

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAMME)



VOCABULARY TESTING TECHNIQUES AND THEIR RELEVANCE
TO VOCABULARY TEACHING TECHNIQUES SUGGESTED:
THE CASE OF GRADE 11 ENGLISH TEXTBOOK

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JUNE 2009

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BY

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ABSTRACT

The main aim of this study was to examine the relationship between the vocabulary teaching techniques used in English textbook and the vocabulary testing techniques in schools.

To this end, grade eleven English textbook was selected and the vocabulary teaching techniques were identified and examined. Similarly, eighteen final examination papers were selected from two government and one non-government preparatory schools. Items used in the examination papers were sorted out and categorized according to their types. After that, the relationship between the vocabulary teaching techniques and the testing techniques was compared and contrasted.

The findings of the study show that there is a mismatch between the vocabulary teaching techniques in the textbook and the testing techniques in the examination papers.

Finally, based on the drawn conclusions, recommendations were made.

UNIT ONE

INTRODUCTION

1.1 Background of the Study

It is a fact that teaching vocabulary is a significant factor in language teaching. Since words play an important role in expressing our feelings, emotions and ideas to others during the act of communication, foreign language teachers should attribute importance to teaching vocabulary in their classes.

It is evident that communication is a mutual relationship between the speaker/writer and the listener/reader. The listener/reader should comprehend what he/she listens/reads in the target language. Unless he/she has sufficient knowledge of vocabulary, he/she cannot decode the message sent by the speaker/writer. It follows from this that vocabulary is a great importance for real communication to take place.

However, vocabulary was a neglected area of foreign language teaching for a long time in the past. Pride of place has been given to grammar, speaking and reading, but little specification was given to the role of vocabulary.

Fortunately, this important language component has begun to gain its due recognition in the last few years and many of the newer course books include word study or vocabulary sections. Moreover, nowadays it seems that there has been an inclination to stress on the nature of vocabulary and its importance in teaching and learning a second or a foreign language.

Furthermore, realization came that sustained communication is virtually impossible without access to a relevant and wide range of vocabulary. There is also an understanding that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

In general, if learners have an extensive vocabulary and strategies for acquiring vocabulary, it is believed that they are encouraged to use language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television.

Like the vocabulary teaching and learning which received incidental attention in many textbooks, the mutual interdependence between language teaching and testing was not given due concern in the past. However, beginning with the communicative era emphasis has been given to the relationship between language teaching and testing by a number of scholars (Davies 1990; Heaton, 1988 and 1991; Hughes 1989; Madsen, 1983 and Weir, 1990).

These scholars have underlined the close relationship between language teaching and testing. Language tests have been considered to be among factors that should be seriously taken both in teaching and in the area of language development. In this regard, with the introduction of new methodologies of teaching, it should be a common practice to administer tests to check the feasibility and usefulness of the introduced methods. It is therefore, necessary for teachers to give emphasis on planning tests as they do on teaching. Accordingly, it seems very demanding to understand the general use of tests and testing techniques.

In other words, they should know testing techniques which can go with the teaching techniques they use. Testing experts show that teachers should never forget that the strength of most tests lie on their relationship to language teaching.

It is known that English as a foreign or second language is one of the school subjects given in the Ethiopian schools starting from the lower KG (kindergarten) to higher educational institutions; that is, colleges and universities. From these institutions, high schools and preparatory schools are the central ones to teach and to test the language.

Among the major objectives of teaching English in these schools is to enable students to develop their vocabulary learning/acquisition competence. This can be done by introducing students to the vocabulary items in different contents and contexts since vocabularies are the building blocks of every language. In other words, learning a foreign language begins with the learning or the acquisition of the vocabulary of that language (Wallace, 1988).

Since teaching or learning vocabulary may not be an assurance to ensure that learners have mastered the use of the vocabularies they have learned, it is necessary to construct vocabulary tests 'that measure students' knowledge of the meaning of certain words as well as the patterns and collocations in which they occur' (Heaton, 1988:9).

1.2 Statement of the Problem

Though vocabulary tests play a great role in the teaching learning process of the English language in the classroom, high school and preparatory school teachers in Ethiopia do not give due attention to these tests (Seifu,1992). Seifu also concludes that even though vocabulary tests appear in some situations within English language test papers, they are not properly constructed in line with the principles of vocabulary testing techniques.

In the same way, Yetbarek (1994) explains that English language proficiency of high school students is much lower than the level required of them to function effectively at high school level. This may be due to the type of questions or techniques that appear in the English language tests in general and in vocabulary tests in particular. Heaton (1991:6) states that "certain test papers and books at present in use in high schools contain badly written questions which have a harmful effect on learning English."

Similarly, Genanaw (1997) believes that most of the contemporary Ethiopian secondary school students are less proficient than they are expected to be in their command of English language in general and vocabulary use in particular. In fact, in teaching English as a foreign language, the knowledge of vocabulary plays a vital role as far as mastery of language is concerned, for learning a foreign language results from learning the vocabulary of that language. But high school and preparatory students are still unable to find enough words for communication. This can be seen from the degree of use of vocabulary of high school and preparatory school students.

In this regard, it may be assumed that the types of vocabulary questions that are included in English language tests in high schools and preparatory schools may be negatively affecting the students' performance in English and thereby contribute to their low proficiency in the language. Therefore, this study tries to investigate, in a wider context, vocabulary testing techniques in relation to vocabulary teaching techniques suggested in the grade eleven English textbook.

To this end, the study tries to seek answers to the following two basic questions:

1. Are there similarities and differences between vocabulary testing techniques and vocabulary teaching techniques at schools?
2. How do these similarities/differences affect learners' vocabulary development?

1.3. Objectives of the Study

1.3.1 General Objective

The main objective of this study is; therefore, to see the similarities/differences between vocabulary testing techniques in exam papers of preparatory schools and vocabulary teaching techniques suggested in the grade eleven English textbook, and to see how these similarities/differences affect students' vocabulary development.

1.3.2 Specific Objectives

Specific objectives of the study include:

1. To study vocabulary testing techniques used at grade eleven English language exam papers and in relation to the vocabulary teaching techniques employed in the corresponding textbook.
2. To analyze the nature of vocabulary test items in some English language test papers and to see the relevance of the vocabulary testing techniques to the techniques of vocabulary teaching.
3. To find out the washback effect of vocabulary testing systems on vocabulary teaching and learning.

1.4 Significance of the Study

It is commonly believed that tests have significant roles in enhancing students' mastery of a language. This can be achieved if they are prepared in such a way that they encourage the students to use the language communicatively. In view of this it is hoped that insights derived from the research will have some pedagogical significance in bringing to light the problems associated with preparation of English language tests, particularly on vocabulary thereby recommending measures that could be taken to improve the situation.

It is also believed that since the paper attempts to incorporate some important viewpoints of different scholars in language testing, the results of the study may help in increasing teachers' awareness of language testing and thus providing a valuable input for teacher education. Again one can benefit from the study in gaining a better understanding of the need for close relationship between language teaching and testing.

1.5 Delimitation of the Study

In order to make the research manageable, the study area is delimited to three purposely selected preparatory schools in Addis Ababa. The eleventh grade English textbook and the examination papers from these schools have been taken as frames of reference. Therefore, the study focuses on examining the vocabulary teaching and reinforcement techniques in the textbook and the testing techniques in the said grade teacher-made English language final examinations, but it does not aim to encompass the other grade levels or areas on which the relationships of teaching and testing are examined.

1.6 Limitations of the Study

The study focuses only on tests administered in Addis Ababa preparatory schools. Although it was the researcher's intention to assess tests administered in many schools and different grade levels, time, financial problem and other constraints have restricted the study to only one grade level and only three preparatory schools. Moreover, the researcher was unable to find three semesters' final examination papers from the two schools included in this study.

UNIT TWO

REVIEW OF RELATED LITERATURE

2.1 The Relationship between Teaching and Testing

One important implication of second language teaching and the emphasis it gives to communication is that a teacher has to be able to construct tests that measure as accurately as possible the student's ability to use the language (Dacanay, 1963: 456). In relation to this, teachers are expected to prepare tests and examinations that have a valuable contribution in assessing learners' proficiency, progress and achievement.

Oller (1979:44) also states that tests serve a number of purposes including instructional, managerial (providing feedback), motivational (as rewarding instruments), diagnostic, and curricular (helping to define the curriculum as a whole) uses.

In general, tests are important instruments in motivating and enhancing the teaching and learning process as a whole. Thus developments in language testing should be seen in relation to the teaching and learning process since teaching and testing are directly related and they are two inseparable components of the entire teaching and learning system.

Illustrating that there exists a close relationship between teaching and testing, Heaton (1988:5) points out that "both teaching and testing are so closely related that it is virtually impossible to work in either field without being constantly concerned with the other."

Davies (1968: 5), as cited in Hughes (1989:2), recommends that "the good test is an obedient servant since it follows and apes the teaching." Though Hughes does not totally accept Davies' idea, he suggests that 'the proper relationship between teaching and testing is surely that of partnership.' He adds that "we cannot expect testing only to follow teaching. What we should demand of it, however, is that it should be supportive of good teaching and, where necessary, exert a corrective influence on bad teaching"(Hughes,1989:2).

Parallel to the above mentioned views, Davies (1990:1) explains:

Language testing is central to language teaching. ...testing provides goals for language teaching, and it monitors, for both teachers and learners, success in reaching those goals. Its influence on teaching (washback effect) is strong....it provides a methodology for experiment and investigation in language teaching and language learning/acquisition.

What is important to note here is that one possibly infers from what has been stated so far that teaching and testing support each other. In other words, testing and teaching are not separate entities. Teaching has always been a process of helping others to discover new ideas and new ways of organizing what they have learned, and testing is, and remains, an integral part of teaching.

2.2 Washback Effect in Teaching and Testing

2.2.1. What is Washback?

Researchers in the field of language testing give a similar view regarding the basic definition of washback. The definitions of washback are nearly as numerous as the people who write about it. They range from simple and straight-forward to very complex. Some take a narrow focus on teachers and learners in classroom settings, while others include reference to tests' influences on educational systems and even on society in general. Some descriptions stress intentionality while others refer to the apparently haphazard and often unpredictable nature of washback.

Many authors also use other terms for the same basic concept as washback. For example, in the general education and applied linguistic literature, this concept is sometimes referred to as backwash, while elsewhere it is referred to variously as test impact, test feedback, curriculum alignment, systemic validity and measurement-driven instruction.

Shohamy (1993:4), as quoted in Bailey (1999), has summarized four key definitions that are useful in understanding the washback concept:

- Washback effect refers to the impact that tests have on teaching and learning.
- Measurement driven instruction refers to the notion that tests should drive from learning.
- Curriculum alignment focuses on the connection between testing and the teaching syllabus.
- Systemic validity implies the integration of tests into the educational system and the need to demonstrate that the introduction of a new test can improve learning.

Prodromou (1995:13) defines washback effect as the direct or indirect effect of examinations on teaching methods. According to the effect of examinations on what we do in the classroom, we may refer to positive or negative washback. For Messick (1996:241), washback is "the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning".

Similarly, Heaton (1991:16-17) describes washback effect as the way we describe an exam or test influences teaching and learning in the classroom. Hughes (1989:1) states simply that "the effect of testing on teaching and learning is known as *backwash*." This term, as Hughes uses it, is synonymous to washback. Thus the definitions the above writers have given to washback take a narrow focus and concentrate on the influence a test has on what happens in the classroom.

On the other hand, Pierce (1992:687), cited in Bailey (1999), takes a broader view and states that "the washback effect, sometimes referred to as the systemic validity of a test, ... refers to the impact of a test on classroom pedagogy, curriculum development, and educational policy".

Likewise, Bachman and Palmer (1996: 35) perceive washback as a subset of a test's impact on society, educational systems, and individuals. They demonstrate that test impact operates at two levels: the micro level (that is., the effect of the test on individual students and teachers) and the macro level (the impact on society and its educational systems). Bachman and Palmer note, however, that washback is a more complex phenomenon than simply the effect of a test on teaching and learning. Instead, they sense the impact of a test should be evaluated with reference to the contextual variables of society's goals and values, the educational system in which the test is used, and the potential outcomes of its use.

More specifically Messick (1996:254) points out that washback is "not simply good or bad teaching or learning practice that might occur with or without the test, but rather good or bad practice that is evidentially linked to the introduction and use of the test."

It is possible to see from these definitions that while washback is widely held to exist, there are some differences in how it has been defined, and even in what it is called; nevertheless, its importance in test construction and evaluation should not be underestimated.

2.2.2 Washback and Testing Techniques

Tests are often considered as exerting a significant force which holds back progress in language testing. In other words tests may have a powerful negative washback effect on teaching. This may be linked to using an inappropriate type of test format in testing. For example, it is often argued that teachers will teach to a test; that is, if they know the content of a test and/or the format of a test, they will teach their students accordingly. So that if one type of test format is frequently used in a test predictably, it may bring about harmful effect on teaching because it forces learners and teachers to collect and study previous examination papers at the expense of the actual use of language. Therefore, care



should be given to match the test format and the objectives of the course thereby beneficial washback can be promoted.

Skehan (1991:3), as quoted in Dereje (2000:9), argues that some test developers, unfortunately, adhere to using the multiple-choice formats due to a belief that it is an all-embracing model. Baker (1989:100) comments that "washback may have a harmful influence on teaching: indirect tests which involve candidates in rather unnatural activities such as multiple-choice tests may lead to excessive practice of these activities in the classroom, bringing little benefit to the learner."

Prodromou (1995:15) points out that the use of fragments of language, a concentration on word-and sentence-level linguistic features, and a focus on skills/sub-skills which, in terms of administration and marking are easier to test are likely to have a harmful washback effect. It is, then, advisable to use a variety of test formats in such a way that they cannot be predictable, and that can go parallel to the course goals and objectives.

It is possible to infer from what has been stated above that to give rise to a useful effect in language learning and teaching, test designers should consider the advantages and drawbacks of different test formats, be it objective or subjective, and apply them in testing according to their appropriateness for that particular test. Otherwise being stuck to one type of test format, particularly to multiple-choice, may not reflect the actual learning outcomes of the language learning syllabus, instead it may cause a negative washback effect on teaching.

2.2.3 Enhancing Positive Washback

Hughes (1989: 44-47) lists some factors that may enhance positive washback effect. He advocates a brief chapter to 'achieving beneficial backwash', in which he outlines seven ways of promoting positive backwash:

1. Test the abilities whose development one wants to encourage.
2. Sample widely and unpredictably.
3. Use direct testing.
4. Make testing criterion-referenced.
5. Base achievement tests on objectives.
6. Ensure that the test is known and understood by students and teachers.
7. Where necessary provide assistance to teachers.

Similarly, Brown (1994: 170-172) defines washback as the benefit that tests offer to learning, and advises that if teachers are to create intrinsically motivating tests which they apply to tests in their classroom, they should take into account the principle of washback, and he suggests the following:

1. When students take a test, they should be able, within a reasonable short period of time, to utilize the information about their competence that test feedback offers.
2. If teachers want to enhance washback, they should provide narrative evaluations of test performance.
3. Promoting positive washback also implies that students have ready access to their teacher to discuss the feedback and evaluation the teacher has given.

Thus, the principles suggested by the above scholars tell us something that in order to smoothly handle the teaching and learning process, the main objective of teachers and test developers should be the achievement of positive washback effect of testing thereby there should not be a difference between what is practised in learning and teaching the language and performances in preparing for the test.

2.3 The Importance of Language Testing

The primary concern to construct tests is to use them as devices to reinforce learning and to motivate students or as a means of assessing the students' performance in a language (Heaton, 1991). In addition, other scholars have indicated ways in which how tests are important in the educational programme. For example, Doff (1988:257) explains that tests tell the teacher what the students can and cannot do, and therefore how successful the teaching has been, and they show what areas need to be taught in the future. On the other hand, tests tell students how well they are progressing, where they need to focus their attention as learners and they are encouraged to take their testing seriously.

According to Hughes (1989:7), purposes of testing are:

- *to measure language proficiency regardless of any language courses that candidates may have followed,*
- *to discover how far students have achieved the objectives of a course,*
- *to diagnose students' strengths and weaknesses; i.e., to identify what they know and what they don't know, and*
- *to assist placement of students by identifying the stage or part of a teaching programme most appropriate to their ability*

In general, we use tests to obtain information about students, teachers, and the teaching learning process as a whole. But the information we hope to get from different kinds of tests is used for different functions. For instance, as Seton (1982:173) states, tests tell the teacher how far his/her teaching is effective; that is, to what extent teaching is taking place among his/her students.

2.4 Testing Vocabulary

2.4.1 Purposes of Testing Vocabulary

People are naturally interested in their progress when they are studying a foreign language. Teachers are likewise interested in their students' improvement. Because one of the key elements in learning a foreign language is mastering the L2's vocabulary, it is probably safe to assume that there has been interest in testing vocabulary from the earliest times in foreign languages were formally studied.

Besides, there are a number of reasons why vocabulary testing should be regarded as a useful element in a well-run language-teaching programme. If vocabulary knowledge is accepted as a fundamental component of second language proficiency, it is natural to expect that one of the primary goals of language testing will be to assess whether learners know the meanings of the words they need to communicate successfully in the second language (Read, 1997:303).

Similarly, if vocabulary is considered to be an important component of language knowledge, it naturally needs to be assessed in some way. For some learners, particularly beginners, vocabulary may be about the only aspect of language they know well enough to be tested on. For example, if a language programme focuses on the skill of reading, vocabulary measurement is appropriate because vocabulary knowledge is one of the most important factors in reading ability (Schmitt, 2000:163).

Another reason has to do with learners' attitudes. Testing researchers have found that tests have consequences far beyond providing estimates of examinee's abilities. They also shape the way learners view the content of a course. Most teachers are aware that learners partially judge the importance of classroom material by whether it appears in subsequent tests or not. This effect is called backwash or washback, and can be positive or negative. If a teacher thinks vocabulary is important, then it is worth including a vocabulary component in an assessment scheme to build positive attitudes toward vocabulary study. That is why Hughes (1989:147) advises that for those who believe that systematic teaching of vocabulary is desirable, vocabulary achievement tests are appreciated for their washback effect. On the other hand, if vocabulary is stressed in classes, but never addressed during assessment, students might come away with the negative conclusion that vocabulary does not really matter.

Other scholars point out different purposes of vocabulary tests as follow:

- Vocabulary tests are prepared as measures of general ability or intelligence, and as measures of achievement in special subject field (Lado, 1967).
- The purpose of vocabulary test is to measure the comprehension and production of words used in writing or speaking (Madsen, 1983:12).
- A test of vocabulary measures students' knowledge of the meaning of certain words as well as the patterns and collocations in which they occur (Heaton, 1988:9).
- Tests of vocabulary often provide a good guide to reading ability, and it is usually necessary for students to demonstrate not only the knowledge of the meaning of a particular word but also an awareness of the other words with which it is generally used ;that is, collocation (Heaton, 1991:79).

Schmitt (2000:164) summarizes the possible purposes for giving a vocabulary test as follows:

Perhaps the most common one is to find out if students have learned the words that were taught, or that they were expected to learn (achievement tests). Alternatively, a teacher may want to find where students' vocabularies have gaps, so that specific attention can be given to those areas (diagnostic test). Vocabulary tests can also be used to help place students in the proper class level (placement test). Vocabulary items that are part of commercial proficiency tests provide some indication of a learner's vocabulary size, which is related to overall language proficiency. Other possibilities include utilizing tests as a means to motivate students to study, to show students their progress in learning new words, and to make selected words more salient by including them on a test.

Therefore, in designing vocabulary tests, one should notice what kind of test he/she is going to prepare and for what purposes.

2.4.2 The Role of Context in Vocabulary Testing

Emphasizing the importance of context in testing vocabulary, (Heaton, 1988:53) recommends that vocabulary is much more usefully tested in context since it is the context that gives specific meaning and relevance to a word, thus creating a situation which is as linguistically valid as possible in the circumstances. He adds:

Since subtle shades of meaning are often determined only by the specific context in which a particular word appears, it is generally advisable to provide fairly full contexts for vocabulary testing, especially at an advanced level. The fuller the context, however, the more difficult it sometimes can prove to find plausible distractors.

Similarly, Read (1997) states that vocabulary testing indeed has a lengthy history, and in relation to this from a cotemporary perspective, the issue that need to be assessed in determining the appropriate place for vocabulary in languages tests is the role of context in vocabulary testing. In other words, if we accept that context is indispensable in normal vocabulary learning and use, we have to understand that it is invalid to assess learners' comprehension of particular words presented in isolation from a larger linguistic context. Illustrating this point, Read (1997:303) writes:

Under the influence of communicative approaches to language teaching and testing, current thinking tends towards the view that we should assess the learners' ability to deal with lexical items as they occur in whole texts and discourse tasks.

In keeping with the contemporary preference for integrative and communicative test formats, especially in language proficiency testing, it is generally recommended that vocabulary items should be presented in the context of a sentence or a larger discourse unit since it is important for learners to be able to understand words as they occur in connected written or spoken discourse rather than just as independent items.

Nevertheless, the contextualizing of words adds a reading or listening comprehension requirement to the vocabulary test, which in turn reduces the number of items that could be included. For certain purposes, then, particularly in the measurement of vocabulary

size, the desirability of context has to be weighed against the need to cover a large sample of words. This means that presenting words in isolation may be the only practical way of achieving the necessary coverage (Read, 1996).

As far as the significance of context in testing vocabulary is concerned, the desirable issue that could be raised together is the position to be given for a reading passage in vocabulary tests. In order to show the relationship between vocabulary test and reading comprehension, Schmitt (2000:150) states that "there is a close association between vocabulary knowledge and reading comprehension ability that has long been recognized in the literature. That is, it is true that the more a vocabulary test is contextualized, the more reading comprehension may play a role in test performance."

Likewise Henning (1991), as cited in Read (1997:306), discusses that 'technically, the best format to test vocabulary overall is the most contextualized one. It is no longer important to prepare a separate set of vocabulary items. Instead, lexical assessment should be integrated into reading comprehension section of the test; that is, a certain proportion of the reading items assess knowledge of particular words in the reading passages.'

To sum up, according to Schmitt (2000), while there is still a role for tests that assess how well learners know words that occur frequently in the language or ones that are useful for the learners' own communicative purposes, these tests need to be located within a broader framework of communicative lexical ability. One priority for such a framework is to specify the role that context should play in vocabulary assessment. This becomes true when test designers, including, teachers, are aware that the lexical items they want to test are presented in whole text rather than a single sentence or in complete isolation.

2.4.3 Techniques of Vocabulary Testing

According to Hughes (1989:59), test techniques are means of eliciting behaviour from candidates which will tell us about their language abilities. Explaining what

characteristics language testing techniques teachers need in order to know the language capability their learners have, Hughes suggests that the techniques should have the following qualities that teachers should be able to use. Hence, the techniques:

- will elicit behaviour which is a reliable and valid indicator of the ability in which they are interested;
- will elicit behaviour which can be reliably scored;
- are as economical of time and effort as possible; and
- will have a beneficial washback effect.

In the same way, when preparing vocabulary test items, as much as possible, one should be in a position to design vocabulary testing techniques or formats which can fulfill the aforementioned features of good techniques.

Therefore, in the following section of this paper, an attempt is made to discuss what types of vocabulary testing techniques that could be applied to examine the word knowledge of students.

2.4.3.1 Objective Type Vocabulary Testing Techniques

As to McDaniel (1994:144), objective test items require students to recognize best answers or to complete a sentence with a word or phrase. The advantage of objective tests is that they can sample a wide range of information in a short time and can be scored very efficiently. Especially, when the number of students to be tested increases, the attractiveness of objective tests goes up. In other words, in any setting involving a large number of students, or involving opportunities to use the test on subsequent occasions, a strong case can be made for the use of objective tests.

On the other hand, emphasizing this point, Heaton (1988:25) says that because objective tests usually have one correct answer or at least a limited number of correct answers, they can be mechanically scored. The fact that they can be marked by computer is one

important reason for their evident popularity among examining bodies responsible for testing large numbers of students.

2.4.3.1.1 Multiple-Choice Items

Lado (1967) states that the understanding of the nature of vocabulary and vocabulary problems does not sanction the use of words out of context in tests of vocabulary. He adds that a better type of item to test vocabulary as part of language is a multiple-choice item that provides an appropriate context for the lexical problem in the stem.

Multiple-choice items take many forms, but their basic structure is that there is a stem and a number of options, one of which is correct, the others being distractors. It is the candidate's task to identify the correct or most appropriate option Hughes (1989). Perhaps the most obvious advantage of multiple-choice is that scoring can be perfectly reliable, rapid and economical. Moreover, because items can be pre-tested fairly easily, it is usually possible to estimate in advance the difficulty level of each item and that of the test as a whole.

There are, however, some problems associated with the use of this format. Hughes, (1989) and Weir (1990) mention the difficulties related to the multiple-choice item as follows:

- The technique tests only recognition knowledge.
- Guessing may have a considerable but unknowable effect on test scores. That is to say, the scores gained in multiple-choice tests may be suspect because the candidate has guessed all or some of the answers.
- The technique severely restricts what can be tested.
- It is very difficult to write successful items. That is, multiple-choice tests take much longer and are more expensive and difficult to prepare.
- Washback may be harmful.
- Cheating may be facilitated.



Having discussed about the nature, advantages and disadvantages of multiple-choice questions, let us now see the guidelines proposed by Heaton (1988), Madsen (1983) and Weir (1990) for writing multiple-choice items. So as to use efficiently this test format in a language test, these scholars have suggested the following principles:

1. If the problem area being tested is located in the options, the stem should be kept simple. If, however, the problem area is included in the stem, the options themselves should be simple in so far as they should contain only those vocabulary items.
2. Each option should belong to the same word class as the word in the stem, particularly when the word appears in the context of a sentence. If this rule is observed, there will be less danger of the context providing important grammatical clues for the testees.
3. The correct option and the distractors should be at approximately the same level of difficulty.
4. All the options should be approximately the same length.
5. It is also advisable to avoid using a pair of synonyms as distractors: if the testees recognize the synonyms they may realize immediately that neither is the correct option, since there can be only one correct answer. It is also dangerous to pair off options by providing an antonym as a distractor.
6. The spelling, grammar and punctuation should be correct.
7. The language must be concise and at an appropriate level of candidates.
8. The distractors have to be wrong but plausible and discriminate at the right level.
9. Enough information should be given to answer the question.
10. There should be only one unequivocally correct answer.
11. Care should be made not to give away the right answer through grammatical clues.

When we come to the types of multiple-choice questions to test vocabulary, we get the following three forms:

2.4.3.1.1.1 Multiple-Choice Definition

This type of vocabulary test item contains a word to be tested followed by several definitions or synonyms. To show the importance of this item type, Harris (1969:65) states that in vocabulary tests, antonym items have been frequently used. However, the more direct synonym type appears to set a more relevant task in terms of everyday use of the language and is therefore generally regarded as preferable for the testing of foreign learners' English vocabulary.

2.4.3.1.1.2 Multiple-Choice Completion

This kind of item is constructed by deleting a word from a sentence. Here the students look at the group of words and choose which one best completes what they have read. The item puts the word to be tested in a context and makes the testees rely on context clues and sentence meaning (Madsen, 1983).

2.4.3.1.1.3 Multiple-Choice Paraphrase

In this type of item, a word in context is underlined and several possible meanings are provided and students are instructed to choose the best synonym or paraphrase of the vocabulary item. In this item choosing the right word or alternative relies more on knowing the key vocabulary item than on finding meaning in the sentence (Hughes, 1989).

2.4.3.1.2 Matching Items

The matching item is a variation of the multiple-choice item. While multiple-choice question usually presents a single problem and several solutions, the matching exercise presents several problems and several solutions.

Most matching exercises are composed of two columns, one on the left side of the page containing the stimuli or promise, and on the right hand side containing the responses. The matching item uses the same set of response alternatives for a whole group of items because of this it is efficient in time and space (Payne, 1992). It is therefore, a compact method of testing vocabulary.

While describing how to use matching testing techniques for testing vocabulary, Heaton (1988:60) suggests that the most useful type of matching item is undoubtedly that based on a reading comprehension passage. He adds:

The students are given a list of words at the end of the passage, and required to find words of similar meaning in the passage. Since a detailed context is provided by the passage and little additional material is required, this is an economical method of testing vocabulary.

In writing matching items Hopkins (1998:244) indicates that to decrease the probability that a student will benefit from guessing or from the process of elimination, the number of possible responses should exceed the number of stimuli by two or three.

2.4.3.1.3 Filling in Blank Spaces

It is a commonly and widely used method of testing vocabulary. Testees are provided with a passage or a paragraph with some words missing in it, and then they are asked to read the passage carefully so as to choose and supply a suitable word from the given lists of words to fill each of the spaces.

