

## Grade 2

### Theme 1

### We and the school

Intervention point: The following activities could be done during 1.2 in ERA lesson.

- While walking around the school garden introduce the parts of a mango tree in English when the teacher and the participants talk about the trees in the school garden.
- Discuss with the participants in the mother tongue, the way the branches of the mango trees move in the wind; Get them to mime how they pick the leaves up, pick the mangoes up and how they eat them.

Materials needed: Cards for the participants to draw.

#### Activity 1

Song: “Here we go round the mango tree...”

Here we go round the mango tree,  
The mango tree, the mango tree.  
Here we go round the mango tree,  
In the school garden.

This is the way the branches move,  
The branches move, the branches move,  
This is the way the branches move,  
In the school garden.

This is the way we pick up leaves,  
Pick up leaves, pick up leaves,  
This is the way we pick up leaves,  
In the school garden.

This is the way we pick the mangoes,  
Pick the mangoes, pick the mangoes,  
This is the way we pick the mangoes,  
In the school garden.

This is the way we eat the mangoes  
Eat the mangoes, eat the mangoes,  
This is the way we eat the mangoes,  
In the school garden.

## Activity 2: Listen and Draw

- Put the participants into five groups and label each group 1 – 5.
- Make sure the participants know which group they are in by asking them to stand up when they hear the number of their group. Say the five numbers two or three times in any order.
- Distribute cards among them. Tell the participants in mother tongue that each group is going to draw a picture of something from the garden.
- Ask the groups to listen carefully and draw the correct picture.
- Get each group to draw onething. Say:  
“Group 1 draw one branch.”  
“Group 2 draw two trees.”  
“Group 3 draw three fruits”  
“ Group 4 draw four flowers”  
“Group 5 draw five leaves.”
- Get them to show the pictures, they have drawn. Say in English.  
Eg. “Show me the flowers”
- Ask the participants with pictures of flowers to hold them up and say together, “Here are the flowers.”
- Collect all the pictures to use them for another activity.

## Activity 3

### Game:

#### A Swapping Places Game

- Get the participants to stand in a circle in the playground.
- Distribute each one a picture drawn during the “Listen and draw” activity.
- Explain in mother tongue that they are going to play ‘a swapping places game’.
- Ask the question in English “Where are the leaves?” and tell participants who have a picture of leaves to run to the middle of the circle.
- Help them to answer the question, “Here are the leaves.” And then tell them to run to a new place in the circle.
- Play the game asking all the different pictures in turn.  
Eg. “Where are the fruits?”  
“ Where are the branches?”
- Make the game more exciting, by asking the questions more quickly and sometimes repeat the same question two or three times so that the same participant have to go back into the circle a number times.

**Grade 2**  
**Theme 2      Our Home**

Intervention Point:

- The following activities could be done during 2.4 in ERA lesson.
- Get the participants to discuss about cleaning the home and the garden in MT.
- Say them that they are going to sing a song about cleaning.
- Introduce the participants the parts of a house using a theme picture when they talk about their homes during 2.1 in ERA lesson.

Materials needed:      Theme picture, Two chairs. Picture cards of parts of a house.

Activity 1

Song:                      Bits of paper// Lying on the ground //  
                                  Make the place untidy// Pick them up //

Activity 2

Game:                     Explain the rules; say them that this is a competitive game played over a number of rounds.

Procedure:

- Split the participants into two teams.
- Say them that they are going to play the game “True” or “False”
- Get them to stand in two lines one behind the other – a line drawn on the floor.
- Keep two chairs in front facing the two lines.
- Name one chair “True” and the other chair “False”(Teacher can write T and F on chairs.)
- Show the picture of the roof and say “roof”
- If it is true the first two participants in each line run to the “True” chair. If it is false they run to the “False” chair.
- The first person who sits on the correct chair, scores points for his / her team.
- Show them all the picture cards one by one and say a word (true or false)
- Get them to continue the game in this way until one team reaches five points and is declared the winner.

