

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** **Tuesday, 12nd February 2013**

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. With examples, describe six problems which may face an Englishman when learning Kiswahili Language in Britain.

i. Lack of exposure

Living in Britain, an Englishman may not have regular access to Kiswahili speakers for practice, making it difficult to improve fluency.

ii. Pronunciation challenges

Kiswahili includes sounds not present in English, such as "ng'" in "ng'ombe," which may be difficult for an English speaker to articulate.

iii. Grammatical structure differences

The structure of Kiswahili, such as noun classes and verb conjugations, is different from English, leading to confusion. For example, understanding prefixes like "wa-" for plural can be challenging.

iv. Vocabulary limitations

Kiswahili has unique terms with no direct English equivalents, making it hard for learners to grasp the exact meanings.

v. Lack of cultural context

Certain expressions and idioms in Kiswahili rely on cultural knowledge. For instance, "Haraka haraka haina baraka" (Haste makes waste) may not be immediately understood.

vi. Limited resources

In Britain, Kiswahili learning materials such as books, teachers, or language classes may not be easily available.

2. a. The following concepts are central to a definition of language:

i. System

Language operates through a structured system of sounds, words, and grammar to create meaningful communication. For example, English follows subject-verb-object order.

ii. Arbitrary

Language uses symbols and sounds that are arbitrarily chosen to represent meanings. For instance, the word "dog" does not inherently resemble the animal it represents.

iii. Vocal

Language primarily relies on spoken sounds to convey messages. For example, the pronunciation of "hello" carries the meaning of greeting.

iv. Symbols

Written or spoken words act as symbols to represent ideas, objects, or concepts. For example, the letters "tree" symbolize the concept of a tree.

v. Conventional

Language is based on shared conventions agreed upon by a speech community. For instance, "thank you" is universally understood as an expression of gratitude in English-speaking societies.

b. Suggest five different ways which can improve the standard of English Language in Tanzanian primary and secondary schools.

i. Qualified teachers

Employing well-trained English teachers ensures accurate and effective teaching of the language.

ii. Adequate resources

Providing textbooks, digital tools, and learning aids enhances students' understanding of English.

iii. Regular practice

Encouraging students to engage in speaking and writing English regularly improves their fluency and confidence.

iv. Incorporation of technology

Using tools such as language apps, videos, and online courses makes learning English interactive and engaging.

v. Extracurricular activities

Organizing debates, essay competitions, and language clubs motivates students to use English outside the classroom.

3. Verify the existence of a diglossic situation in Tanzania, giving eight points with examples.

i. Formal vs informal language

Kiswahili is used formally in government offices, schools, and media, while local vernaculars dominate informal settings.

ii. Educational settings

Kiswahili is the medium of instruction in primary schools, while English is used in secondary and tertiary education.

iii. Religious practices

Religious services in rural areas may use local languages, while Kiswahili is preferred in urban churches and mosques.

iv. Media broadcasts

National news is broadcast in Kiswahili, while regional programs might use local dialects.

v. Social gatherings

Traditional ceremonies and family meetings often rely on local languages, while Kiswahili is spoken in public events.

vi. Legal proceedings

Kiswahili is predominantly used in courts, but local languages may be used for witnesses unable to speak Kiswahili.

vii. Political campaigns

Politicians use Kiswahili for broad communication but switch to vernaculars to connect with specific communities.

viii. Urban vs rural settings

Urban populations primarily use Kiswahili, while rural areas often rely on vernaculars for daily interactions.

