

经全国中小学教材审定委员会2005年初审通过

普通高中课程标准实验教科书

ENGLISH

英语

选修 I

7

SENIOR ENGLISH



教育科学出版社
ESPH Educational Science Press

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· 北京 ·



亲爱的同学们：

高中这段时光，常被喻为人生的花季，也是你们学习和成长过程中的一个重要转折点，对外语学习而言尤其如此。高中阶段的三年是学好英语最为关键的一段时间，希望这套普通高中《英语》教科书能够为你们学好英语提供指导和帮助。

本教科书根据教育部 2003 年 4 月颁布的《普通高中英语课程标准（实验）》编写。课程标准的特点是强调语言运用能力的培养，并把这种能力看作“语言知识”“语言技能”“学习策略”“情感态度”和“文化意识”等综合素养的体现。这一特点对英语教学提出了新的要求。首先，你们必须彻底告别原来那种以单词、语法等单纯语言知识为中心的教学模式。事实上，即便是一个最简单的英语单词，在你们完全掌握了它的拼写、读音、词义和词性等知识之后，可能仍然达不到课标对“综合语言运用能力”的要求。例如，在下面的例子中你们很可能就听不清 her 这个词：

1. I'm waiting for her.

2. Fill her up.

3. —I adore her.

—Dora indeed!

不错，her 就在那儿，在每句话中。但是，如果请你们的老师或外国朋友用日常交谈的正常语速说出这三句话，恐怕难觅“她”的芳踪。你们知道 her 读作 /hɜ:(r)/，但这只是 her 在孤立状态下的一种理想读音。在正常的语句环境中，代词 her 因为很少重读，常常被弱化为 /hər/、/ə/ 或 /ə/，并可能通过连读，以同一读音的不同变体形式隐身于连续的语流当中*。“众里寻他千百度，蓦然回首，那人却在，灯火阑珊处”，幼安词的意境，正是语言学习中这种彷徨状态的写照。不过，对于英语学习而言，要想真正掌握一个单词，单凭“蓦然回首”的机缘是远远不够的，你们还必须在听、说这两种“语言技能”上多下功夫，通过实际语言交流去体会句子的语音、语调、重音和节奏规律，特别要注意对弱化、同化和连读等语音过程的把握。

再进一步，就词义的理解而言，her 又是什么意思？问这样一个问题，绝不是小视各位同学的智力水平。事实上，我们通常认为符号意义的理解就是一个由书写符号到语音符号，再由语音符号到意义的解码过程。对于语言符号的这种理解尽管与我们的常识一致，而且还可能有着某种深厚的哲学和文化传统的支持，但是，对于“综合语言运用能力”的培养来说，这种看法则可能是有害的。过度依赖符号的

* 在真实的日常谈话的正常语流中，这三句话的读音可能分别是：

I'm waiting for her. — /aɪm 'weɪtɪŋ fəə/

Fill her up. — /fɪl ə'ɹʌp/

I adore her. — /aɪə 'dɔ:ərə/

声音和视觉特征，容易使你们忽略对社会、文化等其他方面信息的有效利用。在“Fill her up.”这句话中，her是谁？“她”可能是一辆车！在加油站你们常常听到有人这样吩咐工作人员：Fill her up. ——加满油！英美人通常是用she或her等作为对爱车的昵称。同样，例3的两句对话源于英国小说家狄更斯的名著《大卫·科波菲尔》。小说主人公在和姨婆谈到其女友Dora时，情不自禁地感叹道：I adore her (with my whole soul)! 由于弱化和连读，I adore her听起来就成了I a Dora，招来姨婆善意的嘲讽：Dora indeed. ——真是句句不离Dora呀！这里不得不叹服作家的机智和对母语得心应手的运用。以上两个例子似乎能够说明“文化意识”作为“综合语言运用能力”要素的重要性。了解有关目的语文化的知识以及对其民族优秀文化的认同这些非语言因素，不仅有助于提高你们自身的人文素质和思想修养，也是你们语言运用能力的有机组成部分。

当然，你们的情感、态度——学习的兴趣和动机、遭遇困难时应有的意志力和自信心——在“综合语言运用能力”的培养过程中也起着重要的作用，在此不赘述。最后，我想问一句，你们是否经常上网？在互联网以及多媒体技术迅猛发展的今天，网上的英语学习资源相当丰富，有效选择、利用这些资源是学好英语的一个重要途径，你们所采取的学习策略——与人交往的愿望、策略，对于学习资源的运用等——同样是综合语言运用能力的一个表现。

本套教科书力图从形式和内容两个方面来反映课程标准的要求。每个模块突出一个中心主题，课文的选材涵盖了学校生活、社会文化、自然地理、科学技术和文学艺术等多方面的内容，鼓励同学将自身文化知识、人文素养的提高与英语学习有机地联系起来。每个单元为你们设计了热身、阅读、听说、讨论、轻松一刻、自我评估以及任务型的作业练习等栏目。课文和大多数栏目都配备了录音材料，以便你们能够在真实的语境中学习、体会每一个单词。

你们有机会在普通高中学习，是自己选择和努力的结果。这其中有父母的支持，同时也离不开整个社会的付出，包括你们周围许多不能上学的同龄人的付出。因此，希望你们能够珍惜这个机会，在愉快、健康成长的同时，努力学习，顺利完成高中阶段的学业！

编者

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GETTING AROUND IN THE CITY

WARM-UP



When you travel in your country, which means of transport do you usually take? Discuss with your classmates and list as many as possible the advantages and disadvantages of each means.



READING



Guide to London: Getting Around

If you know the ropes, **transportation** within London can be unusually easy and more affordable. Both the Underground (subway) and the bus systems are operated by London Transport — with Travel Information Centers in the Underground stations at King's Cross, Hammersmith, Oxford Circus, St. James's Park, etc. They take **reservations** for London Transport's guided tours, have Underground passes and bus maps, and offer other information. A 24-hour telephone information service is available.

Underground (Subway)

Known locally as “the tube”, this is the fastest and easiest (though perhaps not the most interesting) way to get from place to place. The **tube** holds a special place in the hearts of Londoners: During the Blitz thousands of people used it as an air-raid shelter, camping there all night, reasonably safe from the bombs.



All Underground stations are clearly marked with a red circle and blue crossbar. You pick your station on the large diagram displayed on the wall, which has an **alphabetical index** to make it easy. Note the color of the line it happens to be on (Bakerloo is brown, Central is red, etc.). By following the colored band, you can see at a glance where — or whether — you’ll have to change and how many stops there are to your **destination**.

If you have British coins, you can get your ticket at one of the **vending machines**. Otherwise, buy it at the ticket office. You can **transfer** as many times as you like as long as you stay on the Underground. The flat fare for one trip within the central zone is £ 1. Trips from the central zone to destinations in the suburbs range from £ 1 to £ 4 in most cases.

Note: Be sure to keep your ticket; it must be **presented** when you get off.

Bus



The **comparably** priced bus system is almost as good as the Underground, and you’ll have a better view. To find out about **current routes**, pick up a free bus map at one of the Travel Information Centers. The map is available only to those who stop by in person; it is not available by mail.

London still has some of the old-style Routemaster buses, with both a driver and a conductor. Once you’re on the bus, a conductor will pass by your seat. You tell him or her your destination and pay the fare, receiving a ticket in return. This type of bus is being **phased out**. Newer buses have only a driver. Pay the driver as you enter; later, exit through one of the **rear** doors. As with the Underground, the fares vary according to the distance traveled. Generally the cost is in the range of 50 p to £ 1.70.

Taxi

London cabs are among the best-designed taxis in the world. You can get one at a cab station or **hail** one on the street. If the yellow light on the roof is on, the taxi is available.

The minimum fare is £ 1.20 for the first third of a mile or 1 minute and 51 seconds, with increases of 40 p **thereafter**, based on distance or time. Each additional passenger is charged 30 p. Passengers pay 10 p for each piece of luggage in the driver’s compartment and any other item more than two feet long. Extra charges are imposed after 8:00 p.m. and on weekends and public holidays. All these tariffs include VAT (Value-Added Tax). It is recommended that you tip 10% to 15% of the fare.



COMPREHENSION

1. Answer the following questions according to the text.

- (1) Why do Londoners have special feelings for the tube?

- (2) How much does it cost to travel from the suburban areas of London to the central city by tube?

2. Guess the meanings of the following words and expressions from the context.

(1) If we say someone “knows the ropes”, we mean _____.

- A. he knows how to deal with the ropes
- B. he knows how to deal with people
- C. he is familiar with ropes
- D. he understands the situation

(2) “Blitz” in paragraph 2 means _____.

- A. a special year in the British calendar
- B. a special religious festival in the UK
- C. a special weapon used in World War II
- D. a kind of war tactic using heavy aerial bombing

(3) “In person” in paragraph 6 means “_____”.

- A. with a certain personality B. by themselves
- C. alone D. in groups

(4) When we say something is “phased out”, we mean _____.

- A. it has ceased to exist
- B. it is being put out of use over a period of time
- C. it is exported to other countries
- D. it is put down

DISCUSSION

Discuss the following question with a partner.

Jenny and Cherry are two Australian girls who have just arrived in London. They have decided to take a taxi to the hotel. They are carrying two three-foot-long cases with them. It is Monday noon and fortunately they arrive at the hotel without any traffic jams. The taxi fare is based on miles and the hotel is five miles away.

How much should they pay the cab driver?

1. Find out how the italicized expressions are used in the examples.

(1) know the ropes

If you *know the ropes*, transportation within London can be unusually easy and more affordable.

We need someone who *knows the ropes*, but not a green hand.

(2) see... at a glance

By following the colored band, you can *see at a glance* where — or whether — you'll have to change and how many stops there are to your destination.

He *saw at a glance* that she was deeply troubled by the news.

(3) be sure to do sth.

Be sure to keep your ticket; it must be presented when you get off.

He *was sure to* break the world record this time.

(4) as with

As with the Underground, the fares vary according to the distance traveled.

As with his smooth success in the semi-final, he won the gold medal with almost no effort.

(5) be imposed (on)

Extra charges *are imposed* after 8:00 p.m. and on weekends and public holidays.

A new tax *was imposed on* imports.

2. Rewrite the following sentences by using the expressions you have just learned.

(1) He pretended to be familiar with the task and quickly set to work.

(2) The teacher saw immediately that the student hadn't prepared for the task properly.

(3) Hurry up! I'm sure he is waiting for us now.

(4) You have to be certain that you keep away from the forbidden areas while traveling.

(5) In Hong Kong people drive on the left, the same way as in the UK.

(6) He always forces others to accept his opinions.

(7) You can see immediately that this letter was written with great difficulty.

(8) Leave it to him. He is familiar with the situation.

(9) Young people are always trying to see the world; they are doing just as their fathers' generation did.

(10) Never try to force your colleagues to accept your ideas.

GRAMMAR

Step-by-step grammar: *adjectives*

1. Adjectives? Nouns?

Look at the following examples:

the blind the deaf the living/the dead the rich/the poor
the young/the old the unemployed

Many adjectives can be combined with *the* to refer to a group or kind of people or things.

e.g. Andrew was sent to a special school for *the deaf*.

Most of these adjectives should be followed by verbs in the plural forms, since they refer to more than one object.

e.g. You can always judge a society by the way *the old are* cared for.

Note: Never use these adjectives themselves to refer to a single object. If you want to refer to a single object, you have to use a noun after the adjective.

e.g. He is *a young man* with a lot of dreams.



Sometimes, after the word *both*, *the* can be omitted.

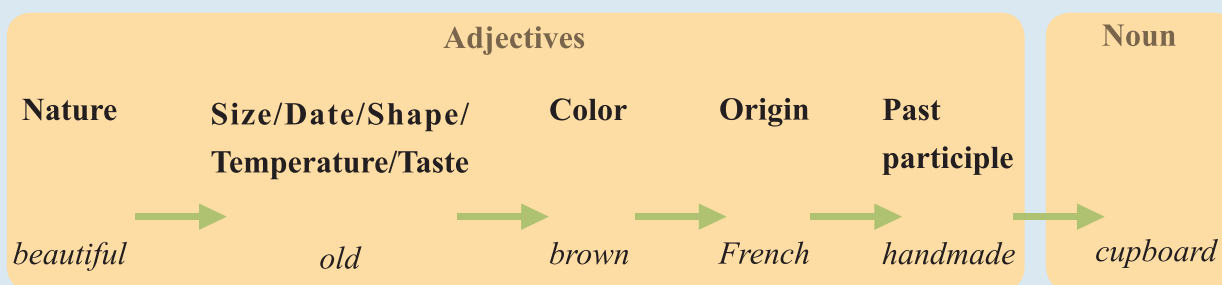
e.g. The London tube holds a special place in the hearts of *both young and old*.

