English
for Rwanda Schools

PRIMARY 2

TEACHER'S GUIDE

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present English language teacher's guide Book 2 which serves as a guide to competence-based teaching and learning to ensure consistency and coherency in the learning of the English language subject. The Rwandan educational philosophy is to ensure that pupils achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which pupils can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, pupils will gain appropriate language skills and be able to apply what they have learnt in real life situations, especially teaching practices. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the pupils' where concepts are mainly introduced by an activity, situation or scenario that helps the pupils' to construct knowledge, develop skills and acquire positive attitudes and values. In addition, such active learning engages pupils in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to: Plan your lessons and prepare appropriate teaching materials.

- Organize group discussions for pupils considering the importance of social constructivism suggesting that learning occurs more effectively when the pupils work collaboratively with more knowledgeable and experienced people.

Engage pupils through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.

Provide supervised opportunities for pupils to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.

- Support and facilitate the learning process by valuing pupils contributions in the class activities.
- Guide pupils towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

Even though this teacher's guide contains the answers for all activities given in the pupils' book, you are requested to work through each question and activity before judging pupils' findings. I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this text book for the next versions.

Dr. MBARUSHIMANA Nelson

Director General of REB

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

Joan MURUNGI,

Head of Department CTLR

CONTENTS

FOREWORD ..... ***iii***

ACKNOWLEDGEMENTS. ..... ***v***

I. GENERAL INTRODUCTION ***1***

PART II: SAMPLE LESSON PLAN ***9***

III. UNIT DEVELOPMENT ***12***

Unit 1: **Greetings, introduction and talking about school** ***13***

Lesson one: Introductions 16
Lesson two: Sing a song together: Alphabet 17
Lesson three: Talking about the school and your best subject 17
Lesson four: Telling time 18
Lesson five: Using Time table 19
Lesson six: Giving and following instructions 20
Lesson seven: Asking for permission 20
Lesson eight: sounds and spellings 21
End of unit assessment 21

Unit 2: **Games and Sports** ***23***

Lesson one: Talking about sports 25
Lesson two: Describing Ability 26
Lesson three: Talking about favourite sports. 27
Lesson four: Sounds and spellings 28
End of unit assessment 28

Unit 3: **Telling the time** ***31***

Lesson one: Telling the Time 33
Lesson Two: Talking about daily routine 33
Lesson Three: Describing time of the day. 34
Lesson Four: A daily timetable. 35
Lesson five: Talking about the days of the week 36
Lesson six: Days of the months 36
Lesson seven: Dates on a calendar. 37

Lesson eight: Sounds and spellings. 38
End of unit assessment 39

***Unit 4:* Food 41**
Lesson one: Talking about meal times. 43
Lesson Two: Talking about meals 43
Lesson three : Talk about food likes and dislikes 44
Lesson four: Describing food types. 45
Lesson five: Describing diet. 46
Lesson six: Making a bar graph 47
Lesson seven: Sounds and spellings 47
End of unit assessment 48

***Unit 5:* Stories and descriptions 50**
Lesson one: Describing a process 53
Lesson two: Sounds and spellings 54
End of unit assessment 56

***Unit 6:* Family members and household activities. 57**
Lesson one: Describing family members 57
Lesson two: What job do they do? 58
Lesson three and four: Talking about household activities 59
Lesson five: Timing the journey 59
Lesson six: Sounds and spellings 60
End of unit assessment 60

***Unit 7:* Weather 61**
Lesson one: Describing the weather 62
Lesson two: The weather in Rwanda 63
Lesson three: Describing temperature 64
Lesson four: Describing rainfall throughout the year 65
Lesson four: Sounds and spellings 66
End of unit assessment 67

***Unit 8:* The zoo. 69**
Lesson one: How do animals move? 72
Lesson two: Animal sounds 72
Lesson three: What do animals eat? 72
Lesson four: Where do animals live? 73
Lesson five: Animal colours 73
Lesson six: Describe the pictures of animals 74
Lesson seven: Types of animals 74
Lesson eight: Sounds and spellings 74
End of unit assessment 75

***Unit 9:* Counting and writing. 76**
Lesson one: Writing numbers in words and in figures 77
Lesson two: Talking about addition 78
Lesson three: Subtraction 79
Lesson four: Multiplication 79
Lesson five: Division 80
Lesson six: Sounds and spellings 81
End of unit assessment 81

***Unit 10:* The past and future tense. 83**
Lesson one: Recounting past events 85
Lesson two: Describing a day in the past 86
Lesson three: Daily routine in the past. 86
Lesson four: Describing lessons in the past 87
Lesson five: Story telling 87
Lesson six: Describing future plans 87
Lesson seven: Sounds and spellings 88
End of unit assessment 88

***References* 90**

I. GENERAL INTRODUCTION

Competence based learning is a three phased approach. It involves:

- Establishment of specific learning outcomes.
- Alignment of instructional pedagogy to the learning outcomes.
- Using a structured methodology to assess or measure learner success.

At the end of the day, competence based education or competence based learning focuses on what the learner can do rather than what the learner knows. The idea here is to focus on objectives and observable outcomes which can be measured. This approach requires that learners demonstrate value added skills which are assessed by looking at outcomes rather than the process.

Therefore, the prime objective for the teacher is not to cover the content for a given class, rather it is to understand and respond to the learning needs of his or her learners. Instead of treating all learners as equals, the teacher enables learners to work at their individual levels of readiness. teacher recognises that there are many different ways in which the competences can be achieved.

In language teaching, the competences help steer language teaching towards ensuring that learners demonstrate the ability to learn in the social context. This means that they are required to use language to communicate effectively. Therefore, provide an enabling environment for learners to identify the learning outcomes toward which he or she is working. Let them understand how to demonstrate each competency for a given learning outcome.

Encourage learners to seek help and support from one another as well as from you. Help to keep the classroom calm so as to enable the learners to develop a trusting relationship with you and with the other learners.

I. Using this Teacher's Guide

This teacher's guide has been developed to be used together with the ***English pupil's book two.*** It provides guidance on how to best make use of the content in the pupil's book.

There are three major sections in this book. There is the general introduction that comprises the introduction. The second part is the sample of lesson plan. The last is the breakdown or development of the units that are covered in the syllabus.

The lesson development provided in this guide is by no means exhaustive. Classroom sceneries differ and it is always good to take the breakdown provided as a guideline. The real context on the ground determines the approach that is used to deliver the content in pupil's book.

2 Methodological guidance

2.1 Developing competences

In addition to the competences related to English, pupils also develop generic competences which should promote the development of the higher order thinking skills and professional skills in English teaching. Generic competences are developed throughout all units of English as follows:

Generic competences	Ways of developing generic competences
Critical thinking	All activities that require pupils to write compositions, analyse texts, compare and contrast, among others, have a common factor of developing critical thinking into pupils.
Creativity and innovation	All activities that require pupils to write compositions, compose business plans, read passages in different contexts such as personal development, science and technology and career choices, help pupils to develop creativity and innovation.
Research and problem solving	All activities that require pupils to make a research and apply their knowledge to solve problems from the real-life situation have a character of developing research and problem solving into pupils.
Communication	During English class, all activities that require pupils to discuss either in groups or in the whole class, present findings, debate …have a common character of developing communication skills into pupils.
Co-operation, interpersonal relations and life skills	All activities that require pupils to work in pairs or in groups have character of developing cooperation and life skills among pupils.

Lifelong learning	All activities that are connected with research have a common character of developing into pupils a curiosity of applying the knowledge learnt in a range of situations. The purpose of such kind of activities is for enabling pupils to become life-long pupils who can adapt to the fast-changing world and the uncertain future by taking initiative to update knowledge and skills with minimum external support.
Professional skills	Specific instructional activities and procedures that a teacher may use in the class room to facilitate, directly or indirectly, pupils to be engaged in learning activities. These include a range of teaching skills: the skill of questioning, reinforcement, probing, explaining, stimulus variation, introducing a lesson; illustrating with examples, using blackboard, silence and non-verbal cues, using audio – visual aids, recognizing attending behaviour and the skill of achieving closure.

The generic competences help pupils deepen their understanding of English and apply their knowledge in a range of situations. As pupils develop generic competences they also acquire the set of skills that employers look for in their employees, and so the generic competences prepare pupils for the world of work.

2.2 Addressing cross cutting issues

Among the changes brought by the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed.

Below are examples of how crosscutting issues can be addressed:

Cross-Cutting Issue	Ways of addressing cross-cutting issues
Comprehensive Sexuality Education: The primary goal of introducing Comprehensive Sexuality Education program in schools is to equip children, adolescents, and young people with knowledge, skills and values in an age appropriate and culturally gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, and promote and sustain risk reducing behaviour.	Through reading and analysing passages, pupils will discuss different situations and will be advised on how they can fight against them.

Environment and Sustainability: Integration of Environment, Climate Change and Sustainability in the curriculum focuses on and advocates for the need to balance economic growth, society well-being and ecological systems. Pupils need basic knowledge from the natural sciences, social sciences, and humanities to understand to interpret principles of sustainability.	Using Real life models, informative texts or pupils' experience, English teachers should lead pupils to illustrate the situation of different materials found in environment and discuss their effects on the environment and sustainability.
Financial Education: The integration of Financial Education into the curriculum is aimed at a comprehensive Financial Education program as a precondition for achieving financial inclusion targets and improving the financial capability of Rwandans so that they can make appropriate financial decisions that best fit the circumstances of one's life.	Through different texts and compositions, English teachers can lead pupils to discuss how to make appropriate financial decisions.

Cross-Cutting Issue	Ways of addressing cross-cutting issues
Gender: At school, gender will be understood as family complementarities, gender roles and responsibilities, the need for gender equality and equity, gender stereotypes, gender sensitivity, etc.	English teachers should address gender as cross-cutting issue through assigning leading roles in the management of groups to both girls and boys and providing equal opportunity in the lesson participation and avoid any gender stereotype in the whole teaching and learning process.
Inclusive Education: Inclusion is based on the right of all pupils to a quality and equitable education that meets their basic learning needs and understands the diversity of backgrounds and abilities as a learning opportunity.	Firstly, English teachers need to identify/ recognize pupils with special needs. Then by using adapted teaching and learning resources while conducting a lesson and setting tasks appropriate to the level of pupils, they can cater for pupils with special education needs. They must create opportunity where pupils can discuss how to cater for pupils with special educational needs.

Peace and Values Education: Peace and Values Education (PVE) is defined as education that promotes social cohesion, positive values, including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society.	Through a given lesson, a teacher should: Set a learning objective which is addressing positive attitudes and values, Encourage pupils to develop the culture of tolerance during discussion and to be able to instil it in colleagues and cohabitants; Encourage pupils to respect ideas from others.
Standardization Culture: Standardization Culture in Rwanda will be promoted through formal education and plays a vital role in terms of health improvement, economic growth, industrialization, trade and general welfare of the people through the effective implementation of Standardization, Quality Assurance, Metrology and Testing.	With different texts and illustrations pupils can be motivated to be aware of health improvement, economic growth, industrialization, trade and general welfare of the people.

Adaptation of assessment strategies:

At the end of each unit, the teacher is advised to provide additional activities to help pupils achieve the key unit competence. These assessment activities are for remedial, consolidation and extension designed to cater for the needs of all categories of pupils; slow, average and gifted pupils respectively. Therefore, the teacher is expected to do assessment that fits individual pupils.

Remedial activities	After evaluation, slow pupils are provided with lower order thinking activities related to the concepts learnt to facilitate them in their learning. These activities can also be given to assist deepening knowledge acquired through the learning activities for slow pupils.
Consolidation activities	After introduction of any concept, a range number of activities can be provided to all pupils to enhance/ reinforce learning.
Extended activities	After evaluation, gifted and talented pupils can be provided with high order thinking activities related to the concepts learnt to make them think deeply and critically. These activities can be assigned to gift and talented pupils to keep them working while other pupils are getting up to required level of knowledge through the learning activity.

2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement of learning outcomes. Assessment for learning/ Continuous/ formative assessment intends to improve pupils' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an on-going process that arises during the teaching and learning process. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, pair and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

Summative assessment

The assessment can serve as summative and informative depending to its purpose. The end of unit assessment will be considered summative when it is done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of pupils and from there decide what adjustments need to be done.

The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

When carrying out assessment?

Assessment should be clearly visible in lesson, unit, term and yearly plans.

- Before learning (diagnostic)
- During learning (formative/continuous)
- After learning (summative)

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below.

Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that pupils are involved in the learning process. Below are those main part and their small steps:

I. Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage pupils to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of pupils' findings, exploitation, synthesis/summary and exercises/application activities.

