

Rwanda National ENGLISH NATIONAL Exam S3 Collection (2002 - 2023)

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English I

003

27/07/2023 2:00 PM – 5:00 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2022-2023

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

- 1) Write your names and index number on the answer booklet as they appear on your registration form and **DO NOT** write your names and index number on additional answer sheets if provided.
- 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: Language use **(40 marks)**

SECTION C: Summary writing **(10 marks)**

SECTION D: Composition **(20 marks)**

- 4) Answer questions as instructed in sections **A, B** and **C**

Choose only **ONE** topic from Section **D**.

- 5) Use only a **blue** or **black** pen.

SECTION A: READING COMPREHENSION (30 marks)

Read the passage below carefully and answer the questions that follow.

Digital habits across generations

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. The over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

From Learn English by British Council

PART I: READING COMPREHENSION (12 marks)**1) Basing on the passage above, state whether each of the following****sentences is TRUE or FALSE.****(6 marks)**

- a) More people aged 55 or more use Facebook than people aged 65 or more.
- b) Grandparents typically use Facebook less than their grandchildren.
- c) Sheila feels grateful to social media.
- d) Peter found his own smartphone use affected how he felt about how much his children used their phones.
- e) Peter feels that the changes make him a better parent.
- f) Peter has changed how much he uses his phone during the working day.

2) Basing on the passage above and the groups people talked about, write the following phrases in the correct group in the table below. (6 marks)

_____ **a)** are returning to older technology _____ **b)** are less keen on Facebook _____ **c)** like to keep their phones near them _____ **d)** use social media to find old friends _____ **e)** were the first generation to get smartphones _____ **f)** feel lucky to have the internet in their lives.

Teens	Grand parents	Parents

PART II: VOCABULARY (18 marks)**3) Match the vocabularies (i–viii) with their definitions (a–h). (8 marks)**

Vocabulary	Definition
i) To miss out on	a) websites and apps like Facebook, Twitter and Instagram
ii) addiction	b) in a funny or strange way because it's unexpected
iii) constantly	c) different from
iv) to be cut off from	d) not to get the benefits of
v) unlike	e) needing something too much or in an unhealthy way
vi) social media	f) people who are the first to buy or use new technology
vii) ironically	g) all the time without a break
viii) early adopters	h) to have no access to

4) Choose the correct words to complete the following sentences. (5 marks)

- a) The manager wants his to write the letter. (**novelist, secretary, journalist, writer**)
- b) I think the will repair my bike quickly. (**postman, operator, cashier, mechanic**)
- c) The tested my eyes and said they were okay. (**clown, surgeon, ophthalmologist, driver**)
- d) He is the general ...of my company. (**clerk, employee, manager, member**)
- e) I gave it to the to correct mistakes. (**surgeon, waiter, editor, writer**)

5) Choose the best word to fill in the gaps in the following sentences.**go, have, brush, wake, get (one word can be used more than once)****(5 marks)**

- a) I usually..... up at 6: a.m. when my alarm clock goes off.
- b) In my family we usually..... dinner at about 6:00 p.m.
- c) My school finishes at 3:00 p.m. and then I home on foot.
- d) On weekends, I..... to bed later than on weekdays.
- e) My alarm clock goes off at 8:00 a.m. on Sunday but I don't.....up until 8:30 a.m.

SECTION B: LANGUAGE USE (40 marks)

6) Choose the best option from the given alternatives to answer each of the following sentences. (5 marks)

- a) No one expected _____ Felix _____ Ben to be selected. They must be extremely happy.
 - i) neither ... nor
 - ii) both ... and
 - iii) both ... or
 - iv) not only ... and
- b) I don't think we can make it _____ you pitch in.
 - i) if
 - ii) unless
 - iii) and
 - iv) and yet
- c) _____ night fell, the children packed their things and were ready to leave.
 - i) Despite
 - ii) Unless
 - iii) As
 - iv) For
- d) They did not do well in the physical test. _____, they were accepted.
 - i) Yet
 - ii) Consequently
 - iii) Thus
 - iv) Therefore
- e) We mentioned it to him _____ we ran into him outside the school.
 - i) when
 - ii) whenever
 - iii) where
 - iv) wherever

7) The following paragraph contains some errors. Read it and correct them.

(10 marks)

My little sister Lisa was practising how to riding a bicycle yesterday. Suddenly I hear a loud crash and ran to see what had happened. I saw that she was lying in the ground. I quickly pulled her up and bought her home. She was crying out loud. I quickly go inside the house and brought the first aid box. After cleaning the wound, I apply antiseptic to the wound. Lisa has scratches on her hand and knee. To calm her down, I took her to the nearby shop and brought her a big chocolate. Seeing her favourite chocolate, she immediately stop crying. Within two day, her wounds healed, and she went to play again.

8) In the following words, which one has a different vowel sound from others? Consider the vowels in bold. (5 marks)

- a) i) **put** ii) **but** iii) **cut** iv) **hut**
- b) i) **bear** ii) **fear** iii) **wear** iv) **dare**
- c) i) **head** ii) **heavy** iii) **easy** iv) **weather**
- d) i) **determine** ii) **mine** iii) **time** iv) **shine**
- e) i) **entry** ii) **try** iii) **cry** iv) **shy**

9) Complete the following sentences with the most suitable answer among the given alternatives. (5 marks)

- a) We never go there at all.....
i) neither does she. ii) she neither does iii) neither she does iv) she can't either
- b) Jane always takes an extra inkpot with her..... she runs out of ink.
i) in case if ii) in case iii) if in case iv) in case not
- c) I..... the play if only I had known about it at the time.
i) liked to have seen ii) should like to have seen
iii) should like to see iv) would have liked to see
- d) I was not sure.....
i) whose party was he supporting. ii) of whose party he was supporting.
iii) whose party he was supporting. iv) the party of which was he supporting.
- e) Change the following sentence into indirect speech: "Do you have a driving licence?" the policeman asked. "No." I replied.
i) The policeman asked me if I had had a driving licence and I answered, no.
ii) The policeman asked me if I have a driving licence and I said, no.
iii) The policeman asked me if I had a driving licence and I said I didn't.
iv) The policeman asked me if I had a driving licence and I said I hadn't.

10) Rewrite the following sentences as instructed in the brackets.

(10 marks)

- a) How much will they pay you? (*Start: How much will you*)
- b) He arrived there and he met him immediately. (*Begin with: Arriving....*)
- c) Although he has got an English name, he is in fact German. (*Rewrite the sentence using: despite*)
- d) People know that drugs from traditional healers are dangerous. (*Begin: It is.....*)
- e) It got darker and the situation became worse. (*Begin: The darker.....*)
- f) He was surprised to find his name was left off the official list. (*Begin: To his*)
- g) It is nearly three years since he came to his school. (*Rewrite ending:....ago*)

h) I found it very difficult to believe my brother's story. (*Rewrite using:*

.....**hardly**.....)

- i) You should not drive too fast in this wet weather (*Begin: You ought*
- j) As soon as Rashid left Dar, the storm began. (*Begin: No sooner*.....)

11) Choose the best alternative to complete the following sentences. (5 marks)

- a) Unfortunately, I have ... talent for music although I have always wanted to be a famous singer.
i) A few ii) Little iii) Plenty of iv) few
- b) The report concluded sadly that, Students have knowledge of nuclear physics.
i) (Very few/ some ii) Both/ whole iii) Every/ no iv) None/ any
- c) The Amazon in Brazil is ...longest river in South America.
i) the/an ii) an/the iii) the/the iv) none of these
- d) We could barely get information at the airport.People seemed to have idea about the flight.
i) Only a few/ some ii) A lot of/ any iii) Many/any iv) Few/no
- e) his friends speaks English.
i) Neither of ii) Some iii) Both of iv) None of these

SECTION C: SUMMARY WRITING (10 marks)

12) In not more than 120 words, summarize the advantages and disadvantages of owning a television.

With the invention of televisions, many forms of entertainments have been replaced. Lively programs like television serials and world news, have removed from us the need to read books or papers, to listen to radios or even to watch movies. In fact, during the 1970s, when televisions were first introduced, cinema theatres suffered great losses as many people chose to stay in the comforts of their homes to watch their favorite programs.

Indeed, the television brings the world into our house. Hence, by staying at home and pressing some buttons world happenings are immediately presented before us. Children nowadays develop faster in language, owing to the early exposure to television programs. At such tender age, it would be difficult for them to read books or papers. Thus, television programs are a good source of learning for them. Furthermore, pronunciations by the newscasters, actors or actresses are usually standardized, hence young children watching these programs will learn the 'right'

pronunciations too. Owning a television is also extremely beneficial to working parents who are usually too busy or tired to take their kids out for entertainments. Surrounded by the comforts of their home, the family can have a chance to get together and watch their favourite television programs.

Of course, we should not be too carried away by the advantages of the television and overlook its negative points. Watching television programs takes away our need to read. Why bother to read the papers when we can hear them from the television news reports? Why read books when exciting movies are screened? The lack of reading is unhealthy especially to younger children as they will grow up only with the ability to speak but not write. I have a neighbour whose six-year-old child can say complete sentences like "I like cats," but when told to write out the sentence, is unable to do so. Not only are the writing skills of children affected, their thinking capacities are also handicapped. Television programs remove the need to think. The stories, ideas and facts are woven in the way television planners wanted. Exposure to such opinions and the lack of thinking opportunities will hinder the children's analysing ability.

Despite the disadvantages of watching television programs, personally, I think that choosing the 'middle path', which is to do selective television viewing and not over indulging in the habit should be the best solution to reconcile both the merits and demerits of owning a television.

CXC CSEC English A Summary writing: sample exercises | CaribExams.

SECTION D: COMPOSITION WRITING (20 marks)

13) Choose one of the following topics and write a composition of about 250 words.

- a) COVID 19 was a very dangerous pandemic that affected the world since early 2020. Write a composition about its effects and specify measures that were taken to fight against it in our country.
- b) Use the words below and write a letter to the Ministry of Education advising them on how to promote the use of the internet among women in your community.

Free internet access - increase coverage - special computer trainings - put women into social network for business - sensitise - husbands - give literacy and numeracy lessons

END

English I

003

22/07/2021

2.00 PM - 5.00 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2020-2021

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

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SECTION A: Comprehension and Vocabulary **(40 marks)**
SECTION B: Grammar and Phonology **(30 marks)**
SECTION C: Summary **(15 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 a **blue** or **black** pen.

SECTION A: COMPREHENSION AND VOCABULARY (40 marks)

Read the following passage carefully and answer the questions that follow.

One of the major problems facing independent African states as well as national liberation movements is tribalism. It is a singular obstacle slowing the progress towards the building of a nation. As Kwame Nkrumah rightly points out in his book, class struggle in Africa, before conquests, there was tribe but no tribalism. But just as imperialism used religion to divide a people who were otherwise culturally one and living as an entity in a nation, so too, tribalism has been used for this same purpose. Africa before conquest by capitalism and later by imperialism was moving towards a stage where tribes were in the process of uniting to form an embryo 'the nation state'. But one of the effects of imperialism was to break up the growing bonds of unity between the various tribes. Thus, tribes which were coming together to face the European conqueror and aggressor, were separated from each other and in many cases turned against each other.

Tribal man is at a certain stage of social and economic development. Out of the tribal society has grown into the nation state. Basically, the tribal form of the tribal society has grown the nation state. Basically, the tribal form of society is based on communal ownership of land with chieftainship as its political form of government. The chief is the political head of the tribe, but he is responsible to the people and cannot go against their collective wishes.

With conquest, this form of social organization disintegrated and the people became part of the wider world capitalist system based on wage slavery. The economic basis of tribalism was undermined, with the compulsory payment of taxes, money had to be found. This meant working in the mines, factories and plantations.

While this was so, imperialism saw to it that large areas remained undeveloped with no roads or railways. This encouraged regionalism and tribal thinking. The Portuguese, like the other imperialists, also encouraged tribalism and the one way in which they did this was to preserve some of its features, one of which was chieftainship. The chief now was the agent of his colonial master and because they aid him, he had to carry out their orders and instructions.

While they left large areas undeveloped, with only a subsistence economy, there were sectors which were incorporated into the world capitalist economy. These were the rubber, cotton, sisal, coffee, tea plantations as well as tin, coal, gold and copper mines. So, on the one hand, the rural and urban workers were linked in a network controlled by giant international monopolies. This uneven and lopsided economy was what imperialism left behind when it granted political independence.

Adapted from: Eduardo Mondlane

Answer the questions below using full sentences. (30 marks)

- 1) Suggest a suitable title of this story. (2 marks)
- 2) What does the author say is the major problem facing independent African countries? (2 marks)
- 3) How have the imperialists used tribalism to divide and rule African countries? (2 marks)
- 4) According to the passage, is a tribe a bad or good social structure? Give two reasons for your choice. (4 marks)
- 5) How has capitalism made Africans slaves? (4 marks)
- 6) Why did the Portuguese maintain chiefs in their colonies? (2 marks)
- 7) In your opinion, did colonialists contribute positively in Africa? Base your answers on the passage. (4 marks)
- 8) Suggest two ways through which Africans can avoid tribalism and get united. (4 marks)
- 9) What does the author mean by the following expressions? (2 marks each)
 - i. "...before conquests, there was tribe but no tribalism".
 - ii. "Out of the tribal society has grown the nation state".
 - iii. "The chief now was the agent of his colonial master..."

VOCABULARY. (10 marks)

Match the terms used in the passage with their meaning. Use a number and a letter such as 12= k

- | | |
|-----------------------------|--|
| 1) Liberation | a. distributed in an unequal or same way |
| 2) Tribalism | b. belonging to or used by a group of people rather than one single person |
| 3) Conqueror | c. the leadership of a tribe whose title is a chief |
| 4) Embryo | d. to become weaker or be destroyed by breaking into small pieces |
| 5) Communal | e. the state of existing as a tribe, or a very strong feeling of loyalty to your tribe |
| 6) Disintegrated | f. gaining freedom from being ruled or controlled |
| 7) Chieftainship | g. removing the disadvantages experienced by particular groups within society |
| 8) International monopolies | h. developing and not yet complete |
| 9) Uneven | i. someone who has conquered or taken control of a foreign country or its people |
| 10) Independence | j. international companies doing business without competition. |

SECTION B: GRAMMAR AND PHONOLOGY. (30 Marks)

Part I. Complete the sentences with the appropriate tense (past simple or progressive) of the words in brackets. (5 marks)

- 1) They _____ (have) tea when the doorbell _____ (ring).
- 2) Father _____ (smoke) his pipe while mother _____ (read) a magazine.
- 3) While he _____ (mow) the lawn, it _____ (start) to rain.
- 4) He _____ (have) breakfast when the toaster _____ (blow) up.
- 5) When I _____ (come) into the office, my boss _____ (wait) for me.

Part II. To complete the sentences below, use the following determiners (each, all, few, little, any, some) (5 marks)

- 1) They were bored because there was _____ for them to do.
- 2) _____ of the cakes had been baked the day before.
- 3) Uwamahoro didn't take _____ photos when she went on holiday.
- 4) _____ of my friends sent me a birthday card,
but none of them bought me a present.
- 5) I like many of her songs, but not _____ of them are good.

Part III. Re-write the following sentences without changing the meaning of the original sentence. (10 marks)

- 1) The students protested that they were tired of the evening classes that they had had to attend that week.
(Change to direct speech)
- 2) Anti-theft devices will be introduced on all cell phones by police. **(Re-write as active voice)**
- 3) Had I only been aware of the problem I could have supported him. **(Start: If...)**

- 4) It is unwise that so many girls drop out of high school at an early age. (**Rewrite by using the synonym of the word underlined**)
- 5) The constitution specifies that it is legal to employ people without a contract. (**use the negative prefix of the underlined word**)
- 6) She told us it was belived the place was easely riched by car and it was secure. (**Correct the spelling errors**)
- 7) The storm started when we were having a break in the school garden. (**Start: We....**)
- 8) with you/probably/I/come/will/shopping.
(Arrange the words to make a correct sentence)
- 9) All the boys in my family play football.
(Write in passive voice)
- 10) This is the first time I have travelled to a foreign country.
(Begin: Never before...)

PHONOLOGY. (10 marks)

Part I. Copy and underline the silent letters in the words below: (5 marks)

- 1) Ghetto ghastly aghast
- 2) bomb lamb climb
- 3) know knight knot
- 4) foreign gnaw know
- 5) light might

Part II. Write down the sounds you hear at the end of the following words:

(5 marks)

- 1) Stops
- 2) Sings
- 3) Judges
- 4) Laughs
- 5) Pushes

SECTION C: SUMMARY WRITING. (15 marks)

Read the passage and summarize events that led to the death of Ryangombe in not more than 150 words.

Ryangombe one day went hunting, accompanied by his sons Kagoro and Ruhanga two of his sisters and several other spirits. His mother tried to dissuade him from going, as during the previous night she had had four strange dreams, which seemed to her prophetic of evil. She had seen, first, a small beast without a tail; then an animal all of one colour; thirdly, a stream running two ways at once; and, fourthly, an immature girl carrying a baby without a baby sling.

She was very uneasy about these dreams, and begged her son to stay at home, but, unlike most Africans who attach great importance to such things he paid no attention to her words and set out. Before he had gone very far he killed a hare, which, when observed, was found to have no tail. His personal attendant at once shouted that this was the fulfilment of Nyiraryangombe's dream, but Ryangombe only said, "Don't repeat a woman's words while after game."

Soon after this they met the second and third signs (the animal of one colour was a black hyena), but Ryangombe still refused to be impressed. Then they met a young girl carrying a baby, without the usual skin in which it is carried. She stopped Ryangombe and asked him to give her a baby sling. He offered her the skin of one animal after another; but she refused them all, till he produced a buffalo hide. Then she said she must have it properly dressed, which he did, and also gave her the thongs to tie it with. Thereupon she said, "Take up the child." He objected, but gave in when she repeated her demand, and even, at her request, gave the infant a name.

