



普通高等教育“十一五”国家级规划教材

# HOPE ENGLISH

## 希望英语

第二版

总主编：徐小贞

主 编：章国军 邹渝刚

教师用书 2

TEACHER'S BOOK 2

SECOND  
EDITION

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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# 希望英语

第2级

## Hope English

2

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# 前言

普通高等教育“十一五”国家级规划教材《希望英语》高职高专立体化系列教材自2003年正式出版发行以来,以其全新的教学设计、灵活的学习任务、突出的易用性、有效的课内外结合以及创新的教学指导等特色,较好地完成了“一切有利于教师教学、一切服务于学生学习”的既定目标,得到了高职高专英语教学界广大同仁的普遍认同和赞誉,并对高职高专新型英语教材开发产生了积极而深远的影响。为了进一步适应高职高专英语教育的改革和发展,满足新形势下的教学需求,更好地服务于一线教学实践,外语教学与研究出版社在广泛征求使用院校意见的基础上,适时推出了第二版《希望英语》立体化系列教材。

为了更好地配合高职高专院校的实际教学情况,《希望英语》第二版主要作了以下调整:

1. 更新替换选篇。重新梳理了教材的单元主题和选篇,使其更符合当今大学生的心智发展和就业需求,教材梯度更加科学合理。
2. 降低整体难度。新增了部分常用词汇的注释和讲解,更换《综合教程》和《学习卡》中部分较难的练习,增强了教学活动的可操作性。
3. 完善教学指导。《教师用书》中增加教学活动的指导和参考样例,补充Reading A的语言点讲解,增加Reading B和Reading C的语言点讲解。
4. 优化配套资源。书后配备MP3光盘,包含所有选篇和词汇的录音,同时,制作了全新的PPT教学课件,方便教师备课和授课。

## 主要特点

《希望英语》系列教材在全面贯彻《高等职业教育英语课程教学要求(试行)》的前提下,结合一线教学实际,主要突出以下几点的特点:

1. 单元各模块紧扣同一主题展开,强化听、说、读、写、译技能的综合培养。通过词汇在不同技能模块中的复现和扩展,提高学生对主题相关内容的表达能力。
2. 注重课堂活动的目的性和可操作性。课堂活动教学目标明确,并配有详尽的操作步骤建议,既增强了教学活动的可操作性,又为课堂教学组织提供了有益的选择。
3. 课内与课外活动相结合,学法与教法并重,引入自主式、发现式和协作式学习,注重培养学生自主学习能力。精心设计的单元学习策略有助于学生养成良好的自主学习习惯,使学生通过参与各种小组活动,树立合作与创新意识,为终身学习打下坚实的基础。
4. 教学课件突出教学设计。结合多媒体技术,引入大量体现教学设计思想的全新互动活动,并充分考虑了各种活动在课堂教学和自主学习中的易操作性,保障多媒体教学的有效实施。

