English

FOR RWANDA PRIMARY SCHOOLS

Teacher's Guide One

Copyright

© 2023 Rwanda Basic Education Board

All rights reserved.

This book is a property of the Government of Rwanda. Credit should be given to REB when the source of this book is quoted.

FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present English language teacher's guide Book 1 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

ACKNOWLEDGEMENTS

I wish to express my appreciation to all the people who played a major role in the development of this English language Teacher's Guide for P1. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different schools in Rwanda that allowed their staff to work with REB in the in-house Teachers' Guide production project. I wish to extend my sincere gratitude to, teachers and all other individuals whose efforts in one way or the other contributed to the success in the writing of this textbook.

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

Table of Contents

FOREWORD iii
ACKNOWLEDGEMENTS v
Content Map 1
INTRODUCTION 14
SAMPLE SCHEME OF WORK 16
Sample lesson plan 18
UNT1: Welcome to the classroom 21
1.1. Greeting people 22
1.2. Introducing myself 22
1.3. Introducing others 22
1.4. Instructions 23
1.5. What are they saying? 23
1.6. Sounds and spellings. 24
1.7 End unit assessment 24
UNT2: Classroom objects 25
2.1. What is this? What is that? What are these? What are those? 26
2.2. Talking about possessions 27
2.3. Introducing colours. 27
2.4. Sounds and spellings. 28
2.5. End unit assessment 28
UNT3: People at home and school 29
3.1. My family 30
3.2. My school 31
3.3. People at school 31
3.4. Sounds and spellings. 32
3.5. End of unit assessment. 32
UNT4: Clothes and parts of my body 33
4.1. Parts of my body 34
4.2. Clothes that we wear. 35
4.3. Sounds and spellings. 36
4.4. End of unit assessment 36

UNT5: Likes and dislikes 37
5.1. The food we eat 38
5.2. Sounds and spellings. 40
5.3. End of unit assessment. 40
UNT6: Classroom objects and personal belongings 41
6.1. Identifying places. 42
6.2. How many? 42
6.3. Yes or No 43
6.4. Whose book is this? 43
6.5. Sounds and spellings. 44
6.6. End of unit assessment 44
UNT7: Home 45
7.1. Different rooms in our house 46
7.2. Sounds and spellings 48
7.3. End unit assessment 48
UNT8: Domestic animals 49
8.1. Animals at home. 50
8.2. Food that animals eat at home 50
8.3. My favourite animal. 51
8.4. Animal sounds 51
8.5. Sounds and spellings. 52
8.6. End of unit assessment 52
UNT9: What we do every day 53
9.1. What do you do in the morning? 54
9.2. What time is it? 54
9.3. Activity 5: Read the poem. 54
9.4 End unit assessment 55
UNT10: Storytelling 56
10.1. Story time 56
10.2. Sounds and spelling 57
10.3. End of unit assessment 57
References 58

CONTENT MAP

Unit 1: Welcome to the classroom	
Number of periods	29
Introductory Activity.	Naming people and objects from picture boxes.
Learning outcomes	Use language learnt to greet people. Use language learnt to introduce oneself and others. Use language learnt to listen to and follow instructions.
Classroom organization	Whole class, pair and group work and individual work.
Teaching/Learning material	Pictures, model, wall charts, real materials, text books.
Learning activities practised	Listen and repeat Look and speak Listen and respond to words, sentences, stories, songs, nursery rhymes, poems and sounds about greetings. Greet people in the class and respond to greetings. Role-play greetings. Pupils to practise greeting each other. Respond to instructions/commands: clap, listen, look, and pupils imitate and say the words. Match pictures with spoken words and phrases. Listen to the sounds and words and repeat.
Competences practised	Cooperation. Interpersonal management and life skills. Communication skills.
Language	My, Your, His, Her, Their This is / That is/ These are/ What is/ What are/ Who I am / He is / She is

Vocabulary acquisition	Name, good, morning, afternoon, evening, is, are, teacher, pupil, desk, pen, ball, boy, girl.
Numeracy	-
Study skills	Listen and respond. Read and write. Recognize and pronounce English words.
Assessment	Ability to greet people, introduce self and others. Tell own and other's names. Ability to identify some classroom objects.

Unit 2: Classroom objects	
Number of periods	29
Introductory Activity	Naming classroom objects.
Learning outcomes	Use language learnt to name classroom objects. Ability to recognize the use of plurals. Ability to list words for colours and classroom objects. Use of colours to identify classroom objects. Listen to items read out to them and show understanding by drawing/colouring them.
Classroom organization	Whole class, pair and group work and individual work.
Teaching/Learning material	Pictures, modals, wall charts, real materials, text books, coloured pencils.
Learning activities practised	Role-play dialogue using classroom objects and possessions. Classify different object in the classroom based on colour. Listen to, repeat and respond to words, nursery rhymes and sounds about classroom objects. Play odd one out. Match the colour with the names. Draw the rainbow and say the colours. Draw, colour, and label classroom objects. Draw vertical and horizontal lines. Draw and colour rectangle, square and circle shapes.

Competences practised	Interpersonal management and life skills. Role play. Communication skills.
Language	This, that, singular, plural and Article "A"
Vocabulary acquisition	Different classroom objects and colours.
Numeracy	

Study skills	Recognizing and use high frequency words like "This is" "It is" and "That is" in speaking and listening. Active listening and responding. Reading and understanding. Hearing, recognizing and memorizing the words. Listen to items, read out to them and show understanding by drawing/colouring them. Describe possessions using colours.
Assessment	Identifying, naming and describing classroom objects. Recognizing and use high frequency words like "This is" "It is" and "That is" in speaking and writing. Identifying and naming different colours. Using colours to describe different objects.
Unit 3: People at home and school	
Number of periods	29
Introductory activity.	Talking and naming people at home and school. Counting and writing numbers in words.
Learning outcomes	Use language learnt to name people at home and school. Use language learnt to name the titles of people at school.
Classroom organization	Whole class, pair and group work and individual work.
Teaching/Learning materials	Charts, picture, family photographs, drawings, drawing paper and papers, text books, pencils and coloured pencils.

Activities	Listen to a short, simple dialogue about people at home and school. Discuss pictures of family members. Draw and write the names of family members.
Competences practised	Interpersonal management and life skills. Numeracy. Communication skills.
Language	How old are you? Who is this? This is…… This is my/our……..
Vocabulary acquisition	The names of family members and the people at school.
Numeracy	Count 1 – 10
Study skills	Recognize and pronounce some high frequency words like “How old” “Who is this?” Point to and name a family relationship. Listen and read the names of family relationship. Listen and read the names of people at school. Write names of family members and people at school.
Assessment	Identifying, naming and describing people at home and school. Counting and writing numbers in words. Recognizing and use high frequency words like “How old” “Who is this?” in speaking and writing.

Unit 4: Clothes and body parts	
Number of periods	29
Introductory activity	Identify and name body parts and cloths.
Learning outcomes	Use language learnt to name of body parts. Use the language learnt to na.me of clothes
Classroom organization	Whole class, group work and individual work.
Teaching/Learning materials	Charts with body parts and clothes, pictures, cloths, drawings, drawing papers.

Learning activities practised	Name body parts and clothes. Match pictures with body parts names or names of clothes. Draw body parts or clothes and name them. Listen and respond to words and stories. Sing songs about body parts. Play games about body parts. In pairs and groups, ask about and name body parts and clothes. Fill in simple, short gap-filling sentences.
Competences practised	Cooperation Interpersonal management and life skills. Communication skills.
Language	My name is / I am Who is this? This is….. This is my…../ These are….. He/She is wearing…..
Vocabulary acquisition	The name of body parts. The name of clothes and colours.
Numeracy	
Study skills	Describe and name the parts of the body. Describe and name clothes and their colours orally. Read and write names of the body parts and clothes.
Assessment	Identifying and naming body parts. Identifying, naming and describing clothes using colours. Recognizing and use high frequency words like "What colour is…..?" "What is this?" "He/She is wearing……" in speaking and writing.

Unit 5: Likes and dislikes	
Number of periods	29
Introductory activity	Saying the names of different foods.

Learning outcomes	Pupils will know the names of foods, colours that they like and dislike.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning material	Charts, pictures, drawings, drawing paper, word Cards, and coloured
Learning activities practised	Match pictures of foods with names. Identify and name foods and say what they Carry out a simple survey in numbers in bar graph form space. Point at favourite colours. Draw favourite food or colours. Ensuring and asking questions in pairs. Listen and respond to words related to foods Read simple sentences about what people like. Pupils put word cards in the right order to make sentences.
Competences practised	Cooperation. Communication skills.
Language	This is / These are…. I like / They don't like ….. Do you / Does she ……..
Vocabulary acquisition	Names of what people like and dislike.
Numeracy	11-20
Study skills	Name simple foods. Express their likes and dislikes with relation to foods and colours. Listen to the names of foods and show understanding visually. Read simple sentences about likes and dislikes with relation to foods. Complete simple sentences about likes and dislikes.

Assessment	Identifying, naming food samples. Expressing likes and dislikes with relation to food colours. Counting and writing numbers in words. Recognizing and use high frequency words like "How old" "Who is this?" in speaking and writing.

