

REPUBLIC OF RWANDA

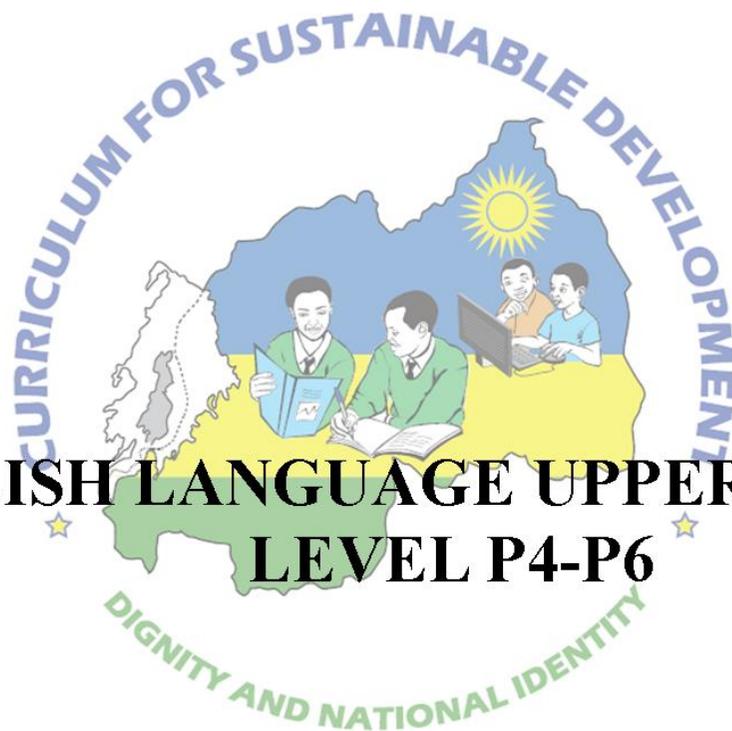


MINISTRY OF EDUCATION

REB

Rwanda Education Board

**ENGLISH LANGUAGE UPPER PRIMARY
LEVEL P4-P6**



Kigali, 2015

ENGLISH LANGUAGE UPPER PRIMARY P4-P6

KIGALI, 2015

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FOREWORD

The Rwanda Education Board is honoured to provide syllabuses which serve as official documents and guide to competency based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated into society and make the best use of employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB and its staff who organised the whole process from its inception. Special appreciation goes to the development partners who supported the exercise throughout.

**Mr GASANA I Janvier,
Director General REB.**

ACKNOWLEDGEMENT

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My thanks first go to the Rwanda Education Board staff members who were involved in the conception and writing of this syllabus. I wish to extend my appreciation to teachers from pre-primary to university level for their valuable efforts during the conception of the syllabus.

I owe sincere gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support.

We also value the contribution of other education partner organisations such as CNLG, AEGIS trust, Itorero ry'Igihugu, Gender Monitoring Office, National Unity and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right to Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and local and international consultants. Their respective initiatives, cooperation and support significantly contributed to successful production of this syllabus by the Curriculum and Pedagogical Material Production Department (CPMD).

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1. INTRODUCTION

1.1. Background to the syllabus review

Vision 2020 and other recent Rwandan Government policies emphasise the ambition of Rwanda becoming a knowledge based and technology led economy. These policies stress the need for the generation, dissemination and acquisition of scientific skills and technological innovations, critical thinking, and positive values. The integration of these skills into the social and economic development of Rwanda is critical. English is one of the official languages and medium of instruction in schools. It plays an important role in the achievement of this vision.

1.2. Rationale

Since Rwanda is an English speaking country and a member of the East African Community and the Commonwealth the teaching of English requires a competence based curriculum. The curriculum of any country acts as its guiding light. The basis of this English curriculum review is the need for Rwanda to shift towards a competence based curriculum that focuses on developing the wholeness of the learner. This wholeness will not only be achieved by providing knowledge and skills, but also through cultivating and inspiring certain attitudes as well as creating occasions and activities during the teaching learning process that would enable learners to think critically. This will allow learners to be able to compete favourably and fit into East Africa and the wider global community. This global outlook has underpinned the adoption and use of English as the language of instruction in Rwandan schools. One of the most important elements of this curriculum review was to organise and provide content and activities that would lead to a higher 'learning achievement'.

Therefore, well thought through learning activities and questions have been designed in the syllabus. This will challenge students to think independently as well as in groups. It is not just about the knowledge of language [the four skill areas] but how learners can work in English to reason, express themselves and solve problems in a wide range of situations.

1.2.1 English and society

Communication sits at the very base of every development trend in any country and this is particularly true for Rwanda. Learning English will not only enable learners to pass their exams but will also place them in a better position once they have finished school to transact business with ease, and exploit opportunities at local and international levels, particularly where the knowledge of English is a key prerequisite. For this reason, English will be taught as a subject from nursery through to university, and it will be fully used as the language of instruction from Primary four onwards. Students at lower primary level will be hopefully building on the solid language foundation they should have acquired from pre-primary up to this level.

As indeed before engaging English as both an official language and the language of instruction in Rwanda schools, Rwandans could not effectively relate with, transact and fully exploit business and other opportunities in East Africa, the Commonwealth and the rest of the English speaking world. With the introduction of English in Rwanda, these problems will be solved.

1.2.2 English and the learners

English language is crucial for learners of this level to further and achieve learning in other subjects at higher levels of education since English would be then their medium of instruction from upper primary level of education and onwards. As one of the official languages, English is also useful for learners to integrate into business and working situations in Rwanda.

As Rwanda is part of the East Africa Community and the Commonwealth, students with a mastery of the English language will be able to explore opportunities provided through these political and economic alliances and become competitive in the job market.

Finally, English has become a global language, especially in the science and technology fields. Students with higher educational goals will benefit from learning English in Rwanda so they can access education abroad.

1.2.3 Competences

A competency is the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills and attitudes. The national policy documents, based on the national aspirations, identify 'basic competences' alongside the 'generic competences' that will develop higher order thinking skills. Basic competences are addressed in the stated broad subject competences and in the objectives highlighted on a year on year basis and in each of the units of learning. The selection of types of learning activities must focus on how the learners are able to demonstrate these competences throughout and at the end of the learning process. A generic competence is a competence that is not specific to a particular subject or situation. Generic competences are transferrable and applicable to a range of subjects and situations including employment. The core competences that must be emphasised and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire such skills.

Critical thinking and problem solving skills: The acquisition of these skills will help learners to think imaginatively and broadly to evaluate and find solutions to problems encountered in all situations.

Creativity and innovation: The acquisition of these skills will help learners take initiative and use imagination beyond the knowledge provided to generate new ideas and construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts, and to explain phenomena based on findings from information gathered.

Communication in official languages: Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction by learners which will help them to communicate clearly and confidently. It will also help them to convey ideas effectively through speaking and writing and using the correct language structure and relevant vocabulary.

Cooperation, interpersonal management and life skills: This will help the learner to cooperate with others as a team in whatever task is assigned and to practise positive ethical moral values and respect for the rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will also advocate for personal, family and community health, hygiene and nutrition and respond creatively to the variety of challenges encountered in life.

Lifelong learning: The acquisition of these skills will help learners update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfilment in areas that need improvement and development.

Broad English syllabus competences

The syllabus competences listed below describe the educational purposes of a course based on this syllabus. They outline the educational context in which the syllabus content should be viewed. These competences are the same for all learners and are not listed in order of priority. Some of these competences may be delivered by the use of suitable local, international or historical examples and applications, or through collaborative experimental work.

The pupils at upper primary level should be helped to:

- Communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts.
- Listen attentively and read fluently both for information and for pleasure.
- Demonstrate an adequate command of vocabulary and language patterns in more complex texts to enable learning and communication in English in different situations.
- Listen to and understand English as it is spoken in authentic situations.

English and developing competences

These basic competences alongside the generic competences are stated in such a way that will develop higher order thinking skills which will help subject learning and the application of what has been learnt in real life situations. Through experimentation, observations and the presentation of information during the learning process, the learner develops not only deductive and inductive skills, but also communication, critical thinking and problem solving skills as they make inferences and conclusions.

2 PEDAGOGICAL APPROACH

Since each learner is an individual with their own needs, pace of learning, experiences and abilities, teaching strategies must be varied but flexible within well-structured sequences of lessons. However, learner centered education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Teachers will find useful suggestions to implement the learner centered and interactive learning approach in the activities and methodology columns of this curriculum.

Language learning is a process. But by this time, a learner is expected to have achieved English language basics. When learners make errors, the teacher should support them accordingly, but also accept their attempts to use the language correctly.

At this stage, pupils are also encouraged and expected to progressively develop a culture of reading for both information and enjoyment.

Schools should provide a conducive environment for learners to practise their English by participating in different clubs such as debating, drama and music. This is will be of benefit as pupils learn well when they are actively involved in the learning process through a high degree of participation, contribution and production.

With improved language abilities at this level and with continued teacher to learner support, learners will read more fluently and write accurately. Teachers must bear in mind that pupils learn in different ways and at different rates.

Teachers need to provide a variety of learning experiences to support all learners. The classroom should be a safe and friendly place in which to learn and experiment with the language by:

- Ensuring constant access for pupils to the library and encouraging them to read and write within and beyond the framework of the curriculum with comprehension.
- Writing accurately for both functional and creative writing purposes.
- Integrating into other English speaking communities with sufficient command of the English language characterised by adequate competences, knowledge and attitudes.

2.2 Role of the teacher

The change to a competence based curriculum is about transforming learning, ensuring that it is deep, enjoyable and habit forming.

The teacher ought to shift from the traditional method of instruction to a facilitator role. This will allow learners to actively be involved in the teaching learning process.

The teacher must identify the needs of learners, the nature of the learning to be carried out, and the means to shape learning experiences through challenging level appropriate situations, in order to enhance critical thinking and problem solving skills. The role of the teacher is to organise learners in and outside the classroom and to engage them while using participatory and interactive methods throughout the learning process. Tasks can be given to individuals, pairs and groups. This ensures that learning is personalised, participative and cooperative. The teacher will design and introduce tasks to the class to perform [as in a role play] or

for immediate discussion. The role of the teacher will be to guide the learners in constructing their own knowledge and to translate that knowledge into set competences.

Learners should be taught how to use the textbooks and other resource materials in different ways, including searching for and making use of information in expressive, denotative and connotative contexts.

2.3 Role of the learner

The activities of the learner are indicated in each learning unit and reflect appropriate engagement in the learning process.

The teaching and learning processes should be tailored towards creating a learner friendly environment based on learners' capabilities, needs, experience and interests.

The learning activities should be organised in a way that encourages learners to construct knowledge, either individually or in groups, in an active and engaging way.

Learners work on key competences, in the form of concrete units, with specific learning outcomes broken down into knowledge, skills and attitude.

In practical lessons learners will work in groups where the availability of the apparatus will not permit working individually. They will also be encouraged to do simple project work individually.

2.4 Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of

special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning, as opposed to the majority. These differences can either be emotional, physical or sensory. Traditionally intellectual learning challenges were known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream school. Therefore, the school's role is to enrol them and also set strategies to provide them with relevant education. The teacher is requested to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learner with special education needs is provided for in the guidance for teachers.

3 ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of an individual learner's learning progress. It is also makes a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the new competence based curriculum assessment must also be competence based. As such, learners will be given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.

Assessment will be organised at the following levels: School Based Assessment, District Examinations, National Assessment (LARS) and National Examinations.

3.1 Types of assessment

3.1.1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning their lesson, they should establish criteria for performance and behavioural changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus, and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2 Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or the performance of the learner, it serves a summative purpose. Summative assessment provides a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved. The results of the assessment is used for the ranking or grading of learners, for deciding on progression, for selection into the next level of education, and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

Assessment can be internal school based or external in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grades will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiatives to organise a common test per class for all the schools in the district and to evaluate the

performance and the achievement level of learners in each individual school. External summative assessment will be done at the end of P6, S3 and S6 respectively.

3.2 Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. Whatever the assessment procedures that are used they shall generate data in the form of scores which will be carefully recorded and stored in a portfolio. These scores will be used for remedial action, for alternative instructional strategy, for feedback to the learner and to their parents to check the learning progress and to advice accordingly, or for the final assessment of the learners.

This portfolio is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of their work. Portfolios reflect not only work produced (such as papers and assignments), but are also a record of the activities undertaken over time as part of student learning. They also serve as a verification tool for each learner that they attended the whole learning before they undergo the summative assessment for the subject. The results from the portfolio will contribute 50% of summative assessment for each year.

3.3 Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be developed. This plan should show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competency based curriculum, questions from the higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify the topic areas to be tested from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure the verbs used in the formulation of questions do not require memorisation or recall answers only, but test for broad competencies as stated in the syllabus.

Structure and format of the examination for English Language:

At primary level there will be one paper including four sections:

Section A: Composition writing.

Section B: Grammar.

Section C: Vocabulary.

Section D: Comprehension.

3.4 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share a learner's progress with their parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve.

4 RESOURCES

4.1. Materials needed for implementation

Teaching and learning of English language is presented in context in order for the learners to practice the language. The successful implementation of this curriculum requires appropriate teaching aids including text books, teachers' guides, audio visuals, maps, real materials for primary school learners. It is hoped that ICT also will help in this language learning process.

4.2 Human resources

Skills required for the teacher of this subject

- Engage students in variety of learning activities.
- Use multiple teaching and assessment methods
- Adjust instructions to the level of the learner.
- Creativity and innovation.
- Makes connections/links with other subjects.
- Should have a high level of knowledge of the content.
- Effective discipline skills.
- Good classroom management skills.
- Good communicator.
- Guide and counsellor.
- Passion for children teaching and learning.

5. UPPER PRIMARY SYLLABUS UNITS

5.1. Presentation of the structure of the English syllabus units

English language is taught from pre-primary onwards.

English language subject is structured in Topic Areas that are oral and written communication that apply to all education levels.

English language subject is taught in different contexts/situations that make learning units.

Units are characterised by the following features:

1. Each Unit shows the number of corresponding periods in it.
2. Each Unit has a key unit competency that is based on an elaborate subject Overview and which is accomplished through all teaching and learning activities undertaken by both the teacher and the learners. Through these activities with adequate methodologies and techniques the key competences are hence achieved.
3. In each unit there are stated learning objectives including knowledge and understanding, skills and attitudes and values. These have been developed based on Bloom's taxonomy that is from lower order thinking level to higher order thinking level.
4. Each Unit has a detailed content referred to as Language use.
5. Each Unit is provided with learning activities that are expected to engage learners in an interactive learner centered participatory approach.
6. Finally, each Unit shows its links to other subjects, its assessment criteria and the materials (or resources) that are needed during the teaching-and-learning process.

