

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

**691**

**ENGLISH LANGUAGE LEARNING ACTIVITIES**

**Time: 3 Hours.**

**ANSWER**

**Year: 2005**

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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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## SECTION A (40 Marks)

Answer all questions in this section.

1. Give four reasons why some children can pronounce English sounds correctly but still fail to communicate effectively.

One reason is that the child may lack sufficient vocabulary. Even if they can pronounce sounds accurately, not knowing enough words limits their ability to construct complete and meaningful sentences.

Another reason is poor grammar knowledge. Correct pronunciation alone does not guarantee correct sentence structure, and errors in grammar can cause misunderstandings in communication.

A third reason is lack of confidence in speaking. Some children may know the sounds and words but feel shy, anxious, or afraid of making mistakes, which affects the flow of their communication.

Finally, they may not understand the context of conversation. Communication is more than sounds—it involves using language appropriately for the situation, which requires comprehension of meaning and social cues.

2. Explain four ways in which a teacher can help children transfer language skills learned in English lessons to other subjects.

The teacher can coordinate with other subject teachers to use similar vocabulary and sentence structures so that children hear and apply the same language in different contexts.

They can encourage children to write short explanations or summaries in English during other subjects, which reinforces the use of the language beyond the English lesson.

The teacher can also design cross-curricular activities, such as projects, where instructions and presentations are done in English, ensuring skills are applied in real tasks.

Additionally, they can encourage classroom discussions in English during subjects like science or social studies, promoting the practical use of English vocabulary and grammar.

3. Describe four situations where teaching aids might actually hinder learning rather than support it.

If the teaching aid is too complicated for the children's level, it may confuse rather than clarify the lesson content.

When the aid distracts children's attention from the main concept—such as overly bright colors or unnecessary animations—it reduces focus on learning objectives.

If the aid contains inaccurate or misleading information, children can learn incorrect facts or concepts.

When the aid fails to relate to the children's experiences or lesson topic, it becomes irrelevant and may waste time instead of enhancing understanding.

4. Suggest four ways of teaching reading without using printed books.

The teacher can use storytelling sessions where children follow along with oral narration and identify words from flashcards shown during the story.

They can use environmental print, such as signs, labels, and posters found around the school, to teach word recognition.

Songs and rhymes can be used to help children learn patterns of words and phrases, which aids in reading fluency.

Teachers can create reading activities using objects with written names or instructions, encouraging children to match words with real items.

5. Identify four possible effects of teaching English using only translation from the mother tongue.

Children may become dependent on translation and fail to think directly in English, slowing their language development.

It can limit exposure to English sentence structures since they hear them only after translation rather than naturally in conversation.

The approach may cause loss of interest, as constant translation can make lessons repetitive and less engaging.

It can also lead to inaccurate understanding if direct translations do not capture the exact meaning or cultural context of English expressions.

6. Outline four reasons why a teacher might avoid correcting every mistake a child makes in speaking English.

Constant correction can lower a child's confidence and make them afraid to speak at all.

It can interrupt the natural flow of communication, making the conversation less meaningful and harder to follow.

Children need opportunities to self-correct over time, which helps them become more independent learners.

Some mistakes may not significantly affect meaning, so focusing on them can waste valuable lesson time that could be used for more important learning goals.

7. Explain four possible causes when a child can read words but fails to explain their meaning.

The child may have memorized word shapes without understanding the vocabulary, leading to mechanical reading without comprehension.

They may lack background knowledge or experience related to the words, making it hard to connect them to real-life meaning.

The vocabulary may be above the child's language level, so while they can decode sounds, they do not know the definitions.

The reading activity may focus only on speed or pronunciation, neglecting exercises that encourage deeper understanding.

8. Suggest four reasons why listening is often harder to assess accurately than speaking.

In listening, the teacher cannot see the child's thought process, making it hard to judge understanding unless the child responds.

Environmental noise or poor audio quality can interfere with the listening task, affecting performance unfairly.

A child may guess answers correctly without truly understanding, which can give a false impression of listening ability.

Different children process spoken language at different speeds, making it challenging to design a uniform assessment.

9. Give four reasons why group work might be more effective than individual work when teaching English vocabulary.

Children can learn from each other's ideas and explanations, which can clarify meanings of new words.

