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FOREWORD

Dear Pupil,

Rwanda Basic Education Board is honoured to present to you this English book for Primary Two which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of English subject. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

The government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and the competences you acquire. Those factors include the instructional materials available among others. Special attention was paid to the activities that facilitate the learning process in which you can develop your ideas and make new discoveries during concrete activities carried out individually or with peers.

In competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings by the learner where concepts are mainly introduced by an activity, a situation or a scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values. For effective use of this textbook, your role is to:

- Work on given activities which lead to the development of skills;
- Share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, from the internet or from your community;

- Participate and take responsibility for your own learning;
- Draw conclusions based on the findings from the learning activities.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this textbook, particularly REB staff who organized the whole process from its beginning. Special gratitude goes to translators, illustrators and designers who carefully worked to the successful completion of this textbook. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.



Dr. MBARUSHIMANA Nelson
Director General, REB



ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in development of this English book for Primary Two. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different translators, illustrators, designers and all other individuals whose efforts in one way or the other contributed to the success of writing of this translated book.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from the Curriculum, Teaching and Learning Resources Department who were involved in the whole process of writing of this translated book.



Joan MURUNGI

Head of CTLR Department

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How to use this book

Welcome to the *English for Rwandan Schools* P1–P6 series!

On the first page of each unit:

Each unit matches a topic in the syllabus.

Unit 1 Greetings, introductions and talking about school

1.1 Greetings and introductions
See how Karabo introduces herself.

Good morning, Mrs. Juliet. Hello, class. My name is Flora.

Learning box

Greetings and farewells
Listen to and say the following:

Hello.	How are you?
Good morning.	I am fine, thank you.
What is your name?	Good afternoon.
My name is _____.	Goodbye, Mrs. Juliet.
Nice to meet you.	

Exercise 2: Introduce yourself

1. Greet the learners in your group.
2. Introduce yourself to the other members of the group.

Unit 1 Greetings, introductions and talking about school |

In the units:

Exercise 5: Match sentences and pictures
Look at the pictures above.
Say which picture matches each sentence.

1. Neza wakes up in the morning.
2. She walks to school.
3. She does her work in class.

Exercise 6: Sing the action song
Sing this song. Make up more verses.

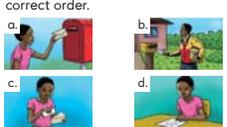
This is the way we brush our teeth,
brush our teeth, brush our teeth.
This is the way we brush our teeth
early in the morning.

Unit 3 Telling the time 25

At the end of each unit:

A variety of activities and exercises make learning fun!

Review

1. Use the words in the boxes to complete the sentences below.
then next after that finally
I eat breakfast in the morning and _____
I brush my teeth. _____ I brush my hair.
_____ I go to school. My parents read me a story at night time before I _____ go to sleep.
2. Write the numbers of the pictures in the correct order.

3. Write the sentences with capital letters and full stops.

Use these pages to practise what you have learned.

Note to teacher: Learners should not write inside the Learner's Book.

I.1 Greetings and introductions

See how Flora greets and introduces herself.



Learning box

Greetings and farewells

Listen to and say the following:

Hello.

Good morning.

What is your name?

My name is _____.

Nice to meet you.

How are you?

I am fine, thank you.

Good afternoon.

Goodbye, Miss.

Juliet.

Exercise I: Introduce yourself

1. Greet the learners in your group.
2. Introduce yourself to the other members of the group.

I.2 Read about introductions

Read how Micheal and Mary introduce themselves.

Micheal: Hello. My name is Micheal. What is your name?

Mary: Hi, Micheal. My name is Mary. I am in Primary 2.

Micheal: I am also in Primary 2. I am seven years old.

Mary: I am also seven years old. Where do you live?

Micheal: I live in Kigali. Do you live near the school?

Mary: Yes, I live just over there. I must go now. Goodbye, Micheal.

Micheal: Goodbye, Mary.



Exercise 2: Talk about yourself

Greet your friends. Tell them how old you are and where you live.

1.3 Sing a song together

Let's sing the alphabet song together.

A, B, C, D, E, F, G

H, I, J, K, L, M, N, O, P

Q, R, S, T, U, V

W, X, Y and Z.

Now I know my ABCs

Next time won't you sing with me.



Exercise 3: Write about yourself

1. Which letter does your name start with?
My name starts with letter ____.
- a. Write the names of four other learners in your class.
- b. Which letters do their names start with?

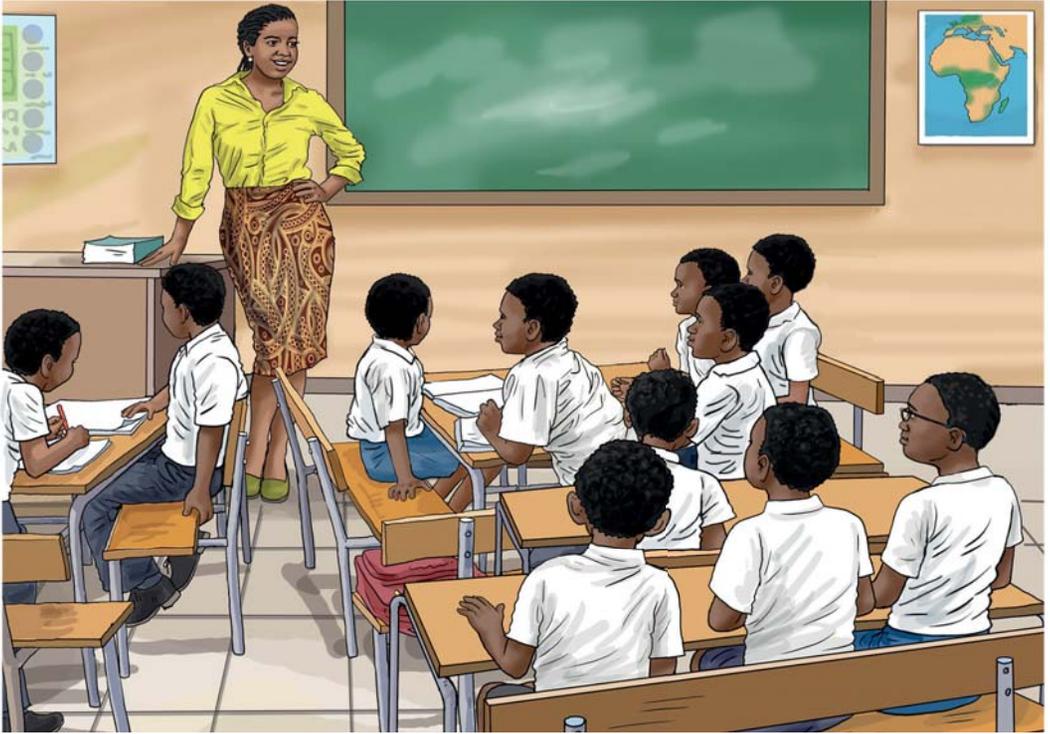
Exercise 4: Complete sentences about yourself

Copy and complete the sentences.

1. I am ____ years old. I go to ____ school. I live in ____.
2. Listen as your teacher reads some of your sentences. Guess who she is talking about.

1.4 Talking about school

Look at the picture. What can you see?



Exercise 5: Talk about school

1. What is the name of your English teacher?
2. How many learners are there in your class?

Listen to Micheal and Mary.

Talk about subjects

Micheal: Social Studies is my favourite subject. Which subjects do you like?

Mary: Hello, Micheal. I like Maths and Art best.

Micheal: We have Maths at nine o'clock. What time is Art?

Mary: Art is at 11:45.



Exercise 6: Talk about your favourite subjects

1. Make a list of your school subjects.
2. Raise your hand when your teacher calls out your favourite subject.
3. Teacher counts the hands. She/he makes ticks on the board to show how many learners like each subject.
4. What is the most liked subject?
5. What is the least liked subject?
6. Turn to a friend. Talk about your favourite subject. Say, "My favourite subject is ___ and I like it because ___."

Exercise 7: Play a game using a table

Draw a table with a space for each subject that you learn. Count the ticks your teacher made on the board and fill in your table. Now you can play a guessing game with your teacher.

1.5 Telling time

When we read the time, we use the big hand to tell us minutes and the small hand to tell us hours.



Ten o'clock



A quarter past ten



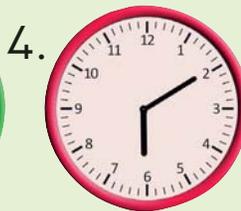
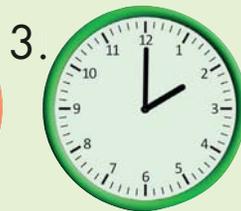
Ten thirty



A quarter to eleven

Exercise 8: Read the time

Read the time on the clocks below.



