

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

022

ENGLISH LANGUAGE  
(For Both School and Private Candidates)

Time: 3 Hours

Tuesday, 03<sup>rd</sup> November 2015 p.m.

Instructions

1. This paper consists of sections A, B, C and D.
2. Answer **all** questions in sections A and B; and sections C and D as instructed under each section.
3. Cellular phones and calculators are **not** allowed in the examination room.
4. Write your **Examination Number** on every page of your answer booklet(s).



## SECTION A (10 Marks)

### COMPREHENSION AND SUMMARY

1. Read the passage below carefully then answer the questions that follow.

Trees play an important role in preserving and protecting our environment. They release oxygen in the air and absorb carbon dioxide. In this way they help to reduce the amount of pollution in the earth's atmosphere. Trees play the important role in the water cycle as they release moisture in the atmosphere through their leaves, in turn this helps the formation of clouds which bring rain.

Loss of trees can therefore be a cause of drought. In addition, at times where there is rain, trees can soak up much of the extra water and so, they help to prevent floods. Trees also help to prevent soil erosions, they work like nets trapping soil and stopping it from being washed away. In addition, fallen trees branches and leaves decay on the ground hence making soil more fertile.

An individual tree can be a home to all kinds of tree dwellers animals, mammals, reptiles, birds, insects as well as other plants. In thick forests, millions types of trees can be found. For example, in the tropical rain forest which occupy about 8 percent of earth's land area are homes to over 50 percent of all animals.

In addition to these benefits, products from trees provide human beings with a thousand of items. Many fruits and seeds are eaten by humans and animals. There is also wood, people do thousands of things with wood. It is used in the construction of both traditional and modern buildings. There is also furniture, such as wardrobes, beds, tables, chairs, doors to mention but a few. All of these items are made of wood.

In streets, there may be all kinds of structures made of wood like signboards, telephone and electricity poles, fences and gates. Wood is also a source of fuel. Generally trees and its advantages touch every human beings and non-human beings.

#### Questions

- (a) Choose the most correct answer from among the alternatives given and write its letter in your answer booklet.
- (i) Trees play an important role in preserving and protecting our environment because
- A they provide shade on both hot days and shelter on wet days
  - B they protect the environment from pollution and the effect of weather
  - C they provide fruits and seeds which are eaten by only animals
  - D they make the soil fertile by producing oxygen and carbon dioxide
  - E they absorb excessive moisture from the atmosphere.



- (ii) Trees play an important role in the water cycle by
- A increasing the amount of moisture in the atmosphere
  - B absorbing carbon dioxide from the atmosphere
  - C preserving the soil texture through its leaves
  - D preventing the soil from being washed away
  - E soaking up much of the extra water.
- (iii) Loss of trees may cause drought because
- A the soil that is trapped by trees is washed away
  - B there will be no branches and leaves to fertilize the soil
  - C clouds which bring rains will always be present
  - D the amount of moisture in the atmosphere will be reduced
  - E trees in most cases only prevent rain water.
- (iv) Why trees are beneficial to humans?
- A They stop the soil from being washed away
  - B They balance the amount of water in the soil and air
  - C They release water from atmosphere
  - D They provide home to all kinds of animals
  - E They provide fruits, wood and fuel

- (b) Complete the following sentences with the right information from the passage.
- (i) Mention any of the four kinds of species that a tree can accommodate as a home \_\_\_\_\_.
- (ii) Write down two major activities that trees do for preserving and protecting the environment \_\_\_\_\_ and \_\_\_\_\_.
- (iii) Modern houses can be constructed out of \_\_\_\_\_.

2. Read and summarise the following passage into five sentences in a single paragraph.

Agriculture is the most commonly activity practiced by human. It involves the cultivation of crops and animal rearing. Agriculture can be done for subsistence or for commercial purposes. Even activities like storage processing and marketing of agricultural products are also regarded as part of agriculture.

Small scale agriculture is practiced on relatively small plots of land to meet both subsistence and commercial needs. It is characterised with the use of elementary tools such as *panga* and hoes to cultivate. Farmers often plant various crops as well as rearing animals in a single plot of land by using the labour provided with the family members. They also use organic manure from animals.

However, rapid population growth may affect the small scale agriculture as it leads to the reduction of the sizes of farms, overexploitation of the soil which results to soil infertility. It may also change from subsistence farming to commercial farming to meet the needs of the growing population.

