

刘学涛
胡传京

上

新概念英语辅导大全

黑龙江科学技术出版社

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编译说明

《新概念英语》是英国语言学家 L. G. Alexander 编写的一套英语教材。

作者在“写给教师的话”中指出：“如果一个学生掌握了许多语法知识，但却不能运用语言，这无异于一位钢琴家懂得大量合弦的道理却不会演奏。因此，对学生所掌握的语言程度的衡量不是看他知道多少，而是看他在社交场合运用如何。”他打破了传统的“生词—课文—语法”的教学模式，以主要培养学生掌握运用语言的能力这一新的概念为编写原则；在词汇、课文、语言训练及视听说材料等方面进行了精心设计，使这套教材具有取材新颖，语言地道，课文剪裁适宜，短小精悍，含蓄幽默等特点。为我们学习英语提供了更有科学性，系统性和易接受性的教材。

为了更好地按照这种新的理论讲授和学习这套教材，该书作者另编有一套辅导资料，其中包括第一、二册课本的《教师用书》各一册，以及一至四册课本的《录音练习原稿》和一、二、三册课本的《附加笔头练习》。两本《教师用书》向我们展示了一种全新的语言教学方法——从视、听、说入手训练学生掌握各种语言技能的方法。L. G. Alexander 根据人自然掌握语言的过程，提出了学生学习语言的原则：没听过的不说，没说过的不读，没读过的不写。《教师用书》是这一原则具体而完美的体现。而《录音练习原稿》与《附加笔头练习》则为我们提供了大量的配合课文内容的听、说、读、写练习材料，并配有与《录音练习原稿》相同内容的 17 盘录音磁带供语言实验室教学之用。

《新概念英语》是我国最广泛采用的国外引进教材。很可能由于资料不全或对这套教材的教学原则及教学方法不太了解的缘故，我们往往用传统的教学方法和学习方法来讲授和学习这套教材。例如：在讲授和学习第一册《入门必读》时，常按照传统观念把重点放在有对话或课文的单数课上，而忽略了配有大量图片但文字很少的，用来进行视、听、说练习的双数课。实际上一个单数课与一个双数课构成一个教学单元，是不可分割的有机整体。而在讲授或学习第二册《实践与提高》时，常按照传统观念把重点放在课文和笔头练习上。实际上，按照新概念的理論每一课都应有一定量的听说练习，并以之为重点，从而体现视听说领先的原则。第一册《教师用书》不仅为我们提供了单数课的教学方法，而且更重要的是为我们提供了双数课的具体教学内容和教学方法；第二册《教师用书》则为每一课安排了一课时的听说练习内容，并适时地增加了语法项目，从而构成一个听、说、读、写的完整体系。

为了更完整地体现《新概念英语》作者的教学原则与教学方法，为了使广大师生能够获得有关《新概念英语》的全部辅导材料，为了使教师与学生更好地教好学好这套教材，我们编译了这套《新概念英语辅导大全》。书中收编了原教材的《教师用书》，《附加笔头练习》及《录音练习原稿》的主要内容，并对各课做出详尽注释，给出语法重点，在书后附有全部练习答案。

我们相信本书的出版可以使广大师生在《新概念英语》的讲授和学习上获得更好的效果。

编译者

The English Alphabet 英语字母表

| 印刷体 | | 书写体 | | 名称 | 印刷体 | | 书写体 | | 名称 |
|-----|----|-----|----|--------|-----|----|-----|----|-----------|
| 大写 | 小写 | 大写 | 小写 | 读音 | 大写 | 小写 | 大写 | 小写 | 读音 |
| A | a | A | a | (ci) | N | n | N | n | (en) |
| B | b | B | b | (bi:) | O | o | O | o | (əu) |
| C | c | C | c | (si:) | P | p | P | p | (pi:) |
| D | d | D | d | (di:) | Q | q | Q | q | (kju:) |
| E | e | E | e | (i:) | R | r | R | r | (ɑ:) |
| F | f | F | f | (ef) | S | s | S | s | (es) |
| G | g | G | g | (dʒi) | T | t | T | t | (ti:) |
| H | h | H | h | (eitʃ) | U | u | U | u | (ju:) |
| I | i | I | i | (ai) | V | v | V | v | (vi:) |
| J | j | J | j | (dʒei) | W | w | W | w | (dʌblju:) |
| K | k | K | k | (kei) | X | x | X | x | (eks) |
| L | l | L | l | (el) | Y | y | Y | y | (wai) |
| M | m | M | m | (em) | Z | z | Z | z | (zed) |

国 际 音 标

| | | | | | | | | | | | | |
|----|-----|------|------|------|------|------|------|------|------|-----|-----|-----|
| 元音 | 单元音 | 长 | (i:) | (ɔ:) | (u:) | (ə:) | (ɑ:) | | | | | |
| | | 短 | (i) | (ɔ) | (u) | (ə) | (æ) | (e) | (ʌ) | | | |
| | 双元音 | (ei) | (ai) | (oi) | (əu) | (au) | (iə) | (eə) | (uə) | | | |
| 辅音 | 清 | (p) | (t) | (k) | (ts) | (tr) | (tʃ) | (f) | (θ) | (s) | (ʃ) | (h) |
| | 浊 | (b) | (d) | (g) | (dz) | (dr) | (dʒ) | (v) | (ð) | (z) | (ʒ) | (r) |

CONTENTS (目录)

