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FOREWORD

Dear Pupil,

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

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

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

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

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

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


Dr. MBARUSHIMANA Nelson
Director General, REB



ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to people who played a major role in development and editing of this English book for Primary five book. It would not have been successful without the participation of different partners that I would like to express my deep gratitude.

My thanks go to the Rwanda Basic Education Board leadership who supervised the whole activity and staff who were involved in the process of development and editing this book. I also wish to extend my appreciation to primary school teachers, lecturers and different education experts for their valuable support.



Joan MURUNGI

Head of CTRLR Department

PREFACE

“**Competent Learner’s English For Rwanda Schools Pupil’s Book 5**” has been written to meet the learners’ holistic growth needs. The book presents English as a crucial language for learners to achieve learning in other subjects as it is a medium of instruction from this level. Communication sits at the very base of development.

The book is organised to instil appropriate knowledge, skills and attitudes as it develops learners’ higher order thinking skills which are; critical thinking and problem solving, creativity and innovation, research, communication in an official language, cooperation, inter personal management, positive ethical morals and being lifelong learners.

How to use the book.

- **About the numbering:**

The book is broken down into Units. Under the units are topics and unit tests. Each topic has different activities. The numbering Activity 1.2.3 means Unit 1, topic 2 and activity 3.

- **Icons**

The common icons used are:

	This states an interesting question, usually a riddle to be thought about seriously before answering.
	This indicates that you are supposed to work in groups or pairs.
	This directs you to a reading activity.
	This directs you to a writing activity.
	This directs you to internet based extra resources for a topic like games, worksheets, information and other on line resources.

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UNIT 1

PAST AND FUTURE EVENTS

Key Unit Competency

To use language learnt in the context of past and future, using the appropriate tense.



Attitudes and Values

Respect the language needs of others in group work.

Appreciate that writing is a skill that needs to be practised.

Introduction

In life, it is very important to remember our past so that we can shape our future. In this unit, we will learn about telling stories and we will read stories. We will talk about our past experiences through exercises in writing and speech. We will also learn how to write friendly letters about things that have happened. We will be able to express our future hopes.

This unit will be very helpful as you learn to write about past events in social studies. Throughout our learning, we will also learn how to communicate in a group, i.e. saying our points and listening to others very carefully. This way we will learn to practise the skill of writing and speaking.

The present defines the future. The future builds on the foundation of the past.

Think Great: Be Great!

—Lailah Gifty Akita

TOPIC 1 Telling Stories

Have you ever told a story? Has anyone ever told you a story?



Activity 1.1.1

Working Together

Discuss these questions in groups and let each group record their findings on a piece of paper.

1. What is a story?
2. How is a story told?
3. Who tells stories?
4. What happens at the beginning of a story?
5. What happens in the end?



Activity 1.1.2

Reading

Read the following story and answer the questions that follow:



One fine morning, Liz was sent to the market. Her mother Mrs Mujuni wanted supplies for home. There were visitors coming soon. The visitors were people from Mr Mujuni's work place. Liz's parents had got married on that day some years ago. Therefore, her father's friends were coming to the wedding anniversary party. Mother

wanted banana meals, cassava paste, onions, meat, tomatoes, green pepper and fruit for the

party.

Liz quickly got her basket and put it on her head. She ran as fast as she could to the market.

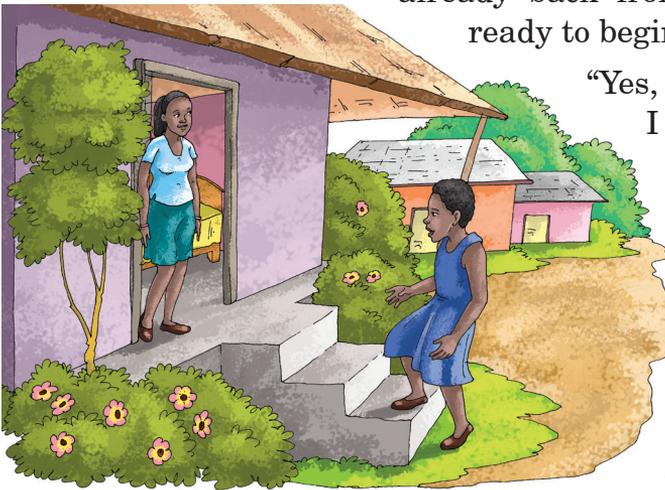
When she reached the market, she went ahead to make the



orders for the items that she wanted to buy. All the items cost exactly the money her mom had given her, so she was ready to pay and go back home. She checked her pocket to reach for the money only to find that the money was not there. Her heart skipped a beat. She then checked in every bag that she had, but did not find the money. She knew she had lost the money. She wondered what she would tell her mom when she went back without the items she was sent for. Tears began collecting in her eyes. She was in real trouble.

She decided to walk back home and check along the way to see if maybe. Liz did not find the money. She had now reached home. She was worried about the way she was going to break the news to her mother. She finally got ahold of herself and told her mum what had happened.

She called, “Mother, Mother...” Mother was very excited because Liz was already back from the market. She was now ready to begin cooking.



“Yes, Liz!” Mother replied. “Mother, I have not bought anything.”

“What....what happened?”

“Mother, I lost the money you gave me.”

“How did you lose it? Have you checked everywhere for it?”

“Mother, I do not know how I lost it and I have checked

everywhere but I cannot find it.”

Liz’s mother was very disappointed. She tried to check in the house; in all the possible places where Liz might have left the money. As she checked she saw something that looked like money under the table. Thankfully, it was the money Liz had lost.

The only problem now was that it was getting late to begin cooking. Liz rushed back to the market to get the items. She finally bought them and her mother started



cooking. She cooked really fast.

Luckily enough, the visitors arrived three hours late. The food was already ready. The visitors enjoyed Mrs Mujuni's food and promised to come back to have such a delicious meal once again.



Activity 1.1.3

Writing

Answer the following questions about the story.

1. Where was Liz sent?
 2. What was Liz sent to do?
 3. Why did she have to hurry?
 4. What was the problem when Liz reached the market?
 5. What did Liz do to solve the problem?
 6. Where was the money found?
 7. Who found the money?
 8. What did the visitors promise?
 9. What would you do if you were Liz?
 10. Remember a time when you were faced with a problem. What problem was it? What did you do to solve the problem? Write your experience in the form of a story.
-



Activity 1.1.4

Working Together

Have a story circle

Sit in a circle. One person says a line of a story. The next person adds a sentence to it. In this way, everyone in the circle adds to the story, until the last person in the circle concludes the story. No one repeats what has been said earlier in the story. In this way, everyone in the circle adds something new to the story. Use your imagination and try to come up with a good, meaningful story with an interesting end.

TOPIC 2

Recounting Past Events

Have you done anything remarkable in the past?



Activity 1.2.1

Reading

Look at the pictures and read the comments about the learners.

On Sunday, I visited my uncle in Gicumbi.

Mum, I cleaned my room and organised the books while you were out.

Last weekend, we went to a football match between my school and my brother's school.

I watched a movie on different kinds of wild animals and birds yesterday.



Activity 1.2.2

Writing

You are Josiane. You spent last Sunday with your family. You did a lot of things throughout the day.

Write down all the things you did. Use the following points to help you.

(Use the past tense of the words given in brackets.)

You may also mention the time of your activities using words, such as morning, afternoon, evening, etc.

1. (do) exercise
2. (help) mother
3. (do) homework
4. (read) a book
5. (go) to a park
6. (play) with friends
7. (ride) a bicycle



Activity 1.2.3

Working Together

Now share your weekend activities with your partner. Ask a question and your partner will answer. After five questions, reverse roles.

You may use the following hints to frame your questions. Begin every sentence with ‘What did you...’

- In the evening
- At night...
- Early in the morning...
- After you got up in the morning...



Activity 1.2.4

Writing

We talk about past events using the past tense. As you read Elijah’s story, fill in the gaps with the correct past tense of the word given in brackets.

Last weekend I _____ (be) at home, sleeping in front of the television when I _____ (hear) a strange noise. I _____ (wake) up and _____ (run) to the window.

Can you guess what I _____ (see) in the garden? It was an aeroplane. I _____ (think) I was dreaming so I _____ (rush) to the bathroom to wash my face. As I _____ (wash) my face, suddenly, something _____ (strike) the front door. A bit afraid, I _____ (take) a stick and _____ (walk) towards the door and _____ (open) it.

Two little kids were there, smiling and jumping. They _____ (say) that they _____ (come) from the aeroplane that had fallen in the garden.

Could we have a cup of tea please? They _____ (ask).

I asked them to come into the house. I _____ (put) some water on the stove and _____ (give) them some biscuits.

TOPIC 3

Telling Your Life Story

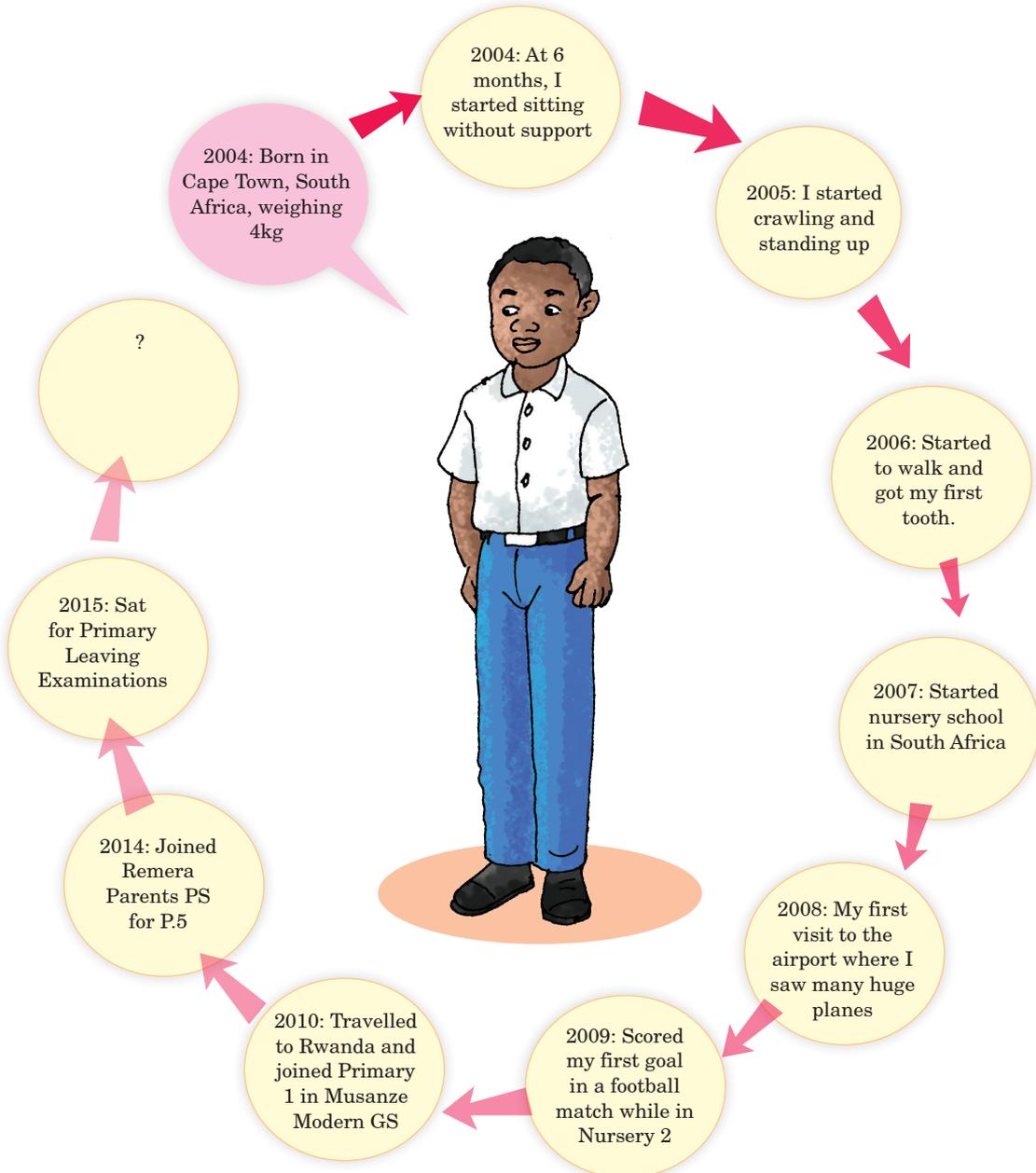
Do you know that everyone has a story to tell about their lives?



Activity 1.3.1

Reading

Below is a timeline of Ishimwe's life story. Follow the arrows, and read Ishimwe's timeline.





Activity 1.3.2

Working Together

In groups of three, discuss the following.

Think about what will happen to Ishimwe in the future and discuss in your group. When you finish, choose a leader who will read out your group's answers to the class. The class will then choose the best answer.



Activity 1.3.3

Writing

Study the Timeline again and answer the following questions.

1. Where was Ishimwe born?
 2. What was Ishimwe's first school?
 3. How heavy was Ishimwe at birth?
 4. What exciting thing did Ishimwe do in 2008?
 5. Which class was Ishimwe in when he joined Remera Parents PS?
 6. Which class was he in when he scored his first goal in a football match?
-



Activity 1.3.4

Writing

In Ishimwe's life story, you came across different action words such as crawling, sitting, etc. Note them in your exercise book. Now, make sentences of your own using any ten of them.

TOPIC 4 Recounting Past Experiences

What was interesting in your past?



Activity 1.4.1

Writing

Look back at Ishimwe's Timeline. Then design your own timeline. You can attach your photos to your timeline.



Activity 1.4.2

Working Together

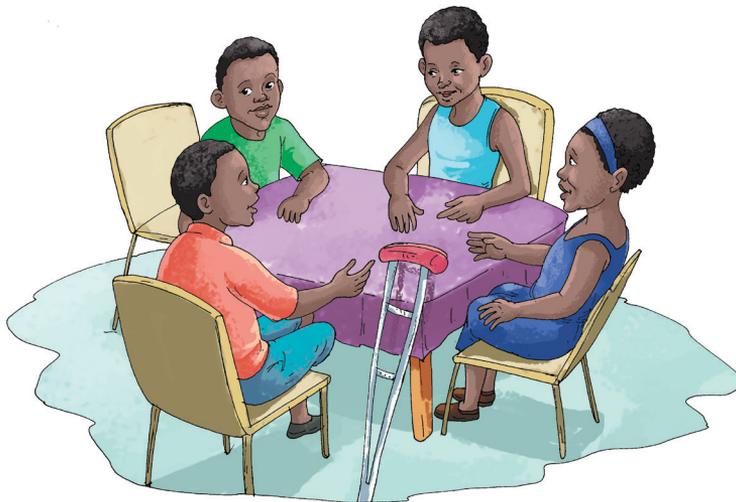
Form groups of four or five pupils. Let your group ask you questions about your timeline. Other groupmates should ask questions such as:

Question: How old were you when you first saw a wild animal?

Answer: I was 10 when I first saw a wild animal.

Question: How old were you when you first used a computer?

Answer: I was 11 when I first used a computer.



Question: What was the most exciting event you experienced?

Answer: The most exciting thing I experienced was seeing a lion.

Question: What was the worst experience?

Answer: The worst experience was when I fell down and pricked my eye.



Activity 1.4.3

Writing

Using each letter of Ishimwe's name, write down different events in his life. You can use the timeline in your textbook to help you.

I – Ishimwe is my name

S – Started sitting without support at six months

H – Had started to crawl

I – I got my first _____

M – My first school _____

W – Went to th _____ and saw many aeroplanes

E – Examinations for Primary Leaving _____



Activity 1.4.4

Reading

Read the following poem twice.

I'm today. Who are you?

Are you today too?

I'm yesterday, but I was today once.

And that's what you will be

When the day today ends.

And when you take my place as yesterday

Can you guess what day I'd be?

I'll shift back further by a day

And become the day before yesterday.



Answer the following questions.

1. How many days are talking in this poem?
2. What will happen to today when today ends?
3. What will happen to yesterday when the day ends?
4. What title would you like to give this poem?
5. Write what today will be called a day into the future?
6. What will yesterday be called a day further in the past?

What did you do over the weekend?



Activity 1.5.1

Reading

Read the letter below.

Karemera Jean Paul
 P.O. Box 2617
 Bugesera
 14 October, 2017

Dear Barnett,

Long time my dear! How have you been? I thought I would see you last weekend at the stadium when I played against A.F.L. team. It was a very exciting game. Let me tell you how it all went.

The game started with both teams struggling to score. But in the 20th minute we scored our first goal. Our goal was scored by our team captain. We were so excited. The A.F.L. team came out strong and scored an equalizer just before the end of the first half.

When we came back for the second half, we were determined to score again and win the match. Unfortunately, A.F.L. scored another goal when we were busy trying to score and left the goalkeeper without any defenders. In the 60th minute, A.F.L. got a penalty and I was told to take the penalty shot but unfortunately, the A.F.L. goalkeeper was so good that he spotted the ball and kicked it out. I was very disappointed.

The game ended with a 2-1 win for A.F.L. Our team left the field exhausted and disappointed.

Anyway Barnett, that was my weekend. I hope to hear from you very soon. I send my regards to your family.

Your dear friend,

Andrew



With a partner, answer the following questions.

1. Who wrote the letter?
2. To whom was the letter written?
3. What did Andrew do over the weekend?
4. Did Andrew enjoy the weekend? Why or why not?



5. Which team won the match?
 6. Who scored the goal for Andrew's team?
 7. How many goals did A.F.L. score?
 8. With your partner, talk about what you did over the weekend.
 9. Write a letter to a friend describing what you did over the weekend.
-



Activity 1.5.3

Working Together

In groups of four, read your letters to each other and ask each other questions like the following;

What did she do over the weekend?

Did she like what she did?



Activity 1.5.4

Writing

Read the letter that Andrew wrote to his friend. Make a note of the format (style) of writing a letter by answering the questions below.

1. What did Andrew write at the very beginning of the letter?
2. How does he address his friend?
3. What does he write about, in the first paragraph?
4. What do the second and third paragraphs of the letter talk about?
5. How does Andrew conclude the letter?



Activity 1.5.5

Writing

Read Andrew's letter carefully. Write True or False beside the following sentences.

1. Andrew expected to see Barnett at his home last weekend.
2. Barnett played a football match against the A.F.L. team.
3. Andrew's team scored a goal in the 20th minute.
4. Before the end of the first half, Andrew's team scored another goal.
5. In the 60th minute Andrew's team got to take a penalty shot.
6. The game ended with a win for Andrew's team.
7. Andrew's team was exhausted after the match.
8. Barnett and Andrew were playing on the same team.

TOPIC 6 Planning a Trip

Have you ever planned for a trip?



Activity 1.6.1

Reading

Study the following pictures and answer the questions that follow:

1. I'm going to visit my relatives.



2. We are going for a trip to Akagera National Park.



3. I'm going for a match against another school.



Questions:

1. Where is the girl carrying a suitcase going?
2. Where is the family going?
3. Where is the boy going?
4. Have you ever gone for a trip?
5. Where did you go for your trip?
6. Write a story expressing your experience at the trip.



Activity 1.6.2

Listening

Listen carefully to the teacher reading a story called 'Ishema's Birthday'.



Activity 1.6.3

Reading

Answer the following questions about to the story.

1. How do Keza and her mother travel to the airport?
 - a. in a plane
 - b. in a taxi
 - c. in their car
 - d. on the bus
2. What does a pilot do?
3. What does the pilot say to Keza?
4. What does Keza whisper to the little doll?
5. Read the sentence below from the story:

From the sky, the cars and houses on the ground look like toys.

What does the author mean?

- a. The cars and houses looked very big.
- b. The cars and houses looked very small.
- c. The cars and houses did not move.



Activity 1.6.4

Writing

You have planned a shopping trip for next Sunday. Write about what you plan to do.

You may use the words given in the boxes below.

I	am		see	Shamarima Shopping Mall
We	are		visit	bus
My mother	is	going to	eat	a new bag
			buy	clothes and fruit
			enjoy	many people
			go	barbecued meat and corn
				a gift for my cousin

For example:

I am going to visit Shamarima Shopping Mall with my parents next Sunday.

TOPIC 7 Talking about Future Activities

What are you going to do?



Activity 1.7.1

Reading

Read the sentences below the pictures.



(a) I am going to town for shopping



(b) We are going to play.



(c) I am going to write a letter to my friend.



(d) I am going to visit my grandparents.



Activity 1.7.2

Reading

Answer the following questions.

Example: Where is the woman in 'a' going? She is going to town.

1. What are the girls in 'b' going to do?
 2. What is the girl with a pen and a writing pad going to do?
 3. Where is the boy with a suitcase going?
-



Activity 1.7.3

Working Together

Your teacher will put you in pairs. With your partner, choose any four activities you will do in the near future. Do not tell your partner about them. Act out the four activities you have chosen, one by one. Let your partner guess what activity you are going to do. After you have done your four activities, exchange roles. Make sure that your partner does not repeat your actions or she/he will be disqualified from the game.



Activity 1.7.4

Writing

Write down a text about one of your future activities. Use the questions below to help you.

1. What activity was it?
2. Where will you do it from?
3. With whom will you do it?
4. When will you do it?
5. Why will you do it?

Give one more detail not mentioned above.

TOPIC 8**Expressing Future Hopes**

What are your future hopes?

**Activity 1.8.1****Reading**

Read the poem below.

This is what I would like to be 20 years from today
In 20 years I will be 31 years old
I would like to live in a house in Kigali
I would like to be a police officer
And I would take bad people to jail
I would still love my family
And love to eat meat
I still want sweet potatoes
And most importantly, I would like to be happy

**Activity 1.8.2****Reading**

Answer the following questions about the poem.

1. How old will the poet be in 20 years?
2. What would she like to be?
3. Where would she like to live?
4. What would she still like to do?
5. What doesn't she want to eat?
6. What does she consider to be the most important thing?

**Activity 1.8.3****Working Together**

Your teacher will choose a student who will pretend to be a magician. Then play game of fortune with details from the poem. You may begin with the following:

Student: Tell me Magician, what will be my job in 20 years?

Magician: Oh! Oh! Ok...You will be a doctor in 20 years.

Find more questions from the poem to continue.



Activity 1.8.4

Reading

Read the poem from the activity 1.8.1 again to help you express your future hopes. Then draw a picture of yourself in the future.



Activity 1.8.5

Working Together

Your teacher will divide the class into two groups. One group will be given a card showing a person who does a particular activity.

The other group will ask five questions and guess the profession.

The questions are:

1. When do you work?
2. Where do you work?
3. Where do you get the things you need to work?
4. What does your job produce?
5. Where do you get training for your job



Activity 1.8.6

Writing

Link the tools to their professions.

- | | |
|----------------|----------------|
| 1. carpenter | (a) stage |
| 2. doctor | (b) taxi |
| 3. teacher | (c) stove |
| 4. farmer | (d) chalkboard |
| 5. nurse | (e) saw |
| 6. taxi driver | (f) clinic |
| 7. cook | (g) tractor |
| 8. actor | (h) pharmacist |



Activity 1.8.7

Reading

Use a dictionary to find the sounds and meanings of the following words used to express future hopes. Write them in your notebook.

Animator	Baker
Director	Doctor
Farmer	Nurse

For example:

Accountant- /ə'kauntənt/- meaning a person who works on financial matters.



