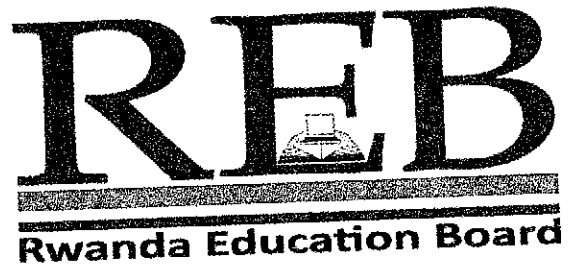


English I

003

11 Nov. 2016 2.00pm – 5.00pm



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2016

SUBJECT : ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

- 1) Write your name and index number on the answer sheet as written on your registration form.
- 2) Do not open this question paper until you are told to do so.
- 3) This paper consists of **FOUR** Sections **A, B, C** and **D**.

SECTION A: Comprehension and Vocabulary. (30 marks)

SECTION B: Grammar and Phonology. (45 marks)

SECTION C: Summary. (10 marks)

SECTION D: Composition. (15 marks)

- 4) Answer questions as instructed in sections A, B and C. Choose only **ONE** topic from Section **D**.
- 5) Use only blue or black pen.

SECTION A: COMPREHENSION AND VOCABULARY (30 MARKS).

Read the passage below and answer the questions that follow

Unemployment is one of the most formidable problems faced by developing countries. Ironically the reason for this seems to be education.

For centuries the hoe has supported an ever increasing population in Africa. A peasant population, with the help of modern agricultural techniques could easily continue to support peasants. It is simply a matter of each family producing a little more from its ancestral plot. What it cannot do is produce food that penniless town dwellers can afford.

To an aspiring African, a paper qualification is a passport to the good things in life: after all, isn't that how others got their solidly built bungalows with electricity, piped water supply, comfortable furniture, cars and transistor radios? And where better to acquire education and be within reach of these attractions than in towns? It is a very human recipe for disaster. In country after country in which the economy is based 80 or 90 percent on agriculture almost every young person is filled with the ambition of getting away from the land.

Perhaps one in twenty finds a satisfactory job, which is not surprising when one knows that in Kenya for example, there are fewer than 1 million jobs for the population of 10 million qualified people. But the next crop of youngsters notices only those who have made good, not the rest who have drifted into the slums-cauldron of unrest which from time to time bubble over violence.

The straight forward way out of such a dilemma would seem to be a widening of the economy and by industrialization to create more jobs in factories. This is not always easy in developing countries. Their capital resources are limited. Their products would have to compete in the world markets with those from wealthier nations. And to do this successfully, they would have to employ modern industrial techniques which are designed to save labour and to create extra jobs! For example, a West African country secured a contract for supplying confectionary groundnuts to Holland. Soon a hundred or so women were finding welcome employment in sorting the groundnuts. Now someone has invented an electric device which does the job quicker. The women will soon be out of work once again.

Cottage industries, i.e small workshops run by a few individual craftsmen, are often encouraged in these countries but they operate on such a small scale that no appreciable results have yet been achieved.

There remains agriculture. Politicians are coming to the unwelcome conclusion that in countries in which it is the major industry, it will still be so in the next twenty or thirty years. Providing an agricultural education or an agricultural

bias to a general education has been widely tried but it is not very successful. One country set up an agricultural training college to provide a three year course for youth who signed a document stating they would work on the land in their villages. Parents had to agree to provide the land. In the last term some were asked if they were going to work on the land.

"Oh yes," they agree cheerfully, 'but not just yet.' First we have to go to the town to get a job to repay our parents for our education, you see, we have young brothers to educate too.'

A high ranking official in the same country explained that once a boy is admitted to school or college where agriculture is taught as a subject with an examination at the end, he is lost to the land forever. Agriculture for him becomes just another academic subject in which he can obtain a certificate or degree which will entitle him to a white collar job in town.

The hard fact is that if those boys are lucky enough to get jobs as dock laborers for two months a year, they earn more than their brothers who work on the farm all year. Work on the land is considered drudgery with a hoe. The smart lads are those who escape; the ones who remain are the failures. Nothing will change until this set of values is reversed.

