

Year 1
(Entry into Year 2)
25 Hour Revision Course
English as a Foreign Language



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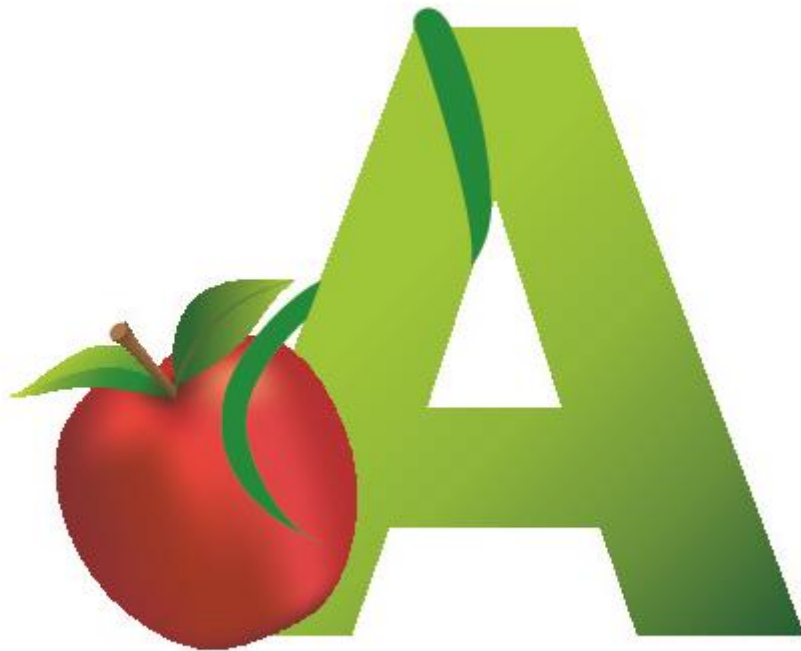
Section 1 – Letter introduction, recognition,
and formation

(4 hours)

Lesson 1 – Letter introduction: 1 hour

Parent note: This section will expose your child to the English alphabet and teach associated common objects that begin with that letter.

Exercise: Please read the descriptions below to your child, repeating if necessary. Then, ask what other words he or she can think of that begin with the given letter.

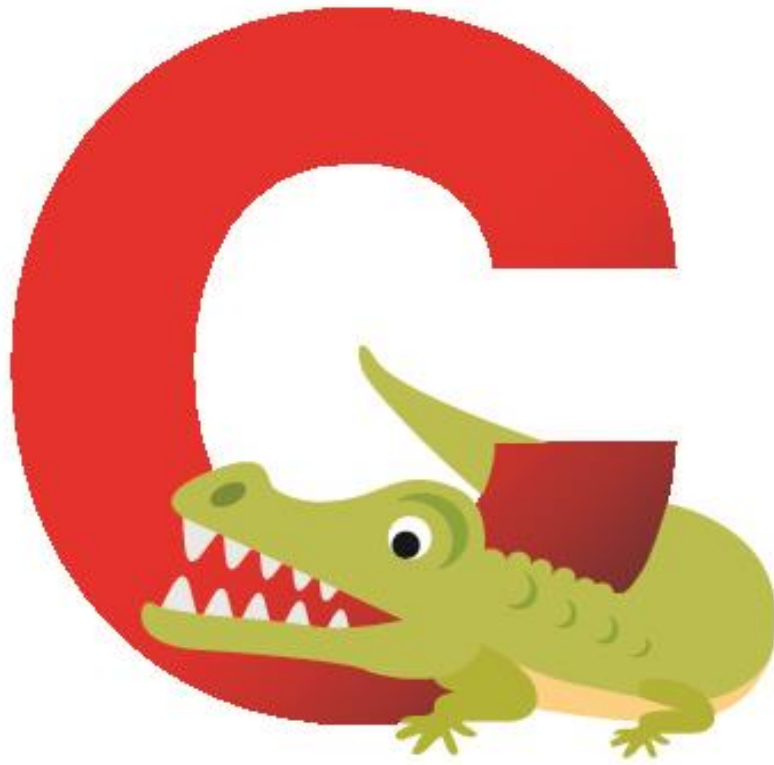


A is for APPLE. APPLES are red, sweet,
and grow on trees.

(ex. ART, ARE, AND, ALSO begin with the letter A)



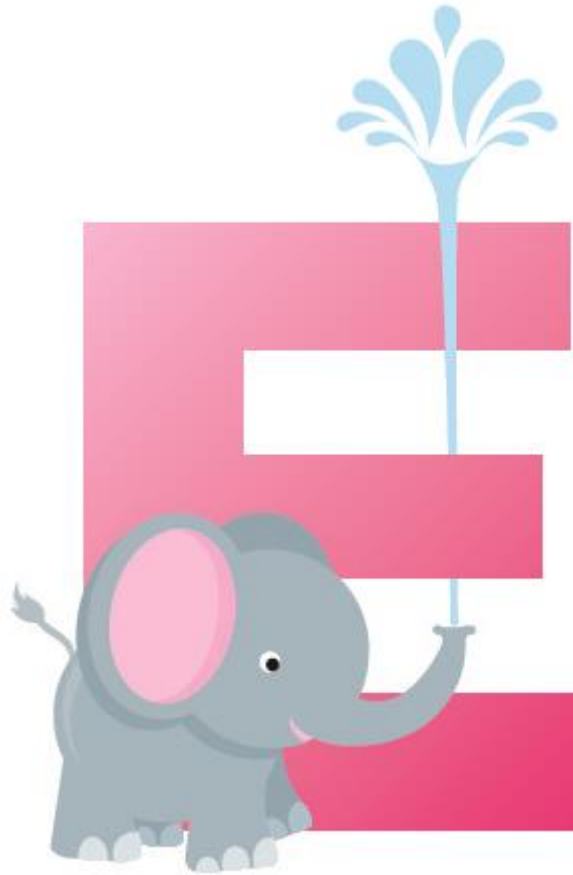
B is for BOY and BALLOONS. The
BOY is holding the BALLOONS.



C is for CROCODILE. CROCODILES
have sharp teeth and are green.



D is for DOG. This DOG is brown
and wears a red collar.