When it comes to adjectives with abstract meanings, e.g., *the supernatural, the unexpected, the unheard of, the unknown*, they can be followed by verbs in the singular form.

e.g. *The unknown is* always something to fear.

2. Order of Adjectives

When two or more adjectives are used to modify a noun, the problem of order arises. The following is a general guide.



If a present participle is used, put it before the adjective indicating origin.

e.g. quick-selling Chinese handmade shirts

Big or *great* is normally put before the adjective indicating nature, whereas *little* is put after it.

e.g. a big bad wolf, a great new novel, a nice little restaurant, a friendly little waiter

Make your best choice to complete each of the following sentences.

- (1) Radio, television and press _____ of conveying news and information.
- A. are the most three common means B. are the most common three means
C. are the three most common means D. are three the most common means
- (2) Mary has just bought herself a _____ dress.
- A. pretty green cotton B. pretty cotton green
C. green pretty cotton D. cotton green pretty
- (3) My sister knew _____ professor whom she met in the college.
- A. a young tall American B. an American young tall
C. a young American tall D. a tall young American

LISTENING AND SPEAKING

1. Listen to the dialogue and answer the following questions.

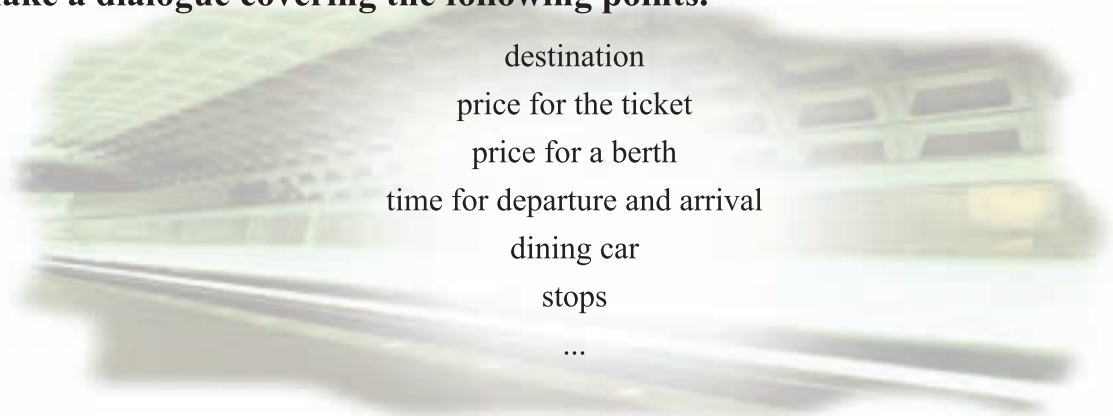
(1) What ticket(s) is(are) the traveler buying?

(2) How much does the traveler pay for his ticket(s)?

(3) How many hours does it take for the 8:30 train to get to Edinburgh?

(4) How do the passengers on the 8:30 train get food and drink?

2. Suppose you are a traveler and your partner is a clerk in a train ticket office. Make a dialogue covering the following points.



- destination
- price for the ticket
- price for a berth
- time for departure and arrival
- dining car
- stops
- ...

TASK 1

Do some research on the transport system of your hometown. Organize a press conference in the class, with five to seven students as government officials and the rest of the class as journalists and reporters.

The officials should talk about the recent development of the transportation system in the city, and answer the questions raised by the journalists.

The journalists and reporters should ask questions about the existing problems as well as the plans for future development.

TASK 2

Parking is limited in downtown areas in San Francisco, London, and other big cities. If a car is parked for more than two hours, it will be towed away. So the best way to visit these cities is to rely on the public transportation system. Some officials are also suggesting that the same measure should be applied to your own city, so as to reduce the traffic pressure at peak hours. Do you agree or disagree with this suggestion? Please write down your own idea on this topic.

SUMMARY OF READING

1. Fill in the blanks below and retell the text.

The public transportation system of London includes _____, _____, _____, etc.
_____ is the fastest and easiest way to go from one place to another, though the trip is a bit boring; _____ is an interesting way to go around, and is as good as _____.

To find whether you have to change lines and how many stops you will have, you can _____
_____.

When you take a tube, be sure to _____ because _____
_____.

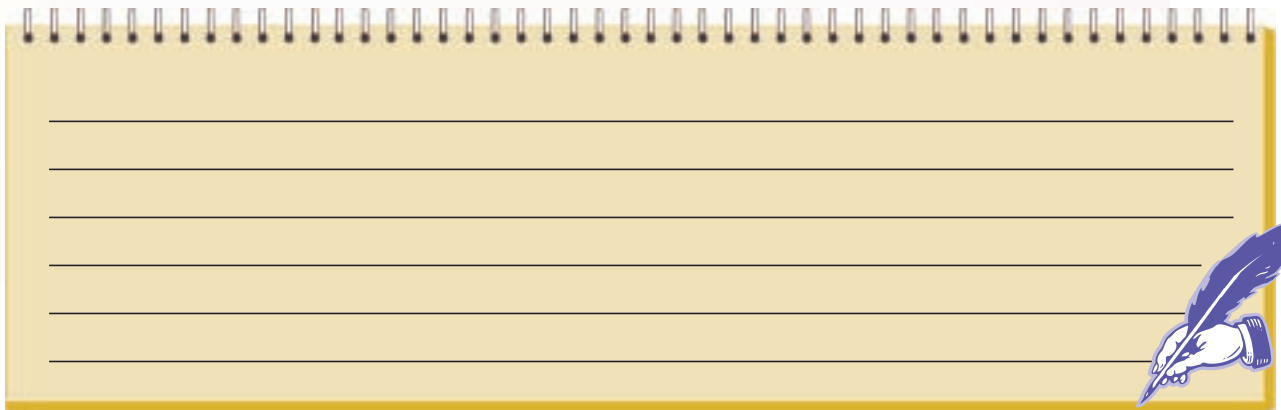
Compare the two types of buses:

On a Routemaster bus, you _____.

On a single-driver bus, you _____.

To get a taxi, you can either _____ or _____.

2. Write a 100-word essay to compare the advantages and disadvantages of the three means of transport listed in the text from a tourist's point of view.



SELF-ASSESSMENT

Score your own performance in the unit.

★★★★★ "Excellent!"

★★ "Not bad, but I need some improvement."

★★★ "Pretty good!"

★ "Work harder next time!"

Independent work	
Cooperation with classmates	
Sentence management	
Vocabulary	
Speaking, listening and writing	

FUN TIME

1 A man was in court charged with parking his car in a restricted area. The judge asked if he had anything to say in his defense. "They shouldn't put up such misleading notices," said the man. "It said FINE FOR PARKING HERE."

2 When my mother returned to her parked car one day, she was disturbed to see a policeman standing by it. Wondering what law she could have broken, she approached him with a winning smile and said, "Oh, officer, I do hope I haven't done anything wrong." "Madam," the policeman replied with an air of resignation, "we have to stand somewhere."



Transportation

Extract from Fodor's City Guide: San Francisco

Welcome to San Francisco, the city of the Golden Gate Bridge, Fisherman's Wharf, Chinatown, and the Silicon Valley! This brochure will provide you with useful information about the transportation system and, of course, the best ways to take care of your traveling expenses.

THE MUNI SYSTEM

Muni (Municipal Railway) is a network of diesel buses, electric trolley buses, Muni Metro streetcars, and the world-famous cable cars. The 80 Muni routes include 16 express lines. The service operates 24 hours daily, but is limited after midnight; during weekdays buses run approximately 10–15 minutes apart.

The adult fare for Muni-system buses and streetcars is \$1. For senior citizens and youth 5–17, the fare is 35¢. Exact change is required. Transfers are issued free on request at the time the fare is paid for bus or streetcar services, and are valid for 90 minutes to 2 hours for two boardings in any direction. There are a number of discount travel plans: The Fast Pass (\$35) is an adult monthly pass good for all Muni transport, including cable cars, as well as BART (Bay Area Rapid Transit) and CalTrain within San Francisco. The Fast Pass for youth and senior citizens costs \$18 (proper identification required). The Weekly Pass (\$9) is valid from Monday through Sunday on all Muni buses and streetcars, and each cable car ride is an additional \$1. Passport passes allow unlimited access to Muni buses, streetcars, and cable cars for one day (\$6), three days (\$10), or seven days (\$15). Passport passes are the best choice for visitors who plan to do plenty of sightseeing, and they are also good for discounts at tourist attractions around San Francisco, including the museums in Golden Gate Park. You can buy these passes at the Visitor Information Center at Hallidie Plaza, or at the Muni stand next to the cable-car turnaround at Fisherman's Wharf.



CABLE CARS

San Francisco's charming cable cars have delighted visitors since 1873. The cable car fare for all riders is \$2. Senior citizens (65 and older) pay \$1 daily between 9:00 p.m. and 7:00 a.m. (at

2. Discuss what passes Minnie should buy with your partner.

Minnie, a 16-year-old British girl, is going to spend 9 days in San Francisco. She prefers bus rides because they are safe and inexpensive. Besides, she would also love to try the cable cars and the ferries. During her stay, she will take 5–6 bus rides per day, apart from numerous transfers. She will also take a round-trip ferry ride and 2 cable-car rides. The price for a round-trip ferry ticket is, well let's say \$ 9. Please discuss with your classmates and work out a reasonable pass budget.

RELAX AND ENJOY

The Green Linnet

— *William Wordsworth*

Beneath these fruit-tree boughs that shed
Their snow-white blossoms on my head,
With brightest sunshine round me spread
Of spring's unclouded weather,
In this sequestered nook how sweet
To sit upon my orchard-seat!
And birds and flowers once more to greet,
My last year's friends together.

One have I marked, the happiest guest
In all this covert of the blest:
Hail to Thee, far above the rest
In joy of voice and pinion!
Thou, Linnet! In thy green array,
Presiding Spirit here to-day,
Dost lead the revels of the May;
And this is thy dominion.

While birds, and butterflies, and flowers,
Make all one band of paramours,
Thou, ranging up and down the bowers,
Art sole in thy employment:
A Life, a Presence like the Air,
Scattering thy gladness without care,
Too blest with any one to pair;
Thyself thy own enjoyment.

HAVE FUN IN SICHUAN

WARM-UP

1. Have you ever made any plans for group travel? If yes, was it successful?
2. Did anyone work out a plan of a journey for you? If yes, were you satisfied with it?

READING



An Excerpt from an American's Travel Notes

— Frederick Fisher

We arrived in Chengdu on May 22, 1996. Our guide, Wang Chengming, booked us in at a grand old hotel, facing People's Street. We were beside a river with lanes along it and small bridges, flowers and gardens.

Wang, helping to plan our visit, suggested we take a two-day trip to Mount Emei, with an **overnight** stop on the way. But first we visited the Thatched Cottage of the famous Tang Dynasty poet Du Fu. It is in the western **suburb** by the Flower Bathing Brook. There are ancient trees to sit under and **meditate**: a **wandering** brook, little bridges and **clumps** of bamboo. Red pillars stand at the garden area beside walls with openings shaped like fans, diamonds, and the moon, framing tiny gardens. The Thatched Cottage is also a museum. The place makes you wish you had been a painter, sitting there applying the scene to ricepaper.



We spent a morning at the Dujiangyan **Irrigation** System, **conceived** and built some 2200 years ago in the year 250 B.C., under the **direction** of Li Bing, **governor** of Shu, located in



what is now called Sichuan. Li Bing was tired of the flooding of the Minjiang River which caused damage to his people's land. So he created **dams** and irrigation systems before the days when you could hire a company and say "Build me a dam". He used the earth-moving **equipment** of the time — the backs of the workers. Baskets were filled

with rocks to hold the banks, and mountains were cut through to **channel** the flow to irrigate the **surrounding** areas. We had tea at the site and watched workers still moving stones at the edge of the river bed.

