

*Ethiopian University Entrance Examination (EUEE)
English*

Ginbot 2008/May 2016

BOOKLET CODE: 14

Number of Items: 120

SUBJECT CODE: 01

Time Allowed: 2 hours

SECTION ONE: Word Order (1 - 5)

DIRECTIONS: The following words are **NOT** in the proper order. When put in the right order, they make correct English sentences. From the given alternatives, choose the one that is correct and **blacken** the letter of your choice on the separate answer sheet provided.

1. I the she like herself carries way.
 - (A) I like the way she carries herself.
 - (B) I like herself the way she carries.
 - (C) She carries herself I like the way.
 - (D) The way she carries herself I like.

2. what us could they someone tell up are to?
 - (A) What could they tell someone are up to us?
 - (B) What are they up to tell us someone could?
 - (C) Could someone tell us what they are up to?
 - (D) Could they tell someone what up to us are?

3. feelings has difficult to it been her know real always.
 - (A) To know her difficult feelings it has always been real.
 - (B) It has always been to know her real difficult feelings.
 - (C) It has always been real difficult to know her feelings.
 - (D) It has always been difficult to know her real feelings.

4. Miles did swim two yesterday she?
 - (A) Did she yesterday swim two miles?
 - (B) Did two miles she swim yesterday?
 - (C) Did yesterday she swim two miles?
 - (D) Did she swim two miles yesterday?

5. plane I by traveling hate.
 (A) By plane I hate traveling.
 (B) Traveling by plane I hate.
 (C) I hate traveling by plane.
 (D) I hate by plane traveling.

SECTION TWO: Paragraph Coherence (6 – 11)

DIRECTIONS: When put in the correct order, sentences a-e in questions 6-11 make up a complete paragraph. From the alternatives given A-D, choose the letter that contains the correct order of the sentences and **blacken** the corresponding letter on the separate answer sheet provided.

6. a. One is the image others have of you.
 b. Another cause of self-concept comes from social comparisons.
 c. There are several reasons for your self-concept.
 d. Comparing your test scores is a good example of a social comparison.
 e. If those you love and respect think highly of you, you will see a positive self-image reflected in their behaviors.

(A) c e a d b

(C) b d a e c

(B) c b d e a

(D) c a e b d

7. a. What do they really want to see as society continues to evolve?
 b. According to the study, two-thirds of women strongly agree that physical attractiveness is about how one looks.
 c. How are women of the world defining beauty?
 d. A recent research study yields some interesting views of women about beauty.
 e. Yet, they also agree that beauty involves much more.

(A) c e d a b

(C) c a d b e

(B) d e a c b

(D) e d a b c

8. a. Other reasons include expectations of roles and the structure of the family.
b. There is uniqueness in each family's problem solving style.
c. One reason for a family's decision style is learned behavior.
d. Families have distinct styles of making decisions.
e. There reasons for these differences vary from family to family.

(A) e a c b d (C) a d c e b
(B) d b e c a (D) c b a d e

9. a. So, you don't need to own a car.
b. Primarily, it is often easier to find work.
c. Living in a city has a number of advantages.
d. There is also a good choice of public transport.
e. Further, there are a lot of interesting places to see.

(A) c b d a e (C) c b d e a
(B) b d a e c (D) c e d a b

10. a. Some of them, however, have feasible solutions.
b. Finding renewable energy source is highly desirable.
c. Unfortunately, however, the technology is still at its infancy.
d. Even then, depending entirely on such energy source would be a mistake.
e. Every potential source of renewable energy seems to have some problems.

(A) b d c a e (C) b e a c d
(B) b c e a d (D) b c d e a

11. a. Actually, the industry seems to lack effective leadership.
b. This is because commercial advertising is reportedly poor.
c. In others, however, it is growing whilst markets are in decline.
d. That left the titles heavily dependent on a blend of advertising.
e. Newspaper environment in some countries has remained static.
- (A) e c b d a (C) e c b a d
(B) e a c d b (D) e b a d c

SECTION THREE: Reading Comprehension (12-25)

DIRECTIONS: Read the following passages carefully and answer the questions according to the information therein. Each question has four choices, **A-D**. Choose the best alternative and **blacken** the letter of your choice on the separate answer sheet provided.