Explore the Internet

For more lists of jobs, browse
[Foxhugh.com/lists-of-lists/lists-of-common-jobs](https://foxhugh.com/lists-of-lists/lists-of-common-jobs)
<http://www.scribd.com/doc/82021393/list-of-jobs>



Explore the Internet

Go to
www.turtlediary.com/ela-games/jobs-and-occupations/html



Activity 1.8.8

Working Together

You have learnt what duties are performed by different professionals. Now, think about which job you would like to do the most. Form groups of four and tell your group about hopes for the future.

For example:

I would like to treat patients.

I want to see people happy.

So, I would like to be a doctor.



Answer the Riddle

Can you name three consecutive days without using the words Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday?



Activity 1.8.9

Working Together

Turn to your partner and talk about your life story.

For example:

I was born in 2004 in a place called Kirehe. When I was born, I weighed 3 kilograms. I got my first tooth when I was two Continue with the story.

Then ask your partner to tell his/her story too, ask each other the questions such as:

1. What will you do next year?
2. Where do you want to go for a holiday?

UNIT TESTS

Unit Test 1.1

Find ten professions from the words given below.

actor	dentist	miner	scientist
architect	doctor	musician	singer
artist	farmer	nurse	soldier
astronaut	firefighter	pilot	teacher
chef	janitor	police officer	vet
	mechanic	reporter	waiter

Then pick out the professions you might want to hope for in future and write them down in sentences using 'would like to' and 'want to'. Give reasons for your choices.

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

Read the story below and answer the questions that follow.

Last week we went to visit my grandparents' farm. I couldn't wait, but my dad kept on driving so slowly! When we finally arrived, grand father took me to see the animals and crops.

On one side, I saw a goat bleating weakly. Grand father said it was sick. The veterna gave grand father pills to give the goat. Grand father gave the pills to me, so I could give them to the goat. I gave the pills to the goat with some grass. Grand father said that with those pills, the goat would be fine in two days.

A large field of maize was just starting to blossom. I was happy to see maize in its early stages. I ran through the lush maize. I heard my mother call me back. When I tried to go back, I couldn't find my way back to the house. I was lost and alone in the maize. I cried out loud to my mum. "Mum, I can't find my way back." My mother and grand father came and found me.

I was glad I had gone to visit my grand father and grand mother.

Questions:

1. What did the author do last week?
 2. What did the author do when they visited their grandparents?
 3. Summarise the text in your own words.
 4. How did the author care for the goat?
-

Unit Test 1.3

Plan a trip to a place near your town. Then write about your trip.

Unit Test 1.4

Read the conversation below:

Teacher : Good afternoon, children. Guess what we are going to do in class today.

Children: We are going to do different activities, like drawing, singing, acting and storytelling.

Elise : Teacher, we would like to learn about all of these activities.

Teacher : Who is going to draw pictures?

Cynthia : I am going to draw pictures.

Raissa : I am also going to draw pictures.
Teacher : What would you like to draw, Raissa?
Raissa : I am going to draw a picture of fish.
Teacher : Who is going to sing a song?
Daniel : I am going to sing a song, teacher.
Teacher : That's very good. Who is going to tell a story?
Clovis : I am going to tell a nice story.
Teacher : Good. So, get ready every one.

Answer the questions given below:

1. Who is/are going to draw pictures?
 2. What is Daniel going to do?
 3. What picture is Raissa going to draw?
 4. Who is going to tell a story?
-

Unit Test 1.5

Fill in the blanks:

1. Kelly wants to study how to fly aeroplanes.
She would like to be a
 2. Christiano is very good at sports.
He eats healthy food and plays a lot of sports.
He would like to be an.....
 3. Shamim is going to become a
He has a great interest in machines.
 4. Sonia wants to be a singer. She is going to learn.....
-

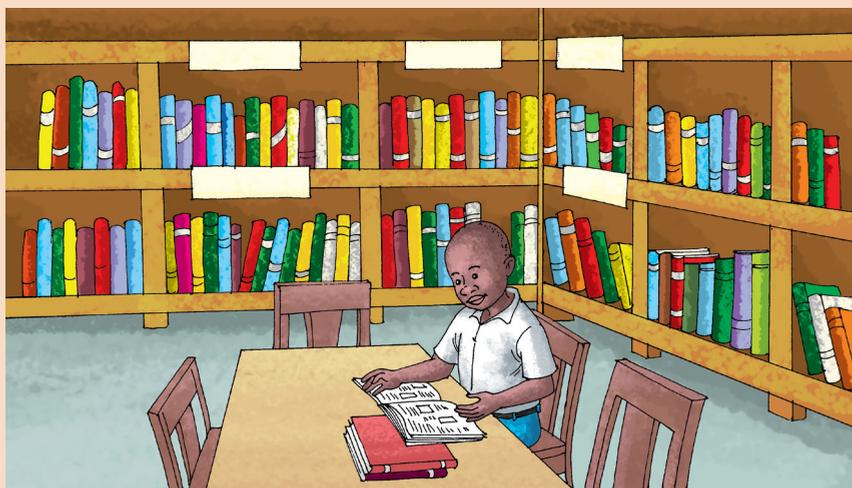
UNIT SUMMARY

In this unit, I have learnt to:

1. Recognise the use of the past simple tense and time connectors, the future tense with 'going to' and 'would like to', 'want to', 'when' clauses and a letter format.
2. Identify and use the basic vocabulary of travelling.
3. Identify and apply the vocabulary to express ambitions and aspirations.

Key Unit Competency

To use the language learnt in the context of the language of study subjects.



Attitudes and Values

Appreciate the importance of cooperation and organisation in group work settings.
Appreciate that different subjects require different writing styles.

Introduction

In all circles of life, we need to work in groups or teams with the cooperation of one another. This cooperation helps us get the intended results in group projects.

In this unit, we will learn to respond to classroom instructions and questions. It is very important to understand instructions given in the class by your teacher, your peers or any other person. We will also be able to express key school language functions like defining, contrasting and comparing.

It is equally important to know how to look up words in a dictionary. We will be able to use a monolingual or bilingual dictionary as we evaluate short texts. This unit will help us understand dictionary use and planning and evaluating writing in Kinyarwanda and French.

“Language is the roadmap of a culture. It tells you where its people came from and where they are going.”

—Rita Mac Brown

TOPIC 1 Following Instructions

Do you follow instructions?



Activity 2.1.1

Working Together

Follow the instructions and do the actions.

As a class, play “Simon says”.

In this game, the teacher will give instructions. If the teacher says “Simon says” before the instruction, you will need to do the action. If the teacher gives an instruction but doesn’t say ‘Simon says’ before the instruction, then do not do it. If you do it, you’re out of the game. Take turns to be Simon.



Activity 2.1.2

Reading

Read the instructions given beside each picture. Pick the one that describes the picture.

Column A

Column B

For Example:

- (a) Please listen to me children.
- (b) Stand up class.
- (c) Close the door.



1.

- (a) Keep silent.
- (b) Take out your pencils.
- (c) Open your books.



2.

- (a) Read the poem aloud.
- (b) Join hands to form a circle.
- (c) Close your eyes.



3.

- (a) Let your friends go first.
- (b) Form a queue and board the bus.
- (c) Go to your classrooms.



4.

- (a) Help the boy to get up the stairs.
- (b) Go play.
- (c) Close the door.



5.

- (a) Play a game of your choice.
- (b) Close your books.
- (c) Stand in groups of four.



6.

- (a) Turn your head around.
- (b) Turn the page over.
- (c) Open your lunch boxes.



7.

- (a) Answer my question.
- (b) Show me your hands.
- (c) Clean/erase the chalkboard with the duster.



8.

- (a) Raise your hands children.
- (b) Please be quiet.
- (c) Take out your notebooks.



9.

- (a) Touch your forehead with your palms.
- (a) Sit in a circle.
- (b) Write down what I say.



10.

- (a) Cut the paper into a circle.
- (b) Write down your name on the paper.
- (c) Touch your nose.



Activity 2.1.3

Working Together

Turn to your partner and try to formulate instructions using things around the classroom. For example:

- ‘Look at the classroom rules and regulations.’
- ‘Do what rule number 3 says.’

- ‘Open your book.’
- ‘Solve the puzzle.’

Your teacher asks you to look around your classroom. Now write down ten sentences about things that you see in the classroom. Begin each sentence with the words ‘I spy...’, and end each sentence with the words ‘in the classroom’. Find things which are not easily seen by others. The class will clap for the child with the best list.

Example: I see an ant in the classroom.



Activity 2.1.4

Reading

Instructions on how to ride a bicycle:

Mutesi’s father has bought a new bicycle. It is shiny black with a blue seat. It has steel handlebars and a bell that makes a loud ringing sound. Mutesi wants to learn how to ride the bicycle. Her father tells her that she must know the rules for riding a bicycle before he begins to ride one. These are some of the rules that Mutesi’s father gives her.

1. Before you begin to ride a bicycle, make sure that your shoelaces are tied because open laces can get caught in the chain of the bicycle.
2. The tyres of the bicycle should be filled with air so that you can have a smooth ride.
3. Pay attention on the road and look out for other cyclists, cars, people and animals crossing the road.
4. Before you enter a new road, look right and left to make sure there are no other cyclists or cars coming.
5. Always follow the rules of the road.

The next day, Mutesi forgot the rules of riding a bike that her father had told her. Her father gave her the following hints. Help Mutesi to write down the rules in complete sentences. Underline the verbs in each sentence.

We need to follow safety rules in order to protect ourselves from harm.

- | | |
|-------------------------------|----------------|
| (a) Shoelaces | (b) Road rules |
| (c) Crossing a road | (d) Tyres |
| (e) Animals crossing the road | |



Answer the Riddle

Can you think of the smallest instruction?



Activity 2.1.5

Reading

Read aloud the following words. Pay attention to their pronunciation.

In every line, there is one word that is pronounced differently. Find that word.

- | | | | |
|------------|--------|-------|---------|
| 1. catch | match | badge | scratch |
| 2. goose | choose | loose | rose |
| 3. through | rough | tough | enough |
| 4. meak | speak | weak | shirk |
| 5. miss | kiss | hiss | wish |



Activity 2.1.6

Listening

Find the first letter of the following pictures. Write down the message you have made. Pin it below Mutesi's bicycle riding rules.



_ e _ A _ _ _ o _ _ _ r _ _

TOPIC 2 Answering Questions

How well do you answer questions?



Activity 2.2.1

Reading

Read the following quiz between Cyusa and Shania who represented their groups.

Teacher : Good morning, class!

Class : Good morning, teacher!



Teacher : We are going to have a quiz between the two finalists but before we begin, I'll ask the class a question. And the first person to answer it will determine which candidate begins. If that person belongs to Shania's group then Shania will answer and vice versa.

The question is: "Who knows what a rectangle is?"

(*Maria puts her hand up first before anyone else. She belongs to Cyusa's group*)

Yes Maria, what is a rectangle?

Maria : I know what a rectangle is. A rectangle is a shape that has four sides and four right angles. The two opposite sides are equal to each other. An example is a box.

Teacher : Is that right, class?

Class : (*All answer in chorus*) Yes, it is right.

Teacher : Good job Maria! Then we will have Cyusa answer the first question. Cyusa, how many provinces are there in Rwanda?

Cyusa : Rwanda has five provinces: Eastern, Western, Southern, Northern and Kigali city.

Teacher : Do you agree, class?

Class : (*All in chorus*) Yes, we agree. (*They clap their hands*)

Teacher : You earn your points Cyusa. Shania, it's your turn. Are you ready?

Shania : Yes, teacher. I'm ready.



Teacher : What does the word 'Wildlife' mean?

Shania : The word 'Wildlife' means animals and plants living and growing in their natural environment.

Teacher : Class, is that correct?

Class : Yes, teacher! That is correct.

Teacher : Well done, Shania. You earn your points. Cyusa, it's your turn. How do we spell the word 'INSTRUCTION'?

Cyusa : 'I-N-S-T-R-U-C-T-I-O-N'.

Teacher : That is correct. Shania, how do we spell the word 'pronounce'?

Shania : 'P-R-O-N-O-U-N-C-E'.

Teacher : Class, do you agree with her?

Class : Yes teacher, we agree.

Teacher : Good job, Shania. Cyusa, (*teacher stands up and goes to the board. She writes the word 'REPORT'*) How is that word pronounced?

Cyusa : That word is pronounced as /rɪ'pɔ:t/

Teacher : That is correct Cyusa. Shania, what do you think is the correct pronunciation of the word (*teacher writes on the board*) 'REPEAT'?

Shania : I think that the word is pronounced as /rɪ'pi:t/

Teacher : That is correct Shania. We have a tie. Both teams have the same numbers of points. We will have another quiz tomorrow during the quiz time until we have a winner. Thank you for your participation.



Activity 2.2.2

Reading/Writing

Answer the following questions about the quiz.

1. Who are the candidates in the quiz?
 2. Who is asking the quiz questions?
 3. What are the questions that the teacher asks the class?
 4. Why does the teacher ask these questions?
 5. What answers does the class give?
 6. If a candidate's answer was wrong, what answer would the class give?
 7. Who won the quiz?
 8. Did you find any of the quiz questions difficult?
 9. If yes, which question was it?
-



Activity 2.2.3

Working Together

Now act out the dialogue you have read. Your teacher will choose someone to play the teacher, Maria and Cyusa. The rest of the class will read out the dialogue for the class.



Activity 2.2.4

Working Together

Use some of the following questions and add more to come up with your own quiz.

1. Who is the president of Rwanda?
2. What does every classroom have?
3. Where are wild animals found?
4. How do we pronounce the word 'accountant'?
5. Spell the word 'bursar'.
6. Spell the word 'writing'.



Practise the quiz and present it to the class.



Activity 2.2.5

Working Together

Form groups of four to five pupils and stand in a row. Your teacher will ask each group to form words with one, two, three or four syllables. Your teacher will time your effort. One of them is given as an example.

syllables:	One	two	three	four
word:	Oh	ta-ble	mos-qui-to	al-li-ga-tor



Activity 2.2.6

Writing

Form a word chain of ten words with the following clues. The last letter of each word becomes the first letter of the next word. The group that finishes first is declared the winner. The teacher will then ask the class to learn the spellings of the words.

Lesson — notebook — k..... —



Activity 2.2.7

Reading

Read the following poem. Note that it has one syllable words in the first line, two syllable words in the second line, three syllable words in the third line, four syllable words in the fourth line and a jumble of syllable words in the last line. Spot the syllables.

Now write your own poem using the same format. Do you think finding the answers in your group was fun? Write down what you enjoyed most by working together. Then read out your answers to the class.

Oh! I love to see

Rainbows, windows, glasses, fig trees

Carpenters, mosquitoes, potatoes, telephones

Ordinary caterpillars, mathematics, bass saxophones

Come join me to sing, dance, and play on your bongo drum.

TOPIC 3 Working in Groups

Do you ever work in groups?



Activity 2.3.1

Reading

Read the following passage about a class that has to work in groups.

The teacher gave a task to the class and told them to work in groups. Then the teacher divided the class into groups of four.



This task could only be completed if the group members worked together. It was very challenging. The teacher gave some guidelines to the different groups. He told the learners that group work could be successful if the following rules were followed:

- Listen carefully to others in the group and be sure you understand what others are saying.
- Share ideas when you have something others would like to have.
- Take turns when there is something that nobody wants to do or when more than one person wants to do the same thing.
- Do not create problems. If a problem arises, compromise.
- Do your part to the best of your ability. This will inspire others to do the same.
- Show appreciation to people for what they contribute; encourage people to do their best, and make people feel needed. Working together is a lot more fun that way. Do not isolate or leave out anyone. Everybody has something valuable to offer and nobody likes being left out.

The teacher summarised all of this and put up a chart like this one.

- Get along with everyone.
- On task only.
- Participate actively.
- Respect others.
- Use quiet voices.
- Stay with your group.

The learners were supposed to choose a leader for their groups. After their discussions, they were supposed to present their work to the class.

The teacher kept on timing them and telling them how much time they had left. “You have five minutes left”.

The teacher noted down the sentences that the groups used. Some of these were:

- Let’s choose a leader.
- Let’s choose a secretary who will note down what we have discussed.
- Do you have any more suggestions?

When the groups had finished discussing, the teacher asked, “Are you ready to present?” The learners were all ready to present their work to the class.



Activity 2.3.2

Working Together

Now, answer the following questions about group work.

1. How many people were in each group?
2. Why do the group members need to listen to others?
3. Why isn’t it good to isolate others in a group?
4. Do group members need to choose group leaders? Why or why not?
5. What important elements have you learnt about successful group tasks?
6. Did the learners in this class achieve their goal?



Activity 2.3.3

Working Together

Divide your class into groups of four. Name your groups as A, B, C, D, etc. Select a leader and a secretary. Also select a timekeeper.

One person from group ‘A’ will tell the leader a word. The leader will ask another group for the meaning of the word. The timekeeper will tell them how much time is left. Groups will receive 10 points for every correct answer and no points for incorrect answers.

- The secretary will write what they discussed about in their group.
 - Every group will get a chance to give a word.
 - You can repeat this for 2-3 rounds.
 - The group with the most points will be the winner.
-



Activity 2.3.4

Working Together

After playing the vocabulary game in Activity 2.3.3 we learn the value of working together. Write true against the sentences that teach us the value of working together.

1. When we work together we can finish a task quickly.
 2. When we work together we can leave the work to others.
 3. When we work together we can become good friends.
 4. We learn to be helpful when we work together.
 5. When we work together, we have others to get ideas from.
-



Activity 2.3.5

Working Together

Play the ‘On Board’ game.

The teacher will make a big circle with a rope. Let everyone sit inside the circle. Make sure that everyone can and fit inside the rope. The teacher then starts to shorten goes the rope. You have to make sure that everyone still fits. Use your critical thinking skills to fit inside the rope. You can play this game as a class or as a group.

TOPIC 4 Defining

What do you understand by the word ‘defining’?



Activity 2.4.1

Reading

Read the following information text and pay attention to the key phrases and vocabulary used.

Mammals: A **mammal** is a **vertebrate**. Mammals are characterised as having **glands** that produce milk and as **warm blooded** animals. They have fur or hair. Examples of mammals are humans, dogs, horses, elephants, whales...

Mammals live in all sorts of **environments** including the ocean, underground, and on land. Some mammals, bats, for example, can even fly. Mammals are sometimes divided into three types based on how they give birth and take care of their young ones.

- **Placental mammals:** Most mammals give birth to live young (instead of laying eggs like birds or reptiles). These mammals are called placental mammals. Humans, monkeys, dogs, gorillas, etc. are examples of placental mammals.
- **Marsupials:** Marsupials are special types of mammals that carry their young in a pouch. Some marsupials include the kangaroo, the koala, and the opossum.
- **Egg laying:** A few mammals lay eggs. They are called monotremes. Monotremes include the platypus and the long-nosed spiny anteater.



Rat



Kangaroo



Platypus

The **largest** mammal is the Blue Whale which lives in the **ocean** and can grow to over 80 m long. The largest land mammal is the elephant followed by the rhino and the hippo (which spends a lot of time in the water). The smallest mammal is the Kitty’s hog-nosed bat. This bat is 1.2 inches long and weighs less kg. It is also called the Bumblebee Bat. Mammals have **unique** brains and are often very **intelligent**. Humans are the most intelligent. Other intelligent mammals include the dolphin, the elephant, the chimpanzee and the pig. That’s right, pigs are thought to be one of the smartest animals!

Mammals that eat only meat are called carnivores. Carnivores include lions, tigers, seals, and the largest carnivore mammal is the polar bear. Mammals that eat only plants are called herbivores. Some herbivores are cows, elephants and giraffes. Mammals that eat both meat and plants are called omnivores. Humans are omnivores.



Activity 2.4.2

Writing

Answer the following questions.

1. To define is to give the meaning of a word or phrase. Define the following terms as from the information text above. Use a dictionary, or the text to find the answers
 - (a) Mammal
 - (b) Vertebrate
 - (c) Warm blooded animal
 - (d) Glands
 - (e) Environment
 - (f) Marsupials
 - (g) Monotremes
 - (h) Carnivores
 - (i) Herbivores
 - (j) Omnivores
2. What's the largest mammal?
 - (a) On land
 - (b) In the ocean
3. What is the smallest mammal?
4. How are mammals unique?
5. What are the three groups mammals are divided into?
6. Where do mammals live?
7. What do mammals eat?



Activity 2.4.3

Working Together

Play the mystery animal game.

Choose a mammal you would like to learn about. Do not share your choice with anyone apart from your teacher.

Now use all sorts of materials to find information about the animal you chose. You could use a dictionary, information texts, magazines, newspapers and the internet. Present your findings to the class.



Answer the Riddle

My tail is long, my coat is brown. I like the country, I like the town. I can live in a house or live in a shed. I come out to play when you are in bed. What am I?

TOPIC 5 Contrasting

Look around your classroom. Which two similar things are actually not similar? What makes them different?



Activity 2.5.1

Reading

Read the following notes.

To contrast two things is to discuss the difference between them. The key words to look out for, while contrasting, are:

- Nevertheless
- Nonetheless
- Still
- Although / even though
- Though
- But
- In contrast (to) / in comparison (to)
- While
- Whereas
- On the other hand
- On the contrary
- Despite / in spite of



Activity 2.5.2

Writing

Make sentences from the following table.

Despite In spite of	Working hard	Milly failed her examination.
------------------------	--------------	-------------------------------



Activity 2.5.3

Reading

Read the following sentences.

1. A bird has two legs, but an insect has six.
2. Although Jane worked until late, she did not complete her work.
3. Despite coming to school early, Kessy did not make her teacher happy.
4. Even though she attended all her classes, she did not pass her examination.

5. A dog is different from a cat in a way that it is bigger.
6. A lion behaves differently from an elephant.
7. While most students attend school regularly, many students do not attend classes.



Activity 2.5.4

Working Together

In groups of three, construct contrasting sentences using each of the contrasting words below.

- Nevertheless
- Still
- Though
- Despite / in spite of
- While
- On the other hand
- Nonetheless
- Although / even though
- But
- In contrast (to) / in comparison (with)
- Whereas
- On the contrary

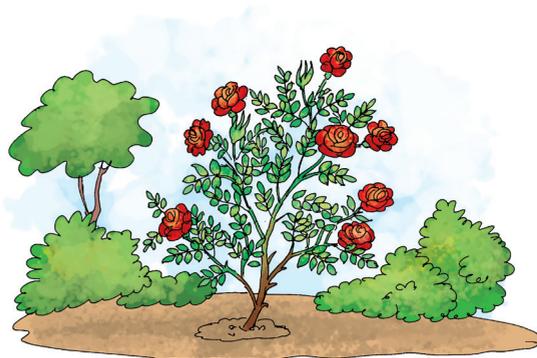


Activity 2.5.5

Reading

Study the following pairs of pictures. There are two pictures in every pair.

Form groups of three and try to construct sentences expressing the contrasting facts. Different learners may use different contrasting words.



