

31

**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.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	ii
LIST OF TABLES	vii
DEFINITIONS OF TERMS USED	ix
CHAPTER ONE: THE PROBLEM, ITS IMPORTANCE, SCOPE AND LIMITATIONS	1
1.1 Introduction	1
1.2 Statement of the Problem	2
1.3 Importance of the Study	2
1.4 Scope of the Study	3
1.5 Limitations of the Study	3
CHAPTER TWO: REVIEW OF RELATED LITERATURE	4
2.1 Historical Background of Testing	4
2.2 Testing in the Light of Modern Language Teaching Theories	5
2.3 Relationship between Language Teaching and Testing	8
2.4 English Language Testing in Ethiopian High Schools	10
2.4.1 School (Achievement) Tests and the Testing Environment	11
2.4.2 National Examinations	12
2.5 Content Validity of Tests	14
2.6 Test Format	16

CHAPTER THREE: METHODOLOGY AND PROCEDURE	21
3.1 Methods	21
3.1.1 Data Sources	21
3.1.2 The Subjects	21
3.2 The Procedure	22
3.3 Instruments	23
3.3.1 Questionnaire for Teachers	23
3.3.2 Questionnaire for Students	23
3.3.3 Administration of the Questionnaires	24
3.3.4 The Interview	24
CHAPTER FOUR : RESULTS AND DISCUSSIONS	24
4.1 Content Areas in Grade Ten Textbook	26
4.2 Content Areas in Grade Ten Sample Exam Papers	29
4.3 A Comparison of the Content Areas Employed both in the 10 th grade English Textbook and Sample Examination Papers	32
4.4 A Comparison of the Formats Employed in the 10 th Grade English Textbook and the Sample Examination Papers	36
4.5 Responses of the Subjects to the Questionnaire	40
4.5.1 Teachers' Responses	40
4.5.2 Students' Responses	49
CHAPTER FIVE : SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	56
5.1 SUMMARY OF FINDINGS	56
5.2 CONCLUSION	58

5.3 RECOMMENDATIONS	59
BIBLIOGRAPHY	61
APPENDICES	64

LIST OF TABLES

Table	Pages
I Content Areas in 10 th Grade English Textbook	29
I(b) Total Numbers of the Various Content Areas in 10 th Grade English Textbook	30
II Distribution of the Various Content Areas by Language Skills	30
III(a) Content Areas in Twenty 10 th Grade English Examinations	32
III(b) Total Numbers of the Various Content Areas in 10 th Grade Sample English Test Papers	33
IV Distribution of Content Areas in both the Textbook and the Sample Test Papers	34
V(a) Rankings Based on the Distribution of Content Areas in 10 th Grade Textbook and Sample Examination Papers	34
V(b) Differences Between the Two Rankings	35
VI Distribution of Formats Employed in both Grade Ten English Textbook and Sample Examination Papers	38
VII(a) Rankings Based on the distribution of Formats in 10 th Grade English Textbook and Sample Examination Papers	39
VII(b) Differences Between the Two Rankings	39
VIII Teachers' Responses to Limitations, Content Coverage, Items Difficulty, time allotment, Testing Techniques, and Students' Performance Consistency	43

IX(a) The Emphasis Teachers Actually Give to the Different Language Components	47
IX(b) The Emphasis Teachers Actually give to the Various Language Skills	49
(X) Students Responses to Limitations, Content Coverage, Formats, Test Instructions, Time Allotment, Items Usefulness and Content Areas Emphasis	52
XI(a) The Emphasis Students and Teachers Actually Give to the Different Language Components	55
XI(b) The Emphasis Students and Teachers Actually Give to the Different Language Skills	55

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 (Alemu, 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), Tewelde (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

questionnaire). 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			20		16											20		192
2	24	28	21			12		8						16	3											19		131
3	23	23				24	6		12	18								2								16		126
4	13	22		26		14	25						10								32							142
5	20	23		87	35		18						20													15		218
6	24	23	73	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					6	11	4					6		196	
10	20	32	7	56			56	4	1			3	25			4			5	19						27	12	271
11	20	28			40												25											113
12	23	20															30									1		74
13	23	20										63				18	12											136
14	24	24					12					36											3					99
15	20	23					2	21					5	5	10											42		128
16	22	23					6	14		10								5	5							27		112
17	20	23	7				2						2		5											26		85
18	24	22					12								49													107
19	20	10	10								10				12											40		102
20	24	23	15			10																				15	10	97
Total	430	479	287	325	75	60	144	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/Adverb; Z = Questions/Answers;