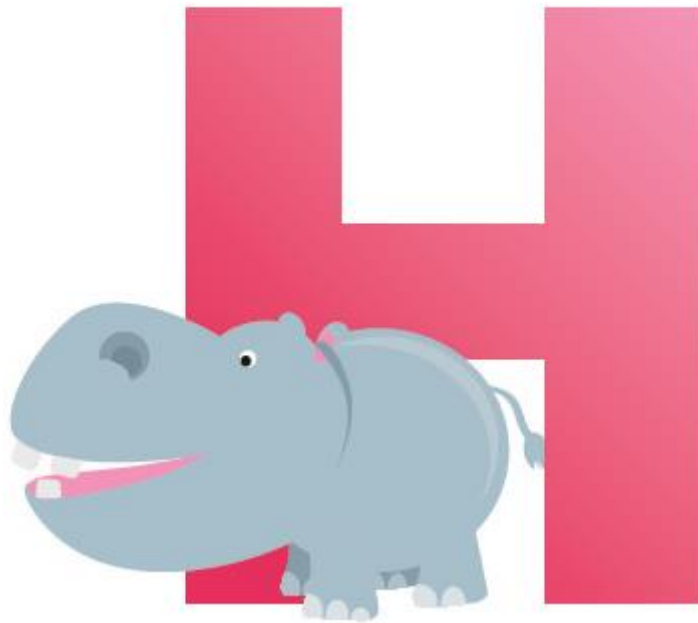
E is for ELEPHANT. ELEPHANTS are big, grey, and have long trunks.



F is for FLAMINGO. FLAMINGOS
are pink because they eat shrimp.



G is for GIRAFFE. GIRAFFES are yellow and brown and have very long necks.



H is for HIPPO. A HIPPO is grey and
can be dangerous.



I is for ICE CREAM. An ICE CREAM is
a cold and sweet treat.



J is for JAM. JAM is made from fruit
and is good on toast.



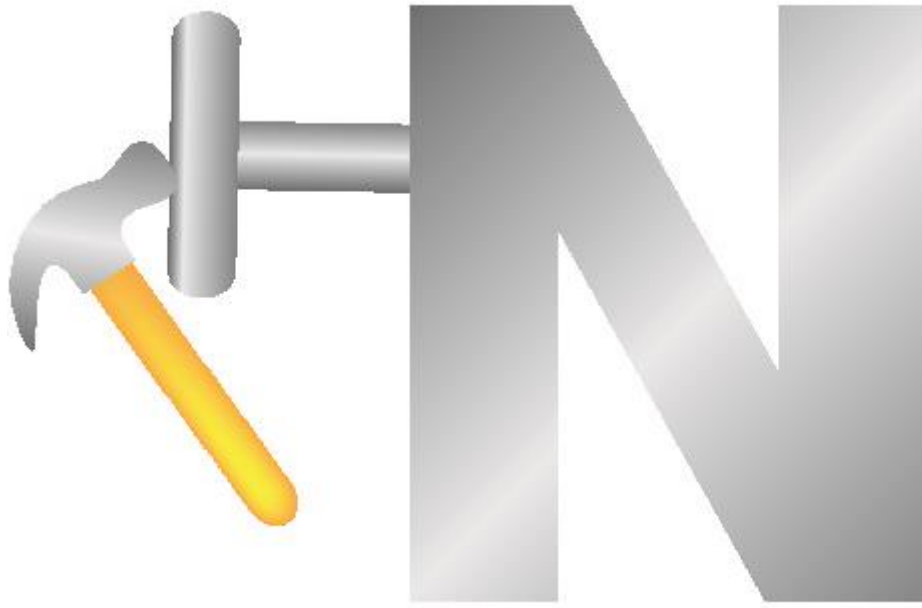
K is for KITE. It can be a lot of fun to fly
a KITE outside on a windy day.



L is for LION and LADYBIRD. A LION is a large animal but a LADYBIRD is very small.



M is for MONKEY. MONKEYS are
very smart animals.



N is for NAIL. NAILS are made of metal. We use NAILS to build things.



O is for OWL. An OWL is a type of
bird that lives in trees.



P is for PENGUIN. A PENGUIN is a bird that lives in very cold weather.



Q is for QUEEN. A QUEEN wears a crown and sits on a special chair called a throne.



R is for RABBIT. A RABBIT can be wild or kept as a pet. It has soft fur and big ears.



S is for SUN. The SUN is a star that gives us light and heat.



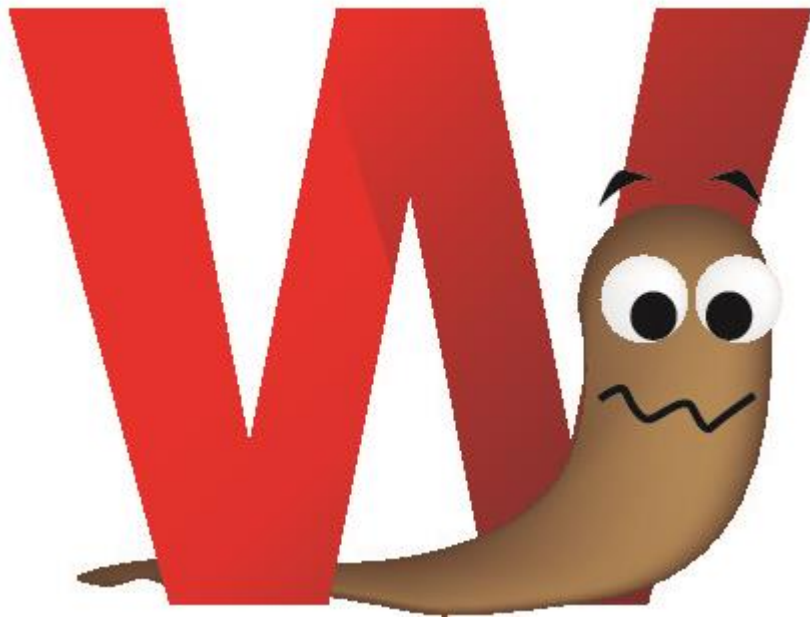
T is for TIGER. A TIGER has orange fur with black stripes.



U is for UMBRELLA. An UMBRELLA
keeps us dry when it is raining.



V is for VIOLIN. A VIOLIN is made of wood and strings. It makes beautiful music.



W is for WORM. A WORM lives in the ground and feels squishy.



X is for X-RAY. If you get hurt, a doctor might do an X-RAY.