Unit 6: Classroom objects and personal belongings	
Number of periods	29
Introductory activity.	Listening and repeating classroom objects. Listening and writing classroom objects. Describing own and others' classroom objects.
Learning outcomes	Use the language learnt to recall and name classroom objects orally and in writing. Use possessives. (an apostrophe) Count and tell the number of objects. Use of adverb of place. (where) Describe personal belonging using possessives.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning materials	Pictures, line drawings, flash cards, picture books, real materials (realia).
Learning activities practised	Draw and write the names of classroom objects and personal belongings. Listen to and role play a short, simple dialogue about classroom objects and personal belongings. In group, point at classroom objects and personal belongings.
Competences practised	Cooperation. Numeracy. Literacy. Communication skills.
Language	Prepositions of place (in, on, under and in front) Possessive form (Whose ….. is this?) How many? / There are ……

Vocabulary acquisition	The names of classroom objects and personal belongings.
Numeracy	**Re-call** Counting different numbers 1-20
Study skills	Recognize and produce sounds, recognize letters and recognize key sound–letter relationships. Describe the position of objects orally. Say who something belongs to, orally. Describe the number of things. Read simple sentences describing the position and number of things and show understanding visually. Listen to people talking about the position and number of objects and show understanding visually. Draw objects, show their position and number and complete simple descriptive sentences in writing.
Assessment	Identifying, naming and describing classroom objects and personal belongings. Counting and writing numbers in words. Using prepositions of place and possessives. Read words of English alphabets.

Unit 7: Home	
Number of periods	29
Introductory activity.	Identify and naming people at home and the rooms that make up a home.
Learning outcomes	Use the language learnt to name people at home Use the language learnt to describe a home and its rooms. Use the language learnt to identify and name the contents of a room.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning material	Charts, picture, drawings, drawing paper and papers.

Learning activities practised	Identify and name objects in a room Talk in groups about one's home. Label household objects on picture. Match pictures of household objects with their names. Complete simple sentences about a home or a room using writing support. Complete sentences about where one lives.

Competences practised	Critical thinking and innovation. Cooperation Communication skills.
Language	I live in / They don't live in…… He lives in……. /She lives in……../You live There are …… rooms Prepositions of place
Vocabulary acquisition	The name of where you live. The names of contents of a room. Household objects.
Numeracy	
Study skills	Describe where you live. Describe a house and its rooms. Describe the contents of rooms.
Revision	
Assessment	Telling where one lives. Identifying and naming what makes a home. Describing a home and its rooms. Identifying, naming contents of the rooms. Identifying and naming house hold materials.
Unit 8: Animals at home.	
Number of periods	29
Introductory activity.	Identifying and naming domestic animals from picture boxes.

Learning outcomes	Identify and name different animals at home. Match animals with names. Use language learnt tell the food that animals at home eat. Pronounce sounds made by animals at home.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning materials	Pictures, text books, charts and drawings, pencils.

Learning activities practised	Identify and name different animals at home. Match animals' pictures with words. Draw animals and write simple supported sentences about them. Missing letter to form animals' words C--w = Cow. Match animals' words with words about what they eat. Complete sample supported sentences about what animals eat. Play games making animals sounds. Sing animal songs. Listen to and repeat sounds and match sounds.
Competences practised	Cooperation. Critical thinking and innovation. Communication skills.
Language	What does ……..? / We have a ……. Our …… eats ……. I like our …….
Vocabulary acquisition	Vocabulary about animals at home. The foods animals at home eat.
Sounds and spelling.	Sounds made by animals at home. Word spelling.
Numeracy	

Study skills	Recognize and produce sounds Recognize letters and recognize key sound – letter relationship. Connect the names of animals learnt with the animals they have at home. Recognize sounds and words in songs. Read a table showing animals and food they eat. Describe domestic animals in writing using simple supported sentences.
Assessment	Naming animals at home by filling in missing letters to make words. Matching animals at home with foods they eat. Matching animals at home with their sounds. Complete simple sentences about foods animals at home eat.

Unit 9: What we do everyday	
Number of periods	29
Introductory activity.	Identify words for daily activities, things used in our daily activities at home and time.
Learning outcomes	Identify words for daily activities at home and time. Use language learnt to tell what we do every day. Use the language learnt to tell the time.
Classroom organization	Whole class, pair and group work and individual work.
Teaching/Learning materials	Text books, Wall charts, pictures, real objects.

Learning activities practised	Listen to the teacher talking about daily routine or time and respond. Role play daily activities. Pupils identify pictures of people doing daily routines with words and sentences. Use a model clock to tell and ask about the time. Ask and tell the time in groups. Pupils read phrases telling the time and complete them with clock times. Read a poem about daily routine. Read a short text about daily routine or time and fill simple gaps.
Competencies practised	Cooperation. Literacy. Communication skills.
Language	Present simple – I get up … / She cleans her teeth. / He runs to school…. What time is it?

Vocabulary acquisition	Different activities we do every day. Vocabulary about time telling.
Numeracy	Counting hours and minutes
Study skills	Describe daily routine orally. Listen to a text read aloud about daily routines and show understanding visually or in writing. Read a short text about daily routine and show understanding visually or in writing.
	Listen to a text, read aloud about daily routines and show understanding visually or in writing. Recognize and produce sounds Recognize letters and recognize key sound – letters relationship. Tell the time orally. Tell the time in writing.

Assessment	Describing daily routine. Telling time both orally and in writing. Reading words with sounds of letters. Reading and writing the words with letters of English Alphabets (A-M)
Unit 10: Story telling	
Number of periods	29
Introductory activity	Learning about days of the week. Sing a song about the days of the week.
Learning outcome	Use the days of the week to talk about daily routines. Listen to a short story and understand it. Re-tell a story with support.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning materials	Pictures, text books, charts..
Learning activities practised	Listen to a story and look at a picture. Sequence pictures with support from the teacher. Re-arrange the pictures with the sentences. Listen to the story again. Re-tell stories.
Competencies practised	Cooperation. Critical thinking and innovation. Communication skills.
Language	Present simple tense.
Vocabulary acquisition	Days of the week.
Numeracy	
Study skills	Listen to simple stories and show understanding visually. Retell a story with support. Recognize and produce sounds, recognize letters and recognize key sound–letter relationship.
Assessment	Ability to sing days of the week song. Ability to interpret and re-arrange pictures to make a story. Reading and writing the words with letters of English Alphabets (N-Z)

INTRODUCTION

This teacher's guide for grade one puts emphasises on the correct use of English language and puts the learner at the centre of teaching and learning. Further emphasis is put on the development of the four language skills: listening, speaking, reading and writing. This guide assists the teacher to build a base, upon which the learner can develop the language competencies he/she needs to learn other subjects and integrate in the international community.

This guide enables the teacher to plan learning and teaching activities with the learner doing more as the teacher acts as a guide. This is not to say that the teacher then becomes redundant. In fact, the role of the teacher is enhanced further as he or she has to ensure that the learner learns through discovery. This guide suggests ways which the teacher can help learners to can acquire language in set contexts represented by ten units.

Learners will be involved in group work, pair work, and individual work.

Group work

Pupils should be involved in tasks that involve more than three learners. This will build their confidence which will in turn cause them to express themselves before others. While at it, it will be prudent

for the teacher to form groups that comprise of learners who have different abilities. This way, the pupils will learn from each other. However, this will only take place if the teacher walks around and ensures that there is harmony and teamwork in the groups with all members participating.

Pair work

Learners should work in pairs on tasks that are not too complex. Pairs should be made up of learners of differing abilities. Just as group work, the teacher must supervise the pairs to ensure harmony and participation of both members.

Individual work

This should ultimately be used to evaluate learning. The teacher should guide the learner through some of the suggested activities while leaving the learner to attempt others on his or her own. This will build confidence in the learner.

Research

The teacher should encourage learners to find out more by learning outside the school environment. The learners should be encouraged to consult their parents and or guardians. For instance, the teacher can ask the pupils to count the number of cows they have at home and then report to the class or group the following day. The teacher can ask the learners to find out what the

animals in their homes eat and then report the same to the class. This will broaden their thinking and make the pupils realize that learning is a continuous process.

Cross-cutting issues, the learner must be exposed to crosscutting issues

such as environmental issues and peace studies.

Children with physical challenges.

All Rwandan children have a right to education, regardless of their learning pace. A conducive environment must be provided to enable the learners achieve this. Books with bigger fonts should be provided for children who have challenges of seeing the regular prescribed font. In cases where a child is blind, braille will greatly help alleviate the challenge. The teacher must be innovative as he or she sets out to meet curriculum objectives.

Content map, schemes of work, lesson plan

A content map showing all the content that should be covered has been provided. Further, sample schemes of work and lesson plan have been provided. These samples are only guides and the teacher should develop and tailor his/her schemes of work and lesson plan to suit his or her class and yet keep to the confines of the syllabic requirements. The teacher must prepare lesson notes for each period.

Sounds and spellings

The teacher must bear in mind that the learners are learning English. He or she should encourage them to pronounce words correctly. At the same time, the teacher should guide the learners to learn sounds of different letters as they pronounce words by making them listen and repeat, for several times, the letter sound being taught. At the same time, the teacher should come up with ways of helping the learner spell words correctly, however, spellings should start being in third term. For instance, he or she can organize spelling quizzes to help the learners spell words correctly and as such build their vocabulary.

Alphabetical letters

- 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 the 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

- Repeat the same process for the alphabetical letters section at the beginning of every unit

- For other units (except unit 1), begin by making a quick review of the already learnt letters from the previous units.

- For unit 10, for all letters will have been taught, help learners revise all

letters by singing the ABC song.

SAMPLE SCHEME OF WORK

ACADEMIC YEAR..... TERM..... SCHOOL.....

