

OXFORD ENGLISH

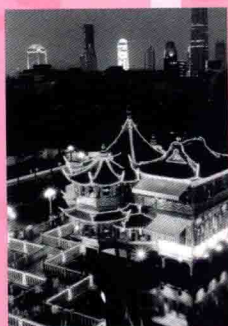
牛津英语

教学参考

上海版 Shanghai Edition

五年级
第一学期

5A



上海教育出版社

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一学期试用。

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

五年级第一学期(教学参考) Teacher's Book 5A

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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 first term of Grade 5 presents the following materials:

Student's resources

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

Teacher's resources

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

Student's Book 5A

Student's Book 5A 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 5A

Workbook 5A 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 5A

Cassette 5A 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 5A

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

Teacher's Book 5A

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 SA* 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 are provided with the relevant *Student's Book* pages given. This gives 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 5A* 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 *Blutac*, 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

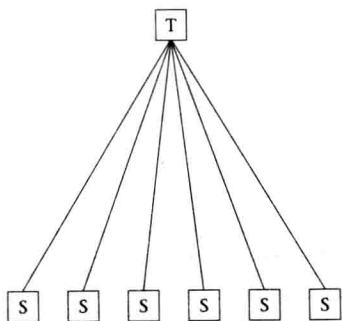
Listen.
Read.
Write.
Speak louder, please.
Draw.
Open your book.
Close your book.
Pair work.
Group work.
Be quiet!
Make a list.
Go ahead.

Useful expressions

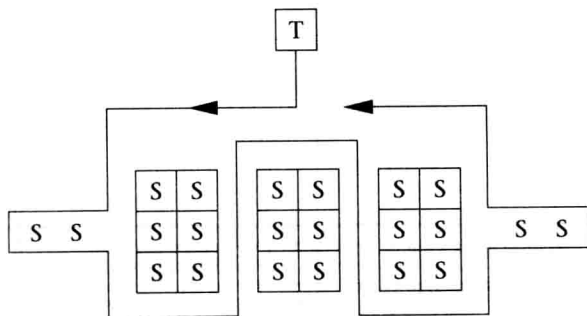
It's my turn.
It's your turn now.
You're right.
You're wrong.
You do it.
I'll do it.
Is it OK?
Hurray!
I win.
I'm sorry. I don't understand.
Please speak more slowly.
I know the answer.
Can I help you?
Can I borrow ...?
Here it is/they are.
I've got an idea.
Do you know ...?
What do you think?
Do you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

Classroom organization

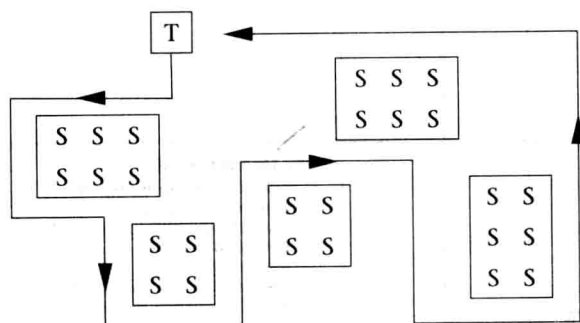
The materials in **Oxford English (Shanghai Edition)** are intended for flexible use in the classroom; that is, while pair and group work are suggested and encouraged, it is equally feasible to exploit the activities, tasks and exercises as a class. However, it is widely recognized that a variety of 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.



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.

Supplementary Materials

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

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）5A（配1盒磁带）
- 牛津英语（上海版）实践与评估 5A（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 5A
- 牛津英语（上海版）同步抄写本 5A

