

全新版大学进阶英语

1

总主编 李荫华

NEW PROGRESSIVE COLLEGE ENGLISH  
INTEGRATED COURSE

综合教程

本册主编 / 季佩英

教师手册

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# 综合教程 1

## 教师手册

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本册主编 季佩英

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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义，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。

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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),范焯、梁正溜(第二册),吴晓真、陈进(第三册),吴晓真、范焯(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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words and expressions in context properly;

- know what makes successful dream chasers;
- talk about their own dream jobs and explain how to make their dreams come true;
- write a well-developed paragraph with a clear topic sentence.

## Part Two Suggested Teaching Plan

### I. Teaching process chart

This unit is designed for an eight period class. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.

② Viewing & Listening & Reading & Interacting 是单元的主要活动。Viewing & Listening & Reading & Interacting 中故事的叙述和补充，为其次的 Speaking & Interacting 之后，有利于学生更深入地进入主人公的境况和思想升华。将 Speaking 置于 Reading 之后是因为 speaking 活动需要 Reading & Interacting, Reading I 和 Reading 2 中三位主人公，以及三位主人公的故事情节，为利用所学的语言技能运用到说的活动中，通过角色扮演等活动。

# Unit 1

## The Pursuit of Dreams

### Part One Teaching Goals

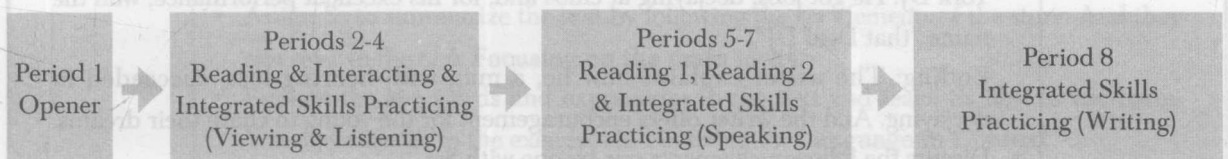
Upon completion of this unit, teachers are expected to have enabled students (Ss) to:

- have a thorough understanding of the text contextually and linguistically;
- build up an active vocabulary to talk about the pursuit of dreams and know how to use the key words and expressions in context properly;
- know what makes successful dream chasers;
- talk about their own dream jobs and explain how to make their dreams come true;
- write a well-developed paragraph with a clear topic sentence.

### Part Two Suggested Teaching Plan

#### I. Teaching process chart

This unit is designed for an eight period class. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



注：Viewing & Listening和Reading & Interacting一起处理，主要是因为Viewing & Listening是Reading & Interacting中故事的延续和补充，将其置于Reading & Interacting之后，有利于学生更全面和深入地了解主人公的境遇和思想升华。将Speaking置于Reading 1和Reading 2之后是因为Speaking练习中涉及Reading & Interacting，Reading 1和Reading 2中三位主人公。获取三位主人公信息有助于学生快速进入角色扮演，将刚刚学习的语言技能运用到说的活动中，通过活动巩固所学内容。



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

Parts	Tips for teaching
Opener	<ul style="list-style-type: none"> <li>• Introduce the topic to the class either in English or Chinese.</li> <li>• Draw Ss' attention to the two pictures in <b>Opener</b>, help them use their cell phones to scan the QR codes for information about the two people in the pictures.</li> <li>• Ask them what questions they would like to ask about the two people in the pictures.</li> <li>• Collect their questions orally, summarize them, and if possible, narrow them down to the three questions listed in <b>Opener</b>.</li> <li>• Ask Ss to work in pairs, discussing the three questions given in <b>Opener</b>.</li> <li>• After discussion, give pairs a few minutes to swap their answers with their neighbors.</li> <li>• Ask one or two pairs to give a brief report of their discussion.</li> </ul>
Reading & Interacting	<ul style="list-style-type: none"> <li>• Introduce the topic of the text: a deaf DJ who chased a seemingly impossible dream.</li> <li>• Before moving on to the text, help Ss familiarize themselves with the new words in the margin, for example, by having them read the text out loud, paragraph by paragraph, collecting any words which they have difficulty pronouncing, writing these words on the board and reading the words out to them. Ss repeat the words together, going down the list one by one and then read the words selected by the teacher. Then some of them will be asked to read the words separately and others improve their pronunciation of these words. By now they should be clear as to how the words are pronounced.</li> <li>• Guide Ss to approach the text by studying the storyline of the writer's personal story — time order and some key elements of a story: setting, conflict, development, and ending. <ul style="list-style-type: none"> <li>Setting: The writer was born in England with perfect hearing. When he was five, his family moved to the United States. Because of ear infections, he went deaf in the right ear and was left with 20% of hearing in the left.</li> <li>Conflict: The young man who was almost deaf, however, got interested in deejaying which usually requires acute hearing.</li> <li>Development: At the age of 25, he began to receive tutoring from a famous New York DJ. He got jobs, deejaying at clubs and, for his excellent performance, won the name "that Deaf DJ".</li> <li>Ending: The writer explains how he, a man with hearing loss, succeeded in deejaying. And the writer offers encouragement for the young to chase their dreams.</li> </ul> </li> <li>• Discuss the following elements one by one with Ss: <ul style="list-style-type: none"> <li><u>Setting (Para. 1)</u>: Ask Ss to close their books and raise questions about the writer's hearing loss. For example, "Was he deaf at birth?" "Is he completely deaf now?" ... And ask one or two students to answer their questions. They can refer to Para. 1 in the text.</li> <li><u>Conflict (Paras. 2-3)</u>: Ask Ss to take turns to retell the story using the following word list.</li> </ul> </li> </ul>

