

Course description

Primary 3

Course objectives

By the end of the course, learners will be better able to

- be more motivated and confident in understanding and using English
- understand and use familiar vocabulary in short conversations on different topics
- use English to interact with teacher and classmates to play games and do classroom activities
- read and understand simple texts and instructions
- write short texts on familiar themes

Approach to learning

At the British Council we offer high quality, effective English teaching to help learners build confidence, become better communicators, and prepare for their future, all in a positive, safe and inclusive learning environment. We adopt a communicative approach based on language use in real situations and develop both fluency and accuracy in written and spoken English through a wide variety of classroom activities, supported by online learning exercises available on our learning hub.

For our primary courses, we use **Primary Plus**, our exclusive and up-to-date course materials. Our pedagogy is based on three interrelated principles, effective English teaching and learning, a positive learning environment and developing core skills. Each year, your child will study five modules, each one focused on an engaging theme and combining language work on grammar and vocabulary, all four skills of reading, writing, speaking and listening, and also the “core skills”: digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship, and critical thinking. Each lesson the children work on smaller outcome tasks which culminate in a final, real-world style project so that they can apply their language skills in a practical manner.

Approach to assessment

The British Council uses continuous assessment rather than final exams. Throughout the year, teachers give oral and written feedback on classwork, homework and the module projects. Learners add this feedback, and examples of work, to their portfolio. A progress meeting with learners, parents and the teacher happens in December, and a progress report is sent to parents in April.

Learners are also encouraged to engage with self and peer assessment in lesson activities and projects. This helps students think about their learning and the progress they are making, find out what they are good at and what they need to improve. At the end of each lesson, teachers help students review their learning and record their thoughts in their Language Learning Notebook.

Course syllabus 2021/2022

	Topic	Language	Tasks and Final Project
Sept-Oct	Freetime fun	Activities and places vocabulary <i>Like / love + -ing</i> <i>Going to + verb</i> Present continuous Making suggestions: <i>Let's ...</i> <i>Do you want ...?</i>	Task 1: Invite your classmates for a day out. Task 2: Choose a fun place to go on a class trip. In a group, decide where to go. Task 3: Find out what the most popular activities are in your class. Task 4: Create a tourist leaflet for a tourist attraction. Project: Plan a day trip for your whole class next weekend.
Nov-Dec	Water world	Sea & sea creatures vocabulary Present simple facts and questions Sequencers <i>Have you ever ...?</i>	Task 1: Describe an amazing sea creature. Task 2: Choose a marine habitat and make an action plan on how to look after it. Task 3: Research and create a poster about an endangered marine animal. Task 4: Create a fact file about an unusual sea creature. Project: Create and deliver a presentation about a new sea creature.
Jan-Feb	Having fun	Theme park vocabulary Adjectives to describe rides Comparatives and superlatives <i>Should and shouldn't</i> Present perfect	Task 1: Plan a day with your classmates at Fun Times Theme Park. Task 2: Research a theme park and one of the rides there. Task 3: Invent a new stall game. Task 4: Write a review of a theme park. Project: Design a new theme park.
Mar-Apr	Let's eat!	Food vocabulary Countable and uncountable nouns Quantifiers <i>There is / There are + singular/plurals</i> Demonstratives: <i>This / That</i> Ordering in a restaurant	Task 1: Write a description of a healthy meal that you want to eat. Tell your classmates about it. Task 2: Act out a restaurant role play. Task 3: Create and do a survey to find out the most popular cuisines in your class. Task 4: Write a review of your favourite restaurant. Project: Create a theme and a new menu for the school canteen
May-Jun	Fit and healthy	Imperatives and actions Zero conditional Adverbs of frequency Food, meals and nutrition vocabulary	Task 1: Create a warm-up routine for your favourite sport. Task 2: Give a presentation about sports at your school. Task 3: Create a progress tracker to help you improve in a sport. Task 4: Write a meal plan for getting fit and healthy. Project: Design a fitness plan.