1.6 Using timetables

Here is the timetable for Monday mornings for Micheal and Mary's class.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15–7:55	Maths				
7:55–8:35	English				
8:35–9:15	Maths				
9:15–9:55	English				
9:55–10:30	Morning break				
10:30–11:10	Kinyarwanda				
11:10–11:50	Social Studies				
11:50–12:30	Art				
12:30–13:30	Lunch				

Exercise 9: Talk about the timetable

1. The first English lesson begins at _____ and ends at _____.
2. They have _____ Maths lessons on Monday morning.
3. The school day begins at _____.
4. Their lunch break is from _____ until _____.
5. When do they have an Art lesson?

6. Look again at the timetable for Monday on page 7. Read the time on each clock to complete the sentences.



- a. The Kinyarwanda lesson ends at _____.
- b. The English lesson starts at _____.

Exercise 10: Draw a timetable and write about it

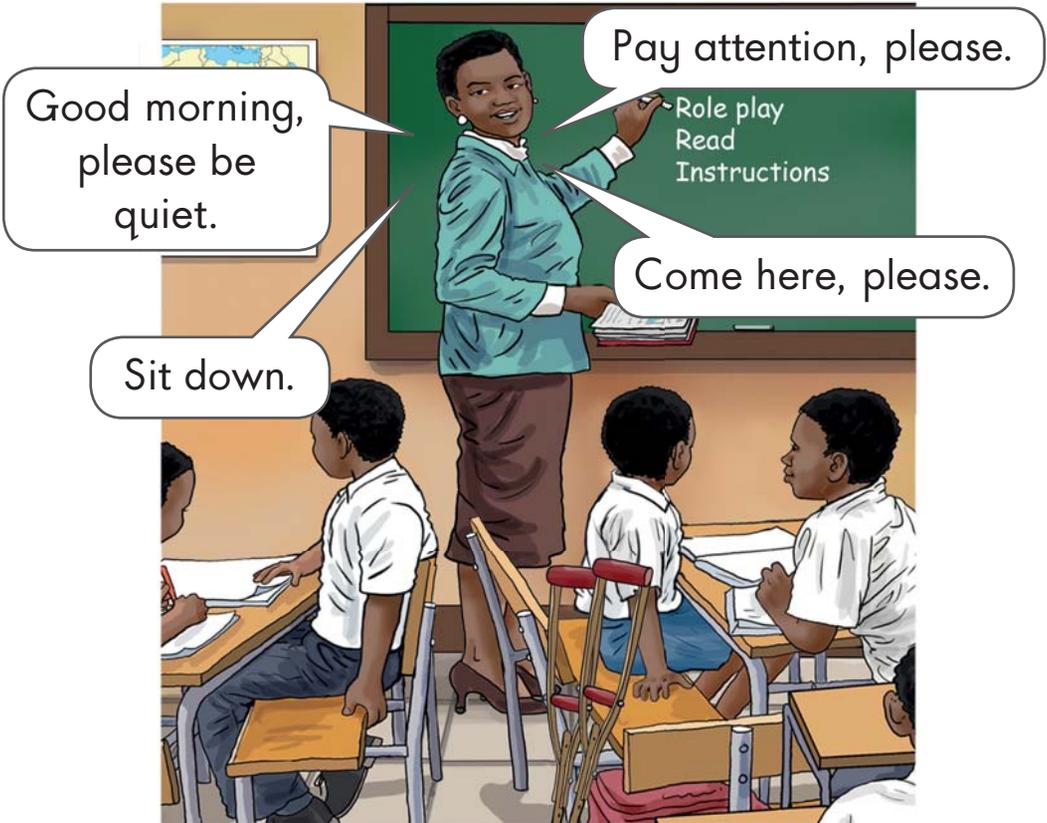
1. Draw a timetable like the one for Micheal and Mary on page 7.
2. Fill in the times and lessons for your class on Tuesday.
3. Write sentences about the timetable.

Example

English begins at 10:30 and ends at 11:10.

1.7 Giving and following instructions

Read the instructions that the teacher is giving.



Exercise II: Do a role-play

Take turns to pretend to be the teacher. Give each other instructions. You can use the words in the speech bubbles above to help you.

I.8 Read about asking permission

Micheal: Good morning,
Teacher. May I
please come in?

Teacher: Yes, you may.
Please sit down,
Micheal.

Mary: Teacher, please
may I leave the
room?

Teacher: Where are you going?

Mary: I want to fetch my bag. I left it
outside.

Teacher: You may go. When you get back
we must start our English lesson.

Mary: Thank you.

Micheal: What subject do we have next?

Teacher: We have Maths at 10 o'clock.



Exercise 12: Practise asking permission

Take turns to ask permission to do these things and to answer.

1. Leave the classroom.
2. Sit down.
3. Eat lunch.
4. Go outside.
5. Sing a song.

1.9 Review

1. Complete the sentences.
 - a. My name is _____. I am _____ years old.
 - b. My favourite subject is _____.
2. Choose the correct word to complete the sentences.

Please

Hello

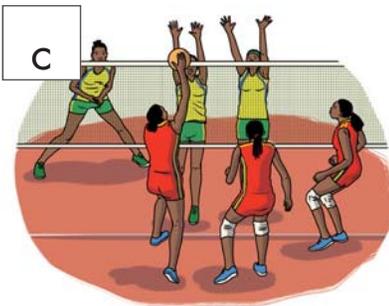
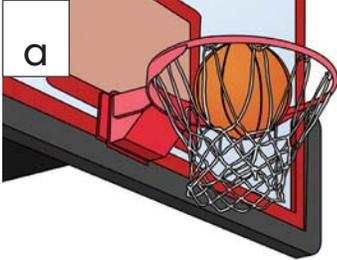
Good morning

How

- a. _____, Teacher.
 - b. _____ are you?
 - c. _____ come in.
 - d. _____, my name is Jean-Paul.
3. What time do you get up in the morning?
 4. What time does school start?
 5. Complete the words:
 - a. W_____ is your name?
 - b. W_____ do you live?
 6. How would you ask permission to:
 - a. Write on the blackboard.
 - b. Read a story.



2.1 Talking about sports



Exercise 1: Match the pictures and the sentences

Match each picture with the correct sentence.

1. Football is a game where you kick the ball.
2. In basketball you throw a ball through a hoop.
3. Rwanda has some very good runners.
4. Volleyball is a team sport.

Bright and Linda are talking about sports.

Linda: Hi, Bright. Are you doing sports today after school?

Bright: Yes, I am playing football. I score a lot of goals. I can run very fast. How about you?



Linda: I am playing volleyball. It is my favourite sport. I also like swimming and riding my bicycle. I can't run fast. Can you swim?



Bright: No, I can't swim. I also like to ride my bicycle.

Exercise 2: Talk about sports

1. Tell your friend about your favourite sport. Take turns to say which sport you can or can't do.
2. Tell the class which sport your friend can do.
3. Make a list of all the types of sports the learners in your class play. Write down how many learners play each sport.

2.2 Describing ability

Learning box

Describe what you can do

We use **can** and **can't** to say whether people are able to or not able to do something.

Examples: **Can** Linda play volleyball? Yes, she **can**. **Can** Bright swim? No, he **can't**.

Exercise 3: What can they do?

1. Choose the correct word in brackets.
 - a. Linda (can/can't) ride a bicycle.
 - b. Bright (can/can't) swim.
2. Answer the questions.
 - a. Can you play basketball?
 - b. Does your friend play tennis?



Learning box

Answer questions with *do* or *does*

Doesn't and **don't** are short forms of **does not** and **do not**.

Examples: **Does** she run fast? No, she **doesn't**. **Do** you play tennis? No, I **don't**.

2.3 Famous Rwandan sportspeople

Look at the photos below.

a



Valens Ndayisenga

b



Liliane Umulisa

c



Dominique Bizimana

d



Épiphanie Nyirabarame

Exercise 4: What sport do they play?

1. Write down the names of the people in the photos.
2. Next to each name, write a sentence about the sport they play.
Start like this: Valens can....

2.4 Listen to a text



The balls we use for football and volleyball are large and round. Rugby balls are oval. Tennis balls are small and usually yellow. Tennis players hit the ball with a racquet. Cricket balls are usually red and very hard. Cricket players hit the ball with a bat.

Exercise 5: Draw up a tick chart

Tick the square for the things we use for different sports.

	Large round ball	Large oval ball	Small ball	Bat	Racquet
Football					
Volleyball					
Rugby					
Tennis					
Cricket					

Exercise 6: Fill in the gaps

Before completing this activity, read the text on page 16 on your own.

1. Rugby balls are _____.
2. Tennis balls are _____. They have a _____ layer.
3. Cricket balls are usually red and very _____.



Learning box

Words ending in -ing

We use action words that end in **-ing** when we talk about things that are happening now.