For example:

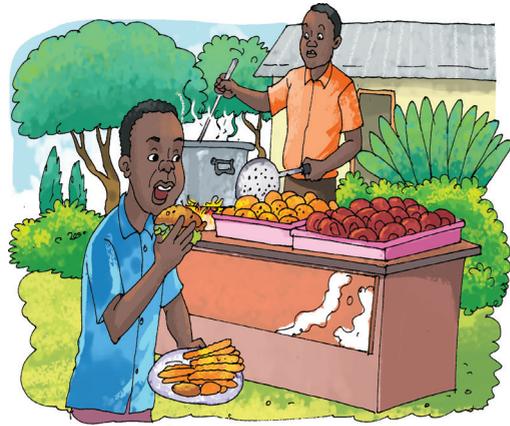
- A rose plant grows on land whereas a water lily grows in water.

Can you think of some more sentences using contrasting words looking at the pictures below?

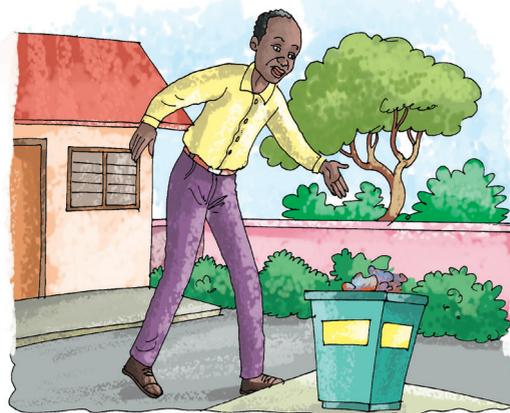
1.



2.



3.



TOPIC 6 Using Reference Materials

What reference materials do you use to gather information?



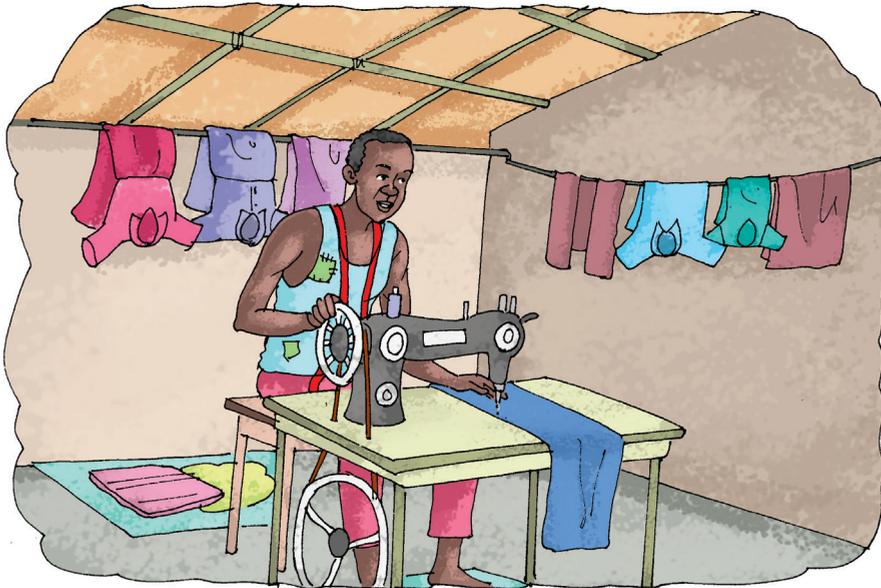
Activity 2.6.1

Reading

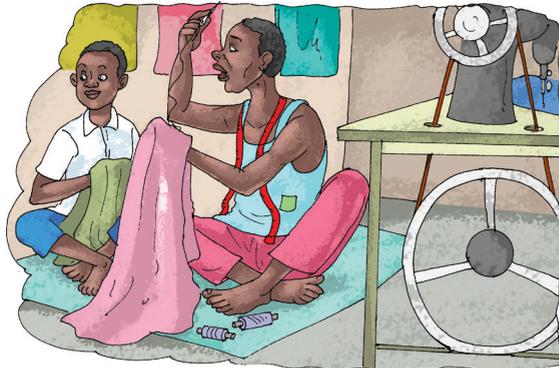
Read the following story quietly.

Aladdin

Once upon time, in large city in Ghana, there lived a **tailor**, whose name was Mustapha. Mustapha was very poor, and found it hard to **provide** food for himself, his wife, and his only child Aladdin.



Aladdin was a very **naughty** and **lazy** boy. He would never do what his parents wanted him to do and played in the streets from morning till night with other naughty boys.





When Aladdin was old enough to learn the **trade**, his father took him into his shop and began to show him how to use the **needle**. It was no use. Aladdin had his own way and could not settle down and work. His father tried to teach him over and over again, and was at last so angry and **upset** with his

son's **idle habits** that he became **ill** and died soon afterwards.

The poor **widow** thought that her son would now **earn** a little money but he didn't. In **despair**, she sold all the things that were in the shop, and with this money and the little she earned by **spinning cotton**, she got on fairly well.



Activity 2.6.2

Writing

Answer the following questions.

1. Which country did Mustapha live in?
2. How did he earn a living?
3. How many children did he have?
4. Name three of Aladdin's faults.
5. What did Aladdin do all day?
6. What did Mustapha do when Aladdin was old enough to learn his trade?
7. Why could Aladdin not settle down to work?
8. What effect did Aladdin's idle habits have on Mustapha?

9. What did Aladdin's mother do with the things in the tailor shop?
 10. How did Aladdin's mother earn money after her husband's death?
-



Activity 2.6.3

Reading

You have learnt the meanings of the bold words in Kinyarwanda. Now look up the underlined words in an English dictionary. Find words similar in meaning to the bold words. You may use your dictionary or thesaurus to look up the words.



Answer the Riddle

I am never quite what I appear to be. Straightforward I seem, but it's only shallow, for mystery most often lies beneath my simple speech. Sharpen your brain, open your eyes, and look beyond my interiors, read me backwards, forwards and upside down. Think critically and answer the question.

What am I?

TOPIC 7 Planning and Evaluating Writing

What is the importance of evaluating a text?



Activity 2.7.1

Reading

Read the following:

The following is a draft Haguma wrote describing his relationship with his brother.

She made a plan for her writing;

Title : War at Home

Beginning : I fight with my brother.

Event 1 : I ask my brother to play.

Event 2 : My brother calls me a kindergartner.

Ending : We fight a lot.

Draft

War at Home

Me and my big brother the pain. We come to my life were every thing I do is wonry. We fight a lot. We fight about stuip suff.

Painful thank I'm the painful one. Sometime I want to ask him to play. No! I say why not? He sasy because I don't to play with a kindergartner. I'm in Primary 5 not kindergartner. My brother then say you behave like kid. My brother mean to me. We fout a lot.

The writer evaluated her writing together with her teacher and found that her writing needs to make sense as she writes a story. She re-read her story and revised her piece of writing to help her present her ideas in a clear way.

Re-reading can help identify information that needs to be added to help the reader understand the story. She deleted some information. Because she used dialogue in her writing, she added information to help the reader identify who was speaking in each part.

She also looked at the grammar and spelling used and corrected it. She

added a few transition words to improve the flow of the story.

Here is his final copy

Final copy

War at Home.

My brother is in pain. Welcome to my life where everything I do is wrong according to my brother.

We fight over stupid stuff like who will eat the chocolate, who will sit in daddy's chair, who woke up first, who will eat on the bigger plate, who will hold the television remote and which programme on TV we will watch. He says that I'm a problem to him.

Sometimes I want to ask him to play with me. When I ask him, he says "No!" I ask him, "Why not?" Then he says "I do not want to play with a kindergartner." I tell him that I'm not a kindergartner.

I'm in Primary Five. Then he says, 'But you behave like a baby...'

This makes me feel very bad. My brother is very mean to me and that's why we fight a lot.



Activity 2.7.2

Working Together

With a partner, answer the following questions.

1. Look through both copies and find the 8 spelling mistakes that Haguma corrected. What is the dictionary meaning of those words?
2. Now find the grammatical mistakes that she corrected.
3. What words from her piece of writing tell you that Haguma and her brother are always fighting?
4. Comparing the two copies, what phrases in the revised draft make you understand the story better than the way you understood the first copy?
5. If you were to continue with Haguma's story, what things would you add to the plan?
6. Write out an extension of this story according to your new plan.



Activity 2.7.3

Writing

Write a story describing the relationship between you and your sister, brother, cousin or friend.

Guidelines

- Begin with a plan.
- Then write a draft.
- Revise the draft paying attention to spelling, grammar, correct choice of vocabulary and clarity.
- Write your final draft where you have corrected the spelling and grammar mistakes, removed some details and added others, used more transition words and made your writing clearer.
- Share your work with a partner.



Activity 2.7.4

Reading

Read your partner's story and evaluate it in terms of spelling, grammar, correct choice of vocabulary and clarity.

Help your partner rewrite a better copy with corrected spellings and grammar mistakes. Remove some details and add others. Use more transition words and make the writing clearer.



Activity 2.7.5

Working Together

Every story is written according to a certain order. The people in the story are introduced to the reader in the beginning. In the middle of the story the writer relates what the people in the story did, or what happened to them. In the final part of the story the reader is told how the story ended. Remember, all conversations in the story are written in inverted commas.

Now divide your story into three parts, beginning, middle and end of the story.

Make a diagram of boxes/circles/showing the conversations in the story.

Along with your partner read out your story. Your partner will read the conversations in your story, while you read the rest of it.

Do the same with your partner's story.

UNIT TESTS

Unit Test 2.1

1. Write down at least five instructions that are very important to follow while
 - (a) carrying out group work.
 - (b) in the classroom.

Unit Test 2.2

Read the two informational texts below and answer the questions that follow.

Reptiles: Reptiles are cold-blooded animals. Being cold-blooded means that their bodies react to the temperature of their surroundings. When they get too warm, they go in to the water and shade to cool off.

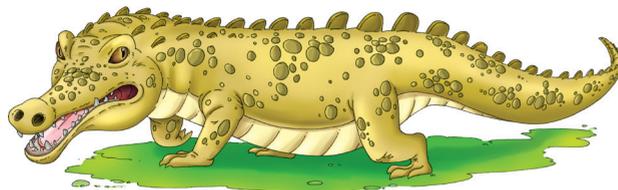


Their bodies are covered with scales. The scales can be hard or soft, large or small. This means that their bodies are hard and water proof. The scales protect their bodies. They breathe through lungs.

Reptiles lay eggs. Their eggs are hard and leathery. They are laid in buried, insulated nests or are kept in their bodies until they hatch.

Some creatures that belong to the reptile group of animals are snakes, alligators, crocodiles, tortoises, lizards and turtles.

Amphibians: Amphibians are cold-blooded animals. This means that their bodies do not automatically regulate their temperatures. They must cool off and warm up by using their surroundings.



Their bodies have smooth, moist and sticky skin. They are not water proof.

Amphibians lay eggs. Their eggs are soft and surrounded in gel without any hard covering. The eggs are usually found in water or in damp places, and on the stems of aquatic plants. Some creatures that belong to the amphibian group of animals include frogs, salamanders and toads.

Questions:

1. Define the following terms:
 - (a) Reptiles
 - (b) Cold blooded
 - (c) Amphibians
2. Find the meaning and pronunciation of the following words.
 - (a) Surrounding
 - (b) Scales
 - (c) Insulated
 - (d) Regulate
 - (e) Automatically
3. Write three sentences contrasting reptiles and amphibians.
Use three contrasting words of your choice.
4. Choose two animals, one from the reptile group and the other from the amphibian group. Use different sources to get information about them. Write out two paragraphs giving information about the two animals.

UNIT SUMMARY

In this unit, we have learnt to

1. Recognise and interpret instructions used in the classroom environment.
2. Identify and use the basic vocabulary of classroom learning activities.
3. Plan, write and evaluate texts.
4. Look up words in a monolingual or bilingual dictionary.

Key Unit Competency

To use the language learnt in the context of reading.



Values and Attitudes

Appreciate that reading is a skill that needs to be practised regularly.
Respect people's ability and interests.

Introduction

In this unit, these values in life will be realised through reading a simple story, retelling the story orally and in writing, describing preferred reading material and topics, skimming, scanning and using a table of contents and index.

"Reading is to the mind what exercise is to the body."

—Sir Richard Steele

Do you ever tell stories? Does anyone ever tell you stories?



Read the following story.

THE EAGLE AND THE FOX

One morning the fox said to his children, “I will find some eggs for breakfast.” Then he went to the forest. The fox saw an eagle’s nest in the top branches of a tree. “How can I reach those eggs?” he thought. “Ha, ha! Now I have a plan.” He put some sticks into his ears and knocked on the tree with them.

“Throw an egg to me,” cried the fox. “If you do not throw an egg to me, I will knock this great tree with these sticks in my ears.”

The eagle was terribly frightened, and she threw an egg down to the fox.



“Throw another egg down to me at once,” demanded the fox when he saw that he had frightened the eagle.

“One egg is enough,” said the eagle. “I shall not throw down any more eggs.”

“Throw another egg to me, or I shall knock the tree over with these sticks and take all of your eggs,” said the fox.

The eagle was still more frightened, and she threw down another egg. Then the fox laughed and said, “How could I knock down a great tree with these small sticks?”

The eagle became very angry. She flew down from her nest and held the fox in her talons. Then she lifted the fox up and flew with him far out to sea. She dropped him upon a lonely island. The fox was left alone on the island.



Activity 3.1.2

Writing

Answer the following questions.

1. What did the fox want to get?
2. What did the fox see?
3. What plan did the fox have?
4. What did the fox say would happen if the eagle did not give him the eggs?
5. Did the eagle throw all her eggs? How do you know?
6. Why was the eagle angry?
7. What did the eagle do when she flew down?
8. Where was the fox thrown?



Activity 3.1.3

Working Together

What do you think will happen next if the story keeps on going forward?

Form groups of four or five pupils. Each group will think of what could have happened if the story continued. Choose one spokesperson from your group to read your story to the class. The stories will be put up on the class bulletin board.



Activity 3.1.4

Reading

Read the story once again. Check how well you recall the story. Answer whether the following sentences are true or false.

1. The fox went to find sticks for breakfast.
 2. The fox made his home on the top branch of a tree.
 3. To frighten the eagle, the fox put sticks in his ears.
 4. The talons are the tail feathers of a bird.
 5. The eagle dropped the fox on a lonely island.
-



Activity 3.1.5

Writing

Do you know of any animal story? If so, then write it down. Evaluate it and then read it to the class.

If you don't know of any story, ask the people you live with to tell you an animal story. Write it down, evaluate it and bring it to read to the class.



Activity 3.1.6

Reading

Your teacher divides you into groups of three. Each group in the class speaks one sentence about what lesson one can learn from the story.

For example;

From this story I have learnt that if you bully anyone, you get bullied in turn.

TOPIC 2

Naming Sources of Reading

What do you read from?



Activity 3.2.1

Reading

Read the sources of reading expressed by the children in the picture below. Practise pronouncing the sources.





Activity 3.2.2

Reading

Practise the sentences in a group as you talk about what you read. Now go around the class telling everyone in class what you read. Ask what the others read and find out what everyone in the class reads.



Use the following sentences.

I read magazines. What do you read?



Activity 3.2.3

Writing

Imagine your textbook could talk. Write down ten sentences that it might say and make it into a story. You could begin with the following sentence.

- I was born in a forest where I was a tree.
-



Activity 3.3.1

Reading

Read the following sentences that talk about what different learners like reading. Practise the sentences.

1. They like reading about animals.



2. They like reading about the country.

3. She likes reading the news.



4. He likes reading about football.



Activity 3.3.2

Working Together

Play the survey game. Your teacher will divide you into groups of four or five pupils. Each group will conduct a reading survey of their group members by getting answers to the questions below. The group will then select the best answer and the group leader will read out their survey answers to the class.

1. How often do you read?
 2. How do you find the meanings of words you don't know?
 3. Do you like books with pictures? Why?
 4. How do you get your reading material?
 5. When do you read?
 6. Does anyone help you to read?
 7. Which character from a book you would like to become?
-



Activity 3.3.3

Reading

Read the following sentences that talk about what different learners like reading. Practise the sentences.

Write five sentences about what they like to read. Everyone should get to choose his/her own. One sentence is done for you.

Example:

- When we read what we like, reading is a pleasure.
-



Activity 3.3.4

Working Together

Now that you know what your partner likes reading about, report it to the rest of the class.

For example, 'She likes reading about sports.' You can replace the pronouns 'she, he, they' with their names.

For example, 'Rukarangirwa likes reading about food and health.'



Activity 3.3.5

Writing

Write down at least five sentences about what you as well as others like reading.

For example:

1. I like reading about family matters.
 2. She likes reading about animals.
-

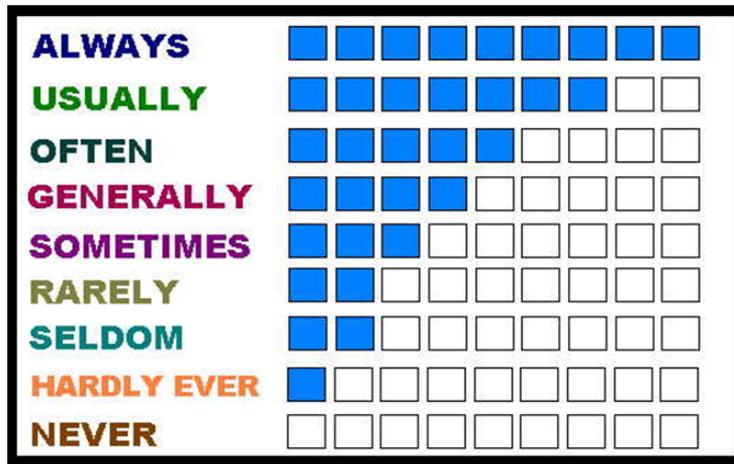


Activity 3.4.1

Reading

Read the following information.

My name is Theogene. I did a survey of my class of 22 learners, about their reading habits. I considered frequency of reading newspapers, magazines, novels and comics. The more blue bars you have, the more people who chose that answer.



Activity 3.4.2

Reading

Read the sentences below.

1. I always read comics.
2. I usually read magazines.
3. I often read newspapers.
4. I generally read novels.
5. I sometimes read comics.
6. I rarely read novels.
7. I seldom read newspapers.
8. I hardly ever read magazines.
9. I never read novels.



Activity 3.4.3

Writing

Now make your own sentences from the table below. How many sentences can you make?

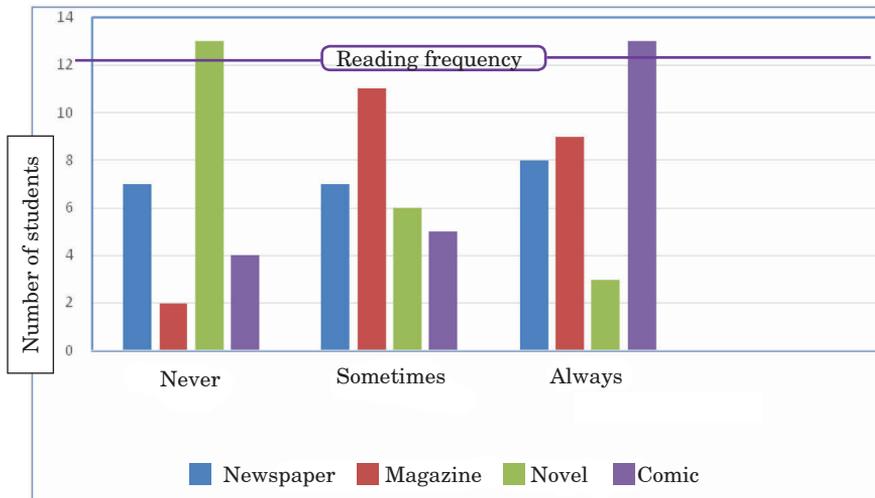
Subject/Pronoun	Adverb		Reading source
He	always	read	magazines.
She	usually		newspapers.
They	often		novel.
(Name)	generally		comics.
	sometimes		cards.
	rarely		lists.
	seldom		pamphlets.
	hardly ever		labels.
	never		



Activity 3.4.4

Reading

After compiling the data above, I summarised it in the graph below. Study the graph.





Activity 3.4.5

Writing

Answer the following questions about the graph.

1. How many learners always read magazines?
2. How many learners never read newspapers?
3. How many learners never read magazines?
4. How many learners never read novels?
5. How many learners never read comics?



Activity 3.4.6

Working Together

With a partner, formulate several other questions from the graph, like the ones on page 64.



Activity 3.4.7

Writing

Carry out a survey in your class or school using this table. Tick what the learner answers. The key is below the table.

READING SOURCES AND FREQUENCY																			
				MA			NP			PA			CO			NO			
	Name	Sex	Age	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A	
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
Total																			

KEY

MA = Magazine NP = Newspaper PA = Pamphlets CO = Comic
 NO = Novel N = Never S = Sometimes A = Always

Why do you read, what you read?

**Activity 3.5.1****Reading**

Read the sentences below about why different learners read.

1. I read because I'm interested in sports.
2. I like reading because reading is fun.
3. I read because it helps me improve my vocabulary.
4. I like reading because it helps me write better.
5. I read because it teaches me about making social solutions.
6. I read because I learn interesting things and get useful information.

**Activity 3.5.2****Reading**

Choose your favourite character from what you are reading. Make a paper of how you imagine the character looks. Then tie strings to the mask and wear it. Alternatively, hold the mask in your hand and speak about the character. If you like to read about football, so much the better. Prepare a scrapbook about your hero. You may use newspaper cuttings, or write about him/her in your own handwriting.

**Activity 3.5.3****Working Together**

Your teacher forms groups of four or five and gives each group the task of making a chart of what successful writers do before beginning a story. The hints are mixed up. Rearrange them in the right order and make charts for your classroom.

1. Read over your story after it is finished.
2. Give it an interesting heading.
3. Make connections among all the people in the story.
4. First think of an idea in your head.
5. Use events you have read about in your story.
6. Ask yourself questions about 'when', 'why', 'what' and 'how' when writing the story.
7. Discuss the characters before you begin writing.



Read the poem below about reading choices.

Why I read what I like to read

I like to begin with reading a tough riddle

‘Cause solving them makes my head wriggle

But when I’m reading to retire

My friend’s a ghost story by the fire.

I travel through dark and dense jungles

Where animals sing the best of jingles

Then sleep rides silently into the night

To bid me a fond and dreamy flight

Yet next day, the bookworm inside

Goes over the pages and decides

‘Read lessons first and football next.

And that’s the choice for reading the best.’

Answer the following questions.

1. Find two pairs of rhyming words in the poem
2. At what time does the poet read ghost stories?
3. What has the poet called animal sounds?
4. What is the best reading choice according to the poem?



Answer the Riddle

What is one thing that all wise humans, regardless of their origin or religion, agree, is between Heaven and Earth?

TOPIC 6

Recounting What You Read in the Past

What have you read in the past?



Activity 3.6.1

Reading

The following children express what they read in the past. Read the sentences.

Mutoni : Last weekend, I read an interesting book. It was about sports.

Claude : Last week, I read an interesting magazine. It was about the latest fashions.

Chantal : Last month, I read an exciting book. It was about a princess.

Mutesi : Last night, I read a boring story. It was about aliens.



Activity 3.6.2

Working Together

Your teacher will divide you into groups of four or five. You will be given a newspaper clipping about an event. Each group will use the event to create a story. Remember to narrate the event in the past form using words like 'last month...' 'last year....'



