

## English, 2018 EC, entrance exam, version 1

Grade 12 · English · 2018 E.C.

## MARKING KEY — CONFIDENTIAL

Time allowed: 120 minutes

Questions: 92

Total marks: 92

1. Student A: Did you do the math homework? It was so difficult. Student B: Yeah, I spent two hours on it. I think I got most of it right. Student A: \_\_\_\_\_ ? I'm stuck on number 5. Student B: Sure, but don't just copy. Try to understand it. (1)

- A. Do you want to work together next time  
B. Was it harder than last week's  
C. Can you help me study  
D. ✓ **Can I see your answers**

**Answer: D**

The reply decides it. Student B agrees but warns against copying and tells A to understand the work instead, and the only thing you can copy is a finished set of answers. So the request in the blank is to look at those answers. Option C, asking for help with studying, is tempting because A is stuck on number 5, but a study session is not something you copy, and the warning would then make no sense.

2. Traveller: Excuse me, is this the gate for flight 123 to Paris? Agent: No, this is gate 10. Flight 123 is at gate 15, but they just started boarding. Traveller: \_\_\_\_\_ (1)

- A. ✓ **Oh no, I need to hurry. Thanks!**  
B. That's a relief.  
C. Can you call them for me?  
D. I thought it was delayed.

**Answer: A**

The agent has said the flight is at another gate and that boarding has already started, so the traveller has to move fast. Thanking the agent and hurrying is the reaction that fits. Option B, saying it is a relief, does not work, because there is nothing relieving about a plane already boarding at a gate you are not standing at.

3. Doctor: Your test results came back, and everything looks normal. But you mentioned you've been feeling tired. Are you getting enough sleep? Patient: I try to, but I've been stressed with work. Doctor: So, \_\_\_\_\_ you should try some relaxation techniques. (1)

- A. You need more exercise.  
B. Here's a prescription.  
C. ✓ **Stress can definitely affect your energy.**  
D. You should see a specialist.

**Answer: C**

The doctor's line begins with So, which signals a conclusion drawn from what the patient has said. The patient named work stress, and the doctor goes on to advise relaxation, so the missing sentence has to link stress to the tiredness. Option A, more exercise, ignores the stress the patient raised and leaves the advice about relaxation unexplained.

4. Cashier: Did you find everything okay today? Customer: Yes, but I couldn't find the organic almond milk. Do you carry it? Cashier: We do, it's in aisle 4, next to the dairy alternatives. Customer: \_\_\_\_\_ (1)

- A. ✓ **Thanks, I'll grab it quickly.**  
B. Is it on sale?  
C. I'll just skip it.  
D. Never mind, I'm in a hurry.

**Answer: A**

The cashier has already told the customer that the milk is in aisle 4. The natural next turn thanks the cashier and goes to fetch it, which is what A does. Option C, giving up on the item, contradicts the customer, who asked for it and has now been told exactly where it is.

5. Dad: So, son, have you thought about what you want to study in college? Son: I'm thinking of majoring in philosophy. Dad: \_\_\_\_\_ How will you make a living? Son: I know, but it's what I'm passionate about. (1)
- A. That's a great choice!
- B. Which college offers that?
- C. ✓ **Philosophy? That's not very practical.**
- D. You should study something else.

**Answer: C**

The father's turn continues with a question about earning a living, which is a worry about money. The sentence before it must raise that doubt, so calling philosophy impractical fits. Option A, praising the choice, would contradict the objection the father makes in the same breath.

6. User: I can't log into my account. I forgot my password. Supporter: No problem. Click on 'forgot password' and we'll send a reset link to your email. User: I tried, but I'm not getting the email. Maybe it's in spam. Support: \_\_\_\_\_ If not, we can manually reset it. (1)
- A. Your account might be locked.
- B. Try using a different email.
- C. ✓ **Check your spam folder.**
- D. We'll delete your account.

**Answer: C**

The user has already guessed that the reset email may be in the spam folder. Support confirms that guess, and the follow-up, If not, we can manually reset it, needs a check that can fail, which is looking in spam. Option B, trying a different email, is tempting but it drops the idea the user has this moment raised and changes the account instead of finding the message.

7. Teacher A: Segni and Tizita won the international science competition. Teacher B: Really? I am absolutely proud of our school's stars. \_\_\_\_\_ (1)
- A. I expected that.
- B. ✓ **That's incredible!**
- C. That's ordinary.
- D. I doubt it.

**Answer: B**

Teacher B is surprised and proud, so the missing line carries the same enthusiasm about the win. That is what B does. Option A, saying the win was expected, clashes with the surprise in Really? at the start of the same turn.

8. Dibuse: And I asked for the medium sized one. Semira: I'm so sorry, let me take it back and have the chef prepare a new one. Dimbuse: Thank you. And could I get a side of extra sauce? (1)
- A. ✓ **This pizza is undercooked**
- B. My pizza is warm
- C. The service is too slow
- D. This table is sticky

**Answer: A**

Semira offers to take the food back and have the chef prepare a new one, so the opening complaint must be about the food itself. An undercooked pizza is fixed by cooking another one. Option C, slow service, is a real complaint but a new pizza would not answer it.

9. Manager: We need to increase our sales by 20% this quarter. Any ideas, please? Employee: What if we offer a discount to repeat customers? Manager: That could work, but we need to ensure it doesn't hurt our profit margins. Employee: True. \_\_\_\_\_ (1)
- A. ✓ **Maybe a loyalty program instead**
- B. We can increase prices to cover it
- C. Lets just do it
- D. It's not my problem

**Answer: A**

The employee accepts the manager's point about profit margins, so the next idea has to reward repeat customers without cutting the price. A loyalty programme does that. Option B raises prices, which works against the aim of selling more and contradicts the agreement the employee has already made.

