

# **English Syllabus Grade 2**

## **Introduction**

In grade 2 the students have 5 periods of English a week. The syllabus contains 14 units and each unit is divided up into 12 periods. There should also be two periods for revision, one at the end of each semester.

The focus of grade 2 is still on speaking and listening as students continue to develop literacy skills in their native languages. However, building on grade 1 there is some basic work on recognising and forming familiar words and phrases. Topics are also on familiar and concrete subjects.

Language content extends what was learnt in the previous year to simple questions and answers. The activities continue to be learning focused, engaging and fun and as in grade 1, there are plenty of games and songs and opportunities to draw. The main goal is to for students to be able to communicate basic information about themselves and each other as well as enjoy communicating in English. Teachers are strongly advised to the look at the Grade 2 Minimum Learning Competencies for all of the four skills which also act as objectives.

**Unit 1: In the classroom** (12 periods)

**Unit Outcomes:** Students will be able to: name and locate objects in the classroom and give and follow instructions

**Vocabulary:** objects in the classroom, classroom verbs, prepositions.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>name and say where objects in the classroom are located</li> <li>listen and respond to instructions appropriately</li> <li>give basic instructions</li> <li>exchange simple greetings</li> <li>sing a song</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>What's this/that?</li> <li>It's a/an...</li> <li>What are these/those?</li> <li>They are....</li> <li>Where's...?</li> <li>It's in/on/under/near/inside/outside..</li> <li>Simple instructions (open your book/stand up/don't talk/don't move etc)</li> <li>Hello! How are you? Fine, thank you. And you? What's your name? My name's... Nice to meet you!</li> <li>Hello Song</li> <li>Contractions and</li> </ul>	<ul style="list-style-type: none"> <li>Students feel objects inside a bag and say the name.</li> <li>Students match real objects (or pictures of objects) to English word.</li> <li>Students show/point to an object and say word.</li> <li>Students put labels on objects in classroom</li> <li>Students ask and answer questions about objects around them (pairs/groups)</li> <li>Teacher plays the game 'Zeineba says..'</li> <li>Optional: teacher takes the students outside and gives them instructions to follow e.g. form a circle, form three lines, put your hands on the shoulders of the student next to you/in front of you, run, walk around, don't move! etc..</li> <li>Students give and follow instructions in pairs</li> <li>A student is sent outside. Something is hidden in the classroom. Students give instructions to the student who was outside about how to find the hidden object.</li> <li>Students ask/answer questions.</li> <li>Stand up: role-play meeting each other for first time. Shake hands etc.</li> <li>Teach a greetings song</li> <li>Teacher explains how to write contractions. e.g. I'm / you're/he's/she's/we're/they're.</li> </ul>

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> <li>• read letters of the alphabet(including capitals)</li> <li>• read words for simple classroom objects</li> <li>• read simple instructions and react appropriately</li>   <li>• copy letters of the alphabet (including capital letters)</li> <li>• label classroom objects</li>   <li>• Capitalisation for initial letter of names</li> </ul>	<p>pronunciation. e.g. I'm / you're/he's/she's/we're/they're</p> <p><b>B. reading</b></p> <ul style="list-style-type: none"> <li>• From A-Z, a-z (Use ABC song)</li> <li>• names of classroom objects</li> <li>• simple written instructions</li>   <li><b>C. writing</b></li> <li>• Letters A-Z, a-</li>   <li>• copy names of classroom objects</li> <li>• one or two word instructions e.g. Stand up</li> <li>• names (with capital letters)</li> </ul>	<p>Teacher isolates two words and then models contraction; students repeat E.g. I / am I'm</p> <p>Students read letters of the alphabet and practise alphabet song.</p> <p>Students match classroom object to picture</p> <p>Students take a slip of paper, read the instruction and do the actions. E.g. jump, sit, stand</p> <p>Students draw a picture according to written instructions from the teacher (based on an example e.g. draw a chair under the window, draw a ball under a table etc.)</p> <p>Students copy alphabet Students trace over outline of letters/join the dots to form letter Students match lower case and capital letters, Aa, Bb, etc.</p> <p>Students write the missing initial letters of familiar objects and instructions (matched to pictures) Students label pictures of classroom objects.</p> <p>Students write their names beginning with a capital letter.</p>

**Assessment**

**Speaking and listening**

Students in pairs give instructions to each other including placing objects around the room e.g. Put the pen under the table, stand up, spell 'book' etc.

