

Success

English

For Rwandan Schools

Primary 1

Teacher's Guide

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Contents

Content Map	1
Introduction	14
Sample Scheme of work	16
Sample lesson plan	19
Unit 1: Welcome to the classroom.....	22
Unit 2: Things in my classroom.....	27
Unit 3: People at home and school	32
Unit 4: Clothes and parts of my body.....	37
Unit 5: Likes and dislikes	43
Unit 6: Classroom objects and personal belongings	49
Unit 7: Home	54
Unit 8: Domestic animals.....	60
Unit 9: Daily routine.....	66
Unit 10: Storytelling.....	71
References	75



Content map

Unit 1: Welcome to the classroom	
Number of periods	25
Introduction	Talking about greetings.
Learning outcomes	Know how to greet people. Know how to introduce oneself and others. Know how to listen to and follow instructions.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning material	Pictures, Internet sources.
Learning activities practised	Greet people in the class and respond to greetings. Role-play greetings . Pupils to practise greeting each other. Listen and respond to words, sentences, stories, songs, nursery rhymes, poems and sounds about greetings. Respond to instructions/commands: clap, listen, look, and pupils imitate and say the words. Match pictures with spoken words and phrases. Listen to the sounds and words and repeat.
Competences practised	Cooperation. Interpersonal management and life skills. Communication skills.
Language	Possessive pronouns This is / I am / He is / She is
Vocabulary acquisition	Instructions, orders and responding to them.
Numeracy	-
Study skills	Recognize family names. Greet people at school and home. Say your name and ask others their names. Introduce oneself and others. Give and follow instructions. Recognize and produce English sounds.

Revision	Tasks given after each area discussed.
Assessment	Ability to participate in class and group work. Ability to communicate with others.

Unit 2: Classroom objects	
Number of periods	25
Introduction	Talking about classroom objects.
Learning outcomes	Ability to recognize the use of indefinite articles and plurals. Ability to list words for colours and classroom objects.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning material	Pictures, Internet sources, real objects.
Learning activities practised	Role-play dialogue using classroom objects and possessions. Classify different object in the classroom based on colour. Listen to, repeat and respond to words, stories, nursery rhymes, poems and sound about classroom objects. Play odd one out. Match the colour with the names. Draw the rainbow and say the colours. Draw, colour, label classroom objects. Make collections of different colours. Guess hidden objects.
Competences practised	Interpersonal management and life skills. Class/Group presentations. Communication skills.
Language	This, that, singular and plural.
Vocabulary acquisition	Different classroom objects.
Numeracy	Plural and singular

Study skills	<p>Recognizing and use high frequency words in speaking and listening.</p> <p>Identifying the names of classroom objects.</p> <p>Write the name of classroom objects.</p> <p>Identify the colour of classroom objects and other objects in the environment.</p> <p>Listen to stories, nursery rhymes, poems and songs.</p> <p>Hearing and recognizing the words.</p> <p>Listen to items read out to them and show understanding by drawing/colouring them.</p> <p>Describe possessions.</p>
Revision	Tasks provided after each area discussed.
Assessment	Ability to work in groups and communicate ideas with others.

Unit 3: People at home and school

Number of periods	26
Introduction	Talking about people at home and school and asking pupils to mention the name of people at home and school.
Learning outcomes	<p>Know the name of people at home.</p> <p>Know the name of family members.</p> <p>Know the title of people at school.</p>
Classroom organization	Whole class, group work and individual work.
Teaching/Learning materials	Charts, picture, family photographs, drawings, drawing paper and papers.
Activities	<p>Listen to a short ,simple dialogue about people at home and school.</p> <p>Show pictures of family members.</p> <p>Make a family tree using pictures and photos.</p> <p>Draw and write the names of family members.</p>

Competences practised	Interpersonal management and life skills. Numeracy. Communication skills.
Language	How old are you? Who is this? This is..... This is my/our.....
Vocabulary acquisition	The name of family members and the people at school.
Numeracy	1 – 20
Study skills	Recognize and pronounce some high frequency words. Point to and name a family relationship. Name people in school. Listen and read the names of family relation ship. Write names of family members.
Revision	Tasks provided after each area discussed.
Assessment	Ability to work in groups and communicate ideas with others.

Unit 4: Clothes and body parts	
Number of periods	25
Introduction	Talking about cloths and body parts.
Learning outcomes	Know the names of body parts. Know the names of clothes
Classroom organization	Whole class, group work and individual work.
Teaching/Learning material	Charts, picture, cloths, drawings, drawing paper and other papers.

Learning activities practised	<p>Match pictures with body parts names or names of clothes.</p> <p>Draw body parts or clothes and name them, listen and respond to words, stories, nursery rhymes, chants and poems.</p> <p>Sing songs about body parts.</p> <p>Play games about body parts.</p> <p>In pairs and groups, ask about and name body parts and clothes.</p> <p>Fill in simple, short gap-filling sentences.</p>
Competences practised	<p>Cooperation, interpersonal management and life skills.</p> <p>Communication skills.</p>
Language	<p>My name is / I am</p> <p>Who is this? This is.....</p> <p>This is my.....</p> <p>He/She is wearing.....</p>
Vocabulary acquisition	<p>The name of body parts.</p> <p>The name of clothes and colours.</p>
Numeracy	<p>This is..., These are...</p>
Study skills	<p>Describe the parts of the body.</p> <p>Describe clothes and their colours orally.</p>
Revision	<p>Tasks provided after each area discussed.</p>
Assessment	<p>Ability to work in groups and communicate ideas with others.</p>

Unit 5: Likes and dislikes	
Number of periods	25
Introduction	Talking about likes and dislikes.
Learning outcomes	Pupils will know the names of foods, colours that they like and dislike.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning material	Charts, picture, cloths, drawings, drawing paper and papers.
Learning activities practised	<p>Match pictures of foods with names.</p> <p>Name foods and say what they like.</p> <p>Carry out a simple survey in numbers in bar graph form space.</p> <p>Point at favourite colours.</p> <p>Draw favourite food or colours.</p> <p>Ensuring and asking questions in pairs.</p> <p>Listen and respond to words, stories, nursery rhymes, poems and songs about foods.</p> <p>Read simple sentences about what people like.</p> <p>Pupils put word cards in the right order to make sentences.</p>
Competences practised	<p>Cooperation.</p> <p>Numeracy.</p> <p>Communication skills.</p>
Language	<p>This is / These are....</p> <p>I like / They don't like</p> <p>Do you / Does she</p>
Vocabulary acquisition	Names of what people like and dislike.
Numeracy	20 – 50
Study skills	<p>Name simple foods.</p> <p>Express their likes and dislikes with relation to foods and colours.</p> <p>Listen to the names of foods and show understanding visually.</p> <p>Read simple sentences about likes and dislikes with relation to foods.</p> <p>Complete simple sentences about likes and dislikes.</p>

Revision	Tasks provided after each area discussed.
Assessment	Ability to express likes and dislikes.

Unit 6: Classroom objects and personal belongings	
Number of periods	25
Introduction	Talking about classroom objects and personal belongings.
Learning outcomes	Know the names of classroom objects. Know the personal belongings.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning material	Pictures, line drawings, flash cards, picture books, realia.
Learning activities practised	Listen to a short, simple dialogue about classroom objects and personal belongings. In group, show classroom objects and personal belongings. Draw and write the names of classroom objects and personal belongings.
Competences practised	Cooperation. Numeracy. Literacy. Communication skills.
Language	Prepositions of place Possessive form (Whose is this?) How many? / There are
Vocabulary acquisition	The name of classroom objects and personal belongings.
Numeracy	Counting different numbers

Study skills	<p>Recognize and produce sounds, recognize letters and recognize key sound–letter relationships.</p> <p>Describe the position of objects orally.</p> <p>Say who something belongs to, orally.</p> <p>Describe the number of things.</p> <p>Read simple sentences describing the position and number of things and show understanding visually.</p> <p>Listen to people talking about the position and number of objects and show understanding visually.</p> <p>Draw objects, show their position and number and complete simple descriptive sentences in writing.</p>
Revision	Tasks provided after each area discussed.
Assessment	Ability to work in groups and communicate ideas with others.

Unit 7: Home	
Number of periods	25
Introduction	Talking about home.
Learning outcomes	<p>Know home and its rooms.</p> <p>Know the contents of a room.</p>
Classroom organization	Whole class, group work and individual work.
Teaching/Learning material	Charts, picture, drawings, drawing paper and papers.
Learning activities practised	<p>Talk in groups about one’s home.</p> <p>Pupils draw my ideal room with favourite objects and colours.</p> <p>Draw a picture of a room and name objects.</p> <p>Label household objects on picture.</p> <p>Match pictures of household objects with their names.</p> <p>Complete simple sentences about a home or a room using writing support.</p>

Competences practised	Critical thinking and innovation. Numeracy. Communication skills.
Language	I live in / They don't live in..... There are rooms Prepositions of place
Vocabulary acquisition	The name of where you live. The names of contents of a room. Household objects.
Numeracy	
Study skills	Describe where you live. Describe a house and its rooms. Describe the contents of rooms.
Revision	Tasks provided after each area discussed.
Assessment	Ability to work in groups and communicate ideas with others.

Unit 8: Domestic animals	
Number of periods	26
Introduction	Talking about domestic animals.
Learning outcomes	Know the names of different domestic animals. Know what animals eat. Match animals with names.
Classroom organization	Whole class, group work and individual work.
Teaching/Learning material	Pictures and drawings.

