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FOREWORD

Dear Pupil,

Rwanda Basic Education Board is honoured to present to you this English book for Primary Three which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of

English subject. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

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

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

- Work on given activities which lead to the development of skills;

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

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


Dr. MBARUSHIMANA Nelson
Director General, REB



ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to people who played a major role in development and editing of this English book for Primary three book. It would not have been successful without the participation of different partners that I would like to express my deep gratitude.

My thanks go to the Rwanda Basic Education Board leadership who supervised the whole activity and staff who were involved in the process of development and editing this book. I also wish to extend my appreciation to primary school teachers, lecturers and different education experts for their valuable support.



Joan MURUNGI

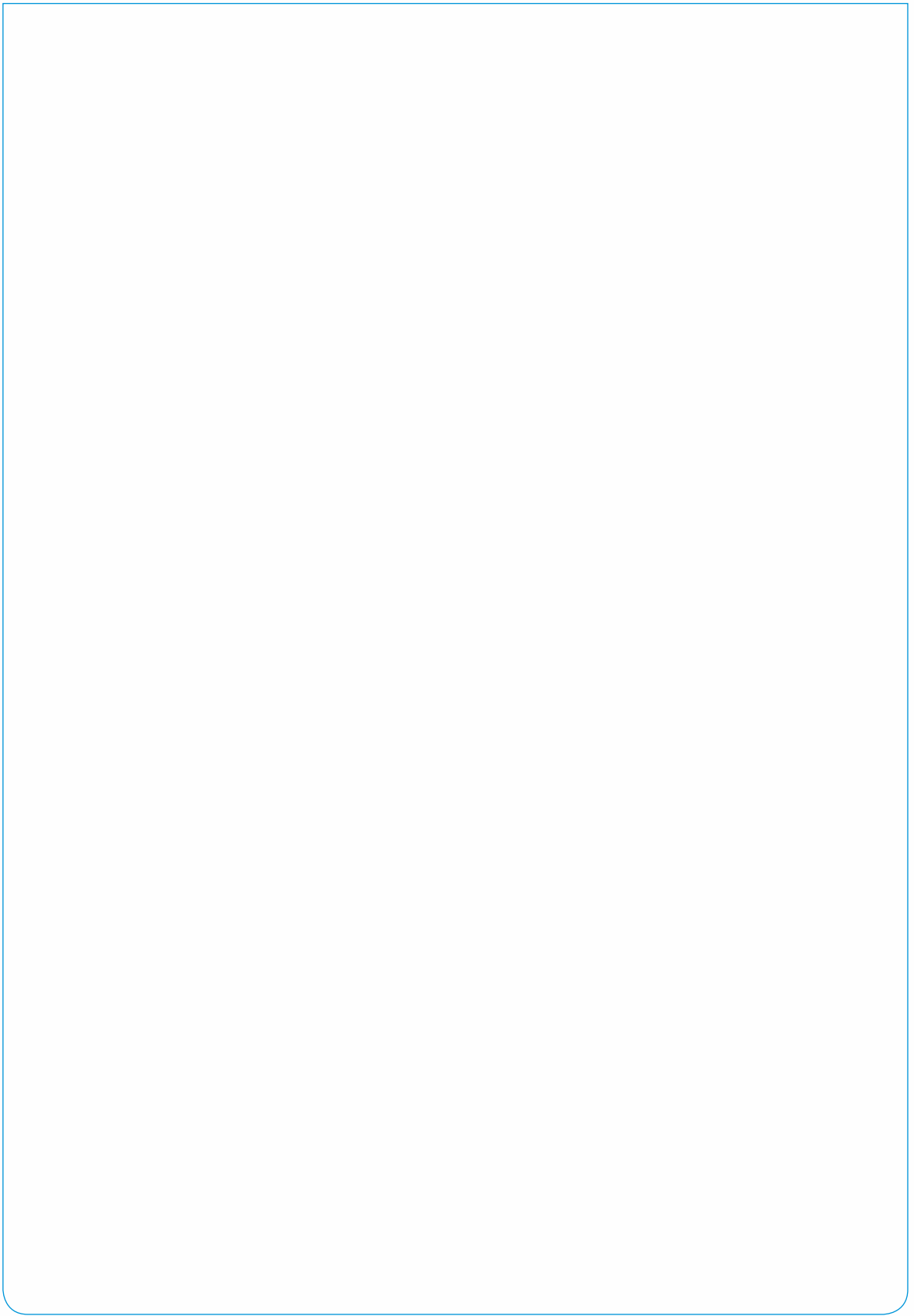
Head of CTRLR Department

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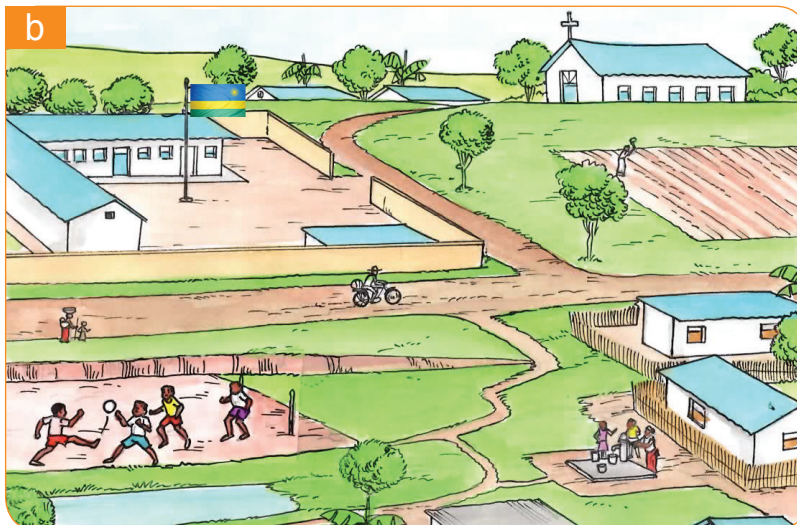
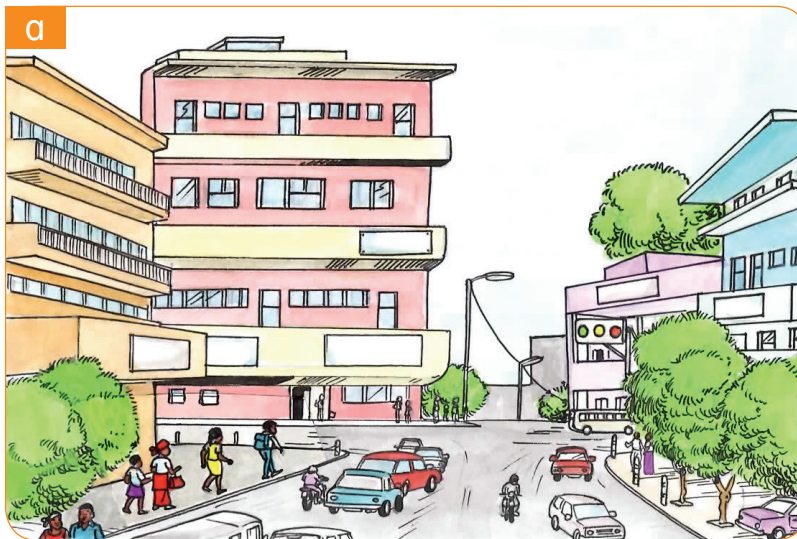


Unit 1

Places in the Community

Oral activity

- Look at the pictures below.
- Tell your friends what you can see in each picture. Let your friends also tell you what they see.



1.1 Talking about where you live

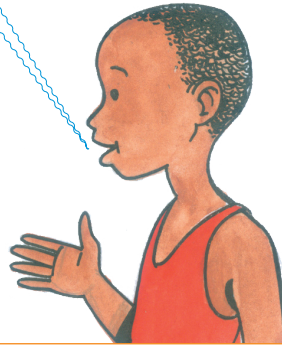
Activity 1

Read what the children in the pictures are saying.

My name is Steve.
I live in Ruhango.



My name is Regina.
I live in Musanze.



Say your name and the name of the place where you live.

Activity 2

Look at the pictures below. Read what the children are saying.

Where do you live?



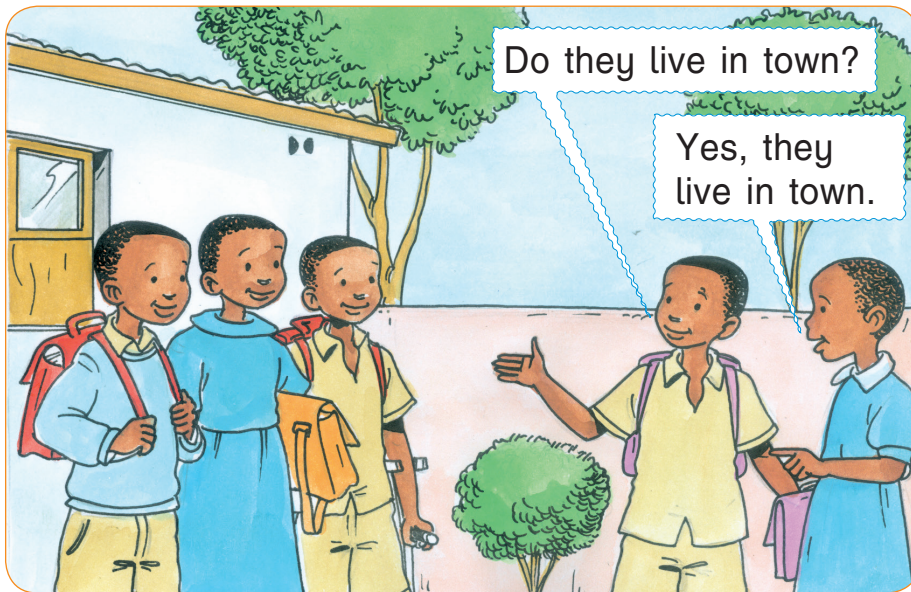
I live in Karongi.



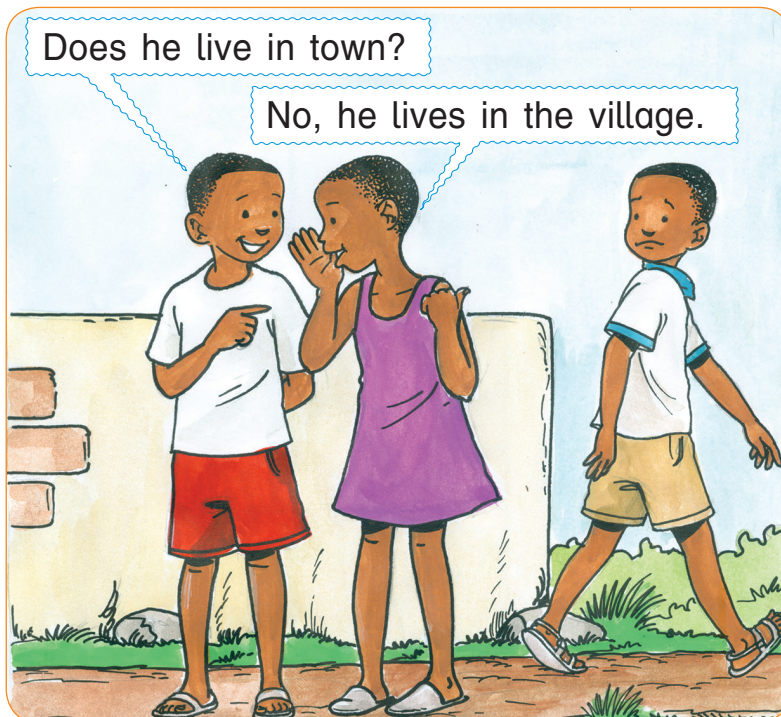
Let your friends tell you where they live.

Activity 3

Where do they live?



Where does he live?



Practise asking each other questions about your town or village.

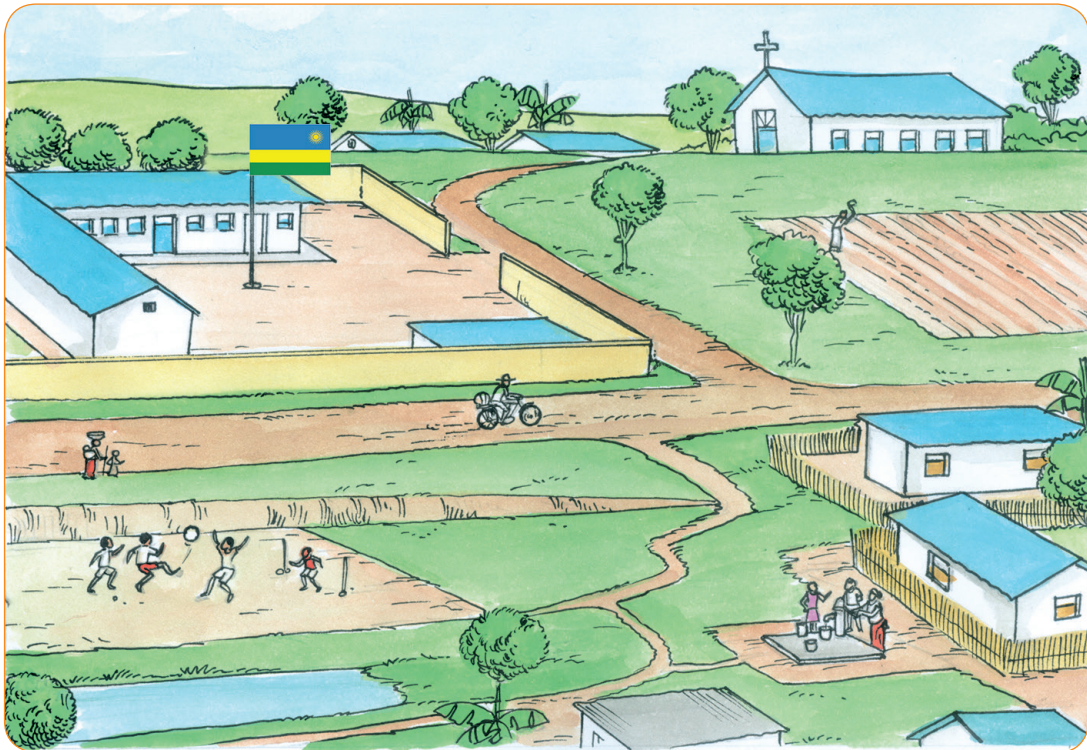
Activity 4

Silently read what Ngarambe has written.

My name is Ngarambe Albert.

I live in a village called Kabeza.

Our village has a field where all children go to play.



Now answer these questions.

- Where does Albert live?
- Does Albert live in town?
- What is found where Albert lives?
- Why is it good for children to play?

Activity 5

Write a short story about where you live by filling in the spaces.

My name is _____.

I live in _____.

Our _____ has _____.

Exercise 1



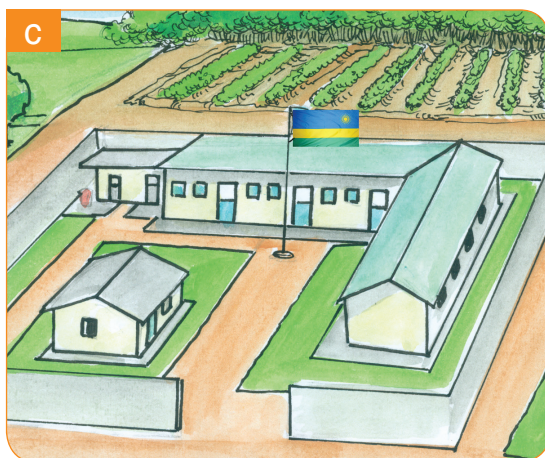
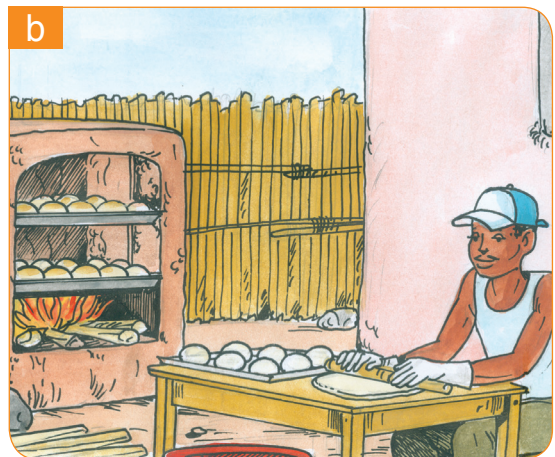
Answer the following questions.

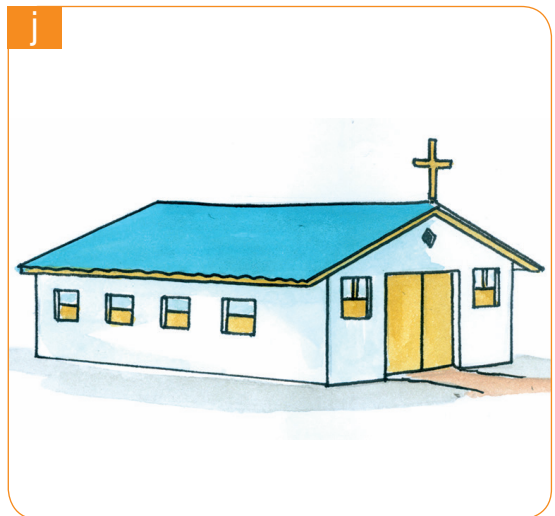
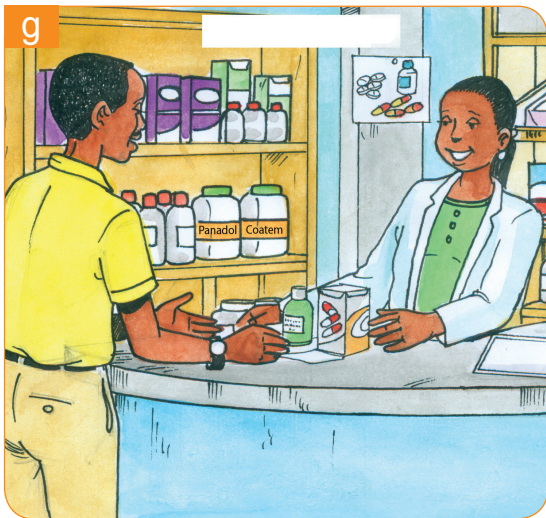
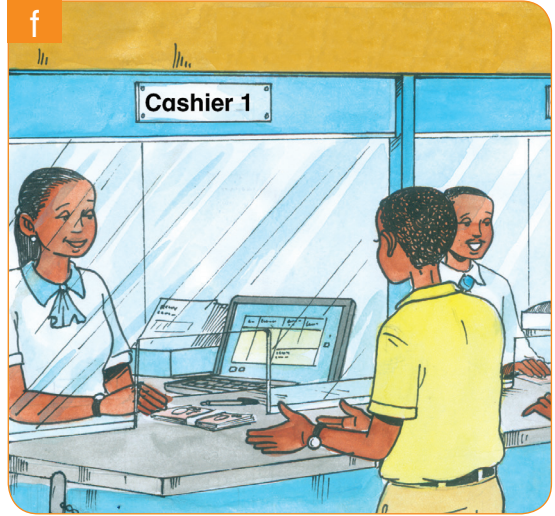
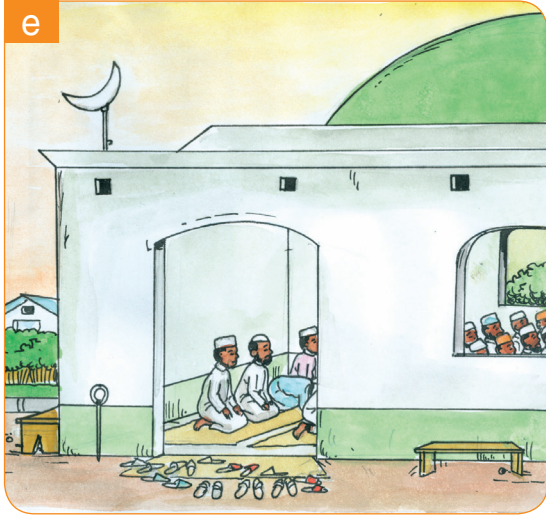
1. What is the name of your village or town?
2. In which sector is your village or town found?
3. What do you like most about your village or town?
4. Draw a picture of where you live and write a sentence about the picture.

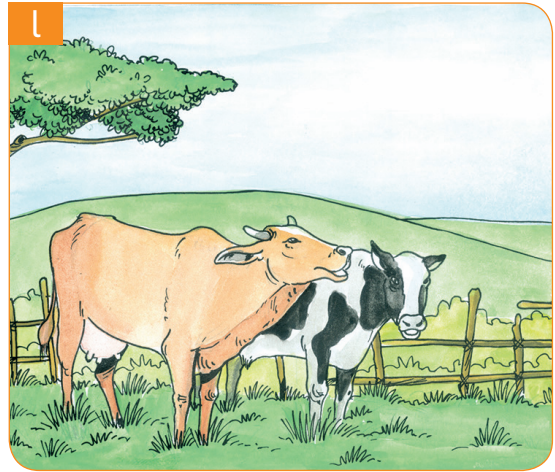
1.2 Describing your town or village

Activity 1

What can you see in the pictures below?