10. Sibling 1: Have you seen my charger? I need to charge my phone. Sibling 2: Yes of course. I saw it in the living room. But I'm using it right now. Sibling 1: \_\_\_\_\_ ? I'm almost out of battery. Sibling 2: Just a few more minutes. You can use my other one if you want. (1)

- A. Why are you using it  
B. Can you go get it  
C. How long will you use  
D. ✓ **When will you be done**

**Answer: D**

The reply gives a length of time, so the question asks when the sibling will be finished with the charger. Option D asks that in a complete question. Option C also asks about time, but it is left hanging with no object after use, so it is not a well formed question.

11. Guest: I'd like to check out room 405. Receptionist: Certainly. How was your stay? Guest: It was great, but the air conditioning was a bit noisy. Receptionist: \_\_\_\_\_ Here's your bill. (1)

- A. ✓ **I apologize for that. We'll have maintenance check it.**  
B. That's strange. No one has complained before.  
C. Would you like a discount?  
D. Did you report it earlier?

**Answer: A**

The guest reports a fault at the moment of checking out. The service reply apologises and says the fault will be looked at, then hands over the bill. Option B, saying nobody else has complained, argues with the guest instead of dealing with the noisy air conditioner.

12. Person A: Excuse me, do you know where the nearest subway station is? Person B: Sure, go straight two blocks, then turn left. You'll see the entrance on your right. Person A: \_\_\_\_\_ Person B: I am glad I could assist. (1)

- A. ✓ **I sincerely appreciate your help.**  
B. Thanks a lot. Is it far away from here?  
C. Well, is that the only one?  
D. Is it safe around here to walk?

**Answer: A**

The last line, I am glad I could assist, closes the exchange and answers thanks rather than a question. So the blank has to be thanks and nothing more. Option B starts with thanks but adds a question about distance, which Person B never answers.

13. Student1: We need to decide on a topic for our presentation. Do you have any suggestions? Student 2: How about renewable energy? It's a hot topic. Student 3: I was thinking about climate change, but renewable energy is related. Student 1: Then, we can focus on solar power. \_\_\_\_\_ (1)

- A. Those are too different.  
B. I still like my original idea.  
C. Let's vote on it.  
D. ✓ **Let's go with renewable energy**

**Answer: D**

The two suggested topics have come together: renewable energy covers climate change, and solar power sits inside renewable energy. The closing line settles on the shared topic. Option C, voting, is tempting in a group of three, but the group has already agreed, so there is nothing left to vote on.

14. ICT Technical: Have you tried restarting your router? Customer: Yes, I did that, but still no internet. ICT Technical: (1)  
Okay, let's check the cables. Is the internet light on? Customer: No, it's off. ICT Technical: Try plugging it into a different port. \_\_\_\_\_

A. ✓ **That might be the reason.**

B. Call your internet service provider.

C. You need a new router.

D. Turn it off and on again.

**Answer: A**

The technician has this moment told the customer to try another port, so the blank explains why that step might cure the dead internet light. Option A points at the port as the possible cause. Option B, calling the provider, abandons the step the technician has only now suggested.

15. Firafis: I'd like a dozen of your chocolate chip cookies, please. Baker: Sure, they're fresh out of the oven. (1)  
Anything else? Firafis: No, thanks. Baker: No problem, you can enjoy it. Firafis: \_\_\_\_\_

A. Do you have any gluten-free chocolate?

B. How much of it shall I taste here?

C. Do you have any bread?

D. ✓ **What if I taste one of it here?**

**Answer: D**

The baker tells Firafis to enjoy the cookies, so the reply asks about tasting one there and then. Option D asks exactly that. Option B also mentions tasting, but it asks about a quantity nobody offered, and cookies are counted one by one rather than measured out.

16. You: I think I failed in my exam. I didn't study hard. What should I do? Friend: \_\_\_\_\_ Because, maybe you did (1)  
better than you think. Don't be pessimistic. You: I hope so. I really need a good grade in this class.

A. You should have studied.

B. Test is something frightening.

C. It is none of my business.

D. ✓ **I suggest asking the teacher.**

**Answer: D**

The friend's reason, that Firafis may have done better than he thinks, supports advice to go and find out the real result, and the teacher is the person who knows it. Option A, telling him he should have studied, is a reproach and does not lead into the encouragement that follows.

17. Ebise: Does the number 102235 ORO bus stop here? Zebiba: Yes, but it runs only every 30 minutes. You just (1)  
missed one. Ebise: \_\_\_\_\_ I guess I must wait for the next one.

A. ✓ **Oh, what an awful timing!**

B. When is the next one?

C. Perfect timing!

D. I'll take a taxi instead.

**Answer: A**

Ebise has missed a bus that comes only every half hour, and the next line accepts the wait. So the reaction is dismay at the timing. Option C says the timing is perfect, which is the opposite of what has happened.

18. Guide: This painting is from the Renaissance period. Notice the use of perspective. Visitor: It's so beautiful. How (1)  
old is it? Guide: It was painted in the early 1500s. Visitor: \_\_\_\_\_

A. That's not very old.

B. I could paint that.

C. ✓ **Wow, that's over 500 years old now.**

D. By whom it was painted?

**Answer: C**

The painting dates from the early 1500s and we are now in the 2000s, so its age is more than five hundred years. Option C does that arithmetic. Option A, calling it not very old, contradicts the date the guide has given.

19. Teacher: Social media does more harm than good. Yerosen: \_\_\_\_\_ but it also connects people globally. (1)
- A. It is so hilarious  
B. That's foolish  
C. ✓ **I see your point**  
D. It's useless entirely

**Answer: C**

The word but after the blank needs a concession in front of it, something that partly accepts the teacher's claim before the counterpoint arrives. I see your point does that. Option B rejects the claim outright, and a flat rejection leaves but with nothing to turn against.

