

## English Language Syllabus for Primary Classes 3 – 5.

### Introduction

This English Language Syllabus for Primary years 3 – 5 has been developed by a Committee of teachers and other professionals over a period of 6 months, from September 2003 – February 2004. The impetus for the development of the syllabus came from a number of sources, which will be discussed in more detail below. The need for a revised syllabus was evident in that the previous syllabus for years 4 and 5 had been derived from the course book in use, which was soon to be changed. The syllabus for year 3 had been developed more recently, though there was no book in use for this year group.

### Acknowledgements

The creation of the syllabus would not have been possible without the work of the Committee in Curriculum Design and Course Book Evaluation:

Mr Gunfer Erkmen, Assistant Director of the Department of Common Services  
Mrs Nevres Baddal, Member of the Board of Curriculum, Instruction and Educational Planning  
Mr Alper Enginsu, Inspector of Primary Education  
Mr Huseyin Oker, Expert from the Department of Primary Education  
Mr Huseyin Ozel, Teacher at Sht. Tuncer Primary School  
Ms Mine Agdac, Teacher at 9 Eylul Primary School  
Ms Oya Okaygun, Teacher at Ertugrul Primary School  
Ms Serife Izkan, Teacher at Ertugrul Primary School  
Ms Selda Ersoy, Teacher at Ertugrul Primary School  
Ms Zehra Kanioglu, Teacher at Necati Taskin Primary School  
Ms Beril Mitsadali, Teacher at Necati Taskin Primary School

Melanie Williams acted as consultant for the Committee and the project was supported by the British Council:

Peter Skelton, Director British Council Cyprus  
Dilek Behcetogullari, Manager, north  
Sencan Yesilada, Projects Co-ordinator

### Background to the syllabus document with reference to the context (north Cyprus)

Rosalyn Hurst produced a detailed report in October 2001 which looked at and reported on the current provision of ELT in Primary Schools in north Cyprus. One of the weaknesses identified was the lack of a firm syllabus for the three years of primary English. Melanie Williams was invited by the British Council in September 2003 to work as a consultant with a Committee on the development of a syllabus for Primary English grades 3 – 5 in anticipation of the course book being changed in September 2004.

Melanie Williams worked with the Committee for an initial four days in September 2003. The focus at this time was on How Young Learners Learn and Syllabus Design. During the following four months the Committee worked on the syllabus document, with feedback from Melanie on materials completed. In January 2004, Melanie returned to Cyprus to finalize the syllabus document with the Committee. This is the finalized document.

The syllabus has been developed to reflect the teaching hours in grades 3 – 5:

In Grade 3 English is taught for 2 hours a week.

In Grades 4 and 5 English is taught for 5 hours a week

### Rationale with reference to syllabus design

It was decided that a ‘hybrid’ syllabus would be the most appropriate for the context. This syllabus is a principled mix of a product-oriented syllabus, where the focus is on outcomes and products, and a process oriented syllabus, where the focus is on the process of learning in the classroom. A typical product oriented syllabus tends to be structure or function focused, with learners’ success being measured by their ability to use the structures or functions learned. A process-oriented syllabus, on the other hand, tends to focus on the tasks that are used in the classroom, the process of learning, through which the learners learn the language and through which they are able to engage in meaningful interaction.

In this syllabus there are suggested lists of structures, functions, topics and vocabulary for each level as well as suggested activities.

The main difference between this syllabus and the one that preceded it are the Performance Objectives. Performance Objectives define learning outcomes by stating what a learner will be able to do with the language at the end of a given period, therefore making the prime focus language competence rather than knowledge. This is particularly important at Primary level where learning is very much a holistic process and where learners want and need to use the language for meaningful interaction as much as possible. The focus at Primary level is not on learning grammatical structures.

One other aspect which it is important to emphasize is that of ‘accuracy’. The Performance Objectives make reference to ‘a basic level of accuracy’ or ‘a satisfactory level of accuracy’. This is because accuracy is only one of components of ‘communicative competence’, others being, for example, appropriacy, range, fluency.

