

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

122/2

ENGLISH LANGUAGE 2

(for both School and Private Candidates)

Time: 3 Hours

ANSWERS

2006 February, 15 Wednesday

Instructions

1. This paper consists of section A, B, C and D.
2. Answer **five (5)** questions, choosing **one (1)** question from each section. Question **two (2)** is compulsory.
3. Each question weighs **twenty (20)** marks.
4. Communication devices and any unauthorized materials are **not** allowed in the assessment room.
5. Write your **Examination Number** every page of your answer booklet(s)

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1. (a) Write short notes on the following linguistic terms.

i. Intimate style

This is a style of communication used between people who share a close relationship, such as family members or close friends. It often includes personal language, inside jokes, and incomplete sentences that rely on mutual understanding.

ii. Medium

Refers to the channel or method used to communicate, such as spoken, written, or electronic communication. The medium affects the formality and structure of the language used.

iii. Register

A variation of language determined by the context, purpose, and audience. For example, formal registers are used in official settings, while informal registers are used in casual conversations.

iv. Common core English

This refers to standardized English used in communication to ensure clarity and understanding across different dialects and regions. It avoids regional idioms and expressions.

v. Cliché

A phrase or expression that has been overused to the point of losing its original impact or meaning. Examples include "time will tell" and "in the nick of time."

(b) Explain four features of legal language.

i. Precision: Legal language uses precise and unambiguous terms to ensure clarity and avoid misinterpretation.

ii. Formality: Legal documents maintain a formal tone, avoiding informal or casual language.

iii. Technicality: Legal texts include specific jargon and terms unique to the legal profession.

iv. Structure: Legal language is often structured with defined sections, subsections, and paragraphs for easy reference and organization.

2. Read the extracts carefully and answer the questions below.

Extract A

Woman Slaughters Boy, 9, Over 100/- Debt

Extract B

English Language Course

The English Language Institute offers three (3)-twelve (12)-weeks full-time block courses during the year and a six (6)-weeks course for school-leavers during January and February each year. Students wishing to begin their studies at Victoria University in March normally enroll for ELIN 933.

Extract C

BLESSED is he who considers the poor.

The LORD will deliver him in time of trouble.

The LORD will preserve him and keep him alive and he will be blessed on the earth.

Questions:

(a) Say to which province each one belongs.

Extract A: Belongs to journalistic language as it reports a specific event in a factual and concise manner.

Extract B: Belongs to academic language because it promotes educational opportunities with formal structure.

Extract C: Belongs to religious language as it conveys spiritual and moral guidance.

(b) Explain the stylistic features of each province.

Extract A: Use of sensational language and headlines to grab attention (e.g., "Woman Slaughters Boy").

Extract B: Clarity and formal tone to provide accurate information to potential students.

Extract C: Repetition and parallelism to emphasize religious teachings and moral values.

(c) Give reasons for using these features.

Extract A: To attract readers and convey urgency in reporting news.

Extract B: To ensure professionalism and maintain credibility in academic promotion.

Extract C: To reinforce the spiritual message and encourage reflection.

3. Define the following terms as used in communication.

i. Code: A system of symbols, signs, or rules used to communicate messages, such as language or Morse code.

ii. Slang: Informal language often used within specific social groups to express identity or familiarity.

iii. Jargon: Specialized language used by a particular profession or group, such as medical or legal terminology.

iv. Colloquial language: Everyday language used in informal settings, often including regional expressions and idioms.

(b) What do you understand by the following stylistic feature terms?

i. Graphological: Refers to the visual aspects of text, such as font, spacing, and layout.

ii. Syntactic: Relates to sentence structure and the arrangement of words to convey meaning.

iii. Lexical: Pertains to word choice and vocabulary used in a text.

iv. Phonological: Concerns the sound patterns and pronunciation features in spoken or written language.

v. Semantic: Involves the meaning and interpretation of words, phrases, and sentences.

4. In the two plays you have read under this section, discuss the thematic similarities and differences.

i. Betrayal in the City by Francis Imbuga

Thematic similarities:

I. The theme of oppression is evident as citizens suffer under a corrupt regime.

- II. Resistance and rebellion are shown as citizens fight against the dictatorship.
- III. Injustice is a common theme as innocent characters face unfair treatment.
- IV. Corruption and abuse of power are central to the storyline.

