

English

Primary 4

Pupil's Daily Reader



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Foreword

The present book “English Primary 4 Pupil’s Daily Reader” was produced in 2015 by Rwanda Education Board (REB) and funded by the United States Agency for International Development (USAID) through the Literacy, Language and Learning Initiative. The aim of this book is to enhance the English language culture among Primary 4 pupils during their lower level of primary education. This will allow them to grow up with the language skills that are fundamental for quality education, including reading, writing, listening and speaking.

This book will help learners acquire the above English language skills, which will be developed progressively through exercises that are found in each lesson. The book was written following an approach that progresses from simple to more complex concepts and vocabulary during the learning process. This approach will help the learner in his/her daily learning activities and situations as he/she develops effective English language skills and knowledge. It is supplemented with audio lessons that will especially enhance the learner’s ability to listen and speak in English.

The book was written based on research carried out in education on effective teaching and learning with learner-centered methodologies that encourage children to actively read, write, listen and speak.

It is hoped that children who will learn using this book and the related audio materials will grow up having basic English language skills and knowledge, which hopefully they will be able to apply in their environment and surroundings.

It is in this regard that people with various English language education capabilities and specialties were involved in the design and development of this book to ensure its success in contributing to teaching and learning inside and outside of the classroom.

We therefore sincerely thank all of the people who participated in the writing and editing of this book. They are meant to help children to develop English language skills at the early stage of their learning process. We also request people who read this book to give their ideas for its improvement for the eventual benefit of its future users.

GASANA I. Janvier

Director General of Rwanda Education Board (REB)

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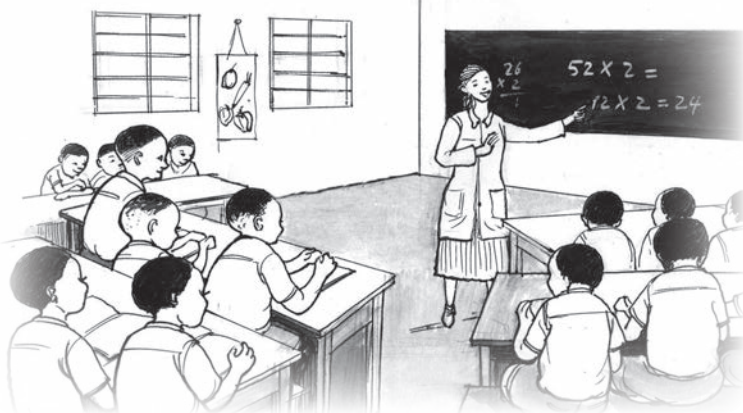
Unit 1. Our School

1 We Learn at School



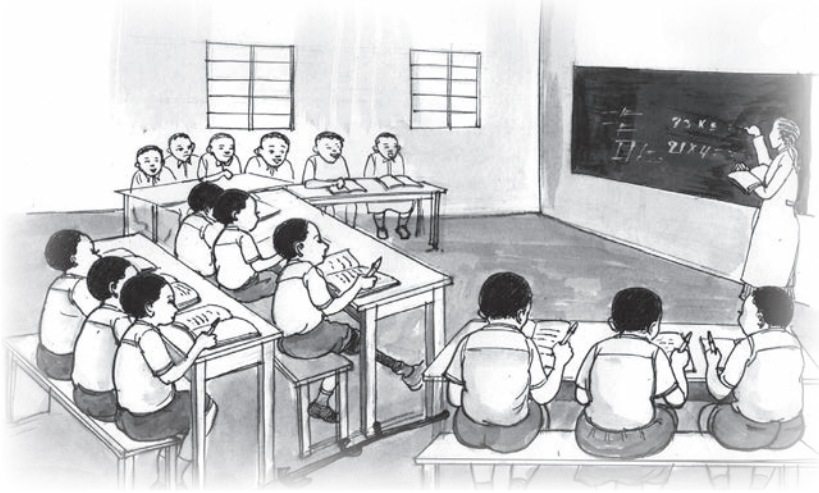
Hello, my name is Kate. Everyday, I walk to school. My friend John and I walk together. This year, we are in Primary 4.

2



There are 500 pupils in our school.
There are 20 teachers in our school.
Our teacher's name is Joy.

3



Everyday, we take out our books, pens and pencils.
We learn a lot at school.

We study English everyday. We study Kinyarwanda
four times a week. We like to read and write stories.

4



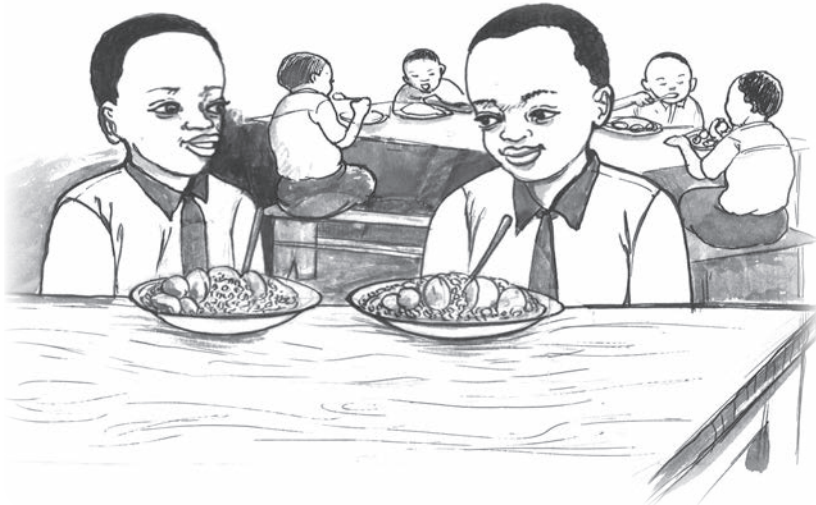
We study mathematics seven times a week.
Everyday, we play mathematics games.
Working together helps us to learn.

5



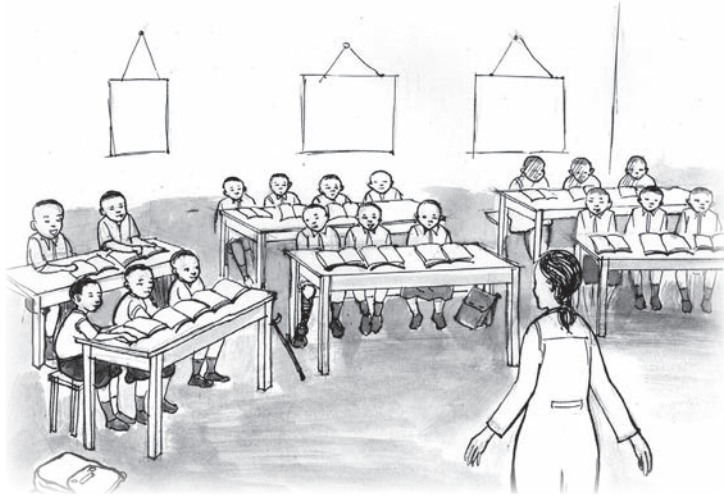
Mathematics is my favourite subject.
Mathematics is interesting.
John's favourite subject is art and craft.

6



At noon, we have our lunch.
We play outside at break time.

7



After break, we go back to class.
We study science three times a week.
We study social studies and music too.

8



Every day, we learn new things.
After school, we walk home with our friends.
We sing songs along the way.
We do our homework at home.

Unit 1 Exercises

1. Answer the questions.



- (a) Who are the children in the story?
- (b) How many pupils are in Kate's school?
- (c) How many times do they study English?
- (d) What is John's favourite subject?
- (e) What do the children do on their way home?
- (f) What do you like about school? Why?
- (g) Do you think Teacher Joy likes teaching? Explain your answer.

Welcome



Welcome children,
I'm glad you're here.
We're going to have a great school year.
We'll read and write.
We'll sing and play.
We'll make new friends.
We'll learn everyday.



Unit 1 Exercises

2. Write the missing words to complete the sentences.



Brian window Jane reading school

- (a) Allan looked out of his bedroom _____.
- (b) His mother walked with him to _____.
- (c) Allan worked with _____ and _____ in class.
- (d) Allan liked _____.

3. Answer the questions.



- (a) Name two children in the story.
- (b) Where did Allan's mum take him?
- (c) What class was Allan in?
- (d) What was Allan's teacher's name?
- (e) What games did the children play at break?
- (f) How do you make friends at school?

4. Find five words about school in the box. Write sentences using the words.



teacher health-centre books forest mathematics
pupils Primary 4 doctor medicine learn Kinyarwanda

The simple present tense describes an action in present time which is done on a regular basis. For example, I go to school everyday.



5. (a) Complete the sentences using these words.



walk

visits

play

helps

- (a) I _____ hopscotch everyday.
(b) Allan _____ his uncle on Wednesdays.
(c) Allan and James _____ to school everyday.
(d) Our teacher _____ us to learn.

(b) Answer True or False.



- (a) I play football on Tuesdays.
(b) I study English four times a week.
(c) I read books at break time.
(d) I sing songs at school everyday.

6. Write sentences using these words.



send

bend

spend

lend

bath

math

path

7. Read the text: Draw a picture.



My classroom has three windows and one door.
We have a lot of books in our classroom.
We have a few computers. We have many charts on the wall.

1 John's Day at School



This is John. John is very happy. John likes going to school. There are pencils, books, rulers, a sharpener and a rubber in his schoolbag. John's favourite subject is English.

2

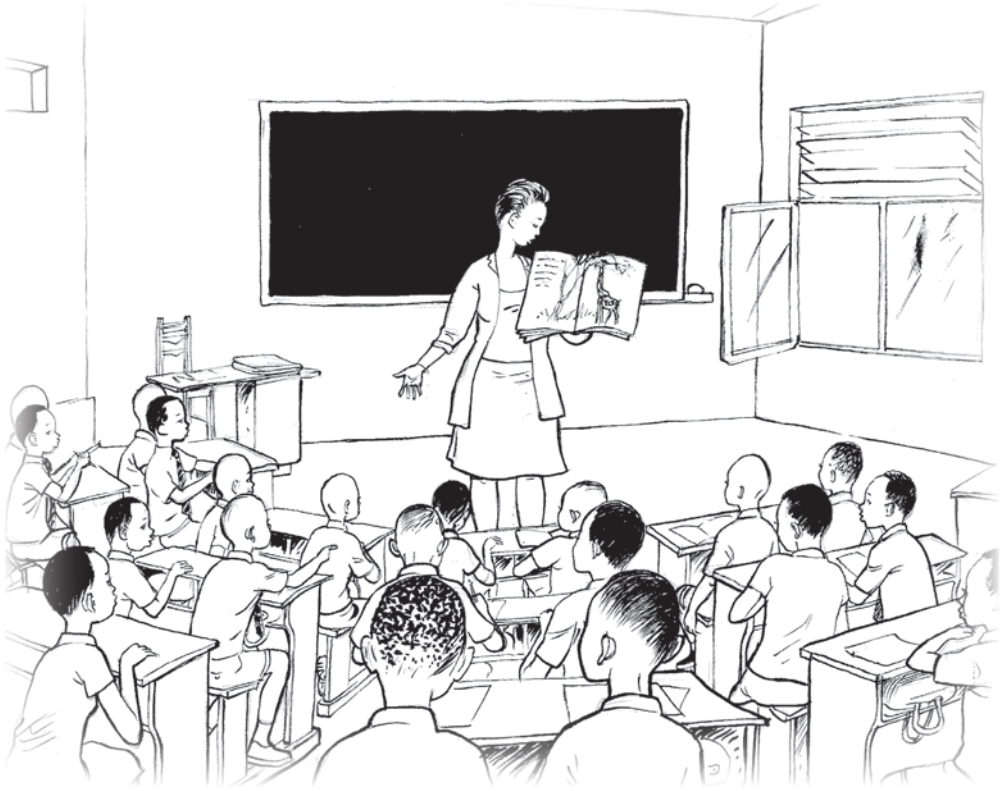


John meets his teacher at the gate.

"Hello, teacher," says John.

"Hello, John. Welcome to school," replied the teacher.

3



Every morning, Teacher Joy looks at their homework.
“Today, we are going to learn about animals,” she says.
First, she reads a story about animals.
John and his friends like listening to stories.
Then, the pupils talk about the animals in the story.
They draw pictures of their favourite animal.
Teacher Joy puts their art on the wall.

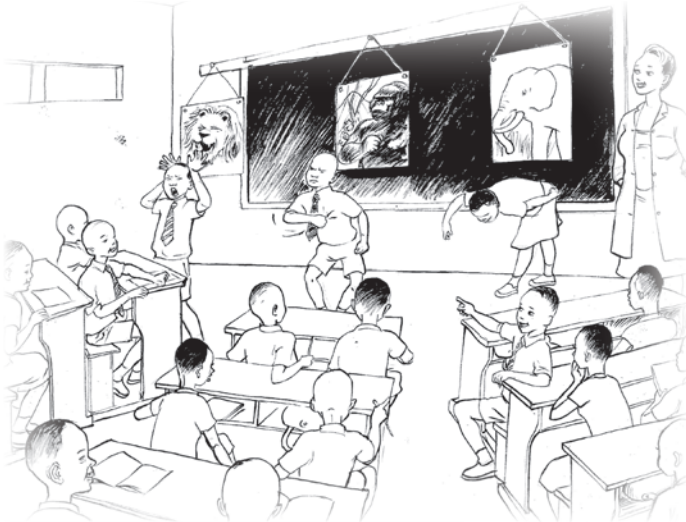
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Next, the pupils have music class.

“Pupils, stand up. We are going to sing,” says Joy.
The class sings loudly.

5



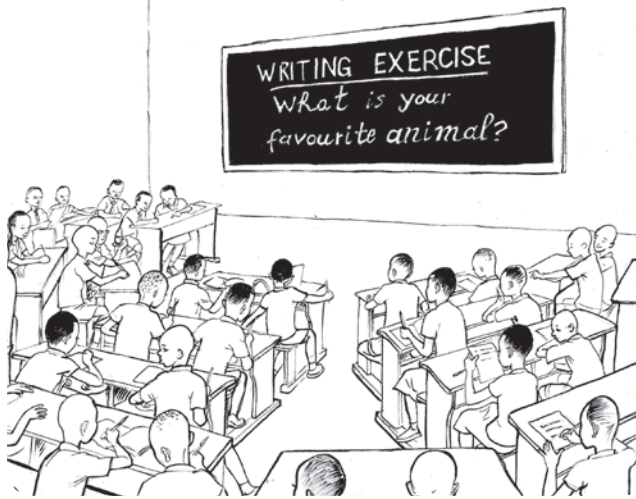
Next, the pupils play games about animals.

John is a zebra.

Kate is an elephant.

They lift their arms and wave their hands.

6



Finally, the pupils write about their favourite animals. The pupils like writing stories. John writes a story about crocodiles, monkeys and lions. Teacher Joy is very happy.

7



In the evening, John does his homework quickly. Tonight, he has Kinyarwanda and mathematics homework. John reads his story to his family. John teaches the new song to his brother and sisters.

Unit 1 Exercises

8. Answer the questions.



- (a) Name the boy in the story.
- (b) Where does he meet his teacher?
- (c) What does his teacher do every morning?
- (d) What do the pupils write about?
- (e) What does John do at home?
- (f) Would you like to go to John's school? Explain why?
- (g) What else might John learn at school?

A Special Gift.



My teacher is nice, my teacher is great.

My teacher is happy.

My teacher's name is Kate.

My teacher is really kind.

My teacher really cares.

She opens our minds,

And lifts up our hearts,

By teaching us science, reading and art.

My teacher does nice things for me.

She makes us happy as can be.

A kind and caring teacher is a special gift.



Unit 1 Exercises

9. Answer True or False.



- (a) Music is Samuel's favourite subject.
- (b) Samuel liked drawing.
- (c) Hope was happy when Samuel refused to draw.
- (d) Samuel apologized for what he did.

10. (a) Read the words and phrases.



teacher made a card Primary 4 doesn't like drawing
art and craft boy said sorry teaches music

(b) Write them under the correct heading.

Hope

Samuel

Mercy

11. Complete the sentences.



- (a) My favorite subject is _____ .
- (b) I like _____ because _____ .
- (c) I don't like _____ because _____ .

