

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

722

**ENGLISH LANGUAGE**

**Time: 3 Hours**

**ANSWERS**

**Year: 2022**

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**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 and explain two main components of a compound sentence in addition to citing examples

A compound sentence has two main components. The first component is the **independent clause**, which is a group of words that expresses a complete thought and can stand alone as a sentence. In a compound sentence, there are at least two independent clauses.

The second component is the **coordinating conjunction** (such as *and, but, or, so, yet, nor, for*), which links the independent clauses together. It shows the relationship between the clauses, like addition, contrast, choice, or cause.

#### Examples:

- I wanted to go to town, **but** it was raining.
- She cleaned the house, **and** she prepared lunch.

### 2. Provide two features for each of the assessment items given

(a) **Multiple choice items** have a **stem**, which presents a problem or question, and several possible answers (options), where one is correct, and others are distractors. They allow for **quick and objective scoring** since answers are clear-cut.

(b) **Essay items** require students to **organize and express their thoughts in extended written form**, demonstrating their reasoning and communication skills. They allow for the assessment of **critical thinking and creativity** as learners explain or argue their points.

### 3. Explain two meanings of the words 'bar' and 'bank' as they appear in different contexts

The word '**bar**' can mean a **place where alcoholic drinks are sold and served**, for example: "We met at the bar for a drink." It can also mean a **rod or barrier that prevents passage**, as in: "They installed an iron bar on the window."

The word '**bank**' can refer to a **financial institution where people deposit and withdraw money**, like: "I went to the bank to open a new account." It can also mean the **side of a river**, for example: "They sat by the river bank."

### 4. Use four points to give procedures essential in an oral presentation on the topic titled "Enhancing English Language subject performance to secondary students"

First, **research and gather relevant content** on factors affecting English performance, strategies for improvement, and success stories to support your ideas.

Second, **organize your content logically**, starting with an introduction, followed by the main points, and concluding with recommendations and a summary.

Third, **practice your delivery** to improve voice clarity, confidence, body language, and timing, ensuring that your message will be engaging and easy to follow.

Finally, **prepare necessary visual aids** such as charts or PowerPoint slides to illustrate key points and maintain the audience's attention throughout the presentation.

### **5. Apply the morphemes given to a word and state the function of the morphemes performed for each word**

(a) The morpheme ‘-ness’ is a **noun-forming suffix**. It changes an adjective into a noun, indicating a state or quality.

**Example:** *Kind* → *Kindness* (the state of being kind).

(b) The morpheme ‘-al’ is an **adjective-forming suffix**. It changes a noun into an adjective, meaning ‘relating to’ or ‘pertaining to’.

**Example:** *Nation* → *National* (relating to a nation).

### **6. Use four points to support the statement: “Unlike English which is a foreign language in Tanzania, Kiswahili enjoys a different status”**

Kiswahili is **recognized as the national and official language** of Tanzania, used for government, education, and public communication, while English is mainly used in higher education and foreign affairs.

Kiswahili acts as a **unifying language** among Tanzanians of different ethnic backgrounds, promoting national identity, unlike English which is associated with elitism.

It is also the **medium of instruction in primary schools** and used widely in media, markets, and daily conversations, making it more socially relevant than English.

Lastly, Kiswahili holds **cultural and historical significance** as it preserves local heritage and literature, unlike English which represents foreign culture and influence.

### **7. Explain how you will prepare an effective lesson plan**

To prepare an effective lesson plan, begin by **defining clear, achievable, and measurable objectives** that guide what the students should learn by the end of the lesson.

Next, **select appropriate teaching and learning materials** and methods that suit the content and learners' needs to ensure the lesson runs smoothly.

Then, **outline the main teaching and learning activities**, starting with an introduction, followed by development, practice, and a conclusion, ensuring logical flow and student involvement.

Finally, **prepare assessment tools and plan for feedback**, to check if the lesson objectives were achieved and to make adjustments for future lessons if necessary.

## 8. Show the relationship between the following analogies

- (a) *The new baby at our house reminds me of a very young puppy* — This analogy compares a baby's behavior, innocence, or appearance to that of a young puppy to express affection or playfulness.
- (b) *Musa is as tall as a giraffe* — This simile uses exaggeration by comparing Musa's height to a giraffe's to emphasize that he is very tall.
- (c) *Having missed his book on his table, John became a lion* — This metaphor suggests that John became very angry or aggressive, as lions are associated with fierceness.
- (d) *Having received the reward, Easter became as happy as a bride* — This simile compares Easter's happiness to the joy a bride feels on her wedding day, showing extreme delight.

## 9. Make an inference for each of the following statements

- (a) *My friend is not in school today.* — It can be inferred that the friend may be sick, busy, or dealing with a personal issue.
- (b) *The students did not prepare themselves for the examination.* — One can infer that the students might perform poorly in the exam.
- (c) *Some students forgot to return the books they had borrowed from the library.* — It suggests that the students may be irresponsible or forgetful.
- (d) *Someone is holding an umbrella.* — It can be inferred that it is either raining or the person is using it for sun protection.

