

# **English Syllabus Grade 1**

## **Introduction**

In grade 1 the students have 5 periods of English a week. The syllabus contains 15 units and each unit is divided up into 11 and 12 periods (see the syllabus for the details). At this level there are no revision units.

The focus of grade 1 is on speaking and listening as students are still developing literacy skills in their native languages. However, there is still some basic work on forming and recognising letters of the English alphabet.

Topics are familiar and concrete and language content is basic. The activities are active, learner-focused, varied and most importantly fun. They include many games and songs and opportunities to draw. The main goal is to give students some basic language appropriate to their level and age. This will act as a foundation for grade 2. Teachers are strongly advised to look at the Grade 1 Minimum Learning Competencies for all of the four skills which also act as objectives.

**Unit 1: Greetings (12 periods)**

**Unit Outcomes:** Students will be able to

- exchange greetings and give their name and grade
- name objects in the classroom environment
- follow some classroom instructions
- handle writing implements correctly
- use a pencil to draw strokes used in forming English letters using straight lines.

Competency	Content/Language Item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• exchange greetings</li> <li>• say sentences that express their personal details</li> <li>• name some classroom objects</li> </ul>	<p><b>A. Listening and Speaking</b>                      Good morning/afternoon teacher/students.                      Greeting and telling names                      E.g. Good morning.                      My name is ____.                      My father's name is ____.                      I'm in grade <u>one</u>.                      Repeat after me ____                      Show me a pen, pencil, etc.                      Give me a book, bag, etc.</p>	<ul style="list-style-type: none"> <li>• Greet and tell your name and father's name first.                              E.g. T: My name is (<u>name</u>).</li> <li>• Ask the students to exchange greetings and tell their names and grade in turn.</li> <li>• Teach some greetings in a song.</li> </ul> <p>Give students instructions: stand up, sit down, come here, etc.</p> <p>Name classroom objects and ask the children to repeat the names of objects. Show pictures of the objects and ask students to name them.                      Emphasise the initial letters of objects.</p>
<ul style="list-style-type: none"> <li>• read letters a,e,t</li> </ul>	<p><b>B. Pre-Reading</b>                      letters e,t,a                      Names of classroom objects</p>	<ul style="list-style-type: none"> <li>• Read letters and let the students repeat after you.</li> <li>• Make them read letters aloud</li> <li>• let them match letters e to e, a to a, t to t. Let them find a letter you call out from a mixed group of letters.</li> </ul>
<ul style="list-style-type: none"> <li>• copy patterns that are made up of vertical strokes used in the formation of English letters.</li> </ul>	<p><b>C. Pre-Writing</b></p> <ul style="list-style-type: none"> <li>• Writing patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Write the patterns on the blackboard. Show students how to hold their pencils</li> <li>• Make students copy them down into their exercise books.</li> </ul>

**Assessment**

**Speaking and listening**

In pairs students practise meeting each other for the first time. One student points to an object and other says the object.

**Unit 2: Parts of our Body (12 periods)**

**Unit Outcomes:** Students will be able to:

- show and tell parts of their bodies
- identify and read alphabet letters o, n, r
- draw patterns of curved lines related to letter formation.

<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>• identify and name parts of their body</li> <li>• pronounce names of body intelligibly</li> </ul> <ul style="list-style-type: none"> <li>• read alphabet letters</li> <li>• read initial letters of words related to the topic</li> <li>• read words related to the topic</li> </ul> <ul style="list-style-type: none"> <li>• copy patterns that are made up of curved strokes used in the formation of English letters.</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Parts of the body (eyes, ears head, hair mouth, tooth/teeth, nose, neck, hands foot/feet, leg, toes, arm)</li> </ul> <p>This is my nose. This is my mouth, etc.</p> <p><b>B. Pre-Reading</b></p> <ul style="list-style-type: none"> <li>• Letters (o, n, r)</li> <li>• Words</li> <li>• Picture reading</li> </ul> <p><b>Pre-Writing</b></p> <ul style="list-style-type: none"> <li>• Writing patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce parts of the body by showing parts of your body and using expressions such as : This is my arm. Show me your arm. Student: This is my arm.</li> <li>• Teach the song: ‘Head, shoulders, knees and toes.’</li> <li>• Play games using pictures of body parts: Teacher: Is it a foot? Student: Yes, it is or No, it isn’t.</li> </ul> <p>Engage students in different activities such as ‘Tigist says’: Teacher: Tigist says ‘Touch your nose.’ Student touches nose. Teacher says: ‘Touch your ear.’ Student doesn’t touch ear. Play ‘Hokey-cokey’</p> <p>Reinforce letters e,a,t Let them review these sounds Practise reading the letters ' a,t,e ' individually and in chorus. Read the initial letters of words which start with e, a, t : ears, eyes, arms toes Let them match initial letters with real objects and pictures. Let them read alphabet letters: o, n, r Introduce the correct sounds of letters. and say words beginning with these letters: Adequately practise reading the letters with the students and matching them to real objects and pictures before proceeding to word reading.</p> <p>Write the patterns on the blackboard. Show students how to hold their pencils Instruct students to copy them down into their exercise books</p>

