

REPUBLIC OF RWANDA

MINISTRY OF PRIMARY AND
SECONDARY EDUCATION

DIRECTION OF STUDIES AND
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PRIMARY SCHOOL ENGLISH PROGRAMME

DIVISION OF PROGRAMMES
FOR PRIMARY EDUCATION

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PRIMARY SCHOOL ENGLISH PROGRAMME

1. GENERAL INTRODUCTION AND ORIENTATION

The new composition of the Rwandese society and the new realities of the nation brought the Government to consider English as one of the official languages.

In the framework of the revision and harmonisation of Primary school programmes, and bearing in mind that English is the most widely spoken language in the world, the Ministry of Primary and Secondary Education is for the first time introducing English at the primary school level with the aim of providing the Rwandese pupil with an effective means of communication and opportunities for further studies and social advancement.

It should be taught as a subject in the Lower and upper primary levels and used as a medium of instruction in the upper primary level. As such, it is necessary that the language be taught well at the lower primary level to enable the pupils in upper primary level to use it as a medium of instruction and in their daily lives.

In designing this programme, special attention has been paid to the prevailing linguistic situation of Rwanda, now populated by Rwandese citizens with different educational and social back grounds.

The fulfillment of the above objectives calls for adaptation of the most up-to date methods of teaching English to the new situation of Rwanda.

2. GENERAL OBJECTIVES

2.1. LOWER PRIMARY

At the end of the first three years (Lower primary) the Rwandese pupil :

- (i) Should have acquired
 - a) A sufficient command of vocabulary and language patterns to enable him/her to use English as a medium of instruction.
 - b) Basic skills in listening, Speaking, reading and writing.
- (ii) Should manifest love for the English language.

GENERAL OBJECTIVES

2.2. UPPER PRIMARY

At the end of the upper primary level (P₄, P₅, P₆), the pupil in Rwanda should be able to :

- a) Express him/herself in a spoken English in various situations, using the relevant structures and vocabulary ;
- b) Understand English that is commonly spoken around him/her ;
- c) Read, within the framework of the syllabus, with a fair degree of speed and comprehension ;
- d) Read for pleasure and information ;
- e) Write intelligently and in correct English a passage of continuous prose or dialogue ;
- f) Pursue further studies, using the English language
- g) Integrate into other English speaking communities.

3. SPECIFIC OBJECTIVES

3.1. LOWER PRIMARY

OBJECTIVES

TOPIC AND/OR ACTIVITY

| LISTENING SKILL | P ₁ | P ₂ | P ₃ |
|---|--|--|--|
| 1. Respond to greetings, requests and questions | Basic greetings, requests and questions | Common greetings, requests and questions | Idem |
| 2. Identify words of similar or different sounds | Correct repetition of words of groups of words | - Correct repetition and - Responding to questions and requests | Idem |
| 3. Associate words and objects | Show, touch objects whose names have been pronounced | Idem (with more vocabulary) | Idem |
| 4. Identify the stress, and intonation of declarative interrogative and exclamatory sentences | — | - declarative, interrogative and imperative sentences | - declarative, interrogative and exclamatory sentences |
| 5. Associate words or phrases with meaning | Basic vocabulary | vocabulary and sentences | Sentences and oral stories |

OBJECTIVES

TOPIC AND/OR ACTIVITY

| LISTENING SKILL | P ₁ | P ₂ | P ₃ |
|--|-------------------------------------|---|--|
| 6. Identify the main topic | — | — | - short stories |
| 7. Recognize English phonemes | (Singing) The alphabet | - Sound or sounds associated with each Letter | - Minimal pairs (ship/sheep, pen/pan - Tale/tail, etc. - Dictation |
| 8. Execute orders and follow instructions | Commands and classroom instructions | Commands, classroom and school instructions | Environmental instructions |
| 9. Answer questions about short oral stories | — | — | Simple oral stories |

OBJECTIVES

TOPIC AND/OR ACTIVITY

| SPEAKING SKILL | P₁ | P₂ | P₃ |
|--|---|---|--|
| 1. Reproduce English sounds correctly | Phonemes, stress, intonation rhythm (songs) | - phonemes, syllables, words - stress and in sentences | - Idem |
| 2. Speak in correct English using correct grammar | — | See structural contents (syntax) | - Idem |
| 3. Ask and answer simple questions, make requests and give commands | Greeting one another telling each other to sit down or stand up, etc. | More greetings and more requests | - Idem |
| 4. Use simple English formulas and sentences | Basic English formulas | Formulas and simple sentences | Sentences |
| 5. Use appropriate vocabulary | School and family | School, home environment | - Extended family, professions and various activities in the country |
| 6. Count in English | From 1 to 20 | From 1 to 1 000 | From 1 000 onwards |

