

高等学校英语专业规划教材



(2)

英语口语教程

情景英语交际

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*Continuation Oral English (2):
Situation English Communication*



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A Coursebook for Oral English(2) : Situational English Communication

英语口语教程(2) ——情景英语交际

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Situational English Communication

英语口语教程(2)
情景英语交际

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总 序

随着我国英语教育的快速发展,英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家和教师们密切关注的现行英语专业教育大、中、小学英语脱节,语言、内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高、低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题,我们依托国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”,以内容依托教学理论为指导理论,确定了如下改革思路。

(一) 更新语言教学理念,改革英语专业教学的课程结构。在不改变专业总体培养目标和教学时限的前提下,对课程结构进行革命性的变革:改变传统单一的语言技能课程模式,实现内容课程与语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二) 开发课程自身潜力,同步提高专业知识和语言技能。内容依托课程本身也同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面。

(三) 改革教学方法手段,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂发表等行之有效的活动与学科内容教学有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业基础阶段通过开设单纯的听、说、读、写四种语言技能课提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了英语专业基础阶段具有我国特色的内容、语言融合的课程体系;率先开发了适合英语专业基础阶段的内容依托课程;系统开发了英语国家历史、地理、社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、功能英语交际、情景英语交际、英语演讲与辩论等教材,以崭新的途径实现英语专业教育的总体培养目标。

经过七年的酝酿、准备、实验,教学改革取得了鼓舞人心的结果。

(一) 构建了英语专业基础阶段内容依托课程与语言课程融合的课程体系。新的课程体系改变了传统单一的听、说、读、写语言技能课程模式,实现了内容依托课程和语言技能课程两种模块的融合;课程包含综合英语、听力、语音、写作、功能英语交际、情景英语交际、英语演讲与辩论、英国历史文化、英国自然人文地理、英国社会文化、美国历史文化、美国自然人文地理、美国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化;语言技能课程密切关注英语语言技能的发展,内容依托课程不仅关注系统的学科内容,而且也关注综合语言技能的培养。在课程外和课程内两个层面把内容教学和语言教学有机结合,通过内容教学培养学生综合语言运用能力,扩展学生的知识面,提高学生的综合素质和多元文化意识,从根本上改变英语专业学生知识面偏窄、综合素质偏低的问题。

(二) 系统开发了相关国家的史、地、社会文化以及跨文化交际课程资源。在内容依托教学理论的指导下,在实施内容依托教学的关键期——英语专业的第一学年,成功开设了英国和美国的历史、地理、社会文化等课程。第二学年开设澳、新、加等国社会文化,欧洲文化,中国文化,跨文化交际,《圣经》与文化等课程。内容依托教材改变了传统的组织模式,系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多样,教学实践中受到了学生的广泛欢迎。此外还开发了开设课程所需要的大量资源。

(三) 牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容依托教学理论的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,激发学生的兴趣,培养学生的自主性和创造性,提高学生的语言技能,提升思辨能力和综合素质。曾有专家和教师担心新的课程体系会对语言技能发展产生消极影响。实验数据证明,改革不仅没有对学生的语言技能发展和语言知识的学习产生消极影响,而且还产生了多方面的积极影响。此外,对学生学科知识学习产生的巨大积极影响更是传统课程体系不可能做到的。

(四) 提高了教师的科研意识和科研水平,取得了丰硕的教研成果。项目开展以来,团队对内容依托教学问题进行了系列研究,活跃了整个教学单位的科研气氛,科研意识和科研水平也得到很大提高。课题组已经撰写研究论文 25 篇,在国际、国内学术研讨会交流 12 篇,在国际学术期刊 World Englishes、国内外语类核心期刊《外语与外语教学》、《中国外语》、《外语教学理论与实践》等发表研究论文 8 篇。

