

PE 重庆市高职高专规划教材

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成长英语 学生用书 进阶篇

“成长英语系列教材”编写组 编

Progressing English



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第1版前言

《成长英语》(Progressing English)是由“重庆市高职教育研究会”组织重庆市学校有丰富教学经验的外语教师及有关专家按照教育部《高职高专教育英语课程教学基本要求》精神,在重庆市教委原规划教材《高职高专英语》的基础上重新编写的一套高职高专英语教材。《成长英语》坚持贯彻“实用为主,够用为度”的编写原则,充分吸收了当前国内外通用外语教材编写的先进理念和方法,采纳了传统外语教学理论中的合理部分。该教材结合重庆高职高专英语教学实际,更新教育观念,力求处理好语言基础和语言应用的关系;更新教学内容,突出英语实践技能的训练和实际运用能力的培养;更新教学要求,注重结合学生毕业后实际工作的需要。

本套教材的特点主要体现在以下几个方面:

一、以任务为引导、实际运用为重点、语言技能训练为基础,突出听说技能的培养,注重把涉外实践活动中常用的语言技能直接融入到课文和练习中,各项语言技能的培养与训练都围绕同一话题展开,体现“边学边用、学用结合”的教学思想。

二、根据语言学习的一般性规律,既考虑教材的实用性,又兼顾高职高专语言学习的通识性。主线人物的Role Plays贯穿所有单元中的听说交际、阅读活动和写作训练。学生在学习本教材的过程中可以清楚地感受到主线人物的成长历程,突出成长英语、成长人生的特点。

三、重视语言的运用和实际交际能力的培养,分阶段分层次呈现语言交际的重点。第一册侧重校园英语,第二册侧重涉外日常交际英语,第三册侧重涉外业务交际英语。阅读板块中A篇文章主要针对语言共核,B篇文章突出实用性。选材突出时代性、趣味性、实用性和话题的思想性,行文流畅,语言精炼,内容丰富,体现了可教性和可学性。

四、“教、学、考”有机结合。教材中的练习设计遵循《高等学校英语应用能力考试大纲》的要求,并针对重庆地区考生在《高等学校英语应用能力考试》中的薄弱环节,设计了相关的语言技能训练项目。

五、本套教材充分考虑了重庆地区高职高专学生的英语现状,第1、2册内容的难度相当于“高等学校英语应用能力考试”B级水平,第3册内容的难度相当于A级水平。由于学生进校时英语程度参差不齐,教材进度和内容采取照顾中间,兼顾两头的编写原则。

《成长英语》共分3册,每册包括《综合教程》《自主学习用书》《教师用书》及配套的多媒体光盘。各册内容循序渐进,语言技能要求逐步提高。《综合教程》《自主学习用书》和《教师用书》每册各有8个单元,教学内容适中,能够满足高职高专学校的教学需要。

《综合教程》每册各单元的安排如下:

- Part I Open Your Mouth
- Part II Sharpen Your Listening
- Part III Broaden Your View

Passage A

Passage B

- Part IV Use Your Hand
- Part V Practice Your Grammar

《成长英语》由重庆科技学院刘寅齐教授和重庆第二师范学院张泽健教授担任总主编，重庆大学余渭深教授担任总主审，澳大利亚专家Dennis Hulse先生担任语言顾问。

《成长英语》第1册由重庆科技学院全冬教授和重庆电子工程职业学校李志萍教授担当主编。第2册由重庆工商职业学院彭丽教授和重庆科技学院张琪教授担任主编。第3册由重庆科技学院陈刚教授和重庆第二师范学院唐君国教授担任主编。

