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**   **Wednesday, 03rd May 2017**

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)

1. a. Explain the difference between the following terminologies:

i. Dialect and accent
A dialect is a variation of a language distinguished by its unique vocabulary, grammar, and pronunciation. For instance, British and American English differ in word usage ("lorry" in British English vs. "truck" in American English) and grammar. An accent, however, pertains only to pronunciation and does not involve vocabulary or grammar. For example, someone with a French accent speaking English may pronounce words differently but use standard English vocabulary and grammar.

ii. Diglossia and triglossia
Diglossia refers to the coexistence of two language varieties in a society, with each serving a specific purpose. For example, in Tanzania, Kiswahili is used for official communication, while local vernaculars are reserved for informal settings. Triglossia involves three distinct varieties of language being used hierarchically; for instance, a local dialect for home, Kiswahili for regional interaction, and English for international communication.

iii. Pidginisation and creolisation
Pidginisation occurs when groups without a common language create a simplified form of communication for specific needs like trade. For example, Tok Pisin emerged in Papua New Guinea to facilitate communication between English speakers and locals. Creolisation happens when a pidgin becomes more complex and is adopted as a native language, such as Haitian Creole evolving from French-based pidgin.

iv. Code-switching and code-mixing
Code-switching is the deliberate alternation between languages in conversation based on context. For example, a Tanzanian student might say, "Nimesoma notes zangu vizuri; I am ready for the test." Code-mixing involves blending elements from different languages in the same sentence, such as, "Ninataka chai na bread."

v. Competence and performance
Competence is a speaker's knowledge of the rules of a language, including syntax, vocabulary, and grammar. For instance, a person who knows how to form grammatically correct sentences has linguistic competence. Performance is the actual use of language in real-life situations, which can be affected by factors like nervousness or tiredness, such as forgetting words during a speech.

b. Describe two kinds of pidgins and three characteristics of a pidgin language.

Trade pidgins emerge in trading contexts, facilitating communication between people who do not share a common language. For example, Tok Pisin in Papua New Guinea arose to simplify trade interactions. Maritime pidgins develop among sailors and merchants from different linguistic backgrounds, such as Sabir, used in the Mediterranean during the Middle Ages.

Pidgins are characterized by simplified grammar, such as using "me go" instead of "I am going," to ensure ease of understanding. They have a limited vocabulary, often borrowing words from dominant languages,

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like "pikin" (child) in West African Pidgin, derived from Portuguese. They are functional, designed for specific purposes like trade or labor rather than for full expressive capabilities.

2. Code-switching is a vital communication tool amongst bilingual speakers. Verify this statement by giving eight purposes for code-switching.

Expressing identity occurs when speakers switch languages to reflect their cultural or social background. For instance, a Kenyan might switch between English and Kiswahili to signify their cultural roots.

Clarifying meaning is achieved when a speaker uses code-switching to emphasize a point, such as repeating a concept in another language for better understanding.

Filling vocabulary gaps happens when a speaker lacks the equivalent term in one language and switches to another. For example, a student might say, "That concept is kutoka textbook ya biology."

Showing solidarity strengthens bonds in multilingual communities. Switching to a shared language fosters a sense of unity, such as Tanzanian youths mixing Kiswahili and English to connect socially.

Achieving politeness is another function. In formal contexts, switching to a more polite language or tone helps maintain decorum, such as using English during a professional discussion.

Easing communication allows people to switch to the language most familiar to all parties in a conversation, reducing misunderstandings.

Reflecting emotions occurs when speakers find it easier to express feelings in one language over another, such as switching to a native tongue during moments of joy or anger.

Facilitating learning is common in education, where teachers use code-switching to simplify explanations or clarify difficult topics, such as mixing Kiswahili and English in science lessons.

3. Kiswahili is nowadays becoming more of a first language than a second language to most young Tanzanians. Substantiate this statement by giving eight factors with relevant examples.

Urbanization has led many families in cities to abandon vernacular languages, raising children in Kiswahili as their primary language. This shift is evident in urban centers like Dar es Salaam, where Kiswahili dominates daily interactions.

National education policy mandates Kiswahili as the medium of instruction in primary schools. As children are exposed to Kiswahili early, they become fluent, treating it as their first language.

