

GRADE VI**LANGUAGE ITEMS****REMARKS****FUNCTIONS AND NOTIONS**

Comparing	It's like, it looks like.
Suggesting	Come on; let's go; Let's get out of here; How about ...?; You should ...; You ought to ...; Don't you think you might ...?; If I were you ...; We'd better ...; The best thing for you to do is ...; If you want my advice ...; I suggest ...; we could ...
Asking polite questions	Could you ...? Would you mind ...?
Expressing disbelief	I don't believe it ..., It's just incredible ..., I must be dreaming ..., Not in our wildest dreams ..., etc.
Introducing and expressing opinions	You know ...; If you only knew ...; You're not going to believe this ...; but ...; Well, it's only my opinion; As I see it...; I agree that ...; On the other hand ...; Surely ...; My first point was ...; I take your point, on the other hand etc.
Future	Showing intention of doing something, e.g. I'm getting out of here. We'll phone the police when we get home.
Personal introductions	Revise language learned before; expand, e.g. Hello, my name's..., I am a ...
Excitement	Tremendous, incredible, over the moon.
Preference	I'd rather ...; I'd prefer to ...; I like ... more/better than ..., etc.
Describing	People, e.g. He was wearing ... He looked like ... Things, e.g. It's got ...; it has ...; ... with ...
Congratulating	Congratulations; best wishes; all the best.
Advising	Always make sure that ..., If in doubt do not ..., Be very careful about ..., You should(n't) ..., If you want my advice ..., I think you ought to ..., etc.
Probability and possibility	Perhaps he ...; he could have ...; he might have ...; it's likely ...; it

	could be ...; etc.
Quantities and instructions	For cooking recipes.
Obligation	You may have to ...; you must ...; you must not ...; we've got to ... etc.
Prohibition	You'll get into trouble ...; it's not allowed ...; etc.
Recommendations about the past	... should have ...
Expressions of conjecture and criticism	Apparently; it seems that ...; That's what I heard; It could (happen); I knew something like this would happen someday ...; Something ought to be done about it; They really ought to know better; etc.
Sequencing	First, then, next, finally, etc.
Warning	watch out; you're bound to; you may; what you've got to remember is ...; be careful. etc.
Gratitude	I can't thank you enough ...
Requesting	I want you to ...; I'd like you to ...; etc.
Expressing annoyance	Don't do this/that ...; I'm fed up; I can't do anything; you can't ...; without ...; I wish ...; Can't you ...; I don't know ...; All you do is cause trouble; She is always complaining; What's the matter with ...; Look!
Giving reasons and opinions	I like; I'm not keen on; The main reason is ...; Another reason is; I'd prefer to; I'd like to ...; etc.
Criticism	How could you?; You're always doing things like that; It's my/your fault; You've only got yourself to blame; It was very stupid of you ...; etc.
Speculating	probably, they may, perhaps.
Discussion	And I say ...; I don't care what you say; What are you saying?; Make no mistake about it; Exactly; You mean ...?; It seems to me ...; I disagree; I'm against the idea; May be not; But; It's just that; So what; Agreed; etc.
Extending the vocabulary	E.g. A project on the subject food .
STRUCTURES	
Pronouns	Referring pronouns to their subjects.
Simple past	Past simple and active and passive voice in the simple past.
Past continuous	E.g. I was running. She was looking.
Present perfect	Present perfect and active and passive voice in the present perfect with <i>will</i> .

Future	will, shall, etc.
Present perfect continuous	has/have been having ...
Direct and reported speech.	Review from Grade V What did he say? He said that he believed he saw a UFO! He said, "I believe I saw a UFO", etc. Also direct and reported speech transformation in writing - e.g. letters: He said that he didn't feel like going to school. He had a stomachache. etc. Also first/third person transformations in relation to direct/indirect speech.
Passive voice	E.g. Practice times <u>have been kept secret</u>, but it is generally <u>believed</u> that the Green Team will break the running record again. etc.
Question form	Using Who...? When...? Where...? What...? How...? How many...? Why...? How much / often / far/ long...? etc. Also: Any problems? Anything else? Well, what about ...? How does...? And if there is...? etc.
Adverbs of time	After, seldom, never, always. Also in the past tense. E.g. Has he had these pains before? etc. Did he...? What did he...? etc.
Comparison	far more/less
Instructions	Using the infinitive, e.g. I want you to... I'd like you to..., etc.
Future certainty	The test will be held on the 6th.

SKILLS

The teacher must try to integrate the skills, structures, functions and notions with daily language activities.

Reading

Reading:
For detail/detailed information.
Conversations aloud (with expression).
Newspaper-type texts for detail.
Cartoon strips.
Extensively for appreciation of what they've read.
With reporting (oral/written).

Text in note form.
Poetry to understand and analyse poems.
Simultaneously and listening to text.
Extensively using graded readers for appreciation.

Writing

Creative writing:

Write the missing parts of a conversation/dialogue.
Write text in note form.
Expand text in note form to proper sentences.
Transform reported speech and direct speech into written dialogue form.
Write paragraph/essays.
Descriptions of a process.
Advertisements.
Write a descriptive passage/essay.
Write text in newspaper-style.
Compose a telegram message.
Expand a telegram type message.

Essays:

descriptive.
imaginative.
narrative . (100 - 150 words)

Letter writing:

letter based on picture cues/question cues.
other letters - e.g. to friends, formal, letters of absence, etc.

Listening

For specific information.
To dialogues and performing dialogues.
Extensive listening.
Listen to poetry.
Listen for gist or main point.
Listen to a telephone conversation.

Speaking

Discuss information listened to or read.
Conduct role play activities based on appropriate functions.
Retell events described in a passage.
Class discussions based on information read/listened to.
Debates/talks e.g. vote of thanks, speeches, collecting information and putting in speech form/presentation.
Telling stories.

Study skills

Guessing meanings from context.
Understand use of reference words.
Practise alphabetical reference skills.
Practise making notes.
To identify topic sentences.
To practise classifying words semantically.
Group/project work.