2.4.3.2 Subjective Type Vocabulary Testing Techniques

2.4.3.2.1 Simple Completion Items

These types of items test students' ability to produce appropriate words which are to be filled in the blank spaces that appear in sentences. In this case, the students are required to supply a structured short answer by themselves. These item types are useful in teacher-made classroom testing because they are relatively quick and easy to write

though they sometimes create some problems in that quite frequently there are many possible right answers, some of which the test writer might not even have considered at the time he/she prepared the test. Short answer or completion items are particularly useful when it is important to test over definitions, facts, nomenclature, relationships or simple interpretations. They are easy to write, can be scored quickly, and appear to have the advantage of requiring the student to construct an answer rather than merely recognize it. Not only is guessing reduced, but some research suggests that longer retention is obtained by the very act of recalling information rather than simply recognizing it.

In writing completion items McDaniel (1994) recommends the following three rules:

- Work backwards. Jot down the answer you want, and then write a direct question that will elicit that answer.
- Facilitate easy scoring by lining up all response blanks on the right side of the page.
- Avoid using sentences right out of the book to discourage rote memorization.

2.4.3.2.2 Cloze Test

A cloze test (also cloze deletion test) is an exercise, test, or assessment consisting of a portion of text with certain words removed, where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong to the deleted passages of a text.

Tasks for a cloze test are designed by deleting words from the text (a paragraph or reading text) in question either mechanically (every *n*th word) or selectively, depending on exactly what aspect it is intended to test for (Allen, 1983). A blank space indicates where each omitted word belongs. Therefore, in a passage with some missing words in it, students are required to read the text carefully and supply suitable words contextually in each of the spaces.

2.4.3.2.3 Crossword puzzles

Crossword puzzles have important values for vocabulary teaching and testing. First of all, crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. To solve any crossword puzzle, a person must be able to identify and understand the terms being used and he/she requires the skill of making inferences, evaluating choices, and drawing conclusions. For these reasons, crosswords make a terrific educational tool, and teachers should continue to use them for presenting and testing vocabulary items (Jones, 2007).

2.5 Vocabulary Teaching

In the past, in foreign language teaching, vocabulary has for a long time been a neglected area, and vocabulary teaching and learning were given little priority in second language programmes. Pride of place has been given to 'structures' or latterly, 'functions'. Course books have provided little guidance other than word lists, so that apart from turning to the specialized supplementary material, such as dictionary workbooks, teachers have been hard put to satisfy their students' demand for words (Taylor, 1990:1).

In the same way, Richards and Renandya (2002) comment that traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programmes. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, speaking and reading, little specification was given to the role of vocabulary.

Likewise, Cunningsworth (1995:38) points out that until recently, vocabulary was a neglected area of foreign language teaching, but it has gained its due recognition in the last few years, as realization came that sustained communication is virtually impossible without access to a relevant and fairly wide range of vocabulary. It is often asserted with some truth that students can communicate more effectively with knowledge of vocabulary than with knowledge of grammar.

Fortunately, this situation no longer obtains, and many of the newer course books include word study sections. Moreover, nowadays it seems that there has been an inclination to stress on the nature of vocabulary and its importance in learning and teaching a second or foreign language.

Therefore, it is known that there is no right or best way to teach vocabulary since the best practice in any situation depends on the type of student, the words that are targeted, the school system and curriculum, and many other factors (Schmitt, 2000:142). Teachers, therefore, need to be aware of the teaching methodologies available for introducing and teaching vocabularies or new lexical items to their students.

2.5.1 What is Vocabulary and What Needs to Be Taught?

2.5.1.1 What is Vocabulary?

Roughly, vocabulary can be defined as the words we teach in the foreign language. But it should be noted that a new item of vocabulary may be more than a single word which expresses a single idea. On the other hand, there may be multiple-word idioms where the meaning of the phrase cannot be deduced from the analysis of the component words. Therefore, Ur (1996) suggests that a useful convention is to cover all such cases by talking about vocabulary 'items' rather than words.

2.5.1.2 What Needs to Be Taught?

Different scholars recommend that the most important aspects of a word like form (pronunciation and spelling), grammar, collocation, aspects of meaning, and word formation should be taught so that a language learner can simply understand, remember and even restore the new vocabulary item that he/she encounters in a variety of situations.

2.5.1.2.1 Form: Pronunciation and Spelling

It is vital for a learner to recognize what a word sounds like or its pronunciation and what it looks like or its spelling. Ur (1996) points out that these are obvious characteristics of a word which (one or the other) a learner perceives when he/she encounters the item for the first time. Hence, teachers need to make sure that they have accurately presented and taught these aspects in their teaching.

2.5.1.2.2 Word Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form.

2.5.1.2.3 Aspect of Meaning: Meaning Relationship

How the meaning of one item relates to the meaning of others is useful in teaching. Scholars argue that the whole of the English language is a huge network of lexical sets consisting of related words and most modern English textbooks use these relationships as organizing principles for teaching new vocabularies instead of just teaching random words.

In everyday talk, we frequently give the meanings of words in terms of their relationships; we try to relate vocabulary items to each other in terms of their meaning. That is to say, vocabulary items may be similar or different in their meaning; as a result they may or may not substitute to each other. This relationship between words is said to be sense relation. Sense relationship refers to the semantic relationship that exists between lexical items. In this case, the meanings of words are characterized not in terms of their component features, but in terms of the relationship to other words

(Atkins, Hailom and Nuru, 1996; Palmer, 1996; Yule, 1996). Sense relations that most teachers and learners frequently encounter are synonymy, antonymy and hyponymy.

2.5.1.2.3.1 Synonymy

Synonymy is a relationship of sameness. Two or more forms with very closely related meanings, which often, but not always, intersubstitute in sentences are synonyms (Yule, 1996:118). It should be maintained that the idea of sameness of meaning used in discussing synonymy is not necessarily 'total sameness'. Indeed it would seem unlikely that two words with exactly the same meaning would both survive in a language.

Palmer (1996:89) mentions six ways which differentiate possible synonyms from one another: some sets of synonyms belong to different dialects of the language; some words are used in different styles; some words may differ in their emotive or evaluative meaning, their 'cognitive' meaning remaining the same; some words are colloquially restricted; many words are close in meaning or that their meaning overlap (there is a loose sense of synonymy) and synonyms often differ in their connotation.

It is argued that if such factors are seriously considered, synonyms could be a useful organizing principle in learning and storing vocabulary out of contexts (McCarthy, 1990:17).

2.5.1.2.3.2 Antonymy

Antonymy is used to express the relationship for the 'oppositeness of meaning'. Words that are opposite are antonyms. Antonymy is a regular and very natural feature of language through which unfamiliar words are introduced to learners.

Oppositeness can be expressed in English in different ways. A basic distinction of oppositeness is between gradable and ungradable opposites. Gradable antonyms are words such as young/old, wide/narrow which have in common the fact that they may

be seen in terms of degrees of the quality involved. These are used in comparative constructions, and the negative of one member of the gradable pair does not necessarily imply the other. On the other hand, ungradable antonyms or complementary pairs are those forms such as dead/alive, married/ single which truly represent oppositeness of meaning and they are not normally used in comparative constructions.

Of course, a word may have different opposites in different contexts, for example, hard/easy exam hard/soft chair (McCarthy, 1990; Yule 1996). Hence, it is not recommendable to put words with their antonyms without considering such differences in the relationship of words in various situations.

2.5.1.2.3.3 Hyponymy

Hyponymy involves the notion of inclusion in the sense that the meaning of one word can be included in other words. For instance, the meanings of 'daffodil', 'tulip' and 'rose', 'lion' and 'elephant', 'ram', 'ewe' and 'lamb' are incorporated in the words 'flower', 'mammal' and 'sheep' respectively. Therefore, the lower terms such as 'daffodil', 'tulip' and 'rose' are hyponyms of the upper or superordinate term 'flower' and 'lion' and 'elephant', 'ram', 'ewe' and 'lamb' of 'mammal' and 'sheep'.

The concept of inclusion involved here is the idea that if, for example, any object is a rose, then it is necessarily a flower, hence the meaning of flower is included in the meaning of rose and so on. While considering hyponymous relations, one is essentially looking at the meanings of words in some type of hierarchical relationship. Hence presenting vocabulary items based on this relationship is useful, for it offers the possibility of clear, diagrammatic representation of meaning (Carter and McCarthy, 1988:25).

2.5.1.2.3.4 Collocation

Words are not only related to one another on the vertical or paradigmatic dimension, but also on the horizontal or syntagmatic aspect. The former one refers to the relationship of

words in terms of meaning, that is the relationship between any given word and what might have occurred in its place while the latter one to the frequent occurrence of words together or the combinations that words enter into when discourse is produced. Carter and McCarthy (1988:32), citing Firth (1957), write:

Meaning operates at different levels; one type of meaning is collocation. Collocation is an abstraction at the syntagmatic level and is not directly concerned with the conceptual or idea approach to the meaning of words

Showing the importance of collocation in extending the vocabulary of learners, Richards (1985:178) asserts that knowing a word means knowing the sort of words most likely to be found associated with it. Likewise Nattinger (1988) mentions two important features of collocation. First, the meaning of a word has great deal to do with the words it commonly associates with. Second, collocations permit people to know what kinds of words they can expect to find together. Nattinger further says that these help for language learners to expect what sorts of information can follow from what has preceded, so that they are able to guess the meaning after hearing only the first part of familiar collocations.

Gairns and Redman (1986:39), identifying four types of collocations: subject noun + verb, verb + object noun, adjective + noun, and adverb + past participle used adjectivally, stress that collocation can provide a useful framework for revising items which are partially known and for expanding the learner's knowledge of them.

2.5.1.2.3.5 Word formation

Experts note that the knowledge of word formation plays an important role in learners' vocabulary development and the ability to infer the meaning of unknown words. Hence the information from affixes (prefixes and suffixes) which are usually added to the root either to modify the meaning or to change one part of speech to another is a useful strategy for students to learn and remember words.

Hence, in teaching learners to find out the meanings of new words using word building, it is advisable to teach word-part strategy by telling students that words can be composed of affixes and roots and learning to break words into such parts makes some long words more manageable for students who will be intimidated by the length of words.

Cynthia and Johnson (2005) suggest that the strategy of using prefixes and suffixes for building words is probably most effective when combined with other ways of acquiring words, such as context clues. Cook (2001:68) also points out that an important way of discovering the meaning of a word is to try to deduce it from its actual form. Therefore, knowing how to break down words into parts will make them easier to tackle and learning prefixes, suffixes and roots will give students more tools for vocabulary growth.

2.6 Techniques of Teaching Vocabulary

Nation (1992), in Hunt and Beglar (2002), explains that knowing a word involves various aspects of word knowledge such as knowing related grammatical patterns , affixes, common lexical sets, typical associations, how to use the word receptively and productively, and so on.

Parallel to this view, Richards (1976), cited in Dianna and Julia (1996), recommends that lexical competence implies more than just knowing what a word means. It assumes a number of other kinds of knowledge, including what differentiates one word from other words that appear to be the same, what other meanings a word might have, what other words derive from it, what kinds of associative links it has with other items in the lexicon, how it behaves syntactically and, just as importantly, its limitations of use according to situation and function.

Furthermore, there are various techniques, principles and exercises that can be used to develop the learners' mastery of knowledge of words. Among these techniques, Hunt and Beglar (2002) present the following: sorting sorts of words and deciding on the categories, making semantic maps with lists either provided by the teacher or generated

by the learners, generating derivatives, inflections, synonyms and antonyms of a word, making trees that show the relationships between superordinates and coordinates, identifying or generating associated words, combining words from several columns, matching parts of collocations using two columns, competing activities as a cloze activity, and playing crossword puzzles or bingo.

Others techniques for presenting new vocabulary items include the following:

2.6.1 Guessing Word Meanings

This is done by finding clues from a passage or a sentence. There are different ways of guessing the meanings of unknown words from a passage. These methods are:

- A) *Guessing the meanings from the context:* guessing unfamiliar words from the surrounding words or from the sense of the sentence using ideas or hints which help us to guess the meanings of the difficult word,
- B) *Using the knowledge of word formation:* many words can be divided into two or more parts, that is, affixes (suffixes and prefixes) and roots. Understanding these parts can lead us to recognize the meanings of unknown words by means of word analysis.
- C) *Using synonym context clues:* it is possible to recognize some synonym context clues because they appear as the same part of speech as the unknown word.
- D) *Using punctuation:* sometimes a pair of commas and other punctuation marks show the meanings of unfamiliar words in a given context.

2.6.2 Substitution

Substitution is a method or strategy of guessing unknown words intelligently while reading. In substitution, a word in context is underlined and its possible lexical meanings are presented as alternatives. It is the responsibility of the learner to choose the best substitution of the word according to the sense of that context or sentence. To use this strategy, simply substituting a word or phrase that makes sense in place of an unknown word is possible.

II. Identify the correct sentence

- _____ 14. A: I need always your help. B. I need your help always.
C. I always am in need of your help. D. I always need your help.
- _____ 15. A. He went to Kebede hotel.
B. He opened his eyes ^{and} look at me.
C. His big, black eyes are attractive.
D. "Sister," he said, "Do you go to aunt Aster now?"

III. Choose the alternative which means almost the same as the given sentence.

- _____ 16. He stopped to play tennis.
A. He had been playing tennis and stopped.
B. He stopped so that he could play tennis
C. He played tennis before he did an activity.
D. He stopped playing tennis.
- _____ 17. Congratulations were flooding London to congratulate Tony Blair on his second success of being prime minister.
A. Floods flooded London.
B. Some letters were sent to Tony Blair.
C. There were floods named congratulations in London.
D. Many letters were sent to Tony Blair.
- _____ 18. In the war, the king slept with his soldiers and was buried in the capital.
A. The king was in the bed to take rest.
B. The king was shot dead.
C. The king is alive.
D. The king took position with his soldiers to attack his enemies.
- _____ 19. She bought a black and red shirt
A. She bought a black and a red shirt. B. She bought two shirts.
C. The shirts she bought are black & red D. She bought one patterned shirt.
- _____ 20. "Don't follow me," Doctor said.
A. Doctor begged me not to follow him. B. Doctor warned us not to follow her.
C. Doctor inquired them not to follow him. C. Doctor asked you not to follow her

PART TWO:- Reading Comprehension

The Faces of War

War has many faces. Most of them are ugly and hideous, twisted by suffering, hunger, pain and death. Some, especially those remembered later are noble and courageous, reminding us that men can overcome danger and adversity.

For most of us war is a distant matter. Fortunately, few of us have been part of the organized killing and destruction that have continued unabated even throughout this century. Our feeling about war may have been influenced only by what we have seen and read. This material may have created a false or a misleading impression. For example, a news report on television showing starving children, wounded soldiers or rotting corpses can often seem as remote and unreal as a cowboy film. It is difficult to distinguish in a picture real blood from artificial, or a dead man from an actor holding his breath while the camera is directed at him. Similarly, books and comics about war tend to start that good ^{men} ~~me~~ always triumph over the bad. The hero's actions, however unrealistic, are presented as being worthy of admiration.

In reality, it is not always easy to distinguish between right and wrong, winning and losing, courage and brutality, bravery and stupidity. So many accepted standards are turned up side down in war time when men are expected to kill and die for their country, their families, their principles and their lives.

(Adapted from Lev Tolstoy's 'war and peace')

IV. Answer the following four comprehension questions.

- _____ 21. The topic sentence of the first paragraph is
- A. War has many faces.
 - B. Most faces of war are ugly and hideous.
 - C. Some faces of war are noble and courageous.
 - D. Men can overcome danger and adversity.
- _____ 22. Which one is true according to the passage?
- A. It is actually always very easy to tell right from wrong.
 - B. Most of us are practically involved in war.
 - C. War is a distant matter for most of us.
 - D. Most of the faces of war are not ugly and hideous.
- _____ 23. Books and comics about war tend to state that
- A. Good men are always defeated by the bad.
 - B. good men always triumph over the bad.
 - C. good men always gain victory against the bad.
 - D. B and C
- _____ 24. Which is false according to the opinion of the writer of the passage?
- A. What we have seen or heard may influence our feeling about war.
 - B. As we can clearly differentiate real blood from artificial in pictures, what we see from them can never result in false or misleading impression.
 - C. Many accepted standards are violated in war-time
 - D. A and C

Vocabulary

V. Find the words in items 25-32 from the passage and decide on their contextual meaning.

- ✓ _____ 25. Noble (paragraph 1) means
 A. ~~splendid~~ ^{fine} that which excites admiration
 B. ~~having a higher rank in the community~~ ^{dangerous}
 C. less important
 D. non-reactant
- ✓ _____ 26. Overcome (paragraph 1) means
 A. come over B. lose C. ~~with~~ ^{resist} D. retreat
- ✓ _____ 27. Misleading (paragraph 2) is the same as
 A. exact B. resulting in wrong ^{impression and belief}
 C. ~~impression and beliefs~~ ^{true} D. realistic or genuine
- ✓ _____ 28. Remote (paragraph 2) is equivalent to
 A. backward B. surprising C. frightful D. ~~faraway~~ ^{not connected}
- ✓ _____ 29. Distinguish (paragraph 2) is the other way of saying
 A. decided B. mix up C. draw D. understand the difference
- ✓ _____ 30. Triumph (paragraph 2) means
 A. become less courageous B. lose victory
 C. gain victory over D. become less competent
- ✓ _____ 31. Up side down (paragraph 3) is similar to
 A. in disorder B. side ways C. backwards D. horizontally
- ✓ _____ 32. lie (paragraph 3) means
 A. tell untruth B. produce eggs
 C. remain ~~alive~~ ^{live} D. die, give one's whole ^{life} (even until death)

VI. Select the right answers to the following reference questions.

- _____ 33. those (paragraph 1) refers to
 A. nobility and courage B. the faces of war
 C. danger and adversity D. suffering, hunger, pain and death
- _____ 34. that (paragraph 2) refers to
 A. matter B. part C. organized killing and destruction D. war
- _____ 35. his (paragraph 2) refers to
 A. actor B. dead man C. cowboy D. hero
- _____ 36. their (paragraph 3) refers
 A. standards B. men C. families D. principle



VII. The words in the choices of the following items are mostly taken from your English textbook. Decide on the best options.

- _____ 37. Senait went to visit her long departure friend ^a ~~in~~ ~~condition~~. She did not expect to met her.
 A. desperate B. hopeful C. hopefully D. desperately
- _____ 38. In the process of photosynthesis, oxygen is _____ as a byproduct -
 A. produced B. given off C. emitted D. all
- _____ 39. Most farmers _____ cattle in their farm and sell them when they became matured.
 A. raise B. kill C. slaughter D. buy
- _____ 40. This metal is _____. Please take care of it.
 A. kind B. tidy C. fragile D. illegal

Good Luck

Set by Y.M. and M.E.

/ag

English Answer sheet for Grade 11.

Name _____ Grade & Section _____ No _____

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 11. _____ | 21. _____ | 31. _____ |
| 2. _____ | 12. _____ | 22. _____ | 32. _____ |
| 3. _____ | 13. _____ | 23. _____ | 33. _____ |
| 4. _____ | 14. _____ | 24. _____ | 34. _____ |
| 5. _____ | 15. _____ | 25. _____ | 34. _____ |
| 6. _____ | 16. _____ | 26. _____ | 36. _____ |
| 7. _____ | 17. _____ | 27. _____ | 37. _____ |
| 8. _____ | 18. _____ | 28. _____ | 38. _____ |
| 9. _____ | 19. _____ | 29. _____ | 39. _____ |
| 10. _____ | 20. _____ | 30. _____ | 40. _____ |

APPENDIX IC

1999-101

The Holy Trinity Cathedral Preparatory and Secondary School

1999 E.C First Semester English Final Exam for Grade 11

Time allowed 60'

Name _____ Grade & Section _____ Roll No _____

GENERAL DIRECTION: GIVE ALL YOUR ANSWERS ON THE ANSWER SHEET GIVEN AT THE BACK OF THIS EXAM PAPER**40. READING COMPREHENSION:** Items 01 to 14, read the following passage through. Then, answer the comprehension, reference and inference questions that follow it. (Each item carries 2 marks).

One relationship between words that is fundamental to the study of vocabulary is collocation. What words are likely to occur before and after any given word in English? For example, we can talk about *raw materials* and *raw meat* but *raw fruits* sounds more *awkward* because we *seldom* cook fruits. So, the comparison of raw to cooked does not hold here. We can talk about *consist of* but not *consist from*. This shows another aspect of vocabulary. A vocabulary item or *lexical item* may consist of more than one word. Phrasal verbs, for example, are generally recognized as lexical items consisting of more than one word. Knowledge of collocational appropriacy clearly plays an important part in vocabulary development.

Another kind of relationship between vocabulary items is how they are related to each other in terms of meaning. By this we mean how similar or different they are to one another, how they can substitute for each other. These are often called sense relations. The relations that most teachers and learners encounter regularly are synonymy, antonymy and hyponymy. These are relationships of sameness, oppositeness and inclusion.

Antonymy, or oppositeness may be expressed in English in different ways. A basic *distinction* is between gradable and ungradable opposites. e.g. *hot* and *cold* are gradable opposites, with degrees in between (*warm, tepid, etc*) but *alive* and *dead* are ungradable you are one or the other. Of course a word may have different opposite's in different contexts. e.g. *hard/easy* exam, *hard/soft* chair, *hard/gentle* person.

Words can also be seen in terms of hierarchies, e.g. words like car, lorry, van, bus are all subordinate to, or hyponyms of vehicle.

Homonymy and polysemy are two terms used to explain the fact that many word-forms occur in different contexts with different meanings, e.g. the word **bank** has the meanings of a place where you deposit a cheque and side of a river. These could be regarded as so separate that we in fact have two words with the same form: homonyms. Other words cannot be so clearly separated, e.g. foot of a bed/mountain/page all seem to have a common central meaning, so can be treated as the same word with different senses, i.e. as examples of polysemy.

Taken from: Skill Dev.t Methodology, Part II: 30

Instruction: Choose the best answer.

i) Comprehension Questions

- _____ 1. The third paragraph of this text is about the:
 - A. Uses of antonyms
 - B. Positions of opposites
 - C. Ways of expressing antonyms
 - D. Contexts opposites are used in
- _____ 2. Which choice does not fulfill the criterion stated in paragraph two?
 - A. consist of
 - B. made up of
 - C. take part from
 - D. take part in
- _____ 3. As "sense relation" is for paragraph two, _____ is for para. one:-
 - A. anytonyms
 - B. polysemy
 - C. collocation
 - D. hyponyms
- _____ 4. The expression "you are one or the other" (para. 3) refers to:
 - A. one's being either warm or tepid
 - B. to be neither alive nor dead
 - C. one's being either hot or cold
 - D. to be either alive or dead
- _____ 5. The word "bank" (para. 5) is used as an example of:
 - A. homonymy
 - B. polysemy
 - C. homonymy and polysemy
 - D. antonymy
- _____ 6. The title of this text could be:
 - A. How words are related
 - B. Synonymy and Antonymy
 - C. Two-word words
 - D. word formation

ii) Reference Questions

- _____ 7. "This show ..." (para. 1) represents the fact that:
 - A. the rules of collocation is constant
 - B. we use collocation accordingly
 - C. collocation refers to confusing words
 - D. "raw meat" sounds awkward
- _____ 8. "By this we mean ..." (para. 2) refers to:
 - A. the ways words are related to each other
 - B. the reason why words are related
 - C. the reason why words substitute each other
 - D. the purpose of using collocation

- _____ 9. The clause, "... that most teachers and learners encounter regularly ..." (para. 2) has the purpose of _____ the noun "relations".
- A. adding information to B. defining
C. demonstrating D. completing

iii) Inference Questions: Infer the meaning of these words or phrases as used in the above text.

- _____ 10. "Awkward" (para. 1) means:
- A. odd B. opposite C. familiar D. even
- _____ 11. "Seldom" (para. 1) implies:
- A. hardly any B. usually C. frequently D. always
- _____ 12. "Lexical item" (para. 1) refers to the knowledge of:
- A. grammar B. pronunciation C. writing D. words
- _____ 13. "Distinction" (para. 2) means:
- A. similarity B. rule C. difference D. theory
- _____ 14. "Subordinate" (para. 4) is:
- A. a clause that lacks sense B. synonym for "hyponym"
C. antonym for "hierarchy" D. antonym for "hyponym"

II. VOCABULARY: (Items 15 to 20), guess the meaning of the underlined words or phrases as used in the following sentences. (each item carries 2 marks).

- _____ 15. The United Nations intervened to stop the border conflict between the two countries.
- A. became involved in a situation B. restrained from a situation
C. made a withdrawal D. set someone free
- _____ 16. He is seeing the project manager to discuss the overall situation tomorrow morning.
- A. is having a look at B. is having a meeting with
C. is looking at D. is staring at
- _____ 17. He is so crafty that no one trusts him.
- A. dishonest B. innocent C. unhappy D. mean
- _____ 18. Almaz whispered him something but he couldn't hear what she said in spite of closing her.
- A. thought B. spoke quietly C. passed D. told loudly
- _____ 19. The organization is taking four new apprentices to learn on the job and become skilled workers.
- A. professionals B. the retired C. young trainees D. young trainers

- _____ 20. I am fed up with eating only one sort of food now and then. I have to change it.
A. depressed B. exited C. cheerful D. ate food

III. GRAMMAR: (Items 21 to 30), choose the best answer that best completes each sentence below. (each item carries 1 mark)

- _____ 21. Pick the sentence that is grammatically correct.
A. This mice is peculiar in nature B. She has read different children's' books
C. Bacteria causes a disease
D. Different data have been collected for the research work
- _____ 22. A: Do you _____ coffee _____ milk to drink?
B: Yes, it has a more stimulating effect than milk does.
A. like/as B. prefer/to C. want/for D. prefer/than
- _____ 23. One of these is illogical, which one?
A. Much has been said about her B. English is spoken all over the world
C. A famous politician has already been died
D. Some green plants are referred to as food producers
- _____ 24. If you do not accept your opposer's idea in a debate you would more preferably say:
A. You are quite wrong! B. I do not agree to you
C. Sorry, I couldn't agree with your idea D. Sorry, no one accepts your idea
- _____ 25. Which sentence is grammatically wrong?
A. Seeing is an evidence B. To see is as important as to hear
C. Disliking something should be for some reason
D. Few students are disliking maths recently
- _____ 26. He _____ smoke cigarette, but he doesn't any longer.
A. uses to B. did not use to C. doesn't use to D. used to
- _____ 27. _____ has normally nothing to do with debating.
A. coarse language B. motion C. strong evidence D. clashing of ideas

(Items 28 - 31) are to be answered based on the information given in the table below.

People	Age in Years	Weight in Kg	Height in Cm
Ayele	35	70	168
Selam	17	56	140
Tola	36	70.50	167.5
Anulo	36.5	72	170

- Decide the sentence that sounds correct according to the fact displayed by the table above.

- _____ 28. A. Tola is as fat as Anulo B. Anulo is not as old as Tola
C. Ayele is not as old as Anulo D. Ayele is almost as fat as Selam
- _____ 29. A. Selam is the oldest of all people B. Tola is the thinnest
C. Anulo is the oldest D. Tola and Anulo are the same in weight
- _____ 30. A. No one is as fat, tall and old as Anulo
B. Only two people are teenagers
C. Tola is almost equal to Selam in height
D. It is essentially true that Tola and Anulo were born with in a year

IV. COMPLETION (A): (Items 31 - 35), write the correct form of the word or phrase given in each bracket. (each item carries 1 mark)

31. "We have not (to be) there for hours," Said the children *(two possible answers)*
32. "Did he (to do) his homework?", I asked her
33. If I (to have) much money, I would have bought a new car.
34. We (must) have my I.D. card to enter this school compound yesterday.
35. You are taking English exam now. (Be + V₃).

(Items 36 - 40) complete the following using words or phrases given below.

hardly any	does	no	none
wear	put on	none	less
can	heavily	one	more
much			

36. It rained so _____ that many trees have been destroyed.
37. "_____ of your answer is, really, satisfactory." Said the teacher
38. The girls often _____ their hair in many different styles because of their culture.
39. Few horses can gallop as fast as mine _____.
40. It hardly any rains at Dankil Depression, so the farmers have got _____ harvest.

Good Luck!

Set by: Yiheyis Seyoum

APPENDIX 1B

The Holy Trinity Cathedral Preparatory & Secondary School 1999 E.C Second Semester English Final Exam for Grade 11 (2007) Time allowed: 1:30 hrs.

I. READING COMPREHENSION

Direction: Read the following passage through. Then answer the comprehension, reference and inference questions.

The silence of the reference library was broken only by an occasional cough and now and then by the scarcely avoidable sound of pages being turned over. There were about twenty people in the room, most of them with their heads bent over their books. The assistant librarian who was in charge of the room sat at a desk in one corner. She glanced at Phillip as she came in, and then went on with her work.

Phillip had been to this part of the library before. He walked around the room almost on tip-toe being afraid of disturbing the industrious readers with his heavy shoes. The shelves were filled with thick volumes of dictionaries in many languages, encyclopedias, atlases, biographies and other works of references. He found nothing that was likely to interest him until he came to a small section on photography which was one of his hobbies. The books in this section were on a high shelf out of his reach, so he had to fetch a small ladder in order to get one down. Unfortunately, as he was climbing down the ladder, the book he had chosen slipped from his grasp and fell to the floor with a loud crash. Twenty pairs of eyes looked up him simultaneously, annoyed by this un accustomed disturbance. Phillip felt himself go red as he picked up his book which did not seem to have been damaged by its fall "you must be more careful when you are handling these books," the young lady assistant said severely.

