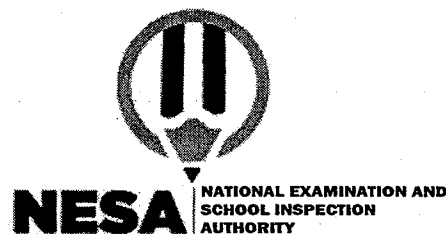


**ENGLISH: Content Knowledge &**

**Teaching Methods**

**ENG 02**

**23/07/2021 8.30 AM - 11.30 AM**



## **TTC NATIONAL EXAMINATIONS, 2020-2021**

**SUBJECT: ENGLISH: Content Knowledge & Teaching Methods**

**OPTION: LANGUAGES EDUCATION (LE)**

**DURATION: 3 HOURS**

### **INSTRUCTIONS:**

- 1) Write your names and index number on the answer booklet as written on your registration form, and **DO NOT** write your names and index number on additional answer sheets if provided.
- 2) Do not open this question paper until you are told to do so.
- 3) This paper consists of **FIVE** sections: **A, B, C, D** and **E**.

Section <b>A</b> : Reading comprehension.	<b>(20 marks)</b>
Section <b>B</b> : Grammar and phonology.	<b>(20 marks)</b>
Section <b>C</b> : Literature.	<b>(20 marks)</b>
Section <b>D</b> : Composition writing.	<b>(10 marks)</b>
Section <b>E</b> : Teaching Methodology	<b>(10 marks)</b>
- 4) Use a **blue** or **black** pen.

## **SECTION A: READING COMPREHENSION (20 Marks)**

***Read the two teaching practices by teachers and answer questions that follow:***

### **Article: Outstanding Teachers**

1. Tommy Delaney operates by a simple philosophy: a teacher isn't judged by how he/she shines in the classroom, but by how he/she makes his students shine.
2. Tommy, a 20-year veteran, has a rather unusual job: he teaches at the Atlanta Youth Development Centre, a centre for delinquent boys aged 11 to 16. There he gets his students to shine by writing and publishing a literary magazine and a bi-monthly newsletter. By doing this, they learn to believe in their own potential and self-worth. "When these adolescents learn to express themselves in writing," he says, "they're less likely to have to fight society."
3. The idea for the literary magazine and newsletter began with Tommy's conviction that his middle-grade students would work harder and learn more if they could see tangible evidence of success. "Seeing their writing in print was the answer," he says. "It gave them a purpose for learning the basic spelling, grammar, and writing techniques I emphasize during pre-publication work."
4. Tommy does a lot of one-on-one coaching. Many of his students are deprived culturally, socially, economically, and educationally. He knows he can't really teach them, unless he reaches their hearts. "Once I've broken down the barriers," he says, "the magazine and the newsletter give the kids a sense of identity."
5. Now six years old, the magazine – appropriately titled *Reaching Out* – is circulated state-wide, with a growing number of subscriptions from libraries, schools, public officials, and private citizens. The bi-monthly newsletter, *The Informer*, is a vital communication link among the Youth Development Center staff. Furthermore, Tommy has inspired his students to write and produce plays, arrange talent shows, and participate in local speech contests.

6. Says Tommy, "I tell my students that they alone hold the key to their ultimate success. Their physical body can be incarcerated, but their imagination, creativity, and potential for success can never be shackled."

7. Charla Couch is a teacher of mathematics. As the math specialist at an inner-city middle school, Charla Couch spends a lot of time convincing her students that they can do the work. By the time these students come to her class, they've all failed in math for nearly seven years. They see themselves as losers – and so do their peers.

8. To help reverse this negative cycle, Charla devised a project that would boost her students' self-esteem and improve their image among their peers, as well as building their math skills. The project – a schoolwide math carnival – involved the children in her class in addition to some special education students.

9. Charla designed a detailed plan for the carnival with 23 separate booths for demonstrating different mathematical skills through games. The day of the carnival, the students whom Charla had trained took charge. Because they had practiced the math games for weeks, they knew exactly what to do once the carnival got underway. Her students explained to the visiting students how the games worked and handled any problems that arose during the carnival.

10. Her kids worked hard and were proud of what they did. Charla believes that because they had to teach something to others, they learned it better themselves. Her students' test scores verify that belief; they improved far beyond all expectations. "But more important," she says, "students who felt like losers became winners."

***Adapted from: "Abridged from Learning, September, 1989."***

**Questions:**

- 1) Why is this article called "Outstanding teachers"? (2 marks)
- 2) Identify two problems each teacher was trying to solve in the passage. (8 marks)
- 3) Which major strategy did each teacher use to solve the problems you identified in (2) above? (4 marks)
- 4) What two successes has each teacher gained according to the passage? (4 marks)
- 5) Which personality trait do the two teachers share that has helped them achieve this? (2 marks)

**SECTION B: GRAMMAR AND PHONOLOGY (20 Marks)**

**Choose the best answer to complete the sentence below: (10 marks)**

- 1) If \_\_\_\_\_ a man on the moon, why can't they sort out paper-jams in a printer?
  - (a) we are landing
  - (b) they were able to land
  - (c) we had landed
  - (d) they had landed
- 2) It will be successful \_\_\_\_\_ you do it the way I advised you on examination tips.
  - (a) as like
  - (b) as could
  - (c) so as
  - (d) as long as
- 3) Kayitesi would have made sure Rutabingwa was here \_\_\_\_\_ were coming too.
  - (a) when she had known I
  - (b) if he has known you
  - (c) if she had known you
  - (d) if she knew

