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English, 2012 EC, Grade 8 model exam, Yeka

Grade 8 · English · 2012 E.C.

Time allowed: 120 minutes | **Questions:** 55 | **Total marks:** 55

Name _____ Grade _____ ID No. _____ Date _____

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1. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

According to the passage, which activities happened first in the history of shoes?

A. people made and wore moccasins
B. people made and wore boots
C. people made and wore sandals
D. people made and wore sneakers

2. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

Who wore heavy leather sandals?

A. Consuls
B. legal officers
C. Native American group
D. soldiers

3. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

Which one of the following can be the appropriate title of the passage?

A. Ancient Egypt shoes
B. Greek civilization
C. Romans sandal
D. shoes in early civilization

4. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

Which materials did ancient Egypt use to make sandals?

A. Tree leaves and grasses
B. Leather
C. hides of animals
D. hides of furry animal

5. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

According to the passage, which statement is true about Romans and Greeks?

A. Both Romans and Greeks made and wore leather shoes.
B. Neither Greeks nor Romans wore leather shoes.
C. Either Greeks or Romans wore leather shoes.
D. Not only Romans but also Greeks didn't wear leather shoes.

6. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

The object pronoun “them” in line 4 paragraph 3 refers to _____

A. Romans
B. Sandals
C. shoemakers
D. Greeks

7. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

The word “which” in line 5 paragraph 1 refers to _____

A. Ancient Egypt
B. rushes
C. sandals
D. Ancient Egypt sandals

8. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

The pronoun “they” in line 3 paragraph 2 refers to _____

A. Greeks
B. hides of animals
C. dried grass
D. pieces of wood

9. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

The word “ornament” in line 5 paragraph 3 has similar meaning to _____

A. disfiger
B. mar
C. decorate
D. scar

10. *As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets. Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization. The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes! Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were adorned with beadwork. Source : (Nebraska Department of Education)* (1)

The word “furry” in line 2 paragraph 4 has similar meaning to _____

A. hairy **B.** hairless

C. furless **D.** smoth

11. The baby _____ his mother wherever she does. (1)

A. help **B.** helping

C. is helped **D.** helps

12. We don’t have much time! Please run_____. (1)

A. quickly **B.** slow

C. more slowly **D.** quick

13. Everybody _____wear mask. Because, COVID-19 is the most dangerous diseases. (1)

A. Ought not to **B.** must

C. shouldn’t **D.** can

14. He _____ speak Amharic _____ he _____ speak English and Afan Oromo. (1)

A. Can/ but / can **B.** Can’t / but/ can’t

C. can / and /can’t **D.** can/ but/ can’t

15. All schools closed two months ago. I think the schools _____ next year. (1)

A. Opens **B.** are opened

C. will open **D.** going to open

16. My sister _____ the rope when I arrived at school. (1)

A. jumped **B.** is jumping

C. jumps **D.** was jumping

17. A modern house_____ by my father in Addis Ababa. (1)

A. Was built **B.** has built

C. was building **D.** built

18. The students haven't learned English_____ March 6, 2012 E.C. (1)

A. for **B.** since

C. just **D.** already

19. The students will go to their classroom if they _____ the bell. (1)

A. hear **B.** will hear

C. heard **D.** would hear

20. The boy had already drunk the milk by the time his mother _____the door. (1)

A. Knocks **B.** knocked

C. is knocking **D.** had knocked

21. My uncle and I have modern houses. These modern houses are for _____ (1)

A. We **B.** our

C. us **D.** ourselves

22. The girl got a piece of information _____ the top of the page, but her brother got more information _____ the book. (1)

