

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

722

ENGLISH LANGUAGE

Time: 3 Hours

ANSWERS

Year: 2023

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 **note** 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. “Drama is a distinctive genre of literature.” Support this statement by giving four points.

Drama is distinctive because it is primarily written to be performed on stage rather than just read. Unlike novels or poems, dramas involve live actors presenting characters and actions before an audience, making it a unique literary form rooted in performance.

Another distinguishing feature of drama is its use of dialogue as the main medium of communication. In drama, characters reveal their thoughts, intentions, and emotions through spoken exchanges rather than narration, creating direct interaction between characters and with the audience.

Drama also uses stage directions to guide actors, directors, and stage managers on how characters should move, speak, or react within the play. These instructions are an essential part of the script, unlike in prose or poetry.

Lastly, drama often reflects real-life social, political, or personal conflicts through characters and situations. It dramatizes human experiences in ways that provoke thought, entertain, and convey moral or social messages, making it a dynamic and engaging form of literature.

2. Students must grasp certain sub-skills to be effective listeners. Identify four sub-skills.

One sub-skill is the ability to identify the main idea of what is being spoken. Listeners must recognize the central message to understand the purpose of a conversation or lecture.

Another sub-skill is distinguishing between important and unimportant information. Effective listeners know how to filter out irrelevant details and focus on key points.

Interpreting the speaker’s tone and mood is also important. Understanding whether a speaker is angry, excited, sarcastic, or serious helps listeners interpret meaning accurately.

Finally, predicting what might come next in a conversation or speech helps listeners stay engaged and anticipate information, enhancing comprehension and participation.

3. Briefly explain the meaning of each of the following terms and construct one sentence for each to express the intended meaning:

(a) **Euphemism** is a polite or mild word used to replace a direct, unpleasant, or offensive term.

Example: The company let some workers go to reduce expenses.

(b) **Simile** is a figure of speech that compares two unlike things using the words "like" or "as".

Example: Her voice was as sweet as honey.

(c) **Metaphor** is a figure of speech that directly compares two unrelated things by stating one is the other.

Example: Time is a thief that steals our precious moments.

(d) **Hyperbole** is a deliberate exaggeration used for emphasis or effect.

Example: I’ve told you a million times to finish your homework.

4. Simple sentences have some criteria that make them different from other types of sentences. List four criteria.

- a. A simple sentence has one subject and predicate
- b. has one finite verb
- c. possesses one simple idea
- d. and has one independent clause.

5. Writing has different types because writers have different purposes as they write. In four points, show how that is the case.

Writers may write to inform, where the purpose is to provide factual information, such as in news articles or textbooks.

Some writing aims to persuade, where the goal is to convince readers to accept a viewpoint or take action, such as in opinion pieces or advertisements.

Another purpose is to entertain. Stories, novels, and poems often aim to amuse, engage emotions, or create enjoyment for readers.

Writers also write to instruct, providing step-by-step guidance or procedures, like in manuals, recipes, or how-to guides.

6. “Language can be a source of development in any country.” In four points, briefly explain how Tanzania would use English for the country’s development.

English can promote international trade and business by enabling Tanzanian companies to communicate with global markets, increasing trade opportunities and investment.

It can enhance access to global education and research since most international academic resources and scientific studies are published in English.

The language can attract tourism, as English serves as a common language for many international visitors, boosting the tourism industry and related sectors.

English also helps in international diplomacy and relations, allowing Tanzania to actively participate in global organizations, negotiations, and conferences.

7. In English language, sentences and some words are stressed while others are not. Briefly support this assertion by giving two points.

- a) In a sentence, words which are stressed are content words such as nouns, verbs, adjectives and adverbs
- (b) Grammatical words such as articles, prepositions and auxiliary verbs are not stressed.

8. Briefly explain the four types of reading.

(i) Skimming:

Is a reading technique which enables the reader to make a quick survey of the text and find out what it is about.

(ii) Scanning:

This is a quick reading for specific information and thus skip some unnecessary information.

(iii) Intensive reading:

This is a kind of reading in which a reader wants to fully understand and remember what is read.

(iv) Extensive reading:

This is a kind of reading whereby a reader reads a variety of information for pleasure.

9. (a) Briefly explain the concept “inference” as used in English language subject.

Inference is the process of drawing conclusions based on evidence and reasoning rather than from explicit statements. In reading or listening, it involves understanding implied meanings or unstated ideas by combining information from the text or conversation with one's knowledge.

(b) “Synthesising information is not summarising.” Briefly explain this statement.

Synthesizing information involves combining ideas from different sources to create a new, comprehensive understanding or perspective. It requires evaluating and integrating content. Summarizing, however, is simply reducing a text to its essential points without adding new interpretations or combining ideas from multiple sources.