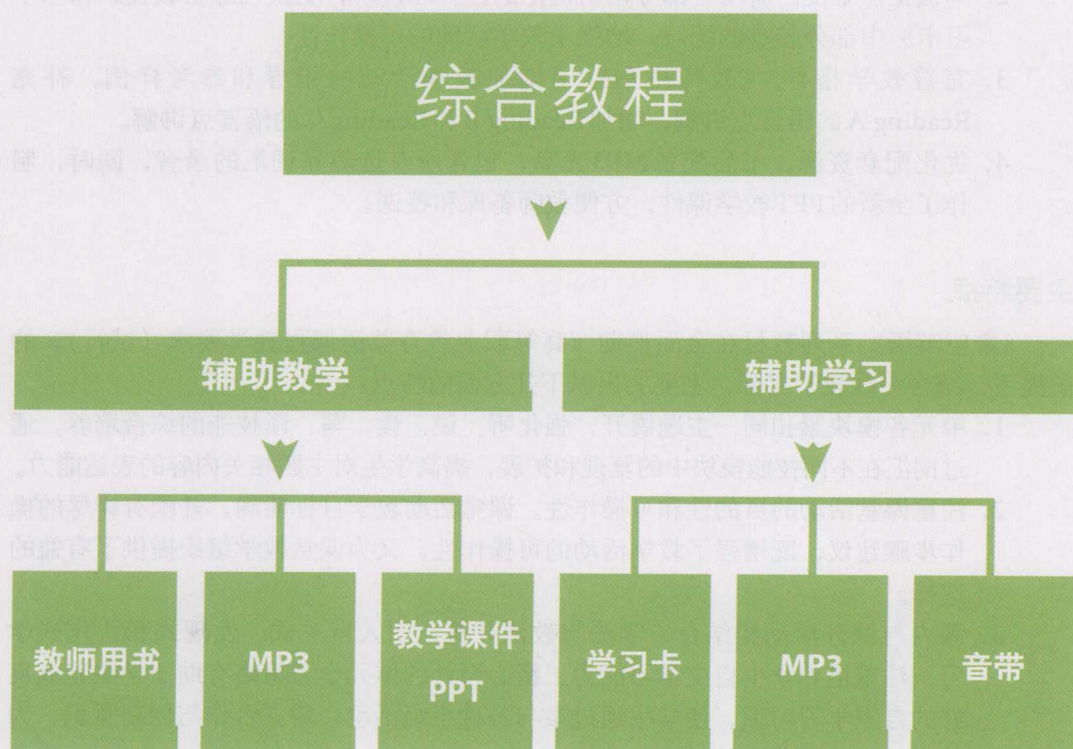


## 教材体系

《希望英语》系列教材共四级，每级包括《综合教程》、《教师用书》、《学习卡》以及配套的录音带和MP3光盘，此外还有配套的教学课件和试题库。

- 《综合教程》每册包含八个主题单元和两个阶段测试，为课堂教学的主要素材，含听、说、读、写、译各项技能训练，并兼顾了必要的语法讲解与练习。
- 《学习卡》为《综合教程》的必要补充，提供了学习策略指导、与单元相关的自学内容以及自测练习，可作为课外作业，其部分内容还可灵活地用于课堂教学。
- 《教师用书》含《综合教程》的全部内容，采用与《综合教程》对照排版的形式，提供教学建议、答案、录音脚本、语言点讲解和译文，极大地方便了教师备课和授课。
- 配套音带和MP3提供课文和单词录音；配套教学课件以多媒体交互方式提供背景知识、课文详解、练习答案等内容；配套试题库包含了大量可供教学评估使用的素材，为教学实施提供了有力的支持。

本系列教材各组成部分的关系如下图所示：



# 《教师用书》编写及使用说明

## 一、编写说明

为方便教师使用，减少教师备课过程中的机械劳动，使教师有更多的精力投入课堂活动的安排和组织，本《教师用书》包括学生用书的全部内容，与学生用书对照排版，提供教学建议、课文翻译、语言点讲解、练习答案、听力原文等，清楚直观。

## 二、使用说明

### 1. 教学目标 (Objective)

本部分力求语言客观明晰，目标切合教学实际。从《综合教程》各具体模块来看，教学目标各有重点，分别如下：

1) 课外调研 (Field Work) 强调语言的综合运用和调研方法的训练。相关的课堂口头汇报 (Presentation) 则主要训练学生在公众场合的表达能力和小组配合能力。

2) 口语 (Speaking) 只提供参考答案，具体操作应考虑学生水平，教学目标因人而异。例如，对于基础较差的学生，如能根据模板或范例进行模仿，则已达到目标；而对于基础较好的学生，则应做更高要求，引导其向高级的口语表达迈进。另外，在听力部分还穿插有部分口语训练，主要目的是巩固与听力相关的功能意念，体现听与说的密切联系。