**Assessment**

**Speaking and listening**

In pairs one student points to a part of the body and the other says the word.

**Unit 3: What is it Called in English (11 periods)**

**Unit Outcomes:** Students will be able to:

- understand the questions with words ‘who?’ and ‘what?’
- respond appropriately with ‘this’ or ‘that’
- read letters I, s and h
- make questions and sentences orally
- draw patterns using circles

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• tell about people, and objects using this, and that.</li> <li>• read letters and initial letters of words</li> <li>• match words to the corresponding pictures</li> <li>• copy patterns that are made up of small and large circles as used in the formation of English letters</li> </ul>	<p><b>A. Listening and Speaking</b>                      girl, boy, teacher                      Question words and demonstrative pronouns                      1. What's this?                      This is a pencil.                      2. What's that?                      That is a book.                      3. Who is this?                      This is Ali.                      He is a boy.                      4. Who is that?                      That is Mimi.                      She is a girl</p> <p><b>B. Pre-Reading</b></p> <ul style="list-style-type: none"> <li>• Letters (i, s, h)</li> <li>• Words related to the activities: door, window, cow, girl, boy.                      Who is this?                      This is Almaz.                      What is that?                      It is a ruler.</li> </ul> <p><b>C. Pre-Writing</b></p> <ul style="list-style-type: none"> <li>• Writing patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare dialogues                      E.g.                      A: What's this?                      B: This is a desk.                      B: What's that?                      A: That's a table.                      A: Who's that?                      B: That's Kifle.</li> <li>• Let the students take the role of A and B.</li> <li>• Let the teacher and students touch and point to the real persons and objects or to relevant pictures as they speak.</li> <li>• Play guessing games, e.g. Who/what am I thinking about?</li> <li>• Reinforce previous letters.</li> <li>• Read the letters and words beginning with the letters. Students repeat after you.</li> <li>• Let the students read in turn.</li> <li>• Let the teacher touch real objects and pictures and the learners identify by touching.</li> <li>• Write the patterns on the blackboard. Show students how to hold their pencils</li> <li>• Instruct students to copy them down into their exercise books.</li> </ul>

**Assessment**

**Speaking and Listening**

Students ask and answer questions using 'who's this', 'what's that?' etc.

**Unit 4: Colours (12 periods)**

**Unit Outcomes:** Students will be able to:

- identify colours
- tell different colours
- read alphabet letters d, l, f and c
- identify alphabet letters and the initial letters of words
- copy patterns of slanting lines.

<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>• tell colours</li> <li>• match colour cards to objects of the same colour.</li> <li>• name items of clothing</li>   <li>• read in initial letters of words</li>   <li>• copy patterns of slanting lines</li> </ul>	<p><b>A. Listening and Speaking</b>                      Adjective phrases.</p> <ul style="list-style-type: none"> <li>• a red bag. This is a red pen. That is a blue bag. It is a yellow pencil.</li> </ul> <p><b>B. Pre-Reading</b></p> <ul style="list-style-type: none"> <li>• Letters (d, l, f, c)</li> </ul> <p><b>C. Pre-Writing</b></p> <ul style="list-style-type: none"> <li>• continuous patterns made up of lines slanting in different directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach 5-8 colour words: red, green, blue, yellow, etc. using coloured cards/pencils or other objects.</li> <li>• Ask students to point to/touch a particular colour.</li> <li>• Tell the colour of objects This is a green bag. That is a blue bag.</li> <li>• Ask students the colour of objects: What colour is the bag? What colour is the ruler?</li> <li>• Make students tell the colour of objects.</li> <li>• Teach the names of items of clothing – if possible bring clothes of different colours into the classroom.</li> <li>• Fix colour cards on a shash board.</li> <li>• Ask students to point to objects that are the same colour as the cards.</li> <li>• Let students ask each other in turn to point to different colours</li> <li>• Teach a song about colours.</li> <li>• Play ‘Same or different?’</li> <li>• Play ‘traffic lights’ or ball game where children represent different colours.</li>   <li>• Write the letters on the blackboard.</li> <li>• Tell them to read the letters. (review all letters taught so far). Game: See how quickly students can find a letter among mixed letter cards.</li>   <li>• Demonstrate the lines and the patterns on the blackboard.</li> </ul>



