

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2003

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 sentences showing correct use of: might, must, should, and could.

She might come to the party if she finishes her homework. This shows possibility, meaning it is not certain but there is a chance it could happen.

You must wear your uniform to school. This expresses obligation, meaning it is a rule that cannot be ignored.

Pupils should read their notes every day. This indicates advice or recommendation, meaning it is the right thing to do but not a strict requirement.

He could swim very fast when he was younger. This shows past ability, meaning he had the skill to do something in the past.

2. Rewrite the following sentences in question form:

(a) He is a teacher.

Is he a teacher? This is formed by inverting the subject and the auxiliary verb.

(b) They were reading.

Were they reading? This involves bringing the auxiliary “were” to the beginning.

(c) She has cooked rice.

Has she cooked rice? The auxiliary “has” is moved to the front to form a yes/no question.

(d) He will come tomorrow.

Will he come tomorrow? This is formed by placing “will” before the subject.

3. Write phonemic transcription for: (a) Teacher (b) Food (c) River (d) Dance.

(a) Teacher → /'ti:tʃə/

(b) Food → /fu:d/

(c) River → /'rɪvə/

(d) Dance → /dɑ:ns/

4. Give four reasons for teaching grammar in primary schools.

Teaching grammar enables pupils to construct correct sentences, which is the foundation of communication in English.

It helps pupils understand how words function in sentences, such as subjects, verbs, and objects, improving clarity in expression.

Grammar provides rules that prevent confusion, ensuring that the intended meaning of a message is clear.

It also builds confidence, as pupils who know grammar rules can speak and write without fear of constant mistakes.

5. Identify the literary devices in these:

(a) The wind whispered softly.

This is personification, because wind is given the human quality of whispering.

(b) Life is like a journey.

This is a simile, because it compares life to a journey using the word “like.”

(c) The stars danced in the sky.

This is personification, because stars cannot literally dance, but the image makes them lively.

(d) He is as strong as a lion.

This is a simile, since strength is compared to that of a lion using “as.”

6. Mention two sub-skills of speaking and two of listening.

One sub-skill of speaking is pronunciation, which focuses on producing sounds correctly so that speech is clear.

Another sub-skill is fluency, which involves speaking smoothly without long pauses or hesitation.

For listening, one sub-skill is comprehension, the ability to understand the main idea and details of spoken language.

Another sub-skill is discrimination, which is the ability to distinguish between different sounds and words in speech.

7. Rearrange these sentences:

(a) The bus stopped.

(b) The passengers got down.

(c) The driver opened the door.

(d) The pupils greeted their teacher.

The bus stopped. The driver opened the door. The passengers got down. The pupils greeted their teacher.

8. Mention four advantages of using group discussions in teaching English.

Group discussions encourage participation, giving every pupil a chance to express ideas in English.

They develop critical thinking, as pupils share different views and defend their opinions.

Discussions improve confidence, since pupils practice speaking in a smaller group before facing the whole class.

They also promote teamwork, teaching pupils how to listen to others and build on shared knowledge.

9. Construct one sentence each using: neither...nor, both...and, not only...but also, either...or.

Neither John nor Peter attended the meeting. This construction excludes both options.

Both the teacher and the pupils enjoyed the drama. This construction shows inclusion of two parties.

She is not only intelligent but also hardworking. This emphasizes two positive qualities in one person.

You can either read the book or watch the video. This presents a choice between two options.

10. Briefly explain four roles of the introduction stage in teaching English.

The introduction stage captures pupils' attention, ensuring they are ready to learn.

It connects prior knowledge with new concepts, making it easier for pupils to understand the lesson.

It sets the mood of the lesson, whether through questions, stories, or activities, which prepares pupils mentally.

It also makes pupils curious, motivating them to stay engaged as the new lesson unfolds.

11. Explain five importance of teaching poetry in primary schools.

Poetry helps pupils to develop language skills. Through poems, they learn new vocabulary, correct pronunciation, and different sentence structures in a creative way.

It sharpens memory and concentration. Pupils are encouraged to memorize poems, which improves their ability to remember and retain information.

Poetry nurtures creativity and imagination. Pupils are exposed to imagery and figurative language that stimulate their thinking beyond ordinary expression.

