

# 2017 English Entrance Exam



EDUCATIONAL ASSESSMENT AND EXAMINATIONS SERVICE (EAES) ETHIOPIAN SECONDARY SCHOOL LEAVING CERTIFICATE EXAMINATION (ESSLCE) English, Sene, 2017 E.C./June/July, 2025 G.C.

NUMBER OF ITEMS: 100  
TIME ALLOWED: 2 HOURS

SUBJECT CODE: 01  
BOOKLET CODE: 214



## I. COMPREHENSION

**Directions:** There are two passages in this section. Read each of them carefully and answer questions 1 - 18 according to the information given. From the four choices A-D given for each question, choose the correct answer and blacken the letter of your choice on the separate answer sheet provided.

**Section One: Reading Passage I**

1. Homeless people are everywhere-on the street, in public buildings, on the evening news and at the corner parking lot. You can hardly step out of your house these days without meeting some haggard character who asks you for a cigarette or begs for "a little change". The homeless are not just constant symbols of wasted lives and social programs-they have become a danger to public safety.

2. What is the root of the homeless problem? Everyone seems to have a scapegoat. Advocates of the homeless blame government policy; politicians blame the legal system; the courts blame the bureaucratic infrastructure; the Democrats blame the Republicans and the Republicans blame the Democrats. The public also blames the economy, drugs, the "poverty cycle", and "the breakdown of society". With all this finger-pointing, the group most responsible for the homeless being the way they are received the least blame. That group is the homeless themselves.

3. How can I say this? For the past two years I have worked with the homeless, volunteering at the Salvation Army and at a soup kitchen in Austin, Texas. I have led a weekly chapel service, served food, listened, counseled, given time and money, and shared their struggles. I have seen their response to troubles, and though I would rather report otherwise, many of them seem to have chosen the life styles they lead. They are unwilling to do the things necessary to overcome their circumstances. They must bear the greatest part of the blame for their manifold troubles.

4. Let me qualify what I just said. Not everyone who finds himself out of a job and in the street is there because he/she wants to be. Some are victims of tragic circumstances. I met many exhausted, sensible people during my time working with Austin's homeless: the single father struggling to earn his working his Austin's homeless: the single father struggling to earn his bread and be a role model for his children; the woman who fled a good job in another city to escape an abusive husband; the well- educated young man who had his world turned upside down by divorce and a layoff. These people deserve every effort to help them back on their feet.

5. But they are not the real problem. They are usually off the streets and resuming normal lives within a period of weeks or months. Even while "down on their luck", they are responsible citizens, working in the shelters and applying for jobs. They are homeless, true but only temporarily, because they are eager to reorganize their lives.

6. For every person temporarily homeless, though there are many who are chronically so. Whether because of mental illness, alcoholism, poor education, drug addiction, or simply laziness, these homeless are content to remain as they are. In many cases they choose the streets. They enjoy the freedom and consider begging a minor inconvenience. They know they can always get a job for a day or two for food, cigarettes and alcohol. The sophisticated among them have learned to use the system for what it is worth and figure out that a trip through the welfare line is less trouble than a steady job. In a society that has mastered a dodging responsibility, these homeless prefer a life of no responsibility at all.

(Source: Critical Thinking, Thoughtful Writing: A Rhetoric with Readings by Chaffee, J. U.S.A (1999) (P.374-375).

1. Which one of the following statements is true according to paragraph 4?

- A. Some homeless who are victims of circumstances deserve help to recognize their lives again.
- B. None of those in the street deserves any effort to help them back on their feet.
- C. A woman fleeing an abusive husband is right away homeless.
- D. Everyone who finds themselves out of a job is homeless.

**Answer:** A

**Explanation:** Paragraph 4 states that some homeless people are victims of tragic circumstances (e.g., abusive spouses, layoffs) and "**deserve every effort to help them back on their feet.**" Option A directly reflects this. Option B is false (the writer supports helping some). Option C is unsupported (fleeing abuse doesn't automatically make one homeless). Option D is incorrect (not all jobless people are homeless).

2. Which of the following best describes this passage writer's tone?

- A. Appreciation C. Praise
- B. Appeasement D. Criticism

**Answer:** D (Criticism)

**Explanation:** The writer criticizes chronically homeless people for choosing their lifestyle (Paragraphs 3, 6) and blames them for their situation. Words like "unwilling," "content to remain," and "prefer a life of no responsibility" show disapproval, not appreciation (A), appeasement (B), or praise (C).

3. What does the expression 'I would rather report otherwise' indicate in the context it is used in paragraph 3?

- A. The need to tell the public about the homeless
- B. The fear to hide the true cause of homelessness
- C. The need to explain the troubles facing the homeless
- D. The fear to condemn the government for the problem

**Answer:** B

**Explanation:** "I would rather report otherwise" (Paragraph 3) expresses the writer's reluctance to admit an uncomfortable truth: many homeless **choose** their lifestyle. It implies fear of revealing this unpopular cause (B). It does not relate to explaining troubles (C), condemning government (D), or informing the public (A).

4. What purpose does the writer's reference to personal experience in paragraph 3 serve?

- A. It served as evidence for political involvement.
- B. It clarified the actual cause of homelessness.
- C. It served as evidence of social disintegration.
- D. It showed the ugly lifestyle of the homeless.

**Answer:** B

**Explanation:** The writer uses personal volunteering experience (Paragraph 3) as **evidence** to

support their claim that many homeless people are responsible for their own plight. It clarifies the root cause (B), not political involvement (A), social disintegration (C), or showcasing "ugly" lifestyles (D).

5. Which of the following words is closest in meaning to haggard as used in paragraph 1?

- A. a person who looks trustful C. a person with no home
- B. a person who commits crime D. a person who looks suspicious

**Answer:** D (a person who looks suspicious)

**Explanation:** "Haggard" (Paragraph 1) describes someone appearing exhausted, disheveled, or unwell—often perceived as suspicious or untrustworthy. Options A (trustful) and B (criminal) are incorrect. Option C (homeless) is circular and not a definition.

6. Which of the following words can be synonymous with the word content as used in paragraph 6?

- A. satisfied C. naked
- B. outrageous D. confident

**Answer:** A (satisfied)

**Explanation:** In Paragraph 6, "content" means **satisfied** with their homeless state. Options B (outrageous), C (naked), and D (confident) do not fit the context.