Learning activities practised	<p>Draw animals and write simple supported sentences about them.</p> <p>Match animals pictures with words.</p> <p>Anagram of animals words, toags = goats.</p> <p>Match animals words with words about what they eat.</p> <p>Construct a tick chart showing what animals eat.</p> <p>Write simple supported sentences about what animals eat.</p> <p>Read a short text about animals.</p> <p>Play games making animals sounds.</p> <p>Sing animals song.</p> <p>Listen to and repeat sounds and match sounds and match sounds and letters.</p>
Competences practised	<p>Cooperation.</p> <p>Critical thinking and innovation.</p> <p>Communication skills.</p>
Language	<p>We have a dog.</p> <p>Our dog eats meat.</p> <p>I like our dog.</p>
Vocabulary acquisition	<p>Vocabulary about domestic animals.</p> <p>The names of what animals can eat.</p>
Numeracy	
Study skills	<p>Recognize and produce sounds ,recognize letters and recognize key sound – letter relationship.</p> <p>Describe orally the animals they have at home.</p> <p>Explain what animals eat.</p> <p>Construct and interpret a table showing what animals eat.</p> <p>Read a short text describing domestic animals and show understanding visually or in writing.</p> <p>Listen to a text describing domestic animals and show understanding visually or in writing.</p> <p>Describe domestic animals in writing using simple supported sentences.</p>

Revision	Tasks provided after each area discussed.
Assessment	Ability to work in groups and communicate ideas with others.

Unit 9: Daily routine	
Number of periods	26
Introduction	Talking about daily routine.
Learning outcome	Know to recognize the daily routine. Telling the time. Identify words for daily activities at home and clock time.
Learning outcomes	
Classroom organization	Whole class, group work and individual work.
Teaching/Learning materials	Maps, pictures, Internet access, real objects.
Learning activities practised	Use a model clock to tell and ask about the time. Pupils read phrases telling the time and match them with clock times. Ask and tell the time in groups. Pupils match pictures of people doing daily routines with words and sentences. Listen to the teacher talking about daily routine or time and respond. Role play daily activities. Mime daily activities as pupils guess. Read a dialogue about daily routine. Read a short text about daily routine or time and match with pictures or fill simple gaps. Draw pictures of people doing daily activities and write supported sentences about them.
Competences practised	ICT. Literacy. Communication skills.
Language	Present simple – I get up ... / She cleans her teeth. / He runs to school... Telling the time: What time is it?

Vocabulary acquisition	Instruction and orders.
Numeracy	Counting hours and minutes
Study skills	<p>Recognize and produce sounds, recognize letters and recognize key sound – letters relationship.</p> <p>Tell the time orally.</p> <p>Describe daily routine orally.</p> <p>Read a short text about daily routine and show understanding visually or in writing.</p> <p>Listen to a text read aloud about daily routines and show understanding visually or in writing.</p> <p>Tell the time in writing.</p> <p>Describe daily routine in writing using simple supported sentences.</p>
Revision	Tasks provided after each area discussed.
Assessment	Ability to work in groups and communicate ideas with others.

Unit 10: Story telling	
Number of periods	25
Introduction	Talking about daily routine.
Learning outcome	<p>Listen to a short story and understand it.</p> <p>Retell a story with support.</p>
Classroom organization	Whole class, group work and individual work.
Teaching/Learning materials	Maps, pictures, Internet sources, real objects.
Learning activities practised	<p>Listen to a story and look at a picture.</p> <p>Sequence pictures with support from the teacher.</p> <p>Match the picture with the sentences.</p> <p>Listen to the story again and predict after key connectors.</p> <p>Retell stories, drawing attention to connectors on flash cards.</p>

Competencies practised	Cooperation. Critical thinking and innovation. Communication skills.
Language	Present simple tense. Connectors of time.
Vocabulary acquisition	Vocabulary of the story.
Numeracy	
Study skills	Recognize and produce sounds, recognize letters and recognize key sound–letter relationship. Listen to simple stories and show understanding visually. Retell a story with support.
Revision	Tasks provided after each area discussed.
Assessment	Ability to work in groups and tell short stories.

INTRODUCTION

This is the first teacher's guide book in the Success English for Rwanda Primary, course series. It emphasizes acceptable and correct usage of English while putting the learner at the centre of teaching and learning. Further emphasis is put on the development of the crucial skills: listening, speaking, reading and writing. This guide will assist the teacher to build a base, upon which the learner can anchor the development of his or her language competencies. This should lead to the development of the learner's critical thinking skills that will help him or her function adequately in the development of the society.

This guide enables the teacher to plan learning and teaching activities with the learner doing more as the teacher acts as a guide. This is not to say that the teacher then becomes redundant. In fact the role of the teacher is enhanced further as he or she has to ensure that the learner learns through discovery. It would be very wrong for the teacher to assume that the learner can learn on his or her own. This guide suggests ways which the teacher can succeed at this new role.

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

Group work

Without doubt, pupils should be involved in tasks that involve more than three learners. This will build

their confidence which will in turn cause them to express themselves before others. While at it, it will be prudent for the teacher to form groups that comprise of learners who have different abilities. This way, the pupils will learn from each other. However this will only take place if the teacher walks around and ensures that there is harmony and teamwork in the groups with all members participating.

Pair work

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

Individual work

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

Research

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

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

Cross-cutting issues

The learner must be exposed to cross-cutting issues. For instance, he or she should discuss environmental issues and peace studies. These issues will eventually help to develop an all-rounded, useful citizen.

Children with physical challenges

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

Content map, schemes of work, lesson plan

A content map showing all the content that should be covered has been provided. Further, sample schemes

of work and lesson plan have been provided. These samples are only guides and the teacher should develop and tailor his/her schemes of work and lesson plan to suit his or her class and yet keep to the confines of the syllabic requirements. The teacher must prepare lesson notes for each period.

Sounds and spellings

The teacher must bear in mind that the learners are learning English. He or she should encourage them to pronounce words correctly. At the same time, the teacher should guide the learners to learn sounds of different letters as they pronounce words – For instance, animal sounds like ‘moo’ will help the learner learn sound /o/. Sounds should not be taught in isolation. At the same time, the teacher should come up with ways of helping the learner spell words correctly. For instance, he or she can organize spelling quizzes to help the learners spell words correctly and as such build their vocabulary.

SAMPLE SCHEME OF WORK

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

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

		<p>Lesson 3 Good evening/ good evening (name)</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - To recognize the word for classroom and home greetings. <p>Skills</p> <ul style="list-style-type: none"> - Greet people at school and home. - Recognize to respond greetings in words and gestures. <p>Attitude and values</p> <ul style="list-style-type: none"> - Listen carefully. - Pay attention to the teacher. - Enjoying himself/herself. 	<ul style="list-style-type: none"> - Explanation - Discussion - Demonstration - Questions and answers 	<ul style="list-style-type: none"> - Flash cards - Illustration in the Pupil's Book - Models - Success Primary English For Rwanda, Pupil's Book 1 	
		<p>Lesson 4 How are you?</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - To recognise the words for classroom and home in question form. <p>Skills</p> <ul style="list-style-type: none"> - Greet people at school and home. - Respond to greetings in question form in words and gestures. <p>Attitude and values</p> <ul style="list-style-type: none"> - Listen carefully. - Pay attention to the teacher. 	<ul style="list-style-type: none"> - Explanation - Discussion - Demonstration - Questions and answers 	<ul style="list-style-type: none"> - Flash cards - Illustrations in the Pupil's Book - Models - Success Primary English For Rwanda, Pupil's Book 1 - Pupil's work 	

		<p>Lesson 5 Hello (Name)</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - To recognize words from for classroom and home greetings. - Read words and sentences e.g. Hello/ Hello (Name) and morning. <p>Skills</p> <ul style="list-style-type: none"> - Greet people at School and home. - Require to respond to greetings in words and gestures. <p>Attitudes and Skills</p> <ul style="list-style-type: none"> - Listen carefully. - Pay Attention to the teacher. - Enjoying himself/ herself. 	<ul style="list-style-type: none"> - Explanation - Question and answers - Discussion - Demonstration - Songs - Clients 	<ul style="list-style-type: none"> - Picture Illustrations - Flash Cards - Teacher/Pupil Demonstration 	
		<p>Lesson 6 My name is</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Identify personal pronouns and possessive pronouns. <p>Skills</p> <ul style="list-style-type: none"> - Ask someone their name and say their own. <p>Attitude and values</p> <ul style="list-style-type: none"> - Enjoy himself/ herself. - Listen carefully. - Pay attention to the teacher. 	<ul style="list-style-type: none"> - Explanation - Discussion - Role Planning - Dramatization - Questions and answers - Demonstration 	<ul style="list-style-type: none"> - Illustration in the book - Flash Cards - Dramatization - Models 	
		<p>Lesson7 Introducing others (Who is this?)</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Identify Personal and Possessive Pronouns. <p>Skills</p> <ul style="list-style-type: none"> - Ask someone their name and say their own <p>Attitude and Values</p> <ul style="list-style-type: none"> - Listen Carefully. - Pay attention to the teacher. - Enjoy himself/ herself. 	<ul style="list-style-type: none"> - Listen and respond to greeting. - Dramatize greetings for different times. - Respond to greetings in questions form. - Use appropriate vocabulary to greet and make introductions. - Read and identify words used for greetings. 	<ul style="list-style-type: none"> - Illustration & Pictures in the Pupil's Book - Demonstration 	

Sample lesson plan

School Name: Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
 /.../ 20..... of
Type of Special Educational Needs and number of learners							
Topic area:	Oral and written communication						
Sub-topic area:	Language structure						
Unit title	Welcome to the classroom						
Key Unit Competence:	To use language learnt in the context of the classroom						
Title of the lesson	Morning greeting in English						
Instructional objective	By using the picture, learners will be able to use the morning greeting in English(good morning) correctly						
Plan for this Class (location: in / outside)	In the classroom						
Learning Materials (for all learners)	Picture						
References	Success Primary English For Rwanda, Pupil's Book 1						

Timing for each step	Description of teaching and learning activity		Competence and cross-cutting issues to be addressed
	Discussing mother tongue morning greetings, observing the picture of morning greeting in English, talking about it and practicing the morning greeting in English		
	Teacher activities	Learner activities	

