assessment of what has been learnt, due concern is given to content validity as it is the most important for teachers. Furthermore, this type of validity has been found to be an important aspect in language test development. The study conducted by Heaton (1975, 1988, and 1990), Oller (1979), Harrison (1983), Hughes (1989), Bachman (1990), Weir (1990), for example, assert that content validity is one of the important features of a test.

Although there are different types of tests aimed at different purposes, in this paper, the content validity of high school achievement tests has been given due concern because almost all language teachers are involved in the preparation and use of such tests. The content of an achievement test is determined by the objective of instruction (Rothney, in Skinner, 1959:686). That is, the content must reflect what has been taught or covered in the classroom. A good achievement test, thus, tries to encompass the major language components and language skills practised during classroom sessions. Furthermore, the construction, evaluation and use of achievement tests involve aspects such as validity, reliability, comprehensibility and practicality (Nunnally, 1970). Testing scholars recognized these concepts to be major qualities of a good test. In this respect, achievement tests which are constructed on the basis of these features seem to be very
essential for assessment of the language ability of foreign language learners.

Testing experts also suggest that test methods might have an impact upon students' performance (Davies and Upshur. 1993). These scholars, however, remark that the age, interest and educational background of students seem to have their own effect on the type of method to be employed in a test. Teachers, therefore, need to be aware of the relative strengths and weaknesses of the different methods in constructing tests. Usually, achievement tests try to reflect those formats employed in the teaching material.

1.2 Statement of the Problem

It has been alleged that Ethiopian high school English Language tests demonstrate deficiencies as items we find in the text books are not appropriately represented in school tests (Aleme, 1983; Seblework, 1992). The purpose of this study is, therefore, to

i. investigate the magnitude of the balance between the various language components and language skills contained in high school English textbooks vis-a-vis those in the actual tests currently administered in schools.

ii. assess the relationship of the formats used in both the textbook exercises and the test papers.

1.3 Importance of the Study

As stated in the statement of the problem, the main objective of this study is to examine whether the tests currently administered in schools adequately correspond with the exercises in the text books. The results of the study is, therefore, hoped to contribute towards:

a. increasing teachers' awareness of language testing and thus providing a valuable input for teacher education.
b. assessing whether or not the content areas to be tested are adequately mirrored in the test content by surveying the distribution of the frequencies among the content areas and language skills.

c. gaining a better understanding of the need for a closer relationship between language teaching and testing as far as achievement tests practised in Ethiopian high schools are concerned.

1.4 Scope of the Study

The main purpose of this study is to examine whether or not high school English language tests currently administered in schools adequately represent - both in content and in format - the practice exercises contained in the corresponding textbooks.

In this regard, the content validity of 10th grade English language tests has been taken as a frame of reference. This study, thus, did not encompass other diversified areas or test qualities on which effectiveness could be assessed.

1.5 Limitations of the Study

This study focuses only on tests administered in the Addis Ababa government high schools. This is because non-governmental high schools use different kinds of teaching materials. The tests analyzed in this study include those tests administered during the 1992/93 G.C. in ten governmental high schools selected from the five different zones of Addis Ababa.

Although it was the researcher's intention to assess tests administered in many schools, time, financial problem and other constraints did not enable him to do so. Moreover, the researcher was unable to find adequate resources conducted in this particular area in the Ethiopian context.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Historical Background of Testing

According to Spolsky (1978), the development of language testing was classified into three stages: the pre-scientific, the psychometric-structuralist, and the psycholinguistic-sociolinguistic. At the pre-scientific stage, teachers having no knowledge of testing used different devices to evaluate their students. For example, students were obliged "to label parts of a sentence and memorize lists of language patterns" (Madsen, 1983:5). Besides, the subjective tests which were set up during this stage were not concerned with validity and reliability: they embodied excessive writing activities including translation, essay, dictation and open-ended answers.

Therefore, the role of testing in language teaching and its use to language teachers was neglected until the second world war. Baker (1989) writes:

"Before the second world war the idea of language testing as a distinct activity scarcely existed. If a learner had to be assessed for second-language proficiency this was done using the same means as had been used to teach it: composition, translation, dictation, etc. The distinction between teaching and testing was not clearly drawn" (Baker, 1989: 29).

However, war time language programmes which were conducted in the United States and elsewhere and the expansion of international agencies gave much emphasis to language projects. Especially, the work which was done in the United States regarding the language programme soon became the prevailing orthodoxy in the field of language testing (Baker, 1989). Furthermore, during the last decades, the role of testing became a field of interest to applied linguists, curriculum designers and language teachers. Hence, more invaluable research activities were conducted and a considerable number of articles on testing produced more than ever before. Nevertheless, lack of adequate knowledge of testing was considered to be among the factors that made teachers unable
to carry out the evaluation process effectively.

In the 1940s, 1950s and 1960s, when the American Structuralist view had
influenced the methods and approaches of language teaching, concepts about language
testing were also developed. In the Spolskys' second stage of language testing
development, the tests were made more objective in order to increase their reliability;
accordingly, trials were also made to make the tests valid by relating them to a coherent
view of language (Davies in Kinsella, 1982). According to Baker (1989), tests of this
stage were characterized by two important factors: "Firstly, the questions were of 'closed'
type, i.e., the testee had to choose between a limited number of responses. Secondly, a
fairly elaborate system of statistical procedures had been evolved for developing and
evaluating the tests" (p. 30). In this regard, the objective tests introduced in this second
stage were aimed at measuring discrete sounds, specific grammatical aspects, or
vocabulary items. Furthermore, the newly introduced objective tests have got the upper
hand over the older subjective written tests. This is because the former was found to be
scored consistently even without having much knowledge of testing.

2.2 Testing in the Light of Modern Language Teaching Theories

During the 60s the methods and the analysis of contents of the psychometric-
structuralist approach began to come under severe criticism. This was because, on the
one hand, there was an increasing interest in the use of integrative tests. On the other
hand, in acquiring the elements and skills to be mastered, as Baker (1989:36) points out:
"the structuralist analysis looks poor compared with the kind of descriptions of language
use which have been available over the last two decades".

Hence, language testing was geared towards a new concept: Communicative stage,
a time that emphasizes evaluation of language use rather than mastery of language form:
i.e., the shift towards communicative language teaching has brought about a change in the theory and practice of language testing (Weir, 1990). During this communicative era, lots of changes have been introduced to evaluation processes. The relative merits of communicative language testing (as compared to the pre-scientific and psychometric structuralist era) have been advocated by different scholars including Heaton (1975, 1988, 1990) Madsen (1983), Hughes (1989), Bachman (1990), Weir (1990).

In Spolsky’s third stage of language testing development, much more concern has been given to the integrative or global tests which endeavours to evaluate language proficiency (both in production and in comprehension) of the entire communicative effect of a message (Davies in Kinsella, 1982).

Tests at present are chiefly referred to evaluating communication in the foreign language. The focus is on the understanding and use of the language in situations to convey genuine communicative purposes: i.e., not just examining the ability to manipulate language forms as used to be the case in the Psychometric - Structuralist evaluation.

Canale and Swain (1980) proposed two general implications for the theoretical framework of communicative testing. Of the two frame works the first emphasizes that:

"Communicative testing must be devoted not only to what the learner knows about the second language and about how to use it (competence) but also to what extent the learner is able to actually demonstrate this knowledge in a meaningful communicative situation" (P. 34).

Thus, communicative language testing requires the learner’s ability to use language spontaneously, confidently and appropriately: i.e., it advocates appropriacy to context, participants, topic and the like. Furthermore, regarding the implementation of communicative tests these scholars remark that: "Pencil-and-Paper tests now in use do not necessarily give valid indication of second language learner’s skills in performing in actual communicative situations" (Canale and Swain, 1980: 34).
This stage of language testing development is also characterized by the second framework of Canale and Swain (1980) which is concerned with the role of discrete point tests in a communicative testing programmes; these scholars argue that:

"...discrete-point tests may be more effective than integrative tests in making the learner aware of and in assessing the learners control of the separate components and elements of communicative competence. This type of test would also seem to be easier to administer and score in a reliable manner than is a more integrative type of test" (1980:34-35).

These theories recommend not only the use of discrete-point test formats but also tend to employ the testing techniques which took place in the pre-structuralist era; for example, dictation and composition tests have been used for classroom testing at higher levels. Concerning this point, Madsen (1983) says that:

"Language testing today reflects current interest in teaching genuine communication, but it also reflects earlier concerns for scientifically sound tests" (1983: 5).

In Ethiopia, although the relationship of language teaching and testing has not yet been fully realized in most educational institutions, some changes have been observed in the construction of language tests. In the earlier days, for example, as practised elsewhere, the English language examinations were entirely dominated by traditional ways of testing techniques; such as translation, precis, essay writing, dictation and open-ended answers.

In 1967, the Ministry of Education and the university’s Faculty of Education set up a seminar regarding the English language tests especially tests administered for School Leaving Certificate Examination (ESLCE) candidates. Referring to the results of the seminar, Madsen in Bender (1976) reports that:

"Following extensive debate and discussion, the Ministry and the Chief ESLCE examiner at university agreed to abandon the precis completely and drop long free composition in favour of a controlled paragraph. The comprehension section was to consist of objective questions based on two prose passages of differing styles and subject matter. The structure section was to be an extensive objective test" (Madsen, 490).

There after, the gradual objectifying of language tests was adapted by all
educational institutions. Nowadays, all English language tests administered at all levels are totally found to be objective types. More discussions will be made regarding language testing in Ethiopia in the next section.

2.3 Relationship between Language Teaching and Testing

The mutual interdependence between language teaching and testing was not given due concern in the past. However, in the communicative era emphasis has been given to the relationship between language teaching and testing. This interrelatedness of language teaching and testing has been given due consideration by a number of scholars like Heaton (1975, 1988, and 1990), Canale and Swain (1980), Madsen (1983), Hughes (1989), Bachman (1990), and Weir (1990). These scholars greatly emphasize the indispensable nature of the close relationship between language teaching and testing. Thus, language tests have been considered to be among the factors that should be seriously taken both in teaching and in the area of English language development. Language tests are considered to be agents of changes. Apparently, they are also used as instruments of changes. In this regard, with the introduction of new methodologies of teaching, it is a common practice to administer tests to check the feasibility and usefulness of the introduced methods. It is, therefore, compulsory for teachers to put as much planning to their tests as they do to their teaching. Accordingly, it seems very demanding to understand the general use of tests, their limitations, and the contexts in which they may be appropriately used.

Regarding the use of tests, Baker (1989) remarks that: "Testing has become an unavoidable part of the business of language instruction. Some of the reasons for these are good ones: teachers, learners, and administrators all need information, motivation and reassurance from time to time and tests can provide this" (p. 106). Therefore, tests could
be used as sources of information and feedback for all participants who are concerned with the language teaching and learning processes.

Teachers use tests of all kinds for a variety of purposes. Most of the time tests are set to assess students' achievement in the different content areas that they were exposed to. Tests could also be used to evaluate the progress and performances of students. Especially, achievement tests help both teachers and learners to evaluate the progress made in the teaching/learning process. Bachman (1990) highlights the use of tests and the importance of the relationship between language teaching and testing as follows:

"Language tests can be valuable sources of information about the effectiveness of learning and teaching. They can also be used as sources of feedback on learning and teaching" (p. 54).

Thus, tests could be used as a feedback to make revisions on important content areas which have been neglected during instructions. Furthermore, by providing valuable information they will help for future remedial work on classroom activities. Supporting the same view, Harrison (1983) states that: "A test is seen as a natural extension of classroom work, providing teachers and students with useful information that can serve each as a basis for improvement" (p. 1). Besides, tests could be used for the purpose of enabling teachers to survey the content areas that have been found difficult by the individual student and the class as a whole (Heaton, 1988). In the same way, teachers could also make use of the tests to evaluate not only the feasibility of the methods and materials employed during the language sessions but also to assess their own effectiveness in their teaching and method of presentation which could later help them in addressing their students (Madsen, 1983, Heaton, 1988).

Hence, the mutual interdependence between language teaching and testing has clearly been stated by Heaton (1975) who believes that, "...both testing and teaching are
so closely interrelated that it is virtually impossible to work without being constantly concerned with the other" (p. 5).

Thus, taking all the points under discussion into consideration, one can easily realize that language teaching and testing are mutually interconnected; therefore, teachers need to make as much planning in their school tests as they do in their teaching. Above all, as experience has shown, teachers should never forget that the strength of most examinations lie in their relationship to language teaching (Davies and Upshur, 1993: 16).

It is, therefore, in the light of the above-mentioned close relationship between the teaching and testing of language that this research attempts to examine the situation as regards the teaching and testing of English in Ethiopian high schools.

2.4 English Language Testing in Ethiopian High Schools

In Ethiopia, because of historical and many other reasons, the English language has been serving as a medium of instruction and is taught as a course in almost all educational institutions. Regarding the historical and other possible reasons for the present status of English in Ethiopian high schools, Tadele (1992) states that:

"The use and substantive influences of English in Ethiopia are thought to have begun immediately after the restoration of independence in 1941 when schools, which had been closed during the Italian invasion, reopened and the rebuilding of the whole educational system was necessary" (p. 16)

More importantly, he further states:

"English is unquestionably by far the most important and widely used foreign language in Ethiopia, with several functions, ranging from being a medium of instruction in post-elementary education and a means of introducing science and technology into the country to serving as an instrument of wider international communication and as a lingua-franca between and among the large expatriate community and the educated Ethiopians" (p. 16).

Furthermore, it is one of the compulsory subjects in the Ethiopian School Leaving Certificate Examinations (ESLCE) in which students are required to score good grades either to join higher institutions of learning or be admitted to a particular job.
In order to determine the English language ability of students, examinations are administered in schools and/or training institutions. The examinations can be viewed as classroom, school and national examinations. When one thinks of a test, it is common to view it in terms of the major features of a good test: such as, validity, reliability, comprehensibility, and practicality. Nevertheless, tests currently administered in Ethiopian high schools are alleged to demonstrate deficiencies in the said qualities.

The deterioration of English language proficiency of most Ethiopian students has become a common burning issue in all educational sectors. Various studies made in this regard, for example, Abdulkadir (1983), Alemu (1983), Getachew (1984), Tewolde (1988), Dejenie (1990), Bogale (1994) prove the existence of the problem.

2.4.1 School (Achievement) Tests and the Testing Environment

In Ethiopia, the English language teaching syllabi are designed for primary and secondary schools. The secondary school syllabus, in particular, consists of different content areas and language skills to be taught at each grade level. Moreover, though not in detail, it also provides some ideas about the testing of the English language. However, as language teaching and testing are closely interrelated an equal emphasis should have been given to both aspects. As a result of the insignificant attention given to language testing, the construction of school tests in Ethiopian high schools does not seem to be a sensible one. First of all, our high school tests do not seem to represent samples of language components and language skills in an appropriate proportion. This seem to be the case because most high school teachers' knowledge of language testing is limited. Secondly, school facilities are very poor; for example, lack of material resources like duplicating machines, type writers, size and quality of black boards and students ratio to teachers are obstacles to set up the required tests (teachers' comments on the administered
Besides, inability to control a large number of students crammed into a small room, few number of test items and the predominant structural nature of test items reduce the practicality of the tests. Along with these problems, the items in the textbook mostly dealt within classroom are comprehension and vocabulary but they are hardly treated in the examinations. This also seems the case because structures lend themselves readily to testing. Above all, the tests designed and constructed at schools do not have defined objectives. Nevertheless, the major roles that test objectives could play in decision making processes have been forwarded by testing scholars; for example, Baker (1989) remarked:

"The purpose of tests is to permit well-informed decisions and that a consideration of the decisions that a test must facilitate is a good way to decide if a test is needed ... the extent to which a test will allow confident decisions to be made is a measure of its fundamental validity and depends both on the test and its purpose" (Baker, 1989: 27).

Therefore, a test with no purpose might not help to arrive at a meaningful decision. On the other hand, although the syllabus underlines the necessity of employing both objective and subjective questions, most school examinations are objective types. Regarding this point, Bogale (1994) pointed out: "... in actual practice predominantly objective type of questions, largely multiple choice and a few true/false variety are exercised at all levels" (p. 18). Thus, our high school tests also suffer from lack of an adequate and proportional use of test formats.

2.4.2 National Examinations

The national examinations have been used for a variety of purposes. According to Madsen, in Bender and et al. (1976), the purposes of the national examinations are -

"... to standardize and up-grade curriculum and instruction, to determine graduation (or measure academic achievement), to determine entrance (or predict academic success) in a higher level school" (P. 482).

Therefore, national examinations in Ethiopia have been set up to accomplish those
stated purposes. The examinations have been administered to candidates who have successfully completed elementary, junior secondary, and senior secondary education: that is, at grade six, grade eight, and grade twelve level. Except the grade six national examination (which has been restricted to regions only since 1992), the others are still being given at a national level. Like the schools' examinations, the national examinations also tend to reflect deficiencies in their contents and formats. For example, the studies conducted by Tesfaye (1982), Alemu (1983), and Dejenie (1990), show the defects of those examinations. That is, the items in the national examinations are dominated by grammar and vocabulary questions. Furthermore, despite the different formats employed in the textbooks, the examinations are purely objective types.

Among the national examinations which are administered in Ethiopia, the Ethiopian School Leaving Certificate Examination (ESLCE) is well known. In the earlier days, the ESLCE was composed of items like composition, precis, comprehension, vocabulary and structures. Nevertheless, through time, the ESLCE English examination has been geared towards objective form (purely multiple-choice) and laid an influence upon English language teaching and testing in primary through secondary. Concerning this view, Dejenie (1990) pointed out that:

"Multiple-choice question format dominates all classroom teaching exercises and tests to the extent that the ESLCE English language exam and its format gain importance from year to year until, at the final year of secondary education, they almost assume the role of a teaching syllabus" (p. 15).

Thus, from the discussion so far concerning English language testing in Ethiopian high schools, one can realize that obstacles that hinder constructing good tests/examinations on the one hand and the improper testing methods on the other might have negatively influenced the English language proficiency of most Ethiopian students.
2.5 Content Validity of Tests

Experts in test construction refer to different kinds of validity including construct validity, content validity, face validity, washback validity and the like. In the assessment of what has been learnt, more emphasis is given to content validity. This is because content validity is one of the major aspects required in the design and construction of tests, particularly achievement tests. Palmer and Bachman in Alderson (1981), defined content validity as:

"The extent to which the selection of tasks one observes in a test taking situation is representative of the larger set (universe) of tasks of which the test is assumed to be a sample" (p. 136).

A similar view is given by Anastasi in Weir (1990). According to her, content validity is, "essentially the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured" (p. 13). Thus, a test could be said to have content validity if it samples effectively from each of the materials of instruction and reflects the already stated instructional objectives.

The concept of content validity is also defined by Hughes (1989) in a similar vein:

"A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc., with which it is meant to be concerned" (p. 22).

Based on the definitions cited above, one can clearly understand that content validity rests mainly on appeals to reason regarding the adequacy with which important content has been sampled. In other words, content validity is concerned with what goes into the test in relation to what has been taught or covered in the classroom. Therefore, a test which fulfills the requirements of content validity could provide an invaluable information for test takers, teachers and course designers. Baker (1989) provides a supporting view to this idea by saying:

"A properly written progress test sampling correctly from the course content can be an indication to learners which part of the course need more attention, and to course designers which parts of the course have not been effective" (p. 104).
However, the sampling procedure affects the validity of a test. The studies conducted by Bachman (1990), Good and Brophy (1990), Weir (1990), demonstrate that this is problematic. For example, Weir (1990), after assessing the factors that reduce validity, pointed out: "Establishing content validity is problematic, given the difficulty in characterizing language proficiency with sufficient precision to ensure the representativeness of the sample of tasks included in a test" (p. 25). He further suggested that in spite of the difficulties that reduce validity, test constructors should endeavour to represent items that are as universal as possible in their test contents.

Referring to the problems that reduce validity, Good and Brophy (1990) indicated that: "the validity of a test is reduced by anything that reduces the degree to which the test measures what it is supposed to measure" (p. 690). According to these scholars, the problem is most obvious in the case of lack of content validity. Thus, tests can be invalid if they comprise items that are poorly constructed or entirely inappropriate to the test-takers. Furthermore, tests are unfair and inappropriate if the items lack relevance to the material covered in the classroom. Concerning the preceding point, Hardy (1984) briefly states: "Logically it is not fair to require students to know content that they have not been taught" (p. 291). Apparently, Airasian and Madaus (1983), referring to content validity, emphasized the essential aspects to be employed in a test and stressed that: "Test items are important only in so far as they permit the user to make valid inferences about the larger domain of interest" (p. 291).

In line with what has been discussed so far in maintaining content validity, testing specialists suggest the importance of test plan which is much concerned with an outline or specification of content areas. Regarding this view, Nunnally (1970), Alderson (1981), Harrison (1983), Hughes (1989) Bachman (1990), for example, emphasize the role that content specification plays in retaining content validity. Nunnally (1970), giving much
emphasis particularly to achievement test plan, says:

"Ensuring the content validity of an achievement test by an explicit plan for constructing the test is more appropriate than determining the content validity after the test has been constructed" (p. 198).

Similarly, Weir (1990), supporting the same view stressed that: "What and how to sample with our tests is a key issue in language testing" (p. 11). Thus, from these concepts test constructors infer that an explicit outline of content can serve a better means of ensuring content validity as it relies on a rational appeal to an adequacy of content coverage. Furthermore, while outlining the content, the test constructor should consider in his plan the kinds of items and their approximate number to be employed in every sector of the test. Moreover, the time the test will take and how it will be scored should also be embodied in the plan. In this respect, classroom teachers can produce an acceptable test plan which is to be discussed and approved by their colleagues (though not obligatory) to ensure content validity. Otherwise, there will be a harmful backwash effect on the teaching and learning process. Regarding this view, Hughes (1989) pointed out that: "A test in which major areas identified in the specification are partly or fully neglected at all is unlikely to be accurate. A test with poor content validity is likely to have a harmful backwash effect as areas which are not tested are likely to become areas ignored in teaching and learning" (pp. 22-23).

2.6 Test Format

In the previous section we have seen that content validity is maintained by encompassing the major aspects of concern in the construction of good tests.

Likewise, in line with content validity, many scholars, for example, Palmer and Spolsky (1975), Heaton (1975, 1988), Baker (1989), Hughes (1989), Davies and Upshur
(1993) pointed out that test format could affect students' performance and scores of individual candidates obtained in a given test. This is because reactions of individuals to each item and test responses as a whole may vary from person to person. Davies and Upshur (1993) stressed the necessity of taking characteristics of test-takers into consideration as they have their own impact upon both the reactions to a test and the performance on it. According to these scholars:

"Different students are bound to react differently to tests. Age, gender, socio-cultural background, learning background may all affect how a test-taker reacts to a particular test" (p. 279).

The two scholars in their findings on 'Characteristics of Test-Takers and their Reactions to Test Type', also argued that tests can appear in different ways and that the specific ones will coincide with the provided conditions and purposes (Davies and Upshur, 1993).

As stated earlier, the three language testing development stages are characterized by different testing formats. For example, the pre-scientific testing format was purely subjective type consisting of items like composition, translation, dictation, open-ended answers and precis. Nevertheless, the inadequacy of the traditional testing techniques for acquiring language proficiency gave rise to a new kind of test format - 'discrete-point tests'. The types of items classified under this format include: Multiple-choice, gap-filling, sentences to be transformed in different ways. According to Baker (1989: 34), all of these item types have the following characteristics:

- There is usually only one possible correct answer for each item.
- Each item samples a particular element through the use of one skill.
- Items are not dependent on one another - changing one item does not change the testee's performance on the other items of the test.

Although the discrete-point formats have been found more convenient (compared to the older one) both in ease of administration and scoring reliability, it has got its own shortcomings. For example, most discrete-item types involve little or no active production
on the part of the candidate. The multiple choice format requires only that the testee recognize the correct form. Others require the writing of just one word (Baker, 1989: 37).

Therefore, in the early 70’s a move was made from analytical structuralism methods towards integrative communication test format. This communicative test format is well-known for its ‘holistic’ test procedures which involve items like oral interviews, composition, dictation, and the objective ones. Unlike the discrete-point tests, the integrative tests permit the candidate to demonstrate control of more than one level of language simultaneously. However, the importance of discrete-point tests format has not been neglected at all. Rather, Davies in Kinsella (1982) remarks the following:

"The most satisfactory view of language testing, and the most useful kinds of language tests, are a combination of these two views, the analytical and the integrative. It is probable in any case that no test can be analytical or integrative alone, that, on the one hand, all a language ‘bits’ can be (and may need to be) contextualised; and, on the other, that all language texts and discourse can be comprehended more effectively by a parts analysis" (p. 131).

He further strengthens his view by relating to the idea of reliability and validity, and states that: "Test reliability is increased by adding to the stock of discrete items in a test: the smaller the bits and the more of these there are, the higher the potential reliability. Validity, however, is increased by making the test truer to life, in this case more like language in use" (p. 131). On the other hand, Canale and Swain (1980) argued that: "... discrete-point tests may be more effective than integrative tests in making the learner aware of and in assessing the learner’s control of the separate components and elements of communicative competence" (pp. 34-35). Supporting the view of Davies in Kinsella (1982), Lado (1964), who was the spokesman of the structuralist view of language testing, stressed that: "One must use a range or combination of both skills versus the elements of language, and of objective versus subjective methods of test construction, depending on the purposes and conditions of the test" (P. 27).
Thus, from the point under discussion, it is felt that test constructors need to employ as many forms as possible. Concerning test formats used in Ethiopian high schools, it has often been observed that the way items are tested does not match with how they are taught. All test forms might have their own advantages and disadvantages. However, introducing different test forms that are related to the type of instruction are more likely to be acceptable than using only one format. This is because the mismatch between the method of instruction and the testing method may negatively affect students' performance.

