

# Instituto Salesiano (Primary)

2021~2022

## P4 English Curriculum Plan

### English Teachers:

P4A	P4B	P4C	P4D
Mr Vu	Ms Wong	Ms Chan	Ms Ung

### Reading Teachers:

P4A	P4B	P4C	P4D
Mr Vu	Ms Wong	Ms Ung	Ms Ung

### A) Subject Objectives

#### 1. Interpersonal Strand

- 1.1 to establish and maintain relationship and routines in schools and other familiar situations
- 1.2 to converse about feelings, interests, preferences, ideas, experiences and plans
- 1.3 to obtain and provide objects, services and information in classroom situations and through activities such as interactive games and simple open-ended role-play
- 1.4 to participate with others in making choices and decisions for carrying out events
- 1.5 to exchange messages through activities such as sending postcards and invitations

#### 2. Knowledge Strand

- 2.1 to provide or find out, organise and present information on familiar topics
- 2.2 to understand some aspects of how grammar features contribute to meaning and how simple texts are organised; and apply this understanding to one's learning and use of the language
- 2.3 to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, comparing, explaining; and to follow instructions
- 2.4 to recognise and solve simple problems in given situations, and describe the solution

- 2.5 to see the need for clarifying one's own written expression and then make changes with support from the teacher and classmates
- 2.6 to identify ideas in simple spoken and written texts, form opinions and express them

### **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 reciting poems and rhymes, singing songs and presenting short simple plays
- 3.2 to respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as:
  - \* relating things to one's experiences
  - \* describing one's feeling towards characters and events
  - \* imagining oneself to be a character in the story and describing one's feelings and reactions
- 3.3 to give expression to imaginative ideas through oral, written and performative means such as:
  - \* providing simple oral and written descriptions of a situation, object or character
  - \* creating simple rhymes and poems with support from the teacher
- 3.4 to give expression to one's experience through activities such as providing simple oral and written accounts of event and one's reactions to them

#### **A) Textbooks:**

##### **1. General English**

Longman English Leap 4A / 4B

Longman English Leap Grammar 4A / 4B

Longman English Leap Workbook 4A / 4B

Longman English Leap Listening & Speaking 4A / 4B

Cambridge - Fun Skills (Student's Book 4)

## 2. Reading

(1<sup>st</sup> Term) Longman Reading Project-Bright Readers-Level 4: The hungry troll

(2<sup>nd</sup> Term) Longman Reading Project-Bright Readers-Level 4: Traffic-light Sandwiches

Longman Reading Project-Bright Readers-Level 4: What's cooking at the zoo?

(1<sup>st</sup> & 2<sup>nd</sup> Term) Reading Comprehension Book

### B) Numbers of Periods:

#### General English

	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	Total
P4A	98	112	210
P4B	100	112	212
P4C	96	110	206
P4D	97	111	208

#### Reading

	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	Total
P4A	16	18	34
P4B	18	17	35
P4C	16	18	34
P4D	16	18	34

C) Course Schedule:

i) General English

First Term

Week	Module/Unit	Topic	No. of Periods	Objectives	Strategies	Tests/ Dictation
Week 1-4	Happy days	Ch 1 My favourite activities	13-14	<ul style="list-style-type: none"> <li>-Use adverbs to express frequency</li> <li>-Use adverbs to express general practice</li> <li>-Use the interrogative pronoun 'what' to find out specific information about a person</li> <li>-Use the simple present tense to express interests</li> <li>-Use the simple present tense to describe habitual actions</li> <li>-Use '-ing' nouns or noun phrases to refer to activities</li> <li>-Use prepositions to indicate time*</li> <li>-Use the connective 'but' to link contrasting ideas</li> <li>-Use the adverb 'too' to express similar opinions</li> <li>-Use possessive adjectives to show connection</li> </ul> <p><u>Values and attitudes:</u></p> <ol style="list-style-type: none"> <li>1. Develop confidence in using English</li> <li>2. Make judgements independently</li> <li>3. Show an understanding and</li> </ol>	<ul style="list-style-type: none"> <li>- Use the introduction of Courseware to spark pupils' interest in the topic of hobbies.</li> <li>- Carry out the activity in Activity Time to let pupils practise the vocabulary.</li> <li>- Play the game in Fun Quiz to assess pupils' learning.</li> <li>- Use some photos to let students guess about the hobbies.</li> <li>- Use a webpage to introduce the hobbies.</li> <li>- Let students discuss about the indoor or outdoor</li> </ul>	