教学改革开展以来,每次成果发布都引起强烈反响。在 2008 年 3 月的第三届中国外语教学法国际研讨会上,与会的知名外语教育专家戴炜栋教授等对这项改革给予关注,博士生导师蔡基刚教授认为本研究“具有导向性作用”。在 2008 年 5 月的“第二届全国英语专业院系主任高级论坛”上,研究成果得到知名专家、博士生导师王守仁教授和与会其他专家及教授的积极评价。在 2008 年 7 月的中国英语教学研究会东北地区年会上,改革的系列成果引起与会专家的强烈反响,研究论文获得 3 个优秀论文一等奖,3 个二等奖,1 个三等奖。2008 年 11 月,在中国英语教学研究会年会上,成果再次引起与会专家的强烈反响,博士生导师石坚教授等给予了高度评价。2008 年 10 月和 12 月,本项改革成果分别获得大连外国语学院教学研究成果一等奖和辽宁省优秀教学成果一等奖。2009 年获得第六届国家优秀教学成果二等奖。在 2009 年 5 月的“第三届全国英语专业院系主任高级论坛”上,本项改革成果再次赢得专家和同行的赞誉。在 2009 年 10 月的中国英语教学研究会 2009 年会上,本项改革成果在主旨发言中向我国英语界同仁发布,得到了戴炜栋、文秋芳等知名专家、同行的高度肯定。

目前,该项成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。

本项改革开展过程中得到了全国各地专家的关注、支持、帮助和肯定。衷心感谢戴炜栋教授、王守仁教授、文秋芳教授、石坚教授、蔡基刚教授、杨忠教授等前辈给予的鼓励和支持,衷心感谢大连外国语学院校领导孙玉华教授、赵忠德教授、杨俊峰教授及其他各位领导的大力支持,感谢大连外国语学院教务处刘宏处长、姜凤春副处长以及工作人员们在改革实验中给予的

大力支持,感谢大连外国语学院科研处张雪处长和工作人员们给予的热情帮助,感谢大连外国语学院英语学院领导的全力支持和同事们的无私帮助以及团队成员的共同努力。同时也真诚感谢为我们内容依托教学改革提供丰富教学材料的国内外专家。特别感谢华中科技大学出版社的杨鸥编辑和刘平编辑,没有他们对新教学理念的认同,没有他们对英语专业教育的关注和支持,这套教材不可能如此迅速地面世。

作为一项探索,我们团队成员虽然为打造这套精品教材做出了巨大努力,但由于水平所限,教材中难免存在疏漏和不足,希望全国各地的同仁不吝赐教,希望使用本套教材的师生提出改进意见和建议,以期不断完善教材,为提高英语专业教育的质量共同努力。

常俊跃

2010年6月

于大连外国语学院

前言

社会的不断发展对人的能力会提出更高的要求。21 世纪被称为“表达的年代”(an age of expression),人的沟通能力已经成为个人和机构发展的关键因素。在全球化背景下,英语已经成为全球化的语言,英语的口语交际受到广泛重视。对于英语专业的学生而言,英语口语交际能力的强弱则是专业学习成功与否的重要标志之一。2009 年 6 月外语教学机构进行的一项调查显示,英语专业学生把英语口语课看成是最为重要、最为必要的课程之一,但是英语口语课的教学效果却被认为是最差的。导致教学效果不够理想的因素有很多,其中为了提高口语能力而开设口语课程的传统课程建设理念、缺乏具有实际意义和实质内容的教学材料、落后于时代的口语教学方法很可能是导致教学效果欠佳的重要因素。

作为国家哲学社科项目“英语专业基础阶段内容依托式教学改革”的延续,英语专业基础阶段内容依托教学改革项目组把传统上开设四个学期的英语口语课改革为功能英语交际、情景英语交际、公共英语演讲与辩论等内容系统、特色鲜明的课程,并为这些课程开发了四部教材——《功能英语交际》、《情景英语交际》、《英语演讲与辩论(I)》和《英语演讲与辩论(II)》。

《情景英语交际》是在交际教学理论(CLT)的指导下充分吸收内容依托教学(CBI)和任务型教学(TBLT)优秀成分而推出的英语口语系列教材之一,是英语专业基础阶段英语口语教程的第二部,针对的是具有中学英语基础的英语专业一年级学生、大学公共英语的学生或水平相当的英语爱好者。与传统口语教材相比,本教材具有以下特色:

