

揭阳职业技术学院



教案

课程：英语语法一 任课教师：邱瑞君

专业：小学英语教育 班级：专本协同 251

学期授课计划时数：32 课时

Teaching Plan For Topic One NOUN 4 periods

Teaching Objectives:

By the end of the lesson, the students will be able to

- A: have a main idea about this course
- B: understand different kinds of noun and their usages.
- C: understand how to use noun in a proper way.
- D: use collective noun
- E: use the genitive form in a proper way
- F: change the singulars of compound nouns into plurals

G: 课程思政目标:

培养学生的语言思维能力和自主学习能力; 通过名词的学习, 促使学生理解名词的语法功能, 增强英语语感。通过英汉名词使用的差异, 让学生更深刻地理解汉语文化, 理解汉语的美和英文的美。

Key points:

- A. how to use different kinds of noun
- B. how to learn by themselves outside class

Difficult points:

- use collective noun
- use the genitive form in a proper way
- change the singulars of compound nouns into plurals

Teaching methods:

A: Analyzing B: Comparison C: Induction D: Discussion E: Deductive method.

Teaching Procedure:

Step 1. Warming up by Greeting

1. Introduction of the teacher: background and personal information
2. Introduction of job situation and what students' duty in college: ability, relationship, interest and so on
3. Introduction of the importance of this course: improving listening, reading, speaking and writing
4. Requirement: class performance and daily exercise
5. Some advice for students to practice by themselves
 - 1) Practice variously
 - 2) Read aloud every morning
 - 3) Recite some good essays
 - 4) Analyze the complicated sentences

Step II

1 how many kinds of ns are there in English?

Countable & Uncountable

[individual ns collective] [material ns; abstract ns; Proper n]

- one in a type; boy; combined by some class
- cut, the same tea; abstract: action, feelings laughter, sadness; big/capital n: HK, USA

1.1 S+V

When the collective n is the s, what's the v form? Singular or plural? It depends!

P: police, people, poultry, cattle, vermin

S: equipment, furniture, luggage, baggage

B: family, group, class, audience, public – emphasize In or Gr

Eg

The police make sure that the equipment arrives on time.

My family is a big one / like to watch TV together.

The team is well-known for its special style/ are all famous footballers.

1.2 U+s

Can we add s to U? if do, meanings changed.

Water sand food/steel (various); the Smiths; 2 Marys

Two teas, please. The four modernizations

This factory produces steel. (不可数) We need various steels. (可数)

不可数名词的转化 u--- c

(1) 物质名词表示种类或具体事物时则成为可数名词。如: glass (玻璃) a glass (一个玻璃杯), tea (茶) two teas (两杯茶), ice (冰) three ices (三个冰淇淋)。

looks 外貌 times 时代 greens 青菜 works 著作 manners 礼貌 sands 沙滩

(2) 抽象名词具体化时也可成为可数名词。如: beauty (美丽) a beauty (一个美人), youth (青春) a youth (一个青年) a pleasure (一件乐事)。

(3) 表示具体事物的可数名词, 用于表示抽象或物质意义是, 便转化为不可数名词。如: a room (一个房间) room (空间), a chicken (一只小鸡) chicken (鸡肉)。

It is good fishing in troubled waters

know the rule; and don't judge it wrong when reading.

2 singular form – plurals read P4-6 and do

watch stomach city; days, belief, piano; boy, ox, basis; looker-on, woman-doctor

2.1 ch [k] +s, 黑人英雄在土豆地里吃西红柿

2.2 proper n/ vowel +y + s: the Henrys, monkeys; storeys vs. stories

2.3f – ves: thief wife leaf knife half wolf shelf self life

2.4 compound N:

● persons-*: mothers-in-law; passers-by; housewives

● *-* s: grown-ups draw-backs bus-stops

2.5 n1 n2:

● n1 s : shoe shop, book store;

● n1 p: man/woman; goods train 货车, arms produce 武器生产-原复数

3 genitive 名词所有格

3.1 read P3-10 translating

● 汤姆和黎明共同的汽车

● 汤姆和黎明各自的汽车

● 男厕所 the boy's bag (所有, 性别) men's room 男孩的书包, 儿童节 Children's Day

● 他的一位朋友

● At the doctor's baker's/barber/s (job—working places; homes)

3.2 's vs. of with life; without

- Tom's name; the name of the table
- Time\place\fixed usage + 's: today's newspaper, a mile's distance; the earth's atmosphere; double genitive

3.3 double genitive vs. s g

A photo of Jim 's 本人相片、收藏

A criticism of Jim 's 对本人批评、吉姆做出批评中一条

4 quantifier

他有不少朋友。房间里有一套家具。 他要去理发。

Not/quite a few=a no. of= a great many Np

= many a ns (单) + v 单

4.1 复数形式的名词, v 单数 学科 疾病 专(书名报纸杂志)

Economics 经济学 measles 麻疹 the United States, the New York Times 纽约时报

- The UN was organized in 1945.
- The Arabian Nights is a very interesting story.

