

胡传京 主编  
刘学涛

下

# 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》内容相同的 17 盘磁带，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此套教材的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，按照新概念的理论每一课都应有一定量的听说练习并以之为重点，从而体现听说领先的原则。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，并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

## CONTENTS

INTRODUCTIONS TO THE TEACHER 教师使用说明	19 Sold Out 售完 .....	45
DEMONSTRATION LESSONS 示范课	Grammar: Can and May Can 与 May 用法	
Pre-Unit Test 单元课程学前测验	20 One Man in a Boat 孤舟独钓 .....	47
UNIT ONE: Instructions to the Student 第一单元: 学生使用说明	Grammar: The Gerund after Prepositions 介词后动名词	
1 A Private Conversation 私人谈话 .....	21 Mad or Not? 疯了吗 .....	49
Grammar: Word Order in Simple Statements 简单句语序	Grammar: The Passive (Auxiliary Verbs) 情态动词及助动词的被动语态	
2 Breakfast or Lunch? 早餐还是午餐 .....	22 A Glass Envelope 一个玻璃信封 .....	52
Grammar: The Present—Continuous and Simple 一般现在时与现在进行时	Grammar: Verbs followed by Prepositions—of, from, in, on 可跟介词 of, from, in, on 的动词	
3 Please Send Me a Card 请寄给我一张明信片 .....	23 A New House 一栋新宅 .....	54
Grammar: The Simple Past 一般过去时	Grammar: Review of Tenses and Auxiliary Verbs 复习各时态、情态动词及助动词	
4 An Exciting Trip 一次令人兴奋的旅行 .....	24 It Could be Worse 那会更糟 .....	56
Grammar: The Present Perfect Simple 现在完成时	Grammar: Special Difficulties—Review 特殊难点复习	
5 No Wrong Numbers 无差错电话号码 .....	Pre-Unit Test 单元课程学前测验	
Grammar: The Simple Past and the Present Perfect Simple 一般过去时与现在完成时	UNIT TWO: Instructions to the Student 第二单元: 学生使用说明	
6 Percy Buttons 珀西·巴顿斯 .....	25 Do the English Speak English? 英国人讲英语吗? .....	60
Grammar: The Indefinite and Definite Articles 不定冠词与定冠词	Grammar: Word Order in Compound Statements 并列句语序	
7 Too Late 太迟了 .....	26 The Best Art Critics 最佳艺术评论家 .....	62
Grammar: The Past Continuous 过去进行时	Grammar: The Present—Continuous and Simple None-Conclusive verbs 一般现在时与现在进行时及非终止性动词的时态用法	
8 The Best and the Worst 最佳与最差 .....	27 A Wet Night 水灾之夜 .....	64
Grammar: The Comparison of Adjectives 形容词的比较等级	Grammar: The Simple Past 一般过去时	
9 A Cold Welcome 冷淡的欢迎 .....	28 No Parking! 禁止停车 .....	67
Grammar: Prepositions of Time 时间名词前的介词用法	Grammar: The Present Perfect Simple (Since and For) 现在完成时(Since 与 For 用法)	
10 Not For Jazz 不适合弹爵士乐 .....	29 Taxi! 出租 .....	69
Grammar: The Passive 被动语态	Grammar: The Simple Past and the Present perfect Simple 一般过去时与现在完成时	
11 One Good Turn Deserves Another 善有善报 ...	30 Football or Polo? 足球还是水球 .....	71
Grammar: Review of Tenses 时态复习	Grammar: The Indefinite and Definite Articles 不定冠词与定冠词	
12 Goodbye and Good luck 告别与祝愿 .....	31 Success Story 成功者的故事 .....	74
Grammar: The Simple Future 一般将来时	Grammar: The Past Continuous and Used to 过去进行时与 Used to	
13 The Greenwood Boys 格林伍德童子 .....	32 Shopping Made Easy 简便购物 .....	76
Grammar: The Future Continuous 将来进行时	Grammar: Comparison of Adjectives 形容词比较级	
14 Do you speak English? 你讲英语吗? .....	33 Out of the Darkness 脱离黑暗 .....	79
Grammar: The Past Perfect Simple 过去完成时	Grammar: Prepositions Indicating Direction 表示动作方向的介词	
15 Good News 好消息 .....	34 Quick Work 神速破案 .....	81
Grammar: Indirect Statements 间接引语	Grammar: The Passive 被动语态	
16 A Polite Request 彬彬有礼的要求 .....		
Grammar: Type I Conditional Statements 条件句类型 I		
17 Always young 青春常在 .....		
Grammar: Must and Have to Must 与 Have to 的用法区别		
18 He Often Does This! 它常干这种事 .....		
Grammar: Have (Possession / Ordinary Verb) Have 表示所有和一般动词用法		



