普通高等教育"十五"国家级规划教材

PEARSON
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视听说教学参考书

Viewing, Listening & Speaking
Instructor's Manual

《新时代交互英语》项目组

新时代交互英语
NEW ERA
INTERACTIVE
ENGLISH

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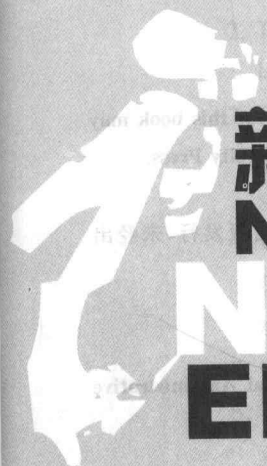
普通高等教育"十五"国家级规划教材

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教育部大学英语教学改革重点项目 • 新闻出版总署十五国家重点图书出版规划项目

新时代交互英语
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《新时代交互英语》项目组

清华大学出版社
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内 容 简 介

　　该书配合《新时代交互英语——视听说》CD-ROM核心课程和配套练习册而编写,旨在为教师提供教学参考和帮助。本册共有12单元,每一单元都分为四部分:第一部分提供了所有核心课程中视频和音频素材的文字脚本、文化知识要点、分项学习目标及知识点的提炼等;第二部分围绕单元主题为老师提供相关网站,并详细指导教师如何利用这些网上资源组织学生收集信息、拓展视野,并将这些丰富的input转化成书面和口头的output;第三部分则针对配套练习册上口语活动的设计,对教师在面授课堂上如何来组织这些活动提供非常具体的指导,并有一些拓展活动的设计,为教师提供更多的选择;第四部分则提供更多更深层次的补充活动设计。

　　该教参是《新时代交互英语——视听说》课程广大指导教师贴心的得力助手。

《新时代交互英语》*New Era Interactive English*

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清华大学、北京大学、美国密歇根州立大学、美国蒙特瑞国际研究学院、复旦大学、南京大学、上海交通大学、武汉大学、吉林大学、中国人民大学、南开大学、天津大学、湖南大学、湖南师范大学、中国农业大学、北京师范大学、北京科技大学、北京化工大学、北京航空航天大学、北京交通大学、西安电子科技大学、广东外语外贸大学、香港城市大学、美国马里兰大学、美国加利福尼亚大学、美国圣地亚哥（San Diego）州立大学、俄罗斯 Volgograd 州立建筑工程学院、清华教育技术研究所等

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在经济全球化进程不断加快的今天，如何培养大批具有较高英语应用能力、特别是听说能力、适应国际交流需要的各类人才，是摆在我国高等教育面前的一个急需解决的课题。 为此，教育部启动了"高等学校教学质量与教学改革工程"。 其中全国大学英语教学改革的首要任务就是培养和提高我国大学生的英语实际应用能力，尤其是英语听说能力。 这只有在充分利用先进信息技术的基础上，最大限度地吸收和继承原有的课堂教学的优点，进一步改革大学英语教学和人才培养的模式，发挥多媒体技术在英语学习中的作用，提高学生的学习积极性，使学生能够自主学习、个性化学习和协作学习，才能够完成这一宏伟目标。

在教育部的领导下，清华大学出版社组织美国密歇根州立大学等国内外 30 多家单位 90 多位专家学者开发研制了具有全新教学理念的软件学习系统和立体化教材——《新时代交互英语》(New Era Interactive English)。

《新时代交互英语》根据 2003 年教育部《大学英语课程教学要求》设计开发，是教育部"大学英语教学改革重点项目"。 她以全新的教学理念、崭新的教学模式和教学内容以及高新技术的渗透与国际尖端教育技术的应用，被列入"十五国家重点图书出版规划"项目，并得到了国家信息产业部电子发展基金等项目的大力支持。

