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CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

ENGLISH LANGUAGE

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SECTION A

COMPREHENSION

Read the following passage carefully then answer the questions that follow it:

The beautiful sunny day gave no hint about what had happened. On Monday, March 31st 1986 at 1:00 P.M. Gregory (my son aged six) and I were leaving the house to pick up Aunt Barbara and cousin Lee. Spring vacation had started the Friday before and the unusually temperate weather gave us the opportunity to spend time outdoors. We were supposed to be at Barbara's house at 1.15 p.m. then go out for lunch together. In no way could I have expected what was to ruin our day completely.

As Gregory and I approached the car, I noticed the broken glass. I warned him to be careful and started to put the key into the door. When I noticed that the fragments had come for my car's side view mirror, my first thought was that someone had accidentally broken the mirror with a rock, ball or anything else. I was about to usher Gregory into the car, my first stop being the service station to inquire about a replacement mirror, when I noticed the additional damage. The windshield wipers were not merely snapped off, but forcibly ripped from the hood; the antenna was lying on the ground. Even the plaques, announcing the name of the car, had been pulled off. Then I noticed the four flat tires.

Why would anybody do this? It's not as if anyone could possibly be jealous of my owning the car. It's a 1972 Ford Maverick, it runs, but the body is half-rusted away. Nobody could have profited financially from the destruction. What was the purpose?

The question ran through my mind, but rather than analyse the situation, I just felt an overwhelming anger. I also felt helpless and frightened that I wouldn't have the money needed to fix the car. (It's our only car, and we use it for work, school, shopping, the doctor etc.) So I did the only thing I could. I cried. Then I started ringing the door bells of almost every neighbour on our block. To my frustration nobody had heard or seen anything. So I went inside and called the police, who said that a patrol car would respond as soon as possible. Then I called my husband, Marty, at work, to whom I wept and complained, and I asked if he could come home early, as I was very upset. Finally I called Barbara to tell her about my car and cancel our plans for the afternoon.

At 2:30 p.m. the police arrived. They wanted to know if anybody held a grudge against me. Then asked whether my husband or I were teachers, having noticed my college parking sticker. They explained that it was common for students to do things like this to teachers who failed them! I said neither of us was a teacher.

QUESTION 1

- (a) According to this passage, how many people were intending to have a meal together? (2 marks)
- (b) Copy a sentence from the passage which shows that what spoilt the author’s plan for the Friday happened just unexpectedly. (2 marks)
- (c) Copy a sentence from the passage which shows that the author’s car was very old. (2 marks)
- (d) Why do you think the police officers asked the author of this passage whether she or her husband was a teacher? (2 marks)
- (e) Write the letter of the correct answer in order to answer questions (i) – (iv)

- (i) The story in this passage is told by
A. Aunt Barbara B. Gregory C. Mrs. Marty D. Cousin Lee
- (ii) The events in the story you have read occurred in the
A. afternoon B. noon C. morning D. evening
- (iii) The job of the author of this story was
A. teacher B. police officer C. doctor D. not mentioned
- (iv) Why was the author of this passage helpless and frightened? (fourth paragraph)
A. Her husband was away
B. She did not have the money to repair the car.
C. Her husband’s car was damaged.
D. Her neighbours never helped her.

- (a) Summarise the passage you have read into thirty words.

ANSWER/Q 1

- (a) Four people were intending to have a meal together
- (b) In no way could I have expected what was to ruin our day completely.
- (c) It’s a 1972 Ford Maverick, it runs, but the body is half rusted-away.
- (d) It was common for students to do thongs like that to teachers who failed them.
- (e) (i) C (ii) A (iii) D (iv) B
- (f) Summary:

Mrs. Marty and her son, Gregory, wanted to go out with some relatives for a meal. They couldn’t go because their car had been willfully damaged and she couldn’t repair it.