12. Write sentences using these words.



smart

art

chart

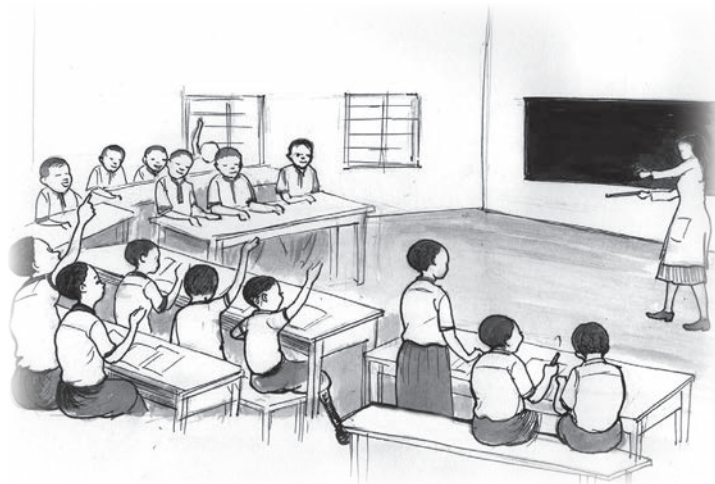
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I Like My School



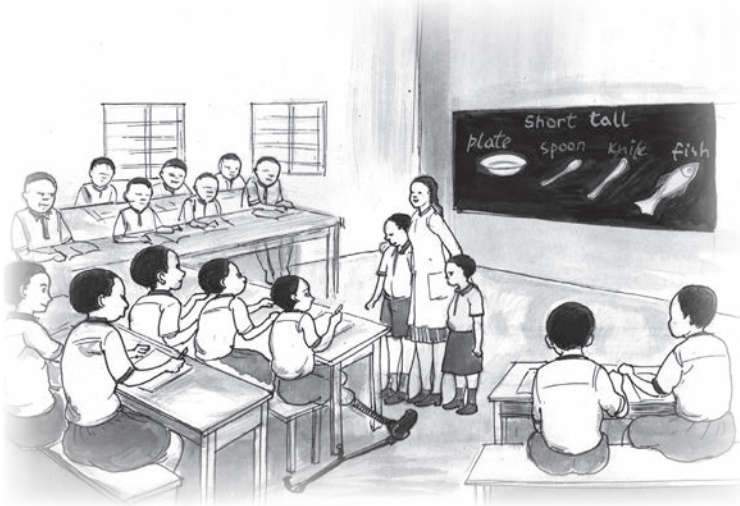
I like my school. It is my favourite place.
School is exciting. School is fun.
I can play with my friends. I can smile. I can run.

2



I'm good at school. I don't break the rules.
I raise my hand to speak. I work quietly at my seat.
I keep my table smart and neat.
I am friendly. I am fair. I take turns and always share.

3



Today, I learned words in English.
I learned to say big, bigger, biggest.
And fast, faster, fastest.

4



In mathematics, I learned how to multiply.
I know how many mangoes I can buy
with 1,000, 5,000 or 10,000 francs.
I learned how much water is stored in a tank.

5



In social studies, I learned about Rwanda.
I read about the towns and cities of Uganda.
I listened to stories about lions and snakes.
About forests and mountains, rivers and lakes.

6



Asking questions is important too.
It helps me know what work to do.
I do my homework every night.
I use my time to read and write.

7



We have a test once a week.
I always try to do my best.
Your friends may need a helping hand.
Be a good pupil. Help them understand.

Unit 1 Exercises

12. Answer the questions.

- (a) What is the pupil's favourite place?
- (b) What did the pupil learn in mathematics?
- (c) What did she learn in social studies?
- (d) Why is asking questions important?
- (e) How often do they have a test?
- (f) How do you help friends at school?
- (g) What is your favourite subject? Why?

Unit 1 Exercises

13. Put the sentences below in the correct order.



I don't break the rules.

I always try to do my best.

I like my school.

I learned to multiply.

I do my homework every night.

I listened to stories about lions and snakes.

14. (a) Complete the sentences using these words.



quietly smart share rules good

I'm _____ at school. I don't break the _____.

I _____ my hand to speak. I work _____ in my seat. I keep my table _____ and neat. I take turn and always _____.

(b) Write sentences using these words.



smart share rules raise friendly

Unit 1 Exercises

15. Fill in the missing words using these words. 

clever books meeting sang homework

- (a) The forest animals had a _____.
- (b) Gorilla is very _____.
- (c) Eagle brought _____ for the animals to read.
- (d) All the animals _____ a song.
- (e) Every evening the animals do their _____.

16. Answer questions about The Forest School. 

- (a) Name the animals in the story.
- (b) Did snake want to go to school?
- (c) What did gorilla do in class?
- (d) What do the animals do every evening?
- (e) What story did gorilla read?
- (f) What do you think gorilla taught the following day?

Adjective: a part of speech that describes a noun; for example, big forest, blue notebook, good book.



17. Underline the adjectives. 

- (a) The Forest School was a big school.
- (b) Gorilla was a nice teacher.
- (c) Snake sat on a small chair.
- (d) Rabbit had interesting news.

Unit 1 Exercises

18. Describe your school and the Forest School. 

My School	The Forest School

19. Answer the questions. 

- (a) Where does the story take place?
- (b) When did the animals have a meeting?
- (c) What subjects are taught in the school?
- (d) Who is the teacher?
- (e) Would you like to visit the Forest School? Why?

Walking Through the Forest

Walking through the forest

What did I see!

A big green snake hissing at me!

“Hiss, hiss,” said the snake.

“Help, help,” I cried.

The clever snake heard me, and slid away to hide.



20. Write sentences using these words. 

best

test

forest

help

Unit 1 Exercises

21. Complete these sentences using these words.



confidence encourage write from the heart scared

- (a) Agnes hopes to _____ people when they feel _____ and sick.
- (b) Agnes' mum gave her _____ to write.
- (c) My teacher taught me that it's important to _____
_____ .

22. Write sentences in the future tense using these verbs.



write wish thank draw

23. Complete these sentences.



- (a) I _____ every day.
- (b) I _____ once a week.
- (c) I _____ twice a week.
- (d) I _____ once a month.
- (e) I _____ twice a month.
- (f) I _____ every six months.
- (g) I _____ once a year.

I Want To Be



John and Kate are talking with their friend Brian about when they grow up.

John: Kate, what do you want to be when you grow up?

Kate: I want to be a mathematics teacher.

John: Why do you want to be a teacher?

Kate: Mathematics is my favourite subject.

It is interesting.

I want to teach children about mathematics.

John: I want to be an artist when I grow up.

Kate: Why do you want to be an artist?

John: I like to draw and paint.

I think I would like to go to Art college.

I want to learn more about drawing and painting.

Brian: Hello Kate, Hello John.

Kate: Hello Brian.

John: Hello Kate.

Kate: Brian, What do you want to be when you grow up?

Brian: I want to be a nurse.

John: Why do you want to be a nurse?

Brian: I want to make people feel better.

Kate: I think you will be a good nurse.

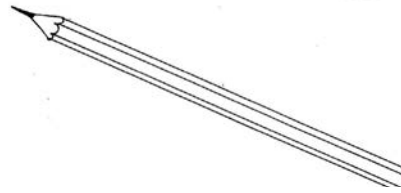
John: Me too.

Brian: Thank you Kate. Thank you John.

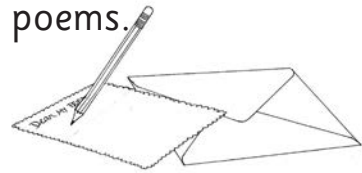
A Pencil



I'm a little pencil.
I am made of wood and lead.
My head is long and pointed.
My body is smooth and red.



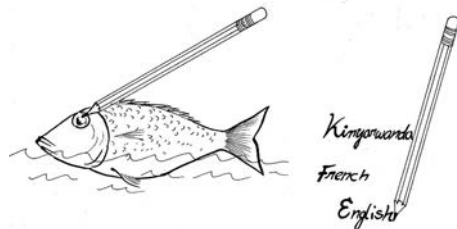
I write letters, postcards, stories and poems.



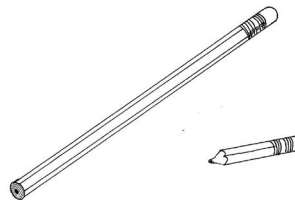
You can use me at school.
You can use me at home.
I like to write nicely .
I like to write fast.
If I keep on writing,
I am not going to last.



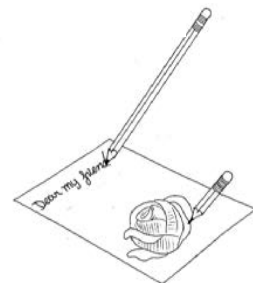
I draw on blank paper.
I draw water and fish.
I can write Kinyarwanda,
French and English.



I once was long and handsome.
My head was round and chubby.
But writing everyday
Has made me short and stubby.



I will keep writing and drawing.
I will write all day.
I will write stories and draw pictures
Until I am thrown away.



Unit 1 Exercises

24. Answer the questions.



- (a) Describe the pencil.
- (b) What did the pencil look like?
- (c) What does the pencil look like now? What happened to it?
- (d) What does the pencil write?
- (e) What will happen to it in the end?
- (f) Who do you think owns the pencil?

25. Answer the questions.



- (a) How does the poet describe the pencil?
- (b) What does the pencil like to write?
- (c) Where can the pencil be used?
- (d) What else does the pencil do?
- (e) What will happen if the pencil keeps writing?
- (f) What do you think the pencil likes to draw?

Splish Splash

Splish, splish, splash,
Fish swimming in the tank.
Splish, splash, splash,
Baby playing in the bath.



Going to School



Esther, John and Jane are talking about how they go to school.

Esther: How do you get to school?

John: I walk to school.

Esther: How long does it take to get to school?

John: It takes thirty minutes.

John: How do you get to school?

Esther: I cycle.

John: How long does it take to get to school?

Esther: It takes fifteen minutes.

John: Jane, how do you get to school?

Jane: I walk to school too.

Esther: That's great. Let's walk together tomorrow.



26. Answer True or False.



- (a) John cycles to school.
- (b) It takes him thirty minutes to get to school.
- (c) Esther cycles to school.
- (d) It takes her one hour to get to school.
- (e) Jane walks to school everyday.

Unit 2. My Friends and I

1 The Cat and The Mouse

One day, Cat and Mouse were playing.
The cat bit off mouse's tail.

"Please cat, give me my tail," said Mouse.

"No," said Cat, I won't give you your tail.

Go to the cow and get me some milk.

Then, I will give you your tail," she said.



Mouse ran as fast as she could.

"Please, Cow, give me some milk," she asked.

"No," said Cow, "I won't give you milk.

Go to the farmer and get me some hay.

Then, I will give you milk," said Cow.



Mouse ran as fast as she could.

"Please, farmer, give me some hay for

cow," said mouse. "No," said the

farmer, "I won't give you hay until you

go to the butcher and get me some

meat. Then, I will give you hay."



2

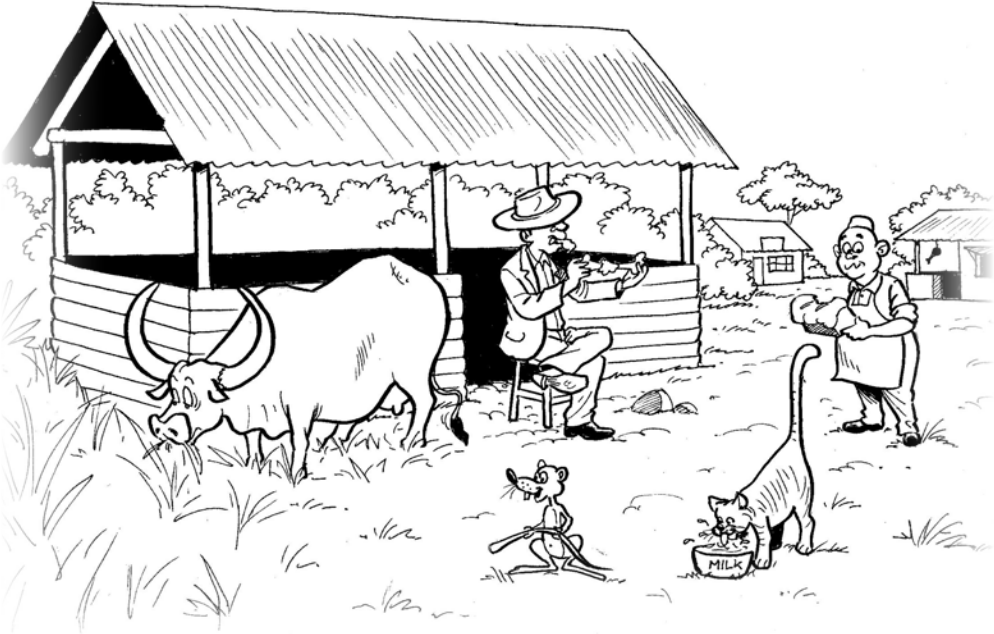
Mouse ran as fast as she could.
“Please, butcher, give me some meat,” she said.

“No,” said the butcher, “I won’t give you meat until you go to the baker and get me some bread.



Mouse ran as fast as she could, until she came to the baker and said, “Please, baker, give me some bread for the butcher, so that the butcher can give me some meat for the farmer, so that the farmer can give me some hay for Cow, so that Cow can give me some milk for Cat, so that Cat can give me my tail back.” “Yes, I’ll give you some bread,” said the baker.

3



The baker gave Mouse the bread,
And Mouse gave the butcher the bread.
Then, the butcher gave Mouse the meat,
And Mouse gave the farmer the meat.
The farmer gave Mouse the hay,
And Mouse gave Cow the hay.
Then, Cow gave Mouse the milk,
And Mouse gave Cat the milk.
Then, Cat gave Mouse her tail back!

Unit 2 Exercises

1. Answer the questions.



- (a) Who bit off Mouse's tail?
- (b) What did the cow want from the farmer?
- (c) Did Mouse get the meat?
- (d) Who sent Mouse to the baker?
- (e) How did the story end?
- (f) Why did the cat bite off Mouse's tail?
- (g) What would happen if mouse didn't get his tail back?

2. Write the sentences in the correct order.



"Please farmer, give me some hay," asked Mouse.

"Please baker give me some bread," asked Mouse.

The Cat bit off Mouse's tail.

The Cat gave Mouse her tail back.

"Please Cow, give me some milk," asked Mouse.

"Please Butcher, give me some meat," asked Mouse.



3. Unjumble the letters to make words.

ubtcrhe

arfmer

semou

dbear

Unit 2 Exercises

4. Answer True or False.



- (a) Cat and Dog wrote an agreement.
- (b) Cat put the agreement in the kitchen.
- (c) Dog was not happy working outside.
- (d) The mice ate the agreement.
- (e) Cats never chase mice.

5. Choose the correct word.



- (a) The cat and the dog were _____. (master, friends)
- (b) The dog works _____ the house. (outside, inside)
- (c) “An agreement is an agreement,” said the _____. (dog, cat)
- (d) The cat put the agreement in the _____. (ceiling, garage)
- (e) The cat _____ the mice. (chased, washed)

One Little Duckling



One little duckling,
Jumping on the bed,
She fell off and bumped her head.
Mama called the doctor and the doctor said,
“No little duckling jumping on the bed!”

Unit 2 Exercises

6. Fill in the missing words.



butcher bit mouse bread farmer

- (a) The Cat _____ off the Mouse's tail.
(b) _____ ran as fast as he could.
(c) Mouse asked the _____ for hay.
(d) The baker gave Mouse _____.
(e) Mouse went to the _____ for meat.

My Favourite Animal

The giraffe is my favourite animal.

Ask me, I will tell you why.

Giraffes are tall and beautiful.

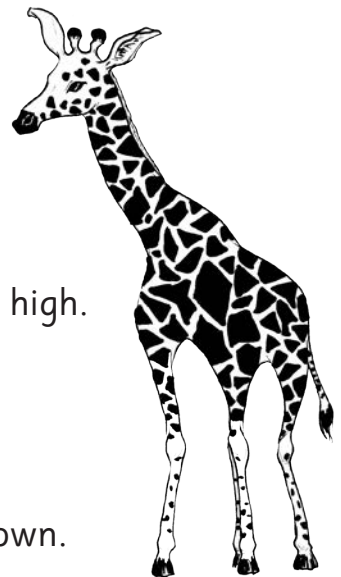
Giraffes can touch the sky.

They have long necks and hold their heads up high.

Their legs are long and thin.

Their eyes are big and brown.

They always look happy and never seem to frown.



Unit 2 Exercises

7. Complete the sentences.



social studies Aunt Grace stories Egypt Camels

- (a) The children are waiting for _____.
- (b) Aunt Grace is a _____ teacher.
- (c) The children loved listening to their Aunt's _____.
- (d) Aunt Grace visited a country called _____.
- (e) _____ are used for transport in Egypt.

8. Answer True or False.



- (a) Aunt Grace is a mathematics teacher.
- (b) Aunt Grace's favourite hobby was reading.
- (c) Aunt Grace brought a carpet and a cake.
- (d) Egypt is in North Africa.
- (e) The children loved listening to Aunt Grace's songs.

My Friend



Cousin Andy is my friend.

We sing and play together.

Cousin Andy is my friend.

We run and dance together.

