

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

622

ENGLISH LANGUAGE

Time: 3 Hour.

ANSWERS

Year: 2021

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. Change the given sentences into the simple present tense:

She goes to the market.

I do not sing a song.

Does he not take tea?

They write a letter.

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

Unless you take away my pen, I will punish you.

I will not be fit unless I go for hunting.

If I ask him nicely, do you think he will lend me his book?

Unless you drive carefully, you will get an accident.

3. Outline four techniques of teaching vocabulary.

Using real objects by bringing actual items into class to teach their names and uses.

Employing pictures and drawings to represent new words visually, especially for abstract or distant objects.

Using contextual sentences where new vocabulary is introduced within meaningful sentences to show usage.

Playing vocabulary games like word puzzles, crosswords, or matching activities to make learning enjoyable and memorable.

4.

(a) Differentiate scanning from skimming.

Scanning is reading quickly to find a specific piece of information like a number, name, or date without reading the entire text.

Skimming is reading rapidly to get the general meaning or overall idea of a text without focusing on details.

(b) Differentiate intensive reading from extensive reading.

Intensive reading involves reading short texts carefully for detailed understanding, focusing on grammar, vocabulary, and meaning.

Extensive reading involves reading long texts or books for pleasure or general knowledge, without focusing on every detail.

5. Explain the following literary concepts:

A metaphor is a figure of speech that compares two unrelated things directly, saying one thing is another.

Example: *Time is money.*

Personification is giving human qualities to non-human things or objects. Example: *The wind whispered in the trees.*

A persona is the voice or character assumed by a poet, writer, or narrator in a literary work.

A simile is a figure of speech that compares two different things using *like* or *as*. Example: *She is as brave as a lion*.

6. Write down four ways to be used to motivate pupils in an English Language class.

Giving rewards like stickers, praises, or certificates for good performance and participation.

Organizing competitions such as spelling bees, quizzes, or debates to make learning fun.

Using interesting teaching aids like videos, songs, and storybooks to attract attention.

Allowing pupils to select topics or activities they enjoy, making them feel valued and involved.

7. Complete the sentences given by changing the verbs in brackets into the past tense:

They drove very fast today.

The monkey ate a lot of bananas now.

The phone was charged till its battery was full.

He took his wife to the clinic.

8. Join two sentences according to the instructions given in brackets:

In spite of finishing the race, he fell down.

Although Chinese use spoons, they like chopsticks.

Despite her qualifications, my daughter didn't get the job.

In spite of it being slippery, climbers reached Kibo Peak.

9. Identify four activities a teacher can use in developing correct grammar in the classroom teaching and learning process.

Conducting substitution drills where learners replace words in a pattern with new words.

Using sentence making activities where pupils create their own sentences using given structures.

Organizing question and answer sessions focusing on particular grammar points.

Correcting errors through peer correction and teacher feedback during speaking and writing tasks.

10. Rewrite the sentences given by replacing incorrect words with the correct ones:

I have been waiting for you from 7:30 to 8:00.

She has been waiting here for seven months.

They have known each other for a long time.

It has been raining since this morning.

Would you like me to continue with 11–16 next?

SECTION B (30 Marks)

Answer two questions from this section.

11. (a) Construct five sentences in simple past tense to express habitual actions.

I walked to school every day when I was young.

She played netball every weekend last year.

They visited their grandmother every holiday.

We sang songs every evening at the camp.

He studied French every Saturday.

(b) Construct five sentences in the simple present tense to express the general truth.

The sun rises in the east.

Water boils at 100 degrees Celsius.

Birds fly in the sky.

Fish live in water.

The earth moves around the sun.

12. Justify in five points the statement that “poetry is one of the most effective genres that has been used by literary artists to show the conflicts that emerged due to the interaction between the African tradition and the European ways of living.”

Poetry uses symbolic language and imagery, allowing writers to describe the clash between African customs and foreign influence creatively and powerfully.

It employs figures of speech like metaphors and personification to express the emotional effects of cultural change on individuals and communities.

Through poetic devices such as repetition and contrast, poets emphasize tensions between modern life and traditional values.

Poetry provides a brief but rich platform for addressing multiple issues like identity, religion, colonialism, and social change, all tied to cultural conflict.

Poets can voice protest, resistance, or acceptance of changes through emotionally charged verses that reflect the experience of living between two cultures.

13. Explain five changes that take place when changing a sentence from direct into indirect speech and provide an example for each sentence.

The reporting verb changes to reflect past reporting.

Example: He says, "I am happy." → He said that he was happy.

Pronouns shift to match the perspective of the reporter.

Example: She said, "I love music." → She said that she loved music.

Tenses are usually shifted one step back.

Example: He said, "I am coming." → He said that he was coming.

Time expressions change.

Example: She said, "I will come tomorrow." → She said that she would come the next day.

Quotation marks are removed and conjunction 'that' is introduced.

Example: John said, "I am tired." → John said that he was tired.

SECTION C (30 Marks)

Answer two questions from this section.

14. Explain six benefits of preparing lesson plans to the English teacher.

It helps the teacher organize content in a logical order, ensuring efficient and effective teaching.

It guides time management by allocating appropriate time to each activity and section of the lesson.

A lesson plan provides clarity on lesson objectives, ensuring both teacher and pupils know what is expected.

It assists in selecting suitable teaching methods and materials for different topics.

It allows for preparation of relevant questions and assessment tools for evaluating learners' understanding.

A lesson plan increases a teacher's confidence and reduces classroom anxiety since they are well-prepared.

15. Analyse five stages of lesson development in teaching a structure lesson in an English language class.

Introduction stage draws pupils' attention and links previous knowledge with the new lesson.

Presentation stage introduces the new structure with explanations, examples, and demonstrations.

Explanation stage clarifies meaning, form, and usage of the structure to avoid confusion.

Practice stage engages pupils in drills and controlled exercises to practice the structure.

Production stage allows pupils to use the structure freely in conversations, dialogues, and written tasks.

16. Describe six criteria for selecting appropriate teaching aids to be used in an English lesson.

The teaching aids should match the lesson objectives to support intended learning outcomes.

They must suit the learners' age, ability, and class size for effective understanding.

Aids should be simple, clear, and relevant to the topic being taught.

They need to be easily available and affordable to avoid delays and extra costs.

Teaching aids should be durable, reusable, and safe for pupils to handle.

They should be appealing and attract learners' attention to make learning lively and interesting