

English

FOR RWANDA SCHOOLS

Pupil's Book One



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FOREWORD

Dear Pupil,

Rwanda Basic Education Board is honoured to present to you this English book for Primary One 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 supporting 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 instruction materials available. 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 of this textbook, particularly REB staff who organized the whole process from its beginning. Special gratitude goes to 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. Nelson MBARUSHIMANA
Director General, REB



ACKNOWLEDGEMENTS

I wish to express my appreciation to all the people who played a major role in the development of this book.

I owe gratitude to different illustrators, designers and all other individuals whose efforts in one way or the other contributed to the success of writing this book.

Finally, my word of gratitude goes to Rwanda Basic Education Board staff particularly those from the Curriculum, Teaching and Learning Resources Department who were involved in the whole process of writing this book.



Joan MURUNGI

Head of Department, CTRLR

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Unit 1

Welcome to the classroom

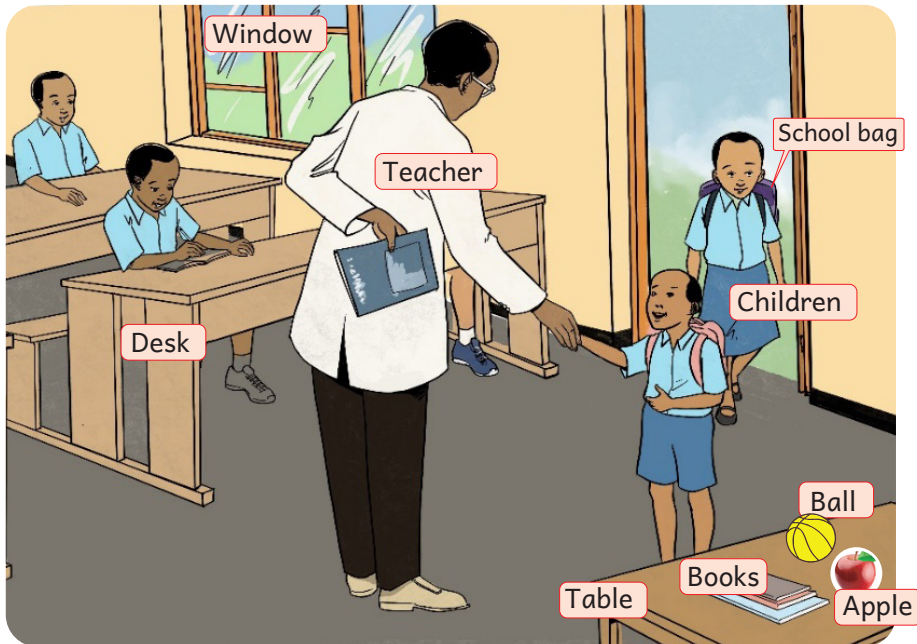
Introductory activity

Activity 1: Letters of the alphabet

 Listen and repeat

Letter names	words		
Aa	 Apple	 Ant	 Axe
Bb	 Bag	 Bed	 Ball
Cc	 Cat	 Cow	 Camera

Activity 2: What can you see?



1. Greetings

1.1 Greeting children in the classroom

1.1.1 Greetings in the morning



Activity 3:

Listen and repeat

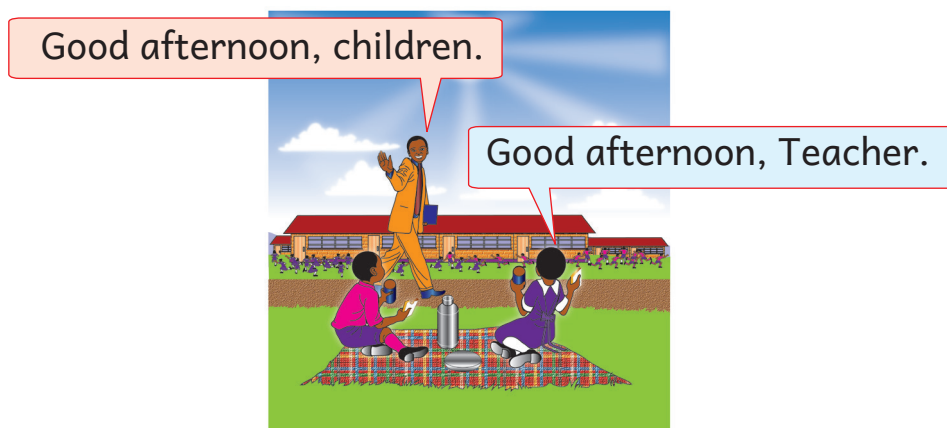
Teacher: Good morning, children?

Children: Good morning, teacher.

Teacher: How are you?

Children: We are fine. Thank you.

1.1.2 Greetings in the afternoon





Activity 4: Listen and repeat

Teacher: Good afternoon, children.

Children: Good afternoon, teacher.

1.1.3 Greetings in the evening

Good evening, Gasaro.

Good evening, Mum.



How are you?

I am fine, thank you.



Activity 5: Listen and repeat

Mother: Good evening, Gasaro.

Gasaro: Good evening Mum.

Mother: How are you?

Gasaro: I am fine, thank you.

1.1.4 Saying goodbye to friends

Good evening, Nirere?

Good evening, Mukama.





Activity 6: Listen and repeat

Kamana: Goodbye, Keza. See you tomorrow.

Keza: Goodbye, Kamana. See you tomorrow.

1.1.5 Greeting new friends

Hello! How are you?

I am fine, thank you.



Activity 7: Listen and repeat

Kamari: Hello, how are you?

Gatesi: I am fine, thank you.

Kamari: I am Kamari. And you?

Gatesi: I am Gatesi.

1.2 Introducing myself

Hello. My name is Kalinda.

My name is Rukundo.



What is your name?

My name is Anna.





Activity 8: Listen and repeat

Hello, my name is Kalinda.

What is your name?

I am Anna.

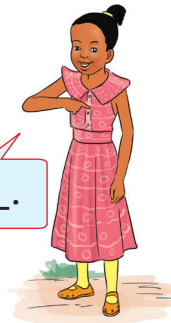
I am Rukundo.

Activity 9: Fill in your name

My name is _____.



My name is _____.



My name is _____.



1.3 Introducing others

Who is this?

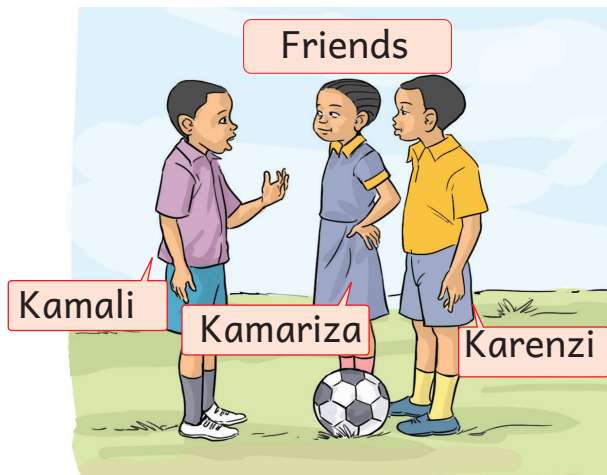
This is Hirwa. He is in my class.





Activity 10:

Listen and repeat



Who is this? He is Hirwa. He is in my class.

Who is that?

That is Mr. Rutera.

He is our teacher.

Good morning, Anna.
Who are they?

They are my friends.
They are in my class.
His name is Peter. He is a boy.
Her name is Susan. She is a girl.
Their names are Peter and Susan.



Who is your teacher?

She is Mrs. Munana. She is
my English teacher.



Activity 11:

Listen and repeat

Who are they?

They are my friends

Their names are Peter and Susan.

Who is that?

She is Mrs. Munana. She is my English teacher.

1.4 Instructions: Giving and responding to instructions

Key words: clap, stamp, sit, stand, sing, point.

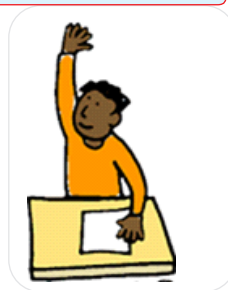
Clap your hands.



Stamp your feet.



Raise your hand





Activity 12:

Listen and say

Words

Clap

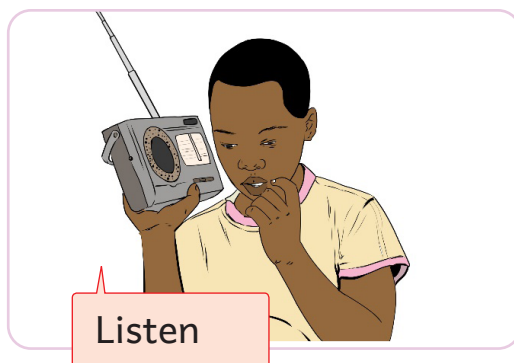
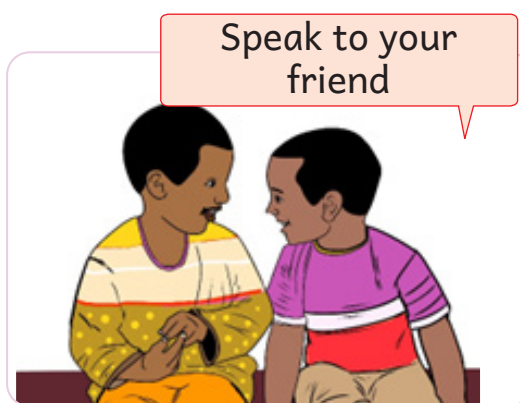
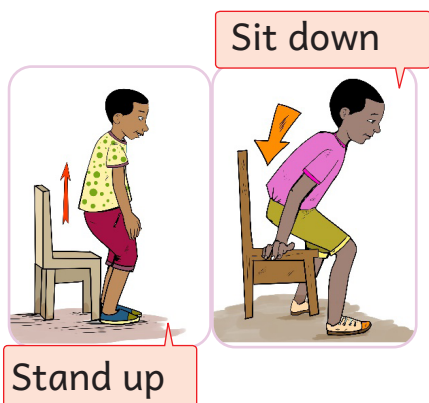
Stamp