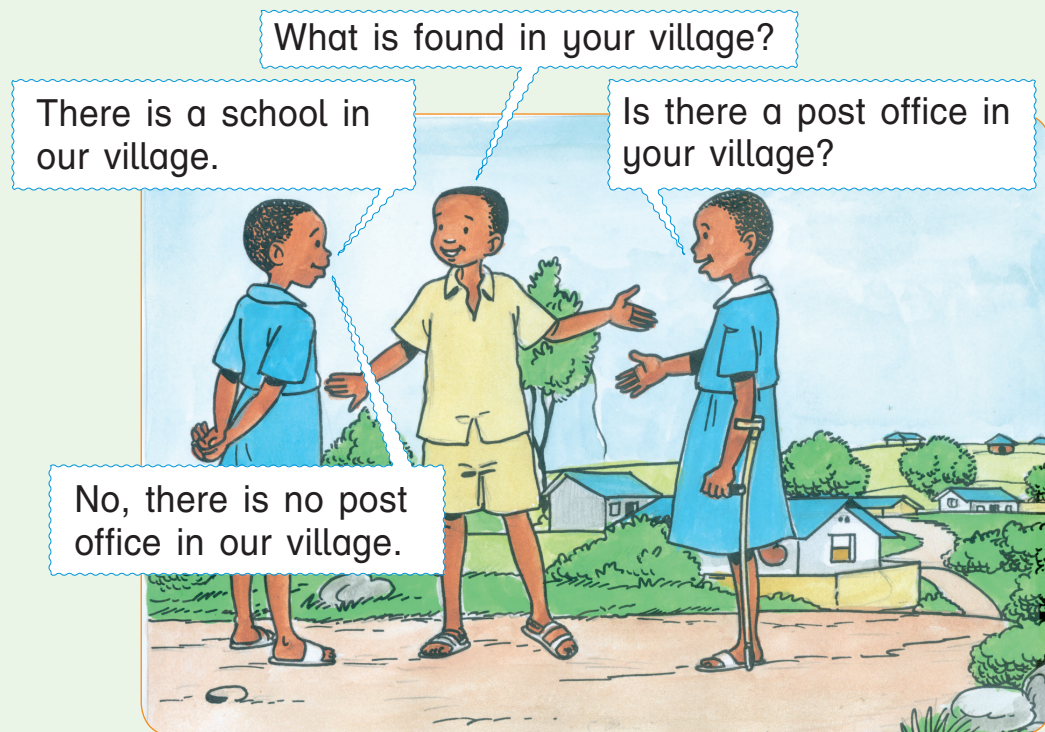




Activity 2

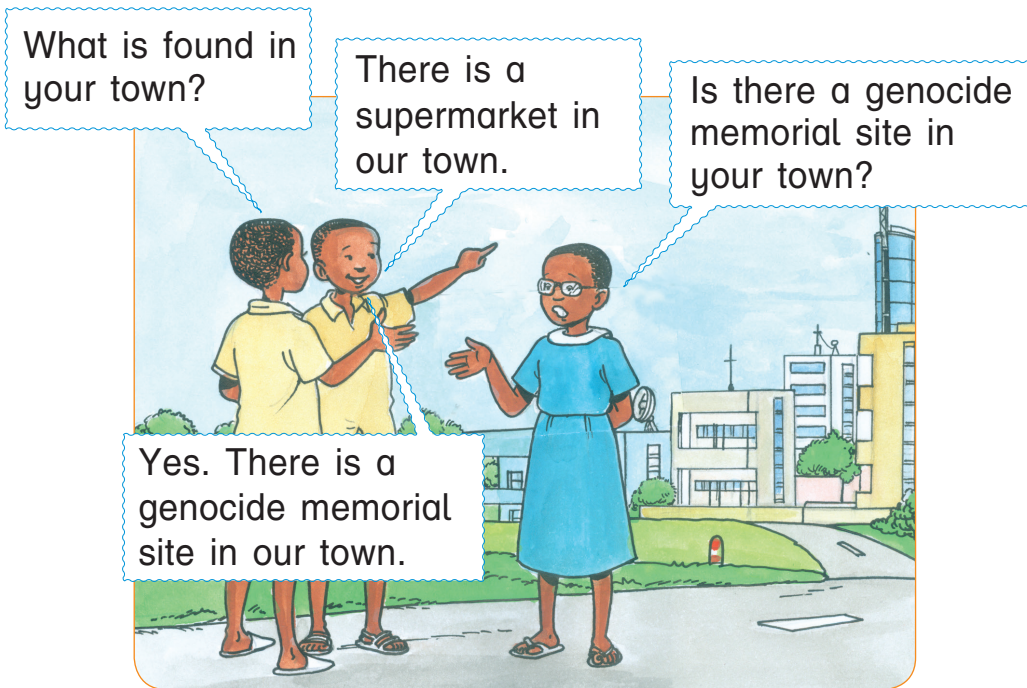
1. Look at the pictures above again. Which of these places are found where you live?
2. Is there any other place in your village or town, which is not in the above pictures? Name such a place.

Read what the children are saying.



Activity 3

1. Read what the children are saying.



2. Practise asking each other questions about your town or village.

For example:

How many shops are found where you live?



There are 3 shops in our village. **Or**

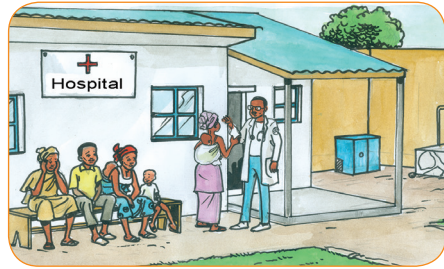
There are many shops in our estate. **Or**

There are no shops in our town.

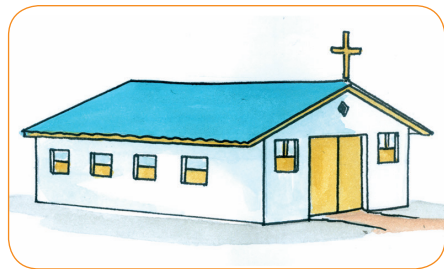
Activity 4

Answer the questions. Look at the pictures below.

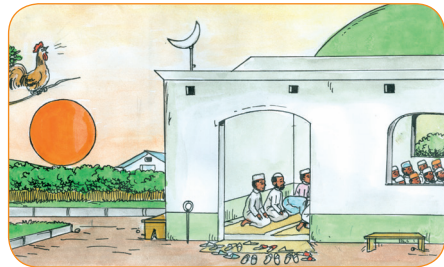
1. How many hospitals are found where you live?



2. How many churches are found where you live?



3. How many mosques are found where you live?



4. How many banks are found where you live?



5. How many markets are found where you live?



Activity 5

Draw a picture of the place where you live. Write a sentence about the picture.

Activity 6

Your teacher will organise for the class to go for a tour around the school.

1. Identify different places that are in your town or village.
2. Collect and properly throw into the rubbish pit, any rubbish that you come across.
3. Why is it important to keep our village or town clean?

Exercise 2

Look at the picture. Tell a friend what you can see. Let friends also tell you what they can see.

For example:

I can see a shop.



Answer these questions about the picture.

- a) Is there a bank in the picture?
- b) Are there shops in the picture?
- c) Does the picture show a village or a town? Why?
- d) How many banks are in the picture?
- e) Is there a hospital in the picture?

1.3 Types and functions of community buildings

Activity 1

Read the names of the places given below correctly.

hospital

bank

pharmacy

shop

church

post office

supermarket

mosque

market

hair salon

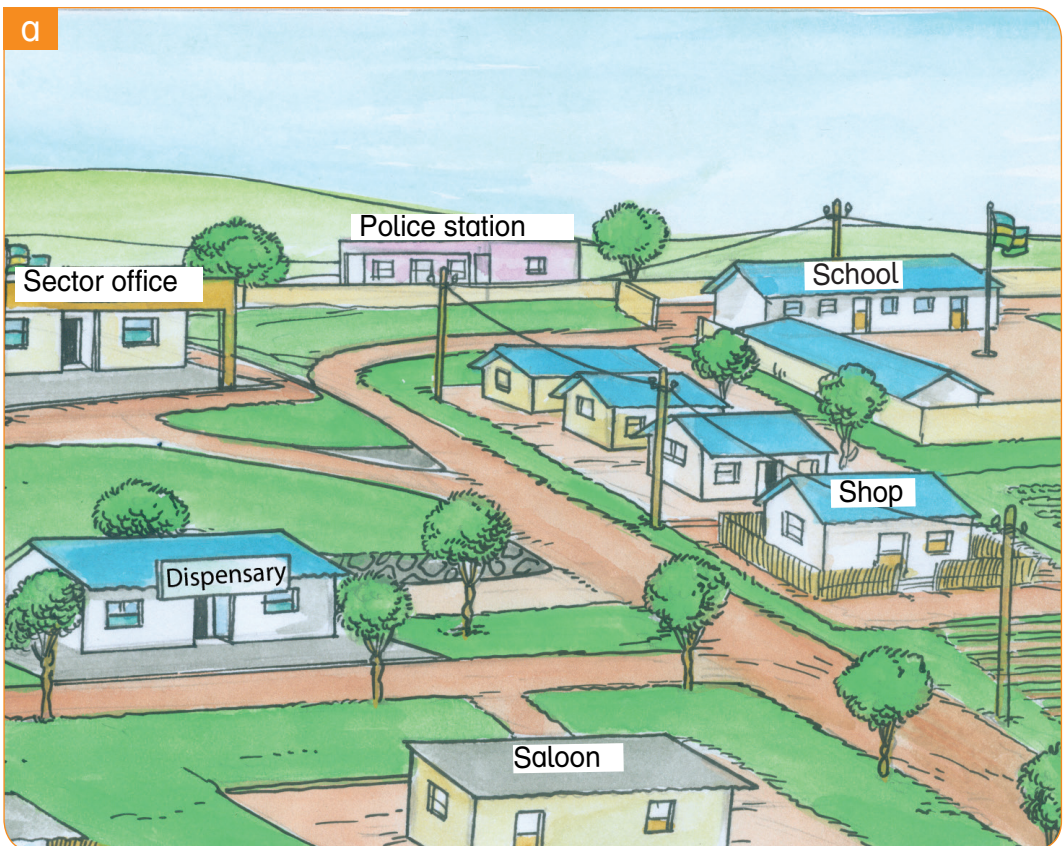
bakery

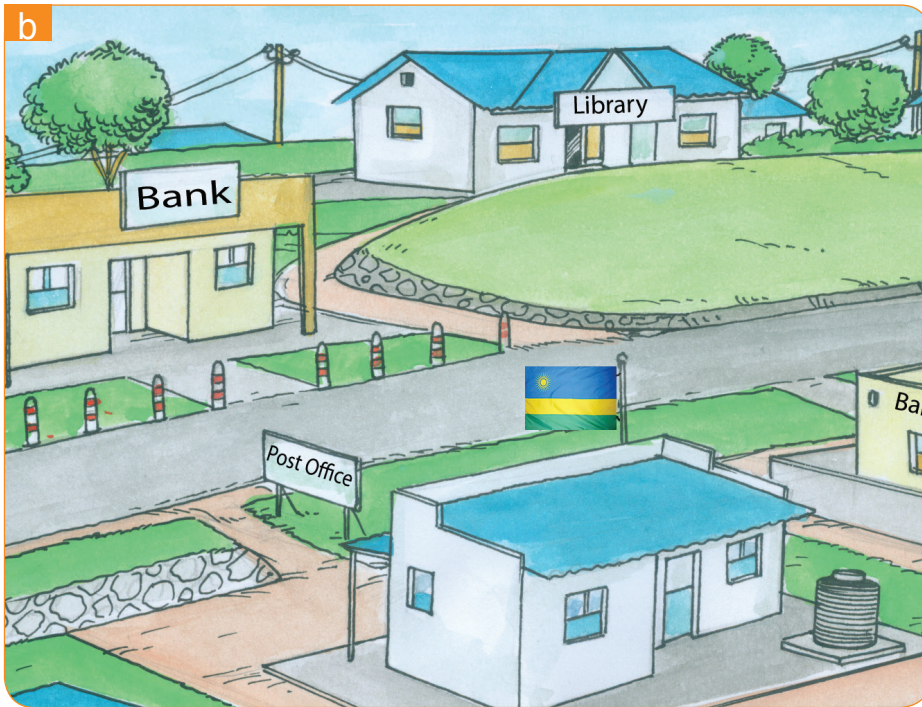
library

Activity 2

Look at the pictures below.

1. How many community buildings can you see in the pictures?
2. Say the importance of the places shown in the pictures.





Activity 3

Give answers to the questions in box A below. Write sentences with the names of places. Put them in box B. One example is done for you.

What you can do	Name of place
Where do you go to buy food?	I go to buy food at the market.
1. Where do you go to play?	
2. Where do you go when you are sick?	
3. Where do you go to pray?	
4. Where do you go to read?	
5. Where do you go to post a letter?	
6. Where do you go to get money?	
7. Where do you go to find sector leaders?	

Activity 4

Draw a picture of one of the places that are found where you live. Write three sentences about what happens at the place that you have drawn. An example has been done for you below.

For example:



This is a **library**.

People go to a library to read books. You can also borrow a book to read at home.

Exercise 3

Answer the following questions.

1. A place where people go to pray is a _____ or _____.
2. A place where you are treated when you are sick is a _____.
3. A place where they make bread is a _____.
4. A place where you do your hair is a _____.
5. A place where you save your money is a _____.

Activity 5

Read and answer the following questions.

1. What can happen if we don't have the following community buildings: banks, shops, hospitals, schools, markets?
2. Which community building has people who make sure that there is peace and security?

Write the answers in your exercise book.

1.4 Describing the location of community buildings

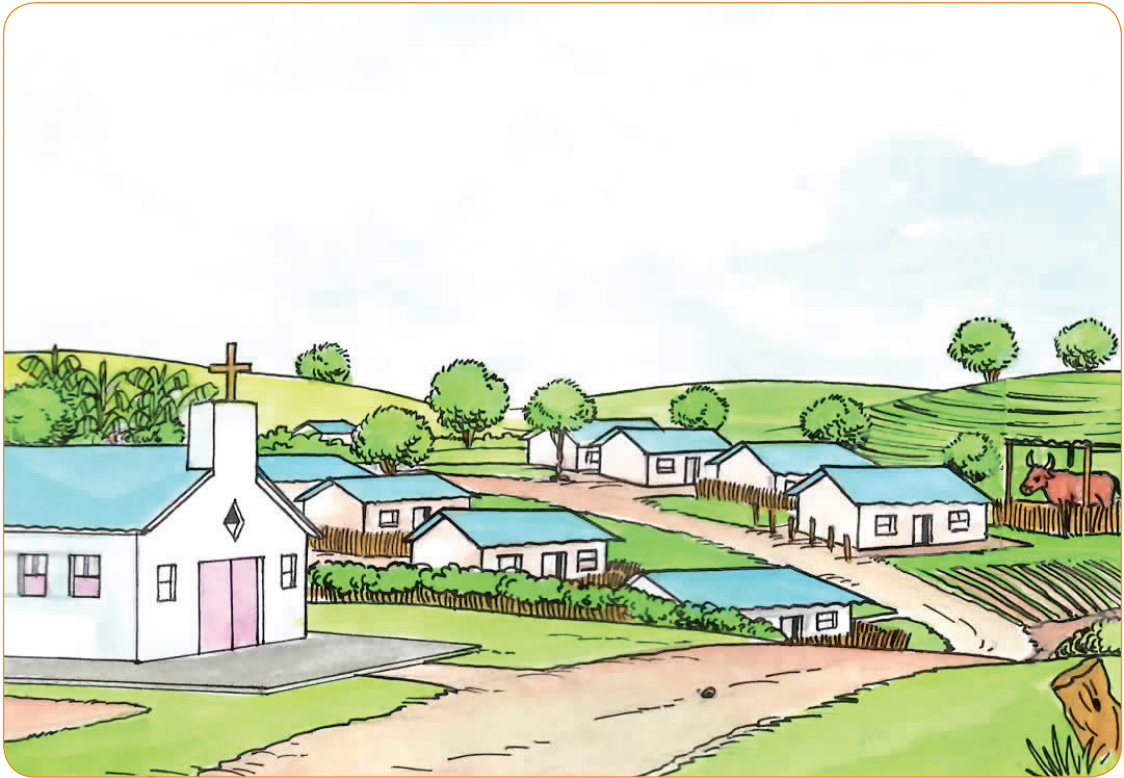
Activity 1

Listen carefully as your teacher reads and explains these words.

in front opposite behind across next to

Activity 2

Look at the picture below with your friend. Answer the questions.



For example:

Where is the cow? **The cow is behind the house.**

- Where is the church?
- Where are the houses?
- What is opposite the cowshed?
- Why is it important to know the location of different buildings?

Activity 3

Silently read what Doreen is saying. Answer the questions.

My name is Doreen Ingabire. I live in Kamurehe village. Our village has two churches. Next to the church is a market. Behind the market is a genocide memorial site. We also have a school. It is opposite the health centre. There is no mosque in our village.

Questions

- a) What is found next to the church?
- b) How many mosques are there in Kamurehe village?
- c) Where is the genocide memorial site?
- d) What is opposite the health centre?
- e) Why is it good to have a market centre where we live?

Activity 4

1. Describe the place where you live to your friend.
2. Let your friend say out loud what you told him or her. Did your friend describe your place correctly?

Activity 5

Write a short story about where you live. In your composition, make sure you answer the questions below.

1. What is your name?
2. What is the name of the place where you live?
3. Which community buildings are found where you live?
4. How are the community buildings used?
5. What is the location of the community buildings?

Exercise 4

Read the words in the box. Use these words to complete the composition about where Mutesi lives.

buildings money the church food the Remera
opposite Mutesi the market hospital
the bank

My name is _____. I live in _____ town. There are four community _____ in our town. These are _____, _____, _____ and the _____. We get _____ from _____. We buy _____ from the _____. The church is _____ the road.

1.5 Giving Directions

Activity 1

1. Listen as your teacher reads the following words. Say the words after the teacher.

go straight go right turn left turn right
corner opposite across cross go along

2. Do you know the meaning of these words?
3. Use a dictionary to find the meaning of these words with your friend. Present your answers in class.

Activity 2

1. Copy the words above in your exercise book.
2. Practise reading these words with your friend.
3. Make sentences using the words you have read above.

Activity 3

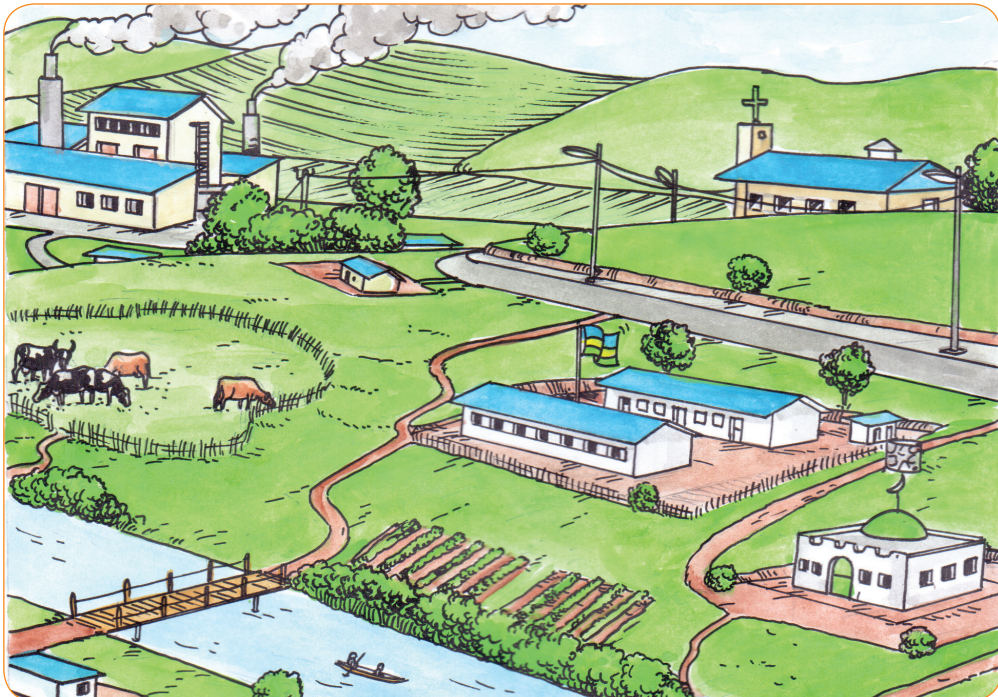
1. Listen to the teacher as he gives directions of how to get to one corner from another corner in the classroom. Practise doing what the teacher is saying.

2. Go outside the classroom. Practise giving and following directions to different places in the school compound.

Activity 4

Look at the picture below. Find the pictures of the following places.

Church Factory Farm School Mosque Bridge



- Direct a friend from the bridge to the cowshed.
- How can you get to the mosque from the main road?
- How can Mutora get to the bridge from the cowshed?

Activity 5

Silently read what Jane is saying below.

My name is Jane. I live in Muhanga. I walk home from school. From the school gate I walk straight on the road until I get to the corner. Then I turn left. I then walk for a few minutes to the church. I cross the road at the church and then turn right. Our home is opposite the huge mango tree.

Now answer the following questions.

- Which building is near Jane's home?
- What is opposite Jane's home?
- Why is it important to know how to give directions?

Activity 6

Ask your friend to give you directions to his/her home. Listen carefully and then tell the class what your friend said.

For example:

How can I reach your home from school?



Turn left at the gate. You will see a sector office at the corner. There is a road opposite that office. Follow the road opposite the office. Our home is the second house on the left.

Exercise 5

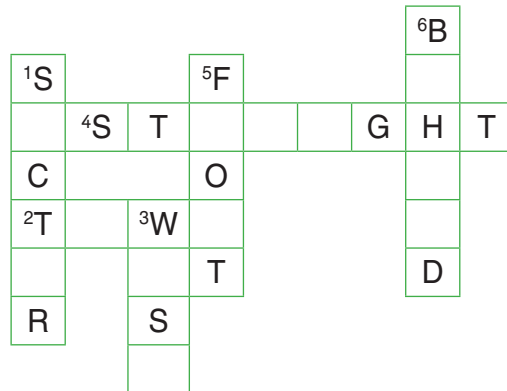
In your exercise book, write the directions to reach your home from school.

Activity 7

Go on a tour around your school. Identify all the important community buildings. Practise giving directions from one building to the other.

Activity 8

Draw the crossword puzzle below in your exercise book. Then fill in the gaps to make words we can use to direct someone, or show places.



Exercise 6

Look at the map below and answer the questions.



Questions

- How can I reach the hospital from the church?
- How can I reach the police station from the factory?

Sounds and spelling

Recite the poem below with your group members.

Junction

What can you do at the junction?
There are four choices you can make.
You can go to the left, right, straight
or back.
You must make a choice.



Riddle

What belongs to you but is used by other people?

Dictation

Listen carefully as the teacher reads some words. Write down each word in your exercise book correctly.

Unit 1 Assessment

Write these words correctly.

1. sohltpa _____.
2. oolchs _____.
3. nkab _____.
4. urhchc _____.
5. ospsh _____.

Match the words to the sentences correctly.

- | | |
|----------------------------------------|----------|
| 6. A place where people go to pray. | bank |
| 7. A place where people go when sick. | school |
| 8. A place where children go to learn. | church |
| 9. A place where people keep money. | hospital |

Use the following words to write correct sentences.

in front behind opposite next to across

10. _____.

11. _____.

12. _____.

13. _____.

14. _____.

15. What do you do when you get lost?

16. Write sentences directing your friend from school to your home.

17. Write sentences directing your uncle from your home to the hospital.

18. Draw a picture of the place where you live.

Write two sentences about it.

19. Give the location of any four community buildings in your area.

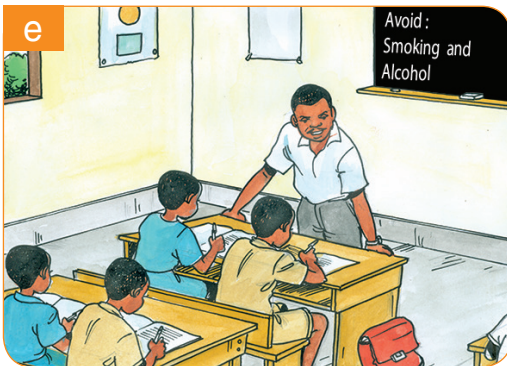
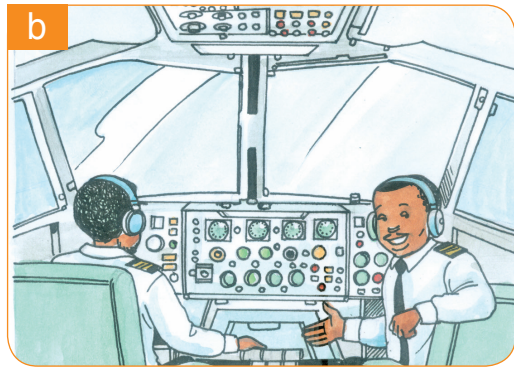
20. Write the use of all the community buildings in your area.

