

Unit 1

A great example to follow

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

- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions; make simple inferences using context of the text and prior knowledge.
- Use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Write a guided paragraph using ideas gathered and organized through various strategies.
- Use appropriate vocabulary and tense to write a simple paragraph by giving physical description and character traits of a person.
- Develop a sense of inclusiveness, peace and social cohesion.
- Use summary skills to mark important points and develop a mind map to summarize a text.
- Recall the rules of punctuation learnt earlier.
- Identify and utilize effective study skills, e.g. brainstorming for ideas, using illustrations, note-taking and making a mind map.
- Use appropriate expressions in conversation to: express and respond to opinion; respond to simple instructions and directions.
- Identify and write sentences that state/negate something or ask a question.
- Locate, identify, differentiate between, and use some simple pairs of words including homophones.
- Demonstrate conventions and dynamics of oral interactions in group to: engage in conversation, take turns, use polite expressions to seek attention, agree/disagree politely, lead and follow, express needs, feelings, and ideas.
- Identify and practice making sentences to show instructions, commands, requests and strong feelings.
- Respond to, and ask simple questions starting with have.
- Use the reading texts as models for their own writing.
- Students develop ethical and social attributes and values relevant in a multicultural and civilized society.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.

Unit 2

Shandoor polo festival

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

- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions; identify facts in the text.
- Use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Analyse a simple paragraph to recognise that a paragraph comprises a group of sentences that develop a single main idea; the main idea of a paragraph is given in the topic sentence; other sentences in the paragraph support the topic sentence.
- Read a paragraph as a larger meaningful unit of expression to recognise that the main idea in a paragraph is carried in a sentence called the topic sentence.
- Recognise and use more action verbs from extended environment.
- Make anagrams from simple two/three syllable words.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Write replies accepting or declining the invitation. Demonstrate the use of conventions of letter writing.
- Write short informal invitations for a variety of purposes.
- Identify, demonstrate and practice previously learnt and more formulaic expressions for greetings, routine social courtesies according to the age, gender and status of the addressee.
- Recognise specific parts of words including compound words.
- Use common compound words in their own writing, e.g. milk shake, bed room, airport, gold fish and sunshine.
- Take dictation of words studied in class.
- Analyse expository paragraphs to note differences.
- Use the reading texts as models for their own writing.

Unit 3

Climate change

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

- Use pre-reading strategies to: predict the content of a text from topic/pictures, title/headings, etc., by using prior knowledge.
- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions; make simple inferences using context of the text and prior knowledge.
- Use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Recognise alphabetical arrangement of words in a glossary or a dictionary. Locate an entry word in a glossary or a dictionary.
- Write a guided paragraph using ideas gathered and organised through various strategies.
- Recite poems with actions.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Demonstrate conventions and dynamics of oral interactions in group to: engage in conversation, take turns, use polite expressions to seek attention, agree/disagree politely, lead and follow, express needs, feelings, and ideas.
- Describe a series of events or sequence in a picture, an illustration or a diagram.
- Read a paragraph as a larger meaningful unit of expression to recognise that the main idea in a paragraph is carried in a sentence called the topic sentence.
- 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.
- Articulate, practice and syllabify words containing digraphs and silent letters.
- Use appropriate expressions in conversation to express and respond to opinion; give and respond to simple instructions and directions.
- Use capitalization according to the rules learnt earlier.
- Recall the rules of punctuation learnt earlier.
- Write multi-syllable words with correct spelling.
- Write a paragraph to describe/show sequence in a picture/series of pictures.

Unit 4

The boy who saved his school

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

- Write a guided paragraph using ideas gathered and organised through various strategies.
- Illustrate the use and structure of tenses.
- Recognise and describe briefly story elements: when and where the story is set; describe the characters in a story; express preferences about them.
- Retell a story briefly and sequentially.
- Apply while reading strategies to interact with text to: locate/ scan specific information to answer short questions; make simple inferences using context of the text and prior knowledge; guess meaning of difficult words from context.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read. Expressing an understanding of story through role-play.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Demonstrate conventions and dynamics of oral interactions in group to express ideas.
- Locate, provide, connect and use words similar and opposite in meaning.
- Organise vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.
- Classify and change the gender of more nouns from immediate and extended environment.
- Recognise and identify the common gender used for both male and female.
- Use the reading texts as models for their own writing.
- Write a story using the elements of story writing.
- Discuss a poem based on the same central idea.
- Create a short poem using rhyming words on a given topic.

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

- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Write an informal letter and formal letter of application.
- Write a reply to a short informal letter from friends and family member.
- Demonstrate the use of conventions of letter writing: Address, date, salutation, body, closing.
- Apply while reading strategies to interact with text to: locate/ scan specific information to answer short questions, identify facts in the text (as indicated through these words; day, date, place, etc.), identify an opinion in the text (as indicated through these words; think, feel, believe, etc.)
- Use capitalisation according to the rules learnt earlier.
- Recognise and apply capitalisation to the initial letter of the key words in the titles of stories and books.
- Recall and apply the rules for the use of a, an and the.
- Recall, Identify and use the definite article 'the'.
- Differentiate between use of definite and indefinite articles.
- Pronounce and practice more words with silent letters such as 't' in switch, 'g' sound in 'high'.
- Identify and practice pronouncing long and short vowel sounds in different words.
- Identify, demonstrate and practice previously learnt and more formulaic expressions for greetings, routine social courtesies according to the age, gender and status of the addressee.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Organise vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.
- Use the reading texts as models for their own writing.

