

ENGLISH

TEACHER'S GUIDE

FOR RWANDAN PRIMARY SCHOOLS



P5

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Introduction

CURRICULUM OBJECTIVES

English is one of the official languages and mediums of instruction in schools. The Rwandan policy emphasises the ambition to become a knowledge-based and technology-led economy, and stresses the need for the generation, dissemination and acquisition of scientific skills and technological innovations, critical thinking, and positive values. The integration of these skills into the social and economic development of Rwanda is critical. English, therefore, plays an essential role in the Rwandan vision.

The competency based English curriculum focuses on a particular task. This result from having gained an appropriate combination of knowledge, skills and attitudes, is designed to suit learners fit well into the East African community as one of the English speaking countries. The learners will receive a wholesome education. This will be achieved through developing knowledge and skills, cultivating and inspiring certain attitudes as well as creating occasions and activities during the teaching-learning process that enable the learners to think critically and compete favourably and fit into East Africa and the wider global community.

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

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

NOTES FOR THE TEACHER

Prior knowledge

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

As a teacher of English, encourage learners to consistently practise English. By the time they come to school for Primary Five (5), they are already successful communicators. They already know what language (Kinyarwanda) is for and how to use it competently. Have the learners continue to use language in all aspects at school and at home. Guide them daily so that their language continues to grow. Motivate them and when they make mistakes, let them learn from these and not sulk.

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

Learning a second language

The learners in year 5 may not be able to easily express themselves in English but more in Kinyarwanda, yet English is introduced as a medium of instruction at this level. However, the teacher should know that they have enough experience in using English language. The only difference is that this development in Kinyarwanda has taken place in Language and culture. The role of the teacher of a second language now is to teach these learners through different contexts so they can continue their development in English.

Below are some points about language for the teacher to consider while teaching a second language:

- Language is systematic. Every language has its own characteristic way of combining sounds, words and sentences. While teaching English at this level, relate mostly with the learners in English for them to develop English language skills.
- Language is both creative and functional. A speaker of any language can both create and comprehend an infinite number of utterances based on a finite number of rules. These utterances can cover a multitude of functions, such as requesting, refusing, promising, warning, denying, agreeing, disagreeing and expressing emotions. Across this teacher’s guide, you will notice several activities that aim to help learners be creative and apply language functionally. Use them to keep learners interested in the language.
- Human beings have an innate capacity to learn language. All children, unless severely neurologically impaired, are capable of learning a language. Learners at the Primary 5 level might not have discovered this potential which gives you the role of helping them to make this discovery. They will make mistakes and they may want to give up. Encourage them by explaining that mistakes are normal.
- Language can be non-verbal as well as verbal. Facial expressions, gestures and other body movements may convey messages, the meanings of which are

culturally specific. For young learners, you will need to use more non-verbal expressions to get their attention and to help them learn. You should also try to be culturally specific to help maintain an active and engaged class. Use actions in the classroom from your end and the learners' end.

- Language and culture are closely related. Customs, traditions, values, stories, religion, history and other manifestations of culture are transmitted to a large extent through language. In the activities for the learners, you can ensure that the language you use is closely related to the culture of your learners. In Unit 10, you will study the geography of the world. Relate classroom input to the learners' culture.
- Language and thought are closely related. Children and adults use language to share their thoughts and to expand and clarify concepts.

(Additional Information from (The English Forum, 2005)

As a teacher of Primary 5, you are teaching young children. They are highly motivated to learn language. You have to surround them with love, affection, attention and encouragement and always compliment them for their efforts so that they continue to make attempts to communicate.

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

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

Teaching vocabulary

Each unit has a particular set of vocabulary to be taught and focused on. These are the focus words for the unit but not only new words to teach. The “What is it?” technique can be used to introduce new vocabulary.

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

For example, while describing a carpenter, you can go back and repeat previous sentences several times before you reach the end of the description. By repeating, the students will have heard the new word Carpenter many times by the end of the description. They will also have listened closely because they want to discover what the new word means. Some teachers make the mistake of giving the meaning of new vocabulary too quickly. Once the students have been given the meaning of the word, they have no reason to pay attention. Experiments on remembering (Jenkins 1974) have shown that recalling the form of a word (its spelling or sound) is more difficult than recalling its meaning. For this reason, techniques that give the

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

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

The "What is it?" technique has many useful features:

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

Group work

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

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

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

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

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

- **How many students in a group?**

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

- **Flexible grouping**

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

- **Planning for group membership**

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

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

- (i) **Oral language proficiency grouping**

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

(ii) Personality grouping

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

(iii) Controlled affiliation grouping

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

(iv) Assigning group roles

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

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

Behaviour management

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

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

Assessment

Assessment is viewed as closely related to instruction. Assessment is needed to help teachers and administrators make decisions about students' linguistic abilities, their

placement in appropriate levels, and their achievement. The success of any assessment depends on the effective selection and use of appropriate tools and procedures as well as on the proper interpretation of students' performance. Assessment tools and procedures, in addition to being essential for evaluating students' progress and achievement, also help in evaluating the suitability and effectiveness of the curriculum, the teaching methodology, and the instructional materials. It helps demonstrate to young learners that they are making progress in their linguistic development, which can boost motivation. This encourages students to do more and the teacher to work on refining the process of learning, rather than its product.

About the book

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

UNITS

This teacher's guide is divided into Units (Units 1-10). These units are further divided into different topics. It is estimated that the number of lessons in each unit is 28. Every Unit begins with a photograph which is referred to as the Unit opener photograph. The teacher is expected to divide the topics depending on the kind of learners he/she has to fit the unit into the 28 lessons. The topics are divided for you but you can adjust them according to the needs of your learners. A teacher is expected to cover the whole programme by the end of the academic year.

- **Attitudes and Values:** In a bid to develop the wholeness of the learner, each unit has set attitudes and values that aim to cultivate and inspire certain attitudes coupled with attaining knowledge and skills so that the learner is able to compete favourably at both regional and international levels. As a teacher, you will start every unit with a discussion about these attitudes and values so that the learner is able to see the bigger picture in learning. These attitudes and values can be discussed again after the unit.
- **Materials:** In every unit, there is a set of materials that work as a guide for the teacher. These are mostly low, or no cost materials for you to use in the classroom. These include flashcards and pictures, photographs, classroom objects, realia (real objects such as household objects), magazines and the Learner's book. If your school doesn't have the learner's books then you will endeavour to use the blackboard to draw pictures and also write letters, words and vocabulary for the learners' aid. It is also important for you to model any writing on the blackboard before you ask learners to do it. The book gives additional activities that can

be found on the Internet. ICT is also an important tool in the language learning process as it is key for global communication.

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

Competence-based Lesson Plan

Before you begin the lesson, make sure that the class behaviour and group expectations/ rules are posted in class.

School Name: Igihozo Primary School

Teacher's name: Samantha. N

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	11 /January/ 2016	English	P.5 Pink	1	1 of 26	40 minutes	30 learners
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				3 learners who are dyslexic. They are able to listen and respond but find difficulty in reading and writing.			
Unit title		Past and Future Events					
Key Unit Competence:		The learner should be able to use language learnt in the context of past and future.					
Title of the lesson		Telling stories					
Instructional Objective		By the end of this lesson, learners should be able to: Tell a story, read and listen to a story, answer questions about a story. Respond to a story read to them by the teacher. Formulate a story as a class through the story circle game.					
Plan for this Class (location: in / outside)		The learners are in the class. They are sitting two per desk. Desks are facing each other such that there are groups of 4 learners. The class therefore consists of seven groups. The three dyslexic learners are mixed within the rest of the class. Most groups are arranged according to similar language proficiency.					

Learning Materials (for all learners)	Textbooks, exercise books, pencils
References	Textbooks, dictionary

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	

<p>Introduction 10 minutes</p>		<ol style="list-style-type: none"> 1. Have learners talk to each other answering the opening questions ‘Have you ever told a story? Or has anyone ever told you a story? Answers will vary depending on their experience. This will give you grounds from which you can explain the concepts of a story. 2. Write these questions on a big manila paper or the black board <ol style="list-style-type: none"> a. What is a story? b. How is a story told? c. Who tells stories? d. What makes a good story? <p>Let the learners give their views in groups of three and record their findings. Guide the learners in giving answers that are viable. After that, all groups record their findings on the chart. Compare all answers and come up with specific answers to the questions</p>	<p>The cross-cutting issue to be addressed is extending hospitality education. This will be addressed in line with having knowledge about writing stories.</p> <p>The generic issue to be attained is communication and the official language. Learners are to attain a certain degree of competence in using English as a means of communication while telling stories and used as an official language in the East African community.</p>
		<ol style="list-style-type: none"> a. A story is a piece about true or untrue related events. b. A story can be told through song, dance, poetry, reading or said by heart if it was memorised c. Anyone can tell a story. d. The lesson of the story, interesting characters and the place where it is told from. <p style="text-align: center;">xiv</p>	

<p>Development of the lesson 30 minutes</p>		<p>Narrate or read the story you memorised to the learners. Ask questions to test for understanding and whether they enjoyed the story. Here is the story; The Mighty At the edge of a forest, stood a big tree. Its branches spread out majestically and so did its roots. It shielded people from the sun under its shady leaves, and provided shelter to countless birds and other small creatures in its branches. It buzzed with activity all the time. At the foot of the tree grew a little plant. The plant was willowy and delicate, and tended to keel over at</p>	
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	<p>the touch of the slightest breeze. One day, the two neighbours were having a little chat. “Well, little one,” said the tree to the plant, “Why do you not plant your feet deeply in the ground, and raise your head boldly in the air as I do?”</p> <ol style="list-style-type: none">1. Ask the learners to read the story in Activity 1.1.2. The story can be read aloud as the learners take turns reading it.2. Ask the learners to answer the questions that follow in their exercise books in Activity 1.1.3. They could do this individually or with a partner depending on their language proficiency. <p>Expected answers are;</p> <ol style="list-style-type: none">a. The story is about Liz.b. Liz was sent to the market.c. Liz was sent to buy bananas, cassava flour, onions, meat, tomatoes, green pepper and fruit.d. The problem that was there when Liz reached the market was that she couldn't	
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		<p>find the money when she was supposed to pay.</p> <p>e. Liz decided to go back home and look for the money on her way.</p> <p>f. The money was found under the table.</p> <p>g. Liz’s mom found the money.</p> <p>h. (open ended)</p> <p>i. Mark the stories and pay attention to the sequential flow of events. Then ask the learners to read or tell their stories to the class.</p>	
Conclusion 10 minutes		<p>1. Play a story circle game in Activity 1.1.4. Find a space with enough room for all the learners to fit in a circle. They can sit or stand depending on the nature of the place. Tell the learners that you are going to start a story which will be concluded by the last person in the circle. Everyone will contribute to the growth of the story but will not finish the story. Only the last person will end it. Everyone will contribute by adding a sentence to</p>	
		<p>the story. Start the story circle game.</p> <p>As homework, ask learners to go home and look for a story in a book they have at home</p>	
Teacher self-evaluation	<p>The lesson was well timed. The learning objectives were met. All learners are able to identify a story and formulate a story. However, the dyslexic learners had trouble reading and answering the questions. I will help them by giving them extra prompts whenever we read and write.</p>		

Past and future events

The learner should be able to use language learnt in the context of past and future.

As you teach this unit, you should ensure that learners acquire the following skills, values and attitudes.

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Recognise the use of the past simple tense and time connectors, the future tense with 'going to' and 'would like to', 'want to', 'when' clause and letter format • Identify the basic vocabulary of travelling • Identify vocabulary to express aspirations and ambitions • Identify the format of a letter 	<ul style="list-style-type: none"> • Read/listen to stories, and retell them orally and in writing • Recount past experiences orally and in writing • Write a letter about past events • Describe planned activities in the future orally and in writing • Express future hopes orally and in writing • Listen/Read texts about past experiences or future activities and show understanding visually or in writing • Write a text about a future activity 	<ul style="list-style-type: none"> • Respect the language needs of others in group work. • Appreciate that writing is a skill that needs to be practised

Topic 1: Telling Stories

Number of lessons: 4

Materials: Textbook, Manila papers

Specific objectives: the learners should be able to retell a story orally and in writing

Prep: choose a story and memorise it. You can read a story from the available storybooks or visit www.superteacherworksheets.com for a story titled Funny Faces by Kelly Hashway.

PROCEDURE

1. Ask learners to look at the unit opener photograph. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competence and ask learners to brainstorm ways they can achieve the key unit competence.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the values and attitudes for the unit. Briefly discuss other ways they can work to achieve the value and attitudes for the unit.
4. Ask learners to scan the table of contents in the Learner's book for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.

TOPIC PROCEDURE

1. Have learners talk to each other answering the opening questions 'Have you ever told a story? Or 'Has anyone ever told you a story?' Answers will vary depending on their experience. This will give you a basis to explain the concepts of a story.
2. Write these questions on a big piece of manila paper or the blackboard.
 1. What is a story?
 2. How is a story told?
 3. Who tells stories?
 4. What makes a good story?

Let the learners give their views in groups of three and record their findings. Guide learners in giving answers that are viable. After that, all groups should record their findings on the chart. Compare all answers and come up with specific answers to the questions

1. A story is a piece about true or untrue related events.
 2. A story can be told through song, dance, poetry, reading or told by heart if it was memorised.
 3. Anyone can tell a story.
 4. The lesson of the story, interesting characters and the place where it is told from.
3. Narrate or read the story you memorised to the learners. Ask questions to test for understanding and whether they enjoyed the story.
 4. Ask the learners to read the story in Activity 1.1.2 on Page 2. The story can be read aloud as the learners take turns reading it.
 5. Ask the learners to answer the questions that follow in their exercise books in Activity 1.1.3 on Page 4. They could do it individually or with a partner, depending on their language proficiency.

Expected answers are:

1. The story is about Liz.
 2. Liz was sent to the market.
 3. Liz was sent to buy bananas, cassava flour, onions, meat, tomatoes, green pepper and fruit.
 4. The problem that was there when Liz reached the market was that she couldn't find her money to pay.
 5. Liz decided to go back home checking for the money on her way.
 6. The money was found under the table.
 7. Liz's mom found the money.
 8. (open ended)
 9. Mark the stories and pay attention to the sequential flow of events. Then ask learners to read or tell their stories to the class.
6. Have a story circle for Activity 1.1.4 on Page 6. Find space and place all the learners in a circle. They can sit or stand depending on the nature of the space. Tell the learners that you are going to start a story which will be concluded by the last person in the circle. Everyone will contribute to the growth of the story but will not finish the story. Only the last person will end it. Everyone will contribute by adding a sentence to the story. Start the story circle game.

Topic 2: Recounting Past Events

Time: 3 lessons

1. Ask the learners to read the opener question. Then in groups of three, let them answer by telling what they have done in the past.
2. Ask the learners to look at the pictures that follow and read out the comments about the learners in the pictures.
3. Group the learners in groups of four and ask them to follow the directions for Activity 1.2.1 on Page 5. Move around to make sure that the learners are taking turns and asking and answering as the activity requires of them.
4. Ask the learners to read the simple notes. Tell the learners that the past tense is used for past events. Give examples of how to change verbs to past tense such as:

1. like _____ liked	2. work _____ worked
3. jump _____ jumped	4. want _____ wanted
5. take _____ took	6. sing _____ sang
7. leave _____ left	8. speak _____ spoke

Practise the past tense using the following exercise as you solicit answers from the learners.

Fill in the following gaps with the correct past tense of the verb in the brackets.

1. He *wrote* a letter. (write)
2. She *went* to school. (go)
3. The cat *cried* the whole night. (cry)
4. Peter *fought* with his sister. (fight)
5. They *did* their homework. (do)

For more practice, visit: www.englishforeveryone.org/topics/verb-tenses.htm

5. Ask learners to do activity 1.2.2 on Page 5. Possible answers are:
 1. In the evening, I did an exercise in my book.
 2. In the morning, I helped my mother to sweep the house.
 3. In the evening, I did my Mathematics homework.
4. Before going to sleep, I read a book with my sister.
5. After having lunch, I went to the park with my parents.

6. In the afternoon, I played with friends.
7. In the morning, I rode a bicycle to the market.

6. Activity 1.2.3 on Page 6, is an open activity where learners can use the hint given to construct their own sentences.

Activity 1.2.3

Arrange learners in pairs and let them ask and answer the questions using the hints provided. Expected questions are:

What did you do in the evening?

I played with my sister in the evening.

Continue in this way until all the questions are exhausted, then reverse roles.

7. Ask learners to complete Activity 1.2.4 on Page 6. Expected answers are in italics.

Last weekend I *was* (be) at home, sleeping in front of the television when I *heard* (hear) a strange noise. I *woke* (wake) up and *ran* (run) to the window. Can you guess what I *saw* (see) in the garden? It was an aeroplane. I *thought* (think) I was dreaming, so I *rushed* (rush) to the bathroom to wash my face. As I *washed* (wash) my face, suddenly, something *struck* (strike) the front door. A bit afraid, I *took* (take) a stick and *walked* (walk) towards the door and *opened* (open) it. Two little kids were there, smiling and jumping. They *said* (say) that they *came* (come) from the aeroplane that had fallen in the garden. "Could we have a cup of tea please?" they *asked* (ask). I asked them to come into the house. I *put* (put) some water on the stove and *gave* (give) them some biscuits.

Topic 3: Telling Your Life Story

Number of lessons: 4 lessons

PROCEDURE

1. Ask learners to read the question that opens the topic. Let them try to answer it. Prompt them by asking them to think of what has happened in their lives since they started understanding what was going on.

2. Tell them that in a timeline, you can record the events of your life in the order they happened. In Activity 1.3.1 on Page 7, they will read about Ishimwe's timeline. Ask them to read the timeline and understand it.
3. Ask the learners to answer the questions after reading. A brief background to the calculation activity is that they should subtract the year in which he was born from the year that has been asked for to find specific number of years.

Answers to Activity 1.3.2 on Page 8.

1. Ishimwe was one year old when he began crawling.
2. Ishimwe was two years old when he got his first tooth.
3. Ishimwe was five years old when he scored his first goal.
4. Ishimwe was six years old when he travelled to Rwanda.
5. He sat for his Primary Leaving Examination when he was eleven years old.

Answers to Activity 1.3.3 on Page 8.

1. Ishimwe was born in Cape Town, South Africa.
 2. Ishimwe's first school was a nursery school in South Africa.
 3. Ishimwe was four kilograms when he was born.
 4. In 2008, he visited the airport where he saw many huge planes.
 5. Ishimwe was in P5 when he joined Remera Parents PS.
 6. Ishimwe was in Nursery Two when he scored his first goal in football.
4. Ask learners to partner up and practise Activity 1.3.4 on Page 8. Move around to make sure that the learners are using the language learnt.

Topic 4: Recounting Past Experiences

1. The learners have already learnt the language to use while talking about their lives. Ask them to read the opener question and talk to the class about it. Ask them to talk about interesting experiences from their past. Be sure that they are using the past tense.
2. Take the learners through Activity 1.4.1 on Page 9. Help them pick out just the important experiences.
3. Take the learners through Activity 1.4.2 on Page 9. Take notes about the use of past tense and language in context with past events. Pin their timelines on the wall for future reference.

Activity 1.4.2

Put learners into small groups. Learners will ask each other question about their timelines. All learners should take turns asking and answering questions.

