

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

2009 February 09 Monday

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) Wherever applicable, use examples to differentiate between the following linguistic concepts:

i. A dialect and a register

A dialect is a regional or social variety of a language distinguished by pronunciation, grammar, and vocabulary. For example, Standard Swahili and Kimvita (a dialect of Swahili spoken in Mombasa). A register, on the other hand, refers to variations in language use depending on the context or purpose. For instance, formal English (used in academic writing) vs informal English (used in casual conversations).

ii. A Pidgin and a Creole

A pidgin is a simplified language that develops as a means of communication between speakers of different native languages. For example, Tok Pisin in Papua New Guinea. A creole is a fully developed language that originated from a pidgin but has become a native language for a community. For example, Haitian Creole.

iii. Code mixing and code switching

Code mixing is the use of elements (words, phrases) from two or more languages within the same sentence or conversation, such as "Nimebuy laptop mpya" (Swahili-English). Code switching refers to changing from one language to another based on context or audience, such as switching between English at work and Swahili at home.

(b) What are the functions of language in a society?

Language serves multiple functions in society:

- i. Communication: Language allows individuals to convey ideas, emotions, and information.
- ii. Social Identity: It distinguishes groups through accents, dialects, or native tongues.
- iii. Cultural Transmission: Language preserves and transmits cultural traditions and values.
- iv. Education: It is the medium for learning and intellectual development.
- v. Economic Exchange: Facilitates trade and commerce.
- vi. Expression: Language helps express emotions and creativity through literature, art, and music.

2. (a) Why is English an international language while Kisukuma is not?

English is an international language due to historical, political, and economic factors. It became widespread due to British colonialism, global trade, and its role in science, technology, and diplomacy. English is the primary or second language in many countries, making it a lingua franca for global communication. Kisukuma, on the other hand, is a regional language spoken predominantly in Tanzania, lacking the historical or global significance that English holds.

(b) Explain briefly the advantages and disadvantages of using Kiswahili in our higher learning institutions.

Advantages:

- i. Accessibility: Kiswahili is widely spoken in Tanzania, enhancing comprehension among students.
- ii. Cultural Preservation: Using Kiswahili promotes national identity and cultural pride.
- iii. Equity: It bridges gaps between students from diverse linguistic backgrounds.

Disadvantages:

- i. Limited Resources: There are fewer academic resources, like textbooks, in Kiswahili.
- ii. Global Competitiveness: English is vital for global communication and research, which Kiswahili cannot yet match.
- iii. Transitional Challenges: Adapting technical terms into Kiswahili can be difficult and time-consuming.

3. (a) Construct correct sentences to illustrate the use of auxiliary verbs in carrying out the grammatical functions specified below:

i. Expressing emotional emphasis:

You must finish this project today!

ii. Forming the perfect aspect:

She has completed her assignment.

iii. Making the passive voice:

The letter was written by the secretary.

iv. Forming question tags:

You will attend the meeting, won't you?

v. Expressing obligation:

Students must submit their homework on time.

(b) Change the words in brackets into their appropriate noun forms.

i. Don't despise anyone because of their poverty.

ii. Because of their bravery, they got the lion's share.

iii. His approval as a discipline master surprised everybody.

iv. His drawing is inaccurate.

v. The conquest of African kingdoms by colonial forces was obvious.

4. (a) Differentiate the following:

i. Tense from Time

Tense refers to the grammatical expression of time in a verb (e.g., past, present, future). Time is the concept of when an event occurs (e.g., yesterday, now, tomorrow).

ii. Aspect from Mood

Aspect describes the completeness or duration of an action (e.g., perfect, progressive). Mood expresses the speaker's attitude towards the action (e.g., indicative, subjunctive, imperative).

iii. Direct Object from Indirect Object

A direct object receives the action of the verb (e.g., "She bought a book"). An indirect object is the recipient of the direct object (e.g., "She gave me a book").

iv. Noun Clause from Adjective Clause

A noun clause functions as a noun in a sentence (e.g., "What he said surprised me"). An adjective clause modifies a noun (e.g., "The book that I read was interesting").

v. Subject Complement from Object Complement

A subject complement describes the subject and follows linking verbs (e.g., "She is happy"). An object complement describes or renames the object (e.g., "They named him captain").

