

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2002

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 following irregular verbs in past tense: sing, go, write, eat.

She sang beautifully during the school concert.

We went to the market yesterday to buy vegetables.

He wrote a long letter to his friend last night.

They ate rice and beans for lunch.

2. Change the following active sentences into passive:

(a) The pupils cleaned the classroom.

The classroom was cleaned by the pupils.

(b) The teacher is teaching grammar.

Grammar is being taught by the teacher.

(c) They have played football.

Football has been played by them.

(d) She will draw a picture.

A picture will be drawn by her.

3. Transcribe phonemically: (a) Fish (b) Church (c) Time (d) People.

(a) Fish → /fɪʃ/

(b) Church → /tʃɜːtʃ/

(c) Time → /taɪm/

(d) People → /ˈpiːpəl/

4. Mention four reasons why lesson notes are important to teachers.

Lesson notes guide the teacher in presenting ideas systematically, avoiding confusion during the lesson.

They help the teacher to cover all important points, ensuring that nothing is left out.

Lesson notes act as a reference when revising or repeating the same lesson in the future.

They also increase teacher confidence in class, since the teacher is prepared and organized.

5. Identify the type of clause in each sentence:

(a) I know that she is coming.

“That she is coming” is a noun clause functioning as the object of the verb “know.”

(b) He left because he was tired.

“Because he was tired” is an adverbial clause of reason.

(c) This is the boy who won the race.

“Who won the race” is a relative clause modifying the noun “boy.”

(d) I will go if you come with me.

“If you come with me” is an adverbial clause of condition.

6. State two objectives of teaching reading and two objectives of teaching writing.

One objective of teaching reading is to help pupils understand and interpret written information accurately.

Another objective is to develop pupils’ vocabulary and comprehension through exposure to different texts.

One objective of teaching writing is to enable pupils to express their thoughts and ideas in written form.

Another objective is to help pupils develop correct spelling, grammar, and punctuation in communication.

7. Put the words into correct sentences:

(a) Books / read / pupils / should.

Pupils should read books.

(b) Quickly / answered / she / questions / the.

She quickly answered the questions.

8. Mention four problems of teaching large English classes.

Large classes make it difficult for teachers to give individual attention to every pupil.

They also cause noise and indiscipline since it is hard to control many pupils at once.

Marking and giving feedback becomes time-consuming for the teacher.

There may be insufficient resources such as textbooks, leading to poor learning outcomes.

9. Construct one sentence each using: unless, until, even though, and since.

You will not pass the exam unless you work hard.

She will stay here until her parents arrive.

Even though he was sick, he attended the lesson.

Since it is raining, we will not play outside.

10. Explain four importance of teaching aids in language learning.

Teaching aids help pupils understand abstract concepts by making them concrete and visible.

They capture pupils' attention, making the lesson interesting and lively.

Aids also promote memory retention because learners remember better what they see or touch.

They save time for teachers by simplifying explanations that would otherwise be difficult.

11. Explain five methods of developing pupils' vocabulary.

One method is extensive reading. Teachers can encourage pupils to read storybooks, newspapers, and magazines. As they read, they come across new words in context, which expands their vocabulary naturally.

Another method is the use of word games and puzzles. Activities like crosswords, scrabble, or word-matching make learning new words enjoyable and memorable. Pupils become motivated to learn without feeling pressured.

Teachers can also use contextual teaching, where new vocabulary is introduced within a meaningful situation or sentence rather than in isolation. This helps pupils understand both the meaning and the usage of the words.

Repetition and reinforcement is another method. Pupils need to hear and use new words many times in speech and writing before they become part of their active vocabulary. Teachers can plan exercises that bring back words already taught.

Finally, using visual aids helps in vocabulary development. Pictures, flashcards, charts, and real objects link words to images, which strengthens memory and recall. This method is especially helpful for young learners.

12. Discuss five challenges of assessing oral English in classrooms.

One challenge is large class sizes. It is difficult for the teacher to test each pupil individually in a limited time, which reduces the accuracy of assessment.

Another challenge is subjectivity. Assessing oral English depends on the teacher's judgment of pronunciation, fluency, and grammar. This may lead to inconsistency and bias.

Pupils' anxiety is also a problem. Many learners feel nervous when speaking English in front of the teacher or classmates, which affects their performance during assessment.

Inadequate facilities make assessment difficult. Without tools like audio recorders, teachers may miss important details in pupils' speech, leading to incomplete evaluation.