35	Stop Thief! 捉贼..... 83	Grammar: Review the Tenses 时态复习	ous 现在完成时与现在完成进行时
36	Across the Channel 横渡英吉利海峡 ..... 86	Grammar: The Simple Future and Going to 一般将来时与 Going to	53 Hot Snake 带高压电的蛇 ..... 126
37	The Olympic Games 奥林匹克运动会 ..... 88	Grammar: The Future Perfect Simple 将来完成时	Grammar: The Simple Past and the Present Perfect Simple and Continuous 一般过去时、现在完成时及现在完成进行时
38	Everything Except the Weather 唯独忽略了天气 ..... 90	Grammar: The Past Perfect Simple 过去完成时	54 Sticky Fingers 粘糊的手指 ..... 129
39	Am I all right? 我痊愈了吗 ..... 93	Grammar: Indirect Question 疑问句的间接引语	Grammar: The Indefinite and Definite Articles 不定冠词与定冠词
40	Food and Talk 吃与谈 ..... 95	Grammar: Type 2 Conditional Statements 条件句类型 2	55 Not a Gold Mine 并非金矿 ..... 131
41	Do you Call That a Hat? 那叫帽子了吗 ..... 97	Grammar: Must, Have to and Need 三种情态动词用法	Grammar: The Past Continuous, Used to and Would 过去进行时、Used to 和 Would
42	Not Very Musical 不谙音律 ..... 100	Grammar: Have (Ordinary Verb) Have 作为一般动词的用法	56 Faster than Sound! 超音速 ..... 134
43	Over the South Pole 飞越南极 ..... 102	Grammar: Can and Able to 两种情态动词用法	Grammar: The Comparison of adjectives, Much, Many, A lot of 形容词 Much, Many, A Lot of 的用法比较
44	Through the Forest 穿过树林 ..... 104	Grammar: The Gerund and the Infinitive 动名词与不定式	57 Can I Help you Madam? 夫人, 您买什么 ..... 136
45	A Clear Conscience 问心无愧 ..... 107	Grammar: The Passive 被动语态	Grammar: Prepositions Describing People and Their Possessions 表示人与其所有物的介词
46	Expensive and Uncomfortable 花钱受罪 ..... 109	Grammar: Verbs Followed by Prepositions: To, At, For and With 可跟 To, At, For 和 With 等介词的动词	58 A Blessing in Disguise 因祸得福 ..... 139
47	The Thirsty Ghost 嗜酒的鬼 ..... 111	Grammar: Review of Tenses and Auxiliary Verbs 复习时态、情态动词及助动词	Grammar: The Passive 被动语态
48	Did You Want to Tell Me Something? 你想对我说什么? ..... 113	Grammar: Special Difficulties—Review 复习特殊难点	59 In or Out? 是进还是出 ..... 141
	Pre-Unit Test 单元课程学前测验		Grammar: Review of Tenses 时态复习
	UNIT THREE: Instructions to the Student 第三单元: 学生使用说明		60 The Future 卜算未来 ..... 143
49	The End of the Dream 梦的结局 ..... 117	Grammar: Word Order in Complex Statements 复合句语序	Grammar: The Simple Present used in place of the Future after temporal Conjunctions 在时间连词后一般现在时代替将来时用法
50	Taken for a Ride 坐车兜圈子 ..... 119	Grammar: The Present-Continuous and Simple, Non-Exclusive Verbs 一般现在时与现在进行时及非终止性动词的时态用法	61 Dangerous Descent 危险的降落 ..... 145
51	Reward for Virtue 论功行赏 ..... 122	Grammar: The Simple Past 一般过去时	Grammar: The Simple Present Perfect used in place of the Future Perfect after temporal conjunctions 在时间连词后用现在完成时代替将来完成时的用法
52	A Pretty Carpet 漂亮的地毯 ..... 124	Grammar: The Present Perfect Simple and Continuous 现在完成时与现在完成进行时	62 After the Fire 火灾之后 ..... 148
			Grammar: The Past Perfect—Simple and Continuous 过去完成时与过去进行时
			63 She was not Amused 她不感到好笑 ..... 151
			Grammar: Indirect Speech and Imperative statements 祈使句的间接引语
			64 The Channel Tunnel 英吉利海峡隧道 ..... 153
			Grammar: Type 3 Conditional Statements 条件句类型 3
			65 Jumbo versus the Police 江博与警察对峙 ..... 155
			Grammar: Must, Have to, Should and Ought to 情态动词用法
			66 Cycling through the Air 脚踏飞行 ..... 158
			Grammar: Have (Causative Form) Have 的使役动词用法
			67 Volcanoes 火山 ..... 160
			Grammar: Can, Able to and Manage to 同义词用法辨析
			68 Persistent 缠住不放 ..... 163
			Grammar: The Gerund after Certain Verbs and Expressions 可跟动名词的某些动词和词组
			69 But Not Murder! 并非谋杀 ..... 165
			Grammar: The Passive 被动语态

70	Red for Danger 招致危险的红色 .....	168
	Grammar: Adjectives Followed by Prepositions— For, With, Of, To, At, From, In, On and About 形容词后接不同介词的用法	
71	A Famous Clock 一座著名大钟 .....	170
	Grammar: Review of Tenses and Auxiliary Verbs 复习时态, 情态动词及助动词	
72	A Car Called Bluebird “蓝鸟”赛车 .....	173
	Grammar: Special Difficulties—Review 复习特殊难 点	
Pre-Unit Test 单元课程学前测验		
UNIT FOUR: Instructions to the Student 第四单元: 学 生使用说明		
73	The Record-Holder 纪录保持者 .....	177
	Grammar: Word Order—Review 语序复习	
74	Out of the Little-Light 冷遇 .....	179
	Grammar: The Present Continuous and Simple 一般现在时与现在进行时复习	
75	SOS 紧急呼救 .....	182
	Grammar: The Simple Past—Review 复习一般过去 时	
76	April Fools' Day 愚人节 .....	184
	Grammar: The Present Perfect Simple and Continu- ous 复习现在完成时与现在完成进行时	
77	A Successful Operation 成功的手术 .....	187
	Grammar: The Simple Past and the Present Perfect Simple and Continuous—Review 复习一般过去时、现在完成时及现在完成进行时	
78	The Last One? 最后一支? .....	189
	Grammar: The Indefinite and Definite Articles—Re- view 不定冠词与定冠词的复习	
79	By Air 飞机旅行 .....	192
	Grammar: The Past Continuous and Used to—Re- view 过去进行时与 Used to 的复习	
80	The Crystal Palace 水晶宫 .....	194
	Grammar: The Comparison of Adjectives—Review 形容词比较等级的复习	
81	Escape 越狱潜逃 .....	196
	Grammar: Prepositions—Review 介词复习	
82	Monster or Fish? 是怪物还是鱼 .....	198

