

THE BIG BOOK OF STORIES

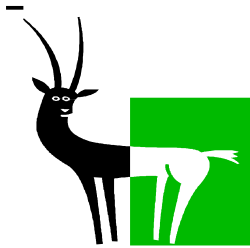
THE BIG
BOOK OF
STORIES

(COMPREHENDING ENGLISH
IN RWANDA)

English Version

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Introduction

One of the most fundamental aspects of learning a language is being able to read in that language. By reading a language not only do the reading skills of the learner develop but skills such as spelling and grammar also improve. This student comprehension book is designed to help improve English Language skills of students studying in Rwanda; whether they are studying in a primary school or as part of an adult group, learning English for the first time.

Teacher Notes

There are many ways that this book can be used by the teacher. After looking through the book and matching it up with the students' abilities you will probably have many of your own ideas. In these teacher notes there is some brief information on different types of reading skills and then a few examples of how to use this book with your students, in relation to these different reading skills.

Reading Skills

There are three main types of reading skills; the one most commonly taught around the world is intensive reading. Intensive reading is when the student tries to understand every written word; however if a person is reading in their own language then it is not always necessary to read in this manner. An example could be when you receive an ElectroGaz bill; it is not necessary to read every word on the page, it is possible to just skim through the words and take out the specific information, such as the amount of money owed. Therefore it is important, when teaching reading, not to forget these other skills (skim reading and reading for specific information) as these are as useful in English as they are in Kinyarwanda. Skim reading involves quickly running your eyes over the text to gather the main points, whereas reading for specific information involves looking through the text for the important piece of text that you need, such as the amount your bill is for.

The Levelled Approach

This book contains 6 levels of difficulty. Level 1 being the easiest, with the levels get progressively harder. Using the levelled approach allows for differentiation in the classroom. This method is good when the students have one book each. Students can read the book at the level which are correct for them and work through the book at their own pace. In Rwanda class sizes are particularly large so using this method, if the resources allow, would enable a good opportunity for a class of 50 or 60 students to work at their own ability. When using the levelled approach the class will not be working on the same text/reading, so it will not be possible to use the class activities suggested. However it is possible for students to work on student questions alone, enabling them to progressively work on scan and intensive reading skills.

The Class Comprehension Lesson

This type of lesson is often regarded as quite a boring lesson, so to help the teacher create an interesting learning environment each story has key words, class activities and student questions that may be used (notes on these activities can be found below). These activities are designed to help the students learn further reading skills, opposed to just reading for the sake of reading without a clear aim or objective to work towards. It is important to note that these activities are not laid out in a lesson plan format specifically for the teacher and do not come with their own aims and learning objectives. The teacher should use the activities when they feel they are necessary and utilise them alongside their own plans, aims and learning objectives.

The Stories

Each story is a short piece. As the levels increase the stories progressively increase in difficulty. The author has written the stories in line with the language used in the Ministry of Educations Lower Primary and Upper Primary Level English Programme. Therefore as the levels increase the stories incorporate progressively more difficult vocabulary, grammar and sentence structure.

Keywords

Every story comes with keywords. The keywords are selected words which are important for the understanding of the story. The words are available for the students with a French translation to help understanding. If further help is needed the teacher may give the Kinyarwanda definition.

These keywords could be also used as a basis for other activities. As an example the teacher could request that the students don't look at the words and then using props or acting the teacher could describe the keyword so that the students understand the definition. The teacher may also select a few more words from the story and give them to the students to learn for a spelling test in a future lesson.

Classroom Activities

The classroom activities mix a wide range of activities, working with all learning styles. The activities are visual, audio and kinaesthetic. They are to be used with the whole class, although some can be done individually, if one wishes. Each one is self-explanatory and explains whether to do the activity before or after reading the story. The activities which should be done before reading the story are designed to help increase the students interest in the story. The activities done afterwards are to help reinforce the learning that has taken place whilst reading the story. These work on a wide range of English skills as well as cross-curricular skills.

It is understood that some of the discussion based activities may be too difficult for the student to answer in English, if this is the case then it is possible to discuss in Kinyarwanda or French, when English is not possible. This does not diminish the quality or the relevance of the activity for the learner it just differentiates for the speaking ability of the students.

Student Questions

Student Questions, which start at Level 3 are available to help the students work towards answering comprehension questions in a Primary 6 National Examination. At Level 3 the questions work on very simple skim reading skills but as the levels progress the questions start to incorporate all reading skills. By Level 6 there are questions on each story which challenge the student a bit further and require the student to really understand the text. If the student is able to answer these questions they are showing a strong grasp of reading and understanding the English language.

LEVEL 1

HELLO

Hello

Hello



Good Morning

Good Morning



Good Afternoon

Good Afternoon



KEYWORDS

Hello - Salut

Good Morning - Bonjour

Good Afternoon - Bon après midi

CLASS ACTIVITY

The teacher throws a ball, or a piece of chalk, to different students around the class stating either good morning, good afternoon or hello, and the student who catches the object must reply.

ALPHABET

A B C D E F G,

H I J K L M N O P,

Q R S T U V W,

X Y Z.

**Now you know your a b c's can you
come and sing with me.**



KEYWORDS

Alphabet - Alphabet

Sing - Chanter

CLASS ACTIVITY

This text may be used as a song, sing it to your students and as they grow in confidence invite them to join you with you in singing the song.

