

**2017-NON-SCHOOL LEAVER ENTRANCE EXAMINATION-
LANGUAGE PAPER**

Time: 3 HOURS

INSTRUCTIONS

1. WRITE YOUR NAME ON THE ANSWER BOOKLET PROVIDED.
2. WRITE DOWN THE NAME OF THE PROGRAM YOU INTEND TO TAKE UP AT THE UNIVERSITY IN 2018.
3. THIS EXAMINATION IS COMPRISED OF FOUR SECTIONS. WITH SECTION 1, THERE ARE FOUR PARTS TO IT. YOU WILL HAVE TO COMPLETE ALL THE FOUR SECTIONS, AS WELL AS THE FOUR PARTS TO SECTION 1.
4. BE MINDFUL OF ENGLISH USAGE FOR MARKS WILL BE DEDUCTED FOR INCORRECT USE OF ENGLISH. DO NOT USE CORRECTION FLUID.
5. SHOULD YOU WISH TO MAKE ANY CHANGES TO YOUR ANSWERS, PLEASE MAKE SURE THAT THE NEW ANSWERS ARE CLEAR, EASY TO READ AND UNDERSTAND.
6. READ THE INSTRUCTIONS FOR EACH SECTION CAREFULLY AND ANSWER THE QUESTIONS CORRECTLY.
7. CHECK THAT YOU HAVE PAGES 1-7 IN THIS EXAMINATION QUESTION PAPER. THE EXAMINATION QUESTION PAPER CONTENTS ARE AS FOLLOW:

AWARD OF MARKS

SECTION 1: GRAMMAR SKILLS	30 Marks
SECTION 2: CLOZE READING PASSAGE	10 Marks
SECTION 3: READING COMPREHENSION	10 Marks
SECTION 4: WRITTEN EXPRESSION	25 Marks
TOTAL	75 Marks

SECTION 1: GRAMMAR SKILLS (30 MARKS)

Part A: SUBJECT-VERB AGREEMENT (6 marks)

Instruction:

In the following sentences, select the correct verb that agrees with the subject.

1. Neither her brother nor her sisters (was/were) present at her graduation.
2. This year's most popular lecturer and author (is/are) addressing our school tomorrow.
3. The United Nations often (send/sends) news bulletin every quarter.
4. The crowd (want/wants) the performers to continue performing.
5. The school of tuna fish (are/is) swimming near the reef.
6. Either the team manager or the players (agree/agrees) on the playing contract.

Part B: DICTION – USING THE CORRECT WORD (6 marks)

Instruction:

Write down the correct term, from the two choices given in the parenthesis, in each of the following sentences.

1. I saw Bill (standing in/stand in) the queue this morning.
2. He gave his (concern/consent) for him to travel overseas.
3. This zoo has (required/acquired) a lion from Africa.
4. The (cooperation/corporation) of employees is important in ^{any} organisation.
5. Large (quantity/quality) of sugar is not good for health.
6. This is the (further/farthest) I can take you to.

Part C: ERRORS IN SENTENCES-GENERAL (12 marks)

Instruction:

Each of the five sentences below has an error. Identify the error and write beside each of the five numbers, the error and its correct version.

Example: One of the umbrellas are mine.

Answer: Error Correction
 are is

1. The horse has drank the water already.
2. If I was a child, I would play outside.
3. The sun rose from the East every day.

4. Jack said that he will take his car if it was not raining.
5. Who did you give the phone to yesterday?
6. Which sport do you find loveliest?

Part D: PUNCTUATION (6 marks)

Instruction:

Insert correct punctuation marks where they are needed (rewrite each sentence to do this and box-in the placement of the punctuations). If the sentence is correct, write **C** in your answer booklet.

Example: He ate meat greens and rice for dinner

Answer: He ate meat, greens, and rice for dinner.

1. Punctuation marks show when to stop when to pause and when to pay special attention to a particular part of a sentence.
2. Dorothy, would you kindly lower the volume of the TV
3. He asked John what he was doing for his living.
4. Many times we prepared to turn back swift rapids nearly tipped the canoe.
5. I saw him yesterday, reported John.
6. You took my biro, didn't you

SECTION 2: CLOZE READING PASSAGE (10 MARKS)

Instruction:

Read the excerpt below carefully. Use the most appropriate word to complete well the blank spaces in the passage. Write your answers in the answer booklet.

Sustainable Development Goal 3: Good Health and Well-Being

We have made huge strides in reducing child mortality, improving maternal health and fighting HIV/AIDS, malaria and other diseases. Since 1990, there has been an over 50 (1) _____ decline in preventable child deaths globally. (2) _____ mortality also fell by 45 percent (3) _____. New HIV/AIDS infections fell by 30 percent (4) _____ 2000 and 2013, and over 6.2 million lives were saved from malaria.

Despite this incredible progress, more (5) _____ 6 million children still die before their fifth (6) _____ every year. 16,000 children die each day from preventable diseases such as

measles and tuberculosis. Every day hundreds of women die (7) _____ pregnancy or from child-birth related complications. In many rural areas, only 56 percent of births are attended by skilled professionals. AIDS is now the leading cause of death among teenagers in sub-Saharan Africa, a region still severely devastated by the HIV epidemic.

These (8) _____ can be avoided through prevention and treatment, education, immunization campaigns, and sexual and reproductive healthcare. The Sustainable Development Goals make a bold commitment to end the epidemics of AIDS, tuberculosis, malaria and other communicable (9) _____ by 2030. The aim is to achieve universal health coverage, and provide access to safe and affordable medicines and vaccines for all. Supporting research and development for vaccines is an essential part (10) _____ this process as well.