Overall plan for Module 1: Getting to know you

Unit	Date	Week/ Cycle	Tasks and clusters of tasks	Language learning objectives	
				Functions	Language/Vocabulary
1			Follow the signs <ul style="list-style-type: none">Learners make a poster about road safetyLearners complete a storyLearners do the corrections for Ben's worksheet by identifying common signsLearners talk about common school prohibitions by matching actions with signsLearners make big books of signs for different places	<ul style="list-style-type: none">Giving and responding to simple instructions, warnings and prohibitionsAsking for and giving/denying permission to do simple thingsAsking about and recognizing common signs in English	<ul style="list-style-type: none">Imperatives: Cross!/Stop!/Wait!/Go!/Don't cross/smoke/run/make a noise/eat/drink/leave rubbish/open ...Inverted sentence for a question: Can I/we go out/ watch television/have some sweets?Modal verb 'can' (permission): Yes, you can./No, you can't.'Wh-' question: Which sign means ...?Countable nouns: traffic light, train, underground station
2			The things I want <ul style="list-style-type: none">Learners practise asking for items in the classroomLearners find out the things they need to wrap a present/post a letterLearners find out the number of each food item the class wants for the school picnic and complete an order formLearners draw a picture of the food items for the class partyLearners set up market stalls and play shop assistants and customers using shopping listsLearners find out what Mrs Li wants to buy in the market for Ben's birthday party	<ul style="list-style-type: none">Asking about and expressing wantsComprehending a simple narrativeExpressing thanks	<ul style="list-style-type: none">'Wh-' question: What do you want?Verb 'want': I/We want ..., please. He/She wants ..., please.Nouns: rice, noodles, vegetablesVerb 'have got': I've/We've/They've got ...Question: Can I have some ..., please?
3			The things I need <ul style="list-style-type: none">Learners discuss and make a list of necessary and unnecessary things for schoolLearners discuss and identify the ingredients needed to make fruit jelly/iced lemon teaLearners look at the pictures and identify the things needed by the characters to complete different tasksLearners look at the picture and find out the comments made by different customers	<ul style="list-style-type: none">Comprehending a simple narrativeAsking about and expressing needsMaking simple comparisons between objectsRequesting things needed to complete a task	<ul style="list-style-type: none">'Wh-' question: What do you/we need?Verb 'need': I/we need ...Question: Can I have ..., please?Conjunction: butAttributive/predicative adjectives: new, old, dear, cheapCountable nouns: uniform, sock, bowl, spoon, shoeUncountable nouns: salt, sugar, butter, milk, flour, jam

Language learning objectives		Resources	Evaluation
Formulaic expressions	Skills		
<ul style="list-style-type: none"> Here you are. I'm sorry ... 	<p>Listening</p> <ul style="list-style-type: none"> Recognize differences in the use of intonation Work out the meaning of words using visual clues <p>Speaking</p> <ul style="list-style-type: none"> 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"> Predict the meaning of unfamiliar words by using context or picture cues Predict story using picture cues 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 adding information to writing when a model or framework is provided Gather and share information, ideas by using different strategies 	<ul style="list-style-type: none"> Student's Book SA P2-5 Workbook SA P1-2 Photocopiable pages 1-3 Word and Picture Cards SA Cassette SA Grammar Practice Book SA P1-3 Drawing paper Student's self-assessment P65 Practice and Assessment Series SA Part 1, Module 1, Unit 1 	
<ul style="list-style-type: none"> Here's some ... Here are some ... Thank you very much. There you are. 	<p>Listening</p> <ul style="list-style-type: none"> 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 Open an interaction by eliciting a response Maintain an interaction by providing information to questions Use modelled phrases and sentences to communicate with teachers and other learners Use appropriate intonation in questions and statements Close an interaction by using appropriate formulaic phrases <p>Reading</p> <ul style="list-style-type: none"> Recognize familiar words in unfamiliar contexts Predict story, characters using picture cues 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 	<ul style="list-style-type: none"> Student's Book SA P6-9 Workbook SA P3-5 Photocopiable pages 4-6 Word and Picture Cards SA Wallpictures SA Cassette SA Grammar Practice Book SA P4-9 Drawing paper, pictures of food, food packets Student's self-assessment P65 Practice and Assessment Series SA Part 1, Module 1, Unit 2 	
<ul style="list-style-type: none"> Here you are. Thank you very much. 	<p>Listening</p> <ul style="list-style-type: none"> Recognize differences in the use of intonation Locate specific information in response to simple questions Recognize the connection between ideas supported by simple linking words Identify key words in an utterance by recognizing the stress <p>Speaking</p> <ul style="list-style-type: none"> Produce simple sentences involving repetition or lists Use modelled phrases and sentences to communicate with others <p>Reading</p> <ul style="list-style-type: none"> Predict the meaning of unfamiliar words by using picture cues Locate specific information in a short text in response to questions Understand the connection between ideas by identifying simple linking words <p>Writing</p> <ul style="list-style-type: none"> Gather and share information by using different strategies Develop written texts by adding personal information to writing when a model is provided 	<ul style="list-style-type: none"> Student's Book SA P10-15 Workbook SA P6-8 Photocopiable pages 7-8 Word and Picture Cards SA Cassette SA Grammar Practice Book SA P10-12 Pictures of cakes and food packets Student's self-assessment P65 Practice and Assessment Series SA Part 1, Module 1, Unit 3 Practice and Assessment Series SA Part 2, Module 1 	