Finally, tired of her demands, he said, "Leave me alone!" and the girl rushed away, was lost to sight among the bushes, and became a buffalo. Ryangombe's dogs, sniffing the beast, gave chase, one after the other, and when they did not return he sent his man, Nyarwambali, to see what had become of them. Nyarwambali came back and reported: "There is a beast here which has killed the dogs." Ryangombe followed him, found the buffalo, speared it, and thought he had killed it, but just as he was shouting his victory recitation it sprang up, charged, and gored him. He staggered back and leaned against a tree; the buffalo changed into a woman, picked up the child, and went away.

At the very moment when he fell a bloodstained leaf dropped on his mother's breast. She knew then that her dream had in fact been a warning of disaster; but it was not till a night and a day had passed that she heard what had happened. Ryangombe, as soon as he knew he had got his death-wound, asked one hunter after another to call his mother and Binego.

One after another all refused, except the maid-servant, Nkonzo, who set off at once, travelling night and day, till she came to Nyiraryangombe's house and gave her the news. The mother went at once with Binego, and found her son still alive. Binego,

when he had heard the whole story, asked his father in which direction the buffalo had gone. He rushed off and overtook the woman, brought her back and killed her. He cut both her and the child into pieces. So, he avenged his father.

Adapted from: <http://www.sacred-texts.com/afr/mlb/mlb10.htm>

SECTION D: COMPOSITION WRITING (15 marks)

Choose one of the topics below and write a composition of about 300 words on it.

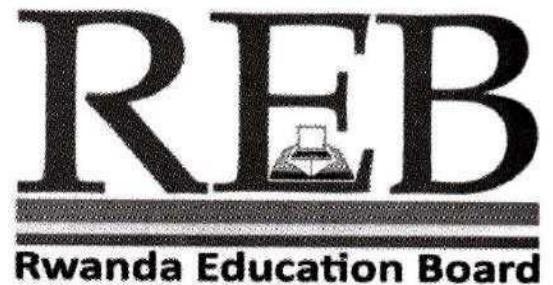
1. Write a letter to the newspaper suggesting ways tourism in Rwanda can be promoted. Start: Dear editor, ...
2. Write a story ending.... I will never forget that day in my life and it has shaped my whole life.
3. Write a story whose title is “Not All That Glitters Is Gold”.

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**English I
003**

14/11/2019

2 PM – 5 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2019

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form and **DO NOT** write your names and index number on additional sheets of paper if provided.
2. Do not open this question paper until you are told to do so.
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SECTION A: Comprehension and Vocabulary.

(30 marks)

SECTION B: Grammar and Phonology.

(40 marks)

SECTION C: Summary.

(15 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 a **blue** or **black pen**.

SECTION A: COMPREHENSION AND VOCABULARY (40 marks)

Read the passage below and answer the questions that follow:

Waking to the sound of her alarm clock that morning, the feeling struck her that the activities that awaited her might be there to be ignored. Sitting up in bed, she saw her course file and realized that she had a test that morning. It had written in an unfamiliar language, she wondered how much she could take in during that short bus ride ahead of her. After a few minutes of desperate but hopeless revision, the hard tones of her father's voice came from down below. "It is almost time you were off Sarah!" There is tea here if you like some."

Reluctantly, she rushed to the bathroom to wash and then quickly put on her hated school uniform. Determined not to miss her bus, on coming downstairs she headed straight for the door ignoring her father's hurried offer a lift. As she arrived, the double-decker bus crawled awkwardly towards the bus-stop, she had timed it to perfection, reaching it just thirty seconds before the bus. She watched as an old lady in a dirty raincoat, and three other children from her school climbed on, but to her amazement, once the rest the queue in front of her had disappeared onto it, she found herself making a signal to the driver to say that she was staying where she was.

The big red vehicle pulled away with her still on the pavement. Within seconds, she had reached the end of her street, and was walking up another that led to the edge of the village and the hill beyond. The sky was clear, and she hardly felt the cool autumn breeze as she strode along wondering about her destination. There was almost no-one about and she whistled a tune to herself as she thought about her class-mates doing their test. She anxiously considered the excuses she would make to herself, and she found herself strolling along the country lane that encircled the hill, all those worries left her. She thought suddenly about a nearby footpath that led to the foot of the hill. She had been along it several years before with her father, and she made up her mind to take it.

On reaching the hill itself, she felt the urge to reach the top. It was not particularly steep, and could be climbed in any season without difficulty. The sun shone more and more brightly, and she had left home earlier. From the long grass at the top of the hill she sat and stared at the valley below. She could see the road snaking from her village to the town where she should have been heading for. The thought suddenly came over that the view would be beautiful in the cold months of December when there is snow. She suddenly hoped that the coming winter month would bring this chance were the weather to make it possible, she promised herself to return and catch that sight at the first opportunity, whatever her obligation might be on that day.

(Source: Adapted from Bob Stillwell)

**Part I. Choose the most suitable answer among the given alternatives
(5 marks)**

- 1) What was the girl's first reaction on waking up?
 - A. To start revising for her examination
 - B. To wander about her day's activities
 - C. To remember that she had a test at school.
 - D. To have her tea.
- 2) What was her first response to the problem of the test?
 - A. No to bother much with her notes.
 - B. To calmly read through her notes
 - C. To revise quickly and effectively
 - D. She was anxious to improve her chances.
- 3) When she left her house
 - A. she thought she was going to miss the bus.
 - B. Her father tried to hold her up.
 - C. She did not intend to catch the bus.
 - D. She hoped she would catch the bus.
- 4) Once she had reached the hill
 - A. She did not think any more about her test.
 - B. She began to regret not bringing her coat.
 - C. The weather became colder.
 - D. She remembered climbing it with her father.
- 5) Sarah promised herself that she would climb the hill again
 - A. As soon as the winter arrived.
 - B. If the snow did not make it too dangerous.
 - C. When it snowed whatever she is supposed to be doing.
 - D. If the weather was the same as the previous year.

Part II: Answer the following questions using full sentences

- 6) Which two causes could lead Sarah to be in this situation? **(4 marks)**
- 7) Did Sarah make a good decision not to go to school in order to avoid doing a test? Give two reasons for four choice. **(4 marks)**
- 8) As Sarah walked aimlessly, which three dangers could she have met? **(6 marks)**
- 9) Give four common causes for students to fear exams in your school? **(4 marks)**
- 10) What two pieces of advice can you give Sarah if you were her friend? **(4 marks)**

VOCABULARY:

Part I: What do the following words and expressions used in the passage mean? (8 marks)

- a) "...activities that awaited her might be there to be ignored."
- b) "Scanning her notes..."
- c) "...desperate but hopeless revision"
- d) "...crawled awkwardly"
- e) "destination"
- f) "footpath"
- g) ...she felt the urge to reach the top.
- h) "She could see the road snaking from her village to the town. Snaking means..."

Part II: Give the opposites of the following words from the passage. (5 marks)

- a) quickly
- b) disappeared
- c) anxiously
- d) nearby
- e) dirty

SECTION B: GRAMMAR AND PHONOLOGY (30 marks)

Read the passage and fill in the gaps with the best choice given below it:

A new report on the Internet and how we use it says that most of us are ----(1)---- social media. The Pew Research Centre's Internet and American Life Project surveyed 2,277 U.S. adults about their Internet ----(2)----. About two thirds of Internet users now belong ----(3)---- social networking sites.

New reports indicate that ninety-three per cent of social network users have joined Facebook, up from 73 per cent in 2009. The continued----(4)----in Facebook's popularity contrasts with the decline of MySpace. Twenty-three percent of ----(5)---- questioned said they had a MySpace profile, down from 48 per cent in 2009. Twitter continues to attract more users, with 11 per cent of respondents saying they use it,----(6) ----- from 6 per cent in 2009.

Part I: Choose the best option to fill in the gaps in the above passage:
(6 marks)

- | | | | |
|--------------|------------|-----------|----------------|
| 1) (a) Using | (b) Usage | (c) Used | (d) used to it |
| (a) Using | (b) Used | (c) Use | (d) Users |
| (a) of | (b) To | (c) By | (d) As |
| (a) Rise | (b) Rose | (c) Riser | (d) Arisen |
| (a) Them | (b) They | (c) Those | (d) These |
| (a) Increase | (b) Higher | (c) Rise | (d) Up |

Part II: Complete the following sentences with the most suitable answer among the given alternatives
(10 marks)

1) The Biology teacher tried to dissuade John.....offering Biology at A' level.

- A. *from* B. *at* C. *in* D. *for*

2) Are you still comingthe weekend?

- A. *at* B. *in* C. *by* D. *for*

3) He leaves home in the morning andschool after break.

- A. *arrives to* B. *reaches at* C. *reaches to* D. *arrives at*

4) When the Minister visited our church, he was.....a blue suit.

- A. *dressing* B. *wearing* C. *putting* D. *dressed*

5) The politician gave such.....speech that the audience wasn't impressed.

- A. *a good* C. *an ignorant* C. *an ignorant* D. *a boring*

6) We never go there at all.....

- A. *neither does she.* B. *she neither does*
C. *neither she does* D. *she can't either*

7) Jane always takes an extra inkpot with hershe runs out of ink.

- A. *in case if* B. *in case* C. *if in case* D. *in case not*

8) Ithe play if only I had known about it at the time.

- A. *liked to have seen* B. *should like to have seen*
C. *should like to see* D. *would have liked to see*

- 9) I was not sure.....
- whose party was he supporting*
 - of whose party he was supporting.*
 - whose party he was supporting*
 - the party of which was he supporting.*
- 10) Peter showed no objection..... us to the new stadium in Kigali.
- of accompanying*
 - to accompanying*
 - to accompany*
 - for accompanying*

Part III: Re-write the paragraph below in the passive voice by changing the words in brackets. (4 marks)

When Mr. and Mrs. Karumuna returned from the party, this is what they found.

The thieves (have/break down) the television, the cupboard (turn) upside down, the bedroom window (smash) into pieces. Everything was disorganized and the police (call) to immediately identify the thief.

Part IV: Rewrite each sentence according to the instructions. Do not change the meaning of the original sentence. (10 marks)

- (a) David didn't enjoy the film as much as Anne.
(Rewrite using more...)
- (b) The boy is three years younger than I am. You see him across the road.
(Join using, whom)
- (c) All you needed to do was to keep quiet. He would not have found you out.
(Rewrite as one sentence using: If only)
- (d) I found it very difficult to believe my brother's story.
(Rewrite using: ...hardly...)
- (e) As he was walking along the road, a bus ran him over.
(Rewrite ending ...a bus)
- (f) Mugunga does not usually get out of the house on Sundays.
(Rewrite using: used to)
- (g) The policeman said to the driver. "You have twenty-four hours within which to produce your driving license. Otherwise, you will be fined."
(Begin: The policeman told the driver that unless)
- (h) Alice is quite fit now. She can begin training with the rest of the netball team.
(Rewrite as one sentence using enough)

(i) The girl desisted from being unruly because she did not want to be branded a stubborn student.

(Rewrite using for fear of...instead of because...)

(j) He is too big. He cannot run that fast.

(Make one sentence from the two given sentences.)

SECTION C: SUMMARY WRITING (15 marks)

Read the passage below and write a summary of less than 100 words about the negative effects of noise pollution.

NOISE

Noise is a form of pollution which can be merely irritating, or cause physical or emotional damage. For some people, the sound of music played very loudly is annoying, while others revel in it. Similarly, it may be enjoyable for some to drive a motor bike, while other people find the noise anti-social.

Long-term exposure to loud noise can bring about stress which has physical signs such as an increase in oxygen consumption and heart rate, possibly leading to effects on the heart and circulation. Tiredness, irritability and sleep disturbances may also occur.

The physical effects of noise on the ears can be serious. Prolonged, loud noise causes physical discomfort; it actually 'hurts the ears'. And if it is too loud or goes on for too long, it, at first, causes temporary hearing loss, then deafness, due to permanent damage to the delicate mechanism of the inner ear.

Rock musicians performing in front of very powerful speakers frequently have permanent hearing damage.

If used at too high a volume, MP3 players can cause severe hearing loss. Although the speakers are so tiny that they can fit inside the ear, the sound they produce is directed straight down the ear canal and can cause damage if the volume is turned on too high.

Excessive noise can have a serious effect on health, and is associated with stress and anxiety. Very loud noise causes physical damage to the delicate structures in the ear and may result in deafness. Don't underestimate the harmful effects of noise. It is the form of pollution which has the most immediate effect on people. It can cause severe stress.

Adapted from English as a first language by John Reynolds, Third Edition.

SECTION D: COMPOSITION WRITING (15 marks)

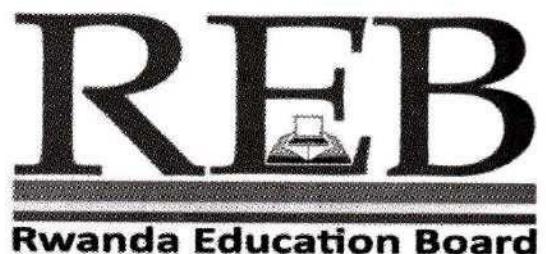
Choose one topic below and write a story of about 300 to 400 words on it.

- 1) Domestic violence still exists in some families. As a responsible person, write a letter to the ministry of Gender proposing ways this problem can be solved. Use imaginary addresses for both sender and receiver.
- 2) Write an essay about a challenge you went through, how you managed to overcome it and the lessons you learned from it.
- 3) Write a description of a typical market day in your community clearly painting the picture of how the day looks like.
- 4) Write a story whose title is “Experience is the best teacher.”

English I

003

22/11/2018 02:00 PM – 05:00 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2018

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form and **DO NOT** write your names and index number on additional sheets of paper if provided.
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.

(40 marks)

SECTION C: Summary.

(15 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 a **blue** or **black pen**.

SECTION A: COMPREHENSION AND VOCABULARY (30 marks)

Read the passage below and answer the questions that follow:

Mobile phones now do so much more than simply make calls that many of us would be completely lost without them.

Unfortunately, thousands of phones do **go missing** each year and many of them may be stolen.

But if your phone does go missing, you could be left with a much bigger headache than simply having to replace your **handset**.

Not only are many smartphones very expensive, but thieves can quickly steal a lot of money and information on stolen phones.

You may be **liable** for all charges run upon your phone before you have reported it lost or stolen to your provider. This is usually set out in the terms and conditions of your contract. Therefore, it's important you contact your provider as soon as possible to avoid facing high charges as a result of **unauthorised** use.

Protecting Your Phone

You should always treat your phone as carefully as you would your bank or credit cards. Make sure that you always take care when using your phone in public, and don't let it out of your possession.

Make sure you put a **Pass code** on both your handset and SIM to make it more difficult for thieves to use.

There are a number of other steps you can take to keep your mobile safe and prevent against **unintentional** use:

- Make a record of your phone's IMEI number, as well as the make and model number. The IMEI is a unique 15-digit serial number which you will need to get the blocked. You can get your IMEI number by writing *06# into your handset or by looking behind your phone battery.
- Consider **barring** calls to international and premium rate numbers (numbers which offer services you are charged for through your monthly phone bill or through credit on your mobile phone) to limit the usefulness of your phone to thieves.
- Some mobile **insurance** policies may provide some cover for unauthorised use so it is worth checking the terms and conditions of your existing policy, or when considering a new Policy.
- There are **apps** which can **trace** your phone if it is lost/stolen and can wipe details from it remotely-such as find my iphone and find my phone for Android...

**I. Answer the questions according to the passage using full sentences
(20 marks)**

- 1) What reason does the passage give for saying that we would be lost without our mobile phones? **(2 marks)**
- 2) What two points make the theft of a phone such a serious problem? **(4 marks)**
- 3) What should you do as soon as you discover that your phone is missing? **(2 marks)**
- 4) What reasons are given in the passage as to why you should do this? **(2 marks)**
- 5) What two pieces of advice are given about how to keep your phone safe? **(4 marks)**
- 6) Explain, using your own words, what is meant by 'a unique 15-digit serial number'. **(2 marks)**
- 7) Why does the passage tell you to check carefully the details of your insurance policy? **(2 marks)**
- 8) What is the importance of apps like find my iphone and find my phone for Android? Give the importance for each. **(2 marks)**

II. VOCABULARY

Match the terms used in the article with their synonyms. Write a letter that corresponds with the synonym. (10 marks)

Term	Synonym
1) go missing	a) protection
2) handset	b) responsible
3) liable	c) unlawful
4) insurance	d) accidental
5) unauthorised	e) blocking
6) pass code	f) look for or search
7) unintentional	g) telephone
8) trace	h) password
9) barring	i) applications
10) apps	j) lost

SECTION B: GRAMMAR (40 Marks)

I. Complete the sentences with the correct form of the verbs in parentheses. (10 marks)

- 1) My brother (see) his girlfriend a lot.
 - 2) I (do) my English homework now.
 - 3) How long (you/know) Kalimba?
 - 4) I (run) to school this morning alone.
 - 5) A: Where's the juice I left in the fridge?
B: Sorry. I (finish) it!
 - 6) She (recently/take up) the intensive English lessons.
 - 7) Kalisa wasn't there when I called. He (already/leave) the house to the market.
 - 8) Mutoni arrived with her friends while we (have) lunch.
 - 9) After (watch) the football match, he bought the jersey of the team.
 - 10) I was watching the TV when I (hear) a bang on the door.

II. Choose the correct phrases to complete the sentences in the conversation between Mr. A, Miss B and Miss C. (6 marks)

Mr. A: Do You.....1 ?

- (a) want to help (b) need to help (c) need any help

Miss B: Yes, do you have this dress.....2different colour?

Mr. A: Yes, we have it in light blue.

Miss B: Can I3.... please?

- (a) try on it (b) try (c)try it on

Mr. A: Sure. Over there. What do you think?

Miss B: It's a little small.....4 in a larger size?

- (a) I want (b) Do you have it (c) Is it

Mr. A: Yes, here's a size 8.

Miss B: Thank you. What.....5..... Keza?

- (a) do You think (b) you think (c) do you like

Miss C: I'm sorry, but that colour.....6.....you.

