**Assessment Task: P5 English Language**

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| **Topic Area: Oral and Written Communication** | **Unit 1: Past and Future Events** |

**Model questions:**

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| **Question** | **Bloom’s Level** |
| 1. Have you ever attended a party or visited somewhere?
 | Knowledge |
| 1. According to the text you have read:
2. Explain what happened in the passage.
3. Explain what you liked and disliked from the passage.
 | Comprehension |
| 1. Write a letter to your friend to tell him/her about your future hopes.
 | Application |
| 1. Why is it important to plan your future life based on the past experiences?
 | Analysis |
| 1. Use “would like to, going to, and want to” to fill in the gaps.
 | Synthesis |
| 1. Arrange the following words to make correct sentences.
	1. I-a-when-like-to-be-would-my–Teacher-I-finish-study
	2. I-was-elephant-when-I-first-10-saw-an.
 | Evaluation |

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| **Topic Area: Oral and Written Communication** | **Unit 2: The Language of Study Subjects** |

**Model questions:**

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| **Question** | **Bloom’s Level** |
| 1. Has your teacher ever given you instructions? What are they?
 | Knowledge |
| 1. Discuss the instructions given and why it is necessary to follow them .
 | Comprehension  |
| 1. Write instructions and give them to group members to follow.
 | Applying |
| 1. Find out the meaning of the words in the following instructions.
 | Analyzing  |
| 1. Write your own instructions and then evaluate the writing based spelling and grammar.
 | Evaluating |
| 1. Create instructions and give them to other group members to follow
 | Creating  |

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| **Topic Area: Oral and Written Communication** | **Unit 3: Reading** |

**Model questions:**

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| **Question** | **Bloom’s Level** |
| 1. What do you like reading on a daily basis?
 | Knowledge |
| 1. Discuss the importance of reading.
 | Comprehension |
| 1. Make a collection of different types of reading materials (shopping lists, cards, magazines, newspapers, etc.) and label them. Talk about why we read them.
 | Applying |
| 1. Analyse why people like reading different textbooks and write them down.
 | Analyzing  |
| 1. Read the following text about reading habits and respond to questions in your own words.
 | Evaluating |
| 1. Create a short text about reading habits and reading preferences.
 | Creating  |

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| **Topic Area: Oral and Written Communication** | **Unit 4: The Environment** |

**Model questions:**

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| **Question** | **Bloom’s Level** |
| 1. Match pictures of animals, birds, and plants with words and say if it is flora or Fauna.
 | Knowledge |
| 1. Read and summarize the text about Rwanda’s physical features.
 | Comprehension |
| 1. Use and refer to a map to write a text about flora and fauna found in Rwanda. Use prepositions of place to locate them.
 | Applying |
| 1. According to the text, why do you think flora and fauna are important to our daily life?
 | Analyzing  |
| 1. Based on the text, compare the importance of fauna and flora to the human being.
 | Evaluating |
| 1. Using passive voice, create your own text about flora and fauna.
 | Creating  |

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| **Topic Area: Oral and Written Communication** | **Unit 5: Measurement** |

**Model questions:**

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| **Question** | **Bloom’s Level** |
| 1. State different measurement dimensions.
 | Knowledge |
| 1. Read and answer questions about Rwanda showing the dimensions of mountains, rivers,etc.
 | Comprehension |
| 1. Measure objects and order them using comparatives and superlatives (e.g. big, bigger, biggest, etc.).
 | Applying |
| 1. Compose a paragraph about the biggest province in Rwanda.
 | Analyzing  |
| 1. Complete sentences using comparatives and superlatives based on the text you have read.
 | Evaluating |
| 1. Create your own short text comparing the dimensions of provinces in Rwanda. Use superlatives and comparatives while comparing.
 | Creating  |

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| **Topic Area: Oral and Written Communication** | **Unit 6: Transport** |

**Model questions:**

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| **Question** | **Bloom’s Level** |
| 1. Match pictures with words for means of transport.
 | Knowledge |
| 1. Read the text andexplain why people travel every day.
 | Comprehension |
| 1. Measure objects and order them using comparatives and superlatives (e.g. big, bigger, biggest, etc.)
 | Applying |
| 1. Compose a paragraph about the uses of transport. While writing, use comparatives.

(cheapest, fastest, slowest, etc.) | Analyzing  |
| 1. Complete sentences using comparatives and superlatives based on the text you have read.
 | Evaluating |
| 1. Create your own short text comparing the means of transport inRwanda.Make sure you are using superlatives and comparatives while comparing.
 | Creating  |

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| **Topic Area: Oral and Written Communication** | **Unit 7: Hygiene and Health** |

**Model questions:**

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| **Question** | **Bloom’s Level** |
| 1. Match pictures of foods with their names.
 | Knowledge |
| 1. Read and answer questions from a text about a balanced diet.
 | Comprehension |
| 1. Draw a table with a column of food groups, and then write the food you eat under its corresponding column.
 | Applying |
| 1. Use conditionals to write sentences about the importance of keeping our body healthy.
 | Analyzing  |
| 1. Make sentences from the box below to talk about different illnesses

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| If you do not  | Wash your hands,Boil drinking water,Brush your teeth,Wash dirty dishes, | You will get diarrhoea.You will get cholera.You will have stomach pain.You will get toothache. |

 | Evaluating |
| 1. Create your own short text comparing the different types of food and their effects.
 | Creating  |

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| **Topic Area: Oral and Written Communication** | **Unit 8: Crafts in Rwanda** |

**Model questions:**

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| Question | Bloom’s Level |
| 1. Match pictures of objects with their names.
 | Knowledge |
| 1. Read and answer questions for the text aboutcrafts in Rwanda.
 | Comprehension |
| 1. Draw a table with columns of raw materials, and then write the craft that uses the raw material.
 | Applying |
| 1. Compose a short paragraph about the importance of traditional tools to Rwanda today.
 | Analyzing  |
| 1. Compare and contrast traditional products from modern products.
 | Evaluating |
| 1. Create your own short text comparing the different types crafts we have in Rwanda.
 | Creating  |

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| **Topic Area: Oral and Written Communication** | **Unit 9: Traditional and Modern Agriculture in Rwanda** |

**Model questions:**

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| **Question** | **Bloom’s Level** |
| 1. Match the given pictures about tools used in farming in the past with their names.
 | Knowledge |
| 1. Read and answer questions for the text about farming in Rwanda in the past.
 | Comprehension |
| 1. Draw a table with column of tools in farming, and then write whether they are for past or modern agriculture.
 | Applying |
| 1. Based on the text, compare the importance of farming in Rwanda to the human being.
 | Analyzing  |
| 1. Read the following text about comparison of past farming and modern farming in Rwanda and respond to questions related in your own words.
 | Evaluating |
| 1. Create your own short text comparing the different types of food and their effects.
 | Creating  |

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| **Topic Area: Oral and Written Communication** | **Unit 10: Geography of the World** |

**Model questions:**

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| **Question** | **Bloom’s Level** |
| 1. Name at least five countries from each continent and their capital cities.
 | Knowledge |
| 1. Read a text about an African country and their position and answer questions.
 | Comprehension |
| 1. Write a short text about countries, continents and capitals focusing on prepositions and compass points.
 | Applying |
| 1. Summarize a text about continents, countries and capitals.
 | Analyzing  |
| 1. .Use “there is/are, you can and preposition of place: in, on, west of,etc”. To fill in the gaps.
 | Evaluating |
| 1. Compose a short text about the beauty of the capital city of Rwanda.
 | Creating  |