



九年义务教育课本（试验本）

OXFORD ENGLISH

牛津英语

教学参考

上海版 Shanghai Edition

五年级
第二学期

5B



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说 明

本套教材根据牛津英语教材 English First!、On Target! 和 Oxford English, 由上海市中小学(幼儿园)课程改革委员会和牛津大学出版社(中国)有限公司合作改编, 供部分中、小学的有关年级试用。

本册教材供五年级第二学期试用。

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牛津英语(上海版) Oxford English (Shanghai Edition)

五年级第二学期(教学参考) Teacher's Book 5B

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Introduction

Description of the materials

Oxford English (Shanghai Edition) is a 12 year package of student and teacher resource materials, especially designed for use in Shanghai primary and secondary schools. The package reflects the current trends in language teaching and learning.

The **Oxford English (Shanghai Edition)** learning material is based on a series of topics universal to all students, developing from the comfortable themes of self, family and home, into the student's gradually developing and expanding experience. A 'building-blocks' approach links content and skills, whereby each aspect, both linguistic and conceptual, is introduced, integrated, revisited and developed within each level and from level to level. The second term of Grade 5 presents the following materials:

Student's resources

- Student's Book 5B
- Workbook 5B
- Cassette 5B
- Grammar Practice Book 5B

Teacher's resources

- Teacher's Book 5B (including additional photocopiable material for implementing the learning tasks)
- Wallpictures 5B
- Word and Picture Cards 5B (to be made by teachers)
- Workbook 5B Answer Keys
- Grammar Practice Book 5B Answer Keys
- Cassette 5B

Student's Book 5B

Student's Book 5B contains core language learning material, using a wide variety of text-types and activities to introduce language; poems, stories, cartoons, dialogues and practical tasks all engage the student at his/her personal level. This language preparation provides students with the means to carry out successfully the subsequent learning tasks, which are fully described in the *Teacher's Book*.

A lively group of characters: Ben and Kitty Li, their friends and parents, Sam the dog, Miss Fang the teacher, all provide models to make language learning stimulating, enjoyable and appropriate to students' lives.

A colourful thematic **Picture dictionary** reinforces vocabulary building.

Self-assessment sheets for students to complete, having carried out tasks, are included, to help students to monitor their own progress.

Workbook 5B

Workbook 5B provides further post-task activities and exercises that reinforce the language learned through the

Student's Book and the associated tasks. They include activities that require the student to include a personal element in the form of posters, survey forms and personal information. Thus the *Workbook* becomes a record of the student's individual learning progress. The *Workbook* is primarily intended for use in the classroom, but may be used for homework as well. Overprinted *Answer Keys* are provided.

Cassette 5B

Cassette 5B contains the dialogues, short passages, stories, songs and poems, and a listening task for each module, all recorded using native speakers of English. The *Cassette* provides an authentic model of pronunciation, stress and intonation, whilst appealing to students' sense of enjoyment.

Grammar Practice Book 5B

While further consolidating language and vocabulary learned in the *Student's Book*, *Grammar Practice Book 5B* revisits structures in appealing and humorous contexts, making this basic introduction to grammar stimulating for students. Overprinted *Answer Keys* are provided.

Teacher's Book 5B

With trends in teaching and learning changing fast in China's primary education, the *Teacher's Book* aims to provide teachers with full support to use this material successfully. Easy-to-use and comprehensive, teachers will find:

- 1 Full, easily accessed language targets and objectives for each level.
- 2 An Introduction that describes:
 - a the organization and rationale of the learning package
 - b its general objectives
- 3 The organization of a unit; plus full language preparation and task procedure notes on a page-by-page basis, conveniently interleaved with the *Student's Book*, providing an easily accessible resource for teaching which links the **Oxford English (Shanghai Edition)** and supplementary support materials into a comprehensive English teaching package.
- 4 Suggestions for classroom management; ways of organizing tasks and activities and facilitating language learning and use in typical teaching environments in primary schools.
- 5 Additional resources; photocopiable pages of survey sheets, poems, songs and illustrations to help teachers address the area of student differentiation within the language class. Templates and cut-outs for practical tasks and activities are included.
- 6 Suggested allocation of time to help teachers to plan effectively.

The approach

Oxford English (Shanghai Edition) features a 'building-blocks' approach to language learning within a framework of learner-centred themes. Students are encouraged to learn and use language appropriate to tasks and activities in a meaningful way, thus making language learning at each level stimulating, purposeful and communicative.