4.2 名词功能 S O O_c C ADV

- The bag is mine.
- I wash my bag.
- We chose Sam boss.
- This is Sam/ Party member.
- They study hard day and night.

Groups, hands when r 【T= V】

Our teacher told us an English story. SVOO I like swimming. The earth turns around the sun. SV (动, 介宾) David asked her to go there. SVOC What he said made me very happy. I am a teacher. He became an engineer. He is the tallest in the class. SVC ADV

4.3 People with different nationalities {o}

名称	总称(谓语用复数)	一个人	两个人
中国人	the Chinese	a Chinese	two Chinese
瑞士人	the Swiss	a Swiss	two Swiss
日本人	the Japanese	a Japanese	two Japanese
英国人	the English	an Englishman	two Englishmen
法国人	the French	a Frenchman	two Frenchmen
俄国人	the Russians	a Russian	two Russians
意大利人	the Italians	an Italian	two Italians
希腊人	the Greek	a Greek	two Greeks
加拿大人	the Canadians	a Canadian	two Canadians
德国人	the Germans	a Germans	two Germans
瑞典人	the Swedish	a Swede	two Swedes

4.4 fixed usage

轮流	take turns	作笔记	take notes
做操	do exercises	如下	as follows
与.....交朋友	make friends with	伤人感情	hurt one's feelings
同.....握手	shake hands with		

HOMEWORK

Do the exercises in Page25-28

Teaching Plan for Topic Two: Determiner 6periods

Teaching Objectives:

By the end of the lesson, the students will be able to

1. understand different kinds of Determiner (indefinite article, definite article, zero article, quantifier and other determiners) and their usages.
2. understand how to use Determiner in a proper way according to different situation.
3. to gain grammatical knowledge of three determiners including central determiners, pre-determiners and post-determiners;
4. to master Articles including definite articles, indefinite articles and zero articles.
5. gain a comparative study of some determiner usage: 1) many, much, a lot of, lots of, plenty of; 2) (a) few, (a) little; 3) some, any; 4) all, both, every, each, either, neither, any.
6. use articles in use with different classes of noun: 1) Article in use with proper noun; 2) Article in use with common noun; 3) Other uses of articles.
7. 课程思政目标:
培养合作精神: 通过合作学习, 鼓励学生在小组内共同解决问题, 提高团队协作能力.

Key points and Difficult points:

Collocations between determiners: 1) Central determiners, pre-determiners and post-determiners; 2) Word order of three subclasses of determiners;

A comparative study of some determiner usage: 1) many, much, a lot of, lots of, plenty of; 2) (a) few, (a) little; 3) some, any; 4) all, both, every, each, either, neither, any.

Collocations between determiners: 1) Central determiners, pre-determiners and post-determiners; 2) Word order of three subclasses of determiners;

Teaching methods:

A: Analyzing B: Comparison C: Induction D: Discussion E: Deductive method.

Teaching Procedure:

Step 1. Lead-in – vivid sentences to awake ss' background knowledge

e-c

The rich get richer and the poor get poorer.

An ox is a useful animal.

■ THE and A IS article. They are also called determiner. We have other determiner like many, some.....

Step 2. Basic points

1 article

How many types? Indefinite article : a/an & definite article: the – to know the basic points

What's the difference between A and AN: there is a u and an e in nurse. A university an umbrella an hour

Meanings? One/ one kind

William is planning to be a lawyer. A computer is useful.

2 definite article the

2.1 read p45 & fill in the blank

Do u like the bike? a/the book is helpful. The teacher and singer is coming. The poor are not always unhappy.

-- the adj. + v the n and n + v

2.2 Read p46 & make examples * -- to develop ss' ability of gaining information needed

- Isolated island: no Taiwan island
- Instrument: west +the: play the violin east: no play alto fiddle

2.3 readp47, e-c – to know some key expressions

Ts are paid by the month. They hit him on the nose.

- by the +n 按—论 ; pre. +the body

3 read from p48 to p54, sum up the usage of the followings, give one ex. To each.