				<p>respect for the different cultures</p> <p>4. Work cooperatively with others and treat others' suggestions positively</p>	<p>activities in groups.</p> <ul style="list-style-type: none"> <li>- Play a memory game about the hobbies.</li> <li>- Play a sentence-making game.</li> </ul>	
<p>Week 4-6</p>	<p>Happy days</p>	<p>Ch 2 Let's watch TV!</p>	<p>13-14</p>	<ul style="list-style-type: none"> <li>-Use adverbs to express similar opinions</li> <li>-Use the general determiner 'both' to show quantities</li> <li>-Use '-ing' adjectives to describe effects that something has on one's feelings</li> <li>-Use the simple present tense to express thoughts and ideas</li> <li>-Use formulaic expressions to make and respond to suggestions</li> <li>-Use formulaic expressions to get attention</li> <li>-Use formulaic expressions to express and respond to thanks</li> <li>-Use the adverb 'too' to express similar opinions</li> <li>-Use the simple present tense to express interests</li> <li>-Use the present continuous tense to describe actions taking place at the time of speaking</li> <li>-Use the connective 'because' to give reasons</li> </ul>	<ul style="list-style-type: none"> <li>- Use the Introduction of the Courseware to spark pupils' interest in the topic of watching TV.</li> <li>- Carry out the activity in Activity Time to let pupils practice the vocabulary.</li> <li>- Play the game in Fun Quiz to assess pupils' learning.</li> <li>- Use photos to ask the students to share their TV habits and do the discussions about watching TV.</li> <li>- Use the Flash Cards/ Grammar</li> </ul>	<p>Week 6</p> <p>Dict 1 (Ch 1-2)</p>

				<p>-Use the connective 'or' to link ideas in negative sentences</p> <p><u>Values and attitudes:</u></p> <ol style="list-style-type: none"> <li>1. Listen to spend one's time wisely</li> <li>2. Appreciate the beauty of the language through performing plays</li> <li>3. Appreciate the use of English by others and offer help to others</li> </ol>	<p>PPT to introduce the structures of 'too', 'both', 'either', 'and' and 'or'.</p> <p>- Role-play a man and some children in an interview about programmes they like and don't like.</p>	
Week 6-8	Changes	Ch 3 Growing up	13-14	<p>-Use reflexive pronouns to emphasise that someone does something without any help from anyone else</p> <p>-Use the connective 'when' to express time</p> <p>-Use modals to talk about abilities</p> <p>-Use the simple past tense to talk about past states</p> <p>-Use possessive adjectives to show possession</p> <p>-Use adjectives or adjective phrases to describe age</p>	<p>- Use a video to spark pupils' interest and discuss the topic of growing up.</p> <p>- Use Activity Time to let students to make their own timeline and share with the class.</p> <p>- Use the childhood photos to share the childhood memories</p> <p>- Use the Flash Cards/ Grammar PPT to introduce the structures.</p> <p>- Play a game—Guess</p>	Week 8 Test 1 (Ch 1-2)

				<u>Values and attitudes:</u> 1. Cherish childhood memories 2. Show respect for and an interest in famous people in history	what I could do to assess pupils' learning. - Role-play some children/grandparents to talk about their own childhood.	
Week 9-11	Happy days	Ch 5 Shopping fun	13-14	-Use comparative adjectives to make comparisons -Use superlative adjectives to make comparisons -Use the modal 'would' to make offers -Use the modal 'would' to express preferences -Use adverbs to express degree -Use the general determiner 'other' to show the same type of things -Use the interrogative pronoun 'which' to find out one's preferences -Use the connective 'or' to show choices -Use the connective 'because' to give reasons  <u>Values and attitudes:</u> 1. Develop enjoyment of reading through reading stories 2. Make judgements wisely	- Use the Grammar PPT/pictures to introduce the structures. - Play a game—Swat it—to assess pupils' learning. - Role-play some people comparing and choosing clothes on a webpage. - Role-play a salesperson and a customer.	Week 10 Oral Test  Week11 Dict2 (Ch3,5)

