

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2012

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. Change the given sentences into the simple present tense:

- (a) She was running to the station. → She runs to the station.
- (b) I am not eating rice. → I do not eat rice.
- (c) Are they not playing football? → Do they not play football?
- (d) We were reading a novel. → We read a novel.

2. Rewrite the given sentences according to the instructions given in brackets:

- (a) If you hurry up, you will catch the bus. (use unless) → Unless you hurry up, you will miss the bus.
- (b) If I knew the truth, I would have told you. (use future tense) → If I know the truth, I will tell you.
- (c) Unless she studies hard, she will not pass the examination. (change into if form) → If she does not study hard, she will not pass the examination.
- (d) If you speak loudly, people will hear you. (use unless) → Unless you speak softly, people will hear you.

3. Outline four ways in which a teacher can develop pupils' listening skills in an English language lesson.

A teacher can use storytelling, where pupils listen to stories and later answer questions. This trains them to focus carefully on the words and meanings.

A teacher can play audio recordings such as conversations, songs, or news clips and then ask pupils to identify key points. This helps pupils practice understanding spoken English from different speakers.

Another way is through dictation, where the teacher reads sentences aloud and pupils write them down. This requires careful listening to catch each word correctly.

The teacher can also use classroom discussions, encouraging pupils to listen attentively to their peers before responding. This improves their listening comprehension in interactive situations.

4. (a) Differentiate between a phrase and a clause.

A phrase is a group of words that work together but do not contain both a subject and a predicate, for example, "in the garden." A clause is a group of words that has both a subject and a predicate, for example, "She sings well."

(b) Differentiate between a paragraph and an essay.**

A paragraph is a collection of related sentences that discuss one idea, usually consisting of a topic sentence, supporting sentences, and a concluding sentence. An essay is a longer piece of writing made up of several paragraphs, all working together to explore or argue a broader theme.

5. Explain the following literary concepts:

- (a) Alliteration is the repetition of the same initial consonant sounds in words close together, such as “Peter Piper picked a peck of pickled peppers.”
- (b) Hyperbole is deliberate exaggeration used for emphasis, for example, “I have told you a thousand times.”
- (c) Irony is when the intended meaning is different from the literal meaning, often the opposite. For instance, saying “What lovely weather!” during a heavy storm.
- (d) Symbolism is the use of symbols to represent ideas or qualities. For example, a dove often symbolizes peace.

6. Mention four advantages of using songs and poems in teaching English at primary level.

Songs and poems make learning enjoyable and engaging, which motivates pupils to participate actively.

They improve pronunciation and rhythm since pupils practice repeating sounds in a musical or poetic flow.

They enhance memory because rhyme and melody help pupils remember words and phrases more easily.

They also encourage creativity and cultural appreciation as pupils express themselves through performance.

7. Complete the sentences by changing the verbs in brackets into the past tense:

- (a) He (write) three letters yesterday. → He wrote three letters yesterday.
- (b) The baby (cry) for a long time last night. → The baby cried for a long time last night.
- (c) They (go) to Dar es Salaam last week. → They went to Dar es Salaam last week.
- (d) She (see) her uncle yesterday. → She saw her uncle yesterday.

8. Join the sentences given according to the instructions in brackets:

- (a) The teacher was sick, he taught the lesson. (use although) → Although the teacher was sick, he taught the lesson.
- (b) We reached school late, the bus left. (use despite) → Despite reaching school late, the bus had left.
- (c) It was raining heavily, children went to play. (use in spite of) → In spite of the heavy rain, children went to play.
- (d) My brother was tired, he completed the assignment. (use although) → Although my brother was tired, he completed the assignment.

9. Identify four classroom activities a teacher can use to improve pupils' writing skills.

The teacher can use guided writing exercises, where pupils practice sentence and paragraph construction step by step.

The teacher can assign diary writing, encouraging pupils to express their daily experiences in written form.

Peer editing activities can be used, where pupils exchange written work and provide feedback, improving both accuracy and awareness of errors.

Composition writing on topics of interest can also be used, giving pupils the chance to write creatively and develop fluency.

10. Correct the errors in the following sentences:

- (a) He do his homework every day. → He does his homework every day.
- (b) She have gone to the shop. → She has gone to the shop.
- (c) They was playing in the field. → They were playing in the field.
- (d) I am knowing the answer. → I know the answer.

11. (a) Construct five sentences in the simple future tense to express intentions.

- I will visit my grandmother tomorrow.
- She will start her new job next week.
- We will buy a new car soon.
- They will attend the wedding next month.
- He will help you with your homework later.

(b) Construct five sentences in the present continuous tense to show ongoing actions.**

- I am reading a novel now.
- She is cooking dinner in the kitchen.
- They are playing football outside.
- We are studying English this evening.
- He is repairing his bicycle.

12. Discuss in five points the significance of oral literature in the teaching and learning of English language in Tanzanian schools.

Oral literature preserves cultural values and helps students connect language learning with their heritage. This makes learning more meaningful.

It improves speaking and listening skills, as learners are required to retell, discuss, and interpret oral stories.

It builds vocabulary since traditional tales and songs introduce pupils to new words and expressions.

It promotes creativity and imagination, as learners are encouraged to dramatize or role-play oral stories.

It enhances moral education because many oral tales and proverbs carry lessons that pupils can apply in real life.

13. Explain five techniques you can use to help pupils differentiate between direct and indirect speech, and provide one example for each.

One technique is to teach the rules of changing pronouns. Example: Direct: He said, "I am happy."

Indirect: He said that he was happy.

Another is to teach tense changes when moving from direct to indirect. Example: Direct: She said, "I like apples." Indirect: She said that she liked apples.

The teacher can highlight changes in reporting verbs. Example: Direct: He said, "I will come." Indirect: He promised that he would come.

Practice with quotation marks can also be useful. Example: Direct: John said, "I am studying." Indirect: John said that he was studying.

Finally, role-play dialogues can help pupils practice converting conversations. Example: Direct: Mary said, "I saw him." Indirect: Mary said that she had seen him.

14. Explain six challenges that teachers face when using group discussion in English language teaching.

Some pupils dominate discussions, preventing equal participation.

Others remain silent, contributing little, which reduces the effectiveness of the activity.

Language barriers can make it difficult for pupils to express themselves confidently.

Discipline problems may arise if groups become noisy or off-task.

Limited time makes it hard for all groups to present their ideas fully.

Teachers also struggle to monitor all groups simultaneously, which can affect control.

15. Analyse five qualities of a good English teacher at the primary school level.

A good teacher must have strong knowledge of English grammar, vocabulary, and pronunciation to provide accurate guidance.

The teacher should be patient, understanding that pupils learn at different paces.

Creativity is important, as it enables the teacher to design interesting and engaging lessons.

The teacher must have good communication skills, explaining concepts clearly to pupils.

Finally, the teacher should be motivating, encouraging pupils to practice English confidently.

16. Describe six stages of teaching a reading comprehension lesson in English.

The first stage is pre-reading, where the teacher introduces the topic and activates prior knowledge.

The second stage is vocabulary preparation, where difficult words are explained before reading.

The third stage is silent reading, where pupils read the passage carefully.

The fourth stage is comprehension questioning, where pupils answer questions to check understanding.

The fifth stage is discussion, where pupils share ideas and interpretations of the passage.

The final stage is post-reading activities, such as summarizing or writing exercises, to reinforce learning.