

English, 2007 EC, entrance exam

Grade 12 · English · 2007 E.C.

MARKING KEY — CONFIDENTIAL

Time allowed: 120 minutes

Questions: 113

Total marks: 113

1. He around robbed that bank spread a easily (1)
- A. ✓ **That he robbed a bank spread around easily.**
- B. Around that bank he easily robbed a spread.
- C. He easily robbed a bank around that spread.
- D. He easily robbed a bank that around spread.

Answer: A

Option A correctly arranges the words into a grammatical sentence where the noun clause 'That he robbed a bank' functions as the subject of the predicate 'spread around easily'.

2. Register at we college the now must? (1)
- A. Must register we at the college now? B. ✓ **Must we register at the college now?**
- C. Must we at the college register now? D. Must we now at the college register?

Answer: B

A yes/no question using a modal verb follows the standard word order: Modal ('Must') + Subject ('we') + Base Verb ('register') + Prepositional phrase ('at the college') + Time adverbial ('now').

3. To get a seat on the front row we arrived an hour early (1)
- A. ✓ **we arrived and hour early to get a seat on the front row.**
- B. On the front row we arrived an hour early to get a seat.
- C. We to get a seat on the front row arrived an hour early.
- D. An hour early to get a seat we arrived on the front row

Answer: A

Option A presents the standard Subject-Verb-Adverbial order ('we arrived an hour early') followed by the infinitive phrase of purpose ('to get a seat on the front row').

4. Immediately the police report to please (1)
- A. immediately report please to the police. B. Please to the police report immediately.
- C. Immediately please report to the police. D. ✓ **Please report immediately to the police.**

Answer: D

The standard polite imperative structure begins with 'Please', followed by the verb ('report'), the manner adverb ('immediately'), and the prepositional object ('to the police').

5. Mammo dog the skinny killed (1)
- A. Mammo the skinny dog killed. B. Skinny dog killed the Mammo.
- C. Skinny the dog Mammo killed D. ✓ **The skinny dog killed Mammo.**

Answer: D

Option D correctly places the determiner and adjective before the noun subject ('The skinny dog'), followed by the transitive verb ('killed') and proper noun object ('Mammo').

6. a) Form words do not always have meaning in themselves b) When you study. You often need to make short notes. c) Here are some useful suggestions to improve your study skill. d) Such words are called form words. e) To do this efficiently. You need to omit all unimportant words. (1)

A. b c a e d

B. c e d a b

C. ✓ c b e d a

D. d e a c b

Answer: C

The paragraph logically begins with an introductory suggestion (c), introduces note-taking (b), explains how to do it efficiently by omitting unimportant words (e), identifies these as form words (d), and clarifies their meaning (a).

7. a) Unfortunately, space is being polluted by debris from these space flights. b) On 4 October 1957 the first satellite, Sputnik, was launched. c) More than 70,000 objects have been left in space. d) Since then, thousands of spacecraft have been sent into space. e) Every few weeks new satellites are put into orbit. (1)

A. c e a d b

B. ✓ b d e a c

C. a d c b e

D. d a e c b

Answer: B

The paragraph develops chronologically from the 1957 launch of Sputnik (b) to subsequent spacecraft (d), current frequent launches (e), introducing space debris as a problem (a), and supporting it with the statistic of over 70,000 objects (c).

8. a) The gadget is really special one. b) It converts oral texts into written ones in seconds. c) Technology provides mankind with amazing gifts. d) Transcription is no more seen as an exhaustively boring job. e) Just play a talk and the print out is there on your desk in no time. (1)

A. c b e a d

B. c d a e b

C. ✓ c a b d e

D. c a d e b

Answer: C

The passage begins with the general topic of technological gifts (c), introduces the specific gadget (a), details its function of converting oral speech to text (b), notes the resulting ease of transcription (d), and concludes with how quick the process is (e).

9. *1. The middle school years (grades 7 and 8) are known to be the tough years. These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are a head of boys on all counts and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and parents and educators oppose same -sex classes, there is some evidence that separating boys and girls in middle school yields positive results. 2. opponents of single-sex education claim that test scores of students in all-girls or all-boys classed are not higher than those of students in mixed classes. However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results. More important, many psychologists believe that test scores are the wrong measuring sticks. They believes that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes towards math and science, for example. These are results that cannot be calculated by test but that will help adolescents become successful adults long after the difficult years of middle school are past. 3. New York University professor carol Gilligan is certain that girls are more likely to be creative thinkers and risk-takers as adults if educated a part from boys in middle school. Boys, too, gain confidence when they do not have to compete with girls, Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally "out-think" them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning. 4. Opponents also maintain that separate classes or separate schools send the message that males and females cannot work together. Theysay that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girls or all-boys school denies them the opportunity to learn how to do so. However, such an argument completely ignores the fact that children constantly interact with members of the opposite allowances, chores, and privileges with their opposite-sex parent, children learn and practice on daily basis the skills they will need in their future workplaces. 5. The final argument advanced by opponents of same-sex education is that is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hand. Clearly, this is discriminatory. 6.It should be evident that the arguments against same-sexclasses are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork. Girls are more relaxed and ask more questions. They are also less disruptive and more focused. Girls are less fearful of making mistakes and asking questions in math and science. Boys, on the other hand, are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of content with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.*
- Source: Writing Academic English(4 Edition)(2006)*

(1)

Which of the following statements is FALSE according to the information in the passage.

- A. ✓ **Psychologists believe that self-confidence and self-esteem can be measured by test.**
- B. Some research shows improvement in the test scores of students in single-sex classes.
- C. There is research to show no improvement in the test scores of students in single-sex classes.
- D. Positive adolescent attitude towards math and science helps them be successful later in life.

Answer: A

Paragraph 2 explicitly states that psychologists consider test scores the 'wrong measuring sticks' and that benefits like confidence 'cannot be calculated by test', making statement A false.

10. 1. The middle school years (grades 7 and 8) are known to be the tough years. These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are a head of boys on all counts and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results. 2. Opponents of single-sex education claim that test scores of students in all-girls or all-boys classes are not higher than those of students in mixed classes. However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results. More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes towards math and science, for example. These are results that cannot be calculated by test but that will help adolescents become successful adults long after the difficult years of middle school are past. 3. New York University professor Carol Gilligan is certain that girls are more likely to be creative thinkers and risk-takers as adults if educated apart from boys in middle school. Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally "out-think" them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning. 4. Opponents also maintain that separate classes or separate schools send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girls or all-boys school denies them the opportunity to learn how to do so. However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex, on chores, and privileges with their opposite-sex parent; children learn and practice on daily basis the skills they will need in their future workplaces. 5. The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hand. Clearly, this is discriminatory. 6. It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork. Girls are more relaxed and ask more questions. They are also less disruptive and more focused. Girls are less fearful of making mistakes and asking questions in math and science. Boys, on the other hand, are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed. Source: Writing Academic English (4 Edition) (2006)

(1)

Which of the following is true about middle-school education?