(b) How can you prove that there are only two tenses in English?

English has two tenses: past and present. These tenses are marked in the verb forms (e.g., "walk" for present, "walked" for past). The future is expressed using auxiliary verbs (e.g., "will walk") rather than a distinct tense form.

(c) Construct correct sentences of your own to illustrate five different ways of referring to future time.

- i. Using "will": I will visit you tomorrow.
- ii. Using "going to": She is going to start a new job next week.
- iii. Using the present progressive: They are leaving for vacation next Monday.
- iv. Using "shall": We shall overcome this challenge.
- v. Using simple present for scheduled events: The train departs at 9 AM tomorrow.

5. (a) Mention the type of category that describes each of the underlined parts of the sentence and show their functions.

- i. The boy who has a white cap is a teacher.

Category: Predicate noun (a teacher).

Function: Describes the subject.

- ii. Painting is his hobby.

Category: Gerund (painting).

Function: Acts as the subject.

- iii. She gave him a note.

Category: Indirect object (him).

Function: Receives the direct object (a note).

iv. It was found here.

Category: Adverb (here).

Function: Indicates place.

v. The boy who has a white cap is a teacher.

Category: Adjective clause (who has a white cap).

Function: Modifies "boy."

(b) Organize the following phrases in their correct order to complete the sentence.

i. Two of our first half years were spent on studying.

ii. Two both the girls left home when they got married.

iii. Grammar all silly exercises make me tired.

iv. Great attempt a second what he made.

v. Four friends new her Mwenge came to visit us.

6.(a). Replace the relative clauses by prepositional phrases.

i. The girl wearing a red dress is called Joyce.

ii. The children whose parents were missing went to the orphanage.

iii. We saw the ambulance carrying the train victims.

iv. The boy that fought fearlessly is in hospital.

(b) Explain briefly what a gerund is with two examples.

A gerund is the -ing form of a verb functioning as a noun. Examples:

Swimming is my favorite activity.

I enjoy reading books.

(c) Mention four (4) word formation processes.

i. Affixation: Adding prefixes or suffixes (e.g., happiness).

ii. Compounding: Combining two words (e.g., toothbrush).

iii. Blending: Merging parts of two words (e.g., brunch from breakfast + lunch).

iv. Clipping: Shortening a word (e.g., ad from advertisement).

7. (a) Describe briefly the manner and place of articulation of the following English speech sounds:

i. /ŋ/

Manner: Nasal (air escapes through the nose).

Place: Velar (produced at the back of the tongue and the velum).

Example: "sing".

ii. /θ/

Manner: Fricative (continuous airflow with friction).

Place: Dental (produced with the tongue between the teeth).

Example: "think".

iii. /dʒ/

Manner: Affricate (a stop followed by a fricative).

Place: Palato-alveolar (produced at the hard palate and alveolar ridge).

Example: "judge".

iv. /ʃ/

Manner: Fricative.

Place: Palato-alveolar.

Example: "shoe".

v. /f/

Manner: Fricative.

Place: Labiodental (produced with the bottom lip against the upper teeth).

Example: "fish".

(b) Provide a word as an example for each sound in 7(a) above and transcribe it.

i. /ŋ/: "ring" - /rɪŋ/

ii. /θ/: "bath" - /bæθ/

iii. /dʒ/: "bridge" - /brɪdʒ/

iv. /ʃ/: "wash" - /wɒʃ/

v. /f/: "face" - /feɪs/

8. (a) Complete the following table on the production of vowels.

