

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

**622**

**ENGLISH LANGUAGE**

**Time: 3 Hours.**

**ANSWER**

**Year: 2001**

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**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)**.

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1. Construct one sentence each using the adverbs: often, seldom, daily, rarely.

I often wake up early to revise my notes before school.

She seldom eats food from outside because she prefers homemade meals.

The pupils clean their classroom daily to keep it neat and tidy.

He rarely visits his relatives since they live very far away.

2. Change the following sentences into reported speech:

(a) "I am going home," said John.

John said that he was going home.

(b) "Do not make noise," the teacher told the class.

The teacher told the class not to make noise.

(c) "We have finished the work," said the pupils.

The pupils said that they had finished the work.

(d) "Will you join us for lunch?" she asked.

She asked if I would join them for lunch.

3. Transcribe phonemically: (a) Girl (b) School (c) Water (d) Class.

(a) Girl → /gɜ:l/

(b) School → /sku:l/

(c) Water → /'wɔ:tə/

(d) Class → /kla:s/

4. Give four importance of teaching speaking skills in primary schools.

Teaching speaking skills helps pupils to express their ideas clearly and confidently in different situations.

Speaking skills allow pupils to practice correct pronunciation and intonation, which improves their overall communication.

It also encourages interaction among pupils, enabling them to learn from one another and build teamwork.

Good speaking skills prepare pupils for future academic and social life, since communication is key in both areas.

5. Identify the tense of the verbs in these sentences:

(a) She is writing a letter.

The verb “is writing” is in the present continuous tense.

(b) They played football yesterday.

The verb “played” is in the simple past tense.

(c) He has been sleeping for two hours.

The verb “has been sleeping” is in the present perfect continuous tense.

(d) I will visit you tomorrow.

The verb “will visit” is in the simple future tense.

6. Give two functions of listening and two functions of writing skills.

Listening allows pupils to understand spoken instructions from teachers and follow classroom activities effectively.

It also helps learners to improve their vocabulary and pronunciation by hearing how words are used in context.

Writing enables pupils to record their ideas and knowledge for communication and reference in the future.

It also helps in developing accuracy in grammar and spelling, which improves overall language competence.

7. Rearrange the following sentences to form a logical short story:

(a) The teacher smiled at them.

(b) The pupils entered the classroom.

(c) They sat quietly in their places.

(d) She began to teach the lesson.

The pupils entered the classroom. They sat quietly in their places. The teacher smiled at them. She began to teach the lesson.

8. Mention four challenges teachers face when teaching English composition writing.

Teachers often face the challenge of pupils having limited vocabulary, which restricts their ability to express ideas in writing.

Another challenge is the influence of mother tongue, which makes pupils write sentences that are not grammatically correct in English.

Many pupils lack creativity, leading to repetition of ideas and poorly developed stories in their compositions.

Time constraints in classrooms make it difficult for teachers to give detailed corrections and feedback to every pupil's work.

9. Construct one sentence each using: but, although, so, and yet.

I wanted to go to the market, but it started raining heavily.

Although he was tired, he continued working on his assignment.

She was hungry, so she decided to cook some food.

He studied very hard, yet he did not perform well in the examination.

10. Briefly explain four functions of the conclusion stage in a lesson.

The conclusion stage helps to summarize the main points learned during the lesson so pupils can remember them easily.

It allows the teacher to assess whether the learning objectives have been achieved before moving on to new topics.

The conclusion stage provides an opportunity to give pupils assignments or tasks to reinforce what was taught.

It also motivates pupils by highlighting their participation and correcting misconceptions before ending the lesson.

11. Explain five ways of motivating pupils to participate actively in English lessons.

One way of motivating pupils is by using real-life situations in examples. When lessons are connected to pupils' daily experiences, they feel that English is relevant to their lives and are eager to participate.

Another way is varying teaching methods. Instead of relying only on lectures, the teacher can include role plays, debates, and storytelling, which stimulate curiosity and engagement.

Teachers can also encourage participation by building a positive classroom atmosphere where mistakes are treated as part of learning. Pupils will feel safe to try speaking or answering without fear of being laughed at.

Providing opportunities for leadership motivates pupils. Allowing them to lead discussions, present group work, or act as class monitors in language activities gives them pride and responsibility.

Finally, involving pupils in competitions such as spelling bees, reading contests, or drama performances motivates them to work harder, since they enjoy recognition and achievement.