10. Construct four True-and-False test items from the following text:

- a. Knowledge is power because it allows people to control others physically.
- b. The ability to command over words increases one's influence in professional environments.
- c. Words are important only for written communication and not for persuasion.
- d. Communicating ideas and experiences through words strengthens relationships and achievements.

SECTION B (60 Marks)

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

11. Students usually misuse punctuation marks when writing. Propose a solution to help them to understand the uses of punctuation marks. Use six points.

One effective solution is to provide direct teaching on the functions of each punctuation mark. Teachers should explain the meaning and correct application of marks like full stops, commas, question marks, colons, and semicolons, using examples that learners can easily relate to.

Regular punctuation exercises should be included in writing lessons. These can involve inserting appropriate punctuation in unpunctuated texts or correcting wrongly punctuated sentences, which helps reinforce proper usage through practice.

Using reading passages with clear, well-punctuated sentences allows students to observe how punctuation works in context. Teachers can pause and discuss why a certain mark was used and what would happen to meaning or clarity if it were removed or replaced.

Organizing punctuation quizzes or games encourages active participation. Activities like punctuation relays, sentence-building challenges, or spot-the-error competitions make learning punctuation more enjoyable and memorable.

Incorporating peer assessment in writing tasks helps students spot punctuation errors in their classmates' work. This practice develops awareness and critical skills, as learners actively engage with correct punctuation rules.

Lastly, giving frequent feedback on students' writing assignments by marking punctuation mistakes and providing specific suggestions for correction helps them learn from their errors and gradually improve their writing accuracy.

12. You might have either witnessed or been involved in boring conversations because many people are disorganised in the way they converse. Justify this observation using six principles of conversation.

A common reason conversations become boring is when speakers fail to take turns properly. Some dominate the conversation without allowing others to contribute, while others remain too passive. Good conversations require balanced participation where everyone has a chance to speak.

Another principle is relevance. Boring conversations often wander off-topic, with speakers introducing unrelated issues. Staying focused on the subject matter keeps discussions engaging and meaningful for everyone involved.

Clarity is essential in conversations. When people speak unclearly or use confusing language, listeners quickly lose interest. Effective communication depends on expressing ideas in simple, understandable terms.

Listening actively is equally important. In dull conversations, participants often pay little attention, interrupting or ignoring others. Good conversations require listening carefully and responding appropriately to maintain flow and connection.

Another principle is maintaining a polite and respectful tone. Conversations become uncomfortable and tiresome when speakers use rude, aggressive, or dismissive language. Politeness encourages openness and positive interaction.

Lastly, avoiding unnecessary repetition keeps conversations lively. When people repeat the same points or stories, discussions become tedious. Introducing fresh ideas and viewpoints makes a conversation dynamic and enjoyable.

13. “For any skilled and experienced teacher, preparing a scheme of work is not necessary.” Comment on this claim using six points.

This claim is misleading because even experienced teachers need a scheme of work to maintain consistency. A scheme of work ensures that the syllabus is covered systematically and no important topic is left out over the term or year.

It helps with time management. Without a clear plan, even experienced teachers risk spending too much time on certain topics while rushing others. A scheme guides the pace and sequence of content delivery.

A scheme of work supports coordination among teachers of the same subject. It provides a standard reference point for what should be taught at any given time, ensuring uniform progress in different classes.

It aids in monitoring and evaluation. When teachers plan ahead, it becomes easier to assess whether they are on track with syllabus coverage and to adjust the schedule where necessary.

The scheme also guides the preparation of teaching and learning materials. Teachers can plan resources like textbooks, charts, and audiovisual aids in advance, making lessons more effective.

Finally, it prepares teachers for possible contingencies such as school interruptions or student absenteeism. With a scheme in place, teachers can quickly adjust their teaching program without losing track of the overall objectives.

14. The practice stage after a new structure item has been presented is dominated by activities. There are activities which are controlled by the teacher and those which are free. How are the activities controlled by the teacher important? Explain by giving five points.

Controlled activities provide structured opportunities for students to use the new language structure correctly before moving on to independent practice. This reduces the chances of forming bad habits or errors early in learning.

They allow teachers to closely monitor students' responses, offering immediate correction and feedback. This helps learners recognize and understand mistakes before they become difficult to correct.

Such activities give students confidence by providing clear guidance and limited language choices. When learners know what is expected, they are more likely to participate without fear of making serious errors.

Controlled practice ensures uniform participation. In free activities, some students may dominate while others remain silent. Structured tasks like drills or sentence completion guarantee that all students get equal speaking and writing opportunities.

Finally, these activities reinforce the correct use of structures through repetition. Repeated exposure and controlled use of a language item strengthen learners' grasp of it, making it easier to recall and apply in future communication.