

英语

开 心 学 英 语

FRIENDS WITH ENGLISH

教师用书
Teacher's Book

(三年级起始用)
六年级 下册

8

广东省教育厅教学教材研究室 合编
培生教育出版北亚洲有限公司

广东人民出版社

黄秀萍 黄志红
Masako Hiraki • Stanton Procter
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说 明

《英语》(开心学英语) Friends with English 是在培生教育出版北亚洲有限公司 2001 年最新出版的小学英语教材 Gogo Loves English 的基础上, 根据 2001 年教育部颁布的《英语课程标准(实验稿)》中课程改革的新理念和教学目标要求, 由广东省教育厅教学教材研究室与培生教育出版北亚洲有限公司合作编写而成。全套教材共 8 册, 每学期 1 册, 适用于小学 3~6 年级。

每册教材由以下部分组成:

- 学生用书
- 活动手册
- 录音磁带 (含学生用书和活动手册内容)
- 书写本
- 教师用书
- 图画卡片
- 教学挂图
- 投影片

本书为教师用书第 8 册, 供 6 年级第 2 学期使用。

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教材整体介绍

《英语》(开心学英语) *Friends with English* 是在培生教育出版北亚洲有限公司 2001 年最新出版的小学英语教材 *Gogo Loves English* 的基础上, 根据 2001 年教育部颁发的《英语课程标准(实验稿)》中课程改革的新理念和教学目标要求, 由广东省教育厅教学教材研究室与培生教育出版北亚洲有限公司合作编写而成。全套教材共 8 册, 每学期 1 册, 适用于小学 3-6 年级。

一、教学目的

这套教材的教学目的是使学生通过学习这门课程激发起学习英语的浓厚兴趣, 培养他们学习英语的积极态度, 使他们树立起学习英语的自信心, 形成初步的英语语感, 打好语音、语调基础, 帮助他们具备初步的用英语进行交流的能力。同时让学生了解中西方文化的差异, 培养爱国主义精神和世界意识, 为他们升入初中后进一步学习英语打好基础。

二、教材编写指导思想

- 根据小学生生理、心理和语言学习的特点, 把激发和培养小学生学习英语的浓厚兴趣、树立学习英语的自信心、保持积极的学习态度作为首要任务;
- 从技能、知识、情感、策略和文化五个方面同时切入, 培养学生综合运用外语的能力和素养, 把英语教育作为公民素质教育的重要组成部分;
- 选取少年儿童所熟悉、喜爱的话题和内容, 从有趣的故事场景导入和呈现新学的语言, 同时自然渗透其他学科的知识、生活科学常识和跨文化知识;
- 创设适合学生心理特征和认知发展模式(模仿/感知——联想/理解——初步运用)的各种不同类型的活动形式, 使学生通过感受、实践、参与、合作和交流体验学习的全过程和成功的喜悦;
- 除为学生提供图文并茂的文字材料外, 还发展音像、课件以及网络等多种媒体的教与学的资源, 以促进英语教育和信息技术教育的整合;
- 充分考虑中小学英语教育的衔接和发展, 整体设计教材, 并根据各阶段学生年龄特征和认知需求, 合理科学地安排教学内容、活动形式和教学方法, 对不同阶段有不同的侧重点和目标要求。

三、教材主要特色

- 为了使英语学习成为轻松有趣的经历, 让小学生在轻松愉快的环境中学习英语, 教材设计了一个来自另一星球的可爱的小生物 Gogo。Gogo 具有淘气、好奇、好学和善良的性格。书本内容围绕 Gogo 和它的朋友 Tony、Jenny 的各种奇妙的冒险经历展开, 这个过程也是 Gogo 和小学生们共同学习英语的过程。教材通过设计 Gogo 与学生们一起长大, 一起学英语, 一起认识世界, 使学生的学习兴趣 and 动机得以激发, 智力得以发展, 情感得以熏陶。
- 每课新的语言都是通过饶有趣味的连环画式的短小故事自然呈现, 学生在渴望了解故事内容的同时不知不觉地加深对所学语言的理解和记忆, 并感受到阅读的乐趣, 逐渐养成通过阅读学习的习惯。教材还通过设计比较真实的情景和活泼的歌曲或童谣, 使学生在有交际意义的对话活动中和玩乐中熟练和运用所学的重点句子和词汇。
- 突出以学生为主体、以人为本的精神。教材充分考虑学生个体学习能力和学习习惯的差异, 设计了符合各种学习模式的练习活动, 如讲故事和听力游戏适合听说能力强的学生, 拼字、拼卡片游戏以及记忆游戏适合逻辑推理能力强的学生, 故事中精美幽默的绘画以及听指令画画、涂颜色等活动有利于善于通过视觉学习的学生, 以动作或手势进行的字谜游戏、角色扮演以及 TPR 活动适合好动爱表演的学生, 各种的歌谣、歌曲有助于音乐感强的学生学习, 喜欢交际的学生会对教材设计的各种对子活动、小组活动、问卷调查和访问活动感兴趣。
- 教材充分考虑到小学阶段英语学习打好语音语调基础的重要性, 从 1-8 册设计了一个不断循环拓展的语音语调训练系统, 所设计的活动完全摒弃以往的那种语音知识讲解和硬背的记忆方式, 而是通过听音模仿、看图画和认读含该音素的单词三者的配合, 使学生的视觉和听觉同时受到刺激, 与所发的语音产生联想, 教材还配以充满童趣的有节奏的歌谣或小诗歌让学生模仿朗读, 使学生所学语音得到强化和巩固, 有利于学生形成自然的语感。
- 教材信息输入量较大, 特别是让学生接触的单词比较多, 但语言学习的进度经过精心设计, 上升的坡度比较缓慢, 对学生掌握语言的要求适中, 而且不同阶段分层要求, 使学生既有较大的语言接触量, 又不会因负担过重而失去自信心, 而对于能力强的学生和班级, 他们的发展就有了空间。

