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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 learners 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 the beginning. Special gratitude goes to teachers, illustrators and designers who carefully worked to the successful completion of this textbook. Any comment or contribution would be welcome for the improvement of this text book for the next edition.


Dr. MBARUSHIMANA Nelson
Director General, REB



ACKNOWLEDGEMENTS

I wish to express my appreciation to all people who played a major role in development of this English book for Primary Three. It would not have been successful without active participation of different education stakeholders.

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

Finally, my word of gratitude goes to the 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 CTLR Department

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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		










Unit 1

Places in the Community

Introductory activity

a. Letters of the alphabet

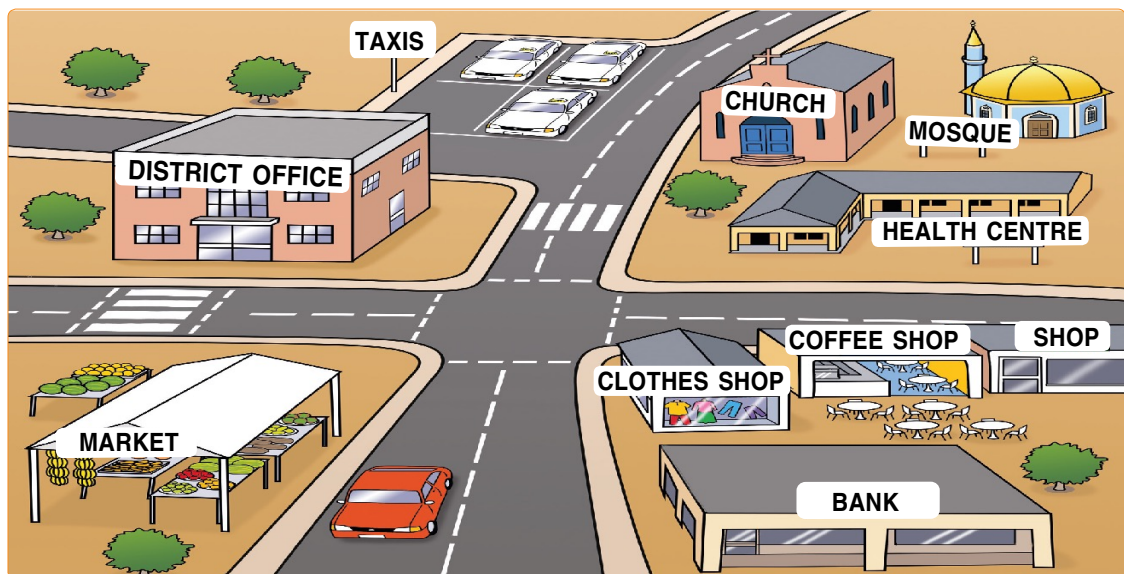
Listen and repeat

Letter names	Words
Aa	 Army  Artist  Award
Bb	 Belt  Bucket  Book
Cc	 Cap  Calendar  Candle

b. Read the story below:

My name is Gasaro. I live in Kayonza District. Kayonza is a beautiful district.

c. Look at the picture below: What can you see?



d. Listen and say:

- | | | |
|--------------------|-----------|--------------|
| 1. District office | 3. Bank | 5. Taxi park |
| 2. Church | 4. Market | 6. Shop |

e. Read about places in the community and answer the questions



This shop sells bread and cakes. It is a **bakery**.



There is a **post office** in our town. We post letters at the post office. Is there a post office in your town?



You can buy fruits at a **fruit stall**. What fruits are here for sale?



I go to the **hair salon** twice a month. I have my hair cut there.



This is a **health centre**. Doctors and nurses work here. It is an important place in the community.



I take taxis from the **taxi park**.

Answer the questions:

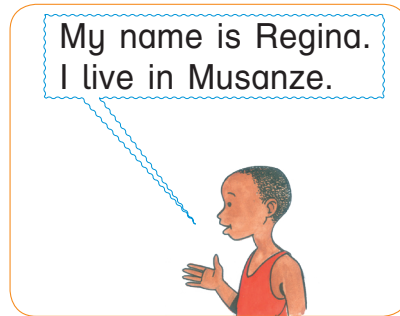
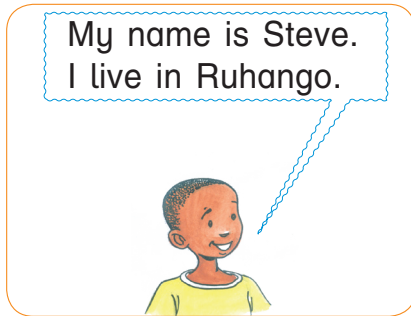
1. Who work at the health centre? Doctors and Nurses
2. The shop that sells bread and cakes is a _____
3. I have my hair cut at the _____
4. I take taxis from the _____

1.1. Talking about where you live



Activity 1

Read what the children in the pictures are saying.

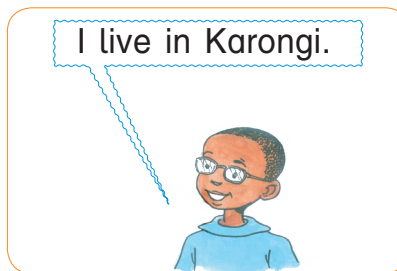
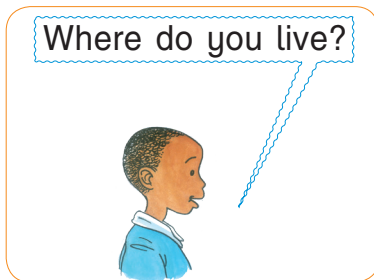


Now, say your name and the name of the place where you live.



Activity 2

a. Look at the pictures below. The children are asking and answering about where they live.

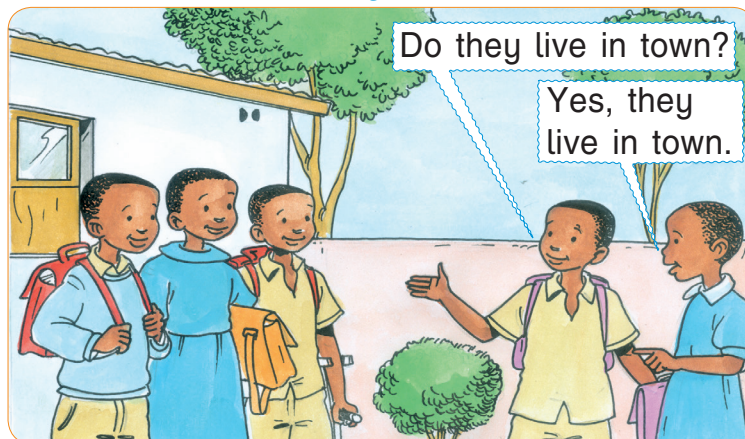


b. Talk to your friends and tell them where you live.



Activity 3

Where do you live? Ask and answer your friend.





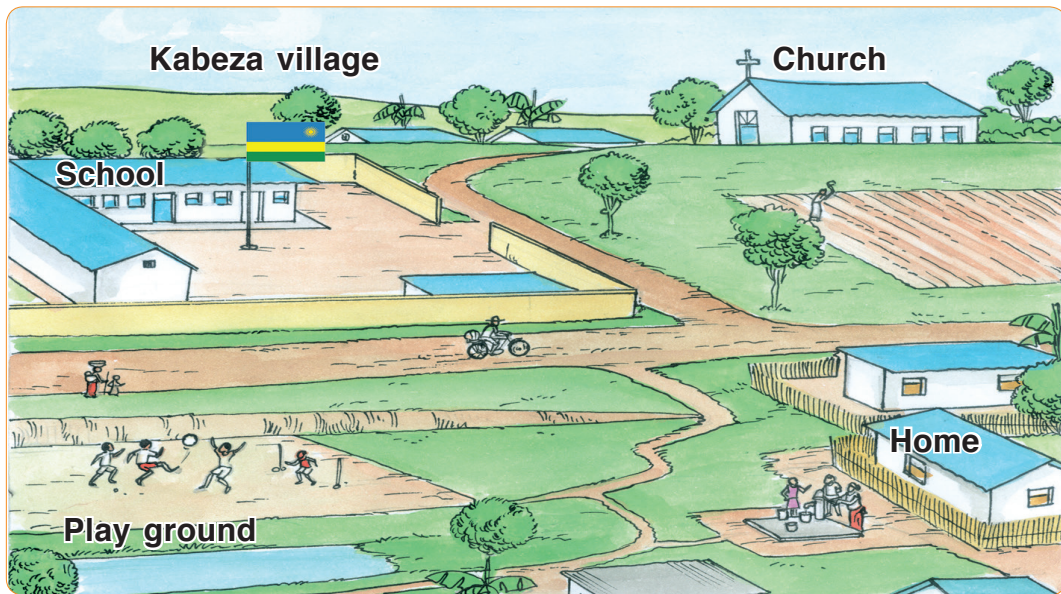
Activity 4

Read and answer the questions.

My name is Ngarambe.

I live in a village called Kabeza.

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



Now answer these questions.

1. Where does Ngarambe live? **Ngarambe lives in** _____.
2. Does Ngarambe live in town? **No, he lives** _____.
3. Write down in your notebook what you see in Kabeza village.
4. Complete the sentences.
 1. My name is _____.
 2. I live in _____.
 3. Our Village has _____.

EXERCISE 1

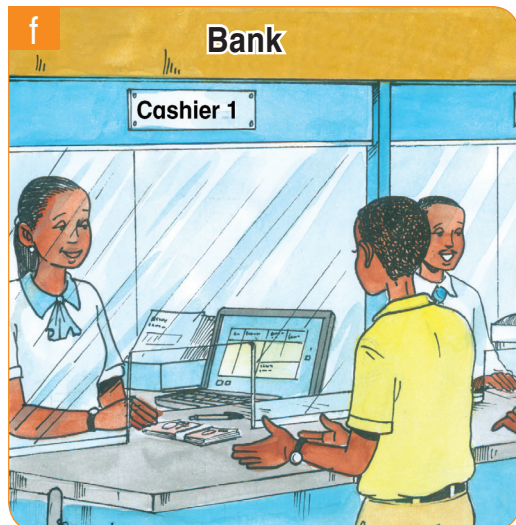
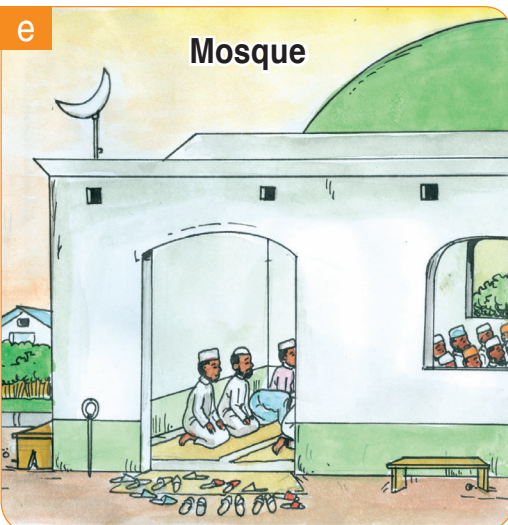
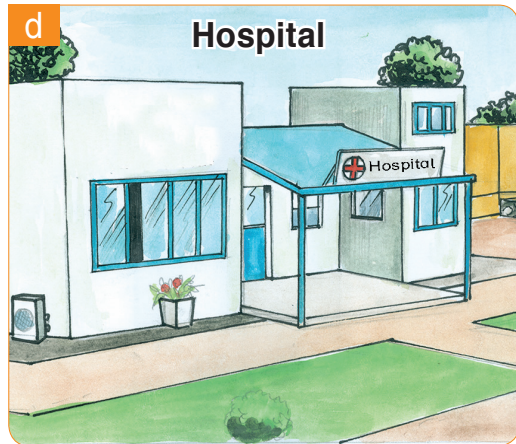
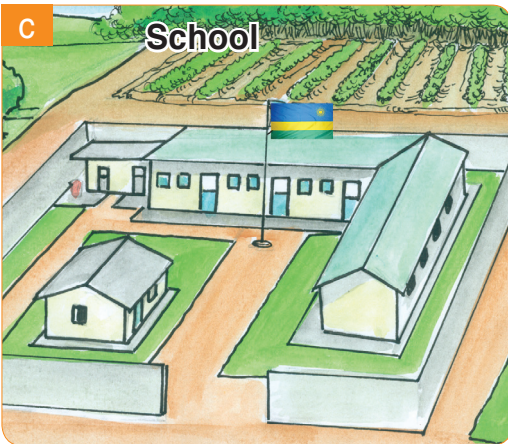
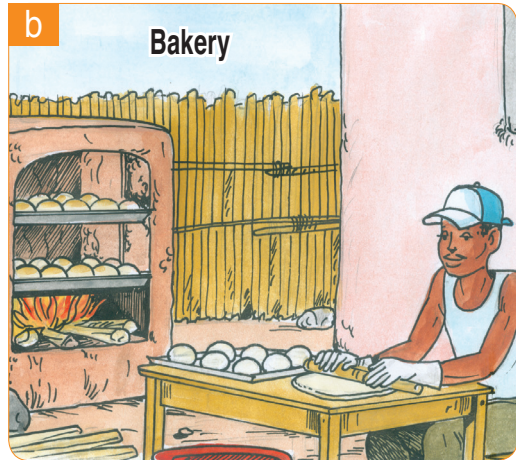
Answer the following questions

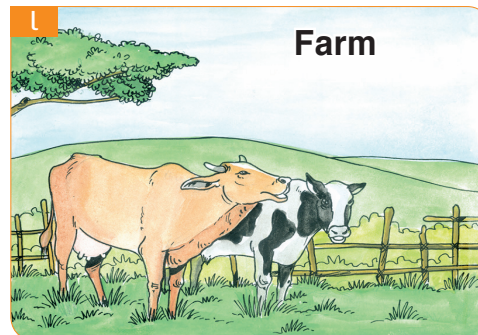
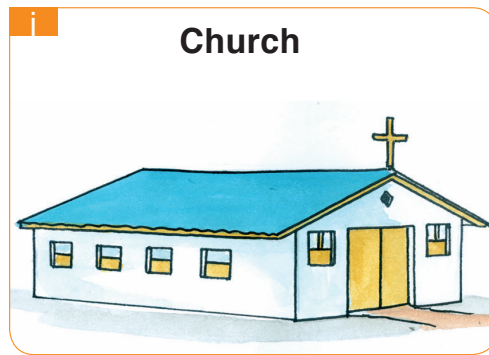
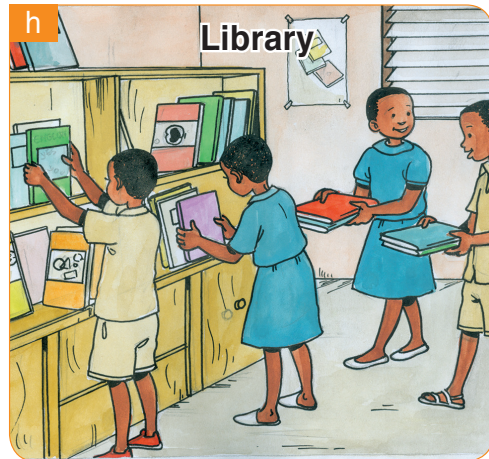
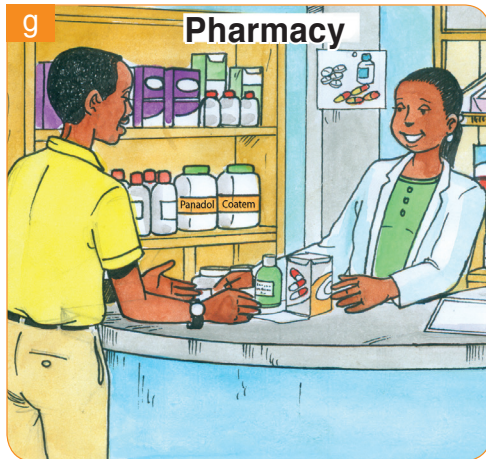
1. What is the name of your village or town? The name of my village is _____
2. In which sector do you live? I live in _____ sector.
3. What do you like most about your village or town? I like _____ in my village.

1.2. Describing your town or village

Activity 1

a. Look at the pictures. What can you see?





b. Listen and read the following words:

- | | | |
|-------------|-------------|------------|
| 1. Shop | 5. Mosque | 8. Library |
| 2. Bakery | 6. Bank | 9. Market |
| 3. School | 7. Pharmacy | 10. Church |
| 4. Hospital | | |

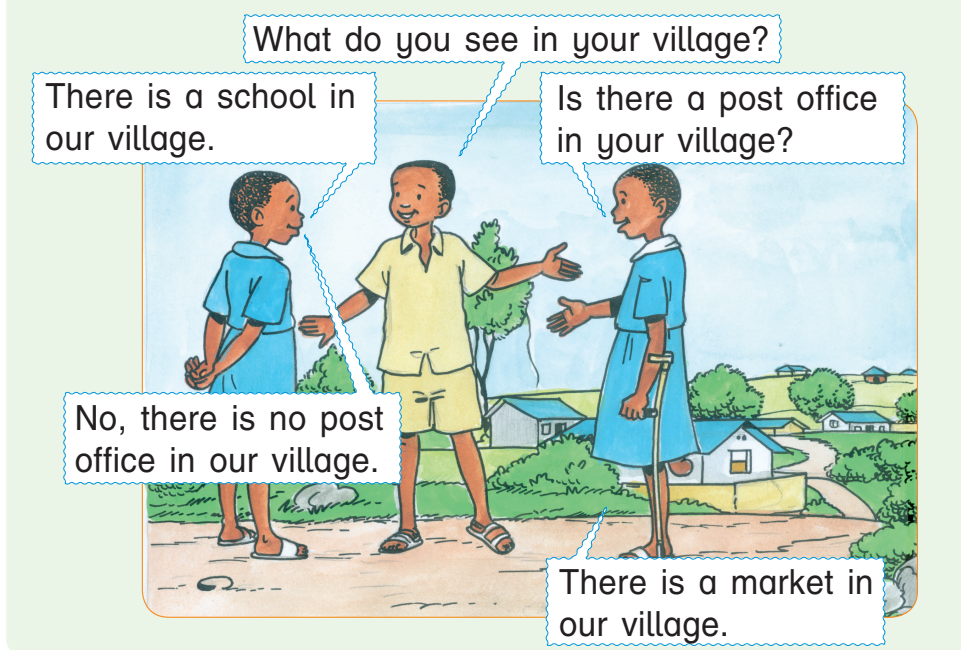
c. Fill in the missing letters:

- | | |
|-----------------|------------------|
| 1. Ch_ _ch | 5. Sch____l |
| 2. Pha_ _ _ _cy | 6. L_ _ _ _ry |
| 3. Mar_ _t | 7. Ho_ _p_ _tal |
| 4. Ba_ _ _ | 8. Bak_ _ _ _ _y |

Activity 2

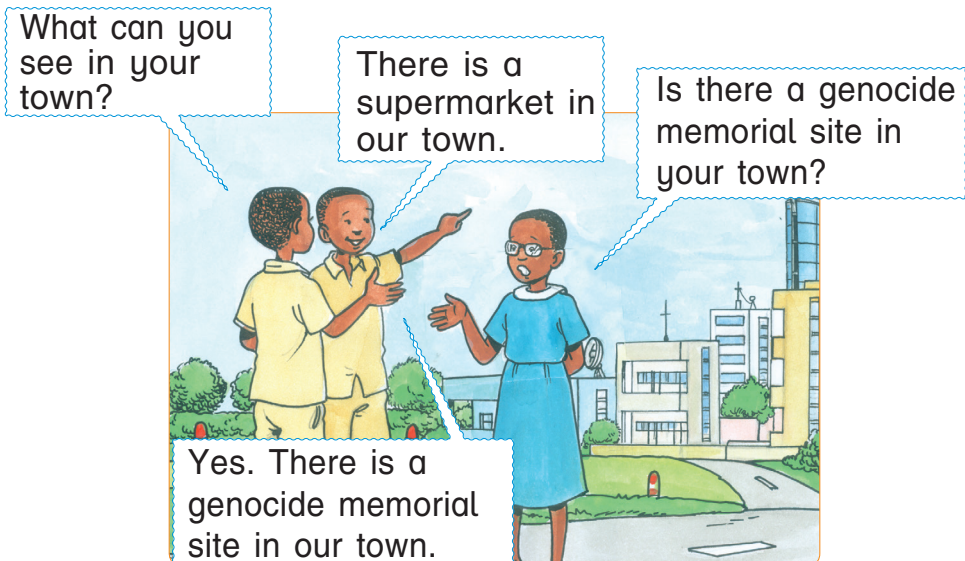
- Look again at the pictures above. Which of these places can you find in your village?
- Is there any other place in your village or town?
- Name places in your village. Example: Health centre, Sector office.