Activity 3.6.3

Reading

Read about what Gisa read last week.

A Good Night for Louis Armstrong

The book that I read was called 'A Good Night for the Ghosts' Mary Pope Osborne. This is the summary of the book.

The story starts with a boy named Jack, sleeping and dreaming. He was dreaming about going back in time with his sister.



As they were walking, the two children saw a magical house. Inside the magical house, they found all kinds of eq to the past.

Then they stood next to a magical tree. Next thing they knew, they found themselves in another place without shoes and wearing funny clothes.

A voice told them that their duty was to find Louis Armstrong, a jazz player. So they travelled to New Orleans in 1915. They looked and looked and finally they found a boy called, 'A boy who works for money'. They discovered that id he was still a teenager.



They went up to the boy and told him that they were sent to tell him that he has a gift to share with the world and that he needed to go back with them to their world. Louis could not understand this, but eventually agreed to go back to the world.

Before the children could bring him back to the world, Annie, Jack's sister, woke him up.

That was the end of the story. I hope you enjoyed my summary.



Activity 3.6.4

Working Together

With a partner, formulate questions about Gisa's summary. Then give the questions to another pair to answer. Give the answers to another pair for evaluation.



Activity 3.6.5

Writing

Write a summary of a book you have read.



Activity 3.6.6

Writing

Have you heard the saying. 'Lives of great men all remind us we must make our lives sublime'?

Write about how you are inspired by reading about great people.

TOPIC 7**Skimming and Scanning**

Have you ever skimmed or scanned through a story?

**Activity 3.7.1****Reading**

Have you ever thought about the meaning of the words skimming and scanning?

- Find the dictionary definition for skimming. What is the meaning of the word skimming?
- Find the dictionary definition for scanning. What is the meaning of the word scanning?

**Activity 3.7.2****Reading**

Scan the story below to find the words to fill in the gaps;

1. Main character _____.
2. Sheja's father _____.
3. Sheja's mother _____.
4. Sheja's job _____.
5. Sheja's village _____.

Sheja was a famous doctor in the village of Rwamagana. He was very experienced and kind.

His father Rukundo was also famous for beginning modern farming in the village of Rwamagana.

His mother Agasaro was a kind woman who warmly welcomed everyone to her house.

**Activity 3.7.3****Reading**

Scan name of the following story for:

1. The main character
2. Patricia's profession

**Activity 3.7.4****Reading**

Read the story and pay attention to detail.

Patricia, the famous author, was sometimes called a doctor because she knew a lot about medicine. She was very kind too. She gave a lot to the poor and remained poor herself.

One day, a poor woman came to her house and asked her to help her husband

who was very sick. Patricia went with the old woman to her house.

When she reached the house, she found that the family was so poor



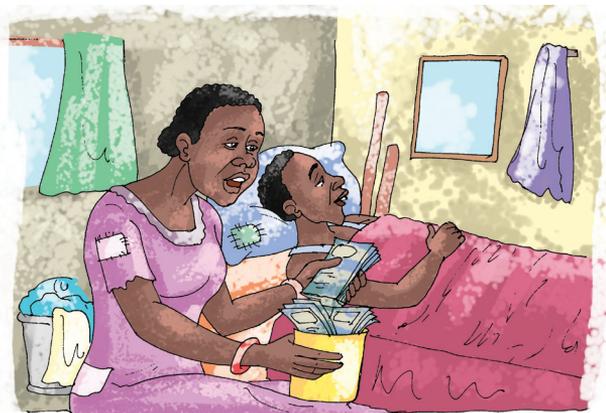
that they did not even have food to eat.

Patricia told the old woman to come to her house in the evening and get the medicine that would heal her husband.

When evening came, the old woman went to Patricia's home. Patricia

gave the old woman a small but heavy box. She told her not to open the box until she was back home. The old woman asked for directions for taking the medicine but Patricia said, "You will find the directions inside the box."

Immediately after she got home, the old woman sat

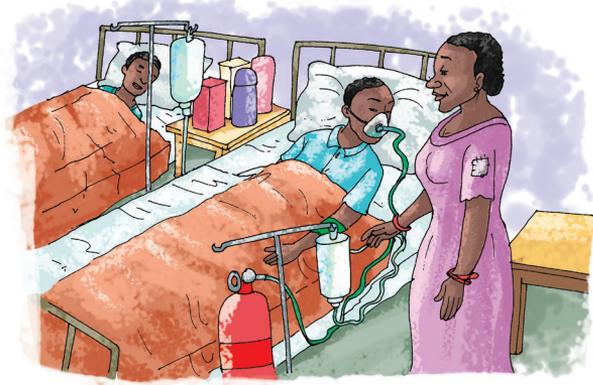


down next to her husband and said, "My husband, this is the medicine Patricia has given us. She said that it will heal you."

Patricia opened the box carefully. It was full of money.

On top of the money, there was note that read, “To be taken as often as required.” The old woman, and her husband were very happy and immediately went to a hospital.

Once again, Patricia had given away her money to help the poor.



Activity 3.7.5

Writing

Scan through the story and find out the answers to the following questions.

1. Find the following words and circle them.
 - (a) Famous
 - (b) Heal
 - (c) Heavy
 - (d) Box
 - (e) Directions
 - (f) Medecine
 - (g) Happy
 - (h) Together
2. Which word best describes Patricia?
3. What did Patricia give the old woman?
4. What lessons do you learn from Patricia?
5. Is this an interesting story? Why?



Activity 3.8.1

Reading

Read the information below about the table of contents.

The table of contents in a book lists the title, number and page numbers of all the chapters in a book. They can be used to find information quickly. It also gives a clue about the topics covered in the book.



Activity 3.8.2

Reading

Use the information in the Table of Contents box below to answer the questions that follow.

PRIMARY FIVE ENGLISH

1. Past and Future Events	18-36
2. The Language of Study Subjects	37-59
3. Reading	60-75
4. The Environment	76-92
5. Measurement	93-108
6. Transport	109-123

- How many chapters are there in this book?
 - five
 - six
 - three
 - none of the above
- What is the title of the third chapter?
 - Exercise and Health
 - Health and Our World
 - Safety and You
 - none of the above
- On which pages can you find information about the environment?
 - 109-123
 - 60-75
 - 37-59
 - 76-92
- What chapter has information on past and future events?
 - Chapter 3
 - Chapter 6
 - Chapter 1
 - Chapter 5
- Why is it important to study the table of contents?

**Read the information in the box about indexes.**

The index is the area of a book that helps you locate something in the book. For example, if I'm reading about birds and want to know what they eat, I look at the index to find the page that I can go to find the answer.

**Use the information in the index below to answer the following questions.**

Football	
Football quiz	211-223
Premier League Teams	172-182
Football Equipment	98-112
Famous FIFA players	309-345
The history of football	1-26
Rules of the game	27-39
Famous female players	224-266
Football clubs in Europe	184-204
National football teams	184-208
Football tournaments	270-280

1. What is the purpose of the index?
 - (a) For fun
 - (b) To list the sections in a book
 - (c) To fill the book
 - (d) To locate information
2. What information can you find from page 27-39?
 - (a) Football equipment
 - (b) Rules of the game
 - (c) National football teams
 - (d) Famous female players
3. In what pages will you most likely find information on Lionel Messi?
 - (a) 224-226
 - (b) 1-26
 - (c) 309-345
 - (d) 172-182

4. The history of football can be found on pages.....
 - (a) 224-266
 - (b) 98-112
 - (c) 172-182
 - (d) 1-26
 5. What pages will give you information about football clubs in Europe?
 - (a) 114-171
 - (b) 211-223
 - (c) 184-204
 - (d) None of these
 6. On what pages will you find a quiz about football?
 - (a) 172-182
 - (b) 211-223
 - (c) 309-345
 - (d) none of the above
 7. If you need information on the equipment needed for football, you will find that information on pages _____
 - (a) 211-223
 - (b) 98-112
 - (c) 270-280
 - (d) none of the above
 8. What information can be found on pages 184-208?
 - (a) National football teams
 - (b) Rules of the game
 - (c) Football quiz
 - (d) Premier league teams
 9. What information can you find on pages 270-280?
 - (a) National football teams
 - (b) Rules of the game
 - (c) Football tournaments
 - (d) Premier League teams
 10. What information can be found on pages 172-182?
 - (a) National football games
 - (b) Rules of the game
 - (c) Football tournaments
 - (d) Premier League teams
-



Activity 3.8.5

Reading

Practise using the table of contents and indexes with the reading sources around you.

UNIT TESTS

Unit Test 3.1

Read the text below and answer the questions that follow:

Hare and Tortoise

Once upon a time, in a great forest, there lived hare and tortoise. The tortoise was slow at everything he did. Sometimes he ate breakfast so slowly that it was almost lunch time before he finished. He kept his house clean and neat, but he did it at his own **pace**, very slowly.

The hare, on the other hand, was quick as he did. He got up very early in the morning, finished his breakfast, and went for a **brisk** walk in the forest before the tortoise had even got out of bed. The hare could not imagine how the tortoise could stand being so slow all the time.

The hare was sure that he was the smartest, fastest, and most handsome animal in the whole forest. And he never failed to tell his friends how **splendid** he was. "I think I look especially fine today," he would say to himself as he stood in front of his mirror.

The tortoise never **bragged** about himself. He knew that he was not particularly handsome and that he was very slow, but he did not mind. He was happy to spend his time working hard, painting his beautiful pictures at his very slow pace.

One day the tortoise was sitting beside the stream, painting a picture of the pretty wildflowers on its bank. The hare came up and said, "You are such a slowpoke, Tortoise. You've been working on this same picture all week!"

"I'm not so slow," **protested** the tortoise.

"Silly fellow," said the hare. "You're so slow that I could beat you at anything you can name. Just name something, and I'll win."

"All right," said the tortoise. "How about a race?"

"What an idea!" the hare laughed and laughed at the thought of running a race with the tortoise! The hare laughed so hard, he thought he would soon explode.

On the day of the big race, all the animals in the forest gathered to watch. The tortoise and the hare stepped up to the starting line. The tortoise looked **nervous** when he saw all the animals. The hare smiled and waved to the crowd. He could hardly wait to show the tortoise a thing or two about running a race. The fox looked at both runners. He shouted, "Get ready. Get set. Go!"

The race was on! The hare dashed across the starting line. In a blink of an eye, he disappeared over the first hill. “Oh dear,” said the squirrel to herself. “There goes Hare, out of sight already. Poor Tortoise hasn’t even started.” Sure enough, the tortoise was just beginning to climb the steep path – very slowly.

The hare ran and ran until he was sure he would win. “This isn’t even a race,” he said to himself. “I think I’ll lie down and rest a bit. Then I’ll finish and still have plenty of time to spare. There’s no way that slowpoke will ever catch up with me!” So the hare lay down under a shady tree and soon fell fast asleep.

Suddenly, the hare awoke with a start. He could hear **cheering**. He jumped up and started running as fast as his long legs would carry him. But when he saw the finish line of the race, he could not believe his eyes. The tortoise was about to win the race. The hare could not believe it. The tortoise was crossing the finish line!

The crowd cheered and cheered. They ran to the finish line to congratulate the tortoise. The Wise Owl blinked his eyes and said what all the other animals were thinking. “Slow and steady wins the race!”

Questions

1. Scan through the text and write down the main characters of the story.
2. Write down bulleted notes to summarise the text.
3. Skim through the text and write a sentence about the story.
4. Complete the table below to contrast the hare and the tortoise’s characters.

Hare	Tortoise
Fast	Slow
Boastful	
	Runs slowly
	Works little
Sleeps during the race	
Loses the race	

5. Write out sentences to contrast the hare and the tortoise. Use a corresponding contrasting word for each sentence. Underline the contrasting words that you have used.

For example: The hare is fast, but the tortoise is very slow.

6. How did the tortoise win the race?
 7. Which character do you like? Why?
 8. Do you like this type of story? Why? If not, then what kind of reading material would you like to read?
 9. Use a dictionary to find the meaning of the bold words in the story.
 10. What important lesson do you learn from this story?
 11. You were asked to make the story longer. Create a table of contents for the longer story.
-

Unit Test 3.2

Try to recollect the story of your favourite cartoon character that you watched on TV last Sunday, or the story that one of your friends narrated to you about how he celebrated his pet cat's birthday.

Write a summary of the story in your own words.

Check spelling and grammar after completing your work.

Unit Test 3.3

The names of different reading materials have been given. Each of them will give at least two reasons why people read.

You can also write about your family members or friends who read each of them.

- | | |
|-------------------------|-------------------|
| 1. Story books | 2. Newspaper |
| 3. Agriculture magazine | 4. Greeting cards |

Unit Test 3.4

A list of different activities, along with their purposes or benefits has been given below.

Use these hints to write sentences to express why you like these activities.

Use the word 'because' to frame the sentences.

Activities	Purpose
1. play	fun, exercise
2. paint	creativity, joy
3. watch Discovery Channel	knowledge about different animals
4. collect pictures	diary, teach drawing to younger brother

UNIT SUMMARY

In this unit, we have learnt to

1. Recognise, express and create situations in the past simple tense and use adverbs of frequency.
2. Identify and use the vocabulary of reading materials and reading topics.

Key Unit Competency

To use language learnt in the context of the environment.



Attitudes and Values

Respect and protect the environment.

Introduction

Respecting and protecting the environment are very important aspects if we want to maintain the world as a suitable place for human survival. In this unit, we will learn language used in describing maps, the Rwandan geography, flora and fauna in social studies which are key features in helping us understand those values in life.

“The environment is where we all meet, where all have a mutual interest; it is the one thing all of us share.”

—Lady Bird Johnson

TOPIC 1

Describing the Map of Rwanda

Do you know the map of Rwanda? Can you draw a map of Rwanda?



Activity 4.1.1

Reading

Read the information about Rwanda.

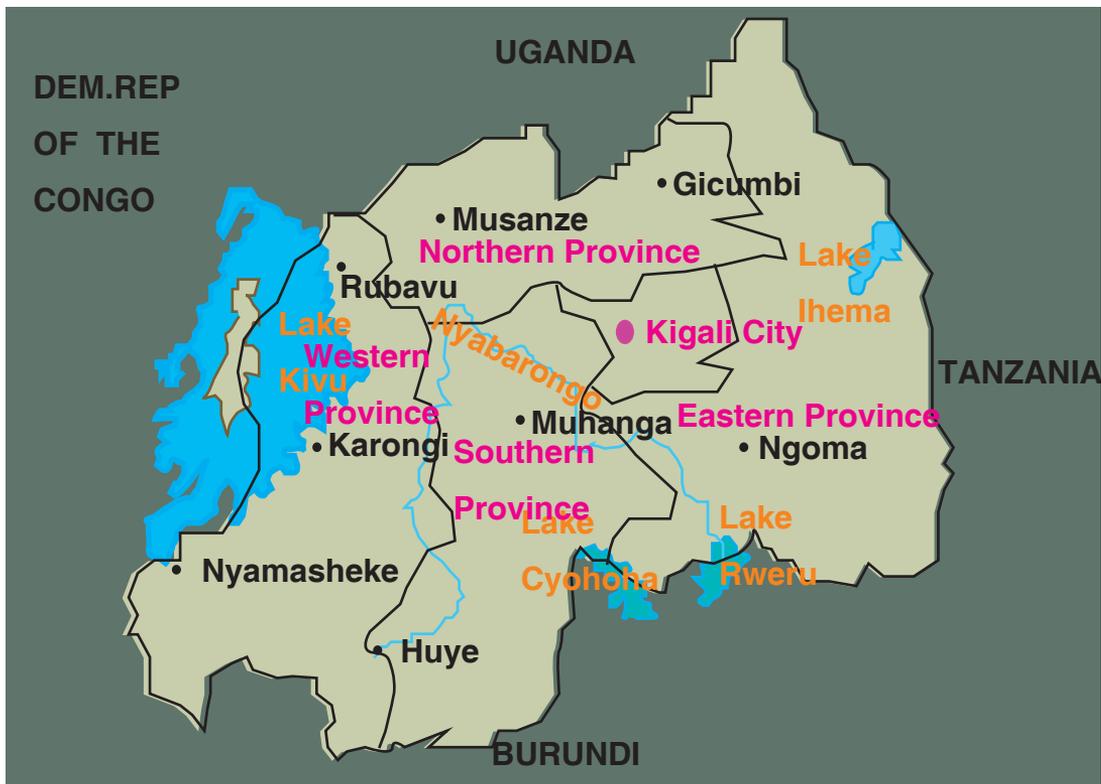
Rwanda is in the African Great Lakes region. It is bordered by the Democratic Republic of Congo to the West, Uganda to the North, Tanzania to the East and Burundi to the South. It is divided into five provinces: Eastern, Western, Southern, Northern provinces and Kigali city.



Activity 4.1.2

Reading

Study the map of Rwanda given below:





Activity 4.1.3

Writing

Answer the following questions from the map.

1. What are the neighbouring provinces to Southern province?
2. Which country borders Southern province?
3. Which province does not share a provincial border with Kigali?
4. Which three countries border the Eastern Province?
5. Which country lies to the east of Rwanda?



Activity 4.1.4

Map Reading

Can you find your province?

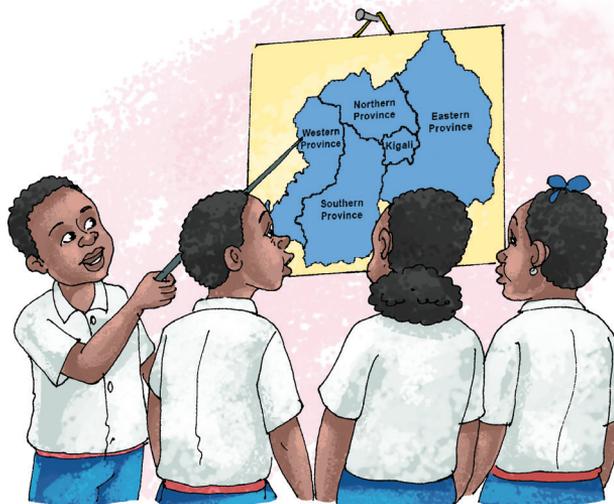
1. What are the neighbouring provinces of your province?
2. Are there any countries bordering your province? If so, which country?



Activity 4.1.5

Working Together

Your teacher will divide the class into groups of four and name each group as A, B, C, D..... Group A will be called first to look at the map and talk about any one province. Each group member has to say at least one sentence. For example:



This is my province. It is called Kigali. It's bordered by the Eastern, Northern and Southern provinces.

What are geographical features?

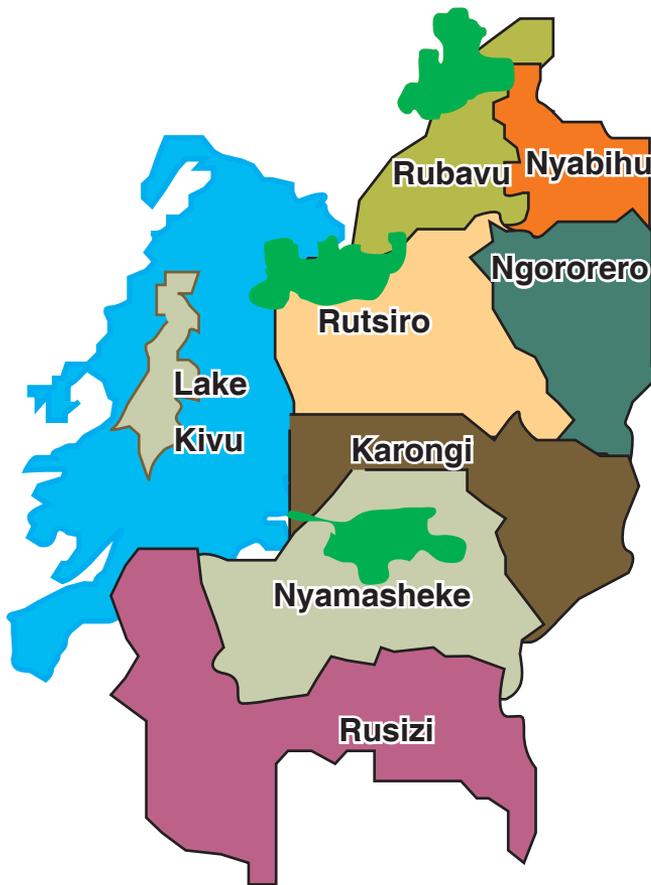


Activity 4.2.1

Reading

Read about Dusabe.

Dusabe lives in Western province. She looked carefully at the map of her province and decided to draw a sketch of it.

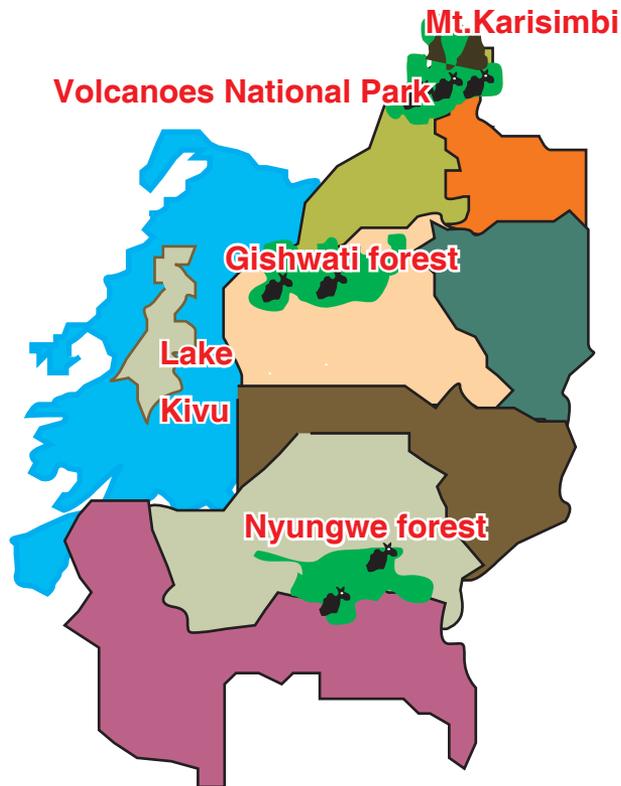


Rwanda is very mountainous. It is known as ‘a country of a thousand hills’. It has many geographical features which include: many mountains, rivers, lakes, national parks, valleys, hills.

Dusabe therefore decided to include all the major geographical features in her province. Those that she drew on the map included: Lake Kivu, Virunga mountains, Volcanoes National Park, Nyabarongo river, Mountain Karisimbi, Gishwati Forest and National Park, Mountain Muhabura and Rusizi river.



She made sure to measure so that she could place them where they belonged. Here is her sketch:



Activity 4.2.2

Writing

Study the map and the information given to answer the following questions.

1. Where does Dusabe live?
 2. Mention some of the geographical features found in Rwanda.
 3. Which geographical features can you locate on Dusabe's map?
 4. Why did Dusabe measure while sketching the map of her district?
-



Activity 4.2.3

Working Together

Look at the map of Dusabe's province carefully. She has shown all the geographical features with their names only. Don't you think it would be easier to find them if she used symbols?

Can you think of such symbols, or different colours, to indicate different geographical features?

For example: ≈ or blue line (/) for rivers, △ or brown colour dot (•) for mountains, etc.

Now discuss in groups of four. With the help of your teacher, draw colourful maps of your province.



