

English Language Curriculum Plan 2022  
Secondary 1 Express

| Term 1        | Theme/Topic                   | Writing  | Reading Comprehension  | Grammar Vocabulary  | Listening Speaking  |
|---------------|-------------------------------|--|--|---|---|
| W1-5          | Unit 1 – New Year Resolutions | Procedural Writing<br>Journal Writing  | -  | Imperative verbs, adverbial and connectors<br><br>Editing Practices           | Watch and analyse 2 TED talks   |
| W6-10         | Unit 2 – Growing Up           | Introduce features of personal recount texts - past tense, adverbial of time, adverbial of time, adjectives (show, not tell), 1st and 3rd POV, 5 senses, story plot<br><br>Journal Writing | How to read a narrative passage using 'See, think, wonder' and 'it says, I say and so'<br><br>Qn types: Inferential questions, Quoting questions, vocabulary questions | Editing Practices   | -   |
| <b>Term 2</b> |                               |  |  |   |   |
| W1-4          | Wild Guanyang                 | Script Writing   |  | Vocabulary related to wildlife  | Watch and analyse 3 videos from National Geographic                                 |
| W5-8          | Unit 3 – Food and the Heart   | Personal Recount<br><br>Journal Writing  | Visual Text<br><br>Comprehension Qn Types (narrative): Literal, Inferential, Language Use (Lit Devices), Vocab,  | Recap of imperatives<br><br>Adjectives and descriptive verbs relating to food | Watch and analyse 3 videos relating to food and personal recount on food experience |

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|-------|---|--|---|---|---|
|       |   |  | quote qns,<br>Simile/metaphor,<br>“what does it refer<br>to...”       | Vocabulary<br>different food<br>texture, flavour,<br>colour and shapes. |   |
| W9-10 | Unit 4 – The Weird and<br>the Wonderful | Factual Recount<br><br>Journal Writing | Comprehension<br>(narrative text) –<br>practice all question<br>types | Past progressive<br>(auxiliary verb +<br>'ing)<br>Prepositions          | Watch 2 videos<br>on SLS to learn<br>Pre-listening,<br>During-listening,<br>after-listening<br>skills |

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| Term 3 |                                      |   |  |  |  |
| W1-2   | Unit 4 – The Weird and the Wonderful | Factual Recount<br>Journal Writing        | Comprehension (narrative text) – practice all question types                               | Past progressive (auxiliary verb + 'ing)<br>Prepositions | Watch 2 videos on SLS to learn Pre-listening, During-listening, after-listening skills |
| W3-6   | Unit 5 – Friendship                  | Narrative Writing (with dialogues)        | Comprehension (narrative text) – focus on vocabulary questions, “what does it refer to...” | Past Perfect<br>'If' Clauses<br>Direct Speech            | Reader's Theatre   |
| W7-10  | Unit 6 - Innovation                  | Personal response and descriptive reports | Comprehension (narrative text) – practice all question types                               | Linking verbs<br>Modals                                  | Reader's Theatre   |
| Term 4 |                                      |   |  |  |  |
| W1-2   | Revision                             |   |  |  |  |

English Language Assessment Plan 2022

Secondary 1 Express

|        |                        |   |
|--------|------------------------|---|
| T1W6   | WA1 [15%]              | Procedural Writing – Making a New Year’s Resolution + Editing [30 marks]  |
| T2W5   | WA2 [15%]              | Presentation + Procedural Writing [30 marks]  |
| T3W4   | WA3 [15%]              | Comprehension (Narrative text) and Visual Text [30 marks]   |
| T4W3-4 | End-of-Year Exam [55%] | <p>Paper 1:</p> <ul style="list-style-type: none"> <li>- Editing</li> <li>- Situational Writing (informal letter)</li> <li>- Free writing</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>- Visual Text</li> <li>- Narrative Text Comprehension</li> </ul> <p>Paper 3: Listening Comprehension</p> <p>Paper 4: Reader’s Theatre</p> |

English Language Curriculum Plan 2022  
Secondary 1 Normal Academic

| Term 1        | Theme/Topic                   | Writing   | Reading Comprehension  | Grammar Vocabulary  | Listening Speaking  |
|---------------|-------------------------------|---|--|---|---|
| W1-5          | Unit 1 – New Year Resolutions | Procedural Writing<br>Journal Writing   | -  | Imperative verbs, adverbial and connectors<br><br>Editing Practices           | Watch and analyse 2 TED talks   |
| W6-10         | Unit 2 – Growing Up           | Introduce features of personal recount texts - past tense, adverbial of time, adjectives (show, not tell), 1st and 3rd POV, 5 senses, story plot<br><br>Journal Writing | How to read a narrative passage using 'See, think, wonder' and 'it says, I say and so'<br><br>Qn types: Inferential questions, Quoting questions, vocabulary questions | Editing Practices   | -   |
| <b>Term 2</b> |                               |   |  |   |   |
| W1-4          | Wild Guanyang                 | Script Writing  |  | Vocabulary related to wildlife  | Watch and analyse 3 videos from National Geographic                                 |
| W5-8          | Unit 3 – Food and the Heart   | Personal Recount<br><br>Journal Writing   | Visual Text<br><br>Comprehension Qn Types (narrative): Literal, Inferential, Language Use (Lit Devices), Vocab,  | Recap of imperatives<br><br>Adjectives and descriptive verbs relating to food | Watch and analyse 3 videos relating to food and personal recount on food experience |

|       |   |  |   |   |   |
|-------|---|--|---|---|---|
|       |   |  | quote qns,<br>Simile/metaphor,<br>“what does it refer<br>to...”       | Vocabulary<br>different food<br>texture, flavour,<br>colour and shapes. |   |
| W9-10 | Unit 4 – The Weird and<br>the Wonderful | Factual Recount<br><br>Journal Writing | Comprehension<br>(narrative text) –<br>practice all question<br>types | Past progressive<br>(auxiliary verb +<br>'ing)<br>Prepositions          | Watch 2 videos<br>on SLS to learn<br>Pre-listening,<br>During-listening,<br>after-listening<br>skills |