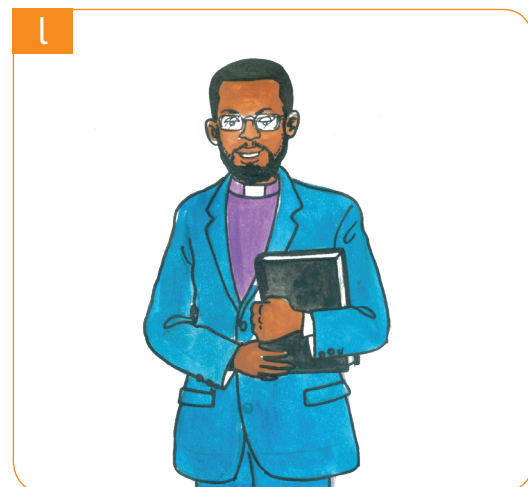
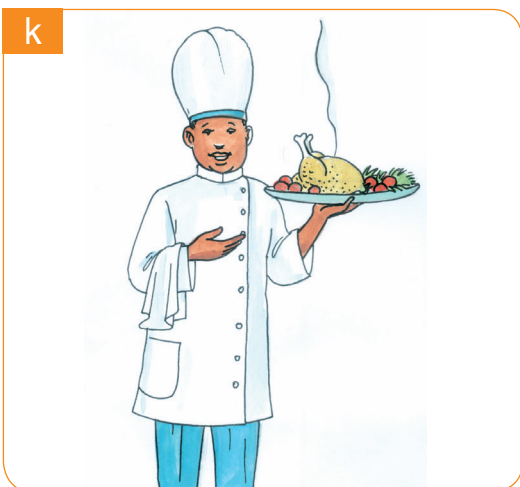
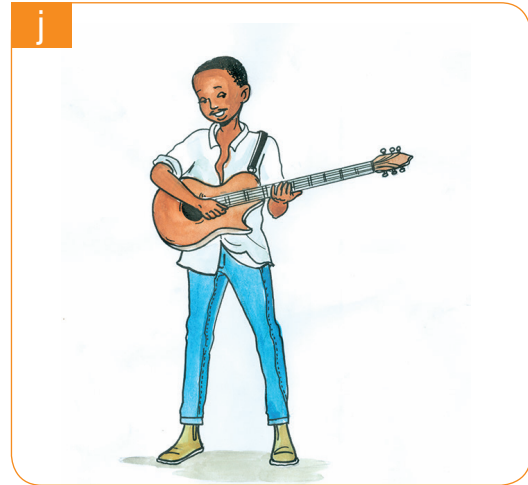
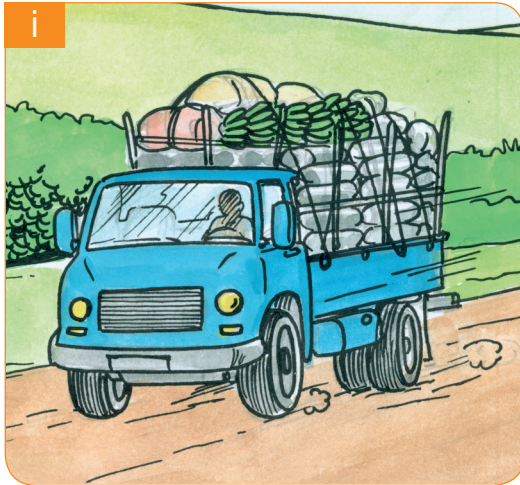
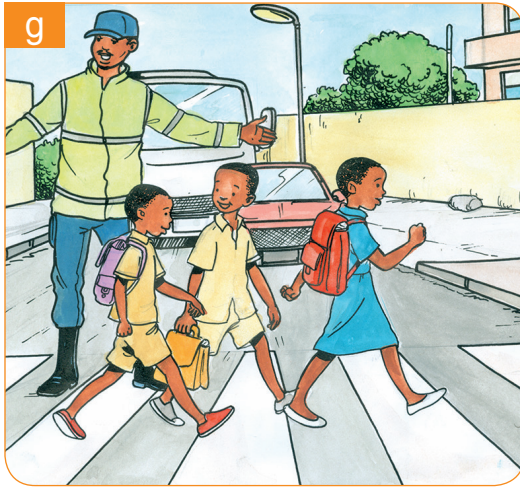
Unit 2

People and jobs in the community

Oral activity

Who are these people? For each of the pictures below, explain how each job helps with community development.





Tell your friend what these people do.

2.1 Talking about people's jobs

Activity 1

1. Listen as the teacher reads the job names below. Say the words after the teacher.

chef	carpenter	engineer	farmer
driver	police officer	doctor	pastor
teacher	builder	cobbler	taylor

2. Do you know the meaning of these words?
3. Find the meaning of these words. Present your answers in class.
4. Copy the words above in your exercise book.
5. Practise reading the words with your friend.

Activity 2

Look at the pictures below carefully. Point at the correct job name for each picture.



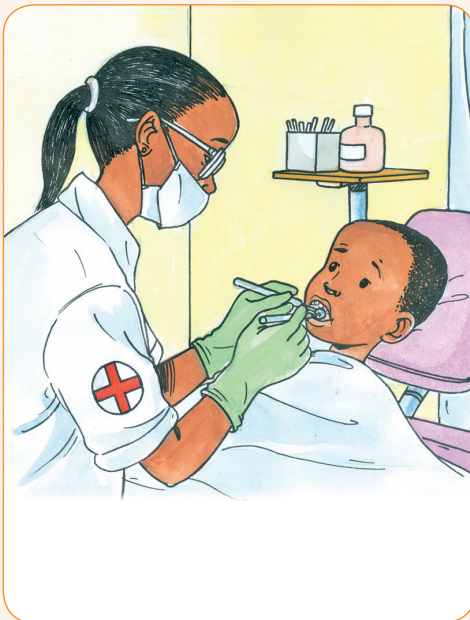
- | | | | |
|--------------|-----------|-------------|-------------------|
| a) carpenter | b) farmer | c) engineer | d) doctor |
| e) pastor | f) driver | g) chef | h) police officer |

Activity 3

1. Draw two different people in your community doing their jobs.
2. Write the name of the job below the picture.
Show your friends what you have drawn.

Exercise 1

Look at the pictures. Read what the children are saying.



Dr Manzi is
a dentist.



What is her
job?



She treats
people's
teeth.



Now fill in the gaps correctly.

1. Butera is a _____.
_____ is his job?
He _____ shoes.
2. Agatesi is a pilot.
What is her _____?
_____ flies aeroplanes.
3. _____ is a shop keeper.
_____ is his job?
He _____.

Activity 4

Talk about the following pictures. Match the pictures to the sentences.



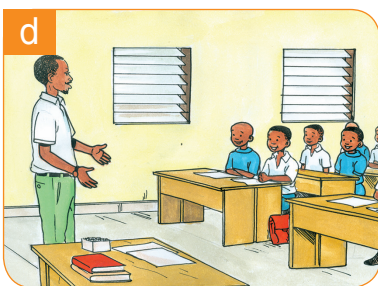
1. A police officer keeps law and order.



2. A doctor treats people.



3. A teacher teaches children.



4. A pilot flies aeroplanes.



5. A farmer grows crops.

Activity 5

Make sentences using the following words. Write the sentences in your exercise book. One example is done for you.

For example:

A carpenter makes furniture.

1. Teacher
2. Farmer
3. Tailor
4. Pilot
5. Nurse
6. Driver
7. Doctor
8. Cobbler
9. Shopkeeper
10. Secretary

Activity 6

Listen as the teacher reads the following words. Say the words after the teacher.

field garage school bank airport hotel
hospital bakery shop hair salon library

Use a dictionary to find the meaning of the words above. Write down the meanings. Present to the class.

Exercise 2

Match people with their places of work.

Place of Work

- 1) Hair Salon
- 2) Hotel
- 3) School
- 4) Church
- 5) Shop
- 6) Bakery
- 7) Field
- 8) Garage
- 9) Bank
- 10) Library
- 11) Hospital

People

- a) Pastor
- b) Farmer
- c) Doctor
- d) Shopkeeper
- f) Chef
- g) Mechanic
- h) Accountant
- i) Librarian
- j) Barber
- k) Baker
- l) Teacher

Activity 7

Copy the table in your exercise book. Make correct sentences.

For example:

A librarian works in a library.

1. A librarian	works work	in	a shop.
2. A judge			a school.
3. A teacher			aeroplanes.
4. Doctors			a court of law.
5. A father			a library.
6. Pilots			hospitals.
7. A shopkeeper			a farm.
8. A mechanic			a garage.
9. Waiters and waitresses			hotels.

2.2 Describing jobs

Activity 1

1. What jobs do people in your family do?
Ask your family members the following questions.
 - a) Where do you work?
 - b) What do you do?
 - c) What do you like about your job?
 - d) Do you have to wear a uniform?
2. Tell your classmates about the different jobs that your family members do.

Exercise 3



Who are they?

1. Who drives a bus?
2. Who sings for people?
3. Who reads news on TV?
4. Who makes people laugh?
5. Who makes clothes for people?

Activity 2

Listen as your teacher reads some text. Who is the teacher talking about?

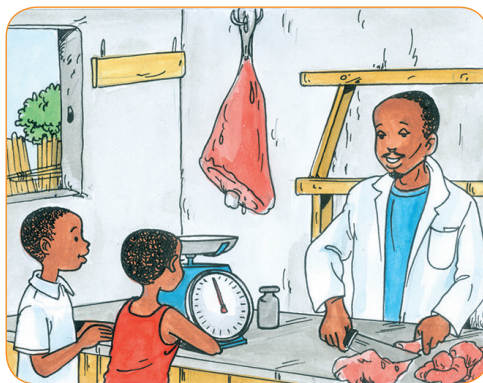
Activity 3

Think about someone doing a job. For example, you can think about a teacher. Act like a teacher. Let your friends say who you are acting like.

Activity 4

Read the following sentences and say who is being talked about.

1. I sell meat at the market. Who am I?
2. I treat sick animals. Who am I?
3. I make clothes for people. Who am I?
4. I help people in court. Who am I?
5. I draw houses for people. Who am I?



Activity 5

Match the following activities with the people who do them.

- | | |
|------------------|----------------------------|
| 1. A fisher man | a) repairs shoes. |
| 2. A teacher | b) preaches in church. |
| 3. A waiter | c) reads news on TV. |
| 4. A news anchor | d) teaches in a mosque. |
| 5. A carpenter | e) drives cars. |
| 6. A doctor | f) flies aeroplanes |
| 7. A farmer | g) teaches at school. |
| 8. A driver | h) grows crops. |
| 9. An architect | i) makes building plans. |
| 10. A pilot | j) treats sick people. |
| 11. A cobbler | k) makes furniture. |
| 12. A pastor | l) catches fish. |
| 13. A sheikh | m) serves food in a hotel. |

Activity 6

Look at the pictures. Answer the questions that follow.

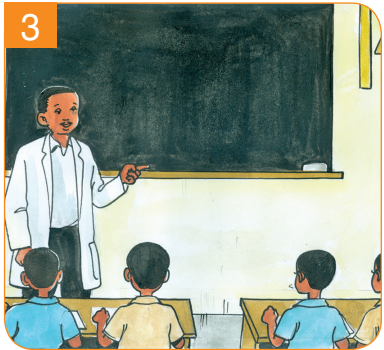
For example:



- What is her job?
She is a doctor.
- What does she do?
She treats sick people.
- Where does she work?
She works in a hospital.



- What is their job?
- What do they do?
- Where do they work?



- a) What is his job?
- b) What does he do?
- c) Where does he work?



- a) What is their job?
- b) What do they do?
- c) Where do they work?



- a) What is her job?
- b) What does she do?
- c) Where does she work?

Exercise 4

Write **true** for correct statements and **false** for incorrect statements.

1. A teacher cooks in a hotel. _____
2. A mechanic repairs cars. _____
3. An architect draws house plans. _____
4. A cobbler makes and repairs shoes. _____
5. An air hostess works in an aeroplane. _____
6. A lawyer arrests people. _____

2.3 Talking about future careers

Activity 1

Silently, read what the children are saying.



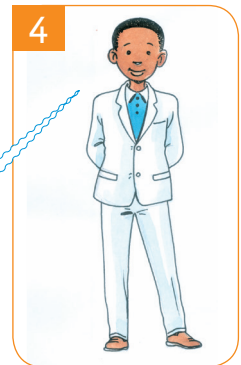
"I want to be a journalist when I grow up."



"I want to be an air hostess when I grow up."



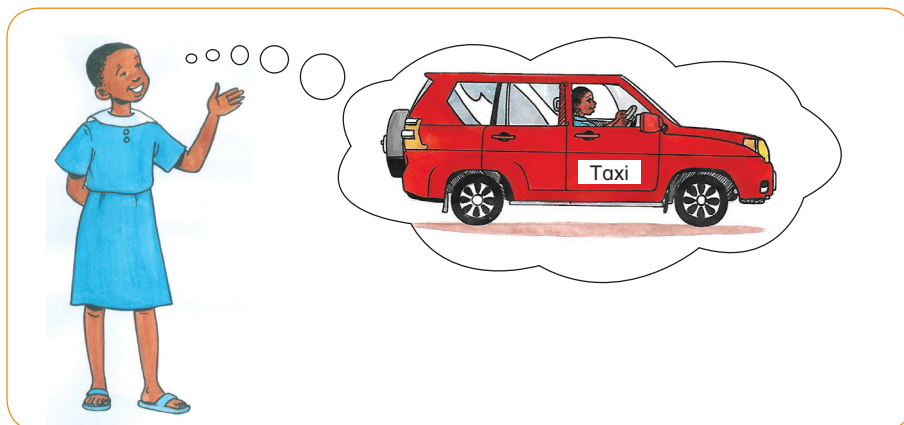
"I want to be the president when I grow up."



"I want to be a lawyer when I grow up."

Activity 2

What will the girl in the picture be when she grows up?



Tell a friend about the job you want to do in future. Why do you want to do it? Let your friend also tell you.

Activity 3

Ask your friend what she or he wants to be when they grow up. Use the example below to help you.

For example:

What do you want to be when you grow up?

When I grow up, I want to be an architect.

He wants to be an architect when he grows up.



Activity 4

Draw a picture of what you want to be in future. Write a short sentence about your picture.

Activity 5

Read and answer the following questions.

1. Why is it good for people to have money?
2. Talk about the importance of money with your friend. Write the answers in your exercise books. Present to the class.

Activity 6

Complete the sentences to show what you will be when you grow up.

My name is _____.

I am _____ years old.

When I grow up, I want to be a _____.

It is the best job to do.

Exercise 5

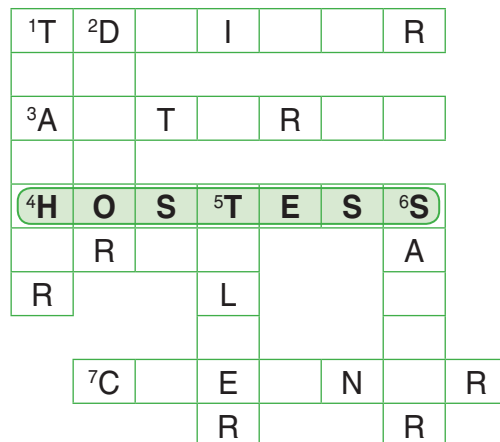


Answer these questions.

1. John wants to protect people and their property.
He will be a _____.
2. Kamikazi wants to act in movies.
She will be an _____.
3. Mutoni will be preparing nice food in hotels.
She will be an _____.
4. Kabatesi and Mugabo want to fix broken cars.
They will be _____.
5. Butera wants to treat people.
He will be a _____.

Activity 7

Fill the spaces in the puzzle below to name six different jobs.



Activity 8

There are no special jobs for neither men nor women only. Why is this good? Talk about it with a friend. Present to the class.

Exercise 6

Where do these people work?

1. Bank manager
2. Farmer
3. Police officer
4. Teacher
5. Shopkeeper
6. Pastor
7. Dentist

Sound and spelling

Recite the poem below.

Finest shoe

Cobbler, cobbler, mend my boot,
Mend it well, to fit my foot.
Stitch it up and stitch it down,
Make it the finest shoe in town.

Riddle

I treat people's teeth. Who am I?

Dictation

Listen carefully as the teacher reads some words. Write down each word in your exercise book.

Unit 2 Assessment

Write these words correctly to get the names of different jobs.

1. yewarl _____.
2. redriv _____.
3. rotcod _____.
4. merfar _____.
5. rusen _____.

Match the words and sentences correctly.

6. pilot a) operates on sick people.
7. artist b) works for a television or radio station.
8. surgeon c) paints pictures.
9. journalist d) flies aeroplanes.

Choose the correct answer from the box to complete the sentences below.

tailor	butcher	carpenter	waitress	photographer
--------	---------	-----------	----------	--------------

10. A person who uses wood to make items. _____
11. A girl or woman who serves food in a hotel. _____
12. A person who sews and repairs clothes. _____
13. A person who cuts and sells meat. _____
14. A person who takes pictures. _____
15. What will you do when you become the Minister of Education? _____
16. Arrange these words to make correct sentences.
 - a) engineer is he an
 - b) in cook a works a kitchen.
 - c) to he a doctor wants be.
 - d) is job what her?
 - e) crops grow
17. Why do you want to work when you grow up?

Unit 3

Time

Oral activity

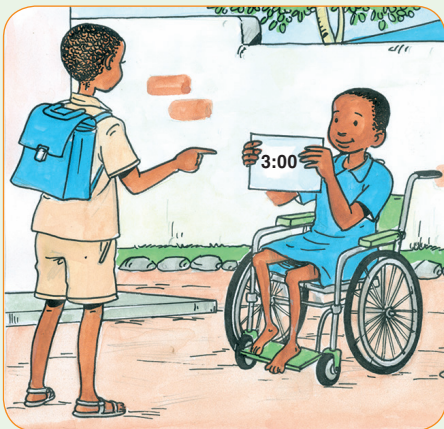
- State the number of minutes in an hour, the number of days per week and the number of weeks per month.
- In words, write each of the above figures and numbers.

3.1 Telling time

Activity 1

Take turns writing different times on manila paper. Read the time that your friend has written.

For example:



What time is your friend showing?

Let us learn telling time.

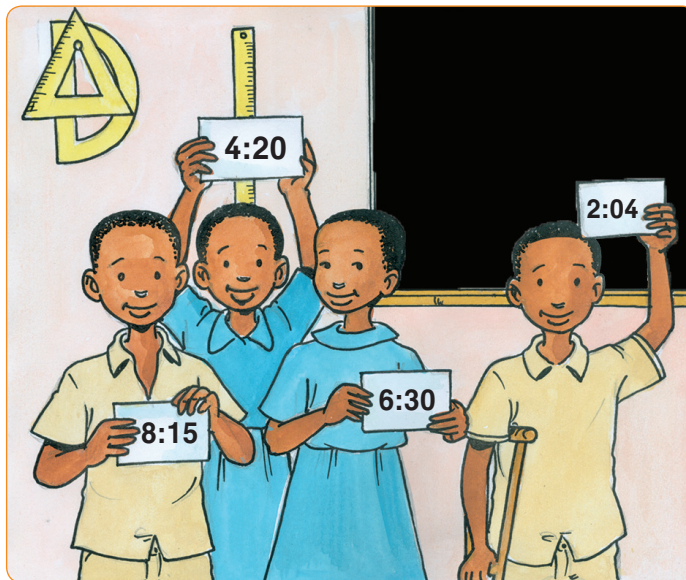
It is a **quarter past** when the minute hand points at 3.

It is **half past** when the minute hand points at 6.

It is a **quarter to** when the minute hand points at 9.

Activity 2

Say aloud the times shown below.



Activity 3

Read the words below with your friend. Write down the times.

For example:

Nine o'clock — 09.00.

1. Twelve o'clock.
2. Quarter past eleven.
3. Quarter to ten.
4. Three forty-five.
5. Two fifteen.

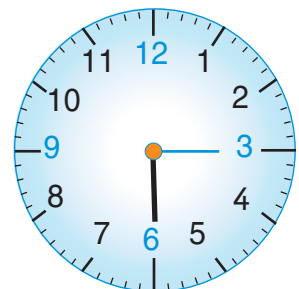
Activity 4

Count all the lines on the given clock face.

How many lines did you count?

Each line represents a minute.

Therefore, there are 60 minutes shown by lines on a clock face.



That is why:

- It is a **quarter past** when the minute hand points to 3.
- It is **half past** when the minute hand points to 6.
- It is a **quarter to** when the minute hand points to 9.
- When saying the time we use **past** if the minutes are before the half hour.
- When saying time we use **to** when the minutes are from 31 to 60.

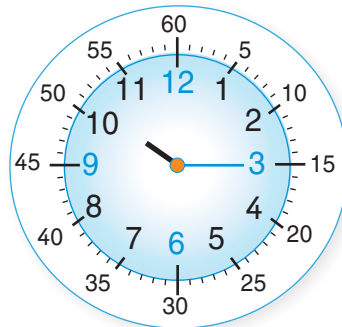
Activity 5

What time is it?

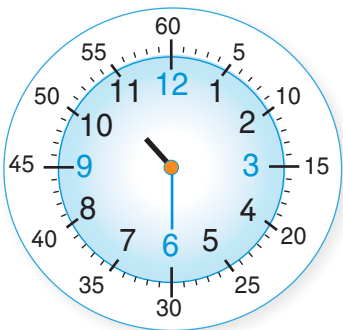
1.



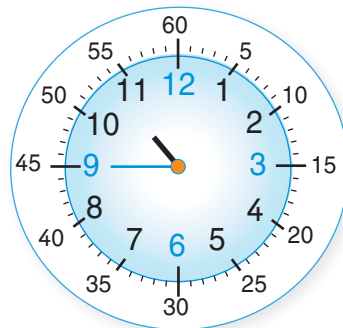
2.



3.



4.



Activity 6

Say what time is shown on the clock faces below.

For example:



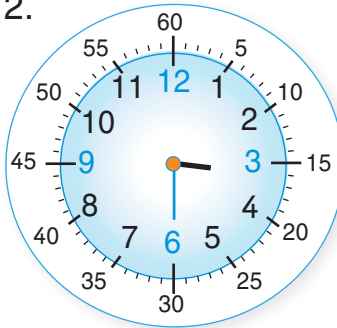
It is a quarter past one.



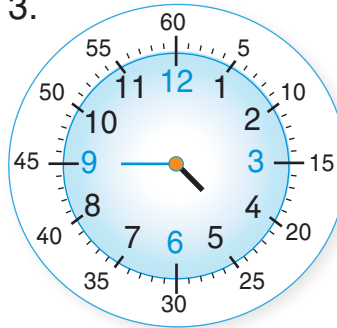
1.



