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## ***Developing English as a Second Language Learning Textbook with Islamic Perspective for Grade 1***

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### **ABSTRACT**

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*Scholars from the field of Islamization of Knowledge have written extensively on the need to Islamise the teaching of English as a second language (ESL) to Muslim students. Inspired by this ideal, the authors have attempted to develop chapter 1 of grade 1 textbook to teach ESL with Islamic Perspective. The research began with literature review on the discussion of Islamization in general and then specific to teaching ESL with Islamic Perspective. Literature was reviewed on the criteria to write textbooks and an informal but careful study of the Cambridge ESL Grade 1 syllabus and Oxford ESL Grade 1 syllabus was conducted. An earlier proposed and qualitatively tested model of Islamisation was deployed to Islamise the teaching of ESL and develop the contents of chapter 1 of grade 1 textbook in line with standard ESL syllabus with respect to reading, listening, writing, speaking and grammar skills. It is hoped that this humble effort will encourage further research into the field of Islamising the teaching of ESL for Muslim students.*

**Keywords:** *Islamization of Knowledge; Integration of Islamic Perspective; Holistic education; English language; Teaching English as a second language.*

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**The Problem**

Al Faruqi (1982) had explained how the English language is fast becoming a standard language of communication between several countries and therefore schools are teaching the English Language with utmost seriousness. He further commented that the English language comes with its influence of western secular culture that differs from the Islamic culture in many ways. Agreeing with Al Faruqi, Hasan (2015) illustrated how the English language had been a tool of the British Empire to influence and infuse western hegemonic ideas and mentally enslave colonized countries. While today most of these colonized Muslim countries have become free and independent, the threat of being mentally and culturally influenced by western and secular values through the English language is very much alive (Hidayati & T., 2016; Madkur & Albantani, 2017). It must also be noted that in most integrated Islamic Schools, English is either the medium of instruction or is taught from grade 1 itself with seriousness. As explained above, language tends to influence the worldview of people. Hence it's no wonder that the way the language is written in textbooks to teach a foreign language also affects the worldview of students (Behnke, 2018). This has made the need to integrate Islamic Perspective into teaching the English language and thereby developing primary and secondary school English learning textbooks with integrated Islamic Perspective a necessity.

**What is a textbook?**

Moving forward it is necessary to understand what exactly constitutes a textbook. According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges (Dignen, 2000, pg 1238). Explaining the purpose of textbooks, Bojanic & Topalov(2016) state that English textbooks aim to provide language skills and information about English-speaking countries while preparing students to converse with people of different cultural backgrounds. Textbooks seem to be central to teachers as they help teachers plan the lesson and provide a roadmap of learning (Cortazzi & Jin, 1999). However, this very benefit of planning lessons is found to be a problem for some textbook critics who explain that this is not a benefit but rather rigidity that limits the original content that the teacher can deliver if there was no textbook (Renner, 1997) The authors are of the opinion that no one book is a silver bullet and that there should be a mix and match approach and that the textbook should be seen as a soft guide and the teacher should be given the opportunity to improvise or add into the lesson from

his/her own teaching experience. This view of the authors is also shared by others including Bojanic & Topalov (2016) who explain it is as a midway approach.

One more benefit of the textbook is that while more experienced teachers may limitedly depend on the textbook for teaching, novice teachers will have the opportunity to learn from the textbook about students' learning behaviour (as textbooks are designed by experts with the student in mind) and reach a level where the teacher has enough experience to use the textbook just as a guide.

The authors' efforts are directed towards those who are learning English as a second language in an English medium school. Educationists have emphasized the importance of textbooks and the pivotal role it plays in a curriculum (Roberts & Andrew, 2013). Yet, writing a textbook is not easy (Sternberg, 2017). Sternberg has listed down the challenges of writing a textbook ranging from writing for an audience who may know close to nothing about the subject, ensuring student interest, ensuring students are learning the content well and publication woes. To make things more difficult, information on how to write textbooks for schools is also scarce according to him. Thus, as Roberts & Andrew (2013) point out, the motivation to write a textbook can be strong in some academics. They explain that motivational reasons range from finding unsatisfactory textbooks on the subject, an opportunity to re-master the subject on which the textbook has been written and most importantly the urge to propagate a philosophy close to the textbook writer which he/she does not find in the available textbooks. The last reason is very close to the heart of the authors as well. As Roberts & Andrew (2013) explain, textbooks writers write from their socio-economic and political perspective which influences the content of the textbooks and eventually its reader. Not finding enough textbooks with an Islamic perspective on the English language, the authors have taken on this responsibility and attempted to propose a framework to develop textbooks with an Islamic perspective for teaching the English language.

#### **The proposed model of Integration**

After reviewing models and propositions presented by al-Faurqi (1982), Al-Alwani (1989), Ragab (1999), Hasan (2010), Baba et al (2015); and Al-Hidabi (2019), the author had proposed a model to integrate Islamic Perspective into standard school textbooks and qualitatively tested the model with positive results (Alam & Al-Hidabi, 2019). The below model is a tweaked version of the proposed model to integrate Islamic Perspective into the discipline of English Language. It is hoped that the end result will

produce; a) a conceptual and operational definition of Language and English Language with an Islamic Perspective and b) a curriculum for teaching English Language with an Islamic Perspective including textbooks with an integrated Islamic Perspective.

Phase A: Islamize Discipline

1. Think, Observe and Identify CIs (Central Ideas) and KWs (Keywords) related to the discipline.
2. Read CMS (classic Muslim scholars) related to discipline and identify CIs and KWs.
3. Read IOK scholars on related discipline and identify CIs and KWs.
4. Search the Quran and Hadith index based on identified KWs from steps 1-3.
5. Draft the COD [conceptual and operational definition] of the discipline.
6. Search related information on discipline from secular sources and identify CIs and KWs.
7. Search the Quran and Hadith Index based on identified CIs and KWs from secular reading.
8. Update conceptual and Operational definition of discipline if needed.

Phase B: Development of English Language curriculum with Islamic Perspective

9. Understand the curriculum needs for the subject: primary and second level.
10. Produce new Islamized textbooks based on the proposed operational definition of English Language from Islamic Perspective.
11. Develop training manual for teachers on how to use the textbook.
12. Suggest extra-curricular activities in line with the operational definition of English Language with Islamic Perspective.
13. Recommend examination methods and procedures.

Phase C: Evaluation of Islamic Curriculum and Training Manual for Teachers

14. Send for feedback to IOK scholars.
15. Revise based on feedback.
16. Train teachers on how to use and teach integrated textbook.
17. Deploy in classrooms.
18. Seek feedback from school management, teachers, classroom observations and interviews with students.

19. Revise based on feedback.

The above model is divided into three phases. In the first phase, what Ragab (1999) calls, the “departure from Islamic Sciences” method is adopted i.e. literature by classical Muslim scholars and IOK scholars on related disciplines is read prior to the modern secular body of knowledge on related disciplines and keywords are extracted. In this sense, this phase differs from Al-Hidab’s (2019) model where secular knowledge is read in parallel or before even Muslim literature. It is to be noted, even before reading classical Muslim scholars, the curriculum developers are encouraged to write keywords that come to their mind when reflecting on the discipline even if it be just a few words. In this first phase, once the keywords are extracted from Muslim literature and the curriculum developer’s own reflection, these keywords are then run through the Quran and authentic Hadith databases to extract related Quranic verses and hadith. The related Quranic verses and hadith are then studied, coded and themes generated, and in their light, a conceptual and operational definition of the related discipline is drafted. In the final stage of the first phase, current modern and secular literature on the discipline is read and central ideas and keywords are extracted which are then run against the Quran and authentic hadith database to extract related ayahs and hadith. These are then studied, coded, and themes generated and upon reflection, the conceptual and operational definitions are updated if needed.

In phase two, the primary and secondary curriculum for the subject is studied and thereby textbooks are produced that are inspired by the conceptual and operational definition of the English Language from Islamic Perspective and yet fulfill the standard criteria for teaching English language. Examination material and extracurricular activities are prepared in line with the conceptual and operational definition of the English Language from an Islamic Perspective and modern standard curriculum requirements. In this stage, the training manual on how to teach Integrated and Islamized Textbooks is also developed.

In the last phase, the curriculum for the English Language from Islamic Perspective is submitted to experts for feedback. The submission will include:

1. The model for Islamization and Integration together with details of the deployment of each step and related documents.
2. The Conceptual and Operational definition of Language and English Language from an Islamic Perspective.
3. Standard Primary and Secondary curriculum guidelines for the English

Language.

4. The Integrated and Islamized textbooks.
5. The teacher training module and related documents.
6. The list of extracurricular activities.
7. The examination processes.

In the last stage of this phase, upon feedback received, the curriculum is revised.

#### **Criteria to write English language learning textbook**

Since the authors are planning to start with writing textbooks for primary students and the first textbook in this series will be for grade 1, particular attention needs to be given to the background and interests of grade 1 students. Behnke (2018) has provided several criteria to be considered when developing a textbook. The textbook layout is of prime importance. Research according to her has explained that contrary to general understanding, images may not be the best way to teach young students. In fact she states that students tend to pay less attention to images and more to words. She has also highlighted how too much designing and illustration in textbooks can create cognitive overload for students. Thus “less is more” seems to be the way forward according to current research on textbook design. Similarly the typesetting cannot be too difficult to read. Behnke (2018) states that while educationists in this field encourage slightly difficult fonts so that students put in more effort to read, other researchers are of the opinion that this is not needed and will only discourage the students and add to cognitive overloading. The authors agree with the second opinion that the typesetting and font should be easy to read. Furthermore, audio visuals are a necessity and help to to create interaction and activity opportunities in the classroom and should thus be encouraged to be incorporated in the textbooks albeit moderately. The key components that need to be taught in each stage of the subject have been duly noted and some of the current textbooks teaching English as a second language studied (Schottman & Linse, 2020; Joyce, 2020). Based on the Cambridge ESL Grade 1 Syllabus (Schottman & Linse, 2021) and Oxford ESL Grade 1 Syllabus (Koustaff & Rivers, 2016), the key components that need to be taught in any English curriculum are the reading skills, writing skills, listening skills, speaking skills, vocabulary and grammar skills(also known as use of english skills). The key components of reading, writing, listening, speaking, vocabulary and grammar skills are taught in a highly systematic form. See appendix for details.

The syllabus is made with a teaching plan where a theme is introduced such as

“School” or “Family” and the reading, writing, listening, speaking, vocabulary and grammar skills are taught under the chosen theme. One can say that the skills are woven into the theme and then presented to the students. In the same manner the authors will choose an Islamic theme and weave the necessary English language skills (reading, writing, listening, speaking, vocabulary and grammar) into the theme and present it to the students. Under this section of criteriom the authors would like to stress that we are not against the English Language teaching requirements but concerned about the themes being presented to the students. Hence the language skills will be as per the syllabus for a grade but the themes will be different. These themes will be Islamic themes which will be selected according to the age group or grade of the student. The Islamic themes will be based upon the conceptual and operational definition of Islamic English which will be presented in the coming sections.