Unit	Date	Week/ Cycle	Tasks and clusters of tasks	Language learning objectives	
				Functions	Language/Vocabulary
Me			Time <ul style="list-style-type: none"> Learners sing and act a song Learners talk about their daily routine Learners write about their daily routine and what they usually do on Sundays Learners read a story about the nocturnal habits of two cats Learners complete and act the dialogues between the singer and the reporter Learners carry out a class survey on daily routines and complete a table Learners write a report about the results of their survey 	<ul style="list-style-type: none"> Comprehending a simple text Asking and describing what people do regularly and when they do it Requesting information to complete a task Asking and telling the time 	<ul style="list-style-type: none"> Action verbs: I eat/ride/watch/chase/wash/clean/go/read He/She washes/eats/cleans/goes/rides/reads/comes/gets Possessive pronouns: my, his, her Expressions of time: half past ..., ... o'clock 'Wh-' question: What time do you ...? Time phrases: in the morning, in the afternoon, in the evening
Are you happy?			Feelings <ul style="list-style-type: none"> Learners sing and act a song Learners change the instructions in the song and sing again Learners role-play various feelings Learners write about the feelings of different characters Learners read a cartoon story and find out the characters' preferences Learners complete a chart in response to the characters' preference Learners use a menu and role-play discussing food preferences in a restaurant Learners talk about their own food preferences Learners make a menu 	<ul style="list-style-type: none"> Expressing likes and dislikes Making simple comparisons Describing people's feelings briefly Comprehending a simple narrative Referring to some common food 	<ul style="list-style-type: none"> Predicative adjectives (feelings): sick, tired, afraid Verbs: want, like, don't/doesn't like Conjunction: but Indefinite pronoun: 'one' Attributive adjectives (colours) Conjunction: or Countable nouns: carrot, potato, sausage Uncountable nouns: cabbage, tea 'Wh-' question: What do/don't you like?
A birthday party			When is your birthday? <ul style="list-style-type: none"> Learners use a calendar to identify their birthdays Learners carry out a survey to identify all the birthdays in the class Learners work out a secret message Learners talk about birthday present preferences Learners role-play going to select a birthday present Learners make a birthday party invitation Learners role-play giving and receiving a birthday present Learners play a 'charade' guessing game Learners role-play the birthday party; making choices of food and drinks Learners guess what the characters are doing by looking at some negatives 	<ul style="list-style-type: none"> Asking and giving a date Expressing likes, dislikes and wants Asking about and expressing a preference Identifying what people are doing Comprehending a simple narrative 	<ul style="list-style-type: none"> Expressions of time (days of the month): 1st-31st, first to thirty-first Present continuous tense: buying, driving, riding Conjunction: or 'Wh-' questions: Which ... do you like? What am I doing? Indefinite pronoun 'one': Which one? Demonstrative: that Attributive adjectives Countable and uncountable nouns (food)

