

全新版大学进阶英语

2

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NEW PROGRESSIVE COLLEGE ENGLISH
INTEGRATED COURSE

综合教程

本册主编 / 范 烨 梁正溜

教师手册



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前言

“全新版大学进阶英语”《综合教程》参考教育部制定的《大学英语教学指南》(以下简称《指南》)编写,以实现《指南》中提出的大学英语教学基础目标和提高目标为要求,以能有效满足国内高校非英语专业学生的英语学习需求为宗旨。

教材贯彻外语学习循序渐进的原则,继承“全新版大学英语系列教材”在教学理念、教学内容、教学设计、教材质量等方面的优良传统,以新时期人才培养需求为参照,以新的教学要求为指导,以跨媒体教学手段为突破,在内容、形式、编写模式上不断创新,为全国师生提供多元化的教学选择。

教材采用折中主义(eclecticism)教学理念,既汲取交际法、任务型教学法、输出驱动型教学法等教学理念之长,又继承和发扬我国外语教学中的优良传统,有效结合数字化、网络化等新媒体教学手段,实践了符合中国教师教学和学生学习习惯的“基于主题的从输入(听/读)到输出(说/写)综合训练的教学路子”(A theme-based and comprehensive from-input-to-output training approach)。

教材编写充分体现“教师为主导,学生为主体”的原则,有助于学生的语言操练、自主学习、个性化学习,同时也有利于教师组织教学,有利于师生互动,有利于教师指导下学生主动地、创造性地学习。

教师手册共四册,各册包括相应的学生用书的第一至第六单元教案,每个单元一般建议六至八个课时。教案内容分六个部分:

- 教学目标(Teaching Goals);
- 参考教学计划(Suggested Teaching Plan);
- 重点语言讲解(Language Focus);
- 教师自评(Self-Evaluation);
- 练习参考答案(Key to Exercises);
- 课文译文(Text Translation, 含Text、Reading 1和Reading 2的参考译文)。

“教学目标”简明扼要地描述了在教师的指导下,学生在语篇理解、语言使用、主题内容思考和讨论、篇章结构以及听、说、读、写、译技能等方面达到的具体目标。

“参考教学计划”为教师提供一种教学思路,包括两部分:第一部分教学流程图(Teaching process chart)为单元教学提供总的教学方案,并给出单元教学中需要注意的重点或难点。第二部分是为学生用书中每个部分设计的较详细的上课计划(Teaching guides for each part of the student's book),注重教师讲解和学生参与相结合,输出与输入相结合,课文阅读理解和语言知识操练相结合,并兼顾听、说、读、写、译技能培养。教师可以翻转课堂教学,根据自己的理解改变上课流程图。

“重点语言讲解”聚焦主课文(Text)重点操练词和词组(key words and expressions)以及难句,根据在课文中出现的顺序,为每个重点操练词和词组提供解释,并配以例证。

“教师自评”设计自查表(checklist),教师可对照评价自己的教学表现,并对本单元教学进行反思,如:哪些方面做得较好,哪些方面还有待改进等等。

教师手册为教学提供一种参考,我们建议在具体教学活动安排时,应根据自己的教学实际情况灵活掌握、参考使用,真正做到因材施教。

教师手册由李荫华担任主编,夏国佐、英国专家Anthony J. Ward担任主审。各册主编分别为:季佩英(第一册),范烨、梁正溜(第二册),吴晓真、陈进(第三册),吴晓真、范烨(第四册)。赵建、姚燕瑾参与各册编写,肖英参与第一册第一单元的编写。练习答案和课文译文由学生用书各册编者提供。

由于编者水平与经验有限,书中难免有不足之处,欢迎读者批评指正。

编者
2017年1月

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Unit 1

Living Green

Part One Teaching Goals

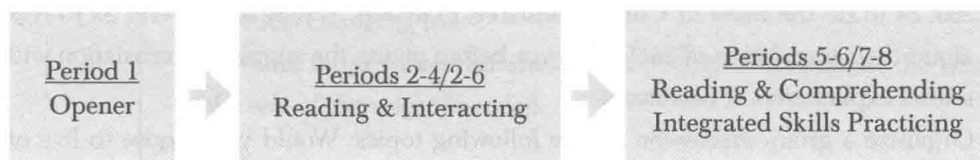
Upon completion of this unit, teachers are expected to have enabled students to:

- have a thorough understanding of the text contextually and linguistically;
- expand their vocabulary about green living and know how to use the key words and expressions in context properly;
- talk about the negative impact of our modern lifestyle on the environment and how to live green in our daily lives;
- act out an interview about lifestyle issues, which centers on living in Las Vegas vs. living off the grid;
- get familiar with the writing of a paragraph with a topic sentence that clearly states the main idea.