《新时代交互英语》由《视听说》与《读写译》两个相对独立、又相互联系的部分组成，主要用于高校非英语专业大学生的基础英语学习。 除《视听说》和《读写译》网络课程的学习系统及书本教材以外，《新时代交互英语》还包括"网络辅助平台"、"英语水平测试系统"和"学习资源库"等资源。 计算机教学软件包含网络课程的主要内容，可用于局域网或基于 Web 的计算机网上学习，教科书和练习册等用于传统的课堂教学和学生课下练习。 网络辅助平台为学籍管理、教学管理、教学评估、信息查询、网上提交与批改作业、信息反馈等提供帮助。 测试系统主要为新生分级测试，制定个人学习方案服务。 学习资源库则是为培养学生学习兴趣，扩大学习范围，提供基本的学习援助而设计。

《新时代交互英语》的主要特点如下：

一、 具有世界一流的高品质教学资源。 《新时代交互英语》的教学内容是根据我国最新大学英语教学的要求和中国学生学习英语的特点以及中国学生参加国内外各类英语考试的实际需要，在国际著名的朗文公司和汤姆森学习集团等最新原版录像、教学软件及文字教材的基础上改编而成。 教材除了十分注重思想性、人文性、科学性、趣味性以及语言的真实地道、正确实用以外，还十分注重语言应用能力、学习策略、国际交流等能力的培养。 包含电视报道等在内的大量的录像资料为学生营造语言环境，弥补学生出国机会少，与外国人接触不多，缺少听外籍教师讲课机会等的缺憾。

二、 大量使用先进的信息技术。 语音识别、语速控制、录音比较、阅读速度的选择与控制、高清晰度视频与音频的传送等技术在《新时代交互英语》中被广泛采用，可满足不同学生交互式、个性化、自主学习的需求。

三、 计算机学习与课堂教学紧密结合。 《新时代交互英语——视听说》课程的大部分内容依靠计算机丰富的视频、音频、Flash 等多媒体的表现手法以及标准示范、跟读模

仿、录音对比、机器判别等技术，激发学生的学习兴趣，充分调动学生的学习积极性，由学生在计算机上进行个性化和自主学习。但小班辅导，课上与课下的作业和练习，教师的评价及检测等也是听说课程不可缺少的组成部分。而《新时代交互英语——读写译》的课程原则上以课堂为主，但由机器控制的阅读速度训练、示范朗读、朗诵比较、翻译与注释链接与查询、作业的判别与提交、相关录像资料的播放与讲解，以及每单元的测试与评估等计算机辅助功能，在一定的程度上弥补了读写译课堂教学的某些局限。《新时代交互英语》努力做到将学生与机器、教师与学生、课堂与上机学习、自学与辅导、教学与管理等有机结合，形成互动与互补，为学生攻破英语学习难关，特别是听说难关，提供了整体的学习解决方案，以达到理想的教学效果。

四、自主学习和学习过程管理相结合。学生在计算机系统上的学习不受时间地点的限制。但个性化、自主性学习不等于没有教学管理和质量控制的随意学习。为了解除老师对学生跟计算机学英语无指导、无管理、无交互、无质量控制等方面的忧虑，做到学习过程的管理与质量控制，《新时代交互英语》的教学软件根据学习并真正掌握外语实际应用能力的内在逻辑和学生的认知规律，对学习过程进行了严格的教学设计，要求学生认真完成每一个学习环节与步骤，并达到预定教学目标的要求，否则系统将提出重新学习的指令或强制性地让学生重新完成作业。

五、注重教学管理和教学相长的原则。教学软件设计通过网络辅助平台将学生的学习时间、学习进度、学习成绩、学习作业、学生与老师约课时间等相关信息及时传递给教师与管理者，便于教师对学生的上机学习情况进行实时监控，并对其进行有针对性的辅导和管理。学生也可通过网络辅助平台，根据教师信息选择自己任课的老师上课。通过网络辅助平台，还可以进行网上答疑，网上提交作业，对教学和教师进行评估等多项交互活动。

六、及时的形成性评价和阶段性测试相结合。除了及时、客观、公正的学习反馈和评价之外，教学软件分别在《视听说》和《读写译》课程当中的不同单元、阶段及级别上设置了主客观测试题，为学生寻找薄弱环节、总结经验、适应考试、调整学习计划与方法提供良好的手段。

