

BASELINE EXAM

ENGLISH

FULL NAME _____ SCHOOL _____

Directions: Choose the best answer for each of the questions below. Use your answer sheet to mark. Do NOT write on this paper.

ENGLISH: SECTION A

Read the passage below. It contains blank spaces numbered 1 to 15. For each blank space, choose the best alternative from the choices given.

A lot of money __ (1) __ used in buying __ (2) __ for treating AIDS patients. The cost of treating AIDS patients is very __ (3) __. For one patient, you __ (4) __ need thousands and thousands of shillings. Some of the drugs used to treat AIDS __ (5) __ bought using foreign exchange, for example, dollars or sterling pounds. You can well __ (6) __ what this means. Because of using foreign exchange on AIDS treatment, our nation may not be able to provide important services like good __ (7) __ and quality education. The government may also not be able to invest __ (8) __ industries.

In many hospitals, more than half of the hospital beds are occupied by AIDS patients. If this __ (9) __ continues there will be insufficient hospital beds and health care for people suffering from __ (10) __ illnesses. AIDS will __ (11) __ a decrease in overall economic output in the nation. This is __ (12) __ because AIDS usually __ (13) __ the young and the most productive members of the nation; those who are between 15 to 49 years of __ (14) __. We should do whatever we can to prevent the spread of this __ (15) __ disease.

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|---------------------|-------------------|---------------|---------------|
| 1.) A. are | B. being | C. is | D. we |
| 2.) A. substances | B. drags | C. coils | D. drugs |
| 3.) A. high | B. rare | C. clear | D. low |
| 4.) A. have | B. may | C. very | D. too |
| 5.) A. are | B. is | C. so | D. can |
| 6.) A. reflex | B. hear | C. see | D. imagine |
| 7.) A. construction | B. infrastructure | C. infraction | D. fracture |
| 8.) A. to | B. on | C. in | D. down |
| 9.) A. trend | B. trade | C. hang-out | D. habit |
| 10.) A. very | B. some | C. more | D. other |
| 11.) A. cease | B. call | C. result | D. cause |
| 12.) A. uncertain | B. so | C. not | D. impossible |
| 13.) A. affected | B. effects | C. affects | D. infect |
| 14.) A. age | B. old | C. hedge | D. sickness |
| 15.) A. deathly | B. dread | C. deadly | D. daily |

For questions 16 to 18, select the alternative that best completes the sentence.

- | | |
|--|--|
| <p>16.) Juma chose to walk four kilometers to the market _____ the bad weather.</p> <p>A. because of
B. due to
C. irrespective of
D. moreover</p> <p>17.) _____ people attended the meeting so it was called off.</p> <p>A. Each
B. All
C. Little
D. Few</p> | <p>18.) The actor wore a _____ costume.</p> <p>A. white, long, beautiful
B. long, white, beautiful
C. beautiful, long, white
D. beautiful, white, long</p> |
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For questions 19 to 21, choose the alternative that means the same as the underlined word.

19.) I hardly see Janet nowadays.

- A. commonly
- B. quite
- C. rarely
- D. too

20.) Police officers seized an assortment of electronic goods when they raided the home of a prominent businessman.

- A. grabbed
- B. stole
- C. discovered
- D. recovered

21.) The villagers made futile attempts to rescue the drowning boy.

- A. fruitless
- B. fruitful
- C. several
- D. successful

For questions 22 and 23, choose the alternative that best completes the sentence.

22.) What a sad story _____

- A. was it?
- B. was that!
- C. it was?
- D. that was!

23.) Neither Ruto nor Asha _____ ever visited Mombasa.

- A. had
- B. both
- C. has
- D. have

In questions 24 and 25, choose the best arrangement of the given sentences to make a sensible paragraph.

24. (i) Her best moments were when she sat by the seaside.

(ii) Wanja had never visited Malindi.

(iii) However, she found the weather there extremely hot.