20. Hengatu: You missed the group discussion again. Wanofi: \_\_\_\_\_ I had an emergency. (1)
- A. I don't care  
B. It wasn't important  
C. ✓ **I'm terribly sorry.**  
D. You're exaggerating

**Answer: C**

The second half of the turn offers an emergency as the reason for the absence, and a reason like that follows an apology. Option C apologises. Option B, saying the discussion was not important, is a defence, and it sits badly with offering an excuse in the same breath.

21. \_\_\_\_\_ the candidate had excellent qualifications, the hiring committee remained unconvinced of his suitability for the role. (1)
- A. Despite  
B. ✓ **Although**  
C. In spite of  
D. However

**Answer: B**

Although is a subordinating conjunction, so it can lead a full clause with its own subject and verb, which is what the candidate had excellent qualifications is. Despite and In spite of are prepositions and need a noun phrase after them, such as despite his qualifications. Option C is the tempting one for that reason, but it cannot take a clause.

22. The committee, \_\_\_\_\_ members had been arguing for hours, finally reached a compromise. (1)
- A. who  
B. which  
C. whom  
D. ✓ **whose**

**Answer: D**

The relative pronoun stands directly before the noun members and shows that the members belong to the committee, which is what whose does. Option B, which, can refer to a committee, but it cannot show possession in front of a noun. You would have to write the members of which had been arguing.

23. The novel was \_\_\_\_\_ complex \_\_\_\_\_ even literary critics struggled to interpret its themes. (1)
- A. ✓ **so / that**  
B. too / for  
C. such / that  
D. enough / to

**Answer: A**

The pattern here is so plus an adjective plus that plus the result: so complex that even critics struggled. Option C, such, is the tempting one because such also pairs with that, but such needs a noun after it, as in such a complex novel that.

24. If he had been more disciplined, he \_\_\_\_\_ the project by now. (1)
- A. finished  
B. ✓ **would finish**  
C. will finish  
D. had finished

**Answer: B**

This is a mixed conditional. The if clause looks back at the past, had been more disciplined, while by now places the result in the present, so the main clause takes would plus the base verb. Option A, finished, has no modal at all, so the sentence would lose the unreal result the if clause sets up.

25. I will submit the report tomorrow," he said. When you report it after two days: \_\_\_\_\_ (1)
- A. He said he submits the next day
  - B. He said he will submit the report tomorrow.
  - C. He says he would submit the report tomorrow.
  - D. ✓ **He said he would submit the report the following day**

**Answer: D**

Reported speech shifts will to would, and the time word moves with it. You are reporting two days later, so tomorrow becomes the following day. Option B keeps both will and tomorrow, which would now point at the wrong day.

26. The head of the company is responsible for reviewing applications, conducting interviews, and \_\_\_\_\_ the qualified candidates for the position. (1)
- A. to select
  - B. selected
  - C. ✓ **selecting**
  - D. select

**Answer: C**

Items joined in a list must share the same form. The list already runs reviewing applications and conducting interviews, so the third item has to be selecting. Option A, to select, is the tempting one, but an infinitive does not match the two -ing forms in front of it.

27. I wish I \_\_\_\_\_ to my teachers more carefully when I was at Ambo Boarding school. (1)
- A. listen
  - B. will listen
  - C. have listened
  - D. ✓ **had listened**

**Answer: D**

A wish about something you regret in the past takes wish plus the past perfect. The time phrase, when I was at Ambo Boarding school, fixes the regret in the past, so had listened is right. Option C, have listened, is present perfect, which a wish clause does not take.

28. The more you practice, \_\_\_\_\_ (1)
- A. the best you become
  - B. you become better
  - C. ✓ **the better you become**
  - D. better you become

**Answer: C**

The comparative pattern runs the more, the plus a comparative: the more you practice, the better you become. Option A uses the superlative best, and the pattern takes a comparative in both halves, never a superlative.

29. He is \_\_\_\_\_ solving complex problems. What a talented student! (1)
- A. capable to
  - B. capable for
  - C. ✓ **capable of**
  - D. capable with

**Answer: C**

Capable is followed by of and then an -ing form, so capable of solving. Option A, capable to, copies the shape of able to, which is a different word. Able takes an infinitive, capable takes of.

30. It is expected that the results will be announced soon. This means: \_\_\_\_\_ (1)
- A. The results expect to be announced soon.
  - B. ✓ **The results are expected to be announced soon.**
  - C. The results are expected announcing soon.
  - D. The results are announced soon.

**Answer: B**

Turning It is expected that the results will be announced into a personal passive moves the results to the front of the sentence: The results are expected to be announced. Option A makes the results do the expecting, which reverses who is expecting what.

31. \_\_\_\_\_ he known about the risk, he would have acted differently. (1)
- A. As
  - B. Were
  - C. Should
  - D. ✓ **Had**

**Answer: D**

This is the inverted third conditional. If he had known becomes Had he known, with had moved in front of the subject and if dropped. Option B, Were, belongs to the second conditional, as in Were he to know, and it cannot stand with known and would have acted.

32. She acted as if she \_\_\_\_\_ everything. But, the fact is that no one knows everything. (1)
- A. knows
  - B. ✓ **knew**
  - C. has known
  - D. will know

**Answer: B**

As if describing something untrue in the present takes the past simple, so she acted as if she knew everything. Option A, knows, would present her knowing everything as a fact, and the second sentence says the opposite.

33. The government imposed stricter regulations \_\_\_\_\_ companies from exploiting loopholes in the tax system. (1)
- A. so that prevent
  - B. for preventing
  - C. ✓ **in order to prevent**
  - D. with the purpose of prevent

**Answer: C**

The blank gives the purpose of the regulations, and purpose is carried by in order to plus the base verb. Option A is the tempting one because so that also expresses purpose, but so that needs a full clause after it, as in so that it could prevent companies, not a bare verb.

34. Employer: I deeply regret \_\_\_\_\_ you that your application has been rejected. Employee: I understand. Thank you for letting me know. (1)
- A. telling
  - B. having told
  - C. ✓ **to tell**
  - D. to have told

**Answer: C**

Regret to tell announces bad news at the moment of speaking, which is what the employer is doing. Option A, regret telling, would mean being sorry about something said on an earlier occasion, and the rejection is being delivered now.