(一) 打破了传统的教材建设理念。本教材改变了“为学语言而学语言”的传统教材建设理念,融入了具有时代特色且被证明行之有效的内容依托教学和任务型教学的优秀成分,改变了片面关注语言知识和语言技能而忽视知识内容学习的做法。它依托学生密切关注的交际文化知识组织学生进行语言交际活动,在语言交流中学习有意义的知识内容,既训练语言技能,又丰富相关交际知识,起到的是一箭双雕的作用。

(二) 涉及系统的英语交际内容。《情景英语交际》共分十六个单元,涉及校园生活、业余爱好、影视娱乐、音乐欣赏、微机网络、运动健身、休闲假日、传统节日、旅游观光、爱情友情、潮流时尚、家庭生活、消除偏见、成败得失、未来求学、工作体验等日常生活中实用的交际话题和交际场合,为学生未来应对各种场合的英语交际活动打下良好基础。

(三) 引进了真实的教学材料。英语教材是英语学习者英语语言输入和相关知识输入的重要渠道。本教材大量使用真实、地道的语言材料,为学生提供了高质量的语言输入。此外,为了使课文内容更加充实生动,易于学生理解接受,编者在课文中穿插了大量的插图、表格、照片等真实的视觉材料,表现手段活泼,形式多种多样,效果生动直观。

(四) 突出了学生的主体地位。本教材每一单元的主体内容均包括 Warm-Up、Pre-Class Knowledge Input、In-Class Activities、Scenes、Lexical Input、Comprehensive Input、Comprehensive Practice、New Hurdles 等多个板块,不仅从结构上确立了学生的主体地位,而

且系统的安排也方便教师借助教材有条不紊地开展教学活动。在 Warm-Up 部分,教材通过启发性的问题激发学生对单元内容的好奇心和学习热情。在 Pre-Class Knowledge Input 部分,读者可以获得相关主题的交际知识。在 In-Class Activities 部分,学生可以在真实的语境中运用英语内化所学的交际文化知识。在 Lexical Input 部分,学生可以获得更多交际语汇及特定的表达方法。在 Comprehensive Input 部分,学生可以体会各种交际语汇的使用场合和使用方法。在 Comprehensive Practice 部分,学生能够得到综合语言交际技能的训练。在 New Hurdles 部分,教师可以有针对性地训练学生的语言技能,有效应对全国性的专业口语测试。这种设计改变了教师单纯灌输、学生被动接受的教学方式,促使学生积极思考、提问、探索、发现、批判,培养自主获得知识、发现问题和解决问题的能力。

(五) 提供了多样的训练活动。为了培养学生的语言技能和综合素质,本教材在保证交际文化知识相对系统的基础上精心设计了生动多样的综合语言训练活动。教材中设计了大量的“信息差”练习、角色扮演、双人对话、小组活动和班级活动等学生参与度极高的课堂活动,打破了传统教材单调的训练程式,帮助教师设置真实的语言运用情境,组织具有意义的且富有挑战性的语言实践活动,培养学生语言综合运用能力。

(六) 推荐了经典的学习材料。本教材的特色还在于它对教学内容的延伸和拓展。在每个章节的 Extra Knowledge Input、Post-Class Amusement Park 部分,编者向学生推荐了深入学习交际技能的学习资料、经典影视作品及英文歌曲。学生可以轻松浏览书末提供的参考网站,欣赏推荐的电影,对自己感兴趣的内容进行更深层次的挖掘。这不仅有益于学生开阔视野,也使教材具有弹性和开放性,方便不同院校不同水平的学生,满足不同层次的需求。

作为一项探索,我们团队成员虽然为打造这套精品教材做出了巨大努力,但由于水平所限,教材中难免存在疏漏和不足。希望全国各地的同仁不吝赐教,欢迎使用教材的同学积极提出改进意见和建议,以期不断完善教材,为提高英语专业教育的质量共同努力。

编者

2010年6月

于大连外国语学院

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Unit 1

Campus Life

Education is an ornament in prosperity and a refuge in adversity.