- 4) You're not that good at singing \_\_\_\_\_ yourself!
- (a) get rid of
  - (b) get over
  - (c) get out
  - (d) get lost
- 5) \_\_\_\_\_ different foods from all over the world in Kigali restaurants.
- (a) There are a lot of
  - (b) There's loads of
  - (c) There's many
  - (d) There is a lot of
- 6) How many times \_\_\_\_\_ not to play in the rain? You will get fever.
- (a) haven't I told you
  - (b) have I told
  - (c) I told you
  - (d) have I told you
- 7) "What's wrong with him?" "Oh, \_\_\_\_\_ mood because of failing a job interview."
- (a) he's in angry
  - (b) he's in a bad
  - (c) he had a bad
  - (d) he has an angry
- 8) "Mukisa loves his new job in the Southern Province." "What? I didn't \_\_\_\_\_ upcountry!"
- (a) even know he was living
  - (b) even knew he is living
  - (c) know he has lived
  - (d) know he does live
- 9) Remind me again. What \_\_\_\_\_ dinner tonight? We have both the African and French dishes?
- (a) do you like for
  - (b) do you want
  - (c) you want to have for
  - (d) did you want for

- 10) "James said that \_\_\_\_\_ word with me." "Yeah, come in and have a seat."  
(a) you can have a  
(b) you wanted to have a  
(c) you will want to have a  
(d) you had a

**Rewrite the following sentences so that they do not change the meaning of the original sentences. (5 Marks)**

- 1) I can't come because I have to look after my neighbour's children. (Begin: If I ...)  
2) "I wouldn't go swimming on a day like this, if I were you, Tom" (Re-write: Brian advised...)  
3) People say that he has been all over the world. (Begin: He is...)  
4) We went out in spite of the heavy rain. (Re-writing using (...Although...))  
5) "You stole the money, Joe, didn't you!" said the inspector. (Re-write as reported speech using (.... accused...))

### PHONOLOGY

**For the list of words given below, pick the correct vowel or diphthong symbol used in the word (½ each)**

- |           |        |        |        |
|-----------|--------|--------|--------|
| 1) Throat | (a) u: | (b) ɔ: | (c) əʊ |
| 2) Trawl  | (a) əʊ | (b) aʊ | (c) ɔ: |
| 3) Herd   | (a) ɜ: | (b) ɪə | (c) eə |
| 4) Wait   | (a) aɪ | (b) eə | (c) eɪ |
| 5) Home   | (a) ɔ: | (b) əʊ | (c) u: |
| 6) Choose | (a) əʊ | (b) aʊ | (c) u: |
| 7) Steer  | (a) ɪə | (b) eə | (c) i: |
| 8) Heart  | (a) eə | (b) a: | (c) aʊ |
| 9) Light  | (a) aʊ | (b) a: | (c) aɪ |
| 10) Wheat | (a) i: | (b) eɪ | (c) aɪ |

## SECTION C: LITERATURE (20 Marks)

Read the poem below and answer the questions that follow. (10 marks)

**“Let Me Not to The Marriage of True Minds”** By WILLIAM SHAKESPEARE  
(ENGLAND)

Let me not to the marriage of true minds  
Admit impediments. Love is not love  
Which alters when it alteration finds,  
Or bends with the remover to remove.  
O, no! it is an ever-fixed mark  
That looks on tempests and is never shaken;  
It is a star to every wand’ring bark,  
Whose worth’s unknown, although his height be taken.  
Love’s not Time’s fool, though rosy lips and cheeks  
Within his bending sickle’s compass come;  
Love alters not with his brief hours and weeks,  
But bears it out even to the edge of doom.  
If this be error and upon me prov’d,  
I never writ, nor no man ever lov’d.

### Questions:

- 1) What type of Poem is this? How do you know? (1 mark)
- 2) Comment on the rhyming scheme/Pattern (2 marks)
- 3) What lesson do you get from the poem? (2 marks)
- 4) What are impediments? (1 marks)
- 5) What does the poet mean when he says that you can measure the height of a star but not its worth? How can you apply this to love? (2 marks)
- 6) In Shakespeare’s day the word ‘fool’ could mean a servant. Why is love ‘not Time’s fool’? (2 marks)

**Choose one essay and answer it with clear evidence from the book.**

**(10 marks)**

**Either:**

**“Betrayal in the City”** by Francis Imbuga

With clear evidence from the play, discuss the various examples of betrayal presented.

**Or:**

**“Romeo and Juliet”** by William Shakespeare

Discuss the various conflicts in the play and the final consequences to the two lovers.

**SECTION D: COMPOSITION WRITING (10 marks)**

**Choose one topic below and write an essay of about 250 words.**

- 1) Describe an event that happened at school when you were a student that you will never forget.
- 2) “Health is everybody’s responsibility.” Discuss
- 3) Do you think the location of your school is good? Why or why not?

**SECTION E: TEACHING METHODOLOGY (10 marks)**

1. Identify the active teaching techniques that can be used to improve:

**(4 marks)**

- a) Speaking skills
- b) Writing skills

2. What are the reasons for using audio-visual materials?

**(3 marks)**

3. State at least three (3) ways of teaching pronunciation.

**(3 marks)**

**-END-**