› **Discovery activity**

Step I:

- The teacher discusses convincingly with pupils to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to prompt / instigate collaborative learning, to discover knowledge to be learned)

Step 2:

- The teacher let pupils work collaboratively on the task;
- During this period the teacher refrains to intervene directly on the knowledge;
- He/she then monitors how the pupils are progressing towards the knowledge to be learned and boosts those who are still behind (but without communicating to them the knowledge).

› **Presentation of pupils' findings/productions**

- In this part, the teacher invites representatives of groups to present their productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of pupils' productions.

› **Exploitation of pupils' findings/ productions**

- The teacher asks pupils to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the pupils' products, corrects those which are false, completes those which are incomplete, and confirms those which are correct.

› **Institutionalization or harmonization (summary/conclusion/ and examples)**

- The teacher summarizes the learned knowledge and gives examples which illustrate the learned content.

› **Application activities**

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts
- Teacher guides pupils to make the connection of what they learnt to real life situations.
- At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3. Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, pupils work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework/ assignment. Doing this will allow pupils to relay their understanding on the concepts covered that day. Teacher leads them not to wait until the last minute for doing the homework as this often results in an incomplete homework set and/or an incomplete understanding of the concept.

PART II: SAMPLE LESSON PLAN

Sample lesson plan

School name: Teacher's name:

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
	__/__/20__	English	Primary 2	1	1/25	40minutes	.....
Type of special education needs and number of learners							
Unit title:			Greetings, introductions and talking about school				
Key unit competence:			To use language learnt in the context of greetings, introductions and talking about school				
Title of lesson:			Greetings				
Instructional objective:			By using the greeting and farewell words, the learners will be able to greet and say farewells correctly.				
Plan for this class (location):			In the classroom				
Learning materials (for all learners):			Learner's Book, classroom objects, exercise book/ paper, chalkboard.				
References:			Learner's Book				

Steps and timing	Description of teaching and learning activities		Cross-cutting issues:
	Learners are given different words of greetings and farewells, they discuss them with the teacher and then practise them by greeting and saying farewells to one another.		Peace and values: learners must work together and respect each other.
Introduction: (5 minutes)	**Teacher activities**	**Learner activities**	Critical thinking and communication skills through discussion and presentation.
	Puts learners in pairs, and asks them to think, and say what people do first and last when they meet.	Discuss what people do first and last when they meet. (They first greet one another and give farewells last).	

	Asks each pair to present what they discussed.	They present what they discussed to the class.	Critical thinking through guessing
	Asks the learners to guess the lesson of the day, then tells it to them. Tells them the objective of the lesson and what he or she wants them to know from it.	Learners guess the lesson of the day.	
Development of the lesson plan: (30 minutes)	Asks each learner to write down at least three greeting and farewell words each.	Learners write greeting and farewell words.	Critical thinking.
	Tells the learners to share their words in pairs.	Learners share words in pairs.	Communication skills through sharing.
	Asks pairs to present words to the class.	Pairs present their words to the class.	Communication skills through presentation.
	Gives feedback to the presentations of pairs, explains more about greetings and farewells. Gives them a list of greetings and farewells, when they are used, and gets the opportunity of how greetings and farewell promotes the peace and values in the community	Learners follow carefully and ask questions, where they don't understand.	
	Writes on the chalk board the words used for greetings: hello, goodbye, how are you, I am fine thank you.	Learners can write the words in their exercise books.	

	Guides learners in reading greetings and farewells written on the chalk board.	With the guidance of the teacher, learners read the greetings and farewells.	Communication skills athrough reading.
Conclusion (5 minutes)	Gives the ball to the learners and asks them to throw it among themselves, and the one that the ball falls on stands up and says a greeting and farewell word he or she has learnt.	Learners play the game. The one who holds the ball stands up and says a greeting and farewell word.	Communication Skills
Teacher self assessment:	Check for understanding and prepare extra work for learners in need of remedial or extension work.		

III. UNIT DEVELOPMENT

UNIT 1 GREETINGS, INTRODUCTION AND TALKING ABOUT SCHOOL

I.I. Key Unit Competency:

To use language learnt in the context of greetings, introductions and talking about school.

I.2. Prerequisites (knowledge, skills, attitudes and values)

This unit follows on from Primary 1. The unit encourages learners to be able to introduce themselves correctly and use polite language. Some learners may be hesitant or shy. The teacher has to encourage all learners to be involved in the lesson. Explain to learners that learning to be polite and respecting older people is very important.

I.3. Introductory activity and guidance

a) Introductory activity

The teacher should; ask the learners to look at the picture. Then ask learners questions about what they see. Play a game of "I spy" around his or her own classroom. Now introduces himself or herself to the class, using his or her full name, and teach learners how to respond politely to an adult. Explain to the learners that when they talk about things that are general facts (for example, their name and their age), they use present simple tense verbs, for example: I am seven years old. My name is Michael. The teacher writes on the board. School starts at 7:00

b) Guidance on the introductory activity:

I. Letters of the alphabet

- Read the letter of the alphabet to students
- Ask them to repeat after you
- Read each letter while showing the example of an object with the name starting with the same letter.

Example: Say A and show apple; say A and show axe(drawing), say A and show ant(drawing)

- You need to be saying: A for apple; A for axe; A for ant

- Ask learners to repeat after you
- Continue repeating until you see that learners are able to tell letters by themselves
- Draw a wall chart with the only learnt letters with image examples of words and hang it in p1 classrooms

Note: The above will apply to all units.

- Repeat the same process for the alphabetical letters section at the beginning of every unit
- For all other units, begin by making a quick review of the already learnt letters from the previous units.
- Unit 10, as all letters will have been taught, help learners revise all letters, from A to Z by singing the ABC song.

2. Activity introducing the unit

The teacher should; Give the learners opportunities to practise the greetings. They can work in groups. Look at the illustration with the learners. Explain that some learners may need glasses to read. Encourage all the learners to respect each other. Let the learners take turns to introduce themselves and a friend to the rest of the group.

c) Possible answers to the introductory activity.

Exercise I: Talk about school 1. Learners must say the teacher's name. 2. Answers vary. The learners must say how many learners there are in the class.

1.4. List of lessons/sub-heading (Including assessment) 24 periods

#	Lesson title	Learning objectives	Number of periods
1	Greetings and introduction	- Introduce himself or herself - Talk about himself or herself - Write about himself or herself	3
2	Reading about introductions	Introduce himself or herself - Talk about himself or herself - Write about himself or herself - Complete sentences about himself or herself	3

3	Singing a song together	- Orally name talk about your self - Read and repeat all letters making alphabet) - Pay attention to the teacher	3
4	Talking about school	- Name school subjects and describe timetables orally. - Listen to a text read aloud about subjects and timetables and show understanding visually or in writing. - Read a short text about the subjects learners like and show understanding visually or in writing. - Construct a school timetable. - Investigate the subjects which learners like	3
5	Telling time	- Read the time - Talk about the timetable - Draw a timetable and write about it	3
6	Using timetables	Recognise the use of the present simple tense and modal verbs. - Read the time - Talk about the timetable - Draw a timetable and write about it	3
7	Giving and following instructions	Introduce himself or herself - Talk about himself or herself - Write about himself or herself - Complete sentences about himself or herself	3
End of unit assess-ment	- Greet and introduce people, - Talk about oneself, - Talk about school subjects and ask for permission - Retell a story, - Write short sentences.		3

I.5. Guidance on different lessons

The teacher should;

- Give the learners opportunities to practise the greetings. They can work in groups.
- Look at the illustration with the learners. Explain that some learners may need glasses to read. Encourage all the learners to respect each other.
- Let the learners take turns to introduce themselves and a friend to the rest of the group.

Lesson one: Introductions

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Introduce himself or herself
- Talk about himself or herself
- Write about himself or herself
- Practicing greetings

b) Learning and Teaching Resources

In this lesson, the teacher may use pictures, • Visuals • Charts • Drawing paper, textbooks.

c) Learning activities

Guidance on learning activities

Give the learners opportunities to practise the greetings. They can work in groups. Let the learners take turns to introduce themselves and a friend to the rest of the group.

Possible answers to learning activities

Lesson I: Talk about school

1. Learners must say the teacher's name.
2. Answers vary. The learners must say how many learners there are in the class.

Lesson two: Sing a song together: Alphabet

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Sing the alphabet song
- Read and repeat all letters making alphabet)
- Pay attention to the teacher

b) Learning and Teaching Resources

In this lesson, the teacher may use • Visuals • Charts and tables • Drawing paper and pencils

c) Learning activities

Guidance on learning activities

Sing the alphabet song.

Divide the class into groups to sing different letters of the alphabet. As they sing, ask them to point out various objects in the classroom beginning with different letters. Ask the learners to shout out the words and then write them in their exercise books. Let the learners take turns saying which letter of the alphabet their name starts with. Ask them to say, for example: My name is Michael. My name starts with an M.

Some learners may have difficulty naming the letter that begin names. Make sure that learners can make the sound of each letter of the alphabet and recognise it when spoken.

1. Learners must state the name of the letter that their name starts with.
2. a. Learners must write the names of four other people in their class.
   b. They must be able to say which letters their names start with.

Lesson three: Talking about the school and your best subject

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Name school subjects and favourite subjects orally.
- Listen to a text read aloud about subjects and timetables and show understanding visually or in writing.

b) Learning and Teaching Resources

In this lesson, the teacher may use • Visuals • Charts and tables • Drawing paper. Textbooks and pencils •

c) Learning activities

Guidance on learning activities

Teacher asks learners about the pictures and what they can see. For example, I can see trees.

Possible answers to learning activities

Answers may vary. For example, my school' name is ……

My teacher's name is……

- The learners must answer the questions about their favourite subjects. Answers vary from learner to learner.
- The teacher should use this exercise to demonstrate how to conduct a survey. He or she can:
- Ask the learners to make a list of their school subjects.
- Ask them to put up their hands when the name of their favourite subject is called out.
- Make a tick on the board against each subject for each hand that is raised. The teacher can now use this information to demonstrate how to create a bar graph. Learners should be able to identify the most and least favourite subjects.

Activity *7*: Play a game using a table.

This is a practical activity with no fixed answers.

Lesson four: Telling time

- Read the time
- Talk about the timetable
- Draw a timetable and write about it

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Read the time
- Tell correct time
- Show time on the cock

b) Learning and Teaching Resources

In this lesson, the teacher may use pictures, • Visuals • Charts and tables • Drawing paper and pencils • Model clock. Paper clocks.

c) Learning activities

Guidance on learning activities

Explain how to read time. Ask the learners to take turns showing various times on the clock. • Continue with the concept of time and explain to the learners how timetables work. Draw a timetable on the board and ask the learners to say where certain lessons fall. Let them practise using sentences with **before** and **after**.

Possible answers to learning activities

Exercise *5*: Read the time

The teacher does this exercise visually, using a clock that he or she holds up for the class to see. He or she can demonstrate the hour and minute hands and show how they move around. Some learners may not have seen an analogue clock before.

Answers: The clocks read: 08:20, 04:30, 2:00 and 06:10.

Lesson five: Using Time table

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Read the time on the time table
- Talk about the timetable
- Draw a timetable and write about it
- Interpret the timetable.

b) Learning and Teaching Resources

In this lesson, the teacher may use pictures, • Visuals • Charts and tables • Drawing paper and pencils • Model clock

c) Learning activities

Guidance on learning activities

Explain how to read time. Ask the learners to take turns showing various times on the clock.

Continue with the concept of time and explain to the learners how timetables work Draw a timetable on the board and ask the learners to say where certain lessons fall. Let them practise using sentences with before and after.

Exercise 12: Talk about the timetable.

1. The English lesson begins at 9:25 and ends at 10:05.
2. They have Maths lessons at 8:45 and ends 9:25.
3. They have Art at 11:00 and ends at 11:40.
4. Kinyarwanda ends at 10:45.
5. Social studies begins at 11:40 and end at 12:20.

Exercise 13: Draw a timetable and write about it

Learners may need help creating a timetable. The teacher draws a blank one on the board for them to copy. Learners must fill in the times and lessons for their class on a Tuesday and write sentences about their timetable.

Lesson six: Giving and following instructions

a) Learning objectives.

At the end of this lesson, learners will be able to;

- Follow the given instructions.
- Respond according to the given instructions.

b) Learning and Teaching Resources

In this lesson, the teacher may use • Visuals • Charts and tables •textbooks. Drawing paper and pencils •

c) Learning activities

Guidance on learning activities

Look at the pictures with the learners. Demonstrate how to give instructions. Let the learners work in pairs and give each other simple instructions, by matching the numbers. For example, "point to the door" "touch the floor''.

The teacher allows the learners to work in groups, pretending to be the teacher and giving each other instructions.