Activity 3:              Draw and Say

Procedure:

- Get the participants to draw a picture of their family.
- Ask them to get into pairs and use English to tell each other about their pictures.
- Show the participants the drawing the teacher has made of his / her family.
- Point to the father in the picture and say “This is my father, This is my mother etc”
- Let five or six participants come to the front and tell the others about their pictures in English.
- Display all the family pictures on the wall.

**Grade 2**  
**Theme 3      Animals around us**

Intervention Point:

- The following activities could be done during 3.1 in ERA lesson.
- Introduce the names of the following animals using a theme picture when the participants discuss about the animals around us in MT. “dog, cat, monkey, goat, rabbit, butterfly.”
- See whether the participants can remember the names of animals in English

Materials needed:      Theme picture.  
A paper to cover the animals

Activity 1

Song:                      “I see a big dog .....

- |   |  |  |
|---|--|--|
| 1. I see a big dog,<br>I see a cat,<br>I see a monkey,<br>Clap, clap, clap. | 2. I see a big dog<br>I see a cat<br>I see a little goat,<br>Clap, clap, clap. | 3. I see a big dog,<br>I see a cat,<br>I see an elephant<br>Clap, clap, clap |
| 4. I see a big dog,<br>I see a cat,<br>I see a rabbit<br>Clap, clap, clap   | 5. I see a big dog,<br>I see a cat<br>I see a butterfly,<br>Clap, clap, clap   |  |

Activity 2

Game:                      “ A Memory Game”

Procedure:

- Explain (in mother tongue) that the teacher is going to play a game with the theme picture.
- Tell the participants that the teacher will put a piece of paper over one of the animals and they must put their hands up if they can name the covered animal.
- Ask the participants to put their hands up if they can tell the teacher (in English) which animals they can see in the theme picture. (Can use M. T. to say this
- Get them to say, “ I see .....

**Grade 2**  
**Theme 4**

**Play with water.**

Intervention Point:

- The following activities could be done during 4.1 in ERA lesson.
- Elicit the following words, which float on the water. In mother tongue- “boats, flowers, erasers, feathers, seeds, leaves and balls” and introduce them using a theme picture in English.

Materials needed:

Cards to draw pictures (Four per participants)

Activity 1

Song:

“Row, row, row your boat....”

Row, row, row, your boat,  
Gently down the stream.  
Merrily, merrily, merrily, merrily,  
Life is not a dream.

Activity 2:

“Jump Up”

Procedure:

- Distribute each participant a set of four cards.
- Get them to draw objects, which float, on the water in the card. Tell them to draw one object per card.
- Explain in mother tongue that they are going to play a game.
- Tell them in mother tongue that teacher is going to say the words, which float on the water one by one.
- Ask them to jump up holding the correct card up when they hear a word, which they have.
- Get them to listen to the teacher and do the game.

**Grade 2**  
**Theme 5**

**Sinhala and Hindu New Year period.**

Intervention Point:

- The following activities could be done during 5.1 in ERA lesson.
- Get the participants to talk about the changes in their homes, which take place during the Sinhala and Hindu new Year period.
- Introduce the words – paint, wash and clean.

Materials needed:

A bag containing picture cards of clothes.

Song:

“This is the way ...”

1. This is the way we paint the door,  
Paint the door, paint the door,  
This is the way we paint the door,  
For the new year.
2. This is the way we wash the floor,  
Wash the floor, wash the floor,  
This is the way we wash the floor,  
For the new year.
3. This is the way we clean our house,  
Clean our house, clean our house,  
This is the way we clean the house,  
For the new year.

Game:

“ Pass the bag game”

Procedure:

- Explain in MT that they are going to play a game using different clothes.
- Tell the participants in English to form a circle.
- Show the bag and put the pictures of clothes in it.
- Pull out a picture- Eg. a frock - and say in English “ I have a frock.” Put the picture back. Repeat this for two or three more pictures.
- Explain in mother tongue that the participants should pass the bag around the circle and when the teacher says, “stop” the participant who has the bag should take a picture from the bag.
- Ask the question “What do you have?” and help the participants to say the English sentence.  
(Play more quickly)
- If a participant has a problem in saying the sentence, they could just say the word- Eg. “frock”.
- Get another volunteer to say the sentence or all the participants could say the sentence.

