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新概念英语

NEW CONCEPT ENGLISH

TEACHER'S BOOK

教师用书 New Edition 新版

L. G. ALEXANDER (亚历山大) HE QIXIN (何其莘) 合作编著

2

Practice
& Progress
实践与进步

外语教学与研究出版社

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NEW CONCEPT ENGLISH (*New Edition*)

PRACTICE AND PROGRESS *Teacher's Book* 实践与进步 教师用书 2

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What's new in this edition?

This is the only new edition ever to be undertaken since *NCE* was originally published. The classic course continues to provide a complete and well-trying system for learning English, enabling students to reach their maximum potential in the four primary skills of understanding, speaking, reading and writing. The sound basic principles which made *NCE* a world-famous course have been retained. However, the following important features have been introduced in the new edition:

- All topical references in the texts and exercises have been brought up to date.
- All outdated texts have been completely replaced and accompanied by new exercises and new artwork.
- The original methodology has been modified to improve communication skills, with *active* training in listening comprehension right from the very first lesson.
- Drills and written exercises, previously published separately as supplementary materials, have been incorporated into the main coursebooks.
- The following features have been added to help Chinese learners of English:
Bi-lingual vocabulary lists; notes in Chinese on texts and exercises and suggested translations of the texts.
- The pages have been enlarged and, where possible, are self-contained, so that lessons are easy to conduct.

本版本有什么新内容？

本版是《新概念英语》首次出版以来第一次推出的新版本。这套经典教材一如既往向读者提供一个完整的、经过实践检验的英语学习体系，使学生有可能在英语的 4 项基本技能——理解、口语、阅读和写作——方面最大限度地发挥自己的潜能。新版本保留了《新概念英语》得以成为世界闻名英语教程的一整套基本原则，同时又包含了以下重要特色：

- 所有课文和练习中有关时事的内容都已更新。
- 所有过时的课文都已更换，由新课文和配套的新练习、新插图取代。
- 原有的教学法经过调整，以利于提高学生的交际能力。从第一课开始就安排了有效的听力训练。
- 教材更简洁精练，过去作为补充材料单独出版的句型训练和笔头练习均已取消，其精华纳入主干教程。
- 为了帮助中国的英语学习者，新版增加了英汉对照词汇表、课文注释、简短的练习讲解和课文的参考译文。
- 版面加大，在可能情况下，每课书相对独立，以方便课堂教学。

General Introduction

The Teacher's Book

This book has been written in response to numerous requests from teachers everywhere for more explicit guidance on how to use *Practice and Progress*. The aim has been to provide a practical handbook which will enable teachers to make the most effective possible use of the existing Students' Book (one-volume edition).

Contents

This book contains:

- General introduction and outline of method
- Demonstration lesson
- Guided conversation exercises based on each Lesson in the Students' Book
- Answers to written exercises and grammar notes relating to each Lesson in the Students' Book
- Answers to tests
- Structural index
- Lexical index

A description of the material

Each Unit in this Teacher's Book contains material to cover the two parts of each unit in the Student's Book:

Lesson 1: Guided conversation

Lesson 2: Composition and language study

Details are given in the section: *How to use this book*, which follows.

How to use this book

Allocation of time Ideally, two classroom lessons of approximately 50 minutes each should be spent on each text. The first lesson should be devoted to Guided Conversation; the second to Composition and language study. This means that there is enough material in this book for 200 lessons (including tests). However, you may choose to spend only *one* classroom lesson on each text — in which case, *every* lesson may be devoted to Guided composition and a selection of exercises may be set as homework. Your first task is to decide how much time you have in your programme in relation to the material available in the course.

The suggestions given below outline the basic steps in each lesson. You may decide to follow them closely, adapt them to suit your style of teaching, or reject them altogether — BUT PLEASE READ THEM FIRST!

