

SUCCESS WITH ENGLISH

义务教育课程标准实验教科书·英语

教师教学用书

Teacher's Book

(供三年级起始用)

六年级 上册

广州市教育局教学研究室 合编
英国利兹城市大学语言研究中心
生活·读书·新知三联书店 出版

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说 明

义务教育课程标准实验教科书小学英语（英文名称：Success with English）是根据国家教育部 2001 年制订的全日制义务教育《英语课程标准》（实验稿）编写的，于 2003 年经全国中小学教材审定委员会初审通过。本教科书与经全国中小学教材审定委员会于 2001 年审查通过的初中英语教科书 Success with English 相衔接。

本教科书共八册，供小学三至六年级使用，每学期一册。本系列教材除教科书外还有活动手册、教师教学用书、教学图片、字母卡片、幻灯投影片、录音带和教学光盘等供教师和学生使用的配套材料。

本教科书由广州市教育局教学研究室与英国利兹城市大学语言研究中心组成广州市小学英语教材编写委员会编写。

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编 者

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Part One: Introduction to Book 7

I . VHP for Book 7

Here is the VHP of Book 7. It shows the topics, sub—topics, main tasks, language focus and daily expressions in communication that are offered in this textbook.

Topic & Sub—Topic	Main Task	Language Focus	Daily Expressions in Communication
Module 1 (Units 1—3) Plans Unit 1: What Are We Going to Do for Our Holiday? Unit 2: What Shall We Do? Unit 3: Let's Go Further	Can talk about one's plan for the holiday	1. What is he going to do for holiday? 2. Where are they going to travel? 3. How are they going to get there? 4. Who is going with you? 5. When is she going to start? 6. Phonatic symbol /eɪ/, /aɪ/, /ɔɪ/, /ʃ/, /ʒ/	1. Shall we go shopping in Xiajiu Road? 2. Good idea!
Module 2 (Units 4—6) Cities Unit 4: I Know This City? Unit 5: Where Would You Like to Go on Holiday? Unit 6: Let's Go Further	1. Can talk about the cities 2. Can compare the cities	1. Wellington is quieter than Sydney. 2. Is Rome noisier than Paris? 3. London is more beautiful than Berlin. 4. What's the capital of Italy? 5. Phonetic symbols /əʊ/, /aʊ/, /ʃ/, /ʒ/	1. Where would you like to go on holiday? 2. Why don't we go back to England? 3. That's a good idea.

Topic & Sub—Topic	Main Task	Language Focus	Daily Expressions in Communication
Module 3 (Units 7—9) An Invitation Unit 7: Ben Wants to Play Football. Unit 8: Janet Is Going to Have a Party Unit 9: Let's Go Further	1. Can name some plants; 2. Can talk about plants; 3. Can talk about what we must do or what we mustn't do	1. Would you like to you like to go to a football match with me? 2. Do you want to go fishing? 3. Shall we go to the circus? 4. Phonetic symbols /ɪə/, /eə/, /ʊə/, /tr/, /dr/, /ts/, /ɔz/	1. What's the matter? 2. Maybe we could have a picnic outside. 3. No problem.
Module 4 (Units 10—12) On the Telephone Unit 10: May I Speak to Miss White? Unit 11: Who's Calling? Unit 12: Let's Go Further	1. Can make an invitation 2. Can make a response to the invitation	1. I/He/She/was (wasn't) at school yesterday. We/They/You were (weren't) at home this morning. 2. Was he/she happy? 3. Were they/you hungry? 4. Did you call me this morning? 5. Yes, I did. / No, I didn't. 6. Phonetic symbols /pl/, /bl/, /kl/, /gl/, /fl/	1. This is Mrs White speaking. / Speaking. 2. Who's calling? 3. It's Ben here.

Topic & Sub—Topic	Main Task	Language Focus	Daily Expressions in Communication
Module 5 (Units 13—15) The Past Unit 13: Christmas Is Coming Unit 14: It's the Spring Festival Soon Unit 15: Let's Go Further	1. Can talk about the thing happened in the past 2. Can name some animals; 3. Can talk about what animals we like	1. He saw a film last night... 2. They played football yesterday morning. 3. What did you do yesterday? 4. Phonetic symbols /pr/, /br/, /kr/, /gr/, /fr/	1. It's your turn now. 2. Excellent.
Module 6 (Units 16—18) Festivals Unit 16: Christmas Is Coming Unit 17: It's the Spring Festival Soon Unit 18: Let's Go Further	1. Can talk about the festival 2. Can tell some differences between The Chinese festivals and the festivals in some western countries	1. Is it the most important and popular festival in China? 2. Is it your first time to be in China? 3. This is the best time to be in England. 4. Phonetic symbols about-ed: /-t/, /-d/, /ɪd/	1. Welcome to China. 2. It sounds like our Christmas. 3. Good idea. 4. Help yourself to some dumplings. 5. Happy the Spring Festival.