PASSAGE I

1. The large, bulky bus slowed as it turned onto a long, narrow bridge. The bridge led to an obscure island in the distance and was lined with dimly lit street lamps. The vibration, caused by the bus rolling over the planks of the bridge, startled me out of my listless sleep. I cupped my hands around my eyes and peered out of the dust covered window. All that was visible, as far as I could see, was the somber water leisurely moving below the bridge. Little did I realize that this bridge was the beginning of my passage from boyhood to manhood in the Marines.
2. Suddenly, the interior bus lights flashed on. I had to blink several times to adjust my eyes to the unexpected flow of bright light. A husky darkly tanned man stood up and faced the group of boys on the bus. He was immaculately dressed in a sharply pressed uniform, with rows of ribbons and badges over his left pocket. The bus jerked to a

stop, and the man who stood up introduced himself as the drill instructor. Then I and the rest of the boys on the bus were issued the first of many commands: "Recruits, get off the bus, NOW! Move, move, move!"

3. I joined the ranks of many other boys coming off the bus, and they all moved through the small door leading to the receiving barracks. Glancing at the sign above the door, I silently read to myself: "THROUGH THIS PORTAL PASS PROSPECTS FOR THE WORLD'S FINEST FIGHTING FORCE: THE UNITED STATES MARINE CORPS." This was it. The process of becoming a Marine was beginning for me, and I couldn't turn back now.
4. The first few weeks were the toughest. The drill instructors concentrated on breaking down the morale and hard fast habits of all the recruits in our group. I had to learn to start living all over; I had to learn how to dress, eat, even go to the bathroom. I learned that every action of the day was limited to a certain time period. When it was time for chow, all of us recruits marched to the chow hall together. Inside the chow hall every recruit carried all the trays, plates and utensils the same way. We were taught how to fold our clothes, brush our teeth, and make a bed (known as a rack). There was even a specific form of vocabulary we were instructed to use. We were also introduced to the basics of military life which included marching, shining boots and the use of a rifle (never called a gun).
5. The first phase examined the recruits' mental processes and was the hardest emotionally. The second phase began to test our physical abilities. Day after day was spent running in the scorching heat, with a ten pound backpack on my back. I quickly learned that the purpose of running is more than just exercise: it is **for the sake of staying alive**. I and my group learned how to repel off seventy-five foot towers, crawl through live mine fields, run through obstacles courses, and tread water.

6. Boot camp became progressively harder as I moved from the second phase of training to the third phase of actually performing certain procedures. All the recruits in my group had to fire their rifles and pistols, throw live grenades, and successfully complete their individual combat training courses. Several recruits began to drop out in the third phase due to the stress and difficulty of this stage. I began to see changes occurring in my life. I was becoming physically fit, more confident, and proficient in a leadership role.
7. I had made it through the process of becoming a Marine, an accomplishment not everyone can claim. I had also achieved a personal goal that changed me from a boy to an independent man. I had become a Marine.

Source: Cahsee Language Arts, Sample Chapters

DIRECTIONS: Answer questions 12-19 based on the information in the above reading passage.

12. What does the writer convey across in Paragraph 4?
- (A) That doing things at the right time is important.
 - (B) That life at the training centre was so complicated.
 - (C) That the recruits did not know how to lead their life.
 - (D) That the recruits had to learn when and how to do things.
13. What does "for the sake of staying alive" (Paragraph 5) mean?
- (A) To adapt to Marine life.
 - (B) To keep oneself fit and healthy.
 - (C) To become physically able and strong.
 - (D) To be able to escape from risky situations.
14. Which one of the following is **NOT** true about the writer in Paragraph 6?
- (A) He found the third phase even more difficult.
 - (B) Unlike his friends, he didn't have to fire his rifle.
 - (C) He took part in the individual combat training course.
 - (D) He could withstand the stress and difficulty of that stage.