35. If the ancient library of Alexandria \_\_\_\_\_ destroyed, countless works of classical literature \_\_\_\_\_ to us today. (1)
- A. was not / would survive                      B. were not / would survive  
C. had not been / would have survived        D. ✓ **had not been / would survive**

**Answer: D**

This is a mixed conditional. The if clause is about the past, had not been destroyed, while today puts the result in the present, so the main clause is would plus the base verb. Option C is the tempting one because it is the neat third conditional, but would have survived cannot sit with to us today.

36. The gallery displayed a collection of \_\_\_\_\_ artefacts from the 16th century. (1)
- A. ✓ **beautiful Ethiopian religious silver**                      B. silver beautiful Ethiopian religious  
C. Ethiopian beautiful religious silver                      D. religious beautiful Ethiopian silver

**Answer: A**

English orders adjectives before a noun by type: opinion, then origin, then what kind of thing it is, then what it is made of. That gives beautiful, Ethiopian, religious, silver. Option C puts the origin, Ethiopian, in front of the opinion, beautiful, which the order does not allow.

37. Everybody suggested about the major causes of conflict, \_\_\_\_\_? (1)
- A. ✓ **didn't they**                      B. weren't they  
C. did we                      D. don't we

**Answer: A**

Everybody is picked up by they in a question tag, and the main verb, suggested, is past simple, so the tag is didn't they. Option B uses weren't, which would need a form of be in the main clause, and there is none.

38. The central part of Ethiopia relies heavily on agriculture, \_\_\_\_\_ the hot regions like Somali and Afar is predominantly known by its pastoralist farming. (1)
- A. similarly                      B. because  
C. ✓ **in contrast**                      D. consequently

**Answer: C**

The sentence sets crop farming in central Ethiopia against pastoral farming in Somali and Afar, so the linker has to mark a difference. Option A, similarly, would claim the two regions farm alike, which is the opposite of what the sentence says.

39. When the dean met with the professor, he expressed concern about the curriculum. The ambiguity in this sentence arises because: (1)
- A. The verb tense is inconsistent.  
B. There is a misplaced modifier.  
C. ✓ **He could refer to either the dean or the professor.**  
D. The sentence lacks a subject.

**Answer: C**

He comes after two nouns that both name a man, the dean and the professor, so a reader cannot tell whose concern it was. That is ambiguity of reference. Option B, a misplaced modifier, is about a describing phrase sitting next to the wrong word, and the sentence has no such phrase.



The subject of the sentence is the group, which is singular, so the verb is goes. The phrase accompanied by their professor is extra information fenced off by commas and does not change the subject. Option A agrees with students, but students sits inside the modifier, not in the subject.

45. In my family, breakfast \_\_\_\_\_ from fresh avocado and eggs every morning, but yesterday, due to a power outage, the chef \_\_\_\_\_ it from bread and cheese. (1)
- A. makes / makes  
B. ✓ is made / made  
C. makes / made  
D. was making / was making

**Answer: B**

In the first clause nobody is named as the maker, and breakfast does not make itself, so the passive is made describes the routine. The second clause names the chef as the doer, so the active past made. Option C makes breakfast the maker in the first clause, which reverses who does the work.

46. He \_\_\_\_\_ wake up early tomorrow because his first class was cancelled. He can finally sleep in. (1)
- A. mustn't  
B. needn't have  
C. ✓ doesn't have to  
D. couldn't

**Answer: C**

The class is cancelled, so there is no need to get up early. Absence of obligation is carried by doesn't have to. Option A, mustn't, would mean he is forbidden to wake up early, and a cancelled class removes a duty rather than creating a ban.

47. First, preheat your oven to 350°F. While the oven heats, combine two cups of flour, one teaspoon of baking powder, and a pinch of salt in a large bowl. In a separate bowl, cream together one cup of butter and one cup of sugar until fluffy. This paragraph is primarily: (1)
- A. cause and effect  
B. ✓ Process writing  
C. Descriptive  
D. Persuasive

**Answer: B**

The paragraph gives steps in the order they are done, marked by First and While the oven heats. That is process writing. Option C, descriptive, is tempting because flour, butter and sugar are named, but the details serve the instructions rather than paint a scene.

48. I have five years of experience in the design industry and a Bachelor's degree in Visual Communications. My portfolio includes work for several international clients. I have attached my resume and references for your review. This letter is most likely a: (1)
- A. Resignation letter  
B. ✓ Application letter  
C. Complaint letter  
D. Recommendation letter

**Answer: B**

The writer lists years of experience, a degree and a portfolio, then attaches a resume and references for review. That is what someone sends when asking for a job. Option D, a recommendation letter, would praise a different person, and here the writer is describing himself.

49. Schools should implement later start times for teenagers. Research from the American Academy of Paediatrics shows that adolescents naturally stay awake later and need eight to ten hours of sleep. This piece of writing is most likely a/an: (1)
- A. Narrative  
B. Expository  
C. Descriptive  
D. ✓ Persuasive

**Answer: D**

The first sentence states what schools should do, and the research is brought in to support that position. Writing that argues for an action is persuasive. Option B, expository, is tempting because a research finding appears, but the finding is used to push a change rather than to explain a topic.

50. Which one of the following sentences is a complex sentence?

(1)

- A. The car needs repair, but we cannot afford it.
- B. The car needs repair; we cannot afford it.
- C. ✓ **Although the car needs repair, we cannot afford it.**
- D. We cannot afford the car repair.

**Answer: C**

A complex sentence has one main clause and at least one dependent clause. Although the car needs repair cannot stand on its own, and we cannot afford it can, so C is complex. Option A joins two clauses that could each stand alone with but, which makes it compound.