**Assessment**

**Speaking and listening**

One student points to an object. The other student says 'it is a red pen' etc.

**Unit 5: Counting (12 periods)**

**Unit Outcomes:** Students will be able to:

- state the number of a set of real objects
- state the number of objects in a picture
- hear and recognize numbers 1-10
- read the numerals 1-10
- make nouns plural by adding –s
- read letters m, u and g.

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 the number of objects and animals.</li> <li>• count from 1 - 10 in words and in figures.</li> <li>• read numerals and draw the correct numbers of objects</li> <li>• copy numbers correctly.</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Numbers 1 - 10 with singular and plural nouns in figures and words</li> <li>• There is one ____ There are two ____, etc. How old are you? I am seven years old.</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Letters (m,u,g)</li> <li>• Words: one ruler, two rulers a book, three books one pencil, four pencils</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Write numbers in figures 1 2 3 4 etc. Free drawing of patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to the class to count 1 - 10.</li> <li>• Individual oral practice.</li> <li>• Assemble objects on a table or draw on a board and let them count and tell the numbers.</li> <li>• Let them listen and repeat the numbers.</li> <li>• Stress the sound 's' at the end of the plural words</li> <li>• Sing number songs and say number rhymes.</li> <li>• Play guessing games with numbers Play 'bingo' with numbers 1-10</li> <li>• Let the students identify how many fingers, toes, feet, etc. they have.</li> <li>• Use expressions such as: I have two hands I have ten fingers.</li> <li>• Read the letters and say words related to them.</li> <li>• Make them associate (read) the figures or pictures with the numbers.</li> <li>• Point to letter 's' at the end of plural words</li> <li>• Write numerals on the blackboard and let students copy them down.</li> <li>• Individual writing practice.</li> <li>• Ask them to insert missing number in an order of sequence in groups.</li> </ul>

**Assessment**

**Speaking and listening**

Teacher brings in bottle tops or stones and gives each pair group 10. One student puts out a number of bottle tops/stones and the other says how many

**Reading:** Student match number words to figures

**Unit 6: I have a Book. What do You Have? (11 periods)**

**Unit Outcomes:** Students will be able to:

- understand and use the verb ‘have’ in I , you , he and she forms
- say and understand words related to outdoor games and the playground environment
- read letters y, p and w
- match familiar initial letters to pictures
- use the language pattern in sentences.

<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>• tell what they themselves and their friends have</li> <li>• answer questions about what they have</li> <li>• respond to the teacher by showing what they have</li> </ul> <ul style="list-style-type: none"> <li>• read letters</li> <li>• match letters to pictures and words beginning with the given letters</li> </ul> <ul style="list-style-type: none"> <li>• copy numbers</li> <li>• read numbers that they have copied</li> <li>• label pictures with correct numbers</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Subject pronouns and verb "have"</p> <p>I have a pencil. I have a book. I have a flower. I have a book and a pencil. She has a rope and a flower. He has two pencils</p> <p><b>B. Reading</b></p> <p>Letters y, p, w</p> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Letters y, p, w</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to the class what you have E.g. T: I have a pencil.</li> <li>• Point to a student and tell what he/she has. E.g. T: She has a bag. What do you have?</li> <li>• Make the students tell the class what they and their friends have. E.g. A: I have a pen. B: He has a ball. C: I have a rope and a stick. D: She has four flowers.</li> <li>• Play ‘guess what I have’</li> <li>• Write the letters on the blackboard.</li> <li>• Read the letters and the words beginning with them and let them repeat after you.</li> <li>• Let them match initial letters to the words on their own and with the help of the teacher.</li> <li>• Read a picture story with the students about a child’s/children’s possessions.</li> <li>• Write the numbers on the blackboard and let them copy down.</li> <li>• Draw or show pictures and have students write down the numbers</li> </ul>

**Assessment**

**Speaking and listening**

Students draw a picture of a quantity of one object(s) e.g. 3 pencils or 5 pens. Students say what their classmates have e.g. he has 3 pencils, she has 5 pens.