				3. Enhance learners' interest in information technology		
11-13	Happy days/ Entertainment and leisure	Ch 6 Eating out	13-14	<ul style="list-style-type: none"> <li>- Use the indefinite pronoun 'something' to refer to objects in a general and indefinite way</li> <li>- Use comparative adjectives to make comparisons</li> <li>- Use superlative adjectives to make comparisons</li> <li>- Use the modal 'would' to express preferences</li> <li>- Use the interrogative pronoun 'what' to find out specific information about a person</li> <li>- Use the interrogative pronoun 'which' to find out one's preferences</li> <li>- Use the connective 'or' to show choices</li> <li>- Use formulaic expressions to make suggestions</li> <li>- Use the simple past tense to describe activities or events in a story</li> </ul> <p><u>Values and attitudes:</u></p> <ul style="list-style-type: none"> <li>- Develop enjoyment of reading through reading stories</li> </ul>	<ul style="list-style-type: none"> <li>- Use Induction Method / Venn Diagram to introduce the structures</li> <li>- Use the pictures of people and things to introduce the structures</li> <li>- Play the game <i>Forming comparatives and superlatives</i> to assess student's learning</li> <li>- Role-play food ordering at a café politely</li> </ul>	Week 12 Test 2 ( Ch 3, 5)

				<ul style="list-style-type: none"> <li>- Identify values, attitudes and beliefs expressed in texts</li> <li>- Learn not to waste food</li> </ul>		
14-16,19	Nature and environment /Our wonderful world	Ch 7 Amazing nature	13-14	<ul style="list-style-type: none"> <li>- Use the interrogative adverb 'how' to ask about weight</li> <li>- Use the interrogative adverb 'how' to ask about length</li> <li>- Use the interrogative adverb 'how' to ask about height</li> <li>- Use adjective phrases to describe weight, length and height</li> <li>- Use superlative adjectives to make comparisons</li> <li>- Use comparative adjectives to make comparisons</li> <li>- Use the simple present tense to express simple truths</li> </ul> <p><u>Values and attitudes:</u></p> <ul style="list-style-type: none"> <li>- Develop confidence in using English through working on their own and in groups, making judgements independently</li> <li>- Appreciate the wonder of nature Work cooperatively with others and treat others' suggestions positively to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>- Use Grammar PPT to introduce the structure</li> <li>- Use photos / flash cards to show different items</li> <li>- Play the game <i>Ask the right questions!</i> to assess students' learning</li> <li>- Ask students to search for information on the Guinness World Records and share their findings</li> <li>- Use mind map to do a presentation on an amazing thing in nature</li> </ul>	<p>Week 15 Dict 3 ( Ch 6, 7)</p> <p>Week19 Oral Exam</p>
20	<b>Revision</b>					

## Second Term

Week	Module/Unit	Topic	No. of Periods	Objectives	Strategies	Tests/ Dictation
22,24- 26	We love Hong Kong/ Travelling around	Ch 1 Having fun in Hong Kong	15	<ul style="list-style-type: none"> <li>-Use the future tense to talk about future events, actions and processes</li> <li>-Use the auxiliary verb 'will' to seek information</li> <li>-Use the interrogative adverb 'where' to ask about location</li> <li>-Use the interrogative pronoun 'what' to find out specific information about a person</li> <li>-Use adverbs to indicate positions</li> <li>-Use colons to indicate direct speech in play scripts</li> <li>-Use proper nouns to refer to places</li> </ul> <p><u>Values and attitudes:</u></p> <ul style="list-style-type: none"> <li>- Develop confidence in using English through working on their own and in groups, making judgements independently</li> <li>-Show hospitality to visitors</li> <li>-Cultivate love on Hong Kong and its</li> </ul>	<ul style="list-style-type: none"> <li>- Use Induction Method / Venn Diagram /Grammar in context to introduce the structures</li> <li>- Use Grammar PPT to introduce the structures</li> <li>- Role play to show students' preferences</li> </ul>	