Subject: ..... Teacher's name: ..... Class + Combination.....						
Date & number of lessons (period in a week)	Units and key unit competence	Lessons + evaluation	Learning objectives	Teaching methods & techniques + evaluation procedures	Resources & references	Observation
From January 11 (Mon) to January 15 (Friday)	**Unit1:** to use language learnt in the context of the classroom.	**Lesson1** Good morning Good morning (name)	Recognize words for greetings. **Skills** – Listen and respond to greetings in words and gestures. **Attitude and values** – Listen carefully. – Pay attention to the teacher.	– Demonstration – Questions and answer.	– – Pictures in the Pupil's Book – Flash cards – Teacher – Pupil's demonstration – Models – Success Primary English For Rwanda, Pupil's Book 1	
		Lesson 2 Good afternoon/ good afternoon	Recognize words for home and classroom greetings. **Skills** – Greet people at school and home. – Recognize to respect greetings words and gestures. **Attitude and values** – Listen carefully. – Pay attention to the teacher. – Enjoying himself/ herself.	– Demonstration – Explanation – Discussion – Question and answer	– Picture in the Pupil's Book – Flash cards – Clock – Models – Success Primary English For Rwanda, Pupil's Book 1	
		Lesson 3 Good evening/ good evening (name)	Recognize the word for classroom and home greetings. **Skills** – Greet people at school and home.	– Explanation – Discussion – Demonstration	– Flash cards – Illustration in the Pupil's Book – Models	

			– Recognize to respond greetings in words and gestures. **Attitude and values** – Listen carefully. – Pay attention to the teacher. – Enjoying himself/ herself.	– Questions and answers	– Success Primary English For Rwanda, Pupil's Book 1	
		Lesson 4 How are you?	Recognise the words for classroom and home in question form. **Skills** – Greet people at school and home. – Respond to greetings in question form in words and gestures. **Attitude and values** – Listen carefully. – Pay attention to the teacher.	– Explanation – Discussion – Demonstration – Questions and answers	– Flash cards – Illustrations in the Pupil's Book – Models – Success Primary English For Rwanda, Pupil's Book 1 – Pupil's work	
		Lesson 5 Hello (Name)	Recognize words from for classroom and home greetings. Read words and sentences Sk**ills** – Greet people at School and home. – Require to respond to greetings in words and gestures. **Attitude and values** – Listen carefully. – Pay Attention to the teacher. – Enjoying himself/ herself.	– Explanation – Question and answers – Discussion – Demonstration – Songs – Clients	– Picture Illustrations – Flash Cards – Teacher/Pupil Demonstration	

		Lesson 6 My name is	– Identify personal pronouns and possessive pronouns. **Skills** – Ask someone their name and say their own. **Attitude and values** – Enjoy himself/ herself. – Listen carefully. – Pay attention to the teacher.	– Explanation – Discussion – Role Planning – Dramatization – Questions and answers – Demonstration	– Illustration in the book – Flash Cards – Dramatization – Models	
		Lesson7 Introducing others (Who is this?)	– Identify Personal and Possessive Pronouns. **Skills** – Ask someone their name and say their own **Attitude and values** – Listen Carefully. – Pay attention to the teacher. – Enjoy himself/ herself.	– Listen and respond to greeting. – Dramatize greetings for different times. – Respond to greetings in questions form. – Use appropriate vocabulary to greet and make introductions. – Read and identify words used for greetings.	– Illustration & Pictures in the – Pupil's Book – Demonstration	

SAMPLE LESSON PLAN

School Name: …… Teacher's name: ……

Term	**Date**	**Subject**	**Class**	**Unit No**	**Lesson No**	**Duration**	**Class size**
	……/…/ 20……	…..	….	….	… of ….	…	….

Type of Special Educational Needs and number of learners	
Topic area:	Oral and written communication
Sub-topic area:	Language structure
Unit title	Welcome to the classroom
Key Unit **Competence:**	To use language learnt in the context of the classroom

Title of the lesson	Morning greeting in English
Instructional objective	By using the picture, learners will be able to use the morning greeting in English (good morning) correctly
Plan for this Class (location: in / outside)	In the classroom
Learning Materials **(for all learners)**	Picture
References	Success Primary English for Rwanda, Pupil's Book 1

Timing for each step	Description of teaching and learning activity		Competence and crosscutting issues to be addressed
	Observing pictures of people saying and practicing morning greeting in English.		
	Teacher activities	Learner activities	
Introduction 5 mins	– Greets learners – Says the greeting words and asks pupils to repeat after him/her. – Shake hands with one or more pupils while saying the words for greetings. Asks some pairs to role play greetings in front of the whole class.	– Respond to the greeting in unison. Repeat greetings after the teacher. – Respond to greetings individually. Role play greetings.	– critical thinking and communication skills through thinking and sharing – Communication skills through roleplaying.
Development of the lesson 30…min	Gets learners into pairs, asks them to look at the pictures and reads after the teacher, the sentences written next to the pictures (picture in pupils' book page 1.)	– Look at the picture and talk about it in pairs – Pairs role play what they see on the pictures. – Practise the greeting in pairs.	

	– Asks pairs to role play what they see in the pictures. – Gives them more opportunities to practice morning greeting in English.		
Summary 5... min	Writes the words learnt in greetings on the chalkboards and asks learners to read them individually aloud. Helps learners to pronounce words properly where they went wrong.	Copy the words from the chalkboard in their note books. Pronounce words while listening to the teacher attentively for correction.	
Teacher self-evaluation			

UNIT

1 Welcome to the classroom

Key competence: use the language learnt in the context of the classroom.

Learning outcomes

- Learners greet people,
- Introduce themselves and others,
- Listen to and follow instructions.
- Count from one to 20.

Skills

- Listen and speak in the context of greeting in a school and home setting.
- Recognise greetings in pictures, and read words of greetings.
- Write notes on greeting.
- Listen and speak in the context of introducing self and others in a school and home setting.
- Listen and speak in the context of receiving and responding to instructions.
- Recognise and produce some English sounds.

Attitudes and values

- Listen carefully.
- Pay attention to the teacher and classmates.
- Appreciate learning English.

Content

Language use

Greetings:

In the morning, afternoon, evening. Then Hello, how are you?

Classroom instructions

Stand up, sit down, repeat, speak louder.

Vocabulary

- I**nstructions/Orders:** stand up, sit down, repeat, listen, sing, Name, good, morning, afternoon, evening, is, are, teacher, pupil, desk, pen, ball, boy, girl.

Language structures

My, Your, His, Her, Their

This is / That is/ These are/ What is/ What are/ Who I am / He is / She is

Sounds and spelling

Recognise and pronounce some high frequency words with /a/ sound.

Teaching/Learning resources

Pictures, model, wall charts, real materials, text books.

Teaching/ Learning activities

Introductory activity

- Read the names of people in the classroom from the picture box.
- Read the names of classroom objects from the picture box.
- Spell the names of people and objects from the picture boxes.

1.1. Greeting people

1.1.1 Greetings in the morning

Greet the pupils and let them respond in unison. The pupils will most probably have stood up as you enter the classroom. Ask them to sit down as you gesture at them to do so.

Go round shaking hands with each one of them saying good morning aloud. Accept their responses and encourage the pupils who might be shy to speak up.

Get the pupils to listen and look at the pictures in the activity 2 book as you read what the teacher is saying and what the pupils are saying.

Ask the learners to practise in pairs greeting each other. Change pairs and encourage them to continue with the greeting.

1.1.2 Greetings in the afternoon

Greet the learners and let them respond in unison. Organise the learners into pairs. Ask them to look at the picture in the Pupil's Book activity 4. Read the first part of the dialogue and ask learners to repeat after you.

1.1.3 Greetings in the Good evening.

Greet the learners and let them respond in unison. Ask them the greetings that they have learned so far in class. In this lesson, they will learn a third greeting for the day. Ask the class to look at the picture in the Pupil's Book activity 5. You may choose two learners to read aloud the dialogue.

Greetings (More practice)

Practice greeting through role play.

Hello. How are you?

Greet the learners and let them respond in unison. Ask them what other greetings they know. Go round to listen to each one of the saying their greeting aloud. Organise the learners into pairs and Choose two learners to read aloud the dialogue

1.2. Introducing myself

My name is

Greet learners and let them respond in unison. Introduce yourself and ask the learners to do the same. Go round and ask each one to introduce him or herself. Organise the learners into pairs and ask them to look at the picture in the Pupils book activity 7. Read the first introduction and choose a learner to read aloud the second introduction. Allow them to further practise introducing themselves.

1.3. Introducing others

Who is this?

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's Book activity 9 and talk about it. Read the first part of the dialogue and choose a learner to read aloud the second part. Organise the learners into groups of three and ask them to practise introducing one another.

Who is that?

Greet learners and let them respond in unison. Ask learners to look at the picture in the Pupil's book activity 10 and talk about it. Read the first part of the dialogue and choose a learner to read aloud the second part. Organise the learners into groups of three and ask them to practice introducing one another. To illustrate the difference between Who is that? and Who is this? one member of each group should stand a small distance away from the others while asking the first question.

Who are they?

Greet learners and let them respond in unison. Ask the learners to look at the picture in the Pupil's Book activity 11 and talk about it. Read the first part of the dialogue and choose a learner to read aloud the second part. Organise the learners into pairs and ask them to practise introducing a group of people.

Who is your teacher?

Greet learners and let them respond in unison. Ask learners to look at the picture in the Pupil's Book activity 11 and say what they see in the picture. Read the first part of the dialogue and choose a learner to read aloud the second part. You may ask them who their teachers are for Maths, or Science. Organise the learners into pairs and ask them to practise introducing their teachers for different subjects.

1.4. Instructions

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's Book and talk about it. Ask three learners to stand in front of the classroom and act out the picture on. Go round the class and choose pupils at random to say what their friends are doing. Ask three more pupils to stand in front of the classroom and repeat the exercise.

1.5. What are they saying?

This is my...

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's book, activity 13 and talk about it. Demonstrate how to use "This is my..." using a few items on the teacher's desk (books, pens, bags, etc.). Go round the class and choose learners at random to demonstrate the use of "This is my..." with some of their own things (desk, shoes, bags, etc.). Organise the learners into pairs and ask them to practise with each other.

This is your…

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's book, activity 13 and talk about it. Organise the learners into pairs and choose any learner from the class and demonstrate the use of "This is Your..." with his/her partner's items, such as a book or bag.