when I was little    love    folk    birthday    deejay  
hook    email    challenge    tutor    develop    take over

**Development (Para. 4):** Ask Ss to read Para. 4, and close their books after they finish. Then ask them to retell the main idea of the paragraph in their own words. The following is a summary for your reference:

*When I deejayed at clubs, I would just show up, introduce myself, and start playing music. People enjoyed my performance but no one knew I was deaf. That was why they just couldn't believe me when I told them I couldn't hear. Therefore, sometimes I had to let them see my doctor's notes. All this showed they gave me jobs because I was good at deejaying, not out of sympathy. People have called me "that Deaf DJ" ever since.*

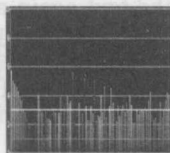
**Ending (Paras. 5–8):** Ask Ss to explain how the deaf DJ succeeded in deejaying with the help of the following pictures and the list of verbs and verbal phrases below.



set up



play the bass  
feel the beat  
feel the energy  
come to life



turn ... into  
stand for  
hear the music  
create



cover ears  
use other senses

Do back translation in pairs: Ask Ss to work with their partner to translate the following paragraph into English and compare their translation with Para 8. Ask one or two pairs to tell the differences.

现在我在各种聚会上做打碟师,从学校派对到公司的活动。我也到失聪儿童小学去跟学生谈动力和自信。我特别喜欢跟家长们交谈。我跟他们说:“我给你们忠告是让(你们的孩子)追寻他们的梦想。我耳聋,却可当打碟师,那为什么不让他们追梦呢?”

- Work together with Ss to find events and activities to match the time expressions in the table in **Text Organization** and do the tasks in **Digging into detail** and **Understanding difficult sentences**.
- Assign Ss to summarize the text by following the six elements of the story. And they can refer to the task **Focusing on the main ideas**.
- Explain the key words and expressions in the text and teach Ss how to use them. You may refer Ss to the exercises in **Focusing on Language in Context**.
- Explain how words are formed, particularly conversion and work with Ss to find more examples of conversion from the text. Then do the task in **Word Formation**.
- Explain the sentence patterns and ask Ss to do the task in **Sentence Patterns**.
- Ask Ss to preview the tasks in **Focusing on Language in Context**.
- Check Ss' assignment by inviting them to read out aloud the key words and expressions and explain their meanings either in Chinese or English.