A. at/in **B.** in/on

C. in/ at **D.** on /in

23. The manager _____ house is near the school is my brother. (1)

A. Which **B.** who

C. whose **D.** where

24. If the students _____ the question, they _____a mistake. (1)

A. had understood / will not do **B.** had understood / wouldn't have done

C. understand / wouldn't do **D.** understood / wouldn't have done

25. Ethiopian government _____on a new corona virus pandemic at the moment. (1)

A. Works **B.** worked

C. is working **D.** was working

26. The girl is _____ beautiful _____ many boys want to marry her. (1)

A. Such a/that **B.** so /so

C. such/that **D.** so /that

27. A dog is _____ small as a goat, but it is not _____ a giraffe. (1)

A. as/ so big as **B.** so/so big as

C. as /so bigger as **D.** as/ bigger

28. The woman _____ the hospital last week. (1)

A. Cleans **B.** cleaned

C. is cleaning **D.** clean

29. Which one of the following word is segmented correctly? (1)

A. disad-van-tage **B.** dis-ad-van-tage

C. dis-advant-age **D.** disad-vantage

30. Which one of the following word is attaching prefixes? (1)

A. jobless **B.** participation

C. medicinal **D.** unfortunate

31. My aunt bought four _____ last week. (1)

A. Knife **B.** knifes

C. knives **D.** knifeves

32. My grandfather is watering the _____ in the garden now. (1)

A. flour **B.** flower

C. floor **D.** flows

33. It is the most difficult work. (underlined: difficult) (1)

A. easy **B.** hard

C. simple **D.** effertless

34. In Ethiopia, English is widdly used as a foreign language. (underlined: foreign) (1)

A. external **B.** inherent

C. innate **D.** national

35. Awash National park is one of the several national parks in Ethiopia. (underlined: several) (1)

A. One **B.** same

C. various **D.** identical

36. Tomas: Belay, this is Zelalem, my son. Belay : Nice to meet you Zelalem. Zelalem: _____ Belay. (1)

A. How are you? **B.** How do you do?

C. Nice to meet you too. **D.** How are things?

37. X: can I ask you a few questions? Y: _____ (1)

A. Yes, you are **B.** Yes, you can

C. No, you can **D.** Yes, you can't

38. Mola: when _____you _____ at home yesterday? Solomon: _____ 8:00 am. (1)

A. did /arrived /at **B.** did /arrive /at

C. did/arrive/on **D.** do/arrive /in

39. Beza: " I am drawing picture now." Alem: Beza said that _____ (1)

A. I am drawing picture now. **B.** I was drawing picture then.

C. he is drawing picture then. **D.** he was drawing picture then.

40. Tesema: she is not watching game. Dereje: _____ (1)

A. So am I **B.** Neither am I

C. So did I **D.** Neither do I

41. Tola: _____ she _____ the compound every day? Hagos: Yes, she does. (1)

A. Is /sweep
B. was /sweep
C. Does/ sweeps
D. Does/sweep

42. A: Are they still watching film? B: No, they _____ (1)

A. have already watch.
B. have already watching.
C. have already watched.
D. have already watches.

43. Boys : we are going to visit Axum Girls : _____ are you going to visit Axum? Boys : next week (1)

A. what
B. where
C. when
D. how

44. Old woman: _____ you ever _____ sandwich? old man: Yes, I have (1)

A. has /eaten
B. have /eaten
C. have /ate
D. has /ate

45. Father : what was your mother doing when you came back? Son : when I _____ back, my mother _____ breakfast . (1)

A. came/ was preparing
B. came / is preparing
C. come / prepares
D. came / prepared

46. Costumer: I would like some milk, please? Shopkeeper : _____ milk do you want? Costumer: I would like one litre of milk. (1)

A. How many
B. How much
C. one litre
D. a little

47. What does number 2 stands for? (1)

[Figure: A letter-layout diagram printed in an orange panel. Top right, three lines of an address block: "Alem Gena primary school", "p.o. box 1030", "Awasa", followed by a line labelled 1 shown as a row of x's. Below it on the left is a single short line labelled 2. Beneath that, a long three-line block labelled 3 runs the width of the panel. At the lower right, three short stacked lines are labelled 4, 5 and 6. Every line other than the school address is printed as a run of x's, so only the numbered positions carry meaning.]

A. Date
B. heading
C. body
D. greeting

48. Which one is the correct answer for number 4? (1)

[Figure: A letter-layout diagram printed in an orange panel. Top right, three lines of an address block: "Alem Gena primary school", "p.o. box 1030", "Awasa", followed by a line labelled 1 shown as a row of x's. Below it on the left is a single short line labelled 2. Beneath that, a long three-line block labelled 3 runs the width of the panel. At the lower right, three short stacked lines are labelled 4, 5 and 6. Every line other than the school address is printed as a run of x's, so only the numbered positions carry meaning.]

A. Writer's address
B. farewell
C. main body
D. signature

49. the old man/ the door /is locked / by (1)

A. The old man is locked by the door.
B. The door by the old man is locked.
C. The old man by the door is locked.
D. The door is locked by the old man.

50. do / you /when /do / your homework? (1)

A. When do you do your homework?
B. When you do your homework do?
C. when do your homework you do?
D. your homework do when you do?

51. Snake / the most / animal / is / dangerous /in the jungle. (1)

A. Most dangerous animal is the snake in the jungle.
B. In the jungle, Snake is dangerous animal the most.
C. Snake is the most dangerous animal in the jungle.
D. Most dangerous animal is in the jungle snake.

52. Caught / the thief/ the policeman/ last week. (1)

A. The thief caught last week the police man.
B. Last week the police man the thief caught.
C. The police man caught last week the thief.
D. The policeman caught the thief last week.

53. The woman is fat. The woman can't climb the mountain. (1)

A. The woman is too fat and can't climb the mountain.
B. The woman is too fat to climb the mountain.
C. The woman is fat but can climb the mountain.
D. The woman is fat enough to climb the mountain.

54. The old man came yesterday. He bought blue jacket. (1)

A. The old man who bought blue jacket came yesterday.
B. The old man whose bought blue jacket came yesterday.
C. The old man which bought blue jacket came yesterday.
D. The old man whom bought blue jacket came yesterday.

55. An elephant is big. A rat is small. (1)

A. An elephant is as big as a rat.
B. A rat is as small as an elephant.
C. A rat is not so small as an elephant
D. An elephant is not as small as a rat.

END OF THE EXAMINATION

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