

National Curriculum of Pakistan
2025

FUNCTIONAL ENGLISH

Grades 9-12



NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

National Curriculum of Pakistan
2025

FUNCTIONAL ENGLISH

Grades 9-12



NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

Table of contents

	Page No.
Preface.....	3
Key Features.....	4-5
Progression Grid.....	6-22
Themes and Sub-themes.....	22-29
Comparison of NCP English 2022-23 and NCP Functional English 2025.....	30
List of sample assessments.....	31-35
Suggested sample teaching strategies.....	36
Suggested guidelines for textbook writers.....	37-42
Teacher training (suggestions/recommendations).....	43
Details of reviewers/developers/experts.....	44

Preface

The National Curriculum Council Wing, Ministry of Federal Education and Professional Training, takes pride in upholding the standards of education. The curricula under the English Compulsory subject for the technical stream have been reviewed and revised in alignment with contemporary educational needs and industry requirements. This subject has been redefined as Functional English, ensuring that students acquire practical language skills essential for professional and everyday communication. The revised curriculum is designed to enhance students' linguistic competence, enabling them to effectively communicate in diverse academic, professional, and social settings. It aligns with international benchmarks while addressing the linguistic and communicative needs of learners across Pakistan.

A significant component of this curriculum is developing proficiency in workplace communication, technical writing, and verbal articulation. Students will learn practical language applications such as drafting business correspondence, report writing, presentation skills, and professional etiquette. Through structured exercises, they will gain competence in comprehension, sentence structuring, and vocabulary enhancement, enabling them to express their ideas clearly and effectively. By focusing on real-world applications, the curriculum ensures that students meet industry expectations and communicate efficiently in their respective technical fields. Additionally, the curriculum integrates critical thinking, problem-solving, and adaptability, helping students become confident communicators in a rapidly evolving world.

The curriculum has been reviewed through a consultative process involving key institutions and curriculum experts to meet the diverse needs of students in Pakistan. The collective contributions of stakeholders have enriched the curriculum, ensuring that it promotes core values such as inclusion, critical thinking, and professional readiness. This revision makes the curriculum truly representative of national educational aspirations and diverse career pathways. I would like to take this opportunity to extend my gratitude to all stakeholders, including representatives from educational institutions, AIOU, NUST, FBlSE and IBCC for their invaluable contributions in reviewing and refining the curriculum.

Dr. Tabassum Naz

Director,

National Curriculum Council Wing

M/o Federal Education and Professional Training Islamabad

KEY FEATURES OF FUNCTIONAL ENGLISH CURRICULUM 2025 – (GRADE 9-12)

The **Functional English Curriculum 2025** is designed to equip students with essential language skills for academic and career growth in technical and professional fields. The curriculum focuses on enhancing workplace communication, digital literacy, and critical thinking to prepare students for real-world challenges.

1. Develop Practical Communication Skills

Enable students to communicate effectively in technical and professional settings through oral and written communication, ensuring clarity and confidence.

2. Enhance Workplace Readiness

Equip students with profession-relevant vocabulary, business communication skills, and digital literacy to meet workplace demands.

3. Strengthen Oral Communication & Listening Skills

Foster proficiency in professional discussions, workplace interactions, presentations, and negotiations etc. to enhance verbal communication.

4. Improve Reading & Critical Thinking

Develop students' ability to analyze technical and professional texts, workplace documents, and manuals etc. to enhance comprehension and decision-making skills.

5. Develop Professional Writing Skills

Train students to write structured and precise workplace documents, including reports, proposals, emails, business letters, and other professional correspondence etc.

6. Integrate AI-Based & Digital Communication Tools

Prepare students for modern workplace communication by incorporating AI-assisted / digital language tools, virtual meetings, and digital correspondence.

7. Foster Cross-Cultural and Ethical Awareness

Develop an understanding of global workplace communication, cross-cultural etiquette, and ethical considerations in professional interactions.

8. Promote Structured Learning Progression

Ensure a smooth transition from foundational functional English (Grade 9) to advanced workplace communication (Grade 12), aligning learning with real-world applications.

9. Encourage Collaboration and Teamwork

Strengthen interpersonal communication, teamwork, leadership, and problem-solving skills through workplace simulations and role-plays.

10. Support Sustainable Development & Career Growth

Align language learning with the themes of **Sustainable Development Goals (SDGs)**, entrepreneurship, and career planning to enhance students' employability and long-term professional success.

National Curriculum of Pakistan

Functional English Curriculum 2025

For Technical Stream of Education

Grades 9-12

Progression Grid Template

The Progression Grid below is divided by grade level: Grades 9-12.

- **Grade 9:** Foundational Level
- **Grade 10:** Developmental / Progressive Level
- **Grade 11:** Proficient Level
- **Grade 12:** Advanced Level

The Functional English Curriculum 2025 outlines the following competencies of language learning:

- A. Oral Communication Skills**
- B. Reading and Critical Thinking**
- C. Vocabulary and Grammar**
- D. Writing**

These **competencies** are the areas of language learning. Competencies are further divided into **focus areas**. These are what teachers will focus on in each competency. **Benchmarks** are the expected attainment targets to be achieved at a certain level. **Student Learning Outcomes (SLOs)** comprise of the knowledge, skills, and attitudes required to achieve the benchmarks and standards.

Competency A. Oral Communication Skills

Standard: Develop competence in listening and speaking for practical purposes, focusing on technical and professional language, instructions, and effective communication in professional contexts for a range of audiences.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Engage in workplace, technical and professional conversations, interactions and discussions by following and responding to spoken instructions, answering job-related questions, expressing ideas and opinions, and summarizing key workplace information e.g. instructions, briefings, reports, etc. orally, using appropriate technical and professional vocabulary.</p>		<p>Benchmark I: Engage in workplace, technical and professional conversations, interactions and discussions by clarifying technical processes/ professional concepts and equipment use orally, discussing problems and suggesting solutions, delivering job-based presentations, and applying negotiation skills and persuasive strategies to resolve conflicts orally using appropriate technical and professional vocabulary.</p>	
<p>[FE-09-A1-01] Apply active listening strategies, such as note-taking, summarizing, and making inferences, to comprehend and respond effectively in technical, and professional contexts. [Understanding, Application]</p>	<p>[FE-10-A1-01] Apply active listening strategies, such as note-taking, summarizing, and making inferences, to comprehend and respond effectively in technical, and professional contexts. [Understanding, Application]</p>	<p>[FE-11-A1-01] Apply active listening strategies, such as note-taking, summarizing, and making inferences, to comprehend and respond effectively in technical, and professional contexts. [Understanding, Application]</p>	<p>[FE-12-A1-01] Apply active listening strategies, such as note-taking, summarizing, and making inferences, to comprehend and respond effectively in technical, and professional contexts. [Understanding, Application]</p>
<p>[FE-09-A1-02] Listen attentively to simple spoken instructions and follow them appropriately in technical, professional and workplace contexts. [Understanding, Application]</p>	<p>[FE-10-A1-02] Listen attentively to technical and professional content including well-structured presentations and interpret it accurately. [Understanding, Application]</p>	<p>[FE-11-A1-02] Listen attentively and respond appropriately to audio visual content related to workplace topics. [Understanding, Application]</p>	<p>[FE-12-A1-02] Acknowledge and express ideas through appropriately structured presentations related to technical and professional topics with clear visuals and comprehensive explanations.</p>