Performance Objectives also enable each learner to be assessed against a set of criteria (more precise targets derived from the objectives) rather than being assessed against other learners. Performance Objectives further enable teachers to construct and manage continuous and informal assessment instruments.

The Performance Objectives in this syllabus are divided into skills and grades. There are sets of objectives for each language skill at each level. The objectives are graded, in that the ones at the top of the list for each grade are likely to be the ones learners achieve first. However, learning is cyclical process, it is not lock-step or linear and

teachers should expect learners to seem to forget one thing they have learned as they are confronted with something new.

### Rationale with reference to language learning

The syllabus emphasizes language for communication, and learners' involvement in meaningful and relevant activities. A syllabus is not a methodological document: however, the use of Performance Objectives which focus on learning and state aspects of communicative competence will, it is hoped, tend to promote more communicative teaching.

### Rationale with reference to young learners

Children learn by making sense of their environment, by being physically and mentally involved in what they are learning and when they can see concrete and real outcomes. Children of primary age have not reached a staged of cognitive development where they are able to think in the abstract and analyze the grammar of language. Primary learners can seem to learn effortlessly as they become immersed in what they are doing and when they are interested in topics and activities. The topics in this syllabus are all ones that will be relevant to the children's world and about which they will have plenty to say. The Performance Objectives describe activities that children will want to do and will be doing the classroom.

### Rationale with reference to the text book

This syllabus is not designed to be prescriptive. A syllabus document should be flexible enough so that it can be matched to a number of course materials. This syllabus is flexible in that:

- Performance Objectives state outcomes but not content;
- Structures and Functions are given for each grade but are not listed in any particular order;
- Examples of Functions are examples only;
- Topics are those found in primary course books;
- There is some key vocabulary but most of this would arise in relation to the topics;
- Activities are suggested activities only.

While structures and functions are listed for each grade in the syllabus, this separation is not absolute. Therefore, it would be perfectly possible to select a course book which included a structure in grade 3 which is listed in this syllabus in grade 4.

### Benchmarking

The Outcomes at the end of Grade 5 match with descriptors of A1 within the Common European Framework of Reference for Languages. The decision to benchmark the syllabus at this level was made for the following reasons:

- a) This is the level which many European Countries have adopted for English at the end of Primary Education;
- b) Linking the syllabus to the Common European Framework would give the syllabus credibility and international currency;
- c) There are international tests, for example Cambridge ESOL Young Learner English Tests, which assess learners performance at A1 level;
- d) This benchmarking gives the Secondary Syllabus a definite starting point.

### Structure and Organization of the syllabus.

The syllabus is organized in the following way:

For each grade there are:

- Performance Objectives in Listening, Speaking, Reading, Writing
- Structures
- Functions and Examples
- Topics
- Key Vocabulary
- Suggested Activities

### Assessment

As mentioned above, the revision of a syllabus demands that assessment of learning should also be revised.

This syllabus, by specifying Performance Objectives and learning outcomes is very different from the previous syllabus and will require major reform of assessment and testing at Primary Level in English. It will demand a move away from discrete item tests to continuous, informal assessment linked to criteria derived from the Performance Objectives. Learners will need to be assessed individually against these criteria, perhaps with Portfolio assessment becoming the means of monitoring and recording learners' progress.

Classroom based assessment will be carried out on a continuous basis. Activities for assessment will be the ones that learners normally do in the classroom, for example quizzes, matching activities, games and so on. Learners will be assessed doing classroom activities: they would not always be set special, different assessment activities. Teachers will use a checklist which directly links to the objectives of the syllabus and will be observing each learner to monitor progress - the extent to which s/he was moving towards certain objectives. Samples of learner's work will also be collected, oral as well as written, and assembled in a file or portfolio. Since the objectives of the syllabus cover all four skills, assessment will also be of all four skills.

External assessment. Any external assessment, for example to measure learners' progress nationally at the end of primary education, will be in the form of more formal tests. However, these tests will also need to assess learners' progress with reference to the objectives and assess in all four skills.

Current tests will not be suitable for this revised syllabus.