Table I(b) Total Numbers of the Various Content Areas in Grade Ten English Textbook

Number	Items	Total Number	Percentage (%)
1	Grammar	1592	54.88
2	Comprehension	479	16.51
3	Vocabulary	430	14.82
4	Pronunciation	325	11.2
5	Mechanics	75	2.59
6	Spelling	0	0
Total		2901	100

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

Number	Items	Receptive	Productive
1	Writing	---	1116
2	Reading	1399	---
3	Listening	325	---
4	Speaking	---	61
Total		1724	1177

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).

Table III(a) Content Areas in Twenty 10th Grade English Examinations

Secondary Comprehensive & Tech. Schools	Semester	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	A1	Total	
Misrak	1	14	6	2			2	2	2					2	1		2				3	1					3			40
	2	10	10					6	4		1		3	1				2									3			40
Nefasilk	1	6	6	4		3		5		1	2	3		4			7				3	1					4	1		50
	2	5	15	1					6			2	4	1			2	2			1						5	1	5	50
Higher 12	1	10	10	1			4				1			1		2	1		1	1	1						7			40
	2	10	5	2			2		2			1	4	1		1	2			1							9			40
Medhanealem	1	15	5	7			5	3	1			1	2	2	1	1					1	1					4	1		50
	2	19	6	2		1	3	2	3		2		3				2	2					1			2	2		50	
KokebeTsibah	1	6		11			3	1		2	1	1		5	1		3										6			40
	2	10	10	1			1	1	1			1	5		1		1	1				1					4	2		40
Ayertena	1	8	11	6				2				1					3			2	1	2			1	3			40	
	2	5	9	6		5		2	1		1		2	2				1			1					1	3	1		40
SOS	1	8	7	8			2	1	1		2	1	1	2	1				1	2							3			40
	2	10	10	5	1			1	1	1	1	2	1					1						1	1	2	1	1		40
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	3				3	3									5		4	50
Addis Ketema	1	5	5	7		1	5	2			2	1	3		1	1	4				1	1	1	3	2	5			50	
	2	6	9	8			3	2	3			3	1				5		1	1	1			1		1		5	50	
Entoto	1	11	7	7			5	2		1	1			4		1	3		1		1			1	2	3			50	
	2	15	5	10		1			1				2	1			3			1							6		5	50
Total	20	188	163	97	1	11	38	34	26	8	17	19	35	27	6	6	46	12	5	9	15	8	1	8	8	83	9	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**

Number	Items	Total Numbers	Percentage
1	Grammar	517	57.44
2	Vocabulary	188	20.89
3	Comprehension	163	18.11
4	Spelling	20	2.22
5	Mechanics	11	1.22
6	Pronunciation	1	0.11
Total		900	100

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%), Mechanic 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 11 mechanics and two grammar items) do not involve a writing or speaking activity; therefore, they are categorized under receptive skill-reading (Appendix 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 a 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

Number	Items	Textbook		Sample School Examinations	
		Total No.	Percentage	Total No.	Percentag
1	Grammar	1592	54.88	517	57.44
2	Comprehension	479	16.51	163	18.11
3	Vocabulary	430	14.82	188	20.89
4	Pronunciation	325	11.2	1	0.11
5	Mechanics	75	2.59	11	1.22
6	Spelling	0	0	20	2.22
Total		2901	100	900	100

As can be seen from the above table, the distribution of content areas in 10th grad 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

Content Areas	Grammar	Comprehension	Vocabulary	Pronunciation	Mechanics	Spelling
Ranking based on textbook	1	2	3	4	5	6
Ranking based on sample exam papers	1	3	2	6	5	4

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.

Table V(b)

D	0	-1	1	-2	0	2	$\Sigma D^2 = 10$
D ²	0	1	1	4	0	4	

The rank correlation coefficient is

$$\begin{aligned}
 r' &= 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} \\
 &= 1 - \frac{6(10)}{6(36 - 1)} \\
 &= 1 - \frac{60}{210} \\
 &= 1 - 0.2857 \\
 &= 0.7143 \simeq 0.71
 \end{aligned}$$

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 instructional 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 sample

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 areas 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 not 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 and pages of question papers are pre-determined. In addition, due to lack of pilot administration of tests, nothing is known about the difficulty level of each item, the time 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 in obtaining relevant information that may serve in the future test constructions.