II . Schedule Of the First Term of the Year

We should follow the principle of high frequency for class hour arrangement; assure the teaching quality and result. The English course begins from Grade 3. In order to assure the teaching quality and result, students should have at least 5 short periods (20 to 30 minutes) or 3 long periods (40 minutes) in the English course for Grades 3 and 4. And each class should not have more than 40 students. In Book 1 there are 7 modules and there are 3 units in each

module except module 7.

Here is the suggestion for the schedule of the first term of the year. Long periods here mean the time of a class with 40 minutes and short ones mean the time of a class with 20—30 minutes.

Contents		The time teachers need
Module 1	Unit 1	4 long-periods or 8 short-periods
	Unit 2	4 long-periods or 8 short-periods
	Unit 3	4 long-periods or 8 short-periods
Module 2	Unit 4	4 long-periods or 8 short-periods
	Unit 5	4 long-periods or 8 short-periods
	Unit 6	4 long-periods or 8 short-periods
Module 3	Unit 7	4 long-periods or 8 short-periods
	Unit 8	4 long-periods or 8 short-periods
	Unit 9	4 long-periods or 8 short-periods
Module 4	Unit 10	4 long-periods or 8 short-periods
	Unit 11	4 long-periods or 8 short-periods
	Unit 12	4 long-periods or 8 short-periods
Module 5	Unit 13	4 long-periods or 8 short-periods
	Unit 14	4 long-periods or 8 short-periods
	Unit 15	4 long-periods or 8 short-periods
Module 6	Unit 16	4 long-periods or 8 short-periods
	Unit 17	4 long-periods or 8 short-periods
	Unit 18	4 long-periods or 8 short-periods
Module 7	Revision	4-6 long-periods or 8-12 short-periods
Total		18 weeks periods (about 72 long-periods or 144 short periods)

III . Materials for Teaching and Learning

The teaching material means the textbook and its auxiliary materials, such as the exercise book, activity book, story book, self-educated manual, tape, video, wall chart, card, teaching object, computer software, etc. , which are used in English. The teaching material used for English course in the stage of basic education is the main content and means for students' learning and teachers' teaching.

Here are the teaching materials for Book 5 :

Name	Contents	Who uses it?
Textbook	texts and exercises	pupils and teachers
Activity Book	exercise	pupils and teachers
Teachers' Guide	instruction and information for teachers	teachers
Tapes	1. Recording of the textbook; 2. Recording of the activity book; 3. Recording of songs and rhymes	pupils and teachers
CD Rom	materials for textbook and exercises	pupils and teachers
VCD	materials for the textbook and exercises	pupils and teachers
Word Card	pictures about some nouns and adjectives	teachers
Film for Reflector	materials for textbook and exercises	teachers

IV . Suggestions for the Teachers

Welcome to Success with English for Primary Schools. We hope you will enjoy teaching it and we hope your pupils will enjoy learning from it, too.

Principles

Success with English is based on a number of principles of language learning. These principles have been decided on by our team of writers as a result of their many years of teaching and of their understanding of current research into language acquisition.

The principles on which the course is based are:

(1) Explicit Learning

Learners can gain from being told about how the language works. They can develop explicit knowledge about language items and structures from being given rules, examples and advice. This knowledge can help them in particular when they have time to stop and think during language use (e. g. when they are reading a story or writing a letter). It can also help them eventually to use some of the language items and structures in spontaneous use.

Be careful, though. Explicit learning is never enough and some pupils gain a lot more from it than others.

(2) Implicit Learning

Learners can gain the ability to use language accurately, fluently, appropriately and effectively from motivated exposure to the language in use and from opportunities to use it. This is how babies acquire their first language and it is very important in foreign language learning, too. It is not a magic process though. Learners don't gain the ability to use a structure just because they have heard people using it and have been given a few opportunities to use it themselves. They need repeated exposure and repeated opportunities for use over a period of time in order for their brains to make the generalizations, which are needed before successful language production is possible.