7. What does the word there in paragraph 4, refer to?

- A. at a soup kitchen C. at the Salvation Army
- B. in the street D. in the court

**Answer:** B (in the street)

**Explanation:** "There" in Paragraph 4 refers to "**in the street**" from the previous sentence: "Not everyone who finds himself out of a job and **in the street** is there because he wants to be."

8. What does the word 'so' in paragraph 6, refer to?

- A. beggar C. drug addict
- B. every person D. homeless

**Answer:** D (homeless)

**Explanation:** "So" in Paragraph 6 refers to "**homeless**" from the first sentence: "For every person temporarily **homeless**, though, there are many who are chronically **so** [homeless]."

9. According to the passage, which of the following is to blame for the life of a homeless person?

- A. The homeless themselves C. The bureaucratic infrastructure
- B. The Republicans D. The government policy

**Answer:** A (The homeless themselves)

**Explanation:** The writer argues that homeless individuals **bear the greatest blame** for their troubles (Paragraphs 2-3, 6). While others (e.g., government, Republicans) are mentioned as scapegoats, the passage emphasizes personal responsibility over systemic factors (B, C, D).

## Section Two: Reading Passage II

### Environmental Protection

1. The preservation of forest areas, wildlife and soil should be of a vital concern to all Ethiopians, since its neglect means a destruction of replaceable natural resources, a serious loss of revenue and then gradual desolation of the land until it becomes unfit for cultivation. According to a UNESCO survey in 1963, the consequences will be disastrous unless drastic measures are adopted. An example of this neglect is the present and past treatments of forests. In the good old days, the Ethiopian highlands were covered with virgin forests, which have since been largely used for construction and fuel. Along with the introduction of the eucalyptus tree, this has prevented the country from becoming a desert; however, the few remaining forest areas are not being preserved. The Ethiopian custom grants a man ownership of any land he clears off trees, and he is presented with forested tracts as a reward for his service to the government. The next twenty or thirty years will see the last remnants of virgin forests destroyed unless strong measures are taken.

2. Soil degradation has been aggravated by poor agricultural practices. These include improper terracing, the cultivation of steep and easily eroded hillsides, failure to rotate crops (with the consequent loss of valuable nutrients), and the burning of manure instead of returning it to the soil as fertilizer. The destruction of trees and the lack of modern farming methods are not themselves as bad as the erosion of the soil which may follow them. Several generations may be able to live off the land, but gradually the soil is washed away to Egypt, making the land increasingly poor in quality and yielding less and less. Unfortunately, it is almost impossible to reclaim land that has deteriorated beyond a certain point. Trees cannot be planted to suck up water and hold the soil, because the earth is no longer deep enough to support long roots.

(Source: College Writing Skills; A Reference and Practice Book, (2019), pp.61-63)

10. What does 'These' in paragraph 2 refer to?

- A. soil conservation C. preservation of forests
- B. improper terracing D. poor agricultural practices

**Answer: D. poor agricultural practices**

**Explanation:** In Paragraph 2, the sentence begins: "*Soil degradation has been aggravated by poor agricultural practices. These include improper terracing, the cultivation of steep and easily eroded hillsides...*" The word "These" directly refers back to "poor agricultural practices," listing examples of such practices. Options A, B, and C are either outcomes (A) or specific examples (B) but not the overarching subject.

11. What does the word 'desolation' mean in paragraph 1?

- A. disappearance C. desertion
- B. destruction D. enrichment

**Answer: C. desertion**

**Explanation:** In Paragraph 1, "desolation" describes land becoming "unfit for cultivation" due to

neglect. "Desertion" implies abandonment and barrenness, fitting the context of land rendered useless. Options A ("disappearance") and D ("enrichment") contradict the meaning, while B ("destruction") is too broad and not context-specific.

12. Which of the following best replaces the word 'aggravated' in paragraph 2?

- A. worsened C. regulated
- B. supplemented D. improved

**Answer: A. worsened**

**Explanation:** "Aggravated" means made more severe. In Paragraph 2, soil degradation is "aggravated by poor agricultural practices," meaning these practices worsened the problem.

Options C ("regulated") and D ("improved") imply control or betterment, opposite to the context. B ("supplemented") suggests addition, not intensification.

13. The prolonged erosion of the soil is followed by

- A. rapid reproduction of wild animals.
- B. enrichment of the soil by various nutrients.
- C. the total absence of plants.
- D. the leveling of the mountains.

**Answer: C. the total absence of plants**

**Explanation:** Paragraph 2 states that severe erosion causes soil to be "washed away," making land "increasingly poor in quality" and impossible to reclaim. Trees cannot survive because the soil is too shallow for roots, leading to a complete loss of vegetation. Options A and B are contradicted (wildlife reproduction and soil enrichment require healthy land), and D is never mentioned.

14. In highly eroded and desolated areas, trees fail to survive because

- A. their roots are too short to suck up water from the ground.
- B. the sun will be too scorching for them to survive.
- C. they do not get nutrients from the soil.
- D. they do not get sufficient sunshine.

**Answer: A. their roots are too short to suck up water from the ground.**

**Explanation:** Paragraph 2 explicitly states: *"Trees cannot be planted... because the earth is no longer deep enough to support long roots."* Shallow soil prevents roots from accessing water/nutrients. Options B, C, and D are unsupported (the passage mentions no issues with sun, nutrients, or sunshine).

15. Which of the following, according to paragraph 1, is a result of preserving forest areas?

- A. Devastation of irreplaceable natural resources
- B. Ruins of the land through processes
- C. Reproduction of wildlife
- D. Serious loss of income

**Answer: C. Reproduction of wildlife**

**Explanation:** Paragraph 1 emphasizes that preserving forests, wildlife, and soil prevents "destruction of replaceable natural resources" and "desolation." Preserving forests directly supports wildlife habitats and reproduction. Options A, B, and D describe outcomes of *neglect* (e.g., devastation, ruin, income loss), not preservation.

16. Which of the following, according to paragraph 2, can be a cause of soil erosion?

- A. Planting trees and using modern farming
- B. Cultivating easily eroded hillsides
- C. Using poor quality of fertilizer
- D. Losing valuable nutrients

**Answer: B. Cultivating easily eroded hillsides**

**Explanation:** Paragraph 2 lists "cultivation of steep and easily eroded hillsides" as a poor agricultural practice that aggravates soil erosion. Options A (planting trees) prevents erosion, while C and D (poor fertilizer/lost nutrients) are consequences, not direct causes.

