

# PREPAVOGT

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**COMPETITIVE ENTRANCE  
EXAMINATION  
SERIE C, D, E, F et GCE/AL**

**ENGLISH LANGUAGE  
TIME : THREE HOURS**

### Warning!!!

All questions must be answered on this question paper. The answer paper given to you should serve as a file jacket only.

**Don't write your name on this question paper!**

**Failure to heed to this instruction will attract serious sanctions.**

### A) SECTION ONE: GRAMMAR – 10 MARKS

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#### 1. Put each verb in the correct tense. 5 marks.

- a) If I ..... (to see) the thief, I .....  
(to inform) the police, unfortunately, I ..... (to see) nobody.
- b) Mr. Itoe ..... (to look) for his son when he heard a radio  
announcement ..... (to ask) him to go and collect the child  
from the police station.
- c) I ..... (to missed) the interesting show yesterday. I wish I  
..... (to watch) it.
- d) Sometimes I just ..... (to think) that some medical doctors  
are not worth ..... (to consult).
- e) If I ..... (to win) a huge sum of money at the P M U C, I  
..... (to purchase) a car and beautiful clothes.

**2. Complete the sentence below by choosing the correct word from the words in brackets. 5 marks.**

- a) All of ..... (us, we, people) admired the courage of the fire fighters.
- b) He has to sign his cheque ..... (by him, himself, alone). I cannot help him.
- c) ..... (none, no one, anyone, anybody, nope) saw the thief scaling the walls of our school.
- d) The boy was not ..... (too tall, very tall, tall enough) to harvest the mango up in the tree.
- e) The angry customs officers confiscated ..... (most, more, less, little) of the contraband goods they found.
- f) The servant spoke ..... (angrily, angryly, hotly, calmly) to her master because he insulted her.
- g) The young soldiers fought ..... (as, like, such as) robots to free the child soldiers.
- h) Mary is ..... (twice as heavy, twice heavier, twice heavy) as her sister.
- i) If ..... (only, almost, provide, ever) he had taken his mother's advice, he would not have been in such a mess.
- j) She's so impolite! She ..... (still, ever, scarcely, always) greets anyone.

**B) SECTION TWO : VOCABULARY – 10 MARKS**

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**1. Complete the following with correct form of the word in brackets. 5 marks.**

- a) Stefan is the ..... (tall) of the brother, but Damon is ..... (smart).
- b) Have you seen Mary? Oh! that's ..... (her, she, him, it, he) standing over there. .... (Whose, Which, Their, Its, Her, His, Them) dress is swinging in the air.
- c) I hate ..... (greed) people, they always want everything for ..... (them, themselves, themselves)
- d) John and ..... (I, me, my) were sent to talk to the opponents, I did more talking than ..... (his, him, he) did.
- e) The visitors were to ..... (tourism) the entire south region, but their ..... (safe) was not assured.

2. Choose the word or phrase from the alternatives that have the same meaning (synonym) as the underlined word in the sentence. Write in the space provided. 5 marks.

- a) His efforts to make peace were so commendable that he was awarded the Nobel Peace Prize ..... (lucrative, praiseworthy, mercenary, heavy)
- b) She was obliged to dance in front of the inquisitive crowd. .... (envious, indifferent, curious, questionable)
- c) You will be delighted to learn you have come into a lot of money. .... (confiscated, inherited, earned, endowed)
- d) Many children think that man is odd. .... (dangerous, friendly, strange, humorous)
- e) Eruptions occur frequently in the Mount Cameroon. .... (instantly, annually, spontaneously, often)

C) SECTION THREE: READING COMPREHENSION – 10 MARKS.

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Read the following passage carefully and answer the questions below it. You have to choose the right answer.

**The computer**

The computer has great potentials in creating an impact on the society. It promises to automate some workplace activities that now performed by people. The Industrial Revolution centered on supplementing and replacing the muscles of humans and animals by introducing mechanical methods. The computer goes beyond this development; it seeks to supplement and replace the mind of human beings by electronic methods. Both changes I have vast implications for the world of work. Furthermore, information is a Source of power, and computers make people become citizens of the information age. The central sized accumulation of data permits the concentration of considerable power in those who have access to the computer. A power gap tends to develop between those who are trained to use and understand computers and those who are nol. Computer technology, intelligently structured and wisely applied, might help a society raise its standard of literacy, education, and general knowledge-ability.

Computers alter the ways people relate to one another. On a telephone, we hear the other person's voice. In face-to-face contact, we see people smile, frown and nod. But there is no such feedback in the computer exchanges. When people use a computer to send electronic mail, they lack access to nonverbal cues. Thus computers may have consequences on our sense of individuality. It also makes computer exchanges less predictable. Moreover, computer technology changes people's awareness of themselves, of one another, and of their relationship with the world. A machine that appears to "think" challenges our notion not only of time and distance, but also of mind.

In general, computers present a good medium in which to build educational simulation games. It is a fact that most of the important elements of intellectual and creative life could be approached as games - not trivial, entertaining games, but deep, adventurous games with complex rules and difficult objectives. The rules of these games permit endless repetition, and reward logical deduction. Repeated failure does not create embarrassment, and ultimate mastery is possible. The computer's complex

games are good for-learning; promote a kind of experimentation and comfort with complex societal systems. In addition, a pedagogy based around games and simulation trains students to work- in teams and thus gives them the skills to engage in the sort of collaborative problem-solving on which society rests.

The computer, especially as a tool for telecommunication, links students as never before to information resources around the world. Students have the ability to participate authentically in matters of global importance. For example, instead of reading about another culture in a textbook, students will have a chat with peers who live in that culture. These connections, based upon shared experiences, will lay the groundwork for a "global village".

The computer enables students to engage in lifelong learning as it helps to foster skills of independent inquiry and self-directed scholarship. While it may seem unfortunate that a technology-based education provides access to questionable information on the Internet it also generates admiration at the fact that valuable information can be c from the computer at the click of a mouse. Students quickly learn not to accept information at face value or out of context; they learn that many of the ideas, facts, and opinions mat pervade the Internet are dubious or are in the service of commercial forces.

### ***QUESTIONS***

- a) Give a suitable theme to this passage. 2mks

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- b) What is the fundamental difference between the Industrial Revolution era and that of the technological one? 2mks

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- c) List some benefits of challenging computer games 2mks

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- d) In what particular way does the computer make the world a global village? 2mks

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- e) Why must students be careful in using the computer? 2mks

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