51. I am writing to express my disappointment with the Samsung television I purchased from your store on January 15, 2025 (Receipt #2345). The screen developed dark lines within two weeks of purchase. This letter is most likely a/an:

- A. Application letter
- B. ✓ **Complaint letter**
- C. Apology letter
- D. Order letter

**Answer: B**

The writer names a disappointment, the product, the date of purchase, the receipt number and the fault that appeared. Writing to a shop about a faulty product is a complaint. Option C, an apology letter, would come from the side at fault, and here the writer is the buyer.

52. Identify the sentence that contains comma splice from the following.

(1)

- A. ✓ **The traffic was heavy, we arrived late to the meeting.**
- B. The traffic was heavy; we arrived late to the meeting.
- C. The traffic was heavy, so we arrived late to the meeting.
- D. Because the traffic was heavy, we arrived late to the meeting.

**Answer: A**

A comma splice is two complete sentences joined by a comma alone. The traffic was heavy and we arrived late to the meeting are both complete, and A links them with nothing but a comma. Option C looks almost the same but adds so, a joining word, which makes the link correct.

53. The old house stood at the end of a winding dirt road. Its peeling white paint revealed weathered grey wood beneath. Tall, untamed rose bushes crowded the wraparound porch, their red blooms contrasting sharply with the decay. This paragraph is primarily:

(1)

- A. Argumentative
- B. Expository
- C. ✓ **Descriptive**
- D. Comparing and contrasting

**Answer: C**

The paragraph builds a picture out of details you can see: peeling white paint, weathered grey wood, red blooms against decay. That is description. Option D, comparing and contrasting, is tempting because the blooms are set against the decay, but that is one detail inside the picture, not the plan of the paragraph.

54. Which sentence is NOT appropriate for a formal letter? (1)
- A. I am writing to apply for the position advertised.
  - B. Pursuant to our telephone conversation.
  - C. ✓ **Guess what! I got the job!**
  - D. Enclosed please find my resume.

**Answer: C**

A formal letter keeps a polite, neutral register. Guess what! I got the job! is casual speech and belongs in a note to a friend. Option B is the tempting one because it sounds unusual, but Pursuant to our telephone conversation is old fashioned formal wording, which suits a formal letter.

55. Which one of the following sentence contains a dangling modifier? (1)
- A. ✓ **To improve his mark, the tutor was hired.**
  - B. To improve his mark, he hired a tutor.
  - C. He hired a tutor to improve his mark.
  - D. Hoping to improve his mark, he hired a tutor.

**Answer: A**

A dangling modifier describes someone who is not in the sentence. To improve his mark should describe the student who wants the better mark, but the subject that follows is the tutor, so the sentence attaches the wish to the wrong person. Option B opens with the same phrase, and it is correct because he, the student, is the subject that follows.

56. How have you been? It feels like forever since we caught up! I'm finally visiting London next month and would love to see you. Are you free the weekend of June 15th? This letter is most likely: (1)
- A. Formal business letter
  - B. Official resignation letter
  - C. ✓ **Personal letter**
  - D. Job application letter

**Answer: C**

The greeting, the informal wording and the plan to meet up in London mark this as a letter to a friend. Option A, a formal business letter, would state a business purpose and keep a neutral tone, and this letter does neither.

57. Which one of these sentences contains a misplaced modifier? (1)
- A. ✓ **The salesman sold the car to the customer with leather seats.**
  - B. The salesman sold the car with leather seats to the customer.
  - C. The car with leather seats was sold to the customer.
  - D. The customer bought the car with leather seats.

**Answer: A**

A misplaced modifier sits next to the wrong word. With leather seats describes the car, but in A it follows the customer, so it reads as though the customer has leather seats. Option B puts the phrase next to the car, which is where it belongs.

58. Arrange the sentences in correct order: 1. One significant cause is the rising cost of housing in urban centres, which forces young families to seek affordable options in distant suburbs. 2. In conclusion, reversing urban flight requires comprehensive policies... 3. Urban flight, the movement of populations from cities to suburbs, has several interconnected causes and consequences. 4. As a result of this exodus, city tax revenues decline... 5. For instance, between 2010 and 2020, Chicago's population decreased by 7% while surrounding suburbs grew by 15%. (1)

A. ✓ 3-1-5-4-2

B. 1-3-5-4-2

C. 1-5-3-4-2

D. 3-1-4-5-2

**Answer: A**

Sentence 3 defines urban flight and announces causes and consequences, so it opens the paragraph. Sentence 1 gives a cause, sentence 5 gives the Chicago figures as the example of that cause, sentence 4 gives the consequence, and sentence 2 closes. Option D also starts with 3, but it places the consequence before the example that supports the cause, which breaks the link between 1 and 5.

59. Arrange the sentences in correct order: 1. For example, the Great Pacific Garbage Patch covers an estimated 1.6 million square kilometres. 2. It has become one of the most pressing environmental issues of our time. 3. Governments must therefore implement stricter regulations... 4. This accumulation of plastic debris harms marine life... 5. What do you suggest about plastic pollution? (1)

A. 2-4-5-1-3

B. 5-4-1-4-3

C. 2-1-4-5-3

D. ✓ 5-2-1-4-3

**Answer: D**

Sentence 5 puts a question to the reader, which opens the paragraph. It in sentence 2 then points back to plastic pollution, sentence 1 gives the example, sentence 4 states the harm, and sentence 3 calls for action. Option A is tempting because sentence 2 could open a paragraph, but then it would have no noun in front of it to refer to.

60. hardly / when / entered / the / had / she / room / the / phone / rang (1)

A. She had entered the room when the phone hardly rang.

B. ✓ **Hardly had she entered the room when the phone rang.**

C. When the phone rang, she had hardly entered the room.

D. When she hardly had entered the home, the phone rang.

**Answer: B**

When hardly is placed at the front of a sentence it forces inversion, so had comes before the subject: Hardly had she entered. The partner word for hardly in this pattern is when. Option C keeps normal word order and moves hardly next to the verb, which changes the meaning to barely entering the room.