Small scale agriculture has some advantages including growing of variety of food crops and rear animals on a single plot for both subsistence and commercial purposes. Farmers also earn income from selling any surplus they may have. The cost of farming is low due to the use of simple tools as well as land being acquired at a little or no cost at all since the land is mainly inherited.

**SECTION B (20 Marks)**  
**PATTERNS AND VOCABULARY**

Answer **all** questions in this section.

3. Re-write the following sentences according to the instructions given after each.
- (a) I hurried. I didn't want to be late. (Rewrite using: so that)
  - (b) Had he faced financial problems, he would have paid the school fees. (Rewrite using: if)
  - (c) She worked very hard. She didn't pass the interview. (Begin with: Despite)
  - (d) If you don't work hard, you will never achieve your dreams. (Begin with: Unless)
4. Using the words below, complete the following expressions.  
**nurse, accountant, artist, teacher, thief, tenant, doctor**
- (a) A person who takes other people properties without permission is called \_\_\_\_\_.
  - (b) A person who paints pictures, signs and composes poems is called \_\_\_\_\_.
  - (c) A person who pays rent for the use of a room, building or land to the person who owns it is called \_\_\_\_\_.
  - (d) A person whose job is to keep or check financial accounts is called \_\_\_\_\_.
5. Fill in the gaps with the appropriate articles where necessary.
- (a) The Earth moves round \_\_\_\_\_ sun.
  - (b) It was \_\_\_\_\_ honour for our school to be awarded the medal.
  - (c) My friend is \_\_\_\_\_ European.
  - (d) Pemba is \_\_\_\_\_ Island.
6. In each of the following sentences, one word is wrong. Identify and replace it by writing the right word.
- (a) We are praying football.
  - (b) The baby fills cold.
  - (c) My herd is aching.
  - (d) The boy cut a glass-edge with a pair of scissors.



7. Read the following paragraph and answer the questions that follow.

My name is Lilian. I live with my family in Tabora. My father is a Secondary School teacher. My mother is an accountant. My elder sister is a police woman. She works at the police headquarters. Uncle Thomas is my father's brother. He's a carpenter and a builder. He builds most of the Primary schools in the ward. His wife is a Secretary. Their three sons; Paul, David and Michael are drivers, an electrician and a plumber respectively. Their two daughters Magreth and Rosemary work at the local hospital. Magreth is a Laboratory assistant and Rosemary is a nurse. Uncle Peter is my mother's brother. He is a Professor at the University.

Fill in the blank spaces with the correct information from the paragraph.

- (a) Lilian's father occupation is a \_\_\_\_\_.
- (b) Uncle Thomas son who is a driver is called \_\_\_\_\_.
- (c) Uncle Peter is \_\_\_\_\_ at the University.
- (d) The laboratory assistance is \_\_\_\_\_.

**SECTION C (30 Marks)**

**LANGUAGE USE**

Answer questions 8, 9 and two of the four given alternatives in question 10.

8. Re-arrange the following five sentences into a logical sequence to make a meaningful paragraph by writing the corresponding letter in the answer booklet provided. Use the following format for your answers.

Sentence Number	1	2	3	4	5
Letter					

- A. Eventually the head of the school intervened, situation calmed down and they concentrated on their studies.
- B. The head of the advanced secondary schools went for selection of students and they sent the admission letters to the successful candidates to join their schools.
- C. Form four students finished doing their National Examinations and went home with lots of stories to tell their sister, brothers and parents.
- D. When they joined their new schools, they found it a bit difficult to settle down because of being teased and bullied by the old students.
- E. NECTA had announced the National Form Four Examination Results.

9. Match each expression in **List A** with the word in **List B** by writing the correct letter beside the item number in the answer booklet provided. Use the following format for your answers.

Number	i	ii	iii	iv	v
Letter					

List A	List B
(i) The son of your brother or sister.	A. sibling
(ii) The child of your daughter or son.	B. uncle
(iii) The child of your aunt or uncle.	C. nephew
(iv) A brother or sister.	D. grandchild
(v) The brother of your father or mother.	E. cousin
	F. grandfather
	G. niece
	H. brother in law

10. Answer **two** questions from the **four** alternatives A, B, C and D.
- A. Write an application letter for the following advertised job in the Sunday News, Monday, September 27<sup>th</sup>, 2015.