3) 阅读 (Reading) 分为主课文 (Reading A) 和副课文 (Reading B & Reading C)，前者以训练阅读技巧和掌握重要语言点和文化点为目标，后者以巩固阅读技巧和扩大知识面为目标。

4) 语法 (Grammar) 以各类英语测试考点为参考，以重点复习语法难点为主要目标。

5) 听力 (Listening) 既复习主课文语言点，又训练特定的情景表达法和功能意念。

6) 写作 (Writing) 分为基础写作和实用写作，第二册的基础写作重点讲解段落发展方法。实用写作以能正确撰写标准或常见模式的应用文为目标，对实际情况下的变化不做过多要求。

### 2. 教学时间 (Time)

此处所给时间依据编者实验数据，仅供参考，教师在授课中可根据学生水平和教学进度灵活处理。例如，操作课堂口头汇报 (Presentation) 时，应平衡考虑每组机会均等和优秀小组的示范作用等各种因素。

### 3. 教学步骤 (Steps)

该部分所列步骤仅供教师参考。其中，听力部分并未列出详细步骤，教师可根据具体情况灵活安排。如学生基础太差，可建议先完成《学习卡》相关部分的练习，再结合课堂精讲。

### 4. 选做步骤 (Optional Follow-up)

该部分仅在部分任务中出现，教师可根据具体情况选用。



## 5. 注意事项 (Notes)

该部分主要提醒教师在实际教学中应注意的问题。

## 6. 练习答案 (Key/Suggested Words/Suggested Answers/Samples)

该部分根据练习任务类型分为标准答案、参考答案、范例等形式。

## 7. 课文参考译文

主课文参考译文位于课文对应页面中，方便教师教学参考。



# CONTENTS

Unit	Reading	Grammar	Situation	Function	Writing	Field Work & Presentation
<b>1 Lifestyle</b> Page 2	A: Debts on Campus B: Totally Involved in "Cyber" Lifestyle C: British Pub Culture	Modal Auxiliaries	At Home	Approval and Disapproval	Development by Time E-mail	Interviewing People About Lifestyle
<b>2 Environment</b> Page 18	A: The Eden Project B: Four Theories about Global Warming C: Benefits from Growing Trees	Inversion	At a Resort	Certainty and Uncertainty	Development by Process Fax	Finding Out About Local Pollution
<b>3 Money</b> Page 34	A: Money Myths B: Is Money a Major Conflicting Issue in Your Relationship? C: The Importance of Money	Subjunctive Mood I	In a Bank	Apologies and Responses	Development by Space Receipt	Comparing People's Spending Habits
<b>4 Advertising</b> Page 50	A: Advertising B: The Paradox of Advertising C: What Is Advertising?	Subjunctive Mood II	In a Bar	Complaints and Responses	Development by Example Letter of Thanks	Getting People's Opinions About Advertising
<b>5 Entertainment</b> Page 66	A: Couch Potato B: What I Look for in a Movie C: Music and Me	Subjunctive Mood III	In a TV Studio	Opinions	Development by Comparison and Contrast Letter of Invitation	Asking People for Entertainment Preferences
<b>6 Man and Woman</b> Page 82	A: Gender Equality B: He Says, She Says C: Equality Between Men and Women	Infinitives	In an Office	Appointments	Development by Cause and Effect Letter of Apology	Comparing People's Opinions of Man and Woman
<b>7 Health</b> Page 98	A: Will We Ever Be Immortal? B: Unproven Treatment C: Teen Smoking	Gerunds	In a Clinic	Relief and Sympathy	Development by Definition Letter of Congratulation	Making a List of Factors Affecting Human Health
<b>8 Crime and Punishment</b> Page 114	A: Computer Crime B: Capital Punishment Is a Must C: Revenge Is Not an Excuse	Participles	At a Law Firm	Optimism and Pessimism	Development by Classification Résumé	Drawing a Crime Rate Diagram
<b>Revision Test I</b> Page 130						
<b>Revision Test II</b> Page 140						
<b>Key to Revision Tests I &amp; II</b> Page 150						
<b>Glossary</b> Page 155						

# Lifestyle

## Unit 1

### Field Work

#### Objectives:

- ▀ Ss develop research skills and strategies.
- ▀ Ss develop teamwork skills.
- ▀ Ss develop competence in questioning.

