

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

022

ENGLISH LANGUAGE

(For Both School and Private Candidate)

Time: 3 Hours

ANSWERS

Thursday 8th October 2005

Instructions

1. This paper consists of sections A, B, and C.
2. Answer **all** questions in section A and B and two (2) questions from section C
3. Section A carries **sixteen (16)** marks , section B carries **fifty four (54)** marks and section C carries **thirty (30)** marks
4. All writings must be in **blue** or **black** ink.
5. Communication devices and any unauthorized materials are **not** allowed in the assessment room.
6. Write your **Assessment Number** at the top right hand corner of every page.

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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 snake attacks on 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

Answer: B. the snakes

Reason: The passage highlights the role of snakes in controlling the population of rats and mice, which would otherwise grow uncontrollably.

(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

Answer: E. they protect human lives

Reason: The passage emphasizes that snakes help save human lives by controlling pests like rats and mice, despite being feared by humans.

(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
- D. is smaller than the cobras
- E. is larger than the cobras

Answer: A. doesn't seek trouble on human beings

Reason: The passage describes black mambas as "shy and retiring," implying they avoid confrontation unless provoked.

(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

Answer: D. dangerous and powerful toxin

Reason: The passage explains that both cobras and mambas secrete toxic venom, which is their primary weapon for killing prey or defending themselves.

- (v) Snakes other than black mambas
- 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

Answer: A. can strike very quickly like lightning

Reason: The passage states that mambas, including black mambas, are "incredibly quick" and can "strike like lightning."

- (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

Answer: B. to obtain food

Reason: The passage clarifies that the primary use of venom is for capturing and killing prey, with defense being a secondary function.

- (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

Answer: B. are as powerful as cobras

Reason: Both cobras and black mambas are described as highly venomous and dangerous, with no indication that one is more powerful than the other.

- (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

Answer: E. aim at the eyes of the enemy

Reason: The passage mentions that both cobras and mambas target the eyes of their enemies when provoked.

(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

Answer: C. not disturbed or provoked

Reason: The passage highlights that snakes are "so friendly when not disturbed," implying they pose no threat unless provoked.

(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

Answer: E. the deadly snakes of Africa

Reason: The passage focuses on deadly snakes in Africa, including cobras and black mambas, and their characteristics, making this the most appropriate title.

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.

Summary:

Relying on foreign loans and investments endangers our independence as we may lose control to external influences. Depending on foreign governments for development compromises freedom and leads to disappointment.

3. Match the phrases in List A with the responses in List B.

(i) If you run out of bread

Answer: H. you run round to the baker's

(ii) The rebels intended to set up

Answer: E. an independent republic

(iii) We successfully understood

Answer: J. the task

(iv) I'll never rely on him again

Answer: I. he let me down badly recently

(v) These apples don't look good

Answer: D. to eat

4. Rearrange the following sentences into a logical sequence to make a meaningful paragraph.

Answer:

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.

B. The lady hesitated then slowly took a plate and filled it with food.

A. The lady extended her hand towards him for money.

E. "Don't worry mama, I'll settle the bill after eating," he told her.

5. Choose two topics and write a composition on each topic.

A. Write a persuasive letter to the Manager, Tanzania Electric Supply Co. Ltd.

Uziah Caleb
Mtakuja Secondary School
P.O. Box 74210
Dar es Salaam
9th January 2025

The Manager
Tanzania Electric Supply Co. Ltd.
P.O. Box 74760
Dar es Salaam

Dear Sir/Madam,

Re: Request for Reliable Power Supply to Our School

I am writing to express the concerns of Mtakuja Secondary School regarding the unstable and unreliable electric supply we have been experiencing. This issue has significantly affected the learning environment and overall operations at our school.

Unreliable power supply has disrupted the use of essential facilities like the computer lab and library, both of which require electricity for students to access educational resources. Additionally, laboratory experiments have become difficult to conduct, hindering practical learning in science subjects.

We kindly request you to prioritize our school in the power supply schedule. Ensuring a reliable power supply will enhance our learning experience and boost the academic performance of students. We also urge you to explore alternative solutions, such as providing backup power systems to educational institutions.

Your cooperation in addressing this matter will be highly appreciated, as it will contribute significantly to the success of our students and community.

Yours sincerely,
Uziah Caleb

D. Write a speech about the importance of National Census.

Good morning, fellow citizens,

Today, I want to speak about the importance of the National Census. This is a crucial activity for every country as it provides the government with vital data to plan and allocate resources effectively.

Firstly, the census helps determine the population size and distribution, which is essential for infrastructure planning. For instance, the government can decide where to build schools, hospitals, and roads based on population density.

Secondly, the census provides information about demographics such as age, gender, and employment status. This data is vital for creating policies that cater to specific groups, such as youth employment programs or healthcare services for the elderly.

Moreover, census data is crucial for economic development. By understanding the population's needs and skills, the government can attract investments and allocate budgets to sectors that require urgent attention.

Lastly, the census ensures fair political representation. The number of parliamentary seats and constituencies is determined based on population size, ensuring equal representation for all regions.

I urge everyone to participate in the National Census and provide accurate information. This is not just a government exercise but a collective responsibility to build a better nation for ourselves and future generations.

Thank you.

6. Rewrite the following sentences according to the instructions given.

(a) Kiruwi is plumpy and heavy. He is not healthy.
Although Kiruwi is plumpy and heavy, he is not healthy.

(b) English is a medium of instruction in schools but it is spoken rarely in the secondary schools.
Despite being the medium of instruction in schools, English is spoken rarely in secondary schools.

