

英语

开 心 学 英 语

FRIENDS WITH ENGLISH

(三年级起始用)

五年级 上册

教师用书

Teacher's Book

5

教育厅教学教材研究室
育出版北亚洲有限公司

合编

黄秀萍 黄志红

Masako Hiraki • Stanton Procter

Melanie Graham • John Potter

英语

开 心 学 英 语

FRIENDS WITH ENGLISH

(三年级起始用)
五年级 上册

5

教师用书
Teacher's Book

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
Melanie Graham • John Potter

策 划：陈海烈
责任编辑：陈植荣 陈更新
责任技编：孔洁贞 黎碧霞

九年义务教育六年制小学
英 语
(开心学英语)
FRIENDS WITH ENGLISH
(三年级起始用)
五年级 上册

教师用书 Teacher's Book
第五册
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

*

广东人民出版社出版发行
鹤山市教育印刷有限公司印刷
(地址：沙坪镇大林路)
880 毫米 × 1230 毫米 大 16 开本 11.25 印张
2003 年 8 月第 1 版 2005 年 7 月第 3 次印刷
ISBN 7 - 218 - 04357 - 7/G · 1093
定价：17.00 元

如发现印装质量问题，影响阅读，请与承印厂联系调换。

本书任何部分之文字及图片，如未获得本社之书面同意，
不得用任何方式抄袭、节录或翻印。

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 5 册, 供 5 年级第 1 学期使用。

本书由以下人员编写:

中方主编 黄秀萍

中方副主编 黄志红

英方主编 Masako Hiraki, Stanton Procter, Melanie Graham

英方副主编 John Potter

中文翻译 简小屏 唐锡玲 黄秀萍

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，对学生进行定期的复习和评估。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。书后还附有供课堂各种教学活动使用的活页资料、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、可供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。

句子游戏

教师将学生分成小组,并发给他们纸张和信封。每个组员可从任意一个单元里选出句子或问答对话来复习。学生将自己所选的内容写在纸上,再将所写的句子剪成独立的单词,放在信封里。组内的成员交换信封并设法将单词排成句子。然后小组与小组间交换信封。

无声对话

在教完某个单元的目标语言之后,将学生结对活动。每对学生可选出一组问答对话,在全班面前表演。学生先练习、记忆其内容,然后在班上表演对话。表演时只做口型,不出声,也不得借助于任何手势和面部表情。鼓励学生夸大他们的嘴唇动作。其余学生想法猜出他们在进行什么对话。如有同学猜出,这两个学生则再表演一次刚才的对话,不过这次要发出声音。

寻找另一半!

将学生结对活动。每对将一个问答对话写在纸条上,并将纸条剪成两半,使问话与答话分开。各组学生将所有的纸条放在讲台上选成一堆。每个学生到讲台上抽出一张纸条,然后在教室里走动,向所遇到的同学读出纸条上所写的内容,以便找出持有问答对话另一半的人。在各人都找到了自己的同伴以后,将纸条放回讲台上的纸堆里,重新开始游戏。

音乐对话

在教完某个单元的目标语言之后,大家玩一个类似“音乐椅”的游戏。将两个学生的椅子搬走,然后播放第5册的任意一首歌。学生站起来,在教室里走动。教师突然停止音乐,所有学生都要找椅子坐下。找不到椅子坐的那两个学生则每人各选一个同伴,从所学单元的问答对话中选一个对话来表演。

名字和地方

教师准备一些报纸/杂志,让学生从中剪下某些名人或他们想扮演的角色。将第4册表示地点的图画卡片31-40贴在黑板上,如 *beach, park* 等。让学生结对活动,用自己所选的角色和其中一个地点编一个问答对话,然后在班上表演,如 *Cinderella: Where were you at 3:30? Prince Charming: I was at the beach.* 其他同学认真听。接着,教师或表演的学生向大家提问,看他们是否明白,如:

Where was Prince Charming at 3:30?

活动变换: 如果教师手头没有图画卡片,学生可以从报纸/杂志上剪出表示地点的图画来代替。

补全句子!

教师发给学生纸张。每个学生都写出一个问答对话,但空出一些字不写,而用横线代替,如: *What _____ you going to _____ today? I'm _____ to see the doctor.* 学生与同伴交换纸条,其同伴要在横线上写出正确的单词。学生做完以后,再把纸条换过来,先互相检查答案,再进行问答对话。

说明: 这个活动最适合用来练习短语动词。

谁在讲话?