Topic 5: Describing a Weekend Activity

1. The learners are familiar with the language used while talking about our past. Ask them to read the topic opener question. Ask them to talk to their partners about what they did over the weekend.
2. Ask the learners to read the letter in Activity 1.5.1 on Page 11. Tell them to pay attention to the format of the letter and the language used to talk about a weekend activity.
3. Tell learners that this is an informal letter. You write an informal letter to a friend. An informal letter has the following features:
4. Ask them to read the letter again together with a partner and then answer the questions in Activity 1.5.2 on Page 11. Expected answers are:
 1. Jean Paul wrote the letter.
 2. The letter was written to Barnett.
 3. He played a football game against the AFL team.
 4. Yes, they enjoyed the weekend. In the letter, Andrew says that they had an exciting game.
 5. The AFL team won the game.
 6. The team captain scored the goal.
 7. AFL scored two goals.
 8. (Open ended)
 9. (Pay attention to the format and the language used to talk about a past weekend activity).
5. Make groups of four and ask learners to work on Activity 1.5.3 on Page 12. They could choose the best letter in the group to read to the class after the group work.

Activity 1.5.4 on Page 13

1. In the beginning, Andrew wrote his address and the date.
2. He addressed his friend as Dear Barnett.
3. In the first paragraph, he greeted his friend and told him about the match.

4. In the second paragraph, he described how the game started and how they scored.
5. Andrew concluded the letter by writing:
Your dear friend, Andrew.

Activity 1.5.5 on Page 13

The expected answer are:

- | | | | |
|---------|----------|---------|----------|
| 1. true | 2. true | 3. true | 4. false |
| 5. true | 6. false | 7. true | 8. false |

Topic 6: Planning a Trip

1. Let learners discuss the opener question. If they are finding this difficult, help them to figure out the meaning of the word 'trip', then explain that a 'trip' is a journey usually for pleasure or a particular purpose.
2. Ask learners to look at Activity 1.6.1 on Page 14 and read the sentences after the pictures.
3. Ask the learners to answer the questions that follow. Answers are:
 1. The girl carrying a suitcase is going to visit her relatives.
 2. The family is going for a trip to Akagera National Park.
 3. The boy is going for a match against another school.
 4. Open ended.
 5. Open ended.
 6. Pay attention to the language used when talking about a trip.
4. Read the story below for the learners to listen to as per Activity 1.6.2 on Page 15.

Keza went on a trip. She and her mom took a taxi to the airport.

“It’s my first plane trip,” she told the taxi driver.

“That’s great!” The driver said. Keza rolled her suitcase on to the plane.

“It’s my first plane trip,” she told the pilot.

“Welcome aboard,” the pilot said. Keza found her seat and buckled her seatbelt. The plane’s engines rumbled and roared. Keza opened her backpack and pulled out a doll.

“It’s my first plane trip,” she whispered to her doll. The plane moved faster. Then whoosh! It was off the ground. Cars and houses looked like toys. Keza smiled, “Guess what, little doll?” she said, “Flying is fun!”

5. Ask the learners to answer the questions in Activity 1.6.3 on Page 15.

Answers are:

1. A – in a plane
2. A pilot flies a plane.
3. The pilot says, “Welcome aboard”
4. Keza whispers to the doll that it was her first plane trip.
5. B- the cars and houses looked very small.

Activity 1.6.4

Have the learners make sentences along the lines of the example given.

Topic 7: Talking about Future Activity

1. Guide learners into discussing the opener question. As they discuss with their partners, ask them to use the phrase 'going to'.
2. Ask them to look at the pictures in Activity 1.7.1 on Page 16 and read the sentences after them. Practise using 'going to'.
3. Ask learners to answer the questions in Activity 1.7.2 on Page 17.

Answers are;

1. She is going to town.
2. The girls are going to play.
3. She is going to the market.
4. The boy is going to visit his grandparents.
5. Take the learners through Activity 1.7.3 on Page 17.
6. Activity 1.7.4 on Page 17 is a loud activity. Allow the class to be disorderly for this activity.

Topic 8: Expressing Future Hopes

1. Ask learners to discuss what they might want to be in the future.
2. Ask the learners to read the poem in Activity 1.8.1 on Page 18. They could read it as a class or one by one to maintain rhythm.

3. Ask learners to answer the questions in Activity 1.8.2 on Page 18.

Expected answers are:

1. She will be 31 years old.
 2. She would like to be a police officer.
 3. She would like to live in a house in Kigali.
 4. She would still like to love her family.
 5. She doesn't want to eat sweet potatoes.
 6. She considers being happy the most important thing.
4. Help learners to create their own questions like the ones they have read for Activity 1.8.3 on Page 19.
5. Group the learners in groups of three and ask them to talk about their future hopes for Activity 1.8.4 on Page 19. Ask them to use the phrases 'would like to' and 'want to'.
6. Guide learners into Activity 1.8.5 on Page 19. Help them search for the words by guiding them on how to use the alphabetical order to search for a word in the dictionary. Then show them the transcription of the word in the dictionary and tell them that this is its pronunciation. Help them pronounce the words using the transcription. Follow the sound rules for consonant and vowel sounds. If they are finding it hard, teach sounds. The following information is adapted from the Oxford dictionary:

Pronunciation Guide for English Dictionary

This guide will help you to understand and use the pronunciation symbols found in this dictionary.

The British pronunciations given are those of younger speakers of General British. This includes RP (Received Pronunciation) and a range of similar accents which are not strongly regional. The American pronunciations chosen are also as far as possible the most general (not associated with any particular region). In dictionary entries, the British pronunciation is given first.

Consonants

p	pen	/pen/	s	see	/si:/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/'vi:ʒn/

k	cat	/kæt/	h	hat	/hæt/
g	get	/get/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	now	/naʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

Vowels and diphthongs

i:	see	/si:/
i	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɒ	got	/gɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/'æktʃuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pjʊə(r)/ (British English)

7. Browse the internet for more information and games. For more lists of jobs, see:
<http://www.foxhugh.com/lists-of-lists/lists-of-common-jobs>
<http://www.scribd.com/doc/82021393/list-of-jobs>
8. Divide the class in to two groups. Depending on the number of learners in a class, make cards that have different professions on them. Give the learners in Group A a card for each person. The learners with the cards will ask questions like those demonstrated in activity 1.8.5. After one group has asked, the other group should also take turns asking.
9. In an exercise book, ask learners to do activity 1.8.6. Answers are:
1. Carpenter -----(e) saw
 2. doctor -----(f) clinic
 3. teacher ----- (d) blackboard
 4. farmer ----- (g) tractor
 5. nurse -----(h) dispensary
 6. taxi driver -----(b) taxi
 7. cook ----- (c) stove
 8. actor ----- (a) stage
10. Ask learners to use their knowledge on pronunciation given as shown below.
1. Answers to questions in Activity 1.8.7 on Page 20 are:
 Animator – /'animɛɪtə//a person who makes animated films.
 Baker – /'beɪkə/a person whose job is making and selling bread and cakes.
 Director- /dɪ'rektə/ a person who is in charge of an activity, department, or organisation.
 Doctor- /'dɒktə/a person who is qualified to treat people who are ill.
11. Ask learners to use their knowledge of professions to work on Activity 1.8.8. An example is given in the Learner's Book.
12. Ask learners to read the question of the riddle and think about what the answer might be. They can keep guessing the answer until they get it. The answer is yesterday, today and tomorrow.
13. Activity 1.8.9 on Page 21 is an open ended activity. Ask learners to recall the language used to talk about our past to attempt this activity.

UNIT TESTS UNIT TEST 1.1.

Group learners into pairs or group of three depending on proficiency level. Have groups circle the words in the puzzle.

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

UNIT TEST 1.2

Ask the learners to read the text and answer the questions that follow.

1. Possible answers are:

The author went to visit his grandparents' farm.

- For questions 2 and 3, the following points can be considered.
- Grand father took the author to the farm.
- They saw a goat crying weakly.
- The author then went to a large garden of maize.
- The author went very far and got lost.
- Grand mother and grand father found the author.

UNIT TEST 1.3

Open answer.

UNIT TEST 1.4

Expected answers:

1. The pupils are going to draw pictures.
2. Raissa is going to draw a picture of a fish.
3. Daniel is going to sing a song.
4. Clovis is going to tell a story.

UNIT TEST 1.5

Expected answers:

1. Pilot
2. Athlete
3. Engineer
4. Singer

ACTIVITY 1.4

Ask learners to read the question of the riddle and think about what the answer might be.

They can keep guessing the answer until they get it.

The answer is yesterday, today and tomorrow.

UNIT SUMMARY

Ask learners to read the unit summary. Help them discuss everything they learnt in this unit in regards to the unit summary.

INTRODUCTION

This unit introduces language in the context of "past and future events", using the appropriate tense. Thus learners are introduced to the key factor of tense usage for expressing the timing of various events. The use of the simple past tense and time connectors facilitate the process. Also, the learner is given free rein to express likes and dislikes through appropriate usage of vocabulary for the same. The fact that the past plays a pivotal role in shaping the future is introduced at this stage through various categories of English learning, such as reading, writing, storytelling and narrations. The future is expressed through a hopeful mood and its link with social studies is an offshoot of this unit. Lessons should focus on aural, written and verbal communication of content in both controlled and free forms.

CLASSROOM ORGANISATION

- Arrange learners to ease quick groupings into fours, twos and singles.
- Space for activities that require movement.
- Circle formation for storytelling.
- Rearrangement of learners for making drawings, charts and other related illustrations.
- Easy access for every learner to visual content, like flash cards and charts.
- Easy teacher access to pupils.
- Mobility around the classroom for the teacher to attend to pupils' needs individually.

EQUIPMENT REQUIRED

- Writing and drawing material.
- CD/AV/flash cards/charts, etc.
- Braille slate and stylus for children with special educational needs (SENs).

ACTIVITIES

- Reading of given texts.
- Assistance to SEN pupils for better comprehension.
- Responding in a Q&A format based on text.
- Story build-up based on a single sentence input, as a class activity.
- Quizzing learners on situations at home in similar circumstances.

- Picture reading and eliciting answers to queries.
- Sentence construction in context, using the past tense.
- Gap filling according to instructions given.
- Creating and studying a timeline presentation.
- Question and Answer session as a group activity.
- Controlled letter writing on personal experiences in the past.
- Partnership work around the same.
- Forming text on a future activity envisaged by the learner.

COMPETENCES PRACTISED

- Reading of a given text for better understanding and comprehension.
- Ability to understand questions posed and answering them in the context of what is understood.
- Language usage in the correct tense to formulate answers to questions posed.
- Presentation of findings according to the directions given, using the right grammar.
- Recounting past events within a structured layout.
- Learning to appreciate how a given matter generates further inquiry.
- Appreciation of a given input and using the same to hone one's language skills.
- SEN oriented approaches highlighted through inclusion in groups.
- Using diverse means of data collection across textual content, activities and group text generation.
- Displaying content to grab the viewer's attention.

LANGUAGE PRACTICE

- Using the simple tense and time connectors.
- Using the future tense incorporating going to/would like to/ want to, etc.
- Acquiring the basic vocabulary for talking/writing about travel.
- Writing about future aspirations in the appropriate tense.
- Letter writing and its various inputs.
- Descriptive passages about professional ambitions.
- Controlled and free composition on the subject matter of trips and aspirations.

- Learning pronounce and spell words.
- Retelling stories with learnt words.

VOCABULARY ACQUISITION

- Using vocabulary in the context of requirements.
- Writing simple texts on familiar activities (trips, shopping, etc).
- Differentiating between the simple past tense and future tense.
- Developing vocabulary connections to maintain flow of content.
- Interpreting data by enacting it, using vocabulary as required.
- listing the tools of various professions.
- Questions and their statement responses in the right tense.
- Using vocabulary to fill gaps in sentences in a text.
- Developing a word search.

NUMERACY

- Developing structured sentences with arrangement of tabular data.
- Presentations of group findings across the unit.
- Interpreting pictorial data as required.
- Chart making after data collection and presentation using graphs.

STUDY SKILLS

- Story appreciation, including the placement of unexpected developments and their outcomes.
- Following development in a story.
- Writing precise answers to questions
- Being a useful contributor to group work.
- Following pictorial details for greater assimilation of content.
- Expressing time formats with appropriate terminology.
- Using graphical inputs for data elaboration.
- Dialogue responses to maintain interest and continuity.
- Understanding the overall informality of a friendly letter.
- Letter writing skills and replying to the same.
- Preparing common approaches to group tasks.
- Sequential presentation of facts.
- Reading a structured format according to instructions given.

REVISION

- Guided revision of the content done periodically in the course of the lessons.
- Home assignments and related tasks to reinforce classroom learning.
- Solving of puzzles calling for consolidated knowledge of the unit.
- Filling of pictorial matter to revise content.
- Written exercises to complement language learning.

ASSESSMENT

- Completion of the assessment test at the conclusion of the unit.
- Identifying the basic vocabulary of travelling.
- Using the above in reading, written and group-based activities.
- Learning of language structures using the simple past tense and the future tense as well as time connectors.
- Expressing aspirations on an individual basis.
- Accessing the internet to elicit information.
- Phonic drills to acquire correct pronunciation and intonation.
- Dialogue reading and enacting with meaning to glean requisite answers.
- Identification, classification and arranging of vocabulary according to need.
- Expressing the future after due calculations.
- Extracting extrapolative links through a given text.

LEARNING OUTCOMES

- Appreciation of the need to use appropriate vocabulary in different language situations.
- Utilizing pictorial inputs for data collection.
- Understanding the passage of time and its impact on individual lives.
- Assessing the merits of group work in the learning process.
- Aiding mixed ability groups to come up with acceptable solutions.
- Learning to write an informal letter.
- Arrangement of self-written work in a cohesive format.
- Concised information through efficient timelines.
- Giving learners the confidence and ability to express themselves in the context of the past and the future.

The Language of Study Subjects

Topic 1: Following Instructions

1. Discuss the topic opener question with the learners. Let them mention times when they have followed instructions. Tell them that instructions refer to detailed information on how to do or use something.
2. Tell learners to go through Activity 2.1.1 on Page 26.

Begin the game as the instructor. In that case, you are ‘Simon’. Tell everyone what to do by saying “Simon says.....”. Tell learners to listen to the statement “Simon says” before the instruction. If you say an instruction without the words “Simon says” before the instruction, whoever does that action is out of the game.

Use instructions such as “Simon says touch your head”, “Simon says sit down”, “stand up”, etc.

This game is all about listening and following instructions or directions carefully. For children who are struggling with these skills, try out the following recommendations:

- a. Rather than saying “Simon says”, change to a motivating character for the kids. This will depend on what stories they have enjoyed of late or the characters heard from the news or any name they seem to love. These names could include “Princess, Prince, Spiderman, Cinderella, Superman, Mummy, Daddy and many more. Alternatively, you could mould a puppet and dress it up. Give it a name and use it to talk. This will not only help them follow instructions but also give each other instructions.
- b. Only give instructions that the children can easily understand. Start with simple instructions like jump, turn around and blink your eyes. Once they have mastered these instructions, then try harder ones like jump twice, turn around twice and again harder. If they don't manage the exercise, repeat it.

- c. When starting out, you may want to give the directions and then show them how it is done. For example, tell them 'jump' while doing it yourself,

This will help them understand instructions first, before you make instructions more difficult.

3. Make sure that there are some instructions pinned up in class. These could be classroom instructions, group instructions, dining instructions or any other kind of class instructions. Take the learners through Activity 2.1.2 on Page 26.
4. For Activity 2.1.3 on Page 28, ask learners to remember at least 10 instructions they have discussed. Tell them to write them down. If they are finding it difficult to remember them, they could share with their partners.
5. Ask learners to read the text in the Student's Book activity 2.1.4 on Page 29.
6. Ask learners to answer the riddle. The answer is "C".
7. Ask learners to read aloud the words in activity 2.1.5 on Page 30 and ask

them to follow through the whole activity. Answers are:

1. badge
2. rose
3. through
4. wish

8. Tell learners that in activity 2.1.6 on Page 30, the answer will be a phrase

that is meant to help them know the importance of some instructions. Ask them to read the instructions carefully and find the message. The message is:

BE SAFE NOT SORRY.

Topic 2: Answering Questions

1. Ask learners whether they have ever answered questions. Then, tell them to read the unit opener question and discuss the question. Pay close attention to the word 'well'.
2. Ask learners to read the quiz aloud and also read aloud Activity 2.2.1 on Page 30

3. Ask the learners to ask the questions in Activity 2.2.2 on Page 33.

Expected answers are:

1. The candidates in the quiz are Cyusa and Shania.
 2. The teacher is asking the questions.
 3. The teacher asks the class questions like, 'Class, do you agree?', 'Class, is that correct?' 'Is that right, Class?'
 4. Asks learners questions so that the class can participate in the quiz.
 5. The class gives answers such as, 'Yes, teacher! That's correct' or 'Yes, teacher. We agree.'
 6. 'No, it's not right'.
 7. There was a tie. Both won the quiz.
 8. Open ended.
 9. Open ended.
4. Group the learners into groups of five and take them through Activity 2.2.3 on Page 33.
5. Group the learners for Activity 2.2.4 on Page 33 and prepare them for a quiz. Ask all the groups to come up with similar questions to those given. Allow all groups to come up with more questions.
6. Prepare a quiz in class.
7. Organise learners into groups and guide them through activity 2.2.5 on Page 34. There can be many words in each group. The following site provides a list of words with,

One syllable; –<http://www.grammarinenglishsyllabification/?lesson=monosyllabic-words.html>

Two syllable, Three syllables and Four syllables; – <http://www.homespeech-home.com/multisyllabic-word.html>

8. For activity 2.2.6 on Page 34, learners have to think of their own words based on the example given.
9. Activity 2.2.7 on Page 34 is open ended.

Topic 3: Working in Groups

1. Ask learners to read the topic opener question and discuss it. Let them discuss what kind of groups they have been in before. Prompt them to say when they make their groups and how.
2. Ask learners to read the passage in Activity 2.3.1 on Page 35 about forming groups.
3. Discuss the passage together with the learners. To check their understanding, ask questions like, "What does line two of paragraph two mean?". Discuss the major points from the passage. "Which steps of the group do you practise in class?" The learners will demonstrate their comprehension if they are able to answer the questions you pose them. Those who might not have understood will also grasp something from your discussion.
4. Now read the passage again together with the learners. You can read a paragraph and then the learners can copy you by reading other paragraphs the way you read the first paragraph.
5. Ask the learners to answer the questions in Activity 2.3.2 on Page 36.

Expected answers are:

1. There were four people in each group.
2. The group members need to listen to the other members so that they can understand what others are saying.
3. It's not good to isolate others because everyone has something valuable to offer and no one wants to be left out.
4. Yes.
5. It's important for group members to choose leaders so that the group is organised and results are achieved.
6. For successful group work, we should:
 - (i) get along with everyone.
 - (ii) respect other people's opinions
 - (iii) not isolate others
 - (iv) always stay on task
 - (v) use low voices
 - (vi) participate actively
 - (vii) stay with our group
7. Yes, the learners in this class achieved their goal.

6. Lead learners in Activity 2.3.3 on Page 36. Tell them that they are going to follow the rules they have just learnt from the passage above as they discuss the values of working together.
7. Have the learners work together to learn the value of working together through Activity 2.3.4 on Page 37.
8. Play the 'On Board' game in Activity 2.3.5 on Page 37. This game focuses on the learners working together to complete a tough task. They have to use all the skills learnt to achieve results. Critical thinking is the key.

You will need space and a rope. Make a loop on the rope. Tell learners to sit inside the rope so that they can fit inside the loop. Tell them that you will be decreasing the size of the rope but they should make sure that they can fit inside it. Go on decreasing the size of the rope and give the learners time to think of a way they could all fit inside the rope.

They will come up with ideas like just fitting some parts of their bodies. In the end, only fingers can fit.

