

PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT
DAR ES SALAAM REGION
FORM SIX MOCK EXAMINATION
MARKING GUIDE
ENGLISH LANGUAGE-1
FEBRUARY, 2025

1. A candidate is required to give reasons that show why animal communication differ from that of human being. Students should use characteristics of human language to give reasons in contrast to dogs means of communication in essay form.

Points

Arbitrariness
Displacement
Productivity
Discreteness
Flexibility
Learnability
Duality
Reflexibility

Any 5 points @ 2 = 10 Marks

2. A candidate is expected to explain on how the given linguistic terms relate to each other and provide examples in each.

(i) Prefix and suffix

Both are types of affixes that modify the meaning of base word or stem.

A prefix is added to the beginning of a word. Example "un" in "Unhappy" modifies happy to mean "not happy".

Suffix is added to the end of a word. Example "-ness" in "happiness" modifies "happy" to form a noun indicating a state or quality.

(ii) Stem and base

They are both foundational elements of a word.

The stem is a part of a word to which inflectional affixes can be added.

Example; in "running" "run" is the stem and "-ing" is an inflectional affixes that expresses tense or grammatical aspect.

The base is the simplest form of a word which can stand alone and is often the primary to which prefixes and suffixes can be added.

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(iii) Morpheme and morph

Both pertain to the study of the smallest units of meaning in language.

Morpheme is the smallest unit of meaning or grammatical function in a language.

Example the word "cats" contain two morphemes "cat" the base and "-s" indicating plural.

A morph is a physical form that represents the morpheme in speech or writing. Example the past tense morpheme can be realized as "-ed" (in walked) or as an irregular form (ran where run is the root).

(iv) Clipping and blending

clipping involve shortening a longer word without altering the meaning.

Example Mathematics is clipped to "Math"

Blending combines parts of two or more words to create a new word.

NB! Both are the processes of forming new words.

(v) Affixes and allomorphs

Are related to word formation and grammatical modifications.

An affix is a morpheme that is attached to a base word to modify its meaning

Example The prefix "un-" and the suffix "-ed" in words like untie and walked.

Allomorph is a variant form of a morpheme that occurs in a specific context.

Example the plural morpheme "-s" [z] as in dogs or [ɪz] as in buses or [s] as in students.

A well related and exemplified item @ 2=10

3 A candidate is expected to write brief explanations to why there is no one-to-one correspondence between spelling and pronunciation in English words.

Points

(i) Historical changes:

The English language has evolved changes significantly over the centuries. Many words have retained their original spellings even though their pronunciation have changed. For example the word "knight" was pronounced with a hard /k/ sound in Old English but today the /k/ is silent.

3 (ii) Borrowing from other languages.

English has absorbed vocabulary from a wide range of languages, each with its own phonetic and spelling systems. This can lead to inconsistent spelling and pronunciation.

Example the word "ballet" borrowed from French has a pronunciation which does not match its English spelling as it is pronounced /bæleɪ/ instead of how it might be pronounced if read phonetically in English.

(iii) Vowel variability:

English has many vowel sounds but the same vowel letter or combination of letters can represent different sounds in different contexts. For example the letter combination "ou" can be pronounced in multiple ways as seen in though /ðəʊ/, through /θru:/, cough /kɔ:f/ and rough /rʌf/.

(iv) Silent letters:

English includes many words with silent letters which can complicate the relationship between spelling and pronunciation. For instance in the word "island" the letter "s" is silent making pronunciation /aɪlənd/ not intuitive based on its spelling.

(V) Variational in Regional Dialect.

Different English-speaking regions may pronounce the same word differently, leading to variations that are not reflected in the spelling. For example the word "route" can be pronounced /ru:t/ in ~~America~~ American English and /raʊt/ in British English. despite the spelling being consistent.

NB: Any other relevant points should be accepted

Any 5 reasons @ 2 = 10 Marks

4. A candidate is required to identify things that make translation to be more difficult from each of the following utterances.

Answers

- (i) Idiom
- (ii) Phrasal verbs
- (iii) Proper noun
- (iv) Acronym
- (v) Ambiguity
- (vi) Trade and Company name
- (vii) Compound word
- (viii) Name of Newspaper
- (ix) Proverb
- (x) Idiom

10 items @ 1 = 10 Marks

SECTION B (60 Marks)

5. In this question a candidate is expected to write an application letter which contains personal and academic details. A letter must be written by observing the format of writing an application letter.

A sample skeleton

Senders address

Name of the institution...

Zip code

City

Date

4 items @ 1 = 4 Marks

Receiver's address

The Headmaster
Machino Secondary School
P.O Box 334
Kilimanjaro

The whole address 1 mark

Salutation

Dear Sir, 1 mark

Heading

..... 1 Mark

RE: APPLICATION FOR A TEACHING POST

5

The introduction paragraph which should explain how you get to know about the post and the statement that shows your interest to apply for the post.

2 Marks

A paragraph giving your personal details such as name, age, gender etc

2 Marks

A paragraph giving your academic information.