在教完某个单元的目标语言之后,将学生结对活动,让他们编出自己的问答对话。然后,让几对学生到教室前面来,让其他学生把头低下。教师指定一对学生表演对话。这对学生可以选择任何方式来表演,但要伪装自己的声音,说得快些或慢些。他们表演完后,其余学生抬起头,猜猜刚才谁在讲话。

音乐录像带

在学生学了某个单元的歌曲以后,让学生表演唱歌。如果教师手头有摄像机,就给学生录像。摄下学生在教室/大楼不同的位置唱歌的情景,或摄下学生在室外进行不同的活动。

活动变换: 为了复习本书的几首歌,给学生拍摄一个唱这几首歌的录像,做一个录影集。如果教师手头没有摄像机,则可以用录音机给学生录音,做一盘录音带。

单词舞

教师准备好一些活泼的流行音乐。在教完某单元的词汇以后,将学生分成小组。安排每组一个单词或短语。每组必须做出一个与自己的单词或短语意思相关的动作,如学生可以用两个手指做个用剪刀剪头发的动作来表示 *get a haircut*。每组要将自己所编的动作教给其他学生。然后由教师播放录音,所有学生和着音乐的节奏轻轻跳动。教师喊出不同的单词或短语时,学生则要边跳动边做出不同的动作。

谁的手指更灵活

这活动是 Twister 的一个变换。将学生结对活动。教师读出16个要复习的单词或短语,每对学生用相应的学生在桌上摆成4×4的方格。每对可以用不同的方式来摆放卡片。让每对学生自己决定谁是S1,谁是S2。然后教师将一套卡片放在袋子里,每次拿出一张,告诉学生用手指按着哪一张卡,如: *S1s, put your thumb on "rainy". S2s, put your thumb on "scissors". S1s, put your second finger on "dictionary".* 等等。学生听着每个指令,教师每说一个单词,学生的手指就得按着那张卡片,但其他手指不得离开原先已按着的卡片。如果组里有一个学生不能按照指令做,游戏就结束。

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。

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 cards, 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.

Sentence puzzles

Put Ss in small groups and distribute paper and envelopes to Ss. Each student chooses a sentence or Q&A exchange to review from any of the units. Ss write out their chosen texts on paper. Then, they cut their texts up into individual words and put them into envelopes. Members in each group exchange envelopes and try to put the words in correct order. Then groups exchange their envelopes with other groups.

No-word plays

After introducing the target language for a particular unit, put Ss into pairs. The pairs each choose one Q&A exchange to perform in front of the class. They practice and memorize it. Each pair comes to the front of the class and performs the dialog by silently mouthing the

words. Ss should not use any gestures or facial expressions. Encourage Ss to exaggerate their lip movements. The rest of the class tries to guess which exchange it is. After someone has guessed, the pair performs the dialog again, this time speaking out loud.

Find the other half!

Put Ss in pairs. Each pair writes one Q&A exchange on a strip of paper and cuts the strip in half so that the question and answer are separate. Then the pairs lay the strips in a pile on a table. Each student comes to the table and picks up a strip. Ss then walk around and read their strips aloud to each person they meet. The goal is for each student to find the student who has the other half of their Q&A exchange. When all students have found their partners, they put the strips back into a pile and repeat the activity.

Musical dialogs

After introducing the target language for a particular unit, play a game similar to Musical Chairs. Take away two Ss' chairs and play any song from Level 5. Ss get up and walk around the room. T stops the music suddenly and all Ss try to find a chair. The two Ss who are left standing each choose a partner from the class to perform one of the Q&A exchanges from the unit.

Names and places

Bring some newspapers/magazines to class. Ss cut out pictures of famous people or characters they want to be. On the board, place Picture Cards 31–40 from Level 4 for locations, e.g. *beach*, *park*, etc. Put Ss in pairs. Each pair creates a Q&A exchange using the characters they chose and one of the locations. The pairs then perform their exchange for the class. For example, Cinderella: *Where were you at 3:30?* Prince Charming: *I was at the beach.* Other Ss listen carefully. Then T or the performing Ss ask the class comprehension questions, e.g. *Where was Prince Charming at 3:30?*

Variation: If Picture Cards are not available, Ss can cut out location pictures from newspapers/magazines.

Complete the sentence!