Activity 4.2.4

Working Together

In groups of four, prepare a list of the symbols or different colours you have used on your map and the corresponding geographical features.

This is called a 'key'. Write this 'key' on the right bottom corner of your map. You can also give a 'title' to your map.



Activity 4.2.5

Reading

Dusabe has also not shown directions on her map. In order to describe the position of one place, we use directions. These directions are north, south, east and west. They are called compass points.

Ask your teacher how to show the compass points on a map and show them on a map of your provinces.

Also, ask your teacher what a "Compass Rose" is.

Paste the maps in your classroom.



Activity 4.2.6

Working Together

1. Are there any mountains in your province?
2. Are there any swamps in your province?
3. Are there any hills in your province?
4. Are there any lakes in your province?
5. Are there any rivers in your province?
6. Are there any volcanoes in your province?
7. Are there any forests in your province?
8. Are there any valleys in your province?

Talk your map with your partner as you show them what you have drawn. Use sentences such as:

- This is a mountain. These are woodlands. The province has hills. This district is mountainous.

TOPIC 3 Describing Geographical Features on a Map



Activity 4.3.1

Reading

Read Dusabe’s findings about the position of the features and districts in her province. Pay attention to the underlined prepositions.

Dusabe describes the position of some places in her province on the map. Here are her findings.

1. Rutsiro is near Gishwati forest.
2. Mountain Karisimbi is above Lake Kivu.
3. Volcanoes National Park is above Lake Kivu.
4. Gishwati is between Lake Kivu and Nyabarongo River.
5. Karongi district is found between Rutsiro and Nyamasheke district.
6. Ngororero district is found below Nyabihu district.
7. The Rift Valley is in Western part of Rwanda.
8. The Virunga Mountain is in the north.



Activity 4.3.2

Writing



Look at the map find your province. Find the different features and districts in your province. Write 5-6 sentences about the location of different features using the prepositions given in the box below.

below, between, on, near, above, in



Activity 4.3.3

Reading

Present your work to the class and read out the sentences.



Activity 4.3.4

Writing

Have you ever imagined a garden of plants with chocolates in place of fruits or a fantasyland of angels and free gifts?

Draw a map of any place of your imagination. It can be anything, such as a children's park, a fairyland, a garden in front of your house, or a church.

Show different places using symbols, colours, etc. on your map.

Show a key and compass points on your map. Also, give it a title. Present your work to the class.

TOPIC 4 Describing the Uses of Physical Features

What are physical features?



Activity 4.4.1

Reading

Read the following text about the uses of physical features.

Rwanda's major physical features include lakes and rivers, mountains, forests and national parks. Each one of the physical features is very important to the people of Rwanda and Rwanda as a country.

Lakes and rivers are water resources. They have great **influence** in the quality of life for people, their health and **productivity**. They are equally important to animals. Water resources provide water for watering plants, to use in homes, to use in industries,



to use for hydropower generation, for transportation, to generate income from **tourists** and help in the formation of rain. The mountains, volcanoes



and hills are very important. They provide **habitats** for animals. Mountains also give natural beauty to Rwanda because they look beautiful on the **horizon**. Rwanda earns a lot of foreign exchange from tourists who come to look at the mountains. The mountains provide a good place for mountain sports, like mountain biking and hiking. These mountains are a source of natural

resources such as timber and fresh water.

Rwanda is also **endowed** with a number of forests. These are important in different ways. Forests provide air for humans to breathe because they release out oxygen which humans breathe in and take in carbon dioxide which humans breathe out. This act of taking in carbon dioxide helps reduce the effects of **global warming**.



Forests also provide homes for wild animals and prevent soil erosion. They help in the water cycle. They act as wind breakers and noise barriers. Finally, forests provide food, medicine and timber for people. They give natural beauty to a country.

Rwanda has a number of national parks. These are very important. They help protect the natural environment because they are a home for **native** plants and animals. This enables us to study the natural environment and maintain a healthy environment, free from **pollution**. National parks are a source of money for the government and the people near the national parks because they attract tourists who bring foreign **currency**. Visitors who come to visit these national parks and also buy things from the people nearby.

**Answer the following questions about the text.**

1. Write down the words written in bold. Use a dictionary to find and then write down the pronunciation and meaning of these words.

Use a thesaurus to find another word with a similar meaning.

For example: influence- /'Influəns/

- The effect that somebody or something has on the way a person thinks or behaves.
 - Synonyms: significance, dominion, monopoly
2. Give three physical features of Rwanda.
 3. Complete the following statements.
 - (a) Lakes and rivers are important because they provide _____ for watering plants.
 - (b) Water sources generate _____ to the government from tourists.
 - (c) Lakes help in the formation of _____.
 - (d) Water resources are a great influence on _____, _____ and _____.
 4. Mention three uses of water in your community.
 5. What are two benefits common to all physical features.
 6. What kinds of sports are done in the mountains?
 7. What is the importance of timber?
 8. How do forests help us breathe?
 9. How are the national parks a source of money to both the government and the people who live nearby?

**Answer the Riddle**

I always run but never walk. I often murmur but never talk, have a bed, but never sleep. I have a mouth but never speak. What am I?



What are the advantages of team work?

Your teacher will divide the class into two groups. Group (A) discusses the important physical features of all the five provinces, makes a short list and passes it on to group (B). Group (B) find location on the physical features on the map.

Clap as a class at the end of the activity to encourage team work.

TOPIC 5

Describing Wildlife in Rwanda



Rwanda's flora and fauna.



Our teacher taught us that Rwanda has many different types of flora and fauna in our district. He told us that flora means plant life in a region and fauna means animals in a region. We went on a tour of our district and we saw that there were rare flowers and trees. There were also many animals. We saw antelopes, different bird species, buffaloes, zebras, giraffes, antelopes, hippopotamuses, elephants, warthogs, lions, gazelles, crocodiles, snakes and even some rare giant pangolins. Can you tell me about your district?



Activity 4.5.2

Working Together

Turn to your partner and tell him/her about the flora and fauna in your district.

Now, that you are familiar with the flora and fauna of different districts, write them in a table.



Activity 4.5.3

Writing

Write a paragraph about the wildlife in your district.



Activity 4.5.4

Working Together

June 5 is celebrated as the 'World Environment Day' every year. It is done in order to instil respect for the environment.

Divide your class into two groups and make two posters, one poster will be on "Save Our Environment" and the other will be on 'Save Our Planet'.

One person in each group will collect quotes, messages and important facts about the environment. The others will decorate the poster. Make the poster colourful and eye-catching. Paste the posters up in the classroom.

UNIT TESTS

Unit Test 4.1

Looking at the map of East Africa below, talk about the place of Rwanda on the map using as many of the following prepositions as you can.

East, West, North, South, between, below, above, in, near, on

Form as many sentences as possible and also write them down in your notebooks.



Unit Test 4.2

The images below represent some of the flora and fauna of Rwanda. Choose the correct name for each image from the box below. Also name whether it is flora or fauna. Write in your exercise book.

Montane Forest, Grey Crowned Crane, Water Lily, Bamboo Forest, Impala, Gorilla

1.



2.



3.



4.



5.



6.



Unit Test 4.3

The map of Rwanda shows the five provinces.



Trace the map in your exercise book.

- Write the names of the following features on the map to show their location.

(a) Gishwati forest	(b) Akagera National Park
(c) Rusizi River	(d) Nyungwe National Park
(e) Lake Kivu	(f) Lake Ihema
- Also, show the location of the flora and fauna mentioned in unit test 4.2 above.

Unit Test 4.4

Using the map of Rwanda, describe the key geographical features of Rwanda. For example: Rwanda has mountains. This is Mountain Karisimbi.



Answer the Riddle

A cloud is my mother. The wind is my father. My son is the cool stream, and my daughter is the fruit on land. A rainbow is my bed; the earth is my final resting place and I'm the torment of man.
Who am I?

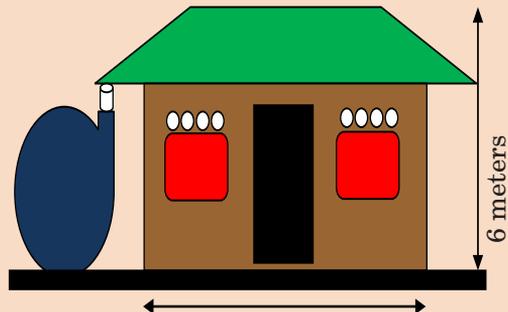
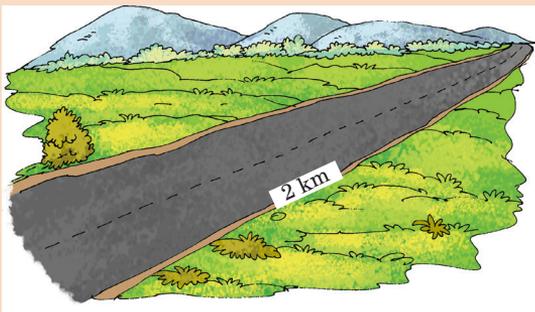
UNIT SUMMARY

In this unit, I have learnt to:

1. Recognise and use the passive voice and prepositions of place.
2. Identify and name the vocabulary of geographical features, compass points and wildlife.

Key Unit Competency

To use language learnt in the context of measurement.



Attitudes and Values

- Reading attentively develops understanding and increases our vocabulary.
- Practising language improves confidence and competence.

Introduction

This unit will help us achieve these important values in life. We will use the language learnt in the context of measurement. This language will develop our confidence in dealing with measurement in mathematics, and talking about the countries of the world in Social Studies.

“Measurement is the first step that leads to control and eventually to improvement. If you can’t measure something, you can’t understand it. If you can’t understand it, you can’t control it. If you can’t control it, you can’t improve it.”

—H. James Harrington

TOPIC 1 Calculating

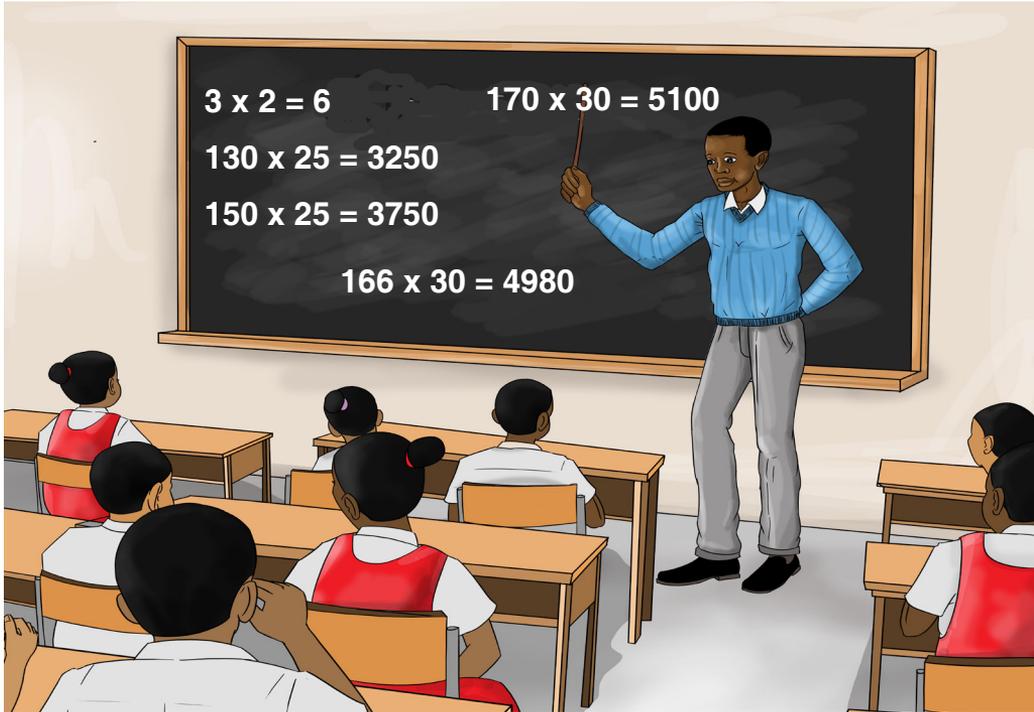
Do you ever make any calculations?



Activity 5.1.1

Reading

Read aloud with the teacher.



- Three times two equals six.
- One hundred and thirty times twenty-five equals three thousand two hundred fifty.
- One hundred and fifty times twenty-five equals three thousand seven hundred fifty.
- One hundred and sixty-six times thirty equals four thousand nine hundred eighty.
- One hundred seventy times thirty equals five thousand one hundred.



Activity 5.1.2

Writing

Read and do calculations using your knowledge of addition, subtraction, division and multiplication.

For example:

- A. What is five times eight?
- B. Five times eight equals forty.
- A. What is ten plus two?
- B. Ten plus two equals twelve.
- A. What is sixteen minus fourteen?
- B. Sixteen minus fourteen equals two.
- A. What is ten divided by five?
- B. Ten divided by five equals two.

Now write down your numbers as figures.

For example:

Partner A : $5 \times 8 =$

Partner A : $16 - 14 =$

Partner B : $5 \times 8 = 40$

Partner B : $16 - 14 = 2$

Partner A : $10 + 2 =$

Partner A : $10 \div 5 =$

Partner B : $10 + 2 = 12$

Partner B : $10 \div 5 = 2$



Activity 5.1.3

Working Together

Play the game: “What’s your name, I mean your number?”

- The teacher will give each learner a card. With a unique multiplication question.(For example, 7×5).
- Attach your card to your clothes where everyone can see it and it cannot fall off.
- It will be your new name for the day. If someone wants to call you, your name will be: seven times five equals thirty-five.
- Stay with your card for the whole day.
- Enjoy your new name!

TOPIC 2 Describing Dimensions

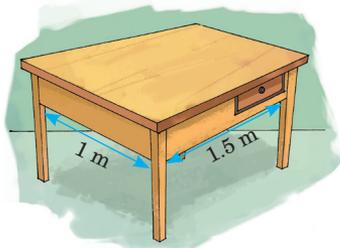
What are dimensions?



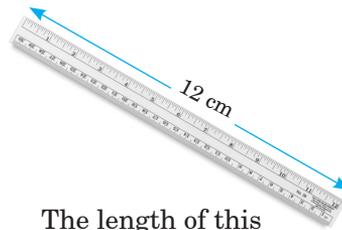
Activity 5.2.1

Reading

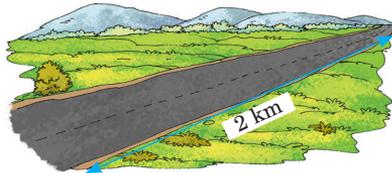
Read and practise the sentences given below:



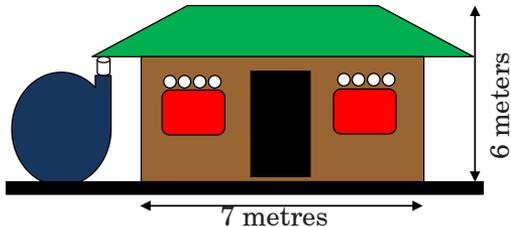
The table is 1.5 metres by 1 metre.



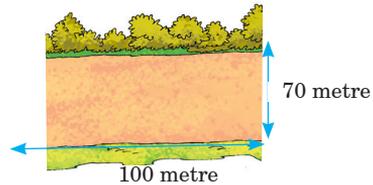
The length of this ruler is 12 cm.



The road is 2 kilometres long.



The house measures 7 metres by 6 metres.



The field measures 100 metres by 70 metres.
Its area is 7,000 metres squared.



Activity 5.2.2

Working Together

With a partner, practise the following questions and answers.

Partner A : How long is the ruler?

Partner B : The ruler is 12 cm long.

Partner A : What is the length of the table?

Partner B : The length of the table is ___

Partner A : What is the area of the field?

Partner B : The area of the field is 100 metres by 70 metres.

Partner A : What is the width of the table?

Partner B : The width of the table is ___

Partner A : What is the area of the house?

Partner B : The area of the house is ___ by ____

Partner A : How wide is the field?

Partner B : The field is _____.

Partner A : What is the height of the table?

Partner B : The height of the table is _____.



Activity 5.2.3

Working Together

With a metre ruler, move around the classroom and measure the items in your classroom. Then construct sentences, like the ones you practised in Activity 5.2.2. Compare your findings with your partner's.





Activity 5.2.4

Working Together

Your teacher will place some objects, such as a pencil, a paper clip, a piece of chalk, a comb, a shoe, a key or any other object, in front of the class. Try and guess the measurement of the objects. Exchange your answers with your partner. The teacher will then measure the exact length of the object. The pupil with the most correct answer will be the winner. The class will clap for him or her.



Activity 5.2.5

Working Together

Your teacher will divide you into pairs. You will measure one another in the following ways.

- Measure the length of your partner's hand from the tip of the middle finger to the elbow.
- Ask your partner to walk and measure the span of one step.
- Measure the length of his/her shoe.
- Measure the length of the shortest finger and the longest finger.
- Let your partner measure you in the same way.
- Write down the measurements in complete sentences.



Activity 5.2.6

Working Together

Did you notice that some measurements were the same? There were other measurements that were different. This shows us that though we belong to the same class, we are all different and yet we are friendly with one another. Write down five sentences about the topic, "True friends need not look like each other."



Activity 5.3.1

Reading

Can you estimate the measurements of your friends in the classroom?

1. Kamali is 142 cm tall. His feet are 20 cm long. His palm is 11 cm long. He is the tallest boy in our class.



2. Manzi is 90 cm tall. His feet are 10 cm long. His palm is 8cm long. He is the shortest boy in the class.



Activity 5.3.2

Writing

Pick three friends you can measure. With a measuring tape, measure their height, their feet, their palms, their legs and their hands. Then write down sentences comparing them.



Activity 5.3.3

Reading

Read the following sentences.

Kamali is the tallest boy in the class.
 Manzi is the shortest boy in the class.

Kamali is taller than Manzi.

Manzi's feet are shorter than Kamali's feet.

Now complete the following sentences and rewrite them in your copy.

- Manzi is _____ than Kamali.
- Kamali's feet _____ Manzi's feet.
- Kamali's palm is _____ than Manzi's palm.



Activity 5.3.4

Reading

Use the following words to construct sentences like the ones in Activity 5.3.3.

Big, bigger, biggest, long, longer, longest, fat, fatter, fattest

Palm, foot, leg, hand, arm

Your teacher will arrange you in groups of three. Each group will draw sets of three objects for comparing. One of them has been done for you.



Activity 5.3.5

Writing

Now you have practised comparing people according to their height and the length of their arms, legs, etc.

Write sentences comparing the objects you measured in Activity 5.3.4.

Do you know about Rwanda's physical features?



Activity 5.4.1

Reading

Read the following text.

These are some facts about Rwandan geography.

1. Rwanda is known as a country of a thousand hills, the highest mountain being Mount Karisimbi, measuring 4510 metres high. Other mountains include Kaserutoki in Musanze district of the Northern Province, measuring 3014 metres, Mount Muwogo in Rubavu district of the Western province measuring 2990 metres and Muhungwe in the Western Province measuring 2928 metres.
2. The capital city of Rwanda is Kigali with a population of 745,261. Other big towns include Huye in the Southern Province with a population of 89,600 Muhanga in the Southern Province with a population of 87,613, Musanze in the Northern Province, Rubavu in the Western Province with a population of 86,685, Rwamagana in the Eastern Province with a population of 47,203.
3. The country's longest river is Nyabarongo which starts in the south-west, flows north, east and south-east before joining Ruvubu to form Akagera river which then flows north, along the eastern border with Tanzania.
4. The largest lake is Lake Kivu. It measures 89 kilometres and has a maximum depth of 480 metres. It's one of the 20 deepest lakes in the world. Other lakes include Lake Muhazi, measuring 37 kilometres and having a depth of 14 metres, Lake Burera and Ruhondo found in north of Rwanda and Lake Rweru which is found in the south of Rwanda.



Activity 5.4.2

Writing

Answer the following questions.

1. Answer true or false.
 - (a) The biggest lake in Rwanda is Lake Kivu _____
 - (b) Akagera is Rwanda's longest river _____
 - (c) Mount Muwogo is higher than Mount Karisimbi _____

- (d) Muhanga town is found in Northern Province ____
- (e) Rubavu town is smaller than Kigali city ____
2. What is the longest river in Rwanda?
 3. What is the biggest lake in Rwanda?
 4. What is the highest mountain in Rwanda?
 5. Is Rwamagana bigger than Huye?
 6. What is the population of Musanze?
 7. How high is Mount Muhungwe?



Activity 5.4.3

Working Together

In groups of three, sketch the map of Rwanda below in your exercise book and indicate the towns, mountains, rivers and lakes that are mentioned in the above text. Show the dimensions as mentioned in the text.





Your teacher will put you in groups of four or five. Each group will represent one city in Rwanda. Choose the names of towns and cities mentioned in the given text. Each group will speak about the population of their town by comparing themselves with another group's town. One example is done for you.

Example: Kigali has the largest population with 745,261 people.

Or

The population of Huye, with 89,600 people, is less than that of Kigali.

Each group will then create a slogan about being one nation though we live in different parts of the country.



Read the following poem.

I'm a crumpled piece of paper
Left to drift with the litter
The wind came from behind
And blew me into a bind

Till I began to roll flutter and whirl
While the wind danced a twirl
Then the rain joined hand on the spot
And turned me into a dirty, soggy, blot.

Then a little boy took pity
He picked and dried me till I was pretty
He reduced, reused and refashioned me into a paper lily
And gave me to his teacher Miss Milly.

Answer the following questions.

1. What message does the poem convey?
2. What are the three Rs for saving the environment?
3. Which of the following things can be recycled?
 - a) old birthday cards
 - b) paper bags
 - c) plastic bottles
 - d) television sets
 - e) computers
4. Mention one thing you have done today to save the environment.

TOPIC 5 Comparing Places

We always compare people. Have you ever thought about comparing places?



Activity 5.5.1

Reading

The table below shows the dimensions of rivers and buildings in the world. Study it carefully.

Category	Place	Dimension
Rivers	The Nile	6853 kilometres
	The Amazon	6437 kilometres
	The Yangtze	6300 kilometres
	The Yellow River	5464 kilometres
Buildings	Burj Khalifa	829.8 metres
	Shanghai Tower	632 metres
	Makkah Clock Royal Tower Hotel	601 metres
	Goldin Finance 117	596.5 metres



Activity 5.5.2

Writing

A. Answer the following questions.

1. The longest river in the world is ____
2. Which is the tallest building in the world?
3. Is the Nile longer than the Yangtze?

B. Say which of the following statements are true or false.

1. The longest river in the world is the Amazon River.
2. The Burj Khalifa is the tallest tower in the list.
3. The Shanghai Tower measures 632 metres.
4. The Makkah Clock Royal Tower Hotel is a building.
5. The Nile is a place.
6. Goldin Finance 117 is a river.
7. The Yellow River has become yellow.
8. The Yangtze is a river.



Activity 5.5.3

Working Together

With a partner, formulate more questions about the chart. Take turns asking and answering the questions.



Activity 5.5.4

Writing

The following table shows the four tallest buildings/towers in the world, along with their countries, and heights in metres. Write a short text based on this information.

You may use words of comparison such as tall, taller, tallest, short, shorter, etc.