- (a) doesn't fit (b)isn't right (c) doesn't look good on

III. Put the words in brackets in the appropriate form (use a prefix or a suffix): **(5 marks)**

- 1) He was acting in a veryway. (child)
- 2) She looked..... She started to cry. (happy)
- 3) He passed his exam. He wasfor the second time. (succeed)
- 4) The team that he supported was able to win the (champion)
- 5) He wants to be a when he grows up. (mathematics)

IV. Rewrite these sentences using “unless” to make correct conditional sentences. **(5 marks)**

- 1) I won't know anything about my friends if they don't write to me.
- 2) If there isn't a traffic jam, we will be at home by five o'clock.
- 3) People don't go to the doctor if they aren't ill.
- 4) I'll punish you if you don't tell me the truth.
- 5) They won't give you the job if they don't like your application letter.

V. Rewrite these sentences in the passive voice (14 marks)

- 1) The Government will construct a new road near my house.
- 2) My parents built this house many years ago.
- 3) My brother has cleaned the dishes in the kitchen.
- 4) My grandfather had married three wives before he was forty years old.
- 5) By this time tomorrow, we will have done our last examination.
- 6) The traffic might have delayed my cousin from visiting me.
- 7) Everybody loves our new textbook of English.

SECTION C: SUMMARY WRITING (15 Marks)

A clash with a neighbour can make life hell. And if things turn sour between you and your neighbour, you may not be able to get away from the problem unless you move from that house. For this report, we take the disputes which people have most often with neighbours and explain how to deal with each of them.

Noise next door can drive you mad. It could come from building work or from non-stop, all-night parties. If you can't bear it any longer, contact the Environmental Health Department of your local council. You'll need to prove that the noise stops you from enjoying your property or that it is making you ill. You will need proof, so keep a diary.

Many house and car alarms seem to go off for no reason at any time of the day or night. If this is a problem, you can phone either the police or Your Environmental Health Officer.

If your neighbours have the builders in, you may have to put up with drills and cement mixers. There is bound to be some disturbance: but if you cannot bear the noise, or it is taking place at night, then you can take them to court to make them stop work. This is called taking out an injunction.

The parking place right outside your house is not part of your property. You have no legal right to park there. However, you have a legal right to enter your driveway or garage. Some local councils now operate parking schemes for residents. If your neighbours are always parking so that you can't get out, contact the Highway Department of your local council. It is in charge of traffic management and control. Call the police if you think your neighbour's parking habits are illegal.

If your neighbour fences off some of your land or starts growing plants in what you think is your garden then you have a problem. Arguments over land ownership are hard to solve. They can be sorted out in court but this could cost you a lot of money. You have to decide just how much time and money you are prepared to spend.

Many complaints are about neighbours' building extensions. People who wish to build extensions must have the planning permission. The council must put up a notice at the site or write to all those who may be affected. You have 21 days to agree to the proposal. Put your objection in writing to the local Planning Department and try to get other people to do so, too.

We hope that the information above will be useful. Good luck!

Question:

Write one paragraph of 100-120 words in total, in which you describe the problems caused by some neighbours and explain how you should deal with them.

SECTION D: COMPOSITION WRITING (15 Marks)

Choose one topic and write a composition of about 500 - 700 words.

- 1) Write a letter to a friend describing an attempted robbery at your local shop.

Begin the body like:

You won't believe what happened when I went down to the village shop Yesterday evening. (N.B: Do not write your names in the letter)

- 2) Rwanda traditional Art and Music have been declining because of foreign influence. Give suggestions on how Rwanda traditional Art and Music can be promoted.
- 3) Write an article to the newspaper thanking the government of Rwanda for promoting human rights through different programs.

English I

003

23/11/2017

02:00 PM – 05:00 PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2017

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your name and index number on the answer sheet as written on your registration form and **DO NOT** write your names and index number on additional sheets of paper if provided.
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.

(40 marks)

SECTION C: Summary.

(15 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 a blue or black pen**.

SECTION A: COMPREHENSION AND VOCABULARY (30 marks)

I. Read the passage below and answer the questions that follow:

Everyone wants good things in life. Unfortunately, there are many people like me who cannot afford to have them. I am an orphan with no parents. This story has left me with such a pain that I sometimes wonder if my life will ever be the same. However, I have convinced myself that no matter what happened, I will struggle to be what my parents wanted me to be.

I want to go back to school in order to continue helping my siblings and my grandfather who have been important in my life. It is because of these that I have the courage to move on. The church has far contributed fifty percent of my school fees but I don't know where to get the rest. My goal is to get to university but I want to achieve it for my family in order to see them happy. I have talked to my teachers and headmaster to help me get a sponsor and they have given me hope that it is possible.

Meanwhile as I keep waiting and praying, my grandfather has promised to support me. He has promised to sell off his piece of land to see me back to school. He would love someone to go to university from our family because no one from our family has been to that level of education. So I am looking forward to going back to school in order to achieve my goals.

In case my dream comes true and I go back to school, it will be a good opportunity for me to do better than I did before. My dream is to become a great police officer to keep law and order. It will make Mum and Dad proud – even though they are not alive. I will make history in my family.

I always wanted to be a policeman, and I still believe I will be one someday. I want to look after my family when they get sick and help them get a good life that I never had so that they can stop dwelling on the past only but think about the future.

Questions:

- 1) Give a suitable title for this story. (2 marks)
- 2) What circumstances have caused the writer not to continue with her studies? (2 marks)
- 3) What kind of support has she got and still hopes to get? Give three points. (3 marks)
- 4) What are her two main reasons for wanting to go back to school? (2 marks)
- 5) Why does the writer want to be a policeman? (2 marks)
- 6) Why would you consider the writer to be a kind and a loving person? Give two reasons. (2 marks)

- 7) What does the writer mean by:
 a) It is because of these that I have the courage to move on. **(1 mark)**
 b) Keep the law and order. **(1 mark)**

Section B: Grammar and Phonology (40 marks)

I. Choose the correct answer to complete the statements below. **(1 mark each)**

- 1) The.....of the epidemic was marked by widespread diarrhea.
 A. onset B. outset
 C. outbreak D. upset
- 2) After a hard day's work, the meal was a welcome.....for the hungry peasants.
 A. Spectacle B. sight
 C. scene D. view
- 3) Mugabo, you are so slow! This project weeks ago.
 A. should complete B. might be completing
 C. must have completed D. out to have been completed
- 4) I wish you.....Kanyombya on TV, it was an excellent production.
 A. will see B. would see
 C. saw D. have seen
- 5) His house-mateto have arrived before six O'clock.
 A. ought B. must
 C. was D. tried
- 6) If the back benchers.....so loudly, we would have heard what the speaker actually said.
 A. have not been talking B. had not been talking
 C. we're not talking D. did not talk
- 7) When a person grows old, his vitality and creative power.....
 A. deteriorates B. disappears
 C. dies D. evaporates
- 8) Kanyana sits.....Ruganzu and Anita.
 A. besides B. adrift
 C. between D. next by

II. Rewrite the sentences below as instructed without changing the meaning. **(2 marks each)**

- 1) My father used to play football when he was young. (Begin: My father doesn't.....)

- 2) Jane gave me a present on my last birthday. (Change into passive voice...)
- 3) "Let's go swimming". Ngabo suggested to Keza. (Rewrite in indirect speech)
- 4) "Would you like a cup of coffee?" He asked. (Begin: He asked)

II. Vocabulary: Choose the best answer from the alternatives A, B, C and D below the passage. (15 marks)

People are becoming more and more aware of the importance.....i.....
....conservation.

Conservation means.....ii.....things to many people. To some it means preserving our forests and wildlife. To others it means using our natural resources.....iii..... Whatever it means, conservation is considered essential if people.....iv.....the earth to continue supporting the human race.

The need for conservation.....v....because the human race is using the world's natural resources.....vi.....greater quantity and variety ever before.

.....vii..... the world's population grows, and as more people demand a higher standard of living, the demand for resources.....viii..... These resources include oil, coal and natural gas. They cannot.....ix.....replaced once they have been used. The only way to make resources last longer is use.....x.....

Similarly, other.....xi.....resources like our forests and wildlife may bexii.... forever. Several species of wild life may become.....xiii.....because of the cut down of their forest homes of uncontrolled hunting.....xiv.... Humans. If we don't doxv...., we will only read about many species that are common today.

Choose the appropriate answers that can be used to complete the above text from the alternatives given below.

- | | | |
|--|--|---|
| i. (A) for
(B) to
(C) of
(D) in | ii. (A) some
(B) many
(C) few
(D) plenty | iii. (A) wisely
(B) bravely
(C) attractively
(D) happily |
| iv. (A) must expect
(B) might expect
(C) expect
(D) expects | v. (A) Arise
(B) has risen
(C) was arising
(D) arisen | vi. (A) in
(B) to
(C) for
(D) at |

- | | | |
|--|---|--|
| vii. (A) if
(B) although
(C) as
(D) since | Viii. (A) increases
(B) increased
(C) increasing
(D) to increase | ix. (A) being
(B) to be
(C) been
(D) be |
|--|---|--|

- | | | |
|--|---|---|
| X.
(A) least
(B) less
(C) lesser
(D) few | xi. (A) artificial
(B) domestic
(C) natural
(D) nature | xii. (A) lose
(B) loose
(C) to lose
(D) lost |
|--|---|---|

- | | | |
|---|--|---|
| xiii. (A) extinct
(B) increased
(C) survive
(D) many | xiv. (A) by
(B) from
(C) of
(D) off | xv. (A) everything
(B) nothing
(C) anything
(D) it |
|---|--|---|

SECTION C: SUMMARY WRITING (15 MARKS)

A mayor is the leader of the council and has a number of roles which are both legislative and functional. The legislative requirements are outlined in Section 73 of the local Government Act 1989.

The Act states that the mayor not only takes a lead at all municipal events taking place within the municipality but must also become a chairperson at all meetings of the council at which he or she is present.

The mayor's role, however, extends well beyond performing official duties at council meetings or other municipal activities. Additional important roles are providing leadership, promoting positive relationships and demonstrating good performance.

Some of the roles include being the council spokesperson and has a significant ceremonial role at particular events including citizenship ceremonies.

The mayor is also an important community leader and is the one who speaks for the community on economic issues such as commenting on the impact of jobs lost or gained in the municipality, disaster management and development plans.

While the mayor has been elected by at least a majority vote, the position makes him/her the leader of all councillors whether they supported him/her or not. What this means is that the mayor has the responsibilities to serve, and is accountable to all councillors. The mayor's leadership style ensures that all people are united.

Adapted from: www.austlii.edu.au/legis/vic/consol_act/lga1989182/s73.html

Questions:

In not more than 100 words, summarize the roles and responsibilities of a mayor discussed in the passage above.

SECTION D: COMPOSITION (15 marks)

Choose one topic out of the three given below and write a composition of not more than 500 words on it.

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

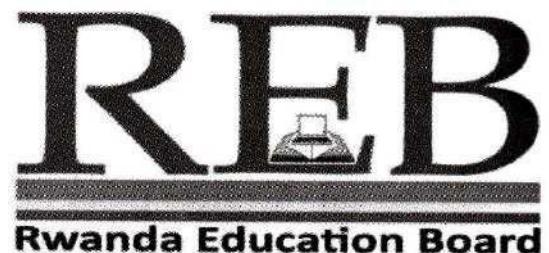
- 1) Write a story with the following ending: "when I looked back at what happened to us, I couldn't believe that we had escaped."
- 2) Describe the natural features that make Rwanda a beautiful country for tourism.
- 3) You have just joined senior four in a new school and made a new friend.

English I

003

11 Nov. 2016

2 PM – 5 PM



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 a 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 to produce food that is 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 were better to acquire education and be within reach of these attractions than in towns? It is 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 ambition of getting away from the land.

Perhaps 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 slums-cauldron of unrest which from time to time bubble over violence.

The straight forward way out of such dilemma would seem to be 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 labor 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 some one has invented an electric device which does the job quicker. The women will soon be out of New York 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 of 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 other hand 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 (5 marks)

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.

(15 MARKS)

- 1) Why is it difficult for developing countries to:
 - a) Widen the economy. **(1 mark)**
 - b) Establish industries and create more jobs in factories. **(1 mark)**
- 2) Give two disadvantages of cottage industries. **(2 marks)**
- 3) Mention three possible solutions to the problem of unemployment as discussed in the passage. **(3 marks)**
- 4) Explain why boys don't like working on the land. **(2 marks)**

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

PART III: VOCABULARY (10 marks)

Fill each space with one of the words in the text 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 befor 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 ayet.

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.

- 1) Our teacher us a test when the headmaster entered the classroom.
a) has given b) gives c) was giving d) will give

- 2) Littleknow the consequences of our actions.
a) did we b) we did c) we didn't d) didn't we
- 3) Unless youhard, I shall not support you anymore.
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'lloutside your house at midday.
a) picked you b) pick you up c) lift you 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 stonethan anyone else.
a) much further b) much more far c) more further d) much more further
- 9) It wasdifficult question that we did 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) Shevery well.
a) puts on b) wearing up c) dresses d) had stolen
- 12) The minister of Education.....the foundation stone of our library.
a) lain b) lay c) laid d) lied
- 13) She removed her clothes andthem up on the nail.
a) hunged b) hang c) hung d) hanged
- 14) Youcome 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 theywear 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, theis 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.
 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 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 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(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 (10 marks)

- 1) Unless you hurry, you will miss the train.
- 2) It is possible they are children of good character.
- 3) The examination was very simple though tricky.
- 4) The judge told the court that Mateso must be over eighteen years old since he is at the university.
- 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 (5 marks)

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

- | | | | |
|-------------|---------|-----------|----------|
| 1) a) loud | b) book | c) should | d) tooth |
| 2) a) Toes | b) nose | c) lose | d) hoes |
| 3) a) money | b) some | c) love | d) shoe |
| 4) a) plain | b) mail | c) man | d) plane |
| 5) a) 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 condition. (10 marks)

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 for 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 healthy 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 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. 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 server difficulties in supplying medical help or spreading health education.

SECTION D: COMPREHENSION (15 MARKS)

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:
 - a) A house
 - b) A car

Which 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?

English I

003

13/11/ 2015 2PM – 5PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2015

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Write your names and index number on the answer booklet as they appear on your registration form and **DO NOT** write your names and index number on additional answer sheets of paper if provided.

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 **(45marks)**

SECTION C: Summary **(10marks)**

SECTION D: Composition **(15marks)**

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 (30MARKS)

Read the passage below and answer the questions that follow.

When scientists began to realize that careless, wasteful methods of farming and industry were changing the natural environment too rapidly and were destroying our resources, they went to work to renew our soil, our forests and grasslands and our wildlife. The work of managing these and our mineral resources wisely is called "conservation". People who help conservation are "conservationists". Everyone can and should be a conservationist. A boy or girl who plants a needed tree, puts out bird houses, or saves a useful plant or animal is a conservationist.

There are, however, conservation specialists who are trying to find out just what each natural environment is best suited for. They have learnt that in some regions of scanty rainfall and thin soil, like parts of western United States, it is wise to leave the land in grass as food for the right number of beef cattle rather than to plough up the grass and plant grain. They know also that a marsh is not necessarily waste land simply because corn and wheat and cotton will not grow on it. A marsh can be a valuable soil-builder and water-holder, important to the country's water supply.

A conservationist can help farmers in a way like this: He takes samples of soil from various parts of a farm and sends them to a laboratory. The experts find out what soil chemicals the samples contain. Then the conservation specialist makes a sketch of the whole farm, showing the different kinds of slopes, hills, flatlands, and soil. Together he and the farmer make a "land use map" and decide what the various parts of the farm are best suited for and how they should be used.

Then the farmer goes to work. Some fields are suited only for fallow. These, the farmer leaves in grass. Others, he cultivates in special ways to protect the land

and also to restore valuable chemicals to the worn-out soil. This is done by rotating crops - that is, by planting crops like clover or soy beans which restore nitrogen to the soil, then ploughing them under and planting grain which needs the nitrogen.

In this cornfield, the conservationist advises the farmer to plough his furrows across the slope instead of down it. This ploughing to follow the natural curves or "contours" of the land makes each furrow into a little dam which holds back the water and keeps it from washing away the rich topsoil. On some slopes the farmer makes terraces to hold the water. On others, he leaves strips of soil between the ploughed sections. Where deep gullies have been worn, he builds little dams, and in the smaller ditches he plants grass. The conservationist advises planting trees and shrubs along muddy creek banks and in fence rows, he suggests hedges as homes for insect-eating birds and game animals.

After a while the farmer has nature working with him on his farm. He has helped control floods. His study of conservation has paid off in better crops and valuable wildlife.

QUESTIONS:

- 1) (a) Explain what is meant by "conservation" **(2marks)**
(b) How can everyone be a conservationist? **(3marks)**
- 2) What have conservation specialists found out about:
 - (a) Regions of scanty rain and thin soil? **(2marks)**
(b) The marsh? **(2marks)**
 - 3) (a) What does a land use map show? **(2marks)**
(b) How can it help the farmers? **(3marks)**
 - 4) (a) How can valuable chemicals be restored to the worn-out soil? **(3marks)**
(b) Give one example of crop rotation. **(4marks)**

- 5) (a) How are contours created in the cornfield? **(3Marks)**
 (b) What is the importance of contours in the field? **(2marks)**
- 6) What do the following words and phrases mean: **(4marks)**
- (a) Wasteful methods of farming ?
 - (b) Regions of scanty rainfall ?
 - (c) Plough ?
 - (d) Fence rows ?

SECTION: GRAMMAR AND PHONOLOGY (45MARKS)

Choose the correct alternative. (1mark each)

- 1) Who..... Mr Sanchez to the airport yesterday?
 (a) take (b) took (c) taken
- 2) Where in Singapore you live?
 (a) are (b) have (c) did
- 3) They first met when theyfor a big company in Madrid.
 (a) was working (b) have worked (c) were working
- 4) Sandra told me she really..... the party last week.
 (a) enjoys (b) enjoyed (c) enjoying
- 5) What the weather like on your holiday?
 (a) was (b) were (c) was being
- 6) I rang home just as the train into the station.
 (a) get (b) has got (c) was getting
- 7) Peter go skiing with you last year?
 (a) Was (b) Has (c) Did
- 8) I didn't..... to the swimming pool yesterday.
 (a) go (b) went (c) going
- 9) When I was at school, I..... in the choir.
 (a) sing (b) sang (c) sung
- 10) Was John waiting for you when you got to the station?
 (a) Yes, I was. (b) No, he didn't. (c) Yes, he was.

