

Unit 1

Good deeds

By the end of this unit, the students will be able to:

- Use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- Apply while-reading strategies to interact with text to locate/scan specific factual information to answer short questions based on the text.
- Use post-reading strategies to respond to the text by applying world knowledge and own opinion to the text read and relating what is read to their own experiences.
- Identify and differentiate between vowel letters and sounds.
- Use appropriate expressions in conversation to articulate, recognise, and use some formulaic expressions to express regret.
- Recognise stress, pattern, and intonation in poems.
- Produce in speech appropriate patterns of rhythm, stress, and intonation of English language introduced through listening to stories and poems read aloud in class.
- Write multi-syllable words with correct spelling.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, personal response, interpretive.
- Recognise and pronounce the weak forms of 'do' and 'have' in contractions.

By the end of this unit, the students will be able to:

- *Recognise, demarcate, and pronounce three and four syllable words.*
- *Demonstrate conventions and dynamics of oral interactions in groups to lead and follow.*
- *Make a list of items (e.g. vocabulary) required for a given task/topic.*
- *Recognise specific parts of words including common inflectional endings.*
- *Read aloud for accurate reproduction of sounds of letters and words.*
- *Read information in a picture graph and a pie chart.*
- *Use pre-reading strategies to read familiar words appearing on a variety of reading materials such as, advertisements, recipes, captions, etc.*
- *Apply while-reading strategies to interact with text, skim through common graphical features such as pictures and tables to increase understanding.*
- *Use post-reading strategies to respond to the text by relating text to own experiences.*
- *Make anagrams from simple one-syllable words.*
- *Spell some words studied in class, both orally and in writing.*
- *Recognise and apply spelling change in plural forms of nouns and regular verb forms.*
- *Write ordinal numbers 'first to thirtieth' in words.*
- *Recall changing numbers of simple naming words by adding and removing 's' and 'es'.*
- *Recognise general naming words as common nouns and particular naming words as proper nouns.*
- *Recall and apply the rules for the use of a, an and the.*
- *Choose between a or an as identified articles.*
- *Identify and use the definite article the.*
- *Recall and recognise that plural nouns do not take the articles a or an.*

Unit 3

Beenish goes to Karachi

By the end of this unit, the students will be able to:

- Use post-reading strategies to respond to the text by applying world knowledge and own opinion to the text read.
- Apply while-reading strategies to interact with text to locate/scan specific factual information to answer short questions based on the text.
- Recognise doing words as verbs.
- Retell a story in a few simple sentences.
- Use action words in speech and writing.
- Demonstrate the use of verbs can/cannot to show ability and inability.
- Write multi-syllable words with correct spelling.
- Write a guided story using elements of story writing.
- Pronounce and spell simple words with silent letters such as 'l' in half and 'k' in know.
- Identify the basic elements of a story: Beginning, middle and end; characters, place, and time.
- Revise written work for layout, legibility, and punctuation.

Unit 4

Fun with words!

By the end of this unit, the students will be able to:

- Recognise and generate rhyming strings in writing.
- Identify describing words as adjectives.
- Use adjectives of quantity, quality, size, shape, and colour.
- Recognise and apply spelling change in plural forms of nouns and regular verb forms.
- Predict what follows in the text using context.
- Retell a story in a few simple sentences.
- Identify and differentiate between countable and uncountable nouns.
- Identify and change the number nouns by adding 'ies' and 'es' after words ending in y, o, etc.
- Demonstrate conventions and dynamics of oral interactions in groups to express needs, feelings, joy, sadness, and anger.
- Identify and utilise effective study skills, e.g. brainstorming for ideas.
- Fill in the missing information to complete a simple paragraph.
- Use appropriate vocabulary and tense to write a simple guided paragraph by filling in words to change or complete a given story.

Unit 5

Stories that teach a lesson

By the end of this unit, the students will be able to:

- Apply pre-, while-, and post-reading strategies for various purposes.
- Identify the basic elements of a story: beginning, middle and end; characters, place, and time.
- Use appropriate expressions in conversation to articulate, recognise and use some formulaic expressions to express likes, dislikes, needs, and feelings; and respond to simple instructions.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, personal response, interpretive.
- Use alphabetical order first and second alphabet to arrange words.
- Organise vocabulary items learnt in the class according to the selected organizing principles, such as arranging words in alphabetical order and parts of speech.
- Recognise alphabetical arrangement of words as a preparation for glossary or dictionary use.
- Use adjectives of quantity, quality, size, shape, and colour.