	Grammar: The Passive—Review 被动语态复习	
83	After the Elections 竞选之后 .....	201
	Grammar: Review of Tenses 时态复习	
84	On Strike 罢工 .....	203
	Grammar: The Future—Review 将来时态复习	
85	Never too Old to Learn 活到老学到老 .....	206
	Grammar: The Future and the Future Perfect—Re- view 将来时与将来完成时复习	
86	Out of Control 失控 .....	208
	Grammar: The Past Perfect Simple and Continuous —Review 过去完成时与过去完成进行时复习	
87	A Perfect Alibi 完美的辩词 .....	210
	Grammar: Indirect Speech—Review 间接引语复习	
88	Trapped in a Mine 身陷矿井 .....	212
	Grammar: Conditional Statements 条件句型复习	
89	A Slip of the Tongue 口误 .....	215
	Grammar: Must, Have to, Should and Need—Re- view 情态动词用法复习	
90	Brasilia 巴西利亚 .....	217
	Grammar: Have—Review Have 用法复习	
91	Three Men in a Basket 三人同篮 .....	219
	Grammar: Can, Able to, Manage to—Review 同义词用法复习	
92	Asking for Trouble 自找麻烦 .....	222
	Grammar: The Gerund—Review 动名词用法复习	
93	A Noble Gift 崇高的礼物 .....	224
	Grammar: The Passive—Review 被动语态复习	
94	Future Champions 未来的冠军 .....	227
	Grammar: Verbs and Adjectives Followed by Prepo- sitions 动词和形容词后跟介词用法复习	
95	Fantasy 幻觉 .....	229
	Grammar: Review of Tenses 时态复习	
96	The Dead Return 亡灵归来 .....	231
	Grammar: Special Difficulties—Review 特殊难点复 习	

KEY TO PRE-UNIT TESTS, WRITTEN EXERCISES AND SUPPLEMENTARY WRITTEN EXERCISES 练 习答案 .....	234
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# Introductions to the Teacher

## 教师使用说明

《新概念英语》(New Concept English) 第二册《实践与提高》(Practice and Progress) 共分四个单元 (Unit 1—4) 每单元 24 课, 总共 96 课内容。第二册每课的教学时数为两课时, 第一课时为听说练习课 (Practice of Listening and Speaking), 第二课时为语法及笔头练习课 (Grammar and Written Exercises)。这样, 全部课程包括各单元练习在内需用 200 学时完成。

### 一、Practice of Listening and Speaking

#### 听说练习课

##### 1. 主要内容及时间分配:

###### (1) Audio-Lingual Presentation of the Text

课文听力朗读训练 15 分钟

###### (2) Comprehension Questions 理解问答 5 分钟

###### (3) Asking Questions on the Text

根据课文提出问题 5 分钟

###### (4) Pattern Drills 句型练习 10 分钟

###### (5) Oral Composition 口头作文 10 分钟

###### (6) Talking Points 交谈 5 分钟

##### 2. 各教学步骤的具体作法

###### (1) Audio-Lingual Presentation of the Text

课文听力朗读训练可分以下几步进行:

① Introductory Commentary and Listening (book shut) 课文简介及听力训练: 先用几句话介绍课文中心内容, 然后让学生合上书不看课文听课文录音。

② Intensive Reading (book open) 精读: 让学生打开书看课文, 给学生读一句解释一句, 要用英语解释。有些内容学生实在无法理解时可进行简略翻译。

③ Listening (book shut) 听课文录音: 合上书再让学生听课文录音。这次学生应该完全听懂课文内容。

④ Reading Aloud 朗读: 可以让学生先不看课文跟老师一句一句朗读, 读 2—3 遍后让学生打开书看若课文自己朗读。

###### (2) Comprehension Questions 理解问答练习:

在理解读熟课文之后, 用本项练习中的问题向学生提问, 让单个学生根据课文内容回答, 最好不让全班学生集体回答。不能给出完整回答的问题, 不强求学生完整回答。教师也可以向学生提出此练习中没有的其他问题。

(3) Asking Questions on the Text 根据课文提问。让学生根据课文提出问题是必要的, 可以训练学生正确使用疑问词并掌握疑问句语序。此项练习给出与课文有关的一些句子和疑问词供练习之用。这一练习由老师引导下进行: (以 Lesson 1 为例)

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

S: Did you go to the theatre last week?

T: When...?

T: When did you go to the theatre?

T: Ask me if a young man and a young woman were sitting behind me.

S: Were a young man and a young woman sitting behind me?

T: Who...?

S: Who were sitting behind me?

###### (4) Pattern Drills 句型练习:

这一步骤是对课文中的语法结构及难点做进一步练习, 以巩固所学知识。每课句型练习后均有注释, 向学生解释各句型的主要语法结构内容。可以用下列方法指导学生练习: (以 Lesson 1 为例)

T: hear the radio.

S1: I can hear the radio now. Can you?

S2: Of course I can. I can hear it perfectly well.

T: see the race.

S1: Didn't you see the race?

T: large crowd.

S2: I couldn't. The crowd was too large.

###### (5) Oral Composition 口头作文:

这一练习是让学生用练习中所给的关键词把所学课文的主要内容用自己的话复述出来。练习中给出的关键词可写在黑板上, 供学生参照着进行复述。

###### (6) Talking Points 交谈:

这是一个让学生进行自由交谈的练习。给出一个交谈的題目, 让学生说出一、两句话来表达其想法, 尽量不挑错, 让学生敢于张嘴说英语。随着交谈技能的提高, 可多安排些时间进行自由交谈。

## 二、Grammar and Written Exercises

### 语法及笔头练习课

##### 1. 主要内容

(1) Comprehension / Precise / Composition / Letter-writing 课文理解, 掌握要点、作文、写信

(2) Grammar Points / Key Structure: Exercises

语法重点, 主要结构: 练习

(3) Special Difficulties: Exercises

特殊难点: 练习

(4) Dictation 听写

(5) Multiple Choice Questions 多项选择练习

##### 2. 各教学步骤内容及要求

(1) Comprehension / Precise / Composition / Letter-writing 课文理解, 掌握要点、作文、写信:

学生要在理解课文, 抓住课文的主要内容的基础上, 练习写简单句, 并列句及复合句, 而且要使写出的句子连接起来, 构成一篇所学课文的完整概要。另外要练习如何写英文书信。这些练习都是提高学生写作能力的练习, 一定要督促学生认真完成, 自我检查, 纠正错误。

(2) Grammar Points / Key Structure: Exercises

语法重点, 主要结构: 练习

课文中涉及的语法重点及主要结构在此作出解释和说明。这一部分是让学生对已学过的和在听说练习课中遇到过的语法内容有系统的理解掌握, 避免超出范围地罗列语法规则。语法规则在具体语言环境中不断使用, 不断巩固才更容易掌握。

(3) Special Difficulties 特殊难点

对词汇和结构上的难点要向学生作简要的适当解释, 也可将英语中的难点与学生母语中的同样问题作比较。相应的笔头练习可进一步巩固对难点的掌握。

(4) Dictation 听写

让学生听写已学课文中的部分内容。

(5) Multiple Choice Questions 多项选择练习

多项选择练习是课文理解、语法结构掌握以及特殊难点等的综合性练习, 作为附加笔头练习 (Supplementary Written Exercises) 放在每课的最后。这项练习分四个部分:

- ① Comprehension 理解: 由问题1和2组成, 是根据课文内容选择正确答案。
- ② Structure 结构: 由问题3—7的5个题组成, 是根据所学的语法、结构及难点选择一个正确答案。
- ③ Vocabulary 词汇: 是由问题8—12的5个题组成, 是根据词的确切含义选择正确答案。
- ④ Sentence Structure 句子结构: 按要求改写一句话或把从课文中提出的句子用连词连接起来。做完后可对照课文检查。

多项选择练习的目的是训练学生深入阅读, 扩大句型的掌握和增加词汇量。而且要鼓励学生使用“英—英”词典来解决练习中遇到的问题。要求学生养成在做全部练习后再查阅正确答案。

Demonstration Lessons

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

1. Audio-lingual presentation of the text (About 15 minutes)

PRESENTATION A

a Introductory Commentary and Listening (Books shut)

T: (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'. Keep your books shut and listen please. (Now read the text in Lesson 1 of the Students' Book or play the recording.) Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me.

And so on. Read the complete text without pauses or explanations.

b Intensive Reading (Books open)

T: Now turn to 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 ... 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 our business. It's *private*. 'Last week I went to the theatre.' Went, of course, is the past of the verb ...? Yes, go. I went to the theatre. What would you expect to see at the 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 we always use the word *seat* to describe the place where you sit in a theatre or, say, a church. We don't use the word *chair*. You can move a chair round, but you can't usually move a seat round in a theatre, can you? 'The play was very interesting.' There's the word *play*. Now what's the difference between a play and a work?

And so on, through the text, sentence by sentence, making sure the structures and vocabulary are fully communicated audio-lingually. Note how the information is obtained from the students themselves: this is 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 equivalents, 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 translations only when you wish to confirm that some particularly difficult item has been understood.

c Listening (Books shut)

T: Now shut your books please. I'm going to read the story again. Listen carefully.

Read the complete text or play the recording straight through without pauses or explanations. If you are reading the text yourself use unstressed forms where they would naturally occur.

d Reading Aloud: Individual (Books open)

T: Now look at Lesson 1 again please. Would you start reading the text please (Bob). (Bob) reads a small portion of the text and the teacher corrects his reading after he has finished. That's all, thank you (Bob). Note the pronunciation of the word 'seat': / si: t /, not sit /. Say it after me please: / si: t /. Thank you. Now you continue please, (Helen).

And so on until the complete text has been read by a few students. At this point it would be time to go on to the Comprehension Questions at the top of the left-hand page in the Teacher's Book.

PRESENTATION B

a Introductory Commentary and Listening (Books shut)

T: (after greeting the class): Today I'm going to read you a story about a visit to the theatre. It's called 'A Private Conversation'. Keep your books shut and listen please. See if you can tell me why the person who is telling the story was angry. Listen very carefully.

Now read the text in Lesson I of the Students' Book or play the recording.

**b General Comprehension Questions (Books shut)**

T: Now why was the person telling the story angry. Yes? He didn't enjoy the play? Yes, that's true. He didn't. But why didn't he enjoy it? He had a good seat, didn't he and the play was interesting. Well? He couldn't hear the actors. Yes, that's right. Why couldn't he hear them? Yes? Two people behind him were talking. Good.

These are typical comprehension questions that can be asked at this point in the presentation. Of course, the kind of general questions asked will depend very much on the level of the class. Alternatively, it would have been possible to say nothing about the subject-matter of the text and to ask the students to see whether they could grasp the point of the story themselves.

**c Listening and Comprehension (Books shut)**

T: Now I'm going to read you the story again and I'm going to ask you questions as I read it. Books shut please. Ready? (Reading): Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. (Refer to the Comprehension Questions in the Teacher's Book): Where did you go last week?

S: I went to the theatre.

T: Did you have a good seat?

S: Yes, I did.

T: Was it an interesting play?

S: Yes, it was.

T: So you enjoyed it, did you?

S: Yes, I did.

T: Did you?

S: No, I didn't.

And so on through the text, reading a small portion, then asking questions. Obviously you will have to vary your questions in accordance with the answers you get from your class, but the Comprehension Questions in the Teacher's Book give you a general outline to work from.

**d Intensive Reading (Books open)**

T: Now turn to Lesson I please. We'll go through the story carefully and make sure everyone has understood it. Ready? Now what about the title 'A Private Conversation'?

And so on, as for Presentation A.

**e Reading Aloud: Individual (Books open)**

As for Presentation A.

**2. Comprehension Questions (About 5 minutes)**

If Presentation A was adopted, you would now proceed with Comprehension Questions; if Presentation B was adopted you would proceed with asking Questions on the Text.