				culture and heritage		
26-28	Food and drinks/healthy eating	Ch 3 A balanced diet	15	<ul style="list-style-type: none"> <li>-Use the general determiners 'a few' and 'a little' to show quantities</li> <li>-Use the simple present tense to give advice</li> <li>-Use the general determiner 'a lot of' to show quantities</li> <li>-Use comparative adjectives to make comparisons</li> <li>-Use the simple past tense to talk about past activities or events</li> <li>-Use plural nouns to refer to more than one object</li> <li>-Use uncountable nouns to refer to uncountable objects</li> <li>-Use the simple present tense to</li> </ul> <p><u>Values and attitudes:</u></p> <ul style="list-style-type: none"> <li>-Develop confidence in using English through working on their own and in groups, making judgements independently</li> <li>-Foster healthy eating habits</li> </ul>	<ul style="list-style-type: none"> <li>- Use Grammar PPT to introduce the determiners</li> <li>- Introduce the determiners using different examples of food by showing flash cards, vocabulary PPT, photos of a monster and food</li> <li>- Play the game <i>The greedy monster</i> to assess students' learning</li> <li>- Role-play a school nurse giving advice to some children regarding their diet</li> </ul>	<u>Week 28</u> Dict 1 (Ch 1 & 3)
29-31	Food and drinks / Healthy eating	Ch 4 (4B) Eat Smart	15	<ul style="list-style-type: none"> <li>-Use the general determiners 'too many' and 'too much' to show quantities</li> <li>-Use adjectives to describe conditions</li> </ul>	<ul style="list-style-type: none"> <li>- Role-Play the characters to share the eating habits using 'too</li> </ul>	<u>Week 29</u> Test 1 (Ch 1 & 3)

				<ul style="list-style-type: none"> <li>-Use plural nouns to refer to more than one object</li> <li>-Use uncountable nouns to refer to uncountable objects</li> <li>-Use nouns or noun phrases to refer to quantities or units</li> <li>-Use the simple present tense to give advice</li> <li>-Use comparative adjectives to make comparisons</li> <li>-Use the connective 'because' to give reasons</li> <li>-Use the interrogative pronoun 'what' to find out specific information about a person</li> <li>-Use the simple past tense to talk about past activities or events</li> </ul> <p><u>Values and attitudes:</u></p> <ul style="list-style-type: none"> <li>-Develop confidence in using English through working on their own and in groups, making judgements independently</li> <li>-Foster healthy eating habits</li> </ul>	<ul style="list-style-type: none"> <li>much' and 'too many'; 'bad for' and 'good for'</li> <li>- Use Flash Cards to consolidate vocabulary</li> <li>- Use PowerPoint to introduce the grammar points</li> <li>- Pair work for students to play the game <b>Good or bad for us?</b> for students to consolidate grammar learning</li> </ul>	
31-35	Changes / Making improvements	Ch 5 (4B) Having good habits	15	<ul style="list-style-type: none"> <li>-Use the interrogative adverb 'how' to ask about frequency</li> <li>-Use the modal 'ought' to give advice</li> <li>-Use adverbs or adverb phrases to</li> </ul>	<ul style="list-style-type: none"> <li>- Group work for the students to know the habits of each other</li> <li>- Role-play the</li> </ul>	<u>Week 31</u> Oral Test

				<p>express frequency</p> <ul style="list-style-type: none"> <li>-Use the simple present tense to describe habitual actions</li> <li>-Use formulaic expressions to express and respond to thanks</li> <li>-Use the modal 'would' to make requests</li> <li>-Use the simple past tense to describe activities or events in a story</li> <li>-Use commas to divide direct speech from the rest of the sentence</li> <li>-Use quotation marks to denote direct speech</li> </ul> <p><u>Values and attitudes:</u></p> <ul style="list-style-type: none"> <li>-Develop confidence in using English through working on their own and in groups, making judgements independently</li> <li>-Develop good habits</li> <li>-Enhance learners' interest in information technology</li> </ul>	<p>campus TV reporters and interviewees using frequency words</p> <ul style="list-style-type: none"> <li>- Form students in groups to finish the survey interview about good habits using 'ought to'</li> <li>- Pair work using Flash Card to ask and answer the questions using frequency words</li> </ul>	<p><u>Week 35</u> Dict 2 (Ch 4 &amp; 5)</p>
36-38	Changes / Making improvements	Ch 6 (4B) Be a star pupil	15	<ul style="list-style-type: none"> <li>-Use 'be + going to' to talk about things people have decided to do in the future</li> <li>-Use the simple past tense to express past conditions</li> </ul>	<ul style="list-style-type: none"> <li>- Use the Courseware to introduce the board display</li> <li>- Form students in</li> </ul>	<p>Week 36 Test 2 (Ch 4 &amp; 5)</p>