#### JOB VACANCY

A progressive company is looking for a qualified computer technician (1 post) who is conversant with both maintenance and IT. The applicant should be a Form Four Leaver, fluent in English with an experience of not less than 6 months. The applicant should not be above 25 years of age and should be ready to work under pressure. Please include your referees.

All applications must be submitted before February 28<sup>th</sup>, 2016.

Write to:  
The Director,  
World Computers,  
P.O. Box 1012,  
MWANZA.

- B. Imagine that you are the last born in your family of five children. Your parents are celebrating their 50<sup>th</sup> Anniversary. Your brothers and sisters have chosen you to make a short speech on behalf of them. Write your speech of not less than 250 words.
- C. Imagine you are working with Vodacom Tanzania. Vodacom is celebrating its 20<sup>th</sup> birthday since it was inaugurated. As a public relations officer, you are required to write an invitation card to the selected officials to attend a dinner party. Also outline the

format of writing telephone messages from those who will call for excuses. Use fictitious names.

- D. Imagine that you are in a debate club, argue for the topic "Trafficking of girls from rural to urban areas to be employed as house girls (housemaids) should be stopped" in not less than 250 words.

### SECTION D (40 Marks)

#### RESPONSE TO READING

Answer **two** questions from this section. **One** question should be selected from poetry and the other from novels and short stories or plays.

#### LIST OF READINGS

##### NOVELS AND SHORT STORIES

A Wreath for Fr. Mayer	- S.N. Ndunguru (1977), Mkuki na Nyota
Unanswered Cries	- Osman Conteh, Macmillan
Passed Like a Shadow	- B.M Mapalala (2006), DUP
Spared	- S.N. Ndunguru (2004), Mkuki na Nyota
Weep Not Child	- Ngugi wa Thiong'o (1987); Heinemann
The Interview	- P. Ngugi (2002), Macmillan

##### PLAYS

Three Suitors: One Husband	- O. Mbia (1994), Eyre Methuen
The Lion and the Jewel	- W. Soyinka (1963), OUP
This Time Tomorrow	- Ngugi wa Thiong'o (1972), Heinemann
The Black Hermit	- Ngugi wa Thiong'o (1968), Heinemann

##### POETRY

Songs of Lawino and Ocol	- O. P'Bitek (1979), EAPH
Growing up with Poetry	- D. Rubadiri (ed) (1989), Heinemann
Summons	- R. Mabala (1980), TPH

11. Read the following poem then answer the questions that follow.

The life at school I am not told  
Is different from the life at home  
At school  
The hours are swallowed by studies  
We study English, we study Geography  
Chemistry, Biology and others.  
We study!  
In the classroom, in the library  
In the dormitory, in the dining hall  
In the assembly hall, in the chambers.



Study hard! Study hard!  
For life roars like a lion  
Hunting for any prey to swallow.

But something surprised me!  
English!  
The English language  
You write this you pronounce that  
Differently.

### Questions

- (a) What is the poem about?
  - (b) Write the title of the poem in two words.
  - (c) Who is speaking in the poem?
  - (d) Give the meaning of two figures of speech used in the poem.
  - (e) What type of poem is this?
  - (f) Comment on the language used.
  - (g) Why repetition is used in the poem?
  - (h) What surprised the persona? Give reason for your answer.
  - (i) What is the theme of the poem?
  - (j) Briefly explain the relevance of the poem to your society.
12. With reference to two poems you have studied in this section, comment on the poet's use of language. Give four points from each poem.
13. Using two plays you have studied in this section, discuss how some traditions, customs and beliefs contribute to misunderstandings and underdevelopment in a society. Give four points from each play.
14. In literary works, the titles enable the readers to understand the message(s) the writer wants to convey. Verify this statement using two novels or short stories that you have studied in this section.



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

**024**

**LITERATURE IN ENGLISH**  
(For Both School and Private Candidates)

**Time: 2:30 Hours**

**Thursday, 12<sup>th</sup> November 2015 p.m.**

**Instructions**

1. This paper consists of sections A, B, C and D.
2. Answer **two (2)** questions from section A and **one (1)** question from each of sections B, C and D.
3. Each question carries 20 marks.
4. Cellular phones are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

**SECTION A (40 Marks)**

**THEORIES OF LITERATURE**

Answer **two (2)** questions from this section.