5.2. English Syllabus for Primary four

5.2.1. Key competences at the end of P1

- At the end of P4, the learner should be able to:
- Listen attentively and identify the main points and some of the details from a spoken message made up of familiar words and expressions in simple sentences,
- Take part in a simple conversation and debate expressing opinions and making relevant contributions,
- Ensure that everyone has an opportunity to contribute,
- Identify the main points and some details from short written texts in familiar contexts and deal with questions across a range of subjects,
- Identify their favorite characters from read stories and explain why they like them,
- Construct short texts on familiar topics adapting language already learnt,
- Enriching and communicate detailed English sentences using more vocabulary, language structures and conventions of prints already learned.

5. 2.2 Primary Four Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		Unit 1: Our school		No of lessons: 26
Key Unit Competency: To use language learnt in the context of our school.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of determiners of quantity. - Name school subjects related vocabulary and personal preferences. 	<ul style="list-style-type: none"> - Orally describe the school timetable. - Write about school subjects preferences. - Draw and label a plan of the school and describe it in both speech and writing. - Conduct a class survey about school journeys using a questionnaire. - Use survey data to construct a bar graph showing the school journey times for learners. - Interpret the 	<ul style="list-style-type: none"> - Appreciate how our school community helps us learn. 	<p>Language use Talking about subjects and the timetable</p> <ul style="list-style-type: none"> - We study social studies. What subjects do you study? We have science 3 times a week. We have science on Mondays and Wednesdays. How many lessons of science do you have? When do you have science? <p>Saying what subjects you like</p> <ul style="list-style-type: none"> - I like science. They don't like science. Science is boring. What subjects do they like? What's your favourite subject? <p>Describing future hopes</p> <ul style="list-style-type: none"> - I want to be a doctor. I would like to go to university. <p>Describing the size of the school</p> <ul style="list-style-type: none"> - There are 500 pupils in our school. How many teachers are there in your school? <p>Conducting a survey about going to school</p> <ul style="list-style-type: none"> - How long does it take to get to 	<ul style="list-style-type: none"> - Talk in groups about favourite subjects. - Plan 'My Favourite Timetable for a Day'. - Talk in groups about the school timetable. - Write short sentences about the timetable. - Draw and label a plan of the school. - Talk in groups about the number of teachers, learners, etc. - Talk in groups about future hopes. - Write sentences about future hopes. Teacher reads them out and learners guess who it is. - Write a questionnaire about school journeys. - Conduct a survey using the questionnaire. - Construct a bar graph using the data. - In groups, talk about the graph. - Write about the graph. - Write true/false sentences about

	<p>graph in both speech and writing.</p> <ul style="list-style-type: none"> - Read a short text about subjects or school journeys. Show understanding visually or in writing. - Listen to a short text about subjects or school journeys. Show understanding visually or in writing. - Describe future personal ambitions. 		<p>school? It takes one and a half hours to get to school.</p> <p>Making a bar graph about going to school</p> <ul style="list-style-type: none"> - The vertical axis shows the number of pupils. The horizontal axis shows the time. 7 pupils take 30 minutes. A lot of pupils take over 1 hour. <p>Vocabulary</p> <p>Subjects:</p> <ul style="list-style-type: none"> - History, maths, science, social studies, etc. <p>School:</p> <ul style="list-style-type: none"> - Lesson, pupil, teacher, classroom, etc. <p>Preferences:</p> <ul style="list-style-type: none"> - Boring, interesting, easy, hard, etc. <p>Graphs:</p> <ul style="list-style-type: none"> - Axis, vertical, horizontal, bar, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Present simple tense. - Want to, would like to. - How long does it take? - There are, how many are there? - A lot of, most, some, a few ... <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly. 	<p>the graph for others to answer.</p> <ul style="list-style-type: none"> - Complete sentences using determiners of quantity. - Listen to/read a short text. - Play 'Running Dictation': divide class into teams. One learner reads a sentence to another. This child runs back to the team and dictates it, the others have to write it down and so on until text is complete.
<p>Links to other subjects: Social Studies: Graphs, transport and travel, and school timetable.</p>				
<p>Assessment criteria: Can describe the school timetable and school size, express future hopes and conduct a survey, and make and interpret a graph about school journeys.</p>				
<p>Materials: Pictures, photographs, and paper and pencils for making graphs.</p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		Unit 2: My friends and I		No of lessons: 26
Key Unit Competency: To use language learnt in the context of my friends and myself.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the past simple and future tenses, short answers and comparatives. - Identify the basic vocabulary of hobbies and leisure activities, appearance, and personality. 	<ul style="list-style-type: none"> - Describe past and future activities in speech and writing. - Read a story, follow a story, read aloud, and retell the story orally and in writing. - Orally describe friends' appearances, personality, etc. - Compare people's appearance and personality in speech and writing. - Read a short text about future plans, or comparing people. 	<ul style="list-style-type: none"> - Value the importance of friendship in our daily lives, both in the community and in our families. 	<p>Language use</p> <p>Describing my hobbies</p> <ul style="list-style-type: none"> - I like reading. He plays football. What do you like doing? <p>Recounting past activities</p> <ul style="list-style-type: none"> - On the weekend we played football. What did you do yesterday? <p>Describing reading preferences</p> <ul style="list-style-type: none"> - I read books. She reads stories. What do you read? <p>Telling stories</p> <ul style="list-style-type: none"> - One morning Mutesi set out early to go to the market with her basket on her head. <p>Describing future plans</p> <ul style="list-style-type: none"> - On Saturday we're going to visit my cousin. What are they going to do? <p>Describing friends' physical appearances</p> <ul style="list-style-type: none"> - She's tall. What does he look like? Is he attractive? Yes he is. No he isn't. <p>Describing friends' personalities</p> <ul style="list-style-type: none"> - He is confident. What is he like? 	<ul style="list-style-type: none"> - Talk in groups about hobbies. - Talk in groups about past activities, e.g. the weekend, paying attention to the past simple tense. - Write about a past activity, paying attention to the past simple tense. - Listen to someone describing future plans, e.g. for the weekend, focussing on going to. - In groups, talk about future plans, e.g. for the weekend, focussing on going to. - Write about future plans, e.g. for the weekend, focussing on going to. - Listen to a story. - Read the story. - Retell the story orally and in writing. - In groups, talk about pictures of people, using questions and short answers. - Write about pictures of people and compare their appearance. - Write about a friend's appearance, personality, etc., using a writing

	<ul style="list-style-type: none"> - Listen to a text about future plans, or comparing people. - Write a short text comparing people. 		<p>What's his personality like?</p> <p>Talking about friends</p> <ul style="list-style-type: none"> - She's good at maths. She likes sports. She lives in Gisenyi. What does she like? Where does she live? <p>Comparing people</p> <ul style="list-style-type: none"> - He's taller than me. She's more confident than me. <p>Vocabulary</p> <p>Hobbies and leisure activities:</p> <ul style="list-style-type: none"> - Play, read, visit, swim, etc. <p>Appearance:</p> <ul style="list-style-type: none"> - Tall, short, thin, attractive, etc. <p>Personality:</p> <ul style="list-style-type: none"> - Happy, funny, shy, confident, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Past simple tense. - Future with going to. - Adjectives for appearance, personality. - Short answers in simple present tense: Yes he is, no he isn't, yes she does, no she doesn't, etc. - Comparatives: taller than, more confident than. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Learn about common word endings, word families and roots of words. 	<p>frame.</p> <ul style="list-style-type: none"> - Read a text about a person and make notes under categories, e.g. appearance, personality, where they live, what they like, etc. - Listen to texts describing people and write about their personality features and appearance, etc. - Talk and write about the chart. - Classify adjectives into 2 groups: those that add -er and those that need more or less. - Complete sentences using comparatives. - Write about friends, using comparatives.
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Links to other subjects: *Religious Studies: personality and appearance. Physical Education and Kinyarwanda: hobbies and leisure.*

Assessment criteria: *Can describe past and future activities, read a story, follow a story, read aloud and retell the story, describe friends (physical appearance, personality, where they live, etc.) and compare people.*

Materials: *Pictures of people, photographs, charts, etc.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		Unit 3: Our district		No of lessons: 25
Key Unit Competency: To use language learnt in the context of our district				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of comparatives and prepositions of place. - State the basic vocabulary for community facilities and transport. 	<ul style="list-style-type: none"> - Talk and write about a map of a town. - Follow oral and written directions on a map. - Locate community facilities on a map. - Describe transport facilities in the district. - Compare means of transport in speech and writing. - Read/listen to text comparing means of transport or describing 	<ul style="list-style-type: none"> - Value how all individuals contribute to the success of the district. - Appreciate the physical features and natural resources of the district. 	<p>Language use Talking about the place where you live</p> <ul style="list-style-type: none"> - I live near Butare. Where do you live? <p>Talking about population</p> <ul style="list-style-type: none"> - Butare has 77,000 people. 77,000 people live in Butare. How many people live in Butare? <p>Talking about facilities</p> <ul style="list-style-type: none"> - There's a mosque in Butare. There are food shops. There are 3 primary schools. Is there a post office in Butare? Are there food shops in Butare? <p>Talking about places</p> <ul style="list-style-type: none"> - The bank is in the main street. The hair salon is opposite the bank. Where's the bank? Which building is near the market? <p>Talking about transport</p> <ul style="list-style-type: none"> - You can travel by bus from Butare to Kigali. You can get from Butare to Kigali by car in 	<ul style="list-style-type: none"> - Talk in groups about a map of a local town and locate the facilities. - Follow directions read aloud and locate facilities on a map. - Write sentences saying where places are on the map in relation to other places. - Read a text giving directions and follow them on a map. - Match pictures and words referring to means of transport. - Make up anagrams of transport words and others guess. - Compare means of transport both in writing and in group discussion. - Complete sentences using comparatives. - Write about local transport facilities. - Fill in a chart comparing means of transport according to criteria (e.g. speed, cost, etc.). - Go on a tour of the locality.

	<p>community facilities. Show understanding visually or in writing.</p>		<p>40 minutes. You can walk from Butare to our village in 2 hours. There is an airport in Kigali.</p> <p>Comparing means of transport</p> <ul style="list-style-type: none"> - Air transport is faster than road transport. Walking is less expensive than travelling by bus. <p>Giving Directions</p> <ul style="list-style-type: none"> - Go along the street. Turn right. Go straight ahead. <p>Vocabulary</p> <p>Community facilities:</p> <ul style="list-style-type: none"> - Shop, post office, bank, primary school, etc. <p>Transport:</p> <ul style="list-style-type: none"> - Fly, walk, travel, bus, car, airport, etc. <p>Language structure</p> <ul style="list-style-type: none"> - There is/are. - Prepositions of place: near, next to, opposite, etc. - Comparatives. - Gerunds: walking, flying, etc. - You can. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Learn about common word endings, word families and the roots of words. 	
<p>Links to other subjects: <i>Social Studies: localities, community facilities, transport.</i></p>				
<p>Assessment criteria: <i>Can locate community facilities on a map, describe local transport facilities and compare means of transport.</i></p>				
<p>Materials: <i>Map of locality, pictures, photographs, and charts.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		Unit 4: Weather		No of lessons: 25
Key Unit Competency: To use language learnt in the context of weather.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the present continuous and past simple tenses and adverbs of time. - Identify the basic vocabulary of weather. 	<ul style="list-style-type: none"> - Orally describe the weather today and yesterday. - Interpret a weather chart for Rwanda in both speech and writing. - Describe local weather during the year in both speech and writing. - Read/listen to texts describing the advantages and/or disadvantages of weather. Show understanding visually or in 	<ul style="list-style-type: none"> - Appreciate the role of the weather in our daily lives. - Respect the environment and how it affects Rwanda's weather conditions. 	<p>Language use</p> <p>Talking about today's weather</p> <ul style="list-style-type: none"> - Today it's sunny. Today the weather is sunny. Today it's cool. Today the weather is hot. It's raining. The sun is shining. What's the weather like today? <p>Talking about weather in the past</p> <ul style="list-style-type: none"> - Last week it was sunny. Last week the weather was rainy. Yesterday it was cold. Last week it rained. What was the weather like last week? <p>Talking about weather in our district</p> <ul style="list-style-type: none"> - In our district it is wet in January. The dry season lasts from March to June. What is the weather like in June? When is the rainy season? We have less rain in June. <p>Describing the advantages of weather</p>	<ul style="list-style-type: none"> - Match pictures of weather with words. - Write anagrams. Other students guess which weather word it refers to. - Word Search: an 8 by 8 set of squares with weather words and random letters. Learners have to find and circle the weather words. - Match weather pictures with sentences in the present and past simple tense. - Talk in groups about the weather today and last week. - Read a text about weather patterns in Rwanda. - Orally and in writing, interpret a graph of weather patterns in Rwanda. - Complete sentences about rain and sunshine throughout the year using word more and less.

