

**2017-2018 Instituto Salesiano (Primary)
P6 English Curriculum Plan**

English Teachers

P6A	P6B	P6C	P6D
Angela Ao	Kafy Ng	Kafy Ng	Kary Si

Reading Teachers

P6A	P6B	P6C	P6D
Jess Wong	Jess Wong	Angela Ao	Angela Ao

Subject Objectives:

1. Interpersonal Strand:

- 1.1 To establish and maintain relationships and routines in school and other familiar situations
- 1.2 To converse about feelings, interests, preferences, ideas and experiences
- 1.3 To obtain and provide objects, services and information in classroom situations
- 1.4 To participate with others in making choices and decisions for carrying out events

2. Knowledge Strand:

- 2.1 To provide or find out, organize and present information on familiar topics
- 2.2 To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, comparing, explaining, predicting, drawing conclusions and to follow instructions
- 2.3 To identify ideas in simple spoken and written texts, form opinions and express them
- 2.4 To understand some aspects of how the English Language works, including how grammar features contribute to meaning and how texts are organised
- 2.5 To recognise and solve simple problems in given situations, and describe the solutions

3. Experience Strand:

- 3.1 To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as singing songs and presenting short simple plays
- 3.2 To give expression to one's experience through activities such as providing simple oral and written accounts of events and one's reactions to them

Textbooks:

- 1. General English
 - Primary Longman Express 6A/6B
 - Primary Longman Express Workbook 6A/6B
 - Primary Longman Express Listening 6A/6B
- 2. Grammar
 - School Based Materials
- 3. Readers
 - (1st term) Future Island Adventure
 - (1st & 2nd term) James and the Giant Peach
 - (2nd term) Up

Number of periods for English

	1 st term	2 nd term	Total
P6A	98	107	205
P6B	97	106	203
P6C	97	106	203
P6D	98	109	207

Number of periods for Reading

	1 st term	2 nd term	Total
P6A	15	19	34
P6B	15	19	34
P6C	15	19	34
P6D	15	19	34

Course Schedule

A) General English

First term

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Week	Module/unit	Topic	No. of periods	Objectives	Test schedule
1-3	<p data-bbox="138 130 349 220">Longman Express Module: Changes/ Growing up</p> <p data-bbox="138 310 243 340">Grammar</p>	<p data-bbox="370 130 578 193">Ch. 1 (Book 6A) When I grow up</p> <p data-bbox="370 346 480 409">Chapter 1 Tenses</p> <p data-bbox="370 1879 555 1942">Chapter 2 First conditional</p>	12	<p data-bbox="721 130 925 159"><u>Language Function</u></p> <p data-bbox="721 163 987 247">Focus on simple present tense and future possibilities</p> <p data-bbox="721 252 860 281"><u>Moral inputs</u></p> <p data-bbox="721 285 1026 348">- Let students think about their future career</p> <ol data-bbox="721 373 1042 1999" style="list-style-type: none"> 1. Use the present simple to talk about habits and things that are always true 2. Use the present continuous to talk about what we are doing now 3. Use the past simple to talk about completed actions in the past 4. Use the past continuous to talk about an action that went on for some time or to describe things that were happening when something else happened 5. Use since + a point in time, such as a day, date or time 6. Use for + a period of time 7. Use the present perfect with already, just, yet and before, to give more information about when something happened 8. Use "already" to talk about something that has happened before we expected it to 9. Use "just" to talk about something that has happened very recently 10. Use "yet" in questions and negatives to ask if something that we're waiting for has happened 11. Use "before" to talk about any time in the past 12. Use the past simple to talk about something that started and ended in the past 13. Use "be going to" + base form to talk about plans and decisions we made earlier or to make a prediction based on a situation that is happening now 14. Use will or won't + base 	

