

**Changes of English Syllabuses and Textbooks
in High schools vis-à-vis Assessment:
The Case of Grade Eleven English Tests**

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ABSTRACT

In the last three decades there have been lots of changes in the language teaching profession. These changes are mainly the results of the broadening of views about the nature of language and language learning. This worldwide phenomenon is also reflected in our country in that new English syllabuses and textbooks are now in use.

In this study, an attempt was made to explore whether testing has also changed in accordance with changes of the syllabuses. To investigate this, contents of the new Grade 11 English textbooks were compared with contents of the 1992 E.C. test papers of four sample high schools in Addis Ababa. The comparison was made in terms of grammatical components, communicative functions, skills/sub-skills included, and test formats employed. Additionally, two sets of questionnaire were distributed to 208 students and 20 teachers to gather information regarding the skills/sub-skills and test formats emphasized in classroom teaching and testing.

The study revealed that contents of the syllabus/textbooks and the test papers vary greatly. Moreover, it was found out that grammar, vocabulary, and reading comprehension are the most emphasized language areas in classroom lessons and classroom tests; multiple choice is the most dominant test format employed in testing. In sum, changes in the syllabus do not seem to have been accompanied by innovations in testing.

CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

Broader views about language, language learning, and language use have influenced the language teaching profession in the last three decades. These views were taken up by those involved in language teaching profession and began to be reflected in syllabuses and course books.

Particularly, the advent of communicative views to language teaching in the 1970s gave rise to what came to be known as functional – notional syllabuses. According to Nunan (1988: 11),

The central question for proponents of this new view was, “What does the learner want or need to do with the target language?” rather than, “What are the linguistic elements which the learner needs to master?”

It means that syllabus content began to be specified not in terms of grammatical elements which learners are expected to master but in terms of functional skills, which they would need to communicate successfully. Following that, as Bachman (1990) indicates, language teaching moved from an approach that focused on language form to one that emphasizes communication. Correspondingly, language learning which heavily depended on explicit formal

instruction, was replaced by one that recognizes the potential for acquisition through communicative language use.

The shift of emphasis in language teaching from language form to language use which resulted in alternative methods and syllabus designs also placed new demands on language testing.

In our situation, the changes that took place in the language teaching profession worldwide dictated us to revise our English language syllabuses. As a result, new textbooks have been prepared and used during the last three years or so.

Regarding the classroom instructions that are taking place ever since the textbooks have been put to use, quite considerable number of studies were done on them.

What remained unknown so far is whether the tests being prepared are in line with changes of the syllabus and the textbooks. Despite the presence of studies like those of Nuru (1992), Bogale (1994), Kifle (1995), and Wogari (1995), to mention but few related to classroom tests, they do not seem to provide the necessary information about the relationship between English language textbooks currently in use and the tests prepared based on them. This is because of the fact that the studies were concerned with the old English textbooks.

Therefore, it is felt that there exists a crucial need to investigate the implementation of the new textbooks in relation to the tests being prepared at present.

1.2 Purpose of the Study

The general objective of the research is to explore whether testing has changed in accordance with the changes of syllabuses and textbooks. Under this general purpose the specific concerns of the study are first, to examine the relationships between contents of the new Grade 11 English textbooks and the contents of the 1992 academic year English language tests of the same grade level in a sample of schools in Addis Ababa and, second, to find out whether the test formats employed in these schools match the new changes.

1.3 Significance

The significance of the study lies in the fact that no research has been carried out on the topic so far. Thus, it is believed that the findings of the study would provide information and feedback for professionals concerned in policy making, syllabus designing, textbook writing, English language teaching and testing.

1.4 Scope of the Study

The study includes only Grade 11 Semester I and Semester II 1992 E. C. English language achievement tests of four randomly chosen governmental schools of Addis Ababa and the new English for Ethiopia, Grade 11 Book I and Book II.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 What is a Syllabus?

The impossibility of teaching a given language in its entirety makes it imperative to decide what part of the target language to teach and to what extent. This decision is dependent on the reason for which the learner needs the language. Before any language teaching program is launched, an outline of the contents which helps to bring about fulfilment of the objectives of learning the language are worked out. This document is traditionally known as a syllabus.

In line with this, Nunan (1988: 6) defines a syllabus as, “a statement of content which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content”. But, not all people within the teaching profession are satisfied with this definition. Because, they say, this definition serves only for product-oriented syllabuses which are mainly concerned with the outcomes of instruction rather than how it should be carried out. Ur (1991) characterises syllabus as a comprehensive list of all the things that are to be taught and which may be specified in terms of either contents or processes involved in teaching. She further argues that it must have explicit objectives and may recommend materials; indicate preferred

methodology or approach; and, indicate a time schedule within which it should be executed.

Dubin and Olshtain (1986: 28), while agreeing with the above characteristics of a syllabus, state that it should also embrace, “how it is to be evaluated, suggesting testing and evaluating mechanisms”.

As can be seen from the above definitions and characteristics of a syllabus, there seems to exist different views as to whether syllabus design is also concerned with methodology or not. For the present study, since our concerns are contents of the syllabus (and by extension of the textbooks) and contents of the tests, we shall consider syllabus as specification of content. This is in conformity with Widdowson’s (1990: 128) view that, “... examinations assess the syllabus which embodies it, and not the methodology”.

2.2 Types of Language Syllabuses

Syllabuses may fall into various categories depending on whether they emphasise the outcomes of language learning or the means through which the outcomes are brought about; whether they favour discrete elements or chunks of language and, the language content they give prominence to in the selection and grading of input. Therefore, they can basically be grouped into the following:

2.2.1 Product Vs Process-Oriented Syllabuses

Nunan (1988: 27) states that, “product syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction, while process syllabuses are those which focus on the learning experiences themselves”. That means any syllabus, which specifies contents in terms of what the learners should be able to do at the end of the course, often cited as objectives, is product syllabus. On the other hand, a syllabus in which the emphasis is more on tasks and activities that learners will engage in class is process syllabus. In other words, methodology is of crucial importance in process syllabuses.

2.2.2 Synthetic Vs Analytic Syllabuses

Widdowson (1990: 134) indicates the distinction between the two in the following terms: “A synthetic syllabus is one which presents language as analysed units to be synthesised in the process of learning whereas an analytic syllabus presents language as synthesised units to be analysed in the process of learning”.

This is to say that synthetic syllabuses are those in which language content is specified in discrete units that can be learnt one by one until the whole is learnt. In contrast, analytic syllabuses are those in which language is not linguistically graded but presented in chunks.

2.2.3 Syllabuses Based on the Specific Contents They Emphasise

Grammatical Syllabus – is a syllabus in which language content is selected and graded according to grammatical difficulty and/or importance. This type of syllabus consists of a list of items such as tenses, adjectives, and relative clauses (Ur 1991).

Lexical Syllabus – is one, which is concerned with lexical items and their collocations.

Grammatical – Lexical Syllabus: is, as the name may indicate, one which gives prominence to both grammatical and lexical items in its selection and grading of content.

Situational Syllabus – this syllabus takes the real-life contexts of language uses as its basis. It usually takes the form of a list of situations and the language associated with them.

Topic-Based Syllabus

This type of syllabus resembles more or less situational syllabus except that the headings are broadly topic-based (Ur 1991). Courses based on such a syllabus usually have general goals such as ‘developing overall proficiency’. Themes/topics are selected according to the learner’s interests, while lexis,

grammatical features and communicative functions would be selected to serve the treatment of each theme (Dubin and Olshtain, 1986).

Notional Syllabus - Such a syllabus is organised around themes/topics relating to broad areas of meaning such as number, time, location, etc.

Functional Syllabus - It focuses on the social functions of language as the central unit of organisation and is concerned with elements such as invitations, suggestions, apologies, refusals, etc. (Wilkins 1976).

Functional-Notional Syllabus - It is a syllabus in which the principles of organising the above two syllabus types are combined in its organisation. Most functional-notional syllabuses also include grammar and vocabulary in their specifications.

Mixed or 'Multi-Strand' Syllabus

This is a syllabus that combines different aspects of the various syllabus types in an eclectic manner so as to bring about positive results. The specification may include topics, tasks, functions and notions, as well as grammar and vocabulary (Ur 1991).

Having looked at the above list (even not exhaustive one) one may wonder why there have been lots of syllabus types in language teaching. The reasons for such a diversity of syllabus organisation lie in two principal factors; firstly, the designers' views about the nature of language and language learning and

secondly, the learners' purpose for learning the language. That is to say, every syllabus design is based on a particular view of language and language learning as well as a defined goal of learning the language. Therefore, in this study attempt is made to explore whether the views and goals that gave rise to the syllabus under consideration are also reflected in the tests, which are based on the syllabus.

2.3 Approaches to Language Testing

2.3.1 The Essay-Translation Approach

In the written history of language testing, this approach may be regarded as the predecessor of all approaches. It is commonly referred to as the pre-scientific stage (Heaton 1988), or the intuitive stage (Madsen 1983). Heaton (1988:15) characterises this approach as follows: "No special skill or expertise in testing is required Tests usually consist of essay writing, translation, and grammatical analysis. The tests also have a heavy literary and cultural bias".

From the characteristics of the approach, it would not be difficult to see the relationship between the grammar-translation method and the essay translation approach. In other words, grammatical analysis, translation, and essay writing are at the heart of both teaching and testing. Therefore, the approach to testing depended on the method used in teaching the language.

2.3.2 The Structuralist Approach

As the grammar-translation method became irrelevant in language teaching, so was the essay-translation approach in language testing. The developments in structural linguistics and behavioural psychology, which view language learning as a systematic acquisition of a set of habits, gave rise to the psychometric structuralist approach to language testing.

As Stern (1983: 163) states, “The structuralist linguist brought to language teaching the skills of isolating, closely observing and analysing specific linguistic patterns.” This situation resulted in the teaching of language features bit by bit which again called for ‘discrete-point’ language testing – a typical feature of the structuralist approach to testing. In this era, according to Madsen (1983: 6):

Testing specialists with linguistic training entered the scene. Careful linguistic description suggested that language mastery could be evaluated ‘scientifically’ bit by bit. Objective tests were devised that measured performance or recognition of separate sounds, specific grammatical features or vocabulary items.

As the adequacy of structural linguistics and behavioural psychology which provided the basis for language teaching began to be questioned, the structuralist approach to testing that favours objectively scored tests came under criticism.

2.3.3 The Integrative Approach

The growing dissatisfaction with behaviourism and structuralism as the basis for language teaching led to linguistic research, which also changed the trends in

language testing. One of the outcomes was the integrative approach. As Heaton (1988: 16) puts it,

The approach involves the testing of language in context and thus concerned primarily with meaning and the total communicative effect of discourse. Consequently, integrative tests do not seek to separate language skills into neat divisions.

So, when the focus of language teaching is more on the integration of linguistic features rather than separating language elements, the testing also began to reflect that. As a result, integrative tests such as cloze and dictation became dominant. In recent years foreign language teaching focused more and more on the development of communicative language ability thereby necessitating appropriate ways of measuring it.

2.3.4 The Communicative Approach

This approach resembles the integrative approach in that both emphasise the importance of meaning. In the words of Heaton (1988: 19): “Communicative tests are concerned with how language is used in communication. Consequently, most aim to incorporate tasks which approximate as closely as possible to those facing the student in real life”.

In other words, the approach attaches great value to the authenticity of test tasks. The interrelationship between communicative language teaching and communicative approach to testing is clear in that communication and authenticity are central to both.

In this approach the emphasis is not on linguistic accuracy, but on the ability to function effectively through language in particular settings and contexts (Weir: 1990).

In a nutshell, in this section attempt is made to reveal the fact that the way learning outcomes are measured depends upon the particular method/approach adopted in teaching the language.

The next section tries to address how changes of a syllabus, teaching methods/approaches, and testing are related.

2.4 A Brief Account of the Relationships between Changes of a Language Syllabus, Methods/Approaches to Teaching, and Testing

Methods/approaches to language teaching are informed by views about the nature of language and language learning. These views are also at the centre of the principles of selection and grading of what is to be taught, the syllabus. As Nunan (1988: 21) explicitly states, "All syllabuses, indeed, all aspects of curriculum including methodology and learner assessment and evaluation are underpinned by beliefs about the nature of language and language learning." From this, it can be inferred that change in these views consequently results in changes of syllabus, method/approach to teaching, and testing as well.

Changes in language teaching methods could also be effected as a result of changes in the kind of proficiency that learners need (Richards and Rodgers 1986). If, for example, a need arises on the part of the learners to move toward oral proficiency rather than reading comprehension as the goal of language study, changes would be necessary in the syllabus, the method, and ways of testing.

Now that we have established the relationship between a language syllabus, the beliefs it is based on, the method used to implement it, and the tests administered to measure it, we turn to the characteristics of these tests.

2.5 Achievement Tests

Achievement tests are syllabus-based tests. So, they “can provide information on the adequacy with which essential content and skills are actually being taught” (Anastasi, 1968: 402). They may be divided into class progress tests and (standardised) achievement tests.

Class progress tests are designed to measure the extent to which the students have mastered the materials taught in class. Heaton (1988: 171) says,

Each progress test situation is unique and can only be evaluated fully by the class teacher in the light of his or her knowledge of the students, the programme which they have been following, and the class teacher’s own particular aims and goals.

The class progress test is more of a teaching device because it usually assesses both students' progress and the teacher's own work. Results mainly serve as feedback for the teacher. Class tests and mid semester tests are included here.

Achievement tests, on the other hand, are those more formal and extended tests which are intended to measure achievement on a large scale. An achievement test, says Harrison (1983: 7), "looks back over a longer period of learning than the diagnostic test, for example, a year's work, or a whole course or even a variety of different courses."

They are often designed to measure mastery of a public syllabus and measure what the students have learnt or presumed to have learnt.

Achievement tests must be consistent with the teaching approach adopted.

Heaton (1988: 172) stresses that,

If the students have followed a structural approach to language learning, it is clearly unfair to administer a communicative achievement test. It is equally unfair to administer a structural based test to those students who have followed a communicative approach to learning the target language.

2.6 Impact of Tests

Tests have impact on a variety of individuals. Among the ones directly affected by tests are students and teachers. First of all, they have effect on students in that being tested by itself can be a major stimulus to learning (Ingenkamp 1969). As Anastasi (1968: 402) points out, "For all types of learners, the

periodic administration of well-constructed and properly chosen achievement tests serves to facilitate learning. Such tests reveal weaknesses in past learning, give direction to subsequent learning, and motivate the learner.” In other words, learning is facilitated when students prepare for the tests.

And it is to be expected that the students’ learning will be influenced by the type of tests to be administered. Thus, particular abilities and skills that a given test assesses are likely to be emphasised by students to the neglect of others – which are not part of the test. This means that students prepare themselves only for those skills and language features which they think appear in the test.

The second group of individuals who are directly affected by test use are teachers. Teachers’ way of teaching is, in principle, dictated by values and goals of the instructional program. But, because of the influence of the type of test they use or prepare their students for, they may be forced to go out of their way. Bachman and Palmer (1996: 33) describe the situation as follows: “Despite the fact that teachers may personally prefer to teach certain material in a specific way, if they find that they have to use a specific test they may find ‘teaching to the test’ almost unavoidable.” For example, if a teacher is teaching students who are preparing to sit for a test which emphasises language forms, he may be forced to give more attention to grammar in spite of the recommended content and material. In such circumstances, a ‘hidden syllabus’ will inevitably develop.

Therefore, tests have the power of influencing the teacher, the learner, and the whole instructional process thereby affecting the fulfilment of the desired goals.

CHAPTER THREE

METHODOLOGY AND PROCEDURE

3.1 Methods

3.1.1 Data Sources

The data used in this study were collected from English Syllabus for Grades 11 and 12, English for Ethiopia Grade 11 Students' Book 1 and Book 2, English for Ethiopia Grade 11 Teachers' Book 1 and Book 2, the 1992 academic year Grade 11 Semester I and Semester II English language test papers of the sample schools, and responses of subjects to the questionnaires.

3.1.2 The Subjects

The subjects of the study were 20 teachers and 208 students from four governmental high schools in Addis Ababa. Originally, it had been intended to include at least one governmental high school from each of the six zones of Addis Ababa. One school, namely Akaki Senior High School, was dropped because of accessibility problem. The other school, Medhanealem High School, was excluded when it was found out after administration and collecting of the questionnaires that both the old and the new English textbooks were in use during the time under consideration.

