

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATION COUNCIL
GRADE A TEACHERS' CERTIFICATE EXAMINATION**

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2000

Instructions

1. This paper consists of sections **A**, **B** and **C**.
2. Answer **all** questions in sections **A** and **two (2)** questions from each sections **B** and **C**.
3. Mobile phones and unauthorized materials are **not allowed** in the examination room.
4. Write your **Examination Number** on every page of your answer **booklet(s)**.

maktaba.tetea.org



1. Construct one sentence for each of the following adverbs of frequency: rarely, often, frequently, and seldom.
I rarely go to the cinema because I prefer watching movies at home.
He often helps his younger sister with her homework.
The bus frequently arrives late during the rainy season.
She seldom eats fast food because she prefers cooking healthy meals.
2. Change the following sentences into passive voice:
 - (a) The pupils are writing a letter. → A letter is being written by the pupils.
 - (b) The teacher explained the lesson. → The lesson was explained by the teacher.
 - (c) They will build a new classroom. → A new classroom will be built by them.
 - (d) She is preparing teaching aids. → Teaching aids are being prepared by her.
3. Write the phonemic transcription of the following words:
 - (a) Book → /bʊk/
 - (b) Laugh → /lɑ:f/
 - (c) School → /sku:l/
 - (d) Mother → /'mʌðə/
4. Mention four reasons why a teacher should evaluate pupils after every lesson.
Evaluation helps the teacher to know whether the pupils have understood the content of the lesson.
It allows the teacher to identify areas where learners face difficulties so that remedial teaching can be done.
Evaluation provides feedback to both the teacher and the pupils on the effectiveness of teaching methods used.
It helps the teacher to plan for the next lesson based on the strengths and weaknesses identified.
5. Identify the type of sentence in each of the following:
 - (a) How are you feeling today? → Interrogative sentence.
 - (b) The sun rises in the east. → Declarative sentence.
 - (c) Please close the window. → Imperative sentence.
 - (d) What a beautiful garden this is! → Exclamatory sentence.
6. Write two functions of each of the following English skills: listening and reading.
Listening helps learners to understand spoken language and respond appropriately in conversations.
Listening also enables learners to acquire correct pronunciation and intonation patterns.
Reading helps learners to develop vocabulary and spelling through exposure to written texts.
Reading also improves comprehension and critical thinking as learners interpret and analyse texts.
7. Rearrange the words below into two correct sentences:
 - (a) Reading / pupils / improve / comprehension / helps. → Reading helps pupils improve comprehension.
 - (b) Carefully / should / you / answer / questions. → You should answer questions carefully.
8. Mention four challenges that Tanzanian pupils face when learning English vocabulary.
Pupils face the problem of limited exposure to English because it is not widely spoken at home.
They also struggle with pronunciation differences between English words and their spelling.

There is often a lack of enough learning resources such as textbooks and storybooks in schools.

Pupils may face interference from their mother tongue, which affects correct vocabulary usage.

9. Use each of the following prepositions in one sentence to show direction: into, onto, towards, across.

She walked into the classroom after the bell rang.

The cat jumped onto the roof to chase a bird.

The children ran towards the playground happily.

He swam across the river to reach the other side.

10. State four importance of the reinforcement stage in a teaching and learning process.

Reinforcement helps pupils to retain what they have learned for a longer time.

It motivates learners by rewarding correct responses, which encourages participation.

Reinforcement ensures mastery of concepts as pupils repeatedly practice them.

It helps teachers to check learners' progress and strengthen their confidence.

11. Explain five principles of teaching pronunciation to pupils in primary schools.

The first principle is to teach pronunciation through listening before speaking. Pupils must hear the correct sounds many times from the teacher or audio materials before they attempt to produce them. This helps them develop a clear model in their minds.

The second principle is to use simple words and sounds that are familiar to pupils. Starting with sounds found in common words makes it easier for pupils to connect spoken language to their daily experiences and gradually build confidence.

