

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

- Use appropriate vocabulary and tense to write a simple paragraph by giving description of a person/object/place.
- Write simple descriptive and narrative paragraphs.
- Write a guided paragraph using ideas gathered and organised through various strategies.
- Illustrate the use and structure of previously learnt tenses in their speech and writing.
- Read silently for comprehension.
- Apply while-reading strategies to interact with text to locate/scan specific factual information to answer short questions based on the text and guess meaning of difficult words from context.
- Use post-reading strategies to respond to the text by applying world knowledge to the text read.
- Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response, and interpretive.
- Recognise and practice that 'ed' has three sounds i.e. /d/, /t/, /id/ through context.
- Demonstrate conventions and dynamics of oral interactions in groups to take turns, engage in conversations, agree/disagree politely, and to lead and follow.
- Recognise specific parts of words including common inflectional endings and compound words.
- Read aloud for accurate reproduction of sounds of letters and words.
- Scan a simple text for specific information to answer questions.
- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.
- Recite poems with actions.
- Use appropriate expressions in conversation to express regret, express likes and dislikes, express needs and feelings, express opinions, show ability/inability to do something.
- Use the reading texts as models for their own writing.
- Classify items (e.g. vocabulary) required for a given task/topic.
- List rhyming words and write a poem.
- Produce in speech and practice appropriate patterns of rhythm, stress, and intonation of English language by listening to stories and poems read aloud in class.

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

- Write simple, descriptive, and narrative paragraphs.
- Illustrate the use and structure of previously learnt tenses in their speech and writing.
- Demonstrate conventions and dynamics of oral interactions in groups to introduce self, engage in conversation, take turns, agree/disagree politely, express needs and feelings express joy, sadness and anger, describe local events.
- Use appropriate expressions in conversation to express regret, likes and dislikes, needs and feelings and opinions, show ability/inability to do something and to respond to instructions and directions.
- Apply strategies to comprehend questions for appropriate responses in a variety of question types.
- Recognise specific parts of words including common inflectional endings.
- Respond to wh-questions.
- Demonstrate the use of *be*, *do*, *-ing*, and *have* along with their negative forms as main or helping verbs in sentences.
- Illustrate the use of different positive and negative forms of the *be*, *do* and *have* with their corresponding pronouns.
- Read aloud for accurate reproduction of sounds of letters and words.
- Locate specific information in a clock (quarter to and quarter past).
- Scan a simple text for specific information.
- Use the reading texts as models for their own writing.
- Use pre-reading strategies to predict the content/vocabulary of a text from pictures and title etc., by using prior knowledge.
- Use post-reading strategies to respond to the text by applying world knowledge to the text read and relating what is read to their own feelings and experiences.
- Write a guided paragraph using ideas gathered and organised through various strategies.
- Spell some words studied in class both orally and in writing.
- Apply spelling change in plural form of regular and irregular nouns and regular verb forms.
- Classify items (e.g. vocabulary) required for a given task/topic.
- Listen to intonation patterns (rising and falling) in sentences.
- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.
- Produce in speech and practice appropriate patterns of rhythm, stress, and intonation of English language by listening to stories and poems read aloud in class.

## Unit 3

## All about money

### 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 expressing an understanding of story through role play
- Read silently for comprehension.
- Provide the missing information in a gapped summary.
- Produce in speech and practice appropriate patterns of rhythm, stress, and intonation of English language by listening to stories and poems read aloud in class.
- Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response, and interpretive.
- Use appropriate expressions in conversation to express opinions and to respond to instructions and directions.
- Demonstrate conventions and dynamics of oral interactions in group to engage in conversation, take turns, agree/disagree politely, lead and follow, express needs and feelings, describe local events.
- Recognise and use the structure of Past Continuous Tense for actions that were in progress at some time in the past by giving and a descriptive background to a narrative/recount.
- Describe a series of events in a picture or an illustration.
- Scan a simple text for specific information.
- Recognise helping verbs as aiding the main verbs.
- Distinguish between be, do, and have as main and helping verbs.
- Identify and utilise effective study skills e.g. brainstorming for ideas, using illustrations and note-taking.

**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 to the text read and relating what is read to their own feelings and experiences.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response and interpretive.
- Recall and demonstrate use of more common/proper nouns.
- Demonstrate conventions and dynamics of oral interactions in groups to take turns, engage in conversations, and to lead and follow.
- Read aloud for accurate reproduction of sounds of letters and words.
- Describe events in a picture or an illustration.
- Make anagrams from simple two-/three-syllable words.
- Write multi-syllable words with correct spelling.
- Recognise and use the conventions to demarcate three- and four-syllable words.
- Use appropriate expressions in conversation, to express regret, likes and dislikes, needs and feelings, and opinions.
- Spell some words studied in class both orally and in writing.
- Classify items (e.g. vocabulary) required for a given task/topic.
- Use appropriate vocabulary and tense to write a simple paragraph by giving description of a person/object/place.
- Classify adjectives of quantity, quality, size, shape, colour, and origin. Recognise meaning of common adjectives in relation to each other e.g. huge-big.
- Recognise and use adjectives of origin.
- Articulate, identify, and use degrees of regular adjectives.
- Produce in speech and practice appropriate patterns of rhythm, stress, and intonation of English language by listening to stories and poems read aloud in class.

