

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

Tuesday, 08th February 2011

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) Provide brief linguistic explanations for each of the following concepts:

i. Kiswahili is becoming the mother tongue of many Tanzanians today.

This refers to the phenomenon of language shift where Kiswahili, originally a lingua franca, is now acquired as the first language by many Tanzanian children, especially in urban areas. This shift is due to increased urbanization and national efforts to promote Kiswahili as a unifying language.

ii. Language can enable us to talk of things which are remote at the time of speech.

This illustrates the property of displacement in human language, which allows speakers to discuss events, objects, or concepts that are not present in the immediate physical environment, such as discussing the past, future, or hypothetical scenarios.

iii. Pidgin is not the mother tongue of any language community.

Pidgin languages are simplified forms of communication developed between groups that do not share a common language. They are used for practical purposes like trade and lack native speakers, although they may develop into creoles if adopted by a community.

iv. English is not effectively spoken in most secondary schools in Tanzania to date.

This highlights the challenges of language education in Tanzania, where English, although an official language, is not effectively taught or practiced, leading to limited proficiency among students and teachers.

v. Language is symbolic in nature.

Language uses arbitrary symbols (words) to represent ideas, objects, or concepts. For example, the word "tree" in English and "mti" in Swahili both symbolize the same object but bear no inherent connection to the object itself.

(b) What are barriers to the learning of a second language?

Barriers include:

Age: Younger learners often acquire second languages more easily due to neural plasticity.

Motivation: Lack of interest or necessity can hinder language learning.

Exposure: Limited opportunities to practice the language impede progress.

First Language Interference: Pronunciation, grammar, and syntax of the first language can negatively influence second language acquisition.

Educational Resources: Insufficient materials and trained teachers can restrict effective learning.

2. Kiswahili and English languages are both used as a medium of instruction in education. Which one do you think should be used in primary and secondary schools in Tanzania today? Give reasons for your answer.

Kiswahili should be the primary medium of instruction in both primary and secondary schools.

Kiswahili is the national language, spoken and understood by most Tanzanians, ensuring better comprehension and participation among students. Using Kiswahili can bridge the gap in understanding complex subjects, as many students struggle with English. Research shows that students learn more effectively in their first language or a language they are proficient in. Moreover, promoting Kiswahili aligns with cultural preservation and national unity. However, English can still be taught as a subject to equip students with global communication skills.

3. (a) Write the following sentences according to the instructions given after each.

i. They have been building the bridge for several months. (Write in singular form.)

She has been building the bridge for several months.

ii. Although he was suffering from fatigue as a result of the long journey, he woke up early. (Analyse the elements of structure.)

Subject: He

Verb: Was suffering, woke up

Object: Fatigue

Adverbial Clause: Although he was suffering from fatigue as a result of the long journey

Adverbial Phrase: Early

iii. Mwambu borrowed the magazine from his best friend. (Make it passive.)

The magazine was borrowed by Mwambu from his best friend.

iv. When people rushed to the west in search of gold, they left family and friends behind. (Put brackets in the adverbial clause.)

[When people rushed to the west in search of gold], they left family and friends behind.

v. As they cut down the trees and drag them across the stream, the water backs up in the meadow above. (Indicate the subject of the sentence.)

Subject: They, the water

(b) State the functions of the dependent clauses in the following sentences.

i. Since both land and sea travel were very slow, mail took over a month to go from East to West.

Function: Adverbial Clause (indicating reason).

ii. The helmet that a football player wears is strong but light.

Function: Adjective Clause (describes the helmet).

iii. That a well-planned future will be better seems obvious.

Function: Noun Clause (subject of the sentence).

iv. The water circulates as it is heated.

Function: Adverbial Clause (indicating condition).

v. I can tell that you are frightened and astonished.

Function: Noun Clause (object of the verb "tell").

4. (a) Assign SVOCA analysis to the following sentences.

i. You must address the chair.

Subject: You

Verb: Must address

Object: The chair

Complement: None

Adverbial: None

ii. He has been attending lectures regularly.

Subject: He

Verb: Has been attending

Object: Lectures

Complement: None

Adverbial: Regularly

iii. He is going to be a doctor when he grows up.

Subject: He

Verb: Is going to be

Object: None

Complement: A doctor

Adverbial: When he grows up

iv. Although the Pony Express lasted only eighteen months and lost money, its story was a glorious chapter in the history of the west.

Subject: Its story

Verb: Was

Object: None

Complement: A glorious chapter in the history of the west

Adverbial: Although the Pony Express lasted only eighteen months and lost money

(b) Write short notes on the following grammatical concepts.

i. Verb phrase: A verb phrase consists of a main verb and its auxiliaries (if any). For example, "has been working" is a verb phrase in the sentence "She has been working hard."

ii. Attributive function of an adjective: An adjective used attributively modifies a noun directly and typically precedes it. For example, in "The red car," the adjective "red" modifies the noun "car."

5. (a) Describe the following sentences morphologically.

i. The student wrote the letter home.

The: A definite article, indicating specificity.

Student: A free lexical morpheme (root word).

Wrote: A free lexical morpheme (past tense of "write") with an inflectional morpheme (-ed) to mark tense.

The: A definite article.

Letter: A free lexical morpheme (root word).

Home: A free lexical morpheme, functioning as an adverb of place.

ii. Put the plate on the table.