- A. Mixed-sex classes in middle-school education provide a better learning environment.
- B. Separating middle school boys and girls does not lead to students' higher test scores,
- C. the debate on whether same-sex or mixed-sex is a better learning environment is settled long ago.
- D. **The debate on whether same-sex or mixed-sex class is a better learning environment is still unresolved.**

Answer: D

Paragraphs 1 and 2 state that 'Educators debate whether separating boys and girls... might improve students' academic performance' and that 'the research is inconclusive', showing the debate is still unresolved.

11. 1. The middle school years (grades 7 and 8) are known to be the tough years. These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are a head of boys on all counts and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results. 2. Opponents of single-sex education claim that test scores of students in all-girls or all-boys classes are not higher than those of students in mixed classes. However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results. More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes towards math and science, for example. These are results that cannot be calculated by test but that will help adolescents become successful adults long after the difficult years of middle school are past. 3. New York University professor Carol Gilligan is certain that girls are more likely to be creative thinkers and risk-takers as adults if educated apart from boys in middle school. Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally "out-think" them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning. 4. Opponents also maintain that separate classes or separate schools send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girls or all-boys school denies them the opportunity to learn how to do so. However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex, on chores, and privileges with their opposite-sex parent; children learn and practice on daily basis the skills they will need in their future workplaces. 5. The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hand. Clearly, this is discriminatory. 6. It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork. Girls are more relaxed and ask more questions. They are also less disruptive and more focused. Girls are less fearful of making mistakes and asking questions in math and science. Boys, on the other hand, are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed. Source: Writing Academic English (4 Edition) (2006)

The author mentioned..... girls are more relaxed, and ask more questions....(paragraph 6) to illustrate

- A. The discrimination that prevails in mixed-sex classes
- B. ✓ The benefits girls obtain if they are taught apart from boys
- C. that girls out-think boys if they learn in mixed-sex classes
- D. the benefits girls obtain if they are taught together with boys

Answer: B

In paragraph 6, the author describes the positive environment created by single-sex classrooms (e.g., girls feeling more relaxed, less fearful, and asking more questions), demonstrating the academic and emotional benefits girls receive when separated from boys.

12. 1. The middle school years (grades 7 and 8) are known to be the tough years. These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are a head of boys on all counts and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results. 2. Opponents of single-sex education claim that test scores of students in all-girls or all-boys classes are not higher than those of students in mixed classes. However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results. More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes towards math and science, for example. These are results that cannot be calculated by test but that will help adolescents become successful adults long after the difficult years of middle school are past. 3. New York University professor Carol Gilligan is certain that girls are more likely to be creative thinkers and risk-takers as adults if educated apart from boys in middle school. Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally "out-think" them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning. 4. Opponents also maintain that separate classes or separate schools send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girls or all-boys school denies them the opportunity to learn how to do so. However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex, through allowances, chores, and privileges with their opposite-sex parent; children learn and practice on a daily basis the skills they will need in their future workplaces. 5. The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hand. Clearly, this is discriminatory. 6. It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork. Girls are more relaxed and ask more questions. They are also less disruptive and more focused. Girls are less fearful of making mistakes and asking questions in math and science. Boys, on the other hand, are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

Source: *Writing Academic English* (4th Edition) (2006)

What does 'them' as used in paragraph 1 refer to?

- | | |
|-------------------|-----------------------|
| A. Federal funds | B. middle school |
| C. public schools | D. ✓ separate classes |

Answer: D

The pronoun 'them' in the clause 'a change in the federal law that prohibits them is under consideration' refers back to 'separate classes', which are stated in the preceding clause to be prohibited in public schools receiving federal funds.

13. 1. The middle school years (grades 7 and 8) are known to be the tough years. These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are a head of boys on all counts and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results. 2. Opponents of single-sex education claim that test scores of students in all-girls or all-boys classes are not higher than those of students in mixed classes. However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results. More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes towards math and science, for example. These are results that cannot be calculated by test but that will help adolescents become successful adults long after the difficult years of middle school are past. 3. New York University professor Carol Gilligan is certain that girls are more likely to be creative thinkers and risk-takers as adults if educated apart from boys in middle school. Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally "out-think" them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning. 4. Opponents also maintain that separate classes or separate schools send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girls or all-boys school denies them the opportunity to learn how to do so. However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex, on chores, and privileges with their opposite-sex parent; children learn and practice on daily basis the skills they will need in their future workplaces. 5. The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hand. Clearly, this is discriminatory. 6. It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork. Girls are more relaxed and ask more questions. They are also less disruptive and more focused. Girls are less fearful of making mistakes and asking questions in math and science. Boys, on the other hand, are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed. Source: Writing Academic English (4 Edition) (2006)

(1)

As used in paragraph 3, which one can be the best definition of "out-think"?

- A. Do less
- B. do well
- C. do worse
- D. ✓ do better

Answer: D

In this context, 'out-think' means to surpass someone in intellectual or cognitive ability, which corresponds to 'do better'.

14. 1. The middle school years (grades 7 and 8) are known to be the tough years. These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are a head of boys on all counts and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results. 2. opponents of single-sex education claim that test scores of students in all-girls or all-boys classes are not higher than those of students in mixed classes. However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results. More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes towards math and science, for example. These are results that cannot be calculated by test but that will help adolescents become successful adults long after the difficult years of middle school are past. 3. New York University professor Carol Gilligan is certain that girls are more likely to be creative thinkers and risk-takers as adults if educated apart from boys in middle school. Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally "out-think" them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning. 4. Opponents also maintain that separate classes or separate schools send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girls or all-boys school denies them the opportunity to learn how to do so. However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex, on chores, and privileges with their opposite-sex parent; children learn and practice on daily basis the skills they will need in their future workplaces. 5. The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hand. Clearly, this is discriminatory. 6. It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork. Girls are more relaxed and ask more questions. They are also less disruptive and more focused. Girls are less fearful of making mistakes and asking questions in math and science. Boys, on the other hand, are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed. Source: Writing Academic English (4 Edition) (2006)

(1)

According to the information in the passage, which statement shows discrimination in mixed-sex classes?

- A. Teachers call on boys to ask questions less often than they call on girls
- B. ✓ teachers call on boys to answer questions more often than they call on girls.
- C. Teachers call on girls to ask questions more often than they call on boys.
- D. Teachers call on girls to answer more often than they call on boys.

Answer: B

Paragraph 5 explicitly states that discrimination in coed classes is demonstrated because 'teachers call on boys more often than they call on girls, even when girls raise their hand', which matches option B.

