



高 职 高 专 英 语 精 品 教 材

希望英语

Hope English

教师用书

1

Teacher's Guide

外语教学与研究出版社 FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

希望英语

Hope

English

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



(京)新登字 155 号

图书在版编目(CIP)数据

希望英语·教师用书 1/徐小贞总主编. - 北京:外语教学与研究出版社, 2003

ISBN 7-5600-3353-9

I. 希… II. 徐… III. 英语-高等学校:高职高专-教材 IV. H31

中国版本图书馆 CIP 数据核字(2003)第 016905 号

希望英语

教师用书 1

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责任编辑: 朱书义

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京新丰印刷厂

开 本: 850×1168 1/16

印 张: 18.375

版 次: 2003 年 5 月第 1 版 2003 年 5 月第 1 次印刷

书 号: ISBN 7-5600-3353-9/G·1645

定 价: 46.90 元

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前 言

随着我国加入 WTO, 社会对英语教育提出了更高的要求, 对英语实际应用能力的培养更为重视。为此, 外语教学与研究出版社联合全国多所高校编写出版了《希望英语》系列教材, 以满足新形势下英语教学改革迫切需要。

《希望英语》系列教材的编写主要依据教育部《高职高专教育英语课程教学基本要求》(试行), 充分考虑了高职高专英语教学的现状和发展趋势, 以“一切有利于教师教学、一切服务于学生学习”为原则, 力求为一线教学提供良好的教学素材和教学支持。在教学设计中, 本系列教材既注重引入新的语言教学理念, 又强调语言教学活动在实践中的可操作性, 并通过学习策略指导和协作式学习活动使学生更主动地参与到教学过程中。本系列教材以课本为依托, 辅以磁带、光盘和网络等现代化教学手段, 旨在营造立体化教学环境, 为教师和学生提供全方位的支持。

《希望英语》系列教材的主要特点

《希望英语》系列教材在全面贯彻《高职高专教育英语课程教学基本要求》(试行)的前提下, 结合一线教学实际, 主要突出了以下几方面的特点:

1. 注重课堂活动的目的性和可操作性, 加强英语综合应用能力, 特别是听说能力的培养。各种活动有明确的教学目标, 便于有针对性地进行教学实践。作为国内教材的首次尝试, 具体活动还配有详尽的操作步骤建议, 增强了教学活动的可操作性, 为课堂教学组织提供了有益的选择。

2. 突出选材的真实性、科学性、时代性、趣味性和多样性, 更有利于激发学习兴趣和实现培养目标。通过量化手段, 科学控制语料难度, 并引入 COLLINS COBUILD ENGLISH DICTIONARY 计算机词频统计, 使教师和学生更好地了解词汇在当代英语中的应用。

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, 并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. 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。

5. 在配套光盘及学生网站中突出教学设计。结合最新的多媒体技术, 引入了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。

6. 配套教师网站提供全方位教学支持。通过下载、上传、论坛及数据库等多种功能,

开辟信息交流新渠道，服务于教学准备、实施、评估和总结等各环节，并通过全国范围教师间的资源共享和相互学习，达到共同提高的目的。

《希望英语》系列教材的体系

《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》以及配套的录音磁带和学生自学光盘及教师演示光盘，此外还有学生网站和教师网站。

