

## LEARNING OUTCOMES for GRADE ONE

### LISTENING

### SPEAKING

#### SENTENCES

#### TEXTS

#### ONE-WAY

#### TWO-WAY

GENERAL OUTCOMES
<b>CAN:</b> <b>(a)</b> understand statements. <b>(b)</b> understand questions. <b>(c)</b> understand instructions. <b>(d)</b> recognize and understand words and phrases.
SPECIFIC OUTCOMES
<b>CAN:</b> <b>(a), (b)</b> and <b>(c)</b> understand statements, questions and instructions heard from: (i) teacher; (ii) students; (iii) electronic sources. <b>(d)</b> recognize and understand important vocabulary items already introduced.

GENERAL OUTCOMES
<b>CAN:</b> <b>(a)</b> understand: – narratives – dialogues
SPECIFIC OUTCOMES
<b>CAN:</b> <b>(a)</b> – understand general meaning – extract specific information in texts (or parts of texts) heard from: (i) teacher; (ii) students; (iii) electronic sources.

GENERAL OUTCOMES
<b>CAN:</b> <b>(a)</b> make statements. <b>(b)</b> give instructions. <b>(c)</b> use vocabulary appropriately.
SPECIFIC OUTCOMES
<b>CAN:</b> <b>(a)</b> make factual statements about familiar topics. <b>(b)</b> give simple instructions <b>(c)</b> use the most important vocabulary items already introduced.

GENERAL OUTCOMES
<b>CAN:</b> <b>(a)</b> take part in interactions. <b>(b)</b> ask and answer questions.
SPECIFIC OUTCOMES
<b>CAN:</b> Interact with teacher, students and others by: <b>(a)</b> – initiating and responding – using social language. <b>(b)</b> – forming questions. – answering appropriately.

## LEARNING OUTCOMES for GRADE ONE

### READING

### WRITING

#### WORDS

#### SENTENCES

#### LETTERS/ WORDS

#### SENTENCES

##### GENERAL OUTCOMES

**CAN:**  
**(a)** recognize, and understand the meaning of, words.  
**(b)** recognize letters and associate them with sounds.  
**(c)** recognize and understand numbers.

##### SPECIFIC OUTCOMES

**CAN:**  
**(a)** recognize, and understand the meaning of, important vocabulary items already introduced.  
**(b)** recognise all lower-case letters of the alphabet, together with their usual sound values.  
**(c)** recognise and understand the numbers already introduced.

##### GENERAL OUTCOMES

**CAN:**  
**(a)** understand sentences.  
**(b)** recognize and understand words and phrases.

##### SPECIFIC OUTCOMES

**CAN:**  
**(a)** understand statements, questions, instructions.  
**(b)** recognize and understand the most important vocabulary items already introduced.

##### GENERAL OUTCOMES

**CAN:**  
**(a)** spell words correctly.  
**(b)** form letters.  
**(c)** form numbers.

##### SPECIFIC OUTCOMES

**CAN:**  
**(a)** spell the most important vocabulary items already introduced.  
**(b)** write all the letters of the alphabet in lower case.  
**(c)** write the numbers already introduced.

##### GENERAL OUTCOMES

**CAN:**  
**(a)** write simple sentences.  
**(b)** use vocabulary appropriately.

##### SPECIFIC OUTCOMES

**CAN:**  
**(a)** write sentences about familiar topics based on models provided.  
**(b)** use the most important vocabulary items already introduced.

## LEARNING OUTCOMES for GRADE TWO

### LISTENING

#### SENTENCES

##### GENERAL OUTCOMES

###### CAN:

- (a) understand statements.
- (b) understand questions.
- (c) understand instructions.
- (d) recognise and understand words and phrases.

##### SPECIFIC OUTCOMES

###### CAN:

- (a), (b) and (c) understand statements, questions and instructions heard from:
  - (i) teacher; (ii) students;
  - (iii) electronic sources.
- (d) recognize and understand important vocabulary items already introduced.

#### SHORT TEXTS

##### GENERAL OUTCOMES

###### CAN:

- (a) understand general meaning.
- (b) extract specific information.
- (c) understand statements, questions, instructions.
- (d) recognise and understand words and phrases.

##### SPECIFIC OUTCOMES

###### CAN:

- (a) and (b) understand the following short texts:
  - descriptions
  - exchanges/ dialogues
  - narratives
- (c) understand statements, questions heard from:
  - (i) teacher; (ii) students;
  - (iii) electronic sources.
- (d) recognize and understand important vocabulary items already introduced.

### SPEAKING

#### ONE-WAY

##### GENERAL OUTCOMES

###### CAN:

- (a) describe.
- (b) make factual statements.
- (c) give instructions.
- (d) use vocabulary appropriately.

##### SPECIFIC OUTCOMES

###### CAN:

- (a) and (b) talk about familiar topics: e.g. *themselves, other people, objects, places, animals, food, routines, transport, school subjects, free-time activities*, etc.
- (c) give simple instructions.
- (d) use the most important vocabulary items already introduced.