T: Now I'm going to ask you some questions about the story.

Refer to the Comprehension Questions in the Teacher's Book. The students may have their books open for reference purposes, but they should be looking at you, not at the questions.

T: Where did you go last week? (Pause, then point to a student)

S: I went to the theatre.

T: Did you have a good seat? (Pause, then point to a student)

S: Yes, I did.

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 at the class as a whole, then pause slightly before indicating an individual. The pace should be fast so it is best not to call out students' names but simply to point.

**3. Asking Questions on the Text (About 5 minutes)**

T: Now I want you to ask me some questions.

Refer to the 'Asking Questions on the Text' section in the Teacher's Book. Each student should ask two questions. You may give brief answers to these questions if you wish to, or not answer them at all.

I'm going to say 'Ask me if I went to the theatre' and you will ask, 'Did you go to the theatre?' Then I will say 'When ...' and you will ask, 'When did you go to the theatre?' Ready? Ask me if I went to the theatre.

S: Did you go to the theatre?

T: (Yes, I did.) When...

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

T: No. Listen. Did you go to the theatre? That's the question. Now put 'When' in front of it.

S: When did you go to the theatre?

T: (Last week.) That's better. Now ask me if I saw an interesting play. (Point at another student.)

S: Did you see an interesting play?

T: (Yes, I did.) What...

S: What did you see?

T: (An interesting play.) Very good. Now ask me...

And so on rapidly round the class. Add a few more exercises of your own if you want to.

**4. Pattern Drills (About 10 minutes)**

T: Now we're going to practise making simple sentences. We'll practise in pairs.

One of you asks a question (or makes a statement) and the other answers. I shall give you cues, like this: 'walk across the stage.' Then you (Bob) ask: 'How did she walk across the stage?' Then I shall give another

cue: 'slow', and you( Helen) say, 'She walked very slowly across the stage'. All right? (Point at two students—Bob and Helen.)

T: (pointing at Bob): walk across the stage

S1 : (Bob): How did she walk across the stage?

T: (pointing at Helen): slow

S2: (Helen): She walked very slowly across the stage.

T: Good.(Points at George and Mary.)

(pointing at George): behave at the theatre

S: (George): How did she behave at the theatre?

T: (pointing at Mary): rude

S: (Mary): She behaved very rudely at the theatre.

T: Good. (Points at two more students).

Continue round the class at a brisk pace. Always indicate which two students will make each exchange before giving the first cue. Then indicate the individual student as you are giving the cue. Pass on to the second drill, introducing it as above. Where only one cue is needed, student 2 answers student 1 directly. You may add cues of your own where you think more practice would be useful, but do not spend too much time on a single drill.

#### 5. Oral Composition (About 10 minutes)

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

T: Now look at the blackboard please. I want you to try and tell me the story from these notes. Would you begin please(Bob)? (Bob) reconstructs points 1 and 2 (or more )and you correct him after he has finished. Good, now you continue, please (Helen). Try points 3 to 5.(Helen) continues and you correct her

after she 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. Talking Points(About 5 minutes)

This is a general conversation exercise and students may be asked to make one or two statements on the topics listed. Alternatively, this part of the lesson may be devoted to singing, or you may choose to read the class a story.

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' aural / oral fluency will develop gradually.

#### Lesson 2

Part or all of the written exercises relating to 'A Private Conversation' could be set as homework. Depending on the timetable adopted (see page x) this lesson might be spent on correcting the students' written work and explaining the grammar in terms the students understand as suggested on page xiii. Some of the exercises can be corrected by the students themselves, referring to the text; answers for these exercises are not provided in the Teacher's Book. Nor are answers provided for Composition and Letter-writing exercises when these are open-ended.

# Unit 1

## Instructions to the Student

### 学生使用说明

#### Comprehension Precis and Composition 理解概要及作文

此练习是检验你理解一篇文章,抓住其要点,并将它们组成短文的能力。要写一篇概要,必须做到两件事:一是理解你所读文章,二是将文章主要意思组合在一起。Comprehension(理解)是检验你的阅读能力,Composition(作文)是检验你把文章主要思想组合在一起的能力。所以,Comprehension, Precise and Composition(理解,概要及作文)是互相紧密联系在一起的。

第一单元(Unit 1)包括24篇短文,每篇后均有此项练习中各个问题。将这些答案连接起来,就成为你写的一篇短文了,而这篇短文就是所学课文的概要。

在做这项练习之前,你应了解下列步骤并按这些步骤行事:

1. 仔细阅读课文2—3遍,一定充分理解该文。
2. 写出每个问题的答案。一般疑问句不用Yes或No的简略回答,要做具体完整回答。
3. 把你的回答依次连接起来,就会构成一段完整的短文。
4. 通读你的短文并纠正错误。
5. 计算短文的单词数,象the, a等算一个单词,有连字号的单词,如living-room,算一个单词。不要超过限定的单词数。在短文末尾写出单词数。

#### Example 例题

##### Granny Forbes

Mrs Forbes was very old and very poor. Everybody in the neighbourhood called her Granny Forbes and tried to help her. Some neighbours came in each day and cooked meals for her. Others came and cleaned her room. There was little furniture in her room. It was small, dark and almost empty. There was a bed and a table and there were two chairs. In winter, neighbours sometimes brought coal and lit a fire, but Granny's room was often very cold. Granny lived in poverty all her life. She died at the age of eighty-four. Then her neighbours got a big surprise. She left £ 50,000

#### Comprehension Precis and Composition

Answer these questions in not more than 50 words.

1. Did Granny Forbes live in poverty all her life or not?
2. Did her neighbours help her, or did her relations help her?
3. Did they cook meals for her every day or not?
4. Did they clean her small, poorly-furnished room or not?
5. Did they sometimes light a fire for her in winter or not?
6. Did Granny Forbes die at the age of eighty-four?
7. Did everyone get a surprise or not?
8. How much did she leave?

