

PRIMARY  
**2**

# English

for Rwanda Schools

**Pupil's Book**

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# FOREWORD

Dear Pupil,

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

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

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

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

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

  
**Dr. MBARUSHIMANA Nelson**  
Director General, REB



# ACKNOWLEDGEMENTS

I wish to express my appreciation to all the people who played a major role in the development of this English book for Primary Two. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different teachers, illustrators, designers and all other individuals whose efforts in one way or the other contributed to the success of writing this book.

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



**Joan MURUNGI**

Head of CTLR Department










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# Unit 1

## Greeting, introductions and talking about school

 Listen and repeat the letters of the alphabet

Letter names	Words		
Aa	 Arm	 Arrow	 Alligator
Bb	 Bus	 Box	 Basket
Cc	 Cake	 Carrot	 Cup

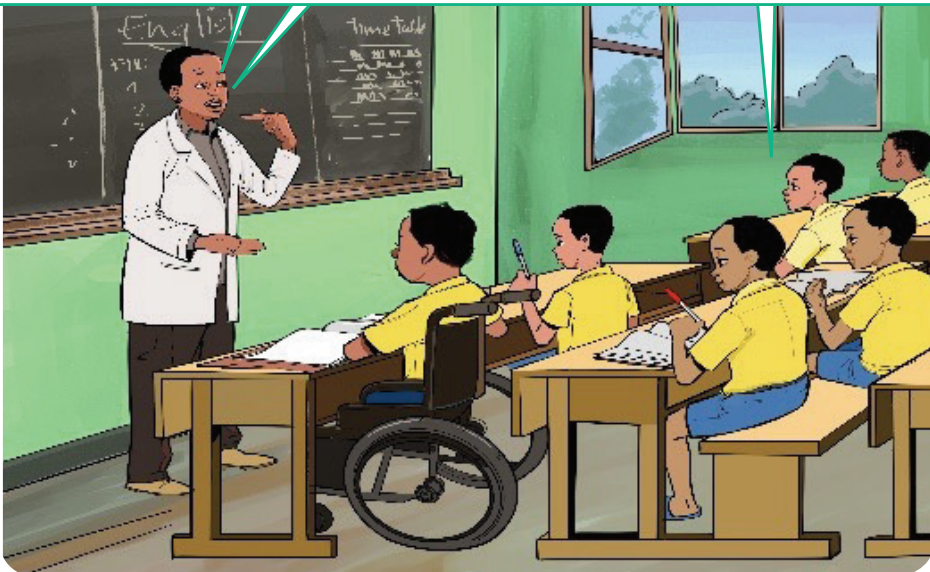
### Introductory activity

Read this conversation between pupils and the teacher.

Hello/ Good morning every one. How are you?

Fine thank you

My name is Gatera. I am your English Teacher. Welcome to P2.



Hello. My name is Peter.  
What is your name?

Hi Peter. My name is  
Flora. I am in P2 B.  
My home is Rebero  
village.



Good, so you are my  
neighbour in Rebero.

## Introduce yourself

1. Greet your friends.
2. Greet your teacher.
3. Introduce yourself to your friends in your class.

## 1.1 Introductions



### Activity 1: Talk about yourself

Now, with your friends, say your name, how old you are and where you live.

**My name is .....**

**I am .....years old**

**I live in .....**

## 1.2 Sing a song

Let's sing My ABC song

A, B, C, D, E, F, G

H, I, J, K, L, M, N, O, P

Q, R, S, T, U, V

W, X, Y and Z.

Now I know my ABCs

Next time won't you sing with me?







## Activity 2: Writing

- a. Which letter does your name start with?

**My name starts with letter .....D...**

- b. Write the names of four other learners in your class.  
c. Which letters do their names start with?



## Activity 3: Write about yourself

**Example:** I am Joy. I am Seven years old. I go to Karembure Primary School. I live in Kamahoro Village. My teacher is Mrs. Jane Kagabo.

1. I am.....years old. I go to.....school. I live in...
2. Listen as your teacher reads some of your sentences. Guess who she is talking about.

## 1.3 Talking about school



Look at the picture. What can you see?

**For example:** I can see trees. I can see a school.

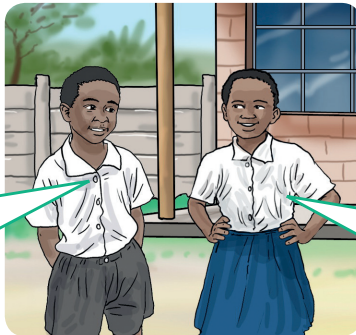




## Activity 4: Talk about your school

1. What is the name of your school? **My school's name is** \_\_\_\_\_.
2. What is the name of your teacher? **My teacher's name is** \_\_\_\_\_
3. What are your friends' names? **My friends' names are** \_\_\_\_\_ and \_\_\_\_\_.

**Talk about subjects:** which subject do you like?



Hello, Keza. I like Social Studies. Which subjects do you like?

Hello, Manzi. I like Mathematics and Art



## Activity 5: Talking about your favorite subjects.

1. Make a list of your school subjects.



Social Studies



Art



English



Mathematics



Kinyarwanda

2. Raise your hand when your teacher says your favourite subject.



3. Write your favourite subject on the chalkboard.

**Examples:** Manzi's favourite subject is Mathematics.  
Teta's favourite subject is .....SET.....



### Activity 6: Write about your school

Complete the sentences

1. My name is \_\_\_\_\_.
2. I live in \_\_\_\_\_.
3. I'm in P\_\_\_\_\_ at \_\_\_\_\_ school.
4. I like \_\_\_\_\_ and \_\_\_\_\_.

## 1.4 Telling the time



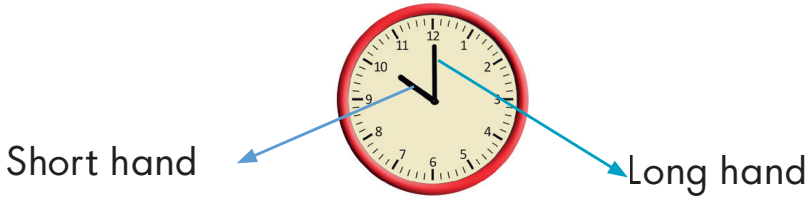
### Activity 7: Read and answer the questions

Telling the time is important to children. What does it help you to know?

- It helps me know the time I go to school.
- It helps me know the time for break.
- It helps me know the time for lunch and time I go home.
- I use my watch to know the time.

## Answer the questions:

1. What do I use to know the time? \_\_\_\_\_.
2. Why is telling the time important to children? \_\_\_\_\_.



On a clock or watch:

- The big hand shows minutes.
- The short hand shows hours.


### For example:

What time is it?

10:00= It's ten o'clock.

10:15= It is Fifteen minutes past ten.

### Listen and repeat the time

 <p>Ten o'clock (10:00)</p>	 <p>Fifteen past ten (10:15)</p>	 <p>Ten thirty (10:30)</p>
---	--	---

### Activity 8: What time is it?

Tell the time on the clocks below:

1



-----

2



-----

3



-----

4



-----

## 1.5 Using timetables

**A timetable is a list of subjects with time.**

On our timetable, I can know when it is the time for English and when it is time for lunch.

The first lesson on our timetable for Monday morning is Mathematics.



### Activity 9

Here is the timetable for Manzi and Mary's class on Monday mornings. Listen and repeat as the teacher is reading the timetable, then, **match the pictures with the subjects on the timetable.**

#### Monday

8:45-9:25

Mathematics

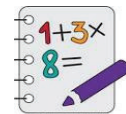
1.



9:25-10:05

English

2.



10:05-10:45

Kinyarwanda

3.



11:00-11:40

Art

4.



11:40-12:20

Social studies

5.



### Activity 10: Talk about the timetable on page 8

1. English begins at 9:25 and ends at 10:05
2. They have Mathematics at \_\_\_\_\_.
3. What time is Art? \_\_\_\_\_.
4. Kinyarwanda ends at \_\_\_\_\_.
5. Social studies begins at \_\_\_\_\_.



## Activity 11: My timetable

Time	Subjects
8:45-9:25	English

1. Make your own timetable like the one of Manzi and Mary.
2. Fill in the time and lessons for your class on Tuesday.
3. Write sentences about your timetable.

### Example:

English begins at 8:45 and ends at 9:25.

## 1.6 Giving and following instructions

Listen and repeat the instructions, then do the actions.  
Match the number with the picture.

**Example:** I Stand up – picture b

1. Stand up,
2. Sit down,
3. Work in pairs,
4. Turn around.
5. Point to the window,
6. Point to the door,
7. Work in groups,
8. Touch the floor.

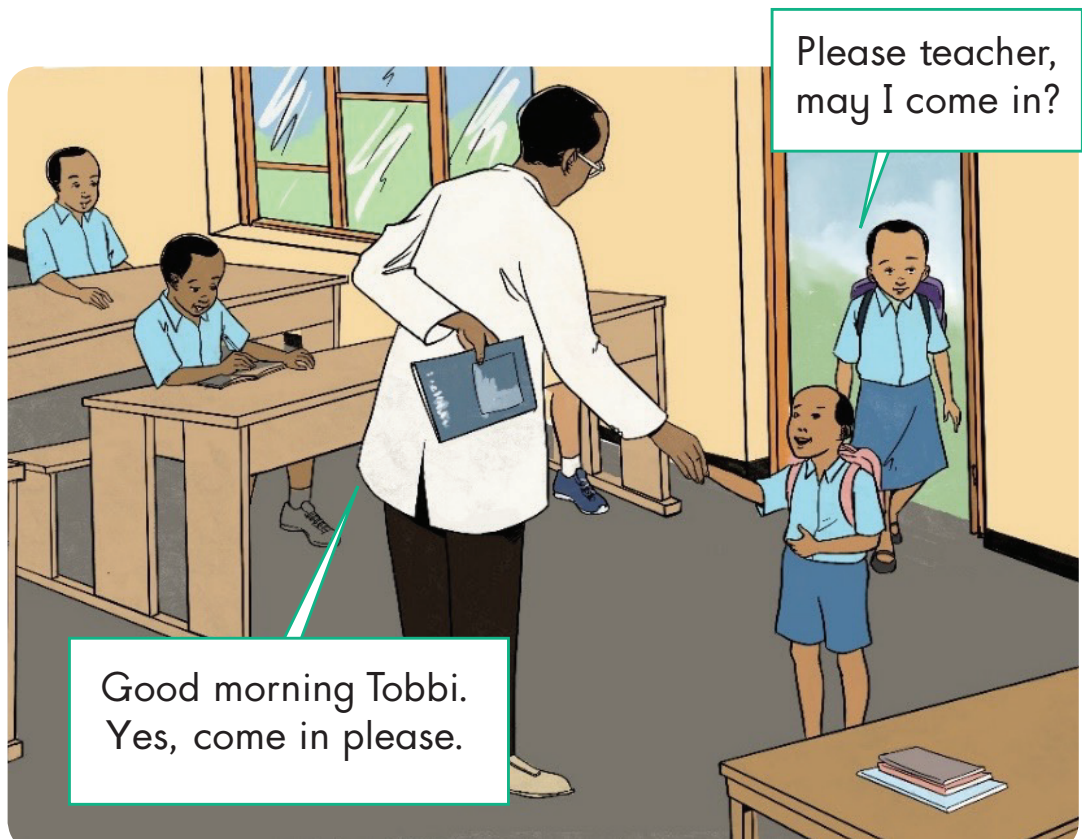
## Activity 12: Do the action game

Take turns to be the teacher. Give the instruction and do the action



## 1.7 Asking for permission

 Listen and repeat what the teacher and pupils are saying:





### Activity 13 : Ask for permission to:

**a. go out**

Example: Please teacher, may I go out?

**b. sit in front**

Example: Excuse me teacher, may I sit in front of the class?

**c. open the window**

Example: Please teacher, may I open the window?

**d. go to the toilet**

Example: Please teacher, may I go to the toilet?



### Activity 14

Choose the right word and complete the sentences

May I

Please teacher

use

eat

play

1. Please teacher, may I \_\_ my food in class?
2. \_\_\_\_\_ may I go home?
3. Please Keza may I \_\_\_\_\_ your pen?
4. Excuse me, Kabera, \_\_ \_\_ ride your bicycle?
5. Please teacher, may I \_\_\_\_\_ with Gasaro?

