

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 **ANSWERS** **2006 February, 08th Wednesday**

Instructions

1. This paper consists of section A, B, C and D with a total of **nine (9)** questions.
2. Answer **five (5)** questions, choosing **one (1)** question from each section. Question **one (1)** is compulsory.
3. Each question weighs **twenty (20)** marks.
4. Communication devices and any unauthorized materials are **not** allowed in the assessment room.
5. Write your **Examination Number** every page of your answer booklet(s)

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1 (a) Give a concise explanation of what you understand by the following linguistic terminologies:

(i) Common core English

- A simplified version of English used globally for communication, often focusing on essential vocabulary and structures.

(ii) RP

- Received Pronunciation, the standard accent of British English, often associated with educated speech and used in formal settings.

(iii) English Language Community

- A group of people who use English as a primary or secondary language for communication, regardless of their native language.

(iv) Language dynamism

- The natural evolution and change of a language over time due to cultural, social, and technological influences.

(v) Mother tongue

- The first language a person learns at home during childhood, usually spoken by their family or community.

(b) Describe the problems which face a person with Kiswahili background in learning English.

i. Pronunciation issues

- Differences in sound systems between Kiswahili and English can lead to difficulties in pronouncing certain sounds like /θ/ and /ð/.

ii. Grammar challenges

- Kiswahili grammar is significantly different from English, such as the lack of tenses and auxiliary verbs in the same structure.

iii. Vocabulary limitations

- Learners may struggle to find equivalent words in English due to a limited vocabulary or cultural differences.

iv. Influence of Kiswahili syntax

- Sentence structures in Kiswahili influence English sentence construction, leading to errors in word order and phrasing.

v. Lack of exposure

- Limited access to English-speaking environments or resources hinders fluency development.

2 Explain the language situation of Chinese in the context of why it is not an international language despite having the largest number of speakers.

Chinese, particularly Mandarin, is spoken by over a billion people, but several factors prevent it from being an international language:

i. Limited geographical spread

- Mandarin is predominantly used in China and nearby regions, unlike English, which is spoken globally.

ii. Complexity of the language

- The tonal nature and writing system of Mandarin make it difficult for non-native speakers to learn.

iii. Economic and historical dominance of English

- English has been established as the global lingua franca due to its association with economic power and colonization.

iv. Lack of promotion outside China

- Chinese has not been extensively promoted internationally compared to languages like English or Spanish.

v. Cultural association

- Mandarin is often seen as specific to Chinese culture, while English is viewed as more universal.

3 (a) Treat the following sentences according to the instructions given after each:

(i) The old man who is sitting on the armchair is my father (underline the noun phrase).

- The old man who is sitting on the armchair

(ii) Had I known I wouldn't have invited her (underline the verb phrase).

- Had I known I wouldn't have invited her

(iii) In Africa narrow ties are currently out of fashion (underline the optional adverbials).

- In Africa

(iv) She is a student from the University of Dar es Salaam (underline the subject complement).

- a student from the University of Dar es Salaam

(v) The ambulance crew gave the casualties first aid (make it passive).

- First aid was given to the casualties by the ambulance crew.

(b) Assign an SVOCA analysis to the following English clauses, then state their transitivity.

(i) She bought her father a car.

- SVOO (Subject, Verb, Object, Object) – Ditransitive

(ii) He placed the book on the shelf.

- SVOC (Subject, Verb, Object, Complement) – Transitive

(iii) Paul drove the car.

- SVO (Subject, Verb, Object) – Transitive

(iv) Summer has arrived at last.

- SVA (Subject, Verb, Adverbial) – Intransitive

(v) Last night was warm.

- SVC (Subject, Verb, Complement) – Intransitive

(c) Construct one meaningful sentence with each of the following linguistic items (underline the item).

(i) A prepositional phrase as a post modifier.

- The book on the table is mine.

(ii) A past perfect progressive form.

- She had been working there for two years before she moved.

(iii) A stative verb.

- He knows the answer.

(iv) A subordinate clause as a subject.

- what he said surprised everyone.

(v) An adjective phrase as a pre-modifier.

- She bought a very expensive dress.

