

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

022

ENGLISH LANGUAGE

(Private Candidate Only)

Time: 3 Hours

ANSWERS

Thursday, 06th October, 2011

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 passage below carefully then answer the questions that follow.

Marriage in the countryside is an agreement between two families or clans. Marriage in the towns is becoming more and more an agreement between a man and a woman, though many marriage customs are still followed. Some richer and best-educated people get married in church, and often much money is spent on the ceremony. Few men in towns can support more than one wife. Many marriages are between members of different tribes, although this may lead to difficulties which cause them to divorce.

Many people avoid marriage altogether. The number of educated women is rapidly growing. They seek an equal relationship with men with whom they cannot find in customary marriage. They do not wish to obey men and are therefore unwilling to tie themselves to them by marriage. Male migrant workers who leave their wives in rural areas are content to live with women who cook for them and look after the houses as long as they agree with each other. Men and women are trying to find a new way of living together, both inside and outside of marriage. This leads to uncertainty and lack of permanence in the social life of urban people.

In the rural areas, children are trained by their families to follow the customs of their people, and they often have to go through a process of initiation before they become full members of the tribe. In towns it is not possible for children to be given this traditional training, which cannot be replaced by the book learning taught at school. Many children, moreover, do not go to school. Parents have little control over the behavior of their children because of the break-up of many marriages and the large numbers of children born of temporary unions. Other children escape from their homes and live as street children in towns where they are exposed and earn a living in any way they can. It is easy for children to fall into bad ways, and many fall into different forms of crime.

Questions

(i) The word "countryside" in the first paragraph means the same as

- A. Tanzania
- B. rural areas
- C. everywhere except Dar es Salaam
- D. urban areas

Answer: B. rural areas

(ii) According to the passage

- A. only the richer and best-educated women get married
- B. marriage in the countryside is a matter that involves both families
- C. many men in towns are rich
- D. many men and women in towns are rich
- E. in both the country and towns marriage involves the family members.

Answer: B. marriage in the countryside is a matter that involves both families

- (iii) Those who get married in church
- A. are only found in towns because they are educated
 - B. are richer and most educated people
 - C. spend a lot and are able to pay bride price because they are educated
 - D. are well-to-do people living in towns.

Answer: D. are well-to-do people living in towns

- (iv) Many children fail to get an education because of
- A. bad life in streets
 - B. seeking a living the way they can
 - C. lack of permanence in the social life of urban people
 - D. failure to go to school due to poverty among families
 - E. break-up of many marriages and temporary unions.

Answer: E. break-up of many marriages and temporary unions

- (v) Complete the following sentences with information from the passage:

- (a) Women avoid tying themselves in marriage because

Answer: they seek an equal relationship with men, which they cannot find in customary marriage.

- (b) Many children who move from rural to urban centers miss custom values because

Answer: it is not possible for them to be given traditional training, which cannot be replaced by book learning taught at school.

- (c) Temporary unions are dangerous to people because

Answer: they lead to uncertainty and lack of permanence in social life, causing children to live on the streets and fall into bad ways, including crime.

2. Read and summarize the following passage in five sentences.

Unless they have reasons, many people will not change their beliefs or actions. You want listeners to pay attention to your speech so that you can persuade them to change their views. When you begin your speech, therefore, you must immediately get listeners interested and involved with your topic.

Before you start, you should be certain that your listeners are familiar with your topic. You may have to give them a brief history, explanation, or definition about the controversy before you proceed.

You have to tell your listeners the reasons why they need to change their beliefs. You can also share with your listeners those points that may describe the problem, but that still back your opinion.

You should next ask your listeners what they believe or do. Give listeners the solution to the problems you raise. Show them how your arguments support your opinion or proposal. Let your listeners understand exactly what your solution is.

Listeners will not be totally convinced that you are right until you explain the benefits of your solution. Telling listeners what is to be gained by accepting your view is the next step in your speech. The best tip is to remain polite and respectful.

Summary

- To change people's beliefs, speakers must engage their audience by making the topic relevant.
- Listeners should be given background information about the subject.
- Speakers must explain why a change in beliefs or actions is necessary.
- Presenting solutions and clearly outlining their benefits helps convince the audience.
- Remaining respectful and polite enhances the effectiveness of persuasion.
- 3. Special names are given to groups of things, e.g., people listening or watching a performance: Audience.