On top of this, although there may be great differences among individual teachers in the content areas they emphasized, scholars suggest the importance of employing as many forms as possible in satisfying the interests of most learners. Regarding this point, Airasian and Madaus (1983) stated that: "To be sensitive to instruction, a test must be geared to a rather homogeneous group of pupils and to a rather homogeneous content domain" (P. 112).

On the other hand, educational measurements are designed to accomplish the demands of certain objectives stated by curriculum experts, higher educational institutions, schools, and classroom teachers. Nowadays, it has become a common practice to say that evaluation of students' progress should be in terms of carefully defined objectives which are to be achieved. Therefore, there may be a choice as to which type of form can effectively be used: short answer questions, longer essay questions, and many kinds of objective items. For example, an objective test of grammar and punctuation might not be applicable to testing writing ability, whereas, if the objective of instruction is to teach students to make discriminative judgements among items, the multiple-choice form may be used effectively. If the purpose is to decide how well students recognize certain relationships between given items, a matching test seems more appropriate. Referring to
the point under discussion, Rothney in Skinner (1959), supporting the view of Airasian and Madaus (1983), argued that:

"There is no one best form of item for all purposes and there must be a selection of the appropriate form for evaluation of particular objectives. If a test is used in evaluation of progress toward objectives, it may contain all or any combination of the kinds of items" (p. 686).
CHAPTER THREE: METHODOLOGY AND PROCEDURE

3.1 Methods

3.1.1 Data Sources

This is a comparative and statistical analysis of the contents of high school English textbooks and those of the tests as well as a comparative analysis of the formats used by both materials.

Grade ten was selected for the research. This was done because some research works were previously conducted referring to the teaching and testing of English in the other grades. To assess content validity, the contents of 10th grade English textbook and twenty papers of the English language tests of the said grade were analyzed. The tests were collected from ten senior secondary, comprehensive, and vocational schools in the five zones of Addis Ababa Schools' office: Misrak, Nefasilk, Higher 12, Medhanealem, Kokebe Tsibah, Ayertena, SOS, Bole, Addis Ketema and Entoto. The aim of taking different schools (Secondary, Comprehensive, Vocational) was neither to study the approach and the teaching method of each school type nor it was the focus of this research paper, but simply to make the samples a varied one. Therefore, since all schools use the same material and the sample test papers treat the same content areas and formats, it is believed that the variety does not affect the types of the examinations.

3.1.2 The Subjects

Samples of the study were twenty 10th grade English language teachers and sixty students taken from the above mentioned schools. The teachers were assigned by their respective department heads of their schools. Most of the teachers had their first degree
and between six and twenty-seven years of teaching experience. The students were chosen randomly by the researcher himself on the basis of high, average, and low performances in their 1992/93 English language examination results.

3.2 The Procedure

To assess the contents of 10th grade English language textbook and the examination papers:

a. the contents of 10th grade textbook and those of the English language tests were analyzed. For the purpose of this study, a representative list of content areas was drawn up by referring to the textbook concerned.

b. the analysis of the textbook was followed by a summary table indicating the frequencies (in figures and percentages) of the content areas in the textbook.

c. a table of summary was also given following the analysis of the examination questions by schools showing the frequencies (in figures and percentages) of the content areas in the examination papers.

d. then, the degree of the relationship between the frequencies from the analysis of the contents and formats of the textbook and those from the analysis of the examination questions was determined by the Spearman's Rank Order Correlation Coefficient Statistical methods.

e. questionnaires were administered to the sample students and their English language teachers to obtain the subjects' view regarding the contents and formats of 10th grade English language examinations.

f. the 10th grade students, English language teachers and English department heads were also interviewed for the same purpose.

g. finally, the results obtained from the statistical analysis and the responses from the questionnaires and interviews were analyzed and interpreted to see whether or not the contents and formats of the examination questions adequately and proportionally correspond with the contents and formats of the practice exercises contained in the textbook concerned.
3.3 Instruments

3.3.1 Questionnaire for Teachers

Design of the Questionnaire

The teachers' questionnaire was divided into three parts. The first part dealt with general information. The items included dealt with respondents’ age, sex, nationality, field of specialization, teaching experience and questions referring to whether or not they took educational tests and measurement courses. Parts two and three of the questionnaire had 32 items concerning the contents and formats of 10th grade English language textbook and examination questions.

The items in the questionnaire were structured in two ways. That is, rating scales were stated and these were followed by open-ended answers based on the choices the respondents had already made on the provided rating scales. In the second set of items, the rating scales were structured in the form of rank ordering (numbering) system. This was also followed by open-ended answers referring to their first and second choice.

3.3.2 Questionnaire for Students

Design of the Questionnaire

In order to cross-check the teachers’ responses with those of the students, almost the same questionnaire was administered to the students. It had three parts. The first part consisted of items on general information. The second and the third part contained seventeen items related to the contents and formats of 10th grade English language textbook and the examination questions.
3.3.3 Administration of the Questionnaires

In order to investigate the subjects’ familiarity with the concepts and terminologies involved in the questionnaires, a pilot survey was made using ten English language teachers and twenty students. The subjects were randomly selected from different schools.

The result obtained from the study showed that some of the teachers and the students appeared to be unfamiliar with some of the terms and concepts employed in the questionnaires.

Thus, more simplified versions for the teachers and an Amharic translation for the students were prepared. These final versions of the questionnaires were administered to twenty teachers and sixty students. The students filled in the questionnaire assisted by the researcher. The filled-in questionnaires were collected back in a week’s time.

Both questionnaires were administered immediately after the completion of 10th grade annual examination. This was based on the assumption that subjects could give adequate information regarding the contents and formats employed in both semester and final examinations.

3.3.4 The Interview

Unstructured interviews were given to teachers and some students. The interviews were based on the subjects’ reactions to the questionnaires. Their main purpose was simply to collect additional information on what had been commented on the questionnaire. Therefore, both the questionnaires and the interviews were not fundamentally different in their contents. In other words, the objective was to establish their views concerning:

- The relationship of the teaching material (textbook) and the examination
questions.

- Currently administered high school English language examinations.

- Most emphasized content areas when teachers present the English lesson, give practice exercises and design English language tests.

- Most emphasized content areas when students study their English lessons.
CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Content Areas in Grade Ten Textbook

The 10th grade textbook is one of the English For New Ethiopia (ENE) series which is currently in use in Ethiopian high schools. The textbook is divided into two parts. Each part consists of ten units and five review sections. Every unit of the textbook deals with comprehension, vocabulary and structure. The ten review sections are aimed at presenting and practising additional structure items (Please look at Table I on the next page).

As shown in Table I, the content areas of the instructional material are listed horizontally at the top. On the other hand, the whole units of the textbook are stated vertically corresponding to practice exercises treated in each unit. The sum of the number of practice exercises on the different content areas is two thousand nine hundred and one (2901) and this is given in Table I(b).
## Table I(a) Content Areas in 10th Grade English Textbook

| Units | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | Total |
| 1     | 22| 28| 76| 10| 10| 20| 15|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 192|
| 2     | 24| 28| 21| 12| 8 | 16| 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 131|
| 3     | 23| 23| 24| 6 | 12| 18|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 126|
| 4     | 13| 22| 26| 14| 25| 10|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 142|
| 5     | 20| 23| 87| 35| 18| 20|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 121|
| 6     | 24| 23| 23| 32|   |   |   | 20|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 172|
| 7     | 20| 23| 20| 103| 15| 22| 55 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 258|
| 8     | 22| 28| 12 | 32|   |   |   | 48 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 142|
| 9     | 22| 33| 58 | 9 | 5 | 7 | 5 | 30|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 196|
| 10    | 20| 32| 7 | 56 | 56| 4 | 1 | 3 | 25|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 271|
| 11    | 20| 28|   | 40 | 4 | 1 | 3 | 25|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 113|
| 12    | 23| 20|   | 30 |   |   |   | 74 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 74|
| 13    | 23| 20|   | 63 | 18| 12|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 136|
| 14    | 24| 24|   | 36 | 12| 18| 12|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 99 |
| 15    | 20| 23|   | 2 | 21| 5 | 5 | 10|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 42 |
| 16    | 22| 23|   | 6 | 14| 10|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 112|
| 17    | 20| 23| 7 | 2 | 2 | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 26 |
| 18    | 24| 22|   | 12|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 49 |
| 19    | 20| 10| 10| 10|   |   | 12 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 40 |
| 20    | 24| 23| 15| 10|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 102|
| Total | 450| 479| 287| 325| 75| 60| 146| 54| 13| 38| 50| 156| 112| 21| 95| 125| 67| 13| 23| 23| 32 | 3 | 253| 23 | 2901 |

### Key for the above Table

- A - Lexis; B - Comprehension Questions; C - Tenses; D - Phonology; E - Mechanics; F - Concord; G - Prepositions; H - Pronouns; I - Determiners; J - Quantifiers; K - Connectives; L - Modals; M - Nouns; N - Order of Adjectives; O - Position of Adverbs; P - Conditionals; Q - Reported Speech; R - Participles; S - Infinitives; T - Gerund; U - Active/Passive; V - Mood; W - Comparison; X - Speech Tag; Y - Adjective/Adverbs; Z - Questions/Answers.
Table I(b)  Total Numbers of the Various Content Areas in Grade Ten English Textbook

<table>
<thead>
<tr>
<th>Number</th>
<th>Items</th>
<th>Total Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>1592</td>
<td>54.88</td>
</tr>
<tr>
<td>2</td>
<td>Comprehension</td>
<td>479</td>
<td>16.51</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>430</td>
<td>14.82</td>
</tr>
<tr>
<td>4</td>
<td>Pronunciation</td>
<td>325</td>
<td>11.1</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>75</td>
<td>2.59</td>
</tr>
<tr>
<td>6</td>
<td>Spelling</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2901</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen from Table Ib, of the total of 2901 practice exercises, grammar comprise 1592 (54.88%). Comprehension questions 479 (16.51%), vocabulary 43 (14.82%), Pronunciation 325 (11.2%), and Mechanics 75 (2.59%), respectively. From this data, one can realize that more emphasis is given to grammar with (54.88%) while the reverse is true for mechanics with only (2.59%).

Similarly, a summary table is provided to show the distribution of the content area of the instructional material by language skills.

Table II  Distribution of the Various Content Areas by Language Skills

<table>
<thead>
<tr>
<th>Number</th>
<th>Items</th>
<th>Receptive</th>
<th>Productive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing</td>
<td>---</td>
<td>1116</td>
</tr>
<tr>
<td>2</td>
<td>Reading</td>
<td>1399</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Listening</td>
<td>325</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>Speaking</td>
<td>---</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1724</td>
<td>1177</td>
</tr>
</tbody>
</table>

Table II shows that of the total of 2901 (two thousand nine hundred and one practice exercises of the textbook, 1724 (59.43 percent) and 1177 (40.57 percent) are allocated to receptive and productive skills, respectively. Of the given practice exercise for the teaching of receptive skills, while reading comprise 1399 (81.15 percent) listening has 325 (18.85 percent) items. On the other hand, referring to the productive skills,
1116 (94.82 percent) practice exercises are assigned to the teaching of writing skills and 61 (5.18 percent) items are allotted to speaking skills. Hence, one can realize the disparity in the distribution of the different skills treated in the textbook.

4.2 Content Areas in Grade Ten Sample Exam Papers

In the same way as the textbook, the examination questions are classified into three major content areas: Comprehension questions, Lexis, and Structure Items.

As shown in Table III(a), the content areas of the examination questions are listed horizontally at the top. The question items are given on the vertical column, each corresponding to the given content areas treated in the examination papers. In reference to those examination questions, a summary of the data given in the ten tables is provided in Table III(b).
| Folk | 1 | 14 | 6 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 1 | 3 | 3 | 40 | 30 |
| | 2 | 10 | 10 | 6 | 4 | 1 | 2 | 3 | 1 | 4 | 7 | 3 | 1 | 2 | 3 | 4 | 1 | 50 | 30 |
| Nefasitu | 1 | 6 | 6 | 4 | 3 | 5 | 1 | 1 | 2 | 3 | 4 | 7 | 3 | 1 | 4 | 1 | 50 | 30 |
| | 2 | 5 | 15 | 1 | 6 | 4 | 1 | 2 | 4 | 1 | 2 | 2 | 1 | 2 | 5 | 1 | 5 | 30 |
| Higher 12 | 1 | 10 | 10 | 1 | 4 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 7 | 4 | 20 | 10 |
| | 2 | 10 | 10 | 1 | 2 | 1 | 1 | 4 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 20 | 10 |
| Medhanealem | 1 | 15 | 5 | 7 | 5 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 4 | 1 | 50 | 30 |
| | 2 | 10 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 50 | 30 |
| Korete-Talad | 1 | 6 | 11 | 3 | 1 | 2 | 2 | 1 | 1 | 5 | 1 | 5 | 6 | 4 | 20 | 10 |
| | 2 | 10 | 10 | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | 4 | 2 | 20 | 10 |
| Asaitoma | 1 | 8 | 11 | 6 | 2 | 2 | 1 | 3 | 2 | 1 | 2 | 1 | 1 | 3 | 20 | 10 |
| | 2 | 5 | 9 | 6 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 10 |
| SOS | 1 | 8 | 7 | 8 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 3 | 20 | 10 |
| | 2 | 10 | 10 | 5 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 10 |
| Bole | 1 | 5 | 10 | 6 | 3 | 2 | 2 | 3 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 50 |
| | 2 | 10 | 17 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 50 |
| Addis Ketema | 1 | 5 | 5 | 7 | 1 | 5 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 2 | 2 | 5 | 50 |
| | 2 | 6 | 9 | 8 | 3 | 2 | 3 | 3 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 50 |
| Eneto | 1 | 11 | 7 | 7 | 5 | 2 | 1 | 1 | 4 | 1 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 50 |
| | 2 | 15 | 5 | 10 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 6 | 5 | 50 |
| Total | 9 | 188 | 163 | 97 | 1 | 11 | 39 | 54 | 26 | 8 | 17 | 19 | 25 | 17 | 27 | 6 | 10 | 64 | 12 | 5 | 9 | 15 | 11 | 1 | 18 | 20 | 20 | 900 |

Key for the above Table: A = Lexis; B = Comprehension Questions; C = Tenses; D = Phonology; E = Mechanics; F = Concord; G = Prepositions; H = Pronouns; I = Determiners; J = Quantifiers; K = Connectives; L = Modals; M = Nouns; N = Order of Adjectives; O = Position of Adverbs; P = Conditionals; Q = Reported Speech; R = Participles; S = Infinitives; T = Gerund; U = Active/Passive; V = Mood; W = Comparison; X = Speech Tag; Y = Adjective/Adverb; Z = Questions/Answers; A1 = Spelling
### Table III(b) Total Numbers of the Various Content Areas in Sample Schools’ Examination Papers

<table>
<thead>
<tr>
<th>Number</th>
<th>Items</th>
<th>Total Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>517</td>
<td>57.44</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>188</td>
<td>20.89</td>
</tr>
<tr>
<td>3</td>
<td>Comprehension</td>
<td>163</td>
<td>18.11</td>
</tr>
<tr>
<td>4</td>
<td>Spelling</td>
<td>20</td>
<td>2.22</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>11</td>
<td>1.22</td>
</tr>
<tr>
<td>6</td>
<td>Pronunciation</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>900</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from the given table that grammar comprises 517 (57.44%) vocabulary 188 (20.89%), comprehension 163 (18.11%), spelling 20 (2.22%), Mechanics 11 (1.22%), and pronunciation 1 (0.11%) respectively. In the same way as the textbook here also grammar dominates all the other aspects of language areas. Vocabulary is the second content area which has been given due emphasis (20.89%) as compared to the remaining sections. This has been found to be common for all sample test papers.

Regarding the language skills, all the question items in the examination paper (with the exception of 1 mechanics and two grammar items) do not involve a writing or speaking activity; therefore, they are categorized under receptive skill-reading (Appendice B - K). In other words, the examination questions require the candidates simply to read and identify the correct answers from among the given alternatives. However, good achievement tests involve not only mastery of the language but also performance of skills.
4.3 A Comparison of the Content Areas Employed both in the 10th grade English Textbook and the Sample Examination Papers

Table IV Distribution of Content Areas in The Textbook and the Sample Examination Papers

<table>
<thead>
<tr>
<th>Number</th>
<th>Items</th>
<th>Textbook</th>
<th>Sample School Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total No.</td>
<td>Percentage</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>1592</td>
<td>54.88</td>
</tr>
<tr>
<td>2</td>
<td>Comprehension</td>
<td>479</td>
<td>16.51</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>430</td>
<td>14.82</td>
</tr>
<tr>
<td>4</td>
<td>Pronunciation</td>
<td>325</td>
<td>11.2</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>75</td>
<td>2.59</td>
</tr>
<tr>
<td>6</td>
<td>Spelling</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2901</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen from the above table, the distribution of content areas in 10th grade English textbook and the sample examination questions have been drawn both in figure and percentages. In order to determine the magnitude of balance between the various language areas contained in the 10th grade instructional material vis-a-vis the actual examinations currently administered in the said grade level, the Spearman’s rank order correlation coefficient statistical method was used.

Table V(a) Ranking the Six Major Content Areas

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Grammar</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Mechanics</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking based on textbook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Ranking based on sample exam papers</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Table Va shows how the six major content areas were ranked according to their distribution in the textbook and the sample examination papers.

The differences between the two rankings is given in the following table.
The rank correlation coefficient is

\[ r' = 1 - \frac{6 \sum D^2}{N(N^2 - 1)} \]

\[ = 1 - \frac{6(10)}{6(36 - 1)} \]

\[ = 1 - \frac{60}{210} \]

\[ = 1 - 0.2857 \]

\[ = 0.7143 \\approx 0.71 \]

Where

- \( r' \) = rank of correlation coefficient
- \( D \) = Difference between ranks of corresponding pairs of X and Y
- \( N \) = No. of Observations

Thus, the rank correlation coefficient indicates that there is almost a close relationship between the practice exercises presented in the 10th grade instructiona material and the question items of the sample examination papers. However, although the data obtained through statistical analysis generally show a correlation between the two materials, most content areas of the textbook (with the exception of the grammar section) are not adequately and proportionally represented in the question items of sample examinations in accordance with their coverage and the amount of time devoted in the classroom sessions. For example, as already shown in Table I(b) grammar and comprehension have been given more emphasis with (54.88%) and (16.51%), respectively, whereas grammar and vocabulary (Table III(b)) are predominant in the examination paper with (57.44%) and (20.89%), respectively. Similarly, the textbook presents about 32 (11.2%) pronunciation practice exercises while the sample question papers represent only 1 (0.11%) item.

Furthermore, although in different proportion (Table II), a number of practice exercises are presented to teach the different language skills. Nevertheless, all the sampl
test papers (Appendices B - K) entertain only reading items with the exception of two writing varieties. Therefore, one can observe disparity among the different content area treated in the sample examination papers in relation to the instructional material concerned. Thus, this improper representation of items seems to affect the validity of the contents of the sample examination papers. In reference to this point, Bachman (1990) remarks that "The care that goes into designing and developing a test whose content is representative of a given course is a cost incurred in assuring content validity" (P. 57).

Similarly, if one makes a survey of the given sample examination papers in terms of reliability, comprehensibility, and practicality, he/she may find the said sample examination papers lacking those essential aspects of a good achievement test.

For example, comprehensibility is one of those aspects which test constructors consider whenever they design and develop tests. Hence a good achievement test should encompass the major language components and language skills of the instructional material. Furthermore, since students can have different abilities in different content areas and skills, the content and format of an examination ought not to be restricted only to a few types. Similarly, the weightage of items in examinations need to depend on the extent to which the items are dealt with in the instructional material.

In this regard, the sample test papers have been found in misrepresenting the different content areas and formats of the textbook. That is, the various language components and language skills and formats of the instructional material are no proportionally represented in the sample examination papers.

Similarly, although of the most concern in large scale tests, scholars suggest that practicality should also be considered in constructing and developing school achievement tests. It mainly depends on scorability, manageability, and economy of time which involves the preparation and distribution of test papers, collection of answer sheets.
reading test instructions, financial resources and the like (Heaton 1988; Bachman 1990; Davies and Upshur 1993).

In this respect, the data gathered through the questionnaires and the interview indicated the existence of irregularities while administering examinations (p. 41). For example, in most high schools the English language tests are set by department concerned. However, because of poor facilities of the schools, the number of items an pages of question papers are pre-determined. In addition, due to lack of pilo administration of tests, nothing is known about the difficulty level of each item, the tim it will take, the proper weightage to be given to the various content areas and the format to be employed. It seems therefore very difficult to make use of the test results i obtaining relevant information that may serve in the future test constructions.

On the other hand, although an achievement test is presumed to depict it discriminative power in terms of students' performance on the different language area and skills, most high school English examinations seem to fail in indicating the difficu items of the syllabus which have already been covered in the classroom sessions Nevertheless, Bachman (1990) remarks that: "The performance of students on achievemen tests can provide an indication of the extent to which the expected objectives of th program are being attained, and thus pin-point areas of deficiency" (p. 62). Therefore as already pointed out, since the sample examination items represent a limited content are and skill, students' performances on them do not adequately serve to determine th attainment of the expected goals.
4.4 A Comparison of the Formats Employed in the 10th Grade English Textbook and the Sample Examination Papers

With the exception of the pronunciation (textbook) and spelling (test papers), both materials treat similar language areas - reading Comprehension, Lexis, and Structure. Apparently, variety of formats are employed in the textbook to teach the practice exercise of the said content areas. On the other hand, the sample examination papers entertain no all of the formats employed in the instructional material.

Table VI  Distribution of Formats Employed in both Grade Ten English Textbook and Examination Papers

<table>
<thead>
<tr>
<th>Items</th>
<th>Textbook</th>
<th>Sample Examination Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>Percentage</td>
</tr>
<tr>
<td>1 Fill-in</td>
<td>827</td>
<td>28.51</td>
</tr>
<tr>
<td>2 Write</td>
<td>430</td>
<td>14.82</td>
</tr>
<tr>
<td>3 Short Answer</td>
<td>340</td>
<td>11.72</td>
</tr>
<tr>
<td>4 Listen/Repeat</td>
<td>325</td>
<td>11.2</td>
</tr>
<tr>
<td>5 Decide/Identify</td>
<td>217</td>
<td>7.48</td>
</tr>
<tr>
<td>6 Multiple-Choice</td>
<td>205</td>
<td>7.07</td>
</tr>
<tr>
<td>7 Matching</td>
<td>162</td>
<td>5.58</td>
</tr>
<tr>
<td>8 Put (Punctuate)</td>
<td>146</td>
<td>5.03</td>
</tr>
<tr>
<td>9 Change</td>
<td>143</td>
<td>4.93</td>
</tr>
<tr>
<td>10 Underline</td>
<td>106</td>
<td>3.65</td>
</tr>
<tr>
<td>11 True/False</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2901</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As can be seen from the table above, both materials have emphasized different formats. In order to assess and determine the degree of the relationship of the format used in both the textbook practice exercises and the sample examination question papers the same statistical method (Spearman’s Rank Order Correlation Coefficient) was applied.
Table VII(a) Eleven Formats Ranked According to Their Distribution

<table>
<thead>
<tr>
<th>Formats</th>
<th>Ranking Based on Textbook</th>
<th>Ranking Based on Sample Examination Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill-in</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Write</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Short-Answer</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Listen/Repeat</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Decide Identity</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Multiple-Choice</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Matching</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Put (Punctuate)</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Change</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Underline</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>True/False</td>
<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>

The above table shows how the eleven formats were ranked according to their distribution in the textbook and the sample examination papers.

The difference between the two rankings is given in the following table.

Table VII (b)

<table>
<thead>
<tr>
<th>D</th>
<th>-4</th>
<th>-6</th>
<th>-7</th>
<th>-6</th>
<th>3</th>
<th>5</th>
<th>4</th>
<th>1</th>
<th>3</th>
<th>0</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>D²</td>
<td>16</td>
<td>36</td>
<td>49</td>
<td>36</td>
<td>9</td>
<td>25</td>
<td>16</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>49</td>
</tr>
</tbody>
</table>

The Correlation Coefficient is,

\[ r' = 1 - \frac{6\sum D^2}{N(N^2 - 1)} \]

\[ = 1 - \frac{6(246)}{11(11^2 - 1)} \]

\[ = 1 - \frac{1474}{11(121-1)} \]

\[ = 1 - \frac{1474}{11(120)} \]

\[ = 1 - \frac{1474}{1320} \]

\[ = -0.1182 \]

\[ = -0.12 \]

Where

\[ r' = \text{rank of correlation coefficient} \]
\[ D = \text{Difference between ranks of corresponding pairs of } X \text{ and } Y \]
\[ N = \text{No. of Observations} \]

Thus, the rank correlation coefficient indicates that there is almost no relationship between the practice exercises of the 10th grade English textbook formats and those of the sample examination question papers. That is, the relationship between the format employed in the two materials is negative and therefore statistically there is a significant difference. When one examines the distribution of the formats used in both materials based on the information obtained from the analyses of the sample examination papers and the textbook, the subjects' responses gathered through the administered questionnaires and interviews, he/she may infer that this negative correlation could be attributed to the teachers' lack of knowledge of testing techniques in considering the important feature which might affect the test method particularly of school achievement tests.