- 11) This is the young man.....won the promotion recently.
(a) whose (b) which (c) who (d) whom
- 12) If you.....this way madam, the waiter will show you to your table.
(a) would just come (b) had just gone (c) have just come (d) coming
- 13) If you.....me earlier.
(a) would tell (b) told (c) telling (d) had told
- 14) What kind of factory will they build on that.....?
(a) place (b) site (c) scene (d) area
- 15) Ask the bus conductor.....
(a) the bus to Rusizi leaves what time
(b) what time leaves the bus to Rusizi
(c) what time the bus to Rusizi leaves
(d) that what time the bus to Rusizi leaves

Rewrite the following sentences so that they do not change the meaning of the original sentences. (1mark each)

- 1) I can't come because I have to look after my neighbour's children.
(Begin: if I...)
- 2) It's nearly twenty years since my father saw his brother. **(Start with: My father...)**
- 3) He gave me a lift to the station and I didn't miss the train. **(change into an if clause)**
- 4) "When was the East African Community first formed?" Mary asked.
(rewrite in reported speech)
- 5) Kagabo will get over his illness. Then his work will be improved. **(Begin: Once...)**
- 6) She read this letter and burst into tears. **(Rewrite beginning: As soon as...)**

- 7) I started working for the company three years ago and now I'm still working here. (**Use: ...for....**)
- 8) She won the tournament, so I congratulated her. (**Begin: I congratulated her....**)
- 9) The last time I played tennis was in 2008. (**Use: I haven't...since...**)
- 10) The man cut the grass in our school compound with a machine.
(Rewrite in passive form)
- 11) The play won the competition. It was put on by a Rwandan School.
(Combine the sentences usingthat.....)
- 12) That bag is very heavy. The young girl cannot carry it. (**combine the sentences usingtoo.....to**)
- 13) The old man had entered his house when the storm started. (**Begin: No sooner.....**)
- 14) Some students are not aware that their indiscipline can make them be expelled from school. (**Rewrite ending..... indiscipline**)
- 15) The Mayor spent time at school. He learnt to speak English. (**Join this sentence as one usingenough.....**)
- 16) My enemy's watch looks very expensive. (**Rewrite the sentence by using the opposite of the underlined word.**)
- 17) Emma had done the housework before the guests arrived. (**Change into passive voice**)
- 18) Jonathan said, "I've returned the dictionary to the library". (**Re-write in indirect speech**)
- 19) One day I would like to be rich. Then I will buy a car. (**Begin: If I were....**)
- 20) I sent a letter to Munyana. It was written by Jean Claude. (**Join the two sentences using...which....**)

PHONOLOGY (10MARKS)

- 1) Underline the syllable which is stressed in the following words.
(a) Individual (b) Politician (c) Certificate (d) Production **(1mark each)**

- 2) In the following words, underline the syllable which is stressed and write if the word is a noun or a verb. **(1mark each)**
(a) Record (c) present (e) desert
(b) Record (d) present (f) desert

SECTION C: SUMMARY (10MARKS)

Summarize the following article about the reasons for child abuse in not more than 100 words.

The childhood years are supposed to be the best times of one's life; playing and having fun. Yet there are many children who are deprived of this childhood. They are tortured and verbally and physically abused.

There is no reason or excuse for child abuse. Abusers claim they do it because of the stress of work. Child-abusing housewives feel harassed by a crying child and are unable to curb their own fury, especially if no support is received from anyone. This is not surprising since support is extended to a victim of child abuse more readily than to the perpetrator. Occasionally, parents may vent their frustrations on their child if they fight and quarrel with each other. In cases like these, it is the children who are the victims.

In this modern age where both parents are usually holding jobs, children are left with babysitters and in nurseries. Abuse by these careers may occur when there are too many children to be minded. The disappearance of the extended family system is partly to be blamed for these incidents.

Crowded homes and financial problems can also lead to child abuse. When there are too many mouths to feed, parents feel the pressure and vent their anger on a child.

Substance abuse is another factor which increases the incidents of child abuse. Under the influence of alcohol or drugs, a parent may not know what he or she may be doing. Or, rather, knows what he or she is doing but is not bothered at all. A drug addict may experience mood swings and is easily provoked by a crying baby. Thus we see and read horrifying reports of a child being savagely tortured and dumped elsewhere, like garbage.

Psychologists believe that child abusers may have been victims of abuse themselves. Thus, in anger and hatred, they repeat the vicious cycle of abuse. Some have no love for the children they abuse. Some have been brought up to believe that children should be beaten in order to maintain control. These are troubled people who need help.

A home is supposed to be a haven where a child ought to feel safe and secure. Unfortunately, more often than not, the home is also where a child is abused. Whatever the reasons for the abuse, something must be done to stop the cruelty and help these parents who simply cannot cope with parenting. Parents-to-be should be counseled and inculcated with parenting skills. The Child Protection Act which was passed in Parliament in 1991 does not effectively prevent child abuse. Stricter enforcement is necessary. Thus, it requires a commitment from each individual to help families with victims and troubled parents, the perpetrators.

SECTION D: COMPOSITION (15MARKS)

Choose one topic from the ones given below and write a composition about 300-500 words.

- 1) Should parents tolerate their children's friends of the opposite sex? Why do you think so?
- 2) During a study trip to another part of the country, you visited a beautiful spot that you think everyone should see. Describe it to a friend, persuading her to find time to visit the place.
- 3) Write a letter to a very good friend of yours, telling him/her about your dreams for the future.

ENGLISH I

003

01/11/ 2014

2PM – 5PM



ORDINARY LEVEL NATIONAL EXAMINATIONS, 2014

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 a blue or black pen.

SECTION A: COMPREHENSION AND VOCABULARY (30 marks)

Read the passage below and answer the questions that follow.

Many insects are known to play a big part in transmitting diseases. Mosquitoes transmit malaria and yellow fever, tsetse flies carry sleeping sickness and fleas harbour bubonic plague. Animals which carry organisms which can cause diseases in other animals or plants are called vectors.

Malaria is caused by a microscopic, single celled parasite which enters and eventually destroys a large number of red blood cells. The parasites are transmitted from person to person by female mosquitoes of the genus Anopheles. They pierce the skin with their sharp mouth parts and feed on blood which they suck from the skin capillaries. If the blood so taken contains malaria parasites, these undergo a complicated series of changes within the mosquito, including extensive reproduction and eventually accumulate in large numbers in the salivary glands. If the mosquito now bites a healthy person, saliva containing hundreds of parasites is injected into his/her blood stream and he/she may develop malaria.

If mosquitoes could be prevented from biting people, the disease could not be transmitted. Thus methods of controlling the disease, apart from drugs which kill the malarial parasite in the blood, concentrate largely on eliminating the mosquito. The species of mosquitoes which normally rest in dwellings can be attacked by sprays containing DDT or BHC. The spray remains effective on the walls of dwellings for several months and will kill any insects which settle on sprayed surface. It is known that, although the adult mosquito spends its life on land, the larvae and pupae live in water. The female mosquito lays its eggs in the static water of lakes, ponds, ditches or even water collected in puddles, drinking troughs or cans. The egg soon hatches to larvae which breath air at the surface through a tracheal tube and feed on microscopic algae in water. The larva eventually pupates and although the pupa doesn't feed, it still breathes air. Finally, the pupa skin splits open, the imago emerges and flies away. Knowledge of this cycle leads to methods of mosquito eradication directed to the larval and pupa stages. By draining swamps and turning sluggish rivers into swifter streams, the breeding grounds of the mosquitoes are destroyed.

In towns and villages, water must not be allowed to collect in any container, e.g. tanks, pots or tins, accessible to the mosquito. Spraying stagnant water with oil and insecticides suffocates or poisons the larvae and pupae. Such spraying must include not only lakes and ponds but any accumulation of fresh water which mosquitoes can reach, e.g. drains, gutters and the receptacles mentioned above.

As a result of a world-wide programme of malaria eradication, sponsored by the World Health Organisation, malaria has been virtually eliminated by the methods outlined above in fourteen countries, and eradication is well advanced in another twenty four. In fifty-four more countries, eradication is beginning or is planned.

PART ONE: COMPREHENSION QUESTIONS (20 MARKS)

1. With reference to the passage, briefly explain how malaria is transmitted. **(2marks)**
2. Using information from the passage, say how malaria can be prevented. **(2 marks)**
3. What do you understand by the term receptacles? **(1 mark)**
4. Name the receptacles that have been “mentioned above”. **(1 mark)**
5. What does “malaria has been virtually eliminated” mean? **(1 mark)**
6. What other plans does World Health Organisation have to fight malaria. **(1 mark)**
7. “Many insects are known to play a big part in transmitting disease”.

The underlined word, means : **(1 mark)**

- a. Injecting disease b. Passing on disease
 - c. Curing disease d. Harbouring disease
8. There are many ways of preventing malaria, two of which are
(a).....and..... (b)..... **(2 marks)**
 9. Spraying must include (a).....and.....(b)..... and also.....(c)..... **(2 marks)**
 10. The breeding ground of the mosquito can be destroyed by **(1 mark)**
 11. The pupa doesn't feed but **(1 mark)**
 12. What are the meanings of the following words as used in the passage. **(5 marks)**
 - a. Vector b. Malaria c. Anopheles d. Malarial parasites
 - e. Species

PART TWO : VOCABULARY QUESTIONS (11 MARKS)

Re-write this text and punctuate it. Use capitalisation, full stops and commas where appropriate

when someone has lost a lot of blood after a road accident he or she may be given a blood transfusion for this purpose blood is obtained from people called blood donors the person receiving the blood is called the receipt

doctors have been interested in the idea of blood transfusion for hundreds of years but it was not done successfully until early in the twentieth century in transfusion the problem is that the blood from one person may damage the blood cells of another when this happens the blood of the two people is said to be incompatible the reason for this was discovered by an austrian scientist karl landsteiner who showed that different people have different types of blood he discovered that there are four main types or groups and called them O A B and AB with this discovery successful blood transfusions began to be given

SECTION B GRAMMAR AND PHONOLOGY 45 MARKS

I. Re-write the following sentences as instructed in the brackets. (10marks)

1. Delphine answered the question. (Change the sentence to passive voice)
2. The house will be built by the construction crew in five months. (Change the sentence to active voice)
3. Many people know how to plant a flower, but not many people know how to make it grow. (Re-write this sentence usingvery few.....)
4. You might obtain your goal if you put forth some more effort. (Re- write usinga little.....)
5. She told me that her father was ill. (Re-write using **of** instead of.....**that**.....)
6. Jane is beautiful. Chantal is not so beautiful. (Re-write as one sentence beginning: Chantal.....)
7. You will miss the bus if you don't hurry. (Begin: Unless.....)
8. Possibly, they are children of good character. (Begin: It is.....)
9. "Have you ever been told that scorpions are poisonous?" asked the teacher. (Re-write this sentence in reported speech)
10. Hakizimana asked Maurice why he had gone to town the previous day. (Re-write this sentence in direct speech)

II. For the following questions choose the right letter from the choices given.

(20marks)

1. Soldiers have been sent in to try to restore.....in the area.
A. Harmony B. Organisation C. Order D. Regulation
2. I think that the problem Henry raised is a major.....for our society today.
A. Theme B. Issue C. Point D. Subject
3. James found it difficult to sleep because of.....coming from his neighbour's house.
A. Much noise B. Loud noise C. All the noise D. Many noise
4. Phillip liked.....that Angela made for his birthday.
A. Cake B. The cake C. A cake D. An cake
5. Fiona is very angryher Manager's decision to sack several members of staff.
A. About B. For C. Against D. By
6. The teacher asked if.....to bring our textbooks to class.
*A. All we had remembered B. Had we all remembered
C. We had all remembered D. Had all we remembered*

7. When Eugene was a small child, he.....spend hours every day playing with stones in the garden.
- A. Would B. Was C. Should D. Used
8. Please don't forget to ring me when youhome.
- A. Get B. Are going to get C. Will get D. got
9. Whatif you had been in my position?
- A. Should i have done B. Would you have done
C. Could you do D. Had you done
10. I won't be going to Gisenyi with you tomorrow..... I feel a lot better.
- A. If not B. As if C. Unless D. As though
11. We.....a lovely three weeks in the south of Spain last year.
- A. Will have spent B. Took C. Did D. Spent
12. Umutesi usually gets good marks at school..... she doesn't seem to spend much time studying.
- A. Although B. Unless C. Because D. Even
13. Have you been back to the house.....you grew up?
- A. Who B. Which C. When D. Where
14. Mary went out without..... goodbye.
- A. Have said B. Having said C. Said D. To say
15. Toof my knowledge, there are no adequate books on the subject.
- A. The better B. The best C. The most D. The good
16. If he continues drinking, he will lose his job.
- A. Less and less B. More and more C. Less or more D. Sooner or later
17. Because of the mud the cars couldn't move,.....could the buses.
- A. Also B. So C. Nor D. Either not
18. Do you mind..... I open the windows?
- A. That B. Whether C. Because D. If
19. Rwanda is a country.....a long history.
- A. In B. With C. for D. By
20. It is already nine o'clock, come on.....!
- A. Don't get up B. You get up C. Get up you D. Get up

PHONOLOGY 15 MARKS

III. In the following sentences find the word that has the same sound as the underlined word in the sentence (5marks)

1. There is a lot of light in the building.
A. Get B. Sight C. Pick D. Time
2. He bought a bag of rice yesterday.
A. Hot B. Note C. Broke D. Boat
3. I think she went to Karongi yesterday.
A. Three B. There C. These D. Sink
4. Please tie up your shoe laces.
A. Buy B. Sit C. Pot D. See
5. That metal has rust on it.
A. Rude B. Move C. Cute D. burst

IV. In the following sentences choose the correct word to complete the sentence.

(5marks)

1. The school..... (principle, principal) spoke to a group of parents.
2. This is my favourite..... (pare, pair, pear) of shoes.
3. Alex is going to..... (ware, wear) his uniform today.
4. I..... (scent, cent, sent) a letter to my aunt in Nyagatare.
5. The teacher walked down the..... (aisle, isle) between the rows of desks.

V. In the following sentences choose the answer that best defines the word in capital letters.

1. EAGER

- | | |
|--------------------------------------|--------------------------------------|
| A. Wanting to do something very much | B. Not able to be used fully |
| C. Being relaxed or happy | D. Having the ability to soar or fly |

2. DEMOSTRATE

- | | |
|------------------------|-----------------------------------|
| A. To stop temporarily | B. To take something from someone |
| C. To show an example | D. To discover something new |

3. ROUTINE

- | | |
|------------------------------|------------------------------|
| A. Something done carefully | B. Something done repeatedly |
| C. Something done for school | D. Something done by mistake |

4. TIDY

- A. Harmful and dangerous
- B. Jealous and mean
- C. Clean and neat
- D. Broken and dangerous
- E. Broken and damaged

5. ACCURATE

- A. Deadly or dangerous
- B. Delicious or tasty
- C. Nervous or anxious
- D. Exact or precise

SECTION C SUMMARY WRITING

Summarize the following passage in not more than 120 words. (10 Marks).

Communicative methods practiced by animals in the wild.

Communication is part of our everyday life. We greet one another, smile or frown, depending on our moods. Animals too, communicate, much to our surprise. Just like us, interaction among animals can be both verbal or non-verbal.

Singing is one way in which animals can interact with one another. Male blackbirds often use their melodious songs to catch the attention of the females. These songs are usually rich in notes variation, encoding various kinds of messages. Songs are also used to warn and keep off other blackbirds from their territory, usually a place where they **dwell** and reproduce.

Large mammals in the oceans sing too, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises produce pings, whistles and clicks. These sounds are surprisingly received by other mates as far as several hundred kilometres away.

Besides singing, body language also forms a large part of animals' communication tactics. Dominant hyenas exhibit their power by raising the fur hackles on their necks and shoulders, while the submissive ones normally "surrender" to the powerful parties by crouching their heads low and curling their lips a little, revealing their teeth in friendly smiles.

Colours, which are most **conspicuously** found on animals are also important means of interaction among animals. Male birds of paradise, which have the most **gaudy** coloured feathers often hang themselves upside down from branches, among fluffing plumes, displaying proudly their feathers, attracting the opposite sex.

The alternating black and white striped coats of zebras have their roles to play too. Each zebra is born with a unique set of stripes which enables its mates to recognize them. When grazing safely, their stripes are all lined up neatly so that none of them loses track of their friends. However, when danger such as a hungry lion approaches, the zebras would dart out in various directions, making it difficult for the lion to choose his target.

Insects such as the wasps, armed with poisonous bites or stings, normally have brightly painted bodies to remind other predators of their power. Hoverflies and other harmless insects also make use of this fact and coloured their bodies brightly in attempts to fool their predators into thinking that they are as dangerous and harmful as the wasps too.

SECTION D : COMPOSITION : 15 MARKS

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

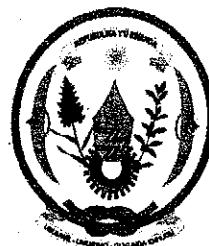
1. What are some of the most appropriate ways in which the Government of Rwanda can fight poverty?
2. Explain the dangers of pre-marital sex.
3. Write a composition explaining the advantages and disadvantages of being a school prefect.
4. Write a letter to your parent/guardian and in your letter include the following :
 - a. Thanking him/her for having been able to pay your school fees for the past three years.
 - b. Promising him/her that you will get good grades.
 - c. Tell him/her what you want to be in future and why.

English I

003

01/11/ 2013 2PM – 5PM

REPUBLIC OF RWANDA



RWANDA EDUCATION BOARD

ORDINARY LEVEL NATIONAL EXAMINATIONS 2013

SUBJECT : ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

1. Do not open this question paper until you are told to do so.
2. 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)**

3. Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**

SECTION A : Comprehension and Vocabulary (30 marks)

Read the passage below and answer the questions that follow

As we are aware, the HIV/AIDS pandemic is on the rampage; ravaging the youth and the old alike. It is time for people to decide for themselves what is good and what is not. And the earlier they do this the better.