2.



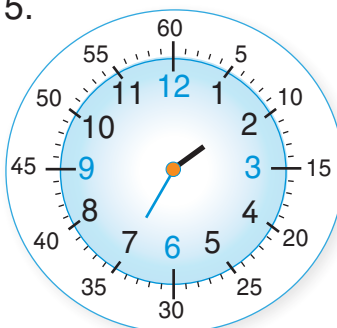
3.



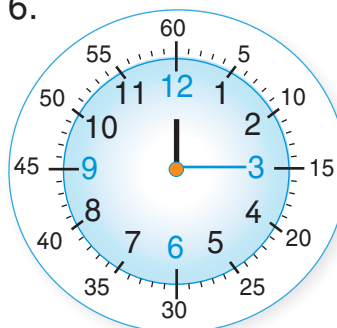
4.



5.



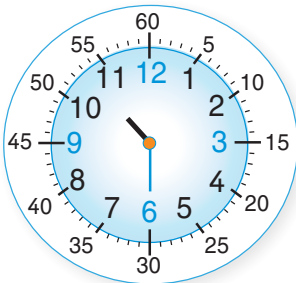
6.



Activity 7

Match the time shown on clock faces to the digital ones.

1.



a)

8:55

2.



b)

10:30

3.



c)

5:25

4.



d)

2:23

5.



e)

11:12

Exercise 1

Draw clock faces that show the following times.

- a) 12:00 b) 6:24 c) 4:57 d) 8:26
e) 7:59 f) 3:19 g) 2:15

3.2 Giving the date in days / months / years

Activity 1

1. Look at the calendar below.

March 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2. Now answer the following questions.

- a) What day comes after Thursday?
b) What day comes before Tuesday?
c) What day comes after Friday?
d) Which month is shown on the calendar?
e) Which month is your birthday?
f) What day is it today?

Activity 2

Rewrite the letters to get a name of the different days of the week. For example, dyanom is Monday.

- a) darify b) saydeut c) rusthady
d) sadenewdy e) atursady f) ndasuy

Activity 3

1. Organize yourselves according to your birth dates. Stand in a line from the person who celebrates their birthday first to last.
2. Listen carefully as your teacher reads and explains the following words.

First	Second	Third	Fourth
Fifth	Sixth	Seventh	

3. Say the word that matches with your position in the line.

We can use these words when talking about the days of the week.

Exercise 2

Look at a calendar and answer the following questions.

Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

- a) Which is the first day of the week?
- b) Which is the third day of the week?
- c) Which is the seventh day of the week?

Let us learn how to write the words as numbers.

1. **First** written as 1st
2. **Second** written as 2nd
3. **Third** written as 3rd
4. **Fourth** written as 4th
5. **Fifth** written as 5th
6. **Sixth** written as 6th
7. **Seventh** written as 7th

Activity 4

Tell your friend the names of the months of the year. Now share what your friend has said with your classmates.

Activity 5

Rearrange the letters in (a) to (h) below to make the names of months.

1. Rewrite the letters to make names of the months.

For example:

ripal is April

- a) charm b) ripal c) yam d) lujy
e) gaustu f) petermbes g) redecemb h) njaryua
i) rabefury j) nuje k) beoctor l) mevoneb

2. Arrange the months of the year from the first to the last.

Activity 6

1. Listen carefully as the teacher reads the following words.

Eighth written as	8 th	Twentieth written as	20 th
Tenth written as	10 th	Twenty-first written as	21 st
Eleventh written as	11 th	Twenty-second written as	22 nd
Twelfth written as	12 th	Twenty-third written as	23 rd
Fourteenth written as	14 th	Twenty-fourth written as	24 th
Fifteenth written as	15 th	Twenty-seventh written as	27 th
Seventeenth written as	17 th	Twenty-eighth written as	28 th
Eighteenth written as	18 th	Thirtieth written as	30 th
Nineteenth written as	19 th	Thirty-first written as	31 st

2. Copy the words and numbers above in your exercise book.

Exercise 3

Answer the following questions.

1. Which is the 9th month of the year?
2. January is the _____ of the year.
3. Which is the twelfth month of the year?
4. Which is the seventh month of the year?
5. February is the _____ of the year.

Let's learn reading and writing dates.

Remember there are two ways of writing dates.

1. The short date, for example, 19/01.
2. The long date, written as the nineteenth of January.

When saying dates you have to add **th**, **st**, **nd** and **rd** to the numbers.

For example:

Writing	Reading
01 – April	The first of April.
15 – June	The fifteenth of June.
19 – September	The nineteenth of September.

Activity 7

Practise reading the dates below in groups.

1. 21/07
2. 03 – May
3. 12 – December

Exercise 4

Write the following dates.

1. The tenth of August.
2. The second of March.
3. Twenty-ninth October.
4. Thirty-first of January.
5. Twenty-sixth December.

Activity 8

Which years are shown below?

2015 1972 2020 1879

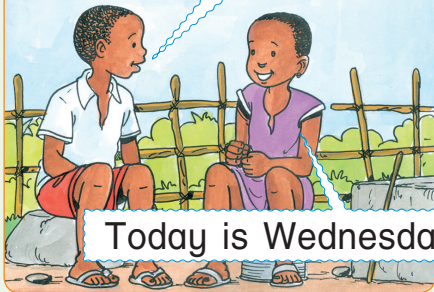
Remember:

We don't read years the way we read normal numbers. We read the first two numbers together and then we read the last two numbers together.

For example:

We read 2015 as twenty fifteen.

What is the day today?



What is the date today?



Exercise 5

Match the years in numbers to the years in words.

- | | |
|---------|--------------------------|
| 1. 1869 | a) Fifteen fifty five |
| 2. 2018 | b) Twenty twenty-one |
| 3. 1979 | c) Eighteen sixty-nine |
| 4. 1555 | d) Twenty eighteen |
| 5. 2021 | e) Nineteen seventy nine |

3.3 Stating the number of minutes, hours and months

Activity 1

- Discuss:**
1. How many minutes are in one hour?
 2. How many hours are in one day?
 3. How many days are in one week?
 4. How many months are there in one year?
 5. How many days are in one year?

Activity 2

Find out the following:

1. How many minutes are there in three hours?
2. How many days are there in 48 hours?
3. How many hours are there in 120 minutes?
4. How many months are there in one year?
5. How many years are there in 36 months?
6. How many weeks are there in 2 months?

For example:

We read 2015 as twenty fifteen.

There are 60 minutes in one hour.



How many minutes are there in one hour?

Activity 3

Recite the poem below. Answer the question that follows.

30 days have September,
April, June and November.
All the rest have 31,
Except February,
That has 28 days and,
29 days in each leap year.

Question

How many days are there in this month of the year?

Activity 4

Why is it important to know how to tell and keep time?

3.4 Talking about daily routine

Activity 1

1. Listen as your teacher reads the following words. Repeat after the teacher.

usually	normally	sometimes	always
never	often	daily	

2. Use a dictionary to find the meaning of these words.

Activity 2

1. Look at the pictures. What is happening in each picture?
Tell a friend.

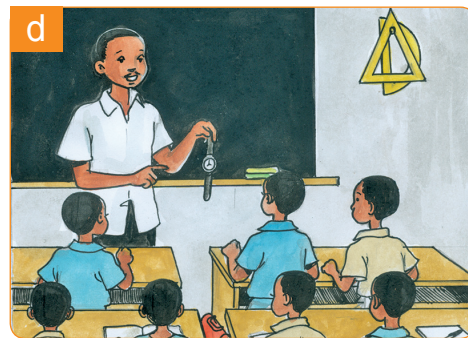


2. a) Which of these activities can you do in the morning?
 - b) Which of these activities can you do in the afternoon?
 - c) Which of these activities can you do in the evening?
3. Which words talk about the pictures above?

brush your teeth wake up have breakfast sleep
 wash your face walk to school reach school

Activity 3

1. The pictures below show Gatete's daily routine. Put the pictures in their correct order. Write a sentence for each picture.



2. What does Gatete do at night?

Activity 4

Ask your friend to tell you the time he or she does different daily activities. Write in your exercise book. Present your conversation to the class.

For example:

Question: What time do you get up?

Answer: I get up at 6:00 a.m.

When do you go to sleep?

I normally go to sleep at 8:30.



What time do you go to school?

I usually go to school at 12.00 o'clock.



Activity 5

Read the sentences below about Mutoni's daily routine.

Put the sentences in their correct order.

1. I bathe.

2. I get my school bag.
3. I greet my parents.
4. I have breakfast.
5. I brush my teeth.
6. I say my prayers.
7. When I wake up early in the morning.
8. Then, I run to school.

Exercise 6

Put the words in correct order to make correct sentences.

Number one has been done for you.

For example:

1. do always homework 9:00 I at.
I always do homework at 9:00.



2. at I up 7:00 get.
3. He up gets at 6:00.
4. time what he does to school go?
5. Pray do when you?
6. Sing always I.
7. parents you greet when do your?

Activity 6

Read the dialogue.



Mulisa: How are you?

Butera: I am fine thank you.

Mulisa: I always find you at school. What time do you reach school?

Butera: I always reach school at 7:15.

Mulisa: What time do you have your breakfast?

Butera: I have my breakfast at 6:30 in the morning.

Mulisa: Do you wake up at 6:00 o'clock?

Butera: I don't wake up at 6:00 o'clock.

Mulisa: Why?

Butera: Because the school bus comes at 5:50 in the morning.

Mulisa: When do you do your homework?

Butera: I usually do my homework at 4:30 in the afternoon.

Mulisa: I also do my homework at 4:30.

Act out the dialogue above in class.

Exercise 7

Read the dialogue again. Answer the following questions about it.

1. When does Mulisa do her homework?
2. Butera never wakes up at 6:00 a.m. Why?
3. When does Butera reach school?
4. Draw a picture about the dialogue. Write a sentence about it.
5. Why is it always good to keep track of time?

Sounds and spelling

Recite the poem below.

I stretch, I scratch

I check my watch,
It's ten to seven.
I must wake up,
Or I'll be late.

I stretch, I yawn.
I scratch my head.
Perhaps I'll just,
Go back to bed.

Riddle

I have two hands and a face, but no arms and legs. Who am I?

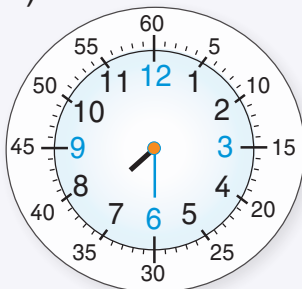
Dictation

Listen carefully as the teacher reads some words. Write down each word in your exercise book.

Unit 3 Assessment

1. What time is shown on the clock faces below.

a)



b)



c)



2. Draw clock faces to show the following time.

- | | |
|------------------------|------------------------|
| a) Twelve o'clock. | b) A quarter past six. |
| c) Ten minutes to ten. | d) Half past noon. |
| e) Two twenty. | f) 9:15. |

3. Write the date when we celebrate the following:
 - a) Heroes' day.
 - b) Liberation day.
 - c) Christmas day.
 - d) New Year's day.
4. When were you born? Write the date in full.
5. Write in words:
 - a) 1/6/2015
 - b) 3/4/2017
 - c) 18/12/2017
6. What is the first activity that you do in the morning?
7. Which activity do you do with your friends?
8. Which is the last activity that you do before sleeping?
9. What do you do at 1:00 o'clock?
10. What do you do at 10:30 in the morning?
11. Write down all your daily activities. What time do you do these activities?
12. Draw yourself doing one activity that you enjoy most.
13. Write a sentence about the daily activities of your teacher at school.
14. What makes the second month of the year so different from the other months?
15. Mulisa was born in 2011. How old is she now?

Unit 4

Events in the past and future

Oral activity

What do these words mean. Talk to a friend about what these words mean.

yesterday
last year

last week
next year

tomorrow
in the future

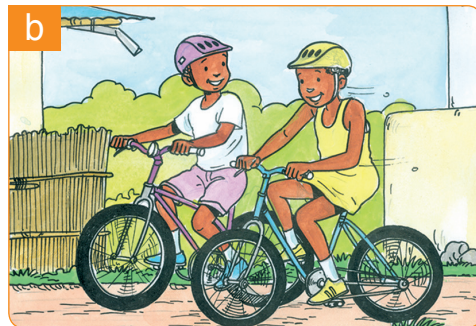
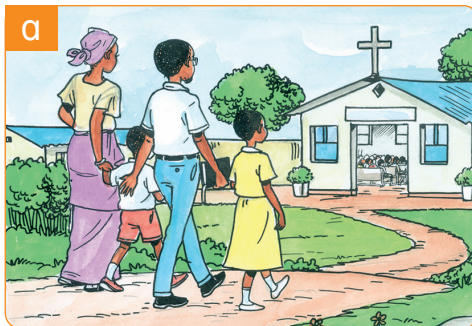
4.1 Reporting past events

Activity 1

Talk to your friend about what you did yesterday in the evening.

Activity 2

Look at the pictures. Say what the people did yesterday.

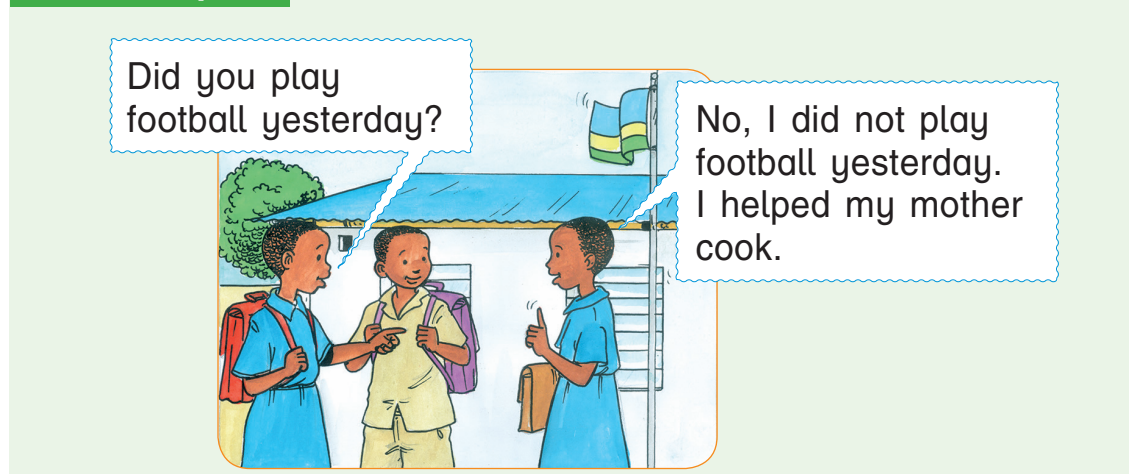


Activity 3

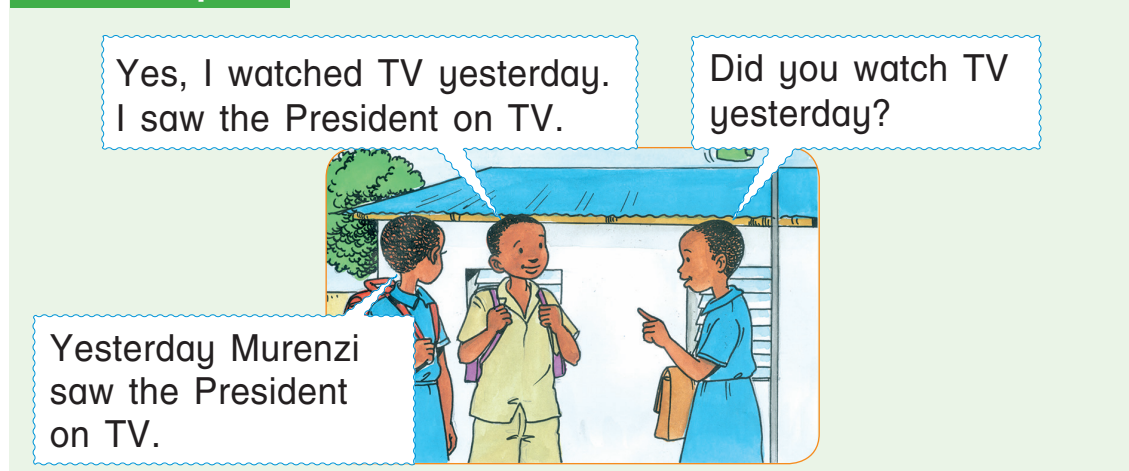
Find out what your friends did yesterday evening. Ask them the following questions. Then report to the class what your friend did.

- Did you play football yesterday?
- Did you watch TV yesterday?
- Did you go to sleep at 8:00 yesterday?
- Did you brush your teeth yesterday?

For example:



For example:

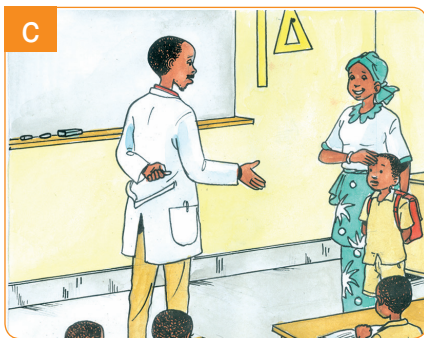


Activity 4

What happened on your first day of school?
Tell your friends about it.

Activity 5

The pictures below show Gatete's first day of first term last year. Write a sentence for each picture.



Activity 6

1. What did you do during the last holiday? Tell your friends.

For example:

What did you do in August?

Nancy went to Huye in August.

In August I went to Huye.



For example:

Have you ever gone to Kigali?

Yes, last December I went to Kigali.

David went to Kigali in December.



2. Practise asking each other questions about what you did in the past.

Question: When did you visit your friend?

Answer: I visited _____.

Question: What _____?

Answer: _____.

Question: Where _____?

Answer: _____.

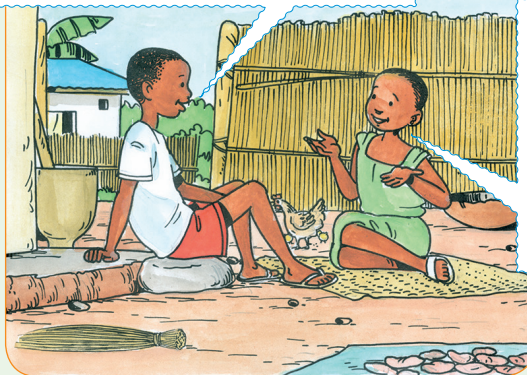
Activity 7

Let your friend tell you what they did over the weekend.

For example:

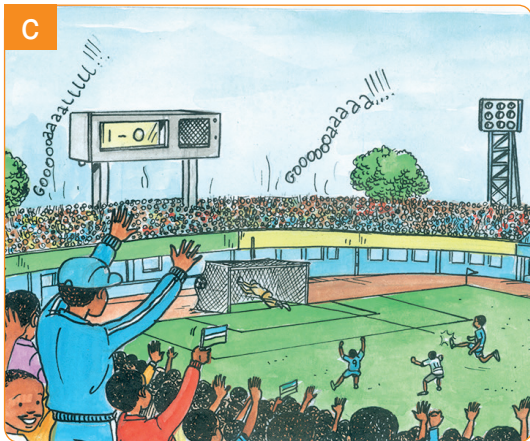
What did you do on Saturday?

On Saturday I went to church in the morning. Then I went to visit my aunt in Rubavu.



Activity 8

1. Make sentences from each picture to tell a story.
2. Write the story in your exercise book. Read it to a friend.



Exercise 1

Put the words in the correct order to make correct sentences.

1. to market I the went week last.
2. cooked Agatesi yesterday food.
3. my wrote I to letter a last friend year.
4. visited the us mayor last week.
5. did Monday do what you on?
6. book my marked teacher the.

4.2 Recounting a trip

Activity 1

Did you go somewhere last year? Tell your friend about it.

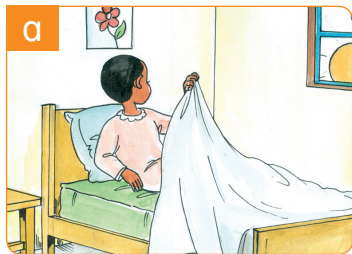
Activity 2

Listen as the teacher reads a story.

Now tell your friend the story that the teacher has just read.

Activity 3

Use “then”, “after that”, “next” and “before” to complete the sentences below. Then tell the story in the pictures.



- Mukabutera woke up early in the morning.
- _____ she brushed her teeth.
- _____ she combed her hair.
- Mukabutera had breakfast _____ going to school.
- _____ she left for school.
- Later, Mukabutera went to the library.

Exercise 2

Write a short story about a visit you made to a new place. Read the story to your classmates.

4.3 Telling stories

Activity 1

Do you have a favourite story? Tell it to your friend.

Activity 2

Look at the pictures below. Come up with a story from the pictures. Tell your classmates the story.



Activity 3

Listen carefully as your teacher reads the story below. Answer the questions that the teacher asks.

The thirsty crow

A crow was very thirsty. He saw a jug with some water. He tried to drink the water. But his beak could not reach the water.

The crow saw some small stones near the jug. He took one stone and dropped it in the jug. Then he took another stone and dropped it in the jug. Then another one.

The crow added very many stones to the jug. At last the water in the jug rose. Then the crow was able to drink the water. He was very happy.

Questions

- Which bird does the story talk about?
- What was wrong with the bird?
- How did the bird solve its problem?

Activity 4

Tell your classmates a story that you know.

Exercise 3

Write the story that you told your friends in your exercise book.

4.4 Describing future plans

Activity 1

- Tell your friend what you want to do during the next school holidays.
- Let your friend also tell you what they want to do when they finish primary six.

Activity 2

Read what Rose is telling her aunt.

Rose: "I want to come and visit you tomorrow."

Aunt: "No problem, Rose. Talk to your parents. You can come and see me if they say yes."

Rose: I forgot to ask Mother. I will talk to her and call you again.

Aunt: Okay Rose. Talk to you soon.

Rose: Okay Auntie. Thanks and bye.

Aunt: Welcome Rose, bye.



Question

What does Rose want to do?

Activity 3

Ask a friend what he or she is going to do tomorrow.

Let them also ask you what you are going to do tomorrow.

For example:

What are you going to do tomorrow?

I am going to visit my uncle tomorrow.



Activity 4

Read the letter below.

Remera Primary School

P.O. BOX 7777

Kigali

15/07/2018

Dear grandmother,

I hope you are all fine. I am writing to thank you for coming to visit us last December. I still remember your good stories. The one I loved most was The Pumpkin Princess.

I am studying hard at school. I hope father is going to allow me to visit you. I will be very happy.

I love you and I hope to see you soon, grandmother.

Yours sincerely,

Claudine

Answer these questions.

- Where does Claudine go to school?
- What does Claudine want to do during the holidays?
- When did Claudine write the letter?
- Why is Claudine writing the letter?
- Why is it good to study hard in school?

