

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

622

ENGLISH LANGUAGE

Time: 3 Hour.

ANSWERS

Year: 2018

Instructions

1. This paper has Section A, B and C with a total of Sixteen (16) questions.
2. Answer all questions from Section A and two (2) questions from Section B and C each.
3. Section A carries forty (40) marks and Section B and C carries thirty (30) marks each.
4. Mobile phones are not allowed inside the examination room.
5. Write your Examination Number on every page of your answer booklet.

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SECTION A (40 Marks)

Answer all questions from this section.

1. **Construct one sentence expressing frequency for each of the given adverbs namely: always, sometimes, usually and every day.**

I always wake up at six in the morning.

She sometimes visits her grandmother in the village.

We usually have our English lesson after the break.

They play football every day.

2. **Mention four ways that they can use to teach learners to discriminate sounds.**

Using minimal pairs by giving learners word pairs like *ship* and *sheep* and asking them to listen and repeat to hear the difference.

Through tongue twisters that contain confusing sounds, making learners practice the correct pronunciation.

By playing recorded dialogues or reading passages aloud and asking learners to identify words with specific sounds.

Organizing sound drills where learners repeat difficult sounds after the teacher for mastery.

3. **Transcribe phonemically the following words:**

(a) Here — /hɪə/

(b) Father — /'fɑ:ðə/

(c) Read — /ri:d/

(d) Butter — /'bʌtə/

4. **Briefly state four criteria they can use to choose a teaching method.**

The age, level, and ability of the learners to ensure the method matches their capacity and understanding.

The type of lesson objectives whether knowledge-based, skill-based or attitude-based, as different methods suit different outcomes.

Availability of teaching and learning resources because some methods need specific materials to be effective.

The size of the class since certain methods like group work or discussions work better with manageable numbers.

5. **Identify the regular and irregular verbs from the following list:**

(a) Do — Irregular

(b) Wash — Regular

(c) Bite — Irregular

(d) Jump — Regular

(e) Cook — Regular

(f) Work — Regular

(g) Throw — Irregular

(h) Take — Irregular

6. Use two examples to differentiate strong from weak verbs.

A strong verb forms its past tense by changing the vowel inside the word.

Example: *sing* — *sang*, *begin* — *began*

A weak verb forms its past tense by adding **-ed** at the end.

Example: *walk* — *walked*, *clean* — *cleaned*

7. Put the verbs in brackets into the correct tenses:

(a) Miss Lulu **made** a good teaching aid yesterday.

(b) We **work** in the garden every morning.

(c) Musa **woke** early last Sunday.

(d) Rose often **comes** to school late.

8. Briefly elaborate four ways that they can use to improve the standard of teaching and learning English language in Tanzania.

By providing enough qualified English teachers who can model correct pronunciation, grammar, and usage.

Introducing English speaking clubs in schools to give pupils regular practice opportunities outside the classroom.

Providing enough relevant textbooks, story books, and audio-visual materials to support both teaching and learning activities.

Encouraging teachers to use participatory and learner-centered methods like role-plays, debates, and discussions in English lessons.

9. List down the four sub-skills of the listening skills.

Listening for gist to get the main idea of a spoken message.

Listening for details to capture specific facts like names, numbers, or dates.

Listening for specific information to find particular words or phrases.

Listening for inference to guess the meaning or intention behind the speaker's words.

10. State four points to describe briefly the importance of introduction stage in the lesson during the teaching and learning process.

It captures learners' attention and interest, making them mentally ready for the lesson.

It connects the new lesson to learners' prior knowledge, creating a link between what they know and what they are about to learn.

It helps teachers to state the objectives clearly so that learners understand what is expected of them by the end of the lesson.

It sets the learning atmosphere and motivates learners to actively participate throughout the lesson.

SECTION B (30 Marks)

Answer two questions from this section.

11. Elaborate five types of drama.

Tragedy is a type of drama that deals with serious, sad, or disastrous events. It often ends in sorrow or death of the main character, meant to evoke pity and fear.

Comedy is a humorous and light-hearted drama intended to entertain and amuse the audience. It usually ends happily, resolving conflicts in a positive way.