This is his/her…

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's Book activity 13 and talk about it. Organise the learners into pairs. Choose any learner from the class to demonstrate the use of "This is his/her..." using their partner's items, such as a book or bag. Ask the learners to continue practising with each other.

That is …

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's Book activity 13 and talk about it. Demonstrate the use of "That is..." by pointing to random items around the classroom that are some distance away fromthe learners.

Ask any learner to repeat this demonstration with different items. Organise the learners into pairs and ask them to further practise with each other.

1.6. Sounds and spellings.

/a/ sound …….

Greet pupils and let them respond in unison. Point to the letter sound /a/ and tell the pupil that this makes the /a/ sound. Say it clearly and then let pupils repeat. Ask pupils, "Does APPLE have the/ a/ sound?" wait for their response. In pairs let pupils read a sound words in the pupil's book activity 14, and then do fill in exercise in the pupil's book activity 15.

1.7 End unit assessment

Help learners to carry out activities in the pupil's book.

UNIT
2 Classroom objects

Key competence: Use language learnt in the context of objects in the classroom.

Learning objectives

Name classroom objects.

- Recognize the use of plurals.
- Identify words for colours and classroom objects.
- Describe classroom objects using colours.
- Draw classroom objects and colour them.

Skills

- Listening to and speaking using high frequency words in relation to classroom objects.
- Read and write the names of classroom objects.
- Identify the colour of classroom objects and objects in the environment.
- Listen to items, read out to them and show understanding by drawing/colouring them.
- Describe classroom objects using possessives in writing and orally.

Attitudes and values

- Demonstrate teamwork spirit in working groups.
- Love for English language study.
- Communicate in English politely.

Content

Vocabulary

Colours: blue, yellow, green, red, etc

Classroom objects: chair, desk, pen, pencil, book, bag, line, square, rectangle, etc.

Language structures

Plurals Indefinite article

This is; these are; it is; what is?

I have; Do you have?

My, your, etc.

Sounds and spellings

Recognise and pronounce some high frequency words with /e/ sound.

Hearing and saying rhyming words. Sing songs, repeat rhymes.

Teaching/Learning resources

Pictures, photographs, wall charts,

Realia, flashcards, picture books, pictures, photographs, wall charts, coloured chalk/pens

Teaching/Learning activities

Introductory activity.

Read and pupils repeat after you the names of classroom objects from the

picture box.

Spell the names of objects from the picture boxes. Pupils copy the names of classroom objects learnt.

2.1. What is this? What is that? What are these? What are those?

What is this?

The importance of this activity is to teach learners to identify a single object which is near him/her.

Ask one learner to come to the front of the class and help demonstrate the use of *What is this?* Choose a single item on the teacher's table for the learner to identify. Show them how close is the object to the learner. The learner should be able to touch it.

Ask the class to look at the Pupil's Book, activity 1 and talk about the pictures by naming the pointed to objects. Organise the learners into pairs and ask them to continue practicing.

What are these?

We use "*What are these*?" to identify many objects that are near us. Things we can show while touching them. You may ask two learners to help demonstrate this structure in front of the class. One pupil asks "*What are these*?" touching some books that the other is holding. Another pupil from the rest of the class can say "*These are books".*

Organise the learners into pairs and ask them to continue practicing.

What is that?

Explain to the learners that we use *What is that?* to identify a single object that is far from where we are. We can see it but we can't touch it. Ask the class to look at the pictures in the Pupil's Book activity 1-2. Read for them the words and ask them to repeat after you. Show pupils a picture of an object on a wall chart and point at it from far. Ask them "What is that?" Some pupils may answer "That is a ...." If they can't tell, tell them the answer.

Identify objects around the classroom that the learners can use to practise the use of "*What is that?"*

What are those?

Tell the learners that What are those? is used to identify many objects that are far from us. You may ask two learners to help demonstrate this structure in front of the class. One should ask, "*What are those?"* while pointing to the classroom windows. The other will answer with "*Those are windows"* Organise the learners into pairs and ask them to continue practicing. Make sure you demonstrate first and say "What are those and then pupils practice saying "What are those?" and "Those are ..."

Let learners continue roleplaying using "What are those?" and "Those are ..." until they become familiar with these phases. They should also

copy them in their note books.

1. Introducing colours.

In this activity, pupils learn about colours. To best illustrate this, you will need two or more similar objects that have different colours; for example, three pens: one which is red, another which is blue and one more which is black. Ask the class to look at the pictures in the Pupil's Book, activity 5. Read the dialogues and pupils read after you until they can say it on their own. Then choose two learners to read the dialogue and ask the class to identify the colours in each dialogue. Organise the learners into pairs and have them play the game.

2.2. Talking about possessions

I have a blue pen.

Do you have a pencil?

This is my...

In this lesson, the learners learn to identify something that belongs to them. They also learn to ask if something belongs to somebody else. Ask the class to look at the picture in the Pupil's Book activity 6 and read for them the dialogue and ask them to repeat after you. Talk about it. Demonstrate the use of "*This is my...*" using items on the teacher's table (books, pieces of chalk, e t c). Choose learners at random to further demonstrate by asking *Is this your....?* They should respond with *This is my...* Organise the learners into pairs and ask them to continue practising with one another.

2.3. Introducing colours.

This is a red pen.

What colour is this?

These are red pens.

It is blue. Is it blue?

That's my pencil.

Is that your bag?

Use real objects to teach the colours blue, green, yellow and green… Lift an object and ask, what colour is this pen? The children should answer: this is a blue pen. Lift two pencils and ask: What colour are these? Answer: These are red pencils. Read many times the sentences "What colour are these?" and the answer "These are …" Let learners repeat after you until they become familiar with these expressions. Get the learners into groups and ask them to show items, ask and answer questions about their colour. Ask pupils to look at the pictures and then read for them the words and sentences accompanying the pictures. Ask them to repeat after you until they can say them on their own. Help them read the sentences and even role-play what the children in the pictures are saying. This gives them an opportunity to describe objects using colours as well as possessive pronouns *my* and *your*…
Game – What object is different?

Refer learners back to the Pupil's

Book, activity 4. Do this activity with the pupils. Help them to understand the activity. This is an opportunity to practice using colours of objects to define them.

What colour is it?

Read the names of colours, ask them to repeat after you, then ask them to read them on their own, individually, aloud. Let them do activity. Pupils draw colours and copy the names of colours in their note books. They can then match each colour with its name.

2.4. Sounds and spellings.

/e/ sound…….

Greet pupils and let them respond in unison. In this activity, pupils learn this sound with examples of pictures of objects with names containing letter sound /e/. for example, a picture of a pen, a bed or a net. clearly such that they hear and they repeat after. Demonstrate how to use this sound but start with words which begin with /e/ like egg, elephant or eggplant, give chance to pupils to tell you more words. Once you see that they have mastered that, you can introduce words with /e/ sound in the middle like, pen, bed, hen. Let them read as many times as you can. Then try to read for them sentences in activity 10 as they repeat.

2.5. End unit assessment

Drawing

Show learners the picture of a rainbow in the Pupil's Book, activity 7. Let them name the colours they can see.

UNIT

3 People at home and school

Key competence: Use language learnt in the context of people at home and school.

Learning objectives

Recognize the use of *How old...* and *This is my...*

Say words for family members and people at school.

Skills

Listen and pronounce some high frequency words: this is, that is, I am he is, she is etc.

Point to, name family members, and name family relationships. Name people in school.

Listen and read the names of family relationships.

Copy the names of family members.

Attitudes and values

Speak when given permission to do so.

Appreciate family relationships.

Respect older people at home and school.

Content

Language use

Describing one's family

This is my/her/his father.

Who is this?

I have 2 sisters.

Her name is Mutesi Gasana.

Describing people in school

This is a teacher.

He is a teacher.

She is the head teacher.

Who is this?

Talking about people's ages

I am 10.

She is 10.

How old are you?

How old is he?

Vocabulary

Family members: father, mother, brother, sister, etc

People at school: teacher, head teacher, etc

Numbers: 1 – 20

Language structure

I am 10.

How old are you? How old is she?

Who is this? This is my/ her/ his

Sounds and spellings

The learner should be able to recognise and pronounce letter sound /i/ and use rhythm and stress correctly.

Teaching/Learning resources

Charts, flash cards, photographs, family photographs, drawings, drawing paper and pens, text books, note books.

Teaching /Learning activities

Introductory activity

1. Who is this?
2. Listen and repeat

In this introductory activity on page 31, read words written against each picture and ask learners to repeat after you as they observe the pictures. Then point on the picture and ask them Who is it? Practice with them until they can answer the question "Who is it?"

3.1. My family

In this lesson, pupils learn about the nuclear family: father, mother, brother and sister. Ask the class to look at the picture in the Pupil's Book activity 2 and talk about it.

Draw Nuclear family tree on the blackboard with only the names of her family members. Choose learners at random to help fill in the roles of father, mother, brother and sister. You can hang the chart of the nuclear family in the class for the learners to continue practising.

Use the flash cards that contain drawings of the members of the nuclear family. Show the flash cards to learners, one at a time, and let them say who the person in the picture is. The flash cards could also be having the words, father, mother, sister, brother, which the learners can read. Alternatively, you can use family photographs to demonstrate this. Ask each learner to draw his/her own family tree.

As a fun activity, ask a few learners from the class to present their family trees.

How old are you?

In this activity, pupils learn how to ask someone how old they are and how to respond when asked the same question.

Ask the class to look at the picture in the Pupil's Book activity 5 on page 33. Read the first part of each dialogue and choose any learner to read the second.

Organise the learners into pairs and choose a few pairs to demonstrate the use of How old are you? to the rest of the class.

Be sure to note that in polite English, children must never ask a grown-up how old they are.