<p>1. Teaching</p>	<ul style="list-style-type: none"> <li>• Ask Ss to do the tasks in <b>Key Words &amp; Expressions</b>. To help Ss put these words and expressions into use, T may redesign the tasks. For example, T can choose 5–8 sentences from 1.1 for dictation; translate the sentences in 1.2 into Chinese first, then ask Ss to translate it back into English and compare their sentences with those in 1.2; in 1.3, give Ss the first half of the sentences and ask them to complete them orally with the five target words and expressions.</li> <li>• Have Ss do pair work in <b>Comprehensive Practice</b>. Ss may fill in the blanks first, and then role play it.</li> </ul>
<p><b>Reading &amp; Comprehending</b></p>	<p><b>Reading 1</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to read aloud the new words and expressions in the margin, and guide them to sketch out the life story of Gac Filipaj using the time order and six elements of a story.</li> <li>• Check Ss' sketch with the task in <b>Comprehension Check for Reading 1</b>.</li> <li>• Clarify some difficult points and do the task in <b>Translation</b>.</li> <li>• Ask Ss to read the text again and find Gac Filipaj's comment on his success and how other people like Peter Awn, dean of Columbia's School of General Studies, think of him and his successful attempt to graduate from Columbia University.</li> </ul> <p><b>Reading 2</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to skim the text and focus on Yu Minhong's dream, hardships and challenges he had met in the course of chasing his dream, and his attitude towards failure and success. Then do the task in <b>Comprehension Check for Reading 2</b>.</li> <li>• Ask Ss to do brainstorming: how to define success and failure. Then compare their understanding with Yu Minhong's. Encourage Ss to use words and expressions from Reading 2.</li> </ul>
<p><b>Integrated Skills Practicing</b></p>	<p><b>Viewing &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Introduce <b>Viewing &amp; Listening</b> to the class: We've learnt from the Text about Robbie's life story and how he went through all difficulties to make his dream come true. Now we'll learn more about him through his own reflections. Watch the video clip and focus on his understanding of deejaying, his hearing loss and his desire for treatment as a normal person like everyone else.</li> <li>• Ask Ss to put themselves in the position of Robbie and answer the three questions before they watch the video clip.        “How do you view deejaying as a deaf DJ?        How would you like others to view you as a deaf DJ?        What is nice about your hearing loss?”</li> <li>• Play the video clip and then help Ss identify the main points of the talk.</li> <li>• Play the video clip again part by part and ask Ss to fill in the blanks in the dialogue boxes according to what they have heard and compare their answers to Robbie's. Draw their attention to the words Robbie uses to express his understanding of deejaying (hobby, love, happy to go to work), his desire for treatment as a normal person (great, not sympathy), and his attitude about hearing loss (sound, muffled, proud).</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Explain the role play task by referring to the Ss' book.</li> </ul>

- Divide the class into groups of four and assign each a role: TV presenter, Robbie Wilde, Gac Filipaj and Yu Minhong.
- Organize a group discussion about what questions the presenter is going to ask. Ss can go back to the three articles and exercises in this unit for questions and related information. They may also go over the tips given in the box.
- The presenter collects the questions and writes them down on a sheet of paper. The other three people to be interviewed prepare answers. Write a script together if the group think it necessary.
- Let Ss do the rehearsal after class.
- Invite two or three groups to role play it in class. Both teachers and students make comments on their performance.

#### **Writing**

- Guide Ss to write a clear topic sentence about what their dream job is at the beginning of their paragraph.
- Encourage Ss to develop the topic sentence by using what they've learnt from the Text.
- Help Ss apply what they've learnt from the three dream chasers in this unit to the pursuit of their dream job, for instance, what difficulties or challenges they may face, how they're going to cope with them, and what efforts they're going to make at college for their dream job.
- Encourage Ss to use words and expressions they've learnt from this unit and underline them in their paragraph.
- Help Ss revise their writing and draw their attention to the connection between sentences.
- Have Ss work in pairs, exchange their writing and make comments according to the **Evaluation criteria in Writing**.

## **Part Three Language Focus**

1. **pursuit:** *n.* the process of trying to achieve sth. 追求, 寻求  
*e.g.* He found joy and inspiration in the pursuit of knowledge.
2. **infection:** *n.* a disease that affects a particular part of one's body and is caused by bacteria or virus 传染; 感染  
*e.g.* Breast milk can help protect babies against infection.
3. **insurance:** *n.* 保险  
*e.g.* They provide free insurance against loss or damage to property up to \$10,000.
4. **over time:** 久而久之; 随着时间的推移  
*e.g.* Language changes over time because the needs of its speakers change.
5. **predict:** *vt.* say sth. will happen, before it happens 预测  
*e.g.* Industry leaders predict that another 8,000 jobs could be lost in this city by the end of the year.