On the other hand, although an achievement test is presumed to depict its discriminative power in terms of students' performance on the different language areas and skills, most high school English examinations seem to fail in indicating the difficult items of the syllabus which have already been covered in the classroom sessions. Nevertheless, Bachman (1990) remarks that: "The performance of students on achievement tests can provide an indication of the extent to which the expected objectives of the 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 area and skill, students' performances on them do not adequately serve to determine the 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 not all of the formats employed in the instructional material.

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

	Items	Textbook		Sample Examination Papers	
		Total No.	Percentage	Total No.	Percentage
1	Fill-in	827	28.51	22	2.4
2	Write	430	14.82	2	0.2
3	Short Answer	340	11.72	0	
4	Listen/Repeat	325	11.2	0	
5	Decide/Identify	217	7.48	139	15.4
6	Multiple-Choice	205	7.07	603	6
7	Matching	162	5.58	68	7.5
8	Put (Punctuate)	146	5.03	7	0.7
9	Change	143	4.93	11	1.2
10	Underline	106	3.65	0	
11	True/False	0	0	48	5.3
Total		2901	100	900	10

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

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

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)

D	-4	-6	-7	-6	3	5	4	1	3	0	7	$\Sigma D^2 = 246$
D ²	16	36	49	36	9	25	16	1	9	0	49	

The Correlation Coefficient is,

$$\begin{aligned}
 r' &= 1 - \frac{6\Sigma D^2}{N(N^2 - 1)} \\
 &= 1 - \frac{6(246)}{11(11^2 - 1)} \\
 &= 1 - \frac{1474}{11(121-1)} \\
 &= 1 - \frac{1474}{11(120)} \\
 &= 1 - \frac{1474}{1320} \\
 &= -0.1182 \quad = \underline{-0.12}
 \end{aligned}$$

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 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 material 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 the 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 on 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 'joi

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 unequal 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 the

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.

Table VIII Subjects Responses

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 structure (for the simplicity of correction), and the like are major problems forwarded to conduct 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), they 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 the

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 not students' language performance in class is consistent with their examination results. Here 8 (40%) subjects responded that the consistency is observed sometimes only while an equal number of subjects 8 (40%) reported that students' performance in class never matches with their test scores. This last point is also supported by the data gathered through the interviews. According to the respondents, the reasons are attributed to a few number of test items and inconvenient testing conditions like large class, shortage of stationery, and the like.

Part III of the questionnaire entirely focused on the value that teachers actually give to various language components and language skills in different language teaching 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 examination questions. The data gathered through the interviews also highly support the information in the table.

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

- the textbook emphasizes grammar and vocabulary; therefore, teachers are supposed to do accordingly. That is, these content areas are the parts that are 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

No.	Grammar					Vocabulary					Mechanics					Pronunciation					Spelling				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	12	4	4	-	-	6	10	2	1	-	-	2	1	7	6	2	2	6	4	3	-	1	4	5	7
2	13	2	3	1	-	4	12	13	1	-	-	1	2	6	7	3	1	6	5	2	-	3	3	4	7
3	16	3	1	-	-	4	13	1	1	-	-	2	4	5	3	-	-	4	3	7	-	1	5	6	3
4	16	2	-	-	-	2	14	-	1	-	-	1	5	5	2	-	-	4	4	4	-	-	4	3	6
Total	57	11	8	1	-	16	49	6	4	-	-	6	12	23	18	5	3	20	16	16	-	5	16	18	23

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 forementioned 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 all 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 intergratively. 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

No.	Items	Rating Scales				No Response	To
		Often	Sometimes	Seldom	Never		
1	Test Items match with the materials covered in the classroom	20	37	3	-		6
2	The test items represent the different language components of the textbook in an appropriate proportion	23	24	7	1	5	6
3	The language skills learnt in the classroom are treated in the test in an appropriate proportion	18	25	11	6		6
4	Test items employ a mixture of testing techniques	31	21	4	4		6
5	Test instructions are clear and simple to understand	30	26	3	1		6
6	Sufficient time is given while doing on test items	31	21	4	4		6
7	The test items help to be aware of students' areas of strengths and weakness	34	19	6	1		6
Total		187	173	38	17	5	42

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 material covered in the classroom (item 1), of the total of sixty subjects, 37 (61.67%) reported that the 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 language

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 said 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 value teachers and students actually give to the various content areas and skills. As already 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 and testing activities (Appendix M) most subjects reported that not only their teachers but also they themselves (the students) often lay particular stress on grammar and vocabulary respectively, than on the remaining sections. On the other hand, mechanics, spelling and pronunciation, respectively, receive attention next to grammar and vocabulary as instruments in teaching, learning and testing the target language.