			<ul style="list-style-type: none"> <li>-Use the future tense to talk about future events, actions and processes</li> <li>-Use the simple past tense to talk about past activities or events</li> <li>-Use the simple present tense to describe habitual actions</li> <li>-Use the simple present tense to talk about present states</li> <li>-Use the connective 'so' to show results</li> <li>-Use the connective 'Then' to express sequences</li> <li>-Use comparative adjectives to make comparisons</li> <li>-Use adverbs or adverb phrases to express frequency</li> <li>-Use the adverb 'too' to express similar opinions</li> <li>-Use the interrogative pronoun 'what' to find out specific information about a person</li> </ul> <p><u>Values and attitudes:</u></p> <ul style="list-style-type: none"> <li>-Develop confidence in using English through working on their own and in groups, making judgements independently</li> <li>-Improve oneself and have determination to succeed</li> </ul>	<p>groups and play the word game to assess their learning</p> <ul style="list-style-type: none"> <li>- Ask students to discuss their resolutions in pairs</li> <li>- Use mind map to find out the problems they have and how they are going to improve themselves</li> </ul>	
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39-42	Changes / A bright future	Ch 7 (4B) Life in the future	15	<ul style="list-style-type: none"> <li>-Use possessive form of nouns to refer to a point in time</li> <li>-Use prepositions to indicate a time in the future</li> <li>-Use the interrogative determiner 'what' to ask about the types of things</li> <li>-Use formulaic expressions to show agreement or disagreement</li> <li>-Use the future tense to talk about future events, actions and processes</li> <li>-Use the interrogative adverb 'where' to ask about location</li> <li>-Use the interrogative adverb 'how' to ask about ways of doing something</li> <li>-Use the auxiliary verb 'will' to seek information</li> <li>-Use the indefinite pronouns 'anybody', 'everybody' and 'nobody' to refer to people in a general and indefinite way</li> <li>-Use the simple present tense to express thoughts and ideas</li> <li>-Use the connective 'because' to give reasons</li> <li>-Use connectives to express sequences</li> </ul>	<ul style="list-style-type: none"> <li>- Divide the class into two teams and play the game using future tense</li> <li>- Ask students to think about the life in 50 years' time in pairs</li> <li>- Role-play a TV host and Dr Smart to talk about life in 2050</li> <li>- Ask students to give an oral presentation on life in the future that they expect</li> </ul>	<p><u>Week 40</u> Dict 3 (Ch 6 &amp; 7)</p> <p><u>Week 41</u> Test 3 (Ch 6 &amp; 7)</p> <p><u>Week 42</u> Oral Exam</p>
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				<u>Values and attitudes:</u> -Develop confidence in using English through working on their own and in groups, making judgements independently -Embrace the future		
43	<b>Revision</b>					
44	<b>Exam Week</b>					

## ii) Reading

### First Term

Week	Topic	No. of periods	Objectives	Strategies	Assessment
1-6	The hungry troll	6-7	<ol style="list-style-type: none"> <li>1. use the simple present tense to talk about present states and express thoughts and ideas</li> <li>2. use the modal 'shall' to make suggestions</li> <li>3. use the modal 'should' to express obligations</li> <li>4. use proper nouns to refer to cities and countries</li> <li>5. use the modal 'shall' to make suggestions</li> <li>6. use formulaic expressions to accept or decline offers</li> </ol>	<ol style="list-style-type: none"> <li>1. Storytelling</li> <li>2. Independent reading</li> <li>3. Reading games "Tons of food!"</li> </ol>	Week 9 Open book test

