



**БОЛОВСРОЛЫН
ХҮРЭЭЛЭН**



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**БАГА БОЛОВСРОЛЫН МОНГОЛ ХЭЛ, МАТЕМАТИК, ХҮН БА ОРЧИН, ХҮН БА
НИЙГЭМ, ХҮН БА БАЙГАЛЬ, ДҮРСЛЭХ УРЛАГ, ТЕХНОЛОГИ, ХӨГЖИМ,
БИЕИЙН ТАМИР, АНГЛИ ХЭЛНИЙ САЙЖРУУЛСАН ХӨТӨЛБӨРИЙГ
ХЭРЭГЖҮҮЛЭХ СУРАЛЦАХУЙН УДИРДАМЖ**

(Бага боловсрол I-V анги)

Улаанбаатар
2019



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**ЕРӨНХИЙ БОЛОВСРОЛЫН СУРГУУЛИЙН
“АНГЛИ ХЭЛ”-НИЙ СУРГАЛТЫН ХӨТӨЛБӨРИЙГ
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English Curriculum Grade 5 (2014)

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INTRODUCTION

The current curriculum is a newly revised version of the curriculum developed within the primary education. The curriculum is based on the main principles of both the Mongolian national and piloted curriculum for studying English as a second language. It corresponds with the Low level A of the Common European Framework for Foreign Languages.

The Aims of the English Curriculum

The English Curriculum aims to develop:

1. Appreciation of and understanding common English words and phrases and begin to use English as a means of communication.
2. Participation in a variety of classroom interactions –individual, pair, group work and whole class express themselves in English
3. Early literacy competencies in reading and writing in English.
4. Learning strategies.

Note. The learning objectives are expected to be taught in a learning context on a regular basis. Some learning objectives have been reformulated in accordance to the cognitive levels of Bloom's taxonomy to assess and evaluate the learners' knowledge and abilities as it is shown in the following table:

Learning objectives /previously formulated/	Learning objectives /reformulated/
S1 <u>Make and respond</u> to basic statements related to personal information	5.S1 <u>Respond</u> to basic statements related to personal information
S6 <u>Contribute</u> suitable words and phrases to pair, group and whole class exchanges	5.S6 <u>Use</u> suitable words and phrases while working in pair, group and whole class exchanges
W7 <u>Include</u> a full stop when copying very high-frequency short sentences	5.W7 <u>Use</u> a full stop when copying very high-frequency short sentences

Learning objectives

Syllabus code	Learning objectives
	Listening Low A1
5.L1	Understand a limited range of short, basic, supported classroom instructions
5.L2	Understand a limited range of short supported questions which ask for personal information
5.L3	Understand a limited range of short supported questions and curricular topics
5.L4	Understand the main points of short, supported talk on a limited range of general and curricular topics
5.L5	Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics
5.L6	Use contextual clues to predict content in short, supported talk on a limited range of general and curricular topics
5.L7	Understand very short supported narratives on a limited range of general and curricular topics
	Speaking Low A1
5.S1	Respond to basic statements related to personal information
5.S2	Ask questions in order to find out about a limited range of personal information and classroom routines

5.S3	Use a limited range of basic words, phrases and sentences related to classroom objects,
5.S4	Respond to basic questions on classroom and daily routines
5.S5	Use words and phrases to describe people and objects
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges
5.S7	Take turns when speaking with others in a limited range of short, basic exchanges
	Reading Working towards A1
5.R1	Recognize, identify, sound, segment and blend phonemes in individual words
5.R2	Recognize, identify and sound familiar words and sentences with support
5.R3	Sight read high-frequency words
5.R4	Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them
5.R5	Use a simple picture dictionary with support
	Writing Working towards A1
5.W1	Form higher and lower case letters of regular size and shape
5.W2	Write familiar words to identify people, places and objects
5.W3	Write letters and words in a straight line from left to right with regular spaces between letters and words
5.W4	Copy letters and familiar high frequency words and phrases correctly
5.W5	Copy upper and lower case letters accurately when writing names and places
5.W6	Spell some familiar high-frequency words accurately during guided writing activities
5.W7	Use a full stop when copying very high-frequency short sentences
	Use of English Low A1
5.UE1	Use common singular nouns, plural nouns [plural 's'] and proper names to say what things are
5.UE2	Use numbers to count
5.UE3	Use adjectives to describe person
5.UE4	Use determiners <i>a, the, some, any, this, these</i> to indicate what/where something is
5.UE5	Use interrogative pronouns <i>which, what, where</i> to ask basic questions Use <i>Wh</i> questions
5.UE6	Use demonstrative pronouns <i>this, that, these</i> to indicate things
5.UE7	Use <i>have got</i> + noun to describe and ask about possessions
5.UE8	Use imperative forms of common regular verbs for basic commands, instructions
5.UE9	Use common present simple forms [positive, negative, question] to give basic personal information
5.UE10	Use common present continuous forms [positive, negative, question] to talk about what is happening now
5.UE11	Use personal subject and object pronouns to give basic personal information
5.UE12	Use basic prepositions of location and position <i>at, in, near, next to, behind, in front of, on, to</i> describe where people and things are Use prepositions of time <i>on, in</i> to talk about days and time Use <i>with</i> to indicate accompaniment Use <i>for</i> to indicate recipient

Approach to teaching and learning

For grade 5, English teachers should avoid using traditional grammar-translation and teach English mainly oral language within a communicative approach for making learners use English as means of basic communication. The main methods and approaches to be used in grade 5 should be: the TPR, Audio-lingual Method, Direct Method and Whole Language Approach.

The student-centered curriculum should support students in learning how to learn and becoming independent, self-motivated, engaged, confident, responsible and reflective learners who will be able to use appropriate learning.

Assessment of students' progress and achievements

Assessment of learners' language knowledge and skills includes the following:

- formative assessment which is done throughout the course
- summative assessment which is done at the end of each term and school year
- self-assessment which is done learners themselves
- peer assessment which is done by learners in pairs, groups or in a whole class
- nonverbal assessment which is done through giving positive reinforcement to learners

The learners' language skills, progress and achievements are assessed according to the specific learning objectives, which serve as main assessment criteria. The scheme of work embedded in the curriculum provides particular assessment tasks. Therefore, teachers need to use them during class time. There should be a variety of assessment tasks for learners. Comprehensive tests are given to students at the end of each unit and each term as well. The Teacher's Book includes some ideas on how to assess learners' language knowledge and skills.

There are several principles for assessment that teachers have to follow. They include:

- the main purpose of assessment is learners' learning outcomes
- quality of learners' performance should be in main focus
- learners' use of learning strategies should be assessed as well
- teachers have to make assessment non-threatening, relaxing and enjoyable

English curriculum content

This scheme of work is based on 33 week academic year, with 10 units being covered in 4 terms. Each unit should, therefore, be covered in 2 weeks based on the provision of 3 hours of classroom English per week.

Unit 1. Introductions Unit 2. Me and my family Unit 3. At school	Unit 4. Colours around Unit 5. Body parts Unit 6. Our world	Unit 7. Food Unit 8. Homes	Unit 9. Everyday activities Unit 10. Having fun
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SCHEME OF WORK

The guidance is structured into the parts: the learning objectives and learning activities, resource materials and notes for teachers.

Learning objectives: learning content knowledge and skills as formulated in selected domains. During previous instruction, context of knowledge, skills was articulated in a correspondence with content framework. The renewed and revised curriculum offers the appropriate theme of knowledge and skills towards to implement the general goals for the curriculum.

Learning activities are formulated as a student to do. The renewed curriculum is based and supported student-centered learning environment that means all activities are for motivating and engaging students' activities both in classroom and beyond it.

Resources: This section includes academic activities, the necessary tools and materials, and the Internet address, including the sources of information.