The youth, for instance, can rise up with the message of hope and assure everybody that it is possible for the remnant to remain by abstaining from premarital sex. And how will they abstain if everywhere they look images of sex stare at them, beckoning alluringly?

The thing to remember is that it is their responsibility to censor the stuff that gets into their minds because this will definitely affect the kind of decisions and lifestyles they adopt. Before reading a pornographic book or magazine, they should pause and ask themselves, "Do I hope to become better after reading this?" The same consideration should be made before watching certain movies and listening to offensive music. Guarding one's mind against trash requires laying down very clear principles. Discipline is imperative.

For young people, it is important to choose friends wisely. They should determine what they will be doing together. If a friend is not building them up, or is causing them undue pressure, they then shun him or her. This pressure often takes the form of making those who choose to abstain from premarital or illicit sex feel inadequate.

Avoiding idleness is equally important. The wise say that an idle mind is the devil's workshop. The solution is to get busy with constructive activities be they academic, economic, physical or spiritual. Trying out new hobbies such as gardening, playing football, swimming, basket weaving, baking and volunteer work is a step in the right direction.

Parents must also take the full responsibility of bringing up their children. They are the first counsellors of their children especially in the formative stages. Unless they do something in good time, they will cry alone when the disaster of teenage pregnancies, abortion and HIV/AIDS happens right under their own roofs. The onus is upon them to freely discuss issues of sexuality with their children.

Teachers too have a very crucial role to play in the lives of their students. The youth spend a bigger percentage of their waking moments with their teachers. The teachers not only equip them with academic knowledge but also with the right attitudes and behaviour. And it is a good thing that sex education has been introduced in the school curriculum.

Moreover, places of worship must pitch in with their contribution. They are an excellent position of imparting the correct moral values to their adherents. Besides, they can provide social and religious activities that will build the youth up spiritually and mentally.

Finally, it is incumbent upon the government to put in place legislation governing what the citizens, especially the youth, are exposed to in the form of print or electronic media.

In conclusion, the future generation is keenly watching us to see if we will wreck or salvage the boat of their survival. Every member of society has a part to play in enhancing morality. It is only by doing this that we can hope to check the onslaught of HIV/AIDS.

PART ONE : COMPREHENSION QUESTIONS (20 MARKS)

1. What is the role of teachers in the lives of their students? **(2 marks)**
2. According to the passage how can one avoid an idle mind? **(5 marks)**
3. Re-write the following sentence in the past: The youth, for instance, can rise up with the message of hope and assure everybody that it is possible for a remnant to remain by just abstaining from premarital sex. **(1 mark)**
4. Which words does the author use to show displeasure with some kinds of films and music? **(2 marks)**
5. What sort of friends does the author appear to recommend? **(2 marks)**
6. Re-write the following sentence in indirect speech: They should pause and ask themselves, "Do I hope to become better after reading this?" **(1mark)**
7. What consequences may parents face if they don't take responsibility. **(2marks)**
8. Explain the meaning of the following words and expressions **(5 marks)**
 - a) Crucial
 - b) Offensive
 - c) Equip
 - d) Remnant
 - e) Censor

PART TWO: VOCABULARY (10 marks)

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 ONE : GRAMMAR

Sub-section B.1: Choose the right answers by writing the letter of the correct choice on the answer sheet. (20 marks: 1 each)

1. She was very particular.....earrings she wore.
A. at B. for C. about D. of
2. He damaged his neighbors fence regardless.....what the consequences might be.
A. from B. of C. for D. about
3. Parents' connivance.....their children's faults may cause serious problems.
A. about B. of C. with D. at
4. In compliance.....the teacher's instructions the pupil did the sum.
A. with B. of C. on D. to
5. She stood by the door hoping he would notice her, but he intentionally.....her
A. dismissed B. abandoned C. forgot D. ignored

6. Our teacherus a test when the headmaster entered the classroom.
- A. has given B. gives C. was giving D. will give
7. Littleknow the consequences of our actions
- A. did we B. we did C. we didn't D. didn't we
8. Unless youhard, I shall not support you any more
- A. will work B. could work C. work D. worked
9. 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
10. We'lloutside your house at midday.
- A. picked you B. pick you up C. lift you D. lift you up
11. The building collapsed as itswas weak
- A. bottom B. base C. floor D. foundation
12. The water was very.....and we couldn't swim easily.
- A. shallow B. sparse C. deep D. infectious
13. 'I don't understandit,' he said. 'I don't.....' I replied
- A. don't I? B. too C. either D. neither
14. It was not clear.....he was referring to.
- A. the one B. which one C. the one which D. as to that
15. I wanted to learn Arabic but I was By the appearance of the script.
- A. run down B. put off C. cut off D. carried away.
16. The students agreed that theywear green shirts than red ones.
- A. might B. had to C. could D. would rather
17. Realizing that his days were,the condemned prisoner turned to God.
- A. counted B. numbered C. going D. running

18. Of the two beverages, tea and coffee, theis my favorite.
A. latter B. later C. latest D. last
19. They do speak French andtheir sister
A. even does B. neither does C. so does D. so do
20. The judge gave him aof the doubt and set him free.
A. gain B. chance C. benefit D. point

Sub-section B.2: Re-write the following sentences as instructed in the brackets. **(4 marks: 1 mark each)**

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. "Maxwell must be over eighteen years old since he is at the university," the Judge told the court. (Change into Reported Speech beginning: The Judge.....)

Sub-section B.3: The following sentences are wrong grammatically.
Re- write them correctly. **(1 mark each)**

1. She asked me how much did it cost
2. The news don't interest me.
3. Always you come to school late.
4. How is he like. I not remember David.
5. Why you didn't you come to the meeting?
6. What's it say here?

Sub-section B.4: Re-write the following sentences as one using the relative pronouns: who, which, that and where. **(1 mark each)**

1. The book is on the table. It has a red cover.
2. Here is a photograph of the hotel. We stayed there for a long weekend
3. The film is about a man. He loses his memory.
4. Ann lost the money. It belonged to his uncle.
5. I know the girl. She is going to marry my cousin.

PART II PHONOLOGY / 10MARKS

1. In the following sentences identify words that are pronounced in the same way and underline them. (1mark each)

- a) The heir of the rich man refused to comb his hair and air his bedding
- b) Is it a sin to be seen at the scene of the crime?
- c) We managed to haul the whole tree without falling into the gaping hole.

2. In each case, give another word that is pronounced the same as the one given (1 mark each)

- a) Knew
- b) Passed
- c) Bear

3. Identify the intonation that is used in the following sentences and state whether it is rising or falling intonation. (1 mark each)

- a) I told her to go home.
- b) Did you see your mother?
- c) Where is your English teacher?
- d) How old is your friend?

SECTION C SUMMARY / 10 MARKS

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. (10 MARKS)

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 sever difficulties in supplying medical help or spreading health education.

SECTION D COMPOSITION / 15 MARKS

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

1. Someone has offered you one of the following as a gift:

- a) A house
- b) A car

Which would you choose? Write a composition explaining your choice

2. "The next president of Rwanda should be a woman." Do you agree or not? Give reasons for your answer.
3. Imagine you are a leader of your village. What changes would you make to improve the conditions in your village?
4. Describe the person you admire most and why.

English I

003

23 Nov. 2012 08.30 am – 11.30 am

REPUBLIC OF RWANDA



**RWANDA EDUCATION BOARD (REB)
P.O.BOX 3817 KIGALI. TEL/FAX: 586871**

ORDINARY LEVEL NATIONAL EXAMINATIONS, 2012

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

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)

Answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**.

Read the passage below and then answer the questions that follow it.

A Viking Marriage

Among the Vikings people married quite young. A boy might well be a famous warrior by the time he was eighteen, and able to marry and keep a good home. Girls married a little younger, round about sixteen. It was usual for young people to drop a hint to their parents about when they would like to marry. Usually the young man would persuade an aunt to call on the girl's parents to ask if she would be free to marry him. If all seemed right, the heads of the two families would meet to discuss the whole business. They had to arrange what presents were to be exchanged between the families, and how many relatives on each side were to come to the wedding feast. A house and furniture had to be provided for the young couple. It was quite a business. But the girl always had the final word. She had the right to accept her future husband, or else to say she would have nothing to do with him. Her decision was the important thing. All the other arrangements depended on her choice.

There were two sides to the marriage; the social arrangement between the families, and the personal marriage before the gods. Long before the days when the Vikings accepted Christianity, they exchanged wedding rings as a pledge of faith between them. They promised to live together in peace and to share all their goods. The husband was expected to defend his wife with his sword, the wife to spin cloth for her husband's clothes from the wool on her distaff.

After the wedding there was great feasting, and many guests came, bringing gifts of fine jewellery and clothing. The bride and the bridegroom, for the first time in their lives, sat on the high seats at the head of the table. They were expected to have kind words for everyone and see that their guests ate and drank all they could. They were not to eat or drink very much themselves. People watched all the time for lucky or unlucky signs, so that they would guess how the marriage would go. But, since the bride and bridegroom were soon the only sober people at the party, they did not worry much. They were much more concerned to see that no quarrels broke out at the feast. When it was over, they made sure that the guests were comfortably wrapped up where they slept on the benches around the hall.

After the wedding the young couple settled down to the hard everyday tasks of their farm.

SECTION A: COMPREHENSION AND VOCABULARY (30 marks)

Part 1: Comprehension (20 marks)

1. Answer True or False after each statement (1 mark each)

- i. Among the Vikings only warriors could marry:
- ii. A boy's aunt played an important role in his marriage:
- iii. Vikings used wedding rings before Christianity:
- iv. Vikings' marriage was only religious:
- v. The bride and the groom were not allowed to drink at the party:

2. Answer the following questions according to the text (15 marks)

1. How can we tell from the passage that the Vikings were a warlike race? **(1 mark)**
2. Who had to approve before a marriage could begin to take place? **(1 mark)**
 - a) The boy's people
 - b) his aunt
 - c) the girl's people
 - d) the girl herself
3. Who made the first move in the negotiations leading to the wedding? **(1 mark)**
 - a) the boy
 - b) his aunt
 - c) the head of the family
 - d) the girl
4. Who provided a house and furniture for the young couple? **(1 mark)**
 - a) his family
 - b) her family
 - c) the two families jointly
 - d) the couple themselves
5. What was the duty of each married partner towards the other? **(2 marks)**
6. Among the Vikings the seats at the head of the table were regarded as **(1 mark)**
 - a) seats of honour
 - b) seats of disgrace
 - c) seats for guests at a wedding
 - d) seats for people getting married only.
7. What in the third paragraph shows that the Vikings were superstitious? **(1 mark)**
 - a) The wedding guests brought presents for the couple
 - b) The were expected to have kind words for their guests
 - c) Guests watched for omens to see how the marriage would go.
 - d) Guests at the feast drank too much.
8. Did the newly-married couple play the part of guests or hosts at the wedding feast? How do you know? **(2 marks)**
9. What shows that the party lasted many hours? **(2 marks)**
10. In some ways the Vikings' marriage is similar to the Rwandan marriage. Name three things to support this statement. **(3 marks)**

Part 2: VOCABULARY: 10 marks

**Fill each space with one of the words in its right form:
Medicine; powerful; swollen; log; operate; heal; perform; breathe; roll;
search (1 mark each space)**

- a) These men can make boats by cutting hollows in.....
- b) When the soldier's wound hadhe went back to the battlefield.
- c) Scientists make many experiments in their..... for truth.
- d) The ball..... down the hill and fell into a hole.
- e) Which surgeon is going to.....the operation?
- f) Oxygen is sometimes used to let sick people more easily.
- g) The study of.....is hard work, and it takes a long time to become a doctor.
- h)..... magnets lifted the bits of iron and carried them away.
- i) My leg isthis morning, and I must show it to a doctor. I hope he will not have to.....on it.

SECTION B: GRAMMAR AND PHONOLOGY: 45 marks

Part 1: Grammar /35 marks

1. Choose the right answer to complete the sentence. (1 mark each)

- i) The train has just left; we've arrivedto catch it.
a) so late b) very late c) very much late d) too late
- ii) She said she would leave.....
a) next day b) after tomorrow c) tomorrow d) the following day
- iii) "How about going to the theater?"
"O.K., but I would rather a concert."
a) to attend b) attending c) attend d) have attended
- iv) I think at the bus station will surprise Aunt Maggie.
a) Your being b) you being c) You are d) you to be
- v) Sugar is getting very expensive these days, that's why you get....for your money now.
a) so few b) so less c) so little d) so fewer
- vi) "Are you going to the movies tonight?"
'Yes, but I feel so tired that I reallygo to bed.' '
a) Must b) have to c) Should d) will
- vii) There was an accident on Kanombe road this morning and.....there has been a severe congestion of traffic.
a) since then b) for which c) until then d) after that
- viii) of the two football teams scored a goal, so the final result was a draw.

- a) No one b) Neither c) None d) Not any
- ix) He advised us that we..... better off if we told our parents.
a) are b) were c) be d) would be
- x). Here is a map. Show me.....
a) where you were being b) where you were c) where were you
d) where you been
- xi) I school if I failed my examinations.
a) will leave b) would leave c) left d) had left
- xii) These scissors will not cut. Will you pass me?
a) the other ones b) the other one c) the other d) another one
- xiii) He was looking very ill yesterday. I was glad he seemed..... today.
a) more well b) very better c) a little better d) much well
- xiv) He was making so much noise that I requested.....
a) him leave b) that he left c) that he leaves d) that he leave
- xv) Only in the last few yearsto use home computers.
a) have begun people b) when people began
c) have people begun d) people have begun

2. Use the correct tense of the verb in brackets (1 mark each)

- i) The trees in the garden are very small. I (feel) happier if they (be) taller.
- ii) He said that the sound of thunder always (follow) the lightening flash and never comes before it.
- iii) When he (place) his ear against the stick, he heard a strange noise.
- iv) The valley would now be a desert if nothing (be) done. I
- v) Peter is not used to (fly) air planes.
- vi) That part of the world was unknown in 1990 because no one (explore) it before then.....
- vii) After the man (be) brought in the boat, the doctor (operate) on him.
- viii) Men (make) tools of bronze before iron was found.

3. Use the right prepositions to complete the sentences. (1 mark each preposition)

- i) The weight of a pound of sugar in space is not the same as its weight.....the earth.
- ii) Tom has provided himself a new radio.
- iii) The first flight.... the Atlantic was made in 1919.

4. Rewrite the following sentences in the manner indicated. (1 mark each sentence)

- i) He walked slowly, for fear of alarming the cattle. (Rewrite using *in order that*)
- ii) Keep quiet so that the teacher doesn't hear us. (Rewrite using *in case*)
- iii) I hadn't any change, so I couldn't telephone you. (Rewrite using *if I'd*)
- iv) You shouldn't drive so fast in this wet weather. (Rewrite using *you ought to*)

5. Join the following sentences into one sentence. (3 marks)

- i) The Nile flows through many different countries. It is one of the most important rivers in the world.
- ii) Ebrahim is going to be captain of the first team. His brother won a gold medal in the competition...
- iii) The boy works very hard. You met him last week.

6. Change the following sentences into the passive form. (2 marks)

- i) Ali studied the results and recorded them.
- ii) A student has broken a window.

Part 2: Phonology / 10 marks

1. One in each set of the following words is stressed differently from the three others. Circle the letter (a, b, c or d) corresponding to it.

- i) a) porridge b) season c) begin d) risky
- ii) a) explain b) discover c) invention d) interest (noun)
- iii) a) accurate c) minister b) foreigner d) deliver

2. One of the following underlined sounds is pronounced differently from the three others. Circle the letter (a, b, c or d) corresponding to it.

- i) a) curtain b) companiy c) country d) come
- ii) a) taste b) sat c) send d) late
- iii) a) sad b) beg c) send d) pan
- iv) a) mate b) weight c) height d) freight

3. One of the four has three syllables. Circle the letter (a, b, c, d) corresponding to it.

- i) a) interference b) appreciate c) advisable d) millionaire
- ii) a) companion b) manageable c) impossible d) unusable

4. In which sentence is the intonation rising at the end?

- a) How long did the meeting last?

- b) Are you coming on Saturday or Sunday?
- c) Did you enjoy your trip?
- d) What do you think of this examination?

SECTION C: SUMMARY / 10 marks

THE BEGINNING OF CHEMISTRY.

Chemistry is that art of science concerned with how things are made and how sometimes things change. Chemistry studies the structure of matter. When we use the word matter in chemistry, we mean the material of which something is made. In the history of man, there have been different ideas about matter.

Ancient civilization had knowledge of chemistry. They knew there were different metals, especially Lead, Tin and Copper. Also, they knew how to extract these metals from the ore in which they were buried. They also knew how to combine metals in order to make an alloy. These ancient people chiefly the Egyptians, Phoenicians, Greeks and Romans understood such thing as how to make glass, soap and different kinds of wine. So they had chemical knowledge even if it was only practical.

Until about four hundred years ago, in Europe at least, the science of chemistry was closely connected with false science of alchemy. The two chief aims of the alchemists were to change base metals such as lead into gold and to try to find a way to make human beings live longer. Although alchemy was connected with such things as witch craft, it led in time to the science of Chemistry as we know it today.

Ancient peoples believed that alchemy was a special kind of knowledge given only to priests and medicine men. It was godlike knowledge. But while such people studied alchemy, they often discovered medicines and other substances which were useful in many ways. For example, around 1500 AD, Paracelsus taught his followers that medicine knowledge should be allied to chemical knowledge, and Paracelsus was an alchemist. Later, many of his students turned away from the false search for the secrets of alchemy. In this way, knowledge of chemistry increased.

In not more than 60 words summarize the history of chemistry or how I Chemistry began. (10 marks)

SECTION D: COMPOSITION / 15 marks

Attempt only one of the following and write a composition of no more than 300 words.

1. Write a letter to a friend describing a recent football match that opposed two important teams in the country.
2. Describe an incident that happened to you one day.
3. "Equality between males and females is real in Rwanda". Write a short article on that to a newspaper.