Building/Tower	Country	Height
1. Burj Khalifa	United Arab Emirates	829.8 metres
2. Tokyo Skytree	Japan	634 metres
3. Abraj Al Bait Towers	Saudi Arabia	601 metres
4. Large masts of Kattabomman	India	471 metres

Cross cutting issue

You have also learnt about the geography of Rwanda in your Social Studies class. Have you realized that learning is connected? Write down how knowledge can be gained not just from books but from our elders, our parents and our teachers.

UNIT TESTS

Unit Test 5.1

In words, write and say the following numbers.

1. 79
2. 2,674
3. 3,684
4. 9,274
5. 42,578
6. 56,840

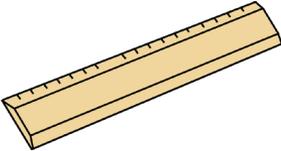
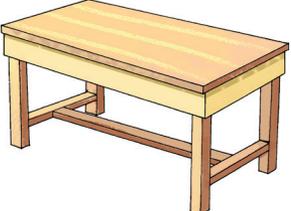
Unit Test 5.2

In words, write down and say the following calculations and their answers.

1. $20 + 36 =$
2. $18 + 67 =$
3. $89 - 18 =$
4. $645 - 45 =$
5. $15 \div 5 =$
6. $120 \div 2 =$
7. $11 \times 7 =$
8. $25 \times 4 =$

Unit Test 5.3

Measure the objects below in your classroom using a metre ruler and then describe them according to their measurements.

Object/shape	Length	Width	Description
			A ruler measures ___ by___.
			

Unit Test 5.4

Analyze the information about places below.

Place	Measurement
Mt Karisimbi	4510 metres
Mt Muhungwe	2928 metres
Mt Muwogo	2990 metres
Kigali town	745,261 people
Rwamagana town	47,203 people
Muhanga town	87,613 people
Lake Kivu	89 kilometres
Lake Muhazi	37 kilometres
Lake Ihema	78 kilometres

Use the information in the table above to compare places. Use the following words to construct at least 10 sentences.

High Higher Highest

Long Longer Longest

Big Bigger Biggest



Answer the Riddle

Until I am measured, I am not known. Yet how you miss me when I have flown away.

What am I?

UNIT SUMMARY

In this unit, I have learnt to:

1. Identify and apply the language used for describing and comparing measurements.
2. State and use the vocabulary of measurement.

Key Unit Competency

To use language learnt in the context of transport.



Attitudes and Values

Planning writing is an important process.

Appreciate the contribution others make when working in groups.

Introduction

Transportation is an important aspect in our lives. In this unit, we will be learning the language used to talk about different means of transport, uses of transport and comparing the different means of transport.

“The World is a book, and those who do not travel read only a page.”

—Saint Augustine

TOPIC 1 Talking about different Means of Transport

How many means of transport can you think of?



Activity 6.1.1

Reading

Look at the different means of transport. Practise saying them.



Activity 6.1.2

Writing

The means of transport above can be used for travelling on land, in the air or by sea. With a partner, use the table below to classify the different means according to where they are used. Use different sources to add more means of transport to each group.

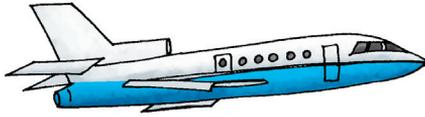
By sea	On land	By air



Activity 6.1.3

Reading

Read the following sentences about what means of transport people use.



1. People travel by bus.
2. People travel on foot.
3. People travel by motorcycle.
4. People travel by bicycle.
5. People travel by taxi.
6. People travel by helicopter.
7. People travel by plane.



Activity 6.1.4

Reading

How do people in your district travel? Write sentences as those you have practised in Activity 6:1:3.

Cross cutting issue

People have been coming to Rwanda from all over the world. They carry back gifts and happy memories from their visit. Think of five happy memories that visitors from other countries could take back with them from Rwanda.



In groups of three, find the means of transport hidden in the grid below. The words can be upwards, downwards, backwards, across or diagonal.

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

The words to look for are:

Car

Plane

Helicopter

Lorry

Ambulance

Motorcycle

Bicycle

Boat

Rocket

Tractor

Ship

Taxi

Bus

Van

**Explore the Internet:**

For more information about means of transport visit:

www.eslprintables.com/vocabulary_worksheets/the_transport/means_of_transport/

Why do you travel every day?

**Activity 6.2.1**

Reading

Read the poem below about purposes of travel.

Travel well, traveller.
Travel to school, traveller,
And become a scholar.
Travel to relatives,
And become a visitor.



Travel well, traveller.
Travel to weddings,
Travel to burials,
And become a socialiser.
And become an attender.

Travel well, traveller.
Travel to work,
And become richer.
Travel on trips,
And become a great traveller.
Travel well, traveller.





Activity 6.2.2

Writing

Answer the following questions about the poem.

1. What is the poem about?
2. What purposes of travel are presented in the 1st stanza?
3. What purposes of travel are presented in the 2nd stanza?
4. What purposes of travel are presented in the 3rd stanza?
5. Give an appropriate title to the poem.
6. What other purposes of travel can you think of?

Give purposes such as:

- People visit their families.
- People attend weddings and funerals.



Activity 6.2.3

Working Together

Host a 'talk show' in your class. Select two leaders (one boy, one girl) from the class. Divide the remaining learners into three groups. Name these groups as 'LAND', 'AIR' and 'WATER'. Let the three groups sit around three tables.

The leaders will ask questions to all each groups one by one. Each member of the group will be asked at least two questions.

The leader may begin with:

"I would like to ask Mr/Ms _____ of the
'LAND' group, _____?"

The first round of questions will be about the present.

- Where do you travel everyday?
- Why do you travel to school everyday?
- For what purpose do business people travel to another city?
- Why does your mother go to the market?
- What is the purpose of your travel?
- How do people travel in your district?



The second round of questions will be based on 'Recounting past travels'.

- Where did you travel last week?
- Where did you travel last year?
- What was the purpose of your travel?
- Why did you travel?



The learners have to remember that:

With each answer, they have to name the means of transport they used:

They can name means of transport that belong to the category of their group only. If any learner of a group says the name of means of transport that belong to another group, his/her group will earn a CROSS.

The group with the fewest number of CROSSES will be the winner.



Activity 6.2.4

Writing

Write down the answers to all the questions that were asked in the talk show.

TOPIC 3**Comparing Means of Transport**

Which means of transport do you prefer? Why?

**Activity 6.3.1**

Reading

Read the following text about Mutoni's business trips.

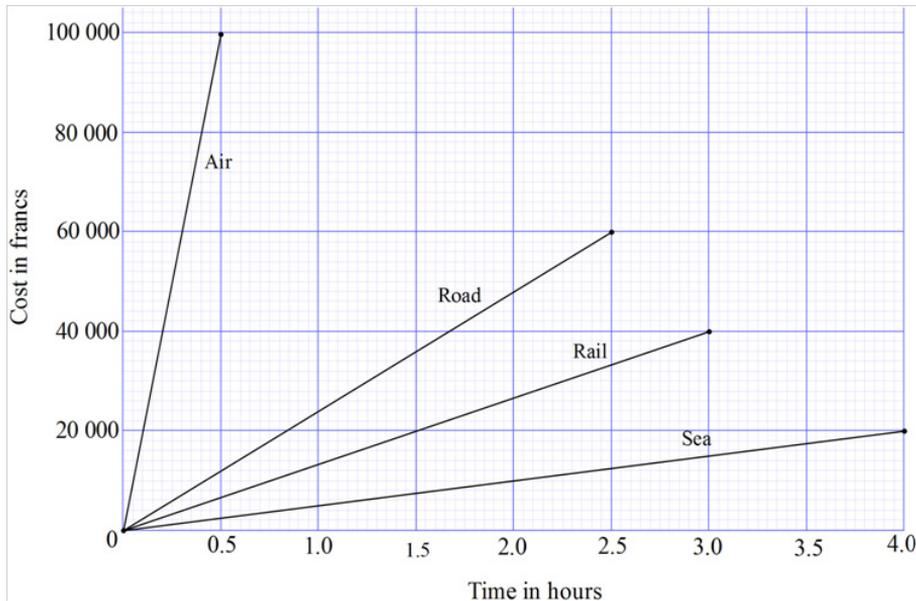


Mutoni is a busy business woman. She sells clothes in the market. She buys her clothes from Tanzania and sells them here in Kigali. Mutoni says that she has travelled by air, by road and by water during the time she has worked in this business. She found out that travelling by rail is cheap but slow. It took three hours to travel 200 km and it cost 40,000 Rwf. She said that travelling by sea is cheaper than travelling by rail. It took four hours to travel 200 km and it cost of 20,000 Rwf. She found out that travelling by air was the most expensive but fastest of the three means. For the same distance, she travelled 30 minutes at a cost of 100,000 Rwf. She travelled for two hours and 30 minutes by road to cover the same distance and paid 60,000 Rwf. She now makes her choice of travel depending on the time and money she has, and the distance that she wants to travel.



The following graph represents Mutoni's findings. Study the graph.

The graph below shows the travel time for different means of transport and their cost.



Answer the following questions.

1. How long did it take Mutoni to travel by rail?
2. How long did it take Mutoni to travel by sea?
3. How long did it take her to travel by air?
4. How much did it cost Mutoni to travel by rail?
5. How much did it cost Mutoni to travel by sea?
6. How much did it cost Mutoni to travel by air?
7. What things does Mutoni consider before she travels?

Given a choice who would you like to spend your holiday with? Family or friends or both? Give reasons for your choice.



Activity 6.3.4

Working Together

In groups, summarise Mutoni's comparisons about means of transport by filling in the table below.

Means of transport	Time	Speed	Cost
Air	Shortest		
Road			
Rail		Faster	
Sea			Less expensive



Activity 6.3.5

Working Together

From the story of Mutoni, you have learned which means of transport are faster or slower. Discuss the different means of transport in groups. Use adjectives, such as cheap, cheaper, cheapest; expensive, more expensive, most expensive; fast, faster, fastest and slow, slower, slowest.



Activity 6.3.6

Writing

Divide the class into equal groups of five. Choose a leader. Do the exercise with your group. Your leader will read your answer aloud to the class. The group that gets all the answers right gets a round of applause from the class.

Fill in the correct means of transport.

1. This vehicle you see up in the air and it starts with the letter P. _____
2. When you are in a _____, it rhymes with float.
3. It is yellow/red/blue and takes you to school. _____
4. This word rhymes with bar. _____
5. This vehicle cannot do without tracks. _____

TOPIC 4 Describing the Uses of Means of Transport

What do you use means of transport for?



Activity 6.4.1

Reading

Read the following tongue twister fast, then faster and then very fast.

So I had a ship ship ships
Shipping ships that ship ships.



Activity 6.4.2

Reading

According to the tongue twister, what is the use of the ship?

How many 'ships' are there in the tongue twister?



Activity 6.4.3

Reading

Now read the following sentences and practise saying them.



1. Roads help farmers to take goods to the market.
2. Water transport helps fishermen to fish.
3. Aeroplanes help people travel fast.

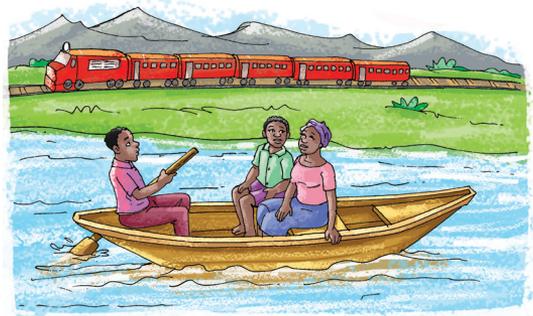


Read the following text about the uses of different means of transport and answer the questions below.

Different means of transport help us in different ways. Road transport, like buses help us to reach school. Some students go to school on their bicycles. Some whose school is nearby, travel on foot. Buses also help us to go to the market. Some people go in their cars.



Trains help us to go to farther places, like another city. Travelling by trains to farther places is less tiring and less expensive.



Travel by air is faster but more expensive. Business people and working people travel by aeroplane. It saves them time.

Ships help trades such as export and import. Ships go from one country to another.

Questions:

1. How do different people travel to school?
2. Where do some people go in their cars?
3. Who travels by aeroplane?
4. Why do they travel by aeroplane?



Activity 6.4.5

Working Together

With a partner, make a list of all the words associated with 'transport'. Your teacher will ask some students to read their lists aloud. Listen and add words to your list.

How has this activity helped you?



Activity 6.4.6

Writing

Plan a text about means of transport. Write it out in three paragraphs and evaluate it.

1. The text should be written about the uses of the different means of transport.
2. Give a paragraph to describe each means of transport.
3. Use correct grammar and spelling.
4. Evaluate, looking for correct ideas, use of vocabulary, grammar and spellings.



Activity 6.4.7

Reading

Give your text to your partner for further evaluation.

TOPIC 5**Talking about Visits in Rwanda**

Which places have you visited? Which means of transport did you use?

**Activity 6.5.1****Reading**

Read about where Milka and Shivan have visited.

**Activity 6.5.2****Working Together**

In groups of four, ask and answer about the places you have visited. Take turns asking everyone in the group.

**Activity 6.5.3****Writing**

Now write your experience of a journey that you have taken in detail. Use the following guide as you write.

1. Where did you go? When? Why? With whom?
2. Describe each step of the journey in detail.
3. What did you see?
4. What interesting experiences did you have?

**Activity 6.5.4****Writing**

Check list: Did you include in your experience:

1. The reason why you decided on a particular place?
2. Any memorable incident worth sharing with your class?
3. If given a chance whether you would like to visit that place again?
Exchange your work with your partner.

UNIT TESTS

Unit Test 6.1

A. Match the words with the pictures.

1. train

2. car

3. ship

4. taxi

5. van

6. bus

7. sail boat

8. ambulance

9. plane

10. jeep

11. motorbike

12. helicopter

A



B



C



D



E



F



G



H



I



J



K



L



B. Complete the table by grouping different means of transport:

Land Transport	Water Transport	Air Transport

Unit Test 6.2

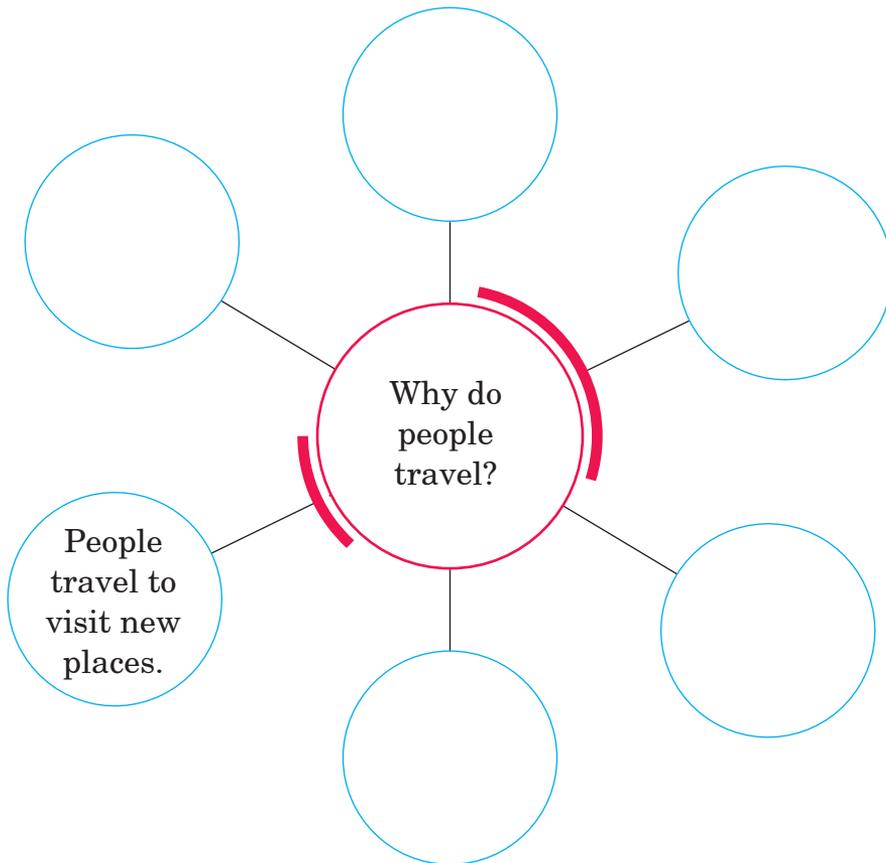
Solange's friends were going away for the holidays. Two were going to visit their grandparents in the village. Two others were going to Canada. Solange was just going back to her home.

Name the means of transport each one of them used. Explain why.

Which means of transport could they not use?

Unit Test 6.3

Fill in the web below with some of the reasons as to why people travel.





Answer the Riddle

Weight in my belly, trees on my back, nails in my ribs, feet I do lack.
What am I?

Unit Test 6.4

Look at the five means of transport below. State whether they belong to the road, rail, air or water categories. Also, write down different uses for all of them.



1. Truck
2. Train
3. Van
4. Helicopter
5. Ship

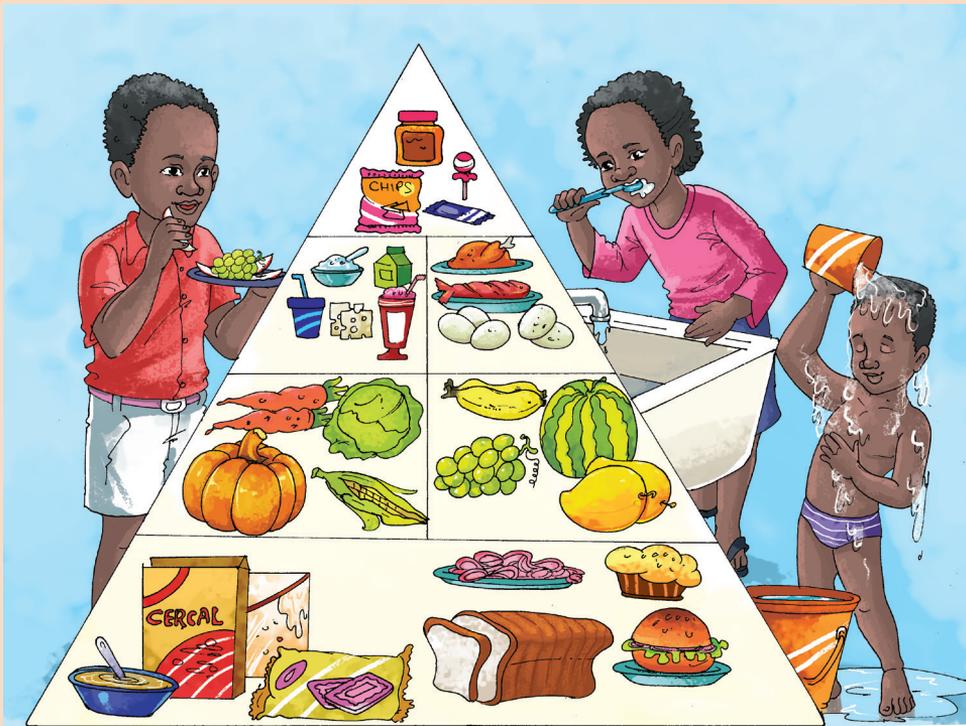
UNIT SUMMARY

In this unit, we have learnt to:

1. Identify and use vocabulary of means of transport and compare means of transport.
2. Identify and use the vocabulary in expressing uses of transport.

Key Unit Competency

To use language learnt in the context of Hygiene and Health.



Attitudes and Values

Reading and understanding more about diet, health and hygiene helps to inform us to make good decisions that lead to a healthy lifestyle.

Introduction

Good health is the key to a happy and successful life. A good and balanced diet leads to a healthy body and good hygiene is the main defence against disease.

In this unit, we will be learning language in the context of a balanced diet, and about preventive measures to avoid diseases.

Hygiene is two thirds of health.

—Lebanese Proverb Quotes

TOPIC 1

Describing Diet

What is diet?



Activity 7.1.1

Reading

Use a dictionary to find out the meaning of the following groups of food.

1. Fruit
2. Meat
3. Legumes
4. Vegetables
5. Dairy



Activity 7.1.2

Reading

Read about Justine, Aisha and Jim's diets.

1. Justine's diet:

My name is Justine. These are the things I usually eat. They include maize, rice, rye, sorghum, wheat and barley. I eat a lot of cereals.



2. Jim's diet:

My name is Jim. These are the things I usually eat. They include chicken, beef, pork, mutton, goat and fish. I eat a lot of meat.



3. Aisha's diet:

My name is Aisha. I eat a lot of legumes. They include beans, soya, peas and peanuts.



Activity 7.1.3

Writing

Make a list of the things you usually eat.

- I eat lots of meat.
- I eat some vegetables.



Unscramble the words given below then unscramble the sentence given below. Match images of the foods with the words.

1. zemia



4. neabs ngere

2. earecls



5. sroungh



3. tunspae



6. a albanced tedi

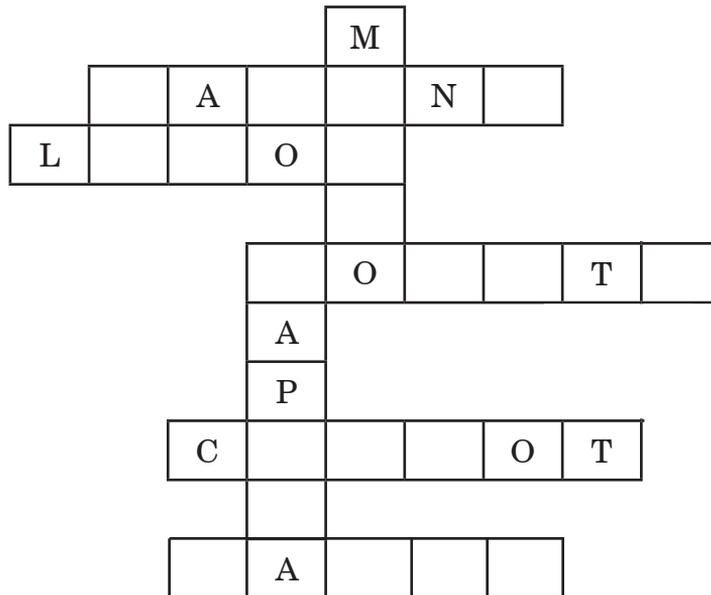
Tell the class how to cook any one of the items below.



In the word search below find the names of the following foods.

Banana, maize, lemon, papaya, mango, carrot, potato,

Divide the foods according to their colour category.