Thus, based on the given data one can realize that the predominant nature of grammar and vocabulary in the instructional material has already placed an influence upon English language teachers and students' mind. It seems, therefore, for most teachers and students grammar and vocabulary are language aspects which deserve the greatest attention.

Table XI(a) The Emphasis Students and Teachers Actually Give to the Different Language Components

No.	Grammar					Vocabulary					Mechanics					Pronunciation					Spelling				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	31	15	5	6	3	14	27	13	3	3	5	9	16	16	13	5	6	16	21	12	8	7	8	12	25
2	28	22	5	2	3	21	25	10	3	1	6	9	23	15	6	2	6	6	24	22	5	4	14	13	24
3	45	9	1	3	2	11	40	2	5	1	2	6	23	22	6	2	4	13	17	23	3	3	17	10	24
4	41	12	1	3	3	12	41	5	1	1	1	4	23	20	10	4	-	11	19	23	3	5	17	13	18
5	40	12	4	2	1	13	38	3	6	-	1	6	20	15	15	-	4	20	14	19	5	3	11	18	20
Total	185	70	16	16	12	71	171	33	18	6	15	34	105	88	50	13	20	66	95	99	24	22	67	66	111

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

No.	Reading				Listening				Speaking				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
6	30	15	10	5	12	10	20	13	16	18	13	11	3	19	13	25
7	21	15	16	6	2	18	16	15	7	15	10	21	31	9	11	7
8	13	31	6	2	3	2	6	8	1	6	11	7	42	11	1	3
9	32	12	12	4	10	14	15	18	14	11	18	15	5	26	12	17
10	14	23	5	5	6	5	6	8	5	6	10	7	35	11	6	5
Total	110	96	49	22	33	49	63	62	43	56	62	61	116	76	43	57

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, and the students' own studies. The same result has already been seen in the teachers' responses. Thus, one can conclude that students' emphasis on language components and language skills seem to be totally directed by the emphasis that teachers give to the 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 are 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

1981:14). 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

CHAPTER FIVE : SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

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, (writing

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) poorly 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, relative to 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 is ...', 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 ...?) the questions introduced by auxiliaries (do, does, etc.).

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

* 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 take 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, and 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 draught 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 you are given four choices. Choose the best and put the letter of your choice provided.

- _____ 1. The best topic that suits 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

- D. Carefully
- _____ 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 UNDERLIND 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'

- | <u>A</u> | <u>B</u> |
|--------------------|-----------------------------------|
| _____ 15. sequence | a. supply of goods ready for sell |
| _____ 16. stock | b. doing nothing inactive |

- _____17. sore c. order in which events follow each other.
_____18. idle d. wound on the body

Say True of False write 'A' for true and 'B' for False

- _____19. You 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
- grammar and Usage

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 shepered
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.

- C. for D. by
- _____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 well 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

ENTOTO ACADEMIC TECHNICAL AND VOCATIONAL SCHOOL A.A
2nd SEMESTER ENGLISH EXAMINATION FOR Grade 10 JUNE, 1992
Time allowed 1 hr 15 minute.

INSTRUCTIONS: Read the following passage carefully and answer the question that follow. All answers are to be done on the separate answer sheet provided. Indicate your answers only in Capital letters.

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

- | <u>A</u> | <u>B</u> |
|----------------------|--|
| _____ 6. promoted | A. Joined with others in given help, suggestions |
| _____ 7. respectable | B. Very necessary |
| _____ 8. gradually | C. Given a higher position |

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.

- _____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

- 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.