				<p>form to talk about instant decisions or offers or predictions</p> <ol style="list-style-type: none"> 1. Use the first conditional to talk about something that will happen if something else happens first 	
4-6	<p>Longman Express Module: Changes/ Growing up</p> <p>Grammar</p>	<p>Ch. 2 (Book 6A) Preparing for the future</p> <p>Chapter 3 Relative pronouns</p>	15	<p><u>Language Function</u></p> <ul style="list-style-type: none"> - IT skills - Communication skills - Develop enjoyment of reading <p><u>Moral inputs</u></p> <ul style="list-style-type: none"> - Students appreciate the duties of different career <ol style="list-style-type: none"> 1. Use who, which and where after a noun to give more information about people, things or places 	<p>Week 4 Dict 1 Chapter 1</p>
7-9	<p>Longman Express Module: Happy days/ Entertainment and leisure</p> <p>Grammar</p>	<p>Ch.3 (Book 6A) Entertainment and leisure</p> <p>Chapter 4 Joining sentences</p>	17	<p><u>Language Function</u></p> <ul style="list-style-type: none"> - Adjectives to describe feelings and effects <p><u>Moral inputs</u></p> <ul style="list-style-type: none"> - To respect different people's preferences on films <ol style="list-style-type: none"> 1. Use relative pronouns to join two sentences together 	<p>Week 7 Dict 2 - Chapter 3</p> <p>Week 8 Test 1 Chapter 1&2</p>
10-12	<p>Longman Express Module: Happy days/ Entertainment and leisure</p> <p>Grammar</p>	<p>Ch. 4 (Book 6A) The magic of stories</p> <p>Chapter 5: Second conditional</p>	13	<p><u>Language Function</u></p> <ul style="list-style-type: none"> - Simple past tense to describe unlikely situations - Modals to express preferences - Connectives to express <p><u>Moral inputs</u></p> <ul style="list-style-type: none"> - Students have to treasure their books. <ol style="list-style-type: none"> 1. Use the second conditional to talk about something that we think might not happen 	<p>Week 11 Dict 3 - Chapter 3</p>
13-15	<p>Longman Express Module: Caring for others/ Helping our world</p> <p>Grammar</p>	<p>Ch. 5 (Book 6A) Problems in our world</p>	17	<p><u>Language Function</u></p> <ul style="list-style-type: none"> - Talking about problems in the world using too with different adjectives - Use adverbs to express degree - Develop student's reading skills and stimulate their critical thinking ability - to know about our world's 	<p>Week 14 Test 2 Chapter 3&4</p>

	Module: Changes/ Now and then	Unforgettable experiences		<ul style="list-style-type: none"> - Using "adjective" to describe feelings - Using "ing" nouns or noun phrases to refer to activities <p><u>Moral inputs</u></p> <ul style="list-style-type: none"> - Develop students' confidence in sharing their own experiences <ol style="list-style-type: none"> 1. Form the passive by using will be + past participle in future tense 2. Form the passive by using have / has + been + past participle 3. Form the passive by using was/ were + being + past participle 	Dict 1 - Chapter 1
	Grammar	Ch. 10 Active and passive voice (2)			
26-29	Longman Express Module: Changes / Now and Then	Ch. 2 (Book 6B) My memories	18	<p><u>Language Function</u></p> <ul style="list-style-type: none"> - Using prepositions or prepositional phrases to describe objects - Using simple past tense to talk about past states, activities or events - Using adjectives to describe feelings <ol style="list-style-type: none"> 1. Use '-ing' form as the subject or object of a sentence 2. Use '-ing' form after prepositions 3. Use 'to' infinitive between two verbs 	
	Grammar	Ch. 11 Gerunds/ to + infinitive Ch. 9 Active and passive voice (1)			
30-33	Longman Express Module: People and places around the world	Ch. 3 Amazing places	18	<p><u>Language Function</u></p> <ul style="list-style-type: none"> - Use relative pronouns to link ideas or add information to a noun or noun phrases - Use superlative adjectives to make comparisons - Use interrogative adverbs to ask about location - Use proper nouns to refer to cities or countries <p><u>Moral inputs</u> Respect different cultures and customs in the world</p> <ul style="list-style-type: none"> - Use reported speech to tell people what someone has said. We often use 'said' or 'told' when reporting a statement 	Week 30 Test 1 - Ch. 1&2 Week 33 Dict 2 - Chapter 3
	Grammar	Ch. 12 Reported speech: statements			
34-36	Longman Express Module: People and places around	Ch. 4 Children around	16	<p><u>Language Function</u></p> <ul style="list-style-type: none"> - Use relative pronouns to 	

