

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, 03rd May 2016**

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) Describe five types of language knowledge.

Language knowledge encompasses various dimensions necessary for effective communication and understanding.

i. Phonological Knowledge refers to understanding the sound system of a language, including how sounds are produced and combined. For instance, in English, the sequence "pl" is acceptable, as in "plant," while certain combinations like "ptl" are not.

ii. Morphological Knowledge involves the understanding of word formation and structure. This includes recognizing how prefixes and suffixes modify meanings, such as adding "-ing" to a verb (e.g., "talk" becomes "talking").

iii. Syntactic Knowledge pertains to the arrangement of words to form grammatically correct sentences. For example, English follows the Subject-Verb-Object structure, as in "She reads books."

iv. Semantic Knowledge relates to understanding meanings and interpretations of words and sentences. This includes recognizing that the word "bank" can mean a financial institution or the side of a river depending on context.

v. Pragmatic Knowledge is the ability to use language appropriately in social contexts. For instance, one would use formal language in a business meeting and informal expressions when talking to friends.

(b) Write the function of language performed by each of the following utterances:

i. "I'm very tired." – Expressive: Communicates the speaker's emotional or physical state.

ii. "I've got something to tell you." – Phatic: Initiates or maintains communication.

iii. "Do as I tell you." – Directive: Commands or requests action.

iv. "I swear to tell the truth." – Performative: Performs an act through speech.

v. "Nice day." – Phatic: Maintains casual interaction.

vi. "You are fired!" – Performative: Declares a decision or action.

vii. "Will you pass the salt?" – Directive: Politely requests an action.

viii. "You come out there!" – Directive: Issues a command.

ix. "We had a lovely time." – Expressive: Shares an emotional experience.

x. "Our warmest congratulations!" – Expressive: Conveys positive feelings and acknowledgment.

2. Using appropriate examples, explain eight possible sociolinguistic outcomes when two or more languages come into contact.

When languages come into contact, several sociolinguistic outcomes may occur:

- i. Bilingualism arises when individuals or communities become fluent in two languages. For example, many Canadians are fluent in both English and French.
- ii. Code-Switching occurs when speakers alternate between two languages within a conversation. For instance, Tanzanians often mix English and Swahili in casual speech.
- iii. Language Borrowing involves adopting words from one language into another. Swahili, for example, has borrowed terms like "shule" (from German "schule") and "baiskeli" (from English "bicycle").
- iv. Language Shift happens when a community gradually replaces its native language with another. This is evident in many indigenous communities adopting colonial languages like Spanish or English.
- v. Language Death occurs when a language loses all its speakers. For instance, many Aboriginal languages in Australia have become extinct.
- vi. Creolization refers to the development of a new language from the blending of two or more languages. Haitian Creole, derived from French and African languages, is an example.
- vii. Pidgin Formation occurs when simplified languages are created for communication between groups with no common language, such as Tok Pisin in Papua New Guinea.
- viii. Diglossia emerges when two languages serve different functions in a society. For example, Swahili is used for everyday communication in Tanzania, while English is reserved for formal purposes like education and diplomacy.

3. "Tanzania is a triglossic country." Substantiate the statement, giving eight points with relevant examples.

Tanzania's linguistic landscape is triglossic, characterized by the use of Swahili, English, and ethnic languages, each serving specific purposes.

- i. Swahili as a National Language: Swahili unites Tanzania's diverse ethnic groups, fostering national identity and communication across the country.
- ii. English as an Official Language: English is used in government, business, and higher education, playing a crucial role in international relations.
- iii. Ethnic Languages for Cultural Preservation: Over 120 ethnic languages are spoken, maintaining Tanzania's rich cultural heritage and traditions.
- iv. Educational Framework: Swahili is the medium of instruction in primary schools, while English is used in secondary and tertiary education, reflecting the triglossic structure.

v. Media Communication: Swahili dominates local media, ensuring accessibility, while English is used in international platforms, broadening the audience.

vi. Religious Functions: Swahili is commonly used in religious ceremonies, but ethnic languages often feature in traditional rituals, highlighting cultural diversity.

vii. Public Administration: Swahili is the language of public administration, simplifying communication between government and citizens.

viii. Social Integration: The coexistence of these languages promotes unity while respecting diversity, making Tanzania a model of triglossic harmony.

4. (a) Write the IPA symbol for the first sound in each of the following words:

- i. cyst – /s/
- ii. chorus – /k/
- iii. xylophone – /z/
- iv. psychology – /s/
- v. pneumonia – /n/

(b) Write five different English words whose initial sounds are produced when the airstream from the lungs is stopped and then released quickly with an explosion.

Words with initial plosive sounds include: pin, cat, bat, top, and goal. These sounds represent the stops /p/, /k/, /b/, /t/, and /g/, respectively.

(c) Using examples, describe five phonological factors that can cause Tanzanian learners of English as a foreign or second language fail to understand what natives and other fluent speakers of English are saying.