Language learning objectives		Resources	Evaluation
Formulaic expressions	Skills		
	<p>Listening</p> <ul style="list-style-type: none"> 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 and other learners Use appropriate intonation in questions and statements Open an interaction by eliciting a response Maintain an interaction by providing information in response to questions <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 Develop written texts by adding personal ideas and information to writing when a model or framework is provided 	<ul style="list-style-type: none"> Student's Book 5A P16–19 Workbook 5A P9–10 Word and Picture Cards 5A Photocopiable pages 9–12 Wallpictures 5A Cassette 5A Grammar Practice Book 5A P13–17 Student's self-assessment P66 Practice and Assessment Series 5A Part 1, Module 2, Unit 1 	
<ul style="list-style-type: none"> How are you today? 	<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 <p>Speaking</p> <ul style="list-style-type: none"> Open an interaction by eliciting a response Maintain an interaction by providing information in response to questions Connect ideas by using simple linking words Use modelled sentences to communicate with other learners 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 Recognize unfamiliar words in familiar contexts <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 Gather and share information, ideas and language by using strategies such as observing 	<ul style="list-style-type: none"> Student's Book 5A P20–23 Workbook 5A P11–13 Word and Picture Cards 5A Photocopiable pages 13–14 Cassette 5A Grammar Practice Book 5A P18–20 Student's self-assessment P66 Drawing paper Practice and Assessment Series 5A Part 1, Module 2, Unit 2 	
<ul style="list-style-type: none"> Let's buy it. Thank you very much. 	<p>Listening</p> <ul style="list-style-type: none"> Identify main ideas Locate specific information in response to simple instructions or questions <p>Speaking</p> <ul style="list-style-type: none"> Use modelled sentences to communicate with other learners Use appropriate intonation in questions and statements Open an interaction by eliciting a response/greeting someone politely Maintain an interaction by providing information in response to questions Produce simple phrases and sentences involving repetition 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 <p>Writing</p> <ul style="list-style-type: none"> Gather and share information by observing 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 5A P24–30 Workbook 5A P14–16 Word and Picture Cards 5A Photocopiable pages 15–18 Cassette 5A Grammar Practice Book 5A P21–25 Student's self-assessment P66 Scissors, felt pens, drawing paper A calendar Practice and Assessment Series 5A Part 1, Module 2, Unit 3 Practice and Assessment Series 5A Part 2, Module 2 	

Overall plan for Module 3: Places and activities

Unit	Date	Week/ Cycle	Tasks and clusters of tasks	Language learning objectives	
				Functions	Language/Vocabulary
1			At school <ul style="list-style-type: none">Learners draw the floor plans of Wendy's schoolLearners survey their own school for specific informationLearners write a description of their own schoolLearners design their ideal timetableLearners discuss modes of transport to schoolLearners conduct a class survey, draw a bar chart and write a simple report on the class' modes of transport to school	<ul style="list-style-type: none">Counting things up to one hundredAsking and describing what people do regularly and when they do itExpressing likes and dislikesResponding to simple instructionsTalking about common modes of transportComprehending a simple narrative	<ul style="list-style-type: none">Cardinal numbers: 1-100'How' question: How many are there ...?'Wh-' questions: Which ... do you like? What do you ...?Countable nouns: fan, floor, taxi, tram, subject, lesson, cupboardProper nouns (school subjects): English, Chinese, Maths, Music, Physical Education, Art and Craft, ScienceVerbs: I walk/go, He/She walks/goesPreposition: by
2			Shopping <ul style="list-style-type: none">Learners play shops and discuss their likes and dislikesLearners make bank notes and practise counting moneyLearners set up a toy shopLearners use their money and a price list to role-play shoppingLearners play a shopping game	<ul style="list-style-type: none">Counting up to one hundredTalking about money and the price of thingsAsking about and expressing likes, dislikes and wantsDescribing a simple situationMaking simple comparisonsComprehending a simple narrative	<ul style="list-style-type: none">Determiners: this/thatIndefinite pronoun: 'one'Adverb: tooPredicative adjectivesCardinal numbers: 1-100 (money)'Wh-' question: Which one?Attributive adjectivesConjunction: and
3			Rules <ul style="list-style-type: none">Learners identify signs and rulesLearners make posters for swimming pools and beachesLearners talk about the rules and signs usually found in a park and make bookmarksLearners listen to a story which involves a family who follow and obey lots of signs in the course of a day outLearners make a story book by completing the sentences and putting the pictures in the right order	<ul style="list-style-type: none">Comprehending visual and written prohibitions and injunctionsComprehending a simple narrativeResponding to simple instructions	<ul style="list-style-type: none">Imperatives: Don't run/play/jump/eat/pick/walk ...Present continuous tenseIndefinite pronoun: 'one'Prepositions: by, to, inModal verb: can't (prohibition)Countable nouns: flower, bicycleUncountable nouns: grass