The 'building-blocks' approach is based on the fact that learning and the capacity to learn are developmental; that is, that students learn by building on known language, concepts and activities, to develop and expand progressively.

The development of thematic content through related modules ensures the development of language by constantly revisiting and recycling, thus building from a strong base within levels, and from level to level. In the knowledge that language and content develop and are revisited progressively throughout the package, vocabulary and structures are introduced and practised through tasks at a controlled pace steady enough to involve students' interest whilst ensuring constant consolidation.

At lower levels, care has been taken to ensure that students are learning within familiar, comfortable contexts so that the language is appropriate to their needs and interests. At higher levels, students' knowledge of the world is taken into account as well. Student involvement is encouraged throughout **Oxford English (Shanghai Edition)** by tasks and activities that focus on interaction; teacher to student(s), in groups and in pairs. This collaboration ensures communication and the purposeful use of English.

Task-based learning

The best aspects of several methodologies that have proved successful in teaching English as a foreign language are incorporated in **Oxford English (Shanghai Edition)** in addition to task-based learning.

The tasks suggested are activities which provide students with the opportunity to bring with them knowledge, skills and concepts already in place, for further development. Tasks provide students with experiential, concrete learning which is, by definition, appropriately contextualized, purposeful and productive, while promoting communication, thinking and doing.

In facilitating learning tasks in the classroom, teachers are given additional photocopiable task material and full instructions for their implementation are in the Teacher's Notes.

How a module is organized

Each module in *Student's Book 5B* is organized around a basic topic and is divided into several related units; each unit is further divided into language preparation and/or

task presentation, identified by a colourful ladybird icon. This icon indicates the activities and tasks within a unit, reflecting the integration of skills at each level. For example, **Look and learn** introduces vocabulary, **Sing and act** signifies an action song while **Read and answer** suggests an early oral comprehension task.

The varied, integrated tasks contained in a unit, intended to keep the students motivated and stimulated, are carefully controlled to achieve a good balance of productive and receptive learning.

Project work is introduced at the end of the *Student's Book* to serve as a medium for students to work at their own individual pace and illustrate the extent of the interest in their own learning. However, these projects may be integrated at any time during the term. Full instructions are given to facilitate introducing *Project work* into the classroom in the *Teacher's Book*.

Using the Teacher's Book

Comprehensive lesson notes give teachers a clear indication of how to progress through the *Student's Book* at a pace appropriate to the class in general and to particular individuals. Each page starts with a simple checklist containing the language to be introduced and used, what the teacher should prepare in order to teach successfully, and the materials required to carry out the tasks and/or activities.

There is firstly a **Pre-task preparation** section; this will include review of previous lessons, but more importantly it aims to set the scene; to give the students a content framework to which they bring some knowledge.

The language preparation section demonstrates ways of introducing new material using the *Wallpictures*, *Word and Picture Cards*, dolls, puppets or other suggested resources, before the students are exposed to the *Student's Book*. Teachers are given clear guidelines on language used passively and for students' production.

The **While-task procedure** section links the language preparation which familiarizes students with the language necessary for the learning task, and the learning task itself. The task(s) ensures:

- progress towards the learning targets for English
- opportunities for interaction, particularly among students
- natural use of language in a wide variety of activities

Depending on the maturity of each learner, a degree of teacher support will be required during a task. The teacher's intimate knowledge of each learner's ability will enable him/her to offer appropriate guidance. Additional resources to help students carry out a task are available as photocopiable pages.

In the **Post-task activity** section, the vocabulary and structure(s) learned already in this lesson are re-cycled by

the students in a different context in lively follow-up tasks such as games, practical tasks, experimenting, report writing; all intended to stimulate the use of language in the classroom.

Instructions for the use and integration of the *Workbook*, which provide further post-task activities in the lesson, are clear and suggested at the appropriate time.

Further consolidation of language is suggested in the *Grammar Practice Book*.

Assessment

Careful observation and simple record keeping by the teacher will ensure that each individual's progress and performance is monitored, particularly with a view to remediation or extension.

Teachers may select tasks to provide informal assessment information, but day to day monitoring of student's performance will give good results.

Also to be found at the end of *Student's Book 5B* are some **Self-assessment sheets**, for students to record their own progress, as well as their strengths and weaknesses, likes and dislikes. These will give teachers additional information about students, and will provide teachers with a base from which to provide appropriate feedback to enable students to work towards and accomplish the learning targets.