THE ENGLISH ALPHABET

英语字母表

THE PHONETIC SYMBOLS

国际音标

TEACHING UNITS

1. Is this your (handbag) ? 1
Yes, it is.
My name is ...
2. My (coat) and my (umbrella). 2
This is (not) my (umbrella).
Here is my / your ...
Is this it?
No, it isn't.
It isn't my (umbrella).
It is (it's) your (umbrella).
3. This is (Alice). 4
She is (she's) French.
He is (he's) German.
It's (French) car.
It's (French).
It's an (English) car.
It's (English).
His / her name is (name's) ...
He's / she's a (French) student.
Yes, she is / No, she isn't.
Yes, he is / No, he isn't.
4. Are you (French), too ? 6
Yes, I am / No, I am (I'm) not.
I'm a (typist).
I'm an (engineer).
What's your / his / her job?
5. I'm / he's / she's (very) well / hot / tall etc. 8
Look at that (man).
6. Whose (shirt) is this / that? 9
Whose is this / that (shirt) ?
Is this your / his / her (pen) ?
It's not my / his / her (pen).
It's (Tim's) / my (father's).
Here you are.
7. What colour is (colour's) ...? 11
It's (green).
Come and see it.
It's the same colour.
Here it is.
My shirt is (shirt's) white.
8. Are you / your friends (Swedish)? 13
Yes, we / they are.
No, we / they are not (aren't).
- Our / their (cases) are (brown).
Are these your ...?
Here they are.
9. Those women are (very pretty). 15
What are their jobs?
They are (typists).
Who is (this young man) ?
10. We're / They're (tired). 17
Are you all right ?
These (ice-creams) are (nice).
Look! There's a(n) ...
Who is (tired) ?
11. Give me / him / her / us / them a (book). 19
Which one / (book) ?
This / that one / (book).
Not this / that one / (book).
The (red) one / (book).
12. Give me / him / her / us / them some (glasses). 21
Which ones / (glasses) ?
These / those ones / (glasses).
Not these / those ones / (glasses)
The ones / (glasses) on the shelf.
13. There is a (bottle) in / on the 23
(refrigerator / table).
The (bottle) is empty).
It is on the left / on the right / in the middle of ...
Where is ...
14. There are some (magazines) on / in / near 24
The (magazines) are ...
Are there any (magazines) on / in / near ... ?
There aren't any (magazines) on / in / near ...
Where are ... ?
15. Put on / take off your (coat). 26
Turn on / off the (light).
Then (sweep) the (floor).
What must I do ?
She must ...
16. He / she / it is (running) 28
under / across / after ...
What is he / she / it doing?
It is (drinking) its (milk).
He isn't (reading). (He's typing a letter).
Where is he / she / it (sitting) ?
What about (the dog) ?
17. It is a fine day. 30
There are some clouds in the sky.
but the sun is shining.
We / they are (walking) over / under ...

- They are jumping off a wall.
18. It is between / beside ... 32
(We are) walking along / across ...
(They are) coming out of ...
(They are) going into ...
Here is another (photograph).
19. What / where are you going ... 34
to ... ?
I am going to ...
I am (making) ...
I am going to paint it (pink).
This (bookcase) isn't for me.
20. Give / show / send (it) to (me). ... 36
What are you going to do with ... ?
Don't (put) ...
Put / turn (it) on.
Take / turn (it) off.
I'm going to put it in front of ...
21. Is there (a tie) in / on ... ? 38
Is there (any milk) in / on ... ?
There's (a tie) / one in / on ...
there's (a piece of cheese) in / on ...
There's some (cheese) in / on ...
22. Can you ... (= Are you able to) ... 40
Yes, I / you etc. can ...
No, I / you etc. can't ...
(He) can't ... but (he) can ...
It's behind / in front of ...
Are there any (cups) ... ?
Is there any (coffee) ... ?
23. Can (you type) this for me ? 43
24. Do you like / want (any coffee / biscuits) ? 45
Yes, I do / No, I don't.
I (like) / don't (like) coffee / biscuits.
Do you want any / one / (a cup) ?
I like ... but I don't like ...
25. He / she likes / doesn't like ... 47
I like ... but (he) doesn't.
Does he / she like ...
Yes, he does / No, he doesn't.
I don't either.
26. Where do you come from ? 49
I / you etc. come from ...
What's the (climate) like ?
It's often / always / sometimes (hot).
It rains / snows sometimes.
When is / does it (hot / rain) ?
27. (The weather's often cold) in the ... 51
North / South / East / West.
Which season(s) do you like best ?
28. They live at ... 53
In the morning / afternoon /
evening / at noon / night
(they go) to work / school / bed / home.
(She stays) at home.
He (usually) reads ...
29. What's the time ? 55
It is (8.0) o'clock.
They usually go to school by car
every day / in the morning etc.,
but today / this morning they
are going on foot.
30. Have you / we / they any ... ? 57
Yes, I / we / they have.
No, I / we / they have not / haven't.
(I) haven't any ... but (I) have some ...
I only have ...
Is that all ?
What else do you want ?
31. He feels / looks (ill). 59
How does he feel / look
He / she has (a bad cold).
Yes, he / she has.
No, he / she has not / hasn't.
(We) must call (the doctor)
Yes, (we) must.
No, (we) must not / mustn't.
Why ... because.
So (continuative)
32. Can I ... (= May I). 61
He mustn't ... yet.
How long must he ... ?
... for about two hours each day.
Negative questions.
So (adverbial)
33. It's half past / a quarter past / to (ten).
How old are you ? 63
I'm 24 / I'm 24 years old.
My birthday's on (July 18th) / (18th July).
Enjoy yourself / yourselves etc.
34. Were you (at the butcher's) ? 66
Yes, I / he / she was.
No, I / he / she wasn't.
Where were you (on Monday) ?
I was (at church on Sunday / January 1st).
It's (five past / to one).
35. In (1968) there was ... 68
There were ...
My wife and I (we) were ...
Julie and Jack (they) were ...
Yes, we / they were
No, we / they were not (weren't).
36. What's (he / she) like ? 70
He (telephoned) four times
yesterday / yesterday morning /
the day before yesterday / last night etc.

