

## GRADE II

### LANGUAGE ITEMS

### REMARKS

#### **FUNCTIONS AND NOTIONS**

#### Greetings, identity and age

Revise greetings learned in Grade 1. Extend to introductions: e.g.

**Hello, I'm ...**

**I'm seven years old.**

#### Ability and preference

Revise the language of ability and preferences learned in Grade 1, e.g.

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

**I can ..., I can't ... etc.**

#### Reasons

Language of reason to be revised and extended: **Why...? Because...** - e.g.

A: **Where did you go this afternoon?**

B: **I went to school.**

A: **Why did you go to school?**

B: **Because I had volleyball/netball practice.** etc.

Extend to : **Why not? Because....**

#### Telling time

Revise **morning, afternoon, evening, night.**

Then teach **o'clock - hours.**

First teach just the hours - e.g. **1 o'clock, 3 o'clock, 11 o'clock** etc.

Also teach: **last week, last night, last year.**

E.g.

**How old are you now?**

**How old were you last year? etc.**

**What was on TV/radio last night? etc.**

Teach **half past** - e.g. **half past three.**

Introduce concept of quarter.

Teach **quarter to, quarter past.**

#### Directions

E.g.

**up, down, left, right** - can be practised easily by playing a game like pinning the tail on the cat.

Should be able to follow instructions, give directions, e.g.

**point to the left, turn left, put your right hand up, touch your left arm, go backward, go forward, go around the room,** etc.

#### Possibility

Revise language of possibility taught in Grade I, e.g.

Child hides a marble in one hand and asks another to guess which hand it is in.

The other child answers: **Perhaps it's in the right hand or maybe it's in the left hand.** etc.

or

She is going to a party, what will she wear?

**Maybe a T-shirt.**

**Perhaps a blouse and skirt.** etc.

Extend to:

**I think ...**  
**What about ...?**

**Request and permission**

Revise language introduced in Grade I, e.g.

**May I have ...? Can I have ...? Here you are.**

Extend using:

**May I borrow ...?**

**Can I ... please? Yes, of course. No, sorry. etc.**

**Which one would you like? This or that? The red one or the green one? etc.**

**Instructions**

Children should understand and respond appropriately to classroom instructions, e.g.

**Get into groups/pairs. Clean the blackboard. Open the Pupil's Book to lesson 45. etc.**

They should be able to follow oral and written instructions. Also teach children to give instructions themselves. e.g.

**Stand up, open the door** etc. and other instructions that arise naturally in the classroom.

**Likes and dislikes**

Revise language introduced in Grade I, e.g.

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

Extend to:

**I like ..., but I don't like ...**

**Descriptions**

Describing objects: e.g.

**What does it look like?**

**It's square, it's pink. etc.**

**What does it feel like?**

**It's soft. etc.**

or

**It's large and I can write on it. etc.**

Describing people e.g.

**Does he/she have long/short/brown/curly hair?**

**Is he/she fat/thin? etc.**

**He wears glasses.**

Children should be able to listen to a description of something familiar or someone they know or a picture they are familiar with and guess what or who it is. Children should also be able to give a fairly comprehensive description of something or someone.

**Emotions**

Teach words related to emotions like **happy, sad, frightened, worried, angry, tired.**

Children should be able to understand these emotions and discuss when they will be happy/sad/frightened etc.

**Future intentions**

E.g.

**What are you going to do tonight/tomorrow?**

**When are you going to need your book?**

**I'm going to ... etc.**

**Tomorrow I will go to ... etc.**

**Suggestions and plans**

Teach language of planning - e.g.

**I want to go on a holiday.**

**Where do you think I should go?**

**Who do you think I should go with?  
How should I travel?**

Develop their language by asking questions using: *Where? When? Who? How? What?*

Encourage children to develop their language: e.g.

**We will go ...  
You should go ...  
Maybe you should ...  
Perhaps you/we can ... etc.**

### Measurement and quantity

First let children measure using their fingers and hands as the units of measurement, e.g.

**1 hand 3 fingers**

Teach the language of measurement. e.g.

**long, length, wide, width, high, height.**

Also:

**How long/wide is it?  
How tall ... ?**

Also:

**How many ... ?  
How much ... ?**

### Invitations and questioning about preferences

E.g.

**Would you like to ... ?  
What would you like to ... ?  
Yes, I'd love to. No, thank you. etc.**

### Commands

Giving commands and understanding them.

E.g.

