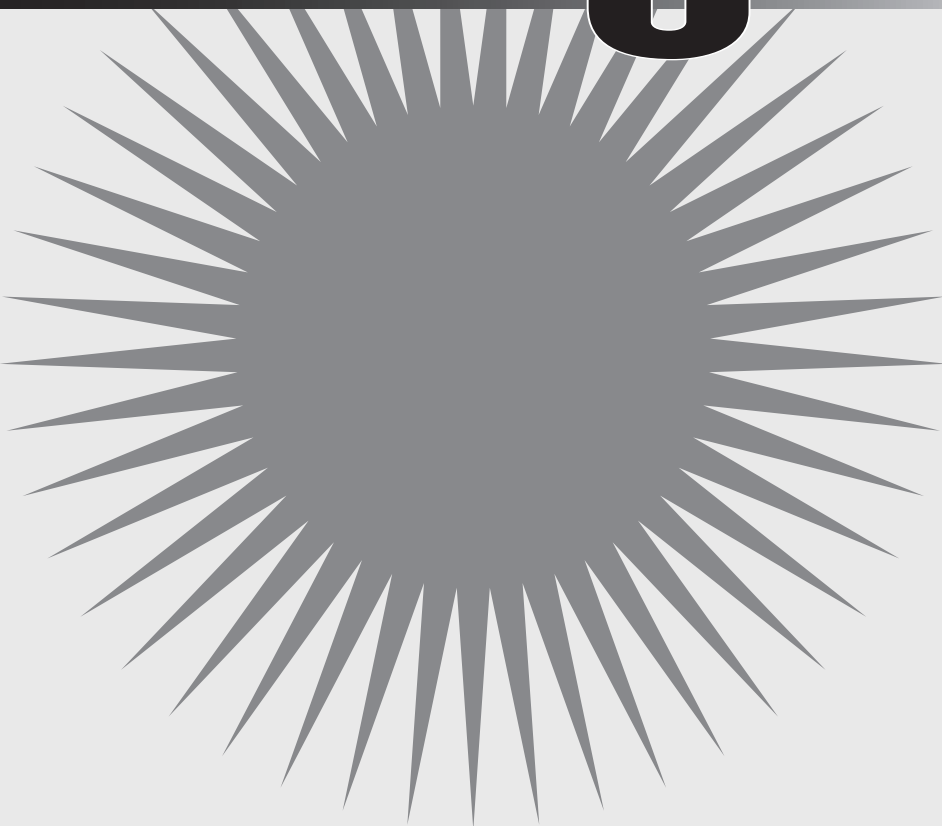


English

For Rwandan Primary Schools

Teacher's Guide

6



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General Introduction

Competence based learning is a three phased approach. It involves:

- Establishment of specific learning outcomes.
- Alignment of instructional pedagogy to the learning outcomes
- Using a structured methodology to assess or measure learner success.

At the end of the day, competence based education or competence based learning focuses on what the learner can do rather than what the learner knows. Focus on objectives and observable outcomes which can be measured. This approach requires that learners demonstrate value added skills which are assessed by looking at outcomes rather than the process.

The prime objective therefore for the teacher is not to cover the content for a given class rather it is to understand and respond to the learning needs of his or her learners. Instead of treating all learners as equals, the teacher enables learners to work at their individual levels of readiness. Instead of assuming that learners learn in the same way, the teacher recognises that there are many different ways in which the competences can be achieved.

In language teaching, the

competences help steer language teaching towards ensuring that learners demonstrate the ability to learn in the social context. This means that they are required to use language to communicate effectively. Therefore, provide an enabling environment for learners to identify the learning outcomes toward which he or she is working. Let them understand how to demonstrate each competence for a given learning outcome.

Encourage learners to seek help and support from each other as well as from you. Help to keep the classroom calm so as to enable the learners to develop a trusting relationship with you and with the other learners.

Using this Teacher's Guide

This Teacher's Guide has been developed to be alongside with the *English Pupil's book for Primary Six*. It provides guidance on how to best make use of the content in the Pupil's book.

There are three major sections in this book. There is the general introduction that comprises the introduction, content map, and sample lesson plan. The second part is the breakdown or development of the units that are covered in the syllabus. Lastly there is the references section.

The lesson development provided in this guide is by no means exhaustive. Classroom scenarios differ and it is always good to take the breakdown provided as a guideline. The real context on the ground will determine the approach that is used to deliver the content in Pupil's book.

Key terms used in this teacher's guide:

Competence	What the learner should be able to do after learning a particular topic.
Competence based	Related to a learner being able to demonstrate value added skills which are assessed by looking at particular learning outcomes.
Generic competence	Important non-technical abilities and skills required for formal or self-employment
Cross-cutting issue	Issues touching on general principles that learners must give special attention to.
Psychomotor	Related to physical movement, coordination and use of motor skills.
Affective	The manner in which we deal with things emotionally, such as feeling, values, motivation and so on.
Cognitive	Related to mental skills that lead to acquiring knowledge and the development of intellectual abilities and skills.
Special education needs	This refers to special cases of learners who have delayed milestones as far as learning is concerned. Such needs cannot be met in the traditional classroom.

Content Map

	Unit 1: Leisure and sports	Unit 2: Making future plans
Number of periods	26	26
Key Unit competence	To use language learnt in the context of leisure and sports.	To use language learnt in the context of making future plans.
Equipment, learning and teaching materials	Manila cards or slips of paper or drawing paper, pencils, graph, photographs, pictures	Pictures, photographs, diary
Activities/techniques	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions, etc.
Generic competences practiced	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify

Cross cutting issues to be addressed	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education
Assessment	Can describe favourite leisure activities, describe music preferences, describe the life history of a famous person.	Can describe favourite tourist destinations, describe a planned trip, describe planned activities, make suggestions about what to do.
	Unit 3: Weather	Unit 4: Behaviour, rules and laws
Number of periods	25	25
Key Unit competence	To use language learnt in the context of weather	To use language learnt in the context of behaviour, rules and laws
No of Periods	6	7
Equipment, learning and teaching materials	Manila cards with weather charts, Newspaper clippings showing weather charts, pictures of different types of weather, photographs of different types of weather	Manila cards with school rules, pictures and photographs
Activities/techniques	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions

Generic competences practiced	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork, cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork, cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify
Cross cutting issues to be addressed	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education
Assessments	Can describe current weather, interpret a weather chart for the next week, describe plans for future events with relation to the weather, interpret climate graphs for Rwanda in speech and writing	Can describe people's character, describe social behaviour in the community, give opinions on morality, formulate school rules.
	Unit 5: Family relationships	Unit 6: Reading books, writing compositions and examinations
No of periods	25	25
Key Unit competence	To use language learnt in the context of family relationships.	To use language learnt in the context of the reading books, writing compositions and examinations

Equipment, learning and teaching materials	Drawing paper and pens, pictures, photographs, family tree	Textbooks, story books
Activities/techniques	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions
Generic Competences practiced	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork, cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork, cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify
Cross cutting issues to be addressed	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education

Assessment	Can construct and describe a family tree describe a family tree, describe people's personalities and say why they like them, write a short description of a family member.	Can read a story and retell it orally or in writing, find information in textbooks using table of content, index, skim, scan, understand examination questions and write simple examination answers, plan writing using notes, evaluate writing, use common school language functions in writing.
	Unit 7: Animals	Unit 8: Environment
No of periods	25	25
Key Unit competence	To use language learnt in the context of animals	To use language learnt in the context of environment
Equipment, learning and Teaching materials	Chart, photographs, pictures, student's book, dictionaries	Maps, paper for drawing, photographs, pictures.
Activities/techniques	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions

Generic Competences practiced	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify
Cross cutting issues to be addressed	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education
Assessment	Can describe prehistoric animals, describe the experience of seeing an animal, classify animals	Can name natural resources and what they provide, name key districts in which natural resources are found, list dangers to the environment and measures for environmental protection.
	Unit 9: Maintaining harmony in the family	Unit 10: The solar system
No of periodss	25	25
Key Unit competence	To use language learnt in the context of maintaining harmony in the family.	To use language learnt in the context of the solar system.

Equipment, learning and teaching materials	Pictures, photographs, poster paper/manila paper , pens and pencils	Chart of the solar system, Pictures, photographs, drawing paper, diagrams
Activities/techniques	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions
Generic Competences practiced	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork, cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork, cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify
Cross cutting issues to be addressed	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education	genocide studies, environment and sustainability, gender, comprehensive sexuality education(HIV/AIDS, STI, Family planning, gender equality and reproductive health) peace and values education, financial education, standardisation culture, inclusive education Critical thinking, creativity and innovation, research, communicating in official language, cooperation, life-long learning

Assessment

Can describe household jobs and who does them, give commands and report on them, describe family quarrels, give advice and write rules for family behaviour.

Can describe the planets of the solar system and their distances in diameters, compare the planets and describe their key feature of the planets and the number of moons.

Sample Lesson Plan

School Name: _____ Teacher's name: _____

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
I	07/01/2018	English	P6	1	1	40 min	42
Type of Special Educational Needs and number of learners				None			
Unit title				-Leisure and sports			
Key Unit Competence:				To use language in the context of leisure and sports			
Title of the lesson				Talking about what you like doing			
Instructional objectives				- With survey sheets learners interview each other and fill correctly the survey sheet for each individual favourite activity and present to the whole class towards the end of the lesson.			
Plan for this Class (location: in / outside)				Inside and outside the classroom			
Learning Materials (for all learners)				- foot balls, net balls, ropes, board games, cones, etc.			
References				Use books recommended by REB.			

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	Teacher activities	Learner activities	
Introduction 5 min	Teacher begins the lesson with a warm up "Simon says". In this activity the teacher will remind learners to listen carefully to instructions and do the activity	Learners respond to teachers instruction appropriately ; one by one, in pairs and in groups	
Development of the lesson 30min	The teacher to ask learners observe the pictures on page 1 and in pairs share with each other what they think people are doing in the pictures. - The teacher ask learners in pairs to ask each other what they like doing in their free time and why they like doing so. - After finding the meaning of the words in a box, the teacher to ask learners in pairs to conduct a survey on various leisure activities that their classmates do	Learners individually will think first then form pairs and share with each other what they think is happening in pictures shown on page 1 Learners in pairs ask each other what they like doing during their free time and why they like doing such activities - The learners use a dictionary to find out the meaning of the words in the books then after carry out a survey on activities their fellow classmates do.	Peace and value education bring in good harmony -Gender balance assign tasks to boys and girls equally. -Cooperation by supporting each other through team work. -Communication with each other respecting others opinions. -Critical thinking and problem solving through dialogue

<p>Conclusion 5 min</p>	<p>The teacher ask different pairs to share with the whole class about their findings on different types of activities chosen by individual learners.</p>	<p>Learners in pairs present to the whole class on the surveys carried out.</p>	<p>-Gender balance: assign tasks to boys and girls equally. -Cooperation -Communication -Critical thinking and problem solving</p>
<p>Teacher self-evaluation</p>	<p>lesson well taught</p>		

1. Leisure and Sports

Key unit competence

To use language learnt in the context of leisure and sports.

Introduction

Learners have already been introduced to the past simple tense in earlier classes. They have also been introduced to basic vocabulary relating to leisure and sports. Therefore, they should be able to name various activities that they do during their leisure time as well as sport activities.

The teacher guide learners to name different leisure and sport activities that they take part in during their free time as required in the oral activity on page 1 of the pupil's book.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education personal system that responds to their needs of the learners as well as individuals who are part of a society as well. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners

to link and associate what they acquired in class to everyday reality. They also help learners to improve their attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexuality education (HIV/AIDS, STI, Family planning, gender equality and reproductive health), peace and values education, financial education, standardisation culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexuality education are covered comprehensively in upper classes. The pupil's book has presented the cross cutting issues as follows:

- Peace and values education should be observed out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible for example learners should be encouraged to go out of the class and help to clean the

school and home neighbourhood. They can also be involved in tree planting exercises.

- For learners at this age, it is easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally used in the illustrations. The pictures also include children with various forms of disability either going to school or taking part in day to day activities and dialogues.
- To teach learners about financial education, texts are included in the pupil's book that show children handling money.

Teachers should remember that the cross-cutting issue to be developed depends on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be tackled in a lesson even if it had not been planned earlier but arises by coincidence in the course of teaching and learning.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving

the set outcomes. This means that the competences that the learner is to achieve are imbedded in the outcomes that are being assessed.

The teaching strategies that teachers use should be matched with the domain of learning. Below is a suggestion of how competences can be implemented and how the strategy to be chosen.

a) Psychomotor:

- demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill.
- set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- arrange for sufficient practical experiences requiring skill performance of the competences under his/her direct supervision.
- create a valid and reliable assessment tool for use in assing competences.

b) Affective:

- The teacher should create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for

role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to perform the competence.

- Arrange for the discussion of different values and beliefs.
- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery or problem based learning to determine the most appropriate, evidence based approach to competence.
- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learners provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows might know the answer. In this case let other learners answer the questions.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before discussing with their teacher or other learners in class. The teacher

should make sure the learner have couple time for discussion, dialogue and clarification on the concepts to be learned. Learners also need to be encouraged to use their own knowledge and ideas to find possible solutions

Another strategy that can be used to guide learners into becoming competent in a given learning area context is to use high order questioning technique. Thus, such questioning involves learners in critical thinking skills.

All the strategies mentioned above aim at helping learners develop new ways of thinking about what they are learning. They also encourage learners to discover new knowledge and skills using critical thinking. Lastly these strategies support the learners' in their efforts to make the new form of learning part of their everyday life.

In the Pupil's book, the approach that has been used is to provide a variety of activities that ensure that the learner is exposed to various activities that enable them to understand therefore apply knowledge and achieve the set competences that they set out to achieve.

The Activities used in this pupil's book to bring out the various competences for each unit are shown below:

Generic Competence	Types of Activities to bring out competences
Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions • Debates • Dictation
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home • Debates

Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions
Life-long learning	<ul style="list-style-type: none"> • Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary related to leisure and sports

Leisure, singing, reading, football, basketball, swimming, athletics, cycling, music, sports, travelling, dancing, guitar, trumpet, piano, tambourine, among others.

Guidance on the problem statement

At the beginning of the unit on Page 1 of the Pupil’s book, there is an oral activity that requires learners to name the activities and types of sports that they engage in during their free time. The idea here is to ensure that learners are able to talk about the different activities that they do and then realise that anything done out of the school hours or duties done at home for enjoyment is a leisure activity.

Attention to Special Education Needs

It may not be possible to customise this section such that it addresses the exact special need that you may encounter in class. However, below are signs teachers may see learners with special needs. Strategies on

how to handle such cases are also provided. Teacher can apply them to help any learners with special needs. Most importantly, teacher should advice parents or guardians of any learner with special needs to seek medical advice. Some cases, like autism and mental illness, require medical attention.

Some categories of Special Education Needs (SEN) are as follows.

- a) Visual impairment (low vision, totally blind)
Unable to see easily on the black board, has difficulty reading print in textbooks and has difficulty in writing in notebooks.
- b) Hearing impairment(hard of hearing, total deafness)
Learners cannot hear or can’t easily learn to read.
- c) Physical impairment(wheel chair users, crutch users)
Can’t easily move around the school.
May not easily participate in games with other children.
- d) Intellectual impairment (slow

learners)

e) Gifted and talented learners.

A special needs learner may exhibit some of the following characteristics.

- Poor auditory memory—both short term and long term.
- Low tolerance level and a high frustration level.
- Weak or poor self-esteem.
- Is easily destructible.
- Difficulty, if not impossibility, to stay on task for extended periods of time.
- Spontaneous in expression; often cannot control emotions.
- Easily confused.
- Verbally demanding.
- Some difficulty in working with others in small or large group settings.
- Difficulty in following complicated directions or remembering directions for extended periods of time.
- Coordination problems with both large and small muscle groups.
- Inflexibility of thought; is difficult to persuade otherwise.
- Poor handwriting skills.
- Poor concept of time.

the teacher may use these appropriate strategies with special needs learners:

- Provide oral instruction for learners with reading disabilities. Present activities and reading materials in an oral

format so that the assessment is not unduly influenced by lack of reading ability.

- Provide them with frequent progress checks. Let them know how well they are progressing toward an individual or group task.
- Give immediate feedback to them. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long elongated projects are particularly frustrating for a learner with special needs.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of children from the school taking part in various sports activities as opposed to the pictures in the book which they may not relate to.
- Special needs learners should get lots of specific praise. For example, “I like your drawing of the bar graph. You have used very straight lines and good shading.”
- When necessary, plan to repeat instructions or offer information in both written and verbal

formats. Again, it is necessary that children with special needs utilize as many of their sensory perceptions like possible abilities.

- Encourage group learning activities whenever possible. Each group should be made up of learners with different

List of lessons

Lesson	Learning	Assessment
1. Talking about what you like doing	3 periods	1 period
2. Conducting a survey	3 periods	1 period
3. Describing past activities	3 periods	1 period
4. Describing Music	3 periods	1 period
5. Describing famous entertainers	3 periods	1 period
6. Describing sports people	2 periods	1 period
7. Sounds and spellings	Debate (2)	1 (dictation and riddle)

learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. The role of the teacher is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

The teacher should work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence-based. Each of these activities are related to domain of learning. Examples are given below:

Psychomotor:

- Review written description of a

particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)

- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Give selected exercises that help to clarify values.

This can be done as self-study (homework) or as group work.

- Allow learners to observing positive role models in practice. A role model sends the message, “This is who a competent person is. This is what a competent person does.” The teacher is the first role model that learners can use. Therefore the teacher should make sure that what he/she says or do reflect competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner’s efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and

practical work.

- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one’s knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.
- The teacher should prepare for and lead group discussions.

1. 10 Assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. The learners will be assessed on the knowledge they have acquired but this new curriculum puts more emphasis on competences. To this end, the teacher uses the following guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Lesson Development

Lesson 1: Talking about what you like doing

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognise when to use like +ing.
- List the basic vocabulary of leisure activities and sports.
- Describe favourite leisure activities.
- Design and administer orally a class questionnaire.
- Create a bar graph of classmates leisure time preferences and interpret it orally and in writing.
- Value leisure and sports as recreational and social activities.
- Appreciate how sports activities build team work.

a) Introduction

The teacher should

Brainstorm with the learners the different leisure activities and sports that are done by people. It does not necessarily have to be activities that the learners do but as long as they are leisure or sporting activities that will be fine. Guide learners to name as many leisure activities as they can. If possible, let the learners say how the activity is done. The language used may not be proper. Guide the learners to use proper language structure and grammar.

b) Teaching aids

Drawing paper and pencils, graph, photographs, pictures

c) Learning Activities

The Pupil's book has learning activities from Page 1 to Page 7. Use this activities to get learners to talk about different leisure and sports activities. Encourage learners to take part in the discussions between pairs and as groups.

Remember that the activities are learner driven and progress should be made depending on the ability of the learners to understand and undertake the given activity.

Vocabulary:

The teacher should

- Let the learners name the activities that are shown in the pictures in Activity 1 on Page 1 of the Pupil's book. Let them also name additional activities that they do for leisure during their free time. Write the name of each activity as it is given on the board.
- Read the words in Activity 3 on Page 2 of the Pupil's book as the learners listen. Guide the learners to use a dictionary to get the meaning of these words as well as those you have written on the board. If there are few copies of dictionaries, use the glossary at the back of the Pupil's book.

Oral skills:

The teacher should

- Guide learners on what they should do in Activity 2 on Page 2 of the Pupil's book. Allow the learners time to practice asking one another what they like doing and the reasons for doing these activities. While doing this activity, help the learners to see and know the importance of doing various leisure and sports activities. This will help them to develop the relevant attitudes and values that the syllabus requires.
- Read out the new words in Activity 3 on Page 2 of the Pupil's book as the learners repeat after you.
- Let the learners play the game in Activity 8 on Page 6 of the Pupil's book.
- Guide learners to construct correct sentences about the game they played as they carry out Activity 9 on Page 6 of the Pupil's book.

Grammar: the teacher should

- Use the Grammar Point on page 5 of the Pupil's book to explain to the learners how Like +ing is used to express interest in doing something.

Reading skills: the teacher should

- Let the learners picture read the pictures on Page 1 of the Pupil's book and describe what

is happening in each picture.

- Guide the learners to picture read the bar graph in Activity 5 on Page 3 of the Pupil's book and then answer the questions orally.
- Let the learners read the explanation of how to represent information as percentages on Page 4 of the Pupil's book. Guide them to practice converting the numbers they have into percentages.
- Ask learners to read the Grammar Point on Page 5 of the Pupil's book.
- Learners in pairs to read the poem on Page 7 of the Pupil's book and then answer the questions orally.

Writing skills: the teacher should

- Write the names of all the leisure activities mentioned during the oral exercise and ask learners to copy these words in their exercise books. Let them also write the meaning of each word. They can use the glossary at the end of the Pupil's book or a dictionary to do the exercise.

N.B: Activity 4 on Page 2 requires learners to conduct a survey. Allow enough time for learners to design a questionnaire to be used for the survey and then conduct the survey. The learners should be first of all be done orally before the learners write down the responses in

their exercise books in form of a table to record the results of their survey.

- Guide them to also draw bar graphs that represent their findings in class.

Remember there are two graphs to be drawn. One with numbers and the other one with percentages. There is no difference between the two graphs only that the title on the y-axis will read, "percentage of pupils who like the activity".

- Based on their experience on drawing bar graphs, learners can now do Activity 5 on Page 3 of the pupil's book. Let them do it as a class first where they will answer the questions orally as you write the answers on the board and then ask them to do the activity individually by writing the answers in their exercise books.
- Let the learners calculate the percentages of the pupils who like the various activities that are mentioned in Activity 5 as required in Activity 6 on Page 4 of the Pupil's book.
- Let the learners write the sentences that they constructed orally while doing Activity 8 on Page 6 of the Pupil's book in their exercise books.

d) Synthesis.

The teacher may lead a discussion for learners to recap all that they

have learn.

Let them say the names of the different activities that they like and dislike. Provide sample data of activities that pupils like and draw a graph as he/she explain what he/she is doing. Also remind learners how to calculate percentages.

Assessment the teacher should

- Ask a learner to name various leisure activities and describe which of these activities he or she likes or dislikes. "Can the learner describe leisure and sports activities that he or she likes?"
- Ask learners to do Exercise 1 on page 3 of the pupil's book in groups and exercise 2 on page 5 of the pupil's book in pairs, S remind the learners that they should copy the crossword puzzle into their exercise books before completing it. They should not do it in the text book.

Lesson 2: Conducting a survey

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognise when to use like +-ing.
- List the basic vocabulary of leisure activities and sports.

- Describe favourite leisure activities.
- Design and administer orally a class questionnaire.
- Create a bar graph of classmates leisure time preferences and interpret it orally and in writing.
- Value leisure and sports as recreational and social activities.
- Appreciate how sports activities build team work.

a) Introduction

The teacher should lead a discussion of the various leisure activities and sports that learners mentioned in Lesson 1. Guide learners to conduct an oral survey of the different leisure and sports activities that are done by different classmates.

Let the learners construct sentences that talk about different activities that are liked or disliked by their classmates.

b) Teaching aids

Drawing paper and pencils, graph paper, photographs, pictures

c) Learning Activities

Vocabulary:

- Let the learners name the various leisure and sports activities as they remember what they learnt in Lesson 1.

Oral skills:

- Ask learners to conduct an oral survey of the various activities that each group member. Let

each group construct sentences that talk about the findings of the oral survey.

Reading skills:

- Guide learners to read and understand the questionnaire on Activity 1 on Page 7 of the Pupil's Book. Direct the learners on what they are expected to do. Organise the learners in groups of ten and allow them time to conduct a survey.
- Ask learners to read the

Writing skills:

- Carry out a sample survey of the likes of different learners in class and compile the information in a table on the blackboard for the learners to see.
- Ask learners to copy the table in Activity 2 on Page 8 of the Pupil's Book in their exercise books and then compile the information they gathered in Activity 1.

d) Synthesis

The teacher may guide learners to convert the survey results that they have into percentages and then draw a bar graph as they did in Lesson 1.

e) Assessment

- The teacher should ask the learners to conduct a survey to find out the likes and dislikes of their classmates. Can the learners use language

correctly to conduct a survey orally? "Can the learner record the information that he has gathered correctly?"

Can the learner represent the information that has been collected in the form of a bar graph?

- Draw a bar graph on the board and ask a learner to interpret it. Can the learner interpret the bar graph correctly?
- Ask learners to do Exercise 3 on Page 7 of the Pupil's book. Can the learners construct correct sentences based on the survey that they carried out?

Lesson 3: Describing past activities

Learning objectives

By the end of this lesson, learners should be able to:

- Recognise the use of the Past Simple Tense and *determiners of quantity*.
- Value leisure and sports as recreational and social activities.
- Appreciate how sports activities build team work.

a) Introduction

Learners can now mention various leisure and sporting activities. They can also ask and respond to questions about leisure and sports activities. Find out if learners can talk about leisure and sporting activities that they did in the past.

It is possible that some of them may not know how to talk about the past using correct tenses. Let what they know or do not know be your starting point for this lesson.

b) Teaching aids

Pictures of people doing different leisure activities.

c) Learning Activities

Vocabulary:

- The teacher ask the learners to name the different leisure and sporting activities that they did the previous day, weekend or month. Write the names on the board as the learners mention them, add any other names for leisure and sports activities that the learners may not mention, then read the names of the different leisure and sporting activities as the learners repeat after you.

Oral skills:

- The teacher should ask the learners to work in pairs and talk about events that happened in the past as directed in Activity 1 on Page 8 of the Pupil's book.
- Read the sentences in Activity 2 on Page 8 of the Pupil's book as the learners listen.

Let the learners tell him/she which sentence shows an action that took place in the past.

Ask learners to try and construct sentences that show past simple tense. Let the learners try and

talk about leisure and sports activities that happened in the past not just any event that happened in the past.

Grammar:

- the teacher guide learners to read the grammar point on page 9 of the pupil's book, ask learners to mention any verbs that they know. Work together as a class to change the given verbs into their present simple tenses,
- discuss with the learners the grammar point on page 11 of the pupil's book. then brainstorm with the learners the different "*countable*" and "*uncountable*" nouns. Let the learners construct sentences that have different determiners of quantity as required in activity 5 on page 11 of the pupil's book.

Reading skills:

- the teacher ask the learners to read the sentences in activity 2 on page 8 of the pupil's book,
- let the learners read the letter in Exercise 5 on Page 11 of the Pupil's book in pairs and answer the questions that follow it orally. They will undertake the exercise again at assessment time individually.

Writing skills:

- The teacher guide the learners to carry out activity 4 on page 11

of the pupil's book,

- allow learners in groups of 5 to do activity 5 on page 11 of the pupil's book.

Let them write "*countable*" and "*uncountable*" nouns. They should also write at least five sentences that each one of them will have constructed.

d) Synthesis

Remind the learners that the past simple tense is used to talk about actions that have already taken place. Therefore, they have to identify the verbs in each sentence that is given and then change the verb to its past simple tense. Take time to help the learners to change different verbs into past tense so that they are able to do it without a problem.

Review the determiners of quantity that the learners have been taught in this lesson. Help them to practice using different determiners with different nouns.

e) Assessment

- The teacher ask the learners to give an example of a verb in present tense.

Let the learners change the verb they have given into past tense. "Can the learners change verbs from the present tense into the past tense?",

- ask learners to talk briefly about a leisure or sports activity that they did in the past. "Can the

learners use correct grammar and sentence structure to talk about a leisure or sporting activity that they did in the past?"

- Ask learners to give an example of a countable nouns and a determiner of quantity. Let the learner construct a sentence orally that has a determiner of quantity and a countable noun. Can the learner use determiners of quantity correctly to construct a sentence?

Lesson 4: Describing music

Learning objectives

By the end of this lesson, the learner should be able to:

- List the basic vocabulary of music.
- Value leisure and sports as recreational and social activities.

a) Introduction

The teacher should find out how many learners in class like music. Let them tell you why they like music.

"Can the learners in class identify the different types of musical instruments that can be used when playing music?"

Play different types of music if possible and ask learners to try and identify the type of music being played. Then lead a discussion on the various types of music and the

instruments used to play music.

b) Teaching aids

Real musical instruments, tape recordings with different types of music or music CD's with different types of music,

c) Learning Activities

Vocabulary:

- The teacher use Activity 1 on page 12 of the pupil's book to create name cards for learners to try and read. This will also help special needs learners who cannot see small print in the book or who cannot clearly see on the board, have as many names of musical instruments as you can gather since the pictures given in the pupil's book are not exhaustive. If he/she can, he/she draw the picture of the instrument on one side and write the name on the side, overleaf.

d) Additional Activity

The teacher may play a game with the learners called pick the correct name,

put all the name cards in a basket or in a heap,

read out loud a name from the list of names that you will have generated, ask different learners to look in the basket or heap for the name that he/she read out. The winner is the first person to get the name, can have more

than one label for each name,

- read out the vocabulary related to music given in activity 3 on page 13 of the pupil's book.

Let the learners say them after you. Find out if the learners can define any of the names. For names relating to a type of music, play the recording that you have again so that learners can relate the name to the type of music,

- Read out the first verse of the translated national anthem in activity 4 on page 13 of the pupil's book, let learners listen to you and then identify new words that they do not understand from the words that you have read.

Help the learners to pronounce these words. They can go a step further to find the meaning of these words in a dictionary or check which words are shown in the glossary.

of the translated version of the national anthem. Can learners recognize that they words you are reading out are the translated version of the Rwandan national anthem?