Lesson seven: Asking for permission

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Use polite language in everyday life
- Know the use of polite words in asking for permission.
- Recognise the use of the present simple tense and modal verbs.

b) Teaching resources

In this lesson, the teacher may use • Visuals • Charts and tables • Drawing paper and pencils •

c) Learning activities

Guidance on learning activities

The learners read about asking permission. The teacher reads the instructions to the class. Explain that we use words such as **may, can, will** and **must** when we ask or give permission. These words are **modal verbs.** (The learners do not have to know the name of the verb at this level.) Let the learners do activity 15 and practise asking permission.

Lesson eight: sounds and spellings

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Read words and simple sentences with "**ck**" sound
- Identify words with "**ck**" sound in a sentence.

b) Learning and Teaching Resources

In this lesson, the teacher may use • Visuals • Charts and tables • Drawing paper and pencils. Flash cards.

c) Learning activities

Guidance on learning activities

Read the words and sentences under activity 16 with the class. Try to emphasize on the "**ck**" sound.

End of unit assessment

1. Learners' Answers vary.
2. 1. Good morning
   2. How
   3. Please
   4. Hello

3. The learners' answers may vary.

4. The learners' answers may vary.

5. a. What
   b. Where

6. a. Neck c. Sack
   b. Duck d. Tack

I.6. Additional Information for the teacher

The teacher should let learners do some activities as homework in their spare time in order to cover the unit in time.

I.7. Remedial, extension and additional exercises

- **Remedial exercises**

The teacher makes up flash cards with greetings such as "hello" and "how are you" then flashcards with sound "ck". He or she gets learners to read them out loud and write them in their exercise books.

- **Extension exercises**

In groups, the teacher gives learners turns moving the hands around the clock and asking each other what the time is.

- **Consolidation exercises**

The teacher should:

1. Allow learners to pretend to be different people in the community and create appropriate greetings.
2. Call out the words from Exercise 4 for learners to write unaided.
3. Hold up clocks showing different times. Let the learners call out the time.
4. Allow learners to draw figures with speech bubbles and write different greetings in them.
5. Allow learners to fill in a timetable for the full week.

Assessment

- **Formative assessment:** The teacher should check that learners can correctly greet each other and tell the time. They should also be able to give and respond to instructions correctly.
- **Summative assessment:** The teacher can use the review questions at the end of the unit.

UNIT 2 GAMES AND SPORTS

2.1. Key unit competence:

To use language learnt in the context of sports.

2.2. Prerequisites (Knowledge, skills, attitudes and values)

Most young children like to be active and doing sports. The teacher uses this unit to encourage healthy pastimes and an interest in looking after our bodies. He or she should be sensitive to any learners who may be physically disadvantaged. Learners should be encouraged to be part of a team as well as be able to play individual sports. If time permits, the teacher can ask a local sports person to come and demonstrate kicking and throwing to the class.

2.3. Introductory activity and guidance

a) Introductory activity

The teacher introduces the lesson by asking learners about their favourite sports. If possible, he or she brings different types of balls to class. Let's the learners guess which game is played with which ball. He or she asks the learners to look at the different pictures and then to match them to the correct sentence.

b) Guidance on the introductory activity:

The teacher should: Look at the photographs with the learners and explain that some people may have physical impairments such as just having one leg. Explain that everyone can do all sports and that there are special events such as the Paralympics.

c) Possible answers to the introductory activity.

Answer may vary from pupil to pupil

2.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Talking about sports	- Recognise and produce sounds in familiar and common words. - Punctuate a sentence accurately. - Talk about the sports they can do and like. - Read simple sentences about the sports people like and show understanding visually or in writing. - Listen to a text read aloud about sports and show understanding visually or in writing. - Write a short text about sports.	6
2	Describing ability	- Use do and does - Recognise the use of the present simple tense, short answers with gerunds and modal verbs. - Identify words for sports - Talk about sport - What can they do? - What sports do they play?	6
3	Famous Rwandan sportspeople	- Recognise the use of the present simple tense and modal verbs. - Talk about the sports they can do and like. • Read simple sentences about the sports people like and show understanding visually or in writing. • Listen to a text read aloud about sports and show understanding visually or in writing.	6
4	Listen to a text	Listen to a text read aloud about sports and show understanding visually or in writing. - Write a short text about sports (In The present simple tense, and Short answers: yes I do, no she doesn't and Punctuate a sentence accurately. - Like +-ing use of (Gerund verbs): She likes swimming. - (Can, can't). - Appreciate the role sport in life	5

5	Listen and answer	- Write a short text about sports (In The present simple tense ,and Short answers: yes I do, no she doesn't - Like +-ing: She likes swimming. - (Can, can't.). - Appreciate the role sport in life	5
End of unit assess-ment	Describe the position of places in the community and give and follow directions		4

2.5. Guidance on different lessons

The teacher should:

- Look at the photographs with the learners and explain that some people may have physical impairments such as just having one leg. Explain that everyone can do all sports and that there are special events such as the Paralympics.
- Make sure that the learners can identify the different types of sports.

Lesson one: Talking about sports

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Recognise and produce sounds in familiar and common words.
- Punctuate a sentence accurately.
- Talk about the sports they can do and like.
- Read simple sentences about the sports people like and show understanding visually or in writing.
- Listen to a text read aloud about sports and show understanding visually or in writing.
- Write a short text about sports.

b) Learning and Teaching Resources

• Visuals • Photographs • Pictures • Drawing paper and pencils • Pictures of sports people

c) Learning activities

Guidance on learning activities

The teacher asks learners which are their favourite sports. Hold up different types of balls so that learners can guess which game is played with which ball. Ask the learners what their favourite sport is. Encourage learners to discuss their favourite sports and to say why they like them. Keep a checklist of how many learners liked which sport, for later use when playing the memory game.

- Write the names of the sports in the text on the board for learners to copy down. Teach the correct letter formation.
- Let the learners work in pairs and do activity 1.

Possible answers to learning activities

Activity 1: Match the pictures and sentences Learners must look at the pictures and match the correct sport name and picture.

Lesson two: Describing Ability

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Use can do and cannot do.
- Recognise the use of the present simple tense, short answers with gerunds and modal verbs.
- Identify words for sports
- Talk about sports
- What can they do?
- What sports do they play?

b) Learning and Teaching Resources

• Visuals • Photographs • Pictures • Drawing paper and pencils • Pictures of sports people

c) Learning activities

Guidance on learning activities

Read about Linda and Bob with the learners. Explain that the words **can** and **cannot** (**can't**) show whether we have the **ability to do something.** Invite learners to tell the class about things they can or cannot do. Make sure they understand that the word can't is a contraction of cannot (a short way of saying it)

Possible answers to learning activities

Activity 4: What can they do?

1. a. Linda can swim.

   b. Bob can't swim.

2. Learners' own answers.

Lesson three: Talking about favourite sports.

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Recognise the use of the present simple tense and modal verbs.
- Talk about the sports they can do and like.
- Read simple sentences about the sports people like and show understanding visually or in writing
- Listen to a text read aloud about sports and show understanding visually or in writing.

b) Learning and Teaching Resources

In this lesson, the teacher may use • Visuals • Photographs • Pictures • Drawing paper and pencils

b: Listen and repeat Jean and Claire talking about their favourite games.

c) Learning objectives

At the end of this lesson, the learner should be able to:

- Write a short text about sports (In The present simple tense, and short answers: Yes, I do, no she doesn't and Punctuate a sentence accurately.
- Like +-ing: She likes swimming.
- (Can, can't.).
- Appreciate the role of sport in life

d) Learning and Teaching Resources

In this lesson, the teacher may use maps, diagrams, photographs and pictures.

Guidance on learning activities

Read the sentences with the class and talk about Jean and Claire's favourite games. Show them how to draw up a tick chart.

Activity 6: Use words ending in -ing

Suggested answers for activity 6

- Running
- Skipping
- Cycling
- Playing
- Swimming
- Jumping

Exercise 7: suggested answers

1. The Rwandan football team is Amavubi.
2. You can watch football games at **Kigali Pele Stadium**.
3. Rwandans like watching their football games.

Lesson four: Sounds and spellings

Learning objectives

At the end of this lesson, the learner will be able to;

- Read words and simple sentences with "wh" sound.
- Use "wh" sound in sentences.

Learning and teaching resources.

In this lesson, the teacher may use; flashcards written on sound "wh" and picture cards.

Learning activities.

Guidance on learning activities.

- Tell the learners that /wh/ sound is a kind of a windy sound.
- Be sure to point out that the /wh/ sound always occurs at the beginning of the word.
- Read words with /wh/ sound to the learners.
- Let the learners repeat words with wh sound on the word cards.

End of unit assessment

1. Learners' Answers vary. They can name any two sports,
2. a. I like playing volleyball.

b. Mary likes swimming.
c. John can run fast.
d. Claire can swim.

The learners' answers may vary slightly. Below are the suggested answers.

Manzi: Do you like playing football?

Mary: Yes, I like playing football

Manzi: Do you like playing volleyball?

Mary: No, I don't like playing volleyball.

3. The learners' answers may vary.

1. Write sentences about yourself

a. I like _____.
b. I don't like _____.
c. I can _____.
d. I can't _____.

4. Fill in with /ck/ or /wh/ sound.

a. Where do you live?
b. Give me that sack.
c. A lorry has many wheels.
d. John is sick today.

2.7. Additional Information for the teacher

The teacher should let learners do some activities as homework in their spare time in order to cover the unit in time.

2.8. Remedial, extension and additional exercises

Remedial exercises

The teacher gives extra examples of action verbs such as read, write, listen, eat, and get learners to add the -ing ending

Extension exercises

The teacher allows learners to make up extra sentences with the special sports words on the board.

Consolidation exercises

The teacher should:

1. Let the learners draw a picture of their favourite sport and write three sentences to go with it.
2. Let the learners talk about what sport they are good at.
3. Play a mime game in groups. Learners mime a sport and the rest of the class guess what sport it is.
4. Draw the following table. Learners must match the two parts of each word to give a correct sports word and write it out.

PART 1	PART 2	COMPLETE WORD
ten	ball	Tennis
foot	nis	Football
skat	lete	Skating
ath	by	Athlete
soc	ey	Soccer
com	cer	Compete
hock	pete	Hockey
rug	ing	Rugby

5. Talk about clothing we need for school sports. Let the learners draw a picture of themselves playing a school sport and label the clothing they wear.
6. Remind learners of the memory game and draw a bar graph showing how many people like each sport. Use board work to demonstrate how to create a bar graph, then allow time for learners to draw the graph for themselves.

Assessment

Formative assessment: The teacher observes the learners as they work.

Summative assessment: The teacher can use the Review questions at the end of the unit.

UNIT 3 TELLING THE TIME

3.1. Key unit Competence:

To use language learnt in the context of time

3.2. Prerequisites (knowledge, skills, attitudes and values)

In this unit, learners learn to use language in the context of time. This unit also looks at ways of measuring time – minutes, hours, days of the week, months, years, etc. Learners should be able to identify routines and their usefulness.

3.3. Introductory activity and guidance

a) Introductory activity

Before starting, the teacher reminds learners of work completed on clocks and school timetables in Unit 2. To begin the lesson, learners must match the correct clock in the pictures to the correct sentence. He or she can also use a starter quiz by asking learners what they do at certain times of the day. For example: What do you do at 6.00 (6 o'clock) in the morning?

b) Guidance on the introductory activity:

The teacher should:

- If there are learners who are visually impaired in the class, ensure that they sit close to the wall clock (if there is one) in the classroom.
- Start the lesson by explaining to the learners how to read time on an analogue clock. Bear in mind that many learners may be used to seeing digital clocks, for example the clocks on mobile phones.
- Explain to them that when we talk about something that happens regularly or that is a given fact, we use the **simple present tense**. For example: It is 9.00 (nine o'clock). **The learners do not have to know the name of this tense**, but help them to understand how it is used.
- Let the learners work in pairs and do Activity 1.

c) Possible answers to the introductory activity.