Put: A free lexical morpheme (root word, verb).

The: A definite article.

Plate: A free lexical morpheme (root word, noun).

On: A free grammatical morpheme (preposition).

The: A definite article.

Table: A free lexical morpheme (root word, noun).

(b) Read the following passage and answer the questions that follow.

A thick vegetation cover, such as tropical forests, acts as a protection against physical weathering and also helps to slow the removal of the weathered layer. In deserts and high mountains, the absence of vegetation accelerates the rate of weathering. Plants and animals, however, play a significant part in rock destruction, notably by chemical decomposition through the action of organic acidic solutions. The acids develop from water percolation through partly decayed vegetation and animal matter.

i. Seven lexical morphemes: vegetation, forests, protection, weathering, plants, animals, destruction.

ii. Five derivational morphemes: -ation (vegetation), -est (forests), -tion (protection), -ion (destruction), -ic (acidic).

iii. Two inflectional morphemes: -s (forests), -s (animals).

6. (a) Write new sentences by changing each of the words in capitals into a noun.

i. DECIDE: The decision you make today will automatically affect your future.

ii. PRODUCE: The production of crops this year is expected to be high due to sufficient rain.

iii. BLACKLISTED: The blacklist of evil doers was published yesterday.

iv. MUST: Borrowing from other languages is a must for the development of any language.

v. DECIDE: Your decision to go for further studies is commendable.

- (b) Name the word formation processes involved in the formation of the words in brackets.
- Jackletless: Affixation (adding a suffix "-less" to the root "jacket").
 - Parties: Inflection (adding "-s" to indicate plural).
 - AIDS: Acronym (formed from the initials of "Acquired Immune Deficiency Syndrome").
 - Car phone: Compounding (combining "car" and "phone").
 - Footballer: Derivation (adding the suffix "-er" to the root "football").
7. (a) Without a diagram, explain the mechanism of speech sound production.

Speech sounds are produced when air from the lungs passes through the vocal tract. The process begins with the diaphragm pushing air from the lungs into the trachea and through the vocal cords. The vocal cords, located in the larynx, vibrate to produce voiced sounds or remain open for voiceless sounds. The air then travels to the oral or nasal cavity, where articulators like the tongue, lips, and teeth shape the sound. Consonants are produced by restricting airflow, while vowels are produced with a relatively open vocal tract.

(b) Give reasons for each of the following concepts:

- It is difficult for a toothless speaker to pronounce the word "fine."
The pronunciation of /f/ requires the upper teeth to touch the lower lip, which is challenging for a toothless speaker.
- It is not possible for the breath to come out through the oral cavity during the production of the initial sound of the word "mother."
The sound /m/ is a nasal sound, produced by directing airflow through the nasal cavity while the oral cavity is closed.
- Velar plosive is different from velar nasal.
A velar plosive (/k/, /g/) involves a complete closure at the velum followed by a burst of air, while a velar nasal (/ŋ/) involves airflow through the nasal cavity.
- As non-native speakers of English, we encounter some problems in learning it.
Non-native speakers face challenges like unfamiliar sounds, irregular grammar rules, and cultural differences in language use.
- Soft palate has two movements in common.
The soft palate rises to close the nasal cavity during oral sounds and lowers to open it during nasal sounds.

8. (a) Briefly explain the factors considered during the articulation of consonant phonemes.

The articulation of consonant phonemes depends on the following factors:

Place of Articulation: The location where airflow is obstructed, such as the lips (bilabial) or velum (velar).

Manner of Articulation: How the airflow is modified, such as stops, fricatives, or nasals.

Voicing: Whether the vocal cords vibrate (voiced sounds like /b/) or remain still (voiceless sounds like /p/).

(b) How are the organs of speech involved in the articulation of initial sounds of the following words?

- i. Chair: /tʃ/ (post-alveolar affricate): The tongue contacts the alveolar ridge, followed by a release creating friction.
- ii. Peak: /p/ (bilabial plosive): The lips close completely and then release air abruptly.
- iii. Mine: /m/ (bilabial nasal): The lips close, and air passes through the nasal cavity.
- iv. Time: /t/ (alveolar plosive): The tongue contacts the alveolar ridge, stopping airflow before releasing it.
- v. Kin: /k/ (velar plosive): The back of the tongue contacts the velum, blocking airflow before releasing it.
- vi. Bike: /b/ (bilabial plosive): The lips close, then release a burst of air with voicing.

9. (a) Write the denotative meaning for the following sentences:

i. Anyone who will come late will face the music.

Literal: The person will face the consequences of their actions.

ii. The information nowadays is at our fingertips.

Literal: Information is readily available or easily accessible.

iii. I now have the world's news in a nutshell.

Literal: I have a brief summary of the world's news.

iv. Don't let the cat out of the bag.

Literal: Do not reveal a secret.

v. Christmas appears once in a blue moon.

Literal: Christmas happens rarely or is a unique event.

(b) Show the lexical relationship for each of the following list of words:

i. AWACS, AWOL, ACAS, ACTU, AD, A.M.: Acronyms.

ii. Organization-organize; production-produce: Derivation.

iii. Water-water; walk-walk; stay-stay; empty-empty: Polysemy (words with multiple meanings).

iv. Smog, telecast, brunch, motel: Blends.

v. Suitcase, bookkeeping, storeroom, wholesale: Compounds.