

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, 06th May 2014

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. a. What is language?

Language is a system of communication that uses sounds, symbols, or gestures to convey meaning. It is a structured form of expression used by humans to interact, share ideas, and build social connections.

b. Elaborate on five subsystems of human language.

i. Phonology

This refers to the sound system of a language, including the rules for combining sounds. For example, in English, /b/ and /p/ are distinct sounds that differentiate words like "bat" and "pat."

ii. Morphology

This studies the structure of words and how they are formed. For instance, adding the suffix "-s" to "cat" creates the plural form "cats."

iii. Syntax

This is the set of rules that govern sentence structure. For example, in English, the standard word order is subject-verb-object, as in "She reads books."

iv. Semantics

This involves the study of meaning in language, such as understanding that "bank" can mean a financial institution or the side of a river, depending on context.

v. Pragmatics

This focuses on the use of language in social contexts, including tone, gestures, and implied meanings. For example, saying "Could you pass the salt?" is a polite way to make a request.

c. Identify the functions fulfilled by the following utterances.

i. Hello, how are you?

Phatic function – establishes or maintains social relationships.

ii. Wow! It's wonderful.

Expressive function – conveys emotions or feelings.

iii. Clean the blackboard.

Directive function – instructs or commands.

iv. Let's go in the playroom.

Directive function – suggests or encourages action.

v. I swear to tell the truth.

Performative function – performs an action through speech.

vi. She received bundles and bundles of kisses.

Expressive function – emphasizes emotion.

vii. Would you help me if you were in my shoes?

Directive function – requests assistance.

viii. Whose shoes are those on the floor?

Referential function – asks for information.

ix. Dad's giving a speech tonight.

Referential function – provides information.

x. This meeting is adjourned.

Performative function – declares an action.

2. Why do you think language varies? Discuss, giving six reasons.

i. Geography

Language differs across regions due to geographical barriers and isolation. For example, British English and American English have distinct variations.

ii. Social class

Speakers in different socioeconomic groups often use different language varieties. For instance, formal speech differs from informal slang used by certain groups.

iii. Cultural influences

Cultural practices shape language usage, such as unique expressions or proverbs specific to a community.

iv. Education

Educational background affects vocabulary and pronunciation, with educated individuals often using standard forms of language.

v. Technology

The rise of digital communication introduces new terms and expressions, such as "selfie" and "hashtag."

vi. Historical events

Colonialism, migration, and trade influence language development, such as the integration of loanwords from other languages.

3. a. Briefly explain and exemplify the following terms.

i. Onomatopoeic words

These are words that imitate natural sounds. For example, "buzz" mimics the sound of a bee, and "splash" resembles the sound of water.

ii. First language

This is the language a person learns from birth or early childhood and uses as their primary means of communication. For example, Kiswahili may be the first language for many Tanzanians.

iii. Symbols

Symbols are visual or verbal representations of ideas, objects, or concepts. For example, the word "tree" is a symbol that represents the physical object.

iv. System

A system in language refers to an organized structure of rules governing sounds, words, and sentences. For instance, English follows a subject-verb-object system for sentence construction.

v. Reflexiveness

Reflexiveness is the ability of language to refer to itself. For example, the statement "This sentence is in English" uses English to describe itself.

b. Why is Kiswahili an international language? Explain by giving five points.

i. Widely spoken

Kiswahili is spoken by over 200 million people across East and Central Africa, making it a major language in the region.

ii. Official recognition

Kiswahili is recognized as an official language in multiple countries, such as Tanzania, Kenya, and Uganda, as well as in the African Union.

iii. Cultural influence

Kiswahili is used in music, films, and literature, spreading its cultural significance worldwide.

iv. Academic adoption

It is taught in universities globally, such as in the United States, Europe, and Asia, fostering its international status.

v. Historical importance

Kiswahili has been used as a trade language for centuries, linking diverse communities and fostering communication beyond borders.

4. a. Describe the key components of the minutes of a meeting.

i. Heading

Includes the name of the organization, date, time, and location of the meeting.

ii. Attendance

Lists the names of attendees and absentees.

iii. Agenda items

Details the topics discussed during the meeting, often listed in chronological order.

iv. Decisions made

Summarizes resolutions, actions, or agreements reached.

v. Closing remarks

Indicates the end of the meeting and includes the time of adjournment.

5. a. Elaborate on four factors for the stress shift in English Language.

i. Word class

Stress changes depending on whether the word is a noun or verb. For example, "REcord" (noun) and "reCORD" (verb).

ii. Prefixes and suffixes

Stress may shift depending on the addition of prefixes or suffixes. For instance, "EDUcate" (verb) vs. "eduCation" (noun).

iii. Sentence context

The stress can shift based on its role in a sentence. For example, "I did not *say* she stole the book" emphasizes the verb.

iv. Emphasis

Stress shifts to highlight important words or to convey emotions. For example, "I want that one, *not* this one."

b. Using appropriate examples, explain how the syllable structures and syllable stress patterns in English Language can pose difficulties to Tanzanian learners of English whose common language is Kiswahili.

i. Syllable structures

English allows complex consonant clusters, such as "spl" in "split," which are absent in Kiswahili. This may cause learners to insert vowels, saying "sipilit" instead of "split."

ii. Stress placement

English stress patterns vary, whereas Kiswahili typically has penultimate stress. For example, learners may misplace stress in "reCORD" (verb) and "REcord" (noun).

iii. Silent letters

English has silent letters, such as the "k" in "knight," which can confuse Kiswahili speakers who expect all letters to be pronounced.

iv. Unfamiliar sounds

English includes sounds not present in Kiswahili, such as the "th" in "think," leading to substitutions like "sink" instead of "think."