— Aristotle

Unit Goals

- To learn more about campus life
- To learn to talk about campus life
- To learn useful words and expressions about campus life
- To learn to communicate with people on campus

Warm-Up

1. Here are some questions for you to consider.

- 1) Are you well-tuned to your college life?
- 2) Are you getting the most out of your campus?
- 3) Do you still have some puzzles about your life on campus?
- 4) What kind of challenges are you faced with?
- 5) How can you make your life more meaningful at university?



2. Form groups of three or four students. Try to find, on the Internet or in the library, more information about life on American or British campuses. Get ready for a 5-minute presentation in class.

Pre-Class Knowledge Input

Text A For a Meaningful College Life

Since college is an investment of your precious time and lots of money, you don't

want to waste either one by failing at it. The following helps you learn how to make the most of college.

Outlining your mission is the first and foremost. You don't have to be a superhero or social activist to have a mission. It just means that you have an idea of what you want out of life. Fortunately, this is the time in your life when you get to take the lead; you get to decide what you want out of it. Knowing who you are and what you want can help set you in the right direction, and the earlier you start thinking about your life mission, the easier it is to make the appropriate decisions and plans to reach it. So how do you go about developing a life mission? It's not as big and scary as it sounds.

First of all, choose your values. Your values are what you hold near and dear to you. They can be principles, standards or beliefs that you find most worthwhile. You probably already have a core set of beliefs that guide you. Think about what is most important to you.

Secondly, analyze your values, interests, and skills. Are there things that have influenced your thinking and behavior? Think about what you enjoy and what you're good at. What about the skills you've learned from full-time or part-time jobs, volunteer experiences, or school and social activities. There could be a connection between your activities and skills and your values. Will any of these skills help you get where you want to go?

Thirdly, set realistic goals. To make your dream future your reality, set some reasonable, short-term and long-term goals for yourself based on your top values. You're more likely to get where you want to go if you set a goal and commit yourself to it. To increase your chances of success even further: Choose some logical steps toward your goal; take each step and fill out the details. Include the what, when, where and how for each step; do your plan, and keep your plan close by, so you can see how each action step is working and make improvements to the plan as you go.

Fourthly, do some research. Think about your dream job, and then learn more about it. Find out how other people in that field developed the career you want. Do a job shadow. Go to work with someone to find answers to questions like these:

- ◆ What kind of training, education and skills are required?
- ◆ What are the real-life work conditions, the work environment and the work schedule?
- ◆ What are the likely rewards (for example, salary, fringe benefits, room to grow, retirement plans)? Are these rewards important to you? Would other rewards be more important to you?

Based on the work you've just done, define your life mission and start living it with every decision you make. Soon you'll be able to look back and see how far you've come.

Establishing your priorities is as important as outlining your mission. Once you know

your mission, be brutally honest with yourself: Are the activities that take up most of your time really moving you towards your goals? If not, it is time to set some priorities that support your goals, and make sure they get plenty of your time and attention.

Time is a precious commodity; basically, you *use it or lose it*. The good news is that we all have the same amount of time every day, so use it to your advantage. Since there will always be plenty of diversions to distract you from your goals, practice staying in the driver's seat when it comes to time management. Remember putting off for tomorrow the things you can do today is *procrastination*. Procrastination means wasted energy.

Here are some time management tools that can bring a sigh of relief to your busy college life.

- Use task lists and a calendar to manage school, family, and social responsibilities. You have enough important facts and figures to remember right now without committing your ongoing calendar to memory. Use a time management tool to coordinate all of your daily, weekly, monthly tasks, obligations, social events, tests — and anything that is important for you to do.

- Understand the difference between important and urgent. Important tasks must be done; urgent tasks must be done NOW. Some things can be taken care of tomorrow, later this week, or next week. Really!

- Work with your natural rhythm, not against it. Everyone has specific periods of peak productivity, so capitalize on your best time of day. If you're a morning person, plan to tackle the most difficult tasks before lunch. Likewise, if you're a night owl, don't force yourself to study or work on complicated projects until late afternoon or evening.

- Accept that you just can't do everything. Don't be a popularity addict. It may feel good in the moment to be "in demand," but wouldn't it feel even better to achieve the life you really want? Limit your commitments by choosing activities that you truly enjoy and are consistent with your goals. Practice saying no without feeling guilty; the mastery of the tactful decline is a skill that will come in handy throughout your life!