- Guide learners to talk about the different activities that they prefer as required in Activity 8 on Page 15 pupil's book.
- Allow learners individually to construct sentences orally using prefer + ing as required in activity 9 on page 15 of the pupil's book. remember, this exercise should be done once you have discussed the grammar Point on page 15 of the Pupil's book,
- allow the learners sufficient time to conduct a simple survey on what their classmates prefer, let them report their findings orally,
- guide learners to construct sentences using "*prefer + ing*" orally, etc.

Oral skills:

- The teachers may ask individual learners to carry out research as required in activity 2 on page 12 of the pupil's book as homework, then let them discuss as a group what their findings were during the following period.

Guide learners to give examples of different types of music.

- Ask learners to sing the national anthem in Kinyarwanda.

The read out the first verse

Grammar:

- The teacher brainstorm with the learners the words that we use to show that we like something over the other. Then guide the learners to read the grammar point on page 15 pupil's book and then answer then ask any questions that they might have. Explain to then using examples how the part of speech after prefer should match with that after to.

Reading skills:

- the teacher may let learners read the text on Activity 5 on Page 13 pupil's book and answer the questions orally as a class,
- guide learners to read and role-play the dialogue shown in activity 7 on Page 14 of the pupil's book. Let them answer the questions orally in pairs,
- arrange learners in groups of 5 and ask them to read the poem of Activity 10, Page 15 of the pupil's book as a group. they should then answer the questions that follow orally.

Writing skills:

- The teacher ask learners to write the names of different musical instruments in their books,
- let the learners write the new words in activity 3 on page 13 of the pupil's book in their exercise books and write down the meanings,
- ask learners individually to read the passage in Activity 5 on Page 13 of the Pupil's Book and then answer the questions that follow in their exercise books,
- learners to individually research and write down the entire national anthem in English as required in Activity 6 on Page 14 of the Pupil's book,
- let the learners do activity 10 on page 15 of the pupil's book and answer the questions in their

exercise books,

- guide learners to role-play Activity 7 on Page 14 and then write down the answers their exercise books.

d) Answers

Answers to Activity 5 on page 13 , pupil's book

- 1) The song is about rain.
- 2) Little children are singing the song.
- 3) Little children want to play.

Answers to Activity 5 on page 13, pupil's book

- 4) Folk music helps to know what the people of that particular culture believe in.
- 5) Folk music is passed on to children by their parents.
- 6) A verse can also be called a stanza.
- 7) The Rwanda national anthem was composed by Faustin Murigo and Captain Jean – Bosco Hashakaimana.
- 8) Accept any reasonable answer given by the learner.

Answers to Activity 7, page 14, pupil's book

- 1) The friends in the conversation are Moses and Angela.
- 2) Moses's favourite footballer is Cristiano Ronaldo.
- 3) Angela's favourite musician is King James.
- 4) Accept a picture that relates to what learners have read in the dialogue.

e) Synthesis

The teacher should guide the learners to appreciate that to prefer is to like something more than another.

Let them also know that we use prefer when comparing two things. This means that we cannot make sentences that just have one activity. Instead we should compare one over the other.

f) Assessment

- the teacher may ask learners to name different music instruments. "Can the learner correctly identify each music instrument shown?",
- play a recording of a certain type of music. "Can the learner identify the type of music he or she has just listened to?"
- ask learners to work in pairs and talk about their favourite leisure activity. "Can learners talk about what leisure activity they prefer?"
"Can the learner keep a conversation about their favourite leisure activity going?"

Lesson 5: Describing famous entertainers

Learning objectives

By the end of this lesson, the learners should be able to:

- Listen to/read texts about a famous entertainer.

- Write a short life history of a famous person.

a) Introduction

The teacher may ask learners to identify the people shown in the pictures on activity 1 on page 16 of the pupil's book. If possible, let the learners tell him/her what the people in the pictures do.

Guide the learners to understand that musicians, comedians, dancers and broadcasters are types of entertainers.

b) Teaching aids

Pictures of different entertainers

c) Learning Activities

Vocabulary:

- The teacher should ask the learners to copy the puzzle in Activity 2, on page 17 of the pupil's book in their exercise books and then work it out in pairs.

Guide the learners to use a dictionary or the glossary at the back of the Pupil's book or the Internet to find the meaning of the words given in Part (b) of the activity.

Oral skills:

- The teacher ask learners to try and identify the people shown in the pictures of activity 1 on page 16 of the pupil's book and then say what they do.

For the learners who do not know, the teacher explains to them that the people shown in the pictures are:

King James (musician),
Knowlss (musician/dancer),
Arthur Nkusi(musician),
(Arriane Uwamahoro
(broadcaster), Riderman
(musician).

- Activity 4 of Page 18, in the pupil's book gives learners an opportunity to use their talent. It also enables them to be creative and innovative so that they may come up with their own jokes. The teacher gives the learners enough time to think about a joke and share it with their classmates.

Reading skills:

- the teacher can read the text in Activity 3 on Page 17 in the pupil's book as the learners listen and then ask them the comprehension questions that follow.
Let the learners answer these questions orally.
- Allow the learners enough time to read the text in pairs and then answer the questions orally.

Writing skills:

- The teacher may ask learners to individually copy and complete the crossword puzzle on page 17 in their exercise books,
- ask learners to read the passage in activity 3 on page 17 of the

pupil's book and then answer the questions in their exercise book.

c) Synthesis

The teacher help the learners to name different musicians, dancers, comedians and news that they know. Guide the learners to talk about what each of the people mentioned does and how it is a form of entertainment.

Note that we have included news reporters in the pictures because the type of news (sports news) that they cover helps entertain people who like watching sports.

d) Assessment

- The teacher give learners pictures of other different famous entertainers, all of them need not be Rwandese they just need to be likely to be known by the learners. "Can a learner name the different groups of people who entertain us?"
- Read a text about a famous entertainer to the learners. Then ask a few questions related to the text that you just read. Can the learner listen to and answer questions orally about a famous entertainer?

Answers for activities

Activity 2 on page 17, pupil's book

Across

1. Actor
2. Musician
3. Dancer
4. Comedian

Down

1. Audience
5. Singer

	¹ A	C	T	O	R			
² M	U	S	I	C	I	A	N	
	³ D	A	N	C	E	R		
	I							
	A							⁵ S
	N							I
	⁴ C	O	M	E	D	I	A	N
	E							G
								E
								R

Note: ask learners to draw the grid in their exercise books and sketch out the words as above.

Answers of activity 3, on page 17, pupils' book

- a) Jean Ingabire is known as Butera Knowles.
- b) A dancer is a person who is paid to dance while a musician is singing.
- c) Entertainers are important to a country because they represent the country in different countries as they sing and entertain other

people. They are also important because they create employment for the people who record, sing, dance and even sell their CD's or music tapes.

Lesson 6: Describing sports people

Learning objectives

By the end of this lesson, learners should be able to:

- Listen to and read texts about a famous sportsperson.
- Appreciate how sports activities build team work.

a) Introduction

The teacher may ask learners to identify the people shown in the pictures on Activity 1 on Page 18 of the Pupil's book. If possible, let the learners tell you what the people in the pictures do. Guide the learners to understand that athletes, cyclists and footballers are all sports people.

b) Teaching aids

Picture of people taking part in different sports activities.

Learning Activities for:

Vocabulary:

- The teacher may ask learners in groups of five to answer the questions in activity 2 on page 18 of the pupil's book,
- let the learners name the different types of sports that people can take part in.

Write the names of the different types of sports on the board.

Oral skills:

- The teacher may ask learners to name famous Rwandese sports people that they know as well as the type of sports that they are involved in.

Additional activity

If the school has a playground, the teacher can organise for learners to go outside of the class and take part in a sports activity as a class. They can take part in simple activities such as racing, playing football or even simple games such as hop scotch.

Use this chance to instil in them the importance of working together as a team. For example, he/she ask the winning team how it felt when they won.

Let them also tell him/her if the same kind of feeling can be achieved if they hadn't worked well together,

- read the text on Muhammad Ali on Page 19 of the Pupil's book as the learners listen. Let them answer the comprehension questions that follow orally.
- Allocate time and guide learners to do activity 5 on page 20 of the pupil's book in groups of 5 orally.

Supervise their work and when the time allocated is over, discuss the text with learners to see if they got the sequence correct.

Reading skills:

- The teacher should ask learners in pairs to read the text on Muhammad Ali on page 19 of the pupil's book and then answer the questions orally,
- ask individual learners to read the sentences in activity 5 on page 20 of the pupil's book,
- let the learners read the answers to the pair work they did in activity, 3 on page 18 of the pupil's book.

Writing skills:

- The teacher should let the learners to read and write the answers to the vocabulary questions in Activity 2, on page 18 of the pupil's book individually,
- ask the learners individually to read the passage on Muhammad Ali and then answer the comprehension questions in their exercise books,
- guide learners to write the correct sequence of the sentence in Activity 5, on page 20 of the Pupil's book in class.

c) Additional Activity

The teacher may ask learners to individually research and write about a famous sportsperson. It can be a sportsperson from the community, country or even neighbouring countries. For example, a learner can choose a famous sportsperson from Kenya and write about him/

her,

Guide the learners to know that research can be reading newspapers or articles written about the person from the Internet. They can also talk to a grown-up who knows and understands different types of sports.

Answers to Activities:

Activity 1, page 18, pupil's book

- 1) Claudette Mukasikindi
- 2) Valens Ndayisenga
- 3) Rwatubyaye Abdul

Activity 2 on page 18, pupil's book

- 1) Footballer
- 2) Athlete
- 3) Marathon
- 4) Participate
- 5) Win

Activity 4, page 19, pupil's book

- 1) Muhammad Ali became a rich man because of boxing.
- 2) Discipline and hard work made Muhammad Ali successful.
- 3) Ali refused to fight in Vietnam because his brothers and sisters in Vietnam were being oppressed by racism.
- 4) The Rumble in the Jungle.
- 5) Accept correct lesson derived

from the text. For example, practice helps improve someone's skills, racism is bad, when we are disciplined and work hard, we will eventually shine at what we are doing.

Activity 5, page 20, pupils' book

- 1) Sports has a number of benefits.
- 2) The benefits include: bringing people together, improving national pride and unity and improving health.
- 3) Sports in Rwanda is supported by the government.
- 4) However, sports in Rwanda faces some challenges such as limited facilities and funding.
- 5) Despite the challenges, Rwanda is aiming at being among the top three African countries in basketball, volleyball, cycling, athletics and Paralympic sports.

e) Synthesis

Learners should be able to identify famous sports people in the country. They should also be able to know that there are various benefits that sports give us. Recap the different sports that one can engage in, name the different people that engage in these sports and also show the benefits that these sports have to an individual, team and the country at large.

)Assessment

- The teacher can give learners pictures of other different famous sports people. All of

them need not be Rwandese they just need to be likely to be known by the learners. "Can a learner name the different sports people?"

- read a text about a famous sports person to the learners. Then ask a few questions related to the text that has just been read. Can the learner listen to and answer questions orally about a famous sports person?

Lesson 7: Sounds

and spellings

Learning objectives

By the end of the lesson, learners should be able to:

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

a) Introduction

This lesson provides a summary of the key sounds, stress and rhythm used in this Unit. The teacher doesn't need to introduce the lesson in any way as the activities that are done in this section are independent of each other.

b) Teaching aids

A list of sentences for dictation must be in your lesson plan:

- 1) John went to the Olympics last year.

- 2) A lot of the pupil's like football.
- 3) Jazz music makes me sleep.
- 4) Folk music is common in Rwanda.
- 5) Comedians are very funny.

c) Learning Activities:

Activity 1, page 20, pupil's book

The teacher should dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

Activity 2, page 20 pupils book

The teacher allows learners rewrite the jumbled letters to make correct words that have been used in this unit.

Answers:

1) Outdoors d)Hobbies
Cycling Enjoying Cricket Tennis
Chess Football

2) Debate on page 21, pupils' book

Organise learners into an opposing team and a proposing team, give each time the same time to discuss and come up with points to support or oppose the debate motion that is given. Allow the learners to debate the motion.

Remember there are no winners or losers in this debate. The objective

is to get learners to use language confidently while talking to each other.

3) Riddle

The teacher asks the learners to read the riddle on Page 21, Pupil's book and let them tell him/her the answer.

Answer: Football

e) Synthesis

Learners should be able to use the past simple tense, determiners of quantity, and like +ing to write and talk about the different leisure and sports activities. If any of them are unable to do so, then they will not have achieved the competences set out in this unit. The teacher will have to take them through the weak areas again.

f) Assessment

- Can learners use correct spellings and write legibly the different sentences that you dictated to them?
- Can the learners answer the riddle?

g) Summary of the unit

Both men and women, girls and boys, enjoy doing different leisure and sports activities. It all depends on the interests that someone has.

It is also possible to find that in a group there are people who do not like a given sports. This is okay because each person has his or her own preferences.

h) Additional information

A preposition is a word or phrase that comes before a noun or pronoun to show its connection to the other words in the sentence. Prepositions can show place, time, position, or method.

The prepositions used in this unit to show the position of different places in the community are in front, opposite, behind, across, next to and near.

1. Exercise 1 answers depend on the findings of the learner's survey. Check the learner's graph to ensure that it corresponds to the data that they collected.

Check also the labels used for the axis and the presence of a title on the learners bar graph.

Answers to Activity 7 on page 4, pupils'book

This work is to be done in pairs.

a) Fifty point five six – 50.56%

Ninety four point twenty four – 94.24%

Twenty two point fifty eight – 22.58%

Eighty eight point sixty six – 88.66%

a) Activity Percentage

Playing 44%

Reading 16%

Cycling 6%

Watching TV 20%

Music 14%

b) Accept correct sentences based on the graph above.

Answers for the puzzle

Across

1. Television
4. Book
7. Rope

Down

2. Internet
3. Novel.
4. Bicycle
6. Newspaper

¹ B	² I	C	Y	C	L	E													
	N						³ N												
	T			⁴ B	O	O	K												
⁵ T	E	L	E	V	I	S	I	O	⁶ N										
	⁷ R	O	P	E						E									
	N			L						W									
	E									S									
	T									P									
										A									
										P									
										E									
										R									

Note:

- 1 Ask learners to draw the grid in their exercise books and sketch out the words as above.
- 2 Explain to learners that the numbering in the crossword puzzle may not necessarily follow systematically from one upwards. The numbers are arranged depending on where the word falls, either Across or Down.

Exercise 3 on page 7, pupils' book

This exercise is to be done by individual learners.

- a) Playing, singing, reading and swimming.
- b) Reading is the most liked leisure activity.

Answers to exercise 4 on page 9, pupil's book

This exercise is to be done by individual learners.

- 1) The playground was wet.
- 2) We could not play football.
- 3) The teacher was watching the Olympic Games on the Television in the staffroom.
- 4) He was going to ride his new bicycle.
- 5) He was jogging.

Answers to Exercise 5 on page 9 pupil's book

- 1) The letter was written by Mary
- 2) The letter was written on 20th January, 2017.
- 3) To apologise for not getting time to play with her friend.
- 4) We write letters because we have messages to give to people.

Answers to Exercise 6 on page 10, pupil's book

- 1) Most
- 2) A little

3. A lot/ many/ few/ several (all these determiners are correct).
4. Most / a lot of
5. Several/ many/

Answers to Exercise 9 on page 18, pupil's book

(To get help answering these questions)

End of unit assessment on page 21, pupil's book

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities.

Answers to the unit 1 Assessment

Most of the answers to this assessment depend on what the learner will write. Therefore, check to ensure legibility of the handwriting, correct grammar and language structure.

Check the learners' drawing also to ensure it is relevant to the topic under discussion.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercises to do:

- 1) Draw a picture of a person doing an activity that they like.
- 2) Write a short sentence about the

activity that you have drawn.

(The answers to these questions will depend on what the learner has drawn.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

- 1) Find 2 other activities that people in other countries do but they are not done in Rwanda.
- 2) Write three short paragraphs about these activities about these activities.

2. Making future plans

Key unit competence

To use language learnt in the context of making future plans

Introduction

Learners have already learnt about future plans in P2, P3 and P4. They have used *would like* and *going to* when talking about leisure activities and future plans. Therefore, the teacher start by asking learners to say which careers they would like to do when they grow up. Listen to any learner who will use *would like*, or *going to* and then explain to the class that we use these phrases when we want to talk about the future.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of learners including their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate what they acquired in class to everyday problems. They also help learners to develop their attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexuality education (HIV/AIDS, STI, Family planning, gender equality and reproductive health), peace and values education, financial education, standardisation culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexuality education are covered comprehensively in upper classes. The pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and home neighbourhood. They can also be involved in tree planting exercises.
- For learners at this age, it is

easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally used in the illustrations. The pictures also include children with various forms of disability either going to school or taking part in day to day activities and dialogues.

- To teach learners about financial education, texts are included in the Pupil's book that show children handling money.

Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences that the learner is to achieve are inbuilt into the outcomes that are being assessed.

Below is a suggestion of how competences may be implemented and the strategy that may be chosen.

Psychomotor:

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill.
- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective:

- Create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to perform the competence.
- Arrange for the discussion of

different values and beliefs.

- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery or problem based learning to determine the most appropriate, evidence based approach to competence.
- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before

discussing with you or other learners in class. Ensure that you provide ample time for discussion and dialogue and clarification of concepts to be learnt. Learners also need to be encouraged to use their own knowledge and ideas to find possible solutions.

Another strategy that can be used to guide learners into discovering how to proceed is by using high order questioning technique. The objective of high order thinking technique is to encourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subject matter.

All the strategies mentioned aim at helping the learner develop new ways of thinking about what they are learning. They also encourage a learner to discover new knowledge and skills using critical thinking.

The approach that has been used is to provide a variety of activities that ensure that the learner is exposed to various approaches to learning.

The activities used in this book to bring out the various competences for each unit are shown below:

Generic Competence	Type of Activity to bring out competence
Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions • Debates • Dictation
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home • Debates

Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions
Life-long learning	<ul style="list-style-type: none"> • Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary

Get up, do homework, have dinner, visit, travel, come back, see, go shopping, picnic, outing

Guidance on the problem statement

At the beginning of the unit on Page 23 of the Pupil's book, there is an oral activity that requires learners to tell their friend what they plan to do the following day. The idea here is to ensure that learners are able to talk about different activities that they will do in future. Since they already have a basic introduction to the future tense and the use of words like going to, learners should be in a position to make simple sentences that explain what they plan to do.

Attention to special education needs

It may not be possible to customise this section such that it addresses the exact special need that you may encounter in class. However, below are signs you should look out for in order to identify any learners that may have special needs. Strategies on how to handle such cases are

also provided. Apply them together with your own judgement to help any learners with special needs. Most importantly, advice parents or guardians of any learners with special needs to seek medical advice. Some cases, like autism and mental illness, require medical attention.

Some categories of Special Education Needs (SEN) are as follows.

- Visual impairment (low vision, totally blind)
Unable to see easily on the black board, has difficulty reading print in textbooks and has difficulty in writing in notebooks.
- Hearing impairment (hard of hearing, total deafness)
Learners cannot hear or can't easily learn to read.
- Physical impairment (wheel chair users, crutch users)
Can't easily move around the school.
May not easily participate in games with other children.
- Intellectual impairment (slow learners)
- Gifted and talented learners.
Have higher abstract thinking.

A special needs learner may exhibit some of the following characteristics.

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

Use these appropriate strategies with special needs learners:

- Provide oral instruction for learners with reading disabilities. Present activities and reading materials in an oral format so that the assessment is not unduly influenced by lack of reading ability.
- Provide them with frequent

progress checks. Let them know how well they are progressing toward an individual or group task.

- Give immediate feedback to them. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learner with special needs.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of children from the school taking part in various sports activities as opposed to the pictures in the book which they may not relate to.
- Special needs learners should get lots of specific praise. For example, “I like your drawing of the bar graph. You have used very straight lines and good shading.”
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that children with special needs utilize as many of their sensory perceptions as

possible.

- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

List of lessons

Lesson	Learning	Assessment
1. Describing tourist destinations	5 periods	1 period
2. Describing a trip	5 periods	1 period
3. Talking about tomorrow	5 periods	1 period
4. Making suggestions	4 periods	1 period
Sounds and spellings	Debate (2)	1 period

Learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. The teacher, has the role of actively encouraging and enabling learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence-based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor domain:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice

of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)

- Seek out practical experiences that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who can help them plan for a trip and then make presentations in class.)

Affective domain:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role

model that learners will use. Therefore, ensure that what you do and say reflects competence.

related to topics being learnt.

- Prepare for and lead group discussions.

Cognitive domain:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner’s efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one’s knowledge and experience base, and self-directed use of the internet where it is available for resources

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences. To this end, use the given guidelines under assessment to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Lesson Development

Lesson 1: Describing tourist destinations

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognise when to use *would like* while talking about future plans.

- Describe favourite tourist destinations.
- Value the physical features and places of Rwanda as tourist attractions.

Introduction

Brainstorm with the learners the different tourist attractions that they know of. Let them tell you what tourists go to do at these places. Let them also tell you in which part of Rwanda these tourist destinations are found. Guide the learners to say which of these places they would like to go to.

Teaching aids

Photographs and pictures of different physical features and tourist destinations.

Learning Activities

Vocabulary:

- Read the words in activity 1 on page 22 of the pupil's book as the learners look at the pictures within the Activity. Ask the learners to associate the words with the picture,
- Ask learners in pairs to identify different names and words for tourist attractions and destinations in the puzzle on Page 26.

Oral skills:

- Ask learners in pairs to do Activity 3, Page 23, of the Pupil's book. Let them take

turns telling each other about the places they would like to visit. Then allow a few learners time to tell the class where they would like to go.

- Organise learners in small groups of five. Ask them to take turns naming and asking one another the places they would like to visit. Each person should ensure that they talk about a different place from that that was mentioned by the other group members. The reason for this is that we want learners to talk about as many places as they can as well as identify what happens in these tourist destinations. Let them use the directions in Activity 3 and 4 on pages 23 and 24 respectively of the Pupil's book.

Grammar:

- Use the Grammar Point on Page 23 of the Pupil's book to explain to the learners how would like is used.

Reading skills:

- Find out what the learners know about *Kwita Izina*. Let them tell you whether they have ever taken part in the event or if they have seen it on TV. Discuss the importance of Kwita Izina to Rwanda. Then read the text about Kwita Izina on Page 24 of the Pupil's book as the learners listen. Let the learners answer the questions orally.

- Read the poem in Activity 5 on Page 25 of the Pupil's book as the learners listen. Then ask the whole class to read the poem again. Help the learners with pronunciation where they have problems. Organise learners in groups of four or five. Then ask them to recite the poem as a group.

Writing skills:

- Ask learners to construct five sentences using "*would like*" and names of different tourist attractions and write them in their exercise books.
- With the help of an atlas or a Social Studies textbook, let the learners draw a map of Rwanda and on it mark the location of the different tourist destinations.

Synthesis

Organise for learners to visit the nearest tourist attraction centre. If you live near a genocide memorial site, this would be a good opportunity for learners to learn about the crosscutting issue of genocide studies. Lead a discussion on what learners understand about the genocide and also why they should never let it happen again.

Assessment

- Ask a learner to name various tourist attractions and tourist destinations in Rwanda. Can the learner name various

destinations and tourist attractions that are found in Rwanda?

- Ask learners to describe a tourist site or attraction found in Rwanda. Can the learner describe what happens at the given tourist attraction or destination that he or she has named?
- Ask learners to construct sentences using *would like*. Can learners construct correct sentences using *would like* about tourist destinations and attractions in Rwanda?
- Ask learners to do Exercise 1 on Page 24 of the Pupil's book. Can the learners give correct answers to the comprehension passage?
- Let the learners do Exercise 2 on Page 26 of the Pupil's book. Can the learner answer the questions correctly? Can the learner use the dictionary or the glossary correctly to get the proper meaning of the given words?
- Ask learners to construct correct sentences using the pictures in Exercise 3 on Page 27 of the Pupil's book. Can the learners correctly make sentences with *would like*?

Lesson 2: Describing a trip

Learning objectives

By the end of this lesson, learners should be able to:

- Recognise the use of "going to".
- State the basic vocabulary used when talking about trips.
- Appreciate how planning and organizational skills help people plan for future events.
- Appreciate how sports activities build team work.

Introduction

Lead a discussion on previous trips that the learners made and the preparations that went into it. Let the learners say how important the preparations were to the success of failure of the trip. Let the learners know that they are going to learn about planning for and making a trip.

Teaching aids

Pictures, photographs of people at different tourist destinations and attractions.

Learning Activities

Vocabulary:

- Let the learners name various tourist destinations and attractions sites that they are likely to visit with both family and friends. Remind the learners the meaning of the following words; trip, visit, travel, picnic, outing, shopping. The definitions of these words are given at the end of the Pupil's book in the glossary.

Oral skills:

- Ask the learners to work in pairs and talk about a journey that they would want to make as required in Activity 1 on Page 27 of the Pupil's book.
- Read the text in Activity 3 on Page 28 of the Pupil's book as the learners listen. Ask the learners to role-play the Activity in pairs.
- Guide learners to do Activity 6 on Page 32 of the Pupil's book. Let them work in groups of 6 to accomplish the task. Each group member should be given time to participate in the discussion.
- Lead learners in a discussion where they will construct sentences that show the different uses of 'going to' as required in Activity 2 on Page 28.

Grammar:

- Guide the learners to read the Grammar Point on Page 28 of the Pupil's book.

Let them ask any questions that they might have regarding what they have read. Then ask the learners to construct correct sentences to show the three different uses of going to.

The example given under using 'going to' give commands is done on purpose to introduce an aspect of environment and sustainability as a cross cutting issue. Let the learners know that it is important to keep all tourist destinations and attractions

clean so as to attract more local and international tourist.

Reading skills:

- Ask the learners to read the dialogue in Activity 3 on Page 28 of the Pupil's book.
- Let them answer the questions in Activity 4 on Page 29 orally.
- Ask learners in pairs to read the text in Activity 5 on Page 30 of the Pupil's book and do the Task. Guide the learners where they have problems with the vocabulary. Encourage them to ask questions if they cannot pronounce the hard words in the text. They should also ask for elaboration of any part of the text that they do not understand.

Writing skills:

- Guide the learners to write five correct sentences to show the different uses of 'going to' as required in Activity 2 on Page 28 of the Pupil's book.
- Ask individual learners to read the dialogue in Activity 3 on Page 28 and then write the answers in Exercise 4 on Page 29 of the Pupil's book.
- Allow learners individually to read the text in Activity 5 on Page 30 of the Pupil's book and then answer the questions in Exercise 4 on Page 29 of the Pupil's book.
- Guide learners in their groups on what is required in Activity

6 on Page 31 of the Pupil's book and let them write the answers to the Activity. Allow sufficient time for learners to present what they have written in class.

Synthesis

Remind the learners about the different uses of "going to". Let them know that we use 'going to' to show intentions, make predictions and also when giving commands. Guide learners into giving sentences that show different uses of "going to" to see if they understood the content.

Assessment

- Ask the learners to give examples of sentence that use going to. Can the learners construct grammatically correct sentences using 'going to'?
- Ask learners in groups of three to talk about an activity that they would like to do in future. One person should ask the question, the second one should answer and the third one should report about the answer that was given. Can the learners use correct grammar and sentence structure to talk about an activity that they want to do in future?
- Read a text about a planned trip as learners listen. Can a learner correctly answer the questions raised about the text that you were reading?
- Let the learners read a text that

talks about a planned trip. Ask the learners comprehension questions based on what they have read. Can the learners correctly answer the questions given to them about the text both orally and in writing?

Lesson 3: Talking about tomorrow

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognize when to use "*adverbials of time*".
- State the basic vocabulary of daily activities.
- Appreciate how planning and organizational skills help people plan for future events.

Introduction

Lead a discussion on the uses of going to. Ask the learners to make sentences that make use of 'going to'. Revise the vocabulary used when talking about tourist destinations because learners may want to use this vocabulary when tackling this section.

Brainstorm with the learners the different activities that they do daily. Since learners have already looked at daily routine in earlier classes they should be able to state basic vocabulary for these activities. Ask the learners to talk about these events in the order in which they carry them out.

Teaching aids

Pictures of people doing different pictures

Learning Activities

Vocabulary:

- Ask learners to look at the pictures and then use one or two words to say what is happening. The possible vocabulary for the pictures are get up, go to school, learn, play, do homework, eat, and watch TV. Let the learners also tell you if there is any other activity that they do that may not be shown in the pictures.
- Brainstorm with the learners the meaning of the words plan and organize. If they do not know the meaning, let the learners use a dictionary or the glossary at the end of the Pupil's book or the Internet if available.

Oral skills:

- Let the learners talk about the pictures in Activity 1 on Page 32 with a friend.
- Ask individual learners to talk about a plan of activities that they will do the next day as required in Activity 2 on Page 33 of the Pupil's Book. Encourage them to talk about them in the order in which they plan to do the activities. Allow the learners to present their plans to the class.
- Collect all the plans from different learners and read them out. Let the other learners

identify the owner of the plan you have read.

- Explain to the learners the use of adverbials of time and let them know that we can use adverbials of time to talk about what we plan to do. Allow learners time to construct sentences orally that make use of different adverbs of time.

Grammar:

- Ask learners to read the Grammar Point on Page 33 of the Pupil's book silently. Let the learners identify adverbs of time that are used when talking about the future and construct sentences using these adverbs as required in Activity 3 a) on page 34 of the Pupil's book.