17. According to paragraph 2, which of the following is true?

- A. Plants can be planted to suck up water and hold soil even if the earth is too shallow to support long roots.
- B. When the soil is washed away to neighboring countries, land productivity increases.
- C. The preservation of forest areas is not the concern of Ethiopians.
- D. Erosion of the soil is worse than destruction of trees.

**Answer: D. Erosion of the soil is worse than destruction of trees.**

**Explanation:** Paragraph 2 states: "*The destruction of trees... is not themselves as bad as the erosion of the soil which may follow them.*" Erosion is explicitly called worse. Option A contradicts the passage (trees cannot survive in shallow soil). B and C are false (productivity decreases, and preservation is vital for Ethiopians).

18. What does 'its' in paragraph 1 refer to?

- A. preservation of natural resources
- B. destruction of natural resources
- C. the wild life and soil
- D. the forest areas

**Answer: A. preservation of natural resources**

**Explanation:** The sentence reads: "*The preservation of forest areas, wildlife and soil... since **its** neglect means...*" "Its" refers to the noun phrase "preservation of forest areas, wildlife and soil," which collectively constitute "natural resources." Options B, C, and D are incomplete (B is an outcome, C/D are subsets of the resources).

**Section Three Vocabulary**

## A. Completion

**Instructions:** Questions from 19 - 24 are incomplete sentences. There are four alternative words or phrases, A-D, given below each question. Choose the word or phrase that best completes the sentence and blacken the letter of your choice on the separate answer sheet provided.

19. You should not be so \_\_\_\_\_ to these late comers, once punished, they should be allowed to attend class.

- A. generous C. modest  
B. cruel D. kind

**Answer: B. cruel**

**Explanation:** The context implies that after punishment, latecomers should be treated fairly. "Cruel" (excessively harsh) contrasts with the expectation of leniency post-punishment. "Generous" or "kind" would encourage leniency *without* punishment, while "modest" is irrelevant.

20. Ethiopia will enjoy a period of peace and \_\_\_\_\_ in the next few years, this happens if the country ensures law and gives priority to science, technology and innovation.

- A. prosperity C. protest  
B. nationality D. disparity

**Answer: A. prosperity**

**Explanation:** "Peace and prosperity" is a standard collocation meaning economic success and stability. Prioritizing innovation aligns with prosperity (wealth/well-being). "Nationality" (citizenship), "protest" (objection), and "disparity" (inequality) are illogical.

21. The weather in Addis Ababa is \_\_\_\_\_ these days. You cannot tell whether it rains in the morning or in the afternoon.

- A. invisible C. unpredictable  
B. immaterial D. unimaginable

**Answer: B. unpredictable**

**Explanation:** The inability to forecast rain indicates unpredictability. "Invisible" (cannot be seen), "immaterial" (unimportant), and "unimaginable" (unthinkable) do not fit.

22. \_\_\_\_\_ by the speech of the new leader, all the people of the Zone elected him to be Member of Parliament.

- A. Offended C. Discouraged  
B. Demotivated D. Inspired

**Answer: D. Inspired**

**Explanation:** Positive influence from a speech leads to election. "Inspired" (motivated) fits, while negative options (A, B, C) would discourage support.

23. On my way home from office, there was high traffic \_\_\_\_\_. It took me two hours to get home.



- A. congestion C. path way  
B. freeway D. speed

**Answer: A. congestion**

**Explanation:** "Traffic congestion" means overcrowding on roads, causing delays. "Freeway" (highway), "path way" (path), and "speed" (velocity) do not explain the delay.

24. In the annual festival they hold, the villagers in my area always\_\_\_\_\_ to fight against the criminals that disturb the people.

- A. meditate C. remember  
B. resolve D. think

**Answer: B. resolve**

**Explanation:** "Resolve" means to make a firm decision (to fight criminals). "Meditate" (reflect), "remember" (recall), and "think" (consider) lack the connotation of committed action.

### **B. Substitution**

**Instructions:** For questions 25 - 30, each sentence has an underlined word or phrase followed by alternatives A-D. Choose the word or phrase that best corresponds with the meaning of the underlined word or phrase and blacken the letter of your choice on the separate answer sheet provided.

25. Houses in cities are not **affordable** for the great majority of the people in Ethiopia.

- A. comfortable C. available  
B. cheap D. suitable

**Answer: B. cheap**

**Explanation:** "Affordable" means low-cost, so "cheap" is the closest synonym. "Comfortable" (cozy), "available" (accessible), and "suitable" (appropriate) are unrelated to cost.

26. He asked her to **turn round** several times before he gave her his opinion of her new dress.

- A. rotate C. hold on  
B. display D. pose

**Answer: A. rotate**

**Explanation:** "Turn round" means to spin or revolve. "Rotate" is a direct synonym. "Display" (show), "hold on" (wait), and "pose" (position) are incorrect.

27. Thanks to science and technology, many of our organs are **replaceable**.

- A. removable C. exchangeable  
B. curable D. avoidable

**Answer: C. exchangeable**

**Explanation:** "Replaceable" means substitutable, so "exchangeable" fits best. "Removable" (detachable), "curable" (healable), and "avoidable" (preventable) are unrelated.

28. The teacher announced that the mathematics examination has been **put off** for next week.

- A. forgotten C. prepared

B. postponed D. cancelled

**Answer: B. postponed**

**Explanation:** "Put off" means delayed, so "postponed" is correct. "Cancelled" (terminated) is incorrect, and "forgotten" or "prepared" are illogical.

29. If you go to a new place, your behavior and manner should **harmonize** with that of the people you meet there.

A. go against C. contradict

B. consider D. integrate

**Answer: D. integrate**

**Explanation:** "Harmonize with" means to blend in or match. "Integrate" (combine smoothly) is synonymous. "Go against" and "contradict" are antonyms, while "consider" (think about) is unrelated.

30. Tensions between the two countries are rising quickly. We cannot **rule out** the possibility that war breaks out.

A. assume C. predict

B. exclude D. imagine

**Answer: B. exclude**

**Explanation:** "Rule out" means to eliminate or disregard. "Exclude" is the closest synonym. "Assume" (presume), "predict" (forecast), and "imagine" (visualize) do not fit.

### C. Analogy

**Instructions:** For questions 31 and 32, two pairs of words are given. Look at the relationship between the two words in each pair and choose the word which forms a similar relationship with the word given next to each pair and then blacken the letter of your choice on the separate answer sheet provided.

