

PRIMARY LEARNER'S

ENGLISH

TEACHERS' GUIDE

FOR RWANDAN SCHOOLS



REVISED EDITION

Copyright

© 2019 Rwanda Education Board

All rights reserved.

This document is the property of Rwanda Education Board.

Introduction

CURRICULUM OBJECTIVES

English is one of the official languages and medium of instruction in schools. The Rwandan policy emphasises the ambition to become a knowledge-based and technology-led economy, and stresses 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 therefore plays an essential role in the Rwandan vision.

The competence based English curriculum, which is the ability to perform a particular task resulting from having gained an appropriate combination of knowledge, skills and attitudes, is designed to suit learners, fit well into the East African community as one of the English speaking countries. The learners will be educated wholesomely. The wholeness will be achieved through giving knowledge and skills, cultivating and inspiring certain attitudes as well as creating occasions and activities during the teaching-learning process that would enable learners to think critically and be able to compete favourably and fit into East Africa and the wider global community.

In summary, the English learners, at Primary level should be able to;

- Communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts.
- 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 simple texts to enable them to learn and communicate in English in different situations.
- Listen to and understand English as it is spoken around them in authentic situations.

SKILLS FOR THE TEACHER

- Engage students in a variety of learning activities.
- Use multiple teaching and assessment methods.
- Adjust instructions to the level of the learner.
- Creativity and innovation.
- Make 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 teaching children and learning.

NOTES FOR THE TEACHER

Prior knowledge

The function of schools is to broaden children's range of experiences, introduce new possibilities, systematise the process of learning, help develop thinking skills and, ultimately, empower students to take responsibility for their own learning. This new curriculum has you, the teacher, to work in the role of a guide or facilitator. Endeavour to have many communicative activities in the classroom and relate much to the children's experiences and connect it to the lesson. Before teaching any unit or topic, activate prior knowledge using the Unit Opener given, to have a basis of where the learners' knowledge is, so you can build on this. Encourage learners to talk about their experiences and then make a connection to what is new. This is in a bid to help the learners discover their full potential.

As a teacher of English, encourage learners to consistently practise English. By the time they come to school for their Primary Four (4), they are already successful communicators. They already know what language (Kinyarwanda) is for and how to use it competently. Have the learners continue to use language in all aspects at school and at home. Guide them daily so that their language continues to grow. Motivate them and even when they make mistakes, let them learn from these and not sulk.

'The wise early childhood teacher knows how to create an atmosphere in which children's experiences outside school are valued and talked about, where their ideas and comments are listened to with respect, and where they learn to reflect on what they know. Language is the key to creative thinking, solving problems and collaborative learning. The growth and development of language is a lifelong activity, an essential component of successful living.' (The English Forum, 2005)

LEARNING A SECOND LANGUAGE

The learners in Year 4 may not be able to express themselves in English but more in Kinyarwanda as English is introduced as a medium of instruction at this level. However, get to know that they have enough experience in using language. Your role as a teacher of a second language now is to show these learners through context so they can continue their development in English.

Below are some points about language for you to consider while teaching a second language;

- *Language is systematic.* Every language has its own characteristic way of combining sounds, words and sentences. While teaching English at this level, relate mostly with the learners in Kinyarwanda so that it can build on their acquisition of the English context.
- *Language is both creative and functional.* A speaker of any language can both create and comprehend an infinite number of utterances based on a finite number of rules. These utterances can cover a multitude of functions, such as requesting, refusing, promising, warning, denying, agreeing, disagreeing and expressing emotions. Across this teacher's guide, you will notice several activities therein whose aim is to help the learners be creative and also apply language functionally. Use them always to have the learners' interest in the language.
- *Human beings have an innate capacity to learn language.* All children, unless they are severely neurologically impaired, are capable of learning a language. The learners at this stage might not have discovered their potential well which gives you the role as a teacher to instil this. They will be making mistakes and will want to give up. As a teacher you might also feel that some learners do not have the capacity to learn English. The more you strive for excellence with all learners, the easier it will be for them to learn English.
- *Language can be non-verbal as well as verbal.* Facial expressions, gestures and other body movements may convey messages, the meanings of which are culturally specific. For the young learners, you will need to do more non-verbal expressions to get their attention and to help them learn. You should also pay attention to being culturally specific as this will help you maintain an active class. Do not only speak; also have more actions in the classroom from your end and also the learners' end.
- *Language and culture are closely related.* Customs, traditions, values, stories, religion, history and other manifestations of culture are transmitted to a large extent through language. In the activities for the learners, as a teacher you ensure that the language you use is closely related to the culture of your learners. In Unit 10, you will find storytelling. Relate the kinds of stories you use in the classroom to the learners' culture.
- *Language and thought are closely related.* Children and adults use language to share their thoughts and to expand and clarify concepts.
(Additional Information got from *The English Forum, 2005*)

As a teacher of Year 4, you are teaching young children. These are highly motivated to learn language. You have to surround them with love, affection and attention, encouragement and always compliment them for their vocal efforts so that they can continually make all attempts to communicate.

Every learner needs to hear English modelled by both adults and their peers in a variety of situations. In English, there is a role of imitation. You should have learners play and have enough practice in English languages. All children need to play with language, try it out, test it, receive feedback and try again.

Finally, all learners need to have language adjusted to their level of understanding. This should be done at all times and also be sure to combine language and content as Language is a tool for learning.

TEACHING VOCABULARY

Each unit has a particular set of vocabulary to be taught and focused on. These are the major words but not solely the new words that the teacher can teach. Other words can come up in the different units as will be discussed later. The 'What Is It?' technique can be used to introduce new vocabulary. Let's imagine that you want to introduce the word *carpenter*. You may describe it as follows:

- A carpenter is a human.
- A carpenter is strong.
- A carpenter works at a certain shop.
- A carpenter deals with wood.

When you finish your description, tell the students to try to translate the word into Kinyarwanda. (If there is no roughly equivalent word in Kinyarwanda, they can draw a picture or point to one of several pictures that the teacher may make available.)

While describing a carpenter, repeat each sentence once or twice before going on to the next one. You can also go back and repeat the previous sentences several times before you reach the end of the description. In this way the students will have heard the new word Carpenter many times by the end of the description. They will also have listened with close attention because they want to discover what the new word means. Some teachers make the mistake of giving the meaning of new vocabulary too quickly. Once the students have been given the meaning of the word, they have no reason to pay attention any longer. Experiments on remembering (Jenkins 1974) have shown that recalling the form of a word (its spelling or sound) is more difficult than recalling its

meaning. For this reason, techniques that give the student an opportunity for repeated attention to a new word before discovering its meaning are important for vocabulary learning. If the learners are asked to translate carpenter after listening to the description, this is in some ways the same as a direct translation where the teacher says, 'carpenter' in Kinyarwanda is. But the differences are important: Direct translation is quick; the 'What Is It?' technique, involving the describing of the object before the learners are asked to translate, wastes some teachingtime, but it makes valuable use of learning time.

By listening to the description the learners have heard the new word several times, they have had to make an effort to get the meaning, and they have been active in telling the teacher what they think the translation should be.

The 'What Is It?' technique has many useful features:

1. It can be used to teach vocabulary and to give practice in listening, speaking, reading, and writing.
2. It involves the students in meaningful communicative activity.
3. It gives each student a chance to be in a superior position as the source of information. Students performing are much more interesting than the teacher performing.
4. It can be used with classes containing students of widely differing achievement in English. It can also be used with beginners or advanced learners.
5. It requires little work from the teacher but a large amount of effort and attention from the students.
6. It can act as a bridge between controlled and free activities in speaking and writing.
7. It can provide challenging opportunities for attention to repeated material in listening, reading, and vocabulary-learning activities.
8. It is fun for both teacher and students.

GROUP WORK

The competence-based curriculum puts the learner at the centre of learning. The teacher becomes the guide and instructor as the learner is given a chance to explore and apply all the knowledge independently.

For English acquisition to occur, learners must use English to construct meaning and interact with others in authentic contexts. The importance of learner interaction in acquiring a second language has made the teacher-directed student-centred classroom the standard for effective instruction in print and practice.

Effective teacher directives can maximise learner autonomy and facilitate effective cooperative learning which is at the core of a student-centred environment. These principles have led to the increasing use of group work in the second language classroom where students work in teams to construct knowledge and accomplish tasks through collaborative interactions.

The 'Competent Learners' English for Rwanda Schools Book 4' has lots of activities for you- the teacher to ensure that group work in your classroom is well utilised during the learning process.

The following are things to consider while grouping your learners for optimum results and easy management:

How many students in a group?

The suggested number is between three to four learners depending on the size of the class and competence of learners. One misconception of teachers is that all groups must have the same number of members. In fact, a group of reticent students may be up to three to force all to speak, while a larger group of six dominant students will receive valuable practice at social turn-taking. Having a partner is also an excellent way of ensuring collaboration and full a participation of learners. There is no instructional rule that demands equal group size.

Flexible grouping

Flexible grouping is very important in achieving the aims of group work. Each student belongs to three or four different fixed groups and rotates among them based on the learning objectives and the type of task that is assigned.

Planning for group membership

Choosing group membership requires much artistry, as it demands sensitivity to cultural contexts, to individual personalities in the class, and to the variety of skill levels.

There are several bases on which experienced teachers form groups: language proficiency, personality, friendships, shared native language, and academic orientation. However, one of the variables not often considered by the classroom teacher is the objective of the task itself. While general guidelines may point the teacher in the direction of conventional wisdom, the content of the task may point a different way. Several options on how to plan group membership around task objectives follow.

(i) *Oral language proficiency grouping*

It is often better to group individuals by similar proficiency so that all will have equal opportunity and responsibility to speak. One technique for quick implementation is to, keep a list of students ordered by proficiency level, with the most proficient students in the class at the top and the least proficient at the bottom. If you choose to for triads, for example, count down the list by three, draw a line, and group by three until you reach the end of the list. This gives you ready-made proficiency groups.

(ii) *Personality grouping*

Personality grouping is based on dominance (active) vs. reticence (silent and reserved). In other words, in a homogeneous scheme, active students are grouped together to fight it out, allowing reticent learners to interact more casually. When forming groups based on personality, it is important for the teacher to designate a group leader who possesses the positive traits of high task orientation, negotiating ability, and leadership. In following this plan, the group leader models effective leadership for other members so that later they may take over the leadership role.

(iii) *Controlled affiliation grouping*

What is the level of trust among group members? How important is diversity of opinion and diversity of perception? When friends are grouped with friends, trust will be high, but diversity will be limited because of the likelihood of common experiences and viewpoints. In general, asking learners to work with members of the class whom they do not know well fosters more on-task learning, allows multiple viewpoints to be considered, and nurtures the growth of a class community as individuals get to know and trust one another.

(iv) *Assigning group roles*

Again, it is important to assign each group member a role within the group. While the teacher may select the leader-facilitator or may have each group choose the leader on its own, other roles are also needed:

- Choose a scribe to take notes and organize the group discussion on a large piece of paper so every group member can follow the discussion threads.

BEHAVIOUR MANAGEMENT

Different teachers have different ways of managing their classroom behaviour. However, some important things you may consider are as follows;

- Setting expectations and consequences when you first meet the class. You can use the learners to help you set expectations and consequences as this will make it possible for them to follow them and seem very fair to all of them.
- Remind the learners of the class rules and consequences before you begin a lesson.
- Always remember to be consistent with the rules and consequences.

ASSESSMENT

Assessment is viewed as closely related to instruction. Assessment is needed to help teachers and administrators make decisions about students' linguistic abilities, their placement in appropriate levels, and their achievement. The success of any assessment depends on the effective selection and use of appropriate tools and procedures as well as on the proper interpretation of students' performance. Assessment tools and procedures, in addition to being essential for evaluating students' progress and achievement, also help in evaluating the suitability and effectiveness of the curriculum, the teaching methodology, and the instructional materials. It helps demonstrate to young learners that they are making progress in their linguistic development, which can boost motivation. This encourages students to do more and the teacher to work on refining the process of learning rather than its product. Assessment can be formal and informal. Keep a record of the learners' progress as explained in the teaching content. Consider formative and continuous assessment, and summative assessment at the end of each unit.

ABOUT THE BOOK.

The Teacher's Guide gives detailed notes on teaching the topics in the Learners' Guide. It also gives extra exercises for the learners and advice on how to teach each item given.

UNITS

This teacher's guide is divided into Units (From Unit1-10). These units are further divided into different topics. It is estimated that the amount of lessons in each unit are 28 lessons. Every unit begins with a photograph which is referred to as the Unit opener photograph. The teacher is expected to divide the topics depending on the kind of learners he/she has to it into through the 28 lessons. The term-wise topics are divided for you but you can adjust them according to the needs of your learners. A teacher is expected to cover the whole program by the end of the academic year.

KEY UNIT COMPETENCE

The key Unit competences are given in each unit. They show the general picture of why learners have to study a particular unit. As a teacher, this gives you a clear view of the path or direction you would like the learners to take.

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 communicating detailed English sentences using more vocabulary, language structures and conventions of prints already learnt.

ATTITUDES AND VALUES

In a bid to develop the wholeness of the learner, each unit has set attitudes and values whose aim is to cultivate and inspire certain attitudes coupled with attaining knowledge and skills so that the learner is able to compete favorably in both the regional and international level. As a teacher, you will start every unit with a discussion about these attitudes and values so that the learner is able to see the bigger picture in learning. And then discuss it after the unit.

In every unit, there is a language structure which guides the teacher on the grammar components of the unit. These should not be taught in isolation but in context as the learners at this stage do not necessarily need to learn the rules of a language but learn how to use it in context of the various topics.

MATERIALS

In every unit, there is a set of materials that works as a guide for the teacher. These are mostly low or no cost materials for you to use in the classroom. These include flashcards and pictures, photographs, some classroom objects, Realia(real objects such as household objects, magazines and the Learners' Book. If your school doesn't have the learners' books then you will endeavor that you use the blackboard optimally to draw pictures and also write letters, words and vocabulary for the learners' aid. It is also important for you to model any writing on the blackboard before you ask learners to do it. The book gives additional activities that are supposed to be got from the Internet. ICT is also an important tool in the language learning process as it is taking its place in the world of communication globally.

ASSESSMENT CRITERIA

In every unit, there is a component of Assessment criteria. This gives you the basis to check for learning and also have an assessment of learning. You will find that in the different topics, there is an activity at the end of it. This will be an informal and formal method to check whether learning has taken place. Before going to another topic, you should ensure that all the learners have mastered the key competencies basing on the criteria stated. This helps you assess whether the learners have mastered both the subject and the generic competencies described. The activities here mostly involve:

- (a) Observation
- (b) Pen and paper
- (c) Oral questioning.

LESSON PLAN

Before any lesson, make sure that the class behavior and group rules are pinned in class.

School Name: Kigali Modern Primary School

Teacher's name: Miss Sarah Nakiberu

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
1	11 /Jan/ 2016	English	P.4 B	1	2 of 26	40 minutes	30 learners

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	2 children who are meeting English language for the first time
Unit title	Our School
Key Unit Competence:	The learners should be able to use the language learnt in the context of our school.
Title of the lesson	Talking about subjects
Instructional Objective	<ol style="list-style-type: none"> 1. Learners will be able to list and describe the subjects studied in school with correct spelling and pronunciation. 2. Learners will be able to describe what is studied in those subjects. 3. Learners will be able to use the language learnt in context of school subjects to talk about the subjects and what is learnt.
Plan for this Class (location: in / outside)	Learners sitting two per desk. Desks facing each other such that there are groups of 4 learners. The class therefore has 7 groups. The two learners who are new to the language sit together in one group. Groups are arranged according to similar language proficiency.

Learning Materials (for all learners)	Text book, flash cards, papers, pencils, rulers.
References	Text book, dictionary

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation
	3-10 minutes		
	Teacher activities	Learner activities	
Introduction 5 min	<p>Ask the learners to remind each other about the class room rules and consequences.</p> <p>Write the question from the learners' textbook on the board. 'What do you study at school?'</p> <p>Read it and tell the learners to read it aloud after.</p> <p>The teacher then asks learners to put their hands telling the meaning of the word 'Subject'. What is a subject?</p> <p>The teacher expects the answer 'A specific branch of knowledge'</p> <p>Tell learners that we are going to learn about the subjects in school.</p>	<p>Partners talk to each other reminding themselves about classroom rules and consequences.</p> <p>Learners read aloud the question.</p> <p>The learners brainstorm the meaning of the word 'subject'</p>	The crosscutting issue addressed here is the value of education

<p>Development of the lesson</p> <p>25min</p>	<p>What subject are we learning now?</p> <p>What other subjects do you know of? Teacher writes the subjects on the board.</p> <p>Teacher shows flash cards to the learners as she reads the subjects on the card a loud</p> <p>Teacher gives out the cards to the learners in the groups they are seated in. Each group has the same number of cards with different subjects. As he/she gives them out, she tells learners to choose group leaders, secretary and time keeper.</p> <p>Teacher asks the learners to remind each other about the group guidelines on the wall.</p> <p>Teacher tell learners that; the cards have the name of subjects on one side and a picture to tell what is done in each subject on the other side.</p> <p>In your groups of four, look at the subjects on the card and make sure that you know how to spell them.</p>	<p>Learners answer 'English'</p> <p>Learners mention subjects like Maths, Science, SST</p> <p>Learners repeat the subjects after the teacher.</p> <p>Learners choose group leaders, group secretary and group time keeper</p> <p>Learners remind each other the group rules and regulations/ guidelines.</p> <p>Learners look at the words on the card and practice how to write the subjects.</p>	
--	--	--	--

	<p>Then look at the back of the card, you will find a picture. Then discuss the picture in your group. Talk about how it represents the subject.</p> <p>Conclude by telling what is done in each subject.</p> <p>Secretaries will write down the findings</p> <p>You have 10 minutes</p> <p>Teacher moves around the class to see what is going on, but spends a lot of time with the group of two learners trying to explain what is going on.</p> <p>Teacher carries out a spelling bee competition. Groups working for points.</p>	<p>Learners discuss the pictures on the card in relationship with the name of the subject.</p> <p>Using a paper, pencil and ruler, secretaries write down the findings.</p>	Inclusive education
<p>Conclusion 10 min</p>	<p>Teacher asks groups to present their work to the class.</p> <p>Teacher evaluates the work.</p> <p>Teacher gives out photo copies of activity 1.1.2 to take home as home work</p>	<p>Group leaders present the group work to the class.</p> <p>Learners collect the cards and keep the homework in their bags.</p>	
<p>Teacher self-evaluation</p>	<p>I finished the lesson on time. The learning objectives were meant. All learners are able to talk about the school subjects. The learners enjoyed the spelling bee competition. The groups were formed quietly and quickly.</p> <p>Some groups were too slow. Next time, learners will be mixed up.</p>		

Content Map for Unit 1 (Our School)

1. Number of Periods	26 Periods
2. Introduction	Orientation to the school and its working, through an understanding of the time-table of studies, and the allocation of subjects according to the same. Using the language learnt to express oneself in the context of the school.
3. Learning Outcomes	<ul style="list-style-type: none"> • Appreciate how the school and its components function in a smooth and coordinated manner • Understanding the importance of the individual pupil/teacher in the school set-up • Ability to plan out a day at school and acquire the skill to work according to the school routine • Practice in survey and data collection • The golden rule of learning to cooperate in group activities as also shoulder individual responsibility when asked to express point of view • Practice in survey design and data collection and interpretation of the same
4. Classroom Organisation	<ul style="list-style-type: none"> • To facilitate both individual and group activities • To encourage self-study and analysis.
5. Equipment Required	Classroom equipment, writing material, textbooks and teaching tools such as flash cards, charts, maps, pictorial support, survey data, PC, printer, special equipment for children who are specially challenged.
6. Activities	<ul style="list-style-type: none"> • Group discussion on subjects and pupils' likes and dislikes about them • Learning to follow a time-table and correlate timings and subjects therein • Time management strategies in accordance with the timetable • Sentence construction about planning time-tables (oral and written) • Using survey data through a search grid • Freehand sketching of school premises and labelling the same • Group acting about school routine • Guided conversations about subject teachers and pupil strength • Constructing a bar graph and collating information provided therein • Using tongue twisters to practise correct pronunciation of words • Talking about future plans through free conversation and Q&A exercises • Comprehending oral content and providing appropriate responses to the same • Deciphering puzzles and riddles

7. Competences Practised	<ul style="list-style-type: none"> • Making surveys • Making a bar graph • Oral and written comprehension • Data analysis • Presentation of findings • Team and individual work
8. Language Practice	<ul style="list-style-type: none"> • Reading a given text with comprehension of the content • Close reading of content provided • Vocabulary to express matter with correct grammar usage • Expressing personal likes and dislikes regarding subjects taught at school • Coding true and false statements
9. Vocabulary Acquisition	<ul style="list-style-type: none"> • Building a vocabulary bank of terms and expressions about school • Using common and proper nouns in speaking/writing names of classmates and teaching faculty • Punctuation marks for expressing statements and questions • Expressing answers to questions through statement sentences • Oral drills on given topics such as pupils' future plans • Spelling drills about subject names • Running dictation of vocabulary, composed of words learnt in the unit (Our School) • Listening skills to acquire competence in correct vocabulary usage
10. Numeracy	<ul style="list-style-type: none"> • Analysis of tabular data • Creation of tabular data • Making a bar graph on the given subject • Conducting surveys on school-related topics
11. Study skills	<ul style="list-style-type: none"> • Reading • Comprehension • Oral work • Written work • Choosing right questions and answers from the given matter • Writing complete grammatical sentences • Expressing data-based information in sentences
12. Revision	Periodic exercises to tally students' ability and grasp of the subject under study
13. Assessments	<ul style="list-style-type: none"> • Written, oral and through graphical studies • Presentation of findings accordingly • Assessments • An understanding of the school routine • Formative assessment of data collection and its further exploitation through numerous activities, for a better orientation about school by the pupils • Developing language competencies to express ideas, opinions and understanding of tasks demanded

Content Map for Unit 2 (My Friends and I)

1. Number of Periods	26 periods
2. Introduction	<p>Providing numerous examples by way of pictorial matter, and exercises of varying standards to describe the topic of the unit. (My Friends and I). Appreciating each others' likes and dislikes and understanding of the need for individual spaces and individual interests and hobbies, using situational examples.</p>
3. Learning Outcomes	<ul style="list-style-type: none"> • Learning to value friendships • Learning the value of togetherness in the community and in our families • Learning to share and care for others • The ability to describe actions done in the past, to be done in the future, by the use of tenses and comparative adjectives • Identifying the basic vocabulary to express leisure activities • Defining appearances using the correct expression
4. Classroom Organisation	<ul style="list-style-type: none"> • Good ventilation and lighting to enable learners to study picture content • Class orientation for group and individual stimulation
5. Equipment Required	<ul style="list-style-type: none"> • Classroom equipment like chalkboard, duster, writing material • Equipment for specially challenged pupils • Textbooks with clear photograph prints • Charts and flash cards pertaining to the lesson • Writing material and worksheets • Printer • Space for group and individual activities
6. Activities	<ul style="list-style-type: none"> • Silent study of pictorial content • Step-by-step guidance on interpretation of pictorial content • Writing about past activities with attention to the past tense • Group discussion on present and future plans in terms of today, tomorrow, yesterday, last week, etc. • Q&A methodology to elicit information about future plans (the following week) • Grammatical usage of the simple past tense, future tense, classification of adjectives and comparative usage • Comparative study of personality features and appearances of people based on pictorial and written data • Reading comprehension followed by answering of questions on textual content
	<ul style="list-style-type: none"> • Group discussion through the Q&A methodology • Retelling of stories and activities (oral and written) • Solving a puzzle • Chart making on personalities and appearances • Group reading of poetry (chorus and individual parts)

7. Competences Practised	<ul style="list-style-type: none"> • Pictorial studies • Idea of time in terms of the past, present and future • Presentation of findings through written, oral and pictorial inputs • Listening skills • Reading skills • Group discussion • Working with a team • Appreciating the need for individual responsibility • Memory skills • Grammatical usage to express actions in different time spans • Story telling • Presentation of findings
8. Language Practice	<ul style="list-style-type: none"> • Oral conversation about hobbies • Speaking and listening skills based on given inputs • Compositions on individual preferences • Answering questions, picture reading and comprehension • Designing a survey chart on given input • Presenting of findings in the required format
9. Vocabulary Acquisition	<ul style="list-style-type: none"> • Acquiring a cache of terms to define hobbies and interests • Ability to express differences between current, past and future happenings • Solving of anagrams • Usage of adjectives to express appearances, personality traits • Usage of comparative adjectives based on pictorial content • Conversion of verbs into the simple past tense, future tense • Terms to express addresses
10. Numeracy	Charts for classification of adjectives
11. Study skills	<ul style="list-style-type: none"> • To use the language as directed • Understand the various possibilities of expressing oneself through the use of the right tenses • Ability to narrate a story • Ability to comprehend the main ideas in a story • Appreciate the nuances contained in the story • Describing future plans • Observation of friends to express their appearance and personality
12. Revision	<ul style="list-style-type: none"> • Periodic carrying out of the given activities • Recall of tenses used in the unit • Retelling of stories • Writing about the pictures
13. Assessments	<ul style="list-style-type: none"> • A data collection of competencies acquired through revision exercises • Group activities to install interest in lessons covered • Speaking of activities done in the past • Listening to others' future plans

Content Map for Unit 3 (Our District)

1. Number of Periods	25 Periods
2. Introduction	A series of examples and related exercise to acquaint learners with the places in their district, taking off from places in their immediate neighbourhood. Providing of examples of sketches and know how about the same. A comprehensive assessment of the varieties of transport in use as also the related tasks associated with them.
3. Classroom Organisation	<ul style="list-style-type: none"> • Classroom orientation for individual and collective activities • Proper ventilation and arrangement to permit self-study and group work • Space for display of maps, charts and other paraphernalia linked with the lesson • Pupils' orientation for both individual and group responses
4. Equipment Required	<ul style="list-style-type: none"> • Classroom equipment • Printed sheets • Sketches of Butare district • Pictorial support material on transport • Textbooks • Charts writing material • Equipment for children with special needs • Enlarged charts with structured words for sentence construction • Writing material
5. Activities	<ul style="list-style-type: none"> • Map reading of the local area • Location of important facilities of the district (Butare district) • Instructions for following directions • Structured sentence constructions • Q&A method to elicit personal information about pupils' residential details
	<ul style="list-style-type: none"> • Identifying different means of transport through pictorial inputs • Paired working on given exercises • Making up anagrams on transport words • Following directions based on written input
6. Competences Practised	<ul style="list-style-type: none"> • Map reading of Butare district • Making a sketch indicating important landmarks • Writing sentences using a formatted structure • Matching pictures • Comparing different forms of transport through group talk • Exercise on the availability of local transport
7. Language Practice	<ul style="list-style-type: none"> • Reading a simple map • Taking note of important local facilities • Comprehending given passages • Tackling Q&A exercises based on given passages • Reading aloud about local facilities • Writing sentences describing locations • Reading a text and following it on a map • Matching pictures to words and vice versa

8. Vocabulary Acquisition	<ul style="list-style-type: none"> • Usage of words learnt in the context of the district • Expressions to describe length of time taken to travel to various locations • Exploiting learnt vocabulary to write independent sentences on transport • Vocabulary to describe local facilities and local landmarks • Words to express comparative speeds • Making anagrams/guessing anagrams • Acquiring basic vocabulary of community facilities and transport • Identifying the use of comparatives • Learning correct usage of prepositions of place
9. Numeracy	<ul style="list-style-type: none"> • Map reading • Sketch making • Coordinating the above skills with written or verbal asked for • Graphic representation of data about places and locations • Statistical and verbal analysis of locations in the district
10. Study skills	<ul style="list-style-type: none"> • Talking in groups about a map of a local town • Silent reading of the map and sketch to identify places • Reading a text giving directions • Answering relevant questions pertaining to a given text • Picture interpretation in terms of what is asked • Expressing comparisons among different means of transport • Writing independent sentences using comparative adjective • Filling in details on a chart on the basis of criteria asked for
11. Revision	<ul style="list-style-type: none"> • Periodic assessment of the matter learnt in class • Homework exercises to the same effect • Class work activities on matter taught for recall of assimilation • Writing sentences for judging level of comprehension of content • Homework exercises on matter taught to reinforce learning
12. Assessments	<ul style="list-style-type: none"> • A formative assessment task of map making and sketch reading of the district under study. • Judging competences in map reading • Judging competencies in locating places in the district • Preparation of independent data based on surveys conducted among classmates • Using pictorial content to refer to means of transport • Defining tasks performed by various means of transport
13. Learning Outcomes	<ul style="list-style-type: none"> • Understanding that one's home and surroundings can be identified through maps and sketches • Understanding the needs for providing varied inputs to reinforce learning • Understanding the need for age-appropriate testing material • Preparing content that is age specific, interesting and varied • Interpreting given data through various exercises • Valuing how individuals contribute to the successful functioning of a district • Appreciate the physical features and natural outlay of a particular district • Understand the crucial role played by certain locations in a district

Content Map for Unit 4 (Weather)

1. Number of Periods	25 Periods
2. Introduction	<ul style="list-style-type: none"> • Exhaustive and well-planned diagrams, graphs and survey material for classroom activities • Key issues about the weather dealt with through various inputs • Matching weather pictures with given content • Narrating and understanding the effects of weather on humans and environment. • Giving scope for airing independent views about weather conditions through personal experiences
3. Learning Outcomes	<ul style="list-style-type: none"> • Ability to link weather conditions to other subjects of study such as social studies, farming activities and others • Ability to describe the weather orally, in a written format and on the basis of a comprehension exercise • Ability to appreciate the role that the weather in the lives of human being at the local, national and international level • Respect for the environment and its fallout on the weather conditions in Rwanda • Identifying the importance of graphical, statistical and pictorial inputs in weather interpretation.
4. Classroom Organisation	<ul style="list-style-type: none"> • Orienting the class arrangements for group activities • Creating conditions for individual work by pupils • Providing texts for individual reading • Pictorial content on weather patterns • Outdoor classes to concentrate attention on different weather conditions
5. Equipment Required	<ul style="list-style-type: none"> • Classroom equipment • Weather charts • Writing material • Equipment for children with special needs • Textbook • Weather chart of Rwanda for a fixed period
6. Activities	<ul style="list-style-type: none"> • Matching weather pictures with words • Completion of wordsearch, solving anagrams, circling weather words among others • Discussions on the weather today, in the past and forecast ahead • Usage of the present continuous and past simple tense in expressing about the weather • Identifying the basic vocabulary of weather terms • Interpreting a weather chart • Reading and answering questions on a passage based on weather