OBJECTIVES**TOPIC AND/OR ACTIVITY**

| SPEAKING SKILL | P₁ | P₂ | P₃ |
|-----------------------------|----------------------|------------------------|----------------------------------|
| 7. Make simple descriptions | Colours | Shapes, size | - Simple descriptions |
| 8. Recite simple RHYMES | Songs | Songs, tongue twisters | Song, poems, tongue twister |
| 9. Narrate simple stories | — | — | Personal experiences and stories |

OBJECTIVES**TOPIC AND/OR ACTIVITY**

| READING SKILL | P₁ | P₂ | P₃ |
|--|---|--|----------------------|
| 1. Recognise and read letters of the alphabet | 1 st and 2 nd term singing the alphabet 3 rd term read the alphabet | Reading the alphabet | — |
| 2. Identify correct spelling | — | Identify spelling mistakes in familiar words | Idem |
| 3. Read and recognise word | — | Minimal pairs (close but different in spelling and/a pronunciation e.g Pen/pan | Idem |
| 4. Associate elements of a sentence with meaning | — | Distinguish the basic parts of a sentence | Idem |
| 5. Read simple sentences | — | Simple sentence | Idem |
| 6. Identify the main characters | — | — | Simple stories |
| 7. Identify the main topic | — | — | Simple stories |

SPECIFIC OBJECTIVES

OBJECTIVES

TOPIC AND/OR ACTIVITY

| READING SKILL | P ₁ | P ₂ | P ₃ |
|---|----------------|-----------------------------------|--|
| 8. Associate written words and phrases with sounds | — | Loud reading | Idem |
| 9. Read with speed both aloud and silently | — | Speed reading exercises | - Loud speed reading exercises - Silent speed reading exercises |
| 10. Correctly answer questions on a short simple written text | — | Reading comprehension (sentences) | Idem but consider (Paragraph, short text) |

SPECIFIC OBJECTIVES

OBJECTIVES

TOPIC AND/OR ACTIVITY

| WRITING SKILL | P ₁ | P ₂ | P ₃ |
|--|----------------|--|---|
| 1. Copy correctly letters and words | — | Alphabet, capital letters, small letters and spacing | - Idem - Good handwriting |
| 2. Write words, phrases and sentences in correct spelling | — | Letters, words and simple sentences | Short dictations |
| 3. Associate sounds with written words | — | Short dictations | Idem |
| 4. Express ideas in written forms | — | — | Short descriptions and narrations |
| 5. Write logically and legibly in simple and correct English | — | Sentence building | - Paragraph writing - Clarity in handwriting |
| 6. Use punctuation marks correctly | — | Capital letters, full-stops, Comma and Question mark | Idem + colon, exclamation marks, and hyphen |

CONTENTS (P₁)

PRIMARY ONE

| STRUCTURE | TOPIC | CONTENTS |
|----------------------------------|---|---|
| 1. FORMULAS AND BASIC VOCABULARY | ORAL WORK a) Greetings b) Introductions c) Commands and Requests | <ul style="list-style-type: none"> - Good morning - Good afternoon - How are you ? - Fine, thank you etc. - What is your name ? - My name is - Who is this/that ? - This/That is etc. - Stand up - Sit down - Come here - Go there - Please teacher can I go out ? etc. |

CONTENTS (P₁)

| STRUCTURE | TOPIC | CONTENTS |
|-----------|---|--|
| | d) Naming real objects | Pen, book, chair etc. |
| | e) Demonstrative pronouns + BE | - What is this ? This is a pen |
| | f) Singular and plural forms of objects | books, pens, chairs, etc. |
| | g) Possessive adjectives | My, your, his, her ... |
| | h) Locating things and persons using prepositions | on, in, under, near |
| | i) Counting | from × to 20 |
| | j) Recognising six colours | white, black, blue, red yellow, green. |
| | k) Alphabet | |
| | l) Rhymes, songs and tongue twisters | |
| | m) Parts of the body | |
| | n) Days of the week | |

