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BP 608 KIGALI

**CURRICULUM OF ENGLISH LANGUAGE FOR
PRIMARY SCHOOLS IN RWANDA**

Grade 1-6

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1. INTRODUCTION

Rwanda is currently part of East African Economic Community and the Commonwealth. The Rwanda Government has adopted English as one of Rwanda's official languages to help its citizens integrate more easily into these communities and to participate in the global economic development. It is a subject taught at all levels of education, as well as being used as a medium of instruction.

In order to enhance the teaching and learning of English, the current primary English curriculum has been revised to integrate learner-centred methods and reflect the Information and Communication Technology (ICT) trends in education.

This revision also reflects that English is not taught in isolation, but is learned across the curriculum and also integrated with topics from other subjects to enhance life skills.

2. GENERAL OBJECTIVES

By the end of Primary Six, the pupils should have acquired sufficient vocabulary and language patterns to communicate in spoken and written English. That is, they will:

- a) acquire a sufficient command of vocabulary and language patterns to enable them to learn in English;
- b) understand English as it is spoken around them in real-life situations;
- c) read within the framework of the curriculum with comprehension;
- d) read for pleasure and information;
- e) write accurately for both functional and creative writing purposes;
- f) be able to integrate into other English speaking communities.

3. GENERAL ORIENTATION

Language learning is a process. For instance, when children learn their first language they begin by listening then experimenting with the sounds and language patterns. When they make errors parents accept their attempts to use the language, but repeat the correct language in a positive manner. Good teachers adopt a similar attitude towards their learners.

It is only after children have acquired basic listening and speaking skills that they will be ready to read and write.

Children learn languages 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.

The topics for each year are of different lengths, but the sub-topics within a topic are thematically linked to each other and should be done in the order given as much as possible.

To support this curriculum, every school is encouraged to develop a school library with a variety of text books, resource books, such as dictionaries, fictional and non-fictional readers for information and enjoyment. As schools acquire access to the internet, the school administration needs to make the computers available and accessible to the learners so that they become proficient at using the internet.

4. APPROACH

This curriculum supports a learner-centred approach for the teaching and learning process of the language. In this process, the teachers are facilitators and learners are actively involved in their learning.

Teachers will find useful suggestions to implement the child centred and interactive learning approach in the activities and methodology columns of this curriculum.

Teachers need to be aware that it is not necessary to use all of these suggested activities and teaching strategies in each lesson. Teachers need to choose carefully the ones that are suitable to the learners and types of lessons. They should feel free to add their own teaching ideas.

The TEACHER'S GUIDE is a necessary resource for every teacher. There are excellent ideas for teaching language, through listening, speaking, reading and writing activities.

The following is a more detailed explanation of the suggested activities and teaching strategies outlined in the curriculum:

Active Learning describes activities that learners do in a classroom other than passively listening to the teacher talking. Active learning can improve learners' understanding and retention of information and can help the learners develop their problem solving and critical thinking skills.

Authentic language instruction - Instruction that connects the language teaching to the learners' real-life situation.

Choral work is a class repetition of chants, poems or songs to develop pronunciation, intonation and vocabulary.

Cloze or filling in exercises help the learner make predictions about the words that are left out of a reading passage or sentence. The readers must use their knowledge of how language works to fill in the missing words

Communicative - Using language for real purpose in real life situations.

Critical Thinking is the ability to think about ideas, make connections between new learning and previously learned concepts; evaluate, make inferences, and draw conclusions. In other words, it is the ability to form opinions that are supported by facts.

Daily message is a short message written on the chalkboard by the teacher at the beginning of the lesson. It refers to daily events in the learner's life. It can be three or four sentences in length, depending on the level. Daily messages can be used to practise identifying sight words, to review language patterns or develop reading comprehension skills. For example, in P3 a daily message may be 'Today is Emmanuel's 10th birthday'. Word of the day is a simple way of doing the daily message.

Dialogue is used to introduce, practise or revise a language pattern and vocabulary. There are usually two characters in each dialogue and it is recommended that the number of lines in a dialogue is between five and eight. The length can be adjusted according to the level of the learners. The teacher models the dialogue. The whole class practises and then the teacher divides the class into groups with each one taking on a role. Learners can also practise in pairs. Volunteers can then present to the rest of the class.

Dictation is a way to practise listening skills or assess the learners' ability to understand the spoken language. Dictation can be given in different ways. One way is for the teacher to say a letter, a word or sentence two times as the learners actively listen. The teacher then says the sentence one more time and the learners write the sentence in their exercise books.

Direct questioning is purposefully asking questions which cannot be answered with yes or no. These questions are used to check for understanding either during practice or evaluation.

Discovery Method is when we provide the learners with enough information to enable them to discover the answer to a question, the solution to a problem or deduce a rule by themselves.

Dominoes - a game in which pictures, numbers, letters or words are drawn or written on small cards, match boxes or pieces of wood. The objective of the game is for the learners to match the cards.

Drawing - Learners can use drawing to illustrate word meaning, language patterns or their understanding of texts. Drawings can also be used for the learners to show their understanding of events in their community. Drawing is extremely important for younger learners to enable them to develop the ability to conceptualise and symbolise; an important part of learning to read, write and count.

Field trip - Any activity that happens outside of the classroom in the community to help pupils learn vocabulary and language patterns, and to integrate language work with real-life.

Flash cards - These are small pieces of paper with letters or words to practise reading or spelling skills. They can also have pictures on them to practise vocabulary. Print must be large enough for learners in the whole class to see.

Gallery Walk happens when learners are invited to walk around the class and view their classmates' drawings or pieces of writing to study and make comments.

Games - are fun learning activities which provide opportunities for the learners to practise their newly acquired language, e.g. ball toss, dominoes, word puzzle.

Group Work is a great way for the learners to work together to answer questions or discuss ideas. Keep your work groups small, ideally, pairs or no more than four learners, so everyone will get a chance to talk. Learners, like adults, can learn by teaching one another, or by talking about ideas. Give your learners opportunities to do this. The hardest part of doing this is convincing the learners to use English. Sometimes they need to speak in their own language to be understood. Accept this, but encourage them to work on their English. Keep at it and over time they will make more and more of an effort, especially if you stay positive. Group your learners so the stronger ones can help the weaker ones. When one child explains an idea to another is an excellent way for them to reinforce their understanding of a concept and learn it well enough to move it from the short term memory to the long term memory. This kind of grouping gives your brighter learners the opportunity to do so. It also provides your weaker learners, or learners who have missed school another opportunity to learn.

Guided reading can take on a variety of forms. One way teachers can facilitate this activity in their class is by having the learners read actively in small groups and then answer questions that help them understand the meaning of a reading selection.

Journal writing - is done up to 15 minutes a day. Journal writing is a form of personal writing which is not graded by the teacher and often only read by the author. It provides an opportunity to express feelings and personal ideas and to develop a personal style of writing.

Listening and active response happens when learners listen and respond by either speaking or completing an action. A simple example of this is when the teacher says 'Sit down.' If the learners sit down, they have demonstrated their understanding of what the teacher has said.

Matching Games are games where words or sentences are cut into parts and the learners must find the parts that go together to make a complete sentence. It can be done as an individual or pairs activity or the teacher can pass the parts out to the whole class and the learners must work together to find the rest of their sentence.

Mimes are a form of pantomime. They are acted out with actions only and no speaking. Mimes can be used to show word meanings.

Modelling is important when introducing new language. It is a way for the teacher to demonstrate pronunciation, word meaning, reading and writing process.

Name tents are pieces of paper that are folded into three parts and the learner's name is written on one side of it. The name tent is then placed on the learner's desk so that the teacher can call each of the learners by name and include them all in the lesson.

Oral approach is a natural way of teaching and learning a language. The teacher gets the learners to listen and understand and then helps them practise the language patterns.

Pair share - learners listen to the question, think about the answer, share with their partner and then the pair combines with another pair to make a group of four then they share. The activity is no longer than 5-10 minutes.

Pair work - two learners work together to do an assigned task such as speaking English in order to develop their oral fluency, doing shared reading, reading each other's writing or answering questions on stories.

Peer marking can be used as an informal assessment tool during, or at the end of daily lessons. The teacher asks the learners to exchange books. She/he then writes the correct answers on the board or asks individual learners to do so. The learners mark each other's work and the teacher moves around the class supporting them in this activity. When the work has been checked, the learner writes the total number correct at the top of the page and returns the book to its owner.

Prior Knowledge is helping learners connect to new concepts by asking questions to determine what they already know or by using familiar activities to teach the new concept.

Publishing is displaying the learners' drawings or writing on the classroom walls so other learners may view them.

Puppets can be easily made out of paper bags, old socks or pieces of cloth. Puppets are a fun way for teachers to demonstrate and learners to practise new language patterns or dialogues.

Rhymes - A short simple poem that is easy for a child to learn and recite. Rhymes are a natural way of teaching sounds, pronunciation, intonation, word stress and rhythm. Teachers will choose rhymes that support the vocabulary being taught.

Role play - a form of drama where the learner takes on another person's role to use language authentically in a situation similar to their real life. Sometimes, learners understand a concept better if they act it out. Assessment can also be done with role play. If you ask learners to perform a role play, it enables them to engage meaningfully with each other and thereby retain what they have practised.

Running Dictation happens when you combine reading, memorising, and running.

The teacher prepares a short passage which is posted outside the classroom. The learners work in pairs; one is a writer, and the other the messenger. The messenger runs to the text, memorises a part of it and quickly runs back to tell the writer. The writer then writes it until the passage is completely written. The writer is allowed to ask for any number of repetitions and help with spelling. The messenger can return to the text as many times as needed. The messenger is not allowed to shout the message across the room or to write.

Say and Draw is a method of practising new vocabulary or assessing the vocabulary already learnt. The teacher says the name of an object and the learner quickly draws it.

Scaffolding learning is supporting new learning by building new concepts on previously learnt concepts. There are various ways teachers can do this. One way is by reminding the learners about concepts they have previously learned. Another is to display previously learned concepts so that learners can focus on the new learning. For example posting vocabulary on a word wall so that when the children are doing a writing activity they can focus on the writing process and use the word wall to assist them with vocabulary and correct spelling.

Sight words are words which occur frequently in print and learners need to memorise them to become efficient readers.

Songs are friendly ways to practise new vocabulary and sounds of English. They are extremely useful in helping learners to retain language in meaningful sentences. Songs are also a useful way to energize classes.

Using learner errors for effective teaching is when the teacher bases her/his teaching on errors made by the learners to re-teach a concept.

Wall charts/Visual Displays are pictures made by the teachers or learners to support the teaching and learning process. They are used to highlight vocabulary or language patterns. Teachers need to carefully construct the print so that it is highly visible to all learners in the classroom. Training learners to create their own wall charts provides useful skills practice and saves the teacher a lot of work!

This is by no means an exhaustive list of activities and techniques. Good teachers will think of other appropriate strategies to engage their learners to achieve.

4. EVALUATION

Evaluation is a means of assessing each learner's progress in achieving the learning outcomes. There are three types of evaluation in our education system.

a) Formative Evaluation

Evaluation is an on-going process. Formative evaluation is done throughout the lesson. The teacher will use observation of individual and group work, direct questioning, oral/written work, and learner activities inside and outside the classroom to assess learners' progress. Remember marking learners' exercise books is rarely an effective way to carry out formative evaluation.

b) Normative Evaluation

This can be done weekly or monthly through careful observation, note taking by the teacher or through written tests from P3 to P6. For example, giving a weekly progress test and collecting the learners' answers for correction after the lesson is a useful way to do normative evaluation.

c) Summative Evaluation

This is done to assess the learner's achievement at the end of the term, at the end the year, or at the end of the primary cycle. These exams are organised at school level except for the national primary six examinations.

P1 CURRICULUM

Topic 1: Welcome to School

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to: 1. greet their teacher and visitors; 2. greet each other; 3. respond to greetings	Greetings Vocabulary good morning, good afternoon, how are you?, fine, name, thank you, goodbye, teacher, children Language patterns <u>Good morning</u> , children. <u>Good morning</u> , teacher. <u>Good afternoon</u> , children. <u>Good afternoon</u> , teacher. How are you? I am fine, thank you. What's your name? My name is <u>Paul</u> .	<ul style="list-style-type: none"> Shaking hands and greeting Every learner practises this at the beginning of every lesson (other subject teachers are requested to allow learners to do the same in their classes) Individual and whole class response Role playing 	<ul style="list-style-type: none"> Modelling Songs Individual, pair and group work Role play Question and answer Choral practice Dialogues 	<ul style="list-style-type: none"> The learners and the teacher Pictures representing actions Puppets Wall charts Audio visuals/ one lap top per child
By the end of this sub-topic, the learners will be able to respond to simple instructions.	Simple classroom instructions Vocabulary present, absent, stand up, sit down, make a line, come here, help your partner, be quiet, listen. Language patterns Stand up. Help your partner. Present!	<ul style="list-style-type: none"> Listening to instructions Responding to instructions Demonstrating their understanding of instructions (gestures) Learners speak in pairs Role playing 	<ul style="list-style-type: none"> Choral practice Demonstration: encourage learners to demonstrate in order to learn by doing the correct action (active response) Dialogue Observation: the teacher displays environmental print of what they are learning as learners 	<ul style="list-style-type: none"> Wall charts Audio visuals/ one lap top per child

			will be asked to recognize sight words in third term	
By the end of this sub-topic, the learners will be able to name classroom objects.	<i>Classroom objects</i> Vocabulary pen, chalkboard, table, chair, desk, ruler, book, exercise book, duster, window, door, this, show, point at Language patterns What is this? This is a <u>duster</u> . Show me a <u>ruler</u> . Point at the <u>chalkboard</u> .	<ul style="list-style-type: none"> • Working individually, in pairs, in groups • Whole class response • Question and answer • Listening and active response • Choral practice • Dialogues • Role plays • Drawing pictures of the classroom • Respond with physical actions; pointing and showing objects 	<ul style="list-style-type: none"> • Modelling and demonstration • Using flash cards • Question and answer • Miming and gestures 	<ul style="list-style-type: none"> • Real objects in the classroom • Pupil's book • Paper, pencils and /or crayons • Flash cards • Wall charts
By the end of this sub-topic, the learners will be able to use the key language learnt in this topic.	<i>Welcome to School (Summary)</i> Vocabulary (all the vocabulary from this topic) Language patterns (all the language patterns from this topic)	Practise all the vocabulary and language patterns from this topic together before moving on.	Use all the methods suggested to consolidate the vocabulary and language patterns from this topic.	All the above

Topic 2: People and objects in our school

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to name the people in their school.	<p><i>People in our school</i> Vocabulary teacher, head teacher, boy, girl, friend, I, you, he, she</p> <p>Language patterns Who is <u>she</u>? <u>She</u> is the <u>head teacher</u>. Who is <u>he</u>? He is a <u>boy</u>. She is <u>my friend</u>.</p>	<ul style="list-style-type: none"> • Answering and asking questions individually, in pairs, in small groups and whole class • Naming people in pairs or bigger groups • Role playing • Drawing pictures of their friends • Pointing at and naming people from pictures 	<ul style="list-style-type: none"> • Question and answer • Modelling and demonstration • Individual, pair and group work • The head teacher visits during the lesson • Dialogue • Role play 	<ul style="list-style-type: none"> • Head teacher • The learners and the teacher • Pupil's book • Pictures • Paper, pencils and /or crayons • Wall charts
By the end of this sub-topic, the learners will be able to name the objects in the immediate school environment.	<p><i>Outside our classroom</i> Vocabulary tree, flag, sun, ball, stone, class, office, that</p> <p>Language Patterns Let's go outside! What's this? It's a <u>stone</u>. What's that? It's a <u>tree</u>. Draw a <u>flag</u>. Show me a <u>stone</u>. Point at the <u>sun</u>.</p>	<ul style="list-style-type: none"> • Learners draw objects observed • Learners ask fellow pupils to name these objects in pairs, groups or whole class • Whole class response • Running and pointing at objects • Role playing 	<ul style="list-style-type: none"> • Class walk around the school to explore the school environment • Individual, pair and group work • Question and answer • Listening and active response • Dialogue • Role play 	<ul style="list-style-type: none"> • Real objects in the school yard, e.g. stones, balls etc • Paper, pencils and / or crayons, pupil's book, pictures • Wall charts

By the end of this sub-topic, the learners will be able to describe what they are doing.	<p><i>What I do in School</i></p> <p>Vocabulary do, play, sing, walk, run, sweep</p> <p>Language patterns What are you doing? I <u>am running</u>.</p>	<ul style="list-style-type: none"> • Learners perform and say what they are doing • Mime games; • Learners ask and answer questions in pairs, groups or whole class 	<ul style="list-style-type: none"> • Individual, pair and group work • Songs • Modelling • Miming actions • Demonstration • Listening and active response • Question and answer • Dialogue 	<ul style="list-style-type: none"> • Ball • Broom • Pupil's book • Pictures • Wall charts
By the end of this sub-topic, the learners will be able to use the key language learnt in this topic.	<p><i>Summary: People and objects in our school</i></p> <p>Vocabulary (all the vocabulary from this topic)</p> <p>Language patterns (all the language patterns from this topic)</p>	Practise all the vocabulary and language patterns from this topic together before moving on.	Use all the methods suggested to consolidate the vocabulary and language patterns from this topic.	All the above

Topic 3: Me!