4 Rewrite the sentences below replacing the underlined words with one word without changing the meaning of the original sentence.

(a) Children who are not fed well normally suffer from kwashiorkor.

- Malnourished

(b) If vegetables are cooked more than necessary, they lose their nutrition value.

- Overcooked

(c) Her small handwriting is not easy to read.

- Illegible

(d) Eunice missed the train because she was wrongly informed about the departure time.

- Misinformed

(e) Industrial production has gone down because manpower is not fully utilized.

- Underutilized

(f) She wrote a very long letter to lodge her complaints against the general public.

- Lengthy

(g) The thunderous explosion caused fright in the rioting students.

- Fear

(h) Steam engines are given power by vapour.

- Powered

(i) Pull this device to make the inner space larger.

- Expand

(j) They recruited two more defenders to make their defence line stronger.

- Reinforce

5 (a) Explain briefly with examples the meaning of the following linguistic terms:

(i) Deverbalising suffixes

- Suffixes that convert verbs into other parts of speech, such as nouns or adjectives.

Example: teach → teacher, govern → government

(ii) Pejorative prefixes

- Prefixes that add a negative or derogatory meaning to a word.

Example: misjudge, malnourish

(iii) Conversion

- A process of changing a word's part of speech without altering its form.

Example: water (noun) → to water (verb)

(b) Provide the meaning of the following English affixes and use each in a sentence.

(i) super

- Meaning: Above or beyond

Sentence: She is a superstar in her field.

(ii) -ish

- Meaning: Having the quality of, somewhat

Sentence: The sky looks bluish today.

(iii) mis-

- Meaning: Wrongly or incorrectly

Sentence: He misunderstood the instructions.

(iv) -hood

- Meaning: State or condition

Sentence: His childhood was full of adventures.

(v) -ness

- Meaning: Quality or state

Sentence: Her kindness is appreciated by everyone.

6 (a) Assign a class membership to the following lexical items:

(i) Critical - Adjective

(ii) Labour - Noun

(iii) Attain - Verb

(iv) Certainly - Adverb

(b) Provide two examples for each of the following affixes:

(i) Noun prefixes

- Pre-, Sub- (e.g., prefix, submarine)

(ii) Locative prefixes

- Inter-, Trans- (e.g., international, transport)

(iii) Adjectival prefixes

- Un-, In- (e.g., unhappy, incomplete)

(iv) Gender suffixes

- -ess, -ette (e.g., waitress, kitchenette)

7 (a) What is intonation? Explain its role in speech, making reference to three intonation patterns (fall, rise, fall-rise).

Intonation refers to the variation in pitch while speaking, which conveys meaning, emotions, or grammatical functions.

Fall: Indicates finality or certainty, as in statements or commands.

Example: "I am going home."

Rise: Suggests a question or uncertainty.

Example: "Are you coming?"

Fall-rise: Expresses politeness or reservation.

Example: "I might help you."

(b) Name the speech organs involved in the articulation of the following sounds:

/θ/: Teeth, tongue

/tʃ/: Tongue, alveolar ridge, hard palate

/dʒ/: Tongue, alveolar ridge, hard palate, vocal cords

(c) Study the utterances below and state the communicative function suggested by the intonation pattern indicated on the nucleus.

(i) A: The Browns are emigrating.

B: Emigrating?

Function: Seeking confirmation or expressing surprise.

(ii) Be careful!

Function: Giving a warning.

(iii) Will you be quiet!

Function: Commanding or expressing frustration.

8 (a) With the aid of examples, explain briefly each of the following phonological terms:

(i) Air-stream

- The movement of air used to produce speech sounds. Speech typically relies on the pulmonic egressive airstream (air pushed out of the lungs).

Example: /p/ and /t/ use an egressive airstream.

(ii) Vocal folds

- Folds located in the larynx that vibrate to produce voiced sounds or remain open for voiceless sounds.

Example: /z/ is voiced (vocal folds vibrate), while /s/ is voiceless (no vibration).

(iii) Soft palate (velum)

- The part of the mouth's roof that determines whether air flows through the mouth or nose. When raised, it blocks the nasal passage.

Example: /k/ is produced with the velum raised, while /m/ is produced with the velum lowered.