6. a. Use suffixes to change the following lexical items into nouns and then construct a meaningful sentence using each of the new nouns.

i. Acknowledge

Noun: Acknowledgment

Sentence: The professor expressed his acknowledgment of the students' hard work.

ii. Reconcile

Noun: Reconciliation

Sentence: The reconciliation between the two families ended the long-standing feud.

iii. Unable

Noun: Inability

Sentence: His inability to focus affected his performance in the exam.

iv. Deny

Noun: Denial

Sentence: The suspect's denial of the allegations was unconvincing.

v. Stupid

Noun: Stupidity

Sentence: His stupidity led to a series of costly mistakes.

b. Give one example of a compound word formed from each of the following combinations.

i. Noun and verb

Example: Sunlight

ii. Adjective and adjective

Example: Blue-green

iii. Verb and noun

Example: Breakwater

iv. Adjective and noun

Example: Greenhouse

v. Noun and noun

Example: Toothpaste

c. Identify the process of word formation that has produced the following words.

i. Bunsen-burner Compounding

ii. Sheik
Borrowing

iii. Plane
Clipping (from aeroplane)

iv. Bit
Clipping (from binary digit)

v. Dipole
Compounding

7. a. Give three words with different uses of morpheme 's' and then state the role of the morpheme 's' as indicated in each word.

i. Dog's (possessive)
Role: Indicates possession, as in "The dog's tail is wagging."

ii. Dogs (plural)
Role: Indicates plurality, as in "The dogs are barking."

iii. Runs (third-person singular)
Role: Marks the third-person singular form in the present tense, as in "He runs fast."

b. Identify a word which can be clipped in each of the following sentences and give its clipped form.

i. My mother bought for me four pantaloons.
Clipped form: Pants

ii. I will telephone you in the evening.
Clipped form: Phone

iii. We are expecting to visit the zoological garden during the holiday.
Clipped form: Zoo

iv. You can take some milk from the refrigerator.
Clipped form: Fridge

v. The class teacher gave us a demonstration on how to use ATM cards.
Clipped form: Demo

vi. During the cold seasons, many children suffer from influenza.
Clipped form: Flu

vii. To become fit, one needs to do physical exercises in the gymnasium.
Clipped form: Gym

8. a. Translate the following Kiswahili expressions into English by considering the structure of the target language.

i. Walijifanya kuwa watu wazuri.
They pretended to be good people.

ii. Nakutakia siku njema.
I wish you a good day.

iii. Unatakiwa kuwa mwangalifu.
You are required to be careful.

iv. Unatakiwa usiyumbishwe.
You are required not to be swayed.

v. Iliazimwa kuwa.
It was resolved that.

b. Differentiate translation from interpretation, giving five points.

i. Mode of delivery

Translation is written, while interpretation is spoken. For example, translating a book involves converting text into another language, while interpreting involves real-time verbal communication.

ii. Time frame

Translation allows for more time to research and refine the output, while interpretation requires immediate delivery. For instance, interpreters provide instant translations during conferences.

iii. Precision

Translation is more precise and detailed because there is time to analyze the text, whereas interpretation may focus on conveying the general meaning due to time constraints.

iv. Medium

Translation involves written materials such as documents or books, while interpretation deals with live communication, such as speeches or discussions.

v. Contextual adaptation

Interpreters often adjust expressions to fit the audience's cultural context, while translators aim to retain the original structure and meaning of the text.

9. a. Describe five limitations of a translation from Kiswahili to English Language and vice versa.

i. Cultural differences

Some Kiswahili proverbs or idioms lack direct English equivalents, making it challenging to preserve the original meaning.

ii. Structural disparities

Kiswahili and English have different sentence structures, which can result in awkward or inaccurate translations.

iii. Vocabulary gaps

Certain words or concepts in Kiswahili may not have direct English translations, leading to potential misinterpretations.

iv. Loss of tone or style

The emotional tone or literary style of Kiswahili texts may not be fully conveyed in English.

v. Semantic ambiguities

Words with multiple meanings in Kiswahili can be misinterpreted when translated into English, depending on the context.

b. Differentiate scientific translation from literary translation, giving five points.

i. Purpose

Scientific translation focuses on accuracy and factual information, such as translating research papers, while literary translation emphasizes creativity and capturing the essence of the text, such as translating novels or poems.

ii. Language style

Scientific translation uses technical and standardized terms, while literary translation often employs expressive and figurative language.

iii. Target audience

Scientific translation is aimed at professionals or scholars, whereas literary translation is for general readers seeking entertainment or cultural insight.

iv. Flexibility

Scientific translation is rigid, ensuring precise terminology, while literary translation allows more flexibility to adapt idioms or metaphors.

v. Complexity

Scientific translation often involves specialized knowledge of the subject matter, while literary translation requires an understanding of cultural and artistic elements.