- Did you / he / she etc. ?
Yes, (I) did. No, (I) did not / didn't.
37. She went to London and lost her way.
(Irreg. past). 73
Did he (understand) ?
He did not (understand).
She smiled (pleasantly).
I went there once, twice ...
38. Have you any (shoes) like these ? 75
We had some a month ago / last month / last year etc.
I'm afraid that I can't.
39. I want to (see the dentist). 77
Can't you wait till ... ?
40. What do (we) need ? 79
(We) need a lot of things.
(We) haven't got much / many /
a lot of (butter / eggs) at all.
(She) needn't buy any (eggs), but
she must buy some (butter).
I must go to the (grocer's) to get some (groceries).
41. (He's) having a bath. 81
Have a (cigarette).
(We) can have dinner.
(We) had / didn't have (lunch).
What did you have ?
I'm nearly ready.
42. I've already / just had 84
Have you had ... ?
Let's go ...
43. Have you just been to the cinema ? 86
I've already seen it.
I have never been there.
Have you ever been there ?
I've already done so / I did so.
44. Have you / Has he etc. finished yet ? 88
(They're) still working on it.
They're trying to ...
45. I believe that 90
May I ... (= permission).
How long have you (lived) here ?
I have (lived) here for / since twenty years / 1947.
How much does it cost ?
46. I / we shall / you / he / she / it / they will 93
(see him) tomorrow / tomorrow morning etc.
Yes, (I) shall / No, (I) shall not (shan't).
Yes, (he) will / No, (he) will not (won't).
When will ... ?
I think that ...
47. He was there during the war. 95
He will (fly to New York) next
month. / the month after next etc.
Echoed questions: affirmative only.
48. At nineteen minutes past eight / eight nineteen. 97
In (five hours') time.
We've got plenty of time.
The clock's ten minutes slow.
What's the exact time ?
We'd better ...
49. Is this mine / yours / his / hers ? 100
Are these ours / yours / theirs ?
Does this belong to me ? etc.
Do these belong to you ? etc.
Who do they / does it belong to ?
50. say / think / believe / know / 102
understand / be afraid / be sorry / be sure that ...
Let (me) help you.
Try and stand up.
Echoed questions: negative.
51. (He) says / thinks / believes / knows / 104
hopes / is afraid / is sorry / is sure (he) ...
What else (does he say) ?
Question tags: negative—
affirmative: He doesn't say very
much, does he ? etc.
52. (I) could answer the questions. 106
They were very easy.
(I) couldn't answer the questions.
They were too difficult.
The questions were easy enough for me to answer.
The questions were too difficult for me to answer.
How about you ?
That's why I could / couldn't ...
53. I want / don't want (you) to (come) 108
Tell (him) (not) to (come) ...
How do you spell . ?
I'm sorry about that.
Question tags affirmative—negative.
54. Would you like to ... ? 110
Could you (show me) ... ?
It's (smaller) than ...
It's the (smallest) in / of ... / I have ever seen.
55. Shall I (make some coffee) ? 113
I've got very little / a little.
I've got very few / a few.
I've got more / the most / less / the
least / fewer / the fewest.
It is better / the best / worse / the worst.
56. It's more / less (expensive). 115
It's the most / least (expensive).
It's as (good) as ...
It's not as (good) as ...
57. I've got no (cake / biscuits). 117
I've got none.
Neither (have) I.
So (have) I.
58. Every / No / Any / Some compounds. 120

- There's none left.
Have something to drink.
They must be somewhere.
59. When (he was going) into the 122
dining-room (he dropped) ...
Just as he was ...
While she (was cooking), he
(was working) in the garden.
We both tried ...
He had already (swallowed them).
60. After they (had entered) the 125
house, they (went) ...
We had had dinner before they (arrived).
It was (dark) so they (turned on a torch).
61. The man / men / woman / women who / that : 128
The man / men / woman / women whom / that ...
The book / books / dog / dogs which / that ...
I forgot to ...
He (didn't, did) he ?
62. The man / men / woman / women 130
(standing behind the counter).
(He) is the (man) (I served yesterday).
That's the man I told you about.
That's the ship I travelled on.
63. I have to / Do you have to 133
I shall have to / Will you have to ...
I had to / Did you have to ...
I have had to / Have you had to ...
I needn't ...
(I'll have tea) by myself.
64. (He) can't be ill / Danish / a 135
dentist / forty / reading etc.
(He) must be ill / Danish / a
dentist / forty / reading etc.

- I think so / I don't think so.
I hope so / I hope not.
65. (He) can't have been ill / 138
Danish / a dentist / reading etc.
(He) must have been ill /
Danish / a dentist / reading etc.
You'd better not ...
66. (We) may (go abroad). 140
(He) may be (reading).
(He) may have been (reading).
It takes (a long time),
67. He said (that) 142
He told me (that) ...
...he was going to / he felt / he had finished.
68. He said (that) 145
He told me (that) ...
... he would / could / might ...
69. If (I win a lot of money, I) shall 147
If (he wins a lot of money, he) will ...
If (you feel better, you) can ...
70. Tell (me) if / why 150
He wants to know if / why / what / when ...
I don't know what ...
71. It is / they are (opened) regularly. 152
He is / they are (invited) regularly.
It was / they were (opened) this morning.
He was / they were (invited) this morning.
72. It is / they have already been (opened). 155
He is / they have already been (invited).
It hasn't / they haven't been (opened) yet.
It / they will be (opened) soon.
He hasn't / they haven't been (invited) yet.
He / they will be (invited) soon.
- KEY TO WRITTEN EXERCISES 练习答案 158

Teaching Unit 1

Lesson 1

一、课文

Excuse me!
Yes?
Is this your handbag?
Pardon?
Is this your handbag?
Yes, it is.
Thank you very much.

二、教学重点

向全体学生问好: Good morning/afternoon/evening. 教师进行自我介绍: My name is... 询问学生姓名: What is your name? 课程应完全用英语进行讲授。借助手势和模仿动作下达课堂指令, 如 Look! Listen! Open your books! Shut your books! 课堂教学程序请参照下文。

三、教学安排

听力朗读训练:

(a) 听(合上书)

下达课堂指令 Listen! 然后放一遍本课录音或教师朗读一遍课文。在这一阶段学生什么也听不懂, 但是以后讲课的第一步骤就是听力训练, 所以必须从一开始就把这种模式固定下来。

(b) 听同时看图理解(打开书, 但只看图): 发出课堂指令 Open your books! 然后用摹仿动作向学生说明用东西将这一页左半边的文字盖上(最好让学生事先准备一张硬纸卡, 以后各课均要用的)。下达指令 Look and listen! 一定要保证学生在看图, 而不是在注视教师或录音机。放几遍录音或读几遍, 让学生根据图画理解对话内容。如果这样学生还不能理解, 教师就得借助手势和模仿动作来让学生理解。在实在没有办法的情况下, 就只好进行翻译了。在放录音或朗读时, 为了确保学生在看右半边的图画, 教师可以在每句对话放出或读出之前大声读出相应图片上所标出的数字 Number 1—7