Y is for YO-YO. A YO-YO is a toy that moves up and down on a string.



Z is for ZEBRA. A ZEBRA is a large animal that is black and white.

Lesson 2 – Letter recognition: 1 hour

Parent note: This section will focus on ensuring your child can correctly identify and verbalise letters in the English alphabet, both in sequence and independently. Please read the instructions for the exercises aloud to your child throughout the revision guide.

Exercise 1: Please say the name of each capital letter below, then copy the capital letters.

A

B

C

D

E

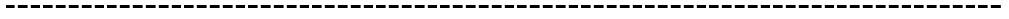
F

G

H



I



J



K



L



M



N



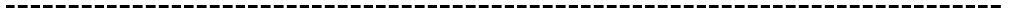
O



P



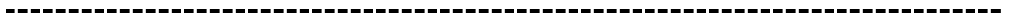
Q



R



S



T



U



V



W



X



Y



Z



Exercise 2: Please fill in the missing letters.

A

B

D

F

H

I

J

L

M

N

P

Q

S

T

V

W

Y

Z

Exercise 3: Please fill in the missing letters

... G H _____ J K _____ ...

... _____ B C _____ ...

... S T _____ W _____ ...

... _____ N O _____ ...

... U V _____ Y _____ ...

... A _____ D E _____ ...

... Q R S ...

... C D F ...

Exercise 4: Please write the alphabet in capital (uppercase) letters by memory and without assistance.

Lesson 3 – Upper and Lowercase Letters: 2 hours

Parent note: This section will focus on ensuring your child can correctly identify and verbalise letters in the English alphabet in the lowercase. Please read the instructions for the exercises aloud to your child throughout the revision guide.

Exercise 1: Please say the name of each lowercase letter below, then copy the lowercase letters.

a



b



c



d



e



f



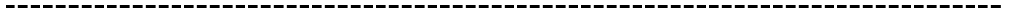
g



h



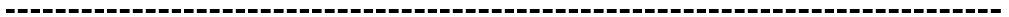
i



j



k



l



m



n



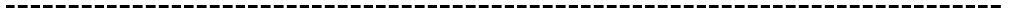
o



p



q



r



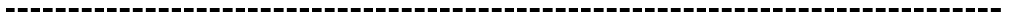
s



t



u



v



w



x



y



z



Exercise 2: Please write the lowercase letter next to its capital (uppercase) letter.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

S

U

W

Y

R

T

V

X

Z

Exercise 3: Please read aloud the lowercase letters below.

q v e h l b o

c x s j a w

p n i t z m

u d f g y

Exercise 4: Please match the capital letters with the correct lowercase letters.

E

C

T

J

Q

S

Y

I

D

B

q

t

c

e

j

b

d

s

y

i

Exercise 6: Please circle the lowercase letters.

W n o P B a C h

U x G z j L y

I l b S k t e R

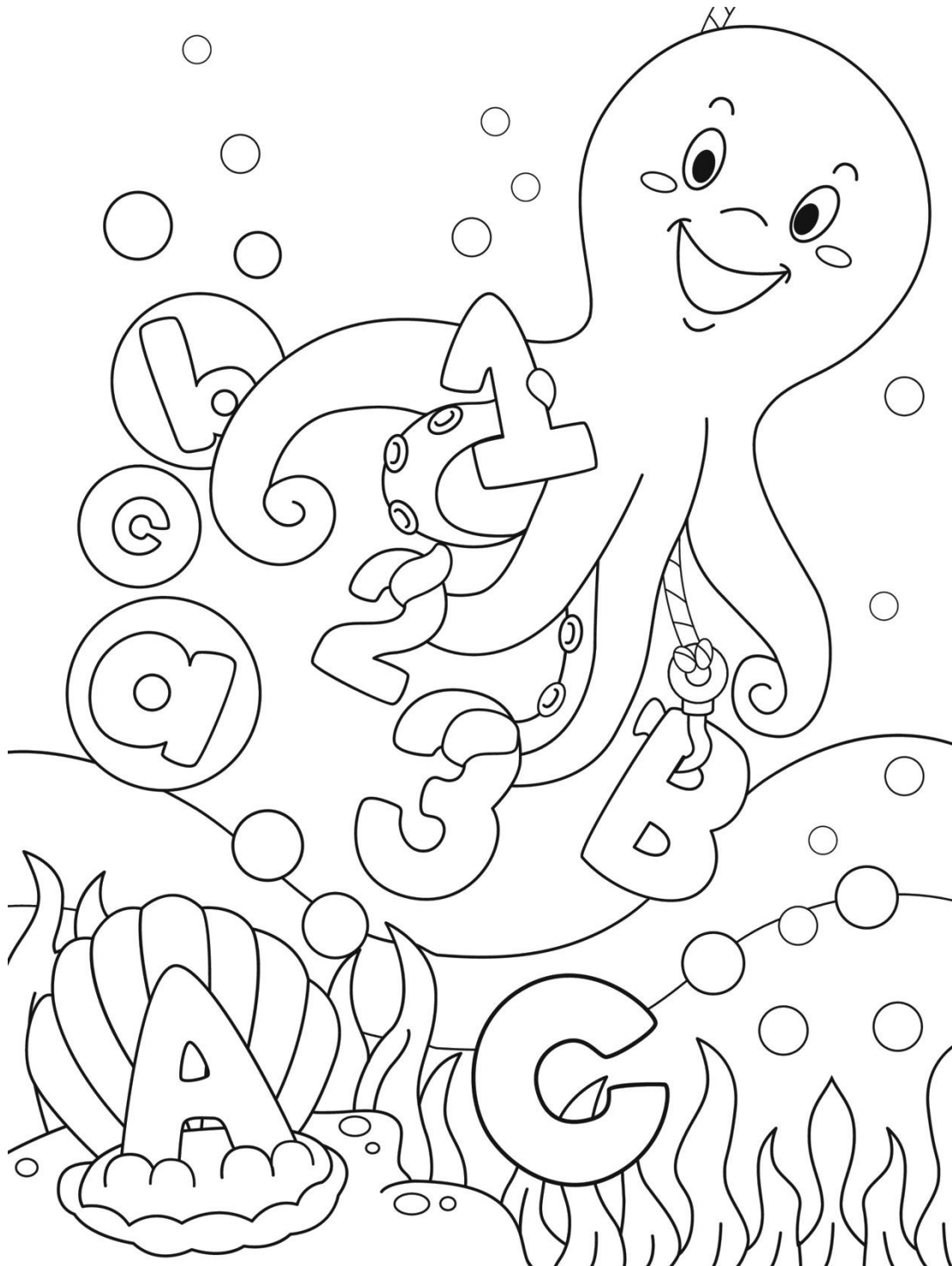
F q O s i w V

J c A d Z g p

E f Q c P v X

Exercise 6: Please write the alphabet in lowercase letters by memory and without assistance.

