

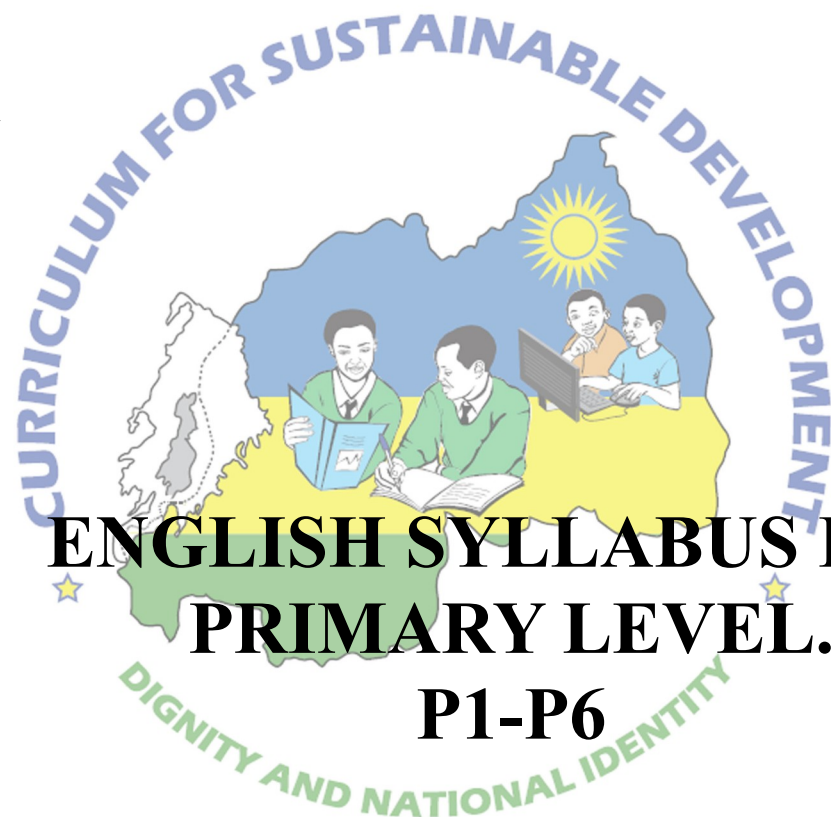
REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

**Rwanda Education Board**

Rwanda Education Board



# ENGLISH SYLLABUS FOR PRIMARY LEVEL. P1-P6

Kigali, 2015

**PRIMARY LEVEL ENGLISH SYLLABUS**  
**Kigali, 2015**

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## **Foreword**

The Rwanda Education Board is honoured to avail syllabi which serve as official documents and guide to competence-based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that 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 the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the job market has necessitated the shift to a competency-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB and its staff who organized the whole process from its inception.

Special appreciation goes to the development partners who supported the exercise throughout.

Any comment or contribution would be welcome for the improvement of this syllabus.

**Gasana I. Janvier,**

Director General REB

## **Acknowledgement**

I wish to sincerely extend my special appreciation to the people who played a major role in development of this syllabus. It would not have been successful without the participation of different education stakeholders and financial support from different donors to whom I would like to express my deep gratitude.

My thanks first go to the Rwanda Education Board staff who were involved in the conception and syllabus writing. I wish to extend my appreciation to teachers from pre-primary to university level whose efforts during conception were much valuable.

I owe sincere gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support.

We also value the contribution of other education partner organisations such as CNLG, AEGIS trust, Itorero ry'Igihugu, Gender Monitoring Office, National Unity and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right to Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and Local and International consultants. Their respective initiative, cooperation and support were basically responsible for the successful production of this syllabus by the Curriculum and Pedagogical Material Production Department (CPMD).

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## ▪ 1. Introduction

### ***Background to the syllabus review***

Vision 2020 and other Rwanda Government's recent policies emphasizes the ambition to become a knowledge based and technology led economy and stresses the need for the generation, dissemination and acquisition of scientific skills and technological innovations, critical thinking, and positive values; the integration of these skills into social and economic development of Rwanda is critical. English is one of the official languages and medium of instruction in schools. It plays an important role in the achievement of this vision.

### ***1.2. Rationale***

Since Rwanda is an English speaking country and a member of the East African Community and Commonwealth the teaching of English requires a Competence Based Curriculum. Indeed, the curriculum of any country acts as its guiding light. The basis of this English curriculum review is the need in Rwanda to shift towards a Competence Based Curriculum that focuses on developing the wholeness of the learner. This wholeness would not only be achieved by giving knowledge and skills, but also through cultivating and inspiring certain attitudes as well as creating occasions and activities during the teaching-learning process that would enable learners to think critically and be able to compete favourably and fit into East Africa and the wider global community. This global outlook has underpinned the adoption and use of English as the language of instruction in Rwandan schools. One of the most important elements of this curriculum review was to organise and provide contents and activities that would lead to a higher 'learning achievement'.

Therefore well thought-through learning activities and questions have been designed in the syllabus as much as possible to challenge students to think independently as well as in groups. So, it is not just about knowledge of language [the four skill areas] but how learners can work in English to reason, express themselves and solve problems in a wide range of situations.

#### **1.2.1 English and society**

Communication sits at the very base of every development trend in any country and particularly in Rwanda. Learning good English will not only enable learners to pass their exams but also place them in a better position once they have finished school, to transact business

with ease and exploit opportunities at local and international levels where the knowledge of English is a key pre-requisite. For this very reason, English will be taught as a subject from nursery through to university, whereas it will be fully used as the language of instruction from Primary four onwards. Students at O' Level will be building on the solid language foundation they should have acquired from pre-primary and primary up to this level.

Before engaging English as both an official language and the language of instruction in Rwanda schools, Rwandans could not effectively relate with, transact and fully exploit business and other opportunities in East Africa, the Commonwealth and the rest of the English speaking world. With the introduction of English in Rwanda, those problems will be solved.

### **1.2.2 English and the learners**

English language is crucial for the students to achieve learning in other subjects as it is the medium of instruction at ordinary level of education. As one of the official languages, English is also useful for learners to integrate in business and working situations in Rwanda.

Also Rwanda being part of East Africa Community and the Commonwealth, students with mastery of English Language will be able to explore opportunities provided through these political and economic alliances especially and become competitive at the job market.

Finally, English has become a global language, especially in the science and technology fields. Students with higher educational goals will benefit from English learning in Rwanda to access education abroad.

### **1.2.3 Competences**

A competency is the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills and attitudes. The national policy documents, based on national aspirations, identify 'basic Competences alongside the 'Generic Competencies' that will develop higher order thinking skills. Basic competences are addressed in the stated broad subject competences and in objectives highlighted year on year basis and in each of the units of learning. The selection of types of learning activities must focus on what the learners are able to demonstrate such competences throughout and at the end of the learning process. A generic competency is a competence that is not specific to a particular subject or situation. Generic competencies are transferrable and applicable to a range of subjects and situations including employment. The core competencies that must be emphasized and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire such skills.

Critical thinking and problem solving skills: The acquisition of such skills will help learners to think imaginatively and broadly to evaluate and find solutions to problems encountered in all situations.

Creativity and innovation: The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge provided to generate new ideas and construct new concepts.

Research: This will help learners to find answers to questions basing on existing information and concepts and to explain phenomena basing on findings from information gathered.

Communication in official languages: Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction by learners which will help them to communicate clearly and confidently and convey ideas effectively through speaking and writing and using the correct language structure and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help the learner to cooperate with others as a team in whatever task assigned and to practise positive ethical moral values and respect for the rights, feelings and views of others. Perform practical activities related to environmental conservation and protection. Advocating for personal, family and community health, hygiene and nutrition and responding creatively to the variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help learners to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfilment in areas that need improvement and development.

#### ▪ **Broad English syllabus competences**

The syllabus competences listed below describe the educational purposes of a course based on this syllabus. It outlines the educational context in which the syllabus content should be viewed. These competences are the same for all learners and are not listed in order of priority. Some of these competencies may be delivered by the use of suitable local, international or historical examples and applications, or through collaborative experimental work.

The pupils at Primary Level should be able to:

Communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts,

Listen attentively and read fluently both for information and for pleasure,

Demonstrate an adequate command of vocabulary and language patterns in simple texts to enable them to learn and communicate in English in different situations,

Listen to and understand English as it is spoken around them in authentic situations.

#### ▪ **English and developing competences**

These basic competences alongside the generic competences are stated in such a way that will develop higher order thinking skills and this will help the subject learning and application of what has been learnt in real life situation. Through experimentation,

observations and presentation of information during the learning process, the learner develops not only deductive and inductive skills but also communication, critical thinking and problem solving skills in trying to make inferences and conclusions.

## ▪ 2. Pedagogical approach

Since each learner is an individual with his/her own needs, pace of learning, experiences and abilities, teaching strategies must be varied but flexible within well-structured sequences of lessons. However, learner-centered education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Teachers will find useful suggestions to implement the child centered and interactive learning approach in the activities and methodology columns of this curriculum.

Language learning is a process. But by this time, a student is expected to have achieved English language basics. When they make errors, the teacher should support them accordingly but also accept their attempts to use the language correctly.

At this stage, students are also encouraged and expected to further develop the culture of reading for both information and enjoyment.

Schools should provide a conducive environment for students to practise their English by participating in different clubs such as debating, drama and music because students learn well when they are actively involved in the learning process through a high degree of participation, contribution and production.

With stronger language abilities at this level and with continued teacher to student support, learners will read more fluently and write accurately. Teachers must bear in mind that students learn in different ways and at different rates.

Teachers need to provide a variety of learning experiences to support all learners. The classroom should be a safe and friendly place in which to learn and experiment with the language by:

Ensuring constant access by students to the library and encouraging them to read and write within and beyond the framework of the curriculum with comprehension,

Writing accurately for both functional and creative writing purposes,

Integrating into other English speaking communities with sufficient command of English language characterised by adequate competences, knowledge and attitudes

## ***2.1 Role of the teacher***

The change to a competence-based curriculum is about transforming learning, ensuring that it is deep, enjoyable and habit-forming. The teacher ought to shift from the traditional method of instruction to adopt a facilitator role, to allow learners' active involvement in the teaching-learning process.

The teacher must identify the needs of the learners, the nature of the learning to be carried out, the means to shape learning experiences through challenging level appropriate situations in order to enhance critical thinking and problem solving skills. The role of the teacher is to organize learners in and outside the classroom and engage them while using participatory and interactive methods throughout the learning process. Tasks can be given to individuals, pairs and groups. This ensures that learning is personalized, participative and co-operative. The teacher will design and introduce tasks to the class to perform [as in role play] or for immediate discussion. The role of the teacher will be to guide the learners in constructing their own knowledge and to translate that knowledge into set competences.

Learners should be taught how to use the textbooks and other resource materials in different ways: to search for and make use of information in expressive, denotative and connotative contexts.

## ***2.2 Role of the learner***

The activities of the learner are indicated in each learning unit and reflect appropriate engagement in the learning process.

The teaching and learning processes will be tailored towards creating a learner friendly environment based on learners' capabilities, needs, experience and interests.

The learning activities will be organized in a way that encourages learners to construct their knowledge, either individually or in groups, in an active and engaging way.

Learners work on key competences in the form of concrete units with specific learning outcomes broken down into knowledge, skills and attitude.

In practical lessons learners will work in groups where the availability of the apparatus will not permit working individually but they will be encouraged to do simple project work individually.

## ***2.3 Special needs education and inclusive approach***

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of

special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

### ▪ 3. Assessment approaches

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the new competence-based curriculum assessment must also be competence-based; whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

Assessment will be organized at the following levels: School-based assessment, District examinations, National assessment (LARS) and National examinations.

#### *Types of assessment*

##### **Formative and continuous assessment (assessment for learning)**

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

##### **3.1.2 Summative assessment (assessment of learning)**

When assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average

scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of P6, S3 and S6.

### ***3.2 Record keeping***

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress and to advice accordingly or to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

### ***Item writing in summative assessment***

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competency based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.



- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but testing broad competencies as stated in the syllabus.

### **Structure and format of the examination for English Language:**

At primary level there will be one paper including four sections:

Section A: Composition writing;

Section B: Grammar;

Section C: Vocabulary

### ***Reporting to parents***

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve.

## **▪ 4.1 Material resources**

Teaching and learning of English language is presented in context in order for the learners to practice the language. The successful implementation of this curriculum requires appropriate teaching aids including text books, teachers' guides, audio visuals, maps, real materials for primary school learners, It is hoped that ICT also will help in this language learning process.

## ***4.2 Skills required for the teacher of this subject***

Engage students in variety of learning activities;

Use multiple teaching and assessment methods;

Adjust instructions to the level of the learner;

Creativity and innovation;

Makes connections/links with other subjects;

Should have a high level of knowledge of the content;  
Effective discipline skills;  
Good classroom management skills  
Good communicator;  
Guide and counsellor;  
Passion for children teaching and learning;

## ▪ **Primary English Syllabus Units**

### ***P1 English Syllabus Units***

#### **Topic Area: Oral and Written Communication**

P1 English		Unit 1: Welcome to the Classroom		No of lessons: 28
Key Unit competence: To use language learnt in the context of the classroom				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify personal and possessive pronouns.  Recognise words for classroom instructions.	Recognise familiar names and words.  Greet people in a school and home setting.  Recognise and respond to greetings in words and gestures.  Ask someone their name and say their own.  Introduce themselves and others.  Listen to and follow	Listen carefully.  Pay attention to the teacher.  Enjoy yourself.	<b>Language use</b>  <b>Greeting people</b> Good morning, Good afternoon, Good evening, Hello! How are you? I am fine, thank you. <b>Introducing oneself</b> My name is Felix. I am Felix. What is your name? <b>Introducing others</b> This is Felix. He is Felix. His name is Felix. Who is this? <b>Giving and following instructions</b> Stand up, sit down, clap, concentrate, listen, look, repeat, speak, sing, etc  <b>Vocabulary</b> <b>Instructions/Orders:</b> stand up, sit down, repeat, listen, etc	Greet pupils in class and let them respond appropriately  Mime greetings and the pupils imitate and respond aloud  Pupils practise greeting each other  Pupils introduce each other  Listen and respond to words, stories, nursery rhymes ,chants, poems and songs about greeting people  Create actions for some

	<p>instructions</p> <p>Recognise and produce and English sounds.</p>		<p><b>Language structure</b> Possessives: my, his, her This is; I am; she is</p> <p><b>Sounds and spelling</b> Recognise and pronounce some high frequency words</p>	<p>instruction words: e.g. clap; listen (tug ear), look (point to eye) and pupils imitate and say the words</p> <p>Match pictures with spoken words and phrases.</p> <p>Listen to the sounds and words and repeat.</p>
Links to other subjects: self and others in Social Studies				
Assessment criteria: Can greet people, introduce oneself and others and follow instructions				
Materials: flash cards, pictures				

**Topic Area: Oral and Written Communication**

P1 English		Unit 2: Classroom objects		No of lessons: 28
Key Unit competency: To use language learnt in the context of objects in the classroom				
Learning objectives			Content	Learning activities
Knowledge and understanding	skills	Attitudes and values		
Recognise the use of the indefinite article and plurals.  List words for colours and classroom objects.	Recognizing and using high frequency words in speaking and listening.  Identify the names of classroom objects.  Copy the names of classroom objects.  Identify the colour of classroom objects and objects in the environment.  Listen to stories, nursery rhymes, poems and songs  Hearing and recognizing words.  Listen to items read	Listen carefully and repeat.  Listen to your partner.  Be polite to your partner.	<b>Language use</b> <b>Describing classroom objects</b> What is this? It is a chair. This is a chair. What is that? Is that a chair? Point to a desk. <b>Describing colours</b> This is a red pen. What colour is this? These are red pens. It is blue. Is it blue? <b>Talking about possession</b> I have got a blue pen. Have you got a pencil? That's my pencil. Is that your bag?  <b>Vocabulary</b> <b>Colours:</b> blue, yellow, green, red, etc <b>Classroom objects:</b> chair, desk, pen, pencil, book, bag ,etc  <b>Language structures</b> Plurals Indefinite article This is; these are; it is; what is? I have got; have you got? My, your etc.	Role-play dialogue using classroom objects and possessions.  Classify different objects in classroom based on their colour.  Listen, repeat and respond to words, stories, nursery rhymes ,chants, poems and songs about greeting people.  Play Odd One Out e.g. put three things together, two are yellow one is blue; which is the odd one out?  Match colours with their names  Draw a rainbow and say the colours

	<p>out to them and show understanding by drawing/colouring them.</p> <p>Describe possessions.</p>		<p><b>Sounds and spellings</b></p> <p>Recognise and pronounce some high frequency words.</p> <p>Hearing and saying rhyming words.</p>	<p>Draw, colour and label classroom objects.</p> <p>Make collections of different colours.</p> <p>Guess hidden objects.</p>
Links to other subjects: classroom, colour in Kinyarwanda				
Assessment criteria: Can name classroom objects and their colours and say what you possess				
Materials: realia, flashcards, picture books, pictures, photographs, wall charts, coloured chalk/pens				

## Topic Area: Oral and Written Communication

Topic Area: Oral and Written Communication		P1 English		Unit 3: People at home and school	No of lessons:28
Key Unit competency: To use language learnt in the context of people at home and school.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	skills	Attitudes and values			
Recognize the use of how old and this is my  Say words for family members and people in school	Recognise and pronounce some high frequency words  Point to and name family members and name family relationships  Name people in school  Listen and read the names of family relationships  Write names of family members  Describe people's ages	Put your hand up when you want to answer a question  Organise your group: choose someone to report to the whole class	Language use  Describing one's family This is my/her/his father. Who is this? I have 2 sisters. Her name is Mutesi 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 in 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/	Listen to a short, simple dialogue about people at school  In groups, show photographs of family members.  Make a family tree using picture and photos/word cards  Draw and write the names of family members  Listen and respond to words, stories, nursery rhymes ,chants, poems and songs about greeting people families  In pairs/groups, name people in school  Play number games, sing number songs	

			<p>his</p> <p><b>Sounds and spellings</b></p> <p>Recognise and pronounce sounds and use rhythm and stress correctly</p>	<p>Listen to sounds and match sounds with letters</p>
Links to other subjects: family, age in Social Studies				
Assessment criteria: Can identify family members and say how old people are				
Materials: charts, flash cards, photographs, family photographs, drawings, drawing paper and pens				



## Topic Area: Oral and Written Communication

P1 English		Unit 4: Cloths and Body Parts		No of lessons:28
Key Unit competency: To use language learnt in the context of cloths and body parts.				
Learning objectives			Content	Learning activities
Knowledge and understanding	skills	Attitudes and values		
Recognize the use of singular and plural nouns and questions with <i>what is, what are</i> .  List words for parts of the body, colours and clothes.	Start to recognise and produce sounds and to recognise some sound-letter relationships.  Say who you are.  Describe parts of the body orally.  Describe clothes and their colours orally.  Listen to the names of clothes and parts of the body and show understanding visually.  Write the names of clothes and part of the body on a picture.	Organise your group: keep time.  Take turns in your group work .	<b>Language use.</b> <b>Say who you are.</b> My name is Mutesi. I am a girl. He is a boy. His name is Felix. Is he a boy? <b>Describing parts of the body</b> This is my head. These are my arms. These are her legs. <b>Describing clothes.</b> 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? <b>Saying what people are wearing</b> He is wearing a shirt. She is wearing a blue skirt.  <b>Vocabulary</b> <b>Parts of the body:</b> head, eyes, ears, nose, mouth, etc <b>Colours:</b> red, blue, pink, brown, etc. <b>Clothes:</b> shirt, skirt, trousers, jumper, etc  <b>Language structure.</b>	Match pictures with body parts names or names of clothes.  Label a diagram showing body parts or clothes.  Draw body parts or clothes and name them.  Listen and respond to words, stories, nursery rhymes ,chants, poems and songs about greeting people.  Sing songs about body parts, e.g. Heads and Shoulders, Knees and Toes.  Play games, e.g. point to, touch, Simon says.  Play what is missing; writes words on the board. Pupils close their

	.		<p>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 ...</p> <p><b>Sounds and spellings</b></p> <p>Recognise and name letters a to z Recognise and pronounce some high frequency words</p>	<p>eyes and she removes one or two words. Pupils have to guess which word is missing.</p> <p>In pairs and groups, ask about and name body parts or clothes</p> <p>Use flash cards showing body parts or clothes.</p> <p>Fill in simple, short gap-filling sentences.</p> <p>Show pictures and say what people are wearing.</p> <p>Draw a picture and say what clothes the person is wearing</p> <p>Match pictures of what people are wearing with sentences.</p> <p>Guess Who? Riddles: she is wearing a blue skirt. Who is she?</p>
Links to other subject: body parts and clothing in elementary sciences and technology.				
Assessment criteria: Can identify parts of the body, name clothes and their colours and say what people are wearing.				
Materials: wall charts, pictures, flash cards, photographs , drawing paper and pens; coloured chalk/pens...				

