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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:

“People often ask why is it necessary to kill dogs”, said the doctor as we talked in Guatemala City. “They don’t know **what it is to have rabies**. I saw a child die that way two days ago”, he continued. “That is why I am willing to kill dogs. There has never been a person known to get well once the disease has developed. You may wonder why we don’t vaccinate everybody. The answer is that this vaccine sometimes makes people ill. According to a study made in the United States, it was found that one person in each seven hundred who was vaccinated became ill. Only for someone bitten is **the risk worth taking**”.

“The best way to control the disease is to keep it from reaching human beings. So not only dogs are poisoned but also thousands of wild animals that infect the dogs **in the first place**. It is sometimes forgotten that rabies was first a disease of the countryside, with the wolf as the chief carrier. And

so it is that after a community has been freed from rabies, dogs may be reinfected by wild animals”.

The doctor had had experience with the control of rabies among wild animals when he was in charge of a control group along the boundary between the United States and Mexico. It was his job to train workers and to organize the work against rabies on both sides of the boundary. Although dog owners did not like it, nearly all the dogs in the nearby towns were vaccinated, and rabies was driven back **as far as the forest and desert**.

The rabies control programme was later taken to all parts of Mexico. The World Health Organisation provided for large scale production of the vaccine needed for curing rabies at a special institute in Mexico. This institute has become the maker of low-cost vaccine needed for curing rabies in countries and territories of the Americas.

With the towns along the boundary now almost freed from rabies, workers went to the fields where wild animals were found to be highly infected. Forty-one poisoning offices were started in distant parts with the help of field workers from the United States. Within one and a half million acres, eighteen thousand wolves were killed with poisoned meat.

This shows that poison can be very effective against wild animals.

The effectiveness of the programme may be judged in several ways. The hunters reported that formerly they could kill two or three wolves on a day's hunt, but now they might go weeks **without seeing even a track**. The reduction of cattle losses, the increase of wild game, and the disappearance of rabies in other wild animals, also proved the success of the programme.

QUESTION 1

(a) Write the letter of the correct answer for questions (i) – (v)

- (i) The doctor was willing to kill dogs because
- A. he disliked them
 - B. they kill children
 - C. they spread rabies
 - D. dogs infect people in towns with rabies.
- (ii) Rabies vaccine is not given to all people because
- A. it can be dangerous
 - B. it is too costly
 - C. there is not enough vaccine
 - D. the people will not take it.
- (iii) The best way to control the disease is to
- A. vaccinate everybody
 - B. prevent contact with infected animals
 - C. warn children about dogs
 - D. warn dogs about people
- (iv) The experience of the doctor in Mexico had shown that
- A. rabies could be controlled
 - B. new ways of working were needed
 - C. all chief carriers and wild animals infected with rabies could be hunted and killed
 - D. the best hope is to provide large-scale production of the vaccine against rabies.
- (v) From reading this passage, it can be said that rabies is found

- A. Only in the United States, Mexico and Central America.
- B. All over the world
- C. In Guatemala city
- D. All over the American continents.

(b) Explain the meaning of the bolded expressions according to the way they have been used in the passage.

(c) According to the passage, how successful has the programme against rabies been? Write down four sentences using your own words as far as possible.

(d) Provide a suitable title (heading) for the passage. Use two words only.

ANSWER/Q 1

(a)

(i)	(ii)	(iii)	(iv)	(v)
C	A	B	A	D

(b) **what it is to have rabies** = how it feels to suffer from rabies is/ how dangerous rabies is

the risk worth taking = advisable to try.

as far as the forest and desert = very far.

without seeing even a track = without seeing even one.

(c) The programme had been very successful. Firstly, the institute had become the maker of low-cost vaccine. Secondly the infected animals were killed in large numbers. Thirdly the disease had disappeared in wild animals.

(d) The title = Rabies eradication.

SECTION B:

STRUCTURE

QUESTION 2

(a). Choose the correct word from those supplied in the box below to complete sentences (i) – (v).

school	crowd	pack	pride
swarm	herd	hordes	

- (i) There was a big _____ of people in the meeting.
- (ii) A _____ of whales surrounded us in the sea.
- (iii) The village was invaded by a _____ of bees.
- (iv) We saw a _____ of lions in the park.
- (v) The whole carcass was eaten up by a _____ of hungry wolves.

ANSWERS/Q (a)

(i)	(ii)	(iii)	(iv)	(v)
crowd	school	swarm	pride	pack

QUESTION 2

(b) Rewrite the sentences below according to the instructions given.

- (i) She is too weak to lift the box
(Use ... enough ...)
- (ii) George has finished reading the newspaper,?
(Add a question tag)
- (iii) Gold is more expensive than coal
(Begin: Coal)
- (iv) Although it was raining, we went to the farm.
(Begin: In spite of)
- (v) After failing the examination, he wished he (be) more hard working.
(Rewrite putting the verb in parentheses in a suitable form).

