

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

622

ENGLISH LANGUAGE

Time: 3 Hours.

ANSWER

Year: 2015

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 forms of the verbs in brackets.

- (a) She usually wakes up early in the morning.
- (b) They were playing football when it started raining.
- (c) By next year, he will have completed his studies.
- (d) We were reading a novel when the lights went off.

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

- (a) She is very tired. She cannot cook. (Join using “so...that...”) → She is so tired that she cannot cook.
- (b) Unless you study hard, you will fail. (Rewrite beginning with “If...”) → If you do not study hard, you will fail.
- (c) The man is my uncle. He helped me. (Join using “who”) → The man who helped me is my uncle.
- (d) Despite the rain, they continued working. (Rewrite using “although”) → Although it was raining, they continued working.

3. Identify four challenges that learners face when trying to improve their English vocabulary.

Learners face the challenge of limited exposure to English in their daily environment. Since most pupils communicate in Kiswahili or local languages outside the classroom, they rarely practice new vocabulary.

Another challenge is lack of access to books and reading materials. Without enough storybooks, newspapers, or magazines, pupils cannot encounter new words frequently.

Some learners struggle with forgetting new words quickly because they do not use them often. Without practice in speaking and writing, the vocabulary is easily lost.

Learners also face confusion with words that have multiple meanings. A single word used in different contexts can cause misunderstanding and discourage them from expanding their vocabulary.

4. Differentiate between the following pairs of terms.

- (a) A simile is a direct comparison between two unlike things using the words “like” or “as,” for example, “She is as brave as a lion.” A metaphor is a comparison made without “like” or “as,” where one thing is said to be another, for example, “She is a lion in battle.”
- (b) An essay is a structured piece of writing that develops an idea or argument across several paragraphs, often written in an academic or reflective style. A letter is a written form of communication addressed to a specific person or group, often with a clear format such as greeting, body, and closing.

5. Define the following literary terms.

- (a) Personification is a figure of speech where human qualities are given to non-human things, such as “The wind whispered in the trees.”
- (b) Satire is the use of humor, irony, or exaggeration to criticize human weaknesses or social issues, often aiming at creating change.
- (c) Rhyme is the repetition of similar sounds in the final syllables of words, often at the end of lines in poetry, such as “time” and “rhyme.”
- (d) Dialogue is the written or spoken conversation between two or more characters in a story, play, or narrative.

6. Mention four factors that make listening comprehension difficult for pupils in Tanzanian classrooms.

Large class sizes make it difficult for every pupil to clearly hear and focus on the listening task.

Background noise in classrooms or surrounding environments distracts pupils during listening activities.

Learners with limited vocabulary struggle to understand passages because they do not recognize key words.

The lack of listening materials such as audio recordings or native speech models reduces exposure to different accents and speeds of English speech.

7. Supply the correct prepositions in the blanks.

- (a) She is interested in music.
- (b) The teacher congratulated him on his success.
- (c) We are waiting for the bus.
- (d) He is ashamed of his behavior.

8. Combine the following sentences as instructed.

- (a) The book is very interesting. It belongs to my brother. (Join using “which”) → The book which belongs to my brother is very interesting.
- (b) She worked hard. She failed the exam. (Join using “but”) → She worked hard but she failed the exam.
- (c) He arrived late. He found the meeting over. (Join using “when”) → He arrived late when he found the meeting over.

(d) He was ill. He went to school. (Join using “though”) → He was ill though he went to school.

9. Mention four advantages of using group discussions in teaching English.

Group discussions encourage active participation because pupils share their thoughts freely with peers.

They improve communication skills since pupils practice speaking and listening in English during the discussion.

They help pupils build confidence, as learners express themselves in smaller groups before addressing the whole class.

Group discussions also promote teamwork and cooperation, teaching pupils how to listen, respect, and respond to others’ ideas.

10. Correct the errors in the following sentences.

(a) He go to the market every day. → He goes to the market every day.

(b) They was dancing at the party. → They were dancing at the party.

(c) She can to sing very well. → She can sing very well.

(d) I am agree with you. → I agree with you.

11. Discuss five strategies a teacher can use to help pupils overcome fear of speaking English in the classroom.

One strategy is creating a supportive environment where mistakes are accepted as part of learning. This reduces pupils’ anxiety about being laughed at.

Another strategy is starting with simple speaking tasks such as greetings, role-play, or short answers, and gradually moving to complex activities.

The teacher can pair or group pupils, which makes speaking less intimidating than addressing the whole class.

Encouraging regular speaking practice such as daily oral drills builds confidence through consistency.

Using praise and positive reinforcement motivates pupils to keep trying, even when they make errors.

12. Examine five reasons why teachers should use real objects (realia) when teaching English at the primary school level.

Real objects make lessons more practical and interesting by showing pupils the actual items being described.

They help pupils understand and remember vocabulary better, since they connect the word directly with the object.

Realia allows pupils to engage their senses such as sight and touch, making learning multi-sensory.

They make lessons more interactive, as pupils can handle, describe, and discuss the objects.

They also bridge the gap between classroom learning and real life, showing pupils how English applies to daily experiences.

13. Describe five challenges of teaching English composition writing to primary school learners in Tanzania.

One challenge is pupils' limited vocabulary, which prevents them from expressing ideas clearly in writing.

Another challenge is lack of proper grammar knowledge, leading to poorly constructed sentences.

Many pupils struggle with organizing ideas logically, so their compositions lack clear structure.

Limited exposure to reading materials makes it difficult for pupils to model good writing styles.

Large class sizes give teachers little time to mark and correct every pupil's composition in detail.

14. "Effective teaching of English in primary schools depends more on the teacher's creativity than on the availability of teaching materials." Discuss this statement by giving six clear arguments.

A creative teacher can design engaging activities such as role-play, storytelling, and debates even without many materials.

Creativity helps teachers use local resources as substitutes, for example using stones or sticks to teach counting or spelling.

Teachers with creativity adapt lessons to pupils' levels, ensuring all learners participate and understand.

Creativity ensures lessons remain lively and interesting, which motivates pupils to learn.

When materials are scarce, creative teachers improvise by drawing on the board or using objects around the school.

Finally, creativity allows teachers to vary teaching methods, keeping pupils attentive and promoting deeper understanding.

15. With vivid examples, explain six ways in which cultural differences may affect the teaching and learning of English in Tanzanian schools.

In some cultures, pupils are discouraged from speaking openly before elders or teachers, which makes class discussions difficult.

Cultural differences in body language may affect communication. For example, avoiding eye contact may be seen as respect locally but as lack of confidence in English learning.

Different cultural expressions and proverbs may not translate directly into English, leading to misunderstandings.

In some communities, girls may be less encouraged to speak publicly, which affects their confidence in English classes.

Cultural priorities such as focusing on practical skills over academic learning may reduce emphasis on English learning.

Accents and pronunciation influenced by local languages may make pupils hesitant to speak, fearing they will be ridiculed.

16. Evaluate the role of English language teachers in promoting collaborative learning among pupils, giving six detailed points.

Teachers organize group work where pupils solve tasks together, promoting teamwork and shared responsibility.

They encourage peer teaching, allowing stronger pupils to support weaker ones in mastering English concepts.

Teachers assign interactive activities such as debates and discussions, which require collaboration to succeed.

They create a positive classroom atmosphere where pupils feel safe to share and build on each other's ideas.

Teachers provide guidance during group tasks, ensuring equal participation and preventing domination by a few pupils.

They also evaluate group work fairly, rewarding cooperation and joint effort, which motivates pupils to work together.