Grade 9	Grade 10	Grade 11	[Understanding, Application] Grade 12
<p>[FE-09-A1-03] Introduce self, others, job roles, and workplaces using field related formal expressions.</p> <p>[Knowledge, Application]</p>	<p>[FE-10-A1-03] Participate in brief pair or group discussions and engage in dialogues or role-plays on familiar technical and professional topics.</p> <p>[Understanding, Application]</p>	<p>[FE-11-A1-03] Participate in group discussions and meetings using effective listening techniques on technical and professional issues.</p> <p>[Understanding, Application]</p>	<p>[FE-12-A1-03] Negotiate and resolve conflicts in workplace setting by using persuasive strategies.</p> <p>[Understanding, Application]</p>
<p>[FE-09-A1-04] Use basic technical, professional and workplace vocabulary to ask and answer simple job-related questions and communicate clearly in workplace conversations.</p> <p>[Knowledge, Understanding, Application]</p>	<p>[FE-10-A1-04] Express opinions and preferences about technical and professional tasks to a range of high tech, low tech and lay audiences.</p> <p>[Knowledge, Understanding, Application]</p>	<p>[FE-11-A1-04] Describe problems and suggest solutions in technical and professional contexts.</p> <p>[Knowledge, Understanding, Application]</p>	<p>[FE-12-A1-04] Participate in technical and professional decision-making discussions.</p> <p>[Knowledge, Understanding, Application]</p>
<p>[FE-09-A1-05] Engage in short job-related conversations to practice basic workplace communication.</p> <p>[Knowledge, Application]</p>	<p>[FE-10-A1-05] Summarize conversations/ verbal instructions related to technical and professional fields.</p> <p>[Understanding, Application]</p>	<p>[FE-11-A1-05] Present a short technical and professional topic using visual aids and clear explanations.</p> <p>[Knowledge, Application]</p>	<p>[FE-12-A1-05] Handle questions and respond in a professional manner during different discussions, meetings, conferences etc.</p> <p>[Understanding, Application]</p>

Grade 9	Grade 10	Grade 11	Grade 12
<p>[FE-09-A1-06] Use peer interaction strategies (e.g., Think-Pair-Share, Jigsaw Discussions, Roundtable Discussions, Socratic Seminars, Fishbowl Conversations, and Role-Plays) to enhance communication, collaboration, and analytical thinking in workplace-related discussions.</p> <p>[Understanding, Application]</p>	<p>[FE-10-A1-06] Use peer interaction strategies (e.g., Think-Pair-Share, Jigsaw Discussions, Roundtable Discussions, Socratic Seminars, Fishbowl Conversations, and Role-Plays) to enhance communication, collaboration, and analytical thinking in workplace-related discussions.</p> <p>[Understanding, Application]</p>	<p>[FE-11-A1-06] Use peer interaction strategies (e.g., Think-Pair-Share, Jigsaw Discussions, Roundtable Discussions, Socratic Seminars, Fishbowl Conversations, and Role-Plays) to enhance communication, collaboration, and analytical thinking in workplace-related discussions.</p> <p>[Understanding, Application]</p>	<p>[FE-12-A1-06] Use peer interaction strategies (e.g., Think-Pair-Share, Jigsaw Discussions, Roundtable Discussions, Socratic Seminars, Fishbowl Conversations, and Role-Plays) to enhance communication, collaboration, and analytical thinking in workplace-related discussions.</p> <p>[Understanding, Application]</p>
<p>[FE-09-A1-07] Apply Communicative Language Teaching (CLT) strategies, such as professional role-plays, mock interviews, speeches, debates, discussions, Task-Based Learning (TBL), information gap activities, problem solving activities, situational dialogues, peer teaching, storytelling and narratives to enhance fluency, interaction, and real-life communication skills.</p> <p>[Understanding, Application]</p>	<p>[FE-10-A1-07] Apply Communicative Language Teaching (CLT) strategies, such as professional role-plays, mock interviews, speeches, debates, discussions, Task-Based Learning (TBL), information gap activities, problem solving activities, situational dialogues, peer teaching, storytelling and narratives to enhance fluency, interaction, and real-life communication skills.</p> <p>[Understanding, Application]</p>	<p>[FE-11-A1-07] Apply Communicative Language Teaching (CLT) strategies, such as professional role-plays, mock interviews, speeches, debates, discussions, Task-Based Learning (TBL), information gap activities, problem solving activities, situational dialogues, peer teaching, storytelling and narratives to enhance fluency, interaction, and real-life communication skills.</p> <p>[Understanding, Application]</p>	<p>[FE-12-A1-07] Apply Communicative Language Teaching (CLT) strategies, such as professional role-plays, mock interviews, speeches, debates, discussions, Task-Based Learning (TBL), information gap activities, problem solving activities, situational dialogues, peer teaching, storytelling and narratives to enhance fluency, interaction, and real-life communication skills.</p> <p>[Understanding, Application]</p>

Grade 9	Grade 10	Grade 11	Grade 12
<p>[FE-09-A1-08] Engage in in-person and virtual workplace conversations, discussions and interactions using artificial intelligence (AI) and digital communication tools (e.g. Microsoft Teams, Zoom, and Google Meet).</p> <p>[Understanding, Application]</p>	<p>[FE-10-A1-08] Engage in in-person and virtual workplace conversations, discussions and interactions using artificial intelligence (AI) and digital communication tools (e.g. Microsoft Teams, Zoom, and Google Meet).</p> <p>[Understanding, Application]</p>	<p>[FE-11-A1-08] Engage in in-person and virtual workplace conversations, discussions and interactions using artificial intelligence (AI) and digital communication tools (e.g. Microsoft Teams, Zoom, and Google Meet).</p> <p>[Understanding, Application]</p>	<p>[FE-12-A1-08] Engage in in-person and virtual workplace conversations, discussions and interactions using artificial intelligence (AI) and digital communication tools (e.g. Microsoft Teams, Zoom, and Google Meet).</p> <p>[Understanding, Application]</p>

Competency B: Reading and Critical Thinking

Standard:

Develop and demonstrate reading comprehension, analysis, and critical thinking skills required for understanding technical and professional texts, manuals, instructions, and workplace documents.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Read with fluency and accuracy to comprehend technical and professional texts and workplace documents using skimming and scanning techniques, identify main ideas and supporting details, and follow written instructions for everyday technical and professional tasks.</p>		<p>Benchmark I: Critically analyze, interpret, and evaluate technical manuals, workplace reports, and procedural texts etc., synthesize information from multiple professional sources, and apply findings to solve problems or make informed decisions.</p>	
<p>[FE-09-B1-01] Identify and comprehend key vocabulary and terms in technical and professional texts. [Knowledge, Understanding]</p>	<p>[FE-10-B1-01] Identify main ideas and supporting details in workplace communications, such as workplace emails and technical and professional articles etc. [Knowledge, Understanding]</p>	<p>[FE-11-B1-01] Analyze technical manuals and instructions for clarity, purpose, and structure. [Understanding, Application]</p>	<p>[FE-12-B1-01] Compare and contrast information from multiple technical and professional sources, identifying similarities and differences. [Understanding, Application]</p>
<p>[FE-09-B1-02] Understand simple workplace texts, such as notifications, orders, notices, and memos etc. [Understanding]</p>	<p>[FE-10-B1-02] Recognize organizational patterns e.g. cause-and-effect relationships in technical and professional texts. [Understanding]</p>	<p>[FE-11-B1-02] Interpret workplace reports and summarize key ideas and data. [Understanding, Application]</p>	<p>[FE-12-B1-02] Critically evaluate complex technical and professional reports and workplace documents to assess their validity, reliability and key information. [Understanding, Application]</p>
<p>[FE-09-B1-03] Interpret and follow simple written instructions, such as user manuals or basic guidelines.</p>	<p>[FE-10-B1-03] Follow multi-step written instructions related to technical and professional tasks. [Understanding, Application]</p>	<p>[FE-11-B1-03] Critically evaluate technical, professional, and workplace texts by assessing their relevance and accuracy,</p>	<p>[FE-12-B1-03] Apply information gained from reading to solve real-life workplace problems, draw conclusions and make</p>