The standard syllabus for ESL Grade 1 for reading skills is taught by revising the alphabet, and introducing phonics and simple vocabulary related to the theme of the chapter. Furthermore, a poem or short story is provided for students to practice reading skills by using some of the phonics and vocabulary learned in the related chapter but more so with the help of the teacher. The speaking skills are usually taught by providing a conversation script in the context of the theme of the chapter and the vocabulary to be learnt. Finally, grammar skills are taught from grade 1 itself which is usually about common nouns, singular and plural words, pronouns, tenses and so on. Hence the developed content for ESL with Islamic Perspective also provides knowledge about phonics, introduces new simple words to improve vocabulary, presents poem and short story for reading skills. A conversation script is also provided for students to work on their speaking skills. Finally grammar is also taught in the developed chapters following standard ESL Grade 1 syllabus guidelines. Please see the appendix for details.

#### **Feedback on Integration Model**

The feedback on the integration model has been generally positive. One IIUM professor stated it’s an “innovative model” while another stated that he was satisfied with the model and had “noting to add to it”. The third professor also provided positive remarks. The TNG principal suggested that students should be involved in the creation of the integrated model but has overall provided positive feedback. The Islamic Studies and Global Perspectives teachers were also satisfied with the integrated model.

**Deployment of the proposed model and production of the textbook units.**

Phase A: Integrated and Islamize Discipline

The keywords that emerged from Steps 1 to 3 and Step 6 were:

1. Language
2. Foreign
3. Communication
4. Purpose of communication
5. Root words
6. Phonetics
7. Script
8. Depth in words
9. Pre Quranic Arabic and Post Quranic Arabic
10. Values
11. Culture
12. Spelling of names

A summary of the Quranic verses and Hadith against the available extracted keywords are presented in the appendix. Central ideas that emerged from a reading of CMS and IOK scholars are also presented in the Appendix. An understanding of the Quranic verses and Hadith especially related to keywords such as 'language', 'foreign language' and 'communication' flow in the direction of instructing Muslims of two things and forbidding one so in total three injunctions: a) Say the truth but in the b) most beautiful and convincing manner and c) do not use foul language.

Based on the central ideas and a run of the Quran and Hadith indexes on the extracted keywords, the following conceptual definition of Language from an Islamic Perspective followed: Language is defined as a form of communication that assigns names to things and feelings. This form of communication separates us from animals. The purpose of language is to inform people of the truth in the most appropriate and effective manner. The operational definition of Language from an Islamic Perspective stood as: language is learnt to communicate the truth behind the name of things and feelings. Its purpose is to spread the truth in the most graceful and befitting manner. Here, the supreme truth is the existence of Allah Almighty Who is the Creator of the entire universe, hence the purpose of learning a language is to conduct dawah upon non-Muslims speaking the language and performing betterment of Muslims speaking the language.

From the above, the conceptual definition of the English Language from an Islamic



Perspective is understood as follows: English language from Islamic Perspective is conceptually defined as a form of language that students need to learn and master in order to inform English native speakers about the Truth. The operational definition of the English language from an Islamic Perspective is defined as a language that we need to learn and master so that we can convey truth i.e. to conduct Dawah to non-Muslims who are native English-speaking and those comfortable in English and to perform betterment upon native English speaking Muslims and those comfortable in English.

Phase B: Development of English Language from Islamic Perspective Curriculum

Under the second phase, this link provides access to the Government [Any government in any country] Curriculum guide for primary class subjects including English. Six textbooks are to be developed teaching the competencies mentioned in the curriculum though the content in its philosophy would be very different from standard textbooks for the English language. Extra-curricular activities provided by IIS schools are usually in the spirit of molding a holistic Islamic Personality of the student. Hence the author has provided only tests mashed up in the form of activities to provide examination and extracurricular activities in line with the conceptual and operational definition of English from an Islamic Perspective.

A review of British, American curriculum for teaching English as a second language has helped authors understand how the Primary syllabus for English Language is developed. It has five main teaching requirements: Revising knowledge learnt in previous grades and developing students' listening, speaking, reading, writing and linguistic skills. It is no surprise that linguistic skills is the last of the focus of instructors because focusing too much on grammar does not help students in the earlier grades (Permana, 2020). Since this textbook is catered for the third category of students i.e. those for whom English is a second language but nonetheless are studying in an English medium school and have been exposed to some English either at home or in kindergarten. A look at some of the current textbooks reveals that in grade 1 students are facilitated to revise alphabets, colors, understand their surroundings, how to greet one another, make basic conversations and be able to listen, understand very simple sentences. In fact, some syllabuses have even stipulated average number of words in sentence learnings for grade 1 to 3.

Noting on the learning requirements for Grade 1 students, and understanding the Islamic perspective for learning English language the authors have attempted to plan the textbook in the following way under phase Two. Under the "Getting Started

Section” the book begins with explaining: a) Who we are i.e. a Abd and Khalifah of Allah Almighty on earth, b) Why do we learn English language (i.e. for dawah and Islah purposes which for grade 1 students is explained as taking care of ourselves, our society and the environment); a recap of what is learnt in the Kindergarten i.e. c) How to greet; d) revising the alphabets; e) revising the numbers from 1-10 and f) revising name of some everyday colors.

Following this, the book is divided into 9 chapters. Since Dawah and Islah for Grade 1 is explained as taking care of self, society and the environment, the textbook is organized in two sections with the first section teaching the means to know what it means to take care of self and how it is done with the second section training students how to communicate and influence friends and family to learn the means to know how to take care of self and what it actually means to take care of self. In this regards, the first few chapters concern with taking care of ourselves and this is broken down into Chapter 1 that teaches how to know about ourselves which is from the Quran, Hadith, Observation, experimentation and thinking; Chapter 2 teaches about how to prepare ourselves for the Hereafter; Chapter 3 teaches how to train ourselves in this world as Abd and Khalifah which is further elaborated in the chapters 3-7 that teach the student “what is” and “how to” take care of the body(chapter 3 & 4), the bio chemical body(chapter 5), the mind(chapter 6), and the heart and soul(chapter 7) based on the book on holistic wellbeing by Ayad . The student is then taught “what is” and “how to” lead society which is the immediate family (Chapter 8&9). Under the Getting Started Section, only the sections: “Who am I”; “Why do I study English” and “How to greet one another” is integrated with Islamic Perspective. The remaining three sections: “Revision of Alphabets”.

Phase C: Evaluation of Integrated/Islamized Curriculum and Training Manual for Teachers

In the final phase, after completion of each textbook, it was sent to experts in the field of integration and Islamization of Knowledge, Islamization of Education, English Language, and Islamic Studies. Based upon their feedback, the textbook will be edited.

### **Discussion**

As per the Quran, communities are destroyed when they lie and lying is done via language. Hence by speaking truth in English i.e. advocating Islam and its values in the English language, it can be perceived as Muslims are helping to preserve this language and culture and the English speaking community itself. Since education

[dawah] and reform [islah] are the primary purposes of learning a language, mastery of the language is necessary so that the native speakers can understand the message most convincingly. It is no wonder that the Quran often attaches phrases such as “speak in a beautiful manner, speak in the most convincing manner” when it uses the words “Speak”. The purpose of language is also to inform people about a thing, person or phenomenon’s background as well. Hence if we were to communicate to people that trees originate from the earth, it is not fulfilling the purpose of learning a language. The full use of the language would be when we mention that while a tree comes from the earth, we also mention about its Originator and the Creator - Allah swt and the right way of living through Islam. It too praises Allah albeit in its way which we humans cannot understand. Without conveying the whole truth, we have not used the full potential of the language that has been gifted to only humankind.

The authors further remark that in the case of English Language from Islamic Perspective, we should not only learn the language but master it so that we can most appropriately and most effectively be able to touch the hearts of the native English speaker when communicating. This means specific importance must be given to literature and understanding the depth of words and how to rouse consciousness by identify truth using words and phrases. Since we are instructed to avoid lying when speaking and influencing the other while communicating truth, it is essential to understand the metaphysical or deeper meaning of words, things and feelings. For example, a rock may be just a rock but the organ heart or the position of a leader have deeper meanings and values attached to them. Hence it is necessary to know how the English word was coined for these and observe if it is “beaming” the deeper meaning and values associated with it. This is necessary because without the right words the right message cannot be imparted. For example, the word “mercy” versus the word “rahm” in Arabic which also means mercy but its root word means the “womb”. Hence the word “rahm” beams more of protection and kindness than the word mercy. Prayer and Salat, Zakat and Charity are also prime examples. Since foul language is strongly discouraged in Islamic tradition, we must also endeavor to clean the language of foul dimension in terms of media, schools and public lay speaking. Foul language is usually a swear word or curse in which one is implying the other person to be or doing an unnatural act. An unnatural act is something which is not “true” to fitrah [nature]. Hence in other words, it’s a lie both in the sense that it is not a true description of the person who is cursed and the thing or act mentioned is also

an unnatural thing (hence used as a curse word) thus being a lie which is foremostly abhorred in the Quran and Hadith.

### **Contents of the textbook with Islamic Perspective**

From the model it was conceived that the operational definition of English Language with Islamic perspective is to master English language to communicate the truth in the most befitting manner whereby the highest form of truth being the concept of Tawheed. Therefore, the purpose of learning English from Islamic Perspective is to perform Dawah on native English speaking non-Muslims and non-Muslims comfortable in English and to conduct Islah of native English speaking Muslims and those Muslims comfortable in English.

For this purpose, under the “Getting Started Section” the book begins with explaining: a) Who we are i.e. a Abd and Khalifah of Allah swt on earth, b) Why do we learn English language (i.e. for dawah and Islah purposes which for grade 1 students is explained as taking care of ourselves, our society and the environment); a recap of what is learnt in the Kindergarten i.e. c) How to greet; d) revising the alphabets; e) revising the numbers from 1-10 and f) revising name of some everyday colours.

### **Analysis**

The Table 1 outlines two chapters in the Cambridge English (Schottmann & Linse, 2020) as a second language textbook and the textbook content developed by the author. In the standard textbook, no clear purpose or philosophy behind learning English Language is mentioned. In contrast, in the Islamised textbook, the purpose or philosophy behind learning English language is mentioned as, “I study English language to tell people about the Truth which is to believe in Allah(swt) and Prophet Muhammad(peace be upon him) and do good deeds. Good deeds are explained as taking care of self by means of hygiene, lifestyle and Islamic rituals applicable to Grade 1 students. By studying English from standard textbook the student is not understanding that the purpose of learning a language is to communicate the truth to the world which in others words is to conduct Dawah and Islah upon non-Muslim and Muslim English speaking people respectfully because the greatest truth is Tawheed.

Yet for Grade 1 students, dawah and islah is explained as taking care of self and others through mainly hygiene, life style, and Islamic rituals applicable to grade 1 students. [Quran, 14:4] And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise. Currently, students learn English to be able to simply communicate but if the student is taught from day one, that he/she is learning a language to communicate Truth, one can

***Developing English as a Second Learning Language Textbook ...***

imagine the motivation and solid grounding the child is getting in dawah and islah training. In the standard English textbook, the concept of family is introduced with emphasis on explaining the different relationships and to convey the message about spending time with family. In the Islamized English textbook, instead of jumping to family, first information about how to know about anything is taught i.e. from the Quran, Hadith, Islamic Literature, observation, thinking and experimentation(explained as touching and trying for grade 1 young learners) parents, teachers and other literature. While it is important to know about family, it is more important to know how to know about anything. This will help the student follow the pattern of first seeking knowledge from Quran, Hadith, Islamic Literature, self (observation, experimentation, thinking) and then only from secular literature when the student wants to know more about anything.