Examples: I am **eating**. He is **walking**.

Exercise 7: Use words ending in -ing

Complete the sentences below using the correct action word.

riding

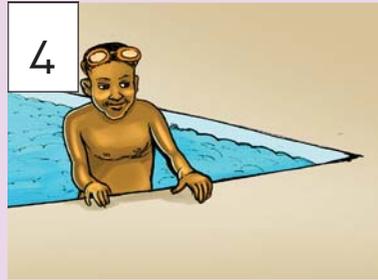
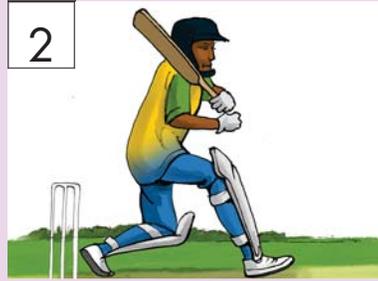
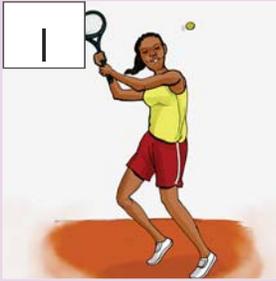
playing

swimming

1. I am _____ in the pool.
2. She is _____ her bicycle.
3. We are _____ football with our friends.

Exercise 8: Write about sport

Write a sentence about each photo. Use words ending in **-ing**. Start like this: He/She is



Exercise 9: Do a word puzzle

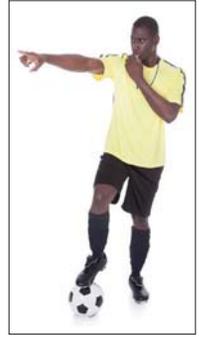
Order the words so that the sentences make sense. Use the correct punctuation and capital letters.

1. i bicycle my riding am
2. i volleyball play like to
3. Mary swimming is well very
4. John can fast run

2.5 Listen and answer

The Rwanda national football team's name is Amavubi.

They score many goals. During matches, the referee makes sure that all of the players follow the rules. You can watch football games at Amahoro National Stadium in Kigali.



A referee

Exercise 10: Talk about sport

1. What is the name for the Rwanda national football team?
2. Where can you watch football games?
3. Explain the special words used in basketball or football, for example **shoot**, **save**, **referee** and **goal**.

Exercise 11: Play a memory game

Can you remember how many learners in your class like each sport? Write down how many learners like each sport.



2.6 Review

1. Two types of sports are ____ and ____.
2. Name two sports that you play in teams.
3. Name two sports that you can play on your own.
4. Complete the sentences using **-ing** words.
 - a. They are ____ in the pool.
 - b. He is ____ his bicycle.
5. Read and complete the sentences below:
Micheal: Do you like playing football?
Mary: Yes, I _____.
Mary: Do you like playing football?
Micheal: No, I _____.

6. Make the correct words out of the letters below.

- a. llba
- b. yiccebl
- c. atb
- d. qraucte



3.1 Read the time

Look at the clocks below.

a.



b.



c.



Exercise 1: Read the time

Match the correct clock in the pictures above to each sentence below.

1. It is 7:00 in the morning. The sun is already shining in the garden.
2. Mary is eating his lunch.
3. It is 8:30 at night and Jackline is asleep.

3.2 Talking about daily routines

If you do the same thing at the same time every day, you follow a daily routine.

3.3 Read about John's daily routine

John gets up in the morning and goes to bath. He then puts on his school uniform and makes his bed. After that, he has breakfast. Then he brushes his teeth. At seven o'clock he leaves the house and goes to school.



In the afternoon, John helps his father to work in the garden. He rakes up leaves and waters the vegetables.

When the sun goes down and the moon appears it is night time. John says good night to his parents. He goes to bed and sleeps.



3.4 Describing the time of day

We can use the words **morning**, **afternoon**, **evening** and **night** to say when we do things.



morning



afternoon



evening



night

Examples

I get up in the **morning**. I play in the **afternoon**. I eat supper in the **evening**. I sleep at **night**.

Exercise 2: Talk about what you do every day

Talk about what you do every day. Say when you do each thing.

3.5 A daily timetable

A daily timetable helps you to plan your day.

Exercise 3: Fill in a timetable

1. Copy the table on the right into your exercise book.
2. Fill in the missing parts.

Daily timetable	
5:30	Wake up
6:30	Leave for school
7:00	School starts
	School ends
	Get home
	Eat supper
19:00	
	Go to bed

Exercise 4: Write about a timetable

1. Make a timetable of the things you do every day.
2. Give your timetable to your friend and take his or her timetable.
3. Read your friend's timetable out loud.
4. Write five sentences about your friend's day.



Exercise 5: Match sentences and pictures

Look at the pictures above.

Say which picture matches each sentence.

1. Neza wakes up in the morning.
2. She walks to school.
3. She does her work in class.
4. At night, she sleeps in her bed.

Exercise 6: Sing the action song

Sing this song. Make up more verses.

This is the way we brush our teeth,
brush our teeth, brush our teeth.

This is the way we brush our teeth
early in the morning.

3.6 Talking about the days of the week

There are seven days in a week. We call the last two days of the week the **weekend**.

Days of the week



Learning box

Read the days of the week aloud:

Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

Did you notice that all the days of the week end in the **-ay** sound?

Exercise 7: What day is it?

Answer the questions.

1. Which day is it today?
2. Which day comes after Wednesday?
3. Which days are in the weekend?
4. Say the names of the days of the week.

3.7 The months of the year

There are twelve months in the year.

January February March April May June July
August September October November December

Exercise 8: Put the months in order

1. Write the months in the correct order.

March

September

January

April

February

June

May

November

July

August

October

December

2. Say the names of the months aloud.

Exercise 9: Talk about dates

Talk about the questions.

1. What day is it today?

2. What month is it?

3. In what year were you born?

3.8 How many days are there in a month?

Not all months have the same number of days. Here is a rhyme to help you remember the number of days in each month:

In a leap year, February has 29 days. This happens every four years.



Thirty days have September,
 April, June and November
 February has twenty-eight alone
 All the rest have thirty-one
 Except in a leap year, that's the time
 When February's days are twenty-nine.



Exercise 10: Dates on a calendar

1. Make a calendar. Your teacher will give you paper and crayons.
2. Mark on your calendar your birthday, the school holidays and the birthdays of your family members.
3. Complete the following sentences.
 - a. My birthday is on the ____ of ____.
 - b. The school holiday begins on the ____ of ____.
 - c. My mother's birthday is on the ____ of ____.



3.9 Sing the alphabet song

Let's sing the alphabet song together again.



3.10 Review

1. Use the words in the boxes below to complete the sentences.

supper

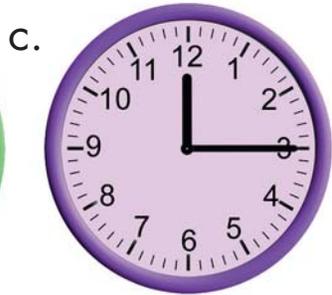
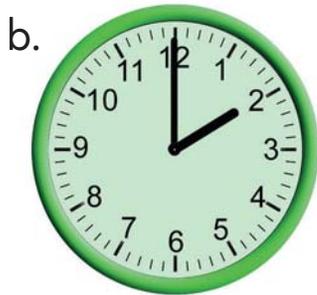
morning

night

breakfast

- a. When I wake up in the ____ I must eat my ____ .
- b. In the evening, I must eat my ____.
- c. I sleep at ____.

2. Write down the time that each clock shows.



3. Which day comes after Monday?
4. Which month is between March and May?
5. How many days are there in one week?
6. How many months are there in one year?
7. Complete the sentence.
September has ____ days.

4.1 Talking about mealtimes



Exercise 1: Talk about mealtimes

1. Use the words below to complete the sentences.

morning

lunch

evening

- a. I eat breakfast in the ____.
 - b. I have ____ in the afternoon.
 - c. I eat dinner in the ____.
2. At what time do you have lunch?

4.2 Talk about meals

We have different types of food for our meals. Look at the pictures. Talk about the meals you eat.

a.



b.



c.



d.



e.



f.



g.



h.



Exercise 2: Match words and pictures

1. Match the words below with the correct picture above.
2. Write down the word and the number of the picture.

milk

chicken

bananas

rice

bread

cabbage

beans

eggs

Learning box

Countable and uncountable foods

We can count apples and tomatoes. Each apple and tomato is a separate thing. We cannot count porridge or rice. There are too many grains in a plate of rice for us to count each one.

Exercise 3: Can you count it?

Copy the table below into your exercise book. Copy the words below into the table in the correct column.

