TMP ENGLISH EXERCISES 2025

1.Basing on the piece of primary English syllabus presented to you here-attached below, name any five elements of this syllabus unit.

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English	**Unit 7:** Rights, responsibilities and needs		**No of lessons:** 25	
Key Unit Competency: To use language learnt in the context of rights, responsibilities and needs.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
- Identify the use of modal verbs must/ mustn't and the first conditional. - State the basic vocabulary of rights, responsibilities and needs in society.	- List and define rights, responsibilities, rules, and needs orally. - Write a poster about school rules. - Listen to/read texts about rights, responsibilities, rules and/or needs. Show understanding visually or in writing. - Write a short text about rights, responsibilities, rules, and/or needs.	- Respect that everyone has rights and responsibilities.	**Language use** **Talking about our rights** - We have a right to education. What are our rights? **Talking about our responsibilities** - We must be honest. We must respect other people. **Talking about rules** - We must keep the classroom clean. If we fight, we will be punished. **Talking about our basic needs** - We need shelter. What do we need in the community? **Vocabulary** **Rights:** - Education, water, health, etc. **Responsibilities:** - Honest, kind, respect, help, etc. **Needs:** - Water, clothes, shelter, etc. **Language structure** - Modal verbs: must/must not. - The first conditional. **Sounds and spelling** - Learn about common word endings, word families and roots of words.	- Match pictures and sentences about rights and responsibilities. - Talk in groups about rights, responsibilities, etc. - Create a list of rights and define them. - Read a short text about school rules. Divide them into 2 columns, dos and don'ts. - Read/listen to a text about needs in society. - Look at a poster and get ideas about how to design one, e.g. use of drawings/titles/print size and colour, etc. - Talk in groups and formulate school rules. - Plan and write a chart about school rules. - Hold an exhibition of charts.
Links to other subjects: *Social studies: rights in society and social needs.*				
Assessment criteria: *Can list and define rights, responsibilities, rules and needs in society.*				
Materials: *Pictures and photographs.*				

ANSWER: The elements of this primary English syllabus unit are the following

-Topic Area:**oral and written communication**

-Class and subject:**P4 English**

-Sub-Topic Area

-Unit Number and Title:**rights, responsibilities and needs**

-Key Unit Competence:**to use language learned in the context of rights, responsibility and needs**

-Number of lessons:**25**

-Learning Objectives

-Content

-Learning Activities

-Links to other Subjects:social studies:**rights in society and social needs**

-Assessment Criteria:**can list and define rights,responsibilities and needs in society**

-Materials:**pictures and photographs**

2.What is an English syllabus?

An English syllabus is a document which describes the learning objectives, the content, learning activities related to English. It provides guidance on teaching and assessment methodologies.

3.Identify any four competences that may be developed in English teaching and learning.

Four competences that may be developed in English teaching and learning include , communication, problem-solving, critical thinking, cooperation and interpersonal management and life skills,…/4marks

7. Explain how you should help your learners develop different competences in your English lessons.

-From the syllabus units, the teacher identifies different competences to be developed by the learners and foster them by engaging learners through inquiry methods, group discussions, research, investigative activities, group and individual work activities.

-The teacher should take into consideration different cross-cutting issues and integrate them in the learning activities where applicable.

-The teacher should encourage individual, peer and group evaluation of the work done in the classroom.

-They should also use appropriate competence-based assessment approaches and methods.

-The teacher acts as a guider, facilitator, counsellor in the learning process. They should give tasks to learners which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.

-The teacher focuses on observation of evidence on what learners can do and then identifies any difficulties encountered by them so that appropriate strategies can be developed for those with special needs.

4. Explain any four reasons why Rwandan adopted teaching and learning English in all levels of education including pre-primary and primary education levels?

-English has become one of Rwandan official languages in administration. English is taught since pre- primary schools so that these children get familiar with it and be able to communicate with those who speak it in different levels of administration of the country.

-It is taught since pre- primary schools so as to equip those children with basic communication skills in that language that will help them in their further studies

-English has become an international language. Rwandans have to learn it so as to be able to communicate internationally with those who speak it

-English is used for business purposes. It is taught since pre-primary schools so as to equip them with language skills that may be used for business purposes.

5**.** Syllabus objectives and instructional objectives are both pedagogical intentions intended to be achieved after a certain period of English teaching/learning process. However, these pedagogical intentions are different basing on different point of views. As a future teacher who is supposed to be informed on them, differentiate them basing on at least five point of views**.**

Learning objectives are different from instructional objectives in the following way:

Learning objectives in scheme/syllabus	Instructional objectives in the lesson plan
They are set and already predetermined by the curriculum/syllabus developers.	They are set by the teacher basing on what has been schemed.
They are objectives adapted from the syllabi	They are designed and set according to the objectives from the scheme.
They can hardly be changed or altered by the teacher especially those reflected in the syllabi	They are designed by the teacher and sub jected to any change.
They cover a wide scope of content such as the whole unit.	They are strictly desidned to meet the needs/requirements of one lesson.
They do not cater for all the five components such as Condition, Who, Behaviour, Content and Standard of Performance(only 3elements are essential:Who, Behaviour and Content).	They have all the required five components

6.From a piece of primary English syllabus of any level of your choice(pre-primary or primary), **make** an instructional objective of a lesson from it.

Check the instructional objective made if it is composed of five components (conditions, who, behaviour, content and standard of performance). /5marks

7.With reference to Competence-Based Curriculum, here –below, there is a piece of Primary English syllabus. Basing on it, answer the following questions:

a)Which class is for this English syllabus?

b)On which unit number is this teacher?

c)What is the unit title?

d)How many lessons does this unit have?

e)What is the key unit competence of this unit?

f)Write three learning objectives reflecting respectively knowledge and understanding, skills and attitudes and values to be developed within this unit

g)Make an instructional objective of one lesson of your choice from it.

h)Write any three teaching and learning aids you should use when teaching your lesson.