15. 1. The middle school years (grades 7 and 8) are known to be the tough years. These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are a head of boys on all counts and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results. 2. Opponents of single-sex education claim that test scores of students in all-girls or all-boys classes are not higher than those of students in mixed classes. However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results. More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes towards math and science, for example. These are results that cannot be calculated by test but that will help adolescents become successful adults long after the difficult years of middle school are past. 3. New York University professor Carol Gilligan is certain that girls are more likely to be creative thinkers and risk-takers as adults if educated apart from boys in middle school. Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally "out-think" them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning. 4. Opponents also maintain that separate classes or separate schools send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girls or all-boys school denies them the opportunity to learn how to do so. However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex, through allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplaces. 5. The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hand. Clearly, this is discriminatory. 6. It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork. Girls are more relaxed and ask more questions. They are also less disruptive and more focused. Girls are less fearful of making mistakes and asking questions in math and science. Boys, on the other hand, are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

Source: Writing Academic English (4th Edition) (2006)

What does.... learn how to do so...(paragraph 4) refer to?

A. Going into the work force

B. ✓ working with the opposite sex

C. children's interaction with parents

D. attending all-girls or all-boys schools

Answer: B

In paragraph 4, the phrase 'learn how to do so' directly refers to the preceding clause discussing students having to 'work side-by-side with the opposite sex'.

16. 1. In this era of the global community, more and more of us enjoy discussing different philosophies. Presently, there are as many different philosophies as there are cultures. One philosophic-type topic of unending interest is the question of whether or not animals have souls. Of course, most organized religions and philosophies have opinions on this question. One way to maintain your balance when discussing it is to keep an open mind and heart. You never know when a new viewpoint will change your thoughts around. Or at least, listening allows you to understand someone else's perspective. 2. A different approach to the question of whether or not animals have souls is found in the philosophy of Taoism: a Chinese belief system which includes the concepts of the yin and the yang energies. Taoism holds that embracing the natural flow of these energies, balanced and open to the path of life, creates harmony. Instead of making a definite statement, about the existence of animal souls, the way of Tao would look to the natural world for instruction. 3. There is story in the writing of Chuang Tzu, a spiritual leader in china, called "The Joy of Fishes" which begins with two men walking along a river, where they see fish leaping in the water. One of the men remarks on the happiness of the fish. The other man asks how, since the speaker is not a fish, he can know the fish are happy. The first man answers this way: "I know the joy of fishes in the river through my own joy, as I walk along the same river". The concept is that all beings truly share the walk along life's river experiencing the same kinds of joys and sorrows even though they are different beings. 4. A tale from the city of Edinburgh in Scotland, for example, illuminates this idea. Long ago in the 1850s, a little dog, Bobby by name, devoted himself to guarding the final resting place of his master- this was a grave in Grey friars Kirk graveyard. This he did for 14 years. The people of the city, likewise, noticed the dog's devotion and felt a connection with the loss and sorrow the dog experienced. They recognized the sorrow that comes to us all. 5. In the happier days of Bobby's life, he belonged to John Grey a policeman in the city of Edinburgh. Bobby, a Skye terrier, was Jock's steady companion in the city walking up and down the cobbled streets or standing at the policeman's post. Together, they braved the infamous Scottish weather, which was often damp and freezing. Source: Slightly adapted from cahsee language Arts, sample chapters
- what does Bobby's example in paragraph 4 imply? It implies that

- A. ✓ animals have feelings like humans.
- B. Dogs prefer quiet places like graveyard.
- C. Dogs seem to be more loyal than humans,
- D. animals can endure sorrow better than humans.

Answer: A

Bobby's story illustrates that animals experience sorrow and deep attachment similar to humans, which townspeople recognized through their shared capacity for grief.

17. 1. In this era of the global community, more and more of us enjoy discussing different philosophies. Presently, there are as many different philosophies as there are cultures. One philosophic-type topic of unending interest is the question of whether or not animals have souls. Of course, most organized religions and philosophies have opinions on this question. One way to maintain your balance when discussing it is to keep an open mind and heart. You never know when a new viewpoint will change your thoughts around. Or at least, listening allows you to understand someone else's perspective. 2. A different approach to the question of whether or not animals have souls is found in the philosophy of Taoism: a Chinese belief system which includes the concepts of the yin and the yang energies. Taoism holds that embracing the natural flow of these energies, balanced and open to the path of life, creates harmony. Instead of making a definite statement, about the existence of animal souls, the way of Tao would look to the natural world for instruction. 3. There is story in the writing of Chuang Tzu, a spiritual leader in china, called "The Joy of Fishes" which begins with two men walking along a river, where they see fish leaping in the water. One of the men remarks on the happiness of the fish. The other man asks how, since the speaker is not a fish, he can know the fish are happy. The first man answers this way: "I know the joy of fishes in the river through my own joy, as I walk along the same river". The concept is that all beings truly share the walk along life's river experiencing the same kinds of joys and sorrows even though they are different beings. 4. A tale from the city of Edinburgh in Scotland, for example, illuminates this idea. Long ago in the 1850s, a little dog, Bobby by name, devoted himself to guarding the final resting place of his master- this was a grave in Grey friars Kirk graveyard. This he did for 14 years. The people of the city, likewise, noticed the dog's devotion and felt a connection with the loss and sorrow the dog experienced. They recognized the sorrow that comes to us all. 5. In the happier days of Bobby's life, he belonged to John Grey a policeman in the city of Edinburgh. Bobby, a Skye terrier, was Jock's steady companion in the city walking up and down the cobbled streets or standing at the policeman's post. Together, they braved the infamous Scottish weather, which was often damp and freezing. Source: Slightly adapted from cahsee language Arts, sample chapters
- How is harmony achieved, according to Taoism?

- A. By making use of the yin.
- B. By applying the concept of the yang.
- C. ✓ **By keeping the natural flow of the yin and the yang.**
- D. By manipulating the balance between the yin and the yang.

Answer: C

Paragraph 2 states that Taoism holds that 'embracing the natural flow of these energies [yin and yang], balanced and open to the path of life, creates harmony.'

18. 1. In this era of the global community, more and more of us enjoy discussing different philosophies. Presently, there are as many different philosophies as there are cultures. One philosophic-type topic of unending interest is the question of whether or not animals have souls. Of course, most organized religions and philosophies have opinions on this question. One way to maintain your balance when discussing it is to keep an open mind and heart. You never know when a new viewpoint will change your thoughts around. Or at least, listening allows you to understand someone else's perspective. 2. A different approach to the question of whether or not animals have souls is found in the philosophy of Taoism: a Chinese belief system which includes the concepts of the yin and the yang energies. Taoism holds that embracing the natural flow of these energies, balanced and open to the path of life, creates harmony. Instead of making a definite statement, about the existence of animal souls, the way of Tao would look to the natural world for instruction. 3. There is story in the writing of Chuang Tzu, a spiritual leader in china, called "The Joy of Fishes" which begins with two men walking along a river, where they see fish leaping in the water. One of the men remarks on the happiness of the fish. The other man asks how, since the speaker is not a fish, he can know the fish are happy. The first man answers this way: "I know the joy of fishes in the river through my own joy, as I walk along the same river". The concept is that all beings truly share the walk along life's river experiencing the same kinds of joys and sorrows even though they are different beings. 4. A tale from the city of Edinburgh in Scotland, for example, illuminates this idea. Long ago in the 1850s, a little dog, Bobby by name, devoted himself to guarding the final resting place of his master- this was a grave in Grey friars Kirk graveyard. This he did for 14 years. The people of the city, likewise, noticed the dog's devotion and felt a connection with the loss and sorrow the dog experienced. They recognized the sorrow that comes to us all. 5. In the happier days of Bobby's life, he belonged to John Grey a policeman in the city of Edinburgh. Bobby, a Skye terrier, was Jock's steady companion in the city walking up and down the cobbled streets or standing at the policeman's post. Together, they braved the infamous Scottish weather, which was often damp and freezing. Source: Slightly adapted from cahsee language Arts, sample chapters
- Which of the following is an idea implied by paragraph 1 of the passage?

