

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
FORM TWO SECONDARY EDUCATION EXAMINATION, 2013**

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

My name is Jane. I have a friend called Tunu. We study at the same school. Yesterday evening, Tunu and I left for home together. On the way, we found two big dogs fighting. We stopped and watched the fight for a while. Suddenly, one of the dogs started running towards us. It looked very angry, and we thought it would bite us. Therefore, we started running. Tunu ran faster than me. She reached the main road before me, and as she tried to cross it, a lorry that was moving very fast knocked her down. “Poor Tunu!” I exclaimed instantly.

Indeed, it was a very bad accident because she was injured badly. I didn’t know what to do because Tunu lay there bleeding and unconscious. I started screaming so that people could come and help me. A few minutes later, people gathered at the spot. One of them was a traffic police officer – Mr. Mwakasungule. He looked at her for a minute or so and then ordered two men to rush her to hospital. Then, he asked me to go home and tell her parents about the accident.

This accident reminded me of my uncle who was involved in an accident last year. In that accident, he was among the few survivors. “Glory be to God”.

Questions.

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

(i) When did the accident occur?

The accident occurred yesterday evening.

(ii) What made Tunu and her friend run?

They started running because one of the dogs, which had been fighting, began running towards them looking very angry, and they thought it would bite them.

(iii) Who took Tunu to hospital?

A traffic police officer, Mr. Mwakasungule, ordered two men to rush Tunu to the hospital.

(iv) Mention one lesson you learn from the story.

One lesson from the story is the importance of being cautious around animals, especially when they are fighting, to avoid potential injuries.

(v) Suggest two ways of reducing road accidents.

- Implementing stricter traffic laws and ensuring they are enforced to deter reckless driving.
- Educating the public about road safety and the dangers of speeding to promote responsible driving behavior.

(b) For each of the statements below, write TRUE if the statement is correct or FALSE if the statement is not correct.

(i) The dog bit Tunu while she was running. **FALSE.**

The passage does not mention the dog biting Tunu; it only describes her being knocked down by a lorry after she started running.

(ii) Driving at high speed can cause accidents. **TRUE.**

The passage describes a lorry moving very fast, which resulted in Tunu's accident.

(iii) Tunu's parents asked her friend to go home. **FALSE.**

The passage states that the traffic police officer asked Jane (Tunu's friend) to go home and inform Tunu's parents about the accident.

(iv) Tunu died in the accident. **FALSE.**

The passage does not mention Tunu's death; it only describes her as being injured badly.

(v) Traffic police officers are responsible for road safety. **TRUE.**

The passage mentions that a traffic police officer, Mr. Mwakasungule, was present at the scene and took action to ensure Tunu received medical attention.

2. Read the passage given below and list down five ways in which women are denied their rights.

In many developing societies, people tend to undermine one sex group, that is, women. Some societies undermine women by not giving them the right of contributing ideas in the society. In such societies, women are not given equal access to formal education as men. In fact, men are given the first priority in almost every aspect of life – they are decision makers, rulers and owners of the means of production.

Five ways in which women are denied their rights:

- Lack of Equal Access to Education: Women are not given equal access to formal education as men, limiting their opportunities for personal and professional development.
- Exclusion from Decision-Making Roles: Women are not allowed to contribute ideas in society and are excluded from decision-making positions, such as rulers or owners of means of production.
- Prioritization of Men in Societal Roles: Men are given first priority in almost every aspect of life, including leadership and ownership roles, marginalizing women's participation.
- Denial of Property Rights: In some societies, women are denied the right to own property or inherit assets, limiting their economic independence.
- Limited Freedom of Movement: In certain cultures, women are restricted in their freedom of movement, requiring male permission to travel or participate in public activities.

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 (vi) has been done as an example.

| COLUMN A

| COLUMN B |

ANSWERS

| (i) Although he earned a lot

| E. he saved a little. |

| (ii) Hardworking people are not ready to waste time | B. did they? |

| (iii) He opened the door quietly

| D. he didn't want to wake up the child. |

| (iv) Her family has been here

| C. for two years. |

| (v) She will drive if she learns

| G. unless it starts raining. |

| (vi) They won't stop working

| H. won't they? |

4. Re-arrange the following sentences in a logical sequence to make a meaningful paragraph. Letter 'A' has been done as an example:

A. Very good, congratulate her.

B. Good morning class.

C. Thank you Madam, it was all about making a telephone call.

D. Sh!!! don't make noise the subject teacher is coming to our class.

E. Good morning Madam!

F. Ok, sit down. Who can remind us what we learned last time? Diana, stand up and tell us.

The correct sequence is:

B. Good morning class.

E. Good morning Madam!

D. Sh!!! don't make noise the subject teacher is coming to our class.

F. Ok, sit down. Who can remind us what we learned last time? Diana, stand up and tell us.

C. Thank you Madam, it was all about making a telephone call.

A. Very good, congratulate her.

5. Write a composition about your first day at school. Use the following points to guide you:

My First Day at School

My name is Jane, and I come from a family of four. I have an elder brother, a younger sister, and our parents. We live in Mwanza, Tanzania. I joined St. Mary's Primary School in 2010 when I was six years old. I still remember the excitement and nervousness I felt on that day.

On the morning of my first day, I woke up early, eager to start this new chapter. I wore my new school uniform, which was a blue dress with a white collar. My parents accompanied me to school, holding my hands as we walked. I felt a mix of excitement and nervousness, unsure of what to expect.