Recommendations for teachers: The methodological notes address teachers to organize their instructions to contribute to implementation of learning objectives, and offers priorities to lead the learning. Teachers can understand this section as operational recommendations.

Strategy for implementation

English curriculum of all stakeholders in the implementation of the scope of the following functions:

Teachers: Define whether the curriculum content and learning objectives and activities are consistent with the characteristics of the mental age of the student, identify the arousing problems during training, and contribute to further improvement addressing to researchers and curriculum-makers.

Parents: Watch their child's progress in the training process, and communicate with school teachers to help and cooperate with them.

Textbook authors: Create assessment of textbook adequacy with curriculum and contribute to further improvement using the concept of the curriculum, and content of textbooks.

Curriculum developers: Conduct surveys among other parties involved in the curriculum, training, and hear their proposals and contribute to further improvement.

Training and research institutions: Research the implementation of the curriculum and its research tasks, and participate in coordination English class content and methodology with other programmes, take a key role in improvement of the curriculum in relation to students' and social changes in modern life and development of ICT.

Methodology

Unit 1. Me and my friends

Syllabus codes	Learning objectives	Activities	Resources
5.UE 5	Use interrogative pronouns <i>which, what, where</i> to ask basic questions	Asking and telling names	Ask students to bring in photos of their friends or teacher prepares famous people's pictures/ photos from magazines or posters for all students CD, CD player, Student's book /SB/, Teacher's book /TB/, Teacher's resource pack /TRP/ Recordings of greetings, dialogues and songs Hello">www.youtube.com\Hello , Good morning
5.UE 6	Use demonstrative pronouns <i>this, that, these</i> to indicate things	Introducing friends	
5.UE 11	Use personal subject and object pronouns to give basic personal information	Introducing oneself and greeting others	
5.L1	Understand a limited range of short, basic, supported classroom instruction	Listening and repeating introducing oneself and greeting others	
5.L2	Understand a limited range of short supported questions which ask for personal information	Whole class drilling	
5.L3	Understand a limited range of short supported questions and curricular topics	Looking at the pictures, listening and repeating chorally, individually, groups	
5.L4	Understand the main points of short, supported talk on a limited range of general and curricular topics	Listening and repeating the dialogue in a whole class and in groups of 4	
5.L7	Understand very short supported songs, chants, rhymes and stories on a limited range of general and curricular topics	Listening to and performing with gestures a simple 'Hello', 'Good morning' "What's your name?" song	
5.S1	Respond to basic statements related to personal information	Introducing each other in groups of four	
5.S2	Ask questions in order to find out about a limited range of	Asking and answering question: <i>What's your name?</i>	

	personal information classroom routines		<i>is... Good morning, Good afternoon, Good evening, Good night, Good bye , His name's ..., Her name's...</i>
5.S5	Use words and phrases to describe people and objects	Listening to the dialogues and repeating	
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges	Working in a double line Asking and answering friends' names	Recordings of dialogues www.youtube.com/What's your name
5.S7	Take turns when speaking with others in a limited range of short, basic exchanges	Mingling and mixing "musical pairs" Playing roles of cartoon characters Play game "What's your name?"	

Recommendation for teachers: Explain the cultural features between two languages for greetings. Prepare and provide with more vocabulary and language patterns for English greetings for the students who have some English. Use more fun games, children's songs and rhymes for motivation at this age of the students while teaching English.

Listening activities: Listen and repeat exercises are a form of drilling which can be as simple or as detailed as the teacher allows it to be. For instance, the teacher presents new content that can be extended by to students. Students will repeat a phrase at a different pace (i.e. faster or slower). Point and say: This method requires students to listen, identify an association between listened words and an object, and then point and label the object. This physical action reinforces the word-visual association, while also being a gentle way to test for new vocabulary.

Listen and answer: These kinds of activities create real communication between a teacher and students, students and students so teachers should develop the given questions depending on the students' features. Singing songs, rhymes and chants chosen for its word content: For the activities based around songs, rhymes and chants, it is not always necessary for students to understand every word outside the keywords being practised. In these activities, teachers are more interested in students' understanding the gist, and teachers are using the rhyme as a means with which to practise language, rhythm and pronunciation. The visuals that accompany the rhymes, songs, and chants and the actions included in some, should provide students with sufficient information to be able to understand the overall concept. The act of singing or listening to a particular melody can contribute to our long-term memorisation of key vocabulary.

Speaking activities: - Title: *What's Your Name?* /Form: *Whole class/*

One student sits in the front of the classroom (usually in the teacher's comfortable chair) with his back to the other students. The teacher then points to students in the class and asks "What's your name?" The student indicated must respond "My name is _____" with either his own name or the name of someone in the class. The student in the front cannot see who is speaking. The teacher says to him, "Is it _____?" and he must say "Yes, it is" or "No, it isn't". If the student in front is correct, he gets to stay there, but if he's mistaken, he changes place with the student who fooled him. To make the game more interesting, the students are encouraged to disguise their voices.

- Title: *Dialogue practice* /Form: *Pair work/*

After presenting the dialogue, the teacher can pair each student with a partner to speak different parts. When the students have finished practicing and really understand the dialogue, they can practice again, using their own ideas and comments.

Unit 2. Me and my family

Syllabus codes	Learning objectives	Activities	Resources
5.UE5	Use interrogative pronouns <i>which, what, where</i> to ask basic questions Use <i>Wh</i> questions	Talking about members of the family: <i>Who is this? Is this your brother?</i>	Ask students to bring their family photos

5.UE6	Use demonstrative pronouns <i>this, that, these</i> to indicate people and things	Introducing one's family	Language pattern: <i>This is my mom. This is my dad.</i>
5.UE7	Use <i>have got + noun</i> to describe and ask about possessions	Asking and answering about brothers and sisters	Prompt cards: <i>Who is this?</i>
5.L3	Understand a limited range of short supported questions and curricular topics	Listening to the teacher and saying if the sentence is correct say "Yes", sentence is not correct say "No"	CD, CD player, Student's book /SB/, Teacher's book /TB/, Teacher's resource pack /TRP/
5.L4	Understand the main points of short, supported talk on a limited range of general and curricular topics	Listening and finding out whose families are	Pictures of families
5.L5	Understand some specific information and details of short, supported talk on a limited range of general and curricular topics	Listening and repeating a dialogue chorally	Recorded questions: <i>Who is this? Is this your brother / sister / mom / dad? - Yes / No</i>
5.L7	Understand very short supported songs, chants, rhymes and stories on a limited range of general and curricular topics	Looking at a picture, and listening to the first half of the dialogue. Then listening to the second half of the dialogue. Repeating them in pairs	www.youtube.com/Fingerwww.youtube.com/Ihavegotamother
5.S1	Respond to basic statements related to personal information	Listening and performing with gestures a simple "Fingers" , "I have got ..." song	Ask students to bring their family photo beforehand
5.S2	Ask questions in order to find out about a limited range of personal information	Working in pairs and telling each other who they are on the photo	Bring paper, scissors, markers/crayons, a glue/scotch tape
5.S5	Use words and phrases to describe people	Doing "Walls and corner" activity	Prompt cards: <i>A mom, a dad, a sister, a brother, a grandma, a grandpa</i>
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges	Sitting knee to knee and practicing the dialogue	Student's book page16
5.S7	Take turns when speaking with others in a limited range of short, basic exchanges	Mingling and mixing to ask and answer: <i>Have you got a brother? What is his name? Have you got a sister? What is her name?</i>	Teacher's book page 26 activity 3
		Working in pairs and playing "Rock, Paper and Scissors"	

Recommendation for teachers: In this unit teachers should use the recommendations mentioned in the previous unit 1. Additionally use the following techniques and methodology. The use of language-learning activities that involve singing and rhyming promote the development of auditory integration of letter sounds, syllables, and word pronunciation. Children feel free and avoid speaking newly acquired words with a heavy accent. Learning language through song helps students to acquire vocabulary and good pronunciation.