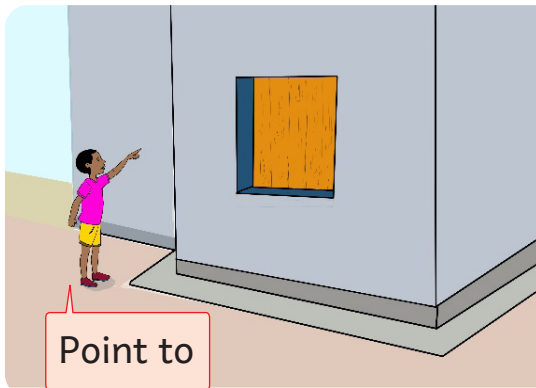
Sit

Stand

Sing

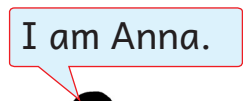
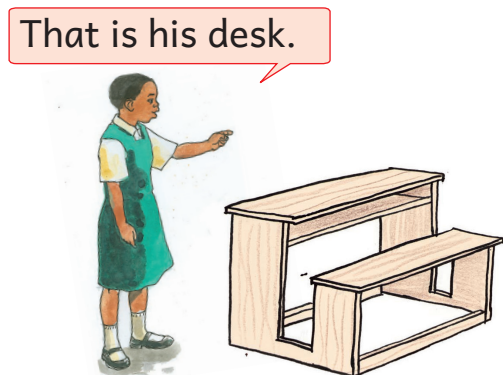
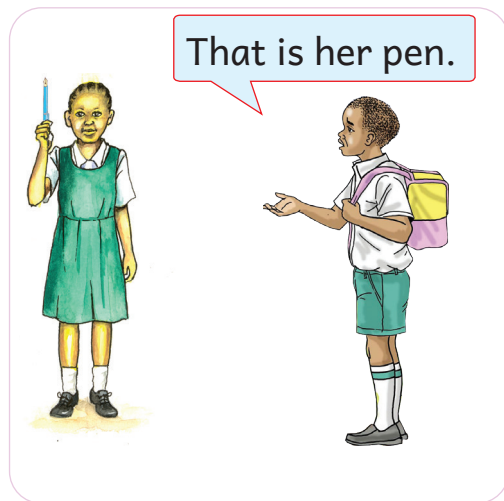
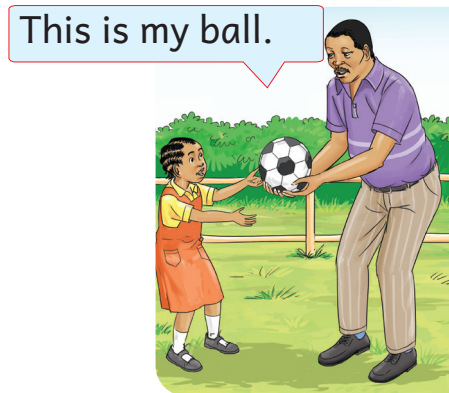
1.5 Giving and receiving instructions







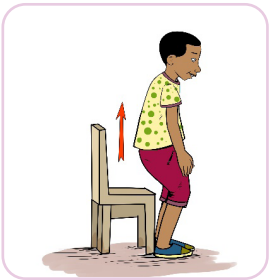
1.6 Naming objects

What are they saying?

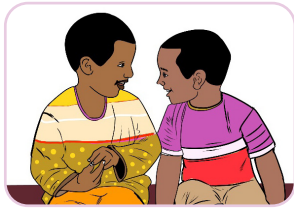


Activity 13: Action words and their responses

- 1) **Stand up:** I am standing up.
- 2) **Sit down:** I am sitting down.
- 3) **Sing a song:** I am singing a song.
- 4) **Listen to your friend:** I am listening to my friend.
- 5) **Point to the window:** I am pointing to the window.

Picture on the action	Question
<p>Sitting down</p> 	<p>What is Kaneza doing? Kaneza is sitting down.</p>
<p>Pointing to the window</p> 	<p>What is Kamanzi doing? Kamanzi is pointing to the window.</p>
<p>Standing up</p> 	<p>What is Musoni doing? Musoni is standing up.</p>

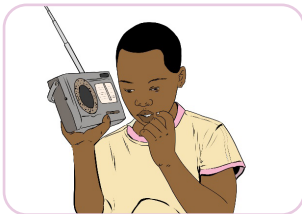
Speaking to your friend



What is Manzi doing?

Manzi is speaking to his friend.

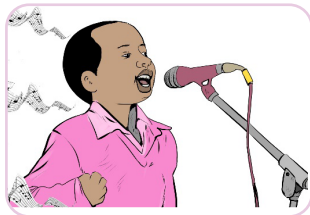
Listening



What is Jane doing?

Jane is listening to the radio.

Singing a song



What is Mary doing?

Mary is singing a song.

1.7 Sounds and spellings

Activity 14: Listen and say the “a” sound

“a” sound



Hat



Cat



Bag

Activity 15: Fill in /a/ sound and read

m-t

b-d

c-t

h-t

Activity 16: Listen and repeat “a” sound sentences

- 1) A **ba**d **ba**g.
- 2) A **fa**t **ma**n.
- 3) A **ca**t **an**d **a** **ra**t.
- 4) A **ma**n **an**d **a** **ha**t.



1.8 End of unit assessment

1. Greeting

Hello, how are you? -----

2. Introducing yourself

Hello, my name is----- . I am-----

What is your name?

3. Introducing others

Who is this? This is-----

Who is that? That is-----

4. Action game

Listen to your teacher and do the actions.










- 1) Stand up.
- 2) Sit down.
- 3) Point to the window.
- 4) Sing a song.
- 5) Speak to your friend.
- 6) Listen to me.

Unit 2

Classroom objects

Letters of the alphabet

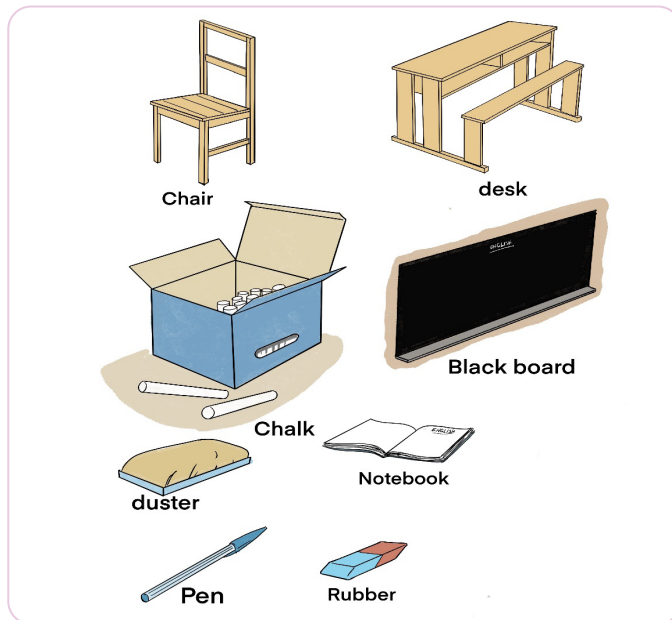
 Listen and spell

Letter names	Words
Dd	 Dog  Duck  Desk
Ee	 Egg  Elephant  Eggplant
Ff	 Fish  Flower  Flag



Introductory Activity:

What can you see?



- 1) I can see a chair.
- 2) I can see a desk.
- 3) I can see chalk.

- 4) I can see a blackboard.
- 5) I can see a duster.
- 6) I can see a notebook.
- 7) I can see a pen.
- 8) I can see a rubber.

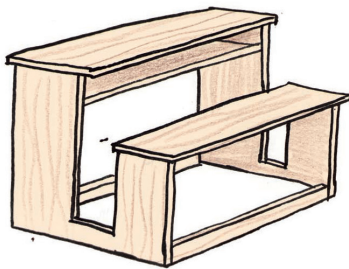
2.1 What is this? What is that?

2.1.1 Pointing to classroom objects



Activity 1: What is this?

What is this?



This is a desk.



What is this?



It is a pencil.



What is that?



That is a window.



What is this?



That is a blackboard.



What is that?



This is a book.



What is that?



That is a cupboard.



Activity 2: Listen and repeat

Words

Desk

Window

Pencil

Book

Blackboard

Cupboard

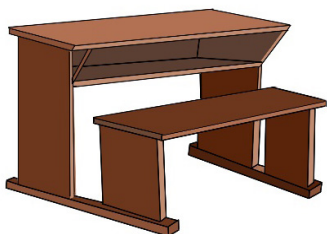


Activity 3: What is this?

Pictures

Question and response

Desk



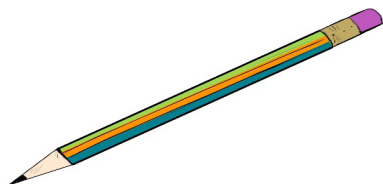
What is this? This is a desk.

Window



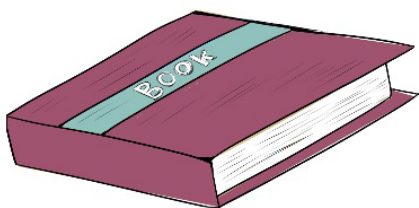
What is this? This is a window.

Pencil



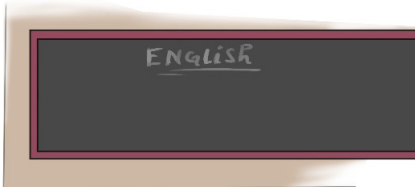
What is this? This is a pencil.

Book



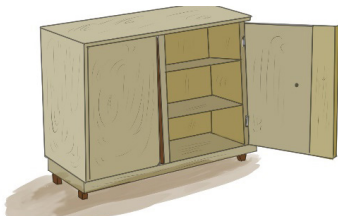
What is this? This is a book.

Blackboard



What is this? This is a blackboard.

Cupboard



What is this? This is a cupboard.

2.2 Introducing colours. What colour is this?

What colour is this pen?



This is a blue pen.



What colour is the ruler?



This is a yellow ruler.




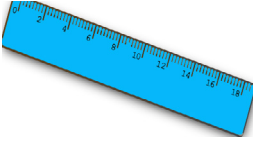
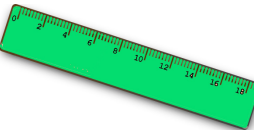
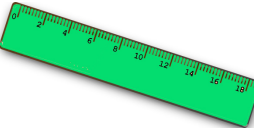



What colour are these books?

These are white books.



Activity 4: Which picture is different in colour?

Example: Ball C is red.

	A	B	C
1			
2			
3			

4



5



6



What colour is it?



Activity 5:

Listen and repeat

Colour	Name
<input type="text"/>	White
	Blue
	Red
	Black
	Yellow
	Green



What do you have?

Have you got a bag?



Yes, I have got a black bag.



Is that your ruler?



Yes, this is my ruler.





Activity 6:

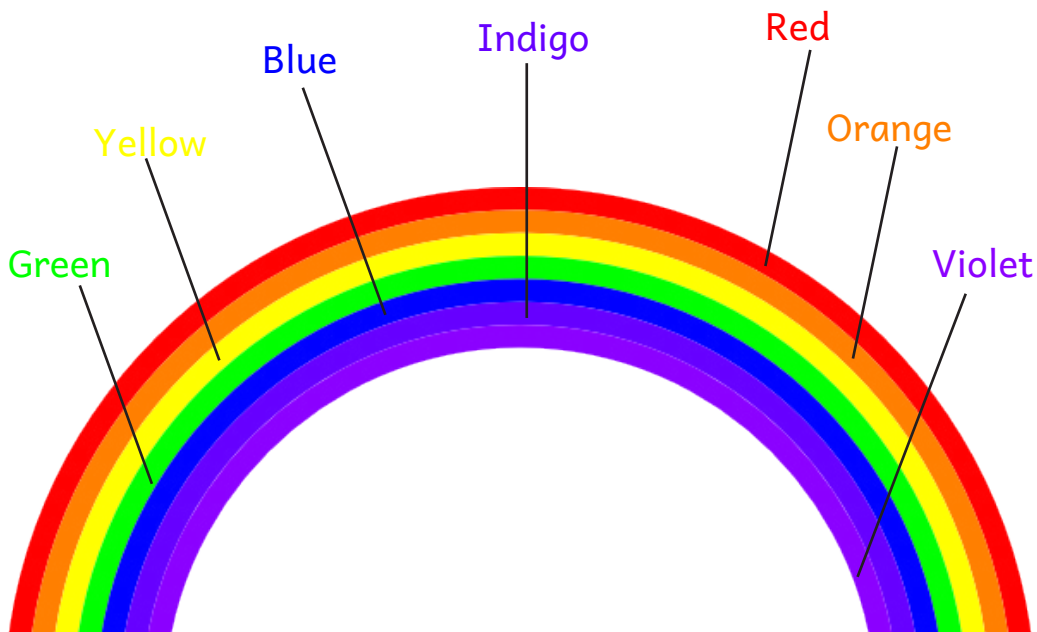
Listen and repeat

A (One object)	B (Many objects)
1. This is my blue book.	These are my blue books.
2. This is your red pen.	These are your red pens.
3. This is his white chair.	These are his white chairs.
4. I have a black pencil.	I have black pencils.
5. She has a yellow ruler.	She has yellow rulers.
6. We have a brown desk.	We have brown desks.