## Broad Aims

The broad aims of the syllabus are to:

- Encourage and enable pupils to communicate and interact in English in various situations (within the limits of this syllabus)
- Develop pupils' ability in all four English language skills (listening, speaking, reading and writing)
- Develop in pupils a positive attitude towards English and towards other languages and cultures
- Promote pupils' cognitive and social development
- Support pupil-teacher interaction
- Cater for pupils' different learning styles and intelligences by providing a variety of activities and materials
- Develop a limited range of language learning strategies

**Objectives: Pupils will be able to:**

	Listening	Speaking	Reading	Writing
<b>Class 3</b>	<ul style="list-style-type: none"> <li>• Understand and respond to very simple classroom instructions</li> <li>• Understand and respond to very simple questions on familiar topics</li> <li>• Listen to and understand simple songs and rhymes</li> <li>• Listen for key specific information in very short, simple texts on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and produce the sounds of English as distinct from those of Turkish</li> <li>• Ask for and give limited personal information</li> <li>• Speak with basic pronunciation and a basic level of accuracy</li> <li>• Talk about familiar topics using short, simple utterances</li> <li>• Ask and answer a limited range of simple questions about their needs in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand familiar words and phrases</li> <li>• Identify the letters of the alphabet and develop spelling</li> <li>• Read and understand very simple sentences and questions</li> <li>• Use a picture dictionary</li> <li>• Read and understand very short, simple texts on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple words and phrases legibly</li> <li>• Spell simple words with a basic level of accuracy</li> <li>• Use basic punctuation accurately</li> <li>• Write and respond to very simple questions about familiar topics</li> <li>• Write one or two simple sentences about familiar topics</li> </ul>
<b>Class 4</b>	<ul style="list-style-type: none"> <li>• Understand and respond to simple classroom instructions</li> <li>• Understand and respond to simple questions on familiar topics</li> <li>• Understand the general idea in short, simple texts on familiar topics</li> <li>• Listen for key specific information in short, simple texts on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>• Give simple instructions and make simple requests</li> <li>• Talk about familiar topics using short utterances</li> <li>• Speak with satisfactory pronunciation and a satisfactory level of accuracy</li> <li>• Ask and answer simple questions about familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the general idea in short, simple texts about familiar topics</li> <li>• Identify the main characters and places in a short, simple story</li> <li>• Use a picture dictionary</li> <li>• Read a limited range of short, simple texts on familiar topics and identify specific information</li> </ul>	<ul style="list-style-type: none"> <li>• Write a limited range of text types such as cards, letters and simple projects</li> <li>• Write legibly and use satisfactory punctuation and spelling</li> <li>• Write dictated paragraphs of up to 8 sentences about familiar topics</li> <li>• Write a paragraph of up to 10 sentences about a familiar topic</li> </ul>
<b>Class 5</b>	<ul style="list-style-type: none"> <li>• Understand and respond to classroom instructions</li> <li>• Understand and respond to questions on familiar topics</li> <li>• Listen to and understand the main idea of a short text</li> <li>• Listen for specific information in short texts on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions and make requests appropriately</li> <li>• Ask and answer questions about familiar topics</li> <li>• Speak with reasonable pronunciation and a reasonable level of accuracy</li> <li>• Talk in some detail about familiar topics</li> <li>• Tell simple stories</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main idea of a short reading text</li> <li>• Identify the main characters, places and the progress of a short story</li> <li>• Use a dictionary / the internet for reference</li> <li>• Read a range of short texts on familiar topics and identify specific information</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly and use accurate punctuation and spelling</li> <li>• Write dictated paragraphs of up to 15 sentences</li> <li>• Write a range of short texts such as emails, invitations, poems, projects and recipes</li> <li>• Write several paragraphs as appropriate to text type about familiar topics</li> </ul>