Tanzanian learners of English face several phonological challenges:

- i. Pronunciation of unfamiliar sounds: English contains phonemes not present in Swahili or other local languages. For instance, the "th" sounds /θ/ in think and /ð/ in this may be pronounced as /s/ or /z/.
- ii. Stress patterns: English relies on stress to differentiate meaning, as in present (noun) vs. present (verb). Tanzanian learners may not emphasize syllables correctly, leading to misunderstandings.
- iii. Intonation differences: The rise and fall in pitch that conveys emotion or intent in English might be misinterpreted or used incorrectly, such as confusing a question with a statement.

iv. Cluster simplification: Learners often struggle with consonant clusters, as in strength or world. They may insert vowels to break clusters, resulting in pronunciations like /sterɛŋθ/.

v. Influence of first language phonology: Swahili has a consistent one-to-one sound-to-letter correspondence, while English does not. Words like knife and island may confuse learners due to silent letters.

5. (a) What is a bibliography?

A bibliography is a list of sources referenced in a research work, essay, or publication. It provides detailed information about books, articles, or other materials, enabling readers to locate the sources used. Typically, a bibliography includes the author's name, title of the work, publication date, publisher, and location.

(b) Convert each of the following sentences into an APA bibliography format.

(i) In 1976, Michael Alexander Kirkwood Halliday and Ruqaiya Hassan wrote a book entitled Cohesion in English. The book was published in Singapore by Longman Group Limited.

Halliday, M. A. K., & Hassan, R. (1976). Cohesion in English. Singapore: Longman Group Limited.

(ii) A book called Vocabulary and Language Teaching has been written by R. Carter and M. McCarthy and published in Essex by Longman in 1988.

Carter, R., & McCarthy, M. (1988). Vocabulary and language teaching. Essex: Longman.

(iii) D. Court and D. Ghai have written a book called Education, Society and Development. The year of publication is 1974; and the publishers are Oxford University Press based in Nairobi.

Court, D., & Ghai, D. (1974). Education, society and development. Nairobi: Oxford University Press.

(iv) In 1992, the MacMillan Press Limited of London published a book titled Study and Communication Skills by R. W. Mutua, S. J. Omulando, and J. E. Otiende.

Mutua, R. W., Omulando, S. J., & Otiende, J. E. (1992). Study and communication skills. London: MacMillan Press Limited.

(v) In 1980, M. S. Fisher's article entitled Parent Education appeared on page 573-576 of volume XI of the Encyclopaedia of Social Sciences published in New York.

Fisher, M. S. (1980). Parent education. Encyclopaedia of Social Sciences, XI, 573–576. New York: MacMillan Press.

(vi) A book called Sociolinguistics has been written by R. A. Hudson and published in Cambridge by Cambridge University Press in 1980.

Hudson, R. A. (1980). Sociolinguistics. Cambridge: Cambridge University Press.

6. a. Name the word formation process involved in producing the underlined form in the sentences below:

i. I'm very very tired.

Reduplication

ii. There is a long queue outside the theatre.

Borrowing (from French)

iii. Show me how to access the information.

Conversion (noun to verb)

iv. She was dressed in a blue nylon skirt.

Coinage

v. Several countries have threatened to boycott the Olympic Games.

Eponym (from Captain Boycott's name)

b. For each of the five words below, mention the suffix, the word class before suffixation, and the word class after suffixation.

i. Ashen

Suffix: -en

Before: Noun (ash)

After: Adjective (ashen)

ii. Harden

Suffix: -en

Before: Adjective (hard)

After: Verb (harden)

iii. Fishy

Suffix: -y

Before: Noun (fish)

After: Adjective (fishy)

iv. Ferocity

Suffix: -ity

Before: Adjective (ferocious)

After: Noun (ferocity)

v. Motherly

Suffix: -ly

Before: Noun (mother)

After: Adjective (motherly)

7. a. Re-write the following sentences, using the underlined words as verbs.

i. Give her a gentle push.

Push her gently.

ii. The police have delayed his release.

The police have released him late.

iii. She will get a transfer to another school.

She will transfer to another school.

iv. Farmers will appeal to the president for help.

Farmers will help the president to understand their needs.

v. Peter is our suspect in this burglary.

We suspect Peter of committing the burglary.

vi. I have no access to the information.

I cannot access the information.

vii. Their stay in the village takes several weeks.

They will stay in the village for several weeks.

viii. There will be an increase in food production this year.

Food production will increase this year.

ix. Don't give a reward to these indisciplined students.

Don't reward these indisciplined students.

x. The MP is not happy with the results and plans to make an appeal.

The MP plans to appeal the results.

b. Change the following words into verbs and then use each of the new verbs in a meaningful sentence.

i. Relief

Verb: Relieve

Sentence: The medicine will relieve her pain.

ii. Apology

Verb: Apologize

Sentence: He must apologize for his rude behavior.

iii. Captive

Verb: Captivate

Sentence: The story will captivate the audience.

iv. Sympathy

Verb: Sympathize

Sentence: We sympathize with the victims of the earthquake.

v. Beauty

Verb: Beautify

Sentence: They will beautify the park for the festival.

