

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
GRADE A TEACHER CERTIFICATE EXAMINATION
ENGLISH LANGUAGE

622

Time: 3 Hours

ANSWERS

Year: 2011

Instructions

1. This paper consists of section A, B and C.
2. Answer all questions in section A and two questions from each of section B and C.

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1. Write four sentences to "express frequency" which you can use to teach your standard III pupils.

One sentence is: I go to school every day.

Another sentence is: She plays with her friends often.

A third sentence is: They visit the library twice a week.

The fourth sentence is: He always finishes his homework on time.

2. Write the simple past form of the following sentences:

(a) I am in the class.

(b) The books are very interesting.

(c) They are our friends.

(d) You have a good house.

(a) I am in the class.

I was in the class.

(b) The books are very interesting.

The books were very interesting.

(c) They are our friends.

They were our friends.

(d) You have a good house.

You had a good house.

3. Write two sub-skills for each of the following English Language skills:

(a) Speaking skill.

(b) Writing skill.

(a) Speaking skill:

One sub-skill is pronunciation, enabling clear articulation of words like "cat."

Another sub-skill is fluency, allowing smooth delivery of sentences like "I like to read."

(b) Writing skill:

One sub-skill is grammar, ensuring correct sentence structure, such as using “is” in “She is happy.”

Another sub-skill is spelling, accurately writing words like “beautiful.”

4. By using the word "whose" construct four sentences to express possession.

One sentence is: The boy whose book is lost is crying.

Another sentence is: The teacher whose lesson is interesting is popular.

A third sentence is: The dog whose tail is wagging is happy.

The fourth sentence is: The girl whose bag is red sits in front.

5. What is the meaning of the following terms as used in teaching and learning?

(a) Introduction stage.

(b) Reinforcement stage.

(a) Introduction stage:

The introduction stage is the initial phase of a lesson where new concepts, like basic vocabulary, are presented to students to build foundational understanding.

(b) Reinforcement stage:

The reinforcement stage involves revisiting and practicing taught material, such as through exercises on sentence structure, to strengthen retention and mastery.

6. Change the following sentences into the indirect speech.

(a) "Don't sweep here," my mother told me.

(b) "I have passed the examination," John shouted happily.

(c) "Are you hungry?" she asked him.

(d) "I will go to Arusha tomorrow," Mary said.

(a) "Don't sweep here," my mother told me.

My mother told me not to sweep there.

(b) "I have passed the examination," John shouted happily.

John shouted happily that he had passed the examination.

(c) "Are you hungry?" she asked him.

She asked him if he was hungry.

(d) "I will go to Arusha tomorrow," Mary said.

Mary said that she would go to Arusha the next day.

7. Mention any four problems which a teacher may face if he/she teaches without any preparation.

One problem is lack of clarity, as the teacher may struggle to explain topics like grammar without a plan.

Another is disorganization, leading to skipping important points, such as vocabulary exercises.

A third problem is student confusion, as unprepared lessons on reading comprehension may lack structure.

Lastly, reduced engagement, where students lose interest without interactive activities, affects learning outcomes.

8. (a) What is the meaning of the term "dialogue"?

(b) Name three objectives of teaching speaking.

(a) What is the meaning of the term "dialogue"?

Dialogue refers to a conversational exchange between two or more people, such as a discussion between a teacher and student about a story, used to practice communication skills.

(b) Name three objectives of teaching speaking:

One objective is to improve fluency, enabling students to speak English smoothly.

Another is to enhance pronunciation, helping students articulate words correctly.

The third is to build confidence, encouraging participation in class discussions.

9. (a) What is literature?

(b) What are English Language materials which are important for teaching and learning English Language?

(a) What is literature?

Literature is a body of written works, such as novels, poems, and plays, that express ideas, emotions, and cultural values, like Shakespeare's works.

(b) What are English Language materials which are important for teaching and learning English Language?

One material is textbooks, providing structured lessons on grammar and vocabulary.

Another is workbooks, offering exercises to practice writing skills.

Audio-visual aids, like videos for pronunciation, enhance listening skills.

Lastly, dictionaries support vocabulary development and spelling.

10. (b) Name and explain the genres of literature.