(c) 听(合上书):

给出课堂指令 Shut your books! Listen! 然后再放一遍录音或读一遍对话。

(d) 听并集体跟读(合上书):

下达课堂指令 Listen and say! 然后以稍慢于正常朗读的速度大声读出每句对话。读完马上给出指令 All together! 这样让全体学生集体跟读。将整篇对话领读几遍, 领读的速度可逐渐加快。

(e) 听并进行小组或个人跟读(合上书):

给出课堂指令 Listen and say! 然后大声朗读对话, 下达课堂指令 All together 或 Now you, 让各小组分别进行跟读或让个人跟读。

(f) 进行全体、小组或个人跟读(打开书):

给出课堂指令 Open your books! 全体学生应该是第一次看左半边的文字。进行集体、小组和个人跟读练习, 最后可以让两名学生按角色大声朗读对话。

四、课文注释(包括双数课内容)

- Excuse me! 在向别人提问之前说出此话以示礼貌, 例如:
Excuse me, what is your name? 请原谅, 您贵姓?
Excuse me, could you tell me the way to the station? 请原谅, 您能告诉我去火车站的路吗?
- Yes? 这里用问号, 读升调, 表示说话人听到了他人的招呼, 同时又有询问对方之意。
Mother: Tom! 汤姆!
Tom: Yes? 啊?
本课中同时出现 yes 的另一种用法, 就是对一般疑问句作出肯定回答, 读降调, 用逗号。
A: Is this Lesson One? 这是第一课吗?
B: Yes, it is. 是的, 它是。
- Pardon? 在没听清对方的话而希望对方重复时的用语, 是 I beg your pardon 的简略说法, 也可说 Beg pardon 或 Pardon me. 例如:
Student: I can not answer this question.
学生: 我不能回答这个问题。
Teacher: Pardon?
老师: 我没听清, 请再说一遍好吗?

Lesson 2

一、教学安排

1. 数字练习(合上书)

- 集体跟读: 在黑板上用阿拉伯数字按顺序写出 1—10。
下达课堂指令 Look at the blackboard! 然后指着每个数字大声读出, 并给出指令 All together! 让全体学生跟读。这样反复领读几遍。
- 进行小组或个人跟读。
- 集体跟读: 擦去黑板上数字, 然后不按顺序写出 3、7、5、2、6、1、10、4、8、9, 领全体学生读几遍。
- 个人跟读: 让单个学生练读黑板上的任何数字。

2. 跟读练习(打开书)

- 集体跟读: 给出课堂指令 Open your books!

Look at Lesson 2! 然后按下列方法练习:

Teacher: Look at number 1. Is this your pen?

All together!

Class: Is this your pen?

Teacher: Yes, it is. All together!

Class: Yes, it is.

用图片上显示的物体让学生进行集体跟读的句型训练:

- | | |
|---------------------|---------------------|
| 2: ... your pencil? | 7: ... your skirt? |
| 3: ... your book? | 8: ... your shirt? |
| 4: ... your watch? | 9: ... your car? |
| 5: ... your coat? | 10: ... your house? |
| 6: ... your dress? | |

- 小组或个人跟读: 不按图片的顺序进行小组或个人跟读, 对本课图片全面练习。

3. 句型练习(打开书)

教师先进行示范,说明各练习作法,然后向学生下达指令 Now you! 让单个学生用同样方法进行练习。

(a) 练习: Yes, it is.

用下列方法向各个学生提问:

T(老师): Mr / Mrs / Miss ... Look at number 4.

Is this your watch? (点头示意肯定回答)

S(学生): Yes, it is.

(b) 练习: Is this your (pen)?

给出替换词让学生练习说出问句:

T: Mr / Mrs / Miss ... Look at number 1.

... your pen.

S: Is this your pen?

T: Yes, it is.

(c) 练习: Is this your (pen)? Yes, it is.

在教师引导下学生之间进行问答练习:

T: Mr ... ask Miss... (用手势让学生明白ask的意思) Number 9.

1st S: Is this your car?

2nd S: Yes, it is.

T: Miss ... ask Mrs ... Number 6.

2nd S: Is this your dress?

3rd S: Yes, it is.

二、录音练习原稿

此稿是根据双数课内容编写的听说练习材料,配有相应的录音磁带,供语言实验室教学之用。如果没有语言实验室,也可在课堂使用。无此稿的录音带,教师也可在课堂朗读此稿,让学生进行听说练习。

TO elicit: Is this your (pen)?

Numerical sequence.

Tutor: Look at Lesson 2.

Look and listen. Do not speak.

(a) S: Look at number 1.

* R: Is this your pen?

(b) S: Yes, it is. Number 2.

* R: Is this your pencil?

(c) S: Yes, it is. Number 3.

* R: Is this your book?

S: Yes, it is.

Tutor: Now you ask the questions. Ready?

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. S: Yes, it is. Number 4.

R: Is this your watch?

5. S: Yes, it is. Number 5.

R: Is this your coat?

6. S: Yes, it is. Number 6.

R: Is this your dress?

7. S: Yes, it is. Number 7.

R: Is this your skirt?

8. S: Yes, it is. Number 7.

R: Is this your shirt?

9. S: Yes, it is. Number 9.

R: Is this your car?

10. S: Yes, it is. Number 10.

R: Is this your house?

S: Yes, it is.

Teaching Unit 2

Lesson 3

一、课文

My coat and my umbrella please.

Here is my ticket.

Thank you, sir.

Number five.

Here is your umbrella and your coat.

This is not my umbrella. Sorry, sir.

Is this your umbrella?

No, it isn't!

Is this it?

Yes, it is.

Thank you very much.

