



图书基本信息



内容概要



书籍目录

- Lesson 1 A private conversation-Word order in simple statements
- Lesson 2 Breakfast or lunch?-The present,simple and continuous
- Lesson 3 Please send me a card-The simple past
- Lesson 4 An exciting trip-The present perfect simple
- Lesson 5 No wrong numbers-The simple past and the present perfect
- Lesson 6 Percy Buttons-The indefinite and definite articles
- Lesson 7 Too late-The past continuous
- Lesson 8 The best and the worst-The comparison of adjectives
- Lesson 9 A cold welcome -Prepositions of time
- Lesson 10 Not for jazz-The passive
-

章节摘录

现在教师重放录音或重读课文，每句话后停顿，以检查学生是否理解。这是课堂教学中非常重要的一个环节，因为在介绍课文结束时，学生应该彻底理解课文。教师不要直接讲解，而应尽量从学生那里获取信息（可以把这种方法看作是“用螺丝起子拔瓶塞的行动计划”）。讲解全部要用英文，但不要把直接教学法弄到一种荒唐的绝对程度。在可能情况下，使用手势和模拟动作。如果班上的一些学生仍无法理解，教师应该请班上学得最好的学生给出一个单词或词组的译文，以照顾尚未理解词义的学生。请记住，如果你不把一个难点译成中文，班上的其他人会这样做的。但是，翻译始终应被看成是最后一着。

Topics for discussion 1 Can you name some famous sailors, and describe what they did? 2 What do you think is the best way to cross the Atlantic? 3 Why do you think people choose to cross the Atlantic single-handed (alone)?

Topics for discussion 1 Describe a concert you have been to, or heard about. 2 What do you think you'll be doing this time next year? 3 Do you prefer pop or classical songs/singers? Why?

Key to Summary writing The Greenwood Boys are pop singers. They will be coming here tomorrow. Most of the young people in the town will be meeting them at the station. They will give five performances. The police will be trying to keep order as usual. (42 words)

Key structures: The future continuous a Shall and will are used with be + verb-ing to form the future continuous tense. A parallel can be drawn between the present and future continuous forms to show the progressive aspect of the -ing form: I am writing letters now (in progress at the moment). I shall be writing letters all day tomorrow (in progress tomorrow). b The main use of the future continuous is to express a future without intention. In III come to your house tomorrow, the verb expresses a deliberate intention (or promise) to come, but III be coming to your house tomorrow expresses no intention (simple prediction). We can add to these sentences to make the distinction clearer: i III come to your house tomorrow, so we can discuss the matter. ii III be coming to your house tomorrow, so we can discuss the matter. In i, I had not thought of coming to your house before, but I want to discuss this matter; therefore I will come. In ii, I was going to come to your house in any case for reasons not connected with this matter. Since I am coming, we can discuss the matter.

Note also the negative forms: He won't come (= he refuses to come). He won't be coming (= a statement of fact; perhaps he's ill, or away).

Pattern drill 1 What will you be doing this time next year? Asking about a fact, not about intention. Compare: I am writing a short story now (at this present time). I shall be writing a novel this time next year. 2 It's raining again. - I hope it won't still be raining tomorrow. Parallel use of the present and future continuous. Still emphasizes continuity. 3 I shall go to the station tomorrow. The simple future expresses intention. III be seeing you then. III be going there too. The future continuous states the fact: III be there, so III be seeing you. Note that the response: I shall go there too here would alter the sense to: I shall go because I want to (see you). 4 We'll probably be writing them all day. A statement of fact. All day emphasizes the duration of the action. I'm afraid so. Note this use of so, replacing the phrase that is what (I'm afraid of). Compare: I believe so, I think so, I hope so, etc.

Key to Summary writing Mr. Harmsworth wanted to see me. I felt very nervous about this. I went into his office. He said that business was bad. The firm could not pay such large salaries. Twenty people had left already. He did not ask me to leave as well. He offered me an extra £ 1,000 a year. (53 words)

Key structures: Indirect statements a The verbs say and tell often introduce reported speech. Tell must always be followed by an indirect object. The conjunction that is optional, and is nearly always omitted in spoken English. He tells me/says (that) he's busy. b Sequence of tenses: at this early level only the basic principles need be taught. These are: i When the introductory verb is in the present, there is no tense change in the reported statement. ii When the introductory verb is in the past, the following changes are necessary: simple present becomes simple past; present perfect becomes past perfect; simple past becomes past perfect. However, in spoken English the simple past is often left unchanged, provided this does not cause confusion about the relative times of the actions (see KS 14 in this book). Modals: shall/will become would; can becomes could; may becomes might. would, should, ought, might, could do not normally change. must does not normally change unless the obligation is fulfilled by the time the speech is reported; in this case it becomes had to. c Time references and pronoun changes must be made according to the statement: (direct speech) Mr. Worth: I can see you tomorrow,



Miss Casey. (reported speech) Mr. Worth told Miss Casey (that) he could see her the next day. Pattern drill 1
No change in tense in the statement because says is present tense. Note the elisions: doctors (s = is) and
Mr. Greens (s = has). 2 Said is in the past tense, so tenses in the statements must change. 3 Says/think are
present so no change in the tense of broke. In S2 response, I and Mary should be stressed for contrast. 4

Present perfect becomes past perfect after said. Note the elisions: There's been (= There has been) and
There'd been (= There had been). These elided forms should always be used in spoken English. Asking
questions: Ask me if... T: Ask me if my daughter is called Jand. S: Is your daughter called Jane? T: What...?

S: What is your daughter called? 1 my daughters called Jand. (What) 2 she had a surprise last year. (When)
3 she received a letter from Holland. (What) (Where...from) 4 it was from a girl of her own age. (Who) 5 we
were travelling across the Channel last year. (When) (Where) 6 Jane put a note into a bottle. (Where) 7 she'd
written her name and address on it. (What) (Who) 8 she threw it into the sea. (Where) 9 she forgot about
it. (What) 10 she received a letter ten months later. (When).....



精彩短评

- 1、出色
- 2、drill部分还不错。



版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：www.tushu111.com