

**THE UNITED REPUBLIC OF TANZANIA  
NATIONAL EXAMINATIONS COUNCIL  
CERTIFICATE OF SECONDARY EDUCATION EXAMINATION**

**022**

**ENGLISH LANGUAGE  
(For Both School and Private Candidates)**

**TIME: 3 Hours**

*Thursday, October 11, 2005 a.m.*

---

**Instructions**

1. This paper consists of sections A, B, C and D.
2. Answer **all** the questions in sections A, B and C and **two (2)** questions from section D.
3. Cellular phones are **not** allowed in the examination room.
4. Electronic calculators are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

maktaba.tetea.org



**SECTION A: (10 marks)**  
Answer **all** questions in this section

**COMPREHENSION**

1. Read the following passage carefully then answer the questions that follow by writing the letter of the correct answer in the answer booklet provided.

Believe me or not, snakes save far more human lives than they destroy. For example, were it not for the snakes in a land of clement weather and abundance, rats and mice would increase in such numbers that the only control measures would be the rat-borne diseases.

It must not be believed that all snakes eat rats and mice. Some of them are highly specialized. Although the deadly snakes can kill a person or a large animal and in some cases, kill a person quickly, they prefer not to do so. A snake will always give a man or a large animal a safe distance from it and will only bite if cornered or molested. In fact, most reported cases of snakes attacking people are instances of an animal defending itself.

The ability to kill by injecting a powerful toxin is not an invention of the devil to spite humanity, but just a good way to conquer a prey which could do a great deal of damage if not killed quickly. The primary use of venom is to obtain and kill prey. Defence may be a useful application but only a secondary one. The dangerous snakes commonly found in Africa are the mambas and the cobras. These belong to the family *Elapidae*. Unlike other snakes, Mambas are shy and retiring. However, the black mamba has been known to look for trouble on rare occasions.

The black mamba is very seldom black, the usual colour being a dull olive green, slightly darker on the back. All the mambas are long lithe snakes, incredibly quick, and can strike like lightning. Their speed, however, as in the case of other snakes, has been over and above the truth. They travel at much less than ten kilometres per hour.

On the other side, cobras are a large group of snakes which are remarkable for their show of power. When sufficiently provoked, or cornered, they fight madly making repeated attacks on their enemies. Like mambas, they secrete toxic venom. The target is always the eye of the enemy. The result of the poison in the eye is painful in the extreme and often results in temporary blindness, or permanent damage. This happens only when the snake is provoked or cornered by human beings or large animals or else the snakes are so friendly when not disturbed.

**Questions:**

- (i) The control for the great numbers of rats and mice is
- A the rat borne diseases
  - B the snakes
  - C both the rat borne diseases and the snakes
  - D only the poisonous snakes
  - E the killing done by human beings

- (ii) One of the most interesting characteristics of snakes is that
- A they will always kill a person or a large animal
  - B it will bite even when not cornered or provoked
  - C it will always get far from the reach of its enemies
  - D they never stay in corners
  - E they protect human lives.
- (iii) The black mamba is said to be shy because it
- A doesn't seek trouble on human beings
  - B moves very rapidly when seen
  - C is seldom black by the colour
  - E is smaller than the cobras
- (iv) The cobras and mambas are well known for their
- A fast attacking
  - B moving together with pride
  - C almost equal size
  - D dangerous and powerful toxin
  - E style of killing preys.
- (v) Snakes other than black Mamba
- A can strike very quickly like lightning
  - B have great speed
  - C are long lithe snakes
  - D cannot strike like lightning
  - E are seldom black in colour.
- (vi) The author says snakes possess poison primarily
- A to defend themselves
  - B to obtain food
  - C to protect their young
  - D for detecting enemies
  - E to poison enemies.
- (vii) From the reading, one can say black mambas
- A are less powerful than cobras
  - B are as powerful as cobras
  - C secrete more toxic venom than cobras
  - D are furious when provoked
  - E are proud of their powers.
- (viii) Whenever provoked, the black mambas
- A fight by tooth and nail
  - B fight with repeated actions
  - C target at its enemies
  - D have painful poison in the eyes
  - E aim at the eyes of the enemy.