- Many much c u
- Few a few little a little c c 肯 u u 否
- Both either neither
- All
- Each every
- Some any

*think: either any; no one none; another other (w)

- 1) Many ss dislike much homework.
- 2) There is little water left. Could u give me some/ a little?
- 3) Both of the ts are right. Neither/either of the t is to the cinema. 2 / 1 tickets
- 4) __ books are here. – all your 4 eg. We all / all of us will go.
- 5)

Each	Every
》 2	>2
individual	whole
+/- n.	+ n.

(O) why?

- He has a ring on each hand/ every finger.
- Each s will fin his own way to succeed.
- We want every s to succeed.
- 每个男孩(5kinds)every/each boy; every one of the boys; each (one) of the boys.

6) some any agreeative nonagreeative

Some: agreeative st, expect to get appositive A

Any: Q, nonagreeative, If-clause: if you need any help, call me.

Some+Cs: a certain: some lady calls you. 每一

Any+Cs:every: any day is ok.任一

7) there are 2/5 bookes. You can take either/any.

8) no one +v none +v person ; person thing

- No one of / ; none of
- How many/much none; who no one

c-e

- No one/ none knows him. None of us ---
- How many UFO can you see? None Who is crying? No one.

9) another other

Another pen; another 4 pens; 4 more pens

Some- others/ other+n

- Some mm are here, others are not.
- Of all the mm from HK, some—the others are not

- Only Jim failed, other students did well. / the other students in Class 5 did well.

Step 3 Further study

1* zero article

When an adj. Is before the abstract n, the n. becomes countable.

c-e we have a happy time/heavy rain/good breakfast.

2 difference (homework)

※He is in hospital./ the

※At school/ in the school

※At table/ at the table

※in office 执政, 任职 in the office 在办公室里

※in hospital (prison) 住院 (坐牢) in the hospital (prison) 在医院 (监狱里)

※in charge of 负责, 掌管 in the charge of 由.....掌管/负责

※ out of question 毫无疑问 out of the question 不可能

※ have words with sb. 与某人吵架 have a word with sb. 与某人谈话

※on earth 究竟, 到底, 在地球上 on the earth 在地球上

※ in front of 在.....前面 (在范围之外) in the front of 在.....前部 (在范围之内)

※ lose heart 灰心 lose one's heart 喜欢

3* . Order of determiners

All these last few days are very cold.这最后几天都很冷。

3.1 Predeterminer : all, both, half; 3 times multiplicative numeral; 2/3fractional numeral ;

3.2 Central Determiner: a/the, my, 's; some, every, either, enough, no each

3.3 Postdeterminer:2, 2nd, adj-est

Eg.

Both his two friends; half his first salary; all your 4 books; the 1st 100 ys;

4* no not

No:adj: +n/ving; not:adv:+adj/adv/a/any

No=not any/a

c-e

no smoking! He has no friends here./not any. There is no water/ not any water left.

Step4 Practice & production

1. Do some exercise to help students understand the languish points well and to add in some more language points

2. Free discussion about what they learn

Step 5 Conclusion

A: students sum up what they learned.

B: do exercise on textbook

Homework:

1) Do the exercise in this unit

2) Do the task given by the teacher

Teaching Plan For Topic Three :Adjective and Adverb 4 periods

Teaching Objectives:

By the end of the lesson, the students will be able to

1. understand position of adjectives
2. know degrees of adjectives analyze sentence structure.
3. use premodifiers with degrees of adjectives
4. use the order of adjectives in a series
5. understand adjectival opposites
6. know the definition of Adverb;
7. use Adverbs in a Numbered List.
8. understand Kinds of Adverbs
9. know Adverbs We Can Do Without
10. understand Positions of Adverbs
11. use Adverbs in suitable order
12. 课程思政目标：培养学生对语言规范性的意识，使他们能够在书面和口语表达中正确运用形容词和副词，培养学生思考能力和批判性思维，使他们能够分析和判断副词使用的合理性和适宜性。

Key points:

know degrees of adjectives analyze sentence structure.

use premodifiers with degrees of adjectives

use Adverbs in a Numbered List.

understand Kinds of Adverbs

Difficult points:

use the order of adjectives in a series

use Adverbs in suitable order

Teaching methods:

A: Analyzing B: Comparison C: Summing up the key points. D: Discussion

Teaching Procedure:

Step 1. Revision and warming up

1. Revision on functions of PP in sentences.

Li has been in the school for years. C. Adv.