Using a song technique:

- Prepare the learners before they listen to anything.
- Show them pictures of characters from the song. e.g: If it's a song about teddy bears then bring in some teddy bears to show them. Or use them as puppets and make them actually sing the song.
- Use actions as much as possible to accompany songs so that the students can participate. This will help build their confidence, increase their enjoyment and give them extra clues as to the meaning of the words they are listening to.

- They should predict, 'imagine', what they are going to hear. Sticking with the teddy bears, ask them if they think the teddy bear is happy or sad.
- When they are listening they should always have something to do. They need a reason for listening. Teacher could allocate part of the song to a small group of children so they have to listen out for their part and sing along to that part only.
- Use the same song again and again. Listening is a difficult skill so building their confidence is vital at all stages of language learning. If they recognize the words they will be much more motivated. This is valid not only from a language point of view but also from a logical point of view.

Speaking activities: Look and say exercises: Supporting on visuals and saying related items is a good practice for practicing newly acquired words and structure. Work in pairs exercises: Pair work is great for practicing model dialogues, playing games such as battleship, conducting vocabulary checks, and completing worksheets. **Working in pairs gives individual students a lot of speaking time.** If working together, students will often have more confidence than when completing exercises individually. If students are competing with their partners, they will be more motivated. Students can work in groups or form teams for role-plays, races, games such as board games or card games. Say it chorally drill exercises: If you have a large class, the students try to speak at the same time they automatically slow down and the intonation and rhythm are lost. Whole class repetition does of course have its advantages as it allows weaker students to build confidence with speaking without being in the limelight. Be sure to limit tchorally drilling and always move on to letting individuals speak.Personalization exercises: As with listening, make sure they always have a valid reason for speaking. The more realistic the need for communication, the more effective an activity will be. For instance, get them to ask their partner 'Do you have a big family or small family?' rather than saying; 'How many people are there in your family?' This last question is just asking the students to guess rather than think.

Unit 3. At school

Syllabus codes	Learning objectives	Activities	Resources
5.UE1	Use common singular nouns, plural nouns [plural 's'] and proper names to say what things are	Asking and answering the question: <i>What is this?/ What are they?</i> for describing classroom	Worksheet: a number ladder with jumbled numbers
5.UE2	Use numbers to count	Practicing counting up and down from 1 – 10, using different finger gestures	
5.UE8	Use imperative forms of common verbs for basic commands, instructions	Following classroom commands	Flashcards: <i>stand up, sit down, open /close your book, hands up/down</i>
5.UE4	Use determiners <i>a, the, this</i> to indicate what/where something is	Identifying school objects	Flashcards of school items: <i>a schoolbag, a book, a notebook, etc...</i>
5.UE5	Use interrogative pronouns which, what, where to ask basic questions Use <i>Wh</i> questions	Learning to ask: <i>How many...</i>	Recordings of classroom objects
5.L1	Understand a limited range of short, basic, supported classroom instruction	Listening and matching Recording of school objects and related extracts www.mes-english.com .	CD, CD player, Student's book /SB/, Teacher's book /TB/, Teacher's resource pack /TRP/
5.L4	Understand the main points of short, supported talk on a limited range of general and curricular topics	Whole class drilling	
5.L5	Understand some specific information and details of short, supported talk on a	Listening and repeating the jazz chant to use numbers " <i>Number song</i> ".	Recording of jazz chant and command words www.esl-kids.com .

	limited range of general and curricular topics		
5.L7	Understand very short supported songs, chants, rhymes and stories on a limited range of general and curricular topics	Listening and doing TPR activity " <i>Simon says..</i> " Pointing and saying: <i>How many doors / windows?</i> <i>This is a door / They are 3 windows.</i>	Real school items like a pen, a pencil etc... Recording of school and classroom objects
5.S3	Use a limited range of basic words, phrases and sentences related to classroom objects	Working in pairs asking and answering: <i>How many ... do you have? I have ...</i>	Bags for each group A teacher collects some school items from students for the memory game
5.S5	Use words and phrases to describe people and objects	Playing a guessing game in groups of 4-5. Getting the objects out of the bag one by one and saying its name: <i>This is a</i>	Pictures of people or children and school items to match
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges	Playing a guessing game. A student hiding one or several objects in the bag and asking: <i>What is this? What are they?</i>	
5.S7	Take turns when speaking with others in a limited range of short, basic exchanges		

Recommendation for teachers: All the recommendations and suggestions mentioned in the previous units 1, 2 will be used in unit 3. Furthermore the following techniques and methodology will be important:

- Using songs and chants in class gives the children a chance to listen and reproduce the language they hear. They are working on the sounds, rhythm and intonation
- Remember when you speak or sing keep it simple but very importantly, natural so that when they copy what you say they can have a chance of sounding natural.
- Get students to stand up when performing the songs, rhymes, or chants. It can make a tremendous difference to their performance and enjoyment.
- Say a rhyme or chant while clapping hands and tapping the foot in time to the rhythm.
- Ask the class if anybody wants to do a solo or a duet. The very fact that they are giving a public performance induces most students to surpass themselves. If they are reluctant to participate in it, however, they should not be forced to do so.

Groups give students the opportunity to create dialogues that are more complex, explore relationships between characters, pool knowledge together, and have a more social learning environment. Additionally there is a better chance for self-correction or peer correction and for a discussion on a wider range of thoughts and opinions with larger group sizes. On the other hand, **individual speaking time is limited when working in groups**. You can increase the amount of speaking time students have by decreasing the **size of groups** to three or four people. If you are in a large class and want all the groups to present material at the end of the lesson, larger groups may be necessary but limit group size to about six.

Group making ideas: Here are some strategies for forming groups in the language classroom: Index card: Put matching stickers on every set of two index cards. When it is time to choose partners or groups, put cards face down on a table and have students come up and pick a card. Students then find their sticker match. Numbered Sticks: Choose sticks and put a number on one end of each one - up to the number of kids in the class. (Teacher can number the students in the beginning of the term.) Keep the "sticks" in a cup, number down. When it's time for partner work, pull 2, or 3, or 4 (whatever size groups you need) at a time and those numbered kids work together. The "sticks" are also good for choosing who answers a question during a discussion. Puzzle Pieces: Cut the pictures from an old calendar, and have them laminated, then cut them into puzzle shaped pieces. Have the kids each pull a puzzle piece from a basket and then tell them to go find the other pieces to their puzzle and when their puzzle is complete to sit at a group of desks and raise their hands. Playing games as a class in groups: Games are a great tool to practice language effectively in a stress free environment. Students are encouraged to participate actively in games for a chance to practice their

languages. *Example: Blackboard Bingo:* Write on the board 10 to 15 words which you would like to review. Tell the students to choose any five of them and write them down. Read out the words, one by one and in any order. If the students have written down one of the words, you call out they cross it off. When they crossed off all their five words, they tell you, by shouting 'Bingo'. Keep a record of what you say in order to be able to check that the students really have heard all their words.

Speaking activities: -*Title: One word stories* /Form: Whole class/

Students should be in a circle (if this isn't possible make it clear they know who they are going to follow on from). The teacher can begin by saying the first word and each student adds the next word, without repeating what has come beforehand.

- *Title: Jigsaw puzzle challenge* /Form: Group work/

The following activities are designed to get everyone talking. They can be used with all levels because the language required to communicate is determined by the students. Remember to set up and demonstrate these activities carefully before letting the class go ahead.

- Take 3-4 large pictures/photos and stick them on card. Pictures can come from travel brochures, calendars, magazine adverts etc. Pictures specific to students' interests will motivate them e.g. film stills, cartoons, news stories, famous paintings, famous people.
- Draw puzzle shapes on the back of each picture (4-5 shapes) and cut out the picture pieces.
- Give each student in the class a jigsaw piece. They must not show their piece to anyone.
- Students then mingle and question each other about what is on their puzzle piece to try and find people with pieces of the same jigsaw.
- The object of the game is to find all pieces and put together the jigsaw. The first complete picture puzzle wins.