3. Using the words below, complete the following expressions:

school, family, brigade, squad, convoy, committee, gang, group, troop, brood, flock, swam

(a) Father, mother, children

Answer: family

(b) A larger group of soldiers, larger than a battalion

Answer: brigade

(c) A large group of fish, dolphins, whales

Answer: school

(d) A group of young people who spend time together and often cause trouble

Answer: gang

4. Write the word which is not part of the list of words provided below.

(a) Mary, Anna, Juma, Asha, Joyce, Jane

Answer: Juma

(b) Angola, Kenya, Kampala, Burundi, Ghana, Nigeria

Answer: Kampala

(c) Maize, Mango, Pineapple, Orange, Pawpaw, Passion

Answer: Maize

(d) Tiger, Cat, Lion, Cheetah, Leopard, Pigeon

Answer: Pigeon

5. Complete the following dialogue between Tim and Jim by using WH-words.

Tim: Do you know the girl?

Jim: Which girl?

Tim: The girl who lives next door to you.

Jim: Of course. And she has a great car which goes 200 kilometers an hour.

Tim: She doesn't drive it at 200 kph, does she?

Jim: Oh yes, she does when she drives in Germany on the road which goes from Berlin to Hamburg.

Tim: But that's dangerous!

Jim: No! Everyone who drives on that road drives very fast.

Tim: It is dangerous. People who drive very fast are dangerous.

Jim: But these are roads which are made for fast drivers.

Tim: No. They are roads for people who don't want to go through town centers.

Jim: It's the same thing. I have a friend who drives slowly. He doesn't go on these fast roads.

Tim: Fast cars are dangerous.

Jim: No, people who are dangerous must not drive cars which are very fast.

6. Write the correct sentence by correcting the word in the bracket.

(a) The boy (be listen) to the news when I entered.

Answer: The boy was listening to the news when I entered.

(b) Yesterday we (take) cassava and dried beans.

Answer: Yesterday we took cassava and dried beans.

(c) You like story books, (do you)?

Answer: You like story books, don't you?

(d) The man you see driving a red saloon car (be) my headmaster.

Answer: The man you see driving a red saloon car is my headmaster.

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

(a) Tanzania is a developing country. (Rewrite the sentence correctly.)

Answer: Tanzania is a developing country.

(b) This car belongs to me. (Use possessive pronoun.)

Answer: This car is mine.

(c) You left the gas on. (Write the correct question tag.)

Answer: You left the gas on, didn't you?

(d) I saw a lot of mouse in the room. (One word is not correct in this sentence, rewrite it with the right word.)

Answer: I saw a lot of mice in the room.

8. Rearrange the following sentences in a logical sequence to make a meaningful paragraph by writing the corresponding letters in the answer booklet(s) provided.

A. The heat of the sun reaches us by radiation.

B. When the sun rises over the horizon in the early morning one can immediately feel its heat.

C. So radiant heat or radiation can travel through empty space.

D. But we feel the sun's warmth although the space above the earth's surface, between us and the sun, contains practically no matter.

E. In the transfer of heat by conduction, some material substance, a solid, liquid, or gas, must be present.

Answer: B, D, A, C, E

9. Answer two questions from the four alternatives A, B, C, and D.

A. Write an essay of about 250 words to be read by form four students on "Life after school."

Life after school is a phase that marks the beginning of a new journey filled with opportunities and challenges. For many students, this transition brings excitement as well as uncertainty.

The first challenge is deciding what to do next. Some students choose to further their education in universities or colleges to gain specialized skills in their chosen fields. Higher education opens doors to better career prospects and helps individuals build their professional networks. For others, life after school means entering the workforce to earn a living. This decision requires careful planning to find a job that suits one's interests and qualifications.

Social life also changes after school. While in school, students spend most of their time with peers in a structured environment. After school, maintaining friendships requires effort as everyone pursues different paths. Additionally, responsibilities increase. Many young adults start taking on financial and personal responsibilities, such as supporting their families or planning their futures.

