

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

**622**

**ENGLISH LANGUAGE**

**Time: 3 Hours.**

**ANSWER**

**Year: 2016**

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**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 words.**

- (a) because. This conjunction gives the reason for the punishment, the boy was punished because he came late.
- (b) since. “Since 2015” marks a starting point in time for a present perfect progressive situation.
- (c) to. The verb “prefer” takes the preposition “to,” they prefer tea to coffee.
- (d) under. The natural preposition for location below the shade of a tree is “under.”

### **2. Rewrite the sentences as instructed.**

- (a) She is so weak that she cannot walk. This keeps the cause–effect meaning of “too weak to walk” using the “so...that...” pattern.
- (b) Unless you hurry, you will miss the bus. “Unless” means “if not,” so the meaning matches the original warning.
- (c) The girl who won the debate is very intelligent. The relative clause “who won the debate” identifies the girl and joins the two sentences smoothly.
- (d) Although he was sick, he went to the party. “Although” introduces a contrast between being sick and still going.

### **3. State four benefits of encouraging pupils to read storybooks in English.**

Reading builds vocabulary breadth and depth, pupils repeatedly meet words in varied contexts, which strengthens meaning, collocations, and usage.

It develops grammar sensitivity, constant exposure to correct sentence patterns helps pupils internalize structures without memorizing rules.

It improves comprehension and critical thinking, stories require following plots, inferring motives, and predicting outcomes, which trains understanding.

It boosts motivation and confidence, enjoyable stories make English feel approachable, so pupils read more and speak more about what they read.

### **4. Identify the differences between the following pairs.**

- (a) A noun clause functions as a noun, it can be a subject, object, or complement, for example “What she

said was true.” An adjective clause describes a noun, it adds information about a noun and usually begins with who, which, or that, for example “The book that you lent me is helpful.”

(b) Prose uses ordinary language in sentences and paragraphs, common in stories, essays, and reports. Poetry uses condensed language arranged in lines and stanzas, often with rhythm, rhyme, and figurative devices to create concentrated effects.

### **5. Define the following English language teaching terms.**

Skimming is quick reading to get the general idea, for example surveying a text to capture the overall topic and main points.

Scanning is targeted reading to find specific information, for example a date, a name, or a figure inside a passage.

Intensive reading is careful, detailed reading of a short text to study vocabulary, grammar, and exact meaning.

Extensive reading is longer, freer reading for pleasure and general understanding, with minimal stopping for word-by-word analysis.

### **6. Give four reasons why many Tanzanian learners find it difficult to speak English confidently in classrooms.**

Limited exposure outside school means little real-life practice, so pupils hesitate when asked to speak spontaneously.

Fear of making mistakes and being laughed at reduces willingness to try, anxiety blocks fluency even when ideas are clear.

Small vocabularies and uncertain pronunciation make pupils search for words and sounds, which breaks flow and confidence.

Teacher-centered lessons can limit speaking time, if most time is spent listening, pupils miss the chance to practice speaking.

### **7. Supply the correct form of the words in brackets.**

(a) explained. Past simple matches the time word “yesterday,” the teacher explained the lesson yesterday.

(b) visit. After “shall” or “will” we use the base form, we shall visit our grandmother next week.

(c) were singing. The ongoing action in the past is shown by past continuous, they were singing when the teacher entered.

(d) goes. Habitual present with a third-person singular subject takes “-s,” she usually goes to school by bus.

### **8. Correct the following sentences.**

(a) He does not like mangoes. The auxiliary “does” takes base verb “like,” and the subject agrees with “does.”

(b) She has finished her homework. Third-person singular with present perfect needs “has,” not “have.”

(c) We were in the classroom. Past of “be” with plural subject is “were,” not “was.”

(d) The child can sing well. Modal “can” is followed by the base form “sing,” not “sings.”

### **9. Mention four challenges that teachers face when assessing pupils’ written work in English.**

Large class sizes make it hard to give detailed feedback on organization, grammar, and content for every pupil.

Wide variation in ability means one task can produce very different errors, so marking requires individualized comments.

Time pressure limits the depth of feedback, teachers may focus on surface errors and overlook higher-order writing skills.

Inconsistent criteria can lead to unfairness, without clear rubrics teachers may mark differently across classes or tasks.