本教材的编写得到了重庆市教委高教处的大力支持，特别是在编写过程中得到了有关高校领导的关心和帮助，在此，我们一并表示诚挚的感谢。

《成长英语》是我们在高职高专英语教学内容和课程改革方面所作的一次大胆尝试，书中定会有不当和疏漏之处，敬请广大使用者批评指正。

编 者

2010年7月

第2版前言

《成长英语》自2010年出版发行以来,受到了广大师生和社会使用者的认可和喜爱。在5年的使用过程中,我们广泛听取了来自教师和学生使用意见和建议,并在《成长英语》第1版的基础上,修订和完善了教材的总体框架,更加体现了主线人物的成长历程;调整了3册之间的难度梯度;进一步丰富了练习形式和内容,更加适应当前的教学实际。期望《成长英语》第2版不仅能契合当前“90后”大学生的群体特点,也能满足《高职高专教育英语课程教学基本要求》提出的“实用为主、够用为度”的教学原则,更能满足一线教师对英语教学改革迫切要求。

《成长英语(第2版)》的修订主要涉及以下方面:

1. 更新了主题和教材内容:贴近生活,突出应用

3册书均系统地调整了部分单元主题和相应的文章。使教学内容更加贴近高职高专学生的校园和社会生活,更有利于提高学生的兴趣,突出学用结合,便于教师组织教学活动,提高学生在教学过程中的参与性,促进教学的互动性。

2. 增加了练习设计:引导参与,突出综合

1) 每个单元新增了Do Your Project板块,结合所在单元主题,设计了针对学生实际的相应的活动项目,增加了学生语言应用的机会。练习的设计突出综合性,体现了高职高专教育的特点。

2) 每个单元新增了视听部分,选材注重了语言的原汁原味,突出了学生听说交际能力的训练和培养。

3) 全新编写了语法部分,突出了“够用为度”的原则,改变了常规语法学习“规则—练习”的模式,采用“体验—总结—应用”的模式,旨在帮助学生尽快掌握使用英语语法的技能。

4) 根据“高等学校英语应用能力考试”的题型变动,调整了部分练习题的形式,使之更契合考试题型,突出了练习的针对性,有利于帮助学生适应新题型。

3. 重新设计了教学课件:科学合理,兼顾个性

新设计的配套教学课件,注重了设计的科学性和实际使用的方便性。丰富了网络课件的内容,便于教师根据教学情况灵活选取备课资源。

4. 重新设计了教材版式:大方时尚,清新美观

考虑到“90后”高职学生的性格特点和思维模式,教材版式由原来的双色变为彩色。版面设计更为活泼、轻松、实用,力求通过调动学生的审美情趣来激发学生英语学习的兴趣和学习效率。

《成长英语(第2版)》分基础篇、进阶篇、提高篇3册,每册包括《学生用书》《自主学习用书》《教师用书》及配套的多媒体光盘。各册内容循序渐进,语言技能要求逐步提高。《学生用书》《自主学习用书》和《教师用书》每册各有8个单元,教学内容适中,能够满足高职高专学校的教学需要。

《成长英语(第2版)》修订工作由总主编刘寅齐教授和张泽健教授统筹,分册主编负责实施,各高职院校的骨干教师参加了具体的修订工作。

《成长英语学生用书·进阶篇》由张琪、彭丽担任主编,皮艳玲、江晓东担任副主编。参加《成长英语学生用书·进阶篇》编写的作者为(以编写内容先后为序):况东林、郑玮、徐亚玲、黄又竹、白连弟、江晓东、皮艳玲、李擎。1—8单元的语法修订由许吟雪负责完成。

编者

2015年6月

UNIT

OPEN YOUR MOUTH

SHARPEN YOUR LISTENING

1

New Semester,
Future Dreams

P1-P22

- 3 dialogues about the winter holiday experiences and the new semester
- A conversation about schedules for the spring semester

- 2 dialogues about scheduling the spring semester
- A passage about targets in the new semester
- A video about choosing courses

2

Precious Friendship,
Priceless Fortune

P23-P42

- 3 dialogues about inviting friends out
- A conversation about asking friends to go playing badminton