	<p>writing.</p> <ul style="list-style-type: none"> - Write sentences describing some of the positive and negative effects of types of weather. 		<ul style="list-style-type: none"> - Rain helps to grow crops. Rain gives us water. Sunshine helps to dry crops. Sunshine provides Vitamin D. <p>Describing the disadvantages of weather</p> <ul style="list-style-type: none"> - When there is too much rain, the harvest can be bad. When there is too much sunshine, the crops can be dry. What happens when there is too much rain? Too much sunshine causes drought. Too much wind destroys crops. <p>Vocabulary</p> <p>Weather:</p> <ul style="list-style-type: none"> - Rainy, windy, dry season, hot, cold, etc. <p>Pros and cons of weather:</p> <p>Harvest, destroy, drought, crop, etc.</p> <p>Uses of weather:</p> <ul style="list-style-type: none"> - Help to, give, provide, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Present continuous tense. - Past simple tense. - When clauses. - More, less, too much. - Adverbs of time: last week, today, in May. - Help to. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Learn about common word endings, word families and roots of words. 	<ul style="list-style-type: none"> - Write a short text about local weather patterns. - Write captions for pictures showing the good and bad effects of weather. - Match sentence beginnings and endings to show the good and bad effects of weather. - Listen to the teacher reading a text on the advantages and disadvantages of weather. - Complete sentences about weather using 'when'.
<p>Links to other subjects: <i>Elementary science and technology: weather and farming.</i></p>				
<p>Assessment criteria: <i>Can describe the weather today and yesterday, interpret a weather chart for Rwanda, describe local weather during the year, and describe some of the positive and negative effects of types of weather</i></p>				
<p>Materials: <i>Pictures and photographs.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		Unit 5: Jobs and roles in home and community		No of lessons: 25
Key Unit Competency: To use language learnt in the context of jobs and roles in the home and in the community.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the past simple and future tense, and adverbs of frequency. - State the basic vocabulary of jobs, community work, and household jobs. 	<ul style="list-style-type: none"> - Describe jobs. - Orally describe the jobs of family members. - Listen to/read a short text about community work in the past. Show understanding visually or in writing. - Orally recount community work done in the past. - Read/listen to a short text about community work planned for the future. Show 	<ul style="list-style-type: none"> - Appreciate the jobs and occupations of people in the community. - Value the contribution of workers to the development of Rwanda's economy. 	<p>Language use</p> <p>Naming jobs</p> <ul style="list-style-type: none"> - He is a carpenter. What is his job? <p>Describing jobs</p> <ul style="list-style-type: none"> - A carpenter makes things from wood. What does a carpenter do? A nurse works in a health centre. Where does a teacher work? <p>Talking about people's jobs</p> <ul style="list-style-type: none"> - My uncle is a bus driver. Mrs Kabuga is a nurse. What does your mother do? <p>Talking about helping at home</p> <ul style="list-style-type: none"> - I cook at home. My sister helps my mother with the cooking. What jobs do you do at home? What jobs does your brother do at home? <p>Talking about how often you do jobs</p> <ul style="list-style-type: none"> - I sometimes help in the house. I help in the garden every week. I help in the house twice a week. How often do you help in the garden? <p>Talking about helping in the community</p> <ul style="list-style-type: none"> - Every month we do community work. They clean the roads. When 	<ul style="list-style-type: none"> - Match pictures and job names. - Pupils write anagrams for others. - Missing vowels: complete the job names with the correct vowels. - Match the beginning and ends of sentences to make whole sentences describing jobs. - Talk in groups about the jobs of family members. - Match sentences and household activities. - Write sentences about what activities people in the family do. - Play memory games such as asking who cooks, cleans etc. Learners remember and say who does what. - Add adverbs of frequency to sentences saying who does what in the house and how they do it. - Listen to the teacher reading

	<p>understanding visually or in writing.</p> <ul style="list-style-type: none"> - Write a short text about community work in the future. 		<p>do you do community work? Last Sunday we did community work. They cleaned the roads. What did you do?</p> <p>Talking about work in the future</p> <ul style="list-style-type: none"> - On Sunday they will do community work. I will plant a field. When will he do community work? On Friday she will clean the house. What will they do? <p>Vocabulary</p> <p>Jobs:</p> <ul style="list-style-type: none"> - Carpenter, nurse, teacher, doctor, etc. <p>Community work:</p> <ul style="list-style-type: none"> - Plant, build, clean, etc. <p>Household jobs:</p> <ul style="list-style-type: none"> - Collect, firewood, cook, cooking, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Adverbs of frequency. - The past simple tense. - Future tense with will. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Learn about common word endings, word families and roots of words. 	<p>aloud a text about community work in the past.</p> <ul style="list-style-type: none"> - Talk in groups about the last time they did work in the community. Learners then say what they did and when they did it. - Read a short text about community work planned for the future. - Write sentences about community work in the future using <i>will</i>.
<p>Links to other subjects: <i>Social studies: jobs, household activities, and community work.</i></p>				
<p>Assessment criteria: <i>Can describe jobs, and household and community activities, recount past, and plan for future community activities.</i></p>				
<p>Materials: <i>Photographs and pictures.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		Unit 6: Wild animals		No of lessons: 26
Key Unit Competency: To use language learnt in the context of wild animals.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of the present perfect tense, determiners of quantity, and comparatives and superlatives. - State the basic vocabulary of animals and animal classes. 	<ul style="list-style-type: none"> - Classify animals. - Compare animals orally and in writing. - Make a short oral presentation about what animals eat and which is the fastest and biggest. - Listen to a text about wild animals in Rwanda and show understanding by labelling a map. - Write a short text describing a map of animal populations in 	<ul style="list-style-type: none"> - Appreciate the contribution of Rwanda's wildlife to the development of Rwanda's economy. - Appreciate the beauty and uniqueness of Rwanda's flora and fauna. 	<p>Language use</p> <p>Naming animals This is a spider. What's this?</p> <p>Classifying animals</p> <ul style="list-style-type: none"> - A lion is a carnivore. Is an elephant an herbivore? - Yes it is. No it isn't <p>Comparing animals</p> <ul style="list-style-type: none"> - Lions are bigger than monkeys. Cheetahs are the fastest animals. <p>Talking about animals in Rwanda</p> <ul style="list-style-type: none"> - There are monkeys in Rwanda. There aren't any tigers in Rwanda. There are a lot of monkeys in Rwanda. Are there any zebras in Rwanda? Which animals live in Rwanda? <p>Talking about where animals live in Rwanda</p> <ul style="list-style-type: none"> - There are gorillas near Virunga. There are monkeys in the north. Are there any monkeys in the Volcanoes national park? Where can you see crocodiles? <p>Conducting a survey</p> <ul style="list-style-type: none"> - I have seen a monkey. What has he seen? <p>Interpreting a table</p>	<ul style="list-style-type: none"> - Match animal names and pictures. - Play missing consonants: write full form animal words with vowels only. - Talk in groups and classify animals as carnivores, herbivores or omnivores. - Talk in groups and compare animals for speed, size, etc. - Write sentences comparing animals using comparatives and superlatives. - In groups, prepare a short oral class presentation about what animals eat and which is the fastest, biggest, etc. - Play 20 questions: a learner thinks of an animal and others ask questions about food/size/speed/etc. - Listen to the teacher reading aloud a text about wild animals in Rwanda. Label a map. - In groups, design a questionnaire about the wild

	<p>Rwanda.</p> <ul style="list-style-type: none"> - Read a short text about animals in Rwanda. - Design and orally use a questionnaire about wild animals. 		<ul style="list-style-type: none"> - The vertical axis shows the animals. The horizontal axis shows the number of learners. 3 learners have seen a monkey. A few learners have seen a spider. Who has seen an eagle? How many learners have seen an eagle? Have you seen a lizard? Yes I have. No I haven't. <p>Vocabulary</p> <p>Animals:</p> <ul style="list-style-type: none"> - Monkey, zebra, spider, eagle etc. <p>Compass points:</p> <ul style="list-style-type: none"> - North, south, southeast, etc. <p>Animal classes:</p> <ul style="list-style-type: none"> - Herbivores, carnivores, omnivores, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Present perfect tense: declaratives, questions with have you, who has, and short answers. - There are. Are there? - Determiners of quantity: most/some/a few/a lot of. Any with negatives. - Comparatives, superlatives. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Learn about common word endings, word families and roots of words. 	<p>animals classmates have seen.</p> <ul style="list-style-type: none"> - Administer the questionnaire orally and write down the answers. - Enter the questionnaire data into a chart. - Talk and write about the chart focussing on the present perfect.
<p>Links to other subjects: <i>Social studies: wild animals, animal classes and animal habitats.</i></p>				
<p>Assessment criteria: <i>Can identify, classify and compare animals, locate animals in Rwanda, carry out and report on an animal survey.</i></p>				
<p>Materials: <i>Map, pictures, photographs, and charts.</i></p>				

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		
<ul style="list-style-type: none"> - Identify the use of modal verbs must/ mustn't and the first conditional. - State the basic vocabulary of rights, responsibilities and needs in society. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Respect that everyone has rights and responsibilities. 	<p>Language use</p> <p>Talking about our rights</p> <ul style="list-style-type: none"> - We have a right to education. What are our rights? <p>Talking about our responsibilities</p> <ul style="list-style-type: none"> - We must be honest. We must respect other people. <p>Talking about rules</p> <ul style="list-style-type: none"> - We must keep the classroom clean. If we fight, we will be punished. <p>Talking about our basic needs</p> <ul style="list-style-type: none"> - We need shelter. What do we need in the community? <p>Vocabulary</p> <p>Rights:</p> <ul style="list-style-type: none"> - Education, water, health, etc. <p>Responsibilities:</p> <ul style="list-style-type: none"> - Honest, kind, respect, help, etc. <p>Needs:</p> <ul style="list-style-type: none"> - Water, clothes, shelter, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Modal verbs: must/must not. - The first conditional. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Learn about common word endings, word families and roots of words. 	<ul style="list-style-type: none"> - 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: <i>Social studies: rights in society and social needs.</i>				
Assessment criteria: <i>Can list and define rights, responsibilities, rules and needs in society.</i>				
Materials: <i>Pictures and photographs.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION

P4 English

Unit 8: Talking about the past

No of lessons: 25

Key Unit Competency: To use language learnt in the context of talking about the past.

Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of the past simple tense and determiners of quantity. - State the basic vocabulary of traditional and modern tools, farm products, and household objects. 	<ul style="list-style-type: none"> - In speech and writing describe past activities. - In speech and writing describe past agricultural and household practises. - Identify traditional and modern tools, farm products and household objects. - Listen to/read texts about traditional and modern tools, farm products and household objects. - Write a short text about traditional and modern tools, farm products and household 	<ul style="list-style-type: none"> - Respect Rwanda’s culture and heritage. - Appreciate how our past has contributed to today’s society. 	<p>Language use Recount past activities</p> <ul style="list-style-type: none"> - Yesterday I watched TV. Last weekend she went shopping with her friend. What did you do? <p>Describing traditional and modern tools and utensils</p> <ul style="list-style-type: none"> - People used hoes. We use machines. <p>Describing traditional and modern farm products</p> <ul style="list-style-type: none"> - People grew few crops. They kept cattle. We grow beans. <p>Describing traditional and modern household objects</p> <ul style="list-style-type: none"> - People made pots. They made furniture out of wood. <p>Describing and comparing traditional and modern farming</p> <ul style="list-style-type: none"> - They had fewer tools. They grew fewer crops. We use more machines. We grow more crops. <p>Comparing traditional and modern food</p> <ul style="list-style-type: none"> - They grew fewer crops. We eat more cereals. We grow a lot of crops for export. They ate less 	<ul style="list-style-type: none"> - Talk in groups about past activities, e.g. the weekend, paying attention to the past simple tense. - Write a letter to a friend recounting a past (e.g. weekend) activity. - In groups, match pictures and names of tools, crops, animals, and household objects. - In groups, orally name tools, crops, animals, and household objects. - Write sentences as captions for pictures of traditional and modern practises. - Read a text comparing traditional and modern practises. Take notes under 2 columns describing what happened then and what happens now. - Complete sentences focussing on the use of determiners of quantity: more, less, fewer, etc. - Write a short text comparing traditional and modern practises using determiners of quantity.

	<p>objects.</p> <ul style="list-style-type: none"> - Compare traditional and modern tools, farm products and household objects both orally and in writing. 		<p>meat.</p> <p>Vocabulary</p> <p>Tools:</p> <ul style="list-style-type: none"> - Hoe, axe, machete, etc. <p>Farm products:</p> <ul style="list-style-type: none"> - Cattle, chicken, sorghum, millet, rice, etc. <p>Household objects:</p> <ul style="list-style-type: none"> - Pot, chair, furniture, jewellery, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Past simple tense. - Determiners of quantity: much, a lot of, many, more, fewer, less, etc. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Learn about common word endings, word families and roots of words. 	<ul style="list-style-type: none"> - Talk to people in the community about farming practises in the past and report what they say in class.
<p>Links to other subjects: <i>Elementary science and technology: traditional tools, traditional farming, and crafts.</i></p>				
<p>Assessment criteria: <i>Can describe past activities, describe past agricultural and household practises, identify and compare traditional and modern tools, farm products and household objects.</i></p>				
<p>Materials: <i>Pictures, photographs, and realia (tools).</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		Unit 9: Countries, rivers and famous architectural structures of the world		No of lessons: 25
Key Unit Competency: To use language learnt in the context of countries, rivers and famous architectural structures of the world.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of comparatives, superlatives and the present perfect tense. - Identify the names of a number of key countries, cities, buildings, and rivers. 	<ul style="list-style-type: none"> - Identify and locate countries and their capitals on a map, both orally and in writing. - Identify and locate rivers, buildings, and cities on a map, both orally and in writing. - Listen to a short text about countries and their capitals. Show understanding by labelling a map. - Read a short text comparing 	<ul style="list-style-type: none"> - Appreciate the value of working in groups and keeping time. - Appreciate that the world is a big place of many countries and cultures. 	<p>Language use</p> <p>Naming and locating countries of the world</p> <ul style="list-style-type: none"> - This is China. It is in the northern hemisphere. Beijing is the capital of China. <p>Talking about personal and family experience of countries</p> <ul style="list-style-type: none"> - I have seen a picture of the Eiffel tower. My uncle has been to Tanzania. My cousin lives in France. <p>Describing rivers</p> <ul style="list-style-type: none"> - The Amazon is 6,400 kilometres long. The Nile is the longest river in the world. <p>Describing cities</p> <ul style="list-style-type: none"> - Washington is the capital of the USA. Beijing has 11 million people. Kigali is the biggest city in Rwanda. <p>Describing buildings</p> <ul style="list-style-type: none"> - The Burj Khalifa in Dubai is 828 metres tall. The Eiffel tower is 	<ul style="list-style-type: none"> - Talk in groups and name and locate countries on a map orally and in writing. - Write sentences about personal or family experience of other countries, focussing on the present perfect and present simple tenses. - Talk in groups and compare rivers, buildings etc. Use supports, e.g. substitution table. - Complete sentences comparing rivers, buildings, etc. Focus on comparatives and superlatives. - Write captions for pictures of rivers, buildings etc. Learners match them. - Read a text comparing buildings, cities, rivers, etc. - Listen to a text about countries and locate the places on a map. - Make a class map showing countries, capitals, rivers, etc. - Compile a class map showing