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to: 1. say who they are; 2. name parts of their head	<p>Who I am</p> <p>Vocabulary head, eyes, ears, mouth, nose, cheek, chin, like, touch, these, or</p> <p>Language patterns What is your name? My name is <u>Jane</u>. Are you a girl or a boy? I am a <u>girl</u>. Touch your <u>head</u>. Point at your <u>nose</u>. Show me your <u>ears</u>. What is this? My <u>nose</u>.</p>	<ul style="list-style-type: none"> Children show and name the parts of the body in pairs, groups or whole class Question and answer Active response games Drawing pictures of faces Dialogue Giving instructions 	<ul style="list-style-type: none"> Modelling Demonstration Individual, group and whole class response Listening and active response Question and answer Dialogues Role play Demonstration 	<ul style="list-style-type: none"> Song: Head, shoulders, knees and toes The learners and the teacher Learners' drawings Wall chart Pupil's book
By the end of this sub-topic, the learners will be able to: 1. name the members of their family 2. say how many brothers and sisters they have	<p>My family</p> <p>Vocabulary family, mother, father, brother, sister, grandfather, grandmother, his, her, how many</p> <p>Language patterns What is your name? My name is <u>Eric</u>. Who is this? This is my <u>mother</u>. Show me your <u>father</u>. How many <u>sisters</u> do you have? <u>Two</u>.</p>	<ul style="list-style-type: none"> Drawing pictures of family members Making puppets of family members Presentations of drawings of parents in groups Individual, pair, group and whole class response Active response games Question and answer Dialogues Role playing 	<ul style="list-style-type: none"> Using flash cards and drawings Demonstration Individual, pair and group work Dialogues Role play Question and answers 	<ul style="list-style-type: none"> Learners' pictures of family members Puppets Pencils Crayons Paper

<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. name six colours; 2. say which colours they like 	<p><i>My Favourite Colour</i> Vocabulary colour, white, blue, red, yellow, green, black, like</p> <p>Language patterns What colour is this? What colour is <u>that</u>? It is <u>red</u>. Do you like <u>blue</u>? Yes. I like <u>blue</u>. No. I like <u>green</u>.</p>	<ul style="list-style-type: none"> • Active response games • Colouring • Individual, pair, group and whole class response • Question and answer • Dialogues • Role plays 	<ul style="list-style-type: none"> • Modelling • Demonstration • Songs • Encourage learners to say their favourite colour • Drawing colour lines • Miming and gestures 	<ul style="list-style-type: none"> • Coloured chalk • Crayons and paper • Real objects in the child's world • Wall charts • Pupil's book
<p>By the end of this sub-topic, the learners will be able to describe the clothes they are wearing</p>	<p><i>My Clothes</i> Vocabulary shirt, shorts, dress, skirt, shoes, to wear</p> <p>Language Patterns What colour is your <u>dress</u>? It is <u>blue</u>. What are you wearing? I am wearing <u>shorts</u>.</p>	<ul style="list-style-type: none"> • Say and draw • Active response games • Individual, pair, group and whole class response • Question and answer • Listening and active response • Dialogues • Role plays • Singing 	<ul style="list-style-type: none"> • Modelling • Question and answer • Demonstration • Individual, pair and group work 	<ul style="list-style-type: none"> • Articles of clothing • Pupil's book • Crayons and coloured chalk • Paper • Song about colours • The learners and the teacher • Wall charts
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. name the letters of the first half of the alphabet; 2. sing the first half of the alphabet song 	<p><i>Alphabet Skills</i> Vocabulary a, b, c, d, e, f, g, h, i, j, k, l, m, n</p>	<ul style="list-style-type: none"> • singing half the alphabet song • singing and showing the letters • reading letter names 	<ul style="list-style-type: none"> • Use fun games with reading half the alphabet only • Encourage reading, but don't expect mastery at this stage 	<ul style="list-style-type: none"> • Wall chart of the song • Individual flash cards of alphabet letters • Large visual aid of children's names with the first letter coloured

By the end of this sub-topic, the learners will be able to use the key language learnt in this topic.	Summary: Me! Vocabulary (all the vocabulary from this topic) Language patterns (all the language patterns from this topic)	Practise all the vocabulary and language patterns from this topic together before moving on.	Use all the methods suggested to consolidate the vocabulary and language patterns from this topic.	All the above
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Topic 4: My home

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to say where she/he lives.	Location of the home Vocabulary: home, in (names of villages / towns) Language Patterns: 'Where is your home?' 'My home is in <u>Kabare</u> .	<ul style="list-style-type: none"> Individual, pair, group and whole class response Question and answer Dialogues Role playing Drawing 	<ul style="list-style-type: none"> Modelling Question and answer Dialogues Demonstration Individual, pair and group work 	<ul style="list-style-type: none"> Pictures of villages and towns Paper and crayons Pupil's book A map showing where the learners live
By the end of this sub-topic, the learners will be able to: 1. say what they are doing 2. say what other learners are doing	Activities at home Vocabulary to do, to play, to sleep, to eat, to sweep, to wash Language patterns What are you doing? I <u>am eating</u> . What is he doing? He <u>is sleeping</u> .	<ul style="list-style-type: none"> Miming actions Dialogues Role playing Mime games Individual, pair, group and whole class response Question and answer Listening and active response 	<ul style="list-style-type: none"> Mime Modelling Demonstration Dialogue Role play Individual, pair and group work Question and answer 	<ul style="list-style-type: none"> The learners and the teacher Wall charts
By the end of this sub-topic, the learners will be able to: 1. name the animals she/he has at home; 2. say what animals she/he likes and doesn't like	Animals at home Vocabulary at home, animal, goat, cow, rabbit, pig, hen, cat, dog, rat Language Patterns What animals do you have at home? I have a <u>cow</u> at home. I have <u>hens</u> at home. Do you like cats? Yes. I like <u>cats</u> . No. I don't like <u>rats</u> .	<ul style="list-style-type: none"> Drawing pictures of animals Say and draw Mime and sound games Active response games Dialogues Role plays Individual, pair, group and whole class response Question and answer 	<ul style="list-style-type: none"> Mime Modelling Demonstration Field trips to a local farm Dialogue Role play Individual, pair and group work Question and answer 	<ul style="list-style-type: none"> Pupil's book Paper Pencils Crayons Wall chart The learners' pictures Real animals around the school

<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. name the letters of the whole alphabet; 2. sing the whole alphabet song 	<p>Alphabet Skills</p> <p>Vocabulary a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z</p>	<ul style="list-style-type: none"> • Singing the alphabet song • Singing and showing the letters • Reading letter names • Asking for the first letter of learners' names • Writing the first letter of their names • Making 'name tents' 	<ul style="list-style-type: none"> • Modelling • Demonstration • Individual, pair and group work • Question and answer 	<ul style="list-style-type: none"> • Flash cards • Alphabet song • Paper for name tents
<p>By the end of this sub-topic, the learners will be able to name basic objects found at home.</p>	<p>Objects in the home</p> <p>Vocabulary: chair, table, bed, plate, cup, jerry can, spoon, pot, mat</p> <p>Language Patterns: What's this? This is a <u>jerry can</u>. Do you have a <u>jerry can</u> at home? Yes. I do. No. I don't.</p>	<ul style="list-style-type: none"> • Individual, pair, group, whole class response • Question and answer • Dialogues • Role plays • Reading words on flash cards • Active response games 	<ul style="list-style-type: none"> • Mime • Modelling • Demonstration • Dialogue • Role play • Individual, pair and group work • Question and answer 	<ul style="list-style-type: none"> • Picture flashcards with names of objects on back • Wall charts • Realia
<p>By the end of this sub-topic, the learners will be able to use the key language learnt in this topic.</p>	<p>Summary: My home</p> <p>Vocabulary (all the vocabulary from this topic)</p> <p>Language patterns (all the language patterns from this topic)</p>	<p>Practise all the vocabulary and language patterns from this topic together before moving on.</p>	<p>Use all the methods suggested to consolidate the vocabulary and language patterns from this topic.</p>	<p>All the above</p>

P2 CURRICULUM

Topic 1: Communicating at School

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to: 1. greet each other and other people politely around the school; 2. respond appropriately to greetings; 3. bid farewell; 4. respond appropriately to farewells	<p>Greetings and Farewells Vocabulary Sir, Madam, Miss, Mrs, Mr, teacher, head teacher, visitor, Good morning, Good afternoon, Good evening, Bye, Goodnight, see you, Hello</p> <p>Language patterns Good morning <u>Sir</u>. Good afternoon <u>Mr. Bizimana</u>. Good evening Madam, etc. How are you? Fine, thank you. Good bye <u>Mrs. Chapakazi</u>. Goodnight <u>Miss Umuhoza</u>. See you, Teacher.</p>	<ul style="list-style-type: none"> • Conversations and dialogues • Listening to stories • Answering oral questions • Reading and drawing picture stories • Listening to a rhyme • Singing songs • Reciting rhymes/riddles • Picture reading • Tracing (Writing over) • Copying letters of the alphabet • Writing name tent/tags 	<ul style="list-style-type: none"> • Teacher's modelling • Dialogue • Role play • Individual, pair and group work • Sight words / whole word reading • Using songs, rhymes and riddles 	<ul style="list-style-type: none"> • The learners and the teachers in the school • Puppets • Picture cards • Word cards • Strip boards/picture stories • Wall charts • Chalkboard illustrations • Audio visuals • Pupil's book • Teacher's guide
By the end of this sub-topic, the learners will be able to: 1. introduce themselves; 2. give basic information about themselves; 3. introduce others	<p>Introductions Vocabulary name, year(s), live, mother, father, sister, brother, grandfather, grandmother, aunt, uncle, cousin, her, his</p> <p>Language patterns</p>	<ul style="list-style-type: none"> • Individual, group and whole class response • Active response games • Role playing • Singing songs 	<ul style="list-style-type: none"> • Role play • Demonstration • Songs • Active response games • Mimes • Individual, pair and 	<ul style="list-style-type: none"> • The learners and the teacher • Puppets • Pictures and photos • Wall chart • Audio visuals • Chalkboard

	<p>What is your name? My name is <u>Uzayisenga</u>. What is his/her name? His/her name is <u>Mukiza/Mutesi</u>. How old are you? I am <u>seven</u> years old. Where do you live? I live in <u>Remera</u>. What is the name of your <u>mother</u>? Her name is <u>Mukamwiza</u>.</p>	<ul style="list-style-type: none"> • Picture reading • Drawing picture stories • Reading letters of the alphabet • Writing answers to questions about themselves • Copying the letters of the alphabet • Writing names of family members 	<p>group work</p> <ul style="list-style-type: none"> • Question and answer 	<p>illustrations</p> <ul style="list-style-type: none"> • Pupil's book • Teacher's guide
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. respond to instructions; 2. give instructions; 3. make simple requests 	<p>Instructions and requests Vocabulary please, to lend, to help, to listen, to sit, to stand, to go, to come, to open, to close, to go out, pairs, partner</p> <p>Language patterns Lend me a pen, please. Please, come here. Help your partner. Work in pairs. Come in. May I go out? May I come in?</p>	<ul style="list-style-type: none"> • Listening and miming • Role playing • Dialogue • Reciting rhymes • Matching words with pictures • Reading words of the alphabet • Naming real objects • Copying the letters of the alphabet • Matching games 	<ul style="list-style-type: none"> • Role play • Mime and gestures • Individual, pair and group work • Demonstration • Using active response games • Question and answer 	<ul style="list-style-type: none"> • The learners and the teacher • Pictures • Wall chart (alphabet and instructions) • Realia • Puppets • Paper • Pupil's book • Teacher's guide
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. read key vocabulary from this topic; 2. copy key vocabulary from this topic 	<p>Literacy Skills Vocabulary (all vocabulary from this topic)</p> <p>Language Patterns (all language patterns from this topic)</p>	<ul style="list-style-type: none"> • Reading words from the board • Seeing, showing and saying the first sounds of words • Copying words from the board 	<p>Use all the methods suggested to consolidate the vocabulary and language patterns from this topic.</p>	<p>All the above</p>

		<ul style="list-style-type: none"> • Practising reading words in pairs and small groups • Writing short words from memory 		
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Topic 2: Numbers and Calendars

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to: 1. use numbers to talk about objects; 2. write numbers from 1 to 20	<p>Counting Vocabulary count, number, one, one, two, three ... nineteen, twenty, fingers, sticks, stones, exercise books, notebooks windows, bingo</p> <p>Language patterns Bring me <u>two exercise books</u>. Show your partner <u>five fingers</u>. How many <u>children</u> are in the class? <u>Forty-two</u>. Who has more <u>stones</u>?</p>	<ul style="list-style-type: none"> • Singing songs about counting, e.g. Ten Green Bottles. • Clapping game • Treasure hunt (find me 10 stones, 7 sticks etc) • Counting and saying • Counting objects in the school compound • Matching pictures with numbers • Counting and writing numbers • Filling in missing numbers • Role playing • Number games (tic tac toe, bingo etc) 	<ul style="list-style-type: none"> • Modelling • Dialogues • Whole word reading • Role play • Songs • Mime • Individual, pair and group work • Demonstration • Question and answer 	<ul style="list-style-type: none"> • Realia (stones, sticks, fingers, beans etc) • Pictures • Flash cards • Wall chart • 1 – 100 number square • Pupil's book • Teacher's guide
By the end of this sub-topic, the	Days of the Week Vocabulary	<ul style="list-style-type: none"> • Singing songs about days of the week 	<ul style="list-style-type: none"> • Dialogues • Role play 	<ul style="list-style-type: none"> • Puppets • The learners and the