**Unit 7: My Family (11 periods)**

**Unit Outcomes:** Students will be able to:

- describe their families using possessive adjectives
- read words, phrases and sentences associated with family members
- read letters b, v and k
- recognize alphabet letters learned so far
- read family words
- write the correct initial letters of family words.

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 their families.</li> <li>• read letters, and words</li> <li>• write words,</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Verb: ‘to have’: I have, he has, etc.</li> <li>• Possessive adjectives: my, your, his, her I have 3 sisters, My brother is 10 years old.</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Letters b, v and k and letters learned so far</li> <li>• reading in association with words. brother, sister, father, mother.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Writing initial letters of family words: <u>f</u>ather, <u>m</u>other, <u>s</u>ister, <u>b</u>rother, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to the class. Example: T: I have 3 sisters. T: I have 2 brothers. T: My father’s name is ____ T: My mother’s name is ____</li> <li>• Make the students tell the class about their families as shown above.</li> <li>• Show pictures of different families for students to talk about.</li> <li>• They should now be able to say quite a lot about themselves: e.g. My name is ____. I am ____ years old. I have one sister. I have two brothers.</li> <li>• Read and let the students repeat after you.</li> <li>• Make them read on their own in turn.</li> <li>• Help the students to read and label pictures with family words</li> <li>• Read short accounts of different families with students.</li> <li>• Practise writing initial letters of words in print</li> <li>• Write words on the blackboard with the initial letter missing and make the pupils copy them down.</li> </ul>

**Assessment**

**Speaking and listening**

Students draw their families and describe them to others. E.g. This is my mother. I have 2 brothers etc.

**Unit 8: Describing People (11 periods)**

**Unit Outcomes:** Students will be able to:

- describe physical appearances
- use alphabet letters x,j,q,z and match them to words beginning with them
- match descriptions to pictures.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>tell about physical appearances of people</li> <li>listen and do activities</li> </ul> <ul style="list-style-type: none"> <li>read letters and match them to words</li> <li>read words and draw pictures for them</li> </ul> <ul style="list-style-type: none"> <li>copy letters and words</li> <li>read what they have written</li> </ul>	<p><b>A. Listening and Speaking</b>                      E.g. Student 'A' speaks to the class.                      A: She is thin.                      A: She's tall.                      A: She has long legs.  <u>Size:</u> 1. She is fat.                      2. He is big.  <u>Height</u> 1. He is tall.                      2. He is big.  <u>Shape:</u> 1. She has an oval face  <u>Age:</u> (1 - 10) age of children                      1. She is 6.                      2. He is 8.</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>Letters –x,j,q,z and words beginning with them.                      He/She is tall, short, etc.</li> </ul> <p><b>C. Writing</b>                      Letters: x,j,q,z and words beginning with them</p>	<ul style="list-style-type: none"> <li>Demonstrate first to the class by pointing to a student.                      E.g. He is 6.                      She's tall.                      He is fat.</li> <li>Show pictures of different body types and sizes.</li> <li>show different shapes of face – round, square, oblong, oval</li> <li>Let the students listen and repeat sentences after you or another student.</li> <li>Have students describe one another in turns.</li> <li>Have a student describe a person for others to guess:                      Example: Student 'A' about student 'B'                      A: She is 7.                      A: She is tall/short                      A: She has long hair.</li> <li>Have students describe pictures of people wearing different clothes:                      He/she has a blue t-shirt, etc.</li> <li>Write the letters and words beginning with them.</li> <li>Write down words and sentences on the blackboard and make the students read them.</li> <li>Draw pictures about the sentences and let them match the pictures to the sentences after reading the sentences.</li> <li>Write the letters on the blackboard.</li> <li>Let the students practise, individually and in groups, writing patterns related to the letters write the letters in print several times.</li> <li>Let them copy down the letters and the words and read them in class.</li> </ul>



**Assessment**

**Speaking and listening**

Students look at pictures (from magazine/or stick figures on the blackboard) and describe people.