- *Title: Hello Bingo!* /Form: Whole class/

Set up a page with 5 columns and 5 rows. Each box holds a different inquiry. Students must circulate around the room and speak with other students to complete the information in the boxes. The first student who completes the boxes in rows like a bingo game (across, down, diagonally) is the winner. This is an excellent activity for the first few days of class.

<i>Someone who has big family</i>	<i>Someone with more than 3 brothers</i>	<i>Someone who has small family</i>	<i>Someone who is more 10 years old</i>	<i>Someone who has sharpener</i>
<i>Someone who has more than ten notebooks</i>	<i>Someone who ...</i>	<i>Someone who...</i>	<i>etc</i>	<i>etc</i>

1st term assessment

Domains	Criteria	Skills
Listening	Understand a limited range of short basic supported talk on a limited range of general and curricular topics Understand a limited range of short, basic supported classroom instructions	Recognize and choose correct words, phrases and simple sentences Label and number classroom objects Identify basic classroom instructions
Speaking	Make and respond to basic statements related to personal information Respond to basic questions on a classroom and daily routines Use a limited of range basic words, phrases, sentences and related to classroom objects Take turns when speaking with others in a limited range of short basic exchanges	Greet each other, clear pronounce Name and introduce family members in a simple way, count numbers 1-10, Number of classroom objects Ask and answer related questions Understand and follow basic classroom instructions

Learning strategies	Make own contribution in classroom activities Make an effort and show neatness and curiosity for learning Respect and show tolerance to others	Concentrate on teacher's instructions and follow them Communicate with others in a friendly way Show a desire to learn, Use mnemonic devices to memorize words and expressions, Use different resources
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Unit 4. Colors around

Syllabus codes	Learning objectives	Activities	Resources
5.UE1	Use common singular, plural nouns [plural 's'] and proper names to say what things are	Identifying and naming clothes	Recordings of clothes e.g. <i>dress, trousers, shoes</i> . Crayons and markers for coloring/ drawing
5.UE2	Use numbers to count	Looking at the objects and counting and then telling the whole class one by one	Color posters, some colored small pictures Worksheet: collage of colored numbers [1-10] Image of different colored boxes
5.UE5	Use interrogative pronouns <i>which, what, where</i> to ask basic questions	Identifying and naming the objects and colors	Image of different colored boxes
5.UE10	Use common present continuous forms [positive, negative, question] to talk about what is happening now	Describing what you are wearing Using the third person singular forms	Pictures of cartoon characters Prompt cards with simple sentences e.g. <i>I am wearing.../She is wearing ...</i>
5.L1	Understand a limited range of short, basic, supported classroom instructions	Listening to instructions to color things	Prompt cards with words e.g. <i>The hat is red. The shoes are brown.</i>
5.L3	Understand a limited range of short supported questions on general and curricular topics	Listening and repeating and coloring\ drawing clothing items to the descriptions	Pictures and flashcards of school objects [no color, www.esl-kids.com
5.L5	Understand some specific information and details of short, supported talk on a limited range of general and curricular topics	Listening to the question: <i>What color is it? and answering: It is _____</i>	Recording Animation song www.youtube.com . " <i>This is the way</i> " Slips of paper with colored clothing items
5.L7	Understand very short supported songs, chants, stories and rhymes on a limited range of general and curricular topics	Listening and drawing clothing items then practicing in turns Listening to and singing	Mongolian traditional game " <i>A wolf and colors</i> " www.youtube.com . Song " <i>I See Colors Everywhere</i> ", " <i>The clothing song</i> "
5.S4	Respond to basic questions on classroom and daily routines	Looking at the objects, asking and then telling <i>how many/ what color are they?</i>	Images of cartoon characters. Prompt cards: e.g. <i>Mickey Mouse: I'm wearing a red dress and yellow shoes.</i>
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges	Asking and answering questions of clothes and colors while playing game	Animation song www.youtube.com . " Prompt sentences for a chain game:
5.S7	Take turns when speaking with others in a limited range of short, basic exchanges	Pointing at the paints and saying their colors and naming school objects in turns	S1: <i>I'm wearing a yellow T-shirt.</i> S2: <i>I'm wearing a yellow T-shirt and blue jeans.</i> Any kind of music for mixing and mingling activity characters' voice

5.R2	Recognize, identify and sound familiar words and sentences with support	Reading simple sentences in present continuous tense	Prompt cards with simple sentences e.g. <i>I'm wearing a yellow T-shirt.</i>
5.R3	Sight read high-frequency words	Sight reading color words and numbers and clothes words	Worksheet: words- pictures
5.W1	Form higher and lower case letters of regular size and shape	Writing the first letter of each color	Prompt cards with words Worksheet: e.g. <i>_ed, _reen, _lack</i> etc.
5.W2	Write familiar words to identify people, places and objects	Matching clothing words to the pictures	Prompt cards with words simple sentences
5.W6	Spell some familiar high-frequency words accurately during guided writing activities	Copying the sentences and fill in some letters	Worksheet: <i>I'm wearing a yellow _hirt. I'm wearing black _hoses.</i> etc.

Recommendation for teachers: Teachers should focus on the following aspects while keeping the previous units' recommendations and keep in mind reading and writing skills will be taught gradually:

- The most important thing with any kind of task is to make sure that students have been well prepared beforehand, that they know all the words they will need and that they understand the purpose of the activity. Equipping students properly with the linguistic tools to enable them to carry out the task or activity successfully will ensure that it is challenging and fun for each student. Without the appropriate preparation, students may have a dissatisfaction learning experience that can cause them to lose confidence and become frustrated with an activity that, quite simply, they do not have the capacity to do.
- Before starting any activity, demonstrate it. When working in pairs choose and invite an individual student to help you. Do the first question of the pair work activity with the student for the class to get an idea. Teacher can follow this up with an open –pair demonstration, choosing two students from the class to do another question and answer for the whole class.
- When divide the class into pairs and groups, point to each student and say, for instance, 1-2, 1-2, 1-2 and so on, so they are in no doubt what their role is. Try to give simple, clear instructions in English.
- Always bring a few extra copies of the photocopiable materials to avoid dissatisfaction if any student do it wrong and want to start again.

Differentiation by teaching method: An activity, which involves active learning and group or pair work, is likely to differentiate more effectively because students can work at their own level as they can support each other and learn from each other.

A well-known practice putting stronger students with weaker ones is not always good; the results can vary quite a bit. Sometimes it works really well. The stronger student consolidates their knowledge by explaining to the weaker student and the weaker student feels supported. Sometimes, however, the stronger student dominates or resents the role and/or the weaker student feels embarrassed or says nothing.

Questioning techniques can also be modified to provide better differentiation. Give students enough time and space to answer and nominate, by asking the question before you name the student, so it doesn't always fall back to stronger students. Consider how easy the question is and don't choose students who can't answer. Use monitoring while students are working in pairs or groups to identify who can answer which question.

Differentiation by task: Most tasks can be designed to provide either extra support, or extension to challenge more able students. This doesn't have to mean completely new activities. The table below gives some examples:

Activity Type	Extension activities	Support strategies
Listening	-When students listen for the second time to confirm their answers, give some optional extra questions as well.	-Pre-teach vocabulary and activate knowledge as above. -Monitor and play again if necessary.