Media influence reinforces Kiswahili's status as most television programs, radio broadcasts, and social media platforms primarily use Kiswahili, making it the language of information and entertainment.

Intermarriage between people from different ethnic groups often results in Kiswahili being used as a common language, as seen in regions with mixed populations like Arusha and Mwanza.

Official status as the national language ensures that Kiswahili is promoted in all formal settings, including government functions, further embedding it in daily life.

Simplified communication occurs when Kiswahili bridges linguistic barriers between diverse ethnic groups. For example, travelers in rural Tanzania often use Kiswahili to interact with locals.

Popular culture spreads Kiswahili through music, films, and literature. Artists like Diamond Platnumz produce Kiswahili songs that resonate with young audiences, reinforcing its use.

Government promotion includes initiatives encouraging the use of Kiswahili in education, public service, and international representation, making it more widespread among youth.

4. a. What is note-taking? Describe three characteristics of good notes.

Note-taking is the practice of writing down key points or summarizing important information during a lecture, meeting, or while reading, to aid memory and understanding.

Characteristics of good notes:

i. Organization
Good notes are structured with headings, subheadings, and bullet points to make the information easy to read and understand. For example, using a clear format helps to quickly identify main ideas and supporting details.

ii. Conciseness
Effective notes capture only the key points and essential details without unnecessary words. For instance, instead of writing full sentences, use phrases or abbreviations, such as "Causes of WWI: Alliances, imperialism, nationalism."

iii. Accuracy
Good notes should reflect the content correctly without omitting or misrepresenting important information. For example, noting "Newton's 3rd Law: Action = Reaction" ensures the concept is accurately recorded.

b. Represent the branching notes in a note format.

Buying a Calculator

Things it can do
- Arithmetic
- Memory

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- Special purposes
- Programmable

Power Unit
- Mains-operated
  - Battery-operated
  - Ordinary battery
  - Long-life battery
  - Rechargeable battery
- Mains-adapter

5. a. Using appropriate examples from English Language, describe five functions of stress.

i. Differentiating word meaning
Stress changes the meaning of words. For example, in "record," stressing the first syllable (REcord) makes it a noun, while stressing the second (reCORD) makes it a verb.

ii. Emphasizing importance
Stress highlights important words in a sentence. For example, "I really need your help" emphasizes urgency.

iii. Indicating emotion
Stress conveys the speaker's feelings. For instance, "I can't believe this happened!" shows frustration or disbelief.

iv. Clarifying structure
Stress helps in understanding sentence structure. For example, "He didn't steal the money" emphasizes denial.

v. Supporting rhythm in speech
Stress maintains the natural rhythm of spoken language, ensuring clarity and fluency. For example, "She is walking to the market today."

b. Divide the following words into their syllables using a dash (-) and underline the syllable on which the primary stress falls.

i. thunder - thun-der
ii. submit - sub-mit
iii. inhabit - in-ha-bit
iv. phonetics - pho-net-ics
v. employee - em-ploy-ee

6. a. Identify all the inflectional morphemes in the following sentences and show whether they are noun inflectional, verb inflectional, or adjective inflectional.

i. She is crying uncontrollably.
- crying: verb inflectional (-ing indicates present participle)

ii. The strongest man in the world is he who stands alone.
- strongest: adjective inflectional (-est indicates superlative)

iii. The students' performance is reasonably good.
- students': noun inflectional (-'s indicates possession)

iv. All the submariners were hospitalised.
- hospitalised: verb inflectional (-ed indicates past tense)

b. Write the three allomorphs of the regular past tense morpheme in English Language. Provide one word to illustrate each of the allomorphs.

i. /t/ as in "walked"
ii. /d/ as in "played"
iii. /ɪd/ as in "wanted"

7. a. For each of the following words, write the suffix, give the meaning for each suffix and make one meaningful sentence for each word.

i. genocide
Suffix: -cide (meaning "killing")
Sentence: The genocide in Rwanda was a tragic event in history.

ii. cigarette
Suffix: -ette (meaning "small" or "diminutive")
Sentence: Smoking a cigarette is harmful to health.

iii. bakery
Suffix: -ery (meaning "place of")
Sentence: She bought fresh bread from the bakery.

iv. dusty
Suffix: -y (meaning "characterized by")
Sentence: The room was so dusty that it caused him to sneeze.

v. childish
Suffix: -ish (meaning "like" or "related to")

Sentence: His childish behavior annoyed the entire group.

b. Change the following words into nouns.

i. anxious - anxiety
ii. proud - pride
iii. angry - anger
iv. young - youth
v. funerary - funeral

8. a. Differentiate technical translation from literary translation by giving five points.