- 语言是文化的载体,传递着文化的信息。本套教材除在课文内容中反映出英语国家的习俗、生活方式和社会文化、思维方式外,每一册书还特意安排两个文化单元以开拓学生的视野。文化单元以话题的方式重点介绍包括中国在内的各国文化,如户外体育、文娱爱好、食品、动物、服装、家居设置、气候、假日活动、典型的地理环境和国家重要标志建筑物等,以帮助学生认识、理解、学会包容和欣赏域外文化,并加深对自己民族文化的理解,更热爱自己的祖国。
- 考虑到不同层次学生的需要,教材内容的安排具有弹性和灵活性。每册书安排了3个奖励单元。奖励单元安排的内容富有创意和想象力,提供了多种活动让学生有更多的机会表现他们所学的英语。

四、教材概述

全套教材共8册,每册由以下部分组成:

学生用书

活动手册

录音磁带

书写本

教师用书

图画卡片(教师用)

教学挂图

投影片

1. 学生用书

学生用书是教材的核心部分,采用国内16开本。全书配有符合儿童审美观的彩色卡通插图,色彩鲜艳,插图精美、生动活泼,版面设计清晰、悦目、大方。

每册书有12个核心单元,包含3个复习单元,对学生定期进行复习和评估。每册书的开始设计了一个Do you know...?单元,用于复习前一册书所学内容。在12个核心单元后面安排了2个文化单元(Culture Unit),以话题的形式介绍各国文化,选择与学生日常生活密切的以及与本册教学内容相关的题材,利用学过的句型学习新的单词。在文化单元后还有3个奖励单元,作为可供选择的的教学内容,也可视作机动的复习单元,教师可根据自己班级的具体情况灵活处理。(见xiii, xiv页本册教学大纲)

每个核心单元内容的设计如下:

对话	通过有趣的故事情景学习语言。
词汇	学习本单元重点单词。
目标语言	以情景对话形式操练本单元主要句型。
练习1	听力练习,提高学生听和理解的能力。答案是封闭式的。
练习2	问答对话练习,进一步熟练和运用本单元的主要问答句型。答案是开放式的。
歌曲/歌谣	韵律节奏练习,通过说唱的形式熟练和巩固所学语言。
活动1	读写练习,进一步理解、认读或书写本单元所学词汇或句型。
活动2	通过交际性语言活动提高学生灵活运用语言的能力。
语音和单词	语音学习。通过听、模仿、说唱歌谣、游戏等活动,学习与字母或字母组合有关的音素和单词。

2. 活动手册

活动手册与学生用书一样为16开本,双色印刷。每册有12个单元,与学生用书中的核心单元同步。内容包括一系列听读练习,如看图完成句子、句子配对,看图说单词或句子、听歌识别图画和句子,看图选择答句、辨认音素等各种趣味练习,既有单项的练习,也有综合的练习,旨在帮助学生巩固对语音、单词和目标语言的理解、认读和记忆以及提高他们听说读写的能力。每单元中的单词卡片可以剪下来供课堂上的各种词汇练习、游戏活动和课外复习时用。本书后还附有许多配图活页材料,供学生在各种拓展性学习活动中使用。

3. 书写本

书写本与活动手册一样为16开本,黑白印刷。每册有12个单元,与学生用书中的核心单元同步。本书通过大量有趣的看图写单词、看图完成句子等练习,逐步加强学生书写方面的训练,为下一步独立写句子打下良好的基础。

4. 教师用书

教师用书是大16开黑白本。为满足不同教师的需要,本书以中英文对照的方式排版,方便教师使用。教师用书的内容包括对教材的整体介绍(包括教学目的、教材编写指导思想、教材主要特色、教材概述、本册各单元的内容安排(Syllabus)、课时安排建议、给教师的建议和活动教学方法介绍等);8册书听说读写技能的目标要求(Skills Objectives)(见xi页);分单元教学建议。

分单元教学建议的设计有别于其他教师用书常用的课时教学建议,它是按照各单元教学内容的不同模块提出教学步骤建议,让教师有更多的灵活性。每个模块的教学建议分热身活动、新课呈现、延展活动、灵活选用的活动以及活动手册中学生卡的使用方法等,教学步骤简单明了,提供的活动形式丰富多样,可操作性强。书后还附有阶段性测试题、教师评估表、奖励证书、活动手册的练习答案和听力练习的文字材料。