Exercise 7: Please colour the numbers green. Then, colour the capital (uppercase) letters red. Next, colour lowercase letters yellow. Last, colour the animal blue.



Section 2 – Sight word recognition and
revision
(6 hours)

Lesson 4 – Sight Words: 3 hours

Parent note: This section will focus on ensuring your child can correctly identify and verbalise early sight words that must be memorised rather than sounded out.

Exercise 1: Please read and copy the following sight words.

- | | | | |
|----------|-------|---------|-------|
| 1. the | _____ | 2. is | _____ |
| 3. go | _____ | 4. see | _____ |
| 5. I | _____ | 6. can | _____ |
| 7. yes | _____ | 8. no | _____ |
| 9. big | _____ | 10. up | _____ |
| 11. make | _____ | 12. it | _____ |
| 13. look | _____ | 14. not | _____ |
| 15. help | _____ | 16. run | _____ |
| 17. we | _____ | 18. you | _____ |
| 19. to | _____ | 20. in | _____ |

Exercise 2: Please match the numbers to their names.

3

seven

7

eight

9

three

2

one

5

five

1

two

8

nine

4

six

0

four

6

zero

Exercise 3: Please match the colours to their names. Then, read the colours aloud.



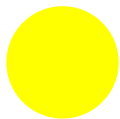
orange



yellow



purple



red



blue



green



white



pink



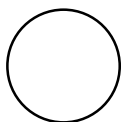
peach



grey

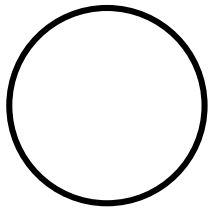


brown

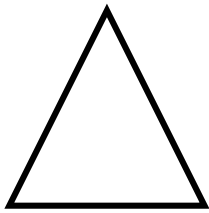


black

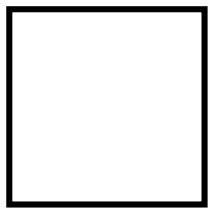
Exercise 3: Please match the shapes to their names.



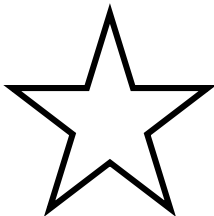
star



rectangle



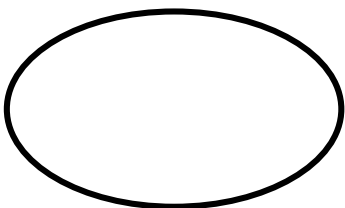
square



circle



oval



triangle

Exercise 4: Please circle the words that are people and underline the words that are animals.

cat you girl dog
fish she man rat
me bird woman cow
brother pig mother
mouse father horse
tiger sister goat
duck teacher bear
he rabbit boy

Exercise 5: Please read the word pairs below and copy them in the space provided. They are opposites.



front



back



big

small



fat



thin



short



tall



empty



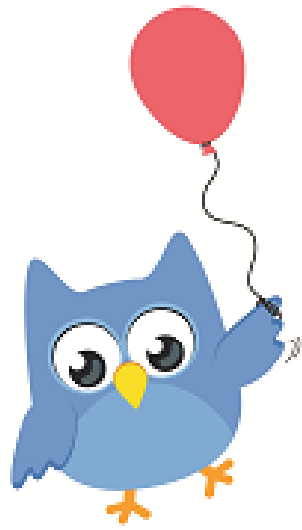
full



buy



sell



light



heavy



more

less



clean



dirty



same



different



These are also opposite pairs. How many do you know?

good / bad quiet / loud

day / night hard / soft

wet / dry fast / slow

light / dark on / off

hot / cold before / after

open / close thin / fat

Exercise 6: Please match the words that are opposites.

big

clean

light

empty

dirty

slow

short

different

full

small

same

tall

more

less

buy

back

front

sell

thin

fat

Exercise 7: Please circle TRUE or FALSE in response to the following questions:

1. A mouse is big. true / false
2. A father is a man. true / false
3. Cows make milk. true / false
4. Fish live in water. true / false
5. Tigers are purple. true / false
6. Rats eat cats. true / false
7. A mother is a woman. true / false

- | | | |
|-----|---------------------------|--------------|
| 8. | A dog is not blue. | true / false |
| 9. | Seven is more than three. | true / false |
| 10. | The teacher helps you. | true / false |

Exercise 8: Please draw a picture of your school.

My school looks like this:

Exercise 9: Please draw a picture of your family. Then, write their names and who they are.

This is my family:

Exercise 10: Please draw a picture of yourself. Then, write your name below.

This is me!

My name is: _____

Lesson 5 – Sight words: 2 hours

Parent note: Again, this section will focus on ensuring your child can correctly identify and verbalise early sight words that must be memorised rather than sounded out.

Exercise 1: Please sort the following words into categories.

desk cow mother five

fish table girl nine

duck door tree cat

teacher ten man one

game chicken four baby

people

things

animals

numbers

Exercise 2: Please copy the following words:

1. yes

2. no

3. can

4. you

5. I

6. me

7. what

8. the

9. here

10. are

Exercise 3: Please read the following questions and write your answer as yes or no.

Ex. Do you have a
dog?