<p>Introduction</p> <p>5 mins</p>	<p>-Greeters learners</p> <p>-Asks learners to think and share in pairs what the teacher has said first as he or she gets into the classroom</p> <p>-Ask some pairs to present to the whole class what they taught and shared</p> <p>-Asks learners to tell him or her how people greet in the morning using their mother tongue (the teacher goes around to hear each one saying the greeting aloud.</p> <p>-Asks the learners to guess the lesson they are going to study and then tells them it.</p>	<p>-Respond the greeting in union</p> <p>-Think and share in pairs what the teacher has said first (he or she greeted)</p> <p>-Some pairs present what they taught the teacher said first</p> <p>-Learners tell the teacher how people greet in the morning using their mother tongue</p> <p>-learners try to guess the lesson and then listen to the teacher telling them it</p>	<p>-critical thinking and communication skills through thinking and sharing</p> <p>-Communication skills through presentation</p>
<p>Development of the lesson</p> <p>30...min</p>	<p>Gets learners into pairs, gives them books and asks them talk about what they can see on the picture in pupils' book page 1.</p> <p>-Asks pairs to present what they talked about what they can see on the picture</p> <p>-Reads what the teacher on the picture is saying and what learners are saying and then asks them to repeat after him or her</p> <p>- Gives them more details about morning greeting in English and gets the opportunity to talk about how greeting promote the peace and values.</p> <p>-Asks learners to practise in pairs the morning greeting in English by greeting each other. The teacher changes pairs and encourages them to continue with the greeting</p>	<p>-Look at the picture and talk about it in pairs</p> <p>-Pairs present they can see on the picture</p> <p>-Learners listen to him and then repeat after the teacher</p> <p>-Learners follow carefully the teacher</p> <p>-Learners practise the greeting in pairs</p>	

Conclusion 5... min	-Asks learners to say what they have liked in the lesson. -Summarises the lesson for learners	Learners say what they liked in the lesson. Listen to the teacher attentively.	
Teacher self-evaluation			

Welcome to the classroom

Key competence: By the end of this Unit, the learner should be able to use language learnt in the context of the classroom.

Learning objectives

Knowledge and understanding

The learner should be able to:

- Identify personal and possessive pronouns.
- Recognise words for classroom instructions.

Skills

The learner should be able to:

- Recognise familiar names and words.
- Greet people in a school and home setting.
- Recognise and respond to greetings in words and gestures.
- Ask someone their name and say their own.
- Introduce themselves and others.
- Listen to and follow instructions.

Recognise and produce English sounds.

Attitudes and values

The learner should:

- Listen carefully.
- Pay attention to the teacher.
- Enjoy themselves.

Content

Language use

Greeting people

- Introducing oneself
- Introducing others
- Giving and following instructions

Vocabulary

- **Instructions/Orders:** stand up, sit down, repeat, listen, sing

Language structures

- Possessives – my, his, her
- This is..., I am..., She is..., He is...

Sounds and spelling

The learner should be able to recognise and pronounce some high frequency words

Teaching/Learning resources

Flash cards, pictures, Pupil's Book

Teaching sequence

Lesson 1: Good morning

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

Ask them to tell you how they greet people in the morning using their mother tongue. Go round to listen to each one of them saying the greeting aloud. Accept their responses and encourage the learners who might be shy to speak up. This will help them transition from the familiar greeting in the language of the catchment area into the (unfamiliar) morning greeting in English.

Get the learners into pairs. Ask them to look at the picture in the Pupil's Book on page 1, and talk about it. Read what the teacher is saying, and what the learners are saying as the learners listen.

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

Lesson 2: Good afternoon

Greet the learners and let them respond in unison. Organise the learners into pairs. Ask them to look at the picture in the Pupil's Book page 1 and talk about it. Read the first part of the dialogue and choose a learner to read the second. Ask the class to

compare the sun (position) on pages 1. This will help them to determine the difference between Good Morning and Good Afternoon. Explain that Good Afternoon is typically used between 12 pm and 5 pm.

Lesson 3: Good evening

Greet the learners and let them respond in unison. Ask them the greetings that they have learned so far in class. In this lesson, they will learn a third greeting for the day. Ask the class to look at the picture in the Pupil's Book, page 2. You may choose two learners to read aloud the dialogue. Explain that 'Good Evening' is usually used from 5 pm onwards.

Lesson 4: Greetings (revision)

Revise Lessons 1 – 3 on greetings.

Lesson 5: Hello. How are you?

Greet the learners and let them respond in unison. Ask them what other greetings they know. Go round to listen to each one of the saying their greeting aloud. Organise the learners into pairs and ask them to discuss the picture in the Pupil's Book, page 2. Choose two learners to read aloud the dialogue. Explain that this is a common greeting that can be used when meeting someone for the first time.

Lesson 6: How are you?

Revise the previous lesson.

Lesson 7: My name is

Greet learners and let them respond in unison. Introduce yourself and ask the learners to do the same. Go round and ask each one to introduce him or herself. Organise the learners into pairs and ask them to look at the picture in the Pupil's Book, page 3. Read the first introduction and choose a learner to read aloud the second introduction. Allow them to further practise introducing themselves. Ask that they also try to use the greetings that they have learned.

Lesson 8: Who is this?

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's Book, page 4 and talk about it. Read the first part of the dialogue and choose a learner to read aloud the second part. Organise the learners into groups of three and ask them to practise introducing one another.

Lesson 9: Who is this?

Revise the previous lesson.

Lesson 10: Who is that?

Greet learners and let them respond in unison. Ask learners to look at the picture in the Pupil's Book, page 4 and talk about it. Read the first part of the dialogue and choose a learner to read aloud the second part. Organise the learners into groups of three and ask them to practice introducing one another. To illustrate the difference

between Who is that? and Who is this?, one member of each group should stand a small distance away from the others while asking the first question.

Lesson 11: Who is that?

Revise the previous lesson.

Lesson 12: Who are they?

Greet learners and let them respond in unison. Ask the learners to look at the picture in the Pupil's Book, page 5 and talk about it. Read the first part of the dialogue and choose a learner to read aloud the second part. Organise the learners into pairs and ask them to practise introducing a group of people.

Lesson 13: Who are they?

Revise the previous lesson.

Lesson 14: Who is your teacher?

Greet learners and let them respond in unison. Ask learners to look at the picture in the Pupil's Book, page 5 and talk about it. Read the first part of the dialogue and choose a learner to read aloud the second part. Go round the class and ask learners at random to introduce you – their teacher. You may ask them who their teachers are for Maths, or Science. Organise the learners into pairs and ask them to practise introducing their teachers.

Lesson 15: What are they doing?

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's Book, page 6 and talk about it. Ask three learners to stand in front of the classroom and act out the picture on page 6. Go round the class and choose learners at random to say what their friends are doing. Ask three more learners to stand at the front of the classroom and repeat the exercise.

Lesson 16: This is my...

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's book, page 7 and talk about it. Demonstrate how to use *This is my...* using a few items on the teacher's desk (books, pens, bags, etc.). Go round the class and choose learners at random to demonstrate the use of *This is my...* with some of their own things (desk, shoes, bags, etc.). Organise the learners into pairs and ask them to practise with each other.

Lesson 17: This is my...

Revise the previous lesson.

Lesson 18: This is your...

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's book, page 7 and talk about it. Organise the learners into pairs and choose any learner from the class and demonstrate the use of

This is Your... with his/her partner's items, such as a book or bag.

Lesson 19: This is your...

Revise the previous lesson.

Lesson 20: This is his/her...

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's Book, page 7 and talk about it. Organise the learners into pairs. Choose any learner from the class to demonstrate the use of *This is his/her...* using their partner's items, such as a book or bag. Ask the learners to continue practising with each other.

Lesson 21: This is his/her...

Revise the previous lesson.

Lesson 22: That is ...

Greet learners and let them respond in unison. Ask them to look at the picture in the Pupil's Book, page 8 and talk about it. Demonstrate the use of *That is...* by pointing to random items around the classroom that are some distance away from the learners. Ask any learner to repeat this demonstration with different items. Organise the learners into pairs and ask them to further practise with each other.

Lesson 23: That is ...

Revise previous lessons on possessives.

Lesson 24: Sounds and spelling

Help learners to read and spell the names of the objects in the classroom, first as a whole class, then in their groups, pairs and finally, individually. Go round giving guidance and support where needed.

Lesson 25: Activity

Take learners through the matching exercise in the Pupil's Book page 12 orally. Ensure that the learners are able to identify the objects in the pictures. Let them match the pictures with the names. Check and ensure that they are matching them accurately.

UNIT 2

Classroom objects

Key competence: By the end of this Unit, the learner should be able to use language learnt in the context of objects in the classroom.

Learning objectives

Knowledge and understanding

The learner should be able to:

Recognise the use of the indefinite article and plurals.

List words for colours and classroom objects.

Skills

The learner should be able to:

Recognising and using high frequency words in speaking and listening.

Identify the names of classroom objects.

Copy the names of classroom objects.

Identify the colour of classroom objects and objects in the environment.

Listen to stories, nursery rhymes, poems and songs.

Hear and recognise words.

Listen to items, read out to them and show understanding by

drawing/colouring them.

Describe possessions.

Attitudes and values

The learner should:

Listen carefully and repeat.

Listen to their partner.

Be polite to their partner.

Content

Language use

Describing classroom objects

What is this? It is a chair. This is a chair.

What is that? Is that a chair?

Point to a desk.

Describing colours

This is a red pen.

What colour is this?

These are red pens.

It is blue. Is it blue?

Talking about possession

I have got a blue pen.

Have you got a pencil?

That's my pencil.

Is that your bag?

Vocabulary

Colours: blue, yellow, green, red, etc

Classroom objects: chair, desk, pen, pencil, book, bag ,etc

Language structures

Plurals

Indefinite article

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

I have got; have you got?

