

SPECIFIC OBJECTIVES

2.2.2. UPPER PRIMARY

TOPICS and/or ACTIVITIES

OBJECTIVES

LISTENING SKILL	P.4.	P.5.	P.6.
1. Respond to greetings, requests and questions	<ul style="list-style-type: none"> - Formal and Informal greetings - Polite requests (would you mind ... ?) 	<p style="text-align: center;">-</p> Respond to : - Polite requests " - Negative questions (couldn't you ..., wouldn't you... can't you ... ?)	<ul style="list-style-type: none"> - Indirect request and questions e.g. Excuse me, I don't know how to open the door. - Negative questions - Responding to social courtesies (compliments, flatteries, etc.)
2. Follow or respond to instructions	Environmental Instructions	A series of instructions and/or processes (e.g. activity in a laboratory) - Understand message from a third person and distinguish reporter's speech from sender's	Idem Idem

3. Identify variations of meaning as conveyed by tone of voice and stress	- Declarative, exclamative, and interrogative sentences	Idem	Idem
	- Stressed and unstressed parts of speech	Idem	

LISTENING SKILL	P.4.	P.5.	P.6.
4. Discriminate between correct and incorrect use of English phonemes	- Dictations - Recorded dialogues and stories	Idem Idem	Idem Idem

SPECIFIC OBJECTIVES

TOPICS and/or ACTIVITIES

SPEAKING SKILL	P.4.	P.5.	P.6.
1. Pronounce English phonemes correctly	Weak vowels/strong vowels weak vowels e.g. / / for ago	Idem	Idem
2. Use correct pronunciation and proper intonation	Intonation, Stress ad Rhythm	Idem	Idem
3. Use correct English sentences	Grammar	Idem	Idem
4. Ask and answer questions correctly	- Textual comprehension Questions	Idem	- Negative questions - Conversations, debates

5. Make requests, commands and give instructions	- Polite requests (would you mind ... ?)	- Polite requests - Negative questions	- Indirect requests and questions - Negative questions - Social courtesies (compliments, etc.)
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SPEAKING SKILL	P.4.	P.5.	P.6.
6. Give advice and make suggestions.	-	Debates, discussions, sketches (AIDS, Education for peace, etc)	Idem
7. Make various descriptions	Oral descriptions : real objects.	- Oral descriptions : real objects, situations.	Idem
8. Narrate stories using appropriate vocabulary and grammar.	- Personal experiences and stories.	- Story telling - Oral summaries (story books, journals etc). - New reporting.	Idem
9. Express thoughts and ideas in a logical order	Conversations, dialogues (current issues, AIDS, Education for peace, etc).	- Debates, conversations, dialogues. - Simple speeches.	Idem
10. Express oneself in public	- Personal experiences and stories. - Reports.	- Simple speeches - Reports - Drama	- Facts versus opinions Idem

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SPEAKING SKILL	P.4.	P.5.	P.6.
11. Recite rhymes and poems.	Songs and Poems	Idem	Idem
12. Think in English when speaking English	- Use pictures, drawings, miming and gestures to avoid the use of other languages;	Idem	Idem
	- Draw attention to other languages interference.	Idem	Idem
	- Proper terms to avoid literal translation.	- Cultural artifacts	Idem

SPECIFIC CONTENTS

TOPICS and/ or ACTIVITIES

SKILLS

READING SKILL	P.4.	P.5.	P.6.
1. Identify correct spelling.	- Differentiate pronunciation from spelling.	Idem	Idem
	- Identify unfamiliar spellings.	Idem	Idem
2. Associate words, phrases sentences paragraphs and texts with meaning.	Reading comprehension texts	Idem	Idem
		Texts, stories, short novels and plays.	
3. Read with speed both aloud and silently.	Loud reading and silent reading exercise	- Loud reading. - Reading for skimming. (Global comprehension)	Idem
		- Reading for scanning. (Looking for details).	

