

**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, 10th February 2010**

**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) Distinguish the following linguistic concepts:

i. Productivity and Displacement

Productivity refers to the ability of language users to create and understand an infinite number of sentences, including new ones, from a finite set of rules and words. Displacement refers to the ability to discuss things not present in the immediate context, such as past, future, or imaginary events.

ii. Mother Tongue and National Language

The mother tongue is the first language a person learns at home during childhood, often passed down by parents. A national language is a language chosen by a country for unifying its citizens and conducting official functions, like Swahili in Tanzania.

iii. Language and Linguistics

Language is the system of communication used by humans, comprising sounds, symbols, and rules. Linguistics is the scientific study of language, including its structure, development, and use.

iv. Speech and Communication

Speech is the vocalized form of communication that uses language. Communication encompasses all methods of transmitting messages, including speech, writing, gestures, and body language.

v. Linguistic Competence and Linguistic Performance

Linguistic competence is the unconscious knowledge of language rules, while linguistic performance refers to the actual use of language in real situations.

(b) Five major things that helped the development of Kiswahili in Tanzania before and after Uhuru:

i. Colonial Policies: The Germans and British used Kiswahili as a medium of instruction and administration, helping its growth.

ii. Independence Efforts: After Uhuru (independence), Julius Nyerere promoted Kiswahili as a unifying language, making it the national language.

iii. Education System: Kiswahili became the medium of instruction in primary schools and a subject in secondary schools.

iv. Media: Newspapers, radio, and television programs in Kiswahili expanded its usage and reach.

v. Cultural Integration: Kiswahili unified Tanzania's ethnic groups and was used in government functions, literature, and cultural activities.

2. (a) Comment briefly on the following linguistic concepts:

i. Children born of parents from two different tribes are likely to use none of the parents' tongue in communication.

This happens due to language shift, where children adopt a more dominant or neutral language spoken in the broader community, often for practicality or social integration.

ii. Language is primarily speech.

Language originated as a spoken form of communication before the advent of writing. Speech is natural and universal, while writing systems vary across cultures.

iii. English is taken by most Tanzanians as a foreign language and not a second language.

This is because English is rarely used in daily communication outside educational or formal contexts, unlike Kiswahili, which serves as the primary means of interaction.

iv. Kiswahili is an international language.

Kiswahili is spoken in several countries, including Kenya, Uganda, and the Democratic Republic of Congo, and is gaining recognition in international institutions like the African Union.

v. The school years are a period of tremendous growth in language skills and in linguistic creativity.

Children expand their vocabulary, syntax, and creative use of language during school years through exposure to new subjects, peers, and teachers.

(b) Define the following linguistic terms and give examples for each:

i. Phatic Function: Language used for social interaction rather than conveying information, such as greetings. Example: "How are you?"

ii. Formal Language: Language used in professional or official settings, adhering to rules of grammar and politeness. Example: "I hereby request your assistance."

iii. Polite Language: Language used to show respect and courtesy. Example: "Could you please pass the salt?"

iv. Language Acquisition: The process of learning a language naturally, especially as a child. Example: A baby learning Swahili at home.

v. Encoding: The process of converting thoughts into language for communication. Example: Choosing the words to describe a feeling.

3. (a) Write the sentences in a way that the bracketed words may sound as verbs:

i. Two friends can do their (conversation) using informal style.

Two friends can converse using informal style.

ii. The class monitor ordered his fellow students to make sure that the dustbins are (empty) before they leave for holidays.

The class monitor ordered his fellow students to empty the dustbins before they leave for holidays.

iii. Capitalism is regarded as a (poison) that is destroying the traditional way of life.

Capitalism is regarded as poisoning the traditional way of life.

iv. Always flowers make our homes (beautiful).

Always flowers beautify our homes.

v. The roadside crosses are a poignant (reminder) of fatal accidents.

The roadside crosses are a poignant reminder of fatal accidents.

(b) State the function of each underlined part in each of the following sentences:

i. Still water run deep.

Function: Subject

ii. We while away our evenings with books and magazines.

Function: Adverbial phrase

iii. The after effects of the drug are bad.

Function: Subject

iv. Objects without life are often personified, that is, spoken of as if they were living beings.

Function: Complement

v. In accordance with your instructions, we have remitted the amount of your bankers.

Function: Adverbial phrase

4. (a) Make a syntactic analysis of the underlined parts in each of the following sentences:

i. Languages are alike because people are alike in their capacities for communicating in a uniquely human way.

Languages are alike: Main clause (Subject: Languages; Verb: are; Complement: alike).

Because people are alike in their capacities for communicating in a uniquely human way: Subordinate clause (Adverbial clause of reason).

ii. A morpheme is the smallest unit of meaning and is indivisible without violating the meaning or producing meaningless units.

A morpheme is the smallest unit of meaning: Main clause (Subject: A morpheme; Verb: is; Complement: the smallest unit of meaning).