	-When taking answers on a true/false activity, ask more questions	-Give students the tapescript on second listening. In a gap-fill, provide some of the words needed
Speaking	-Ask students more questions. -Pair students who have more English together so they can really stretch themselves.	-Give students time to practice themselves. -Pair weak and strong together. -Elicit and practise the language they will be using beforehand.
Reading	-Select 3 new items of vocabulary, and write them up on the board. -Write 3 questions about the text. -These can then be given to another early finisher to answer and then passed back to the original student for marking.	-Pre-teach vocabulary students will need to do the task and leave it on the board. -Activate their previous knowledge of the topic before reading. -Make open questions multiple choice.
Writing	-Make use of creative tasks that students can do at their own level. -Use a correction code to give students a chance to self correct. -Increase the word limit.	-Give a model or example before they start writing. -Correct the sentences with the student or in pairs before rewriting. -Reduce the word limit.

Unit 5. Body parts

Syllabus codes	Learning objectives	Activities	Resources
5.UE1	Use common singular, plural nouns [plural 's'] and proper names to say what things are	Identifying parts of the body in plurals including irregular words	Moveable parts of a child to display on board
5.UE8	Use imperative forms of common verbs for basic commands, instructions	Identifying parts of the body	Different length and size pictures of animals Asking students to bring their family photos or you can use the flash cards www.esl-kids.com
5.UE7	Use have got + noun to describe and ask about possessions	Describing parts of the body using adjectives <i>long, short; He's / She's got...</i>	www.esl-kids.com .flashcards/body parts
5.L1	Understand a limited range of short, basic, supported instructions	Looking at the monsters in the speech bubble and describe them. E.g. <i>Wow. Emma. Look at this big one. It's got a green body, red hair and green toes.</i>	Recording of the descriptions of animals pictures Images of people with different colors of hair
5.L5	Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics	Drawing the parts of the body on the notebooks while listening. A volunteer to draw the parts of the body on the board and check it as a whole class.	Recording of the description Crayons and markers www.youtube.com/children/song: Head, shoulders, knees and toes'
5.S5	Use words and phrases to describe people and objects	A volunteer student to come to the blackboard and think one of their classmates and describe him / her to the class	Prompt words: e.g. <i>She/He has got...</i>
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges	Telling the students the command <i>Touch your... at first</i>	Visuals with words
5.S7	Take turns when speaking with others in a limited range of short, basic exchanges	Playing a game 'Simon Says' and performing the action according to the teacher's command.	Pictures for finding differences

5.R2	Recognize, identify and sound with support familiar words and sentences	Recognizing and sight reading parts of the body vocabulary	Prompt cards with sentences. e.g. <i>I have got black hair. You have got brown hair.</i>
5.R3	Sight read high-frequency words	Sight reading parts of the body words	Flashcards with related words
5.W1	Form higher and lower case letters of regular size and shape	Working in pairs and finding the differences	Worksheet: <i>a head, an eye, a leg, a body, an arm, a nose, a face</i>
5.W4	Copy letters and familiar high frequency words and phrases correctly	Copying the sentence and fill in some words	Worksheet: <i>She's got short legs. He's got a big head.</i>
5.W7	Use a full stop when copying very high-frequency short sentences	Copying the simple sentences with a full stop	Example sentences

Recommendation for teachers: While keeping all mentioned comments in the previous units teachers should more focus on the differentiated learning styles. Students differentiate by their learning styles and multiple intelligences. Students might work with those who have similar learning patterns (for example, a group of auditory learners listening to a taped explanation). We understand that people learn in different ways. In the classroom, teachers need to take account of the different intelligences when they are teaching. For instance:

Linguistic intelligence: sensitivity to the written and spoken word and the ability to learn languages. It is therefore a core element of any language course, and in *English 1* this is exploited in combination with the other intelligences.

Interpersonal intelligence: effective communication with others. Communicative activities help interpersonal skills, encouraging children to work together and develop important communication strategies.

Intrapersonal intelligence: expression of inner thoughts and feelings. There are various reflective activities in the book, for example, the Do you ..., and 'Can do' parts help students become more aware of themselves and discover their own world.

Musical intelligence: appreciation of rhythm and music. This intelligence runs almost parallel to linguistic intelligence, as Howard Gardner points out. Each unit of *English 1* contains at least one song as well as occasional rhymes and chants.

Bodily- kinesthetic: coordination and connection with the whole body. This is extremely important for the developing minds and bodies of younger learners, as there is a significant relationship between mental and physical activity. In *English 1* there are plenty of action songs and rhymes, which can develop bodily- kinesthetic intelligence at the same time as offering a change of rhythm and activity to the ever restless young students.

Logical- mathematical intelligence: problem solving and logical thought. There is a few activities for this intelligence in *English 1*. This kind of activity help develop logical reasoning and problem solving.

Visual- spatial intelligence: expression and understanding through the visual world. This intelligence is one of the key ways that children learn. They are very aware of the world around them and often think in pictures and images. This makes them creative and stimulates their imagination. In *English 1* there is a range of ways in which students' visual-spatial intelligence is supported and developed, for example the full-color illustrations in the Student's books, the coloring activities in the teacher's resource book.

Unit 6. Our world

Syllabus codes	Learning objectives	Activities	Resources
5.UE1	Use common singular nouns, plural nouns [plural 's'] and proper names to say what things are	Identifying seasons and talking about weather e.g. <i>Summer is hot. Winter is cold.</i>	Flashcards www.esl-kids.com

5.UE4	Use determiners a, the, this, these to indicate what/where something is	Focusing on determiner 'the' and using the words for nature <i>the sun, the moon, the stars, the sky, the grass.</i>	Prompt cards: <i>the sun, the moon, the stars, the clouds and the sky.</i>
5.UE7	Use <i>have got + noun</i> to describe and ask about possessions	Identifying farm animals. <i>Have you got a dog? Yes /No</i>	Bring in photos of animals. www.esl kids.com/flashcards /animals
5.L1	Understand a limited range of short, basic, supported instructions	Listening to the recording and repeating it Asking students to point the words and name the pictures after listening without recording	Recording of nature words e.g. <i>the sun, the clouds, the moon</i> etc. Two sets of cards Flashcards www.esl-kids.com
5.L3	Understand a limited range of short supported questions on general and curricular topics	Listening and repeating the questions and answers. e.g. <i>-Emma, have you got a dog? No. -Have you got a cat? Yes.</i>	Recording of the model questions and answers
5.L5	Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics	Listening to the recording and pointing at the right pictures and then saying the sentences. e.g. <i>Spring is windy.</i>	Recording of simple sentences with seasons.
5.L7	Understand very short supported songs, chants, stories and rhymes on a limited range of general and curricular topics	Drawing the sun, the moon, the grass in their notebooks and then listening and singing along the song	Animation song www.youtube.com. "What color is the sky..."
5.S3	Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines	Seeing the flashcards and answering " <i>What is this?</i> " <i>What color is the sun the moon the sky the grass?</i> " as a whole class	Flashcards www.esl-kids.com Posters with words: <i>the sun, the moon, the sky, the stars.</i> Poster with the questions
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges	Working in two groups. The summer group recites the first part, and the winter group recites the second part.	Asking and answering to find out someone <i>who has got a cat, a dog, a horse, a cow, a duck, a chicken, a pig.</i>
5.S7	Take turns when speaking with others in a limited range of short, basic exchanges	Working in pairs asking the question " <i>How's the weather?</i> " from each other showing the pictures.	Flashcards www.esl-kids.com
5.R1	Recognize, identify, sound, segment and blend phonemes in individual words	Memorizing the poem	Prompt poster with poem, key words
5.R3	Sight read high-frequency words	Sight reading <i>the sun, the moon, the stars, the sky, the grass</i>	Flashcards with related words
5.W2	Write familiar words to identify people, places and objects	Copying the familiar words into their notebooks	Example sentences
5.W4	Copy letters and familiar high frequency words and phrases correctly	Copying the animals names and filling in the missing letters	Worksheet: <i>-at, -og, -orse, -ow, -uck, -hicken, -ig.</i>
5.W6	Spell some familiar high-frequency words	Completing the spaces with the given words	Worksheet: <i>... is windy. ...is hot. ...is cold etc.</i>

	accurately during guided writing activities	
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Recommendation for teachers: *In this unit teachers should more focus on the classroom dynamics and noise during the activities*

Classroom dynamics: Try to move around the classroom while explaining or doing the activities, circulating among the students. In this way teachers create an atmosphere of confidence, of being in command and of being reachable to students. Moving around the classroom also enables teachers more effectively to guide and monitor students who may need more attention at times. Movement in the classroom tends to hold students attention better and makes the class more lively and dynamic.