(iv) The town looked very interesting to her.

- A. (ii), (iii), (iv), (i)
- B. (ii), (iv), (i), (iii)
- C. (ii), (i), (iii), (iv)
- D. (ii), (iv), (iii), (i)

25. (i) We are both short and fat.

(ii) We both have long hair and brown skin.

(iii) My brother and I look alike.

(iv) Strangers who see us together always think that we are twins.

- A. (iii), (i), (ii), (iv)
- B. (iii), (iv), (i), (ii)
- C. (iii), (i), (iv), (ii)
- D. (iii), (iv), (ii), (i)

Read the passage below and then answer questions 26 to 38.

The boy's name was Santiago. Dusk was falling as the boy arrived with his herd at an abandoned church. The roof had fallen long ago, and an enormous sycamore had grown on the spot where the sacristy had once stood.

He decided to spend the night there. He saw to it that all the sheep entered through the ruined gate, and then laid some planks across it to prevent the flock from wandering away during the night. There were no wolves in the region, but once an animal had strayed during the night, and the boy had had to spend the entire next day searching for it.

He swept the floor with his jacket and lay down, using the book he had just finished as a pillow. He told himself that he would have to start reading thicker books: they lasted longer, and made more comfortable pillows.

It was still dark when he awoke, and, looking up, he could see the stars through a half-destroyed roof.

"I wanted to sleep a little longer," he thought. He had had the same dream that night as a week ago, and once again he had awakened before it ended.

He arose and, taking up his crook, began to awaken the sheep that still slept. He had noticed that, as soon as he awoke, most his animals also began to stir. It was as if some mysterious energy bound his life to that of the sheep, with whom he had spent the past two years, leading them through the countryside in search of food and water. "They are so used to me that they know my schedule," he muttered. Thinking about that for a moment, he realized that it could be the other way around: that it was he who had become accustomed to *their* schedule.

But there were certain of them who took a bit longer to awaken. The boy prodded them, one by one, with his crook, calling each by name. He had always believed that the sheep were able to understand what he said. So there were times when he read them parts of his books that had made an impression on him, or when he would tell them of the loneliness or the happiness of a shepherd in the fields. Sometimes he would comment to them on the things he had seen in the villages they passed.

But for the past few days he had spoken to them about only one thing: the girl, the daughter of a merchant who lived in the village they would reach in about four days. He had been to the village only once, the year before. The merchant was the proprietor of a dry goods shop, and he always demanded that the sheep be sheared in his presence, so that he could not be cheated. A friend had told the boy about the shop, and he had taken his sheep there.

"I need to sell some wool," the boy told the merchant.

The shop was busy, and the man asked the shepherd to wait until the afternoon. So the boy sat on the steps of the shop and took a book from his bag.

"I didn't know shepherds knew how to read," said the girl's voice behind him.

The girl was typical of the region of Andalusia, with flowing black hair, and eyes that vaguely recalled the Moorish conquerors.

"Well, usually I learn more from my sheep than from my books," he answered. During the two hours that they talked, she told him she was the merchant's daughter, and spoke of life in the village, where each day was like all the others. The shepherd told her of the Andalusian countryside, and related the news from the other towns where he had stopped. It was a pleasant change from talking to his sheep.

"How did you learn to read?" the girl asked at one point.

"Like everybody learns," he said. "In school."

"Well, if you know how to read, why are you just a shepherd?"

The boy mumbled an answer that allowed him to avoid responding to her question. He was sure the girl would never understand. He went on telling stories about his travels, and her bright, Moorish eyes went wide with fear and surprise. As the time passed, the boy found himself wishing that the day would never end, that her father would stay busy and keep him waiting for three days. He recognized that he was feeling something he had never experienced before: the desire to live in one place forever. With the girl with the raven hair, his days would never be the same again.

But finally the merchant appeared, and asked the boy to shear four sheep. He paid for the wool and asked the shepherd to come back the following year.