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 Locate specific information in response to simple instructions or questions <p>Speaking</p> <ul style="list-style-type: none"> Maintain an interaction by providing information in response to factual or yes-no questions Produce simple phrases and sentences involving repetition or lists Use modelled phrases and sentences to communicate with teachers and 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 adding personal ideas and information to writing when a framework or model is provided 	<ul style="list-style-type: none"> Student's Book 5A P31–34 Workbook 5A P17–19 Photocopiable pages 19–20 Word and Picture Cards 5A Cassette 5A Grammar Practice Book 5A P26–28 Cut-out pictures from magazines Student's self-assessment P67 Practice and Assessment Series 5A Part 1, Module 3, Unit 1 	
<ul style="list-style-type: none"> Excuse me! 	<p>Listening</p> <ul style="list-style-type: none"> Recognize differences in the use of intonation to differentiate between questions and statements 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 Produce simple phrases and sentences involving repetition or lists Connect ideas by using simple linking words <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 putting words in a logical order to make meaningful phrases or sentences 	<ul style="list-style-type: none"> Student's Book 5A P35–38 Workbook 5A P20–21 Photocopiable pages 21–22 Word and Picture Cards 5A Cassette 5A Grammar Practice Book 5A P29–33 Cut-out pictures from magazines Some notes and coins Drawing paper Some toys Student's self-assessment P67 Practice and Assessment Series 5A Part 1, Module 3, Unit 2 	
<ul style="list-style-type: none"> Why not? 	<p>Listening</p> <ul style="list-style-type: none"> Identify main ideas Locate specific information in response to simple questions <p>Speaking</p> <ul style="list-style-type: none"> Use modelled phrases and sentences to communicate with teachers and other learners <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 Predict story using picture cues <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 putting words in a logical order to make meaningful phrases or sentences Develop written texts by using appropriate format and conventions when writing rules 	<ul style="list-style-type: none"> Student's Book 5A P39–43 Workbook 5A P22–23 Photocopiable pages 23–26 Word and Picture Cards 5A Wallpictures 5A Cassette 5A Grammar Practice Book 5A P34–35 Drawing paper Pictures of country parks Student's self-assessment P67 Practice and Assessment Series 5A Part 1, Module 3, Unit 3 Practice and Assessment Series 5A Part 2, Module 3 	