Grade 11 was chosen for the study on the grounds that it is a level at which senior secondary English course – that aims at preparing the students for tertiary education – begins (English Syllabus for Grades 11 and 12). The language skills and components learnt at this stage are believed to be crucial for their later academic success.

The 1992 E. C. was favoured because by then all the schools are expected to have used the new textbooks. Likewise, the tests are believed to be based on the new textbooks and they are also the most possible recent ones to be considered.

Only governmental schools were the focus of the study because they use the new books exclusively and operate under more or less similar situations (teachers' standard and qualification, organisational structure, educational materials). On top of that, governmental schools are the ones that majority of the nation's student population have access to. Thus, the conclusions drawn from the study may be applicable to the other schools, which the study has not included.

The attempt to include in the study as many as a hundred students from each school did not materialise because many have already left schools by the time access was possible to the subjects. As a result, the questionnaire was distributed to the available 290 students out of which 82 were not returned and so 208 were used in the study. All those students learned the new 'English for Ethiopia' in the mentioned grade, academic year, and sample schools. Five teachers who taught the new textbooks in the specified year and grade were

picked from each of the sample schools for there were not more than that number.

3.2 Instruments

The data used in the study were mainly gathered from academic records (the Grade 11 and 12 English syllabus, the textbooks, teachers' books, and test papers). The other instrument used for data collection is questionnaire. The data obtained from the syllabus, the textbooks and the teachers' books were important to provide information as to what has been learnt or presumed to have been learnt and the test papers yielded information on what has been tested after completion of the texts. So, the tests are formal achievement tests administered at the end of semesters.

Two sets of questionnaire were administered to students and teachers to elicit responses about what language content had been emphasised in classroom lessons and classroom tests as well as mid semester tests. The questionnaires also contain items, which seek information regarding testing techniques employed in the tests.

3.3 The Procedure

So as to investigate the relationship between the new Grade 11 textbooks and the tests that were prepared based on them; the study was divided into four major phases.

In the initial phase, an attempt was made to reveal the relationship between Book I and Semester I tests. This was done by sorting out the grammatical contents, communicative functions, skills/sub-skills, and test elicitation techniques included in the textbook. Next, each of these content areas was specified for the Semester I test papers and compared with that of the text.

In the second phase, the same procedure was followed to show the relationship between Book II and Semester II test papers.

In the third phase, the results of subjects' responses to the questionnaire were interpreted and discussed.

In the final phase, a summary of the discussions of the three phases was provided followed by conclusions and recommendations.

CHAPTER FOUR

ANALYSES AND INTERPRETATIONS

4.1 Introduction

This section contains the main part of the study. To go about investigating the problem at hand, initially, overview of the “English Syllabus for Grades 11 and 12” is provided followed by specification of contents of ‘English for Ethiopia Grade 11 Book I’ and contents of Semester I test papers of the sample schools. Then, comparison of the text and the test papers is made in terms of each of the contents specified.

Secondly, the same procedure is repeated for Book II and Semester II test papers of the sample schools. Finally, responses of students and teachers to the questionnaire are analysed and interpreted.

4.2 Brief Overview of the ‘English Syllabus for Grades 11 and 12’

According to the information received from Institute of Curriculum and Research (ICDR), the new comprehensive English syllabus for the Ethiopian high schools is not yet published. The one used in this study is the “English Syllabus for Grades 11 and 12” prepared in the form of a leaflet that is being used as a temporary source of reference.

Therefore, it may be premature and impossible to treat it at length. The syllabus presupposes students' sufficient mastery of the skills of listening, speaking, reading, and writing, grammar and vocabulary at the end of Grade 10. It states that these skills are helpful "to study effectively at school and to use the language whenever necessary in every day situations and in the world of work" (English Syllabus for Grades 11 and 12).

The purpose of learning English at this level – cited in the syllabus – is to consolidate and extend the mastery of the above skills and focus on developing further the study skills required for success in education both at school and particularly in the tertiary level.

Regarding the language skills, the syllabus cites the following:

1. Listening Skills

By the end of Grade 12, grade 11 included, the students should be able to: understand instructions, information and explanations given by a variety of speakers; identify relevant information from a spoken source and take notes; and understand English and television programmes on the syllabus topics.

2. Oral Skills

Under oral skills a long list of social expressions used in a variety of everyday situations which the students should be able to handle at the end of Grade 12 is given. Among them are: greetings, introductions, requests, asking for and giving permissions, suggesting and responding to suggestions, etc. are some (for detail

see the syllabus). In addition, they should be able to participate completely and confidently in conversations.

3. Reading Skills

As part of the development of reading skills the syllabus enumerates what the students should be able to do as follows: reading for information, identifying relevant information from a written source and making notes, reading and understanding different kinds of texts, scanning, skimming, drawing logical conclusions from texts, etc. (for the detail see the syllabus)

4. Writing Skills

After completion of Grades 11 and 12 the students should be able to produce appropriate academic writings; use a variety of sentence patterns in their writing; write guided and free compositions; write notes from spoken and written sources; write formal and informal letters; take down dictations; and use correct punctuation marks.

Among grammatical structures to be revised in Grade 11 are: the present (simple, continuous, perfect, perfect continuous) tense; 'for' and 'since'; pronouns and possessive adjectives, etc. (for complete list see the syllabus).

According to the syllabus, the students' vocabulary is expected to be extended formally through word-building, synonyms and antonyms, phrasal verbs, figures of speech, spelling rules and informally through intensive and extensive reading.

Generally speaking, it seems that the syllabus adopts a more communicative orientation to English language learning and teaching. High value seems to have been placed on overall interaction and on message transmission. Later in the study, we shall explore whether this orientation is maintained in the tests.

4.3 Contents of the Textbooks and Contents of the Test Papers

There are two English textbooks for Grade 11, Book I for the first semester and Book II for the second. The two sets of test papers collected from each sample school are also of Semester I and Semester II.

4.3.1 Contents of Book I and Contents of Semester I Test Papers

Since Semester I tests are administered after completing Book I, the test papers and the textbook are expected to possess similar contents. Therefore, the textbook and the test papers are analysed for content in terms of four major categories and then compared.

4.3.1.1 Contents of Book I

4.3.1.1.1 Grammatical Contents of Book I

In the grammar section of this textbooks a number of exercises dealing with various grammatical components are presented. The number of items under each grammatical component is summarised in the following table:

Table I (a): Grammatical Contents of Book I

Compon	a	b	c	d	e	f	g	h	I	j	k	l	m	n	o	p	q	r	s	Total
No. of items	19	22	15	4	33	14	21	16	18	4	6	15	2	13	7	8	17	15	-	249
%	7.6	8.8	6	1.6	13.3	5.6	8.4	6.4	7.2	1.6	2.4	6	0.8	5.2	2.8	3.2	6.8	6	-	99.7

Key:

- | | |
|--|---|
| a= present simple | k= possessive adjs. + possessive pronouns |
| b= verbs rarely used in present | l= reflexive pronouns |
| c= present continuous | m= personal pronouns + reflexive pronouns |
| d= present simple + present continuous | n= verbs followed by infinitive |
| e= present perfect | o= verbs followed by '-ing' |
| f= present perfect continuous | p= verbs followed by infinitive and -ing |
| g= 'for' and 'since' | q= 'so' ... 'that' |
| h= personal pronouns | r= 'such a ... 'that' |
| i= possessive adjectives | s= others |
| j= possessive pronouns | |

The above table indicates that the grammar section of Book I contains 33 items (13.3%) for the students to practise the use of present perfect tense. The emphasis attached to it might have been prompted by the understanding of the problems that many students face to differentiate the use of present perfect from that of the simple past.

Most of the grammatical components which seem to have been given less attention, for instance p, k, d, m, are combinations of other components.

Therefore, their inclusion in small amount may be because of the fact that they are treated in the other exercises.

4.3.1.1.2 Communicative Functions in Book I

The following list shows the topics under which communicative functions are presented in the textbook:

1. Introductions
2. Descriptions of people
3. Descriptions of people in a picture
4. Things we have in common
5. Writing instructions
6. Story telling
7. A day in the life of an animal
8. Qualities
9. Telling a story from a different point of view
10. Arguments – school uniforms
11. Meeting an interesting person
12. Describing processes
13. The ideal school
14. Letter writing

The above outlined functions included in Book I are among those specified in the syllabus to be practised under various skills. The inclusion of these functions is believed to have depended on analysis of areas of language use felt

to be useful for the student. What is important, about them, is that they provide the basis for purposeful language use.

4.3.1.1.3 Contents of Book I in Terms of Skills/Sub-skills

Table I (b): Contents of Book I in terms of Skills/Sub-skills

Part One Unit	Reading Comp.	Voca.	Note- making & Summary	Grammar	Speakin g	Listening	Writing	Total	%
	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	
1	1	2	2	-	1	2	3	11	9.8
2	2	3	2	-	1	1	2	11	9.8
3	2	2	3	-	1	1	2	11	9.8
4	2	1	3	-	1	2	1	10	8.9
5	2	5	3	-	1	1	2	14	12.5
6	2	2	3	-	1	2	2	12	10.7
7	4	4	2	-	1	1	2	14	12.5
Part Two	-	-	-	29	-	-	-	29	25.9
Total	15	19	18	29	7	10	14	112	100
%	13.4	16.9	16.1	25.9	6.3	8.9	12.5	100	

As can be seen from the above table, grammar is given much emphasis in Book I. This may be an indication of the role that grammar plays in the development of communicative competence. It can also be seen that skills such as speaking, listening, and writing seem to have been included in lesser proportion than the others. However, if we take into account the amount of time and learner

involvement each of the tasks under these skills require, it may be said that their representation is fairly adequate.

In line with Dubin and Olshtain's (1986) view point, specification of the skills seems to have been based on a careful survey and evaluation of the needs of the students in terms of present and future expectations.

4.3.1.1.4 Test Formats Employed in Book I

The exercises in the textbook employ extremely varied response elicitation techniques. In most cases each item in an exercise to which the student has to respond bears a unique instruction. However, every effort has been exerted to classify them under definite test formats.

Accordingly, the following classification is adopted throughout the two textbooks.

a) multiple choice

Apart from explicit multiple choice items, an item for which there are three to five options to choose from is included here.

b) true/false

c) fill in blanks

Whatever the instruction may be, any item in which a space is to be filled by a word is categorised under this group.

d) matching

e) dictation

f) controlled writing

Here are included items in which the student is expected to rewrite sentences by: changing the forms of verbs, correcting spellings, adding punctuations, using given structures, using plural forms of nouns, and joining parts by connectors.

g) free writing

It includes writing compositions, descriptions, instructions, letters, and full sentences.

h) short answers

Under this are categorised items which involve instructions such as, 'what', 'who', 'which', 'where', 'when', 'how...', give reasons..., make a list ..., guess the meanings..., and give examples...

i) information transfer

It includes making a table, drawing a map, labelling a drawing based on information given, and completing a table while listening.

j) summaries

Under this are included items in which the students are supposed to provide appropriate titles for passages, read and make notes, prepare notes for arguments, and make a list in note forms.

k) Oral presentations

It includes all items which require the learners to discuss, argue, describe orally, explain orally, and conduct interviews.

l) miscellaneous

It includes items which are presented under instructions such as: to which category does each of the following belong?; arrange the following ...; delete (omit) the unimportant words; replace each of the following

by..., write the correct forms of the verbs in brackets; change the following nouns into plural; label the names of parts of clothing; find the right words in the passage which mean the same as ...; say whether the following are direct/indirect....

Based on this classification, the test elicitation techniques employed in the textbook are summarised in the form of test formats and their distribution is presented in the following table:

Table 1 (c): Test Formats Employed in Book I

No.	Test Format	No. of Items	%
1.	Multiple choice	61	10.8
2.	True/False	5	0.9
3.	Fill in blanks	117	20.7
4.	Matching	10	1.7
5.	Dictation	4	0.7
6.	Short answers	90	15.9
7.	Controlled writing	86	15.2
8.	Free writing	9	1.6
9.	Information transfer	6	1.1
10.	Summaries	13	2.3
11.	Oral presentation	7	1.2
12.	Miscellaneous	158	27.9
	Total	566	100

As the table indicates, the diversification of test formats employed in the text and the tendency to move away from the 'popular' multiple-choice format towards direct testing are believed to be helpful for the students to develop the skills they need in their academic studies and social interactions.

Direct testing is applied in the sense that the many formats employed in the text require the students to perform precisely the skill which we wish to measure or develop. For example, the writing skill is measured by the use of both controlled writing and free writing; the speaking skill through oral presentation; the listening skill through dictation and information transfer; and the reading skill through short answers and summaries. That means, the testing of the skills directly shows the interest that we have in fostering them because the practice for the test represents practice in those skills.

By introducing variety, the text also seems to have succeeded in testing or making the students practise both the receptive and productive skills as well as study skills.

Therefore, the distribution of test (exercise) formats in the textbook seem to be compatible with objectives of learning the language.

4.3.1.2 Contents of Semester I Test Papers

4.3.1.2.1 Grammatical Contents of Semester I Test Papers

The number of items included in Semester I test papers to test each grammatical component is given in the following table:

Table II(a): Grammatical Contents of Semester I Test Papers of the Sample Schools

Sample School	Grammatical Components																			Total
	a	b	c	d	e	f	g	h	I	j	k	l	m	n	o	p	q	r	s	
Ayer Tena					1	1						1	1		3	1	1	1	10	20
Higher 12																			3	3
Keftegna Arat		1	1				2								1				4	9
Nefas silk		1			1		1			1				2	1			1	10	18
Total		2	1		2	1	3			1		1	1	2	5	1	1	2	27	50
%	0	4	2	0	4	2	6	0	0	2	0	2	2	4	10	2	2	4	54	100

Key:

- | | |
|--|---|
| a= present simple | k= possessive adjs. + possessive pronouns |
| b= verbs rarely used in present | l= reflexive pronouns |
| c= present continuous | m= personal pronouns + reflexive pronouns |
| d= present simple + present continuous | n= verbs followed by infinitive |
| e= present perfect | o= verbs followed by '-ing' |
| f= present perfect continuous | p= verbs followed by infinitive and -ing |
| g= 'for' and 'since' | q= 'so' ... 'that' |
| h= personal pronouns | r= 'such a ... 'that' |
| i= possessive adjectives | s= others |
| j= possessive pronouns | |

The table indicates that none of the Semester I test papers of the sample schools succeeded in representing all the grammatical components presumed to have been learnt in Book I. For example, grammatical components such as present simple, combinations of present simple and continuous, personal pronouns, possessive adjectives, combination of possessive adjectives and possessive pronouns are not tested at all regardless of their inclusion in the text. In addition, the few components (3 items) represented in the test paper of Higher 12 are those which are not part of the grammatical components of Book I (see appendix II (a), items 32, 33, 36).

In this connection, it may be concluded that not all of what has been taught is tested and much of what has been tested is not taught. Thus, the tests run the risk of being content invalid and exerting harmful backwash effect on learning.

4.3.1.2.2 Communicative Functions in Semester I Test Papers

In the Semester I test papers of the sample schools, it seems that there exists only one communicative function, in which the testee is required to complete a description (see appendix III(a), items 25-29).

4.3.1.2.3 Contents of Semester I Test Papers in Terms of Skills/Sub-skills

The following table summarises the number of items included in Semester I test papers of the sample schools to test each of the skills/sub-skills.

Table II (b): Contents of Semester I Test Papers in Terms of Skills/Sub-skills

Sample School	Skills/Sub-skills							
	Reading Comp.	Voc.	Note-making & Summary	Grammar	Speaking	Listening	Writing	Total
	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
Ayer Tena	11	7	2	20	-	-	-	40
Higher 12	6	22	5	3	-	-	4	40
Kefteгна Arat	8	22	1	9	-	-	-	40
Nefas Silk	6	16	-	18	-	-	-	40
Total	31	67	8	50	-	-	4	160
%	19.4	41.9	5	31.5	0	0	2.5	100

The data in the above table indicate that vocabulary, grammar, and reading comprehension items are dominant in Semester I tests of the sample schools while items that test ability of some skills are completely missing. Even the few items categorised under writing do not directly test ability of the skill but relate to its underlying skill, punctuation.