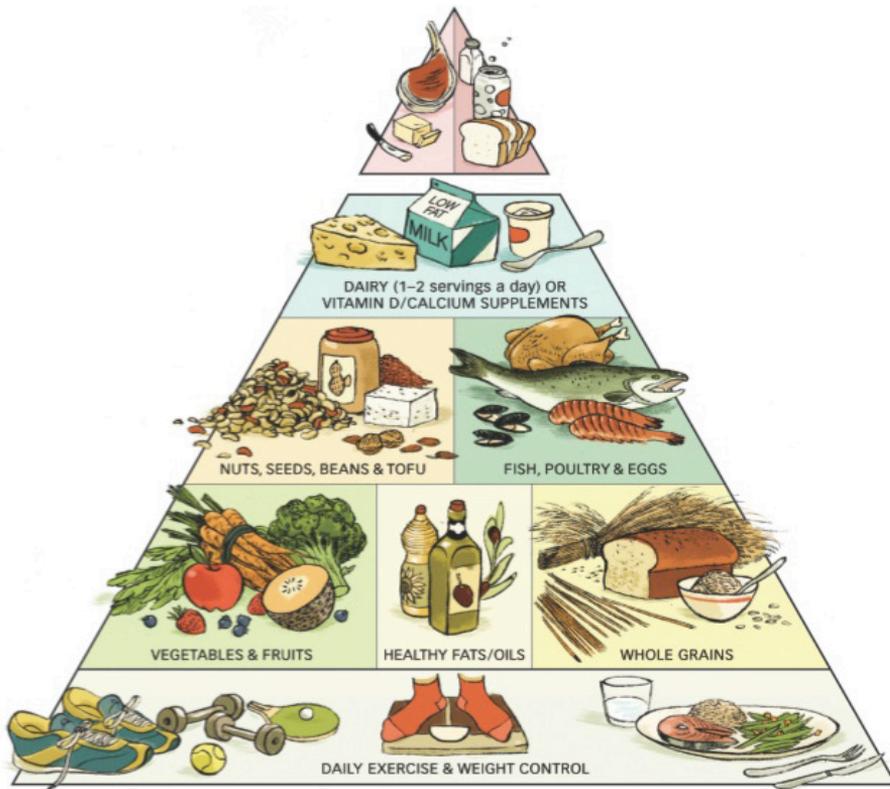
What do you know about what you eat?



Activity 7.2.1

Reading

Read the following text about a balanced diet and take notes on a sheet of paper.



Everyone needs food to live and grow. Food is classified into four major groups. These include carbohydrates, proteins, fats and vitamins. If you eat food from only one group, you will not grow the way you are supposed to grow. You should eat a balanced diet in order to grow well. A balanced diet involves eating meals that contains all of the food groups. This is because all the food groups have different functions in our bodies.

Carbohydrates are energy-giving foods. Examples of these include bread, grains, rice, cassava and sugar.

Proteins are body-building foods. They are the main components of the cells in our body. They are responsible for repairing body tissues. Examples of proteins include meat, beans or eggs.

Fats keep our bodies warm. We can get fats from high fat meat, full fat dairy products, nuts and avocado.

Vitamins boost our immunity, strengthen our bones, heal wounds and improve our eyesight. We get vitamins from fruit and vegetables.

Water helps our bodies maintain body temperature and transports nutrients to the whole body. It also assists in removing waste products from the body. We get water in our bodies by drinking water, eating soup, eating fruit like watermelon.



Activity 7.2.2

Reading

Match the foods below with their group from the text

A.



B.



C.



Make a complete meal for Mutesi with one item from each food category. Find the foods from the text.



Activity 7.2.3

Writing

Answer the following questions.

1. What is a balanced diet?
2. What should a balanced diet have?
3. Why should we eat a balanced diet?
4. Why should we eat food from different food groups?
 - (a) We should eat food with carbohydrates because _____
 - (b) We should eat food with proteins because _____
 - (c) We should eat food with vitamins because _____
 - (d) We should eat food with fats because _____
 - (e) We should drink water because _____



Activity 7.2.4

Writing

Write the benefits of eating healthy food as well as food belonging to all five categories. Also, write the harmful effects of not eating them.

Use conditionals to form your sentences.

For example: (i) If you eat grains you will get energy.

(ii) If you do not drink a lot of water, your body may become weak.



Activity 7.2.5

Working Together

Play the game 'Vowels I Eat.' In groups of three, see how many healthy food items you can find below by filling in the missing vowels. Write the food group that each food belongs to in the space beside the food.

	Food group
B_N_N_	
M_LK	
P_N__PL_	
CH_S_	
BR_D	
F_SH	
CH_CK_N	
T_M_T_	
C_BB_G_	

Think of other foods. Delete the vowels and give your words to another group to find the missing vowels.



Activity 7.2.6

Working Together

In groups of four, discuss the food you eat every week. Draw a table with columns to represent each food group, then write the food you eat under the column of the food group where it belongs.

For example: Name _____

	Protein	Vitamin	Fat	Carbohydrates	Water
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

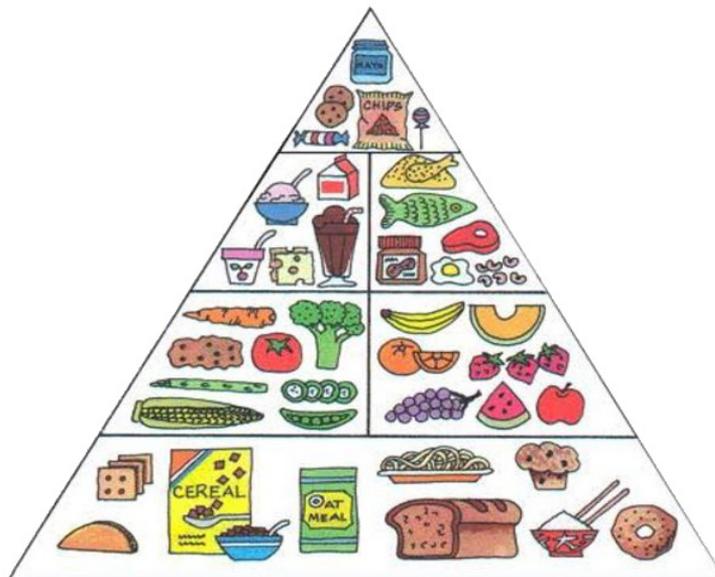
Evaluate each other's diets to see if they are balanced diets.

If not, then in a different colour, write the foods that are missing so that the person can start to have a balanced diet.

Pin your work to the wall so everyone can see it.

TOPIC 3 Talking about Diet and Health

Do you have a healthy diet?



Activity 7.3.1

Reading

The following is a conversation between two friends, Samantha and Ethan. Read it aloud.

Samantha : Our teacher has taught us about eating healthy. Ethan, do you have a healthy diet?

Ethan : What do you mean by a healthy diet, Samantha?

Samantha : A healthy diet is one that helps keep or improve your

health. It gives your body important nutrition, like carbohydrates, proteins, vitamins, fats and water.

Ethan : I understand. I have heard of all the food groups I am supposed to eat, but I don't think I eat food with all of them.

Samantha : Why don't you eat food with all the nutrients?

Ethan : I don't think that they are all important. What I need is only energy to come to school and for my body to grow. So I only eat carbohydrates and proteins.

Samantha : That is very wrong, Ethan. Your body needs all the nutrients for it to grow well. Vitamins, fats and water are all good for you. Our teacher told us that our meals should not miss any nutrients if we want to live longer and lead a healthy life.

Ethan : I do want to live longer and lead a healthy life. I'll make sure I have a healthy diet from now on.



Activity 7.3.2

Writing

Answer the following questions.

1. What has Samantha learnt?
 2. What does Ethan think of his diet requirements?
 3. What advice does Samantha give to Ethan?
 4. What does Ethan promise to do?
 5. Do you have a problem like that, or do you know of a friend who has the same problem as Ethan?
 6. How should you solve that problem?
 7. Why does Ethan say he is going to do to solve his problem?
-



Activity 7.3.3

Working Together

With a partner, act out the conversation.

After you have acted out the conversation, discuss whether you as well as your classmates have a healthy diet. If so, give evidence. If not, what solution will you come up with? Discuss the solution with your partner.



Activity 7.3.4

Writing

Form groups of four or five pupils. Discuss amongst yourselves and fill in foods of your choice into the correct categories. Then each group will write which bad food habit was the most difficult to change. You had to make in order to eat healthy. Write down how you felt after you had made the change.

1. Dairy
2. Fish/meat/legumes
3. Nuts
4. Vegetables
5. Fruit

TOPIC 4 Talking about Hygiene

What do you do to keep good hygiene?



Activity 7.4.1

Reading

Look at the images below and match them with the statements below.



1. I boil water before drinking it. ____
2. I wash my hands with soap or handwash after visiting the toilet and

before eating anything. ____

3. I brush my teeth when I wake up and after all meals. ____
4. I take a bath every day. ____
5. I wash all my fruits and vegetables before eating them. ____
6. I wash the dishes after using them. ____



Activity 7.4.2

Writing

When you are clean you protect yourself from getting sick. How do you think you help others in your family by keeping clean?

Write four reasons.



Activity 7.4.3

Working Together

In groups of three, discuss the things you usually do to keep good hygiene. Then write them down in the same way as the sentences in Activity 7.4.1.

Present your work to the class.



Activity 7.4.4

Reading

Read the poem given below. In groups of four, think of different activities round the poem. One of you may like to do a dance while the group members recite it. Another person may sing while the other members clap.

The group may recite the poem together, using actions. The class will judge the best group and clap for them.

The Nasty Pesky Germs

There are ten thousand germs, all dirty and mean,
They are hiding on my hands,
Where they are not seen,
I've tried to blow at them,
I've tried to shout at them,
I've tried to rub them,
I've tried to wash them down the drain,



But the nasty, pesky germs refuse to go down the drain.
And come and bother me again.

Oh look!
They are hiding between my fingers,
They are hiding on my thumb,
They are running after one another
And in between my nails

Armed with hygiene and health
I must win the battle
Against those Nasty... Pesky... Germs.

TOPIC 5 Talking about Illness

Have you ever been ill? What did you do?



Activity 7.5.1

Reading

Read the conversation below between a doctor and a patient called Magezi.

Magezi : Good morning, doctor.

Doctor : Good morning, Magezi! How can I help you?

Magezi : Doctor, I had a very bad night.

Doctor : What is wrong with you?

Magezi : My stomach was aching and I could not sleep. When I told my mother about it, she told me that it could be food poisoning. She said, “You should visit a doctor.” When morning came, I rushed here straightaway.

Doctor : Is that the only problem?

Magezi : No doctor, I also have diarrhoea and I feel like vomiting every now and then.

Doctor : Sorry Magezi, you will be fine. Did you eat any kind of food that you don't usually eat?

Magezi : No, doctor.

Doctor : We will carry out some tests and find out what exactly is bothering you. For now, I will give you some pain medication. You should also know that you need to always keep good hygiene standards and eat a healthy diet. If you don't, you will get ill.

Magezi : I agree with you doctor. Thank you very much for your help.



Activity 7.5.2

Writing

Answer the following questions.

1. Who is speaking in the conversation?
 2. What is wrong with Magezi?
 3. How is the doctor going to help him?
 4. What does the doctor advise Magezi to do?
 5. Does she/he prescribe any medicine?
-



Activity 7.5.3

Working Together

With a partner, act out the conversation.



Activity 7.5.4

Writing

Make sentences from the box below to talk about different illnesses.

If you do not	wash your hands, boil drinking water, brush your teeth, wash dirty dishes,	you will get diarrhoea. you will get cholera. you will have stomach pain. you will get toothache.
---------------	---	--



Activity 7.5.5

Working Together

With a partner, create a dialogue between a doctor and a patient. Consider a patient who is ill with cough, typhoid, or malaria.

Present the dialogue to the class.

UNIT TESTS

Unit Test 7.1

Match the words below with the photos.

fruits, vegetables, meat, legumes, cereals

A.



B.



C.



D.



E.



Unit Test 7.2

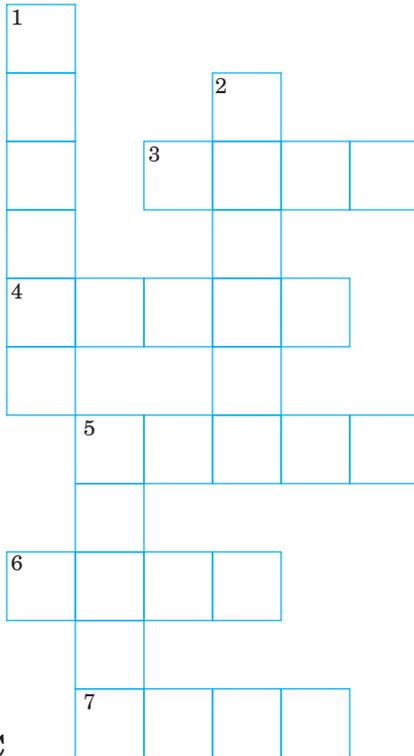
In groups of three, carry out the following activities.

The following foods include carbohydrates, proteins, vitamins, fats and water. Copy the table below into your exercise book. Using coloured pencils, colour the boxes according to the group the food belongs to. Colour carbohydrates with green, vitamins with yellow, proteins with red, fats with pink and water with blue. If a particular food belongs to two groups, then divide the box into two and colour it with two different colours.

Sweet potatoes	Beans	Bread	Cassava	Chicken
Peanuts	Maize	Rice	Isombe	Papaya
Eggplants	Peas	Milk	Plantains	Cheese
Irish potatoes	Millet	Beef	Avocado	Pork
Carrots	Porridge	Sugar	Bananas	Fish

Unit Test 7.3

Copy the puzzle below in your exercise book. Fill in the puzzle with the correct answers using the clues below.



C

Across

3. these foods keep our bodies warm
4. a white substance that makes food sweet
5. a very common legume in Rwanda
6. food product obtained from pigs
7. a word that describes our food intake

Down

1. a dairy product obtained
2. another name for pawpaw
5. it helps transport nutrients through whole body

Unit Test 7.4

In groups of four, design a beautiful poster involving all the food groups. Pin it on the wall in your classroom.



Answer the Riddle

Two parents wanted to adopt a young boy. One was a doctor and the other one was a transporter. They had gone to court to talk about the adoption for long, but no decision was ever reached. The transporter had to go for a trip very far but as he left, he left the boy with five apples because he wanted to leave for five days. Why did he do this?

UNIT SUMMARY

In this unit, we have learnt to:

1. Describe our diet in terms of food groups.
2. Identify and use the first conditional.
3. State and use the vocabulary of illnesses, basic hygiene and food groups.

Key Unit Competency

To use language learnt in the context of crafts in Rwanda.



Attitudes and Values

Appreciate the role of crafts in Rwandan culture.

Introduction

Crafts are an important aspect of the Rwandan culture. They play an important role in educating and instilling values in us. In this unit, we will be learning to use language in the context of crafts in Rwanda. This is directly connected to Arts and Crafts.

A man who works with his hands is a labourer a man who works with his hand and brain is a craftsman.

–Louis Nizer

TOPIC 1 Describing What People Made in the Past

Have you seen any object that was made in traditional Rwanda?



Activity 8.1.1

Reading

Read the text below.

Traditionally, people in Rwanda used to make several things. These included tools and crafts. People made wall decoration mats (Imigongo). These were made by women using cow dung. They were made in colours such as red, black and white and designed in spirals and geometrics.

People in traditional Rwanda also made woven baskets, bowls and papyrus mats. These were made in different colours and designs.

People in traditional Rwanda also carried out pottery making. The products from pottery included pots, mugs and other vessels.

They also made wood carvings such as sculptures, doors, gourds, knife handles and musical instruments.

The people of Rwanda used to make jewellery. These were made by women.



Activity 8.1.2

Working Together

In groups of four, read the text again and label the following images with their names as mentioned in the text.

A.



B.



C.



D.



E.



F.



G.



H.



I.



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____



Activity 8.1.3

Writing

Answer the following questions with information from the text.

For example: What did people make in traditional Rwanda?

A. People made baskets.

1. Imigongo pieces were made in colours such as: _____, _____ and _____.
2. What did people weave?
3. What products were made from pottery?
4. What products were made from wood carving?



Activity 8.1.4

Reading

Go out into the community. Look for more information about what people used to make in traditional Rwanda. Collect as many items that were made in traditional Rwanda as possible.

Present your findings to the class.

TOPIC 2**Describing What They Used Things for**

Do you know what different objects were used for in traditional Rwanda?

**Activity 8.2.1**

Reading

Tool or craft	Use
knife	For peeling potatoes and making carvings in the wood
gourd	To keep milk, water and traditionally brewed alcohol
pot	To store and keep food
Basket	To transport valuable food such as eggs, beans and meat
Mat	For sitting, for traditional ceremonies and decoration
Imigongo	For decorating the house
Hoe	For digging

**Activity 8.2.2**

Working Together

With a partner, ask and answer.

Partner A : What did they use hoes for?

Partner B : They used hoes for digging.

Continue with the other tools.

**Activity 8.2.3**

Reading

In groups of four, find more uses of these tools. Then draw a table such as the above and write down questions and answers as those in Activity 8.2.2.

TOPIC 3 Describing Raw Materials

What do you think 'Raw Materials' are?



Activity 8.3.1

Listening

Listen to the teacher read a short text to you about raw materials traditionally used in Rwanda. Write down points as you listen.



Activity 8.3.2

Working Together

With a partner, compare your notes. Find the differences and similarities between your notes. Put your notes together to supplement each other.



Activity 8.3.3

Writing

Now answer the following questions with your partner using the notes you made and what you remember.

1. What is a raw material?
2. Which raw materials were traditionally used in Rwanda?
3. List the names of the raw materials and the tools that were made from them.

For example: People made tools from iron.

4. Draw any four traditional tools from traditional Rwanda. Name them and say from which raw materials they have been made from. Make sure you don't write tools made from one raw material only.



Activity 8.3.4

Writing

Prepare questions about the raw materials used to make different objects, tools and crafts in Rwanda?

Then, write their answers.

For example:

Question: What is used for making a mat?

Answer: Papyrus is used for making mats.

Question: What raw material is used for making jewellery?

Answer: Grass, recycled papers, beads, thread, etc. are used for making jewellery.



Activity 8.3.5

Working Together

Ask your classmates to prepare a similar questionnaire about the uses of different objects and tools.

Now choose a leader and a secretary from your classmates and divide the remaining students into two groups. Hold a quiz with your questions.



Activity 8.3.6

Writing

You have learnt about and researched about different objects and tools that were traditionally made in traditional Rwanda. You have also learnt about what materials they are made from and what they are used for.

Now, write a short text describing different tools and objects, their uses and raw materials used for preparing them.

Most of your sentences should be in the passive voice. You may begin as follows:

Traditionally, people in Rwanda made woven baskets. Baskets were made from different materials such as grass, vines, sisal fibres, leaves, raffia and papyrus. They were used for carrying vegetables and fruits and for decorating homes. They were also used for carrying harvested crops from the fields.

Pots were made _____

Imigongo was made _____

Knives were made _____

TOPIC 4**Describing Modern Handicrafts**

Have you seen any of the beautiful traditional handicrafts that were made in Rwanda?

**Activity 8.4.1****Reading**

Today people make different handicrafts in Rwanda. People make baskets commonly known as Agaseke. These are mainly made in places such as Musanze, Huye and so many other places. People make pots in Gatagara, in the Southern province in a place in between Ruhango and Nyanza. People today also make ceramics such as floor tiles, wall tiles, flower vases and house decorations. These are usually made in Kigali. People make personal adornments such as headbands and jewellery. Wood carvings such as bowls, mugs and musical instruments are commonly found in Gicumbi among other places.

**Activity 8.4.2****Writing**

Answer the following questions.

1. What crafts do people make today?

For example:

- People make baskets.
- They make pots.

2. List the names of different crafts and the places where they are made in the following table.

Craft	Place

3. Look around your house and write down at least five crafts you can see. Find out in which part of the country they were made and fill in the information in a table like the one above.



Activity 8.4.3

Working Together

In groups of three, collect different crafts from your community. Then write about the crafts. For each of the crafts you found, follow the guide below to write about it.

1. Name the craft
2. Mention where you got it from.
3. Mention which raw materials were used.
4. Mention what it is used for.
5. Mention the place where it is usually made.



Activity 8.4.4

Reading

Sit in groups of four. Label places where you can find modern crafts in Rwanda using the template map below.



TOPIC 5**Describing How to Make Craft Objects**

Have you ever seen anyone make a craft object?

**Activity 8.5.1****Reading**

The following are instructions for how to make a pot. Read them carefully. First of all, dry clay soil is mixed with wood dust to make it firm and compact. Then the soil is mixed with water to produce hard and paste-like material. Afterwards, this material is moulded into the shape and size of pot desired.



Then the final touches are completed by smoothening and drawing suitable patterns on the surface of the pot.



The pot is then left to dry before being baked. It is baked.



This is a finished pot.

**Activity 8.5.2****Writing**

Answer the following questions.

1. What things do you need to make a pot?
2. What is the first thing you should do when making a pot?
3. What is the most important stage in making a pot?
4. Find the name of a person who makes pots.



Activity 8.5.3

Working Together

In groups of four, think of craft object you can make. Make the craft object, write instructions for making it and present your work to the class.



Activity 8.5.4

Reading

The steps for making Imigongo paintings are listed below. The steps are not in the correct sequence.

Rearrange the sentences to form a correct step-by-step process. Write the steps in your exercise book. Get your work checked by your teacher.

Process of making Imigongo paintings:

1. The dung is left to harden.
2. Nowadays it is also painted with grey, beige-yellow and many other colours.
3. Cow dung is used to produce Imigongo paintings.
4. Cow dung is put onto wooden boards in spiral and geometric designs.
5. Then it is decorated using colours made from organic material.
6. The traditional colours are red, black and white.



Activity 8.5.5

Working Together

You have learnt how different arts, crafts and jewellery are made in our country. You know that they require raw materials that are cheap and widely available. These things are beautiful and popular and can be a source of income.

Now imagine that you are a craft teacher. You have to teach the class how to make different objects.

Work in groups of four and act out the craft class 'training' with your group.

UNIT TESTS

Unit Test 8.1

Write a short text describing at least three crafts and objects that people made. Describe them in terms of what they were used for and the raw materials that were used to make them.

Write your answer in a table.



Answer the Riddle

What is black when you buy it, red when you burn it, and grey when you throw it away?

Unit Test 8.2

Use complete sentences to describe the production process of any object people make today. Use the passive voice.

Unit Test 8.3

Given below are a set of sentences that describe the process of making handmade earrings in Rwanda. Use the correct passive voice form of the verb given in the brackets, in order to complete each sentence.

1. Earrings _____ (make) from grass or recycled paper by women in Rwanda.
 2. Triangular strips of rectangular paper _____ (use) by them.
 3. These strips _____ (handroll) to form beads.
 4. Beads of different shapes and designs _____ (form)
 5. This _____ (do) by handrolling the strips in different ways.
 6. Some beads _____ (dye) before they _____ (varnish).
 7. Some beads _____ (paint) too.
 8. Some beads _____ (leave) in their natural state before they _____ (varnish).
 9. Finally, these beads _____ (form) into earrings.
-

UNIT SUMMARY

In this unit, we have learnt to:

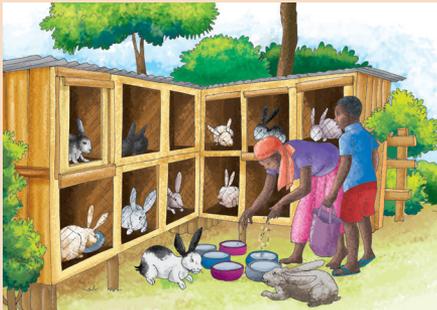
1. Recognise and use the passive voice.
2. Identify and use the vocabulary of craft objects, raw materials and the way things are made.

UNIT 9

TRADITIONAL AND MODERN AGRICULTURE IN RWANDA

Key Unit Competency

To use language learnt in the context of traditional and modern agriculture in Rwanda.