	<p>buildings, cities, and rivers. Show understanding visually or in writing.</p> <ul style="list-style-type: none"> - Compare buildings, cities and rivers orally and in writing. 		<p>the tallest building in France.</p> <p>Comparing cities, rivers, buildings</p> <ul style="list-style-type: none"> - The Nile is longer than the Yangtze. <p>Vocabulary</p> <p>Rivers:</p> <ul style="list-style-type: none"> - Amazon, Nile, Mississippi, Don, Yangtze, etc. <p>Countries:</p> <ul style="list-style-type: none"> - China, the USA, Tanzania, France, etc. <p>Cities:</p> <ul style="list-style-type: none"> - Population, capital, city, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Comparatives, superlatives. - Present perfect tense. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Learn about common word endings, word families and roots of words. 	<p>where learners have relatives.</p>
<p>Links to other subjects: <i>Social studies: rivers, buildings, cities, and countries.</i></p>				
<p>Assessment criteria: <i>Can identify and compare cities, buildings and countries of the world.</i></p>				
<p>Materials: <i>Pictures, photographs, maps, drawing paper and pencils.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P4 English		Unit 10: Climate change		No of lessons: 25
Key Unit Competency: To use language learnt in the context of climate change.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of the present continuous tense, determiners of amount, and modal verbs and their negative form. - Recognise the basic vocabulary of causes and effects of climate change. 	<ul style="list-style-type: none"> - Orally describe the causes and effects of climate change. - Orally make suggestions for reducing the effects of climate change. - Read/listen to short simple texts about the causes and effects of climate change. Show understanding visually or in writing. - Write a short simple text about the causes and effects of 	<ul style="list-style-type: none"> - Respect the local environment. - Appreciate the importance of caring for the environment. 	<p>Language use</p> <p>Describing climate change</p> <ul style="list-style-type: none"> - The world is getting warmer. The Arctic ice is melting. Sea levels are rising. There are more floods. Are sea levels rising? <p>Describing the causes of climate change</p> <ul style="list-style-type: none"> - We are burning too much wood. We are cutting down too many trees. <p>Describing our responsibilities</p> <ul style="list-style-type: none"> - We must use less water. We mustn't burn so much wood. We must cut down fewer trees. <p>Making suggestions</p> <ul style="list-style-type: none"> - Let's recycle more rubbish. Let's cut down fewer trees. <p>Prohibiting</p> <ul style="list-style-type: none"> - Don't cut down trees. Cut down fewer trees. Burn less wood. <p>Vocabulary</p> <p>Causes of climate change:</p>	<ul style="list-style-type: none"> - Identify pictures of the causes and effects of climate change. Put them under 2 columns reason/result and cause/effect. - Match pictures with sentences. - Talk in groups about the causes and effects of climate change using support, e.g. substitution table. - Read a text on the causes and effects of climate change and show understanding by matching words with pictures, etc. - Complete written sentences about the causes of climate change using <i>too much</i> and <i>many</i>. - Construct sentences about responsibilities using <i>we must</i>, <i>mustn't</i> and <i>fewer</i>, <i>less</i>. - Listen to a text on suggestions for reducing the effects of climate change and pay

	<p>climate change. Show understanding visually or in writing.</p> <ul style="list-style-type: none"> - Design and write a poster about reducing the effects of climate change. 		<ul style="list-style-type: none"> - Burn, cut down, wood, etc. <p>Effects of climate change:</p> <ul style="list-style-type: none"> - Ice, sea, rise, melt, global warming, etc.. <p>Language structure</p> <ul style="list-style-type: none"> - Present continuous tense: declarative and questions with is/are. - Too/so much, many. Less, fewer. - Must, mustn't. - Let's. - Don't. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Learn about common word endings, word families and roots of words 	<p>attention to <i>let's</i> and <i>don't</i>.</p> <ul style="list-style-type: none"> - Make suggestion and prohibition sentences with <i>let's</i> and <i>don't</i>. - Design and write a chart about climate change using <i>must</i>, <i>mustn't</i>, <i>let's don't</i> with <i>more</i>, <i>fewer</i>, <i>less</i>.
<p>Links to other subjects: <i>Social studies: climate change and recycling.</i></p>				
<p>Assessment criteria: <i>can identify key features of climate change, discuss responsibilities, make suggestions for resisting climate change and design a poster.</i></p>				
<p>Materials: <i>Pictures, photographs, posters, poster paper, and pens</i></p>				

5.3 English Syllabus for Primary five

5.3.1. Key competences at the end of P5

At the end of P5, the learner should be able to:

- Listen attentively and identify the main points and opinions in spoken messages made up of familiar and unfamiliar material from various contexts,
- Talk about a topic of choice and present their findings to others including expressing opinions.
- Summarise the main points and opinions in written texts from various contexts and across a range of subjects.
- Read fluently respecting rhythm and punctuation. Understand and explain a wide variety of texts of varying length including narratives, poems, notes, lists etc.
- Summarise stories they have read explaining their likes and dislikes.
- Write short descriptive texts on a range of familiar topics using more complex sentences.
- Enhance and communicate more detailed English sentences using vocabulary, language structures and conventions of prints already learned.

5.3.2 Primary Five Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		Unit 1: Past and future events		No of lessons: 25
Key Unit Competency: To use language learnt in the context of past and future.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the past simple tense and time connectors, the future tense with <i>going to</i> and <i>would like to</i>, <i>want to</i>, <i>when</i> clauses, and letter format. - Identify the basic vocabulary of travelling. - Identify vocabulary to express aspirations and ambitions - Identify the format of a 	<ul style="list-style-type: none"> - Read/listen to stories, and retell them orally and in writing. - Recount past experiences both orally and in writing. - Write a letter about past events. - Describe planned activities in the future both orally and in writing. - Express future hopes both orally and in writing. - Listen/read 	<ul style="list-style-type: none"> - Respect the language needs of others in group work. - Appreciate that writing is a skill that needs to be practised. 	<p>Language use Telling stories</p> <ul style="list-style-type: none"> - One morning Mutesi set out early to go to market with her basket on her head. <p>Recounting events</p> <ul style="list-style-type: none"> - Last weekend, we went to a football match. What did you do on Saturday? <p>Telling your life story</p> <ul style="list-style-type: none"> - I was born in 2004. When I was born I weighed 3 kg. I got my first tooth when I was 2. Where were you born? <p>Recounting past experiences</p> <ul style="list-style-type: none"> - I was 10 when I first saw an elephant. How old were you when you first used a computer? <p>Describing a weekend activity</p> <ul style="list-style-type: none"> - Last weekend I played football. What did she do? <p>Planning a trip</p> <ul style="list-style-type: none"> - I'm going to visit my relatives. What is he going to do? <p>Talking about a future activity</p>	<ul style="list-style-type: none"> - Listen to/read stories. - Retell the story both orally and in writing. - In groups, discuss a past event. - Read a letter from a friend about past events. - Write a letter to a friend describing the weekend. - Find out key life story facts (e.g. birth, first word, first tooth, etc.) from your family. - In groups, discuss life stories. - My first book: learners write a short text about their life story and the first time they did things. Make a display of these. - In groups, discuss a past experience, using <i>how old were you when...?</i> and <i>I was 10 when...</i> - Complete written sentences using <i>I was 10 when...</i> - Write about a past experience,

letter.	texts about past experiences or a future activities and show understanding visually or in writing. - Write a text about a future activity.		<ul style="list-style-type: none"> - I'm going to go to town. We're going to buy food. What is he going to get? She's going to look for a new skirt. <p>Expressing future hopes</p> <ul style="list-style-type: none"> - I would like to be a doctor. She wants to live in a house in Kigali. <p>Vocabulary</p> <p>A trip:</p> <ul style="list-style-type: none"> - Travel, take, visit, relatives, etc. <p>Aspirations:</p> <ul style="list-style-type: none"> - Architect, get married, flat, money, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Past simple and connectors of time. - Past simple: questions with how old. - When clauses. - Future with going to. - Would like to, want to. - Letter format. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary and spelling. 	<p>e.g. a weekend.</p> <ul style="list-style-type: none"> - In groups, discuss a past experience, e.g. a weekend. - Listen to a short text about a future activity. - Plan a future activity, e.g. my ideal shopping trip or a visit to a football match. Write about it. - Read texts about future plans. - Discuss in groups about future hopes using <i>would like to, want to</i>. - Write a short text about future hopes using <i>would like to, want to</i>.
Links to other subjects: <i>Social studies: past events.</i>				
Assessment criteria: <i>Can read a simple story, follow a story read aloud, retell the story, write a letter, recount past experiences orally and in writing, describe planned activities in the future, express future hopes, and write a short text about a future activity.</i>				
Materials: <i>Photographs and pictures.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		Unit 2: The language of study subjects		No of lessons: 25
Key Unit Competency: To use language learnt in the context of the language of study subjects.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise instructions used in the classroom environment. - Identify the basic vocabulary of classroom learning activities. 	<ul style="list-style-type: none"> - Respond to classroom instructions and questions. - Read short texts on study subjects expressing key school language functions, e.g. defining and contrasting. - Look up words in a monolingual or bilingual dictionary. - Plan, write and evaluate a short text. 	<ul style="list-style-type: none"> - Appreciate the importance of cooperation and organisation in group work settings. - Appreciate that different topics require different writing styles. 	<p>Language use</p> <p>Following instructions</p> <ul style="list-style-type: none"> - Spell, pronounce, repeat, etc. Look at page 10. Work in groups. Put your hands up. <p>Answering questions</p> <ul style="list-style-type: none"> - Who knows what a rectangle is? What does wildlife mean? Do you agree? Is that right? What do you think? How do you spell it? How do you pronounce it? <p>Working in groups</p> <ul style="list-style-type: none"> - Work in groups. Let's choose a secretary. Do you have any more suggestions? You have five minutes. Are you ready to present? <p>Defining</p> <ul style="list-style-type: none"> - A mammal is a vertebrate that has hair and feeds its young with milk. <p>Contrasting</p> <ul style="list-style-type: none"> - Natural light is not man made, 	<ul style="list-style-type: none"> - Listen and respond to instructions. - Look up words in a monolingual or bilingual dictionary. - In groups, discuss new vocabulary and choose a chairperson, a timekeeper, and decide who will report back, etc. - Read information texts and pay attention to the key phrases and vocabulary used. - Write and then evaluate the writing in relation to accuracy of spelling and grammar, correct choice of vocabulary, correct use of functions, and clarity. - Evaluate another learner's writing.

			<p>but human beings make artificial light.</p> <p>Using reference materials</p> <ul style="list-style-type: none"> - Look the word up in the dictionary. What's the dictionary definition? What's the word in Kinyarwanda? <p>Planning and evaluating writing</p> <ul style="list-style-type: none"> - These are my notes. This is my plan. Evaluate your writing. Look for spelling and grammar mistakes. <p>Vocabulary</p> <p>Classroom language:</p> <ul style="list-style-type: none"> - Groups, report, keep time, pronounce, repeat, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Teacher language: imperatives and questions. - Signals of common school language functions, e.g. because, but, time prepositions, etc. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	
<p>Links to other subjects: <i>Kinyarwanda and French: dictionary use, planning and evaluating writing.</i></p>				
<p>Assessment criteria: <i>Can follow classroom instructions, understand teacher questions, work orally in groups, express a few common school language functions in writing, look up words in a monolingual or bilingual dictionary, and plan, write and evaluate a short text.</i></p>				
<p>Materials: <i>Dictionaries.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		Unit 3: Reading		No of lessons: 25
Key Unit Competency: To use language learnt in the context of reading.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the past simple tense, adverbs of frequency. - Identify the vocabulary of reading materials and reading topics. 	<ul style="list-style-type: none"> - Read/listen to stories and show understanding of the time sequence. - Retell a story both orally and in writing. - Skim and scan texts, and find items in the table of contents and index. - Talk about reading materials and reading topics. - Describe a classmates' reading habits by compiling a 	<ul style="list-style-type: none"> - Appreciate that reading is a skill that needs to be practised regularly. - Respect people's reading ability and interests. 	<p>Language use</p> <p>Telling stories</p> <ul style="list-style-type: none"> - One morning Mutesi set out early to go to market with her basket on her head. <p>Naming sources of reading</p> <ul style="list-style-type: none"> - I read magazines. What does she read? <p>Saying what you like reading</p> <ul style="list-style-type: none"> - They like reading about animals. What does she like reading about? <p>Talking about reading habits</p> <ul style="list-style-type: none"> - We read magazines once a week. How often do you read? <p>Saying why you read</p> <ul style="list-style-type: none"> - I read because I'm interested in sports. <p>Recounting what you read in the past</p> <ul style="list-style-type: none"> - Last week I read an interesting book. It was about sports. <p>Skimming and scanning</p>	<ul style="list-style-type: none"> - Listen to and read stories. - Make a collection of different types of reading material e.g. cards, labels, shopping lists, comics, magazines, guides, pamphlets, newspapers, etc. Label them and talk about why we read them (for fun, for information or instruction, etc.). - Write captions for pictures showing reading preferences and habits. - In groups, discuss reading habits and preferences. - Complete sentences about reading frequency focussing on adverbs of frequency. - Design a questionnaire for getting oral information from classmates about their reading habits. - Use the questionnaire and write down classmates' answers.

	<p>table and talking and writing about it.</p> <ul style="list-style-type: none"> - Listen to/read texts about why and what people read. Show understanding visually or in writing. - Describe something recently read, both orally and in writing. 		<ul style="list-style-type: none"> - Scan and find out the name of the main character. Skim and find out the topic. <p>Using tables of contents and indexes</p> <ul style="list-style-type: none"> - Find the word in the table of contents. Look up the word in the index. <p>Vocabulary</p> <p>Reading materials:</p> <ul style="list-style-type: none"> - Newspaper, magazine, book, comic, etc. <p>Topics:</p> <ul style="list-style-type: none"> - Animals, sports, news, subjects, etc. <p>Language structure</p> <ul style="list-style-type: none"> - The past simple tense. - Adverbs of frequency. - Like + -ing. - Because clauses. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	<ul style="list-style-type: none"> - Fill in a table about reading habits and talk and write about them. - Bring reading materials to the class and say who the main characters are, what they are like, the main events and why they are interesting. - Practise skimming, scanning, and finding items in the table of contents and index, using timed exercises.
<p>Links to other subjects: <i>Kinyarwanda and French: reading stories.</i></p>				
<p>Assessment criteria: <i>Can read a simple story, retell the story orally and in writing, describe preferred reading material and reading topics, skim, scan, and use a table of contents and index.</i></p>				
<p>Materials: <i>Reading materials e.g. cards, labels, shopping lists, comics, magazines, guides, pamphlets, newspapers, etc.</i></p>				

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		
<ul style="list-style-type: none"> - Recognise the use of the passive voice and prepositions of place. - Identify the vocabulary of geographical features, compass points, and wildlife. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Respect and protect the environment. 	<p>Language use</p> <p>Describing a map of Rwanda</p> <ul style="list-style-type: none"> - This is our province. The neighbouring countries are Tanzania and the DRC. <p>Naming geographical features on a map</p> <ul style="list-style-type: none"> - This is a mountain. These are woodlands. This province has hills. This district is mountainous. <p>Describing position on a map</p> <ul style="list-style-type: none"> - The river is near Butare. The volcano is in the north. <p>Describing the uses of physical features</p> <ul style="list-style-type: none"> - Lakes and rivers are useful because they provide water. We grow crops in the soil. <p>Describing wildlife in Rwanda</p> <ul style="list-style-type: none"> - There are antelopes in our district. Rare flowers are found in this region. <p>Vocabulary</p>	<ul style="list-style-type: none"> - 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.