Currently the trend is to seek Islamic Literature only for knowledge about religious rites like prayers, nikah etc. Hence this chapter will help reverse this kind of thinking and because it is in grade 1 of chapter 1, it will be easier for the student to learn the right steps to gain knowledge instead of learning it much later! The standard English textbook for grade 1 is focussing on teaching students English through teaching students about Family, Farms, Cities, Fun places to visit, etc. With the Islamised English Textbook for Grade 1, the student will learn through chapters 0-14 about why we study English, how to know self, what is our purpose in this world and here after; how to take care of self(lifestyle wise & spiritually) how to take care of others(dawah and Islah component) etc. This is far more beneficial interms of beginning to build a holistic Islamic personality of a grade 1 Muslim student than standard text books.

Cambridge Global English Grade 1				Global English with Islamic Perspective Grade 1			
Chapter s	Words & Expressi on	Use of English	Phonics	Chapte rs	Words & Expression	Use of English	Phonics
• 0: Getting Started	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Parts of Body</li> <li>• Colours</li> <li>• Actions</li> <li>• Objects</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet Song</li> </ul>	0: Why do I study English	<ul style="list-style-type: none"> <li>• Allah</li> <li>• Prophet Muhammad</li> <li>• Say the truth.</li> <li>• Greatest truth is Tawheed .</li> <li>• Spread tawheed message.</li> </ul>	<ul style="list-style-type: none"> <li>• Muslim Greetings</li> <li>• Alphabets Revision</li> <li>• Number Revision</li> <li>• Colours</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet Song</li> </ul>

	<ul style="list-style-type: none"> <li>Alphabets</li> </ul>				<ul style="list-style-type: none"> <li>Speak for good deeds.</li> <li>Speak against Bad deeds.</li> </ul>		
<ul style="list-style-type: none"> <li>1: Welcome to School</li> </ul>	<ul style="list-style-type: none"> <li>School objects and activities</li> <li>Greetings and Intros</li> <li>Colours</li> <li>Vehicles</li> <li>Feelings</li> <li>Things in nature</li> </ul>	<ul style="list-style-type: none"> <li>Singular and Plural nouns</li> <li>Proper nouns</li> <li>Present Simple</li> <li>Subject Pronouns: I, you, we, he, she</li> <li>Possessive adjectives: my, your, his, her</li> </ul>	<ul style="list-style-type: none"> <li>Letter names</li> <li>Alphabet Poem</li> </ul>	<ul style="list-style-type: none"> <li>1: Taking care of myself: How to seek knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>Allah</li> <li>Quran</li> <li>Hadith</li> <li>Islamic Lit</li> <li>Parents</li> <li>Teachers</li> <li>Other Lit</li> <li>See</li> <li>Touch</li> <li>Try out</li> <li>Think</li> </ul>	<ul style="list-style-type: none"> <li>Singular and Plural nouns</li> <li>Proper nouns</li> <li>Verb (Think, touch, see, try)</li> <li>Present Simple</li> <li>Subject Pronouns: I, you, we, he, she</li> <li>Possessive adjectives: my, your, his, her</li> </ul>	<ul style="list-style-type: none"> <li>Letter names</li> <li>Alphabet Poem</li> </ul>
<ul style="list-style-type: none"> <li>2: Family time</li> </ul>	<ul style="list-style-type: none"> <li>Family members</li> <li>Home &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of locations: in, at</li> </ul>	<ul style="list-style-type: none"> <li>Read and write words with short a</li> </ul>	<ul style="list-style-type: none"> <li>2: Taking care of m</li> </ul>	<ul style="list-style-type: none"> <li>Here</li> <li>Here after</li> <li>Heaven</li> <li>Hell</li> <li>Adam</li> <li>Iblis</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of locations: in, at</li> </ul>	<ul style="list-style-type: none"> <li>Read and write words with short a</li> </ul>

*Developing English as a Second Learning Language Textbook ...*

	School activities <ul style="list-style-type: none"> <li>• Food</li> <li>• Numbers</li> <li>• Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Use of with &amp; for</li> </ul>	<ul style="list-style-type: none"> <li>• Consonant diagraph: th</li> <li>• Rhyming words</li> </ul>	ys elf - K no wl ed ge ab ou t he re aft er	<ul style="list-style-type: none"> <li>• Good deeds</li> <li>• Bad deeds</li> </ul>	<ul style="list-style-type: none"> <li>• Use of with &amp; for</li> <li>• Singular and Plural Pronouns (revis e)</li> <li>• Pronouns (revis e)</li> </ul>	<ul style="list-style-type: none"> <li>• Consonant diagraph: wh</li> <li>• Rhyming words</li> </ul>
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**Analysis**

Based on literature review, three main questions required attention for Islamizing the English Language. First being, what is the framework or model for developing a textbook for teaching English as a second language with Islamic Perspective? Secondly, what are the learning outcomes of a textbook for teaching English as a second language with Islamic Perspective and finally what is the assessment content of a textbook for teaching English as a second language with Islamic Perspective. To answer the first question, the authors re-introduced a model to integrate Islamic Perspective into standard school textbooks which was proposed and successfully qualitatively tested in an earlier article by the same authors (Alam & Al-Hidabi, 2019). Consequently, based on the integration model, conceptual and operational definitions of language were conceived that helped write the first 3 units of a grade 1 textbook for teaching English as a second language with Islamic Perspective thereby answering the other two questions that delved upon learning outcomes and assessment strategy. It is hoped that this humble effort will encourage further research into the field of IOK on the practical front.



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**Appendix**

**Table 1: Chapter by Chapter Comparison**

Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
<ul style="list-style-type: none"> <li>0: Getting Started</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Parts of Body</li> <li>Colours</li> <li>Actions</li> <li>Objects</li> <li>Alphabets</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet Song</li> </ul>	<ul style="list-style-type: none"> <li>0: Why do I study English</li> </ul>	<ul style="list-style-type: none"> <li>Allah</li> <li>Prophet Muhammad (pbuh)</li> <li>Say the truth.</li> <li>Greatest truth is Tawheed.</li> <li>Spread tawheed message.</li> <li>Speak for good deeds.</li> <li>Speak against Bad deeds.</li> </ul>	<ul style="list-style-type: none"> <li>Muslim Greetings</li> <li>Alphabets Revision</li> <li>Number Revision</li> <li>Colours</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet Song</li> </ul>
<ul style="list-style-type: none"> <li>1: Welcome to</li> </ul>	<ul style="list-style-type: none"> <li>School objects and</li> </ul>	<ul style="list-style-type: none"> <li>Singular and Plural</li> </ul>	<ul style="list-style-type: none"> <li>Letter names</li> </ul>	<ul style="list-style-type: none"> <li>1: How do I seek knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>Allah</li> <li>Quran</li> <li>Hadith</li> <li>Islamic Literature</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>Singular and Plural</li> </ul>	<ul style="list-style-type: none"> <li>Letter names</li> </ul>

Developing English as a Second Language Learning Textbook ...

Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
School	<ul style="list-style-type: none"> <li>activities</li> <li>Greetings and Introductions</li> <li>Colours</li> <li>Vehicles</li> <li>Feelings</li> <li>Things in nature</li> </ul>	<ul style="list-style-type: none"> <li>nouns</li> <li>Proper nouns</li> <li>Present Simple Subject Pronouns: I, you, we, he, she</li> <li>Possessive adjectives: my, your, his, her</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet Poem</li> </ul>		<ul style="list-style-type: none"> <li>Teachers</li> <li>Other Lit</li> <li>See</li> <li>Touch</li> <li>Try out</li> <li>Think</li> </ul>	<ul style="list-style-type: none"> <li>nouns</li> <li>Proper nouns</li> <li>Verb (Think, touch, see, try)</li> <li>Present Simple Subject Pronouns: I, you, we, he, she</li> <li>Possessive adjectives: my, your, his, her</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet Poem</li> </ul>

Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
<ul style="list-style-type: none"> <li>2: Family time</li> </ul>	<ul style="list-style-type: none"> <li>Family members</li> <li>Home &amp; School activities</li> <li>Food</li> <li>Numbers</li> <li>Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of location: in, at</li> <li>Use of with &amp; for</li> </ul>	<ul style="list-style-type: none"> <li>Read and write words with short a</li> <li>Consonant diagraph: th</li> <li>Rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>2: Knowledge about her eafter?</li> </ul>	<ul style="list-style-type: none"> <li>Here</li> <li>Here after</li> <li>Heaven</li> <li>Hell</li> <li>Adam</li> <li>Iblis</li> <li>Good deeds</li> <li>Bad deeds</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of locations: in, at</li> <li>Use of with &amp; for</li> <li>Singular and Plural Pronouns (revise)</li> <li>Pronouns (revise)</li> </ul>	<ul style="list-style-type: none"> <li>Read and write words with short a</li> <li>Consonant diagraph: wh</li> <li>Rhyming words</li> </ul>
<ul style="list-style-type: none"> <li>3: Fun and Games</li> </ul>	<ul style="list-style-type: none"> <li>Actions, Sports, games</li> <li>Parts of</li> </ul>	<ul style="list-style-type: none"> <li>Can vs Can't</li> <li>On vs Under</li> </ul>	<ul style="list-style-type: none"> <li>Read and write words with</li> </ul>	<ul style="list-style-type: none"> <li>3: Taking care of myself - My</li> </ul>	<ul style="list-style-type: none"> <li>Body organs</li> </ul>	<ul style="list-style-type: none"> <li>Can vs Can't</li> <li>On vs Under</li> <li>Next to</li> </ul>	<ul style="list-style-type: none"> <li>Read and write words with</li> </ul>

Developing English as a Second Language Learning Textbook ...

Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
	<ul style="list-style-type: none"> <li>the body</li> <li>Point to/put</li> <li>Good sportmanship language</li> <li>Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Next to</li> </ul>	<ul style="list-style-type: none"> <li>h short</li> <li>u</li> <li>Read and act out short story</li> </ul>	<ul style="list-style-type: none"> <li>physical body 1</li> </ul>		<ul style="list-style-type: none"> <li>Subject Pronouns: I, you, we, he, she (Revise)</li> </ul>	<ul style="list-style-type: none"> <li>h short</li> <li>u</li> <li>Read and act out short story</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>4: Making Things</li> </ul>	<ul style="list-style-type: none"> <li>Clot hes</li> <li>Shap es</li> <li>Arts</li> <li>Descripti ve adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous</li> <li>Contractions : I'm, she's, they're</li> <li>Connective: And</li> </ul>	<ul style="list-style-type: none"> <li>Read and write words with h short e</li> <li>Identify rhyming</li> </ul>	<ul style="list-style-type: none"> <li>4: Talking care of myself - My physical body 2</li> </ul>	<ul style="list-style-type: none"> <li>Body organs</li> <li>How to take care of physical body organs</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous</li> <li>Connective: And</li> <li>Like +Verb +ing</li> </ul>	<ul style="list-style-type: none"> <li>Read and write words with h short e</li> <li>Identify rhyming</li> </ul>

Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
		<ul style="list-style-type: none"> <li>• Use of for</li> <li>• Like +Verb +ing</li> </ul>	<ul style="list-style-type: none"> <li>• words</li> <li>• Read a phonics story</li> </ul>				<ul style="list-style-type: none"> <li>• words</li> <li>• Read a phonics story</li> </ul>
<ul style="list-style-type: none"> <li>• 5: On the farm</li> </ul>	<ul style="list-style-type: none"> <li>• Farm animals &amp; crops</li> <li>• Farm activities</li> <li>• Lifecycle of animals and plants</li> <li>• Parts of a plant</li> <li>• Ongoing actions</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs of place: here, there</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write words with short i &amp; short o vowels</li> <li>• Consonant dig</li> </ul>	<ul style="list-style-type: none"> <li>• 5: Taking care of myself - My chemical body</li> </ul>	<ul style="list-style-type: none"> <li>• Food pyramid</li> <li>• Halal Food</li> <li>• Haram Food</li> <li>• What to eat to keep self-healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs of place: here, there</li> <li>• Contractions: I'm, she's, they're</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write words with short i &amp; short o vowels</li> <li>• Consonant dig</li> </ul>

Developing English as a Second Language Learning Textbook ...

Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
	<ul style="list-style-type: none"> <li>• Polit e language</li> </ul>		<ul style="list-style-type: none"> <li>• rap h: ch, sh</li> <li>• Rh ym ing wo rds</li> <li>• To ng ue twi ste rs</li> <li>• Re ad a ph oni cs sto ry</li> </ul>				<ul style="list-style-type: none"> <li>• rap h: ch</li> <li>• Rh ym ing wo rds</li> <li>• Re ad a ph oni cs sto ry</li> </ul>
<ul style="list-style-type: none"> <li>• 6: My five senses</li> </ul>	<ul style="list-style-type: none"> <li>• Our five senses</li> <li>• Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Neg ativ e state men ts</li> <li>• Ordi nals: 1st,</li> </ul>	<ul style="list-style-type: none"> <li>• Sa me as ab ov e</li> </ul>	<ul style="list-style-type: none"> <li>• 6: Tak ing car e of my self -</li> </ul>	<ul style="list-style-type: none"> <li>• How to take care of brain with memor y games and</li> </ul>	<ul style="list-style-type: none"> <li>• Ordi nals: 1st, 2nd, 3<sup>rd</sup></li> <li>• Prese nt conti nuou</li> </ul>	<ul style="list-style-type: none"> <li>• Re ad and wri te wo rds wit</li> </ul>



Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
	<ul style="list-style-type: none"> <li>• Musical instruments</li> <li>• Adjectives to describe sight, sound, taste, touch,</li> <li>• Fruits</li> </ul>	2nd, 3rd		Mind	<ul style="list-style-type: none"> <li>• memorising surahs</li> <li>• Types of food to eat for sharp mind.</li> <li>• Activities for a healthy mind.</li> </ul>	<ul style="list-style-type: none"> <li>• s (Revise)</li> <li>• Possessive adjectives: my, your, his, her (Revise)</li> </ul>	<ul style="list-style-type: none"> <li>• h short o &amp; short vowels</li> <li>• Rhyming words</li> <li>• Consonant digraph: ch continue</li> <li>• Read a phonics story</li> </ul>

Developing English as a Second Language Learning Textbook ...

Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
							•
• 7: Let's Go	<ul style="list-style-type: none"> <li>• Vehicles</li> <li>• Parts of vehicles</li> <li>• Ways to move</li> <li>• Size, colours, members</li> <li>• Safety equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Can + verb</li> <li>• Adjective order (big blue boat, two red sails)</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write words with long e: ee</li> <li>• Consonant digraph: wh</li> </ul>	• 7: Taking care of myself – Heart & Soul	<ul style="list-style-type: none"> <li>• What is heart</li> <li>• What is soul</li> <li>• Food for the heart</li> <li>• Activities for the heart</li> <li>• Food for the soul</li> <li>• Activities for the soul</li> </ul>	<ul style="list-style-type: none"> <li>• Can + verb</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write words with long e: ee</li> <li>•</li> </ul>
• 8: City Places	<ul style="list-style-type: none"> <li>• City sights &amp; sounds</li> <li>• City buildings and public</li> </ul>	<ul style="list-style-type: none"> <li>• Can/can't + verb</li> </ul>	<ul style="list-style-type: none"> <li>• Clap and count syllabus</li> <li>• Sound</li> </ul>	• 8: Taking care of family: What is	<ul style="list-style-type: none"> <li>• Family members and titles</li> <li>• Importance of family</li> </ul>	<ul style="list-style-type: none"> <li>• Can/can't + verb</li> <li>• Adjective order (big blue boat, two</li> </ul>	<ul style="list-style-type: none"> <li>• Clap and count syllabus</li> <li>• Sound</li> </ul>

Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
	<ul style="list-style-type: none"> <li>place s</li> <li>Ordinal numbers</li> <li>Describe objects and people</li> <li>Opposites</li> </ul>		<ul style="list-style-type: none"> <li>ds of final: y long e or long i</li> <li>Rhyming words</li> </ul>	family?		<ul style="list-style-type: none"> <li>red sails)</li> <li>Present Simple(Revise)</li> </ul>	<ul style="list-style-type: none"> <li>ds of final: y long e or long i</li> <li>Rhyming words</li> <li>Consonant digraph: th</li> </ul>
<ul style="list-style-type: none"> <li>9: Wonderful water</li> </ul>	<ul style="list-style-type: none"> <li>Water &amp; Livings</li> <li>Weather &amp; clothing</li> </ul>	<ul style="list-style-type: none"> <li>Yes/No questions</li> </ul>	<ul style="list-style-type: none"> <li>Long a spellings ai and ay</li> </ul>	<ul style="list-style-type: none"> <li>9: Taking care of my family</li> </ul>	<ul style="list-style-type: none"> <li>Importance of connecting with family and relatives.</li> <li>Manners of</li> </ul>	<ul style="list-style-type: none"> <li>Yes/No questions</li> <li>Singular and Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Long a spellings ai and ay</li> </ul>

Developing English as a Second Language Learning Textbook ...

Cambridge Global English Class 1				English with Islamic Perspective Class 1			
Chapters	Words & Expression	Use of English	Phonics	Chapters	Words & Expression	Use of English	Phonics
	<ul style="list-style-type: none"> <li>Nature</li> <li>Days of the week</li> <li>Morning, afternoon, night</li> <li>Daily routines</li> </ul>		<ul style="list-style-type: none"> <li>Read out and act out a phonics story</li> </ul>		<ul style="list-style-type: none"> <li>connecting with family and relatives.</li> <li>How to look after family and relatives through asking about health and offering healthy tips ranging from body to heart and soul.</li> </ul>	<ul style="list-style-type: none"> <li>(Revise)</li> <li>Prepositions (Revise)</li> </ul>	<ul style="list-style-type: none"> <li>Clap and count syllabus (Revise)</li> <li>Read out and act out a phonics story</li> </ul>

## Quranic Ayaths

(based on key words extracted from Steps 1-3 and 6 of the integration model)

### Language

[14:4] And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise.

[16:103] And We certainly know that they say, "It is only a human being who teaches the Prophet." The tongue of the one they refer to is foreign, and this Qur'an is [in] a clear Arabic language.

[19:67] So, [O Muhammad], We have only made Qur'an easy in the Arabic language that you may give good tidings thereby to the righteous and warn thereby a hostile people.

[26:195] In a clear Arabic language.

[27:16] And Solomon inherited David. He said, "O people, we have been taught the language of birds, and we have been given from all things. Indeed, this is evident bounty."

[30:22] And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.

[41:44] And if We had made it a non-Arabic Qur'an, they would have said, "Why are its verses not explained in detail [in our language]? Is it a foreign [recitation] and an Arab [messenger]?" Say, "It is, for those who believe, a guidance and cure." And those who do not believe - in their ears is deafness, and it is upon them blindness. Those are being called from a distant place.

### Foreign Language

[16:103] And We certainly know that they say, "It is only a human being who teaches the Prophet." The tongue of the one they refer to is foreign, and this Qur'an is [in] a clear Arabic language.

[41:44] And if We had made it a non-Arabic Qur'an, they would have said, "Why are its verses not explained in detail [in our language]? Is it a foreign [recitation] and an Arab [messenger]?" Say, "It is, for those who believe, a guidance and cure." And those who do not believe - in their ears is deafness, and it is upon them blindness. Those are being called from a distant place.

### Communication

[2:78] And when they meet those who believe, they say, "We have believed"; but when they are alone with one another, they say, "Do you talk to them about what Allah has revealed to you so they can argue with you about it before your Lord?" Then will you not reason?

[2:83] And [recall] when We took the covenant from the Children of Israel, [enjoining upon them], "Do not worship except Allah; and to parents do good and to relatives, orphans, and the needy; And speak to people good [words] and establish prayer and give zakaat." Then you turned away, except a few of you, and you were refusing.

[2:113] The Jews say "The Christians have nothing [true] to stand on," and the Christians say, "The Jews have nothing to stand on," although they [both] recite the Scripture. Thus the polytheists speak the same as their words. But Allah will judge between them on the Day of Resurrection concerning that over which they used to differ.

[3:75] And they speak untruth about Allah while they know [it].

3:78: And they speak untruth about Allah while they know.

[4:5] And do not give the weak-minded your property, which Allah has made a means of sustenance for you, but provide for them with it and clothe them and speak to them words of appropriate kindness.

[4:8] And when [other] relatives and orphans and the needy are present at the [time of] division, then provide for them [something] out of the estate and speak to them words of appropriate kindness.

4:9 So let them fear Allah and speak words of appropriate justice.

[4:63] Those are the ones of whom Allah knows what is in their hearts, so turn away from them but admonish them and speak to them a far-reaching word.

7:23 but speak to them a noble word.

17:28: then speak to them a gentle word.

[18:5] They have no knowledge of it, nor had their fathers. Grave is the word that comes out of their mouths; they speak not except a lie.

[20:44] And speak to him with gentle speech that perhaps he may be reminded or fear [Allah]."

Allah will not speak to those who do not speak the truth here.

### Root word

[14:24] Have you not considered how Allah presents an example, [making] a good word like a good tree, whose root is firmly fixed and its branches [right] in the sky?

[14:26] And the example of a bad word is like a bad tree, uprooted from the surface of the earth, not having any stability.

### Hadith

#### Language and Communication

Virtues and Merits of the Prophet Muhammad (ﷺ) and his Companions  

Bukhari :: Book 4 :: Volume 56 :: Hadith 709

Narrated by Anas:

## Developing English as a Second Language Learning Textbook ...

Uthman called Zaid bin Thabit, Abdullah bin Az-Zubair, [Said bin Al-'As](#) and [AbduRahman bin Al-Harith bin Hisham](#), and then they wrote the manuscripts of the Holy Qur'an in the form of book in several copies. Uthman said to the three Quraishi persons. " If you differ with Zaid bin Thabit on any point of the Quran, then write it in the language of the Quraish, as the Quran was revealed in their language." [So](#) they acted accordingly. (Said bin Thabit was an Ansari and not from the [Quraish](#).)