Classroom techniques

For students to learn successfully, it is essential that they are motivated and stimulated. The classroom should provide students with a stimulating environment to learn in. There are many ways the teacher can ensure that students are provided with this 'language-rich' environment.

1 Labelling

Attach large, clearly written labels to all classroom furniture and features. These can be attached by Blutaç, as part of the daily routine and removed at the end of the lesson, if so required.

2 Charts

Birthday charts, weather and seasons charts, etc. are an excellent way of involving students actively in the classroom, and the daily changing of information will provide another opportunity for language use.

3 Displays

Ensure that student's work, both written and pictorial, is displayed in various ways; on classroom friezes, in 'big books' for shared reading, and charts specific to the topic. It is important that students are active in compiling these items, and that all students' work should be represented, not just the more able students'. Displays should be changed frequently, to keep the

students' interest.

4 Learner responsibility

Mount interest displays from time to time to coincide with topics; displays for colour, toys, different foods, plants, festivals, etc. Involve students by encouraging them to bring items from home to include in the displays. Items should be named and labelled, and the displays brought into class discussions involving the topic. Teachers can further involve students in their learning by asking them to bring English magazines, pictures, postcards, favourite books and toys from home for use in appropriate topics.

Classroom language

It is important that students hear and use English whenever possible. Simple classroom language ensures exposure to frequently heard English, and students should be encouraged to use this in the English classroom. Some useful classroom language is suggested:

Teacher's language

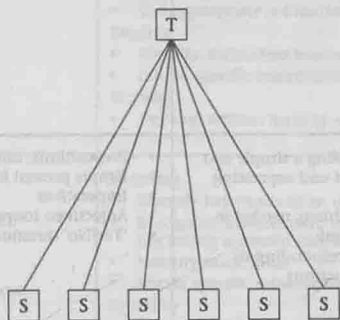
Listen.
Read.
Write.
Speak louder, please.
Draw.
Open your book.
Close your book.
Pair work.
Group work.
Be quiet!
Make a list.
Go ahead.

Useful expressions

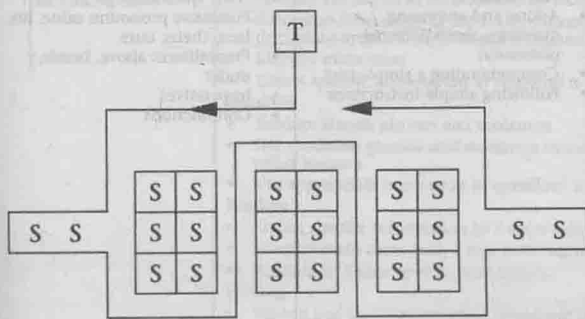
It's my turn.
It's your turn now.
You're right.
You're wrong.
You do it.
I'll do it.
Is it OK?
Hurray!
I win.
I'm sorry. I don't understand.
Please speak more slowly.
I know the answer.
Can I help you?
Can I borrow ...?
Here it is/they are.
I've got an idea.
Do you know ...?
What do you think?
Do you agree?

Classroom organization

The materials in **Oxford English (Shanghai Edition)** are intended for flexible use in the classroom; that is, while pair and group work are suggested and encouraged, it is equally feasible to exploit the activities, tasks and exercises as a class. However, it is widely recognized that a variety of practice modes stimulates young learners best, and teachers will wish to vary the way the students interact. For example, when preparing a language structure, the approach may be teacher directed.



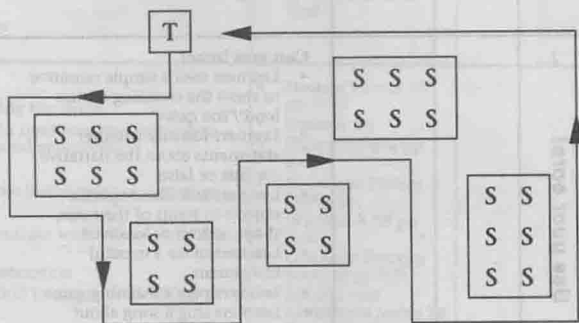
The language focus (and its development) may best be practised in pairs. In this case, the teacher can direct the students to interact with a partner, generally the person sitting next to the student. While role-play is ongoing, the teacher should circulate around the classroom, listening, correcting, encouraging and praising.



