

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

122/1

ENGLISH LANGUAGE 1

(For Both School and Private Candidates)

Time : 3 Hours

ANSWERS

Monday, 06 May 2002 p.m.

Instructions

1. This paper consists of sections A, B, C and D.
2. Answer **five (5)** questions choosing **one (1)** question from each of sections section A, C and D and **two (2)** questions from section B.
3. Each question carries 20 marks.
4. Communication devices and any unauthorised materials are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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1. It is argued that English Language in Tanzania is both a Second and Foreign Language. What do you think is the basis of this argument? What is your opinion?

The basis of this argument is that English in Tanzania is learned and used in different contexts. As a second language, it is taught in schools, used in government offices, law, higher education, and as a medium of communication in formal settings. This makes it a second language because it plays an important role in national functions.

However, English is also considered a foreign language because it is not spoken in homes or daily life by the majority of Tanzanians. Kiswahili dominates as the national language, while ethnic languages are used in communities. For most people, English is only encountered in schools and official contexts, making it foreign in practice.

My opinion is that English in Tanzania is more of a second language in policy but foreign in practice, since only a small portion of the population uses it actively in daily communication.

- 2(a) English is the world's most widely used language. What criteria or factors do you think contribute to this decision or judgement?

One factor is colonization. The British Empire spread English across Africa, Asia, and the Caribbean, making it an official language in many countries.

Another factor is globalization. English is the dominant language of trade, technology, science, and international organizations, making it essential for global communication.

A third factor is education. English is the medium of instruction in many countries, especially in higher learning institutions, which increases its global usage.

Media and entertainment also contribute. English dominates movies, music, and the internet, which exposes billions of people to the language daily.

- 2(b) Explain with examples the following linguistic concepts:

(i) Register.

Register is the variety of language used in a particular context or situation. For example, the language used in court (legal register) is different from the language used among friends (casual register).

(ii) Dialect.

A dialect is a regional variety of a language that differs in pronunciation, vocabulary, or grammar. For example, British English and American English are dialects of English.

(iii) Diglossia.

Diglossia is when two language varieties coexist in a community, each serving different functions. In Tanzania, Kiswahili is used in daily life, while English is used in schools and government.

(iv) Sociolect.

A sociolect is a variety of language spoken by a particular social class or group. For example, teenagers often use slang words that adults may not use.

(v) Creole.

A Creole is a stable, fully developed language that evolved from a mixture of languages, often arising from contact between colonizers and local populations. For example, Haitian Creole developed from French and African languages.

3(a) Copy down the table below and categorize the underlined lexical items and write them in their appropriate places.

Grammatical – Word class

- out (adverb)
- an (article/determiner)
- around (preposition)

Lexical – Word class

- angrily (adverb)
- conductor's (noun)
- commercial (adjective)
- understanding (verb)
- unsuccessful (adjective)

3(b) Isolate 5 different bound morphemes from any of the underlined words and state their grammatical or lexical functions.

- (i) -ly (from angrily) – bound morpheme forming an adverb.
- (ii) -'s (from conductor's) – bound morpheme showing possession.
- (iii) -al (from commercial) – bound morpheme forming an adjective.
- (iv) -ing (from understanding) – bound morpheme showing continuous tense.
- (v) -un (from unsuccessful) – bound morpheme showing negation.

4(a) Construct two meaningful sentences for each of the following linguistic units:

(i) -s

- (a) The boy kicks the ball.
- (b) She likes mangoes.

(ii) -do

- (a) I do my homework every evening.
- (b) Do they understand the instructions?

(iii) -the

- (a) The teacher is explaining the lesson.
- (b) We saw the stars in the sky.

(iv) -read

- (a) I read novels during holidays.
- (b) She reads newspapers every morning.

(v) -it

- (a) Take the book and put it on the table.
- (b) The phone rang but I ignored it.

4(b) Identify all the noun phrases in the following sentences and classify them accordingly.

- (i) Quickly he leaped over the wall.
– the wall = object noun phrase.

(ii) The old man with a limp sold me a few oranges.

– The old man with a limp = subject noun phrase.

– a few oranges = object noun phrase.

(iii) He made the letter an invitation.

– the letter = object noun phrase.

– an invitation = complement noun phrase.

(iv) It rained cats and dogs.

– cats and dogs = object noun phrase.

(v) Knowledge is power.

– Knowledge = subject noun phrase.

– power = complement noun phrase.

5(a) Using examples, illustrate the predicative and attributive use of the adjective.

Attributive use: The adjective comes before the noun. Example: She is a beautiful girl.

Predicative use: The adjective comes after the verb. Example: The girl is beautiful.

5(b) Identify the different uses of the simple present in the texts provided below.

(i) John heads the ball away from their goal, Adrian makes a nice interception, and SHOOTs!

This is the present tense used for commentary or narration of events as they happen.

(ii) Watch carefully. I now light the bunsen burner, I heat the solution for two minutes.

This is the present tense used for giving instructions.

(iii) Here comes the train!

This is the present tense used to show immediate action or events happening now.

(iv) We ambush the enemy from the rear this afternoon.

This is the present tense used to indicate a planned future action.

(v) You go straight up this road...

This is the present tense used for giving directions.

(vi) The earth rotates around the sun.

This is the present tense used for expressing universal truths.

(vii) A fortnight after Amin's invasion, Nyerere declares war with Uganda.