### **10. Identify four advantages of using songs and games in teaching English to young learners.**

Songs and games increase engagement, the fun atmosphere lowers anxiety and invites participation.

They reinforce pronunciation and rhythm, repeated patterns help pupils practice stress and intonation naturally.

They aid memory, melodies and game rules make vocabulary and phrases stick longer.

They build social skills, pupils learn to take turns, follow instructions, and use English with peers in real interactions.

**11. Discuss five challenges that teachers encounter in teaching English grammar in multilingual Tanzanian classrooms.**

Mother-tongue transfer causes structural interference, pupils map local grammar onto English, for example word order or tense usage.

Mixed proficiency levels force teachers to simplify for some and stretch others, which complicates pacing and task design.

Limited resources reduce opportunities for varied practice, without graded readers or worksheets pupils cannot consolidate rules.

Overemphasis on rules can crowd out communication, pupils memorize forms but cannot use them in speech and writing.

Assessment systems often reward accuracy over fluency, so pupils avoid risk-taking and stick to safe, short structures.

**12. Suggest five methods that can be used by teachers to make English speaking lessons more engaging and effective.**

Use structured pair work like information gaps, pupils must speak to complete a task, which guarantees participation.

Introduce role-plays tied to everyday contexts, authentic scenarios make language meaningful and memorable.

Adopt rotating discussion stations with short prompts, small groups talk intensively, then switch topics to maintain energy.

Incorporate micro-presentations of 30 to 60 seconds, brief talks lower fear and build fluency over time.

Give immediate, gentle feedback on one or two targets, focused guidance improves accuracy without stopping the flow.

**13. With examples, explain five reasons why writing skills are often the most difficult to develop in English language learning.**

Writing demands planning and organization, pupils must generate ideas, sequence paragraphs, and link them, which is cognitively heavy.

Accuracy pressure is high, spelling, punctuation, and grammar are visible, for example subject–verb agreement in every sentence.

Limited reading input restricts models, without seeing well-formed texts, pupils struggle to imitate academic tone and cohesion.

Feedback cycles are slow, teachers need time to mark, so pupils practice less and progress more slowly than in speaking.

Transfer from oral style produces informal or fragmented writing, for example chat-like sentences that lack connectors and structure.

**14. “The success of English teaching in Tanzanian primary schools depends more on learners’ motivation than on school facilities.” Discuss this statement with six points.**

Motivated learners seek input beyond the classroom, they read, listen, and speak voluntarily, which multiplies exposure.

High motivation sustains effort through difficulty, pupils keep practicing even when materials are limited.

Motivation drives risk-taking in speaking and writing, pupils attempt new structures and expand their range.

Teachers can spark motivation with goals and praise, once engaged, pupils progress despite scarce facilities.

Facilities help, but unused resources do not produce learning, motivated pupils actively use whatever is available.

Motivation enhances strategy use, pupils choose dictionaries, note-taking, and self-testing methods that accelerate learning.

**15. Explain six ways in which English teachers can help pupils connect classroom learning with real-life communication.**

Design tasks that mirror daily situations, for example asking for directions, shopping dialogues, or making appointments.

Assign community interviews, pupils prepare questions and speak to local professionals in English, then report findings.

Use project-based learning, pupils create posters, leaflets, or short videos for real audiences, which requires authentic language.

Integrate media, teachers select age-appropriate clips or news and set response tasks like summaries or opinions.

Create English corners or clubs, pupils host debates, quizzes, or storytelling sessions that extend beyond lessons.

Link homework to home life, for example keeping a simple English diary, making to-do lists, or labeling items at home.

#### **16. Critically analyze six problems that arise from over-reliance on translation when teaching English in Tanzania.**

Translation builds dependence, pupils wait for equivalents instead of learning to infer meaning from context.

Many words lack one-to-one matches, forced equivalents distort meaning, especially for idioms and phrasal verbs.

Grammar mapping misleads, pupils transfer local sentence patterns into English and create un-English structures.

Listening and speaking suffer, constant translation interrupts real-time processing needed for fluency.

Vocabulary remains narrow, pupils learn single-word matches instead of collocations and usage patterns.

Cultural nuances are lost, pupils miss tone, register, and pragmatics that are embedded in authentic English expressions.