As shown in Table VI, students have been made to practise a lot of exercises of writing in their classroom session. Nevertheless, of the total of nine hundred sample examination questions, only two items required students to write sentences. Furthermore, as can be seen from the said table, three types of formats where students have often been made to practise in classroom sessions are entirely neglected in the sample examination question papers. On the other hand, a true/false format which students have never practised in the classroom has been employed in those sample examination papers.

Moreover, the formats used in the sample examination papers to represent the different content areas of the instructional material are restricted only to few types. As can be seen from Table VI, students are mostly required either to 'choose', 'match', or say 'true or false'. By contrast, when one looks at the said table, a considerable number of formats is employed to present the various learning activities of each section of the instructional material. For example, in addition to the formats used by the sample examination question papers, the textbook practice exercises require the students to 'join
phrases or clauses', 'change into different forms', 'complete unfinished sentences', 'give short answers', 'write', 'replace', 'punctuate' 'arrange', and the like. Hence, one can clearly see that the kinds of formats employed in the sample test papers are not as varied as those of the instructional material. In other words, the examination papers sample only a small proportion of the formats practised in the classroom. However, since test format could affect candidates' performance, the sample test papers have appeared to represent an unequitable proportion of the textbook's formats.

On the other hand, as can be seen from the sample examination paper (Appendices B - K), most high school English examinations are characterized by objective types of formats. Nevertheless, a number of testing scholars have suggested the importance of employing various testing techniques in all kinds of examinations particularly in school achievement tests. This is because, on the one hand, students may get more opportunities in doing the question items and, on the other, mixture of format could reduce test bias.

In addition, the information gathered through different instruments (questionnaires, interviews) revealed the drawbacks of using more objective formats. According to the respondents, the objective type of testing techniques (mostly multiple-choice) could encourage students to resort to irregularities and misconduct. The researcher's experience as a teacher has also showed this fact. Nowadays, especially in the case of the ESLCE new methods of testing (changing the position of choices, that is, candidates who happen to sit on the same desk are provided with the same question papers but the answers on each paper items are not situated in the same order) have recently been discovered in the intention of minimizing the misbehaving of students.

The poor test format system commonly used in the Ethiopian high school seems therefore, to negatively affect the performances of students and their proficiency in th
target language. Thus, negligence in considering the important features of test method which can affect the design and construction of school achievement tests could lead to the construction of unreliable and less valid tests. In other words, it seems very essential to determine the types of formats that will be employed in a test according to the characteristics of candidates. Davies and Upshur (1993) remarks that: "Different students are bound to react differently to tests. Age, gender, socio-cultural background, learning background may all affect how a test taker reacts to a particular test" (P. 279). In this regard, the predominant objective nature of the Ethiopian high school English language tests need to be reconsidered in terms of those mentioned points.

4.5 Responses of the Subjects to the Questionnaire

4.5.1 Teachers' Responses

As already stated under 3.3.1 (Appendix L), the questionnaire had three parts. The first part dealt with general information, like respondents' age, sex, nationality, field of specialization, teaching experience, and questions referring to whether or not they took educational tests and measurement courses. The second part of the questionnaire generally focused on the limitation and content coverage, level of items difficulty, time allotment, and testing techniques. Part three referred to the values teachers actually give to various content areas.
No | Items                                                                 | Rating Scales | Total |
---|----------------------------------------------------------------------|---------------|-------|
    |                                                                       | Often | Sometimes | Seldom | Never | No Response |
1  | Test items are limited to the materials covered in the classroom       | 13    | 7         | -      | -     | 20           |
2  | The tests represent the language components of the textbook in an appropriate proportion | 12    | 7         | 1      | -     | 20           |
3  | Language skills practised in the classroom are proportionally represented in the test papers | 5     | 4         | 7      | 4     | 20           |
4  | It is difficult for a test to accommodate the language components and language skills covered in the classroom | 10    | 8         | -      | 2     | 20           |
5  | Question items are ordered from easy to difficult                      | 11    | 7         | -      | 2     | 20           |
6  | Students are given sufficient time while doing on their tests         | 14    | 3         | 1      | 2     | 20           |
7  | Tests employ a mixture of testing techniques                           | 12    | 7         | 1      | -     | 20           |
8  | Students’ language performance in classroom is consistent with their scores in tests | 2     | 8         | 2      | 8     | 20           |
**Total**                        | 79    | 51        | 12     | 18    | 160          |

The above table shows subjects’ responses to limitation, content coverage, item difficulty, time allotment, testing techniques, and students performance consistency.

As can be seen from the given table, of the total of twenty respondents to the relationship between the examination question and the practice exercises of the textbook (item 1) 13 (65%) reported that while testing the English language, they depend on the material they have taught. The data gathered through the interview also support the information in the table above.

Regarding content coverage (item 2), 12 (60%) of the subjects responded that the proportionally represent the language components. Whereas referring to appropriate representation of language skills of the textbook in the examination papers (item 3), most respondents 7 (35%) reported that they seldom represent the language skills they taught in the classroom in their examinations. Hence, a disparity is seen in the treatment of language components and language skills in the current 10th grade English examinations.

On the other hand, as shown in the table above, 10 (50%) subjects found it
difficult to accommodate samples of the teaching material in their examination papers. The data gathered through the interview also support this idea. According to the subjects, the failure to represent the content areas of the instructional material in the examination papers is because of lack of adequate material like stationery (most teachers use blackboards), lack of instruments like tape recorders (in the case of administering listening tests), the class size, time allotment, and that most teachers prefer testing only structured (for the simplicity of correction), and the like are major problems forwarded to conducting tests that involve items in accordance to the portion they covered and the time the demand.

Furthermore, aspects like intonation and word stress have been found difficult to be conducted in the test papers. The respondents further pointed out that since the instructional material emphasizes definite content areas (grammar and vocabulary), the get no opportunity to deal with the other aspects of the language.

Concerning the order of question items (number 5) and the time allotment (item 6), 11 (55%) and 14 (70%) subjects responded respectively that they follow the normal order of question items (i.e. from simple to complex) and give sufficient time for their examinations (unless the time is predetermined by school administration). The data collected through the interviews also support their views. Nevertheless, as can be seen from the sample examination papers (Appendices B - K), the question items do not seem to be ordered in their appropriate sequence and in an increasing difficulty. For example, some of the sample test papers begin their questions with long reading passages or reading comprehension items. By contrast, some other papers start their questions with complex grammatical forms. Therefore, such discrepancies show the lack of consistency in the design and development of test items.

Regarding the formats of the examination questions (item 7), 12 (60%) of th
respondents reported that they often use various techniques while conducting tests. On the other hand, 7 (35%) subjects pointed out that they sometimes employ different testing methods. Nevertheless, the statistical analysis evidenced that there is a significant difference between the formats used by sample examination papers and that of the textbook.

The other point considered in the questionnaire (item 8) referred to whether or no students' language performance in class is consistent with their examination results. Here 8 (40%) subjects responded that the consistency is observed sometimes only while a equal number of subjects 8 (40%) reported that students performance in class neve matches with their test scores. This last point is also supported by the data gather through the interviews. According to the respondents, the reasons are attributed to few number of test items and inconvenient testing conditions like large class, shortage o stationery, and the like.

Part III of the questionnaire entirely focused on the value that teachers actuall give to various language components and language skills in different language teachin and testing activities.

As can be seen from the table (next page), grammar and vocabulary, in that order are found to be predominant in the current 10th grade English language examinatio questions. The data gathered through the interviews also highly support the informatio in the table.

The reasons for the value teachers actually give to the different content areas ar summed up with the following points:

- the textbook emphasizes grammar and vocabulary; therefore, teachers ar supposed to do accordingly. That is, these content areas are the parts that ar given due emphasis during classroom sessions;
- among most teachers, there is a belief that grammar is the skeleton of the language. They also believe that enriching students’ word power could help in comprehending reading passages and mastery of the target language.
- grammar and vocabulary are the most recurring problems most foreign language learners face. These two aspects, according to the respondents, have been found more convenient to treat in class either orally or in written form. They are also easier to be checked and to give corrections instantly than the others like pronunciation items which require extra instruments.
- these content areas receive more marks because they are excessively treated in the examination papers as compared to the remaining language areas:
Table IX(a) The Emphasis Teachers Actually Give to the Different Language Components

<table>
<thead>
<tr>
<th>No.</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Mechanics</th>
<th>Pronunciation</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>11</td>
<td>8</td>
<td>1</td>
<td>49</td>
</tr>
</tbody>
</table>

Note: Nos. 1 - 4 (down) denote question items as stated in the questionnaire.
Nos. 1 - 5 (across) denote emphasized content areas; that is number 1 showing the most emphasized content area, number 2 the next most emphasized content area, and so on.
Thus, based on the results obtained from the analysis of the contents of the sample test questions and the subjects’ responses, one can deduce that the contents of the current English language examination items are determined, on the one hand, by the contents of the instructional material (though in differing proportions) and, on the other, by the beliefs and will of English teachers concerned, class size and logistical problems.

Hence, English language teaching and testing activities in our high schools partially seem to be consonant with the beliefs of language teachers. Nevertheless, despite the different reasons forwarded to support the views that grammar and vocabulary have gained more emphasis, students’ performances on these language areas are not satisfactory enough. As shown in the table, next page, among the different language skills, writing and reading, respectively, are given much more emphasis than the other skills. The respondents’ response to the interview also prove this fact. On the other hand, the given data clearly disclose that listening and speaking have been given less consideration compared to the aforementioned skills. Hence, there is a tendency of devaluing the important role that listening and speaking could play in developing students’ language proficiency.

According to the information gathered through the interview, writing and reading respectively, are given the greatest emphasis in classroom sessions and school achievement tests because most teachers believe that these skills are more important for the attainment of foreign language acquisition. However, testing scholars recommended that treating a language skills integratively and in an appropriate proportion could develop students’ confidence and efficiency in expressing ideas and for communication purposes as a whole. On the other hand, most teachers believe that it is only through writing and reading that they can test their students and written examinations are believed to help the teacher to know how much students understand the different content areas covered in the classroom.
Table IX (b) The Emphasis Teachers Actually Give to the Various Language Skills

| No. | Reading | | | | Listening | | | | Speaking | | | | Writing | | | | |
|-----|---------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|     | 1       | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 5   | 3       | 5 | 10 | 1 | 8 | 3 | 2 | 6 | 6 | 8 | 2 | 3 | 3 | 3 | 4 | 8 |
| 6   | 7       | 5 | 3 | 2 | 1 | 1 | 4 | 9 | 2 | 6 | 6 | 3 | 9 | 5 | 2 | 1 |
| 7   | 6       | 6 | 1 | - | 1 | - | 3 | 5 | - | - | 5 | 4 | 10 | 6 | - | - |
| 8   | -       | 8 | 3 | - | 1 | 1 | - | 6 | 1 | 2 | 5 | 2 | 14 | 1 | 1 | - |
| Total| 16      | 24 | 17 | 3 | 11 | 5 | 9 | 26 | 9 | 16 | 18 | 12 | 36 | 15 | 7 | 9 |

Note: Numbers 5 - 8 (down) denote the question items as stated in the questionnaire.
Numbers 1 - 4 (across) denote emphasized skill areas; that is, number 1 showing the most emphasized skill and number 2 the next most emphasized skill, and so on.
Therefore, as already stated, the role of listening and speaking skills in assessing students' foreign language proficiency seems to be undermined even if they are practised adequately in classroom sessions. The other point forwarded by the respondents regarding the emphasis laid upon writing and reading skills, is that since the instructional material involves more writing activities, the teachers are supposed to do accordingly. Indeed, as already seen in Table II, a number of practice exercises on writing have been given in the textbook. Nevertheless, the sample examination papers poorly represent the said skill area and therefore the respondents' justification contradicts with their practical applications.

Similarly, the respondents once again argue that writing and reading are given priority because most students have been found to be poorer at writing and reading skills than at other language skills. However, the findings of some researches conducted on students' language ability areas reveal that most high school students fail to listen, understand and give responses to whatever is said by their English language or other subject area teachers through the medium of the English language (Mazengia Mekonnen, 1982). Therefore, not only of writing and reading but also listening and speaking skills need special emphasis for the attainment of the knowledge of English as a foreign language. Underhill (1987) remarks that:

"There is a lot of interest now in oral testing, partly because teaching is more than ever directed towards the speaking and listening skills, particularly in the early stages." (Underhill, 1987: 3)

On the other hand, it is believed that language could be best taught, learnt and tested through all skill forms used integratively. According to language teaching and testing scholars, this could be done through presenting different contexts consisting of realistic purposes. For example, preparing situations for students which could enable them to speak, read, listen and write about their immediate environments; providing texts which could raise students' interest and motivation in the learning of the target language; making learners to use the language focusing on meaning and communication.
Nevertheless, although some of the reading passages of the sample examination papers (Appendices B - K) seem relevant, most of them have been found less important in relation to the type of passages they have already practised in their classroom sessions. Furthermore, the type of questions set in the sample test papers regarding the given passages provide little opportunities for the active production of the target language on the part of the learners and, therefore, are not of much help in enabling students acquire the required skills.

4.5.2 Students' Responses

The students' questionnaire was also divided into three parts (Appendix M). The first part dealt with general information, such as the respondents' age, sex, number of students in their sections and the like. Parts two and three referred to content coverage and limitations, formats, test instructions, time allotment, items' usefulness and the value that the students and their teachers actually give to the different language areas and skills in their school achievement tests.
### Table X  Subjects’ (Students’) Responses

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Rating Scales</th>
<th>No Response</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>Sometimes</td>
<td>Seldom</td>
</tr>
<tr>
<td>1</td>
<td>Test items match with the materials covered in the classroom</td>
<td>20</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The test items represent the different language components of the textbook in an appropriate proportion</td>
<td>23</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>The language skills learnt in the classroom are treated in the test in an appropriate proportion</td>
<td>18</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Test items employ a mixture of testing techniques</td>
<td>31</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Test instructions are clear and simple to understand</td>
<td>30</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Sufficient time is given while doing on test items</td>
<td>31</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The test items help to be aware of students’ areas of strengths and weakness</td>
<td>34</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>187</td>
<td>173</td>
<td>38</td>
</tr>
</tbody>
</table>

The above table shows students’ responses to limitations, coverage, formats, test instructions, time allotment, items’ usefulness and content area emphasis.

As shown in the table above, referring to test item relationship to the materials covered in the classroom (item 1), of the total of sixty subjects, 37 (61.67%) reported that currently administered English language test items sometimes match with that of the instructional material. Similarly, concerning the proportion of language components (item 2) and language skills (item 3), 24 (40%) and 25 (41.67%) respondents gave the same response as above to both aspects respectively.

With respect to items 2 and 3, On the other hand, 23 (38.33%) and 18 (30%) subjects respectively said that the examination questions often reflect the various languages...
components and language skills in an appropriate proportion. As can be seen from the said table, five subjects did not give their reaction to item two. Thus, making a cross check with teachers' responses, one can observe clear discrepancies. That is, although the teachers report that their test items are limited to the instructional material taught in the classroom and with an appropriate proportion, this is partially disproved by the students' reaction. However, as can be seen from the sample examination papers (Appendices B - K), most question items are generally found to match (though with irregular proportion) with the content areas in the textbook concerned. The statistical evidence also reveals this fact.

Regarding the test formats (item 4), more than half of the subjects 31 (51.67%) pointed out that their teachers often employ a mixture of testing techniques in their English examinations. The cross-check made with teachers' responses also denote the same reaction. Nevertheless, the observation made on the sample examination papers and based on the result of the statistical analysis the formats employed in both materials especially proportion wise are found to be at variance. That is, the formats employed in the sample examination papers do not adequately represent the formats used in the textbook.

Concerning test instructions (item 5), 30 (50%) subjects indicated that instructions are often clear and simple. Apparently, 31 (51.67%) respondents to (item 6) pointed out that they are often given sufficient time for doing the examination questions. The cross-check made with teachers' responses also proves this view. Furthermore, as can be seen from the table, 34 (56.67%) respondents reported that the question items often indicate students' areas of strengths and weaknesses.

Nevertheless, the fact that current high school English language examinations, particularly those conducted at grade ten level, seem to possess clear and simple
instructions and permit sufficient time to be done, students' poor performances at the sai
subject area, therefore, could be attributed to either the defects of testing technique
(although time, and instructions are embodied in them) or to their own weaknesses.

The other aspect of the students' questionnaire (part III) referred to the valu
teachers and students actually give to the various content areas and skills. As alread
stated under 3.3.2, this was done simply to cross-check the responses of both the teacher
and the students.

As can be read from Table XI(a) (next page), for all English language teaching an
testing activities (Appendix M) most subjects reported that not only their teachers but als
they themselves (the students) often lay particular stress on grammar and vocabulary
respectively, than on the remaining sections. On the other hand, mechanics, spelling an
pronunciation, respectively, receive attention next to grammar and vocabulary a
instruments in teaching, learning and testing the target language.

Thus, based on the given data one can realize that the predominant nature o
grammar and vocabulary in the instructional material has already placed an influence upo
English language teachers and students' mind. It seems, therefore, for most teachers an
students grammar and vocabulary are language aspects which deserve the greates
attention.
Table XI(a) The Emphasis Students and Teachers Actually Give to the Different Language Components

<table>
<thead>
<tr>
<th>No.</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Mechanics</th>
<th>Pronunciation</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>4 5 6 7</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>5 6 7 8</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>6 7 8 9</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>183</td>
<td>70 16 12</td>
<td>71 171 33</td>
<td>15 34 105</td>
<td>88 50 13</td>
</tr>
</tbody>
</table>

Note: Numbers 1 - 5 (down) denote the question items as stated in the questionnaire. Numbers 1 - 5 (across) denote emphasized content areas; that is, number 1 showing the most emphasized content area and number 2 the next most emphasized content area, etc.

Table XI(b) The Emphasis Students and Teachers Actually Give to the Different Language Skills

<table>
<thead>
<tr>
<th>No.</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7</td>
<td>2 3 4 5</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8</td>
<td>3 4 5 6</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9</td>
<td>4 5 6 7</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>10</td>
<td>5 6 7 8</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>110</td>
<td>96 49 22</td>
<td>33 49 63</td>
<td>43 56 62</td>
</tr>
</tbody>
</table>

Note: Numbers 6 - 10 (down) denote the question items as stated in the questionnaire. Numbers 1 - 4 (across) denote emphasized skill areas; that is, number 1 showing the most emphasized skill and number 2 the next most emphasized skill and so on.
As shown in Table XI(b) above, writing and reading have been found to be the most emphasized skills in teachers' instructions, test development and constructions, as well as in the students' own studies. The same result has already been seen in the teachers' responses. Thus, one can conclude that students' emphasis to language components and language skills seem to be totally directed by the emphasis that teachers give to different content areas in their teaching and testing processes.

As evidenced in this study, the results obtained from the various data although generally disclose the emphasis given to definite content areas and skills, it may also implicitly denote the opportunities which students are deprived of practising the neglected language areas.

Thus, in light of the literature reviewed and based on the analysis of the data presented in the previous section, current high school English language tests have been found to be suffering from sampling problem and lack of test plans (outlines) which are supposed to be among the major parts to be considered in the design and construction of achievement tests (Nunnally (1970), Alderson (1981), Harrison (1983), Bachman (1990), Good and Brophy (1990) and Weir (1990)).

Furthermore, those tests fail to adequately and proportionally represent the content areas and skills which are stated in the instructional material concerned. The tests also found to be less important in treating the textbook’s formats (restricting themselves to only a few types predominantly objective forms) hence, affecting the test scores of students. Nevertheless, testing scholars suggest that test formats should be as varied as possible to meet the needs and interests of most students (Davies and Upsher, 1993).

Above all, it has been said that "Content validity depends on a careful analysis of the language being tested and of the particular course objectives" (Morrow in Alderson...
However, due to lack of defined objectives for the teaching and testing of English in our high schools, the said tests do not seem to be structured in reflecting certain objectives or in enabling students acquire a good knowledge of the target language.
5.1 SUMMARY OF FINDINGS

The results of the content analysis of both the sample examinations and the instructional material as well as the comparison of formats for grade ten is as follows:

5.1.1 As regards the textbook coverage and time allotment it was observed that:

- **a.** the sum of the content areas treated in the sample examination papers generally correlate to the contents of the textbook concerned.
- **b.** there is, however, a clear disparity (as shown in the provided data, for example Table III(a) and III(b) in the content areas presented in the sample examination questions. Thus, the weighting given to different items in the sample examination papers is not based on the extent of the content areas dealt with in the instructional material.
- **c.** 69.7 percent of the teaching items in the textbook are allotted to grammar and lexis, whereas 78.33 percent of the sample examination questions focus on these areas. Hence, grammar and lexis are found to be dominant in the said grade’s current English examinations as they are in the textbook.
- **d.** language areas like spelling which have never been practised in the classroom are employed in the sample examination papers thus affecting the content validity of the sample examination question items.
- **e.** most frequent activities involved in the sample examination papers are receptive skills while 40.57 percent of the textbook comprise productive skills, (writin
being the most emphasized area in the teaching material.)

5.1.2 As regards the formats employed by the sample school examination papers and the textbook, it was found out that:

a. the sample school examination papers (as the statistical finding exhibit) poor correlate (-0.12) with the formats employed in the instructional material concerned thus, candidates may not have ample opportunities to perform on different language areas practised in the classroom.

b. Multiple-Choice and matching formats comprise 90 percent of the total format employed in the sample examination papers; hence, restricting candidates performance in different language areas and skills.

c. ‘Short answer’ and ‘Writing’ formats which have got a considerable share in the instructional material are entirely neglected in the sample examination papers.

d. A ‘True or False’ format which has never been practised in the classroom sessions is presented in those sample examination papers, thus, affecting the validity of the sample test papers.

e. The limited formats employed in the examination questions could have a negative impact upon the results of the students and therefore the sample examination questions fail to measure candidates’ language proficiency adequately.
5.2 CONCLUSION

An attempt has been made to bring to light the relationship between the sample school examinations and the 10th grade textbook both in terms of their contents and formats.

The data obtained from the statistical findings of the analysis of the sample examination papers in relation to the instructional material concerned have shown that there is a fair relationship between the question items of the examination papers and the practice exercises of the textbook. On the other hand, the finding has also exhibited that the formats employed in the sample examination papers are at variance with that of the formats used in the textbook concerned.

As already stated, the purpose of this study has been to find out if the tests and textbook materials correspond in terms of their contents and formats. Indeed, the content and formats of a test are major areas to be considered and viewed from different angles since they could have the maximum influence upon test takers and their performance on it. That is, a consideration of test content is believed to have an important part both in test development and test use (Bachman, 1990: 244).

Nevertheless, results in this study have shown that the weighting allotted to the various content areas and skills used in the sample examination papers fail to adequately mirror the language components and skills treated in the instructional material.

Moreover, it has also been observed that the limited formats employed in the sample examination papers seem to fail in enabling candidates to make use of their knowledge of the English language in the various content areas and skills. That is, the obtained data revealed that the degree of relationship of the formats employed in the two materials is very negligible. Therefore, having considered the study under discussion, it
could be deduced that the English language examinations currently administered in Ethiopian government high schools seem to lack comprehensiveness both in their content and formats.

Apparently, the current 10th grade English language examinations seem to fail in satisfying the purpose and principles of an achievement test construction which ‘should be based on what students are presumed to have learnt’, ‘should reinforce what has been learnt (or at least the revision should)’, ‘methods should reflect the approach to teaching and learning’, ‘looks back’. (Hughes, 1989; Bachman, 1990). Hence, the sample schools’ current 10th grade English language examinations seem to lack the accomplishment of those purposes.

In sum, having considered the results of the study, one can conclude that the English language examinations currently administered at grade 10 level, relatively speaking, possess low content validity.

5.3 RECOMMENDATIONS

Based on the findings obtained from the analysis and comparison of the content and formats of the sample examination papers and those of the instructional materials concerned, the following recommendations are made:

- Clear-cut objectives should be drawn in the teaching syllabi for the teaching and testing of English as a foreign language in Ethiopian high schools.
- Improvements on the prevailing high school English language courses and changes in the methods of teaching and testing English should be introduced.
- Teachers should take part in the preparation of English language syllabi in order to meet the needs and interests of learners.
- Efforts ought to be made to equip schools with the necessary materials like stationery, duplicating machines, and tape recorders as these could have impact upon the teaching and testing processes.

- In order to develop the testing knowledge of teachers in general and English language teachers in particular, in-service teacher training programmes, seminars, and workshops need to be conducted by authorities concerned.

- In order to design and develop more reliable and comprehensive tests, the existing predominantly objective formats should be mixed up with subjective ones.

- In order to maintain content validity, future English language examinations ought to be constructed in accordance with the amount of time and content coverage dealt with in the instructional materials concerned.

- Since testing techniques could affect candidates' performance in a test (Heaton 1975, 1988; Baker, 1989), English language examinations ought to represent an appropriate proportion of the various formats employed in the instructional material.