My, your etc.

Sounds and spellings

The learner should be able to:

Recognise and pronounce some high frequency words.

Hearing and saying rhyming words.

Teaching/Learning resources

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

Teaching/learning activities

Lesson 1: What is this?

The importance of this lesson is to teach learners to identify a single object that is within reach.

Ask one learner to come to the front of the class and help demonstrate the use of *What is this?* Choose a single item on the teacher's table for the

learner to identify. Explain to the class that *What is this?* is used to identify one object that is within reach.

Ask the class to look at the Pupil's Book, page 8 and talk about the pictures. Organise the learners into pairs and ask them to continue practicing.

Lesson 2: What is this?

Revise the previous lesson.

Lesson 3: What Are These?

We use *What are these?* to identify many objects that are within reach. You may ask two learners to help demonstrate this structure at the front of the class. One should ask *What are these?* while holding a stack of books. The other will answer with *These are...* Explain to the class that *What are these?* is used to identify many objects (several) that are within reach.

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

Lesson 4: What are these?

Revise the previous lesson.

Lesson 5: What is that?

Explain to the learners that we use *What is that?* to identify a single object that is some distance from where we are. Ask the class to look at the pictures in the Pupil's Book, page 8 and to talk about it. Read the first part of each dialogue and choose a learner to read the second.

You may ask if anyone can note the difference between *What is this?* and *What is that?*, after which you must clearly explain this difference. Identify objects around the classroom that the learners can use to practise the use of *What is that?*.

Lesson 6: What is that?

Revise the previous lesson.

Lesson 7: What are those? on page 13

Tell the learners that *What are those?* is used to identify many objects that are out of reach. You may ask two learners to help demonstrate this structure in front of the class. One should ask, *What are those?* while pointing to the classroom windows. The other will answer with *Those are...* Organise the learners into pairs and ask them to continue practicing.

Lesson 8: What is that?

Revise the previous lesson.

Lesson 9: This is... / These are... / That is... / Those are

In this lesson, the learners will learn about colours. To best illustrate this, you will need two or more similar objects that have different colours; for example three pens: one that is red, another that is blue and one more that is black. Ask the class to look at the pictures in the Pupil's Book, page 10 and thereafter to talk about it. Choose two learners to read the dialogues and ask the class to

identify the colour in each dialogue. Organise the learners into pairs and have them play the game on page 11 of the Pupil's Book.

Lesson 10: This is... / These are... / That is... / Those are

Revise the previous lesson.

Lesson 11: This is my...

In this lesson, the learners will learn to identify something that belongs to them. They will also learn to ask if something belongs to somebody else. Ask the class to look at the picture in the Pupil's Book, page 13 and talk about it. Demonstrate the use of *This is my...* using items on the teacher's table (books, chalk, etc). Choose learners at random to further demonstrate by asking *Is this yours?*. They should respond with *This is my...* Organise the learners into pairs and ask them to continue practising with one another.

Lesson 12: This is my...

Revise the previous lesson.

Lesson 13: Have you got...?

Ask the class to look at the picture in the Pupil's Book, page 13 and thereafter talk about it. Choose two learners to read the dialogue. Go round the classroom and ask learners at random *Have you got ...?* to which they should respond *I have got ...* Be sure to also teach them the negative (*I do not have...*). This will improve

their communication skills beyond the basic Yes or No.

Lesson 14: Have you got...?

Revise the previous lesson.

Lesson 15: Vocabulary – colours

Use real objects to teach the colours blue, green, yellow and green. Lift an object and ask, What colour is this pen? The children should answer, This is a blue pen. Lift two pencils and ask: What colour are these? Answer: These are red pencils. Get the learners into groups and ask them to show items, ask and answer questions about their colour.

Lesson 16: Vocabulary – colours

Repeat the previous lesson using objects of different colours.

Lead learners to play the game in the Pupil's Book page 11.

Revise the previous two lessons. Help the learners to do the matching exercise in the Pupil's Book page 12.

Lesson 17: Vocabulary – objects

Use real objects and pictures to teach the words chair, desk, pen, pencil, ruler, school bag. Practice *What is this?* This is a ____ as a whole class first. Then let the learners practice this in their groups. One child will lift an item and ask, What is this? The

others will answer, This/That is a pen etc.

Lesson 18: Vocabulary – objects

Use real objects and pictures to teach other names of classroom objects, e.g. table, blackboard, chalk, duster, door, window.

For further practice, refer learners to the Pupil's Book page 13. Ask them to talk about the pictures in groups. Help them to read the sentences and even role-play what the children in the pictures are saying. This gives them an opportunity to describe objects using colour as well as possessive pronouns *my* and *your*.

Lesson 19: Plurals

Teach plurals using names of objects that only add an 's' to form plurals. Let the learners practice naming such objects as seen in the previous lessons.

Put learners into pairs and ask them to read the sentences in the table in the Pupil's Book page 14. Encourage them to form similar sentences for other objects in the classroom.

Lesson 20: Game – Odd one out

Refer learners back to the Pupil's Book page 11. Ask them to play the game in groups. The emphasis here is on the colours of objects.

Lesson 21: Game – Hidden objects

Provide real objects to the learners. Working in groups, guide them to play a game of Hidden objects. They will put all their objects in one position. The members of a group will close their eyes as one of them picks an object and hides it behind his/her back. She/He will then tell the others open their eyes and guess what she/he is hiding. One can even go further and ask them to guess the colour of the item he is hiding.

Lesson 22: Drawing

Show learners the picture of a rainbow in the Pupil's Book page 14. Let them name the colours they can see. Help them to name all the colours. To memorize the colours of a rainbow, they can use the word "ROYGBIV" taken from the first letter of each colour.

Now ask them to individually draw the rainbow and colour it.

Lesson 23: Matching exercise

Draw a matching table with two columns on the blackboard. On the left

column, draw pictures of classroom objects. On the right column insert names of the object in a jumbled up manner so that no name corresponds with the object it represents. Lead the whole class to match the pictures with their names.

Put another set of pictures in the table on blackboard. Let the learners practise matching the pictures and names in groups and later in pairs.

Lesson 24: Sounds and spelling

Give learners more practice in pronouncing the names of objects in the classroom.

Write names of objects on the blackboard leaving out some letters. Ask the learners to copy the names in their exercise books and fill in the missing letters to complete the words.

UNIT 3

People at home and school

Key competence: By the end of this Unit, the learner should be able to use language learnt in the context of the classroom.

Organise his or her group and choose someone to report to their findings to the whole class.

Learning objectives

Knowledge and understanding

The learner should be able to:

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

Say words for family members and people at school.

Skills

The learner should be able to:

Recognise and pronounce some high frequency words.

Point to, name family members, and name family relationships.

Name people in school.

Listen and read the names of family relationships.

Write names of family members.

Describe people's ages.

Attitudes and values

The learner should :

Put his or her hand up when he/she wants to answer a question.

Content

Language use

Describing one's family

This is my/her/his father.

Who is this?

I have 2 sisters.

Her name is Mutesi Gasana.

Describing people in school

This is a teacher.

He is a teacher.

She is the head teacher.

Who is this?

Talking about people's ages

I am 10.

She is 10.

How old are you?

How old is he?

Vocabulary

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

People at school: teacher, head teacher, etc

Numbers: 1 – 20

Language structure

I am 10.

How old are you? How old is she?

Who is this? This is my/ her/ his

Sounds and spellings

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

Teaching/Learning resources

Charts, flash cards, photographs, family photographs, drawings, drawing paper and pens

Teaching/learning activities

Lesson 1: My family

In this lesson, learners learn about the nuclear family: father, mother, brother and sister. Ask the class to look at the picture in the Pupil's Book, page 15 and talk about it.

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

Lesson 2: My family

Revise the previous lesson. Use the

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

Lesson 3: My family

As a fun activity, ask a few learners from the class to present their family trees. To make use of what was learned in previous lessons, ask them to say *Good Morning/Afternoon*, introduce themselves and then each member of their family.

Lesson 4: My family

Revise the previous lesson.

Lesson 5: How old are you?

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

Ask the class to look at the picture in the Pupil's Book, page 16. Read the first part of each dialogue and choose any learner to read the second.

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

rest of the class.

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

Lesson 6: How old is your brother?

In the following two lessons, the learners will learn how to ask how old someone else is and how to respond when asked the same question.

Ask the class to look at the picture in the Pupil's Book, page 16. Read the first part of each dialogue (*How old is your brother?*) and choose any learner to read the second.

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

Lesson 7: How old is your sister?

Repeat Lesson 7 above, but now substituting *brother* with *sister*.

Lesson 8: This is my school.

In this lesson, the learners will learn to describe their school.

Ask the class to look at the picture in the Pupil's Book, page 17 and let everyone read aloud the sentence.

Choose various learners at random to read aloud the sentence *This is my school*.

Lesson 9: This is my teacher.

In the following two lessons, the learners learn to identify or describe their teacher(s) and the head teacher.

Ask the class who a teacher is and who a head teacher is. Expect varied responses. Explain that in a school, there are teachers (for English, Mathematics, Science, etc. as well as the class teacher) and there is a head teacher, who is in charge of all the teachers. The head teacher is the leader of a school.

Once this difference is made clear, ask the learners who their class teacher is and who their head teacher is.

Ask the class to look at the pictures in the Pupil's Book, page 18 and let everyone read aloud the sentences.

Choose various learners at random to read aloud the sentences on page 18.

Lesson 10: This is my head teacher.

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

Lesson 11: This is my teacher /head teacher.

Revise the previous two lessons.

Lesson 12: My school

Revise Lesson 9, and help learners to appreciate that the school is made up of learners, teachers and other (non-teaching) staff.

Refer learners to the picture in the Pupil's Book, page 17. Talk about it as a whole class. Then let the learners talk about it in their groups. Help them to realise that the learners in the picture are walking back into their classroom after a break.