- A. I have a short of time to help you
 B. I have no time to help you.
 C. I have a short of time to help you.
 D. I will not help you.
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

- B. be able to spare time
 - C. order in which events of objects follow each other.
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

—

Ayertena Senior Secondary school, Addis Ababa
Second Semester English Examination Grade 10

Maximum Mark: 60

PASSAGE

A wealthy Arab once lost a pice of gold. He felt sure that thief was a member of his own house hold, 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 ou 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. house hold
 - D, gang
2. The Arab had lost _____
 - A. a plot of land
 - B. a piece of gold
 - C. a house hold
 - 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 house hold

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.
18. A. "What a beautiful sight", he exclaimed.
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.

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. interstested
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. rainly 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

APPENDIX D

HIGHER 12 COMP. SEC. SCHOOL
ADDIS ABABA
FIRST SEMESTER ENGLISH EXAMINATION
GRADE 10 January 1992 time 1 hour

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 every where, 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

D. The wat is sweet.

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 her self. 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
- 20. Half of the road----- slippery.
 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 begger 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

- C. 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 passanger-----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 librarain -----?
 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

HIGHER 12 COMPN. SEC. SCHOOL
SECOND SEMESTER ENGLISH EXAMINATION GRADE 10

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 |
|-------------------|------------|

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 passangers-----found a live.
A. are B. were C. is D. a
- m
- 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

- C. might D. ought
- 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. Herditarly 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. incure
- 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

APPENDIX E

SOS SENIOR SECONDARY SCHOOL A.A 1985 E.C

First Semester English final Examination for Grade 10 1985

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 farmers. 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 hindrances 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. Underdevelopment

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
- t
- 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 field
 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

SOS SENIOR SECONDARY SCHOOL A.A
SECOND SEMESTER EXAMINATION ENGLISH FOR GRADE 10 /Regular/

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

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 within reach of her paw.

She hung herself up by her hind legs on a peg. Now she said to 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 hung 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 within reach of you even if you were stuffed with straw".

Wise old mice 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 with in 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 cats head?
1. yes, I have seen many
 2. No, I have'nt 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 longtime |
| -----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. Interrogative | 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/theirs/ |
| 3. our/them | 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 |
|----------|----------|

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 |
| 3. But/and | 4. Never/ever |

speaking

- 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 vocabloury
 - 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
 - 12. consciously
 - 13. irresponsible
 - 14. courage
 - 15. objective
- A. bravery
 - B. purpose
 - C. adjust
 - D. unreliable, untrust worthy
 - E. aware, intentionally
 - F. eager
 - G. exhausted

II complete the blank space with the right words given:-

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

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 manger, 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
B. 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

MISRAK COMPREHENSIVE HIGH SCHOOL (ADDIS ABABA)
SECOND SEMESTER ENGLISH EXAMINATION 1985 E.C
GRADE 10

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

Before deciding to take a course in mathematics it is advisable to have a look in to 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 every body, 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 Gemotery. 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.
- 3. Modern Mathematics deals with Arithmetical Geometry.
- 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

space.

- 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 in to 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 text book 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 under lined 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 Match with the right meaning of words in

Column A	Column B
31. to access	A. state of being
32. existence	B. mistaken ideas
33. arise	C. not quite human
34. misconception	D. to charge with wrong doing
35. spray	E. originated from
36. subhuman	F. fine particles of liquid
37. out put	G. Quantity produced
38. to blame	H. To find fault with
39. General	I. convince
40. Veteran	J. Obvious
	K. Not limited to one part
	L. Person with long experience.

APPENDIX G

KOKEBE TSISABA SENIR SECONDARY SCHOOL A.A

First Semester English final Examination for Grade 10

Name----- Time allowed 50 minutes

I- Write the letter P for the true statment and I for the false statment.

- 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.

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

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 comeing 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 Grammer 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 sentencse is
- | | |
|----------------|--------------------|
| A. Restrictive | B. Non restrictive |
| C. Both | D. None |
- 19. He ----- the school this semster if he----- a god 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, wnat 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.