Vowel	Point on the tongue	Height of the tongue in the mouth	Position of the lips
/u/	High back	Close	Rounded
/e/	Front	Mid	Neutral
/ɔ/	Back	Open-mid	Rounded
/i/	High front	Close	Spread
/a/	Low back	Open	Neutral

(b) Explain the meaning of:

i. Friction consonants: These are consonants produced by forcing air through a narrow channel, causing friction. Example: /f/, /s/.

ii. Manner of articulation: This describes how airflow is modified by the speech organs during the production of a sound.

iii. Stop consonants: Consonants produced by completely blocking airflow and then releasing it suddenly. Example: /p/, /t/.

iv. Velum: The soft part of the roof of the mouth, involved in producing velar sounds like /k/ and /g/.

v. Voiced phonemes: Sounds produced with the vibration of vocal cords. Example: /b/, /d/.

9. (a) Differentiate the following terms giving examples:

i. Stylistic meaning and connotative meaning

Stylistic meaning depends on the context or tone of speech, while connotative meaning involves implied or emotional associations. Example: "home" (connotative: comfort, security).

ii. Synonyms and relational opposites

Synonyms are words with similar meanings (e.g., "big" and "large"). Relational opposites exist in pairs where one implies the existence of the other (e.g., "buyer" and "seller").

iii. Gradable and non-gradable antonyms

Gradable antonyms can vary in degree (e.g., "hot" and "cold"). Non-gradable antonyms are absolute (e.g., "dead" and "alive").

iv. Literal and literary meaning

Literal meaning refers to the basic, dictionary definition of a word. Literary meaning refers to figurative or symbolic interpretations often found in literature.

v. Homonyms and homophones

Homonyms are words with the same spelling and pronunciation but different meanings (e.g., "bank" as in riverbank or financial bank). Homophones sound the same but have different spellings and meanings (e.g., "flower" and "flour").

(b) Disambiguate the following sentences and explain what causes the ambiguity:

i. The shooting of the hunters was terrifying.

Ambiguity: This could mean either the hunters were shooting, or someone was shooting at the hunters.

Cause: The unclear role of the hunters in the sentence (subject vs object).

ii. She is coming from the bank.

Ambiguity: This could mean either a financial institution or the edge of a river.

Cause: The polysemous nature of the word "bank".

iii. The Germans are musicians.

Ambiguity: This could mean all Germans are musicians, or only a specific group of Germans.

Cause: The lack of specificity in the use of "the Germans".

iv. Visiting speakers can be awful.

Ambiguity: This could mean speakers who are visiting are awful, or the act of visiting speakers is awful.

Cause: Misinterpretation of "visiting" as a participle or gerund.

v. The English teacher is here.

Ambiguity: This could mean the teacher who teaches English is here, or the teacher who is English is here.

Cause: Ambiguous use of "English" as a descriptor for subject or nationality.

10. (a) Explain the difference in meaning between the following pairs of sentences:

i. He built herself a new house.

He built a new house herself.

Difference: The first sentence indicates he built the house for her, while the second suggests she built it herself.

ii. The teacher called the student stupid.

The teacher called the stupid student.

Difference: The first sentence is an opinion about the student, while the second identifies the student as "stupid".

iii. The police found the deserted house.

The police found the house deserted.

Difference: The first sentence means the house was empty and abandoned when the police found it, while the second indicates the house became deserted after they found it.

iv. My only radio cassette was stolen.

Only my radio cassette was stolen.

Difference: The first sentence indicates it was the only cassette the speaker had. The second specifies that among other items, only the cassette was stolen.

v. His only child passed the examination.

Only his child passed the examination.

Difference: The first sentence refers to the fact he has one child, who passed. The second implies that no one else but his child passed.

(b) Substitute a word to the following underlined phrasal/prepositional verbs:

i. The thieves broke into the room.
Entered forcibly.

ii. He got down into business.
Started.

iii. I'll drop in any time during the holidays.
Visit.

iv. She looked down on him.
Despised.

v. I can't make out what he means.
Understand.