- In the same method that it is a wonderful idea for teachers to move around, it is also advisable to move the students around occasionally. By periodically changing seats, teachers can help group dynamics and break up potentially disruptive students. For instance, weaker students could be put next to stronger ones, and more hardworking students next to disruptive ones. Students can benefit from working with learners they may not usually communicate with.
- When organizing pair or group work, teachers should ask students just move their chairs. For group work, students should bring chairs around one or two tables, allowing them an easy environment for discussion and written work. For pair work, students should position their two chairs to face each other. This allows a more realistic eye-to-eye communication relationship.

Noise: Some activities, especially those that involve students speaking and moving around the classroom will be able to generate lot of excitement. When students are excited, they can become noisy and may even use their first language to talk about or discuss some aspect of the activity. However, it may be difficult to get used to it at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. Regardless of which language students use, if they are sufficiently stimulated by an activity to want to talk about it, then this can only be interpreted as a positive response. At the end of the lesson teacher can check students' understanding by asking questions in English. For example:

-Title: *Twenty Questions for the Teacher* /Form: *Whole class*/

If there are twenty students in the class, get them to put their chairs in a circle. Then, ask each student to take a sheet of A4 paper and write the numbers from 1-20 down the left-hand margin and write a list of 20 questions to ask the teacher. Next to the number one (1) each student must write one question as illustrated below. When the student has written the first question, he/she passes the sheet to the person on the right, who in turn writes a different question after the number (2) two, and so on all around the circle, until every student has written 20 different questions. For example: 1. *What is your name?*

2. *Where do you come from?* 3. *Have you got a dog?* etc...

When the students are finished writing their questions, and their sheets have gone around the circle, and finally come back to their owners, then, the student may go around once more and ask the teacher any question that is listed on the sheet. Nobody should repeat a question that has already been used. First, the students will ask a question, then, the teacher will answer it. If there is any grammar mistake in the question, the teacher can correct it, repeating the question correctly and answering in clear and simple language that everyone can understand.

2nd term assessment

Domains	Criteria	Skills
Listening	Understand a limited range of short, basic supported classroom instructions Understand a limited range of short basic supported talk on a limited range of general and curricular topics	Recognize and choose correct words, phrases and simple sentences Listen and point the pictures

Speaking	Ask questions in order to find out about a limited range of personal information and classroom routines Use words and phrases to describe people and objects Take turns when speaking with others in a limited range of short basic exchanges	Name body parts, colors, clothes, animals, seasons and weather words and use them Describe what are people wearing within the learnt vocabulary Describe someone's appearance using few adjectives Ask and answer simple questions to describe a person or an object Understand and follow basic classroom instructions and simple TPR instructions Use key words and phrases to response
Learning strategies	Active involvement in classroom activities Try to use meaningful and understandable language in class Gain an experience to sight read and connect letters, words and short sentences	Understand simple TPR instructions and perform familiar instructions through activities Be able to work an mixed ability groups Sight read and write with accuracy Use mnemonic devices to learn simple songs and chants

Unit 7. Food

Syllabus codes	Learning objectives	Activities	Resources
5.UE3	Use imperative forms of common irregular verbs for basic commands, instructions	Looking at pictures of food items Memorizing what they see and after 2 minutes they draw in their notebooks what they remember.	Food pictures or flashcards and pencils to draw them Flashcards with words for sight reading Prompt cards with the expressions and flashcards of food Set of food pictures for each student / some cards with happy / sad faces on them
5.UE4	Use determiners a, the, this, these to indicate what/where something is	Answering the question: <i>What is it? It's an apple / a carrot.</i>	
5.UE9	Use common present simple forms [positive, negative, question] to give basic personal information	Asking and talking about preferences: <i>Do you like milk? Yes, I do / No, I don't.</i> Focusing on the structure <i>I like / I don't like</i> Expressing wants in pairs: <i>Do you want milk? I don't want milk. I want juice.</i>	
5.L1	Understand a limited range of short, basic, supported instructions	Listening and labeling the pictures by writing the words: <i>1.milk 2. ice cream</i>	Flashcards of the food items with words on them healthy and junk food
5.L7	Understand very short supported songs, chants, rhymes, and stories on a limited range of general and curricular topics	Listening and repeating a chant: <i>I like to eat...</i> Listening and learning the chant <i>Apples apples, I like apples...</i> Sorting foods into healthy and junk food box or bag	The chant should be printed out for each of the students to be sight read and repeated
5.S1	Respond to basic statements related to personal information	Telling what each person likes or dislikes. <i>E.g. Ben likes apples. He doesn't like bananas.</i>	Pictures to match
5.S5	Use words and phrases to describe people and objects	Asking the questions: <i>What do Misheel and Telmen like and dislike? What does Misheel like?</i>	Images of children and pictures or flashcards of some food
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges	Groups of 6 students are given a table of a set of food pictures or flashcards. Students in turns identify	A table of food pictures or flashcards www.eskidslab.com Flashcards with food items

		the objects. If they identify correctly, they keeps the item. The student who gets more cards becomes a winner. In pairs, talking about what they like and don't like. Playing a chain game: Students stand in 3 circles. The 1 st student says: <i>I want an apple</i> . The 2 nd student says: <i>I want an apple, a banana</i> .	Bring a food poster to stick or hang on the board, so that each student can sight read or remember the names of food
5.S7	Take turns when speaking with others in a limited range of short, basic exchanges	Playing a game: Flashcards with food items are faced down on the table. Student come in turns and pick up one card. They don't show the card to the others. Then mimes the image on the card. The rest of the class guess what he\she has: <i>Do you have ice cream?</i> If they guess the word correctly, next question will be <i>Do you like it</i> Playing a basket game as a whole class A teacher picks up a candy and says <i>Yummy</i> . Students say: <i>The teacher likes a candy</i> . When he says <i>Yuk</i> , students say <i>The teacher doesn't like a candy</i> .	Prepare some flashcards to assist students to choose the food names Flashcards with images of some food Bring a basket and 10 food items
5.R3	Sight read high-frequency words	Sight reading of learned food names and matching them to their pictures	Worksheet: prepare food names with pictures to match them <i>Yummy, yuk</i> - for sight reading
5.W2	Write familiar words to identify people, places and objects	Writing new food words	Worksheet: food words with pictures
5.W4	Copy letters and familiar high frequency words and phrases correctly		

Recommendation for teachers: All the recommendations and suggestions mentioned in the previous units will be used in unit 7. Furthermore the following approaches to teaching and learning will be important: The main methods and approaches to be used in grade 5 should be: the TPR, Audio-lingual Method, Direct Method and Whole Language Approach; and main techniques are pointing, guessing, repeating, drilling, miming, imitating, playing, acting, drawing, singing, chanting, substituting, making things, etc.

The student-centered curriculum should support students in learning how to learn and become independent, self-motivated, engaged, confident, responsible and reflective learners who will be able to use appropriate learning strategies.