	<ul style="list-style-type: none"> • Usage of the comparative 'more' and 'less' in connection with the weather • Completion of sentences using the term 'when' • Interpreting charts on the basis of pictorial inputs • Interpreting a circle diagram • Reading a bar graph and answering questions based on it • Talking of pattern of the rainy season in certain districts • Paragraph writing on weather patterns across four months • Caption writing for images related to the weather • Solving riddles • Recall of learnt matter for answering questions
7. Competences Practised	<ul style="list-style-type: none"> • Ability to interpret graphs, diagrams and pictorial content • Ability to study pictorial details • Ability to relate written content to questions raised • Oral and written work in terms of what is required • Working in a group to find solutions • Self-study of given data to provide meaningful answers • Reading a text for comprehension purposes • Writing independent paragraphs on a given idea based on material gathered through the contents of the lesson • Recall of weather conditions over a period of time • Listening skill to grasp what the teacher is saying about weather conditions • Sentence completion according to the directions provided
8. Language Practice	<ul style="list-style-type: none"> • Interpreting a survey in terms of weather at different times/days/months • Presentation of findings as required • Comprehending questions and answering accordingly • Listening to the teacher reading a text with the proper stress and intonation to convey the contents of the matter • Ability to complete sentences by formatting it according in the right tense and adverbs of time • Finding the right words about weather hidden in a wordsearch • Writing one's findings after interpreting a graph
9. Vocabulary Acquisition	<ul style="list-style-type: none"> • Acquiring the right terminology to express weather conditions • Ability to spell words competently in order to solve anagrams and solves wordsearches • Spotting spellings of words by means of circling weather words in a given text • Conversion of verbs into their past simple, present continuous forms for correct contextual usage • Using of the right vocabulary to express orally and in writing, findings based on graphs and charts • Matching sentences according to their beginnings and endings

10. Numeracy	<ul style="list-style-type: none"> • Carrying out a statistical analysis of weather conditions through a study of circular diagrams, charts, pictorial inputs and bar graphs • Finding additional information on the basis of reading the bar graph • Understanding the concept of 'average' in terms of weather conditions • Understanding a sequential interpretation of months of the year
11. Study skills	<ul style="list-style-type: none"> • Understanding the significance of the X-axis and the Y-axis • Conducting experiments based on downloaded information from the internet
12. Revision	<ul style="list-style-type: none"> • Acquiring basic computer skills to download information and act on it • Choosing the right answers to questions put • Following instructions given to the learner • Ability to expand on available knowledge along guided lines • Ability to frame possible actions to be taken to show respect for the environment • Spotting the right terminology for expressing oneself
13. Assessments	<ul style="list-style-type: none"> • Periodic conducting of class work exercises independently • Group activities as revision exercises • Setting of homework for revision of content • Revision of language structures using present continuous, past simple tense, clauses such as 'when' and usage of 'more', 'less' • Correct use of adverbs of time
	<ul style="list-style-type: none"> • A formative assessment of the tasks of writing independent paragraph, comprehension answers and according to the required grammatical usage • Presentation of findings obtained after studying a bar graph, a circle diagram, a weather chart and other material • Proper understanding of the content presented • Matching sentence endings to their beginnings • Assessing the advantages and disadvantages of weather to come to a conclusion of one's own • Preparing captions according to an understanding of the given pictorial input • Ability to write cohesive sentences on the good and bad effects of weather • Interpret a weather chart for Rwanda and describe local weather conditions

Content Map for Unit 5 (Jobs and Roles in Home and Community)

1. Number of Periods	25 Periods
2. Introduction	<ul style="list-style-type: none"> • Providing examples through a variable gamut of exercises in the context of jobs in the home and community • Providing a number of pictorial based activities that the learners can identify with and thus familiarize them with the lesson content • Understanding the place of vowels in word formation in the language • Honing listening skills to understand formation of common word endings, word families and roots of words • Understanding the key issues of working within a community and work in the home
3. Learning Outcomes	<ul style="list-style-type: none"> • Appreciating the value of working for a community • Understanding the importance of activities performed in the home • Acknowledging the contribution of workers in the community by valuing their work • Understanding the role of community work in the overall development of Rwanda • Ability to develop reading skills, speaking skills, writing and comprehension skills in regard to community activities • Ability to frame activities done in the present and in the past in grammatical structures • Ability to detail the frequency by which community tasks are performed by various members of the community.
4. Classroom Organisation	<ul style="list-style-type: none"> • Creation of activities involving first the entire class as a group, followed by activities to test individual comprehension skills • Placement of pupils to be within clear earshot of the teacher to be able to understand listening activities with attention • Ability to follow the teacher and follow what is required of them through proper placement of the class furniture • Space to conduct activities and for pupils to write, draw and conduct activities related to the lesson, with relative ease
5. Equipment Required	<ul style="list-style-type: none"> • Classroom equipment • Textbooks • Writing material • Visual inputs in the form of charts of professions, flash cards and pictorial drawings • Internet connectivity • Equipment for children with special needs

6. Activities	<ul style="list-style-type: none"> • Exercises for recognizing the use of the past simple tense, future tense, and adverbs of frequency • Matching pictures to words to make complete meaning • Writing anagrams and asking other pupils to solve them • Completion of missing vowels in names of different professions • Understanding the need for vowels in creating words in English • Matching beginning and endings of sentences about different professions • Talking in groups about the jobs done by different family members • Writing about household activities and their doers in complete sentences • Playing memory games about tasks performed by various people in a community/home • Discussions about doing community work • Reading short texts and answering questions thereof, using the future tense 'will'. • Filling in missing words to complete sentences on jobs and their doers • Paired activities of asking questions and eliciting answers to them • Paragraph writing on personal likes and dislikes regarding professions • Listing of major activities done in the community • Discovering word families and their roots
7. Competences Practised	<ul style="list-style-type: none"> • Interpretation of pictorial inputs • Q&A exercise on pictorial data given • Solving anagrams and creating a few • Ability to access the internet and download activities required • Correct grammar usage in regard to the future tense 'will' and adverbs of frequency • Presentation of findings through oral work, written work and through group activity • Comparative understanding about community work in the past and in the present • Team work and individual work • Problem solving ability
8. Language Practice	<ul style="list-style-type: none"> • Ability to name jobs and describe them in simple sentences • Using a pictorial input to make sentences • Matching sentence beginnings to their endings • Placing of missing vowels to make words • Describing the work done by different professionals • Writing question sentences to elicit answers about jobs and their doers in the home environment • Riddle solving by following instructions step by step

9. Vocabulary Acquisition	<ul style="list-style-type: none"> • A vocabulary bank to describe different professions • Usage of doing words in the varying tenses • Ability to construct meaningful sentences through proper mixing/merging of beginnings and endings • Anagram making • Puzzle solving • Listening skills for providing the correct answers using the right vocabulary
10. Numeracy	<ul style="list-style-type: none"> • Pictorial analysis • Filling in blanks to complete matter
11. Study skills	<ul style="list-style-type: none"> • Interpretation of a picture according to the given requirements • Choosing the right word to complete a blank • Completion of vowels to make complete words • Talking in groups about jobs • Talking in groups about activities performed by various family members • Writing independent sentences about family members' activities • Playing memory games about family occupations • Using adverbs of frequency in saying how often a task is performed by different family members • Developing listening skills to comprehend matter being spoken and answering questions thereafter • Reading a short text independently with the intent of answering questions based on it • Using will to construct sentences about community work • Learning common word endings and their root words
12. Revision	<ul style="list-style-type: none"> • Periodic exercise of recall of the work done till then in the form of homework and class work exercises • Competence to handle computerised information and downloading the required information • Playing memory games from time to time on occupations within the community and at home
13. Assessments	<ul style="list-style-type: none"> • A formative assessment task of the ability to describe different professions in the household and the community • Recounting present and past forms of activity in the community • Assessing the pattern of future activities within the community • The role of the home in the performance of certain activities • The responsibilities of various family members as regards jobs in the home

Content Map for Unit 6 (Wild Animals)

1. Number of Periods	26 Periods
2. Introduction	<ul style="list-style-type: none"> • Providing exercises and examples for acquainting learners about wild animals in the country • Providing pictorial content of the said material and asking various exercises based on the same • Playing the game of missing consonants as a follow-up to the previous unit (Missing vowels) • Group exercises to strengthen speaking ability, based on the lesson content • Individual exercises such as sentence construction answering comprehension exercises for reinforcing lesson understanding • Games and activities on the lesson to enhance learning
3. Learning Outcomes	<ul style="list-style-type: none"> • Appreciating the contribution of Rwanda's wildlife in the development of Rwanda's economy • Appreciating the beauty and uniqueness of Rwandan flora and fauna • Classifying animals through various exercises • Making a presentation on animals in Rwanda • Understanding of the usefulness of a map to describe animal populations in Rwanda. Reading and writing short texts on animals with inputs generated from the class situation
4. Classroom Organisation	<ul style="list-style-type: none"> • Arrangement of learners to encourage group activities • Allowing every learner equal access to the teacher • Formation of pairs and smaller groups for reinforcement of learning • Orientation of lessons to suit learning by grouping
5. Equipment Required	<ul style="list-style-type: none"> • Classroom equipment • Special aids for challenged learners • Writing material • Computer and internet access • Pictorial on animals • Flash cards and charts on the same • Map (blank) for filling in details about animals • Map of Rwanda and animal population • Printed questionnaires about animals

<p>6. Activities</p>	<ul style="list-style-type: none"> • Matching animals to their pictures • Placing missing consonants to write the full forms of animal names • Group discussion of animals as carnivores, herbivores and omnivores alongside pictorial content • Comparison of animals in terms of their speed, size etc. • Use of the comparative and superlative forms of adjectives to form sentences • Making a class presentation on animals as a group activity based on the knowledge acquired • Structuring games such as 20 questions to evoke interest and learn about regarding animals in Rwanda • Responding to questionnaire on personal experiences about animals and birds • Reading of graphs formed on data on the spotting of wild animals by the pupils • Map reading about location of animal habitats in Rwanda • Talking about a chart using the present perfect tense • Presenting a comparative study of animals in terms of their height, weight, speed of movement etc. • Making a Venn diagram on eating habits of animals • Using superlatives and comparative adjectives in sentences
<p>7. Competences Practised</p>	<ul style="list-style-type: none"> • Reading of comprehension passages • Conducting surveys and creating graphs on the basis of findings • Analysing data available to create diagrams, maps and charts • Presentation of findings in a variety of exercises based on making of sentences, using grammar, initiating group discussions, playing games etc. • Using diverse means for data collection, such as class surveys, pictorial inputs, comparisons in terms of height, weight and speed • Solving riddles on the basis of examining twists to words
<p>8. Language Practice</p>	<ul style="list-style-type: none"> • Filling in missing consonants by inserting only vowels • Participation in group discussions on classifying animals according to their eating habits • Writing sentences for comparing animal characteristics • Preparation of short oral presentations about animal eating habits and their physical characteristics etc. • Listening skills to absorb content and answering comprehension questions thereafter • Designing of a questionnaire to elicit pupils' personal experiences with animals as regards sightings • Preparation of a chart with questionnaire findings

9. Vocabulary Acquisition	<ul style="list-style-type: none"> • Learning exact terminology in terms of wider meaning • Etymological origins of words, such as 'wild' • Reading and answering of a questionnaire in terms of what is required • Making sentences on animal habitats in Rwanda • Sentence completion on the basis of data collected through a graph • Learning the names of different species of animals in Rwanda • Learning the right vocabulary to express comparisons of animals • Grammatical study of adjectives of comparison and formation of sentences using the present perfect tense
10. Numeracy	<ul style="list-style-type: none"> • Statistical analysis of findings about pupils' sightings • Presentation of data using a Venn diagram • Using a questionnaire to get specific information for preparation of a chart • Using of cardinal directions in terms of animal spotting • Graphic presentation in bar graphs, of data collected
11. Study skills	<ul style="list-style-type: none"> • Listening to the teacher • Speaking out information using sentences • Group discussion on information given by classmates about animal sightings by them • Reading a passage and answering comprehension questions • Framing questions after thinking about an animal for playing the game of 20 questions
12. Revision	<ul style="list-style-type: none"> • Through guided class work periodically of content studies • Requisite home assignments to reinforce class learning activities based on parts of the lesson
13. Assessments	<ul style="list-style-type: none"> • A formative assessment task of data collection for the creation of several learning outcomes, such as graph making, labelling, making of tables on species and their location in game parks • Presentation of findings through group activities, data charts, talks, write-ups and comprehension questions • Learning of language structures using questions, determiners of quantity, negative usage, comparatives and superlatives • Learning of sounds and spellings of words based on sounds, common word endings and families of words as well as root endings of words • Identification, classification, and comparison of animals using a report on animal survey

Content Map for Unit 7 (Rights, Responsibilities and Needs)

1. Number of Periods	25 Periods
2. Introduction	<ul style="list-style-type: none"> • Providing a variety of inputs both written and graphical to impress on children the dual existence of rights and responsibilities • Incorporating real life situations to impress the above point • Using pictorial content to impress the significance of rights and responsibilities • Creating child-friendly situations to bring the subject of study to the class room • Reading of textual matter gleaned from the daily life of the learners • Making of posters on the topic
3. Learning Outcomes	<ul style="list-style-type: none"> • Bringing home the fact that every individual has rights and responsibilities • Elaborating on rights and ditto with responsibilities • Respecting everyone's rights and responsibilities • Using appropriate vocabulary to bring home one's point of view • Learning the right sounds and spellings of words used in the lesson • Using language structure for greater drilling and understanding the extent of this vast topic. • Poster making on the subject matter • Listening and comprehending reading texts on the subject of rights and responsibilities regarding school rules • Understanding the significance of visual inputs to bring home the issue of rights and responsibilities • Writing short texts on the topic
4. Classroom Organisation	<ul style="list-style-type: none"> • Grouping of the pupils to facilitate group activities • Pairing them to facilitate learning on a more personal level • Orientation of the learners' mind set to acceptance of rights and responsibilities through participatory activities within the classroom situation • Extensive use of charts and flash cards to elicit opinions from the learners in terms of rights and responsibilities
5. Equipment Required	<ul style="list-style-type: none"> • Classroom equipment • Writing material • Textbooks • Printed sheets for doing exercises • Charts • Equipment for children with special needs • Excel sheets for structured learning • Pictorial illustration pertaining to the topic
6. Activities	<ul style="list-style-type: none"> • Reading and comprehension of rights and its corresponding responsibility • Repetition of reading text to enable learners to understand the depth of the contents • Utilising pictorial content to interpret the application of rights and responsibilities in a learner's daily life • Group discussion on the topic

	<ul style="list-style-type: none"> • Discussion on what rights mean to individuals, others • Pairing of learners to act out their rights • Role play using real life situations based on the learners' common experiences • Holding talks about obeying rules at school • Creating lists of rights • Using drawing, printing, titling and other means to create charts on the topic • Holding an exhibition of content illustrated in chart form
7. Competences Practised	<ul style="list-style-type: none"> • Reasoning out on the basis of data available and coming to conclusions thereafter • Chart making to illustrate the nature of rights and responsibilities • Illustrative capabilities to present matter in an appealing way • Becoming aware of the needs of society and an individual's responsibility fulfilling the same • Ability to match pictorial content about rights and responsibilities • Awareness of school rules and their basis derived from the concept of rights and responsibilities • Reading poetry to appreciate the concept of rights and responsibilities • Answering to comprehension questions after reading and listening to a given text
8. Language Practice	<ul style="list-style-type: none"> • Speaking about rights by the learners using appropriate vocabulary • Expressing responsibilities and rights by using the right terminology for them • Learning about common word endings and roots of words • Developing listening skills with the aim of answering comprehension questions based on the same thereafter • Ability to present learnt data through chart form • Using pictorials as a stimulus to initiate discussion and understanding of rights and responsibilities
9. Vocabulary Acquisition	<ul style="list-style-type: none"> • Acquiring vocabulary to express both rights and responsibilities • Speaking in groups about rights and responsibilities • Defining rights through proper listings • Appreciating poetry and its nuances and literary usage to better appreciate the topic under study • Answering pertinent questions on comprehension passages and poetry through available vocabulary
10. Numeracy	<ul style="list-style-type: none"> • Presenting data in columns so as to grasp the importance of rights and their corresponding responsibilities • Exploiting pictorial content for application of the concepts of rights and responsibilities • Group discussion format for the purpose of discussing the topic • Making charts about school rules • Structured layout for sentence formation

11. Study skills	<ul style="list-style-type: none"> • Choosing the right data from the content in order to fulfil the task in hand • Group discussion on the topic • Structuring independent sentences based on a formulaic collection of matter on the topic • Assessment of futuristic consequences arising from one's actions • Riddle solving on the basis of content provided • Participation in group discussions • Self-contemplation to arrive at conclusions about the efficacy of school rules • Assessing the basic needs of society after listening to a text on it • Poster making on the topic • Organizing talks and opinions about the formulation of school rules
12. Revision	<ul style="list-style-type: none"> • Portioning out interesting and varied activities pertaining to several topics and helping learners to solve it, thereby sustaining interest • Using poster making to revise contents of the lesson • Using group discussions to recall parts of the unit and thereby reinforcing learning
13. Assessments	<ul style="list-style-type: none"> • A formative assessment of how far the topic has been understood by the pupils • Listing and defining rights and responsibilities to emphasise the rule of rights and responsibilities going hand in hand. • The need for rules in society • Varied presentations to bring home the importance of school rules • Exciting offer of deducting or adding to school rules in a brainstorming exercise to the class

Content Map for Unit 8 (Talking about the Past)

1. Number of Periods	25 Periods
2. Introduction	<ul style="list-style-type: none"> • Creating a set of appropriate exercise material to introduce the topic through varied sources of information • Introducing the art of writing informal letters • Using pictorial inputs, diagrams, structured formats to encourage a lively interest in finding out about the past • Emphasising changes in daily life as well as food habits to bring home the agricultural and household practices in the past as compared to the present
3. Learning Outcomes	<ul style="list-style-type: none"> • Imbibing a respect for the Rwandan way of life in the past • Understanding of the evolution of present-day living from the practices of the past • Understanding the driving forces behind these changes • Appreciating how the past has contributed to a better understanding of the present-day lifestyle in Rwanda • The contributions made by the past in forming a better society today, in Rwanda • Using appropriate vocabulary on the topic
4. Classroom Organisation	<ul style="list-style-type: none"> • Creating space for group discussions, talks, games and other exercises pertaining to the topic • Allowing learners to work in pairs on the said topic • Making way for self-study and observation so as to appreciate ways of living and working in the past • Encouraging the use of classroom materials such as pictures, blackboard work, note taking, to reinforce the teaching learning process on the topic
5. Equipment Required	<ul style="list-style-type: none"> • Classroom equipment • Special tools for specially challenged learners • Writing material charts • Pictorial matter • Excel sheets with comparative information on agriculture, food intake, household practices • Writing material • Exhibition of implements and other tools of the past and those of the present • Demonstration of farm products, household objects, and related things
6. Activities	<ul style="list-style-type: none"> • Talking in groups on how learners spend their weekends • Using pictorial illustrations as exercise material • Writing an informal letter to a friend and getting replies for the same • Matching pictures to the tools, household objects and animals • Naming tools both orally and in groups • Writing captions for a set of pictures provided on the basis of their learning about the past • Reading a text related to the topic of traditional and modern practices in agriculture • Describing the past and the present on the basis of information gathered

	<ul style="list-style-type: none"> • Writing complete sentences using determiners of quantity • Writing a short passage using determiners of quantity on the subjects of the past as compared to present times • Talking to people in the community of various age groups • Solving a riddle • Putting appropriate labels below pictorial content • Completion of sentences along required lines • Mingling with members of the community to garner information on the topic of the past and present • Writing an exercise using determiners • Writing a summary on the contents on a given text about food partaken in earlier times learning word families and roots of words
7. Competences Practised	<ul style="list-style-type: none"> • Designing a survey format • Checking of information on the basis of true and false statements • Reading texts given and working out compositional exercises (summaries) • Preparing a question with focused content to elicit information • Demonstrations of cooking methods in the old days through live demonstrations by a member of the community • Working on group activities • Presenting of findings made • Surveys conducted in the community
8. Language Practice	<ul style="list-style-type: none"> • Reading a text and comprehending its content • Answering pertinent questions • Organizing information gathered • Learning to use available content in a variety of writing exercises • Following instructions for playing a game based on the content • Constructing sentences on traditional and modern practices
9. Vocabulary Acquisition	<ul style="list-style-type: none"> • Learning appropriate vocabulary to comprehend passage content • Learning the specific names of tools used earlier • Learning vocabulary to express farming practices in the past • Learning culinary terminology in order to follow instructions and expressing cooking then and now • Identifying the simple past tense and determiners of quantity • Learning the basic vocabulary about farming tools, modern tools, farm products, household objects • Vocabulary to enable learners to write short texts independently on the proposed topic of modern and ancient practices in agriculture and in the household
10. Numeracy	<ul style="list-style-type: none"> • Using comparative studies for carrying act analysis on a 'then' and 'now' format • Using pictorial content to advantage • Using comparative terminology appropriately • Using structured charts for sentence making

11. Study skills	<ul style="list-style-type: none"> • Observation of pictorial content and relating to present-day living • Working in groups to arrive at answers to questions posed • Providing information on present-day living through informal letters • Getting information on the same through a reply to the letter • Observation and deciphering of differences in today's agricultural tools and those of the yesteryears • Talking in groups on the topic of traditional and modern tools • Reading of comprehension passage and dialogues to glean information and answering questions thereafter • Focused following of directions to play a game • Interview skills for interacting with elders and members of the community • Writing skills to express one's opinion as well as answer comprehension questions
12. Revision	<ul style="list-style-type: none"> • Periodic exercises in both homework and class work formats to reinforce the learning and comprehension process
13. Assessments	<ul style="list-style-type: none"> • Formative assessment of the contents of the lesson through a variety of exercises comprising the skills of reading, writing, speaking and listening • Data collection by holding interviews, collecting pictures and holding group discussions • Describing past activities through independent writing exercise such as summarizing, interviewing, writing, sentence structuring among others • Identifying and comparing household tools then and now • Learning of the food habits of members of the community then and now • Learning of various farm products, edible products and household objects

Content Map for Unit 9 (Countries, Rivers, Famous Architectural Structures of the World)

1. Number of Periods	25 Periods
2. Introduction	<ul style="list-style-type: none"> • Provision of examples and exercises in a variety of formats to acquaint learners about the major rivers, architectural monuments of the world • Naming and locating the same through pictures and written data • Exercises in listening, writing, speaking and describing through a set of given tasks
3. Learning Outcomes	<ul style="list-style-type: none"> • Appreciating the value of working in a group • Being able to infuse enthusiasm among group members by example • Appreciating the important landmarks and their significance • Understanding the concept that the world is a large place with some beautiful sights for everyone to enjoy • Understanding the joys of travel • Instilling the need to join hands in the upkeep and preservation of such heritage landmarks and natural spots in the world • Understanding the cultures of other nations
4. Classroom Organisation	<ul style="list-style-type: none"> • Whole class orientation to conduct group-based activities • Dividing of the learners into pairs and smaller groups to elicit more direct answers for better comprehension of the content • Using of materials, such as charts and maps, within a space designated for easy approach to the same
5. Equipment Required	<ul style="list-style-type: none"> • Pictorial content on monuments and rivers worldwide • Maps of the world as well as of specific countries in the world • Classroom equipment • Special equipment for challenged learners • Writing material worksheets • Map prints for learner use • Textbooks • Writing material
6. Activities	<ul style="list-style-type: none"> • Naming and locating countries round the world • Scanning pictorial illustrations of important sites worldwide • Linking images to the landmark sites mentioned through a mental comprehension of the same • Column wise representation of data regarding location of countries • Speaking five sentences giving general information about the locational details of countries in the world • Use of the present perfect tense in a dialogue • Offering personal information about countries visited and spotting the same on a world map • Listening to a passage the teacher reads and then answering comprehension-based questions • Completion of sentences with details from the passage given • Describing cities and important buildings based on the listening text read out by the teacher

	<ul style="list-style-type: none"> • Group activity of cross checking what pupils have written through an exchange of written matter among themselves • Identifying and memorizing with pictorial depictions, important landmarks in cities of the world • Writing captions for important buildings and rivers • Reading a text and comparing buildings and rivers • Making a free hand map in class and filling in rivers and capital cities • Ask learners to identify cities, countries where they may have relatives and then use the information for public display in the classroom
7. Competences Practised	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Interpreting pictorial data • Solving a riddle • Depicting information about buildings, capitals and rivers in tabular formats • Comparisons of buildings and locations with those in other countries • Using superlatives by matching them to landmarks that qualify as tallest, highest, shortest, etc.
8. Language Practice	<ul style="list-style-type: none"> • Presenting of findings as required in each exercise • Reading a passage to comprehend details • Answering questions based on given inputs • Learning sounds and spellings • Pronunciation of important landmarks in a correct way • Listening to a text about countries for locating places mentioned in it • Sentence completion as directed • Making sentences in a structured format • Talking in groups about important buildings in cities around the world • Writing a code with a picture letter to complete a table of important landmarks
9. Vocabulary Acquisition	<ul style="list-style-type: none"> • Learning of sounds and spellings for important landmarks in the world • Using the correct language structure to express comparatives, superlative, and the present perfect tense • Language ability to express oneself independently on a topic asked • Reading a passage to comprehend its meaning for answering questions thereafter • Using descriptive language to express opinions about different sites • Describing rivers using the correct terminology • Speaking about personal and family trips undertaken • Practicing of common word endings

10. Numeracy	<ul style="list-style-type: none"> • Making of tables for data collection • Making tables to identify important landmarks, using a designated letter in it • Pictorial grouping of important landmarks in the world • Captioning of pictorial data
11. Study skills	<ul style="list-style-type: none"> • Picking out the right answers from options given • Organizing pictorial data according to requirement • Creating tables for providing matter for textual writing • Speaking in a group based on tabular content • Acting out a given conversation • Following directions given for writing exercises • Locating places on maps, exchanging ideas and written matter for close assessment of work done, listening to short texts, comparing buildings, cities, and understanding visually their importance before writing about them
12. Revision	<ul style="list-style-type: none"> • Periodic exercises undertaken in both homework and class work formats from time to time, during the course of the unit being taught
13. Assessments	<ul style="list-style-type: none"> • Identification of important landmarks throughout the world with the help of pictorial guidelines • Comparison of cities and rivers in terms of size, countries importance etc. • Identifying buildings around the world, in terms of their location, importance, size and other specificities • Ability to create map work on varied subjects such as location of sites, capitals, buildings etc.

Content Map for Unit 10 (Climate Change)

1. Number of Periods	25 Periods
2. Introduction	<ul style="list-style-type: none"> • To guide learners to use the language needed in the context of climate change • Providing sufficient exercises written, spoken, listened to, for this purpose • Providing tabular data to be filled in and understand the importance of the topic • Pictorial understanding of the effects of climate change • Inspirational matter in the way of poems and short texts to encourage learners to realize the importance of stemming climate change
3. Learning Outcomes	<ul style="list-style-type: none"> • Respecting the value of the locals environment in sustaining the lives of the people, the community and the country • Appreciating the value of caring for the environment • Instilling a sense of pride in adopting a green way of living and working • Being aware of the dangers of global warming and implementing measures that stall the effects at the local level
4. Classroom Organisation	<ul style="list-style-type: none"> • Whole class grouping for group activities • Pairing and making of smaller groups for more detailed activities on the subject • Grouping of the class for better listening during activities, such as poetry recitation by the teacher • Space for drawing, chart making etc.
5. Equipment Required	<ul style="list-style-type: none"> • Classroom equipment • Special tools for challenged learners • Drawing materials • Writing materials • Writing sheets • Textbooks • Pictorial inputs • Internet access for accessing websites
6. Activities	<ul style="list-style-type: none"> • Accessing the web for more detailed information on the topic of climate change • Writing of simple texts on dangers of climate change • Making posters and arranging their display in the classroom and elsewhere • Listening to texts read out by the teacher • Slogans and messages for posters • Construction of sentences using the determiner 'let's', 'must', 'mustn't'. • Exchange ideas gathered about poster making
7. Competences Practised	<ul style="list-style-type: none"> • Surveys of climate change • Examining pictorial inputs for writing messages • Writing slogans based on data collected • Presentation of findings through posters, written compositions etc. • Matching pictures with climate change situations • Tabular arrangement of fact findings under columns of Reason, Result, Cause, Effect • Completion of given text as required

8. Language Practice	<ul style="list-style-type: none"> • Using the present continuous tense in sentences • Making declarative and question sentences • Using commands such as 'do, don't, let's'. • Learning about common word endings , word families and the roots of words • Learning vocabulary to express terms of climate change such as ice, sea, rise, melt, global warming etc.
9. Vocabulary Acquisition	<ul style="list-style-type: none"> • Usage of words to express conditions of climate change • Completion of sentences in the format required • Using terms such as 'much, many, too much. • Listing of prohibiting acts • Using vocabulary to frame persuasive message to augment climate change • Describing the responsibilities of individuals in stalling climate change • Describing the causes of climate change • Learning the exact sounds of words used in the unit
10. Numeracy	<ul style="list-style-type: none"> • Tabular formation of collated ideas on climate change • Design and writing a poster with messages according to proper spacing, eye catching artwork etc. • Matching captions to pictures • Using tabled information in structured sentences • Appreciating the visual appeal of lines of poetry and their stylized compositional layout
11. Study skills	<ul style="list-style-type: none"> • Choosing the right answers to questions posed • Linking the right captions to pictorial data given • Creating sentences from a given table structure • Speaking on inputs provided about climate change • Persuasive talk about the imperative need for stemming climate change • Solving riddles • Listening, Speaking, Writing and Reading skills exercises as per requirement in the unit • Picture drawing to express the main theme of the topic • Sharing ideas within a group for preparing a better group presentation
12. Revision	<ul style="list-style-type: none"> • A periodic exercise undertaken in the class to reinforce learning of the pupils. Home work in addition help to strengthen the content and better grasp of the subject
13. Assessments	<ul style="list-style-type: none"> • The pupils' grasp of the subject under study in the unit through a diverse collection of activities to assess various skills used in study • A formative assessment of skills learnt, the capacity to gauge the responsibility of effective climate change etc. • Ability to access the internet for a purpose • Writing independent compositions with the help of inputs provided • Capacity to make pictorial matter in poster form for carrying forward the right message • Recognising the basic vocabulary of causes and effect of climate change • Identifying grammatical structures introduced in the course of the unit

A Menu Of Competence Supporting Activities

The following types of activities, recommended by REB, are included by our authors in the textbooks as well as in the teachers' guides. These activities will serve as a means of developing required skills and competences.