- Take care of yourself by paying attention to your physical, emotional and financial health. The same rules still apply: eat well, get plenty of sleep, exercise regularly, and build time into your schedule for relaxation. Take proper care of your body and it will take care of you. Remember that stress, although it can't be seen, can cause a lot of damage — don't overtax your emotions with too many commitments. Also, pay attention to your financial health as well. Be realistic about your money, create a realistic budget and stick to it. Using a spending plan to control your finances can actually feel great — it's empowering. Develop that muscle of determined discipline, and watch how it drives you towards your goals.

In-Class Activities

Sharing Information

1. Pair Work

Discuss the following questions with your partner after reading the text.

- ◆ Have you outlined your mission?
- ◆ Do you think you are doing well in establishing in priorities in college?
- ◆ How do you arrange your time outside class?
- ◆ Have you ever considered running for any position in the Student Union?
- ◆ What benefits can you get from working in the Student Union?

2. Group Work

Work in groups of four students. One student is the candidate for a position in the Student Union or class committee, and the other three students are the interviewers who will ask the candidate questions and comment on his/her performance.

Scene 1 Meeting on Campus

1. Lexical Input

The following expressions are helpful in introducing yourself and extracting similar information from a stranger on campus. Familiarize yourself with the expressions first. Practice them with your partner. Pay attention to the intonation.

1) Talking about what year a student is in

- ◆ Are you a freshman student/an international student?
- ◆ It's my first/second/third/fourth year.
- ◆ I'm a freshman/sophomore/junior/senior.

2) Talking about one's major

- ◆ What's your major?
- ◆ What are you majoring in?
- ◆ What do you specialize in?
- ◆ What subjects are you studying?
- ◆ What subjects are you going to take at the university?
- ◆ I'm majoring in English/biology/medicine.
- ◆ I take economics as my major.
- ◆ I'm an economics major.
- ◆ I'm doing mathematics.

3) Talking about one's reason for choosing the/a college

- ◆ Why did you decide to come to this school?
- ◆ What made you come all the way from the south?
- ◆ It was the most convenient.
- ◆ Based on my research, this school offers the best sports facility.
- ◆ It has the best law school in the country.

2. Comprehensive Input

Listen to the dialogue, practice reading it and then study the language and basic communication rules to follow in the given situation.

Meeting on Campus

Mark: Hi. My name is Mark.

Bill: Mark? I'm Bill. Glad to meet you.

Mark: Yeah. So where are you from?

Bill: I'm from Houston Texas.

Mark: Oh...I'm from Southern California.

Bill: What year are you?

Mark: I'm a freshman.

Bill: This is my first year too.

Mark: So what made you decide to come to California for school? I hear Austin is a good school.

Bill: It's alright, but I think Berkeley is better.

Mark: So is this where you wanted to come?

Bill: To tell you the truth, I wanted to go to Stanford. I made it onto the waiting list, but 99% of the people accepted to Stanford go there. Like, who wouldn't, right?

Mark: Very true. But this is still a good school.

Bill: I'm not complaining. I just know that I wanted to come to California. Texas is cool and all, but I wanted to experience different things.

Mark: That's good. Do you know what you plan on majoring in?

Bill: I was thinking about political science, but now I'm leaning towards English literature. How about you?

Mark: I plan on majoring in double E.

Bill: Do you know where the Smith Building is? I have to pick up the syllabus for my psychology class. I missed the first day.

Mark: That's a great start. It's over there by the library.

Bill: It was nice meeting you.

Mark: Yeah. We should hang out later.

Bill: Cool. I'll see you tomorrow in class then.



Mark: All right. Later.

3. Comprehensive Practice

1) Solo Work

Imitate the recording of the dialogue. Practice the useful expressions in the right intonation until you can say them automatically.

2) Role Play

Two students meet each other on the campus and strike up a conversation. They talk about their hometowns and majors. At last they agree to do something together later.

Scene 2 Talking about Studies

1. Lexical Input

The following expressions are helpful in expressing things related to study. Familiarize yourself with the expressions first. Practice them with your partner. Pay attention to the intonation.

