

## GRADE I

### LANGUAGE ITEMS

### REMARKS

#### **FUNCTIONS AND NOTIONS**

##### Greetings

Greet each other and teacher with **Good morning**, etc. And **Assalaamu alaikum**.

Introduce oneself to another.

Greet each other more informally with **Hello! How are you?** etc..

##### Requests

Ask for something politely, e.g. **May I have a ... please?**

Reply: e.g.

**Here you are. Sorry I don't have...**

or alternatives like:

**Can I have a ... please?**

**Give me a ... please.**

##### Probability

Discuss probability, e. g.

**Guess!**

**I guess it is ...**

**I think it is ...**

Improve fluency by playing guessing games, etc..

##### Identity

Asking who a person is and guessing who a person is, e.g.

**Who's this?**

**It's ...**

##### Possession

Express possession: Asking and answering questions: e.g.

**Look! I've got a ...**

**Who's got a ...**

**I've got it . etc.**

Also be able to express using **your, my**:

**Where is *your* home?**

***My* home is here.**

##### Instructions

Respond to instructions like:

**Groups please, pairs please, sit down, stand up, come here, go out,**  
etc. (everyday classroom instructions.)

Instructions are used as natural language throughout each lesson.

More difficult written instructions in reading comprehensions and Pupils' Book activities.

Also more complex oral instructions (as they arise in class).

##### Age

Asking and answering questions about age, e.g.

**How old ... ?**

**Older**

**Younger**

Discuss people's age orally.

Interpret age from charts, etc.

### **Wants and preferences**

Express wants and preferences, e.g.

**I want a ...**

**I don't want a ...**

**I like ...**

**I don't like ...**

Questions about wants and preferences, e.g.

**Do you want ...?**

**Do you like ...?**

**I would like ... No, not that one... this one**

**What would you like?**

Also:

**Do you want this one?**

**No, I want the green one please.**

**I'd like that one, thank you etc.**

Use the language of expressing wants and preferences with the language of food and drinks (and probably with articles of clothing) to improve fluency, e.g.

**I'm hungry, I want a ...**

**I'm thirsty, I want a ...**

### **Ability**

Use language of ability, e.g.

**Can you see ...?**

**I can. Who can ...?**

**I'm big. I'm strong. I can lift ... etc.**

Then: *can't*

**I can't lift this table.**

### **Possibility**

Express possibility: e.g. when discussing a lost pen:

**I've lost my pen.**

**Maybe it's in the cupboard.**

**Perhaps you left it at home.**

### **Concern**

Express concern in speech: e.g.

**Oh dear!**

**I'm sorry. etc.**

## **SPECIFIC VOCABULARY**

### **Colours**

Students should be able to recognise the vocabulary of colour words in print, know the spellings of and be able to write these words in print and use them in speech. Other vocabulary to be taught when appropriate. Know names of and be able to identify primary and secondary colours.

<b>Parts of the body</b>	Should be able to identify and name parts of the body as detailed in Teacher's guide and Pupils' text.
<b>Numbers 1-10</b>	Should be able to count up to 10 and also recognise and write both the numbers (words) and digits.
<b>Family relationships</b>	Ranging from <b>father, mother, brother, sister</b> to <b>aunt, uncle</b> , etc. Also related vocabulary like <b>older, younger</b> , etc.
<b>Articles of clothing</b>	Ranging from <b>dress, shirt</b> to <b>veil, sarong</b> . Use colours in connection with clothes.
<b>Days of the week</b>	Know the names of the days of the week and put the correct date on class work.
<b>Food and drink</b>	Ranging from breakfast, <b>lunch, dinner</b> to names of fruits, vegetables, drinks, etc.

### **LANGUAGE STRUCTURES**

Structures should be taught in appropriate situations and practised to ensure proper usage. Structures taught in isolation could be fairly meaningless. The students should be able to use the structures correctly in everyday speech and writing.