5. 图画卡片(教师用)

供课堂教学使用的这些卡片为16开本,正面是彩图,反面是单词。卡片图画形象活泼可爱,制作精美,非常吸引学生。每单元的教学建议中提供了使用这些卡片的方法。

6. 录音磁带

每册书配有两盒录音磁带,每个单元学生用书内容后面接活动手册的内容,以适合教学实际安排。学生用书的录音主要包括对话、词汇、目标语言、歌曲、歌谣、语音和单词、听力练习等,活动手册的录音主要包括听话圈图,听话圈词,听歌填词。全部录音均由外籍教师和儿童根据书中角色的性格特点配音,语音准确清晰,并有配合情景的背景声音,使人感觉形象、生动。

Gogo Loves English 原书配有专门的网站:

www.GogolovesEnglish.com 能为广大师生提供教与学的资源,教师可在 *Gogo Teachers' Club* 中交流教学的经验和心得,获得新的思路,学生也可在该网站上找到有趣的游戏活动来操练他们的英语。

五、课时安排建议

教师应根据自己班级的具体情况灵活安排教学进度。建议 *Do you know ...?* 单元用一个课时,核心单元用三至四个课时,复习单元用一个课时,文化单元用两个课时,奖励单元用一个课时,每册教完大约需用四十八个课时。延展活动、灵活选用的活动和活动手册中的学生卡活动,只供参考使用,教师可做适当的增减。

六、给教师的几点建议

- 要求学生说或做之前,教师应先做好示范。
- 为使课堂生动活泼,教师应尽量使用幽默、夸张的手势、声音和各种身体语言。
- 尽量使用视听媒体和实物以帮助学生理解。
- 对学生课堂上的表现,要做出积极的反馈。纠错要温和中肯,并及时给予鼓励。
- 运用多种活动方式。如果学生有厌倦的表现,即变换另外一种活动。
- 如果学生注意力不集中,可以让他们做做深呼吸、玩游戏或者唱唱歌,以此改变授课的节奏,重新吸引他们的注意力,使他们再次活跃起来。
- 如果班级人数较多,可以先让一些学生出来做示范。然后让学生结成对子或分小组活动。
- 尽量让每个学生都能获得机会上讲台做示范。
- 教师在给学生分组的时候,应注意根据学生情况搭配和调整学生的组合。
- 鼓励学生积极参与各种活动和游戏,可能的话,让学生自己主持活动。
- 记分的时候,多记得分,少记失分。

七、基本的课堂用语

教师应根据需要,在使用课堂用语时配合相应的手势。以下是供参考的课堂用语和手势。

- Stand up: 双手抬起。
- Sit down: 双手放下。
- Raise your hand: 一只手举起。
- Everyone together: 用手在空中画个大圈。
- Very good/excellent: 竖起大拇指或者鼓掌。
- Listen: 食指指着自己的耳朵。
- Look: 食指指着自己的眼睛。
- Point: 食指高举在空中。
- Repeat: 用手画一个小圆圈。
- Say: 指着自己的嘴。
- Sing/chant: 手像指挥家一样在空中摆动。
- Draw: 在空中做画画的动作。
- Count: 先举起一个手指,然后两个,三个。

八、活动教学方法介绍

所有这些活动可以根据需要作改动,适用于全书不同水平词汇和技能的练习。

搜罗问题

列出一些学生可以回答的问题,重点放在最近新教的语言上。问题的内容可以是有关教室或学校里的事物,或者是关于同班同学的一些简单问题,例如: *What color is the door of the teacher's office? Who is the oldest student in the class? Which is the tallest building in our city?* 把学生分成小队活动,可以让学生直接凭记忆回答问题,也可以让他们先环视四周或者与其他同学讨论得到答案后再回答。

数卡片

做一大套卡片,上面分别写从 0 到 6 的数字。把学生分成小队,给每队分一叠卡片。然后教师向每队提问题,如果学生回答正确,该队就从那叠卡片中取一张。学生不要看卡片上的数字,只把获得的卡片面朝下迭放成一叠。到游戏结束时,各队把卡片上的数字加起来,获得数字最大的一队获胜。

写句比赛

从正在教的那个单元中选出一些句子写在纸上,把每个句子按单词分剪成小纸片。把学生结对或分成小组,给每对/每组安排一个数字编号,并把这些数字编号写在黑板上。然后给每对/每组分一些小纸片,目的是让他们重新组句。分到纸片的对子/小组先不要开始,直到教师给每对/每组都分完纸片后才一起开始。各对/各组根据分到的纸片排列句子,当他们知道是什么句子后,就马上到黑板上自己那组的数字编号下面写出该句,教师可奖励头三名写出正确句子的对子/小组。

击败教师

做一大套空白卡片,数一数卡片的数目,把这个数目除以 2 再加 5 便是教师要向学生提问题的数目。用这方法确定问题的数目是要让学生在公平的情况下有机会获胜。把卡片均分给学生,教师手上再没有卡片。教师开始向学生分别提问,如果某个学生回答正确,便把自己的一张卡片交给教师。教师按确定的数目提问完后,数数所得的卡片。如果学生所持的卡片比教师的少,那么学生获胜,相反的话,教师获胜。