8. (a) Describe five characteristics of technical translation.

Technical translation is the process of converting specialized or technical content from one language to another while maintaining its accuracy and specificity. Its characteristics include:

i. Terminological Precision: Technical translation requires accurate use of specialized terms. For instance, scientific or engineering texts must use appropriate jargon to maintain meaning.

ii. Clarity and Conciseness: The translation must be straightforward and avoid ambiguity. This is especially important in instructional materials and manuals.

iii. Adherence to Original Structure: Technical translation often follows the format of the source text, ensuring diagrams, tables, and instructions remain aligned.

iv. Target Audience Appropriateness: The language used must suit the expertise of the target audience, such as experts or laypeople.

v. Consistency in Terminology: Repeated use of the same terms across the text is crucial to avoid confusion. For example, "engine" and "motor" should not be used interchangeably without justification.

(b) Translate the following expressions into Kiswahili by considering the structure of the target language.

(i) Smoking causes lung cancer.

Uvutaji sigara husababisha saratani ya mapafu.

(ii) It is very dangerous to inhale carbon dioxide.

Ni hatari sana kuvuta dioksidi ya kaboni.

(iii) Friction can be reduced by putting oil on both surfaces.

Msugano unaweza kupunguzwa kwa kuweka mafuta kwenye nyuso zote mbili.

(iv) The cure for tuberculosis was discovered recently.

Dawa ya kifua kikuu iligunduliwa hivi karibuni.

(v) My uncle died of diabetes at the age of 55 years.

Mjomba wangu alifariki kwa ugonjwa wa kisukari akiwa na umri wa miaka 55.

(vi) Blood tests conducted proved that John had leukaemia.

Vipimo vya damu vilivyofanyika vilithibitisha kwamba John alikuwa na saratani ya damu.

(vii) Sleeping sickness is caused by tsetse flies.

Ugonjwa wa usingizi unasababishwa na mbu wa tse tse.

(viii) The sun, moon, stars, and meteors are not planets.

Jua, mwezi, nyota, na vimondo si sayari.

(ix) Marriage is a covenant between two people.

Ndoa ni agano kati ya watu wawili.

(x) The public prosecutor told the court that the defendant was guilty of murder and asked for a death sentence.

Mwendesha mashtaka wa umma aliiambia mahakama kwamba mshtakiwa alikuwa na hatia ya mauaji na akaomba hukumu ya kifo.

9. (a) Describe five important things for an interpreter to observe during interpretation.

i. Accuracy: An interpreter must convey the message exactly as intended, avoiding adding, omitting, or altering information.

ii. Cultural Sensitivity: Understanding and respecting cultural nuances ensure the message is not misunderstood or offensive to the audience.

iii. Clarity in Expression: An interpreter must speak clearly and use language that is easily understood by the audience.

iv. Preparation: Prior knowledge of the subject matter helps the interpreter understand specialized vocabulary and context.

v. Maintaining Neutrality: An interpreter should remain impartial, avoiding personal biases or opinions that could influence the message.

(b) Interpret the following Kiswahili mini-speech into English language.

Ugaidi uko duniani kote. Magaidi wanaua watu wasio na hatia Ulaya, Marekani, Asia, na katika nchi nyingi za Afrika ikiwemo Tanzania. Hapo zamani tulizoea kusikia mashambulizi ya kigaidi kupitia vyombo vya habari. Hivi sasa mambo yamebadilika kwani magaidi wamekwisha ishambulia nchi yetu. Kwanza waliushambulia Ubalizi wa Marekani Jijini Dar es Salaam. Baada ya hapo kumekuwepo na mashambulizi kadhaa na hasa katika Jiji la Arusha. Hivi karibuni, baada ya kuua watu West Gate nchini Kenya, magaidi wa Al Shabaab walidai kwamba wataishambulia pia nchi yetu. Watanzania wenzangu, msitishike kamwe! Nataka kuwahakikishia kwamba vyombo vyetu vya ulinzi na usalama viko imara kupambana na kuwashinda hawa magaidi. Hata hivyo, napenda kusesitiza kwamba kila mmoja wetu anapaswa kuupiga vita ugaidi.

Interpretation:

Terrorism exists worldwide. Terrorists kill innocent people in Europe, America, Asia, and many African countries, including Tanzania. In the past, we were accustomed to hearing about terrorist attacks through the media. Nowadays, things have changed as terrorists have already attacked our country. First, they attacked the American Embassy in Dar es Salaam. After that, there have been several attacks, especially in the city of Arusha. Recently, after killing people at Westgate in Kenya, Al Shabaab terrorists claimed that they would also attack our country. Fellow Tanzanians, do not be intimidated at all! I want to assure you that our defense and security forces are strong and ready to fight and defeat these terrorists. However, I want to emphasize that each of us must fight against terrorism.