7-20	Reading Comprehension	9-10	<ol style="list-style-type: none"> <li>1. Develop skills of scanning</li> <li>2. Practice of reading menu, poster, notes and invitation</li> <li>3. Develop skills of skimming and using the context to guess unknown words</li> <li>4. Practice of reading account, postcard, news and story</li> <li>5. Develop skills of previewing and predicting and looking for the topic sentence and main idea</li> <li>6. Practice of reading play, book cover, informational report, table and chart</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss with peers and gives personal responses</li> <li>2. Practise target language structures -oral and written</li> <li>3. Scan text to find information</li> <li>4. Discuss with peers and gives personal responses</li> <li>5. Practise target language</li> </ol>	<p>Week 14 Comprehension Test</p> <p>Week 16 Comprehension Worksheet</p>
21	Exam				

### Second Term

Week	Topic	No. of periods	Objectives	Strategies	Assessment
22-28	Traffic-light Sandwiches	6-7	<ol style="list-style-type: none"> <li>1. use the interrogative pronouns 'how' and 'what' to ask about prices and find out specific information about a person</li> <li>2. use the modal verb 'would' to express preferences</li> <li>3. use noun phrases to refer to quantities or units</li> </ol>	<ol style="list-style-type: none"> <li>1. Supported reading</li> <li>2. Story "Where did Felix and Flora go?"</li> <li>3. Act out the story</li> <li>4. The takeaway game</li> <li>5. Match the rhyming words</li> </ol>	<p>Week 31 Open book test</p>

			<ol style="list-style-type: none"> <li>4. use adjectives to describe quantities</li> <li>5. use the simple present tense to express thoughts and ideas</li> <li>6. use nouns or noun phrases to identify objects</li> <li>7. use the simple present tense to express thoughts and ideas</li> <li>8. use nouns or noun phrases to identify objects</li> <li>9. use adjectives to describe conditions</li> </ol>		
29-30, 40-44	Reading Comprehension	4-5	<ol style="list-style-type: none"> <li>1. Develop skills of scanning</li> <li>2. Practice of reading menu, poster, notes and invitation</li> <li>3. Develop skills of skimming and using the context to guess unknown words</li> <li>4. Practice of reading account, postcard, news and story</li> <li>5. Develop skills of previewing and predicting and looking for the topic sentence and main idea</li> <li>6. Practice of reading play, book cover, informational report, table and chart</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss with peers and gives personal responses</li> <li>2. Practise target language structures -oral and written</li> <li>3. Scan text to find information</li> <li>4. Discuss with peers and gives personal responses</li> <li>5. Practise target language</li> </ol>	Week 35 Comprehension Test
33-39	What's cooking at the zoo?	6-7	<ol style="list-style-type: none"> <li>1. use the modal 'should' to express obligations and prohibitions</li> <li>2. use the simple past tense to describe activities or events in a story</li> <li>3. use nouns to identify animals and objects</li> </ol>	<ol style="list-style-type: none"> <li>1. Supported reading</li> <li>2. Acting out the story</li> <li>3. Discussion of the story</li> <li>4. Phonics practice</li> <li>5. Reading activities</li> </ol>	Week 41 Story Book Worksheet

			4. associate the consonant, the vowel and the blend with the sounds they stand for 5. use imperatives to give instructions 6.		
44	Exam Week				

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

iii) Additional teaching resource - Cambridge Fun Skills

First Term

Week	Topic	No. of periods	Objectives	Strategies
1-4	Chapter 3 Places around town	3	<ul style="list-style-type: none"> <li>- Listen for words, names and detailed information.</li> <li>- Match words heard and pictures.</li> <li>- Talk about trips to places in town.</li> <li>- Write a chant with rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand simple spoken descriptions by using pictures maps.</li> <li>- Describe a regular activity.</li> <li>- Listen to the audio.</li> <li>- Read out the rhyming words together.</li> </ul>
5-7	Chapter 4 Sports	3	<ul style="list-style-type: none"> <li>- Understand a story.</li> <li>- Continue the story based on a series of pictures.</li> <li>- Complete gaps in a text using words provided.</li> <li>- Write a short dialogue by using the given picture.</li> </ul>	<ul style="list-style-type: none"> <li>- Tell a very simple story with the help of pictures.</li> <li>- Complete sentences using the context to identify the correct words.</li> <li>- Show some dialogues.</li> </ul>
8-10	Chapter 6 International food	3	<ul style="list-style-type: none"> <li>- Listen for words, colours and specific information.</li> <li>- Colour items according to instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Understand simple spoken descriptions by using pictures.</li> <li>- Give simple spoken description of objects,</li> </ul>