Read what the children are saying.



Activity 3

- Repeat what the children are saying



b. Now ask your friends.

For example:

How many shops are in your village?



There are three shops in our village. Or There are many shops in our town. Or There are no shops in our town.

c. Read and answer the questions:

Teacher: How many shops are in your village?

Gatesi: There are three shops in our village.

Gatera: There are many shops in our village.

Regina: There are no shops in our village.

Answer the following questions:

1. How many shops are in Gatesi's village?

There are _____ in Gatesi's village.

2. How many shops are in Gatera's village?

There are _____ in Gatera's village.

3. How many shops are in Regina's village?

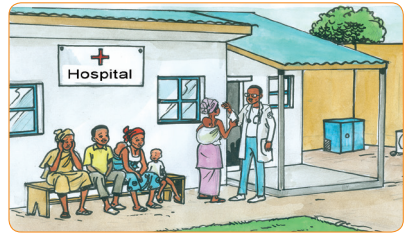
There are _____ in Regina's village.

Activity 4

Look at the pictures below and answer the questions.

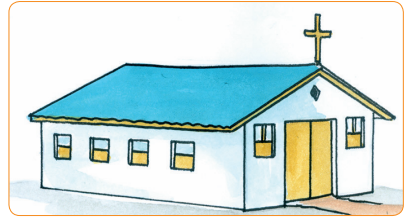
How many hospitals are in your town?

There are two hospitals in my town /
There is one hospital in my town.



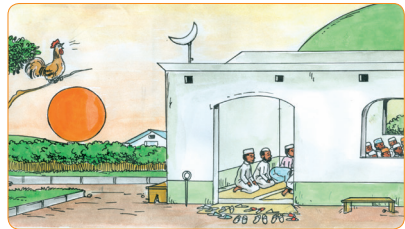
How many churches are where you live?

There are ____ churches where I live /
There is ____ church where I live.



How many mosques are where you live?

There are ____ mosques where I live /
There is ____ mosque where I live.



How many banks are where you live?

There are ____ banks where I live.
There is ____ bank where I live.



How many markets are where you live?

There are ____ markets where I live.
There is ____ market where I live.



EXERCISE 2

Look at the picture below and read the story, then answer about what you can see and read.

For example:

What can you see?

I can see a shop.



My town is called Kabuga. We have a lot of services. There is a hair salon for shaving and cleaning our hair.

There is a bank where my parents keep the money. There are different shops where we buy clothes, books, shoes and food.

Answer these questions.

- Is there a bank in the picture? Yes, there is.
- Are there shops in the picture?
- How many banks are in the picture?
- Is there a hospital in the picture?

1.3. Types and functions of community buildings

Activity 1

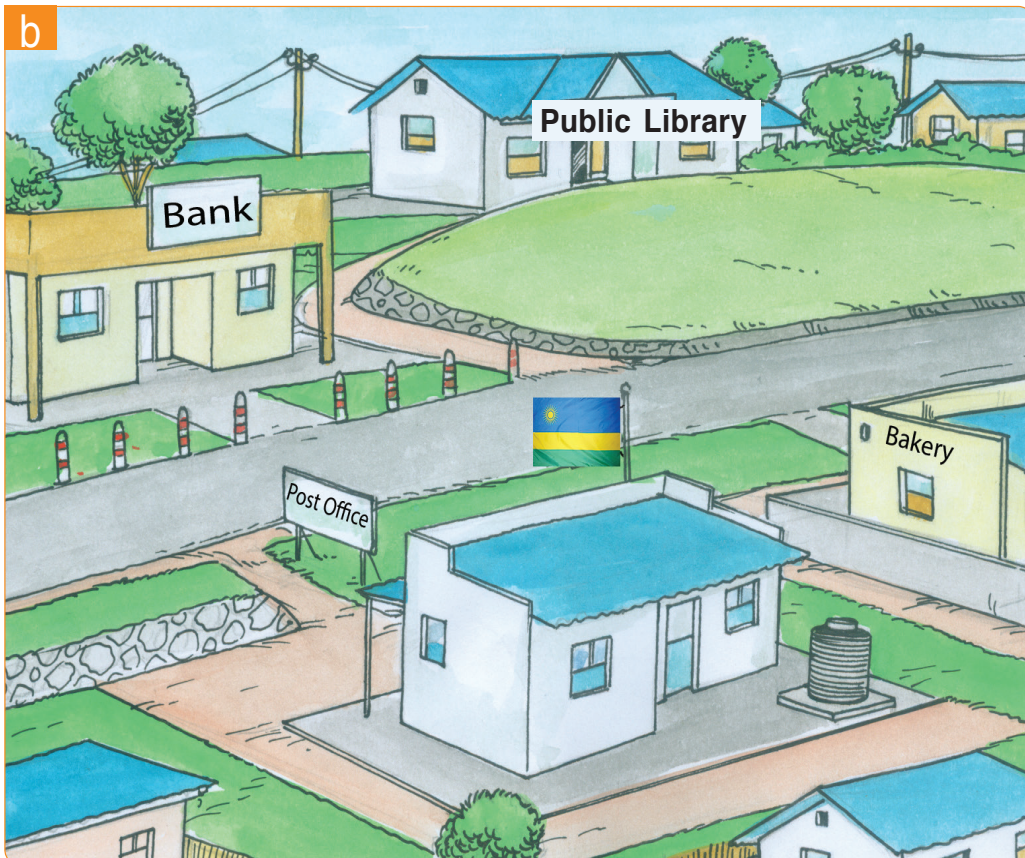
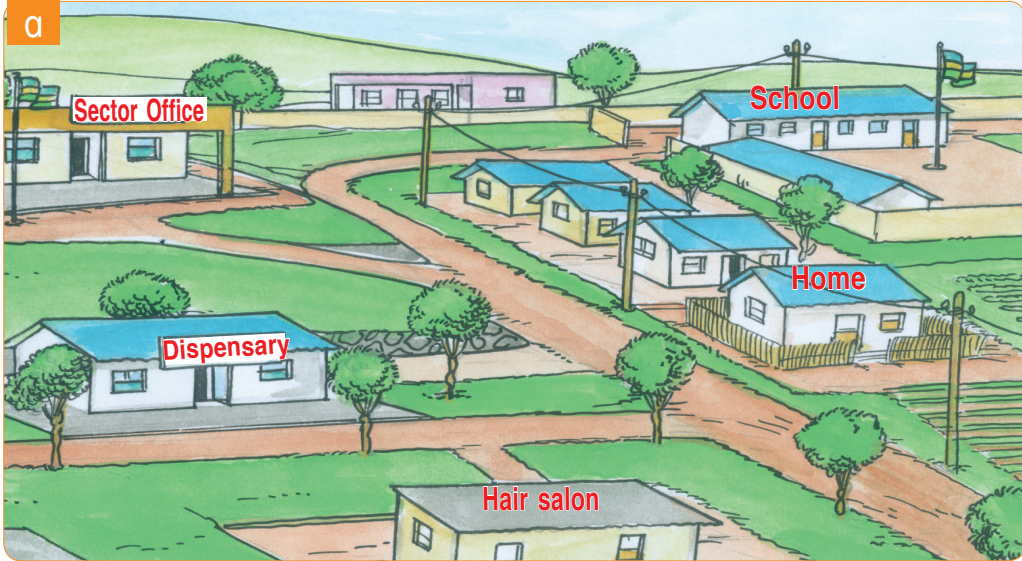
Listen and repeat the names of the places.

Hospital	Bank	Pharmacy
Shop	Church	Post office
Supermarket	Mosque	Market
Hair salon	Bakery	Library

Activity 2

Look at the pictures below.

- How many community buildings can you see in the pictures?
- Name the community buildings you can see in the pictures.



Activity 3

Choose from the words and fill in the sentences below.

Church, Bank, Library, Sector Office, Post Office, Market, Hospital, Bakery

1. I go to buy food at the _____.
2. When I am sick, I go to the _____.
3. I go to pray at the _____.
4. I go to the _____ to read.
5. I go to the _____ to post a letter.
6. I go to the _____ to get money.
7. I go to the _____ to find sector leaders.
8. I go to the _____ to buy bread.

Activity 4

Answer the following questions.

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

bakery
hospital
bank
hair salon
mosque
church

1.4. Describing the location in our community

Activity 1

Listen to your teacher and repeat.

in front of, opposite, behind, across, next to

Activity 2

Look at the picture below and answer the questions.

Example: The national flag is **in front of** the District office



For example:

Where is the bank? The bank is opposite the health centre.

Complete the sentences with **opposite or **next to****

1. The bank is.... the health centre.
2. The café is.... the district office.
3. The market is..... the clothes shop.
4. The market is..... the district office.



Activity 3

Read the story and answer the questions.

My name is Doreen Ingabire. I live in Kamurehe village. Our village has many buildings. The church is next to the market. Behind the market, there 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 next to the church? There is a market next to the church.
- b) How many mosques are there in Kamurehe village? There are _____
- c) Where is the genocide memorial site? The genocide memorial site is _____

- d) What is opposite the health centre? Opposite the health centre is _____
- e) Why is it good to have a health centre where we live?

Example:

It is good to have a health centre because we get treatment when we are sick.

Activity 4

Write about where you live.

Example:

My name is Kanani. I live in Kabeza village. My house is near the school, behind the hospital, opposite the Mosque.

EXERCISE 3

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

buildings	opposite	Mutesi	church
market	hospital	bank	Kabeza

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

1.5. Giving directions

Activity 1

a. Listen and read aloud the following words:

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

Directions

1. Turn left



2. Turn right



3. Go straight



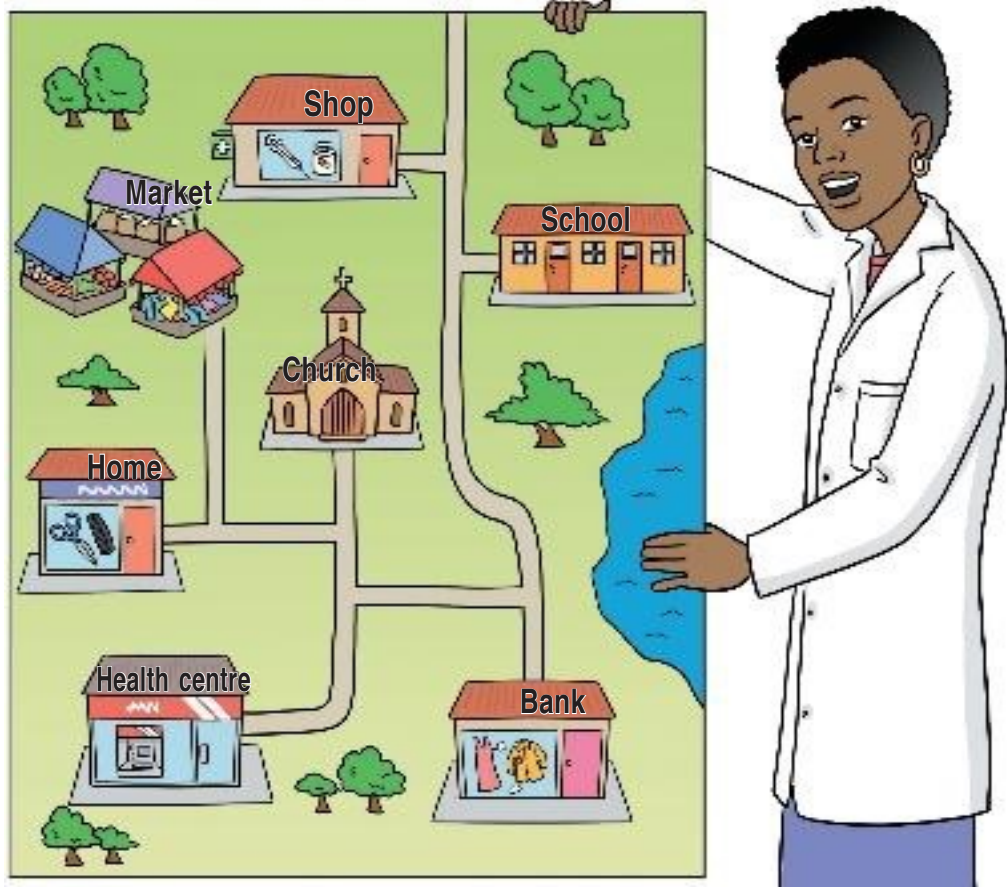
2. Fill in the missing letters:

- a. Str_ _ _ht
- b. Ri_ _t
- c. Beh_ _d
- d. L_ _t

Activity 2

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

Church	School	Heath centre	Market
Home	Bank	Shop	



- a) Start at the bank. Turn left. Turn right. Go straight. Where are you?
- b) Start at the school. Turn left and go straight on. Where are you?



Activity 3

Jane is giving directions below. Read and answer the questions.

My name is Jane. I live in Muhanga. I walk home from school. From the school gate I walk straight to the road and turn left.

I walk straight until I get to the corner. I turn right. I walk for a few minutes towards the church. From the church, I turn left and walk straight. Our home is opposite the big 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 4

Ask your friend to give you directions to his/her home. Listen carefully and then tell the class how to reach your friend's home

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 number 501.

EXERCISE 4

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



Activity 5

Go around your school. Identify all the important community buildings. Practice giving directions from one building to the other.

1.6. The Road Junction

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, go right, go straight or go
back. You must make a choice.



When you are crossing the road, you must look to the left, look to the right before you cross the road.

1.7. Sounds and spellings

SOUND “EE” “ee” read as /i/

Activity 1

Listen and repeat sound ee words



Activity 2

Fill in “ee” sound and read the words.

1) b_ _s 2) f_ _s 3) w_ _d

Activity 3

Read these sentences with “ee” sound.

1. Gatesi has a mango seed.
2. I have two feet.
3. Bees give us honey.



End of unit assessment

1. Write these words correctly:

sohiltpa
oolchs
nkab
urhchc
ospsh

church
bank
School
hospital
Shops

2. Choose the correct word

A place where people go to pray is a _____

A place where people go when sick is a _____

A place where children go to learn is a _____

A place where people keep money is a _____

bank
school
church
hospital

3. Read aloud the words with the image

1. Turn right



2. Turn left



3. Go straight



4. Make sentences using the following sound ee words:

1. bee _____










2. week _____

Unit 2

Jobs in our Community

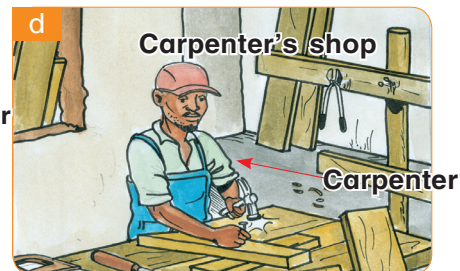
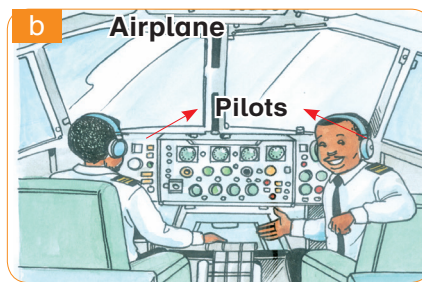
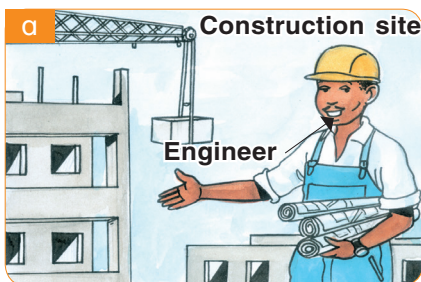
Introductory activity

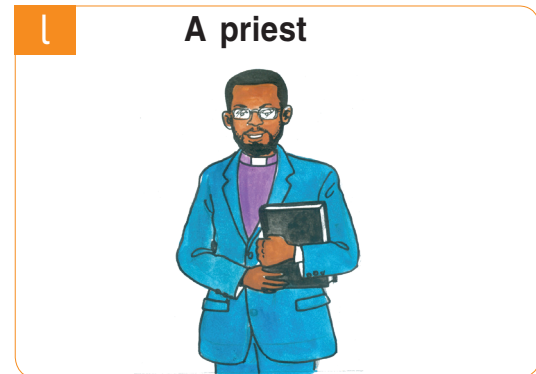
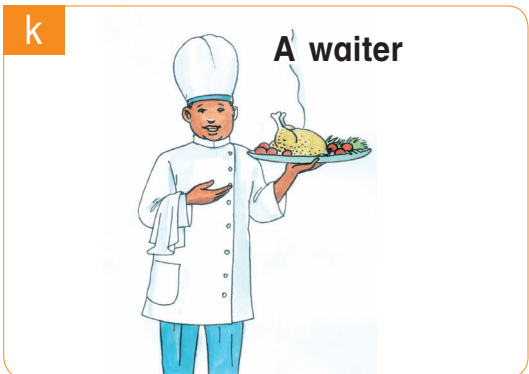
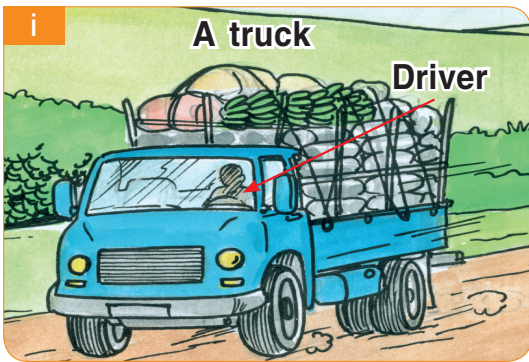
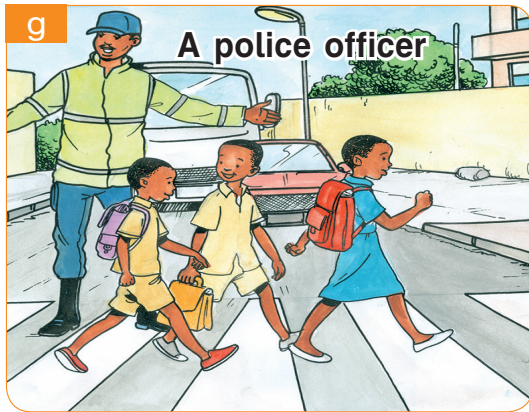
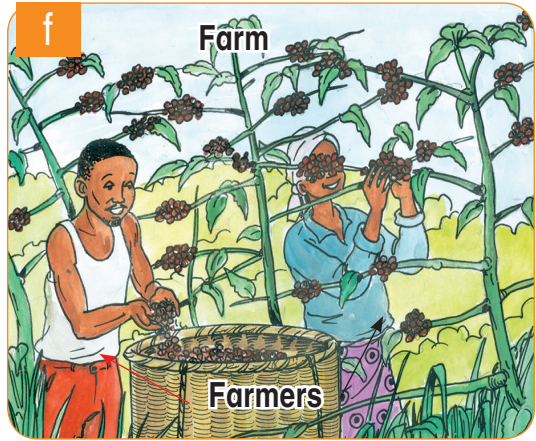
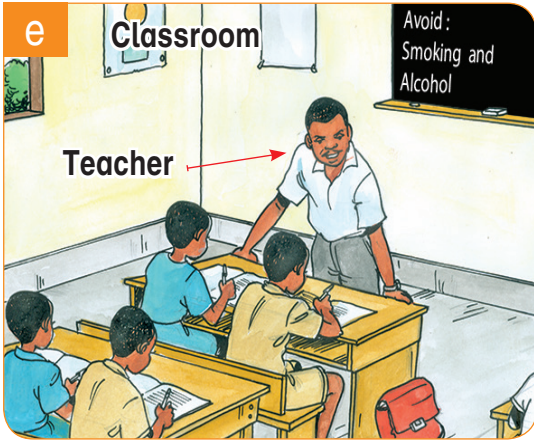
Listen and spell

Letter names	Words		
Dd	 Doll	 Door	 Dolphin
Ee	 Eye	 Ear	 Eight
Ff	 Fork	 Fox	 Fruits

What jobs do they do? How do their jobs help the community?

