

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

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**Time: 3 Hours** **ANSWERS** **Wednesday, 20th May 2015**

**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. (a) Study the following definition of language, and then elaborate on the five characteristics of language that are contained in the definition.

Language is defined as “the structured system of arbitrary vocal symbols by means of which members of a speech community communicate.” This definition highlights the following five characteristics:

i. **Structured System:** Language is systematic and governed by rules. These rules involve syntax, morphology, and phonology that ensure messages are understood by speakers of the same language. For example, English sentences typically follow a Subject-Verb-Object structure.

ii. **Arbitrary Symbols:** The connection between words and their meanings is not inherent but agreed upon by speakers. For instance, the word "tree" in English and "mti" in Swahili refer to the same object, yet their forms are entirely different.

iii. **Vocal Symbols:** Language is primarily spoken and relies on vocal sounds. While written forms exist, speech remains the core medium of communication.

iv. **Means of Communication:** Language enables the exchange of ideas, emotions, and information. It allows members of a community to share thoughts effectively.

v. **Speech Community:** Language functions within a community of speakers who share common linguistic norms, making it a social phenomenon.

(b) Define the following terms as they are used to describe the properties of language.

i. **Feedback:** The ability of speakers and listeners to monitor and adjust their communication in real time. For example, if a listener looks confused, the speaker may rephrase their statement.

ii. **Displacement:** The capacity of language to refer to events or objects not present in the immediate context. For instance, discussing past experiences or future plans demonstrates displacement.

iii. **Discreteness:** Language is composed of distinct units (e.g., sounds, words) that can be combined in specific ways to create meaning. For example, the sounds /k/, /a/, and /t/ can form the word "cat."

iv. **Interchangeability:** The ability of individuals to both send and receive messages. In human communication, a speaker can also listen and respond, unlike some animal communication systems.

v. **Cultural Transmission:** Language is not inherited biologically but learned through interaction within a culture. For example, children acquire the language spoken in their environment.

2. Using appropriate examples, explain eight factors that can affect the development of bilingualism in a country.

The development of bilingualism in a country is influenced by several factors:

- i. Colonial History: Countries with colonial histories often develop bilingualism as a result of interactions between indigenous and colonial languages. For instance, in Kenya, English and Swahili coexist due to British colonization.
- ii. Education Systems: The inclusion of multiple languages in school curricula promotes bilingualism. In Tanzania, Swahili is taught alongside English in schools.
- iii. Migration and Trade: Movement of people across regions brings languages into contact. For example, border communities in East Africa often speak both Swahili and their native languages.
- iv. Media and Technology: Exposure to foreign languages through television, the internet, and social media fosters bilingualism. For instance, many young people in Africa learn English through movies and online content.
- v. Government Policies: Policies that promote official languages encourage bilingualism. In Canada, laws ensure equal status for English and French, fostering bilingualism.
- vi. Economic Opportunities: Fluency in a second language can provide job prospects, motivating people to learn new languages. For example, knowledge of English is essential for international trade and diplomacy.
- vii. Intermarriage: Families with parents from different linguistic backgrounds often raise bilingual children. For instance, a child with a Swahili-speaking mother and English-speaking father may learn both languages.
- viii. Globalization: Increased global interactions require people to learn additional languages to communicate in international settings, making bilingualism a necessity.

3. (a) Define a national language and then describe four factors influencing a language to become a national language.

A national language is a language designated by a country for use in government, education, and public communication, often symbolizing national identity and unity.

Four factors influencing a language to become a national language include:

- i. Historical Significance: A language with historical importance, such as Swahili in Tanzania, may be chosen to represent the nation.

ii. Widely Spoken: A language used by the majority of the population, like Swahili in East Africa, is likely to gain national language status.

iii. Cultural Identity: A language associated with cultural heritage and unity can become a national language. For example, Swahili unites Tanzania's diverse ethnic groups.

iv. Political Will: Governments play a crucial role in selecting a national language through policies and declarations. For instance, Tanzania adopted Swahili as a unifying language after independence.

(b) Giving five points with appropriate examples, explain the advantages of a national language in a country.

A national language offers several advantages:

i. Promotes National Unity: A shared language bridges ethnic and regional divides. For instance, Swahili has united Tanzania's diverse ethnic groups.

ii. Facilitates Communication: A national language ensures smooth communication in government and public services. For example, Swahili is used in Tanzanian administration.

iii. Encourages Literacy: When used in education, a national language simplifies learning for students who already speak it at home.

iv. Preserves Cultural Identity: A national language reflects the traditions and values of a nation. Swahili, for instance, incorporates Bantu and Arabic influences, showcasing Tanzania's heritage.

v. Reduces Dependence on Foreign Languages: A national language minimizes reliance on colonial languages, fostering independence and pride. For instance, Swahili reduces Tanzania's dependence on English.