## Topic Area: Oral and Written Communication

P1 English		Unit 5: Likes and dislikes		No of lessons:28
Key Unit competency: To use language in the context of likes and dislikes				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize the use of the present simple.  List words for food items.  Identify numbers 20-50.	Name simple foods.  Express their likes and dislikes with relation to foods and colours.  Carry out a simple survey on foods and represent the data in numbers or as a bar graph.  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	Write neatly.  Speak clearly when you answer a question.  When you work in pairs or groups, decide who is going to do which job.	<b>Language use</b>  <b>Describing food</b> This is rice. These are beans. What is this? What are these? Are these beans? <b>Talking about likes and dislikes</b> I like rice. She likes rice. They don't like rice. He doesn't like rice. What food do you like? What colours do you like? What is your favourite food? Do they like bananas? <b>Doing a survey</b> 10 people like beans.  <b>Vocabulary</b>  <b>Food:</b> bananas, rice, beans, eggs, etc <b>Numbers:</b> 20-50  <b>Language structure</b> Present simple tense: declarative; Do you? Does she? What do you? Plurals: demonstratives	Match pictures of foods with names.  In groups pupils name foods and say what they like.  Carry out a simple survey about foods pupils like.  Represent the survey in numbers in a bar graph form.  Point at favourite colours.  Draw favourite foods or colours.  Answering and asking questions in pairs.  Listen and respond to words, stories, nursery rhymes ,chants, poems and songs about food

	likes and dislikes with relation to foods.		<p>Questions: What is this? What are these? Are these ...?</p> <p><b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly.</p>	<p>and colours.</p> <p>Read simple sentences about what people like.</p> <p>Scrambled sentences: Pupils put word cards in the right order to make sentences.</p>
Links to other subjects: food, number, maths				
Assessment criteria: Can identify common foods and express likes and dislikes.				
Materials: wall charts, pictures, photographs, coloured chalk/pens, realia, charts.				

## Topic Area: Oral and Written Communication

P1 English		Unit 6: Classroom objects and personal belongings		No of lessons: 28
Key Unit competency: To use language learnt in the context of classroom objects and personal belongings.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of prepositions of place and the possessive with names.  Identify words for classroom objects.	Recognise and produce sounds, recognise letters and recognise 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	Eager to learn new words and write them down.  Attempt making sentences even if you make mistakes.	<b>Language use</b>  <b>Describing position</b> The book is on the desk. Where's the blue pen? <b>Describing numbers</b> How many chairs are there? There are five chairs <b>Talking about possessions</b> Whose pen is this? It 's Mutesi's. This is Felix's pen  <b>Vocabulary</b>  <b>Classroom objects:</b> book, exercise book, chair, desk, etc  <b>Language structures</b>  Prepositions of place: on, under, next to, behind , etc Possessive form: Mutesi's There are; how many?  <b>Sounds and spellings</b>  Recognize and name letters a to z.	Draw pictures showing the position and number of objects and talk about them in groups.  Drawing and naming pictures of personal belongings.  What is Missing Game: teacher shows objects or pictures. Pupils cover eyes and teacher removes one. Pupils have to guess What is missing.  Quiz: say where something is. Right or wrong? Say how many things there are. Right or wrong?  Complete simple sentences describing pictures showing number or place.  Read simple sentences

	<p>talking about the position and number of objects and show understanding visually.</p> <p>Draw objects, show their position and number and complete simple descriptive sentences in writing.</p>		<p>Recognise and pronounce some high. frequency words Become aware of lower-case and capital letters.</p>	<p>about pictures describing number and place: right or wrong?</p> <p>Draw pictures : 3 pens on a table ; other pupils complete sentences using sentence starters.</p> <p>Listen to and repeat sounds and match sounds and letters.</p>
Links to other subjects: number, spatial representation in Mathematics				
Assessment criteria: Can describe the position and the number of objects and say who things belong to				
Materials: pictures, line drawings, flashcards, picture books, realia				

## Topic Area: Oral and Written Communication

P1 English		Unit 7: Home		No of lessons: 28	
Key Unit competency: To use language learnt in the context of home.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	skills	Attitudes and values			
Recognise the use of the present simple tense, prepositions of place, etc.  Identify words for localities, rooms and household objects.	Recognise and produce sounds, recognise letters and recognise key sound-letter relationships.  Say where you live.  Describe rooms and their contents orally.  Read simple sentences describing a dwelling or a floor plan and show understanding visually.  Listen to a text read aloud about a dwelling or a floor plan and show	Use English in and out of school.  Be keen about errors both in spoken and written English.	<b>Language use</b> <b>Saying where you live</b> I live in Musanze. He lives in Butare. They don't live in Gisenyi. Gisenyi is a town <b>Describing a house and its rooms</b> There are 3 rooms. How many rooms are there? Is there a living room? <b>Describing the contents of rooms</b> 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?  <b>Vocabulary</b> <b>Localities:</b> town, village, city <b>Rooms:</b> bedroom, kitchen, living room, etc <b>Household objects:</b> table, chair, knife, lamp, etc  <b>Language structures</b> Present simple tense: declarative, negative	Talk in groups about one's home, using oral support, e.g. sentence starters.  Pupils draw My Ideal Room with favourite objects and colours.  Draw a picture of a room and name objects.  Hold an exhibition of drawings  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, e.g. sentence starters, substitution	

	<p>understanding visually.</p> <p>Draw a plan or picture of a dwelling, name the rooms and complete simple descriptive sentences in writing.</p>		<p>Prepositions of place: in, under, behind, on, near etc There is/are; Is there?</p> <p><b>Sounds and spellings</b> Recognize and name letters a to z. 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..</p>	<p>tables.</p> <p>Listen to a text read out describing room: pupils draw.</p>
Links to other subjects: homes, household objects				
Assessment criteria: Can say where you live, name rooms and household objects				
Materials: photographs, pictures, flashcards , plans, realia, drawing paper and pens				



## Topic Area: Oral and Written Communication

Topic: Oral and Written Communication		P1 English		Unit 8: Domestic animals	No of lessons: 28
Key Unit competency: To use language learnt in the context of domestic animals.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	skills	Attitudes and values			
Recognise the use of the present simple tense.  Identify words for animals and animal food.	Recognise and produce sounds, recognise letters and recognise key sound-letter relationships.  Describe orally the animals they have at home.  Explain 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 carefully when others speak.  Risk taking: Don't worry about making mistakes: everybody does it.	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 Animals: dog, goat, cow, rabbit, pig, etc Food animals can eat: grass, meat, vegetables, maize, etc  Language structures Present simple tense  Sounds and spellings	Draw animals and write simple supported sentences about them.  Match animal pictures with words.  Anagrams of animal words , toads = goats.  Match animal words with words about what they eat.  Construct a tick chart showing what animals eat.  Write simple supported sentences about what animals eat.  Read a short text about animals.  Play games making animal sounds.	

	<p>Listen to a text read aloud describing domestic animals and show understanding visually or in writing.</p> <p>Describe domestic animals in writing using simple supported sentences.</p>		<p>Recognise and name letters a to z.</p> <p>Recognise and pronounce some high frequency words Become aware of lower-case and capital letters.</p> <p>Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>Sing animal songs (e.g. Old McDonald).</p> <p>Listen to and repeat sounds and match sounds and letters.</p>
Links to other subjects: domestic animals, animal food in Social Studies and Elementary Science and Technology				
Assessment criteria: Can say what animals they have, what they eat and which they like				
Materials: charts, pictures of animals, photographs, flash cards, table on board. drawing paper and pens				

## Topic Area: Oral and Written Communication

P1 English	Unit 9: Daily routine			No of lessons:28
Key Unit competency: To use language learnt in the context of daily routine.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the present simple tense and of clock time.  Identify words for daily activities at home and clock time.	Recognise and produce sounds, recognise letters and recognise key sound-letter relationships.  Tell the time orally.  Describe daily routines orally.  Read a short text about daily routines and show understanding visually or in writing.  Listen to a text read aloud about daily routines and show understanding visually or in	Practise reading in and out of class.  Appreciate writing neatly and avoiding spelling errors.	<b>1. Language use</b>  <b>Describing daily activities</b> I get up, clean my teeth. Does she clean her teeth? Do you do your homework? <b>Telling the time</b> 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. <b>Describing daily routine</b> I go to school at 7.00. She gets up at 6.00.  <b>2. Vocabulary</b>  <b>Daily activities at home:</b> do homework, clean teeth, get up, get dressed, etc <b>Clock time:</b> to, past, half, a quarter, etc  <b>3. Language structures</b>  Present simple tense Telling the time.	Use a model clock to tell and ask about the time.  Pupils read phrases telling the time and match them with clock times.  Ask and tell the time in groups.  Match pictures of people doing daily routines with words and sentences.  Listen to the teacher talking about daily routines or time and respond.  Role play daily activities.  Mime daily activities; pupils guess.  Read and speak a dialogue about daily

	<p>writing.</p> <p>Tell the time in writing.</p> <p>Describe daily routines in writing using simple supported sentences.</p>		<p><b>4. Sounds and spellings</b></p> <p>Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>activities or time.</p> <p>Read a short text about daily routines or time and match with pictures or fill simple gaps.</p> <p>Draw pictures of people doing daily activities and write supported sentences about them.</p>
Links to other subjects: time, pupils' day in Social Studies				
Assessment criteria: Can tell the time and describe daily routine				
Materials: pictures, photographs, drawing paper and pens				

**Topic Area: Oral and Written Communication**

P1 English	Unit 10: Story telling			No of lessons:28
Key Unit competency: To use language learnt in the context of story telling				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of connectors of time  Identify key words for the story	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	Be careful while listening to a story and look at the pictures  Be able to detect errors	<b>Language use</b> On Monday he ate one apple but he was still hungry. On Friday he ate five oranges but he was still hungry.  <b>Vocabulary</b> Vocabulary of the story  <b>Language structures</b> Present simple tense Connectors of time: once upon a time, then, after that, next, finally, etc.  <b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.	Listen to a story and look at pictures (if possible flashcards)  Sequence pictures with support from the teacher  Match the pictures with sentences  Listen to the story again and predict after key connectors: ...and then...  Retell, drawing attention to connectors on flashcards  Pupils retell the story, with strong support  If possible, sequence the sentences  Repeat this activity with different stories.
Links to other subjects: stories in Kinyarwanda				

Assessment criteria: Can listen to a story and show understanding visually, read the story and show understanding visually, retell a story with strong support
Materials: pictures, photographs, story books, flash cards

## P2 English Syllabus Units

### Topic Area: Oral and Written Communication

P2 English		Unit 1: Greetings, introductions and talking about school		No of lessons: 28
Key Unit competency: To use language learnt in the context of greeting, introductions and talking about school.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the present simple tense and modal verbs.  Identify words for greetings, instructions, subjects and clock time.	Recognise and produce sounds in familiar and common words.  Punctuate accurately.  Say how old you are and where you live.  Read simple sentences about learners and where they live and show understanding in writing.  Name school subjects and describe timetables orally.	Appreciate the teacher’s help when learning English.  Seek support when faced with language problems.	<b>Language use</b> <b>Greetings, farewells</b> Hello. Hi. Good morning. Good afternoon. Good bye Mrs. Kalisa. How are you? Fine thank you. <b>Introducing self and others</b> My name’s Uwera. What is your name? Can you tell me your name? This is Mukiza. Her name is Mukiza. <b>Talking about oneself</b> I live in Kigali. Where do you live? I am seven. She’s seven years old. Where do you live? <b>Talking about subjects</b> We have science. I like maths. What subjects do you like? <b>Using timetables</b> We have maths at 9.00. When do we have science? <b>Giving and following instructions</b> Sit down. Work in pairs. Read. Come here please.	Introduce oneself in groups.  Greet and introduce learners in groups  Talk in groups and say how old you are and where you live.  Sing the alphabet song.  Write a short text about how old you are and where you live. The teacher reads one out and learners have to guess who it is.  Tell the time using a clock.  Listen to the teacher talking about subjects and fill in a timetable.  Read a school timetable , talk

	<p>Listen to a text read aloud about subjects and timetables and show understanding visually or in writing.</p> <p>Read a short text about the subjects learners like and show understanding visually or in writing.</p> <p>Construct a school timetable.</p> <p>Investigate the subjects which learners like.</p> <p>Present data in a table.</p> <p>Describe the school timetable in writing.</p>		<p><b>Asking for permission</b> May I come in please? Can I leave the room?</p> <p><b>Vocabulary</b> <b>Greetings:</b> hello, hi, good morning, good afternoon, etc <b>Instructions:</b> sit down, work in groups, come here, etc <b>Subjects:</b> maths, science, English, social studies, etc <b>Clock time:</b> o'clock, half, quarter, to, past, etc</p> <p><b>Language structure</b>  Modals: may I? Present simple tense: questions and answers with Where, When, What subjects. Time phrases: at 10 o'clock.</p> <p><b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>about it and make simple supported written sentences about it, e.g. Making suggestions of a new timetable using a substitution table.</p> <p>Construct a timetable and talk about it; write simple sentences about it</p> <p>Talk in groups and say what subjects you like.</p> <p>Carry out a survey of the subjects learners like.</p> <p>Construct a table showing the subjects learners like, talk and write simple sentences about it. Play a game using the table. Teacher asks: How many people like X? I'm thinking of a subject that 5 people like. What is it? Six people like mathematics. Is this true?</p> <p>Follow classroom instructions.</p>
<b>Links to other subjects:</b> classroom activities, localities in Social Studies				
<b>Assessment criteria:</b> Can greet and introduce people, talk about oneself, talk about school subjects and ask for permission				
<b>Materials:</b> visuals, charts and tables, drawing paper and pencils, model clock				



**Topic Area: Oral and Written Communication**

P2 English	Unit 2: Sports			No of lessons: 28
Key Unit competency: To use language learnt in the context of sports				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the present simple tense, short answers with gerunds and modal verbs.  Identify words for sports.	Recognise and produce sounds in familiar and common words.  Punctuate a sentence accurately.  Talk about the sports they can do and like  Read simple sentences about the sports people like and show understanding visually or in writing  Listen to a text read aloud about sports and show understanding	Practise in and out of classroom  Practise repeating sentences until you get them right	<b>Language use</b> <b>Talking about favourite sports</b> I play football. She likes volleyball. She is good at sports. We swim in a river. What sports do you like? Does he like running? Yes, he does <b>Describing ability</b> You can ride a bicycle. They can't play vlley ball. She can't swim  <b>Vocabulary</b> <b>Sports:</b> football, volleyball, swimming, running, etc  <b>Language structure</b> The present simple tense Short answers: yes I do, no she doesn't Like +-ing: She likes swimming Can, can't  <b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.	Match pictures and sentence about sports  Talk about pictures of famous sportspeople and name the sport. Guessing game: teacher asks: This person can/likes ... Who is it?  Talk in a group about the sports they can do using support, e.g. a substitution table. Report to the class: she/he can...  Listen to the teacher reading a short text about sports and reply by ticking/filling in a chart  Read a short text about sports and respond by completing sentences , filling gaps etc

	<p>visually or in writing</p> <p>Write a short text about sports</p>			<p>Write about sports they like using sentence starters, writing frames</p> <p>Ask and answer oral and written questions with <i>Can you?</i></p> <p>Scrambled sentences: Using word cards teacher builds up sentences like <i>You can ride a bicycle</i> on the board, but the words are mixed up. A learners comes out and re-arranges them</p> <p>Play memory games: ask who can..? Learners remember and say who can do what</p>
<b>Links to other subjects:</b> sports				
<b>Assessment criteria:</b> Can describe the position of places in the community and give and follow directions				
<b>Materials:</b> visuals, photographs, pictures, drawing paper and pencil, pictures of sportspeople				

## Topic Area: Oral and Written Communication

P2 English		Unit 3: Telling the time		No of lessons: 28
Key Unit competency: To use language learnt in the context of time				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of present simple questions and adverbials of time.  Identify words for clock time, time of day, daily activities, days of the week, dates, months, years.	Recognise and produce sounds in familiar and common words and spell them.  Punctuate accurately.  Tell the time orally.  Say the day, date, month and year orally.  Describe daily events orally.  Use a calendar.  Listen to a text read aloud about daily routines and show understanding by responding visually or in writing.	Appreciate parents’ support in learning practising English if they can.  Write neatly and organise your writing clearly on the page.	<b>Language use</b> <b>Telling the time</b> 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. <b>Describing the time of day</b> I get up in the morning. I do my homework in the evening. <b>Talking about daily routines</b> I get up at 7.00. When do you fetch water? When does he walk to school? I ride a bicycle every day <b>Talking about days of the week, months and year.</b> Today is Monday. What day is it today? It is Wednesday. What is the date? It is October. It is 27 March (twenty-seventh of March). What month is it? When is your birthday? 2013 (two thousand and thirteen).  <b>Vocabulary</b> <b>Clock time:</b> half, quarter, past, to etc <b>Time of day:</b> morning, afternoon,	Use a clock to tell the time  Talk about the calendar in groups  Read dates aloud and repeat them  Listen to the teacher reading dates and write them down  Talk about daily routines in groups  Fill in a daily events timetable  Use a daily events timetable to write short sentences about oneself or others  Read out the timetable, class listen and fill in.  Match pictures and

	<p>Read a short text about daily events and show understanding by filling in a table.</p> <p>Construct and describe a daily events timetable in writing.</p>		<p>evening, etc  <b>Daily activities:</b> walk to school, get up, go home, fetch water, etc  <b>Days of the week:</b> Monday, Tuesday, Wednesday, etc  <b>Dates:</b> ordinal numbers to 50  <b>Months:</b> January, February, March, etc  <b>Years:</b> 1995, 2003, 2014, etc</p> <p><b>Language structure</b>  What time/day/date/month is it? It is  Present simple tense: questions with when  Adverbs of time: in the morning, at 4 o'clock</p> <p><b>Sounds and spellings</b>  Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>sentences about daily routines.</p> <p>Listen to the teacher reading out sentences about daily routines and match with pictures.</p> <p>Sing the action song This is the way we walk to school/ clean our teeth/ brush our hair etc</p> <p>Write simple sentences describing daily routines with support, e.g. sentence starters, writing frame.</p> <p>Read a short text about daily routine and fill in a timetable.</p> <p>Use a daily events timetable to write short sentences.</p> <p>Sing the alphabet song.</p>
<b>Links to other subjects:</b> time, daily routine in Social Studies and number in Mathematics.				
<b>Assessment criteria:</b> Can tell the time, say the day, month, year and describe daily routines.				
<b>Materials:</b> visuals, photographs, pictures, drawing paper and pencils, calendar.				

## Topic Area: Oral and Written Communication

P2 English	Unit 4: Food stuffs			No of lessons: 28
Key Unit competency: To use language learnt in the context of food				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the present simple tense and indefinite and omission of articles.  State words for meals, food, food types.	Recognise and produce sounds in familiar and common words and spell them.  Punctuate accurately  Talk about mealtimes and about foods eaten at different mealtimes  Talk about likes and dislikes with respect to food.  Carry out a class survey of what classmates eat using a questionnaire.  Use the data to	Respect others' point of view in group discussions  Agree who will act as spokesperson for your group	<b>1. Language use</b>  <b>Talking about mealtimes</b> When do you have breakfast/lunch? I have lunch at 12.30. <b>Talking about meals</b> I have rice for supper. They don't eat beans. What do you have for breakfast? <b>Talking about food likes and dislikes</b> We like bread. She does not like porridge. What food do you like? What is your favourite food? My favourite food is bananas. <b>Describing food types</b> A banana is a fruit. Rice is a cereal. <b>Describing diet</b> I eat fruit. She eats cereals. Do you eat vegetables?  <b>Vocabulary of food</b> <b>Meals:</b> breakfast, lunch, dinner, etc <b>Food:</b> bread, rice, potatoes,	Match words and pictures of food.  List simple countable and uncountable nouns.  Complete sentences with indefinite and zero articles.  Learners draw a plate with their favourite foods and label the foods on it. Other learners have to guess whose plate it is and say sentences such as S/he likes ...  Draw and label pictures of foods.  Read a short text about mealtimes and meals.  Talk about mealtimes and meals in small groups.  Use a questionnaire to ask

	<p>construct a bar graph.</p> <p>Interpret the graph in speech and writing</p> <p>Classify foods.</p> <p>Read a short text about food and diet and show understanding visually or in writing.</p> <p>Listen to a text read aloud about food and diet and show understanding visually or in writing</p> <p>Write a short text about food and diet.</p>		<p>porridge, bananas, etc <b>Food types:</b> cereal, fruit, vegetable, etc</p> <p><b>Language structure</b> The present simple tense Indefinite and zero articles</p> <p><b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>and makes notes about classmates diet.</p> <p>Make a bar graph out of the data.</p> <p>Talk about the graph in groups using support, e.g. a substitution table.</p> <p>Using word cards build up sentences on the board e.g. 10 people like porridge. Then scramble the words and the Ss have to rearrange them.</p> <p>Write about the graph using support.</p> <p>Classify food items in a chart and write about the classes.</p> <p>Listen to the teacher reading out a short text about diet and match with pictures.</p> <p>Play: who likes...? Learners put their hand up to show what foods they like. They have to remember who likes what and say it.</p>
<b>Links to other subjects:</b> food, diet , nutrition in Elementary Science and Technology				
<b>Assessment criteria:</b> Can describe diet, meals and food preferences.				
<b>Materials:</b> realia, pictures, photographs, drawing paper and pencils, etc.				

**Topic Area: Oral and Written Communication**

P2 English	Unit 5: Stories and Descriptions			No of lessons: 28
Key Unit competency: To use language learnt in the context of stories and processes				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the present simple tense with connectors of time to show time sequence.  Identify some context appropriate words for a story.	Recognise and produce sounds in familiar and common words and spell them.  Punctuate accurately.  Read a simple story and show understanding of time sequence.  Follow a story read aloud and show understanding of time sequence.  Predict the story orally.  Read the story text aloud.	Listen carefully to stories and pay attention to new vocabulary.  Take turns when you work in groups and be polite.  Listen carefully to what other group members say and respond if you can.	<b>Language use</b>  <b>Telling stories (any appropriate short story) e.g.:</b> The elephant visits his mother. He asks his mother... His mother says... Then he visits his uncle. He asks his uncle... His uncle says... After that he visits his grandmother. <b>Describing a process</b> First Uwera writes a letter to her grandmother. Then she puts it in an envelope. Finally the postman delivers the letter. What happens next?  <b>Vocabulary</b> <b>Vocabulary about the story</b>  <b>Language structure</b> The present simple tense Connectors of time: then, next, after that, finally Punctuation and capitalisation: full stops...	Listen to a story and sequence a set of pictures.  Read a story and sequence a set of pictures.  Match a set of pictures using a time line with words like <i>after that, then, next, at 12 o'clock, first, finally</i> etc. and verbs like <i>visits/sees/finds/asks</i> etc. to sequence sentences.  Match a set of pictures in time sequence with sentences.  Link a set of sentences in time sequence with connectors.  Read a story aloud in groups.

