

Part One: Reading Passage (17%)

Directions: Read the following text and answer the questions according to the given context.

- (1) The phenomenon of seasonal bird migration has been known about for thousands of years, but it is still not fully understood by scientists. Not all birds migrate, but generally speaking the more northerly the breeding ground, the more likely is it that a species will migrate south for the winter. The main reason for this annual shifting of residence is that during the northern winters food becomes **scarce** and the cold temperatures make survival difficult. Some species are well adapted to these harsh conditions, but for **those** that aren't, moving south to warmer conditions is advantageous.
- (2) Changes in the weather can trigger the start of the journey south, although birds in the Northern Hemisphere seem to know when it is time to migrate south before the winter. In some species at least, the changes in the length of the day cause glands in the birds' bodies to secrete hormones **that** produce other changes, which ready the birds for the long flight south. At this time, fat starts to **accumulate** under the skin, and this provides a store of energy for the long flight when they will be expending more calories flying than they can obtain during their brief rest stops.
- (3) In fact, bird-migration patterns are more complex than the simple pattern implied above. Birds that breed in the Southern Hemisphere migrate north to wintering grounds. Other birds travel on an approximately east-west path since milder climates can often be found in coastal areas of continental regions. Some birds find conditions more suitable at lower altitudes in a mountainous region and so migrate to lower levels in winter.
- (4) Perhaps the most mysterious and as yet not totally understood aspect of bird migration is how birds can navigate such long distances and arrive so **precisely** at their destination.
- (5) Various possibilities exist. *i. The most obvious explanation is that they learn the topographic* features of their route. ii. However, it is not feasible that this method could be used for crossing larger stretches of water or very long trips across whole continents. iii. Another possible explanation is that some birds may use magnetic fields. iv. Scientists ~~have~~ actually detected tiny crystals of magnetite in the olfactory* tract of some species, and homing pigeons have been shown to follow magnetic field lines of the Earth.*
- (6) A further possibility is that birds can detect the polarization patterns in sunlight. Some lightwaves from the sun are absorbed in the atmosphere, and some pass through. The resulting pattern of light waves forms a large bowtie-shaped image in the sky. The image has **fuzzy** ends and is sometimes

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Revised Answer Key for Communicative English Language Skills II (FLEn 1012)

Part II: reading comprehension

I: Multiple Choice Items (7%)

1. A
2. C
3. D
4. B

5. B
6. Bonus
7. Bonus

II: Matching Word Meaning (5%)

8. D
9. E
10. A

11. C
12. B

III: References (4 %)

13. Species that are not adapted to cold temperatures
14. Hormones
15. relative loss of birds' sense of direction
16. Methods

IV: Passage Summary: Questions 19 are discarded.

Part II: Grammar (21 %)

Section A: Modal Verbs

20. can
21. may
22. will
23. must ; may

24. will
25. must
26. will

Section B: Reported Speech (8%)

27. was
28. looked
29. had not made
30. was losing

31. could come to
32. would be
33. was coming
34. had cleaned up

Section C: Relative Clauses (6%)

35. whom
36. who
37. which

38. Bonus
39. where
40. Bonus

PART III. PARAGRAPH WRITING (13 %)

_____ 3. All of the bird migration patterns are mentioned in the passage **except** _____

- A. the migration north from the Southern Hemisphere
- B. the migration east or west toward milder climates
- C. the migration from mountainous regions to lower altitudes
- D. the migration from east to west towards hotter climates

_____ 4. It can be inferred that polarization patterns

- A. absorb sunlight
- B. are invisible at night
- C. are tied in the center
- D. cause a magnetic force

_____ 5. Why does the author mention Haidinger's brush?

- A. To understand the phenomenon
- B. To describe the pattern
- C. To explain what birds see
- D. To define the fuzzy ends

_____ 6. According to paragraph 6, how do some birds navigate during the night?

- A. By using a projection of the star positions
- B. By circling around the pole star
- C. By orientating themselves using the constellations
- D. By getting their bearings from a few visible stars

_____ 7. Which of the sentences below best expresses the essential information in the *italicized* (paragraph 5) sentence in the passage?

- A. *Birds needing to orientate themselves in the right direction seemed to use the information they get from the stars that rotate around Polaris.*
- B. *The pole star seemed to be used by birds to get the information they needed because they were able to orientate themselves using the star's rotation in the correct direction.*
- C. *Birds needing to correct the Polaris direction in which to orientate themselves seemed to use the fact that all stars rotate.*

D. The stars rotating in the correct direction around the pole star is what seemed to give the birds the information they needed for orientating themselves to Polaris.

II: Matching Word Meaning (5%)

Instruction: Match the meaning/s of the following words given under column 'B' to column 'A' as they are used in the reading passage (1% each).

A: Word/s

- _____ 8. scarce
- _____ 9. accumulate
- _____ 10. precisely
- _____ 11. fuzzy
- _____ 12. subjected

B: Meaning/s

- A. exactly
- B. exposed
- C. ambiguous
- D. limited
- E. build up

III: References (2%)

Instruction: According to the passage, what do the following words/pronouns refer to? (1/2 % each)

- 13. 'those' (paragraph 1 line 6) _____
- 14. 'that' (paragraph 2 line 3) _____
- 15. 'this' (paragraph 8 line 4) _____
- 16. 'some' (paragraph 9 line 2) _____

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IV: Passage Summary (3%)

Instruction: Complete the summary of the above passage by selecting the three answer choices that express the most important ideas (main ideas) in the passage (1% each).

