

Indimi**PL****24 Sept 2004 9h00 – 11h00****B.P. 3817 KIGALI - TEL/FAX : 586871****Inomero yuzuye iranga umunyeshuri****Numéro complet de l'élève****Pupil's complete index number***Intara / Umujyi**Akarere**Ishuri yigaho**Umunyeshuri ku ishuri rye*

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IKIZAMINI CYA LETA GISOZA AMASHURI ABANZA 2003-2004**EXAMEN NATIONAL DE FIN D'ETUDES PRIMAIRES 2003-2004****PRIMARY LEAVING NATIONAL EXAMINATION 2003-2004****09 - 2004****INDIMI / LANGUES / LANGUAGES****Igihe : amasaha abiri****Durée: deux heures****Duration : two hours****Amanota / Points / Marks:**

K :	/ 34
F :	/ 33
E :	/ 33
TOTAL :	/ 100

Amabwiriza / Instructions

- Kora indimi zose, usubize ibibazo byose.
- Toutes les langues et questions sont obligatoires.
- All the languages and questions are compulsory.
- Irinde gusiribanga.
- Evite les ratures.
- Don't make alterations.

IKINYARWANDA

- *Banza usome uyu mwandiko witonze, ubone gusubiza ibibazo biwerekeye.*

Igihugu cyacu bakunze kwita icy'imisozi igihumbi, umutima w'Afurika, abakurambere bacu bo bahamije ko ari ho Imana itaha, ni inturo ihebuje Abanyarwanda twese dusangiye : tuhabungabungira amagara yacu kuko ari ho twugama imvura, tukahirindira ubushyuhe n'imbeho bidakenewe n'umubiri wacu; tuhakura byinshi mu bidutunga biturutse ku buhinzi, ubworozi n'indi mirimo inyuranye.

Igihugu cyacu ni umubyeyi ubumbye umuryango mugari tugize kuva ku basokuruza kugera ku bazavuka. Ni umurage utagereranywa ukubiyemo ibyiza byinshi biduhuza, birimo ururimi rwacu rw'ikinyarwanda, indangagaciro zimwe nk'ubutwari, ubudahemuka, umurava, umucyo, urugwiro n'utundi turango dushimwa tw'umuco wacu. Ibi bikaba bishimangira ko ivangura iryo ari ryo ryose, ryashingira ku moko, ku turere, ku madini, ku bitsina n'ibindi riba ribangamiye bikomeye urukundo uwo mubyeyi adukunda. Ni iryo guhora ryamaganwa rero !

Igihugu cyacu ni icyicarwo cy'uburanga, kuko kibereye ijisho mu mpande zacyo zose : gifite ibisiza na ya misozi twavuze, usangamo imirambo, amataba, utununga, imigezi, ibiyaga, amashyamba n'ibirunga...

Mu burasirazuba bwacyo hari Pariki y'Akagera ihuriwemo n'inyamaswa z'amoko menshi, kuva ku ntare kugera ku gakwavu ; inyoni zo ntiwabara ! Mu majyaruguru hari Pariki y'Ibirunga irimo ingagi ba mukerarugendo bashikira .

Ubwiza bw'igihugu cyacu bunagaragarira mu isimburana ry'ibihe usanga ryorohereye, ababisobanukiwe bakaba bemeza ko ya misozi yacu ibigiramo uruhare : umuhindo w'imvura ukurikirwa n'urugaryi rw'akazuba, itumba ry'imvura rikimukira impeshyi y'ubushyuhe, ariko burimo akayaga.

Umunyamahanga ngo yatembereye ino, aranyurwa. Agiye gutaha ati « ni uko iwabo w'umuntu hakundwa, ubundi nakwigumiye hano ! »

Icyo Umunyarwanda w'umutima kandi wizihwe no kuba we akwiye kwifuriza igihugu cye akanagiharaniye ni ukuramba ingoma ibihumbi, guhorana amahoro ashingiye ku bwubuhane, ubutabera n'ubufatanye, kugwiza amajyambere abyawe n'ubumwe bw'abagituye, umurimo unoze, ubujijuke n'ikoranabuhanga.

IBIBAZO

A. KUMVA UMWANDIKO

- *Ushingiye ku bivugwa mu mwandiko, toranya ibisubizo by'ukuri muri a, b, c, d, maze wandike mu tuzu inyuguti zigiye zijyana na byo .*

1. Ingingo y'ingenzi y'uyu mwandiko ni

- a. akamaro n'ubwiza by'u Rwanda
- b. umwete wa ba mukerarugendo
- c. akamaro k'isimburana ry'ibihe ku isi
- d. akamaro ko kwibera mu mahanga.