			<p>heard.</p> <ul style="list-style-type: none"> <li>- Suggest a picture that is different and explain why.</li> <li>- Read and match the food with the corresponding countries.</li> </ul>	<p>pictures and actions.</p> <ul style="list-style-type: none"> <li>- Introduce the food and the countries by using video.</li> </ul>
11-13	Chapter 7 The weather	3	<ul style="list-style-type: none"> <li>- Listen for specific information.</li> <li>- Choose correct box under a picture according to descriptions.</li> <li>- Identify nouns and adjectives.</li> <li>- Learn some vocabulary about weather.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand simple spoken descriptions by listening to audios.</li> <li>- Ask questions about weather.</li> </ul>

### Second Term

Week	Topic	No. of periods	Objectives	Strategies
22,24 -26	Chapter 8 Past-tense actions	3-4	<ul style="list-style-type: none"> <li>- Understand and respond to personal questions.</li> <li>- Plan a story by using the given questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple phrases and sentences of familiar topics to practise responding to questions.</li> <li>- Read a story about an adventure.</li> </ul>
27-29	Chapter 9 Occupations	3-4	<ul style="list-style-type: none"> <li>- Listen for names and descriptions.</li> <li>- Match the names and the pictures of jobs according to the audio.</li> <li>- Write a post of the favourite job.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand simple descriptions by using pictures and reading passages.</li> <li>- Brainstorm some occupations.</li> </ul>
30-32	Chapter 11 Geography	3-4	<ul style="list-style-type: none"> <li>- Describe two pictures.</li> <li>- Identify the differences and tell it in English.</li> <li>- Ask and answer about sleep habits.</li> <li>- Read a text with pictures.</li> <li>- Complete sentences about the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Give simple descriptions of objects, pictures and actions.</li> <li>- Ask and answer questions about regular activities.</li> <li>- Read and understand a factual text with the help of pictures.</li> </ul>

33-35	Chapter 12 Ambitions	3-4	<ul style="list-style-type: none"><li>- Listen for specific information.</li><li>- Write short answers to complete notes.</li><li>- Write a to-do-list.</li></ul>	<ul style="list-style-type: none"><li>- Understand key details in a description with pictures and lyrics.</li><li>- Share the to-do-list in class and guess who wrote it.</li></ul>
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iv) Assessment:

General assessment for the whole year:

1<sup>st</sup> Term Daily marks 30% + Exam marks 20% = 50%

2<sup>nd</sup> Term Daily marks 30% + Exam marks 20% = 50%

Total: 1<sup>st</sup> Term 50% + 2<sup>nd</sup> Term 50% = 100%

General English		Dictation		Reading		Oral	
<u>1<sup>st</sup> Term</u>		<u>1<sup>st</sup> Term &amp; 2<sup>nd</sup> Term</u>		<u>1<sup>st</sup> Term</u>		<u>1<sup>st</sup> Term &amp; 2<sup>nd</sup> Term</u>	
2 Tests	65%	3 Dictations		1 Story open book test	40%	Oral test	70%
3 Writings	10%	Vocab	30%	1 Comprehension test	35%	Listening tests	30%
1 Project	10%	Sentences	20%	1 Comprehension worksheet	20%		
Participation	5%	Passage	50%	Participation	5%	<u>1<sup>st</sup> Term &amp; 2<sup>nd</sup> Term</u>	
Task:						Oral exam	70%
Homework	5%			<u>2<sup>nd</sup> Term</u>		Listening exam	30%
Classwork	5%			1 Story open book test	40%		
				1 Comprehension test	35%		
<u>2<sup>nd</sup> Term</u>				1 Story book worksheet	20%		
3 Tests	65%			Participation	5%		
3 Writings	10%						
1 Project	10%						
Participation	5%						
Task:							
Homework	5%						
Classwork	5%						

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