- A. Birds' ability to detect gradations of polarization patterns in sunlight could give them a way for determining directions.
- B. Birds not only migrate north or south depending on which hemisphere they live in, but they also migrate along coastal regions or in and out of mountainous areas.
- C. The star patterns and the way the stars rotate around the fixed position of the pole star could

known as Haidinger's brush after the discoverer of the effect. The image is oriented in a north and south direction and is visible at sunset.

(7) Although birds may not see this shape, they can discern gradations of polarization, which give them a kind of compass for determining directions. Scientists believe that some birds navigate by use of star positions; this has been established with at least one species. In a series of studies, caged birds were subjected to the projection of the nighttime Northern Hemisphere inside a planetarium.

(8) However, some recent research contradicts this. Perhaps it is not the lack of movement of the pole star but rather the constellation patterns that guide them. It has also been found that when fewer stars were visible on the planetarium ceiling, the birds' sense of direction became poorer. And this, too, implies that the general star pattern does have some bearing on orientation.

(9) The current state of research suggests that all of the above-mentioned methods probably have an influence on bird migration. Different species use one, some, or even all methods at different times and in various situations.

Adapted from 'The Reading Bank'

I: Multiple Choice Items (7%)

Instruction: Choose the most appropriate alternative based on the information given in the passage (1% each).

_____ 1. In paragraph 1, it is understood that some birds don't migrate south in the winter because they

- A. are suited to the difficult conditions
- B. already live in warmer conditions
- C. live in areas that have an abundant food supply
- D. have difficulty surviving the frigid temperatures

_____ 2. According to paragraph 2, what are the results of changes in the weather?

- A. The change in the length of the day
- B. The secretion of hormones by the birds
- C. The onset of migration
- D. The expenditure of calories

- give birds the direction in which to navigate.
- D. Birds may use their knowledge of the features of the landscape, although this seems unlikely given the distances that birds migrate.
- E. Changes in both the weather and the length of day can cause the birds' bodies to make physical changes to prepare them for the long flights.
- F. The principal reason for birds to migrate is that most bird species are not adapted to the harsh winter conditions and the scarcity of food during that season.

17. _____ 18. _____ 19. _____

Part II: Grammar (23%)

Direction: Under this part, three grammar components are provided (modal verbs, reported speech and relative clauses) respectively. Read the instruction given under each section/s and answer the questions accordingly.

Section A: Modal Verbs (8%)

Instruction: Select the best alternative in the space that fits to each of the sentences given below.

20. I _____ (ought/ can) play a piano perfectly for I have got enough training. I have also practiced for the last three years before I come to Jimma University.
21. I have an appointment with my physician who treated me a day before. I still feel discomfort. My instructor, _____ (may/ shall /will) I go to visit my physician.
22. The group representative says to his classmates, "Don't worry. We _____ (have /had to/ will) discuss the issue to solve our problem."
23. We _____ (will/ must) work hard in order to score the best grade. However, if we do not do this, we _____ (may / have to/must) not be assigned in the field of study we dream.
24. **Physician:** What is your problem?

Patient: I am freshman student in Jimma University. I have a serious headache. _____
(Will / Should /Must) you help me, please?

25. **Physician:** You _____ (must/shall/ may/might) take two tablets twice a day for two weeks.
26. **Patient:** Thank you, doctor. I _____ (will /shall/ might) take the tablets as you told me.

Section B: Reported Speech (8%)

Instruction: Fill in the blank spaces with a verb in the correct tense.

Direct Speech: "I am very tired," said Dad.

27. **Reported Speech:** Dad said that he _____ very tired.

Direct Speech: "You look very beautiful, Tigest," said Mom.

28. **Reported Speech:** Mom told Tigest that she _____ very beautiful.

Direct Speech: The teacher said, "Abebe has not made any mistake."

29. **Reported Speech:** The teacher said that Abebe _____ any mistake.

Direct Speech: "I am losing my patience," said Aster.

30. **Reported Speech:** Aster said that she _____ her patience.

Direct Speech: "You can come to my house for dinner," Chala told Alemu.

31. **Reported Speech:** Chala told Alemu that he _____ his house for dinner.

Direct Speech: Dad said, "Hurry up or we will be late."

32. **Reported Speech:** Dad told us to hurry up or we _____ late.

Direct Speech: "The train is coming," said Ahmed.

33. **Reported Speech:** Ahmed said that the train _____

Direct Speech: "I have cleaned up my room," said the boy.

34. **Reported Speech:** The boy said that he _____ his room.

Section C: Relative Clauses (6%)

Complete the sentences with the most appropriate relative pronoun.

35. She was probably the hardest working student _____ I've ever taught. (whose/whom/who)

36. I have a friend _____ ran in the New York Marathon last year. (who/whom/whose)

37. The drugs, _____ are used to treat stomach ulcers, have been withdrawn from sale. (which/that/what)

38. Deraretu Tulu, _____ parents live in Arsi, won first prize in the competition.

39. This was the place _____ we first met. (which/where/that)

40. I could never understand why he got so annoyed. (that/what/why)

Part III: Paragraph Writing (10%)

Instruction: Select one of the three titles and write a paragraph 150-200 words on the space provided.

(A) The Impact of Mobile in Modern Society

(B) 'Acid Rain'

(C). 'Afforestation'

(D) The Impact of Covid-19 on Education

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