NB: A candidate can only mention the highest level of education reached plus the course attended and the name of the institution.

2 Marks

A paragraph explaining his/her professional experience and also explain his/her potential on that.

2 Marks

In a paragraph show your readiness in case of any interview

2 Marks

Yours faithfully, — — — — — 1 mark

 — — — — — 1 mark

Bigbrain Candidate — — — 1 Mark

Total 20 Marks

6. A candidate is expected to provide/ explain eight (8) ~~the~~ facts that can help him or her develop listening skills

Answers

(i) To be present:

Focus fully on the speaker by eliminating distractions. Put away your phone and avoid multitasking to show that you follow or value the conversation.

(ii) To maintain eye contact:

Establishing eye contact not only shows respect but also help you show engaged with the speaker.

6. (iii) To practice active listening.

Use verbal and non-verbal cues like nodding and using phrases like "I see", "interesting" to show that you're fully engaged. This encourages the speaker and reinforces your understanding.

(iv) Asking clarifying question.

If something is not clear, ask questions to elaborate or clarify the speaker's points. This demonstrates genuine interest and help deepen your understanding.

(v) Avoiding interruption.

Let the speaker finish their thoughts before responding. Interrupting can signal that you're more interested in your responses than in what they are saying.

(vi) Summarize points

After the speaker is done try to summarize what they have said in your own words. This reinforces your understanding and show the speaker that you were paying attention.

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(VII) I practice empathy.

I try to put myself in the shoes of the speaker and understand their perspective and feelings. This emotional connection enhances my overall comprehension and connection to what they are saying.

(VIII) Reflect on your listening habits.

After conversations take time to assess and analyse how I listen to others. This introspective process allows me to gain a deeper understanding of my listening strength, weaknesses and area for improvement.

NB! Any other relevant points should also be accepted.

Distribution of marks

Introduction	→	02 Marks
M/body 8 points @ 2	→	16 Marks
Conclusion	→	02 Marks
		20 Marks

7 A candidate is expected to explain eight (8) reasons for the authors to include a list of books and sources they have used to compile their books. A student should also provide a relevant introduction (define reference or end of essay citation). Should also provide a relevant conclusion.

Points

(i) Credibility and trustworthiness

Listing sources enhance the author's credibility. It shows readers that the work is grounded in research and informed by existing literature.

(ii) Acknowledgement.

Authors recognize the contributions of other scholars and writers by crediting them in the bibliography demonstrating respect for their work.

(iii) Transparency

A source list provides transparency regarding the information and research that informed the author's arguments or conclusions.

7. (iv) Facilitate Further research.

A bibliography allows readers to explore the sources the author used, encouraging them to conduct further research on the topic.

(v) Academic integrity

Including a list of sources help avoid plagiarism by giving proper credit to original authors and maintaining ethical standards in writing.

(vi) Support for claim.

References provide evidence for the claims and ideas presented in the books, allowing readers to verify the information and arguments.

(vii) Enhancing readers understanding.

By citing relevant works authors can help readers contextualize the material and see how it fits within the broader discourse on the subject.

(viii) Professional recognition.

Listing reputable and relevant sources

Can enhance the authors profile within their fields, making their works more noteworthy to peers and researchers.

Distribution of marks

Introduction —————> 02 marks

M/body 8 points @ 2 —————> 16 Marks

Conclusion —————> 02

20 Marks

8. A candidate is expected to explain ~~younger~~ the eight (8) tips that can help younger sibling improve their English language learning. Should also give a very good introduction on the second language learning.

Points

(1) They must read regularly.

I will encourage them to read a variety of materials such as books, newspapers

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and online articles.

(ii) Practice speaking

I will suggest them to engage in conversation in English as often as possible. They can practice speaking with friends, family members or even engage language exchange partners.

(iii) Watch English movies and shows.

I will recommend them to watch English films, TV shows or documentaries. This exposure will enhance their listening skills, familiarize them with various accents and help them learn new expressions and colloquial language.

(iv) Expand vocabulary.

I will advise them to keep a vocabulary journal where they can write down new words and their meaning. Encourage them to use these words in sentences or daily conversation. Flash cards can also be useful for memorizing vocabulary.

8.

(v) Write regularly

I will encourage them to practice writing in English through journaling, essay or creative writing. Writing help consolidate learning, improve grammar and develop expression.

(vi) Utilize language Apps.

Suggest them using language learning Apps such as Duolingo, Babble or Memrise. These platform provide interactive exercises.

(vii) Take English classes or tutorial.

I will recommend them to enroll in a formal English courses or finding a tutor who can provide personalized instruction and support.

(viii) Practice listening skills.

I will encourage them to listen English podcasts audio books or radio. This will help them become more familiar with the spoken language, improve understanding and enhance pronunciation skills.

Marks distribution:

Introduction	→	02 Marks
Body 8 points @ 2	→	16 Marks
Conclusion	→	02 Marks
		<u>20 Marks</u>