Lesson 13: Counting

In this lesson, the learners will learn to count to twenty.

Write the numbers on the blackboard and point to each number as you count. Then ask the class to count again with you.

Lesson 14: Counting

Bring charts and flashcards into the class. Hang a chart on the wall with the numbers 1 to 20 written in both symbols and words. This will give the class a source of reference as they study. Lead the learners in reading these numbers aloud.

As an exercise, write a few numbers between 1 and 10 on the chalk board leaving out some digits/numbers, and ask the class which numbers are missing. Fill them in as the learners mention them. Do the same with

numbers between 11 and 20. Let the learners work in their groups to practise more on counting.

Lesson 15: Counting

Count numbers 1 – 20 with the whole class. Ask the learners to copy the numbers in the exercise books.

Lesson 16: How old are you?

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

Ask the class to look at the picture in the Pupil's Book, page 19.

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

Lesson 17: How old are you?

Refer the learners to the Pupil's Book page 19 and let them continue practicing in pairs the conversations, but now substituting Joseph and Kathy with their own names.

Lesson 18: How old are you?

Remind the learners what they learnt in the previous lesson. Choose learners at random to introduce themselves, state their age and to say whether they are boys or girls.

Let them continue practicing these conversations in pairs.

Lesson 19: Who is this?

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

Lesson 20: Who is this?

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

Lesson 21: Who is this?

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

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

Lesson 22: Sounds and spelling

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

Lesson 23: Sounds and spelling

Guide learners to match sounds with the letters of the alphabet.

Lesson 24: A song

Lead learners in singing songs about numbers and letters. Use any songs the class is familiar with. You may also introduce new songs and then give the learners new tunes to sing them.

UNIT
4

Clothes and parts of my body

Key competence: By the end of this Unit the learner should be able to use language learnt in the context of cloths and body parts.

Learning objectives

Knowledge and understanding

The learner should be able to:

Recognize the use of singular and plural nouns and questions with *what is, what are*.

List words for parts of the body, colours and clothes.

Skills

The learner should be able to:

Start to recognise and produce sounds and to recognise some sound – letter relationships.

Say who you are.

Describe parts of the body orally.

Describe clothes and their colours orally.

Listen to the names of clothes and parts of the body and show understanding visually.

Write the names of clothes and parts of the body in a picture.

Attitudes and values

The learner should:

Organise his or her group by keeping time.

Take turns while doing group work.

Content

Language use

Say who you are.

My name is Mutesi.

I am a girl.

He is a boy.

His name is Felix.

Is he a boy?

Describing parts of the body

This is my head.

These are my arms.

These are her legs.

Describing clothes.

This is a shirt.

It is a shirt.

These are socks.

What is this?

What are these?

The shirt is blue.

What colour are the socks?

Saying what people are wearing

He is wearing a shirt.

She is wearing a blue skirt.

Vocabulary

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

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

Clothes: shirt, skirt, trousers, jumper, etc

Language structure

This, these

What is; what are...

Present continuous tense:
wearing...

Possessive pronouns: my; her; his
...

Singular and plural nouns

This, these...

I am ; she is a ...

Sounds and spellings

The learner should be able to:

Recognise and name letters a to z.

Recognise and pronounce some high frequency words.

Teaching/Learning resources

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

Teaching/learning activities

Lesson 1: I am a girl/boy

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

Head and shoulders, knees and toes,

Knees and toes, knees and toes,

Head and shoulders, knees and toes,

Eyes, ears, nose and mouth.

Ask the class to look at the picture in the Pupil's Book, page 20.

Choose two learners to take the roles of Dennis and Sylvie. Ask them to read aloud.

Lesson 2: Parts of my body

Revise the previous lesson. You may read the remaining text on page 20 together with the class. Remember to ask learners to touch their head, nose, mouth, eyes and ears as they read along.

Lesson 3: Parts of my body

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

Let everyone turn to the pictures in the Pupil's Book, page 21. Go through each of the pictures together and discuss them.

Lesson 4: Parts of my body

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

Lesson 5: Game

As a fun game, ask a few learners to stand at the front of the classroom. When you mention any part of the body listed on page 21, learners should place their hands on it. Try to be quick, to keep them excited and engaged.

Lesson 6: Vocabulary

Write a list of all the new words that were covered in this topic. Ask a learner to stand, choose a word and construct a simple sentence using that word. He/she must then choose another learner to do the same. Help learners as much as possible and encourage them to speak.

Lesson 7: What is he wearing?

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

Ask learners to look at the picture in the Pupil's Book, page 25. Discuss Dog's appearance and try to get as many opinions as you can; does he look nice, happy, and handsome?

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

As an exercise, present some flashcards, each a different colour. Hold up a flashcard and ask the learners to tell you which item of dog's attire has a similar colour.

Lesson 8: What is she wearing?

Review the previous lesson. Ask the class to look at the picture in the Pupil's Book, page 26. Discuss Mukama's appearance, getting as many opinions as you can; does she look cheerful, pretty?

Ask what Mukama is wearing and let everyone read the text aloud. Discuss the difference between Mukama's and dog's attire.

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

Lesson 9: Vocabulary

This lesson may be used to discuss the words that have been learnt so far. Ask

the class ask questions to ascertain their understanding of the words and clarify any misunderstandings.

Lesson 11: What am I wearing?

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

In the Pupil's Book, page 27, are drawings of different clothing items. Have the learners look at each item and identify which items they wear.

Let them draw pictures of themselves in their exercise books. Below the pictures, they should write what they are wearing, using Hare and Mukama as examples:

My name is...

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

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

Lesson 11: Plurals

Review names of clothing items the class has learned thus far. Create a list and guide the class through the singular and plural forms for this list.

Lesson 12: Game

Draw a picture of a suitcase on the blackboard. You are planning a trip and you want to pack your suitcase. Have your learners suggest clothing items that you may need for your trip. Each learner must first mention what the previous learners suggested in

order:

1st learner: a scarf

2nd learner: a scarf, a dress

3rd learner: a scarf, a dress, slippers...

Lesson 13: The alphabet (uppercase)

This lesson is a review of the alphabet. You may start the lesson by having the class sing the alphabet song:

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,

Q, R, S, T, U, V, W, X, Y and Z,

Now I know my ABC's,

Next time won't you sing with me.

Write the alphabet on the blackboard, in uppercase letters. Ask the learners to copy this in their exercise books. You may go through the alphabet again for practice.

Lesson 14: The alphabet (uppercase)

Ask learners to write down their names in their exercise books.

As an exercise, read out each letter and ask the learners to stand if their names BEGIN with that letter. You may also ask them to stand if their names END with that letter.

Give the learners a little more time to familiarise themselves with the

alphabet. You may ask a few learners to stand and spell out their names for the class.

Lesson 15: Game

The name of this game is 'I Spy'.

Write on the blackboard: *I spy with my little eye, something that is _____*

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

Lesson 16: The alphabet (lowercase)

In this lesson, learners learn the lowercase for letters A – M.

Write the letters A – M on the blackboard in both uppercase and lowercase letters. Ask the class to copy these in their books.

Explain when each case is used and beside each letter, have them write down a word that begins with that letter. Try to use the words that have been learned in the previous lessons.

Lesson 17: The alphabet (lowercase)

Review the previous lesson.

Lesson 18: The alphabet (lowercase)

In this lesson, learners will learn the lowercase for letters N – Z.

Write the letters N – Z on the blackboard in both uppercase and lowercase letters. Ask the class to copy this in their books.

Again, beside each letter, have them write down a word that begins with that letter. Try to use the words that have been learned in the previous lessons.

Lesson 19: The alphabet (lowercase)

Review the previous lesson.

Lesson 20: Game

Every member of the class can participate in this game. If there is space, have everyone stand in a circle. Call out a word that begins with the letter A. The next person should call out a word that begins with the letter B and so on. When you've gone through the entire alphabet, you may try the same in reverse alphabetical order.

Lesson 21: Spelling and vocabulary

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

Lesson 22: Game

Make a set of matching cards using index cards. Write each capital letter on one card and its lower case letter on the other card. Turn all the cards over and arrange them on a desk. Students must find both the capital and lowercase letter to match. You may make the game more challenging for your learners by adding a vocabulary element – this depends on your learners’ entry behaviour. Have learners match an alphabet letter to a picture that starts with that letter.

Lesson 23: Parts of my body

This lesson is a topical review on parts of the body. You may play a game or sing a song. Ask the class some questions to evaluate their understanding and clarify any misunderstandings that they may have concerning this topic.

Lesson 24: Clothing

This lesson is a topical review on clothing. You may play a game or sing a song. Ask the class some questions to ascertain their understanding and clarify any misunderstandings that they may have concerning this topic.

Lesson 25: Activity

Prepare a jigsaw puzzle. Obtain a drawing of a home, dining room or bedroom setting. Cut the drawing up into equal squares and have the class try to put them back together.

UNIT 5

Likes and dislikes

Key competence: By the end of the Unit, the learners should be able to use language in the context of likes and dislikes.

Learning objectives

Knowledge and understanding

The learner should be able to:

Recognize the use of the present simple tense.

List words for food items.

Identify numbers 20 – 50.

Skills

The learner should be able to:

Name simple foods.

- Express their likes and dislikes with relation to foods and colours.
- Carry out a simple survey on foods and represent the data in numbers or as a bar graph.
- Listen to the names of foods and show understanding visually.
- Read simple sentences about likes and dislikes with relation to foods.
- Complete simple sentences about likes and dislikes with relation to foods.

Attitudes and values

The learner should:

- Write neatly.
- Speak clearly when you answer a question.
- Decide who is going to do which job when you working in pairs or groups.

Content

Language use

Describing food

This is rice.

These are beans.

What is this?

What are these?

Are these beans?

Talking about likes and dislikes

I like rice.

She likes rice.

They don't like rice.

He doesn't like rice.

What food do you like?