**Reading:** Student match simple descriptions to pictures

**Unit 9: Describing Animals (11 periods)**

**Unit Outcomes:** Students will be able to:

- describe the physical appearance of animals
- read all alphabet letters
- read words beginning with the given alphabet letters
- complete words with letters
- copy words to complete sentences by choosing the correct word.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• tell size, colour and number of animals and parts of their body</li> <li>• read letters and words</li> <li>• complete words with missing letters</li> <li>• complete sentences with missing words</li> <li>• copy letters and words.</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Verbs: 'to be' It's a white cat. 'to have': It has 2 ears.</li> <li>• Plural nouns: ears, legs, hands, etc. 'They are black cats.' Domestic and wild animals known to the children in mother tongue: cat, dog, rat, fox, zebra, etc. Animal parts: tail, fur, paws, etc.</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Letters: a-z and words beginning with them.</li> <li>• Content words: names of animals, etc.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Letters: a-z and words related to the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to the class. E.g. It's a white cat. It's small. It has 2 ears. It has a long tail.</li> <li>• Make the students tell the class as above by pointing to the pictures of different animals.</li> <li>• Listen and identify.</li> <li>• Have a student start to draw an animal on the board. The other students must guess what it is.</li> <li>• Read and make them repeat after you.</li> <li>• Let them read aloud by themselves.</li> <li>• Read and complete words with letters and sentences with words.</li> <li>• Read passages about animals with the students.</li> <li>• Write letters and words on the blackboard and let the pupils copy them down.</li> </ul>

**Assessment**

**Speaking and Listening**

In pairs students describe pictures of animals

**Reading** Students are given word cards of familiar words. They put them in alphabetical order.

**Unit 10: Describing Objects (11 periods)**

**Unit Outcomes:** Students will be able to:

- describe the size, shape and colour of objects
- ask question about objects
- recognise all lower case alphabet letters
- read words and sentences related to the topic
- write words and phrases related to the topic.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• tell the shape and colour of objects</li> <li>• ask and answer questions using the given language pattern</li> <li>• read letters, words and sentences</li> <li>• read words and match them with pictures</li> <li>• copy letters and words</li> <li>• read what they have</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Verb 'to be'. It's a red pen. It's a small ball. They're big shoes.</li> <li>• Question word. What's this/that?</li> <li>• Adjectives: big and small.</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Letters a-z and words related to them.</li> <li>• Words and sentences:- he, she, she has a bag, etc.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Letters a-z and words related to the topic,</li> </ul>	<ul style="list-style-type: none"> <li>• Present different objects and ask using ' what is - - - ?' E.g. Student 'A' talking to student 'B' A: What's this? B: It's a big ball. A: What shape is it? B: The ball/It is round. A: What's that? B: It is a long pen. A: What colour is it? B: The pen is blue/It's blue.</li> <li>• Make the students practise in pairs.</li> <li>• Have students draw pictures of objects as you describe them.</li> <li>• Have them describe and draw pictures in pairs.</li> <li>• Play 'I spy</li> <li>• Read the words and the sentences and let the students repeat after you.</li> <li>• Encourage them to practise on their own.</li> <li>• Let them read and match words with pictures.</li> <li>• Read a story about a lost item that has to be described to others.</li> <li>• Write letters and words on the blackboard and make the students copy them down.</li> <li>• Introduce different letter, word,</li> </ul>

*English: Grade 1*

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
written	<ul style="list-style-type: none"><li>• Words, and phrases related to the language pattern.</li></ul>	. sentence, identification activities such filling the missing letters or words, picture reading, caption writing, etc

**Assessment**

**Speaking and listening**

In pairs one student describes an object and the other guesses what it is

**Unit 11: Where Is The Box (11 Periods)**

**Unit Outcomes:** Students will be able to:

- identify the position of people and objects
- read and match sentences containing the names of objects and their positions to pictures
- make simple sentences describing the position of people, animals and objects
- copy letters a-z.