Providing opportunities for implicit learning means that different pupils will acquire different language features and that they will acquire language at different rates. This means that pupils should be assessed on what they can do and not just on what has been taught. It also means that they should not be tested on every new language point that appears in a unit.

Implicit learning takes time and it means that the pupils will get it wrong before they get it right. However a course (such as Success with English), which combines explicit and implicit learning, should help most learners to eventually become effective users of the language they are learning.

(3) Practice

Language practice involves producing a language item or structure in conditions

that make the production easy. The pupils are told what to say and how to say it; and they know they are doing it in order to learn a language point.

This is useful in helping the pupils to gain confidence and to master basic features of the form of the language. However by itself it does not help the pupils to become effective users of the language. In addition to easy practice, they need to be challenged and to be given opportunities to make decisions for themselves. They also need opportunities to use language for their own purposes and to learn from any mistakes they might make.

(4) Exposure

If pupils are not exposed to language in use they will never be able to use it themselves. Therefore it is very important that they are given opportunities to listen to and to read stories, dialogues, rhymes and songs. It is also important that you talk to your pupils in English.

Do not worry if your pupils do not understand every word of what they hear and read. If they understand enough of the language to appreciate what is being said (e.g. what is happening in a story; what they are supposed to do in a game) then they will gain opportunities to acquire language implicitly from their exposure to it. Also the next time they hear or read the language that they didn't fully understand they will have less difficulty with it. Eventually (after repeated encounters) they will come to understand that language without any difficulty at all.

(5) Use

Language use involves understanding or producing language independently without being given a lot of help by the textbook or the teacher. This is very important for learners (even those at very low levels) as they need to do this in the classroom first if they are ever going to be able to do it outside in the real world of language use.

Encouraging language use in the classroom is very important. However it does mean that the pupils will make errors. Do not worry about this. It is a natural process. Instead of correcting all the errors, respond to what the pupils are

saying and not just to how they are saying it. Help them by sometimes providing the word or structures they need; but do not make them feel they are losers.

(6) Affective Engagement

Research demonstrates that learners only succeed in learning a language if they're affectively engaged when learning it. Ideally this means that:

- they have positive feelings about the learning process (e. g. about their teacher, their textbook, their fellow learners and the environment in which they are learning the language)
- they have self-esteem and confidence as language learners
- their emotions are involved in the learning process (e. g. they are able to laugh, smile, feel excited, feel satisfied and feel emotions for other people in the language lessons)

Ideally this means that pupils should not spend too much time doing mechanical practice activities which are very easy and rather boring. They should spend as much time as possible responding to achievable challenges which involve them in enjoyable activities which require them to think, to feel and to make decisions for themselves.

(7) Learning Styles

Language acquisition research reveals that different learners have different preferred learning styles (e. g. that they like to learn in different ways). Some learners (about 20%) prefer to learn analytically (e. g. from explicit learning of rules, from memorization, from studying examples etc) but most learners (about 80%) prefer to learn experientially (e. g. to learn implicitly from exposure and from opportunities to use). Most learners (especially young children) prefer to learn kinesthetically (e. g. as a result of doing things physically). Some learners prefer to learn visually (e. g. from reading) and some learners prefer to learn aurally (e. g. from listening).

It is very important that we provide lessons which cater for all learners. This means that we should include implicit and explicit learning in a lesson, that we should provide opportunities for learners to use the language themselves and

that we should ask learners to read, to listen and to do physical activities (e.g. acting; mimes; games),

(8) The Delayed Effect of Instruction

Language acquisition research has shown that language is not learned instantly. Language features can enter the short-term memory quickly through focused and explicit teaching and through easy practice. But they can only enter the long-term memory through repeated and varied encounters in which the feature is relevant and meaningful to the learner in activities in which the learner is affectively engaged.

This means that language features need to be recycled throughout a course, that learners need to meet language in activities, which challenge and engage them and that the pupils need to use the language to express their own thoughts and feelings.

(9) Readiness

Learners only learn a language feature if they are ready to do so. This means that you can keep on teaching an item and correcting its misuse for a long time without any success if the learners are not ready to use it. Readiness comes from the learner perceiving that something is learnable and useful (e.g. that it can help them to make meaning). This is why beginners tend to learn useful vocabulary items before they learn structures and why they keep on making such errors as, "My father work in office." and "I buyed it yesterday." This is a natural process which is followed by all language learners and the learners will eventually start to get these structures right when they start noticing them in their exposure and they start to perceive them as important.

