

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
FORM TWO SECONDARY EDUCATION EXAMINATION, 2011

0022

ENGLISH LANGUAGE

Time: 2 ½ Hours

ANSWERS

Instructions

1. This paper consists of sections A, B, C and D.
2. Answer **all** questions in the spaces provided
3. Section A, B and D carry **twenty (20)** marks each and section C carries **forty (40)** marks.
4. All writing must be in **black** or **blue** ink.
5. All communication devices and any unauthorised 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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SECTION A
COMPREHENSION AND SUMMARY (25 MARKS)

1. Read the following passage carefully and answer the questions that follow.

All children all over the world have certain things that they need to be given by their parents. These are called Rights of the Child. These can be divided into four groups.

The first group is Survival Rights. These include the right to live and the right to good health care. Parents and the Government have to ensure that every child's life is protected and every child is provided with access to health services.

The second group of rights is known as Developmental Rights. These include the right to physical and intellectual development. All children, therefore, have the right to education and play. These rights enable them to grow physically and intellectually.

The third group of rights is known as Protection Rights. These include the rights to protection from being neglected, exploited and tortured.

The fourth group of rights is called Participation Rights. On the basis to these rights, children have the right to make decisions that affect their lives. Hand in hand with the above-mentioned rights, all children have responsibilities or duties. These duties include the duty to study hard and the duty to take care of their health; the duty to love and care for others and the duty not to bully others; the duty to take care of their belongings and those of others; the duty not to waste food; the duty to make thoughtful decisions; the duty to help those who have a lot of work to do; the duty to tolerate and respect different views; and the duty to learn from their mistakes.

When we talk about children we usually talk about children from 0 to 18 years. People above 18 years are adults.

QUESTIONS

(a) Write your answers in the space provided for each question.

(i) The passage is all about.

(ii) State what the writer thinks about people above 18 years.

People above 18 years are adults.

(iii) According to the passage, education helps children to

According to the passage, education helps children to grow physically and intellectually.

- (iv) Mention the group of rights children are denied of, if they are not allowed to play.

Developmental Rights

- (v) List one responsibility children have towards others.

The duty to love and care for others

- (vi) Children who do not have the right to participation are denied the opportunity to
Children who do not have the right to participation are denied the opportunity to make decisions that affect their lives.

(b) For each of the statements below, write TRUE if the statement is correct or FALSE if the statement is incorrect.

(i) The duty to tolerate and respect others' views falls under participation rights. FALSE

(ii) Apart from rights, all children have duties or responsibilities. TRUE

(iii) Children have the right to eat plenty of food and waste very little. FALSE

(iv) According to the passage, children have the right to learn from their mistakes. TRUE

2. Write a summary of what Nyerere did after retirement in three sentences.

The late J.K. Nyerere retired as president in 1985, though he remained leader of his CCM party until 1990, when he moved back to his home village in Butiama. After retirement, he travelled around the world becoming a spokesman for developing countries. He also continued working for African peace and unity in 1990s, playing a major part in bringing peace to both Rwanda and Burundi.

Answers:

- (a) Nyerere travelled around the world as a spokesman for developing countries.
(b) He worked for African peace and unity, helping bring peace to Rwanda and Burundi.
(c) He moved back to his home village in Butiama after stepping down from his leadership roles.

3. Match the items in column A with those in column B to make meaningful sentences by writing the correct letter in B below the corresponding item number in A. Item (i) has been done as an example.

COLUMN A

- (i) Could I borrow your bicycle?
(ii) His watch is not as beautiful
(iii) I prefer watching football
(iv) It is good to do physical exercise.
(v) Many people will die of hunger
(vi) Neither a door nor a window

COLUMN B

- A. as his sister's.
- B. Sorry, I'm using it.
- C. than staying idle after work.
- D. to make our bodies fit.
- E. than staying idle after work.
- F. unless the government takes quick measures.
- G. to staying idle after work.
- H. unless the government takes quick measures.
- I. like his sister's.
- J. were left open.

ANSWERS

- (i) Could I borrow your bicycle? - B**
- (ii) His watch is not as beautiful - A**
- (iii) I prefer watching football - C**
- (iv) It is good to do physical exercise. - D**
- (v) Many people will die of hunger - F**
- (vi) Neither a door nor a window - J**

4. Re-arrange the following sentences in a logical sequence to make a meaningful recipe (set of instructions) on how to cook rice. Item 1 has been done as an example.