- A. Philosophy and culture mean roughly the same.
- B. ✓ **Today every culture seems to have its own philosophy.**
- C. These days we have more philosophers than we had in the past.
- D. The source of understanding philosophical questions is an open mind and heart.

Answer: B

The statement 'there are as many different philosophies as there are cultures' implies that every distinct culture possesses its own philosophical framework.

19. 1. In this era of the global community, more and more of us enjoy discussing different philosophies. Presently, there are as many different philosophies as there are cultures. One philosophic-type topic of unending interest is the question of whether or not animals have souls. Of course, most organized religions and philosophies have opinions on this question. One way to maintain your balance when discussing it is to keep an open mind and heart. You never know when a new viewpoint will change your thoughts around. Or at least, listening allows you to understand someone else's perspective. 2. A different approach to the question of whether or not animals have souls is found in the philosophy of Taoism: a Chinese belief system which includes the concepts of the yin and the yang energies. Taoism holds that embracing the natural flow of these energies, balanced and open to the path of life, creates harmony. Instead of making a definite statement, about the existence of animal souls, the way of Tao would look to the natural world for instruction. 3. There is story in the writing of Chuang Tzu, a spiritual leader in china, called "The Joy of Fishes" which begins with two men walking along a river, where they see fish leaping in the water. One of the men remarks on the happiness of the fish. The other man asks how, since the speaker is not a fish, he can know the fish are happy. The first man answers this way: "I know the joy of fishes in the river through my own joy, as I walk along the same river". The concept is that all beings truly share the walk along life's river experiencing the same kinds of joys and sorrows even though they are different beings. 4. A tale from the city of Edinburgh in Scotland, for example, illuminates this idea. Long ago in the 1850s, a little dog, Bobby by name, devoted himself to guarding the final resting place of his master- this was a grave in Grey friars Kirk graveyard. This he did for 14 years. The people of the city, likewise, noticed the dog's devotion and felt a connection with the loss and sorrow the dog experienced. They recognized the sorrow that comes to us all. 5. In the happier days of Bobby's life, he belonged to John Grey a policeman in the city of Edinburgh. Bobby, a Skye terrier, was Jock's steady companion in the city walking up and down the cobbled streets or standing at the policeman's post. Together, they braved the infamous Scottish weather, which was often damp and freezing. Source: Slightly adapted from cahsee language Arts, sample chapters
- What is peculiar about Taoism in handling the question of whether or not animals have souls?

- A. It has a sensibly magical answer to the question
- B. It includes the correct the concepts of the yin and yang energies.
- C. It is a Chinese belief system that hold a logical answer.
- D. ✓ It relies on the natural world for an answer to the question

Answer: D

Paragraph 2 explains that rather than providing a rigid or definitive answer, 'the way of Tao would look to the natural world for instruction.'

20. 1. In this era of the global community, more and more of us enjoy discussing different philosophies. Presently, there are as many different philosophies as there are cultures. One philosophic-type topic of unending interest is the question of whether or not animals have souls. Of course, most organized religions and philosophies have opinions on this question. One way to maintain your balance when discussing it is to keep an open mind and heart. You never know when a new viewpoint will change your thoughts around. Or at least, listening allows you to understand someone else's perspective. 2. A different approach to the question of whether or not animals have souls is found in the philosophy of Taoism: a Chinese belief system which includes the concepts of the yin and the yang energies. Taoism holds that embracing the natural flow of these energies, balanced and open to the path of life, creates harmony. Instead of making a definite statement, about the existence of animal souls, the way of Tao would look to the natural world for instruction. 3. There is story in the writing of Chuang Tzu, a spiritual leader in china, called "The Joy of Fishes" which begins with two men walking along a river, where they see fish leaping in the water. One of the men remarks on the happiness of the fish. The other man asks how, since the speaker is not a fish, he can know the fish are happy. The first man answers this way: "I know the joy of fishes in the river through my own joy, as I walk along the same river". The concept is that all beings truly share the walk along life's river experiencing the same kinds of joys and sorrows even though they are different beings. 4. A tale from the city of Edinburgh in Scotland, for example, illuminates this idea. Long ago in the 1850s, a little dog, Bobby by name, devoted himself to guarding the final resting place of his master- this was a grave in Grey friars Kirk graveyard. This he did for 14 years. The people of the city, likewise, noticed the dog's devotion and felt a connection with the loss and sorrow the dog experienced. They recognized the sorrow that comes to us all. 5. In the happier days of Bobby's life, he belonged to John Grey a policeman in the city of Edinburgh. Bobby, a Skye terrier, was Jock's steady companion in the city walking up and down the cobbled streets or standing at the policeman's post. Together, they braved the infamous Scottish weather, which was often damp and freezing. Source: Slightly adapted from cahsee language Arts, sample chapters
- "..... the happier days of Bobby's life" (paragraph 5) refers to

A. ✓ the time when his master was alive.

B. The days he could walk in the streets of the city.

C. The days he could stand at the policeman's post.

D. The occasions he used to enjoy the Scottish weather.

Answer: A

Paragraph 4 describes Bobby's sorrow and mourning after his master died, so 'the happier days' in paragraph 5 refers to the period before that, when his master was still alive.

21. We are not sure of the number of casualties, but we heard there was_____ on the way to Gojjam. (1)
- A. Danger
B. ✓ collision
C. calamity
D. coalition

Answer: B

A 'collision' refers to a vehicular crash on a road, which directly accounts for road accident casualties.

22. Didn't I tell you to_____up the meaning of this word in the dictionary? (1)
- A. See
B. ✓ look
C. refer
D. check

Answer: B

The standard phrasal verb meaning to search for a word or information in a reference book or dictionary is 'look up'.

23. You shouldn't have _____ such a nice offer (1)

- A. denied
B. ✓ **rejected**
C. requested
D. doubted

Answer: B

In English, one 'rejects' or 'turns down' an offer. 'Denied' means refused to admit or refused to grant something.

24. I don't think I am very _____ but I'm not all that bad-looking either. (1)

- A. Plain
B. ✓ **pretty**
C. serious
D. modest

Answer: B

'Pretty' balances the phrase 'not all that bad-looking either', providing the positive contrast related to physical attractiveness.

25. I saw the accident and phoned the police _____. (1)

- A. sadly
B. suddenly
C. ✓ **immediately**
D. unfortunately

Answer: C

'Immediately' correctly conveys taking prompt, without-delay action to call the police upon witnessing an accident.