Colours of the rainbow

Activity 7:

Name the colours you can see





Activity 8:

Listen and repeat

Green, Yellow, Blue, Indigo, Red, Orange, Violet

2.3 Sounds and spellings

Say the “ e ” sound

“e” sound words

Pen bed ten hen men red



Activity 9:

Look at the picture, fill in “e” sound and read the word

Picture	Word
	b _ d
	h _ n
	p _ n



Activity 10:

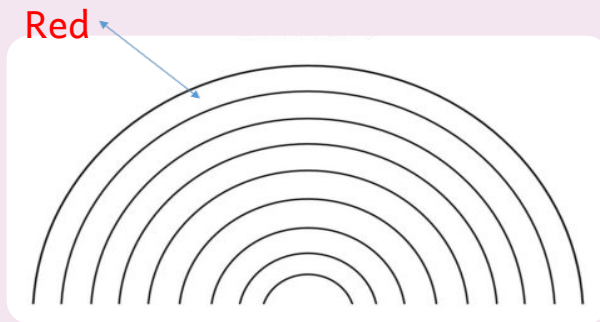
Listen and repeat “e” sound sentences

- 1) A hen and a pen.
- 2) Ben has a bed.
- 3) A hen and eggs.



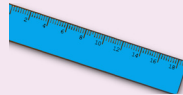
2.4 End of unit assessment

1. Name the colours of the rainbow below:



2. Fill in the missing letters.

1) r—ler



2) p—n



3) d—sk



4) b—g



5) r—d











Unit 3

People at home

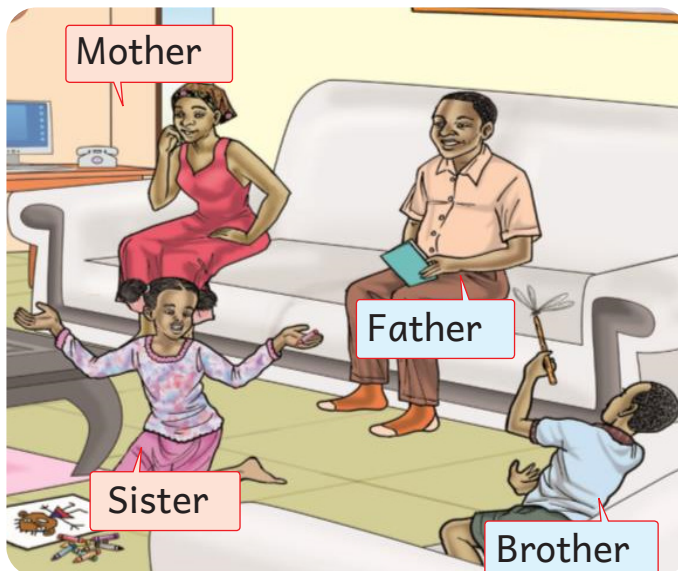
Activity 1: Letters of the alphabet

 Listen and spell

Letter names	Words
Gg	   Giraffe Goat Green
Hh	   Hat Hen House
Ii	   Insect Ice cream Iron

3.1 Introducing family members

 Activity 2: Who is this?





Activity 3:

Listen and repeat

- 1) Mother
- 2) Father
- 3) Brother
- 4) Sister



This is my father.
His name is Mr. Rukundo.



This is my mother.
Her name is Mrs. Rukundo.



This is my sister.
Her name is Keza.



This is my brother.
His name is Egide.



Activity 4:

Listen and repeat

- 1) What is your father's name? My father's name is Mr. Rukundo.
- 2) What is your mother's name? My mother's name is Mrs. Rukundo.

- 3) What is your sister's name? My sister's name is Keza.
- 4) What is your brother's name? My brother's name is Egide.

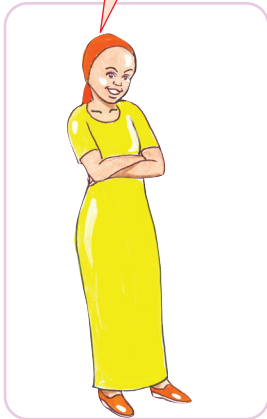


Activity 5: Telling your age. Listen and repeat

- 1) I am six years old.
- 2) My brother is nine years old.
- 3) My sister is three years old.

How old are you?

How old are you?



I am six years old.



How old is your brother?



He is nine years old.



How old is your sister?



She is three years old.



How old are you?

I am _____ years old.



Activity 6:

How old are you? Listen and act

Teta: Hello, how old are you?

Simbi: I am ten years old. How old are you?

Teta: I am six years old.



Activity 7:

Listen and act

Bella: What is your mother's name?

Promise: My mother's name is Mukandoli.

Bella: How old is your mother?

Promise: My mother is twenty years old.

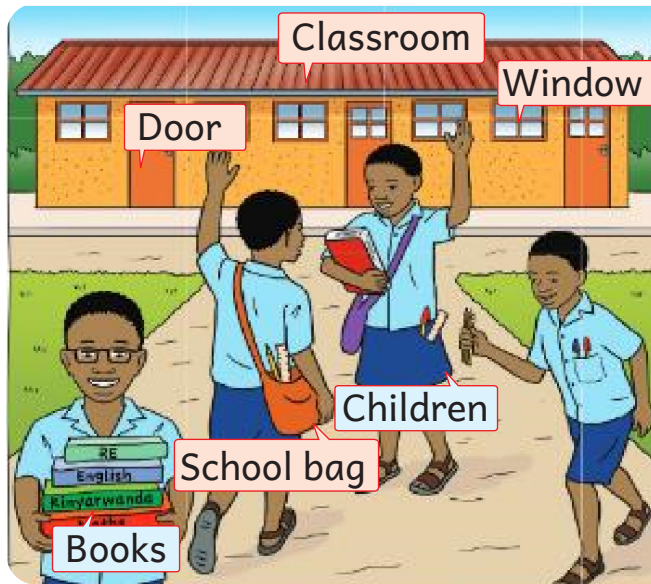
3.2 My school

This is my school



Activity 8:

What do you see? Listen and repeat



3.3 People at school: Who is he? Who is she? Who are they?

Who is he?



He is Mr. Karambizi.
He is my head teacher.

Who is she?



She is Mrs. Kalima.
She is my English teacher.

The name of my English teacher is-----



Activity 9: Listen and repeat

Who are they?



They are children.
They are my friends.
Their names are
Kalisa and Gapira.

3.4 Sounds and spellings



Activity 10: Say the "i" sound words



pig



fish



bib



Activity 11: Fill in /i/ sound and then read the word

P-g v-m s-x k-d t-n s-n

/i/ sound sentences

- 1) A kid and a big pig.
- 2) Tim has six pins.
- 3) Six vim in bins.



3.5 End of unit assessment



Fill in the missing letters

- 1) My nam- is Joseph.
- 2) I am seven years o-d.
- 3) I am a b-y.
- 4) M- name is Kathy.
- 5) I am si- years old.
- 6) I am a gir-

Unit 4

Clothes and parts of my body

Letters of the alphabet



Activity 1:

Listen and act

Letter names	Words
Jj	 Juice  Jug  Jacket
Kk	 Kettle  King  Kitten
Ll	 Lion  Leg  Lamp

4.1 Clothes that we wear



Activity 2:

Listen and repeat

A shirt



A dress



A vest



Shorts





4.2 Parts of my body



Activity 3:

Listen and repeat

What are these?



These are my ears.

What is this?



This is my nose.



These are my eyes.



This is my mouth.



This is my neck.



This is my shoulder.



This is my chest.



This is my stomach.



This is my arm.



This is my hand.



This is my elbow.



This is my finger.



Activity 4:

Listen and do the actions. What are they doing?

Clap your hands.



They are clapping their hands.

Stamp your feet.



They are stamping their feet.



Activity 5: Look, listen and repeat

A yellow shirt



A yellow jumper

Green shorts

Grey socks

Blue shoes

He is wearing **a yellow shirt**. He is wearing **green shorts**.



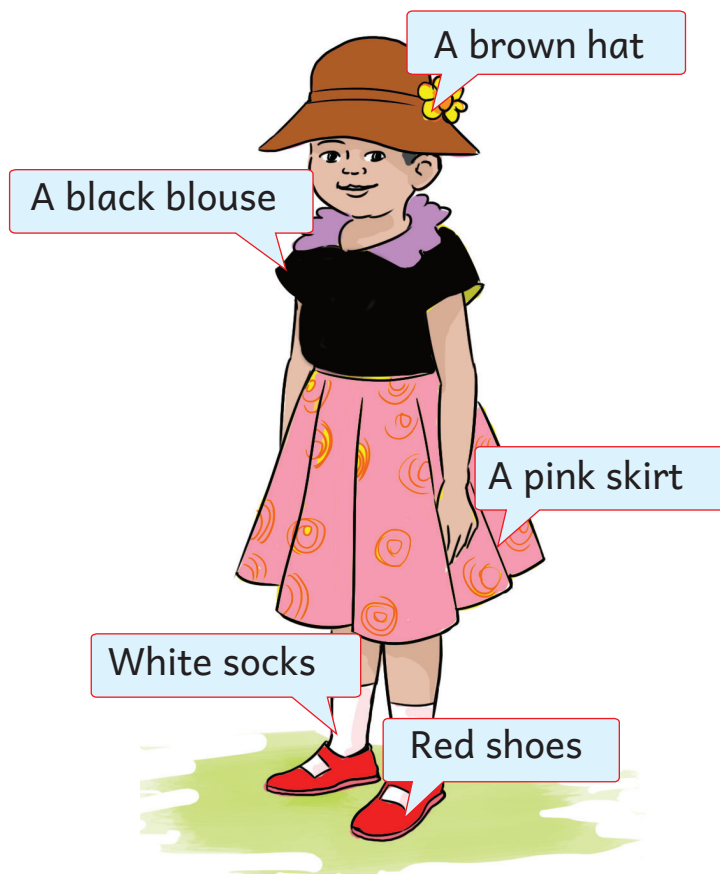
Activity 6: Listen and repeat

- 1) He is wearing a yellow shirt. This is a yellow shirt.
- 2) He is wearing blue shoes. These are blue shoes.
- 3) He is wearing green shorts. These are green shorts.
- 4) He is wearing grey socks. These are grey socks.



Activity 7:

What is Mukama wearing? Listen and repeat



She is wearing a **pink skirt**. She is wearing **red shoes**.



Activity 8:

Listen and repeat

- 1) She is wearing a pink skirt. This is a pink skirt.
- 2) She is wearing a brown hat. This is a brown hat.
- 3) She is wearing a black blouse. This is a black blouse.
- 4) She is wearing red shoes. These are red shoes.
- 5) She is wearing white socks. These are white socks.



Activity 9: What are these clothes? Listen and repeat

This is a jacket



This is a blouse



This is a vest



This is a scarf



This is a belt



This is a jumper

I am wearing a **shirt**. I am wearing a **belt**.