Part Two Suggested Teaching Plan

I. Teaching process chart

This unit is designed for six to eight class hours/periods. In each of the periods, certain tasks are to be tackled. Below is a teaching plan for your reference.



注: 这一单元的主题关于绿色生活。学习这一单元, 可以结合课文, 引导学生利用所学的词汇及句型就节能、绿色生活展开讨论、书写段落。具体可参考教学指南的各个部分。

II. Teaching guides for each part of the student's book

Parts	Tips for teaching
Opener	<ul style="list-style-type: none"> • Introduce the topic to the class either in English or Chinese. • Ask Ss to take a look at the pictures and think about them. • Have Ss work in pairs. One student asks the questions in Opener, and the other answers. Then switch roles. Remind Ss to refer to the helpful words and expressions given below the pictures. • Ask Ss to say something about what simple things they can do to go green at home and at school.
Reading & Interacting	<ul style="list-style-type: none"> • Introduce the topic of the text to Ss: One American family set out to see if they could give up all the conveniences of city life, moving to the remote countryside to try living a simple life. • Before tackling the text, ask Ss whether they can imagine living their everyday life with a very limited amount of water and electricity supply, as the author did. • Ask Ss to explain the title of the text in their own words. • Guide Ss to explore the text to find the author and her family's motives to move to the country, the challenges they have overcome, the benefits they have gained and the lessons they have learned from living off the grid. • The text revolves around the author and her family's experience of going off the grid. Analyze the text by drawing Ss' attention to the table in Text Organization. • Make sure that Ss understand the details of the text and the difficult sentences by guiding them to do the tasks in Digging into detail and Understanding difficult sentences. • Summarize the text. For this part, T may refer to the task in Focusing on the main ideas by asking Ss to fill in the blanks with key information from the text. • Ask Ss to preview the tasks in Focusing on Language in Context. • Ask Ss to do the tasks in Key Words & Expressions. To help Ss stay focused, T may give the Chinese version of each sentence and ask Ss to pick a proper word or expression from the box. Or, T may read out the whole sentence and ask Ss to translate it into Chinese. • Call Ss' attention to verbs/phrasal verbs that can be normally followed by infinitives or <i>-ing</i> forms or both. Ask Ss to do the task in Usage. • Explain the sentence patterns and ask Ss to do the tasks in Sentence Patterns. • Ask Ss to do the tasks in Comprehensive Practice. T may ask several Ss to read aloud their translation of each sentence before giving the suggested translation with a brief explanation, if necessary. • Organize a group discussion on the following topics: Would you choose to live off the grid for a certain length of time the way the author and her family did? If you had to live without municipal services, i.e., an endless supply of electricity, natural gas and fresh water, how would you live your everyday life? Encourage Ss to answer the questions with expressions they have learned from the text.

<p>Reading & Comprehending</p>	<p>Reading 1</p> <ul style="list-style-type: none"> • Call Ss' attention to the title of the text. Ask them to make a guess as to what this article is about. • Ask Ss why the author's family decided to give up the only car they owned, how they made so many trips without a car and what lessons they learned from their experiment. Ask Ss to find out the author's understanding of the good and not-so-good aspects of living without a car. • Guide Ss to skim the text before doing the task in Comprehension Check for Reading 1. • Go through the text. For each paragraph, ask one student to pick sentences he/she has difficulty understanding. Encourage other Ss to offer their interpretations. T may provide help when need arises. Then do the task in Translation. <p>Reading 2</p> <ul style="list-style-type: none"> • As in Reading 1, ask some Ss to pick difficult sentences in the text and encourage their classmates to offer their interpretations. When need arises, T may provide help. • Ask Ss to skim the text and answer the questions in Comprehension Check for Reading 2. • Ask Ss to talk with their deskmates about the use of solar roof water heaters in China. If possible, would they buy one and install it on the roof to generate hot water? Ss need to give reasons.
<p>Integrated Skills Practicing</p>	<p>Viewing & Listening</p> <ul style="list-style-type: none"> • Introduce Viewing & Listening to the class: <i>We may sometimes talk about living in the woods off the grid, but for many of us, living off the grid seems like an impossible dream. Now let's view a short video clip about a couple who have made this dream come true.</i> • Briefly explain the new words before playing the video. Allow Ss to watch it for two or three times before they are asked to fill in the blanks. • Play the video again for Ss to check their answers. <p>Speaking</p> <ul style="list-style-type: none"> • Ss are expected to do some reading outside/after class about life in the 24-hour city of Las Vegas. • Allow them a few minutes to study the role they each are to play and work out some key sentences. Give help where needed. • Within each group, each role-play should be performed at least twice with the group members changing roles. • Have the more successful students act out the role-play to the whole class. T may take one of the roles if needed. <p>Writing</p> <ul style="list-style-type: none"> • Ask Ss to write an opinion paragraph about what we can do in our daily life with regard to green, sustainable living, based on the three articles they have read and the listening and speaking tasks they have done.

