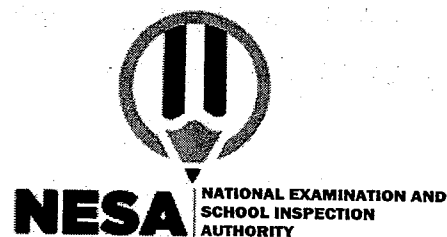


**ENGLISH**

**ENG 01**

**28/07/2022 2:00 PM – 5:00 PM**



**TTC NATIONAL EXAMINATIONS, 2021-2022**

**SUBJECT: ENGLISH**

**OPTION: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION  
(ECLPE)**

**DURATION: 3 HOURS**

**INSTRUCTIONS:**

- 1) Write your names and index number on the answer booklet as written 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 **THREE** sections: **A, B** and **C**.

Section <b>A</b> : Comprehension and Vocabulary.	<b>(30 marks)</b>
Section <b>B</b> : Language use.	<b>(50 marks)</b>
Section <b>C</b> : Composition writing.	<b>(20 marks)</b>
- 4) Use a **blue** or **black** pen.

**SECTION A: Read the passage below and answer the questions that follow.**

**Early Childhood education**

Towards the end of the MDGs in 2015, it was and is still clear that the government of Rwanda had done extremely well in meeting or making significant progress on various MDG targets. Some major achievements included economic growth, expanded basic social services – particularly in health, poverty reduction and gender empowerment among others. There is a great expectation not only in the region but also globally that Rwanda will continue to be a pace setter in the implementation of Agenda 2030 for sustainable development.

As the government continues to focus on achieving Vision 2020 aspirations, due attention will need to be placed on Early Childhood Education for a better Rwanda.

Significant progress has been experienced in the education sector in Rwanda in various ways—increase in access to education—as reflected in enrolment and attendance rates and gender parity. Indeed, UNESCO ranked Rwanda among the top three performing countries in the world for its efforts to achieve universal primary educational goals.

Whereas Rwanda has made tremendous progress in increasing access to education and achieving gender parity in enrolment and attendance rates, the government will now need to focus on providing quality education that meets the needs of all children, including ensuring that the poorest children are able to overcome inherent disadvantages.

Early childhood education in Rwanda is not fee free and this poses serious challenges to children from poor families who cannot afford the costs. This inadvertently leads to exclusion of the poorest children. Inadequate investment in Early childhood education provision is partially a reflection of an already over-stretched budget.

The expansion of pre-primary classrooms in schools across Rwanda and the existence of the Early Childhood Development Policy and the associated strategic plan that aims at ensuring access to integrated health, nutritional, early

stimulation, and learning for all children in Rwanda are critical indicators that the Government of Rwanda recognizes the need for early childhood services.

**Part I: Comprehension questions (20 marks)**

- 1) What does MDGs stand for? **(2 marks)**
- 2) What tremendous progress has Rwanda made in terms of MDGs targets? **(3 marks)**
- 3) What expectation does Rwanda have regarding the achievement of 2030 goals? **(4 marks)**
- 4) What are consequences of not having a fee free early childhood education in Rwanda? **(4 marks)**
- 5) State the indicators by which the government of Rwanda recognizes the need for early childhood services. **(4 marks)**
- 6) What challenge does the government of Rwanda need to focus on in the education sector? **(3 marks)**

**Part II: Vocabulary (10 marks)**

**Use a prefix to make the opposite of the underlined word. (5 marks)**

- 1) I think it's possible to solve the problem.
- 2) This food is cooked.
- 3) It is imaginable to get so rich quickly.
- 4) In many countries, it's legal to forge money.
- 5) Some people find it normal to display moral behaviour.

**Part III: Fill in the blanks with these vocabularies: conflict/ peace/ tolerance/ resilience/ empathy. (5 marks)**

- 1) .....is the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.
- 2) The absence of personal or direct violence and presence of social justice is known as.....
- 3) .....is the ability of a person or society to recover quickly from difficult situations.

- 4) A real state of being incompatible in opposition, or in disagreement is.....
- 5) Identification with or understanding of thoughts, feelings or emotional state of another person is known as.....

## **SECTION B: Grammar and language use (50 marks)**

**Part I:** List the six elements of an effective communication. **(6 marks)**

**Part II:** Join the following sentences using a convenient relative pronoun. **(6 marks)**

- 1) The heaven is a place. Angels live there.
- 2) I don't know the name of the lady. I sent the letter to her.
- 3) He phoned me yesterday. It was raining yesterday.
- 4) Our teacher has a car. He comes from Gasabo district.
- 5) I saw a girl. Her mother is a nurse at Butare hospital.
- 6) The books are for reference. We received them.

**Part III:** Find the word that sounds differently from the others. **(5 marks)**

- 1) a) teach                      b) read (past)                      c) treat                      d) cheese                      e) feel
- 2) a) account                      b) fountain                      c) country                      d) boundary                      e) mountain
- 3) a) guitar                      b) guilt                      c) build                      d) wild                      e) will
- 4) a) wrestle                      b) castle                      c) pistol                      d) apostle                      e) pestle
- 5) a) avoided                      b) stopped                      c) started                      d) needed                      e) wanted

**Part IV:** Rearrange the following sentences so as to obtain meaningful sentences. **(10 marks)**

- 1) This child/for three weeks/ from home/has been missing.
- 2) Tom/ brown eyes/about 1.70m tall/is/and/has.
- 3) The exam/supposed/what time / to finish/is ?
- 4) I was/ a reply to my letter/to receive/before now / hoping
- 5) Illness /your father's/was/I /very sorry/to hear about.

**Part V:** In which type of clause do we use “**unless**” and “**in order to**”?

(2 marks)

**Part VI:** Differentiate an “**extended family**” from a “**nuclear family**”.

(2 marks)

**Part VII:** Fill in the gaps with the correct form of the words in brackets.

(5 marks)

- 1) You look exhausted. How long ....(**you/dig**) this hole?
- 2) In the mid-1880, gold .....(**discover**) in California.
- 3) Peter and (**I, me**) are going to fetch water over there.
- 4) Parents.....(**which, who, whose**) children do well at school usually consider them.
- 5) We were disappointed by his ....(**fail**) to win the prize.

**Part VIII:** Identify If conditional types used in the following sentences: (4 marks)

- 1) I will sit for exam if I study very well.
- 2) We stay safe if we are aware of better sanitation.
- 3) If I had had a lot of money, I would have bought a car.
- 4) If they were sick, they would not sit for all exams.

**Part IX:** Explain what used to means in the following sentences.

(2 marks)

- 1) I used to hike when I was young.
- 2) Sheila wasn't used to having to cook for herself.
- 3) I used to get up so late.
- 4) His dog is used to staying home alone all day.

**Part X:** Fill in the gaps with “**what**” or “**which**.”

(4 marks)

- 1) I did... I could; which wasn't much.
- 2) The clock struck thirteen . . . **made** everyone laugh.
- 3) I am sure that . . . you say is **true**.
- 4) We travelled second class . . . **is cheaper** than first class but more crowded.

**Part XI: Put the following sentences in indirect speech. (4 marks)**

- 1) 'Don't put sticky things in your pockets,' said his mother.
- 2) 'How long have you been learning English?' the examiner asked.
- 3) 'We'll try to find your passport,' said the policeman.
- 4) 'Shall I wait for you?' Mary asked.

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

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

- 1) The role of education in building a united society.
- 2) Benefits of living in a foreign country.

**END**

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