Yes

1. Are you at home?

2. Are you a girl?

3. Can you run?

4. Do you like milk?

5. How old are you?

6. Do you walk to
school?

7. Can you eat cake?

8. Do you have a
ball?

9. Is there a black
cat here?

10. Can you fly?

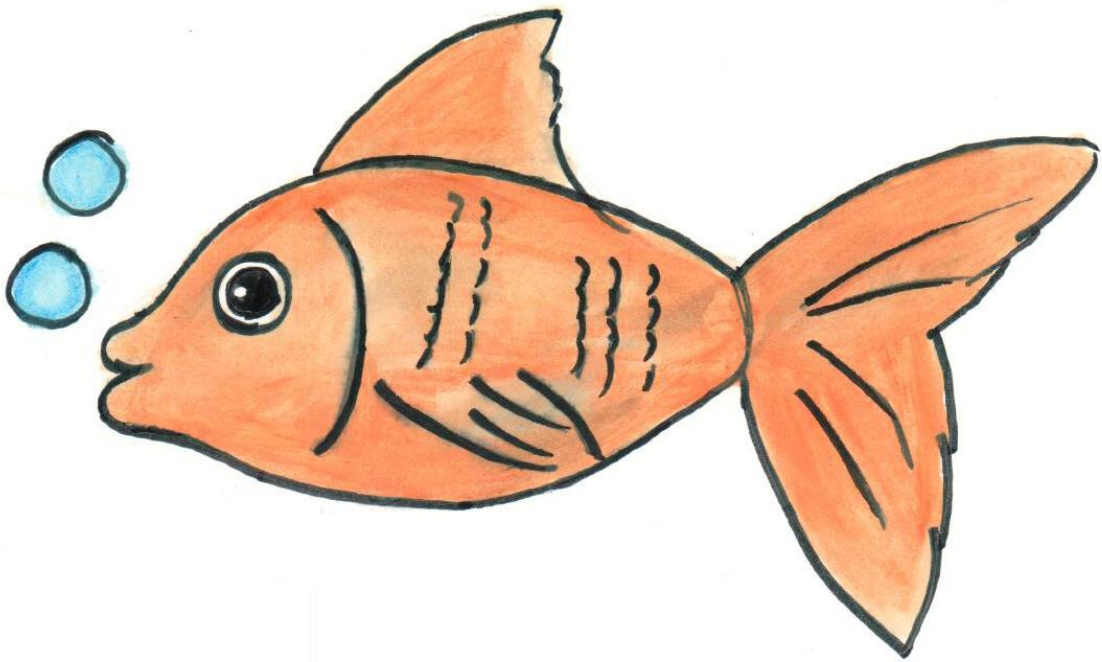
Exercise 4: Please fill the gaps.

My name is _____ I
am _____ years old. I
live in _____. I live with
_____.

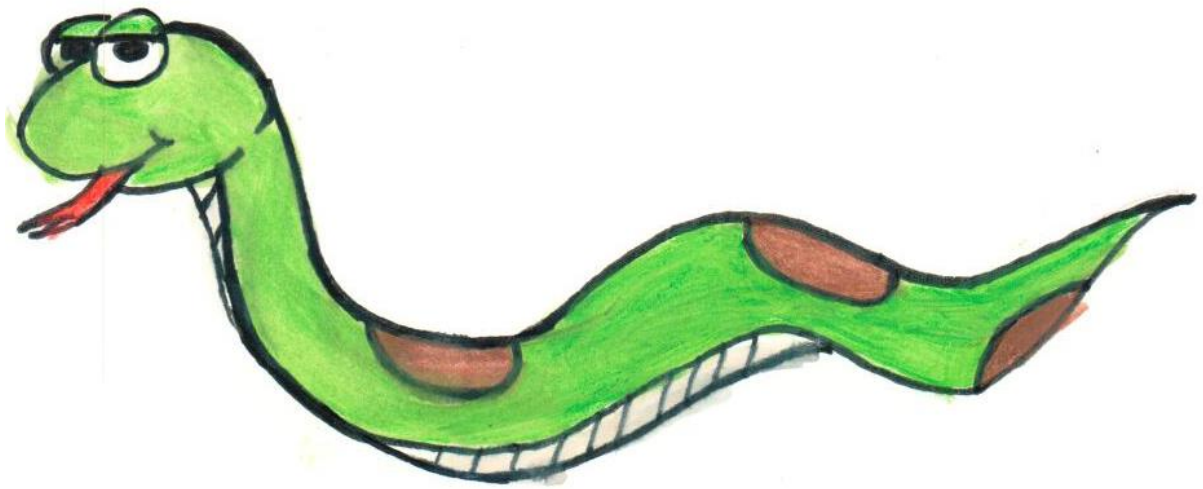
I like to eat _____. I like
to drink _____. I play
with _____ and
_____.

My
favourite colour is _____
_____. I go to _____. I
am happy when _____
_____.

Exercise 5: Please look at the picture and fill the gaps.



This is a _____ . It is the
colour _____ . It lives in
_____ .

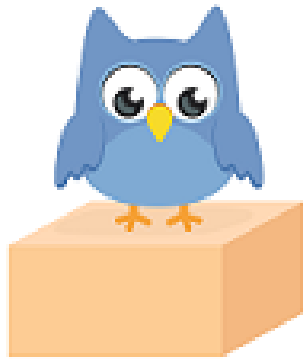


This is a _____ . It is the
colour _____ . It lives in
_____ .

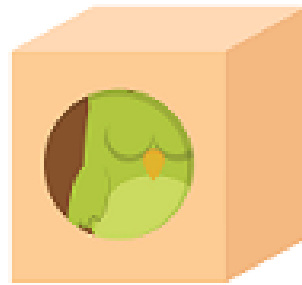
Lesson 6 – Sight Words: 1 hour

Parent note: This section will continue to assess your child's ability to utilise sight words to form ideas, including descriptions of locations.

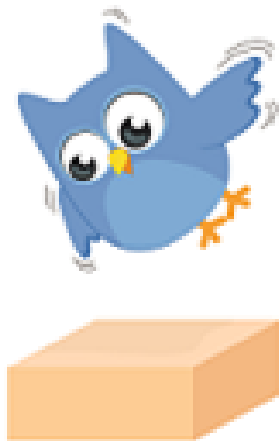
Exercise 1: Please look at the pictures below, read the words, and copy them