☐ (2)

2. U Rwanda barwita umutima w'Afurika kubera

- a. ishusho yarwo imeze nk'umutima
- b. ubukungu rufite
- c. aho ruherereye kuri uwo mugabane
- d. imigezi n'ibiyaga byarwo.

☐ (2)

3. Igihugu cyacu ni umurage kuko

- a. cyahanzwe n'Abanyarwanda bariho ubu
- b. cyahanzwe n'abakurambere bacu
- c. cyahanzwe n'abakoloni
- d. kizahangwa n'abazavuka.

☐ (2)

4. Ubusanzwe impeshyi itangira muri

- a. Gashyantare
- b. Werurwe
- c. Kanama
- d. Kamena.

☐ (2)

5. Ba mukerarugendo bagera ino

- a. bakishima
- b. bakigisha
- c. bakahahama
- d. bakivuza.

☐ (2)

B. INYUNGURAMAGAMBO

6. Tanga imbusane y'ijambo « uburanga ».(1)

7. Uzurisha buri nteruro rimwe muri aya magambo :

indangagaciro, ihebuje, ubumbye, biduhuza, umurava, kwamaganwa, umucyo, urugaryi, kugwiza, ikoranabuhanga, umuhindo, uturango, umurimo.

(5)

a. Maze.....ntutana n'inkuba!

b. Amajyambere ubu ashingiye ahanini ku.....

c. Sinzakwibagirwa : wangiriye ineza.....

d. Amacakubiri agomba.....iteka.

e. ugaragaza ubupfura busesuye.

C. IKIBONEZAMVUGO

8. Shyira inshinga y'iyi nteruro mu nzagihe :

« Igihugu cyacu ni umubyeyi. »

(1)

9. Kosora iyi nteruro uyihindure mboneramvugo.

(1)

« Twirirwanye. »

10. Sanisha iyi nteruro mu nteko ya karindwi :

« Umunyarwanda arakomeye. »

(1)

11. Andika inteko z'aya mazina :

(3)

a. imisozi.....b. itumba.....c. ubushyuhe.....

12. Garagaza uturemajambo tw'ayamazina n'amategeko y'igenamajwi yakoreshejwe :

(4)

a. amoko

.....
.....

b. imvura

.....
.....

13. Amagambo aciyeho akarongo ni bwoko ki?

(4)

a. umuryango mugari

b. indangagaciro zimwe

- c. Ni iryo kwamaganwa !.....
- d. ya misozi twavuze

14. Vangura aya magambo areme interuro itunganye yubahirije utwatuze.

nde, impamvu, basigaye, wambwira, ibizamini, ni, muri, bitanu, abanyeshuri, bakora , iyo, gatandatu, barangije, wa , umwaka, mwe. (2)

.....

.....

.....

.....

D. IMYANDIKIRE YEMEWE

15. Kosora izi nteruro niba zanditse nabi : (2)

a. Ni mwicarane nabo.

.....

b. Ntawe utarishimiye iki gikombe.

.....

FRANÇAIS

- *Lis attentivement le texte avant de répondre aux questions de la Section A et à certaines de la Section B.*

Un jour, l'instituteur Arthur rencontre Alain, un de ses anciens élèves. Ils se saluent chaleureusement et ils se donnent des nouvelles.

D'un air triste, Alain dit : « Monsieur ! Tous mes compagnons de classe sont riches maintenant ; mais moi seul je reste pauvre. »

Le maître le regarde et lui dit : « es-tu malade ? »

- Oh non ! Voyez, je suis gros et fort.
- Est-ce que tu me donneras ton bras pour gagner un peu d'argent ? Disons cent francs !
- Ah non ! Qui peut vendre son bras ?
- Est-ce que tu me donneras tes yeux pour mille francs ?
- Mon Dieu ! Mes yeux qui voient tout ce qui se passe sur la terre ! Je ne vous les donnerai jamais.
- Donne-moi donc tes oreilles.
- Je ne peux pas ! Ah ! vivre sans entendre ce que les autres disent, sans pouvoir écouter la musique, quelle misère !
- Mon enfant, tu as bien raison de me refuser ton bras, tes yeux et tes oreilles, car ils sont ta grande richesse.
- Et pourquoi donc suis-je pauvre ?
- Ou bien tu ne veux pas travailler, ou bien tu ne travailles pas assez.
- Merci, maître, je vais me mettre au travail tout de suite et sérieusement.
- Bon succès, mon fils.