Repeat after the teacher. **Example:** Engineer works at the construction site. He constructs buildings.





Read aloud:

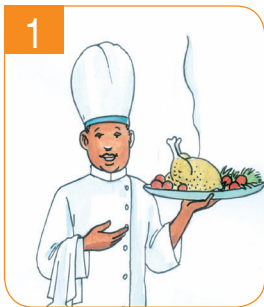
1. A person who works on a construction site is an **engineer**.
2. A person who works in a hair saloon is a **hair dresser**.
3. A person who teaches children at school is called a **teacher**.
4. A person who flies an airplane is a **pilot**.
5. A person who works at the carpenter's shop is a **carpenter**.
6. A person who works on the farm is a **farmer**.
7. A person in a police force is a **police officer**.
8. A person who drives cars is a **driver**.
9. A man who serves food in a restaurant and hotel is a **waiter**.
10. A person who is in the army is a **soldier**.
11. A person who sings and plays music is a **musician**.

2.1. Talking about people's jobs

Activity 1

Job names

Who are these people and what do they do? Write in your note books.



1. waiter



2. _____



3. _____



4. _____



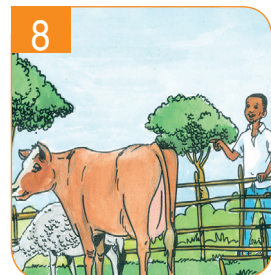
5. _____



6. _____



7. _____



8. _____



Activity 2

Read after the teacher

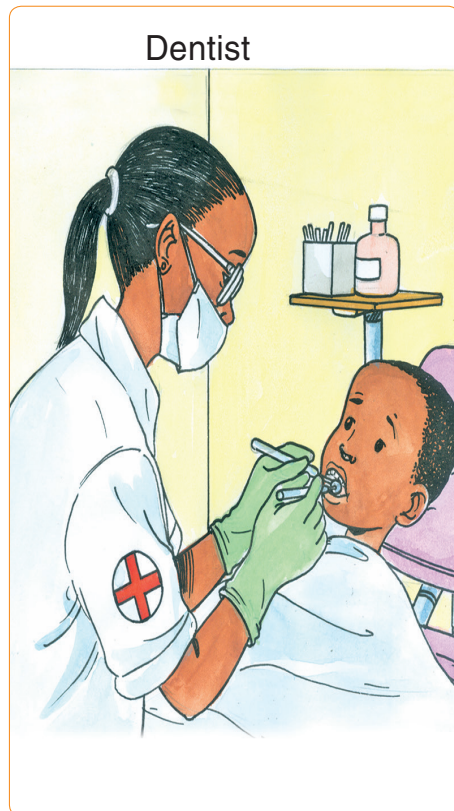
1. A **waiter** serves food in the restaurant.
2. A **carpenter** makes chairs and desks from wood.
3. An **engineer** builds houses.
4. A **priest** preaches in the church.
5. A **truck driver** drives trucks.
6. A **police officer** directs cars.
7. A **doctor** treats sick people.
8. A **shepherd** looks after sheep.



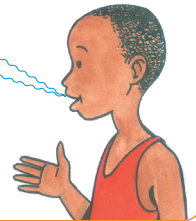
Activity 3

What do they do?

1. Look at the pictures, fill in the missing words and read the sentences.



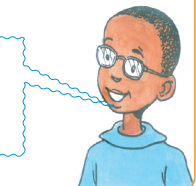
Dr. Kaneza is a _____.



What is her job?



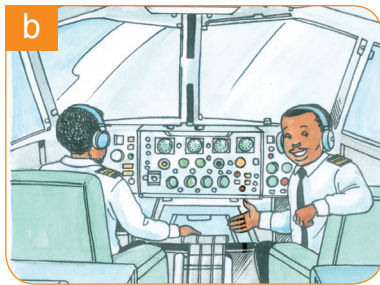
She treats people's ____.



2. Match the pictures with the right sentences.



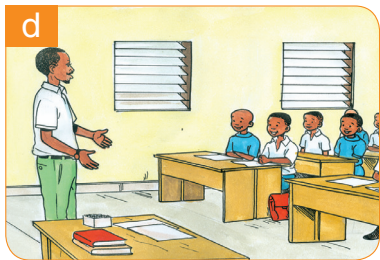
1. A police officer keeps law and order.



2. A doctor treats sick people.



3. A teacher teaches children.



4. A pilot flies aeroplanes.



5. A farmer grows crops.

Activity 4

Make sentences about each job.

For example:

A carpenter makes furniture.



- | | |
|------------|---|
| teacher | 1. A teaches learners. |
| farmer | 2. A grows crops and rears animals. |
| Pilot | 3. A flies an aeroplane. |
| doctor | 4. A treats sick people. |
| Shopkeeper | 5. A..... sells items in the shop. |
| driver | 6. Adrives cars. |

Activity 5

Where do they work?

1. Look at the places where some people work. Match the pictures on the right with the places on the left

1. School



2. Bank



3. Airport



4. School



5. Shop



6. Library



7. Hair salon



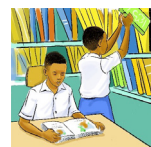
8. Hotel



9. Bakery



10. Hospital



2. Now listen and repeat all the place words.

Activity 6

Listen and repeat:

1. A librarian works in the library.
2. A judge works in the courts of law.
3. A doctor works in the hospital.
4. A teacher works in a school.
5. A shopkeeper works in a shop.
6. A pilot flies an aeroplane.
7. A waiter works in a hotel.
8. A mechanic works in a garage.

Activity 7

Look at the table below and write correct sentences in your notebook.

For example:

A librarian works in a library.

a. A librarian	works	in	a shop.
b. A judge			a school.
c. A teacher			aeroplane.
d. Doctors			a court of law.
e. A farmer	work		library.
f. Pilots			hospitals.
g. A shopkeeper			a farm.
h. A mechanic			a garage.
i. Waiters and waitresses			hotels

Recite the poem below:

Oh! Doctor you are so good
And an important person.
You treat sick people
And make them better
When they are sick.
Oh! Teacher, you are so good

For you teach the future generation
To serve our nation.

Oh! Engineer, you are so good and so nice
For you repair our roads
And construct good houses.

Oh! Driver, you are so good
For you transport people and goods
From place to place.

Activity 8

Spelling

Fill in the missing letters:

1. T__ __cher
2. Librari__n
3. Car__ __nter
4. Ju_ _e
5. Dent__ __ t

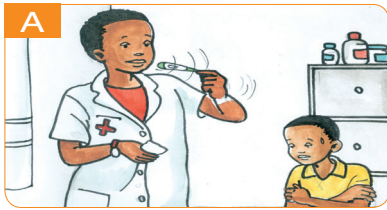
Activity 9

Match the people with their jobs.

- | | |
|----------------|----------------------------|
| a) A fisherman | 1. preaches in church. |
| b) A teacher | 2. drives cars. |
| c) A waiter | 3. flies aeroplanes |
| d) A carpenter | 4. teaches in a school. |
| e) A doctor | 5. grows crops. |
| f) A farmer | 6. treats sick people. |
| g) A driver | 7. makes furniture. |
| h) A pilot | 8. catches fish. |
| i) A pastor | 9. serves food in a hotel. |

 **Activity 10**

For example:



I am Jane. I am a doctor. I treat sick people at the hospital.

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



I am Kalisa. I am a teacher I work at Remera Primary School.

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



I am Agnes. My aunt is a farmer. She likes farming. She always works on her farm.

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



I am Kamana. I am a police officer. I work for Rwanda National Police.

- a) What is his job?
.....
- b) What does he do?
.....

Use **TRUE** for correct and **FALSE** for wrong sentences.

- a. A teacher cooks in a hotel ___ **False**
- b. A mechanic repairs cars _____ **True**
- c. An air hostess works in an aeroplane _____
- d. A driver drives a bus _____.
- e. An engineer designs houses _____
- f. A pilot flies an aeroplane. _____
- g. A shepherd looks after cows. _____

2.2. Future jobs



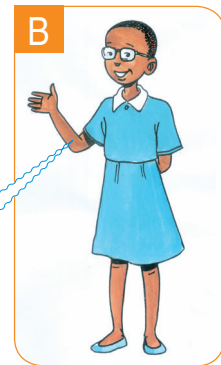
Activity 1

1. Read aloud the following dialogue in groups.

Group 1 reads 'A' and 'C'. Group 2 reads B and D



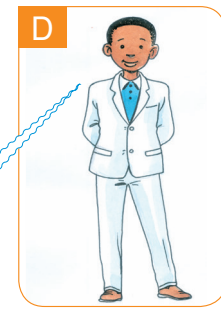
"I want to be a journalist when I grow up."



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



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



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

2. Listen and repeat:

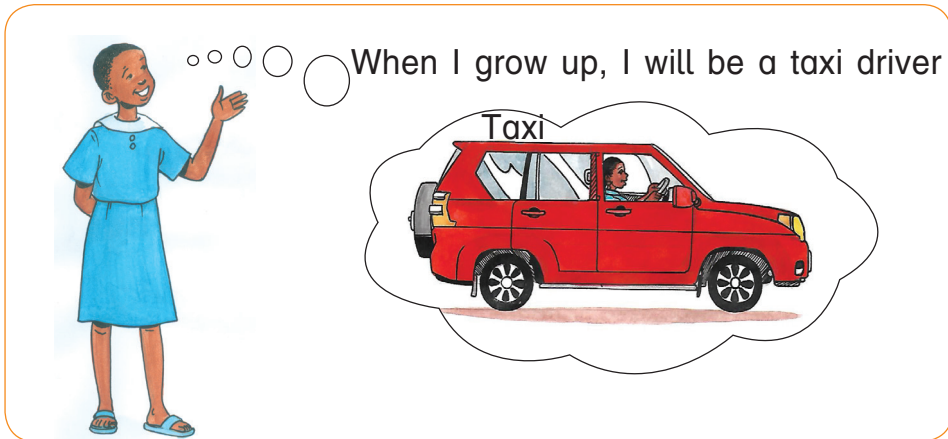
- 1. A journalist
- 2. An air hostess
- 3. A president
- 4. A lawyer
- 5. An engineer

Activity 2

a. Repeat after the teacher

1. A journalist works at the radio station.
2. An air hostess works in an aeroplane.
3. A president is a leader. He leads the nation.
4. A lawyer works in the court of law.

b. What job will you do when you grow up? Ask your friend.



Activity 3

What do you want to be when you grow up?

For example:

What do you want to be when you grow up?

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

He wants to be an engineer when he grows up.





Activity 4

Spellings

Fill in the missing letters:

1. Engi_ _ _r
2. Air h_ _ tess
3. Law_ er
4. Jour_a_ist
5. P_l_t



Activity 5

Complete the sentences below.

My name is

I amyears old.

When I grow up,

I want to be a..... It is the best job to do.



Activity 6

Answer these questions.

a. John wants to protect people and their property.

He will be a police officer.

b. Mutoni wants to work in a hotel or a restaurant.

She will be a _____.

c. Kabatesi and Mugabo want to fix broken cars.

They will be _____.

d. Butera wants to treat people.

He will be a _____.



Activity 7

A. Tell your friends:

Are all jobs good for both men and women?

B. 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.



Activity 8

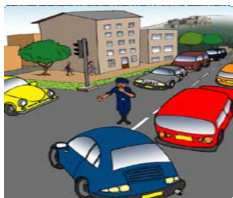
Reading practice



What is her job?
She is a doctor.
What does a doctor do?
A doctor treats you when you fall sick.



What is her job? She is a shopkeeper.
What does a shopkeeper do?
A shopkeeper sells things in a shop.



What is his job?
He is a policeman.
What work does a policeman do? A policeman keeps law and order.



What is his job?
He is an engineer.
What does an engineer do?
An engineer builds houses and roads.



What is his job? He is a farmer. What work does a farmer do?
A farmer grows food, like beans and green peas.



What is her job?
She is a nurse.
What work does a nurse do?
A nurse helps people who are sick.

Answer the questions.

1. What does a doctor do? A doctor _____.
2. What does a carpenter do? A carpenter _____.
3. Where do we buy sweets? We buy sweets at _____.
4. What does a policeman do? A policeman _____.
5. Who helps people who are sick? A _____ helps people who are sick.

Riddle

I treat people's teeth. Who am I? I am a _____

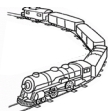
Riddle

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

2.3. Sounds and spellings

Activity 1

Listen and repeat the words with /tr/ sound.



Train



Tree



Tractor

Activity 2

Fill in sound /tr/ and read the words.

- 1) _ _ain 2) _ _actor 3) _ _ ay 4) _ _ade

Activity 3

Read these sentences with /tr/ sound

1. There are eggs on the **tr**ay.
2. I can see a **tr**ain.
3. Peter is climbing a **tr**ee.
4. My father is driving a **tr**actor.



End of unit assessment

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

- | | |
|-----------------|----------------|
| 1. yewarl | 4. merfar |
| 2. redriv..... | 5. rusen |
| 3. rotcod..... | |

2. Match the words with the sentences correctly.

1. A pilot	treats sick people.
2. A teacher	works for a television or a radio station.
3. A doctor	teaches children.
4. A journalist	flies aeroplanes.

3. Fill in the correct words.

priest	lawyer	carpenter	waitress	photographer
--------	--------	-----------	----------	--------------

- A person who uses wood to make items is.....
- A person who serves food in a hotel is
- A person who preaches in the church is
- A person who works in the court of law is
- A person who takes pictures is

4. What will you do when you grow up?

5. Arrange these words to make correct sentences:

- engineer is he an
- in cook A works a kitchen.
- to He a doctor wants be.
- is job What her?
- crops grow They

6. Why do you want to work when you grow up?

7. Make sentences using the following <tr> sound words:

- tree _____
- train _____
- tray _____

Unit 3

Time

Introductory activity

a. Letters of the alphabet

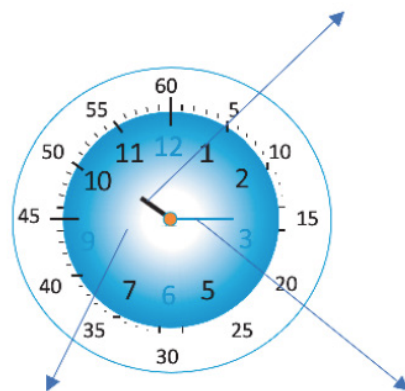
Listen and spell

Letter names	Words		
Gg	 Gloves	 Goose	 Girl
Hh	 Hammer	 Hut	 Helicopter
Ii	 Igloo	 Injury	

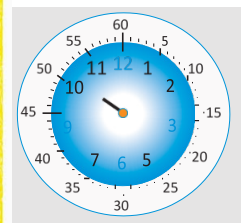
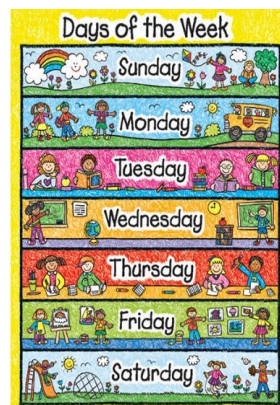
b. Look at the pictures below.

c. What can you see? I can see a clock.

Short hand



Face of a clock



Long hand

d. Listen and repeat:

1. The short hand counts hours.
2. The long hand counts minutes.

3.1. Telling the time

Activity 1

Look at the pictures below and tell the time.

For example:

What time is it?



It is twenty minutes past eight.



It is two o'clock.



It is fifteen minutes past twelve.

Activity 2

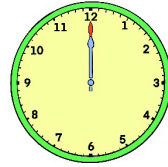
Say aloud the time shown below:

For example:

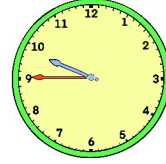
Read the words below with your friend. Write down the time.

09:00 — Nine o'clock.

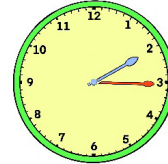
a. 12:00 (Twelve o'clock)



b. 9:45 (A quarter to ten)



c. 2:15 (Fifteen minutes past two or
A quarter past two)



d. 4:30 (A half past four)



NOTE

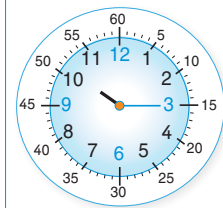
There are 60 minutes in an hour.

- 15 minutes is a **quarter** of the hour.

Example: what time is it? 10:15.

It is 15 minutes past ten

It is a **quarter** past ten

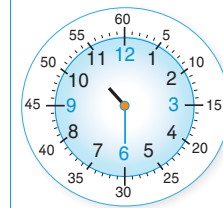


- 30 minutes is half of an hour.

Example: what time is it? 10:30.

It is 30 minutes past ten

It is a **half** past ten

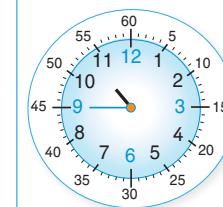


- It is a **quarter to** when the minute hand points to 9.

Example: what time is it? 10:45.

It is 15 minutes to eleven

It is a **quarter to** eleven

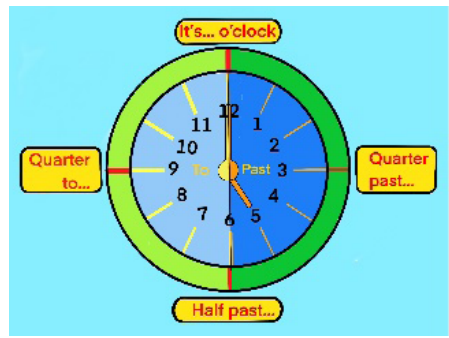


• When telling the time we use **past** if the minutes are past the hour (are before the half hour).

Example: 10:15 It is a quarter **past** ten.

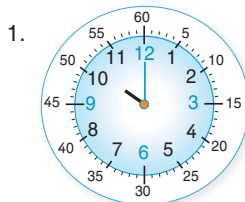
• We use **to** when identifying the minutes to the next hour (the minutes are from 31 to 59).

Example: 10:45 It is quarter **to** eleven.

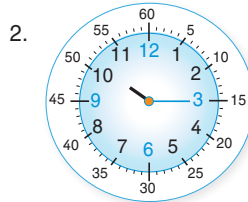


Activity 3

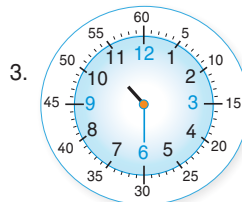
What time is it? Write the exercise in your notebook.



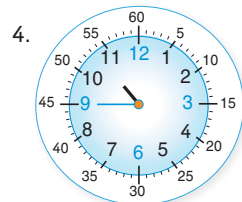
It is _____



It is _____



It is _____



It is _____

Activity 4

What time is it?.

