

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 they for 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 using that.....)**
- 12) That bag is very heavy. The young girl cannot carry it. **(combine the sentences using too.....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 using enough.....)**
- 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.