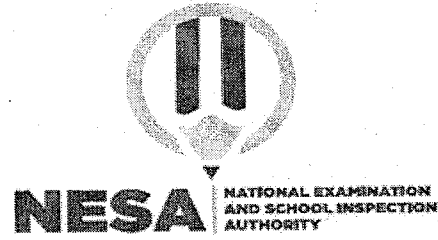


TEACHING METHODS

TM 03

02 /08/2022 08:30 AM – 11:30 AM



TTC NATIONAL EXAMINATIONS, 2021-2022

SUBJECT: 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) All questions are **COMPULSORY (100 marks)**
- 4) Use only **blue** or **black** pen.

ATTEMPT ALL QUESTIONS (100 marks)

- 1) Name any three (3) elements of primary English syllabus. **(3 marks)**
- 2) Identify any two (2) competences that may be developed in English teaching and learning. **(4 marks)**
- 3) Describe an English learning situation in which audio-visual materials are necessary. **(2 marks)**
- 4) Here below 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.

Categorise those materials into Printed materials, Non-printed materials, and Manufactured materials. **(3 marks)**

- 5) KATAKALALA Francois, a primary English teacher has been teaching for 10 years in the same level argued that: "there is no need of continuing to prepare English lessons for this class since I master them." Do you agree with this teacher? Justify your position. **(10 marks)**
- 6) Identify any two (2) advantages of teaching English through direct method. **(2 marks)**
- 7) Complete with the appropriate word or phrase and underline it in the context. **(1 mark)**
With ----- method, students learn grammatical rules and then apply them by translating sentences between the target language and the native one and vice-versa.
- 8) The acquisition of 4 language skills follows a certain order. Structure it. **(2 marks)**
- 9) Listening and speaking go hand in hand and many techniques are used to develop them. Explain any two (2) techniques you would use to help your learners develop them in your English lessons. **(2 marks)**
- 10) In two points, characterize a fluent reader. **(2 marks)**
- 11) Identify any two (2) skills that are characteristics of handwriting. **(2 marks)**
- 12) Grammar teaching implies familiarizing learners with grammatical items, especially parts of speech. Identify any five (5) parts of speech learners have to be familiar with. **(5 marks)**
- 13) Differentiate inductive from deductive as two approaches to language teaching and learning. **(3 marks)**
- 14) Sobanura akamaro k'ururimi rw'ukinyarwanda ku mwenerurimi, ku gihugu no mu burezi. **(amanota 3)**
- 15) Hitamo igisubizo kiri cyo.
Imwe muri izi mfashanyigisho zikurikira ishobora kuzamura ubushobozi bwo kuvuga: **(inota 1)**

- a) Imbonerahamwe
 - b) Igitabo
 - c) Mudasobwa
 - d) Ifoto
- 16) Tanga ingero z'imfashanyigisho zinoze umwarimu n'abanyeshuri bashobora gukora ubwabo batangije ibidukikije bifashishije ibikoresho biboneka aho ishuri riri, usobanure uko zakorwa, ibikoresho wakwifashisha uzikora n'isomo wakwigisha uzifashishije. **(amanota 5)**
- 17) Garagaza, mu ngingo enye (4), inama waha umwarimu wigisha ururimi kavukire. **(amanota 4)**
- 18) Mu gihe umwarimu yigisha ingombajwi n'ibihekane, asabwa gutanga isuzuma, tandukanya amoko y'isuzuma. **(amanota 4)**
- 19) Sobanura uko intambwe yo gusobanura amagambo akomeye (inyunguramagambo) igenda mu isomo ryo gusoma umwandiko. **(amanota 4)**
- 20) Mu ngingo enye (4), sobanura akamaro k'isomo ry'icyandikwa ku munyeshuri. **(amanota 4)**
- 21) Kurikiranya neza kandi usobanure intambwe zikurikizwa mu kwigisha ubumenyi bw'ibanze bwo gusoma no kwandika mu mashuri abanza. **(amanota 8)**
- 22) Muri ibi bisobanuro bikurikira ni ikihe gisobanura neza ihuzamajwi? **(inota 1)**
- a) Ubushobozi bwo guhuza amajwi n'inyandiko.
 - b) Ubushobozi bwo kumva no guhuza amajwi cyangwa amagambo asomwe.
 - c) Ubushobozi bwo kumva gutandukanya no guhuza amajwi agize ijambo.
 - d) Ubushobozi bwo gusobanukirwa no guhuza amajwi agize umugemo cyangwa ijambo.
- 23) Hitamo igisubizo kiri cyo: **(inota 1)**
- Isuzuma rikomatanya rikorwa:
- a) Mwarimu arangije kwigisha isomo ry'umunsi.
 - b) Mwarimu amaze kwigisha nk'iminsi ibiri cyangwa itatu.
 - c) Arangije umutwe runaka.
 - d) Mu gusoza igihembwa cyangwa umwaka.
- 24) Uhereye ku bumenyi ufite, soma interuro zikurikira, uvuge ikibazo zifite hanyuma ugikemure: **(amanota 4)**
- a) Ejo hashize ndabona impara n'imparage muri Pariki y'Akagera.
 - b) Inka agiye kurisha mu rwuri.
 - c) Kera nkunda gukina umupira w'amaguru.
 - d) Mu cyumweru gitaha nagiye kureba Pariki y'Ibirunga

25) Huza inshoza z'amagambo akurikira n'ibisobanuro byayo: **(amanota 3)**

Amagambo		Igisobanuro	
1	Amagorane	A	Umwandiko uryoheye amatwi ugizwe n'interuro ngufi zenda kureshya kandi zifite injyana. Tuwigisha kugira ngo dutoze abanyeshuri kuvugira mu ruhamu badategwa mu ijwi ryumvikana neza, gufata mu mutwe, kwishimira kuyumva no kuba batangira guhanga indi myandiko nka wo bakiri bato.
2	Imivugo	B	Umwandiko ufasha umunyeshuri kumenya gusoma no gufata mu mutwe. Tuwigisha kugira ngo dutoze abanyeshuri kumenya kuvugira mu ruhamu badategwa mu ijwi ryumvikana neza, gufata mu mutwe no guhanga indi myandiko nka wo.
3	Uturingushyo	C	Umwandiko mugufi ufite amajwi yenda gusa agaruka kenshi mu migemo y'amagambo agize interuro ku buryo bitoroshye kuwuvuga utabimenyereye. Tuwigisha kugira ngo dutoze abanyeshuri kumenya kuvugira mu ruhamu badategwa mu ijwi ryumvikana neza, gufata mu mutwe no kuba bahanga indi myandiko nka wo.

- 26) Explique au moins deux raisons justifiant l'enseignement du français au Rwanda. **(2 points)**
- 27) Un enseignant entre en classe avec des objets variés comprenant: une assiette, une cuillère, une fourchette, un couteau de table, une petite casserole, une louche, et une boîte d'allumettes.
- a) Dans le langage pédagogique, comment appelle-t-on ces objets? **(1 point)**
- b) A quoi serviront ces objets dans le processus d'enseignement/apprentissage? **(3 points)**
- 28) Pourquoi dit-on que toutes les étapes de l'activité de compréhension orale sont nécessaires? **(3 points)**
- 29) Comment un enseignant de l'école primaire peut-il stimuler les apprenants timides ou éprouvant des difficultés langagières? **(3 points)**
- 30) Comment peux-tu introduire une leçon de vocabulaire relatif aux professions? **(2 points)**
- 31) Parle de l'importance du traitement de résultats d'évaluation à l'apprenant et à l'enseignant. **(3 points)**

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