What colours do you like?

What is your favourite food?

Do they like bananas?

Doing a survey

10 people like beans.

Vocabulary

Food: bananas, rice, beans, eggs, etc

- **Numbers:** 20 – 50

Language structure

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

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

Sounds and spellings

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

Teaching/Learning resources

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

Teaching/learning activities

Lesson 1: The food we eat

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

Ask the class to look at the pictures in the Pupil's Book, page 29. For counting practice, ask everyone to count together and tell you how many foods are drawn on page 29. Ask everyone to repeat after you as you point to

each picture, naming the different foods.

Lesson 2: The food we eat

In this lesson, learners learn to express what foods they like and what foods they dislike.

Return to the Pupil's Book, page 31.

Ask each learner to tell the class which food you he or she likes and which they dislike:

My name is...

I like... [smiling]

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

Organise learners into groups and ask them to talk about the foods they like and those they dislike.

Ask a few learners to stand and express their likes and dislikes using the above format.

Lesson 3: The food we eat

Review the previous lesson.

As an exercise, ask the learners to draw, in their exercise books, those foods that they like and those that they dislike.

Lesson 4: Game

Draw a picture of a pan on the blackboard. Imagine you are having guests over for supper and you want to cook a meal. Have your learners

suggest foods that you can use to make a great meal. Each learner must first mention what the previous learners suggested in this order:

1st learner: onions

2nd learner: onions, a tomato

3rd learner: onions, a tomato, cassava...

You may play the same game with dessert.

Lesson 5: Spelling and vocabulary

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

Lesson 6: What are these?

In this lesson, learners learn to identify different types of foods. They will also learn to ask what something is and answer when asked about the same.

Organise the learners into groups and ask them to look at the pictures in the Pupil's Book, page 30. Choose a few groups to read aloud the text. One learner should read the question, and his/her partners should read the answer.

Lesson 7: What are these?

You may use flashcards or the pictures on page 30 to ask the class *What is this?* Make sure learners raise their hands if they want to answer the question. Also be sure to ask *Is this...?*

Lesson 8: Spelling and Vocabulary

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

Lesson 9: What do you like?

In this lesson, learners learn to ask somebody what foods they like. They will also learn to express what their favourite food is.

Ask the class to look at the pictures in the Pupil's Book, page 31. Read aloud the questions on page 31 and ask learners to read the answers in unison.

Ask a few learners if they like certain foods:

Do you like oranges?

Do you like mangoes?

Tell the class what your favourite food is. Explain that favourite means you like it more than all the others; you

like it most.

Organise the learners into groups and let them talk about their favourite foods. Ask a few learners to tell the class what their favourite foods are.

Lesson 10: What do you like?

As an exercise, ask the learners to draw, in their exercise books, their favourite foods. Demonstrate this on the blackboard by drawing your favourite food and writing beneath it: *My favourite food is ...*

Lesson 11: What do you like?

Review the previous lesson. Have a few learners show their drawings to the class and tell the class what their favourite food is.

Lesson 12: Spelling and vocabulary

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

Lesson 13: Numbers (21 – 50)

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

Ask the class to count from 1 to 20.

Tell them that after 20, we have 21,

22, 23 ... all the way until 29. Do the same with 30, 40 and 50.

You may write on the blackboard one column each for the twenties, thirties and forties. Be sure to also write down the spellings of each (20, 30 and 40).

Lesson 14: Numbers (21 – 50)

Write on the blackboard numbers 21 – 35, with a few blank spaces. Have the learners fill in the missing numbers.

Lesson 15: What do they like?

In this lesson, learners learn the use of *How many?*

Ask the class to look at the table in the Learner's Book, page 32. There is a list of different foods and how many children like each food.

Read aloud the first question and answer:

How many children like bananas?

Forty children like bananas.

Organise the learners into pairs. Ask them to write down, in their exercise books, the answers to the rest of the questions on page 33. They may discuss in pairs to help each other. They must write down the numbers in both symbols and words:

How many children like bananas?

40 children like bananas.

Forty children like bananas.

Lesson 16: What do they like? (bar graph)

Review the previous lesson.

Ask the class to turn to the Pupil's Book, page 34. Draw a simple bar graph to represent the information on page 32. Ask the class to copy the graph in their exercise books.

Lesson 17: Spelling and vocabulary

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

Lesson 18: Matching exercise

Guide the class through the matching exercise in the Pupil's Book, page 36.

Put another set of pictures in a similar table on the blackboard. Let the learners practice matching the pictures and names in pairs.

Lesson 19: The food we eat

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

Lesson 20: What are these?

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

Lesson 21: What do you like?

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

Lesson 22: Numbers

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

Lesson 23: Activity

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

My name is _____.

I am _____ years old.

I live in _____.

My favourite food is _____.

My favourite animal is _____.

Lesson 24: Activity

Review the previous lesson and ask some of the learners to read their paragraphs to the rest of the class.

UNIT 6

Classroom objects and personal belongings

Key competence: By the end of this Unit, the learner should be able to use language learnt in the context of classroom objects and personal belongings.

Learning objectives

Knowledge and understanding

The learner should be able to:

- Recognise the use of prepositions of place and the possessive with names.
- Identify words for classroom objects.

Skills

The learner should be able to:

- Recognise and produce sounds, recognise letters and recognise key sound – letter relationships.
- Describe the position of objects, orally.
- Say who something belongs to, orally.
- Describe the number of things.
- Read simple sentences describing the position and number of things and show understanding visually.

Listen to people talking about the position and number of objects and show understanding visually.

Draw objects, show their position and number and complete simple descriptive sentences in writing.

Attitudes and values

The learner should

- Be eager to learn new words and write them down.
- Attempt making sentences even if he or she makes mistakes.

Content

Language use

Describing position

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

Describing numbers

How many chairs are there?
There are five chairs

Talking about possessions

Whose pen is this?
It's Mutesi's.
This is Felix's pen

Vocabulary

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

Language structures

1. Prepositions of place: on, under, next to, behind , etc
2. Possessive form: Mutesi's
There are; how many?

Sounds and spellings

The learner should be able to:

- Recognize and name letters a to z.
- Recognise and pronounce some high frequency words.
- Become aware of lower-case and capital letters.

Teaching/Learning resources

Pictures, line drawings, flashcards, picture books, realia

Teaching/learning activities

Lesson 1: Where is my book?

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

Ask the class to look at the pictures in the Pupil's Book, page 37. Ask the learners to read the text for the first picture.

Where is my book?

My book is on the desk.

Write the answer on the blackboard and underline the word 'on'. Repeat this with the other pictures on page 37.

Lesson 2: Where is my book?

Consider the different sentences in the Pupil's Book, page 37. Use objects around the classroom to further demonstrate the use of prepositions of place.

Write all the prepositions found on page 37 on the chalk board. Ask the learners to choose a preposition and use it to give the position of objects around the classroom

Lesson 3: Game

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

Lesson 4: Spelling and vocabulary

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

Lesson 5: How many?

In this lesson, learners learn more about describing numbers.

Ask the class to look at the pictures in the Pupil's Book, page 38.

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

Lesson 6: How many?

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

How many learners are there in the classroom?

How many eyes do I have?

How many windows are there in the classroom?

Lesson 7: Game

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

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

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

Ask the class how many oranges/

apples there are on the table. Learners **must raise their hands** for you to pick them to answer. Each correct answer earns the respective team one point.

Lesson 8: Spelling and vocabulary

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

Lesson 9: True or False?

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

Ask the class to look at the pictures in the Learner's Book, page 40 – 41. Let the learners discuss the pictures in groups.

Explain what is meant by TRUE and FALSE: TRUE means that the statement is right, while FALSE means that it is wrong.

Read aloud the first statement. Ask those who think the statement is TRUE to raise their hands. You may ask them why they think the statement is TRUE. You may also ask those who think the statement is FALSE why they think it is FALSE. Explain the answer to the class.

Repeat this exercise with questions 2 – 5.

Lesson 10: Whose book is this?

In this lesson, the learners will learn the use of possessive nouns (John's, Mary's, Bosco's, etc).

Ask the class to look at the picture in the Pupil's Book, page 42. Let them discuss it in groups. What can they see in the picture?

Explain to the class that there are times when we may want (or need) to know who something belongs to. In such a case, we ask *Whose _____ is this/that?*

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

Lesson 11: Game

Review the previous lesson.

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

Lesson 12: Naming objects

In this lesson, learners will improve their vocabulary and spelling concerning classroom objects.

Ask the class to study the table in the

Pupil's Book, page 43. Guide them through the first three objects and allow them to complete the table on their own. Go round the classroom in order to assist those who may need your help.

Lesson 13: Naming objects

Review the previous lesson.

Lesson 14: Where is it? (Prepositions)

Ask the class to turn to the Pupil's Book, page 44. Study the image and the text below it. Ask the class to draw the pictures for statements 1 and 2 on page 44.

Lesson 15: Where is it?

Review the previous lesson.

You may ask a few learners to present their drawings to the rest of the class.

Lesson 16: Game

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

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

Lesson 17: Spelling and vocabulary

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

Lesson 18: The alphabet

Page 44 of the Pupil's Book is a review of the alphabet. Guide the learners through this exercise.

Lesson 19: Where is it?

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

Lesson 20: How many?

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

Lesson 21: Whose is it?

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

Lesson 22: Naming objects

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

Lesson 23: Spelling and vocabulary

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

LESSON 24: ACTIVITY

Assist the learners to identify where their personal belongings are.

LESSON 25: ACTIVITY

Include other objects in the class eg chalk and assist learner to identify where they are.

UNIT 7

Home

Key competence: By the end of this Unit, the learner should be able to use language learnt in the context of home.

Learning objectives

Knowledge and understanding

The learner should be able to:

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

Identify words for localities, rooms and household objects.