Adapted from The Alchemist by Paulo Coelho

26. From the first part of the story, it is TRUE to say that the main character
- A. had a difficult time reading long books.
 - B. spent the majority of his time training his sheep.
 - C. did little more than sleep each day.
 - D. spent much of his time in solitude.

27. Why do you think Santiago would read parts of his books to the sheep?
- A. The sheep were able to understand what the books said.
 - B. The sheep enjoyed being read to.
 - C. Santiago believed that he was sharing his favorite parts with the sheep.
 - D. It would keep them from falling asleep.

28. What types of activities did Santiago NOT engage in as a shepherd?
- Going to school to learn herding techniques.
 - Taking his sheep to graze.
 - Taking his sheep to be sheared.
 - Reading while he waited for the sheep to graze.
29. By avoiding the girl's question about becoming a shepherd, we can tell that Santiago
- does not listen well to other people.
 - may be embarrassed as to why he has become a shepherd.
 - becomes shy around girls that he does not know very well.
 - wants the girl to think that he is not a shepherd after all.
30. Which statement is FALSE according to the passage?
- The boy told the merchant's daughter why he was a shepherd.
 - The merchant was very serious about the shearing of the sheep.
 - Santiago and his sheep understood each other's schedules in some way.
 - The boy came to the merchant to sell his sheep's wool.
31. What did Santiago mean when he said, "Usually I learn more from my sheep than from my books."?
- His sheep teach him which grasses to eat and which ones not to eat.
 - He has never read a book thick enough to teach him anything.
 - His sheep are more interesting than books.
 - Grazing sheep teaches him more useful information than reading books does.
32. How would someone describe the girl's father?
- Hostile
 - Trusting
 - Cheating
 - Particular
33. Why was the boy returning to the village after visiting it only once, one year before?
- He was interested in seeing the merchant's daughter again.
 - He fell in love with the village and wanted to stay there forever.
 - He needed to do business with the merchant.
 - He happened upon it by chance.
34. The word, "proprietor," as used in the passage, means
- buyer
 - lender
 - owner
 - teacher
35. Which one of the following statements demonstrates how he feels for the merchant's daughter?
- "He recognized that he was feeling something he had never experienced before: the desire to live in one place forever."
 - "He was sure the girl would never understand."
 - "The boy mumbled an answer that allowed him to avoid responding to her question."
 - "Her bright, Moorish eyes went wide with fear and surprise."
36. What does the author mean when he uses the word "raven" to describe the girl's hair?
- Her hair is as dirty as a raven's.
 - Her hair is as straight as a raven's.
 - Her hair is as dark as a raven's.
 - Her hair is made of ravens.
37. Which adjective would best describe Santiago as a shepherd?
- Lazy
 - Comfortable
 - Lonely
 - Cheery
38. Which one of the following will most likely happen next in the story?
- Santiago will travel past Andalusia to a new place.
 - Santiago will pay the merchant a dowry for his daughter.
 - Santiago will try to steal the merchant's money.
 - Santiago will return to the village to see the merchant's daughter.

Read the following passage about adolescent behaviour and answer questions 39 to 50.

As they grow towards adulthood, adolescents undergo many learning experiences. Not only do they learn to perform household chores, but they also learn to take responsibility and to value hard work.

In school young people are encouraged to work hard to achieve in class as well as in co-curricular activities. They are encouraged to make good friends as these friends will most likely influence the decisions they make for the future. Indeed, some of these school-time friends end up being friends for the rest of their lives. Thus, choosing friends wisely at a young age builds relationships for the future.

There are numerous other principles young people ought to learn. No doubt there are many young people who can be said to have learned the lessons of life. However, there are still many who need to pull-up their socks. Which are the areas that young people need to pay attention to? Time and space do not allow us to discuss all of them here, but we are able to mention a few.