31. Mouse is to computer as steering wheel is to

A. thermo-flask C. vehicle

B. refrigerator D. television

**Answer: C. vehicle**

**Explanation:** A mouse is a tool to control a computer. Similarly, a steering wheel controls a vehicle. Thermo-flasks, refrigerators, and televisions lack this control-device relationship.

32. Bed: Sleep:: Stove: \_\_\_\_\_

A. Clean C. Cook

B. Wash D. Utensil

**Answer: C. Cook**

**Explanation:** A bed is used for sleeping. A stove is used for cooking. "Cook" (verb) matches the function-based relationship. "Utensil" (noun) is a tool, not an action, while "clean" or "wash" are unrelated functions.

### Section Four: Sentence Comprehension

**Instructions:** For questions 33 and 34, choose the sentence with the closest meaning to the head sentence from the four alternatives given, and blacken the letter of your choice on the separate answer sheet provided.

33. All students but one got above average marks in English.

- A. Only one student failed to get above average marks in English.
- B. Only one student got the above average mark in English.
- C. All students did not get above average marks in English.
- D. Everybody got above average mark in English.

**Answer: A**

**Explanation:** "All students but one" means "all except one." Thus, one student did NOT get above average marks. Option A correctly states this. Option B reverses the meaning, while C and D contradict the original.

34. Addis Ababa University, which is the oldest university in the country, has changed its admission policy.

- A. Addis Ababa University admits students based on new rules and regulations.
- B. Addis Ababa University has grown old with its admission policy.
- C. Addis Ababa University has a conducive learning atmosphere.
- D. Joining Addis Ababa University has now become easy.

**Answer: A**

**Explanation:** The head sentence focuses on a **change in admission policy**. Option A directly reflects this by mentioning "new rules and regulations." Options B, C, and D introduce unrelated ideas.

## II. LANGUAGE FOCUS

Directions: Questions from 35-62 are incomplete sentences. Choose the word or phrase that best completes the sentence accurately and blacken the letter of your choice on the separate answer sheet provided.

35. At first, the suspect did not realize \_\_\_\_\_ during the interview. Later on, he saw the voice recorder and refused to continue the interview.

- A. he was being recording C. he had recorded
- B. he was recording D. he was being recorded

**Answer: D**

**Explanation:** Passive voice ("was being recorded") is needed because the suspect was the object of recording. Options A (grammatically incorrect), B (active voice), and C (past perfect) do not fit.

36. Unlike last year, only \_\_\_\_\_ students needed extra help this year last year we helped almost everyone in the class.

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

**Answer: C**

**Explanation:** "A few" indicates a small number (for countable nouns like "students"),

contrasting with "almost everyone" last year. "A little" is for uncountable nouns, while "many" and "most" imply a large number.

37. We should be involved in sports activities to keep \_\_\_\_\_ fit and healthy.

A. oneself C. yourselves

B. ourselves D. ourself

**Answer: B**

**Explanation:** The reflexive pronoun "ourselves" agrees with the subject "we." "Oneself" is impersonal, "yourselves" is for "you," and "ourself" is non-standard.

38. I \_\_\_\_\_ my homework when you knocked at the door.

A. had been C. have done

B. have been doing D. was doing

**Answer: D**

**Explanation:** Past continuous ("was doing") describes an action in progress (doing homework) interrupted by another action (knocking). Other options misuse tenses.

39. \_\_\_\_\_ I do not complain much; my friends often take me for a fool.

A. As a result of C. In spite of

B. Because of D. Because

**Answer: D**

**Explanation:** "In spite of" introduces contrast: despite not complaining, friends mistake the speaker for a fool. Other options imply causation, not contrast.

40. My English is not good, I \_\_\_\_\_ advised to study English when I was younger.

A. wish I had been C. wished I had been

B. wished I was D. wish I have been

**Answer: A**

**Explanation:** "Wish + past perfect" (had been) expresses regret about the past. "Wish" (present) is used for current feelings. Other options misuse tense or structure.

41. I \_\_\_\_\_ much today if I had learned about money management at my young age.

A. did not worry C. will not worry

B. would not worry D. would not have worried

**Answer: D**

**Explanation:** Third conditional ("would not have worried") is used for unreal past conditions. The if-clause ("had learned") is past perfect, so the main clause must match.

42. \_\_\_\_\_ you ever \_\_\_\_\_ a chance to visit any historical site in Ethiopia?

A. Had/have C. Have/had

B. Did/have D. Have/have

**Answer: C**

**Explanation:** Present perfect ("Have you ever had") asks about life experiences. "Had" is the past participle of "have." Other options are grammatically incorrect.

43. The road project \_\_\_\_\_ by the construction company next year.

A. will be completing C. will completed

B. was completed D. will be complete

**Answer: D**

**Explanation:** Future passive ("will be complete") is correct. "Complete" is an adjective meaning "finished." Option A is grammatically wrong, B is past tense, and C is incomplete.

44. If I had enough money, I \_\_\_\_\_ schools with elevators for visually impaired children.

A. will have built C. would have built

B. would build D. will build

**Answer: D**

**Explanation:** Second conditional ("would build") describes a hypothetical present/future situation. The if-clause ("had") is simple past, so the main clause uses "would + base verb."

45. Next year this time, I \_\_\_\_\_ the freshman program.

A. will have almost completed C. will be nearly complete

B. had nearly completed D. would have nearly completed

**Answer: A**

**Explanation:** Future perfect ("will have almost completed") indicates an action finished by a specific future time ("next year this time"). Other options misuse tenses.

46. This year's examination is as good as the one given last year, \_\_\_\_\_ ?

A. hasn't it C. isn't it

B. doesn't it D. wasn't it

**Answer: C**

**Explanation:** Question tags mirror the main verb ("is"). "Isn't it?" matches the present tense. Other options mismatch the verb tense.

47. I met the girl \_\_\_\_\_ phone number I was asking for.

A. whom C. that

B. whose D. which

**Answer: B**

**Explanation:** "Whose" shows possession (the girl's phone number). "Whom" is for objects, "that/which" for things.

48. When you acknowledge people's contribution to your work, you need not refer \_\_\_\_\_ his/her name.

A. to C. with

B. for D. at

**Answer: A**

**Explanation:** "Refer to" is a fixed phrase meaning "mention." Other prepositions do not collocate with "refer."

49. \_\_\_\_\_ listening \_\_\_\_\_ reading are important academic skills students need to develop.