SECTION A : QUESTIONS DE COMPREHENSION DU TEXTE

- *Choisis la bonne réponse et écris dans la case la lettre correspondante.*
- *Deux points sont attribués pour chaque réponse correcte.*

1. Qui parle dans le texte ?

- a. Le père et la mère
- b. Le maître et son élève
- c. L'enfant et la maîtresse
- d. Arthur et son compagnon de classe.

2. Alain affirme

- a. qu'il est en bonne santé
- b. qu'il est malade
- c. qu'il est faible
- d. qu'il est maigre.

3. Alain n'est pas content car
- a. il n'a pas terminé ses études
 - b. il est aussi riche que ses camarades
 - c. il n'est pas riche
 - d. il a perdu sa carte d'identité.

☐

4. Monsieur Arthur donne
- a. de l'argent à son élève
 - b. un livre à son élève
 - c. une belle montre à son élève
 - d. un bon conseil à son élève.

☐

5. Alain décide
- a. de vendre ses bras
 - b. de retourner à l'école
 - c. de bien travailler
 - d. d'aider ses parents.

☐

SECTION B : QUESTIONS DE CONNAISSANCE DE LA LANGUE

6. *Ecris le contraire de « vendre »* (1)

7. *Quel est le féminin de « instituteur » ?* (1)

8. *Complète chaque phrase avec un seul mot juste de la liste :*

nouvelles, élèves, gagner, terre, jamais, argent, richesse, tout de suite, assez, mille, musique, entendre, compagnons.

a. Sans tu ne peux rien acheter. (1)

b. Elle ne boit de bière. (1)

c. Nous n'avons plus de ses depuis son départ. (1)

d. Fais des efforts pour ta vie. (1)

e. Attends-moi, j'arrive (1)

9. *Mets cette phrase au pluriel :*

Ce travail est bien fait. (2)

10. *Remplace les groupes soulignés par les pronoms (substituts) convenables et écris les phrases obtenues.*

a. Mon amie m'a écrit. (1)

.....

b. Alain a des problèmes. (1)

.....

c. Les élèves entrent en classe. (1)

.....

d. Le maître donne des cahiers aux élèves. (1)

.....

11. Compose quatre phrases en utilisant une seule fois chaque mot ou chaque groupe de mots de la liste. (4)

les bébés

a

profondément

il

partir

son école

chante

dix professeurs

faut

dorment

notre équipe de volley

victoire

12. Conjugue correctement les verbes mis entre parenthèses.

a. Je vous félicite car vous (dire) toujours la vérité. (1)

.....

b. Nous (lire) ce conte le mois passé. (1)

.....

c. Il étudiait pendant que je (prendre) mon déjeuner. (1)

.....

d. Hier Emile (sortir) très tôt. (1)

.....

e. Elle (obtenir) son diplôme l'année prochaine. (1)

.....

f. (Finir) d'abord cette tâche et puis allez jouer. (1)

.....

ENGLISH

<u>Pupil's complete index number</u>							
<i>Province/City</i>		<i>District</i>		<i>School</i>		<i>Student</i>	

Marks: E : / 33

SECTION A : COMPREHENSION

- ***Read the following passage and answer the questions after :***

In many developing countries, especially in poor families, many parents prefer their daughters to be given more « home education » and their sons more « school education ». According to these parents, a good girl is one who grows up to become a good wife and mother. Her work in the home is considered more important than her work at school. A girl is seen as more useful to the family of the man she will get married to in future. Some parents think that less money should be spent on her schooling than on the boy who must succeed in school in order to get a good job and help the family.

In Rwanda today, the Government wants more school education for girls. It wants every child, boy and girl, to go to school. In fact, it wants more and more girls to go to secondary schools and universities. The government wants to practise what is known as affirmative action, to increase education and job opportunities for girls and women. Actually, the proportion of women in top government positions is the highest in the world. This is true whenever we are talking of the Senate, the National Assembly, the Ministries or the courts of law.

In spite of this, the situation is less encouraging in other government jobs and institutions. There are not enough educated women for the Government to fulfil its policy of affirmative action.

The root of the problem starts at primary school level. Although more girls than boys start primary school, far more girls than boys drop out before completing. Only a few of those who complete primary school continue and finish secondary school. Still fewer go to the university. One reason for this is that boys generally get better results in national examinations. Another reason is the attitude of parents to girls' education, as explained in the first paragraph above.