4.3 Sounds and spellings

/o/ sound



Activity 10: Listen and Say sound "O" words

1) Do-g = dog 2) po-t = pot 3) ho-t = hot 4) mo-p = mop



Activity 11: Fill in "O" sound and read

1) f-x 2) h-t 3) d-g 4) b-y

/o/ sound sentences

1) Tom is a boy.

2) Bob has a dog.

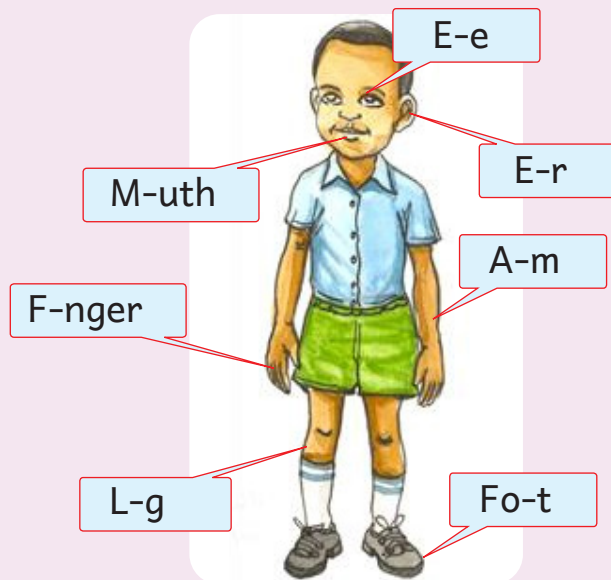
Read the story below

Tom is a boy. He is sitting on a log. He has a pot and a box in his hands. He is looking at a dog eating a bone.



4.4 End of unit assessment

1) Body parts: Write the missing letter



2) Clothes: Listen and repeat. Say what they are wearing



This is Keza.



This is Davis.

Keza is wearing a brown hat. Davis is wearing a red shirt.

Unit 5

Likes and dislikes

Letters of the alphabet



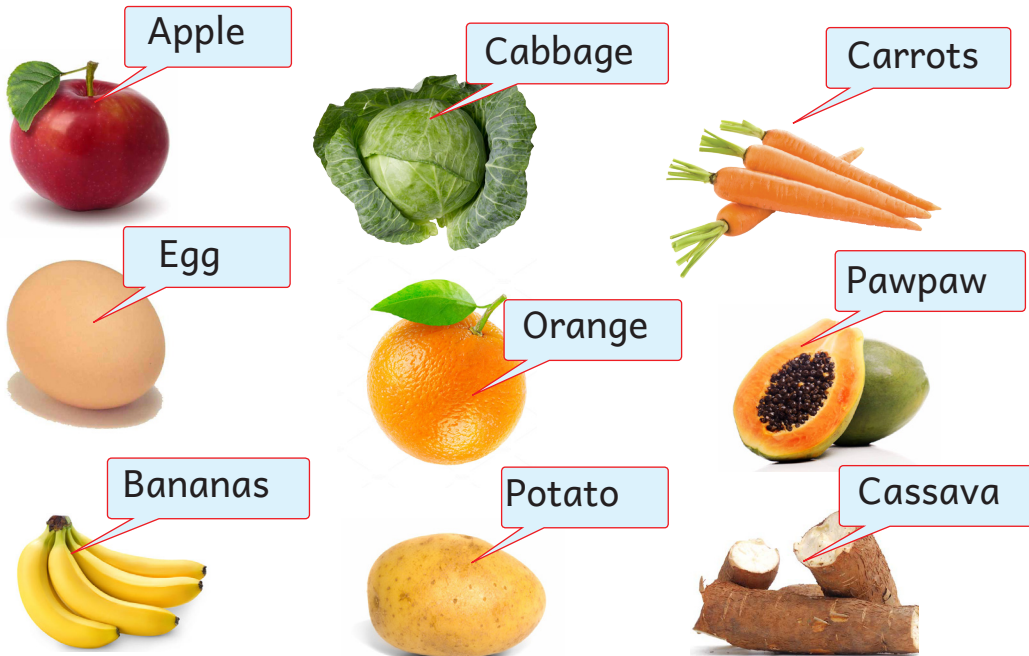
Activity 1: Listen and repeat

Letter names	Words
Mm	   Monkey Mat Milk
Nn	   Nose Net Nails
Oo	   Orange Owl Oil



Activity 2:

Which food do you like eating? Listen and repeat






Activity 3:

Listen and answer – What is this?

What is this?  It is a potato.

What do you like eating? I like eating eggs. 

I do not like eating carrots. 

I like apples.

I like cabbage.

I like potatoes.

I like carrots.

I dislike cassava.

I don't like cassava.

I dislike potatoes.

I don't like potatoes.

What is this / What are these?

What are these?
These are bananas.



What are these?
These are potatoes.



What is this?
This is a pawpaw.



What is this?
This is spinach.



What is this?
This is rice.



What is this?
This is cassava.



Is this an orange?



Is this flour?

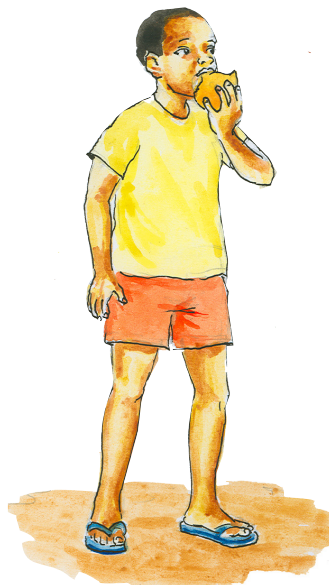


Activity 4:

What do you like?



1. Listen and act



Keza: What food do you like, Manzi?

Manzi: I like bananas.

Keza: Do you like pawpaw, Teta?

Teta: No, I don't like pawpaw, I like potatoes.

Manzi: Does Teta like potatoes, Keza?

Keza: Yes, Teta likes potatoes, she does not like pawpaw.

2. Now, ask and answer with your friends

3. Complete the sentences

a. What food do you like, Teta?

Do you like _____? Does she like _____?

Counting








Activity 5:

Let us count (From 1-30)

Number	Word
1	One apple
2	Two apples
3	Three apples
4	Four apples
5	Five apples
6	Six apples
7	Seven oranges
8	Eight oranges

9	Nine oranges
10	Ten oranges
11	Eleven oranges
12	Twelve eggs
13	Thirteen eggs
14	Fourteen eggs
15	Fifteen eggs
16	Sixteen eggs
17	Seventeen eggs
18	Eighteen potatoes
19	Nineteen potatoes
20	Twenty potatoes
21	Twenty-one potatoes
22	Twenty-two potatoes
23	Twenty-three carrots
24	Forty-four carrots
25	Twenty-five carrots
26	Twenty-six carrots
27	Twenty-seven carrots
28	Twenty-eight carrots
29	Twenty-nine carrots
30	Thirty carrots

Activity 6:**Match the food with the name**

Food	Name
	apple
	rice
	chicken
	tomato
	milk
	eggs
	beans



Activity 7:

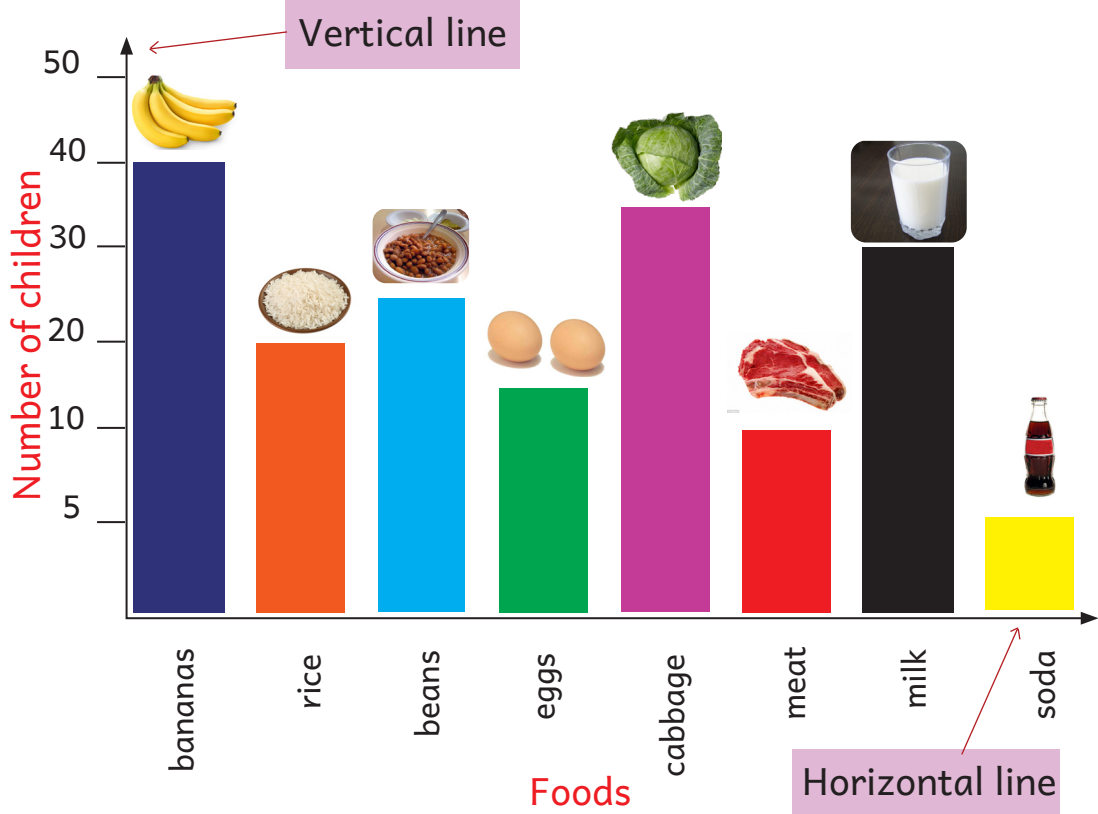
What food do you like?
Write it in your notebook.



Activity 8:

How many Children like this food?

There are two lines: **Horizontal line** for food. **Vertical line** for the number of children who like the food.










- What colour is for bananas? **Blue**
 - What colour is for rice?-----
 - What colour is for beans?-----
 - What colour is for cabbage?-----
 - What colour is for meat?-----

- f) What colour is for milk?-----
- g) What colour is for soda?-----
2. Say the names of the food.



Activity 9: Look at this table and answer the questions

Food	Picture	How many children like it?
Bananas		40 children like bananas
Rice		20 children like rice
Beans		25 children like beans
Eggs		15 children like eggs
Cabbage		35 children like cabbage
Meat		10 children like meat
Milk		30 children like milk

Soda



5 children like soda

- (a) How many children like bananas?
- (b) How many children like rice?
- (c) How many children like beans?
- (d) How many children like eggs?
- (e) How many children like cabbage?
- (f) How many children like meat?
- (g) How many children like milk?
- (h) How many children like soda?