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		**Unit 4:** The environment		**No of lessons:** 25
Key Unit Competency: To use language learnt in the context of the environment.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
- Recognise the use of the passive voice and prepositions of place. - Identify the vocabulary of geographical features, compass points, and wildlife.	- Orally describe the location of Rwanda on a map of East Africa. - Describe the key geographical features of Rwanda using a map, both orally and in writing. - Listen to/read a short text about places on a map. Show understanding by locating them. - Listen to/read a short text about the uses	- Respect and protect the environment.	**Language use** **Describing a map of Rwanda** - This is our province. The neighbouring countries are Tanzania and the DRC. **Naming geographical features on a map** - This is a mountain. These are woodlands. This province has hills. This district is mountainous. **Describing position on a map** - The river is near Butare. The volcano is in the north. **Describing the uses of physical features** - Lakes and rivers are useful because they provide water. We grow crops in the soil. **Describing wildlife in Rwanda** - There are antelopes in our district. Rare flowers are found in this region. **Vocabulary**	- In groups, discuss and match pictures of animals, birds, and plants with words. - Label a map to show where they are found. - Use a map to locate Rwanda in relation to its neighbours. - Label a map with the names of physical features. - Read a short text about the uses of physical features. - In groups, discuss the physical features. - Write a text about flora and fauna found in Rwanda. Use and refer to a map. - Listen to texts about places on a map and show understanding by labelling the map.

a) **P5/ 1mark**
b) **Unit 4/1mark**
c) **Unit title: the environment/1mark**
d) **Number of lessons:25/1mark**
e) **Key unit competence: to use language learnt in the context of the environment. /1mark**
f) **;;;**
KNOWLEDGE:
-Recognize the use of the passive voice and prepositions of place/2marks
-Identify the vocabulary of geographical features, compass points and wild animals.
-SKILLS:
-Orally describe the location of Rwanda/2marks
-Describe the key geographical features of Rwanda
-Listen to/ read a short text about the use of physical features and show understanding visually or in writing
-Name key flora and fauna in Rwanda
ATTITUDES AND VALUES:
-Respect and protect the environment/2marks
g) **See choice of one lesson and its instructional objective made up of five components (conditions, learner, behavior, content, standard of performance)**
h) **Maps , photographs, pictures/drawings,…/3marks**
8. Why should English teachers set an instructional objective while preparing lessons before teaching
-Instructional objectives set limits for the content to be covered so that the teacher remains focused during the lessons

-They enable the teacher to evaluate the lesson and himself/herself
-They enable the teacher to select the most appropriate teaching and learning strategies.
-They enable him/her to select the most appropriate teaching methods and approaches.
-They enable him to identify appropriate T/L resources.
-They enable him/her to determine assessment methods
-They give directions to the learners and assist them to make better efforts to attain their goals.
9. A primary English teacher who has been teaching for 10 years in the same level argues that: "there is no need of continuing preparing English lessons of this class as I master them." Do you agree with this teacher? **Justify** your position.
I don't agree with him/her. This teacher should continue preparing English lessons for the following reasons:
-Pupils change year par year, hence, lessons should be prepared to meet their needs
-Lesson plan is a pedagogical and administrative document that a teacher should always have.
-It helps in budgeting for the time to be spent on the lesson presentation.
-It enables the teacher to present his/her work in an organized way.
-All lessons are not always taught successfuly due to some factors such as learners'needs, resources, methods used, classroom environment and management,… hence, these lessons should be prepared so as to improve on these factors.
10. At which extend is a subject syllabus relevant to a teacher such as English syllabus for an English teacher?
-It Guides teachers on what content to teach/2marks
-It Guides teachers on what approaches to use/2marks
-It Guides teachers on how assessment will be done/2marks
-It Guides teachers on resources to be used/2marks
-It Guides teachers on sequence of content and objectives for the year/Level/2marks
11.Complete the following table with a cross (×) wherever possible and appropriate/**10marks**

	Collected material	Visual material	Concrete material	Visited material
textbook				
sand				
Digital camera				
zoo				

Complete the following table with a cross (×) wherever possible and appropriate/10marks

	Collected material	**Visual material**	**Concrete material**	**Visited material**
textbook		×	×	
sand	×	×	×	
Digital camera		×	×	
zoo		×	×	×

12.Explain any four advantages of using teaching and learning resources in English lessons.
-They enhance retention which makes learning more effective.
-They stimulate and sustain interest in learning.
-They provide first-hand experience with the realities of the physical and social environment.
-They help to overcome the limitations of the classroom and make what may be inaccessible in class available.
E.g: video, films, Slides, photographs.
-They encourage active participation by learners.
-They make it easier for the teacher to explain concepts. This saves time as explanations are brief and precise.
-They discourage rote learning and make abstract ideas more concrete.
-They make learning resources based.
-They make learning to develop the power of imagination, observation, reasoning and creativity.
-They promote the development of skill such as cooperation and sharing.
13.Describe an English learning situation in which audio-visual material are likely necessary to be used

Audio-visual materials are likely to be used in an English class characterised by the following:
-When teaching a large class. /2marks
-When they replace some objects which are absent or inaccessible such as the moon, historical events/2marks….

14.How would you apply improvisation in English teaching and learning?

I will apply improvisation by making teaching and learning aids from local available like boxes, water containers, banana leaves.