61. will / they / arrive / the airport / at / when? (1)

A. When they will arrive at the airport?

B. ✓ **When will they arrive at the airport?**

C. They will when arrive at the airport?

D. At the airport when will they arrive?

**Answer: B**

A direct question puts the auxiliary in front of the subject, so When will they arrive. Option A keeps the statement order, they will arrive, which belongs in an indirect question such as I wonder when they will arrive at the airport.

62. usually / breakfast / I / have / at / 7 o'clock / the morning / in

(1)

- A. ✓ **I usually have breakfast at 7 o'clock in the morning.**
- B. At 7 o'clock in the morning I have breakfast usually.
- C. Usually I have at 7 o'clock breakfast in the morning.
- D. I have breakfast usually at 7 o'clock in the morning.

**Answer: A**

An adverb of frequency such as usually goes before the main verb, and the time phrase goes at the end, with the smaller unit first: at 7 o'clock in the morning. Option D is tempting because everything else is in place, but it puts usually after the object, which is not where a frequency adverb sits.

63. Choose the sentence which is correctly punctuated

(1)

- A. Dr. Smith who lives next door is a very kind man.
- B. ✓ **Dr. Smith, who lives next door, is a very kind man.**
- C. Dr. Smith who lives next door, is a very kind man.
- D. Dr. Smith, who lives next door is a very kind man.

**Answer: B**

Who lives next door adds extra information about a man whose identity is already fixed by his name, so the clause is non defining and takes a comma at each end. Option D opens the clause with a comma but never closes it, which leaves the sentence half punctuated.

64. Which one following sentences is wrongly punctuated?

(1)

- A. She brought three items: pencils, paper, and erasers.
- B. She had only one goal: to win the race.
- C. The conference (scheduled for Monday) was cancelled.
- D. ✓ **Azizas mother Mrs Zenaba bought a new car last week.**

**Answer: D**

Sentence D is missing three marks: the apostrophe in Aziza's, and the pair of commas around Mrs Zenaba, which renames the mother. Option C is the tempting one because brackets look unusual inside a sentence, but brackets around extra information are correct punctuation.

65. Identify the sentence which is correct in its punctuation marks.

(1)

- A. My favourite colours are blue green and yellow.
- B. ✓ **My favourite colours are blue, green, and yellow.**
- C. My favourite colours are; blue, green, and yellow.
- D. My favourite colours are, blue green and yellow.

**Answer: B**

Items in a series are separated by commas, and no punctuation goes between the verb are and the list that completes it. Option B does both. Option C puts a semicolon after are, which cuts the verb off from the words it needs.

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66. Choose the sentence that is correctly punctuated

(1)

- A. Let's visit the Empire State Building when we go to new york.
- B. ✓ **Let's visit the Empire State Building when we go to New York.**
- C. Let's visit the empire state building when we go to New York.
- D. Let's visit the Empire State building when we go to New York

**Answer: B**

Proper nouns take capital letters, so Empire State Building as the name of the building and New York as the name of the city, and the sentence closes with a full stop. Option D capitalises most of the name but leaves building in lower case and drops the full stop at the end.

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67. Identify the misspelled word

(1)

- |                |                       |
|----------------|-----------------------|
| A. Accommodate | B. Interdisciplinary  |
| C. Committee   | D. ✓ <b>Monologue</b> |

**Answer: D**

Words of this family end in -logue, as in dialogue and catalogue, so the correct spelling is monologue and Monologue is wrong. Option A is the one most people suspect, because Accommodate carries a double c and a double m, but it is spelled correctly here.



68. 1. Bifu and Gedise entered the world on a stormy night in a small village in western Ethiopia, arriving two months premature and so tiny that their grandmother feared they would not survive the week. Their mother, a coffee farmer named Megertu, had walked twelve kilometres to the nearest clinic while in labour, only to find it closed due to a shortage of medical staff. She delivered them on the clinic steps, assisted by a passing nurse who had stopped to check the door. That beginning—fraught with danger, lack of resources, and sheer luck—would come to define the twins' relationship with the world: they would always be fighting against circumstances that seemed determined to defeat them. 2. From infancy, the twins were inseparable yet strikingly different. Bifu, the elder by seven minutes, possessed a fierce determination and a tongue that could cut like a knife when she sensed injustice. Gedise, by contrast, moved through life with a gentle patience, observing the world with large, thoughtful eyes that seemed to absorb every detail. Their father died in a workplace accident when the girls were only five, leaving Megertu to raise them alone on the meager income from her small coffee plot. Childhood was a succession of hardships—second-hand clothes, one meal a day, studying by kerosene lamp—yet both excelled at school. "We have something special here," their teacher Ato Kabbo Kabeto told the principal. "These girls could go far, but not if they remain in this village with no resources." The principal shook his head: "Brilliance is common. Opportunity is rare." 3. When the twins were twelve, their mother fell ill and could no longer work. For six months, Bifu rose at 4:00 AM to tend the coffee plants before walking eight kilometres to school, while Gedise cared for their mother. Desta died when the twins were fourteen. Several families offered to take one twin each, but Bifu refused with such vehemence that the elders fell silent. "We stay together," she declared. "My mother wanted us to finish school. We will finish school. Together." They lived alone in the tiny mud-and-stick house, subsisting on what the coffee plot yielded. At fifteen, both were admitted to a prestigious boarding school in the zonal capital, having scored among the highest in the region. The village collected money in mosque and church basket to cover their expenses. "Go," they said with tears. "Make us proud." 4. The boarding school was a different universe. Students came from families with cars and computers; the twins had each other and nothing else. Bifu responded with characteristic ferocity—studying obsessively, arguing with teachers, refusing to be intimidated. Gedise struggled. The separation from their village, the weight of their mother's death, the constant awareness of their poverty—all of it settled on her gentle spirit like a fog. "You are stronger than you know," Bifu told her one night. "We are made of the same stuff. If I can do this, so can you." "I am not like you," Gedise whispered. "I can't fight the way you fight." "Then fight differently," Bifu said. "But fight." 5. In their second year, two people entered their lives who would change everything. Abdeta, a final-year student from Addis Ababa, noticed Bifu during a debate competition and was captivated by her intensity. After months of resistance, she finally agreed to let him walk her to the library. Firomsa, a quiet art student, shared Gedise's love of literature and her tendency to observe rather than speak. They met in the school garden, both reading the same novel, and spent an hour. 6. But happiness, for the twins, had always been borrowed, never owned. In their final year, Abdeta received a scholarship to study in Canada. He begged Biftu to wait for him. "I will wait," she said. "Nothing has ever stopped me." At the same time, Firomsa's wealthy family learned of his relationship with Gedise. They summoned him home and informed him that his future lay in a proper marriage with a proper girl, not with an orphan from the countryside. Firomsa fought them but in the end, he was eighteen and dependent. He returned to school only long enough to tell Gedise, his voice breaking. Gedise walked away without letting him finish, her gentle heart cracking in ways that would never fully heal. 7. The twins faced their examinations two months later. Biftu, fuelled by fury and determination, scored among the top ten students in the nation. Gedise, hollowed by grief, performed well enough to attend university but not well enough to escape the shadow of what she had lost. Abdeta's letters came regularly for six months, then stopped. Biftu learned through a friend that he had met someone else. She did not cry. She had never learned how. The twins entered university together—Biftu studying law, Gedise studying literature. But something had shifted. Gedise moved through her days like a sleepwalker. Biftu watched her twin fade and felt helpless for the first time in her life. 8. The years passed. Biftu graduated with distinction and joined a prestigious law firm in Addis Ababa, quickly earning a reputation as the most tenacious young lawyer in the city. A human rights organization in Geneva offered her a position, and she accepted. Gedise completed her degree and returned to their village to teach at the local school. She taught literature to children who had never owned books, organized a library from donated texts, and wrote poetry in the evenings that she never showed anyone. The village people visited her often. "Your sister has conquered the world," they said. "And you have conquered yourself. Both are remarkable."