English I
003

08 Nov. 2011 13.30 pm – 16.30 pm

REPUBLIC OF RWANDA



RWANDA EDUCATION BOARD (REB)
P.O.BOX 3817 KIGALI. TEL/FAX: 586871

ORDINARY LEVEL NATIONAL EXAMINATIONS 2011

SUBJECT: ENGLISH I

DURATION: 3 HOURS

INSTRUCTIONS:

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)

Answer questions as instructed in sections A, B and C.

Choose only ONE topic from Section D.

Read the text below and then answer the questions that follow it.

The wedding

The wedding was in December and so I could attend it. Some dates stick out. December fifth. A week before Kenya's independence. Two great ceremonies for the neighbourhood to look forward to.

I was not to be left out. I polished my pointed shoes and put on my best jeans. I put on a hat and a scarf. Always dressed to kill, that was me. My dream girl was being married to a fellow whose face I did not like, but there were other birds to kill.

I joined the crowd at their home. Tradition said that she must wait in the house with her pretty little maids until he came for her. She was in there now, surrounded by them and waiting. I heard someone say that the bridegroom and his party were an hour late. Someone else replied that the distance from Murang'a to Kangeni was not like that from the nose to the eye. We must be patient. He would come for her.

What if he didn't turn up, I thought. The neighbourhood would just laugh and then go home. And she would kill herself for shame. The goat with a broken leg.

'Are these people from Murang'a coming or not? An impatient woman cried. She was dressed in traditional goatskins, dressed for her part, which was to bargain with the bridegroom's people. For a child does not leave her home just like that. Those people from Murang'a would have to pay deadly for being late. Kangeni people were very particular about time and did not like to be kept waiting.

Peter Mboca, who was going to give away the bride, paced around and looked at his watch. He was a grey old man in a smart suit, and he was one of the richer uncles. He paced around, his lips moving. He was rehearsing the speech he would make later. How good Liz was...and how very obedient, how hard-working, how bright in school...

At last they came. They announced their coming with the aggressive blare of car-horns. Popoooooo. Pipeeeeeee. We were not very impressed. Although we could not see over the hedge and the tall maize, we could tell from their sound that it was a small procession.

I hurried to see them arrive. A Peugeot, a Toyota, a Volkswagen. A woman spat into the grass. Three filthy cars. Not even decorated. It must have been raining in Murang'a, someone said.

True to custom the Peugeot with the bridegroom stayed outside the gate while the other two cars came in. The bridegroom waits in dignity while his best man gets the bride for him.

The cars stopped their blaring and out of the Toyota shot a young man. He wore a three-piece suit and had a red flower sticking out from his breast pocket. Smart but muddy, we thought. The rain must have been terrible at Murang'a. This must be the best man. Very young chap. Very smart, but very muddy. We could see that he had done his best to wipe out the mud off his new shoes.

Another fellow came out of the Volkswagen, leaving others inside. A murmur of astonishment passed through the crowd. This chap was so muddy he should have stayed in the car. He was short and solid-looking.

Our women close in and asked sarcastically what these muddy people wanted. The shy best man, trying to look as confident and as brave as a best man should, said they had come for the bride.

Two muddy brave warriors, come for the bride! So! "Is there no water where you come from" Our women shot back. "Is our girl going to a place where there is no water?"

The short fellow said, "This is mud, not just soil, mother. It means Murang'a is not as dry as people say, but full of water."

Smart answer. Some women nodded and approved. Murang'a was full of water and water was good.

The slender best man began to explain how 'in fact...'

'Don't speak English to us. We are not Europeans.'

He coughed and smiled. He was quite a charming young fellow but this was obviously the first time he had got mixed up in these things. He started again. Without using English words like 'in fact' and 'actually' he explained that they had got stuck in the mud and had to pay tractor to drag the cars out of the mess.

SECTION A: COMPREHENSION AND VOCABULARY

1. Choose the best answer to these questions (10 marks)

i. How did the writer feel about the marriage?

- a) He was upset because the girl he liked was getting married to someone else.
- b) He was happy to be there.
- c) He had mixed feelings: he was losing the girl he liked, but he was sure to find someone else.
- d) He wasn't excited about it.

ii. How was the writer dressed?

- a) In modern, stylish clothes.
- b) In an elegant suit.
- c) In old clothes.
- d) In traditional clothes.

iii. How far did the bridegroom have to travel that day?

- a) A short distance
- b) Quite a long distance.
- c) We don't know
- d) Two miles in a car.

iv. Why would the women make the groom suffer when he arrived?

- a) It was traditional.
- b) Because they didn't like him.
- c) Because in their culture being late was not acceptable.
- d) Because he was dirty.

v. What was the bride's uncle going to do at the wedding?

- a) Pay for it.
- b) Make a speech.
- c) Give the bride away a speech.
- d) Take pictures.

vi. How did the bride's family know that the groom's party was a small one?

- a) Because of the sound made by cars.
- b) Because they couldn't see them over the hedge.
- c) Because they already knew they were small.
- d) Because they knew how many people were coming?

vii. Why did the bridegroom wait in the car?

- a) It was traditional for the best man to go and get the bride.
- b) He was feeling upset because of what had happened on the journey.
- c) He was afraid of women.
- d) He was tired.

viii. How did the women feel about the fact that the best man and his friend were covered in mud?

- a) They were very angry.
- b) It made a bad impression.
- c) They thought it was funny.
- d) They didn't care.

ix. What language did the best man speak when he started to explain why they were covered in mud?

- a) Their mother tongue.
- b) English.
- c) Their mother tongue with some English words.
- d) Kikuyu

x. According to you the style of the passage is

- a) serious b) humorous c) sad d) critical

2. Answer these questions in your own words. (10 marks)

1. What date and year was the wedding?

.....

2. How do you think the bride felt as she was waiting for the groom to arrive?

.....

3. Why did the women ask if there was no water in Murang'a?

.....

4. Do you think the two women were fair to the two men?

.....

5. Were the women happy with what the two men said?

.....

3. In the following paragraph, replace the underlined phrases with expressions taken from the text. (5 marks)

The boy was dressed in a way that draws attention (a) and was looking forward to meeting his ideal girl (b). He was sure that in case his friend was not present he wasn't going to feel rejected (c) since there would be other girls to attract (d). He did not need to take a taxi since the distance to the place was very short (e).

4. Choose the correct word in the box below to complete each sentence. (5 marks)

Ramps, trowel, sterilization, intrigue, paces, strategies

- i. Male or female..... is a form of contraception used by many couples.
- ii. I love reading this book! It is filled with secrets, lies and.....
- iii. There are several useful.....you should use when planning and writing essays.

- iv. The builder used a.....to smooth the cement over the wall.
- v. She always.....around the room when she is worried.

SECTION B: GRAMMAR AND PHONOLOGY (45 marks)

GRAMMAR (35 marks)

5. Choose the best answer to complete the sentence. (15 marks)

i. How tall is Yvonne?

“She is..... as I am.”

- a) so tall b) the same height c) same height d) tall

ii. “Why are you buying all that food?”

“Because a lot of people over for dinner.”

- a) coming b) are coming c) comes d) is coming

iii. The children’s bedroom.....upstairs on the second floor.

- a) is b) are c) there is d) it is

iv. “Do you like the colour of the new carpet?”

“Yes, it is definitely nicerthe other we looked at.”

- a) then b) as c) than d) that

v. “You and Peter seem to be getting along we.”

“Yes, Ihim better than before.”

- a) liking b) am liking c) like d) liked

vi. “I can’t see the stage very well from here.

“.....”

- a) Neither can I b) neither can’t I c) neither I can d) I can’t

vii. “Where were you yesterday?”

“It washot day that I went to the beach.”

- a) such b) so c) such a d) a very

viii. "John and Jack both get good grades."

"Nonetheless, John is.....of the two."

- a) More talented b) the most talented c) most talented
- d) the more talented

ix. "Can I help you?"

"Yes, do you know when....?"

- a) comes the bus b) does the bus come c) the bus comes
- d) will come the bus

x. "How are you feeling?"

"I have been feeling better since the doctor...."

- a) has come b) come c) comes d) came

xi. "Who ate the kid's food?"

"The cat"

- a) did b) has c) does d) ate

xii. Here is a map. Show me

- a) where you were being b) where you were c) where were you
- d) where you been

xiii. Since I.....to him last him, I haven't seen him.

- a) am speaking b) had been speaking c) had spoken d) spoke

xiv. He was looking very ill yesterday. I was glad he seemed.....today.

- a) more well b) very better c) much better d) much well

xv. Not only, but he also plays the guitar and writes his own songs.

- a) does Paul sing b) Paul sings c) if Paul sings d) Paul singing

6. Use the correct tense of the verb in brackets. (10 marks)

i) The trees in the garden are very small. I (feel) happier if they (be) taller. **(2 marks)**

.....

ii) The committee recommended that the company (invest) in new property. **(1 mark)**

.....

iii) When he (place) his ear against the stick, he heard a strange noise. **(1 mark)**

.....

iv) The valley would now be a desert if nothing (be) done. **(1 mark)**

.....

v) Peter is not used to (fly) air planes. **(1 mark)**

.....

vi) That part of the world was unknown in 1750 because no one (explore) it before then. **(1 mark)**

.....

vii) After the man (be) brought in an ambulance, the doctor (operate) on him. **(2 marks)**

.....

viii) He said that if he had any money he(buy) me a drink. **(1 mark)**

.....

7. Correct the following sentences. (10 marks)

i) On the way home I met a dog being dead.

.....

ii) Many people going to town this afternoon.

.....

iii) They were sing beautiful songs.

.....

iv) Why did they cried?

.....

v) She do go to school every day!

.....

vi) How Mary did travel to Kigali?

.....

vii) My uncle's cattle is very healthy.

.....

ix) Our teacher is absent today; he was sick since last Sunday.

.....

x) Mobutu has been president of the Congo from 1961 to 1998.

.....

PHONOLOGY (10 marks)

One of the following words is stressed differently from the three others
Indicate it by writing the letters a, b, c or d corresponding to it. **(7 marks)**

i) a) economy b) identity c) employment d) incident

ii) a) consider b) positive c) continue d) benefit

iii) a) necessary b) knowledge c) police d) benefit

iv) a) difference b) imagine c) convention d) performance

v) a) literacy c) purpose c) engine d) machine

vi) a) produce (noun) b) record(noun) c) present (noun) d) report (noun)

vii) a) profit (verb) b) promise (verb) c) import (noun) d) control (verb)

9. One of the four underlined sounds is pronounced differently from the three others. Write the letter corresponding to it. (3 marks)

i) a) cough b) thorough c) enough d) rough

ii) a) says b) days c) pays d) ways

iii) a) lose b) nose c) toes d) hoes

SECTION C: SUMMARY

10. Read the following passage very carefully, and then in no more than 50 words summarize what the author says about the feeding and drinking habits of elephants.

Malaria

Many of you know what a terrible disease malaria is. Some of you have had it or have seen people in your family with it. It has a huge impact on the world's health. It affects as many as 200-300 million people every year. About a million of those people die. It affects people of all ages but most victims by far are babies and young children. Malaria is found in 90 countries in the hot regions of the world. However, 90 per cent of cases are found in Africa, where it is a major cause of death.

There are ways of preventing and treating the disease using drugs. Many of these are made from quinine, which comes from the cinchona tree, which is found in South America. However, in many areas the disease has developed resistance to these drugs which means that they do not work.

Scientists have been trying to develop a vaccine which can be given to people living in areas affected by malaria. So far, none have yet been developed that work on humans, although there are some that work on animals.

At the moment, the best way of preventing the disease is to control the Anopheles mosquito. The population of mosquitoes in an area where humans live can be reduced if the places where they can breed are removed. Mosquitoes breed in still water, so the local community can help by covering open ditches, and repairing holes in the road where rain water collects. But ordinary people can do a lot, too. Around your own house you can clean your yard when it has rained to make sure there are no puddles or containers full of water.

ENGLISH I

005

04 Nov. 2010 14h00 - 17h00

RWANDA NATIONAL EXAMINATIONS COUNCIL



P.O. BOX 3817 KIGALI -TEL/FAX 586871

ORDINARY LEVEL NATIONAL EXAMINATIONS 2010

SUBJECT : ENGLISH I

DURATION : 3 HOURS

INSTRUCTIONS

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)

Candidates must answer questions as instructed in sections A, B and C.

Choose only **ONE** topic from Section **D**

SECTION A: Comprehension and Vocabulary (30 marks)

Read the following passage carefully and then answer the questions that follow.

The United Nations(UN) is an organisation of countries that have voluntarily joined together with four main purposes: to keep peace throughout the world; to work together to help poor people live better lives, to remove poverty, disease and illiteracy in the world and to encourage respect for each other's rights and freedoms; to be a centre for helping nations achieve these goals. When a nation becomes a member of the UN it accepts the aims and rules of the Charter, a kind of constitution for the Organisation.

The UN began after the Second World War. There was a deep feeling everywhere that some way had to be found to keep peace among nations. There were years of planning before the Organisation actually came into existence but, finally, on 24 October 1945, when representatives from fifty countries had drafted and approved the UN Charter and the laws of the new International Court of Justice, the UN was officially born. At the first meeting of the General Assembly in London, it was decided that the permanent headquarters of the Organisation should be in the United States.

The UN is made up of six main organs. These are as follows:

- I. The General Assembly is the central organ of the UN, where every member nation can speak up and be heard on any matter. The resolutions adopted by the General Assembly are only recommendations to the member countries. There is no way of enforcing them by law.
- II. The Security Council deals only with questions of peace and security. All the members of the UN have agreed to accept the decisions of the Security Council. The Security Council has fifteen members; the other ten are all elected by the General Assembly for two-year terms.
- III. The Economic and Social Council (ECOSOC) is concerned with economic problems and social issues. It has many commissions and it works with specialized agencies and UN Programmes such as Food and Agricultural Organisation(FAO) and World Health Organisation(WHO). Each of these is a separate organisation which studies problems, makes suggestions and helps developing countries in its special field. Certain UN programmes and other institutions such as United Nations Children's Fund(UNICEF), United Nations High Commissioner for Refugees(UNHCR) and United Nations Development Programme (UNDP) were created by the General Assembly to work in specific areas. They report to ECOSOC and the General Assembly.
- IV. The Trusteeship Council was set up to provide international supervision for UN Trust territories. These were parts of the world with disputed government. By 1994 all achieved self-government and the Trusteeship Council now only meets when necessary.

- V. The International Court of Justice is the main UN organ for handing down legal judgments. It decides disputes between countries. Only countries, not individuals, can take cases before the Court.
- VI. The Secretariat is the staff of the UN, carrying out its day-to-day operations, headed by the Secretary-General who is the chief officer of the UN. He or she can propose matters for discussion by any organ to the UN and can act as a referee in disputes between two member countries. The Secretary-General is assisted by a staff of international civil servants. Duty stations include the UN Headquarters in New York, as well as UN offices in Geneva, Vienna, Nairobi and other locations.

The UN is not a world government and it does not make laws. It does, however, provide the means to help resolve international conflicts and formulate policies on matters affecting all of us. At the UN, all the Member States – large and small, rich and poor, with differing political views and social systems – have a voice and a vote in this process.

Comprehension (20 marks)

1. Answer true or false according to the text. (10 marks)

- i) The UN was established only to keep peace in the world.
- ii) The UN was created by several countries
- iii) The first meeting of the UN took place outside the United States
- iv) The UN is made up of only six organs
- v) UNDP gives report to the General Assembly
- vi) There are still Trust Territories that have no government of their own
- vii) Individuals can take their cases to the International Court of Justice
- viii) The most important functionary of the UN is the Secretary General
- ix) All member countries of the UN are democracies
- x) All the UN work is done in New York.

2. Answer the following questions according to the text. (10 marks)

- i) Which one is not the aim of the UN?

- a) To prevent wars
- b) To help the nations of the world have strong armies
- c) To promote world peace and improve people's lives
- d) To fight poverty, disease and illiteracy.

- ii) Why was the UN established?

- a) To help prevent wars between nations
- b) To rule the World
- c) Because representatives from rich countries approved the Charter
- d) To end all the wars

- iii) What happened on 24th October 1945?

- a) The Charter was approved
- b) The Charter was drafted
- c) The United Nations Organisation was planned
- d) The Charter and rules of the International Court of Justice were planned.

- iv) What happens at the General Assembly?
 - a) Resolutions are made and enforced by laws
 - b) A few countries are allowed to speak to the other countries of the world
 - c) Laws are made
 - d) Members propose and vote on resolutions
- v) Who makes up the Security Council?
 - a. Five permanent members
 - b. Ten permanent members and five members of the General Assembly
 - c. Fifteen members, some permanent and some elected for a short period
 - d. Fifteen elected members
- v) What is ECOSOC?
 - a. It is an organization under the control of FAO and WHO
 - b. It is responsible for UN organisations
 - c. It is concerned with economic programmes
 - d. It is a separate organisation which studies problems within a special field of responsibility
- vi) What are the UN Trust Territories?
 - a. Countries which have asked the UN to take over their government
 - b. Countries where the governments work with the UN
 - c. Countries with no recognised governments which are looked after by the UN
 - d. Countries with no governments
- vii) What are the responsibilities of the Secretariat?
 - a. The administration of the UN and assistance to the Secretary-General
 - b. To provide secretaries for the UN
 - c. To find staff for the UN
 - d. Settling disputes between nations
- viii) Where is the Secretariat located?
 - a. In New York
 - b. In the UN office
 - c. In the UN offices in Geneva, Vienna and Nairobi
 - d. In the UN Headquarters and other places around the world
- ix) The UN does the following except:
 - a. Helping resolve international conflicts
 - b. Providing a voice for every country, large and small
 - c. Putting forward policies on various matters.
 - d. Making laws

Vocabulary (10 marks)

Complete the passage below by filling in with any these missing words:

factor, wide, dangers, crisis, rich, contradiction, economy, South, relations, human.

The...(1) through which international (2) and the world economy are now passing presents great (3) and they appear to be growing more serious. We believe that the gap which separates.... (4) and poor countries – a gap so (5) that at the extremes people seem to live in different worlds – has not been sufficiently recognized as major ... (6) in this crisis. It is a great (7) of our age that these disparities exist – and are in some respects widening – just when ... (8) society is beginning to have a clearer understanding of how it is interrelated and of how North and... (9) depend on each other in a single world (10).