《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。

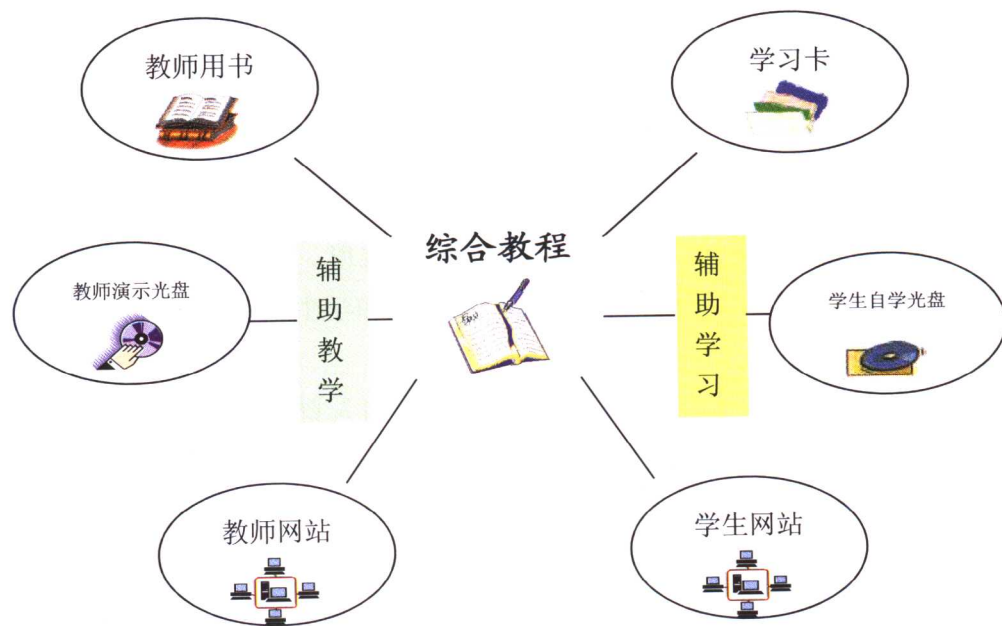
《学习卡》为《综合教程》的必要补充，提供了学习策略指导、与单元相关的自学内容以及自测练习，可作为课外作业，其部分内容还可灵活地用于课堂教学。

学生自学光盘和学生网站为《综合教程》和《学习卡》的辅助和扩展，与《学习卡》一起构成了学习辅助模块。

《教师用书》含《综合教程》的全部内容，并摆脱传统教参排版模式，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、语言点和译文，极大地方便了教师备课和授课。

教师网站通过定期更新服务，提供教学各环节所需素材，并开辟信息交流渠道，组织教学法的探讨，不断提升高职高专英语教学质量，与《教师用书》一起构成了教学辅助模块。

本系列教材各组成部分的关系如下图所示：



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 project appropriate to Ss' ability level.
- ▶ Ss brainstorm possible resources (e.g. the school library, Internet, etc.) for interview samples and extra information.
- ▶ 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 college life as possible.
- ▶ Remind Ss of time management throughout the project.
- ▶ 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. Ask Ss to use their question lists and do Q & A pair work. Circulate and monitor the interviews. Have some random pairs perform for the whole class. Provide positive feedback. Provide Sample Questions if Ss still have difficulties.
- ▶ Assessment is based on group achievement at first. Later, as Ss become more skilled, individual performance, presented in reports or essays on a personal basis, may make up a larger percentage of the assessment.

Sample Questions:

1. *When did you go to college?*
2. *Why did you choose the college you went to?*
3. *What was your major?*
4. *Why did you choose that major?*
5. *What did you think of the campus of your college when you first saw it?*
6. *What happened on the first day you were at college?*
7. *What can you remember about some of your college teachers?*
8. *How did you like your roommates?*
9. *What was the happiest experience you had at college?*
10. *What was the most unpleasant experience you had at college?*
11. *How did you spend your spare time?*
12. *How often did you go to the library? What did you usually do there?*
13. *Did you work on any student organization? If yes, what was your job?*

Speaking

Task 1 Look at the pictures on page 1 and list words or phrases about them. Then share your work with others.

Task 2 Use the following sentence patterns and the words or phrases from Task 1 to describe the pictures on page 1 to your classmates.

A. In... you can see...

B. There is / are... in...

Task 3 Work in pairs. Take turns asking your partner the following questions and make notes. Organize your notes and report to the class using the given paragraph as a model.

Why do you come to college?

How do you like your college life?

What are the problems of living on campus?

What do you want to get from attending college?

Model for reporting

Tom is a college freshman. He studies computers because he wants to start his own web company in the future. He enjoys what he studies, but he is having some problems with his roommates. He hopes he can get over the problems soon.

Reading A

Task 1 Try to work out the meanings of the highlighted words with the help of other words. The first one has been done for you.

1. I must make **adjustments** to my watch. It's slow.

changes; corrections

2. If students don't like the food in the college **cafeteria**, they can go to the restaurants nearby.

3. The television **interferes with** his studying. He cannot concentrate.

4. **Excessive** beer drinking will cause stomach problems.

5. Philip works as a school **counselor** to give advice and help to college students.

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. The words may be any part of speech. Review parts of speech if needed.
- ▶ List the words on the board or invite one student to write them on the board.
- ▶ Ss group the words according to the parts of speech.
- ▶ Choose another picture and repeat the above steps.
- ▶ Add the following words to the word list if they are not already there. Explain why these words are useful to the theme.