ANNEX 1: A MENU OF COMPETENCE SUPPORTING ACTIVITIES
The table below provides by no means comprehensive suggestions for the kind of activities that can be included in textbooks/teachers' guides as the means by which curriculum content is learned and skills and competences are developed.

No	Activity	Comments
1.	LISTENING & SPEAKING – These activities are designed to ensure that all students actively participate in classroom activities rather than sitting passively in the classroom. Speaking and listening develop vocabulary and understanding, create interest and motivation in classroom learning and increase student confidence.	
1.1	Questions and Answers	Teachers' Guide should contain guidance on how to ask good questions and could suggest a range of questions for each topic/textbook unit.
1.2	a) Story Time – Teacher reads Story to Class and then asks the class to say what they liked and disliked about the story. b) Asks questions to ensure good comprehension. c) Asks groups to retell the story in their own words. d) Asks groups to invent different endings. e) etc.	Some stories can be in the textbook, others in the teachers' guide or teacher can choose from a book of stories to read aloud or can use "Big Books" from their supplementary materials that may easily be shown to students. From upper primary grades inference questions as literal comprehension should be developed.
1.3	News Time – Teacher appoints a different group each week to present school and local community news to the class.	In lower grades the presentations could be verbal but with increasing grades the presentations should be written and illustrated on posters or digital.
1.4	Songs, Rhymes, Word and Number Games	When traditional songs, rhymes and games are used this reinforces content.
1.5	Quizzes – in lower grades these can be between small groups (like a pub quiz) and should be oral; as literacy develops they should be sometimes in written form.	Quizzes of students in class and overcome the passivity typical of many classroom. Teachers' Guides could provide suggested quiz questions to make life easier for the teacher.
1.6	Discussions – starter text for a discussion can be included in the teachers' guide and perhaps some additional background information for the teacher, or discussion could be a topic of community interest.	Class discussions. Thinking Competence. Teachers' Guide. Information on how to structure and direct discussion.
1.7	Formal Debates – rules for debates should be included in the teachers' guide with some suggestions for questions to be debated related to textbook topics/units.	Schools may wish to develop their own extra-curricular debating club for the community.
1.8	Role Play can be used to explore issues, stories, historical events, dilemmas etc.	school debates
2.	Reading and Writing – these activities support the early development of literacy. In upper grades they develop a life-long interest in reading for information, pleasure and work.	
2.1	Silent Reading is used to develop interest, stamina and independence in reading. Time allocated for this activity should be increased as fluency and interest develops; progress can be assessed by questioning and talking to peers in groups.	"Book Flood" or "Book Box" – a collection of books on a specific topic. Pacific Islands and other countries reported very a students' reading frequency and periods as short as 6 minutes in primary schools. Teachers' Guides could cartoon frames using a board for teachers to copy.
2.2	Maintaining a Vocab Book (bi-lingual?)	
2.3	Guided Story Writing – this can be achieved in many different ways using 4-6 frame cartoons with matchstick figures is a frequently successful option. For example, "write a short story about coming to school in the rain, which emphasizes movement and uses at least 15 different words ending in 'ing'."	Use the books in the school supplementary readers as an aid to writing discursive text, encouraging critical thinking and as a reflection on their own learning. The lists can be illustrated with cut-outs from newspapers/magazines (research) or by student artwork (creativity). Teachers' Guides should provide support in terms of structure, headings and sub-headings etc. as students move towards independence. Teachers' guide should provide information on the assignment which can test the culture of reading.
2.4	Book Reviews – these can be organized in various ways including dramatizing parts of the book and group discussions. They should not be presented as a set form.	Use the books in the school supplementary readers as an aid to writing discursive text, encouraging critical thinking and as a reflection on their own learning. The lists can be illustrated with cut-outs from newspapers/magazines (research) or by student artwork (creativity). Teachers' Guides should provide support in terms of structure, headings and sub-headings etc. as students move towards independence. Teachers' guide should provide information on the assignment which can test the culture of reading.
2.5	Making Lists for classroom walls (e.g. of local birds and animals of student names and birthdays, of the locations in which students live etc.) of Writing Reports – these will have different forms in different subjects.	Teachers' Guides should show the awareness of the constraints on the development of research competences caused by lack of good school libraries and internet connectivity and provide particularly connectivity available to students. Teachers' Guide will need to provide guidance on which the development of research competences is assessed.
3.	Numeracy	business plan based on a school news sheet supports entrepreneurship skills
3.1	Mental arithmetic games	Can be used at both primary and secondary.
3.2	Maths Problem solving	There are plenty of teachers' resource books providing good ideas for setting and solving problems with Maths
3.3	Using digital skills to solve Maths problems	
4.	ICT	
4.1	Research on the Internet	
4.2	Master basic applications – word processing, spreadsheets, presentation software etc.	
4.3	Data entry and data analysis exercises	
4.4	Filing and data storage exercises	Teachers' Guide could provide examples of different styles of presentation and templates
4.5	Digital Presentations	
4.6	Simple programming exercises	
4.7	Creating Charts and Graphs to present information	This also supports accurate communication skills
4.8	Use editing software for newsletters	See 3.3 above
4.9	Using computers to solve Maths problems	See Teachers' Guide to "Thinking Through Science" in Annex 2, below, for good ideas
4.10	Use PC's for Science experiments	
5.	Critical Thinking – These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, taking decisions, allocating tasks, disagreeing constructively etc.	Teachers' Guides should provide health and safety check-lists for experiments that schools should try to maintain to enable basic experimentation to be performed even if there is no science lab or kit available. Important that students should be required to take different roles in group work e.g. Chair, Secretary, Reporter, Leader, Taskmaster etc.
5.1	Collect data locally through designing surveys, questionnaires, interview formats then analyse data, draw conclusions and present findings.	
5.2	Observe, Record, Interpret – e.g. Mark out areas in the school and get different groups to record insect, animal, bird life and then try to explain why different habitats have different species.	The teachers' guide will need to provide suggestions for experiments in science labs and experiments where science labs are not available.
5.3	Experiment	Teachers' Guide should provide both internet search suggestions and local community search suggestions for schools with no easy internet access.
5.4	Research and Discuss	
5.5	Compare and Contrast Exercises	
5.6	Debate (See 1.7, above)	
5.7	Identify a problem and design a methodology to collect the information needed to solve the problem	Teachers' Guide should provide instructions with diagrams
5.8	Make basic science equipment out of locally available materials	
5.9	Reasoning Games and Tests for Students	
6.	Creativity and Innovation – Activities that require students to develop and use their creativity	Teachers' Guides could provide examples of different types of poem with different rhyme schemes
6.1	Write a story or poem	
6.2	Design a Poster	
6.3	Write and Design a Booklet	
6.4	Make a Model	
6.5	Create an Experiment to Prove a Point	
6.6	Invent New Ways of Doing Traditional Things	
6.7	Design your Ideal House	
6.8	Develop a Graph to Illustrate Information	
6.9	Create a Flow Chart to show the main stages in a Process	
6.10	Design a data collection survey/questionnaire	
6.11	Identify a problem which requires data collection	
6.12	Conduct experiments with objectives, Methodology, Observations, Results, Conclusions	
6.13	Make hypotheses and identify ways to test them	
6.14	Identify local problems and devise ways to resolve them	
7.	Research and Problem Solving	
7.1	Use the Internet	
7.2	Use a Library	
7.3	Create a School Library	
7.4	Collect data through surveys, questionnaires and interviews	
7.5	Collect data through surveys, questionnaires and interviews	
7.6	Develop Sampling Rules for Data	
8.	Communication Skills	
8.1	Tell/Write a Story, Poem or DJ	
8.2	Describe an event or situation	
8.3	Present Ideas – verbally, digitally	
8.4	Set Out Pros and Cons	
8.5	Argue a Case – verbally (compare and contrast), etc.	
12.2	Form a school or class traditional dance group	
12.3	Organise traditional dancing competitions between classes	
12.4	Learn and tell traditional stories	
12.5	Create small biographies of important Rwandan historical characters, writers, artists, musicians, scientists etc.	
12.6	Create plays about historical events	
12.7	Create Cell, Sector, District and National Maps with main areas of Interest	
10.5	Start a Class Enterprise with Cash flow	
10.6	Start or provide internet/digital services to the local community etc.	
10.7	Write advertisements	
10.8	Make a promo video for the school	
10.9	Develop Student CVs	
10.10	Establish and Register a Company	
11.	Lifelong Learning	
11.1	Take initiative to update knowledge and skills with minimum external support	This should be (a) general, and then (b) orientated to specific jobs
11.2	Cope with the evolution of knowledge and technology advances for personal use	But Teachers' Guide should give guidance on the costs of doing this
11.3	Seek out and update personal knowledge and skills	
11.4	Develop and update personal knowledge and skills	
11.5	Develop and update personal knowledge and skills	
11.6	Develop and update personal knowledge and skills	
11.7	Develop and update personal knowledge and skills	
11.8	Develop and update personal knowledge and skills	
11.9	Develop and update personal knowledge and skills	
11.10	Develop and update personal knowledge and skills	
11.11	Develop and update personal knowledge and skills	
11.12	Develop and update personal knowledge and skills	
11.13	Develop and update personal knowledge and skills	
11.14	Develop and update personal knowledge and skills	
11.15	Develop and update personal knowledge and skills	
11.16	Develop and update personal knowledge and skills	
11.17	Develop and update personal knowledge and skills	
11.18	Develop and update personal knowledge and skills	
11.19	Develop and update personal knowledge and skills	
11.20	Develop and update personal knowledge and skills	
11.21	Develop and update personal knowledge and skills	
11.22	Develop and update personal knowledge and skills	
11.23	Develop and update personal knowledge and skills	
11.24	Develop and update personal knowledge and skills	
11.25	Develop and update personal knowledge and skills	
11.26	Develop and update personal knowledge and skills	
11.27	Develop and update personal knowledge and skills	
11.28	Develop and update personal knowledge and skills	
11.29	Develop and update personal knowledge and skills	
11.30	Develop and update personal knowledge and skills	
11.31	Develop and update personal knowledge and skills	
11.32	Develop and update personal knowledge and skills	
11.33	Develop and update personal knowledge and skills	
11.34	Develop and update personal knowledge and skills	
11.35	Develop and update personal knowledge and skills	
11.36	Develop and update personal knowledge and skills	
11.37	Develop and update personal knowledge and skills	
11.38	Develop and update personal knowledge and skills	
11.39	Develop and update personal knowledge and skills	
11.40	Develop and update personal knowledge and skills	
11.41	Develop and update personal knowledge and skills	
11.42	Develop and update personal knowledge and skills	
11.43	Develop and update personal knowledge and skills	
11.44	Develop and update personal knowledge and skills	
11.45	Develop and update personal knowledge and skills	
11.46	Develop and update personal knowledge and skills	
11.47	Develop and update personal knowledge and skills	
11.48	Develop and update personal knowledge and skills	
11.49	Develop and update personal knowledge and skills	
11.50	Develop and update personal knowledge and skills	

Question Stems And Activities Derived From Bloom's Taxonomy

Our authors have provided the questions and activities adapted and developed from Bloom's Taxonomy for creating skill-based activities for teachers to use in the class for learners at different levels.

ANNEX 2: QUESTION STEMS & ACTIVITIES DERIVED FROM BLOOM'S TAXONOMY

The following tables, adapted and developed from Bloom's Taxonomy, provide lists of verbs, question stems and activities that authors and Content providers could use in creating competence and skill-based activities for teachers to use in class for learners at different levels

Knowledge	Sample Question Stems	Possible activities
Useful Verbs		
Tell	What happened after...?	Make a list of the main events
List	How many...?	Make a timeline of the main events
Describe	What was it that...?	Make a facts chart
Relate	Can you name the...?	Make a list of the information that you can remember
Locate	What happened at...?	List the places in the story
Write	How did you get to school in the rainstorm?	List the problems in getting to school and your solutions to the problems
Find	What is the meaning of...?	Use a dictionary and start a vocab notebook
Name	What are your favourite foods?	List all of the favourite foods of the group members and the frequency with which they are provided and make a chart to show the results
State	What birds have you seen today on the way to school?	Make a chart of the common birds seen around the school

Comprehension	Sample Question Stems	Possible activities
Useful Verbs		
Explain	Write in your own words...	Draw pictures to show an event
Interpret	Write a brief outline of...	Illustrate with pictures the main idea
Outline	What happened next...	Make a cartoon strip with matchstick

Synthesis	Sample Question Stems	Possible activities
Useful Verbs		
Create	Create an idea for a machine to do a new job	Provide plans showing the different parts of the machine and how it would work
Invent	An improved design for your school	Provide a plan to scale to show your improved design
Compose	Write a poem about ...	Put your poem into an illustrated poster or into a PowerPoint presentation
Imagine	What would happen if...?	Write a story about what you think might happen if...
Plan	If you had access to all the required resources how would you solve the problem of...?	Produce a plan showing the resources you would need and how you would apply them to solving the problem. Show also how you would know if the problem had been solved
Formulate	Formulate a new recipe for a tasty meal	Write down the ingredients, quantities and methods of preparing your new meal
Devise	Devise new and unusual uses for ...	Prepare an advertising campaign to sell your new uses

Evaluation	Sample Question Stems	Possible activities
Useful Verbs		
Judge	Is there a better solution to...	Prepare a list of criteria to judge the solution to a problem. Indicate priority criteria and ratios
Select	Judge the value of...	Conduct a class debate about an issue of special interest
Decide	Decide if something is good or bad	Prepare a poster/PowerPoint to present 5 criteria to judge if it is good or bad
Justify	Explain and justify your attitudes to homework	Organise a class survey on homework and present the results
Argue	Your point of view about ... And defend your arguments against others who disagree	Take a class view on which arguments were best and why?
Recommend	When you have just completed a problem solving exercise recommend ways in which your approach to the problem could have been improved	Prepare a report that clearly explains the reasons for your recommendations
Rate	How effective was ...?	Collect data and analyse it to demonstrate the effectiveness
Assess	How serious global warming would be for the area where you live	Produce a proposal showing how individuals can take action against global warming

Discuss	Who do you think will win...	men to show a sequence of events
Compare	What is the difference between...	Make a chart of the teams taking part in the hills and living in the valleys
Predict	What would happen if ...	Write two different endings to the same story
Describe	What happened on the way to school?	Make a cartoon of your journey to school

Applications	Sample Question Stems	Possible activities
Useful Verbs		
Illustrate	Categorize animals by their characteristics	Make a chart showing different groups of animals with the same characteristics
Collect data	How many in your family?	Design a questionnaire to find out how many brothers and sisters the children have (and even ages). Then present the collected data statistically and draw conclusions
Classify	What are the most important daily activities in the village?	Make a list of different activities and put in rank order of importance to village life
Design	How would you make something work better?	Make a collection of photographs to show how something works and how it could be made to work better
Examine	Identify the different ways in which products are promoted and sold	Present a different market strategy for a product
Identify	What are the strong and weak-points of...	Invent a game, which illustrates the strong and weak points

Analysis	Sample Question Stems	Possible activities
Useful Verbs		
Analyse	Which events could have happened...	Design a questionnaire to gather data for analysis
Examine	What was the main theme of ...	Design an investigation to collect evidence to form a viewpoint on...
Contrast	What other possible outcomes could there have been?	Make a flow chart to show critical stages in an activity where different outcomes could be possible
Investigate	Why did ... Changes occur ...	Construct a graph to illustrate the results of your investigation
Explain	Explain what happened when...	Make a decision tree to illustrate your explanation
Distinguish	Distinguish between two different approaches to the same problem	Make a poster/PowerPoint presentation of the results of the analysis
Identify	Identify the importance of different factors in determining the outcome of an event e.g. a rainstorm	Write a short report and illustrate the relative importance of different factors with graphs

TABLE OF CONTENTS

	Page
UNIT 1 : Our School	1
UNIT 2 : My Friends and I	20
UNIT 3 : Our District	40
UNIT 4 : Weather	52
UNIT 5 : Jobs and Roles in Home and Community	65
UNIT 6 : Wild Animals	78
UNIT 7 : Rights, Responsibilities and Needs	91
UNIT 8 : Talking about the Past	102
UNIT 9 : Countries, Rivers and Famous Architectural Structures of the World	114
UNIT 10 : Climate Change	125

INTRODUCTION

This unit, pertaining to our school, requires that the teacher equip learners with a range of language skills and competencies in their usage to express themselves in their individual ways about our school. As the child is already in Year 4, he/she is familiar with the surroundings of the school and is well acquainted with important landmarks in and around the premises. Also, the learners at this stage can speak about them in their own creative way using the local language. Hence the teacher at this stage must exploit the already existing fund of knowledge within the learners' surroundings to introduce various language skills, appropriate grammar competence, descriptive abilities and help learners express their individual preferences about the curriculum of studies, among others. Care must be taken to orient teaching methodology to enhance the interest level of the learner and make the use of language pertaining to the school as lively, informative and child-friendly as possible. The teacher may introduce the lesson with an ice breaker in the form of a question and elicit answers from the learners. Examples of such an introduction to the lesson may be: 'Can you recount what was the first thing that you saw on entering the school gates this morning?' The teacher is advised to encourage learners to use determiners in framing their answers, instead of single words as answers. The teacher may also create grounds to carry out a host of learning activities — written oral, diagrammatic, creative — to give learners a wide canvas of exercises to imbibe language learning in a comprehensive way.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of our school.

By the end of this unit, the learners should be able to—

- describe the school timetable orally.
- draw and label a plan of a school.
- describe their future hopes.
- recognise the use of determiners of quantity.
- use the simple past tense.

ATTITUDES AND VALUES

Learners should appreciate how our school community helps us learn.

LINKS TO OTHER SUBJECTS

Graphs, transport and travel, school timetable in Social Studies.

ASSESSMENT CRITERIA

The learner can describe the school timetable and school size, express future hopes, conduct a survey, make and interpret a graph about school journeys.

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1	Talking about Subjects
----------------	-------------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners should be able to describe subjects orally.

TEACHING METHODS

Discussion, Look and Say, Group work, Demonstration, Explanation, Question and Answer

VOCABULARY

Subjects: History, Mathematics, Science, Social Studies, etc.

Abbreviation: S.St, MTC, P.E

MATERIALS REQUIRED

Textbook, flash cards, paper, pencils, rulers, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Ask the learners to look at the unit opener photograph on page 6. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the picture connects to the unit title.

2. Ask another volunteer to read out the key competence and ask the learners to brainstorm on ways they can use to achieve the key unit competence.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work to achieve the values and attitudes mentioned in the unit.
4. Let them make predictions based on the topic, about how the topics relate to the unit title.

Activity 1.1.1

1. Write the question from the learner's Textbook, Page 6 'What do you study at school?' Tell the learners to read it loudly after you. Ask the learners to try and find out about the meaning of the word 'subject'. They should discuss it with their partners. Then ask each partnership about their findings. From all their answers, formulate a meaning for the word 'subject' together with them. **Expected answer is** 'A *specific branch of knowledge*'. Explain to them that every subject teaches us a specific knowledge.
2. Ask them to brainstorm on what subjects they know are learnt in school. **Expected answers are:** Mathematics, English, Science, Social Studies, Physical Education, Kinyarwanda, Music, French, Computer. If they are finding it hard, prompt them by writing some letters of a subject on the blackboard like: It begins with C O _ _ _ _ R, until they get all of them. Write the subjects on the blackboard clearly.
3. Practise reading with them as many times as possible.
4. Play Spelling Bee to practise the spelling of each subject. Call out five learners at a time and ask them to spell a subject in turns. If one spells mathematics, give another one science. Repeat until all of them have got a chance to spell. If one fails a word, he/she automatically gets dropped out. Call out another group of five and let them do the same until everyone in class has had a chance to spell. Get the finalists and let them compete until you have five winners. Write the winners' names on the STAR chart of the class to be recognised by all.

Activity 1.1.2

1. Tell the learners to turn to their textbooks and read the instructions of Activity 1.1.2. Put them in groups of three according to their abilities. Same ability students in the same group. Tell them to copy the puzzle on a paper using a pencil and a ruler. Tell them to circle the subjects they can find.

Expected answers are:

B	C	M	G	F	A	U	M	P	E	X	C	A	E
X	Z	A	I	R	R	B	E	I	D	T	O	U	N
A	E	T	L	O	U	E	A	K	B	R	M	H	G
C	S	H	S	C	I	E	N	C	E	E	P	N	L
L	R	Q	K	Y	K	O	I	C	U	A	U	M	I
R	N	R	P	S	E	A	K	Z	H	O	T	U	S
S	O	C	I	A	L	S	T	U	D	I	E	S	H
K	I	N	Y	A	R	W	A	N	D	A	R	I	O
E	C	W	O	Z	A	B	V	D	R	O	Y	C	T

2. Ask the students to think deeply about the question in the Thinking cap. The answer is:

'There are 18—3 in 'the', 7 in 'English' and 8 in 'Alphabet'.

Activity 1.1.3

1. Tell the class to read the conversation aloud and then divide the class into groups of four. Tell the learners what is majorly done in each subject.
2. Give each group a role from the conversation. Group one to be— Ishimwe, group two— Pendo, group three— Raissa and group four— Yuhi.
3. Let each group read out their roles. Rotate the roles such that every group has had a chance to be one of the participants of the conversation.

Activity 1.1.4

1. Put them in groups of four according to language proficiency. Let them act out the conversation as you guide them to take on different roles.
2. Ask them to use their exercise books to answer questions 2, 3, and 4

Expected answers are:

1. *The learners will act the conversation.*
2. *We study about the world. The places and the way things work politically, socially and economically.*
3. *In science, we study about living things and non-living things. Without science, nature would be a mystery/we would not know anything about nature.*
4. *We study about Rwandan culture. The dos and don'ts. The wonderful dance and the right ways of speaking Kinyarwanda.*

Activity 1.1.5

1. In their former groups, let them read Activity 1.1.5 in the Learner's Textbook page 7. Guide them on choosing the subjects that have not been talked about in the conversation. After which, tell them to give details about what is generally studied in those subjects. Then guide them into talking about the way each subject can help them in future.
2. Collect their work and grade it. Then return it to them to present in the class.
3. **Home work:** Apart from the subjects learnt, find out other subjects that exist in schools.

Expected answers are: *Reading, games, history, art and craft, biology, economics, religious education, geography, chemistry.*

Topic 2	Personal Preferences
----------------	-----------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners should be able to describe their personal preferences.

TEACHING METHODS

Discussion, Look and Say, Group Work, Explanation, Question and Answer.

VOCABULARY

Preferences, boring, interesting, easy, hard, etc.

MATERIALS REQUIRED

Textbook, flash cards, papers, pencils, rulers, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Begin the topic with a game. You will need a ball. If you have no ball, then make any thing (paper) round so that it's easy for you to throw. Get the learners into a circle and tell them that when you throw a ball at them they answer the question.
2. The questions are about the different subjects learnt in the previous lesson. Throw the ball to the learners in turns as they answer your question. Questions may include.
 1. Mention any subject apart from Mathematics and English.
 2. What do you study in Social Studies?
 3. Spell the word SCIENCE.
 4. Name three subjects you know of.
 5. Which subject are you studying now?
3. The Learners should be given at least 5 seconds to think about their answer. If they fail, they are out of the game. The game continues until there is a winner.

Activity 1.2.1

1. Tell the learners that they are going to study about personal subject preferences. Explain to them that the title means that we are going to learn about which subjects they like most.
2. Tell the learners to read loudly the sentences in the table about the kids on page 8. As they read, move around to make sure everyone is reading correctly.

Activity 1.2.2

I like physical education. Name: Tamara and Rudasingwa 3. I like Kinyarwanda. Name: Gasasira and Uwase. 4. I like English. Name: Michella 5. I like Mathematics Name: Bruno

Activity 1.2.3

1. Ask the learners to read Activity 1.2.3 on page 9.

2. Help the learners to form partnerships according to language proficiency. Tell each partnership to come up with more sentences such as those given in the examples on page 9 for that activity. Let each partner practise his/her findings in front of the class.
3. Write 'like' and 'don't like' on the board. Explain to the learners that you can express your favourite subjects by using 'like' and 'don't like'.
For example, I like Mathematics. I don't like Mathematics.
Tell them that 'Like' and 'don't like' are in the present form.
4. Select some learners to come to the board and write more sentences of that nature.
Tell the learners that you can also add your reason on to that same sentence.
For example, I like Mathematics because it's fun. I don't like Mathematics because it's not fun.
5. Choose the learners to add information to the already constructed sentences. Make sure to choose different learners from those you have chosen before.

Activity 1.2.4

1. Put the learners into groups of three and ask them to make as many sentences as possible from the substitution table in the Learner's Textbook on page 9, Activity 1.2.4.

Possible answers are:

1. I like English because it's easy.
2. He likes science because it's fantastic.
3. She doesn't like social studies because it's difficult.
4. They don't like French because it's tough.

Likewise, many other sentences can be formed.

2. Ask the learners to deeply think about the riddle and give different guesses. **Expected answer is 'hiss-story'.**

Activity 1.2.5

1. Ask the learners to open their notebooks and do Activity 1.2.5. Move around and help those having difficulty: They can copy sentences from the sentences constructed before.
2. If you have an internet connection, go to <http://myenglishproject.wikispaces.com/file/view/Likes,+dislikes,+preferences.pdf>
Make copies of the practice sheets and give it as homework.

Topic 3 Describing Future Hopes

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners should be able to describe their future plans, aims i.e., what they want to become in future.

TEACHING METHODS

Discussion, Look and Say, Group work, Demonstration, Explanation, Question and Answer

VOCABULARY

driver, doctor, farmer, teacher, etc.

MATERIALS REQUIRED

Textbook, flash cards, paper, pencils, rulers, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 1.3.1

1. Ask the learners to look at the pictures in the Learner's Textbook page 10, Activity 1.3.1 and study them.
2. Tell them that the pictures show different professions. A profession is a job a person studies for.
3. Let them talk about the pictures in pairs giving them different professions according to what they see. Move around to see what each pair has come up with.

Expected answers are:

- (a) a teacher, (b) a driver, (c) a secretary, (d) a fisherman, (e) a pilot, (f) a shopkeeper, (g) a farmer, (h) a doctor.

Activity 1.3.2

1. Tell the learners to listen carefully to your reading. Thereafter, they will answer the questions in Activity 1.3.2.

Future Hopes

- (a) Miss Kayitesi works in a Primary School. She teaches English. *(expected answer is teacher)*
- (b) Mr. Habimana works in town. He drives a taxi. *(expected answer is driver)*
- (c) Mrs. Tumwesigye uses a computer and a photocopying machine. She works in an office. *(expected answer is secretary)*
- (d) Mr. Muhwezi catches fish. He works on a lake. *(expected answer is fisherman)*
- (e) Mr. Kabahizi works at Kanombe airport. He flies planes from Kigali to Dubai. *(expected answer is pilot)*
- (f) Mr. Mbabazi works in a shop. He sells commodities to people. *(expected answer is Shopkeeper)*
- (g) Mrs. Twizere works in Ruhengeri on a farm. She grows rice and sells it to buyers. *(expected answer is Farmer)*
- (h) Mr. Ngenzi works in a hospital. He treats sick people. *(expected answer is Doctor and/or nurse)*

2. Ask the learners to give the names of people in the pictures.

Expected answers are: (1) Miss Kayitesi, (2) Mr. Habimana (3) Mrs. Tumwesigye (4) Mr. Muhwezi (5) Mr. Kabahizi (6) Mr. Mbabazi (7) Mrs. Twizere (8) Mr. Ngenzi

3. Have a discussion with the learners about various jobs. Ask them individually what they would like to become when they grow up.

Activity 1.3.3

Now that they are exposed to different kinds of professions tell them to complete Activity 1.3.3 after reading the beginning which is 'I would like... or want to be...'

Open answers are expected.

Activity 1.3.4

1. Pair the learners and tell them to practise Activity 1.3.4 in Learner's Textbook page 11.
2. Photocopy the worksheet below and give it out to each learner to practise the learnt knowledge. Tell them to answer the questions just like the example given. Ask them to add more sentences which are not portrayed in the photos. Guide them to use a neat handwriting. Help those who cannot write in a neat way.

WHAT DO YOU WANT TO BE WHEN YOU GROW UP?



An astronaut



An athlete



A firefighter



A scientist

1. When I grow up, I want
to be an astronaut.

2.

3.

4.

Topic 4 Our Timetable

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners would be able to describe about his school timetable.

TEACHING METHODS

Discussion, Look and Say, Group work, Demonstration, Question and Answer.

VOCABULARY

Timetable, lessons, nutrition, Monday, Tuesday, a lot, most, few, any, etc.

MATERIALS REQUIRED

Textbook, flash cards, paper, pencils, rulers, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 1.4.1**

1. Ask the learners to read the passage on the Learner's Textbook page 11, Activity 1.4.1.
2. Ask them to tell you about what they have read.