B. Grammar and phonology: 45 marks

Grammar (40 marks)

1. Select the best answer to each of the following questions.

(20 marks)

- i. Mary wouldn't let him...
a) to dance with her b) dance with her
c) dancing with her d) dance her
- ii. Doing a useful and satisfying job is.... than earning a lot of money
a) much better b) more better
c) very more better d) much more better
- iii. Juma didn't like the examinations, and....
a) John did neither b) neither did John
c) neither John did d) nor John did
- iv. The girl.... joined the army is thinking of following his example.
a) whose brother b) who her brother
c) who her sister d) whose sister
- v. I would never have agreed if she.....polite.
a) had been so b) was so
c) hadn't been so d) weren't so
- vi. There is a growing number ofthese days.
a) woman doctors b) women doctors
c) woman doctor d) doctor women

vii. Mary won the long jump.....than we had expected.

- a) more easily
- b) much more easy
- c) easier
- d) more easier

viii. The regulations required....his application before September.

- a) his submission of
- b) him to submit
- c) him that he should submit
- d) him submitting

ix. When asked about the factory, the minister said that itthe following year.

- a) will built
- b) had been built
- c) would be built
- d) will be building

x. When the manager saw that the work had not been finished he demanded....

- a) what were we doing
- b) for what we were doing
- c) what had we been doing
- d) what we had been doing

xi. Rebecca denied.... at the scene of the accident.

- a) to be present
- b) having been present
- c) to having been present
- d) her presence

xii. I insisted on wanting to know....the book looked like.

- a) which
- b) what
- c) how
- d) of how

xiii. If Clementine to this school, she would probably have got married by now.

- a) had not come
- b) has not come
- c) did not come
- d) would not have come

xiv. They wrote their answersthat they had finished well before the end of the examination.

- a) so quick
- b) so quickly
- c) more quickly
- d) very quickly

xv. The speaker said that in his view, criminal charges....against dangerous drivers.

- a) shall be brought
- b) should bring
- c) should brought
- d) should be brought

xvi. Paul didn't come to see us last weekend. Hebusy.

- a) must be
- b) could not be
- c) may not be
- d) must have been

xvii. Muhammed sits.....me in class and he's so tall I can't see the blackboard!

- a) behind
- b) opposite
- c) over
- d) in front of

xviii. For the last three weeks.....some new songs for the end of term concert.

- a) we practiced b) we've been practicing
c) we were practicing d) we are practicing

xix. It was...difficult question that we left it till last.

- a) such a very b) such very
c) so very d) so a very

xx. When he heard of his uncle's illness, Jack delayedfor a few days.

- a) to go b) going
c) from going d) for going

a. Complete the story below with an appropriate tense of the verbs in the brackets: (13 marks)

Mary(be) **1** sick in hospital for a month. Her friend, Betty,(go)**2** to see her yesterday. She(take)**3** plenty of fruit with her. When Betty ...arrive)**4** at the hospital, she(find)**5** that Mary(discharge)**6** from the hospital the previous day.(not know)**7** what to do with the fruit, Betty(think)**8** of throwing it all away but later....(change)**9** her mind. The fruit(cost)**10** her a lot of money. Eventually she(decide)**11** to give it to a poor patient. She(go)**12** home happy, knowing that she(do)**13** the right thing.

b. Match the sentences in column A with sentences in column B. (7 marks)

A	B
1. I had no breakfast this morning	a) as the sky is clear today.
2. I won't have finished with Peter's dictionary by tomorrow morning	b) so by 12 o'clock I'll be feeling hungry.
3. I don't think it will rain tomorrow	c) when he wants it back.
4. Next year will be hard work	d) so we can listen to some music
5. We have planted maize	e) and we will have harvested it in about three months.
6. I can't come out tomorrow morning	f) as I'll be working in my father's shop.
7. I won't be working tomorrow evening	g) as we'll be preparing for our school certificate exams.

Phonology: 5 marks

1. Which of the underlined sounds is pronounced differently from the three others?

- | | |
|----------------|----------------|
| i) a. bear | b. <u>fear</u> |
| c. <u>wear</u> | d. dare |
| ii) a. height | b. weight |
| c. fight | d. sight |

2. Which of the following underlined sounds is pronounced?

- | | |
|----------|--------------|
| a) doubt | b. comb |
| c) knee | d) neighbour |

3. One of the following is stressed differently from the three others. Indicate it by writing the letter a, b, c or d corresponding to it.

- | | |
|-------------------|---------------|
| i) a. colour | b. message |
| c. machine | d. luggage |
| ii) a. successful | b. miserable |
| c. sensational | d. reciprocal |

C. Summary (10 marks)

Read the following text and then summarize it in no more than 60 words.

My name is Katungwaki. I am 46 years old. After Senior 4, I joined local administration as a county tax clerk. I stayed in this profession for ten years. Life there was good. I had lots of money. Of course my social life changed. I was married but that did not stop me from going with other women. In 1988, I left local government and retired to my farm.

When I got home, I found my wife unwell. Most of the time, she kept complaining of a series of ailments. But no one associated this with AIDS. I had several land disputes at the time so we suspected witchcraft and I had to consult witchdoctors. Her health did not improve until I took her to hospital where she improved slightly. In 1991 when she was five months pregnant she had a miscarriage. We took her back to the hospital because we suspected she had anaemia. There she developed herpes zoster. The doctors referred us

to AIC, that is the AIDS information Clinic, for HIV testing. However she died before the test, leaving me with the children.

Since I suspected she had had AIDS, I decided to take an HIV test. It turned out positive though I still looked healthy. Then I decided to join the Philly Lutaaya Project (PLP) in my district and the AIC post test club. I was trained as a peer educator on AIDS. The PLP has helped me to reach out into communities who are still ignorant. Adults of my age think that AIDS is only a problem of the youth. I tell them that anybody can be infected, irrespective of age. I have shared my experience with Local Councils; some believe me, others don't. But I know they will in future understand my situation. I may have been infected in ignorance but now I believe more people should not have to die when we can have education. For, if my neighbour is safe, tomorrow he will look after my children who will be orphans when I am dead.

D. Composition (15 marks)

Choose only one of the following topics and write a composition on it. use no more than 200 words.

- i. Write an account of your favourite personality in sport and state why you admire him/her.
- ii. If you inherited one million dollars, how would this change your life?
- iii. Life in the rural areas is better than in the towns. (you can be for or against).

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English III

005

02 Nov. 2007

14h00-17h00

RWANDA NATIONAL EXAMINATIONS COUNCIL



P.O.BOX 3817 KIGALI-TEL/FAX : 586871

ORDINARY LEVEL NATIONAL EXAMINATION 2007

SUBJECT : ENGLISH III

TIME : 3 HOURS

INSTRUCTIONS :

This paper consists of four sections : A, B, C and D.

SECTION A :	Reading comprehension and Vocabulary	(30marks)
SECTION B :	Grammar and Phonology	(40marks)
SECTION C :	Summary	(15marks)
SECTION D :	Composition	(15marks)

Candidates must answer all the questions as instructed
in sections A, B and C.

Choose only ONE topic from Section D.

SECTION A : Read the following passage carefully and answer the questions that follow :

The illusion of alcohol

Alcoholism has been defined as a disease, diagnosed when the ingestion of alcohol impairs the individual's normal behaviour in daily situations and relationships. It is not necessary to become an alcoholic in order to be affected by a serious drinking problem. We need to determine who the drinkers are, why they drink, and the effects of alcohol on a drinker's health.

First, drinkers come from all levels of society. The typical drunk today has been identified as a bright business executive in his/her thirties, married and living with his/her family in a nice neighbourhood. Drinkers fall into one of the following categories: the first type is the normal drinker. He/She drinks only occasionally and for perfectly innocent and harmless reasons; he could stop for a long period of time and never miss it. The second type is the alcohol-dependent drinker. He drinks every day and depends on alcohol more than he/she will admit. Having to do without alcohol is a difficult and unpleasant experience, although he/she will argue that he/she can cut it out with no difficulty. During this stage, the individual usually becomes a heavy drinker. The third type is the alcoholic. He/She has lost control over his/her drinking, and one drink means another. Alcohol seriously interferes with every aspect of his/her life, even though he/she may not admit it.

Second, people drink for a variety of reasons. The reason for initial use of alcohol runs from experimentation to rebellion. Drinking now is more socially acceptable than in the past, so many people drink to be sociable. Others drink occasionally to relax at the end of a tiring day. The businessman/woman often finds him/herself drinking at lunches, dinners, and meetings to please his/her client. And many teenagers, as well as many adults, drink in order to be accepted among their friends. Some drink because they enjoy the intoxicating effects of alcohol. Alcohol acts as a partial or total anesthetic on the brain, depending on the amount in the blood. Moderate amounts help to reduce shyness and feelings of restraint and relax nervous tensions. Young men see movie and television stars drink, and advertisements make liquor appear normal for those who want to have fun. People drink to gain relief from a difficult situation or to escape from facing reality.

Third, alcohol has many long-term effects on the drinker's health. As a food, alcohol supplies only calories. One glass of beer or a one drink of whisky contains about seventy calories. Thus, heavy drinking of alcohol causes the liver to become swollen and yellow with fat. This often develops into a serious condition known as cirrhosis of the liver. After long, excessive alcohol use, damage can occur in the form of neuropathy or delirium tremens. Delirium tremens is marked by hallucinations, severe tremor, insomnia and great exhaustion. Extreme cases of long-lasting alcoholism may cause

permanent brain damage and mental illness, requiring confinement in a hospital. Another more direct effect of alcohol is on the heart muscle itself. Deaths related to alcohol have been cited as the fourth ranking public health problem in America, surpassed only by heart disease, cancer and mental diseases. Heavy drinkers may be people of any age from any social level who drink for any number of reasons. But whatever the reason for drinking, long-term alcoholism can reduce a person's life span by as much as twelve years. The only real cure for this problem is prevention through education.

COMPREHENSION (30 marks)

1. Answer **True** or **False** after each statement

(1 mark each)

- i. All middle-management executives are heavy drinkers
- ii. Some people who don't drink suffer from boredom
- iii. There are three categories of drinkers
- iv. A lot of people drink for social reasons
- v. Alcohol is the number one disease in America
- vi. Heavy drinkers are strong because they get extra calories
- vii. People who don't drink cannot escape from difficult situations
- viii. One must be alcoholic in order to be affected by alcohol
- ix. Alcohol can cause incurable diseases
- x. Alcoholism can be dangerous to health

2. Choose the letter corresponding to the right answer :

(1mark each)

- i. Alcohol becomes bad when
 - a) you drink it
 - b) you drink it once
 - c) it changes your normal behaviour
 - d) you dilute it.
- ii. Categories of drinkers include the following except...
 - a) normal drinkers
 - b) all executives
 - c) every day drinkers
 - d) alcoholics
- iii. An alcohol-dependent person
 - a) drinks normally
 - b) drinks only whisky
 - c) cannot stop drinking easily
 - d) needs alcohol for his health

- iv. The reasons mentioned for drinking include the following except...
- a) social reasons
 - b) business
 - c) enjoyment
 - d) professional reasons
- v. The text says that nowadays drinking...
- a) is not a problem
 - b) is more tolerated than in the past
 - c) has become harmless
 - d) has become necessary in our society.
3. Referring to the text, choose the meaning corresponding to the words or phrases in italics. **(1 mark each)**
- i. ... alcohol *impairs* the individual's normal status
 - a) suffers
 - b) affects
 - c) determines
 - d) damages
 - ii. Having *to do without alcohol* is a difficult and unpleasant experience
 - a) to manage without alcohol
 - b) to forbid alcohol
 - c) to work without alcohol
 - d) to sleep without alcohol
 - iii. ... and *one drink means another*.
 - a) all drinks are similar
 - b) when you take the first drink it is difficult to stop
 - c) one drink makes you drunk
 - d) one drink is enough.
4. Answer these questions in your own words according to the text **(12marks)**
- i. Mention three reasons why people drink. **(3 marks)**
.....
.....
 - ii. Write down two serious diseases caused by alcohol mentioned in the text. **(2 marks)**
.....
.....

- iii. Give two reasons that push young people to drinking. **(2marks)**
.....
.....
- iv. Mention three body systems affected by alcohol. **(3 marks)**
.....
.....
- v. Mention two signs of neuropathy. **(2 marks)**
.....
.....

SECTION B : GRAMMAR AND PHONOLOGY (40 marks)

I. Grammar (30 marks)

1. Choose the letter corresponding to the right answer : **(10 marks)**
- i. Why... angry with me yesterday?
a) were you b) was you
c) you were d) have you been
- ii. Martin is an American but he lives in Kenya. He has been there.
a) since three years b) for three years
c) three years ago d) during three years
- iii. I saw Mary at the petrol station when I was going to work this morning but she me.
a) don't see b) during three years
c) hasn't seen d) didn't see
- iv. There is a programme on television I want to watch. Itin five minutes.
a) starts b) has started
c) will start d) will be start

v. Grandma is always in the kitchen. She enjoys.....

- a) cook
- b) to cook
- c) cooking
- d) of cooking

vi. I wasn't feeling very well but the medicine made me....better.

- a) feel
- b) to feel
- c) feeling
- d) I feel

vii. Please add a little more sugar in my coffee. There isn't....

- a) some
- b) any
- c) enough
- d) much

viii. The next meeting is....15 July.

- a) at
- b) on
- c) in
- d) the

ix. Susan isin her family.

- a) younger
- b) the younger
- c) . the most young
- d) the youngest

x. Yesterday I woke up three times....the night.

- a) at
- b) on
- c) in
- d) over

2. Choose the right answer according to context :

(5 marks)

- i. Peter and I were the....students in the class who could speak Swahili.
- a) one
 - b) only
 - c) single
 - d) alone

3. Complete this conversation using the right tense of the verb in brackets. (10 marks)

- A. That watch looks nice. Where(you, buy) it?
 - B. I.....(get) it from a friend who now.....(live) in America.
 - A. I(like) to go to America some day.(you, be there) yet?
 - B. No, but I am planning to go next December. I(go) there last year if I(not fail) my English exam.
 - A.(Forget, not) to take warm clothes with you. Winter gets very cold there and you(need) warm clothes when you get there.
 - B. Of course not, I(buy) some clothes before I leave.

4. Finish each of the following sentences in such a way that it means the same as
the sentence printed before it. **(5 marks)**

- i. Do you want more coffee?
Would you.....
 - ii. What did he say when he was stopped by the police?
Tell me.....

- iii. Mondays and Wednesdays are the only days he goes to school.
He only.....
- iv. It is two days now since I started reading this book.
I have.....
- v. You should not drive so fast in this wet weather.
You ought to.....

II. Phonology (10 marks)

1. One of the underlined vowel sounds is pronounced differently from the three others. Write the letter corresponding to it.
 - i. a) put b) but c) cut d) hut
 - ii. a) gone b) done c) son d) won

2. One of the underlined sounds is pronounced differently from the three others. Write the letter corresponding to it.
 - i. a) heat b) beat c) seat d) great
 - ii. a) days b) pays c) says d) plays
 - iii. a) nose b) goes c) toes d) does
 - iv. a) tough b) though c) cough d) enough

3. One of the underlined consonants in the following set is pronounced. Write the letter corresponding to it.
 - i. a) knowledge
b) assignment
c) climb
d) recognize
 - ii. a) hour b) house c) honour d) heir

4. One in each of the following sets is stressed differently from the three others.
Write the letter corresponding to it.

- | | | | |
|------------------|-------------|--------------|--------------|
| i. a) remember | b) potato | c) together | d) opposite |
| ii. a) furniture | b) sentence | c) companion | d) vegetable |

Section C : SUMMARY (15 marks)

Read the following passage very carefully and summarize it in no more than 50 words.

All that day Theresa grew weaker, and that night she became even worse. Her headache turned into some other disease. No one could explain what was wrong with her, and just before dawn the next morning she died.

Theresa's brother had to go early to take the news to Yolanda, Theresa's aunt. The woman was still asleep when the boy arrived, and he called to her.

"Gahigi," Yolanda said, "Why have you come so early? Can it be for a good reason?"

"Mother told me to tell you that Theresa is very weak."

"Oh God! She isn't dead yet, is she?"

"Not yet," the boy lied. "But how much longer she will live is uncertain."

Yolanda began to cry, for she had loved Theresa very much. At once she dressed and they hurried to Theresa's village.

The people at Theresa's compound were very busy when Gahigi and Yolanda arrived. One man was cutting down trees for firewood. The women were behind the house pounding cassava to feed the mourners. Others, inside and outside the house, were already crying. Karwera, Theresa's mother, lamented in this way:

"Theresa, my daughter, you were not yet a woman. You were so young. Who looked upon you with the evil eye and caused your death?"

"Theresa, my daughter, is it true that you have said good-bye forever?"

"Theresa, my daughter, I believe you are still alive. I think you are only sleeping."

And Yolanda joined her, crying :

"Death, you must die. You separate mother and child."

"Death, you must die. You separate husband and wife."

"Death, you must die. You separate the one who loves from the one who is loved."

Everyone cried out in his own way. Some pounded their ribs with their elbows.

Some slapped their faces. Some jumped high into the air and fell back upon the earth.

Section D : COMPOSITION (15 marks)

Choose **only one** of the following topics and write on it a composition of no more than **200** words.

1. Talk about "Gorillas in Rwanda". Why are they so important?
2. "English should be the language of instruction in Rwandan secondary schools".
Talk about the advantages and disadvantages of such a system.
3. Imagine that you have won a lottery prize of ten million Rwandan francs. Explain how you intend to spend it.

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English III

038

10th Nov.2006 8.30-11.30a.m

RWANDA NATIONAL EXAMINATIONS COUNCIL



B.P 3817 KIGALI-TEL/FAX : 586871

ORDINARY LEVEL NATIONAL EXAMINATION 2006

SUBJECT : ENGLISH III

DURATION : 3 HOURS

INSTRUCTIONS :

This paper has FOUR sections : A, B, C and D.