Virtues and Merits of the Prophet Muhammad ([ﷺ](#)) and his Companions [➡](#) [➤](#)

[Bukhari](#).: Book 4 :: Volume 58 :: Hadith 759

Narrated [by](#) [Abdullah bin 'Amr](#).

The Prophet never used bad language neither a ["Cajish"](#) nor a ["Muta'ibih"](#). He used to say "The best amongst you are those who have the best manners and character." (See Hadith No. 58 (B) Vol. 8)

The Book on Government (Kitab Al-[Imara](#)) [➡](#) [➤](#)

[Sahih Muslim](#).: Book 20 : Hadith 4553

It has been narrated on the authority of [Hudayfa b. al-Yasri](#) who said: People used to ask the Messenger of Allah (may peace be upon him) about the good times, but I used to ask him about bad times fearing lest they overtake me. I said: O Messenger of Allah, we were in the midst of ignorance and evil, and then God brought us this good (time through Islam). Is there any bad time after this good one? He said: Yes. I asked: Will there be a good time again after that bad time? He said: Yes, but therein will be a hidden evil. I asked: What will be the evil hidden therein? He said: (That time will witness the rise of) the people who will adopt ways other than mine and seek guidance other than mine. You will know good points as well as bad points. I asked: Will there be a bad time after this good one? He said: Yes. (A time will come) when there will be people standing and inviting at the gates of Hell. Whoso responds to their call they will throw them into the fire. I said: O Messenger of Allah, describe them for us. He said: All right. They will be a people having the same complexion as ours and speaking our language. I said: O Messenger of Allah, what do you suggest if I happen to live in that time? He said: You should stick to the main body of the Muslims and their leader. I said: If they have no (such thing as the) main body and have no leader? He said: Separate yourself from all these factions, though you may have to eat the roots of trees (in a jungle) until death comes to you and you are in this state.

The Book Pertaining to the Merits of the Companions (Allah Be Pleased [With](#) Them) of the Holy Prophet (may peace be upon him) (Kitab Al-[Fada'il](#) Al-Sahabah)

[Sahih Muslim](#).: Book 31 : Hadith 8173

Abu [Dharr](#) reported Allah's Messenger (may peace be upon him) as saying: You would soon conquer a land where people are in the habit of using foul language. They have a right of kinship upon you. And when you see two persons fighting for the space of a brick, then get out of that. He (Abu [Dharr](#)) then happened to pass by [Babil](#) and 'Abd al-Rahman, the two sons of [Suwaybil b. Hasyana](#), and they had been disputing for the space of a brick. [So](#) he left the land.

The Book Pertaining to Paradise, its Description, its Bounties and its Intimates (Kitab Al-Jannat [wa](#) Sifat Najwa [wa](#) [Ajlha](#)) [➡](#) [➤](#)

[Muslim](#).: Book 40 : Hadith 6853

[And](#) He said: The inmates of Hell are five: the weak who lack power to (avoid evil), the (carefree) who pursue (everything irrespective of the fact that it is good or evil) and who do not have any care for their family or for their wealth. And those dishonest whose greed cannot be concealed even in the case of minor things. And the third, who betray [you](#), morning and evening, in regard to your family and your property. He also made a mention of the miser and the liar and those who are in the habit of abusing people and using obscene and foul language. Abu Ghassan in his narration did not make mention of "Spend and there would be spent for you."

Foreign Language

The Book of Bequests (Kitab Al-[Wasiyya](#)) [➡](#) [➤](#)

[Muslim](#).: Book 13 : Hadith 4014

[Said b. Jubair](#) reported that Ibn 'Abbas said: Thursday, (and then said): What is this Thursday? He then wept so much that his tears moistened the pebbles. I said: Ibn 'Abbas, what is (significant) about Thursday? He (Ibn 'Abbas) said: The illness of Allah's Messenger (may peace be upon him) took a serious turn (on this day), and he said: Come to me, so that I should write for you a document that you may not go astray after me. They (the Companions around him) disputed, and it is not meet to dispute in the presence of the Apostle. They said: How is lie (Allah's Apostle)? Has he lost his consciousness? Try to learn from him (this point). He (the Holy Prophet) said: Leave me. I am better in the state (than the one in which you are engaged). I make a will about three things: Turn out the polytheists from the territory of Arabia; show hospitality to the (foreign) delegations as I used to show them hospitality. He (the narrator) said: He (Ibn Abbas) kept silent on the third point, or he (the narrator) said: But I forgot that.

## Central Ideas

The central ideas that emerged from steps 1 to 3 and Step 6 were:

1. Some CMS believe God assigned meaning to words known as *Tawfiq* (Shah, 2011; Abdella & Haridy, 2017) while other CMS asserted that human beings gave meaning to words known as *istlah* (Shah, 2011; Abdella & Haridy, 2017).
2. Either way, most of the scholars believed that there are no natural meanings of words *la*, words are not assigned meaning based on innate understanding of the word. However, a minor number of scholars but with great reputation believed that some words at least had natural meanings (Shah, 2011).
3. There are a number of words that the Quran has inculcated into the Arabic language such as *Salat*, *Zakat*, *Wudu* etc. while words from foreign languages have also been used in the Quran such as *Firdaus*, etc. (Moeen & Hamdani, 2017; Gholitaber & Kamali)
4. During the peak of the development of *sciences*, when translation was being conducted, some unfounded ideas were removed from books that were translated such that while astronomy was developed, astrological concepts were discarded. This aspect is very relatable to integration and Islamization process where Islamic concepts are removed immediately (Bsoul, 2019; Osman, 2011).
5. One of the prerequisites of translation was that the translator would be an expert of both languages and the content to be translated. This is again very relevant to the integration and Islamization process where the curriculum developers need to have a background in the field of inquiry and Islamic sciences and IOK studies (Bsoul, 2019; Osman, 2011).
6. At times some words were Arabicized while at other times foreign words were incorporated into the Arabic language. This is again a good guide for integration and Islamization. It seems that there is or little harm in using non Arabic words in defining things (Bsoul, 2019; Osman, 2011).
7. However, it must be noted that even during the peak of era of Islamic civilization, each culture tried to have their books translated into Arabic so as to influence the culture of the ruling Arabs NOT CLEAR TO ME (Bsoul, 2019); (Osman, 2011). Thus, the challenge of integration and Islamization is as old as the 8<sup>th</sup> century.
8. The central ideas presented by IOK scholars attempting to Islamize English language seem to focus on two aspects: nurturing Islamic Values and Disallowing non-Islamic Culture from being propagated via English language (Madkur & Albantani, 2017), (Hidayati & T., 2016; Hasan, 2015; Umam, 2014; Ahmad, 2014) with al-Faruqi (1982) looking at the epistemological and ontological dimensions as well.

The Primary and Secondary Tentative Syllabus for Global English from Islamic Perspective

Based on the model and the conceptual and operational definition of English Language from Islamic Perspective, the Primary and Secondary syllabus would look as follows:

# Developing English as a Second Language Learning Textbook ...

## The Primary Syllabus

### Grade 1:

1. Who am I?
2. How do I know who am I?
3. Why learn English Language?
4. Recap of Alphabets, numbers, greetings, and colors.
5. A very basic understanding of "what is" and "how to" take care of myself, my society and the environment as a Khalifa (vicegerent) of Allah?
6. A very basic understanding of "what is" and "how to" take care of my extended family La, people around me.

### Grade 2:

1. Recap of Grade 1
2. More knowledge but still basic due to the level of "what is" and "how to" take care of myself, my society and the environment as a Khalifa of Allah?
3. More knowledge but still basic due to the level of "what is" and "how to" take care of my extended family La, people around me.

### Grade 3

1. Recap of Grade 1 & 2.
2. Basic knowledge about the history of Islam, worldview and Islamic Morals.

### Grade 4:

1. Recap of Grade 3.
2. Basic knowledge and basic critique about the prevailing concept of God in terms of western, eastern and secular understanding.
3. Basic knowledge of Western, Eastern, and secular values.
4. Finding common points and differences.

### Grade 5:

1. Recap of Grade 4.
2. More knowledge and basic critique about the concept of God in terms western, eastern and secular understanding.

3. More knowledge of western, Eastern, and secular values.
4. Finding more common points and differences.

### Grade 6:

1. Introduction to Islam and its mission using English Language
2. Introduction to development of self and society using English Language

### The Secondary Syllabus

#### Grade 7:

1. Introduction to Muslim English Literature.

#### Grade 8:

1. Understanding how Islamic Terms and Concepts and Islamic Values are conveyed through different forms of Muslim English Literature.

#### Grade 9:

1. Introduction and Islamic analysis of classic western literature.
2. Development of English literature
3. NO NEED FOR THIS Introduction and Islamic critique of modern western and eastern English literature.

#### Grade 10:

1. Learning how to convey Truth and other related concepts and values through different forms of English literature.

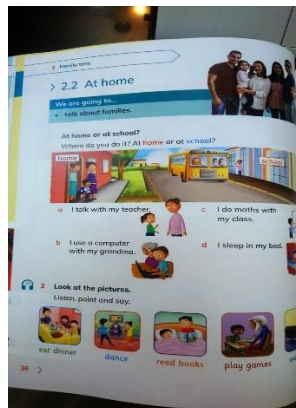
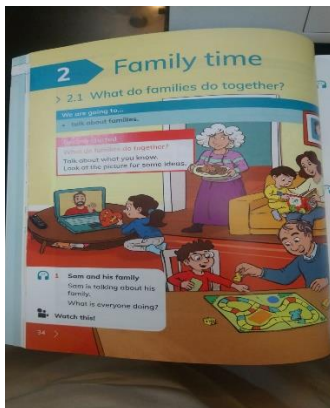
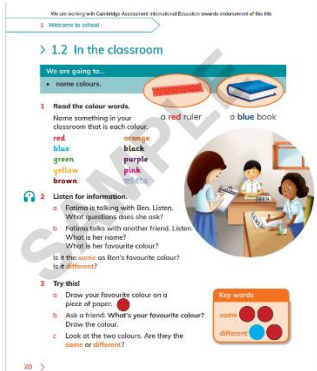
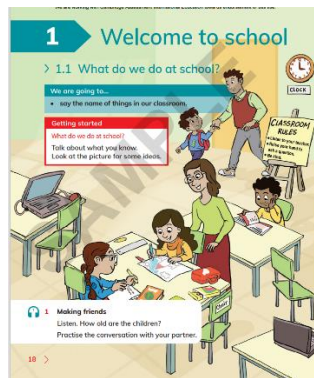
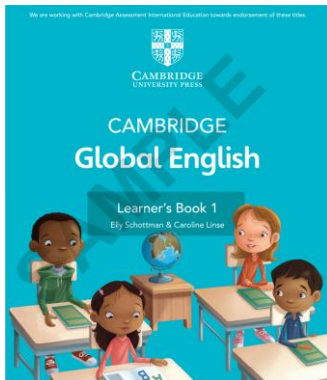
#### Grade 11:

1. Focus on O' Level requirements.

Islamic addition of O' level English Learning material content and literature.