ANSWERS/Q 2 (b)

- (i) She is not strong enough to lift the box.
- (ii) Hasn't he?
- (iii) Coal is less expensive than gold/Coal is cheaper than gold.
- (iv) In spite of the rainfall, we went to the farm.
- (v) After failing the examination he wished he had been more hard working.

QUESTION 2

(c) Correct the following sentences where necessary.

- (i) The news was shocking.
- (ii) All letters should be replied to promptly.

- (iii) He owns 30 herds of cattle.
- (iv) The maize are growing well this season.
- (v) She had three children with her first husband.

ANSWER/2 (c)

- (i) No mistake.
- (ii) No mistake.
- (iii) He owns 30 heads of cattle.
- (iv) The maize is growing well this season.
- (v) She had three children by her first husband.

QUESTION 2

(d) Choose the right word which completes the sentences correctly and write its letter in your answer booklet:

- (i) Everybody must be educated _____ hygiene.
A. for B. over C. of D. in
- (ii) The government intends to build _____ university in this town.
A. a B. over C. some D. any
- (iii) You won't succeed _____ you try harder.
A. if B. unless C. because D. so
- (iv) He has waited _____ three hours now.
A. for B. since C. in D. within
- (v) When the police arrived, the thief _____ away.
A. was gone B. was going C. had gone D. go

ANSWER Q/(2d)

(i)	(ii)	(iii)	(iv)	(v)
D	A	B	A	C

QUESTION 2

(e). Match the items in Column A and B to produce complete and meaningful sentences. Write down the complete sentences.

COLUMN A	COLUMN B
(i) It might rain	- despite his laziness
(ii) Despite the hot sun	- yet they expected wonders.
(iii) He succeeded	- they did not stop digging the canal
(iv) The girl followed what was being said	- despite her hearing impairment.
(v) The temperature was high	- Although the sky is clear.
	- But he was feeling cold

ANSWERS 2/(e)

- (i) It might rain although the sky is clear.
- (ii) Despite the hot sun they did not stop digging the canal.
- (iii) He succeeded despite his laziness.
- (iv) The girl followed what was being said despite her hearing impairment.
- (v) The temperature was high but he was feeling cold.

SECTION C: WRITING SKILLS AND LANGUAGE USE

QUESTION 3

Guided composition (Picture to be printed)

ANSWER/Q 3

1. Take the wheel off the hub of the bicycle with a spanner.
2. Remove the tube from the tyre using a lever.
3. Fill the tube with air, using a pump.
4. Soak the tube in a basin filled with water to trace where the puncture is.
5. After getting the punctured spot, clean it by scraping with a razor blade.
6. Smear the scraped area with solution.
7. Stick a patch in the smeared area.
8. Return the tube in the tyre.
9. Fill the tube with air with a pump.
10. Return the wheel in the hub and fix it with a spanner.

QUESTION/Q 4

Write a letter to your Regional Traffic Commander to advise him/her on how road accidents could be minimized. Your name is Koku Faraja.

ANSWER/Q 4

- Candidates must use the format and style used in official letters.
- Format:
 - The sender's address should come first in the right corner
 - The date follows below the address.
 - The address of the Regional Traffic Commander follows at the left side.
 - Salutation comes below the address.
 - The heading (subject) comes after salutation.
 - The body of the letter follows with all the points (i.e. advice)
 - Conclusion
 - Signature.
 - Sender's name.

NB: The candidate is free to use either **indented form** or **block form**.

Points to consider: How accidents could be minimized:

- Imposing speed limits
- Preventing drunken driving
- Ensuring pedestrians are careful when crossing roads.
- Preventing overloading of passenger vehicles
- Repairing roads.
- Taking measures against reckless drivers

QUESTION 5

Write a composition on "The causes and problem of unemployment". Use about 350 words.

ANSWER/Q 5

This is a subjective free composition in which every candidate writes his/her own views. It should be written in an essay format with:

- an introduction, paraphrasing the question, defining difficult terms (if any), and giving a brief explanation about what the writer is intending to do.
- a body, giving points to be discussed, i.e. causes and problems of unemployment.
- a conclusion, summing up the points given.

Points to consider: Causes and problems of unemployment.

Causes

- Rising population.
- Low standard of education.
- Low level of industrialisation.

- Advancement in science and technology (e.g. automation)
- Lack of markets for products.

Problems

- Low standard of living for people without jobs.
- Indulgence in crimes.
- Political instability.
- Emigration.

QUESTION 6

The sentence below (in italics) gives you ideas around which you can build a short story of about 350 words. Use it as it is, in any part of your story, so long as it fits in naturally and smoothly with the rest of the story:

In no time I was in deep sleep. Some hours into the night I was woken by what sounded like a shuffling of feet. I knew that there was someone in the room.