**Writing**

Students write their names with initial capital letter

**Unit 2: How Many Books** (12 periods)

**Unit Outcomes:** Students will be able to talk about ages and quantity.

**Vocabulary:** Numbers: eleven, twelve etc. objects e.g. bottle.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Give and ask for ages</li> </ul> <p>Count from 11-20</p> <ul style="list-style-type: none"> <li>• Use singular and plural forms to talk about the numbers of objects</li> <li>• listen to singular and plural forms and make distinctions</li> <li>• sing a song</li> <li>• ask and answer questions with “how many?”</li> </ul>	<p><b>A. listening and speaking</b></p> <ul style="list-style-type: none"> <li>• recycle 1-10</li> <li>• How old are you? I’m .../she’s ...</li> <li>• Numbers 11-20</li> <li>• plural nouns (-es) E.g. boxes, churches, dishes</li> <li>• sentences using have/has with numbers/regular plurals (-s) E.g. The teacher has 12 books.</li> <li>• recycle where</li> <li>• there is/are</li> <li>• there isn’t/aren’t</li> </ul> <p>How many? E.g. How many pens are there on the table?</p>	<ul style="list-style-type: none"> <li>• Teacher writes figure on the board and students say it</li> <li>• Ask a student how old he/she is and model it with a student. E.g. T: How old are you S: I am nine years old.</li> <li>• Students ask and answer in pairs.</li> <li>• Ask students how old their partners are. E.g. T: How old is Hewan. S: She is eight years old.</li> </ul> <p>Teach numbers 11-20 Bring in items such as books, bottle tops, stones, for students to count and number. E.g. the teacher has 12 books. Stress the plural ‘s’ at the end of words and encourage students to use plurals correctly.</p> <ul style="list-style-type: none"> <li>• Look at pictures of objects, describe and say where they are. Play a memory game in which you show different numbers of items to students, then cover them and students try to remember how many there are e.g. one ruler, two pencils, five bottle tops four pens, etc.</li> </ul> <p>Students select pictures according to teacher’s spoken description.</p> <ul style="list-style-type: none"> <li>• Teach song/rhyme about numbers</li> <li>• Teacher places some items on the table and writes a dialogue on the blackboard. E.g How many pens are there on the table? There are 10 pens How many books are there on the table?</li> </ul>



**Unit 3: What Colour Is Your Bag ? (12 periods)**

**Unit Outcomes:** Students will be able to describe objects using basic colours.

**Vocabulary:** Colours e.g. brown, orange, white etc.

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>ask and answer simple questions about colour of objects</li> <li>listen to instructions (for colours) and react accordingly</li> <li>Sing a song</li> <li>exchange social expressions of saying goodbye</li> <li>read and recognise colour words</li> <li>copy colour words</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>What colour is this? It's....</li> <li>Possessive adjectives: My/your/our/their/his/her (noun) is..(colour)</li> <li>(person/people) has/have (colour) (noun) E.g. I have a red bag, She has a blue ball</li> <li>Social expressions of Units 1 + 2 recycled</li> <li>Bye / good-bye</li> <li>Good night / good evening</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>names of colours</li> <li>short phrases including colours + nouns</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>names of colours</li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks questions/students say colour recycling 'what colour is it?' from unit 1.</li> <li>Teacher introduces possessive adjectives and asks questions about colour e.g. what colour is her bag</li> <li>Students ask/answer questions</li> <li>Students say colour of objects in pictures</li> <li>Students look around room/outside window – what colours can they see?</li> <li>Students bring a coloured object to classroom and describe it. They describe what their classmates have.</li> <li>Teacher asks about objects in class: how many (objects) are.. (colour)? (recycle numbers)</li> <li>Teach song/rhyme about colours e.g. colours of the rainbow and point to colours as they sing</li> <li>Students practise saying goodbye at the end of each class</li> <li>Students match pictures to words/phrases</li> <li>Students add colour label to objects in classroom/on walls</li> <li>Students look at coloured pictures and copy name of colour in appropriate colour if possible or stick bits of coloured paper in books or draw blob of colour and write colour next to it.</li> </ul>

**Assessment****Speaking**

Teacher asks 'what colour is \_\_\_\_\_' (an object inside or outside the class) and students respond together or individually "it's brown".

Students continue in pairs. **Writing:** copy colours words.