Exercise 1: Read the time 1. Clock (c) 2. Clock (a) 3. Clock (b)

3.4. List of lessons/sub-heading (including assessment) 32 periods

#	Lesson title	Learning objectives	Number of periods
1	Read the Time	- Orally tell the time. - Speak and read the day, date, month and year. - Read a clock. - Identify words for clock time, time of day, daily activities, days of the week, dates, months, and years.	6
2	Talking about daily routine	- Read dates aloud and repeat them - Listen to the teacher reading dates and write them down. - Read the time - Talk about what you do every day	6
3	Read john's daily routine	- Write the times of the day in figures. - Read a short text about daily events and show understanding by filling in a table. - Tell a story using connectors	6
4	Describing the time of day	- Construct and describe a daily events timetable in writing	5
5	A daily timetable	- Identify words for clock time, time of day, daily activities, days of the week, dates, months, and years. - Orally say days of the weeks	5
6	Talking about the days of the week	- Identify words for clock time, time of day, daily activities, days of the week, dates, months, and years. - Listen to a text read aloud about daily routines and show understanding - Write short sentences about oneself or others using a daily events timetable	4
7	The months of year	- Identify words for dates, months, and years. - Orally describe daily events. - Read a calendar. - Put 12 months of the year in correct order	6
	End of unit assessment	- Tell the time, - Say the day, - Orally say month, and year; - Describe daily routines	6

3.5. Guidance on different lessons

The teacher should: If there are learners who are visually impaired in the class, ensure that they sit close to the wall clock (if there is one) in the classroom.

Lesson one: Telling the Time

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Orally tell the time.
- Speak and read the day, date, month and year.
- Read a clock.
- Identify words for clock time, time of day, daily activities, days of the week, dates, months, and years.

b) Learning and Teaching Resources

In this lesson, the teacher may use Visuals, Photographs, Pictures, Drawing paper and pencil, Calendar

c) Learning activities

Guidance on learning activities

The teacher should: Let the learners work in pairs and do Exercise 1.

- Ask the learners to tell the class about their daily routine

Possible answers to learning activities

Activity 1: Match the correct clock

1. Clock (c)
2. Clock (a)
3. Clock (b)

Lesson Two: Talking about daily routine

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Read dates aloud and repeat them.
- Listen to the teacher reading dates and write them down.
- Read the time
- Talk about what you do every day

b) Learning and Teaching Resources

In this lesson, the teacher may use: textbooks, Realia (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures.

c) Learning activities

Guidance on learning activities

The teacher should:

Ask the learners to tell the class about their daily routines. Match the daily routines with pictures on activity 2. Read the text describing John's daily routine. Ask the learners to read it with the teacher or in groups.

Possible answers to learning activities

Activity 2: Match the daily routine to the picture

Answers vary. The learners will talk about what they do each day.

Activity 3: Listen and repeat about John's daily routine.

Possible answers.

1. John goes to bed at night.
2. John goes to sleep at seven o'clock.
3. John waters the garden in the afternoon.

Activity 4. With your friend talk about your daily routine.

Answers may vary.

Lesson Three: Describing time of the day.

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Identify words for clock time, time of day, daily activities, days of the week, dates, months, and years.
- Say when we do things
- Go around the class giving examples like, "I go to work at 9. You go to school." Face each of your pupils' and state a general truth: T: "John, you live in Gicumbi." John (to teacher):

b) Learning and Teaching Resources

In this lesson, the teacher may use, Realia (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures and real life situations) Pictures Photographs, Drawing paper and pencils flash cards, markers, maps, computer and a projector.

c) Learning activities

Guidance on learning activities

The teacher should: Ask the learners to tell the class about their daily routine. Read the text describing time of the day. Ask the learners to read it with the teacher or in groups.

Explain to them that when we talk about something that happens regularly or that is a given fact, we use the simple present tense. For example: It is 9.00 (nine o'clock). The learners do not have to know the name of this tense, but help them to understand how it is used. Go around the class giving examples like, "I go to work at 9. You go to school." Face each of your pupils and state a general truth: T: "John, you live in Kigali." John (to teacher):

Possible answers to learning activities

Activity 5: Talk about what you do every day. Learners' answers vary.

Lesson Four: A daily timetable.

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Fill in a timetable
- Read dates aloud and repeat them.
- Write about timetables.

b) Learning and Teaching Resources

In this lesson, the teacher may use, Realia (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures and real life situations) Pictures Photographs , Drawing paper and pencils flash cards, markers, maps, co and a projector.

c) Learning activities

Guidance on learning activities

The teacher should ask learners to draw the table in their exercise books and complete it. They can add more rows if needed.

Activity 7: Fill in a timetable.

Copy the table into your activity book.

Possible answers to the learning activities.

Answers may vary.

Lesson five: Talking about the days of the week

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Identify words for clock time, time of day, daily activities, days of the week, dates, months, and years.
- Listen to a text read aloud about daily routines and show understanding
- Write short sentences about oneself or others using a daily events timetable

b) Learning and Teaching Resources

In this lesson, the teacher may use Visuals • Photographs • Pictures • Drawing paper and pencils. Learners must make a calendar for the classroom. Explain that some days such as birthdays and holidays have special meaning. Invite the learners to tell the class about days that are special to them and their family. The teacher can use this opportunity to talk about public holidays in Rwanda, and the meaning of each holiday. Put a big calendar on the board or wall and point out the different holidays.

Possible answers to learning activities

Activity II: What day is it?

1. Answer depends on what day it is. 2. Thursday 3. Saturday and Sunday
4. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Lesson six: Days of the months

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Tell days in each month
- **Identify words for dates, months, and years**.
- Orally describe months of the year.
- Study a calendar.
- Put 12 months of the year in correct order

b) Learning and Teaching Resources

Visuals • Photographs • Pictures • Drawing paper and pencils • Calendar

c) Learning activities

Guidance on learning activities

Read through the months of the year with learners. Learners should be able to recite the months of the year in the correct order.

- Explain to the learners that not all months have the same number of days.
- Learners must make a calendar for the classroom. Explain that some days such as birthdays and holidays have special meaning. Invite the learners to tell the class about days that are special to them and their family. The teacher can use this opportunity to talk about public holidays in Rwanda and the meaning of each holiday. Put a big calendar on the board or wall and point out the different holidays.
- Help learners read and answer questions about months of the year.

Possible answers: 1. January, 2. February, 3. April, 4. 7, 5. 30

Possible answers to learning activities

Learners' answers may vary.

Lesson seven: Dates on a calendar.

a) Learning objectives

At the end of this lesson, the learner should be able to:

- **Identify words for dates, months, and years**.
- Orally describe months of the year.
- Read a calendar and make school calendar.
- Put 12 months of the year in correct order

b) Learning and Teaching Resources

Visuals • Photographs • Pictures • Drawing paper and pencils • Calendar

c) Learning activities

Possible answers to learning activities

Talk about dates on the calendar.

1. Answers will depend on what day it is.

   a.–b. Learner' own answers

Lesson eight: Sounds and spellings.

a) Learning objectives.

At the end of this lesson, the learner will be able to;

- Read words and sentences with sound /sh/
- Make simple sentences using /sh/ sound.
- Identify /sh/ sound in the sentence.

b) Learning and teaching resources.

In this lesson, the teacher may use, Realia for example dish (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures and real life situations) Pictures Photographs, Drawing paper and pencils flash cards, markers, maps, computer and a projector.

c) Guidance on learning activities.

Tell learners that another way to elicit the /sh/ sound is by talking about how to be quiet with a baby.

- Talk in whispers and practice saying shhhh.
- You can hide a doll somewhere in the room and have some children search the room while they say shhhhh.
- Then they can practice words with /sh/ sound.
- Read / sh/ sound words as learners repeat
- fi-sh=fish
- w-ash=wash
- sh-eepp=sheep
- di-sh=dish

Possible answers to the learning activities.

Activity 20. Circle words with /sh/ sounds in the sentences below.

a. A fish lives in water.
   fish

b. They wash clothes every day.
   wash

3.6. Additional content/text to the Pupils' book

Additional Information for the teacher

- Periods were increase due to the content's weight in this unit as compare to others to fit a term work load.
- The teacher should let learners do some activities as homework in their spare time learning beyond classroom. They can as well teach their parent about heath and balanced diet!

End of unit assessment

Remedial, extension and consolidation exercises

Remedial exercises

The teacher can give two sheets, one with the days of the week and another one with the months of the year and get learners to copy them into their books in the right order.

Extension exercises

Learners can write simple sentences about their daily routines

Consolidation exercises

The teacher should:

1. Give learners paper plates to make a simple clock. They can use card strips and pins for the hands.
2. Let the learners draw a series of pictures showing daily exercises in the correct sequence.
3. Sing the months' song.
4. Make a work sheet with two columns. In one column, put the time in numbers and in the other the time in words (in a different order). Learners can then match the correct numbers to the words.
5. Read the following poem and let learners have fun finding out what day of the week they were born on. Monday's child is fair of face, Tuesday's child is full of grace, Wednesday's child is full of woe, Thursday's child has far to go, Friday's child is loving and giving, Saturday's child works hard for a living, But the child that's born on the Sabbath day, Is bonny and blithe, good at play.

6. Make a calendar and mark each learner's birthday on it.

7. Make a page-a-day diary for seven days and fill it in.

Assessment Formative assessment:

The teacher makes sure that the learners know the days of the week and the months of the year. He or she can use Exercise 10 as an assessment activity. Observe how the learners work together in groups.

Summative assessment:

Use the Review questions at the end of the unit

UNIT 4 FOOD

4.1. Key unit Competence:

To use language learnt in the context of food.

4.2. Prerequisites (knowledge, skills, attitudes and values)

Food is an important topic, the teacher should encourage learners to talk about it and also to become aware that we need to make the right food choices if we want to be healthy.

4.3. Introductory activity and guidance

a) Introductory activity

The teacher should decorate the classroom with pictures of food. Introduces the lesson by asking learners what their favourite meal is. Learners must look at the picture and then answer the questions using these three words: morning, lunch, evening.

- I eat breakfast in the morning.
- I have lunch in the afternoon.
- I eat dinner in the evening.

b) Guidance on the introductory activity:

The teacher should:

Divide the learners into groups and blindfold them. Hold out healthy fruits for them to smell and touch. Learners can guess what fruit he or she is holding.

c) Possible answers to the introductory activity.

1. This is an open-ended activity.
   Learners will tell what they can see.

Exercise I: Talk about meal times.

1. a) I eat breakfast in the morning.
   b) I have lunch in the afternoon.
   c) I eat dinner in the evening.

2. Answers may vary, but most learners probably say 12:30 or 13:00.

Exercise 2: Match words and pictures

1.–2. a. banana b. eggs c. bread

d. milk e. rice f. beans

g. cabbage h. chicken

4.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Talking about mealtimes	- Talk about mealtimes and about foods eaten at different mealtimes. - Listen to a text read aloud about food and diet and show understanding visually or in writing - identify	6
2	Talking about meals	- Identify types of food - Talking about meal eaten - Match word and pictures	4
3	Talking about food likes and dislikes	- Talk about likes and dislikes with respect to food - State words for meals, food, and food types . - Talk about likes and dislikes with respect to food. - Match words and pictures.	6
4	Describing food types	- Classify foods. - Draw, label and describe food	4
5	Describing Diet	- Write a short text about food and diet. - Listen to Read a short text about food and diet and show understanding visually or in writing.	6
6	Using a questionnaire	Carry out a class survey of what classmates eat using a questionnaire	4
	End of unit assessment	- Describe diet, and health food - Talk about meals and food preferences.	2

4.5. Guidance on different lessons

The teacher should:

- Divide the learners into groups and blindfold them. Hold out healthy fruits for them to smell and touch. Learners can guess what fruit he or she is holding.
- The learners must match the word with its correct picture. For example, they must match the word milk with the picture of milk.
- Use this opportunity to explain the use of the **definite** and **indefinite article**. Write these sentences on the board: I eat the apple. I eat an apple. Ask the learners if they know what the difference in meaning is. Point out that the word **a** (or **an**) refers to any apple. The word **the** refers to a specific apple
- Read the text in the learning box about "Saying how much there is" with the learners. Talk about the words we use to explain how much there is of something. **Few, little, many, some, much, or a lot of.** Give verbal examples and ask learners to give the answer.

Lesson one: Talking about meal times.

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Talk about mealtimes and about foods eaten at different mealtimes.
- Talk about likes and dislikes with respect to food.

b) Learning and Teaching Resources

In this lesson, the teacher may use, realia (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures and real life situations) Pictures Photographs , Drawing paper and pencils flash cards, markers, maps, computer and a projector.

Lesson Two: Talking about meals

a) Learning objectives

At the end of this lesson, the learner should be able to:

- State words for meals, food, and food types.
- Talk about likes and dislikes with respect to food.
- Match words and pictures.
- Appreciate food types

b) Learning and Teaching Resources

Learning activities

Guidance on learning activities

The teacher must help learners match the words with its correct picture. For example, they must match the word milk with the picture of milk.

The learning box deals with **countable and uncountable nouns.** Explain to the learners that countable nouns are things that are in clearly distinguished units, for example apples and tomatoes. Other things, for example honey and porridge, do not come in separate parts. You cannot say "I want one porridge." (You can say "I want one plate of porridge," but then it is the plates which are being counted.) Other things such as rice could perhaps be counted if you had a lot of time to count all the grains. In practical terms, however, rice, sugar and salt are uncountable. The teacher can also mention to the learners that **uncountable nouns** always take a **singular verb**: The honey is sweet. The rice is cooked.

