

英语

开心学英语

FRIENDS WITH ENGLISH

(三年级起始用)

六年级 上册

教师用书

Teacher's Book

7

广东省教育厅教学教材研究室
培生教育出版北亚洲有限公司
合编

广东人民出版社

黄秀萍 黄志红 郭植梅
Masako Hiraki • Stanton Procter
Melanie Graham • John Potter

英语

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Let's go to space!



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教材整体介绍

《英语》(开心学英语) *Friends with English* 是在培生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风趣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、问卷式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分课时教学建议，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。

大猩猩与香蕉

用一只大盒子做成一个骰子,在骰子的六面分别画以下的图画,并把图画的意思告诉学生:画面上一只香蕉表示赢得一只香蕉,两只香蕉表示赢得两只香蕉,三只香蕉表示赢得三只香蕉,六只香蕉表示赢得六只香蕉;画面上两只大猩猩表示失去两只香蕉,一群大猩猩表示失去所有的香蕉。把学生分成几个小队,在黑板上画一个表格记录各队的得分。每队开始时表格上先有六只香蕉。游戏的目的是看哪一队能最先获得二十只香蕉。游戏开始时,教师先向第一队提问一个目标句型的问题,如果这队答对了,队内的一个学生就投一下骰子,教师便根据骰子上的图画在表格上为这一组增加或减少香蕉。

单词连接

把学生结对。每对学生从不同单元中选出二十五张学生卡,把这些卡片摆放在5x5的方格表内(参见下表)。给每对学生发一张纸。S1和S2看着表格,选用其中两个意义可相连的卡片造一个句子,如: *I sometimes take the bus to school.* 并把句子写在纸上。按此方法继续用成对的卡片造句。完成该活动后,可请个别学生向全班读出他们所造的句子。

活动变换: 每对学生可两人轮流用卡片造句,造句最多的学生胜出。

a piece of candy	cheap	older	bus	sometimes
faster	taller	never	hottest	go hiking
the Earth	nearest	a bar of soap	expensive	a pair of socks
shortest	youngest	biggest	snail	slower
smallest	best	dollar	subway	longest

是对还是错?

在黑板上写十二个句子,其中一些是正确的,一些是有错误的,如:在句首没有大写,在句末漏写句号或问号,或使用不正确的标点符号。用A、B、C等字母给句子标号,分别给每个句子分配100分、200分、300分。这样就有四个句子是100分的,四个句子是200分的,四个句子是300分的。把全班学生分成两队。游戏开始时每队先有500分。第一队的S1从黑板上选出一个句子,并判断该句是否正确。

如果他/她认为该句是错的,则要指出错误的地方。如果S1做对了,他/她便为自己的队赢得该句相应的分数,如果做错了,就失去相应的分数,然后轮到第二队的S1选句子。继续游戏直到全部句子都被用过。

故事细节

随着学生英语水平的不断提高,教师可就每个单元中对话部分的故事细节向学生提出一些问题,如: *How often does Gogo go ice-skating? How often does Gogo see the doctor? What does Gogo usually look for?* 等。学生看着课本,找到答案时举手,教师可请个别学生回答问题,如: *Gogo goes ice-skating about three times a month.*

活动变换: 可以就故事细节提出一些判断是非的句子,学生看书寻找答案。

下一步是什么?

在学习一个新的单元时,可以让学生看着对话部分,预测故事的发展。教师发给学生纸张,让他们设想一下故事下一步会如何发展,并用图画表达出来。然后,把学生分成小组,组内同学相互展示自己的图画,并用将来时态的句子对图画进行描述,如: *Gogo is going to go to park.* 等等。

肢体语言

在复习某个单元词汇的时候,可把学生分成小组,给每组安排一个单词,让他们想出一些动作来表达这个单词的意思。等学生准备好后,请各组轮流把想出来的动作教给全班同学。然后教师用这些单词造句,当全班听到句中的关键词时,便一起做这个单词的动作。

Gogo 电影

在开始教学一个新的单元时,先让学生看对话部分的第一幅图画,然后合上课本。把学生分成三人小组,用桌椅创设一个该图的场景,如公园、商店等。各组学生一起设想故事将如何发展,并根据这个设想编造一个有对话的短剧。