**Unit 4: Touch Your Nose?** (12 periods)

**Unit Outcomes:** Students will be able to describe people using parts of the body.

**Vocabulary:** body parts e.g. head, nose, chin, neck, leg, arm.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Listen to instructions in a song and react accordingly</li> <li>describe people using parts of the body</li> <li>use social expressions to demonstrate politeness</li> <li>count from 21-29</li> <li>read words/phrases related to simple body parts, numbers</li> <li>copy numbers 21-29</li> <li>copy words for body parts and label a picture</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>What's this? It's my/your...</li> <li>I have (body part)</li> <li>He/she has (body part)</li> <li>please / thank you</li> <li>numbers 1-20 recycled; numbers 21-29</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>words/phrases related to body</li> <li>number words and figures</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>numbers 21-29</li> <li>copy words and label picture</li> </ul>	<p>Teach song/rhyme for body parts (e.g. "head, shoulders, knees and toes") and students touch parts of their body while singing song.</p> <p>Teacher says one body part and student responds with the number. T: Eye S: I have 2 eyes</p> <p>Students do same activity in pairs Optional: recycle "Solomon says": teacher calls out body part and students touch correct part of their bodies</p> <p>Teach and practise 'please' and 'thank you' "please" game: respond to teacher's instructions only when teacher adds "please" to instruction e.g. 'stand up, please' (respond), 'sit down' (don't respond)</p> <p>Students repeat numbers 1-20 and 21-29</p> <p>Students read text and match to pictures Students put jumbled letters of body parts in correct order e.g. eto = toe, Students match words to figures for 21-29</p> <p>Students copy numbers 21-29 Students draw a picture of themselves and label body parts Rearrange words for parts of the body in alphabetic order and copy them</p>

**Assessment**

**Listening and writing**

Teacher says 5 sentences each with a number from 1-29. Students write down the number they hear

**Speaking:** Students start at the top of their body and describe how many eyes, ears etc. they have.

**Unit 5: I have a new pen (12 periods)**

**Unit Outcomes:** Students will be able to say what people have.

**Vocabulary:** household objects e.g. brush, broom, lamp, adjectives e.g. old, new, big, small.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>ask and answer questions about what people have</li> <li>describe objects using adjectives</li> <li>count from 1-49</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>I have ..... He/she has.....</li> <li>I don't have ....He/she doesn't have....</li> <li>Do you have? Does he/she have?</li> <li>What do you have.....?</li> <li>I have a pen <i>and</i> a book</li> <li>recycle colours</li> <li>adjectives (new, old, big, small etc)</li> <li>-is it big? Is it new? Is it red? (recycle colours)</li> </ul> <p>recycle numbers 1-29; new numbers 30-49</p> <p>Pronunciation: do you / dju:/ Pronunciation: does he / dʒzI/ Pronunciation: numbers stress (-teen v -ty) Pronunciation: and /n/</p>	<ul style="list-style-type: none"> <li>Teacher says: What do I have in my bag? Students touch or smell (without seeing object/s) and say names</li> <li>Teacher asks "What do you have in your bag?"</li> <li>Students answer "I have ..."</li> <li>Students examine contents of their school bags (ask and answer questions)</li> <li>Class survey: Students ask 6 friends what they have in their bags/home and identify the most common item.</li> </ul> <p>Teacher ask questions about students' possessions e.g. Do you have a pen? Is it new? Students continue in pairs</p> <p>Teach numbers 30-49. Students play bingo with numbers 1-49</p> <p>Teacher draws students' attention to: do you / dju:/ and does he/she / dʒzI/. Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills Students practise with own questions in pairs Teacher draws students' attention to numbers stress.: Counting 'forty v four'teen Teacher models and students repeat (counting -teen words and -ty words): whole class drill, then drill smaller groups of students, finally individual drills Teacher draws students' attention to short 'and' between two nouns. Teacher models sounds of two nouns joined by 'and'; students repeat and make own pairings E.g. potatoes n' tomatoes, cats n' dogs, pens n' pencils, one n' two etc.</p>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> <li>• read short sentences about people and their possessions</li>   <li>• copy simple sentences about what people have</li> <li>• fill in gaps using visual clues</li>   <li>• write numbers 30-49</li> <li>• copy numbers</li> </ul>	<p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• short sentences about possessions</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Sentences of about 7 words (using 'and' to connect words) E.g. I have a pen and a book Musa has a dog and a stick</li> </ul> <ul style="list-style-type: none"> <li>• numbers</li> </ul>	<p>Students match sentences to pictures Students match pictures to adjectives (e.g. old book, new book, big ball, small ball, red ball)</p> <p>Students copy sentences</p> <p>Students fill in gaps in sentences Students write their own sentences using the model</p> <p>Students write figures 30-49 and match to words. Students copy words.</p>

**Assessment**

**Speaking and listening**

Students ask and answer questions about what each member of their family has e.g. What does your mother have? What does your father have? Etc.

**Unit 6: Today is Monday** (12 periods)

**Unit Outcomes:** Students will be able to describe what they do on certain days of the week.

**Vocabulary:** Ordinal numbers (first to seventh), days of the week (Monday, Tuesday etc.), verbs for daily routines, weather words – sunny, rainy, cloudy, cold, hot, special occasion vocabulary.