5.1 Sounds and spellings

“U” that sounds as “a”



Activity 10:

Listen and repeat “u” sound words

Sun cup hut cut fun



Activity 11:

Fill in “u” sound and read

- 1) S—n 2) f—n 3) h—t
- 4) J—g 5) c—p 6) R—n

“U” sound sentences

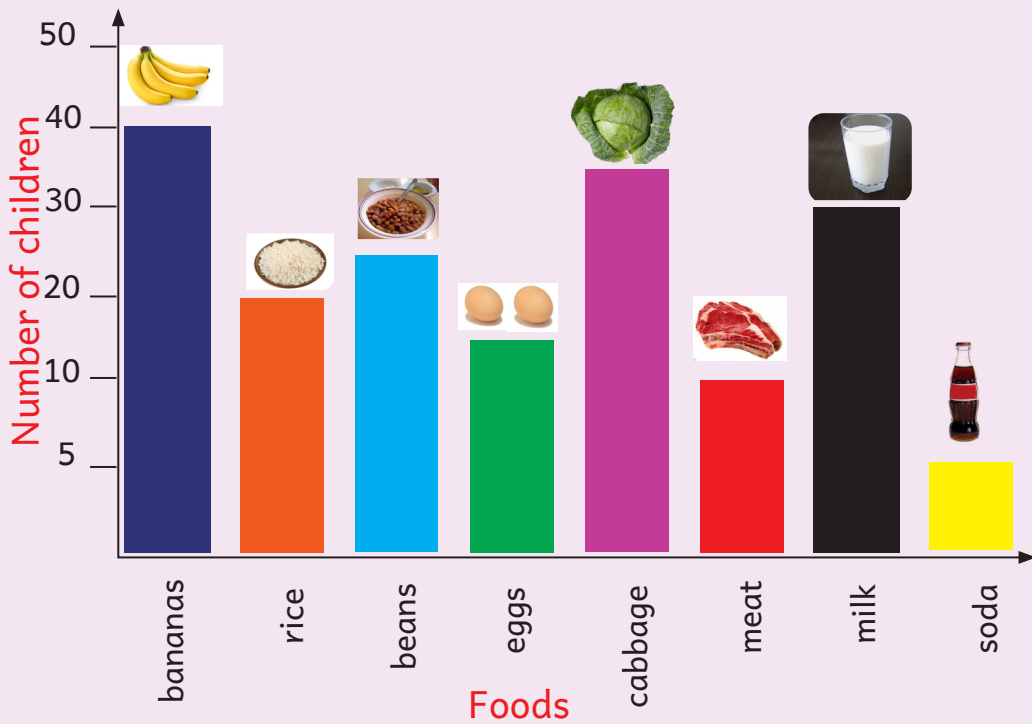
- 1) The sun is yellow.
- 2) This is a gun.
- 3) My hut is big.
- 4) I can see the sun.



5.2 End of unit assessment

How many children like this food?

Answer in full sentences.



How many children like bananas?

40 children like bananas



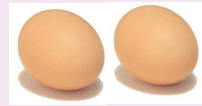
How many children like rice?



How many children like beans?



How many children like eggs?



How many children like cabbage?



How many children like meat?



How many children like milk?



How many children like soda?










Unit 6

Classroom objects and personal belongings

Letters of the alphabet



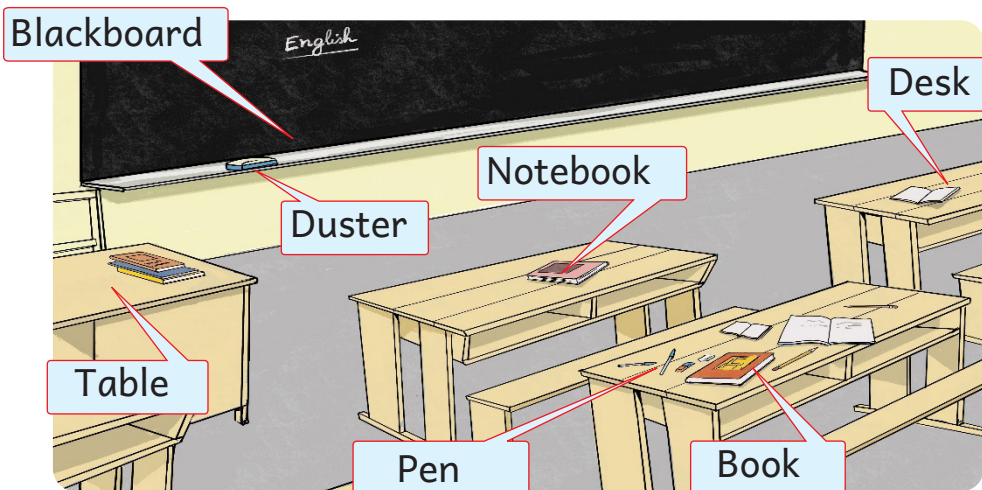
Activity 1: Listen and repeat

Letter names	Words
Pp	 Pig  Pineapple  Pen
Qq	 Queen
Rr	 Radio  Rabbit  Rat



Activity 2:

What can you see in the picture?



- 1) I can see a notebook.
- 2) I can see a pen.
- 3) I can see a desk.
- 4) I can see _____.



Activity 3: Listen and say

- 1) Table
- 2) Blackboard
- 3) Desks
- 4) Notebooks
- 5) Books
- 6) Pencils
- 7) Pens

6.1 Identifying places



Activity 4: Where is it?

On, under, in, in front of, behind



Where is my book?
My book is **on** the table.



Where are the cup and the ball?
The cup and the ball are
____ the cat.



Where is his bag?
His bag is ____ the chair.



Where is the red pencil?
The red pencil is _____ my bag.



Activity 5: Listen and repeat

- 1) The book is on the table.
- 2) The cat is on the table.
- 3) The cup is on the table.
- 4) The ball is on the table.
- 5) The bag is under the chair.
- 6) The red pencil is in the bag.

6.2 How many...?

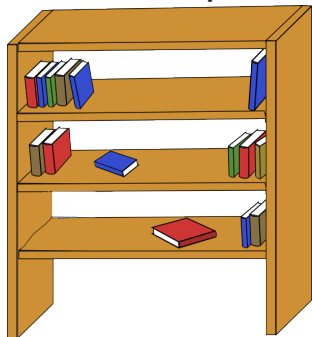
1. How many pencils does Mukama have?

Mukama has two pencils.



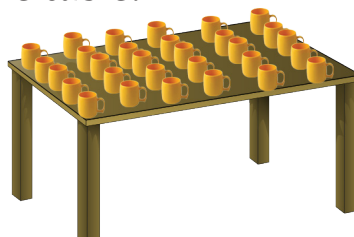
3. How many books are in the cupboard?

There are _____ books in the cupboard.



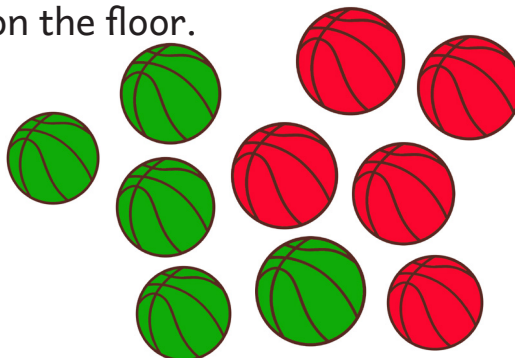
2. How many cups are on the table?

There are _____ cups on the table.



4. How many red balls are on the floor?

There are _____ red balls on the floor.



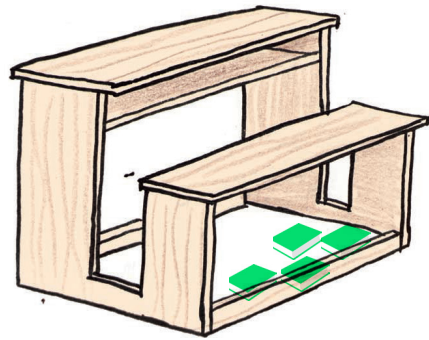
6.3 Yes or NO:

Say 'Yes' or 'No' for each sentence.

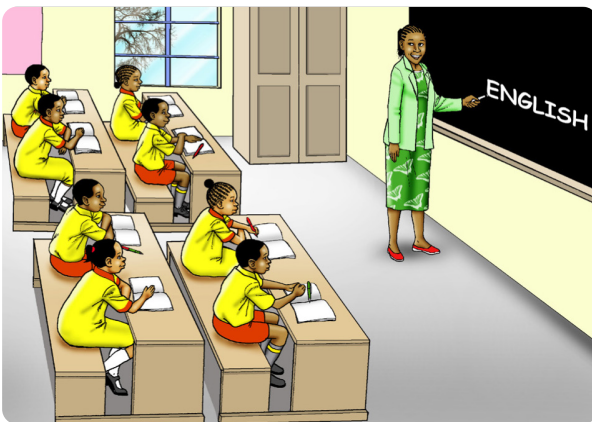
1. Is there a green ball on the table? No, there is a blue cup on the table.



2. Are there four books under the desk? Yes, there are four books under the desk.



3. Is there a teacher in front of the class? Yes, there is a teacher in front of the class.



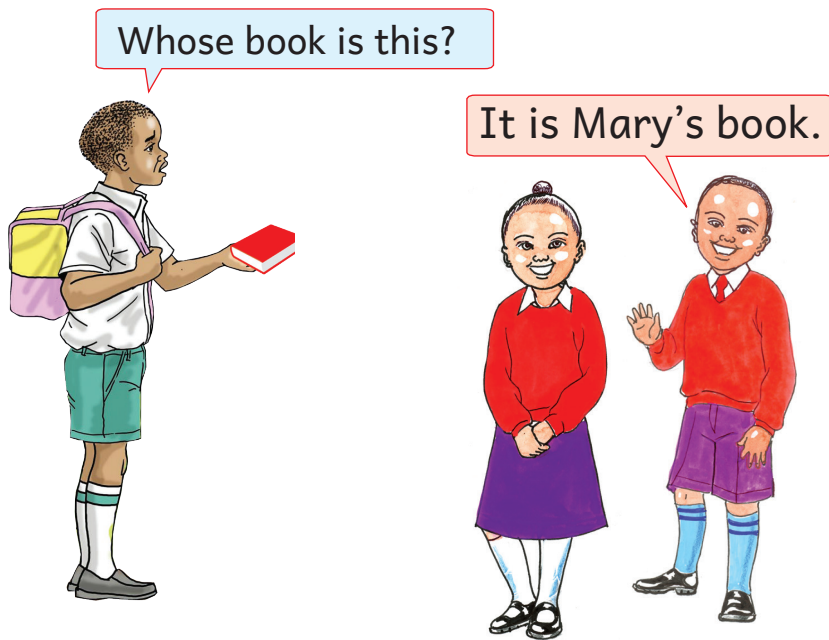
4. Are there ten pencils in your hands? No, there are five pencils in my hands.



5. Is there milk in the glass?
Yes, there is milk in the glass.



6.4 Children play a game in class by asking questions



Whose book is this? This is Mary's book.

Whose pen is this? It is Karenzi's pen.

Whose pencil is this? It is-----

Whose bag is this? This is -----bag.

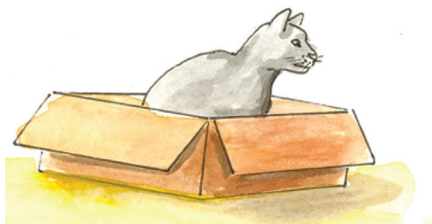
Whose dress is this? -----

Play this game with your friends.

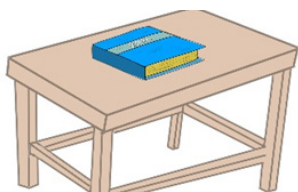


Activity 6: Identifying places: In, on, under, near, in front of

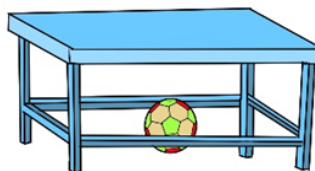
Where is it? The cat is in the box.



Where is the book?
The book is on the table.



Where is the ball?
The ball is under the table.