How old is your brother?

In the following two activities, the

learners learn how to ask how old someone else is and how to respond when asked the same question.

Ask the class to look at the picture in the Pupil's Book, activity 5. Read the dialogue (*How old is your brother?*) and ask pupils to read after you. Repeat the reading until pupils become familiar with the words in the dialogue.

Organise learners into pairs and choose a few pairs to demonstrate the use of "How old is your brother?" to the rest of the class.

3.2. My school

In this lesson, the pupils learn how to describe their school.

1 Ask the class to look at the pictures in the Pupil's Book point 3.3. activity 8 page 35 Read the sentence "This is my school" and what can you see?" let everyone read aloud the sentences after you. Repeat the sentences and add in some other materials like books and buildings like classrooms we can find at school until the learners are familiar with them.

Choose various learners at random to read aloud the sentences "This is my school" and "What can you see?

3.3. People at school

Ask the class to look at the pictures in the Pupil's Book activity 8-9.

Read aloud the sentences and let learners repeat them after you.

Give learners enough time to practice reading the sentences about their teacher and head teacher. Guide them to substitute the names with those of their English (or class) teacher and head teacher.

How old are you?

This lesson is an overview of *Lesson 5: How old are you?* with a few additions.

Ask the class to look at the picture in the Pupil's Book activity 6.

Choose two learners (a boy and a girl, if it is a mixed school) to read aloud the roles of Simbi and Teta. Put the learners into pairs and let them practice the lines spoken by Joseph and Kathy.

Refer the learners to the Pupil's Book and let them continue practicing in pairs the conversations, and then ask them to replace Simbi and Teta by their own names.

Remind the learners what they learnt in the previous lesson.

Choose learners at random to introduce themselves, state their age and say whether they are boys or girls.

Let them continue practicing these conversations in pairs.

Who is this? This is my mother

Remind learners of the first lessons of this topic. Guide them to practice the patterns, "*This is my brother. This is my sister. This is my father. This is my mother".*

Guide learners to practice the patterns, "*This is your brother. This is your sister. This is your father. This is your mother".* Point out the change; here we are using ''your"

Guide learners to practice the patterns, "*This is his brother". This is her brother. This is his sister. This is her sister. This is his father. This is her father. This is his mother. This is her mother.*

Point out the change; here we are using 'his' and 'her'.

Help learners to read and spell the names of people in school and at home, e.g., brother, sister, father, mother, teacher, head teacher. They should do this first as a whole class, then in their groups, pairs and finally individually. Go round giving guidance and support is needed.

3.4. Sounds and spellings.

Sound/ i/.

Greet children and let them repeat after you. Print the letter sound /i/ on a piece of paper. Spend several minutes working on these steps (1) Show pupils the sound and demonstrate how to make the /i/ sound. (2) Ask pupils to repeat the /i/ sound several times. (3) Work on some words which start with the sound e.g, ink, it, in, read for them as they repeat several times. When you observe that they have mastered those words introduce other words which have sound i in the middle like pig, six, big, him. Guide them listen and let them repeat after you.

3.5. End of unit assessment.

Help learners go through the learnt dialogues for several times.

Help learners to do activities under end unit assessment in the pupil's book.

UNIT

4 Clothes and parts of my body

Key competence: Use language learnt in the context of clothes and body parts.

Learning objectives

- Recognize the use of singular and plural nouns and questions with what is, what are.
- List words for the parts of the body, colours and clothes.
- Skills
- Produce sounds and recognise some sound letter relationships.
- Look and say the parts of the body.
- Repeat after the teacher and then read the names of clothes and colours.
- Copy the names of clothes and colours.
- Listen to the names of clothes and parts of the body and repeat them after the teacher.

Attitudes and values

Take turns while doing group work.

Content

Language use

Say who you are.

My name is Mutesi.

I am a girl.

He is a boy.

His name is Felix.

Is he a boy?

Describing parts of the body

This is my head.

These are my arms.

These are her legs.

Describing clothes.

This is a shirt.

It is a shirt.

These are socks.

What is this?

What are these?

The shirt is blue.

What colour are the socks?

Saying what people are wearing

He is wearing a shirt.

She is wearing a blue skirt.

Vocabulary

Parts of the body: head, eyes, ears, nose, mouth, etc

Colours: red, blue, pink, brown, etc.

Clothes: shirt, skirt, trousers,

jumper, etc

Language structure

This, these

What is; what are...

Present continuous tense: wearing...

Possessive pronouns: my; her; his ..

Singular and plural nouns "This, these..."

I am; she is a ...

Sounds and spellings

The learner should be able to:

Recognise sound /o/.

Recognise and pronounce some high frequency words.

Teaching/Learning resources

Wall charts, pictures, flash cards, photographs, drawing paper and pens; coloured chalk/pens

Teaching/learning activities

Introductory activity

Read words from the picture box in the pupil's book unity 4, ask learners to repeat after you, ensure that pupils are able to look at the picture and name it. Help them to pronounce properly words related to body parts and clothing items. Help them spell them as well.

4.1. Parts of my body

In this lesson, learners learn to identify the different parts of the human body. A fun way to do this is to teach them the song '**Head and Shoulders, Knees and Toes'.** Make sure you place your hands on the different parts of your body as you sing:

Head and shoulders, knees and toes,

Knees and toes, knees and toes,

Head and shoulders, knees and toes, Eyes, ears, nose and mouth.

Revise the previous lesson. You may read the remaining together with the class. **Remember to ask learners to touch their head, nose, mouth, eyes and ears as they read along.**

Ask learners if they remember the song 'Head and Shoulders, Knees and Toes'. You may use the first few minutes of the lesson to sing the song again.

Let everyone turn to the pictures in the Pupil's Book. Go through each of the pictures together and discuss them.

Revise the previous lesson. Organise the learners into pairs and give each group a blank paper. Have them draw and name a part of the body and post the drawings on the classroom wall/ notice board. They should do the best they can, since their drawings will be used for everyone's reference. At this stage, do not be too particular on the details. What is important is to recognise the given part of the body.

Game

As a fun game, ask a few learners to stand in front of the class. When you mention any part of the body listed. Learners should place their hands on it. Try to be quick, to keep them excited and engaged.

Vocabulary

Write a list of all the new words that were covered in this topic. Ask a learner to stand, choose a word and construct a simple sentence using that word. He/she must then choose another learner to do the same. Help learners as much as possible and encourage them to speak. Make sure to read the word first and ask pupils to repeat after you. Show them pictures for them to recognise things or people.

4.2. Clothes that we wear.

In this lesson, learners learn to identify and name different clothing items.

Ask learners to look at the picture in the Pupil's Book activity 5, Talk about the boy's appearance and try to get as many opinions as you can; is his shirt black/white/yellow? Etc.

Ask what the boy is wearing and let everyone read the text aloud.

As an exercise, present some flashcards, each a different colour. Hold up a flashcard and ask the learners to tell you which items of a similar colour.

What is she wearing?

Review the previous lesson. Ask the class to look at the picture in the Pupil's Book, activity 7. Talk about Mukama's appearance, getting as many opinions as you can; does she wear a dress? What colour is her dress? Etc.

Ask what Mukama is wearing and let everyone read the text aloud. Talk about the difference between Mukama's and the boy's clothes.

Again, you may use the flashcards to help the learners review the different colours that Mukama is wearing.

What am I wearing?

In this lesson, learners learn to talk about their own clothes.

In the Pupil's Book, there are drawings of different clothing items. Have the learners look at each item and identify the name of the cloth.

Let them draw some clothing items in their exercise books. Below each item, let them copy its name from the labelled clothing items in the book activity 8 and put the name under the clothing item.

My name is...

I am wearing... This is a [colour]...

I am wearing... This is a [colour]...

Game

Draw a picture of a box on the blackboard. Ask learners different clothes they want you to put in the box. Tell them that the box is a rectangle or a square. Show them the four lines which make a square or a rectangle.

Game

The name of this game is 'I see'. Write on the blackboard: I see with

my eye, a shoe that is black. Show them different objects/clothes ask them to tell the name of the object and its colour.

Choose a learner from the class to begin the game. He/she must read the line on the board and mention a colour. The class must then find five items in the classroom that are the same colour.

4.3. Sounds and spellings.

/O/ sound. First, make all your pupils active in the lesson, Show the sound /o/ on the black board and tell pupils that it makes the /o/ sound. Make pupils repeat oh sound several times. Try to make for them some syllables as stated in activity 10. Work on the /o/ sound using words which begin with sound /o/ like orange, of and on. you can first read for them as they repeat. Point to sound /o/ and ask pupils which sound does this make? Wait and see whether your pupils are able to say the sound. Let all children turn to activity 10 and you read for them words with o sound as they repeat. As they try to read, let them also contribute in the lesson by giving some words which have o sound. Try also to draw for them some pictures with the above sound like pot, boy, dog.

4.4. End of unit assessment

Tell learners to do exercise 1, then answer question 2, in the pupil's book, in the section of end unit assessment. The answer for question number 2 is given, you will test whether they can read it by themselves and say the answer. If they can't do it by themselves help them to find the answer.

UNIT

5 Likes and dislikes

Key competence: Use language learnt in the context of likes and dislikes.

Learning objectives

Recognize the use of the present simple tense.

List words for food items.

Identify numbers 11– 20.

Skills

- Listen to the names of foods and repeat them.
- Look at the pictures of food and name them.
- Copy the names of simple names of foods in their notebooks.
- Say their likes and dislikes in relation to foods and colours.
- Read simple sentences about likes and dislikes in relation to foods.

Attitudes and values

- Listen carefully to words.
- Pronounce words with precision.
- Appreciate the learning of a new language.
- Decide who is going to do which job when you working in pairs or groups.

Content

Language use

Talking about different food:

This is rice.