Supplementary Materials

- Oxford English (Shanghai Edition) Word Study Book Grade 4-5
- Oxford English Readers (Shanghai Edition) 5B
- Oxford English (Shanghai Edition) Practice and Assessment Series 5B
- Oxford English (Shanghai Edition) Model Test Papers Grade 5
- Oxford English (Shanghai Edition) Word and Picture Cards 5B
- Oxford English (Shanghai Edition) Copybook 5B
- Oxford English Unit Study Practice 5B

For practical and/or extended tasks and activities, where group interaction and collaboration are vital, groups of five to six are considered optimum. With practice, students can easily and with the minimum of fuss or disruption, move their desks and chairs into a group configuration. Task-based work in the classroom, by its very requirement for group collaboration, would always be most successful if carried out in groups. Indeed, some teachers may wish to teach using a true activity approach, whereby each group may be occupied on a different task or part of a task. During the course of an activity, the teacher should again closely monitor progress by walking around each group, assisting where necessary. Encourage students to ask for assistance when they need it.



Finally, students react in the classroom as individuals. After adequate class, pair and group practice, individuals may be invited to give feedback to the class, in the context of a game or role play or a shared activity. Some students, however, will not be ready to display their learning, and it is important that they are not required to do so prematurely, though of course, encouragement and praise should be given to all students.

供选用的补充教学材料

- 牛津英语 (上海版) 词汇学习手册 四~五年级
- 牛津英语阅读系列 (上海版) 5B (配1盒磁带)
- 牛津英语 (上海版) 实践与评估 5B (配1盒磁带)
- 标准试卷 配合牛津英语 (上海版) 五年级 (配1盒磁带)
- 牛津英语 (上海版) 单词图片卡 5B
- 牛津英语 (上海版) 同步抄写本 5B
- 牛津英语 一课一练5B (配1盒磁带)

Overall plan for Module 1: Using my five senses

Unit	Date	Week/ Cycle	Tasks and clusters of tasks	Language learning objectives	
				Functions	Language/Vocabulary
1 Use your eyes!			Can you see? <ul style="list-style-type: none"> Learners do an experiment Learners identify position Learners do a listening task Learners make a cut-out of their own shadow Learners play a position game Learners distinguish between different coloured fruit and express a preference Learners role-play two market situations Learners play a shopping game 	<ul style="list-style-type: none"> Comprehending a simple text Asking about/Giving a simple description of the location of things Giving and responding to simple instructions Asking and answering questions about personal possessions Asking about and expressing a preference 	<ul style="list-style-type: none"> Adjectives: long, short Simple present tense Prepositions: on, behind, inside 'Wh-' questions: where Modals: can, can't Imperatives 'Yes/No' questions
2 Use your ears!			Can you hear? <ul style="list-style-type: none"> Learners read a simple narrative to show the meaning of 'too loud'/'too quiet' Learners identify whether statements about the narrative are true or false Learners talk about specific objects in terms of their size, shape, colour or loudness Learners make a musical instrument Learners play a listening game Learners sing a song about sounds 	<ul style="list-style-type: none"> Comprehending a simple text Asking about and expressing wants Requesting things needed to complete a task Giving and responding to simple instructions 	<ul style="list-style-type: none"> Prepositions: under, behind Simple present tense Imperatives Adjectives: round, square 'Yes/No' questions
3 Use your hands!			Can you feel <ul style="list-style-type: none"> Learners feel parcels to identify objects Learners play a feeling game Using information from a simple dialogue, learners talk about possession Learners read a short narrative Learners make a cat mask and role-play the narrative Learners play a matching game 	<ul style="list-style-type: none"> Identifying simple objects by touch and describing their size and texture Asking and answering questions about personal possession Comprehending a simple text Following simple instructions 	<ul style="list-style-type: none"> Adjectives: fluffy, smooth Simple present tense 'Wh-' questions Possessive pronouns: mine, his, hers, theirs, ours Prepositions: above, beside, under Imperatives Conjunctions
4 Use your five senses!			All five senses <ul style="list-style-type: none"> Learners read a short dialogue Learners complete a table about the five senses Learners read a narrative Learners exchange information about the narrative Learners do a taste experiment Learners record the results of the experiment in a table Learners read a story Learners act out a play 	<ul style="list-style-type: none"> Comprehending a simple text Giving and responding to simple instructions Identifying objects by taste 	<ul style="list-style-type: none"> Simple present tense Modals: can Present continuous tense Imperatives Adjectives: same, different

