

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2014

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 was studying when her friend arrived.
- (b) They go to the library every Friday.
- (c) By the time he came, we had finished the work.
- (d) He usually watches TV in the evening.

2. Rewrite the following sentences as instructed.

- (a) The teacher is strict. He is loved by all pupils. (join using who) → The teacher who is strict is loved by all pupils.
- (b) Despite his poverty, he is very generous. (use although) → Although he is poor, he is very generous.
- (c) The boy is very tall. He can touch the ceiling. (use so...that...) → The boy is so tall that he can touch the ceiling.
- (d) If she works hard, she will pass. (use unless) → Unless she works hard, she will fail.

3. Identify four reasons why children in primary schools may confuse English tenses.

Children may confuse English tenses because of the influence of their mother tongue. Many local languages in Tanzania do not use tenses the same way as English, so pupils often transfer those structures incorrectly.

Another reason is limited exposure to spoken English. Since most children hear English only in class, they lack real-life practice, which makes it hard to distinguish between past, present, and future.

A third reason is poor teaching methods that focus too much on theory instead of practice. Without enough exercises, children fail to master tense usage.

Finally, children confuse tenses because of weak reading and listening habits. Without regular reading or listening to proper English, they cannot see or hear how tenses are correctly used.

4. Differentiate the following:

- (a) Denotation and connotation: Denotation is the literal dictionary meaning of a word. For example, the word “snake” means a type of reptile. Connotation is the emotional or cultural meaning attached to a word. The same word “snake” can suggest danger or betrayal in daily use.
- (b) Biography and autobiography: A biography is a life story of a person written by someone else. An autobiography is a life story written by the person himself or herself.

5. Define the following literary terms.

- (a) Irony is a situation or expression where the intended meaning is opposite to the literal meaning. For example, calling a very short person “tall” in a joking way.
- (b) Hyperbole is deliberate exaggeration used to emphasize an idea. For instance, “I waited for a thousand years.”
- (c) Alliteration is the repetition of the same consonant sound at the beginning of closely placed words. For example, “Peter picked a peck of pickled peppers.”
- (d) Allegory is a story or narrative that has two levels of meaning: a surface story and a deeper symbolic meaning. For example, George Orwell’s “Animal Farm” represents political events in history.

6. Mention four challenges teachers face when teaching listening comprehension skills in English.

One challenge is background noise in classrooms, which makes it hard for pupils to concentrate and hear clearly.

Another challenge is pupils’ low vocabulary knowledge. If pupils do not know the words they hear, they cannot understand the passage.

Teachers also struggle with limited resources such as audio equipment or recordings that could make listening activities more effective.

Finally, pupils often lack interest in listening tasks, and this reduces their concentration and effort in understanding spoken English.

7. Supply the correct prepositions in the blanks.

- (a) They are good at mathematics.
- (b) She is married to a doctor.
- (c) He was accused of theft.
- (d) The baby is afraid of the dark.

8. Combine the following sentences as instructed.

- (a) I know the man. He stole my bag. (use who) → I know the man who stole my bag.
- (b) He failed the test. He did not prepare well. (use because) → He failed the test because he did not prepare well.
- (c) She speaks well. She is not fluent. (use but) → She speaks well but she is not fluent.

(d) He was ill. He went to school. (use although) → Although he was ill, he went to school.

9. Mention four benefits of using songs and poems in teaching English.

Songs and poems create an enjoyable learning atmosphere that motivates pupils to learn.

They improve pronunciation and rhythm because pupils practice repeating sounds in musical or poetic form.

They help pupils remember new vocabulary easily, since rhyme and melody make words more memorable.

They also encourage creativity and self-expression, as pupils perform and interpret poems or songs.

10. Correct the errors in the following sentences.

(a) He go to school every day. → He goes to school every day.

(b) The boys is playing football. → The boys are playing football.

(c) She can to dance well. → She can dance well.

(d) I was sleep when you came. → I was sleeping when you came.

11. Construct five sentences in the future perfect tense and five in the past simple tense.

Future perfect:

i. By next week, I will have completed my assignment.

ii. She will have finished cooking by the time we arrive.

iii. They will have traveled to Dodoma by December.

iv. We will have written the report before the meeting.

v. He will have read the novel by tomorrow.

Past simple:

i. I visited my aunt yesterday.

ii. She cooked rice last night.

iii. They played football on Saturday.

iv. We watched a movie yesterday evening.

- v. He bought a new shirt last week.

12. Discuss five major reasons why Tanzanian pupils perform poorly in English examinations despite being taught the subject for many years.

One major reason is the dominance of Kiswahili and local languages, which pupils use more often than English. This reduces their fluency and confidence in exams.

Another reason is a shortage of well-trained English teachers, especially in rural areas. This affects the quality of teaching.

Poor learning resources such as textbooks, dictionaries, and audio-visual aids make pupils rely on limited classroom notes, which are not enough for exam preparation.

Examination questions often require critical thinking, but teaching methods emphasize rote learning, so pupils fail to apply knowledge effectively.

Lastly, lack of motivation and exposure to English outside school prevents pupils from practicing, and this leads to weak performance in exams.

13. Suggest five effective strategies that teachers can apply to encourage pupils to use English outside the classroom environment.

Teachers can introduce English clubs where pupils engage in debates, plays, and discussions in English.

They can encourage pupils to watch English movies or listen to English songs at home to improve listening and speaking.

Teachers may assign projects that require pupils to interview people or collect information using English.

Teachers can also give homework that involves writing journals or diaries in English, making pupils practice daily.

Creating a reward system for pupils who use English outside class can motivate others to do the same.

14. Describe six stages a teacher should follow when teaching a comprehension passage in English.

The teacher begins with pre-reading, where the topic is introduced and pupils' prior knowledge is activated.

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 for understanding.

The fourth stage is guided questioning, where the teacher asks questions to check comprehension.

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

The final stage is post-reading, where pupils summarize or write about the passage to reinforce understanding.

15. Discuss five challenges that learners face in mastering English vocabulary in a multilingual environment and suggest solutions.

Learners face interference from their local languages, which makes them confuse word meanings. Teachers can solve this by teaching vocabulary in context to avoid direct translation.

Limited exposure to English also reduces vocabulary growth. Teachers should encourage reading English storybooks and newspapers to increase word knowledge.

Another challenge is lack of practice opportunities, as pupils often speak local languages outside class. Teachers should create peer activities that promote English speaking.

Pupils may forget new words quickly. Regular review and vocabulary games can help reinforce learning.

Some words have multiple meanings, which confuses learners. Teachers can provide examples of words in different contexts to make their meaning clear.

16. Explain six advantages of using debates and discussions in teaching English language skills.

Debates and discussions improve speaking and listening skills, as pupils must express and respond to ideas clearly.

They encourage critical thinking, because pupils must analyze issues before presenting arguments.

They enhance confidence, since pupils learn to speak before others without fear.

They build teamwork, as pupils must prepare arguments together and support one another.

They expose pupils to new vocabulary and sentence structures in real communication.

They also make learning interactive and enjoyable, keeping pupils active throughout the lesson.