PART I : Comprehension (5marks)

Answer **TRUE** or **FALSE** after each statement as used in the passage.

- 1) Boys who work as dock laborers earn more than those who work on the farm.
- 2) Providing an agricultural education has been very successful.
- 3) Employment is the most formidable problem facing developing countries.
- 4) In Kenya there are enough jobs for the population of qualified people.
- 5) For many years the hoe has supported the increasing population of Africa.

PART II: Answer the following questions according to the text. (15marks)

- 1) Why is it difficult for developing countries to : (1mark)
 - a) widen the economy.
 - b) establish industries and create more jobs in factories. (1mark)

.....
- 2) Give two disadvantages of cottage industries. (2marks)
- 3) Mention three possible solutions to the problem of unemployment as discussed in the passage. (3marks)
- 4) Explain why boys don't like working on the land. (2marks)

.....

- 5) In the sentence, 'It is a very human recipe for disaster' what does 'it' refer to? (2marks)
- 6) According to the passage, what does the following phrases mean? (1mark)
- i) "...those who have made good" (4th paragraph).
.....
- ii) "the straight forward way out of such a dilemma" What is the dilemma?
..... (1mark)
- 7) Why is a paper qualification considered a passport to good things by an aspiring African? (2marks)

PART III : VOCABULARY. (10marks)

Fill each space with one of the words in the box below:

Varying, late, reserved, consequences, vowed, amidst, eligible, clear, reply, useful.

- 1) The instructions on the computer are very
- 2) Martha is a very girl who never speaks much.
- 3) The editor wondered whether John was for the job.
- 4) There will be for your actions.
- 5) Jessica never to help her brother again.
- 6) The shoes come in sizes.
- 7) We have a spy us.
- 8) Fruits are very to our bodies.
- 9) You will be.....for school.
- 10) I applied two months ago but haven't received a yet.

SECTION B: GRAMMAR AND PHONOLOGY. (45 MARKS)

PART I: Complete the sentences with the most suitable answer among the given alternatives. Write only the letter that stands for the correct alternative.

- (20marks)
- 1) Our teacher us a test when the headmaster entered the classroom.
a) has given b) gives c) was giving d) will give
 - 2) Little know the consequences of our actions.
a) did we b) we did c) we didn't d) didn't we
 - 3) Unless you hard, I shall not support you any more.
a) will work b) could work c) work d) worked
 - 4) She asked him.....
a) how she could improve her English
b) how could she improve her English
c) how she is for improve her English

- d) how she was improving her English
- 5) We'll outside you house at midday.
a) picked you b) pick you up c) lift you d) lift you up
- 6) He is a disgrace the whole community.
a) for b) of c) on d) to
- 7) his laziness, James still managed to get the work done.
a) despite b) in spite c) but for d) for all
- 8) Kabirigi threw the stone.....than anyone else.
a) much further b) much more far c) more further d) much more further
- 9) It was difficult question that we left it till last.
a) such very b)so very c) such a very d) so a very
- 10) He the house.
a) stole b) steals c) robbed d) had stolen
- 11) She.....very well.
a) puts on b) wearing up c) dresses d)put up
- 12) The Minister of Education the foundation stone of our library.
a) lain b) lay c) laid d) lied
- 13) She removed her clothes and them up on a nail.
a) hunged b) hang c) hung d) hanged
- 14) You come to my house for the book. My sister will bring it to school.
a) needn't b) had to c) wouldn't d) didn't need to
- 15) The students agreed that they wear green shirts than red ones.
a) might b) had to c) could d) would rather
- 16) Realizing that his days were, the condemned prisoner turned to God.
a) counted b) numbered c) going d) running
- 17) Of the two beverages, tea and coffee, the is my favorite.
a) latter b) later c) latest d) last
- 18) They do speak French and their sister.
a) even does b) neither does c)so does d) so do
- 19) The judge gave him a of the doubt and set him free.
a) gain b) chance c)benefit d) point
- 20) They don't see my point clearly, but of course.....they will understand it all.
a) on time b)at times c) in time d) Over time

PART II: Complete the story below with an appropriate tense of the verbs given in the brackets. Write only the answer against the letter indicated in the blank space (10 marks)