However, measuring learners' writing ability through tests of punctuation can not be regarded as sufficient. The problem with indirect tests of this kind is that the relationship between performance on them and performance of the skills they are intended to measure is usually weak and uncertain (Hughes 1989).

In this connection, what seems to have won wider acceptance among language testers is that the best way to test people's writing ability is to get them to write.

4.3.1.2.4 Test Formats Employed in Semester I Test Papers

Semester I test papers of the sample schools made use of test formats indicated in the following table.

Table II (c): Test Formats Employed in Semester I Test Papers of the Sample Schools

No.	Test Formats	Sample School					
		Ayer Tena	Higher 12	Keftegna 4	Nefas Silk	Total	%
		No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	
1.	Multiple choice	40	36	40	30	146	91.25
2.	True/False						
3.	Fill in blanks				10	10	6.25
4.	Matching						
5.	Dictation						
6.	Short answers						
7.	Controlled writing						
8.	Free writing						
9.	Information transfer						
10.	Summarise						
11.	Oral presentation						
12.	Miscellaneous		4			4	2.5
	Total	40	40	40	40	160	100

The above table indicates that only three test formats are employed in the test papers under consideration. The single dominant format is multiple choice. The four items of Higher 12 test papers categorized under 'miscellaneous' are prose summaries of a passage in the reading part, but in wrong order. The students are required to arrange them according to the sequence of the passage.

4.3.1.3 Comparison of Contents of Book I and Contents of Semester I Test Papers

4.3.1.3.1 Comparison of Grammatical Contents

The following table presents comparison of the grammatical components included in the textbook and in the test papers.

Table III (a): Comparison of Grammatical Contents of Book I and Grammatical Contents of Semester I Test Papers

		a	b	c	d	e	f	g	h	I	j	k	l	m	n	o	p	q	r	s	Total
Book I	No. of items	19	22	15	4	33	14	21	16	18	4	6	15	2	13	7	8	17	15	-	249
	%	7.6	8.8	6	1.6	13.3	5.6	8.4	6.4	7.2	1.6	2.4	6	0.8	5.2	2.8	3.2	6.8	6	-	99.7
Semester I Test Papers	No. of items	-	2	1	-	2	1	3	-	-	1	-	1	1	2	5	1	1	2	27	50
	%	-	4	2	-	4	2	6	-	-	2	-	2	2	4	10	2	2	4	54	100

From the table above, it can be seen that grammatical components such as present simple, present simple and present continuous, personal pronouns, possessive adjectives, possessive adjectives and possessive pronouns are completely neglected by all the test papers of the sample schools. Even the representation of the other components is not compatible with their representation in the course book. Strikingly, 54% of the grammatical items included in the test papers are those which have never been dealt with in Book I.

Admittedly, when there are too many components in the text it is not to be expected that everything in the specification will always appear in a single test. In such circumstances the test constructor has to make the selection on principled basis. What seems to have lowered the content validity of the sample tests is that failure to represent the components in a convincing proportion to that of the textbook does not seem to have been dictated by such constraints.

4.3.1.3.2 Comparison of Contents in Terms of Communicative Functions

In 4.3.1.1.2 we have seen that lots of communicative functions are included in the textbook to practise the language in a purposeful way. The inclusion of these exercises in large number might be taken as a shift from focus on accuracy and form towards appropriateness and meaning as in real everyday communication.

On the other hand, as we have seen in 4.3.1.2.2, there is only one communicative function in the test papers which may be regarded as an instance of language use for some communicative purpose, describing oneself.

4.3.1.3.3 Comparison of Contents in Terms of Skills/Sub-skills

The contents of the textbook and of the test papers is presented in the following table:

Table III (b): Comparison of Contents of Book I and Contents of Semester I Test Papers

		Skills/Sub-skills							
		Reading Comp.	Voc.	Note-making & Summary	Grammar	Speaking	Listening	Writing	Total
Book I	No. of Items	15	19	18	29	7	10	14	112
	%	13.4	16.9	16.1	25.9	6.3	8.9	12.	100
Semester I Tests	No. of Items	31	67	8	50	-	-	4	160
	%	19.4	41.9	5	31.5	-	-	2.5	100

The table shows that the ratio of vocabulary items included in Semester I test papers of the sample schools is more than twice as many as those of Book I. While the ratio of items on note-making and summary as well as writing are by far less than one third of that of contents of respective skills in the textbook, skills such as speaking and listening are not at all tested. On the other hand, the seemingly close relationship between the ratio of grammatical items of the course book and that of the test papers of the sample schools does not reveal correlation of representativeness because as table III (a) indicates many of the grammatical items included within the tests do not belong to the textbook.

All in all, the degree of correspondence between the contents of Book I and contents of Semester I test papers of the sample schools in terms of skills/sub-skills is negligible.

4.3.1.3.4 Comparison in Terms of Test Formats Employed

The test formats employed in the textbook and in the test papers is compared using the following table.

Table III(c): Test Formats Employed in Book I and Semester I Test Papers

No.	Test Format	Book I		Semester I Test Papers	
		No. of Items	%	No. of Items	%
1.	Multiple choice	61	10.8	146	91.2
2.	True/False	5	0.9		
3.	Fill in blanks	117	20.7	10	6.3
4.	Matching	10	1.7		
5.	Dictation	4	0.7		
6.	Short answers	90	15.9		
7.	Controlled writing	86	15.2		
8.	Free writing	9	1.6		
9.	Information transfer	6	1.1		
10.	Summaries	13	2.3		
11.	Oral presentation	7	1.2		
12.	Miscellaneous	158	27.9	4	2.5
	Total	566	100	160	100

The above table indicates that there exists a huge difference between the two in the formats they made use of.

In the textbook are included various formats that elicit performance on all the skills both receptively and productively. There are also formats that are concerned with measuring knowledge of the language.

However, we notice in the test papers almost total dependence on the multiple choice format. Yet, as many evidences show, it is very difficult to make statements about learners' language proficiency from results produced by excessive use of the format.

4.3.2 Contents of Book II and Contents of Semester II Test Papers

4.3.2.1 Contents of Book II

4.3.2.1.1 Grammatical Contents of Book II

In the grammar section of this textbook, there are a number of exercises used to practise various grammatical components. The following table summarises the number of items under each grammatical component.

Table IV (a): Grammatical Contents of Book II

Grammatical Comp.	a	b	c	d	e	f	g	h	i	Total
No. of items	20	20	20	30	63	20	19	15	-	207
%	9.7	9.7	9.7	14.5	30	9.7	9.2	7.2	-	99.7

Key:

a= probable condition
 b= unlikely condition
 c= impossible condition
 d= relative clauses
 e= active/passive voices

f= reported speech
 g= position of adverbs
 h= participle phrases
 i= others

From the above table it can be seen that in Book II, active/passive constructions are the most emphasised grammatical components. They are included in twice as many as the relative clauses which are the next most emphasised components and even more than three times each of the other components and still four times the participle phrases which are the least emphasised ones.

4.3.2.1.2 Communicative Functions in Book II

The following are topics under which communicative functions are presented in the textbook.

1. Replying to a letter
2. Telling proverbs
3. Completing stories
4. Writing instructions
5. Arguments – for and against
6. Sharing problems
7. Delivering short talks
8. Writing about one's village or 'kebele'
9. Explaining proverbs
10. Writing letters

The functions presented in the textbook are believed to initiate the learners to use the language purposefully in the sense that they simulate the type of tasks the learners might encounter in their own real life situations.

4.3.2.1.3 Contents of Book II in Terms of Skills/Sub-skills

The number of exercises or tasks included in the textbook to practise each skill/sub-skill is shown in the following table.

Table IV(b): Contents of Book II in Terms of Skills/Sub-skills

Part One Unit	Reading Comp.	Voca.	Note- making & Summary	Grammar	Speaking	Listening	Writing	Total	%
	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	No. of Tasks	
1	3	2	2	-	1	1	1	10	11.8
2	1	2	1	-	2	2	1	9	10.6
3	1	2	1	-	1	1	3	9	10.6
4	2	1	1	-	1	2	2	9	10.6
5	1	2	2	-	1	1	2	9	10.6
6	2	2	1	-	1	1	1	8	9.4
7	2	3	1	-	1	1	2	10	11.8
Part Two	-	-	-	21	-	-	-	21	24.7
Total	12	14	9	21	8	9	12	85	100
%	14.1	16.5	10.6	24.7	9.4	10.6	14.1	100	

The above table shows that the textbook seems to have emphasised grammar, vocabulary, reading, and writing skills in descending order. Given the nature of tasks that students have to perform in exercising speaking, listening and note-making and summary skills they are included in the text in a reasonable amount.

4.3.2.1.4 Test Formats Employed in Book II

The types of formats employed in the textbook and the number of items included under each format is summarised in the following table.

Table IV(c): Test Formats Employed in Book II

No.	Test Format	No. of Items	%
1.	Multiple choice	26	4.7
2.	True/False	4	0.7
3.	Fill in blanks	114	20.5
4.	Matching	0	0
5.	Dictation	2	0.4
6.	Short answers	100	17.9
7.	Controlled writing	49	8.8
8.	Free writing	48	8.6
9.	Information transfer	6	1.1
10.	Summarise	4	0.7
11.	Oral presentation	33	5.9
12.	Miscellaneous	171	30.7
	Total	557	100

As can be seen from the table, the employment of multiple choice format is reduced while the use of 'free writing', 'short answers', and 'oral presentation' has increased when compared with Semester I (see Table I(c)).

This may indicate a gradual shift of emphasis from language recognition to production, from usage to use, and from accuracy to fluency.

4.3.2.2 Contents of Semester II Test Papers

4.3.2.2.1 Grammatical Contents of Semester II Test Papers

The number of items included in Semester II test papers of the sample schools to test each grammatical component is given below.

Table V(a): Grammatical Contents of Semester II Test Papers

Sample School	Grammatical Components									
	a	b	c	d	e	f	g	h	i	Total
Ayer Tena	1	-	1	2	1	4	1	1	8	19
Higher 12	4	3	1	4	4	3	4	2	4	29
Kefteгна Arat	-	1	2	2	3	1	-	3	8	20
Negas Silk	4	2	1	4	5	7	1	3	2	29
Total	9	6	5	12	13	15	6	9	22	97
%	9.3	6.2	5.1	12.4	13.4	15.4	6.2	9.3	22.6	100

Key:

- a= probable condition
- b= unlikely condition
- c= impossible condition
- d= relative clauses
- e= active/passive voices

- f= reported speech
- g= position of adverbs
- h= participle phrases
- i= others

The most outstanding feature of the test papers of the sample schools, as shown in the table, under column i, is that grammatical components which did not appear in the textbook are included in the tests in large proportion. This might have happened because of the teachers' conviction that these components are more important than the ones included in the text but not represented in the tests.

4.3.2.2.2 Communicative Functions in Semester II Test Papers

It appears that there exists no communicative function in any of the Semester II test papers of the sample schools.

4.3.2.2.3 Contents of Semester II Test Papers in Terms of Skills/Sub-skills

The following table summarises the number of items included in Semester II test papers to test each of the skills/sub-skills.

Table V(b): Contents of Semester II Test Papers in Terms of Skills/Sub-skills

Sample School	Skills/Sub-skills							Total
	Reading Comp.	Voc.	Note-making & Summary	Grammar	Speaking	Listening	Writing	
Ayer Tena	9	11	-	19	-	-	1	40
Higher 12	14	15	-	29	-	-	2	60
Kefteгна Arat	11	9	-	20	-	-	-	40
Nefas Silk	17	13	1	29	-	-	-	60
Total	51	48	1	97	-	-	3	200
%	25.5	24	0.5	48.5	0	0	1.5	100

The data in the above table show that nearly half of the items in Semester II tests of the sample schools test grammatical knowledge. The remaining half of the items measure reading comprehension and lexical ability.

However, it is believed that omitting speaking and listening tasks and not giving sufficient weight to note-making and summary, and writing tasks in situations where these tasks are important features of the students' real life needs might severely lower the validity of the tests.

4.3.2.2.4 Test Formats Employed in Semester II Test Papers

Semester II test papers of the sample schools made use of test formats indicated in the following table.

Table V (c): Test Formats Employed in Semester II Test Papers

No.	Test Formats	Sample School					
		Ayer Tena	Higher 12	Keftegn 4	Nefas Silk	Total	%
		No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	
1.	Multiple choice	40	50	30	57	117	88.5
2.	True/False		5			5	2.5
3.	Fill in blanks			5		5	2.5
4.	Matching		5			5	2.5
5.	Dictation						
6.	Short answers						
7.	Controlled writing						
8.	Free writing						
9.	Information transfer						
10.	Summarise						
11.	Oral presentation						
12.	Miscellaneous			5	3	8	4
	Total	40	60	40	60	200	100

The table indicates that there is heavy reliance on multiple choice format. It is, however, hardly possible to believe that learners who performed well in these kinds of tests are also able to use the language in a meaningful way.

The five items of Keftegna Arat (appendix III(b), 11-15) categorized under 'miscellaneous' are related to describing processes. The students are required to arrange the sentences in such a way that they show the correct order of making coffee. The inclusion of these items may be regarded as one step forward in the attempt to use the language for some meaningful purpose.

The three items of Nefas Silk under 'miscellaneous' (appendix IV(b) 8-69) only call for writing the correct form of the verbs in brackets.

4.3.2.3 Comparison of Contents of Book II and Contents of Semester II Test Papers

4.3.2.3.1 Comparison of Grammatical Contents

The following table presents comparison of the grammatical components included in the textbook and in the test papers:

Table VI (a): Comparison of Grammatical Contents of Book II and Grammatical Contents of Semester II Test Papers

		Grammatical Component									Total
		a	b	c	d	e	f	g	h	i	
Book II	No. of items	20	20	20	30	63	20	19	15	-	207
	%	9.7	9.7	9.7	14.5	30	9.7	9.2	7.2	-	99.7
Semester II Tests	No. of Items	9	6	5	12	13	15	6	9	22	97
	%	9.3	6.2	5.1	12.4	13.4	15.4	6.2	9.3	22.6	100

Key:

- | | |
|--------------------------|------------------------|
| a= probable condition | f= reported speech |
| b= unlikely condition | g= position of adverbs |
| c= impossible condition | h= participle phrases |
| d= relative clauses | i= others |
| e= active/passive voices | |

As the data in the above table reveal, the representation of the various grammatical components in Book II does not seem to correspond with their representation in Semester II test papers of the sample schools. Among other things the inclusion in the test papers, of several grammatical components which are non-existent in the text has contributed to this discrepancy. The relationship between grammatical contents of the text and that of the tests was calculated using Spearman's rank order correlation coefficient statistical method and r^1 was found to be -0.06 which may mean that the representations are almost contradictory.

4.3.2.3.2 Comparison of Contents in Terms of Communicative Functions

As we have seen in 4.3.2.1.2, a number of communicative functions are included in the textbook. The 'functions' presented are believed to be closely related to the learners' practical activities, that is, to the communicative contexts in which they would find themselves. However, there are no such tasks in the test papers.

4.3.2.3.3 Comparison of Contents in Terms of Skills/Sub-skills

Comparison of contents of the textbook and of the test papers is presented in the following table.

Table VI (b): Contents of Book II and Contents of Semester II Test Papers

		Skills/Sub-skills							
		Reading Comp.	Voc.	Note-making & Summary	Grammar	Speaking	Listening	Writing	Total
Book II	No. of tasks	12	14	9	21	8	9	12	85
	%	14.1	16.5	10.6	24.7	9.4	10.6	14.1	100
Semester II Tests	No. of Items	51	48	1	97	-	-	3	200
	%	25.5	24	0.5	48.5	-	-	1.5	100

As can be learned from the above table, out of the seven skills/sub-skills treated in the textbook only three are included in the tests. It can also be seen that they are more emphasised in the tests than in the text at the expense of the other content areas which are not tested.

The inclusion of grammar in that proportion and its spatial location in the text (it is located at the last part of the texts) may indicate what Widdowson (1992) called 'the restoration of grammar from temporary exile' and its influential role in the development of communicative language ability. But the prominence given to it in the tests in relation to the other skills is unjustifiable from the point of view of achieving beneficial backwash effect, content validity, fulfilment of learning objectives, and the assumptions underlying communicative language ability.