And is indivisible without violating the meaning or producing meaningless units: Coordinated clause (Verb: is indivisible; Adverbial: without violating the meaning or producing meaningless units).

iii. Exercise has made his muscles strong.

Exercise has made his muscles strong: Main clause (Subject: Exercise; Verb: has made; Object: his muscles; Complement: strong).

iv. English is spoken all over the world.

English is spoken all over the world: Main clause (Subject: English; Verb: is spoken; Adverbial: all over the world).

v. They use video for teaching the students.

They use video for teaching the students: Main clause (Subject: They; Verb: use; Object: video; Adverbial: for teaching the students).

(b) In each of the following sentences, identify and label the functions of dependent clauses:

i. No man can become a great artist unless he applies himself continually to his art.

Unless he applies himself continually to his art: Adverbial clause (condition).

ii. People who live in glass houses should not throw stones.

Who live in glass houses: Adjective clause (modifies "People").

iii. That you should cheat me hurts me.

That you should cheat me: Noun clause (subject of "hurts me").

iv. Since you have already decided, why do you ask my opinion?

Since you have already decided: Adverbial clause (reason).

v. The point is that I will join university next year.

That I will join university next year: Noun clause (complement of "The point is").

5. (a) Name the type of word formation process involved in the formation of each of the following words:

- i. International: Derivation (prefix "inter-" and suffix "-al").
- ii. Bookshop: Compounding (combining "book" and "shop").
- iii. Conversation (n) – converse (v): Back-formation (from noun to verb).
- iv. UNESCO: Acronym (United Nations Educational, Scientific and Cultural Organization).
- v. Tick-tock: Reduplication (repetition with variation in sound).

(b) Rewrite a new sentence by replacing each of the bracketed words with a word or phrase that will bring the same meaning in the following sentences:

i. If you want to (get better), you must take your medicine.  
If you want to recover, you must take your medicine.

ii. What time does his train (come in)?  
What time does his train arrive?

iii. We decided to (come back) to Dar es Salaam for another holiday.  
We decided to return to Dar es Salaam for another holiday.

iv. Stubborn students (make off) when they see their teacher coming.  
Stubborn students run away when they see their teacher coming.

v. Building it here would (go against) the wishes of the local community.  
Building it here would oppose the wishes of the local community.

vi. The teacher's task has (an open-ended) question.  
The teacher's task has a flexible question.

(c) With examples, write short notes on the following lexical elements:

i. Derivational morphemes: These are morphemes added to root words to create new words or change their grammatical category. Example: "Happy" (adjective) → "Happiness" (noun).

ii. Premodifiers: Words placed before a noun to modify it. Example: "A beautiful house" (the adjective "beautiful" modifies "house").

iii. Headword: The main word in a phrase, which determines its type. Example: In the noun phrase "The tall man," the headword is "man."

6. (a) Differentiate the following lexical terms with examples:

i. Free morphemes and bound morphemes:

Free morphemes can stand alone as words (e.g., "book"). Bound morphemes cannot stand alone and must attach to a root (e.g., "-ed" in "played").

ii. Kindness and unkind:

"Kindness" is a noun formed by adding the suffix "-ness" to "kind," while "unkind" is an adjective formed by adding the prefix "un-" to negate "kind."

iii. Open and closed set:

Open sets allow for new additions (e.g., nouns and verbs). Closed sets do not accept new members (e.g., prepositions, conjunctions).

iv. Prepositional verbs and phrasal verbs:

Prepositional verbs combine a verb with a preposition (e.g., "look at"). Phrasal verbs combine a verb with a particle (e.g., "give up").

v. Stative and dynamic verbs:

Stative verbs describe a state or condition (e.g., "know"). Dynamic verbs describe actions (e.g., "run").

(b) Write new sentences by writing a noun form for each of the underlined elements:

i. They stayed in an island for two weeks.

Their stay in an island lasted two weeks.

ii. Business letters should be clear and to the point.

Clarity in business letters is essential.

iii. In order to develop, the only breakthrough is to work hard.

Development requires hard work for breakthroughs.

iv. He has to water his garden daily.

The watering of his garden is done daily.

v. This year farmers will produce enough food.

This year's production of food will be sufficient.

7. (a) Write the difference between:

i. Voiced and voiceless phonemes:

Voiced phonemes are produced with vocal cord vibration (e.g., /b/, /d/), while voiceless phonemes lack vibration (e.g., /p/, /t/).

ii. Hard and soft palate:

The hard palate is the bony part of the roof of the mouth, while the soft palate is the flexible, muscular part located behind the hard palate.

iii. Monophthong and diphthong:

A monophthong is a single vowel sound (e.g., /i:/ in "see"), while a diphthong combines two vowel sounds in one syllable (e.g., /aɪ/ in "time").

iv. Bilabial and labiodental sounds:

Bilabial sounds are produced using both lips (e.g., /b/, /p/), while labiodental sounds involve the lower lip and upper teeth (e.g., /f/, /v/).

v. Fricatives and stops:

Fricatives involve partial obstruction of airflow, creating friction (e.g., /f/, /s/), while stops involve complete obstruction followed by a release (e.g., /p/, /t/).

