

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

622

**ENGLISH LANGUAGE**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2024**

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**Instructions**

1. This paper has Section A and Section B with a total of fourteen (14) questions.
2. Answer all questions from Section A and four (4) questions from Section B.
3. Section A carries forty (40) marks and Section B carries sixty (60) marks.
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. **Fill in the blanks using *while* or *when* in the given sentences:**
  - (a) We were playing **when** the teacher entered in the classroom.
  - (b) We were playing football **while** they were playing volleyball.
  - (c) I saw them **when** the rain stopped.
  - (d) I was looking after his cows **while** he was working on his farm.
2. **Rewrite the following sentences using the words given in brackets:**
  - (a) Despite the rain, we enjoyed a lot.
  - (b) In spite of being tall, she cannot touch the ceiling.
  - (c) Despite being very energetic, he cannot carry the hand bag.
  - (d) In spite of being a hardworking man, Juma is poor.
3. **Rewrite sentences using the verbs given in the brackets as follows:**
  - (a) Monkeys **eat** bananas all the time.
  - (b) Wema **drinks** milk before going to bed every evening.
  - (c) Emmanuel **washes** his father's car every Saturday.
  - (d) She **takes** bath thrice a day.
4. **Complete each of the following conditional sentences using the correct form of the verb in brackets:**
  - (a) I would die if I **touched** that electric wire.
  - (b) If the Earth was flat, a ship would **fall** off the side.
  - (c) We would **be** very happy if we won 10 million shillings.
  - (d) If Maria were a bird, she would **fly**.
5. **Use the adverbs *usually*, *never*, *sometimes* and *such as* to complete the sentences:**
  - (a) Mr Mtinda sells English language books **such as** university grammar, English language for secondary school and other books.
  - (b) I **sometimes** watch movies if I have nothing to do at home.
  - (c) He **never** attends mathematics classes. He does not like the subject.
  - (d) Pupils **usually** go to school from Monday to Friday.
6. **Write two sentences from the given sentence using *May* and *Perhaps*:**
  - Juma **may** pass his final examinations because he studies very hard.
  - **Perhaps** Juma will pass his final examinations because he studies very hard.
7. **Join sentences according to the instruction given:**
  - (a) He runs **so** fast **that** he can catch the bus.
  - (b) She is smart **enough to** do this job.
  - (c) They wrote **so** well **that** everyone could read their handwriting.
  - (d) You are clever **enough to** answer all questions.
8. **Show how conducive classroom environment can facilitate the development of communicative competence among learners:**

A good classroom environment encourages learners to feel safe and confident to express their ideas. It allows open interaction between teacher and learners, giving everyone an opportunity to speak and listen actively. Well-arranged sitting, availability of teaching and learning aids, and minimal distractions help learners focus

and participate better in conversations and discussions. Lastly, an atmosphere of respect and encouragement motivates learners to try using the language without fear of making mistakes, thus improving their communication skills.

**9. Describe four techniques that could be used to teach listening skills among pupils:**

One technique is storytelling, where the teacher narrates a story and asks pupils to listen carefully and answer questions based on it.

Another is using audio recordings such as songs or conversations and letting pupils identify specific information or ideas.

A third technique is following instructions, where pupils listen and carry out tasks based on oral directions.

Lastly, organizing pair or group discussions where pupils listen to one another and respond helps improve active listening abilities.

**10. Show how they would use the teacher's guide book to handle a particular subject:**

A teacher's guide book helps a teacher to plan lessons effectively by outlining the objectives and required teaching aids. The teacher can use it to select appropriate teaching and learning activities for the topic to be taught. It also provides suggested teaching methods and assessment techniques suitable for the subject matter. Furthermore, the guide book offers a breakdown of content coverage, ensuring the teacher follows the syllabus correctly and sequentially.

### **SECTION B (60 Marks)**

Answer all questions from this section.

**11. Support the statement that says "Poetry as a work of art is categorized into five types depending on their characteristics" based on the types of poetry he/she has studied.**

Poetry is indeed divided into different types based on its structure, style, and content. The five common types include:

- **Narrative Poetry:** This type tells a story with characters, setting, and events. It includes ballads and epics.
- **Lyric Poetry:** Expresses the poet's personal emotions or feelings. It's often musical and includes odes and sonnets.
- **Dramatic Poetry:** Written in the form of a play or drama, presenting characters in dialogue or monologue.
- **Didactic Poetry:** Aimed at teaching moral, religious, or philosophical lessons.
- **Satirical Poetry:** Uses humor, irony, or ridicule to criticize or expose foolishness in people or society.

Each type reflects different characteristics in form, language use, and purpose, thus confirming the statement.

**12. Write an application letter for the teaching post to the Permanent Secretary, The President's Office, Regional Administration and Local Government, P.O. Box 10, Dodoma.**

MAKUSANYIKO STREET,  
P.O. BOX 22,  
TANGA.  
08th July 2025

The Permanent Secretary,  
The President's Office,  
Regional Administration and Local Government,  
P.O. BOX 10,  
DODOMA.

Dear Sir/Madam,

**RE: APPLICATION FOR A TEACHING POST**

I hereby write to request for a teaching post as a primary school teacher in your region. My name is Enomia Steward Sakita. I have successfully completed my studies at Sahare Teachers' College where I pursued a Certificate in Primary Education in May 2024.

I am confident in my ability to teach effectively, especially in Mathematics and English subjects. I am passionate about teaching and committed to helping pupils achieve their academic potential.

I have attached my curriculum vitae for your review. I would be grateful if my application could be considered.

Yours faithfully,  
**Enomia Steward Sakita**

**13. Argue in five points against the statement "Teaching English Language in Tanzania is wastage of time."**

First, English is the official language for higher education, law, and international relations in Tanzania, making it essential for students' future opportunities.

Second, English is a global language, and proficiency allows Tanzanians to connect with the international community, access global resources, and compete in global job markets.

Third, many technological and scientific materials are in English, so teaching it equips students with skills to access updated knowledge and innovations.

Fourth, English is necessary for tourism and hospitality, a key sector in Tanzania's economy where communication with foreigners is vital.

Fifth, English enhances students' chances for scholarships and studies abroad, which contribute to national development when they return with new skills and experiences.

**14. Suggest to their fellow teachers six ways to make the pupils pronounce English words like native speakers.**

First, expose pupils to native speaker recordings like English news, songs, and stories to familiarize them with correct pronunciation.

Second, conduct frequent pronunciation drills focusing on problematic sounds.

Third, use phonetic charts to teach the correct articulation of English sounds.

Fourth, encourage pupils to practice speaking in English daily, both in and outside the classroom.

Fifth, correct pronunciation errors politely and immediately during conversations or lessons.

Sixth, organize language games and spelling bee contests to make learning pronunciation engaging and competitive.