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• name days of the week</li> <li>• listen to short spoken sentences and identify visual clues</li> <li>• give simple information about daily routines</li> <li>• exchange some simple greetings for special occasions</li> <li>• sing a song</li> <li>• read names for days of the week</li> <li>• match simple story with an illustration</li> <li>• copy days of the week beginning with capital letters</li> </ul>	<p><b>A. Listening and Speaking...</b></p> <p>What day is today? Today is _____.</p> <p>What is the first day in the week? S. _____ is the first day in the week</p> <ul style="list-style-type: none"> <li>• present simple e.g. go, play, visit, come, on</li> </ul> <p>E.g. I go to church on Sunday</p> <ul style="list-style-type: none"> <li>• Happy birthday/Christmas/Ramadan/New Year!</li> <li>• Today it's sunny/rainy etc.</li> <li>• is it sunny?</li> <li>• yes it is/no it isn't</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• days of the week</li> <li>• a story about the days of the week.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Days of the week with</li> </ul>	<p>Teach a song/rhyme about the days of the week.</p> <p>Teach ordinal numbers first to seventh Show days on a calendar Students get into groups of seven. They are assigned a day of the week and told to line up accordingly</p> <ul style="list-style-type: none"> <li>• Teacher describes what they do on each day of the week and students draw pictures or match pictures to what they hear (or fill in a diary).</li> <li>• Students talk about what they do on each day of the week</li> </ul> <p>Teach greetings by matching them to a picture</p> <p>Students learn “Happy Birthday” song</p> <p>Teacher teaches weather words through symbols and asks ‘is it sunny today? Students reply and do the same in pairs</p> <p>Students organize jumbled up words (days of the week) into the correct order. They match illustrations from the story with a correct day of the week.</p> <p>Students copy the days of the week. Students make a weather chart to show the weather on each day of the week (imaginary, if weather consistent) with symbols for sun, rain, cloud, etc. or they do an activities chart for a</p>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>fill in missing words in sentences</li></ul>	(correct spelling / capitalisation)	week showing what they do each day. Fill in missing words in sentences

**Assessment**

**Speaking**

Teacher points to pictures e.g. church, school, shops and a day of the week. Students say “I go to church on Sunday” etc. Students continue in pairs.

**Unit 7: Time to eat and Drink (12 periods)**

**Unit Outcomes:** Students will be able to express what they want (in a shop)

**Vocabulary:** Food and drink.

Competency	Content/Language Item	Learning activities and Resources									
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to singular and plural forms and make distinctions</li> <li>state what items of food they want to buy</li> <li>social expressions – politeness</li> <li>count from 50-99</li> <li>recite a poem</li> <li>read and identify words for food and drink</li> </ul>	<p><b>A. Listening and Speaking</b> Present simple</p> <p>How many?</p> <p>Customer: “I want bananas, please.” Shopkeeper: “How many?” Customer: “Three, please.” Shopkeeper: “Here you are.” Customer: “Thank you” Pronunciation:- plural nouns (-es) E.g. tomatoes, potatoes</p> <p>Numbers 50-99</p> <p>Pronunciation: numbers stress (-teen v -ty)</p> <p>Pronunciation: word stress e.g. ba'nana</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>words and phrases (singular and plural nouns)</li> </ul>	<ul style="list-style-type: none"> <li>Students label pictures of food</li> <li>Students ask and answer questions about food “What’s this?” “It’s a/an....”</li> </ul> <p>Teacher introduces ‘many’ for countable objects</p> <p>Teacher reads a simple dialogue and students write down the numbers of objects they hear Students do a simple roleplay based on the dialogue: shopkeeper and customer substituting items of food and numbers</p> <p>Teach numbers 50-99. Count around the class. Count backwards.</p> <p>Teacher draws students’ attention to numbers stress: Counting ‘fifty v fif’teen Teacher models and students repeat (counting –teen words and –ty words): whole Class drill, then drill smaller groups of students, finally individual drills</p> <p>Teacher draws students’ attention to word stress. Students listen to words and group according to their stress; put words in stress columns E.g. ba'nana/po'tato/to'mato (stress on second syllable)</p> <table border="1"> <tr> <td>ba'nana</td> <td>'camera</td> <td>maga'zine</td> </tr> <tr> <td>po'tato</td> <td>'sandwich</td> <td></td> </tr> <tr> <td>to'mato</td> <td>'tennis</td> <td></td> </tr> </table> <p>Students practise saying words in groups Students learn a poem about a food. Students read and match to pictures.</p>	ba'nana	'camera	maga'zine	po'tato	'sandwich		to'mato	'tennis	
ba'nana	'camera	maga'zine									
po'tato	'sandwich										
to'mato	'tennis										

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>• copy some words from a shopping list</li></ul>	<ul style="list-style-type: none"><li>• short reading text</li></ul> <p><b>C. Writing</b> a list of items in a list</p>	Students underline words for food and drink in short reading text.  Students copy the words for food they want to buy in the roleplay

**Assessment**

**Listening**

Students listen to two short dialogues in a shop (read by the teacher) and tick off on a chart what the customers buy.