Suggested Words:

American football	attentively	blackboard
buildings	campus	graduation
magnificent	professor	sports field

Notes:

- ▶ For classes where Ss are having difficulty with the task or are reluctant to volunteer answers, try the following:
 - * Organize a chain game or domino (i.e. all Ss taking turns in giving one word each) or
 - * Have Ss translate their ideas from Chinese into English with the help of Chinese-English dictionaries.
- ▶ For a class with higher English proficiency, skip this task and start on the next task.

Task 2

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

Time: 10 minutes

Reading A

Task 1

Objectives:

- ▶ Ss know some difficult words needed to understand the reading.
- ▶ Ss are able to understand the meaning of a word from its context.

Time: 10 minutes

Steps:

- ▶ Ss read Reading A Task 1.
- ▶ Tell Ss that it's not a good practice to look up every new word in the dictionary while reading. More importantly, we can often get some ideas about the meaning of a new word through context clues (i.e. the ideas expressed by words before and after). Use the first word as an example.
- ▶ Allow 5 minutes for Ss to do the task. Tell Ss that they will be asked to give the reasons for their choices.
- ▶ For each highlighted word, ask one student to describe the context clues he / she used. When a word is difficult, ask the rest of the class to give further comments or explanations. Add teacher comments when necessary.

Notes:

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 the sentence.

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:

In this picture, you can see a professor teaching in class / some students playing American football.
There is a professor and some students in this picture.
There are some sportsmen playing American football in this picture.

Task 3

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

Time: 10 minutes

Steps:

- ▶ Ss read Speaking Task 3.
- ▶ Ss spend 5 minutes interviewing 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.

Notes:

- ▶ Don't correct mistakes when Ss are making the report.
- ▶ Give affirmative feedback.
- ▶ 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 picture.

- ▶ Ss' meanings don't have to be exact. They can be close or even just a little bit relevant.
- ▶ When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to correct.

Suggested Answers (The underlined words are context clues.):

1. I must make adjustments to my watch. It's slow. (changes, corrections.)
2. If students don't like the food in the college cafeteria, they can go to the restaurants nearby. (a restaurant, bar, etc. where people collect their own food and drink, often in a factory, college, etc.)
3. The television interferes with his studying. He cannot concentrate. (make hard for something to happen, prevent something from happening)
4. Excessive beer drinking will cause stomach problems. (greater than what is normal or necessary; too much)
5. Philip works as a school counselor to give advice and help to college students. (a person who gives advice to people who need it)

Task 2 Now read the following passage. Fill in the blanks on the right of each paragraph with words or phrases that you think are the most important for that paragraph. An example is provided for you.

Going to College

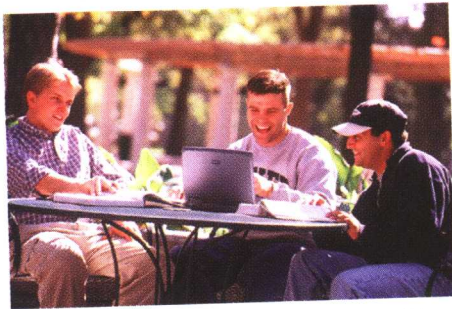
There are things you've never dealt with before: living away from home, dealing with roommates, washing your own clothes..., but with a little preparation, you can build enough confidence to tackle any stress that comes your way.

Living away from home tends to be the toughest adjustment for first-year students. You've had a job description that clearly tells you your role within your family all your life. Whichever role you fulfilled at home, when you're gone, you're not sure where you fit in. It may seem like your family is doing fine without you, and you may feel sad about these changes.

adjustment
role
changes

You may also feel homesick in your first weeks and months. The first thing you should know is that homesickness is very common. In fact, just about everyone experiences it at some point in his or her life. But you still may feel lonely or left out.

Some students turn to alcohol, heavy partying, excessive sleep or smoking to deal with these sorts of problems. However, too much partying can result in a lot more problems and can seriously interfere with your ability to keep up with all your assignments, papers and exams, and that will only make matters worse.