In paragraph 6, the pronoun 'they' refers to:

- A. The school administrators  
C. ✓ **Firomsa's family members**

- B. Gedise and Biftu  
D. The other students

**Answer: C**

The sentence before says that Firomsa's wealthy family learned of his relationship with Gedise. They is the subject of the next sentence, the people who summoned him home and told him his future lay in a proper marriage, so it points back to that family. Option B is tempting because the twins are the subject of the passage as a whole, but the twins did not summon Firomsa.

69. 1. *Bifu and Gedise entered the world on a stormy night in a small village in western Ethiopia...* (full passage as above) (1)

The main idea of paragraph 4 is that:

- A. Boarding schools are difficult for students from poor families.  
B. ✓ **Biftu and Gedise reacted differently to the challenges of boarding school.**  
C. Gedise was weaker than Biftu and could not handle pressure.  
D. The twins had no friends at the boarding school.

**Answer: B**

Paragraph 4 sets the two responses side by side. Biftu studied obsessively, argued with teachers and refused to be intimidated, while the same pressures settled on Gedise like a fog. The paragraph is built on that difference. Option C says Gedise was weaker, but Biftu tells her to fight differently rather than to be stronger, so the paragraph offers two ways of coping.

70. *same passage* (1)

In paragraph 4, the word 'intimidated' most nearly means:

- A. Encouraged  
B. Confused  
C. ✓ **Frightened**  
D. Impressed

**Answer: C**

Biftu is in a school where wealthier students could easily make her feel small, and the sentence lists studying obsessively and arguing with teachers alongside refusing to be intimidated. To intimidate someone is to make them afraid. Option D, impressed, would mean she admired the other students, which does not match the fierce response described.

71. *same passage* (1)

According to the text, where were the twins born?

- A. At home in their village  
B. ✓ **On the steps of a clinic**  
C. At a hospital in the zonal capital  
D. In their grandmother's house

**Answer: B**

Paragraph 1 says the mother walked twelve kilometres to the clinic, found it closed, and delivered the twins on the clinic steps with help from a passing nurse. Option C is tempting because the zonal capital does appear in the passage, but that is where the boarding school was, and the twins went there at fifteen.

72. *same passage* (1)

Paragraph 2 is primarily organized using which pattern?

- A. Cause and effect  
B. Chronological order  
C. ✓ **Compare and contrast**  
D. Problem and solution

**Answer: C**

Paragraph 2 calls the twins inseparable yet strikingly different, then sets Biftu's fierce determination and sharp tongue against Gedise's gentle patience and watchful eyes. Setting two people against each other trait by trait is compare and contrast. Option B, chronological order, is tempting because the father's death appears partway through, but the paragraph is organised around the pairs of traits rather than a time line.

73. *same passage*

(1)

As it is stated in the passage, how did the village help the twins go to boarding school?

- A. They convinced the government to provide a scholarship.
- B. ✓ **They collected money in a mosque and church basket.**
- C. They gave them free housing near the school.
- D. They wrote letters of recommendation

**Answer: B**

Paragraph 3 says the village collected money in mosque and church basket to cover the twins' expenses at the boarding school. Option A is tempting because the girls had scored among the highest in the region, but the passage mentions no government scholarship.

74. *same passage*

(1)

In paragraph 2, the word 'meager' most nearly means:

- A. Abundant
- B. Regular
- C. ✓ **Insufficient**
- D. Unexpected

**Answer: C**

Paragraph 2 says the mother raised the girls alone on the meager income from her small coffee plot, and the next sentence lists second hand clothes, one meal a day and study by kerosene lamp. That income did not cover their needs, so meager means insufficient. Option A, abundant, is the opposite of the hardship the paragraph describes.

