

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL
ADVANCED CERTIFICATE OF SECONDARY EDUCATION

EXAMINATION
ENGLISH LANGUAGE
(For School Candidates Only)

122/1

Time: 3 Hours

Wednesday 10 February 2010 a.m.

INSTRUCTIONS

1. This paper consists of sections A, B, C, D and E.
2. Answer five (5) questions, choosing one (1) from each section.
3. Each question carries twenty (20) marks.
4. Cellular phones are not allowed in the examination room.
5. Electronic calculators are not allowed in the examination room.
6. Write your Examination Number on every page of your answer booklet(s).

This paper consists of 6 printed pages.

SECTION A

INTRODUCTION TO LANGUAGE

Answer one (1) question from this section.

1. (a) Distinguish the following linguistic concepts:

- (i) Productivity and displacement
- (ii) Mother tongue and national language
- (iii) Language and linguistics
- (iv) Speech and communication
- (v) Linguistic competence and linguistic performance

(b) What are five (5) major things that helped the development of Kiswahili in Tanzania before and after Uhuru?

2. (a) Comment briefly on the following linguistic concepts:

- (i) Children born of parents from two different tribes are likely to use none of parents' tongue in communication.
- (ii) Language is primarily speech.
- (iii) English is taken by most Tanzanians as a foreign language and not a second language.
- (iv) Kiswahili is an international language.
- (v) The school years are a period of tremendous growth in language skills and in linguistic creativity.

(b) Define the following linguistic terms and give examples for each.

- (i) Phatic function
- (ii) Formal language
- (iii) Polite language
- (iv) Language acquisition
- (v) Encoding

SECTION B

GRAMMAR

Answer one (1) question from this section.

3. (a) Write the sentences in a way that the bracketed words may sound as verbs.
- (i) Two friends can do their (conversation) using informal style.
 - (ii) The class monitor ordered his fellow students to make sure that the dustbins are (empty) before they leave for holidays.
 - (iii) Capitalism is regarded as a (poison) that is destroying the traditional way of life.
 - (iv) Always flowers make our homes (beautiful).
 - (v) The roadside crosses are a poignant (reminder) of fatal accidents.
- (b) State the function of each underlined part in each of the following sentences
- (i) Still water run deep.
 - (ii) We while away our evenings with books and magazines.
 - (iii) The after effects of the drug are bad.
 - (iv) Objects without life are often personified, that is, spoken of as if they were living beings.
 - (v) In accordance with your instructions, we have remitted the amount of your bankers.
4. (a) Make a syntactic analysis of the underlined parts in each of the following sentences.
- (i) Languages are alike because people are alike in their capacities for communicating in a uniquely human way.
 - (ii) A morpheme is the smallest unit of meaning and is indivisible without violating the meaning or producing meaningless units.
 - (iii) Exercise has made his muscles strong.
 - (iv) English is spoken all over the world.
 - (v) They use video for teaching the students.
- (b) In each of the following sentences, identify and label the functions of dependent clauses.
- (i) No man can become a great artist unless he applies himself continually to his art.
 - (ii) People who live in glass houses should not throw stones.
 - (iii) That you should cheat me hurts me.
 - (iv) Since you have already decided, why do you ask my opinion?
 - (v) The point is that I will join university next year.

SECTION C

LEXIS

Answer one (1) question from this section.

5. (a) Name the type of word formation process involved in the formation of each of the following words.

- (i) International
- (ii) Bookshop
- (iii) Conversation (n) – converse (v)
- (iv) UNESCO
- (v) Tick-tock

b) Rewrite a new sentence by replacing each of the bracketed words with a word or phrase that will bring the same meaning in the following sentences.

- (i) If you want to (get better), you must take your medicine.
- (ii) What time does his train (come in)?
- (iii) We decided to (come back) to Dar es Salaam for another holiday.
- (iv) Stubborn students (make off) when they see their teacher coming.
- (v) Building it here would (go against) the wishes of the local community.
- (vi) The teacher's task has (an open-ended) question.

(c) With examples write short notes on the following lexical elements.

- (i) Derivational morphemes
- (ii) Premodifiers
- (iii) Headword

6. (a) Differentiate the following lexical terms with examples:

- (i) free morphemes and bound morphemes
- (ii) kindness and unkind
- (iii) open and closed set
- (iv) prepositional verbs and phrasal verbs
- (v) stative and dynamic verb

(b) Write new sentences by writing a noun form for each of the underlined elements.

- (i) They stayed in an island for two weeks.
- (ii) Business letters should be clear and to the point.
- (iii) In order to develop, the only breakthrough is to work hard.
- (iv) He has to water his garden daily.
- (v) This year farmers will produce enough food.

SECTION D

PHONOLOGY

Answer one (1) question from this section.

7. (a) Write the difference between:
- (i) Voiced and voiceless phonemes
 - (ii) Hard and soft palate
 - (iii) Monophthong and diphthong
 - (iv) Bilabial and labiodental sounds
 - (v) Fricatives and stops
- (b) Explain briefly what happens when;
- (i) the soft palate is lowered.
 - (ii) the tongue is set between upper and lower teeth.
 - (iii) the tongue tip touches an alveolar ridge.
 - (iv) the initial sound of the word "mother" is articulated.
 - (v) the vowel phonemes are formed.
8. (a) Give phonological reasons on each of the following concepts
- (i) The final sounds of the words "marks" and "boys" are different.
 - (ii) The vowel phonemes and nasals have something to share in common.
 - (iii) The sound articulated during the articulation of the speech sounds is not from the stomach.
 - (iv) Vocal folds play an important role in speech sound production.
 - (v) The tongue can work with different organs of speech.
- (b) Write short notes on the following phonological terms:
- (i) Nasalized vowel
 - (ii) Glottal stop
 - (iii) Consonant
 - (iv) Intonation
 - (v) Teeth

SECTION E

SEMANTICS

Answer one (1) question from this section.

9. (a) Differentiate the following concepts.
- (i) Denotative and conceptual meaning
 - (ii) Connotative and collocational meaning
 - (iii) Synonyms and homonyms
 - (iv) Idioms and proverbs
 - (v) Dead/alive and hot/cold
- (b) Explain the contextual meaning of the word "lift" in the following sentences.
- (i) The economic measures are designed to lift the country out of recession.
 - (ii) They are hoping to get the ban lifted by the end of the month.
 - (iii) I watched him lift a couple of CDs and stuff them into his jacket.
 - (iv) An increase in interest rates will lift the value of the dollar.
 - (v) His speech gave everybody a psychological lift.
10. (a) The following sentences have more than one meaning. State two (2) meanings from each sentence.
- (i) Sebugwao met an American history teacher on his way to school.
 - (ii) The parents of Amakwa and Abigail were waiting for the policeman.
 - (iii) Manka whacked a man with an umbrella.
 - (iv) The old men and women attended the meeting.
 - (v) The policeman shot the burglar with a gun.
- (b) Explain the meaning of the following idiomatic expressions
- (i) Don't break your back to finish the work tonight.
 - (ii) You have to leave no stone unturned/leave no avenue explored.
 - (iii) To leave better under the sun you have to wipe the slate clean.
 - (iv) Makanyagio is all eyes whenever he sees the sports on TV.
 - (v) Beat it! I am tired of arguing with you.