

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2008

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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SECTION A (40 Marks)

1. Define phonetics and phonology, and explain their significance in English learning.

Phonetics is the scientific study of speech sounds, focusing on how they are produced by human speech organs. It explains the mechanics of articulation, such as how the tongue, lips, and vocal cords produce different sounds.

Phonology is the study of how these speech sounds function and interact in a particular language. It looks at sound patterns, rules, and systems, such as stress and intonation, which carry meaning in communication.

In English learning, phonetics helps learners master the correct pronunciation of words by teaching them how to articulate sounds clearly.

Phonology, on the other hand, helps learners understand stress patterns, rhythm, and intonation, which are essential for fluency and for conveying the right meaning.

Together, phonetics and phonology improve learners' accuracy in speaking, listening comprehension, and confidence in using English.

2. Change into indirect speech: “The pupils are reading silently,” said the teacher.

The correct answer is: The teacher said that the pupils were reading silently.

In indirect speech, the tense usually changes one step back. The present continuous tense “are reading” changes into the past continuous “were reading.”

Quotation marks are removed in indirect speech, and a conjunction, usually “that,” is introduced between the reporting verb and the reported statement.

This transformation maintains the meaning of the original sentence but adjusts the structure to fit the rules of reported speech.

3. Construct two sentences using the modal verb “must” to show necessity.

Sentence one: Pupils must complete their assignments before the lesson begins. This sentence shows that completing assignments is an obligation for the learners.

Sentence two: Teachers must prepare their schemes of work at the start of the term. This sentence emphasizes the duty of teachers to plan their lessons properly.

The modal verb “must” in both sentences expresses necessity. It makes clear that the actions are compulsory, not optional.

4. Combine the sentences: She was tired. She completed the assignment.

The combined sentence is: Although she was tired, she completed the assignment.

The conjunction “although” introduces contrast, showing that her tiredness did not stop her from completing her work.

This combination improves the flow and coherence of the idea, making the writing more complex and natural.

It also teaches learners how to use subordinating conjunctions to connect ideas meaningfully.

5. Differentiate between homophones and homonyms with examples.

Homophones are words that sound the same when pronounced but differ in spelling and meaning. For example, “write” and “right.”

Homonyms are words that are spelled and pronounced the same but have different meanings. For example, “bank” can mean a financial institution or the side of a river.

In English learning, distinguishing between these two helps learners avoid confusion in spelling, usage, and comprehension.

It also improves vocabulary development and sharpens understanding of context in communication.

6. Write two sentences to show future time using “going to” and “will.”

Sentence one: She is going to attend the English seminar tomorrow. This shows a planned future action, something that is already arranged.

Sentence two: He will teach the class in the afternoon. This shows a decision or prediction, often made at the moment of speaking.

Understanding the difference between “going to” and “will” helps learners express future events more accurately in English.

7. Give four reasons why teaching aids are important in English teaching.

Teaching aids make abstract concepts more concrete. For example, real objects or pictures can help pupils visualize new vocabulary.

They also capture and sustain learners' attention, making lessons more engaging and lively.

Teaching aids encourage active participation because pupils interact with visual, audio, or real materials during learning.

Finally, they cater to different learning styles. Visual learners benefit from charts and pictures, while auditory learners benefit from listening activities.

This shows that teaching aids not only improve comprehension but also accommodate diverse learners.

8. Write two sentences using compound nouns.

Sentence one: The classroom teacher entered with new chalk. "Classroom teacher" is a compound noun formed from two words.

Sentence two: The headmaster announced the timetable changes. "Headmaster" is another compound noun used in everyday English.

Compound nouns enrich vocabulary and reflect real usage in authentic English contexts.

Teaching them helps learners form new words and expand their communication skills.

9. Differentiate between formative and summative assessment.

Formative assessment is continuous and takes place during the learning process. Examples include quizzes, oral questions, or classwork. Its purpose is to provide feedback and improve performance.

Summative assessment takes place at the end of a learning period, such as final exams or standardized tests. It measures overall achievement and is used for grading.

Formative assessment supports learning by identifying areas of weakness early, while summative assessment evaluates overall outcomes.

Both types of assessment are important for monitoring progress and guiding instruction.

10. State three purposes of record keeping in primary schools.

Record keeping helps teachers track pupils' academic performance over time. This allows them to identify strengths and weaknesses clearly.

It provides evidence of pupil progress that can be shared with parents, school administrators, and inspectors.

It also ensures accountability and helps teachers plan remedial teaching to support struggling pupils.

Without records, follow-up on learners' needs becomes difficult, and important details about their performance may be lost.

SECTION B (30 Marks)

11. Discuss five challenges teachers face in teaching English composition in Tanzanian primary schools.

One challenge is limited exposure to English outside the classroom. Many pupils mainly use Kiswahili or local languages at home and in their community, so they lack opportunities to practice writing English beyond school.

Another challenge is lack of reading culture. Pupils often do not have access to storybooks, newspapers, or magazines in English. This limits their vocabulary and reduces their ability to generate ideas when writing.