Unit 6

Enjoying the holidays

By the end of this unit, the students will be able to:

- Use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs, and tenses.
- Describe events in a picture or an illustration.
- Provide the missing letter in simple two/three syllable words.
- Identify and use previously learnt and more formulaic expressions of greetings and some routine social courtesies according to the age, gender, and status of the addressees.
- Recognise specific parts of words including common inflectional endings.
- Predict what follows in the text using context.
- Identify the word class of a given word in context.
- Recognise, articulate, and use forms of be, do and have; and forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.
- Identify and use the structure of simple past tense for completed actions, with or without mention of specific time.
- Recognise that -ed has three sounds, i.e. /d/, /t/, /ɪd/ as in looked, danced, and landed.
- Write numbers from 50 to 100 in words.
- Fill in the missing information to complete a simple paragraph.
- Complete a simple paragraph using the given words, phrases, and sentences.
- Read short notes written for selected purposes to write guided short notes of their own to friends and family members.
- Use the reading texts as model for their own writing.
- Use adjectives of quantity, quality, size, shape, and colour.
- Identify and articulate words containing digraphs and trigraphs in initial, middle, and final position.

By the end of this unit, the students will be able to:

- Use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- Apply while-reading strategies to interact with text to skim through common graphical features such as pictures and tables in texts to increase understanding; locate/scan specific factual information to answer short questions based on the text.
- Use post-reading strategies to respond to the text by applying world knowledge and own opinion to the text read; relating what is read to their own experiences; expressing an understanding of story through pantomime.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types factual, personal response, Interpretive.
- Identify and use the structure of present continuous tense for describing activities and for actions taking place at the time of speaking.
- Recognise that action takes place in time (present, past, or future).
- Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (I, we, you, he, she, it, they).
- Tense indicates time of action.
- Identify and make simple sentences with the verbs be, done, do, and have as main verbs.
- Use summary skills to provide the missing words in a gapped summary.
- Recite poems with actions.
- Demonstrate conventions and dynamics of oral interactions in groups to express likes and dislikes, and to describe things and objects in surroundings.
- Recognise and understand that in a paragraph, sentences join to make sense in relation to each other.
- Write simple descriptive and narrative paragraphs.
- Identify paragraph as a larger meaningful unit of expression representing unity of thought.
- Fill in the missing information to complete a simple paragraph.
- Explain simple position on a picture, illustration, or a map.
- Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.)
- Use capitalisation according to the rules learnt earlier.
- Recognise and apply capitalisation to the initial letter of proper nouns (days of the week and months of the year).
- Illustrate use of some words showing position.
- Illustrate the use of words showing positions learnt earlier.
- Recognise and use words e.g. with, in, over, at, from, into, and out of.

Unit 8

Let's enter the world of stories

By the end of this unit, the students will be able to:

- Use pre-reading strategies to predict some words that might occur in a text by looking at a title.
- Apply while-reading strategies to interact with text to skim through common graphical features such as pictures and tables in texts to increase understanding.
- Use post-reading strategies to respond to the text by applying world knowledge and own opinion to the text read.
- Find out the characters in a story and give brief general comments about them.
- Recognise the function of different question words to write short answers.
- Identify and use the structure of simple present tense for habitual actions and for timeless and universal statements.
- Recognise the function of simple wh-forms used in questions.
- Respond to and ask simple wh-questions.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs, and tenses.
- Respond to and ask simple questions starting with verbs, e.g. is, am, are, was, were.
- Use appropriate vocabulary and tense to write a simple guided paragraph by giving general physical description of a person/object.
- Recognise that action takes place in time (present, past or future).
- Identify that tense indicates time of action.
- Use appropriate expressions in conversation to articulate, recognise, and use some formulaic expressions to introduce self and talk about family.
- Illustrate the use of question words learnt earlier.
- Identify and use question words why, how, who, whose, which, where, etc.
- Recognise and articulate hard and soft sounds of the letters c and g.
- Demonstrate conventions and dynamics of oral interactions in group to introduce self and others.
- Recognise and use words my, your, his, her, its, our, their before nouns to show possession.
- Recall and use words that point to something: this, that, these, those.
- Identify and recognise the function of pronouns.
- Recognise and use that pronouns agree with their nouns in gender and number.
- Identify and use pronouns in sentences.
- Show possession by using the pronouns mine, yours, his, hers, its, ours, theirs after the nouns.
- Recall and use substitution words learnt earlier (personal pronouns).
- Recognise substitution words as pronouns.
- Recognise and use words showing possessions as possessive adjectives, e.g. his coat, her bag.
- Locate specific simple information in a clock (by half and full hour).
- Recognise and generate rhyming strings in writing.
- Locate, identify, differentiate between, and use some simple pairs of words.