拼单词比赛

把所学单元中的新单词写在黑板上或用投影仪展示出来。给学生一点时间认记这些单词。然后教师选一个单词并开始拼读它。教师一边拼读每个字母一边顺着一行指点

学生。拼读到最后一个字母时指点到的学生要站起来,选另一个单词,并像教师那样一边拼读字母,一边接着指点本行下一个学生,一行点完后接着点下一行。如果学生拼错了,就要用教师挑选的另一个单词重新拼读。游戏继续直到很多学生都获得拼读新单词的机会。

是对还是错

在黑板上写十个句子,给学生几分钟时间读这些句子。句子内容最好是彼此有关联的或者与学生熟悉的或感兴趣的事情有关。句子应集中表现学生最近新学的语言,例如: *Our school is across from the park.* 教师在纸上保留这些句子,擦去黑板上的句子,然后说一些与被擦去的句子有关联的话,例如: *Where's the park? It's across from our school.* 学生要根据原来黑板上句子的意思,判断教师所说的话是对还是错。

问题与答案配对

做一套卡片,在其中一半卡片上面写问题,在另一半卡片上面写答案,把卡片按问题和答案分放两堆。把学生分成小组,分给每个小组一些问题卡和答案卡,使每个学生都有一张卡片。让学生先看一下自己卡片上的文字,但不要相互交换看。然后学生轮流读出卡片上的问题,认为自己有该问题答案的学生读出卡片上的答案,如果答案正确,该小组可获得两分,否则,只能获得一分。游戏继续直到所有的学生都为手中的问题或答案找到配对。

挑战记忆

使用或自己制作六到八张图画卡片,图画内容选自刚刚教过的单元。把全部卡片背面朝外贴在黑板上,然后逐张卡片翻开给学生看,要学生尽量记住卡片上的内容,每张卡片只让学生看几秒钟就盖上。全部卡片看完后,教师开始提问学生有关卡片上的内容。开始时提一些较为简单的问题,然后逐渐增加所提问题的难度,例如: *Did the boy miss the bus? What color was the bus? What was the number on the bus?*

九、本教材所使用的缩略语

SB	学生用书
WB	活动手册
TB	教师用书
2X	两次
Ss	学生
T	教师
S1, S2	学生 1, 学生 2, 等等。

六、给教师的几点建议

本册教材在编写过程中，力求做到既注重基础知识的传授，又注重学生能力的培养。在教学方法上，力求做到既注重教师的讲解，又注重学生的参与。在评价方式上，力求做到既注重学生的学业成绩，又注重学生的综合素养。

在教学过程中，教师应根据学生的实际情况，灵活调整教学内容和教学方法。同时，教师还应注重学生的个体差异，做到因材施教。此外，教师还应注重学生的合作学习和探究学习，培养学生的团队协作能力和创新精神。

在评价方面，教师应采用多元化的评价方式，包括课堂表现、作业完成情况、单元测试、期末考试等。同时，教师还应注重学生的自我评价和同伴评价，培养学生的自我反思能力和评价能力。

在资源利用方面，教师应充分利用教材提供的资源，如图片、音频、视频等。同时，教师还应鼓励学生利用课外资源，如网络、图书馆等，进行自主学习和探究。此外，教师还应注重与家长的沟通与合作，共同促进学生的成长。

在教师自身发展方面，教师应不断学习和更新知识，提高自身的专业素养和教学能力。同时，教师还应注重与同行交流和合作，共同提高教学水平。此外，教师还应注重自身的心理健康和职业幸福感，保持良好的工作状态。

在教材使用方面，教师应根据教材的编写意图，合理选择和安排教学内容。同时，教师还应注重教材的更新和补充，确保教学内容的时效性和准确性。此外，教师还应注重教材的反馈和评价，不断改进教材使用效果。

在教学方法方面，教师应采用多样化的教学方法，如讲授法、讨论法、案例分析法等。同时，教师还应注重教学过程的互动性和参与性，激发学生的学习兴趣和积极性。此外，教师还应注重教学过程的反思和改进，提高教学质量和效率。

在评价标准方面，教师应根据课程标准和教材要求，制定合理的评价标准。同时，教师还应注重评价的公平性和客观性，避免主观偏见和歧视。此外，教师还应注重评价的激励和导向作用，引导学生树立正确的学习态度和价值观。

在教材资源方面，教师应充分利用教材提供的资源，如图片、音频、视频等。同时，教师还应鼓励学生利用课外资源，如网络、图书馆等，进行自主学习和探究。此外，教师还应注重与家长的沟通与合作，共同促进学生的成长。

Introduction

Friends with English is a course adapted from a very popular English Language Teaching series called *Gogo Loves English*, published by Pearson Education North Asia Ltd. in 2001. The course is jointly adapted by Guangdong Education Bureau Teaching and Research Institute and Pearson Education North Asia Ltd., based on the requirements set in the new English Curriculum (Piloting Edition) 2001. The course is divided into 8 levels catering for students from Grade 3 to Grade 6.