- 2 dialogues about spending the weekend
- A passage about tips on mountain climbing
- A video about the function of atmosphere

3

Extraordinary
Work, Significant
Commitment

P43-P62

- 3 dialogues about helping people find the way
- A conversation about telling people the way

- 2 dialogues about giving directions
- A passage about tips on asking the way in Chongqing
- A video about two people finding the way

4

Colorful World,
Fascinating
Journey

P63-P84

- 3 dialogues about traveling experiences
- A conversation about booking tickets

- 2 dialogues about booking hotel room and booking tickets
- A passage about traveling over time zones
- A video about John's trip to New York

5

Social Practice,
Great
Achievements

P85-P106

- 3 dialogues about part-time job experiences
- A conversation about doing a part-time job at a bookstore

- 2 dialogues about part-time job plans
- A passage about advantages of having a part-time job
- A video of applying for a job

6

Healthy Body,
Beautiful Life

P107-P126

- 3 dialogues about seeing the doctor
- A conversation about going to hospital

- 2 dialogues about scheduling an appointment with doctor and filling a prescription
- A passage about how to avoid flu
- A video about visiting a doctor

7

Modern Banks,
Easy Access

P127-P148

- 3 dialogues about transactions in a bank
- A conversation about exchanging money

- 2 dialogues about depositing and withdrawing money
- A passage about transactions on ATM
- A video about modern banking system

8

Digital Culture,
Balanced Time

P149-P174

- 3 dialogues about buying smart devices
- A conversation about digital learning

- 2 dialogues about digital learning and 3D printer
- A passage about a digital library
- A video about new APPLE products presented in Flint Center

Vocabulary

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<ul style="list-style-type: none"> • Passage A What Is the Most Important Body Part • Passage B Making Friends in College 	Personal Letter	Adverbial Clauses	Things People Expect to Get From Friendship
<ul style="list-style-type: none"> • Passages A Valuable Volunteer Work • Passage B Be a Volunteer—Your First Step to Making a Difference 	Notice	Attributive Clauses (I)	Planning a Volunteer Activity
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<ul style="list-style-type: none"> • Passage A From a Patient to a Nurse • Passage B Patient Information Guide 	Thank-you Letter	Subjunctive Mood (II)	Time Spent on Sports in College
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Unit 1

UNIT FOCUS

In this unit, we are going to:

- talk about resuming classes and planning a new semester;
- listen and learn more about campus life and study plans;
- read about the new semester schedule and parents' letters;
- write personal letters to communicate with parents;
- practice the use of English: Noun clauses.

LEAD-IN

Your winter break may be a great moment. You return home to visit your parents, spend time with your former classmates, and have fun with good friends. Your parents might have a long heart-to-heart talk with you. Time flies! You are back to the campus. The spring semester starts. Now, you are here with new hope!

New Semester, Future Dreams



UNIT 1

Part One**Open Your Mouth****Warm-up Activity**

What are these friends saying? Complete the following sentences with the correct answers.



A: The train is leaving, I have to go.

Goodbye, Mom.

B: Remember to 1) _____ and call us more.

A: How was your 2) _____?

B: It was cool, but it was too short.

A: I must change my learning strategy for the new semester.

B: Yes. Make a study plan to get 3) _____.

winter break

keep fit

a good start

Focus Your Attention**Dialogue 1**

I think it's fun to...

Jin Yan: Hey, man, how was your winter break?

Pan Xiaofeng: It was awful.

Jin Yan: Why? Tell me what happened.

Pan Xiaofeng: Many of my former high school classmates got back to spend the Spring Festival with families. So we often got together.

Jin Yan: I think it's fun to have reunions with the classmates.

Pan Xiaofeng: Yes, but it's bad if you also have to drink a lot.

It's bad if...

Jin Yan: I know you don't like drinking. What did you do to avoid that?

Pan Xiaofeng: No way. I got drunk and threw up two times.