二、教学重点

全课用英语讲授,可借助手势和模仿动作让学生理解讲授内容。

三、教学安排

1. 听力朗读训练

(a) 听(合上书):

下达课堂指令 Listen! 然后放一遍对话录音或朗读一遍对话。

(b) 听同时看图理解(打开书,但只看图):

给出指令 Open your books! Look at Lesson 3! 用模仿动作告诉学生把课文文字部分用东西盖上,然后给出指令 Look and Listen! 一定要保证学生在看图,而不是在注视教师或录音机。放几遍对话录音或朗读几遍对话,让学生通过图片理解对话内容。如果这样学生还不能理解,就借助手势和模仿动作使学生理解。在实在没有办法的情况下,就只好进行翻译了。在放录音或朗读时,为了确保学生在看图,教师可以在每句对话放出或读出之前,大声读出相应图片上所标数字 Number 1—7。

(c) 听(合上书):

给出课堂指令 Shut your books! Listen! 然后再放一遍录音或朗读一遍。

(d) 听并集体跟读(合上书):

给出课堂指令 Listen and say! 然后以稍慢于正常的朗读速度大声读出每句对话,然后给出指令 All to-

Lesson 4

一、教学安排

1. 数字练习 (合上书)

- 集体跟读: 把数字1~15按顺序写在黑板上。给出课堂指令 Look at the blackboard! 指着黑板上数字大声朗读, 然后给出指令 All together! 让学生集体跟读。领学生读几遍, 主要练习 11~15 的新数词。
- 小组或个人跟读: 让小组或个人跟读这些数词。
- 集体跟读: 擦去黑板上数字, 然后不按顺序写出这15个数字: 9, 11, 3, 8, 12, 7, 4, 13, 5, 10, 14, 2, 1, 6, 15。让学生集体跟读几遍。
- 个人试读: 让单个学生试读你指出的黑板上任何一个数字。

2. 跟读练习 (打开书)

- 集体跟读: 给出指令 Open your books! Look at Lesson 4! 然后按下列方法进行练习。

T: Look at number 1. Is this your pen? All together!

S: Is this your pen?

T: (点头) Yes, it is. All together!

S: Yes, it is.

T: (摇头) No, it isn't. All together!

S: No, it isn't.

11-15 是第二课中没有的新图, 其内容如下:

11: ... your coat?

12: ... your school?

13: ... your teacher?

14: ... your son?

15: ... your daughter?

- 小组或个人跟读: 不按图片所标数字的顺序, 让小组或个人跟读问句, 然后做出点头或摇头的暗示, 让学生做出肯定或否定回答。主要练习 11-15 图。

3. 句型练习 (打开书)

老师先进行示范, 说明诸练习做法, 然后让单个学生以同样方法进行练习。

- 练习: Yes, it is. / No, it isn't.

用点头或摇头示意学生说出肯定或否定答案。

T: Mr / Mrs / Miss ... Look at number 1.

Is this your pen? (点头)

S: Yes, it is.

T: Mr / Mrs / Miss ... Look at number 12.

Is this your school? (摇头)

S: No, it isn't.

- 练习: It is not my ... It is your ...

用教室内可以找到的实物, 如 book, coat, handbag, pen, pencil, watch 等进行练习。

T: Is this my pen or your pen?

S: It is not my pen. It is your pen.

- 练习: It is not your ... It is my ...

按照练习(b)方法进行练习。

gether! 这样让全体学生跟读。教师将整篇对话领读几遍, 后一两遍可以加快些速度。

- 听并进行小组或个人跟读 (合上书):

给出课堂指令 Listen and say! 然后大声朗读每句对话, 让小组或单个学生跟读。给出指令 All together! 或 Now you!

- 全体、小组或个人跟读 (打开书):

给出课堂指令 Open your books! 学生应该是第一次看到本课对话的文字。先进行集体跟读, 然后让小组进行跟读, 最后可让两名学生按角色试读。

2. 句型练习 (合上书)

练习: No, it isn't. This is not my ...

可用教室里可以找到的实物, 如 book, coat, handbag, pen, pencil, watch 等, 按下列方法进行练习。

T: Is this your pen?

S: No, it isn't. This is not my pen.

四、课文注释

- My coat and my umbrella, please. 此句为省略了谓语和间接宾语的祈使句。完整句应为: Give me my coat and my umbrella, please. 在口语中, 人们往往省略那些不影响别人理解的语言成分, 使表达显得简练利落。以后的课文中有许多这样的省略现象。

- Here is my ticket. 这是我的票。此句为倒装句, 主语在句末。这个句型要注意主语和 is 的位置: 当主语是名词时, 要放在 is 之后句子末尾; 当主语是代词时, 要放在 is 的前面。例如:

Here is your handbag. 这是你的手提包。

Here is the snow. 下雪了。(强调语)

Here it is. 给你。(在递给某人东西时说)

Here is the bus. 公共汽车来了。

- Here is your umbrella and your coat. 此句与注释2句型相同, 只是有两个主语。在这种情况下要求谓语与其临近的主语保持数的一致。另外 Here is 后也可以带复数主语, 例如:

Here is your keys. 这是你的钥匙。

Here is my books. 这是我的书。

- Sorry, sir. 此处 sir 表示年轻人对年长者的尊称。这是 sir 的一种用法。

Supplementary Written Exercises

Example:

Is this your umbrella?

No. It isn't my umbrella. It's your umbrella.

Now you do the same.

1 Is this your pen? 2 Is this your pencil?

3 Is this your book? 4 Is this your watch?

5 Is this your coat? 6 Is this your dress?

7 Is this your skirt? 8 Is this your shirt?

9 Is this your car? 10 Is this your house?

(d) 练习: It isn't my ... It's your ...

在黑板上写出非简略式与简略式之间的区别: is not = isn't, it is = it's.

T: Number 1. Is this my pen or your pen?

S: It isn't my pen. It's your pen.

二、录音练习原稿

此稿是根据双数课图片内容编写的听说练习材料, 配有相应的录音磁带, 供语言实验室教学之用。如无语言实验室, 也可在课堂使用。无此稿录音带, 教师也可给学生朗读此稿, 让学生进行听说练习。

To elicit: No, it isn't. Yes, it is.

Numerical sequence.

Tutor: Look at Lesson 4.

Look and listen. Do not speak.

(a) S: Look at number 1. Is this your pencil?

* R: No, it isn't.

(b) S: Number 2. Is this your pencil?

* R: Yes, it is.

(c) S: Number 3. Is this your book?

* R: Yes, it is.

Tutor: Now you answer the questions. Ready?