Language learning objectives		Resources	Evaluation
Formulaic expressions	Skills		
<ul style="list-style-type: none"> Have you got ...? Yes, I've got ... Sorry, I haven't got ... 	<p>Listening</p> <ul style="list-style-type: none"> Identify main ideas Locate specific information in response to simple instructions or questions Identify key words in an utterance by recognizing the stress <p>Speaking</p> <ul style="list-style-type: none"> Use modelled phrases and sentences to communicate with teachers and other learners Maintain an interaction by providing information in response to factual or yes/no-questions Use appropriate intonation in questions and statements <p>Reading</p> <ul style="list-style-type: none"> Identify main ideas from a text with teacher support Locate specific information in a short text in response to questions <p>Writing</p> <ul style="list-style-type: none"> Develop written texts by reproducing sentences 	<ul style="list-style-type: none"> Student's Book SB pp 2-6 Cassette SB Photocopiable pp 1-7 Word and Picture Cards SB Wallpictures SB Workbook SB pp 1-2 Grammar Practice Book SB pp 1-4 Practice and Assessment Series SB Part 1, Module 1, Unit 1 	
<ul style="list-style-type: none"> Excuse me! Be carefull! Ssh ... Be quiet! I'm sorry. OK. You're welcome. 	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately Identify main ideas Locate specific information in response to simple instructions or questions <p>Speaking</p> <ul style="list-style-type: none"> Use modelled phrases and sentences to communicate with teachers or other learners Use appropriate intonation in questions and statements Maintain an interaction by providing information in response to factual or yes/no-questions <p>Reading</p> <ul style="list-style-type: none"> Identify main ideas from a text with teacher support Locate specific information in a short text in response to questions 	<ul style="list-style-type: none"> Student's Book SB pp 7-10 Cassette SB Photocopiable pp 8-12 Word and Picture Cards SB Workbook SB pp 3-4 Grammar Practice Book SB pp 5-9 Practice and Assessment Series SB Part 1, Module 1, Unit 2 	
<ul style="list-style-type: none"> Sorry! That's all right. 	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately Identify main ideas Locate specific information in response to simple instructions or questions <p>Speaking</p> <ul style="list-style-type: none"> Produce simple phrases and sentences Use modelled phrases and sentences to communicate with teachers and other learners Use appropriate intonation in questions and statements <p>Reading</p> <ul style="list-style-type: none"> Locate specific information in a short text in response to questions Identify main ideas from a text with teacher support Reading to locate specific information <p>Writing</p> <ul style="list-style-type: none"> Gather and share information, ideas and language by using strategies such as brainstorming Develop written texts by putting words in a logical order to make meaningful phrases or sentences 	<ul style="list-style-type: none"> Student's Book SB pp 11-14 Cassette SB Photocopiable pp 13-17 Word and Picture Cards SB Workbook SB pp 5-6 Grammar Practice Book SB pp 10-14 Practice and Assessment Series SB Part 1, Module 1, Unit 3 	
<ul style="list-style-type: none"> Please help me! Thank you. 	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Identify main ideas Recognize differences in the use of intonation and respond appropriately <p>Speaking</p> <ul style="list-style-type: none"> Produce simple phrases and sentences Use modelled phrases and sentences to communicate with teachers and other learners Use appropriate intonation in questions and statements <p>Reading</p> <ul style="list-style-type: none"> Locate specific information in a short text in response to questions Identify main ideas from a text with teacher support <p>Writing</p> <ul style="list-style-type: none"> Develop written texts by reproducing sentences and putting words in a logical order to make meaningful phrases or sentences 	<ul style="list-style-type: none"> Student's Book SB pp 15-21 Cassette SB Photocopiable pp 18-22 Word and Picture Cards SB Wallpictures SB Workbook SB pp 7-9 Grammar Practice Book SB pp 15-20 Practice and Assessment Series SB Part 1, Module 1, Unit 4 Practice and Assessment Series SB Part 2, Module 1 	