SECTION A : Reading comprehension and Vocabulary (**30 marks**)

SECTION B : Grammar and Phonology **(45 marks)**

SECTION C : Summary **(10 marks)**

SECTION D : Composition **(15 marks)**

Candidates must answer ALL the questions as instructed in sections A, B and C.

Choose only ONE topic from Section D.

SECTION A : Read the following passage carefully and answer the questions that follow:

MALNUTRITION

Many people think that eating food is simply something which is pleasant and necessary to satisfy hunger. They do not realise that a great deal of their ill health is due to eating the wrong kinds of food. The reason for this is that they do not know enough about what food is for.

In many parts of the world, notably in certain Asian Countries, there is much starvation, and many people die each year because they eat insufficient food. In these countries, the main problem is the low production of food. In East Africa, however, starvation and prolonged hunger are not as common as in Asia, because in most areas the climate and soil allow the people living there to produce enough food for their needs.

A person belonging to a family in which hunger is unknown finds it difficult to realise that some of his relatives may be ill because of something lacking in their diet. But food is necessary not only to satisfy hunger, but also to provide the body with certain substances to keep it healthy. Bad health due to a poor diet is known as malnutrition.

In East Africa, malnutrition is due not to lack of food, but to lack of knowledge about food and the solution to the problem lies in the spreading of this knowledge.

It is important for people to realise that malnutrition causes a great deal of illness and death. Moreover, apart from the people who are obviously ill, there are many thousands who are tired, weak, or have poorly developed bodies, simply through lack of proper feeding. These people are far more likely to get common diseases (e.g : tuberculosis, infections, diarrhoea) than those with a good diet, and they do not recover from them so quickly.

It is extraordinary how many people are unaware of the serious problem of malnutrition in their own country. Many people are surprised when they see a case, or a photograph of a case, of a common nutritional disease such as kwashiorkor, saying that they never realised it existed or how horrible it was. Malnutrition is most common and severe in children under five years of age, and women of child-bearing age. It has been going on for years, and is likely to become more widespread as more and more people go to live in big towns, and cease to grow their own food.

Comprehension and Vocabulary (30 marks)

1. Answer the following questions:

A: According to the writers, many people eat the wrong kind of food because.

- (a) they suffer from ill health.
- (b) they do not know enough about what food is for.
- (c) they think food is pleasant.
- (d) they are starving.

(1mark)

B: What is the main cause of malnutrition in East Africa? And what can be done about it? **(3marks)**

C: Complete the following sentences as in the example given:
e.g: Food is necessary not only to satisfy hunger, but also keep the body healthy. **(2marks each)**

- (a) Malnutrition is due not only to lack of food,.....
- (b) Malnutrition causes not only illness,.....
- (c) It is common not only among small children,.....
- (d) It must not only be cured,.....
- (e) It must be prevented not only by doctors,.....
- (f) Malnutrition is a problem not only in Africa,.....

D: According to the writers, the main difference between certain Asian countries and East Africa is that

- (a) There is a lack of food in Asia, but a lack of knowledge about food in East Africa.
- (b) There are more people in Asia, but not in East Africa.
- (c) There is a lack of knowledge about food in Asia, but a lack of food in East Africa.
- (d) There is starvation in Asia, but not in East Africa. **(1mark)**

E: Form sentences as in the example below:

Example: malnutrition causes a great deal of illness and death.

- (a) Ignorance.....
- (b) Illness and death.....
- (c) Hunger.....

(6marks)

F: The writers say that malnutrition causes

- (a) lack of knowledge about food
- (b) weakness and death
- (c) underdeveloped bodies and disease
- (d) both b and c. **(1mark)**

G: The following sentences have become mixed up. What should they be?

Match numbers and letters only.

- | | |
|--|---|
| i) The doctor can tell his patients. | (a) how they should prepare food. |
| ii) The agricultural officer can advise farmers. | (b) what they should eat and why. |
| iii) The domestic science teacher can advise people on | (c) what crops people should grow, and how they should grow them. |

- iv) The teacher can teach his students. (d) how they should eat better food To improve their health. (4marks)

H: What is malnutrition? (2marks)

SECTION B: Grammar and Phonology (45 marks)

2. Put in a, an or the, in these sentences.

- i) This morning I bought..... newspaper and magazine. newspaper is in my bag but I don't know where I put..... magazine. (2marks)
- ii) I saw accident this morning..... car crashed into..... tree..... driver of..... car wasn't hurt but..... car was badly damaged. (3marks)
- iii) There are two cars parked outside:..... blue one and grey one..... blue one belongs to my neighbours: I don't know who..... owner of grey one is. (2.5marks)
- iv) My friends live in..... old house in small village. There is beautiful garden behind..... house. I would like to have garden like that. (2.5marks)

3. Complete with as or than in the following sentences.

- i) I can sing better..... you. ($\frac{1}{2}$ mark)
- ii) Peter is much taller..... his brother. ($\frac{1}{2}$ mark)
- iii) I am nearly..... old my friend. (1mark)
- iv) Your eyes are the same colour mine. ($\frac{1}{2}$ mark)
- v) Congo is bigger..... Rwanda. ($\frac{1}{2}$ mark)
- vi) Your problems are not..... important..... mine. (1mark)
- vii) English is more difficult..... French. ($\frac{1}{2}$ mark)
- viii) She loves the same boy..... I do. ($\frac{1}{2}$ mark)

4. Choose the word or phrase which best completes each sentence.

- i) She was to hospital by ambulance.
(a) taken (b) carried (c) transported (d) fetched (1mark)

- ii) the surgeon's efforts, he did not survive the accident.
 (a) But for (b) Although (c) However (d) Inspite of **(1mark)**
- iii) No thank you, I'm not used..... so much.
 (a) to drink (b) to drinking (c) to drinks (d) to be drinking **(1mark)**
- iv) If you..... me a different cheese, I'll try and eat it.
 (a) offer (b) offered (c) would offer (d) had offered **(1mark)**
- v) Everyone says Maria looks just..... her mother.
 (a) as (b) the same (c) like (d) as if **(1mark)**
- vi) Colour of eyes always depends..... genetic factors
 (a) of (b) on (c) from (d) by **(1mark)**
- vii) After only two weeks away from home, Pierro was beginning to..... his family.
 (a) regret (b) lack (c) miss (d) cry **(1mark)**
- viii) As a boy my favourite hobby was..... Stamps
 (a) gathering (b) collecting (c) picking (d) picking up **(1mark)**
- ix) The crowd roared when two teams finally came out onto the.....
 (a) arena (b) pitch (c) stadium (d) grandstand **(1mark)**
- x) It was a good match..... it rained towards the end.
 (a) despite (b) however (c) inspite of (d) even if **(1mark)**

**5. A: Present continuous tense or simple present tense?
 Choose between brackets and put in the correct tense.**

- i) on Saturdays? (Are you working/ do you work) **(1mark)**
- ii) How many languages..... (are you speaking/do you speak) **(1mark)**
- iii) tomorrow? (Are you working/Do you work) **(1mark)**
- iv) Why..... a sweater? It isn't cold. (are you wearing/ do you wear) **(1mark)**
- v) What time..... to bed? (are you usually going/ do you usually go) **(1mark)**

B: Present perfect or simple past? Choose.....

- vi) this book before? (Have you read/Did you read) **(1mark)**
- vii) Yes, I..... it last year. (have read/read) **(1mark)**
- viii) Do you know where Mary is? I.... her yesterday.
 (have seen/saw) **(1mark)**
- ix) to southern province? (Have you ever been/
 Did you ever go) **(1mark)**

- x) I..... to five different schools when I was a child.
(have been/went)

(1mark)

PHONOLOGY · (10 marks)

6. A: One of the following words is stressed differently from the other three.
Indicate it by writing the letter a, b, c or d corresponding to it.

- | | | | | | |
|------|-----------|-------------|-----------|------------|----------------|
| i) | (a) in | (b) with | (c) white | (d) milk | (1mark) |
| ii) | (a) make | (b) play | (c) rain | (d) faster | (1mark) |
| iii) | (a) left | (b) sleep | (c) mean | (d) me | (1mark) |
| iv) | (a) men | (b) English | (c) when | (d) leg | (1mark) |
| v) | (a) money | (b) some | (c) love | (d) shoe | (1mark) |

- B: One of the four sounds is pronounced differently from the three others.
Write the letter corresponding to it.

- | | | | | | |
|------|-----------|-----------|------------|-------------|----------------|
| i) | (a) like | (b) by | (c) five | (d) live | (1mark) |
| ii) | (a) work | (b) third | (c) person | (d) hair | (1mark) |
| iii) | (a) pound | (b) cook | (c) look | (d) could | (1mark) |
| iv) | (a) any | (b) place | (c) many | (d) send | (1mark) |
| v) | (a) head | (b) heavy | (c) easy | (d) weather | (1mark) |

SECTION C: SUMMARY (10 marks)

7. Read the following passage carefully, and then in not more than 50 words summarise it in your own words.

Win, 42, tells how she met her husband:

I remember I was about 19 I went to a dance at the village hall. I went with my best friend, Marjorie. Marjorie was very pretty and all the boys liked her. They all wanted to dance with her. I didn't enjoy dances much. I was always very shy.

I sat at a table in the corner of the dance hall. No one asked me to dance. After about an hour, Marjorie came up to me and said, "go and ask one of the boys to dance! You can't just sit there!"

It was awful. I hated every minute of it. In the end she told one of her boy friends to go and ask me for a dance. I was so embarrassed! Anyway, the boy came up and we danced. His name was Mick and he was very nice. He asked me to go to the cinema with him the next day. That was the start of it. I went out with him for a year, and then he asked me to marry him.

My parents were a bit surprised. They liked him, but they said we were too young. They told us to wait. We waited nine months and then, on my 21st birthday, we got married. We now have three children and we're very happy. I still see Marjorie quite often. She always says, "you mustn't sit and wait for things to happen. You must go out and make them happen. "I think she's right".

SECTION D: COMPOSITION**(15marks)**

8. Attempt only one of the following topics and write a composition of not more than 200 words.

- a) Children should be free to choose their friends for themselves.
- b) Very soon, the country will be making great progress.
- c) We go to school to increase our knowledge.

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P.O.BOX 3817 KIGALI.- TEL/FAX 86871

NATIONAL EXAMINATION 2001/2002

SUBJECT : ENGLISH III

LEVEL : ORDINARY LEVEL

DURATION : 3 HOURS

INSTRUCTIONS :

Answer all questions in section A and B, and choose one question from section C.

SECTION A : READING COMPREHENSION

(20 Marks)

Read the following passage carefully and answer the questions that follow it.

The baboon fears man. His appetite for fruit and maize frequently leads him into disagreements with local farmers. From time to time, he has been officially declared a pest. Yet the baboon does not feel panic towards man. He feels panic towards his more ancient enemy, the leopard, at nightfall.

The park was a lonely place. Night came on like a silent express train, and the darkness became quiet, with animals listening. In the hour after sunset, baboon troops would come scampering back from their feeding grounds to the security of home. One fortunate troop, would for example, sleep in an almost inaccessible cave two hundred metres high on a sheer cliff. There was a way to the cave, a very narrow path half a kilometer long. In the hour before nightfall, the path would be crowded with the troop going home. Marais would watch and wonder at the orderly movement. Now, the baboons were not noisy as usual. They were silent and careful. Adult males led childless females, then followed females with infants clinging to their backs and bellies. Marais noted that danger might silence the baboons but it could not stop the playfulness of young baboons. At the most dangerous corners, children could not resist the temptation of pulling the tails of their neighbours. At last all the baboons would reach the cave and death would move on unheard feet through the bush. At least, one society of animals was safe and would sleep in peace.

Other groups in the park possessed no strongholds of comparable strength. Yet to all, night brought the same fear. Marais could always tell when a leopard was in the neighborhood. The troops that was not well protected would begin to move uneasily. He could sense the restlessness, and then hear a particular cry of disturbance. Helpless, the troop would wait for unseen death to pass.

One evening, the leopard came early. It was still dusk. The troop had only just returned from the feeding grounds and had barely time to reach its sleeping places among the rocks behind a big tree. Now, it cried out in terror. Marais could see the leopard. It appeared from the bush and took its time. The baboons were so helpless that the leopard saw no need to hurry. He crouched just below a small cliff, observing his prey and the problems of the terrain.

Marais saw two male baboons edging along the cliff above the leopard. The two moved cautiously. The leopard ignored them. His attention was on the defenseless crowd screaming and scrambling among the rocks. Then the two males dropped on the leopard from a height of five metres. One bit at his spine. The other struck his throat while clinging to his neck from below. In an instant, the leopard disembowelled with his hind claws the baboon hanging to his neck and caught in his jaws the baboon on his back. But it was too late. The dying disembowelled baboon had hung on just long enough and had reached the leopard's jugular vein with his sharp teeth.

Marais watched while all movement stopped beneath the little cliff. Night fell. **Death enveloped prey and predator alike.** In the hollow places among the rocks, a society of animals settled down to sleep.

1. **The baboon fears man because:** (2Marks)
 - (a) Baboons like eating fruit and maize cobs.
 - (b) Baboons often disagree with local farmers.
 - (c) The baboons has been officially declared a pest .
 - (d) Men may kill baboons when they become troublesome.
2. **The first troop of baboons was “fortunate” because:** (2Marks)
 - (a) They lived in the park.
 - (b) They reached home before dark.
 - (c) They had a safe place to sleep in.
 - (d) They were sure nothing could happen to them.
3. **«Death would move on unheard feet» means what?** (2Marks)
 - (a) There were ghosts around.
 - (b) Attackers would come moving silently.
 - (c) A baboon might die silently
 - (d) At any moment, a baboon might be killed.
4. **Marais could tell when a leopard was near because:** (2Marks)
 - (a) The troop was uneasy and made a special noise.
 - (b) He could see it, as he was in a good position.
 - (c) There was not much cover.
 - (d) The leopard sometimes came early.
5. **The leopard could afford to take its time because:** (2Marks)
 - (a) It knew that it be could be attacked by baboons.
 - (b) The baboons were defenseless and helpless.
 - (c) It was still in the evening.
 - (d) It was too lazy to hurry up.
6. **Why are farmers usually in disagreement with baboons?** (1 Mark)
7. **«At least one group of animals was safe.»** (1 Mark)
Why were the other groups not safe?
8. **Suggest two reasons why the leopard ignored the two baboons above it.** (2Marks)

9. Which three signs Marais would base on to sense the presence of a leopard? (3Marks)
10. Why do you think the society of animals settled to sleep when the leopard had already invaded them? (1 Mark)
11. Explain, in your own words, the sentence : « Death enveloped prey and predator alike.» (2Marks)

SECTION B: GRAMMAR (50 MARKS)

I. Match the words in list A extracted from the passage with their meanings in list B (5Marks)

A	B
12. Inaccessible	A place where there is safety.
13. Fatal	An animal that is hunted by other Animals.
14. Terrain	Impossible to reach.
15. Jugular vein	A large blood vessel beneath the throat .
16. Prey	Causing death.
	Landscape or tract of land.
	An animal that hunts other animals.

II. Put each sentence into the right order. (5Marks)

17. think who you torn do has it?
18. the book finished haven't yet you using?
19. you this don't try why exercise?
20. him I tell to to forget off switch it not do.
21. do what want to did you them?

III. Choose a correct word in brackets and fill in the blank spaces below (on, from, with, of, over). (5 Marks)

22. I am really sorry. I made such a fool _____ myself at the party last night.
23. I would like to talk this matter _____ with your parents.
24. I am so glad to see you again. I thought I had lost contact —— you.
25. John and Juma do not get _____ well any more .
26. He has just recovered_____ malaria .

IV. Write the opposite of each of the following words. (5Marks)

27. Alive
28. Asleep
29. Borrow
30. Hard
31. Quiet

V. Fill in the blank spaces with an appropriate relative pronoun. (3Marks)

32. Charles Muvunyi, I think you have already met, will be the referee for the match.
33. The surface of the planet, seemed to be covered with small blue plants, was extremely cold.
34. Mugisha, parents live in Uganda, now lives in Rwanda.

VI. Complete the sentences below using a suitable word. (4Marks)

35. I am interested in basketball and so my friend.
36. Mariam does not like pop music and her brother doesn't.....
37. My parents cannot speak Chinese and can I .
38. Tom went by bus and so the rest of the team.

VII. Fill in the blank spaces with the correct tense of the verb given in brackets. (5Marks)

39. Had I known that you were a thief, I you (not befriend).
40. I the station when the train arrived (reach).
41. I would never become corrupt if I a manager (become).
42. I in Rwanda since 1999 (study)
43. I will become a Doctor if I hard in chemistry and biology (work).

VIII. Change the following sentences into plural form. (5Marks)

44. A mouse likes hiding in a church.
45. A lorry driver always obeys his boss.
46. That library is full of books.

IX. Change the following sentences from affirmative to negative forms. (3Marks)

47. We have some bread in our shop.
48. I will join the school basketball team also.
49. Both my brother and I are rich.

X. Change each of the following sentences into a reported speech. (3Marks)

50. "I can not tolerate your behaviour," said the teacher.
51. "You must not copy your friends' answers during the examination," the invigilator warned candidates.
52. "I think I am an honest child," said Tom.

XI. Match each word in group A with its place of residence in group B. (4Marks)

	A	B
53.	Nun	Den
54.	Soldier	Manger
55.	Lion	Kraal
56.	Horse	Barracks

XII. Without changing the meaning, rewrite the sentences below as instructed in brackets. (3Marks)

57. English and Mathematics are equally interesting. (**Rewrite the sentence using the word as.**)
58. The Doctors have failed to know the disease I have.
(**Rewrite the sentence using mystery.**)
59. Don't conclude before you make thorough investigation.
(**Rewrite using Jump.**)

SECTION C: COMPOSITION (30 MARKS)

XIII. Write a composition of between 120 and 150, on ONE of the following subjects:

1. Imagine you have a pen-friend in Japan. Write to him/her about yourself, your country, your interests, what you want to do in future and why.
2. Write about what you would do if you were the opposite sex.
3. Write a story about the most interesting thing that has ever happened to you.

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