Unit 9

All about rules

By the end of this unit, the students will be able to:

- Apply strategies to comprehend questions for appropriate response by marking key words, verbs, and tenses.
- Demonstrate conventions and dynamics of oral interactions in group to exchange routine greetings and courtesies, to take turns, to use polite expressions, to seek attention, and to agree/disagree politely.
- Use post-reading strategies to respond to the text by applying world knowledge and own opinion to the text read.
- Recognise that action takes place in time (present, past or future).
- Tense indicates time of action.
- Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc.
- Identify and make simple sentences with the verbs be, done, do, and have as main verbs.
- Identify and use simple sentences that show instructions.
- Identify and recognise the transitional devices (first/next/finally etc.)
- Write guided sentences in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- Recognise and pronounce the weak forms of 'do' and 'have' in contractions.
- Recognise and use words similar and opposite in meaning.
- Identify and use previously learnt and more formulaic expressions of greetings and some routine social courtesies according to the age, gender, and status of the addressees.
- Use appropriate expressions in conversation to articulate, recognise, and use some formulaic expressions to offer and respond to greetings; express and show gratitude; to listen and respond to commands.
- Write guided short informal invitations to friends and family members to demonstrate the use of the following conventions: Purpose, date and time, venue, name of addressee, and sender.
- Recognise and use apostrophes to show possessions and exclamation mark to express strong feelings.
- Classify, pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons.
- Pronounce long and short vowel sounds in pair of words, e.g. /a/ as in 'bat', /ai/ as in rain, /e/ as in 'bed' and /ee/ as in 'feet'.

Unit 10

Passing out parade of Pakistan Military Academy, Kakul

By the end of this unit, the students will be able to:

- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of question types.
- Demonstrate conventions and dynamics of oral interactions in group to exchange routine greetings and courtesies; introduce self and others; engage in conversation and take turns.
- Use appropriate expressions in conversation to articulate, recognise and use some formulaic expressions to respond to simple instructions.
- Read aloud for accurate reproduction of sounds of letters and words.
- Use post-reading strategies to respond to the text by relating what is read to own experiences.
- Familiarise themselves with a dictionary in preparation for its use.
- Illustrate the use of question words learnt earlier.
- Identify and use question words why, how, who, whose, which, where, etc.
- Recognise the function of simple wh-forms used in questions.
- Respond to, and ask simple wh-questions.
- Identify and recognise the function of conjunctions.
- Use joining words and, or, and but to show addition, alternative and contrast within a sentence. Use because to express reason.
- Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neuter).
- Recite poems with actions.
- Produce in speech, appropriate patterns of rhythm, stress and intonation of English language introduced through listening to stories and poems read aloud in class.
- Make a list of items (e.g. vocabulary) required for a given task/topic.
- Write a simple guided poem using a list of given rhyming words.
- Recognise 'stress' and 'intonation' patterns and differentiate among them as used in statements and questions.
- Respond to and ask simple questions starting with verbs is, am, are, was, were.

By the end of this unit, the students will be able to:

- Apply while-reading strategies to interact with text to locate/scan specific factual information to answer short questions based on the text.
- Use post-reading strategies to respond to the text by applying world knowledge and own opinion to the text read.
- Identify and use simple sentences that show instructions, commands, and requests.
- Identify simple sentences that show strong feelings.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs, and tenses in a variety of question types.
- Recognise and pronounce with reasonable accuracy, common two and three consonant clusters in initial and final positions.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- Write sentences of their own using correct capitalisation, punctuation, and spelling.
- Use punctuation according to the rules learnt earlier.
- Identify and utilise effective study skills e.g. brainstorming for ideas.
- Recognise and generate rhyming strings in writing.
- Demonstrate the use of subject-verb agreement according to person and number.
- Recognise that sentences comprise of subject + predicate.
- Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern.
- Write multi-syllable words with correct spelling
- Write with reasonable accuracy, some sentences of their own on a given topic.
- Revise written work for layout, legibility, and punctuation.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.
- Take dictation of familiar words studied in class.