1. (a) Define the following literary terms:
  - (i) Satire
  - (ii) Allusion
  - (iii) Alliteration
  - (iv) Conflict
  - (v) Simile
- (b) Show how literature is a reflection of life by giving five points.
2. (a) Briefly explain how the difference between a novel and a poem lies in their form giving three points for each.
- (b) Why is it important to put plays in action?
- (c) With examples briefly explain the following literary devices:
  - (i) Hyperbole
  - (ii) Irony
  - (iii) Litotes
  - (iv) Metaphor
  - (v) Contrast
3. (a) Briefly explain the following:
  - (i) Oral literature.
  - (ii) Written literature.
- (b) Mention the three basic genres of literature.
- (c) It is argued that, the definition of the term literature is not complete unless it involves three elements namely art, language and society. Briefly support this view showing how these elements are part of literature.

## SECTION B (20 Marks)

### PLAYS

Answer **one (1)** question from this section.

#### TEXTS

<b>The Lion and the Jewel</b>	-	Wole Soyinka
<b>The Trials of Brother Jero</b>	-	Wole Soyinka
<b>The Swamp Dwellers</b>	-	Wole Soyinka
<b>Kinjeketile</b>	-	Ibrahim Hussein
<b>Dilemma of a Ghost</b>	-	Ama Ata Aidoo
<b>The Barbed Wire</b>	-	M. Rugeendo
<b>Dedan Kimathi</b>	-	Keneth Watene
<b>The Government Inspector</b>	-	N. Gogol

4. Relate the titles of the plays you have read with the ideas presented by playwrights in two plays you have read. Give four points from each play.
5. With reference to two plays you have read, show how the conflicts found in the readings could have been resolved. Give four points from each play.
6. Verify how playwrights have shown that betrayal is an evil which hinders change in society using two plays studied under this section. Give four points from each play to support your answer.

## SECTION C (20 Marks)

### NOVELS AND SHORT STORIES

Answer **one (1)** question from this section.

#### TEXTS:

<b>Tales of Amadou Koumba</b>	-	David Diop
<b>Quartet</b>	-	Richard Rive
<b>A Walk in the Night and Other Stories</b>	-	Alex La Guma
<b>Houseboy</b>	-	Ferdinand Oyono
<b>The Old man and The Medal</b>	-	Ferdinand Oyono
<b>The Concubine</b>	-	Elech Amadi
<b>Sundiata: An Epic of Old Mali</b>	-	Djibril Tamsir Niane
<b>Secret Lives</b>	-	Ngugiwa Thiong'o
<b>The Three Solid Stones</b>	-	Martha Mvungi
<b>Girls at War</b>	-	Chinua Achebe
<b>Uncle Tom's Children</b>	-	Richard Wright



7. Most African writers write on a major themes/issues taking place in society. Choose two readings you have read to support the statement giving four points from each reading.
8. Choose two readings from those read under this section and write what you like most. Give four points from each reading.
9. Discuss four common themes found in two readings of your choice by giving four points from each reading.

### SECTION D (20 Marks)

#### POETRY

Answer **one (1)** question from this section.

#### TEXT: Selected poems – Tanzania Institute of Education

10. Poets like any other literary writers, write when they have a message to deliver to the society. Choose any two poems you have studied and explain the intended message to the audience giving four points from each poem.
11. Show how social reality is reflected in two poems you have studied under this section.
12. Read the following poem and then answer the questions that follow:

#### EAT MORE By Joe Corrie

Eat more fruit! The slogan say, 'More fish, more beef, more bread!'  
But I'm on Unemployment more pay  
My third year now, and wed.

And so I wonder when I'll see the slogan when I pass,  
The only one that would suit me  
'Eat more Bloody Grass!'

#### Questions

- (a) What is the poem about?
- (b) What are the possible themes found in the poem?
- (c) How many stanzas are in this poem.
- (d) What figure of speech has been used in this poem?
- (e) What is the tone of the poem? Give reasons for your answer.

- (f) Why can the persona not afford a balanced diet?
- (g) Comment on the rhyming pattern of the poem.
- (h) Comment on the language used in the poem.





A?  
How  
the  
doc

SECTION A (10 marks)  
Answer ALL questions in this section.

COMPREHENSION

1. Read the following passage carefully then answer the questions that follow it by writing the letter of the correct answer in the answer booklet provided.

