

**THE UNITED REPUBLIC OF TANZANIA**  
**NATIONAL EXAMINATIONS COUNCIL**  
**ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION**  
**122/2**  
**ENGLISH LANGUAGE 1**  
(for both School and Private Candidates)

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**Time: 3 Hours** **ANSWERS** **Year: 2023**

**Instructions**

1. This paper consists of section A, and B with a total of **Eight (8)** questions.
2. Answer **all** questions in section A, and choose **three (3)** questions from section B. Question **five (5) and six (6)** are compulsory.
3. Each question in section A weighs **ten (10)** marks and **twenty (20)** marks in section B
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. Using relevant examples from the English language, explain how each of the following social factors affects language use:

a. Age:

Age significantly influences language use because individuals of different age groups tend to use language differently due to exposure, generational trends, and social norms. For example, younger people may use slang or colloquial expressions such as "lit" or "vibe," while older individuals may use more formal language, such as "delightful" or "enjoyable."

b. Place:

The geographical location where a person lives affects their accent, vocabulary, and sometimes grammar. For instance, British English speakers use the term "lorry" for a truck, whereas American English speakers say "truck." Similarly, accents differ between regions, such as the Cockney accent in London versus the Southern American accent in the U.S.

c. Sex/gender:

Gender can influence language use due to societal expectations and communication styles. Women are often observed to use more polite, empathetic, or collaborative language, such as "Could you please help me?" Men might use more assertive or direct speech, such as "Can you do this?" These differences, however, are influenced by cultural norms.

d. Occupation:

Different professions have specific terminologies or jargon that influence language use. For example, a doctor might use medical terms like "hypertension" or "cardiovascular," while a lawyer might use legal terms like "litigation" or "plaintiff."

e. Social class:

Social class can affect language use in terms of vocabulary, pronunciation, and formality. For instance, individuals from higher social classes might use more formal and sophisticated language, while those from working-class backgrounds might use more informal or regional dialects.

2. a. Write the meaning of each of the following suffixes and then compose a meaningful sentence involving it.

i. -en:

Meaning: To make or cause to be.

Sentence: The teacher will harden their approach to discipline this semester.

ii. -less:

Meaning: Without or lacking.

Sentence: The instructions were meaningless without proper examples.

iii. -ness:

Meaning: The state or quality of being.

Sentence: Her kindness was evident in how she helped everyone in need.

iv. -wise:

Meaning: In relation to or in the manner of.

Sentence: Clockwise rotation is essential for tightening the screw.

v. -hood:

Meaning: The state, condition, or quality of being.

Sentence: His childhood was filled with happy memories.

b. Add appropriate prefixes to the words in the brackets to make the given sentences meaningful.

i. The police managed to (arm) the bandits.

Disarm

ii. Taking these drugs could seriously (danger) your life.

Endanger

iii. It is time to (power) the youth with effective life skills.

Empower

iv. The email could not be delivered. Therefore, I (sent) it.

Resent

v. Do not let his friendly manner (lead) you into trusting him.

Mislead

vi. You need to (think) about studying that course at the university.

Rethink

vii. This houseboy has suffered serious (treatment) at the hands of his employer.

Mistreatment

viii. The hotel was completely (built) after it had been destroyed by the earthquake.

Rebuilt

ix. I did not know the answers. Therefore, I left many questions (answered).

Unanswered

x. The war situation is so (tolerable) that peacekeepers have been forced to leave the country.

Intolerable

3. Explain how the first sound in each of the following words is produced by the organs of speech:

- a. Knot: The first sound /n/ is a nasal consonant produced by allowing airflow through the nose while the tongue makes contact with the alveolar ridge.
- b. Euro: The first sound /j/ is a palatal glide produced by raising the middle part of the tongue close to the hard palate without obstructing airflow.
- c. Chorus: The first sound /k/ is a voiceless velar plosive produced by obstructing the airflow at the velum and then releasing it suddenly.
- d. Pharmacy: The first sound /f/ is a voiceless labiodental fricative produced by forcing air through the gap between the lower lip and the upper teeth.
- e. Pseudo-active: The first sound /s/ is a voiceless alveolar fricative produced by forcing air through a narrow channel formed by the tongue and alveolar ridge.