- A. is leaving B. left
 C. leaves D. have left
- 24. Half of those oranges ---- bad
 A. am B. is
 C. was D. are
- 25. Ato Yohannes stooped the car-----
 A. Careful B. carefully
 C. Both D. none
- 26. He was ----- 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 sentences hows:-
 A. past habit B. present habit
 C. function D. A and B
- 28. Some of the water---been used.
 A. is B. was C. has D. have
- 29. Abebe slaughtred the sheep the verb is-----
 A. intransitive B. transtive
 C. both D. noun
- 30. Taye may get his car repaired today-----tomorrow.
 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 ----- the metting 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. bleet
 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

KOKEBE TSISABA SENIOR SECONDARY SCHOOL A.A
Second Semester English Final Examination for grade 10

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

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 mosquito 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 mosquitoes cause malaria
- A. Sprockets B. eneoptises
 - 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 victim 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 | A. To find fault with accuse. |
| -----12. severe | B. To walk without purpose |
| -----13. to blame | C. Not full grown |
| -----14. wonder | D. to acquire by payment |
| -----15. immature | 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. Grammer. 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 underline 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 dawn 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 failed 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 ($C_{10}H_{14}N_2$) 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

- 19. Neither his brother nor his uncle is a soldier.
- A. Both his brother and his uncle are not soliders.
- B. His brother is not a solider, but his uncle is.
- C. Both his brother and his uncle are soldiers.
- C. Either his brother or his uncle is a solider.

Choose the best answer for each off 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
- 21. I ----- this book for preparing a composition.
- 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

- 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

Bole Senior Secondary School: Addis Ababa
2nd Semester English Examination for grade 10 time 1hr

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 statements 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 life the box.
 - C. you are not very strong but you can lift the box.
- 5. It rain 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. you 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 in to 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 is ease 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

- 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 paly
 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.

- A. will not B. did not
C. do not D. does not
- 39. The streets would be wet -----.
- A. if it rained B. if it rain
C. if it had rained D. 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 pereported 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. evning B. archaeologist C. somewhere D.
tremendous
- 47. A. survive B. because C. stoped D. afraid
- 48. A. Every one B. excited C. education D. compl
et
- 49. A. vegetation B. covered C. enough D. behind
- 50. A. carot B. assembled C. valleys D. explantion

- A. Regional social groupings
 - B. Regional poletical 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
 - B. 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. can be taken D. all are correct
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 handkerchiefs. 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

Nefasilk Academic Technical and Vocational School, Addis
Ababa

Second Semester Examination 1985

ENGLISH Time 1 hour

GRADE x(Regular)

Marks: 60

Direction: Blacken the circle of the letter of your choice on the answer sheet.

Sentence Comprehension:

Direction: Four statements are given for each of the following sentences. Find out that statement which is nearest in meaning to the original sentence.

1. He not only fell in to 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 putup 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. Almaz 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?

- 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 D. before

Spelling test Direction: Choose the correctly spelt word in each group.

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. purchase B. Initative C. Discourage D. Gradually
50. Falsified B. Screemed C. conclution D. performance

APPENDIX J
MEDAHANELEM COMP, SEC. SCHOOL
ADDIS ABABA
FIRST SEMESTER EXAMINATION FOR
GRADE 10 (TEN) 1985 E.C

INSTRUCTION: I READ THE FOLLOWING PASSAGE CAREFULLY AND ANSWER THE QUESTION THAT FOLLOW IT.

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 in to a far country where he wasted all his money.

After he had spent all his money he was hired by a rich man to took after pigs. As he had no one to give him food, he was forced to eat with the pigs. When he came to his sense, 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 ons
 - 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.

FILL IN THE BLANK SPACE WITH THE CORRECT WORDS FROM THE PASSAGE AND WRITE YOUR ANSWER ON THE ANSWER SHEET

- 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

- A. past habit B. accustomed action
 C. make use of D. all of the above
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. b
- e
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 ----

Medhane Alem Comprehensive Secondary School A.A Day

Second Semester Examination 1985 E.C

Subject: English

Grade ten

Time 1 hour

Instructions: Read the following and answer the question that follow:

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 rediculous. 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

- A. read B. reading
C. copy D. A and C
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. y o u
is
41. He ----- taken his brother to the hospital yesterday.

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

APPENDIX K

ADDIS KETEMA SENIOR SEC. SCHOOL TIME 1 HR

FIRST SEMESTER ENGLISH EXAMINATION FOR GRADE 10 (REGULAR)

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

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 cousion has been in Tokekya. 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 wounder 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 nnot 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,

- 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.