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. S: Number 4. Is this your watch?

R: Yes, it is.

5. S: Number 5. Is this your dress?

R: No, it isn't.

6. S: Number 6. Is this your dress?

R: Yes, it is.

7. S: Number 7. Is this your shirt?

R: No, it isn't.

8. S: Number 8. Is this your shirt?

R: Yes, it is.

9. S: Number 9. Is this your car?

R: Yes, it is.

10. S: Number 10. Is this your school?

R: No, it isn't.

11. S: Number 11. Is this your suit?

R: Yes, it is.

12. S: Number 12. Is this your house?

R: No, it isn't.

13. S: Number 13. Is this your teacher?

R: Yes, it is.

14. S: Number 14. Is this your daughter?

R: No, it isn't.

15. S: Number 15. Is this your daughter?

R: Yes, it is.

Teaching Unit 3

Lesson 5

一、课文

Mr Blake: Good morning.

Students: Good morning, Mr Blake.

Mr Blake: This is Miss Alice Dupont. Alice is a new student. She is French.

Mr Blake: Alice, this is Hans.
He is German.

Hans: How do you do?

Mr Blake: And this is Britt.
She is Swedish.

Britt: How do you do?

Mr Blake: And this is Dimitri.
He is Greek.

Dimitri: How do you do?

Mr Blake: And this is Paul.
He's Brazilian.

Paul: How do you do?

Mr Blake: And this is Stella.
She's Spanish.

Stella: How do you do?

二、教学重点

从这节课开始, 在课程进行之前, 让全班学生向你问好: Good morning / afternoon / evening. 在前两个教学单元中进行具体讲述的听说练习步骤应自动照样进行。

三、教学安排

1. 听力朗读训练

(a) 合上书听对话录音。

(b) 打开书只看图, 听录音并看图理解。

(c) 合上书听录音。

(d) 合上书听录音, 并让学生集体跟读。

(e) 合上书听录音, 并进行小组或个人跟读。

(f) 打开书, 让集体、小组或个人大声朗读。

2. 理解问答练习(打开书)

(a) 练习: (Alice) is (French). (Hans) is (German).

T: What nationality is Alice?

S: Alice is French.

(b) 练习: She is (French). He is (German).

T: What nationality is Alice?

S: She is French.

(c) 练习: She's (French). He's (German).

在黑板上写出非简略式与简略式之间的关系: She is = She's, He is = He's.

T: What nationality is Hans?

S: He's German.

(d) 练习: Yes, she is. / No, she isn't.

Yes, he is. / No, he isn't.

T: Is Alice German?

S: No, she isn't.

T: Is Alice French?

S: Yes, she is.

(e) 练习: She's a (French) student.

He's a (German) student.

T: Is Alice a French student or a German student?

S: She's a French student.

(f) 练习: Her name is (Alice). His name is (Hans).

T: She is French. What is her name?

S: Her name is Alice.

(g) 练习: Her name's (Alice). His name's (Hans).

在黑板上写出非简略式与简略式之间的关系: What is = What's, her name is = her name's, his name is = his name's.

T: She's French. What's her name?

S: Her name's Alice.

(h) 练习: It's (Alice). It's (Hans):

T: He's German. What's his name?

S: It's Hans.

四、课文注释

1. Mr Blake 布莱克先生。Mr是Mister的缩写，是对男子的称呼。Mr不能单独使用，其后跟男子的全称或姓，不能跟名。例如我们可以称呼 Mr George Baker 或 Mr Baker，但不能说 Mr George，因为西方人是名在前姓在后。

Miss 是对未婚或已婚女性的称呼，其用法与Mr相同。

2. This is Miss Alice Dupont. 在向他人介绍一个人时，要用“this is ...”句型，而不能用“he is ...”或“she is ...”句型。

3. She is French. 这里的French是形容词，表示国籍的，所以在这类表示国籍的形容词前不加不定冠词a或an。

4. How do you do? 两人初次见面时的问候语，回答也用How do you do?

5. What make is it? 它是什么牌子的? 句中的make是名词，意为“式样”或“牌子”。例如:

The television is of American make.

这台电视机是美国式样的。

What is the make of the watch?

这块手表是什么牌子的?

五、Supplementary Written Exercises

Examples:

This is Miss Dupont. French / (Swedish)
Is she a French student or a Swedish student?
She isn't a Swedish student. She's a French student.
This is a Volvo. Swedish / (French)
Is it a Swedish car or a French car?
It isn't a French car. It's a Swedish car.

Now you do the same. Use He, She, It, a or an.

1 This is Britt. Swedish / (German)

2 This is a Citroen. French / (German)

3 This is Hans. German / (Italian)

4 This is Stella. Spanish / (Italian)

5 This is Morris. English / (American)

6 This is Paul. Brazilian / (Greek)

7 This is a Fiat. Italian / (English)

8 This is Dimitri. Greek / (English)

9 This is Volkswagen. German / (French)

10 This is Daf. Dutch / (Russian)

11 This is a Buick. American / (English)

12 This is a Moskvitch. Russian / (American)

Lesson 6

一、教学安排

1. 数字练习(合上书)

在黑板上不按顺序写出数字1-15，如: 9, 15, 11, 6, 3, 1, 8, 12, 2, 7, 14, 4, 10, 13, 5. 让小组或单个学生大声读出所指的任何数字。

2. 跟读练习(打开书)

给出课堂指令 Open your books! Look at Lesson 6. 让学生跟读下列问题和答案。先进行集体跟读，然后进行小组或个人跟读。

T: Look at number 8! What make is it?

All together!

C: What make is it?

T: It's a Volvo. All together!

C: It's a Volvo.

T: It's a Swedish car. All together!

C: It's a Swedish car.

图片 9-15 的内容分别是:

9: a Citroen / a French car

10: a Volkswagen / a German car

11: a Daf / a Dutch car

12: a Moskvitch / a Russian car

13: a Morris / an English car

14: a Buick / an American car

15: a Fiat / an Italian car

主要练习图 11~15 注意练习 Dutch, Russian, English, American, Italian 等新词的语音。

3. 句型练习(打开书)

先举例说明各练习的作法，然后发出指令 Now you! 让单个学生以相同的方法进行练习。

(a) 练习: Yes, it is. / No, it isn't

T: Mr / Mrs / Miss ... Look at number 8!

