**Content Analysis**

**Subject: English Language**

**Class/ Level: first grade second semester**

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| **Listening** | **Grammar** | **Vocabulary** | **Unit objectives** | **Uint** |
| Recognising a few familiar everyday nouns and adjectives; understanding the main information when people introduce themselves | Hi! My name’s …;  I’m …; This is my) …; I’ve  got | Classroom objects: bag, book, crayon, eraser, pen, pencil, pencil case, rulerToys: ball, car, doll, plane, robot, teddy, train, yoyo | Recalling character names and polite interactions; recalling words for classroom objects and toys | Who’s this? Page 4 |
| Recognising a few familiar everyday nouns and adjectives; recognising familiar key words and phrases in short, basic descriptions if spoken slowly and clearly; understanding basic phrases or sentences about things people have; hearing the initial sound in simple words; recognising familiar words and phrases in short, simple songs or chants | He’s got … /  She’s got …  He hasn’t  got … / She  hasn’t got | Body: arms, body,  face, feet, hair, hands, head, legs  Phonics: hair, hand, hat, head, leaf, legs, lion, log, gate, girl, goat, green, face, feet, five, four | Naming body  parts; talking  about what body  parts people have got | My body  Page 6 |
| Recognising a few familiar everyday nouns and adjectives; understanding simple language related to naming and describing people’s clothes; recognising familiar words and phrases in short, simple songs or chants; hearing the initial sound in simple words; understanding basic statements about where things or people are | How are you?  I’m fine,  thank you.  Where’s my  …?, It’s on  the …  I’m wearing | Clothes: boots, dress, jacket, jeans, jumper, skirt, socks, T-shir Phonics: jacket, jam, jeans, jelly, jump, umbrella, under, up, octopus,olive, on, orange, nest, net, nine, nut | Naming clothes;  talking about  what you are wearing; talking about where items of clothing  are | My blue  jacket  Page 14 |
| Recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases in short, simple songs or chants; understanding basic phrases or sentences about things people have; hearing the initial sound in simple words; identifying everyday objects, people or animals in their immediate surroundings or in pictures from short basic descriptions | What are  these?  They’re | Animals: frog, giraffe, lizard, monkey, snake, spider, tiger, zebra Phonics: zebra, zero, zoo, king, kite, kitten, queen, question, quiet, box, fox, six, van, vet, violin, yellow, yoghurt,  yoyo | Naming animals | They’re  tigers!  Page 22 |
| Understanding information in short, simple dialogues about familiar activities; recognising a few familiar everyday nouns and adjectives; understanding basic statements about where things or people are; recognising familiar words and phrases in short, simple songs or chants; understanding simple phrases about likes and dislikes; hearing the initial, medial and final sound in simple words | I like …  I don’t like …  Yes, please.  Thank you | Food: apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets Phonics: bus, hat, hen, log, pan, vet, bag, fox, jug, pot, sun, yes | Naming food  items; saying  what you like and  don’t like | I like cakes  Page 30 |