

Student Learning Outcomes

Unit 1

- Recognize and apply capitalization to the initial letter of proper nouns: names of holidays, special events, and groups.
- ADJECTIVES - Classify adjectives of quantity, quality, size, shape, colour and origin. Recognise and use adjectives of origin. • Articulate, identify and use degrees of regular adjectives.
- Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.)
- Recognize alphabetical arrangement of words in a glossary or a dictionary.
- Organize vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.
- Read simple keys/legends on maps.
- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.
- Read silently for comprehension.

Unit 2

- 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.
- Read aloud for accurate reproduction of sounds of letters and words.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- Describe a series of events in a picture or an illustration.
- Write simple descriptive and narrative paragraphs.
- Complete a simple paragraph using the given words, phrases, sentences.
- Recognize the function of different question words and key words to write appropriate short answers.
- Read silently for comprehension.

Unit 3

- Change the number of regular and irregular nouns.
- Recognize and use some naming words as collective nouns.
- Identify countable and uncountable nouns, demonstrate use of some nouns form immediate and extended environment as countable and uncountable nouns.
- Read silently for comprehension.

Unit 4

- Pronounce and practice simple words with more silent letters such as 'b' in lamb.
- Articulate and practice words containing digraphs, tri-graphs, and silent letters.
- Apply spelling change in plural form of regular and irregular nouns and regular verb forms.
- Create a short poem using the suggested rhyming words.
- Read silently for comprehension.

Unit 5

- Revise written work for correct • Tenses.
- Illustrate the use and structure of previously learnt tenses in their speech and writing.
- Read silently for comprehension.

Unit 6

- Use appropriate expressions in conversation to: • respond to instructions and directions.
- Use pre-reading strategies to: • Predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Read silently for comprehension.

Unit 7

- Read aloud for accurate reproduction of sounds of letters and words.
- Use some common similes in speech and writing using "like" and "as ___ as". e.g. as black as coal, etc.
- Read silently for comprehension.

Unit 8

- Identify and write the central idea of a given poem in simple language.
- Recognize that an adverb qualifies verbs, adjectives and other adverbs.
- Identify and use simple adverbs of manner and time.
- Apply spelling change in plural form of regular and irregular nouns and regular verb forms.
- Read silently for comprehension.

Unit 9

- Identify the elements of a story: • Plot-Beginning, middle and end of a story with conflict & resolution • Human, animal, imaginary characters and their roles • Setting
- Write a guided story using the elements of story writing.
- Write a short passage, anecdote, fable, etc., for pleasure and creativity.
- Describe a series of events in a picture or an illustration.
- Recognize briefly story elements; • tell when and where the story is set • describe the characters in a story.
- Retell a story in a few simple sentences.
- Read silently for comprehension.

Unit 10

- Recognize and understand that: In a paragraph, sentences join to make sense in relation to each other through transitional devices. • Identify paragraph as larger meaningful unit of expression representing unity of thought. • Highlight relationships between sentences in a paragraph. • Write a guided paragraph using ideas gathered and organized through various strategies.
- Recognize that: • a simple 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.
- Use the above organizing principles of paragraph writing to write a meaningful and guided paragraph.

- Read short notes written for different purposes to write short notes of their own to friends and family members.
- 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.
- Write guided replies accepting the invitation. Demonstrate the use of conventions of letter writing: • Address • Date • Salutation • Body • Closing.
- Write a guided informal letter.
- Use the reading texts as models for their own writing.
- Read silently for comprehension.

Unit 11

- Recognize specific parts of words including common inflectional endings and compound words.
- Use appropriate conjunctions e.g. and, but, or, and because to join sentences within a paragraph.
- Write a paragraph to describe/show sequence in a picture/ series of pictures.
- Recognize the function of more joining words.
- Recognize and locate some compound words from various text sources e.g. butterfly, football, bus stop, homework, classroom and white board.
- Break up some common compound words into words they are made of.
- Locate difference between the two parts of a compound word.
- Use common compound words in speech and own writing.
- Use appropriate expressions in conversation to: • show ability/inability to do something.
- Identify and utilize effective study skills e.g. brainstorming ideas, using illustrations and note-taking.
- Use summary skills to mark important points and develop a mind map to summarize a text.
- Read silently for comprehension.

Unit 12

- 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.
- Read aloud for accurate reproduction of sounds of letters and words.
- Describe a series of events in a picture or an illustration.
- List rhyming words and write a poem.
- Use appropriate vocabulary and tense to write a simple paragraph by • giving description of a person/object/ place. • narrating an activity from immediate surroundings.
- Write a paragraph to describe/show sequence in a picture/ series of pictures.
- Make sentences by replacing words and phrases in given sentences.
- Use some words showing position, time, and movement.
- Organize vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.
- Create a short poem using the suggested rhyming words.
- Read tables and charts in textbooks.
- Read silently for comprehension.

Unit 13

- Identify and recognize the function of: • pronouns. • pronouns i.e. subjective, objective.
- PRONOUNS - Illustrate use of pronouns learnt earlier. •

Practice use of words my, our, your, his, her, etc. to show possession. • Recognize and practice that pronouns agree with their nouns in gender and number. • Distinguish between and use the pronouns as subject, object and for possession.

- Recognize meaning of common adjectives in relation to each other e.g. huge-big.
- Locate, identify, differentiate between, and use some simple pairs of words including homophones.
- Locate, provide and use words similar and opposite in meaning.
- Read silently for comprehension.

Unit 14

- ARTICLES Recall some more rules for the use of a, an and the. Choose between a or an and the before words that start with mute consonant letters.
- Identify and classify words that begin with vowel sounds.
- Identify and differentiate the use of 'the' with words starting with consonant and vowel sounds.
- Recognize specific parts of words including common inflectional endings and compound words.
- Read aloud for accurate reproduction of sounds of letters and words.
- Locate specific information in a calendar and a class timetable.
- Use words such as first, second, next and then to show a sequence.
- Identify and use the definite article 'the'.
- Differentiate between use of definite and indefinite articles.
- Read tables and charts in textbooks.
- Read silently for comprehension.

Unit 15

- Demonstrate conventions and dynamics of oral interactions in group to: • engage in conversation • take turns • lead and follow.
- Illustrate the use of question words learnt earlier.
- Identify and use question words when, how many, and how much, etc.
- Read silently for comprehension.

Unit 16

- Identify the elements of a story: • Human, animal, imaginary characters and their roles.
- PRONOUNS - Illustrate use of pronouns learnt earlier. • Practice use of words my, our, your, his, her, etc. to show possession. • Recognize and practice that pronouns agree with their nouns in gender and number. • Distinguish between and use the pronouns as subject, object and for possession.

TEACHER'S GUIDELINES

- Phonemes can also be referred as 'sounds' throughout a book.
- Tenses can also be referred as 'forms of verbs'.
- Tricky plurals can also be referred as 'Irregular plurals'

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- Teachers can guide the students by making a key for the map which includes a compass that shows the north, south, west, and east direction and a simple line for borders.