### Class 3

	Listening	Speaking	Reading	Writing
↓	<ul style="list-style-type: none"> <li>Understand and respond to very simple classroom instructions</li> <li>Understand and respond to very simple questions on familiar topics</li> <li>Listen to and understand simple songs and rhymes</li> <li>Listen for key specific information in very short, simple texts on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce the sounds of English as distinct from those of Turkish</li> <li>Ask for and give limited personal information</li> <li>Speak with basic pronunciation and a basic level of accuracy</li> <li>Talk about familiar topics using short, simple utterances</li> <li>Ask and answer a limited range of simple questions about their needs in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand familiar words and phrases</li> <li>Identify the letters of the alphabet and develop spelling</li> <li>Read and understand very simple sentences and questions</li> <li>Use a picture dictionary</li> <li>Read and understand very short, simple texts on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>Write simple words and phrases legibly</li> <li>Spell simple words with a basic level of accuracy</li> <li>Use basic punctuation accurately</li> <li>Write and respond to very simple questions about familiar topics</li> <li>Write one or two simple sentences about familiar topics</li> </ul>

FUNCTIONS	STRUCTURES	EXAMPLES
Greetings and saying farewell	Formulaic phrases	Hello, good morning, good afternoon, goodnight, goodbye. How are you? I am (I'm) fine, thank you.
Responding to basic classroom English	Imperatives (positive)	Look, listen, open the door, etc.
Giving and asking for personal information	What? How old ? My / your Verb: to be I / you + contractions	What is (What's) your name? My name is (name's) ____. What is your surname? My surname is ____. How old are you? I am (I'm) ____ years old.
Identifying things in the classroom	A / an This Inverted questions Short answers: Yes it is / No it isn't.	What is this? It is a pen, book, ruler, etc. Is it a ____? Yes, it is. / No, it is not (isn't).
Identifying colours.	Adjectives: colours	What colour is this? It is (It's) ____.
Specifying number	How many + plural nouns Numbers 1 – 20	How many <i>books</i> ? Two books.
Asking and talking about ages.	Inverted questions Short answers: Yes I am / No, I'm not.	Are you <i>five years old</i> ? Yes, I am. / No, I am not. (I'm not)
Identifying friends and members of the family.	Verb: to be S/he + contractions	This is Ali. He is (He's) seven years old. He is (He's) a pupil. This is Ayse. She is (She's) eight years old. She is (She's) my sister.
Describing people.	Adjectives / nouns Short answers: Yes s/he is / No, s/he isn't	Is Ali tall / doctor/ three years old? Is Ayse happy / a teacher?
Expressing possession.	Possessive adjectives: my, your, his, her	This is my book. This is her pen.
Talking about location.	Where? Prepositions of place In, on, under	Where is (Where's) <i>the book</i> ? On the table.

### Class 3 (continued)

TOPICS	KEY VOCABULARY
The alphabet	a, b, c, d, e, f, g, etc.
My class	pen, pencil, book, ruler, rubber (eraser), desk, chair, table, bin, board, bag, pencil case, sharpener, door, teacher, pupil, window
Numbers	1 – 20
Colours	red, orange, yellow, green, blue, brown, black, grey, white, pink, purple
Toys	doll, ball, car, plane (aeroplane), kite, bike, balloon, scooter, roller-skates, drum, computer, train
My family	father, mother, brother, sister, grandmother, grandfather
Body	head, eye, nose, mouth, ear, hair, face, tooth / teeth
Animals	dog, cat, horse, snake, hippo, elephant, lion, rabbit, bird, parrot, donkey, dinosaur, mouse, monkey
Food	sandwich, toast, cheeseburger, icecream, chocolate, cake, banana, apple, orange, egg, strawberry, cherry, grapes, pear, peach, melon, watermelon
Jobs	teacher, policeman, dentist, farmer, footballer, butcher
Clothes	T-shirt, shirt, shorts, trousers, jeans, hat, dress, skirt, shoes and socks

Adjectives	tall, short, happy, sad, hot, cold, hungry, thirsty, fat, thin, big, small, long, short
Nouns	look, listen, open the door, close the door, clean the board, come here, sit down, stand up, quiet please, repeat, draw, match

ACTIVITIES
<p>Songs            Rhymes            Filling in missing letters or words            Guessing games            Matching (pictures with words or numbers)            Colouring            Cutting and pasting            Drawing            Anagrams (finding the words)            Bingo            Responding to commands (TPR)            Labelling            Making sentences (organizing the words)            Crossword puzzles            Adding and subtracting with numbers up to 20            Putting the objects into groups            Odd one out            Answering the questions            Performing simple dialogues</p>