Jin Yan: I am sorry to hear that.

Pan Xiaofeng: I won't do that again.

UNIT 1

Dialogue 2

Mr. Chen: Why are you late for my class today?
Pan Xiaofeng: I'm sorry, sir. I got up late this morning.
Mr. Chen: What did you do last night?
Pan Xiaofeng: We haven't met since the start of the long holiday. You know, a lot of stories to tell.
Mr. Chen: So you stayed up late chatting with your roommates.
Pan Xiaofeng: Sorry, sir. I won't do that again.
Mr. Chen: OK. I believe you won't. Why not make a plan for a new start?
Pan Xiaofeng: Yes, I will. I must do it and make a change.
Mr. Chen: Action speaks louder than words, boy.
Pan Xiaofeng: I will do that, sir.

Why are you late for...?

Why not make a plan...?

Dialogue 3

I am writing to...

I plan to...

Kang Lin: Hi! You are so concentrated. What are you doing now?
Pan Xiaofeng: I am writing to my parents.
Kang Lin: Are you writing to ask for money again?
Pan Xiaofeng: Definitely not! I am writing to report my plan for this semester.
Kang Lin: Could you tell me about your plan?
Pan Xiaofeng: Basically, I plan to improve my English. I want to take the Practical Oral English Test. I also want to do some volunteer work.
Kang Lin: Great! You will change a lot.
Pan Xiaofeng: I will try my best to have an interesting semester.
Kang Lin: If you pass the oral test, be sure to treat me to dinner.
Pan Xiaofeng: No problem.

UNIT 1

Chat with Your Friends

Activity 1

Match the questions in the left column with the responses in the right column.

- | | |
|---|----------------------------------|
| 1. How was your winter break? | A) I am writing to my parents. |
| 2. Would you tell me about your plan? | B) It was awful. |
| 3. What are you doing now? | C) I got up late this morning. |
| 4. Why are you late for my class today? | D) I plan to improve my English. |
| 5. Why not make a plan for a new start? | E) Yes, I will. |

Activity 2

Complete the following dialogue by translating into English the Chinese given in the brackets.

- Lisa: Hi, Jin. Nice to meet you again. 1) _____ (假期还好吗)?
- Jin Yan: Quite good. I've met my former high school classmates again and enjoyed a lot at 2) _____ (家庭团聚).
- Lisa: Sounds great! I also had a wonderful holiday.
- Jin Yan: Tell me about it.
- Lisa: I've spent my first Chinese New Year here in Chongqing. I experienced many 3) _____ (中国的传统活动). They are very impressive.
- Jin Yan: So, you must have had a lot of fun.
- Lisa: Definitely. I'm really interested in Chinese culture. I decided to study Chinese.
- Jin Yan: Great! I'm 4) _____ (打算) improve my oral English. Can we help each other?
- Lisa: It's wonderful! Let's make a plan for 5) _____ (好的开端)!

UNIT 1

Activity 3

Take turns to ask and answer the following questions, and then make your own conversation about making plans according to the clues given below.

Questions

1. What are you worrying about?
2. What's your hope for this semester?
3. What's your suggestion for this semester?
4. What should I do to carry out my plan?
5. Would you help me to make the plan?

TIPS

- ... are my headache.
- A wonderful/An interesting new semester.
- Well begun, half done./Make a practical plan.
- design a flexible plan/get a good start
- Behave yourself./Never give up.
- I will help you if I am available.

New Words and Expressions

*awful	/ˈɔːfl/	a. 糟糕的, 不好的
*former	/ˈfɔːmə(r)/	a. 以前的; 前任的
*reunion	/riːˈjuːniən/	n. 团聚, 聚会
*volunteer	/vɒlənˈtɪə(r)/	n. 志愿者
*behave	/brɪˈheɪv/	v. 表现
throw up		(醉酒) 呕吐
treat sb. to dinner		请客 (吃饭)



A 级词汇



B 级词汇



超纲词汇

注: 全书单词标记同此说明。

UNIT 1

Part Two**Sharpen Your Listening****Dialogue 1**

Listen to the dialogue twice, and then fill in the table with the information you get from it.