1 Teaching aims

Friends with English aims to stimulate students' interest in learning English and foster positive English learning experiences. The course aims to build up students' confidence in their English abilities and to develop a good foundation in pronunciation and intonation. *Friends with English* also helps students to understand cultural differences between the East and the West and to prepare them for learning English in secondary schools.

2 Underlying principles

- The primary objective of the course is to help students develop a positive attitude towards learning English. The course aims to arouse students' interest in learning English and to build up their confidence in using English.
- A wholistic approach which incorporates skills building, knowledge building, learning strategies, emotional awareness and cultural awareness, is applied in this course to develop the students' abilities and also to make English learning an important part of civic education.
- Careful attention has been given to select topics and content which are of interest to students. New target language items are introduced through fun and colorfully illustrated, interesting stories. Other interdisciplinary and inter-cultural knowledge is also taught throughout the course.
- A variety of activities are designed to suit the psychological and cognitive development of primary students, i.e. imitating/feeling — associating/understanding — producing. Through feeling, practicing, participating, cooperating and communicating, students are able to experience the whole process of learning and the joy of success.

- Apart from the colorfully illustrated print materials, the course is comprised of a range of multi-media teacher and student resource packages, including audio and visual materials, software and web sites.
- Great attention has also been paid to bridge primary and secondary English teaching requirements so that the course is designed as a complete series in terms of progression. The language syllabus of the course, together with its activity types and teaching methodology, is appropriately arranged to cater for the characteristics and cognitive needs of students at different ages.

3 Main features

- To make English learning an enjoyable experience, *Friends with English* features a character called Gogo. Gogo is a lovable creature from another world, who is mischievous, curious, kind and eager to learn. The series centers around Gogo and moves through Gogo's adventures with his friends Tony and Jenny. During these adventures, Gogo learns English, so do the primary students. Throughout the course, Gogo and the students grow up together, learn English together and learn about the world together. Thus, the course motivates students to learn and helps them in their intellectual development.
- New language items are presented in natural contexts in the fun opening stories. Students can better understand and memorize the target language as they follow the contents of the stories. They experience the fun of reading, which helps them develop the habit of learning through reading. Near authentic contexts as well as lively songs and chants are created for students to practice target structures and vocabulary in meaningful and communicative activities and games.
- The course is student-centered, catering for students with different learning styles and abilities. Stories and listening games are designed for *auditory* students while puzzles, card games and memory games are designed for *logical* students. Colorful pictures and coloring activities help *visual* students, whereas role-plays and TPR activities suit *kinesthetic* learners. Songs and chants help *musical* students and pair work, group projects and interviewing activities are designed to attract *interpersonal* types of learners.
- The course lays a good foundation for pronunciation and intonation, which is an essential part of English learning at the primary level. The spiral training

system throughout Books 1–8 contrasts with the traditional rote-learning approach. Instead, students learn through mimicking, and looking at words containing the target phonemes and their corresponding pictures. This provides students with both visual and audio stimulation. The songs and chants in each unit help reinforce the phonemes students have learnt and help them develop a feel for language in an enjoyable way.

- The course has a great amount of information input and students are exposed to a wide range of vocabulary. However, it maintains a strictly controlled and smooth language progression. The requirements are appropriate and varied at different stages so that students can be exposed to a great variety of language without being overburdened and thus losing confidence. At the same time, more able students and classes are provided with enough room to explore more learning opportunities.
- Language is the carrier of culture, transmitting cultural information. Cultural elements can be found in the Main Units, including customs, life styles, social behavior and attitudes. In addition, there are two Culture Units in each book, which aim to broaden students' vision. The Culture Units cover a variety of topics including sports, recreational activities, food, animals, clothing, household arrangements, climates, holiday activities, typical geographical features and national landmarks. They introduce cultures all over the world including that of China's. This helps students to recognize, understand, tolerate and appreciate foreign cultures. At the same time, students develop a better understanding of their home culture and patriotism is promoted.
- The course is flexible in the sense that it meets different requirements of various levels of students. There are 3 Bonus Units in every book, each featuring imaginative and colorful artwork. These Bonus Units provide students with further opportunities to reproduce what they have learnt in the Main Units.

4 Overview

The eight-level course has the following components for each term:

- Student's Book
- Workbook
- Cassette
- Writing Book
- Teacher's Book
- Picture cards (for teachers' use only)
- Wallpictures
- Transparencies

A Student's Books

The Student's Books are the core of the course. They contain exquisitely illustrated, colorful and lively cartoons catering for students' taste. The pages are designed with clarity and a pleasant looking overall effect.

