

Practicals 14–16 Tutor notes

Each of the chapters on contrastive topics is self-contained, and can be inserted at whatever point in the course the tutor finds most appropriate. We do suggest doing them in the order in which they appear, however. They are intended as practicals, students participating as individuals in class discussion of the examples and of student translations. They are as demanding as Chapters 1–13, but they involve a different sort of work and make for a different sort of class. Students find the change refreshing. One possibility is to tackle a contrastive topic every five or six weeks. Naturally, local factors such as holidays or reading weeks may impose a less neat scheme. In any case, these practicals have a useful ‘joker’ value: as long as students have prepared properly, it is possible to complete each of them in less than two hours; so they can be used (in whole or in part) as part-classes in conjunction with unfinished work from one of the earlier chapters, or with work on an assessed translation which does not take a full two hours to go through. Although the contrastive chapters are self-contained, there are many links between them and the rest of the book. We have included few cross-references in this respect, so as not to prejudice the issue in any given chapter. However, once the work in a contrastive chapter has been done, it is a good idea in subsequent practicals to refer students back to it wherever appropriate.

Proper preparation is essential, and involves four things. (1) The preliminary exercise (in Chapters 15 and 16) should be done before going on to the rest of the chapter; this brings key issues to the forefront of attention. (2) The expository material needs to be properly digested. (3) The examples need to be thought about in readiness for discussion. (4) Examples for which no translation is given should be translated (and the TTs brought to the class!). Students also grasp the ideas better if they find relevant examples from their current reading or viewing (the press, TV, set texts – anything) and bring them for discussion in class.