

**THE UNITED REPUBLIC OF TANZANIA**  
**NATIONAL EXAMINATION COUNCIL OF TANZANIA**  
**ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION**

111

**ENGLISH LANGUAGE 1**

(For Both Private and School Candidates)

**Duration: 3 Hour.**

**ANSWERS**

**Year: 2025**

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**Instructions**

1. This paper consists of **seven (7)** questions.
2. Answer **five (5)** questions. Question **one (1)** is compulsory.
3. Each question carries **twenty (20)** marks.
4. Write your **Examination Number** on every page of your answer booklet(s).

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**1. Using relevant examples, explain how each of the following characteristic features of language differentiates human language from animal communication:**

**(a) Learnability**

Humans can learn and use any language regardless of their place of birth. For example, a Tanzanian child raised in China can learn to speak Chinese fluently. Animals, however, cannot learn languages beyond their species-specific signals.

**(b) Productivity**

Human language allows the creation of infinite new sentences using a finite number of words and rules. For instance, humans can create unique sentences like “The boy who jumped over the wall shouted at the cat,” which no animal can replicate or understand in that form.

**(c) Displacement**

Human language can refer to things not present in time or space. For example, we can talk about the past, future, or imaginary events like “Ali will travel to Mars in 2050.” Animal communication is restricted to the immediate environment.

**(d) Interchangeability**

Humans can both send and receive messages using language. For instance, any speaker of English can speak and listen in equal measure. In contrast, some animals produce signals only in specific contexts and cannot both send and interpret all signals.

**(e) Duality of patterning**

Human language operates on two levels: individual sounds (phonemes) and combinations that form meaning (morphemes/words). For example, the sounds /k/, /æ/, /t/ combine to form “cat.” Animals do not combine meaningless units to create complex messages.

**2. (a) How is the morpheme “-s” used in English Language? Explain five grammatical functions of the morpheme with relevant examples.**

It marks plural nouns: e.g. cat – cats, book – books.

It marks third person singular verbs in the present tense: e.g. she plays, he reads.

It indicates possession: e.g. John’s car, the girl’s bag.

It forms some abbreviations in plural: e.g. CDs, MPs.

It can mark contractions: e.g. it’s (it is), there’s (there is).

**(b) Write the meaning of the following English prefixes and compose a meaningful sentence for each:**

**(i) Mis-**

Meaning: Wrong or badly

Sentence: She misjudged the situation completely.

(ii) Anti-

Meaning: Against or opposite

Sentence: The doctor gave me an antibiotic to fight the infection.

(iii) Semi-

Meaning: Half or partly

Sentence: The house has a semi-circular window.

(iv) Super-

Meaning: Above, beyond, or over

Sentence: The superhero saved the city from disaster.

(v) Pseudo-

Meaning: False or imitation

Sentence: He was exposed as a pseudo-intellectual during the debate.

**3. (a) Write the following transcribed words into ordinary orthography:**

(i) /nju:məʊniə/ – pneumonia

(ii) /kræmps/ – cramps

(iii) /kwɒlɪtriːskɔː/ – quality score

(iv) /trɒnsleɪts/ – translates

(v) /tuːθeɪk/ – toothache

**(b) Write the syllabic structure of each of the following words:**

(i) Strings – CCCVCC

(ii) Blooms – CCVCC

(iii) Streams – CCCVCC

(iv) Twelfth – CCVCCC

(v) Judge – CVCC

**4. Using relevant examples, briefly describe the challenges a translator faces in translating the following language elements and suggest ways of dealing with those challenges:**

(a) Idioms

Idioms do not translate literally and often lose meaning. For example, “kick the bucket” cannot be translated word-for-word. The translator must find an equivalent idiom or explain its meaning.

(b) Proverbs

Proverbs are culturally rooted and may not have direct equivalents. For example, “A stitch in time saves nine.” A translator should find an equivalent proverb in the target language or paraphrase its meaning.

(c) Proper names

Some names may have cultural or religious connotations. Translators may face difficulty when names are untranslatable or offensive in the target culture. The best approach is to retain the name and provide context if needed.

(d) Technical terms

They are specific to fields like medicine or engineering and may not exist in the target language. Translators must research and use standard translations or consult experts.

(e) Inventions and discoveries

New scientific terms may not be familiar in the target language. The translator should use the officially recognized term or borrow the original word with an explanation.

**5. With relevant examples, describe eight factors that have facilitated the development of Kiswahili as a lingua-franca in Tanzania.**

The use of Kiswahili in government and official communications has promoted unity and national identity.

It is the language of instruction in primary schools, which enables children across regions to use a common language from an early age.

Kiswahili is widely used in mass media including radio, television, and newspapers, allowing wide exposure to the language.

It is the language of political campaigns and national ceremonies, helping it reach all social classes.

The role of former presidents like Julius Nyerere in promoting Kiswahili as a national language strengthened its status.

The constitution and major legal documents are written in Kiswahili, making it accessible to the public.

Kiswahili is used in religious institutions and daily worship, reinforcing its use in community life.

Its adaptability and simplicity compared to other local languages have made it easy to learn and spread across the country.

**6. Suppose you are a member of a youth group campaigning against adolescent pregnancy. Write an expository essay titled “Effects of Early Pregnancy.” Give eight points.**

Early pregnancy often leads to school dropouts among girls, ending their chances of completing education and acquiring skills.

Teen mothers face health risks such as complications during childbirth and higher maternal mortality rates due to physical immaturity.

It results in economic hardship, as most young mothers lack income or support and become dependent on family or charity.

Young girls who become pregnant early may face stigma and discrimination, leading to emotional stress and low self-esteem.

It contributes to the cycle of poverty, as uneducated young mothers are unlikely to secure good employment.

Early parenting responsibilities hinder personal development and social participation among adolescents.

Children born to teen mothers often face health, nutrition, and educational challenges due to lack of resources and experience.

Early pregnancy may result in unstable relationships or forced early marriages, affecting long-term emotional stability.

**7. Using appropriate examples, elaborate eight factors that can affect students' ability to listen effectively to public announcements.**

Noise and poor acoustics in the environment can make it hard for students to hear announcements clearly.

Lack of interest or attention by the listener leads to distraction and poor retention of the message.

Complex vocabulary or technical terms may hinder understanding, especially among younger students.

If the speaker is not audible or lacks clear pronunciation, listeners may misunderstand or ignore the message.

Poor health or physical discomfort like hunger or fatigue may reduce a student's listening concentration.

The length of the announcement may exceed attention span, causing students to lose focus before it ends.

Visual distractions in the environment may shift students' attention away from the speaker.

Cultural or language differences may cause misunderstanding if the speaker uses unfamiliar terms or expressions.

**8. Distinguish extensive reading from intensive reading, giving four points.**

Extensive reading involves reading large amounts of material for general understanding or pleasure, while intensive reading focuses on detailed analysis of a short text.

Extensive reading emphasizes fluency and overall comprehension, whereas intensive reading aims at vocabulary building and grammar understanding.

Extensive reading is often self-selected and done at a comfortable pace, while intensive reading is usually guided and slow.

In extensive reading, the reader guesses meanings from context, but in intensive reading, the reader stops frequently to check meanings and analyze structure.