## 1.8. Sounds and spellings



### Activity 15: Listen and repeat words with /Ck/ sound

When “c” and “k” (c+k) are together, they make the same sound as “k”

Sa-ck=sack

Si-ck=sick



Pa-ck=pack



## End of unit assessment

1. Complete the sentences.
  - a. My name is..... I am..... years old.
  - b. The subject I like is..... .
2. Choose the correct word to complete the sentences:  
**Please          Hello          Good morning          How**
  1. ...., teacher.
  2. ....are you?
  3. ....come in.
  4. ...., my name is Paul.
3. What time do you wake up in the morning?
4. What time does school start?
5. Fill in the missing letters:
  - a. W...at is your name?
  - b. Wh...r... do you live?
6. Join these letters to form a word and read it.
  - a. Ne-ck=
  - b. Du-ck=
  - c. Sa-ck=
  - d. Ta-ck=

 Listen and repeat the letters of the alphabet

Letter names	Words		
<b>Dd</b>	 Dress	 Drum	 Donkey
<b>Ee</b>	 Eraser	 Eagle	 Envelope
<b>Ff</b>	 Frog	 Foot	 Finger

## Introductory activity

Games and Sports are good for our physical fitness and good health.

1. Which sports do you like most?

## 2.1. Talking about sports



Activity 1: Look at the pictures. What can you see?



Volleyball



Football



Basketball



Running



Cycling



Swimming



## Activity 1

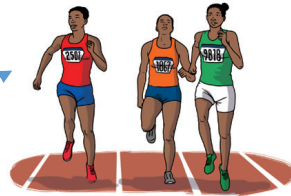
### Favourite subject game

a. Listen and repeat after the teacher reading about different sports, then match the words with the pictures.

Football



Basketball



Running



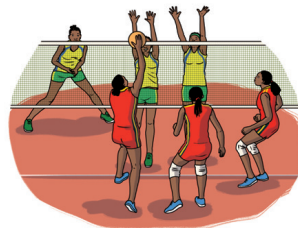
Swimming



Volleyball




Cycling




## My favourite games


### Listen and repeat




Hello, Linda.  
Which sport do  
you like?



I like swimming.  
Which sport do  
you like, Bob?



I like football.  
I can't swim but I  
can run fast. I also  
like riding my  
bicycle.



I also like riding  
my bicycle and  
running.



### Activity 2

Read again and tick in the box who said it.

	Bob	Linda
1. I can run fast.	✓	
2. I can't swim		
3. I like riding my bicycle		
4. I like swimming		

### Short answers:

Yes it is. No, it is not (it isn't). Yes, I do. No, she does not (doesn't). Yes, she can.

### Example:

1. Can Linda run fast? **Yes, she can.**
2. Is cycling Bob's favourite sport? **No, it is not.**
3. Does Linda like football? **No, she doesn't.**
4. Can you swim? **Yes, I can**



### Activity 3

#### Answer these questions:

**Example:** Does Bob like playing football?

**Yes he does.** Bob likes playing football.

1. Does Linda like swimming? \_\_\_\_\_.
2. Can Linda run fast? \_\_\_\_\_.
3. Is volleyball Bob's favourite sport? \_\_\_\_\_.
4. Is running Linda's favourite sport? \_\_\_\_\_.

## My ability

### 2.2. Describing ability

#### What I can do.

**Example:** I can play football.

#### What I can't do.

**Example:** I can't swim in Lake Kivu.



Bob can run fast.  
Can Bob run fast?  
Yes, he can.



Linda can't run fast.  
Can Linda run fast?  
No, she can't.



Linda can swim.  
Can Linda swim?  
Yes, she can.



Bob can't swim.  
Can Bob swim?  
No, he can't.



## Activity 4

### What can they do?

1. In pairs, ask and answer questions about Bob and Linda's ability in games.

**Example:** Can Bob swim? No, he can't or yes, he can.

2. Ask and answer questions about yourself with a friend.

**Example:** Can you swim? Yes, I can or No, I can't.

## 2.3. Talking about favourite sports



### Listen and read what they say about sports



My name is Jean. I like cycling and playing basketball. I don't like swimming.



My name is Claire. I like playing sitting volleyball and swimming. I don't like cycling.



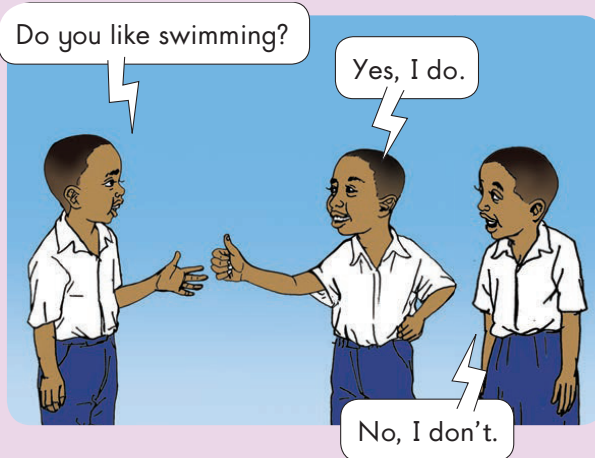
## Activity 5

### Which sports do they play?

1. Now complete this table with information from Claire and Jean

Does he like ....?	Jean	Claire
Cycling	✓	
Playing sitting volleyball		✓
Playing football		
Swimming		

2. Now, talk to your friend about the sports you like.



3. Now write sentences about you and your friends.

**Example:** I like swimming and playing volleyball.

- I like \_\_\_\_\_ and \_\_\_\_\_.
- I don't like \_\_\_\_\_ and \_\_\_\_\_.
- My friend likes \_\_\_\_\_ and \_\_\_\_\_.
- My friend doesn't like \_\_\_\_\_ and \_\_\_\_\_.



## Activity 6

Write the sports words and say whether you like it or you don't like it.

**Example:** swimming: I like swimming

a. run**n**.....

b. Skip**p**.....

c. Cycl.....



d. play.....

e. Swim**m**.....

f. jump.....



## Activity 7

Read and answer the questions



The Rwandan football team is called Amavubi. They score many goals. Rwandans like watching their football team. You can watch football match at Kigali Pele Stadium in Kigali.

### A. Fill in the missing words.

1. The Rwandan football team is called.....
2. You can watch football match at .....
3. Rwandans like .....

### B. Answer the questions

1. What is the name of the Rwandan national football team?
2. Do Rwandan people like watching their football team?
3. Can you watch football match at Kigali Pele Stadium?



## 2.4. Sounds and spellings



### Activity 8

Listen and repeat the words with “wh” sound.

- a. wheel                      b. wheat                      c. white



### Activity 9

Read the following sentences with “wh” sound.

1. What is your name?
2. Where do you live?
3. When do you wake up?
4. Why are you not happy?



### End of unit assessment

1. Give the names of two sports.
2. Write the sentences in the correct order:
  - a. I volleyball playing like  
= I like playing volleyball
  - b. Mary swimming likes
  - c. John can fast run
  - d. Claire swim can

Read and complete the sentences below:

Manzi: Do you like playing football?

Mary: Yes, I \_\_\_\_\_.


Mary: Do you like playing volleyball?

Manzi: No, I \_\_\_\_\_.

# Unit 3

## Telling the time

 Listen and repeat the letters of the alphabet

Letter names	Words		
Gg	 Gorilla	 Guitar	 Grass
Hh	 Horse	 Heart	 Hand
Ii	 Ink	 Iguana	

### Introductory activity

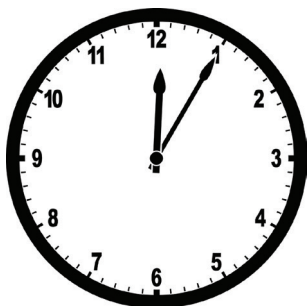


Look at the clocks below and try to tell the time

a. 12:05

b. 8:30

c. 7:00



#### Points to note:

1 hour = 60 minutes

30 minutes is a **half**

15 minutes is a **quarter**

### 3.1. Telling the time



#### Activity 1

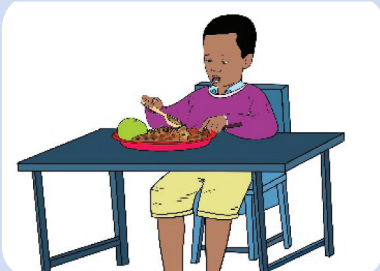
Match the correct clock (a, b, c) in the pictures on page 23 with each sentence below.

1. It is 7:00 am in the morning. The sun shines in the garden.



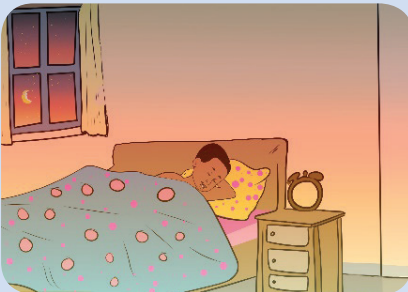
\_\_\_\_\_.

2. It is 12:05 pm. Mary eats her lunch.



\_\_\_\_\_.

3. It is 8:30 pm at night and Jackeline is asleep.



\_\_\_\_\_.

### 3.2. Daily routines



#### Activity 2

Match the daily routines with the pictures



\_\_\_\_\_



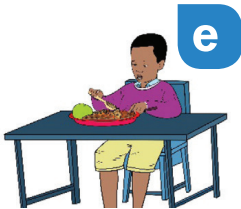
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

#### Daily routine

1. Wake up
2. Have breakfast
3. Brush teeth
4. Leave for school
5. Eat dinner
6. Do homework
7. Go to bed



## Activity 3

### Listen and repeat John's daily routine



John gets up in the morning and goes to bathe.



John makes his bed.



After that, he has breakfast.



Then he brushes his teeth.



At seven o'clock, he leaves the house and goes to school.



In the afternoon, John is in the garden. He waters the vegetables.



When the sun goes down and the moon comes out, it is night time. He goes to bed and sleeps.

### Answer the questions:

1. When does John go to bed? \_\_\_\_\_
2. When does John go to school? \_\_\_\_\_
3. When does he water the garden? \_\_\_\_\_

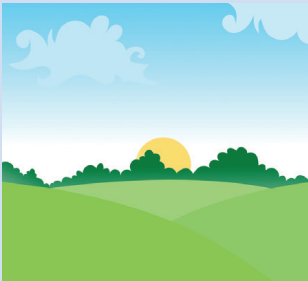
## 3.3. Describing the time of the day



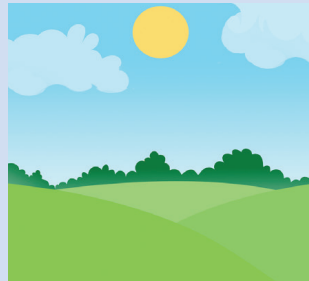
### Activity 4

With your friends, talk about your daily routines.

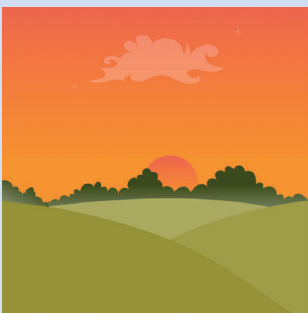
**Example:** I get up at 6:30. I go to fetch water at 7:00. I walk to school at 8:00. I ride my bicycle every evening.



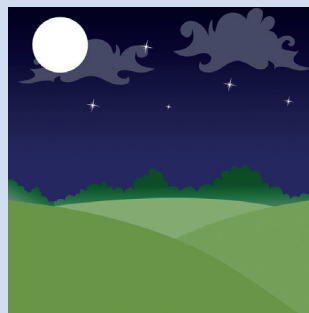
Morning



Afternoon



Evening



Night



## Activity 5

Talk about what you do every day – say when you do each activity. Write it in your notebook.

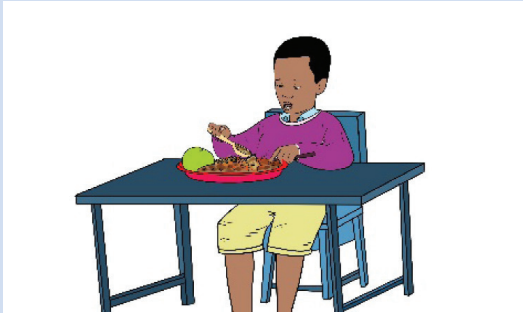
**Example:** I wake up in the morning and I go to school. I play in the afternoon. I eat dinner in the evening and I sleep at night.