15.Differentiate Observational/ Visual involvement materials/aids from Aural/auditory involvement materials in English teaching and learning/**4marks**

.Observational/ Visual involvement materials are the materials that help the learners to participate in teaching and learning process by observing information presented Visually. **EX:** charts, illustrations, handouts, videos, maps, graphs, charts, flashcard

2.Aural/auditory involvement materials are the materials that help the learners to participate in teaching and learning process by speaking and hearing information presented in auditory format. **EX:**Lectures, group discussions, stories, radio, phones,,,,

16.Here- bellow there are different instructional materials that may be used in teaching and learning English in pre-primary and primary schools:

Soil, stones, sticks, , text books, animal wastes, boxes, , plants, feather, mats, sorghum stems, , flowers, sand, tobacco , water, seeds, used up clothes, banana fibres, , egg , tree, , rice sacks, plastic bottles, papers, pens and fruits.

a)Locate these materials in their respective categories among these given:

Printed materials	
None printed materials	
Manufactured materials	

These materials are categorised in the following way:

Printed materials	**Text books,papers**
Non-printed materials	**Soil, stones, animal wastes, plants, feather, mats, sorghum stems, flowers, sand, tobacco, water, seeds, up used cloths, banana fibres, egg, tree, rice sack, plastic bottles, pens, fruits, papers/2marks**
Manufactured materials	**boxes, mats, tobacco, up used clothes, rice sacks, plastic bottles, pens, papers/2marks**

17.With reference to Competence-Based Curriculum, here –below, there is a piece of Primary English curriculum. Choose one lesson from it and make its lesson plan. Note that there are 45 students in the classroom in the school year2020; among them one is physically impaired while two of them have low vision.
Note: suppose that the school is X PRIMARY SCHOOL, While the teacher is DDDD

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SECTION C: LESSON PLAN
Lesson plan in CBC: elements to check in CBC lesson plan format according to REB
1.Administrative information (10 elements)
2.Instructional objective (5 components of it)
3Timing for each step (introd.,development,conclusion &mentioning self-evaluation)
4.Teacher's activities
5.Learners'activities
6.Accuracy of the content
7.Generic competences and cross cutting issues
19.What is ECLECTICISM in language teaching and learning?/**2marks**
Eclecticism refers to the principle of multiple line of approach in language teaching and learning. it reflects the idea that No one approach alone can be the answer to all the problems encountered in a language teaching course. Thus, in varying our approaches and methods, we use different means to achieve definite objectives in a more effective way. /2marks
20.Which method/approach is the earliest in language teaching and learning?/**2marks**
The earliest method in language teaching and learning is Grammar translation method./2marks
21.Identify any two advantages of teaching English through direct method/**4marks**
1.It improves fluency of speech.
2.It improves oral expression, written expression and expand vocabularies.
3.Improves the development of language sense
4.Develops listening, speaking, reading and writing
5.Increased employment opportunities
6.Helps in bringing words from passive vocabulary into active vocabulary
7.Facilitates alertness and participation of students
22.State any 4 principles upon which Desuggestopedia method as one of English teaching and learning methods and approaches is built./**4marks**

-Learning takes place easily in a colourful, cheerful and comfortable environment.

-People learn from what surrounds them in environment. (this is what called ' peripheral learning').

-The teacher should serve as a good model in a language as this can foster confidence and trust for him/ her in students.

-The teacher should do his/her best to desuggest all psychological barriers he/she might find in students: lack confidence, etc.

-Assuming identities in role-plays gives students confidence as they feel that their performance is not their but that of other people.

-The main goal of teaching under desuggestopedia is to make the conscious and subconscious meet.

23.Enumerate different components of language teaching and learning

-Phonological awareness

-Phonemic awareness

-Vocabulary

-Fluency

-Comprehension.

24.What is LAD according to Naom Chomsky in language acquisition?

According to Naom Chomsky, LAD means Language Acquisition Device. According to Chomsky, children are

born with innate capacity of acquiring a language known as Language Acquisition Device (LAD).

25.Complete with the appropriate word or phrase and underline it in the context/**4marks**

1.With -----------------------------------method, students learn grammatical rules and then apply them by translating sentences between the target language and the native one and vice-versa.

2.------------------------------principle tells the teacher to arrange the teaching materials in such a way that pupils can start from the known to unknown, from the simple to the complex and from the easy to the difficult.

3.-------------------------approach believes that language can be reduced to learnable set of building blocks.

4.……………….is the ability to read accurately, smoothly and with expression.

1.–grammar translation method, 2.Gradation ,3.Structural ,4.Fluency

26.To which language teaching method or approach refer the following statements? / **10 marks**

a) Learning takes place easily in a colourful, cheerful and comfortable environment

b)The imperative is a powerful linguistic device through which the teacher can direct learner's behavior.

c)Language can be reduced to a learnable set of building blocks. There are rules, known as grammar and syntax that govern how to combine these basic elements. These rules can be memorized to achieve a high level of proficiency in a language.

d)Learning a language is a conscious, rational, information-processing event as it involves using one's own sources such as imagination, creativity and intuition.

e)There is purpose and meaning behind the sounds that come out of our mouths. In essence, we have verbs, nouns, pronouns, adjectives and so on in order to express language functions and notions.

a.Desuggestopedia method b.Total physical response approach c.Structural approach d.Cognitive approach

e.Functional notional approach

27.How would you apply the following principles to English teaching and learning?

a.Differential principle

b.Proportion of different aspects of the course

c.Individualization

Differential principle: As in teaching a particular language activity, the teacher faces specific problems that should be solved since the development of each activity requires certain techniques and exercises, this principle calls for special attention on the part of the teacher in teaching English in each language activity (listening, speaking, reading and writing)

Proportion of different aspects of a course: This principle postulates that different aspects of language (understanding, speaking, reading and writing) as well as different branch of study (i.e. phonetics, morphology, syntax, semantics, etc) should be given equal importance and appropriate amount of attention.The teacher should not

teach only the aspects he/she is interested in and forget the others. Language is made up of different components and cannot be studied well unless a fair amount of time is given to each component.

Individualization: With this principle, it is suggested that due to the fact that some individuals in the class learn more slowly than others or faster than others, the teacher has to assess the progress of each individual learner in the class and find the way how to manage the classroom activity so that the slowest learners are not depressed being left behind and the fastest ones are not frustrated by being held back. This principle is achieved by using the individual cards, by specific selection of exercises for each group pupils in the class, by the use of additional material.

28.How can parents help their children develop   phonological awareness at early age so as to facilitate their language acquisition?