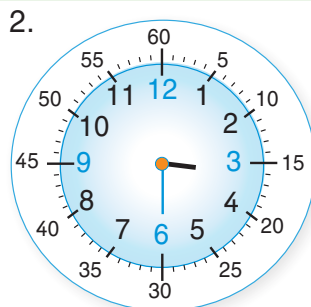
For example:



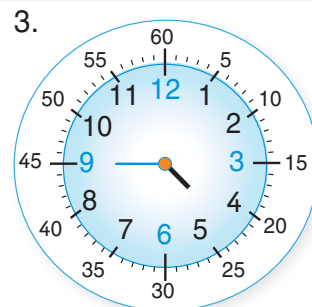
It is a quarter past one.



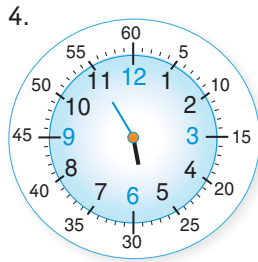
It is _____



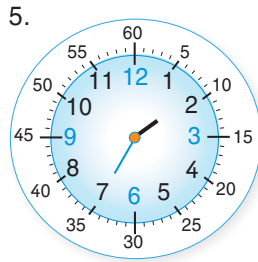
It is _____



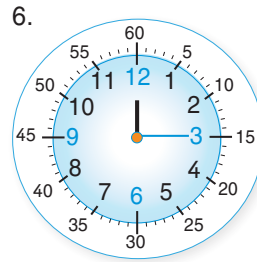
It is _____



It is _____



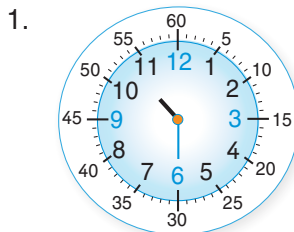
It is _____



It is _____

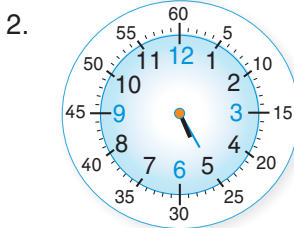
Activity 5

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



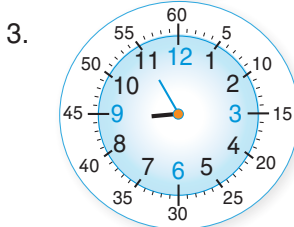
a)

8:55



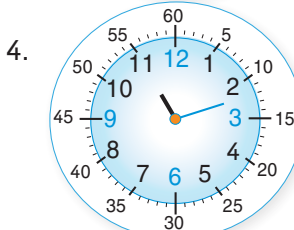
b)

10:30



c)

5:25



d)

2:23



e)

11:12

EXERCISE 1

Draw the clock time in your notebook.

- 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? **Friday**
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 correct letters. For example, dyanom is Monday.

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

Months of the year



Activity 3

a. Read aloud and write the months of the years in your notebook.

Month	Position	Days in a month
January	First month	31 Days
February	Second month	28 or 29 Days
March	Third month	31 Days
April	Fourth month	30 Days
May	Fifth month	31 Days
June	Sixth	30 Days
July	Seventh	31 Days
August	Eighth	31 Days
September	Ninth	30 Days
October	Tenth	31 Days
November	Eleventh	30 Days
December	Twelfth	31 Days

b. Stand in a line. Use your birthdays to know where to stand.

Example: January stand here and December stand there.

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

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

Let us learn how to write the words as numbers.

- | | |
|---------------------------------------|--------------------------------------|
| a. First written as 1 st | b. Second written as 2 nd |
| c. Third written as 3 rd | d. Fourth written as 4 th |
| e. Fifth written as 5 th | f. Sixth written as 6 th |
| g. Seventh written as 7 th | h. Eighth written as 8 th |
| i. Ninth written as 9 th | j. Tenth written as 10 th |



Activity 4

Write in your notebook the months of the year.

Activity 5

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

For example:

ripal is April

- | | | | |
|-------------|--------------|------------|------------|
| a) charm | b) ripal | c) yam | d) lujy |
| e) gaustu | f) petermbes | g) redeceb | 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 2

Answer the following questions:

- Which is the 9th month of the year? **September is the ninth month of the year.**
- January is the _____ of the year.
- Which is the twelfth month of the year? _____
- Which is the seventh month of the year? _____
- February is the _____ of the year.

- When telling 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. 03rd – May 3. 12th – December

Exercise 3

Write the following dates.

- The tenth of August.
- The second of March.
- Twenty–ninth October.
- Thirty–first of January.
- Twenty–sixth December.

Activity 8

Which years are shown below?

- 2015: Twenty fifteen
1972: Nineteen seventy two
2020: Twenty twenty
1879: Eighteen seventy nine.

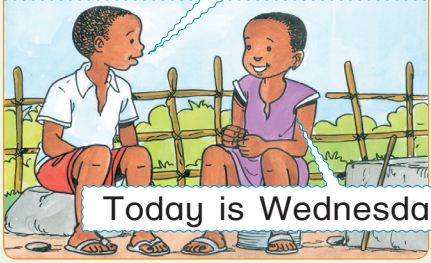
Remember:

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?



Today is Wednesday.

What is the date today?



It is the first of March,
2023.

Exercise 4

Match the years in numbers with 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 minutes, hours and months

Activity 1

Read the following aloud:

- How many minutes are in one hour? 60 minutes
- How many hours are in one day? 24 hours
- How many days are in one week? 7 days
- How many months are there in one year? 12 months
- How many days are in one year? 365 or 366

Activity 2

Find out the following and answer them in your notebooks:

- How many minutes are there in three hours? _____
- How many days are there in 48 hours? _____
- How many hours are there in 120 minutes? _____
- 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? _____

How many minutes are there in one hour?



There are 60 minutes in one hour.

Activity 3

Read and answer the question that follows:

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

Question

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

Activity 4

Listen and read

It is important to know how to tell time because it helps me not to be late for classes.

3.4. Daily routine

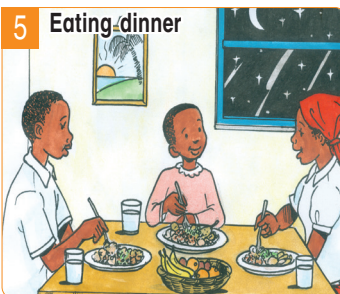
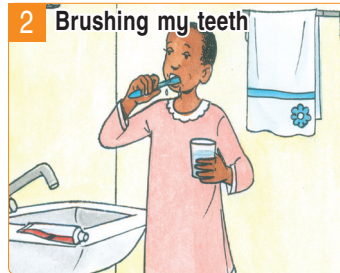
Activity 1

1. Listen and repeat as your teacher reads the following words:

usually	normally	sometimes	always
never	often	daily	

Activity 2

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



B.a) Which of these activities do you do in the morning?

I wake up and brush my teeth.

b) Which of these activities do you do in the afternoon? _____

c) Which of these activities do you do in the evening? _____

C. Listen and read:

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

Gatete's daily routine

Activity 3

Fill in Gatete's daily routine



Gatete wakes up at 6 o' clock _____



What does Gateete do at night?

 **Activity 4**

- Ask your friend to tell you the time he or she does some activities.
- Write in your exercise book and present your daily routine to the class.

What time do you go to school?

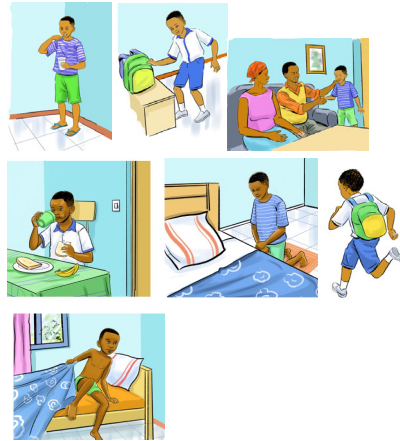


I usually go to school at 12.00 o'clock.

Activity 5

look at pictures and 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 5

Rearrange the words to form the correct sentences

For example:

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



2. at I up 7:00 am 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 aloud:



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 in pairs

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.

3.5. Sounds and spellings.

Sound /fr/



Activity 1

Fill in /fr/ sound and then read.



Fruits



frog



fridge



Activity 2

1. Friday 2. ___ __ iend 3. ___ ___ om 4. in ___ __ ont



Activity 3

Read the following sentences with sound /fr/.

1. Keza is eating a mango fruit.
2. I can see a frog.
3. Sarah is my best friend.
4. My brother has a frying pan.



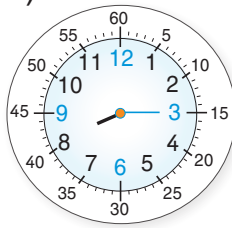
End of unit assessment

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

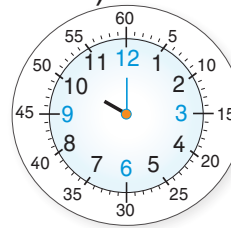
a)



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 twelve

e) Two twenty.

f) 9:15.

3. Write the date when we celebrate the following:

a) Heroes' day. We celebrate Heroes' day on _____

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. At what time do you do these activities? _____

12) Make good sentences using the words below with sound /fr/

1. Fruit _____

2. Fridge _____

3. Friend _____

Unit 4

Events in the past and future

Introductory activity

a. Letters of the alphabet

Letter names	Words		
Jj	 Jungle	 Jeans	 Jogging
Kk	 Kitchen	 Kids	
Ll	 Ladder	 Lock	 Lamb

b. Listen and repeat the words in the box.

Yesterday, Last week, Tomorrow, Last year, Next year, in the future

4.1. Reporting events

a. Present events

Activity 1

Look at the pictures below and read about Gatera's daily routine.



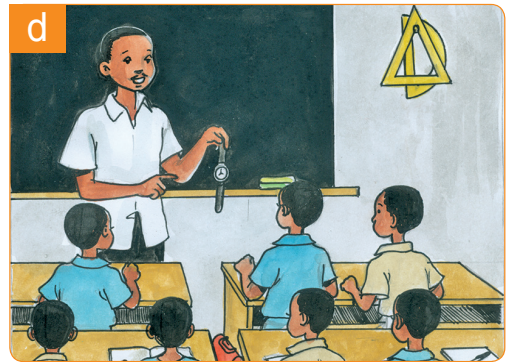
It is 6:00am . Gatera is waking up.



It is 6:30 am. Gatera is having breakfast.



It is 7:00 am, Gatera is walking to school.



It is 8:30 am, Gatera is in class studying Maths.

b. Past events

Good. Your day was well organized.



I woke up at 6:00 am.
I had my breakfast at 6:30 am.
I walked to school at 7:00 am.
At 8:30 am, I was in class studying English.

c. Future events

Activity 2



Tomorrow, I will wake up at 6:00 am.
I will have breakfast at 6:30 am.
I will walk to school at 7:00 am.
I will be in class at 8:00 am

Activity 3

Talk to your friend about:

1. What is he doing now?
2. What did he do yesterday in the evening?
3. What will he do the next weekend?



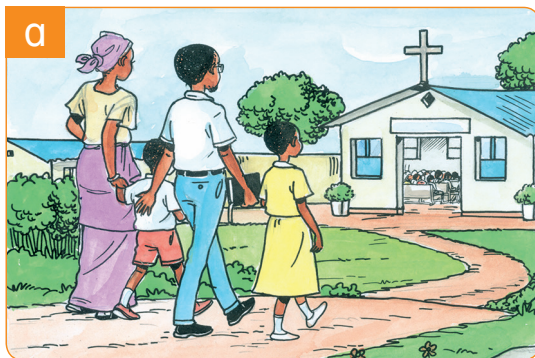
Activity 4

Read the story about Mutesi and answer the questions:

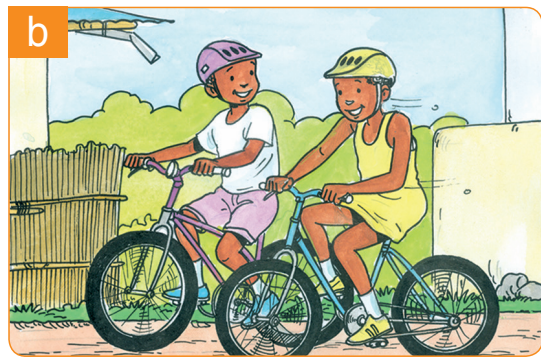
My name is Mutesi. Yesterday, I had a very busy day. In the morning, I did sports with my brother, Joe. We rode our bicycles. After sports, my brother, my parents and I went to church. In the afternoon, we went fishing and caught two fish. Lastly, we visited Kigali Genocide Memorial Site.

Look at the pictures. Complete the sentences with the correct word.

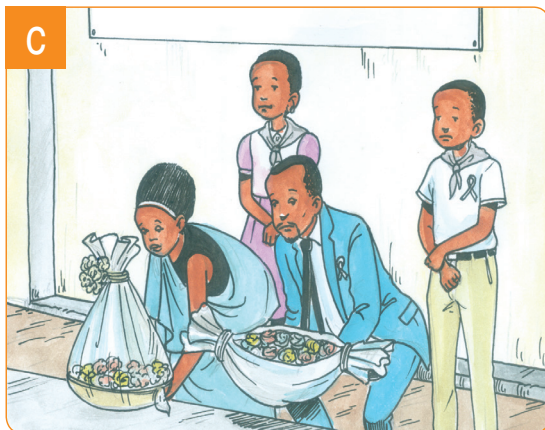
Went, rode, caught, visited



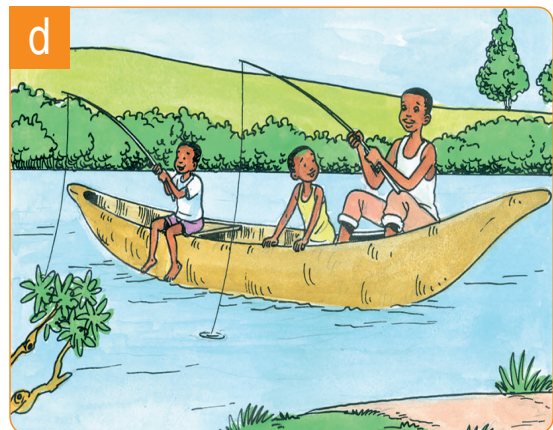
They _____ to church.



They _____ their bicycles.



They _____ the Kigali Genocide Memorial Site.



They _____ fish.



Activity 5

Read the dialogue below in groups of two:

Did you play football yesterday?



No, I did not play football yesterday. I helped my mother to cook.

Past events

1. Did you play football yesterday?
2. Did you watch TV yesterday?
3. Did you go to sleep at 8:00 yesterday?

Present events

1. Are you playing football?
2. Are you watching tv now?
3. Is Jane sleeping now?

Future events

1. Will you play football tomorrow?
2. Will you watch TV on Sunday?
3. Will Jane sleep tomorrow at 8:00?

Did you watch TV yesterday?

Yes, I watched TV yesterday.

Yesterday, Grace saw the President on TV.





Activity 6

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



Activity 7

Read aloud.

My name is Gatete. I was very excited about my first day of school. I woke up at 5 o' clock that morning. I dressed for school. I walked to school with my mother. At school, I met the English teacher. My English teacher is Mr. Samuel. Mr. Samuel welcomed me. I happily waved good bye to my mother and entered the class.

Look at the pictures below about Gatete's first day of school. Complete the sentences with the words from the box

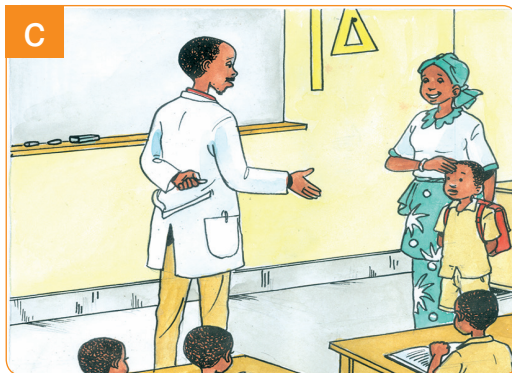
dressed, walked, waved good bye, met, got



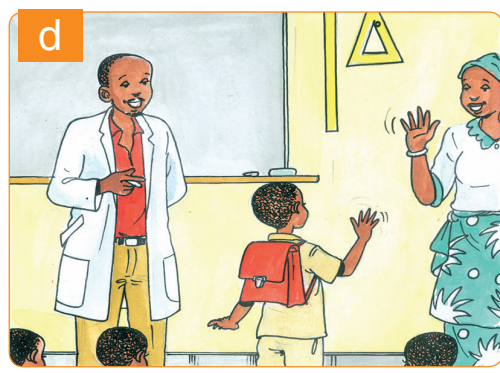
He ___ for school.



He ___ to school.



He ___ his teacher.



He _ to his mother.

EXERCISE 1

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

What did you do in August?

In August, I went to Huye.

In August, I visited my aunt.



When did you go to Kigali?

I went to Kigali last December.

David went to Kigali in December.



2. Read the dialogue above and fill in the missing words:

Question: When did you visit your aunt?

Answer: I visited _____

Question: What did you do in December?

Answer: _____

Question: Where did you go in August?

Answer: _____

3. Ask your friends about what they did over the weekend.

 **Activity 8**

Complete the sentences under each picture with a word from the box, then, read it to a friend.

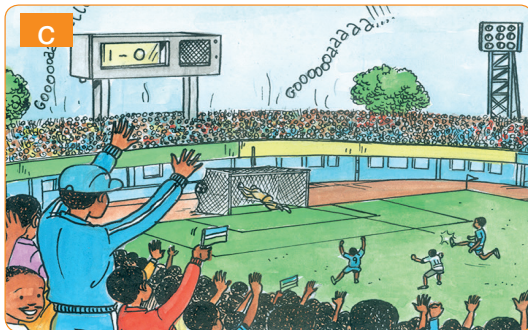
Scored, were, went, checked



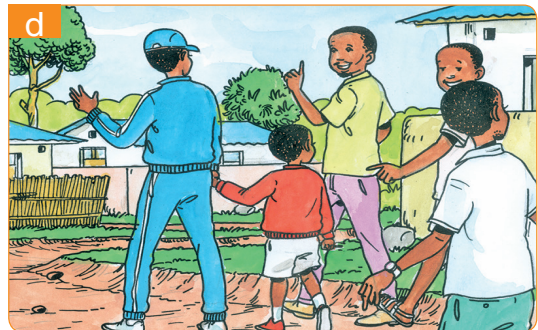
They _____ to watch football.



The security guard _____ them at the stadium.



Their team _____ a goal.



They _____ very happy because their team won.

EXERCISE 2 

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

Example: To market I the went week last. I went to the market last week.

a. cooked Agatesi yesterday food. _____

b. my wrote I to letter a last friend year. _____

c. visited The us mayor last week. _____

d. did Monday do what you on? _____

e. book my marked teacher The. _____

4.2. Recounting a daily routine



Activity 1

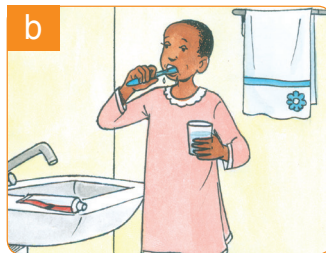
Did you go somewhere last year? Tell your friend about your trip.



Activity 2

Listen and repeat after the teacher reading the story.

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



Kaliza woke up early in the morning. Then, she brushed her teeth. After, she combed her hair. Next, she had her breakfast and finally she went to school.



Activity 3

Use the bold words below to complete the sentences in your notebooks.