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

- Recognise and use the structure of Past Continuous Tense for actions that were in progress at some time in the past by giving a descriptive background to a narrative/ recount.
- Demonstrate conventions and dynamics of oral interactions in groups to take turns, engage in conversations and to lead and follow.
- Use pre-reading strategies to predict the content/vocabulary of a text from pictures and title, etc. by using prior knowledge.
- 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 to the text read and relating what is read to their own feelings and experiences.
- Scan a simple text for specific information.
- Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response, and interpretive.
- Demonstrate the use of 'and', 'or', and 'but'.
- Use appropriate conjunctions e.g. and, but, or, and because to join sentences within a paragraph.
- Use appropriate expressions in conversation to express regret, express likes and dislikes, express needs and feelings, express opinions, show ability/inability to do something.
- Recognise alphabetical arrangement of words in a glossary or a dictionary.
- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.
- Recognise and construct sentences beginning with words that point to something, i.e. this, that, these, those, it, etc. to describe picture(s), object(s), person(s), place(s), thing(s), etc.
- Describe events in a picture or an illustration.
- Explain position and direction on a picture, illustration or a map.
- Identify and classify words that begin with vowel sounds.
- Pronounce and practise long and short vowels and diphthongs as they occur in practice items, sentences in reading lessons; and in speech.
- Pronounce long vowel sounds, /i/ as in 'kite', /o/ as in 'boat', /u/ as in cute.
- Pronounce the weak form of 'of', 'for', 'or' and 'but' in simple phrases.

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

- Use the reading texts as models for their own writing.
- Use pre-reading strategies to predict the content/vocabulary of a text from pictures and title etc. by using prior knowledge.
- 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 to the text read and relating what is read to their own feelings and experiences.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response, and interpretive.
- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.
- Find out how many syllables a word has.
- Change part of speech of a given word.
- Illustrate the use and structure of the previously learnt tenses (simple present and present continuous) in their speech and writing.
- Follow a process of procedure to provide the missing information in a gapped summary.
- Demonstrate conventions and dynamics of oral interactions in groups to take turns, engage in conversations and to lead and follow.
- Scan a simple text for specific information.
- Use appropriate expressions in conversation to express regret, express likes and dislikes, express needs and feelings, express opinions, show ability/inability to do something.
- Apply spelling change in plural form of regular and irregular nouns and regular verb forms.
- Spell some words studied in class – both orally and in writing.
- Revise and edit word order, spelling, and punctuation.
- Illustrate the use of question words learnt earlier.
- Identify and use question words; when, how many, and how much, etc.
- Identify countable and uncountable nouns. Demonstrate use of some nouns as countable and uncountable nouns.
- Recognise and use nouns with no change in number.
- Recall some more rules for the use of *a* and *an*.
- Choose between *a* or *an* and *the* words before that start with mute consonant letters.
- Differentiate between use of definite and indefinite articles.
- Pronounce and practice long and short vowels as they occur in practice items and sentences in reading lessons and in speech.
- Read aloud for accurate reproduction of sounds of letters and words.
- Write multi-syllable words with correct spelling.
- Classify items (e.g. vocabulary) required for a given task/topic.
- Recognise briefly story elements, tell when and where the story is set, describe the characters in a story.

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

- Read tables and charts in textbooks.
- Demonstrate conventions and dynamics of oral interactions in groups to take turns, engage in conversations, and to lead and follow.
- Recognise and understand that in a paragraph, sentences join to make sense in relation to each other through transitional devices.
- Write a guided paragraph using ideas gathered and organised through various strategies.
- Identify and recognise the function of transitional devices (next/then/again).
- Use punctuation according to the rules learnt earlier.
- Use capitalisation according to the rules learnt earlier. Recognise and apply capitalisation to the initial letter of proper nouns.
- Write sentences of their own using correct capitalisation, punctuation, and spelling.
- Use post-reading strategies to respond to the text by applying world knowledge to the text read and relating what is read to their own feelings and experiences.
- Read silently for comprehension.
- Scan a simple text for specific information.
- Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response, and interpretive.
- Use appropriate expressions in conversation to express regret, express likes and dislikes, express needs and feelings, express opinions, show ability/inability to do something.
- Read aloud for accurate reproduction of sounds of letters and words.
- Read and use symbols and directions in a picture map.
- Identify and practise making simple sentences to show instructions, commands, requests and strong feelings.
- Identify and distinguish facts and opinions in a given text.
- Classify more nouns as common and proper nouns.
- Recall some more rules for the use of *a*, *an*, and *the*. Choose between *a*, *an*, and *the* before words.
- Identify and utilise effective study skills e.g. brainstorming for ideas, using illustrations, and note-taking.
- Use summary skills to mark important points and develop a mind map to summarise a text.
- Write a poem based on the same central idea.
- Write a short passage, anecdote, fable, etc., for pleasure and creativity.