SECTION B
STRUCTURE

QUESTION 2

(a) Choose the right answer which will complete the sentence correctly, and write its letter in your answer booklet:

- (i) _____ hour ago we were still outside the classroom.
A. the B. some C. a D. an
- (ii) Sophia deserved all the praises she got, _____.
A. isn’t she? B. wasn’t she? C. didn’t she? D. does she?
- (iii) The letter I am reading was brought to me _____ hand.
A. by B. with C. of D. on
- (iv) I am creative, but my brother is _____ than I am.
A. creative B. more creative C. most creative D. equally creative
- (v) My sister went to the shop _____ she bought clothes and some food.
A. which B. that C. where D. what

ANSWER/Q 2 (a)

(i)	(ii)	(iii)	(iv)	(v)
D	Didn’t she?	A	B	C

(b) Answer questions (i) – (v) according to the instructions given for each.

- (i) “We grow coffee in our district”.
Begin with: “Coffee
.....”
- (ii) That boy is very fat. He is unable to run fast.
Join the two sentences using ... too ... to
....

- (iii) "My name is Mary and my cousin's is Musa".
Change the above sentence into reported speech.
- (iv) He worked hard in his farm, as a result he harvested better crops.
Begin with: "The harder
....."
- (v) Ali is grown up now. He can travel alone to school.
Join the two sentences using ... enough to ...

ANSWER/Q 2 (b)

- (i) Coffee is grown in our district.
(ii) That boy is too fat to run fast.
(iii) She said that her name was Mary and her cousin's was Musa.
(iv) The harder he worked the better the crops he harvested.
(v) Ali is grown up enough to travel alone to school.

(c) What is he/she called? (give your answers in single words)

- (i) makes things using gold
(ii) plays a guitar, piano, trumpet, etc.
(iii) paints pictures, signs, composes poems.
(iv) makes dresses, skirts, trousers
(v) makes wooden chairs, tables, beds
(vi) cooks food in hotels or schools
(vii) takes other people's properties without their permission
(viii) flies an aeroplane
(ix) is an expert in language studies
(x) a daughter of a royal family

ANSWER/Q 2 (c)

(i)	Goldsmith
(ii)	Musician
(iii)	Artist
(iv)	Tailor
(v)	Carpenter
(vi)	Chef
(vii)	Thief
(viii)	Pilot
(ix)	Linguist
(x)	Princess

(d) Correct the following sentences where necessary, in order to answer questions (i) – (x). Write "correct" where you think there is no need for corrections.

- (i) This beautiful dress costed me a lot of money.
(ii) The crisis were started by a few naughty boys.
(iii) The bad smell makes me vomit.
(iv) We look forward to receiving you soon.
(v) They let him free last week.
(vi) Please do this work careful.
(vii) The news was spread by unidentified persons.
(viii) One of our friends have left school.
(ix) We have received a new teacher yesterday.
(x) Never mind, I'll pay for the drink for you.

ANSWER/Q 2 (d)

- (i) This beautiful dress cost me a lot of money.
(ii) The crisis was started by a few naughty boys.
(iii) The bad smell makes me vomit (correct)
(iv) We look forward to receiving you soon (correct)
(v) They let him free last week (correct)
(vi) Please do this work carefully.
(vii) The news was spread by unidentified people.
(viii) One of our friends has left school.
(ix) We received a new teacher yesterday.
(x) Never mind, I'll pay for the drink.

(e) Match the items in column A and B to produce complete and meaningful sentences. Write down the complete sentences (i) – (v):

COLUMN A

- (i) There is a narrow street.
(ii) Sportsmen and women should be cared for.
(iii) The rough road.
(iv) There is a cool breeze
(v) The more we practice writing

COLUMN B

- the better the writers we become.
- if they are to perform well.
- they wouldn't have grown tobacco.
- cutting across the town
- despite his earning a lot of money.
- links our village with the national park.
- from the lake.

ANSWER/Q 2 (e)

- (i) There is a narrow street cutting across the town.
(ii) Sportsmen and women should be cared for if they are to perform well.