Attitudes and Values

Appreciate the role of agriculture in the Rwandan economy and development.

Respect how creativity and innovation lead to changes.

Introduction

Agriculture has played an important role in the economy and development of Rwanda. Farming methods have advanced considerably over time. This has improved the production of food crops and people's livelihoods. In this unit, we will be learning to use language in the context of traditional and modern agriculture in Rwanda in the past, present and future.

Agriculture is our wisest pursuit, because it will in the end contribute most to real wealth, good morals and happiness.

Thomas Jefferson.

TOPIC 1

Describing Tools in the Past

What tools did farmers use in the past?



Sickle

It is used for harvesting cereal crops or cutting grass for hay.



Hoe

A hoe is used for digging shallow furrows when sowing seeds.



Pickaxe

A pickaxe is used to dig the soil for farming.



Knife

Garden knives are used for cutting twine, opening plant lies and harvesting.



Axe

An axe is used to cut wood and harvest timber.



Basket

Baskets are used for carrying harvested crops.



Machete

A machete is used to cut down plants and tall grass.



Activity 9.1.1

Reading

Find the hidden tools in the puzzle below.

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



Activity 9.1.2

Working Together

With a partner, ask and answer the question below to find different answers.

For example:

Q. What tools did farmers use in the past?

A. Farmers used axes in the past.



Activity 9.1.3

Reading

The following is a list of processes for which different tools are used. Read the process and write the tool used in the blank.

- Used for breaking up hard ground and rock before planting _____
- Used for winnowing rice _____
- Used in planting by piling soil on to seeds, creating trenches to throw in seeds for planting and weeding down vegetation _____
- Used for cutting sugar cane and overgrown grass _____
- Used for harvesting grain crops and cutting long grass to feed animals _____
- Used to split wood and harvest timber _____

How does comparing the tools of the past with the tools of the present help?



Activity 9.2.1

Listening

What do you know about farming in the past?

Listen to the teacher read aloud a text about farming in the past. Note down all the important information you heard.



Activity 9.2.2

Writing

Answer the following questions.

1. Answer true or false according to what you heard.
 - (a) People grew food crops _____.
 - (b) Farming was done on a big scale _____.
 - (c) Few crops were grown _____.
 - (d) People planted crops to sell _____.
 2. What animals were kept?
 3. Mention the fruits that were grown.
 4. Make a list of the crops that were grown in the past. Number them according to the order in which you heard them.
-



Activity 9.2.3

Writing

Discuss the factors that characterised farming in the past. Then write a text describing the facts about farming in the past and expressing your opinions about it.

TOPIC 3

Describing Agriculture in the Present

What do you know about agriculture in the present?



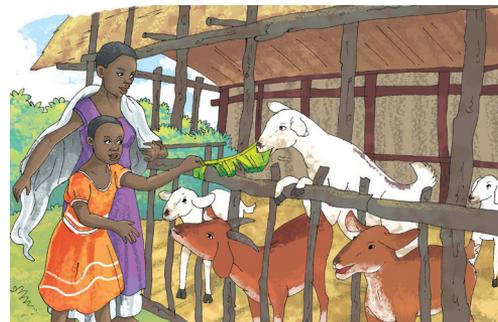
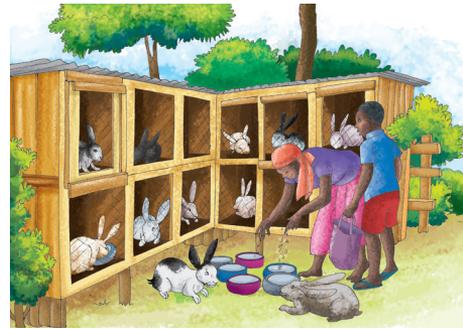
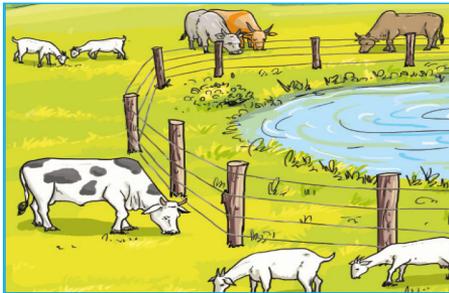
Activity 9.3.1

Reading

Read the text below about agriculture in the present.

Agriculture is the main economic activity for the people of Rwanda. Agriculture has changed a lot.

People grow crops on very big pieces of land. The crops grown are majorly cash crops. These include bananas, cassava, sweet potatoes, sorghum, beans, maize, millet, peas, and pumpkins. On top of these, new crops such as rice, tea and coffee are grown. Farmers also keep goats, cows, rabbits, sheep and pigs.



New farming methods are used on farms today. These include irrigation systems, animal husbandry and terracing.

Farmers use modern machines like tractors for digging and ploughing.



Activity 9.3.2

Writing

Answer the following questions:

1. What crops do farmers grow now?
 2. What animals do farmers keep today?
 3. What new crops do farmers grow now?
-
-



Activity 9.3.3

Working Together

In groups of four, look at the image below and analyse it.



Then discuss what you see about modern agriculture in Rwanda. Construct sentences like:

Farmers use tractors.



Activity 9.3.4

Reading

Write a paragraph about agriculture in the modern era.



Explore the Internet

To learn and understand more about cash crops and modern agricultural methods like irrigation, animal husbandry and terracing, browse:

https://en.wikipedia.org/wiki/intensive_farming

<https://en.wikipedia.org/wiki/Irrigation>

https://en.wikipedia.org/wiki/Animal_husbandry



Activity 9.3.5

Working Together

In groups of four check the Internet. Try to gain knowledge about modern agricultural methods.

Find out about the:

1. Advantages of using modern agricultural methods
2. Advantages of using modern machines.

Note down your findings and read them aloud in front of class the next day.



Activity 9.3.6

Writing

Prepare true or false statements about traditional and modern farming and crops in Rwanda.

Exchange your questions with other learners for cross checking.

TOPIC 4**Describing Current Agricultural Export**

What are exports?

**Activity 9.4.1**

Reading

Rwanda has two major exports. These are tea and coffee. Analyse the tables below showing Rwanda's tea and coffee exports to different countries in 2012 by percentage.

Rwanda's Tea Exports.	
Country	Percentage (%)
Pakistan	40
Russia	3
Sudan	5
United Arab Emirates	5
United Kingdom	16
Afghanistan	3
Egypt	11
Nigeria	2
Kazakhstan	3
Ireland	5
Others	7
Total	100

Rwanda's Coffee Exports.	
Country	Percentage (%)
Switzerland	56
U.S.A	7
United Kingdom	3
China	11
Japan	3
Belgium	7
Germany	9
Others	4
Total	100

Source: National Agriculture Export Board of Rwanda.

**Activity 9.4.2**

Working Together

In groups of three, answer the following questions:

Example:

- Q. Which countries does Rwanda export coffee to?
 A. Rwanda exports coffee to Germany.

Rwanda exports coffee to _____

(Continue with such sentences)

1. What countries does Rwanda export tea to?
 2. Which country receives the most Rwandan coffee?
 3. What percentage of Rwanda's tea does Nigeria receive?
 4. What are the three leading countries in terms of the highest export of coffee from Rwanda?
 5. To which countries does Rwanda export the same amount of coffee?
 6. Which countries does Rwanda export both tea and coffee?
-



Activity 9.4.3

Working Together

Form groups of four. With two groups pitted against each other, ask each other questions about the export of coffee and tea in Rwanda.

Questions may include:

1. What percentage of coffee is exported to China?
2. What percentage of tea goes to other countries?

Groups receive a point for each question answered correctly.



Activity 9.4.4

Writing

1. Draw a pie-chart or bar graph to represent Rwanda's tea exports.
 2. Draw a pie-chart or bar graph to represent Rwanda's coffee exports.
-

TOPIC 5**Describing Agriculture in the Future**

Have you ever wondered what agriculture will be like in the future?

**Activity 9.5.1****Reading**

Read the following sentences talking about agriculture in the future.

1. In the future, there will be more tea and coffee plantations in Rwanda.
 2. In 10 years, Rwanda will export more coffee.
 3. In the future, there will be increased expansion in the horticulture sector and therefore, more greenhouses.
 4. In 15 years, there will be bigger farms.
 5. In the future, more tractors and combine harvesters will be used.
 6. In five years, there will be more modern storage of water and irrigation systems.
 7. In the future, there will be more reliance on fertilizers.
 8. In the future, there will be more exports, like dairy products, fish, beef products, and poultry products.
 9. How many of you would opt to be a farmer? State your reasons.
-

**Activity 9.5.2****Reading**

For each of the above predictions about agriculture in the future, draw a picture to represent the idea. Give each picture a title.

**Activity 9.5.3****Writing**

Write a paragraph expressing other future predictions about agriculture in Rwanda. Begin your paragraph with the following:

Agriculture has enormous potential in eradicating poverty. There is a need for youthful energy.....



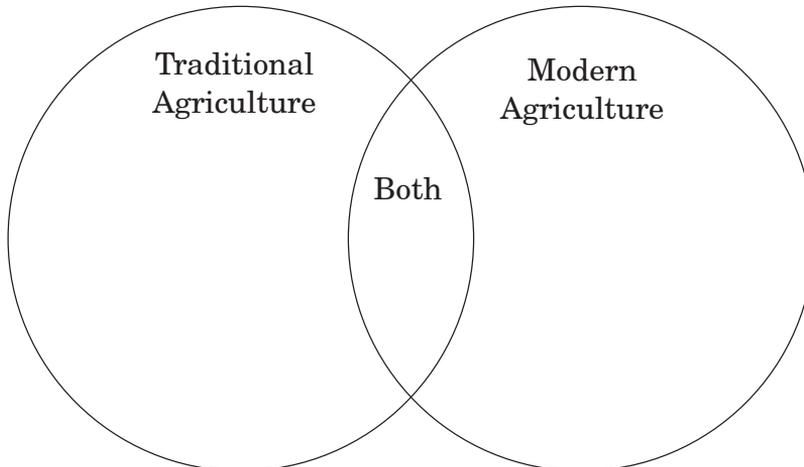
Unscramble the following words.

1. sscaava _____
2. ototap _____
3. tplainain _____
4. neabs _____
5. humorsg _____
6. ffceeo _____
7. tae _____

UNIT TESTS

Unit Test 9.1

Fill in a Venn diagram to compare and contrast past and modern agriculture.



Unit Test 9.2

List a number of things that you think will change in agriculture to the agriculture in the future. Use the table like the one below to organise your ideas.

Before	After

Unit Test 9.3

State whether the following statements are true or false.

1. An axe is used to dig shallow furrows when sowing seeds.
2. Tractors are used for plowing, harrowing, tilling, planting, etc., and also for pulling agricultural machinery.
3. A pickaxe is used for digging the soil for farming.
4. Garden knives are used for cutting twine, opening plant ties and harvesting.
5. A machete is used for carrying harvested crops.
6. Sickles are used for harvesting cereal crops.
7. A hoe is used to cut wood and harvest timber.
8. A machete is used for cutting off plants and tall grass.
9. Baskets are used for carrying the harvested crops.
10. Garden knives are used for harrowing.



Answer the Riddle

I was carried into a dark room, and set on fire. I wept, and then my head was cut off.

What am I?

Unit Test 9.4

Write the name of the agricultural tools in the picture and match the name with one of the processes.

Agricultural process:

1. digging the soil
2. cutting wood and harvesting timber
3. cutting off plants and tall grass to remove undergrowth
4. carrying harvested crops
5. plowing, harrowing, tilling and pulling agricultural machinery



UNIT SUMMARY

In this unit, we have learnt:

1. To identify and use the past simple, present simple and the future tense.
2. About farming tools and practices in the past, present and future.

Key Unit Competency



To use language learnt in the context of the geography of the world.

Attitudes and Values

Appreciate the location of Rwanda in the wider world and its role in the global community.

Introduction

The location of Rwanda is special. Rwanda is one of the countries that plays a role in the community of the world. In this unit, we will be learning about the language used in the context of the geography of the world. This language will help us in learning more about countries, geographical features, continents, capitals in social studies.

Geography has made us neighbours. History has made us friends. Economics has made us partners, and necessity has made us allies. Those whom God has so joined together, let no man put asunder.

—John F. Kennedy.

TOPIC 1

Naming Continents, Countries and Capitals

How much do you know about the world?



Activity 10.1.1

Reading

Study the map of the world below:





Activity 10.1.2

Reading

Look at the map of the world and name the continents on the map above.

1. How many continents are there in the world?
2. How many oceans are there in the world?
3. Which is the southern most continent?
4. Which ocean separates Europe and the Americas?
5. Which oceans lie on either side of the continent of Africa?



Activity 10.1.3

Reading

Look at the map on page 167 and compare the countries according to sizes. Name the 10 largest countries in the world.



Activity 10.1.4

Reading

Name at least five countries from each continent and their respective capitals.

For example:

- Rwanda is in Africa. Its capital city is Kigali.
- Germany is in Europe. Its capital is Berlin.



Activity 10.1.5

Working Together

Make groups of four. The teacher will give you at least 26 cards of countries. Make a chart, like the one below with continent, country and capital.

Continent	Country	Capital

Add the countries from your cards to your chart. Do this as fast as you can. The first group to finish all of their cards wins the contest.



Activity 10.1.6

Working Together

Read the quotation by John F. Kennedy given at the beginning of the chapter. Form groups of four and write five sentences about why we should be friendly with people from the other nations of the world. Each group should read out their answers to the class. Then pin them on the class bulletin board.



Have a quiz. Have the class split into two groups, each facing the other. Each group asks a question regarding continents, countries and capitals and the other group answers.

- For example:**
- Which continent is China in?
 - What is the capital of South Africa?
 - Name two countries in North America.

Points will be collected until there is a winner.

TOPIC 2

Describing the Position of Countries

What is the position of Rwanda on the map?



Activity 10.2.1

Listen to the teacher and read the following text. Follow along as your teacher reads.



Did you know that I know a lot about the world? I know that the Equator is an imaginary line which cuts the earth across horizontally and the Prime Meridian is an imaginary line that cuts the earth vertically on the map. The countries that are above the Equator are in the Northern Hemisphere and those that are below the Equator are in the Southern Hemisphere. Russia, the largest country in the world is in the Northern Hemisphere. Rwanda is in the Southern Hemisphere. Indonesia, a country in Asia, is found along the Equator. Uganda is on the Equator.

The Democratic Republic of Congo is cut in two parts by the Equator. It lies West of Rwanda. Algeria, the biggest country in Africa, is in the Northern Hemisphere in between Morocco and Libya.



Activity 10.2.2

Writing

Answer the following questions:

1. What is the Equator?
2. What is the Prime Meridian?
3. Look at the map and label the following countries on a map using the text from Activity 10.2.1.
 - (a) Russia
 - (b) Rwanda
 - (c) Chile
 - (d) Uganda
 - (e) D.R.C
 - (f) Algeria



Activity 10.2.3

Reading

1. From the world map in this unit, locate at least five countries found in the Northern Hemisphere.
 2. From the world map in this unit, locate at least five countries found in the Southern Hemisphere.
-



Activity 10.2.4

Writing

Use the words in the box below to answer the following questions using below, above, northern, southern, in, on, between, eastern, western, west, east, south and north for each answer.

1. Where is Russia located?
2. Where is Panama found?
3. What is the location of Fiji?
4. Where is the United States of America found?



Activity 10.2.5

Working Together

With a partner, ask and answer. For example:

Partner A: Where is France found?

Partner B: France is found in the Northern Hemisphere. It is on the north-eastern side of Spain.

Continue to practice.



Activity 10.2.6

Reading

“Children! Did you wonder?”

Why do we say Northern and Southern Hemisphere?

What is a “Hemisphere”?

A hemisphere is half of the sphere.

What is a “sphere” then?

A sphere is a round object like a ball or a globe.

It is amazing to know that our earth is not flat as we see it on a map, but, it is spherical just like a ball. This is why its upper half is called the Northern Hemisphere and the lower half, the Southern Hemisphere.

Isn't it interesting that we all live on a huge massive ball?

Make a word search. Complete the puzzle with all following words related to our earth in the word search.

globe, constellation, ozone, earth, habitat, orbit, galaxy, oceans.



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

TOPIC 3 Describing the Geography of a Country

How well do you know the geography of different countries?



Activity 10.3.1

Reading

Read the following sentences about the geography of different countries. Practise using ‘there is/are’.

- There are so many mountains in Rwanda. Rwanda is a mountainous country.
- There is a big forest in Brazil. It is called the Amazon Forest. It’s the biggest forest in the world.
- There are deserts in Namibia. These include the Namib and Kalahari deserts.



- There are lowlands in the Netherlands. It's therefore a coastal country. Dykes are used to prevent flooding.
- Jamaica, Madagascar and Britain are all islands. They are completely surrounded by large water bodies.
- There is snow in Greenland and Iceland. These countries are always surrounded by snow. They are very cold countries.



Activity 10.3.2

Writing

Answer the following questions.

1. Make as many sentences as you can from the following table.

<p>There is</p> <p>There are</p>	<p>forests in</p> <p>desert in</p> <p>lowland in</p> <p>mountains in</p> <p>water in</p> <p>snow in</p>	<p>Rwanda.</p> <p>Madagascar.</p> <p>Sudan.</p> <p>Iceland.</p> <p>the Netherlands.</p> <p>Northern Russia.</p> <p>Namibia.</p> <p>Brazil.</p> <p>Switzerland.</p> <p>Indonesia.</p> <p>Finland.</p> <p>the D.R.C.</p> <p>Egypt.</p> <p>China.</p> <p>Algeria.</p> <p>Greenland.</p>
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Activity 10.3.3

Working Together

In groups of four, research more countries that are mountainous, forested, lowlands, snowy, islands and desert. Make a long list and present your work to the class.



Activity 10.3.4

Working Together

In pairs, draw outlines of the following types of landforms. Your partner will use colours to complete your outlines. Check that you have spelt the landforms correctly.

River, lake, ocean, mountain, lowland, snow

TOPIC 4 Describing a Country



Activity 10.4.1

Reading

Read the text below about Kenya.

Kenya is a country found on the equator. It is also found in East Africa on the Indian Ocean. Kenya has a coastline. Its capital city is Nairobi.

While in Kenya, there are so many places you can visit. You can visit Kenya's national parks which include Maasai Mara, Tsavo and Amboseli. These have wildlife, such as lions, elephants and rhinos.



You can visit several lakes in Kenya which include: Lake Nakuru, Lake Naivasha, Lake Magadi, Lake Turkana and Lake Victoria.



You can see the Great Rift Valley found in the central part of Kenya.

You can also see mountains such as Mount Kenya and Mount Meru.

Kenya exports several products to other countries. Including tea, coffee, tobacco and cereals. These goods are exported to countries such as Japan, Russia, France, Somalia and many others.



Activity 10.4.2

Writing

Answer the following questions about the text.

1. What is the capital city of Kenya?
2. Where is Kenya found?
3. What tourist sites can you see in Kenya?
 - a. You can see National Parks.
 - b. _____
 - c. _____
 - d. _____
4. What products does Kenya export?
5. Which countries does Kenya export to?
6. Do more research about Kenya and find out:
 - (a) What countries border Kenya in the different compass directions?
 - (b) What are Kenya's official languages?



Activity 10.4.3

Writing

Draw a map of Kenya and label the different tourist sites mentioned in the text, the capital city of Kenya and the neighbouring countries. You may make a key and use different symbols on your map.



Activity 10.4.4

Working Together

In groups of four, do a research about a country of your choice and write about it in terms of its location, capital city, tourist sites and exports and imports. Include some pictures related to your writing. Find unusual facts about the country, such as its festivals, leaders and other details. Present your group's work to the class.



Activity 10.4.5

Writing

The names of countries are hidden in the list of words given below. Pair the countries to their anagrams.

- | | |
|-----------|--------|
| 1. Peru | chain |
| 2. Iran | mail |
| 3. Israel | Pure |
| 4. Yemen | moan |
| 5. Laos | rain |
| 6. Angola | serial |
| 7. Mali | enemy |
| 8. Niger | also |
| 9. Oman | analog |
| 10. China | reign |
-



Activity 10.4.6

Listening

Alice and her family wanted to go for a picnic to a national park in Rwanda. But they didn't know much about national parks. Therefore, Alice's father decided to read a tourist guide to get some information. Here is the text he read about 'Volcanoes National Park'.

There are a number of other beautiful plants and meadows as well. You can find the real beauty of nature here and see the flora and fauna of Rwanda.

Other activities you can enjoy at Volcanoes National Park: At the Volcanoes National Park you can also enjoy:

- Climbing the Bisoke Volcano
- Tour of lakes and caves
- Visiting the tomb of Dian Fossey
- Iby'lwacu cultural village tour

Where to stay: There are a number of safari camps, lodges and luxury hotels in and around Musanze and Kinigi.



Activity 10.4.7

Writing

Do research about your favourite picnic spot in Rwanda. You may ask your parents to help with features, attractions and modes of transport.

After collecting the information, write a tourist guide about the place. Show your work to your teacher.



Activity 10.4.8

Working Together

The custom of Kwita Izina or naming ceremony of newborn gorilla babies has been held every year since 2005. The 11 Kwita Izina was held on 5 September 2015, when 24 baby gorillas were named.

Form groups of four and find names that could be sent for the next Kwita Izina event. Your choice of names should show your concern for the animal. Now tick mark which of the following things are achieved through this event:

1. Gorillas begin to call each other by their names.
 2. It is a great national event in Rwanda.
 3. Not just Rwandans but international participants take part.
 4. It creates awareness about the need to conserve our flora and fauna.
 5. It makes every Rwandan feel proud of their parks and other places.
-

Across

1. _____ Arabia is a country near the Red Sea. (5)
2. The only continent crossed by both the Equator and the Prime Meridian. (6)
3. This is a country whose capital is Baghdad. (4)
4. The capital city of Grenada is _____ George. (5)
5. The capital city of China is _____ (7)
6. This capital city is found in Cuba. (6)
7. This continent is found in North of Africa. (6)
8. Abbreviation of the United States of America. (3)
9. The Panama Canal separates this continent from South America. (12)
10. The country is found in Europe and its capital city is Warsaw. (6)
11. It's a West African country and its capital city is Niamey. (5)
12. It's Argentina's largest city and its capital city. (11)

Downward.

1. This country is between Portugal and France. (5)
2. It's the biggest continent in the world. (4)
3. Its capital city is London –Abbreviation. (2)
4. It's the biggest city in India. (8)
5. This country is described as a country of a thousand hills. (6)
6. It's an island in the Pacific Ocean. Its capital city is Port-au-Prince. (5)
7. It's North of China. Its capital city is Ulaanbaatar. (8)
8. The capital city of Ecuador. (5)
9. The main cities in this country include Amsterdam, Rotterdam, The Hague (6).
10. A very cold/snowy country in Northern Europe. Its capital is Oslo. (6)
11. Capital of Morocco. (5)
12. Capital of Taiwan. (6)
13. This country is in Western Africa. Its capital is Dakar.



Answer the Riddle

What familiar word starts with IS, ends with AND and has LA in the middle?

UNIT SUMMARY

In this unit, we have learnt to:

1. Recognise and use 'you can', 'there is/are' and prepositions of place.
2. Identify and use the basic vocabulary of country names, continents and general features of a country.