PRIMARY TWO (2)

CONTENTS

| STRUCTURE | TOPIC | CONTENTS |
|----------------------------------|--|---|
| 1. BASIC VOCABULARY AND FORMULAS | a) Greetings and farewells b) Introductions c) Giving orders d) Naming real objects | <ul style="list-style-type: none"> - Good morning, Sir/Madam - Good by, N - Good evening - Good night - See you - Introductions plus the following : <ul style="list-style-type: none"> - How old are you ? - Where do you live ? - What is his/her name - What is the name of your/his father/mother... - Stand up - Come here - Go there - etc - Names of things in the classroom |

PRIMARY TWO (2)

CONTENTS

| STRUCTURE | TOPIC | CONTENTS |
|------------------|---|---|
| | e) Counting orally f) Writing figures g) Calendar | - Cardinal numbers from 21 to 100 From 1 to 20 Days of the week (written) |

CONTENTS (P₂)

| STRUCTURES | TOPIC | CONTENTS |
|--|---|--|
| <p>NOUNS</p> <p>PRONOUNS</p> <p>ADJECTIVES</p> | <p>- Identifying and locating objects in class and at home including the food we eat</p> <p>- Personal pronouns</p> <p>- Possessive adjectives</p> <p>- Demonstratives</p> | <p>- Singular form : This is a book</p> <p>- Plural form : These are books</p> <p>- There is</p> <p>- There are</p> <p>- Used as subjects :</p> <p>I, He, She, YOU, IT, WE, THEY</p> <p>Ex : I am a teacher</p> <p>He is a pupil</p> <p>e.g. MY, HIS, HER, YOUR</p> <p>ex : My shirt</p> <p>e.g. This is his pen</p> <p>That is her book</p> <p>- These are books</p> <p>- Those are chairs.</p> |

CONTENTS (P₂)

| STRUCTURE | TOPIC | CONTENTS |
|------------------|--|---|
| PREPOSITIONS | <p>Comparatives</p> <p>Attributives, Predicatives</p> <p>Prepositions of place</p> | <p>- Equality : - Peter is as big as John.</p> <p>- Superiority : - Mary is taller than Anna - Anna is shorter than Mary</p> <p>John has a <u>big</u>,head (Predicative adj.) James is <u>clever</u> (Attributives) — →</p> <p>ON, IN, UNDER, NEAR, BEHIND, INFRONT OF, TO, AT, OUTSIDE, INSIDE e.g : - The book is on the table - The pupils are in the classroom etc.</p> |

CONTENTS (P₂)

| STRUCTURE | TOPIC | CONTENTS |
|----------------------------------|-----------------------------|---|
| <p>CONJUNCTIONS</p> <p>VERBS</p> | <p>Simple present tense</p> | <p>AND, OR ex : - Nyirakamana <u>and</u> Nyiraneza are pupils - Give me a pen <u>or</u> a bicycle</p> <p>1. BE, (Affirmative and negative) - HAVE (Affirmative, negative) Interrogatives</p> <p>2. Other verbs : arrive, go, live, etc. (affirmative) - negative and interrogative (forms) - Third person singular (affirmative, negative and interrogative forms)</p> |

CONTENTS (P₂)

| STRUCTURE | TOPIC | CONTENTS |
|-------------------|-------------------------|---|
| VERBS (Continued) | Present continous tense | Affirmative e.g John is sitting on the chair Negative : John is not sitting on the chair Interrogative : is John sitting on the chair ? is Anna walking ? * BE and HAVE : |
| MODALS | Simple past tense | Regular verbs, - Affirmative e.g. He played football Yesterday - Commonly used irregular verbs : e.g. do, come, eat, go, read, sit, stand, write, be |
| | Ability/Permission | May (Affirm. and neg.) e.g. May I go out sir ? Can (Affirm. and neg.) e.g. Kalisa can ride a bicycle. |

PRIMARY THREE (3)