Overall plan for Module 2: My favourite things

Unit	Date	Week/ Cycle	Tasks and clusters of tasks	Language learning objectives	
				Functions	Language/Vocabulary
1			Where are the animals? <ul style="list-style-type: none"> Learners read a zoo-keeper's timetable Learners complete question cards about the timetable Learners ask for and provide directions to Moon Park, using a simple map containing familiar landmarks Learners do a listening task In pairs, learners ask for and provide specific directions, using a simple map of a fictional zoo Learners make parrot cut-outs Learners describe their parrot in terms of appearance and behaviour Learners identify parrots through colour, and describe their specific location in a picture 	<ul style="list-style-type: none"> Asking and answering about when people do certain activities Identifying animals Asking and answering simple questions about location Giving directions Referring to the English names of places in China Following simple instructions Describing objects by colour, action and position 	<ul style="list-style-type: none"> Simple present tense Imperatives Prepositions/prepositional phrases 'Wh-' and 'How' questions Present continuous tense Adjectives
2			Which toy do you like? <ul style="list-style-type: none"> Learners read a narrative about toys Learners answer simple comprehension questions Learners distinguish between the use of 'both' and 'all' Learners express personal preferences Learners conduct a class survey and tabulate the results Learners write a simple report Learners analyze their survey findings Learners talk about the colour of the toys in a picture, using the words 'too', 'both' and 'all' 	<ul style="list-style-type: none"> Comprehending a simple text Asking about and expressing a preference Identifying simple objects and describing their size and colour 	<ul style="list-style-type: none"> Simple present tense Present continuous tense 'Wh-' questions Adjectives
3			Where is it? <ul style="list-style-type: none"> Learners read a story Learners complete a report Learners exchange information about two pictures Learners compare the two pictures Learners make furniture cut-outs Learners play a 'moving the furniture game' Learners sing a song 	<ul style="list-style-type: none"> Comprehending a simple text Telling the time in the past tense Asking and answering questions about location Speaking and asking simple questions about past events 	<ul style="list-style-type: none"> 'Wh-' questions Simple past tense Prepositions/prepositional phrases Imperatives

Language learning objectives		Resources	Evaluation
Formulaic expressions	Skills		
<ul style="list-style-type: none"> Excuse me. 	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Locate specific information in response to simple instructions or questions Recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately <p>Speaking</p> <ul style="list-style-type: none"> Produce simple phrases and sentences Use appropriate intonation in questions and statements Use modelled phrases and sentences to communicate with teachers or other learners <p>Reading</p> <ul style="list-style-type: none"> Locate specific information in a short text in response to questions Identify main ideas from a text with teacher support <p>Writing</p> <ul style="list-style-type: none"> Develop written texts by reproducing sentences and putting words in a logical order to make meaningful phrases or sentences 	<ul style="list-style-type: none"> Student's Book 5B pp 22-26 Cassette 5B Photocopiable pp 23-28 Word and Picture Cards 5B Workbook 5B pp 10-11 Grammar Practice Book 5B pp 21-23 Practice and Assessment Series 5B Part 1, Module 2, Unit 1 	
<ul style="list-style-type: none"> I don't know. I've got ... 	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately Locate specific information in response to simple instructions or questions <p>Speaking</p> <ul style="list-style-type: none"> Produce simple phrases and sentences Use appropriate intonation in questions and statements Use modelled phrases and sentences to communicate with teachers or other learners <p>Reading</p> <ul style="list-style-type: none"> Locate specific information in a short text in response to questions <p>Writing</p> <ul style="list-style-type: none"> Develop written texts by reproducing sentences and putting words in a logical order to make meaningful phrases or sentences 	<ul style="list-style-type: none"> Student's Book 5B pp 27-30 Cassette 5B Photocopiable pp 29-31 Word and Picture Cards 5B Workbook 5B pp 12-14 Grammar Practice Book 5B pp 24-29 Practice and Assessment Series 5B Part 1, Module 2, Unit 2 	
<ul style="list-style-type: none"> Thank you very much. Good night! 	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately Locate specific information in response to simple instructions or questions Identify main ideas <p>Speaking</p> <ul style="list-style-type: none"> Produce simple phrases and sentences Use modelled phrases and sentences to communicate with teachers or other learners Use appropriate intonation in questions and statements <p>Reading</p> <ul style="list-style-type: none"> Locate specific information in a short text in response to questions Identify main ideas from a text with teacher support <p>Writing</p> <ul style="list-style-type: none"> Develop written texts by reproducing sentences and putting words in a logical order to make meaningful phrases or sentences 	<ul style="list-style-type: none"> Student's Book 5B pp 31-36 Cassette 5B Photocopiable pp 32-35 Word and Picture Cards 5B Wallpictures 5B Workbook 5B pp 15-16 Grammar Practice Book 5B pp 30-33 Practice and Assessment Series 5B Part 1, Module 2, Unit 3 Practice and Assessment Series 5B Part 2, Module 2 	