	the world	the world		<p>link ideas or add information to a noun or noun phrase</p> <ul style="list-style-type: none"> - Use 'such as' to give examples - Use 'ing' nouns or noun phrases to refer to activities <p><u>Moral inputs</u></p> <ul style="list-style-type: none"> - Be thankful and treasure one's blessings <ol style="list-style-type: none"> 1. Use told + object + (not) + infinitive when reporting a command 2. Use asked + object + (not) + infinitive when reporting a request 	
	Grammar	Ch. 13 Reported speech: commands and requests			
37-39	Longman Express Module: The magic of nature/Taking care of the earth	Ch. 5 (Book 6B) Endangered animals	16	<p><u>Language Functions</u></p> <ul style="list-style-type: none"> - Using connectives to show results and express conditions - Future tense to talk about future events <p><u>Moral inputs</u></p> <ul style="list-style-type: none"> - To protect the endangered animals <ol style="list-style-type: none"> 1. Use personal pronouns to substitute the subjects or objects of a sentence 2. Use possessive adjectives and possessive pronouns to show possession 	Week 37 Test 2 - Ch. 3&4
	Grammar	Ch. 14 Personal Pronouns Ch. 15 Possessive Adjectives Ch. 16 Possessive Pronouns			
40-42	Longman Express Module: The magic of nature/Taking care of the earth	Ch. 6 (Book 6B) Our environment	18	<p>Language Functions</p> <ul style="list-style-type: none"> - Using modals to make suggestions - Adverbs or adverb phrases to express degree <p><u>Moral inputs</u></p> <p>To protect the environment and be a friend of the Earth</p> <ol style="list-style-type: none"> 1. Use Reflexive pronouns to talk about the subject of a sentence when we want to emphasize who did the action 2. Use by before the reflexive pronoun to say that we did something without help 3. Use a reflexive pronoun 	Week 40 Dict 3 - Chapter 5 Week 42 Test 3 - Ch. 5&6

				after a verb when the subject and the object are the same	
43	Revision		6		Week 43 Listening Exam
44	Exam week				

B) Reading

Week	Module/unit	Topic	No. of periods	Objectives	Assessment
1-9	Readers	Future Island Adventure	7	1. Apply skills or information learned 2. Think critically and in depth 3. Understand the theme of the story/passage 4. Read aloud 5. Retell the events of the story/passage 6. Use vocabulary correctly 7. Distinguish between true and false of the storyline 8. Match the words or pictures 9. Arrange the sequence of the story 10. Analyze the questions and explain them correctly	Open book test Comprehension test Comprehension quiz
10-14	Reading Comprehension		5		
15-21	Readers	James and the Giant Peach	3		
22	Exam Week				
23-28	Readers	James and the Giant Peach	5		Open book tests X2 Comprehension test
29-34	Reading Comprehension		5		
35-43	Readers	Up	9		
44	Exam Week				

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%

General English		Reading		Dictation		Oral	
3 tests	80%	1 st term		Vocabulary	30%	Oral test	60%
3 writings	10%	1 Open book test	60%	Seen Passage	55%	Listening tests	30%
1 project	5%	1 Comprehension test	30%	Unseen Passage	15%	Participation	10%
Participation	5%	1 Comprehension quiz	10%			Listening Exam	30%
		2 nd term				Oral Exam	70%
		2 Open book tests(35%x2)					
		70%					
		1 Comprehension test	30%				

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