接球问答

教师与学生围圈而站。教师先提出一个目标句型的问题,如: *How do you get to school?* 然后把一个球抛给圈中的某个学生。S1接到球后回答问题,如: *I usually take the bus.* 然后提出一个问题,如: *When's your birthday?* 再把球抛给另一个同学。S2回答S1的问题后,又提出一个新的问题,把球抛给另一个同学。按此方法继续游戏,直到圈中所有的学生都获得回答和提问的机会。

单词库

要学生带一个小盒子回教室，把它包装好作为单词库。当学生在学习书中的新单词时，要把新单词写在卡片上，并存放在单词库中。学习每一课前都要准备好一些空白的卡片。鼓励学生在卡片的一面画图画，在另一面写单词或短语。在课堂上，教师要定期安排一些时间让学生复习单词库中的单词/短语。鼓励学生把平时进行语言练习时向教师讨教的新单词也放进单词库中。学习完每个单元后，学生也可把活动手册中的学生卡储放在这个单词库中。

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。

单词表

单词表

smaller	smaller	smaller	smaller	smaller	smaller
smaller	smaller	smaller	smaller	smaller	smaller
smaller	smaller	smaller	smaller	smaller	smaller
smaller	smaller	smaller	smaller	smaller	smaller
smaller	smaller	smaller	smaller	smaller	smaller
smaller	smaller	smaller	smaller	smaller	smaller
smaller	smaller	smaller	smaller	smaller	smaller
smaller	smaller	smaller	smaller	smaller	smaller
smaller	smaller	smaller	smaller	smaller	smaller
smaller	smaller	smaller	smaller	smaller	smaller

单词表

单词表

单词表

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单词表

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 over burdened 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.

Gorillas and bananas

Make a dice from a large box. Sketch the following images on the sides of the dice and explain their meaning to Ss: one banana = win one banana; two bananas = win two bananas; three bananas = win three bananas; six bananas = win six bananas; two gorillas = loss two bananas; a group of gorillas = loss all your bananas. Divide Ss into several teams. Make a chart for the teams on the board. Each team starts with six bananas on the chart. The object of the game is to gather 20 bananas first. Start off the game by asking Team A one question from the target language. If the team answers correctly, one member can throw the dice. Record the score by adding or subtracting bananas from the chart according to the picture on the dice.

Word links

Put Ss in pairs. Each pair arranges a selection of 25 Student Cards from different units on a table in a 5 x 5 grid (see below). Give each pair a piece of paper. S1 and S2 look at the grid and try to make a sentence using any two cards that are touching, e.g. *I sometimes take the bus to school*. They write the sentence down on a piece of paper. Then they try to make other sentences with other pairs of cards. After the activity, ask individual Ss to read some of their sentences.

Variation: Ss in each pair take turns making sentences using the cards. The student who makes the most sentences is the winner.

a piece of candy	cheap	older	bus	sometimes
faster	taller	never	hottest	go hiking
the Earth	nearest	a bar of soap	expensive	a pair of socks
shortest	youngest	biggest	snail	slower
smallest	best	dollar	subway	longest

Right or wrong?

Write twelve sentences on the board. Some sentences should be correct, but some sentences should have errors, e.g. missing a capital letter at the beginning of the sentence, missing a period or a question mark at the end of the sentence, or having incorrect punctuation at the end of the sentence. Label the sentences A, B, C, etc. Then assign 100, 200 or 300 points to each sentence, so that four sentences are worth 100, four are worth 200 and four are worth 300. Divide the Ss into two teams. Each team starts with 500 points. S1 from Team A looks at the board and chooses one of the sentences. Then he/she decides whether the sentence is correct or not. If he/she thinks the sentence is not correct, he/she points out the mistake. If S1 is right, he/she earns the corresponding number of points for Team A. If S1 is wrong, he/she loses that same number of points for the team. Then S1 from Team B takes a turn. Play the game until all the sentences are used up.

Story trivia

As Ss progress through the book, asks questions about the story on the Conversation pages, e.g. *How often does Gogo go ice-skating? How often does Gogo see the doctor? What does Gogo usually look for?* etc. Ss look in their books, then raise their hands when they find the answers. T asks individual Ss to answer, e.g. *Gogo goes ice-skating about three times a month*.