4. a. How does a stressed syllable differ from an unstressed one? Give two differences.

i. Loudness

A stressed syllable is pronounced louder than an unstressed one. For example, in "decide," the second syllable is stressed, making it louder than the first.

ii. Duration

A stressed syllable is longer in duration compared to an unstressed one. For example, in "parade," the second syllable is longer than the first.

b. Divide the following words into syllables, keeping them in their orthographic form, and then mark stress by underlining the syllable on which the primary stress falls.

i. Decide - de-cide

ii. Tortoise - tor-toise

iii. Parade - pa-rade

iv. Calculation - cal-cu-la-tion

v. Photographic - pho-to-graph-ic

c. Describe four uses of the rising tone in English Language.

i. Asking yes/no questions

The rising tone is used at the end of yes/no questions, such as, "Are you coming?"

ii. Expressing doubt or uncertainty

A rising tone indicates hesitation or doubt, such as, "I think it might work?"

iii. Seeking clarification

The rising tone is used when requesting confirmation, such as, "You mean, here?"

iv. Indicating politeness

The rising tone can make a request sound more polite, such as, "Could you help me?"

5. a. Briefly explain the meaning of the underlined idioms as they are used in the following sentences.

i. For that issue, you have barked up the wrong tree my dear.

Meaning: You have accused or approached the wrong person for help.

ii. I called him, but I was completely tongue-tied about what to tell him.

Meaning: I was unable to speak due to nervousness or embarrassment.

iii. Because they were up in arms that is why they won the war.

Meaning: They were actively protesting or fighting for a cause.

iv. Yesterday, Taifa Stars were received with open arms by all Tanzanians.

Meaning: They were welcomed warmly and enthusiastically.

v. When speaking about the electricity problem, the minister blinked the fact.

Meaning: The minister avoided or ignored the issue.

b. Examine the following statements, if they are facts or opinions, and give one reason for your answer.

i. Tanzania Mainland got her independence on 9th December 1961.

Fact - It is a historical event with a specific date.

ii. That car is beautiful.

Opinion - Beauty is subjective and varies from person to person.

iii. In order for digestion to take place you have to chew the food well before swallowing.

Fact - It is a scientifically proven biological process.

iv. The East Africa Community now comprises the following countries: Kenya, Uganda, Tanzania, Rwanda, and Burundi.

Fact - It is based on the official composition of the East African Community.

v. I think that I will lose 20 pounds of my weight this week.

Opinion - It reflects a personal belief or expectation, not a proven fact.

6. a. From the passage below, identify five words with different suffixes and then underline the suffix in each word and state its function.

"Corruption goes beyond offices, business and other formal organizations. Ordinary people engage in corruption too. When small-scale farmers add water to their milk or when traders stuff the bottom of their containers of potatoes or charcoal before selling their goods to unsuspecting customers, aren't they involved in the act of corruption? Pupils have not been spared from this evil either. Some just queue, give or receive small bribes, cheat in examinations, and steal or use school property irresponsibly.

While corruption may appear to benefit a few individuals, it is in fact more injurious to the majority of people and to a wholly community or country. It slows down economic growth, especially when public funds are squandered. It also keeps investors away thus making the people poor."

WORDS:

i. corruption

Suffix: -tion

Function: Forms a noun indicating an action or process.

ii. customers

Suffix: -ers

Function: Forms a noun indicating people performing an action.

iii. bribery

Suffix: -ery

Function: Forms a noun indicating a practice or activity.

iv. irresponsibly

Suffix: -ly

Function: Forms an adverb describing the manner of action.

v. community

Suffix: -ity

Function: Forms a noun indicating a state or condition.

b. Identify the inflectional and derivational morphemes in the following words and then state their function.

i. Discontented

Inflectional: -ed (past tense)

Derivational: dis- (indicates negation or lack of)

ii. Misunderstanding

Inflectional: -ing (present participle)

Derivational: mis- (indicates incorrect or wrong action)

iii. Impossibilities

Inflectional: -s (plural)

Derivational: im- (indicates negation or inability)

iv. Happiness

Derivational: -ness (forms a noun indicating a state or condition)

v. Educationalwise

Derivational: -wise (indicates with respect to education)

7. b. Underline the compound words used in the following sentences and give their meaning.

i. She is often bad-tempered when her children misbehave.

Compound: bad-tempered

Meaning: Easily annoyed or angered.

ii. Our host showed us a notorious black spot.

Compound: black spot

Meaning: A place known for danger or accidents.

iii. He double-crossed the rest of the gang and disappeared with the stolen money.