Each Student's Book has 12 Core Units including 3 Review Units designed to provide students with regular revision and assessment. At the beginning of each book, there is a unit called *Do you know ...?*, which revises some of the language items learned in the previous book. After the 12 Core Units, there are 2 topic-led Culture Units introducing cultures all over the world. The subject matters are closely related to students' daily lives and the topics within the book. These Culture Units also provide a chance to learn new vocabulary with taught structures. There are 3 Bonus Units to follow the Culture Units. They provide optional materials and can be considered as flexible review units for teachers to choose from. (see Language Syllabus on pages xiii and xiv)

Each Core Unit consists of the following sections:

- | | |
|-------------------|---|
| Conversation: | Learning target language in interesting contexts |
| Vocabulary: | Learning target vocabulary of the unit |
| Target: | Practicing target structures in situational dialogues |
| Practice 1: | Practicing listening comprehension with close-ended questions |
| Practice 2: | Practicing asking and answering with open-ended questions |
| Song/Chant: | Practicing and consolidating target language through singing and chanting rhythmically |
| Activity 1: | Practicing reading and writing to further understand, recognize and use the target words or structures of the unit |
| Activity 2: | Improving students' ability to use the language through communicative activities |
| Sounds and words: | Learning phonemes and words containing certain letters and letter combinations through listening, mimicking, singing, chanting, playing games, etc. |

B Workbooks

The two-color Workbooks have 12 units, in parallel with the 12 Core Units in the Student's Books. They provide a variety of listening, speaking, writing and reading practice, e.g. look at the pictures and complete the

sentences, match, read and say sentences, look at the pictures and say the words or sentences, listen to the songs and complete the sentences, look at the pictures and choose the correct answers, identify phonemes, etc. These activities either focus on a single item or on integrated exercises. They aim to help students consolidate their understanding and memory of the words taught and their corresponding sounds as well as target vocabulary and language. This will enhance students' ability in listening, speaking, reading and writing. The Student Cards in each unit can be cut out and used for a variety of in-class vocabulary activities, games and after-class review. Additional task sheets and cut-out cards at the back of the book are provided for extension and optional activities that are introduced in the Teacher's Books.

C Writing Books

The Writing Books also have 12 units, in parallel with the 12 Core Units in the Student's Books. The exercises provide students with increasingly more practice in writing through a great variety of interesting activities such as look at pictures and write words or look at pictures and complete sentences. Such practice lays a good foundation for independent sentence writing at the next stage.

D Teacher's Books

To meet different needs of the teachers and for easy referencing, the bilingual Teacher's Books are designed with English and Chinese texts arranged on facing pages. They contain a general **Introduction** to the course (including Teaching aims, Underlying principles, Main features, Overview, Language syllabus, Suggested schedule, Tips for teachers and General activities), **Skills Objectives** (see page xii) for the 8 levels, and unit-by-unit **Teaching Notes**.

The unit-by-unit teaching notes are different from the usual lesson-by-lesson arrangement. They suggest teaching steps in dealing with individual sections of each unit, which provides more flexibility for teachers. The teaching notes for each section include such parts as Getting ready, Using the book, Extension activities, Optional activities and Workbook Student Cards. The teaching steps are simple and easy to understand, and the activities are varied and practical. Additional tests, evaluation sheet, Gogo Certificate, Workbook answers and tape scripts are also provided at the back of each Teacher's Book.

E Flashcards (for teachers' use only)

These 4 color, large-sized cards are for classroom use. They are double-sided with pictures on one side and words on the other. Exquisitely illustrated cartoons are designed to be attractive to students. The unit-by-unit teaching notes in the Teacher's Books provide

suggestions on how to use these cards.

F Cassettes

There are two cassettes for each level. In each unit, recording of the Student's Book content (Dialogs, Vocabulary, Target, Songs, Chants, Sounds and words and Listening practices) is followed by that of the Workbook (Listen and circle, Listen to the song/chant and write). All the books are recorded with native English speaking adults and children acting various characters in the books. Their clear and accurate pronunciation plus sound effects enliven the printed texts.

The original course *Gogo Loves English* has its own web site: www.GogolovesEnglish.com. It provides a rich source of teaching and learning materials. Teachers can exchange experiences and tips in Gogo Teachers' Club. Students can also find interesting games to practice their English.

5 Suggested schedule

Most materials in the course package are flexible and teachers can adjust the progress to fit their own class situations. About 48 lessons are needed to cover one level of the course. This includes 1 lesson for *Do you know ...?*, 3 to 4 lessons for a Core Unit, 1 lesson for a Review Unit, 2 lessons for a Culture Unit and 1 lesson for a Bonus Unit. Extension activities, Optional activities and Workbook Student Cards activities are recommended but not required. Teachers can work out a pace that suits the needs of the students.

6 Tips for teachers

- Demonstrate what you want students to do or say. Give examples.
- Use humor, exaggerated gestures and voice, physical characterizations, and lots of body language to enliven the lesson.
- Use visual/aural aids as much as possible to assist students' comprehension.
- Give students frequent feedback. Correction should be gentle but consistent and followed by praise.
- Use a variety of activities. If students become bored, change the activity.
- Change the pace of the lesson to re-energize and refocus the class if students become inattentive. Do some TPR, play a game, or sing a song.
- For large classes, demonstrate activities with a few students first and then have students work in pairs or small groups.
- When choosing students to model activities, try to give all students a chance to be the model.

- When grouping students, be sensitive to the possibility that certain students do not work well together.
- Encourage students to lead activities as often as possible. Take part in games and activities.
- When keeping score, give points for successes rather than take them away for failure.