Farce is a type of drama based on exaggerated, absurd, and improbable situations. It aims for loud laughter through ridiculous events, mistaken identities, and slapstick humor.

Melodrama is a drama that emphasizes exaggerated emotions, sensational actions, and moral polarities of good versus evil. It appeals to the emotions more than intellect.

Historical drama is based on real events or characters from history. It dramatizes important historical incidents while mixing fact with creative storytelling.

12. Construct five sentences for each of the following:

(a) An apostrophe and an s to express possessions

This is John's book.

The girl's bag is red.

Our school's football team won.

The teacher's pen is on the table.

The baby's toy is under the chair.

(b) Whose to express possessions

Whose bag is this?

Whose shoes are lying here?

I don't know whose pen this is.

Whose brother plays football?

Do you know whose house is next to the school?

(c) Possessive pronouns to express possessions

This book is mine.

That pen is hers.

The ball is theirs.

This seat is ours.

The house is yours.

13. Write a composition of not less than 300 words on ‘Why many primary pupils can’t speak proper English language’.

Many primary school pupils in Tanzania find it difficult to speak proper English. Several reasons contribute to this problem, and it affects their academic progress and future communication.

One major reason is the influence of Kiswahili, which is widely spoken at home, in the community, and even in schools. Pupils use Kiswahili most of the time, which reduces their exposure and practice of English. As a result, when they are required to speak English, they lack confidence and the correct words to express themselves.

Another reason is the shortage of qualified English teachers in many primary schools. Some teachers themselves struggle with English and are not confident enough to teach it effectively. Pupils, therefore, fail to learn proper pronunciation, vocabulary, and sentence structures because their models are weak.

Lack of enough English reading and speaking materials in schools also contributes to this problem. Many schools do not have adequate English storybooks, newspapers, or audio-visual resources to help pupils improve their language skills. Without reading and listening to good English, pupils fail to learn correct expressions.

In addition, the teaching methods used in some schools focus more on writing and grammar rules than on speaking. Pupils are taught to pass exams by memorizing grammar rules without being trained to use the language in daily conversations.

Another problem is the attitude of pupils and even some parents towards English. Some pupils see English as difficult and not useful in daily life since Kiswahili dominates social interactions. This negative attitude limits their interest in learning and speaking English.

To overcome these challenges, schools should introduce English speaking clubs, organize debates, and make speaking compulsory during lessons. Teachers should use interactive methods like role plays and storytelling. The government should also supply more English books and audio materials to schools.

In conclusion, with better teaching, good resources, and encouragement, pupils can gradually improve their ability to speak proper English.

SECTION C (30 Marks)

Answer two questions from this section.

14. Analyse five stages of teaching a structural pattern.

Presentation stage involves the teacher introducing the new structure, explaining its form, meaning, and correct usage.

Explanation stage allows the teacher to clarify the structure with examples, showing how it is used in different sentences.

Practice stage gives pupils guided opportunities to use the structure through drills, substitution exercises, and sentence-making.

Production stage lets pupils use the structure freely in conversations, dialogues, or role plays, promoting independent use.

Evaluation stage involves assessing pupils' ability to correctly apply the structure through oral or written exercises.

15. Account for five problems hindering the teaching and learning of English as a second language.

The dominance of Kiswahili in homes and social environments limits pupils' practice and exposure to English.

A shortage of qualified and fluent English teachers means pupils lack good language models for correct pronunciation and grammar.

Lack of English teaching and learning resources like storybooks, audio aids, and visual materials reduces opportunities for learning.

Poor teaching methods, focusing on grammar and writing rather than speaking and listening, hinder language fluency.

Negative attitude among pupils and parents towards English makes it difficult to motivate pupils to learn and use it.

16. Elaborate the importance of teaching writing skills.

Writing skills help pupils express their ideas clearly, logically, and effectively in written form.

They improve spelling, grammar, and sentence construction, enhancing overall language mastery.

Writing aids in academic success since most examinations involve written tests, requiring organized and correct writing.

It enhances memory and understanding because writing down ideas reinforces learning.

Writing develops pupils' confidence to communicate formally through letters, compositions, and reports in school and in future workplaces.