**Time:** Unit time span

#### Steps:

- ▀ Set guidelines for time and procedures for the task appropriate to Ss' ability level.
- ▀ Divide the class into groups. Give groups guidelines for managing the task and the deadline for completion. The group decides who will do what and who will keep a log of its activities.
- ▀ Encourage Ss to design questions which cover as many aspects of lifestyle as possible.
- ▀ Remind Ss of time management throughout the task.
- ▀ Encourage flexible presentation forms, e.g. the use of visual aids, telling stories, etc.

#### Notes:

- ▀ Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions on cooperation from the teacher should come in. As Ss get used to the Field Work, they will become more experienced in these respects.
- ▀ If Ss find it difficult to ask questions in English, do some practice on interview questions in class.
- ▀ Assessment is based on group achievement as well as individual performance.



## Speaking

### Task 1

**Objective:** Ss develop a vocabulary list suited to the theme.

**Time:** 10 minutes

**Steps:**

- ▀ Ss read Speaking Task 1.
- ▀ Ss choose one of the pictures.
- ▀ Ss list five words about this picture.
- ▀ List the words on the board or invite one student to write them on the board.
- ▀ Choose another picture and repeat the above steps.
- ▀ Add some of the following words to the word list if they are not already there. Explain why these words are useful to the theme.

**Note:**

- ▀ For a class with higher English proficiency, skip this task and start on the next task.

**Suggested Words:**

school bus	keep fit	healthy	routine
fresh air	relaxing	bowling	bicycling
reading	laughter	fun	leisure

### Task 2

**Objective:** Ss can use the vocabulary from Speaking Task 1 and the sentence patterns outlined for Speaking Task 2 to make sentences.

**Time:** 10 minutes

**Steps:**

- ▀ Ss read and do Speaking Task 2. Give examples if needed.
- ▀ Ss work in small groups and share their sentences. For example, in pair work, one student picks one word or phrase from the vocabulary list, and the other makes sentences.

**Notes:**

- ▀ In some weaker classes, make sure that Ss understand the uses of the given structures. Give examples when necessary.
- ▀ Skip this task and start on the next task in a class with higher English proficiency.

**Sample Sentences:**

One of the most relaxing things for me is to ride bicycle to the countryside and breathe in some fresh air.

Life is supposed to be full of fun and laughter.

He is supposed to get to school on time.

### Task 3

**Objective:** Ss are able to ask and answer questions about lifestyle and give a report based on the answers given to the questions.

**Time:** 10 minutes

**Steps:**

- ▀ Ss read Speaking Task 3.
- ▀ Ss take 5 minutes to interview each other using the given questions or their own.
- ▀ Ss prepare an oral report using their partners' answers and the given model.
- ▀ Some Ss present their reports.

**Note:**

- ▀ If Ss' English proficiency is higher than the target level, skip this task and organize a less-controlled free talk to brainstorm ideas about the pictures.



## Reading A

### Background Information

#### Student loan

A student loan is designed to help students pay for college tuition, books and living expenses. It differs from other types of loans in that the interest rate is substantially lower and the repayment schedule is deferred (推迟) while the student is still in school.

#### Credit card

A credit card is part of a system of payments named after the small plastic card issued to users of the system. It is a card entitling its holder to buy goods and services based on the holder's promise to pay for these goods and services later.

#### Task 1

**Objective:** Ss are prepared to deal with the topic.

**Time:** 10 minutes

##### Steps:

- ✔ Ss read Reading A Task 1.
- ✔ Explain the questions when necessary.
- ✔ Allow 5 minutes for Ss to do the task.
- ✔ For each question, ask one student to give his partner's answer. Encourage complete sentences.
- ✔ Ask the class for different ideas as to each question.