COUNTING

1 - one

2 - two

3 - three

4 - four

5 - five

6 - six

7 - seven

8 - eight

9 - nine

10 - ten

KEYWORDS

Counting - Compter

CLASS ACTIVITY

Write the numbers *one* to *ten* in words on separate large pieces of paper. Then place each word in different areas of the playing field making sure they are visible to all. Call out a number and the students can run to that written number associating the spoken word (1) with the written word (one). If this is too difficult for the students then start by writing the number in figures, and then as the class improves introduce figures and written words. This gives a more staggered approach to learning.

WHAT AM I?



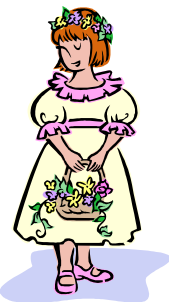
I am a boy.



I am a girl.



I am a boy.



I am a girl.

KEYWORDS

Boy - Garçon

Girl - Fille

CLASS ACTIVITY

The class can go outside and sit in several circles of about 20 in each. This is necessary because if there is a circle of 50 to 100 students then many students will be missed out by not receiving the ball, which will cause students to become bored and disengaged very quickly. Once the students are in the circles a ball is introduced to each circle and rolled around the circle; each receiving student says: I am a boy or I am a girl.

Often teachers lack resources and say “We don’t have a ball?” That is not a problem; it is possible to use many local Rwandan materials from homemade footballs to an avocado.

COLOURS

BLUE



RED



YELLOW



GREEN



BROWN



BLACK



KEYWORDS

Colour - Couleur

CLASS ACTIVITY

It is possible to combine the Colour Comprehension with other learning that may be going on in the class. If you have been using flash cards of items, for example classroom items, you can ask the students to state the colour of the item. To begin with just ask the students to state the colour but as the ability of the students grows, or if you have some students with high ability, then differentiate by asking them to combine the colour and the word. This could be A RED BOOK or A BROWN DESK.

LEVEL 2

HOW ARE YOU?

Good morning, how are you?



I am fine thank you, how are you?

I am happy.

Hello, how are you?



I am sad, How are you?

I am good.

KEYWORDS

Fine - Bien

Happy - Heureux

Sad - Triste

Good - Bon

CLASS ACTIVITY

Get the students to play a game. One student is selected to go to the front of the class. The rest of the class shout out: “How are you?” The selected student *acts* out the reply (Fine, sad, happy, good, angry and tired; it is also possible to add more replies). The students then guess the reply such as “I am sad” if the student is pretending to cry. If a student guesses the answer then they get to go to the front and the game continues. This activity is a fun activity which makes the story more relevant and grabs the attention of the kinaesthetic learners.

HOW OLD ARE YOU?

How old are you?



I am ten years old.

How old are you?



I am seventeen years old.

How old are you?



I am twelve years old.

How old are you?



I am very old.

KEYWORDS

Year - Année

Old - Vieux

Very - Très

CLASS ACTIVITY

To practice pronunciation, and reading of numbers, students can be selected at random to pick a number out of a container (box or bowl depending on what is available). The student then says “I am years old” depending on what number the student pulls out. For differentiation of your students you can have three different choices; write the numbers on small pieces of paper, and put them into the container: one with numbers from 1 - 10, one with numbers from 1 - 20 and one with numbers from 1- 100.

WHAT DO YOU LIKE?

I LIKE VOLLEYBALL



I LIKE CAKE



I LIKE COWS



I LIKE SCHOOL



I LIKE MOTORBIKES



KEYWORDS

Like - Aimer

CLASS ACTIVITY

After reading the story ask your students to draw a picture of what they like, at the top of the picture they can write “I LIKE

When they are all finished the pictures can be put on the wall as a display, this will help encourage the students to participate and learn. It also provides a range of different vocabulary that can be viewed in the class.

MY TEACHER

My teacher always tells us what to do.
She shouts

Stand up.



Sit down.



Get out.



Listen.



KEYWORDS

Shouts - Crier

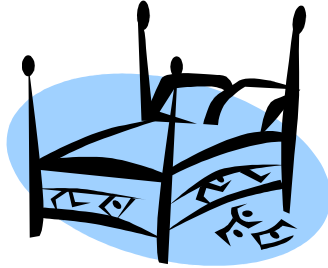
Get out - Sortir

CLASS ACTIVITY

To help develop the listening skills of your students you can play a kinaesthetic game with them. First teach some further classroom orders such as: ‘open your books’, ‘be quiet’ and ‘make a circle’ by using actions to demonstrate this vocabulary. Then play ‘Teacher Says’. Ask your students to do the action by saying ‘Teacher says’ (for example ‘sit down’) then the students must do the action that is asked. Every now and then ask the students to do an action, for example just saying “Sit Down” but without firstly saying “Teacher says.....Sit Down”. If some of the students still do the action then they are out of the game. Play the game until the last student is still responding. The game gets very competitive and the students enjoy it a lot especially when they win.

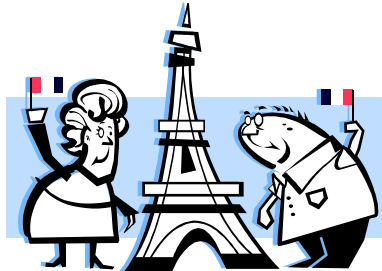
WHERE IS JOSEPH?

Is he under the bed?



NO.

Is he in France?



NO.

Is he behind the desk?



YES. Joseph is behind the desk.