[Understanding, Application]		while distinguishing between factual and biased content. [Understanding, Application]	decisions. [Understanding, Application]
Grade 9	Grade 10	Grade 11	Grade 12
[FE-09-B1-04] Evaluate technical and professional text and answer basic comprehension questions. [Understanding, Application]	[FE-10-B1-04] Interpret and summarize the key points of articles related to technical and professional fields. [Understanding, Application]	[FE-11-B1-04] Make logical inferences and draw conclusions from technical and professional reading material. [Understanding, Application]	[FE-12-B1-04] Analyse conflicting viewpoints in technical and professional debates or case studies. [Understanding, Application]
[FE-09-B1-05] Provide a summary of technical and professional text. [Understanding, Application]	[FE-10-B1-05] Analyze and interpret diverse texts to understand cultural perspectives, recognize biases, and develop empathy for effective cross-cultural communication. [Understanding, Application]	[FE-11-B1-05] Distinguish between essential and non-essential information and provide a precis of technical and professional text. [Understanding, Application]	[FE-12-B1-05] Identify the main points and write a precis of technical and professional text. [Understanding, Application]
[FE-09-B1-06] Read and interpret AI-generated/ digital workplace content e.g. reports, graphs, articles etc. using digital tools. [Understanding, Application]	[FE-10-B1-06] Read and interpret AI-generated/ digital workplace content e.g. reports, graphs, articles etc. using digital tools. [Understanding, Application]	[FE-11-B1-06] Read and interpret AI-generated/ digital workplace content e.g. reports, graphs, articles etc. using digital tools. [Understanding, Application]	[FE-12-B1-06] Read and interpret AI-generated/ digital workplace content e.g. reports, graphs, articles etc. using digital tools. [Understanding, Application]

Competency C: Vocabulary & Grammar

Standard: Use accurate technical and professional vocabulary and grammar to communicate effectively in both spoken and written forms.

C1: Vocabulary

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Identify and appropriately use basic technical, professional and workplace-related vocabulary in familiar contexts and demonstrate understanding and use of word formation techniques to expand technical and professional vocabulary.</p>		<p>Benchmark I: Differentiate between formal and informal vocabulary and compile appropriate vocabulary lists relevant to specific professional and workplace contexts and demonstrate command of communication softeners, diplomatic vocabulary, transitional devices, and contemporary idioms related to professional context.</p>	
<p>[FE-09-C1-01] Learn and use technical and professional terms related to common tools, machines, occupations, work processes, safety procedures, various workplace settings and daily tasks. [Knowledge, Application]</p>	<p>[FE-10-C1-01] Apply a broader range of technical and professional vocabulary in writing and speaking. [Application]</p>	<p>[FE-11-C1-01] Identify and differentiate between formal and informal vocabulary used in various workplace and professional communication contexts (e.g., meetings, emails, reports). <i>Example:</i> Recognize that "request" (formal) and "ask" (informal) have different professional uses. [Knowledge, Understanding]</p>	<p>[FE-12-C1-01] Identify and differentiate various communication softeners (e.g., "perhaps", "I was wondering if") and diplomatic expressions (e.g., "With due respect", "May I suggest") used in professional contexts. <i>Example:</i> "I'm afraid we might need to reschedule ..." as a polite way to suggest a change of plan. [Knowledge, Understanding]</p>

Grade 9	Grade 10	Grade 11	Grade 12
<p>[FE-09-C1-02] Relate common workplace vocabulary with corresponding meanings or visuals.</p> <p>[Knowledge]</p>	<p>[FE-10-C1-02] Use vocabulary from technical and professional fields to describe processes, functions, or tools etc.</p> <p>[Application]</p>	<p>[FE-11-C1-02] Classify vocabulary into formal and informal categories based on given professional scenarios (e.g., business emails vs. casual conversations) and use them in proper context.</p> <p><i>Example:</i> Sort given word lists such as "inform" (formal) vs. "tell" (informal); "assist" (formal) vs. "help" (informal).</p> <p>[Knowledge, Understanding]</p>	<p>[FE-12-C1-02] Use polite expressions (communication softeners and diplomatic vocabulary) effectively in oral and written professional communication e.g., to make requests, give feedback, or disagree politely.</p> <p><i>Example:</i> Role-play / Write a workplace disagreement using polite phrases like "I see your point, however...".</p> <p>[Understanding, Application]</p>
<p>[FE-09-C1-03] Identify and accurately apply punctuation marks to ensure clarity, coherence, and correctness in technical and professional writing.</p> <p>[Knowledge, Application]</p>	<p>[FE-10-C1-03] Identify, analyze, and apply various word formation techniques, including abbreviations, acronyms, affixation, back-formation, blending, clipping, compounding, conversion, and derivation etc., to expand vocabulary and enhance language proficiency.</p> <p>[Knowledge, Understanding, Application]</p>	<p>[FE-11-C1-03] Compile and use context-specific vocabulary lists for different workplace situations such as job interviews, official letters, demi official letters, technical and professional discussions, and customer service interactions.</p> <p><i>Example:</i> Develop a word bank or glossary for a "Technical and Professional Meeting" (e.g., update, implement, system, analysis) and for "Customer Complaint Response"</p>	<p>[FE-12-C1-03] Incorporate transitional devices (e.g., "furthermore", "on the other hand", "in addition to that") to organize ideas logically and smoothly in professional texts, emails, and presentations.</p> <p>[Understanding, Application]</p>

		(e.g., apologize, resolve, inconvenience, issue). [Knowledge, Application]	
Grade 9	Grade 10	Grade 11	Grade 12
[FE-09-C1-04] Engage in vocabulary-building activities (e.g., crossword puzzles, digital vocabulary quiz games, vocabulary charades, vocabulary Pictionary, word association games, word bingo, word ladder challenges, word mapping/webbing) on a foundational level to enhance vocabulary retention and contextual usage in everyday academic and workplace settings. [Knowledge, Application]	[FE-10-C1-04] Apply vocabulary-building interactive techniques (e.g., profession-relevant crossword puzzles, digital vocabulary quiz games, vocabulary charades, vocabulary Pictionary, word association games, word bingo, word ladder challenges, word mapping/webbing) on a progressive level to improve vocabulary retention and contextual application of vocabulary in professional scenarios. [Understanding, Application]	[FE-11-C1-04] Use formal vocabulary appropriately in written and spoken communication for specific professional contexts such as emails, presentations, and workplace dialogues. [Understanding, Application]	[FE-12-C1-04] Demonstrate the ability to rewrite direct, blunt statements into polite, professionally acceptable expressions using communication softeners and diplomatic vocabulary. <i>Example:</i> Convert "You are wrong" into "I'm not sure I agree with that point; perhaps we can explore another option." [Understanding, Application]
[FE-09-C1-05] Identify, recall, and use synonyms and antonyms through structured activities on a foundational level to strengthen vocabulary, word relationships, and	[FE-10-C1-05] Demonstrate quick recall and precise use of synonyms and antonyms in technical and professional contexts through structured	[FE-11-C1-05] Infer correct contextual meaning of the vocabulary related to technical manuals, SOPs and reports, and use them in related workplace contexts. [Understanding, Application]	[FE-12-C1-05] Use contemporary idioms in professional context (e.g., "get the ball rolling", "touch base"). [Understanding, Application]

