

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

**622**

**ENGLISH LANGUAGE**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2020**

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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. Rewrite the sentences given by correcting the underlined clauses to form proper conditional sentences.

The correct sentences are:

- (a) If he worked hard, he would pass the examination.
- (b) If we had a calculator, we would work this out quickly.
- (c) If I knew the answer, I would tell you.
- (d) If we took the car, we could pay for parking.

### 2. Provide the meaning of the following concepts: (a) A scheme of work (b) Teaching aids (c) A lesson plan (d) Lesson notes.

A scheme of work is a long-term plan prepared by a teacher outlining what is to be taught over a specific period like a term or year. It organizes topics, objectives, and resources for each lesson.

Teaching aids are any objects or tools like charts, pictures, or audio-visual materials used by a teacher during the teaching and learning process to make lessons clear and effective.

A lesson plan is a short-term, written guide prepared by a teacher before delivering a lesson. It specifies lesson objectives, teaching methods, resources, and assessment techniques.

Lesson notes are concise written records of what is to be covered in a lesson, prepared by a teacher to guide the teaching process and serve as a reference.

### 3. Change the given sentences into simple present tense to express habitual events.

The correct sentences are:

- (a) She goes to the market.
- (b) I do not sing a song.
- (c) Does he take tea?
- (d) They write a letter.

These sentences use the simple present tense, appropriate for describing habits, routines, or general truths.

### 4. Briefly explain four sub-skills of listening.

Recognising stress involves identifying where extra emphasis is placed in spoken words or phrases, which often alters meaning.

Recognising sounds means identifying different speech sounds, which is crucial in distinguishing between words in spoken language.

Predicting content is the ability to guess what a speaker will say next, based on context, tone, and previously mentioned ideas.

Listening to communicate involves actively listening with the aim of giving appropriate responses or continuing the conversation meaningfully.

### 5. List down four differences between a play and a novel.

A play is typically written in dialogue form and intended for performance, while a novel is written in continuous prose and intended for reading.

A play usually has fewer characters compared to a novel, which can accommodate many.

A play focuses on action and speech presented on stage, whereas a novel emphasizes narration and detailed descriptions of thoughts and settings.

A play is often shorter and more direct, while a novel tends to be longer with complex plots and subplots.

**6. Differentiate the following terms as used in preparation for teaching: (a) Textbooks and Reference books (b) Evaluation and Remarks.**

A textbook is a book provided by the curriculum and used regularly by teachers and students in the learning process. A reference book, on the other hand, is consulted for additional information or explanations not fully covered in textbooks.

Evaluation is the process of assessing learners' progress and determining whether instructional objectives have been achieved. Remarks refer to comments made after an evaluation to indicate the learner's performance level, areas of improvement, or recommendations.

**7. Change the given sentences into their negative form to express past events.**

The correct sentences are:

- (a) I did not sit in the house.
- (b) They were not at home.
- (c) We did not have a lot of money.
- (d) I did not have a bottle of milk.

These are simple past negative statements, formed by using "did not" or "were not" depending on the sentence.

**8. Briefly describe the uses of the contrasting words “but” and “although” and give one example sentence for each.**

"But" is used to join two contrasting ideas within the same sentence. It shows a difference or exception.

Example: I like swimming but I dislike running.

"Although" is used to introduce a concession in a sentence. It shows that one fact makes another fact surprising.

Example: Although it was raining, we went to school.

**9. Briefly explain the following concepts: (a) Communication games (b) Information gap (c) Listening for a gist (d) Listening for details.**

Communication games are structured activities designed for learners to practice speaking and listening skills in a fun, interactive setting.

An information gap is a classroom activity where learners have different pieces of information and must communicate with each other to complete a task or get the complete information.

Listening for a gist involves listening to grasp the general meaning or main idea of a spoken text rather than focusing on specific details.

Listening for details requires listening attentively to catch specific pieces of information, such as names, dates, or instructions.

**10. Differentiate the following terms as they appear in the Primary School English Language Syllabus: (a) A topic (b) An objective (c) Assessment (d) Teaching strategies.**

A topic is a subject or theme covered within a syllabus, such as “Parts of Speech” or “Reading Comprehension.”

An objective is a specific, measurable outcome that a teacher intends for pupils to achieve after a lesson or topic has been taught.

Assessment refers to the tools and procedures used to measure learners' understanding and skills after instruction, including tests, quizzes, or observations.

Teaching strategies are the methods and techniques a teacher applies to deliver content effectively, such as group discussions, role plays, or demonstrations.

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

Answer two questions from this section.

### **11. Analyse six sources of conflicts as presented by the writers in the plays *The Black Hermit* and *Three Suitors One Husband*.**

In *The Black Hermit*, modern culture is a source of conflict. The main character Remi embraces modern ways and distances himself from his traditional family and customs, causing tension and misunderstanding.

Another source of conflict is marriage. Remi's refusal to marry Thoni as per cultural expectations and his interest in another woman leads to disputes within his family and community.

Modern education also causes conflict in *The Black Hermit*. Remi's education makes him dismissive of his customs, especially when he defies his mother's wish for him to marry Thoni.