Reading skills:

- Let the learners picture read the pictures in Activity 1 on Page 32 of the Pupil's book and then place them in order.
- Ask learners to read Sam's plan of activities on Page 33 of the Pupil's book in pairs.
- Ask general questions to see if they have understood what you are asking. For example, ask a learner to say what Sam did at 6.00 p.m. and so on.
- Individual learners to read the sentences they have constructed using adverbs of time loudly. To save on time, you can ask learners to read just one

sentence aloud. However you should check their work to ensure that they have written correct sentences.

- Organise the learners in groups of four or five and ask them to read the letter on Page 34 of the Pupil's book and then answer the questions given orally.

Writing skills:

- Let individual learners make a plan of the activities that they plan to do the next day as required in Activity 2 on Page 33 of the Pupil's book.
- Ask individual learners to write the answers in Exercise 6 on Page 31 of the Pupil's book in their notebooks.
- Individual learners to write the sentences that they constructed during pair work in Activity 3 on Page 34 in their exercise books.
- Ask learners to silently read the sentences in Exercise 7 on Page 33 of the Pupil's book silently and then identify the adverbs of time with their friend. Teach the learners that the key words used in the instruction is identify and underline. They should therefore, rewrite the sentences in their exercise books and then underline the *adverbs of time*.
- Individual learners to undertake Exercise 8 on Page 34 of the Pupil's book.

Answers

Answers to Activity 1 on page 32, pupil's book

1. The pictures show Uwamahoro waking up, learning, playing, doing homework, eating and then watching TV. The learners need not use the exact words but they should be close in describing what is happening in each picture.
2. The order in which the pictures should appear is e, c, d, f, a, and b. If a learner presents a different order from the suggested one allow them to explain their answer.

Answers to Exercise 6 on page 31, pupil's book.

Encourage learners to give answers in sentence form not just to state the answers.

- a) Sam planned for 7 activities.
- b) Sam will play football from 3.00 p.m.
- c) At 1.30 Sam will be having lunch with his parents.
- d) Sam will be at school from 7.00 am.

Answers to Exercise 7 on page 33, pupil's book

Ensure that the learners underline the adverbs of time.

1. I am going to buy a new shirt next week.
2. My sister goes to Kigali in December.
3. It rained heavily last night.

4. Next month, the twins will be five years.
5. My favourite television programme starts at 6.00 pm.

Answers to Activity 4 on page 34, pupil's book

1. The letter was written by Mary.
2. The letter was written to Betty.
3. The letter was written on 20th May, 2016.
4. Betty is planning to attend her sister's wedding in Rwamagana and then go to pick up her dress from her aunt.
5. The writer goes to City Primary School.
6. Ensure that the learners bring out the fact that Mary is writing to Betty telling her that she will be going for a birthday party in Rwamagana and that she will also collect a dress from her aunt's place.

Answers to Exercise 6 on page 31, pupils' books

R	S	S	B	E	S	L	D	A	S	D
I	A	D	A	G	L	F	F	J	B	P
V	O	L	C	A	N	O	E	S	H	A
E	J	A	K	A	K	R	J	B	F	R
R	D	K	B	J	O	E	P	E	N	K
S	F	E	S	M	U	S	E	U	M	S
B	G	S	H	E	F	T	A	H	S	A
A	D	A	J	G	B	S	D	F	A	B

Note: Ask learners to draw the grid in their exercise books and sketch out the words as above.

Answers to Exercise 8 on page 34, pupils' book.

Check the letter that the learner has written for the following:

- Address of the learner
- Salutation to the person that the letter is meant for.
- Paragraph that talks about the reason Writing the letter.
- Signing off to show the author of the letter

Synthesis

Remind the learners that adverbs are used to show the time when an action happened, this can be in the past, present or future. They also show how long an action took place and lastly they show how often an action can take place.

Discuss the importance of planning and help the learners to appreciate that planning and organization enables people to concentrate their efforts on doing that which has been

scheduled to be done so as to save on time and ensure that only that which has been planned for is done.

Assessment

- Ask learners to name different mention different activities that they do on a daily basis. Can the learner correctly identify his or her daily routine by using the relevant vocabulary?
- Ask individual learners to come up with a plan of activities that shows the time and activity to be done at that time. Can the learners organize their time chronologically and allocate it so that they can be able to cover all the activities that are expected of them?
- Ask learners to construct sentences using "going to" and **adverbs of time**. Can the learner properly use adverbs of time when constructing sentences that talk about what

he or she plans to do?

- Give an overview of the main parts of a letter. Then ask learners to write a letter that talks about what they plan to do tomorrow or in future. The letters should include all parts of a letter and using the correct grammar and language structure?

Lesson 4: Making suggestions

Learning objectives

By the end of this lesson, the learners should be able to:

- Recognise when to use *let's* and *shall* we.
- Listen to texts about people making suggestions about what to do.
- Read texts about people making suggestions about what to do.

Introduction

Ask two learners to go in front of the class and try to suggest something to each other in turns. For example, you can tell the learners to suggest to the other an activity that he or she would like them to do together the following day and hear what they learners have to say. Let them make an attempt at making suggestions before you teach them.

Teaching aids

Pictures of people doing different

activities

Learning Activities

Vocabulary:

- Ask the learners to name different activities that they can do together with their family members and friends.

Oral skills:

- Read the dialogue in Activity 1 on Page 35 of the Pupil's book as the learners listen. Lead a discussion on what is happening in the dialogue. Then ask learners in pairs to role-play the dialogue. Allow time for enough groups of learners to carry out the role-play so that as many learners as possible are able to practice making suggestions.
- Ask learners in pairs to come up with their own dialogue that makes suggestions about activities that they can do together in future as required in Activity 2 on Page 37 of the Pupil's book. Priority should be given to pairs that did not role-play Activity 1 of Page 36 of the Pupil's book.
- Brainstorm the importance of a school library as required in Activity 3 on Page 37 with the learners. This Activity is meant to help the learners with the critical thinking competence because the dialogue they role-played focussed on learners going to the library to carry out

an assignment. The Activity also presents the learners with an opportunity to practice using English as the official language of communication.

Reading skills:

- Let the learners read the Grammar Point on Page 37 of the Pupil's book so that they can understand how we use shall and may to make suggestions.
- Ask the learners to silently read the text in Activity 1 on Page 36 of the Pupil's book. Organise the whole class into two groups so that one group represents Ngabo and the other group represents Atete. Let the two groups take turns reading the text that relates to the person they have been assigned.
- Allow the learners enough time to read the text in pairs and then answer the questions in Exercise 9 on Page 35 orally to each other.

Writing skills:

- Ask learners to individually answer the questions in Exercise 9 in their exercise books.
- Allow groups to write the findings of their discussion in Activity 3 on Page 36 of the Pupil's book in their exercise books.
- Let the learners fill in the blanks

to make their own suggestions by using the sentence starters that have been given.

Synthesis

Help the learners to realise that suggestions are actions or activities that have to be done in future. Therefore, they should ensure that the sentences that they construct should show the future tense.

Assessment

- Ask learners to read the dialogue in Activity 1 on Page 35 of the pupil's book and identify sentences that are used to make suggestions. Can the learner give an example of a sentence that uses shall or may to make suggestions?
- Ask learners in pairs to create a dialogue on making suggestions about activities that they are likely to do in future. Can learners use proper grammar and correct sentence and language structure to come up with a dialogue that makes suggestions?
- Ask learners to construct sentences about making suggestions. Can the learner use his or her own words to construct correct sentences that make suggestions?

Answers for activities

Exercise 9 on page 35, pupils'

book

1. Ngabo suggested that they go to the library to do the assignment that they had been given by Teacher Mike.
2. Ngabo is making the suggestion to Kabera.
3. Because the library has plenty of books that they can use to do their assignment.
4. Accept any correct lesson that the learner will write. For example:
 - It is good to work as a team/pair because you can share problems and even find solutions together.
 - A library is very useful when you are looking for information.
5. Accept any titles that relate to the dialogue that the learners have read. For example:
 - The assignment
 - Using the library
 - Ngabo and Kabera

Sounds and spellings

Learning objectives

By the end of this sub–topic, learners should be able to:

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

Introduction

This lesson provides a summary of

the key sounds, stress and rhythm used in this Unit. You do not need to introduce the lesson in any way as the activities that are done in this section are independent of each other.

Teaching aids

A list of the following sentences for dictation that you will have in your lesson plan:

1. Rwanda is the land of a thousand hills.
2. The National Musuem of Rwanda is a place where you can learn the history of Rwanda.
3. We may go to Musanze in December.
4. I will do my homework in the evening.
5. Our group will win the debate.

Learning Activities

Activity 1 page 37, pupils' book

Dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

Activity 2 page 37, pupils' book

Let the learners rewrite the jumbled letters to make correct words that have been used in this unit. Some of these words may be tough but they are words relating to what the learners have learnt in this unit.

Answers:

Library

Suggest
Dinner
Afternoon
Tomorrow
Shopping
Volcanoes

Debate page 37, pupil's book

Organise the learners into an opposing team and a proposing team. Give each group the same time to discuss and come up with points to support or oppose the debate motion that is given. Allow the learners to debate the motion. There are no losers in debates because the purpose of a debate is to develop language proficiency.

Riddle page 37, pupil's book

Ask the learners to read the riddle on Page 18 of the Pupil's book and let them tell you the answer.

Answer: History

Synthesis

Learners should be able to use the "Future Tense", Adverbs of Time", shall and "may" to write and talk about the different plans that they may have. If You will have to take them through the exercises one by one.

Assessment

- Can learners use correct spellings and write legibly the different sentences that you dictated to them?
- Can the learners answer the riddle?

Summary of the unit

Planning and organizing activities is a life-long skill that will help learners even after they finish school. Emphasize the importance of making plans before doing anything to help one to only think about what is important and should be done.

Additional information

A preposition is a word or phrase that comes before a noun or pronoun to show its connection to the other words in the sentence. Prepositions can show place, time, position, or method.

The prepositions used in this unit to show the position of different places in the community are in front, "*opposite*", "*behind*", "*across*", "*next to* and "*near*".

End of unit assessment

In every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities. Then crown it all with the End of Unit Assessment at the end of the unit.

Answers to the Unit 2

Assessment on page 38, pupil's book

Most of the answers to this assessment depend on what the learner will write. Therefore, check to ensure legibility of the handwriting, correct grammar and

language structure. Check the learners drawing also to ensure it is relevant to the topic under discussion. In Question 9, learners are expected to break the words into short sentences. These are suggested below:

- a) Destinations – nations, in, on,
- b) Favourite – Favour, it, our
- c) Tourist – tour, is
- d) Suggestion – suggest, on

Let the learners make correct sentences using any of the words that they may have made to answer question 10.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:

Write a timetable for the lessons that you are expected to learn every day. Compare this timetable with the school timetable that they teachers use.

(The answers to this question will depend on what the learner has done.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

Your friend has never visited Lake Kivu. Your father has promised to take you to Lake Kivu over the weekend. Your father agrees that you bring a friend with you. Write a dialogue that shows that you are talking to your friend and that you are suggesting that he or she comes with you to Lake Kivu.

3. Weather

Key unit competence

To use language learnt in the context of weather.

Introduction

Starting from primary two, learners have been exposed to different topics that relate to weather. They have looked at the types of weather, they have looked at the type of clothes to wear when in different types of weather, they have looked at weather in relation to the use of *Past Simple Tense and Present Simple Tense*. Therefore, what they are learning in this class only adds to the vocabulary they have gathered in earlier classes.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of the learners as well as their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate what they acquired in class to everyday problems. They also help learners to develop their

attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexual education (HIV/AIDS, STI, Family planning, gender equality and reproductive health), peace and values education, financial education, standardisation culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexual education are covered comprehensively in upper classes. The Pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and home neighbourhood. They can also be involved in tree planting exercises.
- For learners at this age, it is easier to explain issues using

pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally used in the illustrations. The pictures also include children with various forms of disability either going to school or taking part in day to day activities and dialogues.

- To teach learners about financial education, texts are included in the Pupil's book that show children handling money. There is also a whole unit that talks about shopping. The activities given in this unit all endeavour to introduce the learner to understand more about money.

Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences that the learner is to achieve are inbuilt into the outcomes that are being assessed.

Below is a suggestion of how

competences may be implemented and the strategy that may be chosen.

Psychomotor:

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill.
- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective:

- Create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to perform the competence.
- Arrange for the discussion of different values and beliefs.
- Create a valid and reliable assessment tool for use in

determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery or problem based learning to determine the most appropriate, evidence based approach to competence.
- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before discussing with you or other learners in class. Ensure that you provide ample time for discussion

and dialogue and clarification of concepts to be learnt. Learners also need to be encouraged to use their own knowledge and ideas to find possible solutions.

Another strategy that can be used to guide learners into discovering how to proceed is by using high order questioning technique. The objective of high order thinking technique is to encourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subject matter.

All the strategies mentioned aim at helping the learner develop new ways of thinking about what they are learning. They also encourage a learner to discover new knowledge and skills using critical thinking.

The approach that has been used is to provide a variety of activities that ensure that the learner is exposed to various approaches to learning.

The activities used in this book to bring out the various competences for each unit are:

Generic Competence	Type of Activity to bring out competence
Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home
Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions
Life-long learning	<ul style="list-style-type: none"> • Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary

Sunny, rainy, windy, cloudy, calm, rain, weather, hot, rainfall, temperature, dry, high, among others.

Guidance on the problem statement

The question provided in the Oral Activity on Page 39 of the Pupil's book is for learners to simply talk about weather. Let their answers guide a discussion on anything pertaining to weather. From the answer given, you can ask the learner to tell you how they know that it is a particular type of weather that they answered. You can ask them to name the types of clothes that one would wear during that type of weather. You can ask them to state whether it is hot or cold. The options will depend on how much learners remember.

Attention to special education needs

A learning disabled student may exhibit some of the following characteristics.

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

Use these appropriate strategies with learning disabled students:

- Provide oral instruction for students with reading disabilities. Present activities and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
- Provide learning disabled students with frequent progress checks. Let them know how well they are progressing toward an individual or group task.
- Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are

particularly frustrating for a learning disabled child.

- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of buildings that they see in the neighbourhood as opposed to the pictures in the book which they may not relate to.
- Learning disabled students need and should get lots of specific praise. For example, “I like your drawing of the school. It has very beautiful colours.”
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

Use the characteristics shown above to identify the learners with special needs. Then apply the listed strategies to help the learners.

List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Talking about the weather now	4 periods	1 period
2. Predicting the weather	4 periods	1 period
3. Planning future events	3 periods	1 period
4. Describing future plans	3 periods	1 period
5. Describing seasons	3 periods	1 period
Sounds and spellings	Debate (2)	1 period

Learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence –based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to silently read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, “This is who a competent person is. This is what a competent person does.” The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner’s efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one’s knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

The Pupil's book has learning activities from Page 40 to Page 52. Use these activities to get learners to talk about the weather.

Remember that the activities are learner driven and progress should be made depending on the ability of the learners to understand and undertake the given activity.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the guidelines given under unit assessment to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Lesson Development

Lesson 1: Talking about the weather now

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognise when to use the *Present Continuous Tense*.
- Identify the present continuous tense with future meaning.
- List basic vocabulary about weather.
- Describe current weather.
- Respect the value of group work and individual contribution.

Introduction

Ask learners to name the different types of weather that they have already learnt in other classes. Let them say the indicators of each type of weather. Find out if the learners can identify when it is hot and when it is cold and also associate the different types of weather to temperature.

Teaching aids

Name cards with different types of weather drawn on them

Learning Activities

Vocabulary:

- Remind learners of the different vocabulary that they have

learnt relating to weather. This vocabulary includes, hot, cold, temperature, rainy, windy, sunny, cloudy, wind, sun, cloud and rain. Have a fun activity where learners will pick a name card that has any of the words identified above and then they say the meaning of the word in their own words. After they have finished, let them turn over the name card and then read the meaning that will be written behind the name.

- Ask learners to identify different words that are used to describe weather from the puzzle on Page 40 of the Pupil's Book orally.

Oral skills:

- Ask the learners to look at the pictures in Activity 1 on Page 39 and talk about the type of weather that is shown in the pictures. Let them also talk about the activities that the people in the pictures are doing. Allow them to match the sentences to the picture by pointing at the right picture that matches a sentence that you read to them.
- Guide learners on how they will carry out Activity 2 on Page 39 of the Pupil's book. Organise them in groups of five and let them do the Activity. Ensure that the learners take turns talking about the weather that they are observing.
- Use the Grammar Point on Page

41 of the Pupil's book to explain to the learners the meaning of Present Continuous tense. Give a few examples of sentences that talk about the weather using the present continuous tense. Let the learners come up with their own sentences about weather that show the *Present Continuous Tense*. If the learners have trouble constructing the sentences, use the following sentences to help them understand present continuous tense:

- The sun is shining.
 - The wind is blowing.
 - It is freezing!
 - The rain is pouring heavily.
- Guide the learners to change verbs from different tenses to the present continuous tense. Follow the directions given in Activity 4 on Page 41 of the Pupil's book. However, you can come up with your own appropriate examples.
 - Allow the learners to role-play the dialogue in Activity 5 on Page 42 of the Pupil's book.

Reading skills:

- Read the dialogue in Activity 5 on Page 42 of the Pupil's book as the learners listen. Ask them to read the dialogue as a class. The boys can read what Mr Rukundo is saying while the girls can read what Jane is saying. Allow learners in pairs to also read the text. All through

assist the learners to use proper pronunciation as they read.

- Let the learners silently read the dialogue again individually. Ask the questions orally as the learners give the answers so that you can determine if they understood what they were reading.
- Ask learners to read out loud the sentences that they construct in Exercise 1 on Page 41 of the Pupil's book.

Writing skills:

- Let the learners copy the sentences that match with the different pictures in Activity 1 on Page 39 of the Pupil's book.
- Ask the learners to copy the verbs used to talk about weather in their exercise books. The verbs are in Activity 4 on Page 41 of the Pupil's book. Let them write the verb in their present continuous tense.
- Let the learners draw a relevant picture as required in Exercise 3 on Page 42 of the Pupil's book. Let them display their pictures in the English Activity Corner for all to see.

Answers for activities

Activity 1 on page 39, pupil's book

The matching sentences for the pictures are as follows:

- 1) There is no wind this afternoon.
- 2) It is raining today.
- 3) The sun is shining brightly.

4) The clouds are forming.

Activity 3 on page 40, pupil's book.

The words are cold, wet, storm, dry, windy, storm, rainy, sunny, cloudy, hot

Exercise 1 on page 41, pupil's book

Check the correctness of the sentences that the learners construct.

Activity 4 on page 41, pupil's book

- a) Pour – pouring
- b) Blow – blowing
- c) Drizzle- drizzling
- d) Shine- shining
- e) Flood- flooding
- f) Freeze- freezing
- g) Snow- snowing

Exercise 2 on page 41, pupil's book

Check the correctness of the sentences that the learners construct.

Synthesis

Revise the meaning of the present continuous tense. Remind the learners that this tense uses the *-ing* form of a verb. Remind the learners also that weather keeps on changing and what may have been true at one time may not be the next time.

Assessment

- Ask a learner to look outside and tell you what weather is being experienced. Can the learners

identify the weather?

- Show the learners pictures with different types of weather. Can learners look at a picture and identify the type of weather shown in the picture?
- Ask a learner to describe a particular type of weather. Can the learners use basic weather vocabulary to describe the type of weather shown in a picture?
- Ask learners to write briefly about a particular type of weather. Can learners use appropriate vocabulary and correct grammar and spelling when writing about weather?

Lesson 2: Predicting the weather

Learning objectives

By the end of the lesson, the learner should be able to:

- List and use basic vocabulary about weather.
- Create and interpret a weather chart for the next week.
- Respect the value of group work and individuals contributions.

Introduction

Ask the learners to tell you what they think the weather will be like in the afternoon (if your lesson is in the morning) or the following day. Let them tell you why they think that the weather will be the way they are saying. Find out if any of the learners know anything about the

meteorological department and the work that they do. Let the learners know that there are people who study weather and weather patterns and predict what the weather will be like in the coming days. Encourage those who have a strong interest in the sciences to take up meteorology as a career.

Teaching aids

Pictures of different weather measuring instruments, a recording of a TV or radio weather forecast, sample weather charts that have been drawn on manila paper

Learning Activities

Vocabulary:

- Let the learners look at the pictures in Activity 1 on Page 42 of the Pupil's book and tell you the names of the different weather instruments that are shown. Learners should be able to identify these instruments as they have already encountered them in the science class.
- Show the learners the sample weather chart that you have drawn. Discuss the different aspects of the weather chart with the learners.

Oral skills:

- Lead a class discussion on the uses of the different weather instruments that are shown in the pictures in Activity 1 on Page 42 of the Pupil's book. Let

the learners tell you how each instrument is used.

- Ask the learners to look at the weather chart in Activity 2 on Page 43 of the Pupil's book and discuss how it can be used to record weather. Draw the weather chart on a flipchart. Let the learners predict what they think the weather will be like as you fill in the weather chart. As a class, observe the weather for a whole week as you discuss the predictions that the learners made. This Activity is best done from Monday so that the learners can observe the weather at the same time for most of the week.
- Play the weather forecasting recording either on radio or if you can, let the learners watch a weather forecast on TV. Then ask them to make sentences based on what the weather prediction is. Help the learners to make correct sentences that show the different weather predictions.
- Organise the learners in groups and let them fill in the blanks in Activity 3 on Page 43 orally. Thereafter, let them play the weather forecast as required in Activity 4 of the Pupil's book.

Reading skills:

- Rewrite the text in Activity 3 on Page 43 of the Pupil's book on the board. Ask the learners

to give the answers as you fill in the blanks. Read the completed text as the learners listen and follow silently. Let the learners then read the text as a class. Listen carefully to areas where the learners have problems with pronouncing the words.

Writing skills:

- Ask the learners to draw the weather chart in Activity 2 on Page 44 in their exercise books and fill it in with the weather predictions that the class has discussed. Let them also write the sentences that predict what type of weather will be experienced in the course of the week as predicted in the weather chart.
- Guide the learners to write the weather forecast statement in Activity 3 in their Pupil's book and then fill in the blanks individually. Let them silently read the completed weather forecast individually.
- Organise for the learners to visit a meteorological station if possible. This activity can be done in collaboration with the Science teacher. Then let the learners carry out the requirements in Activity 5 on Page 44 of the Pupil's book. Ask learners to display their final work in the Activity Corner for all to see.

- Play a recorded weather forecast for the learners so that they can do Exercise 4 on Page 44 of the Pupil's book.

Answers for activities

Activity 1 on page 42, pupil's book

The instruments are:

- Barometer— measures air pressure
- Maximum – minimum
- Thermometer—measures temperature
- Wind vane – Direction of wind
- Anemometer – Measures speed of wind
- Rain gauge – Measures average rainfall
- Wind sock – speed of wind

Activity 3 on page 43, pupils' book

Good evening, viewers. Welcome to the weather forecast. I am your presenter, Mutoni Jane. The forecast for tomorrow is as follows.

Kigali City is expected to be hot with average temperatures of about 22°C. Musanze will be partly cloudy and temperatures there are expected to fall to 16°C.

Huye will receive thunderstorms in the afternoon. Anyone planning to visit Huye should be prepared for a cold welcome.

In Muhanga, it will be cloudy during the morning hours with little rainfall expected in the afternoon. The rest of the country will be sunny throughout the day. Highest temperatures are expected to be

recorded in Nyagatare.

Well, thank you viewers for staying with us. Once again, my name is Mutoni Jean. Catch you again tomorrow at the same time. Good evening to you all.

Synthesis

Explain to the learners that weather predictions like weather forecasts help when planning so that one can know , for example, what to wear and when to plant or harvest, among other activities.

Assessment

- Show the learners pictures of different weather instruments. Can the learners identify the different instruments and the elements of weather that they are used to measure?
- Ask the learners to make a weather chart for a week. Can the construct sentences based on the predictions that they have made?
- Ask learners to draw the different instruments used to measure the elements of weather and write down what each instrument is used for. Can the learners clearly draw the instruments and write sentences about what the instruments are used for?

Lesson 3: Planning future events

Learning objectives

By the end of the lesson, a learner

should be able to:

- Recognize when to use the *Present Simple Tense* and *Present Continuous Tense* with future meaning.
- Describe plans for future events with relation to the weather in speech and in writing.
- Listen to texts on future weather.
- Read texts on future weather.

Introduction

Learners have already learnt about the future in Unit 2. They have also learnt about it in previous classes. Therefore, in this lesson learners are building on to what they know to talk about events that they would like to do in future if the weather is favourable.

Teaching aids

Pictures with people doing different activities in different types of weather and a weather chart drawn on Manila paper.

Learning Activities

Vocabulary:

- Ask learners to mention different words that talk about weather and weather conditions as they have already been taught. Let them also mention different activities that they can take part in. Let them also mention the different types of clothes that we wear during

different types of weather.

Oral skills:

- Ask learners to carry out Activity 1 on Page 44 of the Pupil's book.
- Let the learners look at the pictures in Activity 2 on page 45 of the Pupil's book and say the appropriate clothes to wear during such weather.
- Ask the learners to memorise and recite the poem on Page 46 of the Pupil's book and then answer the questions orally.

Grammar:

- Lead a discussion on the use of the *First Conditional* to show future actions using the Grammar Point on Page 45 of the Pupil's book.
- Guide the learners to construct sentences in the *First Conditional* that relate to weather as required in Activity 3 on Page 46 of the Pupil's book.

Reading skills:

- Ask learners to picture read the pictures in Activity 2 on Page 45 of the Pupil's book and talk about the different types of weather shown, mention the different clothes that the children are wearing, mention the colours of the clothes that the children are wearing and also the activities that are taking place in the pictures.
- Read the poem in Exercise 5 on

Page 46 of the Pupil's book as the learners listen. Allow them time to read the poem on their own. Let them read it silently and repeatedly until they are able to memorise and recite the poem on their own.

Writing skills:

- After discussing Activity 1 on Page 44 as a class, let the learners write three sentences about the activities that they will do in their exercise books.
- Ask learners to write sentences that relate to the pictures shown in Activity 2 on Page 45 of the Pupil's book.
- Let the learners write the five sentences that were constructed in the first conditional in Activity 3 on Page 46 of their books.
- Ask the learners to write the poem on Page 46 in their exercise books and then answer the questions that come after the poem.

Answers for activities

The answers in most of the activities in this unit are subjective. Therefore, look at the sentences that the learners will have written to determine if they are correct.

Exercise 5 on page 46, pupils' book

- 1) Because the umbrella will provide a shade for the poet.
- 2) The poet will see a rainbow
- 3) The colours of the rainbow are; Red, Orange, Yellow, Green, Blue, Indigo (purple) and Violet.

Synthesis

Remind the learners about the three tenses used in this lesson. These are the **Present Simple, the Present Continuous** with future meaning and the future tense. Use the main points in the Pupil's book to help the learners to differentiate between these tenses.

Assessment

- Ask learners in groups to talk about their plans for the weekend. Can learners use the future tense correctly and hold a discussion of their plans with ease?
- Ask learners to make sentences about weather that use the IF conditional, can the learners construct correct sentences to show what will happen according to different weather changes?
- Ask learners to write sentences that show what will happen if different weather conditions are met. Can the learners use correct grammar and language structure to come up with correct sentences?

Lesson 4: Describing future plans

Learning objectives

By the end of the lesson, the learner should be able to:

- Recognize when to use the *Present Simple Tense* and *Present Continuous Tense* with

future meaning.

- Describe plans for future events with relation to the weather in speech and in writing.
- Listen to texts on future weather.
- Read texts on future weather.

Introduction

This lesson is a build-up of what learners have learnt in the previous lesson. The only difference is that the previous lesson was looking at the *IF conditional* but in this lesson they are looking at the future tense.

Teaching aids

Pictures with people doing different activities in different types of weather and a weather chart drawn on Manila paper.

Learning Activities

Vocabulary:

- Ask learners to give the meaning of the different words given in Activity 1 on Page 47 of the Pupil's book. If dictionaries are available, help learners to properly use them so as to be able to get the correct meaning of the words. In the absence of dictionaries, learners can refer to the glossary at the end of the Pupil's book.
- To show that learners understand the meanings that

they got, let them apply their knowledge in doing Activity 2 on Page 47 of the Pupil's book.

Grammar:

- Discuss the Grammar Point on Page 48 of the Pupil's book and ask learners to carry out Activity 3 on Page 48 of the Pupil's book orally.

Oral skills:

- Discuss the Grammar Point again with the learners and let them construct sentences that relate to weather and what they will do in future.

Reading skillsx:

- Let the learners discuss the pictures in Exercise 6 on Page 48 of the Pupil's Book and answer them orally. Let them then read the sentences that they construct.
- Ask learners read the sentences created in Activity 3 on Page 47 of the Pupil's book aloud.

Writing skills:

- Let the learners write the sentences in Activity 2 on Page 47 individually in their exercise books.
- Ask learners to write sentences about an Activity that they want to do in future as required in Activity 3 of the Pupil's book.

Answers for activities

Activity 2 on page 45

- 1) The temperature is going to be cold in March.
- 2) The girl is going to be scared by the thunderstorm during the rainy season.
- 3) The weather forecast is going to be read after news.
- 4) Byumba will be warm in October.
- 5) I am freezing. Get me a sweater please.

Exercise 6 on page 48, pupils' book

1. I am going to plant seeds.
2. Kamanzi is going to dig/plough the garden.
3. Ngarambe is going to harvest the millet.
4. Mugisha is going to steal the food.
5. Uwamahoro is going to jump.