(c) I like coffee more than tea.
I prefer coffee to tea.

(d) Halima is a hardworking student and a good cook.
Halima is not only a hardworking student but also a good cook.

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...
Answer: I am so tired that I cannot do any more work.

(b) I was sorry to have missed seeing you.
Use: regret...
Answer: I regret having missed seeing you.

(c) His financial difficulties were solved with the help of a loan from the bank.
Begin: A loan...
Answer: A loan from the bank solved his financial difficulties.

(d) Christmas comes but once a year. This is known to everybody.
Join into one sentence without using "and" or "but."
Answer: Everybody knows that Christmas comes but once a year.

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) a very old man. (ii) The man was carrying (iii) a basket with a cat inside it. Celina was afraid. She started running. (iv) The 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.

Answer: D. enabled his studies

Reason: "Enabled his studies" fits grammatically and contextually.

(ii) They said they didn't feel just yet.

Answer: E. eating

Reason: "Eating" fits as the most appropriate form to complete the sentence.

(iii) Because of the preparations she had made, Anna was not quite as nervous the other candidates.

Answer: D. as

Reason: The correct structure for comparison is "as nervous as."

(iv) They wrote their answers that they finished well before the end of the examination.

Answer: A. so quickly

Reason: "So quickly" indicates the speed with which they completed their answers.

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

(i) Case

(a) The lawyer argued a difficult case in court.

(b) I bought a case for my new phone.

(ii) Train

(a) The train arrived at the station on time.

(b) She decided to train for the marathon next month.

(iii) Lead

(a) The detective followed a strong lead in the investigation.

(b) Pencils used to contain lead, which is a harmful metal.

(iv) Book

(a) I borrowed a book from the library.

(b) She decided to book a hotel room for the trip.

11. Using two 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.

In *The River Between* by Ngugi wa Thiong'o, Muthoni defies her father's wishes by choosing to undergo female circumcision, a rite condemned by her Christian father, Joshua. Muthoni's decision is motivated by her desire to remain connected to her Kikuyu cultural roots. Although she seeks cultural fulfillment, her disobedience leads to her death, and she is blamed for the consequences.

Similarly, in *Things Fall Apart* by Chinua Achebe, Nwoye rebels against his father, Okonkwo, by converting to Christianity. Nwoye's rejection of his father's traditional values is rooted in his discomfort with the violent customs of his community. This act of defiance leads to his estrangement from Okonkwo, who blames him for abandoning their way of life.

Both examples demonstrate how children may disobey their parents to pursue their own beliefs or values but often face blame and conflict as a result.

12. With the help of examples from two texts you have read under this section discuss the positive and negative effects brought about by the coming of Europeans to Africa.

In *Things Fall Apart* by Chinua Achebe, the arrival of Europeans has both positive and negative effects. On the positive side, Christianity and Western education introduce new opportunities for individuals like Nwoye, who finds solace in the new faith. However, the negative effects are more pronounced, as the colonial administration disrupts traditional Igbo society, leading to the disintegration of cultural values and Okonkwo's eventual downfall.

In *The River Between* by Ngugi wa Thiong'o, the introduction of Christianity and colonial education divides the Kikuyu community. While education brings knowledge and opportunities for some, like Waiyaki, the cultural clashes and rejection of traditional practices create conflict within families and communities.

Both texts highlight how European influence brought new opportunities but also caused significant cultural and social disruption.

13. 'African societies were very strong in exerting pressure to individuals who acted contrary to people's expectations.' From two readings you have done under this section give examples to support the statement.

In *The River Between* by Ngugi wa Thiong'o, the Kikuyu community exerts significant pressure on individuals like Waiyaki, who tries to unite the warring factions. When Waiyaki fails to fully commit to either the traditional or Christian sides, he faces rejection from both, illustrating how societal expectations can overwhelm individuals.

In *Things Fall Apart* by Chinua Achebe, Okonkwo's life is shaped by societal expectations of masculinity and success. His fear of being perceived as weak, like his father, drives him to harshly enforce traditional

norms. When he opposes the colonial government, he finds himself isolated, ultimately succumbing to the pressure of maintaining his societal image.

Both texts illustrate how African societies enforce conformity and harshly punish those who deviate from accepted norms.

14. One of the challenges in today's African way of life is women's struggle for their rights.

In *The Lion and the Jewel* by Wole Soyinka, Sidi struggles against the patriarchal dominance of Baroka, who ultimately uses his cunning to marry her. Sidi's journey reflects the broader struggle of women in asserting their independence in a male-dominated society.

In *Song of Lawino* by Okot p'Bitek, Lawino criticizes her husband, Ocol, for abandoning African traditions and embracing Western values, which marginalize her role as a traditional African woman. Lawino's lament reflects the struggles of African women to maintain their cultural identity while advocating for equality and respect in their relationships.

Both texts demonstrate how African women navigate societal expectations and fight for recognition and autonomy.

15. To what extent have the writers of two texts you have read under this section shown this?

In *Betrayal in the City* by Francis Imbuga, the struggles of individuals like Jusper and Mosese illustrate the oppression faced by those who demand justice and equality. The play portrays the extent to which political corruption silences and punishes dissenters, highlighting the universal fight for rights and freedoms.

In *The River Between* by Ngugi wa Thiong'o, Waiyaki's efforts to bridge the gap between tradition and modernity show the challenges of achieving unity and progress in the face of societal divisions. The text underscores the struggle for self-determination and the complexities of balancing cultural preservation with change.

Both writers depict characters who embody the fight for rights and justice, reflecting the broader challenges of societal transformation.