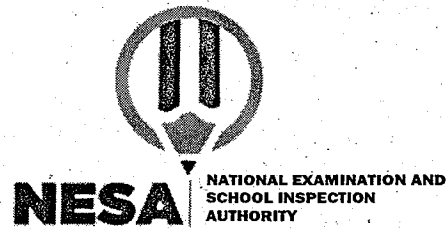


**English I**

**003**

**22/07/2021**

**2.00 PM - 5.00 PM**



**ORDINARY LEVEL NATIONAL EXAMINATIONS, 2020-2021**

**SUBJECT: ENGLISH I**

**DURATION: 3 HOURS**

**INSTRUCTIONS:**

- 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**.

<b>SECTION A:</b> Comprehension and Vocabulary	<b>(40 marks)</b>
<b>SECTION B:</b> Grammar and Phonology	<b>(30 marks)</b>
<b>SECTION C:</b> Summary	<b>(15 marks)</b>
<b>SECTION D:</b> Composition	<b>(15 marks)</b>
- 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 maidservant, 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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