

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

722

**ENGLISH LANGUAGE**

**Time: 3 Hours**

**Year: 2024**

**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 **four (4)** marks.

1. Briefly explain the meaning of the following forms of writing: (a) Descriptive writing; (b) Narrative writing.
  - (a) Descriptive writing means the is form of writing which is written for the aims of explaining the quality some one, some thing or a certain place. The one may describe the good features or the rederistics of a person, thing or area.
  - (b) Narrative writing; is the form of writing which is written for the aims of narrating for exple a a certain events or a certain story by which it can contains characters, setting, plot, style and language diction.
2. You meet some English language students arguing on how some books used in the teaching/learning processes differ. Briefly explain how you would help them to differentiate the following books
  - (a) Supplementary course book from class readers
  - (b) A textbook from the teacher's book.
  - a) Supplementary course books are books which used by teacher and learner for addition of extra knowledge. while class readers are textual mate- rials which used by learners in the class for the certain purpose.
  - b) A text book refers to a book which used by a teacher and student during teaching and learning. while teacher's book refers to a book which used by the teacher to guide and prepare the lesson.
3. You have noticed that form one students are shy and nervous when answering oral questions in the classroom and even outside the classroom. You decide to motivate them by involving them in various speaking activities. Mention four activities you would use.
  - (i) Use dialogue: This is the conversation - between two people. This motivate the learners to develop more confidence and fluent in language.
  - (ii) Use debate : Teacher may conduct debate - inside the classroom which help the learners to develop confidence and vocabularies in language.
  - (iii) Use speeches: The teacher may encourage the learner in different speeches for example morning speeches and evening speeches so - as to develop vocabulary to the students.
  - (iv) Use conversation : Teacher may use conversation among the students so as to develop fluent in english language or whatever.
4. You have been assigned by your tutor to read about 'conversion' in a book containing phonology, morphology, syntax and semantics topics. Briefly explain how you would employ scanning and intensive reading in undertaking the assignment.

**Scanning:** Use scanning to quickly locate the section or pages related to 'conversion' by skimming the table of contents, index, or chapter headings. Run your eyes over the text to identify keywords like 'conversion,' 'word formation,' or related terms to pinpoint the relevant information efficiently.

**Intensive Reading:** Once the section is located, read it thoroughly to understand the details. Focus on the definitions, examples, and explanations of 'conversion' within the contexts of phonology, morphology, syntax, and semantics. Take notes on key points and analyze how the concept is applied in each area to ensure a deep comprehension.

5. “An understanding of various text structures and their purposes enhances students’ ability to comprehend what they read.” Based on the statement, mention four types of text structures, that serves the purposes.
  - (i) Chronological structure
  - (ii) Compare and contrast structure
  - (iii) Cause-effect structure
  - (iv) Problem and solution structure
  
6. From the list (a) – (d), choose the word that contains a front vowel, then write it in the answer booklet
  - (a) Want, part, caught, kit
  - (b) Much, back, run, dog,
  - (c) Knot, dumb, deaf, rough
  - (d) We, you, one, run.  
  - (a) Kit / I /
  - (b) Back / a /
  - (c) Deaf / i: /
  - (d) We / i: /
  
7. Using your knowledge of teaching literature, prepare four possible questions that you would use when introducing the cover picture of a book.
  - (i) What do you see?
  - (ii) What does the picture mean?
  - (iii) Have you see this picture before?
  - (iv) Who is familiar with this picture?
  
8. A dictionary and an encyclopedia are reference materials with some similar features. Briefly explain their similarities using four points.
  - (i) Both dictionary and encyclopedia give meaning of the words found.
  - (ii) Both dictionary and encyclopedia have been arranged in alphabetical order
  - (iii) Both dictionary and encyclopedia help reader to develop language skill by finding about more vocabularies ad spelling of the words
  - (iv) Both dictionary and encyclopedia have head words and guided word.
  
9. Write four sentences with inflectional morphemes.
  - The cat jumps playfully on the mat.
  - She walked slowly to the park.
  - They have finished their homework.
  - The baby cries loudly every night.

10. Sentence types can be classified into simple and compound sentences. Using one point for each type of sentence, briefly explain their structural formation.

- (i) Simple sentence is the type of sentence in which it has one independent clause and has the full meaning and it is divided into two parts; subject and predicate.  
e.g. Mom cooks every day
- (ii) Compound sentence is the type of sentence which has one independent clause and one dependent clause and it can be combined by the conjunctions known as FANBOYS like For, and, Nor, But, Only, Yes and SO.  
e.g. I love my mother but she is very far.

