

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2009

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)

Answer all questions in this section

1. Briefly explain the importance of phonetics in learning English language.

Phonetics is important because it helps learners understand the sounds of English and how they are produced. This makes it easier to distinguish between similar sounds that might otherwise confuse learners.

Phonetics also improves pronunciation by showing the correct way to place the tongue, lips, and vocal cords to produce accurate sounds. This reduces communication breakdowns.

It assists learners in listening skills since they can recognize words correctly even when spoken quickly or with different accents.

Finally, phonetics helps teachers design exercises that focus on difficult sounds for their learners, making instruction more effective.

2. Use appropriate question tags to complete the sentences below:

(a) You are coming to class tomorrow, ...?

The correct tag is “aren’t you?” because the sentence is positive and requires a negative tag.

(b) She has finished her work, ...?

The correct tag is “hasn’t she?” because it balances the positive statement with a negative tag.

(c) We should not make noise, ...?

The correct tag is “should we?” because the negative statement needs a positive tag.

(d) They can play football well, ...?

The correct tag is “can’t they?” because the positive statement is followed by a negative tag.

3. Join the following sentences using relative pronouns:

(a) The boy is my friend. He helped me.

The boy who helped me is my friend.

(b) That is the school. My sister studies there.

That is the school where my sister studies.

(c) This is the teacher. Students like him.

This is the teacher whom students like.

(d) The book is interesting. I bought it yesterday.

The book which I bought yesterday is interesting.

4. Construct four sentences using the prepositions on, under, behind, and between to express place.

The cat is on the table. This shows something resting on a surface.

The shoes are under the bed. This indicates something below another object.

The child is standing behind the door. This expresses something concealed by another.

The park is between the school and the hospital. This shows location in the middle of two things.

5. Give two sentences with regular verbs in the past tense and two sentences with irregular verbs in the past participle.

I cleaned my room yesterday. (regular past tense)

She walked to school last Monday. (regular past tense)

He has gone to the market. (irregular past participle)

They have eaten their lunch. (irregular past participle)

6. Construct two sentences expressing ability and two sentences expressing inability.

She can solve the mathematics question easily. This shows ability.

They can speak both English and Kiswahili. This also shows ability.

I cannot drive a car. This shows inability.

He cannot understand French. This also shows inability.

7. Give four reasons why teaching aids are necessary in teaching English language.

Teaching aids make lessons more interesting by breaking classroom monotony.

They improve pupils' understanding by providing real or visual examples.

They help teachers save time by simplifying explanations.

They make learning more permanent since pupils remember what they see and hear better.

8. Suggest four problems teachers face when teaching reading to primary school pupils.

Teachers face the problem of limited textbooks which makes it hard to give enough reading practice.

Some pupils come from homes where English is not spoken, making reading practice difficult.

There is often limited time for reading practice in crowded timetables.

Teachers may also struggle with large classes where it is hard to monitor every child's progress.

9. Differentiate the terms Listening from Hearing and Teaching from Learning.

Listening is paying attention to sounds and understanding their meaning, while hearing is simply perceiving sound with the ears.

Teaching is the process of imparting knowledge or skills by a teacher, while learning is the process of acquiring that knowledge or skills by the learner.

10. Briefly explain the importance of continuous assessment in English language teaching.

Continuous assessment helps teachers track pupils' progress throughout the year.

It identifies pupils' strengths and weaknesses early, making it easier to give support.

It reduces overdependence on final examinations since learning is measured continuously.

It motivates pupils to keep working hard since they know every activity contributes to their final results.

SECTION B (40 Marks)

Answer any two questions from this section

11. Discuss five challenges of teaching English in a multilingual primary school classroom.

One challenge is interference from the mother tongue. Pupils often mix English with their first languages, which slows down their fluency and accuracy.

Another challenge is limited exposure to English outside the classroom. Many pupils only use English during lessons, so they lack practice in real situations.

Teachers also face difficulty in managing mixed abilities. Some pupils quickly pick up English, while others lag behind, creating gaps in progress.

Lack of resources such as textbooks, storybooks, and audio materials further complicates teaching in multilingual settings.

Finally, teachers may not be well trained in handling multilingual classrooms, which makes them less effective in addressing diverse language needs.