Skills

The learner should be able to:

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

- Say where he or she lives.
- Describe rooms and their contents orally.
- Read simple sentences describing a dwelling or a floor plan and show understanding visually.
- Listen to a text read aloud about a dwelling or a floor plan and show understanding visually.

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

Attitudes and values

The learner should be able to:

Use English in and out of school.

- Be keen about errors both in spoken and written English.

Content

Language use

Saying where you live

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

Describing a house and its rooms

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

Describing the contents of rooms

There's a table in the kitchen.

There are knives and forks on the table.

There's a lamp in the bedroom?

Where is the lamp?

Vocabulary

Localities: town, village, city

Rooms: bedroom, kitchen, living room, etc

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

Language structures

Present simple tense: declarative, negative

Prepositions of place: in, under, behind, on, near etc

There is/are; Is there?

Sounds and spellings

The learner should be able to:

Recognise and name letters a to z.

Recognise and pronounce some high frequency words.

Become aware of lower-case and capital letters.

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

Teaching/Learning resources

Photographs, pictures, flashcards, plans, realia, drawing paper and pens

Teaching/learning activities

Lesson 1: Say where you live

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

Ask the class to look at the pictures in the Pupil's Book, page 45. Choose a learner to read aloud the text.

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

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

I live in ...

Somebody may say that they live in Rwanda (a country), Kigali (a city) or Gisenyi (a town). Be sure to differentiate the three and let the learners know that they can use any of the above to describe where they live.

Lesson 2: Say where you live

Review the previous lesson.

Go through the list of sentences on page 45.

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

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

This is Mary.

She lives in Rwanda

Rwanda is a country.

Lesson 3: Game

Choose a word and write the appropriate number of spaces on the blackboard. Learners should guess

the letters, one by one. If a learner guesses correctly, write that letter in the space and give him another turn. Let the first learner to guess the word take the teacher's place. Guide them through this exercise and ensure that all learners participate.

Lesson 4: Our house

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

Ask the learners to talk about the picture in the Pupil's Book, page 46, in groups.

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

Choose a few learners and ask them how many bedrooms/sitting rooms/kitchens... their house has. Ask if their house has an upstairs and a downstairs. Be careful not to offend or seem to be disparaging some learners especially those who come from humble background. Tailor your questions according to your environment.

Lesson 5: Our house

Review the previous lesson.

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

Lesson 6: Our house

Review the previous lesson.

Choose a few learners to present their drawings to the rest of the class. They may begin by introducing themselves before proceeding to tell the class how many bedrooms/sitting rooms/kitchens... are in their house.

Lesson 7: Spelling and vocabulary

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

Lesson 8: A table in the dining room

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

Ask the class to look at the picture in the Pupil's Book, page 48. Read aloud the heading and ask everyone to repeat after you.

What is a dining room?

What do people do in a dining room?

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

The learners should copy these in their exercise books.

Lesson 9: A table in the dining room

Review the previous lesson.

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

Lesson 10: Game

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

Lesson 11: Spelling and vocabulary

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

Lesson 12: This is my bedroom

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

Ask the class to look at the pictures in the Pupil's Book, page 49. Read aloud

the heading and ask the learners to repeat after you.

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

I sleep in the bedroom.

Where do you sleep?

I sleep in the bedroom.

Lesson 13: This is my bedroom

Review the previous lesson.

Study the picture again and write all the new words on the chalk board. Ask the learners to copy these in their exercise books.

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

Lesson 14: Game

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

Lesson 15: Spelling and vocabulary

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

one standing wins!

Lesson 16: Where you live

This lesson is a topical review on saying where one lives. You may play a game or sing a song. Ask the class some questions and clarify any misunderstandings that they may have concerning this topic.

Lesson 17: Our house

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

Lesson 18: A table in the dining room

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

Lesson 19: My bedroom

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

Lesson 20: Game

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

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

Lesson 21: Spelling and vocabulary

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

LESSON 22: ACTIVITY

You may use this lesson to give the class a pop quiz (without prior warning). Try to cover as much of this unit as possible. You may divide the quiz into topics as this would aid the class in knowing what's expected of them in each question.

LESSON 23: ACTIVITY

Review the previous lesson. Go through the quiz, and help the pupils to make corrections where necessary.

LESSON 24: ACTIVITY

You may use this lesson to play a game. It can be the pupils' favourite game thus far.

Key competence: By the end of this Unit, the learner should be able to use language learnt in the context of domestic animals.

Learning objectives

Knowledge and understanding

The learner should be able to:

Recognise the use of the present simple tense.

Identify words for animals and animal food.

Skills

The learner should be able to:

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

Describe orally the animals they have at home.

Explain what animals eat.

Construct and interpret a table showing what animals eat.

Read a short text describing domestic animals and show understanding visually or in writing.

Listen to a text read aloud describing domestic animals and show understanding visually or in writing.

Describe domestic animals in writing using simple supported sentences.

UNIT 8

Domestic animals

Attitudes and values

The learner should be able to:

Listen carefully when others speak.

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

Content

Language use

Talking about domestic animals

We have a dog. Do you have a cow? We don't have rabbits.

Talking about what animals eat

Our dog eats meat. What do goats eat?

Does your dog eat meat?
What do rabbits eat?

Talking about favourite animals

I like dogs.

Do you like hens?

What is your favourite animal?

My favourite animal is goats.

Vocabulary

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

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

Language structures

Present simple tense

Sounds and spellings

The learner should be able to:

Recognise and name letters a to z.

Recognise and pronounce some high frequency words.

Become aware of lower-case and capital letters.

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

Teaching/Learning resources

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

Teaching/learning activities

Lesson 1: What animals do they have?

In this lesson, learners will learn to name and identify domestic animals.

Ask the class to look at the pictures in the Pupil's Book, page 52. What are the children in the picture doing? What are they talking about? Let

them discuss in groups.

Choose a learner to draw a picture of a cat and/or a dog on the blackboard.

Organise the learners into pairs and have them discuss the different animals they have at home. Each group should write a list of these animals in their exercise books. Let one learner from each group read out their list.

Lesson 2: What animals do they have? (Baby animals)

In this lesson, learners will learn to name the young of different domestic animals.

Write a list of all the animals mentioned in the previous lesson. In a separate column, write a list of the offspring of these animals. Let the class copy this in their exercise books.

Organise the class into groups. One member of each group should draw a domestic animal and the other should draw the young of that animal.

Lesson 3: What animals do they have?

Review the previous two lessons.

Lesson 4: Game

Place 10 flashcards face up on the teacher's table. On five of the cards

should be a domestic animal. On the other five, should be the young of these animals. Let the class study these images for 1 minute, then turn the cards over.

Organise the learners into pairs and have each group take turns guessing which two cards contain an animal and its baby.

Lesson 5: Spelling and vocabulary

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

Lesson 6: What does a dog eat?

In this lesson, learners will learn what different animals eat.

Ask the class to look at the pictures in the Pupil's Book, page 53. Discuss the pictures, ask them what they see. What are the animals doing?

Read each sentence as you study the picture below it.

Ask the learners if they know what other animals eat.

Lesson 7: What does a dog eat?

Ask the class to turn to the Learner's Book, page 54. Go through the table on page 54 together. You may ask the learners to copy the table in their exercise books.

Lesson 8: Game

Have every learner think of an animal. They must have in mind the name of the animal, the name of its young, the sound it makes and what it eats. Choose a few learners to stand at the front of the class and each one of them to describe the animal they have in mind – they can describe how it looks and the sound it produces. Let the class guess which animal the learner is talking about.

Lesson 9: Spelling and vocabulary

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

Lesson 10: My favourite animal

In this lesson, learners learn to talk about their favourite animals.

Ask the class to look at the picture in the Pupil's Book, page 55. What is happening in the picture? What are

the children talking about?

Read the text as you study the picture.

Ask the learners to, each, draw their favourite animal in their exercise books.

Lesson 11: My favourite animal

Organise the learners into pairs and ask them to discuss their favourite animals. Let them answer the following questions:

What animals do you like?

What is your favourite animal?

Why do you like this animal?

Choose a few learners to stand and talk about their favourite animals. They may also talk about their friends' favourite animals.

Lesson 12t: Game

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

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

Lesson 13: Spelling and vocabulary

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

Lesson 14: Animal sounds

In this lesson, learners learn about animal sounds

Ask the class to turn to the Pupil's Book, page 56. Study the picture and ask the learners if they know what sound a hen makes.

Go through the table to learn the different animal sounds.

Lesson 15: Animal sounds

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

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

A dog barks.

A cat meows.

A hen clucks...

Lesson 16: Game

Place 10 flashcards face up, on the floor. The cards should be in random order. On five of the cards should be the picture/name of an animal. On the other five, should be the sound that each animal makes. Guide the learners to study the cards for 1 minute, then flip them over.

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

Lesson 17: Spelling and vocabulary

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

Lesson 18: What animals do they have?

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

Lesson 19: What does a dog eat?

This lesson is a topical review on the kinds of food animals eat. You may play a game or sing a song. Ask the class some questions and clarify any misunderstandings that they may have concerning this topic.

LESSON 20: My favourite animal

This lesson is a topical review on the animals children like most. You may play a game or sing a song. Ask the class some questions and clarify any misunderstandings that they may have concerning this topic.

Lesson 21: Animal sounds

This lesson is a topical review on the sounds animals make. You may play a game or sing a song, and also mimic animal sounds. Ask the class some questions and clarify any misunderstandings that they may have concerning this topic.

Lesson 22: Game

For this lesson, you may teach the class a common game or song about animals. A great poem to teach and make them laugh is the nursery rhyme “The House That Jack Built”. It is rather long hence, you may have to read it in parts – an animal at a time and discuss it with the learners.

This is the house that Jack built.

This is the cheese that lay in the house that Jack built.

This is the rat that ate the cheese

That lay in the house that Jack built.

This is the cat that killed the rat

That ate the cheese that lay in the house that Jack built.