Distribute paper to Ss. Each student writes out a Q&A exchange but leaves a few words out. They put blank lines where those words belong, e.g. *What ____ you going to ____ today? I'm ____ to see the doctor.* Ss exchange their paper with partners. The partners try to write the correct words in the blanks. When they are finished, they give the paper back. Ss check each other's work, and then practice the exchange.

Note: This activity works well with phrasal verbs.

Who's talking?

After introducing the target language for a particular unit, put Ss in pairs and have them create their own exchanges. Then, invite several pairs to the front of the class. The rest of the Ss put their heads down. T points to one pair. They perform their exchange. They can perform any way they choose, disguising their voices, speaking slowly or quickly, etc. When they are finished, the other Ss raise their heads and guess which pair performed the dialog.

Music video

After Ss have learned a song from one unit, have Ss perform the song. If you have access to a video camera, make a video of the Ss singing. Shoot students singing parts of the song in different locations around the room/building or outside doing different activities.

Variation: In order to review several songs from the book, make a music video album by videotaping the Ss singing several songs from the book. If you do not have access to a video camera, make a song album by recording the Ss singing songs into a tape recorder.

Word aerobics

Bring some lively pop music to class. After introducing the vocabulary from a particular unit, divide Ss into small groups. Give each group one of the words/phrases. The group must create an action to go with the word/phrase. For example, for the phrase *get a haircut*, Ss might make a scissor motion with two fingers on their own hair. Each group teaches their action to the rest of the Ss. Then T puts on the music. Ss all jog in place to the beat. T calls out different words/phrases and Ss do the actions while jogging.

Finger twister

This game is a variation on Twister. Put Ss in pairs. T reads out a list of 16 review words/phrases, and each pair creates a 4 × 4 grid on a desk using the corresponding Student Cards. Each pair can put their cards in a different order. Ss decide who is S1 and who is S2 in each pair. Then T puts a set of cards in a bag and picks out cards one at a time. T tells Ss which cards to touch with their fingers, e.g. *S1s, put your thumb on "rainy."* *S2s, put your thumb on "scissors."* *S1s, put your second finger on "dictionary."*, etc. Ss listen and try to follow each new command, without lifting their other fingers off the cards they are already touching. The game is over when one student in the pair cannot follow one of the commands.

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标题。
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

Unit 单元	Topic(s) 话题	Target language 目标语言
Do you know ...?		Parts of the body Activities Locations Clothing Careers
1 Come with me!	Review of Student's Book 4	Is this your dictionary? No, it's not. It's Tony's dictionary. What does she do? She's a doctor.
2 Do you have any glue?	Possessions	Do you have any envelopes? Yes, I do. Do you have any stamps? No, I don't. Does Jenny have any stamps? Yes, she does.
3 What do we need?	Food	What do we have? We have some sugar. Do we have any salt? No, we don't. We need some salt. Do we have any tofu? No, we don't. We need some tofu, too.
4 Review 1		Review of Units 1–3
Bonus 1		Review of Units 1–3
5 It's cold in winter.	Weather and seasons	What's the weather like in spring? It's rainy in spring. Is it rainy in fall? No, it's not. It's windy. What's the weather like today? It's sunny and hot.
6 When can we go ice-skating?	Leisure activities and months	When's winter holiday? It's in January and February. Is January after February? No, January is before February.
7 When's your birthday?	Birthdays and dates	When's your birthday? My birthday's October 20th. What's the date today? It's October 20th. Today is my birthday!
8 Review 2		Review of Units 5–7
Bonus 2		Review of Units 5–7
9 It was clean but it's dirty now.	Past and present	Your bedroom was messy this morning. Is it tidy now? Yes, it is. My books were on the floor this morning. They are on the desk now.
10 I planted trees.	Past actions	Did you study yesterday? No, I didn't. I did. What did you do yesterday, Ben? I planted trees yesterday.
11 What did you do, Gogo?	Past actions	What did you do yesterday? I played basketball. What did you do the day before yesterday? I played basketball, of course.
12 Review 3		Review of Units 9–11
Bonus 3		Review of Units 9–11
Culture 1: Weather	Weather	What's the weather like in January? It's summer in Australia in January. We need air conditioners. Is it hot in Malaysia in July? Yes, it is. It's hot and there are a lot of storms.
Culture 2: Cleaning the Earth	Environment	What's the air like near your home? It's dirty. We don't like dirty air. Do you have dirty water in rivers near your home? No, the rivers are clean now. We cleaned the rivers.