Synthesis

Adverbs of frequency help us to talk about how often we carry out different activities. Ensure that learners are able to use the correct adverb when talking about the activities that they do every day.

Assessment

- Ask learners to use different vocabulary relating to weather to construct correct sentences. Can learners use weather

vocabulary?

- Ask learners to write sentences that show what they will do in future. Can learners construct and write correct sentences to talk about future plans?

Lesson 5: Describing seasons

Learning objectives

By the end of the lesson, the learner should be able to:

- Listen to texts on future weather or Rwandan climate.
- Read texts on future weather or Rwandan climate.
- Interpret climate graphs for Rwanda.

Introduction

In earlier units, learners have interpreted graphs that relate to likes and dislikes of learners. They have also created tables to record information. In this lesson, they will be putting this skills to use so that they can interpret tables and come up with graphs that relate to weather and climate of Rwanda.

Teaching aids

Pictures showing different seasons, data on climate of Rwanda in table format.

Learning Activities

Vocabulary:

- Show the learners the pictures in Activity 1 on Page 48 of the

Pupil's book. Let them name the seasons that the pictures show. The major seasons are rainy season and dry season. Help the learners to know that we can tell if it is the rainy season or not by either seeing the crops grow or when there is rain itself. We know that it is not the rainy season when crops start to dry out and animals lack food and therefore grow thin.

Grammar:

- Use the Grammar Point on Page 51 to remind learners of the uses of the present simple tense. Guide them to construct sentences that show what the weather or season is by using the *Present Simple Tense*.

Oral skills:

- Ask the learners to look at the bar graph on Page 50 of the Pupil's book and interpret it orally.
- Let the learners look at the table in Activity 4 on Page 50 of the Pupil's book and interpret it orally.

Reading skills:

- Allow the learners to picture read the pictures on Page 48 and of the Pupil's book.
- Let the learners read the text in Activity 2 on Page 49 of the Pupil's book and then answer the questions that follow orally.

- Let the learners picture read the pictures on page 44 of the Pupil's book and talk about the weather and the conditions shown in the pictures.

Writing skills:

- Let the learners write the answers to the comprehension questions in Activity 2 on Page 49 of the Pupil's book.
- Ask learners to redraw the graph on Page 51 in their exercise books.
- Ask the learners to interpret the bar graph in Activity 3 on Page 51 of the Pupil's book and answer the questions in writing in their exercise books.

Answers for activities

Activity 1 on page 40, pupil's book

- 1) Rainy season
- 2) Dry season
- 3) Rainy season

Activity 2 on page 49, pupil's book

- 1) a) Climate- the weather conditions of a particular area
b) Weather- the state of the atmosphere
c) Temperature – how hot or cold a place is
d) Altitude – the height above sea level

- 2) a) The long rains season is experienced starting from March.
 - b) The short dry season is from December to February.
 - c) The Long dry season is experienced in June to mid-September.
 - d) The short dry season is experienced in October and November.
- 3) The south western part and the North western part of Rwanda receive more rainfall because of the presence of Nyungwe National Park and Akagera national Park which have forests that help in the formation of rain.

Activity 3 on page 50, pupil's book

- 1) The title of the bar graph is “A bar graph showing the rainfall recorded in a year in Rwanda”.
- 2) The x-axis shows the month of the year and the Y-axis shows the average rainfall collected in mm.
- 3) April receives the highest rainfall.
- 4) June and July have the least rainfall.
- 5) The season that has the least amount of rainfall has the following characteristics:
 - Drying of crops and vegetation.
 - Animals become thin because

there is not enough food. Sometimes the animals die.

- There is a shortage of water because the rivers do not have enough water.

Activity 4 On page 50 pupils' book

The bar graph the learners draw should look like the one on Page 46 of the Pupil's Book.

Exercise 7 On page 51 pupils' book

Accept correct answers from the learners.

Synthesis

Adverbs of frequency help us to talk about how often we carry out different activities. Ensure that learners are able to use the correct adverb when talking about the activities that they do every day.

Assessment

- Draw a bar graph on the board that shows the rainfall distribution in Rwanda. Can learners correctly interpret the bar graph and use correct language to talk about the graph?
- Give learners information relating to climate in Rwanda in a table and ask them to interpret it. Can learners
- Can learners ask questions about daily routine using when and what?
- Can learners answer questions

about daily routine correctly?

- Can learners write their own daily routine in a clear and legible handwriting using correct grammar?

Sounds and spellings

Learning objectives

By the end of this sub–topic, the learner should be able to:

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

Introduction

Give the words and meaning used in this unit. Let them also construct sentences that talk about the different types of weather using either the *Present Simple Tense*, *Present Continuous Tense* or *Present Continuous Tense* with future meaning.

Teaching aids

The following sentences to be dictated to the learners.

- A rain gauge is used to measure the average rain received in a place.
- A weather forecast shows the expected weather conditions of a place.
- The taxi will not get to the village if it rains.

- We will wear gumboots and jackets if it rains.
- Rwanda has two major seasons.

Learning Activities

Activity 1 on page 51, pupils' book

Dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

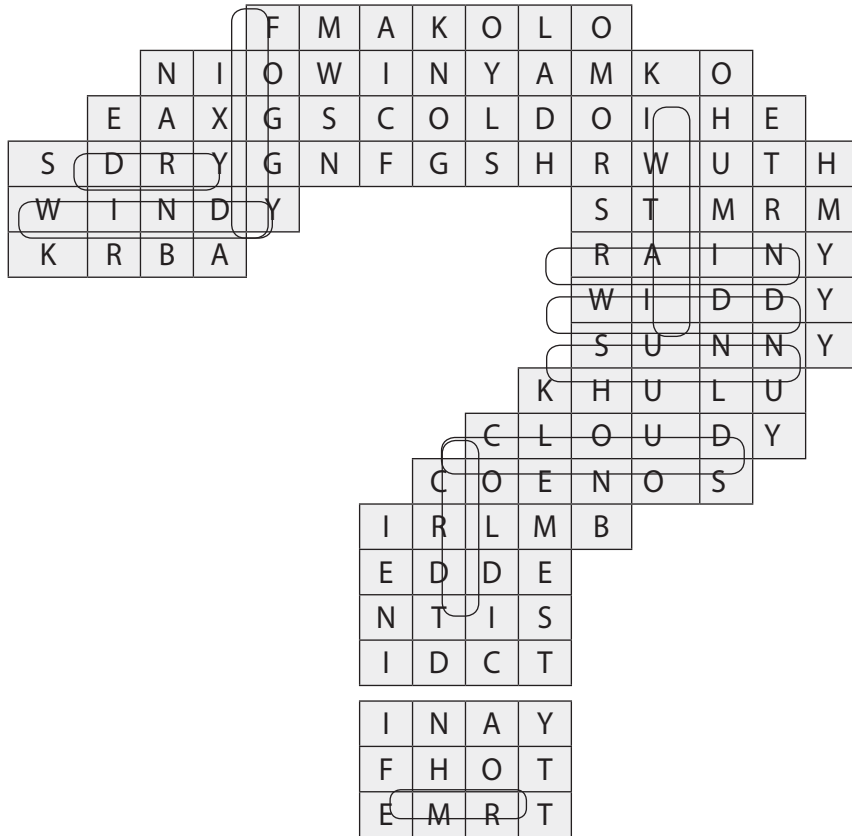
Activity 2 on page 51, pupils' book

Let the learners rewrite the jumbled letters to make correct words that have been used in this unit. Some of these words may be tough but they are words relating to what the learners have learnt in this unit.

Answers:

thunderstorm
floods
temperature
foggy
drought
frost
mist
windy

Answers to exercise 3 on page 42, pupil's book



Note: Ask learners to draw the grid in their exercise books and sketch out the words as above.

Additional activity

Before dictating the words above, you can engage learners in different vocabulary and spelling games. For example, you can ask the learners to write as many words as they have learnt in this unit. Then the words are collected into a basket. Different learners can then take time 'fishing' for different words from the box. Then they can read them out loud to the class. Help the learners who will have a problem reading any of the fished words.

Alternatively, you can write the words and place them on name cards and put them on the teacher's table. Say out loud a word and ask a learner to come and pick a name card with the word you have read.

Debate

Organise the learners into an opposing team and a proposing team. Give each group the same time to discuss and come up with points to support or oppose the debate motion that is given. Allow the learners to debate the motion. Remember there are no winners or losers in this debate. The

objective is to get learners to use language confidently while talking to each other.

Riddle

- Ask the learners the riddle on Page 51 of the Pupil's book and see if there is anyone of them who will get it right.

Answer: thunderstorm

- As a cross cutting issue on the environment and sustainability, there is a Think, pair and share activity at the end of the unit. Let learners discuss about these activities in pairs. Such activities include:
- Cutting down trees and not planting others
- Releasing smoke from burning rubbish and factories that pollutes the environment. Without trees to use the carbon from smoke the atmosphere is affected thus leading to changes in weather.

Synthesis

Everyday, the weather activities that we encounter affect what we can do. Learners should therefore be able to talk about different weather conditions comfortably. Encourage learners to look at the content in the book or what they have written in their exercise books at their own free time and become conversant with the vocabulary used when talking about weather and weather conditions.

Assessment

- Can learners use correct spellings and write legibly the different sentences that you dictated to them?
- Can the learners answer the riddle?

Summary of the unit

Weather can either be sunny, rainy, windy or calm. Each type of weather is represented by different weather conditions. The weather conditions experienced in an area determine the seasons that will be experienced. Generally there are two wet seasons and two dry seasons that are experienced in Rwanda throughout the year. At the end of this unit, learners should be able to use correct vocabulary to name the types of weather, the weather conditions and the seasons experienced in Rwanda.

End of unit assessment

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities. Answers to the exercises are provided under the Learning Activities segment as most of them are related to the activities that the learners carry out.

Answers to the Unit 3 Assessment on page 52, pupil's book

- 1) Weather refers to the different conditions experienced every

day in a place. Climate refers to the weather conditions experienced in a place over a long period of time.

- 2) a) Accept correct drawing of weather conditions and correct sentences.
b) During the wet season, people plant, weed and look after their crops. While during the dry season people harvest and dry their crops.
During the wet season, people wear warm clothes like sweaters and jackets but during the dry season people wear light clothes.
- 3) Check to confirm that the weather conditions are described correctly.
- 4) Check to confirm that the learner uses correct spelling and appropriate vocabulary.
- 5) Check learners work to ensure they interpret the charts correctly.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:

- 1) Draw a clock face to show 8.20.
- 2) What is the date today? Write it in words.
- 3) Which year are we in? Write it in numbers
(Check the learners work for correctness.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise; Find out and write down the dates for all the holidays that we celebrate in Rwanda.

4. Behaviour, rules and laws

Key unit competence

To use language learnt in the context of behaviour rules and laws

Introduction

Learners have learnt about the *First Conditional* in the previous chapter. Recap what the *First conditional* is using the Grammar Point on Page 41 of the Pupil's book. Let the learners give general examples of sentences that show the *First conditional*. In this lesson learners will be looking at the *First conditional* with modal verbs should and must. This is also not the first time that learners are being taught about modal verb.. Therefore, learners should be able to use modal verbs in constructing simple sentences.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of the learners as well as their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate what they acquired

in class to everyday problems. They also help learners to develop their attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexual education (HIV/AIDS, STI, Family planning, gender equality and reproductive health), peace and values education, financial education, standardisation culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexual education are covered comprehensively in upper classes. The pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and home neighbourhood. They can also be involved in tree planting exercises.

- For learners at this age, it is easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally used in the illustrations. The pictures also include children with various forms of disability either going to school or taking part in day to day activities and dialogues.
- To teach learners about financial education, texts are included in the Pupil's book that show children handling money. There is also a whole unit that talks about shopping. The activities given in this unit all endeavour to introduce the learner to understand more about money.

Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences

that the learner is to achieve are inbuilt into the outcomes that are being assessed.

Below is a suggestion of how competences may be implemented and the strategy that may be chosen.

Psychomotor domain:

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill.
- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective domain:

- Create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to

perform the competence.

- Arrange for the discussion of different values and beliefs.
- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive domain:

- Develop case studies from actual practice requiring discovery or problem based learning to determine the most appropriate, evidence based approach to competence.
- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before

discussing with you or other learners in class. Ensure that you provide ample time for discussion and dialogue and clarification of concepts to be learnt. Learners also need to be encouraged to use their own knowledge and ideas to find possible solutions.

Another strategy that can be used to guide learners into discovering how to proceed is by using high order questioning technique. The objective of high order thinking technique is to encourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subject matter.

All the strategies mentioned aim at helping the learner develop new ways of thinking about what they are learning. They also encourage a learner to discover new knowledge and skills using critical thinking.

The approach that has been used is to provide a variety of activities that ensure that they learner is exposed to various approaches to learning

The activities used in this book to bring out the various competences for each unit are shown below:

Generic Competence	Type of Activity to bring out competence
Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at hom
Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions

Life-long learning

- Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary

kind, honest, hard-working, lazy, smoke, take drugs, alcohol, drink, clean, noise, keep, arrest, prison, tax, steal,

Guidance on the problem statement

Let the learners use a dictionary to find the meaning of the word offense. An offense is a wrong that is committed against a person or an institution. We know that one has committed an offense if they break the law that guides how things are to be done.

Ask learners to mention some of the offenses that one can commit at home, in school or to the country. Discuss also the implications of committing an offense.

Attention to special education needs

A learning disabled student may exhibit some of the following characteristics.

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not

impossible, to stay on task for extended periods of time.

- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

Use these appropriate strategies with learning disabled students:

- Provide oral instruction for students with reading disabilities. Present activities and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
- Provide learning disabled students with frequent progress checks. Let them know how well they are progressing toward an

individual or group task.

- Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning disabled child.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of buildings that they see in the neighbourhood as opposed to the pictures in the book which they may not relate to.
- Learning disabled students need and should get lots of specific praise. For example, “I like the way you explained what they children in the picture are doing. You are right. They are riding their bicycles.”
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

List of lessons

The lessons that will be covered in this unit are

Lesson	Learning	Assessment
1. Describing people	3 periods	1 period
2. Describing social behaviour	3 periods	1 period
3. Giving opinions on morality	3 periods	1 period
4. Making school rules	3 periods	1 period
5. Describing laws	3 periods	1 period
6. Describing punishment	2 periods	1 period
Sounds and spellings	Debate (1)	1 (dictation and riddle)

Learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and

innovative and to fully take part in class proceedings.

Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence –based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models

in practice. A role model sends the message, “This is who a competent person is. This is what a competent person does.” The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner’s efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of

suggested activities that will add to one's knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.

- Prepare for and lead group discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the guidelines given under the Assessment section to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Lesson Development

Lesson 1: Describing people

Learning objectives

By the end of this lesson, the learner

should be able to:

- List the basic vocabulary of character.
- Describe people's character.
- Listen to texts about character.

Introduction

A person's character determines the behaviour that they have. Ask learners to find the meaning of the words character and behaviour from a dictionary and then tell you some behaviours and possible characters that can bring about such behaviour. For example, someone can be rude and their character be impolite.

Teaching aids

Name cards with different characters and behaviour written on them.

Learning Activities

Vocabulary:

- Read the names given in Activity 1 on Page 53 of the Pupil's book. Find out if the learners know the meaning of each of these words. Most of the words may be new to the learners and this provides a good opportunity to teach them dictionary skills as they look for the meaning of the new words. They can also use the glossary in the Pupil's book in the absence of a dictionary.
- Guide learners to find the words in Activity 2 on Page 53 of the Pupil's Book from the puzzle.

These are words that are used to talk about bad behaviour. Let them also find out the meaning of these words from the dictionary. They should not write in the text book.

Oral skills:

- Ask learners to give correct sentences that make use of the words that they have learnt in the vocabulary list.
- Read the passage in Activity 3 on Page 54 of the Pupil's Book as the learners follow with a finger but without vocalisation. Let them answer the questions at the end of the passage orally.

Reading skills:

- Ask learners to silently read the passage on behaviour in Activity 3 on Page 54 of the Pupil's Book and then answer the questions in pairs.
- Organise learners in groups and let them read the passage in Activity 4 on Page 54 of the Pupil's book and then discuss the questions for presentation in class. Help them to select a group leader and a secretary who will help them to write down the main discussion points and present on the group's behalf.
Activity 4 combines good character with the cross cutting issue of financial education. Take this opportunity to let the learners know that it is

important for them to be able to perform calculations whenever they are sent to the shop. Sometimes the shopkeeper may make a mistake and give back more change but at other times the shopkeeper may give them less money.

- Ask learners in pairs to read Activity 4 and talk about the character of Eric.

Writing skills:

- Ask learners to copy the crossword puzzle in their exercise books and then circle the words that talk about bad behaviour. Let them also write the meaning of each word.
- Let the learners write the answers to the comprehension questions in Activity 3 and 4 in their exercise books.
- As a form of assessment, let the learners copy and complete the table in Exercise 1 on Page 55 of the Pupil's Book in their exercise books.

Answers to Activities

Activity 1 and 2

Get the meaning of each of the words from a dictionary or the glossary at the back of the Pupil's book.

Answers to activity 2 on page 53, pupils' book

T	N	A	G	O	R	R	A	S	K
Y	M	I	L	S	F	U	L	E	R
D	E	C	I	T	U	Y	X	E	U
M	R	Z	R	O	S	S	P	Y	D
A	G	G	R	E	S	S	I	V	E
N	V	R	I	S	Y	O	C	I	H
I	O	U	T	C	H	B	K	R	A
C	U	M	B	O	S	S	Y	O	R
I	S	P	C	D	W	O	R	C	D
N	G	Y	T	L	A	Z	Y	K	G

Note:

- 1) Ask learners to draw the grid in their exercise books and sketch out the words as above.
- 2) Explain to learners that the numbering in the crossword puzzle may not necessarily follow systematically from one upwards. The numbers are arranged depending on where the word falls, either Across or Down.

Activity 3

- 1) Kamana has been described as being caring and considerate. He is also hardworking. Accept any other answer that the learners give that describes Kamana's character correctly.
- 2) Elders have experienced life and know what is good and bad. Young people can learn from the elders so as to avoid any bad behaviour that will cause problems. (Accept any other

correct explanation from the learner.)

3. (Listen to the learners to make sure that they use the right adjectives that describe a person. It need not be the exact description of someone, what is required here is that they are able to use vocabulary relating to behaviour and character to describe a person.)

Activity 4

- 1) a) Uwamahoro had gone to buy a kilogram of sugar from the shop.
b) The shopkeeper gave Uwamahoro more change than what she expected.
c) A kilo of sugar was supposed to cost 700Rwf.
d) some of the adjectives that can be used to describe Uwamahoro are; honest, diligent, clever, sincere, thoughtful
- 2) Listen as the learners take turns to describe their study partner. Pay attention to the adjectives that they use. Let the learners know that it is always good manners to say good things about another person, especially if they can hear what you are saying. This is a life-long lesson that they should learn. Talking ill of a person is considered bad manners.

Exercise 1 on page 53, pupils' book

Check the learners work to ensure

they give correct adjectives in either column of the table.

Synthesis

Guide learners to know that it is good to have good behaviour so as to be able to live peacefully with people. Lead a discussion on the character of different people that may be fictional by describing how that person is and then you ask learners to say the character that that person has.

Assessment

- Ask the learners in pairs to talk about the character of a friend or a person that they know. Can the learners comfortably use proper language to talk about people's behaviour and characters
- Give learners a text that talks about the behaviour and character of someone. Can the learner identify the adjectives of character that are used in the text to talk about the person?

Lesson 2: Describing social behaviour

Learning objectives

By the end on this lesson, the learner should be able to:

- List basic vocabulary of social behaviour
- Listen to text about social behaviour in the community
- Read text about social behaviour

in the community

Introduction

Social behaviour relates to how we should or should not behave when we are with other people.

Teaching aids

- Manila paper
- flip chart
- a list of adjectives describing behaviour.

Learning Activities

Oral skills:

- Ask learners name as many adjectives that describe behaviour as they can as you write on the board. Add any other adjectives that the learners may have forgotten or do not know.
- Draw the table on Page 55 of the Pupil's book. Lead a discussion where the learners will group these adjectives under the right columns.
- Read the passage on Page 56 of the Pupil's book as the learners listen. Ask the comprehension questions and ask the learners to answer them orally.
- Organise learners in groups of five and let them do Activity 3 on Page 57 of the Pupil's book.

Reading skills:

- Read the text in Activity 2 on Page 56 of the Pupil's book as the learners listen. Then organise learners in groups

and ask them to read the passage and then discuss the answers to the questions. Let the learners present the lessons that the group has learnt from reading the passage. Use this opportunity to warn learners about the dangers of engaging in negative social behaviour that is given in the text. Let them also know that any person who forces them to do something so that they can be friends with them is not a good friend.

Writing skills:

- Ask the learners to copy the complete table that shows what should and what should not be done that you had drawn and completed on the board.
- Individual learners to answer the questions on the passage in Activity 2 on Page 56 of the Pupil's book in their exercise books.
- Guide learners to write correct sentences about unacceptable social behaviour that they construct in Activity 3 on Page 57 of the Pupil's book.

Answers to Activities

Activity 1 on page 55, pupils' book

Consider the answers that the learners have written and ensure that they are in the right column.

Activity 2

- 1) The pupil's talked about are

smoking, young people drinking beer and taking drugs, and gambling and betting.

- 2) Chantelle said that the cause of young people drinking and taking drugs was peer pressure.
- 3) The estate where Amos lives has people who like to gamble and bet.
- 4) We can overcome bad social behaviour by keeping good company and asking for direction from our parents and guardians on the effects of engaging in different social behaviour. (Accept any correct explanation from the learner.)
- 5) Some lessons from the text include:
 - Do not keep friends who cause you to engage in unacceptable social behaviour.
 - Do not take part in any activity that can be addictive such as taking drugs and alcohol, or betting and gambling.
 - Do not do things just because your friends are doing them.
 - Accept any other lesson based on the text that the learner might give.

Activity 3 on page 57, pupils' book

Answers to this activity will depend on what happens in the learners community. Learners may be tempted to give answers generally, however organise for them to carry out research on the unacceptable

behaviour that is done in their community before discussing and constructing sentences with their group members.

Synthesis

Learners in this class are entering or are already at the adolescent stage. This topic is important as it helps them make informed decisions about the choices they make. Even though this is a language class, take time to discuss with the learners the consequences of engaging in bad social behaviour.

Assessment

- Ask learners to give examples of behaviour that they should or shouldn't do. Is the learner able to differentiate between the two types of social behaviour?
- Read the text in Activity 2 on Page 56 of the Pupil's book as the learners listen. Ask the questions at the end of the text and ask learners to give answers orally. Can the learner listen to text about social behaviour and answer questions related to social behaviour correctly?
- Ask learners to silently read the text in Activity 2 on page 56 of the Pupil's book and write the answers in their exercise books. Can the learner read and write correct answers to text about social behaviour?

Lesson 3: Giving opinions on social behaviour

Learning objectives

By the end of the lesson, the learner should be able to:

- List the basic vocabulary of social behaviour.
- Give opinions on morality orally and in writing using should.
- Respect the rules and laws of the community.
- Appreciate the importance of good behaviour and contributing to society.

Introduction

Children have a right to be heard. Even though they may be young, their opinion can be useful in the decision making process as they will be giving their opinion about matters that relate to them. It is also important to build their confidence especially at this time when they are entering puberty and they feel that nobody cares about them. Let the learners know that it is good to give opinion especially in matters that concern their lives. Let them also know that it is important to use the right language when giving opinions.

Teaching aids

Manila paper with a list of modal verbs

Learning Activities

Vocabulary:

- Ask the learners to find the meaning of the words obligation,

opinion and behaviour.

Oral skills:

- Lead a discussion on the issues highlighted in Activity 1 on Page 57 of the Pupil's book. Read each sentence and ask learners to give their opinion.
- Organise learners in groups of five and ask them to do Activity 2 on Page 59 of the Pupil's book.

Grammar:

- Use the Grammar Point on Page 58 of the Pupil's book to guide the learners on how to use modal verbs to give opinions. Now read Activity 1 on Page 57 of the Pupil's book again and let the learners use modal verbs to give their opinion.

Reading skills:

- Ask learners through their group leader to read their opinion about good social behaviour as required in Activity 2 on Page 58 of the Pupil's book.
- Ask learners to silently read the passage in Exercise 2 on Page 58 of the Pupil's book and then discuss the exercise with a friend. Allow time for learners to present their discussion findings in class.

Writing skills:

- Ask learners to write correct sentences that give their opinion on the issues raised in Activity 1 on Page 57 of the Pupil's book.

- Let the learners write the modal verbs listed under the grammar point in their exercise books. For each modal verb, ask learners to construct a sentence that shows how the modal verb is used.
- Individual learners to copy the text in Exercise 2 on Page 58 of the Pupil's book and use the correct modal verbs to fill the blanks.

Answers for activities

Exercise 2 on page 58, pupils' book

People should learn to be responsible citizens. Drinking too much alcohol put's one's life in danger. Smoking is bad for your health. You can/may also get arrested for smoking in public places if the new law is passed. Although the police have issued a warning to the public, many people might not understand how disobeying orders could/can make them end up in prison.

Synthesis

Help the learners to gain confidence while raising their opinion over different issues. Let them talk about as many issues as they can as they use the suggested sentence starters to give their opinion.

Assessment

- Give a situation relating to social life and ask a learner to use a modal verb to give their opinion. Can the learner use the correct sentence structure

and modal verb to voice his/her opinion?

- Ask the learners in groups to give their opinion about good social behaviour. Can each learner equally participate in the group discussion and give their opinion about good social behaviour?

Lesson 4: Making school rules

Learning objectives

By the end of the lesson, the learner should be able to:

- Listen to text about laws and punishment and show understanding in writing.
- Read a short text about laws and punishment and show understanding in writing.
- Respect the rules and laws of the school.
- Formulate school rules and write them on posters using must, mustn't.

Introduction

Every school has got rules that ensure that there is law and order in the school. Brainstorm with the learners the different school rules that they know for your school. Let them say what happens when they do not follow the school rules. You can ask individual learners to give examples of what happened to them when they broke any of the school rules.

Talk about why there are school rules and guide the learners to understand that rules and regulations clearly show the Dos and Don'ts of a school, community or country.

Teaching aids

A list of the school's rules written on a Manila paper

Learning Activities

Vocabulary:

- Read through the examples of school rules given in the Pupil's book. Let the learners identify any word that they do not know its meaning. Let them look for the meaning of these word from the dictionary, glossary or the Internet.

Oral skills:

- Ask learners to mention the school rules for your school. Discuss what happens if the learners break any of the rules that they have mentioned.
- Remind the learners about modal verbs. Lead a discussion on which of the school rules must be done (dos) and which must not be done (don'ts). Let the learners orally say the rules that belong to each category.

Reading skills:

- Let the learners read the school rules posted on Page 60 of the Pupil's book. Guide the learners to identify which of the rules are

dos and which ones are don'ts.

Writing skills:

- Organise learners in groups of 5 and let them write down a list of all the school rules in the school. Let the learners work as a team to design a poster that will show the rewritten rules using modal verbs as directed in Activity 2 on Page 59 of the Pupil's book.
- Organise for the head teacher to visit the class and see the work that the learners have done as required in Activity 3 on Page 59 of the Pupil's Book. Give the learners a chance to explain their work to the head teacher.

Answers for activities

The activities in this lesson are all practical and therefore the answers will depend on what the learners write. Check the answers to ensure that they relate to your school's rules and regulation.

Synthesis

Encourage learners to know all the school rules at heart. Let them also know that we live with other people and it is important to follow rules and regulations so that we do not do anything that hurts others. Let the learners know that rules are meant to help us all.

The objective of holding the display in class is to give learners an opportunity to communicate effectively in English.

Assessment

- Provide the learners with a list of school rules and ask them to rewrite the rules using must. Can the learner clearly identify the rules that show dos and those that show don'ts?
- Ask the learners to draw a table in their exercise book that shows dos and don'ts. Read out a school rule and ask learners to rewrite it under the relevant column in the table they have drawn. Can the learners listen to text about school rules and show understanding in writing?

Lesson 5: Describing laws

Learning objectives

By the end of the lesson, the learner should be able to:

- List the basic vocabulary of laws and punishment/penalty/sentence.
- Listen to text about laws and punishment and show understanding in speech and in writing.
- Read a short text about laws and punishment and show understanding in speech and in writing.
- Respect the rules and laws of the community.

Introduction

Every community has a set of

laws that guide how the people in that community should behave. Failure to follow the laws leads to punishment. This means that laws tell us what to do and what not to do. Guide learners to understand the basic fact that laws tell us what to do and what not to do.

Teaching aids

A list of the community's rules written on a Manila paper

Learning Activities

Vocabulary:

- Read through the list on vocabulary that is provided in Activity 1 on Page 61 of the Pupil's book. Brainstorm the meaning of these words. Ask learners to use their own words to explain the meaning of each of the words that are given. For words that learners cannot explain, allow them to look for the meaning of these words from the dictionary or the glossary at the end of the Pupil's book.

Oral skills:

- Ask groups to present the final answers in class for Activity 1 on Page 60 of the Pupil's book.

- Lead an oral discussion on the appropriate answers to use to fill the gaps in Activity 2 on Page 61 of the Pupil's book. Let the learners give answers orally to each question.
- Ask learners to give a few more examples of other musts and must nots in the community.
- Guide learners to construct sentences as required in Activity 3 on Page 61 of the Pupil's Book.