##### Note:

- ✔ Give affirmative comments and avoid making judgments.

#### Task 2

**Objective:** Ss can get the main idea or find some specific information in the passage.

**Time:** 20 minutes

##### Steps:

- ✔ Ss read Reading A Task 2.
- ✔ Allow 15 minutes for Ss to do the task.
- ✔ Select some Ss to give the answers.
- ✔ Give the suggested answers.
- ✔ Ask Ss to give the difficult parts they have marked for your explanation. Then explain.

##### Notes:

- ✔ You may want other Ss to explain some of the easier points.
- ✔ Time spent on the explanation of difficult language points varies for each individual class.

#### Suggested Answers:

(The underlined parts are points from the text.)

1. From my point of view/In my opinion, healthy lifestyles for college students should include many interesting activities. When enjoying these activities, we can let off steam, relax and have fun with friends, without spending much time and money or doing harm to our health.
2. I would like to spend more time on sports and have fun with friends, or get myself busy with part-time jobs.
3. Well, I have made a "to spend list" each month and cross out the unnecessary spending. From time to time, I try free offers.
4. The debts I have to handle are bills for cell phone service, going out, having parties, shopping, etc. Yes, I have been burdened with them. I could hardly work my way to handle them.

#### Suggested Answers:

Refer to the underlined parts in Suggested Answers for Reading A Task 1.



## 译文:

## 校园债务

毫无疑问,债务是目前很多大学生都无法回避的问题。虽然各大学从财政援助中划拨的助学贷款份额不断增加,学费增长的速度还是超过了通货膨胀的速度。因此,如果不是靠奖学金上大学,很多学生一进入校园就会背负债务。

常见的一种债务是手机话费账单。离家后,学生可能希望定期与父母和朋友有更多联系。如果不适当控制使用手机,学生会发现自己不知不觉就欠上了手机话费。最明智的做法是:使用提供免费通话时间的手机并尽力不超过免费通话时间。还有一个建议是使用充值手机消除产生高额手机债务的可能性。

对大学生来说最常见的债务来自信用卡。即便在目前这个阶段,一方面人们将经济的停滞不前归咎于贷款方盲目向无偿还能力者发放房屋贷款,一方面大学生仍然成为信用卡发放者的主要目标群体。银行不断地向学生提供办卡服务,这些卡只需要达到最低信用要求即可办理。许多信用卡公司还愿意为学生提供信用卡即时结账业务。大学校园里宣传信用卡的小册子因此泛滥成灾。

上大学后,学生们就有了比过去多得多的自由,这种自由使这些天真的孩子们在独立接触“真实社会”时陷入困境。正是这种自由导致学生不加控制地使用信用卡。反过来也使他们觉得自己可以随心所欲,不考虑这些信用卡带来的后果。也正因为学生刚刚获得独立,他们突然希望探索新的生活方式。很多学生倾向于尝试不现实的生活方式,以免落伍。为了减轻压力、放松放松、和朋友一起找找乐子,他们往往喜欢外出、参加聚会。

按照联邦政府的要求,各大学也例行公事地为获得资助的新生提供咨询,但学生们对这些忠告总是充耳不闻。学生也许抱着这样一种想法:他们将来会变得富有,一旦找到工作他们就能清偿所有债务。他们没有考虑到的一个严峻现实是:他们有可能在职场中无法马上找到工作。

尝试新的生活方式本身并没有什么错,但学生可能会忘记,如果一周参加好几次这类活动,花费得有多高。如果学生一定要拥有一张信用卡,他们需确保每月能付清信用卡上的欠款,这样才不至于支付不必要的利息。他们需要坐下来,准确计算一下自己究竟有能力支付几次这类活动而不至于透支。否则,很多学生将面临沉重的信用卡债务。

总之,大学期间是有可能处理好债务问题的,但需要付出一点努力。只要仔细筹划,他们的学生时代就不会受金钱问题的困扰。

## Language Points

Elaboration on language points can help improve Ss' comprehension, but it's not recommended that a teacher spend too much time on it. Language skills are best acquired through completing language tasks.