READING SKILL	P.4.	P.5.	P.6.
4. Read fluently any English written materials for information and pleasure.	Texts and stories	Texts, stories, novels, newspapers.	Idem
5. Summarize texts and stories.	Reading comprehension	Idem	Idem

SPECIFIC OBJECTIVES

TOPICS and/ or ACTIVITIES

SKILLS

WRITING SKILL	P.4.	P.5.	P.6.
1. Write with correct spelling words, phrases and sentences.	- Dictations - Short compositions	- Dictations - Compositions	Idem Idem
2. Appropriately use punctuation Marks in sentences, Paragraphs and texts.	- All punctuation marks	- All punctuation marks - Syllabification (especially when dividing a word at the end of line).	Idem
3. Write logically and legibly in correct English.	- Word order, sentence order; Paragraph writing.	Plan of a composition (Introduction, body, conclusion).	Idem
4. Express ideas in written forum.	- Narration, - Description.	- Narration, - Description,	

		- Dialogue, Creativity enhancing exercises simple topic development, comments and Personal opinion on facts and events.	Idem
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SPECIFIC OBJECTIVES

TOPICS and/ or ACTIVITIES

SKILLS

WRITING SKILL	P.4.	P.5.	P.6.
5. Summarize texts an stories	Identification of the main ideas in a text or a story	- Discrimination of the essential from the non-essential ideas. - Putting the summarized ideas in logical order.	Idem

		verb in plural, but sometimes also in singular e.g. : My family lives in Kibungo
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CONTENTS (P₄)

STRUCTURE	TOPICS	CONTENTS								
	Possessive case	<p>They live in Kibungo staff, crowd, cattle, flock, team, poultry, army</p> <p>2. Abstract nouns : e.g. : beauty, pain, hunger, anger luck etc.</p> <p>3. Compound nouns :</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Singular</td> <td style="width: 50%;">Plural</td> </tr> <tr> <td>e.g. : brother-in-law</td> <td>brothers-in-law</td> </tr> <tr> <td>sister-in-law</td> <td>sisters-in-law</td> </tr> <tr> <td>policeman</td> <td>policemen</td> </tr> </table> <p>e.g. : Sing. : - Teacher's book - Teacher's books</p> <p>Plural : Teachers' books</p>	Singular	Plural	e.g. : brother-in-law	brothers-in-law	sister-in-law	sisters-in-law	policeman	policemen
Singular	Plural									
e.g. : brother-in-law	brothers-in-law									
sister-in-law	sisters-in-law									
policeman	policemen									

		Stressing the 2 forms : singular and plural
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CONTENTS (P₄)

STRUCTURES	TOPICS	CONTENTS
PRONOUNS	Personal pronouns	<u>Subject</u> I We You You He/she/it They <u>Object :</u> Me Us You You Him/her Them It Them Emphatic pronouns : - I did it myself - He himself killed it/He killed it himself
	Possessive pronouns	<u>Stressing the 2 forms : Sing. and Plural</u>

		Mine Yours His/hers	Ours Yours Theirs
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CONTENTS (P₄)

STRUCTURES	TOPICS	CONTENTS												
ADJECTIVES	<p>- Relative pronouns</p> <p>Comparisons</p>	<p>e.g. : Who, which, that etc. Used as subjects :</p> <ul style="list-style-type: none"> - The man who knocks at the door is my brother - The book which I took was torn - This is the boy whose bag got lost. <p>Used as objects.</p> <ul style="list-style-type: none"> - The man whom you saw is my brother in-law - The book which/that you took is mine <p>- Adjectives ending with a vowel.</p> <table> <tr> <td><u>Positive</u></td> <td><u>Comparative</u></td> <td><u>Superlative</u></td> </tr> <tr> <td>e.g. : Large</td> <td>Larger</td> <td>Largest</td> </tr> <tr> <td>Fine</td> <td>Finer</td> <td>Finest</td> </tr> <tr> <td>Wise</td> <td>Wiser</td> <td>Wisest</td> </tr> </table>	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>	e.g. : Large	Larger	Largest	Fine	Finer	Finest	Wise	Wiser	Wisest
<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>												
e.g. : Large	Larger	Largest												
Fine	Finer	Finest												
Wise	Wiser	Wisest												

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CONTENTS (P₄)

STRUCTURES	TOPICS	CONTENTS
ADJECTIVES CONT.	Comparisons cont...	<ul style="list-style-type: none"> - Adjectives ending with “Y” e.g. : Happy Happier Happiest Early Earlier Earliest Easy Easier Easiest - Adjectives ending with a consonant preceded by a single vowel e.g. : big ——— bigger thinner hot—— hotter - Adjectives of three or more syllables. e.g. : important ——— more (most important) wonderful dangerous talkative.