There are three kinds of education in Africa. There is the old traditional education; there are the remains of the colonial schooling, which varied according to how the European power saw African requirements; and there is the post-independence attempt to find an education suitable for the needs of modern Africa.

The old education grew naturally out of the village and tribal ways of life, and there was much to commend it. A child had to learn how to deal with the dangers of his surroundings and how to treat his fellows. He knew about weather, love and the skills of a spear, axe and hoe from old men. His mother taught him correct speech, behaviour and respect for his elders. Throughout his childhood, it was impressed on him that he could not live alone – he must ‘conform’, and accept the ways of the tribe. He lived in a world of kinship: his kin gave him security in sickness and old age. Law and ownership of land, too, were based on kinship. So the child learned the rites which kinship would demand throughout his life from birth to maturity, marriage and death.

Much of this education was informal. The home was the child’s school, where he learned traditional legends and proverbs. (For example, the reader might like to work out the meaning of these two Baluyia proverbs from Kenya: ‘A person running alone thinks he is the fastest runner’ and ‘a small bird cannot advise a bigger one’). This social education had a great emphasis on correct conduct and confidence. A traveller in East Africa in 1930s wrote: ‘I have seen three children between four years and six quite competently preparing a meal with no supervision’. But severe tests of endurance were a more formal part of this education. Chagga boys in the old days had to sleep in holes in the ground at night for nine months, often in the cold mountain air. A boy was required to go on a lonely expedition into the forest to kill a leopard with a bow and arrow. Bena girls, aged nine to thirteen, were ducked repeatedly in streams, or terrified by women pretending to fall dead at their feet, and by the appearance of monsters.

This traditional form of education had the advantage of preparing a child for life in the community; it did not in general encourage him to be ambitious or independent, or teach him to meet the needs of the modern world. So in the colonial years missions and ‘European’ schools taught the kind of things children in Europe were taught. This produced a small westernised elite in some colonies, but it was severely criticised for having little to do with African needs. Reading books had European birds and snow scenes in them; arithmetic problems dealt with taps, and wall-paper rolls. Few of these things had anything to do with many African children’s environment.

Colonial education too has been criticised because it was, to quote President Nyerere of Tanzania, ‘motivated by a desire to inculcate the values of the colonial society and to train individual for the service of the colonial states’. The state interest in education was based on the need for local clerks and junior officials, and there was thus a heavy emphasis on subservient attitudes and white-collar skills.

In the post-independence era, African needs are being rethought.

Questions are being asked such as how many universities should a country have, whilst half of an age group gets no schooling at all? Some highly trained electrical engineers are needed for the power stations; but Africa also needs men skilled in the relatively simple skills of wooden bridge construction, laying laterite roads and building single-storey houses. Civil servants especially need a good secondary education if they are to deal with matters ranging from money for a new agricultural scheme to collecting information for government approval of a harbour extension. For this, says one writer, ‘a developing continent must clearly learn to be practical’.

In Africa parents have become convinced that education is the key to a good job and family prestige too. But it has its drawbacks. In many countries secondary and college education means that children have to leave the rural areas for the towns and later as men they are not returning to work on the farms and produce the food. The opportunities and leisure attractions of the towns are too tempting.

## QUESTIONS

- (i) From this passage we can tell that colonial education was to
- A help Africans acquire their independence
  - B help Europeans softly rule the Africans
  - C meet the needs of modern African
  - D replace African tradition and culture
  - E civilise the African children.
- (ii) The word 'conform' in the second paragraph means
- A comply with rules or general custom
  - B discuss with other members of the society
  - C respect the elders of the society
  - D mix with the rest of members of the society
  - E disagree with the community values.
- (iii) 'Elite' in the fourth paragraph means
- A a group of 'selected people'
  - B a group of colonialists
  - C a group of westernised Africans
  - D a group of rich people
  - E a disadvantaged group.
- (iv) The traveller in East Africa was surprised (in paragraph three) because
- A he could not expect such young children to prepare such a delicious meal
  - B he thought only European children could prepare a meal like that
  - C the children could prepare a meal without assistance from an older person
  - D the children were not competently supervised when preparing the meal
  - E the children were too few to prepare a meal.
- (v) We can deduce from paragraphs four and five that colonial education was
- A too difficult for the Africans
  - B irrelevant to the African situation
  - C showing European birds and snow that did not exist in Africa
  - D preparing Africans for highly paid jobs
  - E preparing Africans for leadership in missions.
- (vi) According to the writer, education in Africa today
- A should train electrical engineers
  - B should be practical oriented
  - C does not require universities
  - D should base on secondary school level only
  - E should not prepare a western elite.
- (vii) The writer says that in traditional education "severe tests of endurance were a more formal part of this education". The aim of the tests was to train
- A boys and girls not to fear the sight of monsters
  - B boys and girls to survive in the cold
  - C a Chagga boy not to fear a leopard
  - D Bena girls not to run away from the pretendingly dead women falling at their feet
  - E boys and girls to tolerate in extremely difficult conditions.