Making a Study Plan	
Purpose	To take the 1) _____.
Contents	Go to the 2) _____ regularly.
	Place: Right behind the 3) _____.
	Time: Every 4) _____, from 7:00 p.m. to 10:00 p.m.
	Take part in English 5) _____ actively.

**Dialogue 2**

Listen to the dialogue twice, and then fill in the blanks with the information you get from it.

A: Hello, Mr. Zhang. I'm not good at 1) _____. Could you help me?

B: Yes. What's your problem?

A: I can't remember so many historical facts. What should I do?

B: I think a good study plan can 2) _____.

A: I see. But I 3) _____ about how to make a good study plan.

B: Do it this way. First, read your class schedule and find free time.

A: I'll get my class schedule first. What's next?

B: Then 4) _____ to arrange your free time well.

A: OK, I'll take your suggestion.

B: Wish you 5) _____.

Passage

Listen to a short passage about new semester plan, and then fill in the blanks with what you've heard.

My spring semester is coming. I made a plan to 1) _____ it. First, I should focus on the courses such as mathematics, 2) _____. Second, I decide to read English aloud every morning. I'm 3) _____ to improve my English quickly. Third, I must hand in my homework to the teachers 4) _____. I often failed to do that. I will change that and make it a 5) _____. My target is to get good marks and to be No. 1.

UNIT 1

New Words

*historical	/hɪ'stɒrɪkl/	a. 历史的
*timetable	/'taɪmteɪbl/	n. 时间表
*target	/'tɑ:ɡɪt/	n. 目标; 靶子
		v. 面向, 把……对准(某群体)

Video

Watch the video clip, and answer the 5 questions by filling in the blanks.

1. How can you know what classes you are taking?

Log into my _____ and take note of my current _____.

2. Where can you find out the critical courses you have to take next term?

There are two places to look for this. One is my _____ map. The other is my “e-advisor” _____.

3. What will the tracking tool tell you?

The tracking tool will tell me if I have or have not _____ a _____.

4. What other courses do business students need besides the critical courses?

There are a number of other requirements for business students, such as humanities, psychology, _____, historical awareness, _____ diversity, sociology, communication and others.

5. What will you fill out in a schedule?

First, fill out my name, _____, phone number and major. Next is the e-advisor and critical tracking _____.

New Words and Expressions

critical	/'krɪtɪkl/	a. 关键的; 主要的
reference	/'refrəns/	v. 参考
major	/'meɪdʒə(r)/	n. 专业
humanities	/hju: 'mænɪtɪz/	n. 人文学科
credit	/'kredɪt/	n. 学分
academic	/,ækə'demɪk/	a. 学术的
exclamation mark		感叹号

UNIT 1

Part Three**Broaden Your View****Passage A****Challenge Your Classmates**

Before you start to read the passage, please complete the questionnaire below.

1. What did you tell to your parents during the winter break?	Yes	No
a. Your study.	_____	_____
b. Your life on campus.	_____	_____
c. Your teachers and classmates.	_____	_____
d. Your emotions and feelings.	_____	_____
e. _____.	_____	_____

2. How often do you plan your study?	Yes	No
a. All the time.	_____	_____
b. Regularly.	_____	_____
c. Seldom.	_____	_____
d. Never.	_____	_____
e. _____.	_____	_____

Use this questionnaire to interview your classmates, and then report your findings in class.

Develop Your Understanding**A New Year, a New Semester**

Welcome back for the Spring 2016 Semester. As you **settle into** the new term, I would like to **reflect on** some of the new things that should have a positive impact on your education at St. John's University.