15. Which one of the following could be the most appropriate title of the passage?
- (A) The Making of a Marine
 - (B) Training Phases in the Marine
 - (C) Difficulties in Marine Training
 - (D) The Life of Marines in the USA
16. According to Paragraph 1, what awakened the writer out of his sleep?
- (A) The street lamps.
 - (B) The planks of the bridge.
 - (C) The slowing down of the bus.
 - (D) The jerking movement of the bus.
17. What is the paradox that one can think of in Paragraph 2 with regard to Marines' life style?
- (A) Introducing oneself and then issuing commands.
 - (B) Wearing immaculate dresses and being a drill instructor.
 - (C) Enjoying immaculate dresses and obeying listless commands.
 - (D) Putting on a sharply pressed uniform and wearing ribbons and badges.
18. What does the phrase, "I couldn't turn back now" (end of Paragraph 3) imply?
- (A) That he felt like quitting and going home.
 - (B) That he couldn't get permission to go back.
 - (C) That he has no intention of quitting and going back.
 - (D) That the process of becoming a Marine has now started.
19. The recruits had to learn how to dress, eat and even go to the toilet because they
- (A) were all spoiled children.
 - (B) had to learn Marines' discipline.
 - (C) didn't know how to do such routines.
 - (D) were previously trained in a wrong way.

4. Dr. Benjamin price who sees at least one case of child abuse a week in Einstein Hospital's pediatric clinic or emergency room, believes that "parenting" should be a compulsory subject within the educational system. "If people were fully prepared to cope with the emotional demands of fatherhood or motherhood, many of these problems would slowly decrease," he said. "We can't forget emotional abuse. It is harder to diagnose, but can be just as destructive to the child as any of the more dramatic cases involving burns, bruises or broken bones."
5. Most physicians and social workers who were interviewed agreed that child abuse and neglect are on the upswing. However, it is without a doubt more visible and more publicized today, child abuse is not a new phenomenon. Infanticide, abandonment, beatings, mutilation—all are a part of the history of child abuse. During the industrialization of America, children as young as 5 years old worked 12 to 16 hours a day in factories and sweatshops. Such working conditions inspired the first welfare efforts to **stem** child abuse. In 1871, the first formally documented case of child abuse was recorded in New York City. Until then no intervention had legally been possible. Between 1962 and 1967, **all 50 states** passed laws requiring identification, reporting and treatment of child abuse by designated social service agencies. It was discovered, however, that these laws were not sufficient. During the 1970s, they were revised to legally bind all professionals who work with children, including doctors, nurses and teachers to report any suspected case of child abuse or neglect.

6. Low incomes or unemployment increase the chances of violence, and child abuse by 45 percent higher among **blue-collar** parents of either sex than among white-collar parents. There are no significant differences between black and white parents in the rate of abusive violence. However, Jewish parents are reported to have the lowest rate of violence. Members of minority religions have the highest. The likelihood of child abuse is lowered when both parents are of the same religion.

Source: Reading and Study Skills, Second Edition

DIRECTIONS: Answer questions 20-25 based on the information in the preceding reading passage.