Possible answers to learning activities

COUNTABLE	UNCOUNTABLE
Apples Eggs Bananas potatoes	Porridge Rice Honey Sugar

Activity 4: Indefinite or nothing

1. There is **no** food in the empty cupboard.
2. I am hungry, so I will eat **many** potatoes.
3. I am not hungry. Don't give me so **much** food.
4. The baby drinks only **a little** milk.
5. There are only **few** nuts

Lesson three : Talk about food likes and dislikes

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Talk about likes and dislikes with respect to food.
- Match words and pictures.
- Appreciate different types of food

b) Learning and Teaching Resources

In this lesson, the teacher may use, Realia (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures and real life situations) Pictures Photographs , Drawing paper and pencils flash cards, markers, maps, computer and a projector.

c) Learning activities

Guidance on learning activities

The teacher should:

- Read the text . Ask the learners to tell the class about foods they like or dislike.

Possible answers to learning activities

Exercise 5: Whose plate is it?

This is a practical activity.

- Learners must copy the plates. Learners must then draw what foods they like on the plate.
- When learners have finished drawing their plates, the teacher takes in the books and holds them up at random to see if learners can guess who the different plates belong to. If the teacher has a paper, he or she does the exercise on paper and displays the plates on the wall.

Lesson four: Describing food types.

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Draw, and describe food.
- Say which group of food is
- Say or write the name of food

b) Learning and Teaching Resources

In this lesson, the teacher may use, Realia (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures and real life situations) Pictures, Photographs, Drawing paper and pencils flash cards, markers, maps, computer and a projector.

c) Learning activities

Guidance on learning activities

The teacher should use the learning box which is about different types of food. If possible, bring some food to school and show these to the learners. Or he or she can bring pictures of food and display them on the board. Talk to learners about different food types and then ask them to identify them from the pictures.

Possible answers to learning activities

Match and describe food.

1. Learners must draw a picture of one type of food from each food group.
2. They must write the name of the food and the food group under each picture.
3. Learners must share their pictures with their partner. They must decide which group each type of food belongs to

Lesson five: Describing diet.

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Read a short text about food and diet and show understanding visually or in writing
- Say or write the name of food
- Recognise and produce sounds in familiar and common words and spell them
- Appreciate the beauty and physical features of the country

b) Learning and Teaching Resources

In this lesson, the teacher may use, Realia (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures and real life situations) Pictures, Photographs, Drawing paper and pencils flash cards, markers, maps, computer and a projector.

c) Learning activities

Guidance on learning activities

The teacher should use the learning box which is about different types of food **(Fruits and vegetable Dairies and Grains/cereals and meat).** If possible, bring some food to school and show these to the learners.

Or he or she can bring pictures of food and display them on the board. Talk to learners about different food types and then ask them to identify them from the pictures.

- Read the text about diet. Have a class discussion about healthy foods. Ask learners to read the dialogue about diet aloud.

Possible answers to learning activities

Exercise 9: Sounds and words

1. Beans 2. rice 3. cabbage 4. banana

Lesson six: Making a bar graph

The learners use the information from their questionnaires to create a bar graph. Note that the learners' graphs vary, depending on the information they gathered.

- When the learners have completed their graphs, the teacher asks them to hand in their books so that he or she can mark the graphs. The teacher can use the graphs for assessment

Exercise II:

Talk about what you have found

Learners' Answers vary.

a. Chicken 8. rice 3. Banana 10. eggs 4 milk 7

Lesson seven: Sounds and spellings

Activity 13. Listen and repeat words with /ll/ sound

a) Learning objectives

At the end of this lesson, the learner should be able to;

Read simple words and sentences with /ll/ sound.

Construct simple sentences using /ll/ sound.

b) Learning and teaching activities

In this lesson, the teacher may use, Realia (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures and real life situations) Pictures Photographs , Drawing paper and pencils flash cards, markers, maps, computer and projectors.

c) Learning activities.

Guidance and learning activities.

Read words with /ll/ sound then let learners repeat.

First, place the tip of your tongue along the gum line behind your front teeth as if you were about to pronounce letter l'. then, while keeping your tongue firmly in place, blow a constant stream of air out of the two sides of your mouth.

ball=ba**ll** ha-ll=ha**ll**

do-ll=do**ll**

be-ll=be**ll**

4.6. Additional Information for the teacher

The teacher should let learners do some activities as homework in their spare time learning beyond classroom. They can as well teach their parent about heath and balanced diet!

End of unit assessment

Possible answers to the end of unit assessment

1. Breakfast, Lunch, Dinner
2. Countable: Tomatoes, Beans, Potatoes.
   Uncountable: Rice, Sugar

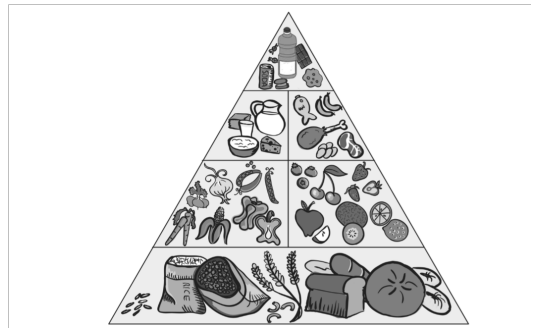
Fruits and vegetables	Cereals	Dairy
Cabbages	sorghum	cheese
Carrots	Maize	Milk
Avocado	Wheat	Butter
Mango	Rice	Yoghurt

Consolidation exercises

The teacher should:

1. Discuss traditional Rwandan dishes. Let the learners guess what the ingredients are.
2. Use old magazines and let the learners make posters showing balanced meals.

3. Learners research traditional Rwandan foods. Ask them to compare these with foods from other countries.
4. Bring food items or pictures of food to school. Let the learners play "I spy".
5. Let the learners create a healthy lunch poster and label it. The posters can include any selection of healthy food that the learners may have for lunch.
6. Draw a food pyramid showing the food types. Fats and sugar Carbohydrates Dairy Protein Fruit and vegetables
   - Fats and sugar
   - Carbohydrates
   - Dairy
   - Fruit and vegetables
   - Carbohydrates
   - Protein



Remedial, extension and consolidation exercises

Remedial exercises

The teacher should give learners old magazines and ask them to cut out pictures of foods and put them in piles for breakfast, lunch and dinner. They can then stick them onto paper with the correct headings.

Extension exercises

Learners can use old magazines to find pictures of healthy and unhealthy food and make a collage of each.

Assessment Formative assessment:

The teacher makes sure that learners can differentiate countable foods from uncountable ones and differentiate indefinite articles from definite ones. He or she observes how they work together in groups.

Summative assessment:

The teacher uses the Review questions at the end of the unit.

UNIT 5 STORIES AND DESCRIPTIONS

5.1. Key unit competence:

To use language learnt in the context of stories and processes.

5.2. Prerequisites (knowledge, skills, attitudes and values)

This unit encourages learners to use their imagination. The teacher can put short fables or stories on the walls and have easy books in the classroom. Use the lesson to foster a love of reading.

5.3. Introductory activity and guidance

a) Introductory activity

The teacher looks at the picture in the Learner's book. Asks the learners to describe what is happening in the picture.

b) Guidance on the introductory activity:

The teacher should:

Ask learners to share own stories they like most.

c) Possible answers to the introductory activity.

Exercise I:

- Read the story in the pupil's book. Make sure that they understand all the new words. Guide learners to discuss their own strengths and weaknesses, specifically help learners to partake where he or she has identified certain physical impairments. Encourage all learners to partake, helping those who are shy.

Write about the story Learners must finish the sentences and match them to a picture. They must also put the sentences and pictures in the correct sequence.

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

5.4. List of lessons/sub-heading (including assessment)

#	Lesson title Unit 5: Stories and descriptions	Learning objectives	Number of periods
1	Listen to a stories	- Follow a story read aloud and show understanding of time sequence. - Predict the story orally. • Read the story aloud. - Read the story of a letter with attention to connectors of time.	8
2	Describing a process	- Read a simple story and show understanding of time sequence - Identify some context appropriate words for a story. - Read the story of a letter with attention to connectors of time - Write a short text showing time sequence by using connectors. - Use of the present simple tense with connectors of time to show time sequence - Give picture to describe animals, - Jumbled descriptive and write correct sentences - Exercise on linking	6 Periods
3	Review: Punctuation and capitalisation: full stops.	- Recognise the use of the present simple tense with connectors of time to show time sequence. • Identify some context appropriate words for a story. - Telling stories - Describing a process English - Recognise the use of the present simple tense with connectors of time to show time sequence. - Identify some context appropriate words for a story.	6
4	End of unit assessment.	- The teacher uses the Review questions at the end of the unit. - Read a simple story, - Follow a story read aloud, - Predict the story, write a short text showing time sequence by using connectors.	4

5.5. Guidance on different lessons

Guide the learners through Exercise 2.

- Read the text about describing a process with the class. Guide them to understand the concept of a sequence of events. Ask a few learners to tell the class about other processes they know where things happen in a specific order.
- Explain how **linking words** are used to join actions to each other. Give examples for learners to follow in the classroom. For example: First sit down, then takeout your books.
- Read the text in the learning box with the learners and make sure that they understand how to use **full stops and capital letters**. Ask the learners to give examples of **proper names.**

Listen to a story

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Follow a story read aloud and show understanding of time sequence.
- Predict the story orally.
- Read the story aloud.
- Read the story of a letter with attention to connectors of time.

b) Learning and Teaching Resource

In this lesson, the teacher may use pictures, Flashcards. The teacher may also use internet to play a story.

c) Learning activities

Guidance on learning activities

The teacher read a story (The teacher reads the story about baby elephant to the class) aloud and learners follow attentively. He/she should be loud, clear and mind about pronunciation. Finally, he/she may ask them to work in groups and answer comprehension questions. • Matching • Sequencing • Retelling • Writing • Listening • Predicting • Understanding Explain to the learners that we use describing words so that we can picture something in our minds. Talk about the steps involved in writing and sending a letter. Ask the learners if they have ever sent or received a letter. Invite them to tell the class about it.

Possible answers to learning activities

Exercise I: Listen and read the story, then answer the questions.

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

Possible answers

1. big
2. a long walk
3. lion

Lesson one: Describing a process

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Read a simple story (The teacher reads the story about baby elephant to the class.) and show understanding of **time sequence**

b) Learning and Teaching Resources

In this lesson, the teacher may pen pencils, pictures piece of paper, envelope, photographs and pictures.

c) Learning activities

Guidance on learning activities

Read the text about describing a process with the class. Guide them to understand the concept of a sequence of events. Ask a few learners to tell the class about other processes they know where things happen in a specific order. • Talk about the steps involved in writing and sending a letter. Ask the learners if they have ever sent or received a letter. Invite them to tell the class about it. • Let the learners work in pairs and do Exercise 2.

Possible answers to learning activities

Exercise 2: Talk about the process

1. First she sat down and began writing on a piece of paper.
2. She wrote her grandmother's address on the envelope. Next, she put a stamp on the envelope. After that, Mary went to the post box with her mother and posted the letter.
3. The postman delivered the letter.

4. The letter was taken in a van to Kayonza, where her grandmother lived. Michael's grandmother opened the envelope and read the letter
5. Mary sat down and then began to write on a piece of paper.
6. Next, she put the letter in an envelope.
7. After that, she put the letter in a post box.
8. Finally, the postman delivered the letter.

d) Learning activities

Guidance on learning activities

Read Exercise with the learners. Explain how linking words are used to join actions to each other. Give examples for learners to follow in the classroom. For example: First sit down, then takeout your books, read the text in the learning box with the learners and make sure that they understand how to use full stops and capital letters. Ask the learners to give examples of proper names. **Note that** 1. a) Tell pupils that we use capital letters whenever we write names of people and names of places (**proper nouns**) and when we start a sentence we use capital letter (the first letter should be a capital or upper case).

e). when we write a sentence, we end with a full stop.

Possible answers to learning activities

Exercise 5: Use full stops and capital letters

1. Mary goes to Kigali.
2. Patrick talks to Frank.
3. Agnes and Jessica live in Huye.

Lesson two: Sounds and spellings

Sound /oi/: Listen and repeat words with oi sound

a. oil
b. soil
c. point
d. toilet

5.6. Additional Information for the teacher

- The teacher should let learners do some activities as homework in their spare time in order to cover the unit in time.
- Give emphasis on Use of full stops and capital letters, by giving examples

Remedial exercises

The teacher gives sentences using sequences for learners to complete:

- I go to bed and I sleep. (I go to bed and then I sleep)
- I brush my teeth my dinner. (I brush my teeth after my dinner) Extension exercises
- Give learners pictures of different animals to write descriptive words about.
- Learners can draw the different actions in the song and write a caption under each one.