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CONTENTS (P₄)

STRUCTURES	TOPICS	CONTENTS
ADJECTIVES CONT.		<ul style="list-style-type: none"> - Irregular adjectives : <ul style="list-style-type: none"> - Revision of P₃ (bad, good) Little / less / least Much / more / most e.g. : - Peter has little money <ul style="list-style-type: none"> - John has less money than Peter - James has the least money of all in the team - Expressing equality (revision of P₃) <ul style="list-style-type: none"> e.g. : He is as handsome as his father - Negation of equality : <ul style="list-style-type: none"> e.g. : John is not as big as Peter.

		3. Adverbs of time : Now, everyday, tomorrow, ago
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CONTENTS (P₄)

STRUCTURES	TOPICS	CONTENTS
		<p>4. Adverbs of degree :</p> <ul style="list-style-type: none"> - Very, too, more, less e.g. : - He is very careful - He runs fairly fast <p>5. Adverbs of frequency :</p> <ul style="list-style-type: none"> - Once, twice, three times e.g. : She comes once a week. <p>(i) By adding ER and EST : faster / fastest louder / loudest</p> <p>(ii) By adding more, most, less, least. e.g. : - Peter writes more carefully than his sister</p>

		<p>a) Affirmative statements : e.g. : I have eaten some bananas</p> <p>b) Negative forms : I have not eaten</p> <p>c) Interrogation forms : Have you eaten ?</p>
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CONTENTS (P₄)

STRUCTURES	TOPICS	CONTENTS
VERBS (cont.)	<p>c) Future</p> <p>Gerunds</p>	<p>Use the P.P. tense with the following adverbs of time Yet, already, just, since, for. e.g. : I've already eaten some food I've never been there He has not yet come.</p> <p>3. - Future tense : e.g. : I think he will come tomorrow - Future continuous tense e.g. when you get there he will be working.</p> <p>4. Gerunds : The 'ing-form of a verb, used as a noun e.g. : - Dancing is Wonderful. - Riding with a drunk driver is dangerous</p> <p>5. Modals :</p>

	Modals	- Must /Have to / had to ; can, may ; used to (habitual past) e.g. : Kagabo used to play with the cat when he was a baby.
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CONTENTS (P₄)

STRUCTURES	TOPICS	CONTENTS
CLAUSES	Conditional - Subordinate clauses of time	6. Present : conditional tense (if I) e.g. : If it rains, I will come. If you work hard, you will pass the exam Subordinate clauses of time introduced by : a) WHEN + SIMPLE PRESENT b) WHEN / WHILE + Simple past c) WHILE + past continuous tense e.g. : - Cultivators will sow when it rains - When I heard the news I cried - While we were reading this boy was playing

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PRIMARY FIVE (5)

CONTENTS

STRUCTURE	TOPIC	CONTENTS
NOUNS	- Plural of nouns	1. Compound nouns Plural forms : a) In first element : - mothers -in-law e.g. : - officers -in-charge - commanders -in-chief b) In last element e.g. : - Boyfriend(s) - Policemen - Fountain pen(s) c) In both elements : e.g. : - menservants

		<p>- women doctors</p> <p>2. Collective nouns - (generally with a verb in singular) e.g. : herd, crowd, flock, etc.</p>
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CONTENTS (P₅)

STRUCTURES	TOPICS	CONTENTS
PRONOUNS	<p>Formation of nouns</p> <p>- Relative pronouns</p>	<p>3. Abstract nouns - No plural</p> <p>4. Nouns ending in “s” but which are singular : news, mathematics</p> <p>5. Nouns always in plural : they consist of two equal parts e.g. : pants, pyjamas, spectacles, and scissors</p> <p>- By adding - ion, ment to verbs e.g. : <u>Corruption</u>, <u>enjoyment</u>, <u>excitement</u></p> <p>- Compound e.g. : Whatever, whichever, whoever, whatsoever etc.</p>

	- Indefinite pronouns	- With a verb in singular. Someone, something, everyone, everything ; no one, nothing, anything, anyone etc.
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CONTENTS (P₅)