- (viii) Nyerere criticised colonial education because
- A it perpetuated the interests of the colonial society
  - B it prepared local clerks and junior officials
  - C it encouraged university level only
  - D it inculcated the values of the colonised society
  - E he just hated colonialists.
- (ix) In the seventh paragraph, the question '...how many universities should a country have, whilst half of an age group gets no schooling at all?' implies that the writer
- A does not support the university education
  - B supports university education for children who got no schooling at all
  - C encourages more emphasis be put on lower levels of education than the university education
  - D discourages lower levels of education for children who got no schooling at all
  - E insists that civil servants should just receive good secondary education.
- (x) From the last paragraph the writer observes that education in many African countries is
- A preparing young people for rural life
  - B preparing young people for urban life
  - C attracting young people to urban areas which they are reluctant to leave
  - D trying to prepare young people for rural life, but the urban areas are too tempting
  - E preparing young people for rural life but they do not like farming.

2. Read and summarise the following passage in 40 words

A young man went to car showroom. He was wearing rubber boots and a jacket. The young man examined an expensive car carefully and then turned to speak to the salesman.

"How much does this car cost?" he asked.

"Ten million shillings", the salesman said.

"I have two million", the young man said. The salesman smiled. He found it hard to be polite. "You are joking, of course", he said. The salesman showed his customer the door and the young man left the shop without a word.

### SECTION B (30 marks)

Answer ALL questions in this section.

### LANGUAGE USE

3. Match the items in column A with the responses in column B to produce complete and meaningful sentences by writing the letter of the correct response beside the item numbers in column A.

- | Column A  | Column B                                      |
|---|---|
| (i) We have been in this school                 | A in the year 2005                            |
| (ii) Before Tom went to the market              | B than a black cat crossed the football pitch |
| (iii) No sooner had the Simba-Yanga match begun | C he drank beer                               |
| (iv) By the time I am 25 years old              | D he had eaten lunch                          |
| (v) In spite of their poverty                   | E then Kaniki scored a goal                   |
|   | F I will have completed my studies            |
|   | G for a very long time                        |
|   | H they managed to buy ten bicycles            |
|   | I till we complete our studies                |
|   | J they were not happy                         |



4. Rearrange the following five sentences in a logical sequence to make a meaningful paragraph by writing the corresponding letters in the answer booklet.
- A The other day, when a match had been arranged against another club, I played with my brother.
  - B After my day's work I often go to the tennis club.
  - C Since we won this time, we shall probably play for the club again next week.
  - D Although I have not been playing long, I can already beat many of the other members there.
  - E We won our match easily, but the other pairs all lost theirs.
5. Choose TWO (2) topics from the given FOUR (4) ((a)–(d)) and write a composition on each topic.
- (a) As a committed sports lover, advise the National Sports Council as to what should be done to enable our teams excel in international competitions.
  - (b) Write an essay of not more than 250 words explaining why there is mass poverty in most African countries, despite the many years of political independence.
  - (c) Your fellow students have elected you Head-prefect. Write the speech you intend to give on the day the results of the election are going to be announced.
  - (d) Write a story to end: ..... "I shall never go there again, never".

### SECTION C (20 marks)

Answer ALL questions in this section.