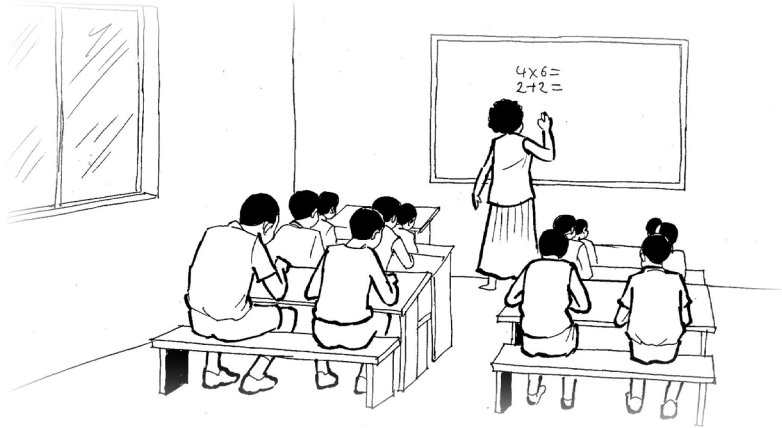
Cousin Andy is my friend.

We lend a helping hand to each other.



1

Our Friends Around East Africa



I am Kalisa. I am 10 years old.
I live in Kigali City, Rwanda.
I like to learn mathematics in school.

2



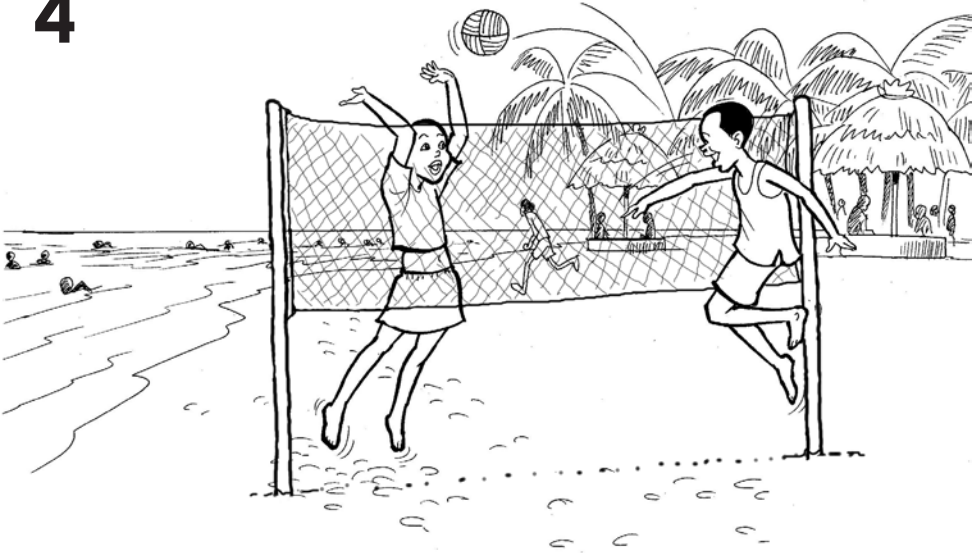
My friends are Mutesi, Hirwa and Safali.
Every day we play football after school.
My favourite food is *ubugari* and *isombe*.

3



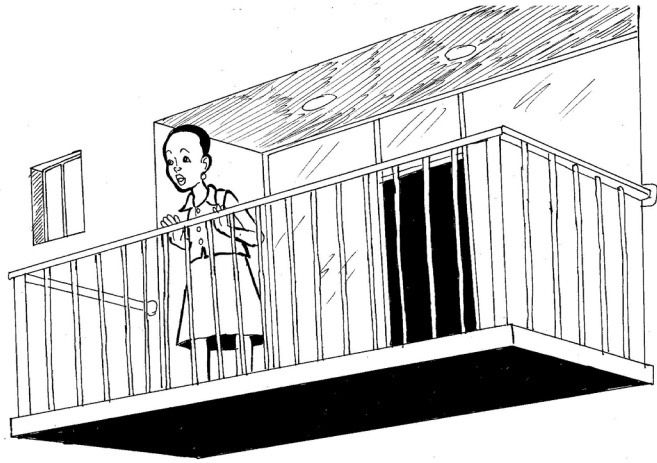
My name is Anatalie and I come from Burundi.
I am seven years old and my brother Yvan is five.
We live with my family in Bujumbura.
We live near Lake Tanganyika.

4



My favourite drink is milk.
I like to play volleyball with my friends.

5



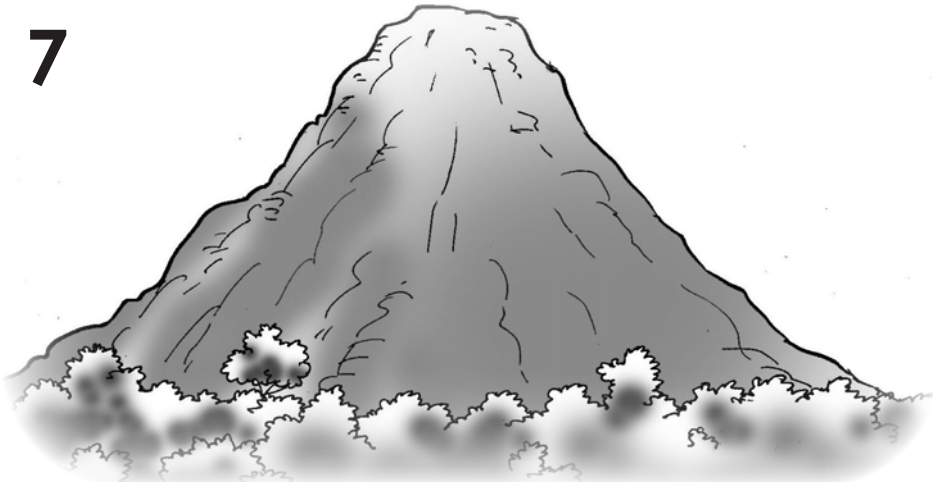
My name is Namanda. I am eight years old.
My home is an apartment in Kampala, Uganda.
I like singing and dancing.

6



During school holidays, I visit my grandparents in Masaka. I play hide and seek with my cousins.
I like to eat *mandazi* that my grandmother makes.

7



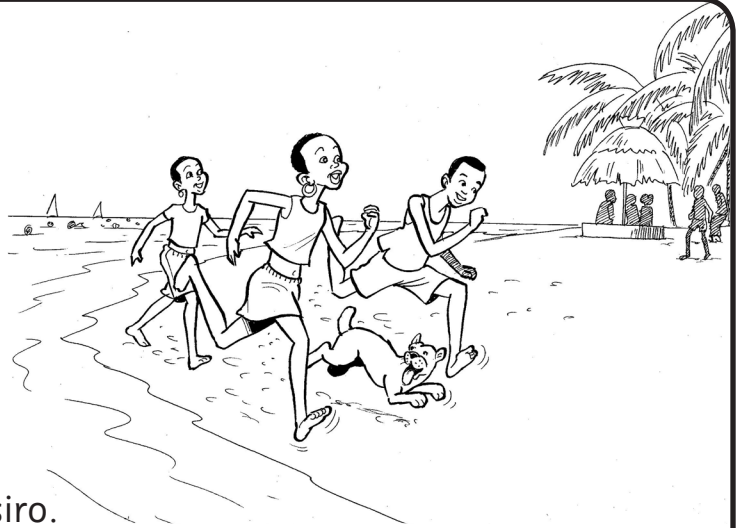
I am Saidi. I live in Tanzania.
Our home is in Arusha near Mount Kilimanjaro.
Once a year, we visit our uncle and aunt in Dar-es-salaam.
They take us to the library and the museum.

8



I am in Primary 4. My best friends are Grace and Isaac.
We like reading stories and drawing pictures together.
My favourite food is fish. Eating fish keeps me healthy
and strong.

9



I am called Kipsiro.

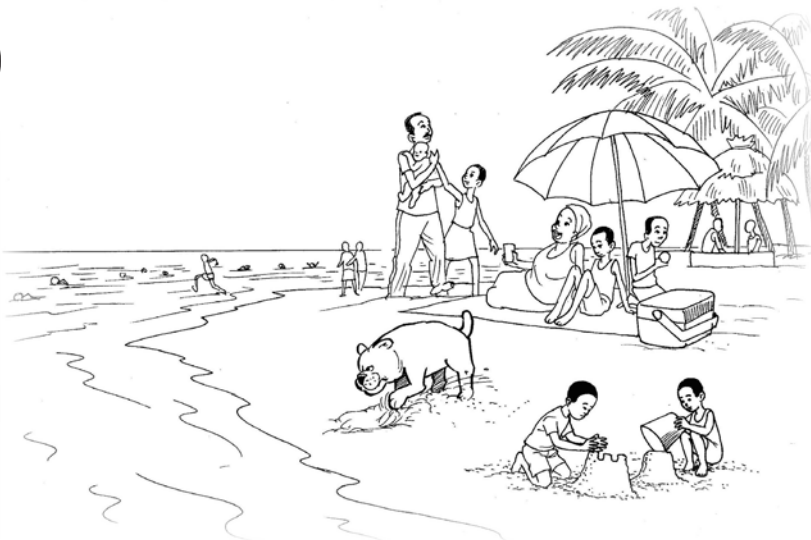
I like playing with my friends.

I have a dog. His name is Bongo.

I live in Mombasa with my family.

I like to play with my friends and my dog Bongo.

10



At the weekend, we have picnics on the beach.

We take a flask of tea and cookies.

We like to build sand castles on the beach.

Unit 2 Exercises

9. Answer the questions.



- (a) Where does Kalisa come from?
- (b) What does he like to do with his friends?
- (c) Where does Anatalie come from?
- (d) Who lives in Kampala, Uganda?
- (e) Who lives near Mount Kilimanjaro?

10. Complete the sentences.



I am Kalisa. I am 10 years old.

I live in _____ City, Rwanda.

I like to learn _____ in school.

My name is Anatalie and I come from _____.

I am _____ years old and my brother Yvan is five.

We live with my _____ in Bujumbura.

We live near Lake Tanganyika.

I am called Kipsiro. I am _____.

I like _____ with my friends.

I have a dog. His name is _____.

What Hobbies Do You Have?



Kate meets her friend Sam.
They talk about their hobbies.

Kate: Hi Sam, what are you doing?

Sam: Hello Kate I'm reading a book.

I like reading a lot.

Reading is my favourite hobby.

I go to the library once a week.

Kate: Me too! I like reading a lot.

I also like playing games.

John and Laura come and greet their friends.

John: Hi Kate. Hi Sam. How are you?

Kate: I am fine thank you.

I am talking to Sam about hobbies.

Do you have hobbies?

John: Yes, my favourite hobby is watching television.

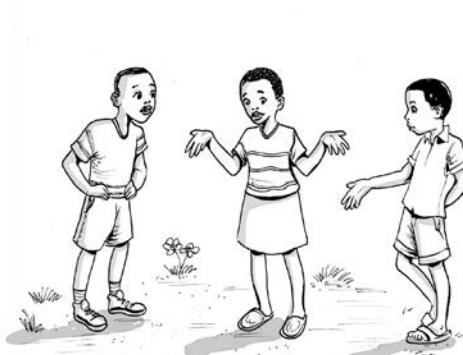
Laura: I never watch television.

I like to play outside. I like playing football.

Kate: I like playing football.

John: Me too. Do you want to play tomorrow?

Sam: That's a great idea.



Unit 2 Exercises

11. Answer the questions.



- (a) What is Sam's favourite hobby?
- (b) How often does Sam go to the library?
- (c) What is John's favourite hobby?
- (d) What does Kate like to do?
- (e) Does Laura watch television?
- (f) What does Laura like to do?
- (g) What hobbies do you have?
- (h) Why is it good to have hobbies?

12. Underline the verbs in the future tense.



Future Tense: is a verbal form you use to talk about things that haven't happened yet. When you say, "The party will be fun!" "will be" is in the future tense.



- (a) I am going to eat my dinner this evening.
- (b) I think it is going to rain.
- (c) The bus will leave at 5 o'clock.
- (d) I will go to the library next Saturday.
- (e) I will be in Primary 5 next year.
- (f) Kate will read her book tonight.

Unit 2 Exercises

13. Cloze Test: Fill in each blank with the correct word. Use each word only once.



school	fish	swimmer	together
friends	lake	can't	

A story about friendship.

John and Sarah are _____. They go to the same _____ . In the afternoon, they do their homework _____. When it is hot they go to the _____. John is a good _____. Sarah _____ swim. She likes to _____ .

14. For each word below, write its comparative by adding -er or more.



(a) small = _____

(f) smart = _____

(b) tall = _____

(g) handsome = _____

(c) beautiful = _____

(h) honest = _____

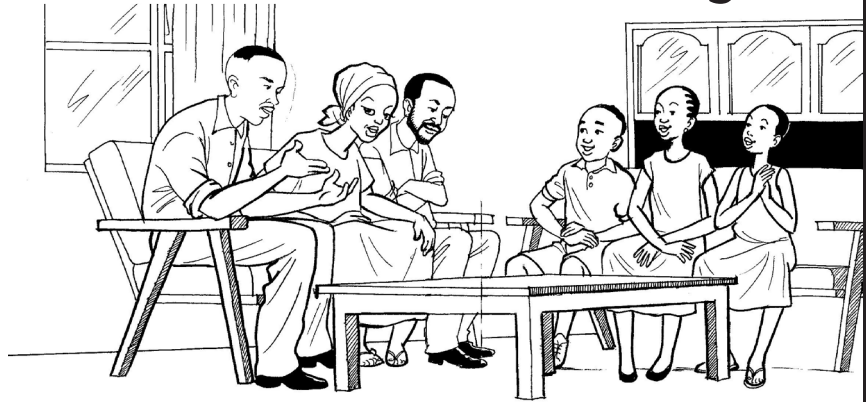
(d) bright = _____

(i) old = _____

(e) fat = _____

(j) faithful = _____

1 Uncle John's Wedding



Last month, Uncle John visited his family.
He looked very happy.

“I have important news,” said Uncle John.

“I am getting married,” he said.

2



Uncle John had a big black bag.

“What is in the bag?” the children asked.

“Can you guess?” asked Uncle John. “A book,” said Kate.

“A rabbit,” said Didace. “Fruits and vegetables,” said
Maureen. “No,” said Uncle John.

3



“Let me show you,” he said.

Uncle John, opened the big black bag.

He took out a long brown suit.

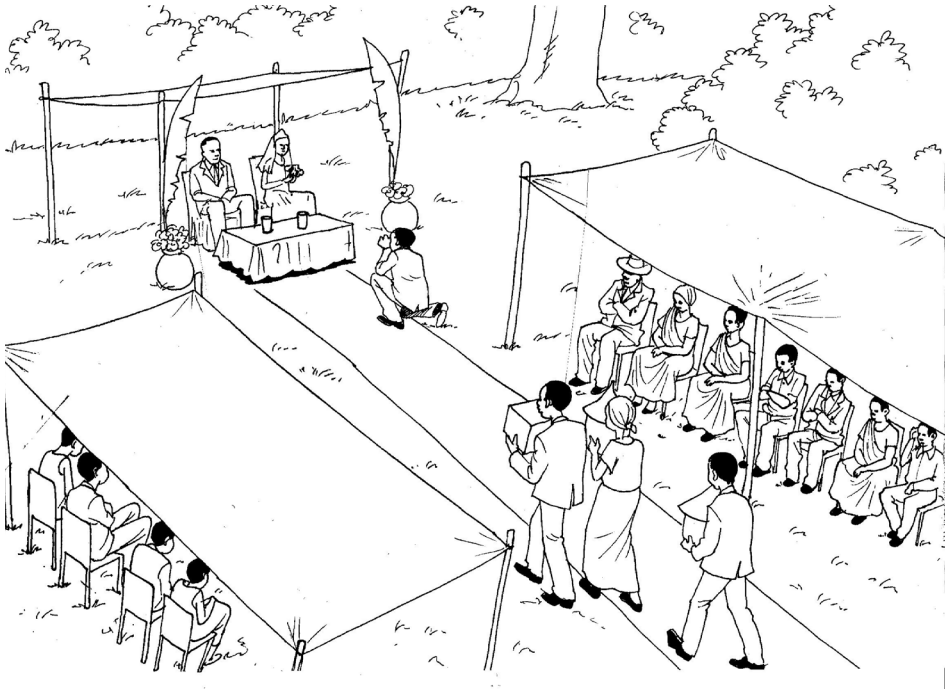
“This is the suit I will wear,” he said proudly.

4



He gave Kate a short pink dress. He gave Maureen a blue skirt and a red jacket. He gave Didace a gray suit. “I hope you can come to my wedding,” said Uncle John.