<p>their application in everyday academic and workplace contexts.</p> <p>[Knowledge, Application]</p>	<p>vocabulary exercises on a progressive level, strengthening word relationships and communication skills.</p> <p>[Knowledge, Application]</p>		
Grade 9	Grade 10	Grade 11	Grade 12
<p>[FE-09-C1-06] Use AI-powered language tools and digital vocabulary-building platforms to explore and understand new words, focusing on basic technical and professional vocabulary relevant to everyday workplace contexts.</p> <p>[Knowledge, Understanding, Application]</p>	<p>[FE-10-C1-06] Apply AI-powered language tools and digital vocabulary platforms to enhance word retention, develop contextual understanding of technical and professional vocabulary on a progressive level, and utilize vocabulary in various job scenarios.</p> <p>[Understanding, Application]</p>	<p>[FE-11-C1-06] Utilize AI-powered language tools and digital vocabulary platforms to refine word usage, analyze nuanced meanings, and integrate technical and professional vocabulary into academic and real-world communication.</p> <p>[Understanding, Application]</p>	<p>[FE-12-C1-06] Critically evaluate and apply technical and professional vocabulary using AI-powered language tools and digital platforms, demonstrating precision, coherence, and adaptability in specialized professional and technical communication.</p> <p>[Knowledge, Understanding, Application]</p>

C2: GRAMMAR

Grade 9	Grade 10	Grade 11	Grade 12
Benchmark II: Identify and use appropriate parts of speech, phrases and tenses to develop proficiency in oral and written communication.		Benchmark II: Identify and use different types of clauses, compound and complex sentences, and advanced syntactic structures for effective communication in technical and professional contexts.	
[FE-09-C2-01] Use simple sentences for clear communication in speech and writing in professional context. [Knowledge, Application]	[FE-10-C2-01] Identify and construct meaningful technical and professional sentences using various types of phrases. [Knowledge, Application]	[FE-11-C2-01] Identify, differentiate and construct different types of clauses. [Knowledge, Understanding, Application]	[FE-12-C2-01] Identify, differentiate and construct compound-complex sentences and use them in technical and professional writing for detail and coherence. [Knowledge, Understanding, Application]
Grade 9	Grade 10	Grade 11	Grade 12
[FE-09-C2-02] Apply basic grammatical rules (e.g., subject verb agreement, use of tenses). [Knowledge, Application]	[FE-10-C2-02] Use appropriate phrases to compose workplace messages and dialogues for clarity and professionalism. [Application]	[FE-11-C2-02] Form compound sentences using coordinating conjunctions. [Application]	[FE-12-C2-02] Employ different structures such as conditional sentences, passive voice, direct and indirect speech etc. appropriately to enhance quality in technical and professional communication. [Knowledge, Application]
[FE-09-C2-03] Recognize and use different parts of speech and their subtypes correctly in	[FE-10-C2-03] Identify and accurately use appropriate tenses in technical and	[FE-11-C2-03] Construct complex sentences using subordinating conjunctions.	[FE-12-C2-03] Use complex grammar to draft detailed workplace communications

workplace communication. [Knowledge, Application]	professional contexts. [Knowledge, Application]	[Knowledge, Application]	(project reports, proposals, business letters etc.) [Understanding, Application]
[FE-09-C2-04] Identify and construct simple and compound sentences using proper sentence elements and conjunctions in professional contexts. [Knowledge, Application]	[FE-10-C2-04] Collaborate in team-based grammar challenges, such as rapid-fire quizzes and board games etc., to apply grammar in workplace communication. [Application]	[FE-11-C2-04] Use compound and complex sentences to draft professional communication (emails, instructions, reports etc.) for clarity. [Understanding, Application]	[FE-12-C2-04] Edit and proofread professional documents and texts for grammatical accuracy and sentence structure. [Knowledge, Understanding, Application]
[FE-09-C2-05] Enhance grammar skills through interactive digital tools, gamified quizzes, and classroom competitions in technical and professional contexts to promote engagement and self-assessment. [Knowledge, Understanding, Application]	[FE-10-C2-05] Enhance grammar skills through interactive digital tools, gamified quizzes, and classroom competitions in technical and professional contexts to promote engagement and self-assessment. [Knowledge, Understanding, Application]	[FE-11-C2-05] Identify and accurately use kinds of verbs in technical and professional communication. [Knowledge, Application]	[FE-12-C2-05] Demonstrate mastery of mixed and advanced tense structures for effective communication in complex workplace situations such as negotiations, proposals, and project discussions etc., especially for conflict resolution. [Knowledge, Understanding, Application]
Grade 9	Grade 10	Grade 11	Grade 12
[FE-09-C2-06] Develop and apply grammatical competence using AI-powered language tools and digital platforms.	[FE-10-C2-06] Develop and apply grammatical competence using AI-powered language tools	[FE-11-C2-06] Develop and apply grammatical competence using AI-powered language tools and digital platforms.	[FE-12-C2-06] Develop and apply grammatical competence using AI-powered language tools and digital platforms.

<p>[Knowledge, Understanding, Application]</p>	<p>Understanding, and digital platforms. [Knowledge, Understanding, Application]</p>	<p>[Knowledge, Understanding, Application]</p>	<p>[Knowledge, Understanding, Application]</p>
---	--	---	---

Competency D: Writing

Standard: Produce clear, coherent written texts that are purposeful, organized, and appropriate for technical and professional settings.

Grade 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: Compose structured workplace-related texts (e.g., instructions, emails, official and demi-official letters, notices, invitations, and formal messages) using appropriate formats, polite expressions, and standard conventions of workplace communication.</p>		<p>Benchmark I: Produce well-organized and coherent professional texts and workplace documents (e.g., reports, proposals, meeting agendas, minutes, memos, resumes, cover letters, paragraphs, essays, etc.) using formal language, logical sequencing, relevant details, and appropriate structure.</p>	
<p>[FE-09-D1-01] Write clear instructions for a simple technical and professional task. [Understanding, Application]</p>	<p>[FE-10-D1-01] Draft well-structured official letters using correct format, formal language, and appropriate tone for various professional and workplace contexts, ensuring clarity, precision, and coherence in communication. [Understanding, Application]</p>	<p>[FE-11-D1-01] Draft workplace reports using appropriate headings and structure. [Understanding, Application]</p>	<p>[FE-12-D1-01] Draft professional proposals with proper structuring (introduction, problem, solution, conclusion). [Understanding, Application]</p>
<p>[FE-09-D1-02] Compose well-structured formal official emails in technical and professional contexts by using appropriate vocabulary, polite and</p>	<p>[FE-10-D1-02] Compose formal and official invitation letters for professional events, meetings, or functions in alignment with workplace</p>	<p>[FE-11-D1-02] Compose effective memos addressing specific workplace issues. [Understanding, Application]</p>	<p>[FE-12-D1-02] Design resumes and cover letters suited for professional jobs. [Understanding, Application]</p>