- Provide tips for writing such a paragraph, such as the topic, the topic sentence, the supporting details and the concluding statement.
- For peer teaching, ask Ss to read each other's writing and make critical comments according to the evaluation criteria in the box before they turn in their assignments.
- Grade Ss' writings and analyze the common problems in class.

Part Three Language Focus

1. **slow down:** 减速; 放慢生活节奏
e.g. The doctor has told him to slow down or he'll risk a heart attack.
2. **property:** *n.* possession(s); land and buildings 财产; 房地产
e.g. Yes, I've bought my own house — I'm now a man/woman of property!
3. **self-sufficient:** *a.* able to provide everything one needs by oneself, without help from other people 自给自足的
e.g. I don't believe/think that that country, due to the climate, could ever be self-sufficient in food.
4. **accomplish:** *vt.* complete successfully; achieve 完成; 实现
e.g. The new coach told the press that he believed his team could accomplish great things.
5. **set about:** start (doing sth.) esp. in a determined way 开始; 着手
e.g. It would be much better to admit the problem openly and set about tackling it.
6. **agent:** *n.* 代理人; 代理商
e.g. Unhappy tourists pointed the finger at (指责) the unhelpful travel agents.
7. **learn of:** become aware of (sth.) through information or observation 获悉; 听说
e.g. It was really a pleasant surprise to learn of her marriage.
8. **inquire:** *v.* ask for information 询问
e.g. I thought it might be rude to inquire about her ex-husband.
 Mrs. Tuck called half an hour ago to inquire whether her order was ready.
9. **available:** *a.* (of things) that can be used or obtained 可使用的; 可得到的
e.g. Do you have any double rooms available this weekend?
10. **whatsoever:** *ad.* used after a negative phrase to add emphasis to the idea that is being expressed 任何(用于否定句中以加强语气)
e.g. There is no evidence whatsoever to show that this is in fact the case.
11. **utility:** *n.* (*usu. pl.*) public service such as the supply of water, electricity, gas or a bus or rail network 公用事业
e.g. Does your rent include utilities?
 Utility prices, including water, electricity and gas, rose by 5.6 per cent.

12. **haul:** *v.* pull (sth. heavy) slowly and with difficulty 拖; 拉
e.g. They hauled the boat up onto the beach.
13. **locate:** *vt.* set or establish in a given position; find the place or position of (sth. or sb.) 使坐落于; 找出 (某人或某事物的) 准确位置或地点
e.g. The cottage was located in the middle of a forest.
 The missing boy was located by police in the woods.
14. **Besides, what better way is there to become more self-sustainable?:** Besides, is there any better way to be able to provide everything you need by yourself, without help from others?
15. **put in:** present (sth.) formally 正式提出
e.g. They've put in a bid (出价) for the company/a bid to buy the company.
16. **go out:** come to an end; stop burning or shining 停止; 不再燃烧或发光
e.g. There was a power cut (停电) and all the lights went out.
17. **setback:** *n.* sth. that delays or prevents a process from developing 挫折
e.g. Falling share prices may be another setback for the troubled economy.
18. **be familiar with:** have a good knowledge of 熟悉
e.g. He is quite familiar with the history of the auto/IT industry.
19. **system:** *n.* a set of connected things or devices that operate together 系统; 组合装置
e.g. Hot water circulates through the heating system.
20. **ins and outs (of sth.):** the detailed or complicated facts of sth. 细节, 详情
e.g. Being an outsider, I don't know the ins and outs of the matter.
21. **generate:** *vt.* produce; cause (sth.) to exist or occur 产生; 引起
e.g. The wind farm may be able to generate enough electricity/power for 2,000 homes.
22. **consist of:** be made up of or formed from 由...组成
e.g. The team consists of four Europeans and two Americans.
23. **adjustment:** *n.* a change in sth. that makes it better, more accurate, or more effective 调整; 调节
e.g. She made a few minor adjustments to the focus of her camera.
24. **take sth./sb. for granted:** expect sb. or sth. to be always available when you need them and never think how important or useful they are; fail to appreciate 认为...理所当然; 不知感恩
e.g. Many people take for granted their seemingly endless supply of safe, clean water for daily needs.
 One of the problems with relationships is that after a while you begin to take each other for granted.
25. **laundry:** *n.* clothes and sheets that need to be washed or that have been newly washed 要洗的衣物; 洗好的衣物
e.g. Why don't you help your mother do the laundry?