"By the way, how old are you?" She asked Phillip. "Thirteen," he told her. "You are not allowed in here under the age of fourteen, you know. Didn't you see the notice on the door?" Phillip shook his head. He expected the assistant to ask him to leave.

(Adapted from: Intermediate comprehension passages)

GENERAL DIRECTION: CHOOSE THE BEST ANSWER OF EACH QUESTION.
WRITE YOUR ANSWERS ON THE ANSWER SHEET

A) Comprehension questions (Items 1 to 6). Answer these questions based on the information from the reading text above.

- _____ 1. One of these is true, which one?
A. The library was quite noisy B. Photography was one of Phillip's hobbies
C. Phillip knew that his age permits him to the reference section
D. Photography was the only hobby of Phillip
- _____ 2. Phillip was walking around the room on tip-toe in order not to:
A. slip his books B. go red C. pick up his books D. disturb the class
- _____ 3. The staring of the readers at Phillip was serious that they made him _____.
A. disturb the class B. pick up his books
C. go red D. slip his books
- _____ 4. Phillip would not have disturbed the readers if _____.
A. the book's had not been out of his reach
B. he had not wanted to do so
C. the librarian had not insulted him D. the class had not been noisy
- _____ 5. The notice/principles on the door of the library must have _____.
A. included readers' age limit B. lacked the age limit of the readers
C. listed Phillip's books of hobby D. been about the sanitation of the library
- _____ 6. The title of this passage could be "The _____ of the reference library".
A. silence B. sanitation C. principles D. types

7. Phillip expected the assistant librarian to make him leave the library because:

- A. he was under the age of ten B. he disturbed the readers
C. he knew that he was hated D. he read the books loudly

B) Inference questions (Items 7 to 15). Infer the meaning of each word or phrase taken from the reading passage above.

8. "... now and then" (para-1) implies:

- A. sometimes B. latter C. repeatedly D. later on

9. "... scarcely avoidable" (Para-1) means:

- A. easy to disappear B. mysterious
C. consistent D. easy to get rid of

10. "... industrious." (para-2) means:

- A. devoted B. very few C. few D. silent

11. "tip-toe" (para-2) implies:

- A. on the tips of one's toes B. on the pointed bottom of something
C. on the heel of one's foot D. on the pointed part of one's thumb

12. "Severely" (para-3) means:

- A. strictly B. carefully C. harshly D. dangerously

13. "glanced at" (para-1) means:

- A. looked thoroughly B. looked quickly
C. examined slowly D. looked slowly

14. "simultaneously" (para-2) implies:

- A. happening at the sometime B. taking place differently
C. happened all of a sudden D. happening continuously

15. "annoyed" (para-2) means:

- A. made rather angry B. became angry
C. became interested D. became happy

C) Reference questions (Items 16-20). Determine whether the following terms or phrases taken from the text stand for or modify or tell you something about a particular word/phrase/sentence or an idea.

16. "... this part ..." (para-2, line 1) refers to:

- A. library B. a corner C. main door D. shelves

17. "... him ..." (para-2) indicates:

- A. Phillip B. the assistant librarian
C. the writer D. any reader

18. "... you are not allowed ..." (para-3) shows:

- A. permission B. certainty C. possibility D. obligation

19. "... with a loud crash" (para-2) modifies the word:

- A. floor B. fell C. slipped D. climbing

20. "... annoyed" (para-2) is form of a verb showing _____.

- A. past participle B. simple past
C. present participle D. perfect participle

II. VOCABULARY

Direction: (Items 21 - 28) choose one word or phrase that best keeps the meaning of the given sentences contextually if it is substituted in the blank space.

21. I don't think I know him although his face seems _____.

- A. friendly B. familiar C. usual D. famous

22. A circle is a different _____ from a square.

- A. shape B. sign C. style D. shade

- _____ 23. In spite of the terrible storm, the ship was _____
 A. un injured B. un broken C. un damaged D. un wounded
- _____ 24. How is it possible to _____ HIV/AIDS from killing this generation?
 A. prevent B. hide C. detect D. resist
- _____ 25. Why did you _____ to take the bag home?
 A. do B. make C. present D. refuse
- _____ 26. A country can do nothing with _____ manpower.
 A. not skilled B. in skilled C. un skilled D. dis-skilled
- _____ 27. These _____ are animals from rat family.
 A. mouse B. mouses C. mice D. mouthes
- _____ 28. Yared has not seen his brother for ten years and has no idea of his _____.
 A. place B. residence C. address D. kebele

III. GRAMMAR

Direction: (items 29 - 44) choose the alternative that best completes each of the following sentences grammatically.

- _____ 29. If students had been late, their English teacher _____ them away.
 A. will send B. would have sent C. would send D. will have sent
- _____ 30. My sister _____ is a nurse, lives in Gondar.
 A. who B. whom C. whose D. which
- _____ 31. Don't let him _____. Make him clean the room before he leaves.
 A. go B. to go C. went D. going
- _____ 32. He used to play foot ball a lot, but now he _____.
 A. wasn't B. doesn't C. does D. didn't
- _____ 33. If Mohammed saves a good amount of money this year, he _____ to visit America next year.
 A. would have been able B. will be able
 C. would able D. has been able
- _____ 34. The students managed _____ various clubs in our school.
 A. organizing B. to organize C. organize D. in organizing
- _____ 35. My uncle died in the war when he was young, but his wife died _____ a disease.
 A. of B. by C. in D. because
- _____ 36. Soon after the little girl finishes her homework, she _____ a chocolate as a reward:
 A. will give B. will be given C. has given D. will be given
- _____ 37. _____ all insects, the bee is the most useful.
 A. For B. That of C. From D. Of
- _____ 38. Can you understand _____ ?
 A. what I am saying B. me what to say
 C. that what I am saying D. what am I saying
- _____ 39. My brother speaks English _____ fluently as any Englishman.
 A. more B. less C. most D. as
- _____ 40. Almaz _____ Gondar tonight, she wrapped all her prizes of Christmas to her parents.
 A. visits B. is going to visit C. is visiting D. visited
- _____ 41. If Lake Tana _____ Addis, you _____ many monasteries on its Islands.
 A. surrounds/will visit B. had surrounded/would have visited
 C. surrounded/would visit D. surrounded/would visited
- _____ 42. No-one knows for sure the time Almaz will arrive. It _____ on the coming Friday.
 A. must be B. might have been
 C. could be D. must have been

- _____ 43. the president's death _____ announced on the radio yesterday.
 A. was being B. was C. had been D. _____
- _____ 44. After the chairman _____ the opening speech, they started to discuss the issue.
 A. had made B. is making C. has made D. makes

IV. SPOKEN LANGUAGE

Direction: Items (45-50). In the following dialogue, the part said by one of the speakers is given, and a blank space is left for the other. Choose the response that is most appropriate to complete the dialogue.

- _____ 45. Ali: Where is Abel?
 Fatuma: He _____ to bed.
 A. goes B. has gone C. was going D. will go
- _____ 46. Manager: Why did Disasa go to Asela?
 Secretary: _____
 A. He must have reached by now B. He's been there several times
 C. In order to attend a meeting D. For a few more days
- _____ 47. Student A: Shall I sharpen the pencil for you?
 Student B: _____
 A. Yes, why not you do it? B. No, you won't do it
 C. No, thanks. I can do it myself D. I wish you could
- _____ 48. Yared: I don't like this house very much.
 Tadese: _____
 A. So do I B. Either do I C. Me too D. Neither do I
- _____ 49. Tola: When were you born?
 Chaltu: I _____ born in 1971
 A. have been B. was C. am D. were
- _____ 50. Bekele: Are you going to play football this Sunday?
 Tola: Yes, _____ it rains.
 A. If not B. except C. even D. unless

Set by: Yiheyis Seyoum

/ez

Answer Sheet for Grade 11 /English

Name _____	Grade & Section _____	Roll No _____
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. _____

APPENDIX 1E

2000 1'

The Holy Trinity Cathedral KG to Preparatory School .

2000 E.C First Semester English Final examination For Grade 11.

Time allowed 1:45

General Direction :- The Examination has 3 sections and contains 60 questions .
Try to go through each and every question\$ and write your answer on
the given answer sheet .

Part One - Reading Comprehension

Instruction I. Read the following passage carefully and choose the best answer for
questions that follow and ~~bl~~ ^{blacken} the letter of your answer on the answer sheet

1. Once , when I was seven, I dreamt of a beautiful jungle full of trees and beautiful flowers . I remember I was walking in it happily and promised my self I would never leave the place . But suddenly the trees started shaking and the flowers started falling down . I looked around and saw a big lion coming at me from one side :
2. It was so huge that I was like a seed beneath it . It also had a very long tooth that reached down to the earth . It started to talk to the trees , asking what I was doing there in his kingdom . I was ~~beg~~ ^{begging} it not to hurt me . I finally woke up shouting and crying in my mother's arms .
3. I used to ~~wonder~~ ^{wonder} why I had that dream and after I grew up I asked my mother . She told me that earlier that day she had taken me to the lion's park in Addis Ababa, and I had been scared on them. That still didn't make sense to me . Why would I be scared of a lion kept in a ~~cage~~ ^{cage} ? so I went to the park to find out what was so ~~scary~~ ^{scary} .
4. Getting closer to the park it is easy to hear the roar of the lions , and see the crowds of children and young people coming out of the park with happy faces from seeing the animals ~~it~~ ^{it} .
5. The park was founded in 1940 (58 years ago) during the regime of Emperor ~~Hile~~ ^{Hile} Selassie and ~~it~~ ^{it} was opened with two lion's named Molla and Lulu . According to the park manager, Muhadi Abdul Haziz, the lions were a gift to the Emperor , ~~who~~ ^{who} loved hunting and used the lion as symbol of his government . "The king then thought it would be good to keep them in a public place so that people especially children could see them , " Muhadi says .
6. What makes the lions special is ~~that~~ ^{that} they are endemic ~~species~~ ^{species} and are only found in the public . The animals , " Pantera Liyo Barbari " are unique because they have a specially colored pale hair on their belly and along dense mane .
7. After paying one birr to enter the park , the two lions are directly seen in their cage . The other lion couple~~s~~ ^s, aging from 3 - 18 years, can also be seen clearly when going forward aroun the circular cage . There are also ~~three~~ ^{three} cubs kept separately until they get old enough to enter the cage . " There are now eight couples , and in total there are available to be seen in the park , " Say Muhiadi .

the reason they are kept together as couples, the park manager says, is so that they can breed and propagate their species. The other reason is that if the lions are kept alone they will become aggressive and won't be easy to handle.

Unless it is their feeding or cleaning ^{time} ~~time~~, the lions usually sit silent or move around their cage quietly. But when they are to be ^{fed} ~~fed~~ which is usually from 5:00 - 6:00 o'clock, they get restless and display their loud voice." says Muhadi.

Every day 105 kilos of meat is provided for the lions, and one animal can eat 5 - 8 kilos per day. They also have their own ^f ~~f~~ feeders that give them their meal once ^a ~~a~~ day and clean their cage twice a day, morning and night. Muhadi says, "although cage lions are different and a little more tame than wild ones, they still don't have any contact with humans." He adds that even once killed a man who used to clean their cage.

"Whenever their cage is cleaned they need to be transferred to another room and the ^m ~~roof~~ should be locked." Muhadi says, remembering the tragic accident, "But after transferring them the man forgot to lock the door and one of the lions, Mega, slapped him on his face which made him faint and he died after being taken to the hospital.

Except for that unfortunate day, the lions have never gotten out of their cage or hurt any one. They only get every good care and 35,000 birr per month allocated to them from the city government. Accordingly, one fourth of the money is used for their meals and the rest for their medical care.

A year ago the park administration added five different animals ^C ~~in an attempt to give visitors a variety~~. "Now ^D ~~chilada~~ chimpanzees, ^T ~~Monkeys~~, Rabbits, ^D ~~dicks~~ and tortoises are found in the park," says Muhadi.

But the lions alone have 800 visitors per day on average, mostly children. The manager says that annually 5,000 foreigners also come to the park ~~to the park~~ to see the endangered species.

When I was about to finish my visit, one of the lions roared so loud that every one got nervous and shivered. Then I saw a little girl around six, running to her mother ^{telling} ~~telling~~ her to take her back home. How my dream made sense. I wondered what the little girl would dream or want to sleep that night.

Adapted from "Selamta"

The expression, "I was like a seed beneath it" (paragraph 2) is used to indicate :-

- A. How big the lion was
- B. That the lion was absolutely cruel
- C. That the trees were very big compared to the lion
- D. How intelligent the writer is

When was the story written?

- A. 1940
- B. 2000
- C. 1998
- D. 2007

Which paragraph are used to support the argument that "Dreams are reflections of the reality."

- A. 2 and 4
- B. 3 and 5
- C. 15 and 3
- D. 2 and 3

after paying one birr to enter the park , the two lions are directly seen in their cage . " (paragraph 7) .

What grammatical error has the writer committed in this sentence ?

- A. Tense
- B. inappropriate use of passive voice
- C. Misplacement the participle phrase
- D. subject - verb agreement

The park administration increased the type of animals in the park in

- A. 1998
- B. 2006
- C. 1995
- D. 1997

Which paragraph is talking about the amount of food given to the lions ?

- A. 12
- B. 10
- C. 13
- D. 8

Emperor ^{Haile} ~~Haile~~ Selassie decided to keep the lions in a public place because :

- A. They will become more friendly to the people
- B. Many children will visit them very easily
- C. Lions in a cage may even attack their care takers .
- D. A cage cleaner should check if lions are looked in another cage before cleaning

Which of the following is false based on the passage ?

- A. As soon as you get in to the park , you immediately see 16 lions .
- B. Young lions are not allowed to live together with the old ones .
- C. Lions in a cage may even attack their care takers .
- D. A cage cleaner should check if lions are in another cage before cleaning

According to _____ , lions get restless during their feeding time ?

- A. Emperor Haile Selassie
- B. The Park Manager
- C. Molla and Lulu
- D. The feeder

Which of the following animal is not found in the park ?

- A. Monkey
- B. Leopard
- C. Duck
- D. Rabbit

The writer's dream has become sensible when he/she

- A. saw the lions roaring in the cage
- B. was told that she was scared of the lions a day before
- C. saw the little girl get nervous due to the roar of the lions
- D. know that little girl screamed of the lions in her dream

' Except that unfortunate day , ... ' (paragraph 12) refers to the day

- A. The little girl was frightened by the lion
- B. On which the cleaner was killed by the lion
- C. That the writer was scared of the lion in his/her dream
- D. The writer visited the park and heard the roars of the lions

... kept separately until they get " (paragraph 7) . The pronoun , ' They ' , refers to :

- A. animals
- B. cubs
- C. Lions
- D. couples

4. " ... then thought it would be " (paragraph 5) . The pronoun , 'it' refers to :-

- A. public place B. symbol C. Thought
D. nothing but serves only grammatical function

5. ' there in his kingdom . " (paragraph 2) . The word 'his' refers to :-

- A. the writer B. Emperor C. The lion D. The manager

Instruction II. Match the following words under column "A" with their contextual meaning under column "B".

- | | |
|-------------------------|--|
| 6. ^j Jungle | A. ^f Frightened of something |
| 7. ^h Beneath | B. over |
| 8. scared | C. ^d Dense forest |
| 9. Propagate | D. ⁱ To produce a new animals |
| 10. allocated | E. under |
| | F. to give some amount of money |
| | G. wild animals |

Instruction III:- Choose the correct word from the pair in the brackets

1. Have you got (embarrassing / embarrassed / when you have committed that mistake in front of those elders .

2. She is one of the most (bored / boring / girls in her class . She never stops talking and she never says interesting .

3. We all asked him if he wanted to go to the cinema but he was not ____ - (interesting / interested)

4. I felt that the ^{discuss} ~~disussion~~ was quite (exciting / excited) because every one was smiling at the end of the meeting .

5. Hana ! I think you are not with me . What are you ^{discussing} _____ (discussing / talking) bout ?

Part Two Completion :-

Instruction I:- Complete the following paragraph with the appropriate verbs from the list given

- | | | | |
|--------|-----------|-----------|---------|
| rated | developed | needs | improve |
| prefer | remained | put | invest |
| | follows | went down | |

There are not the right words to use . The way we would put it is that , the budget support was not the right instrument for Ethiopia's situation , and so we 1 a more appropriate instrument , as we always 2 to have the right instrument for any particular situation . In terms of over all resources , which as I explained earlier 3 a disciplined formula based approach , your questions is really about how we 4 the quality of policies in Ethiopia last year . As a whole , our ^{rating} ~~rating~~ 5 about constant . The rating 6 significantly on governance aspects , but it went up in other areas , and so the balance did not change . To 7 it differently if governance had improved last year instead of deteriorating , Ethiopia would have

been getting about #700 million annually, instead of the current # 550 million. Clearly, the way forward for us to 8 more in Ethiopia is for Ethiopia to 9 its performance and one of the key dimension that 10 improving is governance.

Adapted from a Quarterly publication of the world Bank Ethiopia country office

Part three :- Grammar and Communication

From the given alternatives (A - D.) Choose the correct one and write its letter on your answersheet for each of the given questions.

I was too late. But when I _____ the hall the meeting was not dispersed.

- A. reach B. arrive at C. reached at D. arrived at

Which one do you think is a more polite expression?

- A. open the window, will you?
B. could you open the window, please?
C. I wonder if you would mind opening the window?
D. Do you open the window?

Of the following sentences identify the different.

- A. please pass all the papers forward.
B. Down the long corridor walked the ghost of the castle
C. How dull last staruday's movie was!
D. March in sigle file

A: I'm too patient, _____?

B: Yes, you are sometimes.

- A. aren't R B. amn't R C. am I D. are I

Which of the following pair of words are not synonyms?

- A. freedom and liberty b. penalty and punishment
C. genrōus and mean D. repair and fix

A: What did you _____ to the wedding ceremony that you attended yesterday.

B: A blue suit with white shirt and blue black tie.

- A. put on B. wear C. wearing D. putting on

Of the following plural nouns one is spelt wrongly?

- A. faïres B. donkies C. ladies D. parties

Abebe: What did ~~too~~ learn this morning?

Helen:

- A. we discusse'd about determiners B. We talked determiners
C. We discuss determiners D. We will discuss determiners

Taken from the textbook

Paye : Please refrain from smoking

Mesfin : No problem , I have already quit.

* Refrain from means :-

- A. continue B. stop C. get intouch with D. help me in

10. Which one of the following is gramatically correct .

A. We meet every few days.

B. The house which was designed by the engineer is so attractive . *The house designed is so attractive*

C. She is a friend of my bother.

c. She is a friend of he.

Hana: D. Some of the people enjoy ^{to read} reading books. *d. Some of the people enjoy reading books.*

11. Do you enjoy with my father's library ?

Henok : _____ if possible I'd like to borrow them ^{for} of this week .

A. A few of the books are interesting

B. I don't like the whole books

C. I am afraid to say that I am hardly interested with the books

D. You had better tell me the feeling you have

12. Belay : May I have _____ sugar in my tea, please ?

Banti : Yes , ofcourse . You can have some .

- A. few B. a little C. a few D. many

13. The root word in the word coworkers is _____

- A. worker B. work C. workers D. coworker

14. A clever student's ^{destiny} destiny could simply be foreseeable by any person . foreseeable means _____

- A. observable B. seable C. predictable D. unimaginable

15. In one of the following sentences , we can employ 'antonyms' as contextual clue to deduce meaning ?

A. What makes you think that I can repair the broken bike that you couldn't fix ?

B. Kebede's fast new car is similar to my speedy one .

C. There's a stiff penalty for breaking that law , and it is a fair punishment

D. One may answer a question from his point of view but I don't think that it could necessarily be a good replay .

16. Nicaragua has survived to catastrophes ; that is the earth quake of 1972 and the hurricane of 1998 . The underlined word means :-

- A. disasters B. ceremonies C. precious events D. good doings

17. A: Where do you think I can get a stationary around this .

B: _____ (said the little boy pointing to the building on the opposite direction)

A. that is the stationary

B. I don't know

C. You would rather ask another person

D. I am sorry

18. One of the following is not the feature of a formal debate

- A. doesn't have clear cut rules
- B. has definite time limits for each speaker
- C. has equal number students in each side
- D. has a chairperson to lead the debate

19. Imagine that you are swimming in a lake and unfortunately you become tired and are in ^adrowning, what will you say to some one who is standing at the river bank ?

- A. Help !
- B. could you help me , please ?
- C. Is there any one to help me ?
- D. Would you mind if you help me ?

20. Teacher : Which group ^{is} of concerned with this motion ?

Student : It is _____

- A. their
- B. theres
- C. theirs
- D. them

II. Read the instruction carefully and write the answers for each questions in brief

21. Write down at least two important points that need to be taken in to account to conduct a successful interview .

- a. _____
- b. _____

22. Jot down at least three characteristics of a good debate .

- a. _____
- b. _____
- c. _____

we ^{are} with you on the boat !

to
Taree and Indargachew

APPENDIX IF

June 2nd

HOLT TRINITY CATHEDRAL PREPARATORY SECONDARY SCHOOL .

ENGLISH SECOND SEMISTER FINAL EXAMINATION FOR GRADE ELEVEN

2007/2008

TIME ALLOWED _____

Read the following passage carefully and answers questions 1 - 9 according to it .

Doctors have long used garlic in treating their patients . Many centuries ago the Greek physicians Hippocrates and Dioscorides recommended it for digestive problems , leprocy , cancer , wounds , infections and heart trouble . In the 19th century , French Chemist Louis ^{pasteur} paseur studied garlic and described its antiseptic properties . In Africa, during 20th century , Albert schwitzer a famous missionary doctor, used garlic to treat amoebic dysentery and other diseases when Russian doctors ran short of modern medicine during world war II, they used garlic to treat injured soldiers . Thus , garlic became known as Russian penicillin , More recently scientists have studied how the circulatory system benefits from garlic .

Garlic is thus outstanding nutritionally and medicinally , and its smell and the flavor are truly unique . Where was garlic first grown ? some botanists believe that it originated in central Asia , from there spreading all over the globe .

The Constanza valley , in the Dominican Republic has a temperate climate , surrounded by mountains , the valley is blessed with rich soil and boundant rainfall . Constanza an ideal location for growing garlic .

Adapted from " Awake "

September 22, 2005

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

1. According to the passage the Greek physicians recommended garlic for _____.
A. digestive problem B. heart trouble
C. cancer (D) all
2. Botanists believed that garlic was first grown in _____.
A. Greek B. Russia C. Central Asia D. Africa
3. Albert schwitzer , a missionary doctor in Africa used garlic to treat _____.
A. infection B. amoebic dysentery C. cancer D. all

4. Why was garlic called " Russian pencillin "

- A. because the Russian doctors used it to treat wounded soldiers .
- B. Because it's Russian traditional medicine ✓,
- C. Because it was first grown in Russia
- D. all

5. Constanza is ideal location for growing garlic for its _____

- A. temprate climate
- B. rich scil
- C. abundant rain fall
- D. all

6. ' beleased ' in paragraph 3 means

- A. rich
- B. located
- C. naturally gifted x
- D. surrounded by mountains ✓

7. " injured " is _____

- A. sick,
- B. hurt
- C. wounded
- D. cured

8. ' a boundant ' in paragraph 3 refers _____

- A. many
- B. in large amount
- C. shortage
- D. none

9. ' botanists ' (paragraph 2) - means _____.

- A. people who study about garlic
- B. people who study about medicine
- C. people who study about plant
- D. people shy study about animals .

II. The following questions are taken from yuour text book you have coverd in the acaámic year , choose the best answer .

10. Which sentence is incorrectly constructed ?

- A. If the price of fuel rises , every thing will be exp^oensive
- B. I am prefering walking to swimming
- C. Dancing is my hobby
- D. all

11. ' misunderstanding ' The underlined part of the word is a _____

- A. suffix
- B. prefix
- C. Affic prepostion
- D. none

12. We _____ TV - when the lightoff .

- A. watched
- B. were watching
- C. had watched
- D. watch

13. She accepted my opinion _____

- A. happily
- B. happy
- C. happiest
- D. all

14. 'I didn't use to read magazine.' This sentence has the same meaning to one of the following .

A. I had a habit of reading magazine but not now

B. I didn't have the habit of reading meganzine but recently I have started .

C. I didn't read magazine and I don't read now

D. all

15. Hilina is used to _____ overcoat .

A. wearing

B. wore

C. wears

D. wear

16. I _____ that much money if I had known the poor quality of the car .

A. would spend

B. would

C. wouldn't have spent

D. will not spend

17. _____ come if I arrange a ~~make up~~ ^{make up} class ?

A. will you

B. would you

C. Did

D. all

18. " Arabic is spoken in the middle east . "

which of the following can be an appropraite active from ?

A. Middle east speaking Arabic

B. people in the middle speak Arabic X

C. people in the middle east spoke Arabic

D. people is speaking Arabic X

19. " China is controlling the world market " which one is the correct passive form ?

A. The world market is controlled by China

B. The world Market is being controlled by China

C. The world Market was controlled by china

D. The world market was being controlled by China

20. After we _____ Lalibela , we _____ to Axum .

A. visited / returned

B. have visited / returned

C. returned / had visited X

D. had visited / returned

21. Which one of the following is not true about debating :-

A. has a chair person

B. The debators should collet infromation

C. the two groups shouldn't be against each other's ideas

D. none

22. My grandfather used to tell me a story when I was a kid but I have _____ many of them .

- A. forgotten B. forgot C. forgetting D. forget

23. When I met her last , I promised to _____ her a letter .

- A. wrote B. write C. written D. writing

24. Aster = would you please allow me to use your dictionary ?

Thomas = _____

- A. certainly B. Why not C. I am sorry but I am using it D. all

25. Fanaye = The root of our poverty is lack of education

Debela = _____

- A. you are quite right
B. That is true lack of ~~good~~ governance the first
C. I couldn't agree less D. all are correct

26. Hana = I always feel dizzy after lunch

Tigist = _____

- A. you should study hard B. you better have a cup of coffee
C. you must read news paper D. That's your choice

Use the words in the box below to complete the paragraph best .

28 estimated	27 forced	29 affeerred
30 killed	31 grown	affected

Poverty has 27 many to occupy areas prone to floods , mud slides and earthquakes . For example, it is 28 that Caracas , Venezuela , over half million people " live in squatter settlements on steep slopes that are continuously 29 by land slides , " Recall , too, the 1984 industrial accident at Bhopal , India , where several thousand people were 30 and many more injured . Why the human toll ? Primarily , it was because shanty towns had 31 to within just five meters of the factory's boundary .

IV. The following sentences are not logically ordered . Rearrange them from the oldest to the recent one .

32. In Rome Olympic , he scored a remarkable victory in Marathon

33. His childhood was not different from any kid from a peasant family

34. Abebe Bikila was born around Debrebrhan , a small town , 130 k.m north - east of Addis Ababa

35. In Tokyo Abebe was expected to re affirm his greatness

36. Joining the emperor body guard was a turnning pint which led him to success .

V. Match the words under 'B' with prefixes under 'A' to make ~~a~~ meaning ful words .

A

B

36. ir E

A. improtant

37. dis C

B. possible

38. un A

C. able

39. im B

D. arrange

40. re D

E. regular .

Set by Gizachew Ngite

&

Tefere

Answer Sheet

Name _____

Grade & Sec 11E Roll No 45

I. 1. D

II. 11. B

21. C

IV. 32. 4

2. C

12. B

22. DX

33. 2

3. B

13. A

23. B

34. 1

4. A

14. AX

24. D

35. 5

5. D

15. DX

25. D

36. 3

6. C

16. C

26. B

37. 6

7. C

17. A

II 27. forced

38. C

8. DX

18. AX

28. estimated

39. A

9. C

19. A

29. affected

40. B

10. B

20. D

30. killed

41. D

31. grown

APPENDIX 1G

The Holy Trinity Cathedral Preparatory & Secondary School

2001 E.C 1st Semester English Final Examination for Grade 11

Time allowed: 1:30'

Instruction: Read the following passage carefully and answer the questions on the separate answer sheet.

Food which is kept decays because it is attacked by yeasts moulds and bacteria. The canning process, however, seals the product in a container so that no infection can reach it, and then it is sterilized by heat. Heat sterilization destroys all infections present inside the food in the can. No chemical preservative are necessary, and properly canned food does not deteriorate during long storage.

The principle was discovered in 1809 by a Frenchman called Nicolas Appert. He crooked food lightly in wide necked glass bottles and immersed them in both of hot water. Then he hammered the corks down and sealed them hermetically. Appert's discovery was rewarded by the French government because better preserved food supplies were needed by for Napoleon's troops on distant campaigns.

In 1814, an English firm had replaced glass jars with metal containers and was supplying tinned vegetable soup and meat to the British Navy. The next scientific improvement, in 1860, was the result of Pasteur's work on sterilization through the application of sufficient heat.

