

**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)

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**Time: 3 Hours** **ANSWERS** **Thursday, 08th February 2014**

**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. Imagine you witnessed a bank robbery at your local NMB Branch, and you think there is a need to inform your friend called Pendo of the incident.

(a) Write a letter to your friend informing him/her of the bank robbery. Your name is Swaimba Mzuru.

**Letter:**

Swaimba Mzuru  
P.O. Box 123  
Arusha  
19 January 2025

Dear Pendo,

I hope this letter finds you well. I am writing to inform you about a shocking incident that occurred yesterday at our local NMB branch. The bank was robbed by a group of armed men. They stormed in during the afternoon, and everyone was ordered to lie down.

The robbers took a significant amount of money and escaped before the police arrived. Luckily, no one was hurt, but it was a terrifying experience for all present. I hope the authorities catch those responsible soon.

Please stay safe, and I will keep you updated on any further developments.

Best regards,  
Swaimba Mzuru

(b) What type of language variety has been used in the letter?

The type of language variety used in the letter is formal language.

(c) Write down eight characteristic features of the type of language stated in (b) above.

- i. Polite tone.
- ii. Use of full sentences.
- iii. Absence of slang or colloquial expressions.
- iv. Structured organization with clear paragraphs.
- v. Proper salutation and closing.
- vi. Grammatically correct sentences.
- vii. Use of appropriate vocabulary.
- viii. Objective and factual tone.

2. (a) What is a public speech?

A public speech is a formal or informal presentation delivered to an audience to inform, persuade, or entertain on a particular topic.

- (b) Elaborate on the four linguistic features of public speaking.
- i. Use of rhetorical devices such as repetition and metaphors to engage the audience.
  - ii. Clear articulation and pronunciation for better understanding.
  - iii. Formal vocabulary tailored to suit the topic and audience.
  - iv. Structured organization with an introduction, body, and conclusion.

(c) Write five distinctive features of:

(i) Religious language

- Use of sacred texts or scriptures.
- Formal and respectful tone.
- Use of symbolism and metaphors.
- Frequent references to divine beings or principles.
- Use of repetition for emphasis, such as prayers or hymns.

(ii) Legal language

- Use of technical and specific terms, such as "plaintiff" or "defendant."
- Long and complex sentences to avoid ambiguity.
- Formal tone and vocabulary.
- Use of capitalization for emphasis on key terms.
- Precise definitions to ensure clarity in meaning.

3. (a) Define the following literary terms:

- i. Province: A specific area of interest, knowledge, or jurisdiction within literature or discourse.
- ii. Register: A variation of language used based on context, audience, and purpose, such as formal, informal, or technical registers.
- iii. Slang: Informal and nonstandard words or expressions commonly used in casual speech.
- iv. Setting: The time and place where a story or event takes place, providing context for the narrative.
- v. Jargon: Specialized language used by a particular group or profession, often difficult for outsiders to understand.

(b) Write a stylistic term for each of the following sentences:

- i. The use of a word or expression which is gentle or less direct than the one normally used to express something painful or embarrassing – Euphemism.
- ii. The defined knowledge of a language based on the rules and appropriate use of language by the ideal speaker or hearer – Competence.
- iii. The style or unique way of writing of a language – Diction.
- iv. An expression of the meaning of a word or phrase using other words to make the meaning easier to understand – Paraphrase.

v. The persuasive way of communicating information that is non-personal and through various media on products or services – Advertising.

(c) Elaborate on the five qualities of a good advertisement.

i. Clarity: A good advertisement communicates its message clearly and concisely.

ii. Creativity: It uses engaging visuals or language to capture the audience's attention.

iii. Relevance: The content must resonate with the target audience's interests and needs.

iv. Call to action: It includes a persuasive element that encourages the audience to take action, such as buying a product.

v. Accuracy: The information provided should be truthful and not misleading.

4. Use two plays studied under this section to show how playwrights, intending to make people aware of the happenings in their societies, have both entertained and criticized their societies.

In *Betrayal in the City* by Francis Imbuga:

i. The play critiques political oppression, showing how the dictatorship silences dissenters like the university students and Mosese, which reflects the real issues of governance in post-independence societies.

ii. It entertains through the dramatic tension between characters like Mulili and Jusper, using humor and irony to sustain audience interest.

iii. The play criticizes the betrayal of public trust by corrupt officials such as Mulili, who abuses his power for personal gain.

iv. The themes of rebellion and justice are both engaging and reflective, encouraging the audience to question societal norms.

In *I Will Marry When I Want* by Ngugi wa Thiong'o and Ngugi wa Mirii:

i. The play critiques the exploitation of the poor by the rich and the betrayal by local leaders who collaborate with foreign investors.

ii. It entertains through songs and vibrant dialogue, which also serve to emphasize cultural heritage.

iii. The play criticizes the erosion of cultural values and the impact of modernity on traditional African societies.

iv. The struggles of characters like Kiguunda and Wangeci highlight the socio-economic issues faced by many, combining critique with a compelling narrative.

5. Using two plays studied under this section, discuss how playwrights have succeeded in presenting the issue of political struggle.

In *Betrayal in the City* by Francis Imbuga:

i. The political struggle is evident through the resistance of students and characters like Jusper against an oppressive regime.

- ii. The play portrays how political prisoners such as Mosese endure hardships, symbolizing the sacrifices required in fighting for justice.
- iii. It highlights the corruption and nepotism within the government, illustrating the root causes of political struggle.
- iv. The climax, involving the rebellion and Mulili's betrayal, emphasizes the inevitability of change when oppression persists.