<p>learners will be able to:</p> <ol style="list-style-type: none"> 1. write the days of the week; 2. construct sentences using days of the week and simple activities 	<p>Week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, go to church/mosque, go to the market, clean the house, visit friends, play games, parents</p> <p>Language patterns What day is it today? Today is Tuesday. What does he do on Saturday? He goes to the <u>market</u>. What do you do on Sunday? I go to church. We help our parents on Saturday.</p>	<ul style="list-style-type: none"> • Role playing • Miming games • Answering questions • Matching pictures to activities • Reading and writing the days of the week • Active response games • Copying the letters of the alphabet • Describing a person's weekly routine • Flash card games 	<ul style="list-style-type: none"> • Telling stories • Modelling • Songs • Games • Mimes • Individual, pair and group work 	<p>teacher</p> <ul style="list-style-type: none"> • Pictures • Wall chart • Flash cards • Calendar • Copies of rhymes and songs • Pupil's book • Teacher's guide
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. name the months of the year; 2. say in which month their birthday is 	<p>Months of the Year Vocabulary: January, February, March, April, May, June, July, August, September, October, November, December, month, birthday</p> <p>Language Patterns: The day today is <u>Monday</u> and the month is <u>March</u>. How many months do we have in a year? How many days do we have in <u>January</u>? When is your birthday? My birthday is in <u>April</u>.</p>	<ul style="list-style-type: none"> • Sing a song about months of the year • Learners stand in a line in order of birthday months • Learners write their birth month on their name cards/tents • Class survey and results • Matching games 	<ul style="list-style-type: none"> • Dialogues • Individual, pair and group work • Question and answer • Role play • Songs • Using active response games • Mimes • Dictation 	<ul style="list-style-type: none"> • Calendar • The learners and the teacher • Pictures of birthday parties • Paper • Wall charts • Flash cards • Pupil's book • Teacher's guide
<p>By the end of this sub-topic, the learners will be able</p>	<p>Literacy Skills Vocabulary (all vocabulary from this topic)</p>	<ul style="list-style-type: none"> • Reading words from the board • Seeing, showing and 	<p>Use all the methods suggested to consolidate the</p>	<p>As above</p>

to: 1. read key vocabulary from this topic; 2. copy key vocabulary from this topic 3. begin to write key vocabulary words independently	Language Patterns (all language patterns from this topic)	saying the first sounds of words • Copying words from the board • Practising reading words in pairs and small groups • Writing short words from memory	vocabulary and language patterns from this topic.	
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Topic 3: My Home

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/resources
By the end of this sub-topic, the learners will be able to: 1. name objects in the home; 2. respond to commands	Objects at home Vocabulary cupboard, pan, pot, spoon, knife, plate, table, jerry can, mat, fork, bowl, cup, chair, bed Language patterns What is this? This is <u>a plate</u> . Show me the <u>spoon</u> . Touch the <u>pan</u> . Point at the <u>cupboard</u> .	<ul style="list-style-type: none"> • Drawing the objects in the home and writing names of objects • Listening and active response • Giving and responding to commands • Question and answer • Role playing 	<ul style="list-style-type: none"> • Using flashcards • Using real objects • Individual, pair and group work • Whole word reading • Dictation • Role play • Modelling 	<ul style="list-style-type: none"> • Flashcards with pictures of objects at home • Real objects • Jigsaws • Dominoes • Wall charts • Puppets • Pupil's book • Teacher's guide
By the end of this sub-topic, the learners will be able to describe sizes of objects in the home and school.	Describing objects Vocabulary big, small, vocabulary from previous sub-topics Language patterns	<ul style="list-style-type: none"> • Drawing the objects in the home and writing names and sizes of objects • Arranging objects in 	<ul style="list-style-type: none"> • Dialogues • Role play • Whole word reading • Modelling • Songs 	<ul style="list-style-type: none"> • Real objects from home or school • Wall charts • Paper, pens and pencils or crayons

	<p>Is it big or small? It is <u>big</u>. What is this? It is a <u>small spoon</u>. It is a <u>big table</u>. Show me a <u>big cupboard</u>.</p>	<p>order of sizes – big or small</p> <ul style="list-style-type: none"> • Say and draw • Listening and active response • Singing • Miming and playing active response games • Giving and responding to commands • Question and answer • Role playing 	<ul style="list-style-type: none"> • Games • Mimes • Individual, pair and group work • Question and answer 	
<p>By the end of this sub-topic, the learners will be able to ask and answer questions about family members' names.</p>	<p>People at home Vocabulary sister, brother, mother, father, big, little</p> <p>Language patterns Do you have a <u>big brother</u>? Yes. I do. / No. I don't. What is your <u>big brother's</u> name? My <u>father's</u> name is <u>Pascal</u>. My <u>little sister's</u> name is <u>Keza</u>.</p>	<ul style="list-style-type: none"> • Question and answer • Drawing and labelling family pictures • Asking questions in pairs • Role playing and dialogues • Playing active response games • Singing • Listening to short stories 	<ul style="list-style-type: none"> • Dialogues • Whole word reading • Individual, pair and group work • Role play • Songs • Games • Individual, pair and group work • Reading short stories 	<ul style="list-style-type: none"> • Photos of teacher's and learners' family members • Wall charts • Puppets • Short stories • Pupil's book • Teacher's guide
<p>By the end of this sub-topic, the learners will be able to describe what is done in the kitchen.</p>	<p>In the kitchen Vocabulary eat, drink, cook, sweep, water, food, floor</p> <p>Language patterns What are <u>you</u> doing?</p>	<ul style="list-style-type: none"> • Miming actions • Playing mime games • Asking questions in pairs • Role playing • Playing active response games 	<ul style="list-style-type: none"> • Modelling • Role play • Songs, mimes and games • Question and answer • Whole word/sentence reading 	<ul style="list-style-type: none"> • Real objects (e.g. broom, cup etc) • Puppets • The learners and the teacher • Wall charts • Flash cards

	I am <u>drinking</u> water. She is <u>cooking</u> .		<ul style="list-style-type: none"> Individual, pair and group work 	<ul style="list-style-type: none"> Pupil's book Teacher's guide
By the end of this sub-topic, the learners will be able to say which activities she/he can do and can't do.	<i>Games I can play</i> Vocabulary dance, play football, play volleyball, play hopscotch (ikibariko), skip (gusimbuka umugozi), throw and catch, clap and dance (amabigibigi) Language Patterns I can <u>play football</u> . I can't <u>skip</u> . You can throw. You can't <u>play volleyball</u> .	<ul style="list-style-type: none"> Listening and active response Learners miming and saying Playing miming games Role playing and dialogues Acting out the games using resources (e.g. skipping rope) 	<ul style="list-style-type: none"> Teacher miming and modelling Games Individual, pair and group work 	<ul style="list-style-type: none"> Real objects (ball, skipping rope etc) Draw hopscotch on floor with chalk Wall charts Pictures of games Photos of pupils playing games
By the end of this sub-topic, the learners will be able to say which games she/he likes.	<i>Games I like</i> Vocabulary (as previous) Language Patterns Which game do you like? I like <u>skipping</u> . We like <u>dancing</u> .	<ul style="list-style-type: none"> Listening and active response Learners miming and saying Role playing Playing the games and describing them Drawing and labelling the games 	<ul style="list-style-type: none"> Teacher miming and modelling Take learners outside to play the games Role play 	<ul style="list-style-type: none"> Real objects (ball, skipping rope etc) Draw hopscotch on floor with chalk Wall charts Pictures of games Photos of pupils playing games
By the end of this sub-topic, the learners will be able to: 1. read key vocabulary from this topic; 2. write key vocabulary words independently	<i>Literacy Skills</i> Vocabulary (all vocabulary from this topic) Language Patterns (all language patterns from this topic)	<ul style="list-style-type: none"> Reading words from the board Seeing, showing and saying the first sounds of words Copying words from the board Practising reading words in pairs and small groups 	Use all the methods suggested to consolidate the vocabulary and language patterns from this topic.	As above

		<ul style="list-style-type: none"> • Writing short words from memory 		
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P3 CURRICULUM

Topic 1: Our community

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. state the name of their district/sector and home town or village; 2. describe the size of their town or village; 3. answer questions about what type of amenities and important places are found in their community. 	<p><i>Places in our community</i></p> <p>Vocabulary school, market, shop, health centre, taxi park, petrol station, village, town, office, province, district, sector</p> <p>Language patterns What is the name of your <u>District</u>? Do you live in a town or a village? Is your <u>town</u> big or small? It is <u>small</u>. Is there a <u>market</u> in your <u>village</u>? Yes, there is. No, there isn't.</p>	<ul style="list-style-type: none"> • Asking and answering questions • Active listening and response • A field trip to the village centre • Drawing and labelling a map of their community • Reading pictures • Making sentences from substitution table • Matching sentences with pictures • Written answers to questions • Completing sentences • Drawing a picture and writing words or a sentence under it to describe it • Active response games 	<ul style="list-style-type: none"> • Modelling • Demonstration • Individual, pair and group work • Dialogue • Using drawings and flash cards • Scaffolding learning • Question and answer • Taking learners out on a field trip 	<ul style="list-style-type: none"> • The child's village or town centre • Maps • Pictures in pupil's book • Teacher's guide • Puppets • Chalkboard illustrations • Picture and word cards • Pupils' notebooks • Pencils and crayons • Wall charts
By the end of this	<i>Location of places in our</i>	<ul style="list-style-type: none"> • Using concrete 	<ul style="list-style-type: none"> • Role playing 	<ul style="list-style-type: none"> • Classroom objects

sub-topic, the learners will be able to describe the location of places in their community in relation to other places.	<p>community Vocabulary near, far from, behind, between, next to (Words from first sub-topic)</p> <p>Language patterns Is the <u>shop</u> <u>near</u> the <u>taxi park</u>? Yes, it is. No, it isn't. Where is the <u>shop</u>? It is <u>near</u> the <u>church</u></p>	<p>objects to move and describe location</p> <ul style="list-style-type: none"> • Hide & seek • Treasure hunt • Field trip to a village or town centre • Role playing • Active listening and response • Joining sentences • Reading pictures • Making sentences from substitution table • Matching sentences with pictures • Answering questions • Completing sentences • Drawing a picture with matching sentence 	<ul style="list-style-type: none"> • Question and Answer • Modelling • Individual, pair and group work • Demonstrations • Drawing • Scaffolding learning • Taking learners out on a field trip • Using peer marking of written work 	<ul style="list-style-type: none"> • The child's village or town centre • The teacher and the learners • Pictures in pupil's book • Teacher's guide • Chalkboard illustrations • The child's village or town centre • Pupils' notebooks • Pencils and crayons • Wall charts
By the end of this sub-topic, the learners will be able to name common jobs in their community.	<p>Jobs in our community Vocabulary teacher, doctor, nurse, shopkeeper, police man/woman, carpenter, builder, driver, farmer</p> <p>Language patterns What is <u>his</u> job? <u>He</u> is a <u>driver</u>.</p>	<ul style="list-style-type: none"> • Pointing to pictures • Drawing pictures • Reading pictures • Role playing and dialogue • Active listening and response • Making sentences from substitution table • Matching sentences with pictures 	<ul style="list-style-type: none"> • Using flash cards • Inviting guest speakers into the classroom • Modelling • Individual, pair and group work • Dialogue and conversations • Scaffolding learning 	<ul style="list-style-type: none"> • Pictures in pupil's book • Chalkboard illustrations • Picture/word cards • Pupils' notebooks • Pencils and crayons • Flash cards • Guest speakers • Wall chart

		<ul style="list-style-type: none"> • Completing sentences • Drawing a picture and writing words or a sentence under it to describe it 		
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. use the days of the week in sentences with today, tomorrow and yesterday; 2. tell the time using o'clock, half past, a quarter past and a quarter to; 3. say at what time they do daily activities. 	<p>Telling time Vocabulary o'clock, noon, clock, watch, time hand, minute, hour, half past, a quarter past, a quarter to, yesterday, today, tomorrow, go to school, wake up, go to sleep, days of the week</p> <p>Language patterns What day is it today? Today is <u>Tuesday</u>. What day was it yesterday? It was <u>Wednesday</u>. What day will it be tomorrow? It will be <u>Friday</u>. Show me <u>five o'clock</u>. What time is it? It is <u>eight o'clock</u>. What time do you <u>go to school</u>? At <u>half past seven</u>. I go to school at <u>half past seven</u>.</p>	<ul style="list-style-type: none"> • Group activity of filling in the time chart: Today is... • Using clock models to learn to recognize time • Reading time on the clock • Drawing a picture of a clock and writing words or a sentence under it to describe it • Playing the game 'What time is it Mr Lion?' • Matching sentences with pictures • Role playing • Reading simple rhymes about time • Making sentences from substitution table • Answering questions 	<ul style="list-style-type: none"> • Using a model of a clock to play games • Individual, pair and group work • Dialogue and conversations • Demonstrations • Reciting rhymes • Scaffolding learning 	<ul style="list-style-type: none"> • Models of clocks with movable hands • A real clock and watch if they are available • Calendar, daily time chart • Chalkboard illustrations • Pupil's book • Pupils' notebooks • Pencils and crayons • Wall charts
<p>By the end of this sub-topic, the learners will be able to describe when</p>	<p>Time Words Vocabulary morning, afternoon, evening, night, never, often, always, sometimes,</p>	<ul style="list-style-type: none"> • Class survey and results • Active listening and 	<ul style="list-style-type: none"> • Modelling • Mime • Individual, pair and 	<ul style="list-style-type: none"> • Model of clock with movable hands • Real clock/watch if

and how often they do common activities.	<p>every day, before, after, to get up, to sleep, to play, to do, to come, to go</p> <p>Language Patterns When do you <u>come to school</u>? I come to school <u>in the morning</u>. How often do you <u>play football</u>? I play football <u>every day</u>.</p>	<p>response</p> <ul style="list-style-type: none"> • Asking and answering questions • Role playing • Making sentences from substitution table • Matching sentences with pictures • Completing sentences • Drawing a picture with words or sentences to match illustration 	<p>group work</p> <ul style="list-style-type: none"> • Role playing • Dialogue and conversations • Demonstrations • Questions and answers 	<p>available</p> <ul style="list-style-type: none"> • Pictures • Short stories • Pupil's book • Teacher's guide • Pencils and crayons • Flash cards
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. name the animals in their community; 2. say whether or not they have animals at home using 'a few' or 'a lot (of)'; 3. use simple sentences saying what animals do. 	<p>Animals in our community Vocabulary cow, goat, pig, hen, cat, dog, rabbit, rat, give, milk, meat, catch, lay, eggs, a few, a lot (of)</p> <p>Language Patterns Do you have any <u>goats</u>? Yes, I do. How many? <u>A few. / A lot.</u> No, we don't. We have <u>a lot of hens</u>. What do <u>cows</u> do? They give us <u>milk</u>. What do <u>cats</u> do? They <u>catch</u> rats.</p>	<ul style="list-style-type: none"> • Singing the song 'Old McDonald had a farm' • Miming and guessing (animal actions/ sounds) • Reading a simple paragraph written by the teacher talking about domestic animals • Listening to short stories • Class survey and results • Active listening and speaking • Active response games 	<ul style="list-style-type: none"> • Modelling • Individual, pair and group work • Dialogue and conversations • Demonstrations • Telling short stories • Using flash cards • Taking learners on a field trip to a local farm • Scaffolding learning 	<ul style="list-style-type: none"> • Pictures in pupil's book • Songs about animals written on rice sacks • Flash cards • Puppets • Simple texts about domestic animals • Chalkboard illustrations • Picture/word cards • Strip boards • Pupils' notebooks • Pencils and crayons • Wall chart

		<ul style="list-style-type: none"> • Drawing pictures and picture stories • Matching vocabulary and pictures 		
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. read words and short sentences using the vocabulary in this topic; 2. use the vocabulary to write short sentences. 	<p>Literacy Skills Vocabulary (all vocabulary from this topic)</p> <p>Language Patterns (all language patterns from this topic)</p>	<ul style="list-style-type: none"> • Practising reading words in pairs • Reading short texts (3- 4 sentences) from the board or pupil's book • Answering questions orally on the meaning of the short text • Copying words from the board / word wall • Completing sentences • Drawing pictures and writing a sentence that describes the picture • Writing their own sentences using the vocabulary they have learned • reading sentences to each other 	<ul style="list-style-type: none"> • Model reading and writing for the pupils • Reading short, simple stories with pictures • Breaking longer words into either syllables or sounds (e.g. ra – bbit, to – mo – rrow) • Writing a daily message or word of the day 	<ul style="list-style-type: none"> • Word walls • Flash cards • Letters to teach beginning and ending sounds • Short stories and pictures • Puppets • Pupil's book • Teacher's guide • Paper • Pencils and crayons