-Making language play a part of your day.

-Read to your child rhyming books,

-Sing songs and have her (the child) come up with words that rhyme or start with the same sounds

-Play phonological awareness games on line

-Enroll your child in pre-school program me where he/she gets a rich experience with language and sounds.

-Check out technological apps and software that help the child to learn and practice phonological and phonemic awareness.

29.As a future English teacher, show how you will use the following language teaching and learning methods/approaches in English classes.

-Natural approach/ **3 marks**

-Total Physical Response approach/**3marks**

Natural approach**: will be used by creating a learning environment where only the target language is used and encouraged to be used. They will have to use it both in and outside of the classroom. Therefore, all learners will make effort to communicate in that language despite still language barriers the present. Some of them will be more challenged but with time will end up being familiar with that language. Briefly they will end up communicating easily in that language as young children end up communicating in their mother tongue.**

Total Physical Response **: will be applied by instructing learners to execute all commands given to them by responding with physical movements. This approach recognises that learners develop firstly listening skills and that speaking skills develop later. Therefore, the teacher helps them develop them. /3marks**

30.How would you help your learners develop fluent become fluent readers at early age? Propose any three strategies

-Child/adult reading (model reading): the adult models, then the learners practices

-Choral reading: reading in unison

-Assisted reading: reading a long with a recorded text.

-Partner/partner reading: reading a long with another child

-Reading silently by learners by whispering with timeline

31.How would you recognize that a given reader is fluent? Propose any three indicators of fluent readers.

-Reading smoothly and with expression accurately (accuracy)

-Recognizing words automatically without struggling over decoding issues (automaticity)

-Reading with prosody that is chunking the words into appropriate phrases or meaningful units based on the syntactic features of the text (see respect of punctuations).

32.Judge which of the methods/approaches to language teaching and learning is the best in English teaching and learning

There is no best method in language teaching and learning. Each of them is suitable depending upon other factors such as the class size, availability of teaching resources, learners 'needs, environmental conditions. In addition, there is no one method/approach which is enough to meet all the mentioned factors. Therefore, the English teacher is advised to use various methods in English teaching so as to solve different problems encountered and meet learners'needs./5marks

33.Comment on the following statement: "**language is what native speakers say"/5marks**

This statement would mean that in language teaching and learning, one should do his/her best to use it as the native speakers do when it comes to applying the four language skills (listening, speaking, writing and reading). Therefore its grammar should be respected in language teaching and learning./5marks

34.It has been observed that though Rwanda has put much emphasis on teaching and learning foreign languages including English in different levels of education, many of the graduates are not able to communicate in those languages. Generate hypotheses about reasons behind this issue? /**10marks**

-There is interference of these languages with the mother tongue.

-Children are not trained in those languages at early age through the five components of language acquisition

-Motivational use of these languages is low as Kinyarwanda is used in all services

-Learners are not given much opportunities to use them throughout teaching and learning processes.

-The four languages skills are not evenly developed

-Lack of models in speaking them.

-English teachers don't help them to develop self-confidence in using those languages.

35.It has been observed that though Rwanda has put much emphasis on teaching and learning foreign languages including English in different levels of education, many of the graduates are not able to communicate in those languages .Elaborate on how this problem can be overcome?/**10marks**

-Training children at early age in components of language teaching and learning.

-Encouraging the use of those languages in different services.

-Proving many opportunities to practice those languages in school milieu.

-Teaching four language skills evenly

-Developing their self-confidence in using them.

36.Identify oral language skills./**2marks**

Oral language skills are listening and speaking skills/2marks

37.Define active listening./**2marks**
It is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said and with holding judgment and advice. /2marks

38.The acquisition of four language skills follows a certain order. Structure it./**2marks**
The acquisition of four language skills follow this order: listening, speaking, reading and writing.

38.Explain any four strategies you can use to develop listening skills of your learners./**8marks**

Dictation: can also help learners in improving the listening skills, identifying the uttered words and the writing skills. Taking dictation doesn't only improve the listening and writing skills, but also spelling and punctuation./2marks

Drama and role-play: also helps learners in the development of listening and speaking abilities, self expression and in gaining confidence to speak in public. Drama can be defined as an activity that asks pupils to portray either themselves or other people in the imaginary situation. The learner is expected to adopt the role of a character and to project for instance, that character's way of speaking, dressing, physical features and behaviour. /2marks

Group work: can also a long way in developing listening and speaking skills, as learners interact in relax manner. Research shows that learners retained acquired knowledge, more when they are not under pressure to learn. Small groups should be used to discuss a topic of learners' own choice or one given by the teacher./2marks

Communication games: can also be used to develop listening and speaking skills. They foster authentic, natural and creative language use.

Others include: storytelling, debate, poems

38.Describe the process of teaching listening skills through storytelling ./**10 marks**

Step1: language presentation

In this step, the teacher should teach new lexical items (vocabulary) found in the story in order to enhance comprehension.

Step2: introduction to the story

Stimulate pupils'interest by:

-Discussing visual aids based on the story

-Linking the story with pupils'experience and environment.

-Discussing the title of the story through using questioning technique.

Step3: Narration

Tell the story as interestingly as possible using the story-telling techniques such as voice variation, body movement, miming, gestures, signs and facial expression, repletion of key phrases and singing songs contained in the story if any.

Step4: checking understanding

In this step, the teacher should check if pupils have followed the story by asking them oral questions.

Step5: Follow up activities

Different follow up activities can be planned depending on their suitability to the story. Among them, there are:

-Discussion of themes and characters in the story

-Writing a summary of the story, an essay or dialogue based on the story.

-Writing own story or describing characters in the story in written form.

-Dramatization of parts of the story.

-Singing any song contained in the story.

39.Show the process you would go through when teaching listening skills through poems./**10marks**

1.Before reading

-The teacher writes the poem on the blackboard

-The teacher helps pupils explain the blocking words of the poem

-The teacher helps pupils to analyze the poem/ (theme, characters and conflict if any).