Today, vegetables, fish, meat, fruit, beer are canned in enormous quantities. Within three generations eat seasonal foods can be eaten at anytime, and strange food are available far from the countries where they are grown. The profitable cash crops which farmers now produce often depend on the proximity of a canning factory.

The first stage in the canning process is the preparation of the raw food. Diseased and waste portions are thrown away; meat and fish are cleaned and trimmed; fruit and vegetables are washed and graded for size. This jobs are principally done by machine. The next stage; for vegetables only, is blanching. This is immersion in very hot or boiling water for a short time to remove air and soften the vegetable. This makes it easier to pack into cans for sterilization. Some packing machines fill up to 400 cans a minute. Fruit, fish and meat are packed raw and cold into cans, and processes which ensure air removal take place next. When these are complete, and the cans sealed the pressure inside each can is only about half the pressure of the outside air. This is vacuum packing.

Part I. Choose the word that best completes the sentence.

1. If you don't brush your teeth regularly after each meal, they will soon _____.
A. mould B. decay C. infect D. sterilized
2. If you are going to send money in that envelope, make certain that you _____ it well.
A. sterilize B. dispatch C. seal D. mould
3. The shelves of the little shop were lined with _____ of fruit jam.
A. jars B. moulds C. troops D. corks
4. In under developed countries the morals and general behaviour of the young have _____ greatly.
A. decayed B. destroyed C. deteriorated D. decayed
5. Dried _____ is mixed with warm water and added to the dough.
A. decay B. yeast C. mould D. troops
6. _____ is the topic of the given passage.
A. Canning food B. Preparing yeast
C. Food supply D. Sealing

Part II. Comprehension Questions

From the choices given, select that which best completes the sentences.

7. Heat sterilization destroys _____ inside the food in the can.
A. almost all infections B. all infections present C. some bacteria
8. The Frenchman, Nicholas Appert, experimented with:
A. putting cooked food into bottles
B. canning food in tins
C. corking food in bottles and immersing them in hot water
9. Before canning, both vegetables and meat must be:
A. cleaned B. blanched
C. diseased D. immersed in boiling water
10. Up to 400 cans a minute
A. can be sterilized
B. can be packed by the packing machine
C. can be packed by hand
D. can be cooked at the same time,
11. Meat
A. is packed raw into cans.
B. is cooked before being packed into cans.
C. has to be boiled before packing into cans.
D. is cooked at a very low temperature after canning.
12. The pressure inside the sealed cans.
A. is double the pressure of the outside air.
B. is equal to the pressure of the outside air.
C. is about half that of the outside air.
D. is equal to twice that of the outside air.
13. The basic principle of food canning was discovered
A. by an English firm
B. over three centuries ago
C. in 1809 by Nicholas Appert
14. In 1814, the British Navy was:
A. living entirely on vegetable soup
B. being supplied with meat packed in glass jars
C. getting soup and meat in cans
15. Chemical preservatives
A. must be used in the process of food canning
B. are used to destroy infections in canned food
C. are unnecessary in the process of food canning
16. Nicolás Appert hammered the rocks down and sealed them hermetically. Means:
A. strongly B. in an air-tight manner C. sterilized

Part III. Vocabulary from the text book: Choose the best answer and write out your choices on the separated answer sheet.

17. Children must learn socially acceptable behavior. The underlined word means ____
A. agreed B. disagreed C. rejected D. learned
18. Formal debate has _____.
A. definite rules and procedure
B. definite time limits
C. A and B

19. It's idle to expect help from the rich these days. Idle means _____.
 A. useless B. worthless C. A and B D. good
20. He is my intimate friend.
 A. close B. familiar C. like D. A or B

Part III. Match the antonyms for the following words. They are taken from your text book.

Words

Antonyms

- | | |
|--------------|-----------------|
| 21. adequate | A. in perfect |
| 22. profit | B. incomplete |
| 23. perfect | C. brilliant |
| 24. stupid | D. insufficient |
| 25. complete | E. loss |

Part IV. Grammar and Usage

Choose the best answer and write only the letter of your choice.

26. Preparation is finalized so we _____ next week.
 A. are to leave B. leaving C. are to D. lift
27. Daniel usually _____ to school at 7:30.
 A. arrived B. go C. arrive D. arrives
28. I don't know what _____.
 A. his name is B. name he is C. is his name D. is name he
29. She is _____ telling the answer that she was not ready.
 A. no B. afraid C. afraid of that D. afraid of
30. Ask him whether he has _____.
 A. some money B. some money of
 C. some of money D. money of some
31. A lot of people died _____ being suffer from malaria.
 A. as a result B. result of C. a result of D. as a result of
32. It is hard _____ such a complicated problem.
 A. tackle B. to tackling C. to tackle for D. to tackle
33. Though he couldn't get any medal, he is _____ athletics.
 A. interesting in B. interest in C. interest D. interested in
34. The steel is _____ touch it without glove.
 A. to cold too B. to hot C. to hot too D. too hot to
35. Would you mind _____ me in doing the exercise?
 A. to help B. help C. helping D. helped
36. Belete _____ stood first in the class got scholarship in UK.
 A. when B. who C. whom D. which
37. The government is encouraging _____ to take part in the investment activity.
 A. households B. proprietors C. parents D. purchasers
38. Don't _____ the matter we are not familiar.
 A. let us involve B. let as involve C. involve as D. all are correct
39. The more you work, _____ chance you will have.
 A. better B. the much C. the better D. more better
40. A: Hi, John. Have you ever seen a parrot?
 B: _____.
 A. Yes, I haven't B. No, I did C. No, I haven't D. No, I have



Part VI. Read the sentences carefully and rewrite them by placing the adjectives found in the brackets in their appropriate order.

- 41. I bought a car (modern/red/Japanese/small).
- 42. She has hair (long/beautiful/brown).
- 43. They are living in a house (big/attractive/brick/white).

Part VII. Rewrite the following sentences adding the correct capital letters and punctuation marks where necessary.

- 44. ethiopia has different lakes like chamo shala tana
- 45. for dinner i have french bread and italian omelette

VIII. Match the words (phrases) under 'A' with their appropriate meaning under 'B'.

'A'

- 46. tattoo
- 47. set up
- 48. repair
- 49. pardon
- 50. catastrophe

'B'

- A. natural disaster
- B. forgive
- C. fix
- D. make ready
- E. small hole
- F. able

Bonus (5 marks)

- What is the difference between autobiography and biography? Write a short paragraph (30 words).

Good Luck!

Yekatit 12 General and Preparatory School 1998 E.C.
English 1st Semester final exam for Grade 10+1 (Regular)

Time allowed 1:00 hr.

Part I – Read the following passage carefully and answer the questions that follows.

"Big brother is watching you"

I have always felt that observations had the cart before the horse. Shouldn't less experienced teachers be observing their seniors rather than vice – versa?

I feel very self - conscious and there is always a fear of embarrassment if things go wrong."

Observations are really a bit of charade as both teachers and pupils are usually in their best behavior."

Negative reactions such as these result in an atmosphere which is not conducive to staff development. An additional disadvantage of observation is that an observer may never be able to observe a natural, undisturbed lesson because the teacher may well conduct his lessons differently and this in turn will effect how the learners react. "A visited class can never be a true representation of the teacher's usual practice because the classroom dynamics and interactions will always be affected by the presence of another person.

The answer to these problems seems to be not to visit the class. The trainer does not go into the lesson but listens to the teacher's version of it after the event. He sees the class through the eyes of the teacher and relies on the teacher as a professional. This type of observation is known as "unseen observation."

1. The first four paragraphs are

- A. the reactions of the writer on observation
- B. the reactions of others (mainly teachers) on observation
- C. the reactions of less experienced teacher
- D. the reactions of experienced trainers

2. According your reading of the passage

- A. the writer is against observation in general
- B. the writer is against "unseen observation"
- C. the writer is against observation that the observer visit the lessons
- D. the writer is against senior teachers observing the less experienced teachers' classes

3. How many sentences are there in the first paragraph?

- A. 2
- B. 3
- C. 1
- D. 4

4. Which of the following sentences is wrong according to the passage?
- A. An observer often observes natural activities of a teacher during observing a lesson
 - B. Students react naturally in the presence of an outsider
 - C. Less experienced teachers should visit more experienced teachers' classes
 - D. A teacher may not act same way as he naturally does in the presence of an observer.
5. What the writer suggested as a solution to classroom observation is
- A. the cart before the horse
 - B. Big brother is watching you
 - C. to create conducive atmosphere
 - D. to use unseen observation
6. According to the passage one of the negative reactions is "Big brother is watching you." This means according to the passage.
- A. you feel comfortable to do something in front of your superiors
 - B. you do not feel anything if you do something in front of superiors
 - C. you become less natural if you do something in the presence of superiors
 - D. the presence of superiors- big brothers- reinforces your usual practice
7. classroom dynamics are
- A. teachers and students
 - B. blackboard, white board, seats
 - C. light air, temperature, etc.
 - D. all of the above
8. The word embarrassment means
9. The argument "the cart before the horse" is used to show
- A. Teachers visit observers not the vice - versa
 - B. senior teachers observe juniors not the vice - versa
 - C. students should be disturbed more than the teacher not the vice - versa
 - D. inexperienced teachers should observe experienced ones not the vice - versa
10. The word version means
- A. The teacher's account of the lesson
 - B. the observer's comment of the lesson
 - C. the students account of the teacher's activities
 - D. all of the above

Part II – Based on your personal notes, your text books and the lectures from the plasma and the Classroom teacher, fill the blank spaces with appropriate terms.

11. The reading technique that you use to get general information is _____
12. The vertical lines in a table are called _____
13. The fourth step you do in writing is _____
14. The second step you do in writing is _____

15. The reading technique useful to get specific information such as the name of a person, year, a word etc, is _____
16. You often heard your plasma teacher saying "off you go!" she means, _____
17. The note you take/make should not only be brief and clear but also _____
18. The three kind of abbreviations are _____, _____ and _____
19. One of the formats to make/take notes is _____
20. In which of these formats you write complete sentences? _____

Part III – Write the letter of the word that is misspelt

- | | | | |
|-------------------|---------------|--------------|----------------|
| 21. A. peacefully | B. carelessly | C. happily | D. fortunately |
| 22. A. beautiful | B. harmful | C. hopeful | D. liteful |
| 23. A. beginning | B. chatted | C. admitted | D. preferred |
| 24. A. broader | B. heated | C. poorest | D. shoutting |
| 25. A. achieve | B. concieve | C. foreign | D. receipt |
| 26. A. lorries | B. parties | C. factoriès | D. valleies |

Part IV – Match the words in column "A" with those in "B"

- | A | B |
|----------------|-------------|
| 27. a swarm of | A. soap |
| 28. a fleet of | B. bread |
| 29. a gang of | C. shops |
| 30. a row of | D. ants |
| 31. a loaf of | E. cake |
| 32. a slice of | F. thieves |
| 33. a bar of | G. ships |
| 34. a class of | H. sheep |
| 35. a pair of | I. cards |
| 36. a pack of | J. students |
| | K. socks |

Part V – The following sentences are instruction on how you charge your mobile apparatus battery. They are not in the right order. Put them in the right order (5 marks). Write only the letter in the correct order.

- A. If not charging is displayed, wait for a while, disconnect the charger, plug it in again and retry, if charging still fails contact your dealer.
- B. Do not charge the battery if either of the phone covers has been removed.
- C. Connected the lead from the charger to the base of the phone.
- D. Connect the charger to a wall socket. The battery indicator bar starts scrolling.

36. When the battery is fully charged, the bar stops scrolling. Disconnect charger from the phone and the wall socket.

37. The correct order is (only letters) _____

Part VI – Grammar and usage

Choose the correct answer that best complete the sentence and write the letter of your choice on the answer sheet.

38. The women _____ water from the river every morning.

- A. has B. collected C. collect D. were collecting

39. I like your new dress, but I prefer the one you _____ Yesterday.

- A. were putting on B. put on C. were wearing D. weared

40. Hour uncle _____ a new car.

- A. has bought recently B. recently has bought
C. has recently bought D. B and C

41. She looks very unhappy. I think she _____.

- A. has been crying B. cries C. is crying D. had cried

42. Belay and I _____ best friends. We have been teaching at our school _____ over ten years.

- A. am/for B. are/since C. are/for D. am/since

43. She has been a teacher _____ she left university.

- A. then B. since C. for D. and

44. I love my mother more than my sister does. This is same as.

- A. I love my mother more than she
B. I love my mother more than her
C. I love my mother more than I love my sister
D. B and C

45. Which of the following sentences is right?

- A. She asked Alem and I to help her.
B. Solomon and me are good friends.
C. I and My brother went to the market.
D. The teacher gave the book to Yohannes and her.

46. She gave _____ father a birthday present.

- A. her B. my C. your D. all

47. Did you pay their bus fare? No, they paid for _____.

- A. themselves B. myself C. ourselves. D. yourself

48. My father _____ his overcoat and ran to the meeting

- A. wore B. put on C. dressed in D. B and C

49. Penguins _____ swim underwater.

- A. could B. can C. are able to D. B and C

50. Which two of the adjectives in the list describe personality (not appearance)? _____ and _____

A. plump

B. slender

C. confident

D. thin

E. thin

F. skinny

G. round

H. modest

Answer Sheet

Name _____ Section _____ Roll No _____

1. _____

21. _____

41. _____

2. _____

22. _____

42. _____

3. _____

23. _____

43. _____

4. _____

24. _____

44. _____

5. _____

25. _____

45. _____

6. _____

26. _____

46. _____

7. _____

27. _____

47. _____

8. _____

28. _____

48. _____

9. _____

29. _____

49. _____

10. _____

30. _____

50. _____

11. _____

31. _____

12. _____

32. _____

13. _____

33. _____

14. _____

34. _____

15. _____

35. _____

16. _____

36. _____

17. _____

37. _____

18. _____

38. _____

19. _____

39. _____

20. _____

40. _____

Yekatit 12 General and Preparatory School English Final Exam For Grade 10+1 (Regular)

Time 1:00 hour

Part I – Reading comprehension

Direction – Read the following passage carefully and answer the questions
based on it

The entertainment profession, or show business, attracts many young people. Unfortunately, only very few can hope to become famous and prosperous. Talent is not enough, because show business is as competitive as any other business. Without a good manager, a performer can never hope to succeed. Fashion is important in this business, too. The best tailor in the world will never be successful if he makes old fashioned clothes. In exactly the same way, a performer must change his act in order to follow the taste of the moment. This is true for actors, dancers and comedians, but perhaps most of all for singers.

Pop stands for popular and a pop singer has to work very hard to become popular. He must either give the public what they already want or he must find a new way of singing that will attract their attention, even when he has succeeded and his records are sold everywhere, he can not relax. He must work harder than ever to stay popular because there are always young singers to become famous and to steal some of the popularity.

The life of a successful pop singer is not at all easy. He can only relax when he is alone because everything he does is watched and reported in the special newspaper written for the fans. The fans are the most important people in the world for the singer. They buy his records, they go to his concert and they make him rich and famous. But they can be very annoying, too. Sometimes their enthusiasm gets so hysterical that they do anything to get a souvenir. They steal handkerchiefs, they tear off buttons, and even cut off pieces of the unfortunate singer's hair. Many singers have been forced to hide, and some who have not been so lucky as to escape have been stripped practically naked by their fans. A pop singer has to spend a lot of money and clothes because he must always look smart or at any rate, different. He must have a luxurious car and most important he must always keep smiling for the benefit of his public.

A. Comprehension

1. Why must a pop singer have a good manager?

A. to protect his fans	B. so that he can relax
C. to look after his business interest	D. to help him change his act
2. _____ are the most important on the globe for the singer

A. Tailors	B. The fans	C. Managers	D. New fashion clothes
------------	-------------	-------------	------------------------
3. Change of fashion has particular importance for _____

A. Singers	B. tailors
C. fans	D. actors, dancers and comedians

4. One of the following contributes a lot of the success of a pop singer
A. a best actor B. a good manager
C. Fashion D. Talent
5. Why must a pop singer work very hard when he has become famous?
A. To sell more records B. To satisfy his needs
C. To attract the attention of the public D. To maintain in popularity
6. Why should a pop singer spend a lot of money on clothes
A. To attract his family B. to help the tailors
C. To look different D. Just for his own satisfaction
7. Change of an "act" is more required of _____
A. actors B. singers C. fans D. people
8. The expression 'Taste of the moment' line 7 means
A. time for testing B. tasting act
C. interest of the day D. A and B
9. The word "their" in paragraph 2 line 3 refers to
A. The pop singer B. The public
C. way of singing D. The young singers
10. The same word "their" in paragraph 3 line 5 refers to
A. The fans B. The pop singer
C. news paper D. reach and famous people
11. The best title of the passage is _____?
A. The pop singer B. show business
C. Fashion D. The best tailor

II -- True or False Questions

Say **True** if the statement is correct and **False** if it is incorrect

12. To become famous and prosperous everyone must join the show business.
13. Fashion is very important for a good manager in the show business.
14. A pop singer must always stay alone until he becomes popular.
15. Being an actor is not a profession in the show business
16. The life a successful pop singer is always miserable.

B Vocabulary Question

Find the equivalent meaning of the words underlined in the passage and write only the letter of your choice.

17. Prosperous =
A. popular B. wealthy C. successful D. profession
18. Old - fashioned =
A. out dated B. old profession C. old singers D. old expression

19. Popular=

- A. prosperous B. important C. rivalry D. famous

20. annoying=

- A. helping B. supporting C. disturbing D. enjoying

Part II: Structure (Grammar and usage)

Select best word or phrase to complete the sentences below:

21. Not long ago, people used to doubt the existence of AIDS. The tag question form of the sentence is _____

- A. used they? B. did they? C. didn't they? D. weren't they?

22. They always _____ the school very early.

- A. reach at B. arrive at C. arrive D. B and C

23. She usually _____ light clothes no matter what the weather might be

- A. is wearing B. puts on C. wears D. wore

24. Since the subject was unfamiliar few students could follow the lesson. The underlined Word can mean _____

- A. not many B. several C. some D. nor much

25. His explanation was _____. Most of the students did not understand it

- A. confusing B. interesting C. boring D. exhausting

Choose one which is most nearly opposite in meaning to the underlined Word or phrase as it is used in each sentence.

26. If you had given him specific instruction, he wouldn't have made the mistake.

- A. familiar B. general C. reliable D. particular

27. Coastal plains are often very densely populated

- A. rarely B. deadly C. sparsely D. hardly

28. The expression on her face showed that her mother's condition had deteriorated.

- A. improved B. aggravated C. worsened D. diminished

29. It is noted that most people in that area lead a miserable life

- A. horrible B. cheerful C. hopeless D. unstable

Select one which is nearest in meaning to the underlined word or phrase as used in each sentence.

30. The report recommended that students should engage themselves in extracurricular activities

- A. ordered B. suggested C. neglected D. warned

31. The headmaster refused to receive the delegation of the class

- A. send away B. meet C. disperse D. A and C

32. His proposal to make a research on the problem was turned down by the committee.

- A. accepted B. selected C. rejected D. designed

Part III – Writing

Direction – **Put the following describing words in to the right box below. Write the words clearly.**

Wise lovely stubborn elderly honest
 Agley selfish polite over-weight well-dressed

Words Describing	
Appearance	Personality
33	
34	
35	
36	
37	

The following idea contains advice about giving good instructions Find and write out only those advice to make good instruction (mind the “Imperative form”)

Yes, well, I think if you are talking to foreign students in English, it is important that you keep you language simple that you try to keep sentences short and not too long and also try to choose words that you think the students will understand.

YEKATIT 12 GENERAL AND PREPARATORY SCHOOL 1999 E.C. SECOND SEMESTER. ENGLISH FINAL EXAM.FOR GRADE 11(10+1) Regular classes.

Time allowed 50 min.

NAME _____ SECTION _____ ROLL NO _____

Part I :- Structure (Grammar and Usage)

Select The word or phrase that best completes each of the following sentences.

1. A teacher always ---- happy when his students work hard.

- a/ feels b/ is feeling c/ felt d/ has felt

2. I will call you as soon as I ---- my assignment.

- a/ finished b/ finish c/ will finish d/ am finish

3. Columbus ----- America more than 500 years ago.

- a/ discover b/ discovers c/ discovered d/ has discovered

4. My mother is busy now, she ----- in the kitchen.

- a/ cooks b/ is cooking c/ cooked d/ has cooked

5. The servant broke two cups while she ----- them up.

- a/ is washing b/ washes c/ was washing d/ has washed

6. Lunch is not quite ready yet, though she ----- all the morning.

- a/ is cooking b/ has cooked c/ has been cooking d/ has cooked

7. Not long ago, many people ---- the existence of AIDS

- a/ are used to doubt c/ used to doubting
b/ used to doubt d/ 'b' and 'c'

8. He ----- in prison for three years. He still has two more years to stay.

- a/ has been b/ had been c/ is being d/ was being

9. She wants to know if you have seen a book of ----- lying about somewhere.

- a/ its b/ her's c/ hers d/ her

10. The fire ----- much of the building when we arrived

- a/ destroyed b/ had been destroyed c/ had already destroyed d/ already destroyed

Direction:- Answer the questions based on the given pairs of sentences.

11. 1. The boys were running to school when the rain stopped.

2. The girls ran to school when the rain stopped

Qⁿ → Who got wet on the way to school?

- a/ The girls b/ the boys c/ both the girls and the boys d/ not known

12. 1. Martha was leaving the room when Sophia walked in.

2. Dawit had left the room when Sophia walked in.

Qⁿ → Who did Sophia meet when she walked into the room?

- a/ Martha b/ Dawit c/ both Martha and Dawit d/ none of them

Part II. Sentence completion

Choose the sentence that can be the best completion to the original one

13. People say that tortoises live -----

- a/ for a long time than elephants c/ many years than elephants
b/ older than elephants d/ longer than elephants

14. The lower the altitude (is) -----

- a/ the lower the temperature is c/ the higher the temperature is
b/ the temperature is the lower d/ the temperature is the higher

Part III. Sentence comprehension

Select the statement that is the same as or nearest in meaning to the original one

5. He said, "I wihs I had spend the night at Sheraton Hotel."

- a/ The man didn't spent the night at Sheraton.
b/ Perrhaps he spent the night at another hotel.
c/ The man spent the night at Sheraton as he wished.
d/ 'a' and 'b'

6. You wouldn't have faced such problems if you had taken my advice seriously.

- a/ You faced the problems because you didn't take my advice.
b/ You didn't face the problems because you took my advice.
c/ You have to face the problems because you had taken my advice.
d/ 'a' and 'c'

7. My brother is taller than I but not so tall as my sister.

- a/ My sister is the tallest and my brother is the shortest
b/ My sister is the shortest and I am the tallest.
c/ I am the shortest and my brother is the tallest.
d/ I am the shortest and my sister is the tallest.

Part IV. Speaking

Directions:- Arrange the following conversation between a father and a boy in a logical order. (write only the corresponding letters)

18. Father:- What have you been doing. Did you go out at all while I was away? - /a/

19. Son:- Yes I did, I saw horsemen very far away. /b/

20. Father:- Which way, where did you see them? /c/

21. Son:- Yes, I went to the top of the hill. /d/

22. Father:- Did you see anything? /e/

23. Son:- Over there! /f/

Part V Comprehension

Direction: Read the given passage and answer the questions that follow it.

Daniel Defoe was already fifty - nine when he produced his world famous novel 'Robinson crusoe'. In this novel, Defoe tells the story of a ship wrecked sailor who survives four years two months and nineteen days on a desert island. His solitude was shared only by the native whom he calls 'Man Friday' and when he first detects by a foot print left on the sand.

'Moll Flanders' is another novel by Defoe. It is about a woman who is forced in to crime and prostitution by poverty.

Defoe was not only the father of modern novel but also the father of modern journalism. He wrote more than 250 works from documentaries about social life to satirical verse. He was a political pamphleteer, a poet and a government spy. He was a religious dissenter who was imprisoned for writing against the church.

Defoe had little formal education but taught himself to speak six languages and read seven others. He began his career as a merchant alternate achieving prosperity and plunging into bankruptcy. "No man had tasted differing fortunes more," he wrote, "and thirteen times I have been rich and poor."

1. Questions on the passage

A/ Select the most accurate answer according to the information given in the passage.

24. Robinson crusoe and Moll Flanders were -----

a/ Two friends of Daniel Defoe

b/ Father and mother of Defoe

c/ Two important novels of Defoe

d/ Two pamphlets edited by Defoe

25. Daniel Defoe was -----

a/ a novelist but not a journalist

b/ a father of both modern novel and journalism

c/ a religious man defending the church

d/ 'b' and 'c'

26. Daniel Defoe was -----

a/ a prosperous merchant throughout his life

c/ forced into crime because of poverty

b/ a self - taught person, very fluent in language

d/ a famous sailor

27. When Robinson crusoe lived a lonely life on the desert island -----

a/ Defoe was with him

c/ Man Friday was his only companion

b/ He had his wife with him

d/ Moll Flanders was his only friend.

3. Robinson crosoe came to know 'Man Friday' ----- .

- a/ Through Moll Flanders c/ when Defoe told about him
b/ Through Defoe's merchant d/ when he saw a foot -print on the sand

9. Paragraph -1- tells us about ----- .

- a/ Robinson crosoe c/ Daniel Defoe
b/ a story of ship wrecked sailor d/ 'a' and 'b'

10. The word 'his' in paragraph -1- line -3- refers to ----- .

- a/ Daniel Defoe b/ man Friday c/ moll Flanders d/ Robinson crusoe

B/ Write 'A' if the statement is true and 'B' if the statement is false.

1. Daniel Defoe was a famous educated man.
2. Man Friday was Defoe's only brother.
3. Robinson erusoe is a book written by Defoe.
4. Moll Flanders was Defoe's beloved women.
5. Daniel Defoe was openly protesting against the church.

2. Vocabulary

Find the following words in the passage and select the meaning which corresponds most closely to the context.

- | | | | | |
|------------------|-----------------|------------------|-------------------|----------------|
| 6. Produced:- | a/ manufactured | b/ grew | c/ wrote | d/ read out |
| 7. Survives:- | a/ measures | b/ make a survey | c/ remains a live | d/ 'a' and 'b' |
| 8. Solitude:- | a/ attitude | b/ lonliness | c/ being alone | d/ 'b' and 'c' |
| 9. detects:- | a/ finds out | b/ hates | c/ likes | d/ examined |
| 10. bankruptcy:- | a/ wealth | b/ poverty | c/ bank system | d/ banker |

Grade 11 (Regular) English Answer sheet

ame -----	Section -----				Roll No. -----		
----- 6 -----	11 -----	16 -----	21 -----	26 -----	31 -----	36 -----	
----- 7 -----	12 -----	17 -----	22 -----	27 -----	32 -----	37 -----	
----- 8 -----	13 -----	18 -----	23 -----	28 -----	33 -----	38 -----	
----- 9 -----	14 -----	19 -----	24 -----	29 -----	34 -----	39 -----	
----- 10 -----	15 -----	20 -----	25 -----	30 -----	35 -----	40 -----	

APPENDIX II D

YEKATIT-12 PREPARATORY SCHOOL **January** __, **2008(2000 E.C)**

FIRST SEMESTER ENGLISH FINAL EXAM FOR GRADE 10+1(Regular)

TIME: 1:15hrs

NAME _____ Roll No _____ Section _____

General Instruction:-

The exam contains ----- parts:

- communicative function
- writing
- Reading comprehension
- vocabulary

Attempt all questions of all parts.

PART ONE: **Communicative Function**

A/ Conversation (5 points)

1. **Father:** Where is your mother? A/ of course, it is fair father. It is important

Son: _____ to participate as a member of a school.

2. **Father:** She likes going to such areas, do you think it is right ?

B/ yes, I am writing a composition about my family.

Son: _____

3. **Father:** Well, that is good. I agree but you know, She has not to spend all her time with a school case. There are lots to be done for our children.

C/ Since it is for good, I never forget , father. I will include her active participation in my composition.

Son: _____

4. **Father** : Actually no. I also care about you. By the way, have you done Your home work?

D/ She went to a school – board meeting.

Son : _____

E/ Is she the only one who is caring?

5. **Father**: This is very interesting. Don't forget to include a few points about your mother's case.

Son: _____

3. **Instruction**:- Match the following instructions (imperatives) with the products(5points)

1. Tea bag	A/ put it clean after brushing
2. Chili powder	B/ Do not remove outer cover when connected to the main
3. Tooth paste	C/ For adults use 1 tablet x 3 times a day
4. Electric fire	D/ allow one bag for person, add freshly boiled Water and brew for 5 minutes.
5. Paracetamol	E/ Use 1 -2 teaspoon for four servings.

PART TWO: Writing

A/ Re – arrange the following words or phrases and write meaningful sentences. (5points).

1. Newspaper/ in Germany/ were printed/ for the 1st time.

2. they/ through Europe/ in the 5th century/ spread.