Topic 2: Health & Hygiene

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/resources
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. name parts of their body 2. follow instructions using functional language (show, touch, etc.). 	<p><i>Parts of the body Vocabulary</i> face, tooth, shoulder, chest, back, stomach, arm, leg, hand, finger, knee, foot , toe , elbow, wrist, ankle, heel (plus parts of the head learnt in P1) me, him, her, us, them</p> <p><i>Language patterns</i> Touch your <u>shoulder</u>. This is my <u>back</u>. These are my <u>feet</u>. This is <u>his</u> shoulder. Show <u>them</u> your <u>knees</u>. How many <u>fingers</u> do you have? I have ten fingers.</p>	<ul style="list-style-type: none"> • Drawing pictures of friends and labelling them • Singing songs (i.e. Head, Shoulders, Knees and Toes) • Drawing imaginary monsters and labelling them (using a dice to decide the number of body parts, e.g. 6 legs) • Role playing • Responding to and giving instructions • Oral/Written answers to questions • Active listening and response • Reading pictures • Making sentences from a substitution table • Matching sentences with pictures 	<ul style="list-style-type: none"> • Modelling • Miming • Giving instructions • Individual, pair and group work • Dialogue and conversations • Demonstrations • Whole word/sentence reading/writing • Scaffolding learning 	<ul style="list-style-type: none"> • Posters, drawings and wall charts • Dice • The learners and the teacher • Pictures in pupil's book • Strip boards • Pupils' notebooks • Pencils and crayons
<p>By the end of this sub-topic, the learners will be able to describe how they keep their bodies clean.</p>	<p><i>A clean body Vocabulary</i> to wash, to clean, to use, to comb, to take care of, to eat, to sleep, to go to the toilet, to brush, hair, water, toothpaste, soap, before, after</p>	<ul style="list-style-type: none"> • Role playing • Miming and guessing games • Reading a simple paragraph • Describing pictures • Making sentences from 	<ul style="list-style-type: none"> • Using concrete objects such as soap, water, a comb that learners can touch and point to • Modelling • Individual, pair and group work 	<ul style="list-style-type: none"> • Real objects (e.g. toothpaste, comb etc) • Puppets • Pictures in pupil's book • Chalkboard illustrations

	Language Patterns How do you clean your body? I use soap and water. How do you clean your teeth? I brush them with water and toothpaste. How do you take care of your <u>hair</u> ? I <u>comb</u> it. When do you <u>wash your hands</u> ? I wash my hands <u>before I eat</u> .	substitution table <ul style="list-style-type: none"> • Matching sentences with pictures • Reciting rhymes • Drawing 	<ul style="list-style-type: none"> • Dialogue and conversations • Demonstrations • Scaffolding learning • Peer marking 	<ul style="list-style-type: none"> • Pupils' notebooks • Pencils and crayons • Wall charts
By the end of this sub-topic, the learners will be able to: 1. say, read and write items of clothing; 2. say what they and other people are wearing; 3. say who items of clothing belong to 4. describe items of clothing using colours, 'old' and 'new'.	Articles of clothing Vocabulary shirt, blouse, sweater, jacket, dress, trousers, shoes, to wear, new, old, whose, mine, yours, his, hers, ours, theirs Language Patterns Whose <u>sweater</u> is this? It's <u>mine</u> . What are you wearing? I am wearing an <u>old skirt and a white blouse</u> . Is Jean wearing a <u>jacket</u> ? No, he is not. Yes, he is.	<ul style="list-style-type: none"> • Drawing a picture and writing a sentence under it • Writing <u>three</u> sentences to describe the clothes they are wearing • Say and draw in pairs • Active listening and response • Active response games • Role playing • Reading pictures • Making sentences from substitution table • Matching sentences with pictures • Oral/ written answers to questions • Completing sentences 	<ul style="list-style-type: none"> • Individual, pair and group work • Short dictations • Dialogue • Demonstration • Role plays • Scaffolding learning 	<ul style="list-style-type: none"> • Article of clothing • Pictures and photos • Pupil's book • Teacher's guide • Pupils' notebooks • Flash cards • Pencils and crayons • Wall charts • Chalkboard illustrations
By the end of this sub-topic, the learners will be able to compare people	Comparing people Vocabulary big, small, tall, short, old, young	<ul style="list-style-type: none"> • Class survey • Active listening and response 	<ul style="list-style-type: none"> • Modelling • Individual, pair and group work 	<ul style="list-style-type: none"> • Pupil's book • Chalkboard illustrations

in their class and school.	Language patterns Who is <u>taller than</u> Kalisa? <u>Shema</u> is taller than Kalisa. <u>Our teacher</u> is older than <u>Keza</u> .	<ul style="list-style-type: none"> • Making comparisons between learners • Reading a simple paragraph • Drawing • Making sentences from a substitution table using learners' names from the class • Matching sentences with pictures • Dialogue 	<ul style="list-style-type: none"> • Dialogue and conversations • Demonstrations • Scaffolding learning 	<ul style="list-style-type: none"> • Picture/word cards • Pupils' notebooks • Pencils and crayons • The learners and the teacher • Wall charts • Puppets
By the end of this sub-topic, the learners will be able to use the simple past tense to describe actions.	Healthy actions Vocabulary break, to hop, to jump, to skip, to race, to play, to brush, to walk, to clap, to cook, to dance Language patterns How did you get <u>to school</u> ? I <u>walked</u> . What did you do <u>at break</u> ? I <u>clapped</u> my hands. What did you do <u>this morning</u> ? I <u>washed</u> my face.	<ul style="list-style-type: none"> • Miming games • Class survey and results • Active listening and response • Dialogue and role playing • Drawing pictures • Making sentences from substitution table • Matching sentences with pictures • Completing sentences • Drawing a picture and writing words or a sentence to describe it • Matching game • Peer marking 	<ul style="list-style-type: none"> • Miming • Individual, pair and group work • Dialogue • Demonstrations • Modelling • Word walls • Using whole words/sentences/ simple texts • Short stories • Dictation (running, paired) 	<ul style="list-style-type: none"> • Pupil's book • Picture/word cards • Flash cards • Pupil notebooks • Pencils/crayons • Wall charts • Puppets • Chalkboard illustrations
By the end of this sub-topic, the learners will be able to: 1. read and	Literacy Skills Vocabulary (use all vocabulary above in reading and writing activities)	<ul style="list-style-type: none"> • Reading words from the board • Practising reading words in pairs • Reading short texts (3- 4 	<ul style="list-style-type: none"> • Model reading and writing for the pupils • Writing a word of the day or daily message • Activities to help the 	All the above

<p>understand short texts;</p> <p>2. write sentences using the vocabulary words in this topic.</p>	<p>Language Patterns (use all the language patterns to practice reading and writing activities)</p>	<p>sentences) from the board or pupil's book</p> <ul style="list-style-type: none"> • Answering questions on the details in the short text • Writing the letters they hear in a word • Copying words from the board / word wall • Writing short sentences from memory 	<p>learners notice spelling patterns and the spelling of sounds</p> <ul style="list-style-type: none"> • Use of word walls • Individual, pair and group work • Dialogue • Role play • Question and answer 	
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Topic 3: The Market

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
<p>By the end of this sub-topic, the learners will be able to:</p> <p>1. say, read and write the basic foods found at the market;</p> <p>2. use the phrase "going to" to express the near future.</p>	<p><i>Going to the Market Vocabulary</i> banana, cassava, sweet potato, Irish potato, tomato, pineapple, onion, pepper, orange, bean, pea, cabbage, avocado, ground nuts, rice, maize flour, green maize, to buy (review days of the week)</p> <p>Language Patterns Are you going to the market? Yes, I am. When are you going? I am going on <u>Wednesday</u>. What are you going to buy? I am going to buy <u>sweet potatoes</u>, <u>bananas</u> and <u>cabbages</u>.</p>	<ul style="list-style-type: none"> • A field trip to the market • Active listening and response • Pointing to and naming items that can be found in the market • Writing a shopping list • Role playing • Reading pictures • Making sentences from a substitution table • Matching sentences with pictures 	<ul style="list-style-type: none"> • Modelling • Individual, pair and group work • Dialogue • Demonstrations • Role play • Using flash cards • Creating a shop in the classroom 	<ul style="list-style-type: none"> • Realia • Pupil's book • Chalkboard illustrations • Flash cards • Pupils' notebooks • Pencils and crayons • Wall charts

		<ul style="list-style-type: none"> • Active response games • Drawing a picture and writing words or a sentence to describe it 		
By the end of this sub-topic, the learners will be able to use vocabulary to describe location of objects in the market.	<p>Locations in the market Vocabulary mat, basket, match, candle, pot, shoes, bed sheet, (review articles of clothing and vocabulary from previous sub-topic), over here, over there, near the gate, outside, inside, between, on the left, on the right, behind, to find</p> <p>Language Patterns Where can I find <u>tomatoes</u>? They're <u>over here</u>. They're <u>between</u> the <u>potatoes</u> and the <u>peppers</u>.</p>	<ul style="list-style-type: none"> • Role play • A field visit to the market • Active listening and response • Reading sentences • Drawing a picture and labelling it • Making story boards • Making sentences from substitution table • Matching sentences with pictures • Completing sentences 	<ul style="list-style-type: none"> • Modelling • Individual, pair and group work • Dialogue • Miming • Demonstrations • Role plays • Using active response games • Scaffolding learning 	<ul style="list-style-type: none"> • Real objects • Pupil's book • Teacher's guide • Pupils' notebooks • Pictures and photos • Pencils and crayons • Wall charts • Puppets
By the end of this sub-topic, the learners will be able to: 1. read and write in numerical numbers to 1,000; 2. read and say ordinal numbers to 'thirty first'.	<p>Numbers Vocabulary (cardinal numbers), (ordinal numbers to thirty first), to count, after, before, (review months of the year)</p> <p>Language patterns Can you count to <u>twenty by ones</u>? Yes, I can. Show me. What's this number? <u>42</u>. What number is before <u>578</u>? What number is after <u>765</u>?</p>	<ul style="list-style-type: none"> • Arranging objects • Running dictation • Reading numbers • Writing numbers • Counting activities, games and songs • Role playing • Active listening and response • Asking and answering questions • Completing sentences • Matching games 	<ul style="list-style-type: none"> • Individual, pair and group work • Dialogue • Demonstration • Modelling reading and writing • Using whole word/sentence reading/writing • Scaffolding learning • Question and answer • Role play 	<ul style="list-style-type: none"> • 1 – 100 number square • Pupil's book • Teacher's guide • Flash cards • Calendar • Puppets • Realia • Paper for the matching games

	<p>Who is <u>first</u> in line? <u>I am</u> the first. What is the <u>first</u> month of the year?</p>		<ul style="list-style-type: none"> Songs 	
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> use vocabulary and structures for buying and selling in the market; use vocabulary to express quantities of money. 	<p><i>Buying and Selling</i> Vocabulary some, any, a little, a lot, a few, how much, a kilo/kilogram, money, (numbers 1 to 1000), franc, to want, too much</p> <p>Language Patterns Do you have <u>any</u> rice? Yes, I have <u>some</u> rice. No, I don't have <u>any</u> rice. <u>How much</u> do you want? I want <u>two</u> kilos. Which one do you want? I want <u>this/that one</u>. <u>How much</u> is a kilogram? <u>600 francs</u> a kilogram.</p>	<ul style="list-style-type: none"> Role playing buying and selling at the market Active listening and response Making sentences from a substitution table Matching sentences with pictures Completing sentences Drawing a picture and writing words or a sentence to describe it Singing 	<ul style="list-style-type: none"> Role Play Modelling Individual, pair and group work Dialogue Demonstration Whole word/ sentence reading and writing Songs Using drawings and pictures Question and answer 	<ul style="list-style-type: none"> Real objects Pictures in Pupil's book Story boards Pupils' notebooks Pencils and crayons Wall charts Teacher's guide
<p>By the end of this sub-topic, the learners will be able to use common irregular verbs to describe past experiences.</p>	<p><i>The day after the market</i> Vocabulary to be, to have, to do, to go, to see, to make, to run, to buy, to sell</p> <p>Language Patterns Where did you go yesterday? I went to <u>the market</u>. How did you get there? I <u>ran</u>. Who did you see? I <u>saw my teacher</u>. What did you see? I saw many <u>people</u>.</p>	<ul style="list-style-type: none"> Role playing Active listening and response Making sentences from a substitution table Dialogue Completing sentences Drawing a picture and writing words or a sentence to describe it Playing games 	<ul style="list-style-type: none"> Modelling Individual, pair and group work Dialogue Whole word/ sentence reading and writing Using drawings Role play Memory game: I went to market and bought a <u>banana</u> ... Scaffolding learning Reading stories 	<ul style="list-style-type: none"> Realia Pictures in Pupil's book Calendar Story boards Pupils' notebooks Pencils and crayons Wall chart

	What did you buy? <u>I bought a banana.</u>			
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. read paragraphs based on the topic's vocabulary and answer questions on meaning 2. write sentences using the vocabulary and sentence patterns of this topic. 	<p>Literacy Skills Vocabulary (use all vocabulary above in reading and writing activities)</p> <p>Language Patterns (use all the language patterns to practice reading and writing activities)</p>	<ul style="list-style-type: none"> • Practising reading words in pairs • Reading short texts (3- 4 sentences) from the board or pupil's book • Answering questions on the details in short texts • Writing the sounds they hear in a word • Spelling words using flash cards (working in pairs) • Writing short words from memory • Completing sentences • Writing their own sentences using the vocabulary they have learnt • Drawing a picture and writing a sentence to describe it. • Reading to each other 	<ul style="list-style-type: none"> • Model reading and writing for the pupils • Writing a word of the day or daily message • Activities to help the learners notice spelling patterns and the spelling of sounds • Use of word walls • Individual, pair and group work • Dialogue • Role play • Question and answer 	<ul style="list-style-type: none"> • Chalkboard • Word walls • Flash cards • Pupil's book • Paper • Pencils and crayons • Any of the resources mentioned above

P4 CURRICULUM

Topic 1: Our School

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. describe what subjects they learn and how often; 2. describe how they find the subjects and why; 3. state what their favourite subject is; 4. compare different subjects using long adjectives. 	<p><i>School subjects Vocabulary</i> mathematics, English, Kinyarwanda, social studies, science and elementary technology (SET), co-curricular activities (COCA), easy, difficult, interesting, boring, useful, very, quite, sometimes, often, every day, seldom, once/twice/three times a week, because</p> <p><i>Language patterns</i> At school I learn <u>mathematics every day</u>. I learn <u>co-curricular activities (COCA) twice a week</u>. I like <u>Kinyarwanda</u> because <u>it helps me to communicate</u>. I find <u>science and elementary technology (SET)</u> <u>very interesting</u>. What is your favourite subject? My favourite subject is <u>mathematics</u>. <u>Social studies</u> is <u>more interesting</u> than <u>English</u>.</p>	<ul style="list-style-type: none"> • Writing their school timetable • Class survey and results • Active listening and response • Role playing • Whispering game • Reading comprehension passages • Making a story board 	<ul style="list-style-type: none"> • Modelling • Direct questioning • Dialogue • Role play • Writing frames • Individual, pair and group work • Using pupils' experiences • Games • Flash card games • Scaffolding learning 	<ul style="list-style-type: none"> • Puppets • Pupil's book • Teacher's guide • Pictures and photos • Wall charts • Real objects • Flash cards • Chalkboard illustrations
<p>By the end of this sub-topic, the learners will be able</p>	<p><i>Describing people Vocabulary</i> tall, short, long, fat, thin, old, young,</p>	<ul style="list-style-type: none"> • Describe and draw • Describing real people or pictures 	<ul style="list-style-type: none"> • Modelling • Role play • Individual, pair and 	<ul style="list-style-type: none"> • The learners and the teacher • Puppets