Then, after that, next, finally

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

Activity 4

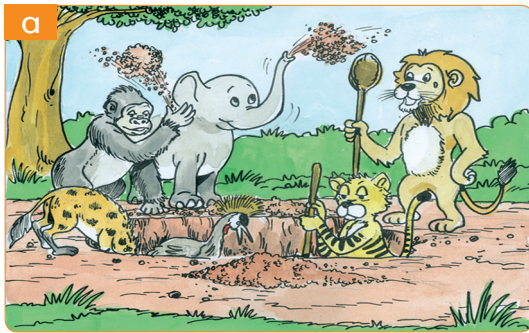
Write some sentences about a place you visited and what you did there.

1. I went to the market last Saturday.
2. Then, I _____
3. Next, I _____
4. After that, I _____
5. Finally, I _____

STORY READING

Activity 5

Read the story and answer the questions:



The animals **were** very thirsty. The lion said: We have to dig a hole to find water. Come and help me.



They **dug** a big hole but there **was** no water. The animals took a rest because they **were** very tired. Only the crane **worked**.



Suddenly, the water **came** out! The animals **were** very happy! They **danced** and **sang** songs.



They **were** not thirsty but very happy. They **continued** dancing and singing. The animals **made** the Crane the new king of the forest!

Now, answer these questions

- Why were the animals thirsty?
- What did they decide to do?
- Who was the new king of the forest?

Do you know any story? Tell your friends. Then, write your story in your note book.

4.3. Describing future plans

Activity 1

Look at Mugabo's plan for next week and answer the questions.

	Days	Activity
	Monday	Study mathematics
	Tuesday	Do my english homework
	Wednesday	Join English Club
	Thursday	Clean my room
	Friday	Study English
	Satarday	Visit my Uncle
	Sunday	Go to church

- On Monday Mugabo will _____
- On Tuesday he will _____
- On Wednesday Mugabo will _____
- On Thursday _____ will _____
- On Friday _____
- On Saturday _____
- On _____ Mugabo will go to church.



Activity 2

Read the dialogue below:

Rose is talking to her Aunt.



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

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

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

Aunt: Okay Rose. I will talk to you soon.

Rose: Okay aunt. Thanks and bye.

Aunt: Welcome Rose, bye.

Question

- What does Rose want to do? _____
- When will Rose visit her aunt? _____
- Who is Rose going to talk to? _____



Activity 3

Ask and answer questions about what you are going to do tomorrow.

Use the example below:

For example:

What are you going to do tomorrow?



I am going to visit my uncle tomorrow.

4.4. Letter writing

Activity 1

Read the letter below and answer the questions.



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?



Activity 2

Listen and read the words in the box, then, complete the letter that Doreen Uwase wrote to her uncle.

are, writing, fine, new, paying, doctor, working, see

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.

EXERCISE 3



Write a letter to your friend. Let your friend read the letter for you.

Recounting a past story.

EXERCISE 4

Read aloud the story 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!

4.5. Sounds and Spellings

Sound /SK/ /sk/

Activity 1

Listen and repeat:



Skeleton



Skirt



Baskets

Activity 2

Fill in /sk/ and read the words correctly.

1. _ _ ip 2. _ _ eleton 3. _ _ in 4. ba _ _ et.

Activity 3

Read the sentences below and underline the words with sound /sk/.

1. I saw a plane up in the **sky**.
2. My **skirt** is brown.
3. Manzi is **skipping** a rope.
4. Here is a **skeleton** of a dog.



End of unit assessment

1. 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 will visit Virunga National Park.

I like visiting National Park. I enjoy looking at different animals.

Questions

- Where did Teddy visit?
 - Which animals did she see?
 - How old is Teddy?
 - What does Teddy like and why?
- Write a letter to your friend telling him or her about the activities you did last term.
 - Use the following words to write correct sentences:
 - tomorrow
 - next term
 - next year
 - next week
 - Write down all the activities you are planning to do next weekend.
 - Use these words to write correct sentences:
 - going to
 - ate
 - marked
 - cleaned
 - took
 - saw

6. Make correct sentences from the table below:

For example: I will sweep the classroom tomorrow.

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

7. Read the sentences and draw:

1. Mulisa is skipping a rope.
2. Mucyo is carrying a basket.

Unit 5

Domestic animals

Introductory activity

a. Letters of the alphabet

Listen and repeat

Letter names	Words		
Mm	 Mushroom	 Money	 Moon
Nn	 Nurse	 Nest	 Nine
Oo	 Onion	 Oven	

b. Name the animals that are kept at home. Why do people keep animals at home?

5.1. Talking about domestic animals

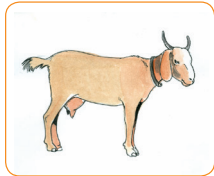
Activity 1

a. Read about Keza and her mother.

Keza and her mother have many animals at home. They have two cows and four goats. The cows and goats give them milk and meat. They have a lot of hens for eggs. Keza has ten rabbits and five ducks. They also keep two dogs to protect them.

2. Draw and match the animals below with their names in your notebooks:

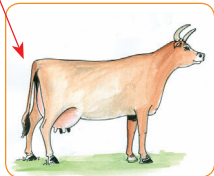
a) cow



b) dog



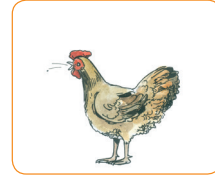
c) rabbit



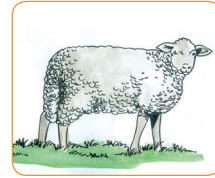
d) goat



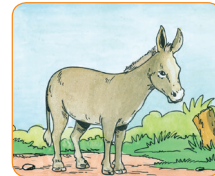
e) sheep



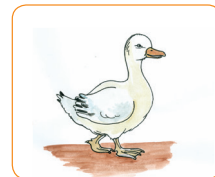
f) duck



g) hen



h) donkey



Activity 3

In groups of two, read the dialogue below:

Dinah: Which animals do you have at home?

Kamanzi: We have cows and hens.

Leone: How many cows do you have?

Kamanzi: We have four cows.

Dinah: How many hens do you have?

Kamanzi: We have many hens. I have never counted them.

Leone: So, you have a few cows and many hens?

Kamanzi: Yes.

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

Activity 4

Draw your favourite domestic animal.

Wild animals



Activity 5

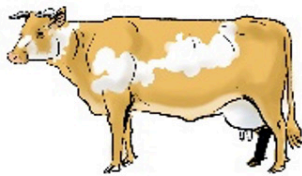
What are wild animals?

Wild animals are animals that live in the forest.

Example: Lion, elephant, monkey, snake.

1. Which animals live at home? Write them in your notebook.

2. Which animals live in the forest? Write them in your notebook.



Cow



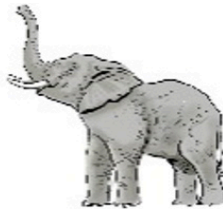
Lion



Goat



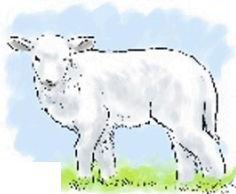
Dog



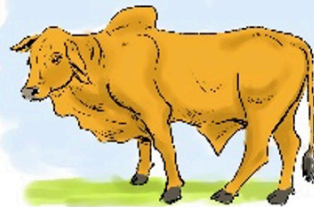
Elephant



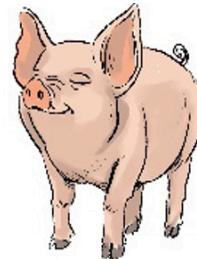
Sheep



Lamb



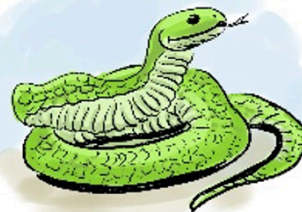
Bull



Pig



Monkey



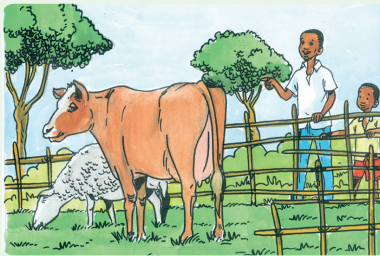
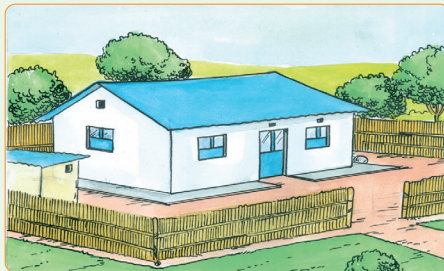
Snake

Exercise 1

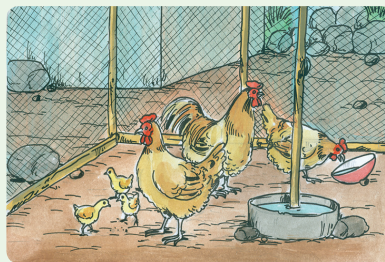
1. Write correct sentences about each picture to show the domestic animals that they have.

For example:

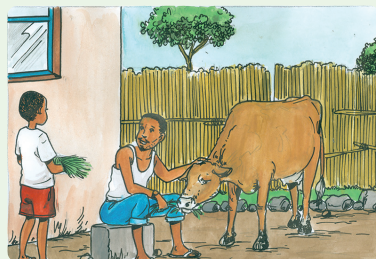
They have cows.



a) _____.



b) _____.



c) _____.



d) _____.

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

5.2. Uses of animal products

Read the story below:

Domestic animals are very useful. Cows, goats, sheep, rabbits, pigs and hens give us meat. Cows give us delicious milk and cheese. Hens give us eggs that we all like. Dogs guard our homes at night.

Activity 1

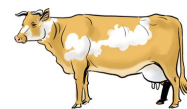
Name the following. Listen and repeat:



Activity 2

Follow the text 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?



I am a _____



I am a _____



I am a _____



Activity 3

Which farm animals give us the following products? Tell your friend :

Example: A cow gives us cheese.



Activity 4

Choose from the words below and fill in the missing letters.

Meat, milk, feather, cheese, hide, sausage

a)



m _ _ _

b)



_ _ a _

c)



e _ _ _

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



Activity 5

Make sentences using the following words:

hen, pig, cow, rabbit, goat, sheep

Example: 1.

1. A cow gives us milk.
2. A goat gives us meat.
3. A pig gives us _____
4. A rabbit gives us _____
5. A sheep gives us _____
6. A hen gives us _____



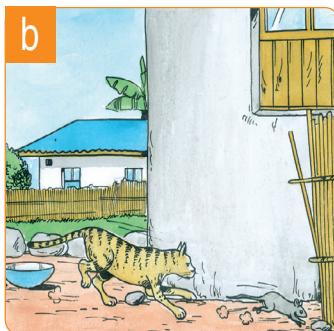
Activity 6

Answer the following questions.

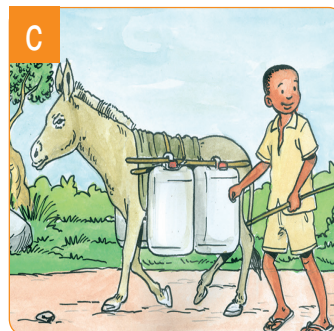
- i) Which animals are used to transport? _____
- ii) Which animals are used to chase away rats? _____
- iii) Which animals are used to guard and protect us from thieves? _____



Dog



Cat



Donkey



Activity 7

Read aloud.

We use animals to make different things.

1. We make shoes and handbags from skins of cows and goats.
2. We make butter and cheese with milk from cows.



Activity 8

Look at the pictures and name the products from domestic animals.

Shoes, handbag, cheese, belts



Activity 9

What do different animals eat?

For example: Dogs eat meat.

Write sentences about what animals eat. Tell the class.

1. Cows and goats eat _____
2. A cat drinks _____
3. Pigs eat _____
4. Rabbits eat _____
5. Lions eat _____
6. Elphants eat _____
7. Monkey eats _____

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.

Riddle

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

Dictation

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

5.3. Sounds and spellings

Sound /st/



Activity 1

Read the words with /st/ sound



Star



stove



stool

stone

stick

stem

staff



Activity 2

Fill in /st/ sound in the words below and read them

1. starch 2. _ _ ick 3. _ _ aff 4. _ _ _ ove



Activity 3

Read the following sentences with sound /st/.

1. Akeza has a **stick**. 3. Kamana is sitting on a **stool**.
2. Gatete has a **vest**. 4. I can see a big **stone**.



End of unit assessment

- What do we get from these animals?
 - A cow _____
 - A hen _____
 - A rabbit _____
 - A goat _____
- How are the following animals useful to us?
 - A dog _____
 - A camel _____
 - A cat _____
- What do we get from milk? _____
- What do we get from the skins of animals? _____
- What is your favorite domestic animal? Why? _____
- Draw a picture of your favourite animal. Write a sentence about it.
- Choose domestic animals only.
pig, snake, cow, rabbit, monkey, sheep, goat, cat, gorilla, lion, tiger.
- Write down three things that we get from milk.
- Write the words correctly
 - nialmas
 - wco
 - atgo
 - psoh
- Shoes, belts and handbags are made from which products of animals?
- Why should we keep domestic animals?
- What do the following animals eat?
a cow, a cat, a dog

Unit 6

The body and health

Introductory activity

a. Letters of the alphabet

Listen and repeat

Letter names	Words		
Pp	 Piano	 Pillow	 Pencil
Qq	 Quack	 Quarter	
Rr	 Rose	 Rug	 Rake

b. Read the story about my body and answer the questions

My body

My two hands are for clapping.
My two arms can hug my friends.
My ten fingers can help me to count.
My two eyes help me to see.



My two legs help me jump and run after a ball.



I have one head to help me think.
And two ears to help me hear.



I have a nose for smelling and a mouth to eat.

My body is so wonderful.

I love all my body parts.



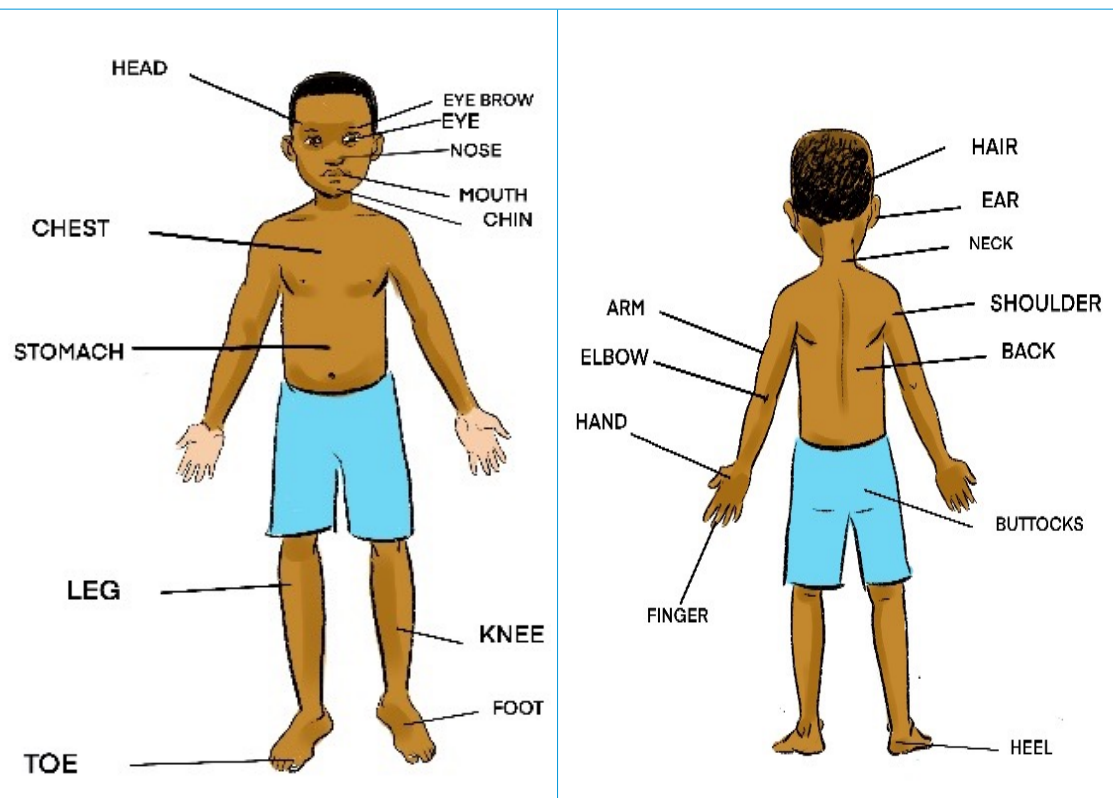
Answer the questions:

1. What can I do with my hands? **I can clap with my hands**
2. How many eyes do I have? **I have _____**
3. Which part of my body do I use for smelling? **I use the _____ for smelling.**

6.1. Naming parts of the body

Activity 1

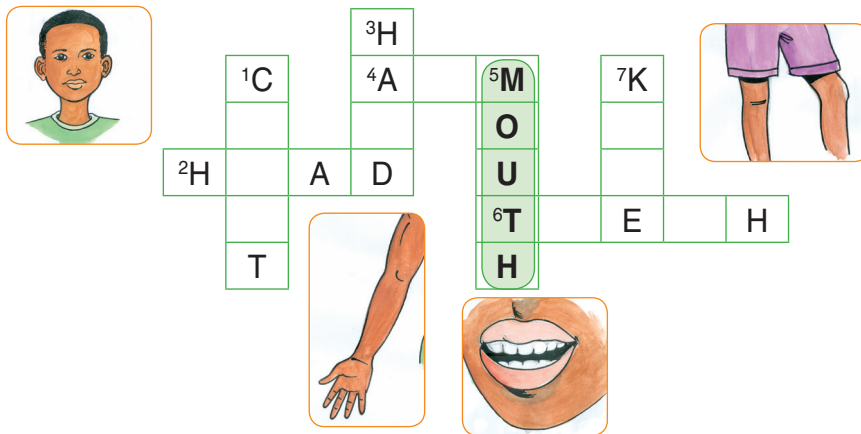
1. Listen and say.



2. Sing the song:

Head and shoulders,
 Knees and toes,
 Knees and toes,
 Knees and toes,
 Head and shoulders,
 Knees and toes,
 Eyes ears mouth and nose.

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



Activity 2

1. How many.....do you have?
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.

1. How many eyes do you have? I have two eyes.
2. How many ears do you have? I have _____
3. How many noses do you have? I have _____
4. How many mouths do you have? I have _____
5. How many feet do you have? I have _____



Activity 3

Complete the sentences with words from the box.

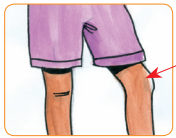
Knee, eyes, neck, hands, arm, teeth, are, This, are, nose, toes, fingers, is, nails.

1. These are my



_____.

2. This is my



_____.

3. This is my



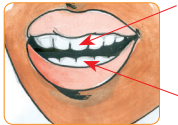
_____.

4. These are my



_____.

5. These ___ my



_____.

6. _____ is my



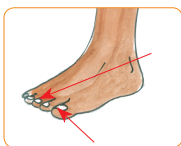
_____.

7. This is my



_____.

8. These _____ my



_____.

6.2. Giving instructions

Activity 1

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

Activity 2

Listen and repeat, then do the actions.

- a) Bend forward.
- b) Nod your head.
- c) Clap your hands.
- d) Stand on one leg.
- e) Greet your friend.
- f) Wave goodbye.
- g) Jump.
- h) Swing your hands.

Bend forward



Wave goodbye



Clapping



Standing on one leg



Activity 3

Work with a friend. Ask your friend to follow different instructions.

For example:

Jane, stand on one leg.



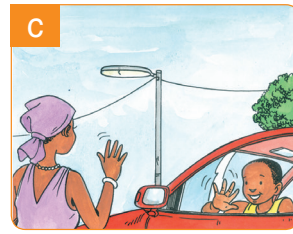
I am standing on one leg.



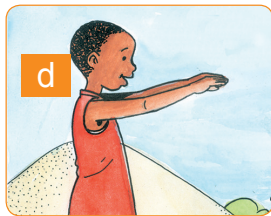


Activity 4

Write the right instructions under the pictures.