Is it a French car?

S: No, it isn't.

T: Is it a Swedish car?

S: Yes, it is.

(b) 练习: It's (Swedish).

T: Mr / Mrs / Miss ... Look at number 8!

It's a Volvo. Is it Swedish or French?

S: It's Swedish.

(c) 练习: It's a Swedish / an English car.

在黑板上举例说明a与an的用法.

T: Mr / Mrs / Miss...Look at number 8!

It's a Volvo. Is it a Swedish or an English car?

S: It's a Swedish car.

(d) 练习: It's a (Volvo).

T: Mr / Mrs / Miss...Look at number 8!

It's a Swedish car. What make is it?

S: It's a Volvo.

(e) 练习: Is it a / an ... car? What make is it?

在教师指导下, 让两名学生进行问答练习

T: Mr ... ask Miss ... number 8. Swedish car.

1st S: Is it a Swedish car?

2nd S: Yes, it is.

T: ... make?

1st S: What make is it?

2nd S: It's a Volvo.

二、录音练习原稿

此稿是根据双数课内容编写的听说练习材料, 并配有相应的录音磁带, 供语言实验室教学之用。如果没有语言实验室, 也可在课堂使用。无此稿的录音带, 教师也可在课堂上朗读此稿, 让学生进行听说练习。

To elicit: It isn't (a French) car. It's (a Swedish) car.

Numerical sequence.

Tutor: Look at Lesson 6. Look and listen. Do not speak.

(a) S: Look at number 8. That's a Volvo.

S: Is it a Swedish car or a French car?

* R: It isn't a French car. It's a Swedish car.

(b) S: Number 9. That's a Citroen.

S: Is it a French car or a Swedish car?

* R: It isn't a Swedish car. It's a French car.

(c) S: Number 10. That's a Volkswagen.

S: Is it a German car or a Dutch car?

* R: It isn't a Dutch car. It's a German car.

Tutor: Now you answer the questions. Ready?

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. S: Number 11. That's a Daf.

S: Is it a Dutch car or a German car?

R: It isn't a German car. It's a Dutch car.

5. S: Number 12. That's a Moskvitch.

S: Is it a Russian car or an English car?

R: It isn't an English car. It's a Russian car.

6. S: Number 13. That's a Morris.

S: Is it an English car or a Russian car?

R: It isn't a Russian car. It's an English car.

7. S: Number 14. That's a Buick.

S: Is it an American car or an Italian car?

R: It isn't an Italian car. It's an American car.

8. S: Number 15. That's a Fiat.

S: Is it an Italian car or an American car?

R: It isn't an American car. It's an Italian car.

Teaching Unit 4

Lesson 7

一、课文

Robert: I am a new student.

My name's Robert.

Alice: How do you do?

My name's Alice.

Robert: Are you French?

Alice: Yes, I am.

Alice: Are you French, too?

Robert: No, I am not.

Alice: What nationality are you?

Robert: I'm Italian.

Robert: Are you a teacher?

Alice: No, I'm not.

Robert: What's your job?

Alice: I'm a typist.

Alice: What's your job?

Robert: I'm an engineer.

二、教学重点

使学生了解掌握 I am ... 和 I'm not ... 用法。

三、教学安排

1. 听力朗读训练(参照第五课此项练习)

2. 理解问答练习(打开书)

(a) 练习: Yes, he / she is; No, he / she isn't.

就所学对话的内容, 按下列方式进行提问。

T: Is Alica German?

S: No, she isn't.

T: Is Alice French?

S: Yes, she is.

(b) 练习: She's French / a typist. He's Italian / an engineer.

根据对话内容提问国籍与职业。

T: What nationality is Alica?

S: She's French.

T: What's her job?

S: She's a typist.

3. 句型练习(合上书)

在问单个学生问题之前, 先举例说明各练习的作法。

(a) 练习: Yes, I am, / No, I am not.

先将全班分为若干小组, 让每个小组代表一个国籍, 其中有 American, French, Italian, Brazilian, German, Russian, Dutch, Greak,

Spanish, English.

T: Are you French?

S: No, I am not.

T: Are you German?

S: Yes, I am.

(b) 练习: I'm not (French). I'm (German).

在黑板上写出非简略式与简略式之间的关系: I'm. 用下列方法练习:

T: Are you French or German?

S: I'm not French. I'm German.

(c) 练习: I'm not (a French) student.

I'm (a German) student.

T: Are you a French student or a German student?

S: I'm not a French student. I'm a German student.

(d) 练习: I'm (French). He's / She's (German).

T: What nationality are you?

S: I'm French.

T: (指一名学生) What nationality is he?

S: He's German.

四、课文注释

1. I am an engineer. 不定冠词有两个a与an, 表示不定指的“一个”. an 用于以元音素开头的词前, a 用于以辅音素开头的词前. 例如:

a book 一本书, a watch 一块手表

an umbrella 一把雨伞, an apple 一个苹果

2. taxi-driver 出租汽车司机, air-hostess 空中小姐. 用连字符号把两个词连在一起组成的词为合成词, 又如:

ice-cream 冰淇淋

dressing-table 梳妆台

living-room 起居室

五、Supplementary Written Exercises

Examples:

typist

What's her job? Is she a typist? Yes, she is.
engineer.

What's his job? Is he an engineer? Yes, he is.

Now you do the same. Use his, her, he, she, a or an.

1 policeman 2 policewoman

3 taxi-driver 4 air-hostess

5 postman 6 nurse

7 mechanic 8 barber

9 housewife 10 milkman

Lesson 8

一、教学安排

1. 数字练习(合上书)

(a) 集体跟读: 在黑板上按顺序写出1-20的数字, 让全体学生跟读.

(b) 小组或个人练读: 在黑板上不按顺序写出10-20的数字, 让小组或个人大声读出你指的数字.

2. 跟读练习(打开书)

给出指令 Look at Lesson 8! 让学生跟读下列问题及回答. 先进行集体跟读, 然后进行小组或个人跟读.

T: Look at number II! What's his job? All together!