**Grade 2**  
**Theme 6**

**The Sky We See**

Intervention Point:

- The following activities could be done during 6.2 in ERA lesson.
- When the participants talk about the rain and the changes in the sky, elicit the words ‘thunder’ and ‘rain’

Materials needed:

Enough number of objects in the sky drawn in cards.

Activity 1

Song:

‘I hear thunder’

I hear thunder//  
Hark! Do you //  
Pitter patter rain drops//  
I,m wet through.

Activity 2

Game:

“Swapping Places Game”

- Get the participants to stand in a circle in the playground.
- Explain in mother tongue that they are going to play a game with the pictures of the things we see in the sky.
- Mix the pictures together and hand them over so that each participant has a picture.
- Explain that they are going to ask a question. Eg. “Can you see the stars?”
- Get the participants who have pictures of stars to go into the middle of the circle and hold their pictures up.
- Ask anyone to say in English “Yes, I can see the stars in the sky.”
- Ask the participants who are in the middle to find another place in the circle.
- Go on asking questions-Eg. “Can you see the kites?”
- Make the game more fun, by asking the questions more quickly and sometimes repeating the same question twice or thrice so that the same participants have to go into the middle of the circle a number of times.

**Grade 2**  
**Theme 7 Things We Eat and Drink**

Intervention point: The following activities could be done during 7.2

Materials needed: Theme picture.

Activity 1

A song

- Tell the participants that they are going to sing a song about some of the food in the theme picture. Say each of the foods and ask the participants to put their hands up if they would like that food for lunch. (If necessary use MT) Eg. Say ‘rice’ and the participants who like rice for lunch should put their hands up.
- Say “Let’s sing the song.”
- Sing the 1<sup>st</sup> verse as the participants listen.
- As you sing, point to the pictures of the food and make appropriate gestures so that the meaning of the words is clear.

1. Rice and curry // Is it good? //  
Would you like to have some? //  
For your lunch //

2. Curd and treacle // Is it good? //  
Would you like to have some //  
For your lunch.//

Activity 2

Materials needed:

Yes / No Game

Picture cards of the food and drinks.

- Mark two circles on the playground with a stick or chalk. Mark one with a ‘tick’ and the other with a cross or get a participant to hold a stick with a piece of paper showing a cross / tick inside each circle.
- Take participants into the playground.
- Tell the participants that you will show them a food / drink card. Eg. bread. Tell them if they like bread, they must move. Into the circle with a ‘tick’. If they don’t like bread they move into the circle with a ‘cross’.(If necessary use MT)
- Encourage participants to say in English “I like bread / I don’t like bread while they are moving into the circles.
- Get the participants to say ‘We like bread / We don’t like bread’ together in English after moving into the circle.
- Practice this game with another example so that the participants understand how to play.
- Play the game more quickly. Each time hold up pictures of different food / drinks.



### Activity 3

A song

“Found a Mango”

- Tell the participants that they are going to sing a song about health habits.
- Sing the song and let the participants to listen.
- As you sing make appropriate gestures to convey the meaning.
- Get the participants to sing with you.
- Divide the class into two groups and sing the song.