2.During reading/reciting a poem

-The teacher models or reads the whole poems and pupils follow the teacher modeling a poem

-The teacher reads the poem line and pupils echo read.

-The teacher asks pupils to choral read/cite with the teacher

-The teacher asks the whole class to repeat /recite poem themselves

-The teacher asks the group of learners to read/recite a poem to the whole class.

-The teacher asks individuals to read/recite the poem and ask others to follow

3.After reading/reciting

-The teacher asks as many pupils as possible to recite the poem

-He/she may also ask pupils some comprehension questions.

40.Describe an English teaching-learning process in which learners listen to you actively./**10marks**

An English lesson in which learners listen actively is characterised by the following:/ (**2marks each idea**)

-Learners follow attentively without making nose, They take notes,Sometimes they smile,They make eye contact,They are not distracted,They ask questions,They do not get bored,They sit properly with a good posture.

41. Examine the quality of stories and poems that should be used when teaching listening and speaking skills.

-They should be relatively short.

-They should be simple

-They should be adapted to the learners'age

-They should contain few characters

-They should contain moral values.

42.What are receptive language skills? /**2marks**

Receptive language skills are listening and reading skills./2marks

43.Identify productive language skills./**2marks**

Productive language skills are speaking and writing.

44.Identify any four language activities that can be used to develop English speaking skills of pre-primary or primary learners. **Storytelling,Debate,Group work,Dialogue/conversation,Role-play,Dictation**

45.State any 4 advantages of drama in English teaching and learning./**4marks**

-Learners develop oral skills (listening and speaking skills)

-They develop and improve memory skills (memorization)

-They develop confidence in self-expression

-Learners practice learnt vocabulary and language patterns and hence develop their English

-They develop pupils imagination and creativity

46.Explain any 2 competences that can be developed while teaching listening and speaking skills./**6marks**

1.Critical thinking: It is developed through the challenging questions they are asked and they reply orally.

2.Life-long learning: The works that are given to the learners develop their competences.These can be done even beyond classroom.

47. Differentiate productive from receptive language skills./**4marks**

Receptive language skills are language skills that are used in receiving information from outside these are listening and reading, while productive language skills are language skills used in acquiring information from outside. These are speaking and writing.

48.Listening and speaking go hand in hand. How would you help your learners develop them in your English lessons? Explain any five techniques. / **5marks**

-Encouraging them to communicate in English among them and others

-Organizing and conducting debate

-Work in groups on topics that require them to discuss

-Use role-play as a teaching technique in different lessons

-Teaching them some sounds that cause them some problems

-Encouraging tongue twisters

-Telling stories and reciting poems

50.Examine challenges faced in teaching listening and speaking skills in pre-primary and primary schools./**10marks.**

-Overpopulated classes that hinders individualisation in English lessons.

-Lack of good models in English speaking.

-Lack of audio materials to be used in listening and speaking activities.

-Interference with the mother tongue Kinyarwanda.

-Limited opportunities provided to listening and speaking activities.

-Lack of motivation and reinforcement

51.Discuss the importance of developing English listening and speaking skills in pre-primary and primary schools pupils.

It helps them to:

-Listen with understanding and respond appropriately

-Listen and respond spontaneously and fluently to conversational prompts

-Articulate all vowels and consonants in the English language alphabet

-Respond verbally to both verbal and written questions

- **Express one idea verbally in different situations**
- **Identify tonal variations and use them appropriately to get the right meanings**
- **To conduct a conversation intelligibly**
- **Present oral reports from what is read and on everyday experiences**
- **Adapt one mode of conversation to suit the context or situation.**

52.Outline any 5reading strategies that can be used to develop reading fluency for young learners./**10marks**

- **Modelling reading: the teacher reads a story to learners to provide a model of fluent reading.**
- **Choral reading: Learners choral read the story with the teacher: With choral reading, the teacher reads an enlarged text several times until students are familiar with it. Then the class joins him/her**

as they read the text together. **Nursery rhymes, songs, and funny poems are fantastic for choral reading.**

- **Echo-reading: learners echo read the story after the teacher: The teacher often points to words as he/she reads a sentence or short paragraph. Then he/she points to the words again as students echo her reading.**
- **Reading aloud a text**
- **Paired reading: asking one pupil to read to his partner a sentence and the other one takes over reading the next sentence until the text is over.**
- **Time lined silent reading: learners read silently by whispering with timeline.**

53.Give components of reading/**5marks**
- **Phonological awareness**
- **Phonemic awareness**
- **Fluency**
- **Vocabulary**
- **Comprehension**

54.What is intensive reading?/**2marks**

Intensive reading is linked to academic reading where further study of grammar, vocabulary and sentence structures may take place. This kind of reading is also known as reading comprehension/2marks

55.Define skimming as one of the strategies of reading./**2marks**

Skimming refers to the process of reading only main ideas within a passage to get an overall impression/ understanding of the content of reading selection. /2marks

56.Differentiate intensive reading from extensive reading./**4marks**

Intensive reading is linked to academic reading where further study of grammar, vocabulary and sentence structures may take place. This kind of reading is also known as reading comprehension. Extensive reading on the other hand, involves wide reading whereby learners have to read on their own, for their own purpose and pleasure. /2marks each side

57.Differentiate skimming from scanning as two strategies of reading./**4marks**

Skimming refers to the process of reading only main ideas within a passage to get an overall impression/ understanding of the content of reading selection, while Scanning is a method of selective reading, when searching for a particular fact/information or answer to a question/2marks each side

58.Describe characteristics of a fluent reader /**5marks**

Characteristics of Fluent Readers
-Decodes quickly or automatically -Reads at a good pace -Self-corrects -Reads with expression -Seems to understand text -Reads punctuation -Does not look tired

59.A reading comprehension lesson goes through the following stages: preparation, pre-reading, reading and post-reading stages. Describe teaching-learning activities that should be carried out in each stage during English teaching-learning process./**20marks**

- **Preparation stage**

In this stage, the teacher should read the passage before and decide on its suitability for learners and note difficult words, look at the set questions and see if there is no any need of rephrasing them or leave some of them out and formulate new ones to suit your purpose./3marks

- **Pre-reading stage**

Good readers prepare themselves before reading a passage or a text. They examine the title, illustrations, the format of the text, the headings and the subheadings in order to obtain clues about the content of the text. This advance preparation helps and supports their understanding of the text.

