

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** **Wednesday, 13th February 2008**

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). Language varies according to the functions it fulfills. Explain six different functions of language by giving one example for each.

Language is a system of communication that uses sounds, symbols, and gestures to convey meaning and ideas. The functions of language describe its various roles in facilitating communication.

(i) Expressive Function: Language is used to express thoughts, emotions, and feelings.

Example: Saying "I am so happy today!" expresses joy.

(ii) Directive Function: Language is used to give commands or make requests.

Example: "Close the door, please."

(iii) Referential Function: Language is used to provide information or refer to something.

Example: "The Eiffel Tower is in Paris."

(iv) Phatic Function: Language is used to establish or maintain social relationships.

Example: "Good morning, how are you?"

(v) Aesthetic Function: Language is used creatively or artistically to entertain or evoke emotions.

Example: Poetry like "Shall I compare thee to a summer's day?"

(vi) Metalinguistic Function: Language is used to discuss or analyze itself.

Example: Explaining grammar rules: "A verb is an action word."

(b) Using the concepts below, explain how human language differs from animal forms of communication.

Human language is a structured system of communication characterized by unique features such as syntax, semantics, and creativity. Animal communication, in contrast, is instinctive and limited to specific signals.

(i) Productivity: Humans can create an infinite number of sentences using a limited set of rules and words.

Example: A human can say, "The cat jumped over the moon," a sentence never heard before, while animals use fixed signals, like a dog's bark to signal danger.

(ii) Duality: Human language operates on two levels—sounds and meanings. Individual sounds (phonemes) combine to form words with specific meanings.

Example: The sounds /c/, /a/, and /t/ form the word "cat." Animal communication lacks this dual structure.

(iii) Displacement: Humans can discuss things that are not present in time or space, such as the past, future, or imaginary events.

Example: Talking about "next year's vacation." Animals only communicate about immediate needs or threats.

(iv) Cultural Transmission: Human language is learned through social interaction and varies by culture.
Example: A child raised in France will learn French, while one in Japan learns Japanese. Animal communication is mostly innate.

(v) Discreteness: Human language is made of distinct units (phonemes, morphemes) that can be combined in countless ways.

Example: The words "bat" and "tab" use the same phonemes in different orders to create new meanings. Animal signals are not combinable.

2. The relationship between literature and language can be compared to that of chicken and egg. Discuss. Literature refers to written or spoken works of artistic merit, while language is the medium through which these works are created.

Literature and language are interdependent, much like the chicken-and-egg debate, where each relies on the other for its existence.

Language serves as the foundation for literature, providing the tools for expression, while literature enriches language by expanding vocabulary, inspiring creativity, and reflecting cultural nuances. For instance, Shakespeare's works have significantly influenced English, introducing words and phrases still used today, such as "break the ice."

Conversely, without language, literature would not exist, as it requires a medium for communication.

3. (a) What is the function of each underlined word in the sentences below?

(i) Soda bill is a paper money.

Function: Subject complement (describes "Soda bill").

(ii) Paper could be used for various purposes.

Function: Modal verb (indicates possibility).

(iii) Give me a ream of note paper.

Function: Object of the preposition (after "of").

(iv) This made them very happy.

Function: Object complement (describes "them").

(v) Who is the man next to you?

Function: Object of the preposition (after "to").

(vi) The passenger will travel by air.

Function: Main verb phrase (describes the action).

(b) (i) Analyze the sentence "I arrived while the meeting was in progress" using a tree diagram.

In this sentence:

1. "I arrived" is the main clause.
 - "I" is the subject (noun phrase).
 - "arrived" is the predicate (verb phrase).
2. "while the meeting was in progress" is a subordinate clause functioning as an adverbial clause of time.
 - "while" is the subordinating conjunction.
 - "the meeting" is the subject (noun phrase).
 - "was in progress" is the predicate (verb phrase).

(ii) Show the difference in structure and meaning between the pair of sentences:

1. "A German who spoke English translated for us."
 - Structure:
 - Subject: "A German"
 - Relative clause: "who spoke English"
 - Predicate: "translated for us"
 - Meaning: This sentence specifies that one German among many, who had the ability to speak English, translated for the group.
2. "The German, whom I spoke to at some length yesterday, is a translator."
 - Structure:
 - Subject: "The German"
 - Relative clause: "whom I spoke to at some length yesterday" (non-restrictive, marked by the comma)
 - Predicate: "is a translator"
 - Meaning: This sentence refers to a specific German individual previously discussed or known, emphasizing their role as a translator. The non-restrictive clause provides additional, non-essential information.

Key Differences:

- Restrictive vs Non-Restrictive Clauses: The first sentence uses a restrictive clause ("who spoke English") to identify which German, implying there could be others. The second sentence uses a non-restrictive clause ("whom I spoke to...") to provide extra detail about the already-specified individual.
- Definiteness: The use of "A" in the first sentence indicates one of many Germans, while "The" in the second sentence specifies a particular individual.