(b) Explain briefly what happens when:

i. The soft palate is lowered:

Air is directed through the nasal cavity, producing nasal sounds like /m/ and /n/.

ii. The tongue is set between upper and lower teeth:

This articulation produces dental sounds like /θ/ in "think."

iii. The tongue tip touches an alveolar ridge:

Alveolar sounds like /t/ and /d/ are produced.

iv. The initial sound of the word "mother" is articulated:

The bilabial nasal /m/ is produced as air passes through the nasal cavity.

v. The vowel phonemes are formed:

Vowels are produced with an open vocal tract, where the tongue and lips shape the sound without blocking airflow.

8. (a) Give phonological reasons on each of the following concepts:

i. The final sounds of the words "marks" and "boys" are different:

The final sound in "marks" is /s/ (voiceless), while in "boys" it is /z/ (voiced), due to the voicing of the preceding consonant.

ii. The vowel phonemes and nasals have something to share in common:

Both allow continuous airflow during articulation, with vowels being oral and nasals being nasal.

iii. The sound articulated during the articulation of the speech sounds is not from the stomach:

Speech sounds are produced by airflow from the lungs, not the stomach.

iv. Vocal folds play an important role in speech sound production:

The vibration of the vocal folds produces voiced sounds, and their positioning determines voicing.

v. The tongue can work with different organs of speech:

The tongue interacts with the teeth, alveolar ridge, hard palate, and soft palate to produce a variety of sounds.

(b) Write short notes on the following phonological terms:

i. Nasalized vowel:

A vowel produced with air passing through the nasal cavity, as in French words like *bon*.

ii. Glottal stop:

A sound made by obstructing airflow in the glottis, as in the middle of the word *uh-oh*.

iii. Consonant:

A speech sound produced with partial or complete closure of the vocal tract, such as /b/, /s/, or /t/.

iv. Intonation:

The variation in pitch during speech, used to convey meaning, emotion, or grammatical structure.

v. Teeth:

An articulator involved in producing sounds like /f/ and /v/ by interacting with the lips or tongue.

9. (a) Differentiate the following concepts:

i. Denotative and conceptual meaning:

Denotative meaning is the literal dictionary definition, while conceptual meaning relates to the broader idea or concept behind a word.

ii. Connotative and collocational meaning:

Connotative meaning includes emotional or cultural associations, while collocational meaning arises from words typically found together (e.g., "strong tea").

iii. Synonyms and homonyms:

Synonyms have similar meanings (e.g., *big/large*), while homonyms have the same spelling or pronunciation but different meanings (e.g., *bank* as a riverbank or financial institution).

iv. Idioms and proverbs:

Idioms are fixed expressions with non-literal meanings (e.g., "kick the bucket"), while proverbs are traditional sayings conveying wisdom (e.g., "A stitch in time saves nine").

v. Dead/alive and hot/cold:

These are pairs of antonyms; *dead/alive* are complementary antonyms, while *hot/cold* are gradable antonyms.

(b) Explain the contextual meaning of the word "lift" in the following sentences:

i. The economic measures are designed to lift the country out of recession.

Context: To raise or improve the economy.

ii. They are hoping to get the ban lifted by the end of the month.

Context: To remove or cancel the ban.

iii. I watched him lift a couple of CDs and stuff them into his jacket.

Context: To steal.

iv. An increase in interest rates will lift the value of the dollar.

Context: To increase or raise.

v. His speech gave everybody a psychological lift.

Context: To boost morale or emotions.

10. (a) The following sentences have more than one meaning. State two (2) meanings from each sentence:

i. Sebuguwo met an American history teacher on his way to school.

- The teacher was American.
- The teacher was teaching American history.

ii. The parents of Amakwa and Abigail were waiting for the policeman.

- Both Amakwa and Abigail share the same parents.
- Amakwa and Abigail each have different parents.

iii. Manka whacked a man with an umbrella.

- Manka used an umbrella to whack the man.
- The man Manka whacked was holding an umbrella.

iv. The old men and women attended the meeting.

- Both old men and old women attended the meeting.
- Only old men attended the meeting, not the women.

v. The policeman shot the burglar with a gun.

- The policeman used a gun to shoot the burglar.
- The burglar was holding a gun when he was shot.

(b) Explain the meaning of the following idiomatic expressions:

i. Don't break your back to finish the work tonight.

Meaning: Don't overexert yourself to complete the work tonight.

ii. You have to leave no stone unturned/leave no avenue unexplored.

Meaning: Exhaust all possibilities in your search or effort.

iii. To leave better under the sun you have to wipe the slate clean.

Meaning: Start afresh by removing past mistakes or grievances.

iv. Makaanaygio is all eyes whenever he sees the sports on TV.

Meaning: Makaanaygio watches sports on TV with keen attention.

v. Beat it! I am tired of arguing with you.

Meaning: Leave immediately; go away.