## 10. Draw and name the place and manner of articulation of the underlined consonant sounds in the table

### Completed Table:

Word	Place of Articulation	Manner of Articulation
Father	Labiodental	Fricative
Singing (ŋ)	Velar	Nasal
Robber (b)	Bilabial	Plosive (Stop)
Measure (ʒ)	Palato-alveolar	Fricative
Selling (l)	Alveolar	Lateral Approximant

**Father (f):** The lower lip touches the upper teeth (labiodental), with continuous airflow creating friction (fricative).

**Singing (ŋ):** The back of the tongue contacts the soft palate (velar), while air passes through the nose (nasal).

**Robber (b):** Both lips come together to stop airflow and then release it suddenly (bilabial, plosive).

**Measure (3):** The tongue approaches the ridge behind the teeth and the hard palate (palato-alveolar), creating friction as air passes through (fricative).

**Selling (l):** The tip of the tongue touches the alveolar ridge, with air passing along the sides of the tongue (alveolar, lateral approximant).

If you'd like, I can also sketch a quick diagram showing the positions of these articulators. Would you like that as well?

## SECTION B (60 Marks)

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

### 11. Write an essay using four points to support the statement: “Wearing masks, using sanitisers and maintaining social distance can prevent people from COVID-19.”

Wearing masks is one of the most effective ways to prevent the spread of COVID-19. When a person wears a mask, it covers the mouth and nose, which are the main entry and exit points for the virus. This helps to reduce the chances of inhaling infected droplets from others and also limits the spread of droplets from an infected person to the surroundings.

The use of sanitisers also plays a major role in preventing the virus. COVID-19 can easily be transmitted through touching contaminated surfaces and then touching the face. By regularly sanitising hands with alcohol-based sanitisers, people can kill germs and viruses they might have picked up from surfaces, reducing the risk of infection.

Maintaining social distance is another essential preventive measure. Since COVID-19 spreads mainly through close contact, keeping a safe distance of at least one metre between people lowers the chance of inhaling respiratory droplets released when an infected person coughs, sneezes, or talks. This is especially important in crowded places such as markets, buses, and offices.

Lastly, combining these measures enhances protection. Wearing masks, using sanitisers, and keeping social distance, when practiced together, form a strong barrier against the spread of COVID-19. Each measure reduces the risk in a different way, and together they create a safer environment for everyone in the community.

### 12. Use textual evidence from two plays to justify the statement: “Authors use characters as their mouths to speak what they intend to communicate to the society.”

In Guillaume Oyono Mbia's play *Three Suitors: One Husband*, the author uses the character Juliette as a mouthpiece to fight for women's rights and the rejection of forced marriage.

Through Juliette's bold resistance against being married to a man she does not love, the author communicates the importance of women's freedom to choose their partners and their role in making decisions about their own lives.

This reflects the broader struggle against oppressive traditions in African societies.

Similarly, in **Ngugi wa Thiong'o's play *This Time Tomorrow***, the character of Doughty represents the corrupt and oppressive colonial authority, while characters like Wanjiro and Gitutu voice the struggles of the African people under colonial rule.

Through their words and actions, Ngugi criticises colonial exploitation and calls for unity and resistance against injustice. The characters help the author pass his message about freedom, resistance, and social justice to the audience.

These examples show that both authors use characters to reflect their ideas, opinions, and messages about societal issues, turning them into tools through which the playwrights communicate with the audience and provoke thought and change.

### **13. Explain in five points how reading aloud helps to smoothen classroom interaction in an English Language classroom**

Reading aloud improves **pronunciation and fluency** among students, allowing the teacher to correct mistakes immediately and helping learners to gain confidence in speaking English.

It encourages **active participation** since students take turns reading, promoting engagement and involvement, which reduces boredom and encourages attentiveness.

Reading aloud also enhances **listening skills** as students must follow along carefully when others are reading. This fosters cooperation and improves comprehension as learners listen for meaning and pronunciation.

The activity creates opportunities for **immediate feedback and correction**. Teachers can correct mispronunciations and errors in real time, making the learning experience more interactive and supportive.

Lastly, it promotes a **positive classroom atmosphere** as students support one another during reading, building teamwork, and reducing fear of making mistakes, which strengthens classroom relationships.

### **14. Mr. Nyobi's English Language class appears to be sad and inactive. You discover that the activities he conducts in the practice stage of a structure lesson are less meaningful. five points, analyse the characteristics of meaningful activities that could ensure Mr. Nyobi the activeness of his class**

Meaningful activities should be **relevant to students' daily lives and experiences**, allowing learners to see the connection between classroom tasks and real-life situations. This relevance motivates students to participate actively.

They must be **learner-centered**, giving students the chance to take control of the learning process through discussions, role-plays, debates, or group work. Such activities reduce teacher domination and encourage student interaction.

Effective activities should provide **opportunities for language practice in realistic situations**. Activities like giving directions, conducting interviews, or shopping dialogues reflect real-world use of English, making practice more engaging and useful.

Meaningful activities also allow for **individual creativity and expression**, where learners can express opinions, preferences, and personal experiences. This encourages students to contribute ideas confidently, enhancing participation.

Finally, these activities should offer **immediate feedback opportunities**, where teachers and peers can correct errors and give support. This ensures learners remain involved, feel guided, and are motivated to keep improving.