4. Why is it important for the translator to know the following principles during translation?

- a. The languages involved: It is essential to understand the grammar, syntax, and vocabulary of both the source and target languages to ensure accurate and meaningful translation.
- b. The field or topic involved: Familiarity with the subject matter ensures that technical terms and context-specific expressions are correctly translated.
- c. The style of the source text writer: Understanding the writer's tone and style helps maintain consistency in the translated work, whether it is formal, informal, persuasive, or descriptive.
- d. The source and the target cultures: Awareness of cultural differences ensures that idiomatic expressions and cultural references are adapted appropriately for the target audience.
- e. Avoiding personal opinions and prejudices: Translators must remain neutral and objective to convey the original message faithfully without introducing their own biases.

5. Describe the benefits of multilingualism by giving eight points.

- i. Enhanced communication: Multilingualism allows individuals to communicate with a broader range of people from different linguistic backgrounds, fostering understanding and collaboration. For example, a bilingual person can interact fluently with both English and Kiswahili speakers.
- ii. Cognitive benefits: Multilingual individuals often develop better memory, problem-solving, and multitasking skills due to constant mental switching between languages.

iii. Economic opportunities: Proficiency in multiple languages increases job prospects in global markets, tourism, and translation services. For instance, knowing English and Chinese is an advantage in international business.

iv. Cultural understanding: Multilingualism fosters appreciation for diverse cultures, traditions, and worldviews, reducing prejudice and promoting global harmony.

v. Educational advantages: Students who know multiple languages perform better in academics as they develop superior analytical and reasoning skills.

vi. Social integration: Multilingual individuals can integrate more easily into diverse societies, creating better social and professional networks.

vii. Access to resources: Knowledge of multiple languages allows access to a wide range of information, literature, and media that might be unavailable in a single language.

viii. Preservation of languages: Multilingualism helps maintain and preserve minority or indigenous languages, contributing to cultural diversity.

6. Suppose that you are a professional public speaker and in several occasions you have encountered difficulties when speaking to listeners who are inattentive. Explain eight behavioral characteristics which led you to realize that they were not listening attentively.

i. Lack of eye contact: Inattentive listeners often avoid direct eye contact, showing disinterest in the speech.

ii. Fidgeting: Movements like tapping feet, playing with objects, or shifting positions frequently indicate a lack of focus.

iii. Side conversations: When listeners talk among themselves, it shows they are not engaged with the speaker.

iv. Checking devices: Constantly looking at phones, watches, or other gadgets demonstrates distraction.

v. Slouching posture: A relaxed or slouched posture can indicate boredom or disengagement.

vi. Unrelated reactions: Laughing or reacting inappropriately to the context of the speech indicates their minds are elsewhere.

vii. Lack of participation: When listeners fail to respond to questions or prompts from the speaker, it shows they are not paying attention.

viii. Doodling: Drawing or writing unrelated notes during a speech is a common sign of inattentiveness.

7. The President of the Republic of Uganda, His Excellency Yoweri Kaguta Museveni will pay a state visit to Tanzania next week. He will address the nation at the Karimjee Hall on multi-lateral cooperation among East African countries. Your class has been invited to attend. Provide eight tips that will enable you to take good notes out of the president's speech.

**ANS:**

- i. Prepare beforehand: Familiarize yourself with the topic of the speech (multilateral cooperation) to understand its context.
- ii. Use shorthand: Develop abbreviations or symbols to write quickly without missing key points.
- iii. Focus on main ideas: Pay attention to the key themes and avoid writing down every word.
- iv. Highlight key terms: Emphasize important names, dates, and phrases mentioned in the speech.
- v. Stay organized: Structure your notes by separating ideas into headings and subheadings.
- vi. Listen actively: Concentrate fully on the speaker without letting your mind wander.
- vii. Review regularly: Briefly glance at your notes during pauses to ensure clarity and completeness.
- viii. Ask questions if possible: Clarify unclear points at the end of the speech to ensure your notes are accurate.

8. You are writing the references section of the final draft of your project paper. You are aware that the acceptable referencing style is the APA. Explain eight rules of writing the reference list you have to abide by.

- i. Alphabetical order: Arrange references by the authors' last names in alphabetical order.
- ii. Hanging indent: Use a hanging indent for each reference, where the first line is flush left, and subsequent lines are indented.
- iii. Author's name format: Write the author's last name first, followed by initials (e.g., Smith, J. K.).
- iv. Italicize titles: Italicize the titles of books, journals, and other standalone works.
- v. Publication year: Place the year of publication in parentheses immediately after the author's name.
- vi. DOI or URL: Include the DOI or URL for online sources at the end of the reference.
- vii. Capitalization rules: For article titles, capitalize only the first word, proper nouns, and the first word after a colon.
- viii. Correct punctuation: Use proper punctuation, such as commas between authors and periods at the end of entries.