- Most high school English language examinations focus on language usage rather than on its use and therefore do not appropriately measure the language components and language skills or sub-skills. Hence, the examinations should be directed toward testing the learners' ability to use the language for communicative purposes.
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APPENDICES
APPENDIX A

LANGUAGE CONTENT AREAS

What each content area means in the present study is indicated below:

**Phonology** - refers to the ability to make sound contrasts, as in BEAT and BIT.

**Lexis** - refers to the denotative (general dictionary meaning) meanings of words.

**Comprehension** - reading a given text within a given time and answering questions on what is read.

**Mechanics** - refers to punctuation, spelling, and capitalization.

**Tenses** - refer to the simple (present, past, and future) and the perfect (present, past and future).

**Concord** - is an agreement between a verb and its subject, as in 'one of the students i ...', and 'the teacher not the students has ...'.

**Prepositions** - refer to one, two-word and three-word, as in at home, according to the report, ... .

**Pronouns** - refer to pronouns in their different forms.

**Quantifiers** - include some, any, a lot of, a great deal of, a few, much, etc.

**Determiners** - a, an, and the.

**Questions and answers** - refer to 'WH' - questions, inversion questions (was he ...?) and questions introduced by auxiliaries (do, does, etc.).

**Degree of Comparison** - refers to both adjectives and adverbs in their regular and

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*Since all the definitions serve for the same purpose, in the present study they are applied as used by Alemu 1983.*
irregular forms.

Order of Adjectives - refers to the position of adjectives as in the two little boys and a new white shirt.

Speech Tag - is a variation on question formation, as in ‘He didn’t come here, did he?’

Adjectives/Adverbs - refer to the usage of an adjective or an adverb.

Nouns - refer to the different noun forms.

Gerund - refers to a word ending in -ing, as in ‘she enjoys cooking’ and ‘After eating ....’

Reported Speech - refers to statements or utterances reported indirectly, as in ‘He said he would come.’

Active/Passive - refers to forms of verbs in sentence transformation.

Mood - refers to verb in sentences like ‘He takes every precaution and takes the first turn to the left.

Infinitives with/without to - refers to such verbs as ‘allow to’, ‘permits’, let ... do’ and ‘make .... do.’

Position of Adverbs - refers to the placement of adverbs of frequency and time.

Conditionals - refers to the probable, improbable (unlikely) and impossible statement (conditions).
APPENDIX B

ENTOTO ACADEMIC TECHNICAL AND VOCATIONAL SCHOOL A.A
Grade 10 FIRST SEMESTER ENGLISH (REGULAR)
January 1992 (1985 E.C)

PART I
Comprehension
DIRECTION: - Read the following passage carefully and answer the questions that follows.

We need heat in the home for several purposes. Our food must be cooked for us to eat, an our water warmed for us to wash with. Perhaps most important, we need the house made habitable warm in winter, for otherwise we may feel no inducement to stir out of bed to cook and wash. There are various methods of heating a room, and all have their supports and their critics, their advantages and disadvantages.

Still the favourite method of keeping a room warm is the rotational open fire. It has great advantages. It is one of the cheapest method. The fire makes the room cheerful and gives it a focal point. The drought up the chimney helps ventilation. On the other hand, it is very wasteful. Much of the heat and all the valuable by products of the coal disappear up the chimney.

This last disadvantage appear equally to gas and electric fires.

Extracted from Examination
English by Barnard

DIRECTION: Answer the following question according to the passage your are given four choices. Choose the best and put the letter of your choice provided.

1. The best topic that suites the passage is ______
   A. Heating the home
   B. Coal electricity and fuel
C. The cold and warm home
D. Home during winter and summer

2. The most important need for heat is:-
   A. Otherwise we may feel inducement to stir out of bed
   B. that we need the house made habitably warm in winter
   C. To cook and wash
   D. To warm and water

3. Open fire:-
   A. Is the favourite method of keeping a room warm
   B. Is one of the cheapest methods
   C. Makes the room cheerful
   D. All of the above

4. A chimney is useful for:-
   A. Wastage
   B. Economization
   C. Ventilation
   D. Disappearance

5. Gas and electric fire are:-
   A. As wasteful as open fire
   B. As disadvantageous as open fire
   C. Used to heat the home
   D. All of the above

6. Which sentence is false according to the passage
   A. We need heat for cooking purpose
   B. We need heat for swimming uses
   C. We need the heat for worming advantages
   D. We need heat for many purposes

7. Who is the author or writer of this passage.
   A. English
   B. Examination
   C. By
   D. Barnard

PART II Vocabulary

8. Habitably
   A. in a manner it is fit to be lived in
   B. tremendously
   C. Beautifully
9. Various
A. different
B. difficult
C. expensive
D. cheap

10. Cheerful:
A. that has given happiness
B. cool
C. clean
D. advantage

CHOOSE THE CORRECT MEANING OF THE UNDERLINED WORDS

11. The carpenter dispatched the finished furniture every month.
A. collects
B. brings
C. repairs
D. send off promptly

12. The lion emerged from behind the building.
A. disappeared
B. runaway
C. came out of sight
D. appeared

13. Mahelet is a modest girl
A. rude
B. proud
C. rough
D. polite

14. This jennet has just had a baby
A. load
B. lioness
C. Female donkey
D. monkey

Match the words in list ‘A’ with their definition in list ‘B’

15. sequence
A. supply of goods ready for sell
B. doing nothing inactive

16. stock
17. sore  
c. order in which events follow each other.
18. idle  
d. wound on the body

Say True or False write ‘A’ for true and ‘B’ for False
19. Your should not give him the assignment because he is irresponsible
   the underlined word is a noun.
20. Do it consciously. The underlined word is an adverb

Choose the best answer and write the letter of your choice on the space provided on your answer sheet.

21. I _____ on foot now a day.
   A. am always going
   B. always go
   C. always went
   B. have always gone

22. I am always polite to _____ old.
   A. the  B. a  C. an  D. none

23. Look at _____ things over there
   A. these  B. that
   C. those  D. this

24. We_____ milk every day when we were young.
   A. are drinking  B. used to drinking
   C. drink  D. are used

25. When I was young I _____ a shepherd
   A. was  B. can be
   C. was being  D. am going to be

26. He did not lose much _________.
   A. money  B. dollars
   C. hours  D. sheep

27. He _____ on grass sleeping
   A. Laid  B. Lay
   C. Lied  D. Lain

28. Thinking is both political and technical the underlined word is?
   A. participle  B. gerund
   C. infinitive  D. noun clause

29. The student apologized _______ the teacher ______ coming late.
30. He borrowed ten Birr ______ his brother.
   A. by B. for C. from D. with

31. If he______ here he would tell you.
   A. were B. is C. an D. has been

32. Arya went to Asmera_______?
   A. does he B. did he C. did not he D. none

33. If I had worked I______the prize.
   A. would win B. would have won C. had won D. all

34. The ship sank so quickly that only very _____ of passenger were saved.
   A. few B. little C. a few D. a little

35. ______ have been cleaned.
   A. Each room B. every room C. some of the room D. all

36. Entering the room, he set the box on the table. The underlined word is:-
   A. participial phrase B. Infinitive phrase C. propositional phrase D. Noun phrase

37. I will not come if it _____ rain.
   A. did not B. does not C. is D. all

38. On rainy days he_____ the bus to the station.
   A. often takes B. takes often C. often D. both A and B

39. As soon as I_____ the test I went home.
   A. write B. had written the test C. write D. none

40. Before he_____ the band will play
   A. arrives B. arrived C. arrive D. none

41. He prefers tea_____milk.
   A. to B. than
42. She hardly understands English_____?
   A. hardly she   B. does she   C. doesn’t she   D. all
   ____

43. Does he _____ money?
   A. has   B. have   C. had   D. all
   ____

44. Here are some _____ for you
   A. books   B. sugar   C. news   D. butter
   ____

45. My friend as weel as my brothers _______ Just arrived.
   A. have   B. has   C. had   D. none
   ____

46. The young like the old _____ some help.
   A. need   B. needs   C. are needing   D. none
   ____

47. The _____ beg for money.
   A. the poor   B. a poor   C. poor   D. poor
   ____

48. Aster is one of those girls who ______ always at top of the class.
   A. is   B. are   C. was   D. all of the above
   ____

49. My brothers bought a lot of _____ for the house.
   A. furniture   B. furnitures   C. pieces of furniture   D. none
   ____

50. The maid _____ the table at 7 ‘O’clock.
   A. laid   B. lay   C. lied   D. none
Sports and Games

Some people seem to think that sports and games are unimportant things that people do, at times when they are not working instead of going to the cinema, listening to the radio, or sleeping. But in actual fact, sports and games can be of great value, especially to people who work with brains most of the day, and should not be treated only as amusements.

Some sports and games make our bodies strong, prevent us from getting fat and keep us healthy. But those are not their only uses. They give us valuable practice in making eyes, brain and muscles work together.

Write True or False Write A for True and B for False statement on your answer sheet.

_____ 1. Sports and games make our body strong.
_____ 2. For all people sports and games are not important.
_____ 3. People who work with their brain understand their value.
_____ 4. In sports and games eyes brain and muscle are hand-in hand
_____ 5. Sports and games prevent us from getting too fat.

Part II Vocabulary and their meanings (5)

Match the words with their meanings

A

B

_____ 6. promoted A. Joined with others in given help, suggestions

_____ 7. respectable B. Very necessary

_____ 8. gradually C. Given a higher position
9. essential  
10. contributed  

II- Vocabulary:
Select the letter indicating the correct answer and write it against the number of the question.

11. The teacher ______ the students of being lazy at the homework was not finished.
   A. insult  
   B. occur  
   C. Condemn  
   D. accused

12. He has a _____ desire to study hard.
   A. dipped  
   B. dripping  
   C. deep-rooted  
   D. route

13. I am with score I made in the examination
   A. satisfied  
   B. content  
   C. placed  
   D. all of the above

14. The small child has run a couple of meters to its mother a couple means?
   A. to  
   B. two  
   C. cups  
   D. capable

15. Your are suffering from misconception if you believe that leprosy is transmitted from parents to children.
   A. hereditary  
   B. outcast  
   C. generation  
   D. mistaken idea

Match the words in the list ‘A’ with their meanings in list ‘B’

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. to recover</td>
<td>A. clever, intelligent cunning</td>
</tr>
<tr>
<td>17. corrupt</td>
<td>B. to change the usual appearance</td>
</tr>
<tr>
<td>18. build up</td>
<td>C. accountable</td>
</tr>
<tr>
<td>19. disguise</td>
<td>D. increase</td>
</tr>
<tr>
<td>20. smart</td>
<td>E. regain former balance or position</td>
</tr>
</tbody>
</table>
Choose the wrongly spelt word

21. A) submitted  B) referred  C) omitted  D) preferred
22. A) pretiest  B) biggest  C) thinnest  D) sweetest
23. A) list  B) least  C) loss  D) eleven
24. A) receive  B) receipt  C) sumer  D) grammer
25. A) anual  B) manualwork  C) passage  D) practice

III- Structure (26-60)
Choose a word that best completes the sentence
26. A. white dove is a sign of
   a) peace  b) piece  c) hate  d) discourage
27. Her sister _____ for America the previous week,
   a) live  b) left  c) leaves  d) leave
28. The sun had set before he (be) ready to go
   a) had been  b) been  c) was  d) is
29. The river_____ deeper after it had rained heavily
   a) become  b) becomes  c) had become  d) became
30. If you _____ us It old you, you ______
   a) did/would have succeeded
   b) had done/you would succeed
31. You would catch the train, if you______ earlier.
   a) go  b) had gone  c) went  d) A and C
32. What are you doing?
   a) I am making a cake   b) I am writing a letter
   c) C and B   d) no answer
33. Clean it with your handkerchief! ________?
   a) with what   b) with which
   c) where   d) how
34. _____ a man standing under that tree ten minutes ago.
   a) there was   b) there is
   c) It is   d) it was
35. The correctly punctuated sentences is _________
   a) take a look at yourself in the mirror!
   b) "Take a look at yourself in the mirror."
c) "Take a look" at yourself in the mirror.
d) "Take a look, at yourself in the mirror? 

36. He ______ have mine whenever he wanted it
   a) can           b) need
   c) could         d) a and c

37. Will the weather clear up this afternoon?
   a) Yes, it won’t   b) No, it will
   c) No, I don’t think so  d) Yes, I don’t think

38. I ______ pipes and I am still repairing
   a) used to repair  b) used to repairing
   c) am used to repair  d) am used to repairing

39. He is ______ to need a doctor.
   a) enough ill     b) enough
   c) ill enough     d) all are answer

40. The nurse ______ looks after her patients
   a) frequently     b) usually
   c) often          d) all

41. We want to buy ______ flowers we haven’t ______ in
    the garden.
   a) some/any       b) any/some
   b) some/some      d) any/any

42. Ato kebede is a hard worker, the under lined word is
    a/an ______
   a) adjective       b) adverb
   c) preposition     d) verb

43. It happened on the day ______ he was born
   a) which           b) when
   c) where          d) how

44. I should help my parents. ‘should’ indicates......
   a) obligation      b) ability
   c) likelihood      d) doubtful

45. "You need not copy all the questions", is the same
    as one of the following.
   a) you do not need to copy all the questions.
   b) you need to copy all the question.
   c) you did not need to copy all the question
   d) all of the above

46. Both of the dogs ______ black
   a) is               b) was
   c) are             d) an
47. The correct position of the underlined adverb is _
   a) she wrote Quickly the letter.
   b) She the quickly write the letter.
   c) She wrote the quickly letter.
   d) She wrote the letter quickly

48. I _____ do this work tomorrow.
   a) shall be       b) will be
   c) will be able   d) shall

49. He came_____ Dire Dewa.
   a) of            b) for    c) from     d) at

50. Which of the following is correct?
   a) who did you see?  b) whom did you see?
   c) whose book is this?  d) all of the above.
APPENDIX C
AYER TENA SENIOR SECONDARY SCHOOL ADDIS ABABA
FIRST SEMESTER ENGLISH EXAMINATION FOR GRADE 10
Time one hour.

Passage Comprehension
Direction: Read the passage carefully and then answer the questions that follow it.

Imagine a remote village in a malaria area. Half the children who catch malaria before they are two years old die of it. The other half are not afterwards immune to malaria. They will probably have malaria every year or so for the rest of their lives sometimes suffering two or three attacks during one rainy season. They will have headaches, a shivering fits and fever. They become weak and can not work. They can catch other diseases easily because they are already weak.

The people of such a village do not prosper. People who are often sick do not have strength to improve their land, to build schools or take much interests in anything outside their houses. The health authorities can not easily reach such a village. Also no longer term preventive medicine has been discovered; daily and weekly anti-malaria pills are too expensive. And how could the health authorities make every one take pills at the right time.

Many people in Ethiopia live in area where malaria is common. They share the rich villages of the river omo, the valuable land salong the Rever Awash the Bule nile basin and the beautiful southern lakes with malaria carrying mosquitoes, anopheline mosquitoes carry the disease from the sick to the well.

1. Ethiopians who live in areas where malaria is common are......
   A. Anopheline                          B. many in number
   C. few in number                       D. sick for the whole year
2. Half the children who catch malaria before they are two years old die of it.....
A. are immune for ever     B. they will not catch malaria
C. are likely to catch malaria
D. will definitely catch the disease again

3. People who live in malaria area do not prosper because.....
A. They do not like to work     B. quick mind
C. fever                      D. Both A and C

4. Malaria...........
A. Makes the body a little stronger
B. Causes stomach ache
C. Makes the body week
D. both b and c

5. People who have malaria
A. will have headache       B. quick mind
B. fever                    D. both a and c

Pat II. Directions: Choose the correct answer form the given choices.

Grammer and Usage

6. Have you _____ seen such a hard working man.
A. ever     B. never     C. rarely     D. seldom

7. The bus ought to be here______now.
A. at     B. by     C. for     D. in

8. She never______ to me.
A. lays     B. lies     C. lay     D. lied

9. He is intelligent______lazy.
A. and     B. but     C. or     D. a and b

10. We don’t have______children.
A. any     B. some     C. a little     D. few

11. Abebe is hardly ever late,______
A. does he?     B. Is he?
C. isn’t he?     D. He is not?

12. The doctor advised the patient______
A. Do not smoke     B. to stop smoking
C. to continue smoking  D. how to be smoked

13. I enjoy _____.
   A. to read books  B. reading books  
   C. write books  D. to write books

14. He wants______ English.
   A. study  B. to study  
   C. studies  D. studied

15. Stay here______ she comes.
   A. until  B. Before  C. while  D. since

16. He_______ cleaning the house every day.
   A. is used to  B. used to  
   C. was used to  D. used

17. I would tell you all the questions if I______ a typist.
   A. would be  B. will be  C. were

18. If the dog barks, the boys______ away.
   A. will ran  B. would run  C. will run

19. If I had gone there, I______ her.
   A. would have meet  B. I would have met  
   C. will have met

20. You should_____ your teacher for coming late.
   A. apply to  B. appologize to  
   C. angry at  D. a head of

21. The error, ladies and gentlemen, is mine means______
   A. I did not make any mistakes.
   B. The mistake is not mine but of the ladies and gentlemen.
   C. The error made by the ladies and gentlemen is mine also.
   D. No error is made by the ladies and gentlemen.

22. I have little time to help you means______
   A. The secretary went only to the post office to buy stamps
   B. The secretary was the only person who went to the post office to buy stamps
   C. The secretary went to the post office only to buy stamps.
   D. The secretary went to the post office to buy a stamp.

23. Only the secretary went to the post office to buy some stamps.
24. It is unlikely that their team will beat us.
A. We do not like to be beaten by their team.
B. Their team is expected to win
C. Their team is not expected to win
D. their team would like to beat us

25. The climate is anything but pleasant.
A. The climate is extremely pleasant.
B. The climate is not pleasant at all.
C. The climate if pleasant but not as pleasant us we wish
D. The climate is so pleasant that it could not be anything else

26. He repaired my car—means
A. He sold may car
B. he mended my car
C. He used my car
D. He stole my car

27. He usually run to school. The underlined word is
A. Intransitive verb
B. transitive verb
C. infinitive
D. participle

28. Everybody must_____ hard.
A. work
B. works
C. worked
D. all

PART III VOCABULARY

29. A you must_____ the leaking pipe.
A. fix
B. assemble
C. loose

30. We can not give him any assignment as he is ______.
A. irresponsible
B. idle
C. polite

31. Is the local_____ of sugar high in our country?
A. consumption
B. turnover
C. limit

32. We should ______ the number of questions.
A. promote
B. limit
C. boost

33. Periodic—means_____
A. an essential and permanent quality of a thing
B. alternation
C. recurring at regular intervals

34. Sequence—means ______
A. alter slightly
35. appeal means ______
   A. control, see if properly done
   B. request
   C. bear in mind

36. Lame means ______
   A. wound in the body
   B. injury or defect in a foot or leg
   C. in active

IV A) Change the following sentences from active in to passive
37. He repaid the broken door.

38. The students are watering the plants.

Write sentences using the following phrases
39. He used to

   ______40. I am used to

______
A wealthy Arab once lost a piece of gold. He felt sure that thief was a member of his own household, but try as he would, he failed to detect him.

At last he called all his servants together and told them that he was sorry to resort to magic. He gave each of them a piece of stick about six inches long. All the sticks were exactly the same size. In making the gift he said, "The stick which I am giving you must be brought back to me tomorrow morning. If you are innocent nothing will have happened, but if you are guilty, the stick will have grown half an inch in the night."

When the stick were returned the next morning, one of them was found to be half an inch shorter than the other. Turning to its owner, the Arab said "You are the thief" And he was right.

Choose the best answers
1. All the people who live together in the house form ____
   A. party          B. crowd
   C. household      D. gang

2. The Arab had lost ____
   A. a plot of land     B. a piece of gold
   C. a household        D. a servant

3. Who was the thief?
   A. The Arab          B. The owner of the shorter stick
   C. the stick         D. all the member of his household
4. These who belong to a house hold are called its_____
   A. servants  B. children  
   C. members  D. owners 
5. The opposite word of "guilty" is_____
   A. truthful  B. obedient  
   C. thick  D. innocent 
6. What was the size of the thief's stick the next morning
   A. six in ches  B. six and half inches 
   C. seven inches  D. five and half inches 
7. To detect a person is to ______
   A. furnish him  B. blame him 
   C. find him out  D. resort to imigc 
8. Which word in the passage shows that the Arab was rich?
   A. magic  B. wealthy 
   C. innocent  D. guilty 
9. The past and past participle form of the verb grow are_ __
   A. grew/growed  B. grew/grown 
   C. grown/grown  D. grow/grow 
10. What do we learn from the passage?
    A. Guilty conscience pricks the mind. 
    B. A thief can be easily caught 
    C. Arabs can know the psychology of the thieve. 
    D. Innocent can be caught as thief 

Directions: (sentence comprehension) Choose the statement which says something true about the original sentence. 

11. The doctor came in before the patient died.
    A. The patient died after the doctor came in. 
    B. The patient died before the doctor come in. 
    C. The time of the death was unknown. 
    D. The doctor died when the patient came in. 
12. May I come in please?
    A. Can I come in Please? 
    B. Am I allowed to come in please? 
    C. Am I able to come in, please? 
    D. All but C 
13. The students need not have come to school last sunday.
    A. The students came to school.
B. The student did not come to school
C. It was necessary for the students to come to school
D. Both B and C are correct

14. You ought to take care of your health
A. you should take care of your health.
B. you would take care of your health.
C. you can take care of your health.
D. you may take care of your health.

15. The reason which she failed in is not known.
A. The reason which she failed is not known.
B. The reason for which she failed is not known.
C. The reason on which she failed is not known.
D. The reason at which she failed is not known.

III Punctuation

Direction: Choose the right punctuated sentences.

16. A. W/o Aster, our home economics teacher went to Ambo.
B. W/o Aster our home economics teacher, went to Ambo.
C. W/o Aster, our home economics teacher, went to Ambo.
D. W/o Aster our home economics, teacher went to Ambo.

17. A. I will see you at 5,30 p.m. tomorrow.
B. I will see you at 5:30 p.m. tomorrow.
C. I will see you at 5.30 p.m. tomorrow.
D. I will see you at 5 30 p.m tomorrow.

B. "What a beautiful sight." he exclaimed.
C. "What a beautiful sight;" he exclaimed.
D. "What a beautiful sight!" he exclaimed.

19. A. I wish had a good dictionary,"said the girl.
B. "I wish I had a good dictionary, said the girl"
C. "I wish I had a good dictionary" said the girl.
D. "I wish I had a good dictionary." said the girl.

20. A. Shut the door, please.
B. "Shut the door" please.
C. "shut the door," please.
D. "Shut the door!" please.
IV Grammar and Usage

Directions: Choose the best answer for the given four alternatives.

21. They have sold____ lamps.
   A. few  B. much
   C. little D. a little

22. Where have you put my glasses? _____ on the table.
   A. we are  B. they are
   C. She is  D. He is

23. Have you got a drink? No I haven’t got____
   A. one  B. some
   C. ones  D. any

24. Aster! Are______ shoes here yours?
   Bezu: No----- shoes over there are mine.
   A. these/those B. those"/these
   C. this/that D. that/this

25. There is a book------the floor put it _____ the table.
   A. in/on B. with/from
   C. on/on D. to/under

26. They go------ work------ bus.
   A. to/by B. by/to
   C. the/the D. to/to

27. I have got a toothache I------ better go to the dentist.
   A. will  B. would
   C. had  D. car

28. He is doing quite well in English and he------ pass without difficulty.
   A. dare  B. need
   C. would  D. may

29. I have got a cold, so I had better stay in bed------ I?
   A. have  B. had
   C. had not  D. haven’t

30. Bekele, ------------
    A. on having insisted an orange.
    B. an orange having insisted.
    C. insisted having an orange.
    D. insisted an orange on having.

31. Whom did you catch?
    A. I catch him.  B. I am catching him
    C. I was catching him  D. I caught him

32. She asked me "where are you going" the Indirect speech
is:
A. She asked me where is going?
B. She asked that where I am going
C. She asked me where I was going.
D. She asked him where I had gone.

33. I met two boys who were----- in English.
A. interest  B. intersted
C. interesting  D. all

34. He------ when you asked for him.
A. have finished  B. had finished
C. has finished  D. is finishing

35. Abebech wasted------.
A. in the market her time  B. Her time in the market
C. her time the market  D. the market her time.

36. On------ days, he does not walk to school.
A. rain  B. rained  C. rainyly  D. rains

37. I------ him twice before he answered.
A. has called  B. have called
C. had called  D. B and C

38. He hates------.
A. his time to waste  B. time to waste
C. to waste his time  D. his waste time

39. The boy who----- in the corner is his brother.
A. stand  B. stood
C. is standing  D. to stand

40. It------ rained this morning.
A. may  B. might  C. must  D. could
Name---------------------- Section---------------- Roll No.----

General Instruction: Four choices are supplied for each of the following questions. Decide the answer and write the letter of each question in the space provided. Use capital letter everywhere, Do not use pencils.

------ 1. Neither the teacher nor the director is present.
    A. Both are present
    B. Both of them are absent
    C. one of them is present
    D. The director is absent but the teacher is present

------ 2. Bread and milk is his only food.
    A. He eats only bread and milk
    B. His only food is bread and milk
    C. Only he eats bread and milk
    D. He only eats bread and milk

------ 3. He hardly speaks un truth
    A. he is not honest
    B. he speaks false
    C. He speaks the truth
    D. He is a descent fellow.