Group them and give each group a rope. Let them play the game again. This time in groups.

9. Write a chart like this one about group work and pin it in class.
 - Get along with everyone.
 - Respect others.
 - On task only.
 - Use low voice.
 - Participate actively.
 - Stay with your group.

Topic 4: Defining

1. Ask learners to discuss the definition of defining. Teach the learners what defining means.
2. Read the passage in Activity 2.4.1 on Page 38 and then ask the learners to read it again for themselves.
3. Ask the learners to answer the questions in Activity 2.4.2 on Page 39. Depending on the language proficiency, this exercise can be done as a group or as an individual.

4. Expected answers are:

1. (a) Mammals: Mammals are warm-blooded animals.
- (b) Vertebrate: A vertebrate is an animal that has a back bone.
- (c) Warm-blooded animal: Animal species that can maintain a body temperature higher than their environment.
- (d) Glands: Glands are organs in an animal's body that synthesize a substance such as hormones for release into blood stream.
- (e) Environment : The habitat of a particular place is known as its environment.
- (f) Marsupials: Marsupials are mammals that carry their youngones in a pouch.
- (g) Monotremes: Monotremes are mammals that lay eggs instead of giving birth to small ones.
- (h) Carnivores : Mammals that eat meat are called carnivores.
- (i) Herbivores: Mammals that eat only plants are called herbivores.
- (j) Omnivores : Mammals that eat both meat and plants are called omnivores.
2. The largest mammal on land, is the elephant followed by the rhino and the hippo. In the ocean, the largest mammal is the Blue Whale.
3. The smallest mammal is the Kitty's hog-nosed bat.
4. Mammals are unique in that they are the most intelligent animals.
5. Mammals are divided into carnivores, omnivores and herbivores.
6. Mammals live in all sorts of environment including the ocean, underground and on land. Some mammals, bats for example, can even fly.
7. Mammals eat both meat and plants.
5. Tell learners that they are going to play a mystery animal game. This game will help them practise defining while giving explicit details. They will also acquire knowledge about different animals. Ask them to choose an animal they like most. Tell them that they will use all kinds of resources to research information about that animal. Others might want to research about an animal that they have heard about but don't know anything about. As the learners choose their mystery animal, they should not tell their classmates which animals they have chosen so that on the day of the presentation, it will be a surprise. Tell

them that no detail about the animal should be left out. Tell them to involve images of that animal.

6. At the end of their research, the learners should present their work.
7. Pin the learners' work where it can be seen by all.
8. The answer to the riddle is 'Rat'.

Topic 5: Contrasting

1. Ask the learners to discuss the meaning of the word contrasting. If they are finding it difficult to define the term, tell them to refer to the dictionary. The answer is "describing differences".
2. Tell them to mention instances when they have made contrasts. Prompt them to give you colour contrasts, age, sex, size and other things.
3. Go through the key words of contrast together with the learners in Activity 2.5.1 on Page 40. Repeat the words until the learners are familiar with the words. Write the following sentences on the board.
 - She lives close to her office; however, she is always late for work.
 - Although she does three jobs in a day, she makes it a point to spend quality time with her kids.
 - She is rich, but she is not happy.
 - In spite of earning a good salary, she finds it difficult to make ends meet.
4. Ask learners to read the sentences together as they get acquainted with using the language of contrast.
5. Ask learners to make sentences from the table. Answers are;
 1. Despite working hard, Milly failed her examination.
 2. In spite of working hard, Milly failed her examination.
6. Ask them to read sentences in Activity 2.5.3 on Page 40. Tell them to identify the indicators of contrast in those sentences and underline them.

Expected answers are:

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 that it is bigger.
 6. A lion behaves differently from an elephant.
 7. While the largest number of students attend school regularly, many students do not attend classes.
7. Group the learners into groups of three according to their language proficiency and ask them to construct sentences as suggested in Activity 2.5.4 on Page 41.

For slow learners, provide sentence fragments for them to fit together.

For example:

- It was raining so hard.
- I got to school early.
- I was feeling very sick.
- I attended all my classes.
- She is short.
- She is a fast runner.
- She ran very fast.
- She did not catch the train.
- Peter is very weak.
- He can lift that heavy box.
- Humans are mammals.
- Snakes are reptiles.

Create as many sentences as you can that can suit the language proficiency of your learners. Prompt them to use as many contrasting words as possible.

If learners are still finding it difficult, make possible combinations for them. For example:

1. It was raining hard. I got to school early.
2. I was feeling very sick. I attended all my classes.
3. She is short. She is a fast runner.
4. She ran very fast. She did not catch the train.
5. Peter is very weak. He can lift a heavy box.
6. Humans are mammals. Snakes are reptiles.

For very slow learners, suggest possible words of contrast to use.

1. It was raining hard. I got to school early. (although)
2. I was feeling very sick. I attended all my classes. (in spite of)

3. She is short. She is a fast runner. (but)
4. She ran very fast. She did not catch the train. (even though)
5. Peter is very weak. He can lift a heavy box. (despite)
6. Humans are mammals. Snakes are reptiles. (but)

Possible responses are:

1. Although it was raining hard, I got to school early.
2. In spite of feeling very sick, I attended all my classes.
3. She is short but she is a fast runner.
4. Even though she ran very fast, she did not catch the train.
5. Despite being very weak, Peter can lift a heavy box.
6. Humans are mammals but snakes are reptiles.

Topic 6: Using Reference Materials

1. Tell learners that whenever we are faced with an academic problem or question, we need to gather information from different sources to be able to come up with the best answers to those problems. We use different books and materials to gather such information. These sources are called reference sources.
2. Ask learners to brainstorm answers for the topic opener question. Direct them to answers such as a dictionary, textbooks, magazines and newspapers.
3. Provide a bilingual dictionary to the learners in pairs. If the dictionaries are not available, then use the ones that are available. These can be brought by the learners themselves.
4. Tell learners that they are going to read the text in Activity 2.6.1 on page 47. They should look closely at the words in bold because they will have to use reference materials to find information about those words.
5. Ask them to quietly read the story. For the learners who are still struggling with reading, sit with them and read aloud to them in soft voice so that they can understand the story better.
6. You can then read the story for the class after everyone else has finished reading quietly. Tell the learners that some difficult words can make it very hard for someone to understand a story while reading. But you can use a dictionary to help you understand the words so that you can enjoy the story.

Possible answers include:

Tailor: a person who makes, repairs or alters clothes

Provide: make available for use

Naughty: behaving in a disobedient way

Lazy: unwilling to work or use energy

Trade: involves the transfer of the ownership of goods or services from one person to another in exchange for other goods, services or money.

Needle: a small, slender, rodlike instrument, usually of polished steel, with a sharp point at one end and an eye or hole for thread at the other, used for passing thread through cloth to make stitches.

Upset: the state of being unhappy, disappointed, or worried

Idle: spend time doing nothing

Habits: routines of behaviour that are repeated regularly and tend to occur unconsciously

Ill: very sick

Widow: a woman whose husband has died

Despair: total lack of hope

Spinning cotton: to separate cotton by blowing

8. Ask learners to answer questions in Activity 2.6.3 on Page 45. Possible answers are;
1. Mustapha lived in a large city in Ghana.
 2. Mustapha was a tailor.
 3. Mustapha had one child.
 4. Aladdin's three faults are; he was naughty, he was a lazy boy, and he would never do what his parents told him to do.
 5. Aladdin played in the streets from morning until night with other naughty boys.
 6. Mustapha took Aladdin into his shop and began to show him how to use a needle.
 7. Aladdin had his own way and could not settle down and work.
 8. Mustapha was so angry and upset with Aladdin's idle habits that he became ill and died.

9. Aladdin's mother sold all the things that were in the shop.
Aladdin's mother earned money by spinning cotton.

Topic 7: Planning and Evaluating Writing

1. Ask learners to discuss the topic opener question on page 45. If they are finding it hard, then discuss together as a class as you give guidelines. Tell them that evaluating a text involves making judgement about the amount and number or value of something.
2. Tell the learners that evaluating our work helps us know the things we have done well and the areas where we need to improve. This helps us to become better writers or readers. And it also helps us have more knowledge and understanding of the concepts taught.
3. Tell the learners that they are going to learn the importance of evaluation and how to evaluate by looking at the writing of a girl called Haguma in Activity 2.7.1 on page 45.
4. Read to them the introduction and explain that writing a plan before writing a whole piece is very important. This is because in a plan, you get to write down your ideas and how they are going to be organised. This gives you room to generate as many ideas as possible. Read the plan to the learners.

Tell them that in a plan, you need to identify the beginning of your writing. This is usually called an introduction. Then write down the events or situations that you are going to write about. This is called the body. The last thing to write is the ending, commonly called conclusion. In the conclusion, you give your general view and opinion about your writing.

If the learners are finding it hard to understand, tell the learners that Haguma's plan has all these elements.

After writing the plan, you need to write a draft. In the draft, you write out your composition according to the flow of events. The introduction first, the body and then the conclusion.

Tell the learners that the following is the draft that Haguma wrote. Read it for them.

Tell them that after writing a draft, they are required to read through their work to check for errors of spelling and grammar including punctuation, tense etc. Thereafter, write the final copy.

Ask learners to read Haguma's final copy.

5. Partner the learners and guide them in completing Activity 2.7.2 on Page 47.
 - Spelling mistakes are: welcome, every, wrong, stupid, stuff, kindergarten, fight.
 - Grammatical mistakes are: fought- fight, me and my brother- my brother and I, quotation marks(“ “)
6. Guide learners in writing for Activity 2.7.3 on page 47.
7. For struggling learners, provide a writing prompt worksheet like the one below.

Plan:

Introduction:

My sister and I work _____ together.

We play _____ together.

Body:

What do you do with your sister? How does your sister treat you?

1.
2.
3.

Conclusion:

- How can you define your sister in character?
- Why do you think so?
- Give one last statement about your sister that can summarise her character when she is with you.

Draft

First, my sister is the _____ sister you can have. She always __

Secondly, _____

After that, _____

Lastly, _____

My sister is the _____ sister one can ever have.

8. In Activity 2.7.4, on page 52, ask learners to share their work with their friends by taking turns to read their story to their partners. As they read, they should be trying to correct the mistakes together to have a better piece. As a teacher, move around to hear what they are correcting and intervene to make their work better and advise on how better some things should have been written.
9. Give learners time to rewrite their very final pieces after which they can draw a picture to illustrate their story just like Haguma's piece. Ask them to pin their work in class in the English corner.

CONTENT MAP

Number of Periods

25

INTRODUCTION

Through the contents of this unit, the learners are introduced to its use in the context of expressing subjects that they study. Such learning helps them appreciate the importance of cooperation and organisation as well as the development of awareness on differing requirements for different subjects. The pupils can now assess how cooperation in group activity can yield optimum results in trying to vocalize key school language functions, like defining, contrasting and comparing among the various subjects. Familiarity with dictionary usage, both monolingual and bilingual makes writing, evaluating and planning activities very fulfilling exercise for the learners.

CLASSROOM ORGANIZATION

- Making the teacher's desk easy to approach
- Arrangements of learners to facilitate group work
- Formation of relevant pairs and singles for efficient continuation of the lessons
- Orientation of the learning to suit mixed ability groupings at both ends of the scale
- Facilitate pictorial interpretation through guided hints for group members, individual pupils and self-search.

EQUIPMENT REQUIRED

- Writing and drawing material
- CD/AV/flash cards/charts, etc.
- Braille slate and stylus for children with special educational needs (SENs)

ACTIVITIES

- Using game formats to break ice and arouse interest
- Following written instructions
- Introducing text-based value added content
- Sorting out correct and incorrect applications based on given content
- Writing slogans with given inputs
- Using geometric terminology through dialogue formats

- Learning correct pronunciation through phonic script
- Responses to given text through written answers
- Making a general knowledge quiz
- Syllable formation of word using inputs provided
- Gathering the gist from textual content
- Sentence construction around a given structure
- Advancing critical thinking skills through group activities
- Preparing questionnaires around content
- Solving riddles
- Story reading for vocabulary building and enjoyment

COMPETENCES PRACTISED

- Reading of comprehension passages and stories
- Playing games with alertness
- Interpreting pictorial data
- Writing instructions including dos and don'ts
- Acquiring phonic reading and writing techniques
- Group discussion on matters of value-oriented texts
- Story-building in groups of four
- Exhaustive interpretation of nature-based categories
- Distinguishing differences through independent analysis
- Learning to utilize reference material
- Paragraph writing with editing from draft to completion stage

LANGUAGE PRACTICE

- Interpreting instructions through following content details
- Identifying basic vocabulary used when expressing classroom learning activities
- Responding to classroom instructions
- Reading short texts and answering questions posed
- Defining, contrasting and stating in terms of the questions posed
- Working in groups to solve questions posed
- Creating group content to present information
- Evaluating written texts in terms of features covered
- Learning the exact terminology for various subjects
- Planning and evaluating writing

- Developing vocabulary, pronunciation and writing
- Cross-checking each others' work

VOCABULARY ACQUISITION

- Learning vocabulary usage in the larger context
- Spelling, pronouncing and writing words.
- Learning combined words such as timetable/bookkeeping
- Consulting bilingual, monolingual and in other language dictionaries
- Noting key phrases and sentences in terms of subjects of study
- Learning the basics of scientific definitions
- Linking and contrasting learned and observed matter with prior knowledge
- Appreciating vocabulary usage to enhance the writing experience

NUMERACY

- Using pictorial input for easy assimilation of the text
- Interpreting pictorial facts
- Graphic and illustrative charts
- Syllabic division of vocabulary
- Chart making
- Data filling from details in a text

STUDY SKILLS

- Appreciating the importance of cooperating in a group
- Providing support to a partner for better results
- Reading of short texts of popular stories
- Utilizing reference materials to pictorialise learning
- Understand instructions given by the teacher
- Completion of tasks allocated
- Evaluating a short text along guidelines given
- Responding to questions on given a text
- Following instructions for game play
- Identifying classroom instructions and working accordingly
- Gathering extra information from other sources

REVISION

- A regular periodic cross-checking of the topics in the unit
- Devising various exercises for assessing pupils' ability to cope with the subject matter
- Utilising pictorial inputs to create variety in revision exercises
- Using secretarial services chosen from the class for streamlining activities
- Assessment of retention of contents through posing and receiving answers
- Giving ample pronouncing, writing, defining and contrasting data drills
- Evaluating and planning ahead
- Learning to link sounds and their syllables and spellings

ASSESSMENT

- Can follow classroom instructions
- Understand teacher's questions and work positively to achieve goals
- Work in groups to produce written and oral answers
- Describe common school-related functions
- Consult a variety of dictionaries for requisite information
- Plan, write and evaluate writing, both personal and that of others
- Understand the importance of clarity in the context of answers given
- Understand the difference between imperatives and questions
- Checking for mistakes in grammar and spelling
- Familiarise oneself with new vocabulary

LEARNING OUTCOMES

- Appreciating the importance of pictorial inputs in enhancing lesson content.
- Understanding the importance of group work for finding acceptable solutions.
- Examining ideas from a number of viewpoints before coming to answers.
- Learning to evaluate after examining laid down parameters.
- Learning language skills for dictionary usage and phonic drills.
- Reading information from textual inputs both written, visual and explanatory.
- Choosing group leaders and other office bearers for task completion.
- Responding to instructions efficiently.
- Drafting, preparing and producing written matter with application of smart editing skills.

1. Ask the learners to look at the opener picture and talk about it.
2. Ask them guiding questions like:
 - What are the children in the image doing?
 - Are they enjoying what they are doing?
 - What do you think is the benefit of doing what they are doing?
3. Ask the learners to read the names of the topics that are going to be learnt through this lesson and ask them to discuss the relation between the topics, the picture and the unit title.
4. Read the introduction on page (51) to the learners and discuss it with them.

Topic 1: Telling stories

PROCEDURE:

1. Form groups of four and ask the learners to talk about the opener question. Move around to guide the learners on what to say. Make sure they are using phrase like:
 - We always tell stories about our homes, our relatives and our friends.
 - People tell me stories about what has annoyed them, the new friends that they have made, about the teachers they like and the lessons that they enjoyed.
 - We always tell and hear stories.
2. Ask the readers to read the story on page (52) **Activity 3.1.1**. They can read it aloud in turns.
3. Discuss the story with the whole class to test for understanding and enjoyment of the story. Ask learners about what they have enjoyed most about the story and what they have learnt from the story. Ask for their reactions to the story.
4. Ask learners to answer the questions in **Activity 3.1.2** on page 53.
Expected answers are:
 1. The fox wanted to get eggs for breakfast.
 2. The fox saw an eagle's nest in the top branch of a tree.

3. The fox's plan was to put some sticks in to his ears and use them to knock over the tree.
 4. The fox said that he would knock the tree over with the sticks.
 5. Yes, the eagle threw all her eggs.
 6. I know this because when the fox had gotten all of them, he told the eagle about his trick.
 7. The eagle was angry because the fox had tricked her and taken all her eggs.
 8. When the eagle flew down, she held the fox in her talons, lifted him up and flew with him far out to sea.
 9. The fox was dropped and left alone on an island.
5. Group the learners in to groups of four or five and ask them to work on Activity 3.1.3 on page 53. Give time for every group to present their work. As they present their work, evaluate their use of tenses in speech, confidence, chronological flow of events and the required content.
 6. Ask learners to individually reread the story and answer the questions in activity 3.1.4 on page 54. Possible answers are:
 1. False (The fox went to find breakfast and used sticks in his ears to trick the eagle.)
 2. False (The fox saw the eagle's nest on the top branch of a tree.)
 3. True (The fox put sticks in his ears.)
 4. False (The talons are the sharp, hooked claws of a bird of prey.)
 5. True (The eagle dropped the fox on a far away island.)
 7. Ask learners to take activity 3.1.5 on page 54 home and complete it as homework. After writing the story, ask them to draw a picture beside or under the story to illustrate the best part of the story. And thereafter pin the stories in the classroom.
 8. Group the learners and tell them to tell each other the lesson they have learnt from this story. An example is given to them.
 9. Read the learners the following continuation of the story.
 One day fox asked himself, "Am I going to die on this island?" Then the fox began to sing softly. Seals, walruses, porpoises, and whales swam near the island. "What are you singing about?" asked the sea animals.
 "I am singing about whether there are more animals in the waters of

the sea than on dry land." said the fox.

"Certainly there are more animals in the waters of the sea than on dry land," replied the sea animals.

"Well then, prove it to me," said the fox. "Come up to the surface of the water and form a raft that will reach from this island to the mainland. Then I can walk over all of you, and I shall be able to count you.

"So, the large sea animals: seals, walruses, porpoises, and whales-- came up to the surface of the water. The sea animals formed a great raft that reached from the island across to the mainland. This was what the fox wanted. He ran over the great raft, pretending to count the animals. When at last the fox reached the mainland, he jumped ashore and ran home.

10. Ask the following questions after you have read the story.
 1. What did the eagle throw to the fox?
 2. How does the fox get off the island?
 3. Which word best describes the fox?

Topic 2: Naming sources of reading

1. Bring many different reading materials to class and discuss the opener question on page (55) with the whole class. Introduce the following vocabulary to the learners as you show them what they look like from the samples you brought: newspapers, magazines, shopping lists, cards, advertisements, comics, novels, storybooks, textbooks, dictionary, pamphlets, journals, manuals, encyclopaedias, catalogues, recipes, play scripts, atlases, poetry, etc.
2. Ask learners to read about reading sources in **Activity: 3.2.1 on page (55)**.
3. Ask learners to write activity 3.2.3 on page 56 in their exercise books. If they are finding it hard to write a story about a textbook, try telling them about the process a textbook goes through until it reaches the classroom. It is trees that papers are made from, the author does research on what is supposed to be in the textbook. The author then writes the material on paper. Illustrations and diagrams are drawn and a book is printed.
4. Ask the learners to write every step of the procedure in the first person, as if they were narrating their own story.