Countable	Uncountable

apples eggs bananas porridge
rice honey sugar potatoes

Learning box

Saying how much there is

Some words show how much food you have, or if you have no food. See examples on the next page.

Examples

I have **a lot of** beans. There are **many** apples. There are only **a few** eggs. I have **no** pumpkin.



Exercise 4: Indefinite or nothing

Choose words from the box and complete the sentences below.

many

few

little

much

no

1. There is _____ food in the empty cupboard.
2. I am hungry, so I will eat _____ potatoes.
3. I am not hungry. Don't give me so _____ food.
4. The baby eats only a _____ bit of porridge.
5. There are only a _____ nuts.

4.3 Talking about food likes and dislikes

Talk about the foods you like and dislike.

Examples

What food do you like? I like porridge.
She does not like meat. My favourite food is bananas.

Exercise 5: Whose plate is it?

1. Copy the picture of the plate onto a sheet of paper.
2. Draw the different types of your favourite food on the plate.
3. Write the name of each type of food.
4. Your teacher mixes the sheets of paper and gives them back to you.
5. Guess which learner each plate belongs to.
6. Take turns to describe what food the person likes. Start like this:
She likes.... or He likes....



4.4 Describing food types

We can divide food into groups.

Learning box

Different types of food

- **Fruits** and **vegetables** keep us healthy.
- **Dairy (milk)** products make our bones strong.
- **Grains (or cereals)** give us energy.
- **Meat** helps us grow and makes us strong.



Exercise 6: Draw, label and describe food

1. Draw a picture of one type of food from each food group.
2. Let your friend say which group each type of food belongs to.
3. Write the name of the food and the food group under each picture.

4.5 Describing diet

Your diet is the type of food you usually eat. You need a good diet to be healthy.

4.6 Read about a healthy diet



Teacher: Eating the right food keeps us healthy. Some foods are unhealthy. Sweets and drinks with a lot of sugar are bad for us.

Micheal: I like to eat fruits and vegetables. They keep my body healthy.

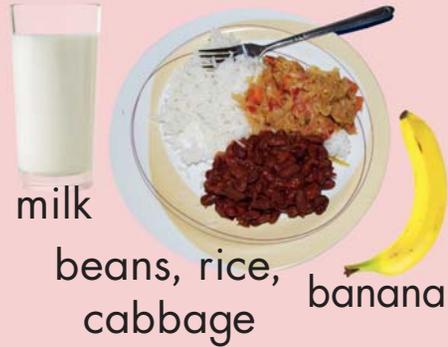
Mary: I like rice and beans. They give me energy to do sports and help me grow.

Teacher: Yes, Mary, rice and beans are healthy. Do you drink lots of water?

Mary: Yes, I drink lots of water. I get very thirsty when I do sports.

Exercise 7: Talk about healthy food

1. Is the food in the picture a good meal? Explain your answer.



2. Say whether each of the things below is good or bad for you. Explain why.



Exercise 8: Sounds and words

Fill in the missing letters. Say the words out loud.

1. m__ngo

3. p__ne__pple

2. r__ce

4. b__n__na

4.7 Using a questionnaire

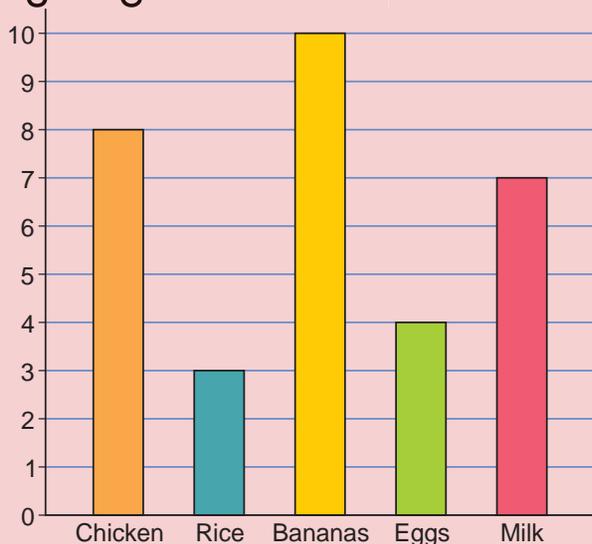
You are going to find out which foods your friends like. Your teacher will help you to draw up a questionnaire.

Exercise 9: Ask questions

Ask the questions in your group and make notes about your classmates' eating habits. Ask ten classmates.

Exercise 10: Make a bar graph

Use the answers you got from the questionnaire and make a bar graph. It will look something like this.



Exercise II: Talk about what you have found out

1. What is the most liked food?
2. What is the least liked food?

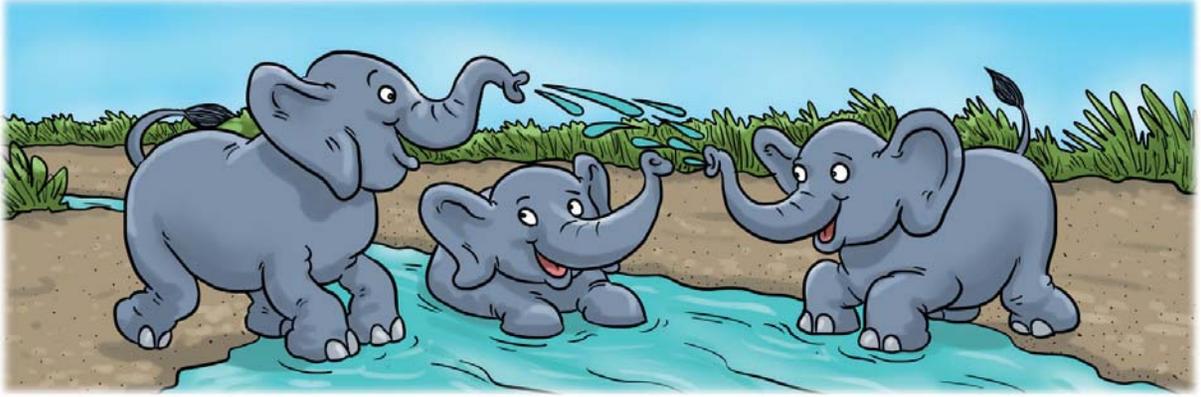


Exercise I2: Classify foods

1. Make a list of all the foods shown on the graph on page 39.
2. Draw up a table like the one below. Write the name of each food in the correct column.

Fruit and vegetables	Meat	Cereals	Dairy

3. Write a sentence about each food group.



5.1 Listen to a story

Elephant lived in the bush with his family. All the baby elephants played together in the river.

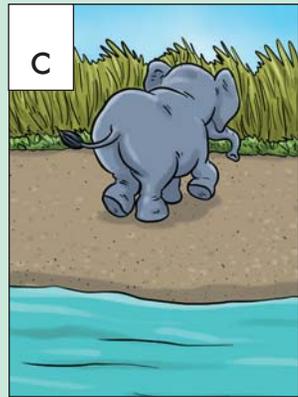
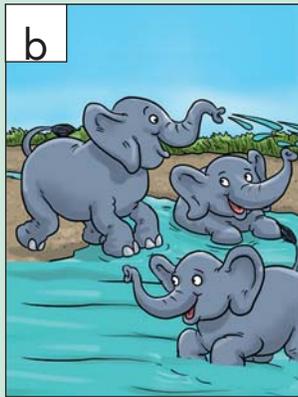
One day, Elephant decided he was too old to play with the others. He went for a long walk. He met Father Lion on the path. “Where are you going?” asked Father Lion. “I am going for a walk,” said Elephant. “I am too big to play in the water.”

“Come with me and visit my family,” said Father Lion.

“The lions will eat me,” thought Elephant. He turned and ran all the way back to the river. Elephant decided that he was too young to go for a walk alone. He would leave being grown up for another day!

Exercise 1: Write about the story

Complete the sentences then match each sentence with a picture.



1. Elephant decided that he was too _____ to play with the other elephants.
2. After that he went for a _____ on his own.
3. Next he met _____ _____ on the path.

5.2 Describing a process

Micheal wrote a letter to her grandmother.

- **First**, she wrote the letter on a piece of paper.
- **When** she had finished writing, she put the letter in an envelope.
- **Then**, she wrote her grandmother's address on the envelope.
- **Next**, she put a stamp on the envelope.
- **After that**, Micheal went to the post box and posted the letter.
- **At 7 o'clock** the next morning, the postman emptied the post box.
- **At 10 o'clock** a van took the letter to Kigali.
- **Finally**, the postman delivered the letter to Micheal's grandmother.



Exercise 2: Talk about the process

1. What did Micheal do first?
2. What did she do after she had written the letter?
3. What did the postman do?
4. What do you think happened next?