ANSWER/Q 6

This is a subjective free composition in which every candidate will write a different story line. Each student is free to place the cue [*In no time I was in deep sleep. Some hours into the night I was woken by what sounded like a shuffling of feet. I knew that there was someone in the room*] at the beginning, in the middle, or at the end of the story.

The story has to have the important parts forming the plot, that is:

- Exposition: The beginning, telling the background information of what is to be narrated, e.g. who is involved, when and where.
- Rising action: The explanation which leads to complications in the whole event.
- Conflict: The part in which the main character faces various challenges
- Climax: How the conflict/problem/challenge reaches the highest point.
- Resolution: How the problem ends or how the conflict is resolved.

Example: Composition plan:

- Exposition: When I was young, I felt a dire need to get married. I started working hard to earn money to pay the dowry. Nothing I did was lucrative enough, so I tried my luck as a gemstone dealer.

- Rising action: After a long time of toiling, I managed to lay my hands on some gemstones of real value. The trouble was that my business was not officially registered. Taking the gemstones home from the mining area would be a dangerous thing to do. However, with some ingenuity and operating under cover of darkness my efforts were successful. I headed straight for a nearby guesthouse where I took a single room for the night.
- Conflict: I was dead tired and so I went to bed straight away. In no time I was in deep sleep. Some hours into the night I was woken by what sounded like a shuffling of feet. I knew that someone was in the room. My heart pounded as the sound drew nearer. I was in mortal danger. "Who's there?" I shouted as I groped for the wall switch. Silence – dead silence!
- Climax: The room lit up but to my amazement there was no one in the room. Suddenly, a huge rat ran past me apparently oblivious to my presence. I sighed with relief.
- Resolution: Meanwhile, someone who seemed to have heard my shout was the door. "Open the door, is everything alright?" he inquired. "Everything's fine. A bad dream, just a bad dream", I replied. "Bad dream indeed!" the man said as he walked away roaring with laughter. I went back to bed with the light still on.

NB: This is just a sample answer. Candidates should write this in a continuous prose, (not in point form) and should not indicate the parts of the plot, e.g. exposition, rising action, etc. You can use the formant as a plan for your story.

SECTION D:

READING PROGRAMME

QUESTION 7.

In any two readings you have done, compare two female characters from each reading and show how and why they differ.

Example:

<i>The River Between</i> by Ngugi wa Thiong'o	<i>No Longer at ease</i> by Chinua Achebe
(a) Comparison	
Nyambura	Clara
• Female	Female
• Fell in love (with Waiyaki)	Fell in love (with Obi)
• Her love caused a misunderstanding	Her love caused a misunderstanding
• She was rejected by Waiyaki's people	She was rejected by Obi's people
(b) Differences	
• She was a traditionalist because she never had a formal education.	She was "modern" because she received formal education.
• She ran from home to Waiyaki because she felt that he was her only saviour.	She ran away from Obi because she felt that they could never live happily given his relative's hatred.

NB: Candidates' answers must be written in essay form.

QUESTION 8

Parents would always wish to make their own images out of their children. Consider the different ways they try to bring up their children to behave like them.

Answer points/Q 8

- Being closer to their children, e.g. Kariankei and Lerionka/ Okonkwo and Nwoye.
- Instructing them, e.g. Chege and Waiyaki/ Okwonko and Nwoye/ Camara Laye and his father
- Using coercion: e.g. Kariankei and Lerionka
- Corporal punishment: e.g. Okonkwo and Nwoye.
- Admonition/counselling: e.g. Markita and Juliette / Kariankei and Lerionka.

QUESTION 9

With reference to two readings, show how fear and jealousy caused misunderstandings in the societies concerned.

Candidates can refer to:

- *The River Between* by Ngugi wa Thiong'o where we find two characters whose fear and jealousy caused misunderstandings in the society. These are Kamau and his father Kabonyi.

Kamau was jealous of Waiyaki because Nyambura loved Waiyaki. He was also jealous of Waiyaki's fame. His fear that Nyambura would be won over by Waiyaki, and that Waiyaki would be someone important in the society made Kamau plot against Waiyaki, and this contributed to Waiyaki's fall.

Kabonyi's jealousy was caused by the fact that he wanted his son to become famous and later become a leader of the society. He feared that fame and leadership could go to Waiyaki, whom people liked and respected for his efforts to develop his society and help his people. Kabonyi's jealousy and fear made him plot against Waiyaki. He used Waiyaki's love for Nyambura to make the people believe that he was a traitor, who had violated the tribal oath not to side with the enemy. The people rejected their beloved teacher as a result.

- *Song of Lawino* by Okot p'Bitek, in which Lawino is shown to be jealous of Clementine. She fears that Clementine will spoil her husband even more. So Lawino has more misunderstandings with her husband Ocol, telling him that Clementine is old and jaded. She uses cosmetics in order to make herself look young but they only spoil her face, etc.

NB: Candidates should write their essays in continuous prose, with introduction, body and conclusion.