Activity 7: Listen and repeat

- 1) The cat is in the box.
- 2) The book is on the table.
- 3) The ball is under the table.

6.5 Sounds and spellings



Activity 8: Listen and repeat “u” that sounds as “yu”

Sound “u” “yu” word

Uniform unity use




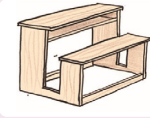







Activity 9: Listen and repeat sentences with “u” (yu) sound

- a. My uniform is clean.
- b. We need unity.
- c. I use a pen to write.



6.6 End of unit assessment

	Blackboard
	-----
	-----
	-----
	-----
	-----
	-----
	-----
	-----

Fill in /u/ sound and read

- a) ___nity.
- b) ___niform.
- c) ___se.

Unit 7

Home

Letters of the alphabet



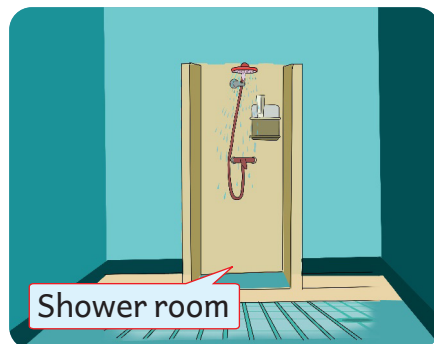
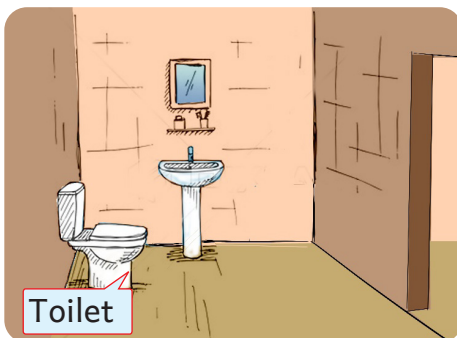
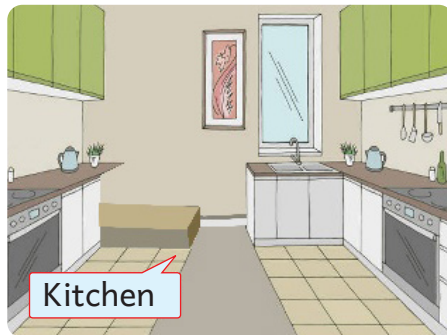
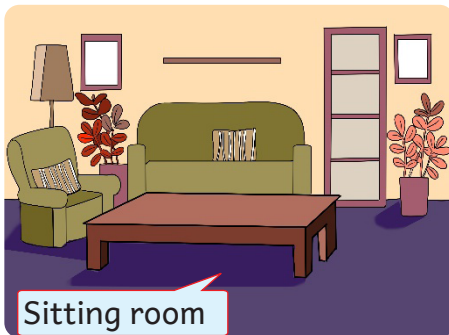
Activity 1: Listen and repeat

Letter names	Words		
Ss	Sun	soap	snake
Tt	Tree	table	tea
Uu	Uncle	use	under

My home. What do you see at home?



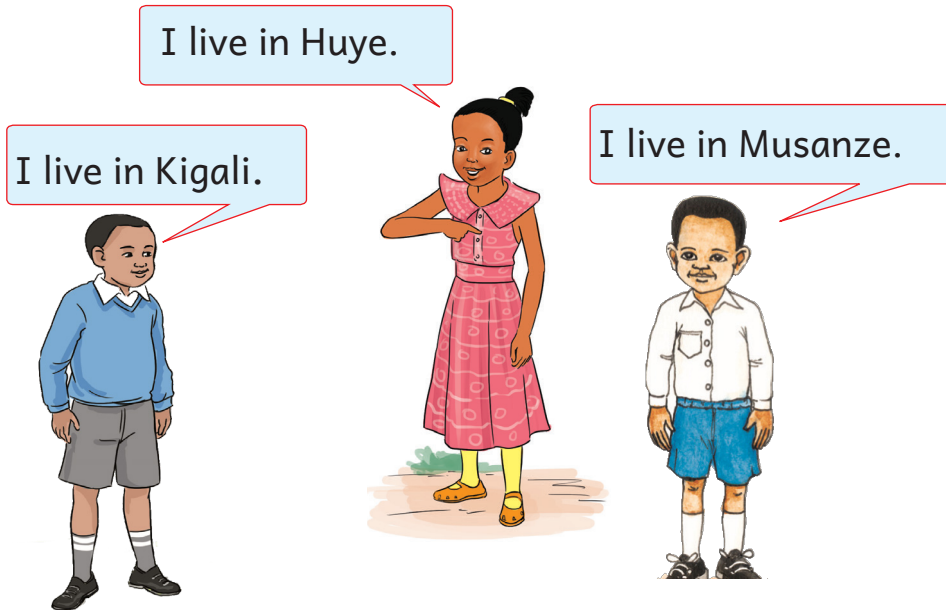
Activity 2: Listen and repeat





Activity 3:

Where do you live?



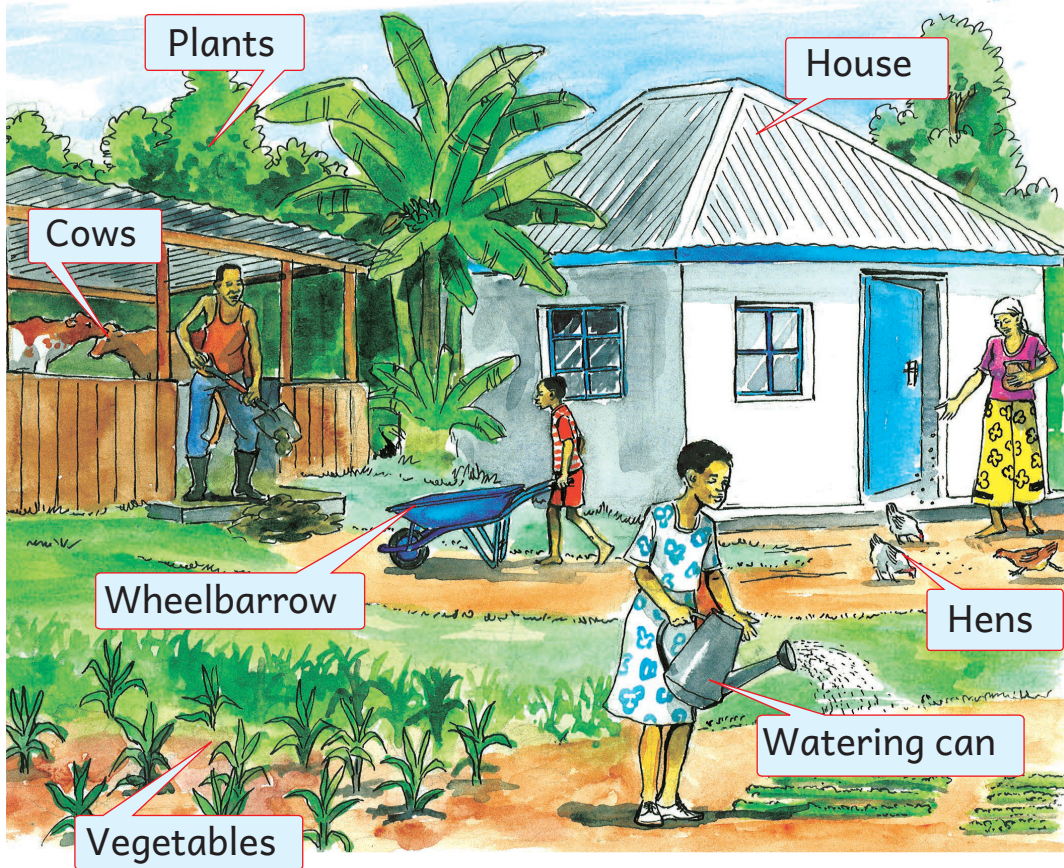
Activity 4:

Look at the pictures and answer the questions

1. (a) Where does John live? John lives in Kigali.
(b) Where does Jane live? Jane lives in Huye
(c) Where does James live? James lives in Musanze
2. Tell your friends where you live.

7.1 Our home: Activities at home

- 1) we do many activities at home.
- 2) My father cares for the cows.
- 3) Maria waters the garden.
- 4) Kamana carries the cow dung on a wheelbarrow.
- 5) My mother cares for the house.



Activity 5: What do you see in the picture?

- 1) I can see a house.
- 2) I can see a watering can.
- 3) I can see a wheelbarrow.
- 4) I can see vegetables.
- 5) I can see people.
- 6) I can see plants.
- 7) I can see cows.

- 8) I can see hens.
- 9) I can see a spade.
- 10) I can see windows.
- 11) I can see a door.
- 12) I can see trees.



Activity 6: Listen and spell

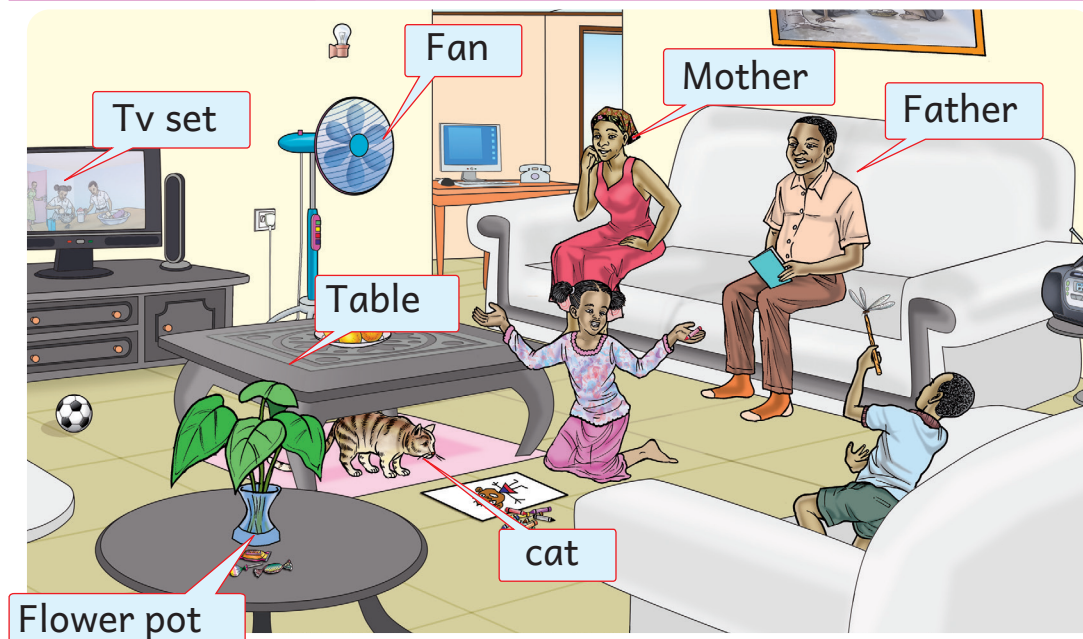
- 1) House.
- 2) Watering can.
- 3) Wheelbarrow.
- 4) Vegetables.
- 5) People.
- 6) Plants.
- 7) Cows.
- 8) Hens.
- 9) Spade.
- 10) Windows.
- 11) Door.
- 12) Trees

7.2 Our house has different rooms.

1. Our sitting room



Activity 7: What can you see?