- A. Add a little salt and oil to the boiling water.
- B. Add rice.
- C. Boil water in a saucepan.
- D. Serve it hot.
- E. Stir gently and leave it to cook; when the rice is cooked and tender, reduce heat.
- F. Wash rice and leave it to drain.

ANSWERS

- 1. C. Boil water in a saucepan.**
- 2. F. Wash rice and leave it to drain.**
- 3. A. Add a little salt and oil to the boiling water.**
- 4. B. Add rice.**
- 5. E. Stir gently and leave it to cook; when the rice is cooked and tender, reduce heat.**
- 6. D. Serve it hot.**

5. Write a telephone message to your sister to inform her that you are going to spend your holidays with her. Include the following information:

Date of closing school: 30th December

Date of departure from school/home: 2nd January

Means of transport: Bus

Day of arrival: 2nd January

Where she should meet you: At the central bus station

TELEPHONE MESSAGE

Hello, Sister. I wanted to inform you that I will be spending my holidays with you. My school will close on 30th December, and I plan to depart on 2nd January by bus. I will arrive on the same day, and you can meet me at the central bus station. See you soon!

6. Study the dictionary extract given below and answer the following questions:

boot/but/noun

1. a shoe that covers the foot and ankle, usually made of leather or rubber: Put your boots on; it's raining hard.
2. the part of a car's body where bags, boxes, etc can be carried: Put the cases in the boot and then we'll start.

(a) What do you learn from the word "boot"?

- (i) A "boot" is a shoe that covers the foot and ankle, usually made of leather or rubber.
- (ii) "Boot" can also refer to the part of a car's body where bags, boxes, etc., can be carried.
- (iii) The word "boot" has multiple meanings depending on the context, whether referring to footwear or a car compartment.

(b) Use the word "boot" to construct two sentences of your own.

- (i) I need to put on my boots because it's raining outside.
- (ii) We placed all the luggage in the boot of the car before starting our road trip.

7. Complete the following sentences with the correct word from the brackets.

- (i) Give me the pen using your **right** hand. (right, write)
- (ii) Amina has to **buy** all the required goods. (by, buy)
- (iii) Students are **leaving** for Arusha tomorrow. (living, leaving)
- (iv) We don't have time to **waste** (will, waste)
- (v) Oh I'm sorry, I don't **feel** well today. (fill, feel)
feel

8. Re-write the following sentences according to the instructions given after each.

- (i) I will do it for you. (Re-write using: going to)
I am going to do it for you.

(ii) He drinks and smokes. (Re-write using: Not only.....)

Not only does he drink, but he also smokes.

(iii) He ran to the station, but he missed the train. (Begin: Although.....)

Although he ran to the station, he missed the train.

(iv) I go to the well so as to fetch water. (Use:.... in order to.....)

I go to the well in order to fetch water.

(v) Elija is very weak. He can't walk alone. (Join the sentences using: too... to).

Elija is too weak to walk alone.

(vi) "Don't come to class today," he told me. (Begin: He told me..)

He told me not to come to class today.

(vii) Gold is more expensive than charcoal. (Begin: Charcoal is....)

Charcoal is less expensive than gold.

(viii) Mwanaisha plays football. Eliza plays football too. (Join using: Both...)

Both Mwanaisha and Eliza play football.

(ix) This is the girl. Her parents had an accident (Join the sentences using: "whose")

This is the girl whose parents had an accident.

(x) The crocodile attacked the fisherman. (Begin: The fisherman....)

The fisherman was attacked by the crocodile.

9. Below is a plan your class made for a visit to Manyara National Park. Imagining you made the visit as planned; record all the events in your diary.

1st July, 8.00 a.m.: Complete making reservations for the trip.

1.00 p.m.: Pack food, water and other necessities for the trip.

2nd July, 8.00 a.m.: Depart for Arusha from the school yard.

1.00 p.m.: Arrive in Arusha.

3rd July, 8.00 a.m.: Depart for Manyara after breakfast.

11.00 a.m.: Arrive at Manyara National Park.