七、注重基础，培养兴趣。整个学习系统除了含有大量的课程内容以外，还配有电子词典、语音库、语法库、词汇表、录像片段、补充阅读等丰富的学习资源，为学生学习更多的知识提供方便。

八、**整套教材还具有表现形式立体多样，活泼新颖，技术性强，安全可靠，简单易操作等特点。**

可以说《新时代交互英语》是一套采用先进信息技术和最新多媒体教学资源的全方位立体化新型教材。我相信该教材会给广大师生带来新的感受，推动学生英语听说以及读写译实用能力的提高。同时我也期待《新时代交互英语》的出版与使用为我国大学英语教学改革做出新的贡献。

由于《新时代交互英语》的研制是一个新的尝试，系统中难免会存在缺点和不足，望专家学者及广大师生不吝赐教。

方萌华

2003 年 11 月 16 日

编者的话

　　《新时代交互英语——视听说》与《新时代交互英语——读写译》共同构成《新时代交互英语》的学习内容。 全套内容根据教育部关于"大学英语课程教学要求"编写，共分 4 个级别，供大专院校英语 1~ 4 级学生使用，也可作为听说提高教程，适用于具有高中英语基础或相当水平的自学者。

　　《新时代交互英语——视听说》每册包括三大板块：在线学习课程（Online Course CD-ROM）、配套听力练习录音带、离线练习册（Companion Book）。 这三大板块在内容上紧密相关、功能上相互补充、要求上协调一致，充分发挥不同媒体的优势，完美体现现代技术与教师的有机结合，从而构成合理高效的现代化立体英语学习环境。

　　在线学习课程是主要供学生自学的计算机多媒体教学软件。 该软件充分利用现代多媒体技术，以最新外语教学及教育技术理念为指导，为学生提供一个自主学习的个性化学习环境。 该软件由世界知名的培生教育出版集团等权威机构制作，教学素材以反映当今美英生活中实际使用的英语为主体的录像资料、文字以及多媒体课件为基本内容，结合中国英语教育的具体情况，向学生提供包括听力练习、语音语调练习、口语练习、词汇语法及用法练习等在内的多种交互式学习活动，并通过及时反馈、自我监测及智能化学习管理功能让学生既能自主调节学习进度，又能接收系统自身及指导老师的监督和反馈。 此外，该系统还包含丰富的原文电影及录像资料供学生与教师选用。 该系统还实现了与教学管理系统的数据共享，让教师能及时掌握每个学生的学习情况。

　　配套听力练习录音带的主要内容除了包括多媒体教学软件中的听力素材以外，还包括了与每个单元主体相关的补充对话听力内容。 其目的是为学生在离开计算机学习系统之后，提供了可反复听在线录音素材以及与练习册配套听力内容的机会。

　　离线练习册为图书，与在线学习课程及配套音带在主题上同步。 每单元由三个部分组成：Part A （Further Study of the Vocabulary and Usage）对本单元所学的语言点和重点内容进行扩展、整理和操练，补充大量与本单元主题相关，日常交际场合常用，但传统教材又不常收入的地道词汇及用法；Part B （Extended Listening）提供了延伸的听力训练内容，并提供大量的英美文化背景知识，使学生接触更多的英语语言文化，更深入地理解和恰当地使用英语；Part C （Your Turn）是单元的重点口语训练，它将通过听力活动所接触的表达法与学生自己的实际情况相结合，使他们有机会使用所学内容表达自己的思想和看法。 这些练习是为了更好地体现"活学活用"、"能力转换"的教学思想。

　　《新时代交互英语——视听说》系列的每个级别自成体系，既相互联系又相对独立。 每级共有 12 个左右的单元、3 个阶段性测验和 1 个级别测验。 每个级别的学习时间为一个学期。 学习内容基本以常用语言功能和常用语言话题为主线编排，其功能和话题选择以及排序原则以其常用程度为主要考虑因素。