Opportunities for personal growth abound in life after school. Students can explore their passions, develop new skills, and contribute to their communities. Participating in community service, entrepreneurship, or pursuing hobbies are excellent ways to discover one's potential.

In conclusion, life after school is a critical stage that requires adaptability, determination, and a clear vision. While it presents challenges, it also offers numerous opportunities to grow and achieve one's dreams.

B. Write a letter to your friend telling him/her what activities you will engage in at home during your holiday. Your name is Mtandao Kami and your friend's name is Kilanza Biko.

Answer:

Mtandao Kami
P.O BOX 334,
TARIME
06/10/2011

Dear Kilanza Biko,

I hope this letter finds you in good health and high spirits. As the holiday approaches, I am excited to share with you the activities I plan to engage in at home.

First, I will assist my parents in the farm, especially during the harvesting season. It will be a great opportunity to spend quality time with my family while contributing to our household. Additionally, I plan to dedicate some time to improving my cooking skills. My mother has promised to teach me traditional recipes that I find fascinating.

Moreover, I intend to read several novels that I have been postponing due to a busy school schedule. This will help me relax and enhance my knowledge. Lastly, I aim to spend time with friends, organizing small gatherings and enjoying outdoor games to make the most of the holiday.

I look forward to hearing about your holiday plans. Please write back soon.

Best regards,
Mtandao Kami

C. Write a composition of about 250 words describing how Tanzanians should best remember the late Father of the Nation, Mwalimu Julius Kambarage Nyerere.

Julius Kambarage Nyerere, the Father of the Nation, holds a significant place in Tanzania's history. His contributions to the country's independence, unity, and development remain unmatched. Tanzanians should remember him as a visionary leader who prioritized the welfare of his people.

One way to honor Nyerere's legacy is by promoting unity among Tanzanians. He advocated for national cohesion regardless of tribal or regional differences. Celebrating his ideals of unity strengthens our bond as a nation.

Another way is through education. Nyerere valued education as a tool for development and equality. Tanzanians can remember him by supporting schools, scholarships, and literacy programs. These initiatives reflect his vision of an educated society.

Tanzanians should also focus on self-reliance. Nyerere's philosophy of "Ujamaa" encouraged communities to work together for common goals. Practicing self-reliance through agricultural projects and small businesses is a tribute to his teachings.

Lastly, commemorating Nyerere through annual events such as speeches, seminars, and cultural activities ensures that his legacy lives on. These events can educate the youth about his contributions and inspire them to follow his path of integrity and patriotism.

In conclusion, remembering Mwalimu Nyerere requires upholding his values of unity, education, and self-reliance. Through these efforts, Tanzanians can honor the Father of the Nation and continue building the country he envisioned.

D. Write a composition of about 250 words explaining how education and medical care could be improved in rural areas.

Education and medical care are fundamental for development, yet rural areas often lag in these sectors. Improving these services requires a multifaceted approach.

In education, increasing the number of schools and equipping them with necessary facilities is crucial. Many rural schools lack adequate classrooms, desks, and learning materials. Providing these resources creates a conducive learning environment. Additionally, recruiting and retaining qualified teachers in rural areas is vital. Offering incentives such as housing and better salaries can attract educators to these regions.

Similarly, enhancing medical care in rural areas begins with building more health facilities. Many villages lack hospitals or clinics, forcing residents to travel long distances for treatment. Equipping these facilities with essential medical equipment and medicines is equally important.

Training and deploying more healthcare professionals to rural areas is another solution. Providing incentives for doctors and nurses can ensure consistent healthcare delivery. Additionally, promoting community health programs can educate residents on disease prevention and hygiene practices, reducing the burden on healthcare facilities.

Lastly, integrating technology such as telemedicine can bridge the gap between rural and urban healthcare. Patients in remote areas can consult specialists without traveling.

In conclusion, improving education and medical care in rural areas requires investment in infrastructure, personnel, and technology. These measures can significantly enhance the quality of life for rural communities.

10. Match the items in List A with the responses in List B to complete the meaning by writing the correct letter beside the item number.

(i) I visited the museum _____ my friends.

Answer: H (with)

(ii) I went to school _____ bus.

Answer: B (on)

(iii) We walked to the hospital _____ foot.