12. Discuss five challenges of teaching English grammar in Tanzanian primary schools.

A major challenge is lack of exposure to English outside the classroom. Pupils mostly use Kiswahili or local languages, so grammar practice is limited.

Another challenge is abstractness of grammar rules. Pupils find it difficult to grasp concepts like tenses, articles, or prepositions when taught without practical examples.

Inadequate teaching aids also hinder grammar teaching. Without charts, models, or exercises, grammar lessons may remain theoretical and uninteresting.

Time allocation is also a problem. The English periods are often too few to cover grammar effectively along with other language skills.

Finally, negative attitudes among pupils cause difficulty. Many pupils see grammar as complicated and boring, which reduces their motivation to learn.

13. Write a composition of about 250 words on: “The importance of teamwork among students.”

Teamwork among students is very important in the learning process. When students work in groups, they exchange ideas and learn from each other, which makes lessons more productive. For example, one student may be strong in grammar while another may excel in vocabulary, so together they cover each other’s weaknesses.

Teamwork also develops communication skills. Students are required to share their thoughts, listen to others, and present common findings. These skills are not only useful in school but also in society and future careers.

Another importance is that teamwork encourages responsibility. Each student is given a role, which ensures that everyone participates and contributes to the success of the group. This responsibility builds discipline and accountability.

Teamwork also reduces stress. Difficult tasks become manageable when shared among several students. This gives weaker learners a chance to gain confidence while stronger learners sharpen their leadership skills.

In conclusion, teamwork improves academic achievement, builds relationships, and prepares students for future life where cooperation is essential. Schools should therefore encourage teamwork in both classwork and extracurricular activities.

14. Analyse five causes of pupils' poor reading habits in English.

One cause is insufficient access to reading materials. Many schools have no libraries, and pupils at home lack storybooks, which reduces reading opportunities.

The dominance of Kiswahili and local languages also affects pupils' reading in English. Since they are more exposed to their mother tongue, they rarely practice reading English texts.

Another cause is lack of encouragement from teachers and parents. If reading is not promoted or rewarded, pupils lose interest in it.

Reading is also affected by poverty. Families that struggle financially cannot afford newspapers or books, leaving pupils with little chance to read outside school.

Finally, the teaching methods used can discourage reading. If teachers use only drilling without interesting activities like storytelling or dramatization, pupils find reading unexciting and avoid it.

15. Discuss five functions of oral literature in English teaching.

Oral literature helps pupils to improve pronunciation since they practice words through storytelling, proverbs, and riddles.

It develops listening skills as pupils pay attention to stories and interpret their meanings.

It provides moral education, as many stories and proverbs carry lessons about honesty, respect, and hard work.

Oral literature also strengthens cultural identity while still using English as a medium, bridging traditional knowledge with modern language.

Finally, it makes lessons lively and participatory, which reduces boredom and increases pupils' motivation to use English.

16. Examine five characteristics of a good English language teacher.

A good English teacher has mastery of the subject. This means they understand grammar, vocabulary, and phonetics well enough to teach effectively.

They are creative and flexible in their teaching approach. Such teachers adjust methods to suit pupils' needs and learning levels.

They are also encouraging and supportive, which helps pupils to overcome fear and participate freely in class.

Good English teachers are well-prepared. They come to class with clear lesson plans, teaching aids, and activities.

Lastly, they are lifelong learners who keep improving their skills through reading, seminars, and professional development programs.

17. Explain five challenges teachers face when using group work in class.

One challenge is unequal contribution, where some pupils dominate while others remain passive. This prevents fair participation.

Group work can also create indiscipline, as some pupils use the chance to make noise instead of working on the task.

Time management becomes difficult since discussions often take longer than expected and may disrupt the lesson plan.

Teachers also struggle to monitor all groups at once, leading to some groups going off-topic or misunderstanding instructions.

Another challenge is conflict among pupils. Disagreements may arise in groups and affect learning if not resolved properly.

18. Discuss five benefits of continuous assessment in English teaching.

Continuous assessment provides regular feedback to pupils about their progress, helping them know their strengths and weaknesses.

It also allows teachers to adjust their teaching strategies based on pupils' performance, ensuring better learning outcomes.

Another benefit is that it reduces examination pressure, since marks are accumulated over time rather than relying on one final test.

Continuous assessment promotes consistent study habits, as pupils are encouraged to keep preparing for frequent evaluations.

Finally, it provides a more comprehensive evaluation of pupils, as it considers class participation, assignments, projects, and tests rather than a single exam.