Le didn't come until 8. adv.

The boy on the phone is li. Attr.

2. Revision on key points in Unit 5

e.g.

- Tom will arrive in / at JY on Friday.
- Tom will arrive in /at JY Uni. On Friday.
- He will arrive in JY Uni. In/after 4 days.
- He will arrive in JY Uni. In/after Thu.
- He will give a speech on/about red wine.
- Red wine is made from/of grape

3. Talking about the name list to lead-in the topic, preparing for the next steps.

3.1 Q: when shopping, what makes you dislike to buy the very goods?

The style is ugly/ quality is poor/ color unsuitable/ price too high---

3.2 Q: can you guess what to learn?

-- Adjective and Adverb

3.3 Q: which is used with n. / v, adj. Adv?

--adj. Describe the quality or character of a person or thing. That is, it is used with n. or it modifies n.

-- adv. Modifies v, adj, adv, clauses, sts etc.

Step 2. Adjective

1. the basic usage of adj. – to have a main idea

1.1 location: where do we locate the adj. Before or after a n. ?

■ usually it is before, but sometimes after.

■ Eg. A handsome boy; something boring; the fish alive; a 7-day holiday

1.2 Rules to help ss learn effectively

■ no.-n-adj + n.

■ n.+adj.: n=some/any/every-; -body such compound n
adj.=a- (alone alive asleep alike)

1.3 practice to consolidate what's learnt

c-e

➤ The baby asleep is cute.

➤ We will hold a 3-week-long sports meeting.

2 function of adj. --- to learn basic points

c, oc, adv.

Link-v; complete the meanings of O

■ He looks/is tall. I consider it interesting.

■ The box is found empty.

■ We keep the box empty.

■ Excited, he left for the USA.

Examples on textbook to help ss understand the above.

3 read P83, fill in the blank. – to develop the ability of self-studying

(with, for)

■ Men should never fight with women.

■ We should fight for our future.

■ I am confident in your success.

■ Your work is superior to mine.

(strict with/ in)

She is strict with her children./in her job.

4 read P84, try to combine the two sts, using as many means as possible. --To explore more

■ He is a clever boy. He can solve the matter.

He is such --- that-- ; so – that—

The boy is so – that --- ; enough to --

Step 3. Adverb

1 functions of adv. – to introduce the basic knowledge

What is the function of adv.

--adv, c, attr

- Let's see the old year out and the new year in. --- C
- The girl there is Tina. --- AT
- We often listen to music. ----AD

2 adverb can be used in different positions.

c-e however, he didn't tell the truth.

---, however. He, h---, ----

*** the position of adv, may change the meanings, however. –emphasize--

- I, too, have been to Sweden. I have been to Sweden, too.
- They secretly decided to leave. They decided to leave secretly.
- Even he could finish the task. He even could finish the task.

3 -- Positive degree; Comparative degree; Superlative degree

“The faster we do, the better we get”, do you agree? – quality, attention

3.1 read p88-89, c-e, trying different way

- Your house is not so big as mine.
- Your house is four times as big as mine.
- Knowledge is becoming more and more important.
- It is the most surprising story that I have ever heard.

*** ss may do it in different way, sum up the key points and difficult ones as well

Not as/so adj. As—

No1 times as adj. As--; no1 times the n of--; no-1 comparison than---

More and more

Superlative d+that+perfect aspect

3.2 More on comparison. – to learn deeply

He is more shy than cold.

He is more than a friend to me.

The weather here is warmer than that in Bj.

More a than b 与其说 a 不如说 b; more than= not only; U than that--/ /C than those (fruits, price, eggs---)

*3.3 Think out the meanings (group work) -- alternative

- This book is not more useful than that one.
- This book is No more useful than that one
- This book is Not less useful than that one
- This book is No less useful than that one

Not more-- =less; no more --than-- =neither; not less--=more; no less-- than-- both

Step 4 Revision

1. the function of adj. And adv.

1.1 Adj.: at, ad, c

The weather is strange.

I feel it strange.

The strange man ran away.

Strange, I looked around.

1.2 adv: ad, c, at

usually, we get up late.

He found nobody away.

I don't know the boy there.

2. as---as vs. so--- as c-e

He is not so/as cold-blooded as Tonny.

He is as naughty as a cat.

3. wrong?

This is the most exciting lesson that I have. – have had

Step 5 Presentation and explanation

1 Lead in

Will u say a yellow new car or a new yellow car?

A beautiful Chinese girl or a Chinese beautiful girl?