Topic 3: Saying what you like reading

1. Ask learners to read the sentences in activity 3.3.1 on page (57). Let

- them practice saying them. Pay attention to the use of pronouns 'they, she and he'.
2. Divide the learners into groups of four or five and guide them in to activity 3.3.2 on page (57). All groups should present their answers. The questions and the different answers from each group could be written on paper and pinned in class. This will help the learners to practice the language whenever they read it in their free time.
 3. Guide the learners in writing sentences about why they should be allowed to read what they like in activity 3.3.3 on page (58). An example is given. More possible answers include:
 - When we read what we like, we can learn more vocabulary of the things we like.
 - When we read what we like, we get more knowledge about the things that we like.
 - When we read what we like, we are encouraged to improve our focus and concentration in everything.
 - When we read what we like, we improve on our writing skills.
 - When we read what we like, our analytical skills are improved.
 4. Ask learners to turn to each other and let them tell their partners what they like reading. Tell them that they should know what their partners. This should be taught in line with the cross-cutting issue of inclusive education.
 5. Now ask the learners to talk about their partners like in activity 3.3.4 on page 58.
 6. Encourage learners to write sentences about reading preferences in activity 3.3.5 on page (58). Emphasise the use of different pronouns 'he, she, they' and the things they read about. Examples are given. Likes could include; animals, sports, current events, history, academic material, stories, food and nutrition, entertainment, etc.

Topic 4: Talking about Reading Habits

1. Discuss the opener question on page (59). Ask learners about what they read most of the time. You can also ask about what they never read. They could give reasons for their answers. This will act as something that will open their minds to the topic.
2. Ask learners to read the information in Activity 3.4.1 on page (59) aloud. Help them to study the scale. The shaded parts are the ones that represent the adverb. The adverbs are therefore in the order of

frequency. If some learners find it difficult to understand what the adverbs are, find simpler words to explain each adverb.

- a. Always – at all times
 - b. Usually – most of the time
 - c. Often – many times
 - d. Generally – normally
 - e. Sometimes – on certain or some occasions
 - f. Rarely – not occurring at a regular time
 - g. Seldom – not often or very rarely
 - h. Hardly ever- almost never
 - i. Never – at no time
3. Ask learners to practice the use of these adverbs in sentences by reading the sentences in activity 3.4.2 page (59).
 4. Ask them to use the substitution table in activity 3.4.3 on page 59 to construct sentences using the adverbs learnt.
Tell them that since the sentences are about reading habits, the verb 'read' is common to all. Also, ask them to notice the position of 'adverb' in every sentence.
 5. Tell learners that the graph in activity 3.4.4 on page 60 represents the data that Theogene collected from his research. The vertical line is the Y-axis and it represents the number of students, the horizontal line is the X-axis which represents the reading frequency. The scale at the bottom gives the reading materials according to the colours used in the graph.
 6. Ask the learners to study the graph and answer the questions in activity 3.4.5 on page (60). Expected answers are:
 1. Nine learners always read magazines.
 2. Seven learners never read newspapers.
 3. Two learners never read magazines.
 4. Thirteen learners never read novels.
 5. Four learners never read comics.
 7. Ask learners to partner up and continue asking and answering such questions as those in activity 3.4.5 on page 60 and activity 3.4.6 on page 61. These may include.
 - How many learners sometimes read newspapers? (7)
 - How many learners sometimes read magazines? (11)

- How many learners sometimes read novels? (6)
 - How many learners sometimes read comics? (5)
 - How many learners always read newspapers? (8)
 - How many learners always read novels? (3)
 - How many learners always read comics? (13)
8. Tell the learners that they are going to carry out a survey in their class. Make copies of the table in activity 3.4.7 on page (61) and hand it out to all learners in the class. Tell them to follow the key below the table for the meaning of the letters or acronyms used in the table. Allow the class to be disorderly because all the learners have to move around to collect data. As they move, encourage them to use the language they have learnt. Carry out a survey yourself, just like the learners.
 9. After everyone has completed their survey, ask them to represent their data on a graph just like the one Theogene used. If some learners find it difficult to represent their data, group them up so that they can work together to solve that problem.
 10. Evaluate their graphs using yours as an example.

Topic 5: Saying why you read

1. Tell the learners that they will be discussing the reasons they read what they read. Discuss the opener question with the class.
2. Ask the learners to practise the language used by reading sentences in activity 3.5.1 on page 62.
3. Ask the learners whether there is a book or any reading material they are reading. If not, tell them to think of the storybooks they have read in the past. Take them through activity 3.5.2 on page 62.
4. Model the character first before they do it. Write about the character or cut out papers from newspapers that have information about that character and put them together, then present the work to the class. Ask the learners to do the same. Make sure everyone presents his/her work. Let them talk about their favourite characters and the reasons they love those characters, what lessons those characters teach them about life, etc.
5. Tell the learners that the books they read are written by people who are successful writers. Successful writers follow several procedures. Teach the learners the steps of the writing process.

Steps in the Writing Process

- A. **Pre-writing:** This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for older students, a working thesis statement needs to be started.
 - B. **Drafting:** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.
 - C. **Revising:** Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and contents appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.
 - D. **Editing:** At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit it to improve style and clarity. Having another writer's feedback at this stage is helpful.
 - E. **Publishing:** In this last step of the writing process, the writing is shared with the group. Sharing can be accomplished in a variety of ways. With the help of computers, it can even be printed or published online.
6. Guide learners into completing activity 3.5.3 on page 62. The correct order is:
 1. First think of ideas in your mind.
 2. Give it an interesting heading.
 3. Discuss the characters before you begin writing.
 4. Ask yourself the questions 'when', 'why', 'what' and 'how' while writing the story.
 5. Make connections among all the people in the story.
 6. Use events you have read about, in your story.
 7. Read over your story after it is finished.
 8. Ask the learners to write these steps on a bigger paper and pin it up in class.
 9. Prompt the learners to answer the riddle. They can make as many guesses as possible. The answer to the riddle is 'and'. This is the word that lies or has been written between 'Heaven' and 'Earth'.

Topic 6: Recounting what you read in the past

1. Ask the learners to tell you what they have read in the past.
 2. Tell them to read the sentences in activity in 3.6.1 on page 64.
 3. Get clippings of events from past newspapers. Cut them out so that each learner has his/her own story. Tell them to each read the clip that you have given them. Now give each one a chance to retell the story from their clips. Ask them to narrate the story while using the phrases given in activity 3.6.2 on page (64). As they present their work, pay attention to the use of the past tense and phrases given.
 4. Ask the learners to read the text in activity 3.6.3 on page 64. Read for them at first. Then let them read the story individually, and eventually, together as a class. This will be used to teach reading fluency and decoding.
 5. Lead the learners into formulating sensible questions to be answered by another group and evaluated by yet another group as per activity 3.6.4.
 6. Ask learners to write a summary of a book they have read before.
 7. Lead the learners into working on activity 3.6.6 on page 65. Read aloud about Neil Armstrong. This reading can be found at the following sites:
 - <http://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/who-was-neil-armstrong-k4.html>
 - http://www.ducksters.com/biography/explorers/neil_armstrong.php
 8. Discuss the statement 'Lives of great men all remind us we must make our lives sublime' with learners. Tell learners that the statement means that great people inspire us to become great like them. Whenever we read about those people, we can aim to be like them.
- Tell them that the story about Armstrong inspires us to become astronauts.
9. Tell them to give reasons why they should read about great people and answer activity 3.6.6 on page (65).

Topic 7: Skimming and Scanning

1. Discuss the meanings of the word scanning and skimming.

Scanning - look at all parts of something quickly and carefully to detect a particular feature.

Skimming - go or move quickly and lightly on a surface or through the air.

Work on activity 3.7.1 on page 66 with the class.

2. Now that the learners are aware of the meaning of the words skimming and scanning, take the learners through activity 3.7.2 on page 66. Expected answers are:
 1. Sheja
 2. Rukundo
 3. Agasaro
 4. Doctor
 5. Rwamagana
3. Ask learners to skim the next story in activity 3.7.4 on page 66 and answer the questions in the activity 3.7.3. Expected answers are:
 1. Patricia
 2. Author
4. Ask learners to answer the questions in activity 3.7.5 on page 68.

Topic 8: Using Tables of Contents and Indexes

1. Ask learners to read the short notes in activity 3.8.1 on page (69).
2. Tell learners to look at the table of contents box in activity 3.8.2 on page 69. Expected answers are:
 1. b
 2. d
 3. d
 4. c
 5. It is important to study the table of contents because the table of contents is an important organizational tool in any book. It allows the reader to easily find what they are looking for subject-wise or to pick up where you left off reading at the end of a chapter.
3. Ask learners to read the information in activity 3.8.3 on page 70 about indexes.
4. Guide the learners into completing activity 3.8.4 on page 70. Expected answers are:

1. D	5. C	9. C
2. B	6. B	10. D

3. C
4. D
7. B
8. A
5. Encourage learners to practice using table of contents and indexes for activity 3.8.5 on page 71.

UNIT TESTS 3.1

Answers

- The main characters of the story are the hare and the tortoise.
- Consider the main events.
- Consider the main events summarised in one paragraph.
- In the table below, answers are indicated in *italic*.

Hare	Tortoise
Fast	Slow
Boastful	<i>Humble</i>
<i>Runs fast</i>	Runs slowly
Works a lot	Works little
Sleeps during the race	<i>Does not sleep during the race</i>
Loses the race	<i>Wins the race</i>

- More sentences may include:
 - The hare is boastful while the tortoise is humble.
 - Whereas the hare works fast, the tortoise works slowly.
 - Tortoise wins the race in contrast to hare who loses the race.
- Tortoise went slowly but steadily. He also did not sleep during the race but kept going.
- The words are:
 - Pace: the rate of activity or movement, such as in running
 - Brisk: active and energetic
 - Splendid: very impressive and beautiful
 - Bragged: said something in a boastful manner
 - Protested: expressed an objection to what someone has said or done
 - Nervous: worried and anxious
 - Cheering: a shouting of praise or encouragement

UNIT TEST 3.2

Learners can write about what is described in the test. If those options do not apply to some of the learners in your class, then show cartoon a movie to the class or narrate a story to the class to help them complete the unit test.

UNIT TEST 3.3

For this test, encourage learners to remember the different reasons they discussed as to why they read certain materials in activity 3.5.1 page (66).

Possible answers include:

1. Storybooks
 - I read storybooks because I like stories.
 - I read stories because they provide entertainment.
2. Newspapers
 - I read Newspapers because I'm interested in sports.
 - I read Newspapers because I'm interested in current affairs.
3. Magazines
 - I like reading magazines because reading is fun.
 - I read magazines because it helps me improve my vocabulary.
4. Greeting cards
 - I like reading greeting cards because it helps me improve my writing.
 - I read because it teaches me about making social solutions.

UNIT TEST 3.4

Learners could frame sentences such as:

- I play because it is fun.
- I play because I like exercise.
- I like panting because it is a joy.
- I like painting because it helps me have a creative mind.
- I like watching Discovery Channel because it gives me knowledge about different animals.
- I like collecting pictures to put in my diary.
- I like collecting pictures because I use the pictures to teach drawing to my younger brother.

CONTENT MAP

Number of Periods

25

INTRODUCTION

A number of activities to instil in learners the habit of reading, to acquaint them with a variety of reading sources; the knowledge of which will arouse their curiosity about the knowledge, information, fun, entertainment, etc. they can derive from them thereby making them fond of reading.

A number of collaborative activities to not only instil in learners the value of coordination in a group in order to accomplish any given task, but also evoke their creativity and elicit their natural responses in different situations.

A formative assessment comprising comprehension tests to assess the understanding of language and ability to answer and use a variety of sentence constructions in the context of reading.

CLASSROOM ORGANISATION

- Classroom orientation for individual and collective activities
- Proper ventilation and arrangement to permit self-study and group work
- Sitting arrangement that makes the teacher audible to all the learners
- Arrangement that facilitates both learning in an organized class and free movement of children around the class when they are required to conduct surveys about their classmates
- A charged atmosphere ensuring that every learner is involved and is attentive in order to develop their concentration power

EQUIPMENT REQUIRED

- Writing and drawing material
- CD/AV/flash cards/charts, etc.
- Braille slate and stylus for children with special educational needs (SENs)

ACTIVITIES

- Reading comprehensions followed by an exercise to assess the learners' ability to understand the language, their intellectual ability and ability to express
- A number of activities to provoke creativity and imagination and make them hunt for new words.

- Introduction to a plethora of reading materials and the diverse topics they cover
- Activities to make the learners talk about various reading materials and also about one another's interests, through Question and Answer method
- A survey about reading habits and frequency of reading preferences
- Graphical and tabular representations of the data collected
- Structured sentence construction
- Reinforcement of the values and virtues acquired from reading, through discussions and plays
- Identification and correct usage of adverbs of frequency
- A number of writing activities such a story, summary, etc
- Understanding scanning and skimming through texts and looking for its themes and characters
- Using 'Tables of Contents' and 'Indices'

COMPETENCES PRACTISED

- Reading texts, stories, etc. to comprehend their meaning, understand the chronology of events and the moral message.
- Answering questions based on the text resulting in the development of the ability to use intelligence and express ourselves clearly.
- Increased power of concentration while paying attention to every minute detail about the characters and events happening in the stories learners read and while listening to the stories read to them by teacher.
- Recalling events to answer the questions that follow reading/ listening activities, resulting in the development of a good memory.
- Talking about reading habits and preferences of oneself and of others using different types of sentences.
- Writing sentences using a formatted structure.

LANGUAGE PRACTICE

- Understanding grammar and syntax of different sentences.
- Use of the past tense in narrating and writing stories and the present tense for expressing, reading habits and likes and dislikes.
- Use of adverbs of frequency in the context of reading preferences of different people.
-

- Thinking in mothertongue and expressing the ideas by translating them with the usage of appropriate words, in both writing and speaking.
- Comprehending the given passage, its theme, characters, events and coherence.
- Understanding the procedure of writing.

VOCABULARY ACQUISITION

- Acquaintance with words used in daily lives, words that describe feelings and emotions like fear, etc.
- Names of various sources of reading.
- Words to express the feelings of an animal.
- Words to express the procedure of making a book in the form of an 'autobiography'.
- Words to express nature, habits and life events of an idol or favourite person.
- Words to express frequency of actions.
- Words to express reasons for reading different sources of reading.
- Words used to describe the correct steps in writing a story.
- Words used in the context of various methods and purposes of reading.

NUMERACY

- Graphical, pictorial and tabular representation of reading habits of different people.
- Tabular representation of data collected through surveys.
- Analysis of statistical data to find solutions to the questions based on it.
- Conversion of statistical data into verbal information (decoding).

STUDY SKILLS

- Reading texts and understanding punctuation marks.
- Easier academic learning through discussion, association of pictures with the events occurring in stories, imagination and visualisation of future events as a part of extension to the stories read, etc.
- Building up confidence through questioning and answering and responding in class.
- Enhancement of verbal proficiency.
-

- Capability imparted to SEN pupils to form independent, complete sentences using correct vocabulary.
- Increased accuracy in representation and analysis of data.
- Development of accuracy through looking up information using table of contents and index.

REVISION

- Periodic assessment of the matter learnt in class.
- Homework exercises to the same effect.
- A number of exercises/activities to make learners form a number of sentences having similar syntax to reinforce particular types of sentences taught.
- Writing exercises to assess the level of comprehension of content.
- Writing exercises for developing the habit of expressing oneself in words.
- Homework exercises on matters taught to reinforce learning.

ASSESSMENT

- A formative assessment task of storytelling and story-writing.
- Judging competences in ability to comprehend the text.
- Judging competences in ability to express one's feelings using correct, relevant and appropriate vocabulary.
- Judging competences in representing data in tabular as well as graphical format.
- Judging competences in decoding data.
- Judging cooperation in group tasks.
- Judging the skills of presentation and level of confidence in front of the class.

LEARNING OUTCOMES

- The learners are now acquainted with various sources of reading and have also developed interest in reading after realising its benefits.
- The learners now appreciate that reading is a multi-faceted activity that has learning combined with fun.
- After reading stories contained in this unit the moral messages in them have instilled in learners virtues such as kindness, generosity, honesty, etc.
- Listening to stories read aloud to learners by the teacher with appropriate gestures and facial expressions, has developed their power of concentration.

- Enunciation of certain words, by the teacher, with proper pronunciation will enable learners to learn and acquire the correct pronunciation of the new words they encounter.
- The activity of playing or demonstrating their favourite character has helped learners acquire the qualities of a better human being as children idolize their favourite character and try to emulate their virtues and style of living.
- Forming an extension to a story has developed learners' creativity and the power to envision future situations thereby by teaching them to face difficult situations in their real lives.
- The learners have developed an eye for detail which develops accuracy.
- Pupils with special education needs are now able to read and comprehend texts. They are confident enough to form simple, grammatically correct sentences about reading habits, preferences, etc.
- With the help of the braille system, visually impaired learners are able to decode data and information and respond to questions positively.

Environment

1. Discuss with the learners about what they know about the environment. Ask them to look at the opener picture about the environment. Ask them to describe what they see in the opener image. Tell them that what they can see is what is called the environment. The environment is what surrounds us.
2. Read the introduction of the unit for the learners. Discuss it with the class.

Topic 1 Describing the Map of Rwanda

1. Ask learners to read the information in activity 4.1.1. on page (77). Tell them that what they are going to read is the language used while talking about the location of Rwanda. The words commonly used are the compass key east, west, south and north.
2. Ask the learners to study the Rwandan map in activity 4.1.2 on page (77). Ask them to study as they point to the places mentioned in the information in activity 4.1.1. Move around to hear the learners using the learnt language about directions. Partner them up and ask them to show the directions to their partners while pointing at the places mentioned in the information above.
3. Ask the learners to answer the questions in activity 4.1.3 on page (78). The expected answers are:
 1. The neighbouring provinces to the south are: Western, Northern, Kigali and Eastern.
 2. Burundi borders the Southern Province.
 3. The Western Province does not share provincial borders with Kigali.
 4. The three countries that border the Eastern Province are: Uganda, Tanzania and Burundi.
 5. Tanzania lies in the East of Rwanda.
4. Ask learners to look at the map of Rwanda and do activity 4.1.4 on page (78).

- Put the learners in groups of four. Then take them through activity 4.1.5 on page (78).

TOPIC 2: Describing the Map of the Western Province.

- Discuss the term geographical features with the whole class. The ideas that are expected are:

Geographical features are man-made or naturally-created **features** of the Earth. Natural **geographical features** consist of landforms and ecosystems. Terrain types and physical factors of the environment are also natural **geographical features**.

Conversely, human settlements or other engineered structures are considered types of artificial geographical features.

- Ask learners to study Dusabe's information in activity 4.2.1 on page (79). Ask the learners to study the maps too.
- Now ask them to answer the questions in activity 4.2.2 on page (80). The expected answers are:
 - Dusabe lives in the Western province.
 - The geographical features in Rwanda include: mountains, lakes, rivers, national parks, valleys and hills.
 - From Dusabe's map, the geographical features I can locate are: Gishwati forest, Mt Karisimbi, Virunga mountains, Nyabarongo river, Lake Kivu, Rusizi river and Volcanoes national park.
 - She measured so that she could get the exact position of the places she wanted to include.
- Help learners draw and colour the maps of their provinces using symbols and colors as directed in activity 4.2.3 on page (81).
- Group the learners and help them write the key for their maps as explained in activity 4.2.4 on page 81.
- Ask learners to read the information given in activity 4.2.5 on page. (81) Help learners write a key for their maps.
Tell them that a compass rose is a figure on a compass, map or monument used to display the orientation of the cardinal directions north, east, south and west.