	<p>Read the story of a letter with attention to connectors of time.</p> <p>Write a short text showing time sequence by using connectors.</p>		<p><b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>Sequence a set of pictures showing the journey of a letter: make it into a flow chart, using boxes and arrows.</p> <p>Match a set of sentences with the pictures. Sequence the sentences.</p> <p>Link the sentences together using connectors of time.</p> <p>Talk about daily routine using connectors of time. Sing a song: First of all we wash our face/After that we brush our hair/ Then we like to eat some food/ Finally we go to school to the tune of This is the way we...</p>
<b>Links to other subjects:</b> story in Kinyarwanda				
<b>Assessment criteria:</b> Can read a simple story, follow a story read aloud, predict the story, write a short text showing time sequence by using connectors.				
<b>Materials:</b> pictures, flashcards				



## Topic Area: Oral and Written Communication

P2 English		Unit 6: Family members and household activities		No of lessons: 28
Key Unit competency: To use language learnt in the context of family members and household activities				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of questions in the present simple tense and of connectors and adverbials of time to describe time sequence.  Identify words for household activities, jobs and numbers to 100.	Recognise and produce sounds in familiar and common words and spell them.  Punctuate accurately.  Talk about family members, ages and jobs.  Describe household activities and routines.  Listen to a text read aloud about people and their jobs and show understanding by responding visually or in writing.  Follow a written	Even if you are shy, try to make a contribution in a group.  Even if you are shy, try to answer a question from the teacher.  Appreciate the fact that practise makes you better.	<b>Language use</b> <b>Describing family members</b> This is my grandmother. She lives in Butare. She is 73. This is my uncle. He lives in Musanze. He is 42, Uwera is young. Where does she live? How old is he? <b>Saying what jobs family members have</b> This is a builder. She is a farmer. My cousin is a carpenter. What is her job? <b>Talking about household activities</b> My mother cooks food. Uwera milks the cow. I make the beds. My sister collects firewood. He fetches water. What do you do? Do you clean the house? <b>Describing daily activities</b> My mother gets up at 6.00. I arrive at school at 7.30. After that I start classes. When do you come home? <b>Timing the journey to school</b> It takes 2 hours to get to school. How long does it take to get to	Match words for jobs with pictures.  Match sentences showing daily events with pictures.  Talk about photographs of family members, jobs and ages, in pairs, small groups.  Talk about daily events and routines in the family in a small group, using language support, e.g. a talking frame or a substitution table.  Read a short text about household routines and activities.  Sequence a set of sentences about daily routines showing time adverbials and connectors.  Write a set of sentences

	<p>text describing a sequence of daily events.</p> <p>Read a short text about people and their jobs and show understanding by responding visually or in writing.</p> <p>Describe family members and their jobs in writing.</p> <p>Describe a sequence showing the daily routines of family members, in writing.</p> <p>Compare school journey times using a table.</p>		<p>school?</p> <p><b>Vocabulary</b>  <b>Household activities:</b> make the beds, cook meals, fetch water, collect firewood, etc  <b>Jobs:</b> carpenter, farmer, teacher, nurse, etc  <b>Numbers:</b> from 1 to 100.</p> <p><b>Language structure</b>  Present simple tense: questions with where, when; questions with do, does.  Time adverbials: at 6.00 etc  Connectors of time: after that, then etc  How old is he? She is 74.</p> <p><b>Sounds and spellings</b>  Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>about daily routines using time adverbials and connectors, using support, e.g. sentence starters.</p> <p>Insert time adverbials and connectors into a set of sentences about daily routine, to show time sequence.</p> <p>Collect sentences from the learners, e.g. Who sweeps the floor in your family? Who cooks the food? Who packs your schoolbag? Make a tick chart showing who does what household activity in the family. Learners ask their partner these questions, complete the tick chart and report back orally or write about it.</p> <p>Talk in a group about how long it takes to get to school, using support, e.g. sentence starters.</p> <p>Fill in a table showing the school journey times of classmates and talk or write about it. Guessing game:</p>
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				teacher asks: <i>Someone takes 30 minutes to get to school. Who is it? ... takes 20 minutes to get to school – is that right?</i>
<b>Links to other subjects:</b> time sequence in Mathematics, family and jobs in Social Studies				
<b>Assessment criteria:</b> Can describe family members and their jobs, household activities and daily activities.				
<b>Materials:</b> pictures, photographs, tables				

**Topic Area: Oral and Written Communication**

P2 English	Unit 7: Weather			No of lessons: 28
Key Unit competency: To use language learnt in the context of weather.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of the present continuous and present simple tenses	Recognise and produce sounds in familiar and common words and spell them.	Appreciate learning language in groups for mutual support.	<b>Language use</b> <b>Describing the weather</b> It is sunny/rainy/windy/cloud. It is raining. The sun is shining? It isn't raining. What is the weather like? <b>Describing temperature</b> It is 28°C (Celsius). It is cold. What is the temperature? <b>Describing temperature during the year</b> In June it is hot. It is about 25°C. In November the temperature is about 26°C. In May it is cool <b>Describing rainfall throughout the year</b> In April it rains a lot. In July it rains a little.  <b>Vocabulary</b> <b>Weather:</b> rainy, windy, cloudy, sunny, etc <b>Temperature:</b> hot, cool, cold, etc <b>Months</b>  <b>Language structure</b>	Look out of the window and describe the weather.
State words for weather, temperature, months.	Punctuate accurately	Listen carefully to how the teacher pronounces words and sounds, and repeat.		Anagrams/scrambled words: rearrange the spelling of weather words e.g. anri = rain; learners work them out.
	Describe the weather orally.			Match weather pictures with sentences.
	Read air temperature using a thermometer.			Talk in groups about weather in Rwanda in different months, using support, e.g. a substitution table.
	Interpret a line graph showing annual temperature in Rwanda in speech and writing.			Interpret a temperature line graph showing Rwandan temperature throughout the year. Talk and write about the graph.
	Interpret a bar graph showing			Interpret a rainfall bar

	<p>annual rainfall in Rwanda in speech and writing.</p> <p>Read a short text about Rwandan weather and show understanding visually or in writing.</p> <p>Listen to a short text read aloud about Rwandan weather and show understanding visually or in writing.</p>		<p>Present continuous tense: declarative, negative A lot, a little.</p> <p><b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>graph showing Rwandan temperature throughout the year. Talk and write about the graph using true/false questions. Learners write their own true/false questions for others to answer.</p> <p>Construct a line graph from annual temperature figures and talk and write about the graph.</p> <p>Write captions for weather pictures using the present continuous, with support, e.g. sentence starters.</p>
<b>Links to other subjects:</b> temperature, weather in Elementary Science and Technology, months, line and bar graphs in Mathematics				
<b>Assessment criteria:</b> Can describe weather, read air temperature and interpret annual weather graphs.				
<b>Materials:</b> pictures, photographs, thermometer, model thermometer, temperature graphs				

## Topic Area: Oral and Written Communication

P2 English		Unit 8: Animals, birds and insects		No of lessons: 28
Key Unit competency: To use language learnt in the context of animals, birds and insects				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of the present simple tense, the present continuous tense and modal verbs.  State words for mammals, insects, birds, animal activities.	Recognise and produce sounds in familiar and common words and spell them.  Punctuate a sentence accurately.  Classify animals orally and in writing according to their abilities, colour, food and where they live.  Describe pictures of animal activities orally and in writing.  Label a map showing where animals live.	Feel free to ask for the meaning when a new word comes up in a dialogue.  Appreciate repetition to improve and fix language.	<b>Language use</b> <b>Naming animals, birds and insects</b> This is a monkey. Is this an elephant? Yes it is/no it isn't <b>Saying what animals can do</b> Birds can fly. Monkey can climb trees. Fish can't fly. Can monkeys swim? <b>Saying what animals eat</b> Lions eat antelope. Birds eat insects. What do monkeys eat? Do monkeys eat grass? <b>Saying where animals live</b> Elephants live in Africa. Seals live in Antarctica Where do monkeys live? Do elephants live in Asia? <b>Saying what colour animals are</b> Lions are brown. Zebras are black and white. What colour is a lion? <b>Describing pictures of animals</b> The lion is sleeping. The elephants are eating grass. The monkeys are not eating. What is the elephant doing?	Match animal words with pictures.  Ask learners if they know the sound different animals make. Sing song Old MacDonald has a farm...  Describe pictures of animal activities orally in groups using the present continuous tense.  Look at pictures and describe the colours and food of animals in groups.  Draw 2 circles on the board with different types of food e.g. meat and grass. Learners fill in animals that eat the two types of food. E.g. zebra in the grass circle.  Make a tick chart showing what animals can do –

	<p>Read short texts about animals and their key features and show understanding visually or in writing.</p> <p>Listen to a short text read aloud about animals and their key features and show understanding visually or in writing.</p>		<p><b>Vocabulary</b>  <b>Mammals:</b> elephant, lion, monkey, etc  <b>Insects:</b> butterfly, mosquito, etc  <b>Birds:</b> eagle, crane, etc  <b>Animal activities:</b> sleep, eat, etc</p> <p><b>Language structure:</b>  Present simple tense: questions with what, where, do; short answers  Present continuous tense: declarative, negative, questions with what? Short answers.</p> <p><b>Sounds and spellings</b>  Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>animals on the left vertical, activities along the top.</p> <p>Guessing game: this animal has a long tail and can swing from trees. What is it?</p> <p>Talk in groups and fill in the chart.</p> <p>Talk and write about the chart.</p> <p>Use a map to describe where animals live.</p> <p>Write about the map.</p> <p>Write riddles describing the colour and food of an animal, what it can do and where it lives. Classmates guess the animal.</p> <p>Read short sentences about animals - describing colour food, what it can do and where it lives and show understanding by filling gaps.</p> <p>Listen to a short text read aloud about animal colour</p>
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				food, what it can do and where it lives and show understanding by filling in a chart.
<b>Links to other subjects:</b> animals, animal classification and habitats in Social Studies and Science				
<b>Assessment criteria:</b> Can identify and classify animals according to what they eat, where they live, what they can do and what colour they are.				
<b>Materials:</b> pictures, photographs, world map				



## Topic Area: Oral and Written Communication

P2 English		Unit 9: Mathematics		No of lessons: 28
Key Unit competency: To use language learnt in the context of mathematics				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of question tags and the language of basic calculations.  State words for numbers to 100, hundreds, thousands, and for addition, subtraction, multiplication and division.	Recognise and produce sounds in familiar and common words and spell them.  Punctuate a sentence accurately.  Add, subtract, multiply, divide and talk through the operations orally.  Describe operations in written form.  Write numbers in numerical and written form.	Practise the language of other subjects, so that you will be able to use it in those subject lessons.  When you do a calculation, don't just write it in numbers, talk it through in full.	<b>Language use</b> <b>Talking about addition</b> Four plus seven is eleven. Three plus five equals eight. What is four plus seven? <b>Talking about subtraction</b> Seven minus four equals three. What is seven minus four? <b>Talking about multiplication</b> Three times three equals nine. Four multiplied by five is twenty. What is three times one? <b>Talking about division</b> Ten divided by five is two. Eight divided by two equals four. What is ten divided by five?  <b>Vocabulary</b> <b>Numbers:</b> from 1 to 100; hundreds, thousands <b>Addition, subtraction, multiplication, division:</b> plus, minus, equals, multiplied by, etc  <b>Language structure</b>	Counts orally  Listen to numbers and write them down  Match words cards, e.g. equals and =; minus and - ; times and x.  Put word cards in the correct order: e.g. eleven, is, four, plus, seven, equals.  Match calculations with sentences, e.g. four minus two equals two( 4-2 =2.)  Read instructions for each of the four maths calculations and writes the calculations numerically.  Performs the calculations in groups.  Writes calculations out.

			<p>What is?</p> <p><b>Sounds and spellings</b>            Recognise and pronounce sounds and use rhythm and stress correctly.            Spell correctly.</p>	<p>Talks through the working of calculations orally.</p> <p>Listens to instructions for calculations and performs them, orally and in writing.</p>
<b>Links to other subjects:</b> basic operations in Mathematics				
<b>Assessment criteria:</b> Can calculate using basic addition, subtraction, multiplication and division.				
<b>Materials:</b> visuals, drawing paper and pencils				

## Topic Area: Oral and Written Communication

P2 English	Unit 10: Talking about events in the past and future			No of lessons: 28
Key Unit competency: To use language learnt in the context of talking about events in the past and future.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the past simple tense and near future.  Identify words for leisure activities, subjects, daily routines.	Recognise and produce sounds in familiar and common words and spell them.  Punctuate a sentence accurately.  Describe events in the past and future, in speech and writing.  Read a simple story in the past and show understanding of time sequence visually or in writing.  Listen to a short text about future plans, follow a	Treat your classmates with respect: listen to them and respond if you can.  Be clear in the way you pronounce words.  When you write something, look at it again and correct your grammar.	<b>Language use</b> <b>Recounting past events</b> I went to school yesterday. Last week she played football. On Saturday they visited their grandmother. What did you do yesterday? Where did he go on Sunday? When did you get up? <b>Describing a day in the past</b> I got up at 6.00. Then I got dressed. After that I had breakfast <b>Describing lessons in the past</b> They did their science homework. We had maths <b>Telling stories (any appropriate story in the past simple tense)</b> <b>e.g.:</b> The elephant visited his mother. He asked his mother... His mother said... Then he visited his uncle. He asked his uncle... His uncle said... After that he visited his grandmother <b>Describing future plans</b> On Sunday we are going to watch TV. On Saturday he’s going to go shopping. What is she going to do?	Listen to a story and sequence a set of pictures.  Read a story and sequence a set of pictures. Introduce a time line if useful.  Match a set of pictures in time sequence with sentences.  Match characters with speech bubbles.  Perform a story with actions.  Link a set of sentences in time sequence with connectors and time adverbials.  Read a story aloud in groups.  Retell the story with

	<p>story in the past read aloud and show understanding of time sequence visually or in writing.</p> <p>Predict the story orally.</p> <p>Read the story text aloud.</p> <p>Retell the story with support.</p> <p>Write a short text about past and future activities.</p>		<p><b>Vocabulary</b>  <b>Leisure activities:</b> play football, visit etc  <b>Subjects:</b> maths, science, social studies ...  <b>Daily routines:</b> get up, get dressed, have breakfast, brush my teeth, etc</p> <p><b>Language structure</b>  Past simple tense: declarative and questions with when, where, what; regular and irregular verb past tense endings.  Adverbs of time: yesterday, next week, last week etc  Connectors of time: then, after that, next, finally, etc</p> <p><b>Sounds and spellings</b>  Recognise and pronounce sounds and use rhythm and stress correctly.  Spell correctly..</p>	<p>support.</p> <p>Talk in groups about past events with support, e.g. sentence starters, substitution table.</p> <p>Talk in groups about the school timetable yesterday. Then write.</p> <p>Write short sentences describing a daily routine in the past.</p> <p>Listen to a classmate reading out a daily routine in the past and make notes in a diary.</p> <p>Write short sentences about past events using time connectors and adverbials.</p> <p>Listen to a dialogue about future plans, focussing on <i>going to</i>.</p> <p>Talk in groups about plans (e.g. for the weekend), paying attention to <i>going to</i>.</p> <p>Write about future plans,</p>
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				paying attention to <i>going to</i> .
<b>Links to other subjects:</b> leisure, school subjects in Social Studies				
<b>Assessment criteria:</b> Can describe events in the past and future, Read a simple story in the past, retell the story with support, write a short text about past and future activities.				
<b>Materials:</b> pictures, flashcards, connector cards				

## P3 English Syllabus Units

### Topic Area: Oral and Written Communication

P3 English	Unit 1: Places in the community			No of lessons: 28
Key Unit Competency: To use language learnt in the context of places in the community.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the present simple tense, prepositions of place and related question forms.	Identify community buildings in the locality where they live, paying attention to grammar, vocabulary and pronunciation.	Request parents to listen to you when you speak English.	<b>Language use</b> <b>Talking about where you live, e.g.:</b> I live in Musanze. Where does she live? Do they live in a town? <b>Describing your town/village</b> There is a post office in our village. There are five shops in our town. Is there a post office in your town? How many shops are there? <b>Naming types and functions of community buildings</b> You can buy fruit at a fruit stall. This shop sells bread. Where can you buy bread? You can get money at a bank <b>Describing the position of community buildings</b> The shop is opposite the post office. Where is the shop? <b>Giving directions</b> Go along the street. Turn right/left. Go straight ahead...  <b>Vocabulary</b>	Listen to the teacher giving directions and follow them, e.g. Robots Game: teacher gives instructions, <i>turn left, turn right; walk two steps forward</i> etc
Identify words for directions, community buildings.	Give and follow directions orally to places in school or on a map.	Practise repeating new sentence patterns at home.		Give and follow directions in a group.
	Explain the function of some key community buildings in speech and writing.			Give and follow directions to places in the classroom and school.
	Listen to and follow directions to places in the classroom		Read a text about the locality and follow directions on a map.	
			Draw a map of the locality and name the	

	<p>and school and respond appropriately.</p> <p>Read a short text about community buildings in the locality and show understanding using visuals or in writing.</p> <p>Draw a map and identify local community buildings on it.</p> <p>Write a short text describing the position of community buildings on a map paying attention to prepositions.</p>		<p><b>Directions:</b> go, turn, right, left, straight ahead, etc  <b>Community buildings:</b> post office, baker's, bank, hair salon, food shop, etc</p> <p><b>Language structures</b>  Present simple tense  Prepositions of place  There is/are, is there?  Questions with how many? Where?  You can, can you?  Imperatives</p> <p><b>Sounds and spellings</b>  Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.</p>	<p>key community facilities.</p> <p>Take the learners on a tour of the locality.</p> <p>Match the names of buildings with places on a map.</p> <p>Write simple directions , read and follow direction written by other learners</p>
<b>Links to other subjects:</b> community facilities, map work in Social Studies				
<b>Assessment criteria:</b> Can describe the position of places in the community and give and follow directions.				
<b>Materials:</b> visuals, drawing paper and pencil, maps				

**Topic Area: Oral and Written Communication**

Topic Area: Oral and Written Communication		P 3 English		Unit 2 : People and jobs in the Community	No of lessons: 28
Key Unit Competency: To use language learnt in the context of People and jobs in the Community.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Identify the use of the present simple tense and language for wishing.  State words for jobs, activities.	Identify a range of jobs and describe simply what the job involves.  Say what job they would like to do in the future.  Listen to people talking about jobs and show understanding in speech and writing.  Read a short text about jobs and show understanding using visuals or in writing.  Write a short text describing the jobs done by people in the community or by family members.	Appreciate the importance a planned text.  Practise using a dictionary.	<b>Language use</b> <b>Talking about people’s jobs</b> Gatesi is a teacher. What is his job? What is Gatesi’s job? <b>Describing jobs</b> He is a taxi driver. He drives a taxi. She is a doctor. She attends to patients. What does she do? What does a doctor do? <b>Talking about future careers</b> I want to be a doctor. He wants to be a builder. What does he/she want to be?  <b>Vocabulary</b> <b>Jobs:</b> taxi driver, doctor, farmer, teacher etc <b>Activities:</b> teach, drive, attend to, etc  <b>Language structures</b> Present simple tense What is...? Want to	Match job names with visuals.  Match job names with their descriptions.  Mime the action for a job and identify the job.  Draw pictures and write words or sentences to describe them.  Vocabulary about games and the names of jobs.  Read a text and match words and sentences with pictures.	