Exercise 4



1. Use the words in the box to complete the letter that Doreen Uwase wrote to her uncle.

writing paying story fine are doctor see studying

Nyamata Primary School

P.O. Box 438

Kigali

06/06/2016

Dear Uncle,

How _____ you these days? How is work? I hope you are _____. I am _____ this letter to thank you for _____ my school fees last term. And buying a _____ book for me. It is so interesting. I am _____ hard at school. I want to become a _____ because doctors save our lives. Hope to _____ you soon uncle.

Yours sincerely,

Doreen Uwase

2. Write a letter thanking your friend for any good thing he or she did for you. Take turns with your friends to read the letters.

Activity 5

Read the conversation between James and Nina.

James: How are you?

Nina: I am fine, thank you.

James: How is school?

Nina: Fine. James, today we talked about the future at school. What do you want to be in future?

James: I want to be a pilot like my uncle. And you, what do you want to be?

Nina: I want to be an engineer. I love building things.

James: Then we have to work hard in school.

Nina: Very true, James.

Questions

- a) What does Nina want to be?
- b) If James becomes a pilot what will he be doing?
- c) Who do you want to be in future?
- d) Why do we have to work hard in school?
- e) Why is it good to study?

Exercise 5

Write a few sentences about what you want to be in future.

Sounds and spelling

Recite the poem below.

Oh! How happy we were!
We enjoyed and felt good.
As we ran in the park,
My sister and I.
Enjoyed and felt good!

Up and down we went,
Around the trees,
And the beautiful animals that we saw too.
Oh! How happy we were!

Riddle

I am always in front of you but you will never see me. What am I?

Dictation

Listen carefully as the teacher reads some words. Write down each word in your exercise book.

Unit 4 Assessment

Read the story. Answer the questions.

My name is Teddy Muteteri. I am ten years old. I go to Bwera Primary School. I visited Akagera National Park last year. I saw a giraffe and monkeys. Next year I am going to visit Virunga National Park. Tomorrow is the weekend. I am going to swim.

Questions

1. Where did Teddy Muteteri visit?
2. Which animals did she see?
3. When was Teddy born?
4. What is Teddy going to do over the weekend?
5. Draw a picture to go with the story.
6. Write a letter to your friend telling him or her about the activities you did last term.
7. Use the following words to write correct sentences.
 - a) tomorrow b) next term c) next year d) next week
8. Write down all the activities you are planning to do next weekend.
9. Use these words to write correct sentences.
 - a) going to b) ate c) marked
 - d) cleaned e) took f) saw
10. Make correct sentences from the table below.

For example: I will sweep the classroom tomorrow.

I		write		the classroom tomorrow
He		sweep		visit us tomorrow.
She	are	cooked		pass examinations.
Mwiza	will	going	to	clean the house?
They	is	sweep		wash the clothes.
We	you	wash		a letter last week?
Did				food yesterday?
				drink a glass of water next week?

11. Write any story you know.

Unit 5

Domestic animals

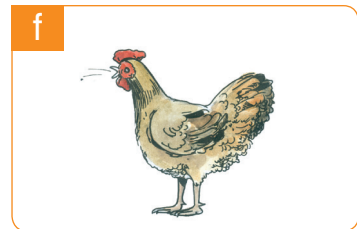
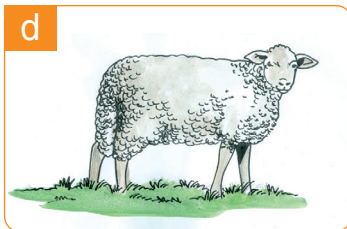
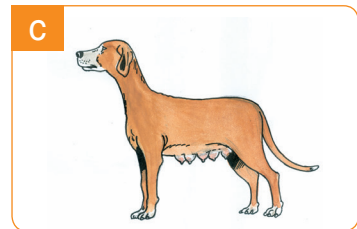
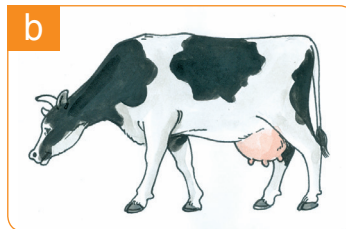
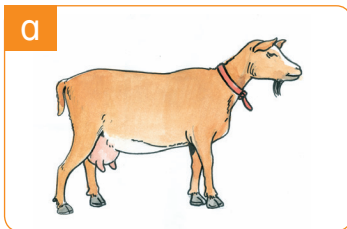
Oral activity

Say the names of the animals that we keep at home. What do people gain by keeping each of these animals?

5.1 Talking about domestic animals

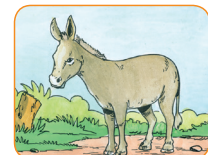
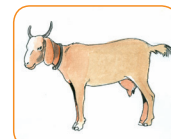
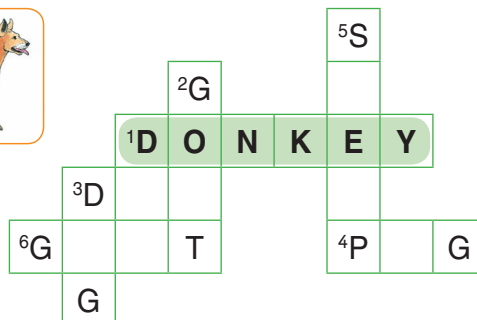
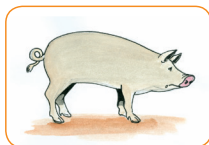
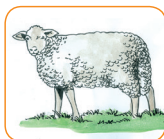
Activity 1

Look at the pictures below. Name the animals in the pictures.



Activity 2

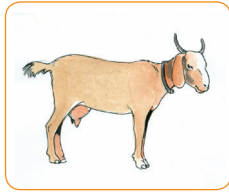
Use the pictures of animals to help you fill in the puzzle below.



Activity 3

Match the pictures of the animals below with their names.

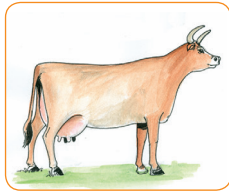
a) cow



b) dog



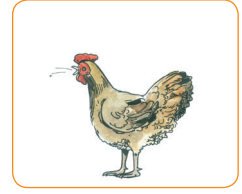
c) rabbit



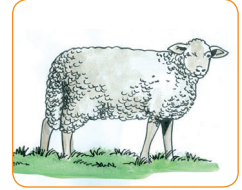
d) goat



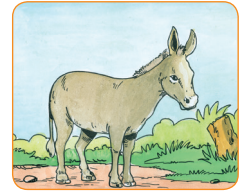
e) sheep



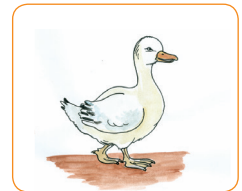
f) duck



g) chicken



h) donkey



Activity 4

Listen as your teacher reads the following text.

Dinah: Which animals do you keep at home?

Kamanzi: We have cows and chicken.

Leone: How many cows do you have?

Kamanzi: We have four cows.

Dinah: How many chickens do you have?

Kamanzi: We have a lot of chickens. I have never counted them.

Leone: So you have a few cows and a lot of chickens?

Kamanzi: Yes.

Take turns and talk with a friend about how many animals they have.

Activity 5

Draw your favourite domestic animal.

Write sentences about the picture. Present to the teacher.

Activity 6

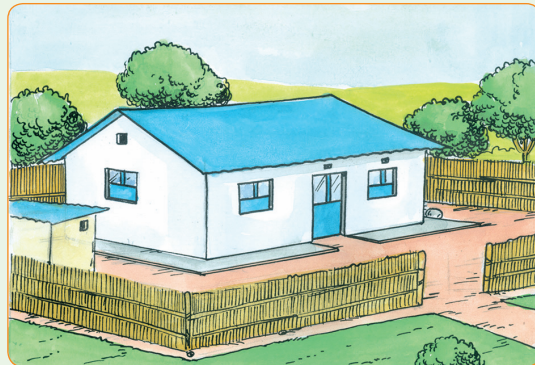
You are given a list of animals below. Which animals are domestic?

cow	lion	goat	monkey	snake
dog	elephant	sheep	lamb	bull

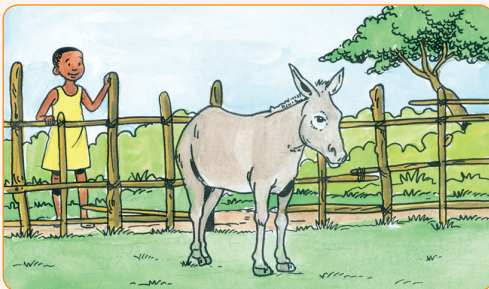
Exercise 1

1. Write correct sentences about each picture to show the domestic animals that they do not have.

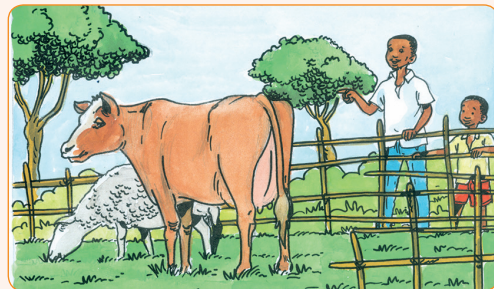
For example:



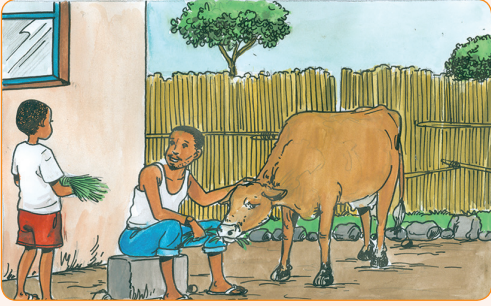
They do not have animals.



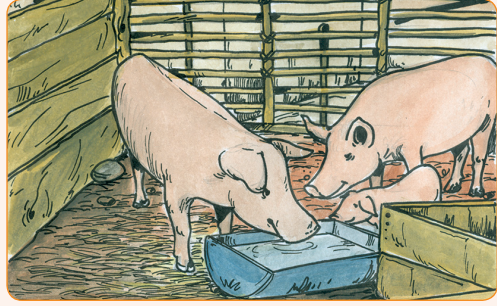
a) _____.



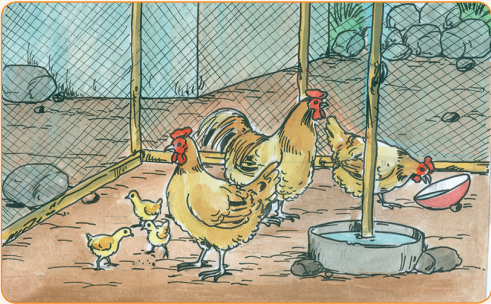
b) _____.



c) _____.



d) _____.



e) _____.

2. Draw and name the domestic animals in your home.

5.2 Use of animals

Activity 1

Name the following.



Activity 2

Follow the text with your finger as the teacher reads. Answer the questions at the end.

1. I eat grass.
I love to say moo moo.
I give you milk.
Who am I?
2. I like to jump up and down.
I love to say mee mee.
I give you wool.
Who am I?
3. I jump and fly a little.
I love to say kwee kwee kwee.
I give you eggs.
Who am I?

Activity 3

Which farm animals give us the following things?



Activity 4

Fill in the gaps below each picture to form the names of the things we get from animals.

a)



m _ _ _

b)



_ _ a _

c)



_ ea _ _ _ _

d)



ch _ _ s _

e)



s _ _ n

f)



s _ us _ g _

Exercise 2



Use the table below to make sentences.

Example: Mutoni gets meat from rabbits.

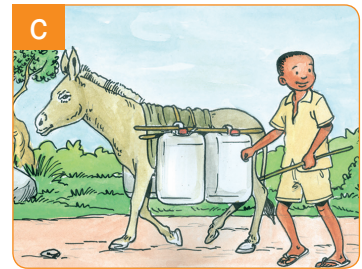
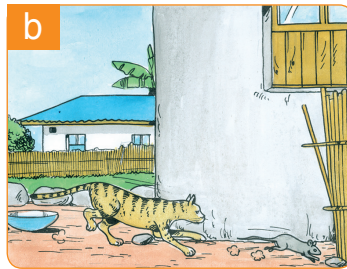
I				
We		milk		goats.
You	get	eggs		cows.
They	gets	hides	from	hens.
He		meat		rabbits.
Mutoni				

Activity 5

1. Draw different animals and the products they give us.
2. Write the name of the animal and the name of the products below the drawing.
3. Use glue or pins to put together all the pictures to make a book.
Display your book for your classmates to see.

Activity 6

What is happening in the pictures below?



Activity 7

We use animal products to make different things. Name the things that we get from animal products.



Activity 8

Write down what different animals eat. Present your work to the class.

Exercise 3

1. Read the words in the box.
2. Use these words to fill in the gaps.

milk	dogs	home	cat	skin
donkeys	hens	money	pets	

We have different animals at _____. They have different uses. From cows we get _____. We get eggs from _____. _____ guard our homes and protect us. Horses and _____ are used for transport. We sell most of the animals to get _____. Other animals are kept as _____. For example a _____ is kept as a pet animal. From the _____ of some animal we can make things like shoes, bags and drums.

Sounds and spelling

Recite the poem below.

Go to the farm

Horses, donkeys, cows that moo
Chicken and kittens, cocoo and meaw,
Fish that swim down the pool
And ducks quacking all day long
All these animals you can see
If you come to the farm with me.

Riddle

I have a tail and a mane.
I eat grass and hay.
Who am I?

Dictation

Listen carefully as the teacher reads some words. Write down each word in your exercise book.

Unit 5 Assessment

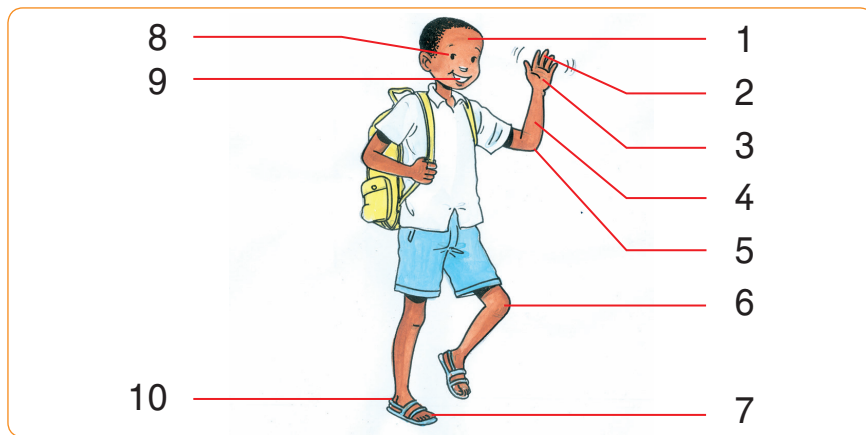
1. What do we get from these animals:
a) A cow _____ b) A hen _____
c) A rabbit _____ d) A goat _____
2. How are the following animals useful to us?
a) A dog _____ b) A camel _____ c) A cat _____
3. What do we get from milk?
4. What do we get from the skins of animals?
5. What is your favorite domestic animal? Why?
6. Draw a picture of your favourite animal. Write a sentence about it.
7. Choose domestic animals only.
pig, snake, cow, rabbit, monkey, sheep, goat, cat, gorilla, lion, tiger.
8. Write down three things that we get from milk.
9. Write the words correctly
a) nialmas b) wco
c) atgo d) psoh
10. Glue, shoes, belts and handbags are made from which products of animals?
11. Why should we keep domestic animals?
12. What do the following animals eat?
a cow, a cat, a dog

Unit 6

The body and health

Oral activity

What do we call these parts of the body? How do we take care of each part that you have named?



6.1 Naming parts of the body

Activity 1

Chant the following poem.

Head. [Point to your head.]

Shoulders. [Point to your shoulders.]

Knees. [Point to your knees.]

Toes. [Point to your toes.]

(Repeat)

Eyes. [Point to your eyes.]

Ears. [Point to your ears.]

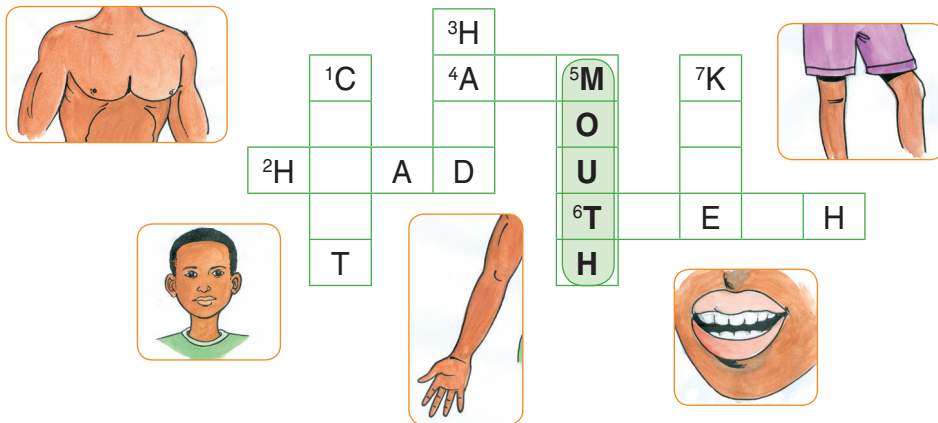
Mouth. [Point to your mouth.]

Nose. [Point to your nose.]

How many parts of the body are listed in the chant. What are they?

Activity 2

Use the pictures of the body parts to help you fill in the puzzle.



Activity 4

1. How many _____ do you have? Fill in the table.
2. Ask a friend the number of body parts he or she has.

For example:

Question. How many faces do you have?


Answer. I have one face.

	One	Two	Many
Head			
Foot			
Arm			
Face			
Toe			
Back			
Mouth			
Tooth			
Nose			
Hand			
Finger			
Nail			
Knee			

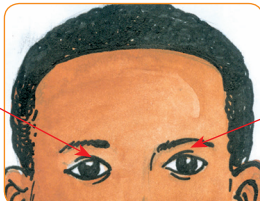
Activity 5

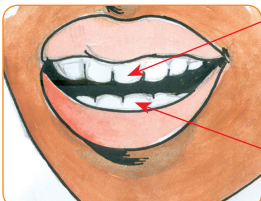
Fill the blanks to make correct sentences.

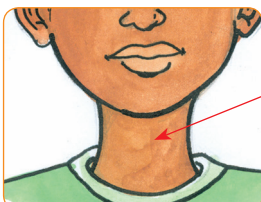
1. These are my  _____.

2. This is my  _____.

3. This is my  _____.

4. These are my  _____.

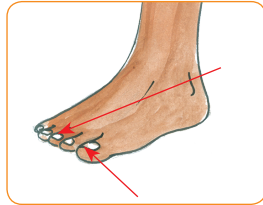
5. These ___ my  _____.

6. _____ is my  _____.

7. This is my _____.



8. These _____ my _____.



Exercise 1

- Draw and name different parts of the body.
- Put the letters in order to make correct words.

hdna gle mtouh kcen anil fginer kene

6.2 Giving instructions

Activity 1

Listen carefully to what your teacher says. Do what the teacher is saying.

Activity 2

Read and follow the instructions.

- Bend forward.
- Nod your head.
- Clap your hands.
- Stand on one leg.
- Greet your friend.
- Wave goodbye.
- Jump.
- Swing your hands.

Activity 3

Work with a friend.

Ask your friend to follow different instructions.

For example:

Jane, stand on one leg.

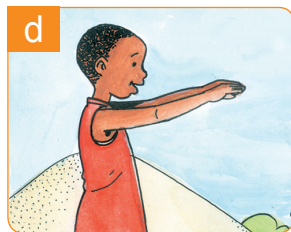


I am standing on one leg.



Activity 4

Match the instructions with the pictures.



a) wave goodbye

Picture c

b) jump

c) clap your hands

d) stretch your hands

e) bend forward

Exercise 2

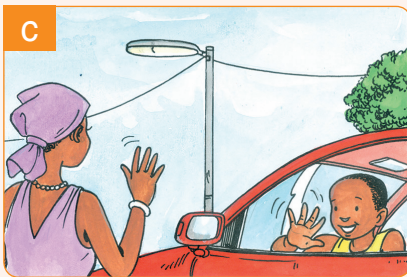


Write the instructions for each picture.

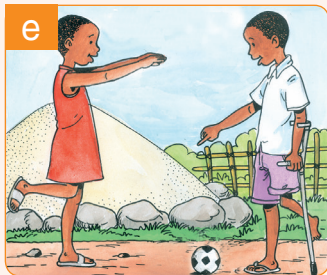


Clap your hands.



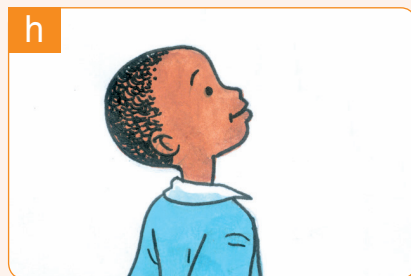












6.3 Taking care of our body

Activity 1

Tell your friend how you take care of your body.

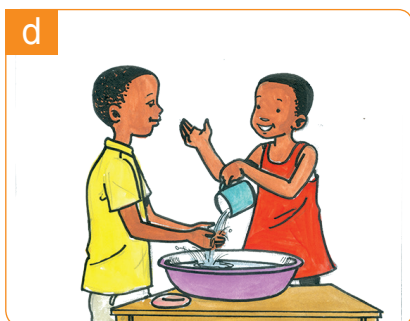
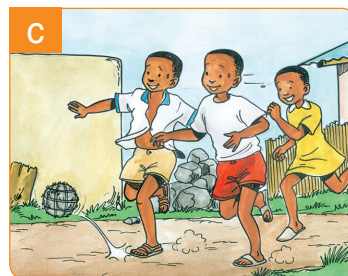
Activity 2

Listen to the teacher as he reads the sentences below. Follow the words with your finger as the teacher reads.

1. Eat good food.
2. Play with friends.
3. Go to sleep early.
4. Comb my hair.
5. Wash my hands.
6. Cut my nails.
7. Wash my body.
8. Wear clean clothes.

Activity 3

What are the children in the pictures doing?



Activity 4

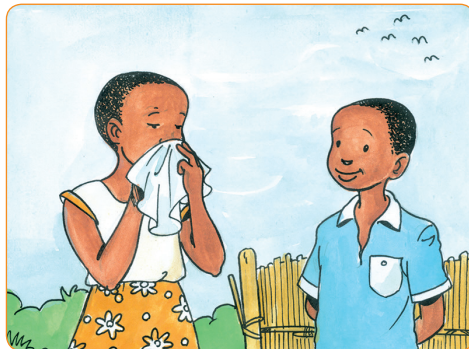
What do you use to _____?

1. What do you use to wash your hands?



I use _____ and clean _____ to wash my hands.

2. What do you use to blow your nose?



I use a clean _____ to blow my nose.