------ 4. He is used to riding a horse.
    A. He rode a horse in the past.
    B. He is accustomed to riding a horse.
    C. He hardly rides a horse
    D. He rides horses during the rainy season

------ 5. There is too much spice in the 'wat'
    A. The wat is salty
    B. there is excess spice in wat
    C. The spice is enough
Part two- Reading Comprehension
Read the following passages.

Almost in the middle of the 19th century a young Ethiopia girl named Aster began her studies at California, America. She had no money for her education and struggled had to support herself. That time toothache was a terrible disease in America. To pay her school fee, she started pulling teeth which did not need special training.

Aster was annoyed by the great pain that her patients and to suffer. Many people were so afraid to have their teeth pulled that they would suffer for many days before going to a dentist. The patients had to be tied to the big tree so that the dentist could work normally. When the teeth finally came out, both patients and dentist would be exhausted.

Some times the pain of surgical operations was so great that a patient would die from shock. Aster was very much concerned with the problem of pain, when she finished medical science, she began to experiment with ways of learning it.

Now answer the following comprehension questions

6. Aster learned at California where was tough.
   A. English language
   B. The treatment of the disease
   C. The science of planets
   D. The science of space and the number

7. Aster for her education.
   A. Had no financial difficulty
   B. Had some financial difficulties
   C. had serious financial difficulties.

8. People were ready before going to a dentist.
   A. to bear the pain of their disease
   B. Not to suffer from the pain
   C. to pull out their teeth
   D. To pay for their disease
9. The pain of surgical operation sometimes caused-----
   A. Some patient  B. one patient
   C. many patients  D. No patients

10. the medical school she tried to find out the
    way of lessening the pain of the patient.
    A. When Aster was in
    B. Aster came out of studying
    C. Before she came out of
    D. At the time when Aster was studying

INTRODUCTION: Choose meanings for the underlined parts of the
following sentence.
11. Most people are working hard to support themselves.
    A. fight  B. responsible
    C. help  D. revive

12. All teachers and students are concerned to keep discipline of the school.
    A. tired  B. worried
    C. responsible  D. tired

13. After a day's hard work, Alemu become completely exhausted
    A. asked  B. illness
    C. help  D. tired

14. The father is very much bothered about his child's education.
    A. bind  B. annoy
    C. lessen  D. relief

15. The medical doctors tried to learn the pain of his patients
    A. suffer  B. painful
    C. make less  D. make strong

PART III- Grammar and usage
16. the man is strong----- to carry the box.
    A. enough  B. enough strong
    C. very  D. much

17. The manager along with his staff ---- visited the factor.
    A. were  B. have
    C. has  D. are
18. Two of the boys read——
A. The news a paper
B. those news paper
C. those news papers
D. that newspaper

19. He—— to school
A. goes often B. often go
C. Often goes D. Go often

A. is B. are C. has D. were

21. the teacher——the students not to come late.
A. has tell B. have told
C. has tells D. has told

22. The Farmers association used to—— with tractors as they have done for the last five years.
A. Plough B. Enough old
C. ploughs D. older

23. My grandfather is—— to walk with out sticks.
A. older B. Enough old
C. old enough D. enough

24. The plumber has repaid the leaking pipe——
A. completely B. complete
C. completes D. Completed

25. ---to church I saw many beggar on the road.
A. Going B. having gone
C. Have gone D. Having go

26. The Chemistry teacher took his student to the laboratory——them the preparation of oxygen.
A. to show B. showing
C. shows D. showed

27. ----many sheep in the field—— of the same colour.
A. there is/they are B. there are/they are
C. They are/they are D. they are/there is

28. I can’t translate——word from this sentence.
A. any B. some
C. Anything D. Something

29. The ministry of Education has supplied two hundred corrugated——
A. sheet of iron B. sheet of irons
30. The man has many children in our school.  
A. Work in the garden  
B. Working in the garden  
C. works in the garden  
D. working in garden

31. Neither of the passenger found a live.  
A. are  
B. were  
C. is  
D. am

32. If I were you, I a car rather than a house.  
A. would buy  
B. bought  
C. is  
D. am

33. of the workers are working in the textile factory.  
A. Much  
B. little  
C. many  
D. a great deal of

34. The School hardly noticed information about the examination  
A. some  
B. anything  
C. any  
D. something

35. The beautiful lady sitting the garden is Almaz.  
A. on  
B. in  
C. for  
D. from

PART IV Vocabulary from your textbook

36. Ato Hailu is a displaced person  
A. settled  
B. rich  
C. lost his property in war  
D. Manager

37. Aster is very busy  
A. modest  
B. has a lot to do  
C. idle  
D. clever

38. Can she purchase some clothes for me?  
A. find  
B. sell  
C. buy  
D. look

39. When will they deliver the newspaper to the librarian?  
A. replace  
B. support  
C. send  
D. take

40. The desire for praise is a strong drive in mankind.  
A. animals  
B. wild beats  
C. human race  
D. Savage
Part 1: Read the passage below and then answer the question. Write your answer in the space provided.

Forestry is important for the production of materials goods and things of aesthetic value. It is an activity that involves the direct use of nature forest. A forest is an association of plants in which tree are the most common elements. Today, forest products is employed for various, and industrial purposes. It is a source of most of the word is paper and package materials. Wood has become one of the main raw material in synthetic industry.

Forest trees check rapaid run off water and consequently control soil erosion. In addition to that the moisture from forest vegetation has a moderating effect on the climate of local environment. Besides, forest is the habitat of solid life and presentation of a forest is equal to a preservation of wild life. The forest has natural habitat of wild life as well as for recreation purpose.

1. The most appropriate title of this passage is
   A. wild life       B. recreational areas
   C. Forestay       D. disadvantage of forest

2. Forest can be used for
   A. paper and package B. wild animals
   C. fire wood        D. all of the above

3. Forests are an association of
   A. plants          B. animals
   C. human beings    D. no association

4. Which of the following is not the advantage of forests?
   A. the habit of wild life
   B. for recreation purpose
   C. oil production   D. moderating climate

5. Do you think forestry is important?
   A. Yes, it is not    B. no, its
C. Yes, it is  D. I don't know

CHOOSE THE WORD OR PHRASE THAT BEST GIVE THE MEANING OF THE GIVEN WORD ACCORDING TO THE PASSAGE.

----- 6. goods  A. good things  
   B. things for direct use  
   C. things for sell  
   D. Unnecessary thing

----- 7. Various  A. the same in kind  
   B. different in kind  
   C. constant  
   D. changeable

----- 8. Recreation  A. Possession  
   B. value  
   C. refreshment of body and mind

----- 9. Check  A. regulate  
   B. cure  
   C. value  
   D. preparation

----- 10. habitat  A. habit  
   B. cave  
   C. growing place  
   D. food

CHOOSE THE MEANING FOR THE UNDERLINED WORDS OF THE SENTENCES GIVEN BELOW

----- 11. People suffering from leprosy should not be  
   outcasted.  
   A. accepted  
   B. rejected  
   C. friendly  
   D. permitted

----- 12. The government high officials who used to work in the Derge regime are accused of corruption.  
   A. rewaded  
   B. blamed  
   C. prisoned  
   D. all

----- 13. Fertilizers will boost the output of the year.  
   A. hinder  
   B. increase  
   C. need  
   D. decrease

----- 14. The criminal spoke in subdued voice.  
   A. rough  
   B. soft  
   C. harsh  
   D. high

----- 15. The leader of the army was veteran soldier.  
   A. hard worker  
   B. experienced  
   C. lazy  
   D. good
Part III Grammar and Usage

16. The teacher----- the students not to come late.
   A. has tell     B. have told
   C. has tells    D. has told

17. My grandfather is ------ to walk without a stick.
   A. older       B. old enough
   C. enough old  D. oldest

18. The technician has repaired the machine-------
   A. completely   B. complete
   C. completed    D. completes

19. The policeman stopped the man------ his identification card.
   A. to ask       B. asking
   C. asks        D. asked

20. ------ many books on the shelf------ belong to the librarian.
   A. There is, they B. they are, their
   C. There are, they D. They are, they

21. We can not understand------ word from this French book
   A. anything     B. some
   C. something    D. any

22. The Ministry of Education has supplied twenty corrugated------
   A. sheet of iron B. sheets of iron
   C. sheet of irons D. sheets iron

23. Neither of the passengers------ found a live.
   A. are          B. were        C. is          D. a

24. If I were you I---- a house rather than a car.
   A. would buy    B. will buy
   C. bought       D. buy

25. The teacher hardly told us------ information about the exam.
   A. some         B. anything
   C. any          D. something

26. ------ you show me the way to the marketo please?
   A. could        B. must
27. If he had finished the work he----- have told us.
   A. can   B. may   C. might   D. ought

28. ------ disease is a disease that transmits from parents to children through genes.
   A. Herdity   B. Hereditary   C. Hereditarly   D. all

29. I will come soon if I------
   A. may   B. can   C. must   D. shall

30. AIDS is ------ disease.
   A. curable   B. cure   C. incurable   D. incur

31. ------ I attend your class?
   A. can   B. might   C. may   D. a and c

32. The place where he built his house is------
   A. stone   B. stones   C. stoning   D. stony

33. The reason why he came late is not clear. The underlined word can be substituted by
   A. in which   B. on which   C. whose   D. a and b

34. ------ do you want to see?
   A. whom   B. who   C. whose   D. a and b

35. The people ------ house were burned down need immediate help.
   A. whose   B. which   C. what   D. who

36. He is a hard working person----- he always come late.
   A. furthermore   B. moreover   C. however   D. then

37. The student----- has graduated last year, is assigned in our school.
   A. who   B. that   C. whose   D. whom

38. When the lion came nearer to him, he climbed-----the
tree
A. down       B. through
C. on         D. up

39. His lowest wage----- him from working hard.
A. discourages  B. discourage
C. discouraging D. all of the above

40. You ------ study hare to pass the examination.
A. must        B. ought to
C. sould       D. all are possible
The food problem is the most painful and acute problem in Ethiopia at present. It is very essential to commence doing something as soon as possible. There are many reasons for this situation. The situation is very grave. The population increase 2-9 percent per year. But the growth of agricultural products is 1.4 percent yearly. The reasons that contribute for the less yield of crop every year are drought, the civil war that lasted for many years, the forceful conscription of the peasants to the army, the lack of proper cement roads---etc. In addition seeking ways of improving food supplies is not conducted well. Raising crop yields in line with the population growth is unquestionable. In our country food industry is underdeveloped, too.

Ninety per cent of our population are famres. It is quite essential to improve the livelihood of these people. To do away the problem the peasants need basic support from the government. Apart from these their housing social and cultural, educational and medical conditions must be improved. Material supports such as selected seeds, pest control---- are needed to them. Unless all these hinderance are solved it is impossible to achieve the desired yield.

I. Read the passage carefully and answer the questions that follow according to the idea of the passage.

1. The main title for the passage can be -----
   1. population increase
   2. food problem
   3. The Ethiopian farmers
   4. none

2. In the passage this situation refers to
   1. Agricultural product
   2. Underdevelopement
3. food problem
4. Population increase

--- 3. One of the reasons that contribute for the less production of agricultural crop is
1. civil war 2. lazness of the farmer
3. drought 4. 1 and 3

II Fill in the blank spaces with words or phrases from the passage.
4. In third wored countries as well as in Ethiopia food industry is--------
5. ------growth and agricultural product are not balancing.

III Write '2' for true and "1" for false statement
--- 6. The population increase in Ethiopia is 1.4% per year
---7. The Ethiopian farmers' health problem must be taken into consideration.

IV choose the best answer for the word given according to the passage

--- 8. Yield 1. development 2. growth
3. produce 4. yearly income

--- 9. Livelihood 1. way of earning money
2. way of spending money
3. gobbling
4. all are correct

---10. Under developed
1. more developed 2. developed
3. advanced 4. less developed

Choose the correct answer and write the letter in the answer sheet
---11. Have you------ seen such an interesting book.
1. never 2. always
3. hardly 4. ever

---12. I have spoken to hardly------ who disagrees with me.
1. some one 2. any one
3. some body 4. Anything

---13. Kebede had------ before he came to school.
1. study 2. store
3. played  4. sing

14. The boy has worn a **red** shirt red is
1. adverb  2. noun
3. pronoun  4. adjective

15. Most of the milk-----been used
1. have  2. has
3. are  4. were

16. The strangers have planned to arrive----nine
O’clock.
1. by  2. on  3. in  4. a

17. Years ago I-----believe that the earth was flat.
1. use  2. use to
3. using to  4. used to

18. Solomon began reading after he-----separated from
his friends.
1. have  2. has
3. had  4. was

19. There was so-----disagreements that no decisions
could be reached.
1. many  2. much
3. few  4. a few

20. Hoping to please his parents, David accepted the job. Hoping is
1. infinitive  2. preposition
3. participle  4. none

21. Belay wanted to go to the stadium-----his father
took him to the cinema
1. and  2. or
3. but  4. 1 and 3

22. Which of the following is an infinitive phrase.
1. She bought a litre of our oil.
2. They played in the file
3. studying hard, they passed their test.
4. He is trying to study hard.

23. My chair was made by Haile. Haile is a
1. Jeweller  2. mechanic
3. carpenter  4. weaver
24. Which sentence is incorrect
   1. she is very enough young
   2. she is young enough
   3. we have enough money
   4. they are rich enough

25. Half of those oranges are bad half of is
   1. article
   2. quantifier
   3. number
   4. adjective

26. Tigist is one of those girls who---to get good mark
   1. manage
   2. managed
   3. managing
   4. manages

27. A country that is completely isolated will make--- progress.
   1. few
   2. a few
   3. little
   4. many

28. When examination approaches students usually----- anxious
   1. become
   2. becomes
   3. becoming
   4. have become

29. ----a cat in that box
   1. It is
   2. They are
   3. They were
   4. Their is

30. He wants to ---- the job
    1. attack to
    2. pay to
    3. apply for
    4. appeal for

MATCH THE FOLLOWING WORDS WITH THE MEANINGS

31. Balance A. Income of a state or country
32. Turn over B. Supply of goods ready for sale
33. Limit C. Written factual account
34. revenue D. To put equal weight on both sides
35. record E. amount of money changing in business
            F. Give right or claim to
            G. confine with in boundaries

Choose the correct answer

36. Ato Kider is------- to a pension
    1. provided
    2. entitled
3. Recorded 4. Obtained

-----37. That boy is not telling the truth he is-----
1. lying 2. laid
3. lie 4. laying

-----38. That---- is getting to decide where to build the new road.
1. facility 2. council
2. circumstance 4. machinery

-----39. How long will it take for that wound to-----
1. hill 2. heal
3. came 4. sore

-----40.----- you please close the door when you leave?
1. did 2. do
3. has 4. would
There was once, a very old cat. She was too old to hunt. The mice as she used to do so, she thought of a plan to get them to come with in reach of her paw.

She hang herself up by her hind legs on a peg. Now she said herself the mice will think I am only an old bag. And even if I do not look quite like a bag they will think I am dead and harmless.

There she hang hoping the mice would no longer be afraid to come near her.

A wise old mouse taking care to keep well away from the cat, whispered to a friend" I have seen many a bag in my days, but I have never seen one with a cat’s head--". "Hang there good Madam as long as you please" said another mouse. "I would not trust myself with in reach of you even if you were stuffed with straw".

Wise old mices are not so easily caught.

I. Instruction: write "True" if the statement is true of "False" if it is false in the space provided

1. The plan that was made by the cat was to hang an old bag on a peg.
2. Old cats are unable to catch mice even if they get them at the reach of their paws.
3. A dead cat is as harmless as a hanged bag
4. It is easier to hunt young mice than old ones.
5. A cat stuffed with straw is equally dangerous as an old cat.
II Choose the correct answer for the following question

------ 6. Why was the cat unable to hunt the mice?
1. she was too ill
2. she was too old
3. she was too lazy to hunt
4. a and c only

------ 7. What was the plan the cat made to get the mice within the reach of her paw?
1. Hang herself up on a tree
2. hung herself up by her front legs
3. make herself fast asleep
4. None of the above

------ 8. Who suggested that they should keep well away from the cat?
1. The wise old cat
2. The wise old rat
3. The small youngest mouse
4. All the mice together

------ 9. Have you ever seen a bag with a cat's head?
1. yes, I have seen many
2. No, I haven't seen any

------ 10. Do you think we can get any lesson from the story?
1. Yes, we can get a lesson from the story
2. No, we cannot get any lesson from the story

III Vocabulary Match the following words in Group A with the meanings in Group B

------11. definite
A. kind, generous

------12. hesitate
B. to make or become better

------13. hospitable
C. lasting, going for a long time

------14. improve
D. show sign of uncertainty or willingness

------15. permanent
E. approximately

F. Clear, certain

G. hinder

IV Choose the word that can replace the underlined word.
16. Aster supports herself. She never relies on any body.
   1. assist  2. displeases  3. depends  4. understands

17. A poor diet retards the physical and mental development of a child.
   1. hinders  2. supports  3. speeds up  4. improves

18. Crime is the effect of a bad social system.
   1. effect  2. cause  3. deficiency  4. result of

19. He is not the kind of man we need.
   1. unusual  2. sort  3. search  4. bad

20. Ethiopia is famous for its ancient civilization.
   1. fortunate  2. well known  3. conformable  4. proved

V. Questions 21-40 are grammatical questions you have choices (A/B/C/D) for each. Choose the best answer that fits for the given question

21. Stop! where you are. The given sentence is------
   1. Introgative  2. Exclamatory  3. Command  4. request

22. ----teachers and students are in the hall
   1. few  2. little  3. much  4. less

23. Morning birds did not----- at all.
   1. sang  2. sung  3. sing  4. singing

24. These are---- those are----
   1. us/them  2. ours/their  3. our/their  4. 1,2,3

25. I prefer----European style to American.
   1. an  2. a  3. on  4. all

26. Bekele’s character is bad but his sister’s is----- than his.
   1. worst  2. worse
3. best 4. all

-----27. The correct tag question is:
1. she always laughs is not she?
2. she does not study, does she?
3. she spoke English fluently, did she?
4. she has spent her time idly, has she?

-----28. May I take a picnic. We can replace this sentence with
1. Am I allowed to take a picnic?
2. Can I take a picnic?
3. Am I able to take a picnic?
4. I will probably take a picnic?

-----29. Pigs grunt where as horses----.
1. bleat 2. croak
3. bray 4. neigh

-----30. One word is pronounced as /id/ which one is it
1. watched 2. answered
3. rested 4. seemed

-----31. Which sentence is correct?
1. She is going to leave for jijiga
2. She will leave for jijiga.
3. she leaves for jijiga
4. all

-----32. They have---- their duties earlier than others.
1. begins 2. begin
3. begun 4. began

-----33. The big gray horse has---- at the gate.
1. lay 2. lied
3. lain 4. laid

-----34. People usually wake up------.
1. At noon 2. at dusk
3. at sunset 4. at down

-----35. Christians in Ethiopia celebrate--- 29th Thasas each year.
1. by 2. in
3. at 4. on

-----36. People are---- the brightest part of the coming days
1. looking after 2. looking out
3. looking for 4. looking through

-----37. Volcanoes thunder---- sun light are said to be the
causes for fire.
1. or 2. but
3. and 4. none

------38. Have you ever been to Diredaw?
1. Yes, I have ever
2. No, I have never
3. No, I have not ever
4. Yes, I have never

------39. One of the following words is wrongly pluralized
which one is it?
1. editors-in-chiefs 2. children
3. brother-in-law 4. sister-in-law

------40. -----the kings---the queen will not pass such a
command.
1. Neither/nor 2. Either/or
APPENDIX F
MISRAK COMPREHENSIVE HIGH SCHOOL
First Semester English final Examination for grade 10 985 E.C (Regular).

I. Read the following passage carefully and answer the questions below (use capital letter)

A wide vocabulary is acquired by extensive reading and frequent writing and speaking throughout the course even when the examination is very near you should give sometime to general reading.

If you are asked to give the meaning of words in the passage set for comprehension, you must consider the words in their context, as words can have different meanings according to the way they are used. You must find out words that could replace the words in the passage and it is therefore very unwise to give a meaning without first deciding whether it fits the context.

Adapted from certificate English

------- 1. Many Vocabularies can be learnt only by extensive reading.
A. False B. True
------- 2. When have to sped most of our time on general reading when examination are near.
A. False B. True
------- 3. Words may have different meanings in different context
A. False B. True
------- 4. The meaning of the word ‘acquired’ in the passage is--
A. gained B. given
B. accused D. B and C
------- 5. A word in comprehension passage must be defined.
A. in various ways
B. by extensive reading and frequent writing and
C. Without deciding whether it fits the context
D. according to its context

6. The little of the passage can be--------
A. The use of vocabulary
B. Why we study vocabularies
C. Learning Vocabulary
D. Writing and reading

III study how the underlined words are used in the passage and then choose the words that complete the sentence.

7. The damage of the storm was so---- that many people were killed.
A. deciding   B. consider
C. acquired   D. extensive

8. Before you start smoking, you have to---its bad affect.
A. acquire   B. frequent
C. consider  D. replace

9. Those who do not have money to contribute should---- their free time.
A. give      B. waste
C. replace   D. work

10. It is------ to-load one’s donkeys before checking
A. must      B. very near
C. unwise    D. frequent

Match the words in column ‘A’ with the correct meanings from column ‘B’.

11. anxious     A. bravery
12. consciously  B. purpose
13. irresponsible C. adjust
14. courage      D. unreliable, untrustworthy
15. objective    E. aware, intentionally
                 F. eager
                 G. exhausted

II complete the blank space with the right words given:

a. manageable  b. justice  c. boost  d .
facilities

e. permit

-----16. people in the world are longing for ----- to be done.

-----17. Product should---- year after year.

-----18. Never-----him to go out.

-----19. All these things are not---for a person

-----20. The ----of the school attracts every body.

STRUCTURE

Choose the best answer and write the letter only

-----21. He---- his parents before he went to paris.
   A. visited       B. has visited
   C. had visited   D. a and b

-----22. They had taken rest before they----to write their papers.
   A. began        B. have begun
   C. had begun    D. a and b

-----23. Somebody-----knocking
   A. are          B. is
   C. were         D. all

-----24. He is used to walking long distance means------.
   A. had the habit of  B. is accustomed to
   C. used walking     D. a and c

-----25. A. He has enough time to finish his work.
      B. He has time enough to finish his work.
      C. He has time to finish enough his work.
      D. He has time to finish enough his work enough.

-----26. The students broke the windows. The underlined word is------
   A. Subject       B. Direct object
   C. Indirect object D. verb

-----27. Getachew is reading. The underlined word is---
   A. Direct object   B. Indirect object
   C. Intransitive verb D. transitive verb

-----28. Almaz drives the car-------
   A. careless       B. careful
   C. carefully      D. b and c

-----29. Aster came early. The subject of this sentence
   A. came, proper noun       B. Aster, proper noun
   C. Aster, common noun      D. Aster, abstract noun
30. He forgot to take books with him.
   A. any  B. some  C. never  D. ever

31. Ato Negussie, the manager, became very angry when he heard the news. The underlined word is-----
   A. Regular  B. Irregular  C. Restrictive  D. Non-Restrictive

32. ______ a lot of work to be done.
   A. There is  B. There are  C. It is  D. they are

33. The meeting began-----4 O’clock
   A. by  B. in  C. at  D. for

34. If I----- a student, I would study hard. (I am a teacher)
   A. were  B. was  C. an  D. had been

35. Kebede would have stood first if he-----the exam.
   A. had taken  B. took  C. takes  D. taken

36. The passive form of this sentence ‘Getachew bought some pencils’ is
   A. Some pencil are bought by Getachew  B. Getachew was bought some pencils.
   C. Some pencils were bought by Getachew  D. A and C

37. Almaz gave---- a book.
   A. he  B. him  C. her  D. b and c

38. Come in: The subject of this sentence is-----
   A. I  B. you  C. we  D. she

39. Do you believe----- God?
   A. by  B. in  C. at  D. for

40. Seeing is not believing. The underlined word is ---
   A. Present participle  B. Past participle  C. Gerund  D. A and C
Before deciding to take a course in mathematics it is advisable to have a look into the need of the studying the subject you are aware of the fact that mathematics has been chosen as a major subject which is to be studied by all students, for that matter for everybody, because mathematics plays a vital role in the development of modern science and technology.

Modern mathematics generally, deals with two main branches; namely, Algebra and Geometry. Algebra generally helps us in solving practical problems and makes us fit for performing computations which are very useful in our daily life. Geometry enables us to develop our imaginative power. A good knowledge of Geometry is necessary for preparing maps, plans of building lands, etc. and also in reading and interpreting plans, statistics, etc. Moreover, fundamental knowledge of mathematics is highly necessary for any person to deal with the problems of day today life.

PART I

Answer question 1-5 saying true or false from the passage given.

1. The passage is about old mathematics and its use.
2. People study Geometry because it enables to develop their imaginative power.
4. Mathematics is the branch of Algebra.