	<p>paying attention to the present simple tense.</p> <p>Write a short text saying what job they would like to do in the future, paying attention to <i>want to</i>.</p>		<p><b>Sounds and spellings</b>          Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..</p>	<p>Read a text and fill gaps in a sentence.</p> <p>Write simple sentences about jobs using sentence starters, word banks, etc</p>
Links to other subjects: Jobs, professions in Social Studies				
Assessment criteria: Can identify people's jobs, say what they do and describe their own future careers.				
Materials: picture books, pictures, photographs				

### Topic Area: Oral and Written Communication

P3 English		Unit 3: Time		No of lessons: 28	
Key Unit Competency: To use language learnt in the context of time.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Identify the use of questions about time in the present simple.  State words for times of the day, days, months , years.	Tell the time, give the date.  Describe daily routine, paying attention to questions with <i>when</i> .  Listen to people talking about clock time and dates and show understanding in speech or writing .  Listen to and understand a text about time and days of the week and show understanding in speech or writing.  Read a short text about daily routine and show understanding using visuals or in writing.	Enjoy yourself in the English class: the more fun you have , the easier it is to learn English.  Be eager to learn new words and write them down.	<b>Language use</b> <b>Telling the time</b> What time is it? It is six o'clock; half past six, a quarter to/past six; five to/past six. <b>Giving the date in days, months, years</b> On Monday; in January; in 2014 (two thousand and fourteen). On 24 January (on the twenty-fourth of January). This morning/afternoon/ evening. What day is it today? Today is Tuesday. What is the date? It is 24 January (the 24 <sup>th</sup> of January). <b>Stating the number of minutes/hours/ months</b> How many minutes/hours/days/months are there in...? There are 12 months in a year. <b>Talking about daily routine</b> I get up at 7.00. When/what time do you get up? She gets up at 7.00. What time does he get up? I usually/always/sometimes/never get up at 6.00.	Tell the time using a clock or watch.  Construct a paper clock to play games.  Using a calendar, learners identify days of the week, dates.  Individually or in pairs read a text relating to time and days of the week.  Work in pairs asking and answering questions about time and date.  Recite rhymes and play games about time for example, 'What time is it Mr. Lion?'  Play vocabulary and spelling games,	

	Write a short text describing the daily routine of people in the community or family members, paying attention to the present simple tense.		<b>Vocabulary</b> <b>Times of day, days, months, years</b> <b>Numbers: 1-100</b> <b>Ordinal numbers: 1-50</b>  <b>Language structures</b> Present simple tense; questions with <i>what time/when...</i> Adverbs of frequency  <b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly..	Anagrams, What is Missing, Odd Man Out.
Links to other subjects: Numeracy, time in Mathematics				
Assessment criteria: Can tell the time, give the date, describe daily activities.				
Materials: charts, pictures, model clock, illustration of clocks, calendar				

### Topic Area: Oral and Written Communication

P3 English		Unit 4: Events in the past and future		No of lessons: 28	
Key Unit Competency: To use language learnt in the context of events in the past and future					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Recognise the use of the past simple, adverbs, connectors of time and future tense.  Identify words for trips and leisure activities.	Read a simple story and show understanding of time sequence.	Practise English in pairs for mutual help.  Listen carefully to your partner and respond.	<b>Language use</b> <b>Reporting past events</b> I played football. They didn't play football. Did she play football on Wednesday? What did you do on Wednesday? At the weekend I went to my grandmother's. Last year we visited my uncle. In December they went to Kigali. When did you go to Kigali? <b>Recounting a trip</b> Last July I went to Lake Kivu with friends. Then we went to Kibuye. After that we took a boat to Rubavu. In Rubavu we stayed with my uncle. After 10 days we came back home. <b>Telling stories</b> Lion walked by and said: 'why are you sitting under the tree?' Elephant walked by and said:' why are you sitting under the tree?' <b>Describing future plans</b> On the weekend, I'm going to swim. Next Saturday we are going to visit my grandmother. What are you going to do tomorrow.	Give an account of an experience that happened in the past.	
	Follow a story read aloud and show understanding of time sequence.			Work in groups asking and answering questions about what the learners did the previous day, in the previous week/month.	
	Retell the story orally.			Work in pairs where one learner asks a question and another responds.	
	Report events in the past orally and in writing.			Take dictation about an event in the past.	
	Recount a trip, paying attention to the past simple tense and connectors and adverbs of time.			Read and listen to a story in the past.	
Listen to a text about past events or about future activities and show understanding in speech or writing.				Retell the story orally.	
				Read a text and match words and sentences	

	<p>Read a short text about past events or future activities and show understanding using visuals or in writing.</p> <p>Write a short letter describing an event in the recent past.</p> <p>Write a short text describing future plans.</p>		<p><b>Vocabulary</b>  <b>Trips:</b> go, visit, stay, come back, etc  <b>Leisure activities:</b> swim, visit, play, etc</p> <p><b>Language structures</b>  Past simple tense  Time connectors: then, after that etc  Questions with when, what.  Adverbs of time: at the weekend, next Saturday, last year, in December etc  The future with going to</p> <p><b>Sounds and spellings</b>  Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.</p>	<p>with pictures or speech bubbles with pictures.</p> <p>Read a text and fill gaps in a sentence.</p> <p>Write simple sentences about a past event using sentence starters, word banks, etc</p> <p>Write a letter to a family member recounting a trip</p> <p>Read a dialogue about future activities, focussing on <i>going to</i>.</p> <p>Talk in groups about future plans (e.g. the weekend), paying attention to <i>going to</i>.</p> <p>Write a diary about future activities, paying attention to <i>going to</i>.</p>
Links to other subjects: Places in Social Studies, stories in Kinyarwanda				
Assessment criteria: Can read a simple story, follow a story read aloud, retell the story orally, report events in the past, recount a trip, write a short letter describing an event in the recent past, write a short text describing future plans.				
Materials: charts, pictures, model clock, watch, illustrations of clocks, calendar				

**Topic Area: Oral and Written Communication**

P3 English		Unit 5: Domestic animals		No of lessons: 28
Key Unit Competency: To use language learnt in the context of domestic animals.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of questions with quantity and countable nouns.	Say which animals they have at home or see in the neighbourhood, paying attention to question forms.	Appreciate the importance of respecting time given while participating in group discussion.	<b>Language use</b> <b>Talking about domestic animals</b> We have cows. Do you have a cat? They do not have chickens. How many cows do you have? They have 2 cows. We have a few/lot of hens <b>Identifying the uses of animals</b> We get milk from cows. Cows give us milk. What do we get from cows? Which animals give us milk? What do cats do? What do you do with the milk? We sell the milk.  <b>Vocabulary</b> <b>Domestic animals:</b> cow, cat, rabbit, rat, chicken, etc <b>Animal products:</b> milk, meat, eggs, etc  <b>Language structures</b> Questions with: how many, what, which? Countable nouns A lot of/a few	Work in groups asking and answering questions about animals in the home and about animal products.
Recall words for domestic animals.	Identify the uses and products of domestic animals.	Agree a spokesperson who will report the work of the group to the whole class.		Match the products we get from animals with their names.
Name animal products.	Listen to and understand a text about animals and their uses and products.			Match words with pictures.
	Read a short text about animals, their uses and products and show understanding using visuals or in writing.			Make a mind map or topic web about an animal: its colour, what it eats, where it lives, what it gives.
	Write a short text describing animals and			Read a text and fill gaps in a sentence.
				Write simple sentences about the

	their uses and products.		<b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.	uses of animals using sentence starters, word banks, etc  Mime the sounds of familiar animals and guess their names.  Draw pictures of common animals and name them.
Links to other subjects: Animals, farming and pets in Elementary Science and Technology and Social Studies				
Assessment criteria: Can identify domestic animals and describe their uses and products.				
Materials: pictures, photographs, toy animals, word wall				

## Topic Area: Oral and Written Communication

P3 English		Unit 6: The Body and health.		No of lessons: 28
Key Unit Competency: To use language learnt in the context of the body and health.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of questions forms with infinitives.  Identify words for movements, parts of the body.	Identify parts of the body, paying attention to questions with what, how many.  Describe simple ways of taking care of oneself paying attention to the infinitive with to.  Listen to and understand a text about taking care of oneself and show understanding in speech or writing.  Read a short text about the parts of the body and show understanding using visuals or in writing.  Write a short text describing how to take care of oneself .	Keep your hands clean: wash them before and after handshakes.  Use new words in speech and writing. It will help you learn them.	<b>Use language for the following purposes</b> <b>Naming parts of the body</b> What is this? What are these? This is my head. These are her arms. How many fingers do you have? I have ten fingers. <b>Giving instructions</b> Bend forward. Nod your head. Clap your hands. Stand on one leg. <b>Talking about taking care of oneself</b> What do you use to wash your hands/comb your hair/brush your teeth? I use soap to wash my hands.  <b>Use the following vocabulary appropriately</b> <b>Movements:</b> bend, nod, clap, etc <b>Parts of the body:</b> head, leg, foot, arm, etc  <b>Use the following language structures accurately</b> Demonstratives: this, these Questions words: what, how many Imperatives to + infinitive	Draw a picture of a person and indicate the different parts of the body.  Name and show parts of the body.  Use a chart showing different parts of the body.  Sing a song about the parts of the body (e.g. heads and shoulders).  Match words and pictures  Play a game: Simon says  Do a spelling quiz.  Work in pairs asking and answering questions about



			<b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.	parts of the body.  Label a diagram  Read a text and fill gaps in a sentence.  Write simple sentences about taking care of oneself using sentence starters, word banks, etc  Do exercises related to parts of the body, e.g. Can You Touch? Game: using word cards of body parts learners pick two and ask e.g. <i>Can you touch your leg with your ear.</i>
Links to other subjects: Health, the body in Elementary Science and Technology				
Assessment criteria: Can name parts of the body and describe simple ways of taking care of one self.				
Materials: pictures, photographs, body diagram, word wall, drawing paper and pencil				

## Topic Area: Oral and Written Communication

P3 English		Unit 7: Clothes		No of lessons: 28
Key Unit Competency: To use language learnt in the context of clothes				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of the present continuous tense and adjectives for describing clothes.  State words for clothes, colours, temperature.	Identify clothes and describe them.  Talk about the cost of clothes.  Say what people are wearing.  Listen to and understand a text about clothes and show understanding in speech or writing.  Read a short text about clothes and show understanding using visuals or in writing.  Write a short text describing clothes.	Do not worry about making mistakes in English; everybody does it.  Listen carefully and respond appropriately to the teacher's questions.	<b>Language use</b> <b>Naming clothes</b> This is a skirt. These are socks. <b>Describing colours</b> This is a blue shirt. Is this shirt blue? <b>Talking about what people are wearing</b> He is wearing trousers. She is wearing a blouse. What are they wearing? <b>Matching clothes with the weather</b> This is a warm shirt. This jumper is for cold weather. <b>Talking about the cost of clothes</b> This shirt is cheap/expensive. What does this shirt cost?  <b>Vocabulary</b> <b>Clothes:</b> skirt, trousers, blouse, jumper etc <b>Colours:</b> blue, red, yellow, green purple etc <b>Temperature:</b> warm, hot, cool cold etc  <b>Language structure</b> Present continuous tense	Draw pictures of clothes with captions.  Describe learners own clothes.  Match pictures of clothes with words.  Describe particular clothes according to the weather.  Play Sequence Game: first I put on my ..., then I put on my ...  Write simple sentences to describe the clothes people are wearing. Then guess who is described.  Read stories about articles of clothing

			<p>Demonstratives Adjectives: colour, temperature...</p> <p><b>Sounds and spellings</b> Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.</p>	<p>and respond using gap-filling.</p> <p>Label a picture.</p> <p>In groups/pairs discuss different articles of clothing for different kinds of weather.</p>
Links to other subjects: Clothes, shops, price in Social Studies and Mathematics				
Assessment criteria: Can name and describe clothes, talk about their cost and say what people are wearing.				
Materials: Charts, pictures, clothing, text book, readers, word walls.				

### Topic Area: Oral and Written Communication

P3 English		Unit 8: Rwanda		No of lessons: 28	
Key Unit Competency: To use language learnt in the context of Rwanda					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Identify the use of questions in description.  Recognise words for compass points, basic geographical features.	Identify places on a map of Rwanda.	Accept the fact that you may encounter difficult words in reading seek support from the teacher.	<b>Language use</b> <b>Naming places on a map</b> This is Kigali. These are the Virunga mountains. This is the Nyabarongo river. This is lake Kivu. Where is Kigali? <b>Talking about compass points</b> Musanze is in the north. Musanze is north of Kigali. Is Musanze south-east of Kigali? <b>Talking about where people live</b> I live in Musanze. My uncle lives in Kigali. It is north-west of Rwanda. Where do you live? Where does your family live? <b>Naming basic geographical features</b> This is a river/valley/volcano/lake. These are mountains/hills. What are these?  <b>Vocabulary</b> <b>Compass points:</b> north, south, south-east, etc <b>Basic geographical features:</b> lake, river, mountain, village, town, etc  <b>Language structure</b> This is/these are Questions with what, where ...	Locate geographical features on a map of Rwanda.	
	Identify where family members live in Rwanda.			Be careful and plan writing assignment.	Label a map of Rwanda.
	Listen to a text about the geography of Rwanda and show understanding in speech, writing or by labelling a map.			Read a text about Rwanda and find places on a map.	
	Read a short text about the geography of Rwanda and show understanding in writing or by labelling a map.			Draw and label a map of Rwanda.	
	Write a short text describing basic features of Rwandan geography.			Match words with map symbols.	
	Write a short text saying where family			Sing songs about Rwanda.	

	members live in Rwanda .		<b>Sounds and spellings</b> Recognise, pronounce sounds and use rhythm and stress correctly. Spell correctly.	Write a short text about the geography of Rwanda using sentence starters or a writing frame.
Links to other subjects: map, compass points in Social Studies				
Assessment criteria: Can identify features of Rwandan geography on a map and say where people live.				
Materials: maps, paper for drawing, photographs, pictures				

**Topic Area: Oral and Written Communication**

P3 English		Unit 9: Calculations and using graphs		No of lessons: 28
Key Unit Competency: To use language learnt in the context of calculations and using graphs.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of determiners and <i>equals</i> in maths.  Identify words for describing specific actions stated mathematical terms.	Conduct an oral class survey, record the data using a table, chart etc  Represent the data in bar graph.  Interpret the data and write a short text about learners' diet or walk to school.  Present the data orally to the class.  Listen to short text and show understanding visually or in writing.  Read calculations and number questions and solve them orally and in writing.	Do not worry about making mistakes in English: everybody does it.  Listen carefully and respond appropriately to the teacher's questions.	<b>Language use</b> <b>Conducting a survey and filling in a table</b> What did you eat on Monday? I had/ate fruit/potatoes. <b>Interpreting a food bar graph</b> The vertical/horizontal axis shows.... Most children had rice last week. Some children ate fruit. A few children had potatoes on Tuesday. Many children eat vegetables on Saturday and Sunday. <b>Conducting a survey and filling in a table</b> How far do you walk to school? How far does she walk to school? He walks 2 km to school. <b>Interpreting a bar graph to show distances children walk to school</b> We walk 2 km. Many/some/a lot of/a few children walk 1 km. <b>Counting</b> Count to twenty. What comes after/before 765? <b>Ordinal numbers</b>	In groups, discuss how to make and interpret graphs.  Construct a graph.  Interpret a graph.  In groups, discuss the distances children walk to school.  Write short texts about the results of graphs.  Read a short text about graphs and answer true/false questions.  Conduct a survey of learners about diet or their walk

	<p>Read a short text and show understanding visually or in writing.</p> <p>Listen to calculations and solve them in writing.</p> <p>Read numbers aloud and write numbers in figures and words.</p> <p>Recite ordinal numbers</p> <p>Arrange numbers in ascending and descending order in writing..</p> <p>Write calculations.</p>		<p>Count the ordinal numbers up to 10. Which ordinal number comes after 20? What is the first/last month of the year? What is your date of birth?</p> <p><b>Adding</b> 27 plus 32 is/equals 59. What is 27 plus 32?</p> <p><b>Subtracting</b> 102 minus 27 is/equals 129. What is 102 minus 27?</p> <p><b>Multiplying</b> 15 times/multiplied by 7 is/equals 105 What is 15 times/multiplied by 7?</p> <p><b>Dividing</b> 88 divided by 11 is/equals 8. What is 88 divided by 11?</p> <p><b>Vocabulary</b> <b>Graphs:</b> bar, vertical, horizontal, show, etc <b>Food:</b> fruit, rice, potatoes, beans, cassava, maize...</p> <p><b>Cardinal, ordinal numbers</b> <b>Addition, subtraction, multiplication, division:</b> times, multiplied by divided by, plus, equals etc</p> <p><b>Language structure</b> Past simple tense Determiners of amount : some, many, most, a lot, a few What is 3 times 5?</p>	<p>to school and fill in a table.</p> <p>Present the results of graphs orally.</p> <p>Read and write numbers in pairs.</p> <p>Do calculations In groups count backwards.</p> <p>Practise timed counting exercises and games.</p> <p>Sing number songs.</p> <p>Ask and answer simple questions in pairs.</p> <p>Match figures to words.</p> <p>Say numbers out loud.</p> <p>Say calculations out loud.</p> <p>In groups, compose number problems</p>
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			<b>Sounds and spellings</b>  Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.	and solve the problems of other groups.
Links to other subjects: numeracy, graphs in Mathematics				
Assessment criteria: Can count, add, subtract, multiply, divide in English, conduct an oral class survey, record the data using a table, chart etc, represent the data in bar graph, interpret the data and write a short text about learners' diet or walk to school, present the data orally to the class, etc.				
Materials: Charts, tables, graphs, pictures, photographs, flash cards, bottle caps				



**Topic Area: Oral and Written Communication**

P3 English	Unit 10: Shopping			No of lessons: 28
Key Unit Competency: To use language learnt in the context of shopping.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of countable and uncountable nouns and determiners.  Recognise words for market goods.	Describe what is sold at market stalls.  Say what you need at the market, paying attention to how much and how many.  Ask for goods and about prices, buy goods.  Listen to and understand a text about the market and show understanding in speech, writing or by labelling a plan.  Read a short text about the market and show understanding in writing or by labelling a plan.  Write a shopping list	Learn new vocabulary in different contexts, places and situations.  Respect others' contributions in group discussions.	<b>Language use</b> <b>Talking about the market</b> What do they sell at the market? What can you buy at the market? You can buy food. <b>Describing the position of stalls</b> You can get vegetables at the stall on the left. . This stall sells clothes. <b>Talking about what to buy</b> What do you need? I need meat. She needs clothes. What do you want to buy? They want to buy socks. <b>Asking for amounts</b> I want 2 kilos of rice. I want a lot of rice. How much rice do you want? I want 3 bananas. I want a few bananas. How many bananas do you want? <b>Talking about cost</b> Rice costs 900 RWF a kilo. How much does rice cost? Potatoes cost 200 RWF a kilo. How much do potatoes cost? <b>Buying things</b> Do you have any bananas? Yes I have chillies. No I do not have any rice. Can I have 2 kilos of rice? How many do you want? <b>Asking about cost</b>	Role play buying at the market.  What is missing? Listen to a shopping list and write down what is been left out.  Write short sentences to describe pictures about buying and selling.  Work in groups and make sentences about quantity from a substitution table.  In groups, match sentences with pictures.  Complete sentences with

	<p>paying attention to quantity.</p> <p>Write a short text describing a local market and what is sold there.</p>		<p>How much is the rice? How much are the bananas? How much is a kilo? The rice costs 800 RWF per kilo. The bananas cost 400 each.</p> <p><b>Vocabulary</b>  <b>Market goods:</b> banana, rice, sock, clothes, etc</p> <p><b>Language structure</b></p> <p>Countable and uncountable nouns  Determiners of amount: some, a lot, a little a few, any ...  How much/many  Do you have?  I want...</p> <p><b>Sounds and spellings</b>  Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.</p>	<p>words expressing quantity.</p> <p>Draw and label a plan of a market.</p> <p>Go on a tour of a local market.</p> <p>Make a shopping list.</p> <p>Read a text about a market.</p>
Links to other subjects: Shopping, weight, quantity, price, buying and selling in Social Studies and Mathematics				
Assessment criteria: Can describe what is sold at the market and buy items at the market.				
Materials: pictures, realia, photographs, drawing paper				

## P4 English Syllabus Units

### Topic Area: Oral and Written Communication

P4 English		Unit 1: Our school		No of lessons: 28
Key Unit Competency: To use language learnt in the context of our school.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of determiners of quantity.  Name school subjects related vocabulary and personal preferences.	Describe the school timetable orally.  Write about school subjects preferences.  Draw and label a plan of the school and describe it in speech and writing.  Conduct a class survey about school journeys using a questionnaire.  Use survey data to construct a bar graph showing Pupils' school journey times and interpret the graph in speech and writing.	Appreciate how our school community helps us learn.	<b>Language use</b> <b>Talking about subjects and the timetable</b> We study social studies. What subjects do you study? We have science 3 times a week. We have science on Mondays and Wednesdays. How many lessons of science do you have? When do you have science?  <b>Saying what subjects you like</b> I like science. They don't like science. Science is boring. What subjects do they like? What's your favourite subject?  <b>Describing future hopes</b> I want to be a doctor. I would like to go to university.  <b>Describing the size of the school</b> There are 500 pupils in our school. How many teachers are there in your school?	Talk in groups about favourite subjects.  Plan My Favourite Timetable for a Day.  Talk in groups about the school timetable.  Write short sentences about the timetable.  Draw and label a plan of the school.  Talk in groups about numbers of teachers, Pupils etc  Talk in groups about future hopes  Write sentences about future hopes. teacher reads them out and Pupils guess who it is.

	<p>Read a short text about subjects or school journeys and show understanding visually or in writing.</p> <p>Listen to a short text about subjects or school journeys and show understanding visually or in writing Describe personal future ambitions.</p>		<p><b>Conducting a survey about going to school</b> How long does it take to get to school? It takes one and a half hours to get to school.</p> <p><b>Making a bar graph about going to school</b> The vertical axis shows the number of pupils. The horizontal axis shows the time. 7 pupils take 30 minutes. A lot of pupils take over 1 hour.</p> <p><b>Vocabulary</b> <b>Subjects:</b> history, maths, science, social studies, etc</p> <p><b>School:</b> lesson, pupil, teacher, classroom, etc</p> <p><b>Preferences:</b> boring, interesting, easy, hard, etc <b>Graphs:</b> axis, vertical, horizontal, bar, etc</p> <p><b>Language structure</b> Present simple tense Want to, would like to How long does it take? There are, How many are there? A lot of, most, some, a few ...</p>	<p>Write a questionnaire about school journeys.</p> <p>Conduct a survey using the questionnaire.</p> <p>Construct a bar graph using the data.</p> <p>Talk about the graph in groups.</p> <p>Write about the graph.</p> <p>Write true/false sentences about the graph for others to answer.</p> <p>Complete sentences using determiners of quantity.</p> <p>Listen to / read a short text.</p> <p>Play Running Dictation: divide class into teams. One learner reads a sentence to another. This child runs back to the team and dictates it; the others have to write it down and so on until text is complete.</p>
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			<b>Sounds and spellings</b>  Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.	
Links to other subjects: graphs, transport and travel, school timetable in Social Studies				
Assessment criteria: Can describe the school timetable and school size, express future hopes and conduct a survey and make and interpret a graph about school journeys.				
Materials: pictures, photographs, paper and pencils for making graphs ...				