这套教材主要有以下几个特点：

1. 课程设计注重符合语言学习的自然规律。 每个单元均由视、听、说三大环节组成，先"看"大意，再"听"细节，最后再"说"出口，真正将外国人口中的英语变为自己的。

2．语音、语法点、语言难点、词汇等方面训练有其系统性和深度，特别是重点强调了这些学习内容的实用性训练。 同时，《视听说》学习课程发挥多媒体手段的优势，为学生提供了丰富的语言参考素材，并结合了英、美等国的日常生活、风俗习惯、文化背景等知识，有利于学生正确运用英语与国外人士交流。

3．听力材料内容丰富，选材新颖；录像和录音材料真实地道，语速自然，实用性强，涉及多种英语口音；听力练习设计尽可能地突出其实用性，同时也训练学生对某一功能和话题的常用语言表达法的掌握。 坚持听力训练与口头训练相互结合、相互促进的原则。

4．每单元的口语练习亦突出其实用性，与中国的语境和中国大学生的实际情况相结合，让学生有自我表达自己真实思想的机会。 常用词汇、表达法、示范性语言表达等为学生就某项语言功能和话题进行听说训练时提供帮助。 此外，口语练习设计丰富多彩，包括从控制型（controlled）到自由型（free）等多种形式。 口语练习多种多样，趣味性强，用以引导学生理解听力训练内容，而听力材料又给随后的口语活动提供语言表达方式，能够极大地提高学生的学习效率。

5．教学软件设计注重学习过程的科学管理和质量控制。

《新时代交互英语——视听说》在很大程度上结合了学生自主学习与传统型英语教学模式的互相弥补和配合的特点。 本练习册的前两个部分可以让学生自主完成，但最后一个部分——口语交际活动可以作为教师与学生课堂学习的素材。 教师引导学生通过实际的、面对面的交流，加深对本单元重点学习内容的掌握，真正提高学生的英语听说交际水平。 考虑到国内大专院校学生不同层次英语水平的实际情况，本书提供了大量的从易到难的练习设计，适用于各类高等院校的英语教学。 教师可以根据学生的具体情况和课时安排有选择地使用本练习册的内容。 建议在学生较好地完成了每两个单元跟机学习之后，教师应该与学生见面，进行课堂教学和交流（Classroom Meeting），了解学生的掌握状况，解答他们的问题，并组织必要的课堂交流活动。

使用建议：

为了充分发挥本套教程的作用，完整体现教材的设计思想，做到学生自主学习与教师课堂教学相结合、个性化学习与协作学习相结合，教师和学生可参照如下建议用好本教程：

学生：每周至少用 1 小时左右的时间使用在线系统，按系统设计的学习程序进行学习。 用 0.5 小时的时间使用配套音带并完成离线练习册中的 Part B。 此外，用 0.5 小时左右的时间完成练习册 Part A 和 Part C。每两星期参与一次由教师组织的集体教学活动进行口语练习。 我们建议学生在进行计算机单元测试之前，最好完成书面练习册所有内容的学习，这样语言学习重点会更加巩固，这对取得较好的测试成绩并存入学生学习档案是极有帮助的。 当然学习时间的多少会因学生英语基础、学习能力等诸多因素而有所不同。

教师：使用教学管理辅助平台了解掌握每个学生的学习进度、学习时间、学习成绩以及学生约课信息等情况，组织小组口语课堂教学，检查学生书面练习册的完成情况，答疑解惑，并根据 Part C 组织课堂口语练习。

本套教程在设计、编写和制作过程中得到了很多国内外兄弟院校专家、教师和清华大学出版社的大力支持与协助，在此一并表示感谢。

对于本套教程中的不足或错讹之处，敬请广大教师与学习者批评指正，您的意见请来信或电邮到出版社本书组稿编辑收即可，在此我们对您的支持和帮助表示衷心的感谢。

编　者
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NEW ERA INTERACTIVE ENGLISH: INFORMATION FOR USERS

1. INTRODUCTION

"New Era Interactive English" （NEIE） represents an exciting new approach to English learning, using a blend of technology-based and printed materials, together with classroom sessions with teachers. It has been designed specially for Chinese university students who are not English majors, to develop speaking and listening skills in authentic modern spoken American English, in a way which is stimulating, effective and efficient.