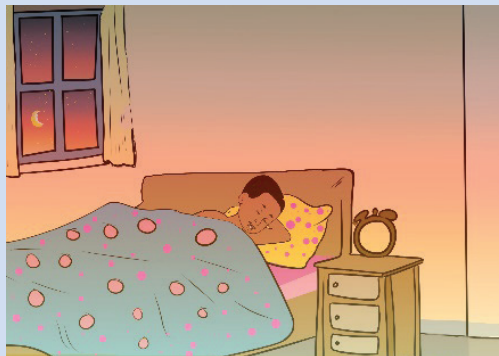
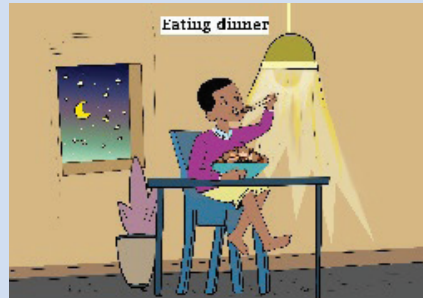
I wake up in the morning.



I play at break time.



I take lunch in the afternoon. I eat dinner in the evening.



I sleep at night.

### 3.4. A daily timetable

A daily timetable helps you to plan your day.



#### Activity 6

#### Fill in the timetable

1. Copy the table below in your activity book.
2. Fill in the missing parts.

Daily Timetable		
6:30 am	Wake up	
7:00 am	Leave for school	
8:30 am	School starts	
.....?	School ends	
.....?	Get home	
.....?	Eat supper	
7:30 pm	?	





## Activity 7

Match sentences 1 to 4 with pictures a, b, c and d below.



1. Neza wakes up in the morning. \_\_\_\_\_
2. She walks to school. \_\_\_\_\_
3. She does her work in class. \_\_\_\_\_
4. At night, she sleeps in her bed. \_\_\_\_\_

### 3.5. Talking about the days of the week

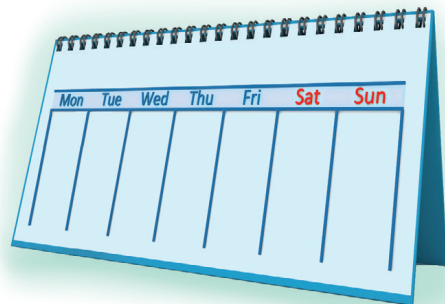
There are seven days in a week. We call the last two days of the week the weekend.



## Activity 8

Seven days of the week are:

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday





## Activity 9

### Which day is it?


Answer the questions.

1. Which day is it today?
2. Which day comes after Wednesday?
3. Which days are in the weekend?
4. Say the names of the days of the week.

### Months of the year

There are twelve months in a year.

1. Calendar:

 Listen and repeat after the teacher reading the months and days on a calendar.

January	February	March	April																																																																																																																																																																																													
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How many days are in January, February, ...December?

### What is the first month of the year?

**January** is the first month of the year. January has 31 days.

**We go to school in January.**  
We learn many new things.



### What is the second month?

**February** is the second month.

It is the shortest month of the year. It has **28** days.

In a leap year, it has **29** days. This happens every four years.



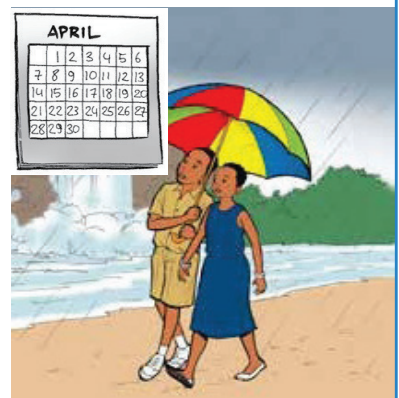
### What is the third month?

**March** is the third month of the year. March has 31 days.



**What is the fourth month? April** is the fourth month. April has 30 days. April brings us cold rain showers.

In April, we commemorate the 1994 Genocide against the Tutsi.



## What is the fifth month?

**May** is the fifth month.

May has 31 days.

The forest flowers bloom again. The bees move from flowers to the hive.



## What is the sixth month?

**June** is the sixth month.

June has 30 days.

The sun begins to shine again.

We feel the warm sunshine on our skin.

We like to splash and swim.



## What is the seventh month?

**July** is the seventh month.

July has 31 days.

Our school closes for holidays. We can run, jump, skip and play. We love holidays!



## What is the eighth month?

**August** is the eighth month. August has 31 days.

August is the warmest month of the year.

Cloudless skies are blue and clear. The grass is brown and dry.



### What is the ninth month?

**September** is the ninth month.

September has 30 days.

It's time to plant our crops again. We plant beans, maize and potatoes.

SEPTEMBER						
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



### What is the tenth month?

**October** is the tenth month. October has 31 days.

In October, pupils are all busy at school.

OCTOBER						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



### What is the eleventh month?

**November** is the eleventh month.

November has 30 days.

We go to school. We help our parents to work in the fields. In our free time, we like to read.

NOVEMBER						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



### What is the twelfth month?

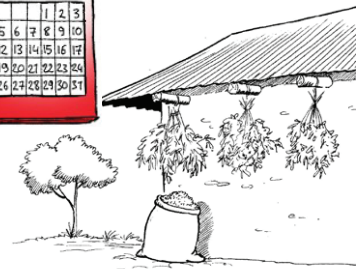
**December** is the twelfth month.

December has 31 days.

It is the last month of the year.

We harvest our food and dry the beans.

DECEMBER						
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31





## Activity 10: Answer the questions

1. What is the first month of the year?
2. Which month of the year is the shortest?
3. What is the fourth month of the year?
4. How many months have 31 days?
5. How many days are in the month of June?

### Fill in the missing words.

This month is \_\_\_\_\_.

Next month is \_\_\_\_\_.

Last month was \_\_\_\_\_.

My birthday is in \_\_\_\_\_.



### Listen and repeat

January February March April May June July  
August September October November December



## Activity 11

1. Arrange the months from the first to the twelfth.

March September January April February  
June May November July August October  
December

2. Say the names of the months aloud.

### 3.6. Days of the month

How many days are there in a month?

Not all months have the same number of days.

In a leap year, February has 29 days. This happens every four years.



#### Activity 12

##### Days of the month

September, April, June and November have 30 days.

February has twenty-eight. All the rest have thirty-one days.

Except in a **leap** year, that's the time when February's days are twenty-nine.

### 3.7. Dates on a calendar

Dates are said with Ordinal numbers.

**Example:** First March, 2023: 01/03/2023

Twenty-fourth June, 2023: 24/06/2023



## Activity 13

Listen carefully and repeat as your teacher reads and explains the following words:

First (1<sup>st</sup>) Second (2<sup>nd</sup>) Third (3<sup>rd</sup>) Fourth (4<sup>th</sup>) Fifth (5<sup>th</sup>) Sixth (6<sup>th</sup>) Seventh (7<sup>th</sup>) Eighth (8<sup>th</sup>) Ninth (9<sup>th</sup>) Tenth (10<sup>th</sup>)



## Activity 14

Listen and repeat as the teacher reads the following numbers:

Eighth written as **8<sup>th</sup>**

Tenth written as **10<sup>th</sup>**

Eleventh written as **11<sup>th</sup>**

Twelfth written as **12<sup>th</sup>**

Fourteenth written as **14<sup>th</sup>**

Fifteenth written as **15<sup>th</sup>**

Seventeenth written as **17<sup>th</sup>**

Eighteenth written as **18<sup>th</sup>**

Nineteenth written as **19<sup>th</sup>**

Twentieth written as **20<sup>th</sup>**

Twenty-first written as **21<sup>st</sup>**

Twenty-second written as **22<sup>nd</sup>**

Twenty-third written as **23<sup>rd</sup>**

Twenty-fourth written as **24<sup>th</sup>**

Twenty-seventh written as **27<sup>th</sup>**

Twenty-eighth written as **28<sup>th</sup>**

Thirtieth written as **30<sup>th</sup>**

Thirty-first written as **31<sup>st</sup>**





## Activity 16

1. Make a calendar
2. Mark your birthday and the birthdays of your family members.
3. Complete:
  - a. My birthday is on .....
  - b. My mother's birthday is on .....



### 3.8. Sounds and spelling “sh” sound



## Activity 17

Listen and repeat words with “sh” sound

fi-**sh**=fish

wa-**sh**=wash

**sh**-eep=**sh**eep

di-**sh**=dish

pu-**sh**=push



## End of unit assessment

1. Use the words in the boxes below to complete the sentences.

supper

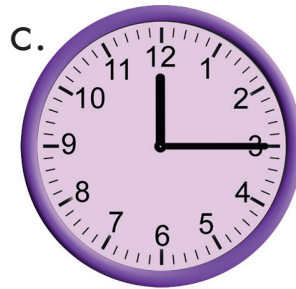
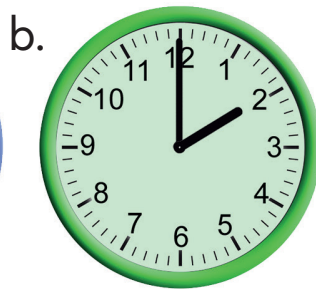
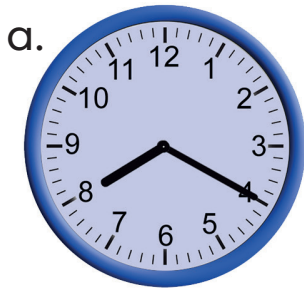
morning

night

breakfast

- a. When I wake up in the \_\_\_\_ I must eat my \_\_\_\_.
- b. In the evening, I must eat my \_\_\_\_.
- c. I sleep at \_\_\_\_.

2. What time is it?

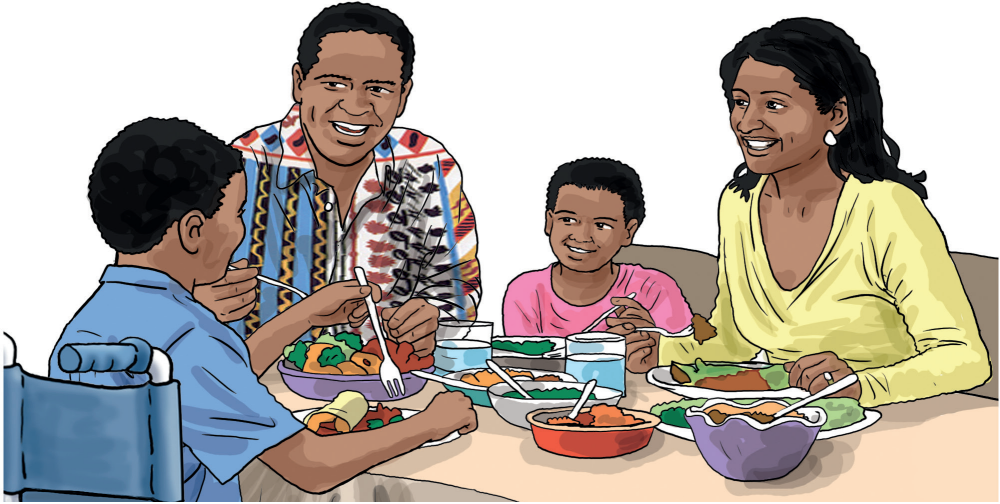


3. Which day comes after Monday?
4. Which month is between March and May?
5. How many days are there in one week?
6. Write the twelve months of the year.
7. Write these dates in words:
- a. 1<sup>st</sup> June
- b. 22<sup>nd</sup> December
8. Read and draw good pictures:
- a. A sheep is eating grass.
- b. This is a fish.

## Introductory activity:

### What can you see?

1. What are they doing?
2. Is it in the morning, evening or afternoon?



## 4.1 Talking about mealtimes



### Activity 1

1. Use the words below to complete the sentences.

lunch

morning

evening

- a. I eat breakfast in the \_\_\_\_.
  - b. I have \_\_\_\_ in the afternoon.
  - c. I eat dinner in the \_\_\_\_.
2. At what time do you have lunch?

## 4.2 Talking about meals



### Activity 2

#### Talking about the food we eat

Look at the pictures below and talk about the meals and the names of the food you eat.

milk

chicken

bananas

bread

porridge

rice

sweet potatoes

cabbage

beans

eggs



-----



-----



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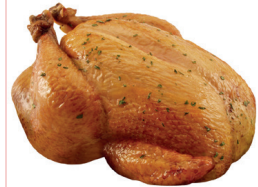
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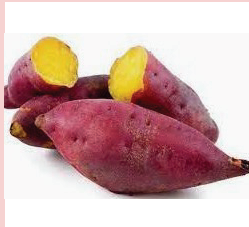
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#### Example:

1. I have milk and bread for breakfast.
2. I have sweet potatoes and beans for lunch.



**Listen and repeat**  
**Countable and uncountable foods**

**Countable food**

**Uncountable food**



Eggs



Porridge



Bananas



Milk





Apples



Honey

**We can count apples, bananas, sweet potatoes and tomatoes.**

**Example:** 1 apple, 2 apples  



We cannot count porridge, milk, tea, or rice.