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 where people, animals and objects are</li> <li>• tell where people, animals and objects are</li> </ul> <ul style="list-style-type: none"> <li>• read letters and words</li> <li>• read and match words with pictures</li> </ul> <ul style="list-style-type: none"> <li>• copy words</li> <li>• write letters</li> <li>• write and complete sentences with words</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Question word: Where - - - ?</li> <li>• Prepositions: on, near, in, under, etc. Where's the box? It's on the chair. Where's the boy? He's near the door. Household items: pot, box, bottle, etc.</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Letters (a – z), the rubber, the ball, the cat, the pot, etc. on the table, near the door, etc.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Letters a - z</li> <li>• Words: bone, band, bend, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a dialogue.</li> <li>• Draw pictures on the board or show pictures.</li> <li>• Collect objects or models related to the dialogue.</li> <li>• Ask them where each object or model is and let them respond to your questions. E.g.: A. Where's the box? B. It's on the chair.</li> <li>• Make them practise in pairs.</li> <li>• Play a game in which children have to choose the correct picture, according to the position of objects, animals or people in the picture</li> <li>• Play 'hide and seek' with objects.</li> </ul> <ul style="list-style-type: none"> <li>• Read the alphabet letter</li> <li>• Prepare words to be read.</li> <li>• Let them read after you and then individually.</li> <li>• Help them read and do different activities, such as matching sentences to pictures.</li> <li>• Continue the story fro the previous lesson about a lost item.</li> </ul> <ul style="list-style-type: none"> <li>• Practise print writing from a - z</li> <li>• Write the words on the blackboard.</li> <li>• Have the students copy down pictures and sentences from the blackboard.</li> <li>• Have students draw and label their own pictures.</li> </ul>

**Assessment**

**Speaking and listening**

Teacher arranges some objects on a desk. Students ask and answer questions about the locations of objects e.g. Where is the box? It's under the table.

**Unit 12: Instructions (11 Periods)**

**Unit Outcomes:** Students will be able to:

- carry out instructions
- make requests/give commands
- identify capital alphabet letters
- read sentences of command
- copy sentences of command.

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 carry out instructions</li> <li>• listen to instructions and do activities</li> </ul> <ul style="list-style-type: none"> <li>• read letters, words and sentences</li> <li>• read and do actions</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Commands and requests: E.g. Stand up, sit down, please touch your leg, bring me a pencil, show me your pencil, etc. Touch, bend, raise, a part of the body. Turn around; run; march; walk slowly/quickly; hop, skip, jump, etc. Daily activities: Every day I walk to school. I read and write. I play, etc.</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Capital letters A - L words and sentences of commands stand up, sit down, touch the chair, stand near the door, etc. Come here.</li> </ul>	<ul style="list-style-type: none"> <li>• Review classroom commands already learned by the students.</li> <li>• Demonstrate instructions to the class i.e. Give the instructions and do the actions yourself. E.g. T: Stand up. (Do the action yourself). T: Sit down, please. (Do it yourself) T: Touch your leg. (Do it yourself). T: Walk to the door. (Do it yourself).</li> <li>• Make any two students act out in the same way. One gives the instructions and the other performs the actions. Repeat with other pairs of students by varying the contents.</li> <li>• Teach ‘exercise commands’ on the spot or take the students into a wider space.</li> <li>• Students could work out an exercise routine for other students to follow their commands.</li> <li>• Play the game ‘Simon says’ (You could call it ‘Tigist says’) with students.</li> <li>• Teach the rhyme: ‘Clap your hands’</li> <li>• Teach activities that are part of students’ daily life at school and at home. Use mime and pictures to teach these.</li> <li>• Sing ‘If you’re happy and you know it, clap your hands.’</li> </ul> <ul style="list-style-type: none"> <li>• Read the capital letters.</li> <li>• Have students match capital and lower case letters.</li> <li>• Have students read their names beginning with the letters.</li> <li>• Write the words and the sentences.</li> <li>• Read them and let the students repeat after you individually and in groups.</li> <li>• Make the students read and do the actions on their own.</li> </ul>



English: Grade 1

<b>Competency</b>	<b>Content/Language item</b>	<b>Learning activities and Resources</b>
<ul style="list-style-type: none"><li>• copy words and sentences</li><li>• read what they have copied</li></ul>	Go away.  <b>C. Writing</b> <ul style="list-style-type: none"><li>• Letters (A - L) Touch your leg. Walk to the bed. He has a ball, etc. Stand up.</li></ul>	<ul style="list-style-type: none"><li>• Read a simple story with students about 'Do what I say!' -</li></ul> Let them practice writing A – L <ul style="list-style-type: none"><li>• blackboard and let the pupils copy them</li><li>• Then have them write the capitals and lower case letters in pairs.</li><li>• Write words and sentences on the blackboard and let the pupils copy them</li></ul>

**Assessment**

**Speaking and listening**

In pairs students give each other instructions e.g. run, walk, stand up, sit down etc.