STRUCTURES	TOPICS	CONTENTS
ADJECTIVES	Superlatives	<ul style="list-style-type: none"> - Superlative + Noun + TO and infinitive e.g. : - The most important thing to remember is genocide <li style="margin-left: 40px;">- The most important thing to do is learning languages <li style="margin-left: 40px;">- The easiest language to learn is English <p style="margin-left: 40px;">e.g. : A good looking girl ; a hard working man ; an ugly old woman.</p>
ADVERBS	Use of two qualifiers Comparison of adverbs - Sequence markers	<ul style="list-style-type: none"> - Irregular forms Badly / worse / worst ; well / better (best) - First, next, then, lastly

	- Adverbs and adverbial phrases, linking ideas	- It means, of course, in fact, in the end, at first, I'm sure, after that ;
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CONTENTS (P₅)

STRUCTURES	TOPICS	CONTENTS
ADVERBS (continued)	- Linking adverbs (cont.) - Adverbs of degree (intensifiers)	- Before that ; later on ; in addition to ; moreover etc. Quite ; rather ; really, extremely ; highly, Pretty ; such ; so ; hardly. e.g. : - you are quite right - She walks rather slowly - I hardly watch T.V.
VERBS	Tenses	1. Present perfect 2. Present perfect continuous ; e.g. : - I have been living here for five years 3. past perfect : e.g. : I had finished the exams when the bell rang

		He had lived in Rwanda for ten years before the war broke out
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CONTENTS (P₅)

STRUCTURES	TOPICS	CONTENTS
VERBS (continued)	Conditionals	<p>4. Past perfect continuous : e.g. : She had been living in Rwanda for ten years when the war broke out</p> <p>5. Future continuous e.g. : - The engine will be running all time</p> <p>6. Future perfect e.g. : - I will have finished my homework by 6 o'clock tomorrow</p> <p>Unreal or improbable condition with if, unless e.g. : - If I had money, I would buy a car - Unless he went to Butare, he wouldn't</p>

		<p>stay with him</p> <p>- Chinese is so difficult that it takes years to learn</p>
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CONTENTS (P₅)

STRUCTURES	TOPICS	CONTENTS
CONNECTIVES	<ul style="list-style-type: none"> - Prepositions - Conjunctions 	<p>Review of all the prepositions taught so far</p> <ul style="list-style-type: none"> - Conditional : if, unless, even if, only if ... - Purpose : so as to ; in order to - Time : after, as, as soon, since, until - Co-ordination : Neither ... nor ; either ... or.
PUNCTUATION	Punctuation	<p>Use of :</p> <ul style="list-style-type: none"> a) Capital letters b) Comma c) Inverted comma d) Exclamation marks.
COMPOSITION	Controlled and Guided compositions	<ul style="list-style-type: none"> - Controlled - Filling in the Gaps - Selecting the correct information from a given group of words - Use information from a table - Ordering sentences

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CONTENTS (P₆)

STRUCTURES	TOPICS	CONTENTS
PRONOUNS	- Personal	<p>2) Masculin and feminin having the some rot e.g. : Director ————— Directres Actor ————— actress Lion ————— lioness Widower ————— widow</p> <p>3) Common gender : Parent, child, student etc.</p> <p>1) Occasional use of ‘HE’ and ‘SHE’ with objects : e.g. : “What happened with your car” ? “She won’t start”.</p> <p>2) Occasional use of “IT” with persons : e.g. : The baby is crying. It may be ill.</p>

		7. origin + 8 Nominal adj + Noun e.g. : - Two beautiful young Rwandese girl students quantity Quality Age Origin N.A Noun
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CONTENTS (P₆)

STRUCTURES	TOPICS	CONTENTS
ADJECTIVES (cont.) ADVERBS :	Adverbs and Adverbial phrases linking ideas - Ordering adverbs Sequency markers Intensifiers	- There are <u>many</u> <u>beautiful</u> <u>tall</u> <u>slender</u> <u>young</u> <u>brown</u> <u>African</u> school girls in Nairobi - e.g. : Mean while, likewise, anyhow, somehow, somewhat, in addition to, thus, hence, therefore etc. 1. Place + time e.g. : She left for Europe last Thursday - She went to the theatre last Saturday 2. To emphasize time : time + place e.g. : - She left last Thursday for Europe - First, then, lastly, next - Quite, rather, extremely, hardly, a bit of

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CONTENTS (P₆)