#### Answer

Granny Forbes lived in poverty all her life. Her neighbours helped her. They cooked meals for her every day. They cleaned her small, poorly-furnished room. They sometimes lit a fire for her in winter. Granny Forbes died at the age of eighty-four. Everyone got a surprise. She left £ 50,000 (49 words)

Grammar Points, Key Structures and Exercises 语法, 主要结构及相应练习

了解每课的语法点及主要结构,可以加深对课文的理解。对语法不要深究,以会做相应练习为标准。语法中的主要内容在主要结构中体现出来。

#### Special Difficulties 特殊难点

让你了解并掌握英语语言中的一些难点,读懂所给例句或说明,然后做会该项下的练习。特殊难点均出自于课文,所以读懂课文有助于你理解掌握难点。

#### Multiple Choice Question 多次选择练习

这是一项综合性练习。你应在做完上述各练习之后进行此项练习。

## 1 A Private Conversation

Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. 'I can't hear a word!' I said angrily.

'It's none of your business,' the young man said rudely. 'This is a private conversation!'

#### Notes to the Text

1. go to the theatre 去看戏。注意下列用法:  
go to school / college / work (名词前无定冠词)  
go to the movies / show / theatre (名词前有定冠词)  
go home / there / hurriedly (副词前无介词to)
2. I had a very good seat. 我的座位很好。  
注意 seat 与 chair 的区别: seat = a place for sitting, chair = a piece of instrument on which a person may sit. 如果说 I have a very good chair, 意为“我有把很好的椅子”。
3. enjoy (= get happiness from) 享受...的乐趣。例如:  
enjoy one's dinner 晚餐吃得很开心  
enjoy the music 很喜欢这段音乐  
enjoy oneself (= have a good time) 过得愉快

4. get angry (= be, become angry) 生气起来。  
get 表示状态, 是系动词, 后跟形容词充当表语。例如:  
get warm 变暖      get old 变老  
get ill 生病      get married 已婚
5. turn round (= turn around / about) 转过身来。
6. pay attention (to) 对 注意, 注意到  
在 attention 前可用 no, any, much, a little, little 等副词来修饰。例如:  
I pay no attention to her at all.  
我根本没有注意到她。  
She pays much attention to her studies.  
她非常重视她的学习。
7. in the end (= at last, finally) 最后, 终于。  
注意与 at the end of (在...末尾的时候) 区别:  
The parents found their son in the end.  
父母最后找到了他们的儿子。  
at the end of the race 在比赛结束时
8. it's none of your business. 这与你毫不相干。  
be none of (= be nothing of) 意为“一点儿没有, 绝对不是”。例如:  
His manners are none of rudeness.  
他的举止一点儿也不粗野。  
There is none of it left. 那东西一点也没剩下。

#### Practice of Listening and Speaking

##### Comprehension Questions

- Where did you go last week?
- Did you have a good seat?
- Was it an interesting play?
- So you enjoyed it, did you?
- Who was sitting behind you?
- Could you hear what the actors were saying?
- Why couldn't you hear?
- What were they doing?
- Did you get angry with them or not?
- You turned round, didn't you?
- How did you look at them?
- They didn't pay any attention, did they?
- Could you bear it?
- What did you do again?
- What did you say? etc.

##### Asking Questions on the Text. Ask me if

- T: Ask me if I went to the theatre last week.  
S: Did you go to the theatre last week?  
T: When?  
S: When did you go to the theatre?
- I went to the theatre last week. (When)
  - I had a good seat. (what kind)
  - I saw an interesting play. (What)
  - A young man and a young woman were sitting behind me. (Who) (Where)
  - They were talking loudly. (How)
  - I couldn't hear the actors. (Who)
  - I turned round. (What do)
  - I looked at the man and the woman angrily. (How) etc.

#### Pattern Drills

- T walk across the stage—slow  
S1 How did she walk across the stage?  
S2 She walked very slowly across the stage.  
behave at the theatre—rude / bad  
sleep on the train—sound / quiet  
drive through the park—quick / slow  
listen to his story—patient / careful
- T hear the radio  
S1 I can hear the radio now. Can you?  
S2 Of course I can. I can hear it perfectly well.  
hear the actors      see the theatre  
see the house      hear his voice  
see those men      see the policeman  
hear the rain      hear some music
- T Put in saw or heard.  
last night, a good talk on the radio  
S I heard a good talk on the radio last night.  
just now a voice / knock at the door  
at lunch, a fly / hair in my soup  
last night, a cry / shout outside  
last week, a camel / monkey at the zoo
- T see the race—large crowd  
S1 Didn't you see the race?  
S2 I couldn't. The crowd was too large.  
read the letter—small / bad writing  
swim in the lake—cold / deep water  
see her face—poor / bad light  
finish your lunch—hot / salty food  
wear the suit—long / short jacket

#### Oral Composition

- Last week—went—theatre
- didn't enjoy—play
- young man—woman—behind me
- talking loudly
- could not—actors
- I turned—and looked—angrily
- didn't pay—attention
- In the end—couldn't bear
- can't hear—word—said
- none—business—man—private

#### Talking Points

- When did you last go to the theatre / cinema? Tell me about the play / film.
- Do you get angry easily? What sort of thing makes you angry?
- Would you like to be an actor? Why / Why not?

#### Notes to the Pattern Drills

- She walked very slowly across the stage. (S / V / M / P)
  - I can hear the radio now. (S / V / O / T)  
I can hear it perfectly well. (S / V / O / M)
- 解释 can 的用法: a) 在一般现在时中与感官动词连用; b) 在简略回答与简略问句中用, 如 Of course, I can. Can you?