We missed the Two Kings Temple and the Dragon Conquering Temple, but we saw a bamboo factory where they were making bamboo-wrapped porcelain pieces. On June 3, we left Chengdu for Leshan on our way to Mount Emei.



In Leshan we lunched at the Jiazhou Hotel, and then got on a boat to cross the Minjiang River to see the tallest Buddha in the world, almost 250 feet high. It was **carved** into a cliff over the river during the Tang Dynasty. We climbed the hill to Wuyou Monastery and had a nice view of the river.

The Chinese consider Mount Emei almost a Mecca. The gods are said to cry the tears of mist that forever **hover** around its magnificent presence. Its heights **split** the clouds at more than 3000 meters. Poets are said to be born at its base.

Our car took us to the foot of the mountain. Early in the morning the air was fresh and cool and we could see temples up upon the mountain ahead. We rested at the edges of cliffs, at clear-water wells, caves and **waterfalls**. There are thousands of **vertical** steps, it seems. Each **scenic spot** has a **poetic** name and the route map reads like a poem itself. A few names are Pure Sound Pavilion, Limpid Waters, A Strip of Sky, etc.



We had taken our lunch and took a long break at what we thought was halfway to the top, but it turned out to be only a **fraction** of the way. According to our guide, we had gone only about four kilometers up and then five down to meet our car and driver. We hadn't made it to the top — maybe next time.



COMPREHENSION

1. Answer the following questions according to the text.

(1) Where is the Thatched Cottage of Du Fu?

(2) According to the author, why did Governor Li Bing have the dam built?

(3) How was Dujiangyan built?

(4) Where is the tallest Buddha in the world located?

(5) Can you guess what the word “Mecca” means from the context?

(6) Did the author reach the top of Mount Emei?

2. Use your own words to explain the following sentences and pay special attention to the italicized expressions.

(1) Red pillars stand at the garden area beside walls with openings shaped like fans, diamonds, and the moon, *framing tiny gardens*.

(2) The place makes you wish you had been a painter, sitting there *applying the scene to rice paper*.

(3) The gods are said to cry the tears of mist that forever *hover around* its magnificent presence.

(4) We had taken our lunch and took a long break at what we thought was halfway to the top, but it *turned out* to be only *a fraction of* the way.

EXPRESSIONS

1. Find out how the italicized expressions are used in the following sentences.

(1) be said to do sth.

The gods *are said to* cry the tears of mist that forever hover around its magnificent presence.

The beach *is said to* be dangerous with sharks appearing now and then.

The old man *is said to* have visited at least 30 countries in the world.

(2) a fraction of

... but it turned out to be only *a fraction of* the way.

He hesitated for just *a fraction of* a second and then made a decision.

She knows how to dress like the movie stars at only *a fraction of* the cost.

(3) make it

We *hadn't made it* to the top — maybe next time.

So you did *make it* to Tibet — it must have been a wonderful trip!

I believe I have the talent to *make it*.

2. Fill in the blanks using the appropriate forms of the italicized expressions you have just learned.

- (1) I don't think you can _____; you're too young.
- (2) He _____ have been sent to hospital.
- (3) Please tell her that I can _____ to the dinner this evening.
- (4) I bought this desk at _____ its original cost.
- (5) The boy left his hometown without _____ regret.
- (6) Two workers _____ be responsible for the accident.

GRAMMAR

Step-by-step grammar: *post-modification*

1. If there is only one word as the modifier of a noun, it is usually put before the noun. If the modifier consists of a phrase or a clause, it should normally be placed after the noun.

- e.g. a *beautiful* girl
a cliff *over the river*
a problem *difficult for me to solve*
openings *shaped like fans, diamonds, and the moon*

2. However, there are cases when a single-word modifier should be put after the noun.

- (1) Words ending in *-body*, *-one*, *-thing* or *-where* are usually with post-modifiers.

e.g. There is *something important* in today's newspaper.
This is *the one thing necessary*.

- (2) If nouns are modified by *any*, *only*, *last*, *next* or the superlatives of adjectives, together with adjectives that end with *-able* or *-ible*, we put the latter ones after the nouns.

e.g. Are there *any tickets available*?
He is *the most suitable person imaginable*.

- (3) Note: Some adjectives can be placed either before or after the noun, but the meanings are slightly different from each other.

Adjectives	Before the noun	After the noun
concerned	the <i>concerned</i> doctor (<i>concerned</i> = worried)	the doctor <i>concerned</i> (<i>concerned</i> = responsible)
elect	the <i>elect</i> body (<i>elect</i> = specially chosen or elite)	the president <i>elect</i> (<i>elect</i> = who has been elected)
involved	It was a very <i>involved</i> explanation. (<i>involved</i> = complex)	The boy <i>involved</i> has left. (<i>involved</i> = connected with this)
present	<i>Present</i> employees number 3000. (<i>present</i> = those currently employed)	Employees <i>present</i> should vote on the issue. (<i>present</i> = those here now)
proper	It was a <i>proper</i> question. (<i>proper</i> = correct)	The question <i>proper</i> has not been answered. (<i>proper</i> = itself)
responsible	Janet is a <i>responsible</i> girl. (<i>responsible</i> = who has a sense of duty)	The girl <i>responsible</i> was expelled. (<i>responsible</i> = who can be blamed)

Choose the best answer to complete each of the following sentences.

(1) Robert has very few friends.
My grandpa is _____ of his friends.

A. the last one alive
B. the last alive one
C. the alive last one
D. the one last alive

(2) This could be _____.

A. the success greatest imaginable
B. success the greatest imaginable
C. the greatest imaginable success
D. the greatest success imaginable

(3) I haven't been to _____.

- A. Shanghai proper
- B. proper Shanghai
- C. the proper Shanghai
- D. Shanghai the proper

(4) Is there _____?

- A. anybody older
- B. older anybody

(5) I'd like _____.

- A. something sweet
- B. sweet something

LISTENING AND SPEAKING



1. Listen to Dialogue 1 and answer the following questions.

(1) Which country did Julie go to for her vacation?

(2) What's the weather like in Canada?

(3) Which city did Julie visit?

(4) What will the boy do when he has a chance to take a trip?

(5) Did Julie come back on time?

2. Listen to Dialogue 2 and fill in the table according to what you have heard.

	What's good for that?
To sit on the aisle	
To sit by the window	
	What do they usually do on the flight?
Passengers	
Flight attendants	
	What does that mean?
To check in	
To go through security	

3. Group discussion: Describe one traveling experience of yours. Tell your fellow students about the plan, the scenic spots, and the things you did on the trip.

4. Pair work: Suppose your partner is going to take his/her first flight. Please explain to him/her what air travel is like and answer some questions he/she might ask. You may use Dialogue 2 as an example or you may talk about your own experiences on boarding a plane.

TASK

Suppose you are Li Ming and you work in a travel agency. You will receive a group of overseas tourists. Now you are to write a letter to these tourists explaining the arrangements for their trip after they arrive in China. Your letter must cover the following points:

- ★ Hotel: the four-star Huafeng Hotel in the north of Beijing
- ★ Dining time: 8:00 for breakfast, 12:30 for lunch, and 19:00 for dinner
- ★ Dining place: the dining hall on the second floor of the hotel
- ★ Places to visit: the first day: the Temple of Heaven in the morning
the Summer Palace in the afternoon
the second day: Tian'anmen Square in the morning
Beihai Park in the afternoon
the third day: the Great Wall
- ★ Transportation: 40-seat air-conditioned buses

SUMMARY OF READING

1. Fill in the blanks according to the text and then retell the story based on the given clues.

- Despite the guide's suggestion, Fisher first went to _____.
- The beautiful scenery makes him wish _____.
- Fisher then visited _____, which was _____ and built under the direction of _____ thousands of years ago.
- The governor was tired of _____.
- The Buddha in Leshan is _____ feet high, which is the largest in the world. It was _____ over the river during the Tang Dynasty.
- The Chinese consider Mount Emei a _____. The gods were said to _____ here.
- _____ has a poetic name and the whole route reads like a poem.

2. Write a report on Fisher's visit to Mount Emei, including the background information he got about the mountain, the description of the scenery, and his feelings during the trip.

SELF-ASSESSMENT

1. Fill in the table and evaluate your own study of this unit.

Evaluation Survey How do you feel about:	Very good ★★★★	OK ★★★★	Not very good ★★	Poor ★
(1) listening and speaking?				
(2) reading comprehension?				
(3) vocabulary?				
(4) structure and grammar?				
(5) your progress this week?				

Please list three activities below you have found most helpful in this unit.

- (1) _____
- (2) _____
- (3) _____

2. Write your own learning diary to check your study.

Today:				
I learned	I read	I practiced	I used English in these places	I spoke English with these people
One thing I said very well	One mistake I made	My difficulties	I would like to know	My plans for tomorrow

FUN TIME

A man wrote a letter to a small hotel in a Midwest town he planned to visit on his vacation. He wrote: "I would very much like to bring my dog with me. He is well-groomed and very well behaved. Would you be willing to permit me to keep him in my room with me at night?" An immediate reply came from the hotel owner, who said, "I've been operating this hotel for many years. In all that time, I've never had a dog steal towels, bedclothes, silverware or pictures off the walls. I've never had to evict a dog in the middle of the night for being drunk and disorderly. And I've never had a dog run out on a hotel bill. Yes, indeed, your dog is welcome at my hotel. And, if your dog will vouch for you, you re welcome to stay here, too."

BONUS READING

Brad Emerson, who teaches English in a college in Sichuan Province, asks a Chinese guide, Liu Wei, to make a plan for him to explore the local scenery.

Brad: Wei, I have a week's holiday, and I want to go and visit areas where people of the Yi nationality live. How can I get there? Can you help me draw up a plan?

Liu Wei: Sure. First you can take the train that leaves Chengdu for Kunming at 7:30 in the evening. There is the Ganluo Station on the Chengkun Line and you get off there. The town of Ganluo County is a short distance away from the station, and you can go there by bus. The journey takes about 15 minutes and the bus fare is only one *yuan*. From there buses leave for Jimi Town at any time of the day. It is a rough ride because it is mountain roads all the way. The journey takes about three hours and costs ten *yuan*. Stay in Jimi Town for the night. The local living standard is not high, and the cost per person per day is 30 to 40 *yuan*.



On the second day, stay in Jimi Town for sightseeing.

You may go on a boat trip on the Jimi River. The scenery on the river is beautiful. You can also visit Yi farmers in their houses, and they will invite you to have lunch with them. So you'd better bring some wine as a present. Remember to show your ID card at the county tourism office and ask the officials there to hire porters and guides to go with you to climb the Daliang Mountains



on the following day. On the third and the fourth day, climb the Daliang Mountains. Stay overnight at the Forestry Center in the mountains. The accommodations are good and cheap, at about five to ten *yuan* per person. At the end of the fourth day you will arrive at Hongxi Town, Meigu County for the fourth night. Rest as early as possible to recover your strength. On the fifth day, take the morning bus to Xichang, the capital city of Liangshan Yi Autonomous Prefecture. The trip takes about six to seven hours. You may either stop at Xichang or go on to Puge near Xichang for more sightseeing. There are many hotels in Xichang and you can get on any train that passes Xichang to come back to Chengdu.

Remember, it will take you nearly two days to climb over the Daliang Mountains and you will have to spend one night in the mountains. It is important to be well prepared

beforehand. Have enough bottled water and some extra food to share with the porters and guides. It is also important for you to be able to communicate with the porters and guides in simple Chinese. Here is a guidebook for overseas tourists. Try and learn as many of the useful Chinese phrases as possible.



COMPREHENSION

Answer the following questions according to the text.

(1) Where does Brad want to go for his vacation?

(2) How can Brad get to Ganluo County from Ganluo station? How much is the fare?

(3) How much does it cost for an overnight stay in Jimi Town?

(4) What can Brad see or do in Jimi Town?

(5) Why should Brad carry gifts with him?

(6) Why does Brad have to take his ID card with him?


(7) Why should Brad be “well prepared beforehand”?

(8) Can you imagine what Brad will do after his meeting with Liu Wei?


RELAX AND ENJOY

Enjoy the beautiful song from the movie *The Graduate*.


Scarborough Fair



Are you going to Scarborough Fair?
Parsley, sage, rosemary and thyme.
Remember me to one who lives there.
She once was a true love of mine.