Lesson 1: Guided Conversation

The stages of the Lesson

1	Listening comprehension	about 15 minutes
2	Comprehension questions	about 5 minutes
3	Asking questions	about 5 minutes
4	Pattern drill	about 5 minutes
5	Tell the story	about 10 minutes
6	Topics for discussion	about 10 minutes

Let's see what each step involves:

1 Listening comprehension (about 15 minutes)

There are nine recommended steps for presenting each text which will train students to understand spoken English. The steps are as follows:

- a* Introduce the story
- b* Understand the situation
- c* Listening objective
- d* Play the tape or read the text
- e* Answer the question
- f* Intensive reading
- g* Play the tape or read the text again
- h* Repetition
- i* Reading aloud

Every one of these steps must be very brief:

a Introduce the story

The teacher introduces the text with a few words, so the student clearly understands what's going on and is not obliged to guess. English should be used entirely as far as possible. For example (Text 1):

Today we'll listen to a story about some people in a theatre.

NCE Teacher's Book 2 always provides a brief introduction to each text.

b Understanding the situation

The students are asked to look at the cartoon to see if they can understand

what is going on in the text. The teacher may ask a few questions in English to help the students to understand the picture.

For example (Text 1):

What do you think is happening in the picture?

What is the man in front doing? Why?

NCE Teacher's Book 2 always provides a few questions of this kind.

c *Listening objective*

The teacher gives the students 'a listening objective', by setting them a question they will try to find the answer to. This means, the students will listen to the text *actively* rather than *passively*.

For example (Text 1):

Listen to the story, then tell me: Why did the writer complain to the people behind him?

NCE Teacher's Book 2 always provides a question of this kind.

d *Play the tape or read the text*

The teacher plays the tape or reads the text just once while the students simply listen without interruption. They should try to 'hear' the answer to the question given in *c* above.

e *Answer the question*

Now the teacher asks the question (*c* above) again and the students try to answer it: 'Now you've heard the story, why did the writer complain to the people behind him?' Don't let students shout out the answer. Train them to raise their hands if they think they know the answer. Get one student to answer, then ask the others, 'How many of you agree with him/her?' 'Put up your hands if you agree with him/her.' 'You don't agree (to another student), so what do you think the answer is?' 'How many of you agree with him/her? Put up your hands.' This keeps the students guessing and involves *the whole class*. Students should be trained to listen right from the start without 'preparation' or 'translation'. They will soon get used to the sound of English and to understanding the meaning of what they hear.

f *Intensive reading*

Now the teacher plays the tape or reads the text again, pausing after every sentence to check the students understand. This is an extremely important part of the lesson as the students must fully understand the text at the end of the presentation. Rather than give direct explanations, try to get as much information as possible from the students (think of it as 'a corkscrew operation'!). Explanations should be given entirely in English, but don't carry direct-method teaching to absurd lengths. Use gesture and mime where possible. If some of your students still don't understand, ask the best students in the class for a 'confirmatory translation' of a particular word or phrase for the benefit of other students who haven't grasped the meaning. Remember, if you don't translate a particular difficulty, then someone in the class will. However, translation should always be regarded as a last resort.

g *Play the tape or read the text again*

Play the tape or read the text again right through without interruption. This time, the students will understand it without difficulty because of the careful explanation you provided in *f* above.

h Repetition

Repetition is an *optional* activity at this level, and in any case should be confined to (say) the first cycle of 24 lessons only. If you conduct repetition exercises, first ask the *whole* class to repeat the text after you. Next divide the class into three groups and repeat the text once more. Finally, ask individual students round the class to repeat the text. When conducting chorus and group repetition, make sure the students repeat all together after you give them a clear signal. You can give such a signal simply by nodding or with a pencil in your hand. Imagine you're conducting an orchestra!

i Reading aloud

Ask a few students to read the text aloud, taking turns round the class. You will be able to tell from this how well particular students can pronounce correctly the English they have already heard.

This presentation should not take more than about fifteen minutes.
DON'T SPEND TOO MUCH TIME ON ANY ONE ACTIVITY!

2 Comprehension questions (about 5 minutes)

Once the text has been presented, proceed with the comprehension question listed for you in this section of the Teacher's Book. The questions are mixed and demand a variety of responses. They should be asked rapidly round the class and the students should be trained to answer naturally (i.e. don't insist on complete answers where they would not normally be given in the course of ordinary conversation). The essence of this exercise is *pace*, so it's better to get the students to answer individually rather than in chorus. Note that brief answers as provided for you after each question.