<p>to :</p> <ol style="list-style-type: none"> 1. describe people in different ways; 2. compare people. 	<p>black, brown, hair, eyes, funny, intelligent, quiet, loud, shy, confident, strict, happy, sad, teacher, friend, head teacher, very</p> <p>Language patterns My teacher is <u>tall</u> and <u>thin</u>. He is <u>very funny</u> but <u>strict</u>. My friend has <u>short, black</u> hair. Uzayisenga is <u>shorter</u> than Mutesi. Habimana is more <u>confident</u> than Butera. Mugenzi is not as <u>strict</u> as Kwizera.</p>	<ul style="list-style-type: none"> • Role playing • Reading comprehension • Running dictation • Active listening and response 	<p>group work</p> <ul style="list-style-type: none"> • Checking meaning against Kinyarwanda • Miming • Dialogue • Guessing games • Word puzzles • Using writing frames 	<ul style="list-style-type: none"> • Pupil's book • Teacher's guide • Photos or pictures of people • Wall charts • Flash cards • Chalkboard illustrations • Audio visuals
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. describe what they and their friends like and don't like to do in their free time; 2. say which teams and clubs they attend; 3. use adverbs of frequency; 4. use adverbs of manner in relation to their hobbies. 	<p>Time to play Vocabulary hopscotch, to knit, to skip, throw and catch, clap and dance, football, volleyball, to talk with friends, to read, to sing, to run, to like, favourite, activity, playground, Anti-AIDS club, English club, team, free time, at break, after school, at the weekend, always, often, sometimes, never, slowly, quickly, loudly, quietly, badly, well</p> <p>Language patterns What do you do <u>at break</u>? At break I like <u>playing volleyball</u> but I don't like <u>knitting</u>. After school I often <u>talk with my friends</u>. What is your favourite activity? My favourite activity is <u>reading</u>. Are you in any <u>clubs</u>?</p>	<ul style="list-style-type: none"> • Actions, miming and describing • Following instructions • Singing • Class survey and results • Active listening and response • Role playing • Discussing pictures • Reading comprehension • Question and answer • Making story boards • Peer marking 	<ul style="list-style-type: none"> • Giving instructions • Actions and miming • Songs • Modelling • Role play • Dialogue • Individual, pair and group work • Checking meaning against Kinyarwanda • Flash card games • Scaffolding learning 	<ul style="list-style-type: none"> • Pupil's book • Teacher's guide • Real objects • Pictures • Puppets • Wall charts • Flash cards • Outside space • Chalkboard illustrations

	<p>Yes, I go to the <u>Anti-AIDS club once a week</u>.</p> <p>I can <u>run quickly</u>.</p> <p>They like <u>singing loudly</u>.</p> <p>He can <u>read well</u>.</p>			
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. describe how they would like to continue their education; 2. describe what they would like to be in the future and why; 3. imagine and describe their ideal future. 	<p><i>Future hopes and dreams</i></p> <p>Vocabulary secondary school, university, exams, doctor, teacher, businessman, minister, pilot, president, singer, football player, journalist, to get married, to have children, to see other countries, to dream, to want, to hope, successful, rich</p> <p>Language patterns I want to go to <u>secondary school</u>. I want to <u>pass my exams</u>. My dream job is <u>to be the president of Rwanda!</u> I hope <u>to get married and have 2 children</u>. I want to be <u>successful</u>.</p>	<ul style="list-style-type: none"> • Actions, miming and describing • Class survey and results • Word puzzles • Active listening and response • Reading comprehension • Dialogue • Discussing pictures • Making story boards • Creative writing using writing frames 	<ul style="list-style-type: none"> • Flash card games • Modelling • Dialogue • Role play • Individual, pair and group work • Actions and miming • Writing frames • Inviting guest speakers into the class 	<ul style="list-style-type: none"> • Guest speakers • Pupil's book • Teacher's guide • Pictures • Wall charts • Flash cards • Chalkboard illustrations • Puppets • Audio visuals
<p>By the end of this sub-topic, the learners will be able to read short texts and write extended sentences about school.</p>	<p><i>Literacy & Writing Skills</i></p> <p>Vocabulary (all vocabulary from this topic)</p> <p>Language patterns (all language patterns from this topic)</p>	<ul style="list-style-type: none"> • Reading a model text • Reading each other's work • Paired reading • Drawing pictures from texts • Guided writing • Individual writing • Creative writing • Writing a journal • Dictation (individual, 	<ul style="list-style-type: none"> • Presenting a model text • Presenting pictures and photos • Writing instructions and questions on the chalkboard • Question and answer • Short dictation passages • Individual, pair and 	<ul style="list-style-type: none"> • Example texts (from textbooks, pupils, teacher etc) • Photos • Pictures • Real objects • Writing templates • Audio visual

		paired, running) <ul style="list-style-type: none"> • Interpreting pictures • Peer marking 	group work	
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Topic 2: Our District

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to: <ol style="list-style-type: none"> 1. describe where they live and where that is in relation to other places; 2. describe what amenities and important places there are where they live; 3. use prepositions to describe where the amenities & important places are; 4. ask and give directions to places in their area. 	<p>Where I live Vocabulary in, near, behind, in front of, between, far from, village, town, church, mosque, primary school, secondary school, market, shop, restaurant, health centre, hospital, bank, post office, sector office, district office, taxi park, hair salon, pharmacy, stadium, right, left, to turn</p> <p>Language patterns I live in a village <u>near Butare</u>. I live in a town <u>far from Kigali</u>. There is a <u>church</u> in my <u>village</u>. In my village there is a <u>primary school</u> but no <u>health centre</u>. In my town there are many <u>shops and restaurants</u> Where is the <u>secondary school</u>? It is <u>behind</u> the <u>hospital</u>. Where is the <u>district office</u>? Turn right in front of the primary school. It is <u>between the post office and the hospital</u>.</p>	<ul style="list-style-type: none"> • Drawing maps and giving directions • Blindfold game • Acting out prepositions • Hide and Seek • Treasure hunt for objects and local amenities using directions • Active listening and response • Discussing pictures • Dialogue 	<ul style="list-style-type: none"> • Field trip around village or town • Modelling • Dialogue • Songs • Games • Role play • Individual, pair and group work • Flash card games • Guided writing 	<ul style="list-style-type: none"> • Learners' village or town • Maps • Photos or pictures of houses • Blindfold for directions game • Chalkboard illustrations • Puppets • Pupil's book • Teacher's guide • Wall charts • Flash cards • Audio visual

<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. say, read and write different types of transport; 2. describe and compare different types of transport (speed & size); 3. say how they get to places; 4. incorporate times and distances into dialogues about transport. 	<p>Transport Vocabulary bicycle, motorcycle, car, taxi, bus, train, aeroplane, boat, to walk, to go, to leave, to arrive, to take, quick, slow, big, small, by, at, in, to</p> <p>Language patterns A car is <u>quick</u>. That is a <u>slow</u> bus. A car is <u>quicker</u> than a bicycle. I walk to <u>school</u>. I go to Gikongoro <u>by taxi</u>. The taxi <u>leaves</u> at 8 o'clock. The bus <u>arrives</u> in Kigali at 12 o'clock. How long does it take to get to <u>Gikongoro</u>? It takes <u>2 hours</u> to walk to Gikongoro How far is it to <u>Kibilizi</u>? It's <u>2 km</u> to <u>Kibilizi</u>.</p>	<ul style="list-style-type: none"> • Actions, miming and describing • Dialogue • Active listening and response • Role playing • Making story boards • Discussing pictures • Reading comprehension passages • Using substitution tables • Whispering game 	<ul style="list-style-type: none"> • Modelling • Dialogue • Role play • Individual, pair and group work • Showing Real objects • Using pupils' experiences • Flash card games 	<ul style="list-style-type: none"> • Pictures and photos • Chalkboard illustrations • Puppets • Pupil's book • Teacher's guide • Real objects • Wall charts • Real objects • Flash cards
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. say, read and write different jobs; 2. describe each job; 3. say what their family members do. 	<p>People and jobs Vocabulary teacher, doctor, nurse, pastor/priest/sheikh, mayor, farmer, driver, herdsman, police man/woman, soldier, carpenter, builder, shopkeeper, secretary, to work, to drive, to protect, to look after, school, shop, church, health centre</p> <p>Language patterns <u>A teacher</u> works in <u>a school</u>. <u>A herdsman</u> looks after <u>animals</u>. <u>A soldier</u> protects <u>our country</u>. What does your <u>father</u> do?</p>	<ul style="list-style-type: none"> • Class survey and results • Active listening and response • Dialogue • Discussing pictures • Reading comprehension passages • Question and answer • Making story boards • Writing short texts about family and jobs • Dictation • Role playing 	<ul style="list-style-type: none"> • Inviting guest speakers • Miming • Modelling • Dialogue • Role play • Games • Individual, pair and group work • Songs • Flash card games • Pupils' experiences • Dictation 	<ul style="list-style-type: none"> • Pictures and photos • Guest speaker • Chalkboard illustrations • Puppets • Pupil's book • Teacher's guide • Wall charts • Flash cards

	My father is a <u>carpenter</u> .	<ul style="list-style-type: none"> • Matching games 		
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. describe where they would like to live in the future; 2. describe their dream house; 3. describe what they would like to be in the future and why. 	<p>My future Vocabulary inside, outside, bedroom, kitchen, living room, bathroom, garden, dream house (job vocabulary from previous sub-topic)</p> <p>Language patterns <i>would + verb</i> Where would you like to live? I would like to live in <u>Kigali</u>. Describe your dream house. Inside my dream house there would be <u>3 bedrooms</u> and a <u>big kitchen</u>. Outside there would be a <u>small garden</u>. <i>like + -ing form</i> What would you like to be in the future? I would like to be a <u>nurse</u>. Why? Because I like <u>helping people</u>.</p>	<ul style="list-style-type: none"> • Making story boards • Writing short texts using writing frames • Active listening and response • Dialogue • Discussing pictures • Reading comprehension passages • Question and answer • Role playing • Drawing and writing about their dream house 	<ul style="list-style-type: none"> • Modelling • Dialogue • Role play • Individual, pair and group work • Songs • Flash card games • Pupils' experiences • Scaffolding learning 	<ul style="list-style-type: none"> • Pictures and photos • Puppets • Pupil's book • Teacher's guide • Wall charts • Flash cards • Chalkboard illustrations • Audio visual
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. describe the weather; 2. describe what they do in a certain type of weather; 	<p>The weather Vocabulary sunny, hot, cold, warm, cloudy, windy, raining, very, a lot, a little, wet, dry, season, weather, yesterday (plus activities and months from P2 and P3)</p> <p>Language patterns What is the weather like today?</p>	<ul style="list-style-type: none"> • Class survey and results • Weather forecasts • Gallery walk • Active listening and response • Dialogue • Discussing pictures • Making a story board • Reading 	<ul style="list-style-type: none"> • Songs • Flash card games • Tic tac toe • Pupils' experiences • Miming • Modelling • Dialogue • Role play • Individual, pair and group work 	<ul style="list-style-type: none"> • Flash cards • Weather chart • Chalkboard illustrations • Puppets • Pupil's book • Teacher's guide • Real objects • Wall charts • Audio visual

<p>3. describe their favourite type of weather;</p> <p>4. describe the weather in different seasons and months.</p>	<p>It is <u>hot</u> and <u>windy</u>. It is <u>very cold</u>. It is raining a lot. It is raining a little. What do you do when it is <u>sunny</u>? When it is sunny, I <u>play football</u>. What is your favourite type of weather? I like <u>sunny</u> weather because I can <u>play with my friends</u>. <u>July and August</u> are very <u>hot</u> because it is the <u>dry</u> season.</p>	<p>comprehension passages</p> <ul style="list-style-type: none"> • Question and answer • Singing • Active response games • Peer marking 	<ul style="list-style-type: none"> • Word puzzles 	
<p>By the end of this sub-topic, the learners will be able to:</p> <p>1. describe what the weather was like yesterday;</p> <p>2. describe what they did yesterday and at the weekend.</p>	<p>Past Activities</p> <p>Vocabulary yesterday, last weekend, on Saturday, on Sunday (plus verbs from P2 and P3 in past simple tense: was, went, did, played, etc.)</p> <p>Language patterns What was the weather like <u>yesterday</u>? It was <u>cloudy</u>. What did you do <u>on Saturday</u>? I <u>did my homework</u>. I <u>played football</u>. I <u>went to the market</u>.</p>	<ul style="list-style-type: none"> • Active listening and response • Dialogue • Discussing pictures • Making a story board • Reading comprehension passages • Question and answer • Singing • Active response games • Peer marking 	<ul style="list-style-type: none"> • Flash card games • Tic tac toe • Pupils' experiences • Miming • Modelling • Dialogue • Role play • Individual, pair and group work • Word puzzles 	<ul style="list-style-type: none"> • Flash cards • Weather chart • Chalkboard illustrations • Puppets • Pupil's book • Teacher's guide • Real objects • Wall charts • Audio visual
<p>By the end of this sub-topic, the learners will be able to:</p> <p>1. say, read and write the names of traditional Rwandan</p>	<p>Things we make</p> <p>Vocabulary basket, bowl, knife, spear, pot, mat, drum, wood, grass, clay, goat skin, metal, to use, to carry, to eat, to cook, to sit, to play music, to hunt</p> <p>Language patterns</p>	<ul style="list-style-type: none"> • Demonstrations • Giving and responding to instructions • Discussing pictures • Drawing pictures or picture stories • Gallery 	<ul style="list-style-type: none"> • Inviting resource person to the classroom • Modelling • Pupils' experiences • Miming • Dialogue • Role play 	<ul style="list-style-type: none"> • Real objects • Resource person to show the making of objects • Pictures and photos • Models • Chalkboard illustrations

<p>objects;</p> <p>2. describe their use: for + ing.</p> <p>3. describe what they are made from.</p>	<p>This is a bowl.</p> <p>Traditional items in Rwanda are <u>baskets</u> and <u>drums</u>.</p> <p><i>Use of for + -ing</i></p> <p><u>A bowl</u> is <u>for eating</u>.</p> <p><u>A spear</u> is <u>for hunting</u>.</p> <p><i>be made from + noun</i></p> <p><u>A drum</u> is made from <u>goat skin and wood</u>.</p>	<p>walk/publishing</p> <ul style="list-style-type: none"> • Active listening and response • Role playing • Reading comprehension passages • Question and answer 	<ul style="list-style-type: none"> • Individual, pair and group work 	<ul style="list-style-type: none"> • Puppets • Pupil's book • Teacher's guide • Wall charts • Flash cards • Audio visual
<p>By the end of this sub-topic, the learners will be able to read short texts and write sentences about life in their district.</p>	<p>Literacy & Writing Skills Vocabulary (all vocabulary from this topic)</p> <p>Language patterns (all language patterns from this topic)</p>	<ul style="list-style-type: none"> • Reading a model text • Reading each other's work • Paired reading • Drawing pictures from texts • Guided writing • Individual writing • Creative writing • Dictation (individual, paired, running) • Interpreting pictures 	<ul style="list-style-type: none"> • Presenting a model text • Presenting pictures and photos • Writing instructions and questions on the chalkboard • Question and answer • Dictation • Individual, pair and group work 	<ul style="list-style-type: none"> • Example texts (from textbooks, pupils, teacher, etc.) • Pictures and photos • Real objects • Writing templates

Topic 3: Our Role in Society

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/resources
<p>By the end of this sub-topic, the learners will be able to:</p> <p>1. use the simple present tense and</p>	<p>Helping at home and in the community Vocabulary</p> <p>to cook, to sweep, to look after, to fetch water, to clean, to feed, to wash, to do, to help, to cultivate, floor,</p>	<ul style="list-style-type: none"> • Paired and running dictation • Class survey and results • Active listening and response 	<ul style="list-style-type: none"> • Modelling • Role play • Songs • Miming and action • Flash card games 	<ul style="list-style-type: none"> • Guest speakers • Chalkboard illustrations • Puppets • Pupil's book • Teacher's guide