	<p>of physical features and show understanding visually or in writing.</p> <ul style="list-style-type: none"> - Name key flora and fauna found in Rwanda and say orally and in writing where they are found. 		<p>Geographical features:</p> <ul style="list-style-type: none"> - Hill, mountain, valley, lake, grasslands, etc. <p>Compass points:</p> <ul style="list-style-type: none"> - North, southeast, west, etc. <p>Wildlife:</p> <ul style="list-style-type: none"> - Wild, rare, elephant, chimpanzee, etc. <p>Language structures.</p> <ul style="list-style-type: none"> - Passive: is/are found. - Prepositions of place. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	
<p>Links to other subjects: <i>Social studies: maps, Rwandan geography, and flora and fauna.</i></p>				
<p>Assessment criteria: <i>Can orally describe the location of Rwanda on a map of East Africa and describe the key geographical features of Rwanda using a map.</i></p>				
<p>Materials: <i>Maps, photographs, and pictures.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		Unit 5: Measurement		No of lessons: 25
Key Unit Competency: To use language learnt in the context of measurement.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of measurement language and of comparatives and superlatives. - State the vocabulary of measurement. 	<ul style="list-style-type: none"> - Measure and calculate dimensions. - Compare the features of places in Rwanda and in the wider world. - Read/listen to a short text comparing places in Rwanda or in the wider world. Show understanding visually or in writing. - Write a short text comparing places. 	<ul style="list-style-type: none"> - Reading attentively develops understanding and increases vocabulary. - Practising language improves confidence and competence. 	<p>Language use</p> <p>Calculating</p> <ul style="list-style-type: none"> - 3 times 2 equals 6. 150 times 25 is 3750 (three thousand seven hundred and fifty). What is 3 times 2? <p>Describing dimensions</p> <ul style="list-style-type: none"> - How long is the building? The desk is about 50cm wide. What is the area of the field? The area of the field is 30 metres by 55 metres. What is the length of the house? <p>Measuring people in the classroom</p> <ul style="list-style-type: none"> - Kamali is 142 cm tall. His feet are 20 cm long. Kamali is the tallest. She has the biggest feet. How tall are you? How big are her feet? <p>Describing Rwandan geography</p> <ul style="list-style-type: none"> - The biggest lake in Rwanda is Lake Kivu. Is Kigali city is 	<ul style="list-style-type: none"> - In groups discuss places in the world using a map and compare, e.g. rivers and mountains. - Measure objects and order them using comparatives and superlatives e.g. big, bigger, biggest, etc. - Complete sentences using comparatives and superlatives. - Read a text about Rwanda giving the dimensions of key places. - Label a map of Rwanda showing the dimensions of mountains, rivers, etc. - Listen to a text about the size of places in the world. - Write a short text comparing the dimensions of places in Rwanda or the world.

			<p>bigger than Musanze? Is Lake Kivu bigger than Lake Muhazi? What is the longest river in Rwanda?</p> <ul style="list-style-type: none"> - Comparing places. - The longest river in the world is the Nile. Which is the tallest building in the world? Is the Nile longer than the Yangtze? <p>Vocabulary</p> <p>Measurements:</p> <ul style="list-style-type: none"> - Length, width, long, high, area, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Questions with how long, wide, etc. - Comparatives and superlatives. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	
Links to other subjects: <i>Mathematics: measurement. Social Studies: countries of the world.</i>				
Assessment criteria: <i>Can count, add, subtract, divide, multiply and describe shapes and compare the size of different places.</i>				
Materials: <i>Charts, plans, pictures, photographs, and rulers.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		Unit 6: Transport		No of lessons: 25
Key Unit Competency: To use language learnt in the context of transport.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of comparatives. - List the means of transport. 	<ul style="list-style-type: none"> - Describe how and why people travel in the district. - Say where you have been in Rwanda. - Compare means of transport and describe their uses in speech and writing. - Listen to/read a short text comparing means of transport. Show understanding visually or in writing. - Plan a text about the uses 	<ul style="list-style-type: none"> - Planning writing is an important process. - Appreciate the contribution that others make when working in groups. 	<p>Language use</p> <p>Talking means of transport</p> <ul style="list-style-type: none"> - People travel by bus. How do people travel in your district? <p>Talking about the purposes of travel</p> <ul style="list-style-type: none"> - People visit their family. People attend weddings or funerals. <p>Comparing means of transport</p> <ul style="list-style-type: none"> - It is cheaper to travel by road than by air. Air transport is faster. <p>Describing the uses of means of transport</p> <ul style="list-style-type: none"> - Roads help farmers to take goods to market. Water transport helps fishermen to fish. Aeroplanes help people to travel fast. <p>Talking about visits in Rwanda</p> <ul style="list-style-type: none"> - Have you ever visited Gisenyi? What places have you visited in Rwanda? I have been to Kigali. <p>Vocabulary</p>	<ul style="list-style-type: none"> - Match pictures with words for means of transport. - In groups, discuss the means of transport used in the district and their purposes. - Listen to texts comparing means of transport. - In groups, fill in a table with means of transport on the vertical axis and speed, cost, etc. on the horizontal axis. Write cheaper, faster, etc. in the table. - In groups, talk and write about the table using comparatives. - In pairs, say where you have been in Rwanda. - Read a short text about the uses of different means of transport. - Write sentences about the uses of transport. - Plan a piece of writing about the uses of transport then write it and evaluate it.

	<p>of transport, write it and evaluate it.</p>		<p>Transport on land, by air and on water Means of transport: - Car, air, plane, bus, taxi, etc. Uses of transport: - Goods, market, bank, travel, etc. Language structures - Comparatives. - Help to. Sounds and spelling - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</p>	
<p>Links to other subjects: <i>Social Studies: means of transport. Mathematics: graphs.</i></p>				
<p>Assessment criteria: <i>Can describe how and why people travel in the district, compare means of transport, and describe their uses in speech and writing.</i></p>				
<p>Materials: <i>Pictures, photographs, and tables.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		Unit 7: Hygiene and health		No of lessons: 25
Key Unit Competency: To use language learnt in the context of hygiene and health.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of the first conditional. - State the vocabulary of illnesses, basic hygiene, and food groups. 	<ul style="list-style-type: none"> - Orally, describe what you eat and classify it into vegetables, meat, etc. - Both orally and in writing, define key food groups and give examples of foods in those groups. - Listen to/read a short text about health. Show understanding visually or in writing. - Listen to/read a short text about food and food groups. 	<ul style="list-style-type: none"> - Reading about diet, health and hygiene helps informs decisions about leading a healthy lifestyle. 	<p>Language use</p> <p>Describing diet</p> <ul style="list-style-type: none"> - I eat a lot of cereals. How much meat does she eat? <p>Describing food groups and a balanced diet</p> <ul style="list-style-type: none"> - Meat contains protein. Carbohydrates are energy giving foods. <p>Talking about diet and health</p> <ul style="list-style-type: none"> - Vitamins are good for you. I have a healthy diet. <p>Talking about hygiene</p> <ul style="list-style-type: none"> - I brush my teeth. You should wash your hands before eating. <p>Talking about illness</p> <ul style="list-style-type: none"> - I have a cough. What is wrong with you? You should see a doctor. If you don't eat a healthy diet, you will get ill. <p>Vocabulary</p> <p>Illnesses:</p> <ul style="list-style-type: none"> - Cough, food poisoning, cholera, etc. 	<ul style="list-style-type: none"> - In groups, discuss and match pictures with foods. - Define key food groups: proteins, carbohydrates, minerals and vitamins. - Classify foods, using different colours, in a diagram of food groups. - In groups, learners make a table of what they eat every week and classify these foods into food groups. - In groups, learners discuss and evaluate whether their diet is balanced. - Give advice to classmates about what they should eat. - Listen to a dialogue about a visit to the doctor. - Role play a visit to the doctor. - Make sentences about keeping healthy using the first conditional. - In groups, discuss keeping

	<p>Show understanding visually or in writing.</p> <ul style="list-style-type: none"> - Write a short brochure about keeping healthy. 		<p>Hygiene:</p> <ul style="list-style-type: none"> - Wash, boil, brush, etc. <p>Food groups:</p> <ul style="list-style-type: none"> - Carbohydrates, proteins, vitamins, minerals, etc. <p>Language structures</p> <ul style="list-style-type: none"> - First conditional. - Modal verbs: should. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation. 	<p>healthy.</p> <ul style="list-style-type: none"> - Design and write a simple advice brochure.
<p>Links to other subjects: <i>Elementary science and technology: food, nutrition, food groups, diet, health, and hygiene.</i></p>				
<p>Assessment criteria: <i>Can describe diet and classify it into vegetables, meat, etc., define key food groups, and give advice about keeping healthy.</i></p>				
<p>Materials: <i>Pictures, diagrams, and photographs.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		Unit 8: Crafts in Rwanda		No of lessons: 26
Key Unit Competency: To use language learnt in the context of crafts in Rwanda.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise the use of the passive voice. - Identify the vocabulary of craft objects, raw materials, and the way things are made. 	<ul style="list-style-type: none"> - Orally, describe what crafts people made, what they used them for, and the raw materials they used. - Listen to/read a short text about objects people have made in the past and their uses. Show understanding visually or in writing. - Describe in both speech and writing, the crafts people make 	<ul style="list-style-type: none"> - Appreciate the role of crafts in Rwandan culture. 	<p>Language use</p> <p>Describing what people made in the past</p> <ul style="list-style-type: none"> - Traditionally people in Rwanda used to make tools. People made baskets. What did people make? <p>Describing what they used things for</p> <ul style="list-style-type: none"> - They used hoes for digging. What did they use knives for? <p>Describing raw materials</p> <ul style="list-style-type: none"> - People made tools from iron. They made pots from clay. <p>Describing modern handicrafts</p> <ul style="list-style-type: none"> - People make baskets. They make pots near Rwamagana. <p>Describing how to make craft objects</p> <ul style="list-style-type: none"> - The clay is softened. The pots are dried in the sun. What happens next? <p>Vocabulary</p>	<ul style="list-style-type: none"> - In groups, discuss and match pictures of tools and craft objects with words. - In groups, discuss what people made in the past. - Match tools with their uses. - Match objects with raw materials. - Write a short text about objects, their uses and the materials used to make them. - Listen to texts about crafts in Rwanda and label a map showing where modern craft objects are made. - Sequence a set of sentences describing the process of making a craft object. - Complete sentences describing the production process focussing on the passive.

	today and the process of making an object.		<p>Craft objects:</p> <ul style="list-style-type: none"> - Pot, domestic tools, furniture, etc. <p>Raw materials:</p> <ul style="list-style-type: none"> - Ion, clay, sisal, etc. <p>Making pots:</p> <ul style="list-style-type: none"> - Clay, soft, dry, shape, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Passive voice: present simple. - Used to. - Use for +-ing. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	
<p>Links to other subjects: <i>Arts and crafts: crafts, traditional crafts, and making craft objects.</i></p>				
<p>Assessment criteria: <i>Can describe what crafts people made, what they used them for and the raw materials they used. Can describe the crafts people make today and the process of making an object.</i></p>				
<p>Materials: <i>Pictures, photographs, and maps.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		Unit 9: Traditional and modern agriculture in Rwanda		No of lessons: 26
Key Unit Competency: To use language learnt in the context of traditional and modern agriculture in Rwanda.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the use of the past simple, present simple and the future tense. - List farming tools and practises from the past and future. 	<ul style="list-style-type: none"> - In both speech and writing, describe tools and farming practises in the past, present and future. - Listen to/read texts about farming in the past, present or future. Show understanding visually or in writing. - In both speech and writing, interpret a table showing key agricultural exports. - Write a short 	<ul style="list-style-type: none"> - Appreciate the role of agriculture in the Rwandan economy and how it contributes to development. - Respect how creativity and innovation leads to change. 	<p>Language use</p> <p>Describing tools in the past</p> <ul style="list-style-type: none"> - Farmers used axes and machetes. What tools did farmers use? <p>Describing farming in the past</p> <ul style="list-style-type: none"> - Farmers kept cattle. Did farmers grow coffee? <p>Describing agriculture in current era</p> <ul style="list-style-type: none"> - Farmers grow beans. Farmers breed pigs. Farmers use tractors. What crops do farmers grow now? <p>Describing current agricultural exports</p> <ul style="list-style-type: none"> - Rwanda exports coffee to Germany. What does Rwanda export? <p>Describing agriculture in the future</p> <ul style="list-style-type: none"> - In the future there will be more tea plantations in Rwanda. In 	<ul style="list-style-type: none"> - In groups, discuss and match pictures with the names of agricultural tools. - Match pictures with agricultural processes. - Listen to a short text about agriculture in the past. Number products from a list in the order in which they are heard. - In groups, discuss agriculture in the past. - Write a short text about agriculture in the past. - In groups, discuss agriculture in the present. - Make true/false sentences and give them to others to correct. - Interpret a table showing Rwanda's exports. - Read texts about agriculture in the future, using <i>will</i>. - Complete sentences describing agriculture in the future, using

	text about the future of Rwandan agriculture.		<p>10 years Rwanda will export more coffee. What will Rwanda export?</p> <p>Vocabulary</p> <p>Tools:</p> <ul style="list-style-type: none"> - Axe, hoe, machete, etc. <p>Farming:</p> <ul style="list-style-type: none"> - Cattle, keep, grow, crop, etc. <p>Exports:</p> <ul style="list-style-type: none"> - Export, coffee, tea, etc. <p>Language structures</p> <ul style="list-style-type: none"> - Past simple tense. - Present simple tense. - Future tense with <i>will</i> <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation. 	<i>will.</i>
Links to other subjects: <i>Social studies: farming, tools, animals and crops, and history.</i>				
Assessment criteria: <i>Can describe tools and farming practises in Rwanda in the past, present and future.</i>				
Materials: <i>Pictures and photographs.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P5 English		Unit 10: Geography of the world		No of lessons: 25
Key Unit Competency: To use language learnt in the context of world geography.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognize how to use of <i>you can, there is/are</i> and prepositions of place. - Identify the basic vocabulary of country names, continents, and some of the geographical and general features of a country. 	<ul style="list-style-type: none"> - Orally name countries, continents and capitals. - Locate countries on a map of the world in both speech and writing. - Read/listen to a short text about a country describing key features such as position, capital, exports, and tourist destinations. Show understanding visually or in 	<ul style="list-style-type: none"> - Appreciate the location of Rwanda in the wider world and its role in the global community. 	<p>Language use Naming continents, countries and capitals</p> <ul style="list-style-type: none"> - Rwanda is in Africa. Which continent is China in? What is the capital of South Africa? <p>Describing the position of countries</p> <ul style="list-style-type: none"> - Russia is in the northern hemisphere. Rwanda is south of the equator. DRC is West of Rwanda. Where is Russia situated? <p>Describing the geography of a country</p> <ul style="list-style-type: none"> - Rwanda is a mountainous country. There are deserts in Namibia. <p>Describing a country</p> <ul style="list-style-type: none"> - Kenya is on the east coast of Africa. It has a coastline. The capital city is Nairobi. It exports tea. You can visit national parks. 	<ul style="list-style-type: none"> - In groups, discuss and locate countries, continents and capitals on a map. - Listen to a short text about the position of countries and label them on a map. - In groups, discuss countries, continents and capitals, using a map. - Write a short text about countries, continents and capitals focussing on prepositions, compass points, etc. - Read about a country, its position, exports, tourist destinations, etc. Respond in writing, e.g. answer questions. - Make true/false sentences for others to answer. - Make a short tourist guide: write a short text about a country and add pictures.