26. **in use:** being used 被使用; 在使用中
e.g. Is the washing machine in use right now?
27. **plug in:** connect (sth.) to an electricity supply with a plug 将…插进插座
e.g. The printer will begin to work as soon as you plug it in.
28. **diligent:** *a.* showing care and effort in one's work or duties 勤奋的; 认真刻苦的
e.g. Their lawyer was extremely diligent in preparing the case.
29. **We are steadily learning to be more diligent with our power usage.:** Little by little we are learning to manage our power usage more carefully.
30. **in addition (to):** also, as well (as) 另外; 此外
e.g. In addition (to the names on the list) there are six other applicants.
31. **trash:** *n.* waste materials or things that are no longer wanted or needed 废物; 垃圾
e.g. He threw a valuable drawing out, thinking it was trash.
32. **recycle:** *v.* treat or process (used or waste materials) so as to make suitable for reuse (使)回收利用
e.g. The Japanese recycle more than half their waste paper.
33. **organic:** *a.* (of food, farming methods, etc.) produced or practiced without using artificial chemicals 有机的
e.g. Sales of organic food have increased dramatically in recent years.
34. **toss:** *vt.* throw (sth.) carelessly 扔, 掷, 抛
e.g. He glanced at the letter and then tossed it into the bin.
35. **overall:** *ad.* on the whole, generally 总的来说
e.g. Overall it's been a good match and the spectators cheered both teams on the field.
36. **appreciate:** *vt.* be grateful or thankful for; value highly 感激; 欣赏
e.g. I appreciate this opportunity to put my point of view to the committee.
 In our new article you will discover how to appreciate good wine.

Part Four Self-Evaluation

1. On completion of this unit, T should evaluate his/her own teaching with the following checklist:

	Yes	No	If not, why?
I have implemented my teaching plan.			
I have reached my teaching goals.			
I have made interactions with Ss in class.			
I have encouraged interactions between Ss in class.			
I have graded Ss' written homework with feedback.			

2. Reflections on teaching this unit:

Part Five Key to Exercises

Opener

Suggested answers for reference

1. There are a lot of simple things we can do to decrease energy consumption. Here are just a few examples:
Use energy efficient light bulbs for our most-used lights.
When we leave a room, turn off the light.
Turn off our computer/laptop when we are not using it.
Save water. Take quicker showers. When brushing teeth we should not leave faucet running.
Use reusable cloth shopping bags that are made from plant fibers.
Whenever possible, walk, bike, carpool, or use public transportation.
2. Old clothes and books: Other people can reuse our unwanted clothes and books if we donate them.
Old clothes can also be made into other items such as cushion covers.
Old electrical equipment: Donate old electrical equipment to schools or community centers so that others can reuse them.
Rechargeable batteries: Unlike regular batteries that create unnecessary waste, rechargeable batteries can be reused many times before they need to be thrown away.
Jars and pots: By cleaning glass jars and small pots, we can use them as small containers to store odds and ends (零星物品).
3. Living green means reducing one’s carbon footprint, or, more generally, making as small an impact on the natural environment as possible.
Yes, I have thought about it. I can take some small steps to restrict energy consumption. For example, taking shorter, cooler showers. In that way I can save energy by minimizing hot water use.

Reading & Interacting

I. Understanding the Text

1. Text Organization

Parts	Paragraphs	Main Ideas
Part One	Paras. 1-4	The writer and her family wanted to slow things down and decided to move to a property that was off the grid.
Part Two	Paras. 5-10	Living off the grid, the writer’s family had to deal with a lot of big challenges, and yet meanwhile gained many benefits.
Part Three	Para. 11	Conclusion: Going off the grid was a great experience for the writer’s family.