STRUCTURES	TOPICS	CONTENTS
VERBS	<ul style="list-style-type: none"> - Tenses and their passive voice - Use of infinitives - Expressing hopes and wishes with “hope, wish, want, would like” 	<ul style="list-style-type: none"> a) Simple present (stress 3rd person) b) Present continuous c) Simple past d) Past continuous e) Present perfect f) Present perfect continuous g) Simple future h) Future continuous - Verbs without the continuous form e.g. : like, love, seem, see, want. - Use of infinitives as subjects or objects e.g : - To tell me that the president was here is a pure lie - I know how to sing - I wish I were going home tomorrow - I would like to be a soldier

		- I hope to become a doctor
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CONTENTS (P₆)

STRUCTURES	TOPICS	CONTENTS
CLAUSES	<ul style="list-style-type: none"> - Subordinate clauses of time - Subordinate clauses of purpose - Relative clauses Conditional clauses 	<ul style="list-style-type: none"> - Introduced by : when, where, while, before, as soon as, etc. e.g. : By the time you arrive, I will have finished - Introduced by : in order that, in order to, etc. - With THAT, WHO, WHICH, WHOM, WHY, WHERE - Defining and non defining relative clauses Defining : The teacher who taught us last year has now returned to England Non defining : Our history teacher, who taught us last year, has now returned to England 1. IF, UNLESS TYPE 1 = F1 e.g. : If I get money, I will buy a car

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METHODOLOGY

General introduction.

English has to be taught basically for communication. So in order for a pupil to acquire communicative competence, the teacher's role, therefore should be to help the pupils to acquire the necessary communicative skills. i.e. to help them be able to interact with others, to understand what others wish to communicate and vice-versa.

To do this however, the teacher should find suitable methods of teaching the four communicative skills (Listening, speaking, reading and writing) to enable the pupils learn effectively and efficiently.

What methods should be used

In teaching English, there are several methods used and they differ in some ways according to the age of the learners. However, there are some which are common to all age groups. When we consider all the pedagogical theories that have been developed about the efficient way of teaching English as a second and foreign Language, we notice that all approaches and methods have their advantages and disadvantages. So, we encourage the use of several methods (approaches) in the classroom where possible for the best results.

In fact, one method / approach may not be appropriate for the wide range of teaching in different learning situations. However these methods / approaches for introducing new language and teaching different skills are only suggestions that are not designed to be followed slavishly, but are intended to provide general guidelines. Teachers are advised to adapt them where necessary to assist their pupils.

Most of these methods share work between the teacher and the pupils differently, giving plenty of practice to the pupils to speak on their own.

LOWER PRIMARY - METHODS SUGGESTED

Oral teaching

Listening and speaking : The teacher presents the new word/structure orally.
Pupils listen and then imitate the teacher individually and in groups and then practice using the word/structure orally among themselves.

N.B. : *In the early stages, real objects of classroom situations/whenever possible. Pictures, blackboard drawings, gestures, actions, etc. may also be used.*

Reading and writing :

- The teacher says the words several times and shows the real object or image.
- Pupils say the word after the teacher
- Teacher writes the words/sentences on the board or a flash card.
- Teacher reads the words/sentences aloud several times.
- He invites the class to read aloud individually and in small groups.

P₂ and P₃ stories

- Writing :
- The teacher invites one pupil to write a word/sentences on the board and corrects mistakes
 - Pupils write the words/sentences in their exercise books and the teacher walks around helping and checking their work.

UPPER PRIMARY : Suggested methods

Teaching new words

- Teacher should present the new word orally
- Pupils should first hear the word and correct it to sound and meaning
- Then they practise saying and using it
- Finally they learn to read and write the words.

Presentation includes the following steps :

- To say and write the word/structure and read it several times
- To give the meaning using the most suitable of these methods
 - a. Point to the real object as you say the word
 - b. Show a picture or draw on chalkboard
 - c. Demonstrate the meaning with suitable actions (miming)
 - d. Give the word of opposite meaning if it is already known

- e. If none of these is suitable, you can give the equivalent meaning from the pupil's first language or another known language.
Pupils use the new word in sentences and write them in their exercise books.