Example: Jump over _____



- a) wave goodbye _____
- b) jump over _____
- c) clap your hands _____
- d) stretch your hands _____
- e) bend forward _____

Picture c

EXERCISE 1

Read the instructions for each picture.



Clap your hands. _____



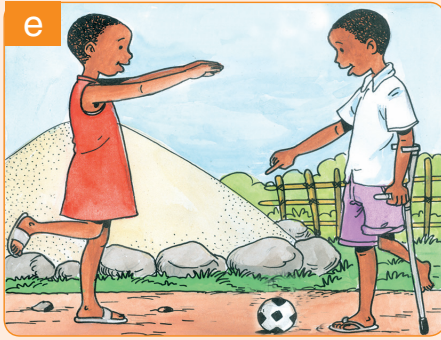
Bend forward. _____



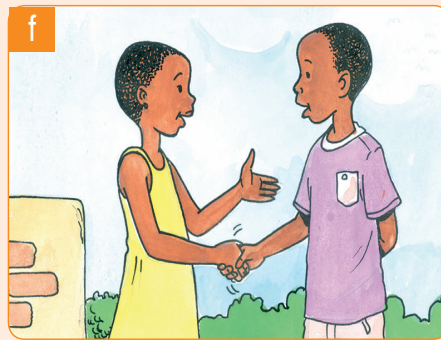
Wave goodbye. _____



Stretch your arms. _____



Stand on one leg.



Greet your friend.



Jump over.



Raise your head.

6.3. Taking care of our body



Activity 1

Mugeni's story.

Read and answer the questions.

How do I take care of my body?



I take care of my body.
I drink clean and boiled water. I eat healthy food. I eat rice, beans, eggs, fruits and vegetables.



I sleep well. I go to sleep early.
I get up early to go to school.



I wash my body. First, I wash my hands and face with soap and clean water.
Then, I wash my whole body. I dry my body with a clean towel.



I brush my teeth every morning. I brush my teeth after a meal.
I brush my teeth every night before sleeping. I brush my teeth with clean water and toothpaste.



I touch a lot of dirty things with my hands.
I wash my hands to clean away the dirt.
I wash my hands before I eat.
I wash my hands after toilet.



I run around and play everyday.
I play football with my friends. I jump up and down. I do sports every day.

I take care of my body to stay healthy. Everyone needs to do sports, eat good healthy and get enough rest.

Answer the questions:

1. Why do we play every day? _____
2. What do you eat to stay healthy? _____
3. Why do we wash our hands? _____

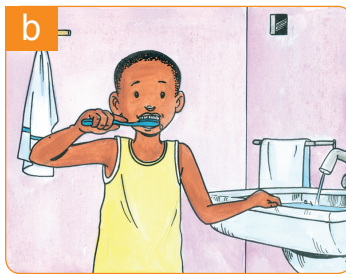
Activity 2

What are the children doing to stay healthy?

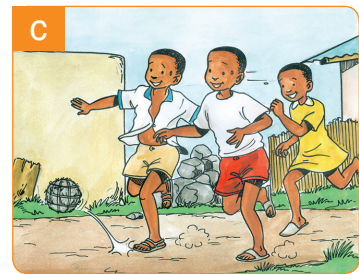
Look at the pictures, listen to the teacher and repeat.



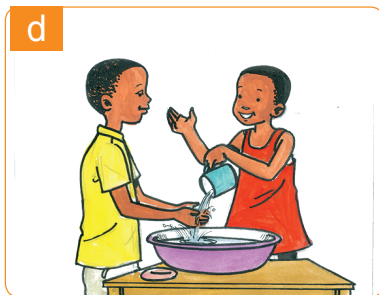
He is combing his hair.



He is _____



They are _____



They are _____



Mother is _____

Activity 3

I am always smart.

I use **soap** and clean water to wash my hands.

I never blow my nose with hands.

I always use a clean **handkerchief** to blow my nose.

After cleaning my body with **soap** and **clean water**,

I use my new **comb** to comb my hair.

I use my new **toothbrush** and **toothpaste** to brush my teeth.

I am always smart.

Read and use the words in the box to complete the sentences.

comb, water, soap, handkerchief, toothpaste, toothbrush, cloth



1. I use _____ and clean _____ to wash my hands.



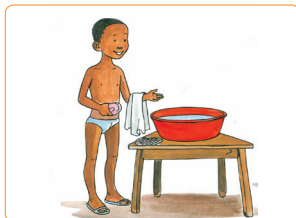
2. I use a clean _____ to blow my nose.



3. I use a _____ to comb my hair.



4. I use a _____ and _____ to brush my teeth.



5. I use a _____ and _____ to clean my body.



Activity 4

Recite the poem below:

I am a healthy child.

I eat healthy food,

I sleep well at night,

I play, jump and run with my friends,

But I don't fall.

I am a healthy child,

I kick my ball high in the sky,

I read my books to make my mind healthy,

I am a healthy and happy child.

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.

6.3. Sounds and spellings.

Sound /sp/



Activity 1

Listen and repeat after your teacher.

spade sparrow spear spoon spell, spend.



Activity 2

Fill in /sp/ in the following gaps and read the words.

1. _ _ ear 2. _ _ _ ade 3. _ _ ell 4. _ _ end.



Activity 3

Read the sentences below and underline words with /sp/ sound.

- | | |
|-----------------------------------|---------------------------|
| 1. I can see a sparrow on a tree. | 3. My father has a spade. |
| 2. John has a spoon. | 4. I can speak English. |



End of unit assessment

1. Fill in the missing letters to write names of parts of the body.

- a. H-ad
- b. -and
- c. L-g
- d. M-u-h
- e. St-m-c-
- f. -os-

2. Draw the following parts of the body:

- a) Arm
- b) Head
- c) Leg
- d) Foot

3. What do you use the following for?

- a) Tooth-brush
- b) Soap
- c) Comb
- d) water

4. Why should we keep our body clean?

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

6. Answer the following questions:

- a) What do you use to brush your teeth?
- b) What do you use to comb your hair?
- c) What do use to wash your hands?
- d) What do you use to blow your nose?

7. Make six correct sentences from the table below:

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

8. Re-arrange these letters to form correct sound /sp/ words:

- A)oonsp
- b) earps
- c) ndspe
- d)ngeops

Unit 7

Clothes

Introductory activity

a. Letters of the alphabet


Listen and repeat

Letter names	Words
Ss	sandles socks scissors
Tt	trousers teacher teeth
Uu	uniform

b. Look at the pictures below.

Read the names of the clothes and tell when we wear them.

Example: We wear a scarf when it is cold.

a Socks 	b Gumboots 	c Tie 	d Scarf 
e Gloves 	f Skirt 	g T-shirt 	h Dress 
i Vest 	j Sandles 	k Shirt 	l Sweater 
m Shoes 	n Trousers 	o Raincoat 	p Jacket 

7.1. Naming clothes



Activity 1

1. What are you wearing?

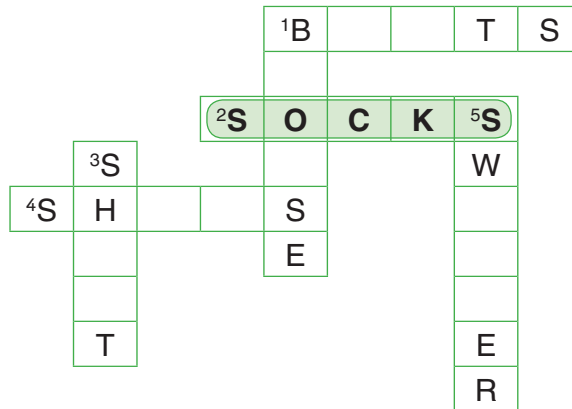
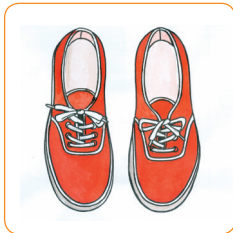
Example: I'm wearing a blue skirt.

2. Draw pictures of the clothes you're wearing.



Activity 2

Fill in the gaps in the crossword puzzle with the clothes' names.



Activity 3

1. Draw a picture of the clothes you like.

2. Why do you like them?

EXERCISE 1



Fill in the missing words and read aloud the sentences

This



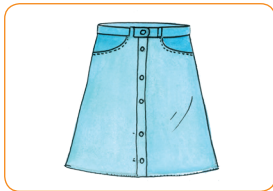
1. This is a **jacket**.



2. This is a _____.



3. This is a _____.



4. This is a _____.



5. This is a pair of _____.

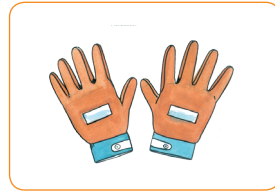
These



1. These are **sweaters**.



2. These are _____.



3. These are _____.



4. These are _____.



5. These are _____.



Activity 4

Read: Roy and his Mother



One evening, Roy asks his mother, “Can I choose my own clothes for school?”
“Okay,” she says, “What will you wear?”
“You will see tomorrow,” says Roy.



The next morning, Roy is dressed for school.
“What are you wearing?” Asks his mother.
“I am wearing my pyjamas.” Says Roy. “You can’t wear pyjamas for school.
Go, put on a shirt.” Says his mother.



Roy goes to his room. He puts on a shirt.
“What are you wearing?” Asks his mother.
“I am wearing a shirt.” Says Roy.
“You are not dressed for school! Go, and put on pants.” says his mother.



Roy puts on his pants.
“What are you wearing?” Asks his mother.
“I am wearing a shirt and pants.” Says Roy.
“It is cold outside. Go, and put on your sweater.” Says his mother.



Roy puts on his sweater.
“What are you wearing?” Asks his mother.
“I am wearing a shirt, pants and a sweater.” Answers Roy.
“You must wear socks to keep your feet warm. Go, put on socks.” Says his mother.



Roy puts on his socks.
“What are you wearing?” Asks his mother.
“I am wearing a shirt, pants, a sweater and socks.” Says Roy.
“You can’t go to school without shoes. Go, put on shoes.” Says his mother.



Roy puts on his shoes. “Whose shoes are those?” “They are mine.” Answers Roy.
“They are your old shoes.
Go put on your new shoes.” Says his mother.



Roy puts on his new shoes.
“Now I know I am ready for school!” Shouts Roy.
“I hope my mother thinks that I am ready for school, too.”



Roy’s mother smiles. “Look at you. You are wearing a shirt, pants, a sweater, socks and your new shoes. Now you are ready for school.” She says.



Activity 3

Read the story and answer the questions

Going on a school trip



Flora was going on a school trip. She packed her suitcase with her favourite things. First, she packed her red blouse and her pink dress.

What do you think she packed next?



Next, she packed her yellow trousers and her favourite old black sweater. She packed her warm blue scarf. What do you think she packed next?



Flora wanted to pack her favourite black shoes. She couldn't find them. She looked under her bed. She saw her brother's brown shoes but she couldn't see hers.



She looked behind her small wardrobe. Then, she saw them under the wardrobe. She was very happy. She packed her toothpaste, brush and her purple comb.

Next, she packed her orange sandals. She wanted to be ready for the trip.



Next, she pulled her packed suitcase to sit on and waited for the bus.

What do you think happened next?

Answer the questions in your notebook.

1. What did Flora pack first? _____
2. What colour were the trousers? _____
3. What did Flora see under the bed? _____



Activity 4

What colours are the children's clothes?



Activity 5

Which colour are these clothes?

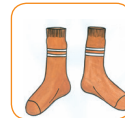
1. This is a _____ sweater.



2. This is a _____ tie.



3. These are _____ socks.



4. This is a _____ pair of trousers.



5. This is a _____ scarf.



7.3. What are they wearing?

Activity 1

Look at the picture below



Now, tell your friend what colour the children are wearing.
Make sentences about what they are wearing.

Example: She is wearing a green dress.

Activity 2

Make correct sentences about the clothes they are wearing.
e.g she is wearing a green dress



He is wearing a white jacket.



She is wearing a _____ jacket.



He is wearing a _____



She is wearing a _____

Activity 3

What colour are they wearing?



1. They are wearing _____



2. They are wearing _____



3. They are wearing _____



4. They are wearing _____



5. They are wearing _____

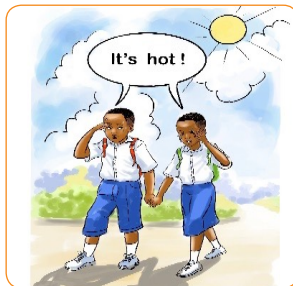


6. They are wearing _____

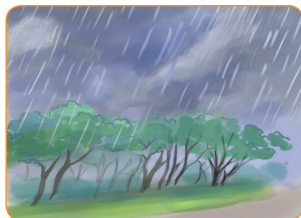
7.4. Matching clothes with the weather

Activity 1

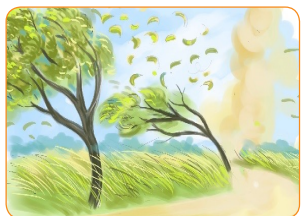
Listen and read after the teacher



It is **sunny**.
It is hot. The sky is blue.
The weather is lovely.
We can wear our shirts.



It is **rainy**.
It is raining. The day is wet.
It is cold. It is raining heavily.
We can hear thunder and lightning.
We need raincoat.



It is **windy**.
The wind is blowing.



It is **cloudy**.
The sun is behind the clouds.
It is dull and cloudy.
It looks like rain is coming.
We need our sweaters.

 **Activity 2**

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

Example: When it is cold, I wear a jacket. When it is rainy, I wear a raincoat.

 **Activity 3**

Say the type of weather we wear the following clothes:

<p>a</p>  <p>Warm</p>	<p>b</p>  <p>Cold</p>	<p>c</p>  <p>_____</p>	<p>d</p>  <p>_____</p>
<p>e</p>  <p>_____</p>	<p>f</p>  <p>_____</p>	<p>g</p>  <p>_____</p>	<p>h</p>  <p>_____</p>



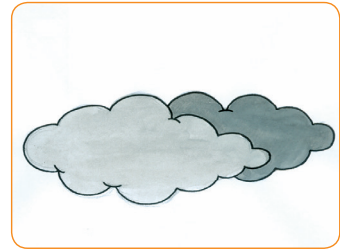
Activity 4

Match the clothes with the weather pictures.

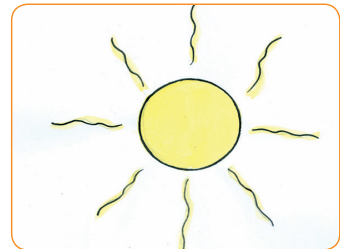
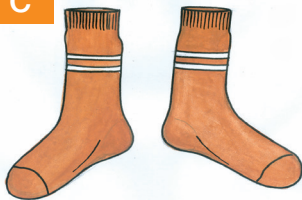
a



b



c



d



7.5. The cost of clothes



Activity 1

Listen and repeat:

cheap
price

expensive
buy

cost
sell

Activity 2

Look at the picture below and read the dialogue:



Mutesi: I want to buy a dress. How much does it cost?

Shopkeeper: It is 5,000 frw

Mutesi: It is expensive

Shopkeeper: No, it isn't! it is cheap.

Mutesi: Can I pay 4,000 frw?

Shopkeeper: No problem. Here is your dress.

Mutesi: Good! Thank you, here is your money. Bye.

Shopkeeper: Thank you, bye.

Activity 3

Comparing the cost of clothes

1. Listen and read after the teacher.



1,000 frw



800 frw



1,500 frw



1,200 frw

This shirt is 1,000 frw, the skirt is 800 frw.

The skirt is **cheaper** than the shirt.

The shirt is **more expensive** than the skirt.

The dress is 1,500 frw, a pair of shorts is 1,200 frw.

A pair of shorts is **cheaper** than a dress.

A dress is **more expensive** than a pair of shorts.

Look at the different clothes. Tick if they are cheap or expensive.

	Cheap	Expensive
 <p>a) Sweater and shorts 5,000 frw</p>		✓
 <p>b) Shirt 4,000 frw</p>		
 <p>c) Dress 700 frw</p>		
 <p>d) Trousers 7,000 frw</p>		
 <p>e) Skirt 1,200 frw</p>		

My clothes.

My t-shirt is blue and my hat is pink.

My trousers are yellow,

my socks are green.

My jacket is purple,

my shoes are white.

My gloves are brown,

my scarf is black.

I am smart.

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.

7.6. Sounds and Spellings

"bl" sound

Activity 1

Listen to your teacher and repeat after him or her.

Blouse blue black blanket blessing blackboard

Activity 2

Fill in /b/ sound and read the words correctly.

1. Blessing

2. _ _ ack

3. _ _ ue

4. _ _ ouse

Read these sentences and circle the words with /b/ sound.

1. My blood is red.

2. Annet has black hair.

3. Joy is cleaning the blackboard.

 **End of unit assessment**

1. We put on light clothes when the weather is.....
2. What is the colour of your school uniform?
3. It is almost always cold in the Northern Province. Name the clothes worn by people in cold areas.
4. A sweater is **2,500 frw**. A pair of shoes is **3,000 frw**.
 - Which of these two clothes is more expensive?
 - Which of these two clothes is cheaper?
5. Choose one word from the brackets to complete the sentences correctly.

I am Jane. I am wearing my red shirt going to church as it is a Sunday. My brother, Jimmy, is wearing his black shoes. Tom is wearing his school uniform because his other clothes are not clean.

- a) I ama red shirt. (wear, wearing)
 - b) She.....wearing on black shoes. (is, are)
 - c) The boys.....wearing school uniforms. (is, are)
6. Name the colours of the clothes that the girl below is wearing.



7. Name the clothes the girl in the picture is wearing. _____, _____, _____.
8. Why is it good to have an umbrella? _____
9. Write three sentences about what your teacher is wearing today.
10. Read and draw the following.
 - a) blackboard
 - b) blouse
 - c) A blue skirt.

Unit 8

Rwanda

Introductory activity

a. Letters of the alphabet

Listen and repeat

Letter names	Words	
Vv	Volcano	volleyball
Ww	Wall	wolf
Xx	xylophone	

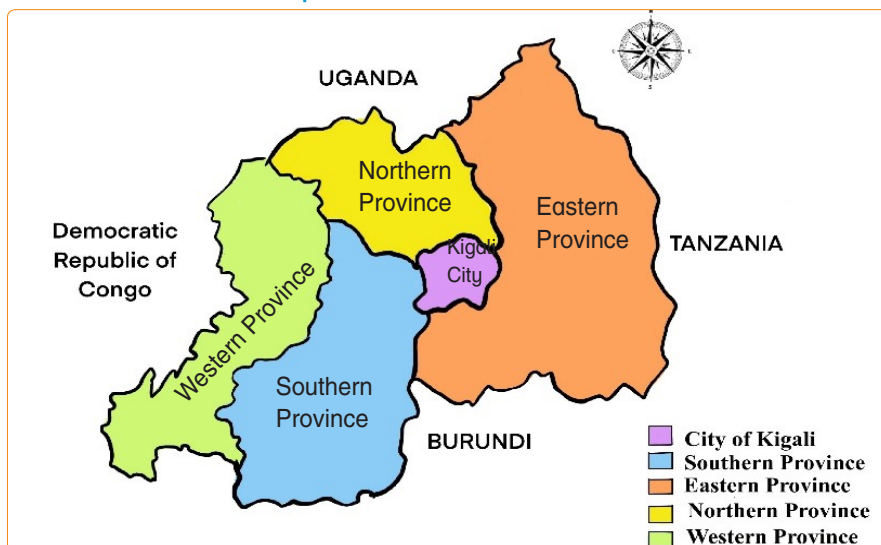
b. Name four provinces of Rwanda.

8.1. Naming places on a map

A map helps us to know the direction and location of places.