In order to correct this situation, leaders who support affirmative action want girls to be admitted to secondary schools and universities at lower marks than those of boys. Not everyone agrees with this suggestion. Many women leaders oppose the idea, saying that it makes girls seen less intelligent than boys, which is completely false. They say that, instead, girls should be given the same rights as boys, at home, at school, and everywhere else.

QUESTIONS

- Choose the best answer and write the correct letter in the box on the right hand corner.

(2 marks each)

1. The main point of this passage is that
 - A. Girls prefer more home education than school education
 - B. Girls and boys have an equal number at all levels of education
 - C. Girls and women need more education and more job opportunities
 - D. There is a bigger number of women than men in top government positions.
2. Affirmative action means
 - A. Making girls go to school
 - B. Putting more women than men in top government positions
 - C. Increasing opportunities for girls and women in education and employment
 - D. Making girls work harder at school.
3. Paragraph 2 of the passage shows that
 - A. The Government wants to give more education to girls than to boys
 - B. The Government wants equal opportunities for boys and girls in school
 - C. The Government wants more women than men in the Senate and the National Assembly
 - D. The Government wants to give boys more home education.
4. Women are fewer in good jobs than men because
 - A. Parents view a girl's education as useless to her future husband
 - B. The majority of leaders oppose affirmative action
 - C. Only girls and women are supported to work at home
 - D. Girls are less likely than boys to complete their education.
5. According to the passage, the most important step the Government intends to take in favour of women is
 - A. Promoting more home education for girls
 - B. Giving women a bigger share than men in senior government positions
 - C. Promoting education and employment for women
 - D. Giving women more opportunities than men in education.

SECTION B: GRAMMAR AND VOCABULARY

- I. Rewrite the sentences using the words in brackets.*

(1.5 marks)

6. Haruna stays in bed on Saturday morning. (always)

.....

7. They have lunch together on Mondays. (often)

.....

8. I don't usually go to watch football matches. (hardly ever)

.....

II. Fill in the blank spaces with the correct tense of the verbs in brackets.

(2 marks)

9. Your letter just while I to you. (arrive, write)
10. I couldn't go out because it when I this morning.
(rain; wake)

III. Give the opposite of each of the following words.

(2 marks)

11. true best
cheap never

IV. Choose the right word from the box and fill in the blank spaces in the sentences that follow.

(2 marks)

some, no, few, any, too much, to.

12. Have you got money ?
13. You have left me with choice except to send you for your parents.
14. She is young to drive.
15. Give me more tea, please.

V. Put the correct passive or reflexive forms of the verbs in brackets.

(3 marks)

Example: Most paper (make) from wood.

Most paper is made from wood.

A lot of people (talk to) when nobody is listening.

A lot of people talk to themselves when nobody is listening.

16. Vegetables (sell) in the market.

.....

17. We did not have Kiswahili lessons at my school, so I bought a
book and (teach).

.....

18. These letters (write) by a child last year.

.....

VI. Rewrite the sentences in reported speech.

(3 marks)

19. « I am tired », she said.

.....

20. « Are you a doctor ? » he asked her.

.....

21. « I won't be able to go to the meeting », he said.

VII. Complete each of the sentences below by the right word from the given words below :

late, needs, appointment, lose, time.

(2.5 marks)

22. In many countries, including Rwanda, time is very important .

Farmers use the sun to..... their activities.

Parents struggle against time, trying to satisfy the of a

family and a job. To ignore time, to be ; often causes

serious problems. If you habitually fail to get to your workplace on time, you can

..... your job. If you miss a doctor's,

your illness may become much more serious.

VIII. Put question tags as in the example.

(2 marks)

Example: You remember what happened last time, don't you?

It is quite hot, isn't it?

23. Maria will come on Saturday, ... ?

24. You haven't forgotten what happened last time ?

IX. Join the pairs of sentences using the appropriate relative pronoun

(who, which, whose, whom).

(3 marks)

25. This is the man. We saw him at the police station.

26. Show me the girl. Her bicycle was stolen.

27. The boy fell from a tree. He was taken to hospital.

28. Where is the new book ? You told me about it yesterday.

X. Put the following words in the right order to make good sentences.

(2 marks)

29. you, I, were, if, wouldn't, there, today, go.

30. a lot of, they, be, if, finish, money, on time, will, paid, they, the, work.