Tell her to make me a cambric shirt.
Parsley, sage, rosemary and thyme.
Without no seams nor needle work,
Then she will be a true love of mine.



Tell her to find me an acre of land.
Parsley, sage, rosemary and thyme.
Between the salt water and the sea strand,
Then she will be a true love of mine.

Tell her to reap it in a sickle of leather.
Parsley, sage, rosemary and thyme.
And gather it all in a bunch of heather.
Then she will be a true love of mine.



LET'S GO TO SYDNEY

WARM-UP



1. Discuss the following questions with your partner.

- (1) What do you know about Sydney, such as its way of life, its transportation system and tourist attractions?
- (2) Sydney is a world-famous tourist destination. Do you know what people can do in the following places: Darling Harbor, Sydney Town Hall, Sydney Opera House, Queen Victoria Building, Centerpoint Tower, Australian Museum and so on?

2. Listen to the CD and fill in the blanks according to what you have heard about Sydney beaches.

There are so many beautiful _____ in Sydney, from Manly in the _____ to Bondi in the _____. If you like surfing or _____, Sydney beaches will be your _____ on the _____.



_____ is probably the biggest beach in Sydney. It is _____ on the northern part of Sydney. If you want to go there, you could use _____ Ferry from the Circular Quay. You could enjoy very beautiful scenery of the Sydney _____ and _____ Bridge along the way.

Bondi is not as big as Manly, but still, it is _____. There are many fabulous _____ and shops here at Bondi Beach.



My Trip to Sydney

— Journals by an American Girl

Tuesday, Feb. 24, 2004, Fine



A visit to Sydney had long been my dream, so I was excited when my company offered me the opportunity to go.

I arrived in Sydney around 9:00 a.m. After checking in at a lovely apartment, I headed off on foot towards the magnificent Sydney Harbor Bridge. As I **strolled** towards the harbor, I saw the bridge for the first time. It was truly amazing. I stood and stared up at the bridge, and noticed groups of people climbing up one side of the impressive **arch**. I realized that these must have been bridge climbing tours organized by a company called Bridge Climb. I had intended to climb the bridge. However, I did some research on the Internet and was disappointed that the price was AU\$ 150 per person.



I walked back along the street to a staircase leading up towards the beginning of the pathway that crossed one side of the bridge. Just before I reached the arch, I noticed that a **concrete** viewing tower was open to the public to climb for just AU\$ 5, and so up I went. The view from the tower was excellent and it was pretty much like climbing half way up the arch of the bridge. I took photos of the Opera House, the **massive** arch, and the busy road below. It was a **worthwhile** experience.

A short walk took me to the Opera House. It is the most impressive and well-known **entertainment venues** for ballet, opera, theater and musical **productions**. I had seen it in pictures and postcards. But they just didn't have the same effect as the real thing. The magnificence of this building is **stunning**. While walking around the impressive building, admiring the design, I found a sign and realized that the Opera House actually consists of three sections — the Concert Hall, the Opera Hall and the restaurant at the front. I climbed some stairs leading up to the upper part of the Opera Hall and **peered** through the windows. The inside is a bright **shade** of red on the carpets, stairs, and walls.



Then with a great sense of joy, I headed into the Royal **Botanic Garden** to sit on a bench and admire the view of the harbor.

Almost seven hours of walking around Sydney Harbor on my first day!

Wednesday, Feb. 25, 2004, Fine

Today I caught a ferry to Darling Harbor, where you can feel very relaxed. You can shop and dine to your heart's content at the many stylish eateries at the Harborside Shopping Centre. You can also explore the Chinese gardens.



Then I headed to the Circular Quay to catch a bus to the famous Bondi Beach. The Beach is actually smaller than I thought — about 800 meters long — but the water is fantastically blue and the sand is a brilliant pale yellow with no rocks or shells. Many surfers were **drifting** about, hoping to catch some good waves. I checked out some

shops, splashed about in the water for a while and then sat on the sand just taking it all in before regretfully heading back to the city.

Thursday, Feb. 26, 2004, Fine

Today I visited the Art Gallery and some museums. All are open to the public free of charge. At the gateway there is a box with the words, "For every dollar you donate, the New South Wales government will add one more for buying more items for the gallery."



My trip to Sydney is coming to an end. It **confirms** my belief that Sydney is definitely the most **fascinating** city in the world.



COMPREHENSION

1. Read the text and decide whether each of the following statements is true (T), false (F) or not mentioned.

- (1) The author decided to visit Sydney herself. T F Not mentioned
- (2) According to the text, Harbor Bridge, the Opera House and the Royal Botanic Garden are not far from each other. T F Not mentioned
- (3) After she arrived, the author went to the Opera House first. T F Not mentioned
- (4) According to the author there are some shops, restaurants and Chinese gardens near Darling Harbor. T F Not mentioned
- (5) Sydney belongs to Victoria. T F Not mentioned

(6) The author didn't climb the bridge. The reason was that the climb was too expensive.

T F Not mentioned

(7) The author was reluctant to leave Bondi Beach.

T F Not mentioned

2. Read the text again and answer the following questions.

(1) What is the Opera House used for? How many parts is it made up of? What is the inside like?

(2) What is Bondi Beach like? What did the author do there?

DISCUSSION

Choose two topics from below and discuss them with a partner.

(1) Do you agree that Sydney is the most fascinating city in the world? Why or why not?

(2) Why can the scenery of Sydney remain unspoiled while other beautiful places in the world are being harmed by excessive tourism?

(3) Why are the Sydney museums open to the public for free? Paying for tickets or giving donations — which makes people feel better? Why? How can a government help its citizens develop a strong sense of responsibility for public welfare?

EXPRESSIONS

1. Find the italicized expressions in the text and learn how they are used in the following examples.

(1) We'd better *check in* at a hotel before we go to the beach.

(2) Ask your travel agent about *check-in* times.

(3) Generally speaking, a formal Chinese dinner *may consist of* one soup and four dishes.

(4) The class *consists of* students from Europe and North America.

(5) I have been busy doing the translation these days. If only I could sleep *to my heart's content!*

(6) On the famous Market Street, you can do shopping *to your heart's content.*

2. Complete the following sentences using the proper forms of the expressions in the box.

check in consist of to one's heart's content

- (1) Passengers are expected to _____ at the airport one hour before the plane takes off.
- (2) An ideal English class should _____ no more than 25 students.
- (3) I like to go to the library where I can read my favorite books _____.
- (4) Our tour guide had already _____ us _____ at the hotel before we got there.
- (5) It is a bilingual class which _____ both native children and those from abroad.
- (6) What made the patient sad was that he couldn't eat or drink _____.

GRAMMAR

Step-by-step grammar: so and such

1. Find out the differences between so and such by studying the following sentences.

1

- I haven't had *such* an enjoyable evening for months.
- I haven't had *so* enjoyable an evening for months.

2

- I like your parents. They are *such* nice people.
- I like your parents. They are *so* nice.

3

- My trip to Sydney was *such* a wonderful experience that I'll always remember it.
- My trip to Sydney was *so* wonderful that I'll always remember it.

Fill in the table below to tell their differences.

	Such	So
Part of speech?	adjective	
Where is it put?		before adjectives/adverbs
It is NOT put...	between an article and a noun <i>e.g. a such good boy (×)</i>	before a noun phrase <i>e.g. so nice people (×)</i>
Can we replace one with the other?	such + a/an + <i>adj.</i> + <i>n.</i> =	

2. Complete the following sentences with *so* or *such*, and the proper articles if necessary.

- (1) I was sad to see that he looked _____ weak after his recent illness.
- (2) It was _____ boring film that I fell asleep while I was watching it.
- (3) I didn't realize you lived _____ long way from the city center.
- (4) The weather is lovely, isn't it? I didn't expect it to be _____ nice day.
- (5) Could you try not to speak _____ fast?
- (6) The photo shows _____ a familiar house that she stared at it for quite a while.
- (7) It was _____ happy surprise that we just couldn't believe our eyes.
- (8) I've never received _____ beautiful flowers as a birthday gift.

LISTENING AND SPEAKING



1. Listen to the CD and fill in the blanks with the words you have heard.

Having recently spent a week in Sydney, I highly _____ it to you. If you've seen _____ of Harbor Bridge or the _____, then I have to say they are much more beautiful in _____.

Be sure to _____ out Centerpoint Tower, where you can _____ a _____ view of the whole city.

Make sure you visit _____ Harbor. Here you can not only _____ alongside the most lovely harbor in the world, but also see _____ marine biology.

Then you cannot _____ the monorail. It provides a relaxing way to get a _____ view of Sydney.

Lastly, I cannot forget the _____. Everyone in Sydney is _____. They are very friendly and _____.

So why are you still listening to me? Enjoy your trip to Sydney!

Here is my last piece of advice for you: Bring comfortable _____ since you need to do a lot of _____ here in Sydney.

2. Listen to another passage and answer the following questions according to what you have heard.

(1) Who built the Queen Victoria Building? For what purpose?

(2) How old is the Building?
 What's its use now?

(3) What are sold in the Building?

3. Suppose you are a travel agent. Now you are going to make a speech to your group about Sydney to attract them to the city. You can talk about the tourist attractions, the people or life in Sydney, and you can answer questions from your partners.

TASK 1

Search on the Internet or use other resources to find out what the welfare system is like in Sydney. Then report to the class what your ideal welfare system would be like.

TASK 2

Write 100–150 words to describe one of your interesting travel experiences. You may use the following piece of writing as an example.

I am a Senior 2 student. Last October I went to Sydney University with 20 of my fellow students to attend some courses there. I'd like to share my experiences with you.

On the first day we went to the university by bus under the guidance of the organizer. The next day, I took the bus to the university with two of my fellow students.



At the footbridge stop, we were surprised to find the bus didn't stop, although we were standing near the door.

Later I learned that there is a red button with the word "stop" near every seat. If you don't press the button, the driver would assume that no one is going to get off, even if you are standing near the door.

It's natural for you to make mistakes in a foreign land. However, mistakes will help you learn more about the culture and customs there.

SUMMARY OF READING

1. Summarize the text by the following three steps.

Step 1

Work with a partner to locate the adjectives the author uses to describe places and things in Sydney.

Step 2

Work with a partner on the following questions:

- Why did the author go to Sydney?
- When did she arrive in Sydney?
- What did she do after she arrived on the first day?
- What places did she visit in Sydney?
- In what ways did she travel to different places? What did she do there?

Step 3

Use the names of places and the adjectives you have gone over as clues to retell *My Trip to Sydney*. You may find the following words and expressions helpful.

my dream company arrive checked in headed off on foot — Harbor Bridge
arch Bridge Climb staircase concrete viewing tower took photos of Sydney
Opera House consists of three sections the inside the Royal Botanic Garden Darling
Harbor Bondi Beach the water and the sand confirmed my belief

2. Seek more information on Sydney through the Internet or other resources. Then write a report based on the text and your research. You can use the following titles and beginning paragraphs as examples.

Tourist Attractions in Sydney

Sydney is an absolutely fantastic city. There are many sights and attractions to see and many activities to experience. Here are some popular attractions in Sydney.

Discovering Sydney

In Sydney there are plenty of activities to do, including going down to the Harbor, where you can visit many museums, shops, and malls, and the world-famous Sydney Opera House and Harbor Bridge.

SELF-ASSESSMENT

1. Score your own performance in this unit.

- ★★★★★ "Excellent!"
- ★★★ "Pretty good!"
- ★★ "Not bad, but I need some improvement."
- ★ "Work harder next time!"

Independent work	Cooperation with classmates	Sentence management	Vocabulary	Speaking, listening and writing

2. General assessment of your achievement in this unit: A (remarkable achievement), B (much achievement), C (little achievement) or D (no achievement).

Listening	Speaking	Reading	Writing	Retelling (Report)	Understanding	Grammar

FUN TIME

A guest with a reservation at our bed and breakfast had trouble finding us and went to the funeral home across the street by mistake. With his garment bag over his shoulder, he walked in and looked around. “Is this where I check in?” he asked someone in the lobby. “No,” came the reply. “This is where you check out.”

Check in?
Check out?



BONUS READING

Transportation in Sydney

Sydney is world-famous for its scenery. A better understanding of its transportation system will facilitate your trip in Sydney.