Cambridge Global English Learner's Book 1



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Few Units of the Textbook for Grade 1 to teach English as a second Language with Islamic Perspective

## Global Primary English

with

Islamic Perspective

Grade 1

*Dr. Roase Mumtaz*

### Getting Started

#### Who am I?

1. I am a Muslim.
2. A Muslim is one who based on knowledge understands that there is no god but One God Allah (swt)<sup>1</sup> and the Prophet Muhammad (pbuh)<sup>2</sup> is His Messenger. This is called in Arabic as *Iman*.
3. As a Muslim, I read the Quran to learn the truth and reality of life which teaches me about life in this world and in the Next-world.
4. As a Muslim, I am Allah's *Abd* and *Khalifa*. As *Abd* it is my duty to obey Allah swt and take care of myself, my family and as *Khalifah* to take care of society and the environment.

#### Why do I study English?

1. I study English language to tell people about the Truth which is to believe in Allah (swt) and Prophet Muhammad (pbuh) and do good deeds. Good deeds mean to take care of self and others.

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<sup>1</sup>SWT stands for *subhanallah wa'ala*  
<sup>2</sup>PBUH stands for Peace Be Upon the Prophet

**Lesson 1: Taking care of myself – Seek Knowledge**

To take care of myself, I need to know more about myself. How do I know more about myself? I know about myself from knowledge which comes from Quran, Hadith, Looking, Touching and trying out things, thinking, parents, teachers and other literature.

**Relatable Quran Ayaths:**

[2:32] They said, "Exalted are You (Allah), we have no KNOWLEDGE except what You have taught us. Indeed, it is You who is the Knowing, the Wise." – *Quran & Hadith*.

[2:242] Thus does Allah make clear to you His ayāths that you might use reason -*Think*.

[7:148] And the people of Moses made, after [his departure], from their ornaments a call that lowed [and called it God]. Did they not see that it could neither speak to them nor guide them to a way? They took it [for worship], and they were wrongdoers – *Look*

[7:194] The idols you invoke besides GOD are creatures like you. Go ahead and call upon them; let them respond to you, if you are right.\*-*Try out*

**Poem**

True knowledge comes from Allah(ﷻ). See, think and touch for extra!  
 Everything here comes from God. All good things and all things flawed!  
 We must learn things from Quran. How to be a good **gōssā**(human being)  
 Knowledge too comes from Prophet (ﷺ). Prophet will say things perfect.  
 Look at all things with patience. They will begin to make sense!  
 Touch! But not what is harmful. Or it will be so painful.  
 Think about the things you see. Every lock but has a key!  
 Humans may not have wings. But we know name of things!<sup>11</sup>

<sup>11</sup>In English, the word "human" can mean someone who is earthy or is kind, refined and civilized. In the Quran, word "bābbā" has been used for humans and means good. The question however arises what makes us **gōssā** good or refined than animals? The Quran states and scientists agree that it's our ability to name things and speak with words that not just communicate with sign language. Hence "name of things" is used to describe the better or refined quality of humans.

**Conversation:**

Ayesha: How does you seek knowledge Fatima?  
 Fatima: She seeks knowledge from the Quran Ayesha.  
 Ahmed: How else can a Muslim gain knowledge Hassan?  
 Hassan: A Muslim gains knowledge from Hadith as well Ahmed.  
 Ahmed: How else can a Muslim learn more?  
 Hassan: A Muslim learns more by reading Muslim writings.  
 Ayesha: How else can a Muslimah find about things?  
 Fatima: She finds when she looks, touches and thinks about things around us.  
 Ahmed: Can we touch everything?  
 Hassan: No. We cannot touch harmful things or it will cause us pain.  
 Ayesha: How else can a Muslimah know more about things?  
 Fatima: She can know more when she asks her parents, teachers and those who know.

**Phonics**

**Singular & Plural Nouns**

- Book and Books
- Muslim and Muslims
- Human and Humans
- Parent and Parents
- Teacher and Teachers

**Nouns and Pronouns**

Noun	Pronoun
Book	Quran
Prophet	Muhammad(ﷺ)
Country	England
City	Makkah
Teacher	Madam Zābil

**Grammar**

**Subject Pronouns**

I am a Muslim. I seek knowledge about things from the Quran and then Hadith.  
 You are a Muslim Ahmed. You can gain knowledge from Quran and Hadith.  
 We are Muslims. After Quran and Hadith, we learn about things by reading Muslim notes.  
 Hassan is a Muslim. He finds more about things when he sees, touches, tries out and thinks about things around him.  
 Ayesha is a Muslim. She learns even more by asking her parents, teachers and those who know.

**Possessive Adjectives**

My deen is Islam. Yours is Islam as well.  
 He is a Muslim. His knowledge about things comes from Quran and Hadith.  
 She is a Muslimah. Her knowledge about things comes from Muslim writings as well.  
 My book of knowledge is Quran. Yours is Quran as well because you are a Muslim too.

# Developing English as a Second Language Learning Textbook ...

<p>He is a Muslim. His knowledge is more about things when he sees, touches, tries out and thinks about things.</p> <p>She is a Muslimah. Her knowledge is more when she ask her parents, teachers and those who know.</p> <p><b>Verbs</b></p> <p>See Think Try Think Ask Learn Gain Seek Find</p> <p><b>Activity Quiz:</b></p> <ol style="list-style-type: none"> <li>1. Ask your friends in your neighbourhood or playground how do we know about ourselves? Share their answers with your classmates and teacher.</li> <li>2. Name six ways to know about ourselves.</li> <li>3. What is the main difference between humans and animals?</li> <li>4. Why do we learn a language?</li> </ol> <p style="text-align: center;">12</p>	<p><b>Lesson 2: Taking care of myself – Knowledge about Hereafter</b></p> <p>Now that I know how to know about myself, it is time to know about myself</p> <p><b>Relatable Quran Ayaths:</b></p> <p>[3:85] And whoever desires other than Islam as religion - never will it be accepted from him, and he, in the hereafter, will be among the losers.</p> <p>[51:56] I created the jinn and humanity only for My worship.</p> <p>[3:15] For the righteous are Gardens in nearness to their Lord.</p> <p><b>Words to know:</b></p> <p>Hereafter Paradise Hell Iman Obey Protect Good Deeds Bad Deeds</p> <p style="text-align: center;">13</p>	<p><b>Short Story</b></p> <p>Allah ﷻ created Adam with mud and clay and breathed his Spirit into him. Then Allah ﷻ asked all creation to bow down to Adam but Iblis, the <b>Shaytan</b>, did not bow. Iblis said with pride, "You created Adam out of mud and me with Fire. Fire can destroy mud so I am better than Adam!" Then Allah ﷻ punished Iblis and told him that he will burn in Fire for not obeying Allah. So, Iblis, the <b>Shaytan</b>, said, "Allow me to sway humans from obeying you and doing good deeds. Allah ﷻ agreed. Hence, for this reason in this world, one who will live with <b>Iman</b> in Allah ﷻ and love for Prophet Muhammad(ﷺ) and does good deeds enters heaven and one who does not goes to hell.</p> <p style="text-align: center;">14</p>
<p><b>Conversation:</b></p> <p>Ahmed: Who was created first Adam or Iblis?</p> <p>Hassan: Iblis the Jinn!</p> <p>Ahmed: Where was Adam created?</p> <p>Hassan: He was created in the heavens.</p> <p>Aysha: What happened after Allah ﷻ created Adam?</p> <p>Fatima: Allah ﷻ asked everyone to bow down to Adam.</p> <p>Ahmed: Did everyone bow down?</p> <p>Hassan: Yes, except Iblis.</p> <p>Aysha: Why did he not bow down?</p> <p>Fatima: He was filled with jealousy.</p> <p>Ahmed: What happened then?</p> <p>Hassan: He was removed from Heaven for not listening to Allah.</p> <p>Aysha: What did Iblis, the <b>Shaytan</b>, ask Allah ﷻ?</p> <p>Fatima: For permission to whisper to human beings not to obey Allah ﷻ and to do wrong things.</p> <p>Ahmed: Did Allah ﷻ agree?</p> <p>Hassan: Yes! Allah ﷻ agreed.</p> <p>Aysha: What happens now?</p> <p>Fatima: Whoever lives with Iman in Allah ﷻ and love for prophet Muhammad(ﷺ) and does good deeds will go to heaven as a reward.</p> <p>Hassan: And whoever does not obey Allah ﷻ and does wrong things will go to Hell?</p> <p style="text-align: center;">15</p>	<p>Ahmed: Yes.</p> <p>Aysha: What is heaven?</p> <p>Fatima: It is in the heavens.</p> <p>Hassan: When will this happen?</p> <p>Ahmed: It will happen at Judgement Day.</p> <p><b>Phonics</b></p> <p><b>Singular and Plural Nouns with short a</b></p> <p>Bat vs Bats Cat vs Cats Fan vs Fans Hat vs Hats Rat vs Rats</p> <p><b>Rhyming words with short a</b></p> <p>Bat Cat Rat Fan Van Tan Dad Pad Sad Jam Ram Cam</p> <p style="text-align: center;">16</p>	<p><b>Consonant digraph: gh</b></p> <p>Who Where What When Why</p> <p>Who created Iblis: Allah?</p> <p>Where did Allah create Adam: In the heavens.</p> <p>What did Allah create Adam with? Mud</p> <p>When will we enter heaven? At Judgement day</p> <p>Why did Allah create Adam and Eve? To worship Allah.</p> <p><b>Grammar</b></p> <p><b>Prepositions of locations</b></p> <p>Where did Allah create Adam: In the heavens.</p> <p>When will we enter heaven? At Judgement day</p> <p><b>Use of With and For</b></p> <p>What did Allah create Adam with? With Mud</p> <p>Why did Allah create Adam and Eve? For worshipping Allah.</p> <p><b>Activity Quiz:</b></p> <p>Play out a drama acting out the roles of Adam, Iblis, Angels and Iblis. For Allah's voice, have someone hide behind the whiteboard/blackboard and only say aloud the words:</p> <p style="text-align: center;">17</p>