3. Certain information/ they began/ about/ to carry.

4. The beginning/ was / of advertising/ in history/ that

5. Europe/ printing press/ gradually/ spread/ through out.

Punctuate the following passage and use capital letters where necessary.(5 points)

Whales are huge animals which live in the sea although they have very poor eyesight they have excellent hearing they can make many different kinds of sound which they use to communicate with each other these sounds have special meanings using these sounds whales can pass messages to each other across thousands of kilometers

PART THREE: Reading comprehension

Read the following passage carefully and answer the questions below.(5 points)

When you are invited to a meal in Thailand, the words of the invitation literally mean 'come and eat'. Indeed, nearly all Thai dishes are eaten with rice, which grows there very easily as the climate is warm and there is plenty of rain.

The food is always served in nearly cut up pieces, so there is no need to use knives and forks. Instead, special spoons and forks are used. The Thais used to eat with their hands and there are still some people who eat this way. There is a particular way of doing it. First they wash their right hand in a bowl of water and they only eat with their right hand. After the meal, the hand is again carefully washed.

The meal is usually made up of several different dishes, all of which are spicy. They are served in bowls which everyone shares though each person has his own bowl of rice. As Thailand has a long coastline, it is not surprising that fish and shellfish play an important role in Thai cooking.

All Thai people eat their dishes with

- a/ plate b/ their right hand c/ rice d/ B and C

What literal meaning does the word invitation have for the Thailand people?

- a/ wash your hand b/ Rice is everything
c/ come and eat rice d/ Fish and Rice go together

Which is true about the Thais table manner?

- a/ They wash their hands before eating.
- b/ They wash only their right hands after eating.
- c/ They wash their right hands before eating.
- d/ b and c

What do they use to serve their meal?

- a/ forks
- b/ knives
- c/ bowl
- d/ round table

'Which' refers to _____

- a/ rice
- b/ Thailand
- c/ climate
- d/ meal

PART FOUR: (Grammar) :- Choose the correct answer (8 points).

I _____ English for 10 years.

- a/ learned
- b/ have learned
- c/ have been learning
- d/ b and c

Aster and Selam have been friends since _____

- a/ a long time
- b/ many years
- c/ the eve of Christmas
- d/ three years

When water is _____, it evaporates.

- a/ heating
- b/ heated
- c/ heats
- d/ to heat

_____ of broken glass were scattered on the floor.

- a/ A piece
- b/ A pieces
- c/ piece
- d/ pieces

My father could not buy me a new uniform because he had _____ money left.

- a/ a few
- b/ few
- c/ a little
- d/ little

He would come soon, _____ ?

- a/ will not he
- b/ would he
- c/ would not he
- d/ will he

The only way to stop _____ is to ban it totally.

- a/ to smoke
- b/ to smoking
- c/ smoking
- d/ smoke

Let's finish _____ our group work before the end of this week.

- a/ write
- b/ to write
- c/ writing
- d/ b and c

PART FIVE: Vocabulary

Choose words from the given list below in order to complete each of the following sentences correctly. (7 points)

- | | | | | |
|------------|--------------|-------------|--------------|---------------|
| a/ convey | b/ confident | c/ excited | d/ conscious | e/ instruct |
| f/ intrude | g/ obvious | h/ reliable | i/ mystery | j/ tremendous |

A _____ amount of money is expected to be collected from the public for the establishment of the Youth center.

I don't think it is proper to _____ into others' private lives and affairs.

Are we really _____ of the devastating effects of deforestation on climate?

How children learn their mother tongue at early age is still a _____.

Many animals, from insects to fish, use smell to _____ messages.

First of all, we should build up our _____ so that we can tackle the problem of global warming.

Eventhough it is possible to get uptodate information from many different sources, the BBC and CNN are the _____ channels.



APPENDIX II E

Yekatit 12 Preparatory School – 2000 Second Semester English Examination For Grade 11(R)

Time allowed : 1 hour

Part One – Comprehension: Read the following passage carefully and answer the questions according to the information in the passage.

Enhanced Commitment to changing the gender issue.

The United Nations Development Fund for Women (UNIFEM) has just stated that programmes designed to address the problems of women in the developing countries have been greatly underfunded, and the situation has to improve if these countries desire to change the condition of their women citizens and the contributions they make in their countries' development. This issue was the agenda of the workshop organized on Thursday, May 8, 2008, to deliver the findings of the study conducted on gender and aid effectiveness here in Ethiopia. According to the UNIFEM, which was one of the participant organizations in the workshop, not more than one per cent of the money channeled into the developing countries via aid goes to programmes related specifically to women and their affairs.

Fifty per cent of the population in any given country is known to be made up of women. In addition, these women constitute the most active portion of the population, attesting to the fact that any nation's chance to develop depends on how much it accommodates the issue of women in its national agenda. Any attempt to disregard this huge section of the population or its problems is, therefore, doomed to fail from the outset. Such has so far been the reality in every developing nation, and the level of development each such country has managed to accomplish goes hand – in – hand with the degree of focus it has given to its women folk.

Ethiopia has gained relative success in this regard. This can be seen from the changes in the country for the purpose and is confirmed also during the workshop. There have been encouraging results gained from efforts made to address the issues of women. Scarce as resources are in Ethiopia as they are elsewhere, i.e. in the developing countries, there can be no reason why whatever available resources are not allocated among its citizens with equity and justice. The Ministry of Women's Affairs has been functioning for the last several years with this end in view, and according to the testimony of an official at the Ministry, it is necessary to ensure the quality of women via ensuring the flow of resources to women and their endeavours. Other ministries and organizations at both federal and regional levels are also there on the ground assisting this purpose, one of which is the Ministry of Finance. And yet, the problem of women can gain effective and successful culmination when we act more than we have so far done. This is also supported by the studies conducted by the UN and other partners on the issue. Of all the programmes a country aspires to put to a fruitful end, only those related to women's affairs have gained the lowest attention. It is high time that we change, at least, this.

(Taken from Ethiopian Herald, 10, May 2008)



I. Comprehension Questions

1. According to the United Nations Development Fund for Women (UNIFEM),
A/ women's budget for addressing their problems is enough.
B/ no enough fund is allocated for addressing women's problems.
C/ women are greatly underfunded.
D/ no programmes are designed
2. The gender proportion of any given country can be said as balanced.
A/ True B/ False.
3. A country among the developing countries _____ has so far been successful in addressing the problems of women.
A/ Egypt B/ Ethiopia C/ Equatorial Guinea D/ Sudan

II. Vocabulary Questions

Instruction: On one side, there is a list of six verbs. And on the other, there are prefixes and suffixes. Form other verbs or nouns with all the six words (verbs) by using the four fixes. (correct spellings deserve full points). Write your answers in the space provided.

Verbs

4. contribute
5. add
6. develop
7. regard
8. funded
9. culminate

Fixes

- dis ____
under ____
____ ment
____ tion

III. Reference Questions

What do the following words or expressions refer to?

10. '--- have greatly underfunded' (line 3) refers to _____.
A/ programmes for addressing women's problems.
B/ problems women create
C/ the situations in developing countries.
D/ national agenda
11. 'Which' (line 9) refers to _____.
A/ UNICEF B/ UNIFUND C/ UNIFEM D/ UNIMEE

12. 'Has' (line 23) refers to _____.

- A/ Egypt B/ UN C/ Workshop D/ Ethiopia

Part Two : Grammar Questions

Instruction: The following sentences are incomplete.

Decide which of the choices completes each best.

13. _____ the boy's feeling, I hid the ball.

- A/ knows B/ knew C/ known D/ knowing

14. English _____ all over the world.

- A/ speaks B/ spoke C/ is spoken D/ will speak

15. 'Fikir Eskemekabir', _____ was written by Hadis Alemayehu, is one of the best novels in

- Ethiopia. A/ that B/ which C/ who D/ A & B

16. Direct Speech: "where do you live?" she asked.

Reported Speech: She inquired _____ I lived.

- A/ if B/ whether C/ where D/ A & B

17. x: I wish you _____ new year.

Z: Me too. Thank you.

- A/ congratulation B/ enjoy C/ a happy D/ have a nice

18. Having _____ his way home, the drunkard man spent the night sleeping in the road.

- A/ lose B/ loses C/ lost D/ losing

19. I could have helped him if I _____ money.

- A/ have had B/ had had C/ had D/ have

20. Direct Speech: "Close your books." said the teacher.

Reported Speech: The teacher _____ us to close _____ books.

- A/ told - - - our B/ asked - - - your
C/ suggested - - - our D/ advised - - - your

21. What _____ you do if you were me?

- A/ would B/ unless C/ will D/ can

22. Which one is the best combination for the following pair of sentences?

There was nobody at the office.

I went home again.

A/ There was nobody at the office, so I went home again.

B/ There was nobody at the office, however I went home again.

C/ There was nobody at the office, still I went home again.

D/ There was nobody at the office, but I went home again.

23. Mekuria : Hello?

Taddese : Hello, Can I speak to Mekuria , please?

Mekuria: _____ . Who's it, please?

A/ Hello

B/ speaking

C/ How are you?

D/ That's ok.

24. Almaz: Excuse me . Aren't you Meseret Abay?

Meseret: _____ .

A/ No. How do you do?

B/ May I introduce myself?

C/ Yes, that's right

D/ Thank you very much, dear

25. Interviewer: _____

Interviewee: Well , in my opinion it's awful. But perhaps that's because I'm old for all that noise. May be it's good for young people.

A/ Excuse me , what do you think of pop music?

B/ How would you describe the music of your time?

C/ Why do you hate pop music?

D/ Excuse me, which music do you like best?

Part Three: Meaning in a context(Vocabulary)

Instruction: Choose the correct contextual meanings of the underlined words in the following sentences.

26. After finishing the race, the athlete walked past the crowd **panting**.

A/ smiling

B/ sweating

C/ breathing quickly

D/ undressing

27. The investing company has delayed **embarking** on the project.

A/ considering

B/ starting

C/ estimating

D/ building

28. Everyone in the place gave a hand to load the **fragile** goods onto the lorry.

A/ delicate

B/ heavy

C/ everlasting

D/ expensive

29. The woman warned the boys to keep silence **for fear** they might awake her sleeping baby.

A/ for sure

B/ so that

C/ in case

D/ for this reason

30. Many of the workers say that the **bulk** of the work in the organization should be assigned to the young and productive members.

A/ much

B/ heavy

C/ light

D/ burden

Part Four: Sentence Comprehension

Instruction: For each of the following sentences, choose the sentence which is nearest in meaning to the original one.

31. If he has time, he will help me.

A/ If he has time at any time in the future, he will probably help me.

B/ He might help me, but it is unlikely that he will have time.

C/ He did not have time in the past, so it was impossible for him to help me.

D/ It does not matter whether he helps me or not.

32. When I was four, I used to play with mud.

A/ I'm still playing with mud.

B/ I'm going to play with mud.

C/ I have stopped playing with mud now.

D/ I used to eat mud.

33. I hardly remember the day we first discussed the matter.

A/ I vividly remember the day we first discussed the matter.

B/ I can vaguely remember the day we first discussed the matter.

C/ I don't remember the day we first discussed the matter.

D/ It's possible for me to clearly remember the day we first discussed the matter.

34. The students needn't have done the assignment.

A/ They didn't do the assignment.

B/ They did the assignment.

C/ It was essential but they didn't do it.

D/ They were obliged to do it.

35. Had he had enough money, he could have bought a Mercedes car.

A/ He didn't buy a Mercedes car.

B/ He had just enough money to buy a Mercedes car.

C/ He bought a Mercedes car.

D/ Although he had enough money, he didn't buy a Mercedes car.

Part Five Sentence Arrangement

Instruction. In each of the following questions, there are jumbled sentences or words.

Choose the alternative that shows the best arrangement or rearrange them logically.

6. 1. But some people think this is not so.
2. This is a blessing we should be proud of
3. Ethiopia is a multi – ethnic, multi – cultural country.
4. These people must be told that their fear is unjustified.
5. They say the discovery mainly tear the country apart.

7. 1. The fire leaps into the flame.
2. The craftsman pins the gold into wire.
3. The craftsman mixes the gold and charcoal.
4. The craftsman begins to hammer and stretch the gold.
5. The craftsman puts the mixture on the fire

A/ 1,2,3,4,5

B/ 3,1,4,2,5

C/ 3,1,5,4,2

D/ 4,2,5,3,1

8. know/kassa/I/ Is/How/Don't/old

A/ I don't know how is kassa old.

B/ I don't know is kassa how old.

C/ I don't know kassa how old is.

D/ I don't know how old kassa is.

9. is there/meeting / any / place / official. (Rewrite it in a sensible order with correct punctuation)

10. Don't / I / Interrupt/ while / speak / me (Rewrite it in a sensible order)

APPENDIX II

YEKATIT-12 PREPARATORY SCHOOL January __, 2008(2000 E.C) FIRST SEMESTER ENGLISH FINAL EXAM FOR GRADE 10+1(Regular)

TIME: 1:15hrs

NAME _____ Roll No _____ Section _____

General Instruction:-

The exam contains ----- parts:

- communicative function
- writing
- Reading comprehension
- vocabulary

Attempt all questions of all parts.

PART ONE: Communicative Function

A/ Conversation (5 points)

1. Father: Where is your mother? A/ of course, it is fair father. It is important

Son: _____ to participate as a member of a school.

2. Father: She likes going to such areas, do you think it is right ?

B/ yes, I am writing a composition about my family.

Son: _____

3. Father: Well, that is good. I agree but you know, She has not to spend all her time with a school case. There are lots to be done for our children.

C/ Since it is for good, I never forget , father. I will include her active participation in my composition.

Son: _____

4. **Father** : Actually no. I also care about you. By the way, have you done Your home work? D/ She went to a school – board meeting.

Son : _____ E/ Is she the only one who is caring?

5. **Father**: This is very interesting. Don't forget to include a few points about your mother's case.

Son: _____

B. Instruction: Match the following instructions (imperatives) with the products(5points)

1. Tea bag	A/ put it clean after brushing
2. Chili powder	B/ Do not remove outer cover when connected to the main
3. Tooth paste	C/ For adults use 1 tablet x 3 times a day
4. Electric fire	D/ allow one bag for person, add freshly boiled Water and brew for 5 minutes.
5. Paracetamol	E/ Use 1 -2 teaspoon for four servings.

PART TWO: Writing

A/ Re – arrange the following words or phrases and write meaningful sentences. (5points).

1. Newspaper/in Germany/ were printed/ for the 1st time.

2. they/through Europe/ in the 5th century/spread.

3. Certain information/they began/about/ to carry.

4. The beginning/was /of advertising/in history/that

5. Europe/printing press/gradually/spread/through out.

3. Punctuate the following passage and use capital letters where necessary.(5 points)

Whales are huge animals which live in the sea although they have very poor eyesight they have excellent hearing they can make many different kinds of sound which they use to communicate with each other these sounds have special meanings using these sounds whales can pass messages to each other across thousands of kilometers

PART THREE: Reading comprehension

Read the following passage carefully and answer the questions below.(5 points)

When you are invited to a meal in Thailand, the words of the invitation literally mean 'come and eat'. Indeed, nearly all Thai dishes are eaten with rice, which grows there very easily as the climate is warm and there is plenty of rain.

The food is always served in nearly cut up pieces, so there is no need to use knives and forks. Instead, special spoons and forks are used. The Thais used to eat with their hands and there are still some people who eat this way. There is a particular way of doing it. First they wash their right hand in a bowl of water and they only eat with their right hand. After the meal, the hand is again carefully washed.

The meal is usually made up of several different dishes, all of which are spicy. They are served in bowls which everyone shares though each person has his own bowl of rice. As Thailand has a long coastline, it is not surprising that fish and shellfish play an important role in Thai cooking.

All Thai people eat their dishes with _____

- a/ plate b/ their right hand c/ rice d/ B and C

What literal meaning does the word invitation have for the Thailand people?

- a/ wash your hand b/ Rice is everything
c/ come and eat rice d/ Fish and Rice go together

3. Which is true about the Thais table manner?

- a/ They wash their hands before eating.
 b/ They wash only their right hands after eating.
 c/ They wash their right hands before eating. d/ b and c

4. What do they use to serve their meal?

- a/ forks b/ knives c/ bowl d/ round table

5. 'Which' refers to _____

- a/ rice b/ Thailand c/ climate d/ meal

PART FOUR: (Grammar) :- Choose the correct answer (8 points).

1. I _____ English for 10 years.

- a/ learned b/ have learned c/ have been learning d/ b and c

2. Aster and Selam have been friends since _____

- a/ a long time b/ many years c/ the eve of Christmas d/ three years

3. When water is _____, it evaporates.

- a/ heating b/ heated c/ heats d/ to heat

4. _____ of broken glass were scattered on the floor.

- a/ A piece b/ A pieces c/ piece d/ pieces

5. My father could not buy me a new uniform because he had _____ money left.

- a/ a few b/ few c/ a little d/ little

6. He would come soon, _____?

- a/ will not he b/ would he c/ would not he d/ will he

7. The only way to stop _____ is to ban it totally.

- a/ to smoke b/ to smoking c/ smoking d/ smoke

8. Let's finish _____ our group work before the end of this week.

- a/ write b/ to write c/ writing d/ b and c

PART FIVE: Vocabulary

Choose words from the given list below in order to complete each of the following sentences correctly. (7 points)

- | | | | | |
|------------|--------------|-------------|--------------|---------------|
| a/ convey | b/ confident | c/ excited | d/ conscious | e/ instruct |
| f/ intrude | g/ obvious | h/ reliable | i/ mystery | j/ tremendous |

1. A _____ amount of money is expected to be collected from the public for the establishment of the Youth center.
2. I don't think it is proper to _____ into others' private lives and affairs.
3. Are we really _____ of the devastating effects of deforestation on climate?
4. How children learn their mother tongue at early age is still a _____.
5. Many animals, from insects to fish, use smell to _____ messages.
6. First of all, we should build up our _____ so that we can tackle the problem of global warming.
7. Eventhough it is possible to get uptodate information from many different sources, the BBC and CNN are the _____ channels.

2001 L.L.
2001

APPENDIX II F

Yekatit 12 Preparatory School

Department of English

First Semester English Final Examination for Grade 11

Time Allowed: 1:20

Name:.....Section.....Role Number.....

General instructions:

- 1. This Exam sheet has 5 parts: Reading comprehension, Vocabulary, Grammar, Summary Writing and Spelling Rule. Attempt all of them.**
- 2. Write your answer on the answer sheet provided at the end**

Part I Reading Comprehension

Instructions: Read the following passage carefully and answer the questions that follow

In **recent** years there has been a lot of discussion about the difference between British and American English. Some people claim that the British English is superior because the British spoke the language first. Others argue that American English is better because there are more Americans than British men. But which ever side they take, people tend to exaggerate the difference between the two main branches of English language. If one listens to these arguments one begins to think that there are two completely different versions of the English language.

This is of course far from true. The two versions of the English language are almost identical. Englishmen and Americans can communicate with little or no difficulty. Films, books magazines and newspapers produced in one country are understood in the other; even the few differences in individual words and phrases of one country are usually understood in the other.

What are some of these differences? The most obvious is the small difference in the pronunciation of some word. English men pronounce 'school' and 'scheme' in the same way. Other pronunciation differences are found in words like 'bath', 'Missiles' and 'clerk'. People who argue that one pronunciation is better than another are creating a problem where one does not exist. The only intelligent attitude is to admit that there is some difference, but to accept both pronunciations.

The same is true for spelling. Both 'color' and 'colour', 'program' and 'programme', 'center' and 'centre' are acceptable. If one follows the British system, it is better to follow that system consistently; if one follows the American system that, too, should be followed consistently.

Individual differences in words sometimes make people think the British and Americans have difficulty in communicating. But how many differences are there? An English man would say, 'It is quarter to seven', while an American would say, 'it's quarter of seven.' Again an American would say, 'on your own time', while an English would say, 'in your own time.' Which form is better?

In conclusion, one bit of advice which should be followed is this: whichever you speak, British or American, speak it correctly. There is almost no difference.

1. Some people claim that British English is superior to American English because:
 - A. There are more British men than American.
 - B. The British spoke the language prior than the Americans.
 - C. The Americans spoke the language prior than the British.

- D. The Americans spoke the language in advance than the British.
2. Which of the following can be the best title of the passage?
- A. American can speak Good English than the British
 - B. The British Can Speak Good English the American
 - C. The American and the British English
 - D. All of the above
3. According to the passage the British men and the Americans can communicate with:
- A. lots of difficulty
 - B. much difficulty
 - C. hardly any difficulty
 - D. great difficulty
4. Whose pronunciation is better or correct?
- A. the Americans
 - C. the British
 - C. there are no differences
 - D. both pronunciations are correct
5. English men and Americans pronounce-----and -----in the same way.
- A. Schedule/school
 - B. school/ scheme
 - C. hardly/ difficulty
 - D. color/ program
6. 'others' argue that the American.....The word other in paragraph 2 refers:
- A. Americans
 - B. People
 - C. British men
 - D. American men
7. The expression ' **this is of course far from true**, in paragraph 2 refers:
- A the agreement
 - B. the reality
 - C. the thinking
 - D. the language
8. The word '**recent**' in paragraph one means:
- A. belonging to time in the past
 - B. belonging to time in the present
 - C. belonging to time not past
 - D. B and C
9. The two '**Versions**' of the English language. The word **versions** in paragraph two means:
- A. alternative forms
 - B. opposite forms
 - C. correct forms
 - D. approved forms

10. The most 'obvious' is differences in the pronunciation of some words.

The word **obvious** means:

- A. noticeable B. serious C. unthinkable D. necessary

Part II Vocabulary

Instructions: choose the correct alternative word that best completes each sentence.

11. When the minister _____ all the workers in the factory gathered around him to raise their demands

- A arrives at B. reached C. arrived D. arrived at

12 After many hours' discussion, the committee _____ a decision

- A. reach B. reached C. arrived D. is arriving

13. This athlete _____ win the 10, 000 meter race that is going to be held next week.

- A) was able to B) can C) is able to D) will be able to

14. I _____ hear a lot of shouting outside. What's going on in the neighborhood?

- A. Can B. am able to C. was able to D) A and B

15. He dropped a hundred Euro note while he was _____ his coat.

- A) put on B) wearing C) putting on D) wore

Instructions: The bold printed words in the following sentences are taken from your English text book. Choose the alternative that is the same in meaning as the bold printed ones.

16. As soon as we got into the hall, we saw that there had been good **turn out** of the villagers.

- A. response B. attendance C) enjoyment D. look

17. The boy who recently joined our club seems to lack a little **sense of humor**
- A. ability to understand and enjoy fun C) ability to speak frankly
B. ability to remain patient D) ability to socialize oneself
18. The invention of the plough must have **preceded** many others inventions.
- A) happened later B) happened before
C) happened last D) improved later
- 19 It would be inappropriate to **intrude** upon other's private affairs.
- A) to interfere unwantedly C) to cooperate with others
B) to help others in their difficulties D) to interact with others
20. I think, one of the **handicaps** for carrying out sports competition among schools is absence of specified time in the schools' calendar.
- A) reasons B) strength C) difficulties D) advantages

Part III Grammar

Instructions: Choose a word or a phrase that best completes the given sentences

21. Which of sentences is wrong?
- A. I rarely eat meat.
B. It is done deliberately
C. Today, we all are expected to say something about HIV/AIDS
D. You are frequently late
22. HIV----- from an infected pregnant woman to her unborn baby
- A. can not transmitted B. transmitted
C. cannot be transmitted D. to be transmitted
23. My uncle has lived in Addis _____ before he moved to Harar.
- A) for a year B. Since he was a child C. for a time D A and C

24. As a citizen we all are expected _____ against poverty and corruption.

- A. fighting B. fight C. to fight D. fought

25. "The earth revolves around the sun," the teacher says. Which of the following sentences is correct form of reported speech?

- a. The teacher says that the earth revolves around the sun.
- b. The teacher says that the earth is revolved around the sun.
- c. The teacher says that the earth revolved around the sun.
- d. The teacher says that the earth is revolving around the sun.

26. I haven't seen my brother _____ January.

- A. for B. as C. too D. since

27. Would you mind _____ your book? Please?

- A. to open B. opens C. opening D. to opening

28. **She has eaten all the oranges.** Which of the following is the passive equivalent of the given sentence?

- a. All the oranges have eaten.
- b. All the oranges were eaten.
- c. All the oranges has been eaten.
- d. All the oranges have been eaten.

29. Loraya has decided _____ him

- A. marry B. married C. to marry D. marrying

30. _____ the meat, all members of the group went to home and ate it at once

- A. Having shared B. Sharing C. Shared D. A and B

Part IV Summary Writing

Instructions: Read the following short paragraphs and choose the sentence that best summarizes it.

31. While I was walking along the road the other day, I happened to notice a small brown leather purse lying on the pavement. I picked it up and opened it to see if I could find out the owner's name. There was nothing inside it except some small change and rather old photograph, a picture of a woman like the woman's daughter. I put the photograph back and took the purse to the police station, where I handed it to the sergeant in charge. Before I left, the sergeant made a note of my name and address in case the owner of the purse wanted to write and thank me.

- A. Handed in a lost purse to the relevant authority
- B. dealing with the police
- C. looking into people's purses
- D. finding small change and old photograph.

32. There is a reason we are being told to eat more fruits and vegetables. Study after study has shown that apples as well as oranges, melons, berries and virtually every other fruit do keep the doctor away!

- A. Fruits keep the doctor away.
- B. High fruit and vegetables consumption is protective
- C. Eating the right foods can lower blood pressure
- D. A and B are correct

33. On my 21st birthday I bought a packet of cigarettes and lit one up. My reaction was the same as that of most young people. I hated it. I gave the package away and never touched them again. Most people who first try cigarettes in their 20s or later don't get hooked. Peer pressure and other factors are not as strong as when you are older, so it is imperative that we keep cigarettes out of the hands of our young people

- A. teenagers are more likely to get hooked
- B. since I have never smoked, I have not had the problem of quitting
- C. We will be able to persuade young people never to start cigarettes.
- D. A and C are correct.

Part VI Spelling Rule

Instructions: For items 34-40 choose a word that is spelt wrongly_____

- | | |
|-----------------|--------------|
| 34. A. neicc | B. species |
| C. delay | D. mortal |
| 35. A. foriegn | B. height |
| C. believe | D. quarrel |
| 36. A. courage | B. fortunate |
| C. immediate | D. juge |
| 37. A. terrible | B. possible |
| C. comfortable | D. angry |
| 38. A. argument | B. space |
| C. movable | D. noisy |
| 39. A receipt | B. reciet |
| C. boys | D. monreys |
| 40. A. silently | C. simpley |
| B. simply | D. all |

APPENDIX IIIA

Menelik II Academic and Preparatory School Second Semester English Examination for Grade 10+1 (1998 E.C)

Time – 60 min

COMPREHENSION QUESTION

DIRECTIONS: Read the passage carefully. Then answer the questions which follow it.

Before long I was to see the vast herds of drongs with my own eyes. The sight of those beautiful and powerful beasts who have always made their homes on Tibet's high and barren plateau never ceased to fascinate me. Some how these shy creatures manage to live on the very short grass roots which is all the nature provides in those part. And what a wonderful sight is to see a great heard of them plunging head down in a wild gallop across the steppes. The earth shakes under their heels and a vast cloud of dusts marks their passages. At nights they protect themselves from the cold by huddling up together that this in a snow storm, pressed so close together that the condensation from their breath rises into the air like a column of steam. The nomads have occasionally tried to bring up young drongs as domestic animals but they have never entirely succeeded. Somehow once they live together, with human beings they seem to lose their amazing strength and power of endurance; and they are no use at all as animals to carry loads, because their backs immediately get sore. Their relationship with man has therefore, reminded that of game and hunter, for their flesh is very tasty.

The kyangs, or wild asses, live together in smaller groups each headed by a stallion, lording it over anything from ten to fifty mares. I was struck by the noble appearance of these beasts; and, in particular, by the beautiful line of head and neck. Their coat is light brown on the back and whitish bellow the belly, and their long thin tails are almost black; the whole representing excellent camouflage against their natural background. They look wonderfully elegant and graceful when you see them darting across the steppes like arrows, heads stretched out and tails streaming away behind them in the wind. Their mating season is in the autumn, and then the stallions are at their most war like as they jealously guard their harems. The fiercest and most merciless battles take place at this tin of the year between the stallion who is the lord of that herd and invaders from other herds. When the battle is over, the victory himself bloody and bruised from savage bites and kicks, leads off the mares in a wild gallop over the steppe.

DIRECTION: Select the correct answer according to the information in the passage.

(2 marks each)

1. The steppes of Tibet are
 - A. barren mountain ranges
 - B. fertile grass lands
 - C. dusty, grass less plains
 - D. poor grazing ground.

2. The drongs protect themselves from the cold by
 - A. body warmth.
 - B. Forming a circle round the claves.
 - C. Producing steam from the condensation from their breath.
 - D. Galloping wildly across the steppes.
3. The color of the Kyangs is
 - A. very different from the color of their natural background
 - B. such that they can not be seen against their natural back ground
 - C. noble and beautiful
 - D. elegant and graceful
4. The stallions are most fierce.
 - A. during the mating season.
 - B. whenever another Kyang approaches.
 - C. because they are naturally jealous animals
 - D. because they don't like other stallions.

DIRECTIONS: Select the meanings of the words in the passage as they are used.