**sit down, stand up, come, go, etc.**

## SPECIFIC VOCABULARY

Children should be able to spell correctly and use the following vocabulary in speech and writing. Any other vocabulary items that arise naturally in class should be taught. Other vocabulary will be necessary when introducing some structures or functions.

### Days of the week

Revise days of the week introduced in Grade I.

### Family relations

Revise family relations introduced in Grade I.

Also: **son, daughter, niece, nephew** etc.

### Colours

Revise colours introduced in Grade I.

Introduce new colours also.

Introduce: **pale, light, dark.**

E.g.

**light blue, dark blue - etc.**

### Numbers

Revise **1-10**

Teach **11-100**

Also **1st to 100th** (ordinal numbers).

<b>Clothing</b>	Revise vocabulary introduced in Grade I. Introduce : <b>sandals, trousers, blouse, panties</b> , etc.
<b>Food</b>	Revise vocabulary introduced in Grade I. Introduce new vocabulary: e.g. <b>a cup of ... ; a slice of ... ; a loaf of ... ; a bottle of ... ; a carton of ... ; a packet of ... ; a bunch of ... ; a tin/glass of... ; etc.</b>
<b>Parts of the body</b>	Revise vocabulary introduced in Grade I.
<b>Rooms in a house and furniture</b>	E.g. <b>kitchen, dining-room, bed-room, bathroom, sitting room</b> , etc. Also: <b>armchair, T.V., radio, fire-place</b> (in kitchen), <b>shelf/shelves, toilet, dipper, shower</b> , etc.
<b>Transport vocabulary</b>	Transport vocabulary like <b>car, lorry, bicycle, dhoni, motor-cycle, yacht dhoni, aeroplane, helicopter</b> , etc.

### **LANGUAGE STRUCTURE**

<b>Present simple</b>	Revise simple present introduced in Grade I. Introduce habitual actions using the simple present tense, e.g. <b>The sun rises every day</b> <b>I have a birthday every year.</b> <b>What do you do every morning?</b> etc. Using simple present to indicate timeless conditions or universal truth, e.g. <b>Some birds eat worms.</b> <b>Some birds eat seeds, some eat fish.</b> <b>Some birds fly.</b> <b>Birds lay eggs.</b> etc. Also: <b>The sun rises in the morning, sets in the evening.</b> <b>A duck quacks.</b> etc.
<b>Present and past continuous</b>	Revise present continuous tense introduced in Grade I, e.g. <b>I'm skipping/dancing.</b> etc. <b>He is running.</b> etc. Also: <b>What is he doing?</b> <b>He is ...</b> <b>What was he doing?</b> Also: <b>While I was walking to school, I saw ...</b> <b>While I was playing, I ...</b>
<b>Simple past</b>	E.g. Yesterday was Sunday. (Today is Monday). <b>Yesterday I went to ... I bought ...</b> <b>I ate ... I drank ...</b> <b>I came . etc.</b> <b>What did I do yesterday?</b> Also with: <b>last night, last week, last year.</b> E.g. <b>How old were you last year?</b> <b>Did you ...?</b>