## Class 4

	Listening	Speaking	Reading	Writing
↓	<ul style="list-style-type: none"> <li>Understand and respond to simple classroom instructions</li> <li>Understand and respond to simple questions on familiar topics</li> <li>Understand the general idea in short, simple texts on familiar topics</li> <li>Listen for key specific information in short, simple texts on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>Give simple instructions and make simple requests</li> <li>Talk about familiar topics using short utterances</li> <li>Speak with satisfactory pronunciation and a satisfactory level of accuracy</li> <li>Ask and answer simple questions about familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand the general idea in short, simple texts about familiar topics</li> <li>Identify the main characters and places in a short, simple story</li> <li>Use a picture dictionary</li> <li>Read a limited range of short, simple texts on familiar topics and identify specific information</li> </ul>	<ul style="list-style-type: none"> <li>Write a limited range of text types such as cards, letters and simple projects</li> <li>Write legibly and use satisfactory punctuation and spelling</li> <li>Write dictated paragraphs of up to 8 sentences about familiar topics</li> <li>Write a paragraph of up to 10 sentences about a familiar topic</li> </ul>

FUNCTIONS	STRUCTURES	EXAMPLES
Expressing greetings and saying farewell	Formulaic phrases	Hello, good morning, good afternoon, good night, goodbye. How are you? I'm fine, thank you, and you? Hi. Nice to meet you. Happy New Year! (Merry Christmas!) Happy Birthday! Best Wishes!
Understanding and giving commands and instructions	Imperatives (negative)	Don't open the door! Don't clean the blackboard!
Giving and asking for personal information	Subject pronouns: It, we, they Who? This / that Verb: to be You / they / we + contractions Where ... from? Nationalities and countries	We are not (We're not) teachers. We are (We're) pupils. Who is this boy / that girl? He is Tom. / She is Mary. Are they ten years old? Yes, they are. / No, they aren't.  Where are you from? I am (I'm) from North Cyprus. Where is Ali from? He's from Turkey. Is John English? Yes, he is. / No, he isn't.
Talking about possession / ownership	Possessive 's Whose? Its, our, their	Whose book is this? It's Tom's (book). Where is Ali and Ahmet's father? Their father is in the garden.
Describing people, family, animals and things	Have got Short answers Adjectives (see list at end of syllabus)  What + adjective Adjective + adjective	I have (I've) got long hair. My eyes are brown. He is tall. He has got short hair. His eyes are big. Helen has not (hasn't) got short hair. She has (She's) got long hair. Have you got curly hair? Yes, I have / No, I haven't. What colour is Ali's shirt? It's brown. My mother's name is Susan. She is tall and thin.
Identifying and describing objects and places	These / those There is / there are Short answers	What are these / those? They're books. There is (There's) a bathroom in my house. There are (There're) three bedrooms. There is not (isn't) a television in my bedroom. There are no chairs in our sitting room. Is there a fridge in the kitchen?

		Yes, there is. / No, there isn't.
Specifying number	21 – 100 Plurals / Common irregular plurals	What is your phone number? It's ..... There are three women in my family. How many seasons are there? There are four. How many days are there in a week? Seven.
Talking about ability	Can / can't (ability) Short answers	I can play football. Elephants can't fly. Can she read? Yes, she can./ No, she can't. (see list of verbs at end of syllabus)
Making polite requests	Can I / May I (permission)	Can I have a cheeseburger, please? May I borrow your pencil, please?
Specifying location	Prepositions of place Near, next to, between, behind, in front of	Where's the cat? It's between the bed and the chair.
Asking for and giving directions	Go straight on. Turn left, Turn right, Stop	How can I get to the museum? Go straight on and it's between the cinema and the zoo.
Asking for and telling the time	o'clock half past, quarter to, quarter past in the morning, afternoon, evening	What's the time? It's a quarter past three. It's five o'clock in the afternoon.
Talking about on-going actions	Present continuous Short answers	He is (He's) playing football. They are not (aren't) drinking lemonade. Are you reading your book? Yes, I am./ No, I'm not. Is he swimming? Yes, he is. / No, he isn't. (see list of verbs at end of syllabus)
Expressing likes	Present simple: Like I, you + short answers	Do you like bananas? Yes, I do / No I don't I don't like apples. I like ice cream.

