

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

**622**

**ENGLISH LANGUAGE**

**Time: 3 Hours.**

**ANSWER**

**Year: 2006**

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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. Briefly explain four challenges a primary school teacher may face when teaching vocabulary in a multilingual classroom.**

One challenge is interference from the mother tongue. Pupils who speak different first languages may transfer structures, pronunciations, or meanings into English, making it hard for them to acquire correct vocabulary. This slows down learning because the teacher has to address errors that stem from multiple languages.

Another challenge is limited exposure to English outside the classroom. In multilingual communities, children mostly interact in their native languages at home and during play, so they rarely practice new English words. This lack of reinforcement reduces vocabulary retention.

A third challenge is differences in learners' levels of language development. Some pupils may have had earlier exposure to English, while others may be hearing it for the first time. The teacher must balance teaching to cater for both advanced and beginner learners at the same time.

Finally, lack of adequate teaching resources complicates vocabulary teaching. Without visual aids, dictionaries, or storybooks in English, teachers cannot provide meaningful contexts for new words. As a result, learners fail to connect vocabulary to real-life experiences.

**2. Rewrite the following sentences in indirect speech:**

- (a) "I will help you tomorrow," said John.
  - (b) "Do not open the window," the teacher told us.
  - (c) "Where have you been?" asked my mother.
  - (d) "We are studying English now," the pupils said.
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- (a) John said that he would help me the next day.
  - (b) The teacher told us not to open the window.
  - (c) My mother asked me where I had been.
  - (d) The pupils said that they were studying English then.

**3. Use the conjunction ‘although’ to join the following sentences:**

- (a) She was tired. She finished the homework.
  - (b) They were poor. They managed to pay school fees.
  - (c) It was raining. The children went to play football.
  - (d) The story was long. The pupils listened attentively.
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- (a) Although she was tired, she finished the homework.
  - (b) Although they were poor, they managed to pay school fees.
  - (c) Although it was raining, the children went to play football.
  - (d) Although the story was long, the pupils listened attentively.

**4. Construct two sentences using the preposition ‘during’ and two using the preposition ‘for’ to express time.**

During the lesson, the pupils paid close attention.

She fell asleep during the movie.

He lived in the village for two years.

We waited for thirty minutes before the bus arrived.

**5. Write two sentences with irregular verbs in the past participle form and two sentences with regular verbs in the past tense.**

She has written a letter to her friend.

They have gone to school early today.

He painted the wall yesterday.

The teacher marked the pupils’ books carefully.

**6. Construct two sentences to show possibility and two to show obligation.**

The pupils might come late if it rains heavily.

She could be the best student in the class.

We must finish the assignment before tomorrow.

You have to wear your school uniform every day.

**7. State four roles of a teacher in implementing the English language curriculum in primary schools.**

A teacher interprets the curriculum by understanding its objectives, content, and teaching methods, then plans lessons that align with national standards.

A teacher facilitates learning by creating activities that engage pupils in reading, speaking, listening, and writing in English.

A teacher evaluates progress by assessing pupils' performance through tests, assignments, and continuous observation to identify learning gaps.

A teacher provides feedback and remedial support by correcting errors, encouraging learners, and adjusting methods to help weaker pupils succeed.

**8. Explain four measures that can be taken to ensure the durability of teaching aids in English language.**

One measure is proper storage. Charts, flashcards, and books should be kept in dry, clean areas away from moisture and pests to prolong their life.

Another measure is careful handling. Pupils and teachers should be guided to handle teaching aids responsibly, avoiding folding, tearing, or misusing them.

A third measure is regular maintenance. Laminating paper-based aids, repairing damaged charts, and cleaning reusable materials like boards ensures long-term use.

Finally, selective use helps maintain durability. Instead of using fragile aids daily, teachers can substitute them with sturdier alternatives for regular lessons, keeping delicate ones for special sessions.

**9. Differentiate the following pairs of terms:**

- (a) Oral literature and written literature
- (b) Syntax and morphology
- (c) Listening and hearing
- (d) Assessment and evaluation

Oral literature refers to stories, songs, and poems transmitted by word of mouth, while written literature is documented in books and can be preserved for long periods.

Syntax is the arrangement of words in sentences to convey meaning, while morphology deals with the structure of words, including prefixes, suffixes, and root forms.

Listening is an active process of paying attention and interpreting sounds, while hearing is simply perceiving sound without necessarily understanding it.

Assessment refers to collecting information about learners' performance through tests and observation, while evaluation involves making judgments about the quality and effectiveness of learning or teaching.

**10. Briefly explain four reasons why teachers should keep continuous records of pupils' progress.**

Keeping records helps monitor individual learners' strengths and weaknesses, which allows teachers to provide appropriate support.

Records serve as a reference when preparing reports for parents, administrators, or education authorities, ensuring transparency.

They help teachers track overall class performance, making it easier to evaluate the effectiveness of teaching strategies.

Continuous records also provide a basis for guidance and counseling, since they reveal pupils' academic patterns and challenges over time.

## **11. Discuss five strategies for teaching English to pupils with different learning abilities in the same classroom.**

One strategy is differentiated instruction. The teacher prepares tasks at varying levels of difficulty, so advanced learners tackle more challenging work while weaker learners handle simpler tasks. This ensures that no pupil feels left behind or unchallenged.