TEACHING SENTENCE PATTERNS : UPPER PRIMARY

- Step one : Teacher gives various examples of the new pattern. Pupils only listen
- Step two : Pupils are given a chance to repeat the sentence patterns after the teacher in chorus in small groups, pairs and individually
- Step three : Pupils practice the sentence patterns by answering oral questions given by the teacher.
- Step four : Pupils do a written exercise related to the taught patterns

CONVERSATION / DIALOGUE (short at least about 6 lines)

1. Teacher/pupils discuss the situation of the conversation
2. Using puppets, cut outs or pictures, teacher shows the two characters of the conversation
3. Teacher recites the conversation / dialogue while pupils listen.
He should ensure that he indicates which character is saying each part by using puppets etc.
Teacher tries to get pupils to imagine that they are watching this conversation.
4. Pupils repeat each part after the teacher. Teacher makes sure he indicates which part is said by each character.
5. Teacher takes one character while the class take the other. Then switch roles.
6. Let the class practice in groups and pairs.

SILENT READING / Loud and oral questions

- Step 1 If there are pictures about the text ; then the following should be done :
- a) Let the pupils look at the pictures for a minute
 - b) Ask oral questions about the picture.
- If there are no pictures about the text ; ask the class simple questions about the topic as it relates to their lives.
- Step 2 Silent reading
- Let pupils read the text silently for about 10 minutes.
 - Pupils answer oral questions, about the text.
- Step 3 - Pupils read the text aloud for about 10 minutes as a whole class/groups
- Pupils answer written comprehension questions individually.

GUIDED COMPOSITION

- The teacher uses a text
- Pupils are given a chance to select the correct information from the text
- The teacher writes one or two compositions on the blackboard.
- Pupils read the compositions
- The teacher rubs the compositions from the blackboard
- Pupils write the composition with the help of the teacher
- Pupils then write similar composition of their own.

CONTROLLED COMPOSITIONS

- The teacher introduces a composition and then asks the pupils a series of questions with the answers being written on the blackboard in the form of a continuous passage.
- When it is complete the teacher reads it aloud
- Then pupils read it aloud
- Then the words are rubbed off leaving blanks and the pupils practice reading the passage several times and filling in the blanks
- Pupils then write the composition in their exercise books.

EVALUATION APPROACH

There are several types of evaluation at different ages and stages of the learners. These are used to assess how much the individual learner has acquired during a certain specific period. This can be a short or long term evaluation. This evaluation

should focus on the four language skills ie. listening, speaking, reading and writing. The teacher should always advise and encourage learners during the learning process.

1. FORMATIVE EVALUATION (continuous assessment)

- a) This type of evaluation is done every after each lesson or course unit as an exercise, orally or in written form.
- b) It can be applied in groups or teams through dialogues, conversation, debates, dramatisation etc.
- c) Individual daily homework should be given in order to review what has been learnt.

N.B. : *Perfomance should be rewarded by marks or complements. However, the teacher should always avoid using negative remarks because they frustrate learner*

2. NORMATIVE EVALUATION

An individual learning evaluation is done in comparison with other learners of the same stage in order to assess his/her comparative achievement. This can be done weekly or monthly through written tests.

3. SUMMATIVE EVALUATION

This is done to assess a learner's achievement or progress after a term, a year and at the end of the primary course in a way of examinations. End of term and year exams should be internally organised by individual institutions. Where as the end of the primary course examinations should be administered by the government.

RECOMMENDATIONS

In order to implement this programme, the commissioners recommended the following :

1. A national Institute of Education should be established. This institute would cater for the training of tutors or teacher educators on specialisation basis. These tutors would in turn produce well trained primary teachers to implement this programmes. The criteria for the intake and eventual award would be determined by the relevant ministry.
2. These should be short in-service courses to orientate the existing teaching man-power to the new programmes.
3. Pre-service primary teacher's colleges should be established to produce teachers who would handle the new-programmes efficiently.
4. Book production projects should be immediately established to produce course books and other facilities to support the effective development of these Programmes.

5. In order to retain good teachers in the teaching service, they should be motivated with incentives like food package, housing and transport among others. These could be given in cash or in kind.
6. The national examination given at the end of the primary course is not an educational evaluation but a criterion to select candidates for secondary education where only 10 % of the candidates are absorbed leaving 90 % drop outs to languish. In order to rectify this, the Government should establish more secondary schools and other post-Primary institutions to cater for every candidate according to his/her aptitude.
7. Schools should be provided with audio-visual aids to develop the English language learning in all aspects. These could include television sets, videodecks programmed tapes, radio cassettes, projectors, etc. The Ministry of Primary and Secondary Education should work hand in hand with the information Ministry to set up educational programmes on Radio Rwanda and Television.

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