It also builds listening and speaking skills. When reciting or listening to poems, pupils practice tone, rhythm, and fluency.

Lastly, poetry instills cultural and moral values. Poems often carry messages about respect, honesty, and hard work, which shape pupils' character.

12. Discuss five challenges faced by teachers when marking English essays.

One challenge is the large number of essays to mark. This consumes a lot of time and can affect the quality of feedback given to pupils.

Another challenge is the subjectivity of marking. Different teachers may judge the same essay differently, making consistency difficult.

Pupils' poor handwriting also poses a problem. Some essays are difficult to read, slowing down the marking process.

Frequent grammatical and spelling errors frustrate teachers, as correcting them requires much effort and patience.

Finally, limited time and heavy workload prevent teachers from giving detailed feedback, which reduces the effectiveness of essay marking.

13. Write a composition of about 250 words on: "The importance of self-reliance among youths."

Self-reliance is one of the most important qualities that youths should develop. It refers to the ability to depend on oneself for ideas, decisions, and survival rather than relying on others.

One importance of self-reliance is financial independence. When young people engage in small businesses, farming, or vocational activities, they earn income and reduce dependence on parents or relatives.

Self-reliance also builds confidence. A self-reliant youth believes in his or her abilities, which helps in facing challenges without fear.

Another importance is the development of problem-solving skills. Youths who rely on themselves learn to think critically and find solutions instead of waiting for others.

Self-reliance reduces poverty and unemployment. When youths create their own opportunities, they contribute to national development and inspire others.

In conclusion, self-reliance is essential for the growth of youths and the society at large. It brings independence, confidence, and progress. Every youth should therefore be encouraged to develop this valuable quality.

14. Analyse five characteristics of a good English syllabus.

A good syllabus is comprehensive, covering all important skills such as reading, writing, speaking, and listening.

It is also flexible, allowing teachers to adapt to pupils' needs and the local learning environment.

A good syllabus is well-sequenced. Topics are arranged from simple to complex, making it easy for pupils to progress step by step.

It is realistic, meaning that the content and objectives can be achieved within the available time and resources.

Lastly, a good syllabus is learner-centered. It emphasizes activities and methods that actively involve pupils in the learning process.

15. Discuss five techniques of teaching English reading.

One technique is phonics, where pupils learn the sounds of letters and how to blend them to read words.

Another technique is guided reading, where the teacher works with small groups, helping pupils to read and understand texts step by step.

Silent reading is also important. It trains pupils to concentrate, build comprehension, and develop independent reading habits.

Shared reading is another technique where the whole class reads aloud together. This improves fluency and confidence.

Finally, storytelling through reading is effective. Pupils enjoy listening to stories, which motivates them to practice reading on their own.

16. Examine five problems pupils face in understanding English instructions.

One problem is limited vocabulary. Pupils fail to understand instructions if they contain words they have not yet learned.

Another problem is fast speech. Teachers sometimes give instructions too quickly, which confuses pupils.

The influence of the mother tongue also affects comprehension. Pupils often think in their local language, making it harder to process English instructions.

Poor listening skills are another problem. Pupils who are inattentive miss key words in the instruction.

Finally, lack of confidence prevents pupils from asking for clarification when they do not understand.

17. Explain five principles of classroom management in English teaching.

One principle is maintaining discipline. Teachers should establish clear rules to ensure order during English lessons.

Another principle is effective time management. Teachers must allocate enough time for each activity to avoid rushing or leaving gaps.

Good organization is also key. Materials and teaching aids should be prepared in advance to make lessons flow smoothly.

Fairness is another principle. All pupils should be given equal chances to participate, regardless of their level.

Finally, the teacher must create a positive learning environment by being supportive, encouraging participation, and reducing fear of mistakes.

18. Discuss five benefits of using oral questioning in English lessons.

Oral questioning promotes active participation, as pupils are directly involved in the learning process.

It helps teachers assess pupils' understanding immediately and adjust teaching where necessary.

Questioning develops critical thinking, since pupils must analyze and give answers on the spot.

It also improves pupils' speaking skills, as they practice expressing themselves in English.

Lastly, questioning keeps pupils alert and attentive, since they know they may be asked to respond at any time.