

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

2007 February, 14 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)

maktaba.tetea.org



1 (a) What is a national language? State five factors that determine the choice of a national language.

Definition of a National Language

A national language is a language that holds a special status and is officially recognized for use in a country's government, education, and public life. It often represents the identity, unity, and cultural heritage of the nation.

Factors that determine the choice of a national language:

i. Historical significance

- The language that reflects the historical background or colonization history of the country.

ii. Widely spoken

- The language most commonly spoken and understood by the majority of citizens.

iii. Cultural relevance

- The language that best represents the traditions, values, and cultural identity of the country.

iv. Ease of learning

- A language that is easy for the majority to learn, pronounce, and understand.

v. Economic and international value

- A language with economic importance or international recognition that facilitates global communication.

(b) Outline five criteria which a government authority should consider when selecting a dialect to be standardized.

Criteria for standardizing a dialect:

i. Widespread usage

- The dialect should be commonly used by a significant proportion of the population.

ii. Literary and academic development

- It should already have some level of development in written forms, such as books or educational material.

iii. Neutrality

- The dialect should not favor one region or ethnic group, ensuring national unity.

iv. Compatibility with other dialects

- It should share features that make it relatable to other dialects within the language group.

v. Economic and technological viability

- The dialect should support communication in industries, technology, and media.

2. Explain why it was possible for students of this country to learn English more effectively in the 1950s and 60s than the present-day students.

During the 1950s and 60s, students had better exposure and motivation to learn English due to several factors:

i. Colonial influence

- English was a dominant language during colonial rule, and its use was enforced in schools and administration.

ii. Limited access to vernacular languages

- Local languages were not as developed or widely used in education, forcing students to focus on English.

iii. Educational structure

- The curriculum was more focused on teaching English grammar, literature, and spoken communication.

iv. Qualified teachers

- Teachers were well-trained in English, often native speakers or professionally certified.

v. Less technological distraction

- Students in that era relied on books and oral instruction, unlike today's distractions from social media and local content platforms.

3 (a) Name three classes of units that can occur as adverbials in English.

i. Adverb phrases

ii. Prepositional phrases

iii. Clause structures

(b) With the aid of correct sentences, demonstrate the emphatic function of the following constructions:

i. Inversion

- Never have I seen such a beautiful sunset.

ii. The dummy auxiliary "do"

- I do believe in the importance of education.

iii. Use of intensifiers

- She is very kind to everyone in the neighborhood.

iv. Repetition

- He works and works until he finishes his tasks.

v. A rhetorical question

- Isn't it obvious that honesty is the best policy?

(c) Show, by underlining, optionality and obligatoriness of adverbial phrases in two different sentences.

Example of optionality:

- She went to the park to relax.

(The phrase "to relax" is optional because the sentence is complete without it.)

Example of obligatoriness:

- He spoke in a low voice.

(The phrase "in a low voice" is obligatory because it provides essential information about how he spoke.)

4 (a) Read the following sentences carefully and identify adjective clauses, adverbial clauses, adjective phrases, nominal clauses, appositive clauses, and adverbial phrases.

(i) He died where he was born.

- Adverbial clause: where he was born

(ii) Three armed men crossed the river that marks the frontier with Morogoro region.

- Adjective clause: that marks the frontier with Morogoro region

(iii) The umbrella with a broken handle is mine.

- Adjective phrase: with a broken handle

(iv) The boy came to visit me.

- Adverbial phrase: to visit me

(v) I could not understand the instructions given in the manual.

- Adjective clause: given in the manual

(b) Give two examples for each of the following:

(i) Appositive post-modification

- The president, a seasoned diplomat, addressed the nation.

- My brother, the doctor, lives in New York.

(ii) Operator

- Does he play football?

- Did you attend the meeting?

(iii) Partitives of measure

- A piece of cake

- A glass of water

(iv) Post-modification by non-finite clauses

- The book lying on the table is mine.
- The man standing near the door is my father.

(v) Generic use of the zero article

- Man is mortal.
- Water is essential for life.

(c) Put the premodifiers in the sentence below in the right order.

I saw a young short pretty African woman.

- Correct order: I saw a pretty young short African woman.

5 (a) Mention five types of a headword.

- Single-word headwords
- Phrasal headwords
- Compound headwords
- Idiomatic headwords
- Derived headwords

(b) Without adding any morphemes to the word, write correct sentences using the given words as nouns and verbs.

(i) Stone

- As a noun: The stone was heavy to lift.
- As a verb: They decided to stone the old building.

(ii) Table

- As a noun: The table was made of oak wood.
- As a verb: The committee agreed to table the proposal.

(iii) Cry

- As a noun: His cry for help was heard.
- As a verb: The baby began to cry loudly.

(iv) Ship

- As a noun: The ship sailed across the ocean.
- As a verb: They will ship the goods tomorrow.

(v) Skin

- As a noun: The skin of the fruit is edible.
- As a verb: Please skin the fish before cooking.

(c) Using affixes, provide a word for each of the following.