The "blended learning" methodology which is used in "NEIE" has three principal elements:

i) Private study using interactive multimedia. This includes a wide range of activities, such as video stories and dialogues, computer-assessed pronunciation exercises, comprehension tests, reading activities and marked assessments.

ii) Group and private study using a "Companion book" with audio cassette. This provides extended reading and listening practise, additional vocabulary, and communicative activities to try out in pairs or small groups.

iii) Classroom meetings with teachers to practise and extend what you have learned.

"Blended learning" is widely regarded today as the most efficient way for adults to learn new skills, combining as it does the independence and flexibility of self-instruction with the guidance, feedback and motivational effect of teacher-led classroom lessons. So the most important thing to understand about "NEIE" is that it is an integrated program: each element of it is designed to work with the rest, and the elements should be studied in the correct sequence. The rest of this guide explains to both students and teachers how and why the program works, and how to derive the maximum benefit from it, in an easy-to-follow question and answer form.

2. USING THE COURSE

2.1 Students' information

Q—What's the purpose of the online (computer) part of "NEIE"?
A—The online material has four main aims:
   i) to "immerse" you in modern spoken American English, with a video story, video dialogues and interviews, and participation exercises where you can play a part in the dialogue, and record your own voice;
   ii) to present new vocabulary, idioms and structures in a clear and memorable context,

and to enable you to practise using this new language yourself in an appropriate context;

iii) to assess your understanding of what you hear and your ability to reproduce it—it includes a specially developed tool for precise assessment of your pronunciation and intonation;

iv) to enable course administrators (and you yourself) to monitor and assess your progress as you work your way through the exercises and tests.

Q—What's the purpose of the companion book?

A—The companion book has three main aims:

i) to serve as a printed reference guide to the online course, with vocabulary and idiom lists, exercises and explanations;

ii) to extend your knowledge of vocabulary, through additional reading passages and exercises;

iii) to help you to prepare for the classroom meetings and practise speaking English with friends and fellow-students.

Q—What's the purpose of the classroom meetings, and why aren't they called "lessons"?

A—The classroom meetings are not lessons, because they're not intended to teach you anything new. They're designed to help you practise what you learned when studying by yourself, in simulated real-life situations. Above all, they give you the opportunity to develop your speaking skills (while the rest of the course focuses principally on listening and reading).

Q—How do the three elements (online, book and classroom) relate to each other?

A—The online material is designed to present new language to you in a vivid and memorable context, and to enable you practise and test your comprehension. The books take this new language content and practise and extend it, while the classroom meetings enable you to use the new language actively in communication with other people.

Q—If I'm very busy, can I just study online and forget about the books and classroom meetings? Or just read the books, and leave out the computer materials and classroom meetings?

A—We strongly advise you not to do this. The three components of "NEIE" are closely integrated with each other, and the effectiveness of the learning program depends on using all three of them in the recommended sequence.

Q—Can I choose which parts of the online program to study, or study them in a different order? For instance, can I just listen to the dialogues and leave out the rest of the program?

A—No, you can't. The various online exercises are in a fixed sequence, and you have to do them in that sequence, and finish one before you move on to the next. This is for the same reason that you have to do all the online and offline work: as an integrated learning program, "NEIE" only works if you follow it exactly as designed.

Q—How much time a week should I spend studying "NEIE", and how does this break down in terms of online and offline study?

A—We recommend a minimum of 2 hours a week, or 4 hours every two weeks. The breakdown is as follows: 1—2 hours online, 0.5—1 hours on the companion book, and 1 hour on the classroom

meeting.

Q—I've never used a computer-based language teaching program before. How will I know how to use the program, and how the various different exercises work?

A—Don't worry, "NEIE" is very simple to use, and every exercise has its own set of instructions, which you can consult on the computer before doing the exercise.

2.2 Teachers' information

Q—What exactly is different about "NEIE", and how does it work?