One genre is poetry, which uses rhythmic and imaginative language, like a sonnet, to express emotions or ideas.

Another genre is prose, encompassing novels and short stories, such as “Animal Farm,” narrating events in a straightforward style.

Drama is a genre performed on stage, like “Romeo and Juliet,” blending dialogue and action to tell a story.

11. Explain five roles of language in the society.

One role is communication, enabling people to share ideas, such as discussing daily plans.

Another is identity, reflecting cultural heritage, like using Swahili to express Tanzanian roots.

Language serves as education, facilitating learning, such as teaching English in schools.

It acts as a social bond, uniting communities through conversation, like at local gatherings.

Lastly, it influences power, shaping authority, such as in legal or political speeches.

12. Describe five features of Drama/Play.

One feature is dialogue, where characters converse, like in a play about family disputes.

Another is stage directions, guiding actors’ movements, such as “exit left” in a scene.

A third feature is conflict, driving the plot, like a rivalry in “Oedipus Rex.”

Characters, such as protagonists and antagonists, bring the story to life, like Hamlet.

Lastly, a resolution concludes the play, resolving conflicts, as seen in “A Midsummer Night’s Dream.”

13. Write an essay of about 250 words on any event you had experienced in your life.

One memorable event was my first school science fair, held in 2022. As a student, I participated by presenting a project on plant growth, which I had prepared for weeks. The excitement began with setting up my exhibit, a small garden showing how sunlight affects seedlings. On the day, I nervously explained my findings to judges and peers, feeling proud as they asked questions. The fair was lively, with colorful displays and enthusiastic crowds, creating a festive atmosphere. I won second place, a moment of joy that boosted my confidence. This event taught me the value of preparation and public speaking.

14. Modern education sometimes brings conflict between individuals in the society. Justify this statement by using a book of "Song of Lawino and Ocol".

Modern education can create conflict, as seen in "Song of Lawino and Ocol" by Okot p'Bitek. Lawino, rooted in traditional Acoli culture, clashes with Ocol, who embraces Western education. Ocol's education leads him to reject tribal customs, causing tension with Lawino, who values oral traditions. His formal learning fosters arrogance, widening the cultural gap, as he mocks Lawino's lack of schooling. This conflict reflects societal divides, where educated individuals may disdain uneducated ones, disrupting family harmony. Thus, education, while beneficial, can ignite cultural and personal disputes.

15. Discuss the five roles of teaching English Language in Tanzania.

One role is communication, enabling Tanzanians to interact globally, such as in trade with English-speaking countries.

Another is education, serving as a medium of instruction, facilitating learning from primary to university levels.

English promotes economic opportunities, providing access to jobs requiring the language, like in tourism.

It fosters cultural exchange, connecting Tanzania with international literature and media.

Lastly, it enhances national development, supporting policy-making and scientific research in English.

16. Suggest and explain five ways which can help solve the problem of pronunciation to Tanzanian pupils learning English Language.

One way is phonetic training, using charts to teach sounds like /θ/ in "think," improving accuracy.

Another is listening exercises, playing audio of native speakers, helping pupils mimic pronunciation.

Peer practice, where pupils correct each other, builds confidence in saying words like "water."

Teacher modeling, demonstrating correct intonation in sentences, guides proper speech patterns.

Lastly, using songs, like English nursery rhymes, makes pronunciation fun and memorable.

17. Discuss any five ways which you can use to preserve the teaching and learning materials.

One way is proper storage, keeping books in shelves to prevent damage from moisture.

Another is regular maintenance, repairing torn charts on grammar to extend their use.

Digitization, scanning worksheets into digital files, ensures backup and accessibility.

Labeling materials, marking textbooks with class names, prevents loss or mix-up.

Lastly, training staff, teaching proper handling of audio-visual aids, maintains their condition.

18. Analyze the components of the Primary School English Language syllabus.

One component is listening skills, focusing on understanding spoken English, like following instructions.

Another is speaking skills, emphasizing oral expression, such as answering questions.

Reading comprehension, teaching text interpretation, like stories, is a key part.

Writing skills, covering sentence construction, such as essays, develop literacy.

Lastly, grammar, addressing rules like tenses, ensures linguistic accuracy.