Exercise 3: Link sentences

Copy the sentences into your exercise book. Use words from the boxes to complete the sentences.

after that

finally

then

next

1. Micheal sat down and _____ began to write on a piece of paper.
2. _____ she put the letter in an envelope.
3. _____ she put the letter in a post box.
4. _____ the postman delivered the letter.

Exercise 4: Match pictures with sentences

In your exercise book, write down the numbers of the pictures in the correct order.



Learning box

Full stops and capital letters

When we write names of people and places we start with a capital letter. When we write a sentence we end with a full stop.

Exercise 5: Use full stops and capital letters

Write the sentences correctly.

1. mary is going to kigali
2. patrick is talking to frank
3. agnes and jessica live in huye

Exercise 6: Sing a song

Sing “This is the way we go to school” with your teacher. Use these verses:

First of all we wash our face
After that we comb our hair
Then we like to eat our food
Finally we go to school.



5.3 Review

1. Use the words in the boxes to complete the sentences below.

then

next

after that

finally

I eat breakfast in the morning and _____
I brush my teeth. _____ I brush my hair.
_____ _____ I go to school. My parents read
me a story at night time before I _____ go
to sleep.

2. Write the numbers of the pictures in the correct order.



3. Write a short text about the pictures above.
4. Write the sentences with capital letters and full stops.
- Micheal and i are going home
 - Mary likes reading

6.1 Describing family members



6.2 Read about Alice's family

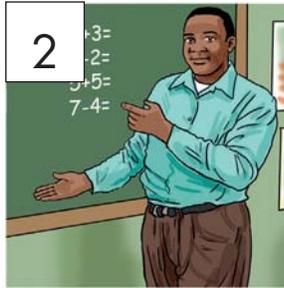
My name is Alice. I am seven years old. I have one brother. His name is Richard. He is nine years old. My father is a school teacher. My mother is a nurse. We live in Huye.

My grandparents live in Karongi.

My grandfather Makuza is 72 years old. My grandmother Muteteri is 70 years old. Uncle Emma is my father's brother. He is married to Aunt Judith.

6.3 What jobs do they have?

Match each word with the correct picture.



carpenter

farmer

teacher

nurse

police officer

shopkeeper

Exercise I: Talk about your family

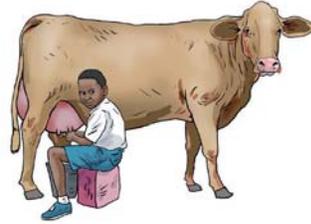
1. Take turns to talk about your family.
2. Ask and answer questions about your families.
3. Say what jobs your family members have.

6.4 Talking about household activities

We use doing words when we talk about household activities.



My mother **cooks** food.



Kagabo **milks** the cow.



My sister **collects** firewood.



My brother **fetches** water.

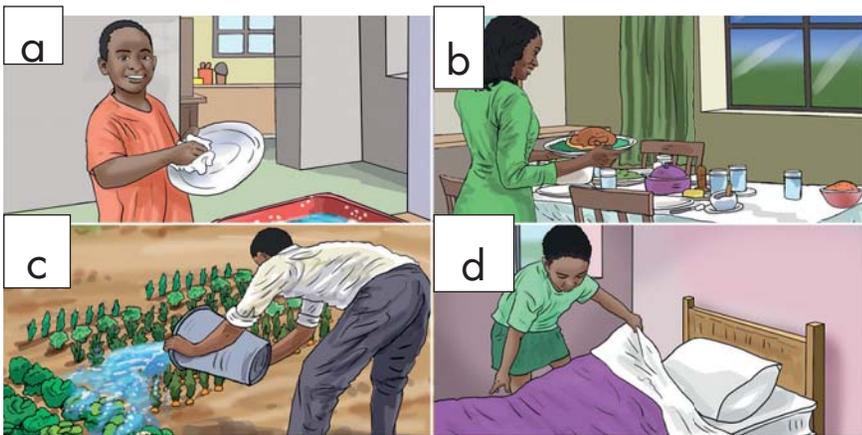
Exercise 2: Talk about household activities

1. Tell your friend about activities at your home.
2. Take turns to ask and answer questions.
Example: What do you do? Do you clean the house?

6.5 Read about household activities

Muteteri and Dukuze make their beds. Father waters the garden. Mother washes the clothes.

In the evening, Father helps the children with their homework. Mother cooks food and sets the table. After supper, Muteteri washes dishes. Dukuze dries the dishes.



Exercise 3: Match sentences and pictures

Match the sentences below and the pictures above.

1. Muteteri makes her bed.
2. Father waters the garden.
3. Mother sets the table.
4. Dukuze dries the dishes.

6.6 Who does what?

The chart shows what each member of Muteteri's family does.

	Father	Mother	Muteteri	Dukuze
Wash dishes			✓	✓
Make beds			✓	✓
Garden	✓			
Wash clothes		✓		
Cook food		✓		
Set the table		✓		
Help with homework	✓			

Exercise 4: Draw up a tick chart

Draw up a tick chart to show what your family members do.

6.7 Describing daily activities

1.



2.



3.



4.



6.8 Read about Mukiza's daily routine

I get up at 5:30. Then I get dressed. I eat breakfast. Then I brush my teeth. I leave home at 6:30. I arrive at school at 6:50. I get home at 17:20.

Exercise 5: Write sentences in the correct order

Write sentences about your daily routine. Use the words below.

get to school

leave home

then

eat breakfast

get up

after

6.9 Timing the journey to school



Leaves
home



Gets to
school



Leaves
school



Gets
home

Exercise 6: How long does it take?

1. At what time does Mukiza leave for school?
2. How long does it take her to get to school?
3. If she gets home at 17:20, at what time does she leave school?

Learning box

Working with sounds

The following words all have **i** in them:
iron, tidy, wipe, like, milk, dish.
Say the words and write them in your exercise book.

6.10 Review

1. Write about yourself. Copy the sentences and fill in the missing words.

We live in _____. I have _____ brother(s) and _____ sister(s). My grandparents live in _____.

2. Copy and complete the words.

a. My mother c_ _ks food.

b. I br_ _ _ my teeth.

c. My brother f_ _ _ _es water.

3. Use the words in the boxes to complete the sentences below.

carpenter

farmer

teacher

nurse

- a. A _____ grows crops and keeps cattle.
- b. A _____ helps children learn to read and write.
- c. A _____ helps people when they are sick.
- d. A _____ makes things from wood.
4. Dukuze leaves home at 6:25. He gets to school at 6:45. How long does the journey to school take?

7.1 Describing the weather



Exercise 1: Talk about the weather

Look out of the window and describe the weather. Is it hot or cold today?

Exercise 2: Rearrange the letters

Write the words correctly in your exercise book.

1. anri

2. snu

3. cldou

4. nidw

Exercise 3: Match the sentences and the pictures

Say which picture matches each sentence.



1. It is a sunny day.

2. The wind is blowing.

3. It is raining.

4. It is cold.

7.2 Read about the weather in Rwanda

Rwanda is not very hot. Nor is it very cold. It is cooler in the mountains. It is warmer in the lowlands. In August it is hot. In April it is cold. In May it is cool. It is about 20 °C. In April it rains a lot. In July it rains a little.

Exercise 4: What is the weather like today?

Use the words in the boxes and complete the sentences.

1. Today it is ____ windy.
2. Today it is raining ____.
3. Today it is ____ cloudy.

a little

very

a lot

Learning box

Words ending in -y

Windy, sunny, cloudy and rainy all end in -y.

Words ending in -ing

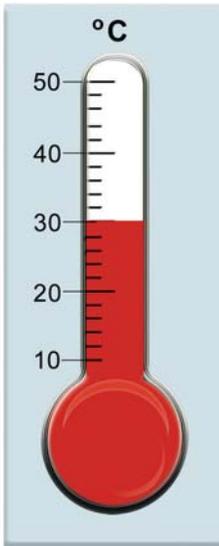
Raining, shining, blowing.



7.3 Describing temperature

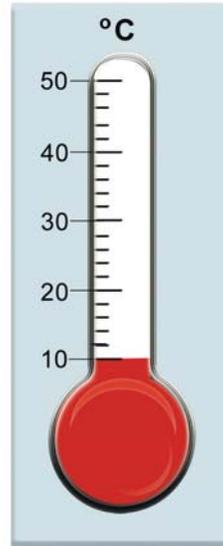
A thermometer measures temperature. It is marked in degrees Celsius. When degrees are high, the temperature is hot or warm.

A.



It is 30 °C (degrees Celsius).

B.



It is 10 °C (degrees Celsius).

Exercise 5: Is it hot or cold?

1. Look at picture A. Is it hot or cold?
2. Look at picture B. Is it hot or cold?

Learning box

Using graphs

We can use lines to show different numbers. We call this a line graph. The graph below shows the temperature for each month in Kigali.