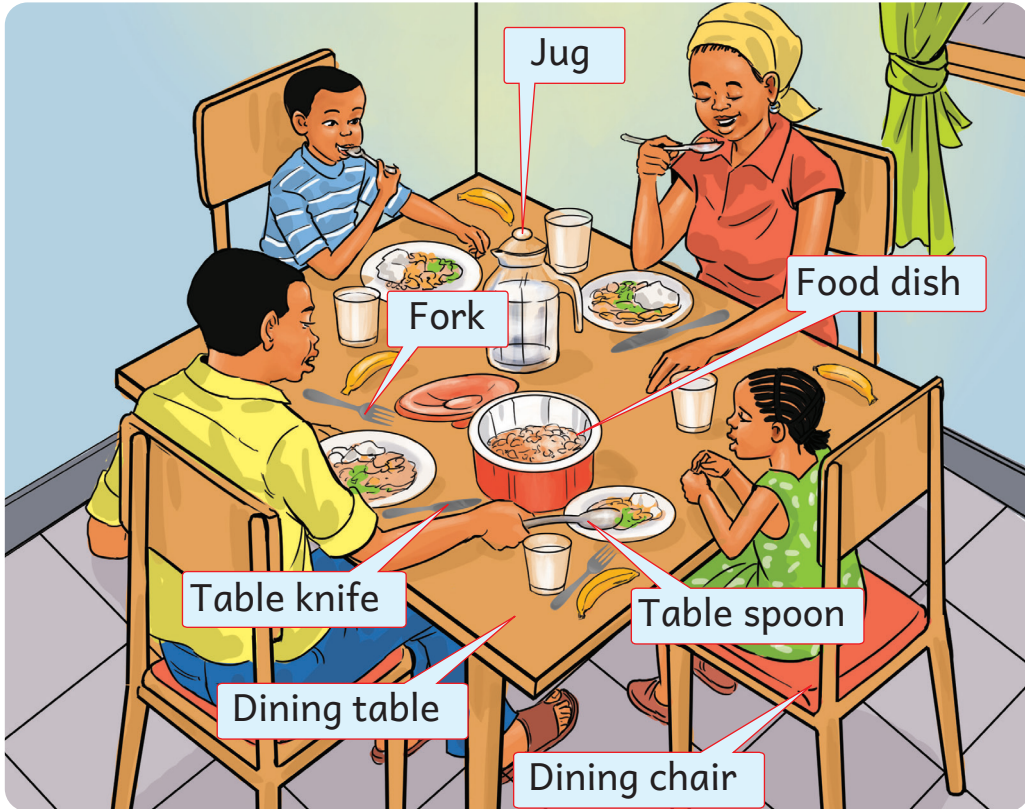
Examples:

- 1) I can see tables in the sitting room.
- 2) I can see people in the sitting room.
- 3) I can see _____.

2. The dining room



Activity 8: What can you see?



Examples:

- 1) I can see plates in the dining room.
- 2) I can see a dining table in the dining room.
- 3) I can see _____.



Activity 9: Listen and repeat

- 1) A jug.
- 2) A fork.
- 3) A plate.

- 4) A dining table.
- 5) A dining chair.
- 6) A food dish.
- 7) A table spoon.
- 8) A table knife.

3. The bedroom



Activity 9: I sleep in the bedroom. What can you see?



Examples:

- 1) I can see a bed in my bedroom.
- 2) I can see a mosquito net in my bedroom.
- 3) I can see a lamp in my bedroom.



Activity 11:

Listen and repeat

- 1) Bedroom
- 2) Bed
- 3) Mosquito
- 4) Lamp
- 5) Table
- 6) School bag
- 7) Chair
- 8) Mat
- 9) Pillow
- 10) Mattress

7.3 Sounds and spellings



Activity 12:

Listen and repeat the sound “ch” words

Kitchen chair watch chicken



Activity 13:

Fill in “ch” sound and read

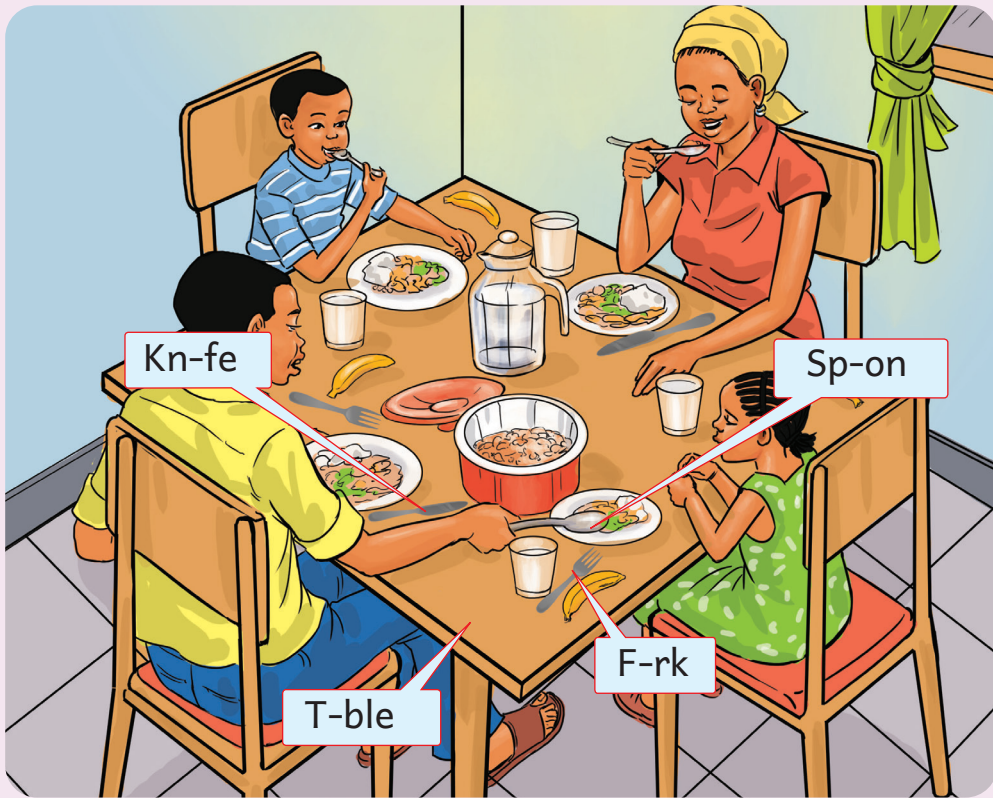
- 1) ___urch.
- 2) Tea___er.
- 3) Kit___en.



7.4 End of unit assessment

A	B
	Table
	Mosquito net
	Lamp
	Chair
	Bed
	Mat

2. Name the objects in the picture. Write the missing letter.



3. Fill in /ch/ sound and read the words.

- a) __urch
- b) __air.
- c) tea__er.

Unit 8

Animals at home

Letters of the alphabet



Activity 1:







Listen and repeat

Letter names	Words		
Vv	Van	vest	ventilator
Ww	Water	watermelon	watch
Xx	X-ray	x-mas	xylophone



Activity 2:

Which animals can you see in the picture?

 A dog	 A rabbit
 A cow	 A cock
 A cat	 A pig



Activity 3:

Listen and repeat

- 1) I can see a dog in the picture.
- 2) I can see a rabbit in the picture.

- 3) I can see a cow in the picture.
- 4) I can see a cock in the picture.
- 5) I can see a cat in the picture.
- 6) I can see a pig in the picture.

8.1 Domestic or home animals



Activity 4:

Ask and answer your friend

Do you have animals at home?



Yes, we have a cat



Activity 5:

Listen and repeat

- 1) Cow.
- 2) Goat.
- 3) Pig.
- 4) Rabbit.
- 5) Dog.
- 6) Cat.

- 7) Hens.
- 8) Sheep.
- 9) Ducks.
- 10) Turkeys.



Activity 6:

Write the missing letter

- 1) c-w
- 2) c-t
- 3) d-g
- 4) p-g

8.2 The food that animals at home eat



Activity 7:

Listen and repeat

A dog eats meat.



A cow eats grass.



A rabbit eats grass.



A chicken eats maize.



A pig eats vegetables.








A cat eats meat.



Activity 8:

Listen and repeat

Animal	Picture	Food
What food does a cat eat?		A cat eats meat.
What food does a dog eat?		A dog eats meat.
What food does a cow eat?		A cow eats grass.
What food does a sheep eat?		A sheep eats grass.
What food does a goat eat?		A goat eats grass.

What food does a pig eat?		A pig eats vegetables.
What food does a hen eat?		A hen eats maize.
What food does a rabbit eat?		A rabbit eats leaves.
What food does a donkey eat?		A donkey eats grass.
What food does a horse eat?		A horse eats hay.

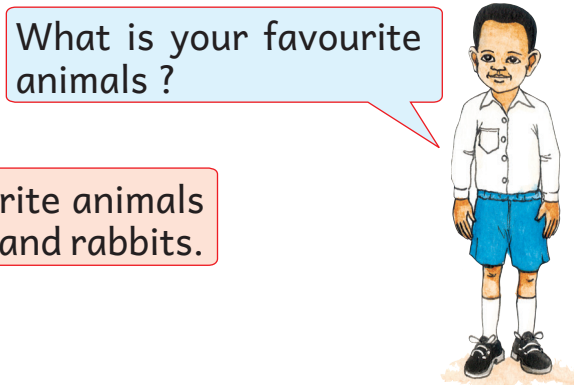
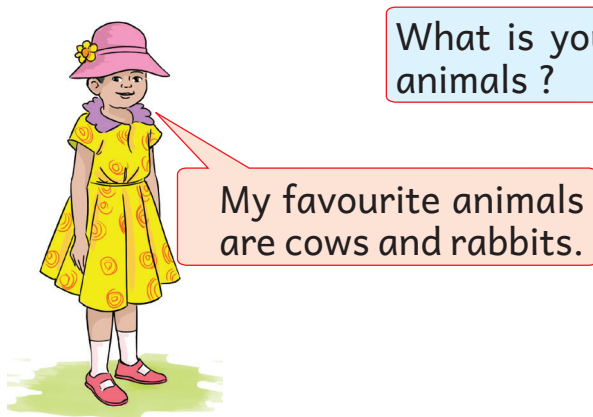
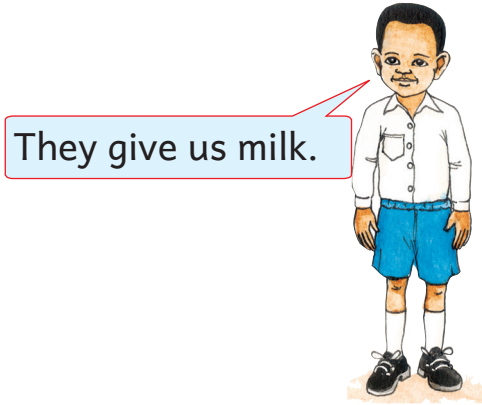
8.3 My favourite animal



What is your favourite animal?

I like cows and goats.



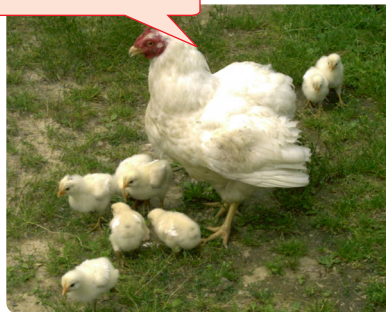


Tell your friend your favorite animal.






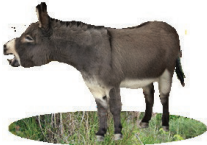
8.4 Animal sounds

1. What sound does the animal make?

Cluck ... cluk ... cluk ...