	<p>writing.</p> <ul style="list-style-type: none"> - Write a short text about a country describing key features such as position, capital, exports, and tourist destinations. 		<p>Vocabulary</p> <p>Country names:</p> <ul style="list-style-type: none"> - Tanzania, China, Russia, the USA, etc. <p>Continents:</p> <ul style="list-style-type: none"> - Africa, Asia, Europe, South America, etc. <p>Geographical features:</p> <ul style="list-style-type: none"> - Mountain, desert, lowland, mountainous, etc. <p>Country features:</p> <ul style="list-style-type: none"> - Coastline, landlocked, export, national park, etc. <p>Language structures</p> <ul style="list-style-type: none"> - You can. - There is, are. - Prepositions of place: in, on, west of. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	
<p>Links to other subjects: <i>Social Studies: countries, geographical features, continents, and capitals.</i></p>				
<p>Assessment criteria: <i>Can name countries, continents and capitals, locate countries on a map of the world, and write a short text about a country describing key features such as position, capital, exports, and tourist destinations.</i></p>				
<p>Materials: <i>Map, photographs, pictures, pencils and drawing paper.</i></p>				

5.4 English Syllabus for Primary six

5.4.1. Key competences at the end of P6

At the end of P6, the learner should be able to:

Differentiate present, past and future events in a range of spoken materials,

Give a short talk and present ideas and findings, expressing opinions and answering simple questions using a variety of structures,
Ask questions to clarify and seek information,

Give their point of view in an orderly manner,

Distinguish between present, past and future events in a range of texts and subjects,

Summarise stories they have read explaining their likes and dislikes,

Write longer texts giving and seeking information and opinions using a variety of structures using different tenses.

5.4.2 Primary Six Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 1: Leisure and sports		No of lessons: 26
Key Unit Competency: To use language learnt in the context of leisure and sports.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise when to use the past simple tense, like +/-ing and determiners of quantity. - List the basic vocabulary of leisure activities and sports. 	<ul style="list-style-type: none"> - Describe favourite leisure activities. - Orally describe music preferences. - Design and orally administer a class questionnaire. - Create a bar graph of classmates' leisure time preferences and interpret it orally and in writing. - Listen to/read 	<ul style="list-style-type: none"> - Value leisure and sports as recreational and social activities. - Appreciate how sports activities build team work. 	<p>Language use Talking about what you like doing</p> <ul style="list-style-type: none"> - I like watching TV. She dislikes reading. What do you like doing? Do they like playing football? We prefer reading. What do you prefer doing? <p>Conducting a survey</p> <ul style="list-style-type: none"> - Do you dance? A few people dance. - How many people watch football? 40% of people do sports. <p>Describing past activities</p> <ul style="list-style-type: none"> - Last weekend I went shopping. On Sunday we visited my uncle. What did you do last week? <p>Describing music</p> <ul style="list-style-type: none"> - I like Tom Close. I like R+B. <p>Describing famous entertainers</p> <ul style="list-style-type: none"> - He was born in Uganda in 1986. He formed his first group in 2006. His best album is <i>Subeza</i>. <p>Describing sportspeople</p> <ul style="list-style-type: none"> - Mathias Ntawulikura is an athlete. 	<ul style="list-style-type: none"> - In groups, discuss leisure activities they like or don't like doing. - Ask the class questions: who likes playing football? Who doesn't like reading? Learners have to remember and say who likes/doesn't like what, etc. - Design a class questionnaire. - Use the questionnaire orally. - Make a bar graph out of the data. - In groups, interpret the graph orally. - Match written percentages with numbers, e.g. 15% = fifteen per cent. - Write sentences about the graph using percentages. - In groups, discuss a past activity (e.g. weekend), paying

	<p>texts about a famous entertainer or sportsperson.</p> <ul style="list-style-type: none"> - Write a short life history of a famous person. 		<p>He competed in the Olympic Games. His best performance was at Atlanta in 1996.</p> <p>Vocabulary</p> <p>Leisure activities:</p> <ul style="list-style-type: none"> - Singing, watching TV, reading, etc. <p>Sports:</p> <ul style="list-style-type: none"> - Football, volleyball, athletics, etc. <p>Percentages:</p> <ul style="list-style-type: none"> - 40% (forty per cent). <p>Careers of famous people:</p> <ul style="list-style-type: none"> - Dorn, compete, form, album, performance, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Past simple tense. - Like, prefer +/-ing. - Determiners of quantity: a few, some, a lot, most. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	<p>attention to the past simple.</p> <ul style="list-style-type: none"> - Write a letter to friend describing a past activity, paying attention to the past simple. - Listen to/read a text about a famous entertainer or sportsperson. - Describe the life story of a famous person, with support. - Read about a famous entertainer or sportsperson. - Write texts about a famous entertainer or sportsperson.
<p>Links to other subjects: <i>Physical education: sports, entertainment, and leisure. Mathematics: graphs.</i></p>				
<p>Assessment criteria: <i>Can describe favourite leisure activities, describe music preferences, and describe the life history of a famous person.</i></p>				
<p>Materials: <i>Drawing paper and pencils; graph, photographs, and pictures.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Topic 2: Making future plans		No of lessons: 26
Key Unit competency: To use language learnt in the context of making future plans.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognize when to use <i>would like</i>, <i>going to</i> and adverbials of time, <i>let's</i> and <i>shall we</i>. - State the basic vocabulary of daily activities. 	<ul style="list-style-type: none"> - Describe favourite tourist destinations. - Write a timetable for a day, a week, and a month. - Listen to/read texts about a planned trip or about people making suggestions about what to do. - Write about a planned trip. 	<ul style="list-style-type: none"> - Appreciate how planning and organisational skills help people plan for future events. - Value the physical features and places of Rwanda as tourist attractions. 	<p>Language use</p> <p>Describing tourist destinations</p> <ul style="list-style-type: none"> - I'd like to go to Volcanoes National Park. Where would you like to go? <p>Describing a trip</p> <ul style="list-style-type: none"> - Tomorrow I'm going to visit Kigali. Next year we are going to visit my aunt. When are they going to visit Kigali? Are you going to visit your parents next week? <p>Talking about tomorrow</p> <ul style="list-style-type: none"> - I'm going to get up at 6.00 am. She's going to have her lunch at 1.00 pm in the afternoon. When are they going to get up? <p>Making suggestions</p> <ul style="list-style-type: none"> - Shall we go shopping? Let's go shopping. <p>Vocabulary about plans</p> <p>Daily activities:</p> <ul style="list-style-type: none"> - Get up, do homework, have dinner, etc. 	<ul style="list-style-type: none"> - In groups, discuss where learners would like to go in Rwanda. - Listen to/read texts about a planned trip. - Plan a trip to somewhere in Rwanda. - Write about a trip paying attention to <i>going to</i>. - Read texts about a plans for person's day tomorrow. - Write about tomorrow paying attention to <i>going to</i>. - Make a short oral class presentation about tomorrow. - Teacher reads out learners' texts and learners guess who wrote it. - Listen to/read texts about people deciding what to do, focussing on <i>let's</i> and <i>shall we</i>. - Role play suggestions about what to do on a visit, on the weekend, etc. Paying attention

			<p>A trip:</p> <ul style="list-style-type: none"> - Visit, travel, come back, see, go shopping, picnic, outing, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Adverbials of time: at 6.00 am, in the afternoon, etc. - Future with going to. - Let's, shall we? <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	to <i>let's</i> and <i>shall we</i> .
Links to other subjects: <i>Kinyarwanda and social studies: a journey and diaries.</i>				
Assessment criteria: <i>Can describe favourite tourist destinations, describe a planned trip, describe planned activities, and make suggestions about what to do.</i>				
Materials: <i>Photographs, pictures, and diary.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 3: Weather		No of lessons: 25
Key Unit Competency: To use language learnt in the context of weather.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise when to use the present simple and continuous tenses. - Identify the present continuous tense with future meaning, the first conditional, and the future with <i>will</i>. - List basic vocabulary about the weather. 	<ul style="list-style-type: none"> - Describe current weather. - Interpret a weather chart for the next week. - In both, speech and writing, describe plans for future events in relation to the weather. - Listen to/read texts on future weather or Rwandan climate. - Interpret climate graphs for Rwanda. 	<ul style="list-style-type: none"> - Appreciate how weather forecast helps people plan for the future. - Respect the value of group work and individuals contributions. 	<p>Language use</p> <p>Talking about the weather now</p> <ul style="list-style-type: none"> - The sun is shining. Is it raining? It's raining. What's the weather like? <p>Predicting the weather</p> <ul style="list-style-type: none"> - On Sunday it will rain. Tomorrow will be hot. What will the weather be like on Sunday? Will it rain? On Saturday the temperature will be high. <p>Planning future events</p> <ul style="list-style-type: none"> - If it rains, we will play football. What will you do if it is sunny? <p>Describing future plans</p> <ul style="list-style-type: none"> - We're going to Kigali. I'm wearing my T-shirt. She's taking an umbrella. <p>Describing seasons</p> <ul style="list-style-type: none"> - In the rainy season it rains. The weather is hot in the dry season. The temperature is 	<ul style="list-style-type: none"> - Match pictures and sentences about weather. - In groups, discuss the current weather, paying attention to the present continuous tense. - Write sentences about a weather chart. - In groups, discuss plans for the weekend. - Write plans for the weekend. - Listen to a weather forecast and show understanding by filling in a weather timetable. - Talk about climate graphs for Rwanda showing temperature and rainfall in different places. - Read texts about the Rwandan climate. - Construct graphs about the Rwandan climate.

			<p>highest is September. Rainfall is low in July.</p> <p>Vocabulary</p> <p>Weather:</p> <ul style="list-style-type: none"> - Sunny, rain, weather, hot, etc. <p>Annual climate:</p> <ul style="list-style-type: none"> - Rainfall, temperature, dry, high, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Present simple tense. - Present continuous tense. - Present continuous tense with future meaning. - First conditional. - Future with will. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	
Links to other subjects: <i>weather, climate, forecasts</i>				
Assessment criteria: <i>Can describe current weather, interpret a weather chart for the next week, describe plans for future events in relation to the weather, and interpret climate graphs for Rwanda in both speech and writing.</i>				
Materials: <i>Weather charts, photographs, and pictures.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 4: Behaviour, rules and laws		No of lessons: 25
Key Unit Competency: To use language learnt in the context of behaviour, rules and laws.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise when to use the first conditional and <i>should</i>, <i>must</i>. - List the basic vocabulary of character, social behaviour, laws and punishment/penalty/sentence. 	<ul style="list-style-type: none"> - Describe people's character. - Describe social behaviour in the community - Listen to/read texts about character or about social behaviour in the community. - Give opinions on morality, both orally and in writing, using <i>should</i>. - Read/listen to texts about laws and punishment. Show understanding 	<ul style="list-style-type: none"> - Respect the rules and laws of the school, community and country. - Appreciate the importance of good behaviour and contributing to society. 	<p>Language use</p> <p>Describing people</p> <ul style="list-style-type: none"> - Eric is honest. What is Eric like? I like Eric because he is hardworking <p>Describing social behaviour</p> <ul style="list-style-type: none"> - Drug taking is a problem in our community. People smoke a lot in our community. People don't drink too much. <p>Giving opinions on morality</p> <ul style="list-style-type: none"> - You shouldn't smoke. Should she take drugs? I think people shouldn't drink too much. <p>Making school rules</p> <ul style="list-style-type: none"> - We must clean the classroom. We must not make a lot of noise. <p>Describing laws</p> <ul style="list-style-type: none"> - We must pay our taxes. We must not steal. <p>Describing punishment</p> <ul style="list-style-type: none"> - If you steal, you will be arrested. 	<ul style="list-style-type: none"> - In groups, discuss the character of friends and acquaintances. - Read/listen to texts about social behaviour in the community. - In groups, discuss and give opinions on morality related to social behaviour, using <i>should</i>, with support. - Write sentences giving opinions on morality related to social behaviour, using <i>should</i>. - Learners revise the features of a good poster. - Work in groups, agree some ideal school rules and write them on the poster. - Hold an exhibition of the posters. - Read a text on laws and punishment with <i>must</i> and <i>mustn't</i>. Take guided notes using the 2 columns with <i>must</i> and <i>mustn't</i>.