5



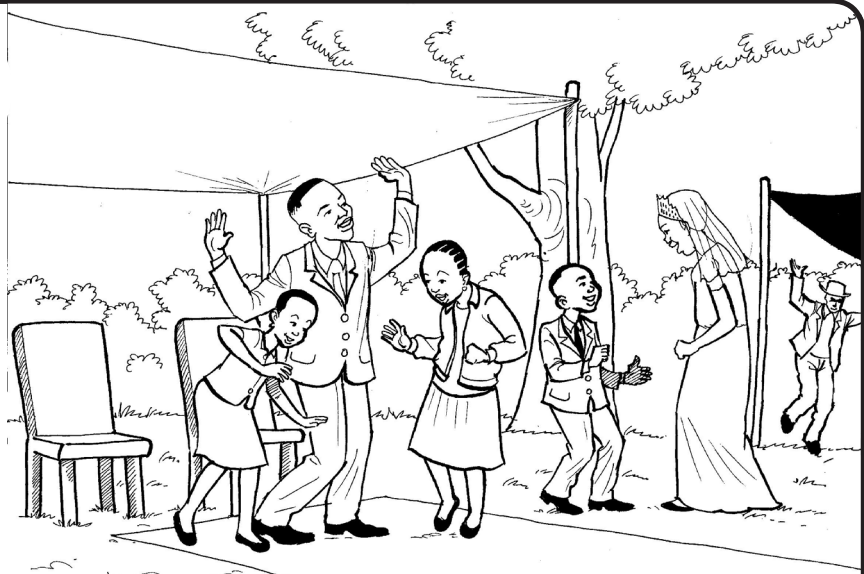
The morning of the wedding, the children put on their new clothes. Everyone looked smart.
Uncle John wore his brown suit.
The bride wore a beautiful white dress.
There were colourful flowers and ribbons in the garden.
There were chairs and tables everywhere.
Many guests came to the wedding.
They brought gifts and flowers.

6



The bride and the bridegroom were smiling all the time.
People took photographs of the happy couple.
In the evening everyone sat and ate the wedding cake.

7



Later, Uncle John danced with Kate and Maureen.
Didace danced with Chantal.
The children enjoyed their uncle's wedding.

Unit 2 Exercises

15. Answer the questions.



- (a) When did Uncle John visit his family?
- (b) What was his important news?
- (c) What was in Uncle John's bag?
- (d) How did the children wear their clothes?
- (e) How did the garden look like on the wedding day?
- (f) Did you ever attend a wedding? Describe what happened.

16. Complete the sentences.



dream	fun	enjoy	exciting	adventure
-------	-----	-------	----------	-----------

- (a) They will _____ the visit to town.
- (b) We had a lot of _____ at the party.
- (c) We had an exciting _____ at the zoo.
- (d) It had a scary _____.
- (e) The children had an _____ trip.

Unit 2 Exercises

17. True or False.



- (a) Didace, Maureen and Kate were at school.
- (b) The children want to travel like Aunt Grace.
- (c) The magic carpet flew up in the air.
- (d) The children were reading books together.
- (e) The magic carpet landed in Akagera Park.

18. Use the words to complete the sentences.



magic carpet

Didace

mirror

fly

1. The magic carpet could _____.
2. Did we really fly on a _____ _____?
3. "I had the strangest dream," said _____.
4. The children laughed when they looked in the _____.

Unit 2 Exercises

19. Complete the sentences.



tent absent o' clock socks lock

- (a) I am never _____ from school.
(b) I put on my long _____ before shoes.
(c) They want to _____ their door.
(d) It started raining at ten _____.
(e) We needed a _____ for our picnic.

Tick Tock



Tick tock went the clock.
Hanging on the wall.
Tick tock said the clock.
Telling the time to all.
Tick tock went the clock.
It's time for you to go to bed.
Tick tock said the clock.
Put down your sleepy head.
Tick tock, tick tock,
Tick tock went the clock.



1

The Picnic



Yesterday, my family and friends went for a picnic.
We went to an island in Lake Kivu.
We packed a lot of food.
We packed chapati, fruits, water and soda.

2



When we reached the island, we played games. We played hide and seek, football and hopscotch. It was fun. There were many trees and flowers on the island. There were flocks of beautiful birds.

3



Grandpa went to sleep. He was tired after the journey. Mum and Dad were watching us as we swam in the warm water. Soon, everybody was hungry.

4



We sat together for our picnic. Grandpa told us interesting stories from around Africa. He told us about his holidays in South Africa.

5



After the picnic, Mum took photos with her camera.
We sang songs and clapped our hands.
We danced together on the beach.

6



At five o'clock, we left the island.
Everybody was tired but happy.
I look forward to our next picnic.

Unit 2 Exercises

20. Answer the questions.



- (a) Who went for a picnic?
- (b) What was the first thing they did at the island?
- (c) Why did grandpa fall asleep?
- (d) What were Mum and Dad doing while the children were swimming?
- (e) How did everybody feel at the end of the day?
- (f) What do you think Grandpa did on his holidays?

21. Complete the sentences using these words.



went

were

packed

played

- (a) We _____ to an island in Lake Kivu.
- (b) There _____ many trees and flowers on the island.
- (c) We _____ a lot of food.
- (d) We _____ hide and seek.

22. Write the missing words to complete the sentences.



Yesterday, my family and _____ went for a picnic.
Grandpa told us interesting _____ from around Africa.
He told us about his _____ in South Africa. At five o'clock,
we left the island. Everybody was tired but _____.

Unit 3. Our District

1. Answer comprehension questions.



- (a) Name the children in the story?
- (b) Which district do they live in?
- (c) Where did they go on Saturday?
- (d) Why did they go there?
- (e) What happened when they wanted to go home?
- (f) What did the children tell their parents when they got home?

2. Write the missing words to complete the sentences.



- (a) Kirabo _____ at the buildings.
- (b) They passed _____ the taxi park.
- (c) Mugisha and Kirabo _____ afraid.
- (d) They bought food at the _____.
- (e) They _____ to town.

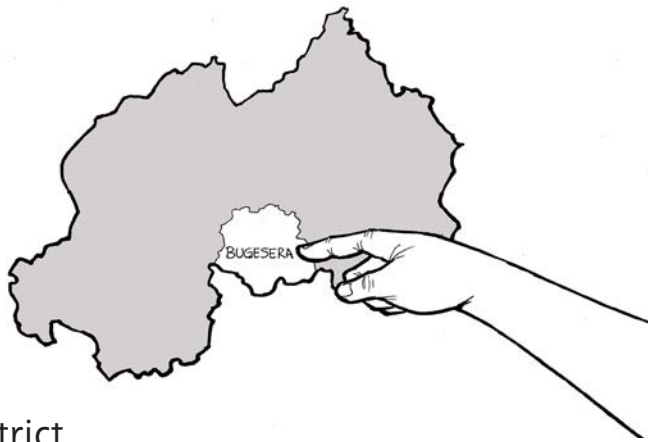
3. Choose the correct words to complete the sentences.



- (a) The school is _____ my home. (next to, behind)
- (b) I saw a police officer _____ the police station.
(outside, beside)
- (c) The super market is _____ the bank and the petrol station. (between, near)
- (d) The market is _____ the post office. (near, opposite)
- (e) The bank is _____ the taxi park. (beside, in front of)

1

My District



I like my district.

It is called Bugesera District. It has fifteen sectors.

Bugesera is in the Eastern Province.

I live in a town called Nyamata.

2



Nyamata is forty kilometres from Kigali.

My home is near the main road.

My school is not far from my home.

I can walk from home to school.

3



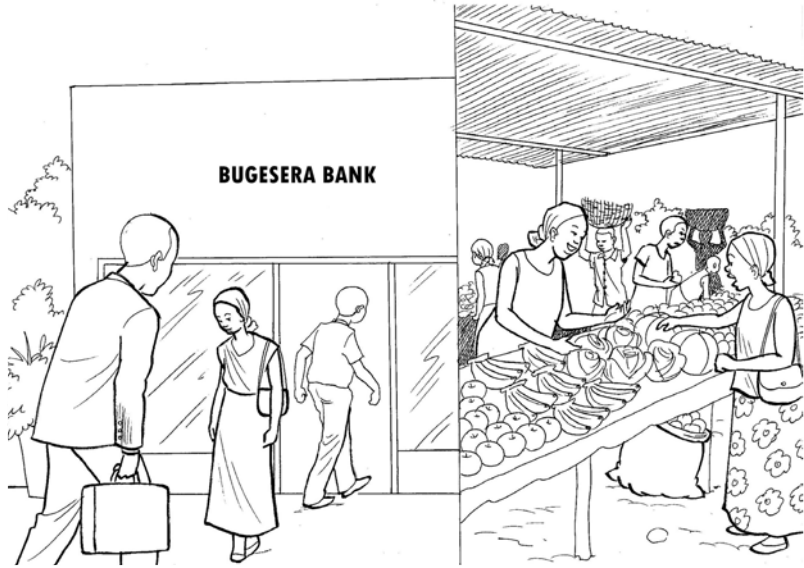
There are about 361,914 people in my district. Once a month, the community comes together to do *Umuganda*. They talk about issues that affect all of us and work together to solve problems.

4



There are many nice places and buildings in my district. We go to health centres when we are sick. The nurses teach us how to stay healthy.

5



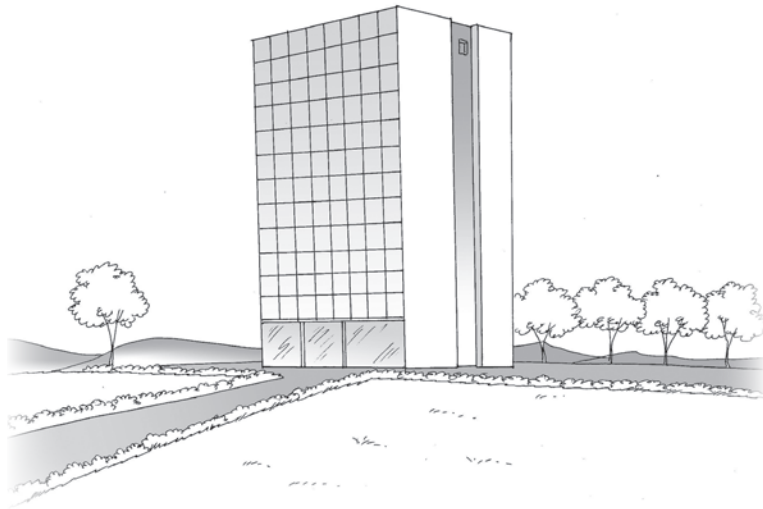
There are banks where we can save our money.
We can buy things we need at the market.

6



There are police stations, so we have peace and security.
We take taxis at the taxi park to travel to other places.

7



Our town is getting bigger and bigger every day.
We might have many other nice things in the future.

Unit 3 Exercises

4. Answer comprehension questions.



- (a) Where is Nyamata town?
- (b) Where does the girl live?
- (c) How many people live in Bugesera?
- (d) What kinds of facilities are in her district?
- (e) How far from Kigali is Nyamata?
- (f) What is the population of your district?

5. Write the missing words to complete the sentences.



- (a) Bugesera is in the _____ Province.
- (b) Nyamata is _____ kilometres from Kigali.
- (c) My school is not _____ from my home.
- (d) I can _____ from home to school

Unit 3 Exercises

6. Answer comprehension questions.



- (a) Who is in the story?
- (b) Name the passengers Mrs. Karangwa drives.
- (c) Where did the zebra want to go?
- (d) What happened at the health centre?
- (e) What happened in the end?
- (f) Is the story true? Why? Why not?

7. Write the correct words to complete the sentences.



- (a) The bus is _____ than walking (slower, faster).
- (b) Mrs. Karangwa drives the _____ to the post office (teachers, postman).
- (c) Mrs. Karangwa turned right at the bridge and stopped at the _____ (super market, health centre).
- (d) The doctor put a bandage on Zebra's _____ (arm, leg).

8. Complete the sentences using the words in the table.



postman	bus	driver	stared	passengers	surgeon
---------	-----	--------	--------	------------	---------

- (a) Mrs. Karangwa is the district _____.
- (b) She drives the _____ to the post office.
- (c) All her _____ were safe and dry.
- (d) She rubbed her eyes and _____ at the zebra.
- (e) The _____ was surprised to see the zebra.

Unit 3 Exercises

Jobs in our District

I'm a police officer.

If you have a problem, call me.

And I will be there, one, two, three!

I'm a helpful doctor.

Dressed in white.

I help people feel better.

Day and night.

When you get hurt or sick,

Come and see me.

I'll help you feel better as quick as can be.



Write the missing letters

d_str_ct

d_ct_r

p_l_ce

h_lpf_l

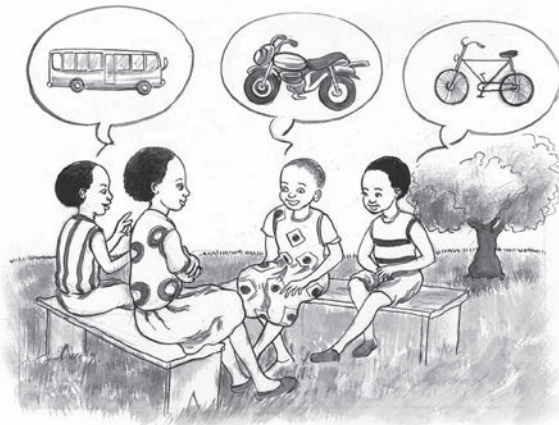
s_ck

9. Use the words below to write sentences.



before next to opposite behind left straight

1 A Trip to the Library



Ben, Grace, Janet and John were going to the library.

“I am going by bus,” said Ben.

“I am going by bicycle,” said John.

“I am going by motorcycle,” said Grace.

2



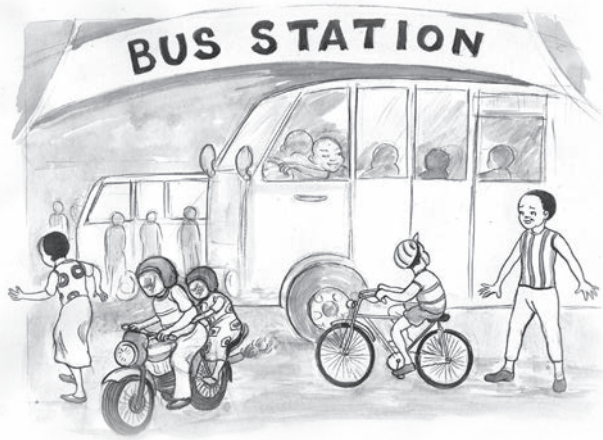
“How are you going to the library, Janet?” asked Grace.

“I’m going to run,” she said.

“Cycling is faster than running,” said John.

“You will be last,” said Ben.

3



Grace jumped on a motorcycle.
John rode his bicycle.
Ben waited for the bus.
Janet started running.

4



Ben waited and waited for the bus.
It started to rain.
The bus was late.
“Oh, no, I will be last,” said Ben.

5



John was near the post-office when his bicycle stopped.
The chain had fallen off.

“Oh, no, I will be last,” John said.

6



Janet ran through the fields.
She smelled the fresh air as she ran.
She ran past the bank and the shops.
She was the first at the library.

7



Janet picked a book.
She sat in a soft chair and started to read.
She waited for her friends.

8



After a while, John, Ben and Grace came.
“I was first,” Janet said.
“Sometimes running is faster,” she said.

9



The friends smiled and read their books.
Next time, they would all run together.

Unit 3 Exercises

10. Answer comprehension questions.



- (a) How did the children go to the library?
- (b) What happened to Ben?
- (c) What happened to John?
- (d) Who was the first to reach the library?
- (e) What did Janet do as she waited?
- (f) What type of transport do you prefer? Why?
- (g) Describe a journey you took.

Unit 3 Exercises

11. Write the missing words to complete the sentences.



Janet ran through the _____.

She smelled the _____ air as she ran.

She ran past the _____ and the _____.

She was the first at the _____.

My Lovely District



Rolling plains and mountains,

Fresh air and water fountains.

Beautifully painted shops,

Fields of tall green crops.

The rain helps grains grow,

My district is green and lovely.



12. Answer questions about the poem.



(a) Why is the District lovely?

(b) What are in the fields?

(c) What does the rain do?

(d) Compare your district to the district in the poem.

How do I get to the market?



Tom is walking to town. He meets a police officer who gives him directions.

Tom: Excuse me, can you tell me how I can get to the market?

Police officer: Yes, of course!

Walking straight ahead until you pass the library.

Then, you turn left.

Then, you take the first right and the market is opposite the taxi park.

Tom: Thank you so much!

I have only been to the market with my father.

This is my first time to go on my own.

Police officer: That is ok.

It is always good to ask for help when you need it.

I am here to help and protect you.

Tom: Thank you.

Let me see if I can remember.

Keep walking straight ahead until I pass the library.

Then I have to turn left and take the first right. The market is opposite the taxi park.

Is that correct?