The third principle is to provide frequent practice. Pronunciation improves through repetition, so pupils should be given many opportunities to pronounce words in chants, rhymes, songs, and drills. This repeated exposure strengthens their accuracy.

The fourth principle is to use visual and physical aids. The teacher can show mouth movements, tongue positions, or even use mirrors to help pupils see how sounds are produced. Gestures can also guide them in learning stress and intonation patterns.

The fifth principle is to encourage communication instead of perfection. Pupils should not fear making mistakes. The teacher must correct errors gently while encouraging them to keep trying. This builds confidence and reduces anxiety in speaking.

12. Discuss five contributions of literature to the development of communication skills.

The first contribution is that literature exposes learners to a wide range of vocabulary. Through stories, poems, and plays, learners encounter new words in meaningful contexts, which expands their language use.

The second contribution is that literature develops listening and speaking skills. Reading aloud, performing plays, and reciting poems give learners practice in pronunciation, intonation, and expression. These activities strengthen oral communication.

The third contribution is that literature improves comprehension. Learners are trained to follow plots, understand characters, and interpret messages. This helps them to listen more carefully and respond meaningfully in conversations.

The fourth contribution is that literature sharpens critical thinking. Learners analyse themes, compare characters, and judge outcomes, which improves their ability to express their own opinions clearly and logically in discussions.

The fifth contribution is that literature builds cultural awareness and empathy. By reading stories from different societies, learners understand other people's experiences and express themselves with sensitivity in communication.

13. Write a composition of about 250 words on: "The importance of discipline in academic success."

Discipline is one of the most important factors in achieving academic success. A disciplined student knows how to manage time, balance responsibilities, and remain focused on learning. Without discipline, it is difficult to reach educational goals because distractions take away valuable study time.

One way discipline contributes to academic success is through time management. Students who plan their study hours, attend classes on time, and submit assignments promptly are more likely to perform well. Discipline ensures that they do not waste time on unnecessary activities when they should be studying.

Another important aspect is concentration. A disciplined student avoids negative habits such as skipping lessons or chatting during class. Instead, they pay close attention to teachers and instructions. This focus allows them to understand lessons better and recall information during examinations.

Discipline also builds responsibility. Students who follow school rules, respect teachers, and take care of their learning materials develop habits of orderliness. This responsibility helps them to prepare well for academic tasks and to work independently.

Moreover, discipline prevents negative behavior that can lead to failure. Laziness, procrastination, and indiscipline often result in poor performance. A disciplined learner avoids such habits and maintains consistency in studies.

In conclusion, discipline is the backbone of academic excellence. It supports time management, concentration, responsibility, and positive behavior. Students who are disciplined not only succeed in school but also develop life skills that help them beyond the classroom.

14. Analyse five causes of poor performance in English subject in Tanzanian primary schools.

One major cause of poor performance is limited exposure to the English language outside the classroom. Many pupils come from homes and communities where Kiswahili or local languages are dominant. Since English is rarely spoken at home or during social interactions, pupils do not get enough practice, which weakens their confidence and fluency.

Another cause is the shortage of qualified English teachers. In many schools, teachers who handle English are not fully trained in language teaching methods. This leads to ineffective teaching strategies, poor explanations, and little focus on skills like listening and speaking. As a result, pupils fail to build a strong foundation.

A third cause is the lack of adequate learning resources. Many schools have few or outdated English textbooks, and supplementary materials like storybooks, audio recordings, and visual aids are scarce. Without these resources, pupils are limited to theory and rote learning, which makes it hard to master practical language use.

Poor teaching methods also contribute significantly. Some teachers rely too much on translation or memorization instead of interactive approaches such as role play, discussions, and songs. Pupils may pass exams by cramming but fail to develop real communication skills, which leads to poor long-term performance.

Finally, large class sizes are another challenge. Teachers often have to handle many pupils at once, making it difficult to give individual attention. Pupils who are slow learners remain behind, and their problems in understanding English accumulate, resulting in poor performance.

15. Discuss five techniques that can be used to teach new vocabulary effectively.

One effective technique is using visual aids such as pictures, charts, and real objects. When pupils see an item and hear its English name, they connect the word to a clear image, which helps them to remember the vocabulary easily.