BASIC TRANSPORT SYSTEM

Frequent trains, buses and ferries are the major means of transportation.

There are no traffic or patrol police in sight, but you will still be seriously punished for breaking the traffic laws. People are conscious of the serious consequences of their careless driving, so the traffic is always very smooth.

Footbridges and underground tunnels are very rare. It seems that a five-minute walk would involve at least one traffic light. It seems that you have to press the button on the post to indicate that some pedestrians are waiting to get across, otherwise the light will be red all the time.

There are no lanes for pedestrians. Two-lane streets are very common.

There is a detailed timetable showing the arrival time of each bus at the bus stop without any indication of the names of the other stops.

There is no conductor on the bus, and the driver will give you the change and the ticket. The driver won't inform the passengers of the next stop unless asked to do so. There is a red button before every seat with the word "stop". If you don't press the button, the driver would assume that no one is going to get off.

The limit to the number of standing passengers on buses is 10–15.

Some car windows bear the sign "L" and/or a red or green "P".

A person is allowed to drive a car at the age of 16 with a licensed driver beside and with an "L" sign on the car's back window to



indicate the driver is a new learner with a learner’s card. For the first year a new driver is required to put up a green “P” sign for practitioner and a red one for the second year.

ECONOMICAL AND CONVENIENT WAYS OF TRAVELING IN SYDNEY

Day Tripper Ticket

A Day Tripper Ticket is helpful for your one-day trip to different places in Sydney. It is a value-for-money one-day ticket that gives you unlimited travel until 4:00 a.m. on:

- City Rail trains within the suburban area;
- All regular Sydney Bus services;
- All regular Sydney Ferry services.

Day Tripper Tickets are available at:

- City Rail stations in the Sydney suburban area;
- Sydney Buses Transit Shops;
- On board Sydney Buses and Sydney Ferries;
- Sydney Ferries ticket offices at the Circular Quay & Manly.

Tickets purchased from City Rail stations and on board Sydney Buses and Sydney Ferries are valid from the time of purchase. Tickets purchased from Transit Shops are valid at the time of first use and can be pre-purchased.

The Family fare deal also applies to the Day Tripper. When at least one fare paying adult travels with their children or grandchildren, the first child travels for a child fare and the other children travel free. (A child is anyone four years and older but under 16 years.)

Travel Ten Ticket

A Travel Ten Ticket is ideal for longer stay with frequent or occasional travels in Sydney. It can save you up to 30% by purchasing ten trips at a time. You can use the Travel Ten Ticket to have five round trips or ten single trips on Sydney buses within certain sections. There are five types of Travel Ten Tickets based on different travel distances. Travel Tens have no expiry date, so they are perfect for unplanned trips.



COMPREHENSION

1. Read the text and decide whether each of the following statements is true (T) or false (F).

- (1) Trains, buses and ferries are the only means of transportation in Sydney. T F
- (2) There are no traffic or patrol police in Sydney. T F
- (3) Serious punishment helps the Sydney traffic run smoothly. T F
- (4) Travel Tens can be used on any Sydney buses without any limits. T F
- (5) A bus driver also serves as a conductor in Sydney. T F

- (6) On a Sydney bus, the driver won't drop you off unless you press the button for "stop". T F
- (7) You can get your Day Tripper Ticket on a Sydney bus. T F
- (8) A Day Tripper Ticket is valid on any Sydney bus or ferry. T F
- (9) All the Day Tripper Tickets are valid from the time of purchase. T F
- (10) When a family travels in Sydney, it is possible for a 14-year-old child to travel free. T F

2. Match the words in Column A with the explanations in Column B.

A

- (1) facilitate
- (2) consequence
- (3) indicate
- (4) assume
- (5) economical
- (6) valid
- (7) available
- (8) convenient

B

- A. to accept sth. as true before there is proof
- B. fitting in well with people's needs
- C. legally usable or acceptable
- D. to make sth. easy or less difficult
- E. can be obtained or used
- F. thing that is the result of sth. else
- G. not wasteful
- H. to show sth. especially by pointing

RELAX AND ENJOY

Read the following joke aloud with your partner, and then try to retell it to each other.

The Old Farmer

An old farmer had lived on his farm in the countryside all his life, far from the city. One day, he decided to visit the big city. Everything was new and strange to him, because this was the very first time he had traveled to the city.

He went into a large hotel and saw an elevator. As he watched an old lady walked into the elevator and closed the door. After a while, the door opened again and a pretty young girl came out.

The old farmer was amazed. "What an unbelievable little room!" He said to himself. "It is magic. It can change an old woman into a young girl. The next time I come here, I'm going to bring my wife along."



The more you travel, the more you know about the world, Traveling can broaden your mind!

WELCOME TO SINGAPORE

WARM-UP

1. Discuss with a partner about what you know about Singapore.

- location
- people
- official language
- ... (Anything else?)



2. Listen to the passage about Singapore and fill in the blanks according to what you have heard. Then try to retell the information to your partner.

Lying almost on the _____, Singapore is among the _____ countries in the world. It consists of one _____ island and _____ small islands. It measures _____ kilometers from east to west and _____ kilometers from north to south. The _____ is about _____ times larger. Although its _____ resources are very scarce, Singapore has become one of the most prosperous _____ of Asia.

READING

Traveling in Singapore



Traveling in Singapore is both easy and economical. Many modes of transportation are used to get around in Singapore. An efficient public transportation network offers taxis, buses, and the modern Mass Rapid Transit (MRT) rail system. With its excellent public transport system, Singapore is, without doubt, the easiest city in Asia in which to get around.

PUBLIC TRANSPORTATION

Airport transportation

Singapore's Changi Airport (SIN) is at the eastern end of the island, 20 kilometers from the city center. Limousine, car hire and taxi services are all available. A shuttle bus leaves the airport every twenty minutes from 6:00 a.m. until midnight, **calling at** all the major hotels in the city center. To add to the airport's efficiency, "airbuses" are provided to make traveling to and from the airport much easier. The airbus will take the **weary** traveler straight into town at a reasonable rate.



Rail

Clean, **punctual**, and air-conditioned, Singapore's MRT subway system is very efficient. It is the easiest, fastest, and most comfortable way of getting around Singapore. Do note that there are heavy **fines** for littering, smoking, eating and drinking in MRT stations and on board the trains. The MRT operates from 6:00 a.m. to midnight at frequencies of three to five minutes. It serves 93 stations and is relatively cheap for the service.



For visitors there is a **souvenir** ticket available, or a Transit-Link fare card can be used that is **valid** for both the MRT and buses.

Bus

Singapore's bus network is extremely frequent and **comprehensive**. Visitors rarely have to wait more than a few minutes, and a bus will get them anywhere. If you are planning to travel a lot by public transport, it is best to purchase a copy of the Transit-Link Guide, which has a list of all buses and MRT services. Most buses operate between 6:00 a.m. to midnight. The public buses require exact change, unless a Singapore Explorer ticket is used which allows unlimited **access to** buses and trains.



Taxi

Singapore has over 15,000 air-conditioned taxis readily available. Visitors can **flag them down** anytime. To make things easier still, there are well-marked taxi stands outside most major shopping centers and hotels. There is an additional 50% for rides from midnight to 6:00 a.m. **Surcharges** apply during **peak** hours and for advance bookings.



Trishaw

If you use a **trishaw** (which can be an interesting experience) it is important to **negotiate** the price **beforehand**.



Bumboat

Another way of getting around, since Singapore is located “on” the water, is the **bumboat** which takes passengers on a thirty-to-forty-five-minute ride along the waterway in Singapore.



Car rental

One can hire a car and drive around the city with a valid international driver’s permit. Driving to Malaysia via the Causeway is only permitted if the petrol tank is three-quarters full. **Coupons** for parking spaces have to be bought beforehand from post offices or petrol stations.

EFFECTIVE MEASURES TO PREVENT TRAFFIC JAMS

Since Singapore covers such a small area, in an effort to control downtown traffic jams, a “**restricted zone**” is marked out which prevents vehicles that have less than four passengers from entering, unless they have a special permit. Besides, a surcharge is applicable to the cars that pass the marked “Electronic Road Pricing” zone within the “restricted area” during peak hours.

Singapore administers a restrictive licensing system which limits the number of cars on the road, and also requires a further license for cars entering the central business district (CBD). This rule also applies to taxis and adds to the cost of the fare.

COMPREHENSION

1. Read the text and decide whether each of the following statements is true (T) or false (F).

(1) You can bargain with the trishaw rider for the price. T F

(2) Buses are the easiest, fastest, and most comfortable way of getting around Singapore. T F

(3) Transit-Link Card is valid for all means of transportation in Singapore. T F

(4) You must get exact change ready when using buses in Singapore. T F

(5) Singapore is the easiest city in the world in which to get around. T F

(6) Vehicles with three passengers are not allowed to enter a “restricted zone”. T F

(7) Trains are also an important means of transportation in Singapore. T F

(8) The final goal of restrictive licensing system is to make more money. T F

2. Read the text again and answer the following questions.

(1) What are the means of transportation in Singapore?

(2) What effective measures does Singapore take to control traffic jams?

(3) Why is the subway system the easiest, fastest, and most comfortable way of getting around in Singapore?

DISCUSSION

Choose three topics to discuss with a partner and then share your views with the class.

(1) According to the text, what do you think of the efficiency of transportation in Singapore?

Give your reason(s).

(2) Is it a good practice to surcharge for taking a taxi during midnight or at peak hours? Why?

(3) Why is Singapore one of the world's favorite destinations? What are the factors influencing the development of tourism in a city?

(4) If you were a government official, what measures would you take to change the city environment to develop tourism in your city?

(5) Do you think people should be fined for littering, smoking, eating and drinking aboard trains? Why or why not?

EXPRESSIONS

1. Locate the italicized expressions in the text, and find out how they are used in the following examples.

(1) I *called at* John's house while I was on business in London.

(2) Does this ship *call at* Tianjing?

(3) Now, not every family can have *access to* the Internet in China.

- (4) Only high-ranking officials have *access to* the President.
- (5) After walking about two blocks, we *flagged* a lorry driver *down* and climbed aboard.
- (6) On my way home, two men *flagged* me *down* and asked me to give them a lift.

2. Rewrite the following sentences by using the expressions you have just learned.

- (1) Some passersby stopped a taxi to send the injured man to hospital.

- (2) Could you stop at the supermarket on your way home to buy some eggs and milk?

- (3) The students should have the opportunity to use the library.

- (4) Tourists would always like to pay a short visit to this small town on their way to the city.

- (5) The policeman waved at the passing car and stopped it.

- (6) Visitors have no opportunity to see the new-born baby panda yet.

GRAMMAR

Step-by-step grammar: *modifiers of comparatives*

What kinds of words can we put before adjectives/adverbs to help form comparatives?

slightly, a bit, a little bit, somewhat, rather, fairly, much, far, a lot, a great deal, any, still, even, etc.

🔧 We may also specify the comparison by putting *twice, three (or four, etc.) times or percentages* before the comparatives.

- e.g. (1) “Airbuses” are provided to make travelling to and from the airport *much/a lot/fairly* easier.
- (2) Could you speak *a little bit/a bit* more slowly?
 - (3) Salt water is *a great deal* denser than fresh water.
 - (4) The birth rate is about *2%* higher this year than last year.

Choose the appropriate modifiers from below to complete the following sentences. You may have more than one choice for each blank.

*a bit slightly a little bit rather much far
many a lot a great deal any still even*

- | | |
|--|--|
| <p>(1) I am afraid the problem is _____ more serious than it seems.</p> <p>(3) It is _____ easier to learn a foreign language in the country where it is spoken.</p> <p>(5) Doing the same kind of job, female workers are paid _____ less than the males in this company.</p> | <p>(2) I thought she was younger than me but in fact she's _____ older.</p> <p>(4) That one is no good, but this one is _____ worse.</p> <p>(6) He has made _____ greater progress this semester than he did last semester.</p> <p>(7) Are you _____ better today?</p> |
|--|--|

LISTENING AND SPEAKING 

1. Answer the following questions according to what you have heard on the CD.

<p>(1) What climate zone does Singapore belong to?</p> <p>_____</p> <p>_____</p>	<p>(2) What is the weather like in Singapore?</p> <p>_____</p> <p>_____</p>
<p>(3) When are the rainy seasons?</p> <p>_____</p> <p>_____</p>	<p>(4) What are the hottest and coolest months in Singapore?</p> <p>_____</p> <p>_____</p>

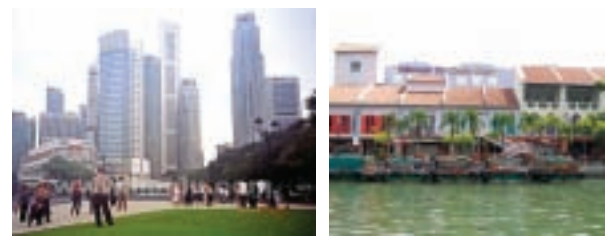
2. Complete the sentences with the information from the CD.