## Topic Area: Oral and Written Communication

Topic: Read, Oral and Written Communication		P4 English		Unit 2: My friends and I	No of lessons: 28
Key Unit Competency: To use language learnt in the context of my friends and myself.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Recognise the use of the past simple and future tenses, short answers and comparatives.  Identify the basic vocabulary of hobbies and leisure activities, appearance, personality.	Describe past and future activities in speech and writing.  Read a story, follow a story read aloud and retell the story orally and in writing.  Describe friends' appearance, personality etc orally.  Compare people's appearance and personality in speech and writing.  Read a short text about future plans, or comparing people.  Listen to a text about future plans,	Value the importance of friendship in our daily lives, both in the community and in our families.	<b>Language use</b> <b>Describing my hobbies</b> I like reading. He plays football. What do you like doing?  <b>Recounting past activities</b> At the weekend we played football. What did you do yesterday?  <b>Describing reading preferences</b> I read books. She reads stories. What do you read?  <b>Telling stories</b> One morning Mutesi set out early to go to market with her basket on her head.  <b>Describing future plans</b> On Saturday, we're going to visit my cousin. What are they going to do?  <b>Describing friends' physical appearance</b> She's tall. What does he look like? Is he attractive? Yes he is. No he	Talk in groups about hobbies.  Talk in groups about past activities, e.g. the weekend, paying attention to the past simple tense.  Write about a past activity, paying attention to the past simple tense.  Listen to someone describing future plans, e.g. for the weekend, focussing on <i>going to</i> .  Talk in groups about future plans, e.g. for the weekend, focussing on <i>going to</i> .  Write about future plans, e.g. for the weekend, focussing on <i>going to</i> .  Listen to a story.	

	<p>or comparing people.</p> <p>Write a short text comparing people.</p>		<p>isn't.</p> <p><b>Describing friends' personality</b> He is confident. What is he like? What's his personality like?</p> <p><b>Talking about friends</b> She's good at maths. She likes sports. She lives in Gisenyi. What does she like? Where does she live?</p> <p><b>Comparing people</b> He's taller than me. She's more confident than me.</p> <p><b>Vocabulary</b> <b>Hobbies and leisure activities:</b> play, read, visit, swim, etc</p> <p><b>Appearance:</b> tall, short, thin, attractive, etc</p> <p><b>Personality:</b> happy, funny, shy, confident, etc</p> <p><b>Language structure</b> Past simple tense Future with going to Adjectives about appearance, personality Short answers in simple present tense: Yes he is; no he isn't; yes she does, no she doesn't, etc. Comparatives: taller than, more</p>	<p>Read the story.</p> <p>Retell the story orally and in writing.</p> <p>Talk in groups about pictures of people, using questions and short answers.</p> <p>Write about pictures of people, comparing their appearance.</p> <p>Write about a friend's appearance, personality etc, using a writing frame.</p> <p>Read a text about a person and make notes under categories, e.g. appearance, personality, where they live, what they like etc</p> <p>Listen to texts read aloud, describing people and write about their personality features and appearance, etc</p> <p>Talk and write about the chart</p>
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			<p>confident than ...</p> <p><b>Sounds and spellings</b> Learn about common word endings, word families and roots of words.</p>	<p>Classify adjectives into 2 groups: those that add -er and those that need more or less.</p> <p>Complete sentences using comparatives.</p> <p>Write about friends, using comparatives.</p>
Links to other subjects: personality, appearance in Religious Studies, hobbies and leisure in Physical Education, Kinyarwanda				
Assessment criteria: Can describe past and future activities, read a story, follow a story read aloud and retell the story, describe friends (physical appearance, personality, where they live etc) and compare people.				
Materials: pictures of people, photographs. Charts, etc.				



## Topic Area: Oral and Written Communication

P4 English		Unit 3: Our district		No of lessons: 28
Key Unit Competency: To use language learnt in the context of our district				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of comparatives and prepositions of place.	Talk and write about a map of a town.	Value how all individuals contribute to the success of the district.	<b>Language use</b> <b>Talking about the place where you live</b> I live near Butare. Where do you live?  <b>Talking about population</b> Butare has 77,000 people.77,000 people live in Butare. How many people live in Butare?  <b>Talking about facilities</b> There’s a mosque in Butare. There are food shops. There are 3 primary schools. Is there a post office in Butare? Are there food shops in Butare?  <b>Talking about places</b> The bank is in the main street. The hair salon is opposite the bank. Where’s the bank? Which building is near the market?  <b>Talking about transport</b> You can travel by bus from Butare to Kigali. You can get from Butare	Talk in groups about a map of a local town and locate facilities.
State the basic vocabulary of community facilities, transport.	Follow oral and written directions on a map.	Appreciate the physical feature and natural resources of the district.		Follow directions read aloud and locate facilities on a map.
	Locate community facilities on a map.			Write sentences saying where places are on the map in relation to other places.
	Describe transport facilities in the district.			Read a text giving directions and follow them on a map.
	Compare means of transport in speech and writing.			Match pictures and words referring to means of transport.
	Read/listen to text comparing means of transport or describing community facilities and show understanding			Make up anagrams of transport words; others guess.
			Compare means of transport in writing and in	

	visually or in writing.		<p>to Kigali by car in 40 minutes. You can walk from Butare to our village in 2 hours. There is an airport in Kigali.</p> <p><b>Comparing means of transport</b> Air transport is faster than road transport. Walking is less expensive than travelling by bus</p> <p><b>Giving Directions</b> Go along the street. Turn right. Go straight ahead.</p> <p><b>Vocabulary</b> <b>Community facilities:</b> shop, post office, bank, primary school, etc <b>Transport:</b> fly, walk, travel, bus, car, airport, etc</p> <p><b>Language structure</b> There is/are Prepositions of place: near, next to, opposite etc Comparatives Gerunds: walking, flying, etc You can</p> <p><b>Sounds and spellings</b> Learn about common word endings, word families and roots of words.</p>	<p>group talk.</p> <p>Complete sentences using comparatives.</p> <p>Write about local transport facilities.</p> <p>Fill in a chart comparing means of transport according to criteria (e.g. speed, cost, etc)</p> <p>Go on a tour of the locality.</p>
Links to other subjects: localities; community facilities; transport in Social Studies				
Assessment criteria: Can locate community facilities on a map, describe local transport facilities and compare means of transport.				
Materials: map of locality; pictures, photographs, charts				

## Topic Area: Oral and Written Communication

P4 English		Unit 4: Weather		No of lessons: 28
Key Unit Competency: To use language learnt in the context of weather				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the present continuous and past simple tenses and adverbs of time.	Describe the weather today and yesterday orally.  Interpret a weather chart for Rwanda in speech and writing.	Appreciate the role of the weather in our daily lives.  Respect the environment and how it affects Rwanda's weather conditions.	<b>Language use</b> <b>Talking about today's weather</b> Today it's sunny. Today the weather is sunny. Today it's cool. Today the weather is hot. It's raining. The sun is shining. What's the weather like today?  <b>Talking about weather in the past</b> Last week it was sunny. Last week the weather was rainy. Yesterday it was cold. Last week it rained. What was the weather like last week?  <b>Talking about weather in our district</b> In our district it is wet in January. The dry season lasts from March to June. What is the weather like in June? When is the rainy season? We have less rain in June.  <b>Describing the advantages of weather</b> Rain helps to grow crops. Rain	Match weather pictures with words.  Write anagrams. Other students guess which word refers to the weather it is.  Word Search: an 8 by 8 set of squares and with weather words and random letters. Pupils have to find and circle the weather words.  Match weather pictures with sentences in the present and past simple  Talk in groups about the weather today and last week  Read a text about weather patterns in Rwanda  Interpret a graph of
Identify the basic vocabulary of weather.	Describe local weather during the year in speech and writing.  Read/listen to texts describing the advantages and/or disadvantages of weather and show understanding visually or in writing.  Write sentences describing some of the positive and negative effects of			

	types of weather.		<p>gives us water. Sunshine helps to dry crops. Sunshine provides Vitamin D.</p> <p><b>Describing the disadvantages of weather</b> When there is too much rain, the harvest can be bad. When there is too much sunshine, the crops can be dry. What happens when there is too much rain? Too much sunshine causes drought. Too much wind destroys crops.</p> <p><b>Vocabulary</b> <b>Weather:</b> rainy, windy, dry season, hot, cold etc <b>Pros and cons of weather:</b> harvest, destroy, drought, crop, etc <b>Uses of weather:</b> help to, give, provide ...</p> <p><b>Language structure</b> Present continuous tense Past simple tense When-clauses More, less, too much Adverbs of time: last week, today, in May Help to</p> <p><b>Sounds and spellings</b> Learn about common word endings, word families and roots of</p>	<p>weather patterns in Rwanda orally and in writing</p> <p>Complete sentences about rain and sunshine throughout the year using <i>more</i> and <i>less</i></p> <p>Write a short text about local weather patterns</p> <p>Write captions for pictures showing good and bad effects of weather</p> <p>Match sentence beginnings and endings to show the bad and good effects of weather</p> <p>Listen to the teacher reading aloud a text on advantages and disadvantages of weather</p> <p>Complete sentences about weather using <i>when</i></p>
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			words.	
Links to other subjects: weather and farming in Elementary Science and Technology				
Assessment criteria: Can describe the weather today and yesterday, Interpret a weather chart for Rwanda, describe local weather during the year, describe some of the positive and negative effects of types of weather				
Materials: pictures, photographs				

## Topic Area: Oral and Written Communication

P4 English		Unit 5: Jobs and roles in home and community		No of lessons: 28
Key Unit Competency: To use language learnt in the context of jobs and roles in home in community				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the past simple and future tense and adverbs of frequency.  State the basic vocabulary of jobs, community work, household jobs.	Describe jobs  Describe the jobs of family members orally.  Listen to/read a short text about community work in the past and show understanding visually or in writing  Recount orally community work done in the past  Read/listen to a short text about community work planned for the future and show understanding visually or in writing	Appreciate the jobs and occupations of people in the community.  Value the contribution of workers to the development of Rwanda's economy.	<b>Language use</b> <b>Naming jobs</b> He is a carpenter. What is his job?  <b>Describing jobs</b> A carpenter makes things from wood. What does a carpenter do? A nurse works in a health centre. Where does a teacher work?  <b>Talking about people's jobs</b> My uncle is a bus driver. Mrs Kabuga is a nurse. What does your mother do?  <b>Talking about helping at home</b> I cook at home. My sister helps my mother with the cooking. What jobs do you do at home? What jobs does your brother do at home?  <b>Talking about how often you do jobs</b> I sometimes help in the house. I help in the garden every week. I help in the house twice a week. How often do you help in the	Match pictures and job names.  Pupils write anagrams for others.  Missing Vowels: Complete the job names with correct vowels.  Match sentence beginning and endings to make sentences describing jobs.  Talk in groups about the jobs of family members.  Match sentences and household activities.  Write sentences about what activities people in the family do.  Play memory games such as asking who cooks, cleans etc. Pupils

	Write a short text about community work in the future.		<p>garden?</p> <p><b>Talking about helping in the community</b>  Every month we do community work. They clean the roads. When do you do community work? Last Sunday we did community work. They cleaned the roads. What did you do?</p> <p><b>Talking about work in the future</b>  On Sunday they will do community work. I will plant a field. When will he do community work? On Friday she will clean the house. What will they do?</p> <p><b>Vocabulary</b></p> <p><b>Jobs:</b> carpenter, nurse, teacher, doctor, etc</p> <p><b>Community work:</b> plant, build, clean, etc</p> <p><b>Household jobs:</b> collect, firewood, cook, cooking, etc</p> <p><b>Language structure</b>  Adverbs of frequency  The past simple tense  Future tense with will</p>	<p>remember and say who does what.</p> <p>Add adverbs of frequency to sentences saying who does what in the house and how he/she does it.</p> <p>Listen to the teacher reading aloud a text about community work in the past.</p> <p>Talk in groups about the last time they did work in the community; say what they did and when they did it.</p> <p>Read a short text about community work planned for the future.</p> <p>Write sentences about community work in the future using <i>will</i>.</p>
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			<b>Sounds and spellings</b> Learn about common word endings, word families and roots of words.	
Links to other subjects: jobs, household activities, community work in Social Studies				
Assessment criteria: Can describe jobs and household and community activities, recount past and plan future community activities.				
Materials: photographs, pictures				



**Topic Area: Oral and Written Communication**

P4 English	Unit 6: Wild animals			No of lessons: 28
Key Unit Competency: To use language learnt in the context of wild animals				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of the present perfect tense, determiners of quantity and comparatives and superlatives.  State the basic vocabulary of animals, animal classes.	Classify animals.  Compare animals orally and in writing.  Make a short oral presentation about what animals eat and which is fastest, biggest.  Listen to a text about wild animals in Rwanda and show understanding by labelling a map.  Write a short text describing a map of animal populations in Rwanda.  Read a short text about animals in Rwanda.	Appreciate the contribution of Rwanda’s wildlife to the development of Rwanda’s economy.  Appreciate the beauty and uniqueness of Rwanda’s flora and fauna.	<b>Language use</b> <b>Naming animals</b> This is a spider. What’s this?  <b>Classifying animals</b> A lion is a carnivore. Is an elephant a herbivore? Yes it is. No it isn’t  <b>Comparing animals</b> Lions are bigger than monkeys. Cheetahs are the fastest animals  <b>Talking about animals in Rwanda</b> There are monkeys in Rwanda. There aren’t any tigers in Rwanda. There are a lot of monkeys in Rwanda. Are there any zebras in Rwanda? Which animals live in Rwanda?  <b>Talking about where animals live in Rwanda</b> There are gorillas near Virunga. There are monkeys in the north. Are there any monkeys in	Match animal names and pictures  Play Missing Consonants: Write full form of animals words with vowels only.  Talk in groups and classify animals as carnivores, herbivores or omnivores.  Talk in groups and compare animals for speed, size etc  Write sentences comparing animals using comparatives and superlatives.  In groups, prepare short oral class presentations about what animals eat and which is fastest, biggest etc  Play 20 Questions: learner

	Design and orally use questionnaire about wild animals,		<p>Volcanoes national park? Where can you see crocodiles?</p> <p><b>Conducting a survey</b> I have seen a monkey. What has he seen?</p> <p><b>Interpreting a table</b> The vertical axis shows the animals. The horizontal axis shows the number of pupils. 3 pupils have seen a monkey. A few pupils have seen a spider. Who has seen an eagle? How many pupils have seen an eagle? Have you seen a lizard? Yes I have; no I haven't.</p> <p><b>Vocabulary</b> <b>Animals:</b> monkey, zebra, spider, eagle etc.</p> <p><b>Compass points:</b> north, south, south-east etc</p> <p><b>Animal classes:</b> herbivores, carnivores, omnivores, etc.</p> <p><b>Language structure</b> Present perfect tense: declaratives, questions with have you, who has, and short answers There are; are there?</p>	<p>thinks of an animal and others ask questions about food/size/speed etc</p> <p>Listen to the teacher reading aloud a text about wild animals in Rwanda; label a map.</p> <p>In groups, design a questionnaire about the wild animals classmates have seen.</p> <p>Administer the questionnaire orally and write down the answers.</p> <p>Enter the questionnaire data into a chart.</p> <p>Talk and write about the chart focussing on the present perfect.</p>
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			<p>Determiners of quantity: most/some/a few/a lot of; any with negatives Comparatives, superlatives.</p> <p><b>Sounds and spellings</b> Learn about common word endings, word families and roots of words.</p>	
Links to other subjects: wild animals, animal classes, animal habitats in Social Studies				
Assessment criteria: Can identify, classify and compare animals, locate animals in Rwanda, carry out and report on an animal survey.				
Materials: map, pictures, photographs, chart				

## Topic Area: Oral and Written Communication

P4 English		Unit 7: Rights, responsibilities and needs		No of lessons: 28	
Key Unit Competency: To use language learnt in the context of rights, responsibilities and needs					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Identify the use of modal verbs must/ mustn't and the first conditional.	List and define rights, responsibilities, rules and needs orally.	Respect that everyone has rights and responsibilities.	<b>Language use</b> <b>Talking about our rights</b> We have a right to education. What are our rights?	Match pictures and sentences about rights and responsibilities.	
State the basic vocabulary of rights, responsibilities and needs in society.	Write a poster about school rules.		<b>Talking about our responsibilities</b> We must be honest. We must respect other people	Talk in groups about rights, responsibilities etc	
	Listen to/read texts about rights, responsibilities, rules and/or needs and show understanding visually or in writing.		<b>Talking about rules</b> We must keep the classroom clean. If we fight, we will be punished.	Create a list of rights and define them.	
	Write a short text about rights, responsibilities, rules and/or needs.		<b>Talking about our basic needs</b> We need shelter. What do we need in the community?	Read a short text about school rules. Divide them into 2 columns, Dos and Don'ts.	
			<b>Vocabulary</b> <b>Rights:</b> education, water, health, etc	Read/Listen to a text about needs in society.	
			<b>Responsibilities:</b> honest, kind, respect, help, etc	Look at a poster and get ideas about how to design one, e.g. use of drawings/ titles/ print size and colour etc	
			<b>Needs:</b> water, clothes, shelter, etc	Talk in groups and formulate school rules.	

			<b>Language structure</b> Modal verbs: must/must not The first conditional  <b>Sounds and spellings</b> Learn about common word endings, word families and roots of words.	Plan and write a chart about school rules.  Hold an exhibition of charts.
Links to other subjects: rights in society, social needs in Social Studies				
Assessment criteria: Can list and define rights, responsibilities, rules and needs in society.				
Materials: pictures, photographs...				

## Topic Area: Oral and Written Communication

P4 English	Unit 8: Talking about the past			No of lessons: 28
Key Unit Competency: To use language learnt in the context of talking about the past				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of the past simple tense and determiners of quantity.  State the basic vocabulary of traditional and modern tools, farm products and household objects.	Describe past activities in speech and writing.  Describe past agricultural and household practises in speech and writing.  Identify traditional and modern tools, farm products and household objects.  Listen to/read texts about traditional and modern tools, farm products and household.  Write a short text about traditional and modern tools, farm products and household objects.	Respect Rwanda’s culture and heritage.  Appreciate how our past has contributed to today’s society.	<b>Language use</b> <b>Recount past activities</b> Yesterday I watched TV. Last weekend she went shopping with her friend. What did you do?  <b>Describing traditional and modern tools and utensils</b> People used hoes. We use machines  <b>Describing traditional and modern farm products</b> People grew few crops. They kept cattle. We grow beans.  <b>Describing traditional and modern household objects</b> People made pots. They made furniture out of wood.  <b>Describing Comparing traditional and modern farming</b> They had fewer tools. They grew fewer crops. We use more machines. We grow more crops.	Talk in groups about past activities, e.g. the weekend, paying attention to the past simple tense.  Write a letter to a friend recounting a past (e.g. weekend) activity.  In groups, match pictures and names of tools, crops, animals, household objects.  Name tools, crops, animals, household objects orally in groups.  Write sentences as captions for pictures of traditional and modern practises.  Read a text comparing traditional and modern practises. Take notes under 2 columns

	Compare traditional and modern tools, farm products and household objects orally and in writing.		<p><b>Comparing traditional and modern food</b> They grew fewer crops. We eat more cereals. We grow a lot of crops for export. They ate less meat.</p> <p><b>Vocabulary</b> <b>Tools:</b> hoe, axe, machete, etc</p> <p><b>Farm products:</b> cattle, chicken, sorghum, millet, rice, etc</p> <p><b>Household objects:</b> pot, chair, furniture, jewelry, etc</p> <p><b>Language structure</b> Past simple tense Determiners of quantity: much, a lot of, many, more, fewer, less, etc.</p> <p><b>Sounds and spellings</b> Learn about common word endings, word families and roots of words.</p>	<p>describing what happened Then and what happens Now.</p> <p>Complete sentences focussing on the use of determiners of quantity: <i>more, less, fewer, etc.</i></p> <p>Write a short text comparing traditional and modern practises using determiners of quantity.</p> <p>Talk to people in the community about farming practises in the past and report what they say in class.</p>
Links to other subjects: traditional tools, traditional farming, crafts in Elementary Science and Technology				
Assessment criteria: Can describe past activities, describe past agricultural and household practises, identify and compare traditional and modern tools, farm products and household objects.				
Materials: pictures, photographs, realia (tools)				

### Topic Area: Oral and Written Communication

P4 English		Unit 9: Countries, rivers and famous architectural structures of the world.		No of lessons: 28	
Key Unit Competency: To use language learnt in the context of countries, rivers and famous architectural structures of the world.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Recognise the use of comparatives, superlatives and the present perfect tense.	Identify and locate countries and their capitals on a map, orally and in writing.	Appreciate the value of working in groups and keeping time.	<b>Language use</b> <b>Naming and locating countries of the world</b> This is China. It is in the northern hemisphere. Beijing is the capital of China.  <b>Talking about personal and family experience of countries</b> I have seen a picture of the Eiffel tower. My uncle has been to Tanzania. My cousin lives in France.  <b>Describing rivers</b> The Amazon is 6,400 kilometres long. The Nile is the longest river in the world.  <b>Describing cities</b> Washington is the capital of the USA. Beijing has 11 million people. Kigali is the biggest city in Rwanda.  <b>Describing buildings</b> The Burj Khalifa in Dubai is 828 metres tall. The Eiffel tower is the	Talk in groups and name and locate countries on a map orally and in writing.	
Identify the names of a number of key countries, cities, building and rivers.	Identify and locate rivers, buildings and cities on a map orally and in writing.	Appreciate that the world is a big place of many countries and cultures.		Write sentences about personal or family experience of other countries focussing on the present perfect and present simple tenses.	
	Listen to a short text about countries and their capitals show understanding by labelling a map.			Talk in groups comparing rivers, buildings etc, with support, e.g. substitution table.	
	Read a short text comparing buildings, cities and rivers and show understanding visually or in writing.			Complete sentences comparing rivers, buildings etc focussing on comparatives and superlatives	
	Compare buildings,			Write captions for pictures of rivers, buildings etc. Pupils match them.	
				Read a text comparing	



	cities and rivers orally and in writing.		<p>tallest building in France.</p> <p><b>Comparing cities, rivers, buildings</b> The Nile is longer than the Yangtze.</p> <p><b>Vocabulary</b> <b>Rivers:</b> Amazon, Nile, Mississippi, Don, Yangtze etc <b>Countries:</b> China, the USA, Tanzania, France, etc <b>Cities:</b> population, capital, city, etc</p> <p><b>Language structure</b> Comparatives, superlatives Present perfect tense</p> <p><b>Sounds and spellings</b> Learn about common word endings, word families and roots of words.</p>	<p>buildings, cities, rivers, etc.</p> <p>Listen to a text about countries and locate the places on a map.</p> <p>Make a class map showing countries, capitals rivers etc</p> <p>Compile a class map showing where Pupils' have relatives.</p>
Links to other subjects: rivers, buildings, cities, countries in Social Studies				
Assessment criteria: Can identify and compare cities, buildings and countries of the world.				
Materials: pictures, photographs, maps, drawing paper and pencils				