6. **by now:** up until this given point in time 到如今  
e.g. By now I should be in Paris if I'd caught my train.
7. **do well:** do sth. well with skill and care 进展好, 情况不错  
e.g. Don't worry about the test — I'm sure you'll do well.
8. **folk:** *n.* music or song in the traditional style of a country 民间音乐  
e.g. The city has jazz and folk festivals every year.
9. **hook:** *vt. (informal)* succeed in making (sb.) interested in sth. or attracted to sth. 吸引, 引起兴趣  
e.g. The novel hooked me on the very first page. Once I got my hands on it, I couldn't put it down.
10. **challenge:** *n.* sth. that tests strength, skill, or ability 挑战  
e.g. He is brave enough to take on the challenge of bringing back success to our football team.
11. **how about:** (used to make a suggestion about what to do) 怎么样  
e.g. I'm busy on Monday. How about we have that game on the weekend?
12. **tutor:** *v.* give private lessons to (sb.) 任家庭教师教(某人), 辅导  
e.g. During my illness my classmates took turns to tutor me for hours after school.
13. **take over:** become dominant 变成主要的, 取而代之  
e.g. We human beings are afraid of a lot of things. We often let fear take over because we believe that something bad is going to happen, even when we don't have evidence that it will.
14. **show up:** (*informal*) make an appearance; arrive 露面, 出现  
e.g. What gets me angry is those people who show up 10 or 20 minutes late for a meeting, and don't apologize.
15. **sympathy:** *n.* the feeling of being sorry for sb. who is in a bad situation 同情  
e.g. I went along to my friend's funeral in order to offer my sympathies to his wife and family.
16. **eventually:** *ad.* in the end, especially after a long time or a lot of effort 最后; 终于  
e.g. Jackson was a self-made man from a lowly background who eventually made a decent living as a lawyer.
17. **all the way:** the full distance or length 一直  
e.g. Peter was the smartest kid all the way until the fifth grade.
18. **frequency:** *n.* the rate at which a sound wave, light wave, or radio wave moves up and down 振动频率  
e.g. Dogs hear far better than human beings do. They are able to hear high frequencies that humans cannot hear.
19. **come to life:** become active 活跃起来  
e.g. About midnight, the party really came to life when the comedian arrived.
20. **software:** *n.* the programs used by computers for doing particular jobs 软件  
e.g. My computer isn't powerful enough to run that software.
21. **screen:** *n.* a flat surface (usu. on a piece of electronic equipment) on which pictures or words are

shown 屏幕

*e.g.* He looked at the pictures on the computer screen and couldn't say a word.

22. **I'm visually hearing the music. (Para. 6):** 我是靠眼睛来“听”音乐的。(作者通过电脑软件将音乐用各种颜色在电脑上标注,所以他靠眼睛分辨音乐。)

**visually:** *ad.* in a way that is related to sight 视觉上;看得见地;形象化地

*e.g.* Their PowerPoint presentations are visually attractive and highly effective.

23. **creativity:** *n.* the ability to create new ideas or things using imagination 创造性

*e.g.* These exercises encourage creativity in the use of language.

24. **corporate:** *a.* relating to large companies 公司的,企业的

*e.g.* The company is moving its corporate headquarters from New York to San Francisco.

25. **elementary:** *a.* concerning the first and easiest part of a subject; basic 初级的

*e.g.* Children in my country receive elementary education from the ages of about five to eleven.

26. **motivation:** *n.* eagerness and willingness to do sth. without needing to be told or forced to do it 动力

*e.g.* These methods can help increase students' motivation and interest.

27. **believe in:** think (sb.) is good and will achieve good things 相信

*e.g.* She used to say she didn't believe in marriage.

28. **be big on:** (*informal*) like (sth.) very much 热衷于

*e.g.* He is really big on computer games, spending large sums of money on new gaming systems and software.

29. **chase:** *vt.* use a lot of time and effort trying to get (sth. such as work or money) 追寻

*e.g.* I never know what to say when I learn that someone has quit jobs to chase dreams.

30. **why not:** (used to make a suggestion) 为什么不

*e.g.* Why not come to see me in the office this afternoon? How about two o'clock?

## 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

1. Mr. Qian Xuesen was a distinguished and world-renowned rocket scientist. Steve Jobs was a famous American entrepreneur, the co-founder, chairman, and CEO of Apple Inc.
2. Both of them were dream pursuers and hard workers who finally succeeded in fulfilling their dreams in their own specialized domains. Qian Xuesen became universally acknowledged as the father of China's space programs, and Steve Jobs came to fame as a creative entrepreneur who revolutionized many products, including personal computers and smartphones.
3. In the early 1950s, Qian, a scientist working in the United States, suffered serious persecution by the US government just because he sympathized with New China. However, he remained firm and overcame lots of difficulties and returned to his motherland in the end. Following that, he devoted himself whole-heartedly to the development of China's nuclear weapons program. As to Jobs, he also had to overcome a lot of obstacles on his way to success. Once he was forced out of Apple, the company he had co-founded. But years later he came back and became its CEO, and led the world in tablet computing and smartphones.