#### TWO-WAY

##### GENERAL OUTCOMES

###### CAN:

- (a) take part in interactions.
- (b) ask and answer questions.

##### SPECIFIC OUTCOMES

###### CAN:

- Interact with teacher, students and others by:
  - (a) – initiating and responding
    - using social language
  - (b) – forming questions
    - answering appropriately

## LEARNING OUTCOMES for GRADE TWO

### READING

#### WORDS/ SENTENCES

##### GENERAL OUTCOMES

###### CAN:

- (a) understand sentences.
- (b) recognize, and understand the meaning of, whole words and phrases.
- (c) recognize letters and be aware of their usual sound-value.
- (d) recognize and understand numbers.

##### SPECIFIC OUTCOMES

###### CAN:

- (a) understand simple statements, questions and instructions.
- (b) recognize, and understand the meaning of, important vocabulary items already introduced.
- (c) recognise all letters of the alphabet in lower and upper case, together with their usual sound values.
- (d) recognise and understand the numbers already introduced.

### WRITING

#### WORDS / SENTENCES

##### GENERAL OUTCOMES

###### CAN:

- (a) write sentences
- (b) write words.
- (c) form letters.
- (d) form numbers.

##### SPECIFIC OUTCOMES

###### CAN:

- (a) – write simple sentences.  
– use capital letters and the punctuation marks already introduced.
- (b) write known words using unjoined lower case letters.
- (c) write all the letters of the alphabet in lower and upper case.
- (d) write the numbers already introduced.

## LEARNING OUTCOMES for GRADE THREE

### LISTENING

### SPEAKING

#### SHORT TEXTS

#### LONG TEXTS

#### ONE-WAY

#### TWO-WAY

GENERAL OUTCOMES
<b>CAN:</b> <b>(a)</b> understand general meaning. <b>(b)</b> extract specific information. <b>(c)</b> understand statements, questions, instructions. <b>(d)</b> recognize and understand words and phrases.
SPECIFIC OUTCOMES
<b>CAN:</b> <b>(a)</b> and <b>(b)</b> understand the following <u>short</u> texts: – descriptions – dialogues – narratives – series of instructions <b>(c)</b> understand statements, questions and instructions heard from: (i) teacher; (ii) students; (iii) electronic sources. <b>(d)</b> recognize and understand the most important vocabulary items already introduced.

GENERAL OUTCOMES
<b>CAN:</b> <b>(a)</b> understand general meaning. <b>(b)</b> extract specific information. <b>(c)</b> understand statements, questions, instructions. <b>(d)</b> recognize and understand words and phrases.
SPECIFIC OUTCOMES
<b>CAN:</b> <b>(a)</b> and <b>(b)</b> understand a variety of <u>longer</u> texts – descriptions – dialogues – narratives – series of instructions <b>(c)</b> understand statements, questions and instructions heard from: (i) teacher; (ii) students; (iii) electronic sources. <b>(d)</b> recognize and understand the most important vocabulary items already introduced.

GENERAL OUTCOMES
<b>CAN:</b> <b>(a)</b> narrate. <b>(b)</b> describe and compare. <b>(c)</b> use vocabulary appropriately.
SPECIFIC OUTCOMES
<b>CAN:</b> <b>(a)</b> narrate using simple past. <b>(b)</b> describe: <i>themselves, other people, animals, places, objects, free-time activities, routines, food, plants, etc.</i> <b>(c)</b> use the most important vocabulary items already introduced.

GENERAL OUTCOMES
<b>CAN:</b> <b>(a)</b> take part in interactions. <b>(b)</b> ask and answer questions.
SPECIFIC OUTCOMES
<b>CAN:</b> Interact with teacher, students and others by: <b>(a)</b> – initiating and responding. – using social language. <b>(b)</b> – forming questions. – answering appropriately.

## LEARNING OUTCOMES for GRADE THREE

### READING

#### SENTENCES

##### GENERAL OUTCOMES

###### CAN:

- (a) understand sentences.
- (b) recognize and understand words and phrases.

##### SPECIFIC OUTCOMES

###### CAN:

- (a) understand statements, questions, instructions.
- (b) recognize and understand the most important vocabulary items already introduced.

#### TEXTS

##### GENERAL OUTCOMES

###### CAN:

- (a) understand general meaning.
- (b) extract specific information.
- (c) recognize and understand words and phrases.

##### SPECIFIC OUTCOMES

###### CAN:

- (a) and (b) understand the following kinds of texts:
  - descriptions
  - narratives
  - series of instructions
- (c) recognize and understand the most important vocabulary items already introduced.

### WRITING

#### WORDS + PHRASES

##### GENERAL OUTCOMES

###### CAN:

- (a) write words and phrases using cursive script.
- (b) spell words correctly.
- (c) form letters.
- (d) form numbers.

##### SPECIFIC OUTCOMES

###### CAN:

- (a) join letters correctly.
- (b) spell the most important vocabulary items already introduced.
- (c) write all the letters of the alphabet in lower and upper case.
- (d) write the numbers already introduced.