A—As we explained above, "NEIE" follows a "blended learning" methodology. This means that computer-based multimedia, books and classroom teaching are used as parts of an integrated teaching program, where each component supports and complements the others.

Q—So how does "NEIE" differ from the innumerable English-teaching CD-ROMs available on the market?

A—In the use of a blended learning approach. Self-study CD-ROMs don't incorporate any classroom lessons, nor any companion books, and they generally don't follow a consistent and controlled learning path either.

Q—How does the role of the teacher change in a blended learning context?

A—It depends on what one thinks of as the role of the teacher at the moment. If the teacher is seen as an educator, whose task is to use a variety of means and methods to develop his or her students' English skills, then "blended learning" simply offers some new and more effective tools to achieve the same aims. However, to those who insist on seeing teachers as mere imparters of information, we would respectfully recommend that they widen their view, and acknowledge the broader and more ambitious educative role of the teacher today, in a world where young people have ever easier access to information of all kinds via electronic and other media.

Q—How can a computer teach English, when it has no understanding either of the language or of the people who are studying it?

A—Computers can't teach English, but people can learn English from computers, or rather from structured learning materials presented in a vivid and organised way on computers. The blended learning approach focuses on creating the optimum conditions for learning and retention, and the computer has a significant role in this context.

Q—What are the main benefits that the computer brings to English learning?

A—There are five main benefits:
   i) presenting authentic spoken American English in a vivid and memorable way to students with little or no exposure to native speakers, and who are studying in an entirely Chinese-speaking environment;
   ii) enabling students to practise using and repeating the new phrases and expressions they have learned in a safe, private and totally non-threatening environment;
   iii) enabling students to work at their own pace and their own convenience, without the time and other restrictions imposed by classes running according to fixed timetables;

iv) enabling students to assess their own progress and performance, so as to become more effective and efficient learners, able to direct their own learning process;

v) enabling teachers to monitor students' progress and performance, so as to provide academic reporting, and, if desired, guidance to students to help them make the best use of their time studying.

Q—If the computer brings so many advantages, does this approach not diminish the importance of the teacher's role? To put it another way, is the aim of "NEIE" in the long run to replace teachers by computers?

A—Definitely not. The teacher has two roles which can and should never be substituted by machines:

i) creating contexts for authentic person-to-person language use, monitoring what students say and providing guidance and feedback;

ii) guiding and supporting students' work using the feedback information and reporting which comes from the online part of the study—so that teachers can continue to guide their students, even when they are not physically in the same place.

The philosophy of "NEIE" is very simple: to allow people to do what they do best, and computers to do what they do best. The computer, for us, is an extension of the teacher, not the other way around.

Q—How does the conduct of the classroom lessons change in a blended learning program, compared with a traditional teacher-led and mainly book-based course?

A—If we follow the standard schema for a language teaching program, we can see it as divided into three phases:

i) Presentation, where new language is presented to students in a context which enables them to understand at least the gist.

ii) Practise, where students repeat and use what they have learned, initially mechanically (exact repetition) and then more creatively, with feedback from the teacher on accuracy and fluency.

iii) Extension, where this new language is used in an authentic communicative context, and combined with other language which is already part of the student's repertoire.

In a conventional program all three phases are conducted by the teacher, whereas in a blended learning solution the first phase and most of the second phase (especially the mechanical repetition) take place online, with feedback from the system on comprehension, fluency and accuracy. The classroom is used exclusively for the final (creative) phase of practise and for the whole of the extension phase. This means that the teacher's primary role is to elicit and guide communication, affording the students the maximum of opportunities to speak. The term "facilitator" is sometimes used to describe this new and vital function.

Q—Are the skills needed for this new role the same as those needed for a conventional teaching program, and, if not, how can I develop the new skills needed?

A—The creative practise and extension phases are sometimes neglected by English teachers, while the presentation phase is often overstressed, with excessive weight being placed on imparting information. Teachers who know how to avoid this danger, and to give their students authentic communicative practise, will be able to transfer their skills directly to "NEIE"; those who have some

difficulty in this aspect of teaching should improve their skills by observing colleagues and seeking extra training if possible.