A. Neither/nor C. Both/and

B. Either/nor D. Either/or

**Answer: C**

**Explanation:** "Both/and" includes both skills. "Neither/nor" excludes, "either/or" offers a choice, and "either/nor" is non-standard.

50. He \_\_\_\_\_ his children to school five days a week.

A. drives C. drove

B. has driven D. drive

**Answer: A**

**Explanation:** Present simple ("drives") describes habitual actions. Other options misuse tenses: B (present perfect) implies duration, C (past) is not habitual, D (base form) lacks subject-verb agreement.

51. My father is not \_\_\_\_\_ old \_\_\_\_\_ yours; he is only 53 years old.

A. such...as C. as...so

B. such...so D. as...as

**Answer: D**

**Explanation:** "As...as" compares equality ("not as old as yours"). Other options are not used for comparisons.

52. Lojo is \_\_\_\_\_ tall girl \_\_\_\_\_ she can easily touch the ceiling of her classroom.

A. such...as C. as such...that

B. such a...that D. so...that

**Answer: B**

**Explanation:** "Such a...that" shows result ("such a tall girl that"). "So...that" would require "so tall a girl that," but the structure here fits B best.

53. Some students did well on the last week's English test, \_\_\_\_\_ others scored unsatisfactory marks. I am designing an action research to study the case.

A. when C. whereas

B. despite D. if

**Answer: C**

**Explanation:** "Whereas" contrasts two groups. "When" indicates time, "despite" is a preposition (not a conjunction), and "if" introduces a condition.

54. My English teacher \_\_\_\_\_ me repeat the correct answer ten times.

A. wanted C. told

B. forced D. made

**Answer: D**

**Explanation:** "Made" + base verb ("repeat") means "compelled." Other options require "to" (e.g., "wanted/told/forced me to repeat").

55. My history teacher asked me \_\_\_\_\_ what is your nationality?

A. what my nationality is C. what is your nationality?

B. what is my nationality. D. what was my nationality?

**Answer: A**

**Explanation:** Reported speech uses statement word order ("what my nationality is") and changes "your" to "my" from the teacher's perspective. Tense remains present for permanent facts.

56. You \_\_\_\_\_ go to bed before midnight if you have the habit of getting up late.

A. will not C. must not

B. may not D. cannot

**Answer: A**

**Explanation:** "Will not" implies a natural consequence: if you get up late, you **will not** go to bed

early. "May not" (possibility) is less direct, while "must not" (prohibition) and "cannot" (inability) are illogical.

57. You will start running\_\_\_\_\_ the bell rings. Otherwise, you will be disqualified from the competition.

- A. till C. during
- B. while D. after

**Answer: B**

**Explanation:** "While" means "at the same time as." The action (running) starts precisely when the bell rings. "Till," "during," and "after" do not convey immediacy.

58. The afternoon sun is\_\_\_\_\_ hot for school children \_\_\_\_\_play outside. They had better stay in their class.

- A. such/for C. very/for
- B. too/to D. to/to

**Answer: B**

**Explanation:** "Too + adjective + for someone + to verb" ("too hot for children to play") shows excessive heat preventing the action. "Very" does not fit this structure.

59. The lady \_\_\_\_\_next to our English teacher is my mother's close friend.

- A. sitting C. sat
- B. sit D. sits

**Answer: A**

**Explanation:** A reduced relative clause ("sitting") replaces "who is sitting." Other options misuse verb forms.

60. Unlike my friends, who dislike drinking coffee, I \_\_\_\_\_ go to bed at night without coffee.

- A. never C. always
- B. mostly D. ever

**Answer: A**

**Explanation:** "Never" emphasizes contrast: friends dislike coffee, but the speaker **never** goes to bed without it (i.e., always drinks it). "Always" would align with friends, not contrasting.

61. Committing corruption\_\_\_\_\_ life imprisonment in several countries in the world.

- A. impacts C. affects
- B. arises from D. leads to

**Answer: D**

**Explanation:** "Leads to" means "results in." Corruption **causes** imprisonment. "Impacts/affects" mean "influences," while "arises from" implies the opposite causation.

62. I always have much work to do; that is why I \_\_\_\_\_ have time to listen to music.

- A. definitely C. scarcely
- B. mainly D. exactly

**Answer: C**

**Explanation:** "Scarcely" (hardly any) indicates a near-total lack of time due to busyness. Other options are positive and contradict the context.

### III. WRITING

**Directions:** Questions from 63-80 are related to different types of writing. Read each of them very carefully and choose the best answer from the given alternatives. Then, blacken the letter of your choice on the separate answer sheet provided.

**Section One: Word Spelling**

**Instructions:** Questions 63 and 64 are on word spelling. From the alternatives A-D, choose the one which is correctly spelt and blacken the letter of your choice on the separate answer sheet provided.

63. A. expenditure C. particularly  
B. traditionial D. fotograph

**Answer: A. expenditure**

64. A. paralism C. inteligibility  
B. suffication D. repetition

**Answer: C. intelligibility**

**Section Two: Punctuation and Capitalization**

**Instructions:** Questions 65-67 are on punctuation and capitalization. From the given alternatives A - D, choose the statement which is correctly punctuated and capitalized, and blacken the letter of your choice on the separate answer sheet provided.

65. A. Tadesse and Fanuel are good friends. They study their lessons together and help each other.  
B. Tadesse and Fanuel are good friends; They study their lessons together and help each other.  
C. Tadesse and Fanuel are good friends, they study their lessons together and help each other.  
D. Tadesse and Fanuel are good friends They study their lessons together and help each other!

**Answer: A. Tadesse and Fanuel are good friends. They study their lessons together and help each other.**

**Explanation:**

A: Correct. Two independent sentences separated by a period; capitalization is proper.

B: Incorrect. Semicolon misuse; "They" should not be capitalized after a semicolon.

C: Incorrect. Comma splice (comma cannot join two independent clauses).

D: Incorrect. Run-on sentence (no punctuation between clauses); exclamation mark is inappropriate.

66. A. Ethiopia is a rich country endowed with many natural resources. In addition it has many diversified cultures and very friendly people.  
B. Ethiopia is a rich country endowed with many natural resources. In addition, it has many diversified cultures and very friendly people  
C. Ethiopia is a rich country endowed with many natural resources. In addition it has many diversified cultures and very friendly people.  
D. Ethiopia is a rich country endowed with many natural resources. In addition, it has many diversified cultures and very friendly people.