#### SENTENCES

##### GENERAL OUTCOMES

###### CAN:

- (a) write sentences.
- (b) use punctuation correctly.
- (c) use vocabulary appropriately.

##### SPECIFIC OUTCOMES

###### CAN:

- (a) write their own sentences about familiar topics: *themselves, other people, animals, objects, places*, etc.
- (b) use capital letters and the punctuation marks already introduced.
- (c) use the most important vocabulary items already introduced.

## LEARNING OUTCOMES for GRADE FOUR

### LISTENING

### SPEAKING

#### SHORT TEXTS

#### LONG TEXTS

#### ONE-WAY

#### TWO-WAY

<b>GENERAL OUTCOMES</b>
<b>CAN:</b> <b>(a)</b> understand general meaning. <b>(b)</b> extract specific information. <b>(c)</b> understand statements, questions, instructions. <b>(d)</b> recognize and understand words and phrases.
<b>SPECIFIC OUTCOMES</b>
<b>CAN:</b> <b>(a)</b> and <b>(b)</b> understand a variety of <u>short</u> texts: – descriptions – dialogues – narratives <b>(c)</b> understand statements, questions and instructions heard from: (i) teacher; (ii) students; (iii) electronic sources. <b>(d)</b> recognize and understand the most important vocabulary items already introduced.

<b>GENERAL OUTCOMES</b>
<b>CAN:</b> <b>(a)</b> understand general meaning. <b>(b)</b> identify main points. <b>(c)</b> extract specific information. <b>(d)</b> understand statements, questions, instructions. <b>(e)</b> recognise and understand words and phrases.
<b>SPECIFIC OUTCOMES</b>
<b>CAN:</b> <b>(a), (b)</b> and <b>(c)</b> understand a variety of <u>longer, more complex</u> texts: – descriptions – dialogues – narratives – series of instructions <b>(d)</b> understand statements, questions and instructions heard from: (i) teacher; (ii) students; (iii) electronic sources. <b>(e)</b> recognize and understand the most important vocabulary items already introduced.

<b>GENERAL OUTCOMES</b>
<b>CAN:</b> <b>(a)</b> narrate. <b>(b)</b> describe and compare. <b>(c)</b> express opinions. <b>(d)</b> give instructions. <b>(e)</b> use vocabulary appropriately.
<b>SPECIFIC OUTCOMES</b>
<b>CAN:</b> <b>(a)</b> narrate using simple past. <b>(b)</b> describe/ compare: <i>people, animals, places, objects, free-time activities, jobs, health, routines, food, celebrations, environment, etc.</i> <b>(c)</b> express opinions about: <i>free-time activities, food, environment, etc.</i> <b>(d)</b> give positive and negative instructions. <b>(e)</b> use the most important vocabulary items already introduced.

<b>GENERAL OUTCOMES</b>
<b>CAN:</b> <b>(a)</b> take part in interactions. <b>(b)</b> ask and answer questions.
<b>SPECIFIC OUTCOMES</b>
<b>CAN:</b> Interact with teacher, students and others by: <b>(a)</b> – initiating and responding. – using social language. <b>(b)</b> – forming questions. – answering appropriately.

## LEARNING OUTCOMES for GRADE FOUR

### READING

### WRITING

#### SENTENCES

#### TEXTS

#### WORDS + PHRASES

#### SENTENCES/ SHORT TEXTS

##### GENERAL OUTCOMES

**CAN:**  
(a) understand sentences.  
(b) recognize and understand words and phrases.

##### SPECIFIC OUTCOMES

**CAN:**  
(a) understand statements.  
(b) recognize and understand the most important vocabulary items already introduced.

##### GENERAL OUTCOMES

**CAN:**  
(a) understand general meaning.  
(b) identify main points.  
(c) extract specific information.  
(d) recognize and understand words and phrases.

##### SPECIFIC OUTCOMES

**CAN:**  
(a), (b) and (c) understand a variety of (i) short texts and (ii) longer, more complex texts:  
– descriptions  
– narratives  
– series of instructions  
(d) recognize and understand the most important vocabulary items already introduced.

##### GENERAL OUTCOMES

**CAN:**  
(a) spell words and phrases correctly.  
(b) write words using cursive script.  
(c) form letters and numbers.

##### SPECIFIC OUTCOMES

**CAN:**  
(a) spell the most important vocabulary items already introduced.  
(b) join letters correctly.  
(c) – write the whole alphabet, in lower and upper case.  
– write the numbers already introduced.

##### GENERAL OUTCOMES

**CAN:**  
(a) combine sentences into short texts.  
(b) write single sentences.  
(c) use punctuation correctly.  
(d) use vocabulary appropriately.

##### SPECIFIC OUTCOMES

**CAN:**  
(a) can write their own short texts about: *family, home, jobs, health, animals, environment, routines, celebrations, etc.*  
(b) write their own sentences about the topics in (a) above.  
(c) use capital letters and the punctuation marks already introduced.  
(d) use the most important vocabulary items already introduced.