Teachers are expected to nurture and develop these qualities through using a wide variety of individual, pair and group activities that include

- providing language input at text level, through stories, songs, chants, role-plays, poems and descriptions, so that learners are exposed to the whole language
- focusing on children's ability to communicate concepts and meanings by adopting a low profile approach to oral correction, using drilling and recasting in response to incorrect utterances

- selecting topics that are relevant and interesting to learners and making tasks meaningful and purposeful
- choosing tasks that tend to carry an embedded rather than an explicit language focus, so that they make sense from the students' perspective
- continuing to Recognize the importance of delivering content through a range of both print and digital media so as to support the development of student literacy in both print and digital communication genres

Unit 8. My home

Syllabus codes	Learning objectives	Activities	Resources
5.UE4	Use determiners <i>a, the, this, these</i> to indicate what/where something is	Naming rooms: <i>This is a bathroom.</i>	Flashcards or pictures of rooms with words for sight reading
5.UE5	Use interrogative pronouns <i>which, what, where</i> to ask basic questions	Describing room objects and possessions Building and practicing a short conversation: - <i>Can you see Ben?</i> - <i>Yes.</i> - <i>Where's he?</i> - <i>He's at the table.</i>	Pictures or flashcards of some room objects students need to learn
5.UE7	Use <i>have got+ noun</i> to describe and ask about possessions	- <i>Can you see a TV?</i> - <i>Yes. etc</i> Describing rooms and furniture using: <i>in, near, on, and under</i> E.g.: <i>TV is near the bed.</i>	Prepare a scene picture or room pictures
5.UE12	Use basic prepositions of location and position <i>at, in, near, next to, on</i> to describe where people and things are	Looking at pictures and telling who is in what rooms: <i>Dad is in the kitchen.</i> Telling where people are using basic prepositions of location: <i>at, near, on, under</i>	Pictures of people in the different rooms
5.L1	Understand a limited range of short supported classroom instructions	Listening, repeating, pointing at the rooms in the pictures And identifying locations of rooms	Pictures of rooms: <i>a living room, a bedroom, a bathroom, a kitchen</i>
5.L4	Understand the main points of short, supported talk on a limited range of general and curricular topics	Listening and answering from the listening: <i>What has Brad got?</i>	Pictures of related vocabulary
5.L5	Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics	Listening to the recording and pointing at the right pictures then saying the sentences	Recording of simple sentence with room objects
5.S1	Respond to basic statements related to personal information	In pairs, asking and answering about their homes: <i>Have you got a house? Have you got a living room?</i>	Picture or flashcard of the room
5.S5	Use words and phrases to describe people and objects	In pairs asking and answering: <i>What is it? It's a cupboard</i>	Pictures or flashcards above
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges	In groups, drawing and coloring their dream house and describing it to the group	Ask students to bring colored pencils and paper Pictures to identify differences
5.S7	Take turns when speaking with others in a limited	Playing a miming and guessing game. Guessing the	Prepare images of objects or people in different

5.R3	range of short, basic exchanges Sight read high-frequency words	miming and saying sentences where people are.	locations. www.eslkidslab.com
5.R4	Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them	Reading short sentences: <i>This is my living room. It's pink and blue.</i> Reading phrases: <i>in the bathroom, in the kitchen, near the bed etc</i>	Worksheet with a very simple text with pictures of rooms: <i>Read and point</i> Worksheet with pictures of rooms and people
5.W2	Write familiar words to identify people, places and objects	Copying very short sentences identifying rooms in their dream house: <i>This is my bedroom.</i>	Displaying students dream house above
5.W4	Copy letters and familiar high frequency words and phrases correctly	Copying new words and phrases	Prepare flashcards or pictures with the words and e.g: <i>I have got a ... He has got ('s got) a ...</i>

Recommendation for teachers: All the recommendations and suggestions mentioned in the previous units will be used in this unit. Furthermore the following approaches to be used mainly in grade 5. **TPR** is an excellent method for young/beginning teachers to learn, as TPR lessons are generally a lot of fun, and the techniques involved are relatively simple. As with any other method or technique style, overdoing it will eventually create boredom. Feeling that you are moving in circles is not enjoyable for students or teachers; nor is it the most-effective way to inspire young language learners.

Some key features of the Total Physical Response (TPR):

1. Teachers direct and students act in response: *'the instructor is the director of a stage play in which the students are the actors'* (Asher 1977, p.43).
2. Listening and physical response skills are emphasized over oral production.
3. Teachers draw on the imperative mood to promote learning.
4. Whenever possible, humor is used to make learning more enjoyable and interactive. For instance, the teacher can ask for volunteers, but should not set-out to humiliate or embarrass 'weaker' learners.
5. Grammar and vocabulary are emphasized more than other areas of language. Spoken language is prioritized over written language at this point.

This approach is effectively modelled through the process of teaching students 'classroom commands'

Classroom techniques, adapted from Larsen-Freeman, 2000
<ol style="list-style-type: none"> 1. <i>Use of commands to direct behavior:</i> the use of commands requiring physical actions from the students in response is the major teaching technique 2. <i>Role-reversal:</i> students direct the teacher and fellow learners 3. <i>Action Sequencing:</i> teachers are given interconnected directions which create a sequence of actions [also called an "operation"] - as students progress in proficiency, more and more commands are added to the action sequence. Most everyday activities can be broken down into a sequence of actions

3rd term summative assessment

Domains	Criteria	Skills
Listening	Understand a limited range of short, basic supported classroom instructions Understand a limited range of short basic supported talk on a limited range of general and curricular topics	Listen and number the pictures Listen and point the items Recognize and choose correct words, phrases and simple sentences

Speaking	Ask questions in order to find out about a limited range of personal information and classroom routines Use words and phrases to describe people and objects Take turns when speaking with others in a limited range of short basic exchanges	Look and say items Name some food, rooms, furniture and use them Say likes / dislikes, wants for food Identify rooms in a house Ask and answer simple questions to say location of a person and household objects Use key words and phrases to response to answers and instructions
Learning strategies	Use the confidence and experience in the previous terms Contribute in class projects Extend an experience to sight read and write	Recognize and share own learning experiences with others Understand simple TPR instructions and do projects and display work in class Sight read and write familiar words, phrases and sentences with confidence Use guided speaking patterns

Unit 9. Everyday activities

Syllabus codes	Learning objectives	Activities	Resources
5.UE2	Use numbers to count	Practicing counting up and down from 1 – 12, using different finger gestures	Flashcard with numbers 1-12
5.UE5	Use interrogative pronouns which, what, where to ask basic questions	Asking and telling the time	Realia (clock)
5.UE9	Use common present simple forms [positive, negative, question] to give basic personal information	Talking about everyday activities, using action verbs; <i>get up, have breakfast, go to school, have lunch, do homework, watch TV, go to bed</i>	Flashcards of actions with everyday activities
5.UE12	Use prepositions of time on, in to talk about days and time	Talking about days with the preposition 'On'	Worksheet with days and activities
5.L1	Understand a limited range of short, basic, supported instructions	Describing weekend activities Looking at the pictures of the clocks and listening to the tape-script carefully to the expressions Listening to the new language patterns with the use of weekdays and repeating them.	Sheets of cardboard paper, scissors and colored pins. Prompt cards with everyday activities
5.S5	Use words and phrases to describe people and objects	Pointing at the pictures and saying the clocks at random	Visuals with clocks
5.S6	Use suitable words and phrases while working in pair, group and whole class exchanges	Making the clock and setting the time according to teacher's command Making sentences in pairs, and then tell the whole class pair by pair. Before starting give an example like <i>I get up at 6 o'clock.</i> Playing game 'Charades' and others guessing what they do A volunteer in the middle of the circle and telling her/him to mime one of the everyday	Clocks by students' Sight reading worksheet Four or five pictures or photos. Each picture shows daily activities taught in this lesson. A ball

		activities. Other students guess and say "I get-up at 6" Playing a ball game. Catching up the ball and naming the weekdays A volunteer demonstrating the activity and rest of them saying sentences Playing in groups and whispering the word to the next person and that person mimes what he/she has heard	
5.R4	Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them	Sight reading simple sentences Sight reading simple sentences	Worksheets with simple sentences
5.R5	Use a simple picture dictionary with support		
5.W6	Spell some familiar high-frequency words accurately during guided writing activities	Make up and write short sentences	Worksheets with everyday activities

Recommendation for teachers: All the recommendations and suggestions mentioned in the previous units will be used in unit 9. Furthermore the following approaches to be used mainly in grade 5. **The Audio-lingual Approach** was to create communicative competence in learners. However, according to this tradition, it was thought that the most-effective way to do this was for students to 'over-learn' (or learn by rote) the language being studied through extensive repetition and a variety of elaborate drills. The idea was to systematically transfer the linguistic patterns of the language into the minds of the learners in a way that made responses automatic and *habitual*.

