

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

722

ENGLISH LANGUAGE

Time: 3 Hours

ANSWERS

Year: 2021

Instructions.

1. This paper consists of sections A and B with a total of **Fourteen (14)** questions.
2. Answer **all** questions from section A and **four (4)** questions from section B.
3. Section A carries **forty (40)** marks and section B Carries **sixty (60)** marks.
4. Cellular phones are **not** allowed in the examination room.
5. Write your **examination Number** on every page of your answer booklet(s).

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SECTION A (40 Marks)

Answer all questions from this section. Each question carries 4 marks.

1. Identify the coordinators and the functions performed by each in the following sentences:

In the sentence "He worked a lot and earned enough money," the coordinator is "and." It functions to add two similar positive ideas or actions happening together.

In the sentence "She did not tighten the lid but the water was still hot," the coordinator is "but." It functions to contrast two different or opposing ideas within the sentence.

In the sentence "We can put the note on the TV or on the refrigerator," the coordinator is "or." It functions to offer an alternative or choice between two possible actions.

In the sentence "The weather is cool but it is not favourable for sports," the coordinator is "but." It functions to contrast the coolness of the weather with its unsuitability for sports.

2. Analyse briefly four language teaching methods.

The Grammar Translation Method focuses on teaching a language through translating sentences between the target language and the learners' native language, emphasizing grammar rules and vocabulary memorization.

The Direct Method involves teaching language directly in the target language without translation, emphasizing speaking and listening skills through everyday conversation and real-life situations.

The Audio-Lingual Method relies on repetitive drills and pattern practice where students listen and repeat phrases, aiming to develop correct habits in speaking and pronunciation through imitation.

The Communicative Language Teaching Method emphasizes meaningful communication and interaction as the primary goal of language learning, encouraging students to use the language naturally through discussions, role-play, and group work.

3. Punctuate the following sentences:

Oh, something has gone into my eye.

What a rude husband!

To say the least, students should study hard in order to pass their examinations.

Do the buses run every day?

4. Use four points to identify stages to be followed by an English Language teacher when teaching vocabulary in the classroom.

The teacher introduces the new word by pronouncing it clearly and writing it on the board for the learners to see and hear it correctly.

The teacher explains the meaning of the word using definitions, pictures, real objects, or contextual examples to make the word understandable.

The teacher provides pronunciation practice by asking the class to repeat the word several times, ensuring correct stress and intonation.

The teacher uses the word in sentences or short exercises to help learners practice and apply it in context, reinforcing their understanding and usage.

5. Explain briefly four benefits of word reference materials.

Word reference materials such as dictionaries help learners find correct definitions, meanings, and appropriate uses of new words, improving vocabulary knowledge.

They provide pronunciation guides through phonetic symbols, enabling students to learn how to pronounce unfamiliar words accurately.

These materials give information about word origin, word class, synonyms, antonyms, and usage examples, which enrich students' understanding of word relationships.

Word reference materials improve learners' independent learning skills by enabling them to consult resources without always relying on a teacher.

6. Mention four activities suitable for developing listening sub-skills to form one students.

Listening to short stories and answering comprehension questions helps students develop the ability to understand spoken information and main ideas.

Dictation exercises where the teacher reads sentences aloud and students write them down improve listening for detail and accuracy.

Listening to simple instructions and following them physically develops students' ability to comprehend spoken directions.

Role-playing conversations in pairs or groups enhances listening for specific information and appropriate responses in real-life communication.

7. Explain briefly with one example for each how the following sounds are produced:

A dental sound is produced when the tongue tip touches the upper front teeth. An example is the /θ/ sound in "think."

A labial dental sound is made when the lower lip touches the upper teeth. An example is the /f/ sound in "fan."

An alveolar sound is produced when the tongue tip touches the alveolar ridge, which is the ridge behind the upper front teeth. An example is the /t/ sound in "top."

A palatal sound is made when the body of the tongue touches the hard palate. An example is the /ʃ/ sound in "she."

8. Explain briefly in four points the application of constructivism in the teaching and learning process.

Constructivism encourages learners to actively participate in constructing their own understanding by engaging in discussions, problem-solving, and hands-on activities.

It emphasizes the importance of connecting new knowledge with learners' existing experiences, making learning more meaningful and relevant.