- (ix) Snakes are generally friends to human beings if
- A given an opportunity to live with humans
  - B other snakes do not disturb cobras and mambas
  - C not disturbed or provoked
  - D large animals are friendly
  - E human beings keep them.
- (x) From the passage, the best title would be
- A friendly snake of the forest
  - B cobras of Africa
  - C control of dangerous snakes
  - D the most powerful snakes
  - E the deadly snakes of Africa.

2. Read and summarise the following passage in two sentences.

How can we depend upon gifts, loans and investments from foreign countries and foreign companies without endangering our independence? The English people have a saying which says, “he who pays the piper calls the tune”.

How can we depend upon foreign governments and companies for the major part of our development without giving to those governments and countries a great part of our freedom and expect them to do as we please? The truth is that we will end up in disappointment.

### SECTION B (30 marks)

Answer **all** questions in this section.

#### LANGUAGE USE

3. Match the phrases in **List A** with the responses in **List B**, to form complete meaningful sentences, by writing the letter of the correct response beside the item number.

- | <b>List A</b>                      | <b>List B</b>                            |
|------------------------------------|--|
| (i) If you run out of bread        | A. early in the morning                  |
| (ii) The rebels intended to set up | B. a major operation                     |
| (iii) We successfully understood   | C. you have to cook your dinner yourself |
| (iv) I'll never rely on him again  | D. to eat                                |
| (v) These apples don't look good   | E. an independent republic               |
|                                    | F. to prepare a meal for us              |
|                                    | G. he let the visitor in                 |
|                                    | H. you run round to the baker's          |
|                                    | I. he let me down badly recently         |
|                                    | J. the task                              |

4. Rearrange the following sentences in a logical sequence to make a meaningful paragraph by writing the corresponding letters in the answer booklet.
- A. The lady extended her hand towards him for money.
  - B. The lady hesitated then slowly took a plate and filled it with food.
  - C. Bambo walked to one of the women and ordered rice and meat.
  - D. Bambo took his food and joined the other men sitting on a bench.
  - E. “Don’t worry mama, I’ll settle the bill after eating,” he told her.
5. Choose **two (2)** topics from the given **four (4)** and write a composition on each topic. Follow the instructions given under each topic.
- A. There has been an unstable and unreliable electric supply at your school. Write a persuasive letter to the Manager, Tanzania Electric Supply Co. Ltd., P.O. Box 74760, Dar es Salaam, telling him or her how the problem has affected your school. Persuade him/her to do all he/she can to ensure a reliable power supply at your school. Sign your name as Uziah Caleb or Chiku Makanja.
  - B. Being a Tanzanian, suggest to the Ministry of Labour, Youth Development and Sport about the way in which “Beauty contests” can be carried out while maintaining the African traditional values.
  - C. In not more than 250 words, write a composition about:  
“Who is more important to the society, a teacher or a doctor?”
  - D. Imagine that you are the executive officer of Mtakuja Village. Write a speech of not more than 250 words to educate your people on the importance of National Census.

**SECTION C (20 marks)**

Answer **all** questions in this section.

**STRUCTURE**

6. Rewrite the following sentences according to the instructions given after each.
- (a) Kirwii is plumpy and heavy. He is not healthy. (Begin: Although .....)
  - (b) English is a medium of instruction in schools but it is spoken rarely in the secondary schools. (Use: Despite .....)
  - (c) I like coffee more than tea. (Begin: I prefer .....)
  - (d) Halima is a hardworking student and a good cook. (Rewrite using ..... not only .....)

7. Write the following sentences according to the instructions given after each.

- (a) I am too tired to do any more work.  
Begin: I am so tired .....
- (b) I was sorry to have missed seeing you.  
Use: ..... regret .....
- (c) His financial difficulties were solved with the help of a loan from the bank.  
Begin: A loan .....
- (d) Christmas comes but once a year. This is known to everybody.  
Join into one sentence without using ..... and .....