<p>adverbs of frequency to say what they do; 2. use the simple future tense to talk about what they and other people will do in the future.</p>	<p>supper, animals, water, garden, house, baby, clothes, community work (umuganda), neighbour, field, at the weekend, tomorrow, everyday, twice/three times a week, sometimes, always, never, often</p> <p>Language patterns What do you do to help at home? I <u>cook supper</u>. Every day I <u>sweep the floor</u>. Sometimes I <u>feed the baby</u>, but I never <u>look after the animals</u>. What does your brother do to help? He <u>fetches water</u> three times a week. <i>Simple future (will + infinitive)</i> What will your sisters do tomorrow? They will <u>help our neighbour</u>. They will <u>wash clothes</u>.</p>	<ul style="list-style-type: none"> • Dialogue • Discussing pictures • Reading comprehension passages • Drawing pictures • Story boards • Listening to short stories • Impromptu speech 	<ul style="list-style-type: none"> • Dictation • Dialogue • Individual, pair and group work • Using pupils' experiences • Story telling 	<ul style="list-style-type: none"> • Wall charts • Real objects • Flash cards
<p>By the end of this sub-topic, the learners will be able to: 1. state their basic rights as a child; 2. describe what they need using adjectives and quantifiers;</p>	<p>Children's Rights Vocabulary our rights, water, education, food, shelter, care (parental and health), quality, good, safe, clean, to need, a few, a little, a lot of</p> <p>Language patterns What are your rights? Our rights are water, education, food, shelter and care. We need <u>clean water</u>. We need <u>quality education</u>. We need <u>good hospitals</u>. We only have a little <u>clean water</u>. We have a lot of <u>houses</u>.</p>	<ul style="list-style-type: none"> • Making posters about children's rights • Gallery walk/publishing • Active listening and response • Discussing pictures • Making story boards • Dialogue • Reading comprehension passages • Question and answer • Matching games 	<ul style="list-style-type: none"> • Modelling • Dialogue • Role play • Individual, pair and group work • Flash card games 	<ul style="list-style-type: none"> • Paper for posters • Pencils and crayons • Puppets • Pupil's book • Teacher's guide • Social Studies book • Wall charts • Flash cards • Guest speakers • Chalkboard illustrations • Audio visual

	We only have a few <u>good hospitals</u> .			
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. use 'must' and 'must not' to describe obligation; 2. describe children's responsibilities; 3. state the consequences of bad and good behaviour using the first conditional. 	<p>Children's Responsibilities Vocabulary to steal, to lie, to fight, to use bad language, rude, kind, honest, polite, happy, angry, patient, to respect , to be punished</p> <p>Language patterns <i>must + infinitive</i> We must not <u>steal</u>. We must be <u>kind</u>. We must not <u>fight</u>. We must be <u>honest</u> and <u>patient</u>. <i>1st Conditional</i> If I <u>fight at school</u>, I will <u>be punished</u>. If I <u>am rude to my mother</u>, she will <u>be angry</u>. If I am <u>honest</u>, my parents will <u>be happy</u>.</p>	<ul style="list-style-type: none"> • Actions, miming and describing • Designing questionnaires • Discussing pictures • Making story boards • Dialogue and role playing • Question and answer • Making posters about children's responsibilities • Gallery walk/publishing • Matching games • Peer marking 	<ul style="list-style-type: none"> • Modelling • Flash card games • Pupils' experiences • Dialogue • Role play • Individual, pair and group work 	<ul style="list-style-type: none"> • Paper for posters • Pencils and crayons • Chalkboard illustrations • Pictures and photos • Puppets • Pupil's book • Teacher's guide • Wall charts • Flash cards
<p>By the end of this sub-topic, the learners will be able to read short texts and write extended sentences about their role in society.</p>	<p>Literacy & Writing Skills Vocabulary (all vocabulary from this topic)</p> <p>Language patterns (all language patterns from this topic)</p>	<ul style="list-style-type: none"> • Reading a model text • Reading each other's work • Paired reading • Drawing pictures from texts • Guided writing • Individual writing • Creative writing • Writing a journal • Dictation (individual, paired, running) • Interpreting pictures • Peer marking 	<ul style="list-style-type: none"> • Presenting a model text • Presenting pictures and photos • Writing instructions and questions on the chalkboard • Question and answer • Dictation • Individual, pair and group work 	<ul style="list-style-type: none"> • Example texts (from textbooks, pupils, teacher etc) • Photos • Pictures • Real objects • Writing templates

P5 CURRICULUM

Topic 1: Study Skills at School

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to use a dictionary to: 1. look up the meaning; 2. look up the pronunciation; 3. look up the spelling of new words.	<p>Using a dictionary Vocabulary to look up a word, to check the pronunciation, to spell the word, to mean, meaning, letter, spelling, definition, stress, syllable</p> <p>Language patterns Could I have the <u>dictionary</u>, please? What does that word mean? How do you <u>spell</u> it? How do you <u>pronounce</u> it? What is the <u>second</u> letter of the word? Which word comes first?</p>	<ul style="list-style-type: none"> • Writing the order of the alphabet on the board • Giving learners words to look up in their dictionaries • Learners are helped to identify first and second letters of a word • Group work speaking • Learners making their own dictionaries 	<ul style="list-style-type: none"> • Present example words with first two letters underlined • Individual, pair and group work 	<ul style="list-style-type: none"> • Dictionaries • Short texts • Paper • Pens • Stapler • Scissors
By the end of this sub-topic, the learners will be able to use English effectively when working in pairs or groups.	<p>Teamwork in class Vocabulary group leader, group secretary, group member, timekeeper, agree, disagree, idea</p> <p>Language patterns Who wants to be the <u>group leader</u>? Do you agree? What do you think? Who can spell the word? Do you have any more ideas? How much time do we have?</p>	<ul style="list-style-type: none"> • Group work discussion • Pair work discussion • Group work written exercises • Dialogue • Reporting results • Question and answer 	<ul style="list-style-type: none"> • Modelling new language • Giving group work tasks for discussion and written work • Pair work • Group work 	<ul style="list-style-type: none"> • Desks organised facing each other in pairs for group work • Paper

	Listen to <u>him/me</u> ! Are we ready to present? Can you help us, Mrs Uwineza?			
By the end of this sub-topic, the learners will be able to: 1. identify the parts of speech in a sentence; 2. identify verb forms and basic sentence structure.	Parts of speech in English Vocabulary noun, verb, adjective, adverb, preposition, conjunction, infinitive, tense, past participle, subject, object, example Language patterns What part of speech is this? What tense is it? Give me an example of an <u>adverb</u> ? Where is the <u>verb</u> ? What is the <u>subject</u> ?	<ul style="list-style-type: none"> Analysing elements of example sentences Learners asking each other about words in pairs Naming the parts of speech in sentences Reading texts and identifying parts of speech Learners create wall chart showing parts of speech 	<ul style="list-style-type: none"> Guiding learners to identify the basic parts of speech and sentence structure Question and answer Pair work Dictation 	<ul style="list-style-type: none"> Dictionary Reading texts Wall chart created by learners Flash cards
By the end of this sub-topic, the learners will be able to: 1. answer questions that require critical thinking skills; 2. solve problems through teamwork; 3. ask the teacher for clarification of difficult concepts.	Critical thinking skills Vocabulary why, how, difference, between, explain, because, reason, cause, solution Language patterns Why did <u>this happen</u> ? Because... What would you <u>do in this situation</u> ? Who can explain the reason for this? What is the difference between <u>like and love</u> ? Can you think of any problems with <u>this solution</u> ?	<ul style="list-style-type: none"> Question and answer Learners brainstorming questions to ask the teacher Learners create a wall chart with key critical thinking questions Dialogue Making group presentations 	<ul style="list-style-type: none"> Provide a topic for discussion and encourage the learners to think of challenging questions to ask the teacher Problem solving Question and answer Discovery method Teacher demonstration / explanation Presentations Pair and group work Role play 	<ul style="list-style-type: none"> A story with a moral lesson Wall chart created by learners
By the end of this	Reading Culture	<ul style="list-style-type: none"> Discussion on 	<ul style="list-style-type: none"> Encourage learners 	<ul style="list-style-type: none"> Newspapers

sub-topic, the learners will be able to: 1. discuss material that they have read; 2. access reading material in English for independent use.	Vocabulary storybook, article, magazine, newspaper, personal diary, poem, character, moral, pleasure, information, read, understand, enjoy, dislike Language patterns <i>Infinitive of purpose</i> Why do you read? I read <u>to learn about the world</u> . What do you read? What did you think of this <u>story</u> ? I enjoyed it because...	reading preferences • Learners create a wall chart showing new words learnt from reading	to start reading in English, and begin to include reading for pleasure in lessons	<ul style="list-style-type: none"> • Storybooks • Magazines • Poems • Stories in textbooks • Journal • Class readers (e.g. JAWS) • Wall chart
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Topic 2: Work and Occupations

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/resources
By the end of this sub-topic, the learners will be able to name the occupations of people in their local community.	<i>Occupations in Rwanda</i> Vocabulary farmer, shopkeeper, teacher, pastor/priest/sheikh, doctor, nurse, police man/woman, sector officer, builder, waiter, waitress, cook, mechanic, carpenter, secretary, barber, tailor, repairman, driver Language patterns What does she do? She's a <u>secretary</u> . What does your <u>uncle</u> do? He's a <u>driver</u> . What job would you like to do in the	<ul style="list-style-type: none"> • Learners ask questions in pairs • Learners mime different occupations • Learners write sentences about their family members' jobs • Learners ask and answer about their job ambitions 	<ul style="list-style-type: none"> • Modelling • Question and answer • Mime and guessing games: 'What's my job?' • Class survey on jobs • Individual, pair and group work 	<ul style="list-style-type: none"> • Flash cards • Pictures of different jobs • Pupil's book • Teacher's guide

	future? I would like to be a <u>teacher</u> .			
By the end of this sub-topic, the learners will be able to describe what different people do at work.	<p>Activities at work</p> <p>Vocabulary to make, to help, to sell, to grow, to use, to type, to preach, to catch, to organise, to build, to serve, to treat, to repair, to cut hair, to drive, criminals, crops, documents, patients, car, clothes,</p> <p>Language patterns What does she do at work? A carpenter <u>makes chairs</u>. A nurse <u>treats sick people</u>. What does he have to do? A secretary has to <u>use a computer</u>. A mechanic has to <u>repair cars</u>.</p>	<ul style="list-style-type: none"> • Active listening and response • Learners read a text and answer comprehension questions • Learners describe duties of different jobs 	<ul style="list-style-type: none"> • Modelling • Question and Answer • Role play • Individual, pair and group work • Dictation • Guessing games • Silent reading 	<ul style="list-style-type: none"> • Flash cards • Pictures of people at work • Pupil's book • Teacher's guide
By the end of this sub-topic, the learners will be able to: 1. define occupations; 2. define places of work; 3. explain uses of objects at work.	<p>Tools and Places of Work</p> <p>Vocabulary field, hospital, office, garage, tool, hoe, chalk, thermometer, gun, computer, wood, cement, scissors, spanner, knife, pan, sewing machine, cashbox</p> <p>Language patterns A <u>cook</u> is someone who <u>cooks food</u>. A <u>restaurant</u> is a place where <u>a cook works</u>. A <u>knife</u> is something which a <u>cook</u> uses at work.</p>	<ul style="list-style-type: none"> • Active listening and response • Learners complete sentences using new language • Learners describe places where people work • Learners describe tools and objects they use at work • Peer marking 	<ul style="list-style-type: none"> • Listening comprehension • Pair work • Dialogue • Field visit (to places of work) • Presentations • Debating (comparing different jobs) 	<ul style="list-style-type: none"> • Real objects • Flash cards of different objects and tools • Wall chart
By the end of this	Food processes	• Learners read about	• Present the new	• Real objects:

sub-topic, the learners will be able to describe simple production processes using the present simple passive voice.	Vocabulary maize, flour, porridge, to thresh, to winnow, to grind, to boil, to add Language patterns <i>Present simple passive</i> The <u>maize</u> is harvested. <u>Water is boiled</u> and <u>added to the flour</u> .	industrial processes • Sentence completion • Learners write descriptions of processes of food production	language patterns clearly and then let children practise by using the language naturally	maize maize flour porridge • Pupil's book • Teacher's guide
By the end of this sub-topic, the learners will be able to write a short composition on the work of someone in their family or community.	Reading and Writing Skills Vocabulary (all the vocabulary in this topic) Language patterns (all the language patterns in this topic)	• Reading a model text • Identifying key features of a text • Individual writing • Peer reviewing • Reading each other's texts	• Presenting and analysing a model text • Individual, pair and group work	• Model text • Dictionaries

Topic 3: Our Environment

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to describe the environmental features of their local community.	Local environment Vocabulary hill, field, river, valley, tree, path, road, rock, swamp, lake, small, big, near, in Language patterns Is there a road near here? Do we have any trees near <u>the school</u> ? There is a swamp near <u>Nyabugogo</u> . We have a river in <u>our village</u> .	• Drawing a picture of our village / town • Describing pictures in pairs • Writing a description of our village	• Modelling • Question and answer • Field visit to observe the features	• The local environment Pictures and photographs • Charts • Flash cards
By the end of this	Geographical features	• Reading	• Present the new	• Pupil's book

sub-topic, the learners will be able to use superlatives to describe geographical features.	Vocabulary mountain, lake, desert, ocean, Africa, city, country, place, long, high, big, small, hot, cold, tall, continent Language patterns <i>Superlative adjectives</i> <u>Karasi</u> <u>mbi</u> is the highest mountain in <u>Rwanda</u> . <u>The Nile</u> is the longest river in <u>the world</u> . <u>Lake Victoria</u> is the biggest lake in <u>Africa</u> .	comprehension <ul style="list-style-type: none"> • Discussion • Sentence completion • Peer marking • Composition • Groups writing quiz questions on the geography of Rwanda 	language patterns clearly and then let children practise by using the language naturally <ul style="list-style-type: none"> • Dictation 	<ul style="list-style-type: none"> • Teacher's guide • Flash cards • Globe • Atlas
By the end of this sub-topic, the learners will be able to describe recent farming activities using present perfect.	Farming verbs Vocabulary to plant seeds, to cut down a tree, to milk the cow, to fetch water, to harvest the crops, to dig the field, to weed, farm, yet, already Language patterns <i>Present perfect simple to describe actions this week</i> What have you done this week? I have <u>fetch</u> <u>ed the water</u> . We haven't <u>plant</u> <u>ed the seeds</u> yet. Father has already <u>mil</u> <u>ked the cow</u> .	<ul style="list-style-type: none"> • Question and answer • Sentence completion • Group work discussion • Sentence writing • Peer marking • Miming game • Drawing farming activities • Story reading and summarising 	<ul style="list-style-type: none"> • Present the new language patterns clearly and then let children practise by using the language naturally • Using stories • Modelling • Individual, pair and group work 	<ul style="list-style-type: none"> • Pictures • Storybooks
By the end of this sub-topic, the learners will be able to: 1. compare different animals; 2. say what animals	Wild Animals of Rwanda Vocabulary elephant, lion, zebra, antelope, snake, leopard, monkey, gorilla, chimpanzee (chimp), giraffe, hippo, buffalo, big, small, fast, slow, dangerous, clever, strong, rare, tall	<ul style="list-style-type: none"> • Question and answer • Group work discussions • Writing sentences to compare animals • Reading about the national parks of 	<ul style="list-style-type: none"> • Modelling • Using texts about Rwanda's national parks • Dictation 	<ul style="list-style-type: none"> • Pictures of animals • Texts about Rwanda's national parks

do and where they live.	Language patterns Where do <u>gorillas</u> live? <u>Gorillas</u> live in <u>Volcanoes National Park</u> . What do <u>lions</u> <u>eat</u> ? <u>Lions</u> <u>eat</u> meat. What do <u>gorillas</u> do? <i>Comparatives and Superlatives</i> A <u>snake</u> is <u>more dangerous</u> than a <u>buffalo</u> . The <u>chimp</u> is the <u>most intelligent</u> animal.	Rwanda <ul style="list-style-type: none"> Drawing pictures of animals to decorate the classroom 		
By the end of this sub-topic, the learners will be able to: <ol style="list-style-type: none"> 1. use intensifying adverbs to describe animals; 2. use similar to and different from to compare animals. 	Animal differences Vocabulary extremely, quite, very, similar to, different from Language patterns <u>Gorillas</u> are <u>very rare</u> . <u>Lions</u> are <u>extremely strong</u> animals. <u>Hippos</u> are <u>quite big</u> . <u>Chimpanzees</u> are similar to <u>gorillas</u> . <u>Antelopes</u> are different from <u>snakes</u> .	<ul style="list-style-type: none"> Discussing differences and similarities between animals Writing a composition on the wild animals of Rwanda Creating animal masks Reading traditional animal stories Drama performance of a traditional animal story 	<ul style="list-style-type: none"> Using traditional wild animal stories Pair work Animal puppets 	<ul style="list-style-type: none"> Traditional stories about wild animals Masks
By the end of this sub-topic, the learners will be able to write short texts about their local environment and/or farming activities.	Reading and Writing Skills Vocabulary (all vocabulary from this topic) Language patterns (all language patterns from this topic)	<ul style="list-style-type: none"> Reading a model text Identifying key features of a text Individual writing Reading each other's texts 	<ul style="list-style-type: none"> Presenting and analysing a model text 	<ul style="list-style-type: none"> Example text