- (iii) The rough road links our village with the national park
- (iv) There is a cool breeze from the lake
- (v) The more we practise writing the better writers we become.

SECTION C:

WRITING SKILLS AND LANGUAGE USE

Answer any two questions from this section. Each question carries 20 marks. For questions 4 –6 write compositions of the indicated lengths.

QUESTION 3

The Administrative Manager of Shoppers Super Market, P. O. Box 02020, Dar es Salaam, advertises job opportunities for Shop Assistants, Accounting Clerks and Marketing Officers. Apply for any of the above jobs, stating the place where you would like to work in Tanzania.

Your address:
 P.O. Box 56, Kigongo
 Your name is Jaribu Kejeli.

ANSWER /Q 3

P.O. Box 56,
 Kigongo
 Date

The Administrative Manager,
 Shoppers Super Market,
 P.O. Box 02020,
 Dar es Salaam.

Dear Sir,

JOB APPLICATION

Reference is made to the advertisement on job opportunities in your firm. I hereby apply for the position of

I am ____ years of age, male/female and a Tanzanian national. I have completed primary/secondary _____ and I have attained _____

I have ____ years of experience as a _____. I am sure that I can put this to good use in working for you.

I enclose herewith photostatic copies of my certificates and documents bearing my personal information.

I hope that my application will be given due consideration.

Yours Sincerely,
 Jaribu Kejeli.

QUESTION 4

“If I won a lottery of ten million shillings”. (about 350 words).

ANSWER Q/4

This is a very subjective question as each student will have to give his/her own answers on what he/she would do. The thing to bear in mind is that the composition should be written in essay form and in the format: introduction-body-conclusion. Since this is a *personal writing* [creative type of writing], the essay will bear the first person point of view. It will also be characterised by conditional sentences type 2 in all the series of points to be given, e.g.:
 If I won a lottery of ten million shillings....
 Firstly I would..... Secondly I would Thirdly I would use a certain amount to..... Moreover I would I would also not forget to

Lastly, I would use the remaining amount for

QUESTION 5

You have been invited to talk to form three students at a neighbouring school to advise them on how to avoid AIDS. Write your speech (about 350 words).

ANSWER/Q 5

The candidate is required to prepare his/her speech as follows: He/she should start with addressing the audience, (starting with the chair). After addressing the audience, the speaker should start with an introduction to what he/she would like to talk about. For example he/she can start by thanking the organisers for giving him/her the honour to address the audience on the subject, and he may briefly state how he/she is going to organise his/her speech.

First of all I would like to thank the organisers of this session for granting me the honour to address you on the topic, “How to Avoid Aids”. I propose to present my speech in three parts. Firstly I shall try to show how vulnerable we all are by looking at the possible causes of AIDS; secondly I shall try to indicate ways and means of avoiding the danger; and thirdly I shall give advice on how we can assist others from falling prey to this scourge.

The candidate can then start writing his/her points, by giving ways and means of avoiding AIDS.

Here are some points to consider:

- To try and avoid premarital sexual relationship.
- To ensure that the prospective partner is free from infection.
- To ensure infected persons don't in turn infect others
- Sterilisation of any medical instruments that we use.
- To avoid customs which may lead to infection.
- etc.

QUESTION 6

How could we make life in our rural areas enjoyable?

ANSWER Q/6

This is a subjective essay. Each candidate will give his/her own views. It should be organised in the essay format, starting with an introduction, then the body and lastly a conclusion.

The introduction might state why people, especially the youth, find rural life unattractive, resulting in large numbers of them migrating to the towns in search of better living.

The body might show how the quality of life in the rural areas can be improved in order to make it both attractive and enjoyable. Points to consider might include:

- Creating job opportunities in the rural areas.
- Improving social services, e.g. schools, health facilities, etc.
- Starting recreation centers such as play grounds, sports facilities, etc.
- Improving such amenities as water and electricity supply, etc.
- Improving agriculture, e.g. by providing modern equipment and facilities and raising the prices of cash crops.