Source: United Nations Development Programs, 2017; Sustainable Development Goals, Goal 3: Good health and well-being.

SECTION 3: READING COMPREHENSION (10 MARKS)

Instruction:

Read the passage below on Sustainable Development Goal #1 and answer the questions that follow.

Sustainable Development Goals Progress of goal 1 in 2017

Despite the fact that the global poverty rate has been halved since 2000, intensified efforts are required to boost the incomes, alleviate the suffering and build the resilience of those individuals still living in extreme poverty, in particular in sub-Saharan Africa. Social protection systems need to be expanded and risks need to be mitigated for disaster-prone countries, which also tend to be the most impoverished.

In 2013, an estimated 767 million people lived below the international poverty line of \$1.90 a day — down from 1.7 billion people in 1999. That figure reflects a decrease in the global poverty rate from 28 per cent in 1999 to 11 per cent in 2013. The most significant progress was seen in Eastern and South-Eastern Asia, where the rate declined from 35 per cent in 1999 to 3 per cent in 2013. In contrast, 42 per cent of people in sub-Saharan Africa continued to subsist in conditions of extreme poverty in 2013.

In 2016, just under 10 per cent of the world's workers were living with their families on less than \$1.90 per person per day, down from 28 per cent in 2000. In the least developed countries, nearly 38 per cent of workers in 2016 were living below the poverty line.

Social protection systems are fundamental to preventing and reducing poverty and inequality at every stage of people's lives, through benefits for children, mothers with newborns, persons with disabilities, older persons and those persons who are poor and without jobs. Preliminary data show that in 2016, only 45 per cent of the world's population was effectively protected by a social protection system and that coverage varied widely across countries and regions.

In 2016, 68 per cent of people above retirement age received a pension. However, that global average masks large regional differences. In Oceania, excluding Australia and New Zealand, and in sub-Saharan Africa, only 10 per cent and 22 per cent, respectively, of people above retirement age received a pension in 2016.

Other vulnerable groups lack social protections as well. In 2016, only 28 per cent of people with severe disabilities collected disability benefits, only 22 per cent of unemployed individuals worldwide received unemployment benefits and only 41 per cent of women giving birth received maternity benefits.

Building the resilience of the poor and strengthening disaster risk reduction is a core development strategy for ending extreme poverty in the most afflicted countries. Economic losses from disasters are now reaching an average of \$250 billion to \$300 billion a year. Disaster risk globally is highly concentrated in low- and lower-middle-income countries. In relation to the size of their economies, small island developing States have borne a disproportionate impact.

Source: Report of the Secretary-General, "Progress towards the Sustainable Development Goals", [E/2017/66](#)

Questions:

1. According to the passage, which of the following passage is not true?
 - a. A lot of effort is still needed to improve the poor condition of those living in the sub-Saharan area
 - b. Generally the number of people living below poverty line was reduced mostly those living in Asia with the exception of the sub-Saharan African countries
 - c. Disaster risks are never the factors contributing to extreme poverty as the disaster prone countries can manage the situation to improve risked posed by the natural phenomenon
 - d. Generally the global poverty rate improved in the last decade or so nevertheless there is much to be done in alleviating problems especially in developing countries were natural hazard also contributes to poverty.
2. Which of the following is inferred from the passage?
 - a. Being poor as well as disasters contribute immensely to the poor state of the country determine poverty status of any country
 - b. Papua New Guinea is not one of the least developed countries thus poverty is of no concern to it.
 - c. In Oceania and in sub-Saharan countries poverty is a major concern therefore the countries included in the regions mentioned need to do more to address the issue of poverty.

- d. Most of the world's poor are found in developing countries such as Solomon Island, Kenya and Cambodia.
3. The authors tone in paragraph five (5) can best be described as:
- Optimistic
 - Pessimistic
 - Contradictory
 - Agreement
4. As used in the context the meaning inferred for the word **subsist** in paragraph two is
- Agriculture
 - Sustain
 - Assistance
 - End
5. The term **resilient** was used in paragraphs 1 and 7 to refer to people being flexible to put up with the challenges of poverty. What The idiomatic device this referred to is
- Allegory
 - Onomatopoeia
 - Simile
 - Metaphor
6. The author in principle agreed that poverty rate declined over the years beginning 1999. Despite the decline what did he suggest that the poverty stricken countries should do?
- Be complacent and address the poverty issues as and when the issues surface
 - Create employment to address the poverty issues in the affected countries
 - Strengthen the efforts in reducing the poverty through addressing various concerns
 - Building resilience of the poor he believes will address the poverty issues in the world.
7. Name the two strategies suggested by the author which he believes will address the extreme poverty. (2 marks)
- a. _____
- b. _____
8. In one sentence summarise the main idea of the article. (2 marks)
- _____
- _____
- _____

SECTION 4: WRITTEN EXPRESSION (25 MARKS)

Instruction:

1. In FOUR short, but clear paragraphs, provide TWO benefits that you would contribute to the country Papua New Guinea with your university degree from your university education that you hoped to acquire by being enrolled with the respective academic department of your choice at The Papua New Guinea University of Technology.
2. Title of your essay is: **How the Country would Benefit from my University Education.**
3. In this essay, you are expected to express your thoughts clearly. You may do that by structuring your paragraphs in this manner:
 - a. you will have an essay that will comprise of four paragraphs,
 - b. where you will have an introduction,
 - c. a body which will comprise of two benefits,
 - d. and a concluding paragraph.

[Four marks will be awarded to each of the paragraphs constructed]

.....***END OF EXAMINATION***.....