Finally, language background interference is a challenge. Pupils influenced by their mother tongue may produce errors in pronunciation or grammar that make assessment harder, especially if the teacher does not separate errors caused by interference from actual lack of knowledge.

13. Write a composition of about 250 words on: "How I spent my school holiday."

During my school holiday, I had a very exciting and memorable experience. The first week was spent at home helping my parents with domestic activities such as cleaning, cooking, and fetching water. I enjoyed working with my family because it brought us closer together.

Later, I spent time on farm activities. My parents are farmers, so I joined them in planting maize and weeding the fields. Although it was tiring, I learned important lessons about patience, teamwork, and responsibility.

I also had time for leisure. I visited my friends and played football in the evenings. Sometimes, we went swimming in the nearby river. These activities kept me active and gave me happiness during the holiday.

In addition, I made sure to revise my school subjects. Every morning I read English stories and practiced solving mathematics problems. This kept my mind sharp and prepared me for the next term.

The holiday ended with a family visit to my grandparents. We shared stories and enjoyed traditional meals together. It was a joyful experience that made me appreciate the importance of family ties.

In conclusion, my school holiday was a balance of work, study, and fun. I learned new skills, grew stronger, and made memories that I will never forget.

14. Analyse five causes of poor English pronunciation among Tanzanian pupils.

One cause is the influence of mother tongue. Many pupils grow up speaking local languages or Kiswahili, which have different sound systems. This influence leads them to mispronounce certain English sounds.

Another cause is lack of exposure to native or standard English. Pupils mostly hear English from teachers or peers who may also struggle with pronunciation, so they imitate incorrect models.

Poor teaching methods also contribute. If teachers focus only on grammar and writing, pupils do not get enough oral practice to correct pronunciation errors.

Limited resources make the problem worse. In many schools, there are no audio materials, language labs, or recordings of correct pronunciation, which makes pupils rely on guesswork.

Finally, pupils' lack of confidence discourages practice. Many are afraid of making mistakes, so they avoid speaking English altogether, which denies them the chance to improve.

15. Discuss five contributions of reading English newspapers to language learning.

Reading newspapers exposes pupils to real-life language use. They learn how English is used in reporting, advertisements, and editorials, which broadens their understanding.

It helps pupils build vocabulary, since newspapers contain new words and expressions that pupils can add to their word bank.

Newspapers also improve comprehension skills. Pupils must understand main ideas, details, and context when reading articles.

They keep pupils updated with current affairs, which makes learning relevant and encourages discussion in English.

Finally, newspapers improve writing skills. Pupils can copy the style of news writing, headlines, and summaries, which sharpens their ability to write concisely.

16. Examine five problems of teaching English as a second language.

A common problem is limited exposure to English outside the classroom. Pupils rarely practice English in their daily lives, which slows learning.

Another problem is low motivation. Pupils may not see the immediate value of learning English, especially in rural areas where local languages dominate.

Teachers also face the problem of inadequate teaching materials. Without textbooks, charts, and storybooks, lessons become less effective.

Large classes make it hard to engage pupils in active speaking and listening activities. Teachers often resort to lecturing instead.

Finally, language interference causes problems. Pupils often translate directly from Kiswahili into English, leading to grammatical and structural errors.

17. Explain five principles of teaching literature in English classes.

One principle is selecting appropriate texts. Literature should match pupils' age, level, and interests to maintain motivation.

Another principle is using interactive methods. Teachers should not only read texts aloud but also encourage dramatization, discussion, and role play.

A third principle is focusing on meaning. Literature should not be taught mechanically; pupils should be guided to understand themes and messages.

Teachers should also integrate skills. Literature can be used to practice reading, speaking, and writing alongside appreciation of art.

Finally, literature should be linked to pupils' experiences. Relating themes to daily life helps pupils connect emotionally with texts and deepens understanding.

18. Discuss five uses of evaluation in teaching English.

Evaluation is used to measure pupils' progress. Teachers can see whether learning objectives have been achieved.

It helps identify pupils' strengths and weaknesses. This guides teachers in giving remedial lessons where needed.

Evaluation also motivates pupils. When they receive marks or feedback, they are encouraged to study harder.

It provides accountability, showing parents, school administrators, and education authorities the effectiveness of teaching.

Finally, evaluation guides future planning. Teachers use results to adjust teaching methods, materials, and lesson plans for better outcomes.