These are beans.

What is this?

What are these?

Are these beans?

Talking about likes and dislikes

I like rice.

She likes rice.

They do not like rice.

He does not like rice.

What food do you like?

What colours do you like?

What is your favourite food?

Do they like bananas?

Numbers: 20 – 50

Language structure

Present simple tense; interrogative: Do you? Does she? What do you?

- Plurals: demonstratives this/these
- Questions: What is this? What are these? Are these ...?

Sounds and spellings

The learner should be able to recognise and pronounce sounds and use rhythm and stress correctly.

Teaching/Learning resources

Wall charts, pictures, photographs, coloured chalk/pens, realia, charts

Teaching/learning activities

Introductory activity

Read the names of different types of food from the introductory activity picture box and ask the learners to repeat after you, until they can recognise them, pronounce them properly and eventually write them correctly.

5.1. The food we eat

In this lesson, pupils learn to identify different types of food.

Ask the class to look at the pictures in the Pupil's Book, activity 2. For counting practice, ask everyone to count together and tell you how many types of food are drawn in activity 2. Ask everyone to repeat after you as you point to each picture, naming different types of food.

In this activity, pupils learn to say what types of food they like and which ones they dislike.

Pupil's Book activity3.

Ask each learner to tell the class which food they like and which ones they dislike:

My name is...

I like... [smiling]

I do not like... [shaking your head]

Ask the learners to draw, in their exercise books, different food that they like and those they dislike.

Game

Draw a picture of a pan on the blackboard. Imagine you are having guests over for supper and you want to cook a meal. Have your learners suggest foods that you can use to make a great meal.

Spelling and vocabulary

Hold a spelling test. Prepare a list of the words learned in this topic. Choose a few learners to stand in front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. The last one standing wins!

What are these?

In this activity, learners identify different types of food. They can also ask "What is this? What is that?

First show children pictures of food, read the names of the food Organise the learners into groups and ask them to look at the pictures in the Pupil's book. Choose a few groups to read aloud the text. One learner should read the question, and his/her partners should read the answer.

You may use flashcards or the pictures near activity 4 to ask the class What is this? Make sure learners raise their hands if they want to answer the question. Also be sure to ask Is this...?

Activity 4. What do you like?

Listen and act.

In this lesson, learners learn to ask somebody what foods they like. They also learn to say which food they like themselves.

Ask the class to look at the pictures in the Pupil's Book in activity 4. Read aloud the questions and ask learners to read the answers in unison.

Ask a few learners if they like a certain food:

Do you like oranges?

Do you like mangoes?

As an exercise, ask the learners to draw, in their exercise books, the food they know.

Activity 5. Numbers from twenty-one to fifty

In this lesson, learners learn the numbers 21 to 50.

Ask the class to count from 1 to 20.

Tell them that after 20, we have 21, 22, 23 ... all the way until 29. Do the same with 30, 40 and 50.

You may write on the chalkboard one column each for the twenties, thirties and forties. Be sure to also write down the spelling of each of these numbers: 20, 30 and 40.

Write on the chalkboard numbers 21 – 35, read them for the pupils to repeat after you until they become familiar with them. Ask them to copy the numbers in figures and words in their notebooks. You can then give them a number of numbers leaving out some empty spaces and have the learners fill in the missing numbers.

Matching exercise

Guide the class through the matching exercise.

Draw the food you like. Allow learners to draw the food they like in their exercise books as you supervise to see what they are doing.

Activity 7. The graph. Let all learners open in the pupil's book activity 7, give them enough time to observe it before they start answering. The graph is about food colours but they should answer questions following the colour of the graph not the colour of the food. You can give them an example that, the colour of milk is black following the colour of the graph. Let them answer the rest of the questions themselves as you monitor them.

Activity 9. Table

Ask the class to look at the table in the Learner's Book activity 9. There is a list of different food types and how many children like each of them.

Read aloud the first question and answer:

How many children like bananas?

Forty children like bananas.

Organise the learners into pairs. Ask them to write down, in their exercise books, the answers to the rest of the questions. They may discuss in pairs to help each other. They must write down the numbers in both symbols and words:

How many children like bananas?

40 children like bananas.

Forty children like bananas.

Spelling and vocabulary

Hold a spelling test. Prepare a list of words learned in this topic. Choose a few learners to stand up in front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. The last one standing wins!

5.2. Sounds and spellings.

In this lesson you must have some learning aids if possible the real materials like umbrella, cup, where not possible you can draw others on the flash cards and blackboard like the sun, hut so that pupils can understand better. To pronounce /^/sound your tongue is set low and relaxed in the mouth, while pronouncing this sound, the sides of the tongue slightly touch the bottom teeth and the lips are kept relaxed. Try to make for them some syllables and let them follow you using pupils book activity 10 as you read and they repeat. Introduce words with sound u sound like cup, hut and others. Lead them on how to read all the words and let them repeat. When you see that they have mastered them there you can introduce the sentences with u sound, read as they repeat. Let them also construct their own simple sentences. Appreciate them accordingly. The lesson should be fun for you and pupils.

5.3. End of unit assessment.

How many children like bananas?

Forty children like bananas. Organise the learners in pairs. Ask them to write down in their exercise books the answers to rest of the questions. Guide them to answer in full sentences.

Have learners write short paragraphs about themselves, based on what they've learned. They should include the following:

My name is _____.

I am _____ years old.

I live in _____.

My favourite food is _____.

My favourite animal is _____.

UNIT
6 Classroom objects and personal belongings

Key competence: Use language learnt in the context of classroom objects and personal belongings.

Learning objectives

- Recognise the use of prepositions of place and possessives with names.
- Identify the names of classroom objects.

Skills

- Recognise and produce sounds of letters within words.
- Say the position of objects, orally.
- Say whom something belongs to, orally.
- Say the number of things.
- Read simple sentences describing the position and number of things and show understanding visually.
- Listen to people talking about the position and number of objects and show understanding visually.
- Copy the prepositions of position in their notebooks.

Attitudes and values

- Show respect towards other people's belongings.
- Take care of one's belongings.

Content

Language use

Describing position

The book is on the desk. Where's the blue pen?

Describing numbers

How many chairs are there?

There are five chairs.

Talking about possessions

Whose pen is this?

It's Mutesi's.

This is Felix's pen

Vocabulary

Classroom objects: textbook, exercise book, chair, desk, etc

Language structures

1. Prepositions of place: on, under, next to, behind, etc
2. Possessive form: Mutesi's Sounds and spellings

Recognise and pronounce some high frequency words.

Pronounce sounds within words.

Teaching/Learning resources

Pictures, line drawings, flashcards, picture books, realia

Teaching/learning activities

Introductory activity

Read the words for classroom objects and ask pupils to repeat after you. Most of these words are familiar since they learnt them in the first and second units. Let them open in the pupil's book, activity 2. Let them observe the pictures in the classroom. Use them to introduce possessives and whose. E.g. Whose book is this? This is my book.

6.1. Identifying places.

In this lesson, pupils learn to describe the position of an object (on, in, under etc.) relative to another.

Ask the class to look at the pictures in the Pupil's Book activity 4. Ask the learners to read the text for the first picture.

–-Where is my book?

–-My book is on the table.

Write the answer on the blackboard and underline the word 'on'. Repeat this with the other pictures.

Consider the different sentences in the Pupil's Book activity 4. Use objects around the classroom to further demonstrate the use of prepositions of place.

Write all the prepositions found in activity 4 on the chalk board. Ask the learners to choose a preposition and use it to give the position of objects around the classroom.

Game

Write the prepositions from Lesson 1 on some flashcards. Place the cards and a few objects on the teacher's table. Ask a learner to pick a card and an object from the table. The learner must then place the object on/under/in/behind... something (depending on what is written on the flashcard). He must then construct a sentence using that object and preposition.

Spelling and vocabulary.

Hold a spelling bee. Prepare a list of the words learned in this topic. Choose a few learners to stand at the front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. Declare the last one standing the winner.

6.2. How many?

In this lesson, pupils learn more about describing numbers.

Ask the class to look at the pictures in the Pupil's Book, point 6.2.

You may read aloud the questions and have the class read the answers. Before they read the answers, they can count the number of items in each picture.

As an exercise, you may choose items around the classroom and ask, how many they are. For example:

How many learners are there in the classroom?

How many eyes do I have?

How many windows are there in the classroom?

Game

This game requires flashcards. Each card should have a picture of a type of food. Some of the foods should be repeated (i.e., 5 flashcards with oranges, 3 flashcards with apples, etc.).

Divide the class into 2 groups and line them up, facing each other.

Place 10 cards on the table face up. Give the class 1 minute to study the cards then turn them over.

Ask the class how many oranges/ apples there are on the table. Learners must raise their hands for you to pick them to answer. Each correct answer earns the respective team one point.

Spelling and vocabulary

Hold a spelling bee. Prepare a list of the words learned in this topic. Choose a few learners to stand at the front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. The last one standing wins!

6.3. Yes or No

In this lesson, learners demonstrate their understanding of prepositions and numbers.

Ask the class to look at the pictures in the Learner's Book activity 7.

Read aloud the first question and its answer, then ask pupils to repeat after you.

Is there a green ball on the table?

No, there is a blue cup on the table.

Repeat this exercise with questions 2 – 5.

6.4. Whose book is this?

In this activity, the pupils learn the use of possessive nouns (John's, Mary's, Bosco's, etc).

Ask the class to look at the picture in the Pupil's Book activity 8. Let them discuss it in groups. What can they see in the picture?

Explain to the class that there are times when we may want (or need)

to know who something belongs to. In such a case, we ask Whose_____ is this/that?

As an exercise, you may divide the class into two groups; have one group read aloud the questions, while the other reads the answers.