There are too many grains in a plate of rice to count each one.



### Activity 3

Copy the table below into your note book.

Copy the words below into the table in the correct column.

apples

eggs

bananas

porridge

rice

honey

sugar

potatoes

Countable	Uncountable
-----	-----
-----	-----
-----	-----
-----	-----

### Saying how much there is

Read the sentences and answer the questions

I have **a lot of** beans. There are **many** apples. I have **much** sugar. There are only **a few** eggs. I have **no** pumpkin.



1. **A lot of / many / much** is the same as a big number.
2. **A few / little** is the same as not many.
3. **No** is the same as zero.
  - We use **many**, **few** and **a few** for countable foods.  
**Example:** I eat **many** eggs and **a few** apples.
  - We use **much**, **little** and **a little** for uncountable foods.  
**Example:** I drink **much** water and **a little** milk in the morning.
  - We use **a lot of** and **no** for both countable and uncountable foods.



## Activity 4

Choose words from the box and complete the sentences below:

many

few

little

much

no

1. There is \_\_\_\_ food in the empty cupboard.
2. I am hungry, so I will eat \_\_\_\_ potatoes.
3. I'm not hungry. Don't give me so \_\_\_\_\_.
4. The baby drinks only a \_\_\_\_\_ milk.
5. There are only a \_\_\_\_ nuts.

## What food do you like?

### 4.3 Talking about food we “like” and food we “don't like”



## Activity 5

**Read the dialogue:**

**Keria:** What food do you like, Daniella?

**Daniella:** I like omelette. What about you?

**Keria:** I don't like omelette. I like meat and rice.

**Daniella:** I don't like meat, but I like boiled eggs.

Talk about the foods you like and dislike.

### Examples

What food do you like? I like porridge. I don't like cassava. My favourite food is meat.



## Activity 6

### My plate:

1. Draw a plate in your notebook.
2. Draw your favourite food on the plate.
3. Ask and answer your friend:

**Example:** What's your favourite food?

I like bananas.





4. Tell the class what food your friend likes, Example:  
He/ She likes...

## 4.4 Describing food types

**We can divide food into groups.**

**Look at the picture of food groups below:**

Health food for children

Types of food		Example
Vegetables		Carrots
Fruits		Mango
Cereals		Maize
Tubers		Cassava



Legumes



Beans

Dairy and meat



Meat and  
milk

## 4.5 Describing diet

Diet is the type of food you usually eat. You need a balanced diet to be healthy.

### Activity 8

Listen and read about a good diet

I like eating fruits and vegetables. They keep my body healthy.



Eating the right food keeps us healthy. Foods with a lot of sugar are bad for our teeth.

**Read the dialogue below:**

**Manzi:** I like to eat fruits and vegetables. They keep my body healthy.

**Mary:** I like rice. It gives me energy to do sports. Beans help me to grow.

**Teacher:** Yes, Mary, rice and beans are healthy. Do you drink lots of water?

**Mary:** Yes, I drink lots of water.

**Teacher:** Great. But some foods are bad for our body.

**Mary:** Sweets are bad for our teeth.

**Manzi:** Beer and drugs are bad for our body.



## Activity 9

Fill in the missing letters. Say the words out loud.

1. b\_ \_ns
2. r\_ \_ce
3. Ca\_ \_ \_ge
4. b\_ n\_ na

## 4.6 Making bar graphs

Use questions to find out which food your friends like.

**Example:** Kelia, which food do you like?



## Activity 10

**Read the story below and answer the questions**

There are 10 children in my class. Their names are Kamali, Nema, Gahozo, Gasore, Jerome, Fidele, Keza, Teta, Mugeni and Mutesi. We have lunch at school. We have Rice, Beans, Cabbages, Avocado and Milk for lunch. In my class Gasore, Jerome, Fidele and Keza's favourite food is Rice and Beans. Mugeni and Mutesi don't like Cabbages. Their favourite food is Rice, Beans and Avocado. Teta and Gahozo's favourite food is Milk. Nema and Kamali like Cabbages and Beans.

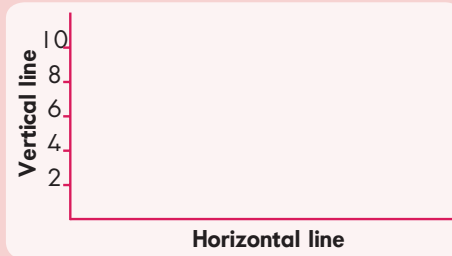
**Answer the questions:**

1. What is Nema's favourite food?
2. How many children like Beans?

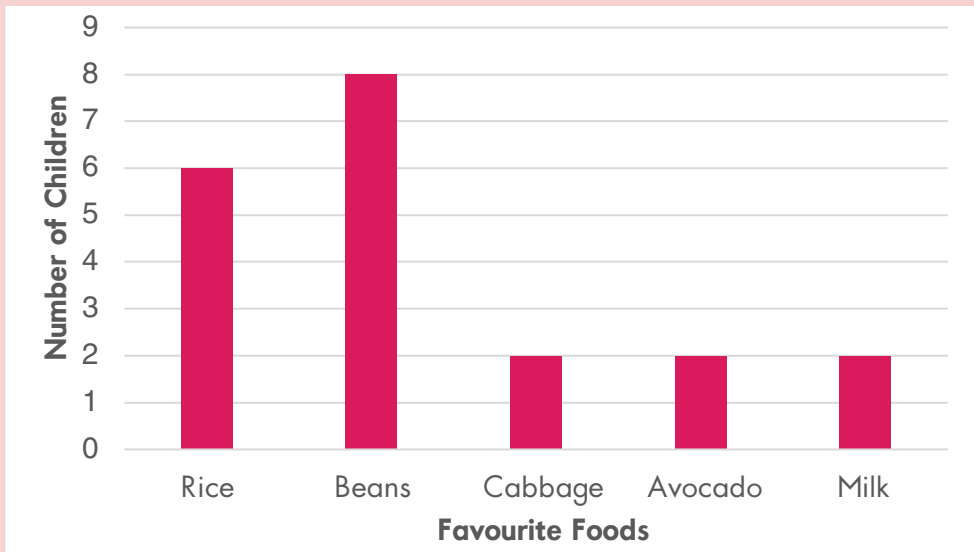
We are going to show children's favourite food in my class using a **bar graph**.

**A bar graph has two lines:**

- a. Vertical line
- b. Horizontal line



- The vertical line shows the number of children.
- The horizontal line shows the favourite foods.



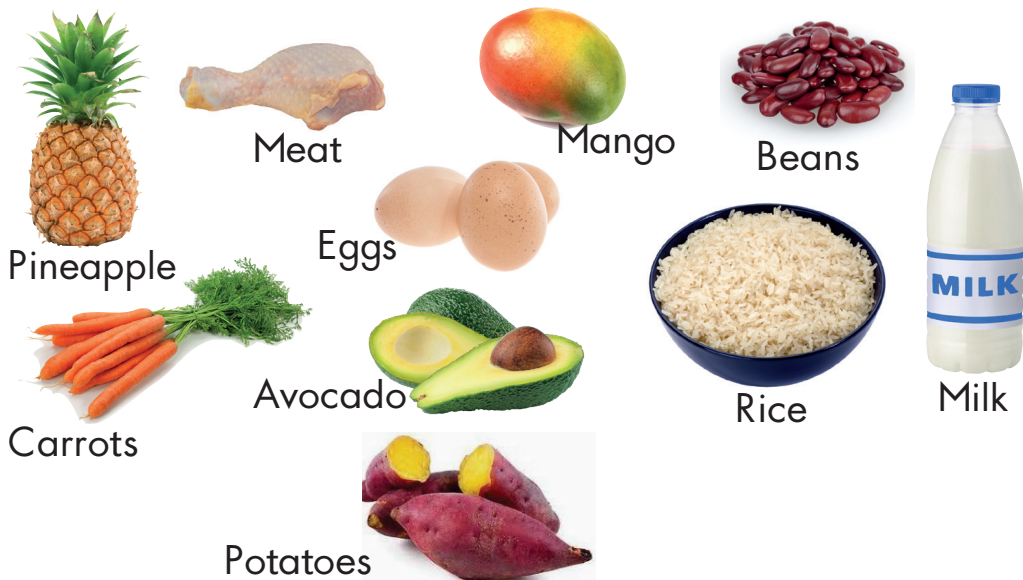
## Activity 11

**Answer the questions**

1. How many children like milk? \_\_\_\_\_
2. How many children like beans? \_\_\_\_\_
3. How many children like rice? \_\_\_\_\_
4. How many children like cabbage? \_\_\_\_\_

## Activity 12

Listen and repeat after the teacher



## 4.7 Sounds and spellings: sound “ll”

### Activity 13

Listen and repeat words with sound “ll”

ba-ll=ball

do-ll=doll

be-ll=bell

ha-ll=hall

## End of unit assessment

1. Use the words given to complete the sentences below.









lunch

dinner

breakfast

- a. I eat \_\_\_\_ at six o'clock in the morning.
  - b. At half past twelve in the afternoon,  
I eat my \_\_\_\_.
  - c. At six o'clock in the evening, I eat  
my \_\_\_\_.
2. Look at the names of the foods below. Say whether each one is countable or uncountable.
- |                  |                  |
|------------------|------------------|
| a. Tomatoes ____ | c. Potatoes ____ |
| b. Sugar ____    | d. Rice ____     |
3. Read and draw good pictures:
- a. This is a yellow dress.
  - b. The teacher is holding a ball.
  - c. This is a bell.

 Listen and repeat the letters of the alphabet

Letter names	Words		
<b>Jj</b>	 Jaguar	 Jet	 Jump
<b>Kk</b>	 Key	 Keyboard	
<b>Ll</b>	 Leaf	 Lemon	 Lizard

### Introductory activity:

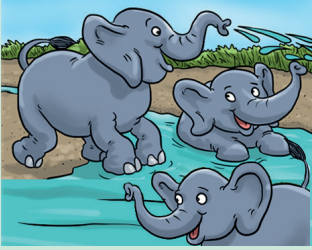


What can you see in the picture above?

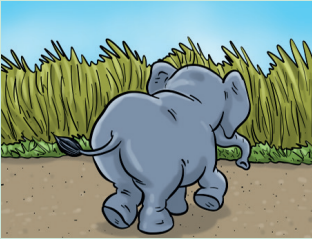
1. Do you like stories?
2. Can you tell your friends the story you like most?

## Activity 1

Listen and read the story, then answer the questions



Elephant lives in the bush with his family. All the baby elephants play together in the river.



One day, Elephant feels he is too old to play with others. He goes for a long walk.



He meets Father Lion on the way. "Where are you going?" asks Father Lion. "I am going for a walk," says Elephant.



"I am too big to play in the water."

"Come with me and visit my family," says Father Lion.

Elephant visits Lion's family and they become friends forever.

### Complete the sentences about the story:

1. Elephant feels that he is too.....to play with other elephants.
2. After that, he goes for a .....
3. Next, he meets Father .....on the way.
4. What did Father lion tell the elephant?.....

## 5.1. Describing a process

### “Letter writing”



### Activity 2

Listen and read, then answer the questions



Mary writes a letter to her grandmother who lives in Kayonza. First, she writes a letter on a piece of paper.



**When** she finishes writing, she puts the letter in an envelope.



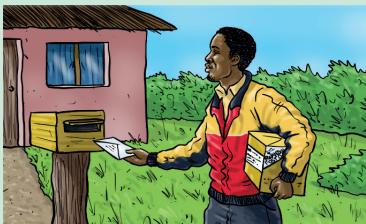
**Next**, Mary goes to the post box and posts the letter.



**After that**, the postman collects the letter from the post box.



**At 10 o'clock**, a van takes the letter to Kayonza.



**Finally**, the postman delivers the letter to Mary's grandmother.



Answer the questions:

1. What does Mary do first?
2. What does she do after writing the letter?
3. What does the postman do?
4. What happens next?

