

2017~2018
Instituto Salesiano (Primary)
P1 English Curriculum Plan

General English and Oral Teachers:

P1A	P1B	P1C	P1D
Miss May Lei	Miss Fanny Lam	Miss Candy Kong	Miss Catarina Un

Reading Teacher:

P1ABCD	Miss Wing O
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(A) Subject Objectives:

1. Interpersonal Strand:

- 1.1 to establish and maintain relationships and routines in carrying out classroom activities
- 1.2 to converse about feelings, interests and experiences
- 1.3 to exchange short simple messages through activities such as writing greeting cards and notes
- 1.4 to express preferences in making simple arrangements with others for carrying out events
- 1.5 to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play

2. Knowledge Strand:

- 2.1 to provide or find out the present simple information on familiar topics
- 2.2 to interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions
- 2.3 to state opinions using information and ideas in simple spoken and written texts
- 2.4 to recognise and solve simple problems in given situations
- 2.5 to clarify one's own written expression with support from the teacher
- 2.6 to recognise some obvious features of the English Language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one's initial learning and use of the language

3. Experience Strand:

- 3.1 to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking
- 3.2 to respond to characters and events in simple imaginative and other narrative texts through oral, written and performance means such as:

- making predictions
- making simple evaluative remarks
- drawing pictures, making models or objects
- creating captions
- describing one's related experiences
- participating in the telling of stories

3.3 to give expression to imaginative ideas through oral, written and performative means such as

- supplying captions and / or describing sequences of pictures that tell a story
- supplying captions and / or describing pictures that depict a scene, object or character
- experimenting with simple sound and word patterns in creating rhymes and poems based on given models
- to give expression to one's experience through activities such as making illustrations of selected event, and describing and / or providing captions for them

B. Textbooks:

General English

- Educational Publishing House Ltd -- Lighthouse for Hong Kong Text Book 1/2
- Educational Publishing House Ltd -- Lighthouse for Hong Kong Workbook 1/2
- Educational Publishing House Ltd - Light Up Grammar 1/2
- Educational Publishing House Ltd - Light Up Listening 1/2

Reading

• Reading Teacher:

P1ABCD	Miss O
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- 1st Term: I Like to Collect + Animal Talent Show
- 2nd Term: Animal Talent Show + Missing Milly

C. Number of Periods:

1) General English

	1 st term	2 nd term	Total
P1A	101	107	208
P1B	102	102	204
P1C	103	103	206
P1D	101	103	204

2) Reading

	1 st term	2 nd term	Total
P1A	16	18	34
P1B	16	18	34
P1C	16	18	34
P1D	17	18	35

D. Course Schedule:

1) General English

First Term

Week	Module/Unit	Topic	No. of Periods	Objectives	Tests/ Dictation
2-5	Me, my family and friends	Unit 1 (BK1) School is cool!	24	<p>1. Use formulaic expressions to talk about names (Hello! I am Andy. / Hi! My name is Lucy.)</p> <p>2. Use "I am" and "We are" to refer to people. (I am Sam. / We are in Class 1A.)</p> <p>3. Use "What" to ask about things (What is it? / What are they?)</p> <p>4. Use "it is" and "they are" to refer to objects (It is a ruler. / They are rulers.)</p> <p>5. Use singular and plural forms of nouns to refer to things (It is a pencil. / They are pens.)</p> <p><u>Moral input</u></p> <p>1. Greet people politely</p> <p>2. Be kind to teachers and classmates</p>	<p><u>Week 4</u> Dictation 1</p> <p><u>Week 7</u> Test 1</p>
6-9	Me, my family and friends	Unit 2 (BK1) Meet the family	24	<p>1. Use formulaic expressions to greet people and respond to greetings (Good morning. / How are you?)</p> <p>2. Use "who" to ask about people (Who is he? Who is she?)</p> <p>3. Use personal pronouns to refer to people (He is Adam. / She is Ann.)</p> <p>4. Use possessive adjectives to show relationship (He is my grandpa. / His name is Henry.)</p>	<p><u>Week 9</u> Dictation 2</p> <p><u>Week 11</u> Test 2</p>