Make copies of a compass rose and show it to the learners.

- In activity 4.2.6 on page (81-82), learners should identify the features

that are mentioned in the questions on their maps. As they draw their map according to activity 4.2.5 on page 81, learners should locate all the features of their province.

8. Partner the learners and ask them to talk to each other about the features and the location of their province.

Topic 3: Naming Geographical Features on a Map.

1. Discuss the opener question with learners. Use a compass to determine the position of learners are in comparison to class materials and friends. For example, I am facing east of my friend Paul.
2. Ask learners to read the sentences in activity 4.3.1 on page 82. Pay close attention to the underlined adverbs of position.
3. Ask learners to look back at the map of their province. Ask them to use the prepositions given in activity 4.3.2 on page (83).
4. Give every learner a chance to present their work to the class. Pay attention to the use of the given prepositions and the position of places on the map in activity 4.3.3 on page (84).
5. In activity 4.3.4 on page 84, test the learner's imagination. Ask them to use their wildest imagination and experience of fairy tales they have read before.
6. Ask them to include a key and a compass on their map. This can be used as a mid-term evaluation.

Topic 4: Describing the uses of Physical Features.

1. Read the text about the uses of physical features. Then ask the learners to read it aloud, in turns. One learner reads a paragraph and another one reads another paragraph until the whole class has got a chance to read.
2. Ask learners to answer the questions in activity 4.4.2 page (86). Expected answers are:
 1. Written words in bold:
 - (i) Influence : /'Influəns/
the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself
 - (ii) Productivity: /prɒdʌk'tɪvɪti/
the effectiveness of productive effort, especially in industry,

as measured in terms of the rate of output per unit of input

(iii) Tourist : /tʊərɪst/

a person who travels to a place for pleasure

(iv) Habitants: /**hab**-i-tat/

the natural environment of an organism

(v) Horizon: /huh-**rah**y-zuh n/

the line or circle that forms the apparent boundary between the earth and the sky

(vi) Endowed: /In'daʊ, en'daʊ/

endow/to provide with a permanent fund or source of income

(vii) Global warming:

an increase in the earth's average atmospheric temperature that causes corresponding changes in climate and that may result from the greenhouse effect.

(viii) Native: [**ney**-tiv]

the place or environment in which a person was born or a thing came into being

(ix) Pollution: [*puh*-**loo**-shuh n] the act of polluting or the state of being polluted

(x) Currency: /**kur**-uh n-see/

something that is used as a medium of exchange; money

2. The examples of physical features in Rwanda include: lakes, rivers, mountains, hills and forests.

3. Filling in:

(a) Water

(b) Income

(c) Rainfall

(d) Health and productivity

4. Uses of water in my community include:

- Washing and bathing
- Drinking and cooking
- Helps in the formation of rainfall

5. The benefits common to all physical features are:

- They attract tourist.

- They are a source of income.
 - They help to reduce the effects of global warming.
6. Sports done in the mountains include: mountain biking and hiking
 7. Timber is used for making wood and furniture.
 8. Trees in the forests give out oxygen for us to breathe in.
 9. National parks are a source of money to the government and the people near the national parks because they attract tourists who bring foreign currency and visitors who come to visit these national parks buy things from the people nearby.
 10. Ask learners to think about the riddle and answer it. The expected answer is 'A River'.
 11. For activity 4.4.3, page (87), the teacher announces in the beginning that the activity will be timed and then she/he goes on to divide the class into two groups giving them clear instructions as to which group will do the given task. One group (A) discusses the important physical features of all five provinces, makes a short list and passes it on to the other group (B) to find their location on the map. The teacher keeps track of the time and can also choose one leader for each group.
Make the whole class clap at the end of the activity to encourage teamwork.

TOPIC 5: Describing Wild Life in Rwanda

1. Ask learners to read the text in activity 4.5.1 on page (87). This can be read silently.
2. Ask learners to tell you the meaning of the words 'flora' and 'fauna' as used in the text. Ask them to give you examples.
3. Ask them to tell their partners about these two aspects. Listen to the language used about flora and fauna.
4. Tell the learners to follow the directions of activity 4.5.2 on page (88). If they are having difficulty finding the meaning of the word tabular, tell them that 'Tabular' is of, relating to, or arranged in a **table** or systematic arrangement by–columns, rows, etc.
5. Guide the learners into writing a paragraph in activity 4.5.2 on page 88. Evaluate the use of the vocabulary of flora and fauna.
6. Go through activity 4.5.5 on page 88 with the learners. Divide your class into two groups and make two posters on "Save Our Environment" and 'Save Our Planet'. A few learners may bring paper cuttings while

others may draw pictures. Discuss and come up with nice lines, quotes and messages for your poster. Make the poster colourful and eye-catching. Paste the posters on the class display board.

UNIT TESTS 4.1

Possible answers are;

- i) Tanzania borders Rwanda in the east.
- ii) Uganda is bordered to the east by **Kenya**.
- iii) Uganda is bordered to the southwest by **Rwanda**,

UNIT TEST 4.2

ANSWERS

1. Water lily
2. Gorilla
3. Bamboo forest
4. Grey crowned crane
5. Impala
6. Montane forest

The answer to the riddle is 'rainfall.'

CONTENT MAP

INTRODUCTION

This unit incorporates a collection of texts, passages, maps, pictures and activities to acquaint the learners with the environment that provides all living beings with a livable atmosphere.

Study of the maps of Rwanda and its provinces to make the learners aware of their country, its geographical features and their significance.

Introduction of reading as well as drawing of maps and the terminology used in map drawing, such as key, compass, directions, scale, etc.

A number of activities to instil in learners respect for the environment and appreciation of its being a healthy place for us to survive and sustain life.

Text describing environment as comprising all living and non-living things in the surrounding. The learners will appreciate that to preserve the environment, we need to conserve our flora and fauna, weather and physical features.

CLASSROOM ORGANISATION

- Arrange the class to facilitate easy demonstration by the teacher on how to use the map to the learners.
- Orienting the class for individual as well as group work.
- Providing maps of Rwanda for individual work providing bigger maps of all the provinces of Rwanda for demonstration and presentation by different groups.
- Setup for group presentations.

EQUIPMENT REQUIRED

- Writing and drawing material.
- CD/AV/flesh cards/charts, etc.
- Braille slate and stylus for children with special educational needs (SENs).

ACTIVITIES

- Study of the physical map of Rwanda taking into consideration its location with respect to neighbouring countries, its provinces and its geographical features.
- Solution to exercises based on maps.
- Group activities of presentation on the different provinces of Rwan-

da describing position, districts and important physical features.

- Drawing a sketch of a province of Rwanda.
- Representing districts, towns, etc. on the map and showing physical features using different symbols and colours.
- Use of scale, key, directions for effective map-drawing.
- Learning the usage of different prepositions to write sentences about location of different places/features with respect to one another.
- Identification of physical features of Rwanda and their global significance.
- Description of wildlife in Rwanda.
- Creating posters to value the planet and the global environment.

COMPETENCES PRACTISED

- Map reading of Rwanda and its provinces.
- Making a sketch indicating important districts, towns and geographical features.
- Formation of key to indicate different physical features on the map.
- Using scale to draw maps and show the location of different features accurately, measuring their positions with respect to each other.
- Matching pictures.
- Ability to give oral as well as written description of one's province.
- Acquaintance with the names and characteristic features of different geographical features that exist in our surroundings and that constitute a livable environment.
- Using words in the context of environment.
- Framing sentences using formatted structures to talk and write about geography, location and flora and fauna.
- Teamwork and time-management.
- Writing a description of the wildlife of a district.

LANGUAGE PRACTICE

- Comprehending a passage describing a country, its physical features, wildlife, etc.
- Understanding the use of the simple present tense for describing places and important features.
- Understanding the use of the passive voice of simple present tense in certain descriptions such as, 'It is known as,', 'It is located at,', 'Many hills are found in,', etc.
- Reading aloud about different places.

- Talking about directions.
- Talking about positions of places.
- Describing wildlife, physical features and their significance in writing as well as speaking, using correct grammatical English.
- Imparting the ability to form complete, grammatically correct sentences to learners with special education needs.

VOCABULARY ACQUISITION

- Usage of words in the context of environment.
- Vocabulary to describe physical features like mountains, rivers, forests, etc.
- Vocabulary to describe the flora and fauna of a place.
- Use of words of direction such as east, west, north and south.
- Understanding and using prepositions of place correctly to describe positions of place with respect to one another.
- Enriching vocabulary and learning correct pronunciation of new words, with the use of dictionaries and thesauruses.

NUMERACY

- Map reading.
- Sketch making.
- Use of scale and proportions in drawing maps.

STUDY SKILLS

- Talking in groups about a map of a district in Rwanda.
- Careful observation of maps and sketches to identify places.
- Interpretation of maps in order to answer questions based on them.
- Indicating features and places on the map.
- Answering questions based on the texts describing geographical features and wildlife.
- Ability to describe places, their position, etc. using prepositions of place.
- Writing independent sentences using prepositions of place.
- Identifying the flora and fauna and matching their pictures with their names.

REVISION

- Periodic assessment of the matter learnt in class.
- Homework exercises to the same effect.
- Writing sentences to assess the level of comprehension of content.
- Homework exercises on matter taught to reinforce learning.

ASSESSMENT

- A formative assessment task of map making and sketch reading of the district under study.
- Judging competences in map reading.
- Judging competences in locating places in the district.
- Assessment of writing skills to describe and place its features.
- A formative assessment of presentation skills.

LEARNING OUTCOMES

- After studying this unit, the learners are now capable of understanding that one's home country and surroundings can be identified through maps and sketches.
- The learners appreciate the existence and importance of different geographical features in their district as well as their country.
- The learners have developed pride and respect for their environment and understand that they need to preserve natural beauty to make life sustainable.
- The learners have developed pride for wildlife and have realised that animals on the verge of extinction need to be conserved.
- The learners realise how individuals contribute to the successful accomplishment of a group task irrespective of disabilities.
- The learners appreciate inclusive education.
- The learners are capable of describing their districts in both writing and speaking.

Measurement

1. Ask the learners to look at the unit opener photograph on page 95. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competence and ask the learners to brainstorm on ways they can achieve the key unit competence.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work towards achieving the values and attitudes for the unit.
4. Ask the learners to scan the table of contents on the Learner's book page for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.
6. Read the quotation to the class and discuss it with the learners.

TOPIC 1: Calculating

1. Discuss the opener question with the learners and the language they use while calculating.
2. Ask the learners to read the sentences in activity 5.1.1 on page 93.
3. Partner a learner to construct sentences of calculations in activity 5.1.2 on page 94. The learners should be able to say the calculations out with their partners. After they have said them, ask them to write them down as figures, like in the given example.
4. Teach and practise saying numbers through the game in activity 5.1.3 on page 94.
5. Give each learner a card where there is a multiplication, division, addition or subtraction. Tell the learners that the number they have been given is their new name. Ask them to follow activity instructions.

Topic 2: Describing Dimensions

1. Discuss the term 'dimensions' together with the learners. The definition that will surface will be such as the length, width, height, or depth of something. For example: the distance from the ceiling to the floor in a room is the height.
2. Ask the learners to look at the pictures and study the dimensions of the images in activity 5.2.1 page 95.
3. Tell them to practise the language of dimensions with a partner using the examples given in activity 5.2.2 on page 95. As they say the sentences, they should fill in the gaps with the dimensions given in the images. Partners should take turns being partner A and partner B.
4. Provide metre rulers to all the learners in the class and ask them to measure and record the dimensions of objects in class as in activity 5.2.3 on page 96.
5. Provide different items like a pencil, a paper clip, a piece of chalk, a comb, a shoe, a key or any other object for the class. Ask the learners to guess the measurements of each item and record it. Then measure the objects. Award the learners with the closest approximate measurements.
6. Take learners through activity 5.2.5 on page 97 as they measure their classmates and make records. Help the learners write down sentences, for example:
The length of Manzi's shoe is 20 cm.
7. Read and guide the learners to write sentences about the differences between them and their friends in activity 5.2.5 on page 97.

TOPIC 3: Measuring People in the Classroom

1. Ask them to read the sentences in activity 5.3.1 on page 98 and look at the pictures about learners measuring their classmates.
2. Now that the learners are familiar with measuring their friends, provide a measuring tape and ask them to measure their friends as asked in activity 5.3.2 on page 98. After compiling the measurements of different learners, ask them to write down sentences about the measurements and compare the people they have measured. Examples of such sentences are given in activity 5.3.1 on page 98. Give them

time to present their work to the class.

3. Ask them to read the comparison sentences in activity 5.3.3 on page 98.

Ask them to look back at the pictures, sentences and measurement of people in activity 5.3.1 on page 98 and complete the exercise in activity 5.3.3. Expected answers are:

- Manzi is shorter than Kamali.
 - Kamali's feet are shorter than Manzi's feet.
 - Kamali's palm is longer than Manzi's palm.
 - Kamali is fatter than Manzi.
4. Ask the learners to look at the measurements they have compiled about their friends and construct sentences to show comparison in activity 5.3.4 on page 99.
 5. Arrange the learners in groups of three and ask each learner to draw sets of different objects according to degrees of comparisons. Ask the groups to bring their work and compare their objects to the whole class.
 6. Guide the learners in writing sentences of comparison for activity 5.3.5 on page 99.

TOPIC 4: Describing the Geography of Rwanda

1. Ask the learners what they know about Rwandan geography.
2. Ask the learners to read the text in activity 5.4.1 on page 100.
3. Ask them to answer the questions in activity 5.4.2 on page 100.

Expected answers are:

1. a. True
b. False
c. False
d. False
e. True
2. Nyabarongo River is the longest river in Rwanda.
3. Lake Kivu is the biggest lake in Rwanda.
4. Mount Karisimbi is the highest mountain in Rwanda.
5. Yes, Huye is bigger than Rwamagana.
6. Muhanga has a population of 87, 613 people.
7. Mount Muhungwe is 2928 meters high.

4. Group the learners in groups of three and ask them to fill in the map as directed in activity 5.4.3 on page 101.
5. Arrange groups of four or five and talk about towns as given in activity 5.4.4 on page 102.

TOPIC 5: Comparing Places

1. Ask the learners to think about the opener question.
2. Ask the learners to study the table in activity 5.5.1 on page 103 about dimensions of different rivers and buildings in the world.
3. Ask the learners to answer the questions in activity 5.5.2 on page 103, according to the table.

Expected answers are:

- A.
1. The Nile
 2. Burj Khalifa
 3. Yes
- B.
1. False
 2. True
 3. True
 4. True
 5. False
 6. False
 7. False
 8. True
4. Partner the learners and ask them to take turns asking and answering questions for activity 5.5.3 on page 104.
 5. Ask the learners to recall the text in activity 5.4.1 on page 100, then tell them to study the table in activity 5.5.4. Ask them to write a text about the table.
 6. Then ask them to read the information given below the table in activity 5.5.4 and write about how knowledge is obtained from elders, parents and teachers. Answers will vary.

Expected answers are:

1. Daocheng Yading is higher than Qambdo Bambda airport.
2. The elevation of Daocheng Yading is 4411 meters above sea level.

UNIT TESTS 5.1

1. Seventy-nine.
2. Two thousand six hundred seventy-four.
3. Three thousand six hundred eighty-four.
4. Nine thousand two hundred seventy-four.
5. Forty-two thousand five hundred seventy-eight.
6. Fifty-six thousand eight hundred forty.

UNIT TEST 5.2

1. Twenty plus thirty-six is equal to fifty-six.
2. Eighteen plus sixty-seven is equal to eighty-five.
3. Eighty-nine minus eighteen is equal to seventy-one.
4. Six hundred and forty-five minus forty-five is equal to six hundred.
5. Fifteen divided by five is equal to three.
6. One hundred and twenty divided by two is equal to six.
7. Eleven times seven is equal to seventy-seven.
8. Twenty-five times four is equal to one hundred.

UNIT TEST 5.3

Provide metre rulers and ask the learners to measure the objects and record their findings.

UNIT TEST 5.4

Possible sentences.

- i) Mt Karisimbi is 4510 metres high.
- ii) Mt Muwogo is higher than Mt Muhugwe.
- iii) Mt Karisimbi is the highest mountain in Rwanda.
- iv) Lake Kivu is 89 kilometers long.
- v) Lake Ihema is higher than Lake Muhazi.
- vi) Lake Kivu is the biggest lake in Rwanda.
- vii) Kigali city's population is 745261.
- viii) Muhanga has a bigger population than Rwamagana.
- ix) Kigali city is the biggest city in Rwanda.
- x) Mt Karisimbi is higher than Mt Muhabura and Mt Sabyinyo.

Ask the learners to answer the riddle. The answer is 'Time'.

CONTENT MAP

Number of periods

26

INTRODUCTION

Acquaint the learners with the right terminology to express mathematical calculations, such as addition, subtraction, multiplication and division using the right symbols and writing the same in English.

Using the language learnt across a wide gamut of activities to reinforce the learning in the chapter. Using the language and its modifications to express oneself in the context of measurements of a large array of surfaces that are within the learner's purview.

CLASSROOM ORGANISATION

- To facilitate both oral, written and calculating of mathematical activities of the classroom.
- Encourage the class to play games and activities to enhance their familiarity with the topics in this unit across a number of innovative situations.

EQUIPMENT REQUIRED

- Writing and drawing materials.
- CD/AV/flesh cards/charts, etc.
- Braille slate and stylus for children with special educational needs (SENs).

ACTIVITIES

- Reading exercises to develop mathematical concepts across the fields of addition, subtraction, multiplication and division.
- Application of the practices and competences learnt in both known and unknown territories.
- Games around the explorative nature of the unit.
- Group activities wherein inputs from the entire group is harnessed to develop solutions.
- Observational skills, kinetic and cognitive skills developed for taking proper measurements.
- Application of acquired knowledge to new areas pertaining to the learner's experiences.
- Factual information about Rwanda in terms of measurement, capacity, population, geographical features, demographic statistics, etc.

- Comparative study of places around the world to envision, height, width, length, unique natural features and flora and fauna.

COMPETENCES PRACTICED

- Measuring lengths.
- Comparing people and things.
- Writing calculated data in various formats.
- Data and analysis of given facts.
- Presentation of findings.
- Findings done through individual, team and partnership projects.
- Column format writing of measurements of worldwide monumental and natural structures.
- Using comparative degrees of adjectives.
- Answering riddles.

LANGUAGE PRACTICE

Reading a given text to comprehend contents and instructions.

- Transcribing figures and calculations into both numerical and written form.
- Vocabulary to express independent findings in regard to measurements taken.
- Coding of data as detailed.
- Using numerology applications in place of answers to simple queries such as 'What is your name?'.
- Sentence construction with findings about measurements made.
- Expressing superlatives like tallest, longest, etc. in comparative terms.
- Absorbing contents of reading texts and responding thereof.
- Independent evaluation of cross cutting issues raised in the unit.

COMPETENCES PRACTISED

- To use the language in terms of the content of the unit (taking measurements).
- Question and answer exercises based on the given activities.
- Reading the given text.
- Solving problems according to difficulty posed and answers required.
- Reading calculations.
- Hands-on measurement of the length, height, width of items in the

classroom.