## Topic Area: Oral and Written Communication

P4 English	Unit 10: Climate change			No of lessons: 28
Key Unit Competency: To use language learnt in the context of climate change.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of the present continuous tense, determiners of amount, modal verbs and their negative form.  Recognise the basic vocabulary of causes and effects of climate change.	Describe the causes and effects of climate change orally.  Make suggestions orally for reducing the effect of climate change.  Read/listen to short simple texts about causes and effects of climate change and show understanding visually or in writing.  Write a short simple text about causes and effects of climate change and show understanding visually or in writing.  Design and write a	Respect the local environment.  Appreciate the importance of caring for the environment.	<b>Language use</b> <b>Describing climate change</b> The world is getting warmer. The Arctic ice is melting. Sea levels are rising. There are more floods. Are sea levels rising?  <b>Describing the causes of climate change</b> We are burning too much wood. We are cutting down too many trees.  <b>Describing our responsibilities</b> We must use less water. We mustn't burn so much wood. We must cut down fewer trees.  <b>Making suggestions</b> Let's recycle more rubbish. Let's cut down fewer trees.  <b>Prohibiting</b> Don't cut down trees. Cut down fewer trees. Burn less wood.	Identify pictures of the causes and effects of climate change. Put them under 2 columns Reason/Result; Cause / Effect.  Match pictures with sentences.  Talk in groups about the causes and effects of climate change using support, e.g. substitution table.  Read a text on the causes and effects of climate change and show understanding by matching with pictures etc  Complete written sentences about the causes of climate change using <i>too much, many</i> .

	poster about reducing the effects climate change.		<b>Vocabulary</b> <b>Causes of climate change:</b> burn, cut down, wood, etc  <b>Effects of climate change:</b> Ice, sea, rise, melt, etc. global warming.  <b>Language structure</b> Present continuous tense: declarative and questions with is/are Too/so much, many; less, fewer Must, mustn't Let's Don't  <b>Sounds and spellings</b> Learn about common word endings, word families and roots of words	Make sentences about responsibilities using <i>we must, mustn't</i> and <i>fewer, less</i> .  Listen to a text on suggestions for reducing the effect of climate change and pay attention to <i>let's</i> and <i>don't</i> .  Make suggestion and prohibition sentences with <i>let's</i> and <i>don't</i> .  Design and write a chart about climate change using <i>must, mustn't, let's don't</i> with <i>more, fewer, less</i> .
Links to other subjects: climate change, recycling in Social Studies				
Assessment criteria: can identify key features of climate change, discuss responsibilities, make suggestions for resisting climate change and design a poster.				
Materials: pictures, photographs, posters, poster paper and pens				

## P5 English Syllabus Units

### Topic Area: Oral and Written Communication

P5 English		Unit 1: Past and future Events		No of lessons: 28
Key Unit Competency: To use language learnt in the context of past and future				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the past simple tense and time connectors, the future tense with <i>going to</i> and <i>would like to, want to, when</i> clauses and letter format	Read/ listen to stories, and retell them orally and in writing  Recount past experiences orally and in writing  Write a letter about past events	Respect the language needs of others in group work.  Appreciate that writing is a skill that needs to be practised	<b>Language use</b> <b>Telling stories</b> One morning Mutesi set out early to go to market with her basket on her head  <b>Recounting events</b> Last weekend, we went to a football match. What did you do on Saturday?  <b>Telling your life story</b> I was born in 2004. When I was born I weighed 3 kg. I got my first tooth when I was 2. Where were you born?  <b>Recounting past experiences</b> I was 10 when I first saw an elephant. How old were you when you first used a computer?  <b>Describing a weekend activity</b> Last weekend I played football. What did she do?	Listen to / read stories.  Retell the story orally and in writing.  Discuss in groups about a past event.  Read a letter from a friend about past events.  Write a letter to a friend describing the weekend.  Find out key life story facts (e.g. birth, first word, first tooth etc) from family.  In groups, discuss
Identify the basic vocabulary of travelling	Describe planned activities in the future orally and in writing			
Identify vocabulary to express aspirations and ambitions	Express future hopes orally and in writing			
Identify the format of a letter	Listen/ Read texts about past experiences or a future activities and			

	<p>show understanding visually or in writing</p> <p>Write a text about a future activity</p>	<p><b>Planning a trip</b> I'm going to visit my relatives. What is he going to do?</p> <p><b>Talking about a future activity</b> I'm going to go to town. We're going to buy food. What is he going to get? She's going to look for a new skirt</p> <p><b>Expressing future hopes</b> I would like to be a doctor. She wants to live in a house in Kigali</p> <p><b>Vocabulary</b> <b>A trip:</b> travel, take, visit, relatives, etc <b>Aspirations,</b> architect, get married, flat, money, etc</p> <p><b>Language structures</b> Past simple and connectors of time Past simple: questions with how old When clauses Future with going to Would like to, want to Letter format</p> <p><b>Sounds and spellings</b> Use dictionaries and thesauruses to extend and develop vocabulary</p>	<p>life stories..</p> <p>My First Book: Write a short text about their life story and the first time they did things. Make a display of these.</p> <p>In group, discuss a past experience, using "<i>How old were you when...?</i>" and <i>I was 10 when...</i></p> <p>Complete written sentences using <i>I was 10 when...</i></p> <p>Write about a past experience, e.g. a weekend.</p> <p>Discuss in groups about a past experience, e.g. a weekend.</p> <p>Listen to a short text about a future activity.</p> <p>Plan a future</p>
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			and spelling	<p>activity, e.g. My Ideal Shopping Trip / Visit to a Football Match and write about it.</p> <p>Read texts about future plans.</p> <p>Discuss in groups about future hopes using <i>would like to</i>, <i>want to</i>.</p> <p>Write a short text about future hopes using <i>would like to</i>, <i>want to</i>.</p>
Links to other subjects: past events in Social Studies				
Assessment criteria: Can read a simple story, follow a story read aloud, retell the story, write a letter, recount past experiences orally and in writing, describe planned activities in the future, express future hopes, write a short text about a future activity .				
Materials: photographs, pictures				

## Topic Area: Oral and Written Communication

P5 English	Unit 2: The language of study subjects			No of lessons: 28
Key Unit Competency: To use language learnt in the context of the language of study subjects.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise instructions used in the classroom environment.	Respond to classroom instructions and questions.	Appreciate the importance of cooperation and organisation in group work settings	<b>Language use</b> <b>Following instructions</b> Spell, pronounce, repeat, etc. Look at page 10. Work in groups. Put your hands up.  <b>Answering questions</b> Who knows what a rectangle is? What does wildlife mean? Do you agree? Is that right? What do you think? How do you spell it? How do you pronounce it?  <b>Working in groups</b> Work in groups. Let's choose a secretary. Do you have any more suggestions? You have five minutes. Are you ready to present?  <b>Defining</b> A mammal is a vertebrate which has hair and feeds its young with milk. <b>Contrasting</b> Natural light is not man-made, but human beings make artificial light.  <b>Using reference materials</b>	Listen and respond to instructions.  Look up words in a monolingual or bilingual dictionary.
Identify the basic vocabulary of classroom learning activities.	Read short texts on study subjects expressing key school language functions, e.g. defining, contrasting.	Appreciate that different topics require different writing styles.		Discuss new vocabulary in groups and choose chairperson, timekeeping, reporting back etc
	Look up words in a monolingual or bilingual dictionary.			Read information texts and pay attention to the key phrases and vocabulary used.
	Plan, write and evaluate a short text.			Write and then evaluate the writing using e.g. features of accuracy in spelling and grammar /correct choice of vocabulary/correct

			<p>Look the word up in the dictionary. What's the dictionary definition? What's the word in Kinyarwanda?</p> <p><b>Planning and evaluating writing</b> These are my notes. This is my plan. Evaluate your writing. Look for mistakes of spelling and grammar.</p> <p><b>Vocabulary</b> <b>Classroom language:</b> groups, report, keep time, pronounce, repeat, etc</p> <p><b>Language structure</b> Teacher language: imperatives and questions Signals of common school language functions, e.g. because, but, time prepositions, etc</p> <p><b>Sounds and spellings</b> Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>use of functions/clarity.</p> <p>Evaluate another learner's writing .</p>
Links to other subjects: dictionary use, planning and evaluating writing in Kinyarwanda and French				
Assessment criteria: Can follow classroom instructions, understand teacher questions, work orally in groups, express a few common school language functions in writing, look up words in a monolingual or bilingual dictionary, plan, write and evaluate a short text.				
Materials: dictionaries				



### Topic Area: Oral and Written Communication

P5 English		Unit 3: Reading		No of lessons: 28	
Key Unit Competency: To use language learnt in the context of reading.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Recognise the use of the past simple tense, adverbs of frequency.  Identify the vocabulary of reading materials and reading topics.	Read / listen to stories and show understanding of time sequence.  Retell the story orally and in writing.  Skim, scan texts and find items in the table of contents and index.  Talk about reading materials and reading topics orally.  Describe classmates' reading habits by compiling a table and talking and writing about it.  Listen to / read	Appreciate that reading is a skill that needs to be practised regularly.  Respect people's reading ability and interests.	<b>Language use</b> <b>Telling stories</b> One morning Mutesi set out early to go to market with her basket on her head.  <b>Naming sources of reading</b> I read magazines. What does she read?  <b>Saying what you like reading</b> They like reading about animals. What does she like reading about?  <b>Talking about reading habits</b> We read magazines once a week. How often do you read?  <b>Saying why you read</b> I read because I'm interested in sports.  <b>Recounting what you read in the past</b> Last week I read an interesting book. It was about sports.	Listen to and read stories.  Make a collection of different types of reading material e.g. cards, labels, shopping lists, comics, magazines, guides, pamphlets, newspapers etc. and label them. Talk about why we read them: for fun, for information or instructions etc  Write captions for pictures showing reading preferences and habits.  In groups, discuss reading habits and preferences.  Complete sentences	

	<p>texts about why and what people read and show understanding visually or in writing.</p> <p>Describe something recently read, orally and in writing.</p>		<p><b>Skimming and scanning</b> Scan and find out the name of the main character. Skim and find out the topic.</p> <p><b>Using tables of contents and indexes</b> Find the word in the table of contents. Look up the word in the index.</p> <p><b>Vocabulary</b> <b>Reading materials:</b> newspaper, magazine, book, comic, etc</p> <p><b>Topics:</b> animals, sports, news, subjects, etc</p> <p><b>Language structure</b> The past simple tense Adverbs of frequency Like + -ing Because clauses</p> <p><b>Sounds and spellings</b> Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>about reading frequency focussing on adverbs of frequency.</p> <p>Design a questionnaire for getting oral information from classmates about their reading habits.</p> <p>Use the questionnaire and write down classmates' answers. Fill in a table about reading habits and talk and write about it.</p> <p>Bring reading materials to the class and say who the main characters are, what they are like, the main events and why they are interesting.</p> <p>Practise skimming and scanning and finding items in table of contents and</p>
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				index, using timed exercises.
Links to other subjects: Reading stories in Kinyarwanda and French				
Assessment criteria: Can read a simple story, retell the story orally and in writing, describe preferred reading material and reading topics, skim, scan and use a table of contents and index.				
Materials: of reading material e.g. cards, labels, shopping lists, comics, magazines, guides, pamphlets, newspapers etc				

**Topic Area: Oral and Written Communication**

P5 English	Unit 4: The environment		No of lessons: 28	
Key Unit Competency: To use language learnt in the context of the environment.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the passive voice and prepositions of place.	Describe orally the place of Rwanda on the map of East Africa.	Respect and protect the environment.	<b>Language use</b> <b>Describing a map of Rwanda</b> This is our province. The neighbouring countries are Tanzania, the DRC.	Discuss in groups and match pictures of animal, birds, plants with words.
Identify the vocabulary of geographical features, compass points, wildlife.	Describe the key geographical features of Rwanda using a map, orally and in writing.		<b>Naming geographical features on a map</b> This is a mountain. These are woodlands. This province has hills. This district is mountainous.	Label a map to show where they are found.
	Listen to/ read a short text about places on the map and show understanding by locating them.		<b>Describing position on a map</b> The river is near Butare. The volcano is in the north.	Use a map to locate Rwanda in relation to neighbours.
	Listen to / read a short text about the uses of physical features and show understanding visually or in writing.		<b>Describing the uses of physical features</b> Lakes and rivers are useful because they provide water. We grow crops in the soil.	Label a map with the names of physical features.
			<b>Describing wildlife in Rwanda</b> There are antelopes in our district. Rare flowers are found in this region.	Read a short text about the uses of physical features.
				Discuss in groups about the physical features.
				Write a texts about flora and fauna

	Name key flora and fauna found in Rwanda and say orally and in writing where they are found.		<b>Vocabulary</b> <b>Geographical features:</b> hill, mountain, valley, lake, grasslands, etc  <b>Compass points:</b> north, south-east, west, etc  <b>Wildlife:</b> wild, rare, elephant, chimpanzee, etc.  <b>Language structures.</b> Passive: is/are found Prepositions of place  <b>Sounds and spellings</b>  Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.	found in Rwanda, together with a map.  Listen texts about places on a map and show understanding by labelling the map.
Links to other subjects: maps, Rwandan geography, flora and fauna in Social Studies				
Assessment criteria: Can describe orally the place of Rwanda on the map of East Africa and describe the key geographical features of Rwanda using a map.				
Materials: maps, photographs, pictures				

**Topic Area: Oral and Written Communication**

P5 English		Unit 5: Measurement		No of lessons: 28
Key Unit Competency: To use language learnt in the context of measurement.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of measurement language and of comparatives and superlatives.  State the vocabulary of measurement.	Measure and calculate dimensions.  Compare the feature of places in Rwanda and in the wider world.  Read / listen to a short text comparing places in Rwanda or in the wider world and show understanding visually or in writing.  Write a short text comparing places.	Reading attentively develops understanding and increases vocabulary.  Practising language improves confidence and competence.	<b>Language use</b> <b>Calculating</b> 3 times 2 equals 6. 150 times 25 is 3750 (three thousand seven hundred and fifty). What is 3 times 2?  <b>Describing dimensions</b> How long is the building? The desk is about 50cm wide. What is the area of the field? The area of the field is 30 metres by 55 metres. What is the length of the house?  <b>Measuring people in the classroom</b> Kamali is 142 cm tall. His feet are 20 cm long. Kamali is the tallest. She has the biggest feet. How tall are you? How big are her feet?  <b>Describing Rwandan geography</b> The biggest lake in Rwanda is Lake Kivu. Is Kigali city is bigger than Musanze? Is Lake Kivu bigger than Lake Muhazi? Which is the longest river in Rwanda?	Discuss in groups about places in the world using a map and compare, e.g. rivers and mountains.  Measure objects and order them using comparatives and superlatives e.g. big, bigger, biggest, etc.  Complete sentences using comparatives and superlatives.  Read a text about Rwanda giving dimensions of key places.  Label a map of Rwanda showing the dimensions of mountains, rivers etc

			<p><b>Comparing places</b> The longest river in the world is the Nile. Which is the tallest building in the world? Is the Nile longer than the Yangtze?</p> <p><b>Vocabulary</b> <b>Measurements:</b> length, width, long, high, area</p> <p><b>Language structure</b>  Questions with how long, wide etc Comparative and superlatives</p> <p><b>Sounds and spellings</b> Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</p>	<p>Listen to a text about the size of places in the world.</p> <p>Write a short text comparing the dimensions of places in Rwanda or the world.</p>
Links to other subjects: Measurement in mathematics, countries of the world in Social Studies				
Assessment criteria: Can count, add, subtract, divide, multiply and describe shapes and compare the size of different places.				
Materials: chart, plans, pictures, photographs, ruler				

## Topic Area: Oral and Written Communication

P5 English		Unit 6: Transport		No of lessons: 28	
Key Unit Competency: To use language learnt in the context of transport.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Identify the use of comparatives.  List the means of transport.	Describe how and why people travel in the district.  Say where you have been in Rwanda.  Compare means of transport and describe their uses in speech and writing.  Listen to / read a short text comparing means of transport and show understanding visually or in writing.  Plan a text about the uses of transport, write it and evaluate it.	Planning writing is an important process.  Appreciate the contribution which others make, when working in groups.	<b>Language use</b> <b>Talking means of transport</b> People travel by bus. How do people travel in your district?  <b>Talking about the purposes of travel</b> People visit their family. People attend weddings or funerals.  <b>Comparing means of transport</b> It is cheaper to travel by road than by air. Air transport is faster.  <b>Describing the uses of means of transport</b> Roads help farmers to take goods to market. Water transport helps fishermen to fish. Aeroplanes help people to travel fast.  <b>Talking about visits in Rwanda</b> Have you ever visited Gisenyi? What places have you visited in Rwanda? I have been to Kigali.  <b>Vocabulary</b>	Match pictures with words for means of transport.  Discuss in groups about means of transport used in the district and their purposes.  Listen to texts comparing means of transport.  In groups, fill in a table with means of transport on the vertical axis and speed, cost etc on the horizontal and write <i>cheaper</i> , <i>faster</i> etc in the table.  In groups, talk and write about the table using	



			<p><b>Transport on land, by air and on water</b></p> <p><b>Means of transport:</b> car, air, plane, bus, taxi, etc</p> <p><b>Uses of transport:</b> goods, market, bank, travel, etc</p> <p><b>Language structures</b> Comparatives Help to</p> <p><b>Sounds and spellings</b> Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>comparatives.</p> <p>In pairs, say where you have been in Rwanda.</p> <p>Read a short text about the uses of different means of transport.</p> <p>Write sentences about the uses of transport .</p> <p>Plan a piece of writing about the uses of transport, write it and evaluate it.</p>
Links to other subjects: Means of transport in Social Studies Graphs in mathematics				
Assessment criteria: Can describe how and why people travel in the district and compare means of transport and describe their uses in speech and writing.				
Materials: pictures, photographs, table...				

## Topic Area: Oral and Written Communication

Topic Area: Oral and Written Communication		P5 English		Unit 7: Hygiene and health		No of lessons: 28			
Key Unit Competency: To use language learnt in the context of hygiene and health									
Learning objectives				Content		Learning activities			
Knowledge and understanding		Skills						Attitudes and values	
Identify the use of the first conditional.  State the vocabulary of illnesses, basic hygiene and food groups.		Describe orally what you eat and classify it into vegetables, meat etc		Reading about diet, health and hygiene helps informs decisions about leading a healthy lifestyle.		Language use <b>Describing diet</b> I eat a lot of cereals. How much meat does she eat?		Discuss in groups and match pictures with foods.	
		Define key food groups and give examples of foods in those groups, orally and in writing.				<b>Describing food groups and a balanced diet</b> Meat contains protein. Carbohydrates are energy-giving foods.		Define key food groups: proteins, carbohydrates and minerals and vitamins.	
		Listen to / read a short text about health and show understanding visually or in writing.				<b>Talking about diet and health</b> Vitamins are good for you. I have a healthy diet.		Classify foods in a diagram of food groups using different colours.	
		Listen to / read a short text about food and food groups show understanding visually or in writing.				<b>Talking about hygiene</b> I brush my teeth. You should wash your hands before eating.		In groups, make a table of what they eat every week and classify these foods into food groups.	
						<b>Talking about illness</b> I have a cough. What is wrong with you? You should see a doctor. If you don't eat a healthy diet, you will get ill.		Discuss in groups and evaluate whether their diet is balanced.	
						<b>Vocabulary</b>		Give advice to	

	Write a short brochure about keeping healthy.		<p><b>Illnesses:</b> cough, food poisoning, cholera, etc</p> <p><b>Hygiene:</b> wash, boil, brush, etc</p> <p><b>Food groups:</b> carbohydrates, proteins, vitamins, minerals, etc</p> <p><b>Language structures</b> First conditional Modal verbs: should</p> <p><b>Sounds and spellings</b> Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>classmates about what they should eat.</p> <p>Listen to a dialogue about a visit to the doctor.</p> <p>Role-play a visit to the doctor.</p> <p>Make sentences about keeping healthy using the first conditional.</p> <p>Discuss in groups about keeping healthy</p> <p>design and write a simple advice brochure.</p>
Links to other subjects: food, nutrition, food groups, diet, health, hygiene in Elementary Science And Technology				
Assessment criteria: Can describe diet and classify it into vegetables, meat etc; define key food groups, give advice about keeping healthy.				
Materials: pictures, diagrams, photographs				

## Topic Area: Oral and Written Communication

P5 English		Unit 8: Crafts in Rwanda		No of lessons: 28
Key Unit Competency: To use language learnt in the context of crafts in Rwanda				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognise the use of the passive voice,  Identify the vocabulary of craft objects, raw materials and the way things are made.	Describe orally what people made, what they used them for and the raw materials they used to make crafts  Listen to / read a short text about the objects people made in the past and their uses and show understanding visually or in writing  Describe the crafts people make today and the process of making an object, in speech and writing	Appreciate the role of crafts in Rwanda culture	<b>Language use</b> <b>Describing what people made in the past</b> Traditionally people in Rwanda used to make tools. People made baskets. What did people make?  <b>Describing what they used things for</b> They used hoes for digging. What did they use knives for?  <b>Describing raw materials</b> People made tools from iron. They made pots from clay  <b>Describing modern handicrafts</b> People make baskets. They make pots near Rwamagana  <b>Describing how to make craft objects</b> The clay is softened. The pots are dried in the sun. What happens next?  <b>Vocabulary</b>	Discuss in groups and match pictures of tools, craft objects with words.  Discuss in groups about what people made in the past,  Match tools with their uses.  Match objects with raw materials.  Write a short text about objects, their uses and the materials used to make them.  Listen to texts about crafts in Rwanda and label a map showing where modern craft objects are made.