Thematic differences:

- I. Betrayal in the City focuses more on political oppression and the consequences of dictatorship.
- II. The play addresses the role of intellectuals in society's liberation, a unique aspect compared to others.

ii. I Will Marry When I Want by Ngugi wa Thiong'o

Thematic similarities:

- I. The exploitation of the working class mirrors the suffering in Betrayal in the City.
- II. Resistance and rebellion are also portrayed as workers fight for their rights.
- III. Corruption by the elite is a central theme in both plays.

Thematic differences:

- I. I Will Marry When I Want emphasizes cultural erosion and economic exploitation.
- II. It explores the clash between tradition and modernity in Kenyan society.

5. Using one play under this section, explain in detail the artistic devices used by the playwright that have helped to make the play appealing to the reader.

i. Betrayal in the City by Francis Imbuga

- I. Satire: Used to expose the corruption and absurdity of the government, making it both entertaining and thought-provoking.
- II. Symbolism: The prison symbolizes oppression and the struggle for freedom.
- III. Dialogue: Engaging conversations among characters reveal their personalities and drive the plot.
- IV. Flashback: Provides background information on the characters' struggles, making the story relatable and impactful.

6. "Plays educate and entertain." With reference to two plays you have read under this section, support the above statement.

i. Betrayal in the City by Francis Imbuga

- I. Educates about the dangers of dictatorship and the importance of resistance.
- II. Entertains through witty dialogue and satirical representation of corrupt leaders.
- III. Inspires change by showing the consequences of standing up to oppression.
- IV. Engages readers with its dramatic tension and compelling characters.

ii. The Lion and the Jewel by Wole Soyinka

- I. Educates about cultural values and the conflict between tradition and modernity.
- II. Entertains with humorous dialogue and the rivalry between Baroka and Lakunle.
- III. Highlights gender roles and societal expectations in an engaging manner.
- IV. Uses comedy to critique societal norms and provoke thought.

7. How far would you say the authors' choices of language have been effective or ineffective in revealing their themes? Refer to two novels you have read.

i. A Grain of Wheat by Ngugi wa Thiong'o

- I. The use of imagery effectively conveys the struggles of the independence movement.
- II. Symbolism, such as the "grain of wheat," deepens the theme of sacrifice and rebirth.
- III. Simple and direct language makes the themes accessible to a wide audience.
- IV. Dialogues reveal cultural tensions and personal conflicts, enhancing the narrative.

ii. The Beautiful Ones Are Not Yet Born by Ayi Kwei Armah

- I. The vivid descriptions of decay and filth symbolize societal corruption.
- II. The author's use of introspective language explores moral dilemmas effectively.
- III. Figurative language, such as metaphors, highlights disillusionment with independence.
- IV. The language effectively conveys the theme of resistance against moral decay.

8. Betrayal is a major theme in many novels and short stories under this section. In what ways do you think people betray their fellow men? Refer to three novels you have read.

i. A Man of the People by Chinua Achebe

- I. Betrayal is seen in the political corruption where leaders exploit the people for personal gain.
- II. Chief Nanga betrays his constituents by using public resources for his own benefit.
- III. Friends turn against each other for political and financial favors.

ii. Mine Boy by Peter Abrahams

- I. Betrayal occurs when Xuma is abandoned by his allies in his fight for workers' rights.
- II. Employers betray their workers by exploiting them and denying fair wages.
- III. The betrayal of cultural values is evident as characters struggle to adapt to urban life.

iii. The Beautiful Ones Are Not Yet Born by Ayi Kwei Armah

- I. The protagonist faces betrayal from his colleagues who succumb to corruption.
- II. Betrayal of national ideals is depicted as leaders fail to uphold the promises of independence.
- III. Personal betrayal occurs within families as characters prioritize materialism over morality.