Child: Found a mango /// on the ground //  
I will eat it just now //

Mother: Do not eat it /// just now //

Child: I will eat it /// just now //

Mother: Please wash it /// just now //

Child: I will wash it /// just now //

Mother: You can eat it /// just now //

Child; I will eat it /// just now //  
I will eat it /// thank you //

**Grade 2**  
**Theme 8**

**How information is received**

Intervention point: The following activities could be done during 8.1

Material needed: Theme picture

Activity 1

A song

- Discuss the feelings expressed in the faces in the theme picture (Use MT if necessary). Point to each picture and say in English “happy”, “sad”, “angry” and “afraid”.
- Ask the pupils to show you a happy face when you say the English word “happy”, “sad” face when you say “sad”, angry face when you say ‘angry’ and afraid face when you say ‘afraid’ (If necessary use MT)
- Say the participants that they are going to sing a song of how you express the feelings we discussed in the theme picture.
- Say “Let’s sing the song”
- Sing the first verse of the song and let the participants listen.
- As you sing do appropriate actions.
- If possible on another day sing the first verse again and then introduce the 2<sup>nd</sup> verse.
- Do the same with 3<sup>rd</sup> and 4<sup>th</sup>.

If you are happy and you know it  
Clap your hands // (clap, clap)  
If you are happy and you know it  
Then your face is going to show it  
Clap your hands (clap, clap)

If you are sad and you know it  
Wipe your eyes // (sniff / sniff)  
If you are sad and you know it  
Then your face is going to show it  
Wipe your eyes (sniff / sniff)

If you are angry and you know it  
Stamp your feet // (Stamp / stamp)  
If you are angry and you know it  
Then your face is going to show it  
Stamp your feet (stamp / stamp)

## Activity 2

### A game “Simon says ....’

- Tell the participants that they are going to play a game using the English words for the parts of their face and body.
- Ask the participants if they can help you to remember the parts of the body. You could point to each part that you want the participants to remember and see if they can say the English word with you.
- As you point to each part of your face or body get the participants say the English word.
- Explain that they are going to do a game called “Simon says ..”
- Tell them that you will give commands and if you say “Simon says .... “ before the command they should do the action. If you don’t say “Simon says..” they should stand still. Eg. When you say, “Simon says touch your face.” The participants touch their face. If you , just “Touch your face” Participants should not do anything and just wait.
- Practice once or twice to make sure that the participants understand the game.
- If any participants forgets and makes a mistake she / he is out. They come to the front and help you watch for other participants who make mistakes.
- When the participants can do the game well one participant could come to the front and give the command.

**Grade 2**  
**Theme 9**

**Changes in the Environment**

Intervention point: This activity could be done during 9.2

Miming:

- Display a theme picture on the BB
- Introduce the words related to the theme using the theme picture.
- Divide the class into four groups. Name them 'rain' 'wind' 'drought' 'dirty classroom.'
- When the trainer says the word rain the participants mime.
- Similarly get other group to mime other words depicting the meanings.(Refer to the activity given in TG for Activity Based Oral English)

## Grade 2

### Theme 10

#### Likes and dislikes

##### Vocabulary

Dogs	flies	snakes
Cats	bugs	cobras
Cows	Squirrel	pythons
Hens	sparrows	Vipers
Parrots	worms	Cockrach
Goats	Pigeons	Lizards
Crows	eagles	Frogs
Fish	Peacock	Leeches
Mosquitoes		Ants

Structures    I like .....

                  I don't like .....

Intervention point    This activity can be done during 10.3

- Display the theme picture on the board
- Trainer makes utterances about his/her likes and dislikes pointing to the picture

e.g I like cows

I don't like mosquitoes

- Get the participants to talk about their likes and dislikes about animals looking at the theme picture

## Grade 2

### Theme 11

#### How we get our needs

##### Vocabulary

Book	door
Blackboard	Table
Chalk	window
Chair	
Desk	

##### Structures

Please bring me .....

Please give me .....

Please keep me .....

Please open/close .....

Please clean .....