3. What do you use to comb your hair?



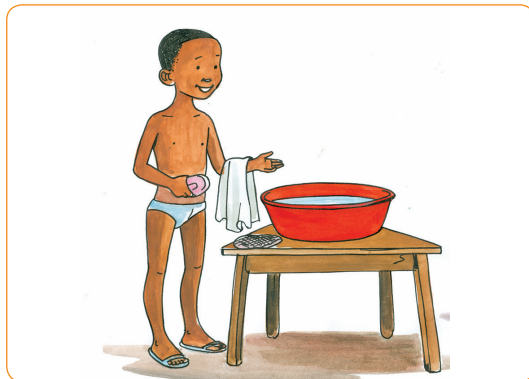
I use a _____ to comb my hair.

4. What do you use to brush your teeth?



I use a _____ and _____ to brush my teeth.

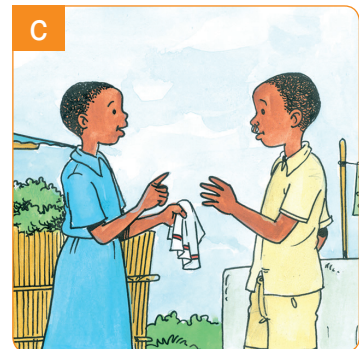
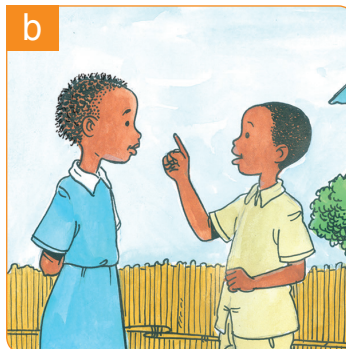
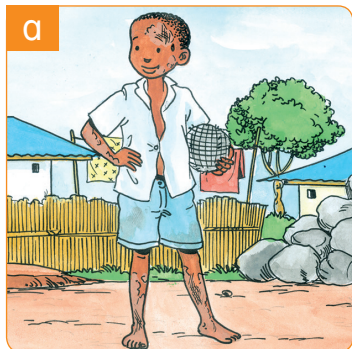
5. What do you use to clean your body?



I use a _____ and _____ to clean my body.

Activity 5

Talk about what is wrong with the children in the pictures below.



Exercise 3



Read the text and answer the questions that follow.

Ndikumana's stomach hurt. His mother took him to hospital.

"What did you eat?" the doctor asked.

"I ate the food my mother gave me. I also found a mango under a tree and ate it," Ndikumana answered.

"Did you wash the mango before eating it?" the doctor asked.

"No, sir," Ndikumana replied.

"Did you wash your hands before eating?" the doctor asked again.

"No, sir. I was too hungry. I just ate," Ndikumana answered.

Questions

- What was wrong with Ndikumana?
- What do you think the doctor advised Ndikumana?
- Why should we wash our hands and fruits before eating them?

Sounds and spelling

Recite the poem below.

Hands, legs and body

You wash them clean.

Good clean food and clothes

Improve health and wealth

Enough sleep and play, make me stronger

Nails short and clean nose

Ensure there are no doctors to visit.

Riddle

I am a body part. I am found on your face. I am what you use to see.
You eat carrots to make me work properly. Who am I?

Dictation

Listen carefully as the teacher reads some words. Write down each word in your exercise book.

Unit 6 Assessment

Fill in the missing letters.

1. H-ad

2. -and

3. L-g

4. M-u-h

5. St-m-c-

6. -os-

7. Draw the following parts of the body.

a) Arm

b) Head

c) Leg

d) Foot

8. What do you use the following for?

a) Tooth-brush

b) Soap

c) Comb

d) Nail cutter

e) Water

9. Why should we keep our body clean?

10. Why should we wash our hands after using the toilet?

11. Make questions for the following answers.

a) _____

I use a toothbrush to brush my teeth.

b) _____

We use razor blades to cut our nails short.

c) _____

I wash my hands with soap to kill germs.

12. Make six correct sentences from the table.

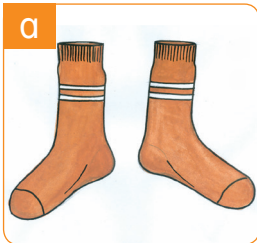
Mutesi		ears		clapping
I	use	legs		seeing
They	uses	hands	for	walking
He		eyes		hearing

Unit 7

Clothes

Oral activity

Name each of the clothes below. When and in which weather conditions do we wear each one of them?



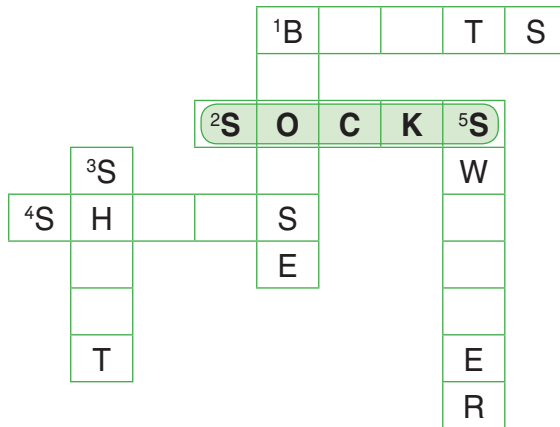
7.1 Naming clothes

Activity 1

1. Name the clothes you are wearing.
2. Draw pictures of the clothes you're wearing.

Activity 2

Below are pictures of clothes. Name the clothes by filling in the gaps in the crossword puzzle.



Activity 3

1. Draw a picture of your favourite piece of clothing.
2. Why do you like it?

Exercise 1



Write the names of the different clothes.

This



1. This is a **jacket**.

These



1. These are **socks**.



2. This is a ____.



2. These are ____.



3. This is a ____.



3. These are ____.



4. This is a ____.



4. These are ____.



5. This is a pair of ____.



5. These are ____.

Activity 5

What colours are the children's clothes?



Exercise 2

Which colour are these clothes?

1. This is a _____ sweater.



2. This is a _____ tie.



3. These are _____ socks.



4. This is a _____ pair of trousers.



5. This is a _____ scarf.



7.3 Talking about what people are wearing

Activity 1

Listen carefully as the teacher describes the people below. Point to the child that the teacher is talking about.



Activity 2

Make correct sentences about the clothes they are wearing.

1. _____



2. _____



3. _____



4. _____



Exercise 3

What are they wearing? Write the name and colour of their clothes.



1. _____



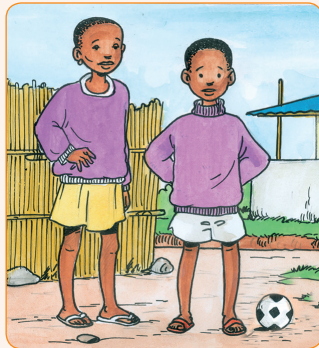
2. _____



3. _____



4. _____



5. _____



6. _____

7.4 Matching clothes with the weather

Activity 1

1. What are the different types of weather?
2. What do you wear when it is hot?
3. What do you wear when it is cold?

Tell your classmates your answers.

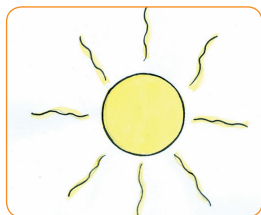
Activity 2

Read the following names of different types of weather.

windy rainy sunny cloudy hot cold warm

Activity 3

Match the names with their symbols.



1. rainy

2. windy

3. cloudy

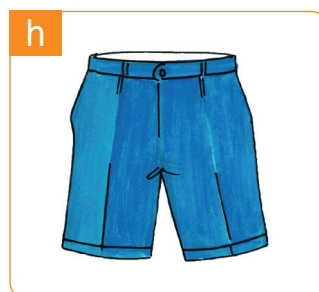
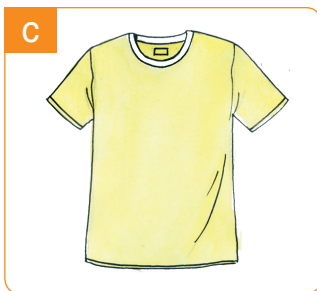
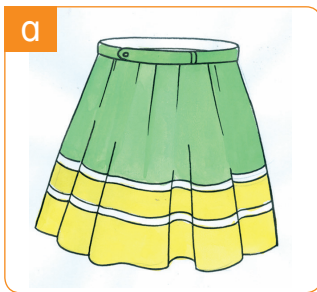
4. sunny

Activity 4

Write 4 sentences to show what you wear in different types of weather.

Activity 5

Say the type of weather when we wear the following clothes.

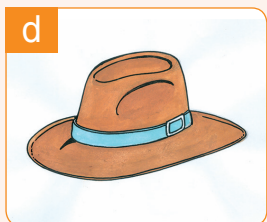
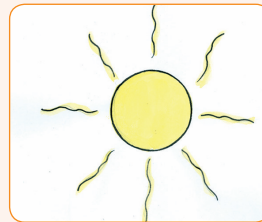
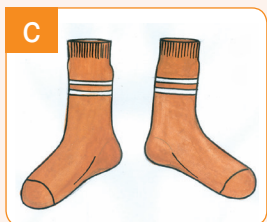


Exercise 4



We wear different clothes when weather conditions change.

Draw the images below into your exercise book and match the clothes with the weather conditions.



7.5 Talking about the cost of clothes

Activity 1

Listen as your teacher reads the following words. Do you know what they mean?

cheap
price

expensive
buy

cost
sell

Activity 2

Look at the picture below.



How much do the different clothes cost?

Activity 3

At home, ask your parents about the cost of the following.

1. Shirt, skirt, dress, pair of shorts
2. Which of these clothes are cheap?
3. Which of these clothes are expensive?

Activity 4

Read the following text.

Yesterday was my birthday. My father bought me a nice yellow shirt. My mother bought me a brown pair of trousers. My big brother bought me a pair of black shoes. My friend bought me a red cap. When I put on all the clothes, I was very smart.

Questions

- a) The boy's shirt was colour _____.
- b) The boy's mother bought him a _____ _____.
- c) _____ _____ bought him a _____ cap.
- d) Draw and colour the clothes that the boy in the text above is wearing.

Exercise 5



Look at the different clothes. Say if they are expensive or not.

	Cheap	Expensive
a)  5000 frw		
b)  7000 frw		
c)  1800 frw		
d)  4500 frw		
e)  1800 frw		

Sounds and spelling

Recite the poem below.

Tell me, what do you think?
My t-shirt is blue and my hat is pink
Tell me, what do you think?
My trousers are yellow, my socks are green
Tell me, what do you think?
My jacket is purple, my shoes are white
Tell me, what do you think?
My gloves are brown, my scarf is black
Tell me, what do you think?

Riddle

I am made of cloth. I am worn on the head. Who am I?

Dictation

Listen carefully as the teacher reads some words. Write down each word in your exercise book.

Unit 7 Assessment

- Write these words correctly.
a) rwam b) loco c) hirts
d) srsde e) sohes f) tcao
- In some seasons in Rwanda, people put on light clothes. Why?
- What is the colour of your school uniform?
- Draw and colour the flag of Rwanda.
- It is always cold in Northern Province. Name the clothes worn by people in cold areas.

6. A sweater is 10,000 frw. A pair of shoes is 48,000 frw.
 - a) Which of these two is expensive?
 - b) Which of these two is cheap?
7. Choose one word from the brackets to complete the sentences correctly.
 - a) I am _____ a red shirt. (wear, wearing)
 - b) She _____ putting on black shoes. (is, are)
 - c) The boys _____ wearing school uniforms. (is, are)
8. Name the colours of the clothes that the girl below is wearing.



9. Name all the clothes the girl in the picture is wearing.
10. Why is it good to have umbrellas?
11. Write three sentences about what your teacher is wearing.
12. Draw your friend wearing a school uniform. What is the colour of the uniform?
13. Why is it good for school children to wear a school uniform?

Unit 8

Rwanda

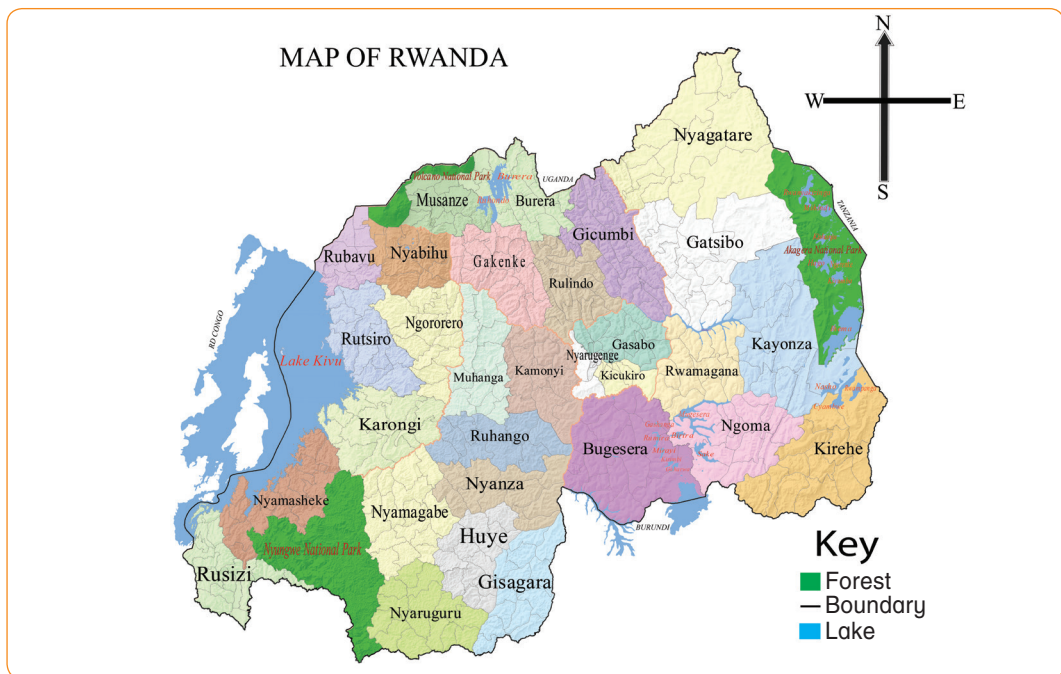
Oral activity

What is the name of our country? What other countries do you know in East Africa?

8.1 Naming places on a map

Activity 1

1. What does the picture below show?



2. Look at the map again. Find the names of different places. Then point at the place and say the name.

Activity 2

Find the following places on the map.

- a) Rusizi district b) Kirehe district c) Nyarugenge district

- d) Rutsiro district e) Lake Kivu f) Nyungwe National Park

Activity 3

1. Find different names on the map. Do you know these places?
2. Take turns to find different names on the map.
3. Look for a name from the map. Do not point at the name. Ask your friends to find the name on the map. Give a point to the person who finds the name first. The winner is the person who identifies the biggest number of places.

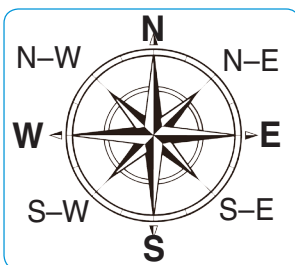
For example:



8.2 Talking about compass points

Activity 1

1. What is shown in the picture below?



2. What is it used for?

Activity 2

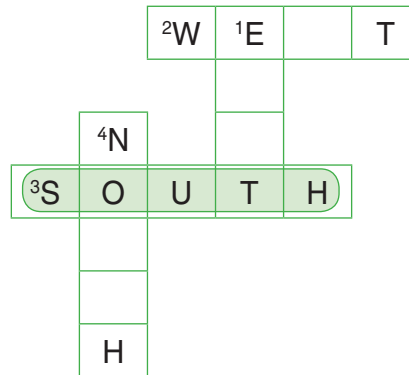
1. Can you read the following words?

- a) North b) South c) West d) East
e) North-east f) North-west g) South-east h) South-west

2. What do these words mean?

Activity 3

Fill in the puzzle with words that show direction.



Activity 4

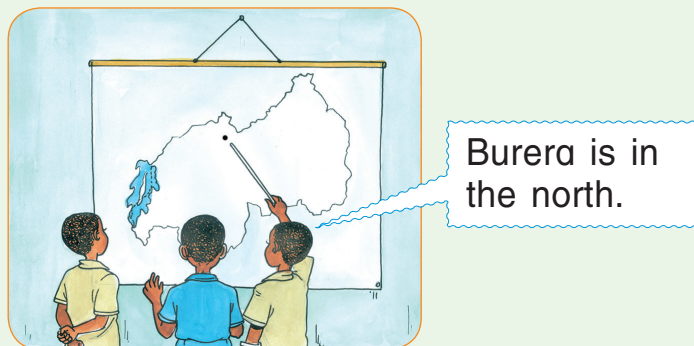
1. Which direction does the sun rise?
2. Which direction does the sun set?

Activity 5

Look at the map on Page 101 again. Can you see the compass? Use it to find the direction of the following places.

- a) Huye b) Rubavu c) Nyagatare d) Karongi

For example:



Activity 6

Write 'true' for correct statements and 'false' for incorrect statements.

1. Rusizi is found in the north-western part of Rwanda.
2. Burera is to the north-west of Kigali.
3. Kirehe is in the south of Rwanda.
4. Lake Ihema is to the east of Kigali.
5. Volcanoes National Park is in the northern part of Rwanda.

Activity 7

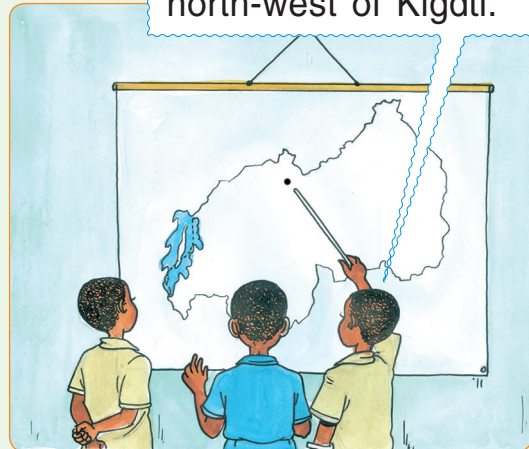
Find out if your friend knows the direction of the following places from Kigali. Use the map on Page 101 to confirm his or her answers.

For example:

Is Musanze to the south-east of Kigali?



No. It is to the north-west of Kigali.



1. Rusizi
2. Bugesera
3. Kirehe
4. Gicumbi
5. Karongi

Exercise 1

1. Write five sentences that show the direction of different places in Rwanda.
2. Draw a map of Rwanda in your exercise book. Label five different places that you know.

8.3 Talking about where people live

Activity 1

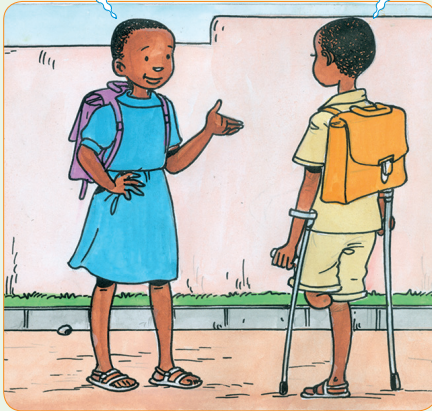
Tell your friend the answers to the questions below.

1. Where do you live?
2. What direction is the place you live from Kigali?
3. Do all your family members live where you live?

For example:

Where do you live?

I live in Rwamagana.



What direction is Rwamagana from Kigali?

Rwamagana is to the south-east of Kigali.



Do all your family members live in Rwamagana?



No. My aunt lives in Rubavu. It is to the south-west of Kigali.

Activity 2

Use the words in the table to make sentences explaining where people live.

For example:

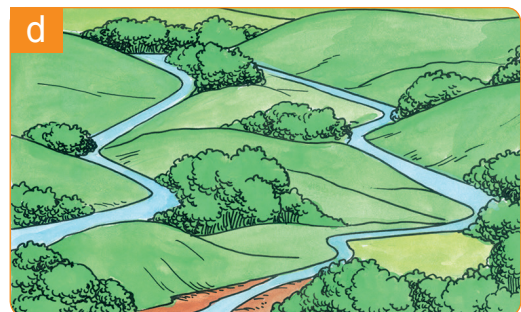
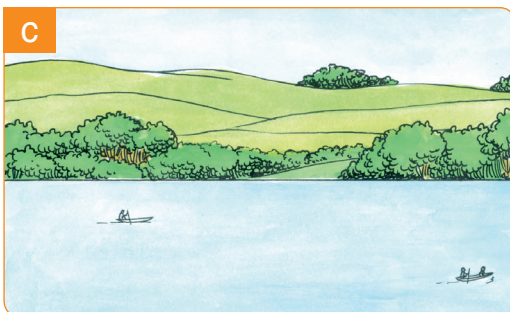
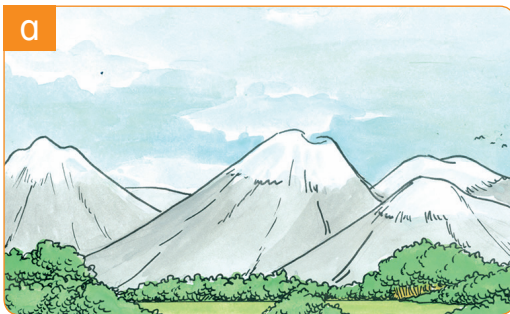
Mutesi lives in Rwamagana.

Martha	lives in	Rwamagana
Keneth		Nyagatare
Matridah		Rubavu
Paul		Nyanza
Peninah		Kirehe

8.4 Naming basic geographical features

Activity 1

1. What are these?



2. Which of these are found where you live?

Activity 2

Silently read and copy the words below in your exercise book.

- a) River b) Mountain c) Valley d) Hill
e) Lake f) Sea g) Stream h) Plain
i) Village j) Town

Use each word to write a sentence.

Activity 3

What is this?

Use the words below to complete the sentences.

mountain

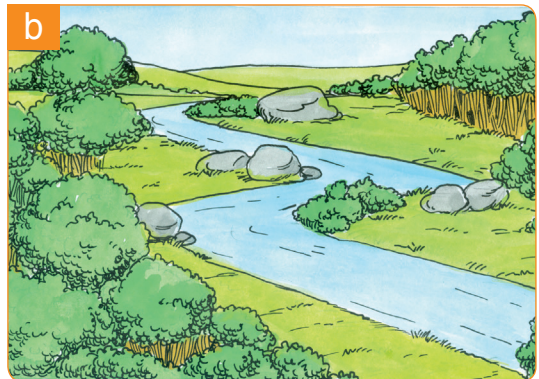
river

lake

village



This is a _____.



This is a _____.



This is a _____.



This is a _____.

Activity 4

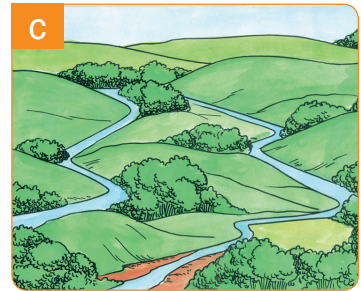
What are these?



These are _____.



These are _____.



These are _____.

Activity 5

Ask each other about directions from Kigali to where you live.




Activity 6

Let us sing.