26. What did you do about your aching tooth? Did you get it _____? (1)

- A. Pulled up
B. ✓ **pulled out**
C. pulled down
D. pulled round

Answer: B

To have a tooth extracted by a dentist is colloquially described as having it 'pulled out'.

27. I didn't find it fascinating. To me it was rather a bit _____. (1)

- A. ✓ **boring**
B. soothing
C. bouncing
D. compelling

Answer: A

'Boring' provides the direct contrast to 'fascinating' as signaled by the negative sentence and the adverb 'rather'.

28. There appears to be an amendment made to the investment policy. However, we are not sure of who the major _____ is. (1)

- A. Benefit
B. beneficent
C. beneficial
D. ✓ **beneficiary**

Answer: D

A 'beneficiary' is a noun referring to a person or group that gains an advantage or profit from something, such as a policy change.

29. Her _____ to climb Mount Batu surprised everyone. In fact, she used to get to the top of Dashen very easily. (1)

- A. ✓ **Inability**
B. inability
C. disability
D. non-ability

Answer: A

The correct noun meaning a lack of ability or power to do something is 'inability'. 'Disability' refers to a physical or mental impairment, while 'inability' and 'non-ability' are not standard English words.

30. Have you visited Billi? She is just _____ an illness. (1)

- A. Going over
B. ✓ **getting over**
C. getting under
D. getting out of

Answer: B

The phrasal verb 'get over' means to recover from an illness or difficult experience.

31. Chinese looks like Japanese, but actually the two language are dissimilar (1)

- A. related
B. difficult
C. ✓ **different**
D. distracting

Answer: C

The word 'dissimilar' means not similar, which is synonymous with 'different'.

32. We decided to call on and see for ourselves what is going on in the company. Report show that productions are steadily on the decline. (1)

- A. ✓ **Pay a visit**
B. give a call
C. write back
D. send delegates

Answer: A

The phrasal verb 'to call on' means to visit someone or an organization.

33. Anyone contravening these rules would be out of the game. So, make up your mind before you join in. (1)

- A. ✓ **breaking**
B. doubting
C. distrusting
D. intervening

Answer: A

To 'contravene' a rule, regulation, or law means to breach, violate, or break it.

34. One main problem faced by national parks and game reserves in East Africa is poaching. (1)

- A. ✓ **Illegal killing**
B. game watching
C. wildlife coaching
D. unlawful catching

Answer: A

'Poaching' refers to the illegal hunting, capturing, or killing of wild animals, particularly in protected areas like national parks.

35. I often can't stand people who always complain. They get on my nerve. (1)

- A. See
B. tell
C. take
D. ✓ **tolerate**

Answer: D

The idiom 'can't stand' means to strongly dislike or be unable to tolerate someone or something.

36. I hear they have fallen out over who their daughter should marry. (1)

- A. ✓ **Quarrelled**
B. discussed
C. came to terms
D. remained undecided

Answer: A

The phrasal verb 'fall out' means to argue or quarrel with someone, often leading to a damaged relationship.

37. I am going to tidy up this house tomorrow morning (1)

- A. paint
B. ✓ **clean**
C. renew
D. changeable

Answer: B

To 'tidy up' means to make a place neat and organized, which corresponds best to 'clean'.

38. Melat has done this _____ she was 20 . wouldn't it now be sensible to promote her to a management position? (1)

- A. Yet
B. from
C. ✓ **since**
D. still now

Answer: C

'Since' is used with the present perfect tense to indicate the starting point of an action that continues up to the present.

39. Please ask if they haven't mailed the document . It should be here by Monday. (1)

- A. ✓ **Yet**
B. now
C. still
D. still now

Answer: A

The adverb 'yet' is used at the end of negative statements and questions to refer to an event that has not happened up to the present time.

40. He has secured his visa and everything necessary for his travel. They say he _____ move to the USA. (1)

- A. May
B. will
C. might
D. ✓ **is going to**

Answer: D

'Is going to' expresses an intention or a plan that has already been arranged and prepared, evidenced by securing the visa and travel necessities.

41. They _____ St.Gabriel church, Dire Dawa; for the last ten years. It seems they are going to do the same this year too. (1)

- A. Visited
B. did visit
C. had visited
D. ✓ **have visited**

Answer: D

The present perfect tense ('have visited') is used with 'for the last ten years' to show an action that began in the past and continues to the present, especially with the intent to continue.

42. It would be embarrassing _____ the truth. The good thing was that no one told her what had happened. (1)

- A. Is she to find out
B. has she to find out
C. had she to find out
D. ✓ **were she to find out**

Answer: D

'Were she to find out' is an inverted second conditional structure functioning as 'if she were to find out', which matches the conditional modal 'would be' in the main clause.

43. In my opinion, he has _____ come in contact with her. Listen! He could not have raped her. (1)

- A. Just
C. ✓ never
B. ever
D. barely

Answer: C

'Never' fits the context of total denial to support the claim that he could not have committed the crime.

44. _____ in the country can you find people free of such bias. Better take it as a norm and live with it. (1)

- A. ✓ Nowhere
B. Anywhere
C. Somewhere
D. Every where

Answer: A

Negative adverbs of place like 'Nowhere' trigger subject-auxiliary inversion ('can you find') at the beginning of a sentence.

45. I understand _____ of us is responsible. We were out of town when it happened. (1)

- A. All
B. both
C. either
D. ✓ **neither**

Answer: D

'Neither' means not one nor the other of two, takes a singular verb ('is'), and makes logical sense because being out of town proves innocence.

46. When the king comes to visit, they allow _____ beggar on the streets of the city. They want to appear as if they don't have one. (1)

- A. ☒ No
C. none
- B. all
D. every

Answer: A

The determiner 'no' directly modifies the singular countable noun 'beggar' to mean 'not any beggar'. 'None' is a pronoun and cannot directly modify a noun.

47. Now that Mom is gone, I don't have anyone _____ about my future plan. (1)

- A. Talk B. talks
C. ✓ to talk to D. talking to

Answer: C

An infinitive phrase with a preposition ('to talk to') is required to post-modify the pronoun 'anyone' ('talk to someone about something').

48. She _____ if that happened to her again (1)

- A. cries
B. will cry
C. ✓ would cry
D. would have cried

Answer: C

This is a second conditional sentence: the condition clause uses the past simple ('happened'), so the main clause requires 'would' + base verb ('would cry').

49. Listen to this great piece of music. You_____ it. (1)
- A. Enjoy
B. ✓ **will enjoy**
C. are enjoying
D. are going to enjoy

Answer: B

We use 'will' to make predictions based on personal belief or opinion about what someone will like or experience.

50. By the year 2020, the cure for both HIV/AIDS and Ebola_____. (1)
- A. was discovered
B. will be discovered
C. had been discovered
D. ✓ **will Have been discovered**

Answer: D

The time marker 'by the year 2020' (viewed from 2007 EC / 2014-2015 GC) requires the future perfect passive form, 'will have been discovered'.