3 Asking questions (about 5 minutes)

In order to prevent incorrect forms like *Where he went?*, students are trained to ask two questions at a time. The first of these is a yes/no question and the second a Wh-question. For example:

TEACHER: Ask me if I went to the theatre last week.

STUDENT: Did you go to the theatre last week?

TEACHER: When ...?

STUDENT: When did you go to the theatre? (Not* When you went to the theatre?* or *When you go to the theatre?*)

The Teacher's Book, gives you a full example in this section, followed by a list of 'Ask me if ...' exercises.

4 Pattern drill (about 5 minutes for a single drill)

In addition to the exercise on tape (printed in the Teacher's Book under the heading 'Repetition drill'), there are pattern drills for each lesson. These are all 'stimulus-response' exercises. You provide a 'stimulus' and two students respond. Always give a clear example first with your best students, so students know exactly what to do before attempting each exercise. Here are a couple of typical examples.

TEACHER: hear the radio

STUDENT 1: I can hear the radio now. Can you?

STUDENT 2: Of course, I can. I can hear it perfectly well.

(Further prompts are listed in the Teacher's Book, so you can conduct the exercise round the class.)

Here is another example:

TEACHER: see the race — large crowd

STUDENT 1: Didn't you see the race?

STUDENT 2: I couldn't. The crowd was too large.

(Further prompts are listed in the Teacher's Book, so you can conduct the exercise round the class.)

Continue round the class at a brisk pace. Always indicate which two students will make each exchange before giving the cue or cues. If, during a drill, students make mistakes, correct them, and get them to repeat the correct response. Grammatical notes on the Pattern drill are provided in this book, in case you wish to refer to them.

Remember, material recorded on tape is given for each lesson under the heading **Repetition drill**. See below in Lesson 2.

**5 Tell the story
(about 10
minutes)**

This section consists of numbered notes which form a summary of the text. Write the notes on the blackboard (or have them written up and covered before the lesson begins) and ask individual students round the class to tell you the story. This gives students semi-prepared practice in speaking without interruption. Point out only the main errors made *after* students finish speaking. Don't constantly interrupt them!

**6 Topics for
discussion (about
10 minutes)**

The final part of the Guided conversation Lessons should be devoted to free conversation. Students should be invited to 'have a go' at expressing their own ideas, no matter how many mistakes they make. The topics become progressively harder *within* each lesson and one or all of them may be attempted. Individual students should be invited to make one or two statements about the topics. As conversational skill develops, you may occasionally arrange to spend more time on free conversation (omitting, for example, such exercises as 'Tell the story').

**Lesson 2:
Composition and
language study**

As has already been indicated, this entire lesson may be omitted and a selection of written exercises may, instead, be set as homework. If this approach is adopted, then the Summary and Composition exercises *must always be set*. Needless to say, more satisfactory results will be obtained where a complete classroom lesson can be devoted to written exercises.

The stages of the Lesson

- 1 Comprehension/Summary writing/Composition/Letter writing
- 2 Key structures
- 3 Repetition drill
- 4 Exercises on grammatical structure
- 5 Special difficulties
- 6 Exercises on special difficulties
- 7 Dictation
- 8 Multiple choice questions

No specific suggestions are made regarding the amount of time to be spent on each part of the lesson as this will be found to vary greatly.