4.3.2.3.4 Comparison of Test Formats Employed

The test formats employed in the textbook and in the test papers is compared using the following table:

Table VI (c): Comparison of Test Formats Employed in Book II and Semester II Test Papers

No.	Test Format	Book II		Semester II Test Papers	
		No. of Items	%	No. of Items	%
1.	Multiple choice	26	4.7	177	88.5
2.	True/False	4	0.7	5	2.5
3.	Fill in blanks	114	20.5	5	2.5
4.	Matching	-	-	5	2/5
5.	Dictation	2	0.4		
6.	Short answers	100	17.9		
7.	Controlled writing	49	8.8		
8.	Free writing	48	8.6		
9.	Information transfer	6	1.1		
10.	Summaries	4	0.7		
11.	Oral presentation	33	5.9		
12.	Miscellaneous	171	30.7	8	4
	Total	557	100	200	100

The above table indicates that the test formats employed in the textbook outnumber those of the test papers'. It is clear that as the number of test formats increases the constructs measured by them also gets wider. Likewise, the generalizations we make from results of such tests about language proficiency of a testee becomes more valid. In other words, they provide information as to what the testee can or cannot do with the language.

On the contrary, tests which depend on one particular test format like the ones under consideration, are insufficient indicators of language proficiency.

Some of the disadvantages of the use of the multiple choice format in general and its excessive employment in particular include the following:

- it does not provide any information as to why a testee gets an item wrong.
- guessing and cheating may have considerable effects on test scores.
- its validity as measure of language ability is doubtful.
- it is often difficult to write good items.
- it usually tests only recognition knowledge.
- it exerts harmful backwash effect on learning the language.

4.4 Responses of the Subjects to the Questionnaire

1. In the questionnaire distributed to both teachers and students, they were asked which English textbook(s) they used in Grade 11 in the 1992 academic year and all replied that they used the new 'English for Ethiopia'.
2. In item 2 the subjects were asked which language skill(s)/sub-skill(s) was (were) emphasised in classroom lesson, and their response is summarised in the following table:

Table VII: Emphasis Given to the Various Skills/Sub-skills in the Sample Schools

	More Emphasised %	Less Emphasised %	Not Taught %	Total
Reading	53.8	41.1	5.1	100
Listening	53.2	37.2	9.6	100
Speaking	30.4	51.9	17.7	100
Writing	44.4	46.4	9.2	100
Grammar	84.1	14.2	1.7	100
Vocabulary	75.7	23.3	1	100
Dictation	8	56.4	35.6	100
Note-making and Summary	53.5	42.9	3.6	100

According to the percentage mean score of the subjects' responses indicated in the table above, grammar (84.1%), vocabulary (75.7%), reading (53.8%), note-making and summary (53.5%), and listening (53.2%) are the more emphasised skills/sub-skills in classroom lessons. On the other hand, dictation (56.4), speaking (51.9%), and writing (46.4%) are less emphasised.

If the emphasis given to the above skills/sub-skills is seen in relation to their inclusion in the textbooks and the objectives of learning the language, cited in the syllabus, they are at variance. The classroom lessons seem to focus on knowledge of the language while the teaching materials encourage the development of skills and meaningful language use. That is to say, the syllabus

and by extension the course books are not being implemented in the way they should.

3. For the item designed to elicit information from the subjects as to which language skill(s)/sub-skill(s) they think is/are important for students to practise, their responses are shown in the following table.

Table VIII: Degree of Importance the Subjects Attach to the Various Skills/Sub-skills

Skill/Sub-skill	Students		Teachers	
	No. of Respon.	%	No. of Respon.	%
Reading	22	14.1	9	17.3
Listening	20	12.8	11	21.2
Speaking	41	26.3	12	23.1
Writing	11	7.1	10	19.2
Grammar	28	18	4	7.7
Vocabulary	22	14.1	4	7.7
Dictation	4	2.5	-	-
Note-making and Summary	5	3.2	-	-
All	3	1.9	2	3.8
Total	156	100	52	100

In the above table, it can be seen that both teachers and students believe that speaking is the most important skill that students have to practise. Similarly,

they seem to have similar opinion about the unimportance or less importance of dictation and note-making and summary.

Nevertheless, these sub-skills are important for success in tertiary education, which is one objective of learning the language.

4. For the item aimed at eliciting information about the degree to which the language skills/sub-skills were included in classroom tests and mid semester tests, the subjects' responses are summarised in the form of percentage mean score as follows.

Table IX: Degree of Inclusion of the Various Skills/Sub-skills in Classroom Tests and Mid Semester Tests

	Always %	Sometimes %	Rarely %	Never %	Total
Reading	32.4	29.4	14.7	23.5	100
Listening	2.7	6.1	16.6	74.6	100
Speaking	1	9.8	19.2	70	100
Writing	23.5	39.7	22.4	14.4	100
Grammar	91.5	6.6	1.2	0.7	100
Vocabulary	72	27.3	0.7	0	100
Dictation	0.5	11.1	26.9	61.5	100
Note-making and Summary	10.2	23.7	25.4	40.7	100

According to the data indicated in the above table, grammar (91.5%), vocabulary (72%), and reading skill (32.4%) were always tested; writing (39.7%) was sometimes tested; and listening, speaking, dictation, and note-making and summary were never included in classroom tests as well as mid semester tests.

Based on the data it can be said that in mid semester-tests and classroom tests, only the learners' knowledge of the language is measured. Moreover, regardless of their importance in terms of present and future expectations of the learners, the other skills are disregarded. This might be because of the fact that the teachers are not conversant with objectives of language learning at this level.

5. Teachers were asked to justify their responses to the above item and from their replies the following are what most of them share in common. Accordingly, large class sizes, students' low capability in some of the language skills, and limited resources are some of the hindrances which prevent them from including all the skills/sub-skills in classroom tests and mid semester tests.

While it may be accepted that constraints such as class sizes and shortage of resources are relatively beyond the classroom teacher's control, students' low capacity in the language should not deter him from testing the skills. As David and Edwards (1992) suggest, the tasks which they have to perform should match with their ability so as to avoid situations in which self-esteem is threatened by failure on task.

6. Regarding the testing techniques employed in classroom tests and mid semester tests the subjects' responses are summarised in the following table in the form of percentage mean score.

Table X: Test Formats Employed in Classroom Tests and Mid Semester Tests

Test Format	Often %	Sometimes %	Rarely %	Never %	Total
Multiple Choice	90.1	9.9	-	-	100
True/False	25.7	33.9	22.3	18.1	100
Fill in blanks	22.5	43.3	28.2	6	100
Matching	37.9	42.5	16.7	2.9	100
Information transfer	3.5	6.9	8.2	81.4	100
Dictation	0.5	2.7	22.6	74.2	100
Writing	6.9	37.8	35.3	20	100
Oral interview	-	3	11.8	85.2	100
Cloze	-	8.1	11.2	80.7	100

As the data in the above table reveals multiple choice is the sole format that is often used in classroom tests and mid semester tests. It also shows that fill in blanks (43.3%), matching (42.5%), writing (37.8%), and true/false (33.9%) are sometimes employed, while techniques such as 'information transfer', 'oral interview', 'cloze', and 'dictation' are never used.

7. The teachers were asked to provide justifications for their responses to the above item and according to their replies the large number of students that a teacher deals with, limited amount of resources and facilities available, students' poor language background, students' lack of interest and unwillingness, the need to cover as many language areas as possible, and lack of sufficient time to rate learners' tests are factors that dictate the employment of a limited number of testing techniques.

It has already been suggested that any new language programme involves some sort of policy making. And policy making can be realistic and effective only if it takes into account the limitations of available resources for implementation. In other words, in formulating objectives for a particular new programme due consideration must be given not only to learner needs but also to the constraints of the educational institution or system under which it is to be implemented.

8. The subjects were asked whether ways of English language testing have changed in accordance with changes of the syllabus and course books in which 25% teachers and 29.8% students replied that they have changed while the great majority said that no change has taken place in ways of testing.

9. The final item is meant to elicit teachers' comments on ways of improving English language tests in the future. According to their responses, enough resources should be available; class sizes should be reduced to manageable levels; frequent tests should be administered; the tests should be all inclusive of the skills/sub-skills; lessons on testing should be given to teachers; and testing bodies should be organised in schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

In this study attempt has been made to investigate whether testing has changed in accordance with changes of syllabus and textbooks. By taking into account the widely accepted belief among applied linguists and language testers that achievement tests are syllabus based and their contents should mirror contents of the syllabus, the researcher has tried to bring this relationship to the surface. From the entire study it has been possible to find out that:

- the grammatical contents of Semester I and Semester II test papers of the sample schools do not match the grammatical contents of the textbooks on which they are based.
- a number of communicative functions which enable the learners to practise the language in a meaningful way are presented in the textbooks while practically these functions are not observed in the test papers of the sample schools.
- all the skills/sub-skills which are believed to be helpful for the learners in terms of present and future expectations are included in the textbooks in various degrees, while skills such as speaking and listening are never included in the test papers; nor are they tested in classroom test.

- the textbooks employed a wide variety of test formats but multiple choice is by far the most dominant one in both classroom tests and semester tests of the sample schools.
- grammar, vocabulary, and reading comprehension are the most emphasised language areas in the classroom lessons of the sample schools. They are also the most dominant ones in all types of tests.
- teachers justify their position for not including all content areas and not employing variety of test formats by complaining about unavailability of resources, large class sizes, and students' poor English background.

5.2 Conclusions

It has already been suggested that language teaching has undergone many changes in the last few decades. In our country, this change has been evidenced in the changes that took place in English language syllabuses and course books. It is also expected that language testing is not isolated from such developments. "Thus as language curricula and textbooks change, so the tests based on them will also need to adjust in order to retain curricula (content) validity" (Alderson, Caroline and Wall 1995: 226).

Based on this assumption and the findings enumerated above, it has been possible to arrive at the following conclusions:

The disparity between contents of the textbooks and contents of the test papers of the sample schools in terms of grammatical components, functions, skills/sub-skills, and test formats could be a reflection of the difference between the

teachers' and the syllabus designers' view about the nature of language and language learning.

As learnt from the contents of the test papers and close examination of the goal statements of the syllabus as well as contents of the textbooks it seems that for the teachers language is a system of structurally related elements and language learning is no more than the mastery of elements of this system. On the contrary, designers of the syllabus seem to hold that language is a vehicle for the expression of functional meaning and language learning is the engagement of learners in activities that involve real communication. So, it seems that not adequate work is done to change the views of the teachers.

It also seems that constraints of educational institutions such as availability of resources, and class sizes under which the syllabus is to be implemented have not been well considered.

In sum, with the new syllabus and textbooks, testing is going on still in the old way exerting strong harmful backwash effect on learning.

5.3 Recommendations

Based on what has been said so far, the following recommendations are made so as to achieve better results from the new syllabus and course books:

1. Following Widdowson's (1990), Hayes (1995), Rea-Dickins and Germaine's (1992) view, introducing innovation should entail altering the perspectives of teachers to shift their customary points of reference.

2. Language testing has to be regarded not only as an instrument for measuring language ability but also as an important aspect of language pedagogy.
3. Sample tests have to be included in textbooks.
4. Testing bodies should be organised in schools.
5. Courses on language testing should be offered for would-be language teachers of all levels.
6. Workshops and seminars have to be organised for teachers at regular intervals.

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AYER TENA SENIOER SECONDARY SCHOOL
FIRST SEMESTER FINAL EXAMINATION ENGLISH GRADE 11

1992 E.G.

Time 1 hour

NAME _____

Sec. _____

Roll No _____

READING COMPREHENSION

DIRECTION:- Read carefully the passage given below.
 Then answer the question based on the passage.

1. With the changes in populations due to the effects of climate, disease, and violent conflicts, as well as the changes in life expectancy; traditional institutions and the world's labor force are evolving.

2. Because of these changes and the growing globalization, diversity is an issue that needs to be addressed. The most common subjects related to diversity center around race, color, gender, religion, and economic status. Many other related subjects are also often considered such as education, language, physical abilities, age and culture. Diversity even relates to more specific such as personal preferences.

3. Throughout history, peoples and societies generally tended toward a more homogeneous approach in their development and were often afraid of or prejudiced against differences.

4. Standards and norms were established according to the beliefs of the dominant group (s) or culture(s). National identities used to be developed on the principle of sameness-sameness of ethnic origin, sameness of language, sameness of religion, and so on.

5. Laws were created to exclude or even punish certain differences. Groups and societies saw anyone (or group) that was different as being automatically suspect and often inferior. Eivil wars and world wars have been fought over issues relating to diversity.

/ Adapted from 'FORUM' Vol. 37:June 1999/

COMPREHENSTION

Come

1. One of the following is NOT true about the information given in paragraph 1.
- A. Traditional institutions and the world's labor force are changing due to the changes on population and life expectancy.
 - B. Certain factors such as the effects of elimate, disease and violent conflicts can never bring changes on population.

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- C. Changes on population is one of the reasons for changes on traditional institutions and world's labor force.
- D. The effects of climate, disease, life expectancy can also bring effects on traditional institutions.

comp ✓

2. The related subjects to diversity.

- A. are not based on personal preferences.
- B. should never be addressed.
- C. are centered around race, color, gender, religion and economic status excluding education and physical abilities.
- D. are based on race, color, gender, religion, etc, without considering culture and education.

comp ✓

3. In the development of people and society, one of the following is not true.

- A. and approach of to be the same kind is less important than differences.
- B. people's tendency is to be more heterogeneous than homogeneous.
- C. most people prejudiced in favour of differences.
- D. the tendency is toward a more homogeneous approach and people are often afraid of differences.

comp ✓

4. The development of national identities is .

- A. based on the standards and norms of the dominant group(s).
- B. based on the principles of differences.
- C. based on the principles of sameness.
- D. 'A' and 'B' are possible answers.

comp ✓

5. Laws were created to exclude or even punish certain differences because:-

- A. People were often prejudiced in favour of differences regarding equal treatment for sameness.
- B. people gave respect to those who were different from their identity and let them to support themselves.
- C. of their contribution to avoid the problems of dominations, suspect and inferiority that were not resolved by wars.
- D. 'B' and 'C' are possible answers.

Note-making & Summary

6. The best topic for the above passage is:-

- A. Population Increase.
- B. The changes In the Development Of Society.
- C. National Identities.
- D. Diversity.

Vocabulary

VOC 7. 'tended' (line 1 paragraph 3) means _____.

- A. avoided B. inclined C. rejected D. suspected

VOC 8. 'Prejudiced' (line 3 paragraph 3) means _____.

- A. to give no attention to something
- B. provoked
- C. liked or disliked without having adequate knowledge of something.
- D. promised

VOC 9. 'Suspect' (line 3 paragraph 5) means _____.

- A. person thought of wrong doing C. admire
- B. expect D. advise

VOC 10. 'norms' (line 1 paragraph 4) means _____.

- A. values and discriminations
- B. beliefs
- C. notably accented type
- D. cultures

Referencing

Comp 11. "... evolving." (line 3 paragraph 1) refers to _____.

- A. changes in population
- B. disease and violent conflicts
- C. traditional institutions and the world's labor force.
- D. life expectancy.

Comp 12. "... other..." (paragraph 2) refers to _____.

- A. diversity centers around race, color, gender, etc.
- B. the change of population.
- C. the related subjects such as education, language, etc.
- D. the social norms and standards of the society.

GRAMMAR AND USAGEDIRECTIONS:- Decide which one of the choices is the best to produce a grammatically correct sentence.

S 13. Yesterday, they _____ home early to get to the office by 8 o'clock.