Reading skills:

- Rewrite the correct sentences of the *musts* and *mustn'ts* on the board as the learners complete them. Ask learners to read the different sentences as a group and later or silently as individuals.

Writing skills:

- Ask learners to copy and complete the table in Activity 1 on Page 60 in their exercise books.
- Ask learners to write the sentences that they constructed in Activity 3 in their Exercise books.

Answers for activities

Must	Mustn't
You must respect other people's property.	You mustn't drink alcohol if you are a child.
We must obey police orders.	You mustn't fight and injure people.
We must pay taxes to the government.	You mustn't cut down trees without permission.
We must participate in <i>Umuganda</i> .	We mustn't block other road users.
We must protect our environment.	We mustn't cross roads carelessly.
You must report early to school.	You mustn't eat with dirty hands.
You must wear school uniform while at school.	You mustn't play with fire.
We must avoid early marriages.	You mustn't make noise in class.

Synthesis

The examples given are of general laws and regulations that we ought to follow either at home, school or in the community. Some of the rules touch on cross-cutting issues such as environment and sustainability, gender, financial education (paying taxes) and peace and values education. Spent a little time to discuss the implications of each cross cutting issue and why it is important for the learners to value these issues.

Assessment

- Provide the learners with a list of laws and regulations and ask them to rewrite the rules using must. Can the learner clearly identify the community rules that show musts and those that

show must nots?

- Ask learners to draw a table in their exercise book that shows must and must nots. Read out a law or regulation and ask learners to rewrite it under the relevant column in the table they have drawn. Can the learners listen to text about laws and show understanding in writing?

Lesson 6: Describing punishment

Learning objectives

By the end of the lesson, the learner should be able to:

- Listen to text about laws and punishment and show understanding in speech and in writing.
- Read a short text about laws and punishment and show understanding in speech and in

writing.

- Respect the rules and laws of the school, community and country.

Introduction

Whether at school or in the community, when we fail to obey rules and laws, we get punished. Revise the use of If conditional with the learners and help learners to identify the main clauses and the If clauses from examples of sentences.

Teaching aids

A list of some laws of the country written on a Manila paper

A marker with which to write own rules.

Learning Activities

Vocabulary:

- Remind the learners of the key words used to talk about behaviour, rules and laws. These words include: law, regulation, punishment, offense, rules, and behaviour. Let the learners define these words in their own words.

Oral skills:

- Organise learners in groups of five and ask them to do Activity 1 on Page 61 of the Pupil's book orally.
- Revise IF clauses again and ask learners in pairs to do Activity

2 and on Page 61 of the Pupil's book.

Reading skills:

- Ask the learners to read the complete sentences from Table A and Table B in Activity 2 on Page 61 of the Pupil's book.
- Appoint a few pairs to read their completed sentences from Activity 3 on Page 61 of the Pupil's book.
- Let the learners read the Public Notice in Activity 5 on Page 62 of the Pupil's Book silently and then answer the questions orally in class under your guidance.
- Different learners to construct If sentences as required in Exercise 2 on Page 58 of the Pupil's Book orally.

Writing skills:

- Ask individual learners to write the answers to the comprehension questions in Activity 5 on Page 62 of the Pupil's book in their exercise books.
- Individual learners to write a story based on the picture in Activity 4 on Page 61 of the Pupil's book.
- Guide learners on how to do Exercise 2 on Page 58 of the Pupils Book. Let the learners write their five correct sentences in their exercise books.

Answers for activities

Activity 2 on page 61, pupil's book

Any combination of A and B sentences can work, the only one that has one combination is; You will be rewarded if you are a disciplined pupil.

Activity 3 on page 61, pupil's book

Check the sentences constructed by learners to see if they make sense.

Activity 4 on page 62, pupil's book

Check the learners' stories to see whether what they have written relates to punishment.

Activity 5 on page 62, pupil's book

- 1) a) a law is a set of instructions/ guidelines that show what we should or should not do.
b) Punishment is the action taken against you by the country, school or community for breaking a law.
- 2) Accept any logical answer with explanation from the learner. All the laws are important there is none that is superior to the other.
- 3) Accept correct answers.

Exercise 2 on page 58, pupils' book

Check the learner's sentences to ensure they are correctly written to show punishment.

Synthesis

Let the learners know that the

police have a responsibility to keep law and order. However, it is also the responsibility of citizens to help maintain law and order by obeying rules and regulations. This is a vital lesson and cross cutting issue relating to peace and values education.

Assessment

- Provide the learners with a list of laws and ask them to come up with IF clauses that show the punishment that one will be given for breaking the laws. Can the learner correctly use the IF clause in speech and in writing to show the punishment that one will get for breaking a given law?
- Ask the learners to write a short story about a form of punishment that they witnessed someone being given. Can learners use basic vocabulary relating to punishment to write about an event that caused someone to be punished for breaking the law?

Sounds and spellings

Learning objectives

By the end of this sub-topic, the learner should be able to:

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

Introduction

Ask learners to mention different school rules and the punishment that one gets for breaking these rules. Lead a discussion of the importance of keeping law and order in society.

Teaching aids

The following sentences to be used for dictation:

1. A rude person is not friendly.
2. We should not fight.
3. No pupil should bring a mobile phone to school.
4. If you are found with drugs, you will be sentenced to 10 years in prison.
5. You will pay a fine of 40,000Rwf for overloading a vehicle.

Learning Activities

Activity 1 on Page 63

Dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

Additional activity

Before dictating the words above, you can engage learners in different vocabulary and spelling games. For example, you can ask the learners to write as many words as they have learnt in this unit. Then the words are collected into a basket. Different learners can then take time 'fishing' for different words from the box. Then they can read them out loud to

the class. Help the learners who will have a problem reading any of the fished words.

Alternatively, you can write the words and place them on name cards and put them on the teacher's table. Say out loud a word and ask a learner to come and pick a name card with the word you have read.

Activity 2 on page 63, pupil's book

Let the learners rewrite the jumbled letters to make correct words that have been used in this unit. Some of these words may be tough but they are words relating to what the learners have learnt in this unit.

Answers:

arrest
prison
steal
drugs
alcohol

Debate on Page 63 in pupil's book

Organise the learners into an opposing team and a proposing team. Give each group the same time to discuss and come up with points to support or oppose the debate motion that is given. Allow the learners to debate the motion. Remember there are no winners or losers in this debate. The objective is to get learners to use language confidently

while talking to each other.

Riddle on page 63, pupil's book

Ask the learners to read the riddle on Page 63 of the pupil's book and let them tell you the answer.

Answer: Prison

Synthesis

Throughout their lives, learners will be exposed to rules and regulations. Learners should be able to understand these rules and follow them. Encourage learners to always seek elaboration of any rule or regulation that they may not clearly understand.

Assessment

- Can the learners answer the riddle correctly?
- Can the learner spell the words used to talk about behaviour, rules and laws correctly?
- Can learners use the basic vocabulary for behaviour, rules and laws that they have learnt to engage in a debate?

Summary of the unit

Modal verbs help us to analyse actions so that we can know what can be done and what cannot be done. Modal verbs include could, should, must, shouldn't, may, might, wouldn't, mustn't.

We use conditional or if clauses to show the consequences of doing something.

Additional information

Adverbs of time show when an action or event happened. They also show for how long and how often an event happened.

Adverbs that show when an event happened and those that tell us for how long an event happened are usually placed at the end of a sentence. Mukabutera visited her aunt yesterday.

Adverbs that talk about how often an event happens are usually placed before the main verb but after the auxiliary verb. John never visits his uncle.

End of unit 4 assessment

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities. The answers to these exercise are provided under Answers for activities section.

Answers to the Unit 4 Assessment on page 63, pupil's book

All the questions in this section have subjective answers as they seek the learner's opinion on various issues. Check the responses that the learners give to ensure that they relate to what the question is asking about.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:

- Make a poster of the school rules. Below the rules, write the reason why school rules are important.
(Check the learners work for correctness.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

Find out the penalty for committing an offense such as robbery.

5. Family relationships

Key unit competence

To use language learnt in the context of family relationships.

Introduction

In languages as well as social studies, the learners have been taught about family members. In the P2 Social Studies class, learners were taught about their family tree. This means that learners already have the knowledge about different family members and their relationships. The only difference is that they have this knowledge in Kinyarwanda and not in English. Guide learners to be able to use the appropriate English vocabulary that is used when talking about family relationships.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of the learners as well as their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate

what they acquired in class to everyday problems. They also help learners to develop their attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexual education (HIV/AIDS, STI, Family planning, gender equality and reproductive health), peace and values education, financial education, standardisation culture, and inclusive education. While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexual education are covered comprehensively in upper classes. The pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and home neighbourhood. They

can also be involved in tree planting exercises.

- For learners at this age, it is easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally used in the illustrations. The pictures also include children with various forms of disability either going to school or taking part in day to day activities and dialogues.
- To teach learners about financial education, texts are included in the Pupil's book that show children handling money. There is also a whole unit that talks about shopping. The activities given in this unit all endeavour to introduce the learner to understand more about money.

Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes,

aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences that the learner is to achieve are inbuilt into the outcomes that are being assessed.

The teaching strategies that you use need to be matched to the domain of learning. Below is a suggestion of how competences may be implemented and the strategy that may be chosen.

Psychomotor:

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill.
- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective:

- Create "values clarification exercises" for personal values.
- Provide a framework for a

written analysis of learner activities against the measurable outcomes.

- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to perform the competence.
- Arrange for the discussion of different values and beliefs.
- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery or problem based learning to determine the most appropriate, evidence based approach to competence.
- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study

activities such as those provided in the additional information section of this book that the learners can complete on their own before discussing with you or other learners in class. Ensure that you provide ample time for discussion and dialogue and clarification of concepts to be learnt. Learners also need to be encouraged to use their own knowledge and ideas to find possible solutions.

Another strategy that can be used to guide learners into discovering how to proceed is by using high order questioning technique. The objective of high order thinking technique is to encourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subject matter. All the strategies mentioned aim at helping the learner develop new ways of thinking about what they are learning. They also encourage a learner to discover new knowledge and skills using critical thinking. The approach that has been used is to provide a variety of activities that ensure that the learner is exposed to various approaches to learning

The activities used in this book to bring out the various competences for each unit are shown below:

Generic Competence	Type of Activity to bring out competence
Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home
Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions

Life-long learning

- Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary item in the unit

Cousin, brother, sister, nephew, niece, father-in-law, sister-in-law, sad, happy, bored, angry, strict, friendly, cold, kind, among others.

Guidance on the problem statement

A family tree is the only way that one can link the relation that exists among different family members. Let the learners try and come up to the answer of the oral activity by creating a family tree that will try to show the number of people in their family and the relationships between them. Since most families have too many people, learners may not be able to list down all of them, hence for the purpose of this lesson, learners will only use the nuclear families of their parents.

Attention to special education needs
A learning disabled student may exhibit some of the following characteristics.

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.

- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

Use these appropriate strategies with learning disabled students:

- Provide oral instruction for students with reading disabilities. Present activities and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
- Provide learning disabled students with frequent progress

checks. Let them know how well they are progressing toward an individual or group task.

- Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning disabled child.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of buildings that they see in the neighbourhood as opposed to the pictures in the book which they may not relate to.
- Learning disabled students need and should get lots of specific praise. For example, “I like your drawing of the school. It has very beautiful colours.”
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Describing family tree	4 periods	1 period
2. Describing family members	4 periods	1 period
3. Describing personalities	3 periods	1 period
4. Saying who you like	3 periods	1 period
5. Describing a family member and their life story	3 periods	1 period
Sounds and spellings	Debate (2)	1 period

Lesson Development

Lesson 1: Describing family trees

Learning objectives

By the end of this lesson, a learner should be able to:

- State the vocabulary of family relationships.
- Construct and describe a family tree orally and in writing.

- Appreciate the role of family in our daily lives.
- Respect the importance of maintaining good family relationships.

Introduction

Draw a sample family tree that shows the relationships between immediate family members. Show the learners the drawing and let them tell you what the drawing shows. Guide the learners to describe the relationships that exist between the different family members that are shown in your drawing.

Teaching aids

A family tree drawn on a manila paper or a flip chart

Learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence-based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done

as self-study (homework) or as group work.

- Observing positive role models in practice. A role model sends the message, “This is who a competent person is. This is what a competent person does.” The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner’s efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both

theoretical and practical work.

- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one’s knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the given guidelines under the assessment section to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are

also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Learning Activities

Vocabulary:

- Ask the learners to identify as many family relationships as they can. Family relationships include; father, mother, grandmother, grandfather, father-in-law, mother-in-law, cousin, uncle, nephew, niece, brother, sister, sister-in-law, brother-in-law, great grandparents, grand children, among others. Let the learners use their own words to explain who each one of these relationships is.
- Draw a simple family tree showing how family members are related for the learners to know.

Oral activities:

- Let the learners look at the pictures in the family tree in Activity 1 on Page 64 of the Pupil's book and talk about the family relationships of the people shown in the pictures names. Let them answer the questions orally.
- Ask learners to orally give the answers to the crossword puzzle on Page 60 of the Pupil's book.

- After learners have constructed their family trees, let them talk about the relation of the different people in the family as required in Activity 2 on Page 59 of the Pupil's book.

Reading skills:

- Let the learners picture read the family tree on Page 59 of the Pupil's book and talk about the relationships between the different people shown in the pictures.
- Let the learners read and recite the poem on Page 61 of the Pupil's book.

Writing skills:

- Guide learners to construct their family trees in their exercise books.
- Let the learners draw the simplified image that shows family relationships by name and not picture that you drew on the board.
- Ask learners to write the answers of Exercise 1 on Page 66 of the Pupil's book in their exercise books.

Answers for activities

Activity 1 on page 64 pupils book

Answers will depend on the learner's family. However, a sibling is a brother or sister of someone.

Activity 3 on page 65, pupil's book

Answers to the puzzle are:

			4S	I	S	T	E	R
			5A	U	N	T		
1C			6F	A	T	H	E	R
O		7M	O	T	H	E	R	
2U	N	C	L	E				
S								
I								
3N	E	P	H	E	W			

Note:

1. Ask learners to draw the grid in their exercise books and sketch out the words as above.
2. Explain to learners that the numbering in the crossword puzzle may not necessarily follow systematically from one upwards. The numbers are arranged depending on where the word falls, either Across or Down.

Down:

1. Cousin
5. Family

Across

2. Uncle
3. Nephew
4. Sister
5. Aunt
6. Father
7. Mother

Activity 4 on page 65, pupil's book

The poem mentions, grandfather, great grandfather, father, and son.

Synthesis

Family members can be related by blood or marriage. The words in-law are used when talking about relationships by blood, although not all of them. Ask learners to identify the different relationships and categorise them into whether the relation is by blood or marriage.

Assessment

- Ask learners to name the different family relationships and explain the relationships that exist between them. Can the learner identify and explain the different family relationships correctly?
- Ask learners to draw his or her family tree and talk about it. Can the learner draw a basic family tree and describe the relationship between the family members?

Lesson 2: Describing family members

Learning objectives

By the end of the lesson, a learner should be able to:

- Recognise when to use the Past Simple Tense.
- State the vocabulary of family member's relationships.
- Listen to text about family or family relationships.
- Read texts about family relationships.

Introduction

Show learners pictures of real families, you can use your family or famous families in Rwanda. For example, the family of the President or a prominent person in the community. Explain the relation between the different people shown in the pictures.

Teaching aids

Pictures and photographs of different families.

Learning Activities

Vocabulary:

- Lead a discussion with the learners of the names of different family relationships and how they are related to one another.

Oral skills:

- Ask learners to share family photos with their friends and talk about the people in the family photos. Let the learners tell one another the relationship between each person that is

shown in the photo.

Reading skills:

- Ask the learners to follow the text in Activity 1 on Page 61 of the Pupil's book with their finger as you read for them. The aim of this activity is to assist learners to tell the spellings of different words. Sometimes learners just read in chorus and may not necessarily be able to tell the spelling of different words. Allow the learners to then read the text silently. Give sufficient time even for the slow learners to read. The ask learners in pairs to role-play the Activity.

Writing skills:

- Let the learners write the answers to the questions in Activity 2 on Page 65 of the Pupils' Book.
- Ask learners to do Activity 3 on Page 65 of the Pupil's book.
- Organize learners in groups and let them rearrange the scrambled sentences and write them down in their exercise books.

Answers to Exercise 2 on page 67, pupil's book

My father is a loving father.

He does not forget our birthdays.

The last time he organised my

birthday, he took us to a very beautiful hotel. We had lots of drinks and food.

He later drove us to the museum.

I had never seen so many things about Rwanda's past in a museum!

When we returned home, I wrote him a "thank you" note. I love my father very much.

Synthesis

There are some families where for one reason or the other, the traditional family setup is not the same. Be sensitive to learners from such families. Let them not feel discriminated against because you are talking about families that have different compositions. For example, there are single parent families where the father or the mother is absent. Or for historical reasons like genocide, some children may not have grandparents or uncles and aunties. Explain to the learners that irrespective of the family they come from, they need to know the names of different family relationships. Use this opportunity also to raise awareness of the effects of genocide as a cross cutting issue to family members.

Assessment

- Create a sample family picture

and ask learners to define the relationship between the different family members orally. Can the learners correctly identify the different family members shown in the picture?

- Ask learners to draw a picture of their family and write sentences that define the relation between the family members. Can the learners use appropriate vocabulary to write about the relationships of different family members?
- Read out a short text describing various family members and ask learners to identify the various family relationships mentioned in the text. Can learners listen to text and identify different family relationships that you are talking about?

Lesson 3: Describing personalities

Learning objectives

By the end of the lesson, a learner should be able to:

- State the vocabulary of personality.
- Write a short description of a family member.

Introduction

Ask learners to remember and name the adjectives of personality that they used to describe the character of

different people in Unit 4. Let them also add any other adjectives of personality that they know.

Teaching aids

Name cards with different adjectives of personality and their definitions.

Learning Activities

Vocabulary:

- Read the descriptions of different personalities given in Activity 1 and ask learners to say which personality is being described.
- Guide learners to find the opposites of the different adjectives of personality that are given in Activity 2 on Page 67 of the Pupil's book.

Oral skills:

- Ask learners to use the adjectives that they have learnt to give descriptions of their classmates. Remind learners that it is rude to say bad things about other people.
- Let them also use **adjectives** to talk about one of their family members as required in Activity 4 on Page 68 of the Pupil's book.

Reading skills:

- Ask the learners to read the different adjectives given in

the pupil's book silently. Let them look for the meaning of each adjective in a dictionary.

Writing skills:

- Ask learners to write down the meaning of different adjectives given in pages 67 and 68 of the Pupil's book in their exercise books.
- Let the learners find the opposite of the adjectives given in the Pupil's book in Exercise 2 and write them down as required in Exercise 3 on Page 68.
- Organize learners in groups and let them rearrange the scrambled sentences and write them down in their exercise books.

Answers to Activities

Activity 1 on page 67, pupil's book

1. Generous
2. Quiet
3. Ill mannered
4. Neat
5. Honest
6. Courageous

Activity 2 on page 67, pupil's book

The opposite of the following adjectives is given:

Adjective	Opposite
Unhappy	Happy
Clever	stupid

Dishonest	honest
Dirty	clean
Impolite	polite
Unfriendly	friendly
Irresponsible	responsible
Disorganised	organised

of genocide as a cross cutting issue to family members.

Assessment

- Create a sample family picture and ask learners to define the relationship between the different family members orally. Can the learners correctly identify the different family members shown in the picture?
- Ask learners to draw a picture of their family and write sentences that define the relation between the family members. Can the learners use appropriate vocabulary to write about the relationships of different family members?
- Read out a short text describing various family members and ask learners to identify the various family relationships mentioned in the text. Can learners listen to text and identify different family relationships that you are talking about?

Exercise 3

Positive	Negative
Strict	Cold
Friendly	Abusive
Honest	Noisy
Polite	Undisciplined
Kind	Arrogant

Synthesis

There are some families where for one reason or the other, the traditional family setup is not the same. The teacher should be mindful toward learners from such families. They shouldn't feel discriminated against when the class is talking about families that have different compositions. For example, there are single parent families where the father or the mother is absent. Or for historical reasons like genocide, some children may not have grandparents or uncles and aunties. Explain to the learners that irrespective of the family they come from, they need to know the names of different family relationships. Use this opportunity also to raise awareness of the effects

Lesson 4: Saying who you like

Learning objectives

By the end of the lesson, a learner should be able to:

- State the vocabulary of personality and emotions.
- Write a short description of a family member.
- Appreciate the role of family in

our daily lives.

- Respect the importance of maintaining good family relationships.

Introduction

Children usually have favourite people that they like. It is better if that person is a family member because otherwise they might be misled by strangers who have bad motives. Guide learners to know that they should have favourite people who are family members. They should also be keen about strangers who take an interest in them as this may not be a normal issue.

Teaching aids

Name cards with different adjectives of personality and emotions and their definitions.

Learning Activities

Vocabulary:

- Use the name cards to guide learners to revise the different adjectives of personality and emotions. Help the learners to know that emotions refers to the feelings that a person may have.
- Ask learners to identify 10 words that are used to describe feelings.

Oral skills:

- Ask learners to do activity 1 on Page 69 of the Pupil's book.
- Ask learners in pairs to do Activity 2 on Page 68 of the Pupil's book.

Reading skills:

- Ask the learners to read the text in Activity 4 on page 69 of the Pupil's book silently and then answer the comprehension questions. .

Writing skills:

- Ask learners to copy the crossword puzzle in their exercise books and circle 10 words that are used to describe feelings.
- Let the learners write a short paragraph about somebody that they like.

Answers to Activities

Activity 3 on page 69 pupils book

The feelings in the crossword puzzle include:

Scared
Curious
Confused
Angry
Happy
Worried
Sad
Bored

A	M	B	U	M	S	E	R	A	C	S
G	O	J	P	H	A	P	P	Y	U	Q
A	B	O	R	E	D	E	A	O	N	O
N	E	V	L	A	K	S	S	K	J	N
G	K	I	K	C	R	E	U	D	U	F
R	U	A	S	C	A	R	E	D	W	U
Y	L	L	Z	S	N	I	H	U	O	S
N	S	Y	E	Y	I	O	C	D	K	E
H	E	Y	A	T	N	U	N	A	H	D
C	U	R	I	O	U	S	A	S	U	O
X	Z	W	O	R	R	I	E	D	L	S

Note: the teacher should

- 1 Ask learners to draw the grid in their exercise books and sketch out the words as above.
- 2 Explain to learners that the numbering in the crossword puzzle may not necessarily follow systematically from one upwards. the numbers are arranged depending on where the word falls, either Across or Down.

Activity 4 on page 69 pupils book

1. The writer knew Sylvia in 2005.
2. The writer likes her aunt because she gives her beautiful presents like dresses, she visits the writer at school and takes favourite foodstuffs, and she is also the writer's best friend. Aunt Sylvia guides the writer in her studies and has also promised to take her on holiday.

Synthesis

Adjectives of personality are different from adjectives of emotions. Help the learners to understand that we use adjectives of emotion to describe how a person is feeling but we use the adjectives of personality to describe the character that someone has.

Assessment

- Read a short description of the emotions that someone is feeling. Can the learners correctly identify the different adjectives used to describe the feelings that the person in the text has?
- Ask learners to write a short paragraph about a family member that they like. Can the learners correct adjectives of personality and feelings to talk

about their favourite family member?

need them to come up with descriptions of family members.

Lesson 5: Describing family members and their life story

Learning objectives

By the end of the lesson, a learner should be able to:

- Recognize when to use "**clauses with because**".
- State the vocabulary of personality.
- Write a short description of a family member.

Introduction

This unit requires the learner to be able to talk about the personality as well as characteristics of various family members. In this lesson, learners are required to be able to describe a family member and their life history. Which involves talking about all aspects of the person.

Teaching aids

Pictures of people doing different things

Learning Activities

Vocabulary:

- Revise the different family relationships and adjectives that are used to describe personality as learners will

Oral skills:

- Ask learners to use the adjectives that they have learnt to give descriptions of their classmates. Remind learners that it is rude to say bad things about other people.
- Let them also use the adjectives to talk about one of their family members as required in Activity 4 on Page 72 of the Pupil's book.
- Read the text in Activity 2 on Page 70 of the Pupil's book as the learners listen. Then ask individual learners to research about a family member and come and make a presentation about the life of that family member in class.
- Let the learners construct sentences that use because and have got as required in activity 4 and Exercise 5 on pages 72 of the Pupil's book.

Reading skills:

- Ask the learners to read rearrange the sentences in Activity 1 orally.
- Ask learners in pairs to read the dialogue between Betty and Linda in Activity 3 on page 71 of the Pupil's book and perform the tasks that follow.

Grammar:

- Guide learners to know how we use because and have got using the grammar points on Page 66 of the Pupil's book.

Writing skills:

- Ask learners to write down the rearranged sentences in Activity 1 on Page 70 to make a meaningful story.
- Ask learners to write the answers to the tasks in Activity 3 on Page 71 of the Pupil's book.
- Guide learners to write the sentences that they have constructed in Activity 4 on page 72 of the Pupil's book.

Answers for Activities

Activity 1 on page 70, pupil's book

- 1) My father is called Mr Niyosenga.
- 2) He was born on 1st September, 1965.
- 3) After completing school, he joined Rwanda Tourism Board.
- 4) He is now a retired man but still receives support from the government.
- 5) He got his retirement package and used the money to build a house.
- 6) The house is very big.
- 7) He invited some of the relatives to live with us.
- 8) Because there were so many

free rooms left.

Activity 3 on page 71, pupil's book

- 1) Linda's Uncle called Chris works in Tanzania.
- 2) Aunt Mutesi is Linda's Father's elder sister.
- 3) Uncle Chris is tough and strong.
- 4) Linda's Father is quiet while her Mother is talkative.
- 5) Linda's cousin likes singing.
- 6) Listen as the learners role-play the conversation and correct them where they got wrong.
- 7) Check the picture that the learners have drawn to make sure it matches the scene.

Exercise 5 on page 72, pupil's book

Check the learner's sentences to ensure that they complete them with appropriate reasons.

Synthesis

Some learners may come from families where they have very little love and care shown to them. They might even say that they do not have a family member who is willing to share their life story with them. Just in case, ask the learners to write a fictitious family member that they would want to have and describe him or her. This will help them to exercise their

creativity and innovation to come up with the life story.

Assessment

- Ask a learner to describe the life story of a family member. Can the learners correctly use adjectives to describe a family member and use because to give reasons why they like the particular family member?
- Ask learners to write a short text to describe the life story of a family member. Can the learners correctly use adjectives to describe a family member and use because to give reasons why they like the particular family member?

Sounds and spellings

Learning objectives

By the end of this sub–topic, the learner should be able to:

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

Introduction

Revise the different adjectives of personality and emotions, and also names of family members and their relationships.

Teaching aids

The following sentences to be

used for dictation:

- 1) My great grandfather is my grandfather's father.
- 2) My younger sister is my favourite family member.
- 3) James does not like people with bad manners.
- 4) Mutesi is the aunt of John.
- 5) No one likes a rude person.

Learning Activities

Activity 1 on page 70 pupils book

Dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

Additional activity

Before dictating the words above, you can engage learners in different vocabulary and spelling games. For example, you can ask the learners to write as many words as they have learnt in this unit. Then the words are collected into a basket. Different learners can then take time 'fishing' for different words from the box. Then they can read them out loud to the class. Help the learners who will have a problem reading any of the fished words.

Alternatively, you can write the words and place them on

name cards and put them on the teacher's table. Say out loud a word and ask a learner to come and pick a name card with the word you have read. Then the learner can use his or her own words to define the word.

Activity 2 on page 70, pupil's book

Let the learners rewrite the jumbled letters to make correct words that have been used in this unit. Some of these words may be tough but they are words relating to what the learners have learnt in this unit.

Answers:

cousin father uncle
nephew aunt mother

Debate on page 73, pupil's book

Organise the learners into an opposing team and a proposing team. Give each group the same time to discuss and come up with points to support or oppose the debate motion that is given. Allow the learners to debate the motion. Remember there are no winners or losers in this debate. The objective is to get learners to use language confidently while talking to each other.

Riddle

Ask the learners to read the

riddle on Page 72 of the Pupil's book and let them tell you the answer.

Answer: grandfather

Synthesis

Family members shape and develop the life of a child. It is not hard to tell if a child comes from a family that is troubled. As a caregiver, help identify these learners and seek help for them where possible. Sometimes all that such children need is just an elderly person to pay attention to them. However much we teach about appreciating the role of the family, if the learner does not feel it at home he may not relate to the subject at hand. Worse still his or her life learning process will be negative because he/she never had the opportunity to be loved. You can provide a leaning shoulder for the learner to know that family can also be of people who are close to you even though they are not family members. Remember professional ethics apply, if you are male, you cannot provide a shoulder for a female learner to lean on!

Assessment

- Can the learners answer the riddle correctly?
- Can the learner spell the words used to talk about family

relationships correctly?

- Can learners use the basic vocabulary for behaviour, rules and laws that they have learnt to engage in a debate?

Additional activity

At the end of the unit there is a think pair and share activity that talks about the cross cutting issue of peace. Allow learners to discuss the truth of the statement given and then present their views in class.

Summary of the unit

Family relationships are the people that we live with or are related to. We can be related to people by blood or by marriage.

assessment on page 73, pupil's

book

- 1) A family tree is a picture or a graph that shows the people that we are related to in our family.
- 2) Check the learners drawing to ensure that different family relationships are included in the family tree.