Activity 1.4.2

Then ask them to write down the questions of Activity 1.4.2 in their books and answer them correctly according to the information in the passage.

Expected answers are:

1. *This timetable is for Monday.*
2. *This is Keza's timetable.*
3. *She studies maths, English, science, social science, Kinyarwanda, French, music, physical education, computer and general skills training.*
4. *Keza likes music lesson the most.*
5. *They get their lunch from school.*
6. *They have eight lessons on Monday.*
7. *The school closes at 5.00 p.m.*

Activity 1.4.3

1. Ask the learners to look at the timetable in the Learner's Textbook page 12, Activity 1.4.3 and let them study it carefully. Tell them to pay attention to the different subjects learnt and the time those subjects are studied. Also tell them to pay attention to the recess time and any other activity.
2. Ask the learners to tell you what subjects they can see on the timetable, and the days of the week.

Activity 1.4.4

Ask the learners to open their books and answer the questions in Activity 1.4.4 in the Learner's Textbook page 13.

Expected answers are 1. *Maths*, 2. *English*, 3. *Math*. 4. *General Skills Training*.

Activity 1.4.5

1. Put the learners in pairs and ask them to go to Activity 1.4.5 and do what is instructed. Move around to hear pairs asking and answering correctly. Guide them to refer to the timetable on page 13 to find questions and answers as those given in the example. Ask them not to repeat questions.
2. If the learners have practised enough, you could choose two learners each from another group and ask them to go to the front of the class and practise the same but this time, give them rules: No repetition, No hesitation. Speed is key. If a pair breaks the rules, then call out another pair.
3. Tell that they are going to learn about Determiners of quantity. Write the determiners of quantity on the blackboard and let the learners read them after you. **A lot, most, a few, some, any, many.**
4. Tell them that 'a lot' is used to talk about so many things. 'Most' is used to talk about the biggest number among many more, 'a few' is used to talk about the smallest number, 'some' is used to talk about a certain number, 'any' is used to talk about things not comparable to even the slightest extent and 'many' is used to talk about an indefinite large number of something. As you explain, give examples using the determiners. Try to use examples the learners are familiar with.

Activity 1.4.6

1. Ask the learners to open their Learner's Textbook on page 13, Activity 1.4.6.
2. Ask them to look at the small tables, read the subjects in the small tables and then read the sentences below each of them.
3. Tell them to pay particular attention to the words in red colour.

Activity 1.4.7

1. Ask the learners to look at the timetable on page 14 and complete the Activity 1.4.7.
Expected answers are: (1) 10 {ten} (2) mathematics appears 7 {seven} times on the timetable. (3) English appears 6{six} times on the timetable. (4) Mathematics appears most times on the timetable. (5) General Skills Training appears the fewest times. (6) 7 {seven} (7) Mathematics. (8) Music, French, Kinyarwanda.
2. If you have internet at your school, go to http://www.eslprintables.com/grammar_worksheets/expressions/expressing_quantities/QUANTIFIERS_AND_QUANTITIES_B_273624/. Download and photocopy the page for extra practice. You can give it as homework.

Activity 1.4.8

1. Ask the learners to go to page 14 and complete Activity 1.4.8. Guide them into making mixed ability groups of three.
2. Tell them to formulate a timetable they would like just for one day. Tell them to include a subject they have formulated depending on their likes, for example; art, reading, and so many more.
3. The first group may want to include favourite teachers for each subject. Let them answer the three questions for that activity.
4. Give each group a chance to talk about their timetable to the whole class discussing what subjects they have included in their timetable and why. Ask them also to talk about the new subjects they have formulated and why they chose those particular subjects.
5. Prompt them to give reasons with regard to their future careers or what they hope to be in future. Collect the timetables for evaluation.

Activity 1.4.9

Tell the learners to study their school or class timetable and personally do Activity 1.4.9. It can be done as homework. If possible, make copies of their timetable to use at home.

Topic 5	Describing the Size of the School
----------------	--

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners would be able to describe the size of the school.

TEACHING METHODS

Discussion, Look and Say, Group work, Demonstration, Explanation, Question and Answer.

VOCABULARY

How many, classroom, compound, school, etc.

MATERIALS REQUIRED

Textbook, flash cards, paper, pencils, rulers, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Tell the learners that school size can be described using the different things of the school. For example; the number of students, the number of teachers, the number of non-teaching staff, the number of buildings and so many more. Ask the learners to think of other things in the school they can use to describe the school size.

Expected answers are: number of classes, number of administrators, no. of classrooms, size of the playground, etc.

Activity 1.5.1 and 1.5.2

1. Ask the learners to read the text on the Learner's Textbook page 15, Activity 1.5.1 loudly.
2. Move around to see that every learner is reading correctly. Prompt the learners to tell you what the reading is about. Then tell them to answer the questions in Activity 1.5.2.

Expected answers are; (2) 200 in Nziza's school. (3) There are 15 {fifteen} cleaners in Nziza's school. (4) There are 260 people in Nziza's school.

Activity 1.5.3

Tell the learners that they are going to describe the size of their school. Form groups of four of the same level of proficiency. Tell them to read the questions in Activity 1.5.3 in the Learner's Textbook page 15. Take them out to carry out a survey and answer those questions.

- open ended answers are expected.

Topic 6 School Journeys

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners would be able to tell and describe the distance between his/her home and the school.

TEACHING METHODS

Discussion, Look and Say, Group work, Demonstration, Explanation, Question and Answer

VOCABULARY

Graph, axis, vertical, horizontal, bar, etc.

MATERIALS REQUIRED

Textbook, flash cards, papers, pencils, rulers, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 1.6.1

1. Tell the learners that they are going to talk about school journeys. Ask the learners to mention some of the possible means of transport they can take to come to school. **Possible answers are;** *personal car, school bus, public taxi or bus, bicycle, motorcycle, on foot.* Ask them to read aloud Activity 1.6.1.
2. Explain to the learners that this teacher had to go and ask every learner about the time they take to reach school and each learner responded by giving an estimation of the time in terms of minutes. The teacher wrote down the time that the learners took in minutes and drew a graph to represent all the information she got.
3. Ask the learners to open page 16 in their textbooks and closely look at the graph. Tell them that that is called a bar graph. What is shaded in blue are the bars that represent the actual data. That is why it is called a bar graph.
4. Tell the learners to mention any other thing they can see on the bar graph. Possible answers; number of students, X, Y, number of minutes.
5. Ask them to read the writings below the graph and ask questions about the reading to show understanding of the meaning of: vertical, horizontal, axis, and a bar.

Activity 1.6.2 and 1.6.3

1. Explain to the learners how the information is represented on the graph.
2. Tell them that when you look at the X axis 'Less than 20' means that those are the number of minutes four pupils take, shown on the Y axis. That information is represented by the blue bar.

3. Ask them to look at the X axis 'between 20 and 40' and ask them to interpret the number of pupils on Y axis and the number of minutes they take.
4. Continue asking until everyone has understood how to interpret the graph. Then ask the learners to answer Activity 1.6.2. and Activity 1.6.3.

Expected Answers to Activity 1.6.2:

1. *Eleven pupils take between 20 and 40 minutes to get to school.*
2. *Five pupils take between 40 and 60 minutes to get to school.*
3. *Four pupils take less than 20 minutes to get to school.*
4. *Seven pupils take between 60 and 80 minutes to get to school.*
5. *Three pupils take between 80 and 100 minutes to get to school.*

Expected Answers to Activity 1.6.3:

1. *False*
2. *True*
3. *True*
4. *True*

Activity 1.6.4

1. Ask each learner to fill in the survey questionnaire in the Learner's Textbook page 17, Activity 1.6.4. Choose a leader in class and ask him/her to write a format in which that data could be collected on the blackboard.
2. Guide them on giving categories like:

Time taken	Number of learners
Less than 10 minutes	///
Between 15 and 20 minutes	////
Between 20 and 30 minutes	///
Between 30 and 40 minutes	////
Between 40 and 50 minutes	///
Between 50 and 60 minutes	/////

The number of learners depends on the number of learners you have in class.

- open ended answers are expected.

Activity 1.6.5

Divide the learners into groups of three and tell them to draw a bar graph to represent that data. Let them go round the class to compare their graphs in Activity 1.6.5.

Pay special attention towards children who require special educational needs.

Activity 1.6.6

1. Ask each learner to explain why they reach at a particular time.
2. Guide them into talking about the means they use and what usually delays them, or the advantage they have with the means that they use.

Topic 7	School Plan
----------------	--------------------

*Time Management:**Total Time = 40 minutes*

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners would be able to describe their school building and what their school looks like.

TEACHING METHODS

Discussion, Look and Say, Group work, Demonstration, Explanation, Question and Answer.

VOCABULARY

Lesson, pupil, teacher, classroom, etc.

MATERIALS REQUIRED

Textbook, flash cards, papers, pencils, rulers, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Tell the learners that they are going to talk about a school building plan. Tell that the school plan shows what the school looks like. Ask them to open Learner's Textbook page 18.
2. Tell them to look at the map of Kigoro Primary School. Ask them to tell you what they see.

Possible answers are: *grass, nursery block, lower primary block, office block, upper primary block, parking yard, library block, kitchen, main hall/ dining hall, nursery playground, football field.*

Activity 1.7.1

Ask them to answer the questions in Activity 1.7.1 in the Learner's Textbook on page 19.

Expected answers are:

1. The school has four blocks.
2. The blocks that are found in this school are; Lower Primary Block, Upper Primary Block, Office Block and the Library Block.
3. The biggest part of the school is the football field.
4. This is an open-ended question.

Activity 1.7.2

1. Divide the learners in groups of four of different abilities. Tell them that they are going to draw a plan of their school.
2. Take them out of class and move around the whole school. While moving, tell them everything about the school. For example: the kitchen, class blocks, administration, play grounds etc.
3. Take them back to class and ask them to draw the map of their school. Let them give names to everything that they include in their plan.
4. Ask them to pin their maps at a place where everyone can see them. This will act as an orientation for the new learners.

Activity 1.7.3

1. End the unit with a fun activity. Ask the learners to write the tongue twister in their books from the Learner's Textbook page 19.
2. Ask them to practise the tongue twister at different speeds and accuracy.
3. Give a chance to every learner to say it. This will be a way of teaching them to recognise sounds and use rhythm and stress correctly.

Activity 1.7.4**PROCEDURE**

Step 1: Introduce the topic by telling the learners what a poem is. For example,
A poem is a piece of creative writing made up of lines and stanzas.

Step 2: Read through the poem as the learners are listening. Emphasis should be on pronunciation.

Step 3: Let the learners answer some oral questions about the poem. For example;

- What is the poem about?
- How many stanzas has the above poem?
- Who wrote the above poem?

Step 4: Read the poem again and let the learners repeat it after you.

Step 5: Then let the learners read on their own as the whole class, groups and individuals. The teacher carefully listens and corrects pronunciation and any other mistakes.

Step 6: Then in groups of four, let the learners discuss and answer the questions written in their exercise books.

EXPECTED ANSWERS TO THE ACTIVITY 1.7.4

1. The poem is about our school/the school of the writer.
2. Umuhoza Axcella wrote the above poem.
3. Five subjects are taught at the writer's school.
4. The writer likes English most.
5. The writer wants to become a teacher of English in future.
6. It takes an hour for the writer to reach her school.
7. The subjects at the writer's school are interesting.
8. The teachers at the writer's school are wonderful.

My Friends and I

INTRODUCTION

The learner, by this time, has acquired the social skills of interaction among classmates and with his teachers and other members of the school community. The learner has firmed up his or her ability to express his likes and dislikes of certain activities that he/she is required to carry out at school. The learner is thus a well adjusted social being who enjoys the company of friends and looks forward to school as an opportunity to socialize with companions, assert his/her individuality, learn the merits of cooperation and the demerits of being too assertive of one's likes and dislikes. The teacher is thus required to make the learner competent to express this individuality in the context of present, past and future actions by using the right tense structure. The teacher is also required to provide the learner with opportunities to develop vocabulary that will help him/her express content about hobbies, leisure activities, and actions. The ability to describe personalities the learner encounters, in terms of their appearance, their natures and their personality needs to be strengthened so that the learner has a fund of language competencies to socialize adequately. As a start to the lesson, the teacher may identify basic vocabulary terms for the learners to talk about their hobbies and leisure activities.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of my friend and myself.

By the end of this unit, learners should be able to;

- recognise the use of the Simple Past and Future Tenses.
- identify the basic vocabulary of hobbies and leisure activities, appearance and personality.

ATTITUDES AND VALUES

Value the importance of friendship in our daily lives, both in the community and in our families.

LINKS TO OTHER SUBJECTS

Personality, appearance in religious studies, hobbies and leisure in Physical Education, Kinyarwanda.

ASSESSMENT CRITERIA

The learners can describe past and future activities, read a story, follow a story, read aloud and retell the story, describe a friend's physical appearance, personality and compare people.

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1	Describing My Hobbies
----------------	------------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

The main objective of this topic is that the learners should be able to describe their hobbies.

TEACHING METHODS

Look and Say, brainstorming, group work, question and answer.

VOCABULARY

Hobbies, skip, clap, played, etc.

MATERIALS REQUIRED

Textbook, flash cards, photographs of persons, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Ask the learners to look at the unit opener photograph on page 21. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competence and Ask the learners to brainstorm on ways they can use to achieve the key unit competency.

3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work on to achieve the values and attitudes imbibed in the unit.
4. Have them make predictions, based on the topic, about how the topics relate to the unit title.

Activity 2.1.1

1. Tell the learners that they are going to talk about hobbies. A hobby is an activity they like doing during their free time.
2. Ask them to look at the pictures on page 21 of the Learner's Textbook. Ask them to read the sentences along with pictures. Ask some learners to come to the front and demonstrate what the pictures are showing.

Activity 2.1.2

1. Write 'What do you like doing?' Explain the meaning of the words in the Learner's Textbook page 22, about their hobbies.
2. Tell some of them to demonstrate those verbs.

Activity 2.1.3

1. Ask them to think about their hobbies then play the game, Activity 2.1.3. Ask them to go in front of the class and demonstrate their best hobby. Tell the class that whoever guesses what it is first, gets the turn to demonstrate their hobbies next. Guide the game in such a way that every child gets a turn to demonstrate a hobby.
2. Ask the learners to write down at least three hobbies that they have. Some of them can write more than three.
3. Ask them to choose three friends and write about their hobbies. This means that they will be in groups of four chosen by themselves. They can use the lists of hobbies of their friends have.

Activity 2.1.4

1. Look out for sentences as:
 - Peter likes playing football.
 - Mary likes reading books.
2. Collect the sentences for evaluation.
3. Visit www.eslgamesworld.com for a board game about hobbies.

Topic 2 Recounting Past Activities

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners should be able to recount past activities, like last week, yesterday, last year.

TEACHING METHODS

Group work, Look and Say, Question and Answer, story telling, etc.

VOCABULARY

Decide, yesterday, last year, last week.

MATERIALS REQUIRED

Flash cards, word cards, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 2.2.1

1. Tell the learners that they are going to talk about the activities they did in the past. Tell them that in order to talk about the past, they need to use the past tense. A verb in the past tense tells of events that were done yesterday, last week, last year and any other day in the past. All the activities you did yesterday, last week, last month or last year are in the past.
2. In case the learners do not remember verbs in the past tense, teach this while writing on the blackboard: Verbs can change to the past simple form in so many different ways. The most common way is by adding **-ed** or **-d** to it.

For example: Play—played

Walk—walked

Decide—decided

Continue—continued

3. Others double the last letter and add -ed. These have short vowels.

For example: Skip—skipped

Clap—clapped

4. Other verbs that end with 'y' drop the 'y' and replace it with 'i' then add -ed at the end.

For example: Fry—fried

Cry—cried

Hurry—hurried

5. Give this exercise on the board and ask them to write the answers in their books.
6. Fill in the table below with the correct verb in the past tense.
7. Add -ed

Present Tense	Past tense
Talk	Talked
Help	Helped
Open	Opened
Wait	Waited
Rain	Rained
Ask	Asked
Jump	Jumped
Drag	Dragged
Drop	Dropped
Stop	Stopped
Copy	Copied
Carry	Carried

Activity 2.2.2

- Ask the learners to open their textbook on page 23. Ask them to complete Activity 2.2.2. Guide the learners in constructing sentences about the pictures using the past simple tense.
- Ask the questions and let the learners answer the question. For example:
(b) What did Vicky do yesterday?

Expected answers are: (b) *Vicky bought sweets from the shop yesterday.* (c) *Samuel ate food yesterday.* (d) *Ethan played football yesterday.* (e) *Brandon*

and Rhona cleaned the compound yesterday. (f) Omar and Shamim walked yesterday.

Activity 2.2.3

1. Divide the learners into groups of three. Ask them to work on Activity 2.2.3 in the Learner's Textbook page 23. Guide them as you listen to their sentences.
2. Make sure they are using the correct past tense. If there is a verb that is not easy for them to put into the past tense, write it on the board and discuss it with the whole class.

Activity 2.2.4

1. On page 23, Activity 2.2.4, ask the learners to copy the short story in their books on paper, after which, they can change the story into past tense.
2. Tell them to look closely and find every verb that is supposed to be changed into the past tense. Tell them that the changed verbs should be 11.
3. Tell them to underline every change they have made.

Expected answers are:

Moses woke up at six o'clock in the morning. He took a bath. After the bath, he ate his breakfast. He put on his uniform and walked to school. When he reached school, he greeted his teachers and his friends. He then entered his class and studied different subjects. Moses did all his work neatly and this pleased his teachers and parents.

Activity 2.2.5

Ask the learners to do Activity 2.2.5. The weaker ones might want to copy from Moses' story. It is fine, as long as all the verbs used are in the past simple tense.

Topic 3 Describing Reading Preferences

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners should be able to describe his/her reading preferences.

TEACHING METHODS

Reading, Listening, brainstorming, Question and Answer.

VOCABULARY

Fairy Tales, forests, hobby, etc.

MATERIALS REQUIRED

Pen, paper, story books, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Tell the learners that they are going to learn about reading preferences. Preferences mean something you choose over another one.
2. Ask them to pay close attention to the story you are going to read about Samantha's reading preferences.
3. Tell them to write down any word they can't understand so that you can explain it to them later. After explaining, read the story again. Read with fluency and the correct pauses.

Samantha's Reading Habits

My name is Samantha Ineza. My hobby is reading. I read story books, magazines, newspapers and any kind of material that I find.

This hobby started when I was a little girl. I had always wanted my parents to read fairy tales and other stories to me. Soon, they got tired.

When I learnt to read, I started to read. I started with simple ABC books. I then started reading simple fairy tales and other stories.

Now, I read everything.

Reading has helped me learn about so many things. For example, I do not have to catch a disease to know if it kills. I simply read about it. I do not have to go to the forest to learn about what tigers or lions eat. I just read about it.

I have learnt about how people lived in the past through reading. I have also learnt about amazing things in the world. I do not have to travel to all countries. I can read about them.

Books give me so much information, facts and fun. Reading is the best hobby.

Activity 2.3.1

Ask the learners to open their textbooks on page 24 and answer the questions.

Expected answers are:

1. Samantha's hobby is reading.
2. Samantha's hobby started when she was little.
3. Samantha first read simple ABC books, simple fairy tales and other stories.
4. Ineza now reads story books, magazines, newspapers and any other materials.
5. Ineza has learnt about diseases, about animals, about how people lived in the past and amazing things in the world.
6. Open ended answers. Answers may include: story books, magazines, newspapers, textbooks.
7. Open ended answers. Answers may include: People read because. It is fun, it gives facts and information.

Activities 2.3.2 and 2.3.3

1. Ask the learners to pair up and do Activity 2.3.2. Let them keep changing partners until everyone has partnered with everyone else in the class.
2. Ask them to write down at least five of the sentences they have heard from their different partners.

Topic 4	Telling Stories
----------------	------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

The learners would be able to narrate stories and describe their friends.

TEACHING METHODS

Reading aloud, Look and say, Question and answer, story telling.

VOCABULARY

Market, exact, afford, confirmed, expensive, item.

MATERIALS REQUIRED

Photographs of people, chart, textbook, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 2.4.1**

1. Ask the learners to read the story about Fatima. This time, give a chance to everyone to read a paragraph. For a big class, they can repeat the story until everyone has had a chance to read a paragraph.
2. This will help you know the reading level of the learners and to know how to help them improve.
3. You can decide to make notes about each learner as they read.

Activity 2.4.2

Ask the learners to answer the questions in Activity 2.4.2. This can be as an assessment to test the learner's comprehension levels.

Expected answers are:

1. Fatima went with her mother to the market.
2. Fatima wanted to buy a new dress and a new pair of shoes.
3. The dress cost 10,000 Frw and the shoes cost 4000 Frw.
4. Fatima was very happy about going to the market.
5. The lessons learnt are; to be patient, and being thankful to the people around us.
6. Open ended answer.

If you have internet, visit <http://www.mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/> to guide you about storytelling and give you sample stories to read for your learners.

Activities 2.4.3 and 2.4.4

1. Divide the learners into groups of four and ask each of them to narrate their favourite experiences in school. Guide them into speaking in English and giving details about the experience they have chosen to tell their friends about.
2. Ask each learner to write down their story on paper. Then collect the work for evaluation. Take note of the strengths and weaknesses of learners.

Topic 5 Describing Future Plans — 'Going to'

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are required to describe what they intend to do in future, after due deliberation of the alternatives before them.

TEACHING METHODS

Listening, reading, writing, brainstorming, conceptualizing into present and future activities, repetition for better comprehension, demonstration, role play.

VOCABULARY

Tomorrow, Saturday, tennis, washing, cinema, movie, cousin, zoo, weekend,

MATERIALS REQUIRED

Pen, paper, charts showing activities in the future tense, pictures of different tennis players, tennis court, cinema houses, cinema screen, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class, space for role playing.

PROCEDURE:

Activity 2.5.1

1. For this activity, ask the learners to read the sentences aloud. They can repeat them as many times as possible to ensure they have learnt the sentences by heart.
2. Tell the learners that 'going to' is used to talk about activities that one will do in the near future. Future including; next time, tomorrow.

Activity 2.5.2

1. Ask them to think of 3 activities they think they are about to do.
2. Then pair them and do Activity 2.5.2. Sentences already done are examples to guide them.
3. Each pair member should get three chances to ask and three chances to answer.

Activity 2.5.3

1. Activity 2.5.3 is a game activity. Tell the learners to read about the instructions of the game in 'Competent Learner's English For Rwandan Schools Pupil's Book 4' page 26.
2. Choose two learners per turn to play the game. One learner demonstrates the action and the other constructs the sentence using 'Going to'.
3. If the learner does not know the answer, give him/her a chance to pass it on to the next. Go round the whole class and make sure to come back to the learners who were passed on their turn. Repeat the game until every learner is conversant with the use of 'Going to'.

Activity 2.5.4

Ask each learner to write at least ten sentences constructed during the game. Tell the learners to construct ten more sentences they can think of.

Topic 6	Describing Friends' Physical Appearance
----------------	--

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to describe their friends in class on the basis of their physical appearance, their height and weight and their social skills.

TEACHING METHODS

Listening, observing, reading, speaking, writing, sketching, colouring, play acting, questioning and eliciting answers, drawing, expressing, group participation, vocabulary drilling of constrictions (isn't/doesn't etc), describing physical appearance.

VOCABULARY

Tall, short, smart, handsome, beautiful, ugly, fat, black, brown, thin, Rwandan, tight, slender, build, nationality, fat, thin, group mates, skinny

MATERIALS REQUIRED

Pen, paper, writing sheets, drawing sheets, colouring material, charts showing figures of various sizes, map showing people of Rwanda and other countries,

Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Teach the meaning and appearance of the words in 'Competent Learners' English For Rwandan Schools Pupil's Book 4' page 27. Bring Realia (real objects) to class to demonstrate those words. Practise them with the learners.

Activity 2.6.1

1. Ask the learners to look at the pictures and read the sentences against them loudly. Divide the class into two groups.
2. Tell one group to say one part 'She's tall. Isn't she?' and the other group say the next statement 'Yes she is.' Continue the same way.
3. Each group will take turns to say the statements.

Activity 2.6.2

1. Group the learners into groups of the same level of proficiency and practise the 'Competent Learner's English For Rwandan Schools Pupil's Book 4' activity on page 28.
2. For more practice, pair the learners and let them talk about their best teacher or best friend.

Activity 2.6.3

Model a figure

Give a piece of A4 size paper to each student.

1. On your piece of paper, make a model drawing of a head with eyes, nose, ears, mouth, teeth and hair. Make it a funny picture. Then tell everyone to draw their funny heads. Make sure they use colours for the eyes and hair.
2. Next show them how to fold the paper so only the neck shows (so the head is folded behind). Then get everyone to pass their paper to a different student.
3. Now model draw the body starting from the neck and going down to ankles — make it either a really short or long body and make it as funny as you can. Now have your students draw their bodies.
4. Again, show everyone how to fold the paper so only the ankles are showing and have everyone pass their paper to another student.
5. Finally, model draw funny feet and get everyone to draw feet on their pictures. Then get everyone to fold up their papers and return each piece to the person who drew the head.

- Let everyone open up their paper and have a good laugh at the pictures. Now ask everyone to 'present' their person in the drawing to the rest of the class — you model first, e.g., This is Julie. She is tall. She has pink hair.

Activity 2.6.4

- Tell the learners that a survey is used to find out information about different things.
- In that activity on page 28, they will be making a survey about the appearance of their friends in class. Let each learner present his/her work to the class.

Activity 2.6.5

Now let the learners write down sentences about their findings.

Activities 2.6.6 and 2.6.7

Ask the learners to do Activity 2.6.6 and Activity 2.6.7 on page 29 of 'Competent Learner's English For Rwandan Schools Pupil's Book 4'. Move around to check whether they are doing the right thing.

Expected answers for Activity 2.6.6 are:

White, yellow, black, green, red, brown, blue, grey, maroon, cream.

Expected answers for Activity 2.6.7 are:

Big, small, thin, little, fat, slender, skinny, light, tiny.

Topic 7 Describing Friends' Personalities

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to describe their friends' personalities using adjectives that express their personal opinions about their friends by expressing feelings towards friends, and what they believe.

TEACHING METHODS

Reading, demonstration, drawing, sketching, speaking, dramatizing, brainstorming, singing, composing, verse writing, placement of adjectives in a sentence, expressing opinions, acting, group activities, vocabulary usage to understand shades of meaning.

VOCABULARY

Confident, humble, friendly, fearful, funny, generous, honest, intelligent, riddle, share, blonde, verses, chorus.

MATERIALS REQUIRED

Pen paper, writing sheets, keyboard/drum/triangle, chalk and blackboard, pictorial charts, demonstrating, enactment of opinion adjectives, printed sheets of riddles, dictionary, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Ask the learners to silently read the notes about opinion adjectives in 'Competent Learner's English For Rwandan Schools Pupil's Book 4' on page 29. Ask them what they have understood. Ask them to demonstrate what they have understood through any one way they can possibly display their understanding. They can draw pictures to show their understanding. Give other words or demonstrate using their bodies.
2. Practise the words in the box as in the 'Competent Learner's English For Rwandan Schools Pupil's Book 4' page 29 by reading them and letting the learners read after you. Teach them the meaning of each word and solicit for more words in the same category from the learners.

Activity 2.7.1

1. Ask the learners to complete Activity 2.7.1 in the 'Competent Learner's English For Rwandan Schools Pupil's Book 4' page 29.

Expected answers are:

- | | |
|----------------|-------------|
| 1. Friendly | 2. Fearful |
| 3. Intelligent | 4. Generous |
| 5. Honest | 6. Humble |
| 7. Funny | |
2. Ask the learners to answer the riddle. Get a gift for the one who answers it correctly.

Expected answer is: 'A Secret'.

Activity 2.7.2

Find a suitable tune for the song in 'Competent Learner's English For Rwandan Schools Pupil's Book 4' page 30 Activity 2.7.2 and teach it to the learners. Repeat singing as many times as possible.

Activity 2.7.3

Then give them time to add at least three verses describing their friends. This helps them practise both personal and opinion adjectives.

Topic 8	Talking about Friends
----------------	------------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to talk about friends, define their outward appearance, individual likes and dislikes, follow basic rules of paragraph writing, and reading comprehension passages, and differentiate between vocabulary for describing personalities and the appearance of people.

TEACHING METHODS

Oral drilling, conversation using a written text, reading, paragraph writing using elementary rules, observation, conversing on a given subject, role playing, questioning, answering comprehension work, story reading, discussion, summarizing, creative writing, discussion, differentiation of adjectives into specified groups.

VOCABULARY

Society, summarise, effects, personality, appearance, appropriate, slim, spots, fur, defended, household, noticed, twisted, rubbish can, decided, discovered, animal protection, depressed, promise, traits, sports, moves (in the context of football)

MATERIALS REQUIRED

Blackboard, chalk and duster, space for role playing, paper, pencil, dictionary, ruler, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 2.8.1**

1. Tell the learners that they are going to talk about friends.
2. Pair them up and tell them to practise the conversation.

Activity 2.8.2

Ask the learners to complete Activity 2.8.2.

Possible answers are:

1. Gloria and Stephan are talking in the conversation.
2. Stephan's friend is Kabera.
3. Stephan's friend likes sports.
4. Stephan's friend lives at Gisenyi.
5. Stephan's friend has taught Stephan a lot of moves in football.
6. Gloria's friend is Flourine.
7. Gloria's friend likes Mathematics.
8. The adjectives used to describe Gloria's friend are: friendly, good and helpful.

Activity 2.8.3

1. Ask the learners to write about their friends. Direct them to include things like; the names of their friends, what their friends like, what they eat, what games they play and any other information. The more information given, the better.

Activity 2.8.4

1. Model reading skills by reading the story on page 32 aloud and then asking the learners to read it again.
2. Choose pupils one by one so you are able to determine the progress of their reading skills.

Activity 2.8.5

After making sure that the learners have understood the story, ask them to answer questions in Activity 2.8.5.

