

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2013

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. Fill in the blanks with the correct form of the verbs in brackets.

- (a) She usually goes to school on foot.
- (b) Yesterday, they finished their homework early.
- (c) We were reading a novel when she came.
- (d) He did not know the answer to the question.

2. Rewrite the sentences according to the instructions given.

- (a) He is too weak to walk. (use so...that...) → He is so weak that he cannot walk.
- (b) Although she is young, she is very wise. (use in spite of) → In spite of being young, she is very wise.
- (c) Unless you work hard, you will fail the exam. (use if) → If you do not work hard, you will fail the exam.
- (d) I know the boy. The boy won the race. (join using who) → I know the boy who won the race.

3. Identify four reasons why pupils may fail to participate in oral English activities in class.

Pupils may fail to participate because of shyness or lack of confidence in speaking English. This fear makes them avoid contributing in class.

Some pupils have limited vocabulary, which prevents them from expressing themselves fully and leads to reluctance in participation.

Others may not understand the instructions well due to weak listening skills, which causes hesitation in oral activities.

A lack of motivation or interest in English can also discourage active participation, as pupils feel disengaged.

4. (a) Differentiate between intensive and extensive reading.

Intensive reading involves careful and detailed reading of shorter texts for accuracy, focusing on grammar, vocabulary, and comprehension. Extensive reading, on the other hand, is reading longer texts for pleasure or general understanding, without analyzing every detail.

(b) Differentiate between a simile and a metaphor.**

A simile is a comparison between two things using words like “as” or “like,” for example, “She is as brave as a lion.” A metaphor is a direct comparison where one thing is said to be another, for example, “She is a lion in battle.”

5. Define the following terms as used in literature:

- (a) Personification is giving human qualities to non-human things, for example, “The wind whispered through the trees.”
- (b) Satire is the use of humor, irony, or exaggeration to criticize or expose human foolishness or social problems.
- (c) Foreshadowing is a literary technique that gives hints or clues about what will happen later in the story.
- (d) Euphemism is a mild or polite expression used to replace a harsh or unpleasant one, for example, saying “passed away” instead of “died.”

6. State four benefits of teaching English through role-play in the classroom.

Role-play allows pupils to practice English in real-life situations, which improves their communication skills.

It boosts confidence by encouraging pupils to speak in front of others without fear.

It develops creativity as pupils think of different roles and expressions in English.

It also improves teamwork since pupils must collaborate and interact with one another during role-play.

7. Fill in the blanks with the correct prepositions.

- (a) He was accused of stealing.
- (b) The book is different from mine.
- (c) We are interested in music.
- (d) She was punished for being rude.

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

- (a) He studied hard. He failed the exam. (use however) → He studied hard; however, he failed the exam.
- (b) They went to the market. It was raining. (use though) → They went to the market though it was raining.
- (c) The girl was tired. She kept on working. (use despite) → Despite being tired, the girl kept on working.
- (d) The teacher was absent. The lesson continued. (use although) → Although the teacher was absent, the lesson continued.

9. Mention four ways of improving pupils' pronunciation skills in English.

Teachers can use listening exercises with audio recordings so pupils hear correct pronunciation from native or trained speakers.

Choral repetition, where the whole class repeats words or sentences after the teacher, helps reinforce correct sounds.

Using tongue twisters and drills can sharpen articulation and fluency in speaking English.

Reading aloud sessions give pupils the opportunity to practice pronouncing words correctly in context.

10. Correct the mistakes in the following sentences.

- (a) She can sings well. → She can sing well.
- (b) He don't like mangoes. → He doesn't like mangoes.
- (c) They was playing football. → They were playing football.
- (d) I am understanding the question. → I understand the question.

11. (a) Construct five sentences in the past continuous tense.

- a) I was reading a book when she arrived.
- b) They were playing football yesterday afternoon.
- c) She was cooking while I was cleaning.
- d) The children were singing in the classroom.
- e) We were walking home when it started raining.

(b) Construct five sentences in the present perfect tense.

- a) I have finished my homework.
- b) She has lived in Arusha for three years.
- c) They have already eaten dinner.
- d) We have visited the museum twice.
- e) He has written three letters today.

12. Discuss five challenges that learners face when mastering English grammar in Tanzanian primary schools.

One challenge is interference from the mother tongue, which makes pupils apply their local language grammar rules to English incorrectly.

Limited exposure to English outside the classroom prevents consistent practice and slows mastery of grammar rules.

Lack of sufficient textbooks and resources makes it difficult for pupils to practice grammar adequately.

Teachers sometimes focus more on theory than practical use of grammar, which hinders fluency in speaking and writing.

Examination pressure also forces pupils to memorize rules instead of understanding them, making grammar difficult to apply in real communication.

13. Explain five strategies that can be used to teach English vocabulary effectively in a multilingual classroom.

One strategy is using visual aids like pictures, charts, and real objects to connect words with meaning.

Another strategy is through contextual learning, where new vocabulary is taught within stories, dialogues, or real-life examples.

Teachers can use games such as word puzzles, which make learning vocabulary engaging and interactive.

Pair and group work can be encouraged, allowing pupils to practice vocabulary through peer interaction.

Repetition and review are essential, as revisiting words frequently helps reinforce memory.

14. Explain six stages a teacher should follow when teaching an essay writing lesson in English.

The teacher first introduces the topic and explains the type of essay required.

The second stage is brainstorming ideas where pupils suggest points to include.

Third, the teacher guides pupils in creating an outline with introduction, body, and conclusion.

Fourth, pupils write a draft essay based on the outline.

Fifth, the teacher helps with editing and correcting errors in grammar, spelling, and organization.

Finally, pupils write the final version of the essay and may present or submit it for marking.

15. Analyse five major challenges of teaching English in rural schools of Tanzania.

Many rural schools lack enough teaching materials like textbooks and audio aids, making English learning difficult.

Teachers posted in rural schools often have limited training in modern English teaching methods.

Pupils in rural areas are less exposed to English outside the classroom, which slows their language acquisition.

Class sizes are often large, making it hard for teachers to give individual attention in English lessons.

Poor infrastructure, including lack of electricity and libraries, reduces opportunities for effective English learning.

16. Describe six advantages of integrating local stories and folktales into English language teaching.

Local stories make learning relatable, as pupils connect new English vocabulary with familiar cultural content.

They preserve cultural identity while also enhancing English learning.

They encourage active participation since pupils enjoy storytelling and can retell stories in English.

They improve memory and comprehension skills because stories are easy to recall.

They develop moral understanding, as many folktales carry lessons that pupils can apply in real life.

They also enhance creativity and imagination, motivating pupils to create and share their own stories in English.