A third challenge is large class sizes. In overcrowded classrooms, it becomes difficult for teachers to give individual feedback on compositions, which is essential for improving writing skills.

A fourth challenge is limited teacher resources. Many teachers lack enough teaching aids, model essays, or writing prompts to guide pupils in developing creativity and structure in their work.

Finally, exam-focused teaching affects composition. Teachers often prioritize drilling pupils in grammar rules and set formats instead of encouraging creative and expressive writing, which limits the quality of pupils' compositions.

12. Explain five benefits of using group discussions in English teaching.

Group discussions encourage active participation. Pupils share their ideas freely, which boosts their confidence in using English.

They also promote peer learning. Pupils learn new words, expressions, and sentence structures from their classmates during interaction.

Another benefit is development of critical thinking. Group discussions require pupils to analyze, argue, and defend their views in English, which strengthens reasoning skills.

They also improve fluency. Pupils practice speaking continuously during discussions, which reduces hesitation and builds natural flow in communication.

Finally, group discussions increase collaboration and teamwork skills. Pupils learn to listen, respect different opinions, and build on each other's contributions while practicing English.

13. Examine five reasons why English tenses are difficult for learners in Tanzania.

English tenses are difficult because Kiswahili, the main language of instruction before primary four, does not use as many tense variations as English. This makes it hard for learners to adjust to new rules.

Another reason is irregular verbs. Many English verbs change form unpredictably, such as “go” becoming “went,” which confuses learners.

A third reason is interference from Kiswahili sentence structure. Pupils sometimes directly translate Kiswahili patterns into English, leading to incorrect tense use.

Also, limited reading exposure means pupils do not see enough examples of tense usage in context, making it difficult to internalize the rules.

Lastly, teachers often emphasize memorization of tense rules instead of contextual practice. This makes pupils struggle to apply tenses correctly in real communication.

14. Describe five roles of a teacher in promoting English speaking skills.

A teacher acts as a model. By speaking clear and correct English in class, the teacher provides an example for pupils to imitate.

The teacher is also a facilitator. They create opportunities for pupils to speak, such as debates, dialogues, and role-plays.

Another role is providing feedback. Teachers correct errors in pronunciation, grammar, or vocabulary use, helping learners improve.

Teachers also act as motivators. They encourage pupils to speak without fear of mistakes, boosting confidence in communication.

Finally, teachers design supportive environments. By mixing speaking with games, songs, or real-life scenarios, they reduce anxiety and make speaking practice enjoyable.

15. Suggest five indirect methods to encourage pupils to use English outside the classroom.

Teachers can introduce English clubs where pupils participate in dramas, storytelling, and debates, giving them informal practice.

Another method is displaying English posters and labels around the school, which increases daily exposure to the language.

Teachers may also encourage pupils to keep English diaries, where they record daily activities, indirectly building writing and thinking in English.

Introducing competitions such as spelling bees and essay contests motivates pupils to practice English on their own.

Finally, involving parents by asking them to encourage children to practice English greetings or simple conversations at home helps extend learning beyond school.

SECTION C (30 Marks)

16. Explain six strategies a teacher can use to improve learners' listening skills in English.

One strategy is dictation exercises. Pupils listen to sentences or passages and write them down, which sharpens attention to detail.

Another strategy is playing audio recordings, such as stories or conversations, to expose pupils to natural English speech and accents.

The teacher can also use questioning after reading a passage aloud, to test comprehension and encourage attentive listening.

Songs and rhymes are another strategy. They make listening fun and help pupils remember pronunciation and rhythm.

Pair or group activities where pupils listen to each other's ideas promote interactive listening.

Finally, note-taking exercises during storytelling or lectures train pupils to identify and record key information while listening.

17. Assess six factors that influence learners' attitudes towards English in Tanzanian schools.

One factor is the language policy. Since Kiswahili dominates early education, pupils may view English as difficult or secondary, shaping negative attitudes.

The teacher's role also matters. Enthusiastic and supportive teachers create positive attitudes, while strict or discouraging ones create fear of English.

Peer influence affects attitudes. If classmates avoid English, learners are less motivated to use it.

The availability of resources also plays a role. Schools with English books, libraries, and media encourage positive attitudes, while resource-poor schools hinder motivation.

The perceived importance of English influences learners too. Pupils who understand its role in exams, jobs, and international communication often take it more seriously.

Lastly, home environment plays a role. Pupils from homes where English is encouraged develop more positive attitudes compared to those where it is ignored.

18. Discuss six reasons why integrating technology in English teaching is important.

Technology provides access to authentic materials such as videos, e-books, and online articles, which expose pupils to real English use.

It supports interactive learning. Tools like language apps and games make lessons engaging and participatory.

Technology also provides individualized learning. Pupils can practice at their own pace using mobile applications or digital exercises.

It encourages collaborative learning through platforms where pupils can share ideas, record their voices, and give peer feedback.

Another reason is motivation. Using computers or projectors makes lessons exciting, increasing pupils' interest in English.

Finally, technology prepares pupils for the modern world where digital communication in English is essential for academic and professional success.