5. fascinate: a) fasion b) attract c) attack d) attend
6. bring up a) hold b) grow c) neglect d) respect
7. mares a) male b) female c) boyhood d) girlish
8. darting a) flying b) moving c) jumping d) dancing

REFERENCE QUESTIONS

9. they (line 10) refers to
 - A. nomads B. drongs C. Kyangs D. asses
10. those (line 2)
 - A. drongs B. beasts C. the young D. hunter

GENERAL VOCABULARY

DIRECTION: Choose the word or phrase that has similar meaning to the underling word or phrase according to the context.

11. The river ran through fertile country.
 - A. fled B. flew C. flooded D. flowed
12. Since the decease of his father he has been very unhappy.
 - A. burial B. death C. decrease D. disease
13. Many amenities unknown in the country, such as piped water, parks and good drainage, are enjoyed in towns.
 - A. comfort B. enjoyments C. entertainment D. luxuries
14. Some people are so particular in their ideas of the sort of person they would like to marry that they never marry at all.

- A. amiable B. fastidious C. pleasant D. pretty.
15. He was apprehended by the police just as he was leaving the house he had broken into.
 A. appropriated B. caught C. clenched D. understood

SENTENCE COMPREHENSION

DIRECTION: Choose the sentence that has the same or nearly the same meaning as the original sentence.

16. When he decided to leave, every one of us expressed regret.
 A. It was after he had regretted that he left.
 B. Every one of us was going as he was to leave.
 C. He decided that every one of us should leave.
 D. Every one of us was sorry he was leaving
17. Most of the developing countries do not command their own destinies.
 A. Some developing countries do not command their own fates.
 B. All developing countries are unable to plan their own economies
 C. Most developing countries are unable to plan their own future
 D. Few developing countries are unable to plan their own future
18. All with the exception of Tedla's mother were very poor and needy
 A. Tedla's mother was poor and needy.
 B. Tedla's mother wasn't as rich as others.
 C. All of them including Tedla's mother were rich
 D. Tedla's mother was rich
19. He does not understand that he stands in his own light
 A. He does not feel he has no good stand.
 B. He is not aware that he acts against his own interest.
 C. He fails to understand that he stands in his one's way
 D. He has little feeling that he hinders his own advancement.
20. Despite the fact that he puts little effort, he is successful.
 A. Successful as he is, he doesn't put such effort in his own
 B. As he is successful, he shows much effort.
 C. However little effort he puts, he succeeds in his attempts.
 D. Because his effort is little, he seldom succeeds in his attempts.

DIRECTION: Choose the alternative that best completes the paragraph

People's 21 to 22 problems like crime and punishment very widely from 23 condemnation of all offenders, in discriminately, to a more 24 approach which takes in to account the merits of 25 cares.

21. A. actions
B. Aptitudes
C. attitudes
D. conditions
22. A. evil
B. isolated
C. sociable
D. social
23. A. sliding
B. sloping
C. sweeping
D. swooping
24. A. open- eyed
B. open- handed
C. open- hearted
D. open- minded
25. A. general
B. immoral
C. individual
D. internal

DIRECTION: Choose the alternative that best completes the given dialogues.

26. Father: Where is my brief case?
Son: I don't know, mom _____.
A. had better take it
B. has taken it
C. must have taken it
D. might have taken it
27. Brother: If you like, I will do the house work for you.
Sister: _____.
A. No thank you, please help me
B. Yes, I can manage my self
C. Thank you. That's very kind of you
D. That is none of your business
28. Alemu: _____.
Ambaye: Very much.
A. How many books have you read.
B. How many kilometers away is Hossana from here
C. How many goats do you have
D. How did you like your visit to Shashemene
29. Doctor: What do you usually take; tea or coffee?
Secretary: I usually prefer _____.
A. tea or coffee
B. tea or coffee
C. tea than coffee
D. both to or coffee
30. Saniet: Tehsome, I don't think you've met Tesfaye before. He is my friend.
Teshome: _____ to meet you, Tesfaye.
A. Hello
B. Of course
C. How do you do
D. Nice

DIRECTION: For items 11-13, choose the alternative that is correct in punctuation and capitalization.

31. A. You are wrong, Bekele said Mamo.
B. "You are wrong, Bekele," said Mamo.
C. "You are wrong Bekele," said Mamo.
D. "You are wrong Bekele," said Mamo.
32. A. They wanted to know if I joined their group?
B. They wanted to know, "If I joined their group?"
C. They wanted to know if I joined their group.
D. They wanted to know, if I joined their group.
33. A. It isn't right, is it?
B. It isn't right, is it?
C. It isn't right is it?
D. It isn't right, Is it?

GRAMMAR

Choose the best answer.

34. The boy was crying _____ someone beat him.
A. so that B. because C. why D. although
35. Do you remember Abebe's _____ off that wall?
A. fall B. fell C. to fall D. falling
36. They admitted _____
A. myself B. ourselves C. himself D. themselves
37. I gave them _____ meat.
A. half of B. no C. most of D. piece of
38. I don't like his _____ behavior.
A. child B. childrens C. children D. childish
39. This is the car _____ soon.
A. to be sold B. to sold C. to sell D. will sell
40. The shopkeeper _____ tell him the real price.
A. dare not B. has C. does not D. should to
41. The thief attempted _____ the lock.
A. braking B. to break C. breaking D. to brake
42. Her husband wanted _____ but to divorce her.
A. something B. everything C. nothing D. anything
43. The boy is not _____ to take that picture from the wall.
A. enough tall B. such tall C. tall enough D. so tall

44. It _____ that she was missing
 A. was believed B. believed C. is believing
 D. have been believed
45. Kebede: I am hungry.
 A. but I am B. so am I C. so I do D. but I don't
46. The directory has been waiting for you _____ 3 O'clock
 A. for B. in C. since D. on
47. before I reached the bakery, they _____ all the bread
 A. sold B. were sold C. had sold D. would be sold
48. Your suggestion _____ odd.
 A. tastes B. smells C. feels D. sounds
49. I am late, _____?
 A. isn't I B. amn't I C. aren't I D. am I
50. The draught resulted _____ hunger and starvation
 A. in B. on C. of D. from

Name _____		Section _____		Roll. No. _____
1 _____	11. _____	21. _____	31. _____	41. _____
2 _____	12. _____	22. _____	32. _____	42. _____
3 _____	13. _____	23. _____	33. _____	43. _____
4 _____	14. _____	24. _____	34. _____	44. _____
5 _____	15. _____	25. _____	35. _____	45. _____
6 _____	16. _____	26. _____	36. _____	46. _____
7 _____	17. _____	27. _____	37. _____	47. _____
8 _____	18. _____	28. _____	38. _____	48. _____
9 _____	19. _____	29. _____	39. _____	49. _____
10 _____	20. _____	30. _____	40. _____	50. _____

APPENDIX III B

Menelik II Preparatory and General Secondary School A.A. 1999 E.C (2007)

11th Grade English Language 2nd Semester Final Examination

Time allowed: 1:00 hour

Part I- Compression

DIRECTION: Read the following passage carefully and then answer the questions given below.

Near a certain village there once lived a large herd of wild pigs. Nobody could catch them and they did much damage to the village crops.

One day a stranger arrived at the village and asked where he could find the wild pigs. Somebody told him and off he went. He had no weapon of any sort, so that the villagers wondered what he was going to do with the wild pigs.

A few months later the stranger came back saying that had trapped all the pigs. Every body was astonished and some of the men went off with him to find out if he was telling the truth.

They soon discovered that he was. All the pigs were enclosed within a strong fence which had a gate in one side.

"How did you do it?" they asked the stranger.

"Well, it was quite easy," he answered. "I began by putting out some maize. At first the pig would not touch it, but after a few weeks some of the younger pigs began to run out of the bushes, take some maize quickly, then run back soon all the pigs were eating the maize I put out of them."

"Then I began building a fence around the maize. It was very low at first, but slowly slowly, I build it higher with out frightening the pigs. When I saw that they were waiting for me to bring maize each day instead of going and searching for their own food as previously, I built a gate in my fence. One day I shut it while they were all inside eating."

"I can catch any animal in the world the way if I can teach it to depend on me for its food"

DIRECTIONS: After reading the passage, answer the questions carefully.

1. What was surprising about the stranger?
 - A. He was interested in wild pigs
 - B. He didn't know where the pigs were
 - C. He was completely unarmed.
 - D. He was alone.

2. The stranger returned to the village
 - A. To collect his wage.
 - B. Because he was tired of being alone.
 - C. To tell the villagers of his success
 - D. To ask for help to close the gate in the fence.
3. Why do you think the young pigs were the first to take the maize?
 - A. They were young and very unsuspicious.
 - B. The old pigs did not like maize very much.
 - C. The old pigs were lazy
 - D. The old pigs ate every thing and left nothing for the youngsters.
4. The stranger was able to catch the wild pigs because
 - A. He built the fence slowly.
 - B. He taught the pigs to rely on him for their food.
 - C. The pigs ate too much.
 - D. There was no more food in the bush.
5. The stranger succeeded because he was
 - A. patient
 - B. brave
 - C. sympathetic
 - D. honest

DIRECTIONS: Choose the meanings of the words as they are used in the passage

6. astonished= A. fantasy B. joked C. fancy D. surprised
7. weapon= A. instrument for war C. instrument for hunting
B. instrumental D. instrument for looking
8. trapped= A. scaped B. caught C. tricked D. cheated
9. enclosed= A. surrounded B. shut C. not closed D. disclosed

DIRECTION: Reference Questions

10. him (line 4) refers to A. a stranger B. a farmer C. a pig D. somebody
11. them (line 13) refers to A. villagers B. hunters C. pigs D. forest
12. it (line 14) refers to A. young pig B. fence C. farm D. maize
13. which (line 9) refers to A. fence B. one side C. old pigs D. village

Part II – Grammar and Usage

DIRECTION: Choose the best alternative and write the letter of your choice on the separate answer sheet.

14. That pen _____ him.
 - A. is belonging
 - B. belong to
 - C. belongs to
 - D. to belong
15. Denkw persuaded his friend _____ with him.
 - A. to study
 - B. study
 - C. studies
 - D. studying

16. The disturbing students are _____ in the class.
 A. to disturb B. disturbing to C. disturb D. disturbing
17. _____ through my composition, I found several mistakes.
 A. Read B. Reading C. Have read D. To reading
18. He will have an accident _____ he drives more carefully.
 A. if B. unless C. unless not D. if not
19. My sister _____ the taxi and went home.
 A. get of B. get out of C. got out of D. got off out
20. Having received her pen friend's letter, she has _____ it.
 A. replied to B. answered to C. replied D. answered
21. Seifu is the best runner in our school. So far no-one has ever _____ him.
 A. beat B. win C. beating D. beaten
22. Our team played badly to day. We _____ easily.
 A. beat B. beaten C. beat you D. were beaten
23. Our students _____ more fluent if they speak English more often
 A. become B. will become C. becomes D. would become
24. _____ you _____ him if he apologized.
 A. will/ forgive B. would/ forgive C. would/forgave D. could/ fogiven
25. I _____ the party much more if you had been there.
 A. enjoyed B. would enjoy C. would have enjoyed D. will enjoy
26. She is the girl _____ a hand some boy intends to marry.
 A. who/whom/that B. who/whose/-- C. whose/that D. whose/that/while
27. The passive form of "He gave me a wedding gift" is _____.
 A. A wedding gift is given to me.
 B. I was given a wedding gift.
 C. A wedding gift is there.
 D. He gives me a gift on my wedding day.
28. The active form of "Things Fall Apart" by Chinnua Achebe is being read by my friend is _____.
 A. My friend reads "Things Fall Apart" by Chinnua Achebe.
 B. My friend read "Things Fall Apart."
 C. My friend is reading "Things Fall Apart" by Chinnua Achebe
 D. "Things Fall Apart" is read.
29. The reported command of "Don't disturb in the class," the teacher ordered is _____.
 A. The teacher ordered don't disturb in the class.
 B. The teacher ordered not disturb in the class.
 C. The teacher ordered not to disturb in the class.
 D. A and C
30. The correct past participle form of 'lay' is _____.
 A. lied B. liar C. laid D. lay

31. Which one is written correctly?

- A. He yesterday danced well in the party.
- B. Yesterday he danced in the party well.
- C. He played in the party well yesterday.
- D. He played well in the party yesterday.

32. Father: Did you past that letter I gave you?

Son: _____.

- A. Yes, I didn't
- B. No, I am sorry, I didn't
- C. No, I did
- D. Yes, I don't

33. Father: why not?

Son: _____.

- A. I was busy, I didn't have time
- B. I don't want to do so.
- C. Deliberately
- D. It was in my bag.

34. Father: What were you doing?

Son: _____.

- A. I am dancing.
- B. I was helping Aster and Abel with their homework
- C. I didn't help them.
- D. I am watching T.V.

35. Our teacher made _____ our lesson.

- A. we study
- B. us/to study
- C. us/ study
- D. I /study

36. The students _____ the school early in the morning.

- A. reached
- B. arrived
- C. arrived in
- D. reached in

Part III- sentence comprehension

Choose the alternative which has the same or nearly the same meaning as the given sentence.

37. I cleared the forest single- handed.

- A. I cleared the forest using one hand.
- B. There was no one around when I cleared the forest.
- C. I held the axe with one hand when I cleared the forest.
- D. I cleared the forest without being helped by anyone.

38. She can't say that she doesn't share his views.

- A. She is unable to share his views
- B. She agrees with him.
- C. She wants to but she can't agree with him.
- D. She doesn't agree with him.



39. This was more than I could believe.
- A. I could not believe it.
 - B. I could believe most of it but not all of it.
 - C. I could believe it all.
 - D. I could believe it even more than that.
40. You can take this measure only as a last resort.
- A. This measure should be one of the logical steps to be taken.
 - B. The result of your last effort should be measurable.
 - C. You should try other measures before you take this one.
 - D. You have no alternative but to take this measure.
41. It is unlikely that their team will beat us.
- A. Their team is expected to win.
 - B. We don't like to be beaten by their team.
 - C. Their team could like to beat us.
 - D. Their team is not expected to win.

Part IV- Sentence combination

DIRECTION: Choose the alternative that is the best combination of the given pairs of sentences.

42. She refused to study. She was very lazy.
- A. She refused to study; so she was very lazy.
 - B. However she refused to study she was very lazy.
 - C. Although she refused to study, she was very lazy.
 - D. She refused to study though she was very lazy.
43. He usually studies hard. He scores good results.
- A. He usually studies hard, therefore he scores good results,
 - B. He usually studies hard but he scores good results
 - C. He usually studies hard, so he scores good results
 - D. He usually studies hard so that he scores good results.
44. I will help you. You allow me to stay with you.
- A. I will help you but you allow me to stay with you.
 - B. I will help you while you allow me to stay with you.
 - C. I will help you if you allow me to stay with you.
 - D. I will help you then allow me to stay with you.
45. She will not marry him. He must promise to buy her a car first.
- A. She will not marry him unless he promises to buy her a car.
 - B. She will not marry him even if he promises to buy her a car.
 - C. She will not marry him if he promises to buy her a car.
 - D. She will not marry him because he must promise to buy her a car.

Part V- Punctuation

DIRECTION: Find the correctly punctuated sentence and write your answer on the separate answer sheet.

46. A. There were two things to consider; first, the cost; second, the availability of goods.
B. There were two things to consider: first, the cost second, the availability of goods.
C. There were two things to consider, first, the cost, second, the availability of goods.
D. There were two things to consider first the cost, second the availability of goods.
47. A. "Martha, Open the window, please," said Seifu.
B. "Martha, open the window, please," said Seifu.
C. "Martha open the window, please," said Seifu.
D. "Martha open the window, please", said seifu.

Part – VI: Vocabulary (contextual)

DIRECTION: Guess the meaning of the underlined words from the context.

48. I am obliged to beg for a living.
A. allow C. forced
B. entitled D. supposed
49. No marriage is successful with out sympathy between husband and wife.
A. antagonism C. in compatibility
B. harmony D. pity
50. Charles Dickens is one of the most outstanding English novelists.
A. famous C. reputable
B. notorious D. unique

Menelik II school – A/A

1999 – Grade 11 English examination answer sheet (second semester)

Name _____	Section _____	Roll. No. _____
1. _____	11. _____	21. _____
2. _____	12. _____	31. _____
3. _____	13. _____	41. _____
4. _____	14. _____	42. _____
5. _____	15. _____	43. _____
6. _____	16. _____	44. _____
7. _____	17. _____	45. _____
8. _____	18. _____	46. _____
9. _____	19. _____	47. _____
10. _____	20. _____	48. _____
	30. _____	49. _____
	40. _____	50. _____

2000 1st

MENELIK II PREPARATORY AND GENERAL HIGH SCHOOL
FIRST SEMESTER ENGLISH FINAL EXAMINATION FOR GRADE 11(REGULAR)

Time allowed 1:15 min

PART I- READING PASSAGE

READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOW IT

Two weeks ago an Indonesian woman attended the funeral to her husband and son, passengers on a plane that crashed deep in the jungle. But even as she wept, her son barefoot and bleeding was fighting his way home.

5 Bangau somuel woke up lying on soft ground. He opened his eyes and found himself looking up at a back sky through a circle of tall, brilliantly green trees. He had no idea where he was or how he had gone there.

10 Bangau was dazed and shaken, but could not feel much pain. He found he could get up and walk and it was then that he noticed the wreckage of a small ten-seater aeroplane. The front had been ripped off, the tail was stuck in a tree and the wings were in pieces all around him. He counted nine bodies. Four has lost their heads and others were smashed to pieces.

Even then the 20 year old Bangau did not connect himself with the horror around him. He noticed it was a Merpati plane but thought to himself, "It is nothing to do with me."

15 It was many hours later, as he forced his way through the jungle, that the truth dawned. He had somehow survived a horrifying plane crash. There had been ten of them on the plane and the weather had been bad. They had been flying from Tarakan a city on the north east coast of Borneo to Long Bawan, a town in the north of the Killimantan province of Indonesia.

20 The last thing he could remember before waking up in the forest was unfastening his seatbelt and telling his school teacher father next to him that he might as well go to sleep because there was no view to enjoy. They had just dropped of his sister in Taraken and they were returning to their home in long Bawan.

25 But what Bangau did not realize, as he struggled on through the vegetation, bleeding from his head and from one leg, was that no one was looking for him. Because when people reached the scene of the crash they concluded that everyone on the flight was dead.

No one could have survived such a crash. The plane was travelling at about 155miles per hour and about 15 trees were destroyed as it hit the ground.

30 On Friday, three days after the crash funeral services were held for the eight passengers on and around Long Bawan. At one funeral, Bangau and his father were buried together....

(Adapted from "Back from the Dead" by
John Aglionby)

14. Water _____ at 32 degree Fahrenheit.
A) freezing B) freezes C) is freezing D) freeze

15. Dawit forced me _____ it.
A) doing B) to do C) to does D) did

16. Would you mind _____ me, please?
A) helping B) to help C) to helping D) helped

17. Look! That boy _____ your bike.
A) is stealing B) stealing C) to steal D) stolen
18. That dog is dangerous. Don't attempt _____ it.
A) to touch B) touching C) A and B D) to chasing
19. Zenebech usually _____ TV in the evening.
A) Watching B) to watch C) watches D) watched
20. This juice _____ nice. I have to drink it.
A) is tasting B) tasting C) tasted D) tastes
21. I saw him _____ on the light.
A) Switching B) to switch C) switched D) switch
22. I am _____ to study. Please don't disturb me.
A) try B) trying C) tried D) to try
23. During the examination, student usually _____ nervous.
A) become B) became C) becomes D) are becoming
24. She is _____ that everybody wants to marry.
A) so beautiful B) so beautiful girl C) such a pretty D) such a pretty girl
25. This bed is _____ that I don't want to get up.
A) so uncomfortable B) so comfortable C) comfortably D) such comfortable
26. He _____ English _____ 1990.
A) has studied/for C) studied/for
B) has studied/since D) had studied/since
27. He made us _____ our assignment.
A) to do B) do C) doing D) to doing
28. We have finished _____ our work.
A) to do B) do C) doing D) to doing
29. We plan _____ the university next year.
A) joining B) to join C) joined D) A and B E) B and C

PART III VOCABULARY CONTEXTUAL

DIRECTION: Choose the correct contextual meanings of the underlined words

30. Some frustrated people consume alcoholic drinks regularly. Particularly Saturdays and Sundays, they take too much of it. Hence, they become unconscious, so they usually unable to find the way to their home.
A) drunkard B) intoxicated C) absorbed D) A and B correct
31. In Addis Abeba, there are undeniable scarcity of food items. Consequently many people are complaining about the cost of living.
A) shortage B) abundance C) availability of goods D) chronic problem
32. Some animals and factory products have names of collective nouns such as a swarm of locusts, a flock of sheep, a fleet of taxis a large number of termites, a gang of robbers and a herd of elephants.
A) a class of B) a feet of C) a swarm of D) a team of
33. Food can be kept for a long time by cooking, freezing and drying, so people can use it later.
A) sterilizing B) dehydrating C) refrigerating D) boiling
34. Foreign visitors of Ethiopia usually go to the commercial Bank of Ethiopia to change their money in to local medium of exchange.
A) convert B) currency C) Birr D) precious items

35. Animals can talk to each other among their own species. For instance, human being uses speech to convey complicated ideas and other animals also use their own different sound, gestures, displays, chats, roars, bleats. Therefore, which animal uses the underlined word.

- A) monkey B) sheep C) cat D) parrots

PART IV SENTENCE COMPREHENSION

DIRECTION: Choose the alternative which has the same or nearly the same meaning as the given sentence

36. All learners but Abebe passed the exam

- A) Abebe will pass the exam
B) Abebe passed the exam
C) All learners failed the exam
D) All are incorrect answers

37.If I had had enough knowledge, I would have passed.

- A) I had enough knowledge, so I passed.
B) I hadn't had enough knowledge but I passed.
C) I didn't have enough knowledge.
D) I had enough knowledge though I failed.

38. Although she was advised, she hardly studied.

- A) She barely studied. C) She didn't almost study.
B) She scarcely studied. D) All are correct.

39. Sofia is seldom punctual

- A) Sofia is never late. C) Sofia is frequently on time.
B) Sofia is rarely on time. D) Sofia is ever on time.

40. He had 'a little' time to prepare for the test.

- A) He didn't have any thing to do.
B) He had only short time to prepare.
C) He had only short time, so he needed longer time.
D) He has enough time to prepare.

PART V- CONVERSATION/DIALOGUE

DIRECTION:- Choose the word or phrase that Best completes each blank space in each dialogue

41. Aster: Do you want tea or coffee?

Mulu: Either.

This means that Mulu _____

- A) Wants both tea and coffee
B) Does not want to drink tea or coffee.
C) Doesn't mind which she drinks.
D) Wants neither tea nor coffee.

42. Kebede: "Where do you live?" Seifu: _____

- A) I want to live at kebele 3, Higher 10
B) I'll live as soon as possible
C) Kebele 3, Higher 10.
D) I leave at kebele 3, Higher 10

43. Abebe: "Tolla, are you going to play football this afternoon?"

Tolla: "Yes, _____ it rains."

- A) if not B) except C) even D) unless

44. Aster: Have you ever been to Gonder?

Welteie:

- A) Yes, I have never been to Gonder.
- B) Ever.
- C) Never.
- D) No, I've ever been to Gonder.

45. Kinfe: Do you mind lending me your pen? *Kinfe is the positive response.*

Martha:

- A) Certainly
- B. Of course
- C) Yes, I mind
- D) Of course not

PART VI – PUNCTUATION

DIRECTION: Find the sentence that is correctly written.

46. A) "Abebe, open the door, please," said Zenebe.

B) "Abebe, open the door please," said Zenebe,

C) "Abebe open the door, please," said Zenebe,

D) "Abebe open the door, please," said Zenebe

47. A) Addis Ababa is the center of many international organizations such as OAU, ECA and etc.

B) Addis Ababa is the center of many international organizations such as OAU, ECA,..... etc.

C) Addis Ababa is the center of many international organizations such as, OAU, ECA and etc.

D) Addis Ababa is the center of many international organizations such as OAU, ECA, etc.

48. A) "What is her, name," he said.

C) "What is her name?", he asked.

B) "What is her name," he asked?

D) "What is her name?" he asked.

49. A) "If you work hard, you will succeed." he said.

B) "If you work hard, You will succeed," he said.

C) "If you work hard, you will succeed," he said.

D) "If you work hard, you will succeed!" he said,

50. A) "The teacher shouted, stop talking at once!"

B) "The teacher shouted, stop talking at once!"

C) The teacher shouted "stop talking at once!"

D) The teacher shouted, "stop talking at once!"

**MENELIK II PREPARATORY AND GENERAL EDUCATION SECONDARY SCHOOL ADDIS
ABABA/2000E.C SECOND SEMESTER ENGLISH FINAL EXAMINATION FOR GRADE
11(REGULAR)**

TIME 1:15hours

Part I- Reading Passage

Instructions: Read the following passage and choose the best answer for questions 1-12.

- 1 The control of Malaria in Africa would significantly increase the continent's economic productivity and the income of African families according to the findings of a new report by the World Health Organization. The evidence strongly suggests that malaria obstructs over all economic development in Africa. Since, 1990, the GNP per head in many sub-Saharan African contries has declined due to the spread of Malaria.
- 5 According to statistical estimates in the report, Sub-Saharan Africa's GNP would have been up to 32% greater this year if malaria had been eliminated 35 years ago. This would represent up to \$100 billion added to sub-Saharan Africa's current GNP of \$300 billion which is five times greater than a development aid provided to Africa each year.
- 10 According to the report, malaria slows economic growth in Africa by up to 1.3% each year. This slow down in economic growth due to malaria is, over and above, the more readily observed run costs of the disease. Malaria is hurting the living standards for ruture generations. The report also reveals that malaria-free contries average three times higher GDP per person than malarious contries in spite of government policies, geographical location and range of which impact economic well-being. What is more, a single healthy year of life is gained for every \$1 to \$8 spent on effectively treating malaria cases, which makes the malaria treatment as cost-effective a public health investment as measles vaccination. Malaria is thus draining the life out of African economies.
- 19 The report recommends that \$1 billion annually be devoted to malaria prevention and control, and the most of this expenditure be focused in Africa. The findings of the report were presented at the first Roll back malaria summit to focus on malaria. This summit which was hosted in Nigeria was attended by the heads of state of 20 African countries, and the executive directors of the African Development Bank, World Bank, UNDP, UNICEF, UNESCO and WHO. They believe that committing substantial economic resource would be a productive endeavour.
- 5 Theoretically, in addition to ensuring wider availability of treated bed nets, it is also planning to provide greater access to rapid diagnosis with appropriate thereapies-home; detecting and responding to epidemics quickly. Given the tools, the economic justificaion and the good will of leaders, having malaria is realistic and achievable.

Adapted from Selamta July-2000

What does the title suggest or imply?

- A. The victims of malaria
- B. Malaria's impact of developmental plans.
- C. Malaria and low attitude dwellers
- D. Controlling mechanisms of malaria

What is the economic consequence of malaria epidemic?

- A. Rejecting government policies.
- B. Draining of the life of people
- C. Economic slow down
- D. Vaccination for malaria

'This' line 7 refers to _____

- A. Sub-Saharan Africa's Gross Domestic Product.
- B. The GNP per head in sub-Saharan countries
- C. Slow economic growth in Africa
- D. Africa's current GNP of \$300 billion

The writer focuses on _____

- A. Eradication of malaria
- B. Investigation of malaria
- C. Identification of Malaria
- D. Prevention of malaria

'it' lines 25 refers to _____

- A. The Roll back malaria summit
- B. African Development Bank
- C. Expenditure of Africa
- D. Malaria epidemics

'obstruct' line 3 means _____

- A. Dedicated to do carefully
- B. Took place accordingly
- C. prevent from making progress
- D. treated in a good manner

What is the average ratio of the GNP between malarious and non-malarious countries?

- A. 1:4
- B. 4:1
- C. 3:1
- D. 1:1

'hosted' line 21 means _____

- A. Arranged regularly
- B. fixed well
- C. took place
- D. adapted commonly

'They' line 23 refers to _____

- A. The summit in Nigeria
- B. Participants of the summit
- C. Countries which suffer from malaria
- D. Executive directors of Africa

'cost-effective' line 16 means _____

- A. Giving an expected benefit
- B. Creating cost sharing
- C. economically beneficial
- D. revising the cost

What would happen if malaria had been eliminated 35 years ago?

- A. Africa's GDP would have been 32% greater.
- B. Would countries GDP would have been up to 32% greater.
- C. Current GDP would be \$300 billion.
- D. Sub-Saharan countries GDP would have been up to 32% greater.

'diagnosis' line 26 means _____

- A. The result or symptom of observation
- B. Exert a strong effect on something
- C. watching problems arising
- D. organizing problems accordingly

I. Sentence Comprehension

INSTRUCTION: Read the sentences carefully and choose the alternative which has the same or the same meaning as the given original sentence

1. He took to his heels when the police came.

- A. When he saw the police, he was frightened.
- B. Immediately he saw the police, he took up to fight.
- C. As soon as he saw the police, he ran away.
- D. He put on his shoes when the police arrived.