2. Comprehension Check

2.1 Focusing on the main ideas

After living in the city of Las Vegas for years, Alison Zeuschel and her family decided to move to the countryside. Their home hunting ended up in a very small town in Arizona where they purchased a house on 40 acres that was not only off the grid, but without access to any (public) utilities. Just imagine the challenges facing them, such as generating their own power and hauling their own water. However, they worked hard and succeeded in making the adjustment in a few months. In addition, they benefited a lot from living off the grid there. Most important of all, they came to know the importance of conservation and learned how to conserve power and water and how to reuse things, etc. In other words they learned how to live green.

2.2 Digging into detail

1. Her daughter wanted a horse. Her husband wanted property. Her son wanted a dirt bike. The writer herself wanted her family to be more self-sufficient.
2. The property was off the grid. It was actually not connected to any utilities — power, water or a sewer system.
3. They generated electricity by wind and solar power, and stored it in 16 golf cart batteries. Water had to be hauled in from a nearby town and stored in two tanks located on the property.
4. In her view, one of the greatest benefits was teaching her children the importance of conservation.
5. Other changes included reducing the amount of trash by recycling and composting, growing their own organic vegetables and reusing things that they would normally toss away.

2.3 Understanding difficult sentences

1. A 2. B 3. B 4. A 5. B

II. Focusing on Language in Context

1. Key Words & Expressions

1.1

1. Jack has no interest whatsoever in pursuing an acting career. He loves writing and directing.
2. The idea was to have users upload their medical records, so that they could be available at any time.
3. Traffic jams often build up when drivers slow down to see what happened in a crash.
4. A native New Yorker, Ben is familiar with the city, its neighborhoods, and all he has connections with.
5. You may have already seen your dream house. Before you put in an offer, you can do a few more things to ensure you purchase the right property for the right price.
6. Buying organic fruit and vegetables costs more, and for many shoppers, the benefits hardly seem worth the extra expense.
7. Self-sufficient living is the practice of providing for your own needs without outside aid or resources.
8. In the interview, the writer was asked how he set about writing a novel based on a dream he once had.
9. Are you thinking of becoming an insurance sales agent? Take this quiz to find out if this is the right career choice for you.
10. The rent for the apartment is reasonable; besides, the utilities are included, which means you don't have to pay anything for gas, electricity and water.
11. A central heating and cooling system produces warm or cool air in one central area and distributes it throughout the building.
12. We were deeply shocked and saddened when we learned of the sudden death of our newly retired professor.
13. If you know the ins and outs of something, you know all the details about it and understand how it works.
14. It's long been proven that we can accomplish any project if we break it up into small pieces and do the project one piece at a time.

1.2

- | | | |
|---------------|-------------|------------|
| 1. consist of | 2. tossed | 3. overall |
| 4. hauling | 5. went out | 6. in use |

1.3

1. If you're in business long enough, it's inevitable you will meet with/face/encounter setbacks.
2. Hydroelectric power plants generate electricity in a much cleaner way than coal-fired ones.
3. Knowing the proper way to do laundry will help you avoid shrinking your sweaters and dyeing your white socks pink.

4. We really appreciate the invitation to your party, but my elderly mother lives with us and we don't like to leave her alone in the evenings.
5. The hotel is OK but could make some adjustments to live up to its 5-star rating.
6. Most of us take electricity for granted. But do you know that about 1.5 billion people in this world have no access to electrical power?

2. Usage

1. He spoke to her looking away, as though to avoid meeting her eyes.
2. I hope to arrive in Hangzhou at 2:20 pm to catch the 3:10 train to Ningbo.
3. Maria refused to attend a party to which Lucia was also invited.
4. You may want to consider going on strike if you think you are paid unfair wages.
5. I remember feeling really happy when I was told they had found a house that could meet our needs.
6. If I fail to pass the exam on the first attempt, can I take the exam again?
7. The hotel and its staff are great. We really enjoyed staying there during our trip to Nanjing.
8. It is not only your health that will improve if you give up smoking, but also the health of your family.
9. Few of my friends could resist playing this computer game.
10. Please remember to pay back the money to Mary the moment you receive your salary next month.

3. Sentence Patterns

3.1

1. It was the day before yesterday that they set out. / It was they that set out the day before yesterday.
2. It was by the roadside that I found the lost wallet. / It was I that/who found the lost wallet by the roadside. / It was the lost wallet that I found by the roadside.
3. It was not until he got everything ready for the experiment that Xiao Wang left the lab.

3.2

1. It took my parents half an hour to finally find their way back to the hotel. / It took half an hour for my parents to finally find their way back to the hotel.
2. It took us almost two hours to work out this difficult math problem. / It took almost two hours for us to work out this difficult math problem.
3. It will take us more than three months to accomplish this art project. / It will take more than three months for us to accomplish this art project.