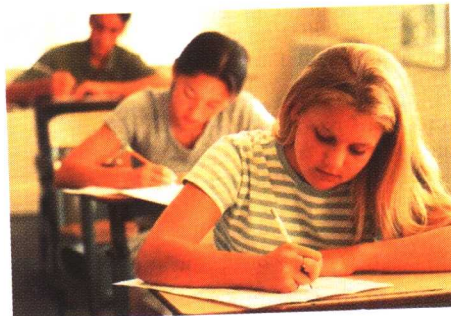
Try to identify your feelings and fears, and talk about what you're going through. The sooner you deal with these issues, the sooner you'll feel better. If you are homesick, it can help to call, write, or e-mail your parents, other family members, and friends from home to let them know how you're doing and to tell them you miss them.

Who else can you talk to? First of all, that person sharing the dorm room with you. Roommates are great built-in buddies, and as first-year students themselves, they're probably experiencing many of the same fears and worries that you're dealing with.

But what if you don't get along with your roommate?

Your roommate might be as unlike you as the cafeteria's mystery meat is from your mom's pot roast. In some cases, that's a good thing; opposites sometimes attract. And a different point of view may be what you need. But if you just don't get along, there's no reason to be mad. You'll still have to spend the year together, so try to respect your differences.

It can help to find someone you do feel understands you. On a campus with plenty of people of your age, chances are great you'll find someone to talk to. And if you can't wait for that, make a stop at the school counseling center. All universities have one, and first-year fears are something the counselors know well.



Task 2

Objective: Ss can select the key words from a passage in order to get the main idea.

Time: 15 minutes

Steps:

- ▶ Ss read Reading A Task 2.
- ▶ Use the example to explain the task when necessary.
- ▶ Select some Ss to share their choices for the first paragraph. Make a list of the key words on the board or circle the words in the text projected using an overhead projection system if available.
- ▶ Ss explain their choices using the following pattern:
"I think... and... are important because this paragraph is mainly about..."

- ▶ Ss check their choices with the list of key words.
- ▶ Repeat the previous steps for the other paragraphs.

Note:

- ▶ If Ss know the meanings of the list of key words, then they should have a good understanding of the passage.

Suggested Words:

homesickness, lonely
problems, interfere with
identify, talk
buddies, same fears
opposites, differences
find, talk to

Language Points in the Passage

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

tackle: v. to deal with

e.g. The question was so difficult that the students didn't know how to tackle it.

stress: n. pressure caused by difficulties in life

e.g. He's under stress because his wife is very ill.

Paragraph 2

tend to: to be likely to

e.g. Janet tends to get very angry if you annoy her.

Whichever role you fulfilled at home, ...:

Here "whichever" can be substituted by "no matter which".

e.g. Whichever he chooses, they won't be pleased.

fulfill: v. to do, perform; to make true; to carry out

e.g. Without them you will not be able to fulfill the tasks you have before you.

A nurse has many duties to fulfill in caring for the sick.

Paragraph 4

excessive: a. too much, too great

e.g. She takes an excessive interest in clothes.

result in: to cause to happen

e.g. Fifty percent of road accidents result in head injuries.

Paragraph 5

identify: v. to prove, show or recognize who or what a particular person or thing is

e.g. I identified the coat at once—it was my brother's.

issue: n. a point in question; an important point; a topic for discussion or of general concern

e.g. I want to raise several issues at the meeting.

Paragraph 8

Your roommate might be as unlike you as ... roast.

Your roommate could be very different from yourself, just like the meat in the college café—which you can't recognize—is different from the pot roast your mom makes.

... opposites sometimes attract.

One tends to like those people who are very different from himself.

Paragraph 9

... chances are great you'll find someone to talk to.

It's likely / probable that you will find someone you can get along well with.

Chances are (good / great / slim) ...: It's (quite / very / not) likely that...

e.g. Chances are good that you will win.

As long as I walk around pretending to look for something, chances are that no one will tell me to leave.

Task 3 Put the following statements in the correct order according to the reading on page 3.

A. It might be a good thing to have a roommate different from you.

B. It is easy for you to find a person or a counseling center on campus that can give you help.

C. When you go to college, you need to deal with a lot of problems.

D. Communicating with others is a good way to solve your problems.

E. Adjusting roles in college can be difficult for you.

F. Some students tend to use unsuitable means to solve their problems.

G. Homesickness is common for freshmen.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Task 4 Work in pairs. Find the supporting details for the following ideas from the reading.