Here are some of the key features of the *Audio-lingual Approach* to language teaching, adapted from Prator and Celce-Murcia (1979).

1. New materials are presented in dialogic form.
2. There is dependence on mimicry, memorisation of sets of phrases, and teacher-directed, rote-learning of words which often belong to a word family.
3. Structures are taught, one at a time. Words and concepts are thus typically taught in a *de-contextualized* manner.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation provided. Grammar is taught through inductive analogy, rather than deductive reasoning.
6. Vocabulary is strictly-limited and learned in context of a linguistic framework.
7. Tapes and language laboratories are used, with great importance attached to pronunciation.
8. Successful responses are immediately reinforced.
9. There is great effort by students to produce error-free utterances (which can induce anxiety).

Larsen-Freeman, in '*Techniques and Principles in Language Teaching*' (1986) provides an expanded description of some common activities which are closely associated with the Audio-Lingual approach.

Audio-linguistic-style learning activities cited in Larsen-Freeman, 2000.

- Dialogue memorisation
- Backward build-up (expansion drills)
- Repetition drills (focus on accuracy and speed)
- Chain drills
- Single-Slot substitution drills
- Multiple-slot substitution drills
- Transformation drills
- Question-and-answer drills
- Contrasting pairs of words
- Complete the dialog (gap-filling)
- Grammar games (contextualised learning of points about grammar)

Drills of the audio-lingual tradition can be adapted and used in combination with effective error correction techniques to create an approach that is sensitive to affective factors, and can be followed-up with techniques designed to create more independent experimentation and application.

Unit 10. Having fun

Syllabus codes	Learning objectives	Activities	Resources
5.UE5	Use interrogative pronouns who, what, where to ask basic questions	Asking each other <i>Wh</i> questions	Prompt questions: e.g <i>Who is this? What's his / her names? What is he wearing? What is he doing? What does he like? etc.</i>
5.L4	Understand the main points of short, supported talk on a limited range of general and curricular topics	Looking at the posters and listening the description about them.	Posters and recording of description
5.L5	Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics	Playing a game 'Whisper line'. Working in groups, drawing favorite heroes or heroines. Presenting their pictures and describing them.	A sheet of paper and some pencils or markers for each group. www.youtube.com/children's song/'Bingo' Recording of the story and pictures about it.
5.L7	Understand very short supported narratives on a limited range of general and curricular topics	Listening to and singing along with the song "Bingo" and performing actions Listening to the story and putting the pictures in the correct order.	
5.S2	Ask questions in order to find out about a limited range of personal information and classroom routines	One by one pointing at a picture then others making question and asking. e.g. <i>Do you like cake?</i> If the students answer "yes" he sits down. Then invites other students	Different pictures or flashcards to display on the board, or project images
5.S3	Use a limited range of basic words, phrases and sentences related to classroom objects, and activities	Playing a station game and naming and describing words as well as doing the activity while the music plays	Balloons, posters, or students' drawings for decorating a classroom, good music for activities
5.S5	Use words and phrases to describe people and objects	Demonstrating the posters Singing songs and chanting	Chant recording
5.S6	Use suitable words and phrases while working pair,	Working in teams asking and answering the questions in competition	A set of flashcards with questions Flashcards with different images A bingo chart

	group and whole class exchanges	Playing <i>Wake up, Bingo and Board</i> games individually and in groups Assessing the poster using the rubric Talking about the posters and assessing them in groups. Choosing the best posters. Presenting the stories to the whole class one by one.	with 9 griddles / board and 4-5 ankle bones A sample rubric to use in your class A sample rubric to use in your class.
5.S7	Take turns when speaking with others in a limited range of short, basic exchanges	Looking at photos and make as many questions as possible Telling the stories to each other and asking questions.	Flashcards for speaking
5.R2	Recognize, identify and sound familiar words and sentences with support	Sight reading the words and sentences while playing games Reading the words and sentences while doing different activities.	
5.R4	Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics	Sight reading other groups' descriptions, the rubric and assessing the poster. Sight reading the posters	Printed rubric for every student Displayed posters by groups
5.R5	Use a simple picture dictionary with support		
5.W2	Write familiar words to identify people, places and objects	Making up a poster about what they have learned throughout the book. Getting them choose the topic from their book Making up a story by writing and drawing.	Asking students to bring paper, glue, scissors and craft materials. Prompt pictures and crayons and markers
5.W6	Spell some familiar high-frequency words accurately during guided writing activities	Writing simple sentences for their descriptions	Image of people / word cards

Recommendation for teachers: All the recommendations and suggestions mentioned in the previous units will be used in unit 10. The following expressions that are used in the classroom are also necessary for teachers

Classroom language

<p>In the beginning: Come to the front of the class. Stand by your desks. Put your hands up. Put your hands down. Hold your books/pens up. Show me your pencil. Who is absent today? Who isn't here today? What's the matter with today? What's wrong with Jim today? Why were you absent last/on Friday?</p>	<p>During the lesson: Pay attention, everybody. You need pencils/rulers. We'll learn how to... Are you ready? Open your books at page... Turn to page... Look at activity five. Repeat after me. Again, please. Everybody... You have five minutes to do this. Who's next? Like this, not like that.</p>	<p>At the end: It's time to finish. Have you finished? Let's stop now. Stop now. Let's check the answers. Any questions? Collect your work please. Pack up your books. Are your desks tidy? Don't forget to bring your ... tomorrow.</p>
<p>Instructions: First Next After that</p>	<p>Comprehension language: Are you ready? Are you with me? Are you OK?</p>	<p>Classroom management: Make groups of four. Turn your desks around. Make a circle with your desks.</p>

Then Finally	OK so far? Do you get it? Do you understand? Do you follow me? What did you say? One more time, please. Say it again, please. I don't understand. I don't get it. Like this? Is this OK?	Make a line of desks facing each other. Sit back to back. Find a partner. Work in groups of two/three/four. Can you join the other group? Everybody work individually. Work by yourselves. Work independently. Ask your neighbor for help.
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4th term summative assessment

Domains	Criteria	Skills
Listening	Understand a limited range of short, basic supported classroom instructions Understand the main points of short supported talk on a limited range of general and curricular topics Understand a limited range of short basic supported talk on a limited range of general and curricular topics	Listen and number the pictures Listen and point the items Recognize and choose correct words, phrases and sentences Listen to others questions and response them to answer their questions while working together Listen to the story and understanding and put the pictures in the correct order.
Speaking	Make and respond to basic statements related to personal information Take turns when speaking with others in a limited range of short basic exchanges Contribute suitable words and phrases to pair, group and whole class exchanges	Identify and name items, days of week and actions in the pictures and flashcards Tell the time Talk about every day, weekday and weekend activities Use <i>on</i> , <i>at</i> as prepositions of time Explain own posters Describe scene pictures
Learning strategies	Use the confidence and experience in spontaneous speaking Contribute in class projects, activities Share own experiences and learn from others Assess each other's in an appropriate way	Recognize and use language patterns Keep time management to make posters and other projects Sight read and write familiar words, phrases and sentences with confidence Keep scores and give points to others work Help others and ask others if it is necessary Volunteer to ask and answer questions and demonstrate in front of the class