### SECTION B (60 Marks)

Answer all questions from this question. Each question carries **fifteen (15)** marks.

11. All forms of writing have distinctive features. Based on this contention, differentiate expository writing from persuasive writing by giving four points.

Firstly, expository writing is a form of writing that aims to explain, inform, or describe something clearly and logically to the reader without showing personal opinions. On the other hand, persuasive writing is designed to convince the reader to accept a particular point of view, belief, or action.

Secondly, expository writing uses facts, evidence, and examples to present information in an objective and neutral manner. In contrast, persuasive writing uses emotional language, logical arguments, and rhetorical questions to influence the reader's feelings and decisions.

Thirdly, the language in expository writing remains formal, straightforward, and free from personal bias. It focuses on delivering knowledge. On the other hand, persuasive writing often employs emotive words, persuasive techniques, and sometimes exaggeration to create a strong impression and sway the reader's opinion.

Lastly, expository writing typically follows a balanced structure of introduction, body, and conclusion where each point is explained logically. In persuasive writing, while the structure is similar, it often begins with a strong opinion statement, followed by arguments, and ends with a call to action urging the reader to agree with the writer.

12. Literary artists use their works as a means of expressing evils in their societies. Justify the statement by using the novel titled 'Spared' written by S. N Ndunguru and 'Passed like a Shadow' written by B.M Mapalala. Use three points for each novel.

In the novel 'Spared' by S. N Ndunguru, the writer exposes various evils in society. Firstly, he portrays the problem of corruption through government officials and influential people who misuse public resources and positions for personal gain, affecting ordinary citizens.

Secondly, the novel highlights the issue of moral decay and irresponsible sexual behavior, which leads to the spread of diseases such as HIV/AIDS, causing suffering and death among innocent people.

Thirdly, the book criticizes gender inequality and the oppression of women, showing how female characters are denied opportunities and subjected to unfair treatment based on traditional beliefs and customs.

In 'Passed like a Shadow' by B. M Mapalala, the author also reveals social evils affecting the community. Firstly, he addresses the devastating consequences of HIV/AIDS by narrating how careless sexual behavior among youth leads to sickness, death, and the destruction of families.

Secondly, the novel warns against peer pressure and bad companionship, demonstrating how young people get involved in harmful activities like drug abuse and risky sexual practices because of bad influence.

Lastly, the book reflects on parental negligence, where some parents fail to guide, educate, and supervise their children, resulting in them engaging in irresponsible acts that bring shame and suffering to their families and society.

Through both novels, the authors successfully use literature as a tool to address social problems and to educate the public about the dangers of ignoring these evils.

13. There was an English teacher who always complained that his students were unable to speak English fluently. In five points propose what he could do to make the students communicate in English if he could opt for the constructivist approach.
- (a) The teacher should use interactive ways of teaching so as to encourage a learner to speak
  - (b) the teacher should use the knowledge that the learners have as the basis for learning the second language
  - (c) the teacher should use the language as a medium of instruction in the room since the constructivist approach encourages to apply the knowledge gained on the class/school to the real life
  - (d) the teacher should use learners' environment to support the language learning. For example, students could be asked to mention things in their environment.
  - (e) the teacher should introduce different learning activities into the class since constructivists encourage a learner to be the source/centre of learning.
14. Considering the current advancement in information technology, modern ways of keeping students' records are more useful than old ones. In five points, support the statement.

Firstly, modern ways of keeping students' records provide faster access to information. Unlike old manual systems that required searching through piles of paper files, digital systems allow teachers and administrators to retrieve students' records instantly through computers or mobile devices.

Secondly, digital record-keeping ensures better security and confidentiality of student information. Modern systems can be protected with passwords, encryption, and user access controls, reducing the risk of unauthorized access, loss, or damage, which was common with physical files.

Thirdly, modern record systems allow easier data management and updating. It becomes simple to edit, correct, or add new information without dealing with messy paperwork. Changes can be made in real time and shared immediately with relevant departments.

Fourthly, using modern technology for student records improves efficiency in reporting and analysis. It enables the automatic generation of academic reports, attendance summaries, and performance trends, saving time and reducing human errors compared to manual calculations.

Lastly, modern systems support better storage and backup options. Digital records can be stored in cloud servers or external storage devices, providing reliable backup in case of disasters like fire, theft, or accidental loss of documents, which were major challenges in the old system.