**Answer: D. Ethiopia is a rich country endowed with many natural resources. In addition, it has many diversified cultures and very friendly people.**

**Explanation:**

D: Correct. Comma after introductory phrase "In addition"; period ends the sentence.

A/C: Missing comma after "In addition."

B: Missing period at the end.

67. A. Hello Kenyan National Hotel, can I help you?

B. Hello, Kenyan National Hotel. can I help you?

C. Hello Kenyan National Hotel. Can I help you?

D. Hello, Kenyan National Hotel! Can I help you?

**Answer: D. Hello, Kenyan National Hotel! Can I help you?**

**Explanation:**

D: Correct. Comma after "Hello"; exclamation for emphasis; "Can" capitalized.

A: Missing comma after "Hello"; "can" should be capitalized.

B: Period after "Hotel" should be a comma/exclamation; "can" not capitalized.

C: Missing comma after "Hello."

### **Section Three: Jumbled Words**

**Instructions:** The words in the questions 68-70 are NOT in the right order. When put in the right order, they make correct English sentences. From the given alternatives A - D, choose the correct answer and blacken the letter of your choice on the separate answer sheet provided.

68. am/as/think/I/not/I/you/stupid/am/as.

A. I am not as I think am stupid as you.

B. As you think I am not stupid as I am.

C. I am not as you think as I am.

D. I am not as stupid as you think I am.

**Answer: D. I am not as stupid as you think I am.**

**Explanation:** Correct comparative structure: "not as [adjective] as [clause]." Other options are grammatically incoherent.

69. who/a/clever/ teacher /in/school/our/Ato Tadesse/got /has /a/ scholarship/is.

A. Ato Tadesse, in our school, has got a scholarship who is a clever teacher.

B. Ato Tadesse, who is a clever teacher in our school, has got a scholarship.

C. Ato Tadesse is a clever teacher in school who has got our a scholarship.

D. Ato Tadesse has got a scholarship, who is a clever teacher, in our school.

**Answer: B. Ato Tadesse, who is a clever teacher in our school, has got a scholarship.**

**Explanation:** Relative clause ("who is...") correctly modifies "Ato Tadesse"; main clause ("has got...") is clear. Other options misplace clauses.

70. in/ the/ science/ laboratory/teacher/ and/ students/both/together/working the/are/the.

A. The students and the teacher together are both working in the science laboratory.

B. The students are working and both the teacher together in the science laboratory.

C. Both in the science laboratory are working together the teacher and the students.

D. Both the teacher and the students are working together in the science laboratory.

**Answer: D. Both the teacher and the students are working together in the science laboratory.**

**Explanation:** "Both...and" pairs subjects correctly; word order is logical. Other options have fragmented/illogical structures.

#### **Section Four: Paragraph Coherence**

**Instructions:** When you put them in the correct order, sentences a - d in each of the questions from 71-74 make up a complete paragraph. From the alternatives given in each case, choose the one that contains the correct order of the sentences and blacken the letter of your choice on the separate answer sheet.

71. a. Arable farming refers to growing crops.

b. This farming type refers to keeping sheep and cattle.

c. The second farming type is pastoral farming.

d. Arable and pastoral farming are commonly known farming types.

A. a d c b

B. b a d c

C. c b a d

D. d c d a

**Answer: D. d a c b**

**Explanation:** Logical flow:

(d) Introduces farming types.

(a) Defines arable farming.

(c) Introduces pastoral farming.

(b) Defines pastoral farming.

Order: d → a → c → b.

72. a. Hanna is a very charming and sociable girl whom everybody likes.  
 b. Finally, she works in an international supermarket as a saleswoman. She is always smiling and appears to be happy with her job.  
 c. She is only in her late twenties. She usually wears jeans that visibly show the shape of her body. Above her waist, she wears a white nylon T-shirt that makes her breasts appear more visible and attractive.  
 d. To begin with, she is tall and has a slim waist that makes her quite attractive.
- A. a d c b  
 B. a c d b  
 C. d a b c  
 D. d a c b

**Answer: A. a d c b**

**Explanation:** Logical flow:

- (a) General introduction to Hanna.
- (d) Starts physical description ("To begin with").
- (c) Continues description (clothing/age).
- (b) Concludes with job ("Finally").

Order: a → d → c → b.

73. a. Many people believe education is the key to success in life.  
 b. These people list names of several intellectuals who struggle to make in the end to breath on their salaries  
 c. As examples, they mention highly educated people who have become rich.  
 d. Others contend that education only leads people to poverty.
- A. a b c d  
 B. a c b d  
 C. c b d a  
 D. c b a d

**Answer: B. a c b d**

**Explanation:** Logical flow:

- (a) Presents viewpoint 1 (education = success).
- (c) Supports viewpoint 1 (examples of rich educated people).
- (b) Supports viewpoint 1 (counterargument: struggling intellectuals).
- (d) Presents opposing viewpoint (education = poverty).

Order: a → c → b → d.

74. A. Three of their children are girls.

- B. His wife wizero Mulu, is younger than him by 2 years.
- C. Ato Lemma and Wiro Mulu have four children.
- D. Ato Lemma is a thirty-year-old person in my community.

- A. c b d a
- B. d b c a
- C. a c d b
- D. d c a b

**Answer B. d b c a** ( $D \rightarrow B \rightarrow C \rightarrow A$ ).

**Explanation:** "Ato Lemma is a thirty-year-old person in my community. His wife wizero Mulu, is younger than him by 2 years. Ato Lemma and Wiro Mulu have four children. Three of their children are girls.

Why Other Options Fail:

- **A. c b d a:** Starts with "they have children" (C) before introducing who "they" are, causing confusion.
- **C. a c d b:** Begins with "their children" (A) without establishing who "they" are.
- **D. d c a b:** Introduces children (C) before mentioning the wife (B), making "their" in (A) ambiguous.

### Section Five: Types of Paragraph Writing

**Instructions:** Questions 75-77 are related to types of paragraph writing. From the alternatives A-D given in each question, choose the correct answer and blacken the letter of your choice on the separate answer sheet provided.

