

English

TEACHER'S BOOK 2

北京外国语学院

英语系编

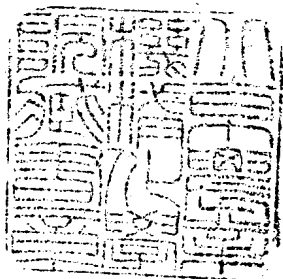
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ENGLISH

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北京外国语学院
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Part One

Introduction

1. Book 2 is compiled more or less along the same lines as Book 1, and the proposals we ventured to offer in Teacher's Book 1 on the use of the textbook also apply here.
2. It is true that the texts in Book 2 are both longer and more difficult, but it has not been the compilers' intention to shift your attention from drills to text. The focus of the teacher's attention should still be on drills, on which hinges the learning of the basic skills.
3. Stress should also be laid on the grammar items in the book, which are getting more complex and harder for our students to master.
4. Further, there should be no slackening of effort on pronunciation drill. Make full use of the phonetic exercises in the book, and do everything to improve the students' competence in reading aloud.
5. A new feature of this book is the omission of the word list in each lesson. Instead, we have listed all new words at the end of the book. The idea is to get the students to form the habit of using a dictionary at the earliest possible stage. We have also introduced vocabulary exercises on verb collocations and useful phrases, and exercises on word-building.
6. Book 2 assumes that the students have 14 class-hours per week to devote to each lesson; and each lesson still embraces pattern drills, text, phonetics, grammar, listening and reading.

Perhaps we might spend: edit no 2

7 hours on PATTERN DRILLS;

5 hours on TEXT;

1 hour on LISTENING;

1 hour on WEEKLY QUIZ and COMMENTS on WRITTEN WORK.

- 1) Both the teaching of the drills and of the text should be spread over the whole week so that there is always something new for the students to learn every day, and never too much at one time.
- 2) An experienced teacher will aim at a limited objective for each teaching step and keep the students always keen and motivated.
- 3) Make good use of odd moments in class. In between drills, for instance, you can let the students relax a bit and teach a little grammar, or introduce a few new words, or tell an interesting story or play a game; or you can let the students brace themselves for a quiz.
- 4) Reading and listening outside class is a MUST. Do everything in your power to rouse the students' interest, and encourage them to read worthwhile matter in the right way. Do not, however, set unrealistic demands and refrain from offering too much guidance.
- 5) Again we have deliberately made the content of many patterns and exercise sentences vague, i.e. by using "film", "book", "novel", "play", "political movement", "that country", etc. This is to make the content timeless. In class practice you should introduce current films, books, etc.
- 6) Dictation should not be merely a spelling exercise. It should be a vehicle for raising the students' ability to listen and comprehend fully. We suggest you might try

out the exercises on the dictation given in the notes for Lesson 1. If they are successful and you have time, you can make up similar exercises to go with future dictations.

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Part Two

Teaching Hints

Lesson One

A. Suggestions for teaching

1. The patterns

As the past indefinite is one of the most important tenses in the English language, we have three lessons (Lessons One, Two and Three) to teach and drill it.

Lesson One: 1) I was, you were, etc.
2) positive and negative statements
3) general questions with positive and negative answers

Lesson Two: 1) special questions with *when* and *what*
2) special questions with *where*, *how long*, *how many*, and *who*

Lesson Three: 1) tag questions
2) there + was (were)
3) the present perfect — general questions with positive and negative answers (way-paving)

The past indefinite is taught through different topics, so regular and irregular verbs are taken up at the same time.

By the end of the three lessons the students should be able to talk about the following topics:

- 1) what you did yesterday or last Sunday

- 2) what you did last week
- 3) how you spent the vacation
- 4) your parents' families
- 5) your life before coming to college

The students are required to use the past tense forms of all the verbs so far learnt.

* * *

The past indefinite might be handled in the following way:

- 1) When teaching the last two or three lessons in Book One you could perhaps spend 5 minutes every day or every other day asking the students a few questions in the past indefinite, e.g.

It's Tuesday today. It was Monday yesterday, wasn't it?

Did you get up at six yesterday?

Did you do morning exercises?

Did you have breakfast at seven?

.....

The students only have to answer "Yes, it was. (No, it wasn't.)" "Yes, I did. (No, I didn't.)" After a week or so you could do something like this:

Teacher: Did you get up at six yesterday?

Student: Yes, I did.

Teacher: So you got up at six. I got up at seven.

(This is only for the students to listen to.)

.....

- 2) Take up was, were.

a) — Was it Sunday yesterday?

— Yes, it was. (No, it wasn't.)

— It's February 21 today, isn't it?

— Yes, it is.

- What date was it yesterday?
 - It was February 20.
 - b) — You're in Beijing now. Were you in Beijing a year ago?
 - No, I wasn't.
 - Where were you?
 - I was in ...
 - c) — Did you come to our institute in 1978?
 - Yes, I did.
 - So you came here last year. Were you a worker before you came here?
 - No, I wasn't.
 - What did you do before you came here?
 - I was at middle school.
 - d) Change the above into the third person and have more practice.
 - e) Help the students get the right pronunciation of *weren't*.
- 3) Concentrate on a few very commonly used irregular verbs. You ask the students questions or let them ask each other questions. You can also give sentences for the students to translate into English.
- a) go — went
 - Did you go home during the vacation?
 - Did you go to see your relatives and friends?
 - Did you go to see the film last Saturday?
 - When did you go to see it?
 - Did you go out last Sunday?
 - Where did you go?
 - When did you go to town?
 - Did you go to an exhibition?
 - Did you go to the department store?

.....

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We went for a walk after supper yesterday.
Xiao Wu went to bed very late last night.
Comrade Li went swimming yesterday afternoon.
They went shopping the day before yesterday.