	<p><b>Yes, I did.; No, I didn't.; What did she do? She cried.</b> etc.</p> <p>Also: contrast present continuous and simple past, e.g.</p> <p><b>I'm walking. Now I'm sitting. I walked.</b></p> <p>Also:</p> <p><b>catch - caught</b>  <b>throw - threw</b>  <b>bounce - bounced</b>  <b>kick - kicked</b>  <b>ride - rode</b></p> <p>or any other that arises naturally in the classroom.</p>
<b>Preposition</b>	<p>Revise prepositions taught in Grade I.</p> <p>Preposition of place extended: <b>in front of, behind, next to, near, far.</b></p> <p><b>with</b> to indicate <b>the use of</b>, e.g.</p> <p><b>I'm writing <u>with</u> a pen.</b></p> <p>Also <b>below, above.</b></p>
<b>Ask and told</b>	<p>Teach the difference between <b>ask</b> and <b>told</b>.</p> <p>Children should be able to use the words correctly in speech and writing.</p>
<b>Possessive</b>	<p>The <b>s</b> possessive.</p> <p>The possessive pronouns.</p> <p>E.g. <b>my, our, their, his, her</b>, etc.</p>
<b>The future</b>	<p>E.g. <b>tomorrow, next week, next year</b>, etc.</p> <p><b>I will ... tomorrow.</b> etc.</p> <p><b>What will I have ...?</b></p> <p><b>How old will you be ... ?</b></p> <p><b>When will you go ... ?</b></p> <p><b>What's going to happen?</b></p> <p><b>I will ... I won't ...</b></p>
<b>Comparatives and superlatives</b>	<p>Teach the comparative and superlative degrees of adjectives that they already know. Start with examples they can see in the classroom, e.g. <b>small, smaller, smallest; tall, taller, tallest.</b></p> <p>Also : <b>beautiful, more beautiful, most beautiful</b>, etc.</p>
<b>Some and any; a lot of</b>	<p>Teach <b>some, any, a lot of</b> in questions and answers, e.g.</p> <p><b>Have you <i>any</i> colour pencils?</b></p> <p><b>Yes, I have <i>some</i>.</b></p> <p><b>No, I haven't <i>any</i>.</b></p> <p>Teach <b>a lot of</b> with countable and uncountable nouns, e.g.</p> <p><b>A lot of rice/shells/sand</b> etc.</p> <p><b>A lot of juice/water/milk</b> etc.</p> <p><b>A lot of pens/ pencils/books.</b></p> <p>Make sure children use the appropriate verb <b>to be</b> with the sentences.</p>
<b>But</b>	<p>Teach <b>but</b> as a conjunction.</p> <p>Use <b>but</b> to connect opposites, e.g.</p> <p>My hair is short, <b>but</b> Laila's hair is long. etc.</p> <p>I like mangoes, <b>but</b> I don't like bananas.</p>
<b>Past continuous tense</b>	<p>E.g.</p> <p><b>What was he doing?</b></p>

**He was walking.** etc.

**While I was walking to school, I saw an accident happen.** etc.

**Wh - questions**

**Which ...? Who ...? Why ...?**

**When ...? Where ...? What ...?**

**Plurals**

With - **s** E.g. chairs, boys, girls

With - **ies** E.g. story - **stories**, lorry - **lorries**, etc.

Also irregular plurals, e.g.

**man - men**

**mouse - mice**

**child - children.** etc.

**Must and need**

I **need** a piece of chalk.

I **must** have a piece of chalk. etc.

**SKILLS**

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

**Listening**

Listening comprehension.

Teacher reads or speaks out sentences or instructions. Children should be able to listen and follow instructions correctly, e.g. Listen and draw.

Also listen to noises and let them guess what made (or what was used to make) the noise.

Listening to a passage (4-5 sentences) and doing appropriate activities, e.g.

**draw, match, answer questions, mark 'true' or 'false', etc.**

**Speaking**

Develop speaking skills by practising dialogues. Speaking is much improved with teacher always talking to them in English (natural classroom communication) and encouraging them to speak English as much as possible.

Encourage children to discuss, talk about the stories they read in class.

Dramatise stories read in class or children write and dramatise their own.

Encourage group/pair communication activities.

Practise dialogues using puppets.

**Reading**

Children should be able to read the simple stories (*Core Readers* of Gr. II) and understand/enjoy them.

Should know that the use of quotation marks (“ ”) stands for words spoken.

They should be able to relate words within inverted commas to words in speech bubbles.

Also other punctuation marks, e.g. the question mark (?), the exclamation mark (!), and full stop (.).

Should also give them specific word recognition activities using pairs of words - e.g. **ride - rode, write - wrote**, etc.

Reading comprehension:

Reading sentences and matching them with appropriate pictures. Follow written instructions. Read a description of an object and draw. Children should also be able to read simple questions, based on the story and answer them.

Read dialogue and answer questions. Also develop reading skills like guessing, predicting and word recognition, etc.

Encourage reading out loud with correct expression and pronunciation.

Reading will be improved by allowing the children to read meaningful language (stories) under little or no stress. Let children read the stories on their own just for enjoyment.

**Writing**

Revise handwriting of simple and capital alphabet. Continue practising handwriting development.

Spelling of new vocabulary children learn, should be taught systematically - using different methods.

Make wall stories based on stories in their readers.

Write down orally developed stories.

Creative writing: e.g. write a sentence or phrase to describe - picture - develop a story based on a set of pictures.

Filling in the blanks.

Simple dictations: Dictate words they have learned the spelling of. Extend to phrases and sentences.

Also draw a picture. e.g. My Mother. Ask children to write a sentence or two about "My Mother".

Improvise new stories based on stories from *Core Readers*.

**Dictionary skills**

Teach alphabetical order:

Using the first letter of words only. Start with very simple activities and move to a bit more complex work.

**Songs and rhymes**

Songs and rhymes listed in the teachers book should be used as aids to help in teaching the language.