**Unit 8: what an amazing anima! (12 periods)**

**Unit Outcomes:** Students will be able to describe some animals.

**Vocabulary:** animals, animal body parts, garden words: tree, bush, flower etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• sing a song</li> <li>• describe some animals</li> <li>• recite a poem</li> <li>• read short descriptions and match to illustrations</li> <li>• copy the names of some animals</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• What is this/that? This/That is a(n)...</li> <li>• It has tw o/four legs/ears/eyes/tail/wings.</li> <li>• It doesn't have..</li> <li>• What does it eat? It eats grass/meat etc...</li> <li>• Is this/that a ...? Yes, it is./No, it isn't.</li> <li>• Does it eat ...? Yes/No</li> <li>• Does it have two/four ... ? Yes/No.</li> <li>• Where does it live?</li> <li>• is it big/small?</li> <li>• Recycle regular plurals</li> <li>• Recycle adjectives (long, short, big, small, etc Pronunciation: intonation in questions (wh- questions – falling intonation; yes/no questions – rising intonation) e.g. What is that? (falling ) Is it big? (rising)</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• short paragraph describing where animals (including birds etc) are in a garden.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Names of animals</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the sounds animals make and name the animal.</li> <li>• Students make animal sounds; others guess name of animal Sing Old McDonald song Recycle body parts and teach any extra for animals e.g. wings, tail Show pictures of familiar animals for students to describe. Teacher introduces the question forms. In pairs one student thinks of an animal and the other guesses using questions e.g. does it eat ...?, does it have two legs? is it a..? is it big? Is it small? Students draw a fantastic animal from a spoken description/ students draw a fantastic animal and describe it orally.</li> <li>• Optional: Take students outside. In circles of 10 students, assign the names of animals to pairs. Students sit down. One student in the centre calls out the name of an animal. Students assigned that name must change places – student who fails to sit down remains in the centre and calls out another animal name. Call out “animal” and all students change places. Optional: Take students on a walk and talk to them about the animals seen on the walk. Have them list what they have seen In groups, students prepare a recitation of a short poem about an animal (choral speaking).</li> <li>• Teacher draws students' attention to intonation in questions. Teacher models falling/rising intonation and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</li> </ul> <p>• Students look at the picture and locate the animals</p> <p>• Copy from a list the correct names of animals in pictures Teacher says a letter from the alphabet and students say any animal that has that letter in its spelling</p>

**Assessment**

**Speaking and listening**

Students draw a fantastic animal from a spoken description by the teacher/  
students draw a fantastic animal and describe it orally in pairs.

**Unit 9: I like oranges (12 periods)**

**Unit Outcomes:** Students will be able to talk about likes and dislikes.

**Vocabulary:** animals, food, drink (recycled).

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• talk about likes and dislikes</li>   <li>• listen to short spoken sentences and identify the visual clue</li>   <li>• read short sentences and identify correct visual clue</li> <li>• read and match simple story with illustration</li>   <li>• complete sentences related to their likes and dislikes</li> <li>• draw a picture and write words about it</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Present simple e.g. Ahmed likes bananas Sara likes oranges</p> <ul style="list-style-type: none"> <li>• What fruit/animal/colour do you like? short answers</li> <li>• Do you like oranges?</li> <li>• Yes I do/ No I don't</li> </ul> <p>Plural nouns (-es) e.g. oranges, cabbages, boxes, benches, pages etc.</p> <p>Pronunciation recycled: intonation in questions (wh-questions – falling intonation; yes/no questions – rising intonation)</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Sentences related to the topic</li> <li>• short story/text about somebody's likes and dislikes</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• short sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Recycle names of food from pictures.</li> <li>• Students in pairs ask each other if they like the foods. Do the same with animals and colours (groups of words known to students)</li> <li>• Students carry out a group survey – students pick from each category the thing they like : e.g. What fruit do you like? I like bananas. What animal do you like? I like hens. What colour do you like? I like red. They try to remember what other students in their group like: Abebech likes bananas and hens, etc.</li> </ul> <p>Teacher talks about what he/she likes and students point to these items in pictures</p> <p>Teacher draws students' attention to intonation in questions. Teacher models falling/rising intonation and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</p> <ul style="list-style-type: none"> <li>• Students match sentences about likes and dislikes to the correct illustration. Students put sentences into like/dislike columns.</li> <li>• Students draw pictures as they read a story/text about somebody's likes and dislikes.</li> </ul> <p>Students fill the gaps E.g. I have a dog. His name is Bobby. I ____ Bobby very much.</p> <p>Students draw something they like and based on a model write a sentence about it.</p>

## **Assessment**

### **Speaking and listening**

Teacher puts students into groups of three. Two students ask each other what they like for animals, colours and food. After each question the third student says e.g. 'Tolosa likes blue' etc.