2. Kebede went to the cinema alone.

- A. He went to the cinema only.
- B. He went to the cinema without his sister, but his friend.
- C. He went to the cinema because he wanted to be alone.
- D. He went to the cinema without a companion.

3. I came across an old friend as I was walking in the park.

- A. I went with my old friend to the park.
- B. I met an old friend by chance.
- C. I always met my old friend in the park.
- D. I walked with my old friend to the park.

4. The teacher had the student write the letter on a sheet of paper

- A. The teacher had written the letter.
- B. The teacher asked the student to write the letter on a sheet of paper.
- C. The teacher made the student write the letter on a sheet of paper.
- D. The student wrote the letter for the student.

5. It is not uncommon to see a lot of birds in this area.

- A. You can never see any birds in this area.
- B. You can hardly see any birds in this area.
- C. It is sometimes possible to see birds in this area.
- D. You can often see a lot of birds in this area.

II. Grammar and Usage

INSTRUCTIONS: Read the following questions carefully, Then, choose the alternative that best answers each question.

1. She likes _____ to the radio every Saturday.

- A. listening
- B. to listen
- C. to listening
- D. A & B

2. The crops will be _____ the rain comes soon.

- A. if
- B. not
- C. unless
- D. whether

3. Before you mail your letter, don't forget _____ the stamp on the envelope.

- A. sticking
- B. to stick
- C. struck
- D. stack

4. He is _____ kind person _____ he helps everybody.

- A. such a/that
- B. so/that
- C. such an/that
- D. such/that

22. What _____ you do if you can't pass your exam?
 A. will B. would C. have D. did
23. The athletes _____ to the Bole Airport.
 A. have been took C. took
 B. have been taken D. has taken
24. "Can I use your pen?" said the girl. The reported form will be _____.
 A. The girl said could I use your pen.
 B. The girl asked to use my pen.
 C. The girl asked whether she could use my pen.
 D. She asks me to use my pen.
25. "Go and visit your uncle," my mother told me. The reported form will be _____.
 A. My mother asked me going to visit my uncle.
 B. My mother told me if I could visit my uncle.
 C. My mother told me whether I can visit my uncle.
 D. My mother told me to visit my uncle.
26. The guards _____ in this school for most of their lives.
 A. had serve C. have served
 B. have been served D. will have served
27. _____ written the letter, he took it to the post office.
 A. Being B. By having C. Having D. Have
28. Belachew took my friend and _____ to visit Sofoumer caves and cliffs.
 A. I B. me C. we D. they
29. They did it _____.
 A. themselves B. themselves C. ourselves D. theirs
30. A friend of _____ told me the truth.
 A. me B. my C. mine D. I
31. Don't you mind _____ for me?
 A. to wait B. waiting C. wait D. waits
32. Dawit _____ in the Ministry of Education before he transferred to General Education Quality Assurance and Examination Agency.
 A. had worked C. was working
 B. will have worked D. works

Part IV- Sentence Combination

Direction: Join each of the following pairs of sentences into one sentence.

33. We had an early breakfast. We set off on our journey.
 A. Having had an early breakfast, we set off on our journey.
 B. We neither had an early breakfast or set off on our journey.
 C. We either had an early breakfast nor set off on our journey.
 D. We had an early breakfast but set off on our journey.

34. He was readmitted to the college. He had deficiencies in severe courses .
- Though he had deficiencies in severe courses, he was readmitted to the college.
 - He was readmitted to the college and he had deficiencies in severe courses.
 - He had deficiencies in severe courses therefore he was readmitted to the college.
 - He either was admitted to the college nor had deficiencies in severe courses.
35. He does not care for soft drinks. I do not care for soft drinks.
- Both he or I do not care for soft drinks.
 - Neither he nor I care for soft drinks.
 - Either he not I do not care for soft drinks.
 - He does not care for soft drinks and I do not care for soft drinks.

Part V- Vocabulary (contextual)

Direction: Guess the meaning of the underlined words and choose the best matching items from the given alternatives.

36. The murderer attempted to hide all the facts from the police.
- wanted
 - asked
 - tried
 - succeeded
37. The resumed his speech after a short tea break.
- finished
 - refreshed
 - start again
 - discontinue
38. The street was so crowded that we were sucked for over an hour
- chased
 - captured
 - changed direction
 - unable to move
39. Hana has great passion to succeed in her education.
- desire
 - talent
 - helpers
 - idea
40. The foggy air hindered the rescue process of the drowning ship.
- unloading of things
 - finding process
 - saving process
 - emergency process

Part VI- Vocabulary (Fill the blank)

Direction: Complete the following sentences by choosing a suitable verb from the list given below.

Finish	go out
Remembered	utter
Change	ship

- He closed the door quietly so that no one would notice him _____.
- Do you know what made her _____ her mind?
- Let me _____ what I am saying before you interrupt.
- Have you ever _____ him for his joke?
- I've never heard her _____ a kind word.

Part VII- Dialogue

Direction: Complete the following dialogue using the given choice below.

46. A: You really should try to see the Riftvalley Lakes while your are here.
B: Yes, I know. _____?
A. What is the best way to get there
B. That is the best way to get him
C. What is the best way
D. What is the best way of importing the lesson
47. A: Well you could always go by bus, but that is not very convenient really. If I were you, I would hire a car.
B: _____?
A. Doesn't that cost less
B. Don't that cost much
C. Wouldn't that cost a lot
D. Won't that cost fair
48. A: _____, they take tourists there.
B: Thanks for the tip.
A. Well, you must visit
B. Well, you might try not
C. Well, you might
D. All are incorrect
49. B: Can I meet you when _____?
A: Yes, certainly.
A. When I came back
B. When you come back
C. I come back
D. I to come here
50. B: I would like to thank you for _____.
A: You are well come.
A. Your co-operation
B. Your corporation
C. Your discussion
D. All are correct

SECOND SEMESTER ENGLISH FINAL EXAMINATION FOR GRADE 11(REGUALR)

ANSWER SHEET

NAME _____ SECTION _____ ROLL NO _____

1. _____	11. _____	21. _____	31. _____	41. _____
2. _____	12. _____	22. _____	32. _____	42. _____
3. _____	13. _____	23. _____	33. _____	43. _____
4. _____	14. _____	24. _____	34. _____	44. _____
5. _____	15. _____	25. _____	35. _____	45. _____
6. _____	16. _____	26. _____	36. _____	46. _____
7. _____	17. _____	27. _____	37. _____	47. _____
8. _____	18. _____	28. _____	38. _____	48. _____
9. _____	19. _____	29. _____	39. _____	49. _____
10. _____	20. _____	30. _____	40. _____	50. _____

Menelik II Preparatory school 2001 E.C. A.A First semester English Exam. For
Grade 11 (Regular)

Time: 15 minutes

English language first semester exam for grade 11 (Regular)

Name _____ section _____ Roll No _____

The importance of personality increases as social life becomes more complex. A "Pleasing" personality has a "marketable value" in a complex society and is highly prized and sought after. In simple cultures, where scale of social relation is low and behavior is regulated by age – old customs, personality is less concern. As late turn of the century life was relatively simple in almost all countries of the world. The child went to school to learn the three R'S and perhaps get a cultural Subject. Extracurricular activities were almost nonexistent as it was not well discovered. After school, the child returned home to share the household chores and do his lessons; recreation was home-oriented and playmates were mainly siblings, so it was with college and university students; though having good times was not entirely ignored.

Social life, except among the elite, was largely limited to family gatherings, church socials, and contact with neighbours. On the whole, work was an individual matter, with each bread winner working for him self. Mate selection was greatly influenced by parental pressure, was usually restricted to the confines of ones own community. And since a strong social Stigma was attached to divorce, marriage was generally for life,

Today, all these conditions are changed; and in practically in every life role, personality is of major significance. Even before he finishes first grade, the school child knows that the most popular children are those with a "good" personality. They are well aware of the role personality plays in determining whether they will be leaders or followers in the extracurricular activities of the school.

With the growth of big business getting along with one's fellow workers and making a good impression on the boss earn greater recognition than the quality of one's work. Reaching the top in the business ladder depends more on personality than on intellectual ability, as shown by fact that those who graduated from college at the top of the class are far less likely to reach the highest of business Success are those who "majored" in social life or "athletic activities".

Source: - Personality
Development

Answer the following question based on the passage.

1. Which one of the following is the best title for the above passage?
A. The Definition of Personality. B. Personality and Education
C. The Role of Personality in Business. D. Personality Past and Present.
2. Which of the following is true according to the passage?
A. Pleasing personality had very little value in simple society.
B. In complex society good personality is advantageous to intellectual ability.
C. Diversity was legal in simple society.
D. Personality was non-existent in the past.

3. The child in the past time _____.
 A. do not have recreation. B. go to school only to learn the three R'S.
 C. only has good relation with his own community. D. participate in extracurricular activities.
4. The above passage advises people _____.
 A. to become more attractive. B. to have good personality.
 C. to join business rather than going to college. D. it gives no advice.
5. From the passage One can learn all except _____.
 A. Simple society do not concern about personality at all.
 B. Personality is becoming significantly nowadays.
 C. Personality is becoming less important than education.
 D. The role of extracurricular is high in personality development.
6. "It" in paragraph 2 refers to _____.
 A. the society B. the child C. extracurricular activity D. Non-existence.
7. 'regulated' in paragraph 1 means _____.
 A. normal B. corrected C. proved D. guided.
8. 'stigma' in paragraph 3 means _____.
 A. Equality B. disapproval C. mark D. standard
9. 'Business ladder' in paragraph 5 means _____.
 A. Success in business. B. steps used to climb a wall C. journey D. hard work
10. Paragraph 2 'sibblings' means _____.
 A. guests B. friends C. group D. simple games

Vocabulary

Choose the appropriate word that best completes each sentence and write the letter of your choice on a separate answer sheet.

1. An amount that remains after one has used all one needs is known as _____.
 A. normal B. surplus C. gain D. exact
2. to walk around from one place to another place often without any special purpose means _____.
 A. wonder B. wander C. journey D. four
3. I wonder how does Almitu _____ on such a small salary
 A. get in B. get by C. get in to D. get away
4. There's very little _____ in publishing poetry nowadays.
 A. birr B. profit C. coins D. ideas
5. I've put sugar in our tea but you haven't _____ it.
 A. mixed B. stirred C. made D. dissolved

Read the sentence carefully and then choose the alternative which has the same or nearly the same meaning as the given sentence.

6. They stopped immediately they saw us.
 A. As soon as they stopped, they saw us. B. As soon as they saw us, they stopped
 C. They stopped at once, and then they saw us. D. They stopped, and they saw us at once.

17. She never waits until it stops raining.
 A. She only waits when it stops raining. B. Unless it stops raining, she doesn't wait.
 C. She never goes out while it's raining D. She goes out while it's still raining
18. I can't bear him not to come.
 A. I hate him for not coming B. I hate him so I don't want him to come.
 C. I very much want him to come D. I am unable to dissuade him from coming
19. This weather's rather warm for me.
 A. I find it too warm. B. I find it warm enough.
 C. I don't find it very warm D. I do not find it warm enough.
20. Omer is a man to be respected.
 A. He is not respected now but he will be B. He should be respected
 C. People respect him D. He insists on people behaving respectfully to wards him.

Choose the best combination of the given pair of sentences

21. Abebe and Alemu learn in Agriculture College. The latter majors in Animal Science.
 A. Abebe majors in Animal Science. B. Alemu majors in Animal Science
 C. Both major in Animal Science. D. The collage teaches Animal Science.
22. They had an early breakfast. They set off on their journey.
 A. They had an early breakfast but set off on their journey
 B. They either had an early breakfast or set off on their journey.
 C. Having had an early breakfast, they set off on their journey
 D. They neither had an early breakfast, they set off on their journey.
23. Almaz had no qualification. She got the job.
 A. Inspite of having qualification, she got the job.
 B. As she have qualification, she got the job.
 C. Despite she had no qualification, she got the job.
 D. Even though she had no qualification, she got job.
24. He gathers all the necessary information. Then he decides what to do.
 A. He gathers all the necessary information before he decides what to do next.
 B. He gathers all the necessary information as he decides what to do next.
 C. He gathers all the necessary while he decides what to do next.
 D. He gather all the necessary information after he decides what to do next.
25. They could not show the film. There was no electricity in the hall.
 A. They could not show the film although there was electricity in the hall
 B. They could not show the film as there was no electricity in the hall.
 C. They could not show the film and there was no electricity in the hall.
 D. They could not show the film but there was no electricity in the hall.

Read the dialogue carefully and choose the answer that completes the sentence.

. Kebede: Give me a pen please!

Mamo: _____

- A. Where to B. what for C. where for D. whose

Girma: what was the drama like?

Sosina: _____

A. It was this morning. Didn't you know?

B. It was in the school hall.

C. Terrific!

D. There were many actors and actresses

Meron: _____

Martha: Oh! It was delicious.

A. Are you hungry?

B. What kind of food do you like?

C. You enjoyed the food, didn't you?

D. What was the food like?

Teacher: I like banana and orange.

Student: _____

A. So do I

B. So I did.

C. I don't neither

D. Either not do I.

Choose the best answer that completes the sentence

If he had been hungry, he _____ for bread.

A. Will ask

B. would ask

C. would have asked

D. had had asked

I had been _____ for her for three hours at the bus station.

A. Waited

B. wait

C. waiting

D. will wait

The exam was so difficult that only five percent of the candidates _____ pass.

A. Was able to pass

B. were able to pass

C. can

D. couldn't,

Portuguese _____ in Brazil.

A. is spoken

B. has been spoken

C. being spoken

D. spoken

The young lady _____ her hat while she went out of the church.

A. wore

B. put on

C. dressed

D. wear

He _____ run 100 meters in less than ten seconds when he gets older.

A. can

B. could

C. should

D. will be able to

I'm not a very good writer but your handwriting is _____ mine.

A. worse than

B. worst than

C. better than

D. greater than

He sometimes uses _____ appropriate words to express himself.

A. dis

B. in

C. il

D. un

We _____ the station on time but the train had already left.

A. arrived

B. reached

C. arriving

D. arrive on

By _____ that team we came second in the league.

A. beating

B. winning

C. win

D. beat

If she _____ her wallet, she would have been very angry.

A. lost

B. had lost

C. loses

D. have lost

Angel fall is _____ water fall (fountain) in the world.

A. long

B. longer

C. the longer

D. the longest

"My car has been broken down," she said. The reported form will be _____

1. She said that my car had broken down.

2. Her car has broken down he said

3. She said that her car had been broken down

4. She told that my car has broken down

3. I didn't believe the news but it _____ be true.
A. can B. can't C. could D. couldn't
4. Because of global warming, the Earth's climate _____ warmer.
A. gets B. got C. will get D. is getting
5. She has worked as a secretary _____ she left school.
A. being B. as C. for D. since
6. He gave her what she needs _____ what he gets in return is betrayal.
A. So B. therefore C. but D. as a result
7. Please don't interfere. It's _____ problem and none of _____ business.
A. mine/your B. my / your C. yours/my D. mine/yours

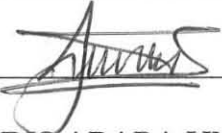
Situation: for each question, choose the item which is correctly punctuated.

8. A. Markos is a carpenter he makes beautiful furniture.
B. Markos is a carpenter, he makes beautiful furniture.
C. Markos is a carpenter; He makes beautiful furniture.
D. Markos is a carpenter. He makes beautiful furniture.
9. A. It's your mothers birthday today, isnt it?
B. It's your mothers' birthday today, isnt it?
C. It's your mother's birthday today, isn't it?
D. It's your mothers' birthday today, isn't it?
10. A. "Have you seen the new teacher? she asked."
B. "Have you seen the new teacher"? she asked.
C. "Have you seen the new teacher, she asked?"
D. "Have you seen the new teacher?" she asked.

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 materials used for the thesis have been duly acknowledged.

Name: AYALEW MULUGETA YIMER

Signature: _____

Place: ADDIS ABABA UNIVERSITY: INSTITUTE OF LANGUAGE STUDIES

Date of Submission: June 8, 2009

2.6.3 Topic Relationship

Words are usually used in a particular context to tell something about the subject or topic of the text. Therefore, it is possible to work out the meanings of unfamiliar words using their relation with the topic because words in one way or another have a relation with the topic in which they are used. If somebody doesn't know the meaning of one or two words in the text he/she can guess from such a relation between words. That is, using this relation at times it is possible to spell out the meanings of such words as they are used in the text and these clues are called 'topic relationship'.

2.6.4 Word Components

Many of the words in the English language are created by two or more words together. The meanings of these words within a given context can be worked out by breaking the words into their root words and guessing the meaning that they may hold. This procedure is called 'processing meanings of new words from components'.

2.6.5 Vocabulary Games

According to Wallace (1988), vocabulary games have to be more widely used for teaching and learning vocabulary, particularly for two main reasons. First, they create an increasing emphasis on the importance of motivation and of the appropriate kind of positive affective atmosphere in the classroom. Second, they facilitate 'real' communication in the teaching and learning process. Hence, if games are working properly, they very often supply a genuine desire to communicate in the target language, even within the artificial confines of the classroom.

2.6.6 Mind Maps

Mind maps are diagrams used to represent words or ideas linked to and arranged around a central key word or ideas. They are used to generate, visualize, structure, and classify ideas. The elements of mind maps are arranged intuitively according to the importance of the concepts and are classified into groupings and branches with the goal of representing semantic connections between the words. Therefore, presenting vocabulary items using mind maps is useful because it offers the possibility of clear and diagrammatic representation of the meanings of words.

2.7 The Role of Context for Vocabulary Teaching and Learning

While explaining the necessity of context for teaching vocabulary, Harmer (1991: 24) states that if teachers are really to teach students what words mean and how they are used, they need to show them being used together with other words, in context because words do not just exist on their own: they live with other words and they depend upon each other. Therefore, we need our students to be aware of this. He adds:

That is why, once again, reading and listening will play such a part in the acquisition of vocabulary. When students learn words in context they are far more likely to remember them than if they learn them as single items. And even if this were not true, they would at least get a much better picture of what the words mean.

Gairns and Redman (1986:115) also point out that reading texts have the great advantage of contextualizing new language items for the learner and an interesting text also serves to make that language more memorable. From the above quotation, we can understand that reading and listening are important parts of vocabulary teaching and learning programmes. They are essential for all levels of learners; that is, beginning, intermediate and advanced students, in that they help them in providing a full context from which the learners guess the meaning of new words.

Guessing from context is a complex and often difficult strategy to carry out successfully. Although this strategy often may not result in gaining a full understanding of word meaning and form, guessing from context may still contribute to vocabulary learning. Just what is and not learnt will partly depend on text difficulty as well as the learners' level. It should be remembered that learning also includes learning about collocations, associations, and related grammatical patterns as well as meaning. Therefore, if regularly practised, this strategy may contribute to deeper word knowledge for advanced learners as long as they pay attention to the word and its context.

In short, Nation and Coady (1988:104) suggest the following five-step procedure that learners might follow once they decide that a word is worth guessing:

- Determine the part of speech of the unknown word.
- Look at the immediate context and simplify it if necessary.
- Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences.
- Guess the meaning of the unknown word.
- Check that the guess is correct.

CHAPTER THREE

METHODS AND PROCEDURES

3.1 Method

A qualitative and descriptive study was employed in this study since it was found to be appropriate to the objectives of the study.

3.2 Sampling

3.2.1 The Textbook

Grade eleven English textbook was selected for the study. Then, the fourteen units of the textbook were examined so as to see the vocabulary teaching and reinforcement techniques contained in the teaching and learning activities and in the practice exercises of the textbook.

3.2.2 Selection of Schools and Examination Papers

A four year sample examination papers were selected from two government and one non-government preparatory schools from Addis Ababa based on accessibility. The schools were Yekatit 12 and Menelik II Preparatory and General Secondary schools and The Holy Trinity Cathedral Preparatory and Secondary school.

Grade eleven was selected for the study because it is the beginning of the preparatory level. Moreover, it is assumed that vocabulary items which prepare students for the entrance into the tertiary level education are taught and practiced at this level.

3.3. Procedures

3.3.1 Analysis of the Textbook

An attempt was made to see the teaching and reinforcement techniques used in the textbook. Accordingly, the teaching and learning activities which were designed to extend the learners' English vocabulary presented in the vocabulary, reading and listening sections in all the fourteen units of the textbook were examined. After that, the techniques were identified, they were sorted out in groups according to their types and they were categorized in a summary table. Therefore, the analysis of the techniques was made by indicating their frequencies in each unit of the textbook.

3.3.2 Analysis of the Examination Papers

Eighteen English final examination papers from 1998-2001 E.C. academic years were collected from the sample schools. Then, the vocabulary testing techniques used in these examination papers were examined. All in all two hundred and fifty three vocabulary test items which were constructed by a limited number of testing techniques were identified. After that the vocabulary testing techniques used in each school were sorted out according to their type and categorized in a summary table by indicating the number of questions set using the corresponding techniques and their percentages compared with the techniques used in each school and with the other schools.

Finally, the results obtained from the analysis of the textbook and from the exam papers were compared and contrasted to see if the techniques used in the exam papers adequately and proportionally correspond with the vocabulary teaching techniques suggested in the textbook concerned.

The total number of items in the seven consecutive semesters in the three schools was summarized in the table below.

School	Reading comprehensio	Grammar	Vocabulary	Speaking	Writing	Total
Yekatit 12 PGSS	55	72	79	14	30	250
Menelik II PGSS	43	137	53	20	-	253
The Holy Trinity CPSS	69	97	121	15	12	314
Total	167	306	253	49	42	817

However, the 1998 E.C. second semester exam paper of Yekatit 12 and the first semester exam papers of the 1998 and 1999 E. C. of Menelik II were not included in the study because they were not found at the schools. Moreover, the mid exam papers were not taken to the study because they were administered as part of the continuous assessment and they could not be assumed to include vocabulary testing techniques which represent those vocabulary teaching techniques suggested in the textbook. Therefore, in order to keep the uniformity of the exam papers from which the vocabulary test items were examined, only the first and second semester English final examination papers were taken into account.

3.4 Methods of Data Analysis

An attempt was made to see the relationship between the vocabulary teaching techniques suggested in the textbook and those vocabulary testing techniques used in the exam papers. During the data analysis attempts were also made to what extent the teaching and testing of vocabulary were related at schools. The data obtained from the analysis of the textbook and the examination papers were presented in tables and they were interpreted and discussed using figures and percentages.

UNIT FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Brief Overview of the Textbook

Grade 11 English textbook is divided into fourteen topic-based units. As indicated in The Teacher's Book of grade eleven, it is claimed that the topics were carefully chosen to suit the needs and interests of the students. Each of the units is divided into comprehension, vocabulary, note-making and summary, speaking, listening, writing and reading sections. Vocabulary exercises are presented in each unit of the textbook. It is also stated in the textbook that teaching and learning activities designed to extend the students' English vocabulary are mainly presented in the vocabulary and reading sections.

All in all attempts were made to use a variety of vocabulary developing tasks in the textbook as shown in Table 1 below.

Table 1: Distribution of Vocabulary Teaching Techniques in the Textbook

Vocabulary Teaching Techniques for Introducing New Words	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	frequency	%
guessing: grammar context	x	-	x	-	-	-	-	x	x	-	-	-	-	-	4	6.78
reading text	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14	23.73
sentence context	x	x	x	x	-	-	x	x	-	-	-	-	-	-	6	10.17
synonym context clue	x	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.69
word formation- prefix	x	x	-	-	-	x	-	x	x	-	-	-	-	-	5	8.47
- suffix	x	x	-	-	-	-	-	x	-	-	-	-	-	-	3	5.08
punctuation	x	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.69
listening text	-	-	x	-	-	-	x	-	-	-	-	-	-	-	2	3.39
substitution	-	-	-	x	-	-	-	-	-	-	-	-	-	-	1	1.69
topic relationship	-	-	-	-	x	-	-	-	-	-	-	x	-	-	2	3.39
word components	-	-	-	-	-	-	-	-	x	-	-	-	-	-	1	1.79
organizing techniques : antonyms	-	x	-	-	-	x	x	-	-	-	-	x	-	-	4	6.78
synonyms	x	x	-	-	-	-	x	-	-	-	-	-	-	-	3	5.08
hyponyms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
collocation	-	-	-	-	-	-	-	-	x	-	x	-	-	-	2	3.39
phrasal verbs	-	-	-	x	x	-	-	-	-	-	-	-	-	-	2	3.39
idioms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
grammar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
stress	-	-	-	-	-	-	-	x	-	-	-	-	-	-	1	1.69
spelling	-	-	-	-	-	-	-	x	-	-	-	-	-	-	1	1.69
other techniques: dictionary	-	-	-	-	x	-	-	x	-	-	x	-	-	-	3	5.08
games	-	-	-	-	-	-	-	-	-	-	x	-	-	-	1	1.69
lexical sets	-	-	-	-	-	-	-	-	-	-	x	-	-	-	1	1.69
mind maps	-	-	-	-	-	-	-	-	-	-	x	-	-	-	1	1.69
word association	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
integration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	8	6	4	4	4	3	5	8	5	1	6	3	1	1	59	100

4.2 Vocabulary Teaching Techniques in the Textbook

4.2.1 Vocabulary Teaching Techniques for Presenting New Words

4.2.1.1 Use of Contextual Guesswork

As shown in the above table, attempts were made to use contextual guesswork to help learners develop their own vocabulary. The use of contextual guesswork in each unit of the textbook might indicate that more focus was given to training learners in vocabulary developing strategies.

4.2.1.1.1 Using Word Grammar

It is shown in Table 1 above that grammar contexts are used in four units: units 1, 3, 8 and 9. In these units learners are encouraged to analyze word grammar to arrive at the possible meanings of the words. However, the use of word grammar is limited to only four units in the textbook.

4.2.1.1.2 Using Reading Texts

Table 1 above reveals that target words were presented in reading texts in all the fourteen units of the textbook. It might be because of such suggestions of the advantage of reading texts to introduce new lexical items by contextualizing them in such a way that they make the words more memorable. That is why attempts were made to use reading texts through out the textbook.

4.2.1.1.3 Using Listening Texts

Table 1 depicts that attempts were made to present new words using listening texts. However, the use of these texts to introduce new words is limited to only two units. This shows that listening texts were not well exploited in presenting target words in the textbook.

4.2.1.1.4 Using Sentence Level Contexts

As shown in Table 1 above, sentence level contexts were used in the six units of the textbook: units 1, 2,3,4,7 and 8. In these units, new words are presented in sentences and learners are encouraged to guess the meanings of the words using clues in the given sentences. As shown in the table, sentence level contextual guesswork is the third most frequently used method of guessing word meanings in the textbook.

4.2.1.1.5 Using Word Formation

Table 1 shows that affixes are used in eight units to present new words. In these units learners are encouraged to divide the target vocabulary parts (prefixes, suffixes and roots) to guess the meanings of the words. As it is observed in the table, word-building is the second most frequently used method of guessing word meanings. This shows that learners are enabled to acquire a good understanding of the meanings of words in forming words from affixes and roots and in turn finding out word meanings by breaking them into their constituent parts.

4.2.1.1.6 Using Punctuation

It is shown in Table 1 that punctuation as a method of guessing the meanings of unknown words is presented only in unit 1 of the textbook. In this unit students are made to grapple with the meanings of new words by using commas, brackets or other punctuation marks as a clue in a given context

4.2.1.1.7 Using Synonym Context Clues

It is indicated in the above table that synonym context clue as a method of guessing the meanings of unknown words in a given context is presented in only the first unit of the textbook. In this unit learners get the opportunity to grapple with the meanings of target words using synonym context clues which appear as the same part of speech as the unknown words. However, this technique is not exhaustively used in the textbook.

4.2.1.1.8 Using Substitution

Table 1 shows that substitution as a method of guessing the meanings of unfamiliar words within a given context appears only in the fourth unit of the textbook. Here, the students are provided with target words in context whose possible lexical meanings are presented as alternatives. Hence, the students are encouraged to choose the best substitution of the words according to the sense of the context. Nevertheless, the place given to this technique tells us that it is not thoroughly exploited in the textbook.

4.2.1.1.9 Using Topic Relationship

Table 1 illustrates that an attempt was made to present the meanings of new words in relation with the topic in which they are used. Nonetheless, the use of topic relationship to introduce new words is limited to only two units (units 4 and 12). In these units learners are trained to work out the meanings of unfamiliar words using their relation with the topic.

4.2.1.1.10 Using Word Components

As observed from Table 1, word components as methods of guessing the meanings of vocabulary items by breaking them into their component parts is presented only in the ninth unit of the textbook. In this unit learners are encouraged to find out the meanings of words within a given context by splitting the words into their root words and guessing the meaning that they hold.

4.2.1.2 Vocabulary Organizing Techniques

4.2.1.2.1 Synonyms and Antonyms

Table 1 indicates that an attempt was made to use antonyms to present new words in four units, and learners encounter them in the second, fifth, sixth and twelve units. In these units learners are encouraged to find out the meanings of new words employing the opposite relationship of words. On the other hand, synonyms are found in the first two and the seventh unit only. In these units learners get the opportunity to tackle the meanings of unknown words using the sameness relationship of words.

