

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

122/1

ENGLISH LANGUAGE 1
(For Both School and Private Candidates)

Time: 3 Hours

Wednesday 05 May 2004 p.m.

Instructions

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

This paper consists of 5 printed pages.

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SECTION A
INTRODUCTION TO LANGUAGE

1. (a) Give a brief explanation on each of the following language concepts:
 - (i) The importance/role of language in a society.
 - (ii) Language as a reflection of culture.
 - (iii) Language as a system.
 - (iv) A community language.
 - (v) Language variation.
- (b) "Some languages are more superior than others". Clarify this statement using examples.
2. (a) Study carefully the descriptions on literary use of the language below, then identify the literary term defined by each.
 - (i) A literary artist who writes plays.
 - (ii) An expression intended to wind up the feelings of a person especially by saying the opposite of what is being felt.
 - (iii) Words which sound like the meanings or concepts, they stand for.
 - (iv) Similarly in the initial sounds of words next to or near one another.
 - (v) A literary work designed to be acted on the stage or to be read as a play.
 - (vi) An incident within a narrative or play.
 - (vii) The most exciting part or event in which suspense and tension are resolved.
 - (viii) A style of writing in which the narrative begins with the last event.
 - (ix) The choice and arrangement of works in a narrative or play.
 - (x) Indirect reference to something or some social phenomena.
- (b) Define briefly the following linguistic concepts, giving relevant examples.
 - (i) Situational code-switching.
 - (ii) Diaglossia.
 - (iii) Spontaneous speech.
 - (iii) Colloquialism.
 - (iv) Onomatopoeia.

SECTION B
SYNTAX AND LEXIS

3. (a) Give a brief explanation of the class of each of the underlined words in the sentences below:
 - (i) Very few items were salvaged from the floods.
 - (ii) The money was hidden in the box behind the wall.
 - (iii) Our children danced very well but were not rewarded.

- (iv) The police found the gun which was used in the robbery.
 - (v) They decided to raise their family in Venezuela.
- (b) Identify two subordinate clauses from any of the sentences given in 3.(a) above and state their type and syntactic role.
- (c) Assign a SVOCA analysis to the following sentences:
- (i) How much do they sell the books?
 - (ii) They are asking how much the books are sold
 - (iii) The open windows shut with a bang.
4. (a) Give a brief description of English word formation processes. Use examples to clarify your description.
- (b) Using suffixes change the following lexical items into nouns.
- (i) embody
 - (ii) reconcile
 - (iii) corrugate
 - (iv) poor
 - (v) eloquent.
- (c) Negate the following lexical items using prefixes, then state the meaning of each negation e.g. smoker = non-smoker = not
- (i) ceremoniously
 - (ii) moral
 - (iii) alignment
 - (iv) logical
 - (v) courteous.
5. (a) With examples, differentiate the following verb categories:
- (i) dynamic vs stative verbs.
 - (ii) intensive vs extensive verbs.
 - (iii) current vs resulting copula.
 - (iv) primary vs modal auxiliary verbs.
 - (v) transitive vs intransitive verbs.
- (b) Construct correct sentences (5 in all) using “can” and “would” to express the meaning of the words written after each.

Can : ability
 : possibility
 : permission.

Would : probability
 : Hypothesis.

6. (a) Slot the given words below in the table to show the six main kinds of adjectives.

Words: my hat, that boy, many days, whose pen, blue sky, neither, these days, its name, which mountain, every, twenty cats, and clever students.

QUALITATIVE	QUANTITATIVE	DISTRIBUTIVE	DEMONSTRATIVE	INTERROGATIVE	PO

- (b) What information can be obtained in a good dictionary? Discuss briefly, drawing examples from things you have learnt.

SECTION C PHONOLOGY

7. (a) What do you understand by **place** and **manner** of articulation in the production of consonant phonemes?
- (b) Show the major difference between the articulation of **plosives** and **fricatives**.
- (c) Explain the role of the following speech organs in speech production.
- (i) the brain
 - (ii) the larynx
 - (iii) the tongue
 - (iv) lips
- (j) Differentiate **active** articulation from **passive** articulators.
8. (a) Provide a brief description of an **open syllable** and a **closed syllable**.
- (b) What is the meaning of **stress**? Using the pairs of words below, show how stress can be used to differentiate the meaning of words which are identical in their written form. Use the words in each pair in sentences of your own to illustrate this, clearly indicating the stressed syllable in the target word with a stress marker.
- (i) export vs export
 - (ii) estimate vs estimate
 - (iii) reject vs reject
 - (iv) convict vs convict.

SECTION D SEMANTICS

9. (a) Using examples, explain what the following types of meaning stand for:
- (i) Ambiguous meaning

- (ii) Connotative meaning
 - (iii) Denotative meaning.
- (b) Differentiate the following linguistic terms, using examples:
- (i) Homophones/homographs.
 - (ii) Polysemy/supercordinate.
- (c) List down your own phrasal verbs using each of the adverb particles, then use the phrasal verbs to construct meaningful sentences.

e.g. off = call off

Sentence: The union leaders called off the proposed strike.

- (i) in
- (ii) on
- (iii) out
- (iv) up
- (v) away

10. (a) What is the meaning of each of the underlined auxiliary verbs:

e.g. You may go out if you wish to.

Answer: Permission

- (i) It's lunch time; he should be eating.
- (ii) He's limping; he must have broken his leg.
- (iii) I arrived on time, but the teacher would not allow me in.
- (iv) If dieting does not reduce your weight, you may try jogging.
- (v) May I use your pen for a while?
- (vi) You mustn't forget your passport if you are travelling abroad.
- (vii) Students must be in the classroom before their teachers.
- (viii) Shall we go for a cup of tea?

- (b) Give two possible interpretations suggested by the modal 'may' in the sentence below:

'The road may be blocked'.