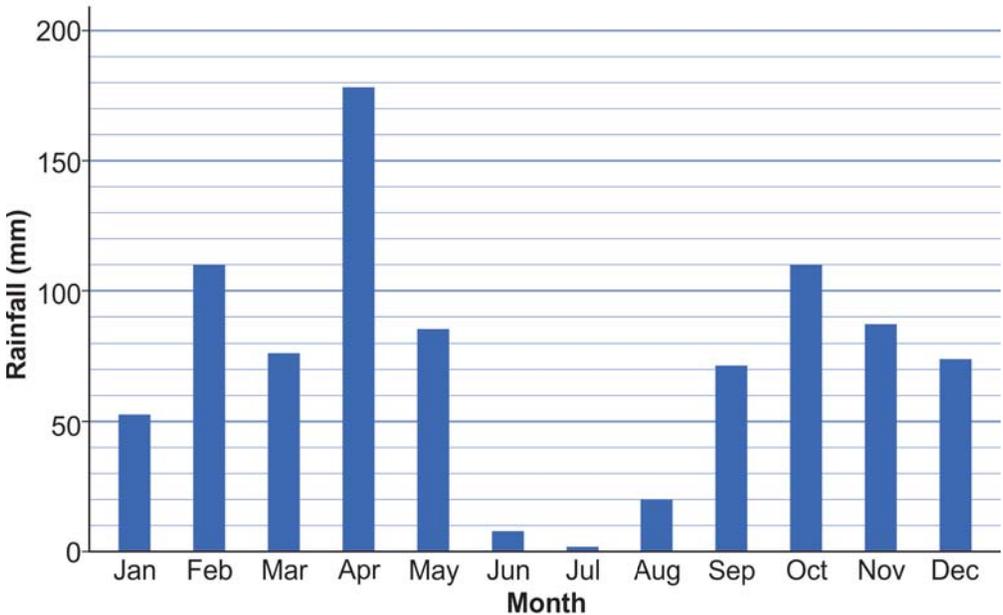
Exercise 6: Read a temperature graph

Look at the graph above.

1. Which month was the hottest?
2. Which month was the coldest?
3. What was the temperature in March?

7.4 Describing rainfall throughout the year

This graph shows the amount of rain that falls each month in Kigali.



Exercise 7: Use the bar graph to answer questions

Look at the bar graph above. Say whether the sentences are true or false.

1. It rained a lot in February.
2. There was only a little rain in July.
3. April had more rain than any other month.

Exercise 8: Talk about the weather in Rwanda

Talk about the weather in Rwanda. Ask and answer questions.

Example

Question: Is it very rainy in Rwanda in June and July?

Answer: No it is not. It is very dry in June and July.



Exercise 9: Draw a temperature graph

Draw a line graph of the temperature in the area where you live. Your teacher will give you the monthly temperature figures for your area.

7.5 Review

1. Draw a picture showing the weather today. Under the picture, write a sentence that describes the weather.
Example: It is cold today.
2. Rearrange the letters below. Write the correct words.
 - a. anri
 - b. ylcoud
 - c. yunns
 - d. nwiyd
3. Complete the paragraph below about the weather in Rwanda. Use the words in boxes.

hot

cold

rains

cooler

lowlands

Rwanda is not too ___ or too ___. It ___ a lot in April. It is much ___ in the mountains than in ___.

4. Draw a bar graph to show the following temperatures for five days:

Monday: 20 °C

Tuesday: 22 °C

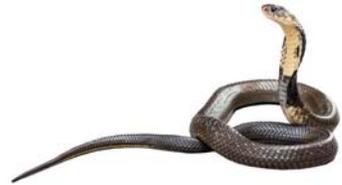
Wednesday: 25 °C

Thursday: 28 °C

Friday: 24 °C



8.1 Naming animals, birds and insects



Exercise I: Name these animals, birds and insects

Look at the pictures above. Point to each animal, bird or insect and say its name. Start like this: This is a....



Is this a monkey?



Is this a gorilla?



Is this a fly?



Is this a snake?



Is this an eagle?



Is this an elephant?

Exercise 2: Say yes or no

Look at the pictures above. Answer the question below each picture.

Say: Yes, it is. **or** No, it isn't. It is a ____.

8.2 Saying what animals can do

Exercise 3: How do these animals move?

Answer the questions.

1. Can snakes fly?
2. Can snakes run?
3. Can eagles fly?
4. Can fish walk?



Learning box

How do these animals move?

Birds can fly.

Snakes slither on the ground.

Monkeys can climb trees.

Cats can run and jump.

Fish can't fly. They swim.

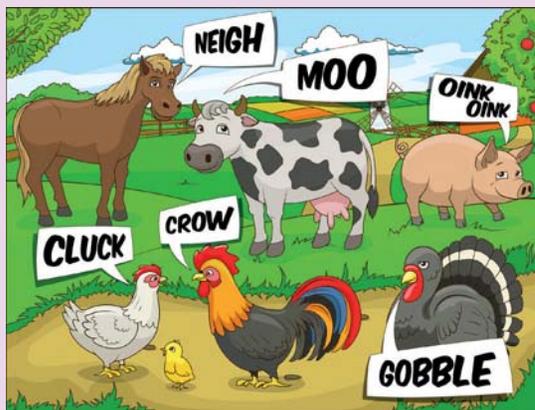


Exercise 4: What sounds do these animals make?

1. Sing the Old MacDonald song.

Old MacDonald had a farm
Ee-i-ee-i-oh!
And on that farm he had some
chickens,
Ee-i-ee-i-oh!
With a cluck-cluck here, and a
cluck-cluck there,
Here a cluck, there a cluck,
everywhere a cluck-cluck!
Old MacDonald had a farm
Ee-i-ee-i-oh!

2. Now make up more verses about other animals and their sounds. The picture will help you.



Exercise 5: Fill in a tick chart

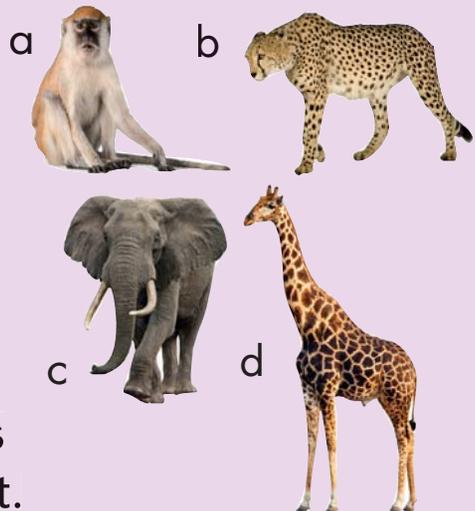
1. Talk about what animals **can** and **cannot** do.
2. Fill in the chart.
3. Talk and write about the chart.

	Climbs trees	Runs fast	Digs holes	Eats grass
Monkey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leopard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 6: Play a guessing game

Guess the name of the animal and point at the picture.

1. This animal has a long tail and can climb trees.
2. This animal has a long neck.
3. This animal has tusks and a long trunk.
4. This animal has spots and can run very fast.



8.3 What do animals eat?

Learning box

What do these animals eat?

Some animals eat grass and leaves. Examples are buck, rabbits, cows and zebras.

Some animals eat other animals. Examples are lions, leopards, snakes, hyenas and vultures.



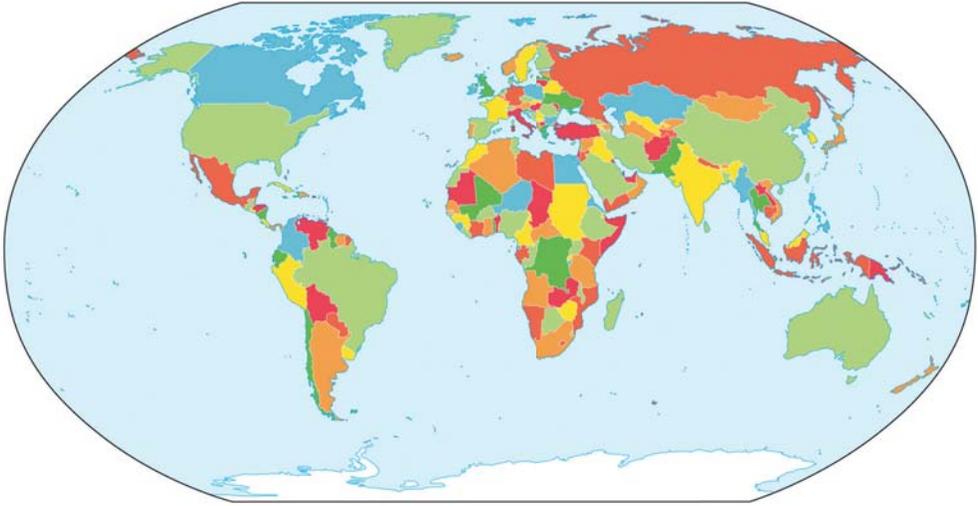
Exercise 7: Group animals

1. Draw two circles in your exercise book. Write the word **meat** in one circle and **grass** in the other.
2. Write in each circle the names of animals that eat that type of food.