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Topic 4: Travel

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to talk about places they have visited in Rwanda.	<p>Travel experience</p> <p>Vocabulary place, ago, week, month, year, bus, car, bicycle, on foot, motorcycle, to visit relatives, to play games, to visit, to relax, to eat food, to attend a wedding, to attend a funeral</p> <p>Language patterns <i>Present perfect for life experience</i> What places have you visited in <u>Rwanda</u>? I have visited <u>Butare</u>. <i>Past simple for details</i> When did you go there? I went there <u>two months ago</u>. How did you get there? By <u>bus</u>. Why did you go there? I went there to <u>attend a wedding</u>.</p>	<ul style="list-style-type: none"> • Active listening and response • Reading about places in Rwanda • Role playing • Text reading • Writing and performing dialogues • Discussion • Sentence completion • Interpreting pictures 	<ul style="list-style-type: none"> • Present the new language patterns clearly and then let children practise by using the language naturally • Question and answer • Individual, pair and group work • Dialogue • Role play 	<ul style="list-style-type: none"> • Map of Rwanda • Pictures of forms of transport • Pupil's book • Teacher's guide
By the end of this sub-topic, the learners will be able to: 1. give directions to help people find places in their local community;	<p>Giving directions</p> <p>Vocabulary road, path, right, left, straight on, opposite, near, far from, about, junction, traffic lights, bus stop, taxi park, to go, to turn, to stop</p> <p>Language patterns</p>	<ul style="list-style-type: none"> • Role playing • Text reading • Writing and performing dialogues • Discussion • Sentence completion • Active listening and response 	<ul style="list-style-type: none"> • Individual, pair and group work • Dialogue • Role play • Question and answer 	<ul style="list-style-type: none"> • Map of local area drawn on the board or on a rice sack • Map of Kigali

2. understand directions.	Go straight on. Turn <u>left</u> . It's on the <u>right</u> . It's <u>opposite</u> the <u>sector office</u> . It's about <u>2 kilometres</u> .	<ul style="list-style-type: none"> • Giving directions • Interpreting pictures • Active response games 		
By the end of this sub-topic, the learners will be able to describe future arrangements and plans.	<p><i>Travel Plans for Next Weekend</i></p> <p>Vocabulary next, week, weekend, visit relatives, play games, relax, eat food, attend a wedding, attend a funeral</p> <p>Language patterns <i>Present continuous and going to for future arrangements</i> Where are you going next weekend? I'm going to <u>Rwamagana</u>. Why are you going there? I'm going to <u>visit my relatives</u>. How are you going? I'm going by bus. What are you going to do? We are going to <u>play games</u> and <u>eat food</u> and <u>relax</u>.</p>	<ul style="list-style-type: none"> • Active listening and response • Sentence completion • Role playing • Text reading • Writing and performing dialogues • Discussion • Class survey and results 	<ul style="list-style-type: none"> • Present the new language patterns clearly and then let children practise by using the language naturally • Listening comprehension • Question and answer • Individual, pair and group work • Dialogue • Role play 	<ul style="list-style-type: none"> • Map of Rwanda • Pictures of forms of transport • Pupil's book • Teacher's guide
By the end of this sub-topic, the learners will be able to: 1. state which country they would like to visit; 2. give details about the country; 3. give information about what they	<p><i>The World</i></p> <p>Vocabulary country, continent, ocean, sea, river, mountain, lake, national park, capital city, town, visit</p> <p>Language patterns Which country would you like to visit? I would like to visit <u>Kenya</u>. Why? I would like to <u>see the ocean</u>.</p>	<ul style="list-style-type: none"> • Role playing • Text reading • Writing and performing dialogues • Discussion • Sentence completion 	<ul style="list-style-type: none"> • Question and answer • Individual, pair and group work • Dialogue • Role play 	<ul style="list-style-type: none"> • Map of the world • Map of East Africa • Pictures of different cities in the world • Social studies text book

would do there.	Which continent is it in? It is in <u>Africa</u> . What is the capital city? The capital city is <u>Nairobi</u> ? What can you do there? You can <u>see wild animals in the national parks</u> . You can <u>visit Mombasa on the coast</u> .			
By the end of this sub-topic, the learners will be able to: 1. read travel stories for pleasure; 2. write travel stories from their imagination.	Reading and Writing Skills Vocabulary (all the vocabulary in this topic) then, after that, soon, when, while, as soon as, suddenly Language patterns <i>Past simple</i> Theoneste went to America to visit his uncle. <i>Past continuous</i> It was raining when he arrived.	<ul style="list-style-type: none"> • Learners read a travel story • Learners discuss ideas for a story • Learners invent their own travel story • Learners write a travel story • Learners read each others' travel stories 	<ul style="list-style-type: none"> • Reading travel stories • Analysing tenses and linking words in stories • Group work • Gallery walk 	<ul style="list-style-type: none"> • Story books • Textbooks • Newspaper/magazine articles

Topic 5: Nutrition, Hygiene and Health

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/resources
By the end of this sub-topic, the learners will be able to: 1. identify healthy and unhealthy food and drink; 2. discuss and write	Nutrition and Diet Vocabulary diet, healthy, unhealthy, more, less, too much, good for, bad for, to eat, to drink, to smoke, fruit, vegetables, meat, fish, rice, potatoes, bread, green bananas, eggs, milk	<ul style="list-style-type: none"> • Learners writing about their daily diet • Sentence completion activities • Peer marking • Group work discussions about good nutrition 	<ul style="list-style-type: none"> • Present the new language patterns clearly and then let children practise by using the language naturally • Use of Venn diagrams 	<ul style="list-style-type: none"> • Pupil's book • Teacher's guide • Food items • Pictures of food

about diet and nutrition.	Language patterns <i>should for giving advice</i> <i>must for giving strong advice</i> What food should we eat? What shouldn't we drink? We should eat lots of <u>fruit and vegetables</u> . Too much <u>sugar</u> is bad for you. <u>Fish</u> is very healthy food. Children mustn't drink <u>alcohol</u> or <u>smoke</u> .	<ul style="list-style-type: none"> • Reading about different types of food and drinks 	<ul style="list-style-type: none"> • Dictation • Group work • Presentations 	
By the end of this sub-topic, the learners will be able to: 1. ask and answer questions about good hygiene; 2. give advice on aspects of hygiene.	Daily and weekly hygiene Vocabulary to brush your teeth, to wash your hands, to drink boiled water, to bathe, to prepare food, to go to the toilet, to wash the dishes, to wash your hair, to cut your nails, every day, every week, routine Language patterns <i>Use of 'ing' after prepositions</i> You should brush your teeth after <u>eating</u> . Wash your hands before <u>preparing food</u> . When should we <u>wash our hands</u> ? What should we do <u>every day</u> ? We must <u>drink boiled</u> water every day. We should <u>cut our nails</u> every week.	<ul style="list-style-type: none"> • Question and answer • Group work • discussion on good hygiene • Making a class poster with recommendations for good hygiene • Group presentations 	<ul style="list-style-type: none"> • Present the new language patterns clearly and then let children practise by using the language naturally • Discussion • Written work • Individual, pair and group work 	<ul style="list-style-type: none"> • Real objects: water, soap, toothbrush • Posters created by the learners displayed on the walls
By the end of this sub-topic, the learners will be able to:	Common illnesses Vocabulary illness, to be sick, to injure, to hurt, to have a cold, to have a headache, to	<ul style="list-style-type: none"> • Question and answer • Role play • conversations about health 	<ul style="list-style-type: none"> • Use role play and mime to enable the learners to practise this language 	<ul style="list-style-type: none"> • Pupil's book • Teacher's guide • Medicine

<p>1. ask and answer questions about common illnesses;</p> <p>2. give each other advice for different illnesses.</p>	<p>have a cough, to have a stomach ache, to have malaria, to rest, to take some medicine, to see the doctor</p> <p>Language patterns How are you feeling? I have <u>a stomach ache</u>. I am sick. I have injured my <u>hand</u>. My <u>foot</u> hurts. You should <u>see the doctor</u>.</p>	<ul style="list-style-type: none"> • Writing and performing dialogues • Pair work discussions • Text reading • Actions and miming • Guessing games 	<ul style="list-style-type: none"> • Dialogue • Listening comprehension • Question and answer 	
<p>By the end of this sub-topic, the learners will be able to;</p> <p>1. describe accidents in the recent past;</p> <p>2. give each other recommendations for avoiding accidents.</p>	<p>Safety and Accidents Vocabulary safe, safely, dangerous, to cross the road, to hit, to have an accident, to cut yourself, to burn your hand/arm, to bleed, kill, to break your leg/arm, to be careful, to pay attention, to visit the hospital, to use a bandage/plaster</p> <p>Language patterns <i>Present perfect simple to describe past actions with present results</i> What <u>has happened</u>? I <u>have cut myself</u>. He has <u>had an accident</u>. A <u>bicycle</u> has hit her. You should <u>be careful in the kitchen</u>. You shouldn't <u>play on the road</u>.</p>	<ul style="list-style-type: none"> • Question and answer • Role play conversations • Dialogues • Writing short sentences from teacher dictation • Text reading • Story writing on accidents • Peer marking • Making story boards 	<ul style="list-style-type: none"> • Present the new language patterns clearly and then let children practise by using the language naturally • Dictation • Question and answer • Miming 	<ul style="list-style-type: none"> • Pupil's book • Teacher's guide • Pictures of accidents • Create a wall chart with the new words
<p>By the end of this sub-topic, the learners will be able to:</p> <p>1. talk about a variety</p>	<p>Project: Health and illness in our sector Vocabulary common, uncommon, rarely, often, sometimes, once, twice, regularly,</p>	<ul style="list-style-type: none"> • Learners researching common health problems in their sector • Learners interviewing 	<ul style="list-style-type: none"> • Use this sub-topic as an opportunity to give project work to the learners, from the research to the 	<ul style="list-style-type: none"> • Presentation posters • Marker pens • Crayons • Dictionaries

<p>of health issues affecting people in their sector;</p> <p>2. prepare and make class presentations on health issues.</p>	<p>percent, majority</p> <p>Language patterns</p> <p><i>Present simple for reporting statistics</i></p> <p>The most common <u>illness</u> is <u>a cold</u>.</p> <p>Most people <u>wash their hair twice a week</u>.</p> <p><u>Fifty</u> percent of people don't <u>eat fruit regularly</u>.</p> <p>Eighty percent of people <u>use mosquito nets</u>.</p>	<p>family members</p> <ul style="list-style-type: none"> • Learners working in groups to prepare presentations • Learners making presentations on their findings • Class survey • Learners create presentation posters 	<p>presentations</p> <ul style="list-style-type: none"> • Groups can be given different areas (illnesses, good hygiene, nutrition, etc.) 	
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P6 CURRICULUM

Topic 1: Study Skills

This is a continuation of the study skills topic in P5. If necessary begin by revising the study skills sub-topics in P5.

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to use the school library.	<p>Using the School Library Vocabulary library, librarian, title, author, story, novel, factual, fiction, contents, chapter, index, poem, rhyme, play (noun), to take out, to return</p> <p>Language patterns I'm looking for a <u>science book</u>. What is the title of the book? What is this book about? Who is the author? When will you <u>return</u> it? How long can I take it out for?</p>	<ul style="list-style-type: none"> Learners choose books to take out from the library Learners write reports on books they have read Learners make presentations on books they have read Learners recite poetry and rhymes they have read Learners perform scenes from plays they have read Report writing 	<ul style="list-style-type: none"> Visit the school library with the learners Presentations Performance 	<ul style="list-style-type: none"> School library Books from the school library Librarian Dictionaries
By the end of this sub-topic, the learners will be able to punctuate texts for effective communication.	<p>Text Layout and Punctuation Vocabulary text, title, paragraph, sentence, full stop, comma, apostrophe, capital letter, question mark, exclamation mark, colon, semi-colon, dash, hyphen, quotation marks, brackets, (email addresses, the symbols @ and</p>	<ul style="list-style-type: none"> Learners analyse punctuation in different texts Learners punctuate a text with no punctuation Learners write short dialogues to practise 	<ul style="list-style-type: none"> Modelling Example sentences Text analysis Dialogue Pair work Dictation with explicit use of punctuation terminology 	<ul style="list-style-type: none"> Texts from different sources: novels, newspapers, textbooks Dictionaries

	. 'dot') Language Patterns James asked, "How are you?" Rwanda has four provinces: Eastern, Northern, Western and Southern. james.habimana@telemail.com	punctuation • Learners perform each other's dialogues • Dictation		
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Topic 2: Sport and Leisure

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/ resources
By the end of this sub-topic, the learners will be able to: 1. discuss the activities they like doing; 2. say why they like or dislike these activities.	<i>Favourite Leisure and Sport Activities</i> Vocabulary activity, sport, leisure, PE lesson, to love, to enjoy, to dislike, to hate, to prefer, dancing, chatting with friends, singing, playing volleyball, drawing, watching television, reading, listening to the radio, using the internet, doing athletics , boring, interesting Language patterns What do you enjoy doing in your free time? <i>Verbs followed by gerund (-ing)</i> I love <u>drawing</u> . I enjoy <u>listening to the radio</u> . I prefer <u>playing volleyball</u> to <u>football</u> . I hate <u>football</u> ! I dislike <u>dancing</u> . Why? Why not?	• Asking learners questions • Learners asking each other questions in groups • Learners writing short texts about their favourite sports and leisure activities • Learners reading about leisure activities	• Modelling • Question and answer • Group discussion • Class questionnaire • Personal writing • Dialogues	• Real objects: football, radio, running shoes • Pictures of sports