Overall plan for Module 4: The natural world

Unit	Date	Week/ Cycle	Tasks and clusters of tasks	Language learning objectives	
				Functions	Language/Vocabulary
1 Wild animals			Animals I know <ul style="list-style-type: none"> Learners read a story about jungle animals Learners make notice-boards for a class zoo Learners make quiz cards for the visitors Learners read short animal poems and write their own poems Learners make an animal book Learners draw an animal they like and write a simple description for their picture 	<ul style="list-style-type: none"> Comprehending a simple narrative Extracting information to complete a task Giving a simple description of an animal in terms of name, appearance, habits and habitat 	<ul style="list-style-type: none"> Modal verb 'can' (ability) Inverted sentence for a question: Does (it) ...? Can (it) ...? Is (it) ...? 'Wh-' question: Where ...? What ...? Countable nouns: zoo-keeper, jungle, crocodile
2 Butterflies			Butterflies I like <ul style="list-style-type: none"> Learners play a spelling game Learners make a poster to identify the different parts of a butterfly Learners talk about the life-cycle and changes of a butterfly Learners complete a simple crossword Learners follow the instructions and make butterflies Learners talk about the butterflies they like and dislike Learners make a model of the countryside (butterflies, flowers and green grass) 	<ul style="list-style-type: none"> Asking and responding to questions about English (spelling) Following simple instructions to complete a task Comprehending a simple narrative Extracting information to complete a task Asking about and expressing likes and dislikes 	<ul style="list-style-type: none"> Countable nouns: cocoon, caterpillar Imperatives: Draw, Colour Attributive adjectives: big, fat, beautiful Indefinite pronoun: 'one' Conjunction: but, and Verb: like/don't like Determiners: this/that Simple present tense
3 Parks and places in China			Do you know this place? <ul style="list-style-type: none"> Learners look at photographs of famous places in China and try to identify them Learners locate the parks on a simple map of China Learners make postcards and do a simple role-play Learners make a brochure to introduce different places in China to the tourists Learners complete the tapescript for the electronic map of Ocean Park Learners read a story about a visit to Ocean Park in Hong Kong Learners write a similar story Learners spot the differences between two pictures 	<ul style="list-style-type: none"> Referring to the English names of important places in China Talking about geographical locations Making simple suggestions Comprehending a simple narrative 	<ul style="list-style-type: none"> Verb 'know': I know/I don't know Determiners: this/that Countable nouns: place, shark, seal, dolphin, diver, garden Proper nouns: Tiananmen Square, Yu Garden, West Lake, San Ya, Li River, Ocean Park, Guilin, Hainan Island Prepositions: on, in Imperatives: Let's ... Modal verb 'can' (permission) 'Wh-' questions: What's he doing? Predicative adjectives: hungry, thirsty

Overall plan for Project

Signs			Which sign? <ul style="list-style-type: none"> Learners match signs to appropriate places in a picture Learners match signs to different pictures of places Learners create signs for the classroom and for the school 	<ul style="list-style-type: none"> Describing the meaning of signs Identifying common signs in China Following simple instructions 	<ul style="list-style-type: none"> Imperatives Prepositions 'Wh-' questions: What? Where? Simple present tense
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Language learning objectives		Resources	Evaluation
Formulaic expressions	Skills		
	<p>Listening</p> <ul style="list-style-type: none"> Locate specific information in response to simple instructions or questions Recognize alliterative and rhyming words in activities such as listening games Identify main ideas <p>Speaking</p> <ul style="list-style-type: none"> Maintain an interaction by providing information in response to factual or yes-no questions Open an interaction by eliciting a response <p>Reading</p> <ul style="list-style-type: none"> Recognize familiar words in new texts Locate specific information in a short text in response to questions 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 different strategies Develop written texts by putting words in a logical order to make meaningful phrases or sentences Develop written texts by adding personal ideas and information when a model or framework is provided Develop written texts by putting words in a logical order to make meaningful phrases and sentences 	<ul style="list-style-type: none"> Student's Book 5A P44-46 Workbook 5A P24-26 Photocopiable pages 27-33 Word and Picture Cards 5A Cassette 5A Wallpictures 5A Grammar Practice Book 5A P36-39 Cut-out pictures from magazines Student's self-assessment P68 Practice and Assessment Series 5A Part 1, Module 4, Unit 1 	
<ul style="list-style-type: none"> I don't know. Let's look at .../Let's read ... How do you spell that in English? 	<p>Listening</p> <ul style="list-style-type: none"> Locate specific information in response to simple instructions or questions Work out the meaning of unknown words using extensive visual clues <p>Speaking</p> <ul style="list-style-type: none"> Use modelled phrases and sentences to communicate with teachers or other learners 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 Predict the meaning of unfamiliar words by using context or picture cues Understand the connection between ideas by identifying time markers or simple linking words Identify main ideas from a text with teacher support 	<ul style="list-style-type: none"> Student's Book 5A P47-49 Workbook 5A P27-29 Photocopiable pages 34-36 Word and Picture Cards 5A Wallpictures 5A Cassette 5A Grammar Practice Book 5A P40-42 Thread, toothpicks Polystyrene boards Drawing paper, scissors, tape, felt pens, crayons Student's self-assessment P68 Practice and Assessment Series 5A Part 1, Module 4, Unit 2 	
<ul style="list-style-type: none"> OK. 	<p>Listening</p> <ul style="list-style-type: none"> 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 and other learners 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 Predict the meaning of unfamiliar words by using context or picture cues <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 Develop written texts by adding personal ideas and information when a model or framework is provided 	<ul style="list-style-type: none"> Student's Book 5A P50-54 Workbook 5A P30-32 Photocopiable pages 37-39 Word and Picture Cards 5A Wallpictures 5A Cassette 5A Grammar Practice Book 5A P43-48 Drawing paper, glue Pictures of places in China Blank tape Student's self-assessment P68 Practice and Assessment Series 5A Part 1, Module 4, Unit 3 Practice and Assessment Series 5A Part 2, Module 4 	