51. If I come late one more time, my teacher _____ not let me in. (1)
- A. can
B. does
C. ✓ **will**
D. must

Answer: C

This is a first conditional sentence (If + present simple, will + base form). Therefore, 'will' correctly completes the main clause.

52. Sara isn't_____she used to be. (1)
- A. a good singer as
B. as a good singer
C. ✓ **as good a singer as**
D. so good a singer than

Answer: C

When an equative comparison modifies a singular countable noun, the correct word order is 'as + adjective + a/an + noun + as' (as good a singer as).

53. Had they sought assistance, we_____ sent out life savers. We don't understand why they chose to keep silent. (1)
- A. had
B. have
C. will have
D. ✓ **would have**

Answer: D

This is an inverted third conditional ('Had they sought' = 'If they had sought'), which takes 'would have + past participle' in the main clause.

54. They took her to the dentist_____she could get some help (1)
- A. ✓ **so**
B. that
C. consequently
D. in order to

Answer: A

The conjunction 'so' is commonly used interchangeably with 'so that' to express purpose followed by a subject and modal ('she could get'). 'In order to' must be followed directly by a base verb.

55. She started seeing him as soon as we left. This means: (1)
- A. she was seeing him shortly before we left.
 - B. ✓ **She started seeing him shortly after we left.**
 - C. She started seeing him long after we left.
 - D. She started seeing him just as we are leaving.

Answer: B

'As soon as' denotes an event happening immediately or shortly after another event occurs.

56. _____ it rained heavily, we had to cancel our trip. The road was too muddy. (1)
- A. ✓ **Since**
 - B. However
 - C. As a result
 - D. Because of

Answer: A

'Since' functions as a subordinating conjunction of cause followed by a full clause ('it rained heavily'). 'Because of' requires a noun phrase.

57. I have been trying to give up smoking for years now: I wish I _____ in the first place. (1)
- A. never started
 - B. ✓ **had never started**
 - C. have never started
 - D. was never starting

Answer: B

Regrets about an event in the past are expressed with 'wish' followed by the past perfect tense ('had never started').

58. I know I was _____ in the field, but not exactly where. (1)
- A. nowhere
 - B. anywhere
 - C. every where
 - D. ✓ **somewhere**

Answer: D

'Somewhere' is used in affirmative sentences to indicate an unspecified or unknown location, fitting the phrase 'not exactly where'.

59. Not all the seats in the exam hall _____ taken yet. (1)
- A. has
 - B. ✓ **are**
 - C. were
 - D. have

Answer: B

With the plural subject 'seats', a passive construction is required. 'Are' combines with the past participle 'taken' to form the present passive, whereas 'have' or 'has' would require 'been'.

60. If disaster _____, we must take action now to reduce the size of the world's population. (1)
- A. avoided
 - B. ✓ **is to be avoided**
 - C. will be avoided
 - D. has been avoided

Answer: B

The 'be + to-infinitive' structure in an if-clause ('is to be avoided') expresses a precondition or desired goal that necessitates the action in the main clause.

61. _____ receiving his B.A., he went to graduate school for tow years. (1)
- A. Since
B. ✓ after
C. when
D. while

Answer: B

'After' correctly introduces the prepositional/participial time phrase indicating that receiving his B.A. happened prior to attending graduate school.

62. The building collapsed_____three firefighters. (1)
- A. kill
B. kills
C. killed
D. ✓ killing

Answer: D

The present participle 'killing' introduces a participle clause showing the immediate result or consequence of the main clause event.

63. Belay: My house has been broken into. I am thinking of hiring security. Amare:_____ (1)
- A. when does that happen?
B. ✓ **You may also report to the police.**
C. Why do they do such a nasty thing?
D. In fact, that happens to a number of people.

Answer: B

Recommending that the victim also notify law enforcement ('You may also report to the police') is the most constructive and appropriate conversational response.

64. Lemlem: I won a DV lottery. I'm leaving. Ayantu: (1)
- A. I hear so many people did.
B. ✓ **You are lucky. All the best!**
C. We should have tried it ourselves.
D. Several people have benefitted from it.

Answer: B

'You are lucky. All the best!' is the natural conversational expression offering congratulations and well wishes for an upcoming departure.

65. Shito: we're going to Lalibela for a tour Next week. Isn't that marvellous? Aster: (1)
- A. It might take a few days to get there.
B. When are you planning to come back?
C. Why do people spend money going around?
D. ✓ **Brilliant. You may also consider seeing BahirDar.**

Answer: D

'Brilliant. You may also consider seeing BahirDar' directly agrees with the excitement ('Isn't that marvellous?') and offers a helpful travel suggestion.

66. Sosina:_____ Nigisti: it may be good to see a doctor. (1)
- A. How about my back?
B. ✓ **My back is aching. What shall I do?**
C. My back seems to be improving a lot.
D. I have finished the tablets for my back.

Answer: B

Nigisti's advice to consult a physician directly answers Sosina's complaint and request for advice: 'My back is aching. What shall I do?'

67. Abebe: let us contribute to the building of the Renaissance Dam You:_____ (1)

- A. ✓ **Splendid! I can't agree more.** B. I was really proud when I visited it.
C. What is the position of Egypt now? D. How much if it has been completed?

Answer: A

'Splendid! I can't agree more' expresses strong agreement with Abebe's suggestion to contribute to the dam project.

68. Secretary: how do yo do, sir? Vistor:_____ (1)

- A. ✓ **How do you do?** B. I am fine. How are you?
C. I am fine. How do you do? D. Very well, how do you do?

Answer: A

In formal English, the conventional and idiomatic reply to the greeting 'How do you do?' is simply 'How do you do?'.

69. Shop assistant: What can I help you? Customer: _____ (1)

- A. ✓ **I am just looking.** B. I don't need any help.
C. You don't have to worry. D. Can you give me a jacket?

Answer: A

'I am just looking' is the standard polite response given by a customer in a store who does not require immediate assistance from a shop assistant.

70. Babi:_____ Helen: As a matter of fact, it is expensive (1)

- A. did you buy the jacket? B. You have a new shirt on!
C. ✓ **Look at this! Only 300 birr** D. clothes these days are fashionable

Answer: C

Helen's phrase 'As a matter of fact, it is expensive' directly counters the speaker's implication in C that 300 birr is cheap ('Only 300 birr').

71. Ali:_____ Almaz: That sounds reasonable. (1)

- A. ✓ **Shall we go for coffee?** B. Did she buy a new purse?
C. Is Mimi doing her homework? D. Isn't Abera coming this evening?

Answer: A

'That sounds reasonable' is a natural response accepting or approving a proposal or suggestion, such as 'Shall we go for coffee?'.

72. Bulti: The enemy is approaching. We have to evacuate soon. Gebrai:_____ (1)

- A. who else is evacuating?
B. This area is ideal for them.
C. ✓ **Perhaps, we might need to do that.**
D. I think, they have soldiers in excess of us.

Answer: C

Bulti suggests that they need to evacuate, and Gebrai's reply 'Perhaps, we might need to do that' directly addresses and considers that proposed action.