75. *same passage*

(1)

The tone of paragraph 6 (describing the end of the twins' relationships) is primarily:

- A. Hopeful and optimistic
- B. ✓ **Tragic and sorrowful**
- C. Romantic and unemotional
- D. Hilarious and accusatory

**Answer: B**

In paragraph 6 Abdeta leaves for Canada, Firomsa's family ends his relationship with Gedise, and her heart cracks in a way that never fully heals. The mood is sorrow at loss. Option A, hopeful, matches Biftu's promise to wait, but that promise is one line inside a paragraph that ends in loss.

76. *same passage*

(1)

The author's primary purpose in writing this passage is to:

- A. Inform readers about tuberculosis in Ethiopia.
- B. Persuade readers to donate to village schools.
- C. ✓ **Tell a story about sisterly love, struggle, and loss.**
- D. Criticize the education system in rural areas

**Answer: C**

The passage follows two sisters from birth through poverty, school, love and separation, and it is told with scenes and dialogue rather than argument. Its purpose is to tell that story. Option D, criticising rural education, is tempting because the village school has no resources, but the passage never argues for a change.

77. *same passage*

(1)

In paragraph 1, the word 'fraught' most nearly means:

- A. ✓ **Filled with**
- B. Damaged by
- C. Free from
- D. Celebrated for

**Answer: A**

Paragraph 1 says the beginning was fraught with danger, lack of resources and sheer luck, so the word introduces a list of what that beginning held. Fraught means filled with. Option B, damaged by, does not work with sheer luck, because luck is not damage.

The subject is two things, a date and a light cup of soup, so the verb is plural, and the meaning needed is to come before. Precede carries that meaning. Option C, proceed, is spelled almost the same but means to go ahead or carry on, which would say the soup continues the main course.

83. The smell of fresh 'doro wat' and bread was omnipresent in the neighbourhood during the holidays. We used to enjoy it by moving here and there when we were in our country. (omnipresent means) (1)

- A. affordable  
B. ✓ **find everywhere**  
C. very inaccessible  
D. tests delicious

**Answer: B**

The sentence says the smell filled the neighbourhood during the holidays and that people moved about enjoying it. Omnipresent means present in every place. Option C, very inaccessible, would mean hard to reach, which is the opposite of a smell you meet wherever you go.

84. Even though they are very different, my two cats always manage to have a friendly relationship with each other. (have a friendly relationship means) (1)

- A. turn off  
B. look back  
C. ✓ **get along**  
D. stick together

**Answer: C**

To get along with someone is to have a friendly relationship with them, and the sentence says the cats manage this even though they are very different. Option D, stick together, means staying close or staying loyal in trouble, which is not the same as being on good terms.

85. Please don't forget to turn off the lights in your dorm when you leave. (turn off means) (1)

- A. switch on  
B. turn around  
C. ✓ **extinguish**  
D. brighten

**Answer: C**

To turn off a light is to put it out, and extinguish means to put out. Option A, switch on, is the opposite action, and the sentence asks the student not to leave the lights burning.

86. We are really looking forward to the summer vacation as we had already finished all the arrangements for that earlier. (looking forward to means) (1)

- A. waiting for  
B. searching for  
C. ✓ **anticipating**  
D. ignoring

**Answer: C**

To look forward to something is to await it with pleasure, which is what anticipating means here. Option A, waiting for, carries the waiting but leaves out the pleasure, and the sentence shows the speakers are glad, having arranged the vacation already.

87. The plane takes off at 6 AM tomorrow morning from Canada. So, we will arrive at Bole International Airport on time. Won't we? (takes off means) (1)

- A. lands  
B. removes  
C. ✓ **departs**  
D. arrives

**Answer: C**

A plane takes off when it leaves the ground at the start of a flight, so it departs. Option A, lands, is what the plane does at the end, and the sentence puts the take off in Canada before the arrival at Bole.

- 88.** When you finish this model exam, please submit your paper only to your invigilator at the front of the room but not for somebody else. (submit means)
- A. ✓ hand in                      B. tear down  
C. take off                        D. take after

**Answer: A**

To submit a paper is to give it to the person collecting it, which is what hand in means. Option C, take off, means to remove something or to leave the ground, and neither sense fits giving your work to an invigilator.

- 89.** Don't worry about the mistake. It's just a drop in the bucket. (drop in the bucket means)
- A. ✓ **a very minor**
- B. something useless
- C. a huge problem
- D. an accident

**Answer: A**

A drop in the bucket is an amount so small that it makes no difference to the whole, which is why the speaker tells the listener not to worry about the mistake. Option C, a huge problem, is the opposite, and it would contradict the advice in the first sentence.

90. I wanted to buy the car, but it cost an arm and a leg. What should I do, Leliko? (cost an arm and a leg means) (1)
- A. a fair price
- B. ✓ a very high price
- C. a very low price
- D. a negotiable price

**Answer: B**

To cost an arm and a leg is to be very expensive, which explains why the speaker wanted the car but is asking what to do instead of buying it. Option C, a very low price, would leave the hesitation in the sentence unexplained.

91. Stop telling me what to do! You're always backseat driving. (backseat driving means)
- A. ✓ **giving unwanted advice**                      B. sitting behind me
- C. driving too fast                                      D. being helpful

**Answer: A**

Backseat driving is telling the person in control how to do the job when nobody asked for the advice. That matches the complaint, Stop telling me what to do. Option B reads the phrase literally as sitting behind someone, but an idiom does not carry its literal meaning.

- 92.** When the teacher asked who broke the window, Rahel spilled the beans. (spilled the beans means) (1)
- A. made a mess                      B. ran away
- C. ✓ told the secret                D. fixed the problem

**Answer: C**

To spill the beans is to tell something that was meant to stay secret, so Rahel gave away who broke the window. Option A, made a mess, follows the picture of beans on the floor rather than the meaning of the idiom.

— END OF MARKING KEY —