Intervention point – This activity could be done during 11.1

- Get the participants to point to the realia and name them
- Help them if necessary
- Tell the participants that they are going to sing a song

##### Activity 1

###### Song

Please open the door  
Sweep and clean the floor  
Let's learn English and play and smile  
Sing and clap your hands

##### Activity 2

###### Song

The blackboard helps to write//  
He ho the Dairy oh the  
The blackboard helps to write  
The chair helps to sit  
The teacher helps to learn

**Grade 2**  
**Theme 12**  
**Transport**

Vocabulary

Market	Bus
Fair	Train
Hospital	Car
Dispensary	Bicycle
Office	Wheel barrow
Boat	

Intervention point

The following activities could be done during 12.1

Activity 1

A swapping places game

- Use the theme picture to introduce the words

Material needed

Theme picture/ picture cards of places

Procedure

- Tell the pupils that they are going to play a game
- Ask the pupils to make a circle
- Distribute picture among them
- Tell them when you call out a name of a place they have to change their places (If necessary use MT)
- Say “market” and see whether the pupils who have got the picture, “market” change their places
- Play the game more quickly

Activity 2

A song

Procedure

- Tell the pupils that they are going to sing a song about a bus
- Sing the song and let the pupils listen
- As you sing make appropriate actions so that the meanings of the song is clear

1. The wheels on the bus go  
    (Round and round)///  
    The wheels on the bus go  
    Round and round ///  
    All day long
  
2. The children in the bus go  
    (Up and down)///  
    The children in the bus go  
    (up and down)  
    All day long
  
3. The people in the bus go  
    (bump, bump, bump)///  
    The people in the bus go  
    Bump, bump, bump  
    All day long



## Grade 2

### Theme 13 Play with light

#### Vocabulary

Birds	fly	go to sleep
Mirror	Sleep	go to school
Flowers	Dance	
Torch	Bulb	
Light	Lamp shade	
Dark	Sunlight	
Night	in the evening	
Day	in the morning	

#### Structure

It is.....

#### Intervention point

The following activities could be done during 13.1

#### Activity 1: A song

- Tell the pupils that they are going to sing a song
- Sing the song and let the pupils listen
- As you sing make appropriate actions so that the meaning of the song is clear

This is the way the sun shines///  
Early in the morning

This is the way the birds fly///  
Early in the morning

This is the way the flowers dance///  
Early in the morning

#### Activity 2 Slap the picture

#### Intervention point

This activity could be sung during 13.2

#### Material needed

Theme picture

## Procedure

- Display the theme picture on the blackboard/wall
- Divide the pupils into two groups and get them to be in two lines
- Tell the pupils that they are going to play a game when you say “sun shines” the first two pupils in the two lines should run to the relevant picture. The first to slap the picture is given a point (If necessary use MT)
- Continue the same with “birds fly”, “children play”, “go to school” and “go to bed/ go to sleep”
- Do the game slowly to give the pupils a clear idea of doing the game
- Encourage the pupils to say the phrase as they slap the picture

## Grade 2

### Theme 14 Places where people work

#### Intervention Point :

The following activities could be done at 14.3

Materials needed : Theme Picture  
A ball

#### Activity 1 :

Song

#### Procedure

- Discuss with the participants the different occupations they can see in the picture and talk about the places different people go to work. [ If necessary use mother tongue ]
- Point to each person and say the English word.
- Ask the participants to say the English word when you point to each person.
- Then point at each of the places and say the name of the places in English. e.g. “a field”, “a school” and “a hospital”
- Tell the participants, they are going to sing a song about people and where they work.
- Sing the 1<sup>st</sup> verse while the participants listen.
- As you sing point to the person and the place s/he works.
- Do the same when singing the 2<sup>nd</sup> or 3<sup>rd</sup> verses.
- Make appropriate actions and sing the whole song with the participants.

“Can you see the farmer .....”

1. Can you see the farmer work  
  this way and that way?///  
Can you see the farmer work  
  In the field?
2. Can you see the teacher teach  
  this way and that way?///  
Can you see the teacher teach  
  In the school?
3. Can you see the doctor work  
  this way and that way?///  
Can you see the doctor work  
  In the hospital?