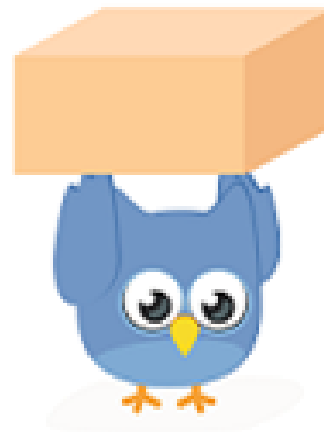
on



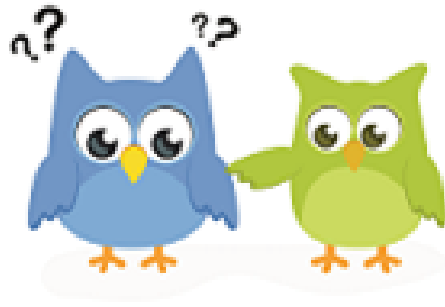
in



over



under



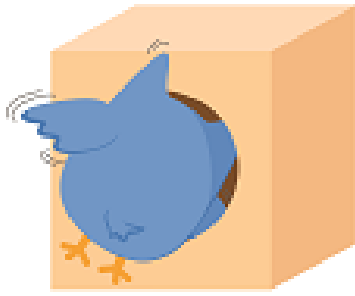
far

near

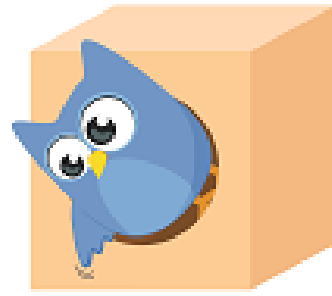


up

down



into



out of



across





among



weak



strong



dry

wet



slow



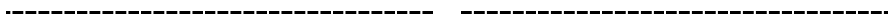
fast



cold



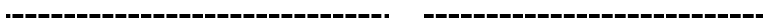
hot



hard



soft





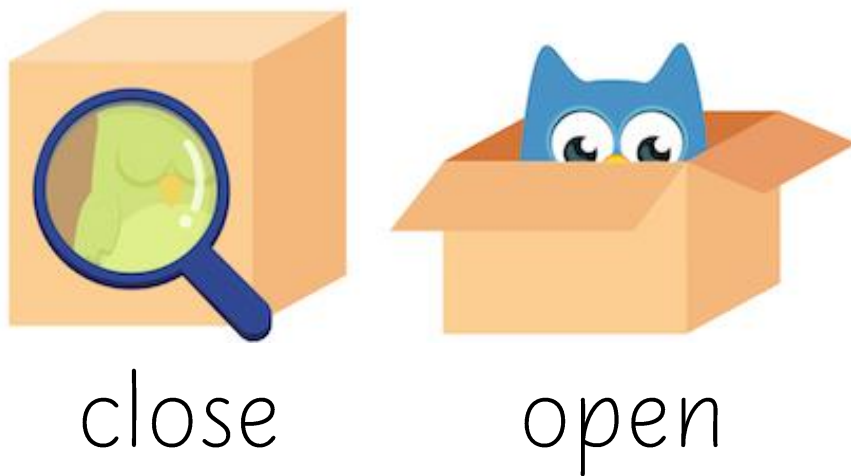
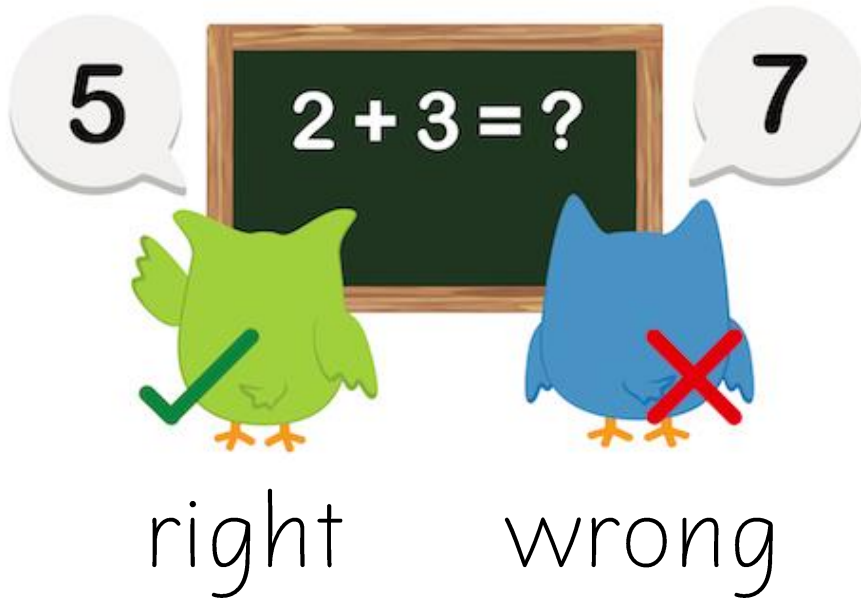
rich

poor



low

high



Exercise 2: Draw the following pictures.

1. A cat on a table

2. A dog under a
table

3. A doll in a box

4. A plane over a tree

5. Milk in a cup

6. A teacher among
students

7. A boy near a cow

8. A bear going up a
tree

9. Rain falling down on an umbrella.

Section 3 – Speech Patterns and Common
Phrases
(5 hours)

Lesson 6 – Common Speech Patterns: 2 hours

Parent note: This section will focus assessing your child’s ability to utilise common structures in the English language for simple statements or questions. It will also revise vocabulary learned previously.

Exercise 1: Please write sentences using ‘there is’ or ‘there are’ in reference to the objects below. Remember, we use ‘is’ when there is one object and ‘are’ when there are two or more.



Ex. There are three cakes.



1.



2.



3.



4.



5.



6.



7.



8.

Exercise 2: Please write what you see in the picture below using 'there is' or 'there are'. For example: 'There are three boys.'



Exercise 3: Please write a list of what you see in the drawing below. For example: 'There is a cherry, a snail, and a lollipop.'



Exercise 4: Please match the faces to the emotions (feelings) they show.



crying



very happy



surprised



angry



happy

Exercise 5: Please write a sentence that describes the picture below.



Ex. The boy is sad.



1.



2.



3.



4.



5.



6.



7.

Lesson 7 – Common speech patterns: 3 hours

Parent note: This section will also assess your child’s ability to utilize common structures in the English language for simple statements. It will further revise vocabulary learned previously.

Exercise 1: Please write the names of the sports shown inside of the box.



Exercise 2: Please write a full sentence using a subject (I, he, the girl, my friend, you, we, etc.), the verb 'play', and a sport.

Ex. I play basketball

1.

2.

3.

4.

5.

6.

Exercise 3: Match the toys with their names.



plane

train

bear

puzzle

lorry

doll

boat

car

Exercise 4: We ‘play’ sports, but we ‘play with’ toys. Write about the toys you play with at school.