(iv) Place of articulation

- The location in the vocal tract where airflow is constricted to produce a sound.

Example: /p/ is bilabial (both lips), while /t/ is alveolar (tongue and alveolar ridge).

(v) Manner of articulation

- How airflow is manipulated to produce speech sounds.

Example: /f/ is a fricative (air flows through a narrow opening), while /t/ is a stop (air is completely blocked and then released).

(b) With the aid of diagrams, describe the articulation of the following speech sounds:

(i) Plosives (stops)

- Plosives are produced by a complete blockage of airflow at a specific point in the vocal tract, followed by a sudden release.

Example: /p/ is a bilabial plosive, while /k/ is a velar plosive.

(ii) Nasals

- Nasals are produced by lowering the velum to allow airflow through the nasal cavity while the oral passage is blocked.

Example: /m/ is bilabial, /n/ is alveolar, and /ŋ/ is velar.

(c) What are the similarities and differences between plosives and nasals?

Similarities:

- Both involve the complete blockage of airflow in the oral cavity at some point of articulation.

Differences:

- Plosives are produced with the velum raised, blocking airflow through the nose, while nasals are produced with the velum lowered, allowing airflow through the nose.

- Plosives rely on a burst of air upon release, while nasals do not.

9 (a) Explain the meaning of the following linguistic expressions:

(i) Cut your coat according to your cloth.

- This means one should live within their means or adjust their plans based on available resources.

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

- This refers to destroying a valuable resource through greed or short-sightedness.

(iii) Empty vessels make the most noise.

- This implies that people with little knowledge or substance often talk the most.

(iv) A rolling stone gathers no moss.

- This suggests that a person who does not settle in one place avoids responsibilities but also misses out on stability.

(v) To smell a rat.

- This means to suspect that something is wrong or that there is dishonesty involved.

(b) Assign a reply and a function to the following utterances:

(i) Would you please tell me your phone number?

- Reply: Sure, my number is 123456.

- Function: Request for information.

(ii) Good night.

- Reply: Good night, sleep well.

- Function: Farewell.

(iii) Dearest Dorothy.

- Reply: Yes, how can I help?

- Function: Addressing someone with affection.

(iv) How do you do?

- Reply: I'm doing well, thank you. How about you?

- Function: Formal greeting.

(v) Would you like me to mail these letters?

- Reply: Yes, please, that would be very kind of you.

- Function: Offering assistance.

(c) Provide a single synonym to each of the following sets of lexical items:

(i) Enormous, gigantic, huge, mighty, great, vast, immense

- Large

(ii) Evil, wicked, devilish, naughty, worthless

- Bad

(iii) Indolent, slothful, idle, inactive, sluggish, inert

- Lazy

(iv) Courageous, fearless, daring, intrepid

- Brave

(v) Unjust, unfair, fraudulent, deceitful, deceptive, unscrupulous

- Dishonest

10 (a) Identify and explain the source of ambiguity in the sentences below:

(i) He went to the bank.

- Ambiguity: "Bank" could mean a financial institution or the side of a river.

(ii) John and Banks are both my friends, but his brother doesn't like me much.

- Ambiguity: "His brother" could refer to either John's brother or Banks' brother.

(iii) The shooting of the hunter was terrifying.

- Ambiguity: It is unclear whether the hunter was the one shooting or the one being shot.

(iv) He said he'd come or telephone us, but he didn't.

- Ambiguity: It is unclear whether he didn't come, didn't telephone, or did neither.

(v) She killed the man with a knife.

- Ambiguity: It is unclear whether she used a knife to kill the man or the man possessed the knife.

(b) Explain the meaning relations holding between the following pairs/groups of words:

(i) Queer/strange

- Synonyms: Both mean unusual or odd.

(ii) Red/hot

- Collocation: These words often appear together to describe intensity, as in "red-hot."

(iii) Blue, red, or green/colour

- Hyponymy: Blue, red, and green are types of the broader category "colour."

(iv) Wide/broad

- Synonyms: Both mean extensive in size or scope.

(v) Die/pass away

- Euphemism: "Pass away" is a polite way to say "die."