

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL
ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION
122/1 **ENGLISH LANGUAGE 1**
(for both School and Private Candidates)

Time: 3 Hours **ANSWERS** **Thursday, 09th February 2012**

Instructions

1. This paper consists of section A, B, C and D with a total of **nine (9)** questions.
2. Answer **five (5)** questions, choosing **one (1)** question from each section. Question **one (1)** 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. Drawing an example from the English Language, explain five factors that can affect the development of a language.

The development of a language is influenced by various factors, as illustrated by the English language:

- i. Colonization and Expansion: English expanded globally through British colonization, introducing the language to countries like India, Kenya, and Australia, where it became a second or official language.
- ii. Technological Advancements: The internet and digital media have facilitated the spread of English, creating new terms like "email," "hashtag," and "selfie" that reflect technological progress.
- iii. Cultural Influence: The dominance of English-speaking countries in music, film, and literature, such as Hollywood movies, has popularized English phrases and slang worldwide.
- iv. Political Power: The status of English as a global lingua franca is supported by the political and economic dominance of countries like the United States and the United Kingdom.
- v. Education Systems: Many countries prioritize English in their curricula as a means of accessing global knowledge and opportunities, enhancing its development as an international language.

2. Discuss five characteristics of human language.

Human language possesses unique characteristics that distinguish it from other forms of communication:

- i. Arbitrariness: The relationship between words and their meanings is arbitrary. For example, the word "dog" in English and "chien" in French represent the same animal without inherent connection to its nature.
- ii. Displacement: Language allows communication about things that are not present, such as past events or future plans. For instance, "I will visit Paris next year" discusses a future action.
- iii. Productivity: Language users can create infinite new sentences. For example, a sentence like "The cat wearing sunglasses danced under the moonlight" is unique but comprehensible.
- iv. Cultural Transmission: Language is learned through interaction within a community, not inherited biologically. For instance, a child raised in an English-speaking environment will acquire English regardless of their ethnicity.
- v. Duality of Patterning: Language operates on two levels: sounds (phonemes) and meaning (morphemes). For instance, the sounds /d/, /o/, and /g/ combine to form "dog," a meaningful word.

3. (a) Briefly define the following terms by giving one example:

i. Lingua franca: A language used for communication between speakers of different native languages. For example, Swahili serves as a lingua franca in East Africa.

ii. Standard language: A language variety used for official purposes, education, and media, often codified with standardized grammar. For example, Standard English is used in formal contexts globally.

iii. Speech community: A group of people who share the same language or dialect. For instance, French speakers in Quebec form a speech community.

iv. Accent: The way people pronounce words, influenced by their region or background. For example, a British accent differs from an American accent.

v. Mutual intelligibility: The ability of speakers of different but related languages or dialects to understand each other. For instance, speakers of Swedish and Norwegian can often understand each other.

(b) Which are the processes that are involved in standardizing a language?

The standardization of a language involves several processes:

i. Selection: Choosing a specific dialect or variety to represent the standard language. For example, the London dialect was selected for Standard English.

ii. Codification: Establishing rules for spelling, grammar, and pronunciation, often through dictionaries and grammar books.

iii. Elaboration: Expanding the language to meet the needs of various domains such as science, education, and government.

iv. Acceptance: The chosen standard gains acceptance among speakers, often through institutional support like education and media.

4. Imagine that you have been teaching in a part-time base for one year at Kaloleni secondary school and you wish to apply for a permanent teaching job at Mkanyageni secondary school. Write your Curriculum Vitae to be attached to your application letter.

Curriculum Vitae

Personal Information

Name: John Michael

Date of Birth: 15th June 1990

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Professional Summary

A dedicated educator with one year of part-time teaching experience at Kaloleni Secondary School. Proficient in delivering engaging lessons, managing classroom dynamics, and fostering a positive learning environment. Committed to promoting academic excellence and student success.

Education

Bachelor of Education in Arts (English and History), University of Dar es Salaam, 2018
Advanced Certificate of Secondary Education, Tanga High School, 2014
Certificate of Secondary Education, Kilimanjaro Secondary School, 2012

Teaching Experience

Part-Time Teacher
Kaloleni Secondary School, Tanga (2023–2024)

Taught English and History to Forms I–IV, preparing students for national examinations.
Developed lesson plans tailored to students' needs, ensuring active participation and understanding.
Conducted assessments to track student progress and provided constructive feedback.
Organized extracurricular activities to enhance student engagement and skill development.

Skills

Proficient in lesson planning and curriculum design
Strong classroom management and discipline strategies
Excellent communication and interpersonal skills
Skilled in integrating technology into teaching

Professional Achievements

Improved student performance in English by 20% within one academic year
Spearheaded a school debate program, enhancing students' public speaking skills

Referees

1. Mr. James Nyerere
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5. (a) Explain the following terms:

- i. Skimming: A reading technique used to get a general idea of the content by quickly looking at headings, subheadings, and key points. For example, skimming through a textbook before a lecture.
- ii. Scanning: A reading strategy to find specific information, such as a name or date, within a text. For instance, searching for a phone number in a directory.
- iii. Intensive Reading: Reading a text in detail to understand its meaning, vocabulary, and grammar. This is often used for academic or professional purposes.
- iv. Critical Reading: Evaluating a text by analyzing its arguments, assumptions, and evidence. For example, critically reading a research article to assess its validity.
- v. Extensive Reading: Reading large amounts of material for pleasure or general understanding, such as novels or magazines.