Activity 1

1. Read the names of the provinces of Rwanda.



Rwanda has four provinces. They are: Northern Province, Southern Province, Eastern Province and Western Province.

Activity 2

1. Look at the map of Rwanda below. Name and locate the 30 districts of Rwanda.



2. Read and answer.

There are 30 districts in Rwanda.

- Five districts are in the northern part of Rwanda. These are Burera, Gakenke, Musanze, Rulindo and Gicumbi.
- There are seven districts in the western part of Rwanda. These are Karongi, Nyabihu, Rubavu, Rusizi, Ngororero, Nyamasheke and Rutsiro.

- There are seven districts in the eastern part of Rwanda. These are Ngoma, Kirehe, Rwamagana, Nyagatare, Gatsibo, Kayonza and Bugesera.
- There are eight districts in the Southern Province of Rwanda. These are Kamonyi, Muhanga, Ruhango, Nyanza, Huye, Gisagara, Nyaruguru and Nyamagabe.
- The capital city of Rwanda is Kigali. Kigali city is made up of three districts. These are: Nyarugenge, Gasabo and Kicukiro.

Answer the following questions:

1. How many districts does Rwanda have? Rwanda has _____ districts.
2. Name 3 districts in the Western Province of Rwanda. _____
3. Where is Nyabihu located? Nyabihu is located in _____ Province.

8.2. Compass points

Read the dialogue:

Agnes: Hello Kamana! Where do you live?

Kamana: I live in Musanze.

Agnes: Where is Musanze located?

Kamana: Musanze is in the northern part of Rwanda.

Agnes: You are right. I live in the eastern part of Rwanda.

Kamana: East! In which district?

Agnes: I live in Gatsibo District.

Kamana: Oh, good. My grandmother lives in Nyagatare District.



Activity 1

In pairs, ask each other where your families live.

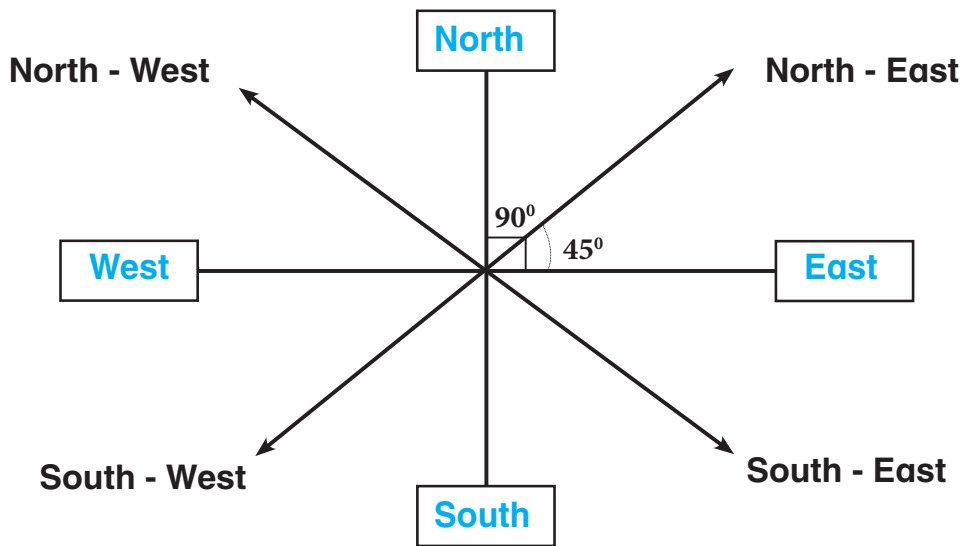
Example: Where does your family live? My family lives in the Southern Province, in Kamonyi District.



Activity 2

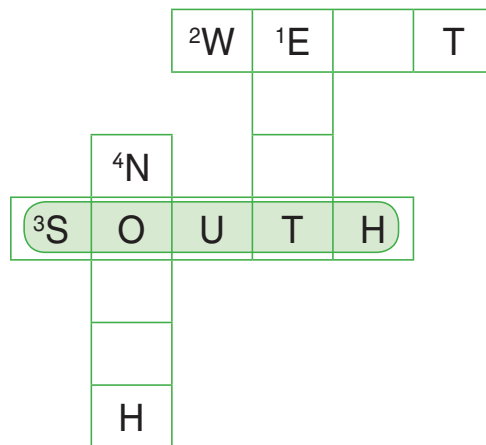
Listen and repeat the following words:

North, south, west, east, north-east, north-west, south-east, south-west



Activity 3

Fill in the puzzle with words that show direction.



Activity 4

Think

1. Where does the sun rise? The sun rises in the _____
2. Where does the sun set? The sun sets in the _____



Activity 5

Use the compass to find the location of the following places:

For example:



Burera is in the north.

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



Activity 6

Write 'true' or 'false'

1. Rusizi is found in the western part of Rwanda. True
2. Volcano National Park is in the southern part of Rwanda. _____
3. Lake Kivu is in the eastern part of Rwanda. _____
4. Kigali City is in the Southern Province. _____

8.3. where do you live?



Activity 1

Look at this picture and answer the following questions:



Tell your friend the answers to the questions below:

- a. Where do you live? I live in _____
- b. What direction is your district from Kigali? _____
- c. Where do your family members live? _____

For example:

Where do you live?

I live in Rwamagana.



What direction is Rwamagana from Kigali?

Rwamagana is to the 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 family members live. Copy the sentences in your notebook.

Example:

Example: Martha lives in Rwamagana.

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

8.4. Naming basic geographical features

Read aloud:

LAKES

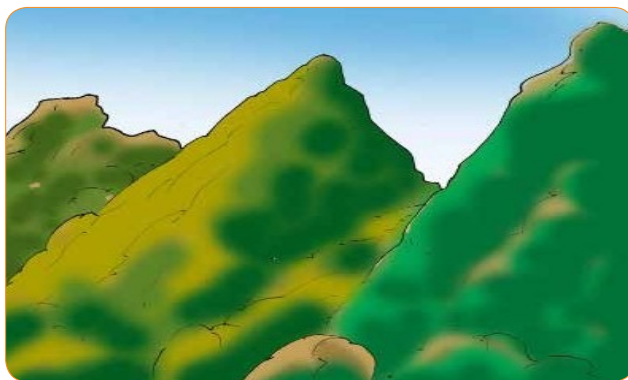


A lake is a body of water that is surrounded by land. Lake Kivu is the largest in Rwanda. It is important for fishing. Lake Kivu is bordered by five districts namely: Rubavu, Rutsiro, Karongi, Nyamasheke and Rusizi.

Other lakes in Rwanda are:

1. Lake Muhazi is located between Rwamagana, Gatsibo and Kayonza.
2. Lake Ihema is located in Kayonza District.
3. Lake Burera is found in Burera District.
4. Lake Ruhondo is located between Musanze, Burera and Gakenke districts.
5. Lake Rweru is in Bugesera District.

MOUNTAINS



A mountain is a land that rises above its surroundings. It is higher than a hill. Kalisimbi is the largest mountain in Rwanda. There are many mountains in Rwanda, for example:

1. Virunga volcanic mountains
2. Mount Huye
3. Mount Kigali

VOLCANOES



A volcano is a raised opening in the earth's surface in which gases, and ash come out. Rwanda has five volcanoes: Bisoke, Sabyinyo, Kalisimbi, Gahinga and Muhabura.

HILLS



A hill is a high piece of sloping ground. Rwanda is known as the Land of a Thousand Hills.

RIVERS



A river is a flowing, moving stream of water. There are many rivers in Rwanda. **River Nyabarongo** is the longest river in Rwanda.

Answer these questions:

1. Which is the longest river in Rwanda?
2. Name the rivers, hills and lakes in your community.
3. Which is the largest lake in Rwanda?
4. Name four volcanoes in Rwanda.



Activity 3

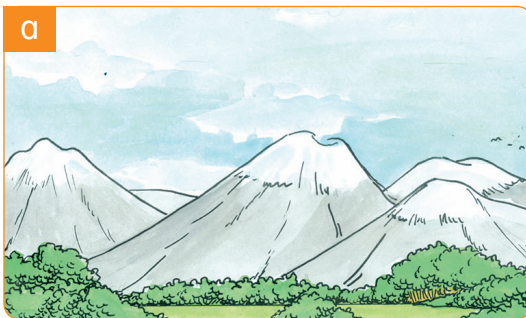
1. What is this / What are these? Use the words below to complete the sentences:

mountain

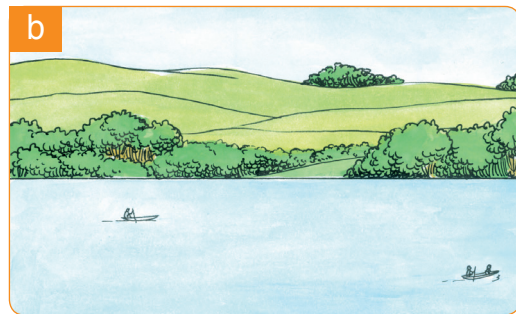
river

lake

village



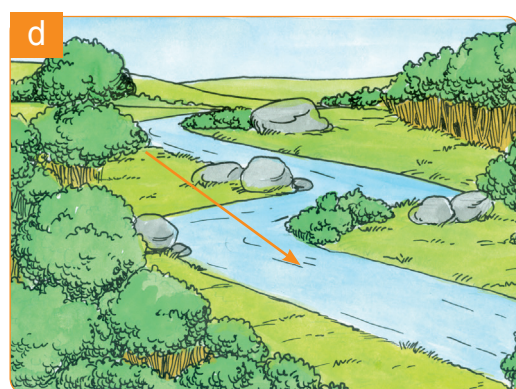
This is a _____.



This is a _____.



This is a _____.



This is a _____.



Activity 4

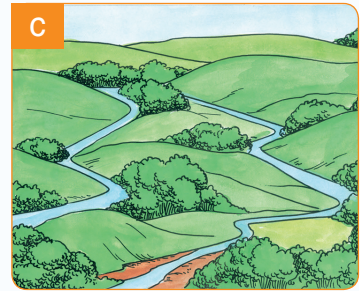
What are these?



These are _____.



These are _____.



These are _____.



Activity 5

Recite the poem below

Poem:

Rwanda our beautiful and dear country,
Has hills, lakes and volcanoes.

Motherland, always filled with happiness. To

Us all your children: Rwandans

Let us sing praises for you, the mother of us all

We admire you forever, and cover you with praises.



Activity 6

Complete the words in the sentences to talk about physical features of Rwanda

- Rwanda has many l_k_s.
- Rwanda has v_lc_n__ s.
- Rwanda is situated in __st Africa.
- Rwanda has many h_lls.

EXERCISE 1



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

My country's name is Rwanda.

It is found in the eastern part of Africa.



Activity 7

1. Read aloud the following words:

1. Country
2. Volcanoes
3. Hills
4. Lakes
5. Rivers
6. Mountains

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.

8.5. Sounds and spellings

Sound /fV/



Activity 1

Listen and repeat after your teacher.

Flower flag flask fly flat



Activity 2

Fill in /fV/ sound and read the words.

1. _ _ ower 2. _ _ oor 3. _ _ ask



Activity 3

Read the sentences below and underline words with sound /fV/.

1. Ganza has a nice flower.
2. My mother has a flask.
3. I can see a big flat.
4. Our school has a nice flag.

End of unit 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 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.

i. Which country is shown on the map?

ii. Name one district in the Western Province.

iii. Name the parts of the map in different colours:

a. Blue

d. Yellow

b. Orange

e. Green

c. Pink

4. Read these sentences and draw:

1. Tom has a nice flower.

2. It is a big flask.

3. This is our school flag.

Unit 9

Counting with graphs



Introductory activity

a. Letters of the alphabet

Listen and repeat

Letter names	Words	
Yy	Yawn	year
Zz	Zipper	zigzag

b. Tell your friend the types of food and fruits you eat at home.

Example: At home I eat cassava, beans and vegetables.

My sister eats _____, _____, and _____.

9.1. Food types.



Activity 1

Read the different types of food shown in the pictures.



Milk



Green bananas



Rice



Beans



Cassava



Sweet potatoes



Irish potatoes

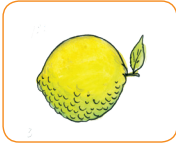


Yams

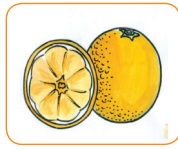


Activity 2

Read the names of fruits shown in the pictures below:



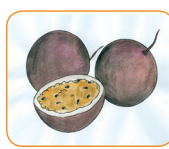
Lemon



Orange



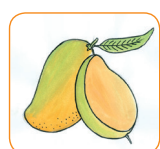
Pawpaw



Passion
fruits



Yellow
bananas



Mango



Activity 3

Read the names of the vegetables shown in the pictures below:



Cabbage



Carrots



Onions



Broccoli



Activity 4

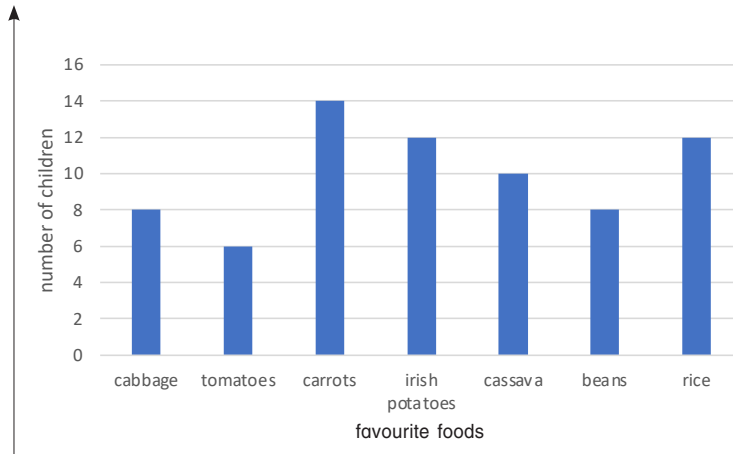
The graph.

A graph has two lines.

A horizontal line →

A vertical line ↑

Vertical line



Horizontal line →

The graph above shows children's favourite foods.

- The **horizontal line** shows the **types of food**.
- The **vertical line** shows the **number of children**.

The children's favourite foods are cabbage, tomatoes, carrots, Irish potatoes, beans and rice.

Answer the following questions:

1. What is the total number of pupils? _____
2. How many children like beans? _____
3. How many children like cassava? _____
4. What is the most liked food? _____
5. What is the least liked food? _____
6. What is your favourite food? _____

Using quantifiers

We use words like **a lot of, many, much, most, a few, a little, and some**.

Example:

1. **Most** children like beans.
2. **Many** children like cassava.
3. **A few** children like carrots.
4. **Some** children like Irish potatoes and tomatoes.
5. **No** children ate fruits.

- We use **a lot of, many, most, a few, and some** on countable things.

Example: **Many** bananas, **a lot of** sweets.

- We use **much** and **a little** on uncountable things.

Example: **Much** sugar, **a little** milk.



Activity 5

- a. What did you eat last Monday?
- b. Tell a friend what you ate on different days last week. Use **a lot of, many, little, a few, much** to show quantity in your sentences.

Complete the table below:

Days of the week	Types of food you ate
Monday	Last Monday I ate a few bananas.
Tuesday	Last Tuesday I ate some mangoes.
Wednesday	Last Wednesday I ate a lot of potatoes.
Thursday
Friday
Saturday
Sunday



Activity 6

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

Name	Type of food
John	Cassava and beans.
Jack	-----
Brighton	-----
Sine	-----
Sarah	-----

9.2. Counting

Let's count bananas



Thirty green bananas are hanging on the tree. Down comes the rain and washes away four. How many green bananas are hanging on the tree?

There are _____ bananas hanging on the tree



Twenty-six green bananas are under the sun.
Along comes a monkey.
The monkey steals one.
How many green bananas are under the sun?

There are _____ bananas under the sun.



Seventeen green bananas are in a shopping bag.
Two bananas fall out and bounce on the ground.
How many green bananas are in the shopping bag?

There are _____ bananas in the shopping bag.



Eleven green bananas are on the kitchen table.
Two bananas fall on the floor.
How many green bananas are left on the kitchen table?

There are ___ bananas left on the kitchen table.



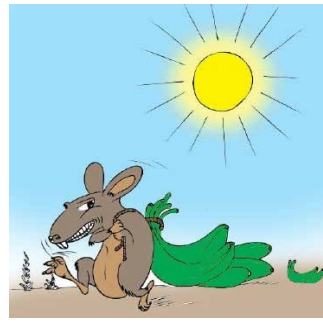
Fifteen green bananas are in the market stall.
Mother goes to the market.
She buys four of them.
How many green bananas are left on the market stall?

There are _____ bananas left on the market stall.



Two yellow bananas are in the fruit basket.
John eats one. How many yellow bananas remain in the fruit basket?

There are _____ bananas remaining in the basket.



Seven green bananas are lying over there. A rat steals five and runs away.

How many green bananas are lying over there?

There are _____ bananas lying over there.

Adapted from REB English primary 3, pupil's book 2016

Answer the questions.

1. How many bananas were on the tree?
2. How many bananas dropped out of the bag?
3. Do you like bananas?
4. Why do people like to eat bananas?

9.2.1. Addition: (+)

Activity 1

Look and say

1. Do you know the following sign? +
2. How do you read it? it is a plus sign

Listen and repeat: we use a plus sign to add numbers

Equal to	Plus	Add
----------	------	-----

Example:

1. Say the following: $13 + 16 = 29$ $22 + 19 = 41$
2. Read the following. Can you write them in numbers?

- a. Thirteen plus sixteen is equal to twenty nine.
- b. Twenty one plus nineteen equal to forty.

Activity 2

Read and write

Read the sums below. Write them in words in your notebook.

1. $43 + 23 = 66$
2. $30 + 18 = 48$
3. $15 + 17 = 32$

Activity 3

Read and answer

Say answers for the following:

- What is $23 + 30$?
- What is $19 + 25$?

9.2.2. Subtraction (-)

Activity 1

Look and say

- Do you know the following sign? _
- How do you read it? it is a “take away sign” or minus sign.

Activity 2

1. Listen and repeat

minus	equal to	take away
-------	----------	-----------

Activity 3

- Read the following:
 $29 - 16 = 13$ $41 - 19 = 22$
- Read the following problems. Can you write them in numbers?

- Twenty nine take away sixteen is equal to thirteen.
- Forty one take away eleven equal to thirty.
- Seventeen minus thirteen equals four.

Activity 4

Read and write in words.

- $54 - 23 = 31$
- $35 - 12 = 23$
- $41 - 11 = 30$

9.2.3. Multiplication (x)

Activity 1

Look and say

- Do you know the following sign? **x**
- How do you read it? It is a multiplication or a multiply sign. It is also called a “time sign”

Activity 2

Listen and read

Listen and repeat the words:

multiply by

times

Activity 3

Listen and read

1) Read the following and write them in words:

a) $40 \times 2 = 80$ b) $15 \times 3 = 45$

2) Read the following sentences:

a) Forty multiplied by two is equal to eighty.

b) Fifteen multiplied by three is equal to forty five.

Activity 4

Read and write

Read and write in words:

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

9.2.4. Division (\div)

Activity 1

Look and say

- Do you know the following sign? \div
- How do you read it? It is a **division sign**. It is also called a **divide sign**.

Activity 2

Listen and repeat

Listen and repeat the words:

divide by

Activity 3

Listen and read

1. Read the following:

$90 \div 3 = 30$ $45 \div 15 = 3$

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

- a) Ninety divided by three is equal to thirty.
- b) Forty five divided by fifteen is equal three.
- c) Forty-eight divided by three equals sixteen.



Activity 4

Read and write

Read the problems below. Write them in words:

- 1) $66 \div 11 = 6$ 2) $48 \div 12 = 4$ 3) $120 \div 15 = 8$

Ascending and descending order of numbers

Ascending order: From the smallest to the largest.