PART II Question 5-10

Choose the correct answer (A,B,C,D) and write in the given
5. the title of the passage is about:--
   A. Disadvantage of mathematics
   B. the importance of mathematics
   C. The importance of Algebra
   D. The importance of Geometry

6. Fundamental knowledge of mathematics is highly necessary for:--
   A. Some people to deal with Algebra and Geometry
   B. helps in solving practical problems
   C. Any person to deal with maps and plans of building
   D. some people to deal with the problem of day to day life

7. We study mathematics because if------- continued from page 1
   A. It is divided into Algebra and Geometry
   B. helps us in solving problems
   C. Helps us to solve any problem
   D. B and C are correct answers

8. Mathematics plays an important role in:--
   A. The development of statistics and building
   B. The development of Geometry and Algebra
   C. The development of science and technology
   D. The development of schools and University

9. The meaning of 'vital' in the passage is:--
   A. Vitamin
   B. Role
   C. unimportant
   D. necessary

10. The meaning of 'fundamental' in the passage is:--
    A. Un necessary
    B. want
    C. Great important
    D. for most

PART III. The following grammatical usage from grade 10 textbook Choose and write its letter question 11-30.

11. There are----kinds of sentences in English.
    A. two
    B. three
    C. four
    D. five

12. "You are right" agreed my friends. This sentence is:--
A. direct speech  B. Indirect speech  
C. statement  D. Reported speech

-----13. Go out from my class. This sentence is:-
A. Statement  B. command  
C. question  D. exclamation

-----14. I can speak English. The underlined word is
A. a wish  B. a permission  
C. doubtful  D. ability

-----15. You must help your mother. The underlined word shows:
A. obligation  B. ability  
C. permission  D. doubtful

-----16. May I use your book? this sentence shows:-
A. possibility  B. doubt  
C. permission  D. wish

-----17. The weather is sunny today. The underlined word shows
A. noun  B. adjective  
C. preposition  D. adverb

-----18. My sister bought a gold ring. The underlined word shows:
A. Noun as adjective  B. noun as adverb  
C. adjective as noun  D. noun as preposition

-----19. The poor must be helped. This underlined word shows
A. noun as adverb  B. adjective as noun  
C. adverb as noun  D. noun as adjective

-----20. My mother went to the market------bus.
A. in  B. on  C. by  D. to

-----21. Abebe will come------monday.
A. with  B. at  C. by  D. on

-----22. Who is knocking ------the door?
A. on  B. to  C. at  D. in

-----23. ------is your name?
A. who  B. what  C. why  D. how

-----24. I live------Addis Ababa
A. on  B. at  C. in  D. with

-----25. Here are two cups, ------shall I take?
A. which  B. that  C. who  D. whose

-----26. ------old are you?
A. where  B. who  C. how  D. whom
27. pour the water ______ the bottle.
A. of    B. into
C. how   D. whom

28. I prefer tea ______ coffee
A. at    B. to
C. in    D. on

29. This is your house, ______ is that?
A. who   B. which
C. whose D. how

30. This is my book that is ______
A. he    B. she
C. her   D. yours

PART IV Question 31-40 March with the right meaning of words in

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>to access</td>
<td>A. state of being</td>
</tr>
<tr>
<td>existence</td>
<td>B. mistaken ideas</td>
</tr>
<tr>
<td>arise</td>
<td>C. not quite human</td>
</tr>
<tr>
<td>misconception</td>
<td>D. to charge with wrong doing</td>
</tr>
<tr>
<td>spray</td>
<td>E. originated from</td>
</tr>
<tr>
<td>subhuman</td>
<td>F. fine particles of liquid</td>
</tr>
<tr>
<td>out put</td>
<td>G. Quantity produced</td>
</tr>
<tr>
<td>to blame</td>
<td>H. To find fault with</td>
</tr>
<tr>
<td>General</td>
<td>I. convince</td>
</tr>
<tr>
<td>Veteran</td>
<td>J. Obvious</td>
</tr>
<tr>
<td></td>
<td>K. Not limited to one part</td>
</tr>
<tr>
<td></td>
<td>L. Person with long experience.</td>
</tr>
</tbody>
</table>
I- Write the letter P for the true statement and I for the false statement.

----- 1. We can use the simple present tense to describe future time.
----- 2. A transitive verb doesn’t have any object.
----- 3. Premodification is a group of words that comes after the noun (Head word) it describes.
----- 4. Future time can be described by the present continuous tense.
----- 5. A quantifier is a word that tells us the quantity of a noun.

Match the words under A with the definition under B and write the letter in the space provided to the left.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. store</td>
<td>A. to direct the work of</td>
</tr>
<tr>
<td>7. manual</td>
<td>B. The human race</td>
</tr>
<tr>
<td>8. supervise</td>
<td>C. Something heavy to carry or endure load carried</td>
</tr>
<tr>
<td>9. burden</td>
<td>D. put away for future use</td>
</tr>
<tr>
<td>10. mankind</td>
<td>E. performed by hand</td>
</tr>
<tr>
<td></td>
<td>F. direct goods to be bought</td>
</tr>
<tr>
<td></td>
<td>G. announce; us her in</td>
</tr>
</tbody>
</table>

III Choose the word that best completes the sentences

-----11. You must be ----- when you serve our kebele people.
A. Roll       B. polite
C. order      D. recored

-----12. Debebe is ----- school because he is sick.
A. absent from B. arrive at
C. a student   D. none

-----13. A new----- is coming next Saturday to repair the tractor.
A. response  B. sought  C. fitter  D. Establish

-----14. Kebede----- from the other room wearing a new Jacket.
A. anxious  B. typical  C. stages  D. emerged

-----15. These poles will support the roof if you ---- them together.
A. repair  B. nail  C. shurbs  D. deliver

IV Grammar and Usage
CHOOSE THE BEST ANSWER THAT BEST COMPLETS THE BLANK SPACE AND WRITE THE LETTER OF YOUR CHOICE IN THE SPACE PROVIDED.

-----16. I must have ----- extra key for my room.
A. those  B. an  C. a  D. all

-----17. He ----- the newspaper every evening.
A. reading  B. reads  C. read  D. had read

-----18. Alem, who is young boy, is trying to help us. This sentence is
A. Restrictive  B. Non restrictive  C. Both  D. None

-----19. He ----- the school this semester if he------ a good job.
A. Leaves, find  B. will leave, finds  C. would leave, find  D. A and B

-----20. They ----- if they -----  
A. left, wanted to  B. would leave, want to  C. A and B  D. None

-----21. If she --- them they --- her.
A. helping, help  B. helps, will help  C. A and B  D. None

-----22. Thomas is one of those boys who ----- hard.
A. studies  B. is styding  C. study  D. are studing

-----23. The man, along with is sons, ----- for Germany last week.
24. Half of those oranges are bad.
A. is
B. are
C. was
D. have

25. Ato Yohannes stooped the car.
A. Careful
B. carefully
C. Both
D. none

26. He was clever enough to answer all the questions.
A. clever enough
B. enough clever
C. enough old
D. all of the above

27. When I was a school girl, I used to read many books, but now I don’t have time. This sentence shows:
A. past habit
B. present habit
C. function
D. A and B

28. Some of the water has been used.
A. is
B. was
C. has
D. have

29. Abebe slaughtered the sheep the verb is:
A. intranitive
B. transtive
C. both
D. noun

30. Taye may get his car repaired today tommorrow.
A. and
B. but
C. or
D. also

31. The young monkey standing over there is mine. The head is:
A. the
B. young
C. monkey standing
D. none

32. She was absent to the meeting last week.
A. absent to
B. absent for
C. absent from
D. absent in

33. A cub is a young lion as --- is young ox.
A. Kitten
B. pony
C. calf
D. cow

34. Bark is for a dog as --- is for a sheep.
A. baaa
B. blee
C. roar
D. haul

35. The pretty girl came. The premodification is:
A. the
B. the pretty
C. girl
D. came

36. That boy infront of the shop has some milk.
A. buys
B. buying
C. buy    D. bought
-------37. ----- old woman died yestereday.
A. These    B. Those
C. An      D. A
-------38. The chair was ----- by her.
A. breaking    B. broken
C. break      D. breaks
-------39. If he ---- now he must sign the letter.
A. went     B. gone
C. goes      D. going
-------40. The boys go home ---- sun set.
A. in       B. on
C. with     D. at
I. Passage: Read the following passage carefully and answer the questions below with letter in space provided.

Many people in Ethiopia live in area where malaria is common. They share the rich valleys of the river Omo the valuable lands along the river Awash, the Bule Nile basin and the beautiful southern lakes with malaria carrying mosquitoes, anopheline mosquitoes carry the disease from sick to the well. The people who live in the high land of Ethiopia are lucky. The malaria carrying mesquite can not live in cold places and malarious rarely found in regions above 200 meters. In 1958 however, when there was an epidemic of malaria in Shoa and Gojam over 3,000,000 people caught malaria. Many of them died. The future will be different and happier. Ethiopia is taking part in the plan of the world health organization (WHO) to eradicate malaria. In 1955 a plan was proposed by WHO that will get rid of malaria entirely.

----- 1. Many people in Ethiopia live in area where
A. Malaria is not common  
B. Malaria is common 
C. There are towns and villages 
D. lakes are beautiful

----- 2. One of the following mosquitos cause malaria
A. Sprockets  B. eneopntises 
C. anopheline  D. amoeba

----- 3. The people in high land do not get the disease because
A. Anopheline mosquitoes can not live in cold places. 
B. The mosquitoes do not prefer people living in highland 
C. Anopheline mosquitoes can live in cold place. 
D. Anopheline mosquitoes do not like hot areas.
4. The plan of who is
A. to prevent malaria in the valleys
B. To get rid of malaria entirely
C. To find the cause of malaria
D. To supply preventive medicine

5. The condition in Ethiopia after 1958 would be
A. dangerous
B. promiseable and happier
C. New campaign can be set up by the government
D. Who will take the risk.

II. Write True if the statement is correct False if not
6. Malaria is a hereditary disease.
7. The high lands people are the victem of malaria.
8. 1958 malaria eradication campaign was established in Ethiopia.
9. Many people have died by the malaria epidemic.
10. Malaria mosquitoes carry the disease from sick to the healthy one.

III. Match the following definitions

11. to purchase
12. severe
13. to blame
14. wonder
15. immature

A. To find fault with accuse.
B. To walk without purpose
C. Not full grown
D. to acquire by payment
E. serious
F. confined
G. to change the position

IV. Complete each sentence with correct word and write the letter on the space provided
a) hired b) hoe c) distribute
d) improved e) explosion

16. This process can be -----
17. Did you hear the ------ in the mine? The man are blasting Rock.
18. Workers are ---- for as low wages as possible
19. You can ------ this plot tomorrow.
20. Capitalists don’t like to ----- their profit.

V. Grammar. Choose the best answer and write down the
latter in the space given.

21. The indirect speech for "I am drinking beer now" is. He said that
A. I am drinking beer now
B. I am drinking beer there
C. He had been drinking beer then
D. He was drinking beer then

22. May I sue your car? the underlined word shows
A. a wish
B. doubtful possibility
C. permission
D. Contrary to the fact

23. We will fight our enemies. The underlined word is
A. doubt
B. Determination
C. wish
D. likelihood

24. The School bus is here now. The underlined word is used
A. noun as an adjective
B. adjective as noun
C. Adjective as adverb
D. Adverb as adjective

25. Tigist works hardily, means
A. she is a hard worker
B. She is not a hard worker
C. She is restless
D. all are correct

26. An industries teacher means
A. A very rich teacher
B. A teacher who is industries
C. A teacher who owns an industry
D. A teacher who teaches in an industry

27. I ------ go and see my father, but I am too busy
A. can
B. could
C. ought to
D. have to

28. Tesfaye ------ has not finished his exam
A. Yet
B. up to now
C. will
D. still

29. I was not late to class, ------ I was punished.
A. however
B. therefore
C. moreover
D. furthermore

30. She always ------ her homework in the evenings.
A. will work  B. does  
C. Do  D. will do  

------31. He gave twenty Birr  
A. ours  B. our  
C. us  D. as  

------32. The students had better study their lesson means,  
A. ought to  B. would be  
C. should  D. a and c  

------33. The day on which he arrived was new year.  
A. when  B. where  
C. how  D. why  

------34. See me at noon means  
A. at mid night  B. at mid day  
C. at down  D. at dusk  

------35. When did you arrive?  
A. in the next street  B. From Addis Ababa  
C. To day  D. all  

------36. She bring the book now  
A. has to  B. have to  
C. must  D. a and c  

------37. The letter written.  
A. had been  B. had  
C. been  D. has  

------38. He will pass if he------.  
A. studied  B. studies  
C. study  D. studys  

------39. Neither of the birds fly.  
A. has  B. have  
C. had  D. were  

------40. All but Tesfaye passed the exam means  
A. all fai1led the exam  
B. Tesfaye passed the exam  
C. Tesfaye and the other students passed the exam  
D. all the students expect Tesfaye passed the Exam.
APPENDIX H
Bole Senior Secondary School: Addis Ababa
1st Semester English for grade 10 Time: 1hr. 1982 (85)

Name-------------------------- No.------------- Section--------

Instruction:- Read the following passage carefully and answer the question follow based on the information given in the passage.

Why is it difficult to leave smoking?

The main reason why smoking is considered to be harmful is because tobacco has nicotine in it. Nicotine \(\text{C}_{10}\text{H}_{14}\text{N}_2\) is colourless, oily vegetable compound derived from tobacco in which it exists in quantities ranging from 2 to 7 percent. A synthetic form is called alpha nicotine, and is used very little in medicines today, but in liquid form it serves as an horticultural insecticide. Extremely toxic, nicotine may be observed through the skin. It can cause physical distress ranging from nausea to nerve paralysis to death.

Resistance to it varies from individual to individual. When a person starts smoking, his body resists it. But nature has given us fantastic adaptability. When smoking is continued, the body gets adjusted to it. In other words, the body acquires an immunity against nicotine. The nicotine is broken up inside the body and another substance is produced which has exactly the opposite effect. This makes the person restless and uneasy and irritated if he has not smoked for sometime. When he finally smokes the fresh supply of nicotine gets in to his body and he becomes, once again, restful and contented. The amount of this demand from the body and supply of nicotine through smoking increases gradually and a stage comes when nothing short of chain smoking can satisfy the body's need.

It has repeatedly been said that smoking can not be stopped. This is wrong. The reasons for which a person persists in smoking are many fold tension, frustration and failure. Persons suffering from any of these smoke an
exceptionally high number of cigarettes. Improper eating habits make the body more susceptible to the need for nicotine (through smoking). After a stage, it is, of course, quite difficult to stop smoking. But in sure is not imposable.

------ 1. This passage tells us
A. about the harmful effects of smoking.
B. about some of the advantages of nicotine.
C. about smoking
D. why it is difficult to stop smoking

------ 2. ------ can be used in medicine and as an horticulture insectile
A. Nicotine  B. alpha nicotine
C. Synthetic nicotine D. all

------ 3. If extremely toxic, nicotine absorbed through the skin, can cause
A. Nausea  B. never paralysis
C. death D. all are correct

------ 4. When a person starts smoking his body acquires a/an-

A. immunity  B. acceptance
C. transition  D. transformation

------ 5. The resistance to nicotine
A. is the same in all individuals
B. Varies from individual to Individual
C. Is more in the young than the adult ones.
D. none

------ 6. When smoking is continued, the body acquires on ---- against it.
A. immunity  B. acceptance
C. transition  D. transformation

------ 7. One of the reason why a person persists in smoking is
A. failure  B. Success in life
C. having a good deal of money
D. all

------ 8. It has repeatedly been said that smoking can not be stopped, but this is--------
A. true  B. doubtful
C. accurate  D. wrong
9. Smoking is harmful to the body because of
   A. tobacco  B. resistance
   C. nicotine  D. immunity

10. It is not-- to stop smoking.
    A. difficult  B. impossible
    C. possible  D. A and C

INSTRUCTION: The following words are taken from the passage. Choose their meanings from the choices given as used in the passage.

11. derived
    A. obtained  B. taken from
    C. manufactured  D. made from

12. toxic
    A. restless  B. essential
    C. cooperative  D. poisonous

13. fantastic
    A. strange  B. wonderful
    C. odd  D. fashionable

14. immunity
    A. safety  B. danger
    C. infection  D. treatment

15. persist
    A. encourage somebody to do something
    B. stop doing something
    C. continue doing something
    D. prevent somebody from doing something

Choose the statement which is nearest in meaning to the sentence

16. I scarcely know him.
    A. He is known to me
    B. I think I know him
    C. I know him very well
    D. He is almost not known to me

17. I have a little money in the bank
    A. I have no money in the bank
    B. I have plenty of money in the bank
    C. I have some money in the bank
    D. I have little money in the bank

18. He is not used to getting up early.
    A. He is not accustomed to getting up early.
    B. He used not to get up early.
    C. He is used to getting up early.
    D. He is not accustomed to get up early
19. Neither his brother nor his uncle is a soldier.
   A. Both his brother and his uncle are not soldiers.
   B. His brother is not a soldier, but his uncle is.
   C. Both his brother and his uncle are soldiers.
   C. Either his brother or his uncle is a soldier.

Choose the best answer for each of the following sentences.

20. As soon as I ----- reading the book, I gave it to my friend.
   A. Am finishing
   B. finish
   C. had finished
   D. finishes

   A. Am used to
   B. used
   C. am use
   D. using

22. Every one of them ----- a blanket.
   A. have
   B. was
   C. has
   D. have and has

23. Every man and women ----- killed.
   A. were
   B. are
   C. was
   D. will

24. Town life is artificial ------- country life is natural
   A. or
   B. and
   C. but
   D. none

25. I will see you ----- night.
   A. in
   B. at
   C. on
   D. in to

26. He is ------- greatest man of the world.
   A. the
   B. an
   C. a
   D. None

27. Whose ----- these ?
   A. are, cattles
   B. was, cattle
   C. have, cattle
   D. are, cattle

28. If I ----- wealthy, I would have many friends,
   A. would be
   B. was
   C. were
   D. am

29. Stop-------
   A. to write
   B. writing
c. write

-----30. Beauty is something we admire.
A. common noun
B. proper noun
C. abstract noun
D. collective noun

-----31. Good education requires too much reading. The underlined word is a ---------
A. present participle
B. Gerund
C. past participle
D. verb

-----32. He does not want to west his time. The underlined word is
A. infinitive
B. participle
C. prepositional phrase
D. all

-----33. I never drink coffee, -------?
A. do I
B. did I
C. are not I
D. do not I

-----34. I prefer -------.
A. Mangoes than oranges
B. mangoes to oranges
C. Mangoes from oranges
D. A and B

-----35. Every teacher ------- to school on time.
A. came
B. comes
C. coming
D. A and B

-----36. My hens have not ------- any eggs for the last three weeks.
A. laid
B. lied
C. lain
D. lay

-----37. We were unable to answer ------- of these questions.
A. some
B. any
C. some one
D. anything

-----38. The maid has broken a whisky glass. The underlined word is:
A. noun as adjective
B. adjective as a noun
C. noun as adverb
D. all

-----39. We have spent a lot of time -------.
A. on unit ten
B. by unit ten
C. with unit ten
D. for unit ten

-----40. The carpenter painted the walls white. The underlined word is
A. adjective
B. preposition
C. pronoun
D. Noun
41. The teacher is correcting the test papers.
   A. The test papers are being corrected by the teacher.
   B. The test papers are corrected by the teacher.
   C. The teacher is being corrected the test papers.
   D. all

42. Had you gone to stadium you ----- the football match.
   A. will have seen   B. would have seen
   C. would see       D. none

43. If Saba came to class, she ---------
   A. would answer all the questions
   B. will answer all the questions.
   C. Might have answered all the questions
   D. is going to answer.

44. He ----- have saved the girl if he had driven slowly.
   A. would       B. will
   C. might       D. A and C

45. She must appeal soon if she ------ the job.
   A. want       B. wants
   C. wanted     D. all

46. I bought a pen this morning ------ pen is red.
   A. the       B. A
   C. An        D. none

47. ---- of cows have died because of the drought
   A. A great amount   B. A large quantity
   C. A great deal    D. A great number

48. I------- see the doctor yesterday.
   A. need to       B. have to,
   C. must         D. had to

49. If he ------ everyday, he can win the race.
   A. practise      B. practised
   C. practises    D. will practise

50. The ---- official was sentenced to ten years of imprisonment.
   A. corrupt      B. conflict
   C. responsible  D. furnish
General instruction: Read all the question carefully and try to choose the best answer for each question. All the answer should be written in the space provided in the left hand side.

part I

DIRECTIONS: Four staments are made about each of the following sentences or the entire sentences; decide which one of the four choices (A,B,C,or D) is correct statement.

------ 1. He does not have to practice for six hours with out break.
A. He should practice for six hours without a break.
B. He need not practice for six hour with out a break.
C. He can not practice for six hours with out a break.
D. He must not practice for six hours without a break.

------ 2. He gave us a thousand birr without being asked to contribute.
A. He did not want us to contribute anything
B. He did not have to be asked for money.
C. The sum of a thousand birr was not a contribution
D. When we asked him for money he gave us a thousand birr

------ 3. I do not want to marry her, because although she is a lovely girl, she is illiterate.
A. She loves me but she can not read
B. She is beautiful but she can not read and write.
C. She is a girl that every one loves.
D. I do not want to marry a girl who can read and write.
E. none

----- 4. I think you are strong enough to lift this box.
A. You are very strong and can lift the box.
B. you are too weak to lift the box.
C. you are not very strong but you can lift the box.

----- 5. It rained heavily; however the plane arrived on time.
A. since it rained heavily the plane arrived on time.
B. Although it rained heavily, the plane arrived on time.
C. The plane arrived on time because it rained heavily
D. The plane came late because it rained heavily

----- 6. All except seven failed in the last examination.
A. All failed in the examination.
B. None passed the examination
C. Seven students passed the last examinations

----- 7. She is not so tall as her sister.
A. She is taller than her sister.
B. they are equally tall.
C. Her sister is shorter than her.
D. Her sister is taller than her.

----- 8. We had better leave this place as soon as possible.
A. He prefer saying to going away
B. it is neither advisable nor preferable to leave this place.
C. It is advisable for us to leave this place.
D. The best thing for us to do is not to go away.

----- 9. The window was too dirty to see through
A. The window was very dirty; they could see through it
B. The window was very dirty; they could not see through it
C. The window was clean and they could not see through it
D. The window was clean and they could not see through it.

----- 10. You should have bought that beautiful house last year.
A. your ought to have bought the house but, you did not.
B. You bought that beautiful house last year.
C. Because of my advice, you bought this house.
D. You sold that house last year.

Part II
DIRECTION: - Read the following passage carefully and answer the question that follow it.

The skin disease that slowly eats into the body and forms silvery solars on the skin is called leprosy. Many people think that leprosy is hereditary disease. They also believe that once a person catches the disease he can not be cured. In many societies, lepers are thought to be beyond the reach of medical science. However, medical science has proved that leprosy is not a hereditary disease and that disease can completely be eradicated. Medical science can also clearly demonstrate that leprosy gets transmitted through frequent skin to skin contact between a healthy individual and one infected with the disease.

The most important thing about this disease is an infected person must take proper medicine at the right time. the moment a person notice the first symptoms of the disease, he has to take immediate action and get medical treatment. If the disease remains untreated for a long time, it will grow more, and more serious until some parts of the body are severely damaged. Once the disease reaches this stage ------ damage to the toes and fingers, for example------ it is difficult to treat with pills and tablets. Other types of treatment can cure stiff and sore fingers and toes. Therefore before the illness reaches a critical stage, proper medicine must be taken.

DIRECTION FOR VOCABULARY- Find the underlined word in the passage from among the four meanings given, select the one that best fits the meaning of the words as used in the passage.

-----11. hereditary
A. Coming from one’s parent B. animal life
------12. Cured
A. got illness
B. made well
C. caught disease
D. Last health

------13. eradicate
A. survived
B. nourished
C. destroyed completely
D. got well

------14. demonstrate
A. hide well
B. take away
C. conceal cleverly
D. show clearly

------15. Frequent
A. for many times
B. seldom
C. for a while
D. really

------16. symptoms
A. symbol
B. signs
C. shortage
D. treatment

------17. immediate
A. slowly
B. gradually
C. without delay
D. little by little

------18. damaged
A. repaid nicely
B. arranged well
C. got well
D. injured seriously

------19. reaches
A. come to
B. arrives at
C. stretches out
D. comes to conclusion

------20. types
A. typewriter
B. kind of
C. different
D. not similar

DIRECTION: - Write the letters A if the statement says something true about the passage or B if it says something false.

------21. The passage is about the disease leprosy.
------22. leprosy is a curable disease.
------23. leprosy can be transmitted from parents to children.
------24. many people believe that leprosy is not a hereditary disease.
25. The process of frequent skin contact leads to the probability of catching the disease.
26. Medical science does not prove anything about leprosy.
27. A leper must take the prescribed medicine without interruption.

**DIRECTION:** Fill in each blank space with an appropriate word.

28. The word _______ is used for permission, possibility and ability.
29. The word must is used for _______.
30. We use _______ for possibility, permission and wishes.
31. It is clear for what we know about leprosy that it is a _______ disease.
32. The suffix _______ is added to the word beauty to make it beautiful.

**DIRECTION:** Most of the following sentences are incomplete, which one of the four choices (A B C or D) is the best way to complete the sentence, or the best way to respond to the sentence.