Ideas	Details
things never dealt with before	living away from home; dealing with roommates; washing clothes
ways used by some students to deal with homesickness	
ways that can be used for communicating your problems	
people or organizations you can turn to for help	

Task 3

Objective: Ss can skim a passage to get the main idea of each paragraph.

Time: 10 minutes

Steps:

- ▶ Ss read Reading A Task 3.
- ▶ Clarify the assignment for Ss.
- ▶ Ss skim the passage to find the ideas outlined in Task 3.
- ▶ Ss list the sentences in the correct order.
- ▶ Choose two Ss to present their work.
- ▶ Give the key.

Optional follow-up:

- ▶ Ask Ss if they can find a sentence in a certain paragraph that is close in meaning to the sentence in the task. If there is, tell them to mark it and read it out.
- ▶ Talk briefly about topic sentences. "A topic sentence in a paragraph is the sentence which gives the main or general idea of that paragraph. For example: 'Living away from home tends to be the toughest adjustment for first-year students.' is the topic sentence for paragraph 2. When you read, please pay special attention to topic sentences in paragraphs."

Key:

- | | | | |
|------|------|------|------|
| 1. C | 2. E | 3. G | 4. F |
| 5. D | 6. A | 7. B | |

Task 4

Objective: Ss can scan a passage to find supporting details for a point of information.

Time: 20 minutes

Steps:

- ▶ Ss read Reading A Task 4.
- ▶ Use the example to explain to Ss what supporting details are.
- ▶ Allow enough time for Ss to do the task in pairs.
- ▶ Ss share the details for one of the given ideas.
- ▶ Provide the points Ss have missed.
- ▶ Repeat the last two steps for other ideas.

Suggested Answers:

Ideas	Details
things never dealt with before	living away from home; dealing with roommates; washing clothes
ways used by some students to deal with homesickness	alcohol; heavy partying; excessive sleep; smoking
ways that can be used for communicating your problems	call; write; e-mail; talk to; counsel
people or organizations you can turn to for help	parents; other family members; friends; some people who understand you; counseling centers

Vocabulary and Structure

Task 1 Fill in the blanks with words or phrases from the reading on page 3 that match the meanings in the column on the right. The first letters are already given. Then compare with your partner.

t _____	be likely to act in a certain way
c _____	a feeling of being certain
e _____	too much or too large
t _____	try to deal with (a problem or difficulty)
i _____	discover or notice the existence of
f _____	perform, carry out
t _____	difficult to do or solve
r _____	lead to, have a specified end
t _____	go to somebody / something for help, advice, etc.
g _____	experience or suffer something

Task 2 Complete the following sentences with words or phrases from Task 1. Change word forms if necessary.

1. Nobody can answer that question with complete _____ at this time.
2. I don't want to eat here any longer: the food is bad but the price is _____.
3. Since we _____ the problem, now the question arises of how to overcome it.
4. Without them you will not be able to _____ the tasks you have before you.
5. In seniors' groups there are more women than men because men _____ to die younger.
6. They are not likely to _____ private sources for money at higher rates of interest.
7. It is reported that eating too much often _____ sickness.
8. No matter who wins the election, he is going to have a _____ job to get more people employed.
9. We went to him for some advice on how to _____ the problem of air pollution.
10. John loves Mary very much and is willing to _____ fire and water for her.

Task 3 Complete the sentences using the following words or phrases plus some words of your own.

fulfill leave out result in tend turn to

1. Children _____ to be very curious every time _____.
2. Remember not to _____ anyone when _____.
3. If you want to _____ this task in time you _____.
4. The big fire _____ the immediate death of two passengers but _____.
5. Please don't hesitate to _____ us if _____.

Vocabulary and Structure

Task 1

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

Time: 5—10 minutes

Steps:-

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ 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.

Optional follow-up:

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

Key:

tend _____
confidence _____
excessive _____
tackle _____
identify _____
fulfill _____
tough _____
result _____ in _____
turn _____ to _____
go _____ through _____

Task 2

Objective: Ss can use the vocabulary from Reading A.

Time: 10 minutes

Steps:

- ▶ Ss do Vocabulary and Structure Task 2.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key:

- | | |
|--------------------|----------------|
| 1. confidence | 2. excessive |
| 3. have identified | 4. fulfill |
| 5. tend | 6. turn to |
| 7. results in | 8. tough |
| 9. tackle | 10. go through |

Task 3

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

Time: 15 minutes

Steps:

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

Suggested Answers:

1. Children tend to be very curious every time they see something strange.
2. Remember not to leave out anyone when you write invitations.
3. If you want to fulfill this task in time you have to start as early as possible.
4. The big fire resulted in the immediate death of two passengers but more died in the hospital.
5. Please don't hesitate to turn to us if you are in trouble.