Example: 51, 60, 75, 85

Descending order: From the largest to the smallest.

Example: 85, 75, 60, 51



Activity 1

1. Arrange these numbers from the smallest to the largest:

417 233 54 900 114

2. Arrange these numbers from the smallest to the largest:

62 45 259 128 97



Activity 2

1. Write numbers from 20 to 50 in words.

2. Arrange the following numbers in a descending order:

98, 72, 85, 67, 54

3. Arrange the following numbers in an ascending order:

39, 15, 26, 48, 73

Ordinal numbers

An ordinal number is a number that shows a position in a sequence.



Activity 1

1. Read the following numbers:

1st 2nd 3rd 4th 5th

6th 7th 8th 9th 10th

2. What is the first month of the year?

The first month of the year is _____

3. What is the last month of the year?

The last month of the year is _____

4. What is your date of birth? My date of birth is _____

Read the following number words:

1. thirteenth

2. thirtieth

3. forty-second



Activity 2

Write the following numbers in words:

1) 1st

2) 2nd

3) 3rd

First

4) 7th

5) 8th

6) 10th



Activity 3

Count ordinal numbers from 1 to 50.



Activity 4

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



Green T-shirt – **John** White T-shirt – **Henry** Yellow T-shirt – **Mary**
Orange T-shirt – **Peter** Red T-shirt – **Jane**.

2. Now answer the following questions in your groups:

a) Who is in the third position? _____ is in the third position.

b) Who is in the first position? _____ is in the first position.

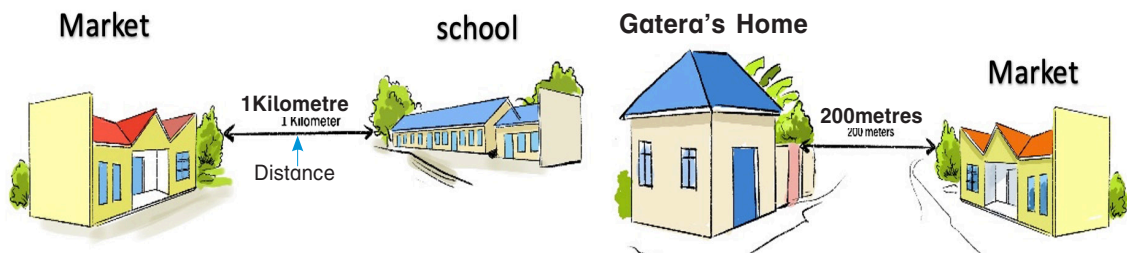
c) Describe the pupils from the first position to the fifth position.

The child in the first position is wearing a _____ t-shirt and
a _____ pair of short.

The child in the second position is wearing a _____ and _____.

9.3. Find the distance walked and fill in the table

Distance is the space between two points.



Example:

The distance from school to the market is 1 km.

The distance from Gatera's home to the market is 200 m.

To show distance, we use kilometre (Km) or metre (m).

Activity 1

Look at the table below and answer the questions.

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

- _____ walk six kilometre to School.
- _____ walk only one kilometre to School.
- 3 pupils walk _____ km to school.

Activity 2

Read the story below and answer the questions.

The distance walked by pupils in Kagarama Primary School.

There are 40 pupils in P3 at Kagarama Primary School. 19 pupils walk 1 km to school every day. 10 pupils walk 4 km to school every day. They walk the **longest** distance to school. 6 pupils walk 2km while 5 pupils walk 3 km. Only 19 pupils walk the **shortest** distance.

Answer the questions below:

- _____ pupils walk 4km to school every day.
- _____ pupils walk only 1km to school.

3. How many pupils walk the longest distance to school?
4. How many pupils walk the shortest distance to school?

9.4. Using a bar graph to show the distance children walk to school



Activity 1

Read the text below and answer the questions.

There are 38 pupils in P3. Their teacher asked them about the distance they walk to reach school. Below is what the teacher found out:

1. 12 Pupils walk 1 km to school every day.
2. 14 pupils walk 4 km to school every day.
3. 10 pupils walk 2 km to school every day.
4. Only 2 pupils walk 3 km to school every day.

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

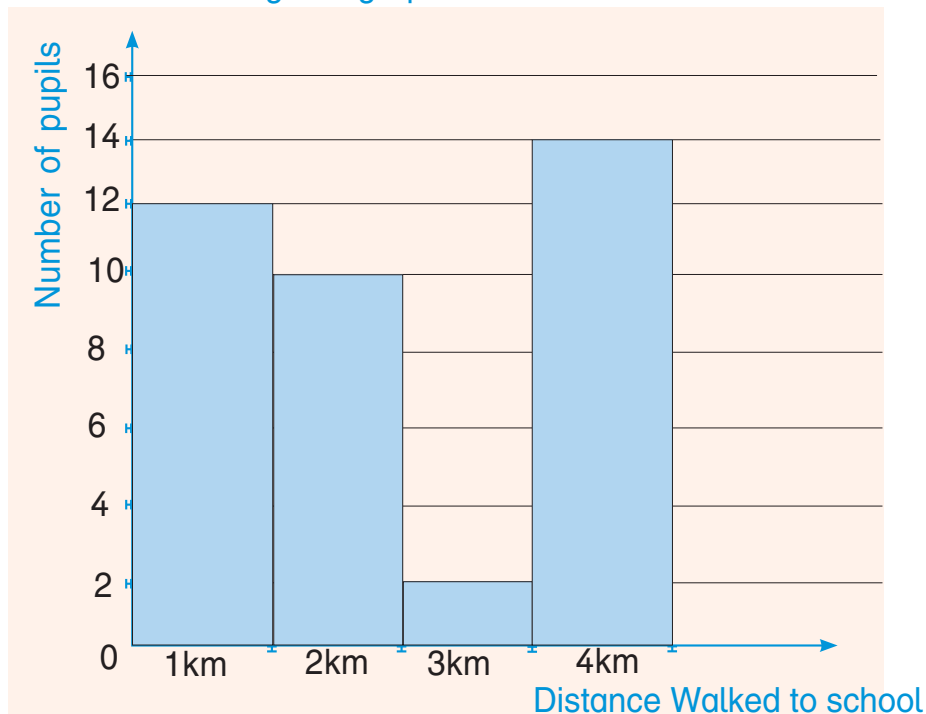
Questions

- a) Which is the longest distance pupils walk to school?
- b) Which is the shortest distance pupils walk to school?



Activity 2

1. Write sentences using the graph below:



Example:

- a. 12 pupils walk 1 km to school every day.
- b. 10 pupils walk 2 km to school every day.
- c. walk 3km to school every day.
- c. walk to school every day.

Answer these questions:

- a. How many pupils walk the longest distance to school every day?
- b. How many pupils walk the shortest distance to school every day?

9.5. Sounds and spellings

Sound /br/

Activity 1

Listen and repeat after your teacher:

Bread broom brush brother bricks bridge.

Activity 2

Fill in /br/ sound and read the words below:

- 1. _ _ ead
- 2. _ _ icks
- 3. _ _ idge
- 4. Tooth _ _ ush

Activity 3

Read the sentences below in groups and spell /br/ words:

- 1. Ingabire has a broom.
- 2. Moses is brushing his teeth.
- 3. This is my brother.
- 4. I have bought a loaf of bread.



End of unit assesment

1. Fill in the missing numbers in an ascending order:

a) 48, _____, _____, _____, 52, _____, 54.

b) 199, _____, 201, _____, 203, _____, _____.

c) _____, _____, 765, _____, 767

2. Add:

a) $32 + 28$

b) $84 + 49$

3. What is seventy plus ten?

4. Subtract:

a) $742 - 64$

b) $999 - 99$

5. What is 809 minus 72?

6. Musonera had 40 goats. He sold 22 goats. How many goats remained?

7. Multiply:

a) 15×4

b) 18×7

8. What is 16 times 7.

9. Divide:

a) $66 \div 3 =$

b) $55 \div 5 =$

c) What is 77 divided by 11?

10. Make two sentences using the following words:

some

a lot of

a few

many

Example:

We played many games yesterday.

Last Sunday, we ate a lot of mangoes and a few bananas.

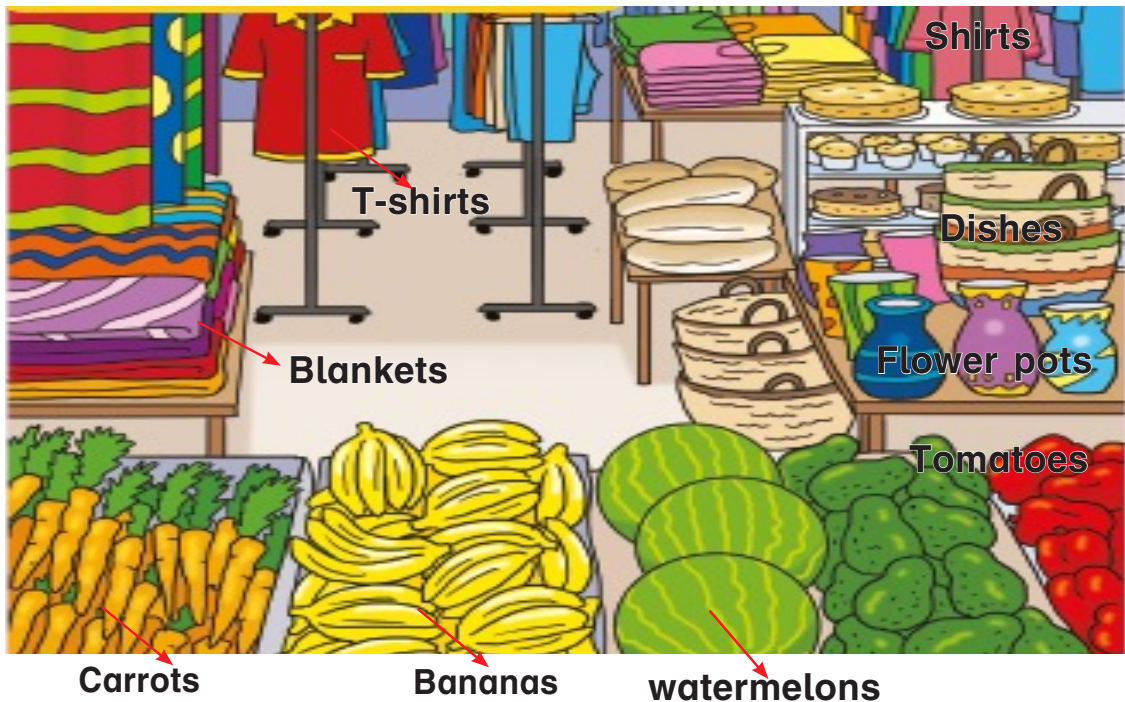
Unit 10

Shopping

Introductory activity

- Look at the picture below.
- What can you see in this Supermarket?

Musonera's Supermarket



- Listen and repeat the words

Clothes	Fruits	Vegetables	Kitchen Utensils
1. T-shirts	1. Watermelons	1. Carrots	1. Dishes
2. Shirts	2. Bananas	2. Tomatoes	
3. Trousers	3. Apple	3. Cabbages	
4. Dress	4. Orange	4. Onions	

c. Complete the words with the letters:

- | | |
|-----------------|-----|
| 1. ___arrots | T |
| 2. ___nanas | C |
| 3. ___atermelon | B |
| 4. ___hirt | T-s |
| 5. ___rouzers | W |

10.1. The market: What do we find in the market?



Activity 1

Discuss with your friend:

Give the names of different things we find in the market.

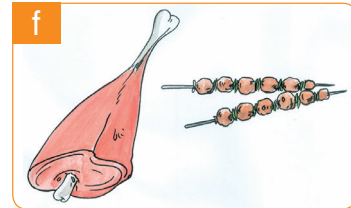
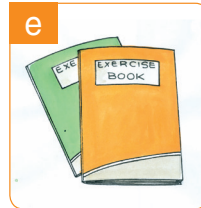
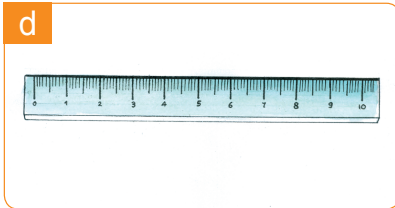
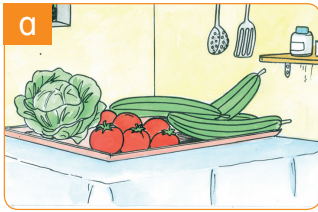
Example:

- | | | |
|------------|----------------|--------------|
| a. Clothes | d. Patatoes | g. Soucepans |
| b. Bananas | e. Avocadoes | |
| c. Cabbage | f. Maize flour | |



Activity 2

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



Activity 3

Read and answer the questions



Shopping list

Shopping basket

Hello, my name is Grace. I live in Kigali city. This is our city market. This is where I buy my food. I carry money, a shopping basket and my shopping list.

I go to the market every Saturday. This is my shopping list. I write the things I want to buy on my list. Today, I am going to buy healthy food.



I will buy some rice and beans. Beans and rice give me energy. I need energy to play and dance. Beans and rice are my favourite foods.



I also buy some vegetables. I like cabbage, carrots, tomatoes and onions. I like Irish potatoes and sweet potatoes, too. I buy 2 kgs of sweet potatoes.



At the butcher, I buy meat. Today, I will buy 1 kg of meat.



Finally, I go to the dairy. Today, I will buy yoghurt.



Before I leave the shop, I read my shopping list to check whether I have everything. I carry my shopping basket home. I like shopping in the city market.

Adapted from REB, English Pupil's book 3, 2016.

Answer the questions:

1. Where is the market? The market is _____
2. What does Grace carry to the market? Grace carries _____
3. Which food gives us energy? _____
4. What does Grace buy at the butcher? _____

10.2. Countable and uncountable nouns

- Countable: Things that we can count.

Example: One banana, two mangoes

- Uncountable: Things we can't count.

Example: Water, milk, juice, maize flour.



Activity 1

Give more other examples of countable and uncountable nouns.

Countable	Uncountable
Eg: pineapple	Eg: sugar
_____	_____
_____	_____

Much, many, a little, a few, a lot of.

1. We use **many** and **a few** on countable things like mangoes and desks.

Example:

- a. I eat **a few** mangoes every day.
- b. My father buys me **many** books.

2. We use **much** and **a little** on uncountable things like sugar, salt, milk or juice.

Example:

- a. Joseph has **much** milk in the glass.
- b. Junior has put **a little** salt in his soup.
- c. Gatesi has **a little** maize flour.

3. We use **a lot of** on both countable and uncountable things.

Examples:

- a. I buy a lot of apples at the market.
- b. Kalisa has a lot of sugar in the shop.



Activity 1

A. Fill in with much or many:

- 1. I havepens.
- 2. We need.....water to clean the toilet.
- 3. I don't have.....money to buy meat.
- 4. There are items in the supermarket.

B. Fill in with a little or a few:

- 1. There isrice in the sack.
- 2. We havequestions to answer.
- 3.money is needed to pay the school fees for pupils.



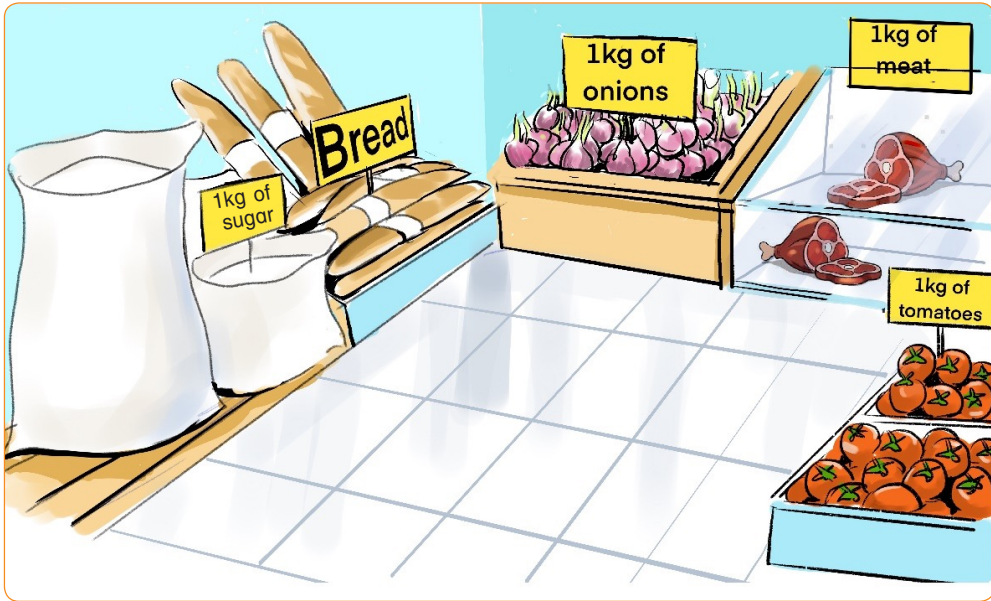
Activity 2

Study the table below:

- 1. Add more items that you want.
- 2. Make correct sentences from the table.
- 3. Read the sentences to the class and write the sentences in your book.

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

10.3. Buying and selling



Activity 1

What is the price of these items where you live? Ask your family.

- | | |
|-------------------------|---------------------------|
| 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 found out.

One kilogram of sugar is 1,000 frw in my village.

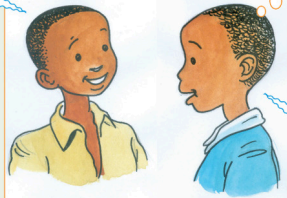


Activity 2

Ask and answer the questions on the price. Take turns with your friend. Use the example below:

For example:

How much is a kilogram of sugar?



A kilogram of sugar is 1,000 frw.



Activity 3

Read the dialogue 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 1,200 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 1,200 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 1,200 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 (notebooks, pens, pencils, bags, etc).
2. Take turns in 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 2,000 frw to buy bread.

The bread cost 1,200 frw. They ate the bread. After a short time, every one fell sick. 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."

Bad for health



Good for health



Questions

- What is the heading of the story?
- What did Alice buy?
- Why do you think they all fell sick?
- How much balance did Alice take back home?
- Write 1,200 frw in words.
- What do we learn from the story?

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.

10.4. Sounds and spellings

Activity 1

Listen to your teacher and repeat these words:

drive drink drone drum dream driver draw

Activity 2

Fill in the blank spaces with /dr/ sound to make correct words:

1. _ _ eam 2. _ _ one 3. _ _ iver 4. _ _ um 5. _ _ aw

Activity 3

Read these sentences and draw:

1. Mutesi is drinking water.
2. Kanyana is driving a car.
3. Shami has a nice dress.
4. Butera is drumming.

End of unit assessment

Study Gasore's shopping list. Answer the questions below it:

Item	Quantity	Price
1. Sugar	1 kg	1,200 frw
2. Tea leaves	1 kg	1,000 frw
3. Salt	1 kg	200 frw
4. Bread	1 kg	1,200 frw
5. Meat	1 kg	2,200 frw

Questions

1. How many items are shown on the shopping 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 2,000 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?

Example: The cost of 1kg of sugar is 1,500 frw.

1 kilogram of salt.

1 litre of milk.

2 kilograms of meat.

7. Make a shopping list and write eight items you can buy from the market.

8. Write sentences about your first day at the market.

For example: My first day at the market, I saw many people buying a lot of items.

9. 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 kgs of meat. Each kilogram cost 2,000 frw. Kalisa bought the meat and brought change 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 count the cost of every item he buys. He also told him to count the change that should be returned from the shopkeeper.

Questions:

a) What is the title 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 Kalisa?

e) What was the father's advice to his son?

f) Write down the lessons you have learnt from the story?

10. Make correct sentences using the words below:

i) dress _____

ii) drum _____

iii) driver _____

iv) drinking _____

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