Overall plan for Module 3: Things around us

Unit	Date	Week/ Cycle	Tasks and clusters of tasks	Language learning objectives	
				Functions	Language/Vocabulary
1			Changes <ul style="list-style-type: none"> Learners read a short dialogue Learners answer simple comprehension questions Learners identify position Learners use cut-outs of birds in cages to role-play a dialogue Learners complete sentences about life cycles in nature Learners talk about the changes of colours in nature in pictures 	<ul style="list-style-type: none"> Comprehending a simple text Asking and answering questions about personal possessions Speaking about and asking simple questions about present and past events Identifying common animals and insects and very simply describing their life cycles Noticing changes in colours in nature 	<ul style="list-style-type: none"> 'Wh-' questions: Whose? Where? Possessive pronouns: mine, yours, his, hers, theirs, ours Simple present tense Prepositions Simple past tense Attributive adjectives (colour)
2			Different noises <ul style="list-style-type: none"> Learners read a story Learners retell the story and write captions for the pictures Learners read a diary and match pictures with the diary Learners follow information to write a diary entry Learners do a listening task, to match events and time markers Learners read a narrative Learners answer simple comprehension questions Learners read a rhyme Learners talk about different times 	<ul style="list-style-type: none"> Comprehending a simple text Identifying and describing different kinds of noises Speaking about past events Expressing likes and dislikes Asking and telling the time 	<ul style="list-style-type: none"> Simple past tense Attributive and predicative adjectives Prepositions 'Wh-' questions: Who? What? Where? Asking simple questions Simple present tense Noun phrases (time)
3			Weather <ul style="list-style-type: none"> Learners read a narrative Learners answer simple comprehension questions Learners talk about different types of weather Learners complete a weather chart Learners make a book to show what a farm looks like in each of the four seasons Learners complete weather charts for a week Learners complete a table to show the kinds of weather they like Learners read a rhyme Learners make cut-outs of characters in a rhyme Learners use the cut-outs to act out a rhyme 	<ul style="list-style-type: none"> Comprehending a simple text Speaking about past events Describing the daily weather Expressing likes and dislikes Following simple instructions 	<ul style="list-style-type: none"> Simple past tense Predicative adjectives Prepositions 'Wh-' questions: What? Where? Simple present tense