Q—What about the monitoring of students' online work? Do I need to be a computer expert to do this, and will it add substantially to my workload?

A—The answers are: no and no. The learner management system which is incorporated into "NEIE" is extremely simple to use, and has a full online help system. The extra workload is very modest, involving no more than one data access per student per month on average.

Q—How can I tell if students are not following the program correctly, or if they're having difficulties which are slowing their progress—and what should I do in such cases?

A—The learner management system will show you your students' study records, from which you can see whether they're studying regularly and at a sufficiently fast pace to complete their courses. They're obliged by the system to all the exercises in the correct order, so you don't need to monitor this, but you can tell whether students are having difficulty with aspects of the program by observing that the time they spend on certain (or all) activities is either too high or too low. In such cases you'll also notice when they come to the classroom meetings that they're below the level of their fellow-students, and you may either recommend more time spent in private study or putting the students down to a lower level, as you judge appropriate.

CONTENTS

ANOTHER BUSY DAY

Part A AT A GLANCE

Story Synopsis: Another Busy Day

[Talia's desk]

Talia Santos, a researcher for a television news show, has been working on a story since late last night. Her friend and co-worker, Amy Lee, tells Talia that she works too hard and tries to convince her to go to a party that night. Talia says she is too busy. Their boss, Tony Grimaldi, comes by and tells Talia he has a big project for her.

Video Listening 1

Amy : Good morning, Talia.

Talia : Oh, hi. Good morning.

Amy : You know, you're working too hard.

Talia : I know. I always work this hard. Maybe you could mention that to Tony? I don't think he knows it.

Amy : Is that a new hairstyle? It's very ... unique.

Talia : Very funny. I had to work late last night. I'm tired, I'm in a bad mood, and I don't care about my hair.

Amy : That's probably why you're not a reporter yet.

Talia : You think so?

Amy : No, I'm just kidding ...

Talia : You may be right.

Amy : Maybe Tony will take you more seriously after you finish the journalism class.

Talia : Oh, no! Our journalism class! I forgot. It's tomorrow. What's the homework?

Amy : Compare two news stories on the same topic.

Talia : That's easy enough to do. Sounds interesting, too. I guess I'll do it after work.

Amy : You work too hard.

Listening 1 Culture Notes

• Notice that Talia refers to her boss as Tony. It's common to call one's boss by his or her first name, even if the person is older and is much more senior in the company. This is especially true of work environments like TV news stations or magazine publishers, which have the reputation of being more informal than others.

• Look at Talia's face when she says, "That's easy enough to do." Her frown doesn't mean she's unhappy. Sometimes a frown, especially with a shrug (an up and down movement) of the shoulders, means, *That's not so bad* or *I know I can do that.*

Video Listening 2

Amy : Why don't you take a break tonight? Yeah, why not come with me to a party?

Talia : No thanks. Maybe some other time.

Amy : Come on! Josh Taylor is having a party. A lot of available guys will be there... . You might meet someone.

Talia : No, listen! I'm too busy to go. Go without me ...

Tony : Good, you're here. I have something important to talk to you about. What are you working on?

Talia : I'm researching the background information for that transportation story.

Amy : She's always working. She told me to tell you that.

Tony : I have a big project for you to work on. I know you've been hoping for a break. This may be it.

Talia : Really? That's great!

Tony : Come to my office in about 10 minutes. By the way, you look different. Have you done something with your hair?

Listening 2 Culture Note

Amy has just said, "She's always working. She told me to tell you that." Notice Tony's expression. He disapproves of Amy's behavior at that moment. Even though the atmosphere in the office is relaxed and informal, Amy's comment is not professional or appropriate.

Vocabulary

Learn the meanings and usage of these "feeling" words:

confident, cheerful, energetic, laid-back, in a great mood, nervous, relaxed, tense, depressed, exhausted, in a bad mood

Speaking

Inviting

| Let's | go out to dinner tonight. |
| How about | going out to dinner tonight? |