8.4 Where do animals live?

Some animals live only in certain parts of the world. Some elephants live in Africa. Some seals live in Antarctica.



Exercise 8: Use the map above

The teacher gives learners a copy of a world map. On the map, the learners write the name of the place where these animals live.

- | | |
|----------------|-------------|
| 1. polar bears | 2. gorillas |
| 3. kangaroos | 4. llamas |
| 5. elephants | 6. tigers |
| 7. pandas | 8. lions |

8.5 Animal colours

The special colours of animals help to protect them in their natural homes.

Exercise 9:

Say what colour each animal is.



Exercise 10: Write riddles

Write riddles about animals. Mention their colour, food, what they can do and where they live. Let your classmates guess what the animal is.

Example

What has black spots, eats meat and runs very fast? **Answer:** a cheetah

8.6 Describing pictures of animals

Look at what the animals in the pictures are doing.



Learning box

Describe what is happening right now

We use the word **is** or **are** and add **-ing** to the doing word.

Examples: The dog **is** barking.

The monkeys **are** not eating.

Exercise II: Describe what the animals are doing

Describe what the animal in each of the pictures above is doing. Use words that end in **-ing**.

8.7 Types of animals

We can divide animals into groups.

Chimpanzees, elephants and lions are **mammals**.



Butterflies and mosquitoes are **insects**.



Eagles and cranes are **birds**.



Crocodiles and snakes are **reptiles**.



Exercise 12: Fill out a chart

Copy the chart below into your exercise book. The teacher reads a story about animals. Listen to the story and fill in the chart.

Name of animal	Type of animal	Colour	What it eats	What it does

8.8 Review

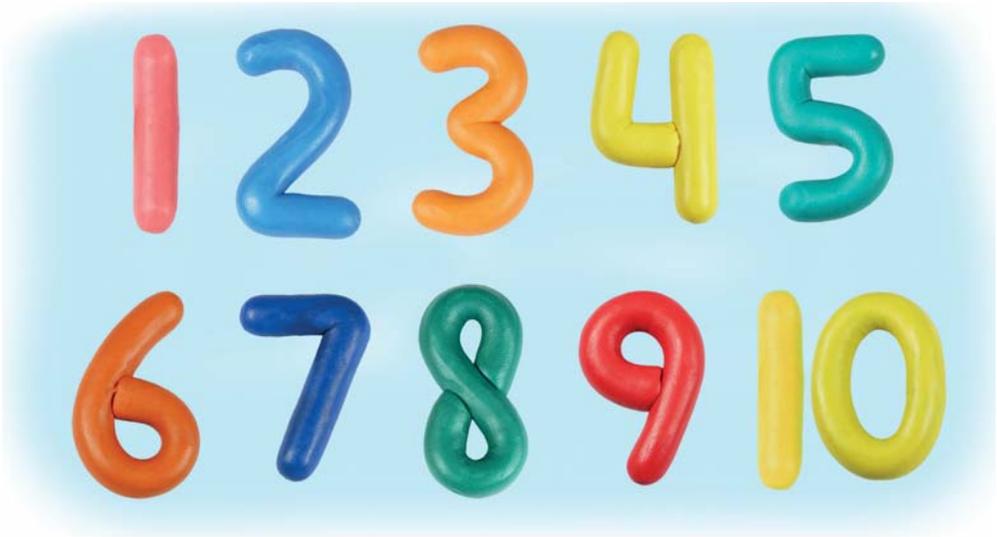
1. Name the animal.
 - a. It has black and white stripes and eats grass.
 - b. It has a long neck and a skin which has dark brown patches with light brown patches.
 - c. It has a very long trunk and tusks.
2. Rearrange the letters to write the names of animals.
 - a. keymon
 - b. llgoria
 - c. rohse
 - d. nsaek
3. Look at the pictures. Fill in the chart below.



Name of animal	Type of animal	What colour is it?	How does it move?

4. Name two insects.

9.1 Counting and writing

**Exercise 1: Listen to numbers and write them down**

1. Take turns to say the numbers from one to ten out loud.
2. Write the numbers out as words.
3. Complete the sentences.
 - a. Five comes after ___ and before ___.
 - b. Three comes after ___.
 - c. The number before eight is ___.

Exercise 2: Names of numbers

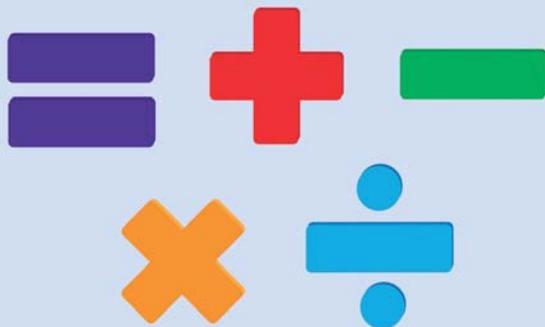
Say the names of all the numbers in this number square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Exercise 3: Match words and symbols

Match the words and the symbols.

1. add
2. subtract
3. multiply
4. divide
5. equals



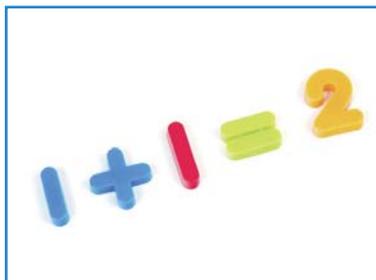
Learning box

When we add ten hundreds together we get one thousand.

Ten hundreds equal one thousand.
We write a thousand as **1,000**.

9.2 Talk about addition

When we do addition, we add two or more numbers together to make a total. We use the plus sign (+) to show that we are adding.



Exercise 4: Practise addition

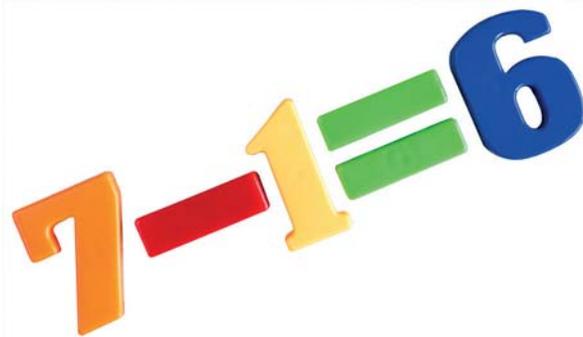
- Write the calculations in words.
 - $4 + 7 = 11$
 - $3 + 5 = 8$
- Write the words below in the correct order to make a calculation.
nine, four, equals, plus, five
- Complete the sentences.
In our class there are ____ boys and ____ girls. ____ plus ____ equals ____.

9.3 Talk about subtraction

When we do subtraction, we take one amount away from another amount. It is the opposite of addition. We use the minus sign ($-$) to show that we are taking something away.

Exercise 5: Practise subtraction

1. There are eight bananas. The monkey eats five. How many bananas are left? Write it like this: Eight minus five equals ____.
2. Write the calculations in words.
 - a. $7 - 4 = 3$
 - b. $20 - 8 = 12$
3. Write the calculations in numbers.
 - a. Ten minus two equals eight.
 - b. Eleven minus five equals six.



9.4 Talk about multiplication

When we multiply, we take one number and add it together a number of times.

$$6 \times 3 = 12$$

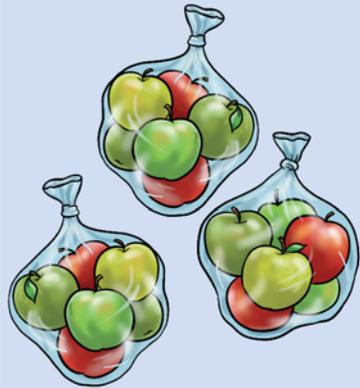
Example

$$5 \text{ multiplied by } 4 = 5 + 5 + 5 + 5 = 20$$

We took the number 5 and added it together 4 times. This is why multiplication is sometimes called “times”.

Exercise 6: Practise multiplication

1. A girl has three bags of apples, with six apples in each bag.
 - a. How many apples does she have?
 - b. Write the calculation in numbers.
2. Write these calculations in words.
 - a. $3 \times 3 = 9$
 - b. $2 \times 7 = 14$



9.5 Talk about division

Division is breaking up or dividing a number into an equal number of parts.

$$8 \div 2 = 4$$

Example

20 divided by 4 =

If you take 20 bananas and put them into four equal-sized groups, there will be 5 bananas in each group. The answer is 5.

Exercise 7: Practise division

1. In this bag there are 24 sweets. There are 6 boys who want to share them.

24 divided by 6 = ____.