## Paragraph 1

1. **allocate:** *v. to distribute (resources or duties) for a particular purpose*  
e.g. Students are allocated accommodation on a yearly basis.
2. **outpace:** *v. to go, rise, improve, etc. faster than somebody/something*  
e.g. He easily outpaced the other runners.
3. **be burdened with:** *to carry something heavy*  
e.g. The poor man was burdened with a very large family.

## Paragraph 2

4. **be in contact with:** *to be in the act of communicating with somebody*  
e.g. The two companies are in little contact with each other.
5. **unchecked:** *a. not controlled or stopped from getting worse*  
e.g. We cannot allow such behavior to continue unchecked.
6. **exceed:** *v. to be greater than a particular number or amount*



e.g. The supplier promised that the unit price will not exceed \$10.

7. **eliminate:** *v. to remove or get rid of something or somebody*

e.g. Under the agreement, all trade barriers will be eliminated.

### Paragraph 3

8. **sluggish:** *a. moving, reacting or working more slowly than normal and in a way that seems lazy*

e.g. Economic recovery has so far been sluggish.

9. **access (to):** *n. the right to enter a place or use something*

e.g. All the students should have access to the library.

You need a password to get access to the computer system.

### Paragraph 4

10. **on one's own:** *without help; independently*

e.g. We cannot solve this problem all on our own.

11. **in turn:** *as a result of something in a series of events*

e.g. Increased production will, in turn, lead to increased profits.

12. **consequence:** *n. a result of something that has happened*

e.g. This decision could have serious consequences for the future of the industry.

13. **tendency:** *n. if somebody/something has a particular tendency, they are likely to behave or act in a particular way*

e.g. The woman has a tendency to talk too much when she was nervous.

14. **unrealistic:** *a. not showing or accepting things as they are*

e.g. It is unrealistic to expect them to be able to solve the problems immediately.

15. **let off steam:** *to get rid of your anger or excitement in a way that does not harm anyone by doing something active*

e.g. Now it is nice to relax and let off some steam after a long week at work.

### Paragraph 5

16. **spur:** *v. to encourage somebody to do something or to try harder to achieve something*

e.g. The band has been spurred on by the success of their last single.

17. **advisory:** *a. having the role of giving professional advice*

e.g. He was employed in a purely advisory role.

18. **take... into consideration:** *to think about and include a particular thing or fact when you are forming an opinion or making a decision*

e.g. Your teacher will take your current illness into consideration when marking your exams.

19. **harsh:** *a. cruel, unkind*

e.g. We had to face up to the harsh life here in the new country.

### Paragraph 6

20. **absolutely:** *ad. completely and in every way*

e.g. The doctor said he had made it absolutely clear to us all.

21. **incur:** *v. to receive (esp. something unpleasant) as a result of one's actions*

e.g. The company incurred heavy losses in its first year.

22. **budget:** *n. a plan of how a certain amount of money will be spent over a period of time*

e.g. We decorated the house with a tight budget.

### Paragraph 7

23. **dedication:** *n. the hard work and effort that somebody puts into an activity because they think it is important*

e.g. His dedication to teaching gained the respect of his peers.

24. **blight:** *v. to damage something especially by causing a lot of problems*

e.g. His life was blighted by the sudden accident.



**Task 3**

**Objective:** Ss can scan a passage to get specific ideas.

**Time:** 10 minutes

**Steps:**

- Ss read Reading A Task 3.

Clarify the assignment for Ss.

Ss scan the passage to find the ideas.

Choose two Ss to present their work.