As we approached the school, I saw many children playing and laughing. Some were in groups, while others were alone, just like me. The school building was large and surrounded by a beautiful garden. We entered the main gate, and a friendly teacher greeted us. She introduced herself as Mrs. Amina and welcomed me warmly. She showed me to my classroom, where I met my classmates. They were all smiling and eager to make new friends.

Mrs. Amina introduced me to the class, and we all sat in a circle. She asked each of us to say our names and something we liked. I said, "My name is Jane, and I like playing with dolls." After introductions, we sang songs and played simple games. I enjoyed these activities and felt more comfortable.

During recess, I played on the swings and slides with my new friends. We shared snacks and stories, laughing together. I liked how everyone was kind and inclusive, making me feel welcome.

The day ended with a story session. Mrs. Amina read us a tale about a brave lion, and we discussed its lessons. I felt happy and content as the bell rang, signaling the end of the school day. My parents were waiting for me at the school gate, and I couldn't wait to tell them about my day.

That first day at school was memorable. It marked the beginning of my educational journey, filled with learning, friendship, and growth. I will always cherish the memories of that day.

6. Re-write the following sentences by changing the bolded words into their opposites.

(i) The king was polite.

Answer: The queen was polite.

(ii) My aunt brought me a present.

Answer: My uncle brought me a present.

(iii) I wanted to see a lion

Answer: I wanted to see a rabbit

(iv) Yesterday I saw a very long pencil.

Answer: Yesterday I saw a very short pencil.

(v) These books are light

Answer: These books are heavy.

7. Underline the word which does not fit in the following groups of words:

(i) Actress, lawyer, accountant, musician, **niece**

(ii) Spoon, plate, **apron**, bowl, fork

(iii) Chair, **iron sheet**, table, cupboard, bed

(iv) **Wall**, pencil, book, pen, paper

(v) Trousers, **bed sheet**, shirt, shorts, dress

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

(i) He got the job. He had no qualifications.

Answer: He got the job in spite of having no qualifications.

(ii) He shouted very loudly. He woke the baby up.

Answer: He shouted so loudly that he woke the baby up.

(iii) You must work hard in order to pass your examination.

Answer: If you work hard, you will pass your examination.

(iv) He went to the bus station in a hurry. He wanted to be on time.

Answer: He went to the bus station in order to be on time.

(v) If you won't show me your identity card, I won't give you the details.

Answer: Unless you show me your identity card, I won't give you the details.

9. Complete the following sentences using the words in the box below. The same word may be used more than once.

Words: for, by, on, of, in, at, to, with.

(i) He came **on** foot.

(ii) The patient died **of** yellow fever.

(iii) We are tired **of** eating ugali everyday.

(iv) He has been in Nairobi **for** three days.

(v) My father died **in** 2007.

(vi) I travelled **by** air.

(vii) Small as he was, he killed a thief **with** a knife.

(viii) There is someone **at** the door.

(ix) We are going **to** start our mock examination.

(x) We saw Chinua Achebe's funeral **on** television.

10. Complete the following puzzle using the clues given below. Number 1 (down) has been done to guide you.

ACROSS

1. EDUCATION (What we get at school)

4. LED (The past tense of "lead")

5. PRESENT (The present moment)

6. EIGHT (A number)

7. KEY (We use it to open the door)

9. HOUSE (A structure we live in)

10. TANZANIA (A country in Africa)

DOWN

1. ELEPHANT (The biggest land animal)

2. TOOK (The past tense of "take")

3. NO (The opposite of "Yes")

8. YOU (The second person singular/plural)

11. Select one male character from one of the class readers in Form one or two and describe him.

(i) Mention the name of the character.

Answer: Mabala the Farmer.

(ii) In what reader does he appear?

Answer: He appears in the reader *"The Farmer"*.

(iii) What did he do in the story?

Answer: Mabala the Farmer is a hardworking individual who devotes himself to farming. He is depicted as a diligent man who rises early to start his work while others are still resting. His story emphasizes the value of hard work and persistence in life.

(iv) Give two reasons why you like or dislike him.

- I like Mabala because he is hardworking and dedicated to his work, showing great responsibility towards his farming duties.
- I dislike Mabala because he sometimes gets too focused on work and does not take enough time to rest or engage with his family, which can lead to a lack of balance in his life.

12. Read the following poem and then answer the questions which follow.

When the cock crows
The lazy man smacks his lips and says
So it is daylight again, is it?
And before he turns over heavily
The farmer has reached the farm
The water carriers have arrived at the river
The spinners are spinning their cotton
And the tailor is working on his cloth.

QUESTIONS

(i) What time of the day is it in the poem?

Answer: It is morning, as indicated by the cock crowing and the activities starting for the day.

(ii) Where do you think the lazy man is?

Answer: The lazy man is likely in bed, still sleeping, as suggested by the line "before he turns over heavily."

(iii) How does the lazy man feel about the time of the day in the poem?

Answer: The lazy man seems indifferent and unwilling to start his day, as he smacks his lips and comments on the daylight without enthusiasm.

(iv) Why do you think he feels the way he does in (iii)?

Answer: He likely feels lazy or reluctant to begin the day's work and would rather continue resting.
(v) Suggest a suitable title for the poem.

Answer: "The Lazy Man" or "A Day in the Life of the Lazy Man."