#### Class 4

*Words in italics are included in the Class 3 syllabus.*

TOPICS	KEY VOCABULARY
Countries and nationalities	North Cyprus (Turkish Cypriot), Turkey (Turkish), England (English), France (French), Germany (German), Italy (Italian), Greece (Greek), America (American), Spain (Spanish) South Cyprus (Greek Cypriot)
Colours	<i>Red, orange, yellow, green, blue, white, purple, pink, black, brown, grey</i> light / dark
Clothes	<i>T-shirt, shirt, skirt, trousers, socks, shoes, dress, hat, jeans, shorts, blouse, coat, cardigan, jumper, track suit, trainers, boots, gloves, scarf</i>
Classroom objects	<i>Pen, pencil, pencil case, door, teacher, pupil, window, ruler, rubber (eraser), sharpener, desk, table, board, book, bag, dictionary, bin, bookcase, map, calendar, clock, picture, cupboard</i>
Food	<i>Ice-cream, egg, orange, apple, cake, banana, sandwich, toast, hamburger, cheeseburger, chocolate, cake, strawberry, cherry, grapes, pear, peach, melon, watermelon, sweets, chicken, chips, potato, tomato, fish, salad</i>
Numbers	21– 100
Family	<i>mother, father, brother, sister, grandmother, grandfather, wife, husband, son, daughter, uncle, aunt, cousin, baby</i>
Animals	<i>dog, cat, horse, snake, hippo, elephant, lion, rabbit, bird, parrot, donkey, turtle, dinosaur, mouse, bee, butterfly, ladybird and hamster, tiger, giraffe, cow, sheep, goat</i>
My house	garden, garage, sitting-room, bedroom, kitchen, bathroom, window
Household objects	armchair, sofa, table, TV, bookcase, lamp, cooker, fridge, cupboard, bed, wardrobe
Days, months and	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

seasons	January, February, March, April, May, June, July, August, September, October, November, December Spring, Summer, Autumn, Winter
Toys	<i>doll, ball, car, plane (aeroplane), kite, bike, balloon, scooter, computer, roller-skates, drum, train, lorry</i>
Jobs	<i>teacher, policeman, dentist, farmer, butcher, footballer</i> , student, actor, singer, shopkeeper, engineer, architect, mechanic, driver, firefighter, hair dresser, businessman, civil servant, tailor
Body	<i>head, eye, nose, mouth, ear, hair, face, tooth/ teeth</i> , arm, shoulder, leg, finger, hand, toe, foot/feet and knee

Adjectives	happy, sad, ill, cold, hot, tired, hungry, thirsty, curly, straight, wavy, young, old, dirty, clean, fat, thin, long, short, tall
Verbs	play, speak, jump, fly, swim, climb, talk, read, write, eat, drink, open, close, stand up, sit down, give, take, read, write, clean, look, listen, repeat, colour, draw, come in., match

#### **Class 4**

*Activities in italics are included in the Class 3 syllabus.*

<b>ACTIVITIES</b>
<i>Songs</i>
<i>Rhymes</i>
<i>Filling in missing letters or words</i>
<i>Guessing games</i>
<i>Matching (pictures with words or numbers)</i>
<i>Colouring</i>
<i>Cutting and pasting</i>
<i>Drawing</i>
<i>Anagrams (finding the words)</i>
<i>Bingo</i>
<i>Responding to commands (TPR)</i>
<i>Labelling</i>
<i>Making sentences (organizing the words)</i>
<i>Crossword puzzles</i>
<i>Adding and subtracting with numbers up to 100.</i>
<i>Putting the objects into groups</i>
<i>Odd one out</i>
<i>Answering the questions</i>
<i>Performing simple dialogues</i>
True / False
Listen and indicate the position
Listen and act
Spelling
Hangman
Answering multiple choice questions