Expected answers are:

1. The title of the story is 'Kaberuka and the Lovely Puppy'.
2. The name of Kaberuka's wife is Gwiza.
3. Kaberuka bought a puppy for his wife.
4. The puppy enjoyed going out for a walk.
5. The cruel man met the puppy beside the road.
6. The cruel man got hold of the puppy, twisted its neck and killed it. He then dropped it in the nearest big rubbish can.

7. Kaberuka's wife was happy at last because Kaberuka promised to buy another lovely puppy for her.

8.

Adjectives of personality	Adjectives of appearance
<i>Kind</i>	<i>Big</i>
<i>Cruel</i>	<i>Slim</i>
<i>Lovely</i>	<i>Beautiful</i>
<i>happy</i>	<i>Pretty</i>
<i>depressed</i>	<i>Small</i>

9. Get the learners (in groups) to answer questions 9, 10, 11 and 12. These are often ended questions.

Topic 9 Comparing People

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to read comprehension passages independently and follow the sequence of events as well as follow the nuances contained in the passage. They can use comparative adjective in sentence structures, compare relationships with comparative adjectives, interpret story ideas independently, summarize, and role play.

TEACHING METHODS

Selective observation, chart interpretation, structuring of sentences using comparatives, group work, reading, making and interpreting data from inputs given, vocabulary building using the prefix 'er' with adjectives, solving riddles, story continuation, summarizing, acting given script, using a dictionary.

VOCABULARY

Stylish, confident, attractive, relationship, playful, creative, happening, kittens, news, break (in terms of a promise), loyal, disloyal, supper, problem, advice, word, awakened, beating, nurse, apologized, respect, suggestion, in case, insist, lesson, (in this context)

MATERIALS REQUIRED

Chart with pictures of two girls, blackboard, chalk, duster, graph showing degrees of adjectives, space for making groups, textbooks, pen, pencil, paper, dictionary, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 2.9.1

1. Ask the learners to do Activity 2.9.1. Ask them to look at the two pictures and say something about them. Then let them read the sentences below the picture as many times as possible.
2. Ask them the most common thing in those sentences. Prompt them to tell you they can see the use of 'er' used for comparison of two people.

Activities 2.9.2 and 2.9.3

1. Ask the learners to read sentences in Activity 2.9.2.
2. Pair the learners and give them time to think of their qualities. Then ask them to compare themselves using their names. Sentences should look like those they read in the activity before this one.
3. If the learners are not yet well conversant with the comparison, then form groups of three and make one group construct sentences about the other two. Each one of them should get a chance to construct sentences about the other two.

Activity 2.9.4

1. Group the learners to complete Activity 2.9.4 in 'Competent Learner's English For Rwandan Schools Pupil's Book 4' page 34.
2. Ask the learners to answer the riddle. Make it fun by putting a price. Keep on giving clues until they get to the answer.

Expected answer is: 'Short'.

Sounds and Spellings: Ask the learners to think of more such words. Guide learners by teaching this and giving exercises. Answers to the table are written in green.

When comparing two people, we use the **comparative** form. We use the word '**than**' to compare two people or things. We can add '**er**', '**ier**' or '**more**' to the word being used to compare two people.

Adding – er

We add -er to adjectives that have one or two syllables to form its comparative.

For example: Tall—Taller

Long—longer

Complete the table.

Adjective	Comparative
Ripe	Riper (eliminate the final 'e')
Thin	Thinner (double the final consonant if it comes after a vowel)
Clever	Cleverer
Hot	Hotter
Fine	Finer
Small	Smaller
Wise	<u>Wiser</u>
Fat	<u>Fatter</u>
Fast	<u>Faster</u>
Smart	<u>Smarter</u>
Bright	<u>Brighter</u>
Strong	<u>Stronger</u>
young	<u>Younger</u>
Slow	<u>Slower</u>
Quick	<u>Quicker</u>
Wide	<u>Wider</u>
Big	<u>Bigger</u>

Adding 'ier'

We add 'ier' to adjectives when the adjective ends with 'y' to form its comparative.

For example:

Pretty—prettier

Complete the table

Adjective	Comparative
Easy	Easier
Early	Earlier
Noise	Noisier
Busy	Busier
Heavy	Heavier

Activity 2.9.5

Ask the learners to read the story in 'Competent Learner's English For Rwandan Schools Pupil's Book 4' pages 35 to 37 for silent reading.

Try to involve all the children in activities including those who are especially abled. This story can be read in a week's time.

Activity 2.9.6

Use the questions in Activity 2.9.6 below to test the learners' comprehension skills.

Expected answers are:

1. The two friends are the dog and the wolf.
 2. The wolf wanted to have the kittens for supper/dinner.
 3. The dog told the wolf not to go to the farm.
 4. The wolf insisted on going to the farm because he thought that the dog would protect him and he would go in quietly so that no one would hear or see him.
 5. When the dog saw the wolf, it howled.
 6. The farmer, the dog's master saved the kittens.
 7. When the wolf went to the farm, it got a serious beating from the farmer.
 8. The wolf was very angry with the dog because the dog did not help the wolf to get the kittens.
- Questions 9,10 and 11 are open ended questions. Look for ideas from the learners' answers and appreciate variety in ideas.
 - Assess the learners about the importance they have realised in friendship in their daily lives, in their communities and families.

INTRODUCTION

The learner has now begun to explore his/her surroundings in a conscious manner and is curious about going beyond his/her immediate neighbourhood into a wider canvas comprising the district. This is both an explorative and an expressive stage wherein the learner is keen to express his already available fund of knowledge about the district as well as explore beyond the pale of the known into the realm of the unknown. The teacher is required to encourage the learner to express his/her fund of information using the correct grammar structure by identifying the use of comparatives, and prepositions of place. The teacher is to improve the vocabulary build-up of the learner so that he/she is equipped with the basic vocabulary to speak about community interaction wherein he/she is introduced to a sense of discovery by identifying map reading skills for locating important community facilities on the map. Using a variety of teaching aids such as maps, photographs and active situational games the teacher can make this unit into a memorable and enjoyable one, of imbibing grammar and language skills using the community as the basis of learning. The teacher can round up the unit by evoking responses from the learner about the values he/she can imbibe through having the right community spirit.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of our district.

ATTITUDES AND VALUES

- Value how all individuals contribute to the success of the district.
- Appreciate the physical features and natural resources of the district.

LINKS TO OTHER SUBJECTS

Localities, community facilities transport in Social Studies.

ASSESSMENT CRITERIA

The learner can locate community facilities on a map, describe local transport facilities and compare means of transport.

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1	Talking about Places Where You Live
----------------	--

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to talk about places where they live using the conversation method by forming two large groups which later interchange roles. Writing residential locations of group members using appropriate tenses, question method, photo connects.

TEACHING METHODS

Conversations between groups, individuals and smaller groups. Reversal of role play, using complete sentences, participation in group activity, question and answer methodology, compiling information from inputs received. Describing photo connects, identifying key unit competencies.

VOCABULARY

District, conversation, classmates, volunteer

MATERIALS REQUIRED

Blackboard, chalk, duster, map of residential localities, space for group play formations, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Ask the learners to look at the unit opener photograph on page 38. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competency and ask the learners to brainstorm on ways they can use to achieve the key unit competencies.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work on to achieve the value and attitudes for the unit.

4. Ask the learners to scan the table of contents in the Learner's Textbook, for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.

Activity 3.1.1

1. Ask the learners to open their textbooks on page 38. Tell them to read aloud the conversation between Samantha and Ethan.
2. Have one big group read out Samantha's part and the other group read out Ethan's words for Activity 3.1.1.

Activity 3.1.2

1. Tell them to think of where they live. Ask each child 'Where do you live?'
2. Once they have all mastered the language used in talking about places where they live, put them in groups of four and let them do Activity 3.1.2.
3. Ask them to write about where their group members live.

For example: Kamanzi lives in Rusumo.

Topic 2 Talking about Population

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are acquainted with the basic statistics of Butare's location, capital and population. Conducting surveys and listing statistical information, preparing demographic data of learners' localities and surroundings.

TEACHING METHODS

Reading demographic data, and responding to questions on it. Making surveys, creating demographic charts, making a census count of the locality, identifying location of school on the map. Entering data after a physical counting of students, and staff.

VOCABULARY

Located, south, province, capital, city, population, survey, caption, community, located, population

MATERIALS REQUIRED

Classroom equipment, map of district, chart paper, writing equipment, demographic chart of district, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Explain to learners that the population comprises all the inhabitants of a particular place.

Activities 3.2.1 and 3.2.2

1. Ask the learners to read about the population of Butare in Activity 3.2.1
2. Then ask them to answer questions in Activity 3.2.2.

Expected answers are:

1. Butare is located in the South Province of Rwanda.
2. The population of Butare is 77,000 people.
3. Guide the learners in making their own survey in of the school. Take them round the school and try to make them take a count of the students and staff in the school. Then ask them to find out where their school is located.

Activity 3.2.3

In Activity 3.2.3 ask the learners to construct sentences using the data that they have collected. For example: Butare Primary School is in Butare. It has 1000 learners and 30 members of staff.

Activity 3.2.4

Give Activity 3.2.4 as homework and give learners time to present their findings and sentences to the whole class.

Topic 3 Talking about Facilities

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can study a map of Butare and identify important landmarks, compare locations in terms of comparative nearness, distance, distinguish public landmarks such as museums, university, cathedral, mosque, fish pond and their specific facilities.

TEACHING METHODS

Map reading by identifying places singly, in comparison with others and through cardinal directions. Using flash cards with meanings and sentences, identifying facilities and their utility, taking count of public buildings available at district landmarks, riddle solving, speaking about facilities identified.

VOCABULARY

Shop, post office, bank, primary school, airport, mosque, cathedral, museum, university, catholic, pond, facilities, headquarters, petrol station, airstrip, thousands.

MATERIALS REQUIRED

Classroom equipment, map of Butare district, labels of directions (Next to, across, along, behind, etc) flash cards, pictorial illustrations of mosque, cathedral, pond, museum, university, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Teach the vocabulary words in the box in the learners' book page 39 by using cards with words and cards with meaning and sentences where the words have been used.

Activity 3.3.1

Ask the learners to study the map in Activity 3.3.1. Ask the learners to look for some of the things they have learnt in the vocabulary exercise.

Activity 3.3.2

Ask the learners to read the text in Activity 3.3.2.

Activities 3.3.3 and 3.3.4

1. Ask the learners to find facilities mentioned in Activity 3.3.3.
2. Guide them into making sentences about the facilities they have found in

the map. Examples are given in Activity 3.3.4. Ask the learners to find as many facilities as they can from the map.

3. Ask them to carefully study the riddle on page 41. Give clues to the answer as may be needed. The expected answer is *Post Office*.

Topic 4 Talking about Places

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to give directions about the location of places based on a comparison between two landmarks. Adverbs of place are used to detail locations and quizzes are devised to strengthen concepts through correct adverbial usage. Exercises are set on physically visiting locations and presenting the finds from their visits.

TEACHING METHODS

Using question and answer methods to elicit answers based on map reading, and use of adverbial inputs. Structured problem solving techniques to solve quizzes, etc. Oral discussion, group methodology to generate a question bank and relevant answers.

VOCABULARY

Opposite,
near to,
along,
across,
behind,
in front of,

located,
restoration,
church,
facility,
opposite,
faculty,
medicine.

MATERIALS REQUIRED

Classroom equipment, map of Butare district, flash cards indicating directions, locations, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 3.4.1**

Ask the learners to go back to the reading text on the page 41 and look for the prepositions mentioned in Activity 3.4.1.

Activity 3.4.2

Pair the learners and help them do Activity 3.4.2. One partner questions and the other one answers. They take turns in asking and answering.

Topic 5	Giving Directions
----------------	--------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners have recapitulated cardinal directions, and can wend their way across two positions using directional guidelines. A step-by-step following of directions, both practically and through map and then suggesting routes for the class to give directions, is practised.

TEACHING METHODS

Using map reading skills, showing directions on maps, role playing, vocabulary usage to give directions to places, and creating problem solving exercises with quizzes, demonstrations and other participatory exercises.

VOCABULARY

Directing, place, southwards, via, T-junction, hospital, highway, intersection, distance, campus, junction, cathedral, crossroads, airport, junction, Restoration Church.

MATERIALS REQUIRED

Classroom equipment, map of district Butare, pointer, compass with cardinal points, charts with cardinal points and their divisions, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Teach the learners about the words in the box. Use the glossary at the back of the learners' book to find the meaning of those words. Have a quiz about the words and a demonstration to ensure that learners have learnt the concepts clearly.

Activity 3.5.1

Divide the learners into groups of three and direct them into doing Activity 3.5.1.

Expected answers are:

- i) Tumba Café.
- ii) Butare Airstrip.

Activity 3.5.2

Ask the learners to do Activity 3.5.2. You can group them, or let them do it individually.

Expected answers are:

- (i) **Butare Market:** Move along the Airport Road up to where it meets the Highway RN1. Turn southwards and move along RN1 up to the road junction. Butare Market is located opposite Cathedral Road.
- (ii) **Rwasave fish pond:** From Butare airstrip, move along Airport Road up to where it meets RN1. Turn South and move along RN1. Cross Butare post office and bank of Kigali which are opposite to each other up to the road junction. Take left turn towards east, go straight along Cathedral Road. Rwasave fish pond is found at the junction.
- (iii) **Kobil Petrol Station:** From Butare Airstrip, move along the Airport Road up to where it meets Highway RN1. Turn North and move along RN1. The Kobil Petrol Station is situated at the junction between RN6 and RN1.

Topic 6 Talking about Transport

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are acquainted with target vocabulary words about transport. They can solve exercises on the same through quizzing, and other testing patterns. The learners also carry out a quick revision of vowel sounds and the phonetic rules regarding their usage.

TEACHING METHODS

Using flash cards and pictorial representations of means of transport, quizzing through spelling drills of nomenclatures linked with transport, vocabulary practice with vowel letters, question and answer, riddle solving, active participatory engagement of the class through all the above means.

VOCABULARY

Fly, walk, travel, bus, car, airport, taxi, ride, motorcycle, sail, boat, ride, plane, holidays, taxi park, tourists, means of transport, travel.

MATERIALS REQUIRED

Classroom equipment, maps, pictorial matter on means of transport, photographs, drawings of bus stations, airports, taxi parks, bus station, drawing sheets, drawing material, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Teach the target vocabulary words in the box about transport. Get the meaning of the words from the glossary in the learner's book.

Activity 3.6.1

Ask the learners to copy and fill in Activity 3.6.1 in their books. The clues are in the list of vocabulary words given.

Expected answers are:

1. Motorcycle
2. Bus
3. Fly
4. Taxi
5. Sail
6. Travel

Activity 3.6.2

1. Remind the learners of the vowel letters in the English alphabet (A E I O U).
2. Pair the learners and tell them to practise Activity 3.5.2. Each learner in a pair will take their turn in asking and answering.

Activity 3.6.3 and 3.6.4

Ask the learners to read Activity 3.6.3 and then answer questions in Activity 3.6.4.

Expected answers are:

1. You can travel by a bus from Butare to Kigali.
You can travel by a car from Butare to Kigali.
2. It takes two hours to travel from Butare to Kigali using a car.
3. It takes two hours to travel from Butare to Kigali using a taxi.
4. It takes one hour and 30 minutes to travel from Butare to Kigali using a bus.
5. It takes three hours to travel from Butare to Kigali using a motorcycle.
6. It takes 15 minutes to travel from Butare to Kigali using a plane.
7. It takes two days to travel from Butare to Kigali by walking.

Activity 3.6.5

1. Group the learners into groups of four and guide them into doing Activity 3.6.5.
2. Guide the learners into answering the riddle on page 45. The expected answer is the *road*.

Topic 7	Comparing Means of Transport
----------------	-------------------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can carry out a comparative exercise on the size, travel time and comparative cost, of various means of transport. They are acquainted with the use of gerunds and their differentiation from verbs. They can also use comparative adjectives when comparing various means of transport.

TEACHING METHODS

Group arrangements for problem solving, games for strengthening the learners' ability to express himself/herself in a comparative study of different means of transport. Drill to strengthen understanding of gerunds and comparative adjectives. Targeted games and exercises on the same structures: independent sentence structure on the topic.

VOCABULARY

Flying, walking, crawling, driving, sailing, cheaper, riding, expensive, transport, speed, cost, means of transport.

MATERIALS REQUIRED

Classroom equipment, printouts of games, puzzles, writing sheets, excel sheets for exercises, pictorial of transport varieties for comparative studies of sizes, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 3.7.1

1. Ask the learners to read out Activity 3.7.1. Let them read the sentence after you.
2. Emphasise what each sentence means.
3. Teach about gerunds using those sentence.

Gerunds are words formed from verbs but work as nouns. They always end in –ing. (Remember that verbs show an action and nouns name people, places, things or ideas.) Gerunds are therefore naming words that end with –ing.

Look at the sentences above. Flying, walking, driving, sailing are all Gerunds. They are formed from the verbs; fly, walk, drive, sail. In this case they are not used as verbs but as naming words.

More examples:

1. I started **walking** yesterday.
 - Started is the verb, walking is a noun.
2. They keep on **moving** around the classroom.
 - Keep is the verb, moving is a noun.
3. I finished **doing** my homework in the morning.
 - Finished is the verb, doing is a noun.

Give the learners the following exercise for practice.

Form gerunds from the verb given in brackets to complete the following sentences.

Johny went(run) in the morning. (answer- *Running*)

Sherry's fear of spiders made.....(travel) difficult. (answer- *travelling*)

They don't mind.....(wait) outside. (answer- *waiting*)

The problem is(get) there on time. (answer – *getting*)

I love(take) care of myself. (answer- *taking*)

Activity 3.7.2

Ask the learners to do Activity 3.7.2.

Engage all the children in the activities with special attention towards children who need special educational aids.

Expected answers are:

1. Riding is a good exercise.
2. Crawling makes our hands and legs strong.
3. Running improves one's stamina.

Activity 3.7.3

Using the knowledge from the sentences in Activity 3.7.1, ask the learners to complete the table in Activity 3.7.3 in groups. **Expected answers are:**

Means of transport	Size	speed	Cost
Plane	biggest	<i>fastest</i>	<i>Most expensive</i>
car	<i>bigger</i>	faster	<i>More Expensive</i>
Motorcycle	<i>big</i>	<i>Fast</i>	Less expensive

Activity 3.7.4

1. Guide the learners in forming sentences in Activity 3.7.4.
2. End the unit with an interesting game. Depending on the likes and level of your learners visit <http://www.allkidsnetwork.com/activities/> for interesting printable games.

INTRODUCTION

Having explored his surroundings in a larger context, in this unit this exploratory exercise is continued further in this unit, wherein the learner is encouraged to use language skills to talk, write and observe the weather. The learner is introduced to the vocabulary to be used when talking about /describing the weather. He/she is also given adequate drilling and competence to express himself/herself about weather related matters. The correct language usage for carrying out these tasks is also ensured during the course of lessons in this unit. The learner is also equipped with the means to read weather charts and map out weather conditions in a non-verbal format. The learner is thus confident about the larger environment around him/her and can then develop the confidence of being able to tackle the subject of the weather in both verbal and non-verbal options, through the reading of weather charts and by writing independent sentence structures around language skills learnt in this unit.

The teacher could arrest the attention of the learners in the beginning by broaching the subject of the weather drawing the attention of the learners to the prevalent weather conditions on that day. He/She may like to use a more personal approach by asking the learners about the months in which they were born and what the season/weather is in the month of their birth.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of weather.

By the end of this unit, the learners should be able to;

- identity the basic vocabulary of weather.
- describe the weather today and yesterday orally.
- interpret a weather chart for Rwanda.

ATTITUDES AND VALUES

- Appreciate the role of the weather in our daily lives.
- Respect the environment and how it affects Rwanda's weather conditions.

LINKS TO OTHER SUBJECTS

Weather and farming in Elementary Science and Technology.

ASSESSMENT CRITERIA

The learners can describe the weather today and yesterday. Interpret a weather chart for Rwanda, describe local weather during the year, describe some of the positive and negative effects of types of weather.

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1	Talking about Today's Weather
----------------	--------------------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to read aloud terms that express different weather conditions in their environment and elsewhere using pictorial inputs. The learners are able to unjumble weather words. The learners are able to read and answer the questions. The learners are also able to solve a riddle, independently role play with a partner and talk about weather conditions

TEACHING METHODS

Visual inputs through pictorial matter, question and answer on the weather conditions in the child's environment, play way method of riddle solving and unjumbling words based on weather conditions, group play and participation with other learners about the weather.

VOCABULARY

Sunny, rainy, cloudy, lightning, stormy, snowy, windy, weather.

MATERIALS REQUIRED

Classroom equipment, pictorial illustration of textual content, drawing sheets, space for role play, writing sheets, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Ask the learners to look at the unit opener photograph on page 47. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competence and ask the learners to brainstorm on ways they can use to achieve the key unit competence.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work on to achieve the value and attitudes for the unit.
4. Have them make predictions, based on the topic, about how the topics relate to unit title.
5. Visit <http://www.theteachersguide.com/Weather.html> for information about weather.

Activity 4.1.1

1. Ask the learners to look carefully at pictures on pages 47-48 about weather. Read the words about weather as the learners read after you as they practice the correct pronunciation of the weather words.
2. Make sure the learners are well conversant with the weather words and what they mean. Find more practice on the site <http://www.allkidsnetwork.com/worksheets/weather/weather-worksheet.asp>

Activity 4.1.2

Ask the learners to complete Activity 4.1.2.

Expected answers are:

S	Q	N	R	W	E	T	X
T	U	A	A	I	O	S	C
O	A	N	I	N	P	H	C
R	R	E	N	D	Z	O	L
M	D	R	Y	Y	L	T	O
Y	E	A	R	D	R	C	U
E	T	C	I	O	L	O	D
C	O	O	L	F	V	U	Y

1. Stormy
2. Sunny
3. Dry
4. Cool
5. Rainy
6. Wet
7. Cold
8. Hot
9. Cloudy
10. Windy

Activity 4.1.3

1. Ask the learners to read the sentences in Activity 4.1.3 after you. Then let them practise the sentences as they read aloud.
2. Then ask them to group them according to sitting rows and ask one group to read the sentence of the question and the other group read the answers.
3. Groups will take turns reading the questions and answers.
4. Prompt the learners to answer the riddle that follows.

Expected answer is: 'Rain'.

Activity 4.1.4

1. Pair the learners and help them do Activity 4.1.4. Open ended Questions.

Topic 2 Talking about Weather in the Past

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to express and comprehend what the weather conditions in their locality was, in the past week/month/year/season. The learners are able to talk about past weather conditions. The learners are also able to read a pictorial chart and interpret it. The number of seasons in Rwanda, the wet season, dry seasons and their corresponding months.

TEACHING METHODS

Pictorial reading, conceptualizing of time in the past through question and answer, on weather conditions locally, sentence structures about the weather, formation of fresh questions using the same sentence structure.

VOCABULARY

Yesterday, today, last week, last month, last year, last season, last Monday, mostly.

MATERIALS REQUIRED

Classroom equipment, charts, flash cards, pictorial illustrations about the weather, writing sheets, group play, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 4.2.1

Ask the learners to read Activity 4.2.1. Make sure they have understood the sentences.

Activity 4.2.2

1. Pair learners and guide them into completing Activity 4.2.2. Below is an example of the expected questions and answers.

Question: What was the weather yesterday?

Answer: Yesterday, it was cold.

2. Ask learners to try and remember what the weather was like in their places over the last few days. Tell them to write it down.

Topic 3 Weather in Rwanda

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to express themselves in terms of weather conditions in Rwanda. The learners are also able to fill in a chart on appropriate weather conditions prevalent during each month in Rwanda. The learners are also able to complete guided sentences on weather conditions based on the given text.

TEACHING METHODS

Oral questioning, independent reading of the given passage and chart analysing with given data. Introduction to a bar graph and understanding of horizontal and vertical axes, Bar graph, hints on paragraph writing, guided writing of paragraph writing on village weather in rural areas and its rainy days.

VOCABULARY

Passage, seasons, wet season, dry season, crops, farmers, dusty and dry, horizontal, vertical, axes, glossary.

MATERIALS REQUIRED

Classroom equipment, flash cards, photographs of weather conditions in Rwanda, writing sheets, riddle solving aids, group discussion, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 4.3.1

Ask the learners to read the passage in Activity 4.3.1. Let them read one by one, paragraph by paragraph.

Activity 4.3.2

Ask the learners to answer questions in Activity 4.3.2.

Expected answers are:

Rwanda has *four* seasons. These are *two wet seasons and two dry seasons*. The first wet season is from *October* up to *November*. The second wet season is from the *middle of March* up to the *end of May*.

Activity 4.3.3

Ask the learners to do Activity 4.3.3.

Expected answers are;

1. May is the coolest month.
2. It is dry in January.
3. During the wet season, farmers plant their crops.
4. June, July and August are the dusty and dry seasons.

Activity 4.3.4

1. Now, group the learners and guide them into doing Activity 4.3.4.

Expected answers are:

<i>Jan – Dry</i>	<i>July – Sunny and Cloudy</i>
<i>Feb – Dry</i>	<i>August – Sunny and Cloudy</i>
<i>March – Dry/Wet</i>	<i>September – Dry and Wet</i>
<i>April – Wet</i>	<i>October – Wet</i>
<i>May – Wet</i>	<i>November – Wet</i>
<i>June – Sunny and Cloudy</i>	<i>December – Wet/Dry</i>

2. Ask the learners to answer the riddle. **The expected answer** is '*Letter D. The sequence contains the first letter of each month.*'
3. Teach the learners about horizontal and vertical axes. Use the glossary in the learners' book to find out the meaning.
4. Ask the learners to closely study the bar graph specifically looking at the rainy months in a year.

Pay special attention towards children who require special educational needs.

Activities 4.3.5 and 4.3.6

Group the learners and ask them to do Activity 4.3.5 and Activity 4.3.6

Expected answers for Activity 4.3.6 are:

1. It rains very much in April.
2. July has the least number of rainy days.
3. The rainy days are the same in January and February.
4. The month of January receives rain on 10 days.
5. The month of April receives rain on 15 days.
6. The month of July receives rain on one day.
7. The month of December receives rain for about 12 days.

Activity 4.3.7

1. Guide learners in doing Activity 4.3.7.
2. Prompt learners to answer the riddle.

The expected answer is '*An umbrella.*'

Topic 4 Talking about the Weather in Our District

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learner can comprehend the contents of a given passage. The learners will be able to distinguish true or false statements on the basis of the textual matter and are also able to join group activities and describe patterns after due deliberation on the topic. The learners widen their knowledge base by accessing the internet and searching for information on the given topic.

TEACHING METHODS

Reading, comprehension and writing, based on the contents. Filling up required information on the basis of the questions. Revising rules of paragraph writing and working in a group to gather information and elicit information on the topic under discussion.

VOCABULARY

District, dry season, dusty, thirsty, tired, parents, gardens, vegetables, swimming, beach, sliding, boats, hates, jacket, windy, wet season, umbrella, cloudy, windy, green vegetation.

MATERIALS REQUIRED

Internet access, classroom equipment, writing material, map of Nyarwaya in Huwe district, photos of children enjoying activities in different seasons for better recapitulation, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activities 4.4.1, 4.4.2 and 4.4.3

1. Ask the learners to individually read the passage in Activity 4.4.1.
2. Ask the learners to do Activity 4.4.2.

Expected answers to Activity 4.4.2.

- | | | |
|----------|----------|---------|
| 1. False | 2. False | 3. True |
| 4. False | 5. False | |

3. Prompt the learners to answer comprehension questions in Activity 4.4.3

Expected answers to Activity 4.4.3.

1. The name of Nyarwaya's district is Karongi.
2. The wet season in Nyarwaya's district comes in April.
3. Nyarwaya hates the dry season because it is very hot and dusty.
4. Nyarwaya and his friends like swimming during the dry season.
5. Nyarwaya's brother likes playing at the beach in Karongi.
6. Nyarwaya plays with his friends. They go sliding in the mud and also make little boats during the rainy season.
7. Nyarwaya's sister hates the wet season because she hates mud.

Activity 4.4.4

Prompt learners to fill in the gaps in Activity 4.4.4.

Possible answers are;

- (i) When it is rainy, *I use my umbrella.*
- (ii) *When it is cold,* I wear a jacket.
- (iii) When it is cloudy, *I go out and play.*
- (iv) *When it is hot,* I like swimming.
- (v) When it is windy, *I wear my sweater.*

Activity 4.4.5

1. Guide learners into working on Activity 4.4.5 in groups.
2. Prompt learners to answer the riddle.

Expected answer is '*It was a bright, sunny day*'.

3. If you have access to the internet, make learning fun. Visit the site http://www.weatherwizkids.com/?page_id=1733 and guide learners into performing an experiment about the rain.

Topic 5

Describing the Advantages and Disadvantages of the Weather

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of the lesson the learner is capable of distinguishing the meanings of disadvantages and advantages of the weather. He/She can grasp the essential facts contained in a piece of text read to him/her. The learner can now refer to the text for relevant answers. Learners are mingled into mixed ability groups for suggesting preventive measures for weather change and linking it with the overall aim of protecting the environment. The learners can grasp the familial links of common word endings.

TEACHING METHODS

Reading, comprehension and preparation of comparative columns of advantages and disadvantages of weather based on information from the oral text. Grouping learners into mixed ability groups for activity work and crosschecking whether suggestions are promoting environmental protection. Linking common word endings to word families and solving weather games downloaded from the internet.

VOCABULARY

Weather, different, without, soil, moist, growth, provided, therefore, famine, caused, harvest, vitamins, bodies, healthy, living, causes, floods, destroyed, drought, grazing, ripe, destruction, property, watching, tornado.

MATERIALS REQUIRED

Classroom equipment, copies of reading text, textbook, writing material, excel sheets, internet connectivity, space for group activity, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Teach the learners the meaning of the words Advantages and Disadvantages. Then tell them that you are going to read to them a text about the advantages and disadvantages of weather. Ask them to listen out for the advantages and disadvantages of weather.