professional tone, correct format and clear, concise language. [Understanding, Application]	conventions. [Understanding, Application]		
Grade 9	Grade 10	Grade 11	Grade 12
[FE-09-D1-03] Write clear, concise, and appropriately formatted demi-official letters for professional and workplace communication. [Understanding, Application]	[FE-10-D1-03] Compose clear, concise, and polite formal group messages appropriate for professional and workplace contexts. [Understanding, Application]	[FE-11-D1-03] Write advanced level, well-organized paragraphs with clear topic sentences, supporting details, appropriate transitional devices, and concluding sentence(s) in technical and professional contexts. [Understanding, Application]	[FE-12-D1-03] Compose well-structured essays such as narrative, descriptive, argumentative, expository for technical and professional contexts. [Understanding, Application]
[FE-09-D1-04] Draft clear, concise, and formally structured official notices using appropriate headings, formal language, and essential details in professional and institutional contexts. [Understanding, Application]	[FE-10-D1-04] Incorporate transitional phrases and polite tone in professional writing. [Understanding, Application]	[FE-11-D1-04] Use logical connectors to ensure coherence in different forms of writing in technical and professional text. [Understanding, Application]	[FE-12-D1-04] Revise, proofread and edit different technical and professional texts for clarity. [Understanding, Application]
[FE-09-D1-05] Construct well-structured paragraphs on technical and professional topics using appropriate topic sentences, supporting details, examples, and concluding sentences, ensuring coherence, unity, and logical flow.	[FE-10-D1-05] Compose creative but clear and structured workplace and technical writing (e.g., basic marketing content, and digital media posts (e.g. blogging, screenwriting, advertising, and social media	[FE-11-D1-05] Develop creative but strategic professional content (e.g., corporate storytelling, creative press releases, persuasive advertising, brand awareness initiatives, social responsibility drives, product launches, and digital marketing strategies) by applying proficient	[FE-10-D1-05] Write clear and well-organized meeting agenda and minutes of meetings, accurately recording key points, decisions, and action items using formal language and standard format. [Knowledge, Understanding, Application]

[Knowledge, Understanding, Application]	content) using appropriate tone, vocabulary, and formatting to engage the intended audience. [Knowledge, Understanding, Application]	writing techniques to enhance engagement and impact. [Knowledge, Understanding, Application]	
Grade 9	Grade 10	Grade 11	Grade 12
[FE-09-D1-06] Use AI-driven and digital writing tools (e.g., Microsoft Editor, Grammarly) to identify and correct basic spelling, grammar, and punctuation errors in workplace documents. [Knowledge, Understanding, Application]	[FE-10-D1-06] Apply AI-driven and digital writing tools to refine sentence structure, improve word choice, and enhance clarity in workplace documents (e.g., emails, reports). [Knowledge, Understanding, Application]	[FE-11-D1-06] Utilize AI-driven and digital writing tools to edit and revise professional documents for coherence, conciseness, and appropriate tone, ensuring alignment with technical and professional standards. [Knowledge, Understanding, Application]	[FE-12-D1-06] Use AI-driven and digital writing tools to refine accuracy, clarity, tone, and coherence in professional documents, ensuring readability, impact, and compliance with technical and professional standards. [Knowledge, Understanding, Application]

Note: The relevance of cognitive domains may vary depending on the specific learning context/ assessment questions and the type of tasks assigned. While the general classification of cognitive domains is based on the nature of the skill or knowledge being evaluated, the way the student engages with the material in the context of an assessment can influence which cognitive domain is most applicable. For example, a task that requires basic recall of facts may fall under the Knowledge domain, while tasks that involve problem-solving or using tools in practical scenarios may align more with the Application domain. Additionally, tasks that require deeper understanding or critical evaluation of concepts might fall under the Understanding or Analysis domains. Thus, the cognitive domain specification is dynamic and context-dependent, shaped by the level of engagement required from the learner in the learning/ assessment setting.

THEMES, SUB-THEMES & TEXT TYPES FUNCTIONAL ENGLISH (GRADES 9–12)

S.No.	Themes	Sub-Themes	Text Types
1	<p>Dignity of Work in Islam & Other Religions</p> <p>(Grade 9)</p>	<ul style="list-style-type: none"> • Importance of work and earning livelihood in religions • Religious teachings on honesty, integrity, hard work and other character traits • Examples from the life of Holy Prophet حضرت محمد رسول الله خاتم النبيين صلى الله عليه و على آله و اصحابه وسلم and Islamic history on dignity of work • Relevance of religious teachings on dignity of work in modern workplaces 	<ul style="list-style-type: none"> • Articles and essays • Excerpts from biographies • Narrative stories of role models • Reflections • Speeches
2	<p>Vision of National Leaders of Pakistan on Education and Role of Youth</p> <p>(Grade 10)</p>	<ul style="list-style-type: none"> • Quaid-e-Azam's , Allama Iqbal's and other national leaders' thoughts on education and youth • Importance of technical and vocational education in the light of sayings of national leaders • Role of youth in national cohesion and development in the eyes of national leaders • Value of skills and professional education in the eyes of national leaders 	<ul style="list-style-type: none"> • Biographies • Motivational writings • Reflective essays and articles • Speeches and excerpts
3	<p>Workplace and Professional Communication</p> <p>(Grade 9-12)</p>	<ul style="list-style-type: none"> • Self and workplace introductions • Professional greetings • Telephone and virtual communication • Meetings and discussions • Giving instructions • Cross-cultural business etiquette. • Cross-cultural communication • Analytical reasoning 	<ul style="list-style-type: none"> • Case studies • Dialogue samples • Email samples • Meeting minutes • Model conversations • Presentations • Workplace scenarios

S.No.	Themes	Sub-Themes	Text Types
4	Tools, Equipment, and Technical Processes (Grade 9)	<ul style="list-style-type: none"> • Descriptions of tools and equipment • Standard Operating Procedures (SOPs) • Troubleshooting and maintenance • Manuals 	<ul style="list-style-type: none"> • Case Studies (Real-World applications & failures due to SOPs violations) • Flow charts • Instructional/Procedural Texts • Safety instructions • Technical guides • User manuals • Workplace Documents (Real SOP Samples)
5	Health, Safety, and Environment (HSE) at Workplace (Grade 10)	<ul style="list-style-type: none"> • Occupational health & well-being • Workplace safety measures • Emergency preparedness and procedures • Risk management • Environmental Sustainability in the Workplace • Incident and Safety Reports in Workplace Communication 	<ul style="list-style-type: none"> • Case studies • First aid guides • Incident reports • Safety manuals • Safety reports

S.No.	Themes	Sub-Themes	Text Types
6	Sustainable Development Goals (SDGs) (Grade 11-12)	<ul style="list-style-type: none"> • No Poverty • Gender Equality • Affordable and Clean Energy • Decent Work and Economic Growth • Industry, Innovation, and Infrastructure • Responsible Consumption and Production • Climate Action • Partnerships for the Goals 	<ul style="list-style-type: none"> • Articles • Blogs • Editorials • Essays • Formal reports • Journals • News stories • Narratives • Poetry • Projects • Online • Success stories
7	Professional Ethics, Teamwork, and Workplace Behavior (Grade 9-12)	<ul style="list-style-type: none"> • Professionalism and ethics • Conflict resolution • Team communication • Respect for diversity • Decision making • Stress management • Time management • Digital citizenship • Rights of labor in the light of Constitution of Pakistan 	<ul style="list-style-type: none"> • Autobiographies • Behavior guidelines • Biographies • Case studies • Code of conduct excerpts • Informative blogs • Moral stories • Narrative stories • Poetry • Scenarios and role-plays • Success stories

S.No.	Themes	Sub-Themes	Text Types
8	Change Management (Grade 11)	<ul style="list-style-type: none"> • Understanding change and its importance • Personal adaptability and flexibility • Coping with workplace changes including technology • Adapting to online workplace environment • Overcoming resistance to change • Effective communication techniques for introducing and managing change processes. • Leadership in change management 	<ul style="list-style-type: none"> • Articles • Case studies • Dialogues • Expository Texts (Informative/ Explanatory Writing) • Interviews • Memos • Narrative Texts • Persuasive Texts (Opinion/ Argumentative Writing) • Organizational change reports • Poetry • Role-play dialogues
9	Entrepreneurship and Customer Service (Grade 9-12)	<ul style="list-style-type: none"> • Entrepreneurship basics • Entrepreneurship role in society • Success stories of entrepreneurs • Women as emerging entrepreneurs • Marketing and branding • Customer service and complaints • Communication skills in customer service • Cross-cultural business etiquette • Cross-cultural customer service 	<ul style="list-style-type: none"> • Articles • Autobiographies • Biographies • Blogs • Case studies • Poetry • Professional interviews • Scenarios • Speeches