## Class 5

↓	<b>Listening</b> <ul style="list-style-type: none"> <li>Understand and respond to classroom instructions</li> <li>Understand and respond to questions on familiar topics</li> <li>Listen to and understand the main idea of a short text</li> <li>Listen for specific information in short texts on familiar topics</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Give instructions and make requests appropriately</li> <li>Ask and answer questions about familiar topics</li> <li>Speak with reasonable pronunciation and a reasonable level of accuracy</li> <li>Talk in some detail about familiar topics</li> <li>Tell simple stories</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Read and understand the main idea of a short reading text</li> <li>Identify the main characters, places and the progress of a short story</li> <li>Use a dictionary / the internet for reference</li> <li>Read a range of short texts on familiar topics and identify specific information</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Write legibly and use accurate punctuation and spelling</li> <li>Write dictated paragraphs of up to 15 sentences</li> <li>Write a range of short texts such as emails, invitations, poems, projects and recipes</li> <li>Write several paragraphs as appropriate to text type about familiar topics</li> </ul>
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FUNCTIONS	STRUCTURES	EXAMPLES
Expressing greetings and saying farewell	Formulaic phrases	Have a nice weekend / afternoon. See you later / tomorrow.
Responding to and giving commands	Imperatives – extension	Eat your sandwich! Listen to me! Don't drink it!
Making suggestions	Let's	Let's go to the cinema / play football.
Specifying location giving directions	On the left / on the right Into, out of, through, over, across, down	Where's the cinema, please? Go across the road and it's on the left.
Specifying number	101 – 1000 1 <sup>st</sup> – 31 <sup>st</sup>	There are 40 pupils in the class. My birthday is on 31 <sup>st</sup> January
Expressing quantity	Some / any: countable and uncountable nouns A bottle of, a packet of, a tin of, a cup of, etc	There are some apples. There is some milk. Are there any apples? Is there any milk? Can I have a cup of milk, please?
Talking about on-going actions	Present continuous - extension	What is (What's) he doing? He is (He's) making a cake. Is your mother cooking? Yes, she is.
Asking for and telling the time	Extension + past / to	What is (What's) the time? It's ten to eleven. / It's five past ten.
Talking about the weather	Hot, sunny, wet, dry Present continuous	It's hot today. It's raining.
Expressing likes, dislikes and wants	Present simple	I like swimming. I don't like playing tennis. Do you like geography? She wants the doll, she doesn't want a ball.
Giving and asking for personal information	In + Countries / towns / streets. At + house north, south, east, west	I live in north Cyprus. I live in Lefkosa. I live in White Street. I live at number six White Street.
Specifying a choice	Which + noun One	Which apple do you want? The yellow one.
Talking about daily routines and habits and jobs	Present simple always, usually, sometimes, never When? On / at / in	What do you usually do on Saturdays at 9 o'clock? When do you get up? What do you do in the summer?
Talking about the past	Past simple: to be + common regular and irregulars Short answers Yesterday, ago, last	He was there yesterday. Did you see him two days ago? Yes, I did / No, I didn't They did not (didn't) go to the cinema yesterday.

Talking about price	How much ? pounds / pence	How much is it? It's ten pounds / fifty pence.
Making comparisons	Comparative adjectives: regular with –er + than	Miriam is taller than Ali.

## Class 5

Words in italics are included in the Class 3 and 4 syllabus.

