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English, 2012 EC, Grade 8 model exam, Yeka

Grade 8 · English · 2012 E.C.

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

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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

Answer: C
The passage states that 'As shoes became more common in ancient Egypt, the first ones were simple sandals...', which makes 'sandals' the first shoes made and worn in history according to the text.

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**

> **Answer:** D
> The third paragraph explicitly states that 'soldiers wore heavy leather sandals that were more like boots—but with bare toes!'

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**

Answer: D

The passage discusses the history of shoes and sandals across several early societies, including ancient Egypt, Greece, Rome, and early northern climates, making 'shoes in early civilization' the most fitting title.

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

Answer: A

According to the first paragraph, the earliest shoes in ancient Egypt were made of readily available materials like tree bark, leaves, and grasses (and specifically rushes, which are grassy plants).

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.

> **Answer:** A
> The passage states that the Greeks 'made sandals with leather from the hides of animals' and the Romans 'used more pieces of leather to make them,' meaning both civilizations used leather for their footwear.

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

Answer: B

In paragraph 3, 'them' in 'used more pieces of leather to make them' refers back to 'sandals' mentioned earlier in the sentence.

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

Answer: B
The relative pronoun 'which' in 'sandals were made of rushes, which are grassy plants...' refers to the antecedent noun 'rushes'.

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

Answer: A
The pronoun 'they' in 'In later years, they made sandals...' refers back to 'the Greeks' mentioned in the preceding sentence.

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

Answer: C
The noun 'ornament' refers to a decoration; among the choices, 'decorate' (though a verb) is the only word with a positive, ornament-related meaning, while the other options mean to deface or damage.

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

Answer: A
The word 'furry' describes something covered in fur, which is synonymous with 'hairy'.

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

A. help
B. helping
C. is helped
D. ✓ **helps**

> **Answer:** D
> The singular subject 'The baby' requires the third-person singular verb form 'helps' to maintain subject-verb agreement.

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

A. ✓ **quickly**
B. slow
C. more slowly
D. quick

> **Answer:** A
> The verb 'run' should be modified by the adverb 'quickly' rather than an adjective like 'slow' or '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

> **Answer:** B
> The modal verb 'must' is used to express strong obligation or necessity, which is appropriate given the danger of COVID-19 mentioned in the second sentence.

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**

> **Answer:** D
> The conjunction 'but' introduces a contrast between what he can do ('can speak Amharic') and what he cannot do ('can't speak English and Afan Oromo').

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

> **Answer:** C
> Predictions based on opinion (signaled by 'I think') are commonly expressed using the future simple tense with 'will'.

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

A. jumped
B. is jumping
C. jumps
D. ✓ **was jumping**

> **Answer:** D
> The past continuous 'was jumping' is used for an action that was in progress in the past when another action ('arrived') interrupted it.

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

A. ✓ **Was built**
B. has built
C. was building
D. built

> **Answer:** A
> The sentence is in the passive voice (indicated by 'by my father'), requiring the past passive form 'was built' for a singular noun ('A modern house').

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

A. for
B. ✓ **since**
C. just
D. already

Answer: B
The preposition 'since' is used with the present perfect tense to refer to a specific point in past time ('March 6, 2012 E.C.').

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

A. ✓ **hear**
B. will hear
C. heard
D. would hear

Answer: A
This is a first conditional sentence, which uses the simple present tense ('hear') in the 'if'-clause and the future tense ('will go') in the main clause.

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

Answer: B
The time clause introduced by 'by the time' takes the simple past tense ('knocked') when the main clause is in the past perfect ('had already drunk').

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

A. We
B. our
C. ✓ **us**
D. ourselves

Answer: C
The preposition 'for' must be followed by an object pronoun, which in this case is 'us' (referring to 'My uncle and I').

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

Answer: A
The correct prepositions are 'at' for a specific location on a page ('at the top of the page') and 'in' for contents inside a publication ('in the book').

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

A. Which
B. who
C. ✓ **whose**
D. where

Answer: C
The relative pronoun 'whose' is used to indicate possession, meaning 'the house of the manager'.

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

Answer: B
This is a third conditional sentence, used to describe hypothetical past situations, which follows the structure: If + past perfect ('had understood'), would + have + past participle ('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

> **Answer:** C
> The time expression 'at the moment' indicates that the action is happening right now, which requires the present continuous tense 'is 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**

> **Answer:** D
> The structure 'so + adjective + that' is used to express cause and effect, where 'beautiful' is the adjective.

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

> **Answer:** A
> We use 'as... as' for positive comparisons of equality, and 'not so... as' (or 'not as... as') is a common form for negative comparisons of equality.