Page	Unit	Words and expressions	Use of English	Reading/Writing
10–17	Starter	Greetings Parts of the body Colours Actions Objects Letters of the alphabet	Numbers 1–10	Read/Recite a poem Write name, numbers and colour words
18–33	1 Welcome to school	School objects and activities Greetings and introductions Colours Vehicles Feelings Things in nature  <b>Key words:</b> <i>same, different; interview</i>	Singular and plural nouns Proper nouns Present simple <b>Subject pronouns:</b> <i>I, you, we, he, she</i> <b>Possessive adjectives:</b> <i>my, your, his, her</i>	Word labels, poems, songs, charts Read for information  <b>Reading strategy:</b> Picture walk <b>Guided writing:</b> Poem, information about self
34–49	2 Family time	Family members Home and school activities Food: likes and dislikes Numbers 0–10 Days of the week  <b>Key words:</b> <i>0/zero</i>	Singular and plural nouns; proper nouns Numbers: 0–10 <b>Present simple:</b> statements, questions, short answers <b>Prepositions of location:</b> <i>in, at</i> Use <i>with</i> and <i>for</i>	Poems, songs Read for information  <b>Reading strategy:</b> Environmental print <b>Guided writing:</b> Cards, information about self, recipe
50–67	3 Fun and games	Actions, sports, games Parts of the body Language of good sportsmanship Point to/put Animals Feelings  <b>Key words:</b> <i>compare</i>	<i>can/can't</i> for ability Numbers: 1–12 <b>Prepositions of location:</b> <i>on, under, next to</i> Possessive adjectives Present simple	Poem, story, play Read for information  <b>Reading strategy:</b> Text features (identify characters in a play script) <b>Guided writing:</b> Simple words spelled aloud, information about self, new song verse, story sequel
68–83	4 Making things	Clothes Shapes Art activities Colours and other descriptive adjectives  <b>Key words:</b> <i>shapes, square, circle, rectangle, triangle</i>	<b>Present continuous:</b> statements and questions Subject pronouns Contractions: <i>I'm, she's, they're</i> , etc. Connective: <i>and</i> Numbers: 1–20 Use <i>for</i> Use <i>like</i> + verb + <i>-ing</i>	Poem, song, traditional folktale Read for information Understand words through context  <b>Reading strategy:</b> Set a purpose for reading <b>Guided writing:</b> Information about self, new song verse, thank you note

## Developing English as a Second Language Learning Textbook ...

	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	Greet friends Ask and answer questions Understand and repeat conversations Sing and act out TPR songs	<b>Science:</b> Colour-mixing experiments <b>Maths:</b> Count 1–10, measure (non-standard units)	Alphabet song and chant	Make new friends Play, work and learn together <b>Critical thinking:</b> Do experiments Record results
	Listen for details Understand words through context Follow TPR directions Ask and answer questions Spell own name Interview and introduce a friend Play a guessing game Sing a spelling song Act out a poem	<b>Global awareness</b> (Social studies): School children around the world <b>Maths:</b> Understand and enter information on a chart	Letter names Alphabet poem	Activate prior knowledge Work collaboratively Share ideas, information <b>Critical thinking:</b> Discuss and enter data on a chart Compare and contrast Predict story events Reflection/self-assessment <b>Values:</b> Appreciating the world around us
	Listen for main idea and details Ask and answer questions Participate in conversations Play a counting game, sing a counting song Say, sing, act out poems and songs	<b>Maths:</b> 0–10 Simple problem-solving Record and discuss information on charts	Read and write words with short <i>a</i> Consonant digraph: <i>th</i> Rhyming words	Activate prior knowledge Work collaboratively <b>Critical thinking:</b> Classify Conduct a survey Create and discuss charts Reflection/Self-assessment <b>Values:</b> We love our families
	Follow and give instructions Understand words through context Listen for details and main idea Recognise simple words spelled aloud Play games Ask and answer questions	<b>Global awareness</b> (Social studies): Games from different places <b>Maths:</b> Count 1–12 Problem-solving Use charts	Read and write words with short <i>u</i> Read and write short <i>a</i> words (revise) Read and act out a phonics story	Activate prior knowledge Work collaboratively Share ideas, information <b>Critical thinking:</b> Creative problem-solving Compare and contrast Sequence Reflection/Self-assessment <b>Values:</b> Recognise feelings, show empathy
	Listen for main idea and details Ask and answer questions Describe what people are wearing and doing Describe pictures Say, sing and act out poems, songs, stories	<b>Maths:</b> Count 1–20 Identify simple geometric shapes <b>Art:</b> Make puppets	Read and write words with a short <i>e</i> Identify rhyming words Read a phonics story	Express creativity through art Share ideas, information <b>Critical thinking:</b> Classify Draw conclusions Reflection/Self-assessment <b>Values:</b> Saying thank you

Page	Unit	Words and expressions	Use of English	Reading/Writing
84–99	5 On the farm	Farm animals and crops Farming activities Describe life cycle of animals and plants Parts of a plant Ongoing actions Polite language: asking for help <b>Key words:</b> <i>feeding, planting, picking, driving, carrying, diagram</i>	Present continuous (statements, questions, short answers) Adverbs of place: <i>here/there</i> <i>can/can't</i> for ability Contractions <b>Prepositions of location:</b> <i>in, above</i>	Poem, song, stories Read for information: life cycle diagrams Understand words through context <b>Reading strategies:</b> Scan for main idea <b>Guided writing:</b> Simple words spelled aloud, word cards, life cycles, story ending
100–117	6 My five senses	Our five senses Parts of the body Musical instruments Adjectives to describe sight, sound, taste, touch Fruits <b>Key words:</b> <i>imagine</i>	Present continuous Present simple: positive, negative statements, questions, short answers Descriptive adjectives Ordinals: 1st–3rd <i>can/can't</i> for ability Preposition of location: <i>on</i>	Poem, song, stories Read for information <b>Reading strategy:</b> Making predictions <b>Guided writing:</b> Write about favourite sounds Write speech bubbles for a story
118–133	7 Let's go!	Vehicles and parts of vehicles Ways to move Descriptions: size, colours, numbers Safety equipment: helmets, seatbelts <b>Key words:</b> <i>fold</i>	<i>can</i> + verb Simple present (positive and negative statements; questions) <b>Adjective order</b> ( <i>big blue boat, two red sails</i> ) <i>like</i> + verb + <i>-ing</i> Prepositions of location: <i>on, in, under, at, near</i>	Poem, songs, simple instructions Read for information <b>Reading strategy:</b> Text features: headings <b>Guided writing:</b> Words spelled aloud Words on charts and diagram Sentences Information about self
134–149	8 City places	City sights and sounds City buildings and public places Ordinal numbers: 1st–10th Describe objects and people Opposites <b>Key words:</b> <i>choose</i>	Present simple <i>can/can't</i> + verb <i>like</i> + verb + <i>-ing</i> Prepositions of location: <i>in, on, next to, near</i> <b>Demonstratives:</b> <i>this/that</i> <b>Pronouns:</b> <i>this/these</i> <b>Adverbs of place:</b> <i>here, there</i> Connective: <i>and</i> Use <i>with</i> and <i>for</i>	Poems, song Read for information Understand words through context <b>Reading strategy:</b> Scanning <b>Guided writing:</b> Sentences about city sights and sounds Sentences to express and explain a personal preference
150–167	9 Wonderful water	Water and living things Weather and clothing Nature Days of the week <i>Morning, afternoon, night</i> Daily routines <b>Key words:</b> <i>look up</i> (in a dictionary)	<b>Present simple</b> (positive/negative statements, questions, short answers) Contractions <i>Can/can't</i> + verb <i>yes/no</i> questions <i>Don't forget ...</i> Prepositions of time: <i>in, on, at</i>	Poems, song, story Read for information Read and act out a play <b>Reading strategy:</b> text type – folktale <b>Guided writing:</b> Words spelled aloud Sentences: initial capitalisation, full stop, connective: <i>and</i> Write dialogue in speech bubbles
168–175	Picture dictionary	Review of vocabulary and themes		

## Developing English as a Second Language Learning Textbook ...

	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	<p>Listen for main idea and details Recognise simple words spelled aloud Ask and answer questions Play guessing games Say, sing, act out poems, songs and stories Discuss opinions</p>	<p><b>Science:</b> Life cycles (plants and animals) Living things Plant growth experiments; record observations</p>	<p>Read and write words with short i and other short vowels Consonant digraphs: ch, sh Rhyming words Tongue twisters Read a phonics story</p>	<p>Activate prior knowledge Work collaboratively Share ideas, information</p> <p><b>Critical thinking:</b> Classify Sequence Discuss a story map Interpret and create diagrams Reflection/Self-assessment</p> <p><b>Values:</b> Helping others</p>
	<p>Listen for main idea and details Ask and answer questions Discuss favourite sounds and smells Identify objects by touch and by sound Describe objects using all the senses Express likes, dislikes Say, sing, act out poems, song, and stories</p>	<p><b>Science:</b> Explore five senses with experiments and hands-on activities</p> <p><b>Music:</b> Describe sounds Create musical sounds on home-made instruments</p>	<p>Read and write words with a short i and other short vowels Read a phonics story</p>	<p>Work collaboratively Share ideas, information</p> <p><b>Critical thinking:</b> Compare and contrast Classify Identify opposites Enter information on charts Reflection/Self-assessment</p> <p><b>Values:</b> Everyone is included</p>
	<p>Listen for main idea and details Recognise simple words spelled aloud Follow and give instructions Ask and answer questions Describe objects Discuss preferences</p>	<p><b>Science/Engineering:</b> Make a helicopter and a plane Experiment and record results</p>	<p>Read and write words with a long e – spelling ee Consonant digraph: wh</p>	<p>Integrate prior knowledge Work collaboratively Share ideas, information</p> <p><b>Critical thinking:</b> Compare Classify Predict Enter and interpret information on charts Reflection/Self-assessment</p> <p><b>Values:</b> Stay safe! Seatbelts, helmets and more</p>
	<p>Listen for main idea and details Follow instructions Ask and answer questions Role-play; make requests Play a game Say and act out poems Express and explain opinions</p>	<p><b>Global awareness:</b> (Social studies): City living</p> <p><b>Maths:</b> Ordinals 1st–10th Identify and continue a repeating colour pattern</p>	<p>Clap and count syllables Sounds of final –y (long e or long i) Rhyming words</p>	<p>Activate prior knowledge Work collaboratively Share ideas, information</p> <p><b>Critical thinking:</b> Opposites Compare and contrast Classify Sequence Reflection/Self-assessment</p> <p><b>Values:</b> Appreciating where we live, respecting personal preference</p>
	<p>Listen for details Ask and answer questions Participate in discussions Describe weather, objects and routine actions conversations Discuss and act out stories, poems, songs Link phrases with connective: <i>and</i></p>	<p><b>Science:</b> Water facts: Living things need water; water comes from rain and snow; animals that live in water Experiments with things that float: make predictions, do experiment, record results</p>	<p>Long a spellings <i>ai</i> and <i>ay</i> Read and act out a phonics story</p>	<p>Apply prior knowledge Work collaboratively Share ideas, information</p> <p><b>Critical thinking:</b> Classify Research Predict outcomes Distinguish between read and make-believe Reflection/Self-assessment</p> <p><b>Values:</b> Conserving water</p>



Oxford ESL Grade 1 Syllabus.