Providing you with the best environment to learn and study is a **primary** goal for the University. Last semester we heard that many of you wanted a place where you could **engage**

settle into 安顿下来
reflect on 思索, 考虑

***primary** / 'praɪməɪ /
 a. 首要的; 基本的
engage in
 (使某人) 参加或从事某事

UNIT 1

in quiet study late at night or early in the morning. The **Administration** Office has worked with a number of offices to keep the **Quiet Study Room** on the first floor of the Queens Library open 24 hours during the Spring 2016 Semester. This area is open to St. John's University students. We are hoping that it will **meet the needs** of both the **early risers** who want to prepare for classes before the rest of the library opens at 7 a.m. and those **night owls** who work best after the usual 11 p.m. closing time.

For those students looking for something to do on the weekend, I am sure you will enjoy **attending** our new Saturday Night Coffeehouse **series**. This free program will **feature live music**, poetry, talk show and Karaoke from 5 p.m. to 7 p.m. on Saturdays. What a great way to connect with other students in a relaxed, fun **atmosphere**! One little known fact is that on any given weekend the **majority** of our **resident students** are actually still on the campus. This program is a wonderful invitation to come out of your rooms and meet each other!

I hope to see you at this and many other programs that we will develop for you during the Spring Semester. It is my **sincere** wish that this new term allow you to engage and grow in ways that **exceed** all of your expectations. Please feel free to **post** your comments on the **blog**. It is your **input** that helps us to **create** an active campus community.

Good luck this semester!

***administration** /əd.mɪnɪ'streɪʃn/ *n.* 管理, 行政

Quiet Study Room 静修室

meet the needs 满足需求

early riser 早起者

♦**owl** /aʊl/ *n.* 猫头鹰

night owl 夜猫子

***attend** /ə'tend/ *v.* 参加

***series** /'sɪəri:z/ *n.* 一系列

♦**feature** /'fi:tʃə(r)/ *v.* 以……为特色

live music 现场音乐

***atmosphere** /'ætməsfɪə(r)/ *n.* 气氛; 空气

***majority** /mə'dʒɒrəti/ *n.* 大部分; 主要

resident student 住校生

***resident** /'rezɪdənt/ *a.* 居住的 *n.* 居民

***sincere** /sɪn'sɪə/ *a.* 诚挚的, 诚恳的

♦**exceed** /ɪk'si:d/ *v.* 超越, 超过

***post** /pəʊst/ *v.* 张贴; 公布

***blog** /blɒg/ *n.* 博客

***input** /'ɪnpʊt/ *v.* 输入

***create** /kri'eɪt/ *v.* 创造; 建立



UNIT 1

Check Your Study

Activity 1

Read the passage quickly and fill in the blanks.

A New Year, a New Semester

The main idea:

Some new things of the 1) _____ Semester can have a 2) _____ influence on the students' education at St. John's University.

Supporting information:

The University provides 3) _____ for the early risers and the night owls to study there. On weekends, students can attend the free 4) _____ of Saturday Night Coffeehouse series. This and many other programs can 5) _____ the students' interest and ability in the new term.

Activity 2

Read the passage carefully and fill in the blanks with proper words or phrases. Then try to recite it.

Last semester we heard that many of you wanted a place where you could 1) _____ quiet study late at night or early in the morning. The Administration Office has worked with 2) _____ to keep the Quiet Study Room on the first floor of the Queens Library open 24 hours during the Spring 2016 Semester. This area 3) _____ St. John's University students. We are hoping that it will 4) _____ of both the early risers who want to 5) _____ before the rest of the library opens at 7 a.m. and those night owls who work best after the usual 11 p.m. closing time.

Activity 3

Take turns to ask and answer the following questions.

1. When did the Administration Office know the students wanted a Quiet Study Room?
2. Who are "night owls" according to the passage?
3. What program enables the students to get to know each other on weekends?
4. Where are most of the resident students on weekends?
5. What can help the Administration Office to create an active campus community?