7 Basic Classroom English

Use gestures with Classroom English as long as necessary.

- Stand up: whole hand gesturing upward
- Sit down: whole hand gesturing downward
- Raise your hand: hand up in the air
- Everyone together: one hand drawing a big circle in the air
- Very good/excellent: thumb up with enthusiasm or applaud student(s)
- Listen: index finger pointing to your ear
- Look: index finger pointing to your eye
- Point: hold index finger up in the air
- Repeat: hand moving in a small circle
- Say: pointing to your mouth
- Sing/chant: hand making waves in the air like a conductor
- Draw: drawing with an imaginary pen
- Count: holding up one finger, then two, then three

8 General activities

These activities can be used at any time throughout the course and can be adapted for different vocabulary and skill levels.

Scavenger hunt

Make a list of questions that the Ss can answer. Focus on language that has been taught recently. The questions must be about things in the classroom or school or simple questions about their fellow classmates. For example: *What color is the door of the teacher's office? Who is the oldest student in the class? Which is the tallest building in our city?* Put Ss into teams. Have Ss answer from memory or let them look around the school or talk to other Ss to find the answers.

Card count

Make a large set of cards with numbers from 0 to 6 on them. Put Ss into teams. Assign a card pile for each team. After asking each team a question, let them take a card if

they answer correctly. Do not let them look at the card. Each card should be put on the team's card pile face down until the end of the game. At the end of the game, count the numbers on the cards to see which team wins.

Sentence race

Choose sentences from the unit Ss are studying and write them on a piece of paper. Put Ss into pairs or small groups. Cut the sentences so that each word is separate. Give each pair or group a number and write these numbers on the board. Then give them their cut-up sentence cards. Do not let them start until each pair/group has their cards. When the Ss know what their sentence is, one member must come up to the board and write it under the correct number. Give points for the first three teams.

Beat the teacher

Make a large set of blank cards. Count out the cards. Divide the total number of cards by 2 and add 5. This is how many questions T must ask Ss to give them a fair chance to win the game. Now hand out the cards so that each student has the same number of cards and the teacher has none. If a student answers a question correctly, they can give T one of their cards. After T asks the set number of questions, count the cards. If the Ss have fewer cards than T, they win. If T has fewer cards, T wins.

Spelling tournament

Using the new vocabulary from the unit, write a list on the board or show it on the overhead projector. Let Ss study it for a short time. Then choose a word and spell it. Say each letter and point to each student in a row. The student being pointed at when saying the last letter of the word must stand up, choose another word and spell it while pointing to the next Ss in the row. When T gets to the end of one row, start on the next one. If a student gets the word wrong, they must do it again with a new word that T chooses. Continue until many Ss have had a chance to spell the new words.

True or false

Write ten sentences on the board and give Ss a few minutes to read them over. It is best if the sentences are somehow related or about familiar or interesting events. The sentences should focus on the new language the Ss have been studying, e.g. *Our school is across from the park.* T has an extra copy of the sentences on a piece of paper. Erase the sentences on the board. Then make statements related to the sentences, e.g. *Where's the park? It's across from our school.* Have Ss tell you if the statements are true or false.

Question and answer match

Make a set of cards. Put a question on one card and its answer on another. Separate the question and answer cards into two separate piles. Put Ss into groups. There should be one set of question and answer cards for each group and there should be one card for each student in the group. Ask Ss to take a moment to read their cards. Ss should not show each other their cards. Ask Ss to take turns reading their questions. The student who thinks they have the matching answer reads theirs. If it is a match, the group gets two points. If not, it only gets one. Repeat until all the Ss have found a match for their question or their answer.

Memory challenge

Use or make six to eight flashcards with pictures from the unit Ss have just studied. Put them blank-side up on the board. Uncover them and let Ss to look at them briefly. When everyone has seen each picture for a few seconds, cover them again. Then ask them questions about what they saw. Start with basic questions and then progress to more challenging questions. For example: *Did the boy miss the bus? What color was the bus? What was the number on the bus?*

9 Abbreviations

SB	Student's Book
WB	Workbook
TB	Teacher's Book
2x	Twice
Ss	Students
T	Teacher
S1, S2	Student one, Student two, etc.