75. "First of all, the death penalty should be only resort to killing people and spend the rest of their lives in jail. Moreover, if the death penalty committed against them would like to take revenge on the criminal and this makes chaos in society". This is what paragraph writing that is most likely:

- A. argumentative C. descriptive
- B. expository D. narrative

**Answer: A. argumentative**

**Explanation:** The paragraph argues against the death penalty with reasoning (revenge, chaos), aiming to persuade.

76. Digestion begins in the mouth. This is called mechanical digestion as there is not any kind of chemical involved in the process. It is simply as the saliva is broken down into smaller pieces and the food is swallowed. The other type of digestion is chemical digestion. It is in the stomach that this digestion takes place. This above paragraph are most likely taken from:

- A. argumentative C. expository

B. descriptive D. narrative

**Answer: C. expository**

**Explanation:** The paragraph explains a process (digestion) factually without persuasion or description.

77. Eden is in her late twenties. She is of medium height. She has an average weight that fits her height. She respects people, and she is very polite and friendly. From Which of the following paragraph writing types is the above sentences most likely?

A. Descriptive C. Expository  
B. Argumentative D. Narrative

**Answer: A. Descriptive**

**Explanation:** The paragraph describes Eden's physical traits and personality (height, weight, politeness).

## **Section Two: Letter Writing**

**Instructions:** Questions 78-80 are about letter writing. The letter below has three parts and all of them carefully follows the next answer and blacken the letter of your choice on the separate answer sheet provided.

(1) Dear sir,

(2) I am a polytechnic graduate. I have a Diploma in Auto mechanics from Bahir Dar Polytechnic College. I have worked as a mechanic in Bahir Dar Textile Factory for two years. I am now applying for the post of mechanic advertised in your company. For your reference, I have attached my CV with this application.

(3) I am looking forward to hearing from you.

Sincerely, Dewit Hibru

78. The part indicated by number 3 is :

A. a greeting C. salutation  
B. closing statement D. body of the letter

**Answer: B. closing statement**

**Explanation:** "I am looking forward to hearing from you" is a standard closing line before the sign-off.

79. The part indicated by number 2 is :

A. greeting C. salutation  
B. closing statement D. body of the letter

**Answer: D. body of the letter**

**Explanation:** This section contains the main content (qualifications, experience, job application).

80. The part indicated by number 1 is :  
A. closing statement C. body of the letter  
B. salutation D. subject

**Answer: B. salutation**

**Explanation:** "Dear sir," is the greeting addressing the recipient.

#### IV.COMMUNICATIVE ACTIVITIES

**Directions:** Questions from 81-100 are presented in the form of conversations. The part said by one of the speakers is given, and a blank space is left for the other. Choose the alternative that is most appropriate to complete the dialogue and blacken the letter of your choice on the separate answer sheet provided.

81. Lensa: My spoken English is really horrible; \_\_\_\_\_?

Zemzem: Practice speaking every day in front of your friends.

- A. why you learn English C. what is yours like  
B. do you like English D. what should I do

**Answer: D. what should I do**

**Explanation:** Lensa expresses a problem ("My spoken English is horrible") and seeks advice. Zemzem responds with a solution ("Practice speaking..."). Option D directly asks for actionable advice, fitting the context. Other options (A, B, C) ask unrelated questions (e.g., reasons for learning English or others' abilities).

82. Student: \_\_\_\_\_

Teacher: Yes. This will be our tomorrow's lesson.

- A. Could you explain to me about active and passive voices?  
B. When do you teach us about active and passive voices?  
C. Who knows about active and passive voices?  
D. You could learn active and passive voices.

**Answer: B. When do you teach us about active and passive voices?**

**Explanation:** The teacher confirms the topic will be covered tomorrow. Option B asks about timing, aligning with the response. Options A, C, and D either request immediate explanation, ask about knowledge, or state an opinion—none match the teacher's answer.

83. Friend: What do you think unemployment will be like in the future?

You: \_\_\_\_\_

- A. I am sure today's children won't expect a job from the government  
B. In my opinion, none of a working age will be unemployed  
C. I think unemployment is a universal problem these days  
D. Think about today; tomorrow is another day

**Answer: B. In my opinion, none of a working age will be unemployed**

**Explanation:** The friend asks about the future of unemployment. Option B gives a direct, optimistic prediction about the future ("none will be unemployed"). Other options discuss the present (C), avoid the question (D), or mention unrelated expectations (A).

84. Teacher: \_\_\_\_\_

Parent: You are right, wearing a uniform should be compulsory for class attendance.

A. Isn't it very disappointing to see students in the classroom without their uniform

B. Is it very disappointing to see students in the classroom without their uniform

C. When do we see students in the classroom without their uniform

D. Why do we see students in the classroom without their uniform

**Answer: A. Isn't it very disappointing to see students in the classroom without their uniform**

**Explanation:** The parent agrees with the teacher ("You are right"). Option A uses a rhetorical question to express disapproval, prompting agreement. Options B, C, and D ask factual questions (e.g., "Is it disappointing?" or "Why?") that don't invite agreement.

85. Husband: Six people died and three were injured in a car accident today.

Wife: \_\_\_\_\_ Has the cause been known?

A. Look after yourself on the road. C. I am sorry to say this.

B. Never trust a car driver. D. What a terrible news!

**Answer: D. What a terrible news!**

**Explanation:** The wife reacts to tragic news and asks for details. Option D shows shock/sympathy ("What terrible news!"), fitting the context. Options A, B, and C give irrelevant advice or apologies.

86. Abeya: I think that education is the only way to live a better life?

Temesgen: True, but I should say \_\_\_\_\_

A. going to college is not mandatory

B. perhaps we need to learn further

C. perhaps it is one among the few

D. going to college is simple

**Answer: C. perhaps it is one among the few**

**Explanation:** Temessen agrees ("True") but challenges Abeya's claim that education is the "only" way. Option C suggests there are multiple paths ("one among the few"), contrasting with "only." Other options don't counter this key point.

87. Neighbor: Today's youths have a much wider access to information than those who lived in the past.

Father: Yes, but \_\_\_\_\_

A. it's good to remember those who lived in the past were less intelligent

B. the trouble is they are indiscriminate in their choice of information

C. we should appreciate the unlimited interest of today's youth

D. the main point is they do not read all that comes their way

**Answer: B. the trouble is they are indiscriminate in their choice of information**

**Explanation:** The father agrees ("Yes") but adds a drawback ("but..."). Option B criticizes youths' lack of discernment, balancing the neighbor's praise. Options A, C, and D are irrelevant or positive.