Another technique is the use of context through sentences or short stories. Instead of teaching words in isolation, the teacher places them in meaningful situations. For example, the word "market" can be introduced in a sentence like "She went to the market to buy vegetables." This helps pupils understand how the word is used naturally.

Games and activities are also useful in teaching vocabulary. Teachers can use word puzzles, matching games, or competitions where pupils guess meanings. These fun methods increase participation and ensure that learning is enjoyable, which improves retention.

Repetition and practice are essential for vocabulary mastery. Pupils should be encouraged to use new words frequently in speaking and writing exercises. The more often a word is repeated in meaningful contexts, the more it becomes part of a learner's active vocabulary.

Finally, using songs and rhymes is very effective, especially for younger pupils. Rhythmic patterns and repetition in songs help learners to memorize words quickly. Songs also make pupils less anxious and more motivated to use new vocabulary.

16. Examine five roles of continuous assessment in teaching and learning English.

Continuous assessment plays the role of tracking pupils' progress over time. By regularly testing and evaluating learners, teachers can see how much improvement has been made and identify areas that need more attention. This ensures that learning is monitored consistently.

Another role is providing immediate feedback. Pupils are able to know their strengths and weaknesses soon after the assessment. This feedback encourages them to correct mistakes early and motivates them to improve their performance.

Continuous assessment also helps teachers in planning their lessons. Results from tests and exercises guide teachers in choosing which topics to review, which methods to adjust, and which pupils require extra support. In this way, teaching becomes more effective.

It also plays a role in encouraging responsibility among pupils. When learners know they will be assessed regularly, they tend to prepare more consistently and develop good study habits instead of waiting until the final examination.

Lastly, continuous assessment contributes to fair and balanced grading. Instead of relying only on a final exam, which may not reflect a pupil's overall ability, continuous assessment considers performance in assignments, oral work, and class participation, giving a more accurate picture of the pupil's achievement.

17. Explain five problems teachers face when teaching large classes and suggest solutions.

One problem is classroom management. With too many pupils, maintaining discipline and order becomes difficult. Pupils may talk, make noise, or fail to follow instructions. A solution is to establish clear classroom rules and use group leaders to assist in controlling behavior.

Another problem is the lack of individual attention. In large classes, teachers cannot attend to every pupil's needs. Slow learners are left behind while fast learners move ahead. To solve this, teachers can use group work, where stronger pupils support weaker ones, ensuring everyone participates.

Marking assignments is also a big challenge. Large classes produce a lot of written work, which takes too much time to correct. This delays feedback. One solution is for teachers to use peer marking, where pupils exchange work under supervision, saving time while still providing feedback.

Limited resources become another issue. Textbooks, desks, and teaching aids may not be enough for all pupils. The solution is for teachers to improvise teaching aids, share resources in groups, and encourage pupils to bring learning materials from home when possible.

Finally, effective communication is a problem. Some pupils may sit at the back and fail to hear or see properly. This reduces participation and understanding. A solution is for teachers to move around the class while teaching, use a loud and clear voice, and apply visual aids that are visible to all.

18. Discuss five differences between oral literature and written literature in the English curriculum.

The first difference is in mode of presentation. Oral literature is delivered through spoken performance such as storytelling, riddles, and songs, while written literature is recorded in books, poems, or plays that are read.

Another difference is permanence. Oral literature is temporary and changes depending on the performer and the audience, but written literature is permanent and can be read many times without changing.

Oral literature is interactive in nature. The audience often participates by clapping, repeating phrases, or asking questions. Written literature, on the other hand, is more passive, since the reader interacts only with the text.

A fourth difference is in preservation. Oral literature is preserved in memory and passed down from one generation to another, whereas written literature is preserved in print or digital form, which makes it easier to store for many years.

Lastly, oral literature often reflects the cultural practices and traditions of a community more directly, while written literature may combine personal experiences with imagination and broader themes. Oral forms are communal, while written forms are more individual.