- (1) _____ destroyed much of Singapore's original _____ after the Japanese _____ the island in _____, so the city is basically _____ years old — _____ why everything seems new and _____ in Singapore.

(2) Singapore has a _____ population. The _____ of people are Chinese, with a large number of Malays and _____. English is the _____ and Malay is the national _____ of Singapore. Official languages also include Tamil and _____, with a variety of Chinese _____ commonly spoken.

3. Suppose you come from Singapore.

Now you are telling a Chinese friend about Singapore’s climate, population, and language, etc. Try your best to give as much information as possible.



TASK 1

1. Search on the Internet or use other resources to help you find information about the must-sees in Singapore. What are the following places like? What experience can visitors get there?

Colonial Singapore Chinatown Arab St. Little India Orchard Rd.

2. What other places are worth seeing in Singapore? Report your findings to the class and give your reason(s).

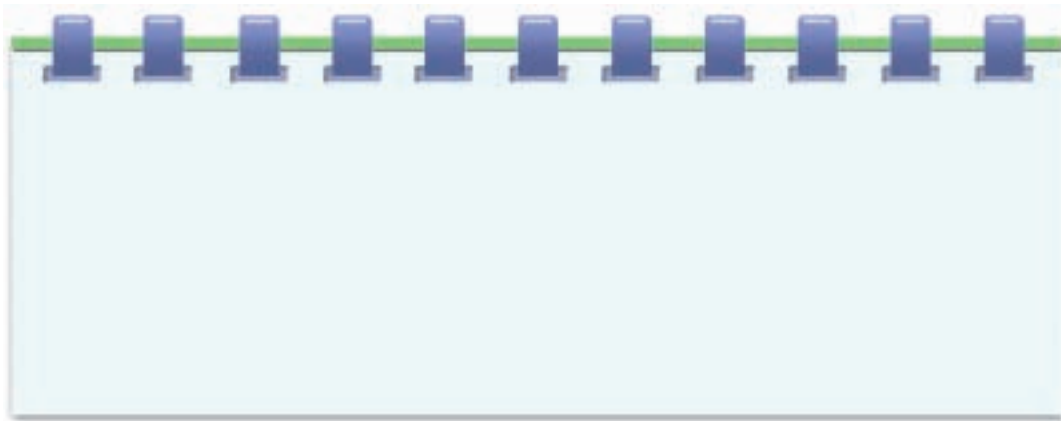
TASK 2

Write about your impression of a city you have visited. You may take the following writing as an example.

My Impression of Singapore

A few things struck me during my stay in Singapore. *Firstly*, the city is unbelievably clean. I found this sign, which could be seen on all the buses, quite amusing: no smoking, eating, drinking, littering. The dirt, garbage, and stains that make a city ugly simply aren’t present in Singapore. *Secondly*, there is an interesting mix of the old and the new. Most buildings seem to be modern high-rise structures but the trishaw, which is an oldest means of transportation, could also be seen.

To sum up, what I like about Singapore is the safe and clean environment, and its hard working, yet friendly, population. *What I dislike about the city* is that there is not much to surprise the eyes; everything is almost too orderly.



SUMMARY OF READING

1. Pair work: Choose at least two things from the following sub-topics in the text to retell.

Airport transportation Rail Bus Taxi Trishaw Bumboat
Car rental Effective measures to prevent traffic jams

2. Write a report based on one of the sub-topics in the text. You should include your opinions and suggestions in your writing, for example:

(1) Do you think the practice of preventing vehicles with less than four passengers from entering certain areas is good? Why or why not?

(2) Do you think the effective measures for preventing traffic jams in Singapore will also work in China? Why or why not?

SELF-ASSESSMENT

1. Score your own performance in this unit.

★★★★ “Excellent!”

★★ “Not bad, but I need some improvement.”

★★★ “Pretty good!”

★ “Try harder next time!”

Independent work	Cooperation with classmates	Sentence management	Vocabulary

2. Reflect and write about your performance in this unit, using no more than 100 words. You may cover any ideas or feelings you have had. You are free to use the following patterns or not.

- I have mastered all/most/few of the new words and expressions in this unit. I have a clear/an unclear understanding about the transportation situation in Singapore.
- I completely/hardly know how to use the Internet to help me find useful information. I am confident/not confident of myself when I make a report before the class.
- Also, I have learned much/little about the effective measures used to control traffic jams. I am confident/not confident of my ability to introduce Singapore’s transportation system to others.

FUN TIME

In a very small alley two trucks driving in opposite directions meet. As the drivers are equally stubborn, neither of them wants to reverse. They angrily look one at the other. Finally, one of them picks up a newspaper and starts reading. The other one politely asks, “When you’ve finished the paper, will you please bring it over, and let me read it?”

BONUS READING

Alternative Transportation—Carpooling

What is carpooling?

Carpooling is the simplest and most common “ride-sharing” arrangement, in which more than two people traveling in the same direction ride together in a car. The driver picks up fellow carpoolers at their homes or other mutually agreed-upon locations. The carpool destination is usually the workplace, but could also be a transit station for the final trip to work. Participants generally agree in advance on schedules, routes, and carpool days. People may carpool full-time, part-time or occasionally, depending on their individual needs. Carpools may have members who work at the same worksite, at different locations or for different employers.



Carpooling arrangements

Arrangements vary, but could include the following:

- ★ One person drives all the time, using his/her own car, with the cost (e.g. gas and parking) divided among the passengers.
- ★ Participants rotate driving responsibility, using their own cars and not exchanging money.
- ★ A designated driver operates a company-owned car.

Advantages of carpooling

A carpool program is designed to encourage people to reduce the amount of time they commute alone. There are many advantages of carpooling, and here are some:

- ◆ Reduce the number of vehicles, and therefore reduce traffic congestion, pollution and the need for parking.
- ◆ Help save the environment in numerous ways; conserve energy, too.
- ◆ Reduce capital cost of building additional parking facilities.
- ◆ Improve community relations by reducing neighborhood traffic and parking problem.
- ◆ Participants make new acquaintances.
- ◆ Save considerable commute costs such as bridge tolls and gasoline. Just carpooling 2–3 days per week can have significant positive impacts.
- ◆ Increase free time for riders. They arrive more refreshed, relaxed, and ready to work with less stress commuting.
- ◆ If an HOV (High Occupancy Vehicle) lane is available, trips may take less time.
- ◆ Lower car insurance rates and maintenance costs if personal cars are not used as often.
- ◆ Personal cars are available more often for other uses.

How can I find a carpool?

Using the Internet, you can easily apply for a carpool whether you need a ride or have one to offer. The Internet RideShare database has registrants that have an automobile and are looking for passengers as well as registrants that do not have an automobile.

Tips to start and keep a successful carpool

- Determine pick-up and drop-off sites and times.
- Determine whether you will rotate driving equally or contribute to the costs, including gas and maintenance so that riders prepay.
- Determine whether smoking, or eating will be permitted.
- Determine if the radio will be left on or off.
- Determine what would disqualify a member from the pool. (tardiness, dangerous driving, breaking rules, car in poor condition, etc.)



- Check everyone's insurance coverage.

It takes time to organize a successful carpool. Be flexible in determining the rules. Start on a trial basis to allow for adjustment of the carpool arrangement to ensure you will be happy and work well with your group for a long time.

After an initial adjustment period, most participants find carpooling only adds a few extra minutes a day for the drive to a scheduled pick-up point, and that may be a pretty fair trade-off for the dollar savings.

Why are you still waiting? Join in the carpooling!

By carpooling you can make a personal statement that there is little need for Single Occupant Vehicles (SOV) as a means of transportation; by carpooling you are not only helping yourself, you are also reducing the impact on the environment.

COMPREHENSION

1. Match the words in Column A with the explanations in Column B.

A

- (1) determine
- (2) vary
- (3) rotate
- (4) designate
- (5) commute
- (6) congestion
- (7) conserve
- (8) stress

B

- A. to choose sth./sb. for a special purpose
- B. to decide; to fix (sth.) precisely
- C. to prevent sth. from being changed, lost or destroyed
- D. to travel regularly by bus, car, or train between work and home
- E. state of being jammed
- F. pressure or worry resulting from mental or physical pain
- G. to take turns in a particular order
- H. to change, esp. according to some factor

2. Read the text again and answer the following questions.

(1) What is carpooling?

(2) What are the advantages of carpooling?

(3) How can you start and keep a successful carpool?

RELAX AND ENJOY

Read the following commuter's song. If you are a student who goes to school by bus or by car every day, what can you learn from this song?

What We've Learned

We've learned that people
At times have some concern.
It's rough sometimes
To get out there and a living to earn.

We've learned to make a line
And keep it straight,
For it would not benefit to make
Others to be late.

We've learned to be reasonable.
We must all commute,
So that we can have patience
And not so often our horn to toot.

We've learned that others
Seek to get to and from work,
Not to be thought of
As always being a jerk.

Tune it down a little
To the peaceful ride of the day,
And let the things we've learned
Be a lesson on the way.

On our way to freedom
Of one day too being retired,
And encouraging someone else
On the first day they get hired.

It's all about commuting and "commute"
Is what we will do,
"What We've Learned" ...
May someday turn out to help you.

CAR CULTURE

WARM-UP

1. Name as many car brands as you can.



2. Draw as many car symbols as possible.

3. Of these symbols you have drawn, which of the cars do you like best? Give your reasons.

Hand-drawn pink rectangular box containing five horizontal lines for writing.

READING

A Nation in Love with Cars

Ever since the first Model T rolled off Henry Ford's assembly line in 1908, and began **churning out** the motorized **hunks** of metal en masse, cars have become more than vehicles for moving things and have stolen our hearts. Sure, the early days of our relationship were awkward

and a little stiff. But gradually we warmed to the automobile. Like Ford's overwhelming success, the car came to **epitomize** prosperity, the shiny new **fulfillment** of the American dream. By the 1920's, the car claimed partial responsibility for the **heady** rebellion of an entire youthful generation and the creation of the word "teenager". After World War II, middle-class whites **flocked** to the suburbs in large numbers, taking their automobiles with them.



Our car culture really began to sail in the fifties. More jobs and economic growth paved the way for the rapid **institutionalization** of driving; and the idea spread that cars equaled freedom—hot, fast, **unbridled**, good-looking freedom. We were on the road. Driven by successive pompous fashions, we drove through the sixties, and into the seventies. When the 1973 Arab oil **embargo** took care of that trend for a while, we got eventually tired of gas **rationing**, and jumped into economy cars. We are a nation in love with our cars. Go to any small town in this country and count how many **souped up** Santanas and restored classic cars you see, chromed and gleaming, and outfitted with flashing neon taillights. Pull into a corporate garage or shopping mall parking lot and count the luxury models and SUVs. Ask any teenager how badly he or she wants to get a driver's license, or any senior citizen how long he or she would like to hang on to theirs. My father used to sing a song as praise or prayer to cars.



*O, Car! How we love thee! Let us **probe** the depths of our national **obsession** to the very Maxima! For you represent all that is American and Continental, from sea to shining sea. A Century ago you were naught but a horseless carriage. But today you are Regal, a true Celebrity. You are our Explorer and our Escape. A real Trooper; you Roll on, never losing your Spirit. And so we Caravan together, we Jetta on, with you as our Passport to new Discovery and Excursion. Wherever you go, there go well!*

My dad was typically **prey** to that national romance which has **possessed** America for decades. In my childhood I often joked that I never knew what kind of car my dad might pull into the driveway with. I was half serious. My dad had a strange **addiction** to trading cars. For a while, the bigger it was, the better. The car I learned to drive in, for instance, would have been more at home on a waterway than a southern downtown street, and I think I learned to **steer** not so much left or right, but **port** or **starboard**.