- 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. adjus
t
48. A. reference B. advice C. purchase D. conceque
nce
49. A. existence B. misconception C. convince D. inscripi
son
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 D. never

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 D. never

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 | <input type="checkbox"/> | C. seldom | <input type="checkbox"/> |
| B. sometimes | <input type="checkbox"/> | D. never | <input type="checkbox"/> |

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 | <input type="checkbox"/> | C. seldom | <input type="checkbox"/> |
| B. sometimes | <input type="checkbox"/> | D. never | <input type="checkbox"/> |

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 | <input type="checkbox"/> | C. seldom | <input type="checkbox"/> |
| B. sometimes | <input type="checkbox"/> | D. never | <input type="checkbox"/> |

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 practice exercises:

- 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 _____

APPENDIX N

STUDENTS' QUESTIONNAIRE

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.

Thankyou 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:
_____.

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 C. seldom

B. sometimes 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 C. seldom

B. sometimes D. never

5. Do you find it easy to understand instructions in tests?

A. often C. seldom

B. sometimes D. never

6. Do you think that the time given to do the tests is enough?

A. often C. seldom

B. sometimes D. never

7. Do you believe that the tests help you to be aware of your areas of strengths and weaknesses?

A. often C. seldom

B. sometimes 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 allots 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 _____

9. The language skill you give emphasis to when you study

- English:
- 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

የተግራዎች መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ የወቅቱን የአሰረኛ ክፍለ የእንጊሊዝኛ ቋንቋ ፈተናዎችን በተመለከተ ተግራዎች ሰላላቸው አመለካከት እንዳንድ መረጃዎችንና ጭብጦችን ለግጠናቀር ታስቦ የታቀደ ነው።

በመሆኑም ከመጠይቁ የሚገኘው ውጤት ሊደረግ ለታሰበው ጥናት የግናረውን ጠቀሜታ በመገንዘብ በመጠይቁ ውስጥ ለተካተቱት ጥያቄዎች በሙሉ ሀቀኛ ምላሽችሁን ትሰጡ ዘንድ በትህትና ትለመናላችሁ።

አመሰግናለሁ

ክፍል : I አጠቃላይ መረጃ

- 1. ሀ: ዕድሜ : -----
 ለ: የታ: -----
- 2. ሀ: የትምህርት ቤቱ ስም -----
 ለ: ዞን : -----
- 3. ለእንጊሊዝኛ ቋንቋ ትምህርት በሳምንት ውስጥ የተመደበለት ክፍለ ጊዜ ብዛት: ---