Police officer: Yes that is correct.

Tom: Thank you for helping me.

Police officer: OK, bye.



Unit 4. Weather

1. Comprehension Questions.



- (a) What was the forecast for the Northern Province?
- (b) What was the forecast for the Southern Province?
- (c) What was the forecast for the Western Province?
- (d) What was the forecast for the Eastern Province?
- (e) What was yesterday's weather like?
- (f) How does bad weather affect you?

2. Complete the sentences using these words.



rains cold hot windy dry

- (a) It _____ every day.
- (b) The trees are shaking because it is so _____.
- (c) It is always _____ in the morning.
- (d) I am going to swim because it is so _____ today.
- (e) The animals don't have water because it is the _____ season.

The Present Continuous: describes an action that takes place in the present and is still going on at the moment of speaking. For example:

I am cleaning the board.
You are eating breakfast.

He is eating bananas.
We are doing exercises.



3. Change these verbs to the present continuous tense.



cook _____ laugh _____ talk _____
jump _____ walk _____ wash _____
dance _____ play _____ cycle _____

Unit 4 Exercises

Rain Rain



Rain, rain
falls on the street,
water in puddles
cleaning my feet.

Thunder, thunder
rumble and roar,
close the windows
and lock the door.

Clouds, clouds
black and gray,
heavy with water
to drop all day.

Sun, sun is breaking through,
clouds are moving,
rain stops too.



4. Cloze Test. Fill in the missing words.



Rain _____ falls on the street, _____ in puddles
cleaning my feet.

Thunder _____ rumble and roar, close the _____ and
lock the door.

1

Seasons in Rwanda



The weather changes with the seasons. I like changing weather. I can wear different clothes. I can do different things.

2



From September to December, there is a short rainy season. It rains a lot.

The farmers have a lot of work to do.

They plant maize, beans and potatoes.

3



There is a short dry sunny season between December and February.

Children can play outdoors and have fun.

The plants and crops start to grow.

4



The long rainy season begins in March and ends in May.

A lot of rain falls. It is wet and cold.

Some roads are muddy. People use umbrellas and wear boots.

5



The long hot dry sunny season starts in June and ends in August.

At the beginning, flowers blossom and fields are green.
At the end, plants are brown and dry.

6



During the wet rainy seasons, there is plenty of water.
Rivers sometimes flood.

The fields are green and beautiful.
Animals have plenty to eat and drink.

7



During the dry seasons, there is a lot of sunshine.
Trees lose their leaves.
There is less water in the rivers and lakes.
Farmers harvest when it is dry.

Unit 4 Exercises

5. Answer the questions.



- (a) What happens to the trees in the dry season?
- (b) What do the farmers plant?
- (c) When do the children play outdoors?
- (d) What starts in June?
- (e) When is the third season?
- (f) How does the dry season affect your area?

The **past simple** tense is the most often used to describe actions that happened at a definite time in the past.



6. Write these verbs in the past simple tense.



cook _____ laugh _____ talk _____
jump _____ walk _____ wash _____
dance _____ play _____ cycle _____

1 It Is So Hot



Last week, it was sunny.
It was very hot and dry.
The animals in the forest were thirsty and hot.

2



Monkey squealed, eagle screamed, rabbit squeaked.
Hyena couldn't speak, he was so weak.

3



“The heat is too much,” they agreed.
“I am hot and I can’t eat,” said Monkey.

4



“My claws and my beak are so hot.
I can’t fly,” cried Eagle.
“My paws and my ears are burning,” said Rabbit.
The heat is really too much,” they agreed.

5



“Dear friends,” said Monkey “listen to my idea.
Let’s leave this hot forest.
Let’s go to the lake, it’s quite near.”

6



“We can cool our ears, faces, paws and claws,
We can dip our feet in the clear cool water,” Monkey said.
Hyena, Rabbit and Eagle liked Monkey’s idea.
They asked her to lead the way.

7



When they reached the lake, Eagle, Monkey and Hyena jumped into the cool clear water.

Rabbit stayed at the side of the lake.

She was afraid of the water.

“Dear Rabbit, do not fear. Come and join us.

We will teach you how to swim,” they said.

And so, with her friends’ help, Rabbit learned to swim.

The animals stayed in the lake until it was nearly dark.

When they reached home, they felt nice and cool.

Unit 4 Exercises

7. Answer comprehension questions.



- (a) Describe the weather.
- (b) How were the animals feeling?
- (c) What did all the animals agree upon?
- (d) What did monkey suggest?
- (e) What did rabbit learn?
- (f) How do you feel when you are hot?
- (g) How do you cool down?

8. Write the missing words to complete the sentences.



- (a) The animals in the forest were _____ and hot.
- (b) Hyena couldn't speak he was so _____.
- (c) "I am hot and I can't eat", said _____
- (d) "My _____ and my _____ are burning," said rabbit.

Weather



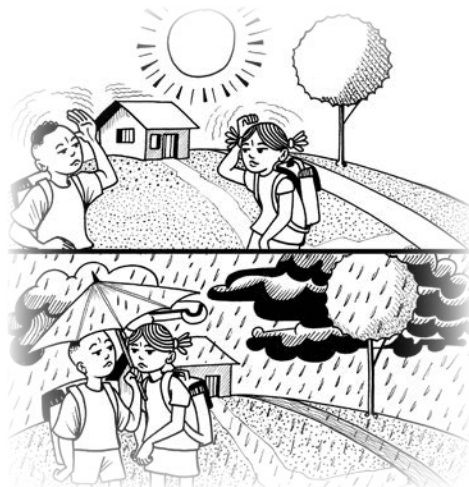
The weather is awful today.

This morning, the heat was too much.

This afternoon, you can hear the rain on the roof.

We cannot reach home, though it is near,

Because the road is like a stream.



Unit 4 Exercises

9. Write the missing word using these words.



complaining unhealthy harvest reached leaves

- (a) The trees were losing their _____ and the grass was getting dry.
- (b) The animals were _____ .
- (c) The animals _____ a green large village.
- (d) The crops were looking _____.
- (e) We will _____ water and keep it.

10. Answer the questions.



- (a) Where does the story take place?
- (b) What was the problem?
- (c) What animals left the village?
- (d) What did they learn?
- (e) How does the story end?
- (f) What does your community do to save water?

11. Arrange the sentences below according to the story **A Bright Idea**.



- (a) The animals walked for many days and nights.
- (b) It was July, the dry season.
- (c) The animals reached a large green village.
- (d) The trees were losing their leaves.

Unit 5. Jobs and roles in home and community

1. Write the correct word to complete the sentences.



- (a) Jane is a _____. She works in a health centre. (police man, nurse).
- (b) A _____ helps put out fires. (fire fighter, doctor).
- (c) John is a _____. He sews clothes for people. (driver, tailor)
- (d) Every month, a _____ cuts my hair. (hairdresser, singer).

2. Complete the sentences.



- (a) A pilot _____.
- (b) A nurse _____.
- (c) A policeman _____.
- (d) A driver is a person who _____.
- (e) A librarian is a person who _____.

John and Mary

John is a carpenter,
He can fix beds that creak.
Doors that squeak and roofs that leak.
Mary is a farmer.
She sows seeds,
And grows peas and beans.



1 Fix That Noise!



The bed creaks.

The door bangs.

The window rattles.

The mouse goes, squeak, squeak.

2



“Oh, oh,” says Mum.

“We must fix that noise!”

“It sounds like a job for a carpenter,” says Jane.

3



The carpenter comes.
He fixes the bed.
He makes a new door.
He puts oil on the window frame.
He fills the mouse hole.

4



Now, it's quiet in the house,
The bed doesn't creak.
The door doesn't bang.
The window doesn't rattle.
The mouse doesn't squeak.

5



But wait...

The leaking tap goes drip, drip, drip.

The sink has a hole.

“Oh, oh,” says Mum.

“We must fix that noise!”

“It sounds like a job for a plumber,” says Jane.

6



The plumber comes.

She stops the leaking tap.

She fixes the hole in the sink

7



Now, it's quiet in the house;
The tap does not leak.
The sink works again.
Mum and Jane speak to the plumber and the
carpenter.
“Thank you for helping us make our house nice and
quiet.”

Unit 5 Exercises

3. Answer comprehension questions.



- (a) What is the problem with the bed?
- (b) What does Mum say?
- (c) What does the carpenter do to help?
- (d) What is the problem with the tap?
- (e) What does the plumber do to help?
- (f) What happened to the mouse?
- (g) Why do you think the house had many problems?

4. Write the missing words to complete the sentences.



- (a) The bed _____.
- (b) The mouse goes _____, _____.
- (c) The _____ fixes the bed and the door.
- (d) The sink has a _____.
- (e) The _____ fixes the sink _____.

5. Choose the correct word and complete the sentences.



- (a) My mother _____ rice for dinner. (cook, cooked)
- (b) Jane _____ the compound in the morning. (sweep, swept)
- (c) I _____ to school yesterday. (went, go)
- (d) The doctor _____ the hospital late. (left, leave)
- (e) The driver _____ the car in front of the gate. (parked, park)

6. Write the missing words and complete the sentences.



community	chef	carpenter	avoid
-----------	------	-----------	-------

- (a) Gatesi the _____ had prepared different delicious meals.
- (b) George is a _____. He makes beautiful furniture.
- (c) Jackie was teaching people how to _____ diseases.
- (d) We work together to make our _____ a better place.

Unit 5 Exercises

7. Complete the sentences using these words.



carpenter tailor teacher health advisor

- (a) A _____ works in a school.
(b) A _____ makes chairs, beds and tables.
(c) A _____ _____ works in a health-centre.
(d) A _____ uses a sewing machine.

The Mouse's Dream



Mr. and Mrs. Mouse have cleaned their little house.

Now it is bright and gleaming.

Mrs. Mouse has watered the beans with water from the stream.

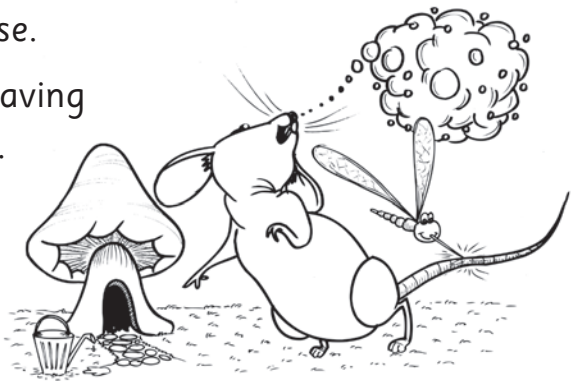
Mr. Mouse is leaning against the wall.

He is dreaming about playing for the mouse football team.

When a mean mosquito bites his tail.

“Ouch, ouch,” screams Mouse.

“That was so mean. I was having such a nice dream,” he says.



Unit 5 Exercises

8. Fill in the missing words to complete the sentences.



beans stream leaning gleaming

- (a) "It is bright and _____," said the mouse.
(b) Mrs Mouse has watered the _____.
(c) Mr Mouse is _____ against the wall.
(d) We had water from the _____.

9. Write 2 sentences from the beginning, middle and end of the story Jobs in the Community.



Beginning:

Middle:

End:

1

In the Future



Primary 4 were learning about jobs in the community. Ms. Mutesi asked them what they would like to be in the future. “I’m going to be a bus driver,” said Janet. “Bus drivers help people travel around the community.”

2



“I’m going to be a farmer,” said Peter. “I’m going to grow peas and beans. I’m going to grow mangoes and avocados for my family. Farmers grow food for everyone in the community.”

3



“I’m going to be a tailor,” said Jack.

“I will sew smart new clothes for the people in our village. Tailors make clothes for everyone in the community.”

4



“I’m going to be a footballer,

I’m going to play for the Rwanda National team.

I hope our team will win the African Cup of Nations one day,” said Maureen.

5



“I’m going to be a pilot,” said Mary.

“I’m going to fly an airplane.

Pilots help people travel from one country to another.”

6



“I’m going to be an engineer,” said Robert.

“I will build roads and bridges.

Engineers help develop the community.”

7



“I’m going to be a famous singer,” said Kate.
I’m going to sing on the radio and television.
Singers entertain the community.

8



“I’m going to be a teacher,” said Agnes.
I’m going to teach social studies, history and geography.
Teachers help the community learn.”

9



“I’m going to be a nurse, “ said Billy.
“My dream is to help people who are sick and in pain.
Nurses help people feel better.”

Unit 5 Exercises

10. Answer comprehension questions.



- (a) What did Ms. Mutesi ask her Primary 4 pupils?
- (b) What would Janet like to be?
- (c) What would Jack like to be?
- (d) What would Maureen like to be?
- (e) What would Mary like to be?
- (f) What would you like to be in the future?

Unit 6. Wild Animals

1. Answer comprehension questions.



- (a) What animals are described in the story?
- (b) What do we call a male elephant?
- (c) What do we call baby lion?
- (d) What do we call a female zebra?
- (e) What do we call a baby gorilla?
- (f) How are wild animals important to Rwanda's economy?

2. Answer comprehension questions.



- (a) What animal has a short tail?
- (b) What animals eat grass and leaves?
- (c) What do we call a young hippopotamus?
- (d) Which animals have long neck and legs?
- (e) Name the animals that are carnivores?

The present perfect tense is used for past events with a connection to the present.



3. Answer True of False.



- (a) Hippos are carnivores.
- (b) A baby giraffe is called a calf.
- (c) A giraffe can be 5 metres tall.
- (d) Gorillas can live 40 years.
- (e) A male giraffe is called a bull.

Unit 6 Exercises

I saw



I saw an elephant,

It was very fat.

It had big ears.

What a big animal!

I saw a zebra.

It was very beautiful.

It had black and white stripes.

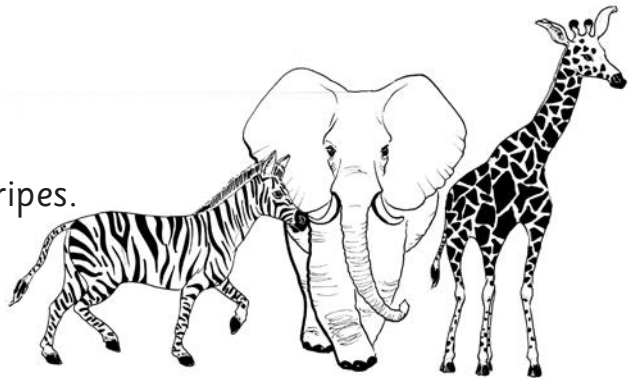
What a beautiful animal!

I saw a giraffe.

It was very tall.

It had a long neck.

What a tall animal!



4. Complete the following sentences.



(a) Animals that eat only meat are called _____.

(b) Animals that eat only plants are called _____.

(c) Animals that eat both plants and meat are called _____.

(d) A group of _____ is called a pride.

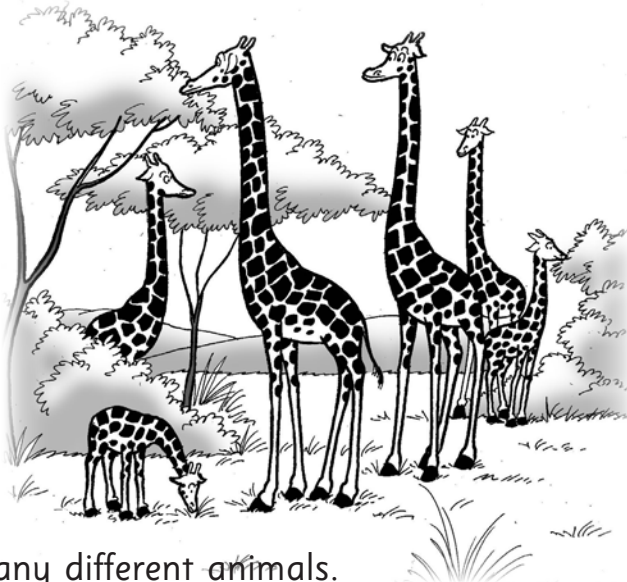
(e) A _____ has babies called foals.

1 Akagera National Park



Yesterday we went on a trip to Akagera National park.

2



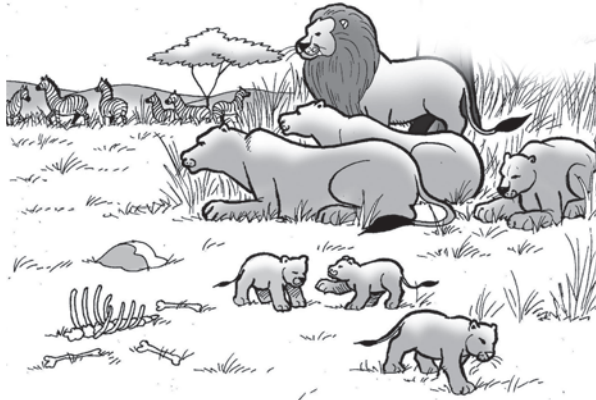
We saw many different animals.
First, we saw a tower of giraffes.
Some were eating grass.
Others were eating leaves from the top of the trees.