Ask 6 learners to stand in front of the class. 5 of the learners are holding a personal item. The sixth learner ask the class whose item it is. Guide the class to answer – the learners should take turns with each raising his or her hand before you pick them to answer.

Activity 6: Where is it? (Prepositions)

Ask the class to turn to the Pupil's

Book. Study the image and the text below it. Ask the class to draw the pictures for statements 1.

Game

Write any of the words that the class has learned thus far on the blackboard. Then have the learners write as many words as they can think of using only the letters of that word.

For example, the word FATHER can be used to make the words AT, HAT, HER, EAR... Each letter can only be used as many times as it appears in the word.

6.5. Sounds and spellings.

The u sounded as yu. It also called the long u. It is always good to first write the sound on blackboard. The long u sound is a little different compared to the other four English vowels. while reading with your pupils please make sure that you do not push them to read beyond their level, so you need to first pronounce the sound as yu allow them to repeat after you, tell them to open in the pupil's book, activity 8. Read the words as they repeat, introduce the sentences, but introduce those sentences after they have mastered the words.

6.6. End of unit assessment

Naming objects

This activity is a review on naming objects. You may play a game or sing a song. Ask the class some questions and clarify any misunderstanding that they may have on this topic.

Spelling and vocabulary

Hold a spelling test. Prepare a list of the words learned in this unit. Choose a few learners to stand at the front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. The last one standing wins!

UNIT

7 Home

Key competence: Use language language learnt in the context of home.

Learning objectives

Recognise the use of the present simple tense and prepositions of place.

Identify words for localities, rooms and household objects.

Skills

Recognise and produce sounds, recognise letters and key sound – letter relationships.

Describe rooms and their contents orally.

Read simple sentences describing a home or a place.

Listen to a text read aloud about a home or a place and respond through words or gesture.

Draw a plan or picture of a home, name the rooms and complete simple descriptive sentences in writing.

Attitudes and values

Use English in and out of school.

Be keen about errors both in spoken and written English.

Content

Language use

Saying where you live

I live in Musanze. He lives in Huye. They don't live in Gisenyi. Gisenyi is a town.

Describing a house and its rooms

There are 3 rooms. How many rooms are there? Is there a living room?

Describing the contents of rooms
There's a table in the kitchen.

There are knives and forks on the table.

There's a lamp in the bedroom? Where is the lamp?

Vocabulary

Localities: town, village, city

Rooms: bedroom, kitchen, living room, etc

Household objects: table, chair, knife, lamp, etc

Language structures

Present simple tense: declarative, negative

Prepositions of place: in, under, behind, on, near etc There is/are; Is there?

Teaching/learning activities

Introductory activity

Ask pupils to look at the picture of the home. Then ask them "What do you see?" At this level they should be able to say the names of people at home and some objects in the house. If they don't know, help them to do so before continuing with the lesson.

Activity 3-4: Say where you live

In this lesson, pupils learn to tell others where they live.

Ask the class to look at the pictures in the Pupil's Book activity 3. Choose a learner to read aloud the text.

Tell the class where you live and ask a few learners to stand and tell the class where they live.

Write on the board: *Where do you live?*

I live in ...

Organise the learners into pairs and let them practise asking and telling each other where they live.

As an exercise, choose few learners from the class to introduce their partners and tell the class where they live. For example:

This is Mary.

She lives in Rwanda

Rwanda is a country.

7.1. Different rooms in our house

In this lesson, pupils learn to describe the different rooms in a house.

Ask the learners to talk about the picture in the Pupil's Book 7.2, in groups.

The learners should repeat after you as you read each sentence aloud. After each sentence, have them study the picture on the page and locate the room being talked about.

Review the previous lesson.

Ask the learners to draw their homes, to the best of their ability, showing all the rooms in the house.

Activity 5: Spelling and vocabulary

Hold a spelling competition. Prepare a list of the words learned in this topic. Choose a few learners to stand in front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. The last one standing wins!

1. The sitting room

In this lesson, pupils learn to describe the sitting room setting.

Ask the class to look at the picture in the Pupil's Book activity 7. Read aloud the heading and ask everyone to repeat after you.

What do you see in the sitting room?

What do people do in the sitting room?

Read the sentences as you study the picture together. Ask the learners to show you where the different items mentioned are. Be sure to write all the items mentioned on the chalkboard.

2 The dining room

In this lesson, pupils learn to describe the dining room setting.

Ask the class to look at the picture in the Pupil's Book activity 8. Read

aloud the heading and ask everyone to repeat after you.

What do you see in the dining room?

What do people do in a dining room?

Read the sentences as you study the picture together. Ask the learners to show you where the different items mentioned are. Be sure to write all the items mentioned on the chalkboard.

The learners should copy words learnt in their exercise books.

Review the previous lesson.

Organise the learners into pairs and have them discuss what else they can see in the sitting room. Be sure to get as many answers as possible, at least one from each group.

Activity :Game

Write "THE DINING ROOM" on the chalkboard. Below it, write a scrambled word (the word MUST be a dining room object). Have the pupils take turns guessing which object it is.

3. The bedroom

In this lesson, pupils learn how to describe the bedroom. They also have further practice with prepositions of place.

Ask the class to look at the pictures in the Pupil's Book activity 9. Read aloud the heading and ask the learners to repeat after you.

Go through each sentence, pointing out the prepositions as you go along:

Where do you sleep?

*I sleep **in** the bedroom.*

Study the picture again and write all the new words on the chalkboard. Ask the learners to copy words learnt in their exercise books.

Tell learners to draw a picture of a bedroom. In the drawings should be some of the items mentioned in the above list.

Game

Write "THE BEDROOM" on the blackboard. Below it, write a scrambled word (the word MUST be a bedroom object). Have the pupils take turns guessing which object it is.

Activity 10: Spelling and vocabulary

Hold a spelling competition. Prepare a list of the words learned in this unit. Choose a few learners to stand in front of the class. Give each a word to spell. If they spell it correctly, they

may remain standing. If not, they must return to their seats. The last one standing wins!

Game

The name of the game is 'Last Letter'. You may ask the class to sit in a circle. Choose a learner to begin the game.

He/she must think of a word and say it aloud. The next person must think of a word beginning with the last letter of the previous word. For example, if the first word is "house" the next word might be "elephant". Tell them that a word cannot be used twice.

7.2. Sounds and spellings

: /ch/ sound. In this lesson you must have some learning aids if possible the real materials like chalk, chair. To pronounce /ch/. Ask pupils to repeat after you reading the /ch/ sound words using pupils book activity 12. Lead them on how to read all the words and let them repeat. When you see that they have mastered them there you can introduce the sentences with /ch/ sound, read as they repeat. Let them also construct their own simple sentences. Appreciate them accordingly. The lesson should be fun for you and pupils.

7.3. End unit assessment

Help learners to do the activities in the pupil's book:

1. Match the pictures with the words.
2. Name the objects in the picture. Write the missing letter.

UNIT
8 Domestic animals

Key competence: Use language learnt in the context of domestic animals.

Learning objectives

Recognise the use of the present simple tense.

Identify words for animals and animal food.

Skills

- Produce sounds, recognise letters and recognise key sound – letter relationships.
- Describe orally the animals they have at home.
- Say what animals eat.
- Construct and interpret a table showing what animals eat.
- Read a short text describing domestic animals and show understanding visually or in writing.
- Listen to a text read aloud describing domestic animals and show understanding visually or in writing.
- Describe domestic animals in writing using simple supported sentences.

Attitudes and values

Listen carefully when others speak.

Risk taking: Don't worry about making mistakes: everybody does it.

Content

Language use

Talking about domestic animals

We have a dog. Do you have a cow? We don't have rabbits. Talking about what animals eat

Our dog eats meat. What do goats eat?

Does your dog eat meat? What do rabbits eat?

Talking about favourite animals
I like dogs.

Do you like hens?

What is your favourite animal?

My favourite animal is goats.

Vocabulary

Activity: Animals: dog, goat, cow, rabbit, pig, etc

Food animals can eat: grass, meat, vegetables, maize, etc

Language structures

Present simple tense.

Activity : Sounds and spellings.

Recognise and name letters a to m.

Recognise and pronounce some high frequency words.

Become aware of lower-case and capital letters.

Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.

Teaching/Learning resources

Charts, pictures of animals, photographs, flash cards, table on board, drawing paper and pens textbooks and notebooks.

Activity : Teaching/learning activities

Introductory activity

Read and ask learners to repeat after the names of domestic animals from picture boxes. As they repeat, ask them to look at the pictures to identify different domestic animals. It is better to call these animals "Animals at home" to avoid domestic at this level.

8.1. Animals at home.

In this activity, learners name and identify domestic animals.

Ask the class to look at the pictures in the Pupil's Book activity 2, and tell all domestic animals they can see. Through the activity 6, continue helping them discover the animal names by showing the images of animals with their names and encourage them to repeat and spell the names correctly.

Activity 3: Spelling and vocabulary

Hold a spelling test. Prepare a list of the words learned in this topic. Choose a few learners to stand at the front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. The last one standing wins!

8.2. Food that animals eat at home

In this activity, pupils learn what different animals eat at home.

Ask the class to look at the pictures in the Pupil's Book activity 7. Talk about the pictures, ask them what they see. What are the animals doing?

Read each sentence as you study the picture below it and ask pupils to repeat after you.

Ask the learners if they know what other animals eat.

Activity 8: What does a dog eat?

Ask the class to turn to the Learner's Book activity 8. Go through the table together. You may ask the learners to copy the table in their exercise books.

Game

Have every learner think of an animal. They must have in mind the name of the animal, the sound it makes and what it eats. Choose a few learners to stand in the front of the class and each one of them to describe the animal they have in mind – they can

describe how it looks and the sound it produces. Let the class guess which animal the learner is talking about.