	<p>Because it is <u>interesting</u>.</p> <p>Because I can <u>learn about the world</u>.</p> <p>Because it <u>teaches me different things</u>.</p> <p>Because it is <u>boring</u>!</p>			
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. discuss preferences within sports; 2. use past simple to give information about sporting events in the past. 	<p><i>Describing Sporting Events Vocabulary</i></p> <p>to win, to lose, to draw, to beat, to score, winner, loser, to take part in, to start, to finish, team, player, supporter, to support, spectator, well, badly, race</p> <p><i>Language patterns</i></p> <p>Which team do you support? I support <u>Liverpool</u>. Who is your favourite <u>player</u>? <i>Past simple</i> <u>Vestine</u> took part in the <u>running race</u>. <u>Claudine</u> won. Who won the <u>volleyball match</u>? <u>Remera</u> beat <u>Kabare 3-2</u>. <u>Arsenal</u> played badly.</p>	<ul style="list-style-type: none"> • Learners research the rules of a sport • Learners read a short text on a sporting event • Learners listen to the teacher recalling a recent sporting event • Learners talk about local sporting events • Text sentence completion • Writing sentences about preferences 	<ul style="list-style-type: none"> • Field visit to local sports ground • Model sentences • Question and answer • Speaking and listening • Pair work 	<ul style="list-style-type: none"> • Pictures of sports events from newspapers, calendars, etc. • Diagram of play ground • Short texts on sports events
<p>By the end of this sub-topic, the learners will be able to use two verbs together in sentences to describe hopes, decisions and plans.</p>	<p><i>Hopes and Ambitions Vocabulary</i></p> <p>to ask, to tell, to want, to hope, to try, to decide</p> <p><i>Language patterns</i></p> <p><i>Verbs followed by infinitive</i> <u>Her parents</u> want <u>her</u> to <u>be a doctor</u>. I hope to <u>do well in my exams</u>. I want to <u>be a famous singer</u>.</p>	<ul style="list-style-type: none"> • Reading comprehension • Sentence completion • Learners speak about ambitions in future • Learners write about ambitions • Learners read sentences for each other 	<ul style="list-style-type: none"> • Question and answer • Use a clear context to present the new language patterns • Encourage learners to practise language patterns naturally 	<ul style="list-style-type: none"> • A text about a famous Rwandan sportsperson or singer • Dictionaries

	<p>The teacher told <u>us</u> to <u>study hard for the exams</u>.</p> <p>Seraphine is trying to <u>become a doctor</u>.</p> <p>He decided to <u>join a choir</u>.</p>			
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. talk about intentions using going to + infinitive; 2. make decisions about the future using will + infinitive. 	<p><i>Intentions and Decisions</i> Vocabulary (from the previous three sub-topics)</p> <p>Language patterns <i>will + infinitive when making decisions</i> <i>going to + infinitive to express intention</i> We are going to <u>play volleyball this evening</u>. I'll <u>bring the volleyball</u>. We'll <u>see you at 5 o'clock</u>. I'm going to <u>do my homework now</u>.</p>	<ul style="list-style-type: none"> • Learners listen to a dialogue • Sentence completion • Learners write dialogues • Learners perform dialogues • Learners create wall chart 	<ul style="list-style-type: none"> • Question and answer • Use a clear context to present the new language patterns • Encourage learners to practise language patterns naturally • Dialogues • Pair work 	<ul style="list-style-type: none"> • Wall chart to show natural language use • Rice sacks • Marker pens
<p>By the end of this sub-topic, the learners will be able to describe possible future events and their consequences.</p>	<p><i>Weather Conditions</i> Vocabulary to rain, rainy, sunny, cold, hot, windy, to cancel, outside, inside</p> <p>Language patterns <i>1st conditional</i> If <u>it rains</u>, we'll <u>cancel the match</u>. If <u>it is sunny</u>, we'll <u>do our homework outside</u>. If he <u>comes</u>, they'll <u>play together</u>. He'll <u>be very happy</u> if <u>APR wins</u>.</p>	<ul style="list-style-type: none"> • Sentence completion • Learners speak about possible events in future • Learners plan an event • Learners read sentences for each other 	<ul style="list-style-type: none"> • Question and answer • Use a clear context to present the new language patterns • Encourage learners to practise language patterns naturally • Dialogues • Pair work 	<ul style="list-style-type: none"> • Flashcards of weather conditions • Flashcards of sporting events
<p>By the end of this sub- topic, the</p>	<p><i>Reading, Writing and Speaking Skills</i></p>	<ul style="list-style-type: none"> • Learners read a model text 	<ul style="list-style-type: none"> • Presenting and analysing a model 	<ul style="list-style-type: none"> • Model text • Information board

learners will be able to: 1. write a short text about their favourite leisure activity or sport; 2. speak about their favourite leisure activity or sport.	Vocabulary (all the vocabulary in this topic) Language patterns (all the language patterns in this topic)	<ul style="list-style-type: none"> • Learners identify key features of a text • Individual writing • Peer reviewing • Learners read each other's texts • Learners create an information board on learners' leisure activities • Learners tell each other about their favourite sport 	text <ul style="list-style-type: none"> • Speaking pair work and group work 	created by learners <ul style="list-style-type: none"> • Dictionaries
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Topic 3: Virtues and Vices

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/resources
By the end of this sub-topic, the learners will be able to: 1. name virtues; 2. describe the importance of virtues.	Virtues Vocabulary to help, to share, to value, to reward, honest, honesty, kind, kindness, generous, generosity, friendly, friendliness, helpful, helpfulness, hospitable, hospitality, punctual, punctuality Language patterns We should <u>help our neighbours</u> . We should <u>be honest</u> . It is important to <u>share what you have</u> . <i>Formation of nouns from adjectives</i> <u>Kindness is always rewarded</u> . <u>Generosity is an important virtue</u> .	<ul style="list-style-type: none"> • Learners discuss different virtues • Learners create a class poster on important virtues and rules for the class • Learners practise forming nouns from adjectives • Learners peer-correct each other's work 	<ul style="list-style-type: none"> • Modelling • Question and answer • Whole class discussion • Group work • Peer marking 	<ul style="list-style-type: none"> • Manilla paper or rice sacks for making class posters • Dictionaries

<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. describe different vices; 2. make recommendations about vices. 	<p>Vices Vocabulary to smoke, to drink, alcohol, alcoholism, to take drugs, to bully, to fight, to increase, to decrease, to allow, to prevent, the government, abuse, health risk, poor</p> <p>Language patterns We shouldn't <u>drink alcohol</u>. <u>Alcoholism</u> is a problem in many countries. The government is fighting <u>drug abuse</u>. <i>Gerunds formed from verbs</i> <u>Drug taking</u> is increasing in some countries. <u>Bullying</u> is not allowed in our school. <u>Smoking</u> is a big health risk.</p>	<ul style="list-style-type: none"> • Learners read about vices and answer comprehension questions • Learners listen to advice on vices • Learners write sentences to describe vices 	<ul style="list-style-type: none"> • Modelling • Question and answer • Whole class discussion • Group work • Listening comprehension 	<ul style="list-style-type: none"> • Teacher's book and pupil's book • Newspapers • Social studies and science textbooks • Dictionaries
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. name serious crimes; 2. discuss how serious these crimes are; 3. discuss consequences of committing serious crimes. 	<p>Crime and Punishment Vocabulary to steal, to murder, to rape, to speed, to kill, thief, crime, theft, corruption, domestic violence, child abuse, punishment, criminal, to arrest, to send to prison, serious</p> <p>Language patterns <u>Murder</u> and <u>rape</u> are the most serious crimes. <u>Speeding</u> can kill children. <u>Domestic violence</u> is a serious crime. If you <u>steal</u>, you will <u>be arrested</u>.</p>	<ul style="list-style-type: none"> • Learners read about crimes • Learners write a list of serious crimes • Discussion to decide which are the most serious • Learners present their ideas to the class 	<ul style="list-style-type: none"> • Modelling • Question and Answer • Group work discussion • Group presentations 	<ul style="list-style-type: none"> • Teacher's book and pupil's book • Newspaper articles on crimes in the past

By the end of this sub-topic, the learners will be able to use past simple and past simple passive to write crime stories.	<p>Crime Stories Vocabulary (as previous 3 sub-topics)</p> <p>Language patterns <i>Past simple</i> He stole <u>some crops</u> from the field. <i>Past simple passive</i> <u>A lot of money</u> was stolen <u>from her bag</u>. He was arrested for <u>rape</u>. The criminals were sent to prison for <u>2 years</u>.</p>	<ul style="list-style-type: none"> • Learners read a crime story and answer comprehension questions • Learners work together to write a crime story • Learners display their stories in the classroom • Learners read each other's stories 	<ul style="list-style-type: none"> • Reading a model text • Group work discussion • Peer reviewing • Gallery presentation • Use a clear context to present the new language patterns • Encourage learners to practise language patterns naturally 	<ul style="list-style-type: none"> • Teacher's book and pupil's book • Newspaper articles on crimes in the past • Dictionaries
By the end of this sub-topic, the learners will be able to: 1. imagine situations; 2. give advice.	<p>Imagine! Vocabulary (as previous 3 topics)</p> <p>Language patterns <i>2nd conditional</i> What would you do in this situation? If I were <u>rich</u>, I would help <u>the poor</u>. I would <u>stop smoking</u> if I were you. If I had <u>time</u>, I would <u>visit my grandmother</u>.</p>	<ul style="list-style-type: none"> • Text or sentence completion • Learners discuss problems in groups and write solutions • Learners imagine what they would do if they were in a different situation • Learners give advice to people with vices 	<ul style="list-style-type: none"> • Use a clear context to present the new language patterns • Encourage learners to practise language patterns naturally • Pair work • Group work 	<ul style="list-style-type: none"> • Teacher's book and pupil's book
By the end of this sub-topic, the learners will be able to discuss and give opinions.	<p>Debating and active listening skills Vocabulary to debate, to agree, to disagree, to argue, to propose, to oppose, because of, in order to, to cause, motion, to give reasons</p> <p>Language patterns Poverty increases crime. Do you agree or disagree?</p>	<ul style="list-style-type: none"> • Learners listen to the teacher giving her opinion • Learners brainstorm ideas about crime in groups • Learners debate in groups • Whole class debate 	<ul style="list-style-type: none"> • Active listening • Debate • Discussion 	<ul style="list-style-type: none"> • A text on a debatable topic • Dictionaries

	<p>What do you think? I <u>agree</u> with him. It means that they <u>can't get food</u>.</p> <p>This is caused by <u>poverty</u>. I think <u>this is true</u>. Actually, I think <u>money causes corruption</u>.</p>			
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. read and understand texts expressing opinion; 2. write short texts in support of or against an opinion. 	<p>Effective Composition Writing Vocabulary however, therefore, in addition, firstly, secondly, in conclusion, in that case, actually</p> <p>Language patterns However, <u>this is not true in Rwanda</u>. Therefore, <u>it is necessary to reduce crime</u>.</p>	<ul style="list-style-type: none"> • Learners read texts giving opinions on topics • Learners analyse the use of linking words • Learners write paragraphs using linking words • Learners review each other's work • Learners write short texts expressing their opinion 	<ul style="list-style-type: none"> • Question and answer • Text analysis • Discussion • Pair work 	<ul style="list-style-type: none"> • Simple texts expressing opinions on different topics • Dictionaries

Topic 4: Relationships

Specific Outcome	Content	Suggested Activities	Suggested Methods	Suggested aids/resources
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. talk about relationships between people; 	<p>Describing Relationships Vocabulary family, to get on (well) with, to argue with, to love, to hate, to marry, to be married, best friend, brother, sister, mother, father, grandfather, grandmother, aunt, uncle, <u>sister-in-</u></p>	<ul style="list-style-type: none"> • Learners read stories about relationships • Learners discuss relationships between people in their family and community 	<ul style="list-style-type: none"> • Modelling • Question and answer • Role play • Group work • Pair work 	<ul style="list-style-type: none"> • Stories about relationships

2. use reciprocal pronouns.	<p>law, <u>father-in-law</u>, kind, generous, mean</p> <p>Language patterns Who do you get on with in your family? Who do you argue with most? I get on well with <u>my sister, Claire</u>. <u>My two brothers</u> are always arguing. I love <u>my grandmother</u>. <u>She</u> is <u>very generous</u>. <u>Her mother-in-law</u> doesn't like <u>her</u>. <u>Eric</u> likes <u>Jean Claude</u>, but <u>Jean Claude</u> doesn't like <u>him</u>. <i>Reciprocal pronouns</i> <u>They love</u> each other. <u>We help</u> one another <u>with homework</u>.</p>	<ul style="list-style-type: none"> • Learners role play a conversation between two family members • Sentence completion 		
<p>By the end of this sub-topic, the learners will be able to:</p> <ol style="list-style-type: none"> 1. describe their feelings; 2. describe the reasons for their feelings. 	<p>Describing Emotions Vocabulary happy, sad, angry, tired, confused, bored, worried, ashamed, excited, to feel, quite, very, extremely, a little</p> <p>Language patterns How are you feeling today? <i>-ed adjectives</i> We're very <u>excited</u> about the football match tomorrow. She's feeling <u>a little angry</u>. <i>too + adjective</i> I'm too <u>tired</u> to <u>work</u>.</p>	<ul style="list-style-type: none"> • Learners interview their partner • Learners report to their groups • Learners mime emotions • Learners write sentences about recent emotions of family members 	<ul style="list-style-type: none"> • Modelling • Pair work • Discussion • Role play • Dialogue • Mime game 	<ul style="list-style-type: none"> • Flashcards • Wall chart
<p>By the end of this sub-topic, the learners will be able</p>	<p>Relationships Stories Vocabulary to become, to tell, to study, to work, to</p>	<ul style="list-style-type: none"> • Learners read stories about relationships • Sentence completion 	<ul style="list-style-type: none"> • Reading comprehension • Use a clear context to 	<ul style="list-style-type: none"> • Stories about relationships • Dictionaries

<p>to:</p> <ol style="list-style-type: none"> 1. read and understand stories about relationships; 2. write stories using three narrative tenses. 	<p>leave, to change, to find, to argue, to meet, to feel, to hate, to cry</p> <p>Language patterns <i>Narrative tenses (past simple, past continuous, past perfect)</i> <u>They became friends when they were studying together.</u> <u>She was angry because he hadn't told her about it.</u></p>	<ul style="list-style-type: none"> • Peer marking • Learners brainstorm ideas for stories in groups • Learners plan stories • Learners review each other's stories • Learners write stories 	<p>present the new language patterns</p> <ul style="list-style-type: none"> • Encourage learners to practise language patterns naturally • Group work • Discussion • Process writing 	
<p>By the end of this sub-topic, the learners will be able to describe interests and preferences using distributive and quantifying pronouns.</p>	<p>Likes and Dislikes of our Classmates Vocabulary classmates, to enjoy, to dislike, to hate, to prefer, dancing, chatting with friends, singing, playing volleyball, drawing, watching television, reading, listening to the radio, using the internet, doing athletics</p> <p>Language patterns Who likes singing? Does anybody dislike watching TV? What sports do you like? <i>Distributive and quantifying pronouns:</i> <i>neither - nor; either - or, both - and, all of, a few of</i> Neither <u>Samuel</u> nor <u>Dative</u> like <u>football</u>. Both <u>Beatrice</u> and <u>Alice</u> like <u>dancing</u>. All of us like <u>volleyball</u>. A few of us like <u>singing in the choir</u>. <u>Theoneste</u> doesn't like either <u>drawing</u> or <u>reading</u>. Neither of them likes <u>dancing</u>.</p>	<ul style="list-style-type: none"> • Sentence completion • Learners interview each other about favourite leisure activities • Learners write sentences about the preferences of their class • Learners report back to the class 	<ul style="list-style-type: none"> • Use a clear context to present the new language patterns • Encourage learners to practise language patterns naturally • Class survey • Pair work • Pair presentations 	<ul style="list-style-type: none"> • Posters displaying class preferences

	Both of them enjoy <u>watching TV</u> .			
By the end of this sub-topic, the learners will be able to recognise and answer different reading comprehension tasks.	<p>Effective Exam Reading Vocabulary instructions, comprehension questions, multiple choice, true or false, text, writer, paragraph, sentence, to fill in the blanks, to rewrite, to underline, to guess, exam past paper</p> <p>Language patterns Underline key words in the question. What do you think is the answer? I think the answer is 'C'. Why? Because in paragraph 2 the writer says...</p>	<ul style="list-style-type: none"> • Learners do reading tasks from past examinations • Learners compare answers • Learners peer-correct • Learners discuss how best to answer questions 	<ul style="list-style-type: none"> • Exam question analysis • Modelling • Exam practice and correction • Silent reading • Discussion 	<ul style="list-style-type: none"> • Past examination papers • Teacher's book and pupil's book • Dictionaries

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