			<p><b>Craft objects:</b> pot, domestic tools, furniture, etc</p> <p><b>Raw materials:</b> iron, clay, sisal, etc</p> <p><b>Making pots:</b> clay, soft, dry, shape, etc</p> <p><b>Language structures</b>  Passive voice: present simple  Used to  Use for +-ing</p> <p><b>Sounds and spellings</b>  Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>Sequence a set of sentences describing the process of making a craft object,</p> <p>Complete sentences describing the production process focussing on the passive.</p>
Links to other subjects: crafts, traditional crafts, making craft objects in Arts and Crafts				
Assessment criteria: Can describe what people made, what they used them for and the raw materials they used, and describe the crafts people make today and the process of making an object.				
Materials: pictures, photographs, maps				

## Topic Area: Oral and Written Communication

P5 English	Unit 9: Traditional and modern agriculture in Rwanda			No of lessons: 28
Key Unit Competency: To use language learnt in the context of traditional and modern agriculture in Rwanda				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Identify the use of the past simple, present simple and the future tense.	Describe tools and farming practises in the past, present and future in speech and writing.	Appreciate the role of agriculture in the Rwandan economy and development.	<b>Language use</b> <b>Describing tools in the past</b> Farmers used axes and machetes. What tools did farmers use?  <b>Describing farming in the past</b> Farmers kept cattle. Did farmers grow coffee?  <b>Describing agriculture in current era</b> Farmers grow beans. Farmers breed pigs. Farmers use tractors. What crops do farmers grow now?  <b>Describing current agricultural exports</b> Rwanda exports coffee to Germany. What does Rwanda export?  <b>Describing agriculture in the future</b> In the future there will be more tea plantations in Rwanda. In 10 years Rwanda will export more coffee. What will Rwanda export?	Discuss in groups and match pictures with the names of agricultural tools.
List farming tools and practises in the past and future.	Listen to / read texts about farming in the past, present or future and show understanding visually or in writing.	Respect how creativity and innovation leads to changes.		Match pictures with agricultural processes.
	Interpret a table showing key agricultural exports in speech and writing.			Listen to a short text about agriculture in the past and number products from a list in the order in which they are heard.
	Write a short text about Rwandan agriculture in the future.			Discuss in groups about agriculture in the past Write a short text about agriculture in the past. Discuss in groups about agriculture in the present.

			<b>Vocabulary</b> <b>Tools:</b> axe, hoe, machete, etc  <b>Farming:</b> cattle, keep, grow, crop, etc  <b>Exports:</b> export, coffee, tea, etc  <b>Language structures</b> Past simple tense Present simple tense Future tense with <i>will</i>  <b>Sounds and spelling</b> Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.	Make true/false sentences and give them to others to correct.  Interpret a table showing Rwanda's exports.  Read texts about agriculture in the future, using <i>will</i> .  Complete sentences describing agriculture in the future, using <i>will</i> .
Links to other subjects: farming, tools, animals and crops, history in Social Studies				
Assessment criteria: Can describe tools and farming practises in Rwanda in the past, present and future				
Materials: pictures, pictures, photographs				

## Topic Area: Oral and Written Communication

P5 English	Unit 10: Geography of the World			No of lessons: 28
Key Unit Competency: To use language learnt in the context of world geography				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize how to use of <i>you can, there is/are</i> and prepositions of place.  Identify the basic vocabulary of country names, continents and some of the geographical and general features of a country.	Name countries, continents and capitals orally.  Locate countries on a map of the world in speech and writing.  Read/ listen to a short text about a country describing key features such as position, capital, exports, tourist destinations and show understanding visually or in writing.  Write a short text about a country describing key features such as position, capital, exports, touristic	Appreciate the location of Rwanda in the wider world and its role in the global community.	<b>Language use</b> <b>Naming continents, countries and capitals</b> Rwanda is in Africa. Which continent is China in? What is the capital of South Africa?  <b>Describing the position of countries</b> Russia is in the Northern hemisphere. Rwanda is south of the equator. DRC is West of Rwanda. Where is Russia situated?  <b>Describing the geography of a country</b> Rwanda is a mountainous country. There are deserts in Namibia.  <b>Describing a country</b> Kenya is on the East coast of Africa. It has a coastline. The capital city is Nairobi. It exports tea. You can visit national parks.  <b>Vocabulary</b>	Discuss in groups and locate countries, continents and capitals on a map.  Listen to a short text about the position of countries and label them on a map.  Discuss in groups about countries, continents and capitals, with a map.  Write a short text about countries, continents and capitals focussing on prepositions, compass points etc



	destinations.		<p><b>Country names:</b> Tanzania, China, Russia, the USA, etc</p> <p><b>Continents:</b> Africa, Asia, Europe, South America, etc</p> <p><b>Geographical features:</b> mountain, desert, lowland, mountainous, etc</p> <p><b>Country features:</b> coastline, landlocked, export, national park, etc</p> <p><b>Language structures</b>  You can  There is, are  Prepositions of place: in, on, west of</p> <p><b>Sounds and spellings</b>  Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>Read about a country, its position, exports, tourist destinations etc and respond in writing, e.g. answer questions.</p> <p>Make true/false sentences for others to answer  Make a short tourist guide: write a short text about a country and add pictures.</p>
Links to other subjects: countries, geographical features, continents, capitals in Social Studies				
Assessment criteria: Can name countries, continents and capitals, locate countries on a map of the world, write a short text about a country describing key features such as position, capital, exports, and touristic destinations.				
Materials: map, photographs, pictures, pencils and drawing paper				

## P6 English Syllabus Units

### Topic Area: Oral and Written Communication

P6 English		Unit 1: Leisure and sports		No of lessons: 28
Key Unit Competency: To use language learnt in the context of leisure and sports				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize when to use the past simple tense, <i>like</i> + -ing and determiners of quantity.  List the basic vocabulary of leisure activities and sports.	Describe favourite leisure activities.  Describe music preferences orally.  Design and administer orally a class questionnaire.  Create a bar graph of classmates' leisure time preferences and interpret it orally and in writing.  Listen to / read texts about a famous entertainer or sportsperson	Value leisure and sports as recreational and social activities.  Appreciate how sports activities build team work.	<b>Language use</b> <b>Talking about what you like doing</b> I like watching TV. She dislikes reading. What do you like doing? Do they like playing football? We prefer reading. What do you prefer doing?  <b>Conducting a survey</b> Do you dance? A few people How many people watch football? 40% of people do sports.  <b>Describing past activities</b> Last weekend I went shopping. On Sunday we visited my uncle. What did you do last week? <b>Describing music</b> I like Tom Close. I like R + B.  <b>Describing famous entertainers</b> He was born in Uganda in 1986. He formed his first group in 2006. His best album is <i>Subeza</i>  <b>Describing sportspeople</b>	Discuss in groups leisure activities they like or don't like doing.  Ask the class questions: who likes playing football? Who doesn't like reading? Learners have to remember and say who likes/doesn't like what etc.  Design a class questionnaire.  Use the questionnaire orally.  Make a bar graph out of the data.

	Write a short life history of a famous person.		<p>Mathias Ntawulikura is an athlete. He competed in the Olympic games. His best performance was at Atlanta in 1996.</p> <p><b>Vocabulary</b>  <b>Leisure activities:</b> singing, watching TV, reading, etc</p> <p><b>Sports:</b> football, volleyball, athletics, etc</p> <p><b>Percentages:</b> 40% (4 per cent)</p> <p><b>Careers of famous people:</b> e.g. born, compete, form, album, performance, etc</p> <p><b>Language structure</b>  Past simple tense  Like, prefer +-ing  Determiners of quantity: a few, some, a lot, most</p> <p><b>Sounds and spellings</b>  Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>Interpret the graph orally in groups.</p> <p>Match written percentages with numbers, e.g. 15% = fifteen per cent.</p> <p>Write sentences about the graph using percentages.</p> <p>Discuss in groups about a past activity (e.g. weekend), paying attention to the past simple.</p> <p>Write a letter to friend describing a past activity, paying attention to the past simple.</p> <p>Listen to / Read text about a famous entertainer or sportsperson.</p> <p>Describe the life story of a famous person, with</p>
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				<p>support.</p> <p>Read about a famous entertainer or sportsperson.</p> <p>Write texts about a famous entertainer or sportsperson.</p>
Links to other subjects: sports, entertainment, leisure in Physical Education and Graphs in Mathematics				
Assessment criteria: Can describe favourite leisure activities, describe music preferences, describe the life history of a famous person.				
Materials: drawing paper and pencils; graph, photographs, pictures...				

## Topic Area: Oral and Written Communication

P6 English		Topic 2: Making future plans		No of lessons: 28	
Key Unit competency: To use language learnt in the context of making future plans					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Recognize when to use <i>would like</i> , <i>going to</i> and adverbials of time, <i>let's</i> and <i>shall we</i> .  State the basic vocabulary of daily activities.	Describe favourite tourist destinations.	Appreciate how planning and organizational skills help people plan for future events.	<b>Language use</b> <b>Describing tourist destinations</b> I'd like to go to Volcanoes national park. Where would you like to go?  <b>Describing a trip</b> Tomorrow I'm going to visit Kigali. Next year we are going to visit my aunt. When are they going to visit Kigali? Are you going to visit your parents next week?  <b>Talking about tomorrow</b> I'm going to get up at 6.00 am. She's going to have her lunch at 1.00 in the afternoon. When are they going to get up?  <b>Making suggestions</b> Shall we go shopping? Let's go shopping  <b>Vocabulary about plans</b> <b>Daily activities:</b> get up, do homework, have dinner, etc <b>A trip:</b> visit, travel, come back, see, go shopping, picnic, outing, etc	Discuss in groups about where they would like to go in Rwanda.	
	Write a timetable for a day, a week, a month.	Value the physical features and places of Rwanda as tourist attractions.		Listen to / read texts about a planned trip.	
	Listen to / read texts about a planned trip or about people making suggestions about what to do.			Plan a trip to somewhere in Rwanda.	
	Write about a planned trip.			Write about a trip paying attention to <i>going to</i> .  Read texts about a person's day tomorrow.  Write about tomorrow paying attention to <i>going to</i> .	

			<p><b>Language structure</b>            Adverbials of time: at 6.00 am, in the afternoon, etc            Future with going to            Let's, shall we?</p> <p><b>Sounds and spellings</b>            Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>Make a short oral class presentation about tomorrow.</p> <p>Teacher reads out learners' texts and learners guess who it is.</p> <p>Listen to / read texts about people deciding what to do, focussing on <i>let's</i> and <i>shall we</i>.</p> <p>Role-play suggestions about what to do on a visit, on the weekend etc paying attention to <i>let's</i> and <i>shall we</i>.</p>
Links to other subjects: a journey, diaries in Kinyarwanda and Social Studies				
Assessment criteria: Can describe favourite tourist destinations, describe a planned trip, describe planned activities, make suggestions about what to do.				
Materials: photographs, pictures, diary				

## Topic Area: Oral and Written Communication

P6 English		Unit 3: Weather		No of lessons: 28
Key Unit Competency: To use language learnt in the context of weather				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize when to use the present simple and continuous tenses,  Identify the present continuous tense with future meaning, the first conditional and the future with <i>will</i> .  List basic vocabulary about the weather.	Describe current weather.  Interpret a weather chart for the next week Describe plans for future events with relation to the weather, in speech and writing.  Listen to / read texts on future weather or Rwandan climate.  Interpret climate graphs for Rwanda.	Appreciate how the weather forecast helps people plan for the future.  Respect the value of group work and individuals contributions.	<b>Language use</b> <b>Talking about the weather now</b> The sun is shining. Is it raining? It's raining. What's the weather like?  <b>Predicting the weather</b> On Sunday it will rain. Tomorrow will be hot. What will the weather be like on Sunday? Will it rain? On Saturday the temperature will be high.  <b>Planning future events</b> If it rains, we will play football. What will you do if it is sunny?  <b>Describing future plans</b> We're going to Kigali. I'm wearing my T-shirt. She's taking an umbrella.  <b>Describing seasons</b> In the rainy season it rains. The weather is hot in the dry season. The temperature is highest in September. Rainfall is low in July.  <b>Vocabulary</b>	Match pictures and sentences about weather.  Discuss in groups about current weather, paying attention to the present continuous tense.  Write sentences about a weather chart.  Discuss in groups their plans for the weekend.  Write plans for the weekend.  Listen to a weather forecast and show understanding by filling in a weather timetable.

			<p><b>Weather:</b> sunny, rain, weather, hot, etc</p> <p><b>Annual climate:</b> rainfall, temperature, dry, high, etc</p> <p><b>Language structure</b>  Present simple tense  Present continuous tense  Present continuous tense with future meaning  First conditional  Future with will</p> <p><b>Sounds and spellings</b>  Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>Talk about climate graphs for Rwanda showing temperature and rainfall in different places.</p> <p>Read texts about Rwandan climate.</p> <p>Construct graphs about Rwandan climate.</p>
Links to other subjects: weather, climate, forecasts				
Assessment criteria: Can describe current weather, interpret a weather chart for the next week, describe plans for future events with relation to the weather, interpret climate graphs for Rwanda in speech and writing.				
Materials: weather charts, photographs, pictures...				



## Topic Area: Oral and Written Communication

P6 English		Unit 4: Behaviour, rules and laws		No of lessons: 28
Key Unit competency: To use language learnt in the context of behaviour, rules and laws.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize when to use the first conditional and <i>should, must</i>  List the basic vocabulary of character, social behaviour, laws and punishment/penalty/sentence.	Describe people’s character.  Describe social behaviour in the community Listen to / read texts about character or about social behaviour in the community  Give opinions on morality orally and in writing, using <i>should</i> .  Read / listen to texts about laws and punishment and show understanding in writing.	Respect the rules and laws of the school, community and country.  Appreciate the importance of good behaviour and contributing to society.	<b>Language use</b> <b>Describing people</b> Eric is honest. What is Eric like? I like Eric because he is hard-working  <b>Describing social behaviour</b> Drug-taking is a problem in our community, People smoke a lot in our community. People don’t drink too much.  <b>Giving opinions on morality</b> You shouldn’t smoke. Should she take drugs? I think people shouldn’t drink too much.  <b>Making school rules</b> We must clean the classroom. We must not make a lot of noise.  <b>Describing laws</b>	Discuss in groups the character of friends and acquaintances.  Read listen to texts about social behaviour in the community.  Discuss in groups and give opinions on morality related to social behaviour, using <i>should</i> , with support.  Write sentences giving opinions on morality related to social behaviour, using <i>should</i> .  Learners revise the features of a

	Formulate school rules and write them on posters using <i>must, mustn't</i> .		<p>We must pay our taxes. We must not steal.</p> <p><b>Describing punishment</b> If you steal, you will be arrested.</p> <p><b>Vocabulary</b> <b>Character:</b> kind, honest, hard-working, lazy, etc</p> <p><b>Social behavior:</b> smoke, take drugs, alcohol, drink, etc</p> <p><b>School rules:</b> clean, noise, keep, etc</p> <p><b>Laws and punishment:</b> arrest, prison, tax, steal, etc</p> <p><b>Language structure</b> First conditional Modal verbs: should, must...</p> <p><b>Sounds and spellings</b> Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>good poster. Work in groups, agree some ideal school rules and write them on a poster.</p> <p>Work in groups, agree school rules and write them on a poster.</p> <p>Hold an exhibition of the posters.</p> <p>Read a text on laws and punishment with <i>must</i> and <i>mustn't</i>; take guided notes using the 2 columns with <i>must</i> and <i>mustn't</i>.</p> <p>Match halves of sentences about breaking laws using <i>If you... then...</i></p> <p>Write sentences on the consequences of</p>
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				breaking laws , paying attention to the first conditional.
Links to other subjects: law, anti-social behaviour, morality, school rules in Social Studies				
Assessment criteria: Can describe people's character, describe social behaviour in the community, give opinions on morality, formulate school rules.				
Materials: pictures, photographs				

## Topic Area: Oral and Written Communication

P6 English		Unit 5: Family Relationships		No of lessons: 28
Key Unit Competency: To use language learnt in the context of family relationships.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize when to use the past simple tense and clauses with <i>because</i> .  State the vocabulary of family relationships, personality and emotions.	Construct and describe a family tree orally and in writing.  Describe people’s personalities and say why they like them, in speech and writing.  Listen to texts about the family or family relationships.  Read texts about the family or family relationships.  Write a short description of a family member.	Appreciate the role of family in our daily lives.  Respect the importance of maintaining good family relationships.	<b>Language use</b> <b>Describing a family tree</b> This is my grandfather. She had four daughters. He married my aunt.  <b>Describing family members</b> Eric is my brother-in-law. Chantal is her cousin. How many brothers have you got? I’ve got four cousins.  <b>Describing personalities</b> My grandmother is strict/demanding. What is your grandmother like?  <b>Saying who you like</b> I like Chantal. Who does she like?  <b>Describing a family member and their life story</b> She is 45 years old. She was born in 1970. She went to secondary school. She qualified as a nurse. She married my father when she was 24. At home she cooks the meals. I like her because she is kind.	Construct a family tree with grandparents, parents and siblings. Add cousins and aunts, uncles. Present the family tree orally in a group or the whole class.  Discuss in groups about photographs of family members and describe their relationships.  Write sentences about relationships in the family  Collect a list of adjectives and classify into 2 groups: positive and negative e.g.

			<b>Vocabulary</b> <b>Family relationships:</b> father-in-law, cousin, mother, etc  <b>Feelings:</b> sad, happy, bored, angry, etc <b>Personality:</b> strict, friendly, cold, kind, etc  <b>Language structure</b> Have got What is he like? Clauses with because Past simple tense  <b>Sounds and spelling</b> Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.	strict, friendly, cold, kind.  Discuss in groups about family members' personalities, who they like and why.  Listen to a text about the family or about a family member.  Read scrambled sentences about a family member and put them in an appropriate order.  Write a short description of a family member and their life story.  Read texts about family members.
Links to other subjects: family, life stories, family trees in Kinyarwanda, French and Social Studies				
Assessment criteria: Can Construct and describe a family tree, describe people's personalities and say why they like them, write a short description of a family member.				
Materials: drawing paper and pens, pictures, photographs, family tree				

## Topic Area: Oral and Written Communication

P6 English		Unit 6: Reading books, writing compositions and examinations.		No of lessons: 28
Key subject competency: To use language learnt in the context of books, composition writing and examinations.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize when to use key skills of reading and composition writing, of answering examination questions and the language of key school language functions.  State the basic vocabulary of the use of books and of key school language functions.	Read a story and retell it story orally and in writing..  Find information in textbooks using table of contents, index.  Find information in texts using skimming and scanning.  Understand examination questions and write simple examination answers.  Plan texts using notes  Write texts and evaluate it from the	Appreciate that preparation for examinations takes time and commitment.	<b>Language use</b> <b>Finding information in books</b> Skim the text and find out what it is about. Scan the text and find out what happened in 2010. Look up the information in the index. Find the topic in the table of contents.  <b>Reading stories</b> One morning Mutesi set out early to go to market with her basket on her head.  <b>Writing compositions</b> Plan your writing. Write notes. Write your text. Check your work. Evaluate the grammar.  <b>Recounting</b> World War II ended in 1945.  <b>Explaining</b> I think it's because it's warmer in July. The reason is that plants need sunlight.  <b>Defining</b>	Skim a text and choose from 3 sentences which one best fits the text. They scan texts for particular information e.g. dates/people/places.  Find information using a table of contents and index.  Read a story and retell it story orally and in writing.  Read and discuss the meaning of examination questions.  Practise writing simple examination questions and/or answers.

	viewpoint of grammar, punctuation, spelling.		<p>A mammal is a vertebrate which has hair and feeds its young with milk.</p> <p><b>Contrasting</b> Natural light is not man-made, but human beings make artificial light.</p> <p><b>Understanding instructions in examinations</b> Fill in the blanks. Underline. Answer the question. Put the words in the correct order. Classify. Write a composition.</p> <p><b>Responding to instructions in examinations</b> In paragraph 2 the writer says... The reason is... There are three reasons; firstly... There are four types of... I think... The reporter said: "..."</p> <p><b>Vocabulary</b> <b>Reading:</b> skim, scan, table of contents, index</p> <p><b>Composition:</b> plan, compose, notes, check, evaluate, etc</p> <p><b>Connectors:</b> firstly, for example, however, another reason is...</p> <p><b>Examination questions:</b></p>	<p>Read short texts showing the key features of a few common school language functions.</p> <p>Practise writing short texts.</p> <p>Plan writing using notes</p> <p>Evaluate one's own and others' writing from the viewpoint of punctuation, grammar, etc</p>
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			<p>underline, classify, explain, define, etc</p> <p><b>Language structure</b>  Language of compositions and examination answers  Features of key language functions</p> <p><b>Sounds and spellings</b>  Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	
Links to other subjects: books, examinations, composition in Kinyarwanda				
Assessment criteria: Can read a story and retell it story orally and in writing, find information in textbooks using table of contents, index, skim, scan, understand examination questions and write simple examination answers, plan writing using notes, evaluate writing, use common school language functions in writing.				
Materials: textbooks, story books				



## Topic Area: Oral and Written Communication

P6 English		Unit 7: Animals		No of lessons: 28	
Key Unit competency: To use language learnt in the context of animals.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Recognize when to use the past simple and continuous tenses.  List the basic vocabulary of prehistoric animals, classifying animals.	Recognise and pronounce sounds and use rhythm and stress correctly.	Appreciate the diverse flora and fauna found on the planet.	<b>Language use</b> <b>Describing prehistoric animals</b> The brachiosaurus was very large. It was the heaviest dinosaur. It grew up to 23 metres. The archaeopteryx was a bird. It ate insects. It had sharp teeth. How big was the diplodocus? What did it look like? What did it eat?  <b>Classifying animals</b> Vertebrates have a backbone. Fish are vertebrates. Birds have feathers. Fish live in water. Birds lay eggs. Mammals have hair. Mammals are warm-blooded. Insects have six or more legs. Molluscs have hard shells. Do birds lay eggs? How many legs do insects have?  <b>Recounting personal experiences of seeing animals</b> I saw a monkey at the side of the road. It was eating. It was looking for food. What was it doing?  <b>Vocabulary</b>	Match pictures of prehistoric animals with words.	
	Spell correctly.	Respect the environment and the animals of the planet.		Match pictures of modern Rwandan animals with words.	
	Punctuate accurately.			Listen to texts of someone describing when they saw an animal, focusing on the past continuous.	
	Describe prehistoric animals in speech and writing.			Discuss in groups their reactions after seeing an animal, paying attention to the past continuous, with support, e.g. sentence starters.	
	Describe the experience of seeing an animal in speech and writing.			Write about seeing an animal in a	
	Classify animals in speech and writing.				
Listen to texts on prehistoric animals or on classifying animals.					