Spelling and vocabulary

Hold a spelling test. Prepare a list of words learned in this topic. Choose a few learners to stand in front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. The last one standing wins!

8.3. My favourite animal.

Ask learners to tell about their favourite animals and try to expand their thinking by asking why they like a given animal.

Ask the learners to draw the animal they like, in their exercise books.

Organise the learners into pairs and ask them to answer the following questions:

What animals do you like?

Why do you like these animals?

Choose a few learners to stand and describe one animal they like.

Game

Prepare some flashcards with pictures of different domestic animals on them.

Choose one learner to stand in front of the class. Hold up a flash card and show it to the class. The class can give three hints to help the learner guess which animal you hold up. Let the learners take turns to play and enjoy this game.

Spelling and vocabulary

Hold a spelling competition. Prepare a list of the words learned in this topic. Choose a few learners to stand in front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. The last one standing wins!

8.4. Animal sounds

In this lesson, learners identify animals' sounds. Study the picture and ask the learners if they know what sound a hen makes.

Go through the table to learn the different animal sounds.

Write a list of domestic animals on the chalk board. In a separate column, write the sound that each animal makes.

Ask learners to construct sentences stating the sound that each animal in your list makes:

A dog barks.

A cat meows.

A hen cluck ...

Game

Place 10 flashcards face up, on the floor. The cards should be in random order. On five of the cards should be the picture/name of an animal. On

the other five, should be the sound that each animal makes. Guide the learners to study the cards for 1 minute, then flip them over.

Divide the class into 2 teams. Have one learner choose an animal card. He/she must then choose a member of the opposing team to try and find the animal sound that matches.

This lesson is a review on the animals found at home. You may play a game or sing a song like 'Old McDonald had a farm'. Ask the class some questions and clarify any misunderstandings that they may have on this topic.

8.5. sounds and spellings.

/th/ sound.

In this lesson pupils should first listen to you, you need to pronounce this sound as many times as possible as pupils repeat. Show them where to place their tongue, encourage them to place their tongue tip on the roof of the mouth. You can as well introduce the /th/ sound syllables, like tha, thi, tho, thu. You can tell them that we can make words from these syllables for example, tha=that, you point on charts in class, give them a chance to make some words from other syllables, if they fail make for them, read as they repeat words in pupil's book activity 9.

8.6. End of unit assessment

Ask pupils to fill in the words and match the animal with the food and the sound in the pupil's book.

UNIT
9 What we do every day

Key competence: Use language learnt in the context of daily routine.

Learning objectives

Recognise the use of the present simple tense and clock time.

Identify words for daily activities at home and clock time related terms.

Skills

- Recognise and produce sounds, recognise letters and key sound – letter relationships.
- Tell the time orally.
- Say what they do every day.
- Read a short text on activities of every day show understanding visually or in writing.
- Listen to a text read aloud about activities they do every day and show understanding visually or in writing.
- Tell the time in writing.
- Say activities they do every day in writing using simple supported sentences.

Attitudes and values

- Have a routine of reading in and out of class.
- Appreciate writing neatly and avoiding spelling errors.

Content

Language use

Describing daily activities

I get up, clean my teeth. Does she clean her teeth?

Do you do your homework?

Telling the time

What time is it? It is six o'clock; half past six, a quarter to/past six; five/ ten/twenty/twenty-five past/to six.

Describing every day activities

I go to school at 7.00 o'clock. She gets up at 6.00 o'clock.

Vocabulary

Activities pupils do every day at home: do homework, clean teeth, get up, get dressed, etc.

Language structures

Present simple tense

Telling the time.

Sounds and spellings

The learner recognises and pronounces sounds. She/he uses rhythm and stress spells words correctly.

Teaching/Learning resources

Pictures, photographs, drawing papers, pens and pencils

Activity2 : Teaching/learning activities

Introductory activity

Ask pupils to name the items they can see on the picture. If they fail to know the names, help them and ask them to repeat after you. Make sure they recognise the items and name them. Check their pronunciation and help pupils to spell them in their note books.

9.1. What do you do in the morning?

In this activity, learners talk about their daily morning routine.

Ask the learners to look at the pictures in the Pupil's Book activity 1. Read the heading and ask them to repeat after you.

As an exercise, ask learners to write their morning activities in their exercise books.

Game

Write a list of the morning activities on the chalk board with no logical order of activities. Ask the class, what they do when they wake up in the morning. They should try to put the list in the correct order.

Spelling and vocabulary

Hold a spelling competition. Prepare a list of the words learned in this topic. Choose a few learners to stand in front of the class. Give each a word to spell. If they spell it correctly, they may remain standing. If not, they must return to their seats. The last one standing wins!

9.2. What time is it?

In this lesson, learners familiarise themselves with the clock and learn the basics of telling time.

Present to the class a paper clock. The face of the clock should be round with the numbers 1 – 12 written around it. You may attach a short (thick) hour hand and a long (thin) minute hand to the centre of the paper clock.

Ask the learners if they've ever seen a clock and what we use clocks for.

Draw a clock and ask them to draw their own clock in their exercise book.

Read the heading aloud and have the class repeat after you.

Study and discuss each picture as you read the activity and the clock time.

Ask learners what time they wake up in morning. Do they wake up every morning at the same time? What time do they have breakfast? How many hours does it take to complete their chores?

9.3. Activity 5: Read the poem.

In this activity, pupils learn about the importance of a daily routine.

Ask the class to look at the poem in the Pupil's Book activity 5. Read the poem and ask pupils to repeat after you.

Activity 6: word box.

This lesson is a review on daily routines. You may play a game or sing a song. Ask the class some questions and clarify any misunderstandings that they may have on this topic.

Activity 7: What time is it?

This lesson is a review on time. You may play a game or sing a song. Ask the class some questions and clarify any misunderstandings that they may have in relation to this topic.

Activity 8: Game

Teach the class a song or a nursery rhyme. You may repeat "The House That Jack Built", or teach something new.

9.4 End unit assessment

Ask learners to answers the questions in the pupil's book.

Check on their work in order to help them where necessary.

UNIT

10 Storytelling

Key competence: Use language learnt in the context of storytelling.

Learning objectives

Recognise the use of connectors of time.

Identify key words for the story.

Skills

- Recognise and produce sounds, recognise letters and recognise key sound – letter relationships.
- Listen to simple stories and show understanding visually.
- Read a story and show understanding visually.
- Retell a story with support from the teacher.

Attitudes and values

Be careful while listening to a story and look at the pictures Be able to detect errors.

Content

Language use

On Monday, he ate one apple but he was still hungry.

On Friday, he ate five oranges but he was still hungry.

Vocabulary

Vocabulary of the story

Language structures

Present simple tense

Connectors of time: once upon a time, then, after that, next, finally, etc.

Sounds and spelling

The learner recognises and pronounces sounds and uses rhythm and stress correctly. She/he spells words correctly.

Teaching/Learning resources

Pictures, photographs, storybooks, flash cards

Teaching/learning activities

Introductory activity

Read the days of the week from the table in the pupil's book in activity 1 and ask pupils to repeat after you. Repeat this activity until children become familiar with the names of the days of the week.

Activity 2: ask pupils about their daily work routine. Read as they repeat after you some example sentences from the pupil's book.

10.1. Story time

In this activity, learners practice with the days of the week. They also have a quick review about domestic animals.

Ask the learners to look at the story of Daniel in the pupil's book activity 3.

Read the first sentence in the story. Then choose six learners to read the sentences that follow; each learner reads one sentence.

Check whether the learners are identifying the days of the week from the story. Write them on the chalk board.

Read each day of the week, have the class repeat after you, and write them down in their exercise books.

Spelling and vocabulary

Prepare a list of the words learned in this far. You may hold a spelling competition or ask the learners to write the words in their exercise books.

Storytelling.

Prepare 4 short stories to tell the class. Make sure to use familiar words. You may read a storybook or retell them from memory.

Read the stories one after the other to the pupils and invite pupils to repeat words and sentences after you. Help learners to recall the stories through question and answer.

Listen and repeat.

Read a story as the learners listen and then ask them to repeat it after you. Ask them simple questions about it, help them to answer where necessary.

Game

The name of this game is 'Broken Telephone'.

Have the class sit in a circle. Think of an interesting sentence and write it on a piece of paper. Give the paper to a learner. No one else must see it. That learner must then whisper the sentence to the one beside him or her, who must then whisper it to his or her neighbour. The last learner in the circle will then call out what he/she heard. Is it what you wrote on the paper?

10.2. Sounds and spelling

Read words with highlighted letters of the English alphabet in the pupil's book. The words were chosen in a way that the sounds of these letters match those of Kinyarwanda sounds for these letters. In this unit, make sure pupils get familiarised with the alphabet from Aa to Zz. Teach them letter names with letter sounds. At this level, teach them sound /th/. Read for them /th/ sound words because they will be familiar to them as they learnt them in unit 7, activity 7.

10.3. End of unit assessment

As an exercise, ask the class to rearrange the pictures and retell the story.

References

Adrian Wallwork (2008) Discussions A-Z intermediate: A Resource Book of Speaking Activities. Cambridge University Press

Anderson, L.W. , Krathwohl, D.R. , Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (2001). A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Pearson, Allyn & Bacon

Colin Campbell and Hanna Kryszewska (2011) Learner- based Teaching. Oxford University Press.

Carol Booth Olson (2006) The Reading/ Writing Connections: Strategies for teaching and learning in the Secondary Classroom. Oxford University Press.

REB (2015). New Competence - based Curriculum. Kigali Rwanda.

REB (2016). English Primary 3 Pupil's Daily Reader.

Mary N. Irungu (2010). Sound and Read, Book 2: Danmar Publishers

Fastline Educational Consultancy Firm (2019). Phonic Reading with Stories Pupil's Book 1, Kampala.