One of the most important things that young people should cultivate as they grow up is honesty, and various situations exist that give them opportunity to practice honesty. What does a young person do with a fifty-shilling note that she finds in the school playground? Does she secretly keep it and count it as her own fortune or does she attempt to trace the owner, seeking to identify the person who lost the note? What does she do when the local shopkeeper gives her more change than she deserves? The possibilities to demonstrate honesty, especially when dealing with money, are endless.

In addition, young people should learn to be humble. It is common knowledge that pupils in the same school or class come from different backgrounds. Some come from well off families where they enjoy all sorts of luxury. Others come from homes where even the basic necessities are difficult to come by. Academically, some young people may be said to be more gifted than others. There are others who are stars in sports and games, and still others can hardly kick a football or throw a ball, let alone qualify for a sports team. Some adolescents are well-built, good-looking individuals while others are plain and ordinary. What is the challenge for the lucky or gifted young person? Is it to boast and become condescending to others? Or to look down on the disadvantaged who are not as endowed?

We could maintain generosity and mercy as some of the qualities that young people and indeed all people should wish to have. There is, however, one area that cries for attention, especially where young people are concerned. This is the area of courtesy or good manners. It is very important that young people learn polite behaviour. This will help them grow into refined ladies and gentlemen. How many young people have in their vocabulary simple forms of courtesy as 'please' and 'excuse me?' It is even more unfortunate that few young people will remember to say 'thank you' when offered something or 'sorry' when they have offended a person. These apparently simple expressions are very important in life, and young people should learn to use them in order to grow into responsible and respectable adults.

39. According to the passage, young people learn things by

- A. performing household chores.
- B. undergoing life experiences.
- C. studying life around them.
- D. growing up.

40. In school, teachers encourage pupils to

- A. work hard and make good friends.
- B. work hard in class and co-curricular activities.
- C. make friends who remain lifetime friends.
- D. practice useful modes of behaviour.

41. What is the meaning of the expression, "pull-up their socks," as used in the passage?

- A. Accept lessons of life.
- B. Understand lessons of life.
- C. Put more effort into their actions.
- D. Adjust their socks so that they feel more comfortable.

42. What three virtues does the author pay special attention to?

- A. courtesy, humility, and mercy
- B. honesty, humility and courtesy
- C. generosity, honesty, and mercy
- D. humility, courtesy, and generosity

43. A pupil who happens to find a fifty-shilling note in the playground and keeps it can be said to be
- fortunate
 - secretive
 - disobedient
 - dishonest
44. A child who gets more change than she deserves should
- take the extra change to the authorities.
 - use the extra change to buy more items.
 - give the extra change back to the shopkeeper.
 - tell her friends that she has been given extra change.
45. Which one of the following is NOT TRUE according to the passage?
Some gifted young people
- Score very high marks in class.
 - Do very well in ball games.
 - Are well-built.
 - Should not work as hard as others.
46. Few young people remember to say 'thank you' means that
- no young people remember to say the phrase.
 - hardly any young people remember to say "thank you."
 - a small number of young people remember to say the phrase.
 - some young people remember to say "thank you."
47. It is clear from the last passage that many young people
- do not know the meaning of the words 'please' and 'excuse me.'
 - have not learnt how to use the words 'please' and 'excuse me.'
 - do not remember to use the words 'please' and 'excuse me.'
 - misuse the words 'please' and 'excuse me.'
48. Why is it necessary for young people to learn the lessons of life discussed in the passage?
- In order to be productive.
 - In order to be self-reliant.
 - To help their parents at home.
 - To prepare for adult life.
49. A "well-off" family is where
- there is a lot of wealth in the household.
 - people eat the most expensive foods and where the most expensive clothing.
 - people enjoy some luxuries some of the time.
 - basic necessities are fulfilled.
50. Which one of the following statements is TRUE according to the passage?
- Gifted young people are well-built and good-looking.
 - All people should be merciful and generous.
 - Young people who behave politely are refined ladies and gentlemen.
 - Using simple expressions makes young people responsible and respectable.