- 1 Comprehension/ Summary writing/ Composition/ letter writing** These written exercises must never be omitted because they are part of a carefully planned summary and composition programme which evolves progressively through *Practice and Progressive* and *Developing Skills*. As the exercises are largely self-correcting, it will be sufficient to check that they have been done. Go round the class while students are writing and help individuals. Keys to exercises are contained in this book.
- 2 Key structures** This part of the lesson should be devoted to a *brief* explanation of the main grammar points that were presented in the text. You will find full technical explanations in this book. These explanations are for *your* information and *you* have to decide how much of this to pass on to your students. Grammatical information should be considered as a means to an end, not as an end in itself. Technical terms have been deliberately avoided in the Students' Book: it has been left to the teacher to decide how to present the grammar. This, in turn, will depend wholly on the class. In the case of students who are familiar with the grammar of their own language, there is no reason why the teacher should not make use of a few technical terms. In the case of students who are wholly unfamiliar with grammatical concepts, no technical terms should be used at all. The aim behind all the explanations should be to reinforce theoretically what the students have already practised orally. It is best to avoid sweeping 'rules' and to confine the study of grammar to the points presented. Additional information can be obtained from any standard grammar practice book.
- 3 Repetition drill** The students practise the taped drill. They may do this with the aid of a cassette player in the classroom, or at home if they are working on their own. Alternatively, the teacher may conduct the drill 'live' from the tapescript printed in the lesson.
- 4 Exercises on grammatical structure** These should be tackled in writing. They will provide further reinforcement of the grammar that has just been presented. Answers to all these exercises will be found in this book.
- 5 Special difficulties** A brief explanation regarding the special lexical/structural difficulties should now be given. This section concentrates on words and structures often misused and confused as a result of interference from the students' mother tongue. Where appropriate, you may draw a brief contrast between the problem presented in the text and a similar problem in the mother tongue.
- 6 Exercises on special difficulties** These should be tackled in writing to reinforce what has just been presented. Answers to all these exercises will be found in this book.
- 7 Dictation** Depending on the amount of time available, dictations should be given frequently. A few sentences taken from a passage the students have already studied may be dictated. The students may correct their own work by comparing their version with the passage. Dictation is an excellent exercise in syntax, spelling, and listening comprehension.

8 Multiple choice questions

Multiple choice is a *testing* device, not a *teaching* device. Its purpose here is to train students for the kind of objective testing which is usual in public examinations. Multiple choice exercises cover the following: reading comprehension, structure and vocabulary. Multiple choice exercises are followed by an exercise in sentence structure. Answers to all these exercises will be found in this book.

Homework

The written exercises become more demanding and time-consuming as the student progresses through the course. At a later stage, exercises which have not been completed in class may be set as homework.

Pre-unit tests

These should always be set before the students move on to a new Unit.

Future work

If the student wishes to proceed further, he may go on to the following books after completing this one. They are designed to 'overlap' each other so that the student can continue without difficulty:

Developing Skills:

An Integrated Course for Intermediate Students

Fluency in English:

An Integrated Course for Advanced Students

Demonstration lesson for 'guided conversation'

Lesson 1 in the Students' Book of *Practice and Progress* has been selected for demonstration purposes. The steps outlined in the section *HOW TO USE THIS BOOK* are now demonstrated in practice.

1 Listening comprehension (about 15 minutes)

Refer to the nine steps of Lesson 1 in the Teacher's Book.

a Introduce the story

TEACHER: (*after greeting the class*): Today, I want you to listen to a story about a visit to the theatre. The story is called 'A Private Conversation'.

b Understand the situation

TEACHER: Look at the picture. What do you think is happening? What is the man in front doing? Why?

c Listening objective

TEACHER: Look at me and listen please. I'm going to read you the story. After I finish reading it, I'm going to ask you this question: Why did the writer complain to the people behind him? Ready?

d Play the tape or read the text

e Answer the question

TEACHER: So why did the writer complain to the people behind him? No. No. Don't shout out the answer! I will ask *you*. What do you think, [name of student]? Who agrees with him/her? Put your hands up please! Hm. So what do you think, [name of another student]? How many of you agree with him/her? Good. You're right! The writer complained to the people behind him because they were talking! Yes, that's right, [name of student]. The writer couldn't hear the play! So how did he feel, [name of student]? Yes, he was annoyed! Good.

f Intensive reading

TEACHER: Now look at Lesson 1 please. We'll go through it carefully

and make sure everyone has understood it. Ready? Now what about the title, 'A Private Conversation'? Let's take the word *conversation* first. A *conversation* is a ...? [name of student] Yes, that's right. It's a talk. But what about a *private* conversation, what kind of *talk* is that? Yes? A talk between you and me. Good. It's not his business or her business. It's *private*. "Last week I went to the theatre." *Went*, of course, is the past tense of the verb ...?, Yes, *go*. I went to the theatre. What would you expect to see at a *theatre*? No, it's not a work. It's a ...? Yes, it's a *play*. You'd go to the theatre to see a *play*. 'I had a very good *seat*.' Now what's the difference between a *seat* and a *chair*? Yes, it's somewhere you sit. But notice the difference between *seat* to describe where you sit in a theatre or a cinema, and *chair* which you would find in your home. You can pick up a *chair* and move it somewhere else, but you can't usually do this to a *seat*.