Activity 4.5.1

Advantages of weather: Weather helps us in so many different ways. Without rain, crops would not grow. Rain helps to make the soil soft and moist. This makes it easy for farmers to plant their crops. The crops need water for growth

and they can easily get water provided by the rain. Without rain therefore, famine can be caused.

During the dry season, the crops become ready and the farmers harvest the crops during this season. The sun helps to give vitamins which make our bodies healthy.

Disadvantages of weather: On the other hand, weather can be bad for our living. Lots of rain causes floods and people and houses are destroyed. Crops can also be destroyed by too much rain. The people will therefore suffer from famine if their crops are washed away.

Too much sun also causes water to dry up and therefore causing drought. Without water, grazing animals can die and people too, can die.

Activity 4.5.2

Read the text again and give time to the learners to complete the table in Activity 4.5.2.

Advantages	Disadvantages
Rain helps crops to grow	Causes floods
Rain helps the soil remain moist and soft	Destroys houses
Rain helps farmers plant their crops	Destroys crops
The sun gives us vitamins	Causes famine
Crops become ready during the dry season	Causes drought

Activity 4.5.3

Ask them to work on Activity 4.5.3

A	B
(i) Lots of rain	(a) causes floods
(ii) Enough rain	(b) causes drought
(iii) The sun	(c) provides vitamins to our bodies
(iv) Too much sun	(d) during the dry season
(v) The crops become ripe	(e) helps crops to grow

Activity 4.5.4

Answers to Activity 4.5.4 are:

1. Floods
2. Famine and drought
3. Destruction of property

Activities 4.5.5 and 4.5.6

1. Group the learners into mixed ability groups and ask them to work on Activity 4.5.5. Guide them into coming up with good preventive measures of the effects weather. Some answers might be; planting more trees, Planting a tree whenever you cut one, constructing strong buildings, not constructing next to water bodies....
2. Ask the learners to read Activity 4.5.6 and tell them that you will be watching them to see whether they are working to protect the environment.
3. Visit the site below to guide learners in making an experiment of a tornado.
4. http://www.weatherwizkids.com/?page_id=1541
5. Explain to the learners that common word endings and families are words that have a similarity. Ask them to work on given under the title **common word endings and families**. Expected answers are; sunny, dry, windy, rainy, cloudy
6. End the unit in a fun way. Visit the site below to play games about weather. http://www.learninggamesforkids.com/weather_games.html

Activity 4.5.7

PROCEDURE

- Step 1:** Introduce this topic, by telling the learners what a poem is. For example, a poem is a piece of creative writing made of lines and stanzas.
- Step 2:** Read through the poem as the learners are listening. Emphasis should be on pronunciation.
- Step 3:** Let the learners answer some oral questions about the poem. For example:
- What is the poem about?
 - How many stanzas does the above poem have?
 - Who has written the above poem?
- Step 4:** Read the poem again and let the learners repeat it after you. Then let the learners read on their own, as a whole class, in groups and individuals. The teacher listens to and corrects pronunciation and any other mistakes. Then in groups of four, let the learners discuss and answer the written exercise in their books.

EXPECTED ANSWERS TO THE ACTIVITY 4.5.7

1. The poem is about the effect of climate change in the world.
2. Two reasons why the world is getting warmer are: there is no rain but more floods because of human activities.
3. Too many industries are dangerous because gases from industries have destroyed the ozone layer.
4. The poem was written by Rehema M.
5. Overgrazing means allowing cattle to graze on a field till all the grass is damaged and the ground becomes dusty and dry.
6. Two causes of climate change are the arctic ice is melting and pollution is too much.
7. Bush burning is bad because all the vegetables in that area is burnt down.
8. Sea levels are rising.
9. Temperatures are rising because there is too much sunshine.

Jobs and Roles in Home and Community

INTRODUCTION

In this unit the learner is made acquainted with the language required to express himself/herself in the context of jobs that are performed by various members of the family both at home and beyond. Besides the use of the right tense to convey his/her thoughts the learner at this stage is also equipped with appropriate expressions to state the frequency of these actions by the use of the correct adverb. The learner also has a sufficient fund of vocabulary to define and describe various jobs done by members of the family within and outside the home. Thus the nature of the jobs chosen for this unit comprise those that are related to domestic routine as well as professional tasks carried out beyond the limits of the home. The learner is competent to talk about the nature of community and the implications of such work on the learner's home and surroundings. The lessons are structured to arrest the attention of the learner right from the beginning and thus this unit makes use of photographs depicting various jobs carried out as a lesson opener. Thereafter these tools, along with others, are used continuously to comprehend, build upon and explain, concepts and roles jobs play in the community. Thus by the end of the unit the learner is able to describe jobs performed at home and outside, a few community activities and even recount plans for the future based on the knowledge learnt.

The unit can be introduced with the help of relevant pictorial support material and learners encouraged to volunteer answers orally to these stimuli.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of Jobs and roles in the home and community.

By the end of this unit, the learners should be able to;

- Describe jobs.
- Describe the jobs of family members.
- Recount orally community work done in the past.

ATTITUDES AND VALUES

Learners should appreciate how our community helps us to learn.

- Appreciate the jobs and occupations of people in the community.
- Value the contribution of workers to the development of Rwanda's economy.

LINKS TO OTHER SUBJECTS

Jobs, household activities, community work in Social Studies.

ASSESSMENT CRITERIA

The learners can describe jobs and household and community activities, recount past activities and plan future community activities.

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1 Naming Jobs

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to identify jobs. Thereafter the learners can frame sentences using the structure 'what is...?' and its answer in an oral format followed by a written one. Key values and attitudes linked to these jobs are touched upon and the learners can be involved in brainstorming activities for greater competence.

TEACHING METHODS

Reading, oral discussion, oral answering in a structured pattern, recognition through photographs of people in different professions and then free exchange on the values that these jobs entail. Exchange of brainstorming exercises particularly in unjumbling words related to professions.

VOCABULARY

Teacher, farmer, job, doctor, taxi driver, nurse, secretary, carpenter, shopkeeper, chef, partner, rearrange, explore.

MATERIALS REQUIRED

Classroom equipment, charts and photographs of professions, drawing sheets, writing sheets, space for activity, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Ask the learners to look at the unit opener photograph on page 59. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competency and ask the learners to brainstorm on ways they can use to achieve the key unit competency.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the values and attitudes for the unit. Briefly discuss other ways they can work on to achieve the values and attitudes for the unit.
4. Have them make predictions, based on the topic, about how the topics relate to the unit title.

Activity 5.1.1

1. Teach the following words using flash cards: a teacher, a farmer, a taxi driver, a doctor, a nurse, a carpenter, a shopkeeper, a chef, a secretary.
2. Write the words on the one side of the card and the meaning on the other side of the card.
3. If you have internet, go <http://www.mes-english.com/flashcards/people.php> to get the cards. Read the word several times as the learners read after you and try to demonstrate what is done in each job.

Activity 5.1.2

In Activity 5.1.2 ask the learners to look at the picture and then answer the question asked after it.

Expected answers are:

- | | | | |
|---------------|-------------------|-----------------|------------------|
| (a) A teacher | (c) A farmer | (e) A nurse | (h) A shopkeeper |
| (b) A doctor | (d) A taxi driver | (f) A secretary | (i) A chef |

Activity 5.1.3

1. Guide the learners in playing the game in Activity 5.1.3.
2. Form partners and help them start by telling them to look at the example and try to do the same.
3. Make sure they practise as many words as possible. You can also write some on the board and choose volunteers to come and re arrange the words.

4. If you have internet access visit the site below to teach more about jobs.
<http://www.learnenglish.de/vocabulary/jobs.html>

Topic 2 Describing Jobs

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can describe various jobs. They are also competent to read and complete guided answers to questions they have read earlier. They are drilled in speaking in the right tense structure while giving out their answers and can continue further practice in class by being paired into twos to ask questions and provide answers.

TEACHING METHODS

Reading, oral discussion, guided answering through filling blanks, learning to use a key for the same, giving learners drills in conversation about professions. Introducing playway techniques to enliven the learning process and developing drills on professions. Encouraging learners to use their initiative and rewarding them for it.

VOCABULARY

Cooks, works, takes care, law and order, community, entertains, people, mechanic, carpentry, furniture, hospital, garage, health centre, police officer, actress.

MATERIALS REQUIRED

Classroom equipment, printed sheets of professions, writing material, quiz conductor, photographs /flash cards of professions, oral discussions, writing material, pairing of class into partners, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 5.2.1

1. Read the words in the box aloud and ask the learners to read after you. Ask them to read the sentences that follow.
2. Try telling one group to read the question and the other group to read the answer without filling the gap.

3. Explain to them that Activity 5.2.1 is asking them to fill in the gaps with the right answers from the box. Explain any word that they might not have understood. **Expected answers are;**

- | | | |
|---------|-------------------|------------|
| 1. wood | 3. health centre | 5. actress |
| 2. food | 4. police officer | 6. garage |

Activity 5.2.2

1. Activity 5.2.2 is about playing a game. Choose two partners and tell them that one person asks his/her partner a question about a job (who cooks?, who teaches?). The other one then answers quickly. The rules are no hesitation, no isolation and no repetition.
2. The more questions one answers, the more points one earns. Model the game by choosing a volunteer to play with, first. Let the learners do it at the same time, then pick up some partnerships to do, in front of the class.
3. Ask them to write such questions and answers in their notebooks. Pay attention to the spelling of professions and what they do.

Topic 3 Talking about People's Jobs

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to talk about people's jobs first with a picture opener and later by describing people's jobs through careful observation and elaboration of what is visually imbibed. The learners are adept at building up a game by pairing themselves into twos to describe activities related to various professions, making sentences of their own and quizzing the learners on individuals and their professions.

TEACHING METHODS

Reading, writing, creating independent sentences about relatives' jobs, gaming, cross checking answers, narrating about professions and creating puzzles and games linked to people that learners know of and their respective professions. Flash cards/photographs, oral inputs for quizzing, riddle solving.

VOCABULARY

Ruzinda, Kabuga, Hakizimana, Kazungu, Kabuga, pupils, Primary School, mother, father, aunt, husband, bus driver, ambulances, hospitals, operate, crushed, operating room, nurse.

MATERIALS REQUIRED

Classroom equipment, writing sheets, pictures of people at various jobs, pictures of spaces where jobs are done, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 5.3.1

1. Ask the the learners to look at the picture opener and describe what they see.
2. Prompt them to tell you professions they can see and what inputs in the picture indicates that those are the specific professions.

Activity 5.3.2

1. Guide the learners by telling them to choose partners to work on Activity 5.3.2.

Try to involve all the children in activities, including those who are especially abled.

Expected Answers:

2. Where does Mr. Ruzinda work? Mr. Ruzinda works in a carpentry shop.
What does he do? He is a carpenter/ He makes furniture.
3. Where does Mrs. Kabuga work? Mrs. Kabuga works in a hospital.
What does she do? She is a nurse/ She treats people.
4. Where does Mr. Hakizimana work? Mr. Hakizimana works in a garden or at a farm.
What does he do? He plants crops/ He is a farmer.
5. Where does Mr. Kazungu work? He works in a bus park.
What does he do? He drives a bus/ He is a bus driver.
6. Where does Mr. Kabuga work? Mr. Kabuga works in a school.
What does he do? He teaches pupils/ He is a teacher.

Activity 5.3.3

1. Ask the learners to read aloud the sentences in Activity 5.3.3.

2. Tell them to check and see if their answers in Activity 5.3.2 were right.
3. Ask them to read the sentences again and again until they are familiar with the language used to talk about people's jobs.

Activity 5.3.4

1. Ask them to demonstrate what they have learnt by creating sentences about their relative's jobs in Activity 5.3.4.
2. Prompt the learners to read the riddle and clearly understand it, then try to answer the riddle. Get a prize for the one who answers it right.

The expected answer is: *The nurse was the boy's mother.*

Topic 4 Talking about Helping at Home

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of the topic, the learners are able to define individual jobs done by a family. The learners are also able to independently answer comprehension questions in complete sentences. The learners can also express themselves by talking about their responsibilities at home and draw conclusions about individual responsibilities in a home. Answering questions based on the contents to test reading skills.

TEACHING METHODS

Individual and guided reading of the comprehension passage based on the contents to test reading skills. Writing guided compositions based on a list of activities that the child does at home. Stressing on similarities and differences in household activities.

VOCABULARY

Little sister, big brother, usually, often, kitchen, wash, sweeps, compound, seldom, major, milk, repairs, energy, looks after, responsibilities.

MATERIALS REQUIRED

Classroom equipment, textbook, writing material, pictorial illustrations of domestic work done by men and women, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 5.4.1**

1. Ask the learners to read the text in Activity 5.4.1.
2. They can read one by one so that you can now test their reading levels.
3. Discuss the text with them as you prompt them to give you some information about the text.

Activity 5.4.2

Ask them to personally answer the comprehension questions in Activity 5.4.2.

Expected answers are:

1. Karitanyi lives with his mother Mrs. Rusanga, father Mr. Rusanga, his little sister Uwineza and big brother Kabano.
2. (i) Uwineza helps her mother with cooking, washing clothes and dishes, cleaning the house, and helps Karitanyi with sweeping the compound.
(ii) Mrs. Rusanga cooks food, washes clothes and dishes and cleans the house.
(iii) Mr. Rusanga repairs the house, works in the garden and cares for the cows.
(iv) Karitanyi helps Uwineza in sweeping the compound.
(v) Kabano helps his father with repairing the house and works on the farm. He also takes care of the cows and the goats.
3. Guide the learners into completing number 3,4, and 5 by writing sensible answers.
4. Guide them into writing about their responsibilities at home. Tell them to see if they have any similarities with those in Karitanyi's family.

Topic 5 Talking about How often Do You Do Jobs

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to identify the right adverb of frequency to be used when expressing about household jobs. The learners are able to independently express the frequency of actions performed by them by using the right adverb of frequency. The learners are able to use varied expressions for frequencies instead of a simple '... times per week/day/month etc.'

TEACHING METHODS

Individual and guided reading for comprehension and answering questions. Using Adverbs of Frequency to fill gaps in sentences and speak/write about the learner's personal actions. Spotting the right adverb of frequency from the passage to complete gaps in sentences posed. Using a substitution table to complete structured sentences.

VOCABULARY

Always, usually, often, sometimes, seldom, never, once, twice, thrice, emphasise, knowledge, gaps, substitution table, firewood, compound, collect, fetch.

MATERIALS REQUIRED

Classroom equipment, drawing sheets, excel sheets to make lists of adverbs of frequency, writing materials. space for individual learners to speak to the class, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 5.5.1

1. Teach the words in the box in Activity 5.5.1 and emphasise that those are called adverbs of frequency.
2. They tell us about how often an activity is done. Practise the use of the given adverbs with the learners.

Activity 5.5.2

1. Ask the learners to read the sentences in Activity 5.5.2 and use the adverbs they have learnt, together with the knowledge in the story to fill in the gaps. **Possible answers are:**

- | | | |
|-----------------|------------------|----------|
| 1. always | 2. usually/often | 3. never |
| 4. never/seldom | 5. never | |

Activities 5.5.3 to 5.5.5

1. Ask the learners to make sentences from the substitution table in Activity 5.5.3.
2. Guide the learners to complete the sentences in Activity 5.5.4.
3. Guide the learners to answer the question asked by their fellow pupils.

Topic 6 Talking about Helping in the Community

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to independently read texts and comprehend the contents. The learners are thereafter able to engage in group discussions about their actions in the past. The learners are also able to write the information into paragraphs about their weekend plans. The learners are able to listen attentively to the teacher's reading of community work and hold a group-wise discussion on work done in communities in the past.

TEACHING METHODS

Reading, discussion and group activities around the subject of community work at present in the past. Revision of the rules of paragraph writing, conceptualization of work in the present context and future plans of execution. Reading out to the class about the significance of community work in the Rwandan context by the teacher and noting of community activities in the past.

VOCABULARY

Community, village, prepared, participate, community work, chief, collecting, clean up, football pitch, slashed, tall grass, parents, members, Umugudu, activities, expressing, group up, major.

MATERIALS REQUIRED

Classroom equipment, textbooks, group activity equipment, writing materials, illustration materials for paragraph illustration, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 5.6.1

1. Ask the learners to read the text in Activity 5.6.1 individually.
2. Tell them to answer the questions after the text.

Expected answers are:

1. This is Ishema's story.
2. They do community work every last Saturday of the month.

3. He is going to participate in community work or Umuganda.
4. He went together with his parents.
5. They were happy helping out to clean up their community.
6. I would be excited to participate in Umuganda because it would clean up my community area.
7. I liked Ishema's task of digging up and slashing the tall grass to make a football field.
8. I join my parents and do what the chief orders us to do at he Umuganda.
9. My family help the others in community work.
10. It is important to help our community because we can then live together happily in a clean and healthy way.

Activities 5.6.2 and 5.6.3

1. Group the learners into groups of three and guide them into working on Activity 5.6.2.
2. Ask them to practice writing by doing Activity 5.6.3.

Activity 5.6.4

Ask them to carefully listen to the text.

1. Read to them the following text.

In the past, Umuganda was a very important activity for everyone in the community. The word Umuganda can be translated as 'coming together in common purpose to achieve an outcome or result.' In the Rwandan traditional culture, members of the community would call upon their family, friends and neighbours to help them complete a difficult task.

Umuganda brought people together and people were always proud to be Rwandans.

During Umuganda, people worked together in cleaning up their communities, constructing, growing crops. This helped in the growth of so many communities.

Umuganda was a solution to so many problems in community.

2. Repeat reading the text while modelling fluency and accuracy in reading.
3. Ask questions to test for understanding.

Activity 5.6.5

Hints:

The Umuganda activities are:

- (a) The building of Schools
- (b) restoring wet lands
- (c) helping to create a medical centre
- (d) planning for the next Umuganda activity
- (e) cleaning water tunnels

Ask them to include other activities they know of.

Topic 7 Talking about in the Future

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to understand and select the use of the future tense from the passage given in the previous lesson. The learners can now restructure the entire passage using phrases like 'next time', and other phrases to denote future action. The learners will express in writing what their intended plans are for the following week and hold a discussion on it. They will also learn the use of the question sentence beginning with 'when'. Word families and their roots will be used as a brainstorming exercise.

TEACHING METHODS

Reading of the comprehension passage, and restructuring it in the future tense, brainstorming of words to establish root words and word families, discussion about the future plans of an individual, group /community; grammar techniques for framing questions.

VOCABULARY

Programme, clean, plant, beautiful, next Saturday, groups, expressing, plant, discuss, take turns, treasure, firefight.

MATERIALS REQUIRED

Classroom equipment, textbooks, exercise sheets, writing materials, space for group discussion, activity based word building sheets, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 5.7.1**

1. Ask the learners to read the text in Activity 5.7.1.
2. Tell them What when someone wants to talk about future events or what will happen tomorrow, they use the future tense.
3. The future tense is formed by the use of 'will' and the verb in its present form. Several examples are used in the text.

Activity 5.7.2

Ask the learners to work on Activity 5.7.2 by telling what they will do next Saturday.

- (a) They will plant trees next saturday.
- (b) They will clear the ditch next saturday.
- (c) They will sweep the main street next saturday.
- (d) They will make plans for the next Umuganda.
- (e) They will discuss problems and find solutions.

Activities 5.7.3, 5.7.4 and 5.7.5

1. Guide the learners in doing Activity 5.7.3 and make sure that their sentences make sense.
2. Group up the learners in groups of four to work on Activity 5.7.4 and Activity 5.7.5
3. For word families and roots, explain to the learners that when we want to form up words that make people's professions, we can use the verbs of the things they do and add 'er' and then come up with such professions. Tell them to look at the given examples and try out the exercise given after it.

Expected answers are:

- | | | |
|----------------|---|---------------------|
| (i) Fire fight | — | <i>Fire fighter</i> |
| (ii) Read | — | <i>Reader</i> |
| (iii) Drive | — | <i>Driver</i> |
| (iv) Build | — | <i>Builder</i> |
6. End the unit in a fun way. Visit <https://learnenglishkids.britishcouncil.org/en/grammar-games/adverbs-frequency> for a game.

INTRODUCTION

In this unit the learner is equipped with skills to talk, write and define, the contribution of Rwanda's wildlife in the light of the country's economic potential and growth. The learner's innate attachment and appreciation of the rich wealth of the flora, and fauna of Rwanda is further highlighted through a more in—depth study of the wildlife of the country. He/She is made competent to identify the right vocabulary to make known his/her knowledge about these animals by using the right tense structure, determiners of quantity and the use of superlatives and comparatives in the course of these descriptions and statements. The learners can identify as well as speak about these animals in an interesting manner as alongside the instructional material they are given opportunities of identification through the use of photographs, maps and other non-verbal components so that the learner acquires knowhow about Rwanda's wildlife through this multi-dimensional approach to the subject. Besides enough written work on the topic under study, the learners are also required to fill in questionnaires on the subject, which facilitates enough opportunity for developing compositional skills to enliven their interest in this important segment of the Rwandan economy. The teacher may use photographs as a unit opener or even devise a simple quiz as a brain teaser to enliven proceedings in the classroom at the start of the lesson.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of wild animals.

By the end of this unit, learners should be able to;

- State the basic vocabulary of animals, animal classes.
- Classify animals.
- Make a short oral representation about what animals eat and which is fastest and biggest.

ATTITUDES AND VALUES

- Appreciate the contribution of Rwanda's wildlife to the development of Rwanda's economy.
- Applicate the beauty and uniqueness of Rwanda's flora and fauna.

LINKS TO OTHER SUBJECTS

Wild animals, animal classes, animal habitats in Social Studies.

ASSESSMENT CRITERIA

The learners can identify, classify and compare animals, locate animals in Rwanda, carry out and report on an animal survey.

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1	Naming Animals
----------------	-----------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can identify the better known wild animals throughout the world. The learners connect pictures to animal names through an oral sentence structure of 'This is...' across the entire list of photographs. The proper spelling of names is strengthened through providing missing consonants. Riddle solving at the end of the lesson enlivens learner interest till the very end.

TEACHING METHODS

Reading, visual observation of photographs, linking names to images through various clues. Grouping of learners to complete missing consonants in animal names followed by a reversal of role play. Extensive practice of the same by engaging all learners in riddle solving. Oral drill to learn names of animals.

VOCABULARY

Zebra, chimpanzee, monkey, elephant, eagle, lion, buffalo, hyena, antelope, buffalo, leopard, crocodile, hippopotamus, pangolin, wild pig, wild cat, warthog, snake, spider, partner, eliminates, consonants, luggage, pack.

MATERIALS REQUIRED

Classroom equipment, identification games of animal names, flash cards for recapitulation, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Ask the learners to look at the unit opener photograph on page 70. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competency and ask the learners to brainstorm on ways they can use to achieve the key unit competency.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work on to achieve the value and attitudes contained in the unit.
4. Have them make predictions, based on the topic, about how the topics relate to the unit title.

Activity 6.1.1

1. Ask the learners to look at the pictures of the animals in Activity 6.1.1. Read the name of the animal as they read after you. Repeat it until they have the correct pronunciation of the name.
2. Ask them which animal they like best and which ones they don't like. Ask them which animals are new to them and which ones they already know. This will help emphasise the pronunciation of animal names.

Activity 6.1.2

1. Take one volunteer and ask him/her as you point at the zebra; 'What's this?' the learner will answer, 'This is a zebra'.
2. Pair the learners and tell them to continue in the same way till all the animals in the picture have been covered.

Activity 6.1.3

1. Play missing consonants. Remind learners of the consonant letters in the English alphabet and tell them that the words in Activity 6.1.3 have missing consonants.
2. Ask the learners to find the missing consonants to complete the word.

Expected answers are:

- | | | |
|-----------|-------------|---------------|
| 1. Zebra | 2. Giraffe | 3. Chimpanzee |
| 4. Monkey | 5. Elephant | |

Activity 6.1.4

1. Ask the learners to continue the practice in pairs as required in Activity 6.1.4.
2. Prompt the learners to answer the riddle.

The expected answer is 'in its trunk'.

Topic 2 Classifying Animals

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can classify animals into three major categories according to their feeding habits. To strengthen the learning process learners participate in puzzles and games ranged around the information given in this chapter. Reading of the passage and memorizing differences in eating habits. Group cooperation to find answers to animal eating habits.

TEACHING METHODS

Reading, puzzle solving, absorption of matter through repetition of the same through a variety of inputs, such as mask making and role playing of animal characteristics, filling in missing information and adopting the question and answer exercises to strengthen the learners' knowledge base. Prompting learners to reach the correct riddle answer. Making a Venn diagram.

VOCABULARY

Carnivore, herbivore, omnivore, mice, hare, tortoises, ean, points, giraffe, meat, mushrooms, insects, describe, carnal, herb, omni, wonderful, gazelle, hyena, Venn diagram, masks.

MATERIALS REQUIRED

Classroom equipment, flash cards with animal pictures, material for mask making, video of animal sounds, space for group play, charts of eating habits of animals, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 6.2.1**

1. Tell the learners to read the question 'What do animals eat? Tell them that animals are classified by what they eat.
2. Teach them the meaning of the words in the box in Activity 6.2.1. Tell them that carnivore animals eat only meat, omnivore animals eat both meat and plants while herbivore animals eat only plants.

Activities 6.2.2, 6.2.3 and 6.2.4

1. Ask the learners to read the quiz aloud in Activity 6.2.2, then group them in groups of three to act out the quiz Activity 6.2.3.
2. Ask the learners to work on Activity 6.2.4.

Expected answers are:

- | | |
|--------------|-------------------------|
| 1. carnivore | 2. omnivore |
| 3. herbivore | 4. both meat and plants |
| 5. only meat | 6. only plants |

Greg, Alison and Julius and all of the pupils got a prize after the quiz.

Activities 6.2.5 and 6.2.6

1. Pair the learners and ask them to look back at the animals in Activity 6.1.1. Then tell them to ask and answer of questions from Activity 6.2.5.
2. Ask them to read the sentences given and use those examples to come up with their own.
3. Ask them to complete the table in Activity 6.2.6 individually.

Expected answers are:

Carnivorous	Omnivorous	Herbivorous
-Lion	-wild pigs	-zebra
-Eagle	- squirrels	- Giraffe
-lion	-	- Elephant
-Hyena	-Monkey	- Antelope
-Leopard	-	-
-Cheetah	-	-

Activity 6.2.7

1. Guide the learners in doing Activity 6.2.7. This should help in practising the learnt knowledge while having fun acting like animals.
2. Prompt the learners to answer the riddle.

Expected answer is: 'Fast Food'.

Topic 3	Comparing Animals
----------------	--------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are capable of identifying animals and then comparing animals according to their comparative heights, weight and size. Deciphering and coding animals according to the above categories the learners are made privy to some interesting facts about animals, particularly giraffe, blue whale, cheetah among others. Use of the adjectives of degree to establish size of animals.

TEACHING METHODS

Reading of information, absorption of the same through comparative data, mulling over interesting data about animals, and question and answer on animal sizes, speed and height. Narration of personal experiences and awareness through sharing of information in class. Riddle solving through clues provided in the given information.

VOCABULARY

Comparing, taller, tallest, biggest, amazing, facts, magnificent, marine, oceans, tongues, upwards, males, females, calves, feet/foot, recorded, speed, largest, amazing, banana, coconut.

MATERIALS REQUIRED

Classroom equipment, photographs of animals in their natural habitats, bar graphs /charts of comparative height, weight and size to establish concepts, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 6.3.1**

1. Ask the learners to read the sentences in Activity 6.3.1.
2. Tell the learners that we use such sentences when we want to compare animals.
3. Ask them to give you more sentences to demonstrate comparison.

Activity 6.3.2

1. Ask the learners to look at the pictures in 'Amazing Facts'. Then ask them to answer questions in Activity 6.3.2.

The expected answers are:

1. The blue whale is the largest animal in the world.
2. The blue whale is up to 100 feet long and weighs about 200,000 kg.
3. A cheetah is the fastest animal .
4. A cheetah runs 96-120 km/h.
5. Giant George is the largest dog.
6. Giant George weighs 50kg.
7. The giraffe is the tallest animal in the world.

Ask the learners to seriously think of questions 8,9 and 10 before they answer.

Answer the Riddle

Ask the learners to think of the answer to the riddle.

The expected answer is '*None of them, because you cannot get a banana from a coconut tree.*'

Topic 4	Talking about Animals in Rwanda
----------------	--

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can concentrate on the contents of a passage on animals in Rwanda. The learners are also capable of completing a chart on animals based on their presence in the three national parks of Rwanda. The learners can assess the numbers of animals according to their species and link it with their presence in Rwanda.

TEACHING METHODS

Reading, questioning, repetition of read passage, drawing attention to Rwanda's national parks, comparative study of the number of animals in parks in terms of 'many'... 'few', completion of statements by filling in gaps.

VOCABULARY

Mountain gorillas, lions, south-east, north-east, south-west, natural vegetation, protected, areas, located, eastern, species, rare, giant, south western, include, primates, butterflies, jackals, north western, elephants, buck, duikers.

MATERIALS REQUIRED

Classroom equipment, flash cards of animals, compass for finding cardinal directions/intermediary directions, chart showing cardinal directions as well as intermediary directions, map of the national parks in relation to a physical map of Rwanda, writing material, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Tell the learners that Rwanda is rich in animal life. Tell them to listen to the text about the animals in Rwanda.

WILD ANIMALS IN RWANDA

The wildlife of Rwanda has got a lot of plants and animals. It has got natural vegetation and three major National Parks. The three protected areas are Akagera National Park, Volcanoes National park and Nyungwe Forest National Park.

Akagera National Park covers an area of 108,500 ha. It is located in the north eastern side of Rwanda. It has so many kinds of animals. These are some bird species, buffalos, zebras, giraffes, antelopes, hippopotamuses, elephants, warthogs, a few lions, gazelles, crocodiles, snakes and rare giant pangolins.

Another national park is the **Nyungwe Forest National Park**. This covers an area of 101,900 ha. It is found in the south western part of Rwanda. It has many kinds of animals. These include: most of Rwanda's: 13 varieties of primates, including chimpanzees, golden birds, butterflies, wild cats, jackals, and mongoose.