3)

A	B
Grandfather	The father of my father
Grandson	The son of my daughter
Aunt	The sister of my mother
Nephew	The son of my brother
Uncle	The brother of my father
Son	The son of my wife

4)

- a) Peter is polite, obedient and is punctual.
- b) One likes Peter because he is friendly to everyone.

Mother, father, brother and sister are examples of people related to us by blood. This means that we are born from the same people. Mother is related to father through marriage. Mother's family is also related to father's family through marriage.

We use adjectives of personality to describe people. We use adjectives of emotion to describe how we feel towards other people. If we want to give a reason for doing something or we want to explain to someone why something happened, we used because.

End of unit assessment

Answers to the end of unit

Accept any other correct observation about Peter.

c) Check learner's explanations.

5) Depends on the learners answers.

6) Depends on the learner's answers.

7) a) husband b) children c) engaged

8) Depends on the learner's answer.

9) Maria's Mother is a nurse at King Faisal Hospital.

She says she likes saving lives.

Her father on the other hand is an accountant with Rwanda Revenue Authority.

Maria is the sixth born in her family.

She has two brothers.

One of them is in the United States of America.

The other one plays football for the National Team.

6. Reading books, writing composition and examinations

Key unit competence

To use language learnt in the context of reading books, writing composition and examinations

Introduction

This unit contains lots of information that are aimed at preparing the learner for the national examination at the end of the year. The approach used therefore may be slightly different from how content has been presented in earlier units. However, at the end of the unit, the learner is expected to have acquired knowledge that should help him or her sit for their final examinations.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of the learners as well as their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate what they acquired

in class to everyday problems. They also help learners to develop their attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexual education (HIV/AIDS, STI, Family planning, gender equality and reproductive health), peace and values education, financial education, standardisation culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexual education are covered comprehensively in upper classes. The pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and

home neighbourhood. They can also be involved in tree planting exercises.

- For learners at this age, it is easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally used in the illustrations. The pictures also include children with various forms of disability either going to school or taking part in day to day activities and dialogues.
- To teach learners about financial education, texts are included in the Pupil's book that show children handling money.

Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences that the learner is to achieve are inbuilt into the outcomes that are being assessed.

Below is a suggestion of how competences may be implemented and the strategy that may be chosen.

Psychomotor:

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill.
- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective:

- Create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to perform the competence.
- Arrange for the discussion of different values and beliefs.

- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery or problem based learning to determine the most appropriate, evidence based approach to competence.
- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before discussing with you or other learners in class. Ensure that you provide ample time for discussion

and dialogue and clarification of concepts to be learnt. Learners also need to be encouraged to use their own knowledge and ideas to find possible solutions.

Another strategy that can be used to guide learners into discovering how to proceed is by using high order questioning technique. The objective of high order thinking technique is to encourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subject matter.

All the strategies mentioned aim at helping the learner develop new ways of thinking about what they are learning. They also encourage a learner to discover new knowledge and skills using critical thinking. Lastly these strategies support the learners' efforts to make the new form of learning part of their everyday life.

In the Pupil's book, the approach that has been used is to provide a variety of activities that ensure that the learner is exposed to various approaches to learning

The activities used in this book to bring out the various competences for each unit are shown below:

Generic Competence	Type of Activity to bring out competence
Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions • Debates • Dictation
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home
Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions
Life-long learning	<ul style="list-style-type: none"> • Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary

Skim, scan, index, table of contents, plan, compose, notes, check, evaluate, firstly, for example, however, another reason is, underline, classify, explain, define, among others.

Guidance on the problem statement

At the beginning of the unit on Page 70 of the Pupil's book, there is an oral activity that requires learners to talk to their friend about their favourite book. The idea here is to get learners to start talking about reading. If the learners indeed have a favourite book, let them tell their friends about it.

Attention to special education needs

It may not be possible to customise this section such that it addresses the exact special need that you may encounter in class. However, below are signs you should look out for in order to identify any learners that may have special needs. Strategies on how to handle such cases are also provided. Apply them together with your own judgement to help any learners with special needs. Most importantly, advise parents or guardians of any learners with special needs to seek medical advice. Some cases, like autism and mental illness, require medical attention.

Some categories of Special Education Needs (SEN) are as follows.

- a) Visual impairment (low vision, totally blind)
Unable to see easily on the black board, has difficulty reading print in textbooks and has difficulty in writing in notebooks.
- b) Hearing impairment (hard of hearing, total deafness)
Learners cannot hear or can't easily learn to read.
- c) Physical impairment (wheel chair users, crutch users)
Can't easily move around the school.
May not easily participate in games with other children.
- d) Intellectual impairment (slow learners)
- e) Gifted and talented learners.
Have higher abstract thinking.

A special needs learner may exhibit some of the following characteristics.

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.

- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.
- learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learner with special needs.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of children from the school taking part in various sports activities as opposed to the pictures in the book which they may not relate to.

Use these appropriate strategies with special needs learners:

- Provide oral instruction for learners with reading disabilities. Present activities and reading materials in an oral format so that the assessment is not unduly influenced by lack of reading ability.
- Provide them with frequent progress checks. Let them know how well they are progressing toward an individual or group task.
- Give immediate feedback to them. They need to see quickly the relationship between what was taught and what was
- For example, “I like your drawing of the bar graph. You have used very straight lines and good shading.”
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that children with special needs utilize as many of their sensory perceptions as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

List of lessons

Lesson	Learning	Assessment
1. Finding information in books	5 periods	1 period
2. Reading stories	4 periods	1 period
3. Writing composition	4 periods	2 periods
4. Understanding instructions in examinations	4 periods	1 period
Sounds and spellings	Debate (2)	1 (dictation and riddle)

Learning activities

Most of the activities in this unit are customised to meeting the learning outcomes required in the syllabus. Most of them are knowledge-based because we want the learners to have a point of reference that will help them when preparing for their examinations.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences. To this end, use the guidelines in the assessment section to see if the learners have acquired

the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Lesson Development

Lesson 1: Finding information in books

Learning objectives

By the end of this lesson, the learner should be able to:

- State the basic vocabulary of the use of books.
- Find information in textbooks using table of contents and index.
- Find information in texts using skimming and scanning.
- Appreciate that preparation of examinations takes time and commitment.

Introduction

Brainstorm with the learners the different parts of a book. Some

learners may not even know that books are divided into different parts. Using a sample text book, you can use the Pupils Book, help the learners to identify the parts of a book as the preliminary pages (title page, copyright page and table of contents), the main text, and the end matter (glossary or index depending on the topic that the book is talking about.) Help the learners to understand end matter only applies to textbooks.

Teaching aids

Textbooks that have different parts as identified in the introduction.

Learning Activities

- Ask learners to identify the different reading material that are shown in the pictures in Activity 1 on Page 75 of the Pupil's book. These materials are magazine, newspaper and textbook. Let the learners also name any other reading material that they know (Storybook, novel, Bible, comic books, and so on).
- Let the learners in pairs talk about the different parts of a book. As required in Activity 2 on Page 76 of the Pupil's book.
- Let the learners discuss how a Table of Contents is used. Ask them to identify the table of contents in any textbook that they have and then use it.
- Organise learners in groups and let them create a sample Table of Contents for a book of their choice. Basically, all they have to do is show the heading levels and page numbers but the headings have to relate to the subject that they have chosen.
- Provide learners with textbooks and identify an entry in the table of contents and ask learners to look for that entry. Let them open the page in the textbook where the entry refers to.
- Read the text in Activity 4 on Page 76 of the Pupil's Book aloud as the learners listen. Ask the learners to silently read the text you had read and then practice skimming using the provided textbook. Supervise what the learners are doing to establish whether they understood what skimming is.
- Assess the learners understanding of skimming by giving them Exercise 1 on Page 77 of the Pupil's book to do.
- Read the content in Activity 5 on Page 77 of the Pupil's book as the learners follow with their fingers. The intention is to help learners know the pronunciation and spelling of words as you read so that when they do silent reading they will be in a position to read without a problem. Explain how scanning of a book or a story is done. Then provide learners with materials for them to practice scanning as required in Activity 6 on Page

77 of the Pupil's book.

- Assess the learners understanding of scanning by asking them to do Exercise 2 on Page 77 of the Pupil's book.

Synthesis

Skimming and scanning are two of the quickest ways of finding information in a textbook. Help learners to know that as they are preparing for examinations, they should be able to identify books that have the relevant content that they want to study by using either skimming or scanning method. Provide learners with enough practice so that they are able to skim and scan on their own.

Assessment

- Provide learners with a passage and ask them to skim through and tell you what the text is about. Can learners use a short time to look at the content given and then tell you briefly (in their own words) what they think the text is about?
- Provide learners with a passage and ask them to find something in particular by scanning through the text. Can learners use the allocated time to scan through text and give feedback?

Lesson 2: Reading stories

Learning objectives

By the end of this lesson, learners

should be able to:

- Recognise when to use key skills of reading.
- Read a story and retell it orally and in writing.
- Appreciate that preparation for examination takes time and commitment.

Introduction

Learners have been reading stories for leisure most of their time. However, they are now expected to read stories and answer comprehension questions about the stories with an aim of being examined. In this particular segment, learners are being prepared for examination questions that will require that they retell the story they have read. They will also be prepared for answering questions that relate to a passage that they have read.

Teaching aids

Storybooks, newspaper cut-outs that have stories, stories written on Manila paper, photocopies of short stories

Learning Activities

- Ask learners in pairs to do Activity 1 on Page 79 of the Pupil's book. Encourage learners to use proper grammar and pronunciation when talking to one another. Let them know that how we pronounce words

affects how we write them as the sound that is produced is the sound that is written. Therefore, if pronounced correctly, a learner should be in a position to spell the word correctly while writing it.

- Read the story in Activity 2 on Page 78 of the Pupil's book as the learners listen and follow. Ask the learners to identify any new words whose meaning they do not know. Guide the learners on how to use the dictionary, glossary or the Internet to get the meaning of the word whose meaning they do not know. Help the learners to also identify synonyms for the words so that they can use alternative words in the place of where there are new words that they do not know.
- Let the learners reread the story again and take turns retelling it in class.
- Assign different story books to learners. In the absence of story books, make copies of short stories that you can get and distribute them among learners. Let the learners read the stories and then retell them in class.
- Ask learners to also do Activity 4 on Page 79 of the Pupil's book.
- Assess the learners understanding of reading stories by asking them to do Exercise 3 on Page 79 of the Pupil's book.

Synthesis

When retelling a story, guide learners to be able to tell that what is required is the key message that the story is talking about. There is no need to retell the story word for word.

Assessment

- Give the learner a short story to read. Ask the learner to summarise the story and retell it orally in his or her own words. Can the learner read, understand and retell the main points of the story?
- Give the learner a short story to read. Ask the learner to summarise the story and rewrite in his or her own words. Can the learner read, understand and rewrite the main points of the story using correct spelling, grammar and punctuation?

Lesson 3: Writing compositions

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognize when to use key skills of composition writing.
- Understand the basic vocabulary used when different types of writing are required.
- Plan texts using notes.

Introduction

Examination questions usually require that learners be able to do different things. Irrespective of what learners are expected to do, they should have the foundational knowledge of how to present their information as they write. This section gives learners different tips that will enable them to confidently write about any topic.

Teaching aids

A list of key words used when giving instructions about what to write for example, recount, explain, define, contrast, define and so on.

Learning Activities

- Organise learners in groups and ask them to talk about the reasons why we write. Mainly, we write to pass information or to keep a record of something. During examinations, we write so that the examiner can see if we remember and understand what we were taught in class.
- Lead a discussion of the different composition writing tips given in Activity 2 on Page 80 of the Pupil's book. Write short notes on the board that will guide learners when they are revising. Ask the learners to copy these notes in their exercise books.
- Allocate time for learners to read the story of the Eagle and the Hen again as required in Activity 3 on Page 81 of the Pupil's Book.

Discuss the major parts of that story with the learners so that they can identify the different parts of any written work. Encourage learners to look at other stories and identify the introduction, the main body and the conclusion.

- Let the learners identify connectives from different stories in the text books that they can get. Ask them to practise writing short stories with the help of connectives to help the ideas to flow.
- Organise learners in groups and let them carry out Activity 4 on Page 82 of the Pupil's book.
- Ask learners to silently read the text in Activity 5 on Page 82 of the Pupil's book. Let them ask any questions that they may have regarding what they have read. Lead a discussion where learners retell the main points raised in the text that they have read.
- Help the learners to practice writing short compositions that require them to recount, explain define or contrast ideas.

Synthesis

Guide the learners to know that knowing the meaning of the main verb used in each question will help them to be able to answer each question appropriately. Find as many past examination questions as you can then help the learners

to go through them to identify the verbs that the examiner used to ask questions. Let them find the meaning of these verbs and discuss how to write questions related to them.

Assessment

- Give the learner an examination question and ask them to identify the main verb and explain what is required in the question. Can the learner correctly identify each verb and use his or her own words to explain how the answer to the question should be presented?

Lesson 4: Understanding instructions in examinations

Learning objectives

By the end of this lesson, the learners should be able to:

- Recognize when to use key skills of answering examination questions.
- Understand examination questions and write simple examination answers.
- Write texts and evaluate it from the viewpoint of grammar, punctuation and spelling.

Introduction

Learners need to know how to answer examination questions. Even though they understand how to write compositions and other forms of writing, they need to be psychologically prepared for the task

of answering examination questions and what they should and should not do.

Teaching aids

Sample examination questions

Learning Activities

- Read the examination answering tips in Activity 1 on Page 83 of the Pupil's book to the learners and lead a discussion on the same. Take time discussing these tips with the learners. Move at their pace. There should not be a hurry as they are in the process of being prepared Writing exams.
- Help learners to practice answering sample examination questions that contain different verbs as pointed out in the tips.
- Explain to the learners how to present reported speech. Let the learners read the Grammar Point on Page 84 of the Pupil's book to know how to do it. Provide learners with text that will require that they report the exact words that the speaker said. Guide the learners on proper punctuation when using speech marks. Most people make mistakes and put commas and full stops outside the closing quotation marks. Warn pupils against this and show them the proper way of punctuating.
- Ask learners to read the passage in Activity 3 on Page 84 of the Pupil's book and then punctuate

the sentences extracted from the story.

- Remind learners about connectors and how to use them when writing. Ask the learners to read the story in Activity 4 on Page 85 of the Pupil's book and identify the connectors. Let them also answer the questions so that they practice reported speech.
- Assess the learner's understanding of the topic by asking them to write about what they would do if they are appointed as sanitary prefects of their school as required in Exercise 4 on Page 86 of the Pupil's Book. This Activity also doubles up as a cross-cutting issue as matters to do with sanitation affect our health.

Synthesis

Helping learners prepare for their examinations is vital as it helps them gain confidence in their ability to reproduce the knowledge and competences that they have acquired over the years on paper.

Assessment

- Give learners sample examination papers and ask them to answer the examinations within the given time. Can a learner use the time allocated well and answer the questions given to them as required?

Answers for activities

As pointed out earlier, this section is presented differently from the others. Discuss the different activities with the learners and help them identify where they are making mistakes with an aim of ensuring that they prepare well for their examinations. Writing the correct Answers for activities in this unit does not guarantee that the learner is in a position to answer the examination question satisfactorily.

Sounds and spelling

Learning objectives

By the end of the lesson, learners should be able to:

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

Introduction

This lesson provides a summary of the key sounds, stress and rhythm used in this Unit. You do not need to introduce the lesson in any way as the activities that are done in this section are independent of each other.

Teaching aids

A list of the following sentences for dictation that you will have in your lesson plan:

1. The parts of a book are the title page, imprint page and the table

of contents.

2. An index is given at the end of the book.
3. To recount is the same as to retell a story.
4. Understanding the examination question is the first step to passing an exam.
5. Connectors help to make the story to flow,

Learning Activities

Activity 1 on page 86, pupil's book

Dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

Activity 2 on page 86, pupil's book

Let the learners rewrite the jumbled letters to make correct words that have been used in this unit.

Answers:

compose
skimming
scanning
evaluate
Assessment

- Can learners use correct spellings and write legibly the different sentences that you dictated to them?

Summary of the unit

Examination preparedness help a

learner to be able to sit his or her examinations with confidence. Every day, take time to equip the learners with tips that will help them excel. When teaching or giving out homework, ensure that learners practice answering questions.

Additional information

A preposition is a word or phrase that comes before a noun or pronoun to show its connection to the other words in the sentence. Prepositions can show place, time, position, or method.

The prepositions used in this unit to show the position of different places in the community are in front, opposite, behind, across, next to and near.

End of unit assessment

Answers to the Unit Assessment

Most of the answers to this assessment depend on what the learner will write. Therefore, check to ensure legibility of the handwriting, correct grammar and language structure. Check the learners drawing also to ensure it is relevant to the topic under discussion.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:

Write down the meaning of the following words in your books:

List, state, identify, discuss, illustrate, draw, give, explain, classify, evaluate, compare, differentiate, contrast, summarise, compose.

Ask learners to use each of the words to construct one correct sentence.

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

1. Set simple examination questions that require learner to do the following: compare, illustrate or identify something.

7. Animals

Key unit competence

To use language learnt in the context of animals.

Introduction

Learners already know about animals as the topic has been taught from primary one. In this class, learners will be introduced to extinct animals and also build on their vocabulary on what to use when talking about the appearance of the animals and how to classify animals.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of the learners as well as their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate what they acquired in class to everyday problems. They also help learners to develop their attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexual education (HIV/AIDS, STI, Family planning,

gender equality and reproductive health), peace and values education, financial education, standardisation culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexual education are covered comprehensively in upper classes. The pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and home neighbourhood. They can also be involved in tree planting exercises.
- For learners at this age, it is easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally used in the illustrations. In

addition, women have not just been shown doing traditional roles that have always been considered to be done by women. The pictures also include children with various forms of disability either going to school or taking part in day to day activities and dialogues.

- To teach learners about financial education, texts are included in the Pupil's book that show children handling money.

Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson. For instance, if a learner develops a misunderstanding with a friend, the teacher intervenes to settle the problem. This presents an opportunity for peace and values education as a cross-cutting issue to be addressed.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences that the learner is to achieve are inbuilt into the outcomes that are being assessed.

The teaching strategies that you use

need to be matched to the domain of learning. Below is a suggestion of how competences may be implemented and the strategy that may be chosen.

Psychomotor:

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill.
- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective:

- Create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to perform the competence.
- Arrange for the discussion of different values and beliefs.

- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery or problem based learning to determine the most appropriate, evidence based approach to competence.
- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before discussing with you or other learners in class. Ensure that you provide ample time for discussion

and dialogue and clarification of concepts to be learnt. Learners also need to be encouraged to use their own knowledge and ideas to find possible solutions.

Another strategy that can be used to guide learners into discovering how to proceed is by using high order questioning technique. The objective of high order thinking technique is to encourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subject matter.

All the strategies mentioned aim at helping the learner develop new ways of thinking about what they are learning. They also encourage a learner to discover new knowledge and skills using critical thinking. Lastly these strategies support the learners' efforts to make the new form of learning part of their everyday life.

In the Pupil's book, the approach that has been used is to provide a variety of activities that ensure that the learner is exposed to various approaches to learning

The activities used in this book to bring out the various competences for each unit are shown below:

Generic Competence	Type of Activity to bring out competence
Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions • Debates • Dictation
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home • Debates

Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions
Life-long learning	<ul style="list-style-type: none"> • Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary

Sharp teeth, warm-blooded, long, heavy, vertebrates, mollusc, mammal, egg, flora, fauna planet, among others

Guidance on the problem statement

At the beginning of the unit on Page 89 of the Pupil's book, there is an oral activity that requires learners to name an animal that used to exist long time ago but no longer exists. They should also say how they are able to know about such an animal if the animal no longer exists. This activity helps you to understand what the learners know about prehistoric animals. Let them tell you any other detail that they know about prehistoric animals so that you can know how to introduce the topic.

Attention to special education needs

It may not be possible to customise this section such that it addresses the exact special need that you may encounter in class. However, below are signs you should look out for in order to identify any learners that may have special needs. Strategies on how to handle such cases are

also provided. Apply them together with your own judgement to help any learners with special needs. Most importantly, advice parents or guardians of any learners with special needs to seek medical advice. Some cases, like autism and mental illness, require medical attention. Some categories of Special Education Needs (SEN) are as follows.

a) Visual impairment (low vision, totally blind)

Unable to see easily on the black board, has difficulty reading print in textbooks and has difficulty in writing in notebooks.

b) Hearing impairment (hard of hearing, total deafness)

Learners cannot hear or can't easily learn to read.

c) Physical impairment (wheel chair users, crutch users)

Can't easily move around the school.

May not easily participate in games with other children.

d) Intellectual impairment (slow learners)

e) Gifted and talented learners. Have higher abstract thinking.

A special needs learner may exhibit

some of the following characteristics.

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

Use these appropriate strategies with special needs learners:

- Provide oral instruction for learners with reading disabilities. Present activities and reading materials in an oral format so that the assessment is not unduly influenced by lack of reading ability.
- Provide them with frequent progress checks. Let them know

how well they are progressing toward an individual or group task.

- Give immediate feedback to them. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learner with special needs.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of children from the school taking part in various sports activities as opposed to the pictures in the book which they may not relate to.

For example, “I like your drawing of the bar graph. You have used very straight lines and good shading.”

- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that children with special needs utilize as many of their sensory perceptions as possible.
- Encourage group learning activities whenever possible.

Each group should be made up of learners with different abilities.

List of lessons

Lesson	Learning	Assessment
1. Describing prehistoric animals	6 periods	1 period
2. Classifying animals	6 periods	1 period
3. Recounting personal experiences of seeing animals	6 periods	2 periods
Sounds and spellings	Debate (2)	1 (dictation and riddle)

Learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings. Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competences. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence –based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about

it in class. Allowing them to give their opinion.)

- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experiences that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who can help them plan for a trip and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role

model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner’s efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one’s knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.

- Prepare for and lead group discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences. To this end, use the given guidelines under assessment to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Lesson Development

Lesson 1: Describing

prehistoric animals

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognise when to use the past simple tense.
- List the basic vocabulary of prehistoric animals.
- Describe prehistoric animals in speech and in writing.

- Listen to texts on prehistoric animals.
- Read texts on Prehistoric animals.
- Write texts on prehistoric animals.

Introduction

Brainstorm with the learners the different animals that they know but are now extinct. Most likely, learners will only mention dinosaurs as they are the most commonly talked about prehistoric animal. It is also featured in many films that learners may have heard of or seen.

Teaching aids

Photographs and pictures of different animals including prehistoric ones

Learning Activities

Vocabulary:

- Read the words in Activity 1 on Page 88 of the Pupil's book as the learners. Read also the text that is given so that the learners can see how the words are used in context.
- Ask learners in pairs to identify the different names from the text that is given and then read the sentences where these words have been used.
- Ask learners to do Activity 2 on Page 88 of the Pupil's book and then compare the meaning in the dictionary with that given in the text.

Oral skills:

- Read the text below as the learners listen and let them

identify the animal from the pictures in Activity 3 on Page 90 of the Pupil's book.

The brachiosaurus, the archaeopteryx and the diplodocus are just a few examples of animals that lived before history was written (prehistoric). These animals have gone extinct. The brachiosaurus was very large and the heaviest dinosaur which grew up to 23 metres. The archaeopteryx on the other hand was a bird with sharp teeth that fed on insects. The diplodocus was a huge four-legged herbivore with a long neck and tail. These animals lived on earth several centuries ago. The evidence of existence of dinosaurs are made known by palaeontologists; who dig up fossils from the earth and study them.

Reading skills:

- Read the text in Activity 4 on Page 90 of the Pupil's book as the learners listen. Ensure you pronounce the names of the extinct animals correctly as learners need to hear you pronounce them so that they can be able to read on their own. Write the names of the animals on the board and read them as you point to them. Let the learners repeat after you. Then ask the whole class to read the text again. Help the learners with pronunciation where they

have problems. Allow individual learner to read the text silently and then answer the questions orally.

Writing skills:

- Ask learners to draw the pictures on Page 89 in their exercise books and then name the animals.
- Individual learners to write the answers of the passage in Activity 4 on Page 89 of the Pupil's Book in their exercise books.
- Organise learners in groups of six and let them do Exercise 1 on Page 90 of the Pupil's book.

Answers for activities

Activity 3 on page 89, pupils' book.

- a- Brachiosaurus
- b- Archaeopteryx
- c- Diplodocus

Synthesis

Most of the extinct animals especially the dinosaurs have very long names that most learners may be unable to pronounce. If you can look for video recordings that have extinct animals and show the learners these tapes to make the lesson interesting.

Assessment

- Show a learner a picture of one of the extinct animals and ask him or her to identify the animal. Can the learner identify the picture correctly?
- Ask a learner to carry out research about a particular

animal and make short notes about it. Can the learner write short notes that describe the animals that you have assigned him or her?

Lesson 2: Classifying animals

Learning objectives

By the end of this lesson, learners should be able to:

- Recognise when to use the past continuous tense.
- State the basic vocabulary used when classifying animals.
- Classify animals in speech and in writing
- Listen to texts on classifying animals.
- Read texts on classifying animals.
- Write texts on classifying animals.

Introduction

From their Science class, learners should be able to classify animals. Guide them through identifying the classes of animals as vertebrates and invertebrates. Let them also tell you the difference between the two. Basically, vertebrates have a backbone and invertebrates do not have a backbone.

Teaching aids

An animal chart showing different classes of animals and their characteristics. In the absence of an animals' chart, create one from Manila paper to show classes and characteristics of animals and if possible draw example of animals in

each group.

Learning Activities

Vocabulary:

- Guide learners to read the vocabulary in Activity 2 on Page 90 of the Pupil's book and then discuss their meanings in groups. Let the learner use the knowledge they acquired in Science class to define these terms. Using knowledge acquired in Science should show learning that when we acquire knowledge we can use it in any area where it is required. This is a life-long learning cross cutting issue that enables learners to apply the knowledge they have acquired from other fields.

Oral skills:

- Ask the learners to work in groups of five and classify animals as required in Activity 1 on Page 90 of the Pupil's book.
- Lead learners in a discussion where they will classify animals orally as required in Activity 3 on Page 91 of the Pupil's book.
- Read out the following names for the learners to classify as required in Activity 6 on Page 92 of the Pupil's book.

Fish, chicken, snake, rabbit, hyena, frog, lizard, crocodile, gazelle, and any other that can be used for this activity.

Reading skills:

- Ask the learners to picture read the pictures in Activity 5 on Page 93 of the Pupil's book, identify

them and also say which class of animals they are from.

Writing skills:

- Ask learners to copy the tables in Activity 4 and 5 on Page 91 and 92 respectively of the Pupil's book.
- Guide learners to develop flash cards out of Manila paper that as required in Activity 6 on Page 92 of the Pupil's book.

Synthesis

Work with the learners to come up with a list of animals and the classes that they belong to. Let the learners create posters that show the different classes of animals and then display them in the Language Activity corner.

Assessment

- Ask the learners to give the classes of animals. Can the learners give the correct classes of animals?
- Provide the learners with a list of animals and ask the learners to classify the animals. Can the learners allocate different animals to their respective classes

Lesson 3: Recounting personal experiences of seeing animals

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognize when to use the past continuous tense.
- Appreciate the diverse flora and

fauna found on the planet.

- Respect the environment and the animals of the planet.

Introduction

Remind the learners about the key words that are used in composition writing and the types of compositions that they can be asked to write. Remind them also of the composition writing tips that they learnt in the previous chapter. Let them mention the main parts of any written work.

Teaching aids

Pictures and photographs that can tell a story

Learning Activities

Vocabulary:

- Guide learners to do Activity 1 on Page 93 of the Pupil's book and assist where they need assistance.

Oral skills:

- Let the learners talk about the pictures in Activity 2 on Page 93 of the Pupil's book as they tell the story that is shown in the pictures.
- Lead a discussion of Activity 3 on Page 93 of the Pupil's book and supervise learners as they interview their classmates.
- Guide learners in groups to share their experiences as required in Activity 5 on Page 95 of the Pupil's book.
- Lead a discussion where learners will use adjectives and the past continuous tense to talk about animals that they

have seen. Teach them sentence openers that they can use as given in Activity 5 on Page 95 of the Pupil's book.

- Ask learners in pairs to talk about different things that they know about animals as required in Activity 8 on Page 95 of the Pupil's book. Discuss declarative sentences with the learners and let them know that the answers that they give should be a declarative sentence which basically states the facts.

Reading skills:

- Let the learners read the text in Activity 4 on Page 94 of the Pupil's book and then answer the questions.

Writing skills:

- Ask learners to write the meaning of the words in the vocabulary in Activity 1 on Page 93 of the Pupil's book in their exercise books.
- Let the learners write sentences based on their findings in Activity 3 on Page 93 of the Pupil's book.
- Individual learners to write a short story about seeing an animal in the forest.

Answers to Activity 4 on page 94, pupils' book

1. Gatera was going to Musanze.
2. Gatera saw three monkeys squatting by the roadside.
3. The passengers gave food to the monkeys.
4. The food items mentioned are

bananas and maize cobs.

5. Check the definitions that the learners give for the words that are given.

Synthesis

Remind the learners that adjectives are used to modify nouns and they are placed before a noun. Let them also know that the past continuous tense is used to talk about something that continued happening for some time in the past.