88. Teacher: Tell me the reasons why learning English is important to you.

Student: \_\_\_\_\_

A. To begin with, English is a compulsory school subject

B. As a matter of fact, we learn English five days a week

C. Believe it or not, my written English is very good

D. Firstly, English is not my favourite school subject

**Answer: A. To begin with, English is a compulsory school subject**

**Explanation:** The teacher asks for reasons. Option A starts a logical list ("To begin with...") and gives a valid reason (compulsory subject). Other options discuss frequency (B), ability (C), or negativity (D).

89. Mother: Why are you going so early today?

Daughter: \_\_\_\_\_ Mom.

A. Nobody said it is early C. In order to get a front seat

B. Mind your own business D. It is not very early

**Answer: C. In order to get a front seat**

**Explanation:** The mother asks for a reason ("Why...?"). Option C explains the purpose ("In order to..."). Other options are defensive (A, D) or rude (B).

90. Husband: Where would you like us to go for dinner?

Wife: \_\_\_\_\_ I like their French toast.

A. How about trying Haile Grand Hotel?

B. I do not have enough money for dinner.

C. I do not care about dinner tonight.

D. Is your sister going with us?

**Answer: A. How about trying Haile Grand Hotel?**

**Explanation:** The wife suggests a place and mentions liking their French toast ("their" implies a specific venue). Option A proposes a hotel, fitting her follow-up comment. Other options avoid suggesting a location.

91. Ararso: What is your opinion about the need for college education?

Jirata: \_\_\_\_\_

A. What is the requirement to join college?

B. I feel certain that it's absolutely necessary.

C. None of my children joined college.

D. I think I've a good idea about it.

**Answer: B. I feel certain that it's absolutely necessary**

**Explanation:** Ararso asks for an opinion. Option B gives a clear, confident view ("absolutely necessary"). Other options ask a question (A), share unrelated facts (C), or dodge the question (D).

92. Mother: Tell me why schools are closed in Kiremt in Ethiopia.

Daughter: \_\_\_\_\_

A. Did you learn year-long yourself?

B. Nobody likes going to school.

C. I hate Kiremt, Mom.

D. I haven't any clue, Mom.

**Answer: D. I haven't any clue, Mom**

**Explanation:** The mother asks for a reason. Option D honestly admits lack of knowledge. Other options are irrelevant (A, B, C).

93. Ahmed: \_\_\_\_\_

Samson: You know why? He is such a funny boy that he makes everyone laugh.



- A. Do you like to sit next to Solomon in the classroom
- B. Where do many students like to sit in the classroom
- C. Why do many students like to sit next to Solomon
- D. Is Solomon a funny boy

**Answer: C. Why do many students like to sit next to Solomon**

**Explanation:** Samson explains why students sit next to Solomon ("he makes everyone laugh"). Option C asks for the reason ("Why?"), matching the response. Other options ask about location (B) or personal preference (A, D).

94. Kidist: \_\_\_\_\_

Hana: With sugar, please.

- A. Would you prefer your coffee with or without sugar
- B. How much sugar do you like in your coffee
- C. Is it good to drink coffee without sugar
- D. Do you like your coffee with sugar

**Answer: A. Would you prefer your coffee with or without sugar**

**Explanation:** Hana chooses an option ("With sugar"). Option A offers a choice ("with or without"), fitting her response. Options B, C, and D ask about quantity or preference but don't present a clear choice.

95. Student: Today, I'm interviewing Business Managers to give me some idea about the field. Let me begin by \_\_\_\_\_

Manager: To put it simply, I joined the department because I wanted to learn how to run my own business.

- A. asking you how you decided to study business management
- B. telling you the history of the field in our context
- C. telling you a few important things about the field
- D. explaining job opportunities in the field

**Answer: A. asking you how you decided to study business management**

**Explanation:** The manager explains their personal reason for joining the field ("I joined because..."). Option A asks about their decision, aligning with the response. Other options would prompt different answers (e.g., history or job opportunities).

96. Father: \_\_\_\_\_?

Mother: He did not get full mark on his English exam.

- A. Why is Zena crying C. Who is crying Zena
- B. How is Zena crying D. When is Zena crying

**Answer: A. Why is Zena crying**

**Explanation:** The mother gives a reason ("He did not get full marks"). Option A asks for a reason ("Why?"). Other options ask about manner (B), identity (C), or time (D).

97. Lilu: \_\_\_\_\_

Maria: I'm sorry; I'm a stranger too.

- A. Could you tell me where the director's office is?
- B. Hi, you know the director's office, don't you?
- C. Where is the director's office, if I may ask?
- D. I am sorry to say that, but I got lost.

**Answer: A. Could you tell me where the director's office is?**

**Explanation:** Maria cannot help because she is a "stranger." Option A is a polite request for directions, justifying her apologetic response. Options B and C are less formal/direct, while D is not a question.

98. Nuru: Well done, Daniel! You got an A grade on your Maths.

Daniel: Really? \_\_\_\_\_

- A. A good achievement, isn't it
- B. Thank you for the good news.
- C. I'm glad you liked it.
- D. Nice work, isn't it?

**Answer: B. Thank you for the good news**

**Explanation:** Daniel reacts to praise and good news. Option B thanks Nuru appropriately. Options A, C, and D are self-focused or irrelevant.

99. Friend: \_\_\_\_\_ I'm almost blind in the dark.

You: Don't worry about it.

- A. Will you forgive me for stepping on your foot?
- B. I shouldn't have stepped on your foot.
- C. Excuse me for stepping on your foot.
- D. Did I step on your foot?

**Answer: C. Excuse me for stepping on your foot**

**Explanation:** The friend apologizes for an accident (stepping on a foot) and explains ("blind in the dark"). Option C is a direct apology. "Don't worry" accepts this. Options A, B, and D are less natural for minor accidents.

100. Daughter: I think brilliant students should be exempted from cost-sharing.

Mother: \_\_\_\_\_ money shouldn't be a reward for good work.

- A. No, I don't accept this foolish idea
- B. I am afraid I can't agree
- C. This is stupid
- D. Shut up

**Answer: B. I am afraid I can't agree**

**Explanation:** The mother disagrees politely and gives a reason ("money shouldn't be a reward").

Option B is respectful disagreement. Options A, C, and D are rude/aggressive.

# The End

## ENTRANCE TRICKS