	<p>in writing.</p> <ul style="list-style-type: none"> - Formulate school rules and write them on posters using <i>must</i>, <i>mustn't</i>. 		<p>Vocabulary</p> <p>Character:</p> <ul style="list-style-type: none"> - Kind, honest, hardworking, lazy, etc. <p>Social behaviour:</p> <ul style="list-style-type: none"> - Smoke, take drugs, alcohol, drink, etc. <p>School rules:</p> <ul style="list-style-type: none"> - Clean, noise, keep, etc. <p>Laws and punishment:</p> <ul style="list-style-type: none"> - Arrest, prison, tax, steal, etc. <p>Language structure</p> <ul style="list-style-type: none"> - First conditional. - Modal verbs: should, must... <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	<ul style="list-style-type: none"> - Match halves of sentences about breaking laws using <i>if you... then...</i> - Write sentences on the consequences of breaking laws, paying attention to the first conditional.
<p>Links to other subjects: <i>Social studies: Law, antisocial behaviour, morality, and school rules.</i></p>				
<p>Assessment criteria: <i>Can describe people's character, describe social behaviour in the community, give opinions on morality, and formulate school rules.</i></p>				
<p>Materials: <i>Pictures, and photographs.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 5: Family relationships		No of lessons: 25
Key Unit Competency: To use language learnt in the context of family relationships.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise when to use the past simple tense and clauses with <i>because</i>. - State the vocabulary of family relationships, personality, and emotions. 	<ul style="list-style-type: none"> - Construct and describe a family tree both orally and in writing. - Describe people's personalities and say why they like them, in both speech and writing. - Listen to texts about the family or family relationships. - Read texts about the family or family relationships. - Write a short description of 	<ul style="list-style-type: none"> - Appreciate the role of family in our daily lives. - Respect the importance of maintaining good family relationships. 	<p>Language use Describing a family tree</p> <ul style="list-style-type: none"> - This is my grandfather. She had four daughters. He married my aunt. <p>Describing family members</p> <ul style="list-style-type: none"> - Eric is my brother-in-law. Chantal is her cousin. How many brothers have you got? I've got four cousins. <p>Describing personalities</p> <ul style="list-style-type: none"> - My grandmother is strict/demanding. What is your grandmother like? <p>Saying who you like</p> <ul style="list-style-type: none"> - I like Chantal. Who does she like? <p>Describing a family member and their life story</p> <ul style="list-style-type: none"> - She is 45 years old. She was born in 1970. She went to secondary school. She qualified as a nurse. She married my father when she was 24. At 	<ul style="list-style-type: none"> - Construct a family tree with grandparents, parents and siblings. Add cousins, aunts, and uncles. - Present the family tree orally to a group or the whole class. - In groups, discuss photographs of family members and describe their relationships. - Write sentences about relationships in the family - Collect a list of adjectives and classify into 2 groups: positive and negative e.g. strict, friendly, cold, kind. - In groups, discuss family members' personalities, who they like and why. - Listen to a text about the family or about a family member. - Read scrambled sentences about a family member and put them in an appropriate order. - Write a short description of a

	a family member.		<p>home she cooks the meals. I like her because she is kind.</p> <p>Vocabulary</p> <p>Family relationships:</p> <ul style="list-style-type: none"> - Father-in-law, cousin, mother, etc. <p>Feelings:</p> <ul style="list-style-type: none"> - Sad, happy, bored, angry, etc. <p>Personality:</p> <ul style="list-style-type: none"> - Strict, friendly, cold, kind, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Have got. - What is he like? - Clauses with because. - Past simple tense. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	<p>family member and their life story.</p> <ul style="list-style-type: none"> - Read texts about family members.
<p>Links to other subjects: <i>Kinyarwanda, French and social studies: family, life stories, and family trees.</i></p>				
<p>Assessment criteria: <i>Can construct and describe a family tree, describe people's personalities and say why they like them, and write a short description of a family member.</i></p>				
<p>Materials: <i>Drawing paper and pens, pictures, photographs, and family tree.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 6: Reading books, writing composition and examinations.		No of lessons: 25
Key subject competency: To use language learnt in the context of books, composition writing and examinations.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise when to use the key skills of reading and composition writing, answering examination questions, and the language of key school language functions. - State the basic vocabulary of the use of books and of key school language functions. 	<ul style="list-style-type: none"> - Read a story and retell it orally and in writing. - Find information in textbooks using a table of contents and index. - Find information in texts using skimming and scanning. - Understand examination questions and write simple examination answers. - Plan texts using notes. 	<ul style="list-style-type: none"> - Appreciate that preparation for examinations takes time and commitment. 	<p>Language use Finding information in books</p> <ul style="list-style-type: none"> - Skim the text and find out what it is about. Scan the text and find out what happened in 2010. Look up the information in the index. Find the topic in the table of contents. <p>Reading stories</p> <ul style="list-style-type: none"> - One morning Mutesi set out early to go to market with her basket on her head. <p>Writing compositions</p> <ul style="list-style-type: none"> - Plan your writing. Write notes. Write your text. Check your work. Evaluate the grammar. <p>Recounting</p> <ul style="list-style-type: none"> - World War II ended in 1945. <p>Explaining</p> <ul style="list-style-type: none"> - I think it's because it's warmer in July. The reason is that plants need sunlight. <p>Defining</p>	<ul style="list-style-type: none"> - Skim a text and choose from 3 sentences which one best fits the text. Learners scan texts for particular information e.g. dates/people/places. - Find information using a table of contents and index. - Read a story and retell it orally and in writing. - Read and discuss the meaning of examination questions. - Practise writing simple examination questions and/or answers. - Read short texts showing the key features of a few common school language functions. - Practise writing short texts. - Plan writing using notes - Evaluate your own and other's writing in relation to punctuation, grammar, etc.

	<ul style="list-style-type: none"> - Write texts and evaluate them in relation to grammar, punctuation, and spelling. 		<ul style="list-style-type: none"> - A mammal is a vertebrate which has hair and feeds its young with milk. <p>Contrasting</p> <ul style="list-style-type: none"> - Natural light is not manmade, but human beings make artificial light. <p>Understanding instructions in examinations</p> <ul style="list-style-type: none"> - Fill in the blanks. Underline. Answer the question. Put the words in the correct order. Classify. Write a composition. <p>Responding to instructions in examinations</p> <ul style="list-style-type: none"> - In paragraph 2 the writer says... The reason is... - There are three reasons; firstly... There are four types of... I think... The reporter said: "..." <p>Vocabulary</p> <p>Reading:</p> <ul style="list-style-type: none"> - Skim, scan, table of contents, index, etc. <p>Composition:</p> <ul style="list-style-type: none"> - Plan, compose, notes, check, evaluate, etc. <p>Connectors:</p> <ul style="list-style-type: none"> - Firstly, for example, however, another reason is, etc. <p>Examination questions:</p>	
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			<ul style="list-style-type: none"> - Underline, classify, explain, define, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Language of composition and examination answers. - Features of key language functions. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	
Links to other subjects: <i>Kinyarwanda: books, examinations, and composition.</i>				
Assessment criteria: <i>Can read a story and retell it orally and in writing, find information in textbooks using the table of contents and index, skim, scan, understand examination questions and write simple examination answers, plan writing using notes, evaluate writing, and use common school language functions in writing.</i>				
Materials: <i>Textbooks and story books.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 7: Animals		No of lessons: 25
Key Unit competency: To use language learnt in the context of animals.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise when to use the past simple and continuous tenses. - List the basic vocabulary of prehistoric animals and classifying animals. 	<ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. - Spell correctly. - Punctuate accurately. - Describe prehistoric animals in both speech and writing. - Describe the experience of seeing an animal in both speech and writing. - Classify animals in both speech and writing. 	<ul style="list-style-type: none"> - Appreciate the diverse flora and fauna found on the planet. - Respect the environment and the animals of the planet. 	<p>Language use Describing prehistoric animals</p> <ul style="list-style-type: none"> - The brachiosaurus was very large. It was the heaviest dinosaur. It grew up to 23 metres. The archaeopteryx was a bird. It ate insects. It had sharp teeth. How big was the diplodocus? What did it look like? What did it eat? <p>Classifying animals</p> <ul style="list-style-type: none"> - Vertebrates have a backbone. Fish are vertebrates. Birds have feathers. Fish live in water. Birds lay eggs. Mammals have hair. Mammals are warm-blooded. Insects have six or more legs. Molluscs have hard shells. Do birds lay eggs? How many legs do insects have? <p>Recounting personal experiences of seeing animals</p> <ul style="list-style-type: none"> - I saw a monkey at the side of the road. It was eating. It was 	<ul style="list-style-type: none"> - Match pictures of prehistoric animals with words. - Match pictures of modern Rwandan animals with words. - Listen to texts of someone describing when they saw an animal, focusing on the past continuous. - In groups, discuss reactions after seeing an animal, paying attention to the past continuous, with support, e.g. sentence starters. - Write about seeing an animal in a forest, paying attention to the past continuous. - Read a text about prehistoric animals and fill in a tick chart or table with columns about size, food, and type of animal. - Write texts about a prehistoric animals, with support, e.g. a writing frame. - In groups, discuss and interpret

	<ul style="list-style-type: none"> - Listen to texts on prehistoric animals or on classifying animals. - Read texts on prehistoric animals or on classifying animals. - Write texts on prehistoric animals or on classifying animals. 		<p>looking for food. What was it doing?</p> <p>Vocabulary</p> <p>Animal appearance:</p> <ul style="list-style-type: none"> - Sharp teeth, warm blooded, long, heavy, etc. <p>Classifying animals:</p> <ul style="list-style-type: none"> - Vertebrates, egg, hair, mollusc, mammal, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Adjectives: sharp, large. - Past simple tense: declarative and questions with how many, what, how big? - Past continuous tense. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	<p>a chart showing animal categories and examples.</p> <ul style="list-style-type: none"> - Write about a chart showing animal categories and examples.
<p>Links to other subjects: <i>Social studies: animals, classifying animals, and prehistoric animals.</i></p>				
<p>Assessment criteria: <i>Can describe prehistoric animals, describe the experience of seeing an animal, and classify animals.</i></p>				
<p>Materials: <i>Chart, photographs, and pictures.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 7: Animals		No of lessons: 25
Key Unit competency: To use language learnt in the context of animals.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise when to use the past simple and continuous tenses. - List the basic vocabulary of prehistoric animals and classifying animals. 	<ul style="list-style-type: none"> - Recognise and pronounce sounds and use rhythm and stress correctly. - Spell correctly. - Punctuate accurately. - Describe prehistoric animals in both speech and writing. - Describe the experience of seeing an animal in both speech and writing. - Classify animals in both speech and 	<ul style="list-style-type: none"> - Appreciate the diverse flora and fauna found on the planet. - Respect the environment and the animals of the planet. 	<p>Language use Describing prehistoric animals</p> <ul style="list-style-type: none"> - The brachiosaurus was very large. It was the heaviest dinosaur. It grew up to 23 metres. The archaeopteryx was a bird. It ate insects. It had sharp teeth. How big was the diplodocus? What did it look like? What did it eat? <p>Classifying animals</p> <ul style="list-style-type: none"> - Vertebrates have a backbone. Fish are vertebrates. Birds have feathers. Fish live in water. Birds lay eggs. Mammals have hair. Mammals are warm-blooded. Insects have six or more legs. Molluscs have hard shells. Do birds lay eggs? How many legs do insects have? <p>Recounting personal experiences of seeing animals</p> <ul style="list-style-type: none"> - I saw a monkey at the side of 	<ul style="list-style-type: none"> - Match pictures of prehistoric animals with words. - Match pictures of modern Rwandan animals with words. - Listen to texts of someone describing when they saw an animal, focusing on the past continuous. - In groups, discuss reactions after seeing an animal, paying attention to the past continuous, with support, e.g. sentence starters. - Write about seeing an animal in a forest, paying attention to the past continuous. - Read a text about prehistoric animals and fill in a tick chart or table with columns about size, food, and type of animal. - Write texts about a prehistoric animals, with support, e.g. a writing frame.

	<p>writing.</p> <ul style="list-style-type: none"> - Listen to texts on prehistoric animals or on classifying animals. - Read texts on prehistoric animals or on classifying animals. - Write texts on prehistoric animals or on classifying animals. 		<p>the road. It was eating. It was looking for food. What was it doing?</p> <p>Vocabulary</p> <p>Animal appearance:</p> <ul style="list-style-type: none"> - Sharp teeth, warm blooded, long, heavy, etc. <p>Classifying animals:</p> <ul style="list-style-type: none"> - Vertebrates, egg, hair, mollusc, mammal, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Adjectives: sharp, large. - Past simple tense: declarative and questions with how many, what, how big? - Past continuous tense. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	<ul style="list-style-type: none"> - In groups, discuss and interpret a chart showing animal categories and examples. - Write about a chart showing animal categories and examples.
<p>Links to other subjects: <i>Social studies: animals, classifying animals, and prehistoric animals.</i></p>				
<p>Assessment criteria: <i>Can describe prehistoric animals, describe the experience of seeing an animal, and classify animals.</i></p>				
<p>Materials: <i>Chart, photographs, and pictures.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 8: 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		
<ul style="list-style-type: none"> - Recognise when to use the first conditional and <i>should</i>, <i>need to</i>. - List the basic vocabulary of natural resources and environmental protection. 	<ul style="list-style-type: none"> - Name natural resources and what they provide, both orally and in writing. - Name key districts in which natural resources are found and locate them on a map. - Listen to texts about dangers to the environment or environmental protection. - Read texts about dangers 	<ul style="list-style-type: none"> - Appreciate the environmental features of Rwanda. - Respect and protect the environment. 	<p>Language use Talking about resources</p> <ul style="list-style-type: none"> - We get wood from forests. We get water from rivers. Where do we get wood? <p>Describing the location of key resources in Rwanda</p> <ul style="list-style-type: none"> - In Muhanga district they keep cattle. In Gatsibo district there are lakes. Near Komonyi there are coltan mines. <p>Talking about dangers to the environment</p> <ul style="list-style-type: none"> - We use too many chemicals. We cut down forests. We kill wild animals. If we cut down too many trees, there will be floods. <p>Talking about protecting the environment</p> <ul style="list-style-type: none"> - We should build terraces. We need to prevent soil erosion by building terraces. How should 	<ul style="list-style-type: none"> - In groups discuss and match pictures of natural resources with words. - Label a map showing the location of key natural resources. - In groups discuss the location of resources. - Write sentences about the location of resources. - Listen to texts about the location of resources and label a map. - Read a text about the dangers to the environment and decide which ones are most serious. - Write sentences about dangers to the environment paying attention to if-clauses. - Read a text about environmental protection focussing on <i>ought to</i>.