Answer: I (by)

(iv) Finally, we walked _____ the entrance.

Answer: G (inside)

(v) They came _____ Arusha.

Answer: J (through)

11. Unfair treatment to both houseboys and girls in our society is a big problem. In the light of the following poem "A Freedom Song," discuss this statement.

The poem "A Freedom Song" by Marjorie Oludhe Macgoye illustrates the plight of Atieno, an eight-year-old girl, who works as a house help. Her story sheds light on the injustices faced by young houseboys and girls in society. Atieno is exploited by her relatives, denied education, and forced into labor.

Firstly, Atieno is deprived of her childhood as she works tirelessly without pay. The poem states, "Atieno washes dishes, Atieno plucks the chicken." These tasks are inappropriate for a child, highlighting how children in similar situations are burdened with responsibilities meant for adults.

Secondly, Atieno's earnings are used to support others, yet she receives no recognition or compensation. The line "With her earnings I support" reveals the exploitation she faces, as her labor benefits others while she is left with nothing.

Thirdly, societal neglect and lack of guidance push Atieno into harmful behaviors. The poem notes, "Atieno's sly and jealous... wants their dresses, shoes, and beads." This reflects her longing for a normal childhood and basic necessities, which are denied to her.

Finally, Atieno's fate is tragic. She becomes a mother at a young age and dies due to postpartum complications. The line "To repeat the life she had, ending in postpartum bleeding" underscores the dangers of child labor and societal negligence.

In conclusion, the poem highlights the unfair treatment of houseboys and girls in society. Their exploitation, lack of education, and poor living conditions call for urgent action to protect vulnerable children and ensure their rights are upheld.

12. How is "love" discussed by poets in four poems you have read?

Love is a central theme in poetry, often depicted in various forms and contexts. Poets use love to explore emotions, relationships, and societal values.

In the poem "A Freedom Song," love is portrayed as absent in Atieno's life. Her relatives fail to show her affection, instead exploiting her labor. This lack of love highlights societal indifference toward vulnerable individuals.

In David Rubadiri's "A Negro Labourer in Liverpool," love for one's homeland is evident. The laborer longs for the warmth and familiarity of Africa, showcasing the deep emotional connection individuals have with their roots.

Okot p'Bitek's "Song of Lawino" emphasizes the love and respect for traditional African values. Lawino expresses her love for her culture and critiques her husband's disregard for their heritage, showing how love can be a force for preserving identity.

In "If We Must Die" by Claude McKay, love for one's people and dignity is paramount. The speaker urges individuals to fight for justice and honor, driven by love for humanity and freedom.

These poems demonstrate that love can be a source of strength, resilience, and cultural preservation, while also highlighting its absence in certain contexts.

13. Using any two plays you have read under this section, outline and discuss the aspects of African customs and traditions you would like to be abolished. Give reasons to support your views.

In Francis Imbuga's "Betrayal in the City," one custom that should be abolished is the blind loyalty to authority. The play reveals how unquestioning allegiance to leaders leads to oppression and corruption. Abolishing this custom would encourage accountability and democracy in African societies.

Ngugi wa Thiong'o's "The Black Hermit" criticizes the practice of forced marriage. The protagonist, Remi, struggles with traditional expectations to marry within his tribe. This custom denies individuals the freedom

to choose their partners, often resulting in unhappy unions. Abolishing forced marriages would promote individual rights and gender equality.

Both plays highlight how certain customs hinder societal progress, emphasizing the need for change to create a just and equitable society.

14. Using two books you have read under "novels section," show how the main characters (one from each novel) helped to develop their communities.

In Chinua Achebe's "Things Fall Apart," Okonkwo contributes to his community by promoting agricultural productivity. As a successful farmer, he sets an example of hard work and determination. Despite his flaws, Okonkwo's efforts to uphold traditional values influence his society's resilience against colonial disruption.

In Ngugi wa Thiong'o's "The River Between," Waiyaki dedicates himself to education as a means of empowering his community. By establishing schools, he bridges the gap between traditional values and modernity, ensuring the survival and progress of his people.

Both characters demonstrate how individual actions can significantly impact community development, whether through preserving culture or embracing change.