3. I heard a good talk on the radio last night.

(S / V / O / P / T)

说明 can(could)在一般过去时中不必与感官动词连用。

4. Didn't you see the race?—I couldn't. 这里回答用could指的是能力。

### Grammar Points: 简单陈述句语序

本节课立由简单陈述句构成。我们把由一个主语和一个谓语构成的句子称为简单句。例如: The play (主语) was very interesting (谓语)。

b. 英语句子的基本语序是

(6)	1	2	3	4	5	(6)
(Time)	Subject	Verb	Object or Complement	Manner	Place	(Time)
时 间	主 语	谓 语	宾 语 或 补 语	方 式	地 点	时 间

例如:

The children played games quietly in their room yesterday.

Yesterday the children played games quietly in their room.

- c. 不是所有这些成分都必须出现在一个句子里。基本语序也可能有不同(例如: He immediately sent for a doctor.)。但是在这阶段的学习中, 最好还是保持这种基本语序(T / S / V / O / M / P / (T))。对于这一语序最应该注意的例外是有程度副词的句子(见第二课语法)。

### Supplementary Written Exercises

#### COMPREHENSION

- The writer turned round. He looked at the man and the woman angrily.
  - and they stopped talking.
  - but they didn't stop talking.
  - but they didn't notice him.
  - but they looked at him rudely.
- The young man said, 'It's none of your business.'
  - He was talking to the young woman.
  - He was talking about the play.
  - He thought the writer was trying to listen to his conversation with the young woman.
  - He thought the writer was asking him a question.

#### STRUCTURE

- Last week the writer went to the theatre. He was... the theatre.
  - to
  - at
  - into
  - on
- The young man and young woman were sitting behind him. He was sitting... them.
  - before
  - above
  - ahead of
  - in front of
- ...did the writer feel? Angry.
  - Where
  - Why
  - How
  - When
- He looked at the man and the woman angrily. He looked at ... angrily.
  - them
  - they
  - their
  - us
- The young man and the young woman paid ... attention to the writer.
  - none
  - any
  - not any
  - no

#### VOCABULARY

- He had a good seat. He was sitting in a good
  - chair
  - place
  - armchair
  - class

- He was a young man. He wasn't very...
  - old
  - big
  - tall
  - large
- The writer looked at the man and the woman angrily. He was very
  - sad
  - unhappy
  - cross
  - pleased
- The writer could not bear it. He could not... it.
  - carry
  - suffer
  - stand
  - lift
- The young man spoke rudely. He wasn't very...
  - clever
  - rude
  - polite
  - kind

#### SENTENCE STRUCTURE

Arrange these words in their right order, then check your answer against the text:

a me young behind man sitting and were a woman young.

#### Recorded Drills: Tapescript Drill 1

To elicit simple statements in answer to questions beginning with Who, What, How, Where and When.

Tutor: Drill 1. Listen. Do not speak.

(a) S: What did you listen to? The news?

\* R: Yes, I listened to the news.

(b) S: When did he leave? Immediately?

\* R: Yes, he left immediately.

(c) S: Who was sitting behind you?

A young man and a young woman?

\* R: Yes, a young man and a young woman were sitting behind me.

Tutor: Now you answer the questions. Ready?

- As in (a) above.
- As in (b) above.
- As in (c) above.
- S: Where did you go last year? To America?  
R: Yes, I went to America.
- S: Where were they waiting? At the bus-stop?  
R: Yes, they were waiting at the bus-stop.
- S: How did he open the door? Quietly.  
R: Yes, he opened the door quietly.
- S: When did she receive a letter from her brother? Last week?  
R: Yes, she received a letter from her brother last week.
- S: What did you borrow from the library this morning? A book?  
R: Yes, I borrowed a book from the library this morning.



ing.

9. S: Who spoilt the soup? The cook?

R: Yes, the cook spoilt the soup.

10. S: When did the match end? At four o'clock?

R: Yes, the match ended at four o'clock.

## 2. Breakfast or Lunch?

It was Sunday. I never get up early on Sundays. I sometimes stay in bed until lunch time. Last Sunday I got up very late. I looked out of the window. It was dark outside. 'What a day!' I thought. 'It's raining again.' Just then, the telephone rang. It was my aunt Lucy. 'I've just arrived by train,' she said. 'I'm coming to see you.'

'But I'm still having breakfast,' I said.

'What are you doing?' she asked.

'I'm having breakfast,' I repeated.

'Dear me,' she said. 'Do you always get up so late? It's one o'clock!'

### Notes to the Text

1. I sometimes stay in bed until lunch time.

Sometimes(=at times, now and then)意为“有时”。注意与 sometime(表示过去或将来的“某一时”和 some time(表示“一段时间”)相区别:

Sometimes he comes by train and sometimes by car.

他有时坐火车来,有时坐小汽车来。

The house was built sometime in 1905.

这房子是1905年什么时候盖的。

We'll take our holiday sometime in August.

我们要在八月的某个时候去度假。

We lived together for some time.

我们一起住过一段时间。

until是连词,连接一个时间状语从句。当主句中的谓语动词是延续型动词时,可以用肯定形式加 until 从句;如果主句的谓语动词是终止动词,就应用否定形式加 until 从句。例如:

They waited until the rain stopped.

They didn't leave until the rain stopped.

He worked until it was time for lunch.

He didn't stop working until it was time for lunch.

2. Look out of ...向...外面看。

3. 'What a day!'“什么天呀!”这是一个感叹句,省略了 it is. 感叹句中的 it is 常省略。

4. just then (=just at that moment)就在那时。

5. 'I'm coming to see you?'“我要来看望你”。

come 的进行时结构表示将要发生的动作(请参阅第一册 37 课)。

### Practice of Listening and Speaking

#### Comprehension Questions

1. What day was it?

2. Do you always get up late on Sundays?

3. Do you ever get up before lunch-time?

4. When did you get up last Sunday?

5. What was it like outside?

6. Did you think it was a nice day?

7. It was raining, wasn't it?

8. What happened just then?

9. Who was on the phone?

10. How had she arrived?

11. What did she say?

12. Did you want her to come?

13. What did you say?

14. Was she surprised to hear this?

15. Did you have to repeat yourself?

16. What did she ask you? etc.

#### Asking Questions on the Text. Ask me if...

T: Ask me if I get up late on Sundays.