#### STRUCTURE

6. Complete each of the following sentences with a suitable word or expression. Write the letter of the correct alternative in the answer booklet beside the item number.
- (i) I don't know where \_\_\_\_\_
- |     |                    |   |                    |
|-----|--------------------|---|--------------------|
| A   | had the boys gone  | B | the boys have gone |
| C   | have the boys gone | D | do the boys go     |
| (e) | did the boys go.   |   |                    |
- (ii) Your work is \_\_\_\_\_ than it was a month ago.
- |   |       |   |     |   |       |   |           |   |        |
|---|-------|---|-----|---|-------|---|-----------|---|--------|
| A | worse | B | bad | C | worst | D | the worst | E | worser |
|---|-------|---|-----|---|-------|---|-----------|---|--------|
- (iii) I noticed this morning that some new houses \_\_\_\_\_ on the land next to uncle's house
- |   |             |   |             |   |                 |   |              |
|---|-------------|---|-------------|---|-----------------|---|--------------|
| A | building    | B | being build | C | are being built | D | are building |
| E | have built. |   |             |   |                 |   |              |
- (iv) Two men \_\_\_\_\_ for a bus were knocked down when the tory skidded and ran off the road.
- |   |            |   |              |   |         |   |         |
|---|------------|---|--------------|---|---------|---|---------|
| A | had waited | B | were waiting | C | waited. | D | waiting |
| E | wait.      |   |              |   |         |   |         |

7. Rewrite the following sentences according to the instructions given after each:

- (a) Juma is bright. His sister is also bright.  
combine using ..... as ..... as .....
- (b) The boy was sleeping.  
Rewrite beginning "Her children" instead of "The boy".
- (c) There is a possibility that he will come.  
Rewrite beginning with It ..... (change the form of the word "possibility").
- (d) Open the door, Tatu.  
Begin: Tatu, would you mind .....

8. Complete each of the following sentences with a suitable word or expression.

- (i) Each of them has brought \_\_\_\_\_ best friend  
A his B their C his or her D her E one's
- (ii) Where is Mr. \_\_\_\_\_ wife staying?  
A Jumas' B Juma's C Jumas's D Jumas E Juma
- (iii) After he \_\_\_\_\_ his goods, he paid for them  
A has collected  
B had collected  
C have collected  
D was collected  
E having collected
- (iv) He was accused \_\_\_\_\_ stealing money  
A for B of C about D on E with

9. Rewrite the following sentences according to the instructions given after each:

- (a) The labourer did his work. Then he sat down to rest.  
Begin: Having .....
- (b) There were heavy clouds in the sky. That's why we couldn't see the sun the whole day.  
Begin: The skies were so ..... that .....
- (c) I was very happy to see the film.  
Rewrite using "enjoyed" instead of "was very happy".
- (d) Despite the sickness, Maria wrote her first examination.  
Rewrite beginning with: Although ...

10. Complete the following sentences with a suitable word from the list (A, B, C, D, E). Write the letter of the correct choice in your answer booklet beside the item number.

- (i) This is the first time I \_\_\_\_\_ table tennis.  
A played B was playing C have played D playing  
E I have been playing

- (ii) The train arrived after I \_\_\_\_\_ for about twenty minutes.  
 A waiting B had waited C have been waiting D have waited  
 E. was waiting
- (iii) He hasn't got \_\_\_\_\_ luggage.  
 A much B many C plenty D a few E more
- (iv) Mariam is good \_\_\_\_\_ Mathematics.  
 A in B with C over D to E at

**SECTION D (40 marks)**  
 Answer TWO (2) questions from this section.

**RESPONSE TO READING**

**TEXTS:**

The African Child	-	Camara Jaye
The Great Ponds	-	Amadi E.
Is it Possible	-	Ole Kulek H.
A Meeting in the Dark	-	Ngugi wa Thiong'o
Three Suitors One Husband	-	Oyono Mbia G.
Song of Ocol/Lawino	-	Okot p'Bitek
Selected Poems	-	Institute of Education
Time Tomorrow	-	Ngugi wa Thiong'o
Life in Kyerefaso	-	Sutherland E.F.
No Longer at Ease	-	Achebe C.
Things Fall Apart	-	Achebe C.
The River Between	-	Ngugi wa Thiong'o
Weep Not Child	-	Ngugi wa Thiong'o
The Black Hermit	-	Ngugi wa Thiong'o

1. Children sometimes use force to exercise their freedom from the hands of the parents even when they are thought to need parental care. Using two references you have read, discuss this statement with clear examples.
12. "The coming of the white-man to Africa was to some extent, advantageous to the African". Using two readings support this statement.
13. In traditional societies, a school was conceptualised negatively. Using two references you have done in class discuss why it was so.
14. With reference to two readings show how the parents were trying to mould/shape their child(ren) in such a way that they would be like them (parents).