

**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: 2009**

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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)

1. Suggest four reasons why children who enjoy English lessons may still fail to improve significantly.

They may enjoy the lessons for entertainment reasons, such as games or stories, but not focus on the learning objectives, which reduces actual language development.

The lessons might not provide enough opportunities to practice speaking, listening, reading, and writing, so enjoyment does not necessarily lead to skill improvement.

Children may forget what they learn because there is little reinforcement or practice outside of class.

They might have underlying learning difficulties that prevent progress even when they are motivated and engaged.

2. Identify four ways a teacher can check understanding without asking “Do you understand?”

Asking students to explain the lesson in their own words helps reveal their level of comprehension.

Giving them a short task related to the lesson shows whether they can apply what they have learned.

Asking specific questions about the content encourages them to demonstrate understanding through answers.

Using peer teaching, where one child explains to another, allows the teacher to observe the accuracy of the explanation.

3. Describe four possible effects of teaching English reading without any attention to comprehension.

Children may become able to pronounce words correctly but fail to understand their meaning.

They could develop a habit of reading mechanically without thinking about the message or story.

A lack of comprehension focus might make reading boring, leading to loss of interest over time.

It can result in poor academic performance in subjects that require reading for understanding.

4. Explain four ways in which teaching aids can be misused in an English lesson.

Using aids that are too advanced for the children's level can confuse rather than help them.

Relying too heavily on aids may cause the teacher to neglect direct interaction and explanation.

If the aids are unrelated to the lesson topic, they can distract children instead of clarifying ideas.

Poor-quality aids with unclear images or incorrect information can give learners false knowledge.

5. Give four reasons why a child may speak English fluently in class but refuse to speak it outside school.

They might fear being teased by friends or family who prefer the local language.

The environment outside school may not encourage English use, making them feel it is unnecessary.

They may associate English only with school settings and not with everyday communication.

A lack of confidence in unfamiliar social situations could prevent them from using English freely.

6. Suggest four ways a teacher can build vocabulary indirectly during other subjects.

Using English terms consistently during science, maths, or art lessons helps reinforce vocabulary.

Encouraging students to write short notes or labels in English during activities builds word familiarity.

Reading instructions in English for non-language tasks exposes children to new terms naturally.

Organising cross-subject projects where English is used for presentations allows practice without a formal language lesson.

7. Identify four challenges of teaching English spelling in a multilingual classroom.

Different mother tongues may influence the way children hear and write English sounds, leading to varied spelling mistakes.

Some languages have more regular spelling systems than English, making it harder for those children to adapt to English's irregular patterns.

Children with limited exposure to written English outside school may progress more slowly.

Pronunciation differences in various mother tongues can cause confusion when mapping sounds to letters.

8. Describe four reasons why a child might understand spoken English better than written English.

They may have had more practice listening to English than reading it, improving their oral comprehension.

Spoken English often includes visual and contextual clues, such as gestures, that aid understanding.

Written English can include complex grammar or vocabulary not used in everyday conversation.

Weak reading skills or limited familiarity with English spelling can make written texts harder to follow.

9. Explain four possible causes for a child using English words but in the wrong order.

The child may be directly translating from their mother tongue, which has a different word order.

They might lack enough exposure to correct English sentence structures.

Limited grammar knowledge can prevent them from forming sentences in the right sequence.

Nervousness or rushing to speak may lead to jumbled sentence arrangements.

10. Give four reasons why over-reliance on the blackboard may limit children's English learning.

It can make lessons too teacher-centred, reducing opportunities for interactive activities.

Children may become passive, copying notes without engaging in speaking or listening practice.

Only focusing on blackboard work may limit the use of creative teaching aids that could make lessons more dynamic.

It can disadvantage children who struggle with reading from a distance or who learn better through other methods.

### SECTION B (30 Marks)

Answer any two questions.

11. Discuss five ways to assess children's English speaking ability through play activities.

Role-playing games allow observation of how children use English in simulated real-life situations.

Story-building games, where children add to a story in turns, show vocabulary use and creativity.

Board games with speaking tasks test their ability to respond spontaneously in English.

Outdoor games with English instructions check listening and speaking under active conditions.

Acting out short skits or dialogues demonstrates pronunciation, fluency, and sentence formation skills.

12. Evaluate five strategies for teaching English to children who are not motivated to learn it.

Incorporating their interests into lessons can capture attention and make learning relevant.

Using games and songs makes learning enjoyable and reduces resistance.

Setting small, achievable goals builds a sense of success that can increase motivation.

Pairing them with enthusiastic peers can encourage participation through positive influence.

Providing rewards or recognition for effort, not just performance, can keep them engaged.

13. Analyse five ways in which children can practice English without homework assignments.

Organising in-class conversation circles gives practice during school hours.

Using interactive games in class allows language reinforcement without extra tasks at home.

Creating group projects completed during lessons encourages peer learning in English.

Setting up an English corner in the classroom with books and activities promotes voluntary practice.

Including English in daily routines like greetings and instructions builds language naturally.

SECTION C (30 Marks) – Answer any two questions.

14. Propose five situations in which teaching English outside the classroom can be more effective than inside.

A nature walk can provide real objects and experiences for teaching descriptive vocabulary.

Visits to local markets allow practical use of language for naming items and interacting.

Outdoor role-plays can simulate real-life communication in varied settings.

Sports activities can incorporate English instructions, combining physical and language skills.

Field trips to museums or exhibitions offer rich opportunities for authentic language use.

15. Examine five challenges and solutions when teaching English through short films or videos.

One challenge is that the language speed may be too fast; slowing playback or adding subtitles can help.

Cultural references in films may confuse learners; the teacher should explain them beforehand.

Some children may focus on visuals instead of listening; follow-up comprehension questions can refocus attention.

Limited attention spans may make long clips ineffective; breaking videos into shorter parts solves this.

Technical issues like poor sound quality can hinder learning; testing equipment before class prevents delays.

16. Suggest five creative techniques for teaching sentence formation in English to beginners.

Using word cards that children can arrange into sentences helps them practice structure.

Sentence-building games where each student adds a word encourage collaboration and grammar awareness.

Role-playing short dialogues allows children to form sentences naturally in context.

Picture prompts can guide children to create sentences describing the image.

Using familiar songs and changing the lyrics into new sentences reinforces grammar patterns playfully.