Why? Let's see the order of adj. Before the n.

2 the order of adj.(6.4)

2.1 限定描绘大长高，新旧年龄和形状，颜色国籍出材料，分词名词往后靠。

A beautiful old brown French wooden handmade kitchen cupboard

Interesting/ stone/ mechinemade

Funny/ gold

Clever summer T-shirt

--- do we need AND? No. only when? White and black;

the same type, adj. And adj: a smart, capable and diligent

2.2 arrange the adj. In correct order. --- exercise to help understand

The big red wooden cup

A cotton summer shirt

An interesting hand- made children book

The 4th large round table

3 -ly vs =/ ly

3.1 correct

She can hard swim, can she?

■ He lives closely to school

■ He left direct after rest.

■ Zoo is high spoken of.

■ Clearly he misunderstood me.

■ I cut the meat finely.

Hard 努力地 close 时空，具体近 direct 直接 high 空间，具体高度

Hardly 几乎不 closely 抽象， watch-ly; directly 立即 highly 抽象 think -ly of

3.2 rule

Adv without-ly, it is often after v, o, Sc/Oc 不带 ly 的副词常在动词宾语之后，说主宾状态，动作后果，给人印象

■ Adv. With ly, its location is flexible, before s/v----带 ly 副词，位置灵活，可在句首，动形等前

■ Eg The bird flies high/-ly? The book is high/-ly valuable.

4 comparison

Read 没人比你更重要。

No--More than; the most; more than any other person/anyone else

5 read the book, find out the Chinese meanings of the followings

You will have not less than 1 billion. MORE

Tom's not less clever than you. CLEVERER

I wish I had no less than 1 billion. AS MUCH AS

Tom is no less clever than you. AS—AS

How poor! I have not more than 1 yuan. / no LESS THAN/ONLY

Tom is not more selfish than Jim./ no LESS / NEITHER

Li excellent you; desk expensive chair

*6 In order to make the best of the money, I won't buy any book, least of all, the red one. I can't understand French in the least/at all. When reading French, I can fall asleep at best and can't at worst.

Step6 Conclusion

A: students sum up what they learnt

B: do exercise on textbook

Homework:

Finish the ex. printed

Teaching Plan For Topic Four: Verbs: Tense & Aspect 4 periods

Teaching Objectives:

By the end of the lesson, the students will be able to

1. understand the future progressive aspect;
2. understand the present perfective aspect;
3. understand the past perfective aspect;
4. understand the present perfect progressive aspect;
5. understand the past perfect progressive aspect;
6. distinguish the difference between the simple past tense and the past progressive aspect;
7. distinguish the difference between the present perfective aspect and the simple past tense;
8. distinguish the difference between the past perfect aspect and the simple past tense;
9. distinguish the difference between the present perfective progressive aspect and the present perfective aspect.

10. 课程思政目标:

培养学生总结分析和推断判断的能力,使他们能够理解动词的不同用法和变化规律,并正确应用于实际语境中。提高学生的语言文化素养,使他们能够理解不同语境下动词的语用和语言风格。

Key points:

A. to understand 8 kinds of aspects; their functions and how to use them;

B. to distinguish their usage.

Difficult points:

To distinguish the difference of tense and aspect.

Teaching methods:

Analyzing; Comparison; Induction; Discussion; Deductive method.

Teaching Procedure:

Step 1. Warming up

Talking about one of students' activities at the weekend --- to increase students' interest and to lead in the topic;

Step 2. Lead in – to have a basic idea

1 how to make them into sts?

John play football	now
	by now
	next Mon
	yesterday

2 what's their Chinese meanings?

In English, can we know when the action happens without the time?

Eg, see the above

3 verb forms show the time of the action – to know the basic usage

Tense: shows the time. 过去, 现在, 将来, 过去将来

Aspect: relate activity to passage of time. Progressive A/ Perfect A

Q: how many tense and aspect are there in E?

	simple	progress	perfect	Perfect pr.
Present	Do			
Past	Did			
Future	Will do			Will have been done
Past future	Would do	Would be doing	Would be done	

Step 3. Details

1. simple present t

1.1 forms

q: how to change the positive s into negative one? Eg.

➤ We are Chinese. / learn/ can speak

V= be/modal v+ not; others, +do/does not

1.2 usage

1.2.1 when to use the simple p t? – to know the most common usage

➤ refer to the present;

➤ truth/theory

➤ books' content

➤ action often happening

c-e where there is love, there is also happiness. We are often free at weekends. This book tells us th.

