

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

**622**

**ENGLISH LANGUAGE**

**Time: 3 Hours.**

**ANSWER**

**Year: 2023**

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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. **Briefly explain the terms pronunciation, intonation, stress and vocabulary.**

Pronunciation is the way words are spoken by using correct sounds of letters and syllables. It involves producing speech sounds accurately so that words are clear and understandable.

Intonation is the rise and fall of the voice when speaking. It gives meaning to sentences by showing emotions such as surprise, anger, or a question.

Stress is the emphasis given to certain syllables or words when speaking. It helps to distinguish meanings of words and makes communication effective.

Vocabulary refers to the collection of words that a person knows and uses in communication. It is the store of words for understanding and expression in both spoken and written language.

2. **Change the following sentences into direct speech:**

(a) I complained to my neighbor that his children had spoiled my garden.

I said to my neighbor, "Your children have spoiled my garden."

(b) My sister said that soldiers are brave.

My sister said, "Soldiers are brave."

(c) They will say that they are happy.

They will say, "We are happy."

(d) She said that her book was lost.

She said, "My book is lost."

3. **Join the following sentences using whose:**

(a) This is George. You will be taking his class.

This is George whose class you will be taking.

(b) Amina's children are at school all day. She is working two jobs.

Amina, whose children are at school all day, is working two jobs.

(c) The house was a horrible sight. Their windows were broken.

The house, whose windows were broken, was a horrible sight.

(d) The car began to slide. Its brake was not very reliable.

The car, whose brake was not very reliable, began to slide.

4. **Construct two sentences for each of the following prepositions since and at to express time.**

Since:

I have been living in this city since 2010.

She has not eaten anything since morning.

At:

The meeting will start at 2 o'clock.

I usually go to bed at midnight.

5. **Write two sentences using irregular verbs in the past tense and two using regular verbs in the past participle.**

Irregular verbs (past tense):

He went to the market yesterday.

They sang a beautiful song.

Regular verbs (past participle):

She has completed her homework.

They have visited the museum.

6. **Construct two sentences to express likelihood and two to express certainty.**

Likelihood:

It might rain this evening.

She may join us for dinner.

Certainty:

The sun will rise tomorrow.

Water boils at 100 degrees Celsius.

7. **Give the significance of using English language syllabus in teaching and learning of English language subject in primary schools.**

The syllabus provides a clear outline of what teachers should cover, which ensures that teaching is organized and systematic.

It helps teachers to set learning objectives that are suitable for the learners' level.

The syllabus ensures consistency in what is taught across different schools, so pupils get the same foundation in English.

It guides teachers in assessing pupils' performance according to the required competencies.

**8. Suggest four ways that could be used to preserve English language teaching aids.**

Teaching aids should be stored in safe, dry places to prevent damage from moisture or pests.

Teachers should handle them carefully and train pupils to use them responsibly.

Cleaning and maintaining aids regularly helps them last longer.

Digital copies of teaching aids can be saved to replace physical ones if they get lost or damaged.

**9. Differentiate the terms Textbooks from Reference books and Evaluation from Remarks.**

Textbooks are core books designed to cover a syllabus or curriculum, while reference books provide additional information for deeper understanding.

Evaluation is the process of measuring learners' progress or achievement, while remarks are comments given about performance or behavior.

**10. Briefly explain the importance of keeping pupils' records.**

Pupils' records help track academic progress and identify strengths and weaknesses.

They provide evidence for teachers and parents when discussing the learner's performance.

They guide teachers in planning remedial teaching for pupils who need extra help.

They are also useful for administrative purposes such as promotion, transfers, and official reporting.

**11. Explain five features that differentiate poetry from other literary genres.**

Poetry uses rhyme which creates musicality in lines, unlike prose which does not depend on rhyme.

It often uses rhythm, the regular pattern of stressed and unstressed syllables, which makes it unique.

Poetry employs figurative language such as similes, metaphors, and personification more intensively than other genres.

It is usually written in verses and stanzas rather than paragraphs.

Poetry emphasizes condensed and artistic expression of feelings and ideas, while prose is more direct and detailed.

**12. Explain factors which determine stress placement in English language words.**

**One factor is word origin; many borrowed words retain their original stress pattern.**

The number of syllables in a word influences which syllable is stressed.

Prefixes and suffixes affect stress placement, for example, words ending with “-ic” usually have stress on the penultimate syllable.

Whether a word is a noun or verb can determine stress; for example, ‘record (noun) and re’cord (verb).

Compound words also have fixed stress patterns, often on the first part of the compound.

**13. Explain six activities they would use to develop reading skills to primary school pupils.**

**Teachers can organize loud reading sessions to help pupils practice pronunciation and fluency.**

Storytelling sessions where pupils read short stories improve comprehension and interest.

Word recognition games help pupils to quickly identify and remember new vocabulary.

Silent reading activities build concentration and understanding.

Pair reading, where pupils read to each other, enhances confidence and peer learning.

Use of phonics drills helps pupils connect sounds with letters, building decoding skills.

**14. Analyse six techniques that can be used to teach pupils a word.**

**Teachers can use demonstration where they show the object or action represented by the word.**

They can explain meaning through definitions that are simple and clear.

Use of pictures and charts helps pupils connect words with images.

Teachers can use translation by relating the English word to the pupil’s mother tongue equivalent.

Storytelling that includes the target word in context helps learners understand usage.

Games such as word puzzles and flashcards can make word learning interesting and memorable.