Some of my dad's cars lasted little more than a month. The **banana-hued** '65 Mustang—his "midlife crisis car", we joked—hung around for a couple of years. And at his very worst, late last year, he owned two Buicks, an Audi A6, and a truck. Somewhere among them, my mother managed to find a place to park her little Fiat. Although we laugh at him a little, among the **glutted** driveways and garages of this country, my dad is not that unusual.

(7) In his childhood the author was never certain about _____.

- A. how his father would trade cars
- B. how big his father's car would be
- C. what kind of car his father would drive
- D. if he would drive on a waterway in future

(8) In the passage the author considers his father _____.

- A. ridiculous
- B. unusual
- C. the same as the other Americans
- D. wasteful

DISCUSSION

1. Do you know people with such an obsession about cars as described in the text? If yes, describe how that person loves his or her car.
2. Do you think we should encourage car use in China? Discuss in groups, and then ask one from your group to present your ideas to the class.



EXPRESSIONS

1. Match the expressions in Column A with the explanations in Column B.

A	B
(1) flock to	A. to hold sth. tightly, stick to
(2) pave the way for	B. only, no more than
(3) hang on to	C. to make preparations for
(4) have an addiction to	D. to have a strong interest in
(5) little more than	E. to go... in crowds

2. Complete the following sentences using the expressions from Column A in their proper forms.

- (1) Wherever he goes, he goes with his books, for he _____ reading.
- (2) The little girl _____ the door and nobody could drag her away.
- (3) People _____ see the new president.
- (4) His hard work _____ his future success.
- (5) We have to pay attention to our budget; we have _____ 500 yuan left.

GRAMMAR

Step-by-step grammar: *adverbials*

1. Can you add to the list of words and expressions used as adverbials?

Adverbial of	Words and Expressions
Time	now, then
Place	here, there
Manner	slowly, well
Frequency	once, twice
Degree	very, rather

2. Can you identify the positions of the adverbials in the following sentences?

The boy is very tall. The boy was tall enough to reach the window.
 You can never tell. You never can tell. He drove carefully along the road yesterday.
 He went home quickly after dinner. He died on Friday, May 8, 1932.
 I used to work in a factory in Beijing. He arrived right before the class.
 He, however, is late for the interview. He is late for the interview, however.
 However, he was late for the interview.

Find different types of adverbials in the text and identify their positions in the sentences.

3. Can you put the adverbials in the right positions in the following sentences?

(1) He speaks French. (quite fluently)

(2) He thinks my work is good. (never, enough)

(3) He was born. (in England, on January 11, 1945)

(4) His car key was found. (fortunately, in his wallet)

(5) He will write back to his readers. (soon)

(6) He will leave. (tomorrow, by plane, for Nanjing)

(7) He began to cook dinner after he arrived home. (right)

(8) He received his college education. (in Shanghai, at Fudan University)

LISTENING AND SPEAKING



1. Listen to Dialogue 1 and choose the best answer to each question.

- (1) What was the man doing just now?
- A. He was repairing the garage.
 - B. He was having people repair his car.
 - C. He was having people check his car.

- (2) When can they take their car back?
- A. In two hours.
 - B. At half past four.
 - C. On Friday.

- (3) What does the woman plan to do?
- A. To give the car an oil change.
 - B. To get back the car at half past four.
 - C. To have the car for the weekend.

2. Listen to Dialogue 2 and choose the best answer to each question.

- (1) When was the conversation most likely to take place?
- A. On Monday morning.
 - B. On Wednesday morning.
 - C. On Tuesday morning.
 - D. On Thursday morning.

- (2) How many times was Miss Smith late during this week?
- A. Three times.
 - B. Four times.
 - C. Five times.
 - D. Six times.

- (3) Why was Miss Smith late this morning?
- A. She was delayed by the traffic jam.
 - B. Her car broke down on the road.
 - C. She met with a traffic accident.
 - D. She was not well this morning.



(4) What happened to Miss Smith Tuesday morning?

- A. She had to see a friend of hers.
- B. She had to take a bus but there were too many people at the station.
- C. There was something wrong with her car.
- D. She took a bus but it met with a traffic jam.

(5) Which of the following best expresses the main idea of the dialogue?

- A. Mr. Sharp was very unhappy because Miss Smith was always late for work.
- B. Miss Smith was unlucky.
- C. Miss Smith was always late for work.
- D. Miss Smith always had some excuses for not coming on time.

3. Listen to the passage and decide whether each of the following statements is true (T) or false (F).

(1) This new car is smaller than the usual cars.
T F

(2) This new car is much faster than the usual cars.
T F

(3) This new car can only be powered by electricity.
T F

(4) You can drive this new car from Beijing to Guangzhou.
T F

4. Listen to the passage again and fill in the blanks.

Cars of the future will be fine for _____ a city, but they will not be useful for _____. If the car is powered by _____, it will have two _____ —one battery for the motor and one for the horn, signals, etc. Little cars powered by gasoline will go _____ kilometers before they need to stop for _____.

5. Work in groups and discuss how cars are affecting our lives in China and how the role bicycles used to play is changing nowadays.



TASK

Based on your discussion, write an essay with the title “Bikes in China”, describing the past, present, and the future of the bike.



SUMMARY OF READING

1. Can you tell what happened in America in the development of cars, for example, in 1908, in the 1920's, after the World War II, in the 1950's, in the 1960's, in the 1970's, and in 1973 in particular? Can you tell what cars stand for to Americans? What is interesting about the author's father?
2. Write a report about the development of cars in America, and the Americans' attitude towards cars. Besides, you can also include what you think of cars and what policies we should have concerning cars. Should we encourage car-driving or should we develop public transportation?

A large rectangular box with a thick orange border and rounded corners. Inside the box, there are seven horizontal black lines for writing.

SELF-ASSESSMENT

1. Score your own performance in this unit.

★★★★ “Excellent!”

★★ “Not bad, but I need some improvement.”

★★★ “Pretty good!”

★ “Try harder next time!”

Language skill	Section	Stars
Listening	LISTENING AND SPEAKING	
Speaking	WARM-UP	
	DISCUSSION	
	LISTENING AND SPEAKING	
Reading	COMPREHENSION	
Writing	Report	
	TASK	

2. Make a plan for the improvement on your study.

My Plan

FUN TIME

An out-of-towner drove his car into a ditch in a desolated area. Luckily, a local farmer came to help with his big strong horse named Buddy. He hitched Buddy up to the car and yelled, “Pull, Nellie, pull!” Buddy didn’t move. Then the farmer hollered, “Pull, Buster, pull!” Buddy didn’t respond. Once more the farmer commanded, “Pull, Coco, pull!” Nothing. Then the farmer nonchalantly said, “Pull, Buddy, pull!” And the horse easily dragged the car out of the ditch. The motorist was most appreciative and very curious. He asked the farmer why he called his horse by the wrong name three times. “Well... Buddy is blind and if he thought he was the only one pulling, he wouldn’t even try!”



Warnings from an American

In pursuit of modernization many city governments are widening roads, building freeways and encouraging the purchase of personal cars. But I would like to make a heartfelt suggestion: cities should avoid adopting America's reliance on cars and freeways, which has been the greatest mistake in America's urban development in the last century. If they continue to add roads and promote private ownership of cars, future generations will regret this almost irreversible choice, as many Americans do today.



I grew up near Los Angeles in southern California, a region strangled by highways, the blight of American cities and the landscape. When I was back in Los Angeles a few months ago, I noted that more than 75% of the ground was covered in pavement or asphalt roads and parking lots. The city is designed on the scale of cars but not people, making it inconvenient to walk almost anywhere. It is common for Angelenos to spend two hours commuting to work and school every day. Those who can't drive are the most marginalized — the poor who cannot afford cars, children who are isolated in suburban enclaves, and the elderly. Recently an old man crashed into an outdoor market in Los Angeles, killing ten people. America's lack of public transportation means that when the elderly cannot drive, they cannot even go shopping.

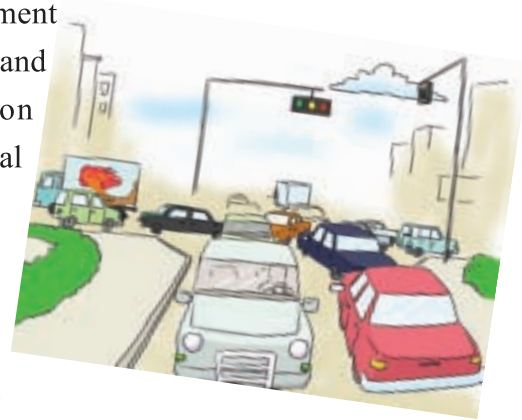
How did Los Angeles and many other American cities become oceans of asphalt, where no one can buy a sandwich without using a car? A combination of factors: government subsidization of roads and highways more than public transportation, powerful auto, oil and tire corporations, and a culture that glamorized the automobile. Beginning in the 1930's, dozens of American cities, including Los Angeles, sold off their trolley systems, while government poured money into road construction. Then at the height of the Cold War in the 1950's and 1960's, the US government made the misguided decision to build highways as a defense strategy, assuming suburbanization would protect the nation from catastrophic loss of life in the event of nuclear war.



Right into the 1980's Los Angeles widened roads in an effort to relieve traffic congestion. Unfortunately, city planners learned too late that the wider the roads were, the farther apart major buildings became, and thus the farther people had to drive. It may seem counterintuitive, but Americans now recognize that traffic expands to fill the roads. The effect of car-reliant transportation systems on

cities is “urban sprawl” —undesirable horizontal rather than vertical growth. America’s most livable cities are San Francisco, Boston and New York, which not coincidentally are among the few American cities with high urban density and good public transportation as well as good parks.

Reliance on cars is bad for society, the economy and the environment. Time is wasted in driving cars, material resources in producing them. Too many cars and highways are bad for the environment because they cause low-density development to take over land, degrading natural areas and using land inefficiently. The nation’s economic dependence on petroleum is a severe problem caused by our individual dependence on cars.



Cities should learn from the mistakes of the United States. Study the high-speed trains spanning France and the subways of London, Paris, Singapore and Tokyo as models of transportation systems. And investigate the promising high-tech Bus Rapid Transit (BRT), which seems to be as efficient as a subway but at 5% of the cost to build. If cities go ahead with development based on the automobile, it will be very hard to ensure that urban life is pleasant.



COMPREHENSION

1. Read the text and choose the best answer to each question.

- (1) What does the word “irreversible” mean in the first paragraph?
- A. Unreasonable.
 - B. Wasteful.
 - C. That cannot be changed.
 - D. That cannot be improved.

- (2) Why can’t the elderly drive according to the author?
- A. Because they are poor and cannot afford a car.
 - B. Because they are isolated in suburban enclaves.
 - C. Because it will be dangerous if they drive.
 - D. Because they cannot go shopping.

- (3) According to the passage, why did the American government decide to build highways in the 1950’s and 60’s?
- A. To relieve the traffic congestion.
 - B. To develop the economy.
 - C. To get rid of its trolley system.
 - D. To protect the country as a defense strategy.

- (4) Which does the author advise cities NOT to learn from?
- A. Paris.
 - B. New York.
 - C. Singapore.
 - D. London.

2. Try to answer the following questions. Reread the text if necessary.

(1) In the author's opinion, what is the greatest mistake in America's urban development in the last century?

(2) What brought so many roads and cars to the American cities?

(3) What does the sentence "Traffic expands to fill the roads" mean?

(4) Why do we say the reliance on cars and roads is bad?

(5) What is the advice the author offers here?

RELAX AND ENJOY

Read this joke about driver' license and see if you enjoy it.

Photo

When I went to get my driver's license renewed, our local motor vehicle bureau was packed. The line inched along for almost an hour until the man ahead of me finally got his license. He inspected his photo for a moment and commented to the clerk , "I was standing in line so long, I ended up looking pretty grouchy in this picture."

The woman beside him peered over his shoulder, and then reassured him, "It's okay. That's how you're going to look when the cops pull you over anyway."

TRAVEL

WARM-UP

1. Have you ever traveled to any other part of the country or to other countries? If so, how did you travel? What did you learn about the local people? Did you notice anything different from your hometown? Share your experience with your partners.
2. List some reasons why people travel.



