

**THE UNITED REPUBLIC OF TANZANIA**  
**NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**  
**GRADE A TEACHER CERTIFICATE EXAMINATION**  
**ENGLISH LANGUAGE LEARNING ACTIVITIES**

**691**

**Time: 3 Hours**

**ANSWERS**

**Year: 2018**

**Instructions**

1. This paper consists of section A and B.
2. Answer all questions.

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1. Briefly explain the following terms:

(a) Language learning

(b) Language acquisition

(c) Second language

(d) Language

(a) Language learning

Language learning is a conscious process where individuals acquire a language through structured teaching, such as attending English classes to master grammar and vocabulary.

(b) Language acquisition

Language acquisition is a natural, subconscious process by which children pick up a language through exposure and interaction, like learning Swahili from family without formal instruction.

(c) Second language

A second language is an additional language learned after the native tongue, such as English for a Tanzanian child whose first language is Swahili, often for education or communication.

(d) Language

Language is a system of communication using sounds, words, and rules to convey meaning, enabling expression and understanding, such as a child saying “I am happy.”

2. Mention four ways you can use to assess each child’s ability to listen.

One way is asking comprehension questions. After a story, the teacher asks, “What did the dog do?” to check understanding.

Another way is observing responses. Noting if a child follows instructions, like “stand up,” indicates listening ability.

Using audio exercises is effective. Playing a sound and asking the child to identify it, like a bird chirp, tests auditory skills.

Lastly, group discussions help. Observing if a child reacts to peers’ comments shows active listening.

3. Briefly elaborate four functions of language to children.

One function is communication. Language allows children to express needs, like “I want food,” to interact with others.

Another function is thinking. It helps children organize thoughts, such as describing a game, aiding cognitive growth.

Language supports social bonding. Through conversations, children build relationships, like chatting with friends.

Lastly, it facilitates learning. Language enables understanding instructions, such as “write your name,” in school.

#### 4. Outline four importance of teaching pronunciation of letters to children.

One importance is improving speech clarity. Correct pronunciation of “b” versus “p” helps children be understood.

Another is building confidence. Accurate letter sounds, like “t” in “top,” encourage speaking without fear.

It enhances reading skills. Knowing pronunciation aids decoding words like “cat” during reading.

Lastly, it supports language development. Proper letter sounds lay a foundation for grammar and vocabulary.

#### 5. Name four ways through which children can learn a language.

One way is through imitation. Children mimic parents saying “mama,” learning by repetition.

Another way is interaction. Conversations with peers or teachers, like asking “what’s this?” help language acquisition.

Exposure to media is effective. Watching English cartoons teaches words and phrases naturally.

Lastly, formal instruction. School lessons on grammar and vocabulary guide structured learning.

#### 6. List down four materials which teachers need when teaching children to write.

One material is pencils. They allow children to practice letter formation on paper.

Another material is worksheets. Pre-printed sheets with tracing lines guide writing practice.

Erasers are essential. They help correct mistakes, encouraging error-free writing.

Lastly, paper is needed. Blank or lined sheets provide a surface for writing exercises.

#### 7. Briefly analyse four importance of involving pre-primary children in the teaching and learning activities.

One importance is active engagement. Participation in songs or games keeps children focused on learning.

Another is skill development. Activities like drawing enhance motor skills and creativity.

It boosts confidence. Contributing ideas during discussions builds self-esteem.

Lastly, it fosters collaboration. Group tasks teach sharing and teamwork among peers.

8. Identify four factors which facilitate children to listen.

One factor is a quiet environment. A noise-free classroom helps children hear instructions clearly.

Another factor is teacher's clarity. Slow, distinct speech aids comprehension of lessons.

Motivation is key. Interesting stories encourage children to listen attentively.

Lastly, repetition supports listening. Repeating key points reinforces understanding.

9. Briefly describe four reasons of preparing a lesson notes before the teaching process.

One reason is organization. Notes outline topics, like vocabulary, ensuring a structured lesson.

Another reason is time management. Prepared notes help allocate time for each activity efficiently.

It ensures coverage. Notes guarantee all objectives, like pronunciation, are addressed.

Lastly, it aids flexibility. Notes allow adjustments if a child struggles with a concept.

10. List down the four language skills.

One skill is listening. It involves understanding spoken language, like following a story.

Another skill is speaking. It enables expressing thoughts, such as answering questions.

Reading is a skill. It allows interpreting written text, like a book.

Lastly, writing is a skill. It involves creating text, such as writing a sentence.

11. Suggest five factors which arouse the child's interest to read.

One factor is colorful illustrations. Books with pictures, like animals, attract young readers.

Another factor is relatable content. Stories about family or school spark curiosity.

Interactive elements, like lift-the-flap books, engage children actively.

A supportive environment, with a reading corner, encourages regular reading.

Lastly, praise and rewards. Positive feedback for reading motivates continued interest.

12. Describe five problems which cause difficulties in the teaching and learning of English Language to pre-primary school children.

One problem is limited English exposure. Children with minimal access to English struggle to practice.

Another problem is teacher shortages. Few trained staff lead to inconsistent English instruction.

Large class sizes create challenges. Individual attention for pronunciation is hard with many pupils.

Lastly, cultural interference. Mixing Swahili with English confuses language learning.

13. Show five writing errors which occur when children are learning to write.

One error is letter reversal. Children may write “b” as “d” due to confusion.

Another error is inconsistent size. Letters vary in height, like a small “a” next to a tall “l.”

Spelling mistakes occur. Words like “cat” might be written as “kat” phonetically.

Lastly, poor spacing. Words run together, like “thecat,” showing layout issues.

14. Elaborate five pre-writing skills which teachers should use when preparing children to write.

One skill is hand-eye coordination. Tracing lines or shapes prepares children for letter formation.

Another skill is grip development. Holding crayons strengthens finger control for pencils.

Fine motor skills are essential. Activities like threading beads improve dexterity.

Spatial awareness helps. Drawing within lines teaches letter placement.

Lastly, letter recognition. Identifying “A” or “B” builds readiness for writing them.

15. Explain five factors which should be considered when using a teaching aid.

One factor is relevance. The aid must match the lesson, like flashcards for vocabulary.

Another factor is age-appropriateness. Simple visuals suit pre-primary children’s understanding.

Durability is important. Materials should withstand handling, like laminated charts.

Safety must be ensured. Aids should lack sharp edges to protect young users.

Lastly, cost-effectiveness. Affordable aids, like reusable boards, fit budget constraints.

16. Show and briefly describe thirteen components which are found in the English Language lesson plan for pre-primary school children.

One component is objectives. It states goals, like “Children will name five colors.”

Another is materials. It lists aids, such as picture cards for teaching.

Introduction is a component. It engages children with a song about animals.

Activities are included. Tasks like coloring “red” reinforce learning.

Another is timing. It allocates 10 minutes for each activity.

Teaching methods are noted. Approaches like group work are specified.

Assessment is a part. It includes checking if children say “blue” correctly.

Resources are listed. Books or videos support the lesson.

Closure wraps up. A recap of colors ends the session.

Homework is assigned. Tasks like drawing shapes are given.

Teacher’s reflection is included. Notes on effectiveness, like engagement levels, are added.

Safety considerations are noted. It ensures aids are safe, like no small parts.

Lastly, evaluation criteria. It defines success, such as 80% participation.