12. Explain five strategies a teacher can use to improve pupils' listening comprehension skills.

A teacher can use storytelling sessions. When pupils listen to stories, they learn to follow spoken English and grasp meanings from context.

Another strategy is dictation exercises. These make pupils pay attention to details such as spelling and punctuation while improving listening.

Songs and rhymes can also be used. They make listening enjoyable and help pupils remember words and structures more easily.

Teachers may use listening tasks with questions. For example, pupils listen to a passage and answer questions to check understanding.

Lastly, role-play and dialogues encourage pupils to listen to one another and respond correctly, improving both comprehension and communication.

13. Analyze five negative effects of poor English vocabulary mastery on pupils' academic performance.

Poor vocabulary makes it difficult for pupils to understand instructions in examinations, which lowers their scores even if they know the content.

It also affects reading comprehension. Pupils cannot make sense of texts if they do not know the meanings of key words.

Limited vocabulary reduces pupils' confidence in speaking. They avoid participating in discussions, which limits their learning.

It restricts their writing ability. Pupils struggle to express ideas clearly and often repeat simple words, leading to poor grades.

Finally, poor vocabulary mastery hinders progress in other subjects taught in English, since pupils cannot understand the terms used.

14. Describe five benefits of using group discussions when teaching English.

Group discussions encourage active participation since every pupil gets a chance to speak and contribute.

They improve cooperation and social skills, as pupils learn to listen to others and respect different opinions.

Discussions build confidence in speaking English because pupils practice in a smaller, less intimidating setting.

They promote critical thinking since pupils must explain, defend, and support their ideas with reasons.

Finally, discussions help pupils learn new words and expressions from their peers, enriching their vocabulary.

15. Suggest five effective methods for teaching English grammar in primary schools.

One effective method is the use of games such as grammar quizzes or sentence competitions, which make grammar practice fun.

Teachers can also use songs and chants. These make grammar structures memorable and easy to recall.

Storytelling is another method. Pupils can identify grammar patterns naturally within meaningful contexts.

Sentence building activities are helpful. Pupils arrange words to form correct sentences, which reinforces rules.

Lastly, guided writing exercises give pupils a chance to apply grammar rules in real communication, strengthening retention.

SECTION C (24 Marks)

Answer one question only

16. Discuss six reasons why speaking English fluently is difficult for many Tanzanian pupils.

One reason is limited practice. Pupils mostly use Kiswahili or their mother tongue outside class, so they rarely practice speaking English.

Another reason is fear of making mistakes. Pupils worry about being laughed at, which discourages them from speaking.

Poor vocabulary makes it hard for pupils to express themselves, so they prefer silence rather than struggling to find words.

Pronunciation difficulties also hinder fluency. English sounds that do not exist in Kiswahili or local languages cause errors and hesitation.

Teachers sometimes focus too much on grammar rather than actual speaking practice, which reduces opportunities for fluency.

Finally, large class sizes limit individual speaking time, leaving many pupils without enough practice.

17. Explain six ways in which teachers can motivate pupils to learn English as a second language.

Teachers can motivate pupils by using real-life examples and stories that make lessons enjoyable and relatable.

They can also provide rewards and praise for good performance, which encourages continued effort.

Introducing competitions such as spelling bees or debates makes learning exciting and pushes pupils to practice more.

Teachers can use teaching aids like pictures, videos, and songs to capture pupils' interest.

Creating opportunities for pupils to use English outside the classroom, such as in clubs or drama, builds motivation.

Lastly, teachers who show patience and encouragement reduce pupils' fear of failure, making them more eager to learn.

18. Assess six effects of poor teaching methods on English language learning outcomes.

Poor teaching methods lead to low comprehension. Pupils fail to grasp basic concepts if lessons are not clear or engaging.

They also cause boredom. Pupils lose interest when lessons are repetitive or too teacher-centered.

Another effect is poor performance in examinations since pupils lack the skills to understand questions or express answers in English.

Limited speaking opportunities result when teachers dominate lessons instead of letting pupils practice.

Poor methods also create gaps in knowledge. Pupils may miss essential skills like listening or writing if teaching is unbalanced.

Finally, ineffective teaching reduces pupils' confidence, making them believe that English is too difficult to master.