**Unit 10: who lives in this house? (12 periods)**

**Unit Outcomes:** Students will be able to give information about houses.

**Vocabulary:** Rooms in house e.g. bedroom, kitchen, bathroom, garden, yard etc., common objects found in these rooms e.g. bed, table, activities e.g. talk, eat, sleep etc. recycle – big and small; inside and outside.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• ask and answer questions about their houses</li> <li>• listen and point to objects in pictures that are named</li> <li>• describe houses, rooms and common objects found in them</li> <li>• Read names of household objects</li> <li>• read short descriptions and respond by drawing</li> <li>• copy words for rooms and household objects</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Present simple</p> <ul style="list-style-type: none"> <li>• What is this room?</li> <li>• What is in this room?</li> <li>• What do you do in this room?</li> </ul> <p>I sleep/cook/eat in this room</p> <p>My house is big/ It isn't small. My house has 3 rooms</p> <ul style="list-style-type: none"> <li>• inside/outside the house</li> <li>• there is/are...in the bedroom</li> <li>• there isn't/aren't...</li> </ul> <p>Pronunciation: there is (connected speech)</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Words for rooms and objects in rooms (singular and plural)</li> <li>• A description of a house and objects found in rooms</li> </ul> <p><b>C. writing</b></p> <ul style="list-style-type: none"> <li>• words</li> </ul>	<p>Teach rooms in the house with pictures.</p> <ul style="list-style-type: none"> <li>• Match verbs to picture of rooms e.g. cook, sleep, eat, talk, wash, etc Students ask and answer questions “What do you do in this room?” “I sleep in this room”</li> <li>• Students match pictures and words and arrange them in groups according to their usual location (e.g. in the bedroom, in the kitchen, outside in the garden etc)</li> <li>• Teacher describes a simple picture of a house with objects to the class. E.g. This is the kitchen. It is big. It has a table and a chair. I cook in this room. Students point to these rooms and objects in the picture.</li> <li>• Students draw their houses and describe them to their partners.</li> </ul> <p>Teacher draws students' attention to connected speech (there_is). Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills Students practise with own phrases in pairs</p> <ul style="list-style-type: none"> <li>• Students find the new words from a set of word cards they are already familiar with. Students have an outline of a simple house with 3 rooms labelled kitchen, bedroom and bathroom. As they read they draw in the objects that are in each room.</li> <li>• Students label the picture of their house (that they drew) with rooms and objects Students fill in words in place of pictures in a paragraph, E.g. In my bedroom there is a</li> </ul>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>complete sentences about a house from visual clues</li></ul>	<ul style="list-style-type: none"><li>complete a description of a house (guided writing)</li></ul>	(picture of a bed – students read to themselves the word ‘bed’ and write it).

**Assessment**

**Speaking and Writing**

teacher gives students pictures of houses. They describe the houses and then fill in the gaps in sentences about these houses.

**Unit 11: A frog can jump** (12 periods)

**Unit Outcomes:** Students will be able to ask and answer questions using can and can't.

**Vocabulary:** Action verbs: Hop, jump, walk, run, climb, swim, drive etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• ask and answer questions using can and can't</li> <li>• read short sentences about animals in singular and plural forms</li> <li>• copy what people and animals can/can't do</li> <li>• draw a picture and write words about it</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Asking questions with "can"               <ul style="list-style-type: none"> <li>can you ?</li> <li>Yes ..... can /</li> <li>No..... can't</li> </ul> </li> <li>with pronouns ( I, she, he, we, they )               <ul style="list-style-type: none"> <li>Yes, I can</li> <li>No, they can't</li> <li>Can a snake fly?</li> <li>No, it can't</li> </ul> </li> </ul> <p>Pronunciation: can/can't /kən/ /kæn/ /ka:nt/</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Sentences using singular and plural and can and can't e.g. Frogs can jump. A cow can't fly</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Substitution table</li> <li>• Sentences about the abilities of people and animals. e.g. A bird can fly with full stops at the ends of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Teach the words hop, jump, fly, walk, run, climb, drive etc. by miming the actions and have students mime.</li> </ul> <p>Ask students to say what they can do and demonstrate. Have them tell other students to do something and then say 'He/she can/can't ...'</p> <ul style="list-style-type: none"> <li>• Teach the question. Students in pairs, ask each other questions about what they can and can't do</li> <li>• Show students pictures of animals and recycle vocabulary. Students talk in pairs about what the animals can and can't do and mime the actions.</li> </ul> <ul style="list-style-type: none"> <li>• Teacher draws students' attention to different pronunciations of can/can't.</li> <li>• Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills Students practise with own phrases in pairs: E.g. I /kən/ run. I /ka:nt/ drive.</li> </ul> <p>Students match sentences to pictures</p> <p>Students use a substitution table to complete short sentences about what animals can and can't do.</p> <p>Students choose four animals to illustrate verbs. They draw a picture of each and add sentence.</p> <p>E.g. bird - A bird can fly. dog - A dog can run. monkey - A monkey can climb. fish - A fish can swim.</p>