A series of horizontal dashed lines providing space for writing.

Exercise 5: Write about the toys you play with at home.

Exercise 7: Please match the picture to the verb used for the daily activities below.



brush hair



get dressed



eat breakfast



sleep



use the bathroom



brush teeth

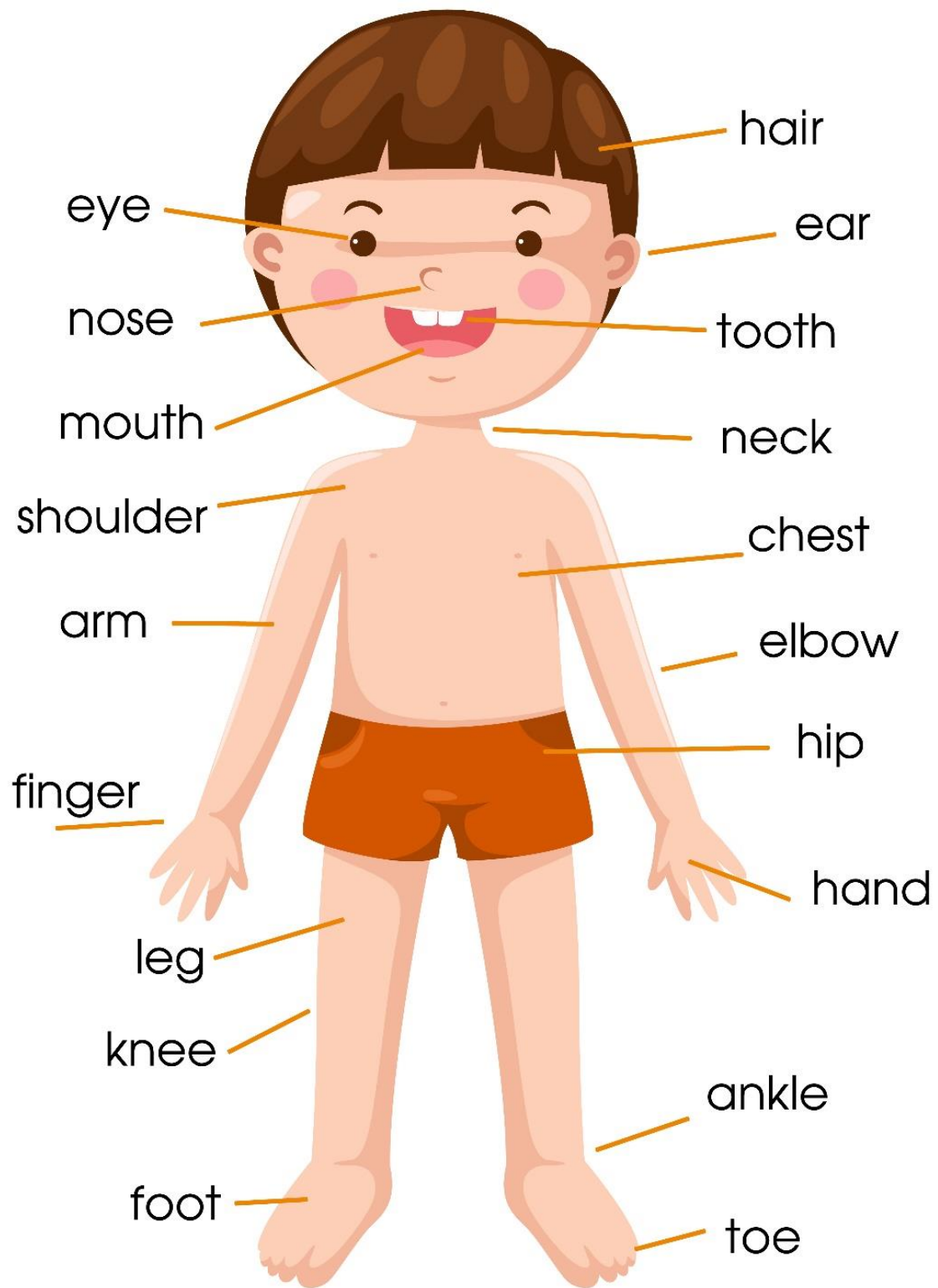


take a bath



relax

Exercise 9: Please answer the following questions with a body part from the picture. More than one answer may be correct.



Part A:

Ex. You use these to see

eyes

1. You use these to run.

2. You use these to hear.

3. You use this to eat.

4. This is between your head
and your shoulders.

5. You use this to smell.

6. These are at the end of your foot.

7. These help you catch a ball.

8. You use this to kick a ball.

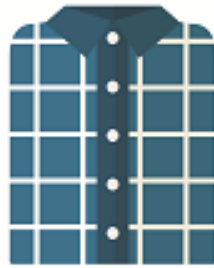
9. This joins your leg to your foot.

10. This is on your head and
may be brown, black,
yellow, or red.

Part B:

List the body parts you did not use above.

Exercise 10: Please write the word for the item of clothing below the picture.









To describe a person's clothing, we use the phrase **'is wearing.'**

Exercise 11: Look at the pictures below. Then, follow the directions on the next page.



1. Circle the man with long, brown hair and is wearing a green shirt.
2. Draw an X over the man with long, brown hair and is wearing a white vest with a necklace.*
3. Draw a triangle over the man with blonde (yellow) hair and blue eyes who is wearing a purple scarf.*
4. Draw a square over the man with short dark hair and dark brown eyes who is wearing a yellow jumper.
5. Write a check mark (✓) next to the men with beards.*

* these words may be new
necklace = jewellery around the neck
scarf = cloth around the neck
beard = hair on face around the chin

Exercise 12: Look at the pictures below. Then, follow the directions on the next page.



6. Circle the woman with short blonde (yellow) hair that is wearing a purple scarf and purple shirt.
7. Draw an X over the woman with long grey hair and a white vest.
8. Draw a star over the woman with dark brown hair and brown eyes who is wearing a black shirt.
9. Draw a square around the woman who has long dark brown hair, brown eyes, and is wearing a pink jumper.
10. Write a check mark (✓) next to the women who are wearing scarves or earrings.*

earrings = jewellery on the ears

Exercise 13: Look at the picture below. Then, starting with the girl on top with the red hair, blue and white vest, and shorts, describe each child. Go around the circle in the direction of a clock. Include gender (boy or girl), clothing, hair, and accessories.