73. Sori: it has been wet all day. We just couldn't go out. Hori:_____ (1)

- A. wet days can be freezing. B. ✓ **It was so boring, wasn't it?**
C. I know. This is your holiday. D. Did you want to go to work?

Answer: B

Hori sympathizes with Sori being stuck indoors all day due to the rain by asking 'It was so boring, wasn't it?'.

74. Biritu: The prime minister passed away. The news was on the radio. Gelane:_____ (1)

- A. who said that he did? B. ✓ **It could be true, I know he was ill.**
C. His supporters like him very much. D. He was so popular with his people.

Answer: B

'It could be true, I know he was ill' is the most logical and coherent reaction to the breaking news of someone passing away.

75. Teacher: what time do you go to bed? Student: _____ (1)

- A. very late. B. very early.
C. After dinner. D. ✓ **At ten o'clock.**

Answer: D

A direct question asking 'What time...?' expects a specific clock time as the answer, making 'At ten o'clock' the best choice.

76. Your Mom: whose are all these glasses? You: they're ours,_____ (1)

- A. we're going for a walk soon.
B. ✓ **We're having a party tonight.**
C. We're going on holiday tomorrow.
D. We're playing tennis this afternoon.

Answer: B

Having many glasses out is logically explained by preparing for an event where drinks are served, such as 'We're having a party tonight.'

77. Kedija: we've got loads of homework tonight, haven't we? Fayine:_____ (1)

- A. ✓ **Yes, in three subjects.** B. No, they're all easy.
C. Ok. shall we start now? D. Ok. let's start with maths.

Answer: A

'Yes, in three subjects' directly and grammatically answers the confirmation-seeking tag question about having a large amount of homework.

78. Ojulu: would you join us for dinner? We are eating out. Bereket:_____ (1)

- A. why do you want that? B. ✓ **Of course, very happily**
C. Restaurants are mushrooming D. we went to the Hilton last time

Answer: B

Option B is a polite and enthusiastic acceptance of an invitation to dinner. The other options are irrelevant or uncooperative.

79. Bontu: inflation is still on the rise in this country. Don't you think so? Chaltu: _____ (1)

- A. ✓ **I am afraid, it is not.** B. Is that still a double digit?
C. What did you buy these days? D. How about demand-supply balance?

Answer: A

'Don't you think so?' asks for an opinion or agreement; 'I am afraid, it is not' politely expresses disagreement with the statement that inflation is on the rise.

80. Liu: we really enjoyed our stay with you. Good food, good hospitality! Feven: _____ (1)

- A. ✓ **I am happy you did.** B. Thank you very much.
C. We also liked the food D. we are so pleased to meet you.

Answer: A

When guests express that they enjoyed their stay, a host customarily responds with 'I am glad/happy you did.'

81. Alemu: she has a bad headache. She always suffers. Densamo: _____ (1)

- A. I hate headaches. B. ✓ **Shall we give her pain killers?**
C. Has she been working for long? D. Headaches are sometimes so bad.

Answer: B

Offering a practical suggestion or solution ('Shall we give her pain killers?') is the most supportive and constructive response to someone in pain.

82. Stranger: how can I get to the nearest cash point? Resident: _____ (1)

- A. why do you ask?
B. You will need to walk fast.
C. There is a bank around AratKilo.
D. ✓ **Go straight and turn left before the light.**

Answer: D

The stranger asks 'how can I get to...!', which requests directions; option D correctly provides clear route directions.

83. Teacher: how far is the school from your home? Student: _____ (1)

- A. ✓ **3kms.** B. 2hours.
C. I often arrive. D. I always travel by bus.

Answer: A

'How far' asks for physical distance, making '3kms.' the correct answer.

84. You: _____ Your friend: In Gambella. (1)

- A. Where did your parents go? B. ✓ **Where do your parents live?**
C. Do your parents live in Gambella? D. How often do you see your parents?

Answer: B

The answer 'In Gambella' indicates a location of residence. Question A would typically elicit 'To Gambella' because of the movement verb 'go'.

85. Boss: when will you be able to get back to work? Employee: _____ (1)

- A. of course, I will. B. ✓ **In a week or two.**
C. I'm going abroad. D. Yeah, I will be back.

Answer: B

The question begins with 'When', requiring a time-related response, which is provided by 'In a week or two.'

86. Tourist: excuse me, do you know where a coffee shop is? Taxi driver: _____ (1)

- A. I actually like tea. B. ✓ **Sorry, I don't live around here.**
C. No, thanks. I had my coffee after lunch. D. Coffee shops around here are expensive.

Answer: B

When unable to give directions, it is standard and polite to apologize and explain that you are unfamiliar with the area ('Sorry, I don't live around here').

87. Teacher: Sara: As often as I can. (1)

- A. Do you go to the cinema? B. Can you go to the cinema?
C. When did you go to the cinema? D. ✓ **How often do you go to the cinema?**

Answer: D

The phrase 'As often as I can' answers a question about frequency, which is asked using 'How often'.

88. Friend: You: It's Ok. It's enough to live on (1)

- A. is it a good job? B. What's your job like?
C. Do you like your job? D. ✓ **How much do you earn?**

Answer: D

The response 'It's enough to live on' refers to income or salary, which directly answers the question 'How much do you earn?'.

89. You: why did you leave the party early last night? Rahel: _____ (1)

- A. ✓ **I didn't feel well.** B. I left at 2 o'clock.
C. I left with my husband. D. We had a great evening.

Answer: A

The question asks for a reason ('Why...'), and 'I didn't feel well' provides a valid reason for leaving early.

90. Uncle: when are you going to marry? You: _____ (1)

- A. ✓ **not until I'm 45.**
B. I'll have only two children.
C. I'm going to college next year.
D. I don't actually live here after marriage.

Answer: A

The question asks 'when', and 'not until I'm 45' specifies the time/age the speaker intends to marry.

91. Son: dad, can you tell me the year I was born? Dad: yes, _____ (1)

- A. ✓ **2007.** B. February
C. you're 10 years old. D. You're my first child.

Answer: A

The son asks for the year of his birth, and '2007' provides a specific year.

92. You: I know your favourite pastime. Your friend: _____ (1)

- A. ✓ **no, you don't.** B. No, you aren't.
C. I like swimming. D. I don't play tennis.

Answer: A

The statement 'I know...' is naturally challenged or replied to with the auxiliary verb 'do': 'No, you don't.'

93. Teacher:_____ Student: 50,000. (1)

- A. Do you know if this is a big town?
- B. Do 50,000 people live in this town?
- C. Do you know if this is a small town?
- D. ✓ **Do you know what the population of this town is?**

Answer: D

'50,000' is a figure representing a count of people, appropriately answering the embedded question about the town's population.

94. Teacher: how much time do you spend watching TV a day? Student:_____ (1)

- A. I like sports news.
- B. ✓ **Two hours on average.**
- C. I like the Simpsons very much.
- D. I don't watch most of the programs.