S.No.	Themes	Sub-Themes	Text Types
10	Career Planning and Employability Skills (Grade 9-10)	<ul style="list-style-type: none"> • Job Opportunities in Pakistan • Global career opportunities in Technical Education • Choice of career • Job advertisements • Career Action Plans • Job interviews • Soft skills • Personal and professional growth 	<ul style="list-style-type: none"> • Articles • Career counseling brochures/ leaflets • Case studies • Career articles • Cover letters • HR or expert interviews • Job advertisements • Job applications • Mock interviews • Resumes
11	Sustainable Industry, Environment, and Corporate Social Responsibility (CSR) (Grade 11-12)	<ul style="list-style-type: none"> • Introduction and importance of sustainability in modern industries. • Sustainable practices. • Waste management and pollution control • Green technologies and eco-friendly practices • Corporate Social Responsibility (CSR) • Environmental laws, regulations, and compliance • Partnerships for sustainability (Public-Private Partnerships) 	<ul style="list-style-type: none"> • Articles • Blogs • Brochures • Checklist for industries to evaluate their CSR compliance. • Case studies. • Essays • Notices • Poetry (On Nature & Environment) • Policies and guidelines Reports • Posters • Reports on eco-friendly workplace initiatives

S.No.	Themes	Sub-Themes	Text Types
12	Digital and Technological Trends (Grade 9)	<ul style="list-style-type: none"> • Technology in workplaces • Digital tools and automation • Digital globalization • Digital marketing • Digital media • Critical Media Literacy • Massive Open Online Course (MOOC) • Artificial Intelligence (AI) • Intelligent and responsible use of AI • Role of AI-driven and digital communication tools in the workplace 	<ul style="list-style-type: none"> • Articles • Case studies • Digital art and graphics • Interviews • Kindle books • Newsletters • Online journals • Podcasts • Reports on digital up-gradation • Webinars
13	Travel and Tourism (Grade 10)	<ul style="list-style-type: none"> • Tourism industry essentials • Hospitality management • Geographic Information System (GIS) in tourism • Financial management in tourism • Customer communication • Legal and ethical issues in tourism • Visa processes and travel documentation. • Impact of traveling on personal growth and perspective 	<ul style="list-style-type: none"> • Advertisements • Brochures • Dialogues • Fiction • Leaflets • Poetry • Magazine / Tourism articles • Tourist campaigns / promotions • Tourist guidebooks • Tourism promotional emails • Tourist maps • Travel blogs • Travel stories

S.No.	Themes	Sub-Themes	Text Types
14	Agricultural Technology (Agri-Tech) and Innovation' (Grade 11-12)	<ul style="list-style-type: none"> • Smart farming • Agri-Business and Market Connectivity • Automation and Mechanization in Farming • Digital Communication in farming 	<ul style="list-style-type: none"> • Travelogues • Agri-Business Proposals • Case Studies • E-commerce Content • Formal Reports • Infographics • Instructional Guides • Market Analysis Reports • Newspaper/Magazine Articles • Technical Manuals
15	Self-help and Motivational Literature (Grade 9-12)	<ul style="list-style-type: none"> • Personal development and goals • Maintaining mental health • Motivation and resilience • Communication and Interpersonal Skills 	<ul style="list-style-type: none"> • Inspirational speeches • Motivational essays • Excerpts from self-help and motivational books • Podcasts • Poetry • Success stories

COMPARISON: GENERAL ENGLISH CURRICULUM 2022-23 VS. FUNCTIONAL ENGLISH CURRICULUM 2025

Feature	General English Curriculum 2022-23	Functional English Curriculum 2025
Focus	General language proficiency	Technical, professional and workplace-oriented English
Skills Emphasis	Reading, writing, speaking, listening	Workplace communication, technical and professional writing, digital literacy
Teaching Approach	Traditional classroom-based learning	Task-based, interactive, AI-integrated/ digital learning
Text Types	Literary texts, essays, general narratives	Technical manuals, workplace documents, digital reports etc.
Grammar & Vocabulary	General academic English	Technical and professional vocabulary and grammar skills
Assessment Methods	Standardized tests	AI-based/ digital assessments, real-world, technical and professional communication etc.
Digital Integration	Limited	Strong emphasis on AI tools, digital platforms, virtual communication

The Functional English Curriculum 2025 (for Technical Stream of Education) significantly enhances practical language application, integrating modern technological tools and real-world professional scenarios to prepare students for technical and professional fields.

LIST OF SAMPLE ASSESSMENTS FOR FUNCTIONAL ENGLISH (GRADES 9-12) (FORMATIVE/ SUMMATIVE)

Competency A: Oral Communication (Technical and Professional Context)

1. AI-based Communication Assessment Tools: Listening to AI-generated content and responding accordingly.
2. AI-based Pronunciation Tools: Using AI-based pronunciation tools for improving and assessing language pronunciation.
3. Debates on workplace topics.
4. Dialogue Performances based on Teachers' Observation (formal greetings, instructions, workplace communication)
5. Formal Workplace Role-Plays (e.g., meetings, customer service, interviews).
6. Group Discussions on professional issues (assessed for fluency, content, vocabulary).
7. Job Interviews.
8. Listening Comprehension Assessments (responding to recorded professional conversations).
9. Mock Interviews for specific job roles.
10. Mock Press Conferences in given scenarios
11. Oral Presentations (e.g., on technical processes, reports, proposals).
12. Oral Proficiency Interviews
13. Oral Reports/Updates (project progress, task summaries).
14. Panel Discussions/Debates on workplace topics (e.g., innovation, teamwork).

15. Peer Assessments

16. Problem solving discussions.

17. Project Presentations (business proposals, workplace solutions).

18. Speech Delivery

19. Technical and Professional Demonstrations (e.g. explaining the use of tools and equipment).

Competency B: Reading and Critical Thinking (Technical and Professional Context)

1. AI-based comprehension quizzes (e.g., Google Forms with auto-grading) for reading assessment.

2. Analyzing and Interpreting Graphs, Tables, and Reports.

3. Critical Comparison of Documents (comparing reports, procedures, projects etc.).

4. Critical Reviews of Workplace Documents (e.g. evaluate reports, proposals).

5. Evaluative Reading Tasks (analyzing effectiveness of workplace communication samples).

6. Identifying Main Ideas and Supporting Details in Professional Texts.

7. Inference and Conclusion-based Assessments (based on workplace case scenarios).

8. Problem-Solution Analysis Tasks (based on workplace case studies).

9. Reading Comprehension Tests (workplace emails, reports, manuals, articles etc.).

10. Skimming and Scanning Exercises (emails, SOPs) etc.

11. Summarizing Professional Texts (memos, notices, technical and professional articles etc.).

Competency C: Vocabulary & Grammar (Functional)

1. AI grammar correction and analysis tools (e.g., Grammarly, Microsoft Editor) for writing assessment.
2. AI vocabulary building platforms for customized vocabulary assessment
3. Contextual Vocabulary Usage Tasks (completing dialogues, reports, passages etc.).
4. Editing and Revising Workplace Documents Grammatically
5. Error Identification and Correction Tasks
6. Formal vs. Informal Vocabulary Differentiation Exercises.
7. Glossary Development Assignments (technical & professional vocabulary/ terms etc.).
8. Grammar and Sentence Construction Quizzes
9. Matching Activities (Words with definitions and professional usage etc.).
10. Peer-reviewed Grammar-focused Activities
11. Punctuation and Sentence Mechanics Quizzes
12. Sentence Transformation Exercises
13. Vocabulary Tests (MCQs, fill-in-the-blanks etc. using technical and professional vocabulary).
14. Word Formation Exercises (Affixation, Compounding, Conversion, Acronyms, Abbreviations etc.).