Task 4 Rewrite the following sentences after the models.

Model 1: you deal with these issues, you'll feel better

— The sooner you deal with these issues, the sooner you'll feel better.

1. he tried hard, he seemed to make little progress

2. you learn, you earn

3. you know many people, you have little time to see them

4. you give me much support, I will have confidence in myself

5. the temperature gets high, the liquid becomes gas fast

Model 2: You're very likely to find someone with whom you click.

— Chances are great (that) you'll find someone with whom you click.

1. It is possible that you can find a cheap flat in this city.

2. The train will have probably left by the time we get there.

3. You can't possibly walk 20 miles in an hour.

4. There is little probability of your reaching London tonight.

5. It seems likely that she will pass the exam the first time.

Task 5 Translate the following sentences into English paying attention to the highlighted parts.

1. 如果我们把会议推迟到下周举行, 怎么办呢?
2. 那位演员在成名之前, 经历了一段艰难困苦时期。
3. 在抄写这份文件时, 注意不要漏掉任何字。
4. 大家一致认为, 他的粗心大意造成了这次事故。
5. 在冬天, 天往往会黑得早一些。

Task 4

Objective: Ss can express ideas in writing using the two models outlined for Task 4.

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. The harder he tried, the less progress he seemed to make.
2. The more you learn, the more you earn.
3. The more people you know, the less time you have to see them.
4. The more support you give me, the more confidence I will have in myself.
5. The higher the temperature gets, the faster the liquid becomes gas.

Model 2

1. Chances are that you can find a cheap flat in this city.
2. Chances are that the train will have left by the time we get there.
3. Chances are small that you can walk 20 miles in an hour.
4. Chances are that you can't reach London tonight.
5. Chances are that she will pass the exam the first time.

Task 5

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

Time: 15 minutes

Steps:

- ▶ Tell Ss that the sentence structures in English and Chinese are different.
- ▶ If necessary, re-build the first Chinese sentence in accordance with the English sentence structure as an example.
- ▶ List all the words, phrases and expressions needed for the translation.
- ▶ Put them into the re-built sentence structure. Make necessary changes.
- ▶ Check the translation with the class.
- ▶ Ss work individually or in pairs and translate sentences 2—5.
- ▶ Two Ss write their translations on the board.
- ▶ Comment briefly on their work with emphasis on the structures of their sentences.

Suggested Answers:

1. What if we put off the meeting until next week?
2. That actor had gone through a period of hardships before he became famous.
3. When copying this paper, be careful not to leave out any word.
4. Everyone agreed that his carelessness resulted in this accident.
5. It tends to get dark earlier during winter.

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

Grammar

一般时态的一些特殊用法

Task 1 Study the following grammar tips for simple tenses and match them with the sentences in the column on the right.

1. 状语从句中，一般现在时表示将来。
2. 瞬间性动词的一般现在时表示将来行为发生的计划性和规定性。
3. 一般现在时可用于新闻标题、使用指南等说明文体。
4. 一般过去时用来表示某种感情色彩。

- A. The flight for Shanghai leaves at 8:30 tomorrow morning.
- B. Your job description clearly tells you your role within your family.
- C. George Bush Holds Talks with Tony Blair
- D. Who told you this!
- E. I'll tell him about it if he comes tomorrow.

Task 2 Complete the following sentences using proper forms of the given verbs.

1. — Mom, I have cut my finger.
— You _____ (ask) for it!
2. American delegation _____ (leave) Beijing for Shenzhen this afternoon.
3. I will give it to her as soon as she _____ (come) back to the office.
4. The book _____ (aim) at teaching freshmen how to read faster.
5. Train Accident _____ (kill) 23 People (News Headline)

Task 3 Translate the following into English.

1. 图书馆晚上 10 点闭馆。
2. 下次来上课前请预习课文。
3. 我早就告诉过你。
4. 新教学楼落成 (News Headline)
5. 去纽约的航班明天早上 8 点起飞。

Listening

Task 1 Listen to the five statements twice and write them down.

1. _____
2. _____
3. _____
4. _____
5. _____