UNIT	READING	VOCABULARY	GRAMMAR
<b>BIG QUESTION 1 Who are your family and friends?</b> Social Studies: Community			
<b>1</b> Page 6	<b>Families and Friends</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Pictures	<b>Reading Text Words</b> mother, father, brother, sister, grandmother, grandfather, family, friend <b>Listening Text Words</b> uncle, aunt, cousin, parents, daughter, son <b>Word Study</b> Opposites	<b>Verb be</b> I am, You are, He / She is, We are, They are He's eight years old.
<b>2</b> Page 16	<b>Elliot's New Friend</b> Story (Fiction) <b>Reading Strategy</b> Predicting from Pictures	<b>Reading Text Words</b> elephant, tortoise, lonely, sad, scared, eat, play, sleep <b>Listening Text Words</b> hamster, goldfish, bird, rabbit, lizard, kitten	<b>Demonstratives: This, That, These, and Those</b> This is a zebra. Those are lions.
<b>BIG QUESTION 2 Where can we see colors?</b> Art			
<b>3</b> Page 26	<b>Who's in The Tree? Roses are Red I Like Colors</b> Rhyming poems (Fiction) <b>Reading Strategy</b> Predicting from Titles	<b>Reading Text Words</b> yellow, red, blue, green, purple, black, brown, white <b>Listening Text Words</b> fireworks, dark, light, gray, orange, pink <b>Word Study</b> Nouns	<b>There is ... / There are ...</b> There's a black spider. There are two white kittens.
<b>4</b> Page 36	<b>Let's Make Colors!</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Titles	<b>Reading Text Words</b> mix, mural, ocean, sand, seaweed, seashell, jellyfish, starfish <b>Listening Text Words</b> jacket, shorts, sneakers, T-shirt, hat, pants	<b>Prepositions of Place: In, On, Under, Next To</b> The starfish is <i>under</i> the seaweed. The seashells are <i>on</i> the sand.
<b>BIG QUESTION 3 Where do animals live?</b> Life Science			
<b>5</b> Page 46	<b>Animal Homes</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Titles and Pictures	<b>Reading Text Words</b> eagle, chick, nest, opossum, tree hollow, honeybee, hive, crab <b>Listening Text Words</b> woods, field, pond, squirrel, mouse, frog <b>Word Study</b> Irregular plurals	<b>Where Questions with Verb Be</b> Where's the eagle? Where are the chicks?
<b>6</b> Page 56	<b>My Friend, Anak</b> Realistic fiction <b>Reading Strategy</b> Identifying Characters	<b>Reading Text Words</b> orangutan, rainforest, reserve, teach, take care of, miss, take a nap, put out <b>Listening Text Words</b> day, night, morning, midday, afternoon, evening	<b>What and Who Questions with Verb Be</b> What's that? Who's this?
<b>BIG QUESTION 4 How are seasons different?</b> Earth Science			
<b>7</b> Page 66	<b>The Four Seasons</b> Informational text (Nonfiction) <b>Reading Strategy</b> Using Captions to Clarify Ideas	<b>Reading Text Words</b> warm, hot, cool, cold, rain, snow, long, short <b>Listening Text Words</b> weather, cloudy, sunny, windy, snowy, rainy <b>Word Study</b> Compound nouns	<b>Simple Present (It)</b> It gets hot in the summer. It snows in the winter. It doesn't snow in the summer.
<b>8</b> Page 76	<b>The Seasons of Arnold's Apple Tree</b> Realistic Fiction <b>Reading Strategy</b> Using Captions to Clarify Ideas	<b>Reading Text Words</b> watch, build a snowman, build a tree house, make a swing, make apple pie, grow, fall, bring <b>Listening Text Words</b> ride a bicycle, go to the beach, eat ice cream, drink hot chocolate, fly a kite, plant flowers	<b>Simple Present (I / You / We / They)</b> In the summer, I <i>build</i> a tree house. Do you <i>watch</i> honeybees? No, I <i>don't</i> .

## Developing English as a Second Language Learning Textbook ...

LISTENING	SPEAKING	WRITING	WRAP UP
<p><b>Different Families</b> People describing their families <b>Listening Strategy</b> Listening for details</p>	<p><b>Introducing People</b> <i>This is my brother. It's nice to meet you.</i></p>	<p><b>Tasks</b> Talk about your family and write about them. (Workbook)</p>	<p>• <b>Project</b> Family and Friends Collage • <b>Review</b> Units 1 and 2 (WB) </p>
<p><b>Friends and Pets</b> People describing their friends and their pets <b>Listening Strategy</b> Listening for details</p>	<p><b>Describing Friends</b> <i>This is Tim. He has a hamster. We play together.</i></p>	<p><b>Capitals for Names</b> <i>My friend's name is Eun.</i> <b>Tasks</b> Talk about your friend and write about him or her. (Workbook)</p>	
<p><b>Fireworks</b> A conversation while watching fireworks <b>Listening Strategy</b> Listening for color details</p>	<p><b>Inviting and Making Suggestions</b> <i>Do you want to play with me? Let's color! OK, Good idea!</i></p>	<p><b>Tasks</b> Talk about rhyming words and write a poem with animals and colors. (WB)</p>	<p>• <b>Project</b> Color Mix Chart • <b>Review</b> Units 3 and 4 (WB) </p>
<p><b>My Favorite Clothes</b> A conversation about clothes on a clothesline <b>Listening Strategy</b> Listening for color and place details</p>	<p><b>Describing Using Colors</b> <i>I have a yellow hat. There's a starfish next to me. It's orange.</i></p>	<p><b>Capitals and Periods in Sentences</b> <i>The starfish is under the seaweed.</i> <b>Tasks</b> Talk about your favorite clothes and write about them. (WB)</p>	
<p><b>Animal Homes</b> A documentary about animal homes <b>Listening Strategy</b> Listening for details</p>	<p><b>Warning People</b> <i>Watch out! Be careful! OK, Thanks!</i></p>	<p><b>Tasks</b> Talk about animal homes and write about one. (WB)</p>	<p>• <b>Project</b> An Animal Booklet • <b>Review</b> Units 5 and 6 (WB) </p>
<p><b>Animals on a Reserve</b> Descriptions of animals' eating and sleeping habits <b>Listening Strategy</b> Listening for time details</p>	<p><b>Describing Animals</b> <i>It's small. It's brown. It lives in the woods.</i></p>	<p><b>Question Marks</b> <i>What is it?</i> <b>Tasks</b> Talk about animals and their habits and write about one. (WB)</p>	
<p><b>Weather and Seasons</b> Conversations about the weather in different seasons <b>Listening Strategy</b> Listening for details</p>	<p><b>Inviting People</b> <i>Do you want to play in the snow with me? Sure! Great! Let's go!</i></p>	<p><b>Tasks</b> Talk about your favorite season and write about it. (WB)</p>	<p>• <b>Project</b> A Seasons Journal</p>

UNIT	READING	VOCABULARY	GRAMMAR
<b>BIG QUESTION 5 How do numbers help us? Math</b>			
<b>9</b> Page 86	<b>Working with Numbers</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Headings	<b>Reading Text Words</b> numbers, plus sign, equals sign, problem, addition, answer, odd numbers, even numbers <b>Listening Text Words</b> pen, pencil, eraser, ruler, backpack, notebook <b>Word Study</b> Writing numbers	<b>Simple Present with Verb Have (I, You, We, They)</b> <i>I have six shells. You have four shells. Together, we have ten shells. They don't have a pet.</i>
<b>10</b> Page 96	<b>Stone Soup</b> Folk tale (Fiction) <b>Reading Strategy</b> Understanding Beginning, Middle, and End	<b>Reading Text Words</b> pot, stone, food, sausages, carrots, onions, potatoes, soup <b>Listening Text Words</b> tomato, cucumber, avocado, orange, mango, peach	<b>Simple Present Questions with Verb Have (I, You, We, They)</b> <i>What do you have? I have potatoes. Do you have carrots? Yes, I do.</i>
<b>BIG QUESTION 6 What do we need? Social Studies: Economics</b>			
<b>11</b> Page 106	<b>The Farmer and The Hat</b> Fable (Fiction) <b>Reading Strategy</b> Understanding Sequence	<b>Reading Text Words</b> farmer, cow, milk, market, sell, buy, plain, fancy <b>Listening Text Words</b> games, comic book, board game, doll, stickers, pins <b>Word Study</b> Verbs	<b>Simple Present with Regular Verbs and Verb Have (He, She)</b> <i>She needs a cow. She doesn't need a dress. He has a cow. He doesn't have a hat.</i>
<b>12</b> Page 116	<b>Wants and Needs</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Titles, Headings, and Pictures	<b>Reading Text Words</b> job, doctor, police officer, teacher, help, money, clothes, water <b>Listening Text Words</b> sandwich, grapes, juice, cookie, chips, soda	<b>Simple Present Questions with Regular Verbs and Verb Have (He, She)</b> <i>Does she work in a school? Yes, she does. What does Sana have? She has a doll.</i>
<b>BIG QUESTION 7 Where do we live? Social Studies: Community</b>			
<b>13</b> Page 126	<b>Where's Your Home?</b> Informational text (Nonfiction) <b>Reading Strategy</b> Using Labels to Clarify Details	<b>Reading Text Words</b> street, neighborhood, town, city, the country, apartment, building, world <b>Listening Text Words</b> noisy, quiet, safe, dangerous, boring, interesting <b>Word Study</b> Words that are verbs and nouns	<b>Possessive 's</b> <i>Jenna's house is in the country. Is Ali's house in the city?</i>
<b>14</b> Page 136	<b>City Mouse and Country Mouse</b> Fable (Fiction) <b>Reading Strategy</b> Understanding Contrast	<b>Reading Text Words</b> department store, restaurant, movie theater, hotel, cornfield, orchard, new, old <b>Listening Text Words</b> park, library, supermarket, drugstore, bakery, museum	<b>Possessive Adjectives</b> <i>My, Your, His, Her, Our</i> <i>His home is in the city. Is your apartment big?</i>
<b>BIG QUESTION 8 How can we make music? Music</b>			
<b>15</b> Page 146	<b>Percussion Instruments</b> Informational text (Nonfiction) <b>Reading Strategy</b> Understanding Main Idea and Details	<b>Reading Text Words</b> instruments, cymbals, tambourine, xylophone, drum, triangle, shake, strike <b>Listening Text Words</b> fast, slow, loud, soft, awful, lovely <b>Word Study</b> Alphabetical order	<b>Present Continuous</b> <b>I'm / You're / She's / He's / We're / They're ... ing</b> <i>I'm playing the drum. She isn't shaking the tambourine.</i>
<b>16</b> Page 156	<b>Let's Make Music!</b> Realistic fiction <b>Reading Strategy</b> Understanding Problems and Solutions	<b>Reading Text Words</b> dance, sing, get an idea, practice an instrument, buy tickets, give money, clap, take pictures <b>Listening Text Words</b> parade, concert, ballet, play, puppet show, circus	<b>Present Continuous Questions</b> <i>Are you singing? Yes, I am. Is she dancing? No, she isn't.</i>
<b>BIG QUESTION 9 What are living things? Life Science</b>			
<b>17</b> Page 166	<b>Living and Nonliving Things</b> Informational text (Nonfiction) <b>Reading Strategy</b> Understanding Contrast	<b>Reading Text Words</b> living, nonliving, breathe, move, change, air, people, plant <b>Listening Text Words</b> bench, bush, statue, grass, rose, fountain <b>Word Study</b> Adjectives	<b>Can and Can't</b> <i>An animal can grow. Sneakers can't breathe.</i>
<b>18</b> Page 176	<b>The Gingerbread Man</b> Fairy tale (Fiction) <b>Reading Strategy</b> Understanding Sequence	<b>Reading Text Words</b> run away, chase, catch, stop, cross, bake, smell, open <b>Listening Text Words</b> go to bed, play outside, early, late, healthy food, junk food	<b>Should and Shouldn't</b> <i>You should run away! You shouldn't stay here.</i>
Page 186	<b>PLAYSCRIPTS</b>	Elliot's New Friend	Stone Soup