

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

**622**

**ENGLISH LANGUAGE**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2019**

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**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. (a) You will never get a good class position **unless** you work hard.  
(b) **Unless** you are tall, you will never enter the beauty competition.  
(c) **If** you are my friend, accompany me to the party.

### 2. Four importance of using English language syllabus in teaching and learning process:

It helps teachers to plan and organize lessons according to the prescribed topics and objectives within a given time.

It guides teachers on the appropriate teaching methods, strategies, and assessment procedures to be used during lessons.

It ensures uniformity in teaching and learning because all teachers follow the same content, making evaluation fair and consistent.

It helps both teachers and learners to identify the expected competencies and skills to be achieved at the end of the course.

### 3. Define regular and irregular verbs and give two examples for each:

Regular verbs are verbs that form their past tense by adding **-ed** to the base form.

Examples: *walk — walked, play — played.*

Irregular verbs are verbs that do not follow the regular pattern of adding **-ed** to form the past tense.

Examples: *go — went, eat — ate.*

### 4. Four criteria to be considered when selecting appropriate teaching aids:

The aids should be relevant to the lesson objectives to support what the teacher intends to teach.

They should be suitable to the age, level, and abilities of the learners for effective understanding.

Teaching aids should be easily available and affordable to avoid unnecessary delays or high costs.

They should be durable, safe, and easy to use during the teaching and learning process.

### 5. The meaning of the following concepts as used in literary works:

(a) **Literature** is a body of written or spoken works that express ideas, emotions, and experiences imaginatively and artistically.

(b) **Written literature** refers to literary works that are recorded in written form, such as novels, poems, and plays.

(c) **Oral literature** is the body of knowledge, stories, proverbs, and songs passed from one generation to another through word of mouth.

(d) **Content** refers to the message, themes, or subject matter found within a literary work.

### 6. Two major parts of a syllabus:

The **content section**, which outlines the topics, subtopics, and subject matter to be taught in a given course or term.

The **objectives section**, which states the general and specific outcomes that learners are expected to achieve by the end of the course.

7. **Four verbs that can take “s”:**

*run — runs, jump — jumps, write — writes, sing — sings.*

**Four verbs that can take “es”:**

*go — goes, do — does, watch — watches, teach — teaches.*

8. **Four advantages of subject logbooks to a Head Teacher:**

They help in monitoring the teaching progress and syllabus coverage by teachers.

They serve as a reference for supervisors to track the lessons taught and those remaining.

Logbooks ensure accountability since teachers record lessons conducted daily.

They help in evaluating the effectiveness of teaching methods and identifying areas for improvement.

9. (a) I **would give** you a pencil if I had one.

(b) If I were you, I **would** not marry him.

(c) If he is fit, he **will play** for the school team.

(d) If he **passes** the examination, he will be promoted.

10. **Differentiate general objectives from specific objectives by giving two points:**

General objectives state broad learning outcomes to be achieved at the end of a course or program, while specific objectives describe precise, measurable, and immediate goals within a single lesson.

General objectives provide a long-term direction for teaching, while specific objectives focus on what the learner should achieve after a particular lesson or activity.

## **SECTION B (30 Marks)**

Answer two questions from this section.

Got it — let's go through these properly with clear, direct answers only as you instructed:

1. (a) You will never get a good class position **unless** you work hard.

(b) **Unless** you are tall, you will never enter the beauty competition.

(c) **If** you are my friend, accompany me to the party.

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Would you like me to proceed with the next batch or section now?

Alright — let's go through them properly with clear, well-explained paragraphs for each point as you instructed:

**11. Justify in three points on the statement that “Parents are trying to shape their children to be like them” using *This Time Tomorrow* by Ngugi wa Thiong'o and *Three Suitors One Husband* by Oyono Mbia.**

In *This Time Tomorrow*, parents want their children to follow the cultural and religious values they believe in. For example, Gatu's father wants him to live according to traditional customs and expectations, showing how parents attempt to shape their children's choices based on their beliefs.

In *Three Suitors One Husband*, Juliette's father prefers her to marry a suitor of his choice, rather than letting her decide for herself. This reflects the parental tendency to control children's life decisions, including marriage, to mirror their own preferences and traditions.

Both texts show that parents often resist their children's modern ideas and ambitions when these clash with cultural norms. They attempt to mold their children's futures in a way that preserves the parents' values and expectations.

12.

**(a) Affirmative sentences**

1. She goes to school every day.
2. I eat rice every afternoon.
3. They play football on Sunday.
4. He reads a book every evening.
5. We walk to the market every morning.

**(b) Negative sentences**

1. She does not go to school on Sunday.
2. I do not eat meat.
3. They do not play netball.
4. He does not drink tea.
5. We do not write letters often.

**(c) Interrogative sentences**

1. Does she go to school every day?
2. Do you eat rice in the afternoon?
3. Do they play football on Sunday?
4. Does he read a book every evening?
5. Do we walk to the market every morning?

6.

**(a) Identify two rules which guide the use of the possessive verb “have” with two examples**

Rule 1: Use ‘**has**’ when the subject is third person singular (he, she, it).

Examples:

- She has a book.
- It has a long tail.

Rule 2: Use ‘**have**’ when the subject is I, you, we, they, or plural nouns.

Examples:

- I have a friend.
- They have new pens.

**(b) Construct three sentences using the verbs (i) has and (ii) have**

(i) has

- She has a red dress.
- John has a new bike.
- The dog has a short tail.

(ii) have

- I have a meeting today.
- We have three lessons in the morning.
- They have two books.

**(c) Identify statements with possessive verbs from the dialogue**

Without the dialogue text given here, but if it contained lines like “*She has a pen*”, “*They have a book*”, those would be the statements containing possessive verbs.

## **SECTION C (30 Marks)**

Answer two questions from this section.

### **14. Explain five ways of helping pupils with pronunciation problems in English Language**

One way is through sound repetition, where pupils repeat words or sentences after the teacher to master correct pronunciation.

Using tongue twisters helps pupils practice difficult sounds in a fun and challenging way. This improves fluency and sound recognition.

Pairing pupils to practice minimal pairs, like 'ship' and 'sheep,' trains them to hear and produce differences between confusing sounds.

Listening exercises, where pupils listen to recordings of native speakers, expose them to correct pronunciation patterns.

Using visual aids like mouth diagrams shows learners how to position their tongue, lips, and teeth when pronouncing specific sounds.

### **15. Examine five challenges which may face our education system if teaching and learning process is conducted without the use of a syllabus**

Without a syllabus, there would be no clear direction or sequence for teaching, leading to disorganized and incomplete lessons.

Pupils would face uneven learning standards since different teachers might teach different topics or omit essential content.

Assessment and evaluation would lack uniformity because there would be no agreed-upon objectives or content to base exams and tests on.

Teachers might find it difficult to plan lessons effectively without knowing the required topics, leading to poor time management.

Education quality would drop as important skills and knowledge areas might be neglected, affecting pupils' future academic and career prospects.

### **16. Analyse four advantages of using participatory method in the teaching and learning of English language**

Participatory methods involve learners actively, which increases their attention and interest in lessons.

They encourage learners to practice speaking, listening, reading, and writing, thus improving their language skills through use, not theory.

Learners feel confident when they express ideas, answer questions, or participate in discussions, boosting their language confidence.

Such methods make learning memorable because pupils remember activities and discussions better than just reading from a textbook.