Noon: Spend the whole noon viewing animals in the Park.

7.00 p.m.: Take dinner at Golden Rose Hotel.

4th July, 8.00 a.m.: Start journey back to school.

Evening: Travel back to Arusha for an overnight stay.

Answer:

1st July, 8:00 a.m.:

Today, we completed making reservations for our trip to Manyara National Park. Everything is now set for our adventure!

1:00 p.m.:

We packed food, water, and other necessities for the trip. I made sure to pack my camera to capture all the wildlife moments.

2nd July, 8:00 a.m.:

We finally left the school yard for Arusha. The excitement was building up as we were one step closer to our destination.

1:00 p.m.:

We arrived in Arusha and had a short break. The weather was perfect, and I was looking forward to the next part of our journey.

3rd July, 8:00 a.m.:

After a quick breakfast, we departed for Manyara. It felt like the adventure was truly starting!

11:00 a.m.:

We arrived at Manyara National Park! The view was breathtaking, and we were all eager to explore.

Noon:

We spent the whole afternoon viewing animals in the park. I saw giraffes, zebras, and even lions from a distance. It was an unforgettable experience.

7:00 p.m.:

After an eventful day, we had dinner at Golden Rose Hotel. Everyone was tired but happy after a day full of amazing wildlife sightings.

4th July, 8:00 a.m.:

We started our journey back to school today. It was a little sad to leave, but I was grateful for the memories.

Evening:

We traveled back to Arusha for an overnight stay. Tomorrow, we'll head back to school, but the trip to Manyara will be something I will never forget.

10. Complete the following puzzle using the names of birds given in the box below.

Cock, crow, duck, goose, hen, ostrich, owl, peacock, pigeon, swan, vulture.

"SWAN" is done as an example.

1. Down: "OWL"
2. Across: "PIGEON"
3. Down: "DUCK"
4. Across: "VULTURE"
5. Across: "CROW"
6. Down: "PEACOCK"
7. Down: "HEN"
8. Across: "GOOSE"
9. Down: "OSTRICH"

11. Select FIVE characters from ONE class reader you have read and briefly explain what he/she did.

Mabala the Farmer

1. Mabala is a dedicated and hardworking farmer. Despite facing numerous challenges, including unpredictable weather, he continues to cultivate his land with determination. His commitment to farming is driven by his desire to provide for his family.

Amina

2. Amina is Mabala's wife and plays a supportive role in the family. She helps Mabala with the household chores and ensures the family stays united. Amina is an example of perseverance and hard work, as she manages both domestic duties and assists in the farm activities.

Juma

3. Juma is Mabala's son who is eager to learn and help his father. He is curious about the farming techniques and actively participates in the work on the farm. Juma represents the younger generation's hope for innovation and change in agricultural practices.

Nashon

4. Nashon is a neighbor of Mabala who often struggles with the difficulties of farming. While Mabala looks for solutions to his problems, Nashon remains pessimistic. However, Nashon eventually learns from Mabala's success and starts applying new farming techniques in his own fields.

Mzee

5. Mzee is a wise elderly man who serves as a mentor to Mabala. He provides advice and encouragement to Mabala, especially during tough times. Mzee's life experiences help Mabala stay hopeful and resilient in the face of adversity, contributing to his growth as a farmer.

12. Read the following poem carefully, then answer the questions that follow.

The glowing pride in my heart
Shine brightly with delight
Like birds singing in the sky
I feel great and high.

Dad, mum and friends
Together hold your hands
To celebrate and sing with me
Songs of pride and glee
The dream has come true
The exams' I went through!

QUESTIONS

(i) How is the poet feeling?

The poet is feeling happy, proud, and elated.

(ii) Why is he/she feeling so?.

The poet is feeling this way because he/she has successfully passed the exams. This fulfillment of a goal brings immense joy and pride.

(iii) How many characters are in the poem?

There are four characters mentioned in the poem: the poet, dad, mum, and friends.

(iv) Write down two words which rhyme.

Two rhyming words in the poem are "sky" and "high".

(v) Copy down one line which is an example of a simile.

"Like birds singing in the sky" is a simile. It compares the brightness of the poet's pride to the way birds sing joyfully in the sky.