### Capital letters and a full stop.

We use capital letters when:

#### 1. Starting a sentence

**Example:** A van takes the letter to Kayonza.

#### 2. Writing name

**Example:** Mary wrote a letter to her grandmother.

#### A sentence ends with a full stop.

**Example:** Mary wrote a letter to her grandmother who lives in Kayonza.



### Activity 3

Use full stops and capital letters to write correct sentences.

1. mary goes to Kigali
2. patrick talks to frank
3. agnes and Jessica live in huye

## 5.2. Sounds and spellings: sound “oi”



### Activity 4

Listen and repeat words with “oi” sound

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



## End of unit assessment

1. Use the words in the boxes to complete the sentences below:

after that

finally

then

next

I eat breakfast in the morning and \_\_\_\_

I brush my teeth. \_\_\_\_ I brush my hair. \_\_\_\_ \_\_\_\_ I go to school. My parents read me a story at night before I go to sleep.

2. Use capital letters and full stops in the following sentences:

a. manzi and i go to school every day.

b. mary likes reading

3. Put **oi** sound and read the word.

a. s\_ \_l

b. t\_ \_let

c. \_ \_l

d. p\_ \_nt

4. Circle words with /oi/ sound in the sentences below:

a. We use clay soil to make pots.









b. We plant seeds in the soil.

c. Stop making noise in class.

# Unit 6

# Family members and household activities

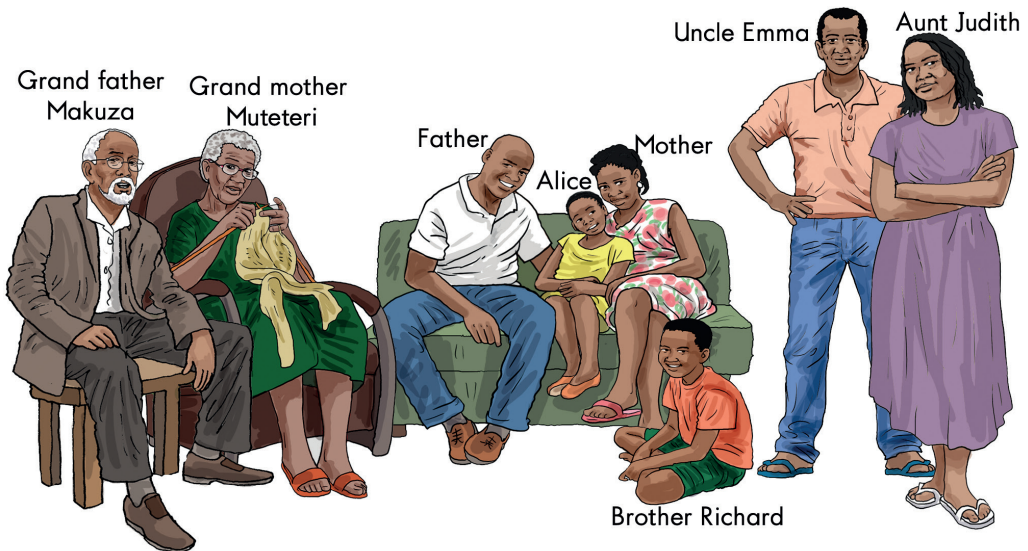
 Listen and repeat the letters of the alphabet

Letter names	Words		
Mm	 Mouse	 Meat	 Mosquito
Nn	 Nail	 Neck	 Notebook
Oo	 Ox	 Ostrich	



## Introductory activity:

1. Whom do you live with?
2. What do you do on the weekend when you are at home?
3. What can you see in the picture below?



## 6.1. Describing family members



### Activity 1

#### Listen and read, then answer the questions

My name is Alice. I am seven years old. I have one brother. His name is Richard. He is nine years old. My father's name is Kamanzi. He is a school headteacher at Ntwali Primary school. My mother is a nurse. We live in Huye. My grandparents live in Karongi. My grandfather Makuza is 72 years old. My grandmother Muteteri is 70 years old. Uncle Emma is my father's brother. He is married to Aunt Judith.

1. In groups of two, point to the following in the picture above:

#### Point to:

- |                    |                    |                |
|--------------------|--------------------|----------------|
| a. the grandfather | d. the grandmother | f. the father  |
| b. the aunt        | e. the uncle       | g. the brother |
| c. the mother      |                    |                |

2. Look at the picture on page 59 and answer the following questions.

**Example:** What is the name of Alice's Aunt?

The name of Alice's aunt is Judith.

- a. What is the name of Alice's brother?
- b. Alice's grandmother's name is \_\_\_\_\_.
- c. What is the name of Alice's grandfather?
- d. The name of Alice's mother is \_\_\_\_\_
- e. Where do Alice's grandparents live?

## Activity 2

### Listen and repeat after the teacher

- |            |           |                |
|------------|-----------|----------------|
| a. Father  | d. Sister | g. Grandfather |
| b. Mother  | e. Aunt   | h. Grandmother |
| c. Brother | f. Uncle  |                |

## 6.2. What jobs do they do?

### Activity 3

#### Read the story and answer the questions

My name is Gasaro. I live in Gasabo District. My neighbors' names are Mr. Kagabo, Mr. Ngoga, Mr. Karinijabo, Miss Keza, Mrs. Gatera and Bruno. My neighbors do different jobs. Mr. Kagabo is a Police Officer. Mr. Ngoga is a teacher at Kahanga Primary School. Mr. Karinijabo is a nurse at Kacyiru Hospital. Bruno is a carpenter. Miss Keza is a shopkeeper. She sells cooking oil, potatoes, rice and drinks. Mr. and Mrs. Gatera are farmers. They work on their farms every day. My neighbors are all hardworking and rich.

#### Answer the following questions:

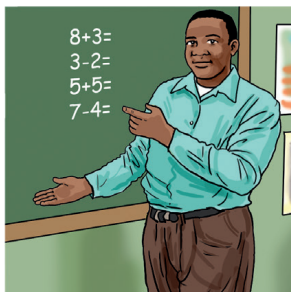
1. What job does Mr. Kagabo do? Mr. Kagabo is a Police Officer.
2. What does Mr. Ngoga do?
3. What job does Mr. Karinijabo do?
4. What job does Miss Keza do?
5. What job does Bruno do?
6. What job do Mr. and Mrs. Gatera do?

## Activity 4

Listen and repeat after the teacher



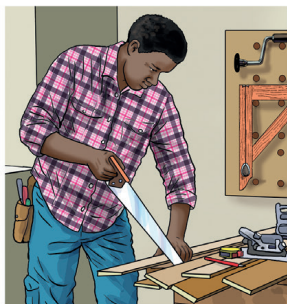
Police Officer



Teacher



Nurse



Carpenter



Shop keeper



Farmer

## Activity 5

Talk about your family members' jobs

**Example:**

1. What is your mother's job? She is a nurse.
2. What is your uncle's job? He is a teacher.

## Activity 6

**Spelling: fill in the missing letters**

1. My mother is a n\_ \_se
2. Kagabo is a t\_ \_cher
3. Kalinda is a c\_ \_pent\_ \_

## 6.3. Household activities

### Activity 7

Listen and repeat after the teacher

We use doing words when we talk about household activities.



My mother **cooks** food.



Kagabo **milks** the cow.



My sister **collects** firewood.



My brother **fetches** water and **washes** clothes.



My father **works** on the farm.

### Answer the following:

1. What does your mother do at home?
2. What does Kagabo do?
3. What does the father do?



### Activity 8

#### Example:

1. What do you do at home? **I clean the house.**
2. What does your mother do? **She cooks food.**
3. What does your father do at home? **He works on the farm.**
4. What does your brother do at home? **He collects firewood.**
5. What does your sister do? **She fetches water.**



### Activity 9

#### Listen and repeat after the teacher

1. Milks
2. Collects
3. Fetches
4. Cooks





## Activity 10

Listen and read, then answer the questions about household activities in Muteteri's family.



Muteteri makes her bed.



Father waters the garden.



Mother washes clothes.



In the evening, father helps the children with their homework.



Mother cooks food and sets the table.



After supper, Muteteri washes the dishes.



Dukuze dries the dishes.

## Who does what?



### Activity 11

Tick the right box about Muteteri's family.

	Father	Mother	Muteteri	Dukuze
Washes dishes			✓	
Makes bed				
Waters the garden				
Cooks food				
Sets the table				
Helps with homework				
Dries dishes				



### Activity 12

- Tell your friend what your family members do at home.
- Write it in your notebook.

#### Spelling:

- Fill in the missing letters:
  - Muteteri w\_ \_hes dishes
  - My mother c\_ \_ks food.
  - Kagabo \_ \_lks the cow.
  - My brother f\_ \_ches water

## 6.4. Describing daily activities

1.



2.



3.



4.



### Activity 13

**Write sentences about your daily routine.**

Use the words below:

Get to school, leave home, eat breakfast, get up.

## 6.5. Timing the journey

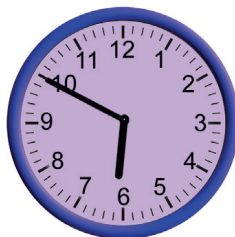


### Activity 14

**Read about Mukiza's timed journey to school**



Leaves home



Gets to  
school



Leaves school



Gets home

## Read: Mukiza's daily routine

I wake up at 5:30 in the morning. Then I get dressed. I eat breakfast. Then I brush my teeth. I leave home at 6:30. I arrive at school at 6:50. I start my classes at 8h30. I go back home at 5:00 pm. I get home at 17:20.

1. At what time does Mukiza leave for school?
  - Mukiza leaves for school at a half past six in the morning.
2. How long does it take her to get to school?
3. At what time does Mukiza get to school?
4. If she gets home at 17:20, at what time does she leave school?
5. How long does Mukiza stay at school?
6. If Mukiza gets home at twenty minutes past five, how many minutes does she use to get back home?

## 6.6. Sounds and spellings: sound /oy/



### Activity 15

Listen and repeat words with oy sound

- a. boy
- b. toy
- c. enjoy
- d. joy



### Activity 16

Read and circle words with /oy/ sound in the sentences

- a. Tom is a good **oy**.
- b. Denise has a **oy** car.
- c. I **oy** reading books.








## End of unit assessment

1. Write about yourself. Copy the sentences and fill in the missing words.  
I live in \_\_\_\_\_. I have\_\_\_\_\_ brother(s) and \_\_\_\_\_ sister(s). My grandparents live in \_\_\_\_\_.
2. Copy and complete the words.
  - a. My mother c\_ \_ks food.
  - b. I br\_ \_ \_ my teeth.
  - c. My brother f\_ \_ \_ \_es water.
3. Use the words in the boxes to complete the sentences below:  

carpenterfarmerteachernurse

  - a. A \_\_\_\_\_ grows crops and keeps cattle.
  - b. A \_\_\_\_\_ helps children learn to read and write.
  - c. A \_\_\_\_\_ helps people when they are sick.
  - d. A \_\_\_\_\_ makes things from wood.
4. Dukuze leaves home at 6:25. He gets to school at 6:45. How long does the journey to school take?

 Listen and repeat the letters of the alphabet

Letter names	Words		
Pp	 Pumpkin	 Plate	 Potato
Qq	 Question	 Quiet	
Rr	 Ruler	 Rainbow	 Ring

## Introductory activity:

 Look at the pictures below:



Cloudy

Rainy

Windy

Sunny

## 7.1. Describing the weather

### Activity 1

#### Listen and repeat after the teacher



It is sunny. It is hot. The sky is blue. The weather is lovely.



It is rainy. The day is wet. It is cold. It is raining heavily.



It is windy. The wind is blowing. It is stormy. We can hear the thunder and lightning.



It is cloudy. The sun is behind the clouds. It looks like rain is coming.

## Activity 2

### Talk about the weather

Look outside and describe the weather. Is it hot or cold today?

## Activity 3

### Rearrange the letters

1. anri
2. snu
3. clou
4. nidw

## Activity 4

### Match the sentences with the pictures

Say which picture matches each sentence.