Consolidation exercises

The teacher should:

1. Let the learners draw a set of boxes showing the sequence of an exercise such as getting up and brushing teeth.
2. Give learners the beginnings of a story to finish. For example: Ute had a small dog. The dog kept getting through a hole in the hedge and chasing cars. Ute knew this had to stop…
3. Write a letter home. Let the learners write a simple letter, and address it correctly. Pay attention to handwriting.
4. Describe an animal out loud and get learners to guess what it is.
5. Word puzzles. Give learners some jumbled up descriptive words that they must write correctly.

Assessment Formative assessment:

The teacher makes sure that learners know some of describing and linking words and can use them to describe things of process. He or she observes how the learners work together in groups. Summative assessment: The teacher uses the Review questions at the end of the unit

End of unit assessment

1. I eat breakfast in the mornings and **then** I brush my teeth. **Next** I brush my hair. **After** that I go to school. My parents read me a story at night time **before** I finally go to sleep.
2. d, c, a, b
3. **First** she wrote a letter. **Then** she put it in an envelope. **Next** she posted the letter. The postman delivered the letter.
4. a. Michael and I are going home.

b. Mary likes reading. Remedial, extension and consolidation exercises

Summative assessment: The teacher uses the Review questions at the end of the unit.

UNIT 6 FAMILY MEMBERS AND HOUSEHOLD ACTIVITIES

Lesson one: Describing family members

a) Learning objectives

At the end of this lesson, the learner should be able to;

- Follow a written text describing a sequence of daily events
- Listen to a text read aloud about people and their jobs and show understanding by responding visually or in writing.
- Read a short text about people and their jobs and show understanding by responding visually or in writing
- Describe family members and their jobs in writing.
- Use of the present simple tense with connectors of time to show time sequence

b) Learning and Teaching Resources

In this lesson, the teacher may use: Pictures and/or photographs, Tables

c) Learning activities

Guidance on learning activities

To facilitate pupils, the teacher guides the learners work in pairs and do introductory activity 1.

Talk about household activities. Answers vary.

Learners talk about activities at home and ask questions.

Exercise I: listen and read, then answer the questions.

Possible answers

a. Richard
b. Muteteri
c. Makuza
d. Mary.
e. Karongi.

Exercise 2. Listen and repeat after the teacher.

Possible answers. Answers may vary.

Lesson two: What job do they do?

a) Learning objectives

At the end of this lesson, the learner should be able to listen to a text read aloud about people and their jobs and show understanding by responding visually or in writing.

Follow a written text describing a sequence of daily events

Read a short text about people and their jobs and show understanding by responding visually or in writing

Describe family members and their jobs in writing.

Use of the present simple tense with connectors of time to show time sequence

b) Learning and Teaching Resources

In this lesson, the teacher may use a pen, a pencils, a pictures, a piece of paper, an envelope, photographs and pictures.

c) Learning activities

Guidance on learning activities

Ask the learners to tell him or her what they see in the pictures. Talk about the different jobs the people do. Invite the learners to tell him or her what job they would like to do one day. Let the learners match the names of the jobs with the correct pictures

Possible answers to learning activities

Exercise 3: Listen and repeat after the teacher reading the following words.

Exercise 3: Read the story and answer the questions

1. Mr. Kagabo is a policeman
2. Mr. Ngoga is a teacher.
3. Mr. Karinijabo is a nurse.
4. Mrs. Keza is a shopkeeper.
5. Bruno is a carpenter.
6. They are famers.

Exercise 4: Listen and repeat after the teacher reading the jobs.

Lesson three and four: Talking about household activities

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Identify words for household activities, jobs and numbers to 100
- Listen to a text read aloud about people and their jobs and show understanding by responding visually or in writing.
- Follow a written text describing a sequence of daily events
- Read a short text about people and their jobs and show understanding by responding visually or in writing
- Recognise the use of questions in the **present simple tense** and of **connectors** and **adverbials of time** to describe **time sequence**.
- Describe family members and their jobs in writing.
- Use of the present simple tense with connectors of time to show time sequence

b) Learning and Teaching Resources

In this lesson, the teacher may use maps, diagrams, photographs and pictures.

c) Learning activities

Guidance on learning activities

They can do this either in the class or as homework. Ask them to hand in their charts for marking. He or she can use this as an assessment opportunity

Let the learners look at the pictures and read the text. Explain to them what "**doing words" (verbs**) are. Ask them to make sentences with verbs that describe daily activities at their homes.

Lesson five: Timing the journey

The teacher should:

- Help learners read about Mukiza's timed journey to school. Learners should be helped to read by respecting correct pronunciation and punctuation.
- Help learners answer the questions about Mukiza's timed journey to school. 1. 20 min, 3. 7h10, 4. 20 min, 5. 9h50min, 6. 20 min.

Lesson six: Sounds and spellings

Listen and repeat words with oy sound.

a. b**oy**
b. t**oy**
c. enj**oy**
d. j**oy**

End of unit assessment

Possible answers to the End of unit assessment

1. Answers may vary
2. Cooks, brush, fetch
3. Farmer, Teacher, Nurse, Carpenter
4. 20 min

UNIT 7 WEATHER

7.1. Key unit Competence:

To use language learnt in the context of weather

7.2. Prerequisites (knowledge, skills, attitudes and values)

Learners should become aware of differences in climate and seasons, within Rwanda and in other countries. The teacher puts pictures on the classroom walls of different types of weather and also different climates in different countries, for example, snow, floods, and deserts. Learners should also be made aware of different temperatures.

7.3. Introductory activity and guidance

Introductory activity

The teacher plays a miming game by pretending to be in windy, sunny and rainy weather asking learners to guess what sort of weather he or she is miming. Let the learners look at the pictures in the Learner's Book and describe the weather in each one.

7.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Describing the weather	- State words for weather, temperature, months - Read air temperature using a thermometer. - Listen carefully to how the teacher pronounces words for weather and sounds, and repeat - Describing the weather - Describing temperature	
2	Describing temperature	- Talk about the weather Read a temperature graph - Discuss weather words ending in -y and -ing. - Match the sentence and the picture - Look at the pictures and describe the - Read about the weather in Rwanda - Talk about using a thermometer.	

3	Describing rainfall throughout the year	- Talk about using a thermometer - Talk about using a thermometer. - Describing temperature throughout the year - Describing rainfall throughout the year	
	End of unit assessment	- Describe weather, - Read air temperature and interpret annual weather graphs - Read air temperature and interpret annual weather graphs.	

7.5. Guidance on different lessons

The teacher plays a miming game by pretending to be in windy, sunny and rainy weather and asking learners to guess what sort of whether he or she is miming.

Lesson one: Describing the weather

a) Learning objectives

At the end of this lesson, the learner should be able to:

- State words for weather, temperature, months
- Read air temperature using a thermometer.
- Listen carefully to how the teacher pronounces words for weather and sounds, and repeat
- Describing the weather
- Describing temperature
- The learner can describe weather, read air temperature and interpret annual weather graphs.

b) Learning and Teaching Resources

In this lesson, the following would be useful: Pictures and/or photographs

- Thermometer
- Model thermometer
- Temperature graphs

c) Learning activities

Guidance on learning activities

The teacher should: Make sure the learners know the vocabulary they need for talking about the weather, before starting the first lesson, Write the words on the board and ask the learners to explain what they mean: hot, warm, cool, cold, rain (y), wind (y), sun (ny), etc.

Possible answers to learning activities

Exercise I: Listen and repeat after the teacher reading about weather.

Talk about the weather: (all questions are open-ended, so answers will vary)

Exercise 2: Talk about weather.

The teacher lets the learners look out of the window and describe the weather. Learners must decide if it is hot or cold today. He or she can also keep a chart over the next week and get learners to fill it in each day

Exercise 3:

Rearrange the letters

1. rain
2. sun
3. cloud
4. wind

Exercise 4:

Match the sentences and the pictures

1. It is a sunny day. – Picture d
2. The wind is blowing. – Picture b
3. It is raining. – Picture c
4. It is cold. – Picture a

Possible answers (all questions are open-ended, so answers will vary)

Lesson two: The weather in Rwanda

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Talk about the weather in Rwanda.
- Read a temperature graph
- Discuss weather words ending in -y and **-ing.**
- Match the sentence and the picture
- Look at the pictures and describe the
- Read about the weather in Rwanda
- Talk about using a thermometer.

Activity 5. Weather words.

b) Learning and Teaching Resources

- Thermometer
- Model thermometer
- Temperature graphs

c) Learning activities

Guidance on learning activities

Read the text in the learning box. Explain that –y at the end of a word (adjectives) tells what the conditions are characterised by, for example, wind. (It is windy.) Read the words with the learners and check for correct pronunciation. Write the words on the board for learners to copy into their exercise books.

Explain that words ending in **–ing** mean that something is happening continually at the moment. (It is raining.) Guide the learners to understand the concept of the present continuous tense (indicated by the **–ing** at the end of the verb). Read the text with the pupils. Draw their attention to the words very, a lot and a little. Explain that these words tell us more about how cold or hot it is, and how much it is raining. They have to apply this in Exercise 4.

Possible answers to learning activities

Exercise 6

What is the weather like today? There are two possible answers for each sentence.

1. Today it is a little/very windy.
2. Today it is raining a little/a lot.
3. Today it is a little/very cloudy.

Lesson three: Describing temperature

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Listen carefully to how the teacher pronounces words and sounds, and repeat.
- Draw a temperature graph

b) Learning and Teaching Resources

In this lesson, the teacher may use projector, Textbooks, diagrams, photographs and pictures.

c) Learning activities

Guidance on learning activities

- Read the text and explain the concept of temperature. Ask learners to read off the temperatures and say which is hot and which is cold. Ask the learners to give examples of things that are cold or hot.
- Explain to the learners how to read graphs. Explain the difference between line graphs and bar graphs. Discuss the temperature graph and talk about the temperature in Rwanda. Compare the temperature at different times of the year.

Possible answers to learning activities

Exercise 7:

Read a temperature graph

1. The hottest month was July.

2. May was the coolest month.

Lesson four: Describing rainfall throughout the year

Activity 8. Use the bar graph to answer the questions.

1. false

2. true

3. true

4. true

Activity 9. Talking about weather in Rwanda.

The teacher lets the learners work in groups. They must discuss the weather in Rwanda. They can use the examples in the Pupil's Book to come up with their own questions.

Is it very rainy in Rwanda in July and June?

No, it is not. It is very hot in June and July.

Activity 10:

A. Listen and repeat after the teacher reading the weather related words:

1. Sunny
2. Rainy
3. Cloudy
4. Hot
5. Cold

Lesson four: Sounds and spellings

1. Fill in the gaps with the missing letters
2. It is very hot in June and July.
3. The weather is very cold today. It is raining a lot.

A ctivity 11. sound /ai/

a) Learning objectives.

At the end of this lesson, the learner should be able to;

- Read words with/ ai/ sound .
- Identify words with /ai/ sound in a sentence.

b) Learning and Teaching Resources

- In this lesson, the teacher may use Pictures of words with sound /ai/.
- The teacher may also use internet to download a video that shows sound /ai/.
- The teacher may also use flash cards.

c) Guidance on learning activities.

Read words with/ ai/ sound as learners repeat.

a. r**ai**n c. sn**ai**l
b. m**ai**ze d.n**ai**l

Activity 12. Read these sentences of /ai / sound

1. it is raining now.
2. we plant maize in rainy season.
3. A snail moves slowly.

End of unit assessment

1. a. rain b. cloudy c. sunny d. windy 2. Rwanda is not too hot or too cold. It rains a lot. 3. Learners must draw a picture showing the weather today. Underneath they must write the words that describe the weather.

Additional Information for the teacher

- The teacher should let learners do some activities as homework in their spare time in order to cover the unit in time.
- Try as much as possible to adapt the concepts to the level of learners don't give examples of far-fetched rather than local examples (use simpler language that learner would understand)

Remedial, extension and additional activities (Additional)

Remedial Activities:

The teacher makes a small work sheet with the words **rainy**, **sunny**, **cloudy** and **windy**. He or she lets the learners draw a picture of each word and write the correct word underneath.

Extension exercises: Learners can look up the weather forecast in the newspaper each day for a week and make a note of it.