In *I Will Marry When I Want* by Ngugi wa Thiong'o and Ngugi wa Mirii:

- i. The play addresses the political struggle of land ownership, showcasing the tension between the wealthy and the poor.
- ii. The characters' efforts to resist exploitation represent the fight against neocolonial systems of oppression.
- iii. The use of community meetings and collective resistance highlights the power of unity in political struggles.
- iv. The portrayal of foreign investors and local elites as exploiters mirrors real struggles in post-colonial Africa.

6. Literary writers use language and imagery effectively to pass the message to the readers. Support this view using two novels you have read under this programme.

In *A Man of the People* by Chinua Achebe:

- i. Achebe uses vivid imagery to portray corruption, such as Chief Nanga's extravagant lifestyle compared to the poverty of the masses.
- ii. The language is accessible and relatable, making it easier for readers to understand the political critique.
- iii. Metaphors and symbolism, such as the depiction of Nanga as a "man of the people," highlight the irony of corrupt leadership.
- iv. The dialogue captures the cultural context, emphasizing the struggles between tradition and modernity.

In *The Beautiful Ones Are Not Yet Born* by Ayi Kwei Armah:

- i. The imagery of decay and filth in the protagonist's surroundings symbolizes the moral corruption of society.
- ii. Armah's use of descriptive language vividly portrays the despair and frustration of the protagonist.
- iii. The symbolism of the "chichidodo bird" reflects the hypocrisy of society, where people condemn corruption while engaging in it.
- iv. The narrative style captures the protagonist's internal conflict, enhancing the emotional depth of the story.

7. Critically analyze how the title of the novel, *The Beautiful Ones Are Not Yet Born*\* by Ayi Kwei Armah, is a true reflection of the happenings in the novel.

The title *The Beautiful Ones Are Not Yet Born* symbolizes the absence of moral and ethical leaders in society. The novel critiques the pervasive corruption and decay in post-independence Ghana, highlighting the struggle of ordinary individuals to remain honest in a morally compromised society.

- i. The protagonist represents the “beautiful ones” who strive for integrity but remain unrecognized and unsupported in a corrupt environment.
- ii. The title reflects the hopelessness of the masses, who await leaders capable of delivering real change and justice.
- iii. The imagery of decay, filth, and despair throughout the novel aligns with the idea that true beauty and purity are yet to emerge in the society.
- iv. The novel critiques societal values, where materialism and greed overshadow principles of justice and equality, reinforcing the idea that "the beautiful ones" have yet to be born.

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

Poem: Gently

Brothers, break them gently. People used to live there.  
Those were not always mere mud walls to be bulldozed and  
Leveled down to make way for a new highway.

Heaven only knows what scars those walls now naked and bald bear;  
What secrets they hold of the dreams and doubts of those  
Who lived who loved and hated within them.

To them this was home. Here they came at night to their meager meal;  
Here they hoped in wearied sleeplessness for better days  
that never come.

They were such ones as you, with their joys and their frustrations.  
Then one day they were told to leave, to go and start from  
scratch elsewhere, rootless.

They, like you, could not say no – you would be foolish to! Yet  
how lovingly and longingly, how tearfully they clung to those  
age-smeared walls, unable to unmoor.

But do not let me upset you. Sentiment cannot avail now. Be-  
Sides you have your daily wage to earn. You may break them down.

Only, please, do try and be gentle. People used to live there.

Questions and Answers

(a) Briefly write on the tone of this poem.

The tone of the poem is melancholic and reflective. It expresses sorrow for the loss of homes and the memories attached to them, while also being empathetic toward those responsible for the demolition.

(b) Comment on the title of the poem.

The title "Gently" conveys a plea for compassion and understanding. It emphasizes the importance of respecting the emotions and histories tied to the homes being destroyed.

(c) State with examples the figures of speech used in the poem.

i. Imagery: "What scars those walls now naked and bald bear" creates a vivid image of the demolished walls.

ii. Personification: "What secrets they hold of the dreams and doubts" gives human qualities to the walls.

iii. Repetition: "People used to live there" is repeated to emphasize the emotional weight of the situation.

iv. Metaphor: "Age-smeared walls" symbolizes the history and experiences associated with the home.

(d) Who is the persona in the poem? How do you know?

The persona is someone empathetic to both the people who lived in the destroyed homes and the workers tasked with demolishing them. This is evident in their reflective tone and plea for gentleness and compassion.

(e) What is the message being given in the poem?

The poem conveys the message that while change and progress may be necessary, it is important to approach such changes with empathy and respect for the lives and memories tied to what is being lost.

(f) Comment on the language used by the poet.

The poet uses simple yet evocative language to create vivid imagery and emotional impact. The conversational tone makes the message relatable, while the use of repetition and metaphors adds depth to the narrative.

(g) What type of poem is this? Give reasons for your answer.

This is a lyric poem because it expresses personal emotions and reflections about loss, change, and compassion. The focus is on the feelings tied to the destruction of the homes rather than a narrative or dramatic structure.

(h) Has the poem got any relevance to your society today? Give reasons for your answer.

Yes, the poem is relevant to society today as it highlights the emotional cost of urbanization and development. For example, many communities are displaced to make way for highways or buildings, often losing their homes and history in the process. It serves as a reminder to balance progress with empathy and humanity.