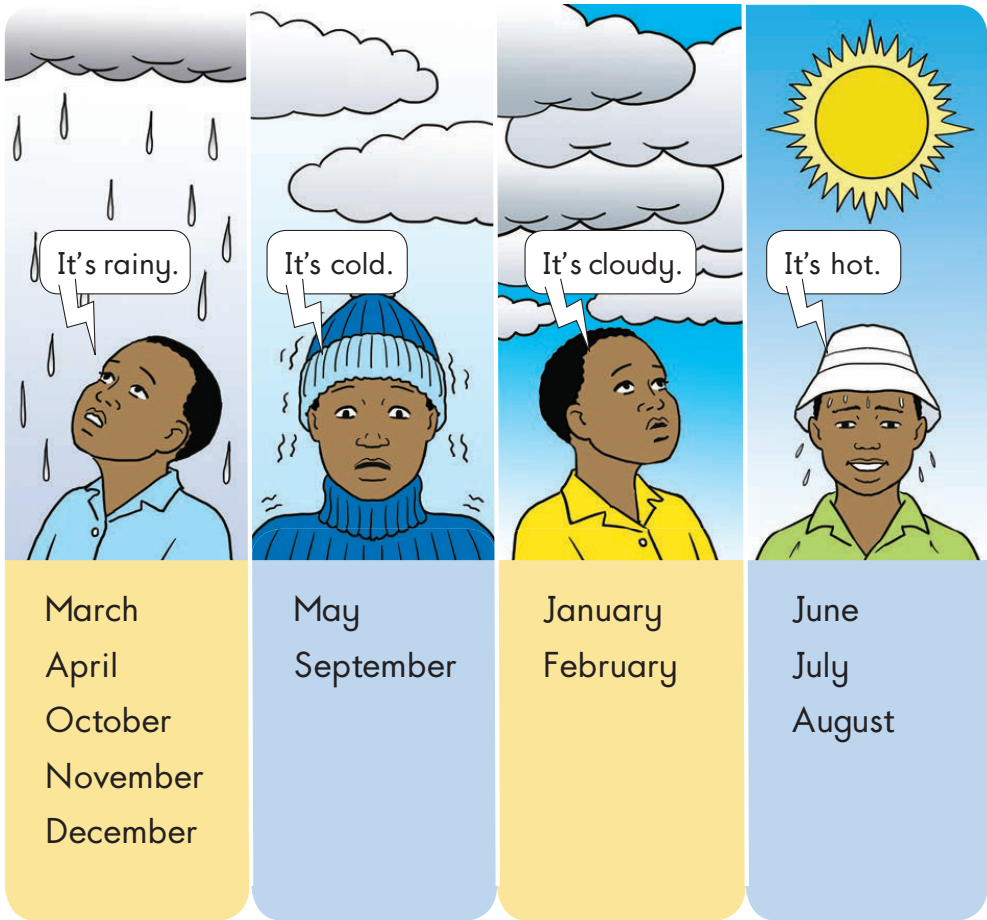


1. It is a sunny day. \_\_\_
2. The wind is blowing. \_\_\_
3. It is raining. \_\_\_
4. It is cold. \_\_\_



## 7.2. The weather in Rwanda

Look at the picture, listen and read about the weather in Rwanda



Rwanda is not very hot. Nor is it very cold.  
In April, it rains a lot. The weather is cold.  
In June and July, it is sunny. The weather is very hot.  
In October, it rains a little.  
In August, the sun is very hot.

## Activity 5

### Weather words

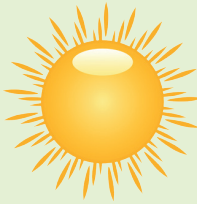
Match the words with the pictures

### Weather words ending in -y

Windy, sunny, cloudy and rainy



It is rainy. It is raining.



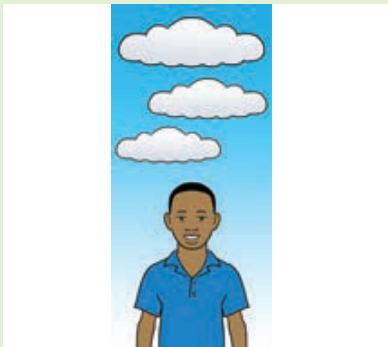
It is sunny. The sun is shining.

### Words ending in -ing

Raining, shining, blowing.



It is windy.  
The wind is blowing.



It is cloudy.  
The sun is behind the clouds.

## 7.3. Describing temperature

### Activity 6

#### Listen and read about temperature

A thermometer measures temperature.

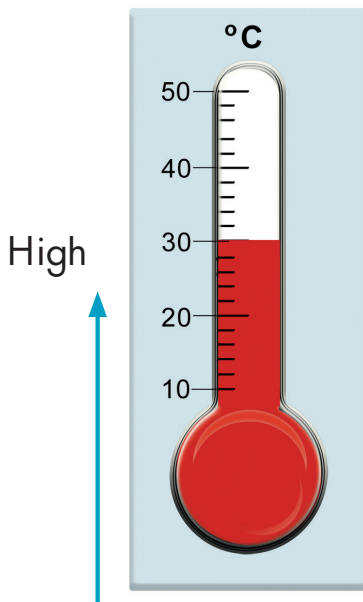
It is marked in degrees Celsius.

When the degrees are high, the temperature is hot or warm.

When it is cold, the temperature is low.

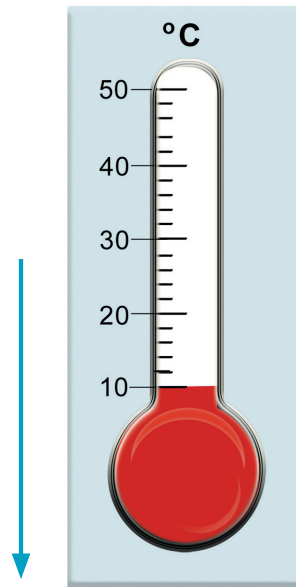
When it is hot, the temperature is high.

A.



It is 30 °C (degrees Celsius).  
Is it hot or cold?

B.

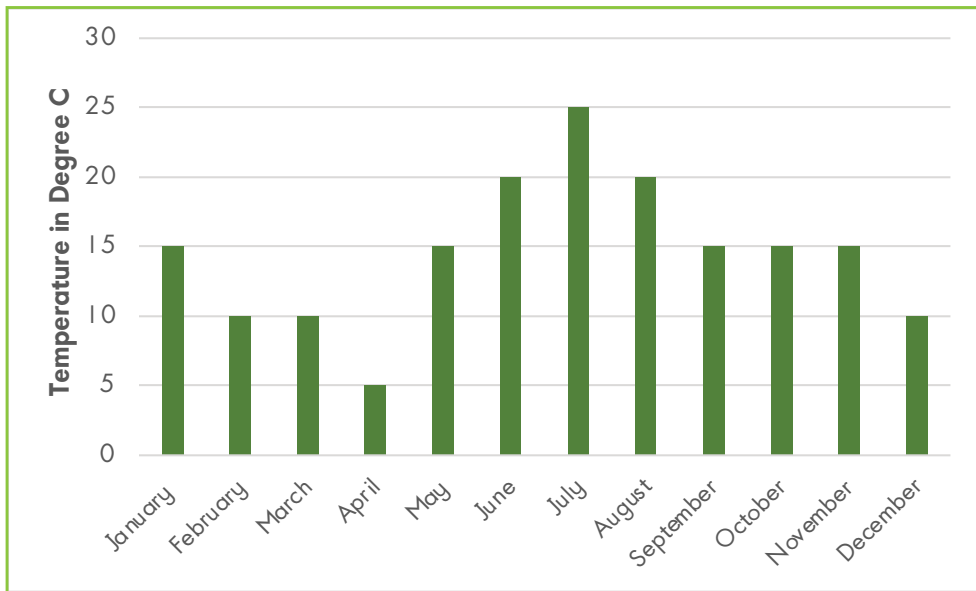


Low  
It is 10 °C (degrees Celsius).  
Is it hot or cold?

## Using graphs

The graph can also be used to show temperature for each month.

The graph below shows the temperature for each month in Kigali.



### Activity 7

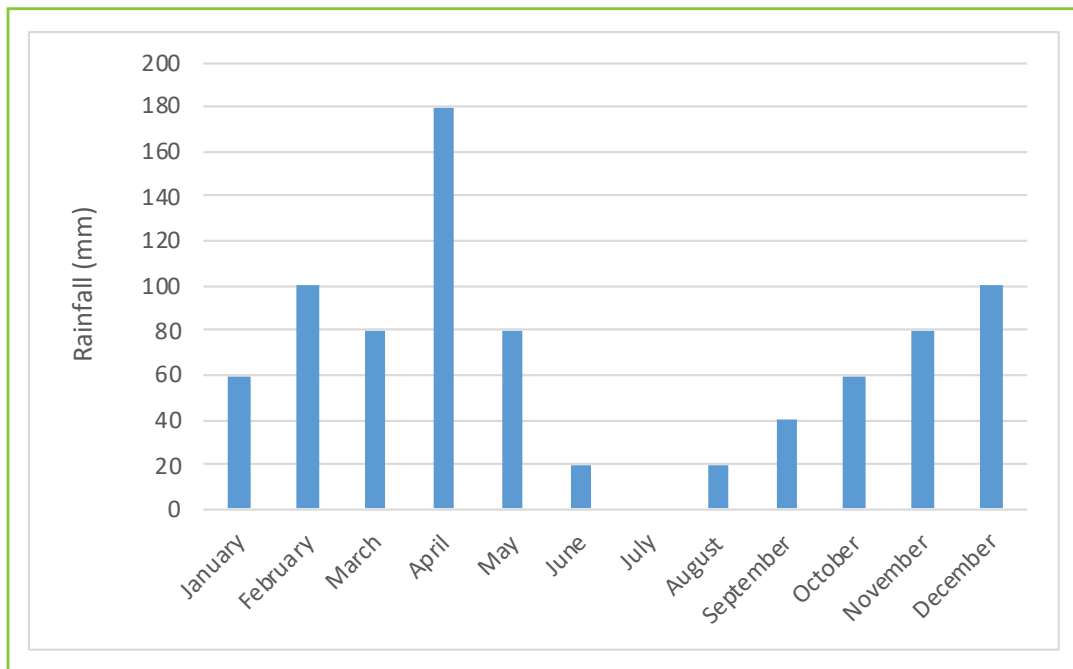
#### Read a temperature graph

Look at the graph above.

1. Which month was the hottest? The hottest month was July. The temperature was  $25^{\circ}\text{c}$ .
2. Which month was the coldest?
3. What was the temperature in March?
4. What was the temperature of the month of December?

## 7.4. Describing rainfall throughout the year

This graph shows the amount of rain that falls each month in Kigali.



### Activity 8

**Use the bar graph to answer the questions**

Look at the bar graph above. Say whether the sentences are true or false.

1. It rained a lot in February.
2. There was no rain in July.
3. April had more rain than any other month.
4. There was little rain in June.



## Activity 9

### Talking about the weather in Rwanda

Talk about the weather in Rwanda. Ask and answer questions.

#### Example

**Question:** Is it very rainy in Rwanda in June and July?

**Answer:** No it is not. It is very dry in June and July.



Sunny

What is the weather today?  
The weather today is

\_\_\_\_\_



Rainy

What is the weather today?  
The weather today is

\_\_\_\_\_



## Activity 10

A. Listen and repeat after the teacher:

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

## B. Sound and spellings

Fill in the gaps with the missing letters:

1. It is very h\_\_t in June and July.
2. The weather is very c\_\_ \_\_d today. It is r\_\_ \_\_ning a lot.

## 7.5. Sounds and spellings: sound “ai” read as “ei”



### Activity 11

Listen and repeat words with “ei” sound:

- a. rain
- b. maize
- c. snail
- d. nail



### Activity 12

Read these sentences of “ei” sound:

1. It is raining now.
2. We plant maize in the rainy season.
3. A snail moves slowly.



## End of unit assessment

1. Rearrange the letters below. Write the correct words.

a. anri

c. yunns

b. ylcoud

d. nwiyd

2. Complete the paragraph below about the weather in Rwanda. Use the words given.

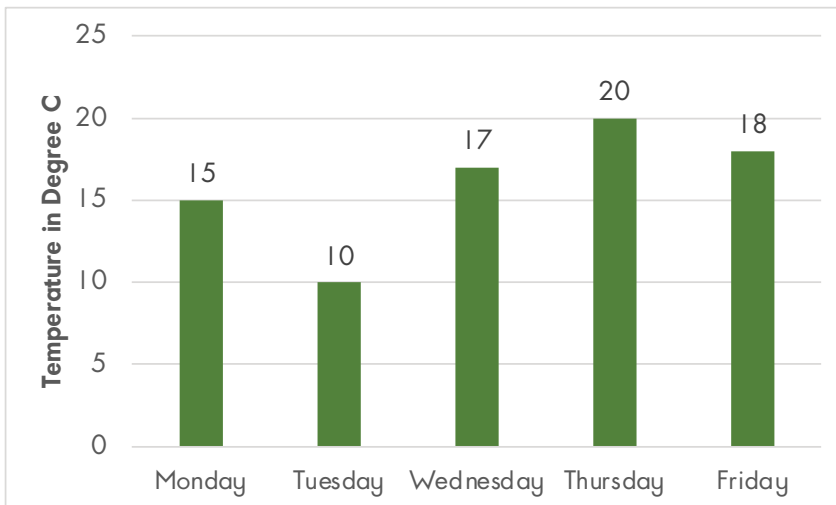
hot

cold

rains

Rwanda is not too \_\_\_ or too \_\_\_. It \_\_\_ a lot in April.