Yet another major national park is called the **Volcanoes National Park**. It covers an area of 16000 ha. It is found in the north western part of Rwanda. It has most of Rwanda's mountain gorillas, 180 species of birds, monkeys, some elephants, buffaloes, bush pigs, bush buck, hyenas and duikers. Every animal is very important. We therefore need to protect the environment so that we can maintain a good environment for these animals to stay in.

Activity 6.4.1

Read the text again and ask the learners to fill in the table in Activity 6.4.1 to show their understanding of the animals found in Rwanda.

Possible answers are;

Akagera National Park	Nyungwe National Park	Volcanoes National Park
Giraffes	Chimpanzees	Mountain Gorillas
<i>Buffalos, hippopotamus</i>	<i>Butterflies</i>	<i>Monkeys, bush bucks</i>
<i>Zebbras, elephants, snakes</i>	<i>Wildcats</i>	<i>Elephants, bush pigs</i>
<i>Lions, warthogs, gazelles</i>	<i>Jackals</i>	<i>Birds</i>
<i>Antelopes, crocodiles</i>	<i>Mongoose</i>	<i>Hyenas</i>
<i>Pangolins</i>	<i>Golden birds</i>	<i>Duikers</i>

Activity 6.4.2

1. Ask the learners to go moving around, comparing their lists with those of the others. Ask them to complete Activity 6.4.2 by writing down all the animals they have heard and those they have seen on their friends' lists. Try to make sure that all the learners have listed down all the animals listed in the text.
2. Print out the text on paper and give other questions from the text to test for comprehension skills. This can be part of the summative assessment given.

Activity 6.4.3

1. Ask the learners to read the sentences in Activity 6.4.3 and take note of the determiners of quantity used.
2. The determiners are: most, some, a few and any, with the negatives.
3. Let them read the sentences after you, until the language used in talking about animals is clearly understood and familiar.

Topic 5 Talking about where Animals Live in Rwanda

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to pinpoint locations on a map of Rwanda, create a key regarding information about locations. Usage of 'there are...' to mention animals in a specific place is known to learners. The learners can make additional sentences on the basis of information available through compass directions.

TEACHING METHODS

Reading, assimilation of cardinal directions, orientation of placements according to the compass direction, map reading by pinpointing areas, making keys based on information in the textbook, reading of information given in a key form, writing independent sentences about locations according to their cardinal directions.

VOCABULARY

Compass, glossary, guide, directions, board, combination, national, Nyungwe, volcanoes, Virunga massif, Akagera, park, specific, location.

MATERIALS REQUIRED

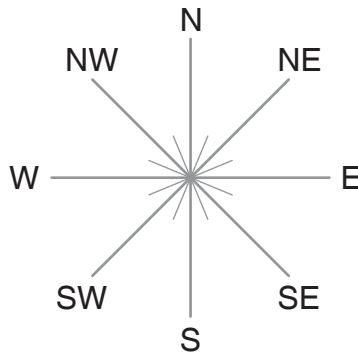
Classroom equipment, compass, maps, writing sheets, colour pencils for key making, flash cards with compass, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Activity 6.5.1

1. Teach the learners the compass words in the box in Activity 6.5.1.
2. Use the glossary in the learners' book to guide you on locating the cardinal compass directions.
3. Ask the learners to look at the map and show them the compass with its cardinal directions.

4. Then draw a compass on the board with gaps for learners to fill in.
5. Tell them that the middle points are a combination of the two directions on either side.



Activity 6.5.2

Ask the learners to study the map in Activity 6.5.2. Tell them that a key on the map shows the places that are on the map. Use an atlas to show the learners an example of a key.

Engage all the children in the activities with special attention towards children who need special educational aids.

Activity 6.5.3

1. Ask the learners to create a key for the map in Activity 6.5.3.
2. Ask the learners to draw a sketch map of Rwanda and then have them write the animals in the map according to the places of the national park in which they are found.
3. Remind them to use the data they gathered from Activity 6.4.1.

Activity 6.5.4

1. In Activity 6.5.4 ask the learners to read the given sentences taking note of the use of 'There are'.
2. Tell them that 'there are...' is used to mention animals in a specific place.

Activity 6.5.5

Ask the learners to look at the map and construct more sentences using the information on their maps.

Topic 6 Conducting a Survey

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to conduct a survey and show their findings with the help of a bar graph. The learners are again familiarized with the X and Y axes and horizontal and vertical axes. The learners are able to answer questions eliciting information from bar graphs. The learners are able to use a dictionary.

TEACHING METHODS

Reading, taking notes, chart making of bar graphs, survey conducting, group forming for joint activities, collection of data through a person-to-person survey, comparison of findings made, and learning origin of the word 'root' followed by making word families based on the same.

VOCABULARY

Pupils, vertical, horizontal, graph, particular, groups, personally, questionnaire, eagle, classmates, information, practice, German, undomesticated, natural.

MATERIALS REQUIRED

Classroom equipment, writing sheets, dictionary, colour pencils, writing material, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Tell the learners that a survey means 'to look closely or examine someone or something'. Explain to them elaborately and give examples as may be needed.
2. Ask them to read the information given about Jonathan.

Activity 6.6.1

1. Tell the learners to look at the bar graph closely.
2. Remind the learners about the meaning of the vertical axis and horizontal axis. You can find the meaning in the glossary in the learners' book.

3. Ask the learners to read the notes below the graph and point at the X-axis and the Y-axis.

Activity 6.6.2

1. Ask the learners to answer the questions in Activity 6.6.2 individually.
2. If they are finding it difficult to answer those questions then divide them in groups of three and move around to help them interpret the graph.

Expected answers are:

1. There are thirty (30) pupils in Jonathan's class.
2. Thirty (30) pupils have seen a lizard.
3. Twenty five (25) pupils have seen a monkey.
4. Five (5) have seen a lion.
5. Ten (10) pupils have seen an elephant.

Activities 6.6.3 to 6.6.6

1. Divide the learners into groups of four and ask them to work on Activity 6.6.3.
2. Take the learners through up to Activity 6.6.5
3. Ask the learners the examples of questions given in Activity 6.6.6 as questions and compare with the results that they got. Ask volunteers to ask such questions.

Activity 6.6.7

Ask the learners to read the notes on **Word families** and prompt them to give more examples of such words.

Rights, Responsibilities and Needs

INTRODUCTION

This unit endeavours to use the concepts of an individual's rights, responsibilities and needs as a basis for introducing concepts of the languages such as modal verbs as well as the vocabulary to express rights responsibilities and the need for them. The teacher can best introduce the unit by evoking real life situations within the parameters of the child by drawing attention to the list of school rules and elicit answers orally through a discussion on the efficacy of such regulations. In short, an understanding of rights and responsibilities is brought home to the learner using the school's conduct rules and the child's immediate surroundings as a contextual reference point at the start. The requisite vocabulary to express rights, responsibilities and related matter can be introduced subsequently. Also, the basic necessities of food, water, shelter and clothing, is taken as a start point to develop the concepts of the unit. In the final outcome, the teacher brings home to the learner the crucial role of developing the right attitudes towards rights and their values in the context of other people's rights and responsibilities. The lesson is a golden opportunity to recall earlier vocabulary and structures learnt in units on agriculture, household practices, traditional and modern tools and their applications in the context of rights and responsibilities.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of rights, responsibilities and needs.

By the end of this unit, the learners should be able to:

- List and define rights, responsibilities, rules and needs.
- Identify the use of models must/mustn't and the first conditional.
- Basic vocabulary of rights, responsibilities and needs in society.

ATTITUDES AND VALUES

- Respect that everyone has rights and responsibilities.

LINKS TO OTHER SUBJECTS

Rights in society, social needs in Social Studies.

ASSESSMENT CRITERIA

The learners can describe past activities, describe past agricultural and household practises, identify and compare traditional and modern tools, farm products and household objects.

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1	Our Rights and Responsibilities
----------------	--

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to comprehend the extent of their rights and the responsibilities that go with enjoying rights. The learners are able to use this knowledge for creating group play and relating how rights and responsibilities are inherent in all the activities that they perform in their daily routine. The learners can identify the applications of rights/responsibilities through photographs depicting activities done by them.

TEACHING METHODS

Reading of the textual matter individually and then groupwise. Class division for enacting rights and responsibilities. Random crosschecking of pupils to establish their understanding of the topic. Citing examples from learners' experiences when they felt rights were observed by other people.

VOCABULARY

Rights, responsibilities, safe, protection, discrimination, harm, treated, respect, adults, safety, rules, health, shelter, receive, care, safely, community, clean, school, decision, eat, heard, expressing, opinions

MATERIALS REQUIRED

Charts, classroom equipment, space for role play, writing material, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Ask the learners to look at the unit opener photograph on page 81 . Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competency and ask the learners to brainstorm on ways they can use to achieve the key unit competency.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude given in the unit. Briefly discuss other ways they can work on to achieve the value and attitudes given in the unit.
4. Have them make predictions, based on the topic, about how the topics relate to the unit title.

Activity 7.1.1

1. Ask the learners to read the rights and responsibilities in Activity 7.1.1.
2. First let them read individually, then aloud and then in groups. Divide the class into two and let one group read the rights and the other group read responsibilities.
3. Explain anything the learners don't understand. Explain to the learners that whenever they have a right, they have to fulfil their responsibility.
4. Randomly ask the learners a right and let them tell you the responsibility. Make sure you have gone through all the rights in this way.
5. Ask the learners to talk of the times when they fulfilled their responsibilities and ask them to say when their rights were observed by other people.

Activities 7.1.2 and 7.1.3

1. Ask them to act out the chart of rights and responsibility in pairs as per Activity 7.1.2.

2. Ask the learners to look at the pictures on page 82 and read the sentences in Activity 7.1.3. Ask them to complete the exercise by writing the number of the picture that matches with the sentence.

Expected answers to Activity 7.1.3 are:

1. It's our responsibility to respect other people 5.
2. We have a right to education 1.
3. It's our responsibility to help in doing work in our community 3
4. We have a right to safe playing 2
5. It is our responsibility to help the old and poor 4

Topic 2 Talking about Our Rights

Time Management:

Total Time = 40minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to address the class about child rights by listing the rights learnt. The learners are able to join in a group discussion on what each right means and also carry out a role play based on a written script. The learners are able to answer comprehension questions based on the script enacted and list the imperative responsibilities that follow.

TEACHING METHODS

Reading of the rights and responsibilities as well as the scripted matter for role play. Filling in the gaps and answering questions, group discussion, reading and picture reading for gathering relevant information asked.

VOCABULARY

Education, health, fair, treatment, market, duties, morning, looked after, house work, dishes, compound, boil, tea, clean, complete, finish, neighbours, obey, respectful, conversation, responsibilities

MATERIALS REQUIRED

Classroom equipment, space for role play, writing sheets, textbook, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 7.2.1**

1. Pair the learners and ask them to work on Activity 7.2.1.
2. Ask the learners to read the given sentences after you and then read them to each other in their pairs.
3. When they are familiar with the language used, ask them to think of the right they have in a short form and then talk about them in a similar way.

Activity 7.2.2

1. Now group the learners into groups of three and ask them to explain to each other what every right means.
2. Ask them to choose a secretary to write them down. Give each group time to present their work to the class.

Activity 7.2.3

Pair up the learners and ask them to come up with a short act expressing their rights.

Topic 3	Talking about our Responsibilities
----------------	---

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are sufficiently versed in the topic to carry out a meaningful role play. They are capable of answering questions and differentiating between each character's rights and their responsibilities. The learners are drilled in their rights and responsibilities by various teaching tools, including filling in the blanks.

TEACHING METHODS

Group play, reading, dramatization, linking rights and responsibilities, answering questions posed, reading sentences to each other, thinking of instances of the application of rights.

VOCABULARY

Form, children, people, conversation, boil, people's, together, talking

MATERIALS REQUIRED

Classroom equipment, space for pair work and role play, copies of script, props for role play, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:**Activity 7.3.1**

1. Read the conversation in Activity 7.3.1.
2. Ask the learners to read aloud.
3. Then ask them to go into groups of three and act out the conversation in front of the class.

Activity 7.3.2

1. Ask the learners to answer questions in Activity 7.3.2. if they are finding it difficult, then tell them to do it in their groups.

Expected answers are;

1. There are three people in the conversation.
 2. Their mother gave them the responsibilities.
 3. Brandon reported the responsibilities.
 4. Immy's responsibility was to take care of her brother and sister, boil tea for them and clean the house.
 5. Rhona's responsibility was to wash the dishes and sweep the compound.
 6. Brandon's responsibility was to complete his homework.
2. Tell the learners to think about the questions 7 and 8 and answer them in the best way possible.

Activity 7.3.3

Ask the learners to remind themselves about their rights and responsibilities in their groups in Activity 7.3.3.

Topic 4 Talking about Rules

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are well versed in the school rules and are conscious of obeying schools rules. The learners are capable of coming to their own conclusions about following/disobeying school rules and can express the right attitudes and values. The learners can display their talents by preparing a chart on school rules and work towards their talents being recognized.

TEACHING METHODS

Reading, comprehension, group discussion, chart making, free expression of ideas, and realization of one's values and responsibilities as regards the school.

VOCABULARY

Rules, speak, shout, talking, talk back, respect everyone, insulting, actions, property, climb, safely, hurt, obedient, worship, places, without, world, job, follow, teacher.

MATERIALS REQUIRED

Classroom equipment, chart making materials, writing materials, excel sheets, textbook, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Ask the learners to brainstorm ideas about the meaning of the word 'rules'. Collect their ideas and come up with one definition. General definition is 'guidelines put forward to be followed'.

Activity 7.4.1

1. Ask the learners to read the text in Activity 7.4.1.
2. Prompt learners with questions to ensure their understanding of the text.
3. Repeat reading it as many times as possible until the learners have understood the text.

Activity 7.4.2

Ask them to answer questions in Activity 7.4.2 by writing down the best alternative answer for the question.

Expected answers are:

1. (a) to follow school rules
2. (b) He must put his hand up.
3. (a) You should take turns speaking.
4. (b) Everywhere
5. (b) Rules keep us safe.
6. (a) His teacher is happy.

Activity 7.4.3

Guide the learners into answering questions in Activity 7.4.3 with sensible answers in regard to attitudes and values. Open ended questions.

Activities 7.4.4 to 7.4.7

1. Tell the learners to brainstorm on rules that they have heard of in school and in the classroom. Write some of them on the board. Then group the learners and guide them into working on Activity 7.4.4, Activity 7.4.5, Activity 7.4.6, Activity 7.4.7.
2. Design a chart for rules to show the learners an example of a well made chart.

Topic 5	Talking about Consequences
----------------	-----------------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can read the sentences and grasp their meaning independently and in an individual capacity. They can also suggest other ways about the advantages of following school rules. The learners can also complete structured sentences using the format of 'If...' They can also work towards solving the riddle.

TEACHING METHODS

Reading, helping learners with expressing their opinions, using their knowledge base for answering, and spelling out consequences of their actions. Writing down a conditional follow-up of following/disobeying school rules.

VOCABULARY

individually, consequences, classroom, group, conditionals, riddle, disrespect, fight, property, detention, called, thinking, chair, principal behaviour, consequences.

MATERIALS REQUIRED

Reading, discussion in groups, conditions for quiet thinking, classroom equipment, writing materials, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

1. Tell learners that when a person does not follow rules, there are results and when a person follows rules, the person gets rewards. These are called consequences. We can talk about rules and consequences by using 'conditional clauses'.
2. Explain to the learners that the first conditional is a structure we use when we want to talk about possible things that can happen in the present or in the future. It is formed by two clauses: one which begins with 'if' and another one known as the 'main clause'. The 'if' clause begins with 'if.....' and the main clause is introduced by a noun and will.

For example:

- | | |
|---|--|
| 1. If we behave well in class,
(It is the IF clause) | 2. we will take a positive note home.
(It is the main clause) |
|---|--|

Activities 7.5.1 to 7.5.3

1. Ask the learners to read the examples in Activity 7.5.1.
2. Ask the learners to use the knowledge to work on Activity 7.5.2 individually.
3. Group the learners and ask them to think of the school rules or classroom rules and consequences. Tell them to write them down in the same way using conditionals.
4. Prompt the learners to answer the riddle.

The expected answer is: 'Nothing'

Topic 6 Talking about Our Basic Needs

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to enjoy poetry and fathom its deeper meaning. The learners are able to answer questions based on the poem. The learners are made aware of the construct of poetry into stanzas and the coherence of thought contained in each stanza.

TEACHING METHODS

Reading assimilation through contemplation of contents, enjoyment of rhythm, rhyme, space for opinion making, thought process in poetry writing according to stanzas. Meaningful recitation of the poem and carrying out activities based on the poem.

VOCABULARY

Deal, needs, human, shelter, society, health, prepare, education, efficient, sanitation, nation, stanzas, important, discuss, whether, mentioned, stanza, common.

MATERIALS REQUIRED

Classroom equipment, video of poem, writing material, space for group discussion, writing materials, drawing materials, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE:

Explain to the learners that basic needs are the things that we need to survive. Without them, a person cannot live.

Activity 7.6.1

1. Read the poem in Activity 7.6.1 and ask the learners to read it after you.
2. Prompt the learners to explain what they understand in the poem.

Activity 7.6.2

1. Ask the learners to answer questions in Activity 7.6.2.

Expected answers are:

1. The title of the poem is 'Our Needs'.
 2. There are three stanzas in the poem.
 3. Food and water to drink are the needs talked about in the first stanza.
 4. We need the things talked about in the first stanza because they help our lives to be better.
 5. Shelter and clothing are the needs talked about in the second stanza.
 6. The needs talked about in the second stanza are important because they help us live together, and the society to grow.
 7. Health, education and sanitation, are the needs talked about in the third stanza.
 8. The needs talked about in the third stanza are important because they help us have a better nation.
 9. The poem is talking about the needs required to survive and for the nation to grow.
 10. Open ended answers.
2. Tell the learners that poets incorporate rhyme and rhythm into their verses to make their poems interesting. To achieve rhyme, they use words in a stanza that sound the same. In the poem there are so many examples of words that are written in this same way. Give them examples from the first stanza 'water and better'. Prompt the learners to give examples from the second stanza. These are; 'shelter' and 'together', 'clothing' and 'growing'.
 3. Ask the learners to think about the riddle.

The expected answer is 'breath'

Activities 7.6.3 and 7.6.4

Ask the learners to do Activity 7.6.3 and Activity 7.6.4 individually.

Pay special attention towards children who require special educational needs.

Talking about the Past

INTRODUCTION

As the learner is acquainted with common word endings, root words and sentence structures in differing tense structures, the learner is now encouraged to express himself /herself through short descriptions on tools that he/she is familiar with, at home and in school. The unit opener can be done through photographs of ancient tools for brainstorming sessions to liven up the day's learning activity about the past

This unit is devised to help learners talk about things in the past and their relationship in the current context. This lesson has a wide canvas of inclusiveness as its start point as objects of household utility as well as modern tools, farm products, traditional objects fall within the purview of this unit. By the time the child has reached this unit there arises the need to carry out a midway assessment of the skills learnt and this unit proves an ideal connectivity basis for this purpose.

As the learner has learnt common word endings, root words and sentence structures in differing tense structures, the learner can be encouraged to express himself /herself through short descriptions on tools that he/she is familiar with, at home and in school. The unit opener can be done through photographs of ancient tools as these become adequate clues for brainstorming sessions to liven up the day's learning activity about the past.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of talking about the past.

By the end of this unit, the learners should be able to:

- describe past activities in speech and writing.
- past agricultural and household practices in speech and writing.
- compare traditional and modern tools, farm products.

ATTITUDES AND VALUES

- Respect Rwanda's culture and heritage.
- Appreciate how our past has contributed to today's society.

LINKS TO OTHER SUBJECTS

Traditional tools, traditional farming, crafts in elementary science and technology.

ASSESSMENT CRITERIA

The learner can identify and compare cities, buildings and countries of the world.

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1	Recounting Past Activities
----------------	-----------------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to describe photos about the past using the past tense form of the verb. The learners are introduced to letter writing and are familiarized with the different parts of an informal letter. They are equipped with the requisite language to compare the past with the current as regards means of transport, tools, utensils. Guide to riddle solving.

TEACHING METHODS

Reading, pictorial linking with data available, using of the past tense (verbs) in sentence construction, letter writing, and utilizing comprehension skills in expressing questions and answers from the chapter.

VOCABULARY

Zoo, beach, rents, amazing, map, different, storing, build, special, dressing, styles, appearance, weekend, conversation, loudly, exchange, prompt, visited, writing, wonderful, missed, museum

MATERIALS REQUIRED

Classroom equipment, writing materials for letter writing, photos of museum, flash cards of utensils/tools/ homes/ other artifacts from the past, flash cards of the past tense of verbs, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

1. Ask the learners to look at the unit opener photograph on page 91. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects with the unit title.
2. Ask another volunteer to read out the key competency and ask the learners to brainstorm on ways they can use to achieve the key unit competency.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work on to achieve the values and attitudes for the unit.
4. Ask the learners to scan the table of contents in Learner's book for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.
6. Tell the learners that when we want to talk of events in the past, we always use the past tense. Remind the learners of what the past tense implies referring to the lessons in the past.

Activities 8.1.1 to 8.1.5

1. Ask the learners to look at the pictures in Activity 8.1.1 and read the sentences that are below them. Explain to the learners that all those people are talking about the events that they have done in the past.
2. Guide the learners to work on Activity 8.1.2. Make sure that learners are using the past tense and help them change verbs to past tense if they are finding difficulty in doing so.
3. Ask the learners to read the letter in Activity 8.1.3. Teach the learners the different parts of a letter which include the address, the date, the body, and the names of the sender and receiver.
4. Ask them to answer the questions in Activity 8.1.4.

Expected answers to Activity 8.1.4 are:

1. Munezero wrote the letter.
 2. Munezero, her parents and friends, visited the museum over the weekend.
 3. They saw the different types of houses people lived in, pots used for storing milk and water, of different sizes, and different dressing styles and haircuts.
 4. They learnt of how people lived in the past.
 5. The letter was written to Joselyn.
 6. Open ended question.
5. Guide the learners into writing their own letters in Activity 8.1.5. Ask them to brainstorm ideas concerning something they did in the past.
 6. Prompt the learners to answer the riddle. **The expected answer is 'Age'.**

Topic 2**Describing Traditional and Modern Tools and Utensils***Time Management:**Total Time = 40 minutes*

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are acquainted with the differences in usage of tools and domestic ware in modern times compared to those in ancient times. They can carry out a comparison between the two traditions through an oral exchange, comprehension, question and answer. The learners are capable of talking about traditional and modern tools, using the pictorial material to describe their observations.

TEACHING METHODS

Reading, pictorial study, oral conversation, group discussion, sentence construction using a structure table, using the phrase 'used to...' for comparison between past and current usage, physical observation of pictorial matter, visit to the local museum for reinforcing the learning process.

VOCABULARY

Mechanical device, domestic, kitchen, traditional, pictures, means, identify, familiar, guide, comparison, knowledge, rake, rasoro, hoe, sickle, tractor, axe, modern, inkoko, uduseke, sauce pan, igisabo, fridge

MATERIALS REQUIRED

Classroom equipment, display area for pictures, photos of utensils past and present, tools past and present, area for group discussion, oral drill time for comparison between past and present things, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :**Activity 8.2.1**

1. Explain to the learners that a tool is a mechanical device used to make work easier, while utensils are devices used for domestic use in the kitchen. Under this topic, we will be looking at the tools and utensils used in traditional times and those used in modern times.
2. Ask the learners to look at the pictures below the title. Tell them that traditional means in the past and modern means in the present.
3. Ask them to identify the tools and utensils that they are familiar with and talk about them, where did they see them and how were they used.

Activities 8.2.2 to 8.2.4

1. Group the learners and guide them into working on Activity 8.2.2. Guide them into using language of comparison. In this case, talking about the way the tools were made and are made, and how they were used and are used now.
2. A guide line of questions they are supposed to answer as they discuss is given in Activity 8.2.3.

Expected answers are

1. Hoe and sickle are the traditional tools used in Rwanda.
2. They are used to grow crops.
3. Tractors and axes are the modern tools used in Rwanda.
4. They are also used to grow crops.

3. From the knowledge gathered about the tools, ask the learners to make sentences from the substitution table in Activity 8.2.4. Here, they have to use the phrase 'People used to....' to talk about the tools and utensils used in the past and the phrase 'We use....' to talk about tools and utensils used in modern times. The example is given at the bottom of the table.

Topic 3

Describing Traditional and Modern Farm Products

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are aware of crops grown by Rwandan farmers in the past and can compare them to crops grown currently. The learners can also read and understand the methodology of writing a dialogue and reading it aloud. They can combine different sentence formations for writing a dialogue.

TEACHING METHODS

Reading, asking questions, and responding to the same, comprehension of a given text and answering questions thereof, in complete sentences. Testing understanding of the topic by posing 'true' and false statements. Pairing of the class to carry out conversation based on the given dialogue followed by a reversal of roles.

VOCABULARY

Grandparents, gardens, crops, cattle, poultry, sweet potatoes, sorghum, beans, cassava, groundnuts, millet, matooke, export, mentioned, rice, community, false, beans.

MATERIALS REQUIRED

Classroom equipment, charts of crops, photographs/flash cards showing crops, areas of cultivation, writing material, space for role play, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

Tell the learners that farm products are the results got from farming or growing crops. Tell the learners that under this topic, we will be describing of traditional and modern farm products.

Activity 8.3.1

1. Read the conversation in Activity 8.3.1.
2. Ask the learners to read it loudly. Divide the class into two groups and have one group read out the boy's part and the other group read out the girl's part.
3. Have them exchange roles.

Activity 8.3.2

Have the learner answer the questions in Activity 8.3.2.

Expected answers are:

1. The crops that were grown in the past include: sweet potatoes, sorghum, beans, cassava, groundnuts, millet and matooke.
2. The crops that are grown today include: sweet potatoes, sorghum, beans, cassava, groundnuts, millet and matooke.
3. The crops that are grown today and were not grown in the past are rice, and tea.
4. Open ended.
5. (a) True (b) True (c) True (d) False

Topic 4
**Describing Traditional and Modern
Household Objects**

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can describe modern and traditional household objects through a variety of inputs. The learners can also think out sentences independently based on hints given by the teacher. The learners are encouraged to enquire in their respective homes about the usage and practices in their homes. The learners are capable of group participation in games.

TEACHING METHODS

Reading, understanding, comprehending, enquiring about household practices and household items in homes today and in the past. Spotting items in pictures and making enquiries about them at home and from their teacher. Group activities and games based on the lesson. Drawing and writing material for holding games.

VOCABULARY

Pot, chair, jewellery, agasake, imigongo, clay, furniture, cupboards, representative, eraser, leader, household, object, voice, shaking, guess, approves, shout, winner, answer

MATERIALS REQUIRED

Classroom equipment, drawing material, writing material, pictorial charts of household items, space for play, flash cards, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

Activity 8.4.1

1. Ask the learners to look at the pictures that are just below the title.
2. Ask them to move round and find the names of these objects.
3. **Possible names are** *pot, chair, jewellery, agaseke, imigongo*. Then ask them to find out whether the objects were used in the traditional time or modern time.

Activity 8.4.2

1. Group the learners and ask them to think of such sentences like those in Activity 8.4.2.
2. Tell them to write down the sentences they have just come up with. This activity may need the teacher to take the learners out in to the community or ask the learners to go home and ask around what people did in the past and what is done in the modern times.

Activity 8.4.3

1. Ask the learners to read through the game in Activity 8.4.3 and see whether they understand its instructions.
2. Explain more to those who might not have got the instructions straight and re-inforce those that they were able to understand.

3. However, depending on the size of the class, you might decide to form more than two groups.
4. This game can be repeated for any other topic that you think is suitable.

Topic 5 Describing Traditional and Modern Farming

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to talk about the differences between modern and traditional farming. The learners are able to interact with the community about farming techniques then and now. They are guided into producing a simple text comparing traditional and modern forms of farming. The learners are made conscious of using determiners to express quantities when writing their comparative statements.

TEACHING METHODS

Reading, writing, drafting, reporting, preparing questionnaires, field visits to gather relevant information, report writing, making a comparative report using determiners to indicate practices, in modern and traditional farming, guided composition; picture reading

VOCABULARY

Tools, fewer, traditional, modern, differences, community, practices, text, compile, determiners, activity, quantity, instances, comparing, sentences, individually.

MATERIALS REQUIRED

Classroom equipment, pictures of farming practices, chart of same, sentence structuring, writing material, grouping of pupils, notebooks for field work, notes, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

1. Ask the learners to look at the pictures below the topic title and talk about the pictures as a class. Ask them to mention what they see from each picture. Ask them to think of places where they have seen such activities taking place.

2. Ask them to think of people in their community doing such activities and then draw pictures where these activities are being done. Have them exchange pictures and choose those who draw the best picture.
3. Ask them for their opinion about farming in the past and farming in modern times. Prompt them to give information about what kind of crops are grown, in what places are particular crops grown, what tools are used.
4. Group the learners and ask them to write out a paragraph describing what they see and think of the different things done and said by the people in the pictures, for each of the pictures.

Activity 8.5.1

Ask the learners to work on Activity 8.5.1.

Expected answers are;

Traditional farming	Modern farming
They used fewer <i>tools</i>	We use more <i>tools</i>
They grew fewer <i>crops</i>	We grow more <i>crops</i>
They had smaller <i>farms</i>	We have bigger <i>farms</i>

Activities 8.5.2 and 8.5.3

Group the learners and ask them to work on Activity 8.5.2 and Activity 8.5.3.

Activity 8.5.4

1. Remind the learners about the use of determiners of quantity; much, a lot, many, more, fewer and less.
2. Tell them to think of instances where those determiners can be used while comparing traditional and modern farming.
3. Ask them to write down such sentences as a group.

Topic 6 Comparing Traditional and Modern Food

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can carry on a conversation with an elderly member of the community and enjoy knowing about the food habits of the past. The learners can demonstrate recipes from the past and even interact with elders in the community persuading them to demonstrate their culinary skills. Reading a comparative text about current food eating practices in the community. The learners are also able to interpret and express the content of comprehension passages in their own words.