20. According to Dr. Benjamin Price, what is the use of including parenting as a subject in the education system?
- (A) It decreases the emotional demands on fathers.
 - (B) It emotionally prepares people for parenthood.
 - (C) It possibly decreases the frequency of child abuse.
 - (D) It helps mothers to contain their emotional feelings.
21. What contradiction do we see between the first two sentences at the beginning of Paragraph 5?
- (A) That child abuse is neglected but is not a new phenomenon.
 - (B) That different professionals were interviewed but the problem is visible.
 - (C) That professionals could not help but the problem has been there for long.
 - (D) That child abuse is increasing but is more publicized today than in the past.
22. What kind of parents are "blue-collar" parents (Paragraph 6)
- (A) Officials
 - (B) Jobless ones
 - (C) Professionals
 - (D) Manual labourers

23. In Paragraph 2, what does "... a quiet revolution has been occurring," mean?
- (A) No more closed-door child abuses are exercised.
 - (B) Cases of suspected child abuse are being reported.
 - (C) The rate of child abuse has been decreasing recently.
 - (D) Professionals have managed to stop child abuse everywhere.
24. Which of the following best expresses the view of the spokeswoman in Paragraph 2?
- (A) Child abuse has now received adequate attention.
 - (B) A significant job has been done to curb child abuse.
 - (C) We still have long way to go to eliminate child abuse.
 - (D) Philadelphia schools are successful in controlling child abuse.
25. What does the word "they" in Paragraph 3 refer to?
- (A) People
 - (B) Families
 - (C) Mothers
 - (D) Themselves

SECTION FOUR: Vocabulary (26 - 44)

A. Completion (26-38)

DIRECTIONS: Questions 26-38 are incomplete sentences. There are four alternative words/phrases, A-D, given below each question. Choose the one that best completes each sentence and **blacken** the letter of your choice on the separate answer sheet.

26. Their _____ on their notes, instead of their memory, may cause many students a great deal of trouble when they take this exam.
- (A) reliance
 - (B) confidence
 - (C) brilliance
 - (D) relevance
27. Don't _____ my talents in the kitchen; I have a diploma in cooking.
- (A) undertake
 - (B) underpin
 - (C) underlie
 - (D) underrate

28. Although language is the main means of communication between peoples, the fact that so many languages have developed these days has often made language to act more as a barrier than a/an _____ to understanding among peoples.
(A) alarm (C) key
(B) aid (D) obstacle.
29. What a surprise! I just _____ an old friend I haven't met for ages.
(A) ran into (C) ran along
(B) ran over (D) ran towards
30. The Japanese love eating _____ fish; that is why dishes of uncooked fish called sushi or sashimi are available at most Japanese restaurants.
(A) clean (C) raw
(B) fresh (D) tropical
31. I have recently joined a campaign to _____ smoking in most public places in my town.
(A) fight (C) ban
(B) banish (D) abstain
32. Your handwriting is _____ I couldn't read it at all.
(A) illegal (C) illegible
(B) irregular (D) eligible
33. They tell me the whole family is illiterate which would mean it is _____
(A) unteachable (C) ignorant
(B) uneducated (D) unskilled
34. The party this round wasn't as lavish as it had been in the previous years. Drinks were particularly _____.
(A) mean (C) scanty
(B) unavailable (D) minimum

35. He is one of the exemplary elders in our *kebele*. He deserves due _____.
- (A) respect (C) respecting
(B) respectation (D) respectfulness
36. We were all _____ for the end of this misunderstanding; after all, they were intimate friends.
- (A) nervous (C) anxious
(B) ambitious (D) jealous
37. The residents _____ all details of the problem to the mayor and he promised to seek solutions.
- (A) put out (C) put up
(B) put over (D) put forward
38. Visiting a new country can be an exciting, even _____ experience.
- (A) heralding (C) distinguishing
(B) exhilarating (D) exacerbating

B. Substitution (39 - 44)

DIRECTIONS: Questions 39-44 each has an underlined word or phrase. There are four alternatives A-D given after each sentence. Choose one word or phrase that best keeps the meaning of the given sentence if substituted for the underlined word or phrase and **blacken** the letter of your choice on the separate answer sheet provided.

39. Teenagers declare their separateness from their parents by the way they dress and talk.
- (A) debate (C) say
(B) announce (D) denounce
40. I don't enjoy watching sports apart from football.
- (A) except (C) even
(B) including (D) let alone