				<u>Moral input</u> 1. Love your family	
10-13	Fun and games	Unit 3 (BK1) It is my party	24	1. Use formulaic expressions to express good wishes and thanks (Happy Birthday! / Thank you!) 2. Use "how old" to ask about age (How old are you?) 3. Use "is it" and "are they" to ask and answer simple questions about things (Is it a toy plane? No, it is not. / Yes, it is.) <u>Moral input</u> 1. Greet people on their birthday 2. Be curious and creative	<u>Week 13</u> <u>Dictation</u> <u>3</u>
14-19	Fun and games	Unit 4 (BK1) Clap your hands!	24	1. Use phrases to tell the number of brothers and sisters (I have one brother and two sisters.) 2. Use "has / have" to talk about parts of the body (I have short arms. / he has a small nose.) 3. Use the simple present tense to show present states (I am short. / He is not fat.) 4. Use "and" to link two ideas (They are tall and thin.) <u>Moral input</u> 1. Help people around you 2. Love your body	<u>Week 15</u> Test 3

21	revision
22	Exam

Second Term

Week	Module/Unit	Topic	No. of Periods	Objectives	Test Schedule
23-26	Fun and games	Unit 5 (BK1) On the catwalk	19	<ol style="list-style-type: none"> Use "what" to ask about colours (What colour is your coat?) Use the present continuous tense to ask and talk about what people are wearing (What are you wearing?) Use "this" and "these" to refer to clothing items (This is my coat. / These are his caps.) <p><u>Moral input</u></p> <ol style="list-style-type: none"> Be on time Be confident 	
27-30	Place and activities	Unit 1 (BK2) Home sweet home	19	<ol style="list-style-type: none"> Use "here's" and "there" to describe the distance of things (Here's the table. / The chair is over there.) Use "where" to ask about the positions of things (Where is the green spider?) Use "in", "on" and "under" to talk about the positions of things (It is on/in/under the chair.) Use the possessive adjectives "our" and "their" to talk about possession (Our television is big.) <p><u>Moral input</u></p> <ol style="list-style-type: none"> Love your home Be brave 	<p><u>Week 27</u> Dictation 1</p> <p><u>Week 29</u> Test 1</p>

31-34	Place and activities	Unit 2 (BK2) Fabulous food!	19	<p>1. Use "Here's ..." and "Here are..." when giving thing(s) to others (Here's your hamburger. / Here are your French Fries.)</p> <p>2. Use adjectives to describe and comment on food quality (Wow, it looks tasty!)</p> <p>3. Use plural forms of nouns (eggs, sandwiches, French fries)</p> <p>4. Use "there is / are" to talk about things that is / are present (There is a cake. There are three bananas.)</p> <p>5. Use "do" and "does" to ask and talk about what people like and do not like (Do you like grapes? Yes, I do. / No, I do not.)</p> <p><u>Moral input</u></p> <p>1. Share food with others 2. Apologise when you make mistakes</p>	<u>Week 33</u> Dictation 2
34-38	Using the sense	Unit 3 (BK2) Using my sense	19	<p>1. Use formulaic expressions to greet, introduce and response to new people (Hello, Leo. This is Lucy.)</p> <p>2. Use "What can...?" to ask about what people are able to do (What can you see? /What can</p>	<u>Week 35</u> Test 2