- A. lift B. lived C. leaved D. left

- l 14. The rich people can afford to improve _____
A. themselves B. himself C. herself D. themself
- S 15. Bekele: I am going to buy that book, although it is rather expensive.
Abel: Are you? I couldn't possibly buy it.
It is _____ me.
A. too expensive for... to buy.
B. such an expensive to
C. very expensive to
D. so expensive to
- e 16. I _____ by the traffic police twice when I drive outside the city.
A. is being warn C. has been warned
B. warned D. have been warned
- voc 17. The plane was able to rise. This means it _____.
A. could rise B. might rise C. might rose D. rose
- S 18. Both girls write to each other regularly. They write _____.
A. frequently B. occasionally C. sometimes D. earely
- S 19. My friend _____ his best swit and went for a walk outside the city. *phrasal verbs*
A. put on B. puts on C. put off D. put
- S 20. As she was _____ to her mother, she lost her bag.
A. runs B. ranning C. running D. rri
- voc 21. The virus _____ easily if you use modern and sophisticated apparatus.
A. see B. could seen C. can see D. could be seen
- S 22. We can't discuss anything _____ the chairman arrives.
A. since B. until C. after D. while
- f 23. She _____ glasses since last year.
A. have been wearing C. wore
B. has been wearing D. was wearing
- S 24. I always prefer pepsi _____ Fanta.
A. than B. to C. from D. for
- n 25. How do you expect _____ such a thing.
A. to do B. me to do C. do D. doing
- O 26. I feel like _____ coffee.
A. drinking B. drink C. to drink D. you drink
- P 27. ~~Our teacher~~ made us _____ the homework.
A. doing B. to do C. do D. did

- 9 ✓ 28. The room was _____ dark _____ I couldn't see anything in it.
 A. such/that C. such a/that
 B. so/that D. so an/that
- 0 ✓ 29. I enjoy _____ western music.
 A. listen B. listen to C. listening to D. play
- 0 ✓ 30. I can't avoid _____ cigarettes.
 A. to smoke C. smoke
 B. smoking D. to buy

SENTENCE COMPREHENSION COMBINATION AND OTHERS

DIRECTION:- Read the sentences carefully and then choose the alternative, which has the same or nearly the same meaning as the given sentence.

- Comp ✓ 31. They didn't invite us to eat with them because they knew we hadn't yet finished our work.
 A. we were insulted and went away quickly because we didn't like to eat with them .
 B. We ate by ourselves.
 C. We told them we didn't want to eat with them any way.
 D. we didn't eat with them since our work had not yet been finished.
- Comp ✓ 32. Being careless for the announcement, she didn't tell us about today's examination.
 A. She said there would be no examination today.
 B. She told us there would be an examination next week.
 C. She didn't know that there would be an examination today.
 D. Due to her carelessness we were not able to know about today's exam.
- Comp ✓ 33. He advised me not to apply for the job.
 A. He thought I should do some other work.
 B. He didn't say any thing about the job.
 C. He ordered me not to apply for the job.
 D. He suggested that my application for the job is unfavourable.
- Comp ✓ 34. She has been selling vegetables in the market since she left school.
 A. she was selling vegetables before she left school but now she doesn't.
 B. she started selling vegetables after she left school but now she doesn't.
 C. she is still selling vegetables in the market.

D. she sold vegetables in the market after she left school.

DIRECTION:- Choose the best combination of the given pair of sentences.

- S 35. She was not pleased . She was not disappointed.
 A. She was not pleased but she was disappointed.
 B. She was not pleased or she was not disappointed.
 C. She was neither pleased nor disappointed.
 D. She was pleased but she was not disappointed.
- S 36. He spent all his money. He returned home.
 A. He either spent all his money or returned home.
 B. He neither spent all his money nor returned home.
 C. Although he spend all his money he didn't return home.
 D. Having spent all his money, he returned home.
- Y 37. The boy was so short. He couldn't reach the orange on the tree.
 A. The boy was so short but he reached the orange on the tree.
 B. He was such a short boy that he couldn't reach the orange on the tree.
 C. the boy was so short that he couldn't reach the orange on the tree.
 D. 'B' and 'C' are correct.

DIRECTION:- Answer the following

- S 38. From the following groups of words one doesn't show the similarities of things or ideas.
 A. Everest, Kilumanjaro, Elbrus, Koscuisko,
 B. Kind, honest, intelligent, hardworking, confident
 C. spiny dorsal, Aconcapua, polite, trousers
 D. sleeve, callar, lapels, heel, sole
 E. nostries, soft dorsal, gills, lateral line, pectoral fin
- Note-maxim 39. One of the following cannot be used as a summary of information or a note.
 A. Table B. Title C. Diagram D. omitting content words
 E. common abbreviations
- VOC 40. One of the following words is spelt wrongly.
 A. priest B. ladies C. recieve D. preferred E. happily

AYER TENA SENIOR SECONDARY SCHOOL SECOND SEMESTER FINAL EXAMINATIONENGLISH GRADE ELEVEN- 1992 E.C.

Time 1:20 hrs.

NAME _____ SECTION _____ NO _____

Part 1: PASSAGE READING (Items 1 - 10)

Read the following passage carefully. Then answer the questions that follow according to the given passage.

AGRICULTURE

1. Every person in the world needs food. The food that people eat comes from plants and animals. Plants which a farmer cultivates so that he can eventually harvest them are called crops. Animals that a farmer raises are called livestock. We can define agriculture then as the science and art of cultivating crops and raising livestock to produce food and goods for human beings.

2. Although farming is no doubt the most important part of agriculture it includes other activities in addition to farming. Agriculture has several major components such as agricultural economics which deals with the ~~most~~ business aspects of agriculture. Agronomy is a branch of agriculture which is concerned with crop culture and soil management, and animal science includes animal breeding, animal management and biochemistry. Another important branch of agriculture is agricultural engineering.

3. The crops and livestock produced by farmers provides us with food such as cereals, dairy products and meat. Food product is the most important reason for agriculture. But agriculture also produces raw materials for industry. Cotton and wool are used for the manufacture of textile goods; hides and skins are used for making leather goods; vegetable oil and fat are used for making soap; sugar cane is used for making sugar; rubber is used for making tyers and other products. Many industries today could not exist unless agriculture provided them with raw materials.

4. In most developing countries agriculture provides employment for the majority of the working population. In most African countries more than 60% of the working population is engaged in farming. In Ghana the estimate is 60% and in Togo 85%. In Ethiopia the figure is about 80%.

~~5. Many African countries depend on the export of agricultural products~~
 such as cocoa, coffee, groundnuts, cotton and so on for their foreign exchange.
 In Nigeria, for instance, agricultural exports provided nearly 80% of foreign
 exchange earnings until the late 1960s. At that time petroleum became more
prominent as a foreign exchange earner. In other countries like Gambia, Niger,
 Chad and Cameroun, where there are no important exportable minerals, agriculture
 provides nearly 100% of foreign exchanges.

(Slightly adapted from 'Agriculture and Development' - part -1)

- Comp ✓ 1. One of the following is not true according to the passage:
- A. All crops are plants but not all plants are crops.
 - B. All livestock are animals but not all animals are livestock.
 - C. All animals and plants can be regarded as the source of food for human beings.
 - D. Farming includes other activities other than crops and livestock.
- Comp ✓ 2. One of the following is not the major component of agriculture.
- A. Agricultural Economics B. Animal science such as breeding and management.
 - C. Agronomy D. Civil Engineering
- Comp ✓ 3. Which one of the following can be used as the food for human beings and a raw material for industries.
- A. cotton and wool B. hides and skins C. rubber and cotton
 - D. vegetable oils and sugar cane
- Comp ✓ 4. In which African country does agriculture provide the highest employment for working population?
- A. Ghana B. Togo C. Ethiopia D. None
- Comp ✓ 5. Which of the following items provides foreign exchange earnings for many African countries?
- A. Petroleum B. agricultural products such as cocoa, coffee, groundnuts, cotton and so on. C. textile products
 - D. hides and skins only

Referencing Questions

- VOC 6. The word art (parag. 1. line 4) refers to ...
- A. textile products B. export products C. crops and livestock used for particular purpose D. the skill of the farmer in cultivating crops and raising livestock

7. The phrase 'for instance' (para. 5 line 3) refers to ...

Comp

- A. how agriculture provides employment for the majority of the working population.
- B. the products of agriculture used for industry
- C. the products of agriculture used for export.
- D. the branches of agriculture in African countries

Vocabulary Questions

VOC 8. " ... raising livestock (para. 1 line 5)

raising means _____.

- A. lift up
- B. cause to rise or appear
- C. bring up for discussion
- D. grow or produce crops and breed animals

VOC 9. " ... has several major components ... (para. 2 line 3.)

components means _____.

- A. branches
- B. products
- C. parts
- D. A & C

VOC 10. " ... more prominent as ... (para 5 line 5)

prominent means _____.

- A. easily seen
- B. distinguished
- C. important
- D. part

PART 2 : Sentence Comprehension

Direction: Three sentences each followed by four statements are given below.

- Select the sentence that you think has the same meaning as the given sentence.

Comp 11. My brother is too young to go to school.

- A. He is very young so, he can go to school.
- B. He is old enough to go to school.
- C. He is not old enough to go to school.
- D. He is mature enough to go to school

Comp 12. The patient has little hope to recover from his illness.

- A. He is fortunate enough that he is most likely to recover from his illness.
- B. He has some hope to recover from his illness.
- C. He has not much hope and so he is most unlikely to recover from his illness
- D. He has absolutely no hope to recover from his illness.

Comp 13. She didn't have time, but if she had, she would have gone with us.

- A. She went with us since she had time.
- B. She didn't go with us as she had time.
- C. As she didn't have time, she didn't go with us.
- D. As she doesn't have time, she doesn't go with us.

PART 3: Sentence combination

DIRECTION: Choose the Best combination for each pair of sentences given below

14. He does not speak English. He does not speak French.

- A. He doesn't speak neither English nor French.
- B. He doesn't speak neither English nor French
- C. He doesn't speak either English nor French.
- D. He speaks neither English nor French.

15.

- h 15. He saw a lot of cars. He looked through the window.
 - A. Seeing a lot of cars, he looked through the window.
 - B. Looking through the window, he saw a lot of cars.
 - C. After he had looked through the window, he saw a lot of cars.
 - D. Having seen a lot of cars, he looked through the window.

- d 16. I have lost the book. I bought it yesterday.
 - A. I have lost the book which I bought yesterday.
 - B. I have bought the book that I lost yesterday.
 - C. I have lost the book I bought yesterday.
 - D. A and C are correct combinations.

Part 4: Vocabulary Questions

DIRECTION: A list of words is given below. Choose the word that best completes the numbered space in the following. Write only the letters.

List of words : A. public B. section C. collection D. available E. reference
 A library is 17 Voc of books; sometimes 18 Voc for 19 Voc use; sometimes the property of one person, or some of the learned society. Public libraries usually have separate 20 Voc for borrowing and for 21 Voc.

PART 5: GRAMMAR AND USAGE

DIRECTION: Choose the word or phrase that best completes each of the following sentences.

- d 22. The book _____ is out on loan.
 - A. who you referred to
 - B. you refers to
 - C. that you referred
 - D. to which referred you
- a 23. If you get all these questions right, you _____ the examination.
 - A. would pass
 - B. have passed
 - C. passed
 - D. will pass
- c 24. They _____ wet if they had gone out in the rain.
 - A. would get
 - B. would have got
 - C. will have got
 - D. had got
- f 25. I asked her _____ she was enjoying her dinner,
 - A. weather
 - B. in case
 - C. whether
 - D. unless
- e 26. It was only last year that the poor _____ food, clothes and medicine.
 - A. was given
 - B. were given
 - C. has been giving
 - D. have been giving
- writing 27. Which one of the following is correctly punctuated?
 - A. The teacher shouted, stop talking.
 - B. "The teacher shouted, stop talking"
 - C. The teacher shouted, "stop talking"!
 - D. The teacher shouted, "stop talking !"
- i 28. The crops _____ due to the unexpected rain.
 - A. have destroyed
 - B. has destroyed
 - C. have been destroyed
 - D. were destroying

- VOC 29. Why did you fail _____ questions?
 A. to answer to B. to reply to C. to answer for D. to reply for
- VOC 30. If team 'A' _____ team 'B', team 'A' will _____ the match.
 A. wins /beat B. beats/win C. wins/ win D. beats/beat
- + 31. The student said, "I broke the chair." When changed into the reported speech, the reporting verb would be _____
 A. announced B. admitted C. declared D. explained
- + 32. "Is your room large?" Abebe asked me: When changed into reported speech, this will be:
 A. Abebe wanted to know whether my room was large.
 B. Abebe asked me that if my room was large.
 C. Abebe asked me if my room was large D. a) and C
- + 33. My friend said to me, "Where are you going?"
 A. My friend asked if I was going
 B. My friend asked me where I was going.
 C. My friend asked me where was I going.
 D. My friend wanted to know where am I going
- i 34. She prefers working in a factory _____ working in a school.
 A. than B. to C. and D. but
- i 35. In my youth, I _____ well.
 A. used to swim B. am used to swimming C. was used to swim
 D. was used to swimming
- i 36. I am looking forward _____ a letter from you.
 A. to receive B. receiving C. to receiving D. to have received
- i 37. He spends most of his time _____ books.
 A. to read B. reading C. of reading D. to reading
- i 38. The examination was very difficult, but _____ students have done well.
 A. few B. a few C. little D. a little
- i 39. It depends _____ how you look at it
 A. at B. in C. on D. by
- g 40. In which of the following sentences is the adverb wrongly positioned?
 A. Our troops are fighting bravely. B. They are working hard .
 C. They are working hardly. D. They have just defeated their enemies.

ANSWER SHEET FOR ENGLISH GRADE ELEVEN.

NAME _____	SECTION _____	NO _____
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
16. _____	17. _____	18. _____
19. _____	20. _____	21. _____
22. _____	23. _____	24. _____
25. _____	26. _____	27. _____
28. _____	29. _____	30. _____
31. _____	32. _____	33. _____
34. _____	35. _____	36. _____
37. _____	38. _____	39. _____
40. _____		

Time Allowed 1 hr 30 minutes

I Read the passage and answer the questions that follow
Ethiopia's Efforts in Combating Desertification

- (1) Four activities are often recognized as the causes of desertification. Over cultivation exhausts the soil. Overgrazing removes the vegetation cover that protects the soil from erosion. Deforestation removes trees that bind the soil with their roots. And poorly drained irrigation turns cropland salty desertifying some 500,000 hectares each year.
- (2) The drought, which affected millions of Ethiopians in 1984/85 was the resultant effect of the aforementioned phenomenon. Over 200,000 people died due to starvation. Around eight million people suffered from food shortages. High mortality of livestock was reported. Vast areas of green vegetation disappeared. A considerable area of natural forest was destroyed as a result of high temperatures and spontaneous combustion. Large numbers of wildlife lost their habitat and migrated elsewhere. Consequently, Ethiopia lost a large segment of its biodiversity.
- (3) Much of these events occurred in the arid, semi-arid, and dry sub-humid areas of the country located in the frontier areas, east, north-east and in the areas stretching from the central land masses towards the north of the country.
- (4) As a country affected by recurrent droughts in arid, semi-arid and dry sub-humid zones, Ethiopia has signed the Convention to combat Desertification and is committed to translate the objectives into actions.

Adapted from: Ethiopian Wildlife And Natural History Society A Quarterly Newsletter

a 1. What turns cropland salty?

- A. Over Cultivation
B. Over grazing
C. Poorly drained irrigation
D. high temperatures and combustion

b 2. Paragraph 2 line 2 the word aforementioned refers to the _____

- A. migration of wildlife elsewhere
B. Causes of desertification
C. arid, semi-arid, and dry sub-humid areas
D. Convention to combat Desertification

...//

37.5

comp

3. How many people died due to famine?
A. Over 200,000 B. 500,000
C. 100,000 D. Less than 200,000

4. One of the following can be the topic of paragraph 3
A. Ethiopians Commitment to Desertification
B. The causes of Desertification
C. The Efforts made By professionals to Get Rid of Desertification in 1984/85
D. The ^{victim} effect of 1984/85 Drought in Ethiopia

5. Much of the drought and its effects occurred in the
A. rift Valleys of Ethiopia
B. arid, semi-arid and sub-humid areas
C. central highlands
D. Southern and western regions

6. Why has Ethiopia signed the convention?
A. to plant more trees B. to combat desertification
C. to expand deserts D. to do away with wildlife

II Choose the contextual meanings as they are used in the passage

7. exhausts A. uses up completely B. Sends out C. finds out
D. erodes

8. famine A. plenty of food B. Family C. a great deal of food
D) extreme scarcity of food

9. habitat A. Character B. regular C. acting by habit
D) natural Surroundings

10. Stretching A. Making wider B. straightening C. extending.
D. bending

11. Convention A. Conference B. Conversion C. agreement.
D. admission

III The following prose summaries are not arranged in order. Arrange them according to the sequence of the passage and write the numbers in order

12. The areas affected by the drought were the arid, semi- arid and sub-humid areas of the country.

13. Four activities are identified as the main causes of desertification.

14. As a victim of drought, Ethiopia has signed the Convention to Combat Desertification.

15. The 1984/85 drought in Ethiopia was the result of the above mentioned causes.

Note-making & summary

...//

IV Write the letter of your choice for the blank spaces

AND For the underlined words or phrases

^{VOC} **A** 16. The proprietors of this factory are local people.
 a) Owners b) workers c) employees d) b and c

^{VOC} **A** 17. My father was overjoyed when I passed the E.S.L.C.E
 a) full of joy b) very happy c) not happy d) a and b

^{VOC} **A** 18. When she saw the lion, her knees began to quake.
 a) tremble b) jump c) walk d) fold

^{VOC} **B** 19. The little children had gone to visit their playmates
 a) relatives b) elders c) friends d) students

^{VOC} **A** 20. I lost keys yesterday.
 a) a herd b) a flock c) a team d) a bunch

^{VOC} **B** 21. yesterday night of thieves came to my house and stole all my properties.
 a) fleet b) swarm c) pack d) gang.

