

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2004

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 comparative adjectives: better, worse, stronger, happier.**

I swim better than my brother when the water is calm.

This road is worse than the one we used yesterday during the rain.

She is stronger than before because she exercises every morning.

They are happier this term because they finally received new textbooks.

2. **Change the following into negative form:**

(a) She is going home.

She is not going home.

(b) They were reading.

They were not reading.

(c) He has eaten lunch.

He has not eaten lunch.

(d) We shall play football.

We shall not play football.

3. **Transcribe phonemically: (a) Chair (b) School (c) Music (d) Boy.**

Chair → /tʃeə/

School → /sku:l/

Music → /'mju:zɪk/

Boy → /bɔɪ/

4. **State four reasons for using teaching aids in primary schools.**

Teaching aids make abstract ideas concrete, so pupils can see, touch, or hear what is being taught and understand it more quickly.

They capture and hold attention, reducing boredom and increasing active engagement throughout the lesson.

They improve retention, because learners remember better when multiple senses are involved during learning.

They support differentiation, allowing teachers to present the same concept in different ways to meet mixed abilities.

5. Identify the synonyms of the underlined words:

(a) The test was difficult.

A suitable synonym for difficult is hard.

(b) The car is fast.

A suitable synonym for fast is quick.

(c) The story was interesting.

A suitable synonym for interesting is engaging.

(d) She is very clever.

A suitable synonym for clever is intelligent.

6. Give two differences between listening and hearing, and two between speaking and reading.

Hearing is a natural, automatic process of perceiving sound, while listening is an active, purposeful process that requires attention and interpretation.

Hearing can occur without understanding, while listening aims at meaning, so the listener processes, evaluates, and responds to what is heard.

Speaking produces language in real time and requires immediate organization of ideas with pronunciation and fluency, while reading receives written language and allows time to pause, reread, and reflect.

Speaking depends on voice, tone, and body cues for clarity, while reading relies on text features such as vocabulary, punctuation, and layout to convey meaning.

7. Arrange these sentences into a logical paragraph:

(a) The teacher entered the class.

(b) The pupils stood up.

(c) She greeted them.

(d) They answered politely.

The teacher entered the class. The pupils stood up. She greeted them. They answered politely.

8. Mention four factors that hinder effective teaching of English in rural schools.

Shortage of resources such as textbooks, readers, charts, and audio materials prevents regular practice and exposure to good models of English.

Limited teacher professional development reduces the use of effective methods, so lessons may rely on rote learning instead of interactive activities.

Low exposure to English outside school means pupils rarely practice listening and speaking beyond the classroom, slowing progress.

Large multigrade classes and overcrowding make individual feedback difficult, so many learners' errors persist uncorrected.

9. Construct one sentence each using: in spite of, despite, because of, according to.

- (a) In spite of the heavy rain, the pupils attended the morning assembly.
- a) Despite the noise outside, she finished writing her composition on time.
- b) Because of the power cut, the teacher postponed the video listening activity.
- c) According to the timetable, we have English immediately after break.

10. State four importance of concluding a lesson properly.

A proper conclusion consolidates key points, so pupils leave with a clear summary of what they have learned.

It allows quick assessment through questions or exit tasks, helping the teacher confirm whether objectives were achieved.

It links learning to future work by setting homework or previewing the next topic, which maintains continuity across lessons.

It corrects misconceptions and acknowledges effort, which builds confidence and prepares pupils to apply the new knowledge.

11. Explain five functions of literature in developing pupils' creativity.

Literature exposes pupils to imaginative worlds through stories, plays, and poems. By reading these, they begin to visualize settings, characters, and events, which sparks their imagination.

It encourages original expression. Pupils who study literature are inspired to write their own poems, stories, or plays, expressing feelings and ideas in unique ways.

Literature introduces pupils to figurative language like similes, metaphors, and personification. Learning these styles motivates them to use language creatively in speech and writing.

It also builds problem-solving creativity. Many stories present conflicts that require solutions, and pupils develop creative thinking by imagining alternative outcomes.

Finally, literature nurtures artistic performance. Reciting poems, acting in plays, or dramatizing stories allows pupils to use gestures, voice, and movement creatively.