A series of 18 horizontal dashed lines spanning the width of the page, providing a template for writing or drawing.

A series of 15 horizontal dashed lines spanning the width of the page, providing a template for writing.

Section 4 – Vocabulary for professions and
places
(3 hours)

Lesson 8 Describing people's jobs: 3 hours

Parent note: This section will focus expanding the types of ideas your child is able to express verbally and in writing regarding occupations and local businesses.

Exercise 1: Match the picture with the job shown.



police officer



builder



mechanic



soldier



fireman



teacher



photographer



professor



artist



chef



farmer



nurse



sailor



doctor



musician

Exercise 2: Answer the following questions using the choices listed below.

farmer

doctor

nurse

builder

mechanic

sailor

soldier

musician

teacher

police officer

chef

fireman

photographer

artist

professor

Ex. Who works on a boat?

sailor

1. Who fixes cars?

2. Who works in a kitchen?

3. Who could sing?

4. Who works at a
university?

5. Who makes houses?

6. Who paints or draws?

7. Who protects people?
(three answers)

8. Who takes pictures?

9. Who helps people when
they are ill? (two answers)

10. Who helps children learn
in school?

A series of 18 horizontal dashed lines spanning the width of the page, providing a template for writing or drawing.

Exercise 4: These are places around town. Match the business with the item associated with it.

library

animals

bank

teeth

grocery store

cars

chemist

illness

garage

medicine

dentist

books

hospital

hair

salon

bread

bakery

meat

butcher

learning

school

food

gym

exercise

zoo

money

Exercise 5: Please answer the following questions.

Part A:

Ex. Why do you go to the butcher?

1. Why do you go to the salon?

2. Why do you go to the bank?

3. Why do you go to school?

4. Why do you go to the solicitor?

5. Why do you go to the zoo?

6. Why do you go to the gym?

7. Why do you go to the chemist?

8. Why do you go to the bakery?

9. Why do you go to the grocery store?

10. Why do you go to the garage?

11. Why do you go to the library?

12. Why do you go to the hospital?

Part B:

What other businesses are in your town?

Exercise 6: Drawing

Please draw a picture of your town. Label the businesses that are there.

Exercise 7: There are many jobs to be done around the home. Match the objects with the activities with which they are associated.



mopping



ironing



washing clothes



vacuuming



hanging clothes



washing dishes

Exercise 8: These activities are called chores. What chores do you do at home?

Exercise 9: Drawing

Draw a picture of yourself doing a chore.

Section 5 – Vocabulary for weather, seasons,
months, and days of the week

(2 hours)

Lesson 9 – Describing the weather and seasons: 1 hour

Parent note: This section will focus on assessing your child's ability to express ideas related to natural patterns affecting daily life.

Exercise 1: Match the picture to the weather or object it describes.



moon



rain



cloudy



sunny



thunderstorm



snow

Exercise 2: Answer the questions below by circling TRUE or FALSE.

1. It snows when it is hot outside. true / false
2. We see the moon at night. true / false
3. Clouds are pink or green. true / false
4. There is rain during a thunderstorm true / false
5. You use an umbrella when it snows. true / false

Exercise 3: Drawing

Draw a picture of the clothes you wear when there is snow outside.

Exercise 4: Match the picture to the season.



summer



autumn



spring



winter

Exercise 5: Write about your favourite season. How is the weather? What do you do?
What do you wear? Why do you like it?

Lesson 10 – Naming months of the year and days of the week: 1 hour

Parent note: This section will encourage memorization and correct spelling of the names for months of the year and days of the week.

Exercise 7: Put the months of the year in order in the spaces provided on the next page.



Months of the year

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Exercise 9: Sort the months into seasons in the table below.

Spring	Summer	Autumn	Winter
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-----	-----	-----	-----
-----	-----	-----	-----

Exercise 10: Put the days of the week in order. Start with Sunday.

THURSDAY

TUESDAY

FRIDAY

WEDNESDAY

MONDAY

SUNDAY

SATURDAY

Section 6 – Reading comprehension and
creative writing
(5 hours)

Lesson 11 – Reading comprehension: 5 hours

Parent note: This section combine all of the skills learned thus far to demonstrate your child's ability to read level appropriate materials and answer questions about the texts.

Exercise 1: Read the story below and answer the questions.

It is a hot Saturday in July. The sun is out and there are no clouds in the sky. Jane is wearing a short white dress. Jane and her mother go to the grocery store to buy ice cream. Then, they go to swim. It is a good day for Jane.

1. Why is Jane not in school?

2. What is Jane wearing?

3. Where did Jane and her mother buy ice cream?

4. Is the story in the day or night?
Why?

Exercise 2: Read the story below and answer the questions.

Max is a small black dog. Max lives outside of town with a farmer. He is dirty because he does not like to take baths. He also plays with the chickens and the cows. Max smells very bad. The farmer gives Max a bath. Now, Max is clean and the farmer is happy.

1. Who is Max?

2. Name the animals on the farm.

3. Why is Max dirty?

4. What makes the farmer happy?

Exercise 3: Read the story below and answer the questions.

Autumn is my favourite season. The trees go from green to red, yellow, and brown. I go by them when I walk to school. I wear a jumper and pants but no jacket. Autumn is a good time to play football with friends. The weather is not hot or cold. Autumn is a nice time of year.

1. What does the boy see when he walks to school?

2. Which sport does he play?

3. How does the boy describe the weather?

4. What does the boy wear?

Exercise 4: Read the story below and answer the questions.

I have a doll from my grandmother. The doll has long brown hair, blue eyes, and a small nose. She wears a pink dress with white socks and black shoes. We sing, draw pictures, and make cakes. At night, she sleeps next to me in my bed.

1. What colour hair does the doll have?

2. What does the girl do with the doll?

3. Where does the doll sleep?

4. Does the doll wear a skirt?

Exercise 5: Read the story below and answer the questions.

Molly is a doctor. She wears a white coat. She works at the hospital. She likes to help people. If someone is hurt she takes an x-ray. Molly is happy when her patients are happy.

1. Where does Molly work?

2. When is Molly happy?

3. What does Molly wear to work?

4. What does Molly do to help people?
