

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)

Time: 3 Hours

ANSWERS

Year: 2024

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)

maktaba.tetea.org



1. How do the following pairs of linguistic concepts relate? Explain using relevant examples.

a. Dialect and accent:

Dialect refers to variations in language associated with specific geographical regions or social groups, including vocabulary, grammar, and pronunciation. Accent, on the other hand, focuses solely on pronunciation differences. For example, in English, the American and British dialects differ in vocabulary (apartment vs. flat), while their accents vary in pronunciation of words like tomato.

b. Linguists and linguistics:

Linguists are individuals who study and analyze language scientifically, while linguistics is the field of study concerned with the structure, function, and use of language. For example, a linguist might study phonetics, syntax, or sociolinguistics, which are branches of linguistics.

c. Linguistic competence and linguistic performance:

Linguistic competence refers to a speaker's internalized knowledge of their language (e.g., grammar, vocabulary). Linguistic performance is the actual use of language in speech or writing. For example, a speaker may know complex grammatical rules (competence) but fail to articulate them correctly during a stressful situation (performance).

d. Language acquisition and language learning:

Language acquisition is the natural process of learning a language, typically during early childhood without formal instruction. Language learning is a structured process of studying a language, usually in a classroom setting. For instance, a child acquires their native language, while an adult might learn a second language through courses.

e. Language community and community language:

A language community is a group of people who use the same language or dialect for communication. A community language is a language spoken within a specific community, often reflecting their heritage. For example, Swahili is a community language in East Africa, while the Swahili-speaking population forms a language community.

2. Divide each of the underlined words in the following sentences into its morphs.

a. Pentagonal: pent + agon + al

b. Quasi-scientific: quasi + scient + ific

c. Picturesquely: picture + esque + ly

d. Polyandrous: poly + andr + ous

e. Paediatrician: paed + iatric + ian

3. Transcribe phonemically the italicized words in each of the following sentences:

a. Why does a kilo of fur weigh lighter than a kilo of salt?

/waɪ/ /weɪ/

b. You catch fish when it bites your bait.

/barts/ /beit/

c. Juliet may fail to see the file because it is hidden.

/feɪl/ /faɪl/

d. The sketch map is eye-catching.

/aɪ/ /'kætʃɪŋ/

e. I am sure that Kimasai is a pure Nilotic language.

/ʃʊə/ /pʃʊə/

4. a. Describe five attributes of a competent consecutive language interpreter.

i. Proficiency in both languages: An interpreter must have mastery of the source and target languages, including their grammar, idiomatic expressions, and cultural nuances.

ii. Active listening skills: A good interpreter listens attentively to ensure accurate comprehension of the message.

iii. Memory retention: Consecutive interpreting requires short-term memory skills to recall and reproduce the speaker's message without distortion.

iv. Note-taking ability: Skilled interpreters use shorthand or symbols to jot down key points for reference during interpretation.

v. Cultural awareness: Interpreters need to understand the cultural context of both languages to avoid misinterpretations.

b. Translate the following Kiswahili mini-speech into English language.

Akiwahutubia vijana, mgeni rasmi alisema, "Ukikamatwa na dawa za kulevya hatukutetei kwa sababu hata sheria za nchi yetu zinazuia biashara hiyo. Sisi hatuwezi kuendelea kuwa na sifa ya kufanya biashara zisizokubalika kisheria. Napenda nisisitiza kuwa, serikali itawatetea Watanzania waishio nje ya nchi ikiwa wataonewa. Lakini ukifanya biashara ya dawa za kulevya, magendo, au ubakaji kule hatutakutetea kamwe."

Translation:

While addressing the youth, the guest of honor said, "If you are caught with drugs, we will not defend you because even the laws of our country prohibit such trade. We cannot continue to be associated with engaging in illegal activities. I want to emphasize that the government will protect Tanzanians living abroad if they are treated unfairly. However, if you engage in drug trafficking, smuggling, or rape there, we will never defend you."