3. በክፍል ውስጥ የተጠነቅቀው ልምድ የተደረገባቸው የጽንጽ ክህሎች በተመጣጠኑ መልኩ በፈተናዎች ውስጥ ተንገባርቀዋል።

ሀ: ብዙ ጉዜ

ሐ: አልፎ አልፎ

ለ: አንጻንድ ጊዜ

መ: በጭራሽ አይገናኙም

4. ከክፍል ውስጥ መልመጃ የተሰጠባቸው ልምድ የተደረገባቸው የአጠያያቅ ስልቶች በፈተናዎቹ ውስጥ በተመጣጠኑ መልኩ ተወክለዋል።

ሀ: ብዙ ጉዜ

ሐ: አልፎ አልፎ

ለ: አንጻንድ ጊዜ

መ: በጭራሽ አይገናኙም

5. የፈተናዎችን ጥያቄዎች ለመስራት የማሰጡ መመሪያዎች ግልፅና የጥያቄዎችን መንፈስ በቀላሉ ለመረዳት የሚያስችሉ ናቸው።

ሀ: ብዙ ጉዜ

ሐ: አልፎ አልፎ

ለ: አንጻንድ ጊዜ

መ: በጭራሽ አይገናኙም

6. በፈተናዎቹ ውስጥ የተካተቱትን ጥያቄዎች ለመስራት ከጥያቄዎቹ ይዘትና ብዛት ጋር የተመጣጠነ ጊዜ የሰጣል።

ሀ: ብዙ ጉዜ

ሐ: አልፎ አልፎ

ለ: አንጻንድ ጊዜ

መ: በጭራሽ አይሰጥም

7. የፈተናዎቹን ጥያቄዎች የተግሪዎችን ደካማና ጠንካራ ጎኖች በመጠቀም ራሳቸውን ለመገምገም የሚያስችሉ ናቸው።

ሀ: ብዙ ጉዜ

ሐ: አልፎ አልፎ

ለ: አንዳንድ ጊዜ

መ: የተግሪዎችን የቋንቋ ችሎታ ለመገምገም

በጭራሽ የማያስችሉ ናቸው

ክፍል III የተለያዩ የእንግሊዘኛ ቋንቋ ክፍሎችንና ክህሎቶችን በሚመለከት

መመሪያ: በእንግሊዘኛ ቋንቋ ትምህርት ክፍል ጊዜ መምህሩ ሀ/ገለፃ በሚያደርግበት ለመልመጃ በሚሰጥበት ሐ/በሚፈትንበት ወቅት የበለጠ ትኩረት ለማሰጣቸው የቋንቋ ክፍሎችና ክህሎቶች እንደየቅደም ተከተለቸው አስቀምጡ። ይኸውም በመምህሩ የበለጠ ትኩረት ለሚሰጣቸው የቋንቋ ክፍል ወይም ክሂል '1' ቀጥሎ ትኩረት ለሚሰጠው '2' ወዘተ . . . ባለው ክፍት ቦታ ቁጥሮቹን አኑር።

1. መምህሩ የእንግሊዘኛ ቋንቋን ትምህርት በሚያቀርብበትና ገለፃ በሚያደርግበት ወቅት የበለጠ ትኩረት የሚሰጠው የቋንቋ ክፍል:

ሀ: ሰዋሰው _____

ሐ: ስርዐተ ነጥብ _____

ለ: ቃላት _____

መ: ንባት _____

ሠ: ሆሂ _____

2. መምህሩ የእንግሊዘኛ ቋንቋን ትምህርት መልመጃ በሚሰጥበት ወቅት የበለጠ ትኩረት የሚሰጠው የቋንቋ ክፍል:

ሀ: ስዋሰው _____ ሐ: ስርዐተ ነጥብ _____

ለ: ቃላት _____ መ: ንባት _____

ሠ: ሆሂ _____

3. መምህሩ በሚያዘጋጀው የእንግሊዘኛ ቋንቋ ፈተናዎች ቁጥር የሚይዘው የቋንቋ ክፍል:

ሀ: ስዋሰው _____ ሐ: ስርዐተ ነጥብ _____

ለ: ቃላት _____ መ: ንባት _____

ሠ: ሆሂ _____

4. መምህሩ በሚያዘጋጀው ፈተናዎች ውስጥ ክፍተኛ ነጥብ የሚሰጠው የቋንቋ ክፍል:

ሀ: ስዋሰው _____ ሐ: ስርዐተ ነጥብ _____

ለ: ቃላት _____ መ: ንባት _____

ሠ: ሆሂ _____

5. መምህሩ በሚያሰተምርበት ወቅት የበለጠ ትኩረት የሚሰጠው የቋንቋ ክፍል:

ሀ: ንባብ _____ ሐ: ንግግር _____

ለ: ማዳመጥ _____ መ: ፅሁፍ _____

6. በክፍል ውስጥ በሚደረገው መልመጃዎች የላቀውን ስፍራ የማይዘው የቋንቋ ክፍል:

ሀ: ንባብ _____ ሐ: ንግግር _____

ለ: ማዳመጥ _____ መ: ፅሁፍ _____

7. የቋንቋ መምህሩ በሚያዘጋጀው ፈተናዎች ብዛትን አስመልክቶ የበለጠ ስፍራ የሚሰጠው

የቋንቋ ክፍል:

ሀ: ንባብ _____ ሐ: ንግግር _____

ለ: ማዳመጥ _____ መ: ፅሁፍ _____

8. ብዙውን ጊዜ በሚዘጋጅበት የቋንቋ ፈተናዎች ክፍተኛውን ነጥብ የማይዘው የቋንቋ ክፍል:

ሀ: ንባብ _____ ከ: ንግግር _____

ለ: ማዳመጥ _____ መ: ፅሁፍ _____

9. የእንግሊዘኛ ቋንቋ ትምህርትን በምታጠናበት ወቅት የበለጠ ትኩረት የምትሰጠው የቋንቋ

ክፍል:

ሀ: ሰዋሰው _____ ከ: ስርዐተ ነጥብ _____

ለ: ቃላት _____ መ: ንባት _____

ሠ: ሆሄ _____

10. የእንግሊዘኛ ቋንቋ ትምህርትን በምታጠናበት ወቅት የበለጠ ትኩረት የምትሰጠው የቋንቋ

ክፍል:

ሀ: ንባብ _____ ከ: ንግግር _____

ለ: ማዳመጥ _____ መ: ፅሁፍ _____

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.**