TEACHING METHODS

Reading, comparing, interacting with classmates and elders in the community, demonstrating recipes and watching demonstrations given by an elder. Speaking and writing about the two types of food ancient and modern in the class.

VOCABULARY

Traditional, staple, twice, mashed, baked, steamed, pumpkins, pieces, peeling, boiled, groundnuts, paste, millet, flour, avocado, mangoes, papayas, meat, sign carbohydrates, wealth, drinks, fermented, juice, roasted.

MATERIALS REQUIRED

Classroom equipment, textbooks, writing material, pictorial images of foods mentioned, crops mentioned, equipment for demonstrating dishes, writing material, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

Activity 8.6.1

1. Read the text in Activity 8.6.1 as model reading for the learners. Then ask the learners to read the text quietly. The third reading should be done as loud reading where every learner reads a small part.
2. Discuss the text with the learners as you ask questions prompting them to portray an understanding about traditional food.
3. Ask them to talk about their own experiences in their homes in regards to the food described in the text.

Activity 8.6.2

Ask them to answer the questions in Activity 8.6.2.

Expected answers are:

- | | |
|-----------------|----------------|
| 1. False | 2. <i>True</i> |
| 3. <i>False</i> | 4. <i>True</i> |
| 5. <i>True.</i> | |

Activity 8.6.3

1. In Activity 8.6.3, ask the learners to demonstrate and explain how food was prepared in traditional times.
2. Give groups a chance to express themselves. Emphasise to them that each member of the group needs to explain and demonstrate a different kind of food.
3. If they are having difficulty coming up with ideas, give them time to go out into the community and find more information to present to the class.

Activities 8.6.4 to 8.6.6

1. Activity 8.6.4 should be done individually through speaking and writing.
2. Ask the learners to read about modern food in Activity 8.6.5.
3. Ask the learners to explain what is in the text. Have every learner say something about the text.
4. Ask the learners to do Activity 8.6.6.

Try to involve all the children in activities, including those who are especially abled.

Expected answers to Activity 8.6.6 are:

- (1) Indian dishes, Italian dishes, Chinese dishes are the kinds of food prepared in the international restaurants.
- (2) Meat, chicken, rice, French fries, Indian, Italian and Chinese dishes were the foods added on to the foods in the past.
- (3) Wines, sodas, processed juice, beers such as mutzig, Primus and Armstel are the drinks produced in modern times.
- (4) Yes, people today eat a lot of meat.
- (5) Open ended answer.

Activity 8.6.7

In the learners' summary, look out for the use of determiners and the foods prepared)

1. Prompt learners to answer the riddle. The answer to the riddle is: *Maize*.
2. Ask the learners to read the words under word families. Remind them that some verbs are changed into the past tense when you add 'ed' to the word. Prompt them to give you more of such verbs.
3. End the unit with a fun activity. Have the learners hold a debate titled 'Traditional Life is better than Modern Life'.

Countries, Rivers and Famous Architectural Structures of the World

INTRODUCTION

This unit again falls back on the earlier learnt skills of map reading and identification of places on a map. In addition, the learner is now given the opportunity to expand on this base and learn suitable vocabulary to express names of countries, rivers and famous architectural structures worldwide. The learner is also encouraged to read aloud short texts based on these subjects so that the learner feels curious about expanding his/her fund of knowledge about these landmarks. The teacher may also link these findings to the learners' existing knowledge about them from his/her social studies lessons. A strong visual support content in the way of photographs and maps, gives the teacher the right context to keep alive learner interest. While earlier the learner could pinpoint places on a map in this unit the learner can label locations of structures and trace the course of rivers on maps. A comparative study of buildings from around the world not only enlivens the proceedings in the classroom, but also contributes towards making learners realize the extent of the global world they live in. The many cultures and countries of the world call for appreciation on the part of the learners, which they realize through the course of lessons in this unit. The sounds of city names, buildings and other aspects of proper nouns are also brought home, thereby strengthening the vocabulary of nomenclatures. The value and life skills of global living and understanding are imbibed, alongside.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of countries, rivers and famous architectural structures of the world.

By the end of this unit, the learners should be able to.

- identify and locate countries and their capitals on the map.
- show understanding by labelling a map.
- compare rivers, buildings and cities orally and in writing.

ATTITUDES AND VALUES

- Appreciate the value of working in groups and keeping time.
- Appreciate that the world is a big place of many countries and culture.

LINKS TO OTHER SUBJECTS

Rivers, buildings, cities, countries in Social Studies.

ASSESSMENT CRITERIA

The learners can identify and compare cities, buildings and countries of the world

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1	Naming and Locating Countries
----------------	--------------------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can name and locate countries of the world on a world map and identify representative landmarks of major international cities by looking at photographs. The learners are encouraged to list and identify the different buildings and monuments. The learners can identify the northern and southern hemispheres on the map. They can note these facts in writing thereafter.

TEACHING METHODS

Reading, map identification, speaking, forming of sentences using a structured form, group discussions, talking about subjects proposed, pictorial identification of important landmarks of places round the world, sharing facts about places, identifying capital cities, gathering other connected data by the learners.

VOCABULARY

Information, identify, countries, internet, particular, population, landmarks, hemisphere, northern, southern.

MATERIALS REQUIRED

Classroom equipment, writing materials, maps and pictorial illustrations of above mentioned places, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

1. Ask the learners to look at the unit opener photograph on page 104. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competence and ask the learners to brainstorm on ways they can use to achieve the key unit competency.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work on to achieve the value and attitudes for the unit.
4. Have them make predictions, based on the topic, about how the topics relate to the unit title.
5. Explain to the learners that they are going to be looking at some of the amazing things in the world. These are mainly called landmarks.
6. Ask the learners to look at the map and pay attention to the landmarks that are pronounced in the map.

Activity 9.1.1

1. Group the learners to work on Activity 9.1.1.
2. Explain to the learners that they should identify the countries and discuss where it is found. If there is a person in the group with more information about these countries, the group should give the learner time to explain what he knows about the countries.
3. If the learners have access to the internet, ask them to look for information about those particular countries and then write it down.
4. Group members should now point at the country and give more information about the country; for example, its capital city, its population and any other information researched, in the way given in the example.

Activity 9.1.2

1. The learners should then write down such sentences individually in their books.
2. They are free to use information obtained from the discussion.
3. Have all class members come to the front to speak about their discoveries.

Topic 2**Talking about Personal and Family Experiences of Countries***Time Management:**Total Time = 40 minutes*

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of the topic, the learners are able to comprehend and express themselves about personal and family experiences of countries. They can also narrate their own experiences and formulate sentences on them. The learners use the perfect/participle tense when writing the sentences. The learners can trace outline maps of the country to work on activities.

TEACHING METHODS

Reading, comprehending a given text, exchanging ideas through conversation within groups, tracing outline maps narrating personal experiences around locations and family members. Use of the perfect past tense. Solving of the riddle.

VOCABULARY

attention, climbed, lives, Tanzania, cousin, Rome, St Peter's Basilica, Vatican, Pope, Statue of Liberty, picture, New York, travelled, Nile, longest, world, colleagues, experiences, discussed, crayon, favourite.

MATERIALS REQUIRED

Classroom equipment, world map political, tracing paper, crayons, writing material, drawing material, tracing paper, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

Tell the learners that they are going to be sharing their relatives' or personal experiences of countries. Tell them that the major tense used is the present/participle/tense. The present the participate tense is formed by the use of has/have and the perfect tense of the verb is for example, have scared, have come, has realised.

Activities 9.2.1 to 9.2.5

1. Ask the learners to individually and quietly read the conversation in Activity 9.2.1. Then have groups of four act out the conversation to accomplish Activity 9.2.2.
2. Tell the learners that in the conversation, the pupils were talking about personal and family's experiences of countries. In the same way, ask the learners to think of their own and formulate sentences to accomplish Activity 9.2.3.
3. Tell the learners to write the sentences down but remind them to use the perfect/participle tense.
4. Ask the learners to trace out the blank map into their books. Guide them into working on Activity 9.2.5.

Topic 3	Describing Rivers
----------------	--------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to describe rivers by summarizing data about rivers that has been read out to them from a passage. The learners can also place the compiled data into the form of sentences. The learners have developed listening, speaking and answering skills to comprehend textual matter read out by the teacher.

TEACHING METHODS

Oral reading of an unseen text for understanding, questioning, based on the content and filling in missing data in sentences. Noting names of rivers, their location, gleaned from the listened text. Map reading and locating rivers in different countries.

VOCABULARY

world, capital city, largest, measuring, square kilometres, amazing, cathedral, famous, falls, tallest building, measures, populated, area, situated, Mississippi, unique, wonderful, source, found, borders, having, highest

MATERIALS REQUIRED

Classroom equipment, writing material, map of the world, pictures of countries mentioned in the reading text, excel sheets, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

Answer the riddle

Prompt the learners to answer the riddle. **The expected answer is 'A river'.**

Activity 9.3.1

1. Ask the learners to listen to you while you read out a text about the world in Activity 9.3.1, paying attention to the rivers mentioned.

About the World

The world has over 200 countries. Each country has a capital city.

Russia is the largest country in the world, measuring up to 18,000,000 square kilometres. Its capital city is Moscow, measuring 2,511 square kilometres. It's famous for having an amazing cathedral called the St. Basil's Cathedral.

Canada is the second largest country in the world measuring up to 10,000,000 square kilometres. Its capital city is Ottawa. It's famous for its amazing falls called the Niagara Falls.

The United Arab Emirates (UAE) has the tallest building in the world called Burj Khalifa, in Dubai, which measures 828 metres in height. Its capital city is Abu Dhabi.

China is found in the Northern Hemisphere. Its capital city is Beijing. Beijing is one of the largest populated areas with 21,000,000 people. It's famous for the River Yangtze which measures 6380 kilometres.

The United States of America (USA) is situated in the Northern Hemisphere. Its capital city is Washington. Its longest river is called River Mississippi, measuring 3734 kilometres.

In the Southern Hemisphere is South Africa. It is located in Africa. Its capital city is Pretoria. It's known for having a unique mountain called the Table Mountain, measuring 3 kilometres.

Another country in the Southern Hemisphere is Brazil. Its capital city is Brasilia. We find the Amazon River here, measuring 6400 kilometres.

Japan is situated in the Far East. Its capital city is called Tokyo. It's famous for the Fuji mountain, measuring 3776 m in height.

Israel is also located in the Middle East. Its capital city is Tel Aviv.

The United Kingdom (UK) is located in Western Europe. Its capital city is London. We find a famous building called Big Ben measuring 96 metres in height.

France is also located in Western Europe. Its capital city is Paris. It's famous for the Eiffel Tower which measures 320 metres in height.

In Africa, we find Egypt which is located in North Africa. Its capital city is Cairo. It's famous for the wonderful Pyramids.

Rwanda is situated in East Africa. The tallest building in Rwanda is the Kigali Tower building.

Uganda is also in East Africa, neighbouring Rwanda in the North. Its capital city is Kampala. It's known to have the source of the Nile River, the longest river in the world. It measures 6,670 kilometres in length.

Tanzania is found in East Africa. It borders Uganda in the South. It's famous for having the highest mountain in Africa called Mount Kilimanjaro.

2. Ask the learners to write down the rivers they have heard and their locations.

Activity 9.3.2

Read the text again and ask the learners to fill in the box in Activity 9.3.2

Expected answers are:

River	Country	Measurement
River Nile	Source in Uganda	6,670 kilometres
<i>River Mississippi</i>	Washington	3734 kilometres
River Yangtze	Beijing	6380 kilometres
River Amazon	Brazil	6400 kilometres

Activity 9.3.3

Expected answers are:

1. River Nile.
2. 6400 kilometres
3. Table Mountain
4. Table Mountain
5. Yangtze and Amazon.

Answer the riddle

Ask the learners to answer the riddle. **The expected answer is 'Mississippi'.**

Topic 4 Describing Cities

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can listen attentively to an oral text read out by the teacher and collect information regarding cities noting down of information gathered for further reference. Oral discussions based on information. Single sentence facts about capital cities from around the world.

TEACHING METHODS

Reading of text for assimilation by pupils, jotting down salient features of capital cities, group formations for bouncing off details, independent sentence writing on facts gathered from the text, presenting facts to the class by learners. Speaking about facts gathered by the learners.

VOCABULARY

Measurement, compiled data, heard, million, practice, practise (Verb) information mentioned.

MATERIALS REQUIRED

Classroom equipment, writing materials, map of the world, pictures of countries mentioned in the reading text, excel sheets, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

Activity 9.4.1

1. Ask the learners to listen again to you read the text. Tell them to pay attention to the cities mentioned in the text with the information given about them.
2. Ask them to write down the information so that they don't forget.
3. Read the text in the Learners Book.

Activities 9.4.2 to 9.4.4

Group the learners and guide them through Activity 9.4.2, Activity 9.4.3 and Activity 9.4.4.

Topic 5 Describing Buildings

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners listen attentively to the chosen text and take notes on descriptions of buildings given in context with different cities around the world. They take notes on the specific measurements of buildings in these cities, including those of towers. The learners are able to construct a table comprising the name of the country, the name of the building and its specific height.

TEACHING METHODS

Reading, assimilation of facts, noting relevant facts, tabulating facts, and then constructing simple sentences about the buildings on the basis of data compiled. Ex change of data information among learners through group activities.

VOCABULARY

Compare, measurement, table, compiled.

MATERIALS REQUIRED

Classroom equipment, writing materials, map of the world, pictures of countries mentioned in the reading text, excel sheets, writing material, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

Activity 9.5.1

1. Ask the learners to listen to you read the text again. Ask them to pay attention to the information given about the buildings in the world with their measurements.
2. Ask them to note down any information heard.

Activities 9.5.2 to 9.5.4

1. Group them so that they can work on Activity 9.5.2. For advanced learners, let them do the activity independently.

The expected answers are:

Building	Country/city	Measurement
Kigali Tower	Rwanda/Kigali	Tallest in Rwanda
Burj Khalifa	United Arab Emirates	828 metres
Eiffel tower	Paris/ France	320 metres

- Group the learners to work on Activity 9.5.3 and Activity 9.5.4.

Topic 6 Comparing Cities, Rivers and Buildings

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, The learners are able to know about countries of the world in terms of their total area in square kilometres, their capital city and the most famous landmark in the city. They can also identify notable landmarks in the cities through their pictorial representations.

TEACHING METHODS

Reading, observation, use of world maps, use of country maps, pictorial representations of important landmarks, close observation, following clues given to complete charts and tables, sentence construction from a representative structure, practice of word drills using the suffix 'est', game play with filling tables, puzzles based on the textual information, speaking on gathered data.

VOCABULARY

Yangtze, common, adjective, quiz, prompt.

MATERIALS REQUIRED

Text for reading, classroom equipment, puzzle sheets, excel sheets, writing material, textbook, list of common word endings in a series of flash cards, pictorial illustration as used in earlier topics, map of the world (political) Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

Activity 9.6.1

- Ask the learners to read the text in Activity 9.6.1.
- Ask the learners to look at the pictures just below the text.

Activity 9.6.2

Ask the learners to use the knowledge learnt from the text to answer Activity 9.6.2. Engage all the children in the activities, with special attention towards children who need special educational aids.

Expected answers are:

Picture Letter	Caption	Picture Letter	Caption
I	The Eiffel Tower	J	The Nile River
E	The amazing Pyramids	C	The Table Mountain
G	The Yangtze River	A	Big Ben
F	Kigali City Tower	H	The Amazon River
B	St. Basil's Cathedral	D	Burj Khalifa

Activities 9.6.3 to 9.6.4

1. Ask the learners to construct sentences from the table in Activity 9.6.3.
2. Refer the learners back to the map in Activity 9.1.1 and ask them to locate the landmarks that they have learnt about.
3. Ask the learners to practise the words under Common word endings. Tell the learners that adding 'est' helps us turn an adjective into its superlative degree. Prompt the learners to give you more examples of such words.
4. End the unit in a fun way. Create quiz questions about countries, their capitals, landmarks, population and any other aspect, and hold a quiz.

Expected answers to Activity 9.6.3:

Ask learners to construct sentences from the tables given. Possible answers include;

1. Mountain Kilimanjaro is the highest mountain in the world.
2. Burj Khalifa is the highest building in the world.
3. Mountain Kilimanjaro is higher than the table mountain.
4. Burj Khalifa is higher than the Eiffel tower.
5. The Eiffel tower is the highest building in France.

Prompt learners to think of more sentences using 'shorter'

Activities 9.6.5

Ask the learners to fill in the puzzle Activity 9.6.5. Tell them that the questions are given below the puzzle. Some answer the puzzle across and the others down ward. The clue of the answer is given by the number in the brackets after the question. The number stands for the number of letters in a word for the answer.

Expected answers are

Across: 1. MOSCOW, 2. INDIA, 3. KIGALI, 4. TOKYO, 5. AMAZON, 6. EIFFEL
Down: 1. DODOMA, 2. WASHINGTON, 3. NILE, 4. YANGTZE, 5. KHALIFA,
6. OTTAWA

INTRODUCTION

This unit is a summation of the thematic trend of the earlier unit wherein the learner had been introduced to the concepts of global responsibilities and attitudes. Through the course of map identification, the learner has realized the inclusiveness of the human race and how the traditional living styles are a key contributory factory towards modern living worldwide. The current unit therefore ponders on the burning subject of climate change and the immediacy of addressing this issue. The learner is made competent to identify the use of the present continuous tense, determiners, modal verbs and their negative form, in the course of written work required of him/her in this unit. The learner is encouraged to air views orally on measures to curb climate change using his/her immediate surroundings as the foundation for triggering off ideas. The language in use is both declarative, persuasive, negative and affirmative and even at times with a hint of assertiveness. The lessons can be enlivened and made meaningful with the use of posters, and other broadcast material by the learners, so that the contents are brought home to the learner through a variety of inputs. The learners should be encouraged to discuss individual responsibilities in helping to resist climate change and advertise the right attitudes through the making of meaningful posters.

KEY UNIT COMPETENCY

The learners should be able to use the language learnt in the context of climate change.

By the end of this unit, the learners should be able to;

- describe the cause and effects of climate change orally.
- make suggestions orally for reducing the effect.

ATTITUDES AND VALUES

- Respect the local environment.
- Appreciate the importance of caring for the environment.

LINKS TO OTHER SUBJECTS

Climate change, recycling in Social Studies.

ASSESSMENT CRITERIA

The learner can identify the key features of climate change, discuss responsibilities, make suggestions for resisting climate change, and design a poster.

REFERENCES

P4 English curriculum, English dictionaries, Textbook.

Topic 1	Describing Climate Change
----------------	----------------------------------

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners can identify the major problem of climate change in the world. The learners have been encouraged to be innovative and creative in the way of providing titles to write-ups. The learners can now identify pictures showing factors behind climate change and write about them in complete sentences.

TEACHING METHODS

Reading, linking pictures to ideas and situations, structuring sentences using a given outline, eliciting independent answers according to the individual understanding of the learner, practise of matching words, pictures, text to one another or as required, providing suitable titles to exercises, encouragement of the learners to express their ideas and understanding of climate change.

VOCABULARY

Floods, droughts, crops, heat, too much, world, warmer, levels, extended, stronger, rain patterns, changing, floods.

MATERIALS REQUIRED

Classroom equipment, pictures of climate change scenes, flash cards of the same, writing material, excel sheets, reading text, time for individual expression, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

1. Ask the learners to look at the unit opener photograph on page 117. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competency and ask the learners to brainstorm on ways they can use to achieve the key unit competency.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work on to achieve the value and attitudes for the unit.
4. Ask the learners to scan the table of contents in Learner's book for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.

Activity 10.1.1

Read the text in Activity 10.1.1. Ask the learners to read again. Explain the text, especially any word the learners might find difficult to understand.

Activity 10.1.2

1. Ask the learners to work on Activity 10.1.2.

The expected answers are:

- (1) Global warming is the general increase in the average temperatures of the earth.
- (2) Yes, the climate is changing. The facts given about how climate has changed are: seasons are changing, temperatures are rising, sea ice is melting, and rain patterns are changing.
- (3) Yes, sea levels are rising.
- (4) If sea levels were not rising, we would have no floods.

Activity 10.1.3

Organise learners into groups. Ask the learners to write Activity 10.1.3 in their books.

Expected answers are:

- We feel too hot.
- There are droughts.
- There is famine
- There are floods.

Activity 10.1.4

1. Ask the learners to work on Activity 10.1.4.

Possible answers are:

- | | |
|------------------------------|----------------------------------|
| (i) There are more floods. | (ii) There are so many droughts. |
| (iii) There are fewer crops. | (iv) There is too much heat. |
| (v) There is less water. | |
2. A suitable title for the text could be the fallout of 'Climate Changes'.

Activity 10.1.5

1. Ask the learners to look at the pictures in Activity 10.1.5 and study them.
2. Ask them to read the sentences below the pictures and then match the pictures with the sentences.

- | | | |
|------|------|------|
| 1. C | 3. A | 5. F |
| 2. B | 4. D | 6. E |

Topic 2 Describing The Causes of Climate Changes*Time Management:**Total Time = 40 minutes*

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are aware of the techniques of recitation and can recite the given poem with the correct intonation and understanding of its meaning. The learners are able to provide answers based on the poem and fill in missing parts of sentences on the same topic. They can solve the given riddle and try their hand at giving innovative titles to the given poem.

TEACHING METHODS

Reading and recitation of the poem, and speaking on it after grasping the essential meaning and idea behind the poem. Participation in group activities and linking it to the daily lives of the learners and the environment surrounding them. Understanding the importance of the conservation of energy and reduction of pollution; creative expression through drawing and colouring.

VOCABULARY

Electricity, furniture, burning, climate, medicines, construct, factories, industries, produce, attractive, polluting, environment, stanza, burning, industries, title, recite, causes, attractive, importance, title, taxes

MATERIALS REQUIRED

Classroom equipment, charts on degradation of the environment through man made causes, flash cards, pictures on the same, space for group play, poster making equipment, writing material, colouring and drawing materials, Braille slate and stylus, visual and hearing aids in case you have the learners with special needs in your class.

PROCEDURE :

Activity 10.2.1

1. Read the poem aloud in Activity 10.2.1.
2. Prompt the learners to explain what they understand in the poem.

Activity 10.2.2

1. Ask the learners to work on Activity 10.2.2.

Expected answers are:

- (1) Ask the learners to recite the poem.
 - (2) *The poem is about the causes of climate change.*
 - (3) *Cooking, the need for furniture, need for electricity are the needs presented in stanza 1.*
 - (4) *Need of a place to stay, need for medicine and need to construct factories are the needs presented in stanza 2.*
 - (5) *Need for factories, need to construct industries and produce attractive goods are the needs presented in stanza 3.*
 - (6)
 - *Polluting so much of the Environment.*
 - *We are cutting down too many trees.*
 - *We are burning too much wood.*
 - (7) *The importance of factories for producing attractive goods, giving taxes to the government and so many more.*
 - (8) *The possible title for the poem is 'Causes of Climate Change.'*
2. Prompt the learners to answer the riddle. **The possible answer is 'Fire'**

Activity 10.2.3

Ask the learners to use their pencils and colours to work on Activity 10.2.3.

Topic 3 Describing Our Responsibilities

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are conscious of their individual responsibilities. They are also capable to expressing their thoughts through the use of imperatives, such as 'must', 'mustn't', and determiners, (less, so much, fewer, less, many...). The learners now participate in group activities actively and consciously, contributing towards the group's success in a competitive environment.

TEACHING METHODS

Reading, comprehension and independent expression of one's ideas in coherent and decisive sentences. The learners are encouraged to use imperatives (must/mustn't) and determiners, in sentence constructions. Group participation by adhering to the rules of group diktat and consciously playing a role towards the common success, rather than individual brilliance.

VOCABULARY

Earth, swimming, flying, breathe, die, fulfill, responsibilities, switch, renewable, energy, sources, solar, power, therefore, families, communities, installing, panels, radios, plugged

MATERIALS REQUIRED

Classroom equipment, drawing materials, poster making materials, writing materials, flash cards, textbook, passage for reading, excel sheets, Braille slate and stylus, visual and hearing aids in case you have the learners with special needs in your class.

PROCEDURE :

Tell the learners that the effects of climate change are really bad for the human race. We need therefore to take our responsibilities to avoid more climate changes.

Activity 10.3.1

Read the text about climate to the learners for Activity 10.3.1. Point out the use of 'must' and 'mustn't' and determiners such as 'less', 'so much', 'fewer', 'many', 'more', etc.

Climate changes

We don't want our earth to die because of climate changes. Without fish swimming, birds flying in the air, fresh air to breathe, water to drink and crops to eat, we will die. To stop all of this, we must fulfil our responsibilities.

We must switch to renewable energy sources like solar power. Let's therefore talk to our families, schools and communities to change by installing solar panels, solar heaters or even using wind turbines.

We must use less energy. Let's unplug all electric devices which are not in use so we can use less energy. Don't leave cell phones chargers, televisions, radios plugged in if you're not using them.

We must reduce the use of cars, trucks, airplanes. These pollute the environment with the gas they give off. Let's walk, take a bicycle, or a school bus. Don't use a car everywhere that you want to go to.

We mustn't use a lot of water. Let's always turn the water off whenever we are not using it. Do not let rain water be wasted. Store it for future use.

We must reduce rubbish. Let's reduce the rubbish we generate like bottles, cans, papers by reusing, or recycling them so that they can be remade into new products. Don't buy new things you won't use and don't use polythene papers as packaging. Use less packaging.

We must cut down fewer trees. Let's save some trees in our areas to work as wind breakers and give us shade. If possible, don't cut down any trees.

We must burn less wood. Let's reduce on the use of charcoal for cooking. We can use biogas for cooking and solar power.

We must plant more trees. Let's always plant trees in our schools, communities and compound. Whenever we cut one tree, let's plant two more trees.

Change starts now. We must go and tell everyone about it. Let's use attractive posters, give presentations that explain how people's actions can cause and reduce climate changes.

Activities 10.3.2 to 10.3.4

1. Refer to the text to help the learners work on Activity 10.3.2 and Activity 10.3.3.
2. Ask the learners to use the knowledge learnt from the text to write sentences in their note books that they formulate from Activity 10.3.4.

3. Encourage learners to use determiners (less/so much/fewer/less/many) for making a poster.
4. Give suggestions for decorating the poster.
5. Create a space for filling in information about climate change, at a later date.

Pay special attention towards children who require special educational needs.

Topic 4 Making Suggestions

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are able to make valuable and deliberated suggestions on environmental protection. The learners are familiarized with the use of 'let's' and determiners (more, fewer, less, so many, much...). the learners are able to express their opinions and ideas through posters and work towards solving the riddle.

TEACHING METHODS

Reading, comprehension of the unseen text, group discussion and participation, independently thinking on environmental issues, poster making and sentence with 'let's' and determiners. Adopting an active and cooperative role in class proceedings and sharing of information.

VOCABULARY

Suggestions, attention, determiners, secretly, heard, together, paper, ideas, construct, rubbish, fewer, share poster

MATERIALS REQUIRED

Classroom equipment, writing material, poster making equipment, space for group discussion, secure place for storing posters, Braille slate and stylus, visual and hearing aids in case you have learners with special needs in your class.

PROCEDURE :

Activities 10.4.1 to 10.4.5

1. Read the text again given in Activity 10.3.1 to the learners and ask them to follow directions in Activity 10.4.1.

2. Cross check the Pupil's ability by asking them on the usage of 'must', 'mustn't', and determiners in the text.
3. Alternatively, print out the text and give the learners a chance to read it on their own.
4. Group the learners in the same way as before and guide them through Activity 10.4.2, Activity 10.4.3, Activity 10.4.4 and Activity 10.4.5.
5. Collect the posters and keep them safe.
6. Prompt the learners to answer the riddle. **The expected answer is** 'Letter G'

Topic 5 Prohibiting

Time Management:

Total Time = 40 minutes

Presentation Stage	Practice Stage	Production Stage
10 minutes	20 minutes	10 minutes

SPECIFIC OBJECTIVES

By the end of this topic, the learners are capable of absorbing the in-depth meaning of a text, demarcating its positive and prohibitive angles, using the right determiners, and creating posters with their findings as also using determiners of quantity and use of common word endings with 'ate'. The learners are sufficiently motivated to work towards organizing a campaign in school.

TEACHING METHODS

Reading for in-depth understanding of the contents, initiating group discussion on the same and channelising the discussion to determine prohibitions necessary for environmental protection. Usage of determiners to express content. Making of posters with literature about the learners' findings and subsequent directives initiated by them through their experiences contained in the poster literature.

VOCABULARY

Internet, dangers, poster, text, expressing, quality, ate, plate, state, fewer, discuss, prohibitions, attention, determiners, campaign, advocate, proper, suitable, pin, examples, suitable, common, families, prompt.

MATERIALS REQUIRED

Classroom equipment, printed copies of textual passage, space for group discussion, poster making equipment, writing materials, drawing materials, recording equipment for hearing and practising word endings and families, internet facilities for furthering knowledge on the topic.

PROCEDURE :**Activities 10.5.1 to 10.5.5**

1. Read the text again to the learners or give them the text to read for themselves.
2. Refer to the text and then guide the learners through Activity 10.5.2 and Activity 10.5.3.
3. Help the learners find a suitable place to pin their posters.
4. Ask the learners to read the words with common word endings and families. Prompt them to give more examples of words that end with 'ate'.
5. Ask the learners to work on the writing activity.
6. Visit the site http://wwf.panda.org/about_our_earth/aboutcc/cause/?gclid=CjwKEAjwxYGuBRCtoqjkrIPDqDwSJAAAnd-rCbkmU7hM4KI6RQekq1HXtSOpBwtr3ERp7GHVrPupmQBoCKKzw_wcB for more information about climate.
7. Hold a campaign in school to advocate for the proper protection of the environment.
8. Create a club in school in charge of protecting the environment.
9. Emphasize on the correct pronunciation of the practice vocabulary given in Activity 10.5.5.
10. Guide the learners to write a simple text on the dangers of climate change, using determiners of quantity.