And so on, through the text, sentence by sentence, making sure the meanings of the structures and content words are fully communicated. Note how the information is obtained from the students themselves. That's what is meant by a 'corkscrew operation'. Don't waste time on words and expressions the students know really well: concentrate only on difficulties. Discourage the students from shouting out mother-tongue equivalent, though this will inevitably happen occasionally. Now and again, encourage the students to complete sentences with English words to show they have understood their use. Ask for 'confirmatory translations' from your best students only when you wish to confirm that some particularly difficult item has been understood.

g Play the tape or read the text again

TEACHER: Now we'll listen to the story again. Ready?

h Repetition

TEACHER: Now repeat the story after me. Ready?

Last week I went to the theatre. (*Give a clear signal*)

STUDENTS: Last week I went to the theatre.

Remember, repetition is optional at this level and in any case should be confined to the first twenty-four lessons.

i Reading aloud

TEACHER: Now look at the text again. Would you start reading the story please [name of student]. [*Student*] reads a few sentences of the text and the teacher corrects pronunciation at the end.

That's all thank you, [name of student]. Note the pronunciation of the word *seat*: /si:t/ not /sit/. Say it after me please: /si:t/. Thank you. Now continue please, [name of student].

And so on until the complete text has been read by a few students.

2 Comprehension questions (about 5 minutes)

Refer to this section in the Teacher's Book.

TEACHER: Now I'm going to ask you some questions about the story. Ready? Where did you go last week? (*to class as a whole before indicating an individual student*)

STUDENT: (To) the theatre.

TEACHER: Was it an interesting play? (*to class as a whole before indicating an individual student*)

STUDENT: Yes, it was.

And so on. Ask questions rapidly round the class, adding a few more of your own if you want to. Please remember to direct each question to the class as a whole, then pause slightly before indicating an individual. The pace should be fast, so it's best not to call out students' names, but simply to point.

3 Asking questions (about 5 minutes)

Refer to this section in the Teacher's Book.

TEACHER: Now I want *you* to ask *me* some questions. Ready? [name of student] Ask me if I went to the theatre last week.

STUDENT: Did you go to the theatre last week?

TEACHER: (Yes, I did.) When ...?

STUDENT: (*making a mistake:*) When you went to the theatre?

TEACHER: No. Listen. Did you go to the theatre last week? That's the question. Now put *When* in front of it.

STUDENT: (*making another mistake:*) When did you go to the theatre last week?

TEACHER: No. When did you go to the theatre? 'Last week' is the answer!

STUDENT: When did you go to the theatre?

TEACHER: (Last week.) That's better.

And so on, rapidly round the class.

4 Pattern drill (about 5 minutes for a single drill)

Refer to this section in the Teacher's Book.

TEACHER: Now we're going to practise making simple sentences. We'll practise in pairs. I'll give you cues like 'walk across the stage — slow'. Then you, [name of Student 1] will ask:

How did she walk across the stage?

and you [name of Student 2] will answer:

She walked very slowly across the stage.

Let's try it.

(*indicate two students*) walk across the stage—slow

STUDENT 1: How did she walk across the stage?

STUDENT 2: She walked very slowly across the stage.

TEACHER: Good. Now we'll continue.

(*indicate two students*) behave at the theatre—rude

STUDENT 1: How did she behave at the theatre?

STUDENT 2: She behaved very rudely at the theatre.

TEACHER: Good.

Continue round the class at a brisk pace. Always indicate which two students will make each exchange before giving the cues. Don't spend too long on any one drill.

5 Tell the story (about 10 minutes)

Refer to this section in the Teacher's Book.