In line with this, in this stage the teacher sets the learners'mind to read the passage by posing related questions such as inviting them to make and justify the prediction about the content of the text based on the examination of the title, format, headings, illustrations; sharing everything they know about the topic as well as the questions they hop the text will answer. This aims at arousing their curiosity and interest about the text. Related but interesting events or stories can also be used to motivate them./5marks

- **Reading stage**

In this stage, the following steps are followed:

Step1: Silent reading (by learners)/3marks

Pupils read silently and independently for speed, fluency and comprehension. At the same time, they may identify difficult words (vocabulary) to be explained with the help of the teacher. The teacher also asks them some comprehension questions to ensure if they have read.

Step2: model reading (aloud) by the teacher/3marks

The teacher gives the model of reading by respecting punctuations with good pronunciation, stress and intonation.

Step3: reading aloud by learners/3marks

Learners read one by one, paragraph by paragraph, then the whole text by respecting the teacher's model. As they read, the teacher corrects bad reading habits that may occur, their pronunciation and respect of punctuations.

- **Post reading stage**

In this stage, the teacher assesses the general understanding of the text using some oral questions followed by written comprehension questions. Follow up activities such as debate or discussion of some issues raised in the passage could be held and learners express themselves. Dramatization, role-play, different writing activities such as summary and essays can also be done./3marks

60.Give any two examples of basic writing skills./**2marks**
- **good handwriting,**
- **proper spelling**
- **Use of right punctuation**

61.Identify any 3 writing skills that are characteristics of handwriting/**3marks**
- **Letter formation**
- **Letter shaping**
- **Letter spacing**
- **Word spacing in sentences**
- **Alignment**

62.Enumerate any four principles of writing /**4marks**
- **Clarity**
- **Simplicity**
- **Brevity**
- **Humanity**

63.Differentiate clarity from simplicity as principles of writing/**4marks**

Clarity :refers to being clear in everything one writes, in terms of purpose, audience and scope should be clear.

Purpose tells your reader why they are reading. If they reach the end of the page and say: 'so, what?', it is just as effective as if they had not read it at all. Find your purpose and write toward it always.

Audience tells a reader who you are writing for. Your audience determines the assumptions brought to the document which can affect readability. Without a clear audience, even the clearest prose becomes lost.

Scope determines what topics you will cover. Without a clear scope, some topics may be overlooked and others may be unnecessarily detailed. An unclear scope leads to an unclear message which leads to a confused reader.

Simplicity: refers to breaking concepts down to allow readers to understand them. Writers 'writing should rely on simplicity of topic and delivery. No matter the topic, simplicity is always better than complexity. Remember that if no one can understand you, your prose means nothing. /2marks each side.

64.Distinguish between basic writing skills and advanced ones./**4marks**

- **Basic writing skills are writing skills that involve good handwriting, proper spelling and right punctuation. These are primary writing skills needed to write well.**
- **Advanced writing skills are concerned with visual presentation such as writing formats for letters, reports, minutes; use of punctuation and capitalization. They also include grammar skills such as ability to use a variety of sentence patterns and sentence constructions.**

65.Explain how dictation can develop all four language skills including writing skills./**8marks**

- **Through dictation learners develop listening skills as they have to listen to what the teacher dictates them by letting them first listen to the passage to write.**
- **After, the teacher asks learners to repeat orally what he/she has said, one by one and/or all.**
- **Then, learners listen and write what the teacher tells them and he/she can once again read the whole passage and learners check what they have written.**
- **Lastly the teacher asks learners to read what they have written to check if there are no errors.**

66.Suppose one teacher from lower primary asks you piece of advice about how he/she can help his/her pupils develop hand writing skills. Describe the process through which he/she can go through so as to help those learners develop good handwriting. /**10marks**

- **copying simple letters, words, sentences and paragraphs**
- **Filling in missing letters in words from a list of given letters or guided by pictures for the purpose of spelling and word formation.**
- **Completing sentences for practicing sentence patterns.**
- **Writing plurals of words for formation**
- **Matching questions with answers using picture clues or context clues for the purpose of matching sentence structure**
- **Writing the opposites of words to practice word formation**
- **Matching components of compound words for word formation.**

67.How would you apply running dictation as one of the strategies that can be used to develop writing skills?/**10marks**

- **To prepare the passage on which running dictation is to be carried out.**
- **To multiply the passage and display it in different corners**
- **To divide the class into different groups**
- **To give instructions about how this dictation is done**
- **To let them carry out the activity**
- **To ask each group to report what they have written.**
- **To show them the right passage**
- **To identify the group that succeeded.**
- **To ask them to evaluate the activity**

68.Examine the importance of teaching writing skills in pre-primary and primary schools./10marks

It helps learners to:

- **recognize and use correctly letters of the alphabet and their phonemic representation.**
- **write down and use words, phrases, clauses and sentences correctly.**
- **use punctuation marks appropriately in their written work.**
- **use correctly spelling and capitalization in their written work.**
- **write down dictated content correctly.**

69.Critically assess problems that are likely to be faced by lower primary learners and sort them out./**10marks**

- **Badly shaped letters e.g: n for m; n for h**
- **Disjoint letters e.g: o for a;**
- **Back to front letters e.g: b for d or d for b**
- **Mixing capital and small letters e.g:tAble**
- **Poor aligned writing**
- **Irregular sized letters e.g: box for box**
- **Irregular spacing: Thecat is drinkingmilk**

