

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

Wednesday, March 09, 2005 p.m.

Instructions

1. This paper consists of sections A, B, C, D and E.
2. Answer **five (5)** questions choosing **one (1)** question from each section.
3. All questions carry equal 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(a) “The primary function of language is to impart factual information and to convey external commands. Language can also be used to communicate feelings and emotions.” Identify the functions fulfilled by the following utterances:

(i) “Hallo, how nice to meet you. How are you?”

This utterance performs a phatic function. It is used to establish or maintain social relationships and greetings rather than to provide new information.

(ii) “On her birthday party, she received bundles and bundles of kiss.”

This fulfills the expressive function. It conveys emotions, joy, and affection related to the birthday celebration.

(iii) “I would be grateful if you make less noise.”

This has a directive function. It is a polite command or request meant to influence the behavior of the listener.

(iv) “The study of meaning is referred to as semantics.”

This is referential or informative function. It imparts factual information about the meaning of a linguistic term.

(v) “Globalisation has affected Tanzanian youths.”

This is also referential function. It communicates factual information and expresses an opinion about the impact of globalisation.

1(b) Explain with examples, the following linguistic concepts:

(i) Encode.

To encode is the process of putting thoughts, ideas, or feelings into words, symbols, or gestures for communication. For example, when someone says “I’m hungry,” they encode their physical feeling into a language expression.

(ii) Cohesion.

Cohesion is the way linguistic elements link together to create meaning in a text. For example, using conjunctions such as “and” or “but,” or pronouns like “he” referring back to “John” in a passage.

(iii) Standard language.

Standard language is the accepted and codified form of a language used in official, educational, and formal communication. For example, Standard English used in textbooks and official documents.

(iv) Competence and performance.

Competence refers to a speaker's internal knowledge of a language, such as grammar and vocabulary, while performance is the actual use of language in speech or writing. For example, a child may know how to form correct sentences (competence) but may make errors while speaking due to nervousness (performance).

(v) Aspiration.

Aspiration is the strong burst of breath that follows the release of certain consonant sounds. For example, in English, the [p] in "pin" is aspirated while the [p] in "spin" is unaspirated.

2(a) Define the term diglossia.

Diglossia is a linguistic situation in which two varieties of the same language are used by a community under different circumstances. One is considered the "high" variety used in formal settings, and the other is the "low" variety used in informal or daily conversation.

2(b) Discuss with examples, the diglossic situation in Tanzania.

In Tanzania, diglossia exists between Kiswahili and English. Kiswahili is widely spoken as the national language and is used in daily communication, informal interactions, and cultural practices. English, on the other hand, is the high variety used in education, government administration, and international relations.

Another diglossic situation is found within Kiswahili itself, where Standard Kiswahili is used in schools, media, and official communication, while regional dialects like Kimvita or Kipemba are spoken informally in different parts of the country.

2(c) Describe briefly five (5) functions of language.

One function of language is communication. Language allows people to exchange ideas, feelings, and information effectively.

Another function is identity. Language connects people to their cultural background and helps preserve traditions and heritage.

A third function is education. Language is the medium through which knowledge, skills, and values are transmitted from one generation to another.

A fourth function is social interaction. Language maintains relationships and builds cooperation among individuals in a community.

Lastly, language serves the function of control. Through commands, laws, and instructions, language regulates human behavior in social and political settings.

3(a) Assign an SVOCA analysis to the following five utterances:

(i) They have offered me a job.

S – They

V – have offered

O – me

C – a job

A – (none)

(ii) I hid the money I stole for fear of what my wife would say.

S – I

V – hid

O – the money I stole

C – (none)

A – for fear of what my wife would say

(iii) Whose child is this?

S – this

V – is

O – (none)

C – Whose child

A – (none)

(iv) Kiruka was a watchman at Shoppers' Plaza.

S – Kiruka

V – was

O – (none)

C – a watchman

A – at Shoppers' Plaza

(v) She had high hopes of getting an A in English.

S – She

V – had

O – high hopes

C – of getting an A in English

A – (none)

3(b) Indicate the mood of the auxiliary verbs as they appear in the following expressions:

(i) She can write.

Mood – Ability

(ii) Can I speak?

Mood – Permission/possibility

(iii) You will enjoy.

Mood – Prediction/future certainty

(iv) The office can be sold.

Mood – Possibility

(v) They'll assist you if you don't mind.

Mood – Willingness/intention

4(a) Identify the base and affix in each of the following words:

(i) Unbearable

Base – bear

Affixes – un- (prefix), -able (suffix)

(ii) Uniqueness

Base – unique

Affix – -ness (suffix)

(iii) Impregnated

Base – pregnant

Affixes – im- (prefix), -ed (suffix)

(iv) Befriend

Base – friend

Affix – be- (prefix)

(v) Indoctrination

Base – doctrine

Affixes – in- (prefix), -ate (suffix), -ion (suffix)

4(b) Differentiate the following lexical items:

(i) Bound and free morphemes.