(b) Show the differences that exist in the following terms by using examples:

- i. Listening and hearing: Hearing is the passive perception of sound, while listening involves actively interpreting and understanding what is heard. For instance, hearing a song versus listening to the lyrics.
- ii. Facts and opinions: Facts are objective and verifiable, such as "Water boils at 100°C." Opinions are subjective and based on personal beliefs, such as "Tea tastes better than coffee."
- iii. Descriptive speech and process speech: Descriptive speech paints a picture of a subject, such as describing a landscape. Process speech explains steps in a procedure, such as how to bake a cake.
- iv. Narrative essays and expository essays: Narrative essays tell a story, such as recounting a childhood memory. Expository essays provide information or explain a topic, such as an essay on climate change.
- v. Report and Memorandum: A report is a formal document providing detailed information on a specific topic, such as a research report. A memorandum is a brief communication within an organization, often for announcements or instructions.

6. Read the following complex sentence and then answer the questions that follow.

"Tanzania Government has been using teachers in trying to transform its education system which was inherited from the colonialism in order to match it with its own new goals, aspirations and concepts of development."

(a) Identify the following from the above sentence:

i. 5 stems: government, teacher, transform, education, develop.

ii. From the 5 stems in part (a), show the roots:

Government: govern

Teacher: teach

Transform: form

Education: educate

Develop: develop

iii. 5 derivational morphemes: -ment (government), -er (teacher), -tion (education), -al (transformational), -aspire (aspirations).

iv. 5 inflectional morphemes: -s (teachers), -ing (using), -ed (inherited), -s (goals), -s (concepts).

7. (a) Provide the adjectival form for the following words and write one sentence for each:

i. Break → Breakable

Sentence: The glass vase is very breakable, so handle it with care.

ii. Measure → Measurable

Sentence: The success of the project is measurable through the profit generated.

iii. Mentally → Mental

Sentence: Mental health is as important as physical health.

iv. Memory → Memorable

Sentence: The trip to Zanzibar was a memorable experience for the whole family.

v. Medicine → Medicinal

Sentence: Many plants have medicinal properties that are used in traditional healing.

(b) Explain the process involved in the formation of the following groups of words:

i. Alcohol, boss, piano, zebra

These words are borrowed words, adopted from other languages without significant modification. For instance, "alcohol" originates from Arabic al-kuhl and "piano" from Italian pianoforte.

ii. Loanword, wastebasket, water-bird, fingerprint

These are compound words, formed by combining two or more existing words to create a new term. For example, "wastebasket" combines "waste" and "basket."

iii. Telecast, motel, heliport, brunch

These are blended words, formed by merging parts of two words. For example, "brunch" comes from "breakfast" and "lunch," while "motel" is a blend of "motor" and "hotel."

iv. Facsimile-fax, cabriolet-cab, advertisement-ad, examination-exam

These are clipped words, where a longer word is shortened without altering its meaning. For instance, "fax" is a shortened form of "facsimile."

v. Televise-television, opt-option, enthuse-enthusiasm, emote-emotion

These are examples of back-formation, where a word is created by removing a suffix or prefix from an existing word. For example, "televise" is derived from "television."

8. (a) Define the following terms:

i. Translation: The process of converting written text from one language (source language) to another (target language) while maintaining its meaning.

ii. Interpretation: The process of converting spoken language from one language to another in real time.

iii. Source Language: The original language from which a text or speech is translated or interpreted.

iv. Target Language: The language into which a text or speech is translated or interpreted.

(b) Identify and elaborate six translation principles.

Translation principles guide the process to ensure accuracy and quality:

i. Faithfulness to Meaning: The translation must accurately convey the meaning of the source text without distortion or omission.

ii. Clarity: The translation should be clear and understandable to the target audience, avoiding ambiguity.

iii. Cultural Sensitivity: Translations must adapt cultural references to make them relatable in the target language while preserving the original intent.

- iv. Preservation of Style: The tone and style of the source text should be maintained in the translation, especially in literary works.
- v. Consistency in Terminology: The translator must consistently use specific terms throughout the text, particularly in technical and legal documents.
- vi. Adherence to Context: The translation must reflect the broader context and purpose of the source material to retain its meaning.

9. (a) Translate the following English expression into Kiswahili language by considering the structure of the target language:

i. We are expecting to travel by bus.
Tunatarajia kusafiri kwa basi.

ii. Many students become stubborn in form two.
Wanafunzi wengi wanakuwa wakaidi wakiwa kidato cha pili.

iii. Mr. Masawe is aged now.
Bwana Masawe sasa amezeeka.

iv. Prepare a scheme for your project.
Andaa mpango wa mradi wako.

v. I feel dizzy.
Najisikia kizunguzungu.

(b) State five important things to be observed during interpretations.

- i. Accuracy: The interpreter must convey the exact meaning of the source language without adding or omitting information.
- ii. Cultural Sensitivity: Interpreters should be mindful of cultural nuances to avoid misinterpretation or offense.
- iii. Clarity and Simplicity: The interpretation should be clear and easy to understand, using simple language when necessary.
- iv. Impartiality: The interpreter should remain neutral, avoiding personal bias or opinions during interpretation.
- v. Quick Thinking and Retention: Interpreters must think quickly and retain information to ensure smooth and seamless communication.