4. (a) State two purposes of speech making.

Speech making serves various purposes, including:

i. To inform or educate an audience about a specific topic. For example, a speech at a health seminar may focus on the importance of vaccination.

ii. To persuade or influence an audience to adopt a particular viewpoint or take specific actions, such as political campaigns urging voters to support a candidate.

(b) Describe eight strategies to be observed when delivering a speech.

Effective speech delivery requires careful preparation and execution:

- i. Thorough preparation is essential. Research the topic comprehensively, organize ideas logically, and rehearse to build confidence.
- ii. Start with an engaging introduction to capture the audience's attention. This could include a quote, a story, or a question relevant to the topic.
- iii. Maintain eye contact with the audience to create a connection and hold their attention. Avoid reading from notes excessively.
- iv. Use clear and concise language that matches the audience's understanding. Avoid jargon when addressing a general audience.
- v. Employ appropriate body language to reinforce key points. Gestures, facial expressions, and posture should align with the speech's tone.
- vi. Manage voice modulation to emphasize important points. Varying tone, pitch, and pace helps maintain audience interest.
- vii. Incorporate visual aids such as slides or charts when necessary to clarify or enhance the message.
- viii. Conclude with a strong closing statement that reinforces the speech's main ideas and leaves a lasting impression.

5. (a) Using each of the following English words, explain how stress can be used to communicate the meaning of a word.

(i) Desert: When stressed on the first syllable (DEsert), it refers to a barren, sandy area. When stressed on the second syllable (deSERT), it means to abandon something or someone.

(ii) Refuse: Stressed on the first syllable (REfuse), it means trash or waste. Stressed on the second syllable (reFUSE), it means to decline or reject.

(iii) Permit: Stressed on the first syllable (PERmit), it refers to an official document. Stressed on the second syllable (perMIT), it means to allow.

(iv) Convict: Stressed on the first syllable (CONvict), it means a prisoner. Stressed on the second syllable (conVICT), it means to declare someone guilty.

(b) Explain how each of the written sentences below may mean different things or rather different information, depending on which syllable or word receives the main stress.

(i) "John shot the burglar."

If stress is placed on John, it emphasizes that John, not someone else, shot the burglar. If stress is on shot, it highlights the act of shooting. If stress is on the burglar, it emphasizes the specific person targeted.

(ii) "I went to the movies last night."

If stress is on I, it emphasizes that the speaker, not someone else, went to the movies. Stressing movies highlights the destination as opposed to another place. Stressing last night emphasizes the timing of the event.

6. (a) Mention the bound morpheme(s) in each of the following words and state whether they are derivational morphemes or inflectional morphemes.

(i) Lioness

Bound morpheme: -ess

Type: Derivational

(ii) Inability

Bound morphemes: in- and -ity

Types: in- (Derivational), -ity (Derivational)

(iii) Kitchenettes

Bound morphemes: -ette and -s

Types: -ette (Derivational), -s (Inflectional)

(iv) Detrimentally

Bound morphemes: -al and -ly

Types: -al (Derivational), -ly (Derivational)

(v) Deodorises

Bound morphemes: de-, -ise, and -s

Types: de- (Derivational), -ise (Derivational), -s (Inflectional)

(b) Change the following words into adjectives and make a meaningful sentence for each adjective.

(i) Passion → Passionate

Sentence: The passionate artist painted a masterpiece.

(ii) Father → Fatherly

Sentence: His fatherly advice was invaluable to the young boy.

(iii) Extend → Extensive

Sentence: The company conducted an extensive market survey.

(iv) Punish → Punishable

Sentence: Theft is a punishable offense under the law.

(v) Machine → Mechanical

Sentence: The engineer repaired the mechanical issue in the car.

7. (a) For each of the following words, write the prefix, state the meaning for each prefix, and make one meaningful sentence for each word.

(i) Desegregate

Prefix: de-

Meaning: Reverse or undo an action.

Sentence: The government implemented policies to desegregate schools across the country.

(ii) Disconnect

Prefix: dis-

Meaning: Separate or remove a connection.

Sentence: Please disconnect the power supply before repairing the device.

(iii) Illegal

Prefix: il-

Meaning: Not or against the law.

Sentence: Hunting endangered animals is illegal in most countries.

(iv) Maltreatment

Prefix: mal-

Meaning: Bad or improper.