Competency D: Functional Writing (Professional and Workplace Context)

1. Agendas and Minutes of Meeting.
 2. AI-based writing assistants (e.g., ChatGPT, Jasper) for drafting and refining professional documents.
 3. AI-supported resume and cover letter builders.
 4. Business Proposal Writing and Submission.
 5. Essay Writing on Workplace Issues.
 6. Formal Letter and Email Writing Assessments (requests, complaints, job applications etc.).
 7. Official Notice and Memo Writing Tasks.
 8. Peer-reviewed Document Writing
 9. Report Writing (incident, progress, short formal reports).
 10. Self-Reflection Journals.
 11. Résumé and Cover Letter Writing Assignments.
-

Note:

- All **sample assessments are proposed** to evaluate students' English language skills in professional and workplace communication.
- Assessments focus on **authentic workplace scenarios** to ensure **practical relevance and real-life application**.
- The proposed assessment tools are provided as samples. Other formative and summative assessment tools/ methodologies/ strategies may be utilized as well.
- To ensure balanced assessment, a grading breakdown is suggested, recommending the following weightage distribution:
 - A) 20% Oral Communication Skills** (interviews, presentations, discussions, role-plays, etc.)
 - B) 20% Reading and Critical Thinking** (comprehension tasks, analysis of workplace documents, inference-based assessments etc.)
 - C) 30% Vocabulary & Grammar** (functional aspects, contextual word usage, sentence construction, grammatical accuracy etc.)
 - D) 30% Writing Skills** (emails, reports, proposals, technical and professional documentation, essays etc.)

It is important to note that while the percentage allocations provide a structured guideline, flexibility remains for educators to adjust the distribution based on institutional requirements. However, all four competencies must be assessed in a **balanced and integrated manner** to ensure a comprehensive evaluation of students' proficiency.

- **Formative and summative assessment weightage may be explicitly outlined by concerned Boards to guide educators in evaluation practices.**

SUGGESTED SAMPLE TEACHING STRATEGIES/ APPROACHES

- Student-centered learning incorporating hands-on activities, role-plays, and workplace simulations etc.
- Use of AI-based language tools and digital platforms for pronunciation, grammar correction, and writing assistance.
- Applying Communicative Language Teaching (CLT) strategies such as discussions, debates, and storytelling etc.
- Incorporation of digital tools for interactive learning and virtual communication.
- Problem-solving and peer interaction strategies to develop analytical and teamwork skills.
- Task-Based Learning (TBL) focusing on workplace-oriented tasks.
- Integration of digital communication tools (Microsoft Teams, Zoom, Google Meet).
- Case-study-based learning to analyze real-world technical and professional challenges.
- Incorporation of peer-reviewed assessments and collaborative projects.
- Differentiated instructions to cater to varying proficiency levels.

Note: The suggested teaching strategies and approaches serve as examples. Educators are encouraged to adapt or incorporate additional interactive strategies that best suit their instructional goals and student needs.

SUGGESTED GUIDELINES FOR TEXTBOOK WRITERS

1) General Guidelines

- The textbook's **size, layout, and formatting** must follow the **style guide** and be user-friendly.
- The content page must mention themes, subthemes, competencies, focus areas and topic clearly against each unit.
- Content must be **directly aligned** with the **Functional English Curriculum 2025** and its **Student Learning Outcomes (SLOs) clearly in each unit.**
- Ethical **values, patriotism and national pride must be integrated into the textbooks** through relevant discussions, case studies, and reflective exercises.
- The textbook should promote **digital literacy, workplace communication, and professional ethics**, in line with the **technical and professional focus** of the curriculum.

2) Grade-wide Progression:

- (i) **Grade 9:** Foundational
- (ii) **Grade 10:** Developmental/ Progressive
- (iii) **Grade 11:** Proficient
- (iv) **Grade 12:** Advanced

3) Structure & Presentation

- A **clear and engaging introduction** on how to use the book effectively.
- A **detailed table of contents** mentioning themes and subthemes with clearly defined **competencies and focus areas in proper order** : Oral Communication Skills, Reading and Critical Thinking, Vocabulary , Grammar and Writing
- A **glossary of technical, professional, and workplace-related vocabulary**.
- A **list of key phrases and sight words** for professional communication.
- **Exercises in due order** as on content page i.e. **competencies and focus areas in proper order** : Oral Communication Skills, Reading and Critical Thinking, Vocabulary , Grammar and Writing
- **Sample assessments** for each competency appended to each unit.
- **Illustrations, diagrams, maps, graphs, charts, and workplace documents (preferably in local contexts)** that enhance comprehension of technical and professional concepts.
- **Interactive elements** such as QR codes linking to **digital resources, AI-based/ digital language tools, and online activities**.

FURTHER CONSIDERATIONS/SUGGESTIONS

1. Readability & Language Appropriateness

- Texts should match the reading level of students in each grade (Grade 9: foundational; Grade 10: developmental; Grade 11: proficient; Grade 12: advanced).
- Language should be clear, concise, and aligned with professional communication standards.
- Avoid overly complex sentence structures and archaic vocabulary.

2. Technical Accuracy & Relevance

- Content must be factually correct, up-to-date, and reflect real-world workplace communication.
- Use authentic workplace materials (e.g., manuals, SOPs, business reports) to align with industry standards.
- Terminology should be accurate and suitable for technical education fields.

3. Diversity of Examples & Workplace Contexts

- Include examples from various industries (e.g., engineering, IT, healthcare, business, agriculture).
- Represent different professional settings, such as offices, factories, agricultural farms, and digital workplaces.
- Showcase diverse communication styles (e.g., formal emails, team discussions, customer interactions).

4. Practical & Functional Application

- Focus on real-world applications like job interviews, workplace meetings, and project documentation.
- Encourage active learning through interactive case studies, problem-solving tasks, and simulations.

- Include practice exercises at the end of each unit, focusing on workplace-related tasks.
- Assignments should engage students in reflective learning and higher-order thinking within technical and professional contexts.
- Provide adequate preparation for professional certification tests, technical job assessments, and workplace communication requirements.

5. Ethical & Cultural Sensitivity

- It must be ensured that the content is free from religious, sectarian, cultural, racial, ethnic, lingual, or gender biases.
- Ensure inclusivity by featuring texts from diverse cultural backgrounds.
- Avoid biases and stereotypes in workplace roles, gender representation, and professional hierarchies.
- Promote professional ethics, teamwork, and global workplace etiquette.

6. Digital Tools & AI Integration

- Include digital communication formats (e.g., emails, chat-based communication, AI-generated workplace reports).
- Align with modern workplace trends, such as AI-assisted writing and digital collaboration tools.

7. Content Development Strategies

- Must align with the Student Learning Outcomes (SLOs) of the Functional English Curriculum 2025.
- Must be culturally and contextually relevant while promoting inclusive and unbiased content.
- Must be age-appropriate and competency-based, ensuring it meets the learning needs of Grade 9-12 students in technical and professional education.
- Should use clear, professional, and engaging language to ensure comprehension and engagement.

