

**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: 2007**

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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.

1. Identify four reasons why some children learn to write in English faster than they learn to speak it.

One reason is that writing often allows more thinking time than speaking. Children can plan, edit, and correct themselves while writing, whereas speaking requires instant production of language, which may be more challenging.

Another reason is that in many classrooms, more emphasis is placed on reading and writing activities than on oral communication. This greater exposure to written language gives children more practice with writing skills.

A third reason is that children may feel less self-conscious writing than speaking. Writing is a private activity that does not require performing in front of others, which reduces anxiety and increases participation.

Finally, children may rely heavily on visual memory from reading, making it easier to reproduce words and sentences in writing even when they are not confident saying them aloud.

2. Explain four signs that a child understands an English lesson even if they do not speak during the lesson.

One sign is that the child responds correctly to instructions or tasks, showing they have understood even without verbal confirmation.

Another sign is that they follow along in activities, such as turning pages at the right time, selecting correct materials, or joining in group actions at the right moment.

A third sign is appropriate facial expressions or gestures—nodding, smiling, or showing surprise at the right times, indicating comprehension of the content.

Finally, they may complete written exercises accurately, demonstrating that they processed the language and understood its meaning even without speaking.

3. Describe four ways a teacher can adapt a lesson when half the class already knows the content and the other half does not.

The teacher can introduce extension activities for the advanced group, giving them more complex tasks while the rest of the class works on the basics.

They can use peer teaching, pairing students from the advanced group with those who need more support, so both groups benefit.

A third way is to use differentiated worksheets or tasks, so each group works at a level that challenges them appropriately without leaving anyone behind.

Finally, the teacher can vary questioning techniques—asking advanced students open-ended, higher-level questions and asking simpler, direct questions to the less experienced group.

4. Suggest four situations where rote learning might still be useful in English teaching.

Rote learning can be useful when memorizing irregular verbs, which have forms that must be learned exactly and cannot always be predicted from rules.

It is also helpful for learning set phrases such as greetings, classroom instructions, and polite expressions, which are often used without variation.

Rote learning can help with spelling of irregular words where pronunciation and spelling do not match, as repeated writing can reinforce memory.

It can also be effective for memorizing short poems or rhymes, which help children remember rhythm and vocabulary patterns.

5. Give four reasons why a teacher might choose to teach vocabulary in categories rather than as random words.

Teaching in categories, such as “fruits” or “vehicles,” helps children make connections between related words, improving recall.

It supports easier organization of vocabulary in memory, as words are linked by meaning, which aids long-term retention.

Categorization allows the teacher to introduce related grammar structures naturally, such as “There is” and “There are” when discussing items in a group.

It also makes lessons more engaging, as children can compare, classify, and group vocabulary, encouraging active participation.

6. Identify four dangers of focusing only on correct pronunciation at the expense of fluency.

One danger is that children may become hesitant speakers, stopping often to think about each sound instead of communicating naturally.

Another is that they might avoid speaking altogether if they fear making pronunciation mistakes, reducing practice time.

It can also slow down lessons, as too much time is spent correcting sounds instead of developing vocabulary, grammar, and listening skills.

Finally, children may focus more on how words sound than on their meaning, which weakens comprehension and communication skills.

7. Explain four ways in which children’s mistakes in English can be valuable for the teacher.

Mistakes show the teacher exactly where a child is struggling, helping to identify specific learning needs.

They reveal patterns of misunderstanding, such as confusion between tenses or misuse of prepositions, which can guide future lessons.

Mistakes can open opportunities for corrective feedback, allowing the teacher to clarify points and reinforce correct usage.

They can also indicate progress, as new mistakes sometimes replace old ones, showing that learning is happening in stages.

8. Describe four challenges a teacher might face when assessing a child's storytelling ability in English.

One challenge is that the child's creativity might be high, but limited vocabulary could make it hard to express ideas fully.

Another challenge is deciding how to separate language ability from storytelling skill—some children may have a great plot but poor grammar, while others have correct grammar but dull content.

A third challenge is that nervousness may cause the child to forget details or rush, which can lower their performance unfairly.

Finally, assessing storytelling requires subjective judgment, and different teachers may evaluate the same story differently, making consistency difficult.

9. Suggest four ways of making children think critically about the words they use in English sentences.

One way is to ask children to replace common words with more precise or descriptive alternatives, which encourages them to think about word choice.

Another way is to have them compare two sentences and decide which one communicates the meaning better, discussing why.

A third way is to encourage self-editing, where children read their sentences aloud and identify parts that could be improved.