^{VOC} **A** 22. of taxis blocked the road.
 a) herd b) class c) team d) fleet

^{VOC} **B** 23. Children always try to imitate their parents speech.
 a) Copy b) imitate c) accept d) a and b

^{VOC} **A** 24. The student has done his assignment accurately.
 a) Correctly b) Skillfully c) efficiently d) all

^{VOC} **A** 25. The idea appealed to her means
 a) she liked the idea b) she disliked the idea,
 c) She couldn't accept the idea. d) The idea is vague for her.

I Choose the word which is spelt correctly

^{VOC} **A** 26. a) hitting b) hiting c) hting d) hetting

^{VOC} **B** 27. a) droped b) dropped c) droped d) droppde

^{VOC} **B** 28. a) puting b) putting c. puting d) putted

^{VOC} **A** 29. a) reached b) reachhd c) reachedd d) reachde

^{VOC} **A** 30. a) robed b) robeed c) robbed d) robde

Part VI Choose the appropriate answer

^{VOC} **C** 31. have some more soup, please?
 a) Do I b) Am I c) Can I d) Can I be able to

^{sb} **A** 32. Kenya has a peaceful policy with her neighbours, and Ethiopia has
 a) neither b) either c) nor d) an and c

^{sc} **C** 33. Both the teacher and the students hard-working
 a) is b) was c) are d) have

^{VOC} **A** 34. The entry of the school from the three blocks
 a) may soon b) could seen c) can seen d) can be seen

...//

Comp

5/15

35. Neither of the two students was absent yesterday.

This means;

- a) The two students were absent.
- b) All of them were not present.
- c) Only one was absent.
- d) Both of the students were present.

36. b hard-working is b than being lazy.

- a) To be /good
- b) being/better
- c) Becoming/good
- d) To being/better

37. When you write a paragraph or essay, don't forget to _____

- a) plan, think, write&check
- b) think, plan, write&check
- c) Write, Plan, think& check
- d) write, check, think & plan

Part VII Choose three letters which contain sentences which are punctuated correctly.

- a) My niece, who was the nurse, has joined the majority.
- b) Ethiopia has green, yellow and red flag.
- c) My niece who, was the nurse, has joined the majority.
- d) Our planet has seven continents namely Africa, Asia, Europe, North America, Australia and the Antarctic.
- e) Ethiopia has green, yellow and red flag.

38. A

39. b

40. d and e

HIGHER 12 COMPREHENSIVE SECONDARY SCHOOL
ADDIS ABABA
SECOND SEMESTER ENGLISH EXAMINATION FOR
GRADE 11 (1992 E.C)

Appendix II (b)
Time: 60 mins.

English has replaced French in the world of diplomacy and German in the field of science. It is the dominant language of medicine. Most people speak it. Any literate person on the face of the globe is deprived if he does not know English. English is the most popular language everywhere. English is the language that Japanese business men use to negotiate a deal with the Kuwaitis. So common are English terms in international trade circles. It is increasingly becoming a requirement for job promotion and higher salaries. In Mexico, English speaking secretaries can double their wages, in Egypt their pay goes up 10 times. English is not simply valuable; it is absolute necessity. Only one in hundred learn English because they like it. They learn the language because they need it.

It was spread by British colonialists. Today, teaching English as a second language has become a business over the world. It is the language mostly control radio, television and film programme.

From Encyclopaedia Britannica

PART I. COMPREHENSION

Choose the letter of the correct answer according to the passage.

1. In paragraph 1, line 2, it refers to _____.
A. German B. French C. English
2. In paragraph 1, They learn the language 'they' refers
A. the people B. the language C. trade
3. English is the most popular language in _____.
A. Britain and America B. World C. British colonies
D. Western countries
4. English replaced _____ in technology.
A. Germany B. Japan C. France
5. Literate means
A. a person who knows English
B. a person who can't read and write C. those who don't know English
D. B & C

Column A Column B
Match the following words according to the passage

- | | |
|----------------|----------------|
| A | B |
| 6. spread | A. exchange |
| 7. transmit | B. need |
| 8. trade | C. language |
| 9. requirement | D. control |
| 10. globe | E. disseminate |
| | F. world |
| | G. receive |

Answer the following TRUE or FALSE question.

11. Some people speak English.
12. Only one hundred learn English because they like it.
13. English terms are not known in the world market.
14. English is a means to find a job.
15. In the diplomacy world French is the dominant.

PART II. GRAMMER AND USAGE

I. SENTENCE COMPREHNSION. Choose the one which has the nearest meaning with the given sentence.

16. Girls who attend in 11⁰⁶ will pass to grade 12.
 - A. From 11⁰⁶ there is one girl to pass to grade 12.
 - B. Some of the girls in that class will pass.
 - C. The whole girls from 11⁰⁶ will pass
 - D. No one will pass.
17. Hadn't I had enough money, I wouldn't have built such kind of a house.
 - A. Though I had money I didn't built a house.
 - B. I will have money and I will build a house.
 - C. I built a house since I had money.
 - D. I built a house even if I didn't have money.
18. Tigist did the whole home work with in a single hour by herself.
 - A. Tigist has got help to do the home work.
 - B. Some one was with Tigist when she did the home work.
 - C. Tigist did the homework with out help
 - D. A and C
19. Ambassadors, who live in Addis, are from friendly countries.
 - A. All ambassadors in Addis are our frieds.
 - B. Some of the ambassadors are from our friendly countries.
 - C. Half of them are not our friends
 - D. B and C
20. I wish Eritrea were friendly country.
 - A. Eritrea is not our friendly country.
 - B. Eritrea is not neighbouring country.
 - C. Eritrea is the peaceful country.
 - D. All are correct.

II. Grammar and Usage

I. Choose the best answer from the alternatives given below.

- a 21. If it _____ tomorrow, there _____ a good harvest.
 - A. will rain/is
 - B. rains/will be
 - C. would rain/was
 - D. none
- b 22. They wouldn't make so much noise if they _____ themselves.
 - A. would control
 - B. controlled
 - C. control
 - D. had controlled
- c 23. She would have passed the exam if she _____ hard.
 - A. had studied
 - B. had been studied
 - C. studied
 - D. A and B
- d 24. The school _____ is very famous.
 - A. which he is graduated from
 - B. from which he is graduated from
 - C. from which he is graduated
 - D. A and B
- e 25. AIDS _____ HIV/virus/
 - A. caused
 - B. are caused
 - C. has caused
 - D. is caused
- f 26. The teacher asked, "What are you doing?" this sentence can be reported as: The teacher asked her _____
 - A. that what was she doing
 - B. what are you doing
 - C. what is she doing
 - D. what she was doing
- a 27. What _____ if you _____ a lottery?
 - A. will you do/win
 - B. do you do/will win
 - C. are you doing/win
 - D. none
- a 28. You will fail the exam _____ study hard.
 - A. unless if you
 - B. unless you don't
 - C. unless you
 - D. unless You'll
- f 29. The teacher ordered me _____ the black board.
 - A. clean
 - B. cleaning
 - C. to clean
 - D. you clean
- b 30. If you _____ the first bus, you _____ late.
 - A. take/wouldn't be
 - B. took/wouldn't be
 - C. took/weren't
 - D. all are correct
- f 31. "Don't start the exam until the bell rings," the invigilator said. This sentence can be reported as: The invigilator warned _____ the exam until the bell rang.
 - A. didn't start
 - B. not to start
 - C. started not
 - D. don't start
- e 32. Will the school be closed before Sene 30, 1992? Which of the following shows the passive form in the above sentence?
 - A. be closed
 - B. will be closed
 - C. closed
 - D. the school be closed

- e 33. "Our Defence Army has beaten Eriterean invaders" This sentence may be changed into passive like this: Eriterean invaders _____ by our Defence Army.
 - A. have beaten
 - B. has been beaten
 - C. have been beaten
 - D. has beaten
- d 34. The meat _____ bought is very delicious.
 - A. which
 - B. that
 - C. _____
 - D. all
- d 35. Which one of the following statement is true about "non-defining relative clauses"?
 - A. can not use "that"
 - B. can never omit the relative proboun
 - C. must used commas
 - D. all
- voc 36. I have sent a message to my best friend and he has not yet _____ my letter.
 - A. answer to
 - B. replied
 - C. answered
 - D. replied to
- i 37. Sofia has taught English in high school _____ 1987.
 - A. since
 - B. for
 - C. in
 - D. none
- d 38. The man, who stole my purse, has been caught by the police. The underlined part of the sentence is
 - A. non defining relative caluse
 - B. relative pronoun
 - C. relative phrase
 - D. defining relative clause
- i 39. One of the following sentence is odd from the group. Which one?
 - A. The boy kicked the ball
 - B. The dog chased the rat.
 - C. The thief is arrested.
 - D. He made an excellent speech.
- b 41. If I were an Eritereana, _____
 - A. I will dethorne the government
 - B. I would have dethorned the government
 - C. I would dethorned the government
 - D. I would dethorne the government
- i 41. Make our discussion confidential, it just between you and _____.
 - A. me
 - B. I
 - C. she
 - D. It
- e 42. We often use the passive form of the sentence when
 - A. not necessary to mention the doer of the action
 - B. the agent is not important
 - C. the identity of the agent is obvious
 - D. all are correct
- i 43. The teacher made the late Comers _____ dawn.
 - A. to kneel
 - B. kneeling
 - C. kneel
 - D. B and C

- 44. I will be at home _____ she comes.
 - A. in case
 - B. by chance
 - C. on condition that
 - D. all are correct
- 45. _____ his note very well, he came to take exam.
 - A. studying
 - B. study
 - C. studied
 - D. will study
- 46. _____ driven the car _____ he reached on time.
 - A. will have ...,
 - B. Having ...,
 - C. Being ...,
 - D. will be ...;

II. Show the position of each adverb in the following sentences.

- 47. usually: when / A / do / B / you / C / have / D / tests?
- 48. hardly: We / A / can / B / hear / C / what / D / she is saying.
- 49. just: I / A / have / B / finished / C / my home work / D /.
- 50. gently: / A / she / B / hold / C / my hand / D /.

PART III. VOCABULARY

I. Complete the following sentences from the given alternatives.

- 51. Be careful with those wine glasses. They are very _____.
 - A. absolutely
 - B. delicate
 - C. used up
 - D. piece
- 52. Our discussion was _____ curtailed.
 - A. abruptly
 - B. progressed
 - C. suddenly
 - D. A and C
- 53. Look at that little boy _____; perhaps he is lost his mother.
 - A. merged
 - B. wondering about
 - C. grow older
 - D. mature
- 54. The slaves _____ the hill, pulling the heavy blocks.
 - A. attempted
 - B. toiled up
 - C. tried
 - D. massed
- 55. USA is the only _____ at present.
 - A. astronaut
 - B. super power
 - C. solar system
 - D. _____
- 56. We _____ the bottle which took place before a month.
 - A. win
 - B. won
 - C. beat
 - D. beaten
- 57. Haile Gebre Sellasie has _____ gold Medal in Atlanta Marathon competition.
 - A. win
 - B. won
 - C. beat
 - D. beaten
- 58. Though Abebe Bikila was a famous marathonist, he had never _____ world record.
 - A. win
 - B. won
 - C. beat
 - D. beaten

KEFTEGNA ARAT SENIOR SECONDARY SCHOOL

GRADE 11 ENGLISH LANGUAGE FIRST SEMESTER EXAM.

NAME Roll No SECTION TIME 1hr.

Directions:- Select the best answer that can correctly complete each sentence and write the letter of your choice on the space provided.

-1) She has been living in Jinna ___ a long time.
A) since B) until C) for D) while
-2) The police inspector ___ the place of the accident soon after he received the message.
A) arrived B) arrived at C) arrives D) came
-3) The students ___ the exam room at the right time.
A) needs enter B) need to enter C) have enter D) must to enter
-4) We all finished ___ our notes when the bell went.
A) writing B) to write C) write D) wrote
-5) After the long journey they were tired ___ they were very happy.
A) and B) so C) though D) but
-6) Don't touch the switch! It ___ give you shock
A) can B) could C) is able to D) was able to E) A&B f) A & C
-7) Almaz doesn't play tennis ___ Aster.
A) as better as C) so well as
B) as well as D) B & C E) A & B
-8) He has been a teacher ___ he left university.
A) since B) for C) for about D) till
-9) The missing letters of br - - f are
A) io B) ee C) ei D) ie
-10) I know that he ___ in the library at this moment.
A) has worked C) is working
B) works D) was working
-11) When he was a young man he ___ to be a doctor.
A) wants B) would want C) wanted D) has wanted
-12) That flower ___ nice.
A) is smelling B) smell C) smells D) an smelling
-13) ___ birds are flying in the sky.
A) A pride of B) A swarm of C) A fleet of D) A flock of
-14) Birds have the same general appearance whether they can fly or not .
All birds have feathers, wings and beaks. Most birds have claws on their feet, but those that swim have flippers instead.
This paragraph describes:-
A) the size of birds C) the appearance of birds
B) general definition of birds D) the type of birds

-15) They have been discussing the problem for an hour now but they still haven't _____ any different conclusion.
 A) come B) arrived C) arrived at D) A & B

Directions:- Which one of the following words is not correctly spelt? Identify it

-16) A) yeild B) deceitful C) fierce D) pierce
17) A) shield B) convencint C) reign D) beige
18) A) a hygiene B) achieve C) forcigner D) protien

~~.....19) A)~~

Directions: Choose the best answer which can correspond to the underlined word in a sentence.

-19) By preserving food in refrigerators food retains much of its original taste.
 A) gives up B) loses C) relaxes with D) keeps
20) There is an abundance of product in the factory.
 A) shortage of B) scarcity of C) a great amount of E) All except A
 D) plenty of F) C & D
21) He makes 1000 Birr a month.
 A) earns B) builds C) orders D) causes something to happen
22) The out come of the meeting was disappointing.
 A) future B) external C) result D) background
23) The meeting was put off for the next week.
 A) summoned B) postpone C) cancelled D) decided
24) The child couldn't tear waway himself from his father.
 A) disappear B) go together C) attend D) depart
25)

Directions: Choose the words from the list to complete the following description.

attractive fearful late pleases short

I am a girl of 17 years of age with lean and (25) Voc stature. But I presume myself as an (26) _____ girl. I am physically weak. I am always (27) _____ and insecure. Nothing (28) _____ me. Since our father is a notorious gambler and drunkard the family is humiliated. Every night, our father used to come home heavily drunk at (29) _____ hours. Now a days I am not able to tolerate the on going gossip about our father and I am becoming quiet and shy.

Directions:- Read the following passage and answer questions below.

I think noise is wonderful; it always means something exciting. I am the only member of the family who likes noise and who makes it. Even since I was a child I have loved noise.

The woman next door heres silence and when every thing is silent she screams . So often late at night while in bed I hear frequent screams and to let her know that she is not along, I also scream. I think this must confort her for she soon stops after this. It certainly doesn't please my nother, who, too, is screaming in the end.

My friend is a door lover. So when she comes to call for me she presses the bell in, and leaves it ringing until the door is opened. My mother objects strongly to this, as when it is pushed in, it does not usually come out, so when I know my friend is coming I have to eat my candy by the door, ready to open it when she comes. As my mother is not keen on noise she says that my friend and I are turning her hair grey. My dog enjoys noise, atleast, he behaves as if he does, for directly any one opens the door or knocks he backs.