9. Choose two readings from this section and discuss the use of symbolism as a technique employed by the authors.

i. A Grain of Wheat by Ngugi wa Thiong'o

- I. The "grain of wheat" symbolizes sacrifice and renewal in the struggle for independence.
- II. The forest represents freedom and resistance against colonial rule.
- III. The train symbolizes progress and the challenges of modernization.
- IV. Characters' internal struggles symbolize the larger societal conflicts.

ii. The Beautiful Ones Are Not Yet Born by Ayi Kwei Armah

- I. Decay and filth symbolize corruption and the moral decay of society.
- II. The bus represents the journey of life and societal stagnation.
- III. The moonlight symbolizes hope and the possibility of a brighter future.
- IV. The protagonist's resistance to corruption symbolizes integrity and the fight for moral values.

11. Read the following poem and answer the questions that follow:

Fingers

Fingers, skilful at sculpture
At modelling figures on marble,
At translation of thoughts
Fingers that would impress,
Fingers of artists.

Fingers, thick and heavy
That dig and plough the soil
And open it up for sowing,
And move us
Fingers of land tillers.

A finger holding a trigger
An eye intent on a target finger.
Men at the very brink
Of their lives, at the mercy of their finger
The finger that destroys life.

The finger of a soldier
Across the rivers and languages
Of Europe and Asia
Of China and Africa,
Of India and the Oceans.
Let us join our fingers to take away
All the power of their finger
Which keeps humanity in fear and mourning.

Questions:

(a) What is the general message contained in the poem?

The general message is the power and versatility of human hands (fingers) in shaping the world, both creatively and destructively, depending on their use.

(b) What is the central theme of the poem?

The central theme of the poem is the duality of human actions, where fingers symbolize both creation (as in art and agriculture) and destruction (as in warfare).

(c) The poem can be said to be built of three sub-themes. What are they?

- i. Creativity and artistry, as seen in sculpting and translating thoughts.
- ii. Hard work and labor, represented by land tillers and farmers.
- iii. Destruction and violence, highlighted by soldiers and triggers.

(d) What is the mood of the poet?

The mood of the poet is reflective and somber, emphasizing both admiration for human creativity and sorrow for the destructive potential of human actions.

(e) Analyse four poetic devices embodied in the poem.

- i. Imagery: Vivid descriptions of fingers performing tasks like sculpting and ploughing evoke mental pictures.
- ii. Symbolism: Fingers symbolize human agency and capability, both constructive and destructive.
- iii. Repetition: The word "fingers" is repeated to emphasize their central role in the poem.
- iv. Contrast: The juxtaposition of creation (art and farming) with destruction (war) highlights the dual nature of human actions.

(f) What is the relevance of this poem to Tanzania today?

- i. The poem reminds Tanzanians of the importance of creativity and labor in building the nation.
- ii. It cautions against violence and war, urging the society to focus on constructive development.

12. Read the following poem and answer the questions that follow it.

Song of a Common Lover

Don't love me my sweet
Like your shadow
For shadows fade at evening
And I want to keep you
Right up cock crow.

Nor like pepper
Which makes the belly hot
For then I couldn't take you
When I'm hungry.

Nor like a pillow
For we'd be together in the hours of sleep
But scarcely meet by day.

Nor like rice
For once swallowed you think no more of it;
Nor like soft speeches

For they quickly vanish,
Nor like honey,
Sweet indeed but too common.

Love me like a beautiful dream,
Your life in the night
My hope in the day;
Like a piece of money,
Even when not on earth,
And so for the great journey
A faithful calabash,
Intact, for drawing water,
In pieces, bridges for my guitar.

Questions:

(a) Why doesn't the Common Lover like to be loved like a shadow?

The Common Lover doesn't like to be loved like a shadow because shadows fade in the evening, symbolizing fleeting and insincere love.

(b) What does pepper symbolize in the poem?

Pepper symbolizes a short-lived excitement or passion that quickly fades, just like a love that lacks depth and sincerity.

(c) The Common Lover prefers to be loved like a beautiful dream. What are the two points that signify a beautiful dream?

- i. A life full of meaning and companionship, symbolized by "your life in the night, my hope in the day."
- ii. The lasting value of love, represented by "a faithful calabash, intact, for drawing water."

(d) What is the mood of the poet?

The mood of the poet is contemplative and longing, expressing a desire for true, enduring love rather than superficial affection.