**Assessment**

**Reading, speaking and listening**

Students draw an animal and write short sentences about it e.g. It is big. It can't fly. They read their sentences to the group and the other students guess the animal.

**Unit 12: What are you wearing? (12 periods)**

**Unit Outcomes:** Students will be able to describe people's clothes.

**Vocabulary:** Clothes, common adjectives e.g. short, long, colour adjectives (recycled).

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to and carry out classroom instructions</li> <li>• listen to short sentences about clothes and identify the correct visual clue</li>   <li>• Ask and answer questions about what people are wearing</li>   <li>• read words for clothes</li>   <li>• copy words for clothes</li> <li>• write a few words about a member of their family</li>   <li>• fill in missing words in sentences about clothes</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present Continuous E.g. What am I/is he/she wearing? I am, he/she is wearing.... Who is wearing....? Hamid is wearing...</li>   <li>Recycle – isn't/aren't I'm not wearing... We aren't wearing... He isn't wearing...</li>   <li>Pronunciation (recycled): contractions</li>   <li><b>B. Reading</b></li> <ul style="list-style-type: none"> <li>• words</li> </ul>   <li><b>C. Writing</b></li> <ul style="list-style-type: none"> <li>• words for clothes</li> </ul> </ul>	<ul style="list-style-type: none"> <li>• Teach items of clothing using pictures or pointing to real clothes</li> <li>• Teacher says the word for an item of clothing and students draw the item</li>   <li>• Teacher describes a person's clothing and students match with picture.</li> <li>• One student describes what someone in the class/picture is wearing and others have to guess who.</li> <li>• Students look at the teacher's clothes, their clothes, their friends' clothes and describe them. They should also say what they are not wearing.</li> <li>• Students ask each other questions about what people are wearing</li> <li>• Teacher tells a simple story about a person who wears strange clothes (e.g. trousers on his head etc.) Students draw this person.</li>   <li>Teacher draws students' attention to contractions for present continuous. e.g. I'm / you're/he's/she's/we're/they're. Teacher isolates two words and then models contraction; students repeat E.g. I / am I'm</li>   <li>• Students put words for clothes in alphabetical order and divide them into clothes for men/boys or women/girls or both</li>   <li>• Students label pictures of clothes</li> <li>• Students draw pictures of a member of their family and write short sentences below e.g. he/she is wearing _____ Fill in missing words using visual clues</li> </ul>

**Assessment**

**Listening and speaking**

Students draw pictures of people wearing different clothes. They work in pairs to describe and ask questions about their pictures.

**Unit 13: I walk to school (12 periods)**

**Unit Outcomes:** Students will be able to talk simply about transport.

**Vocabulary:** Town, village, city. Modes of transport: by car, plane, bus, taxi, bicycle.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• ask and answer questions about how they come to school</li> <li>• listen to short spoken sentences and identify the correct visual clue</li> <li>• describe basic modes of transport in their area</li> <li>• sing a song</li> <li>• use social expressions from Units 1-10</li> <li>• recite a poem</li> <li>• read 4 sentences connected to transport</li> <li>• copy words and fill sentences</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• What is this? It's a/an...</li> </ul> <p>Present simple</p> <ul style="list-style-type: none"> <li>• How do you come to school?</li> <li>• I come to school by car/ by bicycle/ I walk to school</li> <li>• How does _____ come to school?</li> <li>• She comes to school by bus.</li> <li>• I don't have a bicycle.</li> <li>• My father doesn't have a car.</li> </ul> <ul style="list-style-type: none"> <li>• In our town there are buses, cars etc</li> <li>• In our town, there aren't trains.</li> </ul> <p>The wheels on the bus go round and round... e.g. greetings and farewells Simple poem about transport</p> <p><b>B. reading</b></p> <ul style="list-style-type: none"> <li>• sentences about modes of transport</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• words</li> <li>• complete sentences</li> </ul>	<p>Students listen to descriptions of transport and match to pictures/photos (colours will help them to do this)</p> <p>Teacher asks students how they come to school to demonstrate language patterns. Students answer</p> <p>In pairs students ask and answer questions about how they come to school. Change the pairs a number of times. Students make sentences about how different students come to school. E.g. Kiros walks to school, Frehiwot comes to school by bicycle, I don't have a bicycle etc.</p> <ul style="list-style-type: none"> <li>• Students listen to the teacher talking about modes of transport in a town. They circle the pictures of transport that exist.</li> </ul> <p>Students talk about modes of transport in their area</p> <p>Students sing and learn the song.</p> <p>Students make up short roleplays using social expressions Students recite a poem about transport.</p> <p>Students read sentences and match to pictures/photos</p> <p>Students label pictures of transport Students fill in blanks with appropriate vocabulary</p>