This is the dog that worried the cat

That killed the rat that ate the cheese

That lay in the house that Jack built.

This is the cow with the crumpled horn

That tossed the dog that worried the cat

That killed the rat that ate the cheese

That lay in the house that Jack built.

This is the maiden all forlorn

That milked the cow with the crumpled horn

That tossed the dog that worried the cat

That killed the rat that ate the cheese

That lay in the house that Jack built.

Lesson 23t: Spelling and Vocabulary

Hold a spelling bee competition. Prepare a list of the words learned

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

LESSON 24: ACTIVITY

You may use this lesson to give the class a pop quiz. Try to cover as much of this unit as possible. You may divide the quiz into topics as this would aid the class in knowing what's expected of them in each question.

LESSON 25: ACTIVITY

Review the previous lesson. Go through the quiz, and help the pupils make corrections where necessary.

UNIT 9

Daily routine

Key competence: By the end of this Unit, the learners should be able to use language learnt in the context of daily routine.

Learning objectives

Knowledge and understanding

The learner should be able to:

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

Identify words for daily activities at home and clock time.

Skills

The learner should be able to:

- Recognise and produce sounds, recognise letters and recognise key sound – letter relationships.
- Tell the time orally.
- Describe daily routines orally.
- Read a short text about daily routines and show understanding visually or in writing.
- Listen to a text read aloud about daily routines and show understanding visually or in writing.

Tell the time in writing.

Describe daily routines in writing using simple supported sentences.

Attitudes and values

The learner should be able to:

Practise reading in and out of class.

- Appreciate writing neatly and avoiding spelling errors.

Content

Language use

Describing daily activities

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

Do you do your homework?

Telling the time

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

Describing daily routine

I go to school at 7.00. She gets up at 6.00.

Vocabulary

Daily activities at home: do

homework, clean teeth, get up, get dressed, etc

Clock time: to, past, half, a quarter, etc

Language structures

Present simple tense

Telling the time

Sounds and spellings

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

Teaching/Learning resources

Pictures, photographs, drawing papers, pens and pencils

Teaching/learning activities

Lesson 1: What do you do at home?

In this lesson, learners learn to talk about their daily morning routine.

Ask the learners to look at the pictures in the Pupil's Book, page 58, and talk about it in groups. Read the heading and ask them to repeat after you.

Go through each item on the list, making sure to explain, clearly, what it means.

Lesson 2: What do you do at home?

As an exercise, ask learners to write

their morning routine in the exercise books.

Lesson 3: Game

Write a morning routine list on the chalk board with the list items out of order. Ask the class, what they do when they wake up in the morning. They should try to put the list in correct order.

Lesson 4: Spelling and vocabulary

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

Lesson 5: Can you tell time?

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

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

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

Explain to the learners the parts of a clock:

Clock face

Hour hand

Minute hand

Lesson 6: Can you tell time?

Teach the basics of time (o'clock, quarter-past, half-past and quarter-to). These basics are easiest to recognise and will give the learners confidence when time telling.

Organise the class into pairs. Give each group a clock time and have them put the clock hands in the correct positions; one learner gets the hour hand, while the other gets the minute hand.

Lesson 7: Can you tell time?

In this lesson, you will teach the learners about the other clock times. In order to do this, they must know how to skip count (5, 10, 15, 20, 25, 30, 35 ...). Help them associate 5, 10, 15... with the numbers on the clock.

Lesson 8: Game

This is an outdoors game. Find a paved open space. With a piece of chalk (or a stone), ask two learners to draw a large clock face on the ground. Divide the class into 2 groups. Each should stand on either side of the clock. Call out a clock time and choose one learner to stand on the hour. He/She should then choose a member of the other team to stand on the minute.

Lesson 9: Spelling and vocabulary

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

Lesson 10: What do we do on Saturday?

In this lesson, learners learn to associate certain clock times with their daily routines.

Ask them class to look at the pictures in the Pupil's Book, page 65. Read the heading loudly and have the class repeat after you.

Study and discuss each picture on page 65 as you read the activity and the clock time.

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

Lesson 11: What do we do on Saturday?

Review the previous lesson.

Lesson 12: Game

Let the class play their favourite game in this unit. You may find ways to incorporate weekend routine into this game.

Lesson 13: Spelling and vocabulary

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

Lesson 14: Read this story

In this lesson, learners learn about the importance of a daily routine.

Ask the class to look at the story in the Pupil's Book, page 66. Read the story together and discuss the questions that follow.

Ask a few new questions:

Why do we go to school every day?

Do you enjoy being in school?

What time do your parents go to work?

Does everybody in the house have a morning routine?

Tell the learners to draw a picture

of them doing their favourite daily activity. Since it is only one drawing, they should do it to the best of their ability. They may colour the drawing.

In the following lesson, they will present their drawings to the class and tell the class why they enjoy this activity and if it is an important part of their daily routine.

LESSON 15: Read this story

In this lesson, the pupils present their drawings and tell the class why they enjoy this activity and if it is an important part of their daily routine.

LESSON 16: Game

Let the class play their favourite game thus far.

Lesson 17: Spelling and vocabulary

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

Lesson 18: What do you do at home?

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

topic.

Lesson 19: Can you tell time?

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

Lesson 20: What do we do on Saturday?

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

Lesson 21: Game

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

Lesson 22: Spelling and vocabulary

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

LESSON 23: ACTIVITY

You may use this lesson to give the class a pop quiz. Try to cover as much of this unit as possible. You may divide the quiz into topics as this would aid the class in knowing what’s expected of them in each question.

LESSON 24: ACTIVITY

Review the previous lesson. Go through the quiz, and help the pupils make corrections where necessary.

UNIT
10

Storytelling

Key competence: By the end of this Unit, the learner should be able to use language learnt in the context of storytelling.

Learning objectives

Knowledge and understanding

The learner should be able to:

Recognise the use of connectors of time.

Identify key words for the story.

Skills

The learner should be able to:

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

- Listen to simple stories and show understanding visually.
- Read a story and show understanding visually.
- Retell a story with support from the teacher.

Attitudes and values

The learner should:

Be careful while listening to a story and look at the pictures

Be able to detect errors.

Content

Language use

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

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

Vocabulary

Vocabulary of the story

Language structures

Present simple tense

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

Sounds and spellings

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

Teaching/Learning resources

Pictures, photographs, storybooks, flash cards

Teaching/learning activities

Lesson 1: Read this story

In this lesson, learners learn about the days of the week. They will also have a quick review about domestic animals.

Ask the learners to look at the story in the Pupil's Book, page 68.

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

Discuss the story and ask the learners if they liked it. What did they like about it?

Lesson 2: Read this story

Ask the learners if they can identify the days of the week in the story. Write them on the chalk board.

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

Lesson 3: Read this story

Review the previous lesson. Discuss your weekly routine. Explain what we do on Saturday, and on Sunday?

As an exercise, ask the class to rearrange the pictures on page 69 and retell the story.

Lesson 4: Spelling and vocabulary

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

Lesson 5: Storytelling

Prepare 4 short stories to tell the class. You may read a storybook or retell them from memory.

For this lesson, read the first story. Divide the class into 2 groups and have them discuss the story. Let one learner from each group retell the story to the rest of the class. They should make it their own and express it in their own unique way.

Lesson 6: Story telling

Repeat Lesson 5 with the 2nd story you prepared.

Lesson 7: Story telling

Repeat Lesson 5 with the 3rd story you prepared.

Lesson 8: Story telling

Repeat Lesson 5 with the 4th story you prepared.

Lesson 9: Listening and discussion

Read a story as the learners listen and then discuss it. Get their opinions on the story. Did they like it? What did they like most about it? Ask the learners if they like listening to stories. What makes a good story? What makes a bad story?

Lesson 10: Game

The name of this game is 'Broken Telephone'.

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

Lesson 11: Stories from pictures

Prepare 4 pictures to show the class. Make them as interesting as you can, in order to grow their imagination.

For this lesson, focus on one of the pictures. Divide the class into 2 groups and let them discuss the picture. Each group must then compose a story based on the picture. Also, each group must choose a leader to tell the rest of the class their story.

Lesson 12: Stories from pictures

Repeat Lesson 11 with the 2nd picture.

Lesson 13: Stories from pictures

Repeat Lesson 11 with the 4th picture.

Lesson 14: Spelling and vocabulary

Prepare a list of the words learned so far. You may hold a spelling bee competition or ask the learners to

write the words in their exercise books.

Lesson 15: Pictures from stories

Prepare 4 short stories to tell the class. You may read from a storybook or recite them from memory.

For this lesson, read the first story. Discuss the story with the class and then let each learner draw a picture that he/she feels best describes it.

Lesson 16: Pictures from stories

Repeat Lesson 16 with the 2nd story you prepared.

Lesson 17: Pictures from stories

Repeat Lesson 16 with the 3rd story you prepared.

Lesson 18: Pictures from stories

Repeat Lesson 16 with the 4th story you prepared.

Lesson 19: Spelling and vocabulary

Prepare a list of the words learned in so far. You may hold a spelling

bee competition or ask the learners to write the words in their exercise books.

Lesson 20

For this lesson, discuss the different stories that the pupils have heard from home. They may be folk tales, fairy tales or simple rhymes. Give the class an assignment to collect different stories from home.

Lesson 21

Review the previous lesson. Ask a few pupils to tell the rest of the class one of the stories they collected from home.

Lesson 22: Story writing

Ask the class to write a story. It may be about anything they like and they must work on their own. Go round the class, offering assistance wherever needed.

Lesson 23: Story writing

Choose a few learners to read their stories to the rest of the class. You

may let the class ask them questions about the story.

Lesson 24: Story writing

Ask the class to write a story. It may be about anything they like and they must work on their own. Go round the class, offering assistance wherever needed.

Lesson 25: Story writing

Choose a few learners to read their stories to the rest of the class. You may let the class ask them questions about the story.

References

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