.....

b) come — came

When did you come to Beijing?
Did you come by train or by bus?
When did you come to our institute?
When did you come back to school last night?
Did you come to see the Party secretary after or
before supper?

.....

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*

We came to see you at four yesterday afternoon.
But you were out.
Lao Wang came to Beijing from Shenyang yesterday.
He came by plane.
Comrade Wu came to work in our department
two years ago.

.....

c) have — had

Did you have a good time during the vacation?
They had *jiaozi* at their teacher's home on
Saturday, didn't they?
When did they have them?
Who did you have a talk with just now?
Where did you have the meeting yesterday?

.....

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*

Xiao Liu had a bath in town.

He had a haircut a week ago.

We had four hours of Chinese last week, but we
only have two this week.

She had a good rest in Hangzhou.

.....

d) see — saw

How many films did you see last month?

Did you see the English film yesterday evening?

Where did you see it?

What time did you see it?

Who did you see it with?

.....

* * *

Did you see your friend in town yesterday?

We saw our teacher off at the railway station.

I saw him in the library an hour ago.

We saw a very good play last week.

.....

Do the same with other irregular verbs. You could
perhaps spend 10 to 15 minutes every day on this exercise.
And have one or two students write on the blackboard the
past tense forms of a few verbs every day.

4) More drills

a) on what you did yesterday

What day was it yesterday?

Was it a fine day?

Was it cold?

What time did you get up?

Did you do morning exercises or run around the
school?

What did you do after that?

Did you listen to the news?
Did you do some reading aloud?
Did you clean your room?
Did you put your bedding outside?
Who was on duty in the classroom?
Did you (he) sweep the floor?
Did you (he) clean the desks and chairs?
When did you have breakfast?
Where did you have it?
What did you have for breakfast?
Did you come to the classroom or go to your
room after breakfast?
What time did you come to the classroom?
When did classes begin?
How many hours of English did you have?
Who taught you?
What did you do in class?
Did you learn a new pattern?
How many new words did you learn?
Were you active in class?
Did you make any mistakes?
What other classes did you have?
What did you do after lunch?
Did you have a rest?
You read newspapers, didn't you?
Did you read anything else?
Did you go shopping? What did you buy?
Did you do any washing or mending?
What did you do in the afternoon?
Did you have a meeting?
What did you discuss at the meeting?
Did you speak? What did you speak about?

What time ~~did you~~ have sports?

Did you play basketball or volleyball?

Did your class have a match with another class?

(Was there a ball match? Who played?)

What time did you have supper?

Did you go for a walk after supper?

Who did you go with?

Did you write any letters?

Who did you write to?

What else did you do?

Did you work in the classroom or in the reading-room in the evening?

Did you listen to a recording? What did you listen to?

Did you do oral practice with your comrades? Who did you do it with?

Did you do any written exercises? Were they difficult?

When did you go back to your room?

Did you read before you went to bed?

What did you read? How long did you read?

Did you have a good sleep last night?

b) on what you did one Sunday

Divide the students into several groups. Each group takes up one of the following and then ask each other questions:

I went to town.

I stayed at school.

We went for an outing.

I went to see a friend.

c) miscellaneous

Comrade Chen wasn't very well yesterday, was he?

Did he go to the clinic?

What did the doctor say?

What medicine did the doctor give him?

Did the doctor give him any sick leave?

.....

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Was there a film last Saturday?

What film was it? Was it a Chinese film or an English one?

Was it a long film or a short one?

How long did it last?

What was it about?

How did you like it?

.....

*

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*

What did you do in your politics class last week?

What did you discuss?

Did you read anything before the discussion?

What did you read?

What else did you do to prepare for the discussion?

.....

d) on your parents' families

What did your grandfather do before liberation?

How many people were there in his family?

(if he was a peasant or a farmhand)

Did the family have any land? Describe it.

(Did they have to pay rent to the landlord?)

(How many hours a day did your grandfather have to work in the fields?)

Were there often floods and droughts in the village?

What happened to the family then?

.....

(if he was a worker)

What factory did he work in?
How long did he have to work every day?
What pay did he get for his work?

.....

Could your grandfather support the family?
Did your father and uncles have to go out to
work to help the family?
When did your father start work?
What work did he do?
How many people were there in the family at the
time of liberation?
Did anyone in the family join the revolution?
Who did? What happened to him?

A game:

I WENT TO TOWN AND BOUGHT A ...

Students are to add a noun in turn. This can be organized according to the level of the class.

- a) Any noun can be given; and each student gives only one.
- b) Any noun can be given, each student giving all those given previously and adding his own. If he forgets one or repeats one, he drops out. The game goes on until only one student is left.
- c) The nouns are given in alphabetical order, e.g.

Student A: I went to town and I bought an apple.

Student B: I went to town and I bought an apple
and a bag.

.....

- d) One letter of the alphabet is chosen, e.g. B.
Student A: I went to town and bought a book.
Student B: I went to town and bought a book and
a ball.

2. The text

1) Questions on the text:

What do you think made the father fall off the roof?

What happened to him and the family after that?

What did the old woman come to their house for?

Why did she speak into the mother's ear?

When did the writer get to know that the little sister was no longer there? How?

How did the family find the second daughter?

What is their life like now?

Do you think the writer is a man or a woman? Why do you think so?

2) Make up a story about the little sister.

What happened to her after the old woman took her away?

What kind of life did she live?

How did she get into a factory?

What is her life like today?

3) Dramatize the text.

Here are some hints:

Characters:

the father

the landlord

the mother

the old woman

the two children

some neighbours

(later grown-ups)

a comrade in the

a cadre in the local People's Government

factory

3 acts

Act 1 Scene 1 In the courtyard of the landlord's house.

the father working on the roof (falls off)