3.



a. What is the temperature on Monday? \_\_\_\_\_


b. What is the temperature on Tuesday? \_\_\_\_\_

c. Which day was the hottest day of this week?  
\_\_\_\_\_

d. Which day was the coldest day of this week?  
\_\_\_\_\_



 Listen and repeat the letters of the alphabet

Letter names	Words		
<b>Ss</b>	 Spoon	 Socks	 Scarf
<b>Tt</b>	 T-shirt	 Tiger	 Tie
<b>Uu</b>	 Under	 Umbrella	

## Introductory activity:

1. Look at the pictures below:
2. What can you see?

Elephant



Crane



Lion



Butterfly



Mosquito



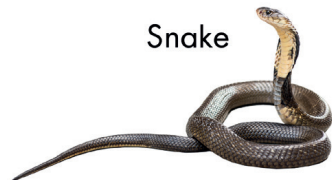
Eagle



Monkey



Snake





## Activity 1

Listen and repeat after the teacher

Birds	Animals	Insects
Eagle Crested crane	Lion Elephant	Mosquito Butterfly

## Activity 2

Look at the pictures below and answer the questions with:  
**Yes, it is or No, it isn't.**



Is this a monkey?

Yes, it is. It is a monkey.



Is this a gorilla? No it isn't.

It is an elephant.



Is this a fly? \_\_\_\_\_



Is this a snake? \_\_\_\_\_



Is this an eagle? \_\_\_\_\_



Is this an elephant? \_\_\_\_\_

## 8.1. How do animals move?



### Activity 3

Listen and read about how animals move



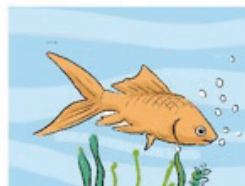
Birds can fly.



A snake crawls on the ground.



Cats can run and jump.



Fish swims in the water.



Monkeys can climb trees.



## Activity 4

### How do these animals move?

#### A. Answer the questions:

1. Can snakes fly? No, they can't. They crawl.
2. Can birds run? No, they can't. They can fly.
3. Can eagles fly?
4. Can fish walk?

#### B. Listen and repeat:

1. Bird
2. Eagle
3. Snake
4. Fish
5. Cat
6. Monkey




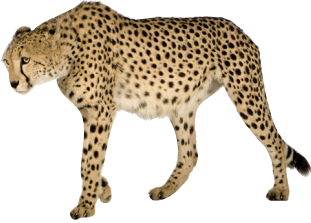
#### C. Complete with the missing letters:

1. B\_\_ \_\_d
2. M\_\_ \_\_k\_\_y
3. \_\_ag\_\_



## Activity 5

Tick in the table about how animals move

		Climbs trees	Runs fast	Digs holes	Eats grass
	Monkey	✓			
	Hare				
	Zebra				
	Leopard				





## 8.2. Animal sounds



### Activity 6

Listen and repeat after the teacher reading the poem

Animal sounds:

	<p>Quack, says the duck. I can't go in truck.</p>
	<p>Meow, says the little cat. Come to me, you little rat.</p>
	<p>No, No, squeaks the rat. From the roof of the house.</p>
	<p>Bow wow, says the dog. Off he goes for a jog.</p>

### 8.3. What do animals eat?



#### Activity 7

Listen and read about what animals eat



Lions and leopards eat meat.



Zebras eat grass.



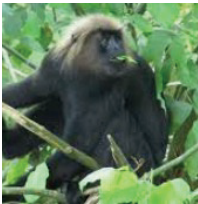
Cows eat grass.



Rabbits eat weeds.



Birds eat grains of millet and maize.



Monkey eats leaves of trees.

## 8.4. Where do animals live?

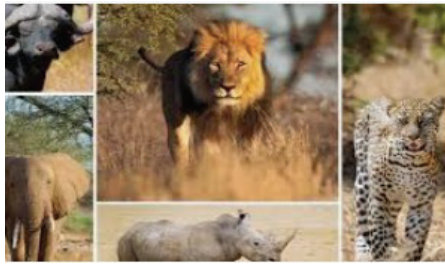


### Activity 8

**Listen and read about where animals live**



Animals like fish, crocodiles, hippopotamuses and frogs live in water.



Elephants, monkeys, chimpanzees, zebras, giraffes, buffalos and lions live in different forests like Akagera, Nyungwe and Volcanoes National Parks.



### Activity 9

**Read about the national parks of Rwanda and answer the questions**

We have many national parks and one zoo in Rwanda. Their names are:

1. Akagera National Park
2. Nyungwe National Park.
3. Volcanoes National Park.
4. Nyandungu wetland tourism park.



There are lions, zebras, giraffes, leopards, and elephants in **Akagera National Park**. Monkeys live in **Nyungwe National Park**. Chimpanzee live in **Volcanoes National Park**. Other birds like crested crane live in **Nyandungu wetland tourism park**.

**Answer the questions:**

1. Name the animals that live in Akagera National Park.
2. The crested cranes live in\_\_\_\_\_
3. Chimpanzee live in\_\_\_\_\_



**Listen and repeat:**

- a. Lion
- b. Zebra
- c. Leopard
- d. Elephant
- e. Monkey
- f. Antelope
- g. Chimpanzee
- h. Crested crane

**8.5. Animals have colours**

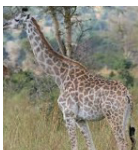


**Activity 10**

**Listen and read about the animal colours, then answer the questions.**



A chimpanzee is black.  
It has a black colour.



A giraffe is brown with black spots.



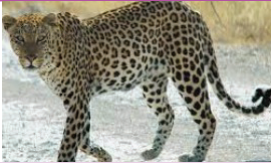
A cow is brown, black, white or black.



A zebra has a white colour striped with black lines.



Cats have black, white or spotted colours.



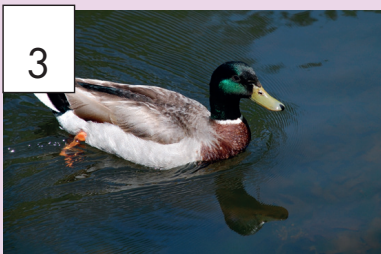
A leopard is brown with black spots.

## 8.6. Describing pictures of animals

### Activity 11



Look at the pictures below. What are the animals in these pictures doing?



Use the words in the box below to tell what animals in the pictures are doing.

Swimming

Running

Eating

Drinking

1. The elephant is drinking water.
2. The lion is \_\_\_\_\_
3. The antelope is \_\_\_\_\_
4. The duck is \_\_\_\_\_

## 8.7. Types of animals



### Activity 12

#### Listen and read about the types of animals

We can divide animals into groups.

**Mammals** are **warm blooded animals**. They feed their young ones on milk from their own body.

**Examples:** chimpanzees, lions, elephants.



**Reptiles** are **cold blooded animals**. They crawl or move on their bellies or on small short legs.

**Examples:** Crocodiles, lizards, snakes.



**Birds** are flying animals with feathers.

**Examples:** Eagles, crested cranes.



**Insects** are small animals with six legs.

**Examples:** Butterflies, mosquitoes.



## 8.8. Sounds and spellings:

### Letter sound “a” that sounds as “ei”



#### Activity 13

#### Listen and repeat words with “ei” sound







- a. Snake
- b. Crane
- c. Cake
- d. Table



#### End of unit assessment

1. Read and draw good pictures.
  - a. This is a cake.
  - b. This is a snake.
  - c. This is a table.
  - d. The children are playing.
2. Name the animal:
  - a. It has black and white lines on its skin and eats grass.
  - b. It gives us milk and meat.
  - c. It looks like a human being, it lives in Volcanoes National Park.
3. Rearrange the letters to write the names of animals.
  - a. keymon
  - b. nsaek
  - c. onli

 Listen and repeat the letters of the alphabet

Letter names	Words		
Vv	 Vehicle	 Vegetables	
Ww	 Whistle	 Wheel	 Window
Xx	 X-ray		

### Introductory activity:

- Look at the pictures below.
- What can you see? I can see.....



- Listen and repeat after the teacher
- Complete the sentences.
  - Five comes after \_ and before \_ .
  - Three comes after \_ .
- Take turns to say the numbers from one to ten aloud.

## 9.1. Writing numbers from 1 to 10 in words and in figures

### Activity 1

Copy the table below in your activity book. Write the numbers from 1 to 10 in both words and figures.

Number	Spelling
1	One
2	Two
3	Three
4	Four
5	Five
6	Six
7	Seven
8	Eight
9	Nine
10	Ten

### Activity 2

Read the names of numbers from 1 to 100.

1 = One

2 = Two

3 = Three

4 = Four

5 = Five

6 = Six

7 = Seven

8 = Eight

9 = Nine

10 = Ten

11 = Eleven

12 = Twelve

13 = Thirteen

14 = Fourteen

15 = Fifteen

16 = Sixteen

17 = Seventeen

18 = Eighteen

19 = Nineteen

20 = Twenty

21 = Twenty-one

22 = Twenty-two

23 = Twenty-three

24 = Twenty-four

25 = Twenty-five

26 = Twenty-six

27 = Twenty-seven

28 = Twenty-eight

29 = Twenty-nine

30 = Thirty

31 = Thirty-one

32 = Thirty-two

33 = Thirty-three

34 = Thirty-four

35 = Thirty-five

36 = Thirty-six

37 = Thirty-seven

38 = Thirty-eight

39 = Thirty-nine

40 = Forty

41 = Forty-one

42 = Forty-two

43 = Forty-three

44 = Forty-four

45 = Forty-five

46 = Forty-six

47 = Forty-seven

48 = Forty-eight

49 = Forty-nine

50 = Fifty

51 = Fifty-one  
 52 = Fifty-two  
 53 = Fifty-three  
 54 = Fifty-four  
 55 = Fifty-five  
 56 = Fifty-six  
 57 = Fifty-seven  
 58 = Fifty-eight  
 59 = Fifty-nine  
 60 = Sixty

61 = Sixty-one  
 62 = Sixty-two  
 63 = Sixty-three  
 64 = Sixty-four  
 65 = Sixty-five  
 66 = Sixty-six  
 67 = Sixty-seven  
 68 = Sixty-eight  
 69 = Sixty-nine  
 70 = Seventy

71 = Seventy-one  
 72 = Seventy-two  
 73 = Seventy-three  
 74 = Seventy-four  
 75 = Seventy-five  
 76 = Seventy-six  
 77 = Seventy-seven  
 78 = Seventy-eight  
 79 = Seventy-nine  
 80 = Eighty

81 = Eighty-one  
 82 = Eighty-two  
 83 = Eighty-three  
 84 = Eighty-four  
 85 = Eighty-five  
 86 = Eighty-six  
 87 = Eighty-seven  
 88 = Eighty-eight  
 89 = Eighty-nine  
 90 = Ninety

91 = Ninety-one  
 92 = Ninety-two  
 93 = Ninety-three  
 94 = Ninety-four  
 95 = Ninety-five  
 96 = Ninety-six  
 97 = Ninety-seven  
 98 = Ninety-eight  
 99 = Ninety-nine  
 100 = Hundred

### Activity 3

Listen and repeat the symbols we use in calculation

Sign	Word
+	Addition
-	Subtraction
×	Multiplication
÷	Division
=	Equals to

## 9.2. Addition

Addition is when we add two or more numbers together to make a total.

We use the plus sign (+) to show that we are adding.



**For example:** One apple plus one apple equals two apples.



## Activity 4

### Practice addition

1. Write the calculations in words.

**Example:**  $2+3=5$  two plus three equals five.

a.  $3 + 7 = 10$

b.  $3 + 5 = 8$

2. Write the numbers below in the correct order to make a calculation.  
one, four, equals, plus, five.

3. Complete the sentences with numbers.

In our group there are 4 boys and 4 girls. \_\_\_\_ plus \_\_\_\_ equals \_\_\_\_.