Rwanda our beautiful and dear country,
Has hills, lakes and volcanoes,
Motherland, would be always filled of happiness,
Us all your children: Rwandans
Let us sing praises
You, the mother of all of us
We admire you forever, and cover you with praises

Activity 7

Match the name to the symbol as used in the map on Page 101.

	Boundary
	Lake
	Forest

Exercise 2



Write a short story about Rwanda. Start the story as follows.

My country _____.

It is found in _____ Africa.

Sounds and spelling

Recite the poem below.

Rwanda, I love you.

Rwanda my dear country,
Blessed with hills, lakes and volcanoes
Filled with many children
You are my land of many hills,
Rwanda, I love you.

Riddle

I have three colours. Blue, yellow and green.
I have a bright shining sun in the right hand corner.
Who am I?

Dictation

Listen carefully as the teacher reads some words.
Write down each word in your exercise book.

Unit 8 Assessment

1. Fill in the missing letters.

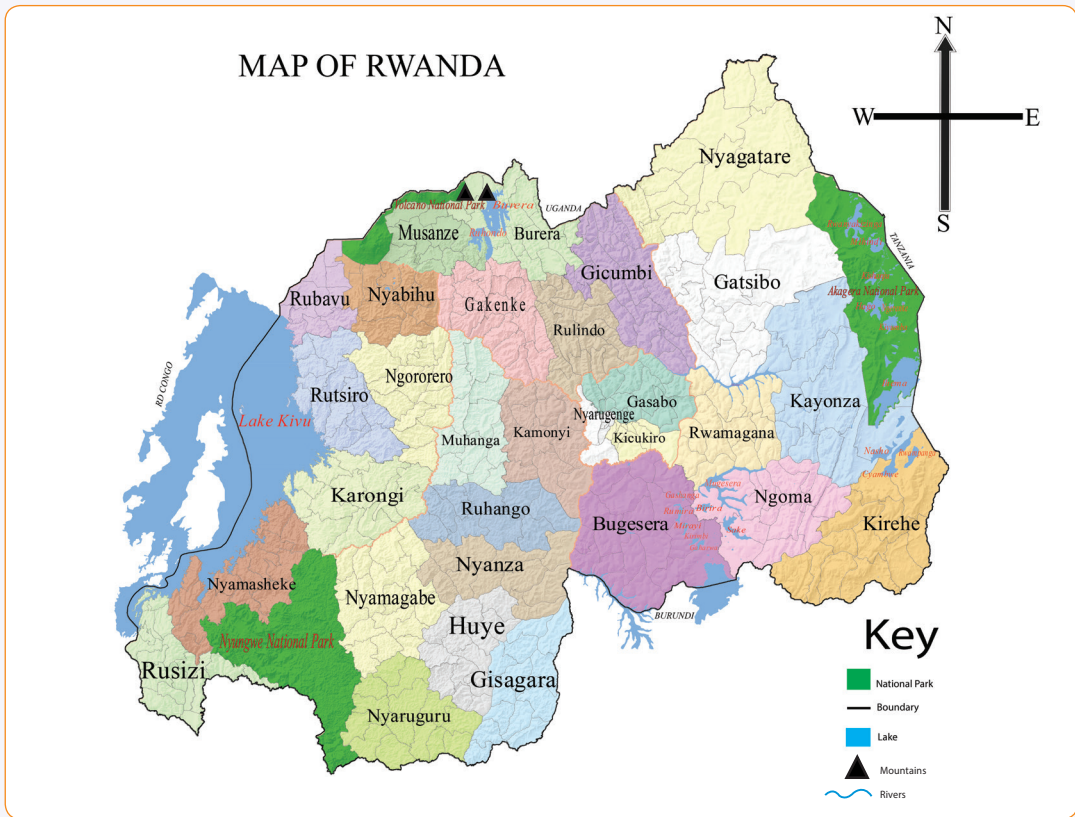
a) v _ l _ ey

b) m _ u _ t _ ins

c) _ i _ ers

d) l _ k _

2. Write the names of the places where these people live.
 - a) My aunt lives in _____.
 - b) My class teacher lives in _____.
 - c) My uncle lives in _____.
3. Study the map below.



Answer the questions.

- a) Which country is shown in the map?
 - b) Name a town from the Western Province.
 - c) Which features can you see on the map?
4. What do the following symbols mean?
 - a) ▲
 - b) ■
 - c) ~
 - d) _____
 5. In which compass direction do we find the following places?
 - a) Nyaruguru
 - b) Musanze
 - c) Huye
 - d) Kirehe

Unit 9

Calculations and using graphs

Oral activity

- a) Count the number of desks in the classroom.
- b) How many desks are there?

9.1 Conducting a survey

Activity 1

Name different types of food shown in the pictures.



Activity 2

Look at the pictures of fruits below. Name the fruits by filling the gaps in the puzzle.



1P	2A				3O	N
W					A	
	4L	E	5M	O	N	
	E					
W			N		E	
			O			



Activity 3

1. What did you eat last Monday?
2. Tell a friend what you ate on different days last week
3. Make a table to show the days of the week and food that you ate

Activity 4

1. Talk to 5 people in class.
2. Find out what they ate for supper yesterday.
3. Draw and fill a table with the name of the person and food they ate.

9.2 Interpreting a food bar graph

Activity 1

Find out the meaning of the following words. You can also use a dictionary.

- | | | |
|------------|-------------|---------------|
| 1. axis | 2. vertical | 3. horizontal |
| 4. heading | 5. label | 6. graph |
| 7. a lot | 8. a few | 9. some |
| 10 many | 11. most | |

Make sentences using the above words.

For example: Some pupils come to school by bus.

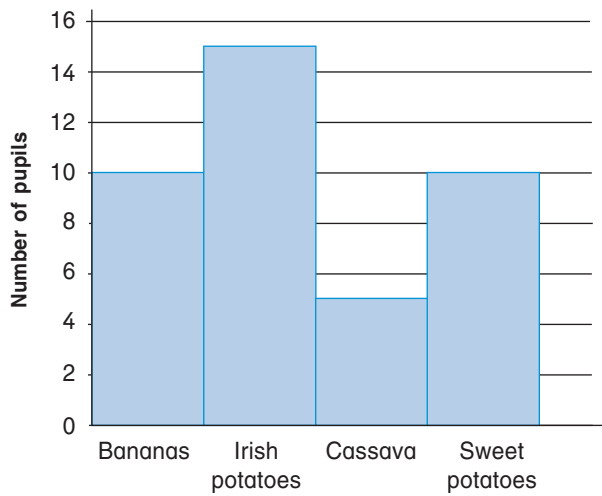
Activity 2

Primary three class has forty pupils. Their teacher asked them about their favourite food. This is what their teacher found out.

Bananas	10
Cassava	5
Irish potatoes	15
Sweet potatoes	10

Then the teacher drew the following on the chalkboard.

P3 Favourite Foods



- What did the teacher draw?
- What is shown on the vertical axis?
- What is shown on the horizontal axis?
- Which food is a favourite of many pupils?

Activity 3

Ask your friends to tell you what they ate yesterday. Draw and fill a table with the names of your friends and the types of food they ate. Then draw a bar chart to show what your friends ate.

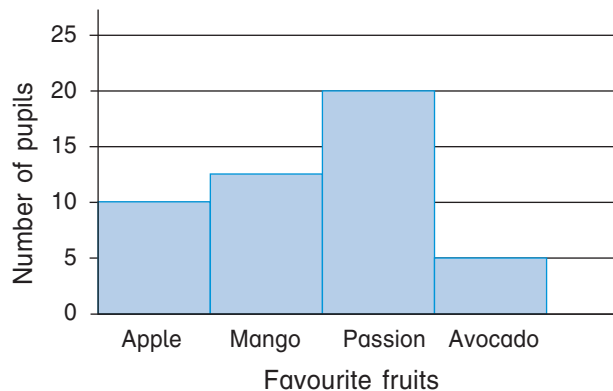
Activity 4

Study the graph below. Make five correct sentences from it.

For example:

Five children like avocado.

Favourite Fruits



9.3 Conducting a survey and filling in a table

Activity 1

Find out the distance each one of your classmates walks to school. Copy the table below in your exercise book and fill in the distances.

One example is done for you.

Name	Distance walked to school
Butera	4 Kilometres

Exercise 1

1. Write 8 sentences in your books about the table above.

Example:

- I walk for six kilometres to school.
 - Butera walks for four kilometres to school.
2. How do you get to school?

Activity 2

Agatesi conducted a survey and drew the table below. Use this table to answer questions.

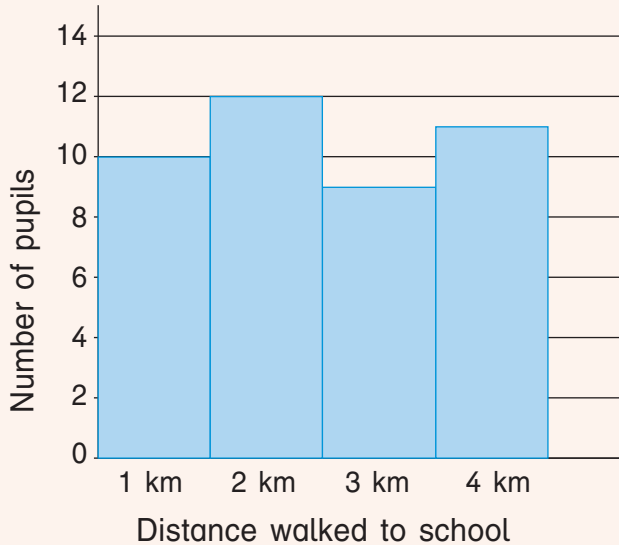
Number of pupils	Distance walked to School
5	6 kilometres
16	2 kilometres
8	1 kilometre
3	4 kilometres

- What is the farthest distance that pupils walk to school?
- What is the shortest distance that pupils walk to school?
- What is the total number of pupils in the class?
- Draw a bar graph to represent the information above.

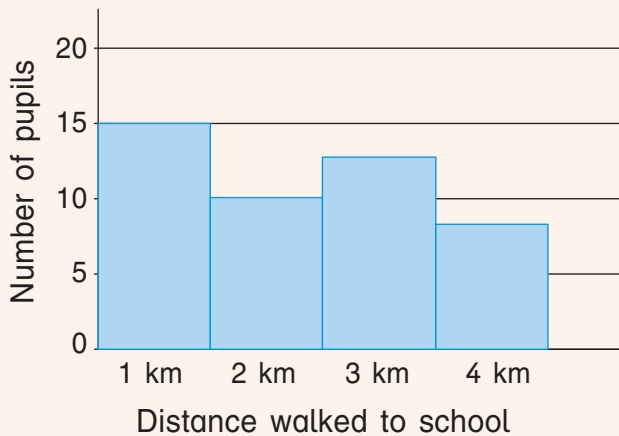
Exercise 2



1. Look at the bar graph below. Draw a table to show the information shown on the bar graph.



2. Study the graph below.



Answer these questions.

- Which distance do most pupils walk to school?
- Which distance do few pupils walk to school?
- How many pupils are there in class?

9.4 Interpreting a bar graph to show distances children walk to school

Activity 1

Read the text below and answer the questions.

From home to school

Primary Three has 40 pupils. Their teacher asked them about distances they cover to reach school. Below is what the teacher found out.

Those who walk 4 km = 10

Those who walk 2 km = 8

Those who walk 1 km = 20

Those who walk 3 km = 5

Help the teacher to draw a bar chart to show what he found out.

Questions

- Which is the longest distance that learners walk to school?
- Which is the shortest distance that learners walk to school?
- How many pupils walk for 1 km before reaching school?
- What is shown on the vertical axis?

Activity 2

Find out how pupils in your class get to school. Record the pupils' answers in a table. Then draw a bar chart to represent this information. Display your work in class.

Exercise 3

Use the words in the box to complete the sentences.

bus come walk travel

- A lot of us _____ to school.
- Some pupils _____ to school with their parents.
- Many pupils travel by _____ to school.
- A few people _____ by aeroplane.

9.5 Counting

Activity 1

1. Count from number 1 up to 20.
2. Count backwards from 20 to 1.

Activity 2

Match the following numbers to their words.

4	ten
13	five
17	four
10	sixteen
5	seventeen
16	thirteen

Activity 3

Read the following numbers.

1. Twenty-seven
2. Thirty-two
3. Forty-nine
4. Ninety-two

Activity 4

1. Say which number comes before each of the following numbers.
54 114 233 417 900
2. Say which number comes after each of the following numbers.
62 97 128 259 450

Activity 5

1. Write numbers from 20 to 50 in words.
2. Arrange the following numbers in **descending** order.
98, 72, 85, 67, 54
3. Arrange the following numbers in **ascending** order.
39, 15, 26, 48, 73

Activity 6

1. Say the following dates.
21/07/2018
19/09/1929
2. Write the following date and year in figures:
Twenty first December
Twenty seventeen

9.6 Ordinal numbers

Activity 1

1. Say the following numbers
1st 2nd 3rd 4th 5th
6th 7th 8th 9th 10th
2. What is the first month of the year?
3. What is the last month of the year?
4. What is your date of birth?

Activity 2

Read the following number words.

1. thirteenth
2. thirtieth
3. forty-second

Activity 3

Write the following numbers in words.

1. 1st
2. 2nd
3. 3rd
4. 7th
5. 8th
6. 10th

Activity 4

Time yourselves as you count ordinal numbers from 1 to 50. The winner is the person who will count correctly up to 50 in the shortest time.

Activity 5

1. Use ordinal numbers to say the position of each child.



Green Tshirt – John

White Tshirt – Henry

Yellow Tshirt – Mary

Orange Tshirt – Peter

Red Tshirt – Jane

2. Now answer the following questions in your groups.
 - a) Who is in the fifth position?
 - b) Who is in the first position?
 - c) What is the position of the child in purple t-shirt?
 - d) Describe the pupils from the first position to the fifth position.

9.7 Addition

Activity 1

1. Do you know the following signs?

$+$ $=$

2. How do you read them?

Activity 2

Read the following words. Do you know their meanings?

sum

equal to

plus

addition

add

altogether

solution

calculate

You may use a dictionary to find the meaning of these words.

Activity 3

1. Say the following:

$$13 + 16 = 29$$

$$22 + 19 = 41$$

2. Read the following sums. Can you write them in numbers?

Five plus seventeen is equal to twenty two.

Add fourteen to sixteen to get thirty.

Activity 4

Read the word problem below. Answer the questions that follow.

Gatete had six mangoes. Alice gave him two more mangoes.

How many mangoes does Gatete have altogether?



Solution:

Six mangoes **plus** two mangoes **equals** eight mangoes.



Gatete has eight mangoes.

Activity 5

Read the sums below. Write them in words.

1. $43 + 23 = 66$

2. $30 + 18 = 48$

3. $15 + 17 = 32$

Activity 6

1. Give answers for the following questions.
 - a) What is $23 + 30$? b) What is $19 + 25$?
2. Write the question and the answer you got in words.

Activity 7

Write two word problems for addition with numbers between 1 and 50. Give them to another group to solve.

9.8 Subtraction

Activity 1

1. Do you know this sign?
2. How do you read it?

Activity 2

1. Read the following words. Do you know their meanings?
minus equal to remain
problem take away subtract
2. Find the meaning of the words that you do not know. You can use a dictionary.

Activity 3

1. Say the following:
 $29 - 16 = 13$ $41 - 19 = 22$
2. Read the following problems. Can you write them in numbers?
Fifty **take away** seventeen is **equal to** thirty three.
Subtract fourteen **from** forty-five.
Seventeen **minus** thirteen **equals** four.

Activity 4

Read the word problem below. Answer the questions that follow.

Kariza washed five mangoes. She gave one mango each to Isaro, Shema and Manzi. How many mangoes did she remain with?



Solution:

Five take away three is equal to two.
Kariza remained with two mangoes.

Activity 5

Read the problems below. Write them in words.

1. $54 - 23 = 31$ 2. $35 - 12 = 23$ 3. $41 - 11 = 30$

Activity 6

Write two word problems on subtraction with numbers between 1 and 50. Give them to another group to solve.

Exercise 4

Calculate the following problems.

1. What is $23 - 10$? 2. What is $67 - 17$?

9.9 Multiplication

Activity 1

1. Do you know the following sign?

×

2. How do you read it?

Activity 2

Read the following words. Do you know their meanings?

product multiply by times

You can use a dictionary to find the meanings of the words you do not know.

Activity 3

1) Say the following:

a) $40 \times 2 = 80$

b) $15 \times 3 = 45$

2) Read the following problems. Can you write them in numbers?

a) Twelve multiplied by twelve is equal to one hundred forty-four.

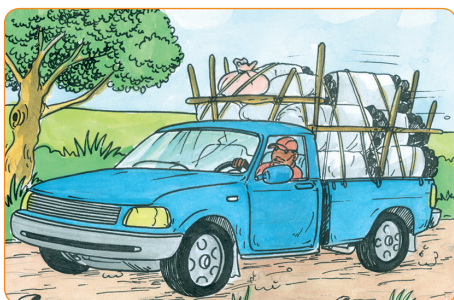
b) Ten times ten is equal to one hundred.

c) Nineteen times two equals thirty eight.

Activity 4

Read the word problem below. Answer the question that follows.

One pickup can carry 25 bags of charcoal. How many bags will 8 pickups carry?



Solution:

Eight pickups will carry $8 \times 25 = 200$
Eight pickups will carry two hundred bags.

Activity 5

Read the problems below. Write them in words.

1. $2 \times 35 = 70$ 2. $13 \times 4 = 52$ 3. $25 \times 2 = 50$

Activity 6

Write two word problems on multiplication with numbers between 1 and 50. Give them to another group to solve.

Exercise 5

Calculate the following problems.

1. What is the product of 3 and 10?
2. What is 16 multiplied by 5?

9.10 Division

Activity 1

1. Do you know the following sign?

\div

2. How do you read them?

Activity 2

Read the following words. Do you know their meanings?

divide by out of

Activity 3

1. Say the following:
 $90 \div 3 = 30$ $45 \div 15 = 3$
2. Read the following problems. Can you write them in numbers?
 - a) Thirty-three divided by eleven is equal to three.
 - b) Twenty-one divided by three is equal to seven.
 - c) Forty eight divided by three equals sixteen.

Activity 4

Read the word problem below.
Answer the question that follows.

A packet has 30 biscuits. There are 3 children who want to share the biscuits. How many biscuits will each child get?



Solution:

Each child will get $30 \div 3 = 10$ biscuits.

Each child will get 10 biscuits.

Activity 5

Read the problems below. Write them in words.

1. $66 \div 11 = 6$

2. $48 \div 12 = 4$

3. $120 \div 15 = 8$

Activity 6

Calculate the following problems.

1. What is 108 divided by 4? 2. What is 54 divided by 9?

Activity 7

Read the story below with your friend. Then work out the answer. Write the answer in your exercise books.

Jane went to a shop on Saturday. She bought 24 pencils. Jane divided the pencils equally between Linda, Esther, Paul and Lionel. How many pencils did each one of them get?

Activity 8

Write two word problems on division with numbers between 1 and 50. Give them to another group to solve.

Exercise 6



What is:

1. $96 - 12$
2. 12×12
3. $30 + 30$
4. $80 \div 4$
5. 3×7

Exercise 7



Match the following sentences and numbers correctly.

Fifty plus twenty five equals seventy five	$10 - 6 = 4$
Sixty-four divided by eight equals eight	$100 + 5 = 105$
Ten minus six equals four	$12 - 7 = 5$
A hundred plus five equals a hundred and five	$10 \times 12 = 120$
Thirty-six divided by four equals nine	$64 \div 8 = 8$
Ten times twelve equals one hundred and twenty	$36 \div 4 = 9$
Twelve minus seven equals five	$50 + 25 = 75$

Sounds and spelling

Recite the poem below.

My numbers

I know my numbers, Yes I do.
I know 13 Thirteen, 14 Fourteen, 15 Fifteen
I know 16 Sixteen, 17 Seventeen, 18 Eighteen
I know 19 Nineteen and 20 Twenty
And now, you know, too.

Riddle

Two fathers and two sons were having tea. Only three cups were used. Why?

Dictation

Listen carefully as the teacher reads some words. Write each word in your exercise book.

Unit 9 Assessment

- Fill in the missing numbers:
 - 48, _____, _____, _____, 52, _____, 54, _____.
 - 199, _____, 201, _____, 203, _____, _____.
 - _____, _____, 765, _____, 767
- Add:
 - $32 + 28$
 - $84 + 49$
- What is seventy plus ten?
- Subtract:
 - $742 - 64$
 - $999 - 99$
- What is 809 minus 72?
- Musonera had 40 goats. He sold 22 goats. How many goats remained?
- Multiply:
 - 15×4
 - 18×7
- What is 16 times 7.
- Divide:
 - $66 \div 3 =$
 - $55 \div 5 =$
 - What is 77 divided by 11?
- Represent the following information in a bar graph.

Favourite food	Number of pupils
Chapati	4
Cake	6
Cassava	5
Beans	10

Oral activity

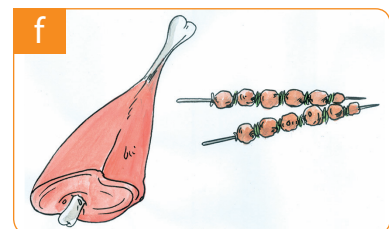
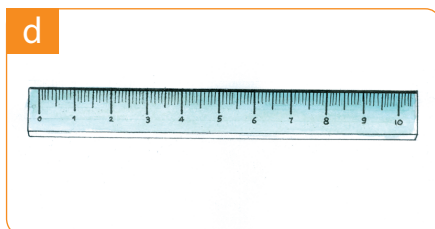
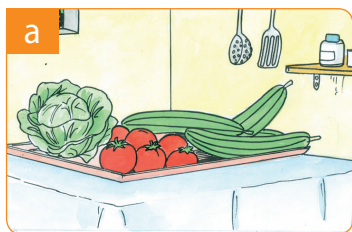
- Look at the picture below.
- What must one have in order to go to the market or shop?



10.1 Talking about the market

Activity 1

Name the following things that you can buy at the market.



Activity 2

1. Listen as your teacher reads the following words.

vegetables	fruits	clothes	meat	fish
shop	stall	market	buy	sell
change	butchery	hotel	food	

2. Find the meaning of each word.
3. Write the word and its meaning in your exercise book.
4. Make sentences using the above words.

Activity 3

Say the names of different things that you can buy at the market.
Follow the example of the children below.

For example:

What can you buy at the market?

I can buy vegetables at the market.



Activity 4

Make five sentences to show things you can buy at the market.
Start your sentences with: I can buy _____.