The teacher can also provide incomplete sentences and ask children to choose words that best fit the context, fostering deeper thinking about meaning.

10. Identify four advantages of letting children read silently before reading aloud.

Silent reading allows children to understand the content before they focus on pronunciation, making oral reading smoother.

It reduces nervousness, as they know what is coming before they have to speak, which can increase confidence.

Silent reading gives them time to work out unfamiliar words or phrases privately, so they can pronounce them better when reading aloud.

It helps improve comprehension, as children can concentrate fully on meaning without the pressure of speaking at the same time.

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

Answer any two questions.

11. Discuss five strategies for teaching English writing to children who cannot yet write in their mother tongue.

One strategy is to start with oral activities before introducing written tasks. By allowing children to tell stories, describe pictures, or explain experiences verbally, they develop the vocabulary and sentence structures they will later use in writing.

Another strategy is to use drawing as a bridge to writing. Children can draw simple pictures and then label them with words in English. This builds the connection between visual representation and written language.

A third strategy is guided writing, where the teacher provides sentence starters or frames for children to complete. This removes the pressure of creating full sentences independently and helps them focus on forming letters and words.

The teacher can also use tracing and copying exercises with high-frequency words. This familiarizes children with English letter forms while introducing basic vocabulary.

Finally, using shared writing activities where the teacher writes children's spoken sentences on the board helps them see how their ideas can be represented in written form, building confidence and understanding.

12. Evaluate five methods of teaching English vocabulary that also develop other skills such as thinking or cooperation.

Using group problem-solving tasks with specific vocabulary encourages both word learning and teamwork. For example, a scavenger hunt requiring children to find and describe objects in English fosters cooperation.

Story-building activities, where each child adds a sentence using a target word, enhance vocabulary while encouraging creativity and critical thinking.

Role-playing games develop vocabulary for specific situations and build social interaction skills as children negotiate roles and actions.

Word classification exercises, where children sort vocabulary into categories, develop logical thinking and organizational skills alongside language learning.

Collaborative projects such as making posters or presentations require planning, sharing tasks, and applying new vocabulary in a real-world format, strengthening both cooperation and communication skills.

### 13. Analyse five ways of using mistakes as a teaching tool without discouraging children.

One way is to address common mistakes collectively without pointing out individual errors, so children learn without feeling singled out.

Another is to turn mistakes into learning opportunities by having the class work together to correct them, fostering teamwork and shared responsibility for learning.

A third is to encourage self-correction by repeating a child's sentence with emphasis on the error, prompting them to notice and fix it themselves.

The teacher can also use humor appropriately when correcting mistakes, keeping the atmosphere relaxed and reducing anxiety about errors.

Lastly, focusing on progress rather than perfection, acknowledging that making mistakes is part of learning, helps children see errors as steps toward improvement rather than failures.

### SECTION C (30 Marks)

Answer any two questions.

14. Examine five ways to teach children to infer the meaning of new words from context.

The teacher can model “think-aloud” strategies by reading a sentence aloud and explaining how clues in the text help guess the meaning of an unfamiliar word.

Encouraging children to look for synonyms, antonyms, or explanations within nearby sentences gives them direct hints about word meaning.

Using visual context, such as surrounding illustrations, can help children connect a new word with the depicted situation or object.

Having children compare the new word’s use in several sentences shows how context changes or clarifies its meaning.

Role-playing or acting out scenes from a text allows children to experience the situation described, making it easier to understand the meaning of new vocabulary.

15. Suggest five benefits of letting children choose the topics for English speaking activities.

Allowing children to choose topics increases their interest and motivation, as they speak about subjects they genuinely care about.

It promotes confidence, since they often have more knowledge about their chosen topic and feel more prepared to discuss it.

The variety of topics chosen by different children exposes the class to a wider range of vocabulary and ideas.

Children are more likely to engage actively in discussions when the topics reflect their personal experiences or hobbies.



It fosters a sense of ownership over learning, as children feel their voices and preferences are valued in the classroom.

16. Explain five ways a teacher can integrate English learning into daily classroom routines.

The teacher can use English for classroom instructions such as “Please sit down” or “Open your books,” reinforcing everyday functional language.

Integrating English into attendance routines, such as greeting each child in English, gives daily speaking and listening practice.

Using English labels on classroom objects encourages constant vocabulary reinforcement through visual exposure.

Brief daily review sessions, such as “word of the day” or short question-and-answer activities, maintain continuous language use.

Incorporating English into transitions between activities, such as short chants or commands, helps make the language a natural part of the school day.