Language learning objectives		Resources	Evaluation
Formulaic expressions	Skills		
<ul style="list-style-type: none"> Where's the ...? It was ... Now it's ... 	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately Identify main ideas <p>Speaking</p> <ul style="list-style-type: none"> Use modelled phrases and sentences to communicate with teachers or other learners Use appropriate intonation in questions and statements Produce simple phrases and sentences involving repetition or lists <p>Reading</p> <ul style="list-style-type: none"> Locate specific information in a short text in response to questions Identify main ideas from a text with teacher support <p>Writing</p> <ul style="list-style-type: none"> Develop written texts by putting words in a logical order to make meaningful phrases or sentences, and adding personal ideas and information when a model or framework is provided Gather and share information, ideas and language by using strategies such as brainstorming, listing and observing 	<ul style="list-style-type: none"> Student's Book 5B pp 37-40 Cassette 5B Photocopiable pp 36-39 Word and Picture Cards 5B Workbook 5B pp 17-21 Grammar Practice Book 5B pp 34-38 Pieces of scrap paper Coloured pencils Familiar objects from nature Large sheets of paper Practice and Assessment Series 5B Part 1, Module 3, Unit 1 	
<ul style="list-style-type: none"> What time is it? It's ... 	<p>Listening</p> <ul style="list-style-type: none"> Identify main ideas Identify key words in an utterance by recognizing the stress Locate specific information in response to simple instructions or questions Recognize the connection between ideas supported by appropriate time markers or simple linking words Recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately <p>Speaking</p> <ul style="list-style-type: none"> Produce simple phrases and sentences Use modelled phrases and sentences to communicate with teachers or other learners Maintain an interaction by providing information in response to factual or yes/no-questions Use appropriate intonation in questions and statements <p>Reading</p> <ul style="list-style-type: none"> Confirm meaning by re-reading a sentence or paragraph Locate specific information in a short text in response to questions Understand the connection between ideas by identifying time markers or simple linking words Identify main ideas from a text with teacher support <p>Writing</p> <ul style="list-style-type: none"> Gather and share information, ideas and language by using strategies such as brainstorming, listing and observing Develop written texts by reproducing sentences from teacher's writing and words from print in the environment, putting words in a logical order to make meaningful phrases or sentences, adding personal ideas and information when a model or framework is provided, and using concepts of order and time when writing texts Write out a piece of work by using neat and legible handwriting 	<ul style="list-style-type: none"> Student's Book 5B pp 41-44 Cassette 5B Photocopiable pp 40-46 Word and Picture Cards 5B Workbook 5B pp 22-26 Grammar Practice Book 5B pp 39-42 A toy drum with drumsticks A clockface with movable hands Practice and Assessment Series 5B Part 1, Module 3, Unit 2 	
<ul style="list-style-type: none"> What's the weather like? 	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Identify main ideas Locate specific information in response to simple instructions or questions Recognize alliterative and rhyming words in activities such as listening games Discriminate between words with different initial/final sounds <p>Speaking</p> <ul style="list-style-type: none"> Produce simple phrases and sentences involving repetition or lists Use appropriate intonation in questions and statements Maintain an interaction by providing information in response to factual or yes/no-questions and using single words, formulaic phrases to acknowledge, agree and disagree, ask questions and reply, and getting help from other learners or the teacher <p>Reading</p> <ul style="list-style-type: none"> Confirm meaning by re-reading a sentence or paragraph Locate specific information in a short text in response to questions Identify main ideas from a text with teacher support Understand the connection between ideas by identifying time markers or simple linking words <p>Writing</p> <ul style="list-style-type: none"> Gather and share information, ideas and language by using strategies such as brainstorming, listing and observing Develop written texts by reproducing sentences from teacher's writing and words from print in the environment, putting words in a logical order to make meaningful phrases or sentences, and adding personal ideas and information when a model or framework is provided Write out a piece of work by using neat and legible handwriting 	<ul style="list-style-type: none"> Student's Book 5B pp 45-50 Cassette 5B Photocopiable pp 47-51 Word and Picture Cards 5B Wallpictures 5B Workbook 5B pp 27-32 Grammar Practice Book 5B pp 43-47 Sheets of paper Pieces of scrap paper Pairs of scissors, pieces of card, glue Practice and Assessment Series 5B Part 1, Module 3, Unit 3 Practice and Assessment Series 5B Part 2, Module 3 	

Project

Project	Date	Week/ Cycle	Tasks and clusters of tasks	Language learning objectives	
				Functions	Language/Vocabulary
Colour Toys			My toy shop <ul style="list-style-type: none"> Learners make a collage of pictures of toys Learners arrange toys in a plan of a toy shop Learners make a puppet theatre Learners perform a puppet play 	<ul style="list-style-type: none"> Identifying the names of popular toys Asking and answering questions about personal possession Following simple instructions Comprehending a simple text 	<ul style="list-style-type: none"> Simple present tense Asking simple questions 'Wh-' questions: What? Imperatives

Language learning objectives		Resources	Evaluation
Formulaic expressions	Skills		
	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately Identify main ideas Locate specific information in response to simple instructions or questions <p>Speaking</p> <ul style="list-style-type: none"> Produce simple phrases and sentences involving repetition or lists Use appropriate intonation in questions and statements Providing information in response to factual or yes/no-questions Express meaning when a word is unknown by giving a simple description in response to teacher's prompts Use modelled phrases and sentences to communicate with teachers or other learners <p>Reading</p> <ul style="list-style-type: none"> Identify main ideas from a text with teacher support <p>Writing</p> <ul style="list-style-type: none"> Gather and share information, ideas and language by using strategies such as brainstorming, listing and observing 	<ul style="list-style-type: none"> Student's SB Book pp 51-56 Photocopiable p 52 Pictures of toys from newspapers and magazines Pairs of scissors, string Small boxes 	

Allocation of time

Year level: Grade 5Term: Second Term

Module	Unit	Suggested time (lessons)
1 Using my five senses	1 Use your eyes!	5
	2 Use your ears!	5
	3 Use your hands!	5
	4 Use your five senses!	5
2 My favourite things	1 Animals in the zoo	5
	2 Favourite toys	5
	3 At home	5
3 Things around us	1 Colours around us	5
	2 Different noises	5
	3 What is the weather like?	5
Project		2
Total		52

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Unit 2 Use your ears!

Unit 3 Use your hands!

Unit 4 Use your five senses!

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