A bound morpheme cannot stand alone as a word and must attach to a root, e.g., -s in “dogs.”

A free morpheme can stand alone as a complete word, e.g., “book.”

(ii) Derivational and inflectional morphemes.

Derivational morphemes change the meaning or word class, e.g., “happy” to “unhappy.”

Inflectional morphemes modify tense, number, or degree without changing meaning, e.g., “walk” to “walked.”

(iii) Closed system items and open class items.

Closed system items are fixed sets of words such as pronouns, prepositions, and conjunctions, e.g., “he,” “in,” “and.”

Open class items include nouns, verbs, adjectives, and adverbs which admit new entries, e.g., “computer,” “run.”

(iv) The base and the stem.

The base is the part of the word to which affixes attach, e.g., “friend” in “friendship.”

The stem is the form after affixation that can take more affixes, e.g., “friendship” in “friendships.”

(v) Verbless compounds and conversions.

Verbless compounds are compounds without verbs, e.g., “toothpaste,” “sunflower.”

Conversions are words formed by changing word class without adding affixes, e.g., “to email” from the noun “email.”

5(a) Words can be formed through a process of blending, clipping or using acronyms. Describe the three (3) processes.

Blending is the process of combining parts of two words to form one, e.g., “mobitel” (mobile + telephone).

Clipping is the shortening of a longer word without changing its meaning, e.g., “flu” from “influenza.”

Acronyms are words formed from the initial letters of a group of words, e.g., “ITV” (Independent Television).

5(b) What are reduplicative forms?

Reduplicative forms are words created by repeating a whole word or part of it, sometimes with slight changes, to convey meaning, e.g., “bye-bye,” “zig-zag,” “tick-tock.”

5(c) Explain whether the following words have been formed by derivational or inflectional affixation or both:

(i) Interview

This is a root word, not formed by affixation.

(ii) Papers

Formed by inflectional affixation (-s for plural).

(iii) Donations

Formed by derivational affixation (-ion forms a noun from the verb donate), plus inflectional (-s plural).

(iv) Disinfectant

Formed by derivational affixation (prefix dis- changes meaning; suffix -ant changes class to noun).

(v) Happiness

Formed by derivational affixation (suffix -ness changes adjective “happy” to noun).

6(a) Fill in the blanks with single words that define the sentences:

(i) Nobody can beat me. I am invincible.

(ii) I can't tolerate such behaviour. The behaviour is intolerable.

(iii) Food cannot be digested. It is indigestible.

(iv) He is not polite. He is impolite.

(v) “AIDS” is a disease which has no cure. “AIDS” is incurable.

6(b) Fill in the blanks with appropriate prefixes to make the words meaningful.

(i) Put your date off until next weekend postpone.

(ii) That plane was traveling at a speed above the normal speed of sound. It was going at a supersonic speed.

(iii) Asking people questions is just one activity in doing research. Interview.

(iv) Formulate qualities or suggest something that is going to happen or exist at a later date prefigure.

(v) Unwilling to work with someone... uncooperative.

(vi) Something that can be seen through... transparent.

(vii) Change something so that it looks or behaves completely different from its original form... transform.

(viii) Fighting back usually in defence of oneself after an attack by an enemy... counterattack.

(ix) The state of being dissatisfied with something... discontent.

(x) The state of being too confident of oneself... overconfident.

6(c) Each of the definitions given below can be replaced with one adjective. Write an adjective for each.

(i) Not pleasing to the taste... unpleasant.

(ii) Containing or covered with oil... oily.

- (iii) A place that is full of loud confused shouting or sound... noisy.
- (iv) Something lacking colour e.g. dull, uninteresting or pallid... colourless.
- (v) The first step that sets something going or in proper perspective... initial.

7(a) Identify the prominent vowel sounds in the following sets of words and transcribe the vowel phonemically:

- (i) Card, dark, carp

Prominent vowel: /ɑ:/

- (ii) Ear, fear, beer

Prominent vowel: /ɪə/

- (iii) Pure, sure, tour

Prominent vowel: /ʊə/

- (iv) Found, loud, town

Prominent vowel: /aʊ/

- (v) Ward, haul, haunt

Prominent vowel: /ɔ:/

7(b) What articulatory features do the following sets of speech sounds have in common?

- (i) /p/, /b/, /m/

All are bilabial sounds, produced by closing both lips.

- (ii) /k/, /g/, /ŋ/

All are velar sounds, produced at the back of the tongue against the soft palate.

- (iii) /f/, /ʒ/, /s/

All are fricatives, produced by narrowing the airflow to create friction.

- (iv) /m/, /n/, /ŋ/

All are nasal sounds, produced by allowing air to escape through the nose.