Technical translation focuses on accuracy and clarity in translating specialized texts, such as manuals and scientific documents. For example, translating a medical guide requires precise terminology. Literary translation involves capturing the artistic, emotional, and cultural essence of creative works like novels or poems, often requiring creativity and interpretation.

Technical translation is often objective and adheres strictly to established facts and terms. For example, translating engineering specifications requires exactness. Literary translation may involve subjective interpretation to preserve the author's style and intent, such as adapting metaphors or idiomatic expressions.

Technical translation is context-independent and universal in nature. For instance, a chemical formula translated for a global audience does not change. Literary translation is context-dependent, as cultural nuances and audience preferences play a significant role, like translating humor or proverbs.

Technical translation uses specific terminologies and standard formats, such as ISO standards. Literary translation employs figurative language, metaphors, and idioms to maintain the original's aesthetic value.

Technical translation prioritizes function and usability, ensuring the reader understands and applies the information. Literary translation emphasizes emotional impact and reader engagement, capturing the original text's essence and mood.

b. Translate the following expressions into Kiswahili Language by considering the contextual meaning of the source language.

i. Blood is thicker than water.
Damu ni nzito kuliko maji.

ii. It's better late than never.
Afadhali kuchelewa kuliko kutofika kabisa.

iii. Out of sight…Out of mind.

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Usipoonekana, husahaulika.

iv. There is no smoke without fire.
Hakuna moshi bila moto.

v. What goes up must come down.
Kinachopanda lazima kishuke.

vi. Seeing is believing.
Kuona ni kuamini.

vii. You reap what you sow.
Unavuna ulichopanda.

viii. It's no use crying over spilt milk.
Hakuna haja ya kulia juu ya maziwa yaliyomwagika.

ix. Where there's a will there's a way.
Penye nia pana njia.

x. One rotten apple will spoil the whole barrel.
Tunda moja bovu huharibu mengine yote.

9. a. Using relevant examples, briefly explain each of the following terms as used in translation.

i. Translator
A translator is a person who converts text from one language to another while maintaining meaning and accuracy. For example, translating a Kiswahili novel into English requires fluency in both languages.

ii. Source text
The source text is the original material that is to be translated. For instance, an instruction manual written in English is the source text for translation into Kiswahili.

iii. Target language
The target language is the language into which the source text is translated. For example, if an English source text is translated into Kiswahili, Kiswahili is the target language.

iv. Overtranslation
Overtranslation occurs when unnecessary details or explanations are added during translation, leading to a verbose result. For example, translating "desk" into Kiswahili as "meza ya mbao ya kufanyia kazi" instead of just "meza" would be overtranslation.

v. Fidelity in translation

Fidelity refers to how accurately the translation reflects the source text's content, style, and intent. For example, a translator maintaining cultural expressions while translating a poem shows fidelity.

b. Translate the following expressions into English Language and state the things which pose a challenge in translating them.

i. Yohana anaishi mkoani Kigoma.

John lives in Kigoma Region.

Challenge: Preserving geographical names and their spellings accurately.

ii. Dawa ya moto ni moto.

Fire is fought with fire.

Challenge: Translating idiomatic expressions without losing their meaning.

iii. Watalii wale walikula wali kwa kisamvu.

Those tourists ate rice with cassava leaves.

Challenge: Translating cultural-specific foods in a way that the target audience understands.

iv. Babu yangu amekula chumvi nyingi sasa.

My grandfather has eaten a lot of salt now.

Challenge: Interpreting idiomatic expressions like "eaten a lot of salt" to mean "has lived for many years."

v. Shirika la UDA limeajiri madereva zaidi ya kumi.

UDA Corporation has employed more than ten drivers.

Challenge: Maintaining the original meaning and ensuring correct corporate and professional terms are used.