Consolidation activities

The teacher should:

1. Give learners pictures of other areas (Districts of Rwanda with different climates such as Musanze, Nyabihu, Kayonza and Ngoma. Give them a list of words to choose from and match with the picture.
2. Ask learners to make up their own funny weather rhyme.
3. Talk about the climate in Rwanda and compare it with that in other countries. Use pictures from magazines. Let the learners describe the climate.
4. Measure and record the temperature for five days.
5. Let the learners act out being a weather forecaster and give a weather report.
6. Talk about the seasons of the year and describe weather conditions at different times. Describe appropriate clothing for different seasons. Let the learners draw and write about their favourite season.

Extended activities

Assessment Formative assessment:

The teacher observes the learners as they work. Makes sure that they understand the concepts and vocabulary relating to weather. Pay attention to how they work together in groups.

Summative assessment:

The teacher can use the Review questions at the end of the unit

UNIT 8 THE ZOO

8.I. Key unit competence:

To use language learnt in the context of animals, birds and insects.

8.2. Prerequisites (knowledge, skills, attitudes and values)

Rwanda has an abundance of wildlife. The teacher uses this unit to encourage learners to be proud of their country and their environment. He or she tries to make them aware of the need for conservation and protection of wildlife.

8.3. Introductory activity and guidance

a) Introductory activity

Before the teacher starts, he or she tries to get hold of pictures of various animals, birds and insects that are indigenous to Rwanda. Displays them on the walls. If there are school library books about local flora and fauna, he or she can have these on display in the classroom as well. He or she starts the lesson using the picture at the beginning of the unit. Learners must look at the picture and then point to the different animals, insects, birds and reptiles.

b) Possible answers to the introductory activity.

Exercise I: Name the animals, birds and insects

The learners name the animals. (Elephant, crested crane, lion, butterfly, mosquito, eagle, monkey, snake)

8.4. List of lessons/sub-heading (including assessment) 32 periods

#	Lesson title	Learning objectives	Number of periods
I	Naming animals, birds and insects	- Naming animals, birds and insects Read about animal birds and insects - Listen to a text about birds and insect read aloud - State words for mammals,	4

2	Saying what animals can do	- Classify animals orally and in writing - Listen to a short text read aloud about animals and their key features and show understanding visually or in writing according to their abilities, colour, food and where they live - Recognise and produce sounds in familiar and common words and spell them - Identify the use of the present simple tense, the present continuous tense and modal verbs	4
3	What do animals eat?	Saying what given animals can do Read short texts about animals and their key features and show understanding visually or in writing ,use of the present simple tense, the present continuous tense and modal verbs	4.
4	**Where do animals live?** - Label a map showing where animals live. - Listen to a short text read aloud about animals and their key features and show understanding visually or in writing according to their abilities, colour, food and where they live		4
5	Animal colour	- Listen to a short text read aloud about animals and their key features and show understanding visually or in writing according to their abilities, colour, food and where they live - Saying what colour given animals are.	4
6	Describing pictures of animals	- Listen to a short text read aloud about animals and their key features and show understanding visually or in writing - Fill in a tick chart	4
7	Types of animals	- State words for mammals, insects, birds, animal activities. - Read words for animals types: birds and insects describe what animal do using word is or are and -**ing form (Present simple tense)**- :questions with what, where, do. Short answers. - Present continuous tense: declarative, negative, questions with what? Short answers.	4
	End of unit assessment	- Describing, classifying, write short sentences, match a set of pictures and sentences. - Identify and classify animals according to what they eat, where they live, what they can do and what colour they are	4

8.5. Guidance on different lessons

The teacher should:

- For Exercise 1, let the learners point to the picture of animals. Ask learners to agree or disagree about whether he or she has named the animals correctly. This is practised by affirmative and negative statements.
- Read the text in the learning box. Explain that animals move in different ways. Ask the learners to imitate the movements while they say the words.
- Pay special attention to learners who might have a reading difficulties and assist them where necessary. Sing the song with the learners, then sing the song together. At the end they must add: cow, ducks, pig and dog. The learners must add as many animals as they can think of. Ask them to do actions showing how the animals move.

Activity: Naming animals, birds and insects

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Name animals, birds and insects
- Read about animal birds and insects
- Listen to a text about birds and insect
- State words for mammals,

b) Learning and Teaching Resources

In this lesson, the teacher may use Pictures and/or photographs, World map and a projector. The teacher may also use internet to download a movie that shows some animal.

c) Learning activities

Guidance on learning activities

Possible answers to learning activities

Exercise I:

- Name the animals, birds and insects
- The learners name the animals. (Elephant, crested crane, lion, butterfly, mosquito, eagle, monkey, snake

Exercise 2:

- Say yes or no: Learners must look at the photos and answer the question below each photo. Say: Yes, it is. or no, it isn't.

- Identify the use of the present simple tense, the present continuous tense and modal verbs.

Lesson one: How do animals move?

a) Learning and Teaching Resources

In this lesson, the teacher may use maps, diagrams, photographs and pictures.

b) Learning activities

Guidance on learning activities

- The teacher can remind pupils that we use a tick chart to record information. Ask the learners to tell him or her about things that animals can and cannot do. Fill in a tick chart and then talk about the chart with learners. Orally describe pictures of animal activities using the **present continuous tense.**

Possible answers to learning activities

How do animals move? Learners must look at the pictures and establish how different types of animals move.

Answers

1. Snake can't fly it crawl on the ground.
2. Fish can't walk it swims.

Exercise 4: Fill in a tick chart

1.–2. These are practical activities.

3. The learners can write a summary of the information in the tick chart, for example: Monkeys can climb trees. Rabbits cannot climb trees. Two of the animals eat grass. (Rabbits and zebra.)

Lesson two: Animal sounds

Activity 5: Listen and repeat reading aloud the the poem about different animal sounds.

Lesson three: What do animals eat?

Activity 6 Listen and read about what animals eat.

a) Learning and Teaching Resources

In this lesson, the teacher may use Pictures and/or photographs , World map.

Group animals

1. Learners draw circles.

2. Grass-eating: zebra, elephant, cows Meat-eating: lion, dog, cat

- Note monkeys are fruit-eating – see if learners notice this.

Lesson four: Where do animals live?

Activity 7 Listen and repeat where animals live.

Show a map of Rwanda illustrating National parks to leaners. Read for learners to repeat about where animals live and all about National parks in Rwanda.

Lesson five: Animal colours

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Listen to a short text, read aloud about animals and their key features and show understanding visually or in writing according to their abilities, colour, food and where they live
- Saying what colour given animals are.

b) Learning and Teaching Resources

In this lesson, the teacher may use maps, diagrams, photographs and pictures.

c) Learning activities

Guidance on learning activities

Talk about animal colour. Show pictures of animals with good camouflage. Let the learners write down the names of Rwandan animals that have good camouflage.

Let the learners do activity 9. He or she can extend the exercise by showing the learners additional pictures from magazines.

Possible answers Learning activities

Say what colour animals are Impala – brown; zebra – black and white; polar bear – white; rabbit – grey; gorilla – black; jackal – brown and black with a bit of white

Lesson six: Describe the pictures of animals

Ask learners to observe the animals n the picture and help them guess and tell what animals are doing.

2. Eating meat
3. Runnning
4. Swimming

Lesson seven: Types of animals

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Listen to a short text read aloud about animals and their key features and show understanding visually or in writing

b) Learning and Teaching Resources

In this lesson, the teacher may use maps, diagrams, photographs and pictures.

c) Learning activities

Guidance on learning activities

Read aloud for learners to repeat about mammals, insects, reptiles and birds. Make sure you are showing them a picture of all these types of animals while reading.

Lesson eight: Sounds and spellings

Sound /ei/ (a-e)

a) Learning objectives.

- At the end of this lesson, the learner should be able to:
- Read words and sentences with/ei/ (a-e) sound
- Make sentences with a-e sound words.
- Identify words with/ ei/ (a-e) sound in a sentence.

b) Learning and teaching resources.

- Flashcards
- Sound charts.

c) Learning activities

Guidance on learning activities.

- Listen and repeat words with /ei/ sound.
  a. Snake
  b. Crane
  c. Cake
  d. Table
  e. Day
  f. May
  g. Pray

End of unit assessment

Possible answers to the end of unit assessment

1. Answers vary
2. Zebra, Cow, Gorilla

Remedial, extension and consolidation exercises Remedial exercises. The teacher writes the following words on a card: dog, cat, bird, lion, eagle, duck, bee, fly. Learners must sort them into animals, insects and birds

Extension exercises

The teacher lets the learners pretend they are going on a safari. Let them draw pictures and write the names of all the animals they see.

Consolidation exercises The teacher should:

1. Let the learners play animal charades.
2. Work in groups. Mime an animal's movements. Let the rest of the group guess what animal it is.
3. Find out about animals that live in other countries.
4. Create a short project on birds in his or her area.

Assessment Formative assessment:

The teacher should assess the circles made with pupils and observe the learners while they work in class.

Summative assessment:

The teacher can use the Review questions at the end of the unit

UNIT 9 COUNTING AND WRITING

9.1. Key unit competence:

To use language learnt in the context of mathematics.

9.2. Prerequisites (knowledge, skills, attitudes and values)

This unit deals with mathematical terminology. The teacher uses the unit to strengthen learners' vocabulary and confidence in using maths terms. Try to keep the lesson light and fun so that learners who struggle with maths do not feel intimidated.

9.3. Introductory activity and guidance

a) Introductory activity

The teacher lets the learners look at the picture and say, the numbers from 1 to 10 out loud. They must write the numbers out.

b) Guidance on the introductory activity:

The teacher should:

- Make the learners aware of the importance of numbers in our daily life. Ask the learners to say where we can see numbers around us. Guide the learners to think about house numbers, telephone numbers, the numbers on coins and bank notes, etc.
- Let the learners read the numbers in the number square out loud. Let them say the numbers backwards, from 100 to 1. Pay special attention and assist learners who struggle with pronunciation, and other difficulties in general.
- Tell the learners that a symbol is a short sign that we write instead of something else. Explain to them what the mathematical symbols mean. Ask some learners to come to the board and write the symbols.
- Work through the text in the Learner's Book for each mathematical function. Bring an element of fun into the lesson by using props such as balloons, small toys, beads and even some sweets to illustrate adding, subtracting, multiplying and dividing objects. Guide the learners to realise that numbers are all around us and that we use maths every day without even being aware of it.

Lesson one: Writing numbers in words and in figures

Listen to numbers and write them down

1. Learners say the numbers to one another.
2. One, two, three, four, five, six, seven, eight, nine, ten.
3. a. Five comes after four and before six.
   b. Three comes after two.
   c. The number before eight is seven.

Exercise 3:

Names of numbers.

Exercise 4: Match words and symbols

1. add: +
2. subtract: –
3. multiply: ×
4. divide: ÷
5. equals: =

9.4. List of lessons/sub-heading (including assessment) 24 periods

#	Lesson title	Learning objectives	Number of periods
1	Counting and writing numbers	- State words for numbers up to 100, hundreds, thousands, and for addition, subtraction, multiplication and division. - Match words and symbols - Practise the language of other subjects, so that you will be able to use it in those subject lessons.	6
2	Talk about addition	- Talk about addition - Write symbols - Listen and repeat after numbers read out - do addition (add two or more numbers together to make a total) - talk through the operations orally - Distinguish addition symbol (plus) from other symbols - Describe addition in written form	4

3	Talk about subtraction	- Identify the subtraction symbol - Appreciate the importance of numbers - Talk about subtraction - do subtraction (take away, remove from or minus) - talk through the operations orally - Distinguish addition from subtraction (plus and minus) - Practice subtraction	4
4	Talk about multiplication	Talk about multiplication Listen to numbers and write them down	4
5	Talk about division	Add, subtract, multiply, divide and talk through the operations orally. • Describe operations in written form. • Write numbers in numerical and written form	4
	End of unit assessment	Calculate using basic addition, subtraction, multiplication and division.	2

Lesson two: Talking about addition

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Talk through the operations orally
- Distinguish addition symbol (plus) from other symbols
- Describe addition in written form

b) Learning and Teaching Resources

Visuals, drawing paper, and pencils.

c) Learning activities

Guidance on learning activities

Work through the text in the Learner's Book for each mathematical function. Bring an element of fun into the lesson by using props such as balloons, small toys, beads and even some sweets to illustrate adding. Guide the learners to add and get the total.