#### Activity 2 : Roll the ball

#### Procedure :

- Explain the participants that they are going to play a game in which you ask a question about the people in the theme picture.
- Begin by practicing the question and answer.
- Help the participants to answer in the field.
- Ask the question about the other people and help them to answer.
- Get the participants to sit in a circle.
- Roll the ball to one participant and ask “Where is the farmer?”
- Help the participant to say “in the field”.
- Do the same until all the participants get a chance.

## Grade 2

### Theme 15 Different places in the environment

#### Activity 1 Theme Picture Description

- In this theme the teacher uses the rhyme to help the children to remember the English words.
- Explain in mother tongue, that the children are going to say a rhyme about the theme picture.
- Talk about the things that different animals like to eat.
- Point to each different things growing in the field and say “I can see chillies”
  - “I can see potatoes”
- Get the children to say while pointing.
- Do the same pointing to animals.
- Say the 1<sup>st</sup> verse and get children to listen.
- Point to the relevant point in the picture as you say the words.
- Continue this with the whole rhyme.

#### Rhyme

1. What can you see in the farmer’s field?  
I can see carrots, carrots, carrots.  
What can you see in the farmer’s field?  
I can see rabbits, rabbits, rabbits.
2. What can you see in the farmer’s field?  
I can see potatoes, potatoes, potatoes.  
What can you see in the farmer’s field?  
I can see rats, rats, rats.
3. What can you see in the farmer’s field?  
I can see chillies, chillies, chillies.  
What can you see in the farmer’s field?  
I can see birds, birds, birds.

#### Activity 2

##### The Story

##### “The Farmer”

1. “Farmer, what can you see in the field?”
2. I can see potatoes, carrots and chillies”
3. “Farmer, what can you see in the field?  
“I can see a rat”
4. “I can see a rabbit”
5. “I can see a bird”
6. “Farmer, what can you see in the field?”  
“No potatoes, no carrots and no chillies.
7. “Farmer, what can you see in the field?”  
“I can see no rats, no rabbits, no birds.”

NB :

- The words in the story are only for the teacher
- Discuss with children the names of animals, different food in the field and what a farmer can do to stop the animals and the birds eating crops in the field
- Tell the children they are going to listen to a story , what farmer did to stop the animals/birds eating crops
- Point to the picture and say
- Point to picture 2 and get students to guess what might happen
- As you come to picture 7, ask children in MT what they think the farmer will do?
- Go through the pictures again and act out

## Grade 2

### Theme 16 People who help us

Objective Uses polite requests

Vocabulary hungry  
Thirsty  
Medicine  
Staircase

#### Structure

May I help you ..... Please sweep .....  
Can I help you ..... Please clean .....  
Please bring me.....  
I'm hungry/thirsty .....

#### Activity 1

##### Procedure

##### Theme Picture Description

- Show the theme picture to the students and explain that in MT
- See if the students can say what is wrong with the person
- Tell the students they are going say a rhyme about the theme picture
- Point to relevant picture and say “thirsty” and “hungry”
- Help students to remember these words
- Say the 1<sup>st</sup> verse pointing to 1<sup>st</sup> picture
- Get students to listen ; mime as you say to make the rhyme more meaningful
- Get students to mime too as the teacher says the rhyme
- Thus, do the rest of the rhyme

#### Rhyme

I am thirsty, I am thirsty  
Can I help? Can I help  
Please bring me water. Please bring me water. Here it is

I am hungry                      I am hungry  
Can I help?                      Can I help  
Please bring some rice. Please bring some rice  
Here it is. Here it is

### Procedure

- Teacher shows the following picture cards and makes these relevant utterances
  - Please wash the cup
  - Please sweep the room
  - Please clean the floor
  - Please cut the bread
  - Please bring the box
  - Please brush the teeth
- Get the students to say each utterances along with picture
- Then teacher says the command for students to do the action
- Once the students are familiar with action
  
- Do the following game
- Teacher says Simon says please clean the floor
  - Students do the action
- If the teacher does not say “Simon says” with the command, students should stay silent
- Those who makes mistake has to join the teacher and say commands
- Thus the game continues