(v) /dʒ/

This is an affricate, which combines a plosive and a fricative feature in one sound.

7(c) Define the terms fricatives and affricates. Use examples to elaborate your answer.

Fricatives are speech sounds produced by forcing air through a narrow channel formed by two articulators, creating audible friction. Examples include /f/ as in “fun,” /s/ as in “see,” and /ʃ/ as in “she.”

Affricates are speech sounds that begin as plosives and release into a fricative. They combine complete closure followed by slow release with friction. Examples include /tʃ/ as in “church” and /dʒ/ as in “judge.”

8(a) Explain how Fortis and Lenis are produced showing the place of articulation of each.

Fortis sounds are produced with greater breath force, tension, and muscular effort. They are usually voiceless sounds such as /p/, /t/, and /k/.

Lenis sounds are produced with less breath force and muscular effort. They are usually voiced sounds such as /b/, /d/, and /g/.

8(b) For each of the following triphthongs, provide two (2) examples of words:

(i) /eɪə/ — player, layer

(ii) /aɪə/ — fire, liar

(iii) /ɔɪə/ — employer, loyal

(iv) /əʊə/ — slower, lower

(v) /aʊə/ — power, shower

8(c) Name three diphthongs that glide towards /ɪ/. Using a diagram show the glide with two (2) examples for each diphthong.

Three diphthongs that glide towards /ɪ/ are:

(i) /aɪ/ — time, five

(ii) /eɪ/ — name, day

(iii) /ɔɪ/ — boy, noise

Glide diagram (simplified without visual chart):

- /aɪ/: begins with low open vowel /a/ and glides up to high front /ɪ/.
- /eɪ/: begins with mid front /e/ and glides up to high front /ɪ/.
- /ɔɪ/: begins with mid back rounded /ɔ/ and glides forward to high front /ɪ/.

9(a) Replace the words in brackets at the end of sentences (i)–(v) with a suitable colloquial expression from the list.

(i) I am not going to play football again. I was black and blue all over after the match last Saturday. (covered with bruises).

(ii) Matandiko and his wife are always at loggerheads. I really don't know why they got married in the first place. (quarreling).

(iii) What's wrong with Mariam. I said hello to her but she gave me a cold shoulder. (completely ignored me).

(iv) What with the rising prices and everything? I'm surprised that anyone can make ends meet nowadays. (manage financially).

(v) You are flogging a dead horse trying to persuade John to come with us. You know he won't go anywhere without his wife. (wasting your time).

9(b) What type of definitions are these?

(i) Salt is a white crystal substance used in food.

This is a descriptive definition, because it explains the appearance and use of the substance.

(ii) Salt is a substance used to add flavour to our food.

This is a functional definition, because it describes the role or function of salt.

(iii) Salt is a result of a combination of sodium and chlorine (NaCl).

This is a scientific definition, because it explains the chemical composition of salt.

9(c) Explain what each of the following figurative expressions mean.

(i) A rolling stone gathers no moss.

This means a person who does not settle in one place or job avoids responsibilities, attachments, or problems.

(ii) To take the bull by the horns.

This means to face a difficult situation with courage and determination.

(iii) Cut your coat according to your cloth.

This means live within your means or plan according to the resources available.

(iv) To kill the goose that laid the golden egg.

This means to destroy a source of wealth or benefits through greed or shortsightedness.

(v) Good wine needs no bush.

This means something of good quality does not need much advertising or promotion to be appreciated.

10(a) For each of the sentences below, fill the blank with the correct alternative provided in the brackets, to complete it.

(i) The knight travelled all night to find the enemy. (night/knight).

(ii) I know he'll play again after his legs heal. (he'll/heal).

(iii) Only one rose bloomed in all those rows of flowers. (rows/rose).

(iv) They're waiting for me at their house. (their/they're).

(v) One lone person applied for the student loan. (loan/lone).

10(b) The idioms and phrases below are related to water, water vessels and bodies of water. Explain what they mean.

(i) That's water under the bridge.

This means a past conflict or problem has been forgiven or forgotten and should not be brought up again.

(ii) The two views are oceans apart.

This means there is a very big difference or disagreement between the two opinions.

(iii) Some day my ship will come in.

This means one day I will be successful or fortunate, especially financially.

(iv) He's up the river without a paddle.

This means he is in serious trouble or difficulty with no way out.

(v) She's a big fish in a little pond.

This means she is important or powerful, but only in a small community or limited area.

(vi) They're just trying to keep their heads above water.

This means they are struggling to survive, especially financially, but just managing.

(vii) He's like a fish out of water.

This means he feels uncomfortable or out of place in a particular situation.

(viii) She poured cold water on my honeymoon plans.

This means she discouraged or dismissed my plans, making them seem unimportant or unrealistic.

(ix) That idea won't hold water.

This means the idea is not logical, reasonable, or practical; it cannot stand up to criticism.