CONTENTS : (P₃)

| STRUCTURE | TOPIC | CONTENTS |
|---------------------------------|--|--|
| BASIC FORMULAS AND VOCABULARY : | <p>Telling time</p> <p>Parts of the body</p> <p>Types of Jobs</p> <p>Domestic animals</p> <p>Clothing</p> <p>- Counting (writing figures)</p> | <p>Exact time e.g. It is two o'clock</p> <ul style="list-style-type: none"> - Hour hand and minute hand - Half past/ - Quarter past/to <p>- Showing and Naming them (Parts of the body)</p> <p>- People, their jobs, and place of work e.g : The doctor and the nurse work in the hospital</p> <ul style="list-style-type: none"> - Names - Sounds - The uses of these animals to man e.g. : Pants, shirt, blouse etc. - Cardinal numbers from 1 to 1 000 |

CONTENTS (P₃)

| STRUCTURES | TOPICS | CONTENTS |
|------------|---|--|
| NOUNS | <ul style="list-style-type: none"> - Counting - Calendar - Countable and uncountable - PROPER and COMMON NOUNS : (Plural forms) | <ul style="list-style-type: none"> - Ordinal numbers e.g. : first, second, third etc. - Days of the week - Months of the year e.g. : Pupil, book, pen etc. <ul style="list-style-type: none"> - Sugar water, salt, etc. with - (s) (Pens) <ul style="list-style-type: none"> - es (boxes) - ies (ladies) |
| PRONOUNS | <ul style="list-style-type: none"> Personal pronouns Reflexive pronouns Possessive pronouns | <p>Used as objects ; ME, HIM, HER, US, YOU, THEM</p> <p><u>Singular</u> form Myself, yourself, herself, itself.</p> <p>Singular and plural forms : MINE, YOUR, HIS, HER, ITS, OURS, YOURS, THEIRS</p> |

CONTENTS (P₃)

| STRUCTURES | TOPICS | CONTENTS |
|-------------------|---|---|
| ADJECTIVES | <p>Interrogative Pronouns</p> <p>Possessive adjectives</p> <p>Quantifiers</p> <p>Attributives, Pridicatives</p> | <p>- WHAT, WHEN, WHERE, WHICH, WHO, WHOSE, HOW, WHY</p> <p>e.g.: What do you like to eat ? - I want to know what you like to eat - Tell me what you like to eat</p> <p>Plural : OUR, YOUR, THEIR etc</p> <p>- Some, any, many, much, a lot of, a few, a little etc. e.g. : some water much water - she hasn't got any mangoes - she has got a few mangoes</p> <p>Position of attributives and predicatives in a sentence e.g. : Kamikazi is beautiful Muhirwa is handsome Muhirwa is a handsome boy</p> |

CONTENTS (P₃)

| STRUCTURES | TOPICS | CONTENTS |
|-------------------|---|--|
| | <p>Comparatives</p> <p>Superlatives</p> | <p>- Superiority : - Adjectives of more than two syllables e.g. : - More important than</p> <p>Short adjectives : e.g. : Bigger than</p> <p>Equality : e.g. : as big as</p> <p>Short adjective : e.g. : The tallest pupil in the class</p> <p>Long-adjective : The most important language in Rwanda is Kinyarwanda</p> <p>IRREGULAR : forms : e.g. : bad worse worst good better best</p> |

CONTENTS (P₃)

| STRUCTURES | TOPICS | CONTENTS |
|--------------|--|---|
| ADVERBS | Types of adverbs : a) Adverbs of time b) Adverbs of frequency c) Adverbs of manner d) Adverbs of place | <u>Time</u> e.g. : Today, tomorrow, yesterday, now <u>Frequency</u> e.g. : Often, always, sometimes, never etc. <u>Manner</u> e.g. : slowly, quickly, intelligently, happily etc. <u>Place</u> e.g. : Here, there, in, out |
| PROPOSITIONS | Preposition of place | e.g. : Inside, outside, behind, between, far, into, over |
| ARTICLES | Definite Indefinite | e.g. : The a, an |
| CONJUNCTIONS | | And, or, but |

CONTENTS (P₃)

| STRUCTURES | TOPICS | CONTENTS |
|-------------------|--|--|
| VERBS | <p>TENSES :</p> <ul style="list-style-type: none"> - Simple past tense - Past continuous tense - Future tense | <p>Regular verbs : like/liked, laugh/laughed Irregular verbs : e.g. : go/went, see/saw, keep/Kept ; eat/ate, speak/spoke e.g. : - Was going, was eating, were playing - Will/shall Simple future : will/shall (wont't) Near future : going to</p> |