- Should include a variety of text types such as:
 - Workplace documents (emails, reports, meeting minutes, SOPs, proposals, etc.).
 - Case studies on ethics, sustainability, and technical challenges.
 - Business communication samples (job advertisements, resumes, cover letters, etc.).
 - Digital media texts (blogs, online articles, AI-generated/digital workplace content, etc.).
 - Professional discussions, workplace role-plays, and decision-making scenarios etc..
- Must address current global and local issues in entrepreneurship, sustainability, technological advancements, and social responsibility.
- Must reinforce previous learning through periodic recall and application exercises to develop long-term competency.

8- Suggested Methodology & Activities

- Must promote **Communicative Language Teaching (CLT)** through **practical, workplace-relevant communication tasks**.
- Should encourage **collaborative learning** through **Think-Pair-Share, Jigsaw Discussions, Socratic Seminars, and workplace role-plays etc.**
- Must include **AI-integrated/ digital learning** through **AI-based/ digital tools for pronunciation, grammar, and writing practice**.
- Incorporate **multimedia resources such as instructional videos, podcasts, and interactive presentations** to enhance learning and engagement.
- Should provide **real-life professional communication scenarios**, allowing students to practice decision-making, negotiation, and problem-solving.

- Must provide functional application of grammar in technical and professional spoken and written communication.
- **Activities** should develop:
 - **Critical thinking** (e.g., workplace problem-solving discussions).
 - **Creativity** (e.g., drafting business proposals, designing digital marketing content).
 - **Technical writing skills** (e.g., composing SOPs, writing technical manuals).
 - **Digital communication skills** (e.g., AI-based / digital workplace interactions, professional emails).

9- Suggested Assessment Strategies

- A **balanced synthesis of formative and summative assessments**, ensuring practical **workplace communication competency**.
- Should include:
 - AI-based / digital language proficiency tests.
 - Real-world **workplace simulations** (e.g. mock interviews, business presentations, report writing).
 - Analytical assessments (e.g. evaluating professional documents, reports, or workplace case studies).
 - Job based writing tasks (resumes, cover letters, technical reports etc.).
 - **Digital assessments** (e.g., auto-graded quizzes, interactive grammar/vocabulary exercises).

TEACHER TRAINING (SUGGESTIONS/ RECOMMENDATIONS)

To ensure effective curriculum implementation, **structured teacher training programs** may be conducted. These may include:

- **Workshops & Professional Development:**

- Training sessions on AI-integrated language tools, digital communication strategies, and assessment methodologies.
- Workshops on interactive teaching approaches such as **Communicative Language Teaching (CLT)** and **Task-Based Learning (TBL)**.

- **Classroom Implementation Support:**

- Hands-on practice with curriculum-aligned lesson plans and interactive teaching resources.
- Peer collaboration and mentoring programs for best practices in technical and workplace communication instruction.

- **Assessment & Feedback Mechanisms:**

- Training on designing effective formative and summative assessments.
- Continuous professional development through **self-reflection sessions, peer evaluations, and expert-led discussions**.

List of Committee Members who developed/reviewed Functional English Curriculum

1.	Dr. Tabassum Naz, Director, NCC	Chairperson
2.	Muhammad Azam , Vice Principal IMCB Embassy Road G-6 Islamabad	Member
3.	Dr. Muhammad Ajmal, Associate Professor, AIOU	Member
4.	Mirza Ali Director FBISE	Member
5.	Dr. Shahzad Ali Gill, Director IBCC	Member
6.	Mr. Suhail Bin Aziz, Director, NRKNA	Member
7.	Dr. Maqsood Ahmed, Principal, FDE	Member
8.	Dr. Zafar Iqbal Associate Professor, IMPCC, H-8/4	Member
9.	Dr. Samia Tahir, SEECS, NUST Islamabad	Member
10.	Mr. Muhammad Habibullah, Assistant Professor, IMCB(PG),H-9, Islamabad	Member
11.	Mr. Ajeeb Ahmed Noonari, Deputy Director Directorate, of Curriculum, Assessment and Research, Jamshoro, Sindh	Member
12.	Mr. Daroo Khan Bareach, Principal Govt. College of Education, Quetta	Member
13.	Dr. Anis Ur Rehman, Sr. Subject Specialist, Bureau of Curriculum Quetta	Member
14.	Ms. Sughra Mehboob, Subject Specialist, Directorate of Curriculum and Teacher Education Abbottabad	Member
15.	Ms. Memona Shaheen, Deputy Controller Examination BEEGB Jutial, Gilgit	Member
16.	Ms. Naila Rizvi, Headmistrees, Ashraf Brolmo Primary School Skardu	Member
17.	Mr. Imam UL Haq Hashmi, Subject Expert - English, Directorate of Curriculum Research & Development. Govt. of AJK	Member
18.	Mr. Ali Asghar Bukhari, Subject Expert- English Directorate of Curriculum Research &Development, Govt. of AJK	Member
19.	Mr. Khawaja Mazhar UL Haq, Deputy Secretary (Acad), School Education Department, South Punjab	Member
20.	Mr. Tahir Bashir, Principal , Govt. Public Higher Secondary School Koray Khan, Muzaffargarh	Member
21.	Mr. Imran Ahmad Khan, Desk Officer, NCC	Member/Secretary

**TO BE PUBLISHED IN THE NEXT GAZETTE
OF PAKISTAN PART-I**

Government of Pakistan
National Curriculum Council Wing
Ministry of Federal Education and Professional Training

Islamabad, 11th April, 2025

NOTIFICATION

F.No.2-10(2025)/Func/Eng(9-12)NCC: In exercise of the powers conferred under the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976 Section 3 (2) (a), the competent authority i.e. Director, NCC Wing, M/o FE&PT has approved the Curriculum for "**Functional English**" for Grades IX-XII for technical stream of education. The curriculum will be implemented in all Public and Private Educational Institutions of Islamabad Capital Territory (ICT) and the educational institutions under Federal Government across the country w.e.f academic year 2025-26. This curriculum is available at ncc.gov.pk


(Imran Ahmad Khan)

Assistant Educational Advisor
051-9265570

The Manager,
Printing Corporation of Pakistan Press,
University Road, Karachi

Distribution:

1. The Chairperson, National Vocational and Technical Training Commission, Islamabad
2. The Chairman, Federal Board of Intermediate & Secondary Education, Islamabad
3. The Executive Director, Inter-Board Coordination Commission, Islamabad (with the request to circulation with IBCC members)
4. The Director General, Federal Directorate of Education, Islamabad
5. The Director General, Federal Government Educational Institutions, Cantt. & Garrisons, Rawalpindi
6. The Chairperson, Private Educational Institutions Regulatory Authority, Islamabad
7. The Managing Director, National Book Foundation, Islamabad
8. The Director General, Army Public Schools & Colleges System, Rawalpindi
9. The Director, Naval Education, Islamabad
10. The Director, Fazaia Teachers Training Institution, Islamabad

Copy for information and necessary action (may be taken for adoption in accordance with the respective laws of each province): -

1. Secretary, School Education Department, Government of Punjab, Lahore
2. Secretary, Education and Literacy Department, Govt of Sindh, Karachi
3. Secretary, Elementary & Secondary Education Department, Govt. of Khyber Pakhtunkhwa
4. Secretary, Education Department, Govt of Gilgit-Baltistan, Gilgit
5. Secretary, Secondary Education Department, Govt. of Balochistan, Quetta
6. Secretary, Elementary & Secondary Education Department, Govt. of AJ&K, Muzaffarabad
7. Secretary, Education Department, South Punjab, Multan

Copy to:

1. SPS to Secretary, Ministry of FE&PT, Islamabad
2. SPS to Additional Secretary, Ministry of FE&PT, Islamabad
3. APS to Joint Educational Advisor, FE&PT, Islamabad
4. APS to Director, NCC Wing, M/o FE&PT, Islamabad


(Assistant Educational Advisor)



NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN