

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, 07th May 2019**

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. Briefly explain and exemplify each of the following terms as used to describe the properties of human language:

a. Arbitrariness

This refers to the lack of a natural connection between linguistic signs and their meanings. For example, the word "dog" has no inherent relationship with the animal it represents; it is an arbitrary label agreed upon by speakers.

b. Duality

Human language operates on two levels: individual sounds (phonemes) and their combinations to form meaning (morphemes). For example, the sounds /k/, /a/, and /t/ have no meaning individually but form the word "cat" when combined.

c. Displacement

Language allows communication about things not present in the immediate environment, such as the past, future, or imaginary events. For example, "Yesterday, I visited the museum."

d. Productivity

Humans can create and understand an infinite number of new sentences. For example, a sentence like "The green dragon flew over the purple mountain" can be easily understood despite being unique.

e. Cultural transmission

Language is learned through interaction with others rather than inherited biologically. For instance, a child born to Chinese parents but raised in Tanzania will likely learn Kiswahili if exposed to it.

2. Identify and describe the function fulfilled by each of the following utterances:

a. Good morning

Function: Greeting – used to acknowledge someone's presence and start a conversation.

b. Wow! It is beautiful!

Function: Expressing admiration or surprise about something visually appealing.

c. I need the teacher's help

Function: Request – used to seek assistance from the teacher.

d. Avoid the hazardous area

Function: Warning – alerts someone to a potential danger or risk.

e. The President is addressing the nation tonight

Function: Informing – provides factual information about an event.

3. Using relevant examples, describe eight points to prove that Kiswahili is an international language.

i. Widespread usage

Kiswahili is spoken in over 10 countries, including Tanzania, Kenya, Uganda, and the Democratic Republic of Congo, making it an international medium of communication.

ii. Official recognition

It is one of the official languages of the African Union, demonstrating its global significance.

iii. UNESCO recognition

Kiswahili is celebrated annually on July 7 as Kiswahili Language Day, showing its importance on a global scale.

iv. Educational use

Kiswahili is taught in universities across the world, including in Europe, Asia, and America, enhancing its global reach.

v. Media presence

International broadcasting stations, such as BBC and Voice of America, air Kiswahili programs, extending its influence.

vi. Literary contributions

Kiswahili literature, including novels and poetry, is recognized and studied internationally.

vii. Diplomatic language

It is used in East African Community meetings and other international forums, promoting unity and understanding.

viii. Historical significance

Kiswahili has been a lingua franca for trade and communication along the East African coast for centuries, connecting diverse cultures.

4. Write a phonetic description for the final sound in each of the following words:

a. Cat

The final sound /t/ is a voiceless alveolar plosive produced by blocking airflow at the alveolar ridge and releasing it suddenly.

b. Dog

The final sound /g/ is a voiced velar plosive produced by blocking airflow at the velum and releasing it with vocal cord vibration.

c. Wash

The final sound /ʃ/ is a voiceless postalveolar fricative produced by forcing air through a narrow channel near the back of the alveolar ridge.

d. Ring

The final sound /ŋ/ is a voiced velar nasal produced by lowering the velum to allow airflow through the nose while the tongue contacts the velum.

e. Buzz

The final sound /z/ is a voiced alveolar fricative produced by vibrating the vocal cords while forcing air through a narrow gap near the alveolar ridge.

5. Using relevant examples, describe eight qualities of a good speech.

i. Clarity

A good speech must be clear and easy to understand. For example, using simple language ensures that the audience grasps the message.

ii. Relevance

The content should align with the audience's interests or the event's theme. For instance, a speech on climate change at an environmental conference.

iii. Conciseness

Avoid unnecessary details and stick to the main points to keep the audience engaged.

iv. Engaging delivery

Use gestures, eye contact, and voice modulation to maintain interest.

v. Logical structure

Organize the speech with a clear introduction, body, and conclusion.

vi. Proper timing

Ensure the speech fits the allotted time to respect the audience's schedule.

vii. Persuasiveness

Use strong arguments and examples to convince the audience.

viii. Confidence

Deliver the speech with self-assurance to establish credibility and authority.

6. a. Provide the correct form of the words given in brackets to make the sentences meaningful:

i. One guy I will never (forgive) is him.

forgive

ii. They ought to (qualify) as soon as possible.
qualify

iii. Children are meant to (obey) rules.
obey

iv. (Attend) all the higher institutions.
attend

v. Our new head has (strengthen) new ties.
strengthened

vi. Those two men have (argue) the matter for weeks.
argued

vii. The President (encourage) free enterprise last year.
encouraged

viii. When women are (educate), society improves.
educated

ix. African countries at least (contribute) because they waited for several years.
contributed

b. Write the lexical items of compounding in each of the following sentences:

i. The house girl was waiting for the church.
Lexical items: house + girl

ii. John is preparing for the back of the class.
Lexical items: back + class

iii. The student will stay for the school mates.
Lexical items: school + mates

iv. Members of the gym will attend morning exercises.
Lexical items: morning + exercises

v. They introduced the official compaction to the people at the airport.
Lexical items: air + port

7. (a) Write the technical term given to the word formation strategy in each of the following sentences.
technical terms for each word formation strategy:

- Expanding the original meaning of a word: extension
- Repetition of a word or part of a word: reduplication
- Replacing the original meaning of a word: shift
- Using a word as a different part of speech: conversion
- Limiting the original meaning of a word: narrowing
- Formation of words from scratch (or nothing): coinage
- Changing the order of two adjoining sounds in a word: metathesis
- Removal of an affix from the existing word: back-formation
- Shortening an existing noun to produce a new verb: clipping
- Taking a word from one language into another with or without modification: borrowing

b. Change the underlined words in each of the following sentences into one word with the prefix under- or over-:

- i. I think this price is large compared to the actual one.
underpriced
- ii. Rain destroyed the crops, and the amount was insufficient.
underproduced
- iii. He wrote this book so long that its copies won him fame.
overlong
- iv. It was wrong for the host to seat this guest in the middle section.
overseated
- v. The old man took too much medication, leading to his harm.
overmedicated
- vi. The contractor who permitted this land at the building site has been fired.
underpermitted
- vii. This product is subtracted because he has been against his home for a long time.
undermined
- viii. A shopkeeper who consistently charges the customers too little will soon go out of business.
undercharges

8. a. Describe the following literary translation techniques:

i. Borrowing

Borrowing is the direct transfer of words or expressions from the source language into the target language without any modification. For example, the word "ballet" is borrowed from French into English.

ii. Substitution

Substitution involves replacing a term or phrase from the source language with an equivalent term in the target language that carries the same meaning. For example, the English phrase "It's raining cats and dogs"

might be translated into Kiswahili as "Mvua inanyesha sana," capturing the intended meaning without a literal translation.

iii. Description

Description is used when a term in the source language has no direct equivalent in the target language. Instead, the translator explains the meaning of the term. For instance, the word "sushi" could be described as "a Japanese dish of vinegared rice and raw fish."

iv. Elision (or omission)

Elision involves leaving out words or phrases in the translation that may not add significant meaning or could be redundant in the target language. For example, when translating "She sang a beautiful song" into Kiswahili, it might be reduced to "Aliimba wimbo mzuri," omitting "a beautiful" if it is implied.

v. Established equivalent

Established equivalent uses a term or phrase in the target language that is already widely accepted as the equivalent of the source language term. For example, "United Nations" is translated as "Umoja wa Mataifa" in Kiswahili.

b. Translate the following expressions into English by considering the contextual meaning of the source language:

i. Ananipenda kama mimi nilivyo.

He loves me as I am.

ii. Ushirikiano wetu umeimarika.

Our cooperation has strengthened.

iii. Machozi yamenitoka kwa kushangilia kwake.

I shed tears because of his/her excitement.

iv. Siwezi kushindwa katika hili.

I cannot fail in this.

v. Kuna matumaini mapya.

There is new hope.

vi. Nimetosheka na hali yangu ya sasa.

I am satisfied with my current situation.

vii. Mashindano haya yamekuwa ya kihistoria.

These competitions have been historic.

viii. Wanafurahia maisha yao.

They are enjoying their lives.

9. Identify and describe five translation skills for a good translator.

i. Mastery of source and target languages

A good translator must have an excellent command of both the source and target languages, including vocabulary, grammar, and cultural nuances.

ii. Cultural knowledge

Understanding the cultural context of both languages is essential to convey meaning accurately without causing misunderstanding or offense.

iii. Attention to detail

A good translator carefully ensures that all aspects of the original text, including tone, meaning, and context, are preserved in the translation.

iv. Research skills

Translators often need to research terms, concepts, or topics they are unfamiliar with to ensure accurate and contextually appropriate translations.

v. Time management

Effective time management ensures deadlines are met while maintaining the quality and accuracy of the translation.

(b). Translate the following English text into Kiswahili Language by using communicative translation:

Text:

History is very important in human beings. It enables them to know where they come from, where they are now, and where they are going. Through history, people know their past heroes, what they did, and their achievements. These heroes have taught people how to protect and preserve what they have today.

The current generations learn that our country was colonized. Without history, this generation would not know how colonialists exploited our country and everything we have now. They also remember the major events in the country that contributed to their freedom and understand the efforts made by their fore-fathers for independence. Generally, life would be different.

Translation:

Historia ni muhimu sana kwa binadamu. Inawasaidia kujua walikotoka, walipo sasa, na wanakokwenda. Kupitia historia, watu wanawajua mashujaa wa zamani, walichofanya, na mafanikio yao. Mashujaa hawa wamewafundisha watu jinsi ya kulinda na kuhifadhi kile walicho nacho leo.

Vizazi vya sasa vinajifunza kwamba nchi yetu iliwahi kuwa koloni. Bila historia, kizazi hiki kisingejua jinsi wakoloni walivyonyanyasa nchi yetu na kila kitu tulicho nacho sasa. Pia wanakumbuka matukio makubwa ya kihistoria yaliyosaidia kufanikisha uhuru wao na kuelewa juhudi zilizofanywa na mababu zao kwa ajili ya uhuru. Kwa ujumla, maisha yangekuwa tofauti.