..VOC.30) The word " exciting " means:-

- Comp ✓
A) enjoying B) making sad C) love D) play

..31) The woman next door screams that is:-

- A) she makes noise C) She is not interested in silence
B) she hates noise D) A & C

..VOC.32) " Frequent " means

- A) once in a while C) lately
E) always D) again and again

Comp ✓
..33) My mother

- A) likes noise B) hates noise C) she is like the woman next door
D) She enjoys by making noise

Comp ✓
..34) The woman screams at night because:-

- A) She hears the dogs barks at night
B) no one makes noise at night
C) she hears me screaming
D) my mother sings

Comp ✓
..35) My mother screams

- A) since she is the lover of silence
B) when she hears me screaming
C) because she loves noise
D) she doesn't like the woman next door

..VOC.36) My friend is a door bell lover means:-

- A) she loves noise C) she hates silence
B) She is interested in silence D) A & C

Comp ✓
..37) My mother strongly objects to this, in other words:-

- A) she agrees to the action done by my friend
B) she disagrees to me.
C) she hates my friend
D) she hates noise

^{Comp}
.....38) We turn her hair to grey

- A) by making her happy
- B) since she hates us

C) that we love silence and she is the lover of noise

D) since we do not love silence

^{Comp}
.....39) The dog and the two friends

- A) have the same interest
- B) are always in silence

C) agree because they are against the interest of the woman the next floor

D) they are like the mother

^{Note}
.....40) The possible title of the passage could be:-

A) The lover of noise

C) Noise is better than silence

B) The dog and the two friends

D) one should not make noise

SET BY ENGLISH DEPARTMENT

Z/N//

40 1/2
60

HIGHER 4 SENIOR SECONDARY SCHOOL

2nd SEMESTER FINAL EXAMINATION ENGLISH FOR GRADE 11 1992 E.C.

Time allowed :-----

Direction:- Read the passage carefully and answer the questions.

There are millions of machines in the world. We use them to move us around, to do work at home and to make things in factories. Most of them need huge amount of fuel to make them work.

Nearly all the fuels we use are called fossil fuels. These come from beneath the Earth. They were formed millions of years ago from remains of plants and small animals. Oil, gas and coal are fossil fuels. They are often found deep in the Earth or beneath the sea. It is costly and difficult to bring these fuels to the surface.

We can not replace or make the fossil fuels we use up, There is probably less than 50 years' supply of oil left beneath the Earth.

The shortage of fossil fuels is not the only problem. We use up fossil fuels by burning them. This makes fumes which go into the air and cause Pollution. These fuels harm humans and other living things. They spoil the world for all of us.

Some of the fumes from factory Chimney are Picked up in clouds. They fall back to the Earth in rain drops. This is called acid rain. This rain with acid in it can damage forests, plants and crops.

- ... 1. The fuels we use come from
 - a) the outer surface of the Earth
 - b) the surface of the sea
 - c) beneath the Earth
 - d) the answer is not given
- ... 2. The supply of oil left beneath the Earth
 - a) can be used for more than 50 years.
 - b) Can be used for less than 50 years.
 - c) Can be used over 50 years.
 - d) Can be used for every time.
- ... 3. According to the passage the fossil fuels
 - a) don't poison the air.
 - b) have disadvantage because they cause pollution.
 - c) have no disadvantage because we use them up for many things.
 - d) none of the above
- ... 4. The word them in para. one refers to
 - a) fuels
 - b) factories
 - c) machines
 - d) none
- ... 5. According to the passage the fossil fuels we use up
 - a) can not be replaced.
 - b) Will be replaced.
 - c) will not be finished even if we use them as we like.
- ... 6. The word these in para, two refers to
 - a) factories
 - b) fossile fuels
 - c) machines
 - d) fumes
- ... 7. Fumes means
 - a) Smoke from burnt fuel.
 - b) water vapour.
 - c) steam.
 - d) b and c.

$13 \times \frac{3}{2}$

$\frac{39}{2} = 19.5$

.../

8. Chimney means a) Smoke. b) water out-let.
 c) a device used for letting the smoke out. d) soot-
9. The contextual meaning of the word costly is
 a) cheap b) expensive c) less in price d) precious
10. Beneath means
 a) around b) over c) beside d) below

Direction= The following five sentences about making coffee are in the wrong order.

Arrange them in the Correct order.

- A) Then put some roasted and coffee into the boiled water.
 B) Put the pot filled with water on a stove.
 C) Remove the Coffee pot from the stove when it is ready to be served.
 D) Wait until the water boils.
 E) Fill a coffee pot with the amount of water you need.

11. C 12. E 13. B 14. D is A

Direction:- Choose the best answer to complete each of the following sentences.

16. Temegen — the test if he had worked harder.
 a) would pass c) would have passed
 b) will pass d) ~~is~~ has passed
17. I would have told you if I —
 a) was knowing c) have known
 b) had known d) were knowing
18. Your suggestion — by the committee ~~at~~ this moment.
 a) discussing b) is discussing c) is being discussed d) discussed
19. I — already — my lunch, what I want now is just a glass of orange juice.
 a) have/have b) have/had c) —/had d) had/have
20. — his assignment, he gave it to the teacher.
 a) Finish b) Finished c) Having finished d) Finishes
21. I — help father on the farm when I was a small boy.
 a) used to b) use c) was used d) use to
22. Had I enough money, I — a minibus,
 a) would buy b) will buy c) would bought d) bought
23. That book, — I finished yesterday, was really interesting.
 a) whose b) which c) whom d) who
24. The teacher told us — to class the coming week.
 a) to come b) to coming c) not to come d) don't come
25. The girl — father went to Djibouti stood first from the class.
 a) whose b) whom c) who d) how
26. The school — in 1976.
 a) was founded b) has been find c) is founded d) founded

- d*
 ...27. That girl — the E.S.L.C.E. six years ago and — it twice since then.
 a) has first taken/has taken c) first took/has taken
 b) first took/took d) has first taken/took
- a*
 ...28. She is — beautiful girl — she got married.
 a) such a/that b) such an/the c) So/that d) None
- b*
 ...29. The director announced that the number of periods in English — been increased.
 a) has b) have c) was d) were
- ch*
 ...30. — to the hospital he visited the patients.
 a) To go b) ~~Went~~ c) ~~Going~~ d) ~~Gone~~
- Ci*
 ...31. — makes a person wise.
 a) To read b) How to read c) Reading d) ~~Having read~~
- b*
 ...32. We have a Toyota car. It is — car.
 a) own b) our c) belonging d) ourseelves
- de*
 ...33. Their father bought them books. In other words,
 a) They were bought books. c) They were ~~L~~bought by the book.
 b) Books were bought for them. d) a and b.
- d*
 ...34. He — his breakfast before he — to school.
 a) had eaten/went b) was eating/going c) has eaten/went d) eats/have gone
- b*
 ...35. — she got a good job.
 a) ~~Finished~~ her studies c) She finished her studies.
 b) Having finished her studies d) She finishing her studies.

Direction:- From the list below, insert the most appropriate word in the following spaces.

- Superpowers ✓ Convenient ✓ partner ✓ straw ✓
 Sneeze — galvanizing ✓ ~~immune~~ —

Straw
 ...36. Mustefa awake with his whole body aching. The thin — mattress hardly softened the hard ^{Concrete} floor on which he slept.

Sneeze
 ...37. The dust from the floor rose up into Alemu's nostrils and made him —.

Immune
 ...38. The body's self care mechanism which constantly monitors us for infection is known as the — system.

Superpowers
 ...39. The late 1950s saw the beginning of the so-called "space race" between the then

Convenient
 ...40. Our pulse rate is the same as our heart rate, so measuring our pulse is a — way of measuring how quickly our heart is pumping.

NAME _____ SECTION _____ ROLL NO. _____

I GRAMMAR AND USAGE:

DIRECTIONS:- DECIDE WHICH OF THE CHOICES COMPLETES EACH SENTENCE.

1. She _____ see any one on the road;
a) Can't b) isn't able c) won't be able d) will be able
2. He _____ lead a normal life after operation;
a) can b) will be able to c) Won't be able d) Can't
3. The top and bottom of each box _____ painted red.
a) is b) have c) are d) has been
4. Lipstics, _____, is made from castor oil and waxes.
a) Such as b) like c) as well as d) for instance
5. Please show your bus ticket _____ request.
a) at b) on c) of d) by
6. They will go if it _____ rain .
a) don't b) didn't c) doesn't d) does
7. The bicycle _____ too much. I can't afford it.
a) will costing b) Costs c) Costed d) Cost
8. He has taught in this School _____ it first opened.
a) Since b) for c) after d) before
9. She made them _____ their hands thoroughly.
a) washing b) to wash c) wash d) washed
10. _____ a lot of guests came _____ the hosts had to move some of them to a bigger room.
a) Such/that b) So/that c) TOO/to d) But/and
11. This book is _____ .
a) Our b) Us c) to us d) Ours

DIRECTION II: CHOOSE THE BEST COMBINATION FROM THE LIST GIVEN TO COMPLETE ITEMS 12-15

- a. thinking it was cold. b. to do what we could .
c. he was silly. d. going to the theatre.

12. I thought _____ .
13. We enjoyed _____ .
14. I picked up the hot pan _____ .
15. We agreed _____ .

DIRECTION III. CHOOSE THE BEST ALTERNATIVE THAT MAKES EACH CONVERSATION COMPLETE AND MEANINGFUL.

16. Bogale: Have you ever travelled by plane?
Chaltu: _____ .
a) Yes, I have never travelled by plane. c) Yes, when I was 14 years of age .
b) No, I have ever travelled by plane . d) Yes, I want to travell by plane.

17. Bogale: Do you mind lending me your car?
Chaltu: _____.
 a) Certainly b) ofcourse c) of course not d) Yes, I mind
18. Bogale: You haven't a driving license, have you?
Chaltu: _____.
 a) Yes, I havent b) Yes, I have c) No, I have d) No, I haven't
19. Bogale: _____ your husband or your brother that drives the car?
 a) Is it b) Are they c) Are d) Both
Chaltu: preferably, my husband.
20. Bogale: How far is she journey?
Chaltu: _____.
 a) It is two days. c) It is interesting .
 b) It is 3:0hours. d) It is about 100 kms.

PART IV: READING COMPREHENSION

I. READ CAREFULLY THE PASSAGE GIVEN BELOW. THEN ANSWER THE QUESTIONS BASED ON THE PASSAGE

1. Computerised voice synthesisers often have a tendency to sound rather, well robotic. For years, researchers have worked to improve such systems, ' intonation' so that it matches the " prosody", rules that people use to add grammatical meaning to strings of words -- for Example, the way that the pitch of a voice falls at the end of a sentence, or rises before a question Mark.
2. From experience, it is noted that even the most well-spoken computers tend sound bored, and their endless droning can irritate human listeners. So instead of concentrating on improving the prosody of a neutral- sounding Voice, Ms. Truluck, a research student at the university of Florida, has set out to develop a way to improve the ability of computerised voices to express emotion.
3. The expression of emotion in human speech is a complicated business. changes in vocabulary aside, it depends on a subtle combination of variables that determine a person's pitch, volume and speed of delivery. Reviewing the existing literature on emotive speech, Ms. Truluck drew up a set of rules to describe how these and other variables differ in sad, happy, fearful and angry speech. Angry speech proved to be characterized by increase in " gain of frication(So that 'th' Sounds are louder and more emphatic.)
 Sad speech, by contrast, involves a lower pitch and Fearful speech, on the other hand, has a higher pitch.

SOURCE: THE ECONOMIST,
(1999) P.78

QUESTION ON THE PASSAGE

21. The intention of researchers for years was to;
 a) put parts of computers together .
 b) dismantle parts of computers.

- c) improve spoken-computers produce well understandable sounds.
- d) obtain outstanding researchers in computer science.
- 22. The Source for the set of rules on emotive speech as per Ms. Truluck is:
 - a) traditional stories. c) Opinion of researchers .
 - b) Literatures at the present. d) Computerised evidence.
- comp 23. 'it' (para.1) refers to:
 - a) Sound b) robot c) computer d) intonation
- comp 24. 'these' (para.3) refers to:
 - a) literatures b) Computers c) rules d) emotions
- comp 25. According to Ms. Truluck's research result:
 - a) Angry, sad and Fearful speeches have low pitches.
 - b) Fearful speech has a high pitch.
 - c) Sad speech has a high pitch .
 - d) Angry speech has no pitch.
- comp 26. 'Prosody' (para.1) implies:
 - a) Computerised Voice synthesisers .
 - b) Variables that affect human speech.
 - c) rules applied to the meaning of words.
 - d) the language of traditional society.

VOCABULARY

- 27. 'Set out' means:
 - a) prepared b) asked c) investigated d) started
- voc 28. 'dressing' means: 'droning' means:
 - a) Word b) Sound c) rule d) style
- voc 29. 'subtle' means:
 - a) simple b) rare c) complex d) few
- voc 30. 'by contrast' implies:
 - a) by accident b) by rule c) by chance d) by comparison

V. SENTENCE COMPLETION :

COMPLETE THE FOLLOWING SENTENCES BY CHOOSING AN APPROPRIATE WORD FROM THE LIST BELOW:

- a) Swarm d) Summit h) revolutionary l) playmates
 - b) Swigged e) specialized i) garments
 - c) Charged him f) predators j) Chanted
 - g) entertained k) brittle
- 31. Akaki Textile factory produces different _____.
 - 32. Since he was a drunkard, he _____ ten cups of alcohol in a very short period of time.
 - 33. When the chairman arrived, the students _____ beautiful songs.
 - 34. There was an urgent _____ in the Prime Minister's office.

- VOC 35. A lot of doctors were _____ in different fields of studies from A.A. University.
- VOC 36. They _____ to be the leader of the group.
- VOC 37. A large number of _____ attacked the northern border of Kenya last year.
- VOC 38. In the Eastern part of Ethiopia, there were a lot of _____ which fought among themselves.
- VOC 39. The Youth are the _____ forces of a country.
- VOC 40. The guests were _____ by the School Director.

NEFAS SILK COMPREHENSIVE SECONDARY SCHOOL

1992 ACADEMIC YEAR 1st SEM. ENGLISH EXAM. FOR GRADE 11 /REGULAR/

A N S W E R S H E E T

<u>NAME</u>	<u>SECTION</u>	<u>ROLL NO.</u>
1 _____	11 _____	21 _____
2 _____	12 _____	22 _____
3 _____	13 _____	23 _____
4 _____	14 _____	24 _____
5 _____	15 _____	25 _____
6 _____	16 _____	26 _____
7 _____	17 _____	27 _____
8 _____	18 _____	28 _____
9 _____	19 _____	29 _____
10 _____	20 _____	30 _____

TIME 1:30

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

Teaching is the process by which a person helps other people learn. It is one of our most important activities. Teaching helps people gain the knowledge and attitudes they need to be responsible citizens, earn a living and lead a useful, re-warding life. It also provides the chief means of passing knowledge to the next generation. Without teachers, 5 people would have to learn everything by themselves. Few people could learn enough on their own to get along in the world. The world would change greatly as humanity lost the knowledge, skills, and ideals inherited from past generations.

Much teaching takes place informally- that is, outside school. In the home, for example, parents teach their children everyday skills, as well as values and habits. Businesses 10 and industries often teach their employees necessary job skills. But when people speak of teaching, they usually mean formal teaching- the kind provided in schools by professional teachers.

More people belong to the teaching profession than to any other. About 32 million men and women throughout the world are teachers. The United states has about 7.4 million teachers, 15 and Canada has more than 330,000.

The teaching profession has developed mainly since the early 1800's when the first teacher-training schools began in Western Europe. Before then school teachers received little or no special training. Today, most countries require teachers to complete a professional training program and to meet professional standards.

20 The teachers job involves four main duties. (1) Teachers must prepare for their classes. (2) They must guide, or assist, the learning of students. (3) They must check students progress. (4) Teachers must set a good example for their students. In carrying out these duties, teachers try to identify and respond to the needs of individual students.