Answer: B

The question asks for an amount of time ('how much time... a day'), which is answered by 'Two hours on average.'

95. Which one of the following words is correctly spelt? (1)

- A. Surveyer
- B. ✓ **likelihood**
- C. occurrence
- D. unfortunately

Answer: B

96. which one of the following words is correctly spelt? (1)

- A. Plember
- B. Acadamy
- C. ✓ **Summary**
- D. Sufficent

Answer: C

'Summary' is spelt correctly. The other options are misspellings of 'plumber', 'academy', and 'sufficient'.

97. which one of the following words is correctly spelt? (1)

- A. Consience
- B. ✓ **conscience**
- C. conciousness
- D. consiousness

Answer: B

'Conscience' is correctly spelt with 'sc'. The other options misspell 'conscience' (A) or 'consciousness' (C, D).

98. we can easily see from these few examples the extent of foreign influences on our language, our arts and our arts and our eating habits. This is most likely taken from the_____ section of an essay. (1)

- A. Body
- B. details
- C. ✓ **conclusion**
- D. introduction

Answer: C

The phrase 'we can easily see from these few examples...' synthesizes previous evidence and draws a broader final deduction, which is typical of an essay's conclusion.

99. At least half of the first year students surveyed reported adopting writing strategies that involved the use of their first language. This could be a typical example of a research report based on a research topic entitled: (1)
- A. ✓ **First Year Students' Writing Strategies.**
 - B. First Year students' First Language Use.
 - C. First Year students' First Language in Writing
 - D. First Year students' Strategies of Using First Language

Answer: A

The finding reports a specific strategy (using the first language) identified among students, fitting under an overarching investigation of 'First Year Students' Writing Strategies.'

100. During the last century vaccination programs were introduced in most countries around the world. Before this, thousands of people, especially children, used to die of infectious diseases every year. This is most likely taken from the _____ section of an essay. (1)
- A. Body
 - B. details
 - C. conclusion
 - D. ✓ **introduction**

Answer: D

Providing historical context and general background information about a topic is characteristic of the introduction of an essay.

101. We climbed the mountain and decided to rest for a while. The top of the mountain was all covered with something that looked like clean "shema". Some of us were experiencing snow for the first time.. This is taken from a piece of writing that is most likely: (1)
- A. narrative
 - B. expository
 - C. ✓ **descriptive**
 - D. argumentative

Answer: C

102. we crept down the hill and made sure there was no sign of ISIL. We congratulated each other thinking we had eventually cleared the area. Then in no time.. this is taken from a piece of writing that is most likely: (1)
- A. ✓ **narrative**
 - B. expository
 - C. descriptive
 - D. argumentative

Answer: A

The passage recounts an unfolding series of past events and actions in chronological order, making it narrative in nature.

103. Basketball is fast-paced and requires the body to run, turn, twist, pass, jump, aim and shoot, all at high speeds and for long periods of time. This is most likely part of a writing that is _____ in nature (1)
- A. narrative
 - B. descriptive
 - C. ✓ **expository**
 - D. argumentative

Answer: C

The sentence provides factual, informative details explaining the physical requirements and nature of basketball, which is characteristic of expository writing.

104. which one of the following sentences is correctly punctuated? (1)

- A. I can choose to study medicine or. I may join engineering science.
- B. I can choose to study medicine: or I may join engineering science.
- C. ✓ **I can choose to study medicine, or I may join engineering science.**
- D. I can choose to study medicine: or I may join engineering science.

Answer: C

A comma is correctly used before the coordinating conjunction 'or' to link two independent clauses. Options B and D incorrectly use a colon, while option A incorrectly places a period before the conjunction.

105. Which one of the following sentences is correctly punctuated? (1)

- A. Not surprisingly, universities all over the world, follow similar rules.
- B. Not surprisingly universities all over the world, follow similar rules
- C. ✓ **not surprisingly, universities all over the world follow similar rules.**
- D. Not surprisingly; universities all over the world follow similar rules

Answer: C

Option C correctly sets off the introductory adverbial phrase with a comma and ends with a period, without improperly placing a comma between the subject and verb as in options A and B.

106. which one of the following sentences is correctly punctuated? (1)

- A. The receptionist said, "The doctor is unavailable right now. Please wait"
- B. The receptionist said "The doctor is unavailable right now. Please wait."
- C. The receptionist said, " the doctor is unavailable right now, please wait."
- D. ✓ **The receptionist said, "The doctor is unavailable right now. Please wait."**

Answer: D

In direct speech, a comma precedes the opening quotation mark, the quoted sentence begins with a capital letter, and the closing period is placed inside the quotation marks.

107. which one of the following sentences is **WRONGLY** punctuated? (1)

- A. She goes to Axum University in Tigray.
- B. ✓ **We are from Samara Afar Regional state.**
- C. He comes from Jimma, Oromia Regional State.
- D. They bought it from Azezo, a suburb in Gonder.

Answer: B

Option B is wrongly punctuated because it lacks a comma between the town ('Samara') and the region ('Afar Regional State'), unlike the correct pattern modeled in option C.

108. Which one of the following sentences has a correct punctuation? (1)

- A. Father said, " Abera keep quiet!"
- B. Father said, Abera, "Keep quiet!"
- C. Father said, "Abera, keep quiet!"
- D. ✓ **Father said, "Abera, keep quiet!"**

Answer: D

109. which one of the following is most likely an opening to your application for a job? (1)

- A. Hello Sir
- B. Greetings
- C. ✓ Dear Sir
- D. Dear Mr. Manager

Answer: C

'Dear Sir' is the standard formal salutation for a job application letter when the recipient's name is unknown. 'Hello Sir' and 'Greetings' are overly informal, and 'Dear Mr. Manager' is non-standard.

110. which one of the following sentences is most likely taken from descriptive writing? (1)

- A. We were walking around the apartment
- B. there were people who cleaned the apartment daily
- C. ✓ the apartment was so attractive when seen from distance
- D. they were renovating the apartment when we had our meeting.

Answer: C

Descriptive writing portrays sensory impressions and characteristics, such as how the apartment appeared from a distance. The other options describe actions and events, which are characteristic of narrative writing.

111. We climbed the mountain and decided to rest for a while. In the meantime, we had some snack and continued walking around--- This is taken from a piece of writing that is most likely: (1)

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

Answer: A

The text relates a chronological sequence of actions ('climbed', 'decided to rest', 'had some snack'), which is the defining feature of narrative writing.

112. the most appropriate closing for a letter to your old college mate is: (1)

- A. sincerely
- B. truly yours
- C. ✓ bye for now
- D. faithfully yours

Answer: C

A letter to an old college peer is personal and informal, making 'bye for now' the most suitable complimentary close. The other options are formal closures suited for business correspondence.

113. I respectfully request you to consider making this a priority for our organization. (1)

- A. Social
- B. informal
- C. ✓ business
- D. friendly

Answer: C

The formal vocabulary and respectful tone ('respectfully request', 'priority for our organization') are typical of professional business correspondence.

— END OF MARKING KEY —