About Grammar.

1.2.2 further usage—to learn deeply

Look at the st, does the action refer to the present?

➤ If you go, I will also go.

➤ I hope you do me a favor.

➤ They will make sure that you don't get lost.

---- refer to the future

If/when-clause

After: I bet/hope, see to it/ make sure

----- refer to the past: news report, tell, say, hear (o)

- A Chinese official says that the H1A1 flu is under control.
- I hear you've won the game. Heard—had won

2 simple past t

2.1 usage

We ___ a middle school sts 4years ago.

Why? Time in the past.

2.2 further usage

- It's time you ___ a holiday. Had
- I wished you ___ closer to us. Lived
- If only he ___ drive so fast. Didn't

Rule: -- to learn effectively

It is time/ I wish/ I'd rather sb. Ved sth.

Subjunctive mood: polite / untrue

If it were snowy today, we could make a snowman.

2.3 practice – to solidate

I wondered if you ___ free tonight. Were

We'd rather you came to the party alone.

3 simple f t

3.1 qs: when happens? What's the v form? – to awake curiousness

- 1) Will/shall: willing; plan 临时; happen naturally
 - 2) Be going to: plan 事先; predict
- Eg. God heavens, I'm going to be late. They will be 20 next year.
 - Plan: be going to 事先考虑; will 说话时临时想到的
 - Can you do me a favor? Sure, I'll help you.
 - I'm going to buy some milk and some bread tomorrow.

3) Be to do: (F) plan, order, forbid

The Queen is to visit Japan next year.

You're to stand here. Do you understand.

The dictionary is not to be had here. 不准带字典

4) Be about to 正要做 I was about to leave when the phone rang.

5) Be ving: v? “go, leave, start, arrive----” momentary a

6) *v ----sth. Is sure to happen according to the timetable; ---- if/when clause

一般现在时暗示计划客观性, 不可变性, 正式

Tomorrow is F. The train leaves at 7 pm.

3.2 ex: -- to practice

- Look at the cloud. It is going to rain. I am leaving for HK tomorrow.

4 the past future t [indirect speech] action happening in the future of the past

4.1 he said: "she is about to leave" --- was

4.2 Whenever we have trouble, he will help us.

--had, would

- Indirect speech;

➤ habit in the past

Progressive aspect: emphasize the continuance and temporary

- The action continues over a period of time
- The action only continues during a short time
- you are looking beautiful today.

5 the present progressive

V form? Be+ v-ing

5.1 present: now; at+time, these days; at present

What are you doing there? I'm looking for my key.

People all over the world are concerned about the economy now.

5.2 future: go/come/leave the winter holiday is coming.

5.3 past (orally) v= tell, say, talk

Don't you believe me? I'm telling the truth

5.4 mood

Negative/unpleased(with always, continually): he is always arriving late.

Polite: I am hoping you do me a favor.

5.5 ex – to help understand

Ex2

- Water boils at 100*
- We are doing some jobs these days
- The train is arriving in a few minutes
- I wish you drive/will drive/ drove/ would drive the car.

6 the past progressive

■ Form: was/were v-ing

■ Usage:

6.1 Past: time in the past

We were talking excitedly, when he cut in.

I was watching tv at 7 yesterday.

6.2 Indirect speech:

He said: "they are leaving a few minutes later."

He said that—were

Meanings? The future of the past]

6.3 polite: sub mood

I hope/d/is/was hoping you can/could do me a favor.

* simple past t vs past progressive (group discussion / homework)

- Done undone
- Fact emphasize continuance
- Momentary action continuous action

Eg

She made/was making a cake when I came in. (做完、没)

They played / were playing football yesterday.

They were singing when I came and left.

What's the difference?

They were building / built a bridge last winter.

It was raining / rained last night.

I was running when I fell down.

7 the future p a: will be Ving

■ Future time

■ Polite

*underline rule 1,3 on p 110, find their eg

Rpt 13

8 the present perfect a: have done

8.1 usage

■ Done: action that influence the present

■ Undone: action that may continue to the future

He's turned off the light. It is dark now.

He's lived here since 1997.

8.2 words require this aspect

■ By, since, already, up to now for+ a period of time

■ Adjust that+ have ved

e-e

I have finished the work by 6

I have done/been doing the work since 6

It is the best work that I have done.

I have worked for 2 weeks.

Step4 Conclusion

The teacher leads students to sum up the common difficult points

Homework

Review the Unit and do the exercise printed.