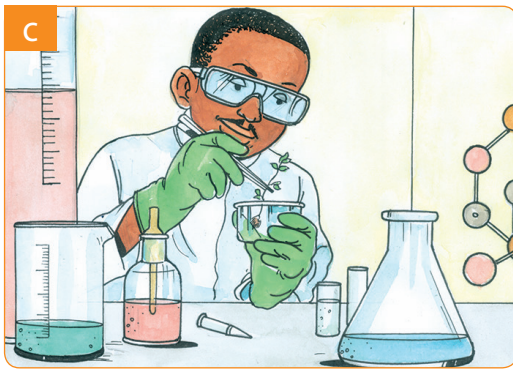
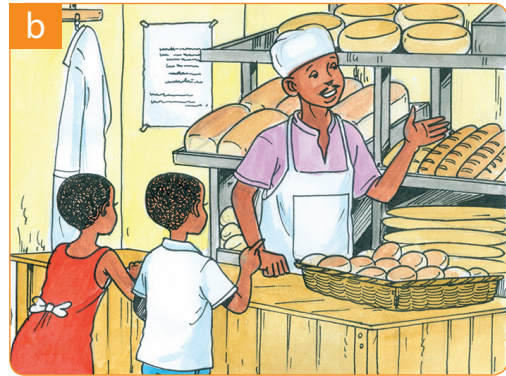
Activity 5

Choose a word to name the places shown in the pictures.

florist grocer lab hotel
shopbutchery bakery



a
butchery



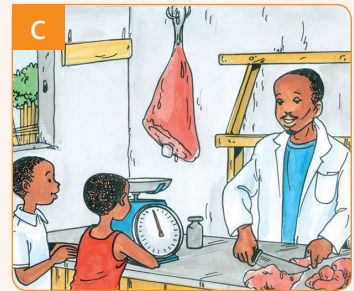
Activity 6

Your teacher will give you different shopping lists. Listen carefully as the teacher reads out different lists. Which item from your list did the teacher forget to read?

Exercise 1



What can you buy from the places shown in the pictures?



10.2 Describing the location of stalls

Activity 1

Tell your friend how you can get to the nearest shop from your home.

Activity 2

1. Do you know the meaning of the following words?

shop stall sell buy left right straight turn corner

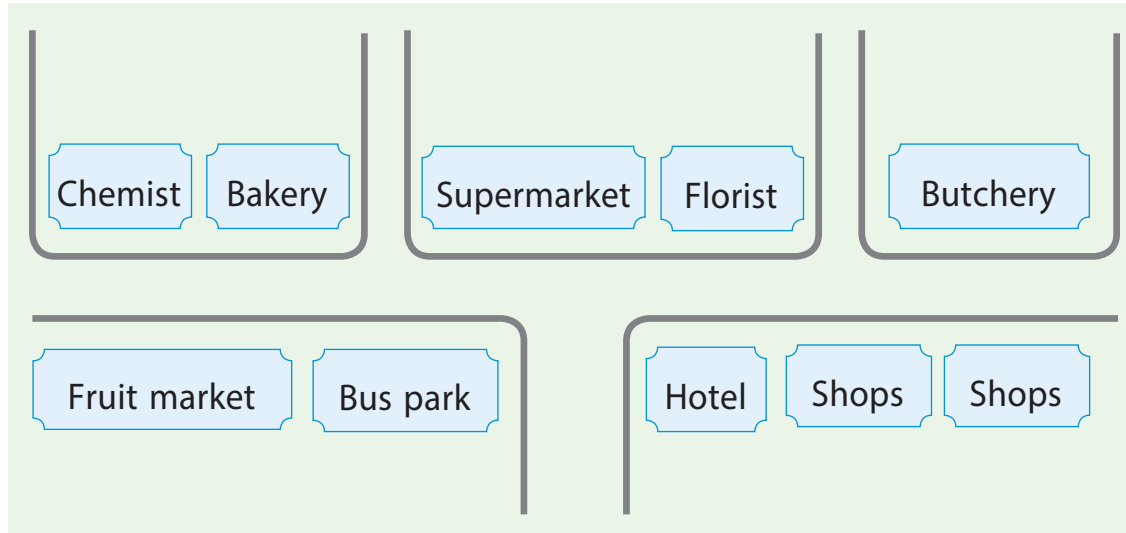
2. Tell your friend the meanings of the words that you know.
3. Make sentences using the words above.

Activity 3

Write five correct sentences to show the location of different shops that are found where you live.

Activity 4

Use the sketch map below to answer the questions.



1. Mutoni is at the bus park. She would like to buy meat. Help her to get to the place where she will buy meat.
2. Kamanzi wanted to go to the supermarket. Now he is at the fruit market. Explain to him how to get to the supermarket.
3. How do you get to the fruit market from the florist?

10.3 Talking about what to buy

Activity 1

1. Silently read the following words.

sell	buy	francs	shop
expire	expiry	date	

2. Find the meaning of the words above.
3. Make sentences using these words.

Activity 2

Listen as the teacher reads the dialogue below.

Musa: Good morning, sir.

Tom: Good morning, young man. What do you want to buy?

Musa: I would like to buy bread.

Tom: Here it is (giving the bread to Musa). Do you want anything else?

Musa: Do you have shoes?

Tom: Sorry, I don't sell shoes. You can get them from the shop that is across the road.

Musa: Okay, sir. Thank you very much. Goodbye.

Tom: You are welcome. Goodbye.

- Role-play the dialogue between Musa and Tom.
- What is the name of the shopkeeper?

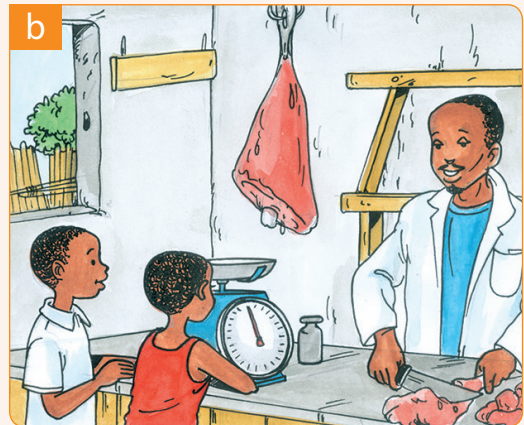
Activity 3

Let one of you pretend that he or she is a shopkeeper. Let the other members of the group pretend that they want to buy different things. Role-play buying and selling.

Exercise 2



1. They want to buy _____.



2. They want to buy _____.



3. They want to buy _____.



4. They want to buy _____.

10.4 Asking for amounts

Activity 1

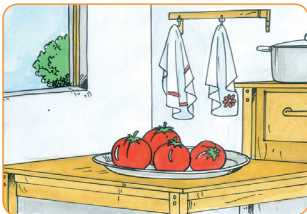
Listen carefully as your teacher reads and explains the words below.

a lot of a few a little many much

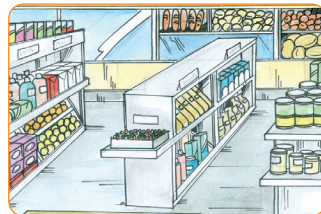
Activity 2

Read the sentences below.

1. There are a few tomatoes on the plate.



2. There are many items in the supermarket.



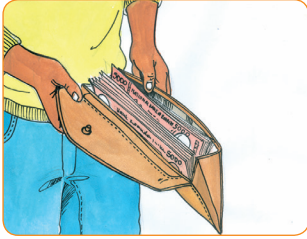
3. There is a lot of tea in the cup.



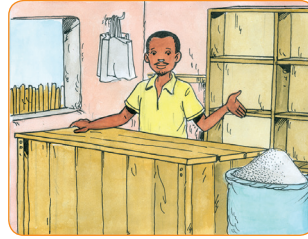
4. There is a little water in the bottle.



5. There is a lot of money in the wallet.



6. There is a lot of rice in the sack.



Make your own sentences using a little, a few and a lot of.

Activity 3

Read the story below.

Kagabo's mother asked him to go and buy the following things.

- 2 kilograms of sugar,
- 2 kilograms of rice,
- a big tin of cooking oil.

"Why do we need a big tin of cooking oil?" Kagabo asked.

"A lot of oil is used every day when we cook. That is why I want a big tin," his mother answered.

"We also use a lot of sugar but I have a little that is left. That is why you will only buy two kilograms. We will only get a few kilograms of rice now because I don't have enough money. Remind me to ask your father to give us money in the evening to buy more rice; two kilograms will not be enough for the whole month."

Questions

- a) Find sentences that use a lot of, a few and a little.
- b) Write these sentences in your exercise book.

Activity 4

Come up with a shopping list with at least five items. Alongside each item, say if it is a lot of, a few, or a little. Make sure you use all the words.

Activity 5

1. Study the table below.
2. Add more items that you want.
3. Make correct sentences from the table.
4. Read the sentences to the class

Musoni		quantity	items
I		a lot of	sugar.
You		two	apples.
They	want	a little	cooking oil.
We	wants	a few	cassava.
He	need	some	bananas.
Aline	needs	a bar of	soap.
She		a pair of	shoes.
The boys			salt.
The girls			

10.5 Talking and asking about cost

Activity 1

Listen carefully as your teacher reads and explains the words below.

expensive	cheap	much	many	
a lot	a little	price	change	cost

Activity 2

Look at the prices shown on the different items below. Say if they are cheap or expensive.



10,000 frw



3,000 frw



15,000 frw

10.6 Buying things

Activity 1

Find out the cost of the following things from the nearest market.

1. A kilogram of sugar
2. A packet of tea leaves
3. A loaf of bread
4. A kilogram of tomatoes
5. A kilogram of onions
6. A kilogram of meat

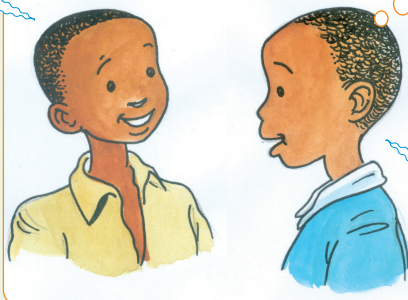
Tell the class what you have found.

Activity 2

Practise asking for the price of different items with your friend. Answer by giving the price of the item.

For example:

How much is a kilogram of sugar?



A kilogram of sugar is 1000 frw.

Activity 3

Read the text below. Answer the questions that follow.

Jane: I want to buy a loaf of bread. How much does it cost?

Shopkeeper: A loaf of bread is 1200 frw.

Jane: That is very expensive. My mother gave me 700 frw only.

Shopkeeper: That is okay. There are two sizes of bread. The large one is 1200 frw. The small one is 700 frw. So here is the one for 700 frw.

Jane: Thank you very much. I thought it would be cheaper and I would get change.

Shopkeeper: Sorry, Jane. Your mother knows how much a loaf of bread costs. That is why she gave you 700 frw.

Questions:

- a) How much money did Jane have?
- b) Why was Jane shocked when she was told that a loaf of bread costs 1200 frw?
- c) Why is it important to ask for the cost of things?

Activity 4

Role-play shopping.

1. Make a shop using different items that you can get in class.
2. Take turns being a shopkeeper or a buyer.
3. Buy and sell the different items that you have collected. You can use pieces of paper to represent money.

Exercise 3

Read the story below. Answer the questions that follow.

Using fresh products

Madam Jane Dusabe lives in Muhanga District. She has three children. These are Agnes, Alice and Tom Ganza. Jane gave Alice two thousand Rwandan francs to buy bread. The bread cost 1200 frw. They ate the bread. After a short time, every one had stomachache. Jane checked the packaging instructions and found out that the bread had expired.

Madam Jane Dusabe told her children, "Always check the expiry date before buying any product. Eating expired products is bad for our health."

Questions

- a) What is the heading of the story?
- b) What did Alice buy?

- c) Why do you think they all had stomachache?
- d) How much balance did Alice take back home?
- e) Write 1200 frw in words.
- f) What does this story teach you?
- g) Draw a picture of the story. Colour the picture and write a sentence about the picture.

Sounds and spelling

Recite the poem below.

I went to the shop today.
To buy myself a book,
But I came back with a sweet,
And my mother was not happy!

Riddle

What weighs more, a kilogram of feathers or a kilogram of meat?

Dictation

Listen carefully as the teacher reads some words. Write each word in your exercise book.

Unit 10 Assessment

Study the price list. Answer the questions below it.

Item	Quantity	Price
Sugar	1 kg	1200 frw
Tea leaves	1 kg	1000 frw
Salt	1 kg	200 frw
Bread	1 kg	1200 frw
Meat	1 kg	2200 frw

Questions

1. How many items are shown on the price list?
2. How much is a kilogram of meat?
3. Which is the cheapest item on the list?
4. Which is the most expensive item on the list?
5. Tom had 2000 frw. He bought 2 kg of salt, and 1 kg of bread. How much money did he pay?
- 6 What is the cost of the following items in your nearby shop?
 - 1 kilogram of rice
 - 1 litre of milk
 - 2 kilograms of onions.
7. Write eight items you can buy from the market.
8. Draw the market near your home, show all the stalls that are there and the items that they sell. Show the picture to the class.
9. Write sentences about your first day at the market. For example, I saw many people buying a lot of items.
10. Read the text and answer the questions

At the market

Mr. Musonera gave his son Kalisa five thousand Rwandan francs.

He sent him to the market to buy 2 kg of meat. Each kilogram cost 2000 frw.

Kalisa bought the meat and brought a balance of 500 frw. Musonera asked Kalisa where the other 500 frw was. Kalisa said he had only been given 500 frw. Musonera advised his son to always calculate the cost of every item he buys. He also told him to calculate the balance that should be returned from the shopkeeper.

Questions

- a) What is the heading of the story?
- b) Why did Mr. Musonera send Kalisa to the market?
- c) Which mistake did Kalisa make?
- d) Why do you think the father was not happy with his son?
- e) What was the father's advice to his son?
- f) Write down the lessons you have learnt from the story?
- g) Draw a picture of the story. Write a sentence about it.

Sample English Assessment Paper 1

Fill in the missing letters to make correct names of places in the community.

1. B- nk
2. S- h- - l
3. Ch- r- -
4. H - sp- t- l
5. M- rk- t

Read each question carefully and choose the correct answer.

6. We go to _____ for treatment.
a) school b) hospital c) market d) church
7. _____ keep people's money.
a) Supermarkets b) Hospitals
c) Schools d) Banks
8. We buy food from _____ on weekends.
a) markets b) banks c) post office d) library
9. A _____ cuts or styles our hair at the salon.
a) doctor b) barber c) nurse d) driver

Match these words and phrases correctly.

10. A doctor flies an aeroplane.
11. A librarian preaches in church.
12. A pilot treats sick people.
13. A pastor works at the library.

Draw clock faces and show the following time.

14. 12.00 pm.
15. 3.00 a.m.
16. 7.30 am.
17. 10.30 pm.

Rewrite the sentences by giving one word for the underlined words.

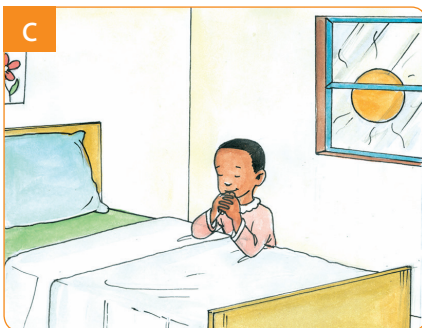
18. Her uncle is a person who treats sick people.

19. My father is a person who flies an aeroplane.

20. My sister works at a place where books are kept for people to come and use.

21. Jane works as a person who looks after sick people in the hospital.

22. Study the pictures of Jane's daily routine. Arrange the pictures in order from what she does first.



Read the poem below and answer the questions that follow.

Security, security

We all need security,
In churches, in schools,
In hospitals, in markets,
Security, security
Security is very important.

Questions

23. What is the poem about?

24. Name a place that needs security.

25. Choose the correct word from the box to complete the story.

dry	farmer	sheep	beans	crops
good	water	milk	cassava	

Mr. Kagabo is a _____. He grows _____ and keeps animals. He grows crops like _____, cabbages, yams and _____. He cares for his crops by weeding them. He harvests them in the _____ season and sells them to people. Mr. Kagabo keeps animals like cows, _____ and goats on his farm. He gets _____ from cows. Mr Kagabo is a _____ farmer.

Sample English Assessment Paper 2

Fill in the missing letters to name different parts of the body.

1. He _ d
2. F _ _ t
3. M _ u _ h
4. L _ g

Make questions for the following answers.

5. _____
I use a toothbrush to brush my teeth.
6. _____
I wash my hands with soap to kill germs.
7. _____
We use a razor blade to cut our nails short.

Write the singular form of these words.

8. Lorries _____
9. Leaves _____
10. Knives _____

Arrange the words to make correct sentences.

11. bird flying The is.

12. Andre down a cut tree.

13. sweeping She is house the

14. dog is The running bone with.

Write these numbers in words.

15. 43 _____
16. 38 _____
17. 40 _____

Write these problems in words.

18. $2 \times 25 = 50$ _____
19. $40 \times 4 = 120$ _____
20. $15 \times 3 = 45$ _____

Re-write the sentences as instructed in the brackets.

21. James is a hard working boy. Andrew is a hard working boy.

(Re-write the sentence as follows: Both.....and.....)

22. Muhoza is sweeping. John is washing clothes. (Use :....but..)

23. He treated the cows. They were sick.(Join using:...because..)

24. This is the house. Dad built it. (Join using:.....which.....)

25. This is the place. The accident happened here. (Join using
.....where.....)

26. Read the conversation below and answer questions that follow
in full sentences.

Claudine: I want sugar. How much does a kilogram cost?

Shopkeeper: A kilogram of sugar costs 1000 frw.

Claudine: Okay, can I have 3 kilograms please?

Shopkeeper No problem, you will pay 3000 frw.

Claudine: Here is 5000 frw, can I have my change?

Shopkeeper Here is your 2000 frw change.

Claudine: Thank you shopkeeper.

Shopkeeper Thank you too.

Questions

a) How much money did Claudine have?

b) How many kilograms of sugar did Claudine want to buy?

c) How much change did Claudine get from the shopkeeper?

d) Why is it good to ask for the cost of things?

27. Rearrange these sentences to make a good story.

Alice goes to school at 7a.m.

She prays after waking up.

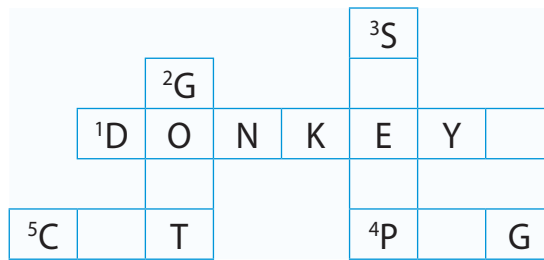
She takes a bath after waking up.

She brushes her teeth.

She eats breakfast 6:45 a.m.

Alice wakes up at 6 am everyday.

28. Find six names of domestic animals from the crossword puzzle below.



29. Make five correct sentences from the table below

She	has	new uniforms.
They	have	nice dresses.
		a big house.
		clean clothes.

30. Read the poem below and answer questions about it in full sentences.

Soil soil soil
 You are useful to us
 We use you for building
 We use you for brick making
 We use you for modeling
 Oh! What a good friend to us.

Soil soil soil
 A home for insects
 A home for snakes
 A home for worms
 How important you are!

Questions.

- a) What is the poem about?
- b) Who wrote the poem?
- c) Mention two living things, which live in the soil.
- d) Give uses of soil.

Glossary

A little	small in size or amount
A lot	a large number or amount; a great deal
Across	from one side to the other of a place, area, etc.
Add	join (something) to something else so as to increase the size, number, or amount.
Addition	the action or process of adding something to something else
Airport	a place where aeroplanes land and take off
Altogether	including everything or everyone; in total
Always	at all times; on all occasions
Bakery	a place where bread and cakes are made or sold
Bank	a place where people keep and receive money from
Behind	at the back of
Builder	a person who constructs houses
Bull	a male of some animals
Butcher	a person who sells meat at the shop
Butchery	a place where meat is sold
Buy	get something in exchange for payment
Calculate	work out an answer using maths
Carpenter	a person who makes and repairs wooden objects and structures
Change	money given back to you when you give more money than the cost of something
Cheap	low in price
Chef	a person who cooks food in a restaurant or hotel
Chemist	a person who sells drugs in a pharmacy
Church	a place where people pray from
Clothes	items we wear to keep warm
Cloudy	when the sky is covered with a lot of dark clouds
Cobbler	a person who repairs shoes
Corner	a place or angle where two sides or edges meet

Cost	amount of money required to buy something
Cross	to go to the other side of something
Daily	every day
Divide by	separate or be separated into parts
Doctor	a person who treats sick people
Driver	a person who drives a car
Elephant	a very big plant eating animal with a trunk
Engineer	a person who designs and builds houses, engines, etc.
Equal to	being the same in quantity, size, degree, or value
Expensive	costing a lot of money
Farmer	a person who grows crops and keep animals
Fifth	number five in a sequence
Fine	of very high quality
First	coming before all others in time or order
Fish	animal with gills and fins living in water
Florist	person who sells and arranges cut flowers
Fourth	number four in a sequence
Fruits	sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food
Garage	a place where cars are taken for repair
Garden	a place where we grow food
Go along	walk straight ahead on the same side of something
Go straight	walk ahead
Grocer	a person who sells food and other home items
Hair salon	a place where they make and cut people's hair
Hospital	a place where sick people are treated from
Hotel	a place where people eat meals and sleep
In front	in a position just ahead of or further forward than someone or something else
In future	from now onwards
Last week	seven days ago
Library	a place where books and magazines are kept
Many	a large number
Market	a place where people buy and sell items

Meat	the flesh of an animal
Minus	take away
Monkey	an animal with a long tail
Mosque	a place where muslims worship
Much	a large amount
Never	at no time in the past or future
Next to	immediately besides something or someone
Normally	under normal or usual conditions
Often	frequently; many times
Opposite	be on the other side
Out of	same as over something
Pastor	a person who preached at church
Paying	give someone money that is due for work done or goods received
Pharmacy	a shop that sells medicine
Photographer	a person who takes photographs, especially as a job
Plus	to add
Policeman	a male member of the police who keep law and order
Post office	a place where people send and receive letters and other items
Price	the amount of money expected, required, or given in payment for something
Problem	anything that gives us hard time
Remain	continue to stay or exist
School	a place where children learn
Second	number two in a sequence
See	perceive with the eyes
Sell	give or hand over something in exchange for money
Seventh	number seven in a sequence
Shop	a building where items are sold
Sixth	number six in a sequence

Salon	a place where barbers and hairdressers work
Solution	a means of solving a problem or dealing with a difficult situation
Sometimes	not all the time
Stall	stand, or booth, for the sale of goods in a market
Story	talking about things that happened or are imagined
Straight	moving uniformly in one direction only; without a curve or bend
Studying	time taken to gain knowledge
Subtract	take away
Sum	total of something
Supermarket	a large self-service shop selling foods and household good
Tailor	a person who makes clothes
Take away	subtract
Teacher	a person who teaches children at school
Third	number three in a sequence
Tomorrow	on the day after today
Turn	change directions
Usually	in most cases
Vegetables	part of a plant used as food, such as cabbage, potatoes, beans, etc
Waitress	a woman or a girl who serves customers in a restaurant
Windy	when there is a lot of wind
Yesterday	the day before today