Everybody(a).....(be, surprised) to hear that Kamana was leaving school at the end of the term. There was plenty of talk about what he was going to do. "If he (b).....(leave) at the end of this term, the whole of this term's work will be wasted." said John. "I think he is sensible to leave as soon as he can." Said Mukama. "If he(c).....(wait) until the end of the year, he would waste the whole year rather than just a term. If only he(d)..... (have start) work when he left primary school!" exclaimed Mark. "If he had done that, he(e)..... (may be become) a successful farmer by now," said John. "Still he's(f)..... (learn) a lot at this school," interposed Michael. He told me he is probably going to become an apprentice metal worker. "I(g)..... (will not) do that if I were him!" said Mark. I don't know about that said Michael. Personally I think if he(h)..... (go) in for that kind of job he will do well. He told me that unless he(i)..... (earn) a reasonable income, his family will be in a lot financial trouble said John. But I am not so sure if his family(j)..... (knows) how well he has been doing at this school, I don't think they would be so anxious for him to leave.

PART III: Re-write the following sentences as instructed in the brackets (10marks).

- 1) You will miss the train if you don't hurry. (Begin Unless....)
- 2) Possibly they are children of good character. (Begin It is)
- 3) The examination was very simple. It was also very tricky. (Re-write as one using.....though...).
- 4) "Mateso must be over eighteen years old since he is at the university," the Judge told the court. (Change into Reported Speech beginning: The Judge)
- 5) Mariya asked Juma why he had gone to town the previous day. (Change into Direct Speech).....
- 6) My mother is short tempered. She beat up my little sister for breaking the plates. (Rewrite as one sentence using: Owing to)
- 7) The clock stopped because Bob didn't wind it. (Change to the passive voice)
- 8) He is heavier than I. (Begin I.....)
- 9) He is very fat. He cannot run fast. (Rewrite as one using....too.....to .)
- 10) She is a loving person. (Replace 'loving' with lovely.)

PART IV: PHONOLOGY (5marks)

In the following words, which one is has a different sound from others?

- | | | | | |
|----|----------|---------|----------|----------|
| 1) | a) loud | b)book | c)should | d)tooth |
| 2) | a) Toes | b)nose | c)lose | d)hoses |
| 3) | a) money | b) some | c) love | d) shoe |
| 4) | Plain | b) mail | c) man | d) plane |
| 5) | Snow | b) call | c) go | d) girl |

SECTION C: SUMMARY

Read the following passage and then, in not more than 80 words summarize the problems that make it difficult for developing countries to achieve healthy living conditions (10marks)

People living in developed countries take good health and sanitation for granted. It is easy enough to forget how much it costs to develop and maintain that security.

The requirements of a healthy life sound simple but they can be very difficult to achieve. A balanced diet is essential. This ensures healthy growth in children and provides resistance to infection. Pure water supplies are needed to avoid the dangers of water borne diseases. Good quality housing protects people from the harmful effects of climate and provides hygienic living conditions. A health service should be available for the treatment of illnesses and to educate people in hygiene and preventive medicine, while refuse disposal and sewage systems are necessary to remove waste safely and efficiently.

Nowadays virtually every one in developed countries enjoys living standards that meet these conditions. Yet the developed world has only been able to achieve this through massive investment of public money.

The developing countries on the other hand are only just beginning to make progress towards a healthy society. They face many extra problems that make the task even harder. Economic difficulties mean that little money is available for improved medical services. Rapid population growth makes it difficult to provide good quality housing and hygienic living conditions. Production of food is less certain because of the unrealistic climatic conditions. The result of this is inability to provide a balanced diet. The high temperatures encourage disease. Finally, long distance and poor communication in many regions lead to severe difficulties in supplying medical help or spreading health education.

SECTION D COMPOSITION (15MARKS)

Choose one topic from the following topics and write a composition of not more than 300 words.

Note: You must not write your real names in any of the stories.

- 1) Write about your favorite subject at school saying why you like it so much.
- 2) Someone has offered you one of the following as a gift:
 - i) A house
 - ii) A carWhich would you choose? Write a composition explaining your choice.
- 3) Imagine you are a leader of your village. What changes would you make to improve the conditions in your village?