3



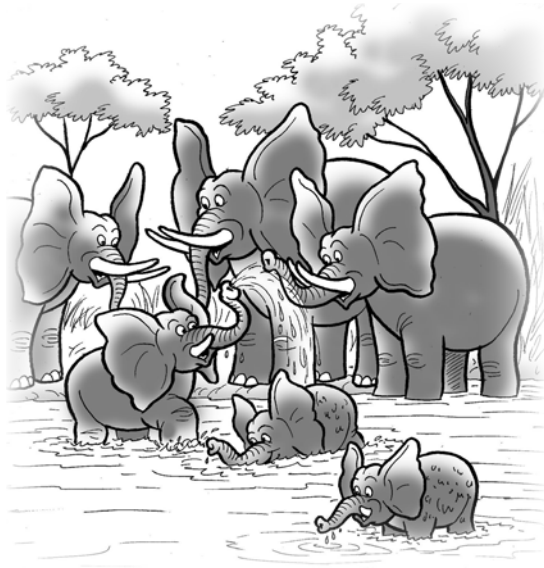
We saw a herd of zebras.
They were eating grass near the lake.
There were big and small zebras.
There were young and old zebras.
Some of the foals were running and playing together.

4



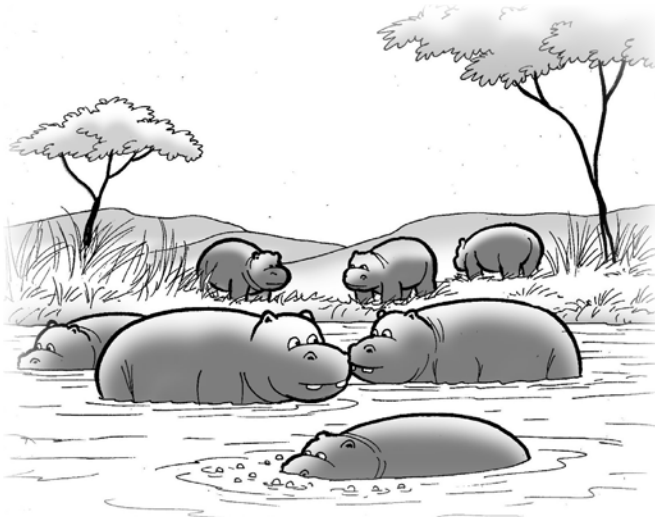
Next, we saw a pride of lions.
We saw many lionesses and cubs.
There was one lion.
Some of the animals were sleeping.
Others were stretching their legs.
Some lions were walking around and looking at the zebras grazing.

5



We saw a herd of elephants.
Some were washing in the water using their trunks.
We saw elephant calves playing in the mud.

6



In the same lake, we saw many hippos in the water.
A few hippos were eating grass.
Hippos have very small eyes and ears.
They have big mouths.

7



Finally, we had lunch at a hotel in the park.

There were many baboons around us.

They were excited and were making a lot of noise.

They were jumping in and out of the trees.

They wanted to eat our lunch but we did not feed them.

Unit 6 Exercises

5. Comprehension questions.



- (a) Where did the family go yesterday?
- (b) What did the family see first?
- (c) What were the giraffes doing ?
- (d) What did the family see after the giraffes?
- (e) What were the zebras doing?
- (f) Why do you think the family went to Akagera?
- (g) Write three sentences why someone should visit Akagera Park?

Unit 6 Exercises

6. Write the missing words to complete the sentences.

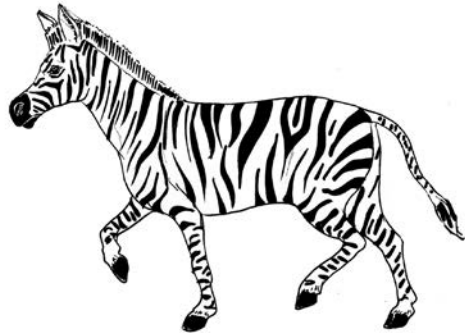


- (a) Yesterday we went on a _____ to the Akagera National Park.
- (b) We saw a _____ of giraffes.
- (c) We saw a _____ of zebras.
- (d) They eat _____ near lakes.
- (e) We saw a _____ of lions.

The Zebra met a Hippo



Last year,
Zebra met a hippo
Near a clear river.
An elephant appeared
“Oh my dear,” said hippo.
“Look at that big elephant
What big ears!” he said.



7. Write the sentences in the correct order.



- (a) We saw a herd of elephants.
- (b) Finally, we had lunch at a hotel in the park.
- (c) We saw many different animals.
- (d) Next, we saw a pride of lions.
- (e) We saw a big herd of zebras.
- (f) A few hippos were eating grass.

Unit 6 Exercises

8. Answer comprehension questions.



- (a) Why did the lion want a competition?
- (b) Why did the animals have the meeting?
- (c) When did the animals leave?
- (d) What happened in the middle of the jungle?
- (e) Why was the competition important?

9. Write the correct word and complete the sentences.



- (a) A lion is a _____. (herbivore, carnivore)
- (b) We saw monkeys in Volcanoes National _____ (Park, forest)
- (c) There will be a singing and dancing _____. (competition, meeting)
- (d) The birds were flying in the air, chirping and _____. (eating, whistling)
- (e) A lion can _____ loudly. (cry, roar)

10. Choose the correct word for each sentence.



- (a) Our house is the _____ beautiful in the village. (most, more)
- (b) The elephants were the _____ dancers in the jungle. (best, better)
- (c) The birds were the _____ singers in the jungle. (fine, finest)
- (d) Mutesi is the _____ girl in Primary 4. (smart, smartest)

11. Answer comprehension questions.



- (a) Why did the pupils write a report?
- (b) What animals did they see?
- (c) How did the pupils describe the elephants?
- (d) What information did they learn about giraffes?
- (e) Where would you like to go on a field trip and why?

12. Write the missing words to complete the sentences.



stripes pictures ears report tails patches pictures

- (a) Our teacher asked us to write a _____ about our trip.
- (b) We drew _____ of the animals.
- (c) Elephants are very fat with big _____ and short _____.
- (d) Giraffes have orange and brown _____.
- (e) Zebras have black and white _____.

13. Write sentences using these words.



- (a) a few: _____
- (b) most: _____
- (c) a lot: _____
- (d) some: _____

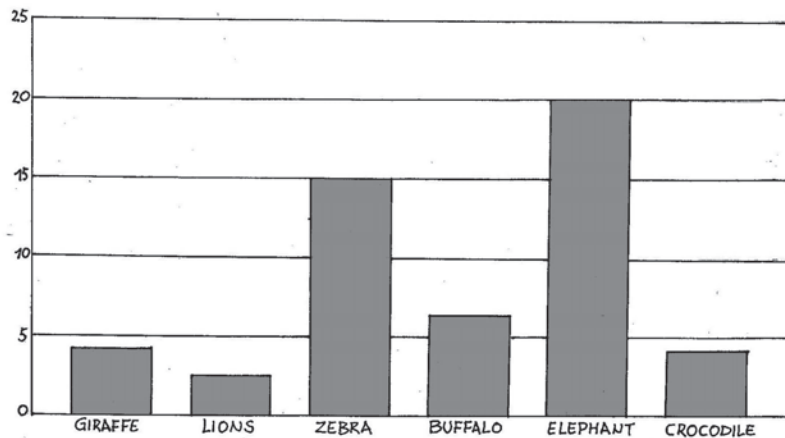
1

Our Class Report



Last week, we visited the Akagera National Park. We saw many animals. We took many photos. Our teacher asked us to write a report about our trip.

2

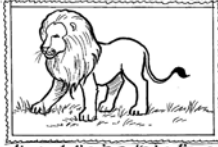


First, we did a survey. We asked everyone, “What animals did you see?” We saw elephants, giraffes, zebras, buffaloes, crocodiles and lions.

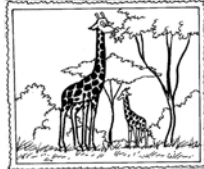
3



*ELEPHANTS. They have big ears and a small tail
They have a long nose called trunk*



*Lions, the male lion is called a lion and female
is a lioness.*



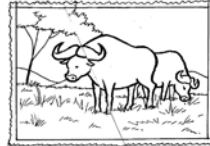
*Giraffes, the male giraffes are called bulls and the
female's are cows.*



*Zebras bear black and white stripes ZEBRAS
lives in large group called herds*



*CROCODILES live in water and on land they lay
eggs. their young ones are called hatchlings*



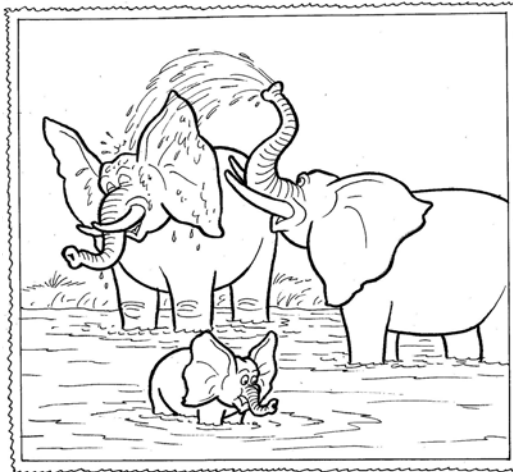
*BUFFALOES are wild animals which are dangerous
to people. their young ones are called calves*

Then, we wrote about the animals we saw.

We added the photos.

We drew pictures of the animals too.

4



Our report.

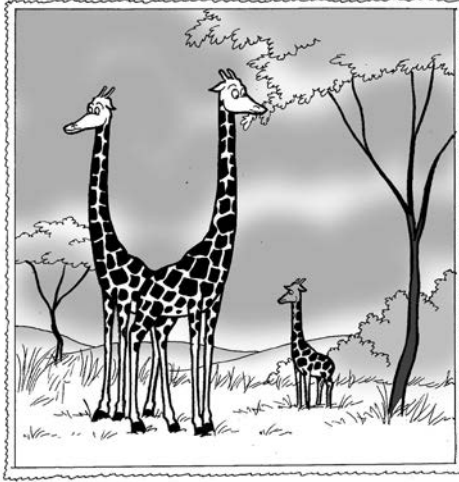
Elephants are very big with big ears and short tails.

They are grey.

They eat grass and drink water.

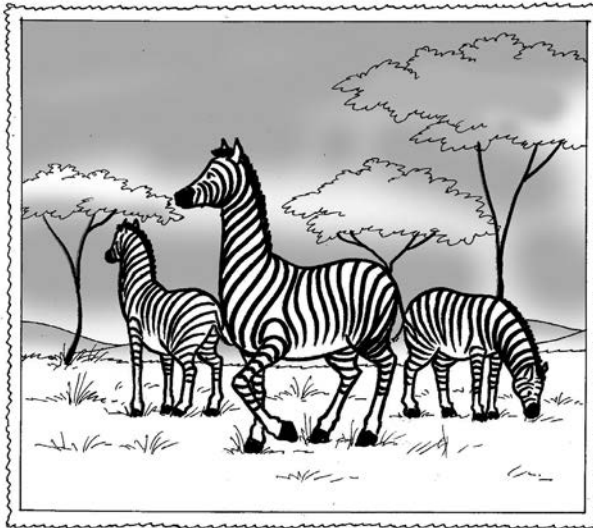
They wash themselves with their trunks.

5



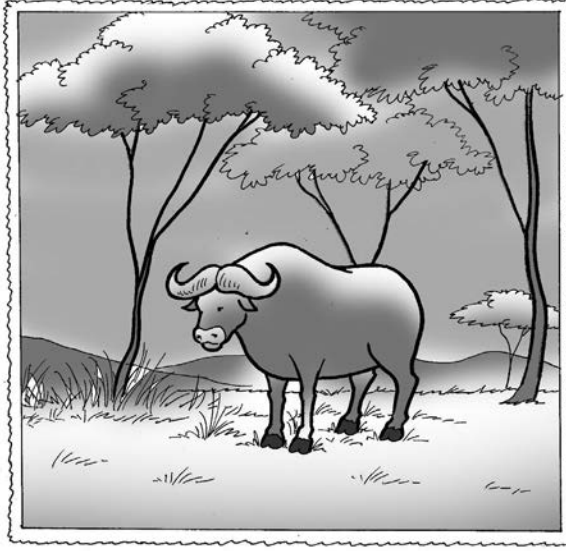
Giraffes are tall with long necks.
They have orange and brown patches.
They eat leaves and drink water.
They walk slowly.

6



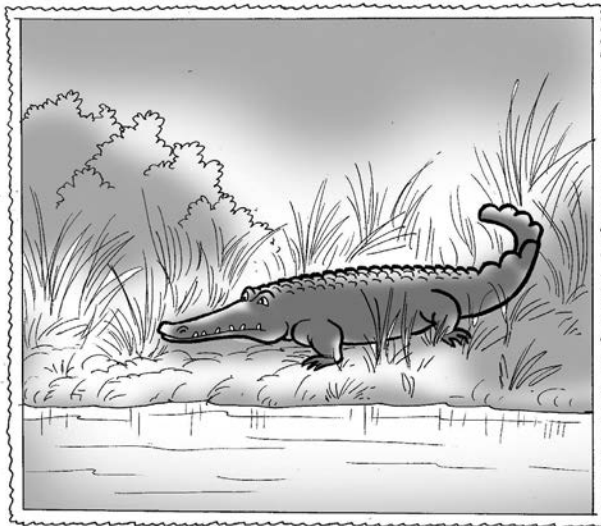
Zebras have white and black stripes.
They eat grass and drink water.
They can run very fast.

7



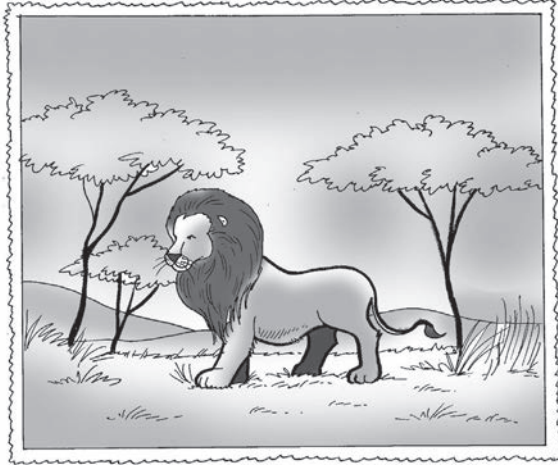
Buffaloes eat grass and drink water.
They are wild animals. Do not go near wild animals.

8



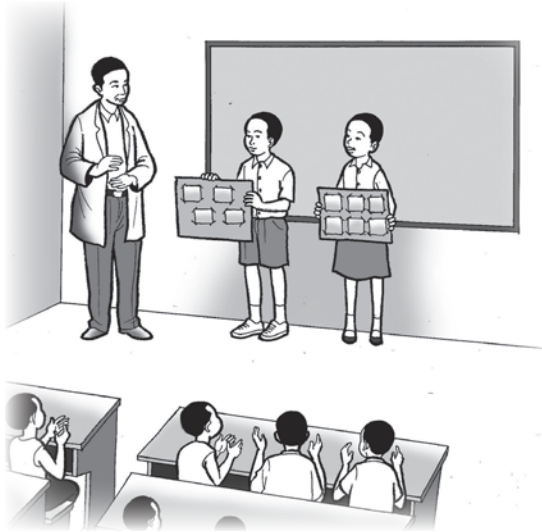
Crocodiles are big green and long.
They live in water.
They eat fish and drink water.

9



Lions are fierce.
They eat meat and drink water.
The male is called a lion.
The female is called a lioness.
A young lion is called a cub.

10



At the end of class.
We read our report.
Our teachers and friends clapped for us.
We like writing reports.

Unit 7. Rights, responsibilities and needs

1. Answer true or false.



- (a) All children have a right to education.
- (b) All children have a right to go to school.
- (c) All children have a right to steal.
- (d) Children have a right to food.

Take me to school.

Take me to school.

To chant and sing songs.

To recite rhymes and poems.

To draw and paint pictures.

To play with my friends.

Please give me a chance to learn.



2. Use must/mustn't to complete the sentences.



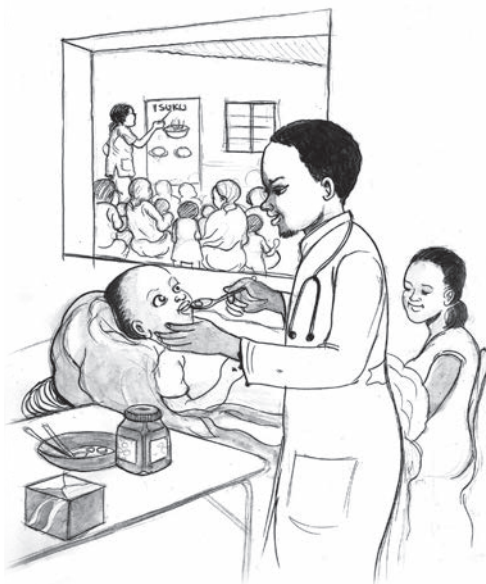
- (a) He _____ be exhausted after such a long journey.
- (b) You _____ disrespect your parents.
- (c) We _____ study hard at school.
- (d) We _____ think before we speak.
- (e) We _____ tell lies.