8. Complete the following sentences with suitable words. Write the answers against the corresponding item numbers.

It was early in the morning, Celina was going to school. On the way she met (i) \_\_\_\_\_ very old man. (ii) \_\_\_\_\_ man was carrying (iii) \_\_\_\_\_ basket with a cat inside it. Celina was afraid. She started running. (iv) \_\_\_\_\_ cat jumped out from the basket and started to chase her.

9. Complete the following sentences with the suitable word or words from among the given alternatives and write its letter beside the item number.

- (i) The scholarship ..... for another year.
  - A enable him study
  - B enable him to study
  - C enabled him to studying
  - D enabled his studies
  - E enabled to study
- (ii) They said they didn't feel ..... just yet.
  - A for eating
  - B like to eat
  - C for food
  - D like eating
  - E eating
- (iii) Because of the preparations she had made, Anna was not quite as nervous ..... the other candidates.
  - A than
  - B as like
  - C like
  - D as
  - E like as

- (iv) They wrote their answers ..... that they finished well before the end of the examination.
- A so quickly
  - B as quickly
  - C more quickly
  - D very quickly
  - E much quickly

10. Write **two sentences** for each of the words given to show their differences in meaning.

**example:** bank

- (a) Put your money in the bank for safety.
- (b) When it rains, the river bank overflows.
  - (i) case
  - (ii) train
  - (iii) lead
  - (iv) book

#### **SECTION D (40 marks)**

Answer **two (2)** questions from this section.

#### **RESPONSE TO READING**

#### **TEXTS**

##### **NOVELS AND SHORT STORIES**

1. **Madam, this is Annie** - by Diane Case (1986) - Macmillan
2. **A Wreath For Father Mayer of Masasi** - by Ndunguru S.N. (1997) - Mkuki na Nyota
3. **Encounters from Africa** - by Macmillan Education Limited (2000)

Plus any **three (3)** of the following

1. **Is it Possible** - by Kulet H.R. Ole (1975) - Longman
2. **The Great Ponds** - by Amadi E. (1976) - Heinemann
3. **Pan African Short Stories** - by Neville Denny (ed) (1965) (PASS) Thomas Nelson and Sons Ltd
4. **Things Fall Apart** - by Chinua Achebe (1962) - Heinemann
5. **Mine Boy** - by P. Abrahams (1963) - Heinemann
6. **No Bride Price** - by R. David (1967) - EAPH Bride
7. **House boy** - by Oyono F. (1966) - Heinemann

##### **PLAYS**

1. **Betrayal in the City** - by Francis Imbuga (1990) - Heinemann, Kenya
2. **Lwanda Magere** - by Okot Omtatah (1991) - Heinemann, Kenya
3. **Three Suitors One Husband** - by Mbia Oyono (1994) Eyre Methuen
4. **The Lion and the Jewel** - by Soyinka O. (1963) - OUP
5. **This Time Tomorrow** - Ngugi wa Thiong'o (1972) - Heinemann
6. **The Black Hermit** - Ngugi wa Thiong'o (1968) - Heinemann

## POETRY

1. **Songs of Lawino or Ocol** - by Okot p' Bitek (1979) - EAPH
2. Plus **five (5)** Poems from either
  - **Growing up with Poetry** - by David Rubadiri (ed) (1989) - Heinemann
  - **Poems from East Africa** - by David Cook (1971) - EAPHOR
  - **Summons** - by Mabala (1960) - TPHOR
  - **Drum Beat** - by Okola Bennard (1967) - EAPH
11. Using **two (2)** references from the list of texts you have read under this section explain how children sometimes find themselves in situations which force them to disobey their parents and are blamed for it.
12. With the help of examples from **two (2)** texts you have read under this section discuss the positive and negative effects brought about by the coming of Europeans to Africa.
13. 'African societies were very strong in exerting pressure to individuals who acted contrary to people's expectations.' From **two (2)** readings you have done under this section give examples to support the statement.
14. One of the challenges in today's African way of life is women's struggle for their rights.
15. To what extent have the writers of **two (2)** texts you have read under this section , shown this?