Teachers act as facilitators or guides rather than information providers, helping learners discover knowledge through exploration and inquiry.

The approach promotes collaborative learning where students work in pairs or groups to share ideas, reflect, and learn from each other's perspectives.

9. Differentiate reading aloud from silent reading using four points.

Reading aloud involves vocalizing written words so that both the reader and others can hear, while silent reading is done quietly in the reader's mind without making any sound.

Reading aloud helps improve pronunciation, fluency, and public speaking confidence, while silent reading improves reading speed, comprehension, and concentration.

Reading aloud requires the reader to focus on clarity, pace, and intonation, while silent reading allows the reader to focus on understanding the content without worrying about speech.

Reading aloud is often used in early language learning stages or classroom activities, while silent reading is used for personal study, enjoyment, and information gathering.

10. Name and explain briefly the types of figurative language to be used in the following sentences:

In "He is a monkey at his position as a goal keeper," the figurative language is a metaphor, comparing the goalkeeper's agility to that of a monkey without using "as" or "like."

In "The hens were embracing to each other," the figurative language is personification, giving human qualities (embracing) to non-human things (hens).

In "Waoh! That is marvelous!" the figurative language is an exclamation, expressing a sudden and strong emotion like surprise or excitement.

In "The food is as scarce as teeth in the hen's mouth," the figurative language is a simile, comparing food scarcity to the impossibility of finding teeth in a hen's mouth using the word "as."

SECTION B (60 Marks)

Answer all questions from this section. Each question carries 15 marks.

11. Analyse six strengths of oral literature.

Oral literature preserves cultural heritage by passing down history, traditions, beliefs, and customs from one generation to another through storytelling, songs, and proverbs.

It strengthens social bonds within communities since oral performances like riddles, folktales, and chants often involve group participation, promoting unity and cooperation.

Oral literature sharpens memory and listening skills because it relies on verbal transmission, requiring both the performer and audience to pay close attention and recall details accurately.

It serves as an effective medium for moral education, as many oral narratives and proverbs teach values such as honesty, hard work, respect, and bravery through memorable stories.

Oral literature entertains while educating, using humor, suspense, and dramatic performance to engage audiences, making learning enjoyable and memorable.

It is flexible and adaptable to changing situations since storytellers can modify content to suit different audiences, environments, or current events without losing its original essence.

12. Show in five points how friends can use the rules of conversation for communication.

Friends should take turns while speaking, ensuring that no one dominates the conversation and everyone has a chance to express their ideas.

They need to maintain eye contact and show attentiveness through gestures like nodding, which encourages the speaker and signals active listening.

Friends should avoid interrupting each other while someone is speaking, allowing the message to be completed before responding or adding new points.

They should stick to the topic being discussed to maintain the coherence of the conversation and avoid confusing each other with unrelated subjects.

Using polite expressions such as "excuse me," "please," and "thank you" helps maintain mutual respect and a friendly, positive tone in conversations.

13. In six points the guidelines to be followed in narrative writing.

A narrative should have a clear plot structure, typically including a beginning, middle, and end to guide readers through the events of the story logically.

Writers need to develop believable and interesting characters whose actions and experiences drive the narrative and keep readers engaged.

The setting should be well described to give readers a clear sense of time and place, enhancing the mood and believability of the story.

Writers should use descriptive language and sensory details to create vivid mental images, making scenes and events more memorable and immersive.

Narrative writing should maintain a consistent point of view, whether first person, second person, or third person, to avoid confusing the reader.

The story should have a clear theme or moral lesson, ensuring that readers take away meaningful ideas or reflections from the narrative.

14. Justify in four points on the argument that “Form and function should be taught side by side at secondary level of education.”

Teaching form and function together helps learners understand not only how a language structure is built but also how it is used in practical communication, promoting both accuracy and fluency.

It enables students to grasp the relevance of grammar structures in real-life situations, making grammar lessons more meaningful and applicable beyond the classroom.

Combining form and function reduces the risk of learners knowing grammatical rules but being unable to apply them appropriately in conversations, writing, and comprehension.

Teaching both aspects side by side caters to different learning needs by balancing the technical mastery of language structures with the communicative competence necessary for effective interaction.