5. Using appropriate examples, give a detailed elaboration of six factors that might have facilitated the development of bilingualism in English and Kiswahili among the Tanzanians.

i. Colonial administration: During the colonial era, English was introduced as the language of administration and education, while Kiswahili was already the lingua franca among many communities. This dual use of languages facilitated bilingualism. For example, English was taught in schools, and Kiswahili was used for local communication.

ii. National language policy: After independence, Kiswahili was promoted as the national language to foster unity, while English remained the language of higher education and international communication. This policy encouraged Tanzanians to learn and use both languages.

iii. Education system: The Tanzanian education system uses Kiswahili as the medium of instruction in primary schools and English in secondary schools and higher education. This transition compels students to become bilingual.

iv. Media and communication: Television, radio, and newspapers often use both English and Kiswahili to reach wider audiences. For example, Tanzanian Broadcasting Corporation airs programs in both languages, enhancing bilingual exposure.

v. Economic opportunities: Proficiency in both English and Kiswahili provides access to diverse job markets. For instance, English is vital in international trade and tourism, while Kiswahili is essential for local interactions.

vi. Urbanization and intermarriage: As people migrate to cities and interact with different ethnic groups, the use of Kiswahili as a common language grows, while English is learned for professional and educational purposes.

6. You have read a teaching job vacancy advertisement for the English Language subject teacher in the Daily Newspaper of 20th March, 2024, and you want to apply. Write an application letter for the post, presenting your personal and academic details to the Headmaster of Maendeleo Secondary School, P. O. Box 88, Ruvuma. Sign your name as Dotto Mwangaza.

Dotto Mwangaza,
P.O. Box 88,
Ruvuma,

20th March 2024

The Headmaster
Maendeleo Secondary School
P.O. Box 88

Ruvuma

Dear Sir/Madam,

Re: Application for the Position of English Language Teacher

I am writing to express my interest in the advertised position of an English Language Teacher at your esteemed institution. I am a graduate with a Bachelor of Education in Languages from the University of Dar es Salaam, where I majored in English and Kiswahili with distinction.

I have three years of experience teaching English at secondary school level, during which I developed strong skills in lesson planning, classroom management, and student assessment. My ability to inspire students and improve their communication skills in English has been consistently recognized.

In addition to my teaching experience, I have attended professional development workshops on language teaching methodologies, which have enhanced my ability to integrate modern strategies into the classroom.

I am passionate about contributing to the academic excellence of your school by fostering a supportive and engaging learning environment. I am confident that my qualifications and experience align well with the requirements of this position.

Please find my CV and academic credentials attached for your consideration. I am available for an interview at your earliest convenience and can be reached at 0712 345 678 or via email at dottomwangaza@gmail.com.

Thank you for considering my application. I look forward to the opportunity to discuss how my expertise can contribute to your school's success.

Yours faithfully,
Dotto Mwangaza

7. You are attending the Euro-CASE Annual Conference in Germany of which the speech was provided by the chief guest. Read the given part of speech and with examples, explain six stylistic features.

Dear Excellencies,
Distinguished guests,
Dear colleagues, ladies and gentlemen,

It is a true pleasure to welcome this congregation to the third Euro-CASE Annual Conference, this time in Berlin. A high sense of gratefulness to you, Professor Martin Schuumaans, President of the EIT, for taking time off from your busy schedule to attend this important conference. I also wish to thank Mrs. Professor Treschow-Tarrel, Chairperson of the Euro-CASE for agreeing to preside over this event.

It is also an honour for us to welcome representatives from our partner academies as well as experts from science, business, and politics to the conference today. Moreover, I would like to greet the representatives from the Federal Government and the European Union.

ANSWERS

i. Formal tone: The speech uses formal language appropriate for a professional and academic gathering, as seen in phrases like "It is a true pleasure to welcome this congregation."

ii. Use of honorifics: Titles such as "Dear Excellencies" and "Distinguished guests" demonstrate respect and acknowledge the presence of dignitaries.

iii. Gratitude: The speaker expresses appreciation, as seen in "A high sense of gratefulness to you, Professor Martin Schuumaans."

iv. Parallelism: Repeated structures such as "Dear Excellencies, Distinguished guests, Dear colleagues" create rhythm and emphasize inclusivity.

v. Specific references: Mentioning individuals like "Professor Martin Schuumaans" and "Mrs Professor Treschow-Tarrel" personalizes the speech and adds authenticity.

vi. Inclusive language: Phrases like "It is also an honour for us" foster a sense of collective engagement and participation.

8. Skimming and scanning are essential components of the reading skills. In five points, differentiate the two components.

i. Purpose: Skimming involves quickly reading a text to get the main idea, while scanning focuses on locating specific information.

ii. Speed: Skimming is faster as it covers larger sections of text, while scanning targets specific keywords or phrases.

iii. Application: Skimming is used for an overview, such as reading a newspaper, while scanning is used to find details, like a date in a schedule.

iv. Technique: Skimming involves reading headings, subheadings, and topic sentences, while scanning involves running eyes over the text to spot specific terms.

v. Comprehension: Skimming provides general understanding, while scanning ensures precision in finding particular details.