	<p>Listening</p> <ul style="list-style-type: none"> Identify key words in an utterance by recognizing the stress Identify main ideas Recognize speakers' intentions and feelings supported by gestures and facial expression 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 involving repetition or lists Express meaning when a word is unknown by giving a simple description in response to teacher's prompts Use appropriate intonation in questions and statements Maintain an interaction by providing information in response to factual questions, and getting help from other learners or the teacher <p>Reading</p> <ul style="list-style-type: none"> Locate specific information in a short text in response to questions 	<ul style="list-style-type: none"> Student's Book 5A P55-59 Photocopiable pages 40 Wallpictures 5A Pictures of signs from newspapers and magazines Student's self-assessment P69 	
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Allocation of time

Year level: Grade 5

Term: First Term

Module	Unit	Suggested time (lessons)
1 Getting to know you	1 Can I do this?	3
	2 This is what I want	4
	3 This is what I need	5
2 Me, my family and friends	1 Me	4
	2 Are you happy?	4
	3 A birthday party	5
3 Places and activities	1 A day at school	3
	2 Let's go shopping!	3
	3 Follow the signs!	5
4 The natural world	1 Wild animals	4
	2 Butterflies	3
	3 Parks and places in China	4
Project		3
Total		50

Contents

Introduction

Description of the materials	ii
The approach	iii
Task-based learning	iii
How a module is organized	iii
Using the Teacher's Book	iii
Assessment	iv
Classroom techniques	iv
Classroom language	iv
Classroom organization	v

Overall plan	vi
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Allocation of time	xiv
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Module 1: Getting to know you

Unit 1 Can I do this?	2
Unit 2 This is what I want	6
Unit 3 This is what I need	10

More oral practice	14
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Module 2: Me, my family and friends

Unit 1 Me	16
Unit 2 Are you happy?	20
Unit 3 A birthday party	24

More oral practice	29
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Module 3: Places and activities

Unit 1 A day at school	31
Unit 2 Let's go shopping!	35
Unit 3 Follow the signs!	39

More oral practice	42
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Module 4: The natural world

Unit 1 Wild animals	44
Unit 2 Butterflies	47
Unit 3 Parks and places in China	50

More oral practice	53
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Project

Signs	55
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Picture dictionary	60
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Student's self-assessment sheets	65
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Word list	70
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Contents

Introduction

Description of the materials	ii
The approach	iii
Task-based learning	iii
How a module is organized	iii
Using the Teacher's Book	iii
Assessment	iv
Classroom techniques	iv
Classroom language	iv
Classroom organization	v

Overall plan	vi
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Allocation of time	xiv
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Module 1: Getting to know you

Unit 1 Can I do this?	2
Unit 2 This is what I want	6
Unit 3 This is what I need	10

More oral practice	14
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Module 2: Me, my family and friends

Unit 1 Me	16
Unit 2 Are you happy?	20
Unit 3 A birthday party	24

More oral practice	29
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Module 3: Places and activities

Unit 1 A day at school	31
Unit 2 Let's go shopping!	35
Unit 3 Follow the signs!	39

More oral practice	42
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Module 4: The natural world

Unit 1 Wild animals	44
Unit 2 Butterflies	47
Unit 3 Parks and places in China	50

More oral practice	53
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Project

Signs	55
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Picture dictionary	60
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Student's self-assessment sheets	65
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Word list	70
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