70. Write on reasons why you have chosen your option in TTC in not more than 150words./**20marks**

Marks are distributed based on the principles of writing, processes involved in writing, parts of essay writing (introduction, body and conclusion)

71. What is grammar?/**2marks**

Grammar is part of the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has permanent rules. It has even exceptions. /2marks

72 any 5parts of speech to familiarise young learners./**5marks**

Noun, verb, adjective, adverb, pronoun, preposition, conjunctions,…/1mark each item

73. Give any 2 approaches that can be used in grammar teaching/**2marks**
- **The deductive approach: rule driven learning.**
- **The inductive approach- the rule discovery path**

74. Outline steps involved in teaching grammar inductively./**5marks**
- **Free observation**
- **Guided observation**
- **Comparison**
- **Generalisation**
- **Application**

75. Differentiate inductive from deductive as two approaches to language teaching and learning/**4marks**

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples. While inductive approach starts with examples and the rule is drawn from the analysis of the examples. /2marks each side.

76. Among rules of teaching grammar, there are the rule of context and rule of use. Differentiate them in line of respecting them in teaching and learning English.

The Rule of Context: this rule stipulates that grammar should be taught in context. If you have to take an item out of context in order to draw attention to it, ensure that it is re-contextualized as soon as possible. Similarly, teach grammatical forms in association with their meanings. The choice of one grammatical form over another is always determined by the meaning the speaker or writer wishes to convey.

• The Rule of Use: this rule suggests that grammar should be taught in order to facilitate the learners' comprehension and production of real language, rather than as an end in it. Always provide opportunities for learners to put the grammar to some communicative use.

77. Propose different strategies that you should use to develop grammar skills of your learners./**10marks**

As grammar should be taught in all language activities such as listening speaking, reading and writing activities, techniques(dictation ,debate,role play,storytelling…) used to develop those language activities develop at the same time grammar skills./2marks each idea.

78. How would you apply the following rules of grammar teaching during grammar lessons?
   a) The Rule of Relevance/**3marks**
   b) The Rule of appropriateness:/**3mark**s

I would apply The Rule of Relevance in grammar by only teaching grammar that students have problems with. This means, starting off by finding out what they already know and not assuming that the grammar of English is a wholly different system from the learner's mother tongue. I will exploit the common ground. /3marks

I would apply the Rule of appropriateness by interpreting all rules of grammar teaching according to the level, needs, interests, expectations and learning styles of the students./3marks

79.Suppose you are going to teach "modal verb **must/must not**" in P4 from unit 7: Rights, responsibilities and needs. It has 25 lessons. Write a lesson plan of this lesson assuming that it would be delivered on a date, in a term and school year of your choice. /**30marks**

 Note: take PPP as the name of the teacher and LLL as the name of the school.
LESSON PLAN /30 marks
Lesson plan in CBC: elements to check in CBC lesson plan format according to REB
1. **Administrative information (10 elements)/5marks**
2. **Instructional objective (5 components of it)/5marks**
3. **Other elements (7 elements)/7 marks**
4. **The body:**
   - ☐ **Timing for each step (introd.,development,conclusion &mentioning self evaluation)/2 marks**
   - ☐ **Teacher's activities/ 2.5 marks**
   - ☐ **Learners'activities/2.5 marks**
   - ☐ **Accuracy of the content/3marks**
   - ☐ **Generic competences and cross cutting issues/3 marks**

80.Elaborate criteria on which you should base your judgement of the level at which an individual masters the grammar of English language./**10marks**
- **Appropriateness of using parts of speech such as nouns, verbs, adverbs, adjectives, in all language skills-speaking, reading and writing.**
- **Use appropriately punctuation marks**
- **Appropriateness of pronunciation**
- **Appropriate construction of grammatical structure semantically and syntaxically correct.**

81.What is classroom observation?/**2marks**
Classroom observation describes the practice of sitting in on another teacher's class to observe, learn and reflect./2marks

82.Identify any 10 aspects of the classroom lesson the observer can be looking at/**10marks**
- **routines,**
- **use of time,**
- **schedule,**
- **participation,**
- **teaching strategies,**
- **management strategies,**
- **learner interest,**
- **Facilitation of learners with SEN**
- **Chalkboard management**
- **Assessment strategies**

83.Explain the benefits of classroom observation on the side of the observer./**10marks**
He/she observes new techniques, strategies, ideas and resources
He/she gain insight into one's own strategies and techniques
He/she observes students' reactions from a different perspective
He/she helps create a professional learning community with the best interests of the students in mind
He/she gains personal Professional Development and growth.

84.Analyse advantages of observation of model lessons for a student-teacher./**10marks**
- **He/she learns about teaching methodology of the subject from the other teacher.**
- **He/she learns about the use of teaching-learning resources.**
- **He/she learns about classroom management.**
- **He/she learns about learners'participation**
- **He/she learns about classroom management.**

85.Compare and contrast observation of a language class and other lessons./**10 marks**

Generally, class observation targets different aspects that are common in all subjects. But particularly the observation of a language class will focus on English teaching techniques knowledge. In this case, the student teachers would focus on the overlap between pedagogic knowledge and content knowledge specifically what takes place in an English class. For example, it would be difficult to imagine an English classroom without pair work activities. In other classes and other subjects one might observe group work activities; however, due to the linguistic content, there would be significant differences between the interactive exercises. In other subjects group work or pair work might be optional; but in a language classroom they are absolutely necessary. Furthermore, beginner second language (SL) learners require much more structure in an activity than beginners in other courses, because the structure increases the likelihood of success.