Assessment

- Ask learners to recount a story of their first experience with animals. Can the learner correctly use vocabulary and grammar to tell a story about animals?
- Ask individual learners write a short story to recount an experience of their first time to see a wild animal. Can the learners organize their story logically and use correct grammar, punctuation and vocabulary to recount a story of their first experience with seeing wild animals?

Sounds and spellings

Learning objectives

By the end of this sub–topic, learners should be able to:

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

Introduction

This lesson provides a summary of the key sounds, stress and rhythm used in this Unit. You do not need to introduce the lesson in any way as the activities that are done in this section are independent of each other.

Teaching aids

A list of the following sentences for dictation that you will have in your lesson plan:

- 1) Mammoths are extinct.
- 2) Rwanda is rich in flora and fauna.
- 3) The lion was staring at the antelope for so long.
- 4) A python can stay for long without eating.
- 5) A lizard is a cold blooded animal.

Learning Activities

Activity 1 on page 96, pupil's book.

Dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

Activity 2 on page 96 pupils book

Let the learners rewrite the jumbled letters to make correct words that have been used in this unit. Some of these words may be tough but they are words relating to what the learners have learnt in this unit.

Answers:

mammal

extinct
fossil
animals
prehistoric

Debate on on page 96, pupil's book

Organise the learners into an opposing team and a proposing team. Give each group the same time to discuss and come up with points to support or oppose the debate motion that is given. Allow the learners to debate the motion. Remember there are no winners or losers in this debate. The objective is to get learners to use language confidently while talking to each other.

Riddle

Ask the learners to read the riddle on Page 96 of the Pupil's book and let them tell you the answer.

Answer: Lion

Assessment

- Can learners use correct spellings and write legibly the different sentences that you dictated to them?
- Can the learners answer the riddle?

Summary of the unit

Though not a common career for many locally, learners can be encouraged to take up palaeontology as a career in future. Those interested in sciences can be asked to consider it as a career path.

Additional information

As a cross cutting issue, let the

learners discuss the effects of destroying animal habitats.

End of unit assessment

In every topic, there are writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities. Then crown it all with the End of Unit Assessment at the end of the unit. The answers to the Exercises are provided as part of the answers to the learning activities.

Answers to the Unit 7 Assessment on page 97, pupil's book

Most of the answer to this assessment depend on what the learner will write. Therefore, check to ensure legibility of the handwriting, correct grammar and language structure. Check the learners drawing also to ensure it is relevant to the topic under discussion.

1. Prehistoric time is the time before people started keeping records of what was happening.
2. Flying monster- dinosaur, woollen mammoth
3. Check learner's answers for facts.
4. Aquatic means living in water. Endangered means feared to become extinct, Habitat refers to the home of an animal.
5. Check answers that learners give in question 5 to 10 for accuracy.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:

Draw a wild animal that you have seen. Write three sentences about the animals.

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

Write a short story about an animal that you saw on TV or heard people talking about it but you have never seen it in real life.

8. Environment

Key unit competence

To use language learnt in the context of the environment.

Introduction

This unit borrows content from Social Studies. Learners have already been taught about the various resources that are found in Rwanda in their Social Studies class. However, this unit presents them with additional vocabulary that they can use to ensure that they communicate effectively.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of the learners as well as their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate what they acquired in class to everyday problems. They also help learners to develop their attitudes and values. The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexual education

(HIV/AIDS, STI, Family planning, gender equality and reproductive health), peace and values education, financial education, standardisation culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexual education are covered comprehensively in upper classes. The Pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and home neighbourhood. They can also be involved in tree planting exercises.
- For learners at this age, it is easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally

used in the illustrations. The pictures also include children with various forms of disability either going to school or taking part in day to day activities and dialogues.

- To teach learners about financial education, texts are included in the Pupil's book that show children handling money. There is also a whole unit that talks about shopping. The activities given in this unit all endeavour to introduce the learner to understand more about money.

Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences that the learner is to achieve are inbuilt into the outcomes that are being assessed.

Below is a suggestion of how competences may be implemented and the strategy that may be chosen.

Psychomotor:

- Demonstrate the expected way to perform a given skill. Allow

the learner to practice for a while, and then ask for a return demonstration of that skill.

- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective:

- Create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to perform the competence.
- Arrange for the discussion of different values and beliefs.
- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery

or problem based learning to determine the most appropriate, evidence based approach to competence.

- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before discussing with you or other learners in class. Ensure that you provide ample time for discussion and dialogue and clarification of concepts to be learnt. Learners also

need to be encouraged to use their own knowledge and ideas to find possible solutions.

Another strategy that can be used to guide learners into discovering how to proceed is by using high order questioning technique. The objective of high order thinking technique is to encourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subject matter.

All the strategies mentioned aim at helping the learner develop new ways of thinking about what they are learning. They also encourage a learner to discover new knowledge and skills using critical thinking.

The approach that has been used is to provide a variety of activities that ensure that they learner is exposed to various approaches to learning. The activities used in this book to bring out the various competences for each unit are shown below:

Generic Competence	Type of Activity to bring out competence
Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home
Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions

Life-long learning

- Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary

Sunny, rainy, windy, cloudy, calm, rain, weather, hot, rainfall, temperature, dry, high, among others.

Guidance on the problem statement

The question provided in the Oral Activity on Page 99 of the Pupil's book requires learners to talk about things that can be found in an environment. Most learners will usually just mention the things that they can see and relate to and forget that there are invisible components of the environment. Help learners to mention all the visible and invisible parts of the environment. Part b is for you to determine whether learners can resolve to use a dictionary or the glossary without being prompted. By this time learners should be able to tell that if there is a new word and they do not know its definition, they can use a glossary or a dictionary to get the meaning of the word.

Attention to special education needs

A learning disabled student may exhibit some of the following characteristics.

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.

- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

Use these appropriate strategies with learning disabled students:

- Provide oral instruction for students with reading disabilities. Present activities and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
- Provide learning disabled students with frequent progress

checks. Let them know how well they are progressing toward an individual or group task.

- Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning disabled child.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of buildings that they see in the neighbourhood as opposed to the pictures in the book which they may not relate to.
- For example, “I like your drawing of the school. It has very beautiful colours.”
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

Use the characteristics shown above to identify the learners with special needs. Then apply the listed strategies to help the learners.

List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Talking about resources	5 periods	2 periods
2. Describing the location of key resources in Rwanda	4 periods	1 period
3. Talking about dangers to the environment	4 periods	1 period
4. Talking about protecting the environment	4 periods	1 period
Sounds and spellings	Debate (2)	1 period

Learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competences. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence –based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to silently read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as

group work.

- Observing positive role models in practice. A role model sends the message, “This is who a competent person is. This is what a competent person does.” The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will

add to one's knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.

- Prepare for and lead group discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the guidelines given under unit assessment to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Lesson Development

Lesson 1: Talking about resources

Learning objectives

By the end of this lesson, the learner should be able to:

- List basic vocabulary of natural

resources.

- Name natural resources and what they provide, orally and in writing
- Appreciate the environmental features of Rwanda.
- Respect and protect the environment.

Introduction

Brainstorm with the learners the different resources that are found in Rwanda. Help the learners to categorise the resources they have mentioned into renewable and non-renewable resources.

Teaching aids

Name cards with different types of resources

Learning Activities

Vocabulary:

- Guide learners to do Activity 1, 2 and 3 on Page 98 of the Pupil's book.

Oral skills:

- Read the dialogue in exercise 1 on page 99 of the pupil's book as the learners listen. Ask the learners to role-play the dialogue in their own words but bringing out the key issues raised in the dialogue.
- Ask learners to answer the questions in Exercise 1 orally.

Reading skills:

- Read the dialogue in Exercise 1 on Page 99 of the Pupil's book as the learners listen. Ask them to read the dialogue as a class. One half of the class can read

what the farmer is saying while the other half can read what the Officer is saying. Allow learners in pairs to also read the text. All through assist the learners to use proper pronunciation as they read.

- Let the learners silently read the dialogue again individually. Ask the questions orally as the learners give the answers so that you can determine if they understood what they were reading.

Writing skills:

- Ask learners to write the meaning of the vocabulary that is used in Activity 1, 2 and 3 on Page 98 of the Pupil's book.
- Ask the learners to copy the figure in Activity 3 on Page 99 in their exercise books.

Additional Activity

Ask learners to draw the resources that we can see from the list given in the figure in Activity 3 on Page 98 of the Pupil's book and write sentences about each resource that they have drawn.

- Individual learners write the answers to Exercise 1 on Page 99 of the Pupil's book in their exercise books.

Answers for Activities

Check the correctness of the sentences that the learners construct to make sure they have

written correct answers to all the questions.

Synthesis

Resources can either be renewable or non-renewable. Encourage learners to always be careful when using non-renewable resources such as fuel. Lead a discussion briefly on how learners can preserve these resources as a cross cutting issue on environment and sustainability.

Assessment

- Ask the learner name different resources. Can the learners identify the resources that are found on earth?
- Ask learners to write briefly about a particular type of resource. Can learners use appropriate vocabulary and correct grammar and spelling when writing about resources?

Lesson 2: Describing the location of key resources in Rwanda

Learning objectives

By the end of the lesson, the learner should be able to:

- List and use basic vocabulary about natural resources found in Rwanda.
- Name key districts in which natural resources are found and locate them on a map.
- Appreciate environmental features of Rwanda.
- Respect and protect the environment.

Introduction

Ask the learners to tell you names of different places where natural resources are found in Rwanda. They should name a resource and then say the name of the district or exact place where the resource can be found.

Teaching aids

Pictures of different natural and manmade resources that are found in Rwanda.

Learning Activities

Vocabulary:

- Let the learners identify the different types of resources that are shown in the pictures in Activity 1 of the Pupil's book on Page 100.
- Let the learners also do Activity 2 on Page 100 of the Pupil's book.

Additional activity

Guide the learners to come up with vocabulary that is used to describe other resources. For example, they can talk about different types of timber (hard/soft), lakes (natural/manmade), rivers (permanent/seasonal), soil (coarse, fine, smooth, rough), among others. Let the learners know that the vocabulary used depends on the resource that you are talking about.

Oral skills:

- Lead a class discussion on the resources shown on the map given in Activity 3 on Page

101 of the Pupil's book. Let the learners tell you the name of the resource and the place where the resource is found.

- Guide learners to construct sentences based on the location of different resources in Rwanda as required in Activity 4 on Page 101 of the Pupil's book.

Reading skills:

- Guide learners in reading the text in Exercise 2 on Page 102 and let them answer the questions orally.

Writing skills:

- Ask learners to draw the map of Rwanda shown on Page 101 of the Pupil's book in their exercise books.
- Guide the learners to write the answers to Exercise 2 on Page 102 in their exercise books.
- Organise for the learners to visit an area that has natural resources and discuss what is happening to the natural resource. This activity can be done in collaboration with the Social Studies teacher. Ask learners to write a short report about their observations during the visit. They should also use appropriate vocabulary to describe the resource and the location where it is found.

Answers for activities

Check the learner's responses to different questions and correct where necessary.

Synthesis

The easiest natural resource for learners to visit and learn about would be a national park where learners will be able to see different natural resources and how they are being put to use. If possible, organise such a trip and help learners to describe the different resources that are available in the national park (animals, trees, air, people, and soil) and their importance to the economy of the country. Learners will also be able to appreciate the importance of such resources.

Assessment

- Show the learners pictures of different natural resources. Can the learners identify the natural resources?
- Ask learners to draw a given resource and write some short notes to describe the resource. Can the learners clearly draw different resources and write grammatically correct sentences describing the resource?

Lesson 3: Talking about dangers to the environment

Learning objectives

By the end of the lesson, a learner should be able to:

- List the basic vocabulary of environmental protection
- Listen to texts about dangers to the environment
- Read texts about environmental protection.

- Respect and protect the environment.

Introduction

Learners have already learnt about the dangers that man poses for the environment and their effects to the environment. Lead a general discussion of man's activities to the environment and then guide the learners to use proper language while talking about dangers to the environment.

Teaching aids

Pictures with people doing different activities.

Learning Activities

Vocabulary:

- Ask learners to mention different words that talk about the pictures shown in Activity 1 on Page 103 of the Pupils Book.

Oral skills:

- Ask learners to orally answer the question in Activity 1 on Page 102 of the Pupil's book.
- Guide learners to read and recite the poem on Page 103 of the Pupil's book.

Reading skills:

- Ask learners to read the words in the poem on page 103 and 104 of the pupil's book and answer the questions that follow orally.

Writing skills:

- Ask the learners to answer the questions on the poem on Page 105 in their exercise books.

Answers for activities

Activity 1, page 102, pupils' book

- a) The pictures show smoke pollution, cutting trees, hunting, burning bushes/clearing land, throwing rubbish into a river, and urinating in a river.
- b) Accept answers that the learners give if they describe the relation between each activity and the danger it poses to the environment.
- c) Accept correct suggestions about what the government and people generally can do to protect the environment.

Synthesis

The environment is endangered by activities such as releasing smoke from factories to the atmosphere which destroys the ozone layer, cutting tree affects the process of rainmaking, it also destroys the atmosphere as trees make use of carbon released through smoke and therefore purifies/cleans the environment, hunting kills animals and sometimes can cause extinction of these animals if the rate at which the animals are being hunted is faster than the rate at which the animals are giving birth, burning bushes or clearing land kills animals that live in the soil and in the plantation being burnt, it also destroys vegetation which is important to prevent soil erosion, urinating and throwing rubbish in rivers pollutes the water and can

kill the animals living in water or make it bad for people to use.

Assessment

- Ask learners in groups to write about the effect of different activities to the environment. Can the learner use the correct vocabulary, grammar and punctuation to talk about dangers that various activities pose to the environment?

Lesson 4: Talking about protecting the environment

Learning objectives

By the end of the lesson, the learner should be able to:

- Recognize when to use the first conditional and should, need to.
- List the basic vocabulary of environmental protection.
- Listen to texts about environmental protection.
- Read texts about environmental protection.
- Respect and protect the environment.

Introduction

Having identified the dangers that the environment faces, learners can now talk about measures that need to be taken to ensure that the environment is protected. Start by asking learners to mention what can be done to protect the environment from harm and then guide them to use proper language to talk about environmental protection.

Teaching aids

Pictures with people doing different activities that help protect the environment

Learning Activities

Vocabulary:

- Ask learners to identify words from the crossword puzzle in Activity 1 on Page 104 of the Pupil's book that are used to talk about the environment generally. They should not write in the textbook they should just point to it and say it out loud.

Grammar:

- Use the Grammar Points on Page 106 and 107 of the Pupil's book to help learners to recognise how to use need to and should.

Oral skills:

- Read the dialogue in Activity 2 on Page 104 to 105 of the Pupil's Book and let the whole class discuss the appropriate answers that can fill in the blanks. Ask pairs to role-play the dialogue using their own words but keeping the message of the dialogue.

Reading skills:

- Guide the learners to read the passage in Activity 3 on Page 105 of the Pupil's book and answer the questions orally.
- Ask the learners to read the sentences in Activity 5 on Page 107 of the Pupil's book and construct sentences orally.

Writing skills:

- Guide the learners to write answers to the blanks in Activity 2 on page 104 of the Pupil's book.
- Let the learners write answers to the text in Activity 3 on page 105 of the Pupil's book.
- Individual learners to construct sentences and write them in their exercise books as required in Activity 3, 4, and 5 on pages 105 and 107 of the Pupil's book.
- Let the learners write a poem as required in Exercise 4 on Page 108 of the Pupil's book.

Answers for activities

Answers to Activity 1 on page 105, pupil's book

The words given in the puzzle are grassland, terrace, river, land and soil.

G	R	A	S	S	L	A	N	D
B	I	K	O	B	A	U	Z	P
H	V	W	I	T	N	R	P	O
O	E	W	L	Q	D	H	Q	L
K	R	U	R	B	Y	L	Q	L
A	S	L	A	K	E	H	K	U
S	K	T	B	W	U	W	P	T
T	E	R	R	A	C	E	K	E

Note:

1. Ask learners to draw the grid in their exercise books and sketch out the words as above.
2. Explain to learners that the

numbering in the crossword puzzle may not necessarily follow systematically from one upwards. The numbers are arranged depending on where the word falls, either Across or Down.

Activity 2 on page 104, pupil's book

Accept correct suggestions to the starters given in the dialogue.

Activity 3 on page 105, pupil's book

1. The environment is important because man gets all his basic needs from the environment.
2. Trees help man to cleaning the environment, are a home for wildlife and are a source of medicine.
3. Water bodies are a source of food such as fish and also provide water for transport and domestic use.
4. If man continues destroying the environment, he will eventually starve and die because they will be no place for him to get his basic needs.
5. Accept learner suggestions that talk about protecting the environment and are correct observations for questions 5 to 7

Synthesis

Some of the practices that help protect the environment include make terraces to garden to preserve soil, planting two tree where one tree has been cut, teaching people about the importance of

the environment so that they can understand why it is important to preserve the environment, and encouraging people to throw their rubbish in particular places where it can be collected and burnt or recycled. Guide learners to use the If conditional to bring out these practices.

Assessment

- Ask learners to individually construct sentences that show how we can protect the environment. Can the learner use the correct vocabulary and grammar to talk about different ways through which we can protect the environment?
- Ask learners write briefly about we can protect the environment. Can the learner use the correct vocabulary, grammar and punctuation to talk about different ways through which we can protect the environment?

Sounds and spelling

Learning objectives

By the end of this sub–topic, the learner should be able to:

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

Introduction

Give the words and meaning used in this unit. Let them also construct sentences that talk about the different types of weather using

either the present simple tense, present continuous tense or present continuous tense with future meaning.

Teaching aids

The following sentences to be dictated to the learners.

- If the population increases, people will cut down more trees.
- He needs to study about wild animals.
- Hunting kills animals.
- Pollution destroys the atmosphere.
- Rwanda has many hills.

Learning Activities

Activity 1 on page 108 pupils book

Dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

Activity 2 on page 108 pupils book

Let the learners rewrite the jumbled letters to make correct words that have been used in this unit. Some of these words may be tough but they are words relating to what the learners have learnt in this unit.

Answers:

protection
wildlife
minerals
degradation
afforestation

reclamation

Additional activity

Before dictating the words above, you can engage learners in different vocabulary and spelling games. For example, you can ask the learners to write as many words as they have learnt in this unit. Then the words are collected into a basket. Different learners can then take time 'fishing' for different words from the box. Then they can read them out loud to the class. Help the learners who will have a problem reading any of the fished words.

Alternatively, you can write the words and place them on name cards and put them on the teacher's table. Say out loud a word and ask a learner to come and pick a name card with the word you have read.

Debate on page 108, pupils' book

Organise the learners into an opposing team and a proposing team. Give each group the same time to discuss and come up with points to support or oppose the debate motion that is given. Allow the learners to debate the motion. Remember there are no winners or losers in this debate. The objective is to get learners to use language confidently while talking to each other.

Riddle

Ask the learners to read the riddle on Page 108 of the Pupil's book and let them tell you the answer.

Answer: river

Additional information

As a cross cutting issue on the environment and sustainability, there is a Think, Pair and Share activity at the end of the unit. Let the learners discuss about these activities in pairs. Such activities include:

- Heavy fines and penalties for those who throw rubbish in rivers or pollute the environment
- Rewarding those who plant trees and save animals
- Imprisoning those found hunting and poaching
- Accept any other correct suggestion.

Synthesis

The government through REMA is trying its best to conserve the environment. Let the learners find out what REMA is and take part in some of the activities that REMA is promoting.

Assessment

- Can learners use correct spellings and write legibly the different sentences that you dictated to them?
- Can the learners answer the riddle?

Summary of the unit

It is important for people of all ages to take care of the environment. There is no excuse that one is too young or too old to conserve the environment. Encourage learners to take part in activities such as planting and taking care of trees, participating in Umuganda to clean and conserve

the environment where they stay, reporting people who cut down trees or throw rubbish into rivers and lakes, reporting those with improper fishing methods and so on. This will help them to conserve the environment.

End of unit 8 assessment on page 109, pupil's book

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities. Answers to the exercises are provided under the Learning Activities segment as most of them are related to the activities that the learners carry out.

Answers to the Unit 8 Assessment page 109

Most of the questions in this section require the learner to apply the information they have acquired in class in Social Studies and in this unit to answer them. Check what the learners have written for accuracy, proper use of grammar, spelling and punctuation.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:

Draw someone doing an activity that protects the environment. Write two sentences that show that the person

is conserving the environment.

(Check the learners work for correctness.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

Research and Write about the 3R's of protecting natural resources.

9. Maintaining harmony in the family

Key unit competence

To use language learnt in the context of harmony in the family.

Introduction

Learners can already identify the family relations that they have. They also know about the different household activities that people at home do. Learners have used the present simple tense, and time connectors to talk about the family theme. Therefore, this class is just building onto the vocabulary that the learners have learnt to enable them to talk about maintaining peace and harmony in the family.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of the learners as well as their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate what they acquired in class to everyday problems. They also help learners to develop their

attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexual education (HIV/AIDS, STI, Family planning, gender equality and reproductive health), peace and values education, financial education, standardisation culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexual education are covered comprehensively in upper classes. The pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and home neighbourhood. They can also be involved in tree planting exercises.

- For learners at this age, it is easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally used in the illustrations. The pictures also include children with various forms of disability either going to school or taking part in day to day activities and dialogues.
- To teach learners about financial education, texts are included in the Pupil's book that show children handling money. There is also a whole unit that talks about shopping. The activities given in this unit all endeavour to introduce the learner to understand more about money.

Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences that the learner is to achieve are

inbuilt into the outcomes that are being assessed.

The teaching strategies that you use need to be matched to the domain of learning. Below is a suggestion of how competences may be implemented and the strategy that may be chosen.

Psychomotor:

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill.
- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective:

- Create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to

perform the competence.

- Arrange for the discussion of different values and beliefs.
- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery or problem based learning to determine the most appropriate, evidence based approach to competence.
- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before discussing with you or other learners in class. Ensure that you

provide ample time for discussion and dialogue and clarification of concepts to be learnt. Learners also need to be encouraged to use their own knowledge and ideas to find possible solutions.

Another strategy that can be used to guide learners into discovering how to proceed is by using high order questioning technique. The objective of high order thinking technique is to encourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subject matter.

All the strategies mentioned aim at helping the learner develop new ways of thinking about what they are learning. They also encourage a learner to discover new knowledge and skills using critical thinking.

The approach that has been used is to provide a variety of activities that ensure that they learner is exposed to various approaches to learning that will enable the learner to understand and therefore achieve the competence that they set out to achieve.

The activities used in this book to bring out the various competences for each unit are shown below:

Generic Competence	Type of A competen
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Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home
Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions

Life-long learning	<ul style="list-style-type: none">• Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.
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Vocabulary

Fetch water, clean the house, sweep the floor, angry, sorry, apologise, wrong, sorry, polite, respect, among others.

Guidance on the problem statement

The oral activity just gives a recap of the meaning of family and the different jobs done by different family members. Help the learners to distinguish between jobs done by family members outside the homestead and duties done in the family. Jobs done outside the homestead are for economic activities that family members do to get their basic needs but duties are the activities that different members of the family do to ensure that the family lives in a good and clean place. In this unit, learners will be talking about duties that every member of the house hold must take part in.

Attention to special education needs

A learning disabled student may exhibit some of the following characteristics.

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.

- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

Use these appropriate strategies with learning disabled students:

- Provide oral instruction for students with reading disabilities. Present activities and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
- Provide learning disabled students with frequent progress checks. Let them know how well

they are progressing toward an individual or group task.

- Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning disabled child.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of buildings that they see in the neighbourhood as opposed to the pictures in the book which they may not relate to.
- Learning disabled students need and should get lots of specific praise. for example, “I like the way you explained what they children in the picture are doing. You are right. They are riding their bicycles.”
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Describing jobs in the family household	3 periods	1 period
2. Describing what parents say	2 periods	1 period
3. Giving what parents require	2 periods	1 period
4. Reporting family quarrels	2 periods	1 period
5. Saying why someone was angry	2 periods	1 period
6. Giving advice	2 periods	1 period
7. Talking about family rules	2 periods	1 period
Sounds and spellings	Poem (2)	1 (dictation and riddle)

Learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings. Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competences. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence –based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For

example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, “This is who a competent person is. This is what a competent person does.” The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit

of life-long learning in order to stay updated.

- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the guidelines given under the Assessment section to see if the learners have acquired the relevant

skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Lesson Development

Lesson 1: Describing jobs in the family household

Learning objectives

By the end of this lesson, the learner should be able to:

- List the basic vocabulary of household jobs.
- Describe household jobs and who does them orally and in writing.
- Read texts about household jobs.
- Appreciate the roles and responsibilities of family members.

Introduction

For a long time in the traditional household, jobs and responsibilities in the house were clearly marked to be done by some family members and not others. For example, cooking was almost exclusively done by women, men were seen as the main bread winners. With the recognition of gender equality, this belief has been disapproved and it does not matter which members of the family does which duties. Therefore, as you lead a discussion of the content in this topic, guard against learners being taught the traditional model of family chores being done by specific people. It will

also go to teach learners on the cross cutting issue of gender and gender equality.

Teaching aids

Pictures showing family members carrying out different duties.

Learning Activities

Vocabulary:

- It is expected that by this time, the learners vocabulary has greatly improved and that they are able to put together correct sentences. Ask the learners to identify the different family members that are shown in the pictures in Activity 1 on Page 110 of the Pupil's book and the activities that they are doing.

Oral skills:

- Ask learners to match the pictures in Activity 1 on Page 110 of the Pupil's book and the sentences that describe them orally.
- Ask learners in pairs to discuss the household activities that they do at home as required in Activity 2 on Page 112 of the Pupil's book.
- Lead learners in a discussion where they will use the phrases given in Activity 3 on Page 112 of the Pupil's book to make correct sentences about household duties.

Reading skills:

- Let the learners read out loud the sentences that accompany the pictures in Activity 1 on

page 110 of the Pupil's book.

- Ask learners to silently read the words given in Activity 3 on Page 111 of the Pupil's book before using them to construct sentences.
- Guide learners to read the text said by Imanzi and Jane in Activity 4 on Page 111 of the Pupil's Book about the duties they do at home before going to school and then say whether the statements written about them are true or false.

Writing skills:

- Guide learners to write the answers to the comprehension text in Activity 4 on Page 111 of the Pupil's book.
- Allow the learners to write a short description about the household duties that they do at home as required in Exercise 2 on Page 115.

Answers to Activities

Activity 1 on page 110, pupils' book.

Check that the learners match the sentences correctly.

Activity 4 on page 111, pupils' book.

1. False
2. True
3. False
4. True
5. True

Synthesis

Guide learners to know that it is good to help around the household as we all stay there. Encourage

those learners who have house helps to also help at home as sometimes the house help may be unwell and the parents may ask the learners to help carry out the duties. Generally, the duties that are done at home vary from one household to another but include; Cleaning the toilet and the bathroom, washing dishes or putting dishes in the dish washer so that they can be cleaned, making the bed, cleaning the house which might be sweeping or mopping/wiping or vacuuming the carpet, cooking, clearing the bushes and cutting grass, sweeping the compound, among other duties.

Assessment

- Ask learners to talk household chores and the different family members who carry out these chores. Can the learners use the right vocabulary to talk about household chores and the different family members who do them?
- Read a text describing family members and the chores that they do at home. Can learners listen to a text about family members and the chores they do and respond to comprehension questions relating to that chore correctly?
- Ask learners to read a text describing family members and the chores that they do at home. Can learners read text about family members and the chores they do and respond to comprehension questions

relating to that chore correctly?

- Ask learners to write text about household chores and the different family members who carry out these chores. Can the learners use the right vocabulary to write about household chores and the different family members who do them?

Lesson 2: Describing what parents say

Learning objectives

By the end on this lesson, the learner should be able to:

- Give commands orally and report on the commands in speech and in writing.

Introduction

Children are often given instructions by parents so that they know what they need to do in the home. Guide the learners to know that when we want someone to do a command, we usually begin the sentence with the verb that describes what we want that person to do. The opposite is that we start the sentence with the word don't followed by the verb that talks about what we do not want done.

Teaching aids

Pictures showing people doing different activities

Learning Activities

Oral skills:

- Ask learners look at the pictures in Activity 1 on Page 112 of the Pupil's Book and try and come

up with the instruction that his or her parent will say when they want the learner to do the things shown in the pictures.

- Let the learners carry out Activity 2 on Page 113 of the Pupil's book orally.
- Lead a discussion on proper phrases to use so as to make correct sentences orally from Activity 3 on Page 114 of the Pupil's book.
- Read the dialogue in Activity 4 on Page 114 of the Pupil's book and ask learners to role-play the dialog but in their own words without changing the message.

Reading skills:

- Ask learners to read the dialogue in Activity 4 on Page 114 of the Pupil's book and answer the questions orally.
- Ask learners to silently read the Grammar Points that are given on Page 118 of the Pupil's Book together with the examples.

Writing skills:

- Ask the learners to write the instructions that their parents will give in Activity 1.
- Individual learners to copy the table in Activity 2 on Page 113 of the Pupil's book in their exercise books and complete it with the right commands.
- Guide learners to answer the comprehension question in Activity 4 on Page 114 of the Pupil's book.
- Assist learners in pairs to write a dialogue that has parents giving commands to their children to do certain activities.

Answers to Activities

Activity 1 on page 112, pupils' book

1. Clean the house!
2. Cut the grass!
3. Clean the dishes!
4. Wash the car!
5. Do your homework!

Remember the punctuation has to be an exclamation mark at the end of the sentence because it is a command.