- (i) To make simple – Simplify
- (ii) To make long – Lengthen
- (iii) A false name – Pseudonym
- (iv) One who is being paid – Payee
- (v) A former wife – Ex-wife

6 (a) Abbreviate the following words as used in the dictionary.

- (i) Countable – C
- (ii) Informal – Inf
- (iii) That is – i.e.
- (iv) Somebody – sb
- (v) Et cetera – etc

(b) Give two examples showing the use and meaning of each of the following affixes.

- (i) mal
 - Malfunction
 - Malnutrition

- (ii) mis
 - Misunderstand
 - Misplace

- (iii) en
 - Enlarge
 - Encourage

- (iv) out
 - Outperform
 - Outnumber

- (v) over
 - Overestimate
 - Overwork

(c) Read the following compounds carefully. Then arrange them into their appropriate categories as shown in the table below:

Sleepwalk, door handle, handmade, homework, sightsee, worm-eaten, self-employed, hardworking, walking stick, good-looking

Verb compounds

- Sleepwalk, sightsee

Noun compounds

- Door handle, homework, walking stick

Adjective compounds

- Handmade, worm-eaten, self-employed, hardworking, good-looking

7 (a) State the position of the velum (soft palate) in the production of the following sounds:

(i) /n/

- The velum is lowered to allow air to pass through the nasal cavity.

(ii) /m/

- The velum is lowered, directing airflow through the nasal cavity.

(iii) /p/

- The velum is raised, blocking air from escaping through the nasal cavity, and airflow is directed through the oral cavity.

(b) Give two examples of words for each of the following:

(i) A consonant cluster of three phonemes at the initial position

- Scream, string

(ii) Dark l

- Ball, tall

(iii) A centring diphthong

- Care, beer

(iv) Dental fricatives

- Think, them

(v) Voiced velar plosive

- Go, garden

(c) Transcribe the following words phonetically:

Education

- /ˌɛdʒuˈkeɪʃən/

Purse

- /pɜ:s/

Frown

- /fraʊn/

Tourist

- /ˈtuərɪst/

No

- /nəʊ/

8 (a) Transcribe the phoneme that fits the following consonantal descriptions:

(i) Voiceless, velar, plosive

- /k/

(ii) Voiced, alveolar, nasal

- /n/

(iii) Voiceless, dental, fricative

- /θ/

(b) What do you understand by the following?

(i) Coda

- The coda is the part of a syllable that comes after the nucleus, typically made up of one or more consonants. For example, in the word "cat," /t/ is the coda.

(ii) Cardinal vowels

- These are a set of reference vowels used to describe the vowel sounds of languages. They include primary and secondary cardinal vowels, such as /i/, /e/, /a/, and /u/.

(iii) Sibilants

- Sibilants are speech sounds characterized by a hissing or high-pitched noise. Examples include /s/, /z/, /ʃ/, and /ʒ/.

(iv) Vowel trapezium

- This is a diagram that represents the position of the tongue during the articulation of vowels. It maps the height and frontness or backness of vowels.

(v) Monophthongs

- These are simple vowel sounds with a single, unchanging sound quality, such as /i/ in "sit" or /ɑ/ in "father."

9 (a) Disambiguate the following sentences.

(i) I met Tumaini while running to the market.

- The speaker was running to the market when they met Tumaini.

(ii) The hardworking boys and girls deserve presents.

- Both boys and girls who are hardworking deserve presents.

(iii) They are reading books.

- The individuals are engaged in the activity of reading books.

(iv) Hashim is drawing a cart.

- Hashim is making a picture of a cart.

(v) His father pulled out the tongue.

- His father extended the tongue out of the mouth.

(b) Choose the most suitable words from the list below and use them to complete the text.

“Dr. Nadia Kalala (1) performed an operation on a man who was once the (2) principal of Muwa Technical College. The man’s chest was (3) wide and his mouth (4) trembling. Though physically strong, the patient was vividly (5) shivering with fear when he was taken to the theatre. This was an indicative sign that a theatre is not a cup of tea. This, however, did not prevent the doctor (6) from doing her duty.”

10 (a) Differentiate the meaning between the following pairs of sentences.

(i) I only spoke to him.

- This means the speaker did nothing else but speak to him.

I spoke to him only.

- This means the speaker spoke to no one else but him.

(ii) He made himself that chair.

- This means he made the chair for himself.

He made that chair himself.

- This emphasizes that he personally made the chair.

(iii) Mary has two brothers who work in the army.

- Both of Mary’s brothers work in the army.

Mary has two brothers, who work in the army.

- Mary has two brothers, and both of them work in the army, with additional emphasis.

(iv) We all found the lost children.

- Every one of us participated in finding the lost children.

We found all the lost children.

- Every one of the lost children was found.

(b) Give the contextual meaning of the word “dock” as used in the sentences below.

(i) They have decided to dock my salary.

- To deduct or reduce part of the salary.

(ii) The ferry is expected to dock at 6 a.m.

- To bring the ferry to the dock or harbor.

(iii) The thief stood in the dock for two hours.

- A place in a courtroom where the accused stands during a trial.

(iv) The dock workers will go on strike next week.

- A group of people who work at a dock or harbor.