87.What is micro-teaching?/**2marks**

Microteaching is one of a range of teaching techniques for developing experiential knowledge of a professional action in a controlled and progressive way (Michael Wellace, 1999). In this teaching technique, a teacher's situation is reduced in scope and a trainee is given the role of experimenting on his/her skills of subject teaching such as English teaching./2marks

88.State steps of micro-teaching/**6marks**

Plan, Teach, Feedback, Replan, Reteach, Re-feedback

89.Explain the stages of micro-teaching/**12marks**

- **Plan: this step involves selection of the topic and related content. The topic is analysed into different activities of a teacher and learners.**
- **Teach: this step involves the attempt of the student-teacher to use the components of the skill in suitable situations in the process of teaching and learning as it is planned. If the situation is not visualized in planning of the activities, the student-teacher should modify his/her behavior as per demand of the situation of the class. The teacher should have the courage and confidence to handle the situation in the class effectively.**
- **Feedback: it refers to the giving to the student-teacher about his/her performance. This helps him/her to improve his/her performance in the desired direction. Feedback can be provided by peer group, course teacher, school administrator, community members or student-teachers themselves.**
- **Re-plan: after being given feedback on how he/she taught (positive and negative aspects of his/her performance), the student- teacher re-plans his/her lesson by incorporating ther points of strength and removing the points of weakness that is, points that are not skillfully handled during teaching in the previous attempt either on the same topic or another topic suiting the student-teacher for improvement.**
- **Re-teach: this step involves the teaching of the same group of learners (peers) if the topic is changed or a different group of learners if the topic is the same. This is done in order to remove boredom or monotony in the learners. The student-teacher teaches the class with renewed courage and confidence to perform better than the previous attempt.**
- **Re-feedback: this is the most important step or component of micro-teaching for behavioral modification of the student-teacher in the desired direction in each and every skill practiced.**

90.Differentiate micro-teaching from peer-teaching/**4marks**

Microteaching is one of a range of teaching techniques for developing experiential knowledge of a professional action in a controlled and progressive way (Michael Wellace, 1999). In this teaching technique, a teacher's situation is reduced in scope and a trainee is given the role of experimenting on his/her skills of subject teaching such as English teaching. Microteaching can be at the same time peer teaching as long as the trainee teaches his/her peers/classmates.

Peer-teaching involves one or more students teaching other students in a particular subject area and builds on the belief that 'to teach is to learn twice'(Whitman ,1998)

91.How would you proceed when giving feedback to your fellow classmate after delivering his microteaching lesson?/**10marks**

- **Start with positive aspects observed during micro-teaching.**
- **Appreciate what has been achieved.**

- **Continue with areas of improvement by being clear about exactly what needs to be improved next and how (way forward).**
- **Avoid generalization such as "there are a lot of inaccuracies". Instead, focus on specific areas for development which you can discuss with the learner.**
- **End your feedback with yet another positive action the student-teacher has done.**

92.Describe the importance of giving constructive feedback in microteaching./**10marks**
- **It helps to clarify what good performance is in teaching.**
- **It facilitates the development of self-assessment (reflection) in teaching skills.**
- **It encourages positive motivational beliefs and self- esteem.**
- **It provides opportunities to close the gap between current and desired performance in teaching.**
- **It provides information to students-teachers that can be used to help shape teaching.**

93.Analyse the advantages of giving constructive feedback to student-teachers./**10marks**
- **It helps to clarify what good performance is in teaching.**
- **It facilitates the development of self-assessment (reflection) in teaching skills.**
- **It encourages positive motivational beliefs and self- esteem.**
- **It provides opportunities to close the gap between current and desired performance in teaching.**
- **It provides information to students-teachers that can be used to help shape teaching**

94.Evaluate the role of micro-teaching to teacher training./**10marks.**

Through micro-teaching, the student-teacher gets familiar with the following aspects of the classroom lesson:/1mark each idea
- **routines,**
- **use of time,**
- **schedule,**
- **participation,**
- **teaching strategies,**
- **management strategies,**
- **learner interest,**
- **Facilitation of learners with SEN**
- **Chalkboard management**
- **Assessment strategies**

95.Assess the short comings/challenges/obstacles of micro-teaching./**10marks**
- **Some student-teachers don't take it seriously as a teaching-learning session.**
- **When it is peer teaching, some student-teachers don't act really as primary learners.**
- **The student-teacher who assumes the role of a teacher does not perform it well(really) when he/she teaches his/her fellow classmates compared to how he/she could do in a real class.**
- **During micro-teaching, classroom setting is not real, hence it does not give real image of classroom management.**
- **As time and content are reduced, the teaching is not real; hence, all steps are not followed.**

96.Here-below are some sentences making up the feedback given by the English teacher to his/her trainee. They are scrambled and reorganise them to make it a systematic constructive feedback:/**6marks**
- Your lesson will be so amazing if next time you manage well time.
- I have appreciated the way you motivated learners.
- What would you improve if you were given another chance to deliver the same?
- It would be better if you increased your voice.
- I like the way you have introduced your lesson and how learners were actively involved in the lesson.
- How do you feel after your lesson delivery?
- **How do you feel after your lesson delivery?**
- **What would you improve if you were given another chance to deliver the same?**
- **I have appreciated the way you motivated learners**
- **I like the way you have introduced your lesson and how learners were actively involved in the lesson.**
- **It would be better if you increased your voice**

- **Your lesson will be so amazing if next time you manage well time.**

97.Elaborate 5sentences that may make up your feedback to be given to your fellow classmate student-teacher./5marks
- **I have appreciated the way you motivated learners**
- **I like the way you have introduced your lesson and how learners were actively involved in the lesson.**
- **It would be better if you increased your voice**
- **Your lesson will be so amazing if next time you manage well time.**
- **Remember next time to write date on the chalkboard!**

98.Discuss qualities of a constructive feedback in English lesson./**10marks**
- **It should start with positive aspects observed during micro-teaching then, appreciate what has been achieved.**
- **It should continue with areas of improvement by being clear about exactly what needs to be improved next and how (way forward).**
- **It should avoid generalization such as "there are a lot of inaccuracies". Instead, it should focus on specific areas for development which you can discuss with the learner.**
- **It should end with yet another positive action the student-teacher has done.**