1 Children's Rights in the Community



There are many people living and working in our community who respect and protect children's rights.

2



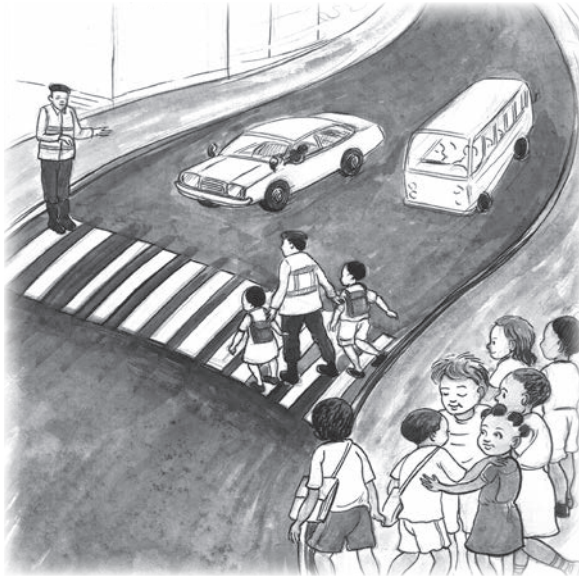
All children have a right to good health.
A doctor can help with children's right to healthcare.

3



All children have a right to learn new things.
A librarian can support children's right to information.

4



All children have a right to live in a safe environment.
A policeman can defend children's right to be safe.

5



All children have a right to food and clothes.
A shopkeeper can assist with children's right to healthy food.

6



All children have a right to play and rest.
Children have a right to make friends.
Friends can care about children's right to play and rest.

7



All children have a right to education.
A teacher can value children's right to education.

8



All children have the right to live in a clean environment.
Cleaners help keep our town clean.
They care about children's right to be safe.

9



What do people do in your community to protect and respect your rights?

What can you do in your community to protect and respect children's rights?

Unit 7 Exercises

3. Answer the following questions.



- (a) Who helps us with the right to good health?
- (b) Where can children get clothes and healthy food?
- (c) Where can children go for an education?
- (d) Why do children need friends?
- (e) Who keeps children safe in the community?
- (f) How can you stand up for your rights?

4. Answer the following questions.



- (a) What are the names of the children in the story?
- (b) What happened to Emeline?
- (c) How does David help her?

Unit 7 Exercises

5. Write the sentences in the correct order.



- (a) David went to greet the new family.
- (b) A new family was moving next door.
- (c) David wondered if Emeline was ready for school.
- (d) Emeline couldn't believe her eyes when she saw the big strong blue wheel chair.
- (e) They all understood that Emeline had a right to come to school and they would help her to get there.

Trees



All trees, big and small, benefit us,
They grow day and night,
They give us a lot of shade.
Birds live in their branches.
They give us fresh air,
And wood to build our houses.
We must protect our trees



Unit 7 Exercises

6. Answer the following questions.



- (a) Why do children need to have rights?
- (b) Why do children need rights to good health?
- (c) Name four children's rights.
- (d) How can adults protect children's rights?
- (e) Name four responsibilities children have.
- (f) Draw a poster to promote children's rights.

7. Answer the questions below.



- (a) What are children's rights at home?
- (b) What are children's rights at school?
- (c) What are children's responsibilities at home?
- (d) What are children's responsibilities at school?
- (e) Where can you learn more about children's rights?

8. Use the words to write sentences.



- (a) honest: _____
- (b) kind: _____
- (c) respect: _____
- (d) help: _____
- (e) safe: _____

1 A Happy Classroom



Ms. Mutesi works hard to make her classroom a happy place to work and learn.

She likes to read stories to her pupils.

She hangs charts and posters on the walls.

The children read books every day.

2



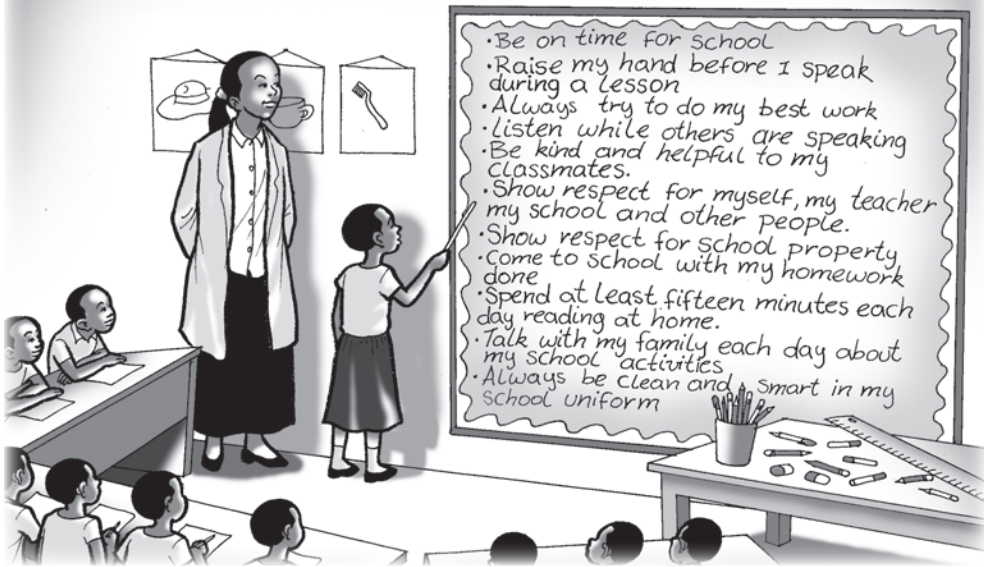
At the start of the school year, Ms. Mutesi and her class made the rules together.

Ms. Mutesi wrote them on a large chart so all the children could see them.

Class rules help her make her classroom happy and a good place to learn.

This is what she wrote:

3



As a pupil, I will:

- Be on time for school.
- Raise my hand before I speak during a classroom lesson.
- Always try to do my best work.
- Listen while others are speaking.
- Be kind and helpful to my classmates.
- Show respect for myself, my teacher, my school and other people.
- Show respect for school property.
- Come to school with my homework done.
- Spend at least fifteen minutes each day reading at home.
- Talk with my family each day about my school activities.
- Always be clean and smart in my school uniform.

Unit 8. Talking about the past

1. Write true or false.



- (a) Keza went to visit her grandparents.
- (b) Keza's grandparents did not know how to tell stories.
- (c) Keza went with her classmates to visit her grandparents.
- (d) Keza's grandmother taught her how to churn milk.

2. Answer the questions.



- (a) Who is the girl in the story?
- (b) Why did Keza need to visit her grandparents?
- (c) What did her grandparents tell her?
- (d) What did she learn from her grandfather?
- (e) Where did she share her new information?
- (f) Compare modern and traditional transport.

3. Fill in the missing words.



traditional milk jars camp fire wrestling churn story tellers

- (a) Keza's grandparents were great _____ .
- (b) The children were given milk in _____ .
- (c) It was Keza's first _____ .
- (d) "We had football and _____ matches."
- (e) Grandma taught her how to _____ milk.

Long Ago



My great grandma lived long ago.
My great grandma was a farmer.
She was wise and clever.
She was a good storyteller.
She grew healthy food.
She grew fruits and vegetables.
She weaved baskets and mats.



Use the **Simple Past** to describe an action that started and finished at a specific time in the past.

Examples:

- I **read** a book yesterday.
- Last year, I **traveled** to Kigali.
- Did you **have** dinner last night?
- She **washed** her car this morning.



4. Write these verbs in the past tense.



skip _____ climb _____

clap _____ reach _____

talk _____ turn _____

walk _____ boil _____

Unit 8 Exercises

5. Write the words in the past tense.



- (a) Last week, Keza and her classmates _____ about the past (study)
- (b) She _____ her grandparents yesterday. (visit)
- (c) Last night, they _____ by the fire. (sit)
- (d) On Wednesday, grandfather and grandmother _____ them stories about the past. (tell)
- (e) Keza _____ milk from a traditional milk jar last week. (drink)

6. Answer the questions.



- (a) What did the children carry and what did the teacher carry on the trip?
- (b) What did the children see inside the museum?
- (c) What did the children see outside the museum?
- (d) What entertainment was at the museum?
- (e) How do museums help us learn about the past?

7. Complete the sentences.



plates and spoons pots spears baskets gourds

- (a) In the past _____ were used to fetch water.
- (b) People used wooden _____ and _____ to eat food.
- (c) _____ were used for hunting.
- (d) Milk was stored in _____.
- (e) _____ were used for decoration.

1 If You Lived a Hundred Years Ago



Life was very different if you lived a hundred years ago.
Can you imagine what life was like?

2



Life was slower.
There was no electricity.
There were no telephones.
Very few people used clocks and watches.

3



There were more trees in Rwanda.
There were fewer roads.
There were no cars, buses or aeroplanes.
People walked everywhere.

4



Farming was hard work a hundred years ago.
People had fewer tools.
People used hoes to cultivate.
People used axes and machetes.

5



Food was different a hundred years ago.

People grew fewer crops.

What do you think food tasted like one hundred years ago?

6



A hundred years ago, people made pots.

They made furniture out of wood.

Can you imagine what furniture they made?

7



A hundred years ago, people made their own clothes.
What clothes do you think people wore a hundred years ago?

8



There was no radio or television.
People played drums and sang songs to entertain each other.
Can you imagine what they sang about?

9



A hundred years ago, parents told stories to teach their children. They sat by the fire in the evening and listened to their parents.

Can you imagine, what stories they told their children?

Unit 8 Exercises

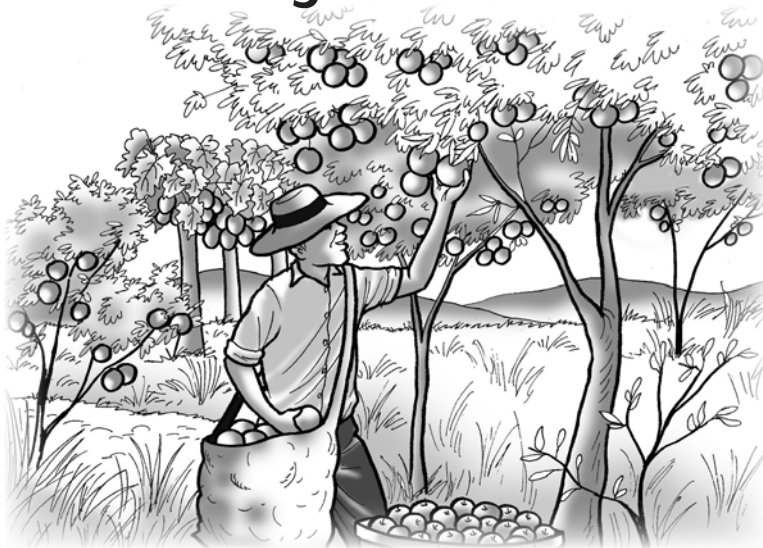
6. Answer the following questions.

- What was life like a hundred years ago?
- How did people travel in Rwanda long ago?
- What was farming like long ago?
- What jobs did people do a hundred years ago?
- Compare traditional and modern farming.

7. Use the words below to write sentences.

- farmed: _____
- kept cattle: _____
- grazed animals: _____
- travelled: _____

1 Farming in Rwanda



Farming is very important in Rwanda.
It is important to learn about farming.

2



All food comes from plants or animals.
A lot of healthy food comes from farms.

3



Some farms produce milk. They are called dairy farms. On a dairy farm, calves are born and cows are milked.

4



Farms that grow cereal crops are called tillage farms. These farms grow cereals like sorghum and rice.

5



There are other farms too, like fish farms, chicken farms and mushroom farms.

Farmers are learning new ways to grow crops and rear animals.

6



Farmers are learning how to use new tools.

In the past, hoes and machetes were the main farming tools.

Today, some farmers use tractors to dig the soil.

7



Farmers are learning how to protect the soil.
In the past, erosion destroyed the soil.
In the west of Rwanda, farmers are planting trees to protect the soil.

8



Farmers are learning about the weather.
In the east of Rwanda people channel water during dry seasons.
This helps keep crops to grow.

Unit 8 Exercises



8. Answer the questions.

- (a) Why is it important to learn about farming?
- (b) Where does the healthy food we eat come from?
- (c) What are dairy farms?
- (d) What other farms can be found in Rwanda?
- (e) What new things are farmers learning to do today?
- (f) Would you like to be a farmer? Why? Why not?

9. Complete the sentences.



animals	dairy	important	tillage	protect
---------	-------	-----------	---------	---------

- (a) Farming is very _____ in Rwanda.
- (b) All foods come from plants or _____ .
- (c) Farms that produce milk are called _____ farms.
- (d) Farms that grow cereal crops are called _____ farms.
- (e) Farmers are planting trees to _____ the soil.

10. Write the correct words in the past tense.



- (a) We _____ with our friends. (play, played)
- (b) The farmers _____ their crops late. (plant, planted)
- (c) They finally _____ to school. (goes, went)
- (d) Sam _____ his parents. (helps, helped)

Unit 9. Countries, rivers and buildings of the world

1. Answer comprehension questions.



- (a) What countries did the family visit?
- (b) How many people went on holiday?
- (c) How did they travel?
- (d) What was the first country they visited?
- (e) What was the last country they visited?

2. Match the country and the city.



USA	Egypt	Australia	Canada
Cairo	Montreal	Washington DC	Melbourne

Fresh Air

At the edge of the forest,

We breathed fresh air.

We saw green leaves.

The air was fresh,

The air was good,

The air was clean.

And life was good.

1 Children Around the World



This is Harriet. She comes from Tanzania in East Africa. The capital city of Tanzania is Dodoma.

She lives in Dar-el-Salaam at the coast. She wants to be a pilot when she grows up.

2



Meet Muamba. He comes from the Democratic Republic of Congo. He lives in Kinshasa. He helps his father fish in the river Congo. He wants to be a doctor when he grows up.

3



Hello, my name is Kini. I come from Egypt in North Africa. I live in Cairo. From my home, I can see the River Nile and some pyramids. I want to be a tour guide when I grow up.

4



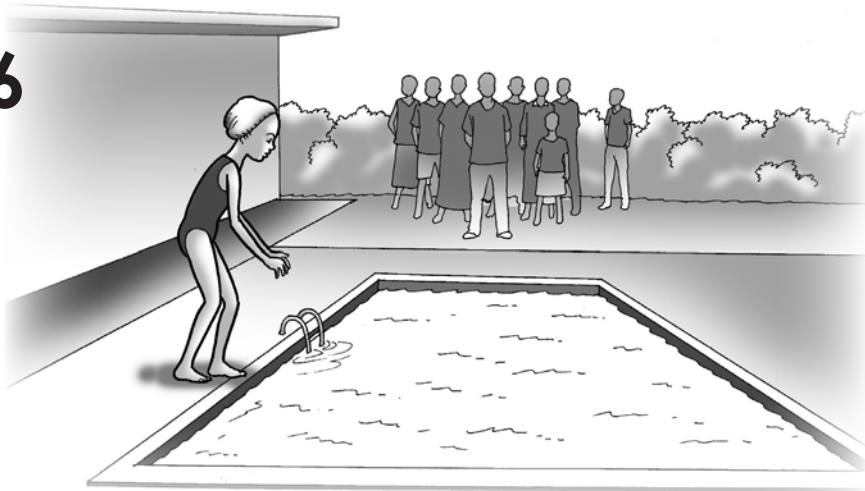
Meet Herbert. He comes from France. France is in Europe. He lives in Paris with his family. He wants to be a chef when he grows up.

5



Hi, my name is Robert. I come from Brazil. Brazil is in South America. The capital city of Brazil is Brasilia. I want to be a footballer when I finish secondary school.

6



This is Allison. She comes from Canada. Canada is in North America. She lives in Montreal. She lives near the River Saint Lawrence. She wants to be a professional swimmer when she grows up.

Unit 9 Exercises

3. Answer the following questions.



- (a) Name the children in the story?
- (b) Who lives in Kinshasa?
- (c) Who wants to be a tour guide when he grows up?
- (d) Who wants to be a doctor when he grows up?
- (e) What is the capital city of Brazil?
- (f) Which country would you like to visit? Why?