33. Democratic Ethiopia is _____ her economy.
   A. improves  B. improve  C. improving  D. improved
34. The Soviet Union was _____ first socialist country in the world.
   A. an  B. a  C. only  D. the
35. When Debebe was a child he _____ hide _____ and _____ seek.
   A. used to play  B. should play  C. would play  D. must play
36. If we _____ all our forces, we should not have defected our internal and external enemies.
   A. did not mobilize  B. had not mobilized  C. have not mobilized
37. He asked me _____.
   A. where I am going  B. where you going  C. where I was going  D. where do you go
38. I will come if it _____ rain.
39. The streets would be wet --------.
A. if it rained  B. if it rain
B. if it had rained  C. if it rains

40. If you want a pen, you take the red one---the black one.
A. but  B. or
C. and  D. so

41. The teacher said, "Go away" The correct reported speech for this is --------.
A. The teacher said tome go away.
B. The teacher told to me go away
C. The teacher ordered me to go away.
D. The teacher asked to me go away.

42. He ---- his father in his work when he is free.
A. is helping  B. help
C. helped  D. helps

43. He said that he ----- the window.
A. had broken  B. did not broken
C. have broken  D. broken

44. The teacher said "Tropical summers were intolerable". The correct reported speech is:
A. Teacher told us that tropical summers were intolerable.
B. The teacher explained that tropical summers are intolerable.
C. our teacher explained that tropical summers had been extremely hot.
D. The teacher told us that tropical summers is extremely hot.

45. They put the book in a place ---- no one could find them
A. when  B. because
C. where  D. that

Part V.
DIRECTION: In each of the following groups of words, one is spelled incorrectly and the other three are spelled correctly;
find which one is spelled incorrectly.

-----46. A. evening  B. archaeologist  C. somewhere  D. tremendous

-----47. A. survive  B. because  C. stopped  D. afraid

-----48. A. Everyone  B. excited  C. education  D. completed

-----49. A. vegetation  B. covered  C. enough  D. behind

-----50. A. carrot  B. assembled  C. valleys  D. explanation
Regional economic groupings in Africa remain **Keen** to promote the continent's economic integration. Although there exist differences over the pace and nature of moves in the direction, African policy makers as a whole see in economic integration a key factor for accelerated socio-economic development of our continent.

It is to be recalled for instance, that the Southern African Development Co-ordination conference (SADCC) and preferential Trade Area (PTA) for Eastern and southern Africa resolved last year to take the necessary steps towards the establishment of a common market as early as possible. This approach is in full conformity with prevailing Africa consensus that the currently loose association of regional economic groupings should aspire for early integration in line with the goal of the eventual setting up of African Economic community.

To this end, the implementation of common polices in such crucial areas is an essential measure. This would facilitate the creation of free trade zones, a common market as well as the use of a common currency.

*(ETHIOPIAN HEARLD)*

January 4, 1992

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**Choose the correct answer according to the passage**

1. The passage contains -------- paragraphs.
   A. one         B. two
   C. three       D. four

2. When did PTA resolve the take the necessary steps towards the establishment of common market?
   A. This year   B. next year
   C. four years ago   D. Last year

3. ------remain keen to promote to Africa’s Economic integration.
A. Regional social groupings  
B. Regional political Groupings  
C. Regional socio political Groupings  
D. Regional Economic Groupings.

4. If the African policy makers succeed in promoting PTA, we will have at least a common -------
   A. market  
   B. currency  
   C. town  
   D. A and B

5. Our continent refers to -------
   A. Africa  
   B. Europe  
   C. America  
   D. Asia.

6. The Regional Economic Groupings aspire to organize
   A. America Economic community  
   B. African economic community  
   C. Asian Economic community  
   D. World wide Economic community

7. Keen (line 1) means
   A. dislike  
   B. hate  
   C. eager  
   D. ancient

8. PTA means
   A. Please turn over  
   B. Prefernetnal Trade area  
   C. Eager to adjust  
   D. The dark continent

9. Aspire (line 11)
   A. crucial  
   B. early integration  
   C. be filled with high ambition  
   D. Free Trade zones

10. Crucial (line 13) means
    A. end  
    B. rate  
    C. area  
    D. decisive

Choose the correct answer

11. Take the car to the mechanic, ------ ask him to fix it.
    A. and  
    B. but  
    C. so.....as  
    D. or

12. Come straight home after school ----- stay there until five O’clock.
    A. and  
    B. or
C. but D. so.....as

13. The woman was old ------ she could still run fast.
   A. or B. and
   C. but D. A and C

14. The man ------ from behind the house.
   A. emerged B. was emerged
   C. has emerged D. A and C

15. All those tiny pieces of paper must ------.
   A. be picked B. picked up
   C. be picked up D. A and B E. b and c

16. He must sign the letter if he --- now.
   A. goes B. went
   C. gone D. going

17. If Debebe comes, you ----- invite him.
   A. could B. must
   C. would D. A and B

18. If she were to work harder, she ----- the examination.
   A. pass B. passed
   C. would pass D. A and B

19. Had they worked hard, they ------.
   A. would succeed B. would succeeded
   C. would have succeed D. would have succeeded

20. My father has ---- of money.
   A. a great deal B. a good deal
   C. a large amount D. all are correct

21. The room contained lots of ------
   A. students B. furniture
   C. pictures D. all are correct

22. If I were him, I ---- more time on my lessons.
   A. will send B. spent
   C. would spend D. spend

23. Sisay lives ----- a salary of 1100 birr a month.
   A. for B. in
   C. on D. with

24. I prefer English ---- French.
   A. for B. to
   C. of D. in

25. This class ---- as a good example.
   A. is taken B. was taken
26. Do you believe ---- God?
   A. in  B. on
   C. with  D. to

27. Looking innocent will not help you any good. The Gerund is used as a --------.
   A. subject  B. object
   C. complement  D. modifier

28. That book ---- the shelf belongs --- my sister.
   A. on.... to  B. to....on
   C. for.... on  D. to....for

29. We were busy ---- christmas.
   A. celebrate  B. celebrating
   C. celebrated  D. none

30. I should like these items delivered today a bag of coffee two bars of soap and a jar of honey. The colon (:) is inserted after --------.
   A. items  B. today
   C. soap  D. delivered.

31. If the rain comes I will close the window. The "If clause is separated from the" main clause by a --------.
   A. colon  B. comma
   C. semi-colon  D. all are correct

32. His pockets contained stamps coins envelops and two dirty handkerchief. We use a comma after ----.
   A. contained  B. stamps
   C. coins  D. envelopes
   E. B and C

33. Be -----, things will got better.
   A. determine  B. inventive
   C. are  D. courageous

34. If you had gone to Gondar, which church ---?
   A. have you visit  B. have visited
   C. have you visited  D. would have visited.

35. The train ----- before I arrived.
   A. had been left  B. leaving
   C. had left  D. will leave

36. Beauty fades in the course of time. Beauty is --- noun.
   A. proper  B. abstract
   C. common  D. all
37. As he was late to class, he walked ---- down the corridor.
   A. quickly       B. hardly
   C. slowly        D. A and B

38. Had she arrived earlier she --- in time for the interviews.
   A. would have been B. would had been
   C. would be       D. would have

39. The plane will arrive early --- the morning --- Saturday.
   A. at/on         B. in/on
   C. at/on         D. all

40. He is ---- American, but he acts as ----- European.
   A. an/an         B. a/an
   C. an/a          D. all

41. I have eaten my lunch. The tense is ---.
   A. simple past   B. past perfect
   C. present perfect D. future

Choose the correct answer for the given meanings:

42. Skill in bodily movement.
   A. carpenters  B. dexterity
   C. means       D. A and B

43. lose balance and fall:
   A. ruin         B. permit
   C. slip         D. strip

44. Means of earning ones living.
   A. existence    B. sore
   C. livelihood   D. all

MATCH THE WORDS IN GROUP ‘A’ WITH THE MEANINGS IN GROUP ‘B’

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>humus</td>
<td>A. Reaction</td>
</tr>
<tr>
<td>Response</td>
<td>B. organic matter in soil</td>
</tr>
<tr>
<td>Commodity</td>
<td>C. article of commerce</td>
</tr>
<tr>
<td>belly</td>
<td>D. alter slightly</td>
</tr>
<tr>
<td>consumption</td>
<td>E. act of using</td>
</tr>
<tr>
<td>adjust</td>
<td>F. stomach</td>
</tr>
</tbody>
</table>
Sentence Comprehension:
Direction: Four statement are given for each of the following sentence. find out that statement which is nearest in meaning to the original sentence.

1. He not only fell into the river but also broke his leg
   A. He fell into the river and broke his leg.
   B. He fell into the river because he broke his leg.
   C. He broke his leg because he wanted to fall into the river.
   D. Though he broke his leg, he did not fall into the river.

2. If he had gone straight to the hospital, he might not have died.
   A. He went straight to the hospital but he died.
   B. Because he did not go straight to the hospital, he died.
   C. Because he went straight to the hospital, he did not die.
   D. He did not go straight to the hospital; yet he did not die.

3. Within two hours, he was able to finish the work
   A. He will finish the work within two hours.
   B. Though he wanted to finish the work, he could not finish it in two hours.
   C. He finished the work in two hours time.
   D. He planned to finish the work within two hours.

4. I had my watch repaired: still it does not work
   A. Though I repaired my watch, it does not work.
   B. Because my watch does not work I repaired it.
   C. Because I could not get my watch repaired, it does
not work
D. Though I got my watch repaired, it does not work

5. Alemu was first in all subjects but in English.
   A. Alemu was not first in English
   B. Alemu was first in all subjects
   C. Alemu was first only in English
   D. Alemu was not first in any subject

6. He died after we had left.
   A. we left and then he died
   B. He died and then we left
   C. We left and he died at the same time
   D. When he died, we left

7. Grima ought to have completed his course by now
   A. Girma has not completed his course yet.
   B. Girma has completed his course.
   C. Girma is completed his course now.
   D. Though Girma wanted to complete his course, he could not.

PASSAGE COMPREHENSION:
Direction:- Read the following passage carefully and answer the questions that follow it.

A great part of Arabia is a desert. Here there is nothing but sand and rock. The sand is so hot that you can not walk over it with bare feet in the day time. Here and there in the desert are springs of water that come from deep down under the ground so deep that the sun cannot dry them up. These springs are few and far apart, but wherever there is one green grass soon cover the ground all around it. Soon fig trees and palm trees grow tall and graceful, making a coal green, shady place around the springs. Such a place is called an oasis.

The Arabs who are not in the cities, live in the desert all the year around. They live in tents that can be put up and taken down very easily and quickly, so that they can move from one oasis to another seeking grass and water for their sheep, goats, horses and camels. These desert Arabs eat ripe, sweet figs and also the date that grow up on the palm trees; they dry them too and use them as food all the year round.
The camel is much more useful to the Arab than his beautiful horse, for he is much more larger and stronger. One camel can carry as much as or more than two horses. The Arab loads the camel with goods and rides him too, for miles and miles across the desert just as he were really the "ship of the desert", which he is often called.

8. The springs of Arabs are;
   A. very few in number and not close to each other.
   B. very few in number and close to each other.
   C. many in number and close to each other.
   D. many in number but not close to each other.

9. The sun can not dry up the springs of Arabia because
   A. there are many springs.
   B. the water comes from deep down under the ground.
   C. there is too much water in the spring.
   D. the sun is not very hot in Arabia.

10. An oasis will be usually covered with,
    A. sand and rock
    B. too much water
    C. grass and trees.
    D. horses, camels, goats and sheep.

11. The Arabs move from one oasis to another,
    A. to trade
    B. in search of land for farming
    C. to see places
    D. in search of grass and water for their animals

12. The important food of the Arabs is,
    A. meat and fish    B. meat and vegetables
    C. figs and dates   D. wheat and fruits

13. Eventhough the animal the Arab loves most is -----, the animal most useful to the Arab is-----.
    A. camel/horse     B. horse/camel
    C. horse/goat      D. camel/sheep

14. A camel can carry,
    A. as much as what two horses can carry.
    B. only less than what two horses can carry.
    C. only as much as one horse can carry.
    D. only less than what one horse can carry.

15. The Arab uses the camel for,
A. riding and ploughing.
B. riding and for its meat.
C. ploughing and carrying goods.
D. riding and carrying goods.

Vocabulary Question:
Direction: study the way the following words are used in the passage and choose the best meaning for each word.

16. bare - A. small B. large C. covered D. naked
17. graceful A. big B. green in colour C. wet D. beautiful
18. put up A. wear B. buy C. make D. erect or fix
19. seeking A. buying B. trying to find C. selling D. taking
20. goods A. good things B. things C. goods people D. good

Grammar and usage: Direction: Fill in the blanks of the following sentences by choosing the best answer.

21. I would have come to the station if I ---- your message.
   A. have got  B. had got
   C. got  D. will get
22. Teachers ---- working hard.
   A. believe in,  B. believes in
   C. believe on  D. believe
23. She gave me a beautiful ring. In this sentence the indirect object is ------.
   A. a beautiful ring,  B. me
   C. she  D. ring
24. Do you like ------ the T.V. ?
   A. watch  B. to watching
   C. watching  D. watches
25. She received ------.
   A. Alamz a letter  B. a letter to Almaz
   C. Almaz from a letter  D. a letter from Almaz
26. She asked ---- If I---- mangoes.
   A. I/liked  B. me/likes
   C. me/liked  D. my/am liking
27. ------ time is it?
A. How  
B. what  
C. when  
D. all of the above  

28. He said, I know her very well. "The correct indirect speech is:-
A. He said that he knew her very well.  
B. He said that I knew her very well.  
C. He said that he knew her very well.  
D. He said that he had known her very well.  

29. Can I use your pen please? The underlined word indicates---------.
A. permission  
B. Ability  
C. possibility  
D. wish  

30. You should help your parents. The underlined word indicates---------.
A. obligation  
B. wish  
C. determination  
D. likelihood  

31. Abebe is ---- clever ---- hard-working.
A. not only---but also  
B. but also ---- not only  
C. not very --- but also  
D. not only ---- and also  

32. Whose book is this? It is ---------.
A. my  
B. mine  
C. me  
D. mine book  

33. ------ man over there is my brother.
A. these  
B. this  
C. that  
D. those  

34. Alemenesh is very clever. She always works hard. The underlined word is a (n) -------.
A. verb  
B. adjective  
C. preposition  
D. adverb  

35. I ------ speak Russian fluently.
A. can  
B. am able to  
C. want to  
D. all of the above  

36. "I am fine thank you. "The best question for this answer is;
A. who are you  
B. how is I?  
C. How are you  
D. what are you?  

37. If I were a bird I ---- fly.
A. well  
B. would
C. would have     D. can
38. The man ------ I had visited in the hospital died yesterday.
A. whom         B. which
C. whose        D. all
39. The donkey ---- I bought last week damaged its leg.
A. after        B. that
C. whom         D. answer A and B
40. Getachue has lived in Addis Ababa ---- 1980.
A. after        B. from
C. since        D. in
41. He was absent for about a month, ---- he scored 90% in the examination.
A. therefore    D. however
C. moreover      E. furthermore
42. You ---- study the last unit.
A. need not     B. do not need to
C. do not need  D. answers A and B
43. How do you come to school? -------
A. on taxi      B. at eight o’clock
C. by taxi      D. every day
44. the house --- he lived caught fire.
A. that         B. in which
C. which        D. whom
45. ---- he had killed the sheep, he skinned it.
A. After        B. until
D. while
46. A. hereditry, B. criticale  C. Genration  D. condemn
47. A. continous  B. interuption  C. persuade,  D. prefarable
48. A. Reserance, B.Emancipation C.misconseption D.insereption
49. A. purcase B. Initative  C. Discourage  D. Gradualy
50. Falsified B. Screemed  C. conclution  D. performance
Once there was a wealthy man who had two sons. The youngest of them said to his father: "Father give me the share of property that belongs to me." So the father divided his property between the sons. After a few days the younger son went on a journey into a far country where he wasted all his money.

After he had spent all his money he was hired by a rich man to look after pigs. As he had no one to give him food, he was forced to eat with the pigs. When he came to his senses, he said to himself: "Many servants of my father have enough food to eat. But here I am dying of hunger. So I must go back to my father and ask him to forgive me."

Then he went back to his father. When his father saw him, he ran and kissed him. Then the son said to him: "Father I have made a big mistake, and I am no more worthy to be called your son." But the father said to the servants, "Bring out the best cloth and put it on him, and put the best shoes on his feet. Bring the best sheep and kill it and let us eat and be happy for my son was lost and is found now." And they began to be happy.

1. Which one of the two sons asked a share of property?
   A. The elder son    B. Both of the sons
   C. the younger son  D. none of the sons

2. The younger son wasted all his money -------.
   A. in another country
   B. in a big city
   C. in the country he was born
   D. in his homeland

3. The younger son was forced to eat with pigs because:
A. He linked to eat with pigs
B. The rich man told him to eat with pigs
C. there was no food to eat in the country
D. he had no one to give him food.

4. According to the passage.
A. The father went to look for the younger son
B. the elder son went to look for his younger brother
C. The younger son decided to go back to his father.
D. The servants went to look for the younger son.

5. According to the passage:
A. the younger son asked his father not to forgive him.
B. the father asked his son to forgive him.
C. the son asked the servants to forgive him.
D. The father forgave his younger son.

6. The ------ of the two sons asked his father to give him a share of his property.
7. The younger son was hired to look after -------.
8. The younger son decided to go back to his -------.
9. The younger son admitted that he had made a -------.
10. The father become happy for his lost son was-------.

II. Vocabulary: Choose the word that can best complete the sentence and blanken the corresponding letter on the answer sheet.
11. The carpenter ---- the broken window with new one.
   A. replaced   B. supported
   C. corrugated   D. arranged
12. The new corrugated sheets of iron ----in the sunlight.
   A. supervised   B. delivered
   C. nailed   D. gleamed
13. Ato Hagos is a ---- person because he had lost his house in the war.
   A. burden   B. replaced
   C. displaced   D. famine
14. The director told the teachers to ---- in the hall.
   A. assist   B. assemble
C. park  D. comfort
15. The students' ---- to the director's appeal was excellent. They are going to work harder.
   A. response  B. approach
   C. proposal  D. objective
16. That desk needs --------.
   A. moved  B. to move
   C. to be moved  D. moved to
17. Some people ---- coffee to tea.
   A. conceive  B. prefer
   C. imitate  D. supply
18. Ato gidey is a good --------. He repair cars.
   A. cultivator  C. mechanic
   B. technology  D. fix
19. Woizero Meshi always ---- her customers politely.
   A. provides  B. orders
   C. stores  D. serves
20. The shopkeeper keeps a ---- of everything he sells.
   A. roll  B. record
   C. book keeping  D. reference

III GRAMMAR AND USAGE: SELECT THE BEST ANSWER AND BLACKEN THE CORRESPONDING LETTER ON THE ANSWER SHEET.

21. Aster went to Dire Dewa after she ---- her examination.
   A. takes  B. was taken
   C. was taken  D. had taken
22. Kebede had washed his hands before he ---- his Breakfast.
   A. eats  B. ate
   C. eating  D. eaten
23. "The boy broke the window" the correct passive form of the past perfect is:
   A. the window had been broken
   B. the window was broken
   C. The window has been broken
   D. The window have been broken
24.  
25. "Abeba is used to walking school" the under lined part shows:
26. Which of the following sentences is correct?
A. Have you enough money to lend me ten birr?
B. Is she tall enough to reach that shelf?
C. Ato Bekri drove the car carefully enough.
D. All of the above

27. "Zeberga delivered the materials." the subject of this sentence is:
A. materials
B. Zeberga
C. the
D. delivered

28. The object of the sentence is
A. delivered
B. materials
C. Zeberga
D. the

29. Both of those orange------ bad.
A. is
B. was
C. are
D. be

30. Which of the following sentence is correct?
A. they arrived yesterday
B. She always comes to school on foot.
C. He often goes to the cinema.
D. all

31. When did she arrive ---- Harrar?
A. at
B. was
C. are
D. be

32. Aster’s knowledge of French is superior ----- her knowledge of English.
A. for
B. to
C. in
D. by

33. The women ---- from the other room wearing a new dress.
A. emerge
B. emerged
C. came to
D. come

34. ------- about for hundred kilometres from her to dessie.
A. it is
B. there is
C. there were
D. all are correct

35. ------- four years since the two brothers met.
A. there is
B. there was
C. it is
D. it was

36. Ato debebe is one of the hard working people who ----
hours a day.
A. works         B. work
C. is working    D. has worked

37. ------ a lot of book in our school library.
A. there are     B. there is
C. it is         D. there was

38. They were unable to find ------ who could translate the message.
A. someone      B. anyone
C. ever one     D. everybody

39. As the boy was sick yesterday, he was ---- school.
A. absent to     B. absent from
C. absent for    D. absent with

40. Doctor Tesfaye --------, has pulled out the bad tooth.
A. the engineer  B. the mechanic
C. the dentist   D. the carpenter

41. You can either borrow your friend’s car, ---- you can use your uncle’s.
A. and          B. or       C. but       D. so

42. I am not used to ------ any alcohol.
A. drink        B. drinks
C. drinking     D. drank

43. He ---- eat raw meat when he was in his motherland.
A. used         B. used
C. used to      D. used to

44. She was weak but she managed to prepare food for her brother. The first and the second ideas are
A. the same     B. similar
C. one and the same D. different

45. The pretty girl who works in the office is Tesfay’s sister. the head of the sentences is -------
A. pretty     B. girl
C. office     D. sister

Choose the appropriate meaning for the underlined words

46. The men delivered the post to the headmaster.
A. take        B. put
C. hand over   D. A and B

47. They established a committee of four to run the factory.
A. proposed   B. setup
C. produced  D. achieved

48. She wraps gift with cellophabs
A. transparent paper  B. bag
C. cellulose  D. A and C

49. Put those things in to manageable piles.
A. handled easily  B. hand in hand
C. all  D. none

50. The consequence of being corrupt is punishment
A. result  B. morally evil
C. time spent prison  D. none
last week I went to the International language Center, near the National Theatre to find out whether I could take an english course there. The receptionist said that I must take a test first. It was not too difficult. The teacher said that my grammar was good, but my pronunciation was rotten. I knew that I had made a lot of mistakes. Everyone there was very kind and helpful. A girl on the staff showed me how to find my way round the school, and I liked the whole place very much. I as already longing for the course to begin. They do a lot at the school to make things easier for the students. For instance, there is a shop where you can buy books and stationery. The girl there suggested some textbooks for me to use. The first day, I went to a discussion class. The teacher asked us to tell him what we thought about Addis Ababa. I let the others answer, because I was afraid of saying something ridiculous. In the language laboratory, I had to say a lot of phrases as clearly as possible. You know how difficult it is for me to pronounce on H. I had to say: "Do you know any high-class restaurants near here? The teacher made me repeat it, and I had to say the sentence several times before I got it right. It is a lot easier to write than to pronounce it. After that, it was nice to have a cup of coffee in the coffee bar at the top of the building. I met an afar boy there. He spoke very good English. I hope that you were enjoying Nazareth as much as I am enjoying Addis Ababa. As I have written to you in English you must answer this letter in Amharic.

Love from Elleni

Instructions: Write true if the statement is true and write false if the statement is false.

1. The letter was written by Etetu.
2. Elleni was looking forward to the English course.

3. The afar boy spoke Amharic fluently.

4. Etetu lives in Nazreth.

5. According to the information that we got in the passage the teacher was a kind man.

Choose the best answer and write its letter on the separate answer sheet against the corresponding question numbers.

6. What did Elleni find difficult to pronounce?
   A. a lot of phrases  
   B. the word ridiculous  
   C. Grammar  
   D. the letter H

7. My pronunciation was rotten means:
   A. It was very unpleasant
   B. It was very beautiful
   C. It was acceptable
   D. It was excellent

8. Longining for means
   A. end to end
   B. wish earnestly
   C. time for
   D. very high

9. Rediculous means
   A. mockery
   B. deserving to be laughed at
   C. common
   D. good

10. High ------ class means
    A. unusual
    B. fashionable
    C. far away in the sky
    D. first-class

Choose the best answer for the underlined words

11. The cow is going to recover. Look she is eating.
    A. Regain health after sickness.
    B. Regain health before sickness
    C. Control health

12. Legumes have an usual property.
    A. to increase food value
    B. rare, exceptional
    C. an essential and permanent quality
    D. none

13. The criminal spoke in a subdued voice.
    A. formal account
    B. charge with the fault of
    C. soft
14. The **consequence** of being corrupt is punishment.
   A. result  B. morally evil  C. time spent in prison

15. Some traditions are reviving while others are **extinct**.
   A. no longer active  B. gossip  C. final point

16. Some traditions **hamper** progress.
   A. repute  B. renew  C. obstruct

17. Many people consider lepers as **outcasts**.
   A. persons of approximately the same age-group.  B. persons rejected by social group.  C. persons considered to be unique.