Variation: Makes some true/false statements about the

story. Ss check their books to find the answers.

What's next?

As Ss start a new unit, have Ss look at the Conversation page and then predict what will happen next in the story. Give paper to Ss. Each student draws a picture to show what he/she thinks will happen next. Then put Ss into small groups. Ss show their pictures to the other group members and talk about it using the future tense, e.g. *Gogo is going to go to park.*, etc.

Body language

To review the vocabulary in a particular unit, divide Ss into small groups. Assign each group one word. Each group invents pantomime to demonstrate the meaning of the word. When all groups are ready, they take turns teaching their pantomime to the rest of the class. Then T can make up sentences using the words and the class does the pantomimes when they hear the key words.

Gogo movie

When starting a new unit, have Ss look at the first picture on the Conversation page, then close their books. Put Ss into groups of three. Using desks and chairs to create same setting as the picture, e.g. the park, a store, etc. each group makes up a short play with dialog to show what the group thinks will happen next in the story.

Q&A catch

T and Ss stand in a circle. T starts by asking a question from the target language and tossing a ball to one student anywhere in the circle, e.g. *How do you get to school?* S1 catches the ball, answers the question, e.g. *I usually take the bus.* then asks a new question, e.g. *When's your birthday?* He/She tosses the ball to another student in the circle. S2 answers S1's question, then asks a new question and tosses a ball to a different student.

Continue around the circle this way until all Ss have had a chance to ask and answer.

Word bank

Have Ss bring small boxes to class to wrap and decorate. As Ss learn new words/phrases throughout the book, they record them on flash cards and keep them in their word banks. Keep blank flash cards available in every lesson. Encourage Ss to draw a picture on one side, then write the word/phrase on the other side. Take time in class regularly to allow Ss to review words/expressions from word banks. When Ss ask for extra vocabulary for personalization activities, encourage them to add these words to their word banks also. Ss can also use their word banks to store their Student Cards after they finish each unit.

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。

	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

Unit 单元	Topic(s) 话题	Target language 目标语言
Do you know ...?		Days Weather Leisure activities Rooms Past tense Future tense
1 I wrote a long letter.	Review of Student's Book 6	Did you buy a bag of chips at the store? No, I didn't. I bought a bottle of shampoo. OK. I'll go to the store and get a bag of chips. I'm going to get a box of tissues, too. I'll go too. I'm going to get a piece of candy!
2 I usually look for cookies.	Traveling	How do you get to school? I usually take the bus. Do you ever take a taxi to school? No! I never take a taxi to school.
3 How often do you go hiking?	Activities	How often do you go fishing? Very often. I go fishing about once a week. How often do you eat fish? Not very often. I eat fish about once a year.
4 Review 1		Review of Units 1-3
Bonus 1		Review of Units 1-3
5 It's a magic hat.	Prices	How much is the guitar? It's \$85. Wow! That's expensive! How much are those socks? They're \$1. Hey! That's cheap!
6 The turtle is faster.	Comparing animals	Is a hippo big? Oh yes, it's big. Is an elephant big? An elephant? Yes, it's very big. Which is bigger, an elephant or a hippo? An elephant is bigger.
7 He's better than us.	Comparing people, animals and objects	These noodles are cheaper than those noodles. Yes, but those noodles are better than these noodles.
8 Review 2		Review of Units 5-7
Bonus 2		Review of Units 5-7
9 The green fish is the biggest.	Comparing people and animals	What's the smallest animal in your book? The ant is the smallest animal in this book. What's the biggest animal in the world? The whale is the biggest.
10 I want the best!	Comparing people, animals and objects	Which is the cheapest notebook? The green one. Which is the best? The blue one, of course.
11 Let's go to space!	The solar system	The sun looks smaller than the Earth but it's bigger. Which is the biggest planet in the solar system? It's Jupiter.
12 Review 3		Review of Units 9-11
Bonus 3		Review of Units 9-11
Culture 1: World records	Comparing places	What's the longest river in the world? The Nile is the longest river in the world. Where's the tallest mountain in the world? It's Mount Qomolangma. It's in Asia.
Culture 2: Space travel	Space	Which is the nearest planet to the sun? Mercury is the nearest to the sun. Which is the furthest from the sun? Pluto is usually the furthest, but Neptune is sometimes the furthest.