Compound: double-crossed

Meaning: To betray someone.

iv. He is obstinate and pig-headed.

Compound: pig-headed

Meaning: Stubborn or unwilling to change.

v. He was given a fringe benefit.

Compound: fringe benefit

Meaning: Additional compensation provided as part of employment.

c. Change the underlined phrases/clauses in the sentences below into an adjective compound.

i. The lady with grey hair is my aunt.

Adjective compound: The grey-haired lady is my aunt.

ii. The villagers have killed the hyena that eats men.

Adjective compound: The man-eating hyena has been killed by the villagers.

iii. John is wearing shoes which have rubber soles.

Adjective compound: John is wearing rubber-soled shoes.

iv. The government has promised to buy a train which moves fast.

Adjective compound: The government has promised to buy a fast-moving train.

8. a. Write five important things that ensure efficient translation.

i. Mastery of both source and target languages

A translator must have a strong understanding of grammar, vocabulary, and cultural nuances in both languages to ensure accuracy.

ii. Contextual understanding

Translators must comprehend the context of the original text to accurately convey its intended meaning in the target language.

iii. Cultural awareness

Knowledge of cultural differences helps translators adapt idioms, proverbs, and culturally specific terms appropriately.

iv. Consistency

Using consistent terminology, especially for technical or specialized texts, ensures clarity and coherence throughout the translation.

v. Attention to detail

Careful proofreading and editing prevent errors and ensure the translation reflects the original text faithfully.

b. Elaborate on three qualities of a good translation.

i. Accuracy

A good translation should faithfully convey the meaning of the source text without adding, omitting, or distorting information. For example, technical manuals must have precise instructions to avoid misunderstandings.

ii. Natural flow

The translated text should read as naturally as if it were originally written in the target language, maintaining clarity and fluency.

iii. Cultural relevance

The translation should consider cultural differences, ensuring the target audience understands and relates to the text. For instance, adapting units of measurement or currency to local standards.

c. Translate the following English expressions into Kiswahili Language.

i. I am expecting to leave tomorrow.
Ninatarajia kuondoka kesho.

ii. We were the first to arrive in the meeting.
Sisi tulikuwa wa kwanza kufika kwenye mkutano.

9. Translate the following expressions into English Language and elaborate one thing which raises a challenge in translating each expression.

i. CCM ni chama tawala Tanzania.
CCM is the ruling party in Tanzania.
Challenge: Maintaining the proper title and political context for "CCM."

ii. Juma ni mwanafunzi mwenye akili darasani kwangu.
Juma is a bright student in my class.
Challenge: Converting "mwenye akili" into its appropriate English equivalent.

iii. Gazeti la Daily News lina ripoti za mafuriko.
The Daily News newspaper reports on floods.
Challenge: Translating the publication's name while preserving its identity.

iv. Bidhaa zinazotengenezwa na AZAM ni nzuri.
Products manufactured by AZAM are good.
Challenge: Retaining the brand name without altering its meaning.

v. Yule mzee amekula chumvi nyingi sana.
That elder has experienced many years of life.
Challenge: Interpreting the idiom "amekula chumvi" into an equivalent English expression.

vi. Radio One ilianzishwa miaka ya 1990.
Radio One was established in the 1990s.
Challenge: Translating "Radio One" accurately as a brand name.

vii. Mkoa wa Tanga ulikuwa maarufu katika zao la katani.
The Tanga region was famous for its sisal production.
Challenge: Translating "zao la katani" to reflect the economic significance of sisal.

viii. Wamasai tunaishi katika nyumba za manyata.
We Maasai live in manyatta houses.
Challenge: Explaining "manyatta" to non-Maasai audiences without losing its cultural context.

ix. John anapenda kuzungumza Kichaga.
John likes speaking Chaga language.

Challenge: Translating "Kichaga" into English while identifying it as a specific ethnic language.

x. Wanunuzi wageni Coca Cola mbili.

The buyers bought two Coca-Cola bottles.

Challenge: Translating "Coca Cola" accurately as a brand name while conveying quantity.