The World Book Encyclopedia (T Volume 19, 1994)

Note-making
summary

1. One of the following can be a possible title of this passage.
a) Teaching b) Learning c) Education d) Knowledge
- Comp 2. Teaching helps people:- a) earn a living b) lead a useful life
c) gain knowledge and attitudes d) all are answers
- voc 3. "Earn a living" is the same as;- a) get salary or wages
b) live peacefully c) help living d) lead better life
- Comp 4. Teachers' second duty emphasizes:- a) actual teaching process b) testing
c) preparing the lesson d) practising before the class.

- Comp 5. The teaching profession has developed approximately since;-
a) 1820's b) 1890's c) 1850's d) 1870's
- Comp 6. Which of the following statement is true?
a) One learns much from his/her school b) Formal teaching is nonschool teaching
c) Teaching is the process of helping one another in life difficulties
d) Teachers' third duty is evaluating their students.
- Comp 7. The first teacher-training schools began; a) in 1800's b) in Europe
c) in Eastern Europe d) a and c are correct
- Comp 8. School teachers received little or no special training:-
a) since 1800's b) before 1800's c) in the year 1800 d) in Western Europe
- Comp 9. The number of Canadian teachers is _____ percent of the total population;
a) 3 b) 33 c) 3.3 d) unknown
- Comp 10. The chief means of passing knowledge to the next generation is:-
a) through formal teaching b) through informal teaching
c) maximizing teachers' salary d) a and b e) all
- VOC 11. "Rewarding life" is to mean :- a) better life b) exciting life c) ordinary life
d) amazing life.
- VOC 12. "duties" means:- a) obligations b) responsibilities c) alternatives d) stages
- VOC 13. "values":- a) What something is worth b) price c) culture d) custom and belief
e) c and d
- VOC 14. "involves":- a) accepts b) revalues c) includes d) excludes
- VOC 15. "inherited":- a) taken down from fathers b) give back to past generation
c) exchanged d) converted
- Comp 16. "then" in line 17 refers to :- a) past b) 1800's c) early d) none
- Comp 17. "Kind" in line 11 refers to:- a) formal learning b) informal teaching
c) formal teaching d) informal learning
- Comp 18. "today" in line 13 refers:- a) 1800's b) before 1800's c) before 1800's
d) The year 1994
- Comp 19. "it" in line 3 refers to:- a) life b) chief means c) teaching d) knowledge
- Comp 20. Thirty-two million men and women throughout the world are teachers. (True/False)

II. CHOOSE THE SENTENCE THAT HAS CLOSE MEANING WITH THE ORIGINAL SENTENCE TO BE PROVIDED BELOW:

- Comp 21. I would have come if you had called me.
a) I'm happy because I could come
b) I didn't come because you didn't call me
c) I didn't come because I didn't call you
d) I 'm sorry for I came mistakenly.

22. The man confessed that he had stolen the money
- a) The man denied that he has stolen the money
 - b) The man said he never stole the money
 - comp c) The man admitted that he had stolen the money
 - d) The man knew nothing about the money

23. They paid us one hundred birr.

- e a) We were paid hundred birr
- b) Hundred birr was paid
- c) Hundred birr are paid to us
- d) We are paid hundred birr

24. If you have a little money, you can offer to buy this book.

- comp a) This book is too expensive for you to buy this book.
- b) You can buy this book even if you haven't much money.
- c) No one can offer to buy this book.
- d) The book you bought was so expensive.

25. He did quite right to refuse to lend her the money.

- a) He lent her the money but she refused him .
- comp b) He was quite right to lend her the money .
- c) His lending her the money was quite right .
- d) He was right that he didn't lend her the money.

III. GUESS THE MEANING OF THE UNDERLINED WORD IN THE FOLLOWING SENTENCES.

vo 26. It is the burden of schools to maintain healthy atmosphere for effective teaching learning process.

- a) problem
- b) creativity
- c) responsibly
- d) Sociability

vo 27. The rhythm of natural disasters affected the progress of our economy from time to time.

- a) absence
- b) recurrence
- c) improvement
- d) merit

vo 28. Sofia was innocent girl. However, her behaviour is alien even to her parents these days.

- a) inviting
- b) common
- c) encouraging
- d) Unusual

vo 29. The burglars ambushed the guard of the National Bank in an attempt to rob the saving .

- a) deceived
- b) bribed
- c) attacked
- d) rewarded

vo 30. Abebe was desperate to continue his education. Nevertheless, he graduated from Commercial school last year.

- a) intelligent
- b) lazy
- c) Considerate
- d) Hopeless

IV. READ EACH GRAMMAR ITEM CAREFULLY AND WRITE THE LETTER OF YOUR CHOICE IN THE SPACE PROVIDED:

i 31. The second parliamentary election in D.R Ethiopia _____ last month ;

- a) has taken place
- b) had taken place
- c) took place
- d) taken place

e 32. The crop _____ by the farmer. a) harvested b) is harvesting

- c) was harvested
- d) was been harvested

b 33. If I knew you were coming, I _____ you at the bus-stop.

- a) will meet
- b) would have met
- c) would meet
- d) met

- d[✓] 34. All the things _____ were bought recently are all in the new store .
a) who b) which c) whose d) where
- f[✓] 35. " I am writing a letter." she said. She said that she _____ a letter.
a) are writing b) will be writing c) was writing d) is being writing
- f[✓] 36. " Open the door! " he ordered. He ordered me _____ the door. a) open b) opening
c) to be opened d) to open
- c[✓] 37. I would have lent her my umbrella if she _____ me.
a) will ask b) had asked c) would ask d) is going to ask
- e[✓] 38. I haven't seen her since the holiday. The underlined verb is:-
a) active b) passive c) indirect d) reported
- e[✓] 39. He should _____ in a prison because he is a thief.
a) put b) be put c) be putting d) has put
- d[✓] 40. This is the man _____ you were asking. a) whom b) whose c) what d) why
- a[✓] 41. Fatuma _____ the race if the weather is favourable.
a) would win b) will win c) would have won d) would won
- w[✓] 42. _____ the door opened, the thief entered the room.
a) Finding b) coming c) Going d) Running
- b[✓] 43. If I _____ you, I wouldn't hope to cheat from a friend .
a) am b) was c) were d) have been
- VOC 44. The driver allowed me to _____ his cabin.
a) get into b) get on c) get out d) get on to
- w[✓] 45. _____ his I.D. card at home, he went back sadly.
a) Having b) Having forget c) Having forgotten d) Forget
- g[✓] 46. You _____ forget your responsibility.
a) everyday b) sometimes c) rarely d) b and c e) a and b
- f[✓] 47. Mchisso told me that he would leave _____.
a) tomorrow b) yesterday c) ago d) the following day.
- f[✓] 48. They asked _____ I could ^{show} ~~say~~ them the way to the church.
a) if b) whether c) whether or not d) all e) a and b
- f[✓] 49. The bishop said that people _____ obey their rulers.
a) must b) had to c) have to d) would
- f[✓] 50. I wanted to know who the man _____.
a) is b) was c) has been d) were
- w[✓] 51. Having _____ its harmfulness, he stopped smoking.
a) understood b) understand c) understanding d) having understood
- i[✓] 52. We have been _____ for the last wistle to start the race.
a) waiting b) waited c) wait d) to wait
- d[✓] 53. Look! This is the oldman _____ son socred straight 'A' in his ESLCE.
a) whom b) who c) that d) whose

54. One of the following pairs is not false friends. *VOC*

- a) stool - seat b) newspaper-news c) charcoal-firewood d) cows-cattle

55. I will not come _____ you promise to take me to the park .

- a) if not b) if c) unless d) don't

56. If you heat ice, it _____. a) melts b) will melt c) melted d) would melt

57. The bed in _____ I was sleeping began to shake.

- a) which b) that c) where d) whom

V. WRITE THE CORRECT FORM OF THE VERBS IN BRACKETS.

58. I (not believe) you even if you swear in Heaven's name .

59. She told me that she (sit) for exams the following day.

60. Yesterday, we(teach) by an Indian lecturer .

cut here

ANSWER SHEET					
(ENGLISH EXAM. FOR GRADE 11)/REGULAR/					
N/ME	SECTION.	ROLL NO.	TIME	1:30	
1	11	21	31	41	50
2	12	22	32	42	52
3	13	23	33	43	53
4	14	24	34	44	54
5	15	25	35	45	55
6	16	26	36	46	56
7	17	27	37	47	57
8	18	28	38	48	58
9	19	29	39	49	59
10	20	30	40	50	60

ENGLISH SYLLABUS FOR GRADES 11 AND 12

1. OBJECTIVES

By the end of Grade 10, the students should have gained sufficient mastery of the skills of listening, speaking, reading and writing in English to enable them to study effectively at school, and to use the language whenever necessary in everyday situations and in the world of work.

One of the main purposes of the fourth cycle of education, Grades 11 and 12, is to cater for the academic needs of those students who intend to proceed to tertiary education. The English syllabus for Grades 11 and 12 will, therefore, whilst consolidating and extending the work done so far with regard to listening, speaking, reading, writing, grammar and vocabulary, now focus on developing further the study skills required for success in education both at school and particularly at the tertiary level.

2. LANGUAGE SKILLS

The listening, speaking, reading, writing and study skills which the students should acquire by the end of Grade 12, grade 11 included, are listed below:

2.1 Listening Skills

By the end of Grade 12, grade 11 included, the students should be able to:

1. understand instructions, information and explanations given by a variety of speakers, including teachers of other subjects.
2. identify relevant information from a spoken source and record this information in note form. (note-taking)
3. understand English and television programmes on the syllabus topics.

2.2 Oral Skills

By the end of Grade 12 the students should be able to

1. use appropriate social expressions and formulae in a variety of everyday situations, e.g.

1. greeting someone
 2. introductions
 3. asking for and giving permission
 4. requests
 5. offering, accepting, and declining
 6. suggesting and responding to suggestions
 7. thanking and responding to thanks
 8. warning someone
 9. asking for and telling someone the time
 10. asking for and giving directions
 11. saying what you would like to do and have
 12. expressing likes, dislikes and preferences
 13. giving, accepting and declining invitations
 14. apologizing and accepting apologies
 15. agreeing and disagreeing
 16. expressing certainty and uncertainty
 17. expressing doubt
 18. expressing obligation
 19. expressing permission and prohibition
 20. expressing surprise
 21. expressing pleasure and displeasure
 22. complaining
 23. reminding someone
 24. advising someone
 25. offering help and asking for help
 26. complimenting
 27. congratulating
 28. re-assuring someone
 29. expressing sympathy
2. ask and answer questions about oral and written texts.
 3. ask questions and talk about topics related to the other subject areas.

4. participate competently and confidently in conversations on general and academic topics .

2.3 Reading Skills

By the end of Grade 12, grade 11 included, the students should be able to:

1. read efficiently at a speed appropriate to the text and the purpose of the reading
2. read factual passages for information
3. identify relevant information from a written source and record this information in note form (note-making)
4. read and understand different kinds of text, including newspapers, magazines, timetables, plans, maps charts, diagrams
5. read and understand texts related to the other subject areas
6. predict the content of paragraphs and passages
7. infer the meaning of unknown words by using contextual clues and a knowledge of word formation
8. employ reference skills efficiently.
9. scan texts to find particular information
10. skim texts to obtain the gist
11. draw logical conclusions from texts
12. understand inferences
13. distinguish between fact and opinion
14. find evidence to support opinions
15. read for enjoyment

2.4 Writing Skills

By the end of Grade 12, grade 11 included, the students should be able to:

1. produce the kinds of writing in English required of them while they are at school
2. write using a variety of sentence patterns using connectors, co-ordinating conjunctions and subordinate clauses
3. write guided and free compositions on a variety of topics

4. write notes from spoken and written sources
5. write formal and informal letters
6. take dictation of unseen passages
7. use the following punctuation marks correctly:
 - capital letters
 - full-stops
 - question marks
 - commas
 - inverted commas
 - apostrophes
 - dashes
 - brackets

4. GRAMMATICAL STRUCTURES

The students should have mastered the most useful grammatical structures by the end of Grade 10. The more important and/or difficult structures will be revised and practiced in Grade 11. These include:

1. The Present Simple and Present Continuous Tenses
2. The Present Perfect and Present Perfect Continuous Tenses
3. 'for' and 'since'
4. Pronouns and Possessive Adjectives
5. Verbs followed by the Infinitive and Verbs followed by '-ing'
6. result - Using 'so ... that' and 'such a ... that'
7. Conditional Sentences
8. relative Clauses
9. The Passive
10. Reported Speech
11. The Position of adverbs
12. Participle Phrases

As far as possible, the structures should be presented and practiced in meaningful contexts rather than in isolation.

Further testing, practice and consolidation will be provided in grade 12

5. VOCABULARY

The students' English vocabulary will continue to be extended

- a) formally, through specific attention to word-building
synonyms and antonyms
phrasal verbs\
figures of speech
spelling rules
- b) informally through intensive and extensive reading

APPENDIX VI

QUESTIONNAIRE I

Dear Students,

The purpose of this questionnaire is to gather information about English language tests being prepared in Addis Ababa high schools. The findings drawn from your response is believed to be helpful to improve language testing and language teaching. We are, therefore, grateful to you for your genuine response. And we would like to assure you that the information you provide will be confidential and will not be used to evaluate you in any way.

Thank you

Grade

Sex

1. Which English textbooks did you use in Grade 11 in 1992 academic year?
 - A. the old ENE Textbooks
 - B. The new English Textbooks
 - C. Both
 - D. Neither
2. Which language skill(s) / sub-skill(s) do you think was (were) more emphasized in the classroom lessons? (Put a tick (✓) in the appropriate box)

	More emphasized	Less emphasized	Not taught
a. reading			
b. listening			
c. speaking			
d. writing			
e. grammar			
f. vocabulary			
g. dictation			
h. note-making and summary			

3. Which language skills(s)/ sub-skill(s) do you think is (are) important for you to practise? _____

4. Which language skills/sub-skills were included in the classroom tests and mid semester tests? (Put a tick (✓) in the appropriate box)

	Always	Sometimes	Rarely	Never
a. reading				
b. listening				
c. speaking				
d. writing				
e. grammar				
f. vocabulary				
g. dictation				
h. note-making and summary				

6. Which testing techniques were used in testing during classroom tests and mid-semester tests? (Put a tick (✓) in the appropriate box)

	Often	Sometimes	Rarely	Never
a. multiple choice				
b. true/false				
c. fill in blanks				
d. matching				
e. information transfer				
f. dictation				
g. writing				
h. oral interview				
i. cloze				

j. Others (please specify) _____

8. Do you think that ways of testing have changed after the new textbooks?

Yes

No

Part II Information related to language teaching and testing

1. Which English textbooks did you use in Grade 11 in 1992 academic year?

a. the old ENE textbooks

c. both

b. the new English textbooks

d. neither

2. Which language skill(s)/sub-skill(s) do you think was (were) more emphasized in the classroom lessons? (Put a tick (✓) in the appropriate column).

	More emphasized	Less emphasized	Not taught
a. reading			
b. listening			
c. speaking			
d. writing			
e. grammar			
f. vocabulary			
g. dictation			
h. note-making & summary			

3. Which language skill(s) /sub-skill(s) do you think is (are) important for your students to practise? _____

4. Which language skills/sub-skills were tested in classroom tests and mid tests?
 (Put a tick (✓) in the appropriate column).

	Always	Sometimes	Rarely	Never
a. reading				
b. listening				
c. speaking				
d. writing				
e. grammar				
f. vocabulary				
g. dictation				
h. note-making and summary				

5. What justification would you give for your response to No.4?

- Reasons: 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

6. Which testing techniques were employed in classroom tests and mid tests?

	Often	Sometimes	Rarely	Never
a. multiple choice				
b. true/false				
c. fill in blanks				
d. matching				
e. information transfer				
f. dictation				
g. writing				
h. oral interview				
i. cloze				

j. Others (Please specify): _____

7. What justification would you give for your response to No.6?

- Reasons: 1. _____
2. _____
3. _____
4. _____
5. _____

8. Do you think that testing has changed in accordance with the changes of the textbooks?

Yes

No


9. What would you suggest for the improvement of English language testing in the future?

- a. _____
b. _____
c. _____

DECLARATION

I, the undersigned declare that this thesis is my original work, and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Bekele Gerba

Signature:  _____

Place: Institute of Language Studies, Addis Ababa University

Date of Submission: June 5, 2001