1) Talking about the classes and credits a student takes

- ◆ What classes are you taking?
- ◆ I'm taking English Writing and Reading and Calculus this semester.
- ◆ I'm taking Criminal Law and Intro to Business Negotiation.
- ◆ How many credits are you taking?
- ◆ I'm taking eighteen credits this semester.

2) Talking about exams

- ◆ How many tests do you have to take in your Calculus class?
- ◆ What is the mid-term/final like?
- ◆ Was the open-book exam hard?
- ◆ What percentage is the mid-term towards the final grade?
- ◆ Did you have any pop quizzes in your geology class?
- ◆ What topics did the professor cover the most in the final exam?
- ◆ We already had several pop quizzes in our listening class, so the final is only 50 per cent towards the final grade.
- ◆ We had presentations in class during the semester and the professor also asked us to hand in a research paper by the end, so we didn't have any tests.

2. Comprehensive Input

Listen to the dialogue, practice reading it and then study the language and basic communication rules to follow in the given situation.

Finals Week

Susan: Hey Jack. You look tired. What's going on?

- Jack: It's finals week and I have been up all night studying.
- Susan: How many exams do you have left?
- Jack: Three more to go.
- Susan: Have you been keeping up, or are you cramming everything?
- Jack: If I was keeping up, I wouldn't need to stay up all night.
- Susan: Ha ha ha. Looks like you are in for a tough week.
- Jack: Tell me about it. How about you? What have you been up to?
- Susan: I finished my last final this morning.
- Jack: Lucky you. So you're completely done?
- Susan: No. I have one more report due this Friday. I haven't started it yet, but it shouldn't be too tough.
- Jack: How many pages do you have to write?
- Susan: It's a 10-page paper on habitual behavior for Psychology 211.
- Jack: You wanna take one of my exams for me?
- Susan: I would if I could, but you know that's not possible.
- Jack: Yeah, I know.
- Susan: If you need help with your chemistry class, I can help you over the weekend.
- Jack: That would be great.
- Susan: Let's get together Saturday around lunch time.
- Jack: You don't know how much this means to me. Thanks.
- Susan: Don't mention it. I'll see you on Saturday.



3. Comprehensive Practice

1) Role Play

Student A and Student B talk about their finals. Student A confirms with Student B about the items of the exams they're going to take together. In order to find out more information about the exams Student A already took last year, Student B asks Student A questions concerning the testing items, difficulty, etc.

2) Pair Work

Describe the examining system for one of the following courses. The following description is for Course A: There is a mid-term and a final exam. Both are open-book and 50% towards the final grade.

Course A	open-book mid-term 50%	open-book final 50%
Course B	3 tests 60%	1 research paper 40%
Course C	1 presentation 20%	1 paper 80%
Course D	1 mid-term paper 30%	open-book final 70%

Scene 3 Social Life on Campus

1. Lexical Input

The following expressions are helpful in expressing things related to social life on campus. Familiarize yourself with the expressions first. Practice them with your partner. Pay attention to the intonation.

1) Inviting others to do something together

- ◆ Do you have plans for this weekend?
- ◆ Are you free tomorrow?
- ◆ Would you like to go to the movies with me?
- ◆ I want to go shopping downtown. Do you want to come?
- ◆ We're going to have a party Friday night at Wendy's Restaurant. Would you like to join us?

2) Roommates' talk

- ◆ Are you a night person or a morning person?
- ◆ Does the music bother you?
- ◆ Let me know if you want me to turn the music off.
- ◆ Do you mind if I turn the stereo on?
- ◆ Don't worry about it.
- ◆ Feel free to use my computer.

3) Showing understanding

- ◆ I'm in a similar boat.
- ◆ That's life, I guess.
- ◆ I know what you must be feeling.
- ◆ I know what it's like.
- ◆ I've been through the same thing.

2. Comprehensive Input

Listen to the dialogue, practice reading it and then study the language and basic communication rules to follow in the given situation.

At Johnny's Party

Amy: Do you go to school here?

Sean: No. I go to a different university.

Amy: So do you know Johnny?

Sean: I came here with a friend who knows Johnny. I met him a couple of times. He's a cool guy. So you go to this school?