1-8 册听说读写技能的目标要求

	听	说	读	写
第一册	能够根据听到的单词、短语或主要句子选出相应的图画。	能够模仿示范提出和回答简单的问题。	能够辨认字母（大写和小写）和主要单词。	能够描摹字母（大写和小写）和主要单词。
第二册	能够根据听到的句子选出相应的图画。	能够回应问题和提出简单的问题（使用一般现在时态）。	能够辨认单词和句子。	能够书写字母和主要单词。
第三册	能够根据听到的会话内容选出相应的图画。	能够就日常生活内容回应问题和提出问题（使用一般现在时态）。	能够理解句子意思。	能够填空完成句子。
第四册	能够根据听到的会话内容选出关于图画内容问题的答案。	能够就日常生活内容回应问题和提出问题（使用一般现在时态和现在进行时态）。	能够大声朗读和理解完整的句子。	能够模仿示范写出完整的句子。
第五册	能够根据听到的会话内容通过填空回答关于图画的问题。	能够进行关于个人和家庭内容的简单会话（使用一般过去时态）。	能够读懂短小故事中的字词语句。	能够正确运用大小写字母和标点符号造句。
第六册	能够根据听到的会话内容回答关于图画的问题。	能够就日常生活内容回应问题和提出问题（使用一般将来时态）。	能够读懂教材中的简单指示。	能够为图画写简单的文字说明。
第七册	能够在听完短文后回答问题。	能够就日常生活内容回应问题和提出问题（使用形容词比较级和最高级形式）。	能够大声朗读和理解短文。	能够用更复杂的语言结构造句。
第八册	能够在听完文章后回答问题。	能够在教师帮助下讲述简单的故事。	能够大声朗读和理解文章。	能够写短的段落和文章。

Skills Objectives

	Listening	Speaking	Reading	Writing
Book 1	Will be able to choose a picture while listening to words/phrases/ target language	Will be able to copy the model and ask/answer simple questions	Will be able to recognize all the letters of the alphabet (upper and lower cases) and key words	Will be able to trace the alphabet (upper and lower cases) and key words
Book 2	Will be able to choose a picture while listening to sentences	Will be able to respond to/ask simple questions (using present tense)	Will be able to recognize words and sentences	Will be able to write the alphabet and key words
Book 3	Will be able to choose a picture while listening to conversations	Will be able to respond to/ask questions about daily life (using present tense)	Will be able to comprehend sentences	Will be able to fill in blanks in order to complete sentences
Book 4	Will be able to choose answers to questions about a picture after listening to conversations	Will be able to respond to/ask questions about daily life (using present and present continuous tenses)	Will be able to read aloud and comprehend complete sentences	Will be able to copy the model and write complete sentences
Book 5	Will be able to fill in blanks to answer questions about a picture while listening to conversations	Will be able to have simple conversations about personal and family matters (using past tense)	Will be able to read words and sentences in short stories	Will be able to write original sentences by using correct upper and lower cases letters and punctuation
Book 6	Will be able to answer questions about a picture while listening to conversations	Will be able to respond to/ask questions about daily life (using future tense)	Will be able to read simple instructions in teaching materials	Will be able to write simple captions for pictures
Book 7	Will be able to answer questions after listening to short passages	Will be able to respond to/ask questions about daily life (using comparatives and superlatives)	Will be able to read aloud and comprehend short passages	Will be able to write original sentences with more complicated structures
Book 8	Will be able to answer questions after listening to passages	Will be able to tell simple stories with the help of teachers	Will be able to read aloud and comprehend passages	Will be able to write short original paragraphs/ passages

Syllabus 教学大纲

Skills Objectives

Unit 单元	Topic(s) 话题	Target language 目标语言
Do you know ...?		Activities Comparatives Superlatives Prices Past tense
1 Where did you buy that hat?	Review of Student's Book 7	Where did you buy those shoes? I bought them at the shopping mall. How much were they? They were 25 <i>yuan</i> . That's cheap.
2 Turn left at the corner.	Direction and location	Excuse me. Where's the bank? Turn left at the corner. It's next to the grocery store. Pardon me. Where's the shopping mall? Go straight. It's across from the park.
3 He's going into the hole!	Feelings	I'm tired. Why? Because I stayed up late last night. Why did you stay up late? Because I watched TV.
4 Review 1		Review of Units 1-3
Bonus 1		Review of Units 1-3
5 Where were you?	Past activities	Where were you at 3:30? I was at the subway station. I was waiting for my friend. Were you at the bookstore at 7:00? No, I wasn't. I was at the toy store. I was looking for a game.
6 Lisa was laughing loudly.	Actions	Hey, you're late. What were you doing? I was digging a hole for my new tree. Why did it take so long? I was digging slowly. Why were you digging slowly? Because it was hot.
7 I had a bad day.	Sequence of events	I had a bad day! What happened? First, I woke up late. Next, I missed the bus. Then, I forgot my homework! Wow! That's really bad.
8 Review 2		Review of Units 5-7
Bonus 2		Review of Units 5-7
9 They're good for you.	Health	What's wrong with you, Gogo? I had too much cola. That's bad for you! What else is bad for me? Too much junk food is unhealthy. What's good for me? Get plenty of exercise, eat plenty of vegetables and drink a lot of water. That'll make you healthy!
10 We're going to go to Tibet.	Vacation	How are you going to get to Guangzhou? We're going to go by bus. Where are you going to stay? We're going to stay in a hotel.
11 We have to go to India!	Future actions	Oh no! I lost my bag! I have to find it. Don't worry. I can help you. I have to hurry. Oh no! We can't get out! Don't push. You have to pull!
12 Review 3		Review of Units 9-11
Bonus 3		Review of Units 9-11
Culture 1: Musical instruments	Music	What's that instrument called? It's called a <i>dizi</i> . How do you play it? You have to blow it.
Culture 2: Great vacations	Vacation	I had a great vacation! Where did you go? I went to Egypt to see the Pyramids. Wow!