	<p>Read texts on prehistoric animals or on classifying animals.</p> <p>Write texts on prehistoric animals or on classifying animals.</p>		<p><b>Animal appearance: sharp teethes</b>, warm-blooded, long, heavy, etc</p> <p><b>Classifying animals:</b> vertebrates, egg, hair, mollusc, mammal, etc</p> <p><b>Language Structure</b>            Adjectives: sharp, large            Past simple tense: declarative and questions with how many, what, how big?            Past continuous tense</p> <p><b>Sounds and spellings</b>            Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>forest, paying attention to the past continuous.</p> <p>Read a text about prehistoric animals and fill in a tick chart or table with columns about size, food, type of animal.</p> <p>Write texts about a prehistoric animal, with support, e.g. a writing frame.</p> <p>Discuss in groups and interpret a chart showing animal categories and examples.</p> <p>Write about a chart showing animal categories and examples.</p>
Links to other subjects: animals, classifying animals, prehistoric animals in Social Studies				
Assessment criteria: Can describe prehistoric animals, describe the experience of seeing an animal, classify animals.				
Materials: chart, photographs, pictures				

## Topic Area: Oral and Written Communication

P6 English		Unit 8: Environment		No of lessons: 28	
Key Unit competency: To use language learnt in the context of environment.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
Recognize when to use the first conditional and <i>should, need to</i> .  List the basic vocabulary of natural resources and environmental protection.	Name natural resources and what they provide, orally and in writing.  Name key districts in which naturals are found and locate them on a map.  Listen to texts about dangers to the environment or environmental protection.  Read texts about dangers to the environment or environmental protection.  List dangers to the natural environment.	Appreciate the environmental features of Rwanda.  Respect and protect the environment.	<b>Language use</b> <b>Talking about resources</b> We get wood from forests. We get water from rivers. Where do we get wood from?  <b>Describing the location of key resources in Rwanda</b> In Muhanga district they keep cattle. In Gatsibo district there are lakes. Near Komonyi there are coltan mines.  <b>Talking about dangers to the environment</b> We use too many chemicals. We cut down. forests. We kill wild animals. If we cut down too many trees, there will be floods.  <b>Talking about protecting the environment</b> We should build terraces. We need to prevent soil erosion by building terraces. How should we protect the environment? How should we prevent soil erosion?	Discuss in groups and match pictures of natural resources with words.  Label a map showing the location of key natural resources.  Discuss in groups about the location of resources  Write sentences about the location of resources.  Listen to text about the location of resources and label a map.  Read a text about dangers to the environment and	

	Write texts about protecting the environment.		<p><b>Vocabulary</b>  <b>Resources:</b> grasslands, coltan, timber, animals, etc</p> <p><b>Damage to the environment:</b> cut down, flood, erosion, etc</p> <p><b>Environmental protection:</b> terrace, prevent, build, REMA, etc</p> <p><b>Language structure</b>  Modal verbs: should, need to  First conditional.</p> <p><b>Sounds and spellings</b>  Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</p>	<p>decide which ones they think are most serious.</p> <p>Write sentences about dangers to the environment s paying attention to if-clauses.</p> <p>Read a text about environmental protection focussing on <i>should, ought to</i>.</p> <p>Write sentences about environmental protection, paying attention to <i>should, ought to</i> using support, e.g. match sentence beginnings and endings.</p>
Links to other subjects: pollution, environment, environmental protection in Social Studies				
Assessment criteria: Can name natural resources and what they provide, name key districts in which natural resource are found, list dangers to the environment and measures for environmental protection.				
Materials: photographs, pictures				

## Topic Area: Oral and Written Communication

P6 English		Unit 9: Maintaining harmony in the family.		No of lessons: 28
Key Unit competency: To use language learnt in the context of maintaining harmony in the family.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize when to use <i>should</i> and <i>ought to</i> , <i>tell someone to</i> , <i>want to</i> and <i>will</i> .  List the basic vocabulary of household jobs, family rules.	Describe household jobs and who does them orally and in writing.  Give commands orally and report on the commands in speech and writing.  Listen to texts about household jobs or family quarrels.  Read texts about household jobs or family quarrels.  Describe family quarrels in writing.  Give advice orally and in writing.  Write rules for	Appreciate the roles and responsibilities of family members.	<b>Language use</b> <b>Describing jobs in the family household</b> In our house I have to sweep the floor. My mother cooks the food. What do you have to do?  <b>Describing what parents say</b> Sweep the floor. Make the beds. Set the table. Fetch water.  <b>Describing what parents require</b> They tell me to fetch water. What do they tell you to do?  <b>Reporting family quarrels</b> I wanted to go out with my friends. They told me to clean the house. <b>Saying why someone was angry</b> I was angry with my mother. Why were you angry? Because she told me to clean the house.  <b>Giving advice</b> I think you ought to apologise. What do you think she should do?	Match pictures of household jobs with sentences.  Role-play parents giving commands.  Report the commands in writing using <i>tell/told to</i> .  Listen to/ read texts on a family quarrel.  Write sentences about family quarrels paying attention to: <i>I wanted to..., they told me to...</i>  Discuss in groups about when someone was angry, using

	family behaviour.		<p><b>Talking about family rules</b> We will say sorry when we are wrong. We will be polite. We will not make too much noise.</p> <p><b>Vocabulary</b> <b>Household jobs:</b> fetch water, clean the house, sweep the floor, etc <b>Quarrels:</b> angry, sorry, apologise, etc <b>Family rules:</b> wrong, sorry, polite, respect, etc</p> <p><b>Language structure</b> Modal verbs: should, ought to Will (intention) Reported commands: tell, told to.</p> <p><b>Sounds and spellings</b> Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>support, e.g. sentence starters.</p> <p>Write texts about why someone was angry, using support, e.g. sentence starters.</p> <p>Read texts about a family quarrel and give advice about what people should do paying attention to <i>should ought to</i>.</p> <p>Discuss in groups about family rules and write rules on a poster, paying attention to <i>will</i>.</p> <p>Match word stress patterns with 2 and 3 syllable words: respect, polite, angry, quarrel, apologise.</p>
Links to other subjects: family jobs, quarrels, family rules in Religious Studies and Social Studies				
Assessment criteria: Can describe household jobs and who does them, Give commands and report on them, describe family quarrels , give advice and write rules for family behaviour.				
Materials: pictures, photographs, poster paper and pens				

## Topic Area: Oral and Written Communication

P6 English		Unit 10: The solar system		No of lessons: 28
Key Unit competency: To use language learnt in the context of the solar system.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
Recognize when to use comparatives and superlatives and measurements of distance.  State the basic vocabulary of the solar system and space travel.	Describe the planets of the solar system and their distances and diameters in speech and writing.  Compare the planets in speech and writing.  Describe key features of the planets and the number of moons in speech and writing.  Listen to texts about the planets or space travel.  Read to texts about the planets or space travel..	Appreciate how discoveries and inventions help us learn more about the world and the solar system.	<b>Language use</b> <b>Describing the solar system</b> There are nine planets. Venus is nearest to the sun. Jupiter is the biggest planet. Jupiter is 143,000 kilometres across. Mercury has a diameter of 4,880 kilometres. Which is the smallest planet? Pluto is smaller than the earth.  <b>Describing distances in space</b> Jupiter is 778,500,000 kilometres from the sun. How far is Pluto from the sun? Pluto is the farthest from the sun.  <b>Describing planets</b> Mercury is made of rock. What is Saturn made of? The temperature on Venus is 480°C. Which is the coldest planet?  <b>Describing moons</b> The earth has one moon. How many moons does Jupiter have?  <b>Recounting key events in space</b>	Read texts about the solar system, planets and their distances and diameters.  Label a diagram of the solar system with the names of planets. Make a space line showing which planets are the nearest/furthest away from the Sun.  Discuss in groups about a diagram of the solar system, focussing on distances and diameters, with support, e.g. a substitution table.  Write about the solar system,

	Write texts about the solar system and the planets.		<p><b>travel</b> In 1977 a spacecraft landed on Mars. In 1961 Yuri Gagarin travelled in space.</p> <p><b>Vocabulary</b> <b>Planets:</b> earth, Saturn, Venus, Pluto, etc <b>Features of planets:</b> temperature, hot, moon, rock, etc <b>Space travel:</b> spacecraft, astronaut, land, etc Large numbers: 700,000,000 (seven hundred thousand).</p> <p><b>Language structure</b> Comparatives, superlatives Measurements of diameter, distance Past simple tense.</p> <p><b>Sounds and spellings</b>  Use dictionaries and thesauruses to extend and develop vocabulary and spelling and pronunciation.</p>	<p>focussing on distances and diameters, with support, e.g. a substitution table.</p> <p>Listen to a text about the solar system and take guided notes using a table with headings such as moons, distance from Sun, diameter, temperature etc</p> <p>Write sentences comparing the planets paying attention to comparatives and superlatives. Read texts about space travel.</p> <p>Write sentences about key events in space travel, with support, e.g. gap-filling.</p> <p>Put the sentences on a time line.</p>
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Links to other subjects: planets, solar system, measurements, space travel in Social Studies
Assessment criteria: Can describe the planets of the solar system and their distances and diameters, compare the planets, and describe key features of the planets and the number of moons.
Materials: chart of solar system, photographs, diagrams, pictures

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- **Appendix**

# P1 TERM 1 ENGLISH SCOPE AND SEQUENCE

**KEY :** X= Introduced/Examined      R= formally reviewed      I =      Incidental review (i.e., the concept is reviewed if it naturally appears in the context of the lesson)

Term	Term 1									
Weeks	2	3	4	5	6	7	8	9	10	
Letter study/Alphabet	2	3	4	5	6	7	8	9	10	
Recognize and name letter a to h (lower and upper)						X	R	R	R	
Recognize and name the letters i to p (lower and upper)							X	R	R	
Recognize and name the letters q to z (lower and upper)								X	R	
<b>2. PHONOLOGICAL AWARENESS (SOUNDS)</b>										
<b>Identifying (hearing and saying) the initial sound or phoneme in simple in three-phoneme (consonant-vowel-consonant, or CVC) words.</b> (This does not include CVCs ending with /l/, /r/, /x/.) "You can hear the first sound in a word [s-u-n]." "You can say a word to hear the first sound." (use words with initial sounds between a and h)										
• <b>Words with</b> initial sounds between a and h						X	R	R	R	
• <b>Words with</b> initial sounds between i to p							X	R	R	
• <b>Word with initial sound between q to Z</b>								X	R	
<b>Hearing and identifying words that begin with the same sound or phoneme</b> "Some words sound the same at the beginning [race, run]." " <b>Some words sound the same at the end [win, fun].</b> "										
• <b>Words with</b> initial sounds between a and h						X	R	R	R	
• <b>Words with</b> initial sounds between i to p							X	R	R	
• <b>Word with initial sound between q to Z</b>								X	R	
<b>Identifying (hearing and saying) the end sound or phoneme in a word</b> "You can hear the last sound in a word [r-u-n]." "You can say a word to hear the last sound."										
<b>Hearing and identifying words that end with the same sound or phoneme</b> "Some words sound the same at the end [win, fun]."										
<b>Identifying the middle sound in a word</b>										
<b>Playing with phonemes at the word level</b>										
<b>Segmenting words into phonemes (ie Hearing and saying individual phonemes (sounds) into words)</b> (Using imaginary elastic to stretch out words and hear each sound) "You can say each sound in a word [b-a-t]." "You can say a word slowly." "You can say the sounds of a word [m-a-k, make]."										

# P1 ENGLISH TERM 2 AND 3

**KEY : X= Introduced/Examined**  
**appears in the context of the lesson)**

**R= formally reviewed**

**I = Incidental review (i.e. the concept is reviewed if it naturally**

Terms	Term 2											Term 3									
Weeks	2	3	4	5	6	7	8	9	10	11		2	3	4	5	6	7	8	9	10	11
<b>Letter study/Alphabet</b>																					
Recognize and name letter a to h (lower and upper)	I	I	I	I	I	I	I	I	I	I		I	I	I	I	I	I	I			
Recognize and name the letters l to p (lower and upper)	I	I	I	I	I	I	I	I	I	I		I	I	I	I	I	I				
Recognize and name the letters q to z (lower and upper)	I	I	I	I	I	I	I	I	I	I		I	I	I	I	I	I	I			
<b>Phonological awareness</b>																					
Identifying (hearing and saying) the initial sound or phoneme in simple in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, /x/.) "You can hear the first sound in a word [s-u-n]." "You can say a word to hear the first sound." (use words with initial sounds between a and h)	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
<b>Hearing and identifying words that begin with the same sound or phoneme</b> "Some words sound the same at the beginning [race, run]." "Some words sound the same at the end [win, fun]."		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
<b>Identifying (hearing and saying) the end sound or phoneme in a word</b> "You can hear the last sound in a word [r-u-n]." "You can say a word to hear the last sound."	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
<b>Hearing and identifying words that end with the same sound or phoneme</b> "Some words sound the same at the end [win, fun]."			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	x
<b>Identifying the middle sound in a word</b>						X				X											
<b>Segmenting words into phonemes (ie Hearing and saying individual phonemes (sounds) into words)</b> (Using imaginary elastic to stretch out words and hear each sound)"You can say each sound in a word [b-a-t]." "You can say a word slowly." "You can	X	X	X	X	X																

## P2 ENGLISH SCOPE AND SEQUENCE

**KEY :** **X= Introduced/Examined**      **R= formally reviewed**      **I =**      **Incidental review (i.e. the notion is reviewed if it naturally appears in the context of the lesson)**

PHONOLOGICAL AWARENESS (SOUNDS)																																
Term	Term 1											Term 2											Term 3									
Weeks	2	3	4	5	6	7	8	9	10		2	3	4	5	6	7	8	9	10	11		2	3	4	5	6	7	8	9	10	11	
Add or substitute individual sounds (phonemes) in simple, one and two syllable words to make new words.	x	x	x	x	R	R	R	I	I																							
Distinguish long from short vowel sounds in spoken single-syllable words.																						x	x	x	x	R	R	R	R	R	R	
Orally produce one and double syllable words by blending sounds (phonemes), including consonant blends.	x	x	x	x	x	x					x	x	x	x																		
Playing with phonemes at the word level																																
Segmenting words into phonemes Hearing four or more phonemes in a word (Using imaginary elastic to stretch out words and hear each sound) “You can say a word slowly and hear all the sounds [s-p-e-n-d].”											x	x	x	x	R	R	R															
Blending two or three phonemes in words “You can blend sounds together to say a word [d-	x	x	x	R	R	R																										

# WEEKLY SCOPE AND SEQUENCE P3 ENGLISH

**KEY : X= Introduced/Examined**

	Term 1									Term 2									Term 3								
Weeks	2	3	4	5	6	7	8	9		2	3	4	5	6	7	8	9		2	3	4	5	6	7	8	9	
Long a patterns: /ay/ /ai/ /ei/ & /a_e/	x																										
Long o patterns: /oa/ ow/ /ough/ & /o_e/		x																									
Long i patterns: /igh/ /ie/, /i_e/			x																								
Long e patterns: /ee/ /ea/, /-e/				x																							
Long u patterns: /ew/ /u_e/ /oo/					x																						
R controlled vowels: /ar/						x																					
R controlled vowels: /or/							x																				
R controlled vowels: /ir/ /er/ /ur/								x																			
Ambiguous vowel sound aw: spelling pattern /ou/ as in out										x																	
Ambiguous vowel sound											x																

## English Phonemic Character Keyboard

i:	ɪ	ʊ	u:	ɪə	eɪ	/	
she <u>e</u> p	sh <u>i</u> p	boo <u>k</u>	shoo <u>t</u>	he <u>r</u> e	wa <u>i</u> t		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
le <u>f</u> t	teache <u>r</u>	he <u>r</u>	do <u>o</u> r	to <u>u</u> rist	co <u>i</u> n	sho <u>w</u>	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
h <u>a</u> t	u <u>p</u>	fa <u>r</u>	o <u>n</u>	ha <u>i</u> r	li <u>k</u> e	mo <u>u</u> th	
p	b	t	d	tʃ	dʒ	k	g
pe <u>a</u>	bo <u>a</u> t	tr <u>e</u> e	do <u>g</u>	chees <u>e</u>	jo <u>k</u> e	co <u>i</u> n	go
f	v	θ	ð	s	z	ʃ	ʒ
fr <u>e</u> e	vi <u>d</u> eo	th <u>i</u> ng	th <u>i</u> s	s <u>e</u> e	zo <u>o</u>	she <u>e</u> p	televi s <u>i</u> on
m	n	ŋ	h	l	r	w	j
mo <u>u</u> s e	no <u>w</u>	th <u>i</u> ng	ho <u>p</u> e	lo <u>v</u> e	ru <u>n</u>	we	yo <u>u</u>
↗	↘	.	'	,	~	?	ː
ə	ɜː	ɹ					



## ***Notes on sounds and letters***

### **The sounds of English**

When writing English we use the **26 letters** of the alphabet. Spoken English has more than **26 sounds** though. There are roughly **44 different sounds**. Therefore it's not very easy only to use the letters of the alphabet to show the pronunciation of English.

There is a system which uses a group of **symbols**. Some of these symbols look the same as letters and some are very different.

You can use these symbols to write out the pronunciation of words and in many dictionaries for English learners you will see the pronunciation written out.

To show that what is written are **sounds** and **not letters** the transcriptions are written between slashes, / /. For example, the pronunciation of the word 'pet' is written: /pet/.

In this example the sound symbols look exactly the same as the letters. You can only tell we are talking about pronunciation rather than spelling because of the / /. However, some words look very different when you see their pronunciation. /tʃɜːtʃ/ is the word 'church'.

### **Sounds and letters**

Vowel sounds are not the same as vowel letters. The word European begins with the vowel letter 'E' but the first sound is actually a consonant sound /j/. So, when speaking the word European will be preceded by the article 'a' and not 'an'.

### **Sounds and spelling**

It's important to note that the spelling of a word is not always an accurate guide to how it is pronounced. Similarly the pronunciation of a word is not always helpful when working out how that word should be spelt.

There are 26 letters in the English alphabet but there are many more sounds in the English language. This means that the number of sounds in a word is not always the same as the number of letters.

For example, the word 'CAT' has three letters and three sounds but the word 'CATCH' has five letters but still only three sounds.

If we write these words using sound symbols, we can see exactly how many sounds they have.

CAT is written /kæt/

CATCH is written /kæʃ/

In 'CATCH' the three letters TCH are one sound represented by one symbol /ʃ/

## Stress and syllable

Stress could be roughly described as the relative strength of a syllable. We can study stress from the point of view of production and of perception. The production of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllables.

A syllable is a very important unit. We can divide a word into one or more syllables. For example *mum* has one syllable, *mother* has two syllables and *grandmother* has three syllables. A syllable is a group of one or more sounds. The essential part of a syllable is a vowel sound (V). Some syllables are just one vowel sound. For example, these words have one syllable, and the syllable is just one vowel sound: eye or I /aɪ /, owe /əʊ/, ear /ɪə/. A syllable can

have consonant sounds (C) before the V: go, my, know, weigh, after the V: if, egg, ice, eight or before and after the V: ten, nose, mouth, knife

▪ **7. Subjects and weekly time allocation for lower primary**

Subjects in Primary 1 – 3	Weight (%)	Number of periods (1 period = 40 min.)		
		P <sub>1</sub>	P <sub>2</sub>	P <sub>3</sub>
1. Kinyarwanda	27	8	8	8
2. English	23	7	7	7
3. Mathematics	20	6	6	6
4. Social and Religious Studies	13	4	4	4
5. Sciences and Elementary Technologies	7	2	2	2
6. Creative arts: Music, Fine arts and crafts	7	2	2	2
7. Physical Education	3	1	1	1
Total number of periods per week	100	30	30	30
Total number of contact hours per week		20 hrs	20 hrs	20 hrs
Total number of contact hours per year (39 weeks)		780 hours /year		

▪ **Subjects and weekly time allocation for upper primary level**

Subjects in Primary 4-6	Weight (%)	Number of periods (1 period = 40 min.)		
		P <sub>4</sub>	P <sub>5</sub>	P <sub>6</sub>
1. Kinyarwanda	13	4	4	4
2. English	23	7	7	7
3. Mathematics	23	7	7	7
4. Social and Religious Studies	13	4	4	4
5. Elementary Sciences and Technologies	17	5	5	5
6. Creative arts: Music, Fine art and craft	3	1	1	1
7. Physical Education	3	1	1	1
8. French	3	1	1	1
Total number of periods per week	100	30	30	30
Total number of contact hours per week		20 hrs	20 hrs	20 hrs
Total number of contact hours per year (39 weeks)		780 hours /year		