	<p>to the environment or environmental protection.</p> <ul style="list-style-type: none"> - List dangers to the natural environment. - Write texts about protecting the environment. 		<p>we protect the environment? How should we prevent soil erosion?</p> <p>Vocabulary</p> <p>Resources:</p> <ul style="list-style-type: none"> - Grasslands, coltan, timber, animals, etc. <p>Damage to the environment:</p> <ul style="list-style-type: none"> - Cut down, flood, erosion, etc. <p>Environmental protection:</p> <ul style="list-style-type: none"> - Terrace, prevent, build, REMA, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Modal verbs: should, need to. - First conditional. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	<ul style="list-style-type: none"> - Write sentences about environmental protection, paying attention to should, <i>ought to</i> using support, e.g. match sentence beginnings and endings.
<p>Links to other subjects: <i>Social studies: pollution, environment, and environmental protection.</i></p>				
<p>Assessment criteria: <i>Can name natural resources and what they provide, name key districts in which natural resource are found, list dangers to the environment, and list measures for environmental protection.</i></p>				
<p>Materials: <i>Photographs and pictures.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 9: Maintaining harmony in the family.		No of lessons: 25
Key Unit Competency: To use language learnt in the context of maintaining harmony in the family.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognise when to use <i>should</i> and <i>ought to</i>, <i>tell</i> someone <i>to</i>, <i>want to</i> and <i>will</i>. - List the basic vocabulary of household jobs and family rules. 	<ul style="list-style-type: none"> - Describe household jobs and who does them, both orally and in writing. - Give commands orally and report on the commands in both speech and writing. - Listen to texts about household jobs or family quarrels. - Read texts about household jobs or family quarrels. 	<ul style="list-style-type: none"> - Appreciate the roles and responsibilities of family members. 	<p>Language use</p> <p>Describing jobs in the family household</p> <ul style="list-style-type: none"> - In our house I have to sweep the floor. My mother cooks the food. What do you have to do? <p>Describing what parents say</p> <ul style="list-style-type: none"> - Sweep the floor. Make the beds. Set the table. Fetch water. <p>Describing what parents require</p> <ul style="list-style-type: none"> - They tell me to fetch water. What do they tell you to do? <p>Reporting family quarrels</p> <ul style="list-style-type: none"> - I wanted to go out with my friends. They told me to clean the house. <p>Saying why someone was angry</p> <ul style="list-style-type: none"> - I was angry with my mother. Why were you angry? Because she told me to clean the house. <p>Giving advice</p> <ul style="list-style-type: none"> - I think you ought to apologise. 	<ul style="list-style-type: none"> - Match pictures of household jobs with sentences. - Role play parents giving commands. - Report the commands in writing using <i>tell/told to</i>. - Listen to/read texts on a family quarrel. - Write sentences about family quarrels paying attention to: <i>I wanted to..., they told me to...</i> - In groups, discuss when someone was angry, using support, e.g. sentence starters. - Write texts about why someone was angry, using support, e.g. sentence starters. - Read texts about a family quarrel and give advice about what people should do paying attention to <i>should and ought to</i>. - In groups, discuss family rules

	<ul style="list-style-type: none"> - Describe family quarrels in writing. - Give advice orally and in writing. - Write rules for family behaviour. 		<p>What do you think she should do?</p> <p>Talking about family rules</p> <ul style="list-style-type: none"> - We will say sorry when we are wrong. We will be polite. We will not make too much noise. <p>Vocabulary</p> <p>Household jobs:</p> <ul style="list-style-type: none"> - Fetch water, clean the house, sweep the floor, etc. <p>Quarrels:</p> <ul style="list-style-type: none"> - Angry, sorry, apologise, etc. <p>Family rules:</p> <ul style="list-style-type: none"> - Wrong, sorry, polite, respect, etc. <p>Language structure</p> <ul style="list-style-type: none"> - Modal verbs: should, ought to. - Will (intention). - Reported commands: tell, told to. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	<p>and write rules on a poster, paying attention to <i>will</i>.</p> <ul style="list-style-type: none"> - Match word stress patterns with 2 and 3 syllable words: respect, polite, angry, quarrel, and apologise.
<p>Links to other subjects: <i>Religious studies and social studies: family jobs, quarrels, and family rules.</i></p>				
<p>Assessment criteria: <i>Can describe household jobs and who does them; give commands and report on them, describe family quarrels, give advice, and write rules for family behaviour.</i></p>				
<p>Materials: <i>Pictures, photographs, poster paper, and pens.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
P6 English		Unit 10: The solar system		No of lessons: 25
Key Unit Competency: To use language learnt in the context of the solar system.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognize when to use comparatives and superlatives, and measurements of distance. - State the basic vocabulary of the solar system and space travel. 	<ul style="list-style-type: none"> - Describe the planets of the solar system and their distances and diameters, in both speech and writing. - Compare the planets in both speech and writing. - Describe key features of the planets and the number of moons, in both speech and writing. - Listen to texts about the planets or space travel. 	<ul style="list-style-type: none"> - Appreciate how discoveries and inventions help us learn more about the world and the solar system. 	<p>Language use Describing the solar system</p> <ul style="list-style-type: none"> - There are nine planets. Venus is nearest to the sun. Jupiter is the biggest planet. Jupiter is 143,000 kilometres across. Mercury has a diameter of 4,880 kilometres. Which is the smallest planet? Pluto is smaller than the earth. <p>Describing distances in space</p> <ul style="list-style-type: none"> - Jupiter is 778,500,000 kilometres from the sun. How far is Pluto from the sun? Pluto is the farthest from the sun. <p>Describing planets</p> <ul style="list-style-type: none"> - Mercury is made of rock. What is Saturn made of? The temperature on Venus is 480°C. Which is the coldest planet? <p>Describing moons</p> <ul style="list-style-type: none"> - The Earth has one moon. How many moons does Jupiter have? 	<ul style="list-style-type: none"> - Read texts about the solar system, planets and their distances and diameters. - Label a diagram of the solar system with the names of the planets. - Make a space line showing which planets are the nearest/furthest away from the Sun. - In groups, discuss a diagram of the solar system, focussing on distances and diameters, with support, e.g. a substitution table. - Write about the solar system, focussing on distances and diameters, with support, e.g. a substitution table. - Listen to a text about the solar system and take guided notes using a table with headings such as moons, distance from

	<ul style="list-style-type: none"> - Read texts about the planets or space travel. - Write texts about the solar system and the planets. 		<p>Recounting key events in space travel</p> <ul style="list-style-type: none"> - In 1977 a spacecraft landed on Mars. In 1961 Yuri Gagarin travelled into space. <p>Vocabulary</p> <p>Planets:</p> <ul style="list-style-type: none"> - Earth, Saturn, Venus, Pluto, etc. <p>Features of planets:</p> <ul style="list-style-type: none"> - Temperature, hot, moon, rock, etc. <p>Space travel:</p> <ul style="list-style-type: none"> - Spacecraft, astronaut, land, etc. - Large numbers: 700,000 (seven hundred thousand). <p>Language structure</p> <ul style="list-style-type: none"> - Comparatives, superlatives. - Measurements of diameter, distance. - Past simple tense. <p>Sounds and spelling</p> <ul style="list-style-type: none"> - Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation. 	<p>the Sun, diameter, temperature, etc.</p> <ul style="list-style-type: none"> - Write sentences comparing the planets, paying attention to comparatives and superlatives. - Read texts about space travel. - Write sentences about key events in space travel, with support, e.g. gap filling. - Put the sentences on a time line.
<p>Links to other subjects: <i>Social studies: planets, solar system, measurements, and space travel.</i></p>				
<p>Assessment criteria: <i>Can describe the planets of the solar system and their distances and diameters, compare the planets, and describe key features of the planets and the number of moons.</i></p>				
<p>Materials: <i>Chart of solar system, photographs, diagrams, and pictures.</i></p>				

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7. APPENDIX

P1 TERM 1 ENGLISH SCOPE AND SEQUENCE

KEY : X= Introduced/Examined R= formally reviewed I = Incidental review (i.e., the concept is reviewed if it naturally appears in the context of the lesson)

Term	Term 1									
	2	3	4	5	6	7	8	9	10	
Weeks	2	3	4	5	6	7	8	9	10	
Letter study/Alphabet	2	3	4	5	6	7	8	9	10	
Recognize and name letter a to h (lower and upper)						X	R	R	R	
Recognize and name the letters i to p (lower and upper)							X	R	R	
Recognize and name the letters q to z (lower and upper)								X	R	
2. PHONOLOGICAL AWARENESS (SOUNDS)										
Identifying (hearing and saying) the initial sound or phoneme in simple in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /rl/, /xl/.) "You can hear the first sound in a word [s-u-n]." "You can say a word to hear the first sound." (use words with initial sounds between a and h)										
• Words with initial sounds between a and h						X	R	R	R	
• Words with initial sounds between i to p							X	R	R	
• Word with initial sound between q to Z								X	R	
Hearing and identifying words that begin with the same sound or phoneme "Some words sound the same at the beginning [race, run]." " Some words sound the same at the end [win, fun]."										
• Words with initial sounds between a and h						X	R	R	R	
• Words with initial sounds between i to p							X	R	R	
• Word with initial sound between q to Z								X	R	
Identifying (hearing and saying) the end sound or phoneme in a word "You can hear the last sound in a word [r-u-n]." "You can say a word to hear the last sound."										
Hearing and identifying words that end with the same sound or phoneme "Some words sound the same at the end [win, fun]."										
Identifying the middle sound in a word										
Playing with phonemes at the word level										
Segmenting words into phonemes (ie Hearing and saying individual phonemes (sounds) into words) (Using imaginary elastic to stretch out words and hear each sound) "You can say each sound in a word [b-a-t]." "You can say a word slowly." "You can say the sounds of a word [m-a-k, make]."										
Blending two or three phonemes to make a word "You can blend sounds together to say a word [d-o-g=dog]." (opposite of above)										
Blending onsets with rimes "You can blend word parts together [d-og, dog]."										
Adding phonemes to the end of words to make new words "You can add sounds to the end of a word [an + d=and]."										

Phonemic Character Keyboard

i:	ɪ	ʊ	u:	ɪə	eɪ	/				
sheep	ship	bo <u>o</u> k	sh <u>oo</u> t	h <u>e</u> re	wa <u>i</u> t					
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ				
l <u>e</u> ft	teach <u>e</u> r	h <u>e</u> r	d <u>oo</u> r	tour <u>i</u> st	co <u>i</u> n	sh <u>o</u> w				
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ				
h <u>a</u> t	u <u>p</u>	f <u>a</u> r	o <u>n</u>	h <u>a</u> ir	l <u>i</u> ke	mo <u>u</u> th				
p	b	t	d	tʃ	dʒ	k	g			
pe <u>a</u>	bo <u>a</u> t	tr <u>e</u> e	do <u>g</u>	ch <u>e</u> es e	jo <u>k</u> e	co <u>i</u> n	go			
f	v	θ	ð	s	z	ʃ	ʒ			
f <u>r</u> ee	vi <u>d</u> eo	th <u>i</u> ng	th <u>i</u> s	s <u>e</u> e	zo <u>o</u>	sh <u>e</u> ep	televi s <u>i</u> on			
m	n	ŋ	h	l	r	w	j			
mo <u>s</u> e	no <u>w</u>	th <u>i</u> ng	ho <u>p</u> e	lo <u>v</u> e	ru <u>n</u>	w <u>e</u>	yo <u>u</u>			
↗	↘	.	'	,	~	?	˙	ə	ɜ	ɔ

The sounds of English

When writing English we use the **26 letters** of the alphabet. Spoken English has more than **26** sounds though. There are roughly **44 different sounds**. Therefore it's not very easy only to use the letters of the alphabet to show the pronunciation of English.

There is a system which uses a group of **symbols**. Some of these symbols look the same as letters and some are very different. You can use these symbols to write out the pronunciation of words and in many dictionaries for English learners you will see the pronunciation written out.

To show that what is written are **sounds** and **not letters** the transcriptions are written between slashes, / /. For example, the pronunciation of the word 'pet' is written: /pet/.

In this example the sound symbols look exactly the same as the letters. You can only tell we are talking about pronunciation rather than spelling because of the / /. However, some words look very different when you see their pronunciation. /tʃɜːtʃ/ is the word 'church'.

Sounds and letters

Vowel sounds are not the same as vowel letters. The word European begins with the vowel letter 'E' but the first sound is actually a consonant sound /j/. So, when speaking the word European will be preceded by the article 'a' and not 'an'.

Sounds and spelling

It's important to note that the spelling of a word is not always an accurate guide to how it is pronounced. Similarly the pronunciation of a word is not always helpful when working out how that word should be spelt.

There are 26 letters in the English alphabet but there are many more sounds in the English language. This means that the number of sounds in a word is not always the same as the number of letters. For example, the word 'CAT' has three letters and three sounds but the word 'CATCH' has five letters but still only three sounds.

If we write these words using sound symbols, we can see exactly how many sounds they have.

CAT is written /kæt/ CATCH is written /kætʃ/

In 'CATCH' the three letters TCH are one sound represented by one symbol /tʃ/

Stress and syllable

Stress could be roughly described as the relative strength of a syllable. We can study stress from the point of view of production and of perception. The production of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllables.

A syllable is a very important unit. We can divide a word into one or more syllables. For example *mum* has one syllable, *mother* has two syllables and *grandmother* has three syllables. A syllable is a group of one or more sounds. The essential part of a syllable is a vowel sound (V). Some syllables are just one vowel sound. For example, these words have one syllable, and the syllable is just one vowel sound: eye or I /aɪ/, owe /əʊ/, ear /ɪə/. A syllable can have consonant sounds (C) before the V: go, my, know, weigh, after the V: if, egg, ice, eight or before and after the V: ten, nose, mouth, knife

Subject and Weekly Time Allocation for Upper Primary Level

Subjects in Primary 4 - 6	Weight (%)	Number of periods (1 period = 40 min.)		
		P ₄	P ₅	P ₆
1. Kinyarwanda	13	4	4	4
2. English	23	7	7	7
3. Mathematics	23	7	7	7
4. Social and Religious Studies	13	4	4	4
5. Sciences and Elementary Technologies	17	5	5	5
6. Creative arts: Music, Dance and Drama, Fine arts and crafts	3	1	1	1
7. Physical Education and Sports	3	1	1	1
8. French	3	1	1	1
Total number of periods per week	100	30	30	30
Total number of contact hours per week		20 hrs	20 hrs	20 hrs
Total number of contact hours per year (39 weeks)		780 hours /year		