Sentence: The maltreatment of children is a serious offense.

(v) Immigrate

Prefix: im-

Meaning: Into or towards.

Sentence: Many people immigrate to the United States in search of better opportunities.

(b) Write the five allomorphs of the negative prefix ‘in-’ in English Language and then provide one example to illustrate each of the allomorphs:

i. in-: Used before words starting with consonants.

Example: Incorrect.

ii. im-: Used before words starting with m or p.

Example: Impossible.

iii. il-: Used before words starting with l.

Example: Illegal.

iv. ir-: Used before words starting with r.

Example: Irregular.

v. ig-: Used before words starting with n.

Example: Ignoble.

8. (a) Describe five characteristics of literary translation.

Literary translation involves rendering texts such as novels, poetry, and plays into another language while preserving their artistic and cultural essence.

i. Faithfulness to Style and Tone: Literary translation requires maintaining the author’s style, tone, and voice. For instance, translating a humorous text must retain the humor in the target language.

ii. Cultural Adaptation: A literary translator must consider cultural nuances to ensure the text resonates with the target audience. For example, metaphors or idioms in the source language should be adapted to equivalents in the target language.

iii. Preservation of Aesthetic Quality: The beauty and rhythm of the original text must be preserved. This is particularly important in poetry, where rhyme and meter need careful handling.

iv. Creativity: Literary translation involves creativity to recreate the meaning and emotions of the original text. A word-for-word translation might fail to capture the subtleties of literary works.

v. Attention to Context: The translator must interpret the text’s broader context, including historical, social, and cultural references, to accurately convey its meaning.

(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) All that glitters is not gold.  
Si kila king'aacho ni dhahabu.

(iii) A stitch in time saves nine.  
Kinga ni bora kuliko tiba.

(iv) Maganga drinks like hell.  
Maganga anakunywa kupita kiasi.

(v) One scabbed sheep mars the whole flock.  
Mwanakondoo mmoja mwenye ugonjwa huharibu kundi zima.

(vi) Too many cooks spoil the broth.  
Wapishi wengi huharibu mchuzi.

(vii) Will you please lend me your ears?  
Tafadhali unisikilize.

(viii) Asha is studying hard as she believes that where there's a will there's a way.  
Asha anasoma kwa bidii kwa sababu anaamini penye nia pana njia.

(ix) The meeting to reconcile Tanzania and Rwanda has been called off.  
Mkutano wa kuwapatanisha Tanzania na Rwanda umefutwa.

(x) The two warring sides in Sudan have agreed to bury their hatchets.  
Pande mbili zinazopigana Sudan zimekubaliana kusitisha vita.

9. (a) Describe five qualities for a good interpreter.

A good interpreter must possess the following qualities:

- i. Fluency in Both Languages: The interpreter must be proficient in both the source and target languages to convey accurate and natural translations.
- ii. Cultural Sensitivity: Understanding cultural contexts is vital for avoiding misinterpretation or offense. For instance, idiomatic expressions should be adapted appropriately.
- iii. Listening and Comprehension Skills: An interpreter must listen carefully and understand the message to translate it effectively and quickly.

iv. Impartiality: The interpreter should remain neutral and refrain from adding personal opinions or biases during interpretation.

v. Quick Thinking and Memory: Interpreters must process and relay information quickly, especially during simultaneous interpretation.

(b) Interpret the following Kiswahili mini-speech into English language.

Nimekwisha sema kwamba leo ni siku ya furaha. Hii haina maana kuwa nafurahia malaria, bali nina matumaini kuwa malaria sasa itabaki ni historia hapa Tanzania. Hata hivyo napenda kuisitiza kwamba serikali peke yake haiwezi kutokomeza malaria. Inampasa kila mmoja wetu kusema malaria hapana. Kwa mfano, hapa mmegawiwa vyandarua. Tafadhali kavitumieni kama ilivyoelekezwa. Msivitumie kuvulia samaki wala msivitumie kuwakinga vifaranga dhidi ya mwewe. Mwisho, naomba muwape ushirikiano wataalamu wa afya watakaokuja kupulizia dawa ya kuua mbu.

"I have already said that today is a day of joy. This does not mean that I am happy about malaria, but I have hope that malaria will now become history in Tanzania. However, I would like to emphasize that the government alone cannot eradicate malaria. Everyone must say no to malaria. For example, you have been given mosquito nets here. Please use them as instructed. Do not use them for fishing or to protect chicks from hawks. Finally, I urge you to cooperate with health experts who will come to spray insecticides to kill mosquitoes."