You want someone to do an action	You don't want someone to do an action
Wash the dishes!	Do not wash the dishes!
Make the bed!	Don't make the bed!
Fetch water!	Don't fetch water!
Mop the house!	Don't mop the house!

Activity 4

Check the learner's responses to ensure they are correct.

Exercise 3, page 118, pupils' book

- 1) I was told to wash my clothes daily.

- 2) I was reminded/told to pray before going to sleep.
- 3) I was told to say sorry after making a mistake.
- 4) I was told/taught to respect my family members.
- 5) I was commanded to sit and eat with the other family members.
- 6) I was told to help my friends to do their homework.
- 7) I was told to greet all the family members.
- 8) I was told to care for the sick in the family.
- 9) I was told not to waste the food.

Synthesis

Learners in this class are entering or are already at the adolescent stage. Sometimes they can be difficult and their relationship with the parent may suffer. Let them know that they don't have to wait for their parents to tell them what they should do. Instead they should be responsible to do what they are assigned to do without being commanded to do it.

Assessment

- Ask learners to look at a picture and give an appropriate command for the activities taking place in the picture. Is the learner able to use proper vocabulary to give commands?
- Let the learners' role-play family situations where commands are required. Can the learners use the right commands to get an activity done in a role-play situation?

- Ask learners to write sentences that show commands. Can the learner use appropriate punctuation and grammar rules to write commands correctly?

Lesson 3: Describing what parents require

Learning objectives

By the end of the lesson, the learner should be able to:

- Give commands orally and report on the commands in speech and in writing.

Introduction

Learners need to be taught how to report something that has been said by someone else. In the family setup it is often parents that tell children what they want done.

Teaching aids

Text about what parents require

Learning Activities

Oral skills:

- Allow learners to talk about what their parents require them to do. The guideline are provided in Activity 1 on Page 116 of the Pupil's book.

Reading skills:

- Ask learners in groups through their group leader to read the text in Activity 2 on Page 116 of the Pupil's book. Let them answer the questions orally.

Writing skills:

- Let the learners write the answers to the comprehension

questions in activity 1 on page 117 in their exercise books.

Answers for activities

Activity 2, page 116, pupils' book

- 1) The people in the story are Mother, Robert and Charles.
- 2) The boys were still asleep.
- 3) Mother needed water to make porridge for breakfast.
- 4) Fear that their mother would come and punish them for disobeying her.
- 5) Charles advised Robert to obey their mother. Robert advised that they apologise to their mother.
- 6) Lesson include; It is good to obey our parents, we should apologise when we wrong someone, We should not fail to show respect to parents, (Accept any other lesson that the learners give.)
- 7) Check the learners drawing to ensure it corresponds to the message.

Synthesis

Encourage the learners to be helpful at home especially seeing that parents sacrifice a lot to ensure that learners get the best in life.

Assessment

- Let the learners' role-play family situations where parent say what they want children to do and the children do it. Can the learners use the right vocabulary to get an activity done in a role-play situation?

- Ask learners to write sentences that show what parents want. Can the learner use appropriate punctuation and grammar rules to write commands correctly?

Lesson 4: Describing a family quarrel

Learning objectives

By the end of the lesson, the learner should be able to:

- Recognise when to use ought to.
- Listen to a short text about family quarrels.
- Read a short text about family quarrels.
- Describe family quarrels in writing.

Introduction

Families quarrel often. This section teaches learners the vocabulary to use when reporting family quarrels. However, the message we want to pass across is that family quarrels should be resolved peacefully as we are all people of the same family. That we should learn to live with each other in peace.

Teaching aids

Text showing a story about a family quarrel

Learning Activities

Oral skills:

- Read the dialogue on Page 117 of the Pupil's book as the learners listen. Then discuss the questions at the end of the passage to see if the learners understood what you were

reading for them.

- Lead a discussion using the Grammar Point on Page 118 of the Pupil's book on how we use ought to and ask learners to construct sentences to show that they understand how ought to is used.
- Guide learners to role-play the interview in Activity 2 on Page 118 of the Pupil's book.

Reading skills:

- Let the learners read the dialogue in Activity 1 silently and then answer the comprehension questions in pairs.
- Let the learners read the passage in Activity 2 on Page 118 of the Pupils Book and answer the comprehension questions orally.

Writing skills:

- Ask learners to write the answers to the comprehension question in Activity 1 on Page 118 of the Pupil's book.
- Ask learners to write the answers to the comprehension question in Activity 2 on Page 119 of the Pupil's book.
- Let the learners do Exercise 3 on Page 118 of the Pupil's book.
- Ask learners to write a story about a family quarrel as it is required in Activity 3 on Page 119 of the Pupil's book.

Answers for activities

Activity 1 on page 117, pupil's book

1. The three people in the

conversation are Eric, Sandra and John.

2. Sandra wanted to do her homework.
3. Her father had asked her to go and buy food from the market.
4. John's parents were angry because John refused to go to the garden.
5. That he should obey his parents, he should not make them angry and he should always help them.

Exercise 3 on page 118, pupil's book

1. Ought to
2. Ought to
3. Ought to
4. Ought not to
5. Ought to

Activity 2 on page 118, pupil's book

1. He tries to stop them. If he cannot then he looks for an elderly person to help.
2. One week ago.
3. Not tied to something.

Synthesis

Encourage the learners to always resolve family quarrels peacefully.

Assessment

- Let the learners' role-play family quarrels. Can the learners use the right vocabulary to get an activity done in a role-play situation?
- Ask learners to write sentences that report family quarrels. Can the learner use appropriate

punctuation and grammar rules to write sentences correctly?

Lesson 5: Saying why someone was angry

Learning objectives

By the end of the lesson, the learner should be able to:

- Recognise when to use ought to.
- Listen to a short text about family quarrels.
- Read a short text about family quarrels.
- Describe family quarrels in writing.
- Respect the rules and laws of the community.

Introduction

This section is about children being able to retell events that happened in the context of family quarrels.

Teaching aids

Text on saying why someone is angry

Learning Activities

Oral skills:

- Ask learners to talk report about why someone in their family was angry about something.
- Let the learners recite the poem in Exercise 4 on Page 120 of the Pupil's book.

Reading skills:

- Let the learners read the text in Activity 1 on Page 119 and say why the children in the pictures are angry.

Writing skills:

- Guide learners to write about

instances when someone was angry as required in Activity 2 on Page 121 of the Pupil's Book.

Answers for activities

Exercise 4 on page 120, pupil's book

- 1) The title of the poem is, I say Sorry
- 2) He ought to say sorry
- 3) Making a mistake, not following instructions, not obeying parents and not cleaning the house.
- 4) Because apologising helps the other person feel less wronged.
- 5) Accept correct answers from the learners.

Synthesis

Remind learners of the meaning of retell and recount as it was explained to them in Unit 6. Let them practice retelling or recounting events that took place in the family.

Assessment

- Ask a learner to remember an instance that happened in his or her family that led to a quarrel. Can the learner remember what happened and use the correct language to report about it?
- Provide sentence starters for the learner to use to recount a family quarrel that led someone to being angry. Can the logically explain events that led someone to being angry ?

Lesson 6: Giving advice

Learning objectives

By the end of the lesson, the learner should be able to:

- Recognize when to use should.
- Give advice orally or in writing.

Introduction

Recap what learners were taught in unit 4 about giving opinions on social behaviour. Let the learners know that giving opinion is closely related to giving advice as one is suggesting what he or she believes is the best way to do something. Revise also modal verbs and let the learners know that they will be using the modal verb should to give advice.

Teaching aids

Sentences that show instances where people need advice.

Learning Activities

Oral skills:

- Read out the sentences in Activity 1 on Page 121 of the Pupil's book and ask learners to give advice regarding each situation.

Reading skills:

- Ask the learners to read the instructions in Activity 2 on Page 121 of the Pupil's book and give advice on what Mutoni's parents should do..
- Read the guidelines in the Grammar Point on Page 121 of the Pupil's Book and come up with further examples of advice.

Writing skills:

- Individual learners to write down the advice they give to the situations in Activity 1 on Page 121 of the Pupil's book in their exercise books.
- Individual learners to construct sentences from the table in Exercise 5 on Page 121 of the Pupil's book and write them in their exercise books.

Answers for activities

Check the learners work in all the activities for correctness

Synthesis

Modal verbs always have two options. One that shows possibility and the other one that shows impossibility.

Assessment

- Provide the learners with different situations relating to the family and ask them to use the appropriate vocabulary to give advice. Can the learner correctly use modal verbs in speech and in writing to give advice?

Lesson 7: Talking about family rules

Learning objectives

By the end of the lesson, the learner should be able to:

- Recognize when to use will.
- Write rules for family behaviour

Introduction

Revise modal verbs and let the learners know that they will be using the modal verb 'will' to come up with

rules about family behaviour.

Teaching aids

Sentences that show family behaviour

Learning Activities

Oral skills:

- Read out the sentences in Activity 1 on Page 122 of the Pupil's book and ask learners to give their opinion on what the rules mean.
- Ask learners to orally give examples of family rules as required in Activity 2 on Page 122 of the Pupil's book.

Reading skills:

- Ask the learners to read the sentences in Activity 1 on Page 122 of the Pupil's book and talk about the rules they have at home.
- Read the guidelines in the Grammar point and come up with further examples of how rules that have 'will' show the intentions of the people making those rules.

Writing skills:

- Individual learners to construct five sentences that show intentions in form of family rules as required in activity 3 on page 122 of the pupil's book.
- Learners in pairs to construct sentences from the table in Exercise 6 on page 122 of the pupil's book and write them in their exercise books.

Answers for activities

Check the learners work in all the activities for correctness

Synthesis

Will as a modal verb can be used to show the intentions that one has. In this unit, they are used to show the intentions of the family members who come up with the family rules.

Assessment

- Provide the learners with different situations relating to the family and ask them to use the appropriate vocabulary to come up with rules for those situations. Can the learner correctly use modal verbs in speech and in writing to make rules?

Sounds and spelling

Learning objectives

By the end of this sub-topic, the learner should be able to:

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

Introduction

Ask learners to mention different school rules and the punishment that one gets for breaking these rules. Lead a discussion on the importance of keeping law and order in society.

Teaching aids

The following sentences to be used for dictation:

1. My elder sister repairs the family car.
2. Don't wash your face in the toilet!
3. Gatete was told to go the shop.
4. You ought to knock at the bathroom door before entering.
5. We will apologise when we make mistakes.

Learning Activities

Activity 1 on page 122, pupil's book.

Dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

Additional activity

Before dictating the words above, you can engage learners in different vocabulary and spelling games. For example, you can ask the learners to write as many words as they have learnt in this unit. Then the words are collected into a basket. Different learners can then take time 'fishing' for different words from the box. Then they can read them out loud to the class. Help the learners who will have a problem reading any of the fished words.

Alternatively, you can write the words and place them on name cards and put them on the teacher's table. Say out loud a word and ask a learner to come and pick a name card with the word you have read.

Activity 2 on page 122, pupil's book

Let the learners find the meaning of the words shown in the box and form sentences using these words.

Answers:

Check the learner's sentences for accuracy.

Debate on page 123, pupil's book.

Organise the learners into an opposing team and a proposing team. Give each group the same time to discuss and come up with points to support or oppose the debate motion that is given. Allow the learners to debate the motion. Remember there are no winners or losers in this debate. The objective is to get learners to use language confidently while talking to each other.

Additional activity

Ask the learners this riddle:

Almost everyone needs it, asks for it, gives it, but almost nobody takes it. What is it?

Answer: Advice

Synthesis

Throughout their lives, learners will be exposed to rules and regulations. Learners should be able to understand these rules and follow them. Encourage learners to always seek elaboration of any rule or regulation that they may not clearly understand.

Assessment

- Can the learners answer the riddle correctly?
- Can the learner spell the words used to talk about behaviour, rules and laws correctly?
- Can learners use the basic vocabulary for behaviour, rules and laws that they have learnt to engage in a debate?

Summary of the unit

Modal verbs help us to simply actions so that we can know what can be done and what cannot be done. Modal verbs include could, should, must, shouldn't, may, might, wouldn't, mustn't and will.

Additional information

Lead a discussion about peace value education using the think, pair and share activity on Page 114 of the Pupil's book.

End of unit assessment on page 123, pupil's book

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities. The answers to these exercise are provided under Answers for activities section.

Answers to the Unit

Assessment

All the questions in this section have subjective answers as they seek the learner's opinion on various issues. Check the responses that the learners give to ensure that they relate to what the question is asking about.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:

- Make a poster of the family members working together. Below the picture, write the name of each person and the activity they are doing. Why is it important for family members to work together?

(Check the learners work for correctness.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

Suppose you come from an extended family. What are some of the advantages and disadvantages of having such a large family?

10. The solar system

Key unit competence

To use language learnt in the context of the solar system.

Introduction

This Unit shows the link between languages and the Sciences as well as the social sciences. Learners will be able to use the knowledge they have acquired in other classes in language.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of the learners as well as their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate what they acquired in class to everyday problems. They also help learners to develop their attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexual education (HIV/AIDS, STI, Family planning, gender equality and reproductive health), peace and values education,

financial education, standardisation culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardisation culture and comprehensive sexual education are covered comprehensively in upper classes. The pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and home neighbourhood. They can also be involved in tree planting exercises.
- For learners at this age, it is easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where females and males are equally used in the illustrations. The pictures also include children with various forms of disability

either going to school or taking part in day to day activities and dialogues.

- To teach learners about financial education, texts are included in the Pupil's book that show children handling money. There is also a whole unit that talks about shopping. The activities given in this unit all endeavour to introduce the learner to understand more about money.

Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross-cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences that the learner is to achieve are inbuilt into the outcomes that are being assessed.

The teaching strategies that you use need to be matched to the domain of learning. Below is a suggestion of how competences may be implemented and the strategy that may be chosen.

Psychomotor:

- Demonstrate the expected way to perform a given skill. Allow

the learner to practice for a while, and then ask for a return demonstration of that skill.

- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective:

- Create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against the measurable outcomes.
- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to perform the competence.
- Arrange for the discussion of different values and beliefs.
- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery

or problem based learning to determine the most appropriate, evidence based approach to competence.

- Support learner-led discussions, structure debates to address practical situations.
- Always require that the learner provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before discussing with you or other learners in class. Ensure that you provide ample time for discussion and dialogue and clarification of concepts to be learnt. Learners also need to be encouraged to use their

own knowledge and ideas to find possible solutions.

Another strategy that can be used to guide learners into discovering how to proceed is by using high order questioning technique. The objective of high order thinking technique is to encourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subject matter.

All the strategies mentioned aim at helping the learner develop new ways of thinking about what they are learning. They also encourage a learner to discover new knowledge and skills using critical thinking.

In the Pupil's book, the approach that has been used is to provide a variety of activities that ensure that the learner is exposed to various approaches to learning

The activities used in this book to bring out the various competences for each unit are shown below:

Generic Competence	Type of Activity to bring out competence
Critical thinking	<ul style="list-style-type: none"> • Riddles • Rewriting letters to make correct words • Sequencing of sentences and pictures to make a story • Filling in missing letters to make correct words. • Picture reading • Finding words from crossword puzzles • Discussion • Why questions
Creativity and innovation	<ul style="list-style-type: none"> • Drawing • Modelling • Role-play • Letter writing • Story telling
Research	<ul style="list-style-type: none"> • Homework • Finding meaning of vocabulary used from dictionary and glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	<ul style="list-style-type: none"> • Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home
Cooperation	<ul style="list-style-type: none"> • Group work • Pair work • Taking part in class discussions

Life-long learning

- Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary

Planet, earth, Saturn, Venus, Pluto, Mars, Jupiter, temperature, hot moon, rock, sun, spacecraft, astronaut, land, among others.

Guidance on the problem statement

The assumption being made here is that the learner has some background knowledge about the terms used when talking about the solar system. If the learners do not understand what the universe is, guide them to use a dictionary to find the meaning and then talk about it. Overall, the universe is made up of planets, moon, stars, galaxies matter and energy.

Attention to special education needs

A learning disabled student may exhibit some of the following characteristics.

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.

- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

Use these appropriate strategies with learning disabled students:

- Provide oral instruction for students with reading disabilities. Present activities and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
- Provide learning disabled students with frequent progress checks. Let them know how well they are progressing toward an individual or group task.
- Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.

- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning disabled child.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of buildings that they see in the neighbourhood as opposed to the pictures in the book which they may not relate to.
- Learning disabled students need and should get lots of specific praise. For example, “I like your drawing of the school. It has very beautiful colours.”
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

List of lessons

The lessons that will be covered in this unit are:

Lesson	Number of periods	Assessment session
1. Describing the solar system	4 periods	1 period
2. Describing the distances in space	4 periods	1 period
3. Describing planets	3 periods	1 period
4. Describing moons	3 periods	1 period
5. Recounting key events in space travel	3 periods	1 period
Sounds and spellings	2 periods	1 period

Lesson Development

Lesson 1: Describing the solar system

Learning objectives

By the end of this lesson, a learner should be able to:

- State the basic vocabulary of the solar system and space travel.
- Describe the planets of the solar system and their distances and diameters in speech and writing.

- Listen to texts about the planets or space travel.
- Read texts about the planets or space travel
- Appreciate how discoveries and inventions help us to learn more about the world and the solar system.

Introduction

Lead a discussion on the solar system where the learners will use their knowledge of science to say what the solar system is comprised of. Let them name the planets as they should be familiar with them. Ask the learners to find out any peculiar features that the planets have.

Teaching aids

A drawing of the solar system, atlas

Learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings. Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competences. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence –based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use.

Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner’s efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one’s knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group

discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the given guidelines under the assessment section to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Learning Activities

Vocabulary:

- Guide the learners to do Activity 1 on Page 124 of the Pupil’s book.

Oral activities:

- Organise learners in groups of five and let them research and discuss Activity 2 on Page 124 of the Pupil’s book and make presentations in class.

Reading skills:

- Guide learners to silently read

the passage in Activity 3 on Page 124 of the Pupil's book and answer the questions orally.

Writing skills:

- Guide learners to silently read the passage in Activity 3 on Page 124 of the Pupil's book and write the answers in their exercise books.
- Assess the learner's understanding of the content by asking them to do Exercise 1 on Page 125 individually.

Answers for activities

Check the learner's answers for each of the questions given.

Activity 1 on page 124, pupil's book

- a) The 8 planets are Venus, Mercury, Mars, Earth, Jupiter, Uranus, Neptune, and Saturn.
- b) The planet that is closest to the sun in Mercury.
- c) The planets that have rings are Saturn and Jupiter.
- d) The biggest planet is Jupiter.
- e) The small planet that was recently removed from the list of planets is Pluto.

Answers to the puzzle are:

(insert puzzle from pupils book)

Exercise 1 on page 125, pupil's book

- 1) An orbit is a complete move of space bodies around the sun.
- 2) The inner solar system is made up of Mercury, Venus, Earth and Mars.

3. The inner and outer planets are separated by an asteroid belt.
4. An asteroid is a piece of rock. Check the learner's drawing of the solar system. Compare it to the one given in the passage.

The poem mentions, grandfather, great grandfather, father, and son.

Synthesis

The solar system is made up of different planets, the sun, asteroids, moons, comets, dust, gas, and dwarf or minor planets. Pluto was recently removed from the list of planets and made a dwarf planet. Ensure that learners know these because most of the literature has not recorded this fact.

Assessment

- Show learners a picture of the solar system and ask them to tell you what it is. Can the learner identify the solar system?
- Ask learners to draw the solar system and describe it. Can the learner draw a basic representation of the solar system and then write about its components?

Lesson 2: Describing distances in space

Learning objectives

By the end of the lesson, a learner should be able to:

- Recognize when to use comparatives and superlatives

and measurements of distance.

- Describe the distances of the planets of the solar system in diameters in speech and in writing.

Introduction

The content in this unit involves numeracy. The numbers involved are so huge that learners may not be able to read them comfortably. To help the learners get a mental picture of the distances involved, let them model the solar system and use centimetres to represent the distance from one planet to the other relative to the position of the sun. This exercise will still be tedious to do as the distances involved are huge but it will give the learners an idea of what is involved.

Teaching aids

Atlases

Learning Activities

Oral skills:

- Ask learners to study the table in Activity 1 on Page 126 of the Pupil's book and answer the comprehension questions orally.
- Organise learners in groups and guide them to do Activity 2 on Page 128 of the Pupil's book.

Reading skills:

- Ask the learners to study the text in Activity 1 on Page 127 of the Pupil's book again and attempt the comprehension questions individually.

Writing skills:

- Let the learners write the

answers to the questions in Activity 1 on Page 126 of the Pupils' Book.

- Organise learners to do Activity 2 on Page 126 of the Pupil's Book.

Answers to Activity 1 on page 126, pupil's book

1. The planet furthest to the sun is Neptune. It is 4, 498 million kilometres away from the sun.
2. The planet that is closest to the sun is Mercury. It is 57.9 million kilometres away from the sun.
3. Uranus is 2, 877 million kilometres away from the sun.
4. The distance between the sun and the earth is about 93 million miles.

Synthesis

Guide learners to also distance the diameters of the different planets and then use superlatives to show the size of the planets. The information for reference is provided in the in Activity 1 on Page 126 of the Pupil's book.

Assessment

- Ask learners to compare the distance of planets from the sun. Can the learner use superlatives to give the position of different planets?

Lesson 3: Describing Planets

Learning objectives

By the end of the lesson, a learner should be able to:

- Describe the planets of the solar

system and their distances and diameters in speech and in writing

- Describe the key features of the planets and the number of moons in speech and writing.
- Read texts about the planets or space travel.

Introduction

Revise the different bodies that are found in space with the learners. Ask them to research about the characteristics of these bodies and then discuss their findings in class.

Teaching aids

Atlas

Learning Activities

Oral skills:

- Guide learners to answer the questions in Activity 1 on Page 127 of the Pupil's book.
- Recite the poem in Activity 4 on Page 129 of the Pupils' Book.

Reading skills:

- Organise learners in groups and let them do Activity 2 on Page 127 of the Pupils Book and present their findings in class.
- Picture read Activity 3 on Page 128 of the Pupil's Book and answer the questions.
- Read and answer the questions in Activity 4 on Page 128.

Writing skills:

- Ask learners to write down a summary of all the findings of all the research that is presented in class.
- Guide learners to write the answers to activity 3 and 4 on pages 128 of the pupil's book.

Answers to Activities

Activity 1 on page 127, pupil's book

1. The largest planet is Jupiter. It has a diameter of 142984 km.
2. Saturn and Uranus have the highest number of satellites because they both have 18 satellites.
3. The only planet that has a natural satellite is earth.

Synthesis

When talking about planets, we describe the temperature of the planet, the distance away or near to the sun, the size in diameter of the planet and the presence of moons and satellites on that planet.

Assessment

- Ask learners to draw a picture of planet and describe it. Can the learners use appropriate vocabulary to describe the characteristics of the give planet?

- Read out a short text describing a planet. Can the learner identify the planet that you are talking about?

Lesson 4: Describing moons

Learning objectives

By the end of the lesson, a learner should be able to:

- Describe the planets of the solar system and their distances and diameters in speech and in writing
- Describe the key features of the planets and the number of moons in speech and writing.
- Read texts about the planets or space travel.

Introduction

Some planets have got moons while others do not have moons.

Teaching aids

Name cards with different adjectives of personality and emotions and their definitions.

Learning Activities

Oral skills:

- Research and make a presentation of the planets that have moons and those that do not have as required in Activity 1 on Page 129 of the Pupil's Book.

Reading skills:

- Read about moons and make a presentation of the planets that have moons and those that do not have moons.

- Read the dialogue in Activity 2 on Page 129 of the Pupils' Book.
- Study the table in Activity 3 on Page 130 of the Pupils' Book and answer the questions.

Writing skills:

- Write short notes about the planets that have moons and those that do not have moons.
- Write answers for Activity 2 and 3 on pages 129 and 130 respectively of the Pupil's Book.

Answers to Activities

Refer to the table on Page 121 for planets that have moons and those that do not have moons.

Synthesis

Learners may have trouble finding material that talks about the various moons on the planets. If there is internet connectivity, allow learners to carry out internet research about the moons.

Assessment

- Ask learners to find information that describes the number of moons on each planet. Can the learner research and present information about moons?

Lesson 5: Recounting past events

Learning objectives

By the end of the lesson, a learner should be able to:

- Describe the planets of the solar system and their distances and diameters in speech and in writing

- Describe the key features of the planets and the number of moons in speech and writing.
- Read texts about the planets or space travel.

Introduction

The information that we have about space came as a result of exploration by scientists. There have been several expeditions to space by astronauts from different countries. Encourage learners especially those interested in sciences to aspire to become astronauts so that they too can go into space to study more about outer space.

Teaching aids

Atlas

Learning Activities

Vocabulary:

- Ask learners to match the words in Column A to their meaning in Column B in Activity 1 on Page 130 of the Pupil's Book .
- Let the learners identify five words related to space from the crossword puzzle on Page 131 of the Pupil's book.

Oral skills:

- Ask learners to discuss and orally complete the passage in Activity 3 on Page 131 of the Pupil's Book in groups.
- Organise learners in groups and let them recite the poem in Activity 4 on Page 131 of the Pupil's book.

Reading skills:

- Ask the learners to read the

poem in Activity 4 and answer the comprehension questions orally.

Grammar:

- Guide learners to know how compare things using the Grammar Points on Page 133 of the Pupil's book.

Writing skills:

- Ask learners to write down the completed sentences in Activity 5 on Page 133 of the Pupil's book in their exercise books.
- Ask learners to write the answers to the questions in Exercise 2 on Page 133 of the Pupil's book.

Answers to Activities

Activity 2 on page 131, pupils book

H	T	G	H	D	Q	H	C
P	L	A	N	E	T	K	Y
H	W	S	K	T	F	D	C
C	O	M	E	T	M	K	L
F	K	D	W	K	O	F	E
H	O	R	I	Z	O	N	E
L	U	N	A	R	N	H	T

Note:

- 1) Ask learners to draw the grid in their exercise books and sketch out the words as above.
- 2) Explain to learners that the numbering in the crossword puzzle may not necessarily follow systematically from one upwards. the numbers are arranged depending on where the word falls, either Across or

Down.

Activity 3, page 131, pupil's book

The learners should fill in the blanks in the following order; failed, started, set off, astronauts,

Activity 4, page 131, pupil's book

1. The poem is talking about a space rocket being launched.
2. It is called a countdown before something takes off.
3. Rocket
4. Crew are the astronauts and other scientists who work on the rocket but do not go to space, spectators are the people who have come to watch the rocket launch.

Activity 5, page 132, pupil's book

1. Mercury is the closest planet to the sun.
2. Saturn is the most beautiful planet in the solar system.
3. Venus is the hottest planet in the solar system.
4. Jupiter is the biggest planet.
5. Mercury is the smallest planet.

Exercise 2, page 132, pupil's book

1. Stepped
2. Launched
3. Competed
4. Trained

5. Occurred

Synthesis

Brainstorm with the learners the financial implication of a project like the one to send astronauts to space. Use this to help learners talk about the crosscutting issue of financial education.

Assessment

- Ask research and talk about a space mission. Can the learners correctly use vocabulary relating to space travel to talk and write about experiences of going into space?

Sounds and spellings

Learning objectives

By the end of this sub-topic, the learner should be able to:

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

Introduction

Ask learners to mention different school rules and the punishment that one gets for breaking these rules. Lead a discussion of the importance of keeping law and order in society.

Teaching aids

The following sentences to be used for dictation:

1. Michael Collins was among the first team of astronauts to go to space.
2. Jupiter is the biggest planet in

the solar system.

3. Pluto was recently made a dwarf planet.
4. There are 8 planets in the solar system.
5. It is expensive to make a rocket.

Learning Activities

Activity 1, page 133, pupil's book

Dictate the sentences shown in the teaching aids section, one at a time, as the learners write them. Repeat them once more for the learners to proof read what they have written.

Additional activity

Before dictating the words above, you can engage learners in different vocabulary and spelling games. For example, you can ask the learners to write as many words as they have learnt in this unit. Then the words are collected into a basket. Different learners can then take time 'fishing' for different words from the box. Then they can read them out loud to the class. Help the learners who will have a problem reading any of the fished words.

Alternatively, you can write the words and place them on name cards and put them on the teacher's table. Say out loud a word and ask a learner to come and pick a name card with the word you have read.

Activity 2 on page 133 pupil's book

Let the learners fill in the blanks to

make correct names of planets.

Answer for the riddle: sun

Debate on page 133, pupil's book

Organise the learners into an opposing team and a proposing team. Give each group the same time to discuss and come up with points to support or oppose the debate motion that is given. Allow the learners to debate the motion. Remember there are no winners or losers in this debate. The objective is to get learners to use language confidently while talking to each other.

Synthesis

Summarise the major aspects of space travel that the learners have been taught in this unit. Let the learners tell you if there is any area where they have problems so that you review it with them.

Assessment

- Can the learners answer the riddle correctly?
- Can the learner spell the words used to talk about behaviour, rules and laws correctly?
- Can learners use the basic vocabulary for behaviour, rules and laws that they have learnt to engage in a debate?

End of unit assessment on page 134, pupils' book

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities. The answers to these exercise are provided under Answers for activities section.

Answers for unit assessment

All the questions in this section have subjective answers as they seek the learner's opinion on various issues. Check the responses that the learners give to ensure that they relate to what the question is asking about.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:

- Make a poster of the solar system. Below the picture, write your thoughts about the solar system.

(Check the learners work for correctness.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

Research about the asteroid belt and write short notes about it.

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