4. Write the sentences in the correct order.



- (a) He wants to be a doctor when he grows up.
- (b) He lives in Kinshasa.
- (c) He helps his father fish on the river Congo.
- (d) He comes from Democratic Republic of Congo.
- (e) Meet Muamba.

5. Complete the sentences using these words.



planet	Europe	continents	Africa	190
--------	--------	------------	--------	-----

- (a) The land around the world is divided into different _____.
- (b) The main areas of land in the world are called _____.
- (c) The continents are _____, Antarctica, Asia, Australasia and Oceania, _____, North America and South America.
- (d) There are more than _____ countries in the world.
- (e) The world is also called _____ Earth.

Unit 9 Exercises

6. Match the country, the city, the continent and nationality.



Asia	Europe	South America
Italy	Brazil	China
Brasilia	Beijing	Rome
Italian	Chinese	Brazilian

7. Match the country, the city, and the river.

Europe	South America	Asia
Brazil	China	Italy
Yangtze	Po	Amazon

The Mighty River

I am the Mighty River,
Listen to my speech!
Come visit me,
I will quench your thirst,
I will wash your feet.
Come visit me,
I have a lot to offer you,
Enjoy my cool water.
And the gentle breeze.

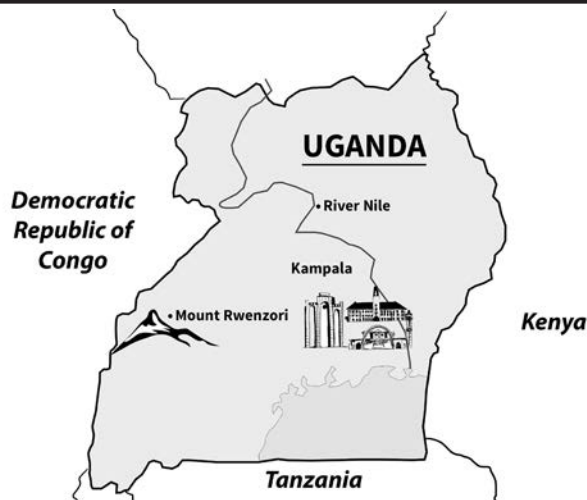


1 Places Around the World



There are many interesting cities in the world.
Let's find out where some of them are.

2



Uganda

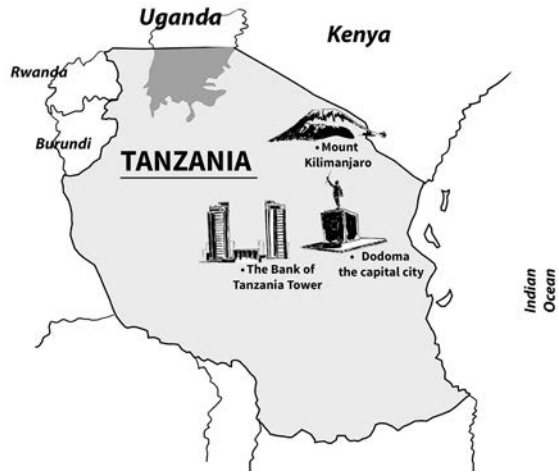
Kampala is the capital city of Uganda.

The river Nile flows through Uganda.

Mount Stanley is the highest mountain in Uganda.

Over 35,000,000 people live in Uganda.

3

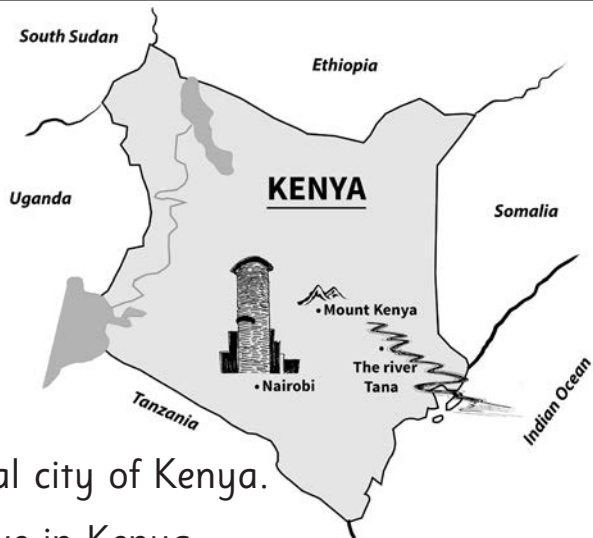


Tanzania

Dodoma is the capital city of Tanzania.

The tallest building in Dodoma is the Bank of Tanzania Tower. The highest mountain in Tanzania is Mount Kilimanjaro. Mount Kilimanjaro is the highest mountain in Africa. The river Rufigi flows in Tanzania.

4



Kenya

Nairobi is the capital city of Kenya.

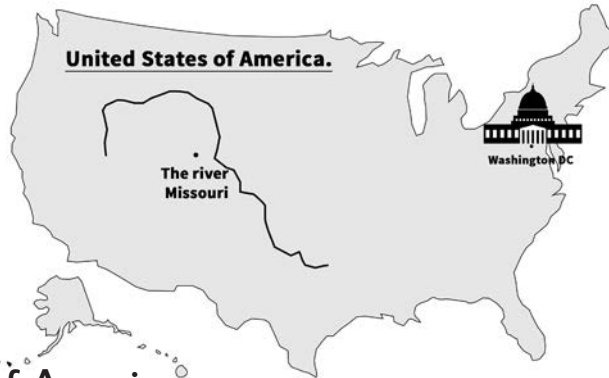
45 million people live in Kenya.

The highest mountain in Kenya is Mount Kenya.

The river Tana flows through Kenya.

The river Nile flows through Kenya too.

5



United States of America.

Washington DC is the capital city of the USA.

The highest mountain is Mount McKinley.

The river Missouri is the longest river in the USA.

6



France.

The capital city of France is Paris.

The Eiffel Tower is a famous landmark in Paris.

The River Seine flows through Paris.

Mount Blanc is the highest mountain in France.

7



My favourite country in the world is Rwanda.

Kigali is the capital City of Rwanda.

Karisimbi is the highest mountain in Rwanda.

The river Akagera flows through Rwanda.

12 million people live in Rwanda.

It is where I live.

Unit 9 Exercises

8. Complete the sentences.



- (a) _____ is the capital city of Tanzania.
- (b) The capital city of Democratic Republic of Congo _____.
- (c) _____ is the capital city of Egypt.
- (d) _____ is the capital city of Brazil.

9. Write the sentences. Underline the countries.



- (a) Kigali is the capital city of Rwanda.
- (b) Mountain Stanley is the highest mountain in Uganda.
- (c) The capital city of Kenya is Nairobi.
- (d) The highest mountain in Tanzania is mountain Kilimanjaro.

10. Read the sentences. Answer True and False.



- (a) Kampala is the capital city of Uganda.
- (b) Karisimbi is the highest mountain in Uganda.
- (c) River Akagera flows through Rwanda.
- (d) Dodoma is the capital of Tanzania.
- (e) River Nile flows through Uganda.

11. Comprehension Questions.



- (a) What is the capital city of Uganda?
- (b) Which is the tallest building in Dodoma?
- (c) Which river flows through Kenya?
- (d) Which is the longest river in the USA?
- (e) What is the famous landmark in Paris?

Unit 10. Climate Change

1. Answer comprehension questions.



- (a) Name the people in the story?
- (b) How was life in the Eastern province?
- (c) What problem did they have?
- (d) Who gave them advice?
- (e) What was the advice?
- (f) What did you learn about protecting the environment from the story?

2. Complete the sentences.



two	animals	soil	erosion	trees
-----	---------	------	---------	-------

- (a) Trees prevent _____.
- (b) It is bad to cut down _____.
- (c) Wetlands are homes of _____.
- (d) When you cut one tree plant _____ trees.

My Night



I sat on a bench to watch the lovely night.
The moon shone brightly in the sky.
The stars twinkled in the moonlight.
Making everything look perfect.
Then my mum said,
Go to sleep my child,
The night will soon
come to an end.



1 Dangers to Our Environment



In Rwanda we have many natural resources like forests, rivers, lakes and swamps.

Destruction of the environment causes climate change.

2



Trees are one of the most useful natural resources.

They provide fresh and clean air.

They prevent soil erosion and flooding.

Wood comes from trees. Wood has many uses.

We use it to build houses and to make furniture.

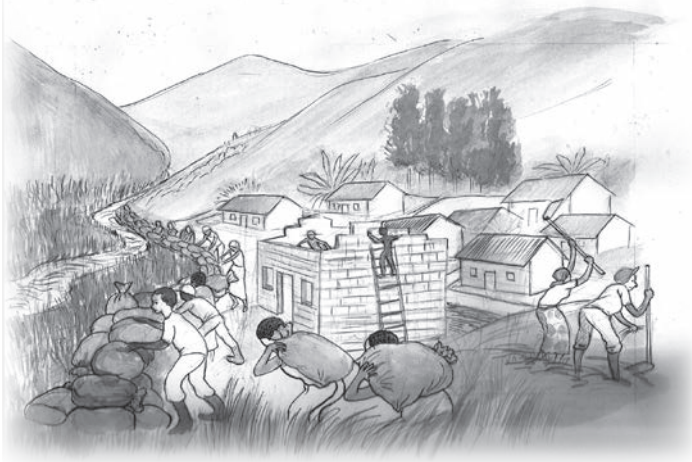
Paper is made out of wood.

3



Deforestation is one of the reasons of climate change. It means cutting down of very many trees at the same time. We may cut trees, but we must not cut many trees at the same time. When we cut trees, we must make sure that we plant more.

4



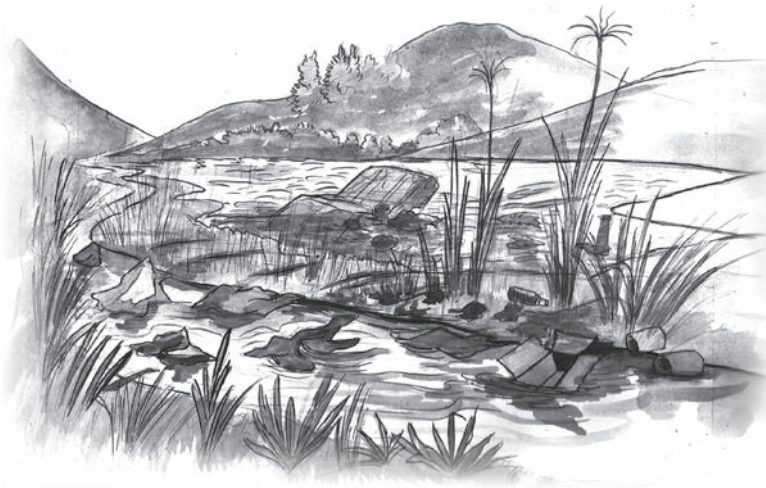
Wetlands are very important natural resources. Hippos, crocodiles, birds and tortoises can live in wetlands.

5



Destroying wetlands can cause less rainfall and drought.
It also endangers the animals that live there.
We must protect our wetlands.

6



Some people throw waste in rivers, lakes and swamps.
This makes the water dirty and harmful to people and
animals.
It is bad to litter the environment.

7



We need to protect our environment.

It is everybody's responsibility to protect and care for our environment.

Unit 10 Exercises

3. Answer the questions about Dangers to Our Environment.



- (a) Name some natural resources?
- (b) Why is it bad to cut down trees?
- (c) How can soil erosion be prevented?
- (d) Why are wetlands important?
- (e) What is deforestation?
- (f) Design a poster to encourage people to protect the environment

4. Complete the sentences using the words in the box.



river weaverbird forest animals

- (a) The _____ and birds lived in a big forest.
- (b) The animals and birds loved their _____.
- (c) The _____ moved into the river and picked up a few drops of water.
- (d) The animals would meet at the _____ and drink water.



5. Write the missing words.

waste wetlands deforestation homes

- (a) _____ are very important to natural resources
- (b) Wetlands are _____ to some wild animals like hippo, crocodiles, birds and tortoises.
- (c) People often throw _____ in rivers, swamps and lakes.
- (d) _____ is the cutting of trees.



6. Write these sentences in order.

It is bad to litter the environment.
This makes the water dirty and harmful to people and animals.
People throw waste in rivers, lakes, and swamps.

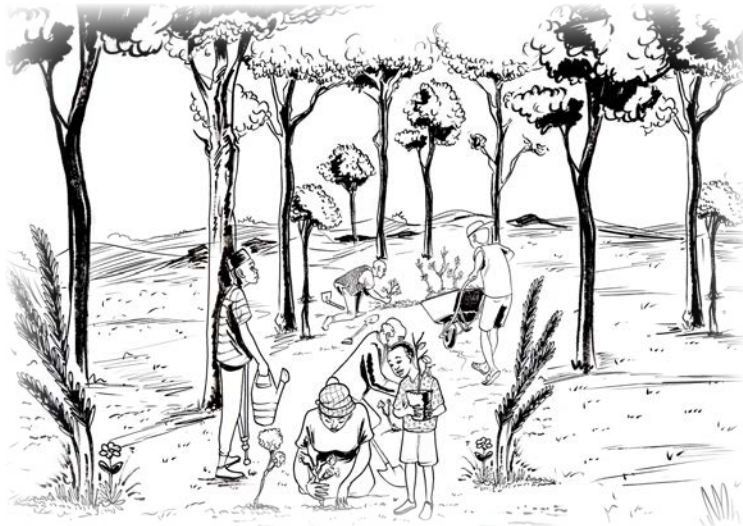
1

Save our Environment



There are many ways to protect the environment.
Everyone has a role to play in keeping our environment safe.

2



Planting trees is very important.
Trees prevent soil erosion, filter water and air, provide fire-
wood, food and timber for shelter.
Everybody should plant a tree.

3



All rubbish should be collected. This keeps our environment clean. Paper, plastic, glass and some metal can be recycled. Vegetable waste can be recycled into manure for our crops.

4



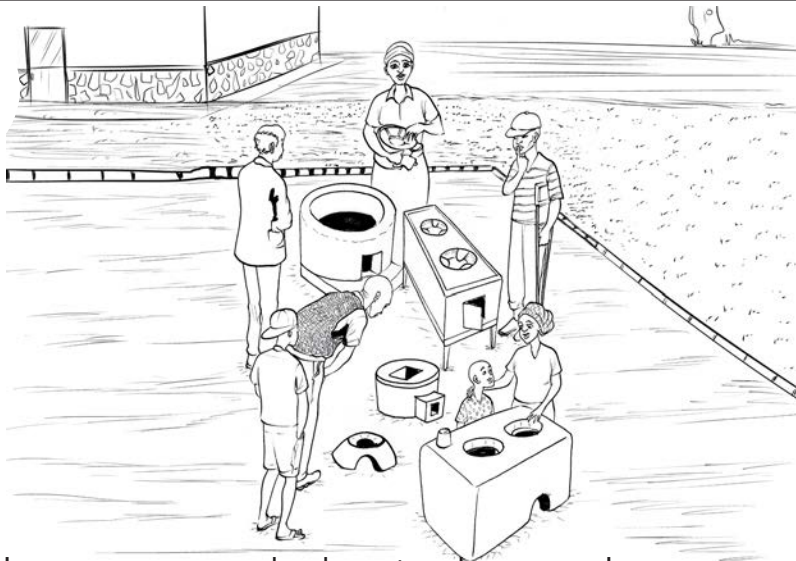
It is important to protect the wetlands.

5



Terraces prevent soil erosion.
Terraces keep the soil fertile for crops to grow.
They protect against floods.

6



It is good to save energy by burning less wood.
This prevents air pollution.
People can use energy saving stoves.
Let's all work together to save our environment.

Word list

a	all	too	over	right	kind
and	am	under	put	sing	
away	are	want	round	sit	laugh
big	at	was	some	sleep	
blue	ate	well	stop	tell	light
can	be	went	take	their	
come	black	what	thank	these	long
down	brown	white	them	those	
find	but	who	then	upon	much
for	came	will	think	us	
funny	did	with	walk	use	myself
go	do	yes	were	very	
help	eat	after	when	wash	never
here	four	again	always	which	
I	get	an	around	why	only
in	good	any	because	wish	
is	have	ask	been	work	own
it	he	as	before	would	
jump	into	by	best	write	pick
little	like	could	both	your	
look	must	every	buy	about	seven
make	new	fly	boy	better	
me	no	from	call	bring	show
my	now	give	cold	carry	
not	on	going	does	clean	six
one	our	had	don't	cut	
play	out	has	fast	done	small
red	please	her	first	draw	
run	pretty	him	five	drink	start
said	ran	his	found	eight	
see	ride	how	gave	fall	ten
the	saw	just	goes	far	
three	say	know	green	full	today
to	she	let	its	got	
two	so	live	made	grow	together
up	soon	may	many	hold	
we	that	of	off	hot	try
where	there	old	or	hurt	
yellow	they	once	pull	if	
you	this	open	read	keep	warm