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|--------|--------------------------------------|---|--|--|--|
| Term 3 |                                      |   |  |  |  |
| W1-2   | Unit 4 – The Weird and the Wonderful | Factual Recount<br>Journal Writing        | Comprehension (narrative text) – practice all question types                               | Past progressive (auxiliary verb + 'ing)<br>Prepositions | Watch 2 videos on SLS to learn Pre-listening, During-listening, after-listening skills |
| W3-6   | Unit 5 – Friendship                  | Narrative Writing (with dialogues)        | Comprehension (narrative text) – focus on vocabulary questions, “what does it refer to...” | Past Perfect<br>'If' Clauses<br>Direct Speech            | Reader's Theatre   |
| W7-10  | Unit 6 - Innovation                  | Personal response and descriptive reports | Comprehension (narrative text) – practice all question types                               | Simple present<br>Linking verbs<br>Modals                | Reader's Theatre   |
| Term 4 |                                      |   |  |  |  |
| W1-2   | Revision                             |   |  |  |  |

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Secondary 1 Normal Academic

|        |                        |   |
|--------|------------------------|---|
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| T2W5   | WA2 [15%]              | Presentation + Procedural Writing [30 marks]  |
| T3W4   | WA3 [15%]              | Comprehension (Narrative text) and Visual Text [30 marks]   |
| T4W3-4 | End-of-Year Exam [55%] | <p>Paper 1:</p> <ul style="list-style-type: none"> <li>- Editing</li> <li>- Situational Writing (informal letter)</li> <li>- Free writing</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>- Visual Text</li> <li>- Narrative Text Comprehension</li> </ul> <p>Paper 3: Listening Comprehension</p> <p>Paper 4: Reader’s Theatre</p> |



English Language Curriculum Plan 2022  
Secondary 1 Normal Technical

| Term 1 | Theme/Topic                  | Writing  | Reading Comprehension   | Grammar Vocabulary  | Listening Speaking  |
|--------|------------------------------|--|---|---|---|
| W1-5   | Unit 1 – Self (Goal Setting) | Writing Procedures<br>Purpose, Audience, Context, Culture (PACC)   | Reading for understanding<br>Chunking Activity - Out of the Box   | Singular-Plural nouns<br>Possessives                                      | Introducing themselves and others - EASy (Expressions, Actions, Sounds)   |
| W6-10  | Unit 2 – Growing Up          | Personal Responses –Email / Blog entry<br>Graphic Organisers   | Prediction –Paintbrushes  | Countable and uncountable nouns<br>Subject Verb Agreement (SVA)<br>Tenses | Listening for main ideas  |
| Term 2 |                              |  |   |   |   |
| W1-5   | Unit 3 – Food and the Heart  | Personal Recount, Food Review<br>Purpose, Audience, Context, Culture (PACC)<br>How to organise personal recounts | Reading and Viewing Strategies<br>Guess word meaning from context | Adjectives<br>Connectors and Connectors of Sequence                       | Volume, Interaction, Pace (VIP)<br>Strategies for Listening and Viewing – listening for details<br>Spoken Interaction – Expanding on ideas and points |

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|--------|--|--|--|--|--|
| W6-10  | Unit 5 – Friendship                                | Fan-fiction – introduction to fan-fiction and identifying settings, characters and plot  | Comprehension / SLS  | Saying and sensing verbs, nouns, subject-verb agreement  |  |
| Term 3 |  |  |  |  |  |
| W1-5   | Unit 4 – Man and Environment (Weird and Wonderful) | Factual Recounts<br><br>Features and organisation of factual recounts  | Linking Ideas and Details through use of graphic organisers<br><br>Connecting specific information<br><br>Use of inference and contextual clues within text. | Past and Present continuous tense<br><br>Present Perfect tense<br><br>Prepositional phrase                             | Examine impact of appropriate and inappropriate use of EASy and VIP on people – social conventions |
| W6-10  | Unit 6 – Science and Technology (Innovation)       | Descriptive Texts – responding to descriptive reports and determine register and tone to be produced<br><br>Features and organisation of descriptive texts and reports | Skimming and scanning texts<br><br>Use of inference and contextual clues within text   | Adverbs<br><br>Tenses – simple present, linking verbs, connectors of reason<br><br>Deduce meanings of words in context | Asking questions for clarification and elaboration during interactions                             |
| Week 4 |  |  |  |  |  |
| W1-2   | Revision   |  |  |  |  |

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Secondary 1 Normal Technical

|        |                        |  |
|--------|------------------------|--|
| T1W6   | WA1 [15%]              | Writing – Personal Response  |
| T2W5   | WA1 [15%]              | Comprehension and Presentation   |
| T3W4   | WA1 [15%]              | Writing and Presentation   |
| T4W4-5 | End-of-Year Exam [55%] | Paper 1 – Writing<br>Paper 2 – Language Use and Comprehension<br>Paper 3: Listening Comprehension<br><br>Paper 4: Reader’s Theatre |