- Measurements of one another and interpreting and comparing data.
- Acquainting the class with the geography of Rwanda in comparative terms.
- Drawing sketch maps of the country and its provinces.
- Cardinal directions and compass points on the map, coding demographic data.
- Final assessment of competences learnt through a composite assessment test.
- Ability to offer independent viewpoints about life skills acquired from the unit.

VOCABULARY ACQUISITION

- Ability to express elementary mathematical processes of addition, subtraction, multiplication and division and its vocabulary.
- Usage of degrees of comparison in adjectives.
- Ability to construct meaningful answers after listening to the given text.
- Puzzle solving.
- Following instructions with games in each topic.
- Identifying and applying the appropriate language learnt for solving questions posed.
- Observing pictorial inputs and providing solutions.
- Comparing world sites in terms of height, position, importance, dimensions, location, etc.
- Populations in cities in Rwanda expressed with comparative vocabulary.
- Independent evaluation of cross-cutting issues raised in the unit.

NUMERACY

- Pictorial analysis
- Data analysis
- Fill in blanks with numerical calculations

STUDY SKILLS

- Calculating numbers and writing them in both numerical and written forms.
- Reading instructions.
- Assessment of answers to questions posed.

- Participating in activities in the unit to the best of one's ability.
- Teamwork to solve problems.
- Writing measurements taken in the form of complete sentences.
- Using the terminology of mathematics to express the same.
- Reading a metre ruler.
- Taking and recording measurements of classmates.
- Filling in the blanks in questions posed.
- Following instructions for various games and activities.
- Reading the text to absorb details.
- Assessment of true or false statements.
- Freehand drawings of maps.
- Being a useful team member.
- Reading data formats to come to conclusions.
- Recollection of facts read and learnt in the unit.

REVISION

- Periodic recall of learning to assist in understanding content.
- Varied placement of content and activity matter requiring orientation of the learner to the same.
- Revision of comparative adjectives and sentence structures for better understanding of the content.
- Correct reading of data given in column form.
- Ability to read numbers in both written and numerical form.

ASSESSMENT

- By the end of this unit the learner has acquired the ability to express the language of measurement through a variety of inputs.
- The learner responds to challenges posed to him in term of measurement calculation.
- The learner can carry out demographic studies and form tabulated information for comparative studies.
- The learner can glean answers about world structures through reading columns.
- The learner can write cohesive and original sentences to explain his/her point of view.
- The learner is able to present factual findings in the language of measurement.
- The learner can interpret given data and make conclusions thereof.

- The learner can respond to precise queries posed and provide complete, concise and correct answers based on the given content.

LEARNING OUTCOMES

- The learner is now in a position to understand how mathematical language can be written in both numerical and written forms.
- The learner can independently carry out calculations about measurements using simple tools such as a metre ruler.
- The learner can note his/her findings accurately.
- The learner can carry out comparative studies about his/her classmates in terms of their comparative heights, weights, etc.
- The learner develops strong national pride by learning about the physical features of the country. This inculcates pride of the nation and prepares him/her to be a more cooperative and useful citizen of the country.
- The learner can identify the major tourist attractions of the country and realize why his/her country can play a major role in the comity of nations.
- The learner ends this unit in a positive state of mind.

Transport

1. Ask learners to look at the unit opener photograph on page 108. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key unit competency and ask learners to brainstorm on ways they can achieve the key unit competency.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the values and attitudes for the unit. Briefly discuss other ways they can work to achieve the values and attitudes for the unit.
4. Ask learners to scan the table of content in the Learner's Book for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.
6. Read the quotation to the class and discuss it with the learners.

TOPIC 1 : TALKING ABOUT MEANS OF TRANSPORT

1. Ask learners to state the means of transport they know.
2. Ask them to look at the picture in Activity 6.1.1 on page 109 and read aloud the different means of transport that they see. They should read until the words are familiar and they can say them naturally.
3. Ask them randomly while specifying whether the means of transport is by rail, road, air or water.
4. Partner up the learners and ask them to fill in the table in Activity 6.1.2 on page 109. Expected answers are:

By sea	On land	By air
Ship	Car	Aeroplane
Speed Boat	Taxi	Helicopter

Submarine	Truck	Aircraft
Canoe	Motorbike	Hot Air Balloon
Sail Boat	Bicycle	Parachute
Kayak	Van	Blimp
	Bus	Hang glider

5. Ask learners to read the sentences about transport in Activity 6.1.3. on page 110. Now ask them to match the sentences with the pictures on the side.
6. Ask the learners to read the information given in the short text in Activity 6.1.4 on page 110. Ask them to construct sentences such as the one given.
7. Group the learners into groups of three and ask them to find the transport words in the puzzle in Activity 6.1.5 on page 111.

Topic 2: Talking about the Purposes of Travel

1. As a class, ask learners to brainstorm on the reasons why people travel.
2. Ask them to read the poem in Activity 6.2.1 on page 112 about the traveller. Tell them that a traveller is a person who travels or moves.
3. Now ask the learners to answer questions about the poem. Expected answers are:
 1. The poem is about the reasons people travel.
 2. In the first stanza, the purposes of travel presented are: to travel to school in order to become a scholar and to travel to relatives in order to become a visitor.
 3. In the second stanza, the purposes of travel presented are: to travel to weddings and burials in order to become a socialiser and an attender.
 4. In the third stanza, the purposes of travel presented are: travel to work in order to become richer and to travel in order to become a great traveller.
 5. Possible answers are: Traveller, Great Traveller, Travel well, Why travel, etc.

6. Open ended.
4. Guide learners in playing the 'Talk show' game in Activity 6.2.3. on page 113.
5. Activity 6.2.4 on page 114 can be taken home as home work for the learners to reflect on the questions and answers said during the 'Talk Show'.

Topic 3: Comparing Means of Transport

1. Ask learners to brainstorm on the means of transport that they prefer and why.
2. Ask learners to read the text in Activity 6.3.1 on page 115 about Mutoni's business trip. Ask them to pay close attention to the differences that are there between the different means of transport that Mutoni used.
3. Ask questions from the text to test the learners' understanding of the text.
4. Ask the learners to study the graph that represents Mutoni's findings in Activity 6.3.2 on page 116. Tell the learners that the graph is a summary of Mutoni's findings to compare the different means of transport that she used.
5. Arrange groups of three and ask the groups to answer questions in Activity 6.3.3 on page 116. Expected answers are:
 1. It took 3 hours for Mutoni to travel by rail.
 2. It took 4 hours for Mutoni to travel by sea.
 3. It took 30 minutes for Mutoni to travel by air.
 4. It took 40,000 Frw for Mutoni to travel by rail.
 5. It took 20,000 Frw for Mutoni to travel by sea.
 6. It took 100,000 Frw for Mutoni to travel by air.
 7. Mutoni considers time, money/cost and distance before she travels.
6. Ask learners to answer the activity given below the above questions.

7. Arrange groups of three and ask the learners to fill in the table.

Means of transport	Time	Speed	Cost
Air	Shortest	Fastest	Most expensive
Road	Shorter	Faster	More expensive
Rail	Short	Fast	Less expensive
Sea	Longest	Fast	Expensive

8. Arrange groups of three and guide learners into completing Activity 6.3.5 on page 117.

9. For activity 6.3.6, divide the class into equal groups of five. Choose a leader. Let all of them do the exercise. After consulting with the group, the leader reads the answer aloud to the class. The group that gets all the answers right gets a round of applause from the class.

Answers are:

1. Plane
2. Boat
3. School van
4. Car
5. Rail

Topic 4: Describing the Uses of Means of Transport

1. Ask learners to mention reasons as to why they use means of transport.
2. Ask them to practise the tongue twister in Activity 6.4.1 on page 118. This should be a fun activity for them.
3. Ask the learners to answer the questions about the tongue twister in Activity 6.4.2 on page 118. The expected answers are:
 1. A ship is used to ship ships.
 2. There are 3 ships in the tongue twister.
4. Ask learners to read the sentences and look at the pictures to help

them understand Activity 6.4.3 on page 118.

5. Learners can demonstrate how different means of transport work. For example, moving like an aeroplane and making its sound.
6. Ask learners to read the text in Activity 6.4.4 on page 119. This is supposed to give them knowledge about why people travel and how they travel.
7. Ask them to answer questions that follow after the text on page 120.
Expected answers are:
 1. Different people travel to school by bus, on their bicycles and on foot.
 2. Some people go to the market in their cars.
 3. Business people and working people travel by aeroplanes.
 4. They travel by aeroplane because it saves time.
8. Arrange pair work for Activity 6.4.5 on page 120. Ask the students randomly to read their list aloud. Those who have missed out on some words can add them to their list, and say any word that have not been said. Encourage new and different vocabulary and maximum participation. Example – flight, cargo, baggage, anchor, take off, etc.
9. Ask learners to explain how the activity has helped them.
10. Help learners to plan a text to write in Activity 6.4.6 on page 120.
11. Give out the texts to others for evaluation for Activity 6.4.7 on page 120.

Topic 5: Talking about Visits in Rwanda

1. Ask learners to think about the places that they have visited before and what means of transport they used.
2. Ask them to read the speech bubbles in activity 6.5.1 on page 121.
3. Arrange groups of four and guide learners in asking and answering the questions in Activity 6.5.2 on page 121.
4. Ask learners to write about the experiences they discussed in Activity 6.5.3 on page 121.
5. As they evaluate their work and as you evaluate their work, follow the guidelines in Activity 6.5.4 on page 121.

UNIT TESTS
UNIT TEST 6.1

A. train _____



car _____



ship _____



taxi _____



van _____



bus _____



sail boat _____



ambulance _____



plane _____



jeep _____



motorbike _____



helicopter _____



B. Table

Land Transport	Water Transport	Air Transport
Car	Sail boat	Aeroplane
Bus	Ship	Helicopter
Ambulance		
Train		

CONTENT MAP

Number of Periods

28

INTRODUCTION:

The learner is exposed to a variety of transport facilities in and around the country and uses the language learnt in the context of transport. The learners' imagination is developed as they envision and express their innermost desires about travel and modes of travel throughout this unit. Seeing inspirational and regular modes of transport in the form of pictorial content and language structures, the learners appreciate that lessons are not drudgery but have a relationship with their lifestyles as well.

The lessons in this unit emphasise the importance of planning the layout of a writing passage as the cornerstone activity of the writing process.

In the analysis of the topics of the unit, the learners realize the contribution of others towards the success of the activities in the unit through their efforts.

CLASSROOM ORGANISATION

- Creating space for individual work, pair work and group discussions and preparations in the context of the various activities assigned in this unit
- Allowing for utilisation of classroom equipment and learning tools such as pictorial inputs, chart work, blackboard and selective observation for the completion of tasks set
- Arrangement of groups according to mixed abilities, individual development and partnership roles for the solution of problems and analysis to come to viable and acceptable solutions

EQUIPMENT REQUIRED

- Writing and drawing material
- CD/AV/flash cards/charts, etc
- Braille slate and stylus for children with special educational needs (SENs)

ACTIVITIES

- Identification of the various modes of travel and identifying the terminology and language competence to arrange them according to categories

- Tabular and structured sentence construction with the given content to create a variety of written matter
- Linking people and their preferred modes of travel
- Efficiency of modes of travel according to various categories which are quizzed and activated through activities in the unit
- Solving of word search and puzzles as well as riddles to generate learners' interest in the unit
- To create learner competence inquisitiveness by identify transport facilities commonly used in the country
- Increasing ability to observe and link environment input with the learning process in the classroom
- Writing answers based on poetic content and learning to appreciate rhythm, choral inputs and rhyme schemes in the course of reading
- Arranging an impromptu talk show based on the poetry content
- Appreciating the multidimensional outcomes of reading poetic content
- Reading a text with the intention of absorbing its data to be represented through graphs
- Reading data presented in a graph for better understanding of the matter
- Describing various means of transport through written and pictorial format
- Linking given facts to draw conclusions and other interpretative skills
- Ability to write paragraphs on first hand travel experiences

PRACTISED COMPETENCES

- The ability to understand given data and interpret the variables
- Successful and concentrated reading of the given text so as to grasp its essence
- Talking to people, elders and classmates using a questionnaire to elicit relevant answers
- Studying pictorial data to appreciate its finer details
- Appreciating and studying the environment beyond the home and school to learn about other's lifestyles and modes of travel
- Ability to decipher how selection of modes of travel are dependent on professional requirements
- Vocabulary build-up through maximum participation in activities for the same, learning finer differences between terminology with regard to flight vocabulary

- Guided composition writing and filling in blanks
- Grasping paragraph writing rules
- Following instruction for completion of activities
- Independent thinking in answer to questions raised about personal choices

LANGUAGE PRACTICE

- Ability to raise queries and answer those posed
- Talking about the purposes behind visits and their outcomes
- Comparative study expressed through requisite vocabulary and writing skills to describe uses of means of transport
- Interesting arrangement of ideas through coordinated and concise language usage
- Reading a text and noting down word meanings, spellings, language usage and understanding the contents
- Independent writing of short paragraphs based on the topics in the unit
- Understanding the need to express one's thoughts with confidence and not resorting to plagiarism
- Assessing one's writing and speaking abilities in the context of the other learners
- Concentrating on the precision of tasks posed to the learners and their responses

VOCABULARY ACQUISITION

- A graded approach to vocabulary learning from known words to unknown words. Derivations and grammatical applications of the core words
- Using comparative phrases and words to define the similarities and differences between modes of transport
- Reading graphical data and expressing the same in words
- Talking of content matter using new vocabulary
- Exploring one's writing ability using vocabulary learnt
- Reading texts and noting unfamiliar usage and words
- Writing independent and guided sentences on the topics in the unit
- Evaluation of work done in order to assess one's level of competence in the various aspects of language learning
- Enjoying the thrill of self-expression through writing sentences, paragraphs and other forms by using words learnt and juxtaposing

the same with known content

NUMERACY

- Reading of graphs
- Analysing graphic matter for analysis according to the requirements posed
- Using pictorial content
- Using structured charts to diversify language learning along guided lines

STUDY SKILLS

- Observation of pictorial content to understand, evaluate and compare the different means of transport
- Working in groups and in partnerships to solve issues raised and come up with a viable and approved solution
- Bonding with classmates for greater output
- Providing information based on the given content and the guidelines posed for executing fact finding
- Ability to read and comprehend content fully
- Getting information along the required lines to come to a conclusion or completion of an activity
- Deciphering differences in the questions posed, the exercises given and expected answers
- Focused reading of graphic data to offer exact and uniform solutions
- Reading graphs to come to analysed conclusions
- Writing skills for independent writing of paragraphs about transport usage

REVISION

- Attempting activities in every topic of the unit to revise the content that is taught
- Reinforcing new learning through revision using varied activities
- Initiative taken to find meanings, raise queries so as to clear doubts that may arise from time to time
- Planning activities and the learning process throughout the unit

ASSESSMENTS

- By the end of the unit the learners are able to read a short text independently and with full comprehension. The learners are able to utilise the dictionary to find meanings, phonetic drills and arrangement of terminology

- Relating of pictorial content to what is asked
- Learning comparative structures to assess the placements of modes of transport in a wider context
- Describing visits to places in Rwanda through independent usage of skills learnt
- Descriptive ability to talk about different modes of transport in relationship to the child's environment

LEARNING OUTCOMES

- The learner realizes the importance of travel in modern life
- The learners understand the driving forces that dictate transport usage in the present times
- The learner has a glimpse of inspirational modes of transport available not just in the country but elsewhere.
- Defining orally, learner can express the purpose behind undertaking travels
- The daily travel to school and back
- Using precise vocabulary asked of a question
- Awareness of other people's means of mobility and its connectivity to their professions and requirements
- Poetry appreciation and the intention to create the same for themselves
- Practising speaking via given inputs using correct pronunciation and stress in order to be understood
- Confidence in the ability to speak about what the learner identifies in the way of transport in and around him/her

Hygiene and Health

1. Ask learners to look at the unit opener photograph. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key competence and ask learners to brainstorm on ways they can achieve the key unit competence.
3. Ask another volunteer to read aloud the key values and attitudes. Encourage the learners to give examples of when they have worked to achieve the value and attitude for the unit. Briefly discuss other ways they can work to achieve the value and attitudes for the unit.
4. Ask learners to scan the table of content in the Learner's Book for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.

TOPIC 1 : Describing Diet

1. Discuss the meaning of the word diet. Possible answers will be: diet is the food and beverages a person or animal consumes.
2. Provide dictionaries to the learners and ask them to find out the meaning of the words in activity 7.1.1 on page 126.
 1. Fruit: the seed bearing part of a plant, often edible, colourful and fragrant, produced from a floral ovary.
 2. Meat: food from animals, especially solid food.
 3. Legumes: the fruits or seeds of a leguminous plant (such as peas or beans) used for food.
 4. Vegetable: a plant raised for some edible part of it, such as the leaves, roots, fruits or flowers but excluding any plant considered to be a fruit, grain or spice.
 5. Dairy: to do with milk.
3. Ask learners to read texts in Activity 7.1.2 on page 126. This will give insight into some foods.

4. Guide learners in completing Activity 7.1.3 on page 126. Look at the learners' list and make sure that the foods they have written are written in English. Then look at the sentences given in the example.
5. Ask learners to unscramble the words in Activity 7.1.4 on page 127 and match them with the pictures.

1. Maize



2. Cereals



3. Peanuts



4. Green Beans



5. Sorghum



6. Ask learners to find the food in puzzle in Activity 7.1.5 on page 127

Colour types:

banana – green

lemon – yellow

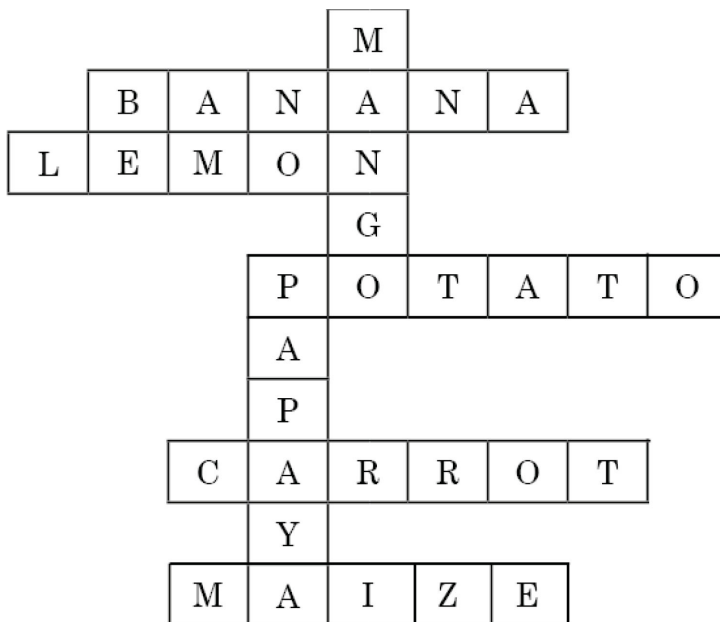
mango – yellow

papaya – green/yellow

potato – brown

maize – yellow

carrot – orange



7. Ask learners to rewrite the list of the names and according to their groups.

Topic 2: Describing Food Groups and a Balanced Diet

1. Ask learners to give information about what they eat.
2. Ask the learners to study the diagram in Activity 7.2.1 on page 128 and read the text that follows.
3. In Activity 7.2.2 on page 129, ask learners to match the foods by filling in the gaps with the correct food group and thereafter make a complete meal for Mutesi according to what they have read.
 - A. Proteins and fats.
 - B. Carbohydrates
 - C. Vitamins
4. Now, ask learners to answer the questions in activity 7.2.3 on page 129.