Another strategy is peer learning. Stronger pupils can assist weaker ones during group work. This not only reinforces knowledge for the stronger learners but also provides extra support for those who struggle.

The teacher can also use multi-sensory approaches. By combining visual aids, oral repetition, and practical demonstrations, learners with different strengths (visual, auditory, or kinesthetic) all benefit from the lesson.

Flexible grouping is another effective method. Sometimes the teacher groups pupils by ability, sometimes by mixed levels. This variety helps weaker learners gain confidence while advanced learners develop leadership skills.

Finally, individualized feedback is important. By assessing each pupil and giving personal advice, the teacher addresses specific weaknesses and strengths, making learning more effective for all.

## **12. Explain five ways in which teachers can promote the use of English outside the classroom among primary school pupils.**

Teachers can assign homework that requires pupils to interact in English, such as interviewing family members or writing short journals. This creates opportunities to practice outside the classroom.

Organizing English clubs is another way. Pupils can meet after school to recite poems, act in plays, or debate in English, which reinforces their confidence in using the language.

The teacher can also encourage pupils to use English during playtime. Simple games like “Simon says” or word puzzles can motivate children to communicate in English without feeling forced.

Teachers can recommend the use of media. Pupils can be guided to listen to English songs, watch cartoons, or read storybooks at home, which increases exposure to the language.

Finally, recognition and rewards motivate pupils. Teachers can give praise or small prizes to those who consistently use English outside class, encouraging others to do the same.

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**13. Identify five reasons why role-play is considered an effective method for teaching English to young learners.**

Role-play creates a real-life context. Pupils practice language by pretending to be in everyday situations like shopping or visiting a doctor, which makes English practical and meaningful.

It promotes active participation. Since all pupils are involved in acting out roles, they stay engaged and use English in interactive ways.

Role-play reduces fear of making mistakes. Acting in character helps children feel less self-conscious, so they experiment more with English words and expressions.

It also develops listening and speaking skills at the same time. Pupils must listen to their partners' lines carefully in order to respond appropriately.

Lastly, role-play improves creativity and confidence. Pupils learn to improvise with the vocabulary they know, which boosts their communication skills and self-esteem.

**14. Discuss five challenges teachers face when teaching English grammar to primary school pupils.**

One challenge is that grammar rules are abstract. Young learners find it hard to understand concepts like tenses or subject-verb agreement without concrete examples.

Another challenge is the interference from local languages. Pupils may apply the grammar structures of their mother tongue to English, leading to persistent errors.

Limited exposure outside the classroom also hinders grammar acquisition. If pupils only hear English during lessons, they cannot practice enough to internalize rules.

Lack of resources is another challenge. Without textbooks, charts, or digital aids, teachers struggle to illustrate grammar concepts in clear, engaging ways.

Finally, pupils often lose interest when grammar is taught in a dry, lecture-based manner. Teachers must constantly find creative methods to keep lessons lively, which can be difficult.

**15. Explain five reasons why assessment is important in teaching English at the primary school level.**

Assessment identifies pupils' strengths and weaknesses. This helps teachers adjust their teaching to suit the needs of the class.

It provides feedback to pupils. By knowing their progress, learners understand where they need to improve and what they are doing well.

Assessment informs parents and guardians. Regular reports allow them to support their children's learning at home.

It also helps in evaluating the effectiveness of teaching strategies. If pupils perform poorly, teachers can reconsider their methods and materials.

Finally, assessment supports progression. Records of pupil performance help schools decide who is ready to move to the next grade and who needs extra support.

**16. Suggest five ways in which storytelling can be used to enhance English learning among primary school pupils.**

Storytelling introduces new vocabulary naturally. Pupils learn words in the context of a story, which makes it easier to remember their meaning.

It also improves listening skills. Pupils must pay attention to understand the story, which trains them to listen carefully in English.

Storytelling encourages imagination and creativity. Pupils visualize characters and events, which stimulates mental engagement with the language.

It provides a model of sentence structure. By hearing correct grammar in stories, pupils unconsciously absorb the rules of English.

Lastly, storytelling can be interactive. Teachers can ask pupils to predict endings or retell the story in their own words, which develops speaking skills.

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**17. Discuss five advantages of using visual aids in teaching English in primary schools.**



Visual aids capture pupils' attention. Pictures, charts, and flashcards make lessons more lively and interesting.

They also simplify abstract concepts. For example, a picture of a clock helps pupils understand time expressions better than words alone.

Visuals improve retention. Pupils are more likely to remember words they can associate with images.

They support learners with different abilities. Pupils who struggle with text benefit from visual reinforcement of new words and ideas.

Finally, visual aids save time for the teacher. Instead of long explanations, a single picture can communicate meaning quickly and clearly.

### **18. Explain five ways in which songs and rhymes can support the learning of English among primary school pupils.**

Songs and rhymes make learning enjoyable. The rhythm and melody create a fun atmosphere that encourages participation.

They improve memory. Repetition in songs helps pupils recall new vocabulary and sentence patterns easily.

Songs and rhymes also enhance pronunciation. Pupils learn stress, intonation, and rhythm of English speech by singing.

They provide opportunities for group learning. Singing together builds teamwork and allows all pupils to practice English at the same time.

Finally, songs and rhymes create cultural awareness. Many English rhymes and songs expose children to aspects of English-speaking cultures, enriching their learning experience.