This is the present tense used for historic events (historical present).

6(a) Explain the following terms and give examples of each.

(i) Confix

A confix is a combination of a prefix and a suffix added simultaneously to a root word. For example, *enlighten* (prefix *en-* + root *light* + suffix *-en*).

(ii) Conversion

Conversion is the process of changing a word from one word class to another without changing its form. For example, *to email* (verb) from *email* (noun).

(iii) Infix

An infix is an affix inserted inside a root word rather than at the beginning or end. For example, in Tagalog, *sulat* (write) becomes *sumulat* (wrote) with the infix *-um-*.

(iv) Replacement

Replacement is a word formation process where part of a word is replaced by another form. For example, *man* → *men* (plural formed by replacing the vowel).

6(b) Identify prefixes from the following words:

(i) apolitical – prefix *a-*

(ii) encourage – prefix *en-*

(iii) impurity – prefix *im-*

(iv) suffix – prefix *sub-* (from Latin *subfixus*, but in modern use *suf-* as variant of *sub-*)

(v) maltreat – prefix *mal-*

6(c) What does each of the prefixes in 6(b) above mean?

- (i) *a-* in *apolitical* means “not” or “without.”
- (ii) *en-* in *encourage* means “cause to” or “put into.”
- (iii) *im-* in *impurity* means “not” or “opposite of.”
- (iv) *suf-/sub-* in *suffix* means “under” or “below.”
- (v) *mal-* in *maltreat* means “bad” or “wrong.”

7(a) What is a vowel?

A vowel is a speech sound produced without significant constriction or blockage of airflow in the vocal tract. Examples include /a/, /e/, /i/, /o/, /u/.

7(b) With examples explain how a monophthong differs from a diphthong.

A monophthong is a pure vowel sound with a single, unchanging quality, e.g., /i:/ in *seat*.

A diphthong is a vowel sound that glides from one position to another, e.g., /aɪ/ in *time*.

7(c) Draw a vowel trapezium and allocate all the English pure vowels.

[Would normally be drawn, showing front vowels /i:, ɪ, e, æ/, central vowels /ʌ, ɜ:, ə/, back vowels /u:, ʊ, ɔ:, ɑ:, ɒ/].

7(d) Transcribe the following phonological terms using phonetic symbols:

- (i) consonant – /'kɒnsənənt/
- (ii) vowel – /'vaʊəl/

8(a) Draw two vowel trapeziums and use arrows to indicate tongue positions (movements) in the production of:

- (i) Closing diphthongs – e.g., /eɪ/, /aɪ/, /ɔɪ/.
- (ii) Centering diphthongs – e.g., /ɪə/, /eə/, /ʊə/.

8(b) Mention two factors which determine the production of vowel sounds.

- (i) The position of the tongue (high, mid, low; front, central, back).
- (ii) The shape of the lips (rounded or unrounded).

9(a) Disambiguate the following sentences.

(i) He loves the dog more than his wife.

– Meaning 1: He loves the dog more than he loves his wife.

– Meaning 2: He loves the dog more than his wife does.

(ii) She liked my story.

– Meaning 1: She enjoyed hearing my story.

– Meaning 2: She approved of my story.

(iii) There are more intelligent monkeys than Herbert.

– Meaning 1: Monkeys are more intelligent than Herbert.

– Meaning 2: There are more monkeys that are intelligent than Herbert is.

(iv) We visited the burning place.

– Meaning 1: The place that was on fire.

– Meaning 2: The place called “Burning Place” (a proper name).

(v) He caught the boy smoking cigar.

– Meaning 1: The boy was smoking a cigar when he was caught.

– Meaning 2: He was smoking a cigar when he caught the boy.

9(b) Provide a single word for each of the following phrases or sentences.

(i) A machine where milk is converted into butter and cheese – Dairy.

(ii) A number of bees, locusts, ants etc. – Swarm.

(iii) One who writes or composes poetry – Poet.

(iv) A book in which the events of each day are recorded – Diary.

(v) One who pretends to be what he is not – Impostor.

9(c) Use each of the following collocations in a sentence of your own to portray clearly their uses/meanings.

(i) Paddle your own canoe – “Now that you are independent, you must paddle your own canoe.”

(ii) Let the cat out of the bag – “He let the cat out of the bag about the surprise party.”

(iii) His better half – “He arrived with his better half at the meeting.”

(iv) Put in a nutshell – “To put it in a nutshell, the project failed because of poor planning.”

(v) Foot the bill – “Since I invited you, I will foot the bill for dinner.”

10(a) For each of the following words, show two different collocations and their meanings.

(i) Spot

– beauty spot (a mark on the skin)

– spot on (exactly correct)

(ii) Blood

– shed blood (kill)

– blood relative (family member)

(iii) Board

– board of directors (group managing an organization)

– board a plane (enter an aircraft)

(iv) Cold

– cold drink (chilled beverage)

– catch a cold (fall ill)

(v) Hot

– hot news (very recent news)

– hot weather (high temperature)

10(b) Show how the following words differ in meaning:

– Genocide: Mass killing of a large group of people, especially of a particular nation or ethnicity.

– Manslaughter: Unlawful killing of a person without premeditation or intention.

– Assassinate: To deliberately kill a prominent person, often for political reasons.

– Massacre: Brutal killing of many people, often unarmed and helpless.