Group work encourages conversation, giving children more opportunities to practice speaking and hearing vocabulary in context.

It creates a supportive environment where shy learners may feel more comfortable participating.

Working together often involves problem-solving activities, which help deepen understanding and retention of new words.

10. Identify four challenges a teacher might face when teaching children from multiple language backgrounds in one class.

The teacher may struggle to find examples or explanations that are clear to all learners without relying on one common language.

Differences in pronunciation habits from various mother tongues can make it harder to teach consistent English sounds.

Varying levels of English exposure mean some children progress faster than others, creating gaps in ability.

Cultural differences may influence communication styles, classroom participation, and interpretation of instructions.

## SECTION B (30 Marks)

Answer any two questions.

11. Discuss five ways a teacher can teach grammar without using grammatical terms, yet ensuring children use correct structures.

One way is through model sentences. The teacher can provide sentences that use the correct structure repeatedly in different contexts, allowing children to copy the pattern naturally without learning technical terms like “present continuous.”

Another way is using stories and dialogues. By embedding correct grammar in meaningful narratives, children absorb sentence patterns unconsciously as they listen and participate.

The teacher can also use substitution drills. For example, replacing words in a sentence while keeping the structure the same helps children practice grammar without naming the rules.

Role-playing activities can reinforce grammar use. When children act out real-life scenarios in English, they use correct structures in context without being aware of formal grammatical rules.

Finally, guided writing tasks help. The teacher gives a starting sentence and prompts children to continue while following the example, which leads them to use correct grammar naturally.

12. Evaluate five strategies for helping children maintain their English skills during long school holidays.

One strategy is providing take-home reading materials. Books, story sheets, and comics in English keep children engaged and help them retain vocabulary and sentence patterns.

Organizing holiday language clubs or discussion groups allows children to practice speaking and listening with peers in a relaxed setting.

Encouraging parents to interact in English at home, even with simple greetings or questions, helps children stay familiar with the language.

Providing games and puzzles in English makes practice enjoyable and ensures learning continues in a playful environment.

Using technology, such as audio stories or interactive language apps, can maintain children's listening and comprehension skills during the break.

13. Analyse five possible negative effects of focusing too much on reading and writing before speaking and listening skills are developed.

Children may develop a poor pronunciation habit since they have not practiced hearing and producing sounds before seeing them in print.

They might struggle with listening comprehension because they have not built the ability to process spoken language before encountering it in written form.

It can cause communication gaps, as children may know how to read and write words but fail to use them effectively in real conversation.

The lack of speaking practice can reduce confidence, making it harder for them to engage in oral communication.

Children may become overly dependent on written cues, limiting their ability to understand spoken English without visual support.

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

Answer any two questions.

14. Imagine you are teaching a story where children must guess the ending. Explain five benefits of stopping the story before the conclusion.

It stimulates critical thinking, as children must use clues from the story to predict possible endings.

It encourages creativity by allowing children to imagine different scenarios and outcomes.

It increases engagement, keeping children actively involved in the lesson as they wait to hear or share the ending.

It enhances speaking skills when children explain and justify their predictions to others.

It allows the teacher to assess comprehension, since children's guesses often reveal how well they understood the plot and characters.

15. Examine five challenges of teaching English through songs and suggest how each can be overcome.

One challenge is that some songs may have vocabulary that is too advanced; the teacher can choose simpler songs or pre-teach key words.

Songs may have fast rhythms that make it hard for children to catch the words; slowing down playback or singing at a slower pace can help.

Cultural references in songs may confuse learners; the teacher can explain these before singing.

Children might focus more on melody than meaning; the teacher can include follow-up activities that explore the lyrics.

Some children may be shy to sing; pairing them with a partner or singing as a group can reduce pressure.

16. Propose five methods of assessing children's English that do not involve written tests.

Oral interviews can be used to evaluate speaking and listening skills directly.

Story retelling allows children to demonstrate comprehension and vocabulary use.

Role-playing scenarios provide insight into how well children use English in practical situations.

Observation during group activities helps the teacher assess communication and cooperation in English.

Listening tasks followed by simple oral responses can measure understanding without requiring writing.