### Reading & Interacting

#### I. Understanding the Text

##### 1. Text Organization

##### The Development of the Writer's Skills as a DJ

Time	Paragraphs	Major Events/Activities
When he was little	2	<ul style="list-style-type: none"><li>• There was always music on in his house.</li><li>• He loved listening to Metallica, Led Zeppelin, Bob Marley, Michael Jackson.</li><li>• His dad was a DJ, who played disco, folk, dance, rock, and music from other countries.</li></ul>

On his 18th birthday	2	His dad asked him to deejay at the restaurant he owned.
After deejaying at his father's restaurant for a few weeks	2	He was hooked on being a DJ and wanted to learn more.
When he was 25	3	He emailed a well-known DJ and was able to get his tutoring twice a week for two years.
When he started deejaying at clubs	4	He showed up, introduced himself, and played music without telling people there he was deaf.
Now when he performs	3	<ul style="list-style-type: none"> <li>• He is skillful, with his body moving automatically.</li> <li>• He can hear some of the lower frequencies and feel the beat in his feet.</li> <li>• He uses software that turns the music into lines of color on a computer screen.</li> <li>• He plays all sorts of get-togethers, from college parties to corporate events.</li> </ul>
	5	
	6	
	8	

## 2. Comprehension Check

### 2.1 Focusing on the main ideas

Robbie Wilde has been enjoying his life as a DJ. He was born with perfect hearing, but is now completely deaf in his right ear and can hardly hear in his left. He grew up in a musical home environment and started deejaying at age 18. With a strong desire to perfect his skills, he asked a well-known DJ for tutoring. He has been working hard and does not want his skills recognized simply because people have sympathy for his disability. In this way, he sets a good example for other young people in chasing their dreams.

### 2.2 Digging into detail

1. He was born with perfect hearing in both ears, but severe ear infections that started when he was five left him deaf in his right ear and 50% deaf in his left. Over time, his remaining hearing dropped to 20 percent.
2. They were always surprised.
3. He places one speaker facing his good left ear, and makes it louder all the way up. The speakers that play the bass are put on the floor behind him, so he can hear some of the lower frequencies and feels the beat in his feet.
4. It most probably means "with the eyes".
5. He loves its creativity, and what he can do with a machine, two turntables, and a mixer.

### 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. Good teachers should encourage students to use their creativity to express themselves and make them feel proud of what they can achieve.
2. I've made new friends and am doing well at college. I think I'm enjoying being a college student.
3. People with disabilities want to be treated like everyone else and given equal opportunities. They do not want sympathy.
4. Life is full of challenges. We should be strong enough to face up to them.
5. A great pianist does not succeed overnight. His skills are developed over time.
6. It is reported that millions of people in the US are not covered by health insurance.
7. The party really came to life once again when the huge birthday cake was served.
8. The train must be running late; we should have got to Beijing by now.
9. How determined one is to achieve one's dream is clearly a sign that can be used to predict success.
10. Setting a goal and going all the way to achieve it can be a great test of one's will and perseverance.
11. The doctor tried to prevent the infection spreading to other parts of the body.
12. I was told that my computer wasn't powerful enough to run that software.
13. Corporate executives usually have high salaries.
14. The art exhibition is great; it's a pity you don't have time to go there but you can see it on your computer screen.
15. The researchers are concerned about the increasing frequency of the illness in the village.

#### 1.2

- |               |                |               |               |
|---------------|----------------|---------------|---------------|
| 1. big on     | 2. all the way | 3. motivation | 4. predicting |
| 5. hooked     | 6. pursuit of  | 7. elementary | 8. folk       |
| 9. taken over |                |               |               |

#### 1.3

1. We waited for Phil for two hours, but he didn't show up. We had to cancel the appointment.
2. Nowadays the price of hiring a tutor is very high. So many parents choose to tutor their kids/children themselves.
3. Be positive about your life and see amazing things you have achieved. In other words, believe in yourself!
4. When we're young, we take risks and may fail. However, we should keep chasing our dreams and never give up.