The teacher and the textbook can help pupils develop readiness by making sure that they receive a rich and meaningful exposure to the language in use. If a language feature is used frequently in language that is important to them (e.g. instructions; interesting stories), most of them will eventually gain the readiness they need to acquire it.

(10) Language Inhibition

Nearly all learners are capable of acquiring a foreign language but most of them

fail to do so. Learners will fail if;

- the learning process is not interesting and enjoyable
- the learning process does not seem relevant to their needs
- the learning process is too difficult and involves constant failure
- the learning process is too easy and involves only getting very simple things right
- they are constantly being tested and told they are getting things wrong
- they are not provided with enough exposure to the language in use
- they are not provided with enough opportunities to use language themselves
- the language learning process does not involve them emotionally

Teachers can help their pupils to succeed by making their lessons challenging, varied, enjoyable and meaningful. They can also help by being supportive and encouraging and by providing opportunities for their learners to relax and to have fun.

(11) Objectives

Long Term Objectives

Success with English aims to help the pupils to achieve the following objectives:

- To enjoy learning English
- To be motivated to learn English
- To become independent learners and users of English
- To want to and be able to continue learning English after the course
- To become accurate users of English
- To become fluent users of English
- To become appropriate users of English
- To become effective users of English
- To become effective listeners of English
- To become effective speakers of English
- To become effective speakers of English
- To become effective writers of English

These objectives are long-term objectives, which we hope that the pupils will have achieved by the end of Book 8. Throughout the course the pupils should

be moving steadily towards the full achievement of the objectives. Do not worry if it takes time; language learning is a slow, developmental process and learners need encouragement and support to persevere. They will get there eventually if they maintain enthusiasm, confidence and self-esteem.

Short Term Objectives

Each lesson of Success with English has short-term objectives, which are clearly stated in the Teacher's Book. You will notice that many of these objectives are contributing objectives (e.g. objectives which move the pupils further forward towards the eventual achievement of long term objectives). In addition, many are facilitating objectives (e.g. objectives which help the learners to learn by developing positive attitudes towards the learning experience). Do not expect pupils to master a language item or skill in one lesson. Language learning takes time and requires repeated opportunities to gain from exposure to a language item in use and to opportunities to use it.

(12) Procedures

Each module in a book makes use of the following procedures:

Dialogues

The dialogues in the course provide opportunities for listening to and reading typical uses of English. They also provide opportunities for practising English and for using it too.

The recommended procedure for using dialogues is:

- Let the pupils look at the illustrations in the textbook
- Let the pupils listen to the dialogue whilst looking at the illustrations
- Let the pupils listen to the dialogue whilst reading it too
- Ask the pupils to practise reading the dialogue to each other (e.g. each pupil takes a part in the dialogue)
- Ask the pupils to act the dialogue without the textbook (this is an opportunity for pupils to use language for themselves; they do not need to learn their part by heart and it does not matter if they make a few mistakes)

It is not recommended that the teacher takes up a lot of time getting groups of

pupils to recite the dialogues and it is not recommended that the teacher insists on the pupils achieving perfect pronunciation or being word perfect in their performance of the dialogues.

Each dialogue focuses on a particular language feature. It also recycles language that has previously been taught and it introduces some language that is new. Do not worry about teaching and testing the extra new language or about ensuring that the pupils understand and use it perfectly. The objective is to enrich the pupils' exposure to language in use and to help them to eventually achieve readiness to acquire some of the new language. The dialogues have been written so that the pupils can still understand them even if they do not understand all the extra new language features in them.

Work with Language

In these activities a new language feature is focused on. It is taught explicitly, it is exemplified and it is practised. In some cases language already learned is also recycled in these activities and occasionally some new extra language is introduced for enrichment.

Fun with Language

These activities provide opportunities for the learners to have fun doing things both mentally and kinaesthetically. They include following instructions for physical activity, drawing, making things, acting, miming and playing games.

The emphasis is on providing opportunities for learners to experience and use language in enjoyable activities. The learners' focus should be on doing the activity successfully rather than on the language and teachers should not worry too much about accuracy and correction.

Sing Along and Rhymes

The songs and rhymes in these activities have been chosen or written to reinforce a language point already taught and to provide opportunities for focused pronunciation practice. Many of them also include language which is being recycled as well as new language for enrichment.