**Units 13 Look What we Can do (12 Periods)**

**Unit Outcomes:** Students will be able to:

- identify and tell what they and others can do
- read and perform activities
- use the language pattern orally and in writing.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• say what they and others can do</li> <li>• show what they or others can do</li> <li>• say sentences about actions</li> </ul> <ul style="list-style-type: none"> <li>• read words, and sentences.</li> <li>• read and complete sentences</li> </ul> <ul style="list-style-type: none"> <li>• copy the given letters, words and phrases</li> <li>• write and complete sentences</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns I You He She It We They</li> </ul> <p>+ can + action verb</p> <p>Example: I can read. She can sing. We can jump. They can draw a cat, etc.</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Capital letters (M-Z)</li> <li>• Sentences about what people can do</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Letters (M-Z)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to the class. i.e. Say you can do something and then show it in action. E.g. Say 'I can jump' and then show it in action Say 'I can write' and then write on the blackboard, etc.</li> <li>• Give instructions to students and let the students say and do the actions. E.g. T: Draw a cat. S: 'I can draw a cat' and then draws a picture of a cat. T: He can draw a cat. T: Sing S: 'We can sing' and then sing. T: They can sing</li> <li>• Make the students do this in groups.</li> <li>• Show pictures of what people can do for students to talk about.</li> <li>• Read sentences aloud for students to match to pictures.</li> <li>• Teach the rhyme: 'My eyes can see'</li> <li>• Read the capital letters.</li> <li>• Match capital letters to lower case letters.</li> <li>• Teach students' names that begin with the letters.</li> <li>• Read and let the students repeat after you individually or in groups.</li> <li>• Let the students' practice on their own</li> <li>• Have the students match sentences to pictures.</li> <li>• Read stories with students about what different animals can do.</li> <li>• Let them practise writing (M-Z)</li> <li>• Write words and phrases on the blackboard.</li> <li>• Let them copy and read.</li> <li>• Let them copy sentences about pictures of animals and/or from substitution tables</li> </ul>

**Assessment**

**Speaking and listening**

Students look at pictures and talk about what animals can do.

**Unit 14: Our Likes and Dislikes (11 Periods)**

**Unit Outcomes:** Students will be able to:

- give information about people’s likes and dislikes
- understand and match information from reading with pictures
- write information from pictures
- carry out a class survey.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• tell what they and others like.</li> <li>• match words, phrases and sentences with pictures</li> <li>• copy words</li> <li>• draw and write names for pictures</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple. E.g. I like + countable He/she likes nouns We/they like Animals, foods, games, school subjects (so that students can talk about their likes)</li> </ul> <p><b>B. Reading</b> Capital letters (A-Z) He likes goats. They like cows. I like bread. She likes tea, etc. We like English. They like maths, etc.</p> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Capital letters A - Z I like bread. She likes tomatoes. Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to the class. E.g. I like oranges.</li> <li>• Call out students in turn and let them tell their likes. E.g. I like plants.</li> <li>• Encourage each student to tell his/her likes and then tell the class what he/she likes. E.g.S1: I like bananas. T: He likes bananas.</li> <li>• Individual practice. S2: I like cats. T: She likes cats.</li> <li>• Let the students practise in pairs as shown above.</li> <li>• Have students do class surveys and draw simple charts to show the likes of students.</li> <li>• Play ‘bingo’ with likes and dislikes.</li> <li>• Have students make up rhymes in groups about what they like.</li> <li>• Let students read the names of students in the class.</li> <li>• Place words, phrases and sentences on the right hand side of a shash board and pictures on the left hand side.</li> <li>• Let the students read and match the words, phrases and sentences with the correct pictures.</li> <li>• Write words, phrases and sentences on the blackboard</li> <li>• Make them copy down, read and draw the pictures and name them.</li> <li>• Let them draw and label simple charts of the things students in the class like.</li> </ul>

**Assessment**

**Speaking and listening**

In pairs students look at a number of pictures. They say what they like.  
E.g. I like dogs. I like bananas.

**Unit 15: What We Learn At School (11 Periods)**

**Unit Outcomes:** Students will be able to:

- describe their school day
- use suitable language to describe their school subjects
- recognize alphabet letters (a-z and A-z) and read names, words and sentences
- write names of their friends and family members starting with capital letters.