Expected answers are:

1. A balanced diet is a meal that contains all the food groups.
2. A balanced diet should have carbohydrates, proteins, fats, vitamins and water.
3. We should eat a balanced diet in order to grow well.

- (a) We should eat food with carbohydrates because carbohydrates are energy-giving foods.
 - (b) We should eat food with proteins because proteins are body-building foods. They are the main components of the cells in our body. They are responsible for repairing body tissues.
 - (c) We should eat food with vitamins because vitamins boost our immunity, strengthen our bones, heal wounds and improve our eyesight.
 - (d) We should eat food with fats because fats keep our bodies warm.
 - (e) We should drink water because water helps our bodies maintain body temperature and transports/nutrients to the whole body. It also assists in removing waste products from the body.
5. Take learners through Activity 7.2.4 on page 130. Examples are given.
 6. Ask learners to complete the table in Activity 7.2.5 on page 130.
 - B_N_N_ - Banana - Vitamins
 - M_LK -- Milk -- proteins
 - P_N_ _ _PL_ -- Pineapple -- vitamin
 - CH_ _S_ --cheese --fats
 - BR_ _D -- Bread -- carbohydrates
 - F_SH --Fish -- Proteins
 - CH_CK_N --Chicken -- proteins
 - T_M_T_ --- Tomato --- vitamins
 - C_BB_G_ ---cabbage -- Vitamins
 8. Arrange groups of four and ask learners to fill in the table in Activity 7.2.6 on page 130. Help the learners pin their work up in class.

Topic 3: Talking about Diet and Health

1. Ask learners to brainstorm ideas about the opener question.
2. Ask the learners to read the conversation on activity 7.3.1 on page 131.
3. Ask learners to answer the questions in activity 7.3.2 on page 132. expected answers are:

1. Samantha has learnt that a healthy diet is one that helps keep or improve your health. It gives your body important nutrients, like carbohydrates, proteins, vitamins, fats and water.
 2. Ethan thinks that all he needs is energy to come to school and for his body to grow. So he only eats carbohydrates and proteins.
 3. Samantha advises him that his body needs all the nutrients for it to grow well.
 4. Ethan promises to make sure that he has a healthy diet.
 5. Open ended.
 6. Open ended.
 7. Ethan says that he will make sure he eats a healthy diet.
4. Partner up the learners and ask them to perform Activity 7.3.3 on page 132.
 5. Guide learners to talk about eating healthy in Activity 7.3.4 on page 133 in groups

Topic 4: Talking about Hygiene

1. Ask learners to discuss the things they do to keep healthy.
2. Ask learners to look at the images in Activity 7.4.1 on page 133.
3. Then ask them to match the images with the sentences below them.
 1. E
 2. B
 3. A
 4. C
 5. D
 6. F
4. Ask learners to respond to the cross cutting issue below the questions in activity 7.4.2 on page 134.
5. Arrange groups of four and take learners through Activity 7.4.3 on page 134.
6. Ask questions about the poem to check understanding.

Topic 5: Talking about Illness

1. Ask learners to discuss the opener question.
2. Ask them to then read the conversation in Activity 7.5.1 on page 135
3. Ask learners to answer the questions in Activity 7.5.2 on page 136.

Expected answers are:

1. Magezi and the doctor are speaking.
 2. Magezi has diarrhoea and he feels like vomiting every now and then.
 3. The doctor is going to help him by carrying out some tests and giving him some painkillers.
 4. The doctor advises Magezi to keep good hygiene standards and always eat healthy food.
 5. The doctor prescribes pain killers.
4. Partner up the learners and ask them to act out the conversation in Activity 7.5.3 on page 136.
 5. Ask learners to make conditional sentences.

Possible sentences are:

- (i) If you do not wash your hands, you will get diarrhoea.
- (ii) If you do not boil water, you will get cholera.
- (iii) If you do not brush your teeth, you will get a toothache.
- (iv) If you do not wash dirty dishes, you will get a stomach ache.

UNIT TEST 7.1

- A. Legumes
- B. Vegetables
- C. Meat
- D. Fruits
- E. Cereals

UNIT TEST 7.2

Sweet potatoes	Beans	Bread	Cassava	Chicken
Peanuts	Maize	Rice	Cassava Leaves	Papaya
Eggplants	Peas	Milk	Plantain	Cheese
Irish potatoes	Millet	Beef	Avocado	Pork

Carrots	Porridge	Sugar	Bananas	Fish
---------	----------	-------	---------	------

UNIT TEST 7.3

¹ C								
H			² P					
E		³ F	A	T	S			
E			P					
⁴ S	U	G	A	R				
E			Y					
	⁵ B	E	A	N	S			
	L							
⁶ P	O	R	K					
	O							
	⁷ D	I	E	T				

UNIT TEST 7.4

Guide learners in designing a poster.

The answer to the riddle is “An apple a day, keeps the doctor away.”

CONTENT MAP

INTRODUCTION

In this unit the learner is given crucial information about health and hygiene. This unit steps beyond the unilateral approach to the teaching of language, using a more inclusive and interlinked approach to the learning of English. This approach makes the topics in this unit even more utilitarian and recognisable for the child who now begins to understand that good health is the key to a happy and successful life. A balanced diet plays a key role in maintaining good health. Methods for avoiding disease are brought forth through the use of appropriate language. The language learnt in the classroom is a valuable tool to equip him/her to understand the rationale behind language learning. The more concentrated aim of this unit is to help the learner use the language in the context of hygiene and health, thereby leading the child on towards understanding that health and hygiene share an important dependency in the life of the learner.

CLASSROOM ORGANISATION

- Arrangement of class for various groupings such as pairing, individual, large and small groups.
- Facilitating SEN learning.
- Usage of special tools by the learner with ease.
- Arrangements for better listening and speaking activities.
- Hints for observational competence of learners.
- Space for drawing and other hands-on activities.
- Recitation groups for elocution.
- Mimed and spoken demonstrations to bring home content through drama.

EQUIPMENT REQUIRED

- Classroom equipment.
- Drawing materials.
- Writing materials.
- Textbooks.
- Pictorial inputs.
- Special tools for challenged learners.
- Internet access for accessing websites.

ACTIVITIES

- Using the dictionary to find correct vocabulary for illnesses and food groups.
- Identifying the first conditional.
- Reading about diet.
- Making informed decisions.
- Classifying good and bad intakes of food, excess intake of some and neglect of others.
- Reading and understanding different texts.
- Close study of visual inputs in the unit.
- Responding to Question and Answer inputs after due deliberation and textual reading.
- Usage of vowels in word formation.
- Classification of foods according to health categories.
- Solving riddles and crossword solutions.
- Practising dialogue for a purpose.
- Reading humorous poetry and appreciation of the same.
- Ability to hold a conversation about hygiene, food groups, illness, etc.

COMPETENCES PRACTISED

- Describing orally what the learner eats.
- Classifying food groups.
- Ability to listen with concentration and understanding.
- Answering questions raised with coherent answers.
- Ability to identify the inputs for a healthy lifestyle.
- Describing informed decisions about health and hygiene.
- Role playing textual content.
- Sentence construction, both controlled and independent.
- Discussion in groups about staying healthy.
- Columnar representation of data

LANGUAGE PRACTICE

- Designing a simple chart.
- Sentence construction using conditionals.
- Expressing opinions on the basis of the findings in the unit.
- Using rationale to convince listeners of the benefits about healthy eating.

- Matching and defining food groups.
- Structured compositions using a given format.

VOCABULARY ACQUISITION

- Learning the language to express topics in the unit by using different modalities.
- Understanding and appreciation of personification in poetry.
- Using group categories such as legumes, cereals, nutrients, diet, etc.
- Using vocabulary to create persuasive messaging for charts.
- Public speaking vocabulary to present one's viewpoint on health and hygiene matters.
- Listing of healthy foods, food groups and hygiene habits.

NUMERACY

- Using data collected by groups to present topics.
- Pictorial grouping of food categories into classifications of cereal, meats and legumes.
- Listing of data/unscrambling of data for clarity.
- Completion of word search grid.
- Reading and analyzing food pyramid/visual content.

STUDY SKILLS

- Picking out the answers required.
- Linking captions to the right data inputs.
- Listing personal intake of foods.
- Unscrambling data.
- Analysing inputs provided.
- Role playing dialogues provided.
- Deciphering content for relevance of answers.
- Persuasive content in group work for informing about good health and hygiene habits.
- Solving riddles.
- Following the listening, speaking, writing and reading requirements posed.
- Making illustrative charts.
- Cooperation within a group for optimum results.

REVISION

- Periodic assessment of content taught through completion of activities given.
- Presentation of content in varied ways for better understanding.
- Setting tasks for home assignments to reinforce class work.
- Brochure writing on healthy diets.
- Giving emphasis on identifying conditionals in the content.
- Several rounds of dialogue reading for using language in varied forms.

ASSESSMENTS

- A formative assessment of the tasks of writing, speaking, understanding and thereafter responding.
- Presenting findings as required in the various activities.
- Diagrammatic representation of content.
- Poetry appreciation through understanding and appreciation of nuances in the content.
- Independent completion of the assessment unit.
- Vowel additions to completed vocabulary.
- Tabular integration of content.
- Colour coding tabular content for clarity.
- Evaluation of food categories using various approaches.
- Textual comprehension for discussions, defining categories, discussion, listening, and designing purposes.
- Persuasive language to convince listeners/classmates about the importance of balanced diets.

LEARNING OUTCOMES

Reading about diets and foods for a purpose.

- Changing eating habits after informed considerations.
- Differentiating between good and bad eating/hygiene habits.
- Appreciating the advantages of a healthy lifestyle.
- Understanding the need for self-control in regard to eating habits.
- Becoming a useful member of a group.
- Learning vocabulary to express healthy lifestyles.
- Appreciating the connection terms of health.
- Making learners confident individuals armed with information on diet and hygiene matters.

Crafts in Rwanda

1. Ask learners to look at the unit opener photograph on page 140. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key unit competency. Ask learners to brainstorm ways they can achieve the key unit competency.
3. Ask another volunteer to read aloud the attitudes and values. Encourage the learners to give examples of when they have worked to achieve the values and attitudes for the unit. Briefly discuss other ways they can work to achieve the values and attitudes for the unit.
4. Ask learners to scan the table of content in the Learner's Book for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.
6. Discuss the quotation with the class.

Topic 1: Describing What People Made in the Past

1. Ask learners if they have ever seen any object made in the past. Discuss some of the objects they have seen.
2. Ask them to read the text given in Activity 8.1.1 on page 141.
3. Then, ask the learners to answer the questions in activity 8.1.2 on page 141 in groups.
 - A. Wood Sculptures
 - B. Jewellery
 - C. Wood carvings
 - D. Pots
 - E. Baskets
 - F. Designs
4. Ask learners to answer the questions given in Activity 8.1.3 on page 142.
 1. Red, black and white.
 2. People wove baskets, bowls and papyrus mats.
 3. The products made from pottery were pots, mugs and other vessels.

4. The products made from wood carvings were sculptures, doors, gourds, knife handles and musical instruments.
5. Ask learners to do Activity 8.1.4 on page 142.

Teach the passive voice.

Use of the passive voice

The passive voice is used when the focus is on the action. It is not important or not known who or what is performing the action.

Example: My bike was stolen.

In the example above, the focus is on the fact that my bike was stolen. I do not know who stole it.

Sometimes a statement in the passive voice is more polite than in the active voice. See the following example:

A mistake was made.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

Form of Passive voice

Subject + verb to be + Past Participle

Example: A letter was written.

Topic 2: Describing What The Crafts Were Used For

1. Discuss the topic opener question with the class.
2. Ask learners to study the table given in activity 8.2.1 on page 143.
3. From the knowledge obtained from studying the table about the uses of different tools, have partners do Activity 8.2.2 on page 143.
4. Divide the learners into groups of four and ask them to do activity 8.2.3 on page 143.

Topic 3: Describing Raw Materials

1. Ask learners to discuss the meaning of raw materials.
2. Read the following text to the learners and tell them to listen carefully. As you read, ask the learners to follow the instructions in Activity 8.3.1 on page 144.

Raw Materials

A raw material refers to a material in its natural form used in making

something else. People in traditional Rwanda had their own raw materials to use to make different tools. Different tools were made from iron. These included knives and pangas. Another raw material was clay. From clay, things such as pots, mugs and decorations were made. Papyrus was used to make different crafts such as baskets, mats and decorations. Cow dung was also very useful for making designs on baskets for winnowing. Wood was used to make arrows, shafts, figures of gorillas and more.

3. Ask learners to follow instructions in Activity 8.3.2 on page 144.
4. Now, ask them to answer the questions in Activity 8.3.3 on page 144.

Expected answers are:

1. A raw material refers to a material in its natural form used to make something else.
2. The raw materials used in traditional Rwanda were clay, papyrus and cow dung.
3. People made pots, mugs and decorations from clay.
People made arrows, shafts and figures from wood.
People made mats from cow dung.
4. Open ended
Ask learners to do Activity 8.3.4 on page 144. Examples are given in the Learner's Book.

Give a quiz as directed in activity 8.3.5 on page 145.

Ask learners to write a text about different objects and tools made in Rwanda as directed in Activity 8.3.6 on pages 145.

Topic 4 Describing Modern Handicrafts

1. Discuss the topic opener question with the learners.
 2. Ask the learners to read the information in Activity 8.4.1 on page 146.
 3. Ask the learners to answer the questions in Activity 8.4.2 on page 146 using the text that they have read in activity 8.4.1. Expected answers are:
 1. People make ceramics.
They make adornments.
People make personal wood carvings.
2. **Craft** **Place**

Baskets	Musanze, Huye
Pots	Gatagara
Ceramics	Kigali
Adornments and wood carvings	Gicumbi

- This question can be done as homework.

Divide the learners into groups of three and work on

Activity 8.4.3 on page 147 and label the map in Activity 8.4.4 on page 147.

Topic 5: Describing How to Make Objects

- Discuss the topic opener question with the class.
- Ask learners to read the steps of making a pot in activity 8.5.1 on page 148.
- Ask learners answer the questions after the text in activity 8.5.2 on page 148.

Expected answers are:

- You need dry clay soil, wood dust and water.
 - The first thing to do when making a pot is to mix dry clay soil with wood dust.
 - All of the steps indicated are very important.
 - The person who makes pots is called a potter.
 - Pottery
- Guide learners and evaluate activity 8.5.3 on page 149.
 - Ask learners to arrange the process of making designs in Activity 8.5.4.
 - Guide learners to work together to do Activity 8.5.5.

UNIT TESTS

Unit Test 8.1

Evaluate learners' writing skills as they write the sentences. The answer to the riddle is 'Charcoal'.

Unit test 8.2

Evaluate learners' sentences using the passive voice.

For example: People make pots.

Unit test 8.3

1. made
2. are used
3. have handrolled
4. are formed
5. is done
6. are dyed, are varnished
7. are painted
8. are left, are varnished
9. are formed

CONTENT MAP

No. of periods 25

INTRODUCTION:

- Introducing the various arts and crafts made in traditional Rwanda.
- Showing the class a few items that represent traditional Rwandan art forms.
- Creating activities to introduce the lesson on the importance of traditional art forms.
- Using charts, flash cards, diagrams and other pictorial inputs to make the introductory session more lively and interesting.

CLASSROOM ORGANISATION:

- Encouraging the learners to work in pairs.
- Creating space for group activities, discussions and other exercises pertaining to the topic.
- Ample space and a proper seating area for hassle-free access to the blackboard, charts, etc. for learners.
- Maintaining discipline and silence in the classroom during observatory tasks and self-study.

EQUIPMENT REQUIRED:

- Traditional Rwandan craft items.
- Writing and drawing material.
- CD/AV/flash cards/charts, etc.
- Braille slate and stylus for children with special educational needs (SENs).

ACTIVITIES:

- Survey about what people used to make in traditional Rwanda.
- Reading and understanding about the raw materials and tools used to make different craft objects.
- Writing short texts to describe various tools and objects, their uses, etc.
- Encouraging the learners to find out the difference between the traditional and modern handicrafts in Rwanda.
- Observing the procedure for pot-making
- Talking to people of various age groups in the community.
- Solving a riddle
- Using the passive voice to complete given sentences.

COMPETENCES PRACTISED:

- Conducting surveys in the community
- Presentation of data collected from the survey
- Checking information on the basis of true and false statements
- Understanding facts through observations and live demonstration sessions in class
- Demonstrations in pictorial or real form (if possible) the procedure for making various craft items
- Working in pairs, groups and/or individually

LANGUAGE PRACTICE:

- Reading and comprehending a text
- Answering questions related to the topic
- Describing photos/pictures related to the unit
- Brainstorming to find information about a topic
- Using the facts learnt to write complete sentences as well as short texts

VOCABULARY ACQUISITION:

- Learning vocabulary related to the unit
- Learning the names of various traditional and modern craft objects of Rwanda and the names of their corresponding raw materials
- Vocabulary to enable learners to write short texts describing the topic learnt in various respects
- Usage of the passive voice to describe the production process
- different craft items of Rwanda

NUMERACY:

- Tabular formation of collected ideas on Rwandan traditional and modern arts.
- Writing in tabular format the information about various crafts and the places where they are found.
- Using map templates for labelling places where the given modern crafts are made in Rwanda

STUDY SKILLS:

- Speaking about the information gathered during the lesson
- Solving riddles
- Writing information in tabular form
- Learning to give appropriate answers for the questions posed
- Listening, speaking, writing and reading activities/exercises as per the requirements of the unit

REVISION:

- Periodic exercise/activities given in the lesson to be used as class work as well as homework for reinforcement of the topics learnt in the unit.

ASSESSMENTS:

- Ability of the learners to take part in all the classroom activities
- Ability to put the information learnt in a precise, tabular format precisely
- Capacity to reproduce the information learnt in oral as well as written format
- Ability to take his/her turn when involved in a group activity
- A formative assessment of the skills learnt testing each learner's capacity to identify the grammatical structures used and learnt throughout the course of the unit

LEARNING OUTCOMES:

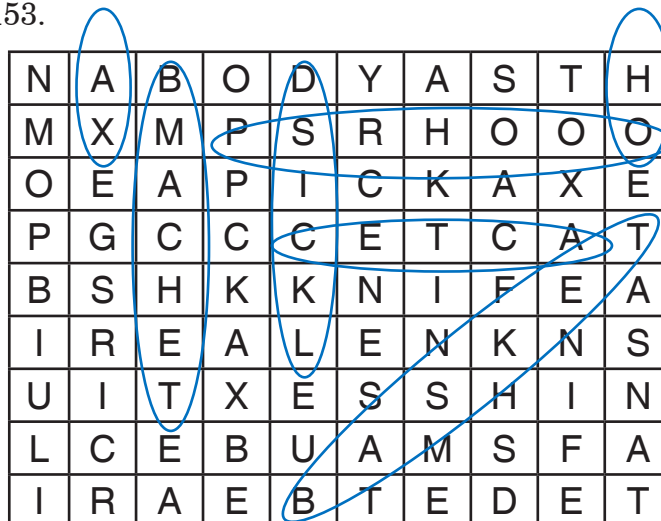
- Appreciating and valuing the arts of traditional and modern Rwanda
- Learning to respect one's country and its art forms
- Developing a feeling of respect and taking pride while talking about the artists who produced of these arts and crafts
- Appreciating the beauty of different craft items using appropriate vocabulary

Traditional and Modern Agriculture in Rwanda

1. Ask learners to look at the unit opener photograph on page 151. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key unit competency and ask learners to brainstorm ways they can achieve the key unit competency.
3. Ask another volunteer to read aloud the attitudes and values. Encourage the learners to give examples of when they have worked to achieve the values and attitudes for the unit. Briefly discuss other ways they can work to achieve the values and attitudes for the unit.
4. Ask learners to scan the table of content in the Learner’s Book for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.
6. Discuss the quotation with the class.