Copy the notes provided onto the blackboard, or, preferably, have them written up and covered before the lesson begins.

TEACHER: Now look at the blackboard please. I want you to try and tell me the story from these notes. Would you begin please, [name of student]? (*Student reconstructs points 1 and 2 (or*

more) and you correct him after he has finished.) Good, now you continue please, [name of student]. (Student continues and you correct him after he has finished.)

And so on round the class, asking a few students to reconstruct the text a few times. Remember, it is never necessary for the students to be word-perfect and you may prompt them as often as is necessary while they are speaking.

6 Topics for discussion (about 10 minutes)

Refer to this section in the Teacher's Book:

TEACHER: Now tell me about a visit to the theatre or cinema. When did you last go to the theatre/cinema [name of student]? What did you see? How did you enjoy it? Why? What about you [name of another student]? What kinds of plays/films do you like best? etc.

Try to time the exercises so that you complete them all in each Lesson. With practice, this will come easily. It is important not to spend too long on any one activity: each lesson must have variety, pace and attack. But if occasionally you don't get through all the exercises, don't worry. During the next lesson-period, go on to a new lesson. Don't attempt to complete the previous one. These guided conversation exercises are *cumulative* in their effect and the students' skill in conversation will develop gradually.

If you conduct the guided conversation lessons in the way suggested above, you will not only improve your skills as a teacher, but you will also improve your own fluency in English because you will be *using* the language all the time, not just talking about it!

总体介绍

基本原理

这本书是应世界各地教师的要求而写的，他们都希望在如何使用《实践与进步》方面得到更多明确的指导。本书的宗旨是为教师提供一本实用的手册，以便使教师有可能最充分地利用现有的学生用书（一卷本）。

内容

这本书包含：

- 总体介绍和教学法简介
- 示范课文
- 依据学生用书中每课内容而编写的教师引导下的会话练习
- 学生用书中书面练习的答案和语法注释
- 测验答案
- 结构索引
- 词汇索引

教材内容介绍

教师用书中的每一个单元涵盖了学生用书每一单元中的两个部分：

第 1 课时：教师引导下的会话

第 2 课时：作文和语言练习

具体做法见随后的《本教材使用说明》。

本教材使用说明

时间分配

理想的安排是，每篇课文用两个课时，每课时 50 分钟左右。第 1 课时用于教师引导下的会话，第 2 课时用于作文和语言学习。这样，本书内容足够约 200 课时使用（包括测验）。但是，每篇课文也可只用 1 个课时——在这种情况下，上课时间便应完全用于教师引导下的会话，选一部分书面练习让学生作为课外作业。教师的首要任务是根据教学计划规定的时间确定如何运用教材。

下列建议简要地说明了每堂课的讲课步骤。你可以遵照执行，也可以加以修订以适应你的教学方式，也可以拒之不用——不过，请你先读一下本说明。

第 1 课时：教师引导下的会话

讲课步骤

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|---|-------|---------|
| 1 | 听力训练 | 约 15 分钟 |
| 2 | 理解性问题 | 约 5 分钟 |
| 3 | 学生提问题 | 约 5 分钟 |
| 4 | 句型训练 | 约 5 分钟 |
| 5 | 复述故事 | 约 10 分钟 |
| 6 | 讨论题 | 约 10 分钟 |

现把这 6 个步骤分别说明如下：

1 听力训练（大约 15 分钟）

我们推荐介绍课文的 9 个步骤，以训练学生听懂英语口语的能力。这 9 个步骤为：

- a 介绍故事
- b 了解情景
- c 听力训练目标
- d 播放录音或朗读课文
- e 回答问题
- f 精读
- g 再次播放录音或朗读课文
- h 重复
- i 大声朗读

每一个步骤都必须简洁：

- a 介绍故事

教师用几句话介绍课文，这样学生就能清楚课文中发生的是什么事情，而不需要去猜测。只要有可能就应全部使用英语。以第 1 课为例：

Today we'll listen to a story about some people in a theatre. (今天我们要听一个故事，讲的是在剧场中的几个人。)

《新概念英语》第 2 册的教师用书中对每课书都有一个简要的介绍。