2. This table shows the sounds animals make. In pairs, ask and answer what sounds the animals make. Make the sounds.

Animal	Picture	Sound
What sound does a cat make?		A cat meows.
What sound does a dog make?		A dog barks.
What sound does a cow make?		A cow moos.
What sound does a goat make?		A goat bleats.
What sound does a chicken make?		A chicken clucks.
What sound does a donkey make?		A horse brays.

Practise the sounds that animals make

8.5 Sounds and spellings



Activity 9: Listen and repeat Sound /th/ words.

three

cloth

thank



Activity 9: Listen and repeat sentences with /th/sound

- 1) I have **th**ree pots.
- 2) Sarah is washing her **th**es.
- 3) **Th**ank you teacher.



8.6 End of unit assessment

1. Write the missing letter. Match the animal with the sound.

A		B
C----w		Bark
D----g		Cluck
C-----t		Bray
Ch---cken		Moo
D-----nkey		Meow

2. Fill in /th/ sound and read.

- a) ___ank.
- b) ___an.

Unit 9

What we do every day

Letters of the alphabet

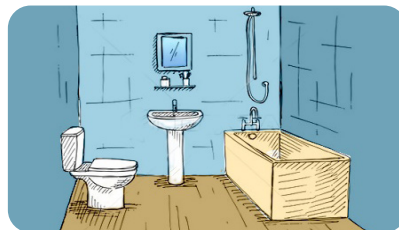


Activity 1: Listen and repeat

Letter names	Words
Yy	Yam yellow yoghurt
Zz	Zebra zip zoo



Activity 2: What can you see? Listen and repeat



- 1) I can see a toothbrush.
- 2) I can see a comb.
- 3) I can see a shower.
- 4) I can see a bathroom.
- 5) I can see a shower room.



Activity 3: Listen and repeat

- 1) Tooth brush.
- 2) Hair comb.
- 3) Water tap.
- 4) Soap.
- 5) Bathroom.
- 6) Wall clock.

9.1 What do you do in the morning?



Activity 4: Listen and repeat



I wake up early.



I wash my body.



I brush my teeth.



I put on clothes.



I have my breakfast.



I comb my hair?



Activity 5: What do you do in the morning?

Read the poem, point at the pictures, do the actions

POEM

Early in the morning

I wake up

I wash my body

I wear my uniform

I brush my teeth

I have breakfast

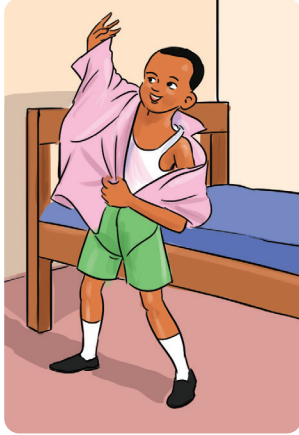
Then I go to school



I wake up



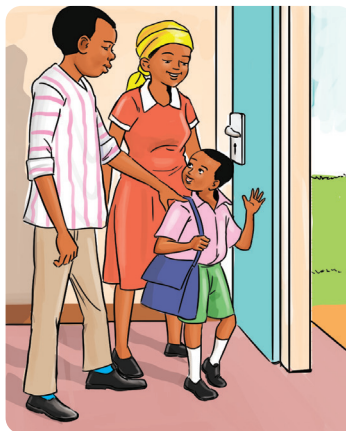
I wash my body.



I wear my uniform.



I have my breakfast.



I go to school.



Activity 6: Complete the sentences with a word from the box

Get, have, comb, brush

- 1) I c--- my hair.
- 2) I b---- my teeth.
- 3) I h--- breakfast every day.
- 4) I g-- dressed in the morning.

What time do you-----
-----?

What time do you go to
school?

I go to school at seven
o'clock.



What time do you wake up?

I wake up at six o'clock.



What time do you have
breakfast?

I have breakfast at a half
past six.

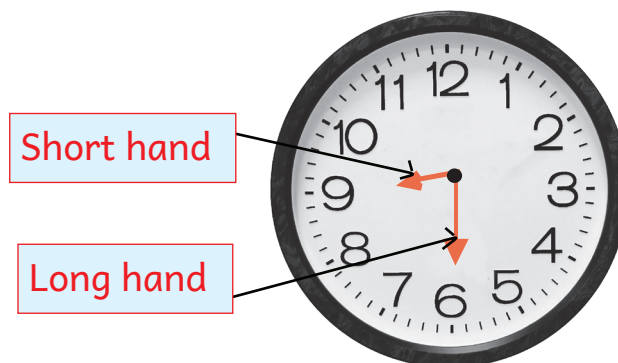


9.2 What time is it?

A clock tells us time. It tells hours and minutes.

It has two hands. **The hour hand and the minute hand.**

The **short** one is called the hour hand. It tells us hours. The **long** one is called the minute hand. It tells us minutes.





What time is it?
It is one o'clock.



What time is it?
It is seven o'clock.



What time is it?
It is half past eight.



What time is it?
It is quarter past nine.



What time is it?
It is quarter to six.



What time is it?
It is five past three.

What time is it?

What time is it?

It is _____ o'clock.



What time is it?

It is half past _____.



What time is it?

It is _____.





9.3 End of unit assessment

1. Telling time

What time is it?

It is twenty past _____.



What time is it?

It is _____.



What time is it?

It is _____.



2. Telling time



I wake up at seven o'clock.



I eat breakfast at ____.



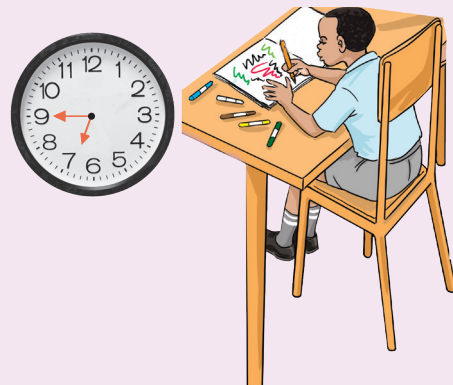
I go to the farm at ____.



I clean the bathroom at ____.



I go out to play at ____.



I do my homework at ____.

Unit 10

Story telling

Activity 1:

What do you do? Listen and repeat

Days of the week	What I do
Monday	On Monday, I play football,
Tuesday	On Tuesday, I join the debating club,
Wednesday	On Wednesday, I work in the school garden,
Thursday	On Thursday, I sing in the school choir,
Friday	On Friday I revise my books,
Saturday	On Saturday I visit my grandparents,
Sunday	On Sunday I go to church,

Activity 2:

Listen and repeat

- 1) What do you do on Monday? On Monday, I play football.
- 2) What do you do on Tuesday? On Tuesday, I join the debating club.
- 3) What do you do on Wednesday? On Wednesday, I work in the school garden.
- 4) What do you do on Thursday? On Thursday, I sing in the school choir.
- 5) What do you do on Friday? On Friday, I revise my books.
- 6) What do you do on Saturday? On Saturday, I visit my grandparents.
- 7) What do you do on Sunday? On Sunday, I go to church.

Activity 3:

Story time. Listen and repeat

Once upon a time, there was a young boy called Daniel. Daniel liked looking after animals. Sometimes he would play with his animals.

On Mondays, Daniel played with his dog. His dog's name was puppy.

On Tuesdays, Daniel played with the cat.

On Wednesdays, Daniel liked looking at the birds as they played on the roof of their house.

On Thursdays, he visited his cows. He took any sick cow to the veterinary office.

On Fridays, Daniel cleaned the fish pond.

On Saturdays, Daniel played with his friends.

On Sundays, Daniel went to church.

What does Daniel do on Monday? On Monday, Daniel plays with his dog.



What does Daniel do on Tuesday? On Tuesday, Daniel plays with his cat.



What does Daniel do on Wednesday?
On Wednesday, Daniel looks at the birds playing on the roof of their house.



What does Daniel do on Thursday? On Thursday Daniel visits his cows and takes any sick cow to the veterinary officer.



What does Daniel do on Friday? On Friday, Daniel cleans the fish pond.



What does Daniel do on Saturday?
On Saturday, Daniel plays with his friends.



What does Daniel do on Sunday? On Sunday, Daniel goes with his parents to church with his parents.

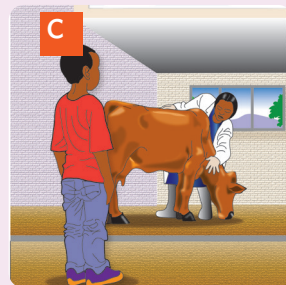
Activity 4:

1. Listen and repeat the word with /th/
Mo**th**er fa**th**er bro**th**er **th**ese ba**th**ing
2. Make words and read them to the teacher.
 - a) Mo_th_er = mother
 - b) Bro_th_er= _____
 - c) Tha_t= _____



10.1 End of unit assessment

1. Rearrange the pictures to retell the story



2. Can you tell another story?

- 1) What do you do on Monday?
- 2) What do you do on Tuesday?
- 3) What do you do on Wednesday?
- 4) What do you do on Thursday?
- 5) What do you do on Friday?
- 6) What do you do on Saturday?
- 7) What do you do on Sunday?

3. Listen and repeat

- 1) Fish pond
- 2) Veterinary officer
- 3) Church
- 4) Cat
- 5) Cow
- 6) Dog
- 7) Birds

4. Fill in the missing letter

- 1) F-sh pond
- 2) V-terinary officer
- 3) C-urch
- 4) C-t
- 5) C-w
- 6) D-g
- 7) Bi-ds
- 8) Fat-er
- 9) Brot-er
- 10) Bat-ing









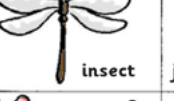


























The 26 English letters of the alphabet

Listen and repeat

Aa	animal	ant	apple
Bb	ball	big	box
Cc	can	cat	cup
Dd	dad	desk	dog
Ee	ear	eat	egg
Ff	food	fire	fish
Gg	goat	goes	gate
Hh	hat	hut	house
Ii	ill	image	insect
Jj	joy	jump	joke
Kk	keep	key	knife
Ll	like	love	less
Mm	man	mother	maize
Nn	not	new	now
Oo	on	orange	open
Pp	part	pot	page
Qq	question	query	quote
Rr	read	red	ride
Ss	see	sell	say
Tt	tell	tall	talk

Uu	umbrella	uncle	under
Vv	video	voice	very
Ww	west	water	wash
Xx	xylophone	x-mas	x-ray
Yy	yes	yellow	yoghurt
Zz	zero	zip	zoo

Alphabet and Spelling Chart

A  ant	B  ball	C  cat	D  dog	E  egg	F  fish
G  goat	H  hat	I  insect	J  jug	K  key	L  lamp
M  monkey	N  nest	O  ostrich	P  pig	Q  queen	R  rabbit
S  sun	T  table	U  umbrella	V  van	W  window	X  x-ray
Y  yam	Z  zebra	ch  chair	sh  ship	wh  wheat	th  thumb
qu  quack	a-e  cake	o-e  bone	u-e  cube	i-e  bike	

ay  bay	ai  rain	ei  eight	oa  boat	ow  window	ough  dough
igh  light	ie  tie	ee  sheep	ea  pea	ew  chew	oo  moon
ar  barn	or  horse	ir  girl	ur  purse	er  flower	ou  house
ow  cow	oy  boy	oi  oil	aw  straw	ow  bowl	all  tall
alk  walk	awl  crawl	soft c  ice	soft g  bridge	silent k  knife	silent b  comb
silent w  write	y  fly	y  baby	ea  head		

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