S: Do you get up late on Sundays?

T: When...?

S: When do you get up late?

1. I get up late on Sundays.(When)

2. I sometimes stay in bed until lunch-time.(What...do)  
(When)

3. I got up very late last Sunday.(When)

4. I looked out of the window.(Where)

5. My Aunt Lucy telephoned just then.(Who)

6. She'd come by train.(How)

7. She was coming to see me.(Who)(When)

8. I said, 'I'm still having breakfast.(What)

9. It was one o'clock.(What time) etc.

#### Pattern Drills

1. T John's sleeping

S1 Where's John? He's late.

S2 I expect he's still sleeping

Mr Smith's teaching Jane's dressing

Mrs Smith's cooking Tom's getting ready

Henry's working Lucy's telephoning

Mary's having lunch James is shaving

David's packing Kate's shopping

2. T clean the car-Sunday

S1 Why are you cleaning the car now?

S2 Because it's Sunday. I always clean the car on Sunday.

ring your aunt / friend-Saturday

play football / tennis-Wednesday

go to the library / bank-Friday

write to John / Mary-Thursday

3. T drive very fast

S1 He's driving very fast these days. I see.

S2 No, no, you're wrong. He doesn't usually drive very fast.

drink heavily cook well

walk slowly work hard

write carefully get up early

sleep soundly stay in bed late

4. T rude people

S1 What rude people!

S2 Yes, they ARE rude, aren't they!

an ugly woman horrible dresses

a strange story    a rude girl  
wonderful actors   a good party  
a hard-working boy   silly children  
an interesting play   an amusing man

#### Oral Composition

1. never—early—Sundays
2. Last Sunday—very late
3. looked—window
4. dark outside—raining
5. Just then—telephone—Aunt Lucy
6. 'arrived—train'—said
7. 'coming—see—you'
8. 'But—still—breakfast'—said
9. very surprised
10. 'Dear'—she said —'one o'clock'

#### Talking Points

1. Do you get up early or late? Do you find it easy / difficult to get up? Why?
2. What do you usually have for breakfast?
3. When do people visit friends and relatives in your country?

#### Notes to the Pattern Drills

1. I expect he's still sleeping. 此句表示的时间是此刻(at this moment). 有一些普通动词不常用于现在进行时态, 如 expect, know, think, see, hear. 等(见第 26 课语法部分).
2. Why are you cleaning the car now?—Because it is Sunday. I always clean the car on Sunday. 注意比较一般现在时与现在进行时的区别: 一般现在时表示经常性动作, 与表示现在的时间状语连用.
3. He's driving very fast these days. I see. 现在进行时 + these days 表示的是现在的一段时间, 是与过去和将来相对的时间. I see 的用法与句型 1 中 expect 的用法相同. He doesn't usually drive very fast. 参照句型 2 比较一般现在时与现在进行时区别. 注意一般现在时否定式中的频度副词放在助动词与 not 之后.
4. What rude people! 感叹句结构: What+adj.+n. (单数或复数). Yes, they are rude, aren't they! 重音落在 are 上, 反意问句读降调.

#### Grammar Points: 一般现在时与现在进行时.

- 说话时正在进行的动作现在进行时态表示, 例如:

It's raining (指说话这个时候)

I'm still having breakfast.

对于经常性或习惯性动作, 我们用一般现在时表示, 例如:

He rarely gets up before ten o'clock.

We frequently have lunch at this restaurant

- 注意频度副词 always, ever, never, sometimes 等在句中的位置:

在 be 后: Tea is always at four o'clock.

Is tea always at four o'clock?

行为动词前: He doesn't always come by train.

Do you always get up so late?

He has seldom been to see me.

I could never find the place.

在助动词后:

He doesn't always come by train.

Do you always get up so late?

He has seldom been to see me.

I could never find the place.

#### Supplementary Written Exercise

#### COMPREHENSION

1. When Aunt Lucy telephoned  
(a) the writer was asleep.  
(b) the writer was still in bed.  
(c) the writer had already got up.  
(d) the writer was having lunch.
2. Aunt Lucy was surprised because  
(a) the writer was having lunch.  
(b) it was one o'clock.  
(c) it was late.  
(d) the writer was having breakfast at lunch time.

#### STRUCTURE

3. He sometimes...in bed until lunch time.  
(a) stay (b) is staying (c) stays (d) staying
4. He stayed in bed until lunch time. he went ...bed late last night.  
(a) in (b) into (c) to (d) at
5. He doesn't get up early on Sundays. He gets up  
(a) late (b) lately (c) slowly (d) hardly
6. ...did aunt Lucy come? By train.  
(a) When (b) How (c) Why (d) Where
7. The writer can't see aunt Lucy...He's having breakfast.  
(a) still (b) now (c) often (d) always

#### VOCABULARY

8. He ...out of the window and saw that it was raining.  
(a) looked (b) saw (c) remarked (d) watched
9. Just then, the telephone rang. It rang  
(a) at once (b) immediately (c) again (d) at that moment
10. She was his aunt, so he was her  
(a) son (b) grandson (c) nephew (d) niece
11. Breakfast is the first ...of the day.  
(a) food (b) dinner (c) lunch (d) meal
12. Aunt Lucy said, 'Dear me' because she was  
(a) angry (b) surprised (c) tired (d) pleased

#### SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I arrived by train a moment ago.

I've .....

#### Recorded Drills: Tapescript Drill 2

To elicit statements involving the use of the simple present and frequency adverbs.

Tutor: Drill 2. Listen. Do not speak.

(a) S: Do you ever get up early on Sundays

S: I never.

\* R: I never get up early on Sundays