TOPICS	KEY VOCABULARY
Countries and nationalities	<i>North Cyprus (Turkish Cypriot), Turkey (Turkish), England (English), France (French), Germany (German), Italy (Italian), Greece (Greek), America (American), Spain (Spanish), South Cyprus (Greek Cypriot)</i>
Colours	<i>red, orange, yellow, green, blue, white, purple, pink, black, brown, grey, light / dark</i>
Clothes	<i>shirt, skirt, trousers, socks, shoes, dress, hat, jeans, shorts, blouse, coat, cardigan, jumper, track suit, trainers, boots, gloves, scarf</i>
Classroom objects	<i>pen, pencil, pencil case, door, teacher, pupil, window, ruler, rubber (eraser), sharpener, desk, table, board, book, bag, dictionary, bin, bookcase, map, calendar, clock, picture, cupboard, timetable</i>
Food	<i>ice-cream, egg, orange, apple, cake, banana, sandwich, toast, hamburger, cheeseburger, chocolate, cake, strawberry, cherry, grapes, pear, peach, melon, watermelon, sweets, chicken, chips, potato, tomato, fish, salad, milk, honey, cheese, coffee, sugar, flour, beans, peas, carrots</i>
Numbers	101 – 1000 1 <sup>st</sup> – 31 <sup>st</sup>
Family	<i>mother, father, brother, sister, grandmother, grandfather, wife, husband, son, daughter, uncle, aunt, cousin, baby</i>
Animals	<i>dog, cat, horse, snake, hippo, elephant, lion, rabbit, bird, parrot, donkey, turtle, dinosaur, mouse, bee, butterfly, ladybird, hamster, tiger, giraffe, cow, sheep, goat</i>
My house	<i>garden, garage, sitting-room, bedroom, kitchen, bathroom, window, floor, roof, wall, gate, fence, chimney, fireplace, TV aerial</i>
Household objects	<i>armchair, sofa, table, TV, bookcase, lamp, cooker, fridge, cupboard, bed, wardrobe, plate, bowl, fork, spoon, knife, glass</i>
Days	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Months	January, February, March, April, May, June, July, August, September, October, November, December
Seasons	Spring, Summer, Autumn, Winter
Toys	<i>doll, ball, car, plane (aeroplane), kite, bike, balloon, scooter, computer, roller-skates, drum, train, lorry, marbles</i>
Jobs	<i>teacher, policeman, dentist, farmer, butcher, footballer, student, actor, singer, shopkeeper, engineer, architect, mechanic, driver, firefighter, hair dresser, businessman, civil servant, tailor, butcher.</i>
Body	<i>head, eye, nose, mouth, ear, hair, face, tooth/teeth, arm, shoulder, leg, finger, hand, toe, foot/feet, knee</i>
Points of compass	North, South, East, West
Weather	sun, wind, rain, snow, cloud, sunny, windy, rainy, snowy, shine, blow, snowman, rainbow, hot, cold, warm
My subjects	English, Turkish, Maths, Geography, Science, Music, P.E (Games), History
Places	hospital, school, cinema, home, supermarket, airport, station, hotel, post, office, bank
Transport	bicycle, car, bus, train, coach, plane
Adjectives	<i>happy, sad, ill, cold, hot, tired, hungry, thirsty, curly, straight, wavy, young, old, dirty, clean, fat, thin, long, short, tall</i>
Verbs	<i>play, speak, jump, fly, swim, climb, talk, read, write, eat, drink, go, come, watch, wash, clean, dance, buy, sleep, do, have, make, sit, laugh, drive,</i>

	<i>climb, speak, brush, wear, put on, listen, wait, look, carry, work, walk, run, dance, sing, open, close, stand up, sit down, give, take, read, write, clean, look, listen, repeat, colour, draw, come in, match</i>
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## **Class 5**

*Activities in italics are included in the Class 3 and 4 syllabus.*

<b>ACTIVITIES</b>
<i>Songs</i>
<i>Rhymes</i>
<i>Filling in missing letters or words</i>
<i>Guessing games</i>
<i>Matching (pictures with words or numbers)</i>
<i>Colouring</i>
<i>Cutting and pasting</i>
<i>Drawing</i>
<i>Anagrams (finding the words)</i>
<i>Bingo</i>
<i>Responding to commands (TPR)</i>
<i>Labelling</i>
<i>Making sentences (organizing the words)</i>
<i>Crossword puzzles</i>
<i>Adding and subtracting with numbers up to 1000.</i>
<i>Putting the objects into groups</i>
<i>Odd one out</i>
<i>Answering the questions</i>
<i>Performing simple dialogues</i>
<i>True / False</i>
<i>Listen and indicate the position</i>
<i>Listen and act</i>
<i>Spelling</i>
<i>Hangman</i>
<i>Answering multiple choice questions</i>
<i>Putting picture sets or dialogues into the correct order</i>
<i>Describing pictures</i>
<i>Finding the differences (between two pictures)</i>
<i>Completing gapped texts</i>