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

A. Cleans
B. ✓ **cleaned**
C. is cleaning
D. clean

> **Answer:** B
> The time expression 'last week' indicates that the sentence is in the simple past tense, requiring the past verb form 'cleaned'.

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

> **Answer:** B
> The word 'disadvantage' is correctly segmented into syllables as 'dis-ad-van-tage', separating the prefix and individual phonetic units.

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

A. jobless
B. participation
C. medicinal
D. ✓ **unfortunate**

> **Answer:** D
> 'Unfortunate' contains the negative prefix 'un-' attached to the root word 'fortunate', whereas the other options contain only suffixes.

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

A. Knife
B. knifes
C. ✓ **knives**
D. knifeves

> **Answer:** C
> Nouns ending in '-fe' like 'knife' form their plural by changing '-fe' to '-ves', resulting in 'knives'.

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

A. flour
B. ✓ **flower**
C. floor
D. flows

> **Answer:** B
> In a garden setting, 'flower' is the only contextually appropriate and semantically correct noun among the choices.

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

A. easy
B. ✓ **hard**
C. simple
D. effertless

> **Answer:** B
> The word 'hard' is a direct synonym of 'difficult' in this context, while the other options represent its antonyms.

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

A. ✓ **external**
B. inherent
C. innate
D. national

> **Answer:** A
> A 'foreign' language is one that comes from outside or is external to a country's native languages, making 'external' the closest synonym.

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

A. One
B. same
C. ✓ **various**
D. identical

> **Answer:** C
> The word 'several' means more than two but not very many, which is synonymous with 'various' in this context.

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?

> **Answer:** C
> The conventional and polite social response to being introduced with 'Nice to meet you' is 'Nice to meet you too.'

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

> **Answer:** B
> A polite affirmative response to a permission request beginning with 'Can I...?' is 'Yes, you can.'

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

> **Answer:** B
> The past simple question uses 'did + subject + base verb' (did you arrive), and specific clock times are preceded by the preposition 'at'.

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.**

> **Answer:** D
> In indirect speech, present continuous ('am drawing') shifts to past continuous ('was drawing'), and the time adverb 'now' shifts to '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

> **Answer:** B
> To agree with a negative statement using the verb 'to be', we use the pattern 'Neither + auxiliary verb + subject', which yields 'Neither am 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**

> **Answer:** D
> The adverb 'every day' indicates the simple present tense. In questions with the singular subject 'she', the auxiliary 'Does' is paired with the base form of the verb '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.

> **Answer:** C
> The present perfect tense is formed with 'have/has' + 'already' + the past participle of the main verb, which is 'watched'.

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

> **Answer:** C
> The answer 'next week' indicates a time, so the question must begin with the interrogative pronoun 'when'.

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

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

> **Answer:** B
> For the subject pronoun 'you', the present perfect tense question uses 'have' and the past participle verb form 'eaten'.

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

> **Answer:** A
> The past continuous tense ('was preparing') is used for an ongoing action in the past that was interrupted by a completed action in the simple past ('came').

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

> **Answer:** B
> 'Milk' is an uncountable noun, so we ask about its quantity using the question phrase 'How much'.

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**

> **Answer:** D
> In a standard letter layout, the position on the left-hand side below the heading and date block is reserved for the greeting or salutation (e.g., 'Dear...').

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

> **Answer:** B
> In a standard letter layout, the position at the bottom right preceding the signature is reserved for the complimentary close or farewell (e.g., 'Yours sincerely').

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.**

> **Answer:** D
> The elements can be logically and grammatically arranged into a passive sentence: 'The door [subject] is locked [verb] by [preposition] the old man [agent].'

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?

> **Answer:** A
> The correct order for a wh-question in the present simple is: Wh-word + auxiliary verb (do) + subject (you) + main verb (do) + object (your homework)?

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.

> **Answer:** C
> This option correctly orders the words to form a standard English sentence using the superlative adjective form 'the most dangerous' to modify 'animal'.

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.**

> **Answer:** D
> This sentence correctly follows the standard Subject-Verb-Object-Adverbial (SVOA) pattern: 'The policeman' (subject) + 'caught' (verb) + 'the thief' (object) + 'last week' (adverbial of time).

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.

> **Answer:** B
> The construction 'too + adjective + to + infinitive' is the standard way to express that a quality is excessive and prevents an action from happening.

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.

> **Answer:** A
> The relative pronoun 'who' is used as the subject of the relative clause to refer to a person ('the old man').

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.**

> **Answer:** D
> Since elephants are large and rats are small, it is factually and grammatically correct to say that 'An elephant is not as small as a rat.'

END OF THE MARKING KEY

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