Give the suggested answers.

**Suggested Answers:**

Debts on Campus	
Common Debts	Debt 1: Cell phone bill.
	Debt 2: Credit cards.
Reasons for debts	Reason 1: Students want to be in contact more with their parents and friends. Their cell phone activities go unchecked.
	Reason 2: Credit card companies are bombarding college students with credit card offers.
	Reason 3: Students gain more freedom after leaving home and they wish they could try what they wish.
Solutions	Solution 1: Students can find a cell phone that offers free minutes and try not to exceed the free minutes; they can also get a cell phone that has a pay-as-you-plan.
	Solution 2: They must make sure that they can pay the monthly balances and keep a careful eye on their budget by going out for fewer times.

**Task 4**

**Objective:** Ss know the spelling and meaning of the vocabulary for the unit.

**Time:** 5—10 minutes

**Steps:**

- Ss read Reading A Task 4.
- Allow 5 minutes for Ss to do the task.
- Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words or phrases.
- Ss switch roles.
- Check the answers.

**Key:**

allocate

access

consequence

explore

tendency

unrealistic

exceed

harsh

eliminate

in contact

with \_\_\_\_\_

**Optional follow-up:**

- Allow 5 minutes for Ss to locate the expressions in Reading A and review the context concerned.



## Task 5

**Objective:** Ss can use the vocabulary from Reading A.

**Time:** 10 minutes

**Steps:**

- Ask Ss to work individually.
- Check the answers.

**Key:**

- |                  |                               |
|------------------|-------------------------------|
| 1. access        | 2. explored                   |
| 3. harsh         | 4. tendency                   |
| 5. has allocated | 6. consequences               |
| 7. exceeded      | 8. unrealistic                |
| 9. eliminate     | 10. have been in contact with |

## Task 6

**Objective:** Ss can use the vocabulary from Reading A in other contexts.

**Time:** 15 minutes

**Steps:**

- Ss make sentences individually.
- Ss share their sentences with each other.
- Check the answers.

**Suggested Answers:**

1. He drove too fast and exceeded the speed limit so he was stopped by the police.
2. The reporters bombarded the actress with questions in order to know more about the movie.
3. The police eliminated all the possibilities after they questioned the suspect.
4. The coach spurred his players to fight hard by shouting aloud.
5. His words incurred the anger of his friend because what he said had hurt her.

## Task 7

**Objective:** Ss can express ideas in writing, using the two models outlined for Reading A Task 7.

**Time:** 10 minutes

**Steps:**

- Read the models to Ss with an explanation if needed.
- Ss work in pairs.
- Check the answers.

**Key:****Model 1**

1. I will leave at nine unless you want to go earlier.
2. I won't write to him unless he writes to me first.
3. Stay in the room unless you are told to leave.
4. Do not apply for so many credit cards unless you have enough regular income.
5. I shall go to the park to meet her unless it rains.

**Model 2**

1. When receiving the letter, he will tell us as soon as possible.
2. Before leaving the classroom, the teacher asked me to go to his office.
3. After going to college, students have to learn how to handle their money.
4. If asked about the accident, you'd better keep silent.
5. After being carefully examined, the man was permitted to leave the entrance.



### Task 8

**Objective:** Ss can use the vocabulary in Reading A for translation.

**Time:** 15 minutes

**Steps:**

- Ss work individually or in pairs and translate the sentences.
- Two Ss write their translations on the board.
- Comment briefly on their work with emphasis on the structures of their sentences.

#### Suggested Answers:

1. Tom didn't want his parents to be burdened with his tuition.
2. The government is taking measures to eliminate the possibility of inflation.
3. After the earthquake the Red Cross allocated a large sum of money to help the victims.
4. The company incurred heavy losses during the financial crisis.
5. Taking the financial situation of the company into consideration, the manager thought the cost for each person should not exceed \$100.

For further practice in class or homework, refer to Vocabulary Card.