## 9.3. Subtraction

Subtraction is when we take something from another. We use the minus sign (-) to show that we are taking something away.

**For example:** Three cats minus two cats equals one cat. a.

$3 - 2 = 1$  b.  $6 - 3 = 3$

## Activity 5

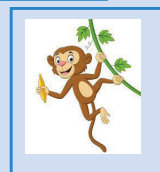
### Practice subtraction

1. There are eight bananas. The monkey eats five. How many bananas are left?

\_\_\_\_\_

**Write it like this:**

Eight minus five equals \_\_\_\_.





2. Write the calculations in words, e.g.  $3-2=1$ .  
Three minus two equals one.

a.  $7-4=3$       b.  $10-8=2$

3. Write the calculations in numbers:

a. Ten minus two equals eight.

b. Seven minus five equals two.

## 9.4. Multiplication

When we multiply, we take one number and add it together a number of times.

**Example:** 2 multiply by 4 is the same as  $2+2+2+2=8$   
We took the number 2 and added it together 4 times.

### Activity 6

Write these calculations in words:

a.  $3 \times 3 = 9$

b.  $2 \times 5 = 10$

## 9.5. Division

Division is breaking up a number into an equal number of parts.

**Example:** 8 divided by 4 equals 2.

If you take 8 bananas and put them into four equal-sized groups, there will be 2 bananas in each group

## Activity 7

Practice division

- There are 10 sweets. There are 5 children who want to share them.  
10 divided by 5 equals \_\_\_\_\_. Each child will get \_\_\_\_\_ sweets.
- What is ten divided by two?  
Write the calculation in numbers.
- Write the following calculations in words:
  - $10 \div 2 = 5$
  - $9 \div 3 = 3$

## Activity 8

**Match the words with numbers**

Match the sentences with the calculations

<b>1.</b> Nine minus eight equals one.	<b>a.</b> $10 \div 5 = 2$
<b>2.</b> Six multiplied by two equals twelve.	<b>b.</b> $10 + 4 = 14$
<b>3.</b> Ten plus four equals fourteen	<b>c.</b> $9 - 8 = 1$
<b>4.</b> Ten divided by five equals two.	<b>d.</b> $6 \times 2 = 12$
<b>5.</b> Four multiplied by four equals sixteen.	<b>e.</b> $20 - 10 = 10$
<b>6.</b> Three divided by three equals one.	<b>f.</b> $4 \times 4 = 16$
<b>7.</b> Twenty minus ten equals ten.	<b>g.</b> $10 + 0 = 10$
<b>8.</b> Ten plus zero equals ten.	<b>h.</b> $3 \div 3 = 1$

## 9.6. Sounds and spellings

“ea” sounds same as “i”



### Activity 9

Listen and repeat words with “ea” read as “i”

- a. m**ea**t
- b. s**ea**t
- c. t**ea**cher
- d. t**ea**
- e. **ea**t

### Activity 10

Read and draw good pictures:

- a. Keza is **rea**ding a book.
- b. This is a **lea**f.
- c. Manzi is **ea**ting food.





### End of unit assessment

- 1. Write the numbers as words.
  - a. 8
  - b. 3
  - c. 4
  - d. 9
- 2. Match the signs in the table with the correct word.
- 3. Count backwards from 20 to 1. Write the numbers in your activity book.

Sign	Word
+	minus
-	multiply
×	divide
÷	plus

1.

 Listen and repeat the letters of the alphabet

Letter names	Words
<b>Yy</b>	 Yacht
<b>Zz</b>	 Zero

### Introductory activity

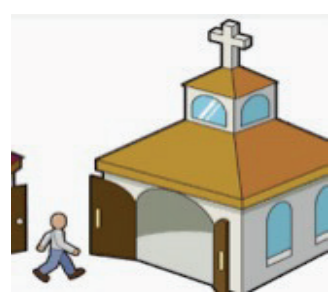
1. Look at the pictures below:



I am playing football.



I am reading my English storybook.



Ben is going to church.

2. What can you see? I can see.....
3. What are the children doing now?

## 10.1 Recounting past events

### Activity 1

1. Look at the pictures of what I did last week.
2. Listen and read the sentences below:



Last week I played football.



On Saturday I visited my grandparents.



Yesterday I went to school.

### Ask and answer these questions with a friend.

1. What did you do yesterday? I went to school.
2. Did you play any sport last week? Example: Yes, I did, I played football.
3. What did you do on the weekend? I worked on my homework.

## 10.2 Describing a day in the past

### Ivan's day – Listen and read the story

Yesterday, I **got up** at 6:00. I got **dressed**. Then I **ate** my breakfast and **brushed** my teeth. I **went** to school and **did** very well in my Maths test. After school, I **played** football. Finally, I **went** to bed at 08:00 pm.

## Activity 2

### Talk about a day in the past

1. Name two things Ivan did yesterday.  
**Example:** He got up at 6:00
2. Ask and answer questions with your friend.
  - a. What time did you eat breakfast?
  - b. What did you do after eating?
  - c. What time did you go to bed?
3. Write sentences about a day in the past (yesterday).  
**Example:** I played with my friends

## 10.3 Daily routine in the past

Action verbs change when we talk about something in the past.

**Example:**

Regular verbs	Irregular verbs
Work - <b>worked</b>	Go - <b>went</b>
Play - <b>played</b>	Eat - <b>ate</b>
Walk - <b>walked</b>	Do - <b>did</b>
Arrive - <b>arrived</b>	Come - <b>came</b>

## Activity 3

**Write a sentence for each day of last week and what you did. For example:**

1. On Monday, I went to school.
2. On Tuesday, I ate an apple.
3. On Wednesday, I had breakfast at 6 o'clock.
4. On Thursday, \_\_\_\_\_
5. On Friday, \_\_\_\_\_
6. On Saturday, \_\_\_\_\_
7. On Sunday, \_\_\_\_\_

**Read your sentences to your friend.**

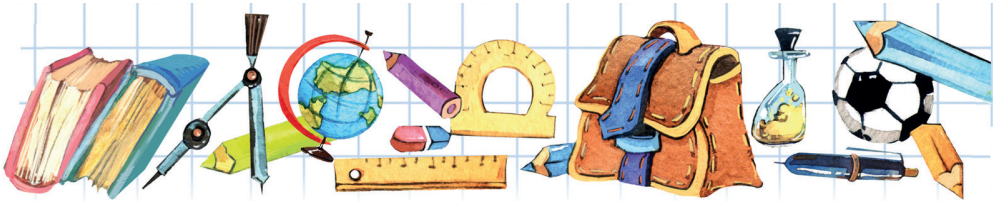
What did we study yesterday?

## 10.4 Describing lessons in the past

### Activity 4

Look at the school timetable below:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:25	English	Maths	English	Math	Maths
9:25-10:05	Maths	Kinyarwanda	Maths	Kinyarwanda	Set
10:05-10:45	Social	Set	Social	Social	Social
10:40-11:00	Break	Break	Break	Break	Break



Answer the questions below:

1. What lesson did we have at 8:45 am to 9:25 am yesterday? At 8:45 am to 9:25 yesterday we had English.
2. We studied \_\_\_\_\_ at 10:05 am to 10:45 am?
3. We had \_\_\_\_\_ at 9:25 am to 10:05 am.

### Activity 5

Talking about the school timetable

1. Talk to your friend about your yesterday's timetable.
2. Write about your school timetable for yesterday. Use the words below to help you.

first

after that

then

next

before

last

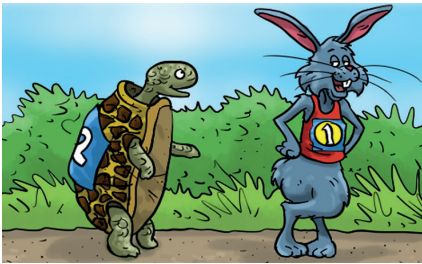
### Example

**Yesterday** we studied many lessons. **The first** lesson was English. **After** English, we studied Maths. **Before** break, we studied Kinyarwanda. **After** break, we had Maths. **Next** we studied English and the **last** was SET.

## 10.5 Story telling

### The Hare and the Tortoise

Once upon a time there was an animal. Its name was Hare. He was a good runner. He was proud he could run fast. He was a neighbor to Tortoise.



Tortoise said to Hare, “Let’s run. I can run faster than you.” All the animals came to watch.

Hare ran down the road and stopped. He looked back at Tortoise and cried out,

“How do you expect to win when you are walking so slowly?”

Hare fell asleep next to the road, thinking, “There is plenty of time to relax.”





Tortoise walked until he reached the finishing line. The animals clapped and shouted so loudly that they woke up Hare. The Hare began to run again, but it was too late.



Tortoise was already on the finishing line.



## Activity 6

### Who said it?

Who said each sentence below – Tortoise or Hare?

1

There is plenty of time to relax.

2

I can run faster than you.

3

How do you expect to win when you are walking so slowly?

**Example:** Hare said, “there is plenty of time to relax.”

1. \_\_\_\_\_ said I can run faster than you.
2. \_\_\_\_\_ said how can you expect to win when you are walking so slowly?

**Read the sentences aloud and repeat after the teacher.**

## 10.6 Describing future plans

Listen to Ivan and Katia talking:

Hello, Ivan. What are you going to do this holiday?



Hi, Katia. I am going to stay at home. I am going to read books and play football with my friends. And you?



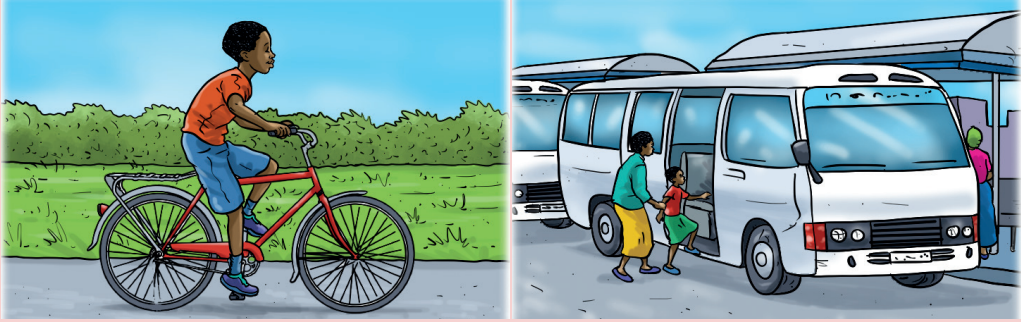
I am going to visit my friend in Rubavu. We are going to swim in Lake Kivu.

That sounds like fun!

### Activity 7

1. Listen and repeat after the teacher reading about the future plans of Gasore and Neza.

Gasore likes doing sports. He has a new bicycle. This weekend, he is going to ride his new bicycle.



His sister Neza, doesn't like riding bicycles. This weekend, she is going to visit her grandmother in Gatsibo.

2. Take turns to say what you are going to do over the weekend.

**Example:** I am going to visit my uncle in Gatsibo.

## Activity 8

### Write about your future plans

Complete the sentences. Use the words below:

wash

eat breakfast

get dressed

get up

will brush

am going

pack my bag

1. On Tuesday, I am going to **get up** early.
2. I will \_\_\_ my face, then I will \_\_\_ and then \_\_\_ my teeth. Before I go to school I will \_\_\_.
3. From now on, I \_\_\_ to be on time.

## Activity 9

### Make a weekly plan

Look at this weekly plan and in each block write something you will do on that day after classes.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
I will play football						

## 10.7 Sounds and spellings. Sound “oo” read as “u”

### Activity 10

#### Listen and repeat words with “oo” read as “u” sound

- Moon
- Room
- Book
- School
- Stool

#### Read sentences with “oo” “u” sound

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



## End of unit assessment

1. Complete the sentences in column 2.

Column 1	Column 2
a. I walk to see the birds.	Yesterday, I walked to see birds.
b. We talk to each other.	Yesterday, we ____ to each other.
c. I visit my aunt.	Tomorrow, I ____ my aunt.

2. Complete the sentences:

What did you do yesterday?

I ate my breakfast at \_\_\_\_\_ o'clock. Then I \_\_\_\_\_ and I went to school at \_\_\_\_\_ o'clock.

4. Read and draw good pictures:

- a. This is a book.
- b. Manzi is eating food.
- c. This is a school.
- d. This is a broom.

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