Possible answers to learning activities

Exercise 4:/Activity 4: Practise addition.

a. 3 + 7 =10 three plus seven equal ten
b. 3+5= 8 three plus five equal eight
c. one, four, equals, plus, five 1+4=5

Lesson three: Subtraction

a) Learning objectives

At the end of this lesson, the learner should be able to:

- talk through the operations orally
- Distinguish addition from subtraction (plus and minus)
- Practice subtraction

b) Learning and Teaching Resources

In this lesson, the teacher may use Visuals, drawing paper, and pencils.

c) Learning activities

Guidance on learning activities

Pay special attention and assist learners who struggle with subtraction

Bring an element of fun into the lesson by using props such as balloons, small toys, beads and even some sweets to illustrate subtracting,

Possible answers to learning activities

Exercise 5: Practice subtraction

Three minus two equals one 3-2=1

7-4=3 seven minus four equals three

10-8=2 ten minus eight equals two.

Ten minus two equals eight. 10-2=8

Seven minus five equals two. 7-5=2

Lesson four: Multiplication

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Distinguish multiplication from subtraction (plus and minus)
- Practice Multiplication
- Appreciate the role of multiplication in calculations

b) Learning and Teaching Resources

In this lesson, the teacher may use Visuals, drawing paper, and pencils.

c) Learning activities

Guidance on learning activities

The teacher can refer to guidance provided in the previous sub-title to guide learners on how to multiply. Pay special attention and assist learners who struggle with multiplication

Bring an element of fun into the lesson by using props such as balloons, small toys, beads and even some sweets to illustrate multiplication, demonstrate how we multiply. Ask some learners to come to the board and write the multiplication symbols. Ask learners to volunteer examples.

Possible answers to learning activities

a. 3 × 3 = 9 three times three equals nine
b. 2 × 5 = 10 two times five equals ten

Lesson five: Division

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Understand how to divide
- talk through the operations orally
- Practice Division numbers

b) Learning and Teaching Resources

In this lesson, the teacher may use Visuals, drawing paper, and pencils.

c) Learning activities

Guidance on learning activities

Pay special attention and assist learners who struggle with division

Bring an element of fun into the lesson by using props such as balloons, small toys, beads and even some sweets to illustrate division

Possible answers to learning activities

Exercise 7: Practice division

1. 10 divided by 5 = 2. Each will get 2 sweets.

2. Two. 10÷2 = 5

10 ÷ 2 = 5 ten divided by two equals five

9 ÷ 3 = 3 nine divided by three equals three

Exercise 8.

1-c, 2-d, 3-b, 4-a, 5-f, 6-h, 7-e, 8-g

Lesson six: Sounds and spellings

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Read words and sentences with/ ea/ sound
- Use words with /ea/ sound to make sentences.
- Identify words with ea sound in a sentence.

b) Learning and teaching resources.

- Flash cards
- sound charts
- videos with/ ea/ sound.

c) Learning activities.

Listen and repeat words with/ ea/ read as /i/

a. meat
b. seat
c. teacher
d. tea
e. eat

Activity 10: Read and draw good pictures

a. Keza is reading a book.
b. This is a leaf.
c. Manzi is eating food.

End of unit assessment

Possible answers to the end of unit assessment

1. a) Eight b) Three c) four d) nine

2. (+) plus, (-) minus, (x) multiply, (÷) division

9.5. Additional Information for the teacher

The teacher should let learners do some activities as homework in their spare time in order to cover the unit in time. And even those simple calculations can be taught differently in other cultures.

In fact, the cultural backgrounds of our pupils are rich resources from which mathematical concepts may be developed in English. Use different strategies for teaching math to P2 pupils learning English lesson. Word Walls should be used at all grade levels. Teach specifically the language of mathematics. Help learners to understand the different meanings of words such as table and how to use them correctly in a mathematical context.

Remedial exercises

The teacher makes flash cards with the numbers 1 to 10 and shuffle them. He or she gets the learners to lay them out in the right order and then write the names in their exercise books.

Extension exercises

Learners can make up their own word sums to ask each other.

Consolidation exercises

1. In pairs, learners make up their own addition problems and draw story sums using addition.
2. In pairs, learners make up their own subtraction problems and draw story sums using subtraction.
3. In pairs, learners make up their own multiplication problems and draw story sums using multiplication. 4. In pairs, learners make up their own division problems and draw story sums using division.
4. The teacher makes a multiplication square from 100 to 1,000. Colour in all the 100s on the multiplication square. Learners write down the names in words and numbers.
5. The teacher plays "I spy" with numbers in the classroom.
6. In pairs, learners make a story using Mathematics and share it with the class.
7. The teacher makes "play money" notes and coins from paper. Collect objects and mark them with prices. Let the learners work in groups and "buy and sell" objects.

Assessment Formative assessment:

The teacher should assess the learners' knowledge and performance while they do the various calculations.

Summative assessment:

The teacher can use the Review questions at the end of the unit

UNIT 10 THE PAST AND FUTURE TENSE

10.1. Key unit competence

Talking about events in the past and future.

10.2. Prerequisites (knowledge, skills, attitudes and values)

In this unit learners must learn to differentiate between the past, the present and the future. They should be able to know the difference between things that have already happened and things that still have to happen. This unit also teaches learners how to use simple sequences. If possible, the teacher puts pictures up around the classroom that tell a story in sequence

10.3. Introductory activity and guidance

a) Introductory activity

The teacher explains to the learners that the words we use to describe past events differ from the words we use to talk about the present. Let the learners look at the pictures and describe them as though they were happening in the present, and then as though they happened in the past. For example: I play football. Last week I played football.

b) Guidance on the introductory activity:

The teacher should:

- Read the text with the learners. Tell the learners that some words show us that something happened in the past. Examples include last week, yesterday, beforehand, etc. Ask the learners to think of more examples paying special attention to those who struggle to communicate well. Encourage these learners by asking them what fun activities they have recently done.
- Explain to the learners that we usually change words to show that they refer to the past tense. Read the text in the learning box. Discuss more examples.
- Read the learning box with the learners. Introduce learners to the concept of things that happened in the past. Talk about things that happened at school last week. Ask learners to share things that happened to them at home last week.

c) Possible answers to the introductory activity.

Exercise I: Recounting past events

Exercise 2: Talk about a day in the past

1. Let the learners work in pairs. They must ask each other "What did you do yesterday? Did you play any sports or games last week? What did you do on the weekend?"
2. Learners write their own sentences

10.4. List of lessons/sub-heading (including assessment) 40 periods

#	Lesson title	Learning objectives	Number of periods
1	Recounting past events	- At the end of this lesson, the learner should be able to: - -Recognise the use of the past simple tense and near future - Read a simple story in the past and show an understanding of the time sequence - Read a simple story in the past and show an understanding of the time sequence - Recounting past events orally	5
2	Describing a day in the past	- Describe events in the past and future, in speech and writing. - Write and speak about events in the past. - Read a simple story in the past and show an understanding of the time sequence - Visually or in writing. - Speak about yesterday's school timetable.	5
3	Ivan's day	- Write a simple story in the past and show an understanding of the time sequence - retell a story about what you did previous - Speak about your daily routines: get up, get dressed, have breakfast, brush my teeth, etc - day - Make a dairy	6
4	Describing lessons in the past	- Talk about school timetable - Describe events in the past and future, in speech and writing. - Appreciate school time table	8

5	Telling stories	Listen to a story attentively and show understanding -answer comprehension questions Appreciate story telling	4
6	Describing future plans -Recognise the use of the past simple tense and near future. -Read a simple story in the past and show understanding of time sequence Write about future plans		6
7	End of unit assessment:	describe events in the past and future, read a simple story set in the past, retell the story with support, write a short	6

10.5. Guidance on different lessons

Lesson one: Recounting past events

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Recognise the use of the past simple tense and near future
- Read a simple story in the past and show an understanding of the time sequence
- Read a simple story in the past and show an understanding of the time sequence
- Recounting past events orally

b) Learning and Teaching Resources

• Teacher's Guide • Learner's Book • Pictures • Flashcards • Connector cards

c) Learning activities

Guidance on learning activities

Read the text with the learners. Tell the learners that some words show us that something happened in the past. Examples include **last** week, **yesterday**, **before**hand, etc. Ask the learners to think of more examples paying special attention to those who struggle to communicate well. Encourage these learners by asking them what fun activities they have recently done.

Possible answers to learning activities

Exercise 1: Look at the pictures of what I did last week.

Listen and read the sentences below.

Lesson two: Describing a day in the past

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Describe events in the past and future, in speech and writing.
- Write and speak about events in the past.
- Read a simple story in the past and show an understanding of the time sequence visually or in writing.
- Speak about yesterday's school timetable

b) Learning and Teaching Resources

Use charts graphs, realia, diagrams, pictures, and graphic organizers Visuals, drawing paper, and pencils.

c) Learning activities

Guidance on learning activities

Explain to the learners that we usually change words to show that they refer to the past tense. Read the text in the learning box. Discuss more examples.

- Read the text learning box with the learners. Introduce learners to the concept of things that happened in the past. Talk about things that happened at school last week. Ask learners to share things that happened to them at home last week.

Possible answers to learning activities

Exercise 2: Talk about a day in the past

1. Let the learners work in pairs. They must ask each other "What did you do yesterday? Did you play any sports or games last week? What did you do on the weekend?"
2. Learners write their own sentences

Lesson three: Daily routine in the past.

Exercise 3: Write a sentence for each day of the last week and what you did.

- This is a practical activity and Answers vary.

Lesson four: Describing lessons in the past

Look at and talk about the school timetable. Teacher should first make learners understand words like **before**, **after**, **then** and **last.**

Learners must write sentences about which lessons they had yesterday. Answers vary depending on what different classes they had. Examples may include Maths, Science, English, etc. They can start like this: Yesterday my school lessons were…

Lesson five: Story telling

Possible answers to learning activities

Activity 5: Place the pictures in the correct order

Learners must put the pictures in the right order. The sequence should be: d, c, a, b

Activity 6 Who said it? Learners must name the character who said each of the speech bubbles, in the fable 'The hare and the tortoise'. "There is plenty of time to relax." – Hare "I will beat you." – Tortoise "How do you expect to win this race when you are walking so slowly?"– Hare

Exercise 7: Tell a story Let the learners work in groups. They must tell the story of Hare and Tortoise and then act it out.

Lesson six: Describing future plans

a) Learning objectives

At the end of this lesson, the learner should be able to:

- Recognise the use of the past simple tense and near future.
- Read a simple story in the past and show understanding of time sequence

Write about future plans

b) Learning and Teaching Resources

In this lesson, the teacher may use Visuals, drawing paper, and pencils.

c) Learning activities

Guidance on learning activities

Read the dialogue on page 85 with the learners. Explain to them that the things Ivan and Katia are saying are going to happen in the future. Ask the learners which words in the text show that it is in the future tense.

Possible answers to learning activities

Exercise 8: Talk about future plans

1. Gasore is going to ride his bicycle. Neza is going on a trip with her mother.
2. Learners' own answers. Make sure that they use the future tense correctly

Exercise 9: Make a weekly plan

This is a practical activity.

Lesson seven: Sounds and spellings

a. Moon b. room c. book d. school e. stool

Read sentences with /oo/ (/u/) sound

a. My room is clean
b. John is going to school
c. I am reading a book.

Guidance on the learning activity

- Read the words with sound /oo/
- let the learners repeat

End of unit assessment

Learners must complete the second column.

COLUMN 1	COLUMN 2
A I can see the birds. Yesterday	I saw the birds.
b. We talk to each other. Yesterday	we talked to each other.
c. I visit my aunt. Tomorrow	I will visit my aunt.

2. a. I am swimming in the lake. b. Yesterday, I swam in the lake.

3. Learners must finish the story.

Answers vary. Suggested answer: Yesterday, Mary went to a shop and bought a radio. Today, she is listening to music. Tomorrow, she will listen to music.

10.6. Additional Information for the teacher

- Periods were reduced due to the content's weight and number of passages in pupils' book.
- The teacher should let learners do some activities as homework in their spare time in order to cover the unit in time.

Give pupils opportunity to talk to each other with other in small groups or with a partner during whole class discussions. This may make them feel more comfortable trying out new vocabulary without the anxiety of speaking in front of the whole class. P2 learners will understand material better if they explain it to another pupil either in English or in their home language (Kinyarwanda).

10.7. Remedial, extension and consolidation exercises

Remedial exercises

The teacher uses the sentence "I am sitting at my desk"

Let the learners write it using the words "today, yesterday and tomorrow".

Extension exercises

The teacher lets the learners make up sentences using today, yesterday and tomorrow.

Consolidation exercises

The teacher should:

1. Let the learners draw a picture and describe their day to a friend.
2. Let the learners draw a picture of something they want to happen in the future and write a simple sentence.
3. Make sentences about things that happened in the past and that will happen in the future.

Assessment

Formative assessment:

The teacher observes the learners while they work to make sure that they understand everything. Takes in the diaries the learners made in Exercise 3 for assessment.

Summative assessment:

The teacher can use the Review questions at the end of the unit.

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