

TVET – English B

T110

Friday, 23/11/2018

02:00 – 05:00 PM

WORKFORCE DEVELOPMENT AUTHORITY



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**ADVANCED LEVEL NATIONAL EXAMINATIONS, 2018,
TECHNICAL AND PROFESSIONAL STUDIES**

EXAM TITLE: ENGLISH B

OPTIONS: “Electricity (ELC), Computer Electronics (CEL), Electronics and Telecommunication (ETL), Construction (CST), Public Works (PWO), Surveying (SUR), Computer Science (CSC), Computer Science and Management (CSM), Graphic Arts (ART), Sculpture and Ceramics (SCE), Carpentry (CAP), Tailoring (TAL), General Mechanics (GME), Motor Vehicle Mechanics (MVM), Hotel Operations (HOT), Tourism (TOR), Finance and Banking (FIB)”

DURATION: 3 hours

INSTRUCTIONS:

This paper consists of **THREE** compulsory Sections:

Section I: Comprehension and Vocabulary **30 marks**

Section II: Grammar and Phonology **55 marks**

Section III: Composition **15 marks**

- Both section I and II are compulsory
- Section III has three topics. The candidate will choose only one topic and write a composition.
- All answers must be given with complete sentences.
- Candidates must answer all the questions according to instructions given in each section. The marking process will take this into consideration.

Part one: Read the following passage carefully and answer the questions asked below:

There are many qualities that a good employee should have to be successful in the career. During the application for jobs, employers have got high expectations from employees they are intending to hire. This passage will give more details of some of the employer's expectations from the school leavers who apply for jobs.

In the first place, employers like would-be employees to know their own minds. They like applicants to be decisive, to have a clear idea of what they want to do in life, as well as realistic notions of what is involved in achieving their goals. Thus **applicants** who are career conscious definitely stand a better chance than those who are indecisive.

Clearly, applicants can only show this quality if they have done some homework before the interview, to find out something about the organization that they are applying to join, and to understand the kinds of opportunity that might open up. They should also find out, if possible, the history, aims and problems of the organization; its products, if any; its training programs; and the long-term job prospects. Showing evidence of your interest in the organization will impress the interviewer.

However, this does not mean that the applicant should try **to appear** 'a know all' at the interview. Far from it! While employees expect certain minimum academic achievements in their would-be employee's, they are far more interested in whether the applicant is ready, willing and able to learn, often from fellow workers who may, on paper, be far less well qualified.

This last point is **crucial**. A new employee must have respect for those already employed in the organization even if the latter are less qualified. There are plenty of older employees around, who, when young, did not have the same educational opportunities as the present generation. There can be no future for those new employees who look down on any of their colleagues or senior officers on those grounds.

On the other hand, employers do like their young workers to be reasonably ambitious. Organizations depend a great deal for their growth and prosperity on the

willingness of their younger employees to improve themselves, and a spirit of friendly competition is usually highly desirable, provided it is carried on in a reasonable way.

However, ambition is not the same thing as greed. Many young people, when they first get a job, think that the world is at their feet. In their desire to impress their friends and relatives, they often bite off more than they can chew in terms of financial obligations. It is easier to apply for a car or motor-cycle loan than to make sure you have enough money left every month to pay off your debt. Employers lay great stress on new employees having a realistic judgment of their income, so that they can budget properly in their personal affairs.

One last point is worth mentioning: it pays to dress conventionally and smartly. It would be foolish to throw away your chance of a job, or of promotion once in the job, merely because of your clothes.

(Adapted from English in Use student book by Robinah K & Philomena T)

PART ONE: COMPREHENSION QUESTIONS**(22 marks)****01.** What could be the best title for this passage?**(2 marks)**

- Preparing the job interview
- Management of new employees
- ✓ Qualities of an employee
- Employer's expectations from school leavers

02. According to the text, employers like job applicants to:**(2 marks)**

- To be fluent in English
- Have a good degree
- To have studied at good school
- ✓ Know their own minds.

03. At a job interview, applicants should:**(2 marks)**

- Try to impress the interviewer.
- Show interest in what the interviewer says.
- Know something about the organization they are applying to.
- Talk about their training and long term prospects with the organization.

04. It is not a good idea to: (2 marks)
- respect older employees
 - be ready, willing and able to learn new things
 - have only minimum academic achievements
 - ✓ - think that qualifications are more important than experience.
05. Being ambitious is a good thing, as long as: (2 marks)
- ✓ - you are friendly.
 - you are greedy .
 - ✗ - you are too competitive.
 - you are extremely competitive.
06. When you first get a job, it is a mistake: (2 marks)
- to borrow money
 - not to borrow money
 - to have a car or a motor-cycle
 - not to manage your money carefully
07. Outline any four pieces of advice that the writer suggests for applicant to revise before going for interview. (4 marks)
08. What does the following expression mean in the context of the passage? (6 marks)
- a) ...this does not mean that the applicant should try to appear “a know-all” at the interview.
 - b) they often bite off more than they can chew in terms of financial obligations.
 - c).....it pays to dress conventionally and smartly.