Topic 1: Describing Tools in the Past

1. Discuss with the learners the tools that were used in the past.
2. Ask learners to look at the pictures and read the sentences given below the images.
3. Ask the learners to find the hidden words in the puzzle in Activity 9.1.1 on page 153.



5. Ask learners to answer the questions in Activity 9.1.3 on page 153.

- (a) Axe
- (b) Winnowing fork/basket
- (c) Hoe/pickaxe
- (d) Sickle
- (e) Machete
- (f) Axe

Ask the learners to discuss the question given below the above questions.

Topic 2: Describing Farming in the Past

1. Read the following text to the learners.

Farming in the past

Farming in the past was done on a small scale. People planted crops to feed their families only. This means they grew few crops and these only included food crops.

Local tools like a hoe, machete, an axe, a sickle and basket were used in the farming process. These tools were used at different stages of farming. Each tool had its own use.

Farmers kept animals like cattle, goats, sheep and chicken. The crops that were grown were bananas, cassava, sweet potatoes, sorghum, beans, maize, millet, peas and pumpkins. The fruits grown were avocados, papayas and mangoes.

2. Then ask learners to answer questions in activity 9.2.2 on page (154).
Expected answers are:

- (a) (i) True
- (ii) False
- (iii) True
- (iv) False
- (b) The animals that were kept included cattle, goats, sheep and chicken.
- (c) The fruits grown were avocados, papayas and mangoes.
- (d) The crops grown were bananas, cassava, sweet potatoes, sorghum, beans, maize, millet, peas, and pumpkins.

3. For Activity 9.2.3 on page 154, follow the information given in the text that you read to the learners about farming in the past.

Topic 3: Describing Agriculture in the Current Era

1. Ask learners to discuss the topic opener question.
2. Ask the learners to read the text about farming in the current era in Activity 9.3.1. on page 155 in the students' book.
3. Ask learners to answer questions in Activity 9.3.3 on page 156. Expected answers are:
 - (a) Farmers grow bananas, cassava, sweet potatoes, sorghum, beans, maize, millet, peas, pumpkins, rice, tea and coffee.
 - (b) Farmers keep goats, cows, rabbits, sheep and pigs.
 - (c) The new crops that farmers grow now are rice, tea and coffee.

In Activity 9.3.3 on page 156, ask learners to construct sentences such as the one in the example given.

Take learners through Activity 9.3.4 on page 156. Learners can try to recall what they read and rewrite it in their own words.

Encourage learners to work on Activity 9.3.5 on page 157. Give them time to present their work.

Encourage learners to write true and false questions in Activity 9.3.6 on page 157.

Topic 4: Describing Current Agricultural Export

1. Discuss the meaning of the word 'exports'. An export is a function of international trade whereby goods produced in one country are shipped to another country for future sale or trade.
2. Ask learners to study the information in the tables in Activity 9.4.1 on page 158 in the students' book.
3. Group the learners and ask them to complete Activity 9.4.2 on page 158. Expected answers include:
 - (a) Rwanda exports tea to Pakistan.
Rwanda exports tea to Russia.
Rwanda exports tea to Sudan.
Rwanda exports tea to the United Arab Emirates.
Rwanda exports tea to the United Kingdom.
Rwanda exports tea to Afghanistan.
Rwanda exports tea to Egypt.
Rwanda exports tea to Nigeria.
Rwanda exports tea to Kazakhstan.
Rwanda exports tea to Ireland.
 - (b) Switzerland

(c) 2%

(d) Switzerland, China, Germany

(e) The U.S.A. and Belgium & The United Kingdom and Japan

(f) The United Kingdom

4. Group the learners and carry out the quiz in Activity 9.4.3 on page 159.

5. In those groups, guide learners in completing Activity 9.4.4 on page 159.

Topic 5: Describing Agriculture in the Future

1. Discuss the unit opener question with the class.
2. Ask learners to read the sentences given in Activity 9.5.1 on page 160.
3. Help learners draw and write about future predictions in Activities 9.5.2 on page 160. and 9.5.3 on page 160.

Answers for activity 9.5.4

1. sscaava	Cassava
2. ototap	Potato
3. tplainain	Plantain
4. neabs	Beans
5. humorsg	Sorghum
6. ffceeo	Coffee
7. tae	Tea

UNIT TESTS

Unit Test 9.1

Traditional Agriculture	Both	Modern Agriculture
<ul style="list-style-type: none"> • They grew food crops. • There were small farms. 	<ul style="list-style-type: none"> • They plant bananas, cassava, sweet potatoes, sorghum, beans, maize, millet, peas, and pumpkins. • They keep goats, cows, rabbits, sheep and pigs. 	<ul style="list-style-type: none"> • They grow cash crops. • There are large farms.

Unit Test 9.2

1. False 2. True 3. False 4. True
 5. False 6. True 7. False 8. True
 9. True 10. False

The answer to the riddle is “A candle”.

Unit Test 9.4

1.



2.



3.



4.



5.



Tool		Farming Process
1.	Pickaxe	digging the soil
2.	Axe	cutting wood and harvesting timber
3.	Sickle	cutting off plants and tall grass to remove undergrowth
4.	Baskets	carrying harvested crops
5.	Tractor	plowing, harrowing, tilling and pulling agricultural machinery

CONTENT MAP

INTRODUCTION:

- Introducing the topic with the unit opener picture so as to give a pictorial introduction
- Explanation of the quotation by Thomas Jefferson given on the first page of the topic to set the mood of the unit and the importance and value of agriculture
- A round of questions and answers and/or discussions learners can build on their previous knowledge of agriculture
- Display charts or flash cards or other pictorial tools showing farming equipment/tools used in Rwanda

CLASSROOM ORGANISATION

- Ample classroom space to give room for every learner to have access to common facilities such as the blackboard, charts, flash cards, etc.
- Adequate space for pair work, group work as well as individual work
- Arrangement of the seating area in a manner such that interaction among learners is encouraged and the teacher's platform should be easily visible and approachable for all learners.

EQUIPMENT REQUIRED

- CD/AV/flash cards/charts, etc. among other tools for demonstration
- Braille slate and stylus for children with special educational needs (SENs)
- Writing and drawing material
- Pictures from the P5 Learner's Book

ACTIVITIES

- Learning about various farming tools used in the past
- Finding the names of various tools hidden in a word-grid (puzzle)
- Identifying the name of a tool used for a given agricultural process
- Discussing factual information related to the topic and answering the related questions
- Analysing a given picture and constructing sentences describing it
- Differentiating between true and false statements about traditional and modern farming in Rwanda

COMPETENCES PRACTISED

- Conducting surveys in the community
- Presentation of data collected in survey studies
- Analysing information related to the topic in tabular format
- Representing agricultural information about Rwanda in the form of pie charts and bar graphs
- Working in pairs, groups as well as individually

LANGUAGE PRACTICE

- Answering questions related to the topic
- Listing factual information in tabular format
- Comprehending written information and representing the same in pictorial form
- Identifying various agricultural tools and writing the name of the farming process in which they are used
- Using the past simple, present simple and the future tense

VOCABULARY ACQUISITION

- Learning vocabulary related to the unit
- Learning the names of various traditional as well as modern agricultural tools
- Learning a range of farming processes such as tilling, harrowing, plowing, etc.

NUMERACY

- Analysing the percentage of exports of Rwandan crops in a particular year
- Contrasting past and modern agriculture using venn diagrams
- Writing in tabular form collated ideas on traditional and modern agriculture in Rwanda

STUDY SKILLS

- Solving riddles
- Answering questions in both written and verbal form throughout the lesson
- Listening, speaking, writing, and reading activities/exercises as per the requirements of the unit exercises
- Representing information in tabular form

- Writing short texts in relation to characteristics of agricultural trends in Rwanda

REVISION

- Activities given in the unit work as good revision components.
- Homework as well as classwork to reinforce the topics learnt in the unit

ASSESSMENT

- Ability to participate actively in all the activities held in the classroom.
- Capacity to answer questions or reproduce the information learnt in any form during the lessons
- Ability to read, write and speak fluently in relation to Rwandan agricultural processes
- A formative assessment of the skills learnt in the unit thereby assessing every learner's capacity to identify the grammatical structures used and learnt throughout the course of the unit

LEARNING OUTCOMES

- Appreciating the role of agriculture in the Rwandan economy
- Valuing the role of farming in the development of Rwanda
- Respecting how creativity and innovation lead to change

Geography of the World

1. Ask learners to look at the unit opener photograph on page 164. Ask a volunteer to read the unit title aloud. Guide the learners to describe how the photo connects to the unit title.
2. Ask another volunteer to read out the key unit competency and ask learners to brainstorm ways they can achieve the key unit competency.
3. Ask another volunteer to read aloud the attitudes and values. Encourage learners to give examples of when they have worked to achieve the values and attitudes for the unit. Briefly discuss other ways they can work to achieve the values and attitudes for the unit.
4. Ask learners to scan the table of content in the Learner's Book for this unit, noting topics of interest to them.
5. Have them make predictions, based on the topic, about how the topics relate to the unit title.
6. Discuss the quotation with the class.

Topic 1: Naming Continents, Countries and Capitals

1. Discuss the topic opener question with the class.
2. Ask learners to study the map of the world in Activity 10.1.1 on page 165.
3. Ask the learners to answer the questions in Activity 10.1.2 on page 166.
 1. There are seven continents in the world.
 2. There are five oceans in the world.
 3. Antarctica is the southern most continent.
 4. The Atlantic Ocean separates Europe and America.

5. Africa lies east of the **Atlantic Ocean**, west of the **Indian Ocean**, and north of the Southern Ocean. The continent of Africa sits directly to the south of another continent. The continent directly to the north of Africa is Europe.
4. Ask learners to look at the map and answer Activity 10.1.3 on page 166.
 1. Russia
 2. Canada
 3. United States of America
 4. China
 5. Brazil
 6. Australia
 7. India
 8. Argentina
 9. Kazakhstan
 10. Algeria
5. Ask learners to look back to the map and complete Activity 10.1.4 on page 166.
6. Use cards to do activity 10.1.5 on page 166.
7. In groups, guide the learners to work on Activity 10.1.6 on page 166.
8. Divide the class into two groups and guide learners in working on Activity 10.1.7. on page 167.

Topic 2: Describing the Position of Countries

1. Discuss the topic opener question with the class.
2. Ask learners to listen to you as you read the text in activity 10.2.1 on page 168 to them.
3. Now, ask learners to answer questions in Activity 10.2.2 on page 168.
 1. The Equator is an imaginary line which divides the earth into two equal halves horizontally.
 2. The Prime Meridian is an imaginary line that divides the earth vertically on the map.
 3. Label the countries on the blank map given.

4. Guide learners in Activity 10.2.3 on page 168.
5. Guide learners to answer the questions in Activity 10.2.4 on page 169.
 1. Russia is located in north eastern Europe and northern Asia.
 2. The southern most of the Central American nations, **Panama** is south of Costa Rica and north of Columbia.
 3. Fiji is located in the continent of Oceania.
 4. The United States of America is located in the Western Hemisphere on the continent of North America.
6. Partner up the learners and ask them to practise Activity 10.2.5 on page 169.
7. Work on Activity 10.2.6 on page 169 together with the learners.

Topic 3: Describing the Geography of a Country

1. Discuss the topic opener question with the learners.
2. Ask learners to read the text in Activity 10.3.1 on page 170.
3. Arrange learners in groups of three and ask them to construct sentences in Activity 10.3.2 on page 171.
4. Guide learners to research and then draw for Activities 10.3.3 on page 172 and 10.3.4 on page 172. This is better done in groups of three or four.

Topic 4: Describing a Country

1. Ask learners to read the text in Activity 10.4.1 on page 172.
2. Ask the learners to answer the questions in Activity 10.4.2 on page 173.
 1. The capital city of Kenya is Nairobi.
 2. It is found in East Africa on the Indian Ocean.
 3. (a) You can see national parks.
(b) You can see lakes.
(c) You can see rift valleys.
(d) You can see mountains.
 4. Kenya exports tea, coffee, tobacco, cereals, etc.
 5. Kenya exports to countries such as Japan, Russia, France and Somalia.
 6. Research

- (a) Kenya is a country in East Africa, it is bordered by the Indian Ocean in south east. Its neighbouring countries are **Ethiopia, Somalia, South Sudan, Tanzania** and **Uganda**.
- (b) Swahili and English are the official languages.
3. Arrange learners in groups of four and ask to work on Activities 10.4.3. and 10.4.4 in the student book on page 173-174.
4. Tell the learners that an **anagram** is a type of *word play*, it is the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once. For example, the word anagram can be rearranged into nag-a-ram. Someone who creates anagrams may be called an 'anagrammatist'. Tell learners to work on Activity 10.4.5 on page 174. Expected answers are:
1. Peru ----pure
 2. Iran ----rain
 3. Israel ----serial
 4. Yemen ----enemy
 5. Laos ----also
 6. Angola ----analog
 7. Mali ----mail
 8. Niger ----reign
 9. Oman ----moan
 10. China ----chain
5. Now ask learners to read the text in Activity 10.4.6 on page 174. Tell

them to study the map.

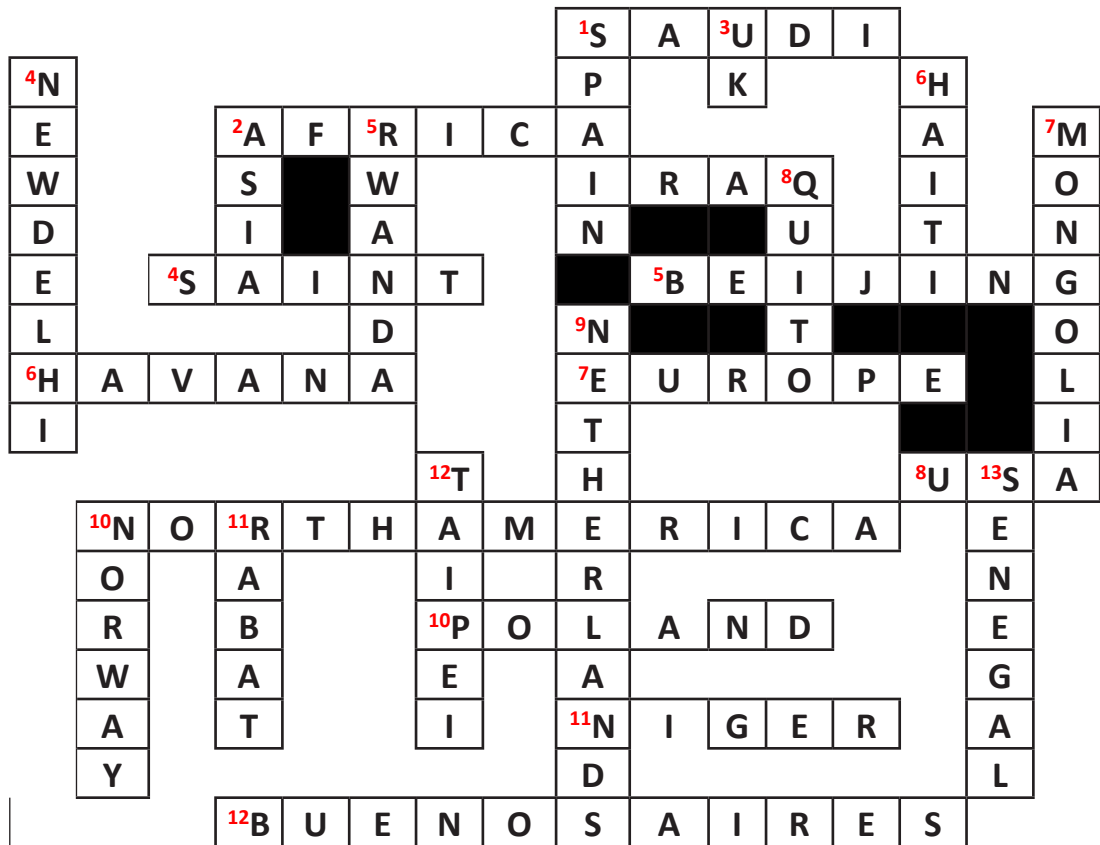
- Ask learners to do research for Activity 10.4.7 on page 176.
- Ask learners to read the information in Activity 10.4.8. on page 176 in the students' book.

UNIT TESTS

Unit test 10.1

Have cards ready for the learners to play the card game.

Unit Test 10.2



Answer to the riddle is 'Island'.

CONTENT MAP

Number of Periods

28

INTRODUCTION

- Using the introductory picture given in the beginning of the unit to kick start the chapter
- Discussing the importance of the geography of the world
- Discussing and understanding/testing prior knowledge of the learners in relation to the unit

CLASSROOM ORGANISATION

- Adequate space for carrying out pair work and group work without hindrance
- Glare free light in the classroom especially on the blackboard
- Hassle-free class orientation

EQUIPMENT REQUIRED

- AV/CD/Flash cards etc.
- Braille slate and stylus for learners with special educational needs (SENs)
- Charts, PowerPoint presentations and other demonstration tools

ACTIVITIES

- Brainstorming about the various topics of the unit
- Studying maps and marking different places on them
- Working together while playing card games related to continents, countries and their respective capitals
- Learning names of countries and their capitals
- Active participation in group quiz activities/games related to the unit
- Writing sentences in groups of four and five
- Answering question after listening to a short text
- Question-Answer round in pair work
- Searching for words in a word-grid (puzzle)
- Using prepositions of place, 'you can' and 'there is/are'
- Studying anagrams

COMPETENCES PRACTISED

- Researching and representing the names of countries with different landforms
- Reading texts and working out question-answer exercises
- Presenting the findings made
- Differentiate between the use of 'there is' and 'there are'
- Describing the geography and position of a country

LANGUAGE PRACTICE

- Reading a text and comprehending its content
- Answering questions
- Organizing data gathered in tabular format
- Following instructions to label
- Reproducing the names of various countries and their respective capitals
- Describing the location/position of a particular country using its surroundings
- Countries, seas and oceans

VOCABULARY ACQUISITION

- Learning a range of vocabulary in relation to the unit
- Emphasising the correct pronunciation of the terminology/ vocabulary learnt throughout the course of the unit
- Learning the names of numerous countries of the world and their capitals

NUMERACY

- Comparative studies regarding the largest and smallest countries
- Using comparative terminology appropriately

STUDY SKILLS

- Observation of pictorial content in the form of maps and locating various places
- Talking in groups as well as pairs about the geography of the world
- Reading of a comprehension passage and dialogues to gather information and answer questions
- Researching the geography of a country and presenting the information gathered

REVISION

- Various activities given in the topic covering each and every aspect of the unit
- Additional periodic exercises given in both class work and homework
- Unit tests given at the end of each unit

ASSESSMENT

- Formative assessment of the contents of the lesson through a variety of exercises covering the skills of reading, writing, speaking and listening
- Data/information collection by means of solving puzzles and holding groups discussions
- Locating countries found in the Northern and Southern Hemispheres on a physical map of the world
- Studying a map of the world in an atlas

LEARNING OUTCOMES

- Understanding the geography of the world and its importance
- Valuing the studying of maps and geography as an important component of knowledge
- Appreciating the location of Rwanda in the wider world and its role in the global community
- Gaining the ability to use the language learnt (English) in the context of geography of the world