Each boy will get ____ sweets.



2. What is ten divided by five? Write the calculation in numbers.
3. Write the calculations in words.
- a. $10 \div 2 = 5$ b. $12 \div 4 = 3$

Exercise 8: Match the words and numbers

Match the sentences in column 1 with the calculations in column 2.

1. Nineteen minus eight equals eleven.	a. $30 \div 5 = 6$
2. Six multiplied by two equals twelve.	b. $10 + 4 = 14$
3. Ten plus four equals fourteen.	c. $19 - 8 = 11$
4. Thirty divided by five equals six.	d. $6 \times 2 = 12$
5. Four multiplied by four equals sixteen.	e. $20 - 10 = 10$
6. Fifteen divided by three equals five.	f. $4 \times 4 = 16$
7. Twenty minus ten equals ten.	g. $20 + 10 = 30$
8. Twenty plus ten equals thirty.	h. $15 \div 3 = 5$

9.6 Review

1. Write the numbers as words.

a. 9

b. 3

c. 5

d. 11

e. 20

f. 100

2. Match the signs in the table with the correct word.

Sign	Word
a. +	minus
b. -	multiply
c. ×	divide
d. ÷	plus

3. Count backwards from 20 to 1. Write the numbers in your exercise book.

4. Match the calculations with the correct numbers in words.

Calculations	Calculations in words
a. $6 \times 2 = 12$	ten plus four equals fourteen
b. $10 + 4 = 14$	six multiplied by two equals twelve

5. Do the following calculations in groups.

a. $19 - 4 =$

b. $30 \div 5 =$

c. $21 + 3 =$

d. $6 \times 5 =$

10.1 Recounting past events

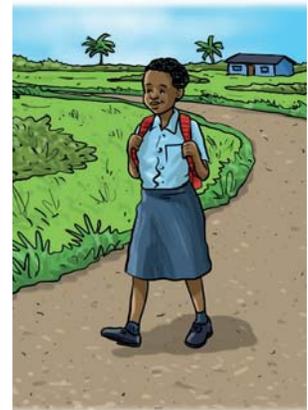
Look at the pictures below. Read the sentences.



Last week I played football.



On Saturday I visited my grandparents.



Yesterday I went to school.

Exercise 1: Talk about past events

Take turns to ask and answer these questions.

1. What did you do yesterday?
2. Did you play any sport or games last week?
3. What did you do on the weekend?

10.2 Describing a day in the past

Read the story and answer the questions.

10.3 Ivan's day

Yesterday, I got up at 6:00. I got dressed. Then I ate my breakfast and brushed my teeth. I went to school and did very well in my Maths test. After school I played football. Finally, I went to bed at 20:00.



Exercise 2: Talk about a day in the past

1. Ask each other questions.
 - a. What time did you eat breakfast?
 - b. What did you do next?
 - c. What time did you go to bed?
2. Write sentences about a day in the past.

Learning box

The past tense

Many words get an **-ed** at the end in the past tense. Examples: work – worked, play – played.

Other words change in different ways.

Examples: **eat – ate, do – did, go – went.**

We use a diary to keep a record of things we have done. We can also use a diary to make notes of things we still have to do.



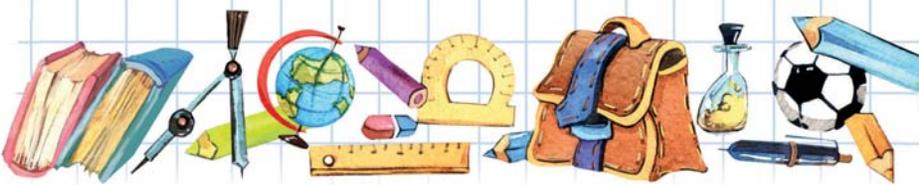
Exercise 3: Listen to a daily routine and make notes in a diary

1. Write out your daily routine for the past week.
2. Draw a weekly diary in your exercise book.
3. Teacher asks one person in the class to read out their routine.
4. Write in your diary what your classmate did each day.

10.4 Describing lessons in the past

Look at the school timetable for one day.

7:15–7:55	7:55–8:35	8:35–9:15	9:15–9:55	9:55–10:30	10:30–11:10	11:10–11:50	11:50–12:30
English	Maths	Social Studies	Kinyarwanda	Morning break	English	Maths	Kinyarwanda



Exercise 4: Talk about the school timetable

1. Tell one another about yesterday's school timetable.
2. Write about your school timetable. Use the words below to help you.

first

after that

then

next

before

last

Example

Yesterday the first lesson at school was English. **After that** we had Maths. **Then** we had Social Studies. **Before** the break we had Kinyarwanda.

10.5 Telling stories

10.6 The hare and the tortoise



There once was a Hare. He was very proud that he could run fast. Tortoise said to Hare, “Let’s run a race. I will beat you.”

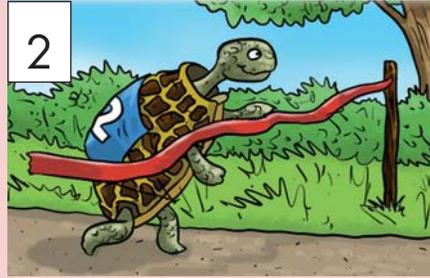
All the animals came to watch. Hare ran down the road and stopped. He looked back at Tortoise and cried out, “How do you expect to win this race when you are walking so slowly?”

Hare fell asleep next to the road, thinking, “There is plenty of time to relax.”

Tortoise walked until he reached the finish line. The animals clapped and shouted so loudly that they woke up Hare. Hare began to run again, but it was too late. Tortoise was already over the line.

Exercise 5: Place pictures in the correct order

Write the numbers of the pictures in the correct order.



Exercise 6: Who said it?

Name the character from the story who said each sentence below.

There is plenty of time to relax.

I will beat you.

How do you expect to win this race when you are walking so slowly?

Exercise 7: Tell a story

Tell the story of Hare and Tortoise and then act it out.

10.7 Describing future plans

Listen to Ivan and Katia talking.

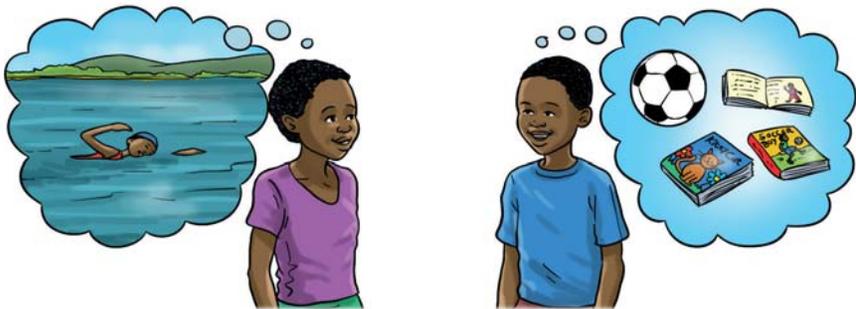
10.8 Listen to a dialogue

Ivan: Hello, Katia. What are you going to do this holiday?

Katia: Hi, Ivan. I am going to visit my friend in Rubavu. We are going to swim in Lake Kivu. And you?

Ivan: I am going to stay at home. I am going to read books and play football with my friends.

Katia: That sounds like fun! I am also going to read books.



Exercise 8: Talk about future plans

1. Look at the pictures below. Say what Gasore and Neza are going to do over the weekend.



2. Take turns to say what you are going to do over the weekend.

Learning box

The future tense

When we talk about the future, we say that we **are going** to do something or that we **will do** something.

Exercise 9: Write about future plans

Complete the sentences. Use the words below.

wash

eat breakfast

get dressed

get up

will

brush

am going

pack my bag

1. On Tuesday I am going to ____ ____ early.
2. I will ____ my face, then I will ____ ____ and then ____ my teeth.
3. Before I go to school I will ____ ____ ____.
4. From now on, I ____ ____ to be on time.

Exercise 10: Make a weekly plan

1. Look at this weekly plan and fill in the missing dates.
2. In each block, write something that you will do on that day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	-	3	4	-	6	-

10.9 Review

1. Complete the sentences in column 2.

Column 1	Column 2
a. I can see the birds.	Yesterday, I _____.
b. We talk to each other.	Yesterday, we _____.
c. I visit my aunt.	Tomorrow, I _____.

2. Complete the sentences with forms of the word **swim**.

a. I am _____ in the lake.

b. Yesterday I _____ in the lake.

3. Complete the story.

Yesterday Mary went to a shop and bought a radio. Today she is listening to music. Tomorrow she _____ _____ to music.

4. What did you do yesterday? Complete the sentences.

a. I ate my breakfast at _____ o'clock.

b. Then I _____.

c. I went to bed at _____ o'clock.