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

- Retell a story in a few simple sentences.
- Recognise and use we, you, they, it, etc. as subjective case; me, us, you, them, it, etc. as objective case; and mine, ours, yours, them, etc. as possessive case of personal pronouns.
- Practice use of words my, our, your, his, her, etc. to show possession.
- Recognise and practice that pronouns agree with their nouns in gender and number.
- Distinguish between and use the pronouns as subject, object, and for possession.
- Recognise and use words showing possessions as possessive adjectives, eg. *his coat*, *her bag*.
- Recognise the function of more wh-forms used in questions.
- Respond to and ask more wh-questions.
- Recognise the function of different question words and key words to write appropriate short answers.
- Illustrate use of pronouns learnt earlier.
- Use appropriate expressions in conversation to respond to instructions and directions.
- Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response, and interpretive.
- Demonstrate conventions and dynamics of oral interactions in groups to take turns, engage in conversation, and to lead and follow.
- Identify and recognise the function of: pronouns, i.e. subjective, objective.
- Scan a simple text for specific information.
- Use pre-reading strategies to predict the content/vocabulary of a text from pictures and title etc., by using prior knowledge.
- Use post-reading strategies to respond to the text expressing an understanding of story through role play.
- Apply while-reading strategies to interact with text to predict what follows in the text using context and prior knowledge.
- Use some common similes in speech and writing.
- Recognise that an adverb qualifies verbs, adjectives and other adverbs. Identify and use simple adverbs of manner and time.
- Read silently for comprehension.
- Classify items (e.g. vocabulary) required for a given task/topic.
- Articulate and practise words containing digraphs, tri-graphs, and silent letters.
- Read aloud for accurate reproduction of sounds of letters and words.



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

- Identify in text, and change part of speech in a given word.
- Organise vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.
- Demonstrate use of prepositions showing position, time, movement, and direction.
- Use some words showing position, time, and movement.
- Illustrate the use and structure of previously learnt tenses in their speech and writing.
- Use punctuation according to the rules learnt earlier. Recognise and use apostrophe with contractions.
- Recognise and use the structure of future simple tense for expressing actions in future.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response, and interpretive.
- Use appropriate expressions in conversation to express likes and dislikes, and respond to instructions and directions.
- Use post-reading strategies to respond to the text by relating what is read to their own feelings and experiences.
- Demonstrate conventions and dynamics of oral interactions in groups to take turns, engage in conversation, and to lead and follow.
- Read aloud for accurate reproduction of sounds of letters and words.
- Pronounce the weak form of *will/shall* and *not* in contractions.
- Scan a simple text for specific information.
- Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern.
- Identify and practise making simple sentences to show instructions and requests.
- Classify items (e.g. vocabulary) required for a given task/topic.
- Read short notes written for different purposes to write short notes of their own to friends and family members.
- Write guided replies accepting the invitation.
- Write short informal invitations to friends, family members, and teachers to demonstrate the use of the following conventions: Purpose, date and time, venue, name of addressee, and sender.
- Find out how many syllables a word has.

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

- Recognise helping verbs as aiding the main verbs.
- Identify the use of verbs *be*, *do*, *-ing* and *have* along with their negative forms as helping verbs.
- Illustrate the use of different positive and negative forms of the *be*, *do* and *have* with their corresponding pronouns.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate responses by marking key words, verbs, and tenses in a variety of the following question types: factual, personal response, and interpretive.
- Locate, provide, connect, and use words similar and opposite in meaning.
- Locate, identify, differentiate between, and use some simple pairs of words including homophones.
- Use appropriate expressions in conversation to respond to instructions and directions.
- Demonstrate conventions and dynamics of oral interactions in groups to take turns, engage in conversation, and to lead and follow.
- Read aloud for accurate reproduction of sounds of letters and words.
- Use common compound words in their own speech and writing e.g. milkshake, bedroom, airport, gold fish and sunshine.
- Join some words to make common compound words and use them in speech and writing.
- Recognise how information is presented in a pie chart and bar graph.
- Scan a simple text for specific information.
- Produce in speech and practice appropriate patterns of rhythm, stress, and intonation of English language by listening to stories and poems read aloud in class.
- Classify items (e.g. vocabulary) required for a given task/topic.
- Identify adverbs of manner, time, place, and frequency.
- Use some words showing position, time, movement, and duration.
- Recognise and pronounce with reasonable accuracy, common three-consonant clusters in initial positions.
- Classify words that begin or end with the same three-consonant clusters.
- Identify and utilise effective study skills e.g. brainstorming for ideas, using illustrations, and note-taking.
- Write a guided paragraph using ideas gathered and organised through various strategies.
- Select and use some strategies, e.g. brainstorming, mind mapping, or making outlines, etc. to gather and organise ideas for their own writing.