

**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 breathe 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. Harboursing 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 using .....very few.....)
4. You might obtain your goal if you put forth some more effort. ( Re- write using .....a 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 angry .....her 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  
B. We had all remembered                      C. 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 you .....home.
- A. *Get*                      B. *Are going to get*                      C. *Will get*                      D. *got*
9. What .....if 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. To .....of 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. **DEMONSTRATE**  
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.