Match the words on the right hand side with the meanings on the left hand side write only the letters of your choice.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
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</thead>
<tbody>
<tr>
<td>18. blindly</td>
<td>A</td>
<td>catch</td>
</tr>
<tr>
<td>19. quantity produced</td>
<td>A</td>
<td>without deliberation</td>
</tr>
<tr>
<td>20. opinion</td>
<td>A</td>
<td>output</td>
</tr>
<tr>
<td>21. incubation</td>
<td>A</td>
<td>idea</td>
</tr>
<tr>
<td>22. small piece of land</td>
<td>A</td>
<td>land</td>
</tr>
<tr>
<td>23. to remove the sin from</td>
<td>A</td>
<td>to skin</td>
</tr>
<tr>
<td>24. to move with violent speed</td>
<td>A</td>
<td>to rush</td>
</tr>
<tr>
<td>25. that which is caught</td>
<td>A</td>
<td>plot</td>
</tr>
<tr>
<td>26. period between infection and first appearance of symptoms</td>
<td>A</td>
<td>compound</td>
</tr>
</tbody>
</table>

Grammar and Usage

26. Did you visit your mother yesterday?
   A. yes I do  B. Yes, I will
   C. Yes I did  D. I think

27. The teacher was going to school **------**.
   A. when I met him  B. When I meet him
   C. When I will meet

28. I have ---- that book twice.
29. Which sentence is correct?
A. this book Tesfay's
B. this is Tesfay's book
C. the book belong to Tesfay
D. This is Tesfay book

30. Some of the students ------ absent today.
A. are B. is C. has D. will

31. ------ you be happy in your new house.
A. may B. might C. must D. can

32. It --- rained this morning.
A. must have B. must had C. must D. can

33. Come ------ nine O'clock tomorrow.
A. at B. on C. of D. in

34. I want to go ------ bus
A. to B. by C. of D. in

35. If you had given me your book, I ---- examination.
A. will pass B. would pass C. would have passed D. will have passed

36. Some of the milk ---- spilled on the table.
A. is B. are C. was D. A and C

37. The horse ------ I bought was very expensive.
A. which B. that C. whom D. A and B

38. The most desirable behaviour is honesty. The underlined word is
A. noun B. adjective C. verb D. adverb

39. She is as old as her friend. This means
A. They are good friends B. they are of the same age C. her friend is superior to her in age D. She is older than her friend

40. The doctor will not come until ---- asked to do so.
A. being B. had C. he is D. you is

41. He ------ taken his brother to the hospital yesterday.
42. Both of them were ---------.
A. man  B. women  C. intelligent  D. B and C

43. Which one of the following sentences is correct?
A. He said that he had been studying English for three years.
B. He said that he is studying English for three years.
C. He said that "I have been studying English for three years.
D. He said that he has been studying English for three years.

44. Chang the following in to Indirect speech. "Why have you locked the door? the teacher asked
A. The teacher asked me if I had locked the door.
B. The teacher asked me why had locked the door.
C. The teacher asked me why I have locked the door.
D. The teacher asked why the door have been locked.

45. Which one of the following sentences is correctly punctuated?
A. He said "I shall not help you."
B. He said, "I shall not help you".
C. He said I shall not help.
D. He said, "I shall not help you?"

46. There is much salt in the bread is the same as
A. There is enough salt in the bread.
B. There is a lot of salt in the bread.
C. There is few salt in the bread.
D. There is less salt in the bread.

47. There are many girls in the school is the same as
A. There are a lot of girls in the school.
B. There are lots of girls in the school.
C. A and B
D. None

48. Which one of the following sentences is wrongly written.
A. I have three books in the box.
B. She do not like going to the beach.
C. When do you want me to come.
D. If you give me the book, I will be thankful to you.
49. The boy whom you telephoned is my brother is the same as
   A. The boy which you telephoned is my brother.
   B. The boy who you telephoned is my brother.
   C. The girl whom you telephoned is my brother.
   D. A and B

50. The book that you wanted is on the table is the same as
   A. The book you wanted is on the table.
   B. The book who you wanted is on the table.
   C. The book whom you wanted is on the table.
   D. A and B
INSTRUCTION I:- There is one short passage given. Read them very carefully and answer the question that follows. Choose the most appropriate answer (s) and blacken the circle on the answer sheet provided. N.B.1. If you blacken more than one, for a question no credit will be given.

II GRAMMAR AND USAGE

1. I ------ up at 6 o’clock in the morning.
   A. am used B. I am used to getting
   C. used to D. b and c

2. Which one is correct?
   A. He has time to do enough all these questions.
   B. He as time enough to do all these questions.
   C. He has enough time to do all these questions.
   D. He has time to do all these questions enough.

3. This is one of those students who ---- always arguing.
   A. is B. was C. are D. being

4. One of our students ----- gone ----- Sweden.
   A. has/to B. have/too
   C. is/for D. are/in

5. If he goes now, he ----- find her in her office
   A. will B. should
   C. is going to D. all of the above

6. ------ is believing.
   A. see B. saw
   C. seen D. seeing

7. My parents are ------ my results.
   A. please/by B. pleased/ with
   C. pleasing/for D. pleases/on

8. Why are you ------?
   A. laying B. lying
   C. lie D. lied

9. If I ------ you, I would do good things to everyone.
   A. am B. have
   C. were D. been
10. He has ----- apologized ---- his instructor.
A. Just/for            B. yet/on
C. already/to          D. even/with

11. If ---- ----- money, I would have supported the poor.
A. had/had            B. have/had
C. had/have           D. have/been

12. The teacher, along with the students, -----participated in illiteracy campaign.
A. have               B. has
C. are                D. been

13. Morga is one of the remarkable students who ---- a wolayeta native.
A. being              B. was
C. is                 D. are

14. All the applications are ----- .
A. write              B. wrote
C. writing            D. written

15. I am a pupil, --------.
A. am I ?             B. Am not I?
C. do not I?          D. are not I?

READING PASSAGE

If you are in a hurry and you want to ave a quick meal, there is no a better place than a self-service restaurant. You go into a restaurant, pick up a tray, knife, fork and spoon and queue at a countery where the food is on display. You pick out what you want and put it on your tray, which you have to push on along a special rack till you reach the cashier. The cashier will give you your bill. After paying, you take your tray to any table you like. You can sit along or with another diner, you can have a good meal in ten minutes, and as there is no waiter, you do not have to give a tip.

II Comprehension Questions

16. What is the first thing you do after you go in to a restaurant?
A. pick out the food you want
B. sit down at a table
C. pick up a tray
D. put the food on a tray

17. Who hands on you your bill?
A. The counter  B. The waiter
C. The book    D. The cashier

18. What do you push your tray along?
A. A table    B. A display
C. A counter  D. A special rack

19. Where do you queue?
A. At a table  B. At a place
C. At a tray   D. At a counter

20. What do not you have to give
A. slip  B. sip
C. sit    D. tip

III Grammar and Usage

21. We are supposed to follow the rule and regulations of the country.
A. we are obliged to do so
B. we may follow if it is possible
C. we are likely to follow
D. The government expects us to follow it.

22. Thank goodness he has at last ------ smoking.
A. given up  B. given away
C. given out  D. given to

23. Which one is the correct sentence?
A. she looked quickly up the word in her dictionary.
B. she looked up quickly the word in her dictionary.
C. she quickly looked up the word in her dictionary.
D. she looked the word in her dictionary.

24. You had better study very hard.
A. It is advisable for you to study very hard.
B. You would rather study very hard.
C. You are supposed to study very hard.
D. You are expected to study very hard.

25. My watch is fast and ---------
A. so is hers  B. hers watch is, too
C. neither does hers  D. hers does not either

26. We never see you at the farewell party --------
A. tail  B. till
C. still    D. any more
27. You hardly know her -------
   A. did you?           B. did not you?
   C. do not you?        D. do you?

28. Masteka was five minutes late; --------
   A. therefore, she managed to catch the bus.
   B. consequently, she managed to catch the bus.
   C. moreover she managed to catch the bus.
   D. nevertheless, she managed to catch the bus.

29. A. Morga our class monitor, is absent.
    B. Morga, our class monitor is absent.
    C. Morga, our class monitor is absent.
    D. Morga, our class monitor, is absent.

30. Leyela does not want to tell a lie and -------
    A. Ekeram does not either
    B. neither does Ekeram
    C. so does Ekeram
    D. A and B

31. My nephew succeeded ------- a good job ------- several
    months.
    A. to get/ as
    B. in getting/after
    C. on getting/before
    D. to getting/while

32. It is one of those simple questions which ---- prepared.
    A. is
    B. are
    C. have been
    D. B and C

33. ------- of the coffee is spilt on the table cloth.
    A. some
    B. all
    C. a little
    D. few

34. If Gelela had had a child, she would have been so
    pleased.
    A. she has given birth so she is very happy.
    B. she is going to have a child after nine months and
        hence she will be glad.
    C. she had no child therefore she is unhappy.
    D. she had had a child; but it has passed away.

35. Leyela’s cousin has been in Tokyo. This means
    A. He nearly went to Tokyo
    B. He is still living in Tokyo
    C. He is back from Tokyo
    D. He had never been in Tokyo

36. You should have gone to visit her: This means-
    A. you did not visit her
B. I don not understand why you visit her
C. It is a sound idea that you wanted to visit her
D. I wonder how you visit her.

37. Fikermariam behaves as if he drank. This means:
A. He drank nothing.  B. He sipped some alcohol
C. He has drunk but he is not intoxicated
D. He drank too much so that he was disturbing his family.

38. Wero spoke slowly so that her colleagues ------
A. Could understand her easily
B. can understand her
C. will understand her
D. had hardly understood her

39. There is little hope that Feruz will come soon.
A. It is not known she is coming soon.
B. it is unlikely that she will come soon.
C. There is some hope that she will come soon.
D. She will come but not soon.

40. Which sentence is correct?
A. The blind must be helped.
B. The blind people should be helped.
C. people who are blind ought to be helped
D. all

41. The meat is not cooked enough.
A. The meat is enough; but not cooked.
B. The meat is enough; but not cooked.
C. The meat is half cooked.
D. The meat is well cooked; but not sufficient.

42. The sooner you tell the truth ------ for you.
A. the best it would be
B. the worst it should be
C. you will be released automatically
D. the better it will be

43. Mezan is going to get married as soon as she has completed her studies.
A. After she has completed her studies, she married.
B. she has already married before she has completed her studies.
C. she will marry after she completes her studies.
D. As soon as she has completed her studies, she kicked out her husband.

VOCABULARY
The following words are taken from your text book. Find out their synonyms and jot down only the letter of the correct answer on the answer sheet provided.

44. Consciously:- A) suitable; handy; serving to avoid trouble or difficulty; easy to get or at:

45. appropriate:- B. intentional; deliberate

46. inaccessible:- C. increase the speed of; cause to move faster or happen earlier

47. convenient:- D. suitable to a particular person thing or situation

48. Efficient:- E. That can not be reached; hard to reach

49. Swelling: F. capable; able to perform duties well

50. accelerate:- G. unnatural enlargement of a part of something,
A. are  B. were  
C. is  D. A and B  D. all

13. Amha is used ----- after each meal.  
A. to smoke  B. smoking  
C. to smoking  D. smoke

14. It is not Hanna ----- Menbere that I want to talk to  
A. but  B. or  
C. and  D. either-or

15. If you had had your driving licence, the policeman ----- you go.  
A. would let  B. would late  
C. would have let  D. would have late

16. She ----- on the green grass enjoying the sunshine  
A. lie  B. lay  
C. laid  D. lain

17. The teacher asked --- they all have done their homework.  
A. whether  B. as  
C. if  D. a and c

18. She is ------ only a good mother ------ also a good sister.  
A. but/for  B. for/but  
C. not/but  D. all

19. When I was your age, I ----- be able to run a mile in four minutes.  
A. can  B. use  
D. used to  D. could

20. He ---- us English for the whole year.  
A. has been teaching  D. has taught  
C. teaching  E. A and B

21. ------ she moves in, I will move out.  
A. until  B. whether  
C. though  D. if

22. Before I studied physics, I had not known the fact that water ----- at 100ºc at the sea level.  
A. boil  B. boils  
C. boiled  D. would boil

23. Hunters ----- masks to diguis themselves.  
A. wear  B. wears  
C. worn  D. all are correct

24. Michael Angleo was a famous painter; ---- he was an out
standing poet.
A. therefore B. however
C. moreover D. because

25. Someone ----- call the police, there is an accident on the road.
A. would better B. had better
C. should better D. will better

26. ------ the door bell, she run to open the door.
A. heard B. hearing
C. to hear D. having heard E. b and d

27. Meron speaks English ------ than I do.
A. fluent B. more fluent
C. fluently D. more fluently.

28. ------ taught you that the earth is oval in shape?
A. who B. whom
C. what D. all

29. The director of our school insists ---- saying, "workhard"
A. at B. for C. on D. in

30. Our teacher ordered us ----- a paragraph in three lines.
A. write B. to write
C. wrote D. by writing

31. She hardly reads and writes English. This means
A. she is able to read and write English.
B. she is unable to read and write English.
C. she reads and writes English correctly.
D. she reads but can not write English.

Part II Reading Passage
Read the following passage carefully and answer the question that follows.
For over twenty five centuries a dolphin has been a fascinating subject for a study. Even the Earliest researchers realized that dolphin are not fish but air breathing mammals with lungs like those found in dogs, horses and human beings. more recently scientists have discovered that dolphins and human beings share another important characteristics. Dolphins like humans, seem to have a highly developed language.
To communicate with each other, dolphins use a combination of whistles and clicks. Because each sound is made in a separate area of the dolphin's nose, a dolphin can make more than one type of sound once.

10  Dolphin's language seems similar to human language in at least three ways. First, the sounds dolphins make do not have meaning until they are combined with other sounds. This is similar to human language where single sound means nothing by itself but can be combined with other sounds to make different meanings. Second, dolphins seem to hold conversation just as humans do.

15  The manner in which dolphins and humans learn their language is the third way their communication systems appear similar. Young children usually speak in very simple sentences that become more complicated as they mature. In the same way, dolphins use more and more complicated patterns of signals as they become older. The similarity in dolphin and human communication had led some researchers to believe that humans might someday communicate with dolphins.

32. Dolphins are --------.
A. fish  B. mammals
C. animals without lungs  D. reptiles

33. The two important characteristics that dolphin and human have in common are --------.
A. Developed language  B. lungs
C. Dolphin communication  D. A and B

34. -------- can make more than one type of sound at once.
A. mammals  B. any dolphin
C. bird  D. lungs

35. In short the languages of dolphins and mammals are similar in ----.
A. sounds  B. manners
C. conversational  D. A or B or C

36. Dolphins like human seem to have highly developed languages. This statement express
A. Dolphin language are not developed
B. Dolphin's languages are highly developed ones.
C. Human languages are not similar with dolphins
D. A or B or C

37. Humans might someday communicate with dolphins. This statement means:
A. Dolphins and humans have one language in common.
B. There is a possibility of speaking a living English.
C. There will be a possibility of communication between dolphins and humans in future.
D. none

If the statement is True Write A if it is false Write B according to the passage.

38. Young children usually use complicated sentences.
39. Older dolphins use more and more complicated patterns of signals.
40. The sounds dolphins make have meanings only when they are combined.
41. Mammals use whistles and clicks to communicate each other.

Decide the meanings of the following words which are already underlined in the passage

42. Recently (line 4)
   A. late
   B. made
   C. lately
   D. long ago

43. Until (line 11)
   A. before
   B. after
   C. when
   D. till

44. Children (line 16)
   A. boy
   B. girl
   C. son
   D. daughter
   E. all

45. Similarity (line 19)
   A. likeness
   B. difference
   C. fascinating
   D. make

46. Manner (line 15)
   A. left
   B. right
   C. way
   D. sound
Which one of the following is wrongly spelt

47. A. anxious  B. responce  C. Justice  D. adjust

48. A. reference  B. advice  C. purchase  D. consequence

49. A. existence  B. misconception  C. convince  D. inscription

50. A. bittor  B. guest  C. accumulation  D. inscription
Part I General Information

1. Your:
   a) Age: ____ years.
   b) Sex: ____ (please write "M" or "F").
   c) Nationality: ____________________________.

2. Field of specialization: ________________________.

3. The highest educational institution that you completed:
   ____________________________________________.

4. Your academic qualification (Diploma, B.A., M.A., other)(please give your answer in the space provided):
   ____________________________________________.

5. Your teaching experience: ____________ years.

6. Name of your current school: ________________________
   ____________________________________________

7. Number of periods per week allotted for English: ________________.

8. The total number of students in each section: ________________.

9. Did you take a course in educational tests and measurement? (please tick ( )).
   Yes ☐ No ☐

10. Did you take a course specifically in English language evaluations? (Please tick ( )).
    Yes ☐ No ☐
Part II About the Contents of 10th Grade English Language Tests

Directions:

Four rating scales (A-D) are given to assess each stated item regarding the contents and formats of 10th grade English language tests. Please put a tick (✓) mark in the appropriate space provided against each rating scale.

Scales: A. Often C. Seldom
B. Sometimes D. Never

1A. Do you limit your tests to the materials covered in the classroom?
   A. often  ✓ C. seldom  
   B. sometimes  

1B. If your answer to item '1A' is 'C' or 'D', please give your reasons. ____________________________

2A. Do you think the language components (i.e., grammar, vocabulary, etc.) learnt in the classroom are treated in the tests in an appropriate proportion?
   A. often  ✓ C. seldom  
   B. sometimes  

2B. If your answer to question number '2A' is 'C' or 'D', please give your reasons. ____________________________

______________________________
3A. Do you believe the language skills (i.e.; reading, writing etc.) practised in the classroom are treated in the tests in an appropriate proportion?

A. often  
B. sometimes  
C. seldom  
D. never  

3B. If your answer to question number '2A' is 'C' or 'D', please give your reasons. ______________________________ 

4A. Do you think that it is difficult for a test to accommodate all the language components and the language skills treated in the teaching material (textbook)?

A. often  
B. sometimes  
C. seldom  
D. never  

4B. If your answer to question number '3A' is 'often', please give your reasons. ______________________________ 

5. Do you think question items are ordered from easy to difficult?

A. often  
B. sometimes  
C. seldom  
D. never  

6A. Do you think that test questions are given sufficient time to be covered?

A. often ☐ C. seldom ☐
B. sometimes ☐ D. never ☐

6B. If your answer to item '6A is 'C' or 'D', please give your reasons.

7A. Do you believe your tests employ a mixture of testing techniques (i.e.; different formats such as; True/False, Matching, Multiple-choice, etc.)?

A. often ☐ C. seldom ☐
B. sometimes ☐ D. never ☐

7B. If your answer to question number '7A' is 'C' or 'D', please give your reasons.

8. Do you think your students' language performance in class consistent with their scores in exams?

A. often ☐ C. seldom ☐
B. sometimes ☐ D. never ☐
9. Do you have any comment concerning the relationship between the contents of the teaching material (textbook) and the tests. ________________________________

______________________________

10. If you have any complaint to currently administered English language tests in Ethiopian high schools, please give your comments.

______________________________

______________________________

Part III About Language Components and Language Skills

Directions:

Please rank the following content areas according to the emphasis you give while teaching, providing practice exercises, and giving tests of English, i.e. give '1' to the most emphasized content area, '2' to the next most emphasized content area, and so on.

1A. The content area you give emphasis to while teaching English.  
a) Grammar  ____________ 
b) Vocabulary  ____________
c) Mechanics  ____________
d) Pronunciation  ____________
e) Spelling  ____________

1B. Please give reasons for your first and second most emphasized content areas (when you teach). 

_________________________________________________________________

_________________________________________________________________
2A. The content area you give emphasis to when you give practice exercises.
   a) Grammar
   b) Vocabulary
   c) Mechanics
   d) Pronunciation
   e) Spelling

2B. Please give your reasons for your first and second most emphasized content areas (when you give practice exercises).

3A. The content area you give emphasis to when you give tests:
   a) Grammar
   b) Vocabulary
   c) Mechanics
   d) Pronunciation
   e) Spelling

3B. Please give reasons for your first and second most emphasized content areas (when you give tests).

4A. Which content areas receive more marks in your tests?
   a) Grammar
   b) Vocabulary
   c) Mechanics
   d) Pronunciation
   e) Spelling
4B. Please give reasons for your first and second content areas that receive more marks (in your tests).

5A. The language skill you give emphasis to while teaching English: 
   a) Reading
   b) Listening
   c) Speaking
   d) Writing

5B. Please give reasons for your most emphasized language skill (when you teach).

6A. The language skill you give emphasis to when you provide 
   a) Reading
   b) Listening
   c) Speaking
   d) Writing

6B. Please give reasons for your most emphasized language skill (when you give practice exercises).

7A. The language skill you give emphasis to in your tests:
   a) Reading
   b) Listening
   c) Speaking
   d) Writing
Dear Student!

The main purpose of this questionnaire is to gather facts and evidences on students' attitudes towards 10th grade English language tests.

Thus, the outcome of this questionnaire depends upon your genuine response to each item. Therefore, you are kindly requested to give your frank opinion.

Thank you for your co-operation.

Part I General Information

1. Your: a) Age: ________ years.
   b) Sex: ________ (please write "M" or "F")

2. Name of your school: __________________________________________
   __________________________________________
   __________________________________________
   Zone: _________________

3. The total number of periods per week allotted for English:
   ________________________

4. The total number of students in your sections:
   ________________________
Part II  About the Contents of 10\textsuperscript{th} Grade English Language Tests

Directions:

Four rating scales (A-D) are given to assess each stated item regarding the contents and formats of 10\textsuperscript{th} grade English language tests. Please put a tick (✓) mark in the appropriate space provided against each rating scale.

Scales:  
A. often  
B. sometimes  
C. seldom  
D. never

1. Do you think that items found in the tests match with the materials covered in the classroom?

   A. often ✓  
   B. sometimes ✓  
   C. seldom ✓  
   D. never ✓

2. Do you believe that the language components (i.e., grammar, vocabulary, etc.) are treated in the test paper in an appropriate proportion?

   A. often ✓  
   B. sometimes ✓  
   C. seldom ✓  
   D. never ✓
3. Do you think that the language skills (i.e., Reading, Listening, Speaking, Writing) learned in the classroom are treated in the test in an appropriate proportion?

A. often  
B. sometimes  
C. seldom  
D. never  

4. Do you think that different test formats (such as, True/False, Matching, Multiple-choice, etc.) that were practised in the classroom are employed in the tests proportionally?

A. often  
B. sometimes  
C. seldom  
D. never  

5. Do you find it easy to understand instructions in tests?

A. often  
B. sometimes  
C. seldom  
D. never  

6. Do you think that the time given to do the tests is enough?

A. often  
B. sometimes  
C. seldom  
D. never  

7. Do you believe that the tests help you to be aware of your areas of strengths and weaknesses?

A. often  
B. sometimes  
C. seldom  
D. never  
Part III  About Language Components and Language Skills

Directions:

Please rank the following content areas according to the emphasis your teacher gives when he/she teaches, provides practice exercises, and gives tests of English; i.e., give '1' to the most emphasized content area, '2' to the next most emphasized content area, and so on.

1. The content area your teacher gives emphasis to when teaching English:
   a) Grammar
   b) Vocabulary
   c) Mechanics
   d) Pronunciation
   e) Spelling

2. The content area your teacher gives emphasis to when providing practice exercises:
   a) Grammar
   b) Vocabulary
   c) Mechanics
   d) Pronunciation
   e) Spelling

3. The content area your teacher gives emphasis to in tests:
   a) Grammar
   b) Vocabulary
   c) Mechanics
   d) Pronunciation
   e) Spelling
4. The content area your teacher allocates more marks to in tests:
   a) Grammar
   b) Vocabulary
   c) Mechanics
   d) Pronunciation
   e) Spelling

5. The language skill your teacher gives emphasis to when teaching English:
   a) Reading
   b) Listening
   c) Speaking
   d) Writing

6. The language skill your teacher gives emphasis to when providing practice exercise:
   a) Reading
   b) Listening
   c) Speaking
   d) Writing

7. The language skill your teacher gives emphasis to in tests:
   a) Reading
   b) Listening
   c) Speaking
   d) Writing

8. The content area you give emphasis to while studying English:
   a) Grammar
   b) Vocabulary
   c) Mechanics
   d) Pronunciation
   e) Spelling
The language skill you give emphasis to when you study English:

9. a) Reading
   b) Listening
   c) Speaking
   d) Writing

10. The language skill your teacher allots more marks to in tests:
    a) Reading
    b) Listening
    c) Speaking
    d) Writing
APPENDIX L

የበታች መላ እለበት

1. ኦ: ገወን ከ---

አ: ይታ-

2. ኦ: ይታቋር ለሆ ከ-

አ: ከ-

3. በአካባቢው ይታቋር ለሆ ከ-

አ: ከ---

---

አውታል

ወ:

አ: በ--- ከ---

---
1. NAMESTI KOHTUDE TÖÖKINDMUS

U: POHJAL
A: HABTA

2. SPIRITUAL LAEGUS

U: POHJAL
A: HABTA
1. የትጋ እንግዢ በእገር በአራሱ እንግዢ እንወ ከሚያስኋወ የእንግዢ እንወ

አማርኛ እንጂ ያለበት።

የ: እንግዢ በ: እንግዢ

የ: እንግዢ በ: እንግዢ እንወ እንጂ ያለበት።

ስለዎ ያለበት።

2. የትጋ እንግዢ በእገር በእንግዢ እንጂ ያለበት።

አማርኛ እንጂ ያለበት።

የ: እንግዢ በ: እንግዢ

የ: እንግዢ በ: እንግዢ እንወ እንጂ ያለበት።

ስለዎ ያለበት።
DECLARATION

I, the undersigned, declare that this Thesis is my work and that all sources of material used for this Thesis have been duly acknowledged.

Name: Kifle Kebede

Signature: 

Place: Institute of Language Studies, Addis Ababa University

Date of Submission: June 21, 1995.