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

- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions; make simple inferences using context of the text and prior knowledge; guess meaning of difficult words.
- Use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Recall and practise that sentences comprise of Subject + Predicate.
- Practise and use simple SVO pattern sentences.
- Find out how many syllables a word has.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Create a short poem on a given topic.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- Use appropriate expressions in conversation to express and respond to opinion; give and respond to simple instructions and directions.
- List rhyming words in a poem.

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. Relate their feelings and experiences to what is read.
- Identify and write sentences that state/negate something or ask a question.
- Demonstrate the use of be, do, -ing and have along with their negative forms as main or helping verbs in sentences.
- Use appropriate vocabulary and tense to write a simple paragraph by: giving physical description and character traits/ characteristics of a person/object /place, moving from general to specific.
- Recognize 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.
- Use pre-reading strategies to: predict the content of a text from topic/pictures, title/ headings etc., by using prior knowledge.
- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Illustrate the use and structure of the previously learnt tenses (simple present and present continuous, simple past and past continuous, and simple future tense) in their writing.
- Recite poems with actions.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- Locate, identify, differentiate between, and use some simple pairs of words.
- Demonstrate the use of joining words learnt earlier.
- Use the reading texts as models for their own writing.
- List rhyming words in a poem.

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

- Use pre-reading strategies to: predict the content of a text from topic/pictures, title/headings, etc., by using prior knowledge.
- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions; make simple inferences using context of the text and prior knowledge.
- Use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Recognise and practice that 'ed' has three sounds, i.e. /d/, /t/, /id/ through context.
- Demonstrate the use of subject-verb agreement according to person and number.
- Apply spelling change in plural form of regular and irregular verb forms.
- Use the reading texts as models for their own writing.
- Illustrate use of pronouns learnt earlier.
- Use the pronouns as subject, object and for possession.
- Recognise and use the personal pronouns myself, yourself, himself, herself, ourselves, themselves, and itself.
- Demonstrate correct use of my-mine, your-yours, etc.
- Recognise that pronouns agree with their nouns in gender and number.
- Pronounce and practice with reasonable accuracy, common three-consonant clusters in initial and final positions.
- Recognise verbs as regular and irregular and use forms of more regular and irregular verbs.
- Explain position and direction on a picture, illustration or a map.
- Revise and edit work to check for correct word order, spelling, and punctuation.
- Classify words that begin or end with the same consonant clusters.
- Create a short poem using the rhyming words on a given topic.

Unit 9

The time machine

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

- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions; make simple inferences using context of the text and prior knowledge.
- Use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Use appropriate vocabulary and tense to write a simple paragraph by giving physical description and character traits/characteristics of a person/object /place, moving from general to specific.
- Use the reading texts as models for their own writing.
- Illustrate the use and structure of the previously learnt tenses (simple future tense) in their speech and writing.
- Recognise and use be and do to make interrogative sentences.
- Demonstrate use of prepositions showing position, time, movement and direction.
- Use appropriate expressions in conversation to express and respond to opinion.
- Pronounce and practice more words with silent letters such as 't' in switch, 'g' sound in 'high'.
- Pronounce and practice with reasonable accuracy common three-consonant clusters in initial position.
- Articulate, practice and syllabify words containing trigraphs and silent letters.
- Illustrate the use of can/cannot and, may/may not and should/should not to express permission, prohibition, doubt, and obligation.

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

- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions; make simple inferences using context of the text and prior knowledge.
- Use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Use appropriate expressions in conversation to express and respond to opinion.
- Classify and use adjectives of quantity, quality, size, shape, colour and origin.
- Use the reading texts as models for their own writing.
- Use appropriate vocabulary and tense to write a simple paragraph by giving physical description and character traits/characteristics of a person/object /place, moving from general to specific.
- Recognise the function of wh forms used in questions.
- Respond to wh questions.
- Use summary skills to mark important points and develop a mind map to summarize a text.
- Select and use some strategies, e.g. brainstorming, mind mapping, or making outlines, etc. to gather and organise ideas for their own writing.

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

- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions; make simple inferences using context of the text and prior knowledge; identify facts in the text (as indicated through these words; day, date, place, etc.).
- Identify an opinion in the text (as indicated through these words; think, feel, believe, etc.).
- Use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Analyse and use some analogies and more similes in speech and writing using “like” and “as ___ as”.
- Identify and use adverbs of manner, time, place and frequency.
- Recall, and demonstrate use of collective nouns (from immediate and extended environment).
- Demonstrate conventions and dynamics of oral interactions in group to engage in conversation.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Use summary skills to mark important points and develop a mind map to summarize a text.
- Use appropriate expressions in conversation to express and respond to opinion; give and respond to simple instructions and directions.
- Organise vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.

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

- Apply while reading strategies to interact with text to: locate/scan specific information to answer short questions.
- Use post reading strategies to respond to the text by: applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Read silently for comprehension.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual, interpretive, inferential, personal response, open-ended.
- Read to compare information given in a pie chart.
- Locate specific information in a calendar and a class timetable, and a report card.
- Recall the rules of punctuation learnt earlier. Recognise and use hyphen to join numbers, quantities, and fractions.
- Write sentences of their own using correct capitalization, punctuation, and spelling.
- Identify and recognise the function of transitional devices. Show relationships between sentences in a paragraph, and between paragraphs.
- Read tables and charts in textbooks.
- Respond to wh- questions.
- Identify and practice making sentences to show instructions.
- Respond to, and ask simple questions starting with be, do and have.
- Use transitional words and sequence markers.