12. Discuss five reasons why teachers use role-play in teaching English.

Role-play gives pupils real-life practice in communication. They act out situations like shopping, greetings, or interviews, which makes English practical.

It increases confidence. Pupils who act roles overcome fear of speaking in front of others, making them bolder in using English.

Role-play also improves fluency. Since it is interactive and unscripted, pupils must think quickly and respond, which trains them to speak smoothly.

It helps pupils learn social skills. They practice politeness, turn-taking, and tone of voice, which are important in real communication.

Finally, role-play makes lessons enjoyable. Pupils are motivated by fun activities, and this positive attitude leads to better learning outcomes.

13. Write a composition of about 250 words on: “The day I will never forget.”

One day that I will never forget is when I sat for my Standard Seven National Examination. It was a turning point in my life, filled with both anxiety and excitement.

That morning, I woke up very early and revised my notes for the last time. My parents encouraged me and reminded me that success depends on confidence. I felt both nervous and proud as I wore my uniform neatly and walked to school.

At the examination hall, everything was silent. The supervisor gave us instructions, and then the papers were distributed. My heart was beating fast as I read the first question, but after a few minutes I calmed down and began writing.

During the break, I talked with my classmates. Some looked worried while others seemed relaxed. We encouraged each other to stay strong and continue doing our best.

By the time we finished the last paper, I felt relieved. I knew that all the hard work I had done during the year had been tested. That day made me realize the importance of preparation and perseverance.

In conclusion, the day of my national examination is unforgettable because it taught me responsibility, courage, and hope for the future.

14. Analyse five challenges of using English as a medium of instruction.

One challenge is that many pupils have low proficiency in English. This makes it difficult for them to understand lessons delivered in English.

Teachers also struggle because they must simplify English excessively or switch to Kiswahili, which reduces learning quality.

Textbooks and teaching materials are mostly in English, and pupils who lack strong reading skills fail to use them effectively.

The classroom environment often discourages practice. Pupils fear making mistakes, so they remain silent and avoid participation.

Lastly, English as a medium widens inequality. Pupils in urban areas with more exposure perform better than those in rural areas, creating a performance gap.

15. Discuss five importance of teaching comprehension in English.

Comprehension improves pupils' understanding of written texts. It trains them to identify main ideas and details in passages.

It builds vocabulary since pupils meet new words in context and learn how they are used.

Comprehension also develops critical thinking. Pupils answer inference questions and interpret meanings beyond the surface.

It helps in other subjects as well. Pupils who understand passages in English can also perform better in science and social studies.

Lastly, comprehension strengthens writing skills. Pupils learn sentence structures and ideas from reading that they can apply in their own writing.

16. Examine five problems of teaching pupils from multilingual backgrounds.

Pupils may mix languages when speaking or writing, creating errors in sentence structure.

Different language backgrounds make it difficult to find a common ground for explaining concepts, slowing learning.

Teachers spend more time clarifying meanings, which reduces the time available for covering content.

Peer communication may suffer, since pupils may prefer to group by language, leaving others excluded.

Finally, assessment becomes challenging. Pupils may understand concepts but fail to express themselves well in English.

17. Explain five contributions of using songs and games in teaching English.

Songs help pupils remember vocabulary through rhythm and repetition. Words in songs stay in memory longer than ordinary drilling.

They improve pronunciation and intonation. Singing exposes pupils to natural stress patterns in English.

Games make lessons interactive. Pupils participate actively, which increases confidence and fluency.

Both songs and games reduce anxiety. Pupils feel relaxed and learn without the fear of making mistakes.

They also build teamwork. Group singing and playing language games encourage cooperation and social learning.

18. Discuss five differences between prose and poetry.

Prose is written in sentences and paragraphs, while poetry is arranged in lines and stanzas.

Prose follows ordinary grammar and word order, while poetry often breaks these rules to create rhythm and emphasis.

Poetry uses rhyme and meter frequently, whereas prose does not depend on such patterns.

Prose is usually descriptive and straightforward, while poetry is condensed, symbolic, and emotional.

Lastly, prose focuses more on storytelling or explanation, while poetry emphasizes artistic expression of feelings and ideas.