C: What's his job?

T: He's a policeman. All together!

C: He's a policeman.

12-20 图内容如下, 按以上形式练习:

12: a policewoman 13: a taxi-driver

14: an air-hostess 15: a postman

16: a nurse 17: a mechanic

18: a barber 19: a housewife

20: a milkman

3. 句型练习(打开书)

在请学生进行练习之前, 举例说明各练习作法.

(a) 练习: Yes, he is / she is. No, he isn't / she isn't.

T: Mr / Mrs / Miss ... Look at number II

Is he a barber?

S: No, he isn't.

T: Is he a policeman?

S: Yes, he is.

(b) 练习: He / She isn't a(n) ... He's / She's a(n) ...

T: Mr / Mrs / Miss ... Look at number II.

Is he a barber or a policeman?

S: He isn't a barber. He's a policeman.

(c) 练习: He's a(n) ... She's a(n) ...

T: Look at number II. What's his job?

S: He's a policeman.

(d) 练习: Is he / she ...? What's his / her job?

在教师引导下, 让一名学生问, 一名学生答.

T: Mr ... ask Miss ... Number II ... a policeman.

1st S: Is he a policeman?

2nd S: Yes, he is.

T: ... job?

1st S: What's his job?

2nd S: He's a policeman.

(e) 练习: I'm not (a barber). I'm (a policeman).

合上书, 给每个小组或个人假定一次工作然后以下列方法进行练习:

T: Are you a barber or a policeman?

S: I'm not a barber. I'm a policeman.

(f) 练习: I'm a ...

T: What's your job?

S: I'm a policeman.

(g) 练习: Are you ...? Yes, I am / No, I'm not.

T: Miss ... ask Mr ... policeman.

1st S: Are you a policeman?

2nd S: Yes, I am.

二、录音练习原稿

此稿是根据双数课内容编写的听说练习材料, 并配有相应的录音磁带, 供语言实验室教学之用. 如果没有语言实

验室，也可在课堂使用。无此稿的录音带，教师可在课堂上朗读此稿，对学生进行听说训练。

To elicit: (He) isn't (a taxi-driver). (He's a policeman.)

Numerical sequence.

Tutor: Look at Lesson 8.

Look and listen. Do not speak.

(a) S: Look at number II. What's his job?

S: Is he a policeman or a taxi driver?

* R: He isn't a taxi-driver. He's a policeman.

(b) S: Number 12. What's her job?

S: Is she a policewoman or an air-hostess?

R: She isn't an air-hostess. She's a policewoman.

(c) S: Number 13. What's his job?

S: Is he a taxi-driver or a policeman?

* R: He isn't a policeman. He's a taxi-driver.

Tutor: Now you answer the questions. Ready?

1. As in (a) above.

2. As in (b) above.

3. As in (c) above.

4. S: Number 14. What's her job?

S: Is she an air-hostess or a policewoman?

R: She isn't a policewoman. She's an air-hostess.

5. S: Number 15. What's his job?

S: Is he a postman or a milkman?

R: He isn't a milkman. He's a postman.

6. S: Number 16. What's her job?

S: Is she a nurse or a housewife?

R: She isn't a housewife. She's a nurse.

7. Number 17. What's his job?

S: Is he a mechanic or a barber?

R: He isn't a barber. He's a mechanic.

8. S: Number 18. What's his job?

S: Is he a barber or a mechanic?

R: He isn't a mechanic. He's a barber.

9. S: Number 19. What's her job?

S: Is she a housewife or a nurse?

R: She isn't a nurse. She's a housewife.

10. S: Number 20. What's his job?

S: Is he a mikman or a postman?

R: He isn't a postman. He's a milkman.

Teaching Unit 5

Lesson 9

一、课文

Mr Ford: Good afternoon. Mrs Davis.

Mrs Davis: Good afternoon. Mr Ford.

Mr Ford: How are you today?

Mrs Davis: I'm very well, thank you. And you?

Mr Ford: I'm fine, thanks.

Mr Ford: How is Mr Davis?

Mrs Davis: He's fine, thanks. How is Mrs Ford?

Mr Ford: She's very well, too, Mrs Davis.

Mr Ford: Goodbye, Mrs Davis. Nice to see you.

Mrs Davis: Nice to see you, too, Mr Ford. Goodbye.

二、教学重点

礼貌用语在对话中不能通过视觉表现出来。如果这些用语不能用任何其他方法使学生理解，就在听力朗读训练的第二步骤中加以译释。

三、教学安排

1. 听力朗读训练(参照第五课此项练习)

2. 课堂活动

(a) 情景对话:如果认为必要，用进一步集体跟读的方式一问一答地演练对话。让两个学生或两组学生演练这一场景对话，给学生以必要的提示，直到学生掌握为止。

(b) 学唱歌曲:One man went to mow.

此歌在Tim for a Song 歌本P54.

四、课文注释

1. Mrs Davis 戴维斯夫人。

Mrs是Mistress的缩写，是对已婚女性的称呼。其用法与Mr和Miss相同(请参阅第三教学单元注释)。西方妇女在结婚后就不再姓自己的姓，而改姓丈夫的姓。所以注意Mrs后跟的是丈夫的姓，而Miss后跟的是父姓，也就是自己的姓。如Miss Jenny Wood与Mr George Baker结婚，就得改称Mrs Jenny Baker或Mrs Baker.

2. How are you today? 是问候对方健康状况的寒暄语，回答有其固定的句式:

A: How are you? 你好吗?

B: I'm fine. Thank you. And you?

我很好.谢谢你.你怎么样?

A: I'm fine too. Thanks.

我也很好，谢谢。

3. Nice to see you. 见到你很高兴。

此句为省略句，完整句为It's nice to see you.

五、Supplementary Written Exercises

Example:

Mrs Davis / well

Look at Mrs Davis. She's very well.

Now you do the same. Use He or She.

1 man / fat Look at that... 2 woman / thin

3 policeman / tall 4 policewoman / short

5 mechanic / dirty 6 nurse / clean

7 Mr Ford / hot 8 Mrs Ford / cold

9 milkman / old 10 air-hostess / young

11 barber / busy 12 taxi-driver / lazy