PART TWO: VOCABULARY

(8 marks)

09. Read the following statements and choose the best answer for the questions asked.
- (a) The word “**applicants**” in paragraph two can be replaced by:
(candidates - employers - employees - students)
- (b) What can be the best antonym of the word **appear** which is used in paragraph four?
(go - miss - disappear - to be)

(c) The best meaning of the word **crucial** which is used in paragraph four better be replaced by:

(essential ✓ - cruel - clear - understandable)

(d) The word **however** which is used in paragraph four can better be replaced by

(even though - nevertheless - moreover - whatever)

SECTION II: GRAMMAR AND PHONOLOGY

(55 marks)

PART ONE: GRAMMAR

(45 marks)

10. Fill in the gaps with **since** or **for**.

(5 marks)

- Paul has been in Kigali2005.
- Mugisha has lived in UK12 years.
- India has been an independent country1947.
- John has been sick a long time. He has been in hospitalJuly.

11. Choose the correct subordinator and write complete sentences.

(8 marks)

a)some people say that Peter is a brave students, others judge him negative.

(however - because - although - unless)

b) He came late yesterday it was raining cats and dogs.

(despite - because - in spite of - so that)

c) I have been waiting for himhe didn't give it a value.

(as soon as - as - after - even if)

d)she was sick, she came to work.

(unless - even though - due to - in spite of)

e)our friend John is sick, we can visit him today.

(as - even if - because of - as if)

f) I would have gone to Kampala I had enough money.

(unless - even though - if - until)

g) Some of my classmates failed the examsickness.

(in order to - so that - because - because of)

h) You will need to do examsyou are still a student.

(after - so as - unless - as long as)

12. The following sentences are in either IF 1, IF 2 or IF3. Complete the gaps with the correct form of the verbs in brackets. **(10 marks)**
- a) If the company had offered me the job, I think I **(accept)** it.
 - b) If she had sold her house, she **(not/get)** much money for it.
 - c) Will George be angry if I **(take)** his bicycle without asking?
 - d) Peter gave me this ring. He **(be)** terribly upset if I lost it.
 - e) What would happen if you **(not/go)** to work tomorrow?
 - f) I'm sure she **(understand)** if you had explained the situation to her.
 - g) If you **(not/go)** to bed so late last night, you wouldn't be so tired.
 - h) If I **(be)** you, I would not marry her.
 - i) If he **(come)**, call me.
 - j) We would have come in your wedding if you us **(invite)**

13. Re-write the following sentences in passive voice. **(8 marks)**

- a) They don't pay Alice very much.
- b) They canceled all flights because of fogs.
- c) Nobody told me that Mugisha was sick.
- d) Mutoni will buy different items.
- e) Why is she calling your name?
- f) Where did they put it?
- g) They didn't ask me my name.
- h) I think they should have offered Tom the job.

14. Give the opposite of the following words: **(4 marks)**

- a) Appear ≠
- b) Movable ≠
- c) Possible ≠
- d) Bless ≠

15. Formulate the sentences with the correct form of the verbs in brackets.

(5 marks)

- a) When you **(call)** me last night , I a movie **(watch)**
- b) Kalisa **(go)** to church every Sunday.
- c) Alice **is** **(write)** a cover letter now.
- d) Mugisha has **(forget)** to call me.

16. Restart the following sentences as it is instructed without changing their meaning. **(5 marks)**

- a) Where is the post office? Could you tell me
- b) What does this word mean? I wonder.....
- c) What time is it? I want to know
- d) When did he leave? Do you know
- e) Where does she live? I want to know

PART TWO: PHONOLOGY **(5 marks)**

17. Write the word whose underlined sound is pronounced differently from others. **(10 marks)**

- | | | | |
|--------------------|------------------|------------------|------------------|
| A) Want <u>e</u> d | decid <u>e</u> d | visit <u>e</u> d | watch <u>e</u> d |
| B) Lif <u>e</u> | min <u>e</u> | rid <u>e</u> | hit |
| C) He <u>a</u> rt | ear | be <u>a</u> r | te <u>a</u> r |
| D) G <u>o</u> ne | g <u>o</u> t | to <u>y</u> | com <u>e</u> |
| E) C <u>u</u> t | t <u>u</u> ne | sh <u>u</u> t | su <u>n</u> |

SECTION III: COMPOSITION **(15 marks)**

This section has three questions; you will choose only one question.

18. Choose one of the following topics and write a composition of 250 -300 words.
- a) The negative impact of social media on youth.
 - b) The contribution of TVET in development of the country.
 - c) How are you going to use the technical skills you learnt in developing your country.

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