<b>Prepositions of place</b>	Should be able to understand the following prepositions and use them correctly: <b><i>down, on, up, out, in, through, under, across, behind, near, in front of, between, inside, outside</i></b> or any others that arise naturally in classes. English prepositions are difficult to learn. Children need a lot of repetition and different activities to master these.
<b>Plural forms</b>	s plurals - words children know, e.g. <b>trees, flowers, eyes, fingers, wings, tails</b> , etc. If other plurals arise naturally in the classroom they can be taught. Note: too much at the same time can be confusing to the children.
<b>Present simple tense</b>	E.g. <b>I run, I walk.</b> <b>I wash my face in the morning.</b> <b>They swim.</b> <b>I brush my teeth in the morning.</b>
<b>Present continuous tense</b>	E.g. <b>I am walking, I am writing, I am playing.</b> When given: "Show me how you swim". Children should be able to mime swimming and respond:

**I am swimming**

Could practise using games like “Simon says”, with children miming movement.

Children need a lot of practice to master the tenses.

**Present perfect tense**

E.g.

What’s the matter?

**I’ve lost my ...**” (I *have* lost ...)

**I’ve hurt ...** etc. (I *have* hurt ... )

**They’ve broken ...** etc. (They *have* broken ...)

**Personal pronouns**

**I, You, He, She, It, We, You, They**

E.g. *I* like to skip/play etc.

**Possessive pronouns**

**My, your, his, her**

E.g. **Is this my ...?**

*My* book, *his* leg, *her* uniform, etc.

**Are these your ...?**

**Possessive ( 's)**

**Ali’s book** ( possessive ‘s’).

**Bird’s nest**, etc.

**SKILLS**

The teacher must try to integrate the skills, structures, functions and notions with daily language activities.

**Reading**

Recognition of small letter (lower case) alphabet.

Recognition of capital letter (upper case) alphabet.

Recognition of whole words in print.

Recognition and understanding whole words; then sentences in print.

Reading comprehension: i.e. should be able to read a short passage of about four to five simple sentences and be able to answer questions based on it.

Should also be able to read a diagram or a table (e.g. simple time-table and transfer information from table form to sentence form / answer questions based on table).

Also acquire skills like guessing, interpreting, predicting.

Should be able to read and understand short written dialogues.

Should be able to read and understand simple substitution charts E.g.

I	can	paint
	can’t	sing
	paint	swim

**Writing**

Master the left to right hand movement and sequence of script writing.

Handwriting of small letter alphabet.

Handwriting of capital letter alphabet.

Should be very careful with the correct formation of the letters.

Handwriting of words (and sentences in print).

Spelling activities - children should be taught the spelling of vocabulary after they can read/hear/understand it.

Punctuation marks such as speech marks, question marks, full stops, exclamation marks should be taught (both in reading and writing).

Guided writing.

Crossword puzzles:

Interpret from pictures and write down.

Picture stories:

Given a sequence of (4-6) pictures telling a story, and after discussion children should be able to write a phrase or sentence with regard to each picture - hence write a story.

### **Listening**

Be able to sit quietly and listen to teacher. Children should be taught to listen to and recognise English sounds.

Selective listening, e.g.

Listening comprehensions using sounds.

Listening comprehensions using words and sentences.

Also read short passage of 4 -5 sentences and get children to:

- a) listen and draw
- b) listen and tick (true/false)
- c) listen and mark
- d) listen and answer questions.

### **Speaking**

Do not expect the children to start speaking as soon as they enter the Grade 1 classroom. Give them time to listen to the new sounds, recognise the new sounds and understand them. Even if children do not speak initially teachers should talk to them, ask them questions, and give them as much opportunity to hear the new language as often as possible.

Games - using games you can get them to start talking.

Oral repetition - oral repetition activities could be given in case of pronunciation problems. But always make repetition exercises meaningful.

Oral practise - pair and group oral activities will help them to try out and practise the language they learn.

Dramatisation - from readers and others.

### **Dialogues**

Using written dialogues. Cue cards and situations.

### **Songs and Rhymes**

See text books for the songs and rhymes in Grade 1.

These are used to teach vocabulary, language points, and tone and rhythm.

These shouldn't be taught as a meaningless chant. Children should understand the meaning of the song or rhyme and appreciate it. Make singing and rhyming an enjoyable experience.