7. (a). With relevant examples, define the following phonological terms:

i. Velum

The velum, also known as the soft palate, is the part of the mouth located towards the back of the roof of the oral cavity. It plays a key role in speech production, particularly in velar sounds like /k/ in "cat" and /g/ in "go".

ii. Active articulators

Active articulators are the movable parts of the vocal tract that interact with other parts to produce speech sounds. Examples include the tongue, which is used in producing sounds like /t/ in "top", and the lower lip, used in producing sounds like /f/ in "fish".

iii. Stress

Stress refers to the emphasis placed on a particular syllable in a word or a specific word in a sentence. For example, in the word "record", stress on the first syllable makes it a noun (/ˈrek.ɔːrd/), while stress on the second syllable makes it a verb (/rɪˈkɔːrd/).

iv. Glottal stop

A glottal stop is a sound produced by briefly closing the vocal cords to stop airflow and then releasing it. It occurs in words like "uh-oh" where the interruption between "uh" and "oh" represents a glottal stop.

(b) Differentiate sibilants from approximants.

Sibilants are consonant sounds characterized by a hissing sound due to turbulent airflow. Examples include /s/ as in "snake" and /ʃ/ as in "shout".

Approximants, on the other hand, are sounds produced with a narrowing of the vocal tract without creating turbulent airflow. Examples include /r/ as in "red" and /w/ as in "water".

(c). Write short notes on the following:

i. Stop consonants

These are sounds produced by completely blocking the airflow in the vocal tract and then releasing it suddenly. Examples include /p/ as in "pen" and /b/ as in "ball".

ii. Nasal consonants

Nasal consonants are produced when the airflow is redirected through the nose due to the lowering of the velum. Examples include /m/ as in "man" and /n/ as in "net".

iii. Syllabic consonants

Syllabic consonants function as the nucleus of a syllable, often replacing a vowel sound. Examples include the /l/ in "bottle" and the /n/ in "button".

iv. Diphthong

A diphthong is a vowel sound that involves a glide from one vowel position to another within the same syllable. Examples include /aɪ/ in "time" and /aʊ/ in "house".

8 (a). Mention three functions of intonation by giving one example for each:

i. Declarative statements

Intonation is used to indicate statements. Example: "I am going home." (falling intonation)

ii. Questions

Intonation is used in yes/no questions. Example: "Are you coming?" (rising intonation)

iii. Emphasis

Intonation can emphasize certain words. Example: "I said I want that book."

(b) With examples, differentiate between a vowel cluster and a consonant cluster.

Vowel cluster refers to two or more vowel sounds occurring together in a syllable. Example: "out" (/aʊ/).

Consonant cluster refers to two or more consonant sounds occurring together without an intervening vowel.

Example: "street" (/str/).

(c). Transcribe the following words phonemically:

i. Answer: /'æn.sə/

ii. Believe: /bɪ'li:v/

iii. Choir: /'kwaɪ.ə/

iv. English: /'ɪŋ.glɪʃ/

v. Fashion: /'fæʃ.ən/

vi. Global: /'gləʊ.bəl/

vii. Hurry: /'hʌr.i/

viii. Diphthong: /'dɪf.θɒŋ/

ix. Miscellaneous: /,mɪs.ə'leɪ.ni.əs/

x. Gaol: /dʒeɪl/

9. (a). With examples, define the following expressions:

i. Hyponyms

Hyponyms are words that fall under a specific category. Example: "rose" is a hyponym of "flower".

ii. Relational antonyms

Relational antonyms are word pairs where one implies the existence of the other. Example: "buy" and "sell".

iii. Collocation

Collocation refers to words that commonly occur together. Example: "fast food".

iv. Attitudinal meaning

Attitudinal meaning reflects the speaker's attitude. Example: "You are late again!" (shows frustration).

v. Contextual meaning

Contextual meaning is the specific meaning of a word depending on its use. Example: "bank" can mean a riverbank or a financial institution.

(b) Complete each of the sentences below, choosing the correct word from those in brackets:

- (i) We took the shortest route to Mwanza.
- (ii) Anna likes to peel off every apple she eats.
- (iii) Wilson had just eaten a large currant bun.
- (iv) The Taifa Stars fullback had strained muscle and was unable to play.

10. (a) Give different interpretations of the underlined words in the following pairs of sentences:

(i) She was all ready for work.

- This means she was completely prepared for work.

She was already tired.

- This means she was tired before starting or doing anything else.

(ii) You're very dangerous man.

- You're is a contraction of you are, meaning the person being addressed is a dangerous man.

Your dangerous man is around the corner.

- This refers to a dangerous man associated with the listener.

(iii) They live near a quiet lake.

- This describes a lake that is peaceful and calm.

The teacher thought the students were quite right.

- Quite means completely or to a certain degree, emphasizing that the students were correct.

(iv) They found children all together in the park.

- This means the children were found as a group in one place.

Altogether, the total price is thirty shillings.

- This means completely or in total.

(v) My sister has a loose tooth.

- Loose refers to a tooth that is not firmly attached.

Did you lose your report?

- Lose means to misplace or fail to have something.

(b) Explain the meanings of the following sentences:

(i) It was a big scandal but as soon as the dust had settled down, the bishop went on preaching.

- As soon as the dust had settled means after the situation calmed or returned to normal, the bishop resumed his activities.

(ii) The family is living a cat and dog life.

- This means the family members are constantly fighting or arguing.

(iii) Ugimbi left the club with his tail between his legs.

- This phrase means Ugimbi left feeling ashamed or humiliated.

(iv) He was braying about his own prosperity.

- Braying refers to speaking loudly or boasting about his success or wealth.

(v) This is a very big factory. I wonder who holds the reins.

- Who holds the reins metaphorically refers to who controls or manages the operations of the factory.