<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>• talk about class-room activities</li> <li>• ask and answer questions about classroom activities and subjects studied</li> <li>• talk about games they play at break time</li> </ul> <ul style="list-style-type: none"> <li>• read words and sentences</li> <li>• read their name and their friends' names</li> </ul>	<p><b>A. Listening and Speaking</b>  <b>Listen and speak about:</b></p> <ul style="list-style-type: none"> <li>• Mathematics and activities done in the maths lesson.</li> <li>• Environmental Science and concepts learned in the first grade.</li> <li>• Aesthetics and different activities done in that subjects (reviewing the language pattern: I can ...)</li> <li>• Games and other activities performed in the break time.</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Letters A - Z, a-z</li> <li>• Names</li> <li>• Names of school subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures on the blackboard or fix pictures of different objects on a shash board.</li> <li>• Teach students to talk about their school day and school subjects and what they learn using appropriate English words.</li> </ul> <ul style="list-style-type: none"> <li>• Review reading the letters a-z and A - Z.</li> <li>• Have students write the letters in the correct order on a blackboard or fix them on a shash board.</li> <li>• Have students read the names of other students.</li> <li>• Select words and sentences about school subjects for students to read.</li> <li>• Make the students read in turn.</li> <li>• Have them read an account of a school day and arrange illustrations of the day's activities in the correct order</li> <li>• Read accounts of the different school subjects or of the school day of different students.</li> <li>• Introduce writing names of the students beginning with capital letters.</li> <li>• help students to write the names of family members starting with capital letters.</li> </ul>

English: Grade 1

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>• copy given words, phrases and sentences</li><li>• write their names correctly</li><li>• complete sentences with suitable words</li></ul>	<p><b>C. Writing</b></p> <ul style="list-style-type: none"><li>• Names of students</li><li>• Names of school subjects.</li></ul>	<ul style="list-style-type: none"><li>• Write words, phrases and sentences about school subjects on the blackboard or fix them on a shash board.</li><li>• Make the students copy down the words, phrases and sentences</li><li>• Have children fill details into a schedule of their school day and/or label pictures of school activities</li></ul>

**Assessment**

**Speaking and listening**

Teacher puts a number of language patterns (from grade 1) on the blackboard. E.g. This is ..., I can....., I like....., My mother....., her bag .... Etc. Students make sentences using the patterns

**Reading and writing**

Students match pictures to word cards. Students write the alphabet. Students write in the first letters of some words. Students write their names. Students fill in the gaps in familiar sentences. E.g. I \_\_\_\_\_ walk. \_\_\_\_ like oranges.

## Vocabulary Items

By the end of Grade 1 the students should know the meaning of 150 words. The list below is a suggested vocabulary list. Teachers are free to teach different words which are more appropriate to the local environment.

### *Classroom Objects*

bag  
book  
chair  
desk  
duster  
pen  
pencil  
rubber  
ruler  
table

### *Parts of the Class*

classroom  
blackboard  
door  
floor  
window

### *Everyday Objects*

ball  
box  
flower  
pot  
stick  
stone

### *Clothes*

dress  
jacket  
shoes  
shorts

trousers  
skirt  
sweater

### *People*

boy  
girl  
man  
woman  
mother  
father  
brother  
sister  
teacher  
student

### *Parts of the Body*

arms  
eyes  
ears  
fingers  
legs  
hair

### *Other Nouns*

cat  
cow  
bananas  
oranges  
name  
number

### *Adjectives*

big  
small  
happy  
tall  
short  
long  
strong

### *Colours*

black  
blue  
green  
red  
yellow

### *Numbers*

one  
two  
three  
four  
five  
six



English: Grade 1

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seven  
eight  
nine  
ten

**Prepositions**

in  
near  
on  
to

**Pronouns**

he  
she  
I  
it  
they  
her  
his  
my  
your  
me

**Verbs**

am  
is  
are  
has  
have  
can  
bring  
dance  
draw  
go  
jump  
like  
open  
point  
put

read  
run  
see  
show  
shut  
sing  
sit  
stand  
touch  
walk

**Social Expressions**

fine  
thank you  
good-bye  
good morning/afternoon  
hello  
how are you  
please

**Question words**

what  
where  
who

**School subjects**

English  
Maths  
Environmental Science  
Aesthetics  
Mother tongue  
(vocabulary related to subjects)

**Instructional Words**

everybody  
grade  
  
group

team  
give  
listen  
look at  
say

tell  
write  
exercise  
page  
picture  
again  
here  
come  
good  
right  
wrong  
along  
round  
down  
up

**Other Words**

a  
and  
there  
yes  
no  
this  
that  
the