**Assessment**

**Speaking and listening**

students use a substitution table to make sentences about different children e.g. Alemitu comes to school by car, Bekele comes to school by bicycle etc.

**Unit 14: Look at all the people** (12 periods)

**Unit Outcomes:** Students will be able to give basic descriptions of people

**Vocabulary:** people, family, children, adjectives e.g. happy, sad etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Listen to short spoken sentences and identify visual clues</li> <li>• describe people</li> <li>• read and match story to simple illustration</li> <li>• copy short sentences describing people</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple Including: I am/I'm not, he is/isn't, we are/aren't.</li> <li>• Present continuous He is wearing a jacket</li> <li>• Have/has</li> <li>• Adjective + noun E.g. happy, sad, young, old, tall, short</li> <li>• there is/are...</li> <li>• there isn't/aren't</li> <li>• can/can't</li> </ul> <p>Pronunciation: schwa e.g. mother /ə/</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• short story about a person's possessions, clothes, house and what they can and can't do.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• short sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures of different members of the family Students label pictures with appropriate vocabulary</li> <li>• Teacher reads text and students match with appropriate picture/photo</li> <li>• Students describe pictures of people (recycling possessions, clothes and colours) Students draw pictures of people and talk about them. Teacher uses pictures from magazines or draws 'stick figure' people on the chalkboard for students to talk about. Students make positive and negative sentences. Students look at a picture of 6 children. In pairs one student describes one child and the other points to him/her.</li> </ul> <p>Teacher draws students' attention to: schwa (-er ending) Teacher models sound and students repeat. Odd man out: students locate word with different sound (but same spelling) E.g. mother father HER brother</p> <p>Students read a short story about a person and identify the person from a range of pictures.</p> <p>Copy short sentence and draw a picture for one</p>

**Assessment**

**Speaking, listening, reading and writing:**

revision of all units: students talk/write words about what they can see in pictures of places (e.g. a town/village with people, animals, transport, food, clothing, houses and activities).

**Grade 2 Vocabulary**

**Adjectives**

clean dry  
 hot wet  
 different dirty  
 empty weak  
 full strong  
 fat young  
 thin old

**Part of the body**

head leg  
 nose chin  
 wings neck  
 mouth  
 hand  
 foot  
 toe  
 tail

**Numbers**

eleven  
 twelve  
 thirteen  
 fourteen  
 fifteen  
 sixteen  
 seventeen  
 eighteen  
 nineteen  
 twenty

**Transport**

aeroplane  
 bicycle  
 boat  
 bus  
 car  
 train  
 taxi

**Verbs**

eat run  
 wash walk sleep  
 drink fly climb  
 like swim jump  
 close play show  
 cook add touch  
 sweep add boil  
 count sing wear  
 hold ride drive

**Classroom objects**

bench  
 textbook  
 blackboard  
 bell  
 stick  
 ruler  
 window

**Classroom verbs**

stand up  
 come here  
 copy  
 write

**Food**

bread apples  
 cabbage tomatoes  
 carrot  
 eggs  
 fish  
 meat  
 potatoes

**Clothes**

coat  
 shirt  
 sandals  
 hat  
 cap  
 headscarf

**People**

Director  
 people  
 grandmother  
 grandfather  
 children  
 family

**Colours**

brown  
 orange  
 white

**Animals**

bird  
 dog  
 frog  
 fish  
 monkey  
 hen  
 goat

**Days**

Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday  
 Sunday  
 tomorrow

**Adjectives**

clean young  
 hot strong  
 differen weak  
 empty dirty  
 fall wet  
 fat dry  
 thin old  
 new sad

**Drinks**

coffee  
 milk  
 tea  
 water

**Weather**

rainy  
 sunny  
 cloudy  
 windy

**Social expressions**

hello  
 how are you?  
 fine, thank you  
 nice to meet you  
 good morning  
 Year  
 good afternoon  
 good night  
 good evening

please  
 happy birthday  
 happy Ramadan  
 happy Christmas  
 happy New Year  
 bye  
 goodbye