4.2.1.2.2 Collocation

As shown in Table 1, collocation was used to introduce the meanings of unfamiliar words in the ninth and eleventh units of the textbook. These units help learners to work out the meanings of new words by identifying those sorts of the words which are most likely to be found associated with them or by recognizing words that frequently occur with the new words.

4.2.1.2.3 Phrasal Verbs

Table 1 depicts that an attempt was made to use phrasal verbs for presenting new words in two units of the textbook. In these units the students are made to find the meanings of phrasal verbs based on the context in which they appear.

4.2.1.2.4 Word Forms

One can realize from Table 1 that word forms such as stress and spelling of words are used to present new words in only one unit (unit 8) of textbook. In this unit students are in a position to learn new words by recognizing what the words sound like and what they look like. However, the attempt made to use these word forms in the textbook is very insignificant.

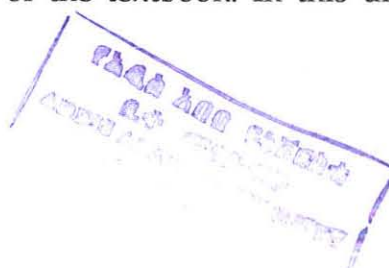
4.2.1.3 Other Techniques

4.2.1.3.1 The Use of Dictionary

Table 1 indicates that the use of dictionary to look up the meanings of words was presented in the fifth, eighth and eleventh units of the textbook. In these units, the learners are encouraged to find the meanings of target words using dictionaries at their homes.

4.2.1.3.2 Vocabulary Games

Table 1 demonstrates that vocabulary games to present new vocabulary items have been employed in only one unit (unit 11) of the textbook. In this unit learners are



motivated to learn new words and they are encouraged to make 'real' communication using the words in the target language in the classroom. Though having such advantages for vocabulary teaching and learning, the use of vocabulary games is limited only to one unit in the textbook.

4.2.1.3.3 Lexical Sets

It is possible to observe in Table 1 above that attempts were made to use lexical sets to introduce new vocabulary items in the eleventh unit of the textbook. In this unit students are assisted to study groups of related words in order to develop an awareness of the similarities and differences between them thereby they refine their understanding of words they have already met, but they do not know well yet.

4.2.1.3.4 Using Mind Maps

We can understand from Table 1 that mind maps are employed in one unit of the textbook. In this part of the textbook, students draw diagrams or branches which represent words linked to and arranged around a central key word. Then they find the meanings of new vocabulary items by writing possible words in the branches which represent semantic connections between the words.

4.2.1.4 Techniques Not Used in the Textbook

Hyponyms which involve the relationship of the meaning of words in terms of inclusion, idioms - phrases whose meanings cannot be determined by the literal definition of the phrases themselves, but refer instead to a figurative meaning that is known only through common use, word association in relation to sound or form, the grammar of items and integrating new words with the previously learned ones are some of techniques which are not used in the textbook. This indicates that learners have missed the advantage of expanding their vocabulary knowledge using these techniques.

All in all the use of most of the teaching techniques is limited to only some units in the textbook. Even in areas where these techniques are introduced, there are not adequate activities and tasks prepared to help students understand and employ them wherever these methods are required. Some techniques are mentioned in the course book simply to inform learners that these are some of the techniques of presenting new lexis, but they are not exhaustively practised to solve learners' problems they encounter while they are learning vocabulary. Moreover, they do not help learners to develop their independent vocabulary learning strategies. Hence, it is hesitating that learners can use them on the way they are trying to expand their vocabulary knowledge since the techniques do not frequently occur in the textbook.

4.2.2 Vocabulary Reinforcement Techniques

An attempt has been made to look at the vocabulary reinforcement techniques used in the textbook. Exercises or questions of vocabulary appear before or at the end (or following) every passage in the textbook. The following table (Table 2) indicates the techniques which enable the learners to practise and reinforce the vocabulary items included in the course book.

Table 2: Vocabulary Reinforcement Techniques in the Textbook

<i>Vocabulary Reinforcement Techniques</i>	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>	<i>Unit 5</i>	<i>Unit 6</i>	<i>Unit 7</i>	<i>Unit 8</i>	<i>Unit 9</i>	<i>Unit 10</i>	<i>Unit 11</i>	<i>Unit 12</i>	<i>Unit 13</i>	<i>Unit 14</i>	<i>Frequency</i>	<i>%</i>
labeling	-	-	x	-	-	-	-	-	-	-	-	-	-	-	1	4.76
matching	-	-	x	-	-	-	x	x	-	-	-	-	-	-	3	14.29
cloze test	-	x	-	x	-	-	-	-	-	-	-	-	-	-	2	9.52
writing sentences	-	-	-	2x	-	-	x	x	-	x	-	-	x	-	6	28.57
supplying (writing) the correct forms of words	x	-	x		-	-	-	-	-	-	-	-	-	-	2	9.52
fill in blank spaces	x	-	x	-	-	-	-	-	-	-	-	-	-	-	2	9.52
multiple choice: definition completion paraphrase	-	-	-	-	-	-	-	x	-	-	-	-	-	-	1	4.55
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
crossword puzzle	-	-	-	x	-	-	-	-	-	-	-	-	-	-	1	4.76
simple completion	x	-	x	-	-	-	-	-	-	-	-	-	-	-	2	9.52
detailed description (of appearance, quality, personality)	x	-	-	-	-	-	-	-	-	-	-	-	-	-	1	4.76
Total	5	1	5	4	-	-	2	3	-	1	-	-	1	-	21	100

4.2.2.1 Multiple-choice

Table 2 shows that the multiple-choice technique is used to practise vocabulary items in unit eight only. It may be due to the suggestions that using multiple-choice to a large extent has a harmful impact on the teaching learning process that the use of this technique is restricted to one unit only. That is to say, depending too much on it so as to design many vocabulary test items may adversely affect the vocabulary learning practice of students.

4.2.2.2 Labeling

As shown in Table 2, the technique 'labeling' to exercise words is presented once (in unit 3) in the textbook. In this unit students practise vocabulary items by matching numbers or letters written on parts of a picture (of somebody, something or an object) with the corresponding words from a list given. This helps the students to identify, describe and illustrate parts of a picture by using appropriate words thereby they can increase the breadth of their vocabulary knowledge.

4.2.2.3 Crossword puzzles

Table 2 illustrates that crossword puzzles are introduced only in one unit (unit 4) of the textbook. In this unit learners exercise words by identifying and understanding the terms being used so as to solve crosswords using their skill of vocabulary, reasoning, spelling and word attack skills. However, the limitation of the use of these techniques only to one unit of the textbook may not enable learners to get the necessary benefit required of them.

4.2.2.4 Matching

An attempt was made to use the matching technique to measure the extent to which students have the knowledge of vocabulary. This technique is used in the third, seventh and eighth units of the textbook so as to practise vocabulary items selected from reading and listening texts.

4.2.2.5 Cloze Test

As we can see in the table above, a cloze test is employed in two units: units 2 and 4 so as to test the learners' knowledge of the meaning, spelling and to some extent the grammar and collocation of words. In these units students are provided with a text (a paragraph or a reading text) with certain words deleted and the students are encouraged to write down possible items that can replace the missing words. This technique is employed in two units of the textbook means that it is not intensely applied in the textbook.

4.2.2.6 Simple completion

Table 2 indicates that simple completion is used twice in the first and third units of the textbook so as to measure the students' ability to produce appropriate words which are to be filled in the blank spaces that appear in sentences. In these units the students are required to supply structured short answers of their own words which can fit with the blank spaces.

4.2.2.7 Filling in Blanks

An attempt was made to measure the students' knowledge of the meanings of words and to some extent of the grammar and collocation in two units (unit 1 and 3) of the textbook. In these units students are provided with a passage, a paragraph or sentences with words missing in these contexts and they are asked to read the texts carefully so as to choose and supply a suitable word from the given lists of words to fill each of the spaces.

4.2.2.8 Writing Sentences

We can realize from Table 2 that attempts were made to test the students' knowledge of vocabulary by getting them to write meaningful sentences which make the meanings of words clear. This technique is used in five units of the textbook: unit 4, 7, 8, 10 and 13. This is the first frequently used vocabulary reinforcement technique. Therefore, relatively speaking, it is well treated in the textbook.

4.2.2.9 Supplying Correct Forms of Words

It is possible to infer from Table 2 above that an attempt was made to exercise target words by asking students to write or choose the correct forms of words given in brackets. This technique was used in the first and the third units of the textbook.

4.2.2.10 Detailed Description

It is shown in Table 2 that detailed description to practise vocabulary items was used only in unit one of the textbook. In this unit the students are required to describe the appearance and personality of persons using nouns and adjectives. They are also asked to write a composition describing their face, hair, general physical appearance and clothes they are wearing.

To sum up, we can understand from Table 2 that learners do not seem to be well benefited from the reinforcement techniques with which they practise vocabulary items since the techniques do not frequently appear in the textbook.

The other thing observed from the above discussion is that though a variety of vocabulary teaching techniques are introduced in the textbook, the limited reinforcement techniques may prohibit students from exercising these techniques fairly well. That is to say, there is a difference in the number of vocabulary teaching and reinforcement techniques in the textbook itself.

4.3 Vocabulary Testing Techniques Used in the Exam Papers

As indicated in Chapter One, the main aim of this study is to see the relationship between vocabulary teaching techniques suggested in the textbook and the vocabulary testing techniques used in examination papers. Thus, vocabulary testing techniques in eighteen examination papers were examined. Table 3 below presents the vocabulary testing techniques used in school examination papers.

Table 3: Vocabulary Testing Techniques in the Sample Exam Papers
(The figure shows the number of questions set using the corresponding techniques)

Vocabulary testing techniques	The Holy Trinity CPSS							No	%	Yekatit 12 PGSS						No	%	Menelik II PGSS					No	%	Total	%					
	Year									Year								Year													
	1998 EC		1999 EC		2000 EC		2001 EC			1998 EC	1999 EC		2000 EC		2001 EC			1998 EC	1999 EC	2000 EC		2001 EC									
	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem	1 st Sem			1 st Sem	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem	1 st Sem			2 nd Sem	1 st Sem	2 nd Sem	2 nd Sem	1 st Sem					2 nd Sem	1 st Sem			
multiple choice:																															
definition	4	8	5	8	-	4	-	29	23.97	2	5	5	1	-	-	13	16.46	4	4	3	4	6	21	39.62	63	24.9					
completion	1	3	-	8	5	1	5	23	19.01	6	-	-	-	-	12	15	18.99	5	-	-	-	3	8	15.09	46	18.2					
paraphrase	1	1	6	-	3	-	4	15	12.40	-	7	-	-	5	8	20	25.32	5	3	6	5	-	19	35.85	54	21.3					
simple completion	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	2	2.53	-	-	-	-	-	-	-	-	2	0.8				
matching	-	-	-	-	5	5	10	20	16.53	10	-	-	-	6	-	16	20.25	-	-	-	-	-	-	-	-	36	14.2				
cloze test	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
labeling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
crossword puzzle	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
using words to form own sentences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
contextual guesswork									-								-														
grammar context	4	-	5	-	5	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-				
reading context	4	8	5	8	5	4	6	-	-	2	5	5	1	-	3	-	-	4	4	3	4	4	-	-	-	-					
sentence context	2	4	6	8	8	1	3	-	-	2	7	-	7	5	5	-	-	5	3	6	10	5	-	-	-	-					
paragraph context	-	-	-	-	10	5	-	-	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-				
grouping (sorting)	-	-	-	-	-	-	-	-	-	1	5	-	-	-	-	6	7.59	-	-	-	-	-	-	-	-	-	6	2.4			
supplying the correct forms of given words	4		5		5	-	-	14	11.57	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	5.5			
fill in the blank space	-	-	5	-	10	5	-	20	16.53	-	-	-	7	-	-	7	8.86	-	-	-	5	-	5	9.43	32	12.4					
Total	10	12	21	16	28	15	19	121	100	21	17	5	8	11	20	79	100	14	7	9	14	9	53	100	253	100					

Table 3 above shows that two hundred and fifty three vocabulary test items are included in the final examination papers of the three schools within four years. It is important to note that one hundred and eighty five questions were constructed using the grammar, reading, sentence and paragraph contexts. Because the number of these questions is included in the other techniques and these contexts are contained in the table to show that the items are designed by using the four contexts. Therefore, the number indicated to show these contexts is not added to the total number of questions which describes the number of questions which are constructed by the other techniques.

Out of the 253 vocabulary test items in the three schools, 67 (55.38%) questions in The Holy Trinity CPSS, 48 (60.77%) questions in Yekatit 12 PGSS and 48 (90.56%) questions in Menelik II PGSS were presented using the multiple-choice technique. It is therefore, a clear indication that teachers dominantly use this technique than the others, and it has been a choice of most schools to test students' English vocabulary.

It is also viewed that an attempt has been made to use a variety of techniques in the Holy Trinity CPSS and in Yekatit 12 PGSS. Nevertheless, when compared to a multiple-choice technique, it is possible to say that the other techniques have not received a significant attention by the teachers in these schools. It may be due to the fact that many teachers prefer the multiple-choice to other techniques that it is a useful method to make scoring perfectly reliable, rapid and economical. Because of the large class size the teachers have, they may choose this method to set test items and then they can correct their students' answer sheets in a short period of time so that they minimize their burden unreasonably.

However, it should be taken into consideration that any kind of change demands a sacrifice of one form or another. In any attempt made to improve the teaching learning situation at schools, teachers have to do more to use different formats so as to

bring about a positive washback effect rather than simply relying more only on a limited number of testing methods particularly on a multiple-choice. This is because, as indicated in the literature, if a test which is important to students is a multiple-choice in nature, there is a danger that practice for the test will have a harmful effect on learning and teaching. Practice at multiple-choice items will not usually be the best way for students to improve their command of a language (Hughes, 1989).

Here, the argument is not to use all the techniques to set equal number of questions but at least some questions should be designed using other techniques rather than employing a limited number of test formats from year to year. It is shown in the literature that as far as a test uses different test formats, it will not be biased towards one particular method or one particular sort of learner. Moreover, when teachers set a test, they should intentionally vary the methods used, as a result, no one method predominates and becomes predictable. It is likely that keeping learners guessing by varying methods year by year will reduce the predictability of the test's format (Alderson, Clapham and Wall, 1995:46).

Looking at the other testing methods in Table 3, we can understand that only 20 (16.53%) questions in The Holy Trinity CPSS and 16 (20.25%) test items in Yekatit 12 PGSS are designed using the matching technique.

Observing the test items designed using sorting words in a group which they belong to because of the appearance, characteristic or behaviour of something /somebody/ they describe, 6 (7.59%) questions are included only in Yekatit 12 PGSS, yet none of the other schools have applied it in their tests.

In the same way, the matching technique is not employed in Menelik II PGSS examination papers especially in the recent year vocabulary exams. The matching item is used in the textbook particularly to test words selected from reading and

listening texts. To the contrary, this method is employed to some extent in The Holy Trinity CPSS and Yekatit 12 PGSS and it is completely omitted in Menelik II PGSS.

Coming to the vocabulary items which are set by asking students to write, supply or choose the correct forms of words given in brackets, a method which is usually used to test the grammar of words, 14 (11.57%) questions are included in The Holy Trinity CPSS. Of course, the emphasis given to this technique is encouraging and a considerable effort should be done to use it in a balanced way with the other techniques. Moreover, it is a good lesson for the other school teachers who are totally excluding this technique from their test papers. It is known that among the most important aspects of vocabulary which have to be taught and practised (exercised) in the classroom, the grammar of a new vocabulary item is one of them. Hence, it should have been incorporated in the tests of the other schools.

Nowadays, it has been a common practice to employ the technique which requests students, in this case testees, to fill in the blank spaces with appropriate words in either sentence or paragraph contexts. It is simple to view in the above table that 20 (16.53%) questions in The Holy Trinity CPSS, 7 (8.86%) test items in Yekatit 12 PGSS and 5 (9.43%) questions in Menelik II PGSS are constructed using this method.

Table 4: Comparison of Vocabulary Reinforcement Techniques in the Textbook and Testing Techniques in the Sample Examinations
(The figure shows the number of questions set using the corresponding techniques)

Vocabulary Testing Techniques	Textbook		Sample Schools' Examination Papers							
	No	%	Holy Trinity		Yekatit 12		Menelik II		Total	%
			No	%	No	%	No	%		
multiple choice: definition	9	3.86	29	23.97	13	16.46	21	39.62	63	24.9
completion	-	-	23	19.01	15	18.99	8	15.09	46	18.2
paraphrase	-	-	15	12.40	20	25.32	19	35.85	54	21.3
simple completion	8	3.43	-	-	2	2.53	-	-	2	0.8
matching	25	10.73	20	16.53	16	20.25	-	-	36	14.2
sorting	-	-	-	-	6	7.59	-	-	6	2.4
writing correct forms of words	18	7.73	14	11.57					14	5.5
fill in blank spaces	28	12.02	20	16.53	7	8.86	5	9.43	32	12.6
detail description	13	5.58	-	-	-	-	-	-	-	-
cloze test	27	11.59	-	-	-	-	-	-	-	-
labeling	33	14.16	-	-	-	-	-	-	-	-
crossword puzzle	22	9.44	-	-	-	-	-	-	-	-
writing sentences	50	21.46	-	-	-	-	-	-	-	-
Total	233	100	121	100	79	100	53	100	253	100

When we compare the vocabulary teaching techniques used in the textbook and the testing techniques used in the examination papers gathered from the three schools, there is a difference in the number of techniques and the emphasis given to them in the two contexts. The textbook presents a variety of techniques for presenting new words and about ten formats for practising vocabulary items, but the number of techniques used in the test papers is very limited. The Holy Trinity CPSS used four testing techniques such as multiple choice, matching, writing correct forms of words and filling in blank spaces; Yekatit 12 PGSS employed five testing formats (one of the techniques 'sorting' is not used in the textbook) like multiple choice, matching, simple completion, sorting and filling in blank spaces and Menelik II PGSS applied only two testing methods which are multiple choice and filling in blank spaces.

The techniques such as cloze test, labeling (illustrating objects or pictures by matching the numbers written on the object with their naming), crossword puzzle, requiring testees to write their own meaningful sentences using given words, and describing the appearance, quality and personality of something/somebody/ using appropriate words are some of the techniques which are not employed in the exam papers.

The great mismatch observed in the textbook and the test papers is the application of the multiple-choice technique. As we realize from Table 2 and Table 4, this technique (only the definition form with which only nine vocabulary test items are constructed) is used only in one unit of the textbook. This shows how this method should not be applied for the most part in vocabulary tests because, as shown in the literature, involving learners in unnatural activities such as multiple-choice tests may lead to excessive practice of these activities in the classroom, bringing little benefit to the learners. In turn, this results in bringing about a harmful influence on teaching. However, the multiple-choice is the widely used technique in English language examinations at Ethiopian preparatory schools.

Overall one can deduce that the techniques of vocabulary testing used in the textbook are not given the necessary attention by the language teachers in the aforementioned schools and this may affect the vocabulary learning practice of the students.

Generally, when we see the techniques used to test the vocabulary items, it is indicated that the preparation of tests in preparatory schools have inadequate variety of techniques. This implies that there is a disparity between the teaching and testing of English language vocabulary. Hence, teachers should understand that it is worthwhile to use a variety of techniques since different types of techniques can measure various learning outcomes. This practice of constructing test items with a variety of techniques also helps to improve the systematic teaching of vocabulary as vocabulary achievement tests are appreciated for their positive washback effects if they are properly constructed.

UNIT FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the above data presentation and discussion, the following conclusions have been drawn:

- i) The grade eleven English textbook used a variety of vocabulary teaching and reinforcement techniques, but the sample exam papers used a limited number of vocabulary testing techniques which were dominated by a multiple-choice format. The different techniques that exhibit the performance of the students were, therefore, deemphasized. Due to such differences, the currently administered English language examinations of grade eleven appear to fail in meeting the objectives of the language testing because a test is expected to be an extension of classroom instruction in content and format in order to serve and reinforce the teaching and the learning process.
- ii) The limited testing techniques used in the examination papers could have a negative impact upon the students' vocabulary development and their test results as well. Therefore, examinations which are nowadays administered at preparatory schools fail to measure the students' mastery of language adequately.
- iii) Vocabulary teaching is limited to using reading passages whose exercises mainly require the understanding of the contextual meanings of words from the reading texts.

In general, on the bases of the findings of the study, one can conclude that there is a mismatch between the vocabulary teaching techniques used in the textbook and the vocabulary testing techniques used in the currently administered grade eleven English language examinations. This happened because examinations appeared to lack a variety of testing techniques. This mismatch, therefore, could cause the examinations to have a negative washback effect on the teaching and learning of vocabulary in the classroom because the examinations seem to fail in satisfying the purposes and principles of achievement test construction which should be based on the understanding that testing should reflect the approaches to teaching and learning.

5.3 Recommendations

Based on the above drawn conclusions, the following recommendations have been made:

- i) To enable students to make use of their knowledge of English in the various content areas and skills, teachers have to employ a variety of testing techniques in their tests since a consideration of test techniques is believed to have an important part both in teaching and test development.
- ii) In order to develop teachers' knowledge of testing in general and of language testing in particular, in-service teacher training programmes, seminars and workshops need to be conducted by the concerned bodies.
- iii) So as to enhance the language performance of the students, the currently employed objective test formats should be minimized and more subjective test formats should be predominantly used.
- iv) It is observed that the current vocabulary teaching practices in preparatory schools use a limited number of techniques in presenting the meanings of new words. Hence, newly published textbooks should include different vocabulary development techniques and strategies which would help the learners to tackle the meanings of unknown words by themselves.
- v) Measurement and evaluation books should be prepared and distributed to schools by concerned bodies thereby teachers can simply refer to them while they are setting tests.
- vi) To avoid the excessive use of the multiple-choice format which does not test the communicative ability and actual performance of students, teachers have to use a variety of testing techniques so that they can promote a beneficial washback in the teaching and learning process.

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APPENDIX A
THE HOLY TRINITY CATHEDRAL PREPARATORY & SECONDARY SCHOOL
1998 E. C. 1st Semester English Final exam for Prep. Grade 11

Time allowed 1 hr

Name _____ Grade & Section _____ No _____

1. Read the following passage. Then answer questions that follow according to the information in the passage write the letter of the correct answer on the separate answer sheet.

Walking was by far the most widely practiced fitness activity of successful exercisers. Two thirds of hardcore exercisers walked three days a week. Thirty percent of all successful exercisers said they used fitness facility at least three times a week. Successful exercisers of all ages, even those over 70, were 10 times more likely to use free weights than people who did not exercise regularly.

More than half of the respondents in the survey, worked out regularly and used exercise to treat depression, a heart ailment, back pain, or diabetes. They also said their doctors agreed that exercise helped a lot.

To reap health benefits from exercise, you need to aim for at least 150 minutes a week, preferably over at least five days.

(adapted from weekend Magazine)

Comprehension

- _____ 1. The appropriate title for the passage is
A. Successful exercisers. B. Health benefits C. fitness activity D. fitness facility
- _____ 2. Regular exercise is used to treat
A. depression B. back pain C. diabetes D. all of these
- _____ 3. The most widely practiced fitness activity is
A. running B. walking C. logging D. A & C
- _____ 4. Hardcore exercisers (line 2) refers to
A. Irregular exercisers B. Free weight exercisers
C. regular and strong exercisers D. A & C
- _____ 5. ----- respondents (line 6) refers to
A. all exercisers B. exercisers and participants of the survey
C. fitness activity D. fitness facility
- _____ 6. Heart ailment (line 7) refers to
A. Heart problem B. Heart disease C. heart failure D. B & C
- _____ 7. To reap (line 9) means
A. to cut B. to get C. to be involved D.

✓ _____ 8. Benefit (line 10) means)

A. reward

B. advantage

C. Prize

D. Price

Grammar and usage

II. Write your best answers in the spaces provided in front of the question numbers. (1%)

_____ 9. If you mix yellow and green, You _____ blue.

A. get

B. will get

C. must get

D. would get

_____ 10. By now you _____ your English final examination

A. taking

B. took

C. take

D. are taking

_____ 11. I love _____ bread. A. ~~to eat~~ B. eating C. eat D. ate

_____ 12. She is _____ smart that every body will ~~not~~ pass without glancing at her.

A. ~~Such~~

B. ~~So~~

C. very

D. too

_____ 13. She has been teaching English for ten years. I mean to say _____.

A. ~~She~~ was teaching English for the ~~fast~~ ten years

B. she taught English for ten years

C. she is not teaching English now

D. she taught English for the past ten years and is still teaching.

✓ _____ 14. If a person earns his living by weaving, he is called _____

A. knitter

B. weaver

C. potter

D. carpenter

_____ 15. Only a few students have just finished _____ the class work.

A. to do

B. to make

C. doing

D. making

_____ 16. She is debating _____ school uniform. That is why she came under her jeans.

A. for

B. against

C. on

D. to

_____ 17. There should be an agreement between _____ and _____

A. you/me

B. you/I

C. I/you

D. me/you

✓ _____ 18. The man said that he zips all over the field on his crutches. What is the meanings of the underlined phrase?

A. fasten with a zip

B. unfasten with a zip

C. move

D. all

_____ 19. Tomorrow we will _____ the causes of global warming.

A. talk about

B. discuss about

C. ~~talked~~ ^{deliberating} about

D. taking about

_____ 20. It is _____ good water that every one likes to drink it.

A. such a

B. such

B. so

C. a very

_____ 21. I remember _____ next week.

A. coming

B. to come

C. come

D. of coming

_____ 22. Almaz is _____.

A. too intelligent to pass

B. such intelligent student that she can pass

C. so intelligent that she can pass

D. very intelligent that she can pass

III. Write only the correct form of the words in brackets (1%)

- _____ 23. She speaks (shy).
_____ 24. The door (slam) when the man left the room.
_____ 25. My aunt (not have) enough money by now.
_____ 26. He hates (get) early in the morning

IV. Write the letter of the alternative that means the same or nearly the same as the given sentence(s).

- _____ 27. I refused her nothing (1%)
A. ~~She~~ ^{ask} for nothing as I refused her. B. I give her nothing.
C. I used to give her nothing. D. I give her every thing she asks for.
- _____ 28. He remembered posting the letter. (1%)
A. He won't ~~for get~~ to ~~post~~ the letter. B. He remembered that he had to post the letter.
C. He remembered that he had posted the letter.
D. ~~He~~ went to post the letter as he reminded him self that he hadn't posted the letter.
- _____ 29. The woman did not need to buy a bar of soap. (2%)
A. The woman didn't buy a bar of soap. B. The women bought soap at a bar.
C. There was soap at a bar. D. It was necessary for her ^{to} buy a bar of soap.
- _____ 30. He cleaned the bench. He sat down. (2%)
A. After he sat down, he cleaned the bench. B. He cleaned the bench and then sat down.
C. Before cleaning the bench, he sat down. D. ~~Sitting~~ down, he cleaned the bench.

ANSWER SHEET ENGLISH FOR PRE. GRADE 11

Name _____ Grade & Section _____ No _____

- | | | |
|-----------|-----------|-----------|
| 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. _____ |

THE HOLY TRINITY CATHEDRAL PREPARATORY & SECONDARY SCHOOL
2nd Semester English Final Examination for Grade II (2006)

Time Allowed 50'

Name _____ Grade & Section _____ No _____

PART ONE:- Grammar and Usage

I. Choose the best alternative and write only the letter of your choice.

- _____ 1. The driver _____ his cabin and ^{drove} ~~brave~~ off the lorry.
 A. get in B. get on C. got in D. got on
- _____ 2. The _____ my letter is annoying.
 A. answer to B. reply of C. answer for D. replied to
- _____ 3. Ethiopia _____ Kenya in the previous running ^{race} ~~rote~~.
 A. win B. beat C. beaten D. won
- _____ 4. Abebe would have gone home if he _____.
 A. can finish B. has finished C. had finished D. could finish
- _____ 5. A nail _____ if you put it on water.
 A. will sink B. would sink C. sinks D. would have sunk
- _____ 6. The specialist _____ examined you is going out.
 A. who B. who she C. whom D. whom she
- _____ 7. The tree _____ recently. Now our compound is bare.
 A. is ~~cut~~ cut B. was cut C. has been cut D. had been cut
- _____ 8. The bag _____ I packed my objects looks fine.
 A. in that B. in which C. that ~~which~~ D. which
- _____ 9. I don't know _____ about the exam.
 A. what have the students said B. what did the students say
 C. what the students have said D. what will the students say
- _____ 10. Entering class, _____.
 A. the teacher taught us grammar B. grammar ^{was} ~~was~~ taught to us
 C. the teacher had taught us grammars D. what will the students say
- _____ 11. _____ the passage, the examinees answered the questions on it.
 A. Having gone B. Going C. Went D. Gone
- _____ 12. Raise your hands and _____ the question.
 A. answer B. reply C. replied to D. answered to
- _____ 13. Our national football team _____ the match last year.
 A. beaten B. beat C. had won D. won