In *Three Suitors One Husband*, conflicts arise from the denial of a girl's right to choose a husband. Juliet, the protagonist, faces pressure from her father and suitors, causing tension in the family.

Generational conflict is another source, as the younger and older characters clash over values, with the elders favoring arranged marriage and the youth preferring personal choice.

Lastly, conflict comes from social expectations. The community's rigid customs clash with individual desires, as characters struggle between fulfilling duties and pursuing personal happiness.

### **12. Write a formal letter to the former College Principal requesting for your leaving certificates.**

**J.J Abdallah**  
Kiwira Primary School  
P.O. Box 4455  
Tukuyu  
9th July, 2025

The Principal  
Mwembechai Teachers' College  
P.O. Box 101  
Tanga

Dear Sir/Madam,

## **RE: REQUEST FOR LEAVING CERTIFICATES**

I am writing to respectfully request for my leaving certificates from your esteemed college. I successfully completed my studies at Mwembechai Teachers' College in 2023 under the Diploma in Secondary Education Programme.

I kindly request that you process and send my leaving certificates to the address provided above, as I urgently need them for employment application purposes. The certificates will enable me to fulfill the requirements for securing a teaching position at my current school.

I would highly appreciate your assistance in this matter and look forward to receiving a positive response soon.

Thank you in advance for your cooperation.

Yours faithfully,

**J.J Abdallah**

### **13. Write a composition to express your daily routine at Karume Primary School using the provided timetable.**

#### **MY DAILY ROUTINE AT KARUME PRIMARY SCHOOL**

Every day at Karume Primary School follows a well-organized routine that helps us manage our time and activities effectively. I always wake up early in the morning and prepare myself for school. By 6:30 a.m., I arrive at school to attend the morning roll call where teachers check our presence and general cleanliness.

After roll call, we spend some time cleaning the school compound and our classrooms to ensure the environment remains neat and tidy. This exercise also teaches us the importance of maintaining a clean learning environment.

At exactly 8:00 a.m., our first lessons for the day begin. Teachers arrive in class with their teaching aids and lesson notes, ready to guide us through different subjects. I pay close attention during lessons because it helps me understand new topics and perform well in tests.

At 10:00 a.m., we have a short break known as the tea break. During this time, we eat light snacks and socialize with our friends in the school playground. The break is important as it refreshes our minds before we continue with lessons.

Lessons resume at 10:30 a.m. and continue until 1:00 p.m. when we stop for the lunch break. After taking our meals, we rest for a while before preparing for afternoon activities.

From 2:00 p.m. to 4:00 p.m., we engage in sports and games. I enjoy playing football with my classmates because it helps keep my body fit and improves teamwork. Other pupils participate in netball, athletics, and traditional games.

At 4:00 p.m., the school day officially ends. We gather our belongings, clean our classrooms again, and then head home. I always make sure to revise my notes in the evening and prepare for the next day's activities.

This daily routine has helped me stay disciplined, organized, and responsible both at school and at home.

### SECTION C (30 Marks)

Answer two questions from this section.

**14. Suggest five techniques you can use to teach Standard Five pupils who confuse the sounds /l/ and /r/.**

One technique is listening exercises, where pupils listen as a teacher pronounces word pairs like *play-pray* and identify the differences.

Another is the "Stop Me" activity where pupils stop the teacher when an incorrect sound is pronounced in a series of words, enhancing alertness.

Sound repetition involves pupils repeating words or sentences containing the sounds after the teacher to build correct pronunciation habits.

Choosing correct sentences is useful. The teacher provides multiple sentences and asks pupils to select those containing the target sounds.

Same or Different is a technique where pupils judge whether two pronounced words have the same or different sounds, promoting discrimination between /l/ and /r/.

Tongue twisters like "Rose roasted the rice" improve fluency and accuracy by practicing difficult sequences containing both sounds.

**15. Examine five principles used in the teaching and learning of English Language in Tanzanian schools.**

The first principle is using appropriate teaching and learning methods, ensuring activities match learners' levels and needs.

Building a rich environment for language use is essential. Classrooms should encourage free use of English through displays, songs, and conversations.

Teaching should focus on developing communicative language ability. Emphasis should be on meaning and fluency rather than isolated grammar drills.

Grammar should be taught within context, integrating it into communication rather than in isolation, to help learners understand and use structures naturally.

Lastly, language skills should be taught in sequence and integrated form, starting with listening and speaking, followed by reading and writing, allowing natural language development.

**16. Enumerate five importance of English Language in Tanzania.**

English is the medium of instruction in secondary schools and higher education, enabling access to advanced knowledge and opportunities.

It is used in international communication, allowing Tanzanians to engage in diplomacy, global business, and cooperation with other countries.

The language serves in business and trade negotiations, facilitating transactions and agreements with international firms and partners.

English is the medium of communication in conferences, seminars, and official meetings involving national and international participants.

Lastly, it is a second language in Tanzania, after Kiswahili, ensuring its role in official documents, judiciary proceedings, tourism, and media content.