				<p>she hear?)</p> <p>3. Use "can" to talk about what people are able to do (I can see a bee. / She can hear a boy knocking.)</p> <p>4. Use the present continuous tense to talk about what people or animals are doing now (He is eating. / He is not eating.)</p> <p><u>Moral input</u></p> <p>1. Be imaginative</p> <p>2. Make good use of your five senses</p>	
38-41	Using my sense	Unit 4 (BK2) Amazing animals	19	<p>1. Use formulaic expressions to show support and appreciation (Good show! / Well done!)</p> <p>2. Use present continuous tense to ask and talk about the actions that are happening now (What is the rabbit doing?)</p> <p>3. Use "How many" to ask about the quantities of things (There is one horse. / There are three cats.)</p> <p><u>Moral input</u></p> <p>1. Love animals</p> <p>2. Praise others for their good performance</p>	<p><u>Week 40</u> Dictation 3</p> <p><u>Week 41</u> Test 3</p>
43	Revision				
44	Exam				

2) Oral Phonics

First Term	Students are able to identify the sound of the following consonants: m, n, b, p, d, t, l, r, c/k, g, y, j, f, v, h, q, s, z, w, x
Second Term	Students are able to revise the consonants & short vowels and pronounce the words. (CVC)
	Vowel a (bag cap dad fan gas hat jam lag lap mad pan van)
	Vowel e (bed bet fed get hen jet leg men net pen ten vet)
	Vowel i (bin dim fig hit jig kit lip mid pin rid sit wig)
	Vowel o (bob cod dot fox god hot job lot mop not sop top)
	Vowel u (bug cup dub fun gun hut jut lug mug nut run tug)

3) Reading

Week	Subject	Book	No. of periods	Objectives	Assessment
1 st Term Week 2-8	Reading	I Like to Collect	7	<ol style="list-style-type: none"> 1. Comprehend and respond the content of the storybook 2. Interact during read-aloud and book conversations 3. Use simple language to express thoughts about the story 	-Open book test
1 st Term Week 9-16	Comprehension	Ch.1 Name Cards Ch.2 Rules Ch.3 Lists Ch.4 Rhymes Ch.5 Cards Ch.6 Rhymes	8	<ol style="list-style-type: none"> 1. Acquire new vocabulary through listening to and reading the text 2. Discuss words and word meanings as they are reading the texts 3. Ask questions to clarify meaning about objects and words related to the text 4. Connect unfamiliar words from texts to 	- Comprehension Test - Comprehension Quiz

				prior knowledge to enhance meaning	
1 st Term Week 19-21 2 nd Term Week 23-27	Reading	Animal Talent Show	7	<ol style="list-style-type: none"> 1. Know the characters of the story 2. Use punctuation to read with expression 3. Develop fluency through a series of vocabulary in reading 	-Open book test
2 nd Term Week 28-35	Comprehension	Ch.7 Posters Ch.8 Advertisement Ch.9 Poems Ch.10 Letters Ch.11 Rhymes Ch.12 Comics	8	<ol style="list-style-type: none"> 1. Describe what the text is about in simple sentence 2. Answer simple questions (who, what, when, where and how) 3. Look back through the text to search for connections between topics, characters and actions in stories to specific life experiences 4. Retell and discuss what they understand 	- Comprehension test
2 nd Term Week 36-43	Reading	Missing Milly	7	<ol style="list-style-type: none"> 1. Read and understand the vocabulary and the story 2. Use punctuation to read with expression 3. Use simple sentences to retell the story 	-Open book test

E. Assessment

General assessment for the whole year:

1st Term Daily marks 20% + Exam marks 25% = 45%

2nd Term Daily marks 25% + Exam marks 30% = 55%

Total: 1st Term 45% + 2nd Term 55% = 100%

A. **General English**

Daily
3 Tests 85%
3 Writings 5%
1 Project 5%
Participation 5%

B. **Oral**

Daily	Exam
a) Oral test 60%	a) Oral exam 80%
b) Listening test 30%	b) Listening exam 20%
c) Participation 10%	

C. **Reading**

Daily
(1 st term) 1 story open book test 60%, 1 comprehension test 30%, 1 comprehension quiz 10%
(2 nd term) 2 story book tests 70% (35%*2), 1 comprehension test 30%

****Course progress and test arrangements will be adjusted reasonably according to the actual teaching process.**