KEYWORDS

Under - Sous

In - Dans

Behind - Derrière

CLASS ACTIVITY

After completing the story select students one at a time to position themselves around the classroom. For example the students can sit **under** the table, or sit **on** the desk, or maybe stand **behind** the door. The students guess what position he is in, and when the correct answer is given students swap around. This is an activity to aid the learning of the prepositions of place, which may already be taking place in the classroom.

LEVEL 3

GREETINGS

“Good afternoon?” said Jean.

“Good afternoon, how are you?” said Claudine.

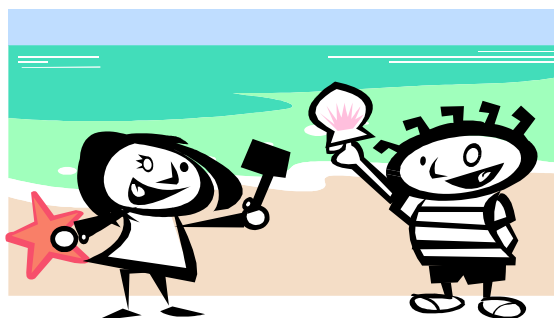
“I am fine, how are you?” said Jean.

“I am good, what is your name?” said Claudine.

“My name is Jean. What is your name?” said Jean.

“My name is Claudine. Good bye Jean.” said Claudine.

“Good bye Claudine.” said Jean.



KEYWORDS

Said - Dire

Name - Nom

CLASS ACTIVITY

Get the students to practice the vocabulary from the story by getting them into pairs and asking them to practice asking and answering the questions “How are you?” and “What is your name?” After 5 minutes of practice ask the students if they would like to demonstrate their greetings in front of the class.

STUDENT QUESTIONS

1. What time of day is it?

A. Morning B. Afternoon C. Evening

2. How is Jean?

A. Fine B. Sad C. Happy

3. True or False: Claudine is good?

Juliette

*My name is Juliette. I am a girl.
I am eleven years old.*



*I live in Gisenyi. Gisenyi is near a
big lake called Lake Kivu. It is
very nice.*



*I like school and playing in the
lake with my friends. I don't like
basketball.*

KEYWORDS

Lake - Lac

Nice - Beau

Playing - Jouer

CLASS ACTIVITY

There are two very similar activities that can be done after reading this story. It depends on the spoken and written ability of the students. The students can write their own profile and decorate it; afterwards these could be used as a wall display. It could also be done as a speaking activity where the students briefly introducing themselves in front of the class.

STUDENT QUESTIONS

1. How old is Juliette?

A. Ten

B. Eleven

C. Twelve

2. Where does Juliette live?

A. Kigali

B. Butare

C. Gisenyi

3. True or False: Juliette likes basketball?

WHERE ARE YOU GOING?

Where are you going?



I am going home.

Where are you going?



I am going to school.

Where are you going?



I am going to the doctors.

KEYWORDS

Going - Aller

Doctor - Docteur

CLASS ACTIVITY

Before reading ask the students to get into small groups, and in their groups they should think of places that they can go to. Set a short time limit and see which group can come up with the most places to go.

STUDENT QUESTIONS

1. Where are you going?



.....

2. Where are you going?



.....

3. Which three places do they go to in the story?

A. Home

B. Market

C. Shops

D. School

E. Doctors

F. Kigali

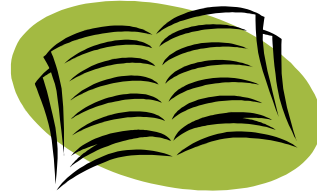
THE DOING WORD!

What are you doing?

I am running.



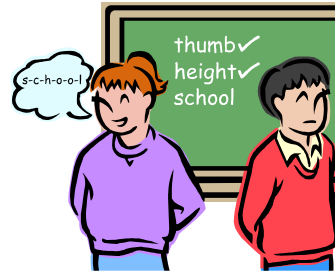
I am reading.



I am playing football.



We are Learning.



We are playing basketball.



I am eating.



I am drinking.



I am praying.



KEYWORDS

To do - Faire

Learn - Apprendre

Pray - Prier

CLASS ACTIVITY

A good kinaesthetic activity, which will help students to learn different verbs is “What are you doing?” charades. Students take it in turns to act out a verb (such as running) and the other students guess. When a student is correct they become the new actor. To improve speaking skills make sure the class always ask “What are you doing?” to the actor before they start to act out their verb that they are doing.

STUDENT QUESTIONS

1. What are you doing?



.....

2. What are you doing?



.....

3. What two activities are WE doing?

A. Running

B. Praying

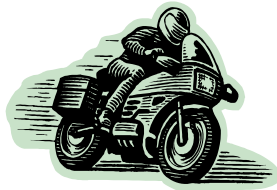
C. Learning

D. Playing basketball

E. Swimming

WHEN I FINISH SCHOOL

My name is Jean. When I finish school I want to be a motorbike driver.



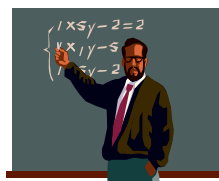
My name is Grace. When I finish school I want to be a doctor.



My name is Clement. When I finish school I want to be a carpenter.



My name is Germaine. When I finish school I want to be a teacher.



KEYWORDS

When - Quand

Finish - Fin

Want - Vouloir

To be - Être

Carpenter - Menuisier

CLASS ACTIVITY

Before reading the story try to get your students interested by asking them what they want to be when they finish school. This can be done as a class discussion or in small groups. During the discussion write on the blackboard the professions that the students have come up with. This is a good vocabulary list for professions.

STUDENT QUESTIONS

1. What does Grace want to be?

A. Motorbike driver B. Doctor C. Shopkeeper

2. What does Clement want to be?

A. Football Player B. Carpenter C. Nurse

3. True or False. Germaine wants to be a doctor?

LEVEL 4

MY FAMILY

My name is Eric. I have a big family. We live together in Byumba. Byumba is in the north of Rwanda. It is very cold in Byumba.

In my Family I have my Father, his name is Jean Bosco. My Mother, her name is Becky. I have three brothers and two sisters. I am the youngest, I am nine years old. The oldest is my brother Luke, he is twenty five years old. I like my brother Luke, he teaches me how to play football, basketball and volleyball.

KEYWORDS

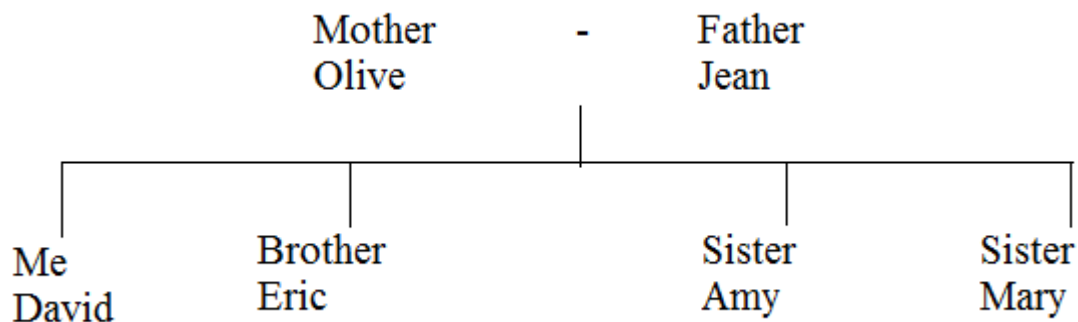
Youngest - Le plus jeune

Oldest - Le plus vieux

Teach - Apprendre

CLASS ACTIVITY

Drawing a family tree is a good and challenging activity, as long as you give a short explanation of how it works. This activity can be as difficult or easy as you like, so as to match the ability of the class. You could start by including only the close family (mother, father, sisters, brothers) and make it more difficult by including extended family (grandparents, aunts, uncles, cousins). The family trees can be decorated by the students and the best ones could be displayed in the class for the others to see. Here is an example of a family tree:



STUDENT QUESTIONS

1. Where does Eric live?

A. Byumba B. Kigali C. Rwamagana

2. Who in Eric's family is called Jean Bosco? His..

A. Mother B. Brother C. Father

3. True or False. Eric has a big family?

4. True or False. Eric has three sisters?

5. True or false. Eric's brother Luke is twenty five years old?

6. Who is the youngest in the family?

MY CLASS

My class is a big class. It is the biggest class in my school. There are fifty four students.

In my class I have many friends. Jean is my best friend, he is taller than me. Jean is the tallest in the class. One of my other friends, Jane, is very small and she is the smallest in the class.

Today we had a sports lesson and my class had a running race. I ran very fast. I finished first in my class. I am the fastest in my class.



KEYWORDS

Tall - Grand

Race - Course

Fast – Vite

CLASS ACTIVITY

When you have finished the story the students in the class can create a table in their books like this one:

MY CLASS

| | | |
|-------------------|-------------------|------------------|
| TALLEST | SMALLEST | OLDEST |
| YOUNGEST | FASTEST | SLOWEST |

The students can then move around the class or work out between themselves an activity that would give them the information so that they can fill in the table. This table will help students use and learn superlative adjectives. It is a difficult task but try to only help the students to understand the meaning of the adjectives after they have first made an attempt themselves.

STUDENT QUESTIONS

1. How many students are in the class?

A. Fifty B. Fifty four C. Sixty four

2. What type of race was there?

A. Running B. Swimming C. Cycling

3. True or false. The class is the smallest in the school?

4. True or false. Jane is the smallest in the class?

5. True or false. The writer of the story is the fastest in the class?

6. Who is the Tallest in the class?

THE MARKET

Market Lady: Hello. What do you want?
Jean: I want an avocado.
Market Lady: That is fifty Rwandan Francs.
Jean: Here is the money. Thank you.

Market Man: Hi. What do you want?
Jean: I want tomatoes.
Market Man: That is two hundred Rwandan Francs.
Jean: Here is the money. Thank you.

Market Lady: How are you?
Jean: I am good.
Market Lady: What do you want?
Jean: I want two pineapples.
Market Lady: That is four hundred Rwandan Francs.
Jean: Here is the money. Thank you.

KEYWORDS

Lady - Femme

Man - Homme

Money – Argent

CLASS ACTIVITY

Before reading the story ask the students to think, in small groups, about the items they can buy at the market. Make it a small competition between groups to help encourage the learners. The items can then be collected together using a spider diagram on the board. This activity has created a keywords list for the students. Ask the students to make a table as shown below and divide the items/ words up dependent on what they like and do not like. This is a better method of learning than asking the students to just copy down these words.

| I LIKE | I DO NOT LIKE |
|--------|---------------|
| | |

STUDENT QUESTIONS

1. What is the first item Jean buys?

A. Avocado B. Potatoes C. Clothes

2. How much do Tomatoes cost? (RWF = Rwandan Francs)

A. 100 RWF B. 200 RWF C. 2000 RWF

3. True or False. Jean buys an avocado from the market man?

4. True or False. Jean is Good?

5. True or False. Jean buys three pineapples?

6. Which item costs the most money?

GOING TO MY GRANDMOTHERS

Today I went to my grandmothers. My grandmother lives in Kigali and I live in Butare so it is a long journey.

First I had to walk to the bus station. Then I got on the bus to Kigali. The journey took three hours but I had some biscuits so it was fine. When I got to Kigali I needed to get to my grandmothers house so I took a motorbike. The motorbike cost six hundred Rwandan Francs.

When I arrived at my grandmothers I was very happy. I told her about my long journey and all the transport I had taken. She said to me “I like buses but the most exciting transport to go on are the boats on Lake Kivu.” When I am older I want to go on a boat on Lake Kivu.



KEYWORDS

Journey - Voyage

Bus station - Arrêt d'autobus

Motorbike - Moto

Transport - Transport

Boat - Bateau

CLASS ACTIVITY

Before reading the story, ask your class about the different types of transport they have taken, and see how many the class can come up with. After this see how many other types of transport the students can think of, and ask them if they would like to travel on these new types of transport. This gets the students thinking about all the different types of transport they can travel on, and provides the students with some vocabulary before starting the story.

STUDENT QUESTIONS

1. Where does the grandmother live?

A. Nyanza B. Gikongoro C. Kigali

2. How long did the journey take?

A. Two hours B. Three hours C. Four hours

3. True or False. The motorbike cost one thousand Rwandan Francs?

4. True or False. The journey was long?

5. True or False. The grandmother likes buses?

6. What is the most exciting transport?

Kibungo

Hello my name is Grace and I live in Kibungo. Kibungo is in Ngoma District in the East Province of Rwanda.

I like living in Kibungo because there are many places to play, there are many football pitches. Also the market is very big. There are many other shops in Kibungo, as well as a bank, a post office, a hospital, a medical centre, many schools and lots of restaurants.



The only thing I don't like about Kibungo is that there is no lake and my friend said that swimming in a lake is fun.

KEYWORDS

Shops - Magasins

Medical Centre - Centre de Santé

Restaurant - Restaurant

CLASS ACTIVITY

After finishing the story get your students to think about their nearest town or village centre where people can buy things. Get the students to draw a map of this area and label the places on it.

STUDENT QUESTIONS

1. Where does Grace live?

A. Cyangugu B. Kigali C. Kibungo

2. Kibungo is in which province of Rwanda?

A. East B. South C. West

3. True or False. There is a post office in Kibungo?

4. True or False. There is a medical centre in Kibungo?

5. True or False. There is a lake in Kibungo?

6. What does Grace not like about Kibungo?

LEVEL 5

MY PEN FRIEND

P.O. Box 67
Nyagatare.

20th March 2008

Dear Jenny,

Hello, How are you? I am very happy. Our school has a partnership with your school and I am writing to you so we can share information and become friends. I also want to learn more about England.

My name is Olive and I am twelve years old. I am a girl. I like playing with my friends and studying science at school, I don't like Maths because it is very difficult. I live in Nyagatare which is in the east of Rwanda.

I have some questions;

- 1 How old are you?
- 2 What do you like?
- 3 What don't you like?
- 4 What is the weather like in England?

I am looking forward to your reply.

Your new friend,
Olive

KEYWORDS

Partnership - Association

Information - Renseignements

Learn - Apprendre

Difficult - Difficile

Weather - Temps

Reply – Réponse

CLASS ACTIVITY

If the school has a partnership then this comprehension is an excellent way to introduce students to writing to a partner school. However if you do not have a partnership then the activity below is still challenging and worthwhile.

Follow the comprehension activity by asking the students to write their own letters, introducing themselves and asking questions about their friends life.

STUDENT QUESTIONS

1. What date is it?

A. 1st March B. 20th March C. 20th April

2. How old is Olive?

A. Ten B. Twelve C. Fourteen

3. True or False. Olive wants to learn more about Rwanda?

4 True or False. Olive has written the letter to Jenny?

5. Where is Nyagatare?

6. What does Olive want to know about England?

MY HOBBIES

Hi my name is Eric, I am a boy, I am thirteen years old and I want to tell you about my hobbies.

I have lots of hobbies. The hobby I like the most is playing volleyball, it is so much fun and exercise is very good for you. I hope playing volleyball and eating lots of fruit, vegetables and rice will make me very strong when I am older.



My other hobbies are reading and drawing. I like reading because I want to learn many languages like English and French, but reading is very hard. I also like drawing; my teacher at school said to me “Your drawings are very good Eric, if you work hard when you are older you could draw cartoons for a Rwandan newspaper.” This made me very happy.

I also have things that I don't like to do. I don't like playing football because I am not very good. I don't like playing Basketball, I find it difficult because the boys that play are taller than me.

KEYWORDS

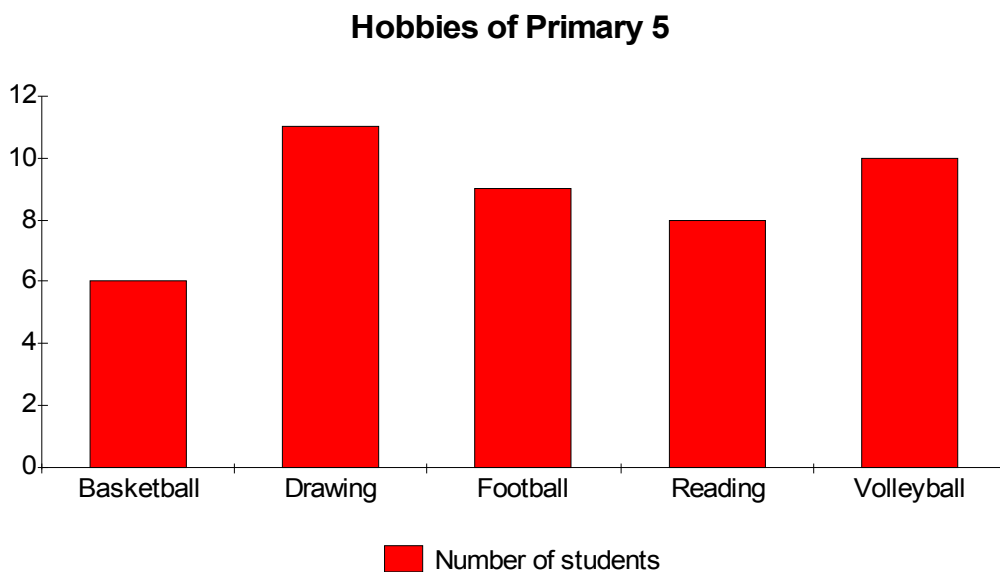
Hobby - Passe-temps favori

Exercise - Exercice

Cartoons – Bandes dessinées

CLASS ACTIVITY

After reading get your students to ask each other what their hobbies are. Collect information on the blackboard to find how many students like each activity. Ask your students to draw a bar chart to represent these figures. This activity will help to develop speaking skills and numeracy across the curriculum. Here is an example of a bar chart:



STUDENT QUESTIONS

1. What hobby does Eric like the most?

A. Volleyball B. Drawing C. Basketball

2. What does Eric hope eating lots of fruit, vegetables and rice will make him when he is older?

A. Weak B. Clever C. Strong

3. True or False. Eric is fourteen years old?

4. True or False. Eric is very good at football?

5. Why does Eric like reading?

6. If Eric works hard, what does his teacher say he could do when he is older?

THE DOCTORS

Knock knock on the door.

“Come in” said the doctor, “what is your name?”

“Charles” replied the patient.

The doctor looked at Charles and asked “How are you Charles?”

“I am hurt” Charles said to the doctor.

“What is the problem?” said the doctor.

“My hand hurts” replied Charles.

The doctor looks at the boy’s hand and asks “What were you doing?”

“I was playing volleyball and I fell on my hand” said Charles.

The doctor looked at the hand again and this time he decided to put it in a bandage. “Wear this bandage and in three days it should be fine”.

Charles was happy because it is only a small problem, he said “Thank you doctor” and went home.



KEYWORDS

Knock - Taper

Come - Venir

Patient - Patient

Hurt - Blesser

Problem - Problème

Bandage - Bandage

CLASS ACTIVITY

Before reading the story ask the students if they have every been to the doctors. Why did they go? What was the problem? This should generate interest in the story before it has started.

For an additional activity, after the reading ask the students to create their own simple role play involving a patient and doctor to develop speaking skills.

STUDENT QUESTIONS

1. How is Charles?

A. Sick

B. Hurt

C. Fine

2. Which of Charles's body parts hurts?

A. Hand

B. Head

C. Stomach

3. True or False. Charles was playing tennis?

4. True or False. Charles fell on his head?

5. How many days does the patient have to wear the bandage?

6. Why was the patient happy?

RAINY APRIL

It always rains in April. The rain is very good for the crops but it is bad because you can't play during rainy April.

It is always really sunny and hot in July. This is good for playing but you get very hot so you need to drink. But in July there is not as much water to drink because it does not rain like rainy April.

Most of the year in Rwanda, if we are lucky, it rains but not too much like rainy April. If it rains too much it is not good for the crops, so we hope it doesn't always rain like rainy April.

So rainy April stops me from playing and makes me very bored, but all I need to remember is Rwanda needs rainy April.



KEYWORDS

Crops - Récoltes

Lucky - Fortuné

Bored – Ennuyer

CLASS ACTIVITY

Before reading initiate the topic of weather with a class weather forecast. In preparation draw several different types of weather (for example, some rain) on a small piece of paper. In class draw a large map of Rwanda on the blackboard. Stick different types of weather on different parts of the map and ask the students to come up and give a weather forecast to the rest of the class. The students may say “Today it is raining in Butare” or “Today it is snowing in the Volcanoes National Park” depending on the weather and where you have placed it on the map. To increase the difficulty of the exercise you can add a time to your map so the students can say “at two o’clock it will be ...sunny in Kibungo”

STUDENT QUESTIONS

1. What is the rain very good for?

A. Crops B. Playing C. Driving

2. In July it is always sunny and?

A. Cold B. Cool C. Hot

3. True or False. The weather in April is bad because you can't play?

4. True or False. If it rains too much it is not good for the crops?

5. When is there not much water to drink?

6. What month makes you very bored?

A REALLY HARD DAY

Today was a really hard day. Our teacher made us work very hard. She said it was because the examinations were in one week.

At eight o'clock when lessons started she made us run around the football pitch three times to wake us up. Then we had to study maths for two hours without a break; we were all very tired.

At ten o'clock we had a small break before studying languages for two hours; we studied the future tense in both English and French. We studied so hard my head started to hurt.

At twelve o'clock I went home for dinner. It was good to stop studying.

At two o'clock we all went back at school and our teacher made us do a test to practice for the exam. The test was a science test and it was very hard.

At the end of the day we were all very happy because we had finished, but our teacher told us that before we left we must clean our class and get the water for tomorrow. When we finished I went home and fell to sleep because I had a really hard day.

KEYWORDS

Wake - Se réveiller

Break - Pause

Practice - Pratiquer

CLASS ACTIVITY

After reading the story play a game to help your students develop opinions. Go outside to the garden and divide a large area into four areas which you must name: hard, easy, fine, and impossible. Then the teacher calls out a subject or activity and the students run to the opinion they have of that subject or activity. For example if the teacher shouts out “Swimming”, then a student might run to the area named impossible because they find swimming impossible. To differentiate you can ask the more advanced students why they have chosen a certain area.

STUDENT QUESTIONS

1. What time did lessons start?

A. 7.00

B. 8.00

C. 9.00

2. How many times did they run around the football pitch?

A. One

B. Three

C. Five

3. True or False. They studied the past tense in both English and French?

4. True or False. At twelve o'clock it was dinner time?

5. What subject was the test on?

6. What must they do before they leave school?

LEVEL 6

THE NATIONAL PARKS **OF RWANDA**

Rwanda is the heart of Africa. It is in the middle of the continent. It does not border the sea and the only way to get to Rwanda is overland or by aeroplane.

There are over nine million people living in Rwanda and not everyone is African, there are also some Americans, Asians and Europeans.

Rwanda is a very beautiful country, with many hills, mountains, forests and lakes. Some people call it ‘The land of a thousand hills’.



Many tourists come to Rwanda. There are many reasons for tourists to come to Rwanda. There are three national parks, which are all very different: Akagera, Nyungwe Forest and the Volcanoes. The most famous is the Volcanoes national park; people from all over the world come to see the Mountain Gorillas because Rwanda is one of the only places that they live. Akagera national park has many animals such as zebra, elephants, giraffes and hippos. The last national park Nyungwe Forest is a large rain forest; it is the home to many different types of monkeys and birds.

KEYWORDS

Heart - Coeur

Continent - Continent

Border - Frontière

Tourist – Touriste

Famous - Célèbre

CLASS ACTIVITY

The story is all about the national parks of Rwanda but you can ask your students to think about Rwanda and see what thoughts come into their heads. Your students can then express these thoughts using two methods. They can draw a picture of the Rwanda they have thought of and write a short paragraph to go with the picture.

STUDENT QUESTIONS

1. What is the story about?

A. Kenya

B. Uganda

C. Rwanda

2. How can you get to Rwanda? By going overland or

A. Ship

B. Spaceship

C. Aeroplane

3. True or False. There are some Europeans living in Rwanda?

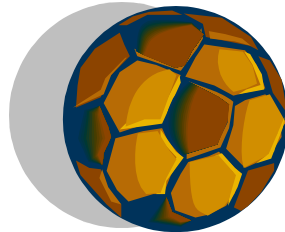
4. How many people live in Rwanda?

5. What animals are in Akagera National Park?

6. Why is the Volcanoes National Park famous?

THE BIG MATCH

Bosco loves football and today is the big match. It's the Rwanda primary schools cup final.



Bosco has scored four goals in the cup and is the top goal scorer. He is the school striker and really wants to win the game today.



After ninety minutes the game is still 0 – 0, Bosco runs into the penalty area and a defender pushes Bosco over. The referee blows his whistle and it is a penalty. Bosco takes the penalty, kicking the ball very hard into the bottom left corner of the goal. The whole team celebrates shouting and dancing. They have won the game and Bosco is a hero.

KEYWORDS

Push - Pousser

Blow - Souffler

Whistle - Siffler

Celebrate - Célébrer

Hero – Héros

CLASS ACTIVITY

Before reading the comprehension ask the students what they think the text is going to be about just from looking at the pictures in the text. This form of discussion will help the students to become interested in the subject of the story.

STUDENT QUESTIONS

1. What does Bosco Love?

A. Basketball B. Volleyball C. Football

2. How many goals has Bosco scored?

A. Three B. Four C. Five

3. True or False. Bosco is the school striker?

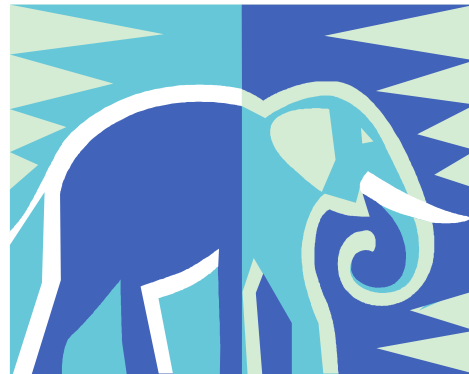
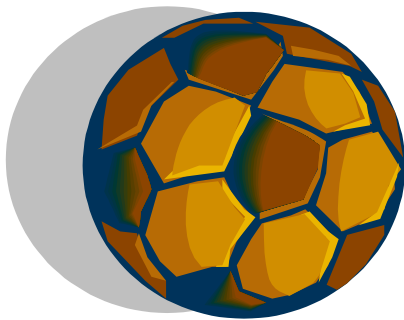
4. Who pushes Bosco over?

5. How does the team celebrate?

6. Why is Bosco the hero?

THE SMALLEST **ELEPHANT**

Mary was the smallest elephant. She was so small that all the other elephants wouldn't let her join in when they played games.



One day the elephants were playing with a ball and then something terrible happened. The ball was kicked over the wall. The elephants had lost their ball. What could they do?

Mary the smallest elephant noticed a hole in the wall. The hole was small but Mary could fit through the hole. So she went through the hole and found the ball. When she came back all the other elephants were very happy. The elephants said sorry to Mary for not playing with her, and from now on the elephants always played together.

KEYWORDS

Smallest - Le plus petit

Elephant - Éléphant

Terrible - Terrible

Noticed - Remarquer

Sorry – Désolé

CLASS ACTIVITY

Before reading get the students to stand up and form a line from the smallest student to the biggest. Then ask the students at random throughout the line, asking them: ‘Why it is good to be their height?’

STUDENT QUESTIONS

1. What type of animal is Mary?

A. Elephant B. Giraffe C. Lion

2. What was the ball kicked over?

A. Tree B. Wall C. Fence

3. True or false. Mary is the biggest elephant?

4. What were the elephants playing with?

5. What did Mary notice in the wall?

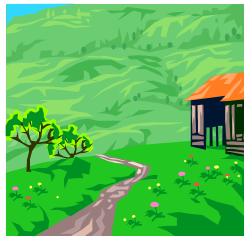
6. Why could Mary find the ball?

THE DARK FOREST

When I was a small boy my grandfather used to tell me stories about the forest. They were so scary that they used to give me nightmares. He said to me “Peter never to go there alone otherwise the monsters will get you”. He used to say that it was unsafe and very dark in the forest.

I used to love my grandfather’s stories but now I am older and I know they are just stories and not real. Today my class went to the forest on a school trip, the forest is called Nyungwe Forest. Nyungwe forest is a national park and it is the biggest forest in Rwanda.

When we arrived at the forest the park warden told us that there were many animals in the forest. He said that there are lots of different types of primates: the Colobus monkey and the Chimpanzees being the most famous.



Our warden took us on a long walk through the forest. The forest was amazing. It was so big and green. In some places it was dark just like my grandfather said. Then we saw lots of monkeys, our warden said that they were Colobus monkeys and that there were about four hundred. He said it was the biggest troop in Africa.

We carried on walking and then suddenly behind the tree I saw a monster. I was so scared I could not speak, my grandfather was right, it was not a story. I could not run away, I thought we would all be eaten. Then the warden broke the silence by saying: “Here is a chimpanzee; you are very lucky as we do not see them often”. I felt very silly but was happy that I was not going to be eaten.

KEYWORDS

Dark - Obscurité

Nightmares - Cauchemars

Unsafe - Dangereux

Warden - Directeur

Primates - Singe

Chimpanzee - Chimpanzé

Monster – Monstre

CLASS ACTIVITY

Before the story initiate a discussion with the class about a dark forest. Ask the students what they think the story will be about? What will happen in the story? This should generate plenty of expectations and predictions before they start to read the story themselves.

STUDENT QUESTIONS

1. Where did Peter's grandfather used to tell him stories about? The

A. Mountain B. Town C. Forest

2. Where did the class go on a school trip?

A. Nyungwe Forest B. Gishwati Forest

C. The genocide memorial

3. True or False. There are lots of lions in the forest?

4. Which two primates are the most famous?

5. How many Colobus monkeys did they see?

6. Why was Peter not going to be eaten?

THE GREAT ADVENTURE

It was the school holidays and Jean, David and Sarah had decided to go on an adventure. They were planning to go to the lake. They had heard about a giant fish and they wanted to catch it.

At school David had overheard some older boys talking about the giant fish. This had made David excited. He had told his friends and today was the day they would go together to catch the fish.

To prepare for the day Jean, David and Sarah had taken their parents' fishing rods and nets, and were going to take the small boat that belonged to Sarah's father. The big problem was that they didn't tell their parents.

They set off very early so their parents did not see. They were on the boat and in the middle of the lake by 6.30 in the morning. Hours passed and they didn't catch any fish. Just as they were thinking of going home there was a fish pulling on David's rod. "It is big, very big," shouted David, "I think it's a monster." Jean and Sarah watched as David struggled to catch the fish. "Help me!" shouted David. They all grabbed the rod and pulled very hard. After pulling for a long time they finally caught the fish, and just like they had heard, it was a giant. The fish was as big as them.

When they made it back they were all very happy, singing songs about their great adventure catching the fish. What they all didn't know was that their parents had wanted to use the fishing rods, nets and boat that day. As soon as they made it to David's house his father saw the fish and they were caught with no excuse. He shouted at them, "It is wrong to take our rods and nets without asking." He was very angry and said, "You will go to bed without any food and we will eat this giant fish that you have caught."

The group of friends were very sad but they understood why there were in trouble and had learnt their lesson, that it is wrong to take other people's things without asking them.

KEYWORDS

Adventure - Aventure

Giant - Géant

Fishing - Pêche

Understand - Comprendre

CLASS ACTIVITY

The Great Adventure story doesn't have any pictures but it is about a giant fish described as a monster. After reading the story ask the students to draw a picture about it, to show that they understand the story. This is a fun activity and quite nice for the students as the text is quite difficult. Furthermore the pictures could be done as a competition or used to create a wall display to decorate the class room.

STUDENT QUESTIONS

1. Three friends go on the adventure Jean, Sarah and who?

A. Paul

B. Suzanne

C. David

2. What time of the morning were they in the middle of the lake?

A. 5.30

B. 6.00

C. 6.30

3. True or False. The fish was as big as them?

4. What lesson did the friends learn?

5. At the start of the story why was David excited?

6. Why was David's father angry?

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