The conclusion might sum up by saying emphatically that rural areas would be attractive and enjoyable places only if both state and civil society tried to make them better places for living than is mostly the case at present.

**SECTION D:
READING PROGRAMME**

Answer any ONE question from this section in ESSAY form. This section carries 20 marks.

QUESTION 7

Take any two characters each from a different reading you have done and show how they

resemble and differ in terms of their views on African traditional life.

ANSWER Q/7

	Waiyaki, from <i>The River Between</i>	Okonkwo, from <i>Things Fall Apart</i>
Resemblance		Valued African traditions
	Felt the need to defend his traditions	Felt the need to defend his traditions
	He regarded the whites as enemies to be fought against	He regarded the whites as enemies to be fought against
Difference	He accepted some new values	He rejected them
	He was tactical in fighting against the foreigners	He was emotional
	He knew the white man's traditions and was selective	He did not know the white man's traditions and he rejected them out of hand
	He thought he could mix up tradition and modernity	He was totally conservative

QUESTION 8

“Foreigners came to Africa determined to bring changes to the African traditional ways of life. But, with good reasons, the Africans resisted some of these changes”. Use two readings to analyse this statement.

ANSWER Q/8

Candidates could use *Things Fall Apart* by Chinua Achebe to show how the Africans resisted change, albeit to no avail. For example:

- The people of Abame caught a white man who was moving around their village, they killed him and tied his “iron horse” (i.e. bicycle) to a tree.
- The elders welcomed the whites but they gave them a piece of land in the “evil forest” hoping that they would be harmed by evil spirits.
- A large section of the Africans refused to be converted, and they were not in good terms with the converts.

- Okonkwo vowed to fight against the whites. He went to the extent of killing the court messenger, although in the end he committed suicide.

Candidates could also use *The River Between* by Ngugi wa Thiong'o to show how the Africans resisted changes. For example:

- A large number of the Africans refused to be converted.
- Many of them continued to practice circumcision and other such customs despite the war waged against them by the white colonialists.
- The people also waged war against the converts.

QUESTION 9

“Our parents are very important agents of shaping our personalities” verify this statement using two readings you have done under this section.

ANSWER Q/9

Candidates may refer to those readings which show the influence of parents on their children. They may refer to *The River Between* by Ngugi wa Thiong'o, for example, and the way Waiyaki was influenced by his father, Chege, even when he was still a child. Refer to the way Waiyaki received instructions from his father:

- Warnings: [e.g. not to walk in darkness, as danger lurks in darkness]
- Instructions through talks and tales: [e.g. about Mugo wa Kibiro and about where a leader was supposed to come from]
- Practical instructions [on the way to the sacred grove. Waiyaki is taught the uses of different trees and herbs]
- Tribal teachings [e.g. at the sacred grove where he is given the secrets of the tribe]
- Formal education [e.g. when Chege decides to send his child, Waiyaki, to the white man's school at Siriana, to receive formal education in order to learn the wisdom of the white man].

Candidates might also refer to *Things Fall Apart* by looking at how Okonkwo influenced his son Nwoye. Okonkwo was very harsh. He wanted to use force in shaping his son, but as a result he made him worse from the African point of view.

- Nwoye was so afraid of his father that he was ill at ease when he was around.
- Okonkwo did not give the children a chance to ask about the logic of some traditions, so Nwoye grew to hate some traditions which seemed

unbecoming to him, e.g. killing of innocent people because the “oracles” have commanded, etc.

- Okonkwo's anger caused him to beat Nwoye severely, which in turn made Nwoye hate him even more. This added to Nwoye's cowardice.
- Okonkwo tried to use strong arm methods to shape Nwoye. Nwoye could not bear it so he decided to run away from home and become a convert.

We can generally say that the treatment of a child by a parent can shape his personality either positively or negatively.