READING



What Is Tourism?

When we think of tourism, we think primarily of people who are visiting a particular place for **sightseeing**, visiting friends and relatives, taking a vacation, and having a good time. They may spend their leisure time engaging in various sports, sunbathing, chatting, singing, taking rides, touring, reading or simply enjoying the environment. If we consider the subject further, we may include in our definition of tourism, people who are participating in a **convention**, a business conference or some other kind of business or **professional** activity, as well as those who are taking a study tour under an expert guide or doing some kind of scientific research or study.

These travelers use all forms of transportation, ranging from **pedaling** on a bicycle to flying in

a **supersonic jet**. Transportation can include taking a chair lift up a Colorado mountainside or standing at the **rail** of a cruise ship looking across the blue ocean.



Whether people travel by one of these means, or by car, camper, train, taxi, or motorbike, they are taking a trip and thus are **engaging** in tourism.

International tourism is the single largest item of world trade, not including military spending by nations. Most of the world's travel and tourism is concentrated in North America, Europe, and the Pacific.

According to the World Tourism Organization, 90 **percent** of the world's tourism dollars are spent in just fifteen countries in North America and Europe.

However, the effects of tourism on the different peoples and their cultures have proved to be both positive and **negative**.

On the positive side, the growth of tourism has **bridged** the gaps of oceans and miles and **fostered** understanding among peoples of varying nations and cultures. Never before in human history has the opportunity for personal contact and **interchange** of cultures and ideas been greater. Aside from merely satisfying curiosity, tourism promotes **enlightenment**, education, and international **goodwill**.

On the negative side, tourism has affected some developing nations when they are not yet ready for Western technology and ideas. In many regions of the South Pacific, Africa, and the Caribbean, the introduction of tourism has **irreversibly** changed life there — and not necessarily for the better. In some cultures where crime was once nonexistent, too-rapid tourism development has contributed to high crime rates. Unpleasant travelers have created open **resentment** toward tourists.

Like all changes, tourism demands a price. Nevertheless, tourism is **inevitable** in the modern world. By far, its important economic, educational, and cultural benefits **overshadow** the



drawbacks. Business travelers, tourists, and travel professionals all bear an important **responsibility**. They are **ambassadors** of the individual cities, states, and countries in which they live. As such, all have a responsibility to learn about and respect different peoples and cultures, to **extend** the hand of human kindness and friendship, and to further the causes of world peace, enlightenment, and human **dignity** whenever and wherever they travel.



COMPREHENSION

Answer the following questions according to the text.

(1) What is tourism according to the author?

(2) If the subject is further considered, what other kinds of people may be included in the definition of tourism?

(3) What means of transportation do people use when they travel?

(4) Where would tourists often like to visit in the world?

(5) What are the positive effects tourism has on different countries and cultures?

(6) What are the negative effects of tourism?

(7) What does the author mean when he says “tourism demands a price”?

(8) How can business travelers and tourists act as “ambassadors”?

DISCUSSION

The author has mentioned some positive and negative effects of tourism on different countries and cultures. Do you have anything else to say? Should tourism be further developed in China? What are the positive and negative effects that it will have on China?

EXPRESSIONS

1. Read the sentences from the text and pay attention to the italicized words and expressions.

(1) They may spend their leisure time *engaging in* various sports, sunbathing, chatting, singing, taking rides, touring, reading or simply enjoying the environment.

(2) We may include in our definition of tourism people who are *participating in* a convention or a business conference.

(3) International tourism is *the single largest* item of world trade.

(4) The growth of tourism has *bridged* the gaps of oceans and miles and *fostered* understanding among peoples of varying nations and cultures.

2. Match the words and expressions in Column A with the explanations in Column B.

A	B
(1) engage in	A. to get involved in an activity
(2) participate in	B. to reduce or get rid of the difference between two things
(3) the single largest	C. to help (sth.) to grow or develop
(4) bridge	D. to take part in an activity or event
(5) foster	E. the greatest amount

3. Read more examples that demonstrate the use of the words and expressions in Column A.

- (1) Professors are expected to *engage in* research work besides teaching.
- (2) That country *engaged in* quite a few of the conflicts in the world.
- (3) Those who were invited to *participate in* the conference were all well-known scholars in that special field.
- (4) Whoever would like to *participate in* this activity is warmly welcome.
- (5) Air pollution is *the single biggest* problem that affects everybody.
- (6) John is considered to be *the single most intelligent* boy in his class.
- (7) Communication is the best way to *bridge* the generation gap.
- (8) Better means have to be found to *bridge* the economic gap between the east part and the west part of the country.
- (9) Improved friendship *may foster* a better working relationship among the team.
- (10) These activities are organized to *foster* the thought of serving the people.

4. Complete each of the following sentences using the appropriate word or expression from above in its proper form.

- (1) All of us would like to _____ the great event of the Olympics.
- (2) Tourists are encouraged to _____ the local festival celebrations.
- (3) That man is still _____ powerful figure in the country.
- (4) Better understanding may help _____ the gap between two different cultures.
- (5) Whatever may help _____ the single most important idea of world peace should be encouraged.

GRAMMAR

Step-by-step grammar: *adverbial clauses of comparison***1. Adjectives and adverbs in the comparative degree.**

e.g. The opportunity for personal contact and cultural exchange is *greater* than ever before in human history.

International tourism is *larger* than any other item of world trade, except military spending by nation.

2. Adjectives and adverbs in the same degree.

e.g. The green apple is not *as big as* the red one.
There are *as many* positive effects of tourism *as* negative ones on people and their cultures.

**3. Words indicating times before the comparison.**

e.g. She reads *twice as fast as* her sister.
This tree is *three times taller* than that one.
I don't speak *half as well as* you.

4. Part of the adverbial clause is left out.

e.g. It is even colder than (*it was*) yesterday.
He doesn't work as hard as you (*work*).
He loves the new car more than (*he loves*) his wife.
He loves the new car more than his wife (*loves the new car*).

Rewrite the following sentences, using comparisons.

(1) My right eye does not see very well. My left eye sees well.

(2) This city is beautiful. This city was not beautiful in the past.

(3) We expected them to be firm and they were firm.

(4) I have read five books and he has read ten books.

(5) This line is two meters long and that line is eight meters long.

LISTENING AND SPEAKING



1. Listen to Dialogue 1, 2 and 3, and choose the best answer to each question.

(1) What does the woman think about doing in the future?

- A. Traveling on a ship.
- B. Watching the waves.
- C. Driving along the coast.

(2) What are the man and the woman doing?

- A. Looking for some suitcases.
- B. Booking their tickets for a journey.
- C. Checking the woman's baggage.

(3) What happened to the man and the woman?

- A. They missed their train.
- B. They were on the wrong train.
- C. They got on the train without their son.



2. Listen to Dialogue 4 and choose the best answer to each question.

(1) What does the man want to see most?

- A. The British Museum and the Tower of London.
- B. Westminster Abbey and St. Paul's.
- C. Hyde Park.

(2) What will be included in the tour?

- A. Lunch at noon.
- B. A rest in the afternoon.
- C. Tea at 9:50 a.m. and 5:30 p.m.

(3) What is the man's native language?

- A. English. B. Chinese. C. French.



3. Listen to the passage and decide whether each of the following statements is true (T) or false (F).

(1) David was driving home when he met the old man. T F

(2) David stopped his car to give the old man a lift. T F

(3) The old man forgot to stop David because they passed the hotel. T F

(4) The distance between the old man's house and the hotel is nine miles. T F

4. Listen to the passage again and complete the following sentences according to what you have heard from the CD.

- (1) One day David was _____ along the road and looking for a _____ .
- (2) David had to _____ and _____ to get to the Sun Hotel.
- (3) Altogether David would have to drive _____ miles that night before he could finally reach the hotel.

5. Work with your partner, asking each other what happened to David in the passage, including the time, the site, the characters, etc. Then try to retell the story to each other.

TASK

Work in groups and discuss what possible difficulties you might meet with when traveling at home or abroad. Write down your suggestions to those who plan to travel at home or abroad, for example, things they should take with them or the kind of preparations they should make.

SUMMARY OF READING

1. Try to retell what the author says about tourism using the following outlines.

(1) Definition of tourism

When we think of tourism, we think primarily of people who...

If we consider the subject further, we may include people who...

(2) Means of transportation travelers use

Travelers use all forms of transportation, ranging from... to...

Transportation can include taking... or standing...

Whether people travel by... or by... they are taking a trip.

(3) The effects of tourism

On the positive side, the growth of tourism has...

On the negative side, tourism has...

(4) Conclusion

Tourism is... in the modern world.

Its important economic, educational, and cultural benefits...

People such as business travelers... are ambassadors of...

They all have a responsibility to learn about... to extend... and to further the cause of...

2. Now you are expected to write a report about tourism, based on what you have read in the text as well as your own travel experience.



SELF-ASSESSMENT

Evaluate yourself according to your performance in this unit. If you are satisfied with yourself, mark 😊, if not, mark 😞.

Reading	Words and expressions	Writing	Speaking	Initiative	Team work
😊	😊	😊	😊	😊	😊
😞	😞	😞	😞	😞	😞

BONUS READING

Wise Travelers Read Ads

Many Chinese studying or working abroad try to spend their holidays going around the country. While they are making preparations, it's a good idea to check the travel adverts in newspapers. This can provide information on accommodations, flights, and services.



Generally, travel adverts are found on the "Travel" pages of newspapers. They usually include destinations, services, prices, accommodations and contact information.

You'll first notice the name of the place, since it appears at the top of an article, in large, bold font. For example, names like "Greece" or "Italy" mean the destinations for travel abroad, while "Devon" or "Lake District" are local places for the British. Bold font may also be used for prices, especially to point to bargains and cheap or unique prices.





Information about accommodations accounts for much of the space of these ads. Wise consumers always try to book the most comfortable hotel and get the most services and the lowest prices.

First, you choose the price range. It's easy to see the prices listed in most ads. If no price is included, other information may help you guess the price range of a hotel. For example, words like "quality" "lux (luxury)" or "immac (immaculate)" indicate that the hotel charges will be fairly high, while those like "cottage" "inn" or "apts (apartments)" mean rooms that are more moderate or economical. "Private guesthouse" and "high quality" suggest a certain ranking. For others like "s/c village house", meaning "semi-converted village house", a house that has been converted into guesthouse, you may expect lower prices.

There are other popular accommodations. A "hostel", a house with rooms or dormitories, often provides inexpensive lodging. A "B&B" or "Bed and Breakfast" is an owner-occupied establishment that offers lodging and breakfast for varying prices.

Second, compare the services included in the accommodations offered. That may mean anything from merely board, to board with a whole array of luxury services. Keeping an eye open for these things can help save your money. In the advert "Privately owned ground floor flat. From £ 217 pw" provides only board at a privately-owned ground floor flat, at a cost of £ 217 per week. Another "Red Sea B&B Prices from £ 339" says that £ 339 will cover lodging and breakfast. Let's take a look at an ad: "SICILY Summer 2003 fr £ 429 7nts 3 ★ hotels, HB, trfs & flts." This means that the cost of travel to Sicily (Italy) in the summer of 2003 will be £ 429, and that includes seven nights at a three star hotel. "HB, trfs & flts" indicates half board (breakfast or dinner) and transfer (transportation) to and from the hotel and airport. If all meals are included, it is full board or FB.

You will also find telephone numbers and websites, usually of a travel agency. At the bottom of the advert, you may also see abbreviations like "ATOL" "IATA" or "ABTA". These will be names of travel agencies or certifying organizations, in this case "Air Travel Organizers' Licensing" "International Air Transport Association" and "Association of British Travel Agents".

The followings are commonly used abbreviations in travel ads.

- | | |
|------------------------|----------------------|
| apts: apartments | nr: near |
| nts: nights | flts: flights |
| B&B: bed and breakfast | hols: holidays |
| HB: half board | f/f: fully furnished |
| fr: from | w/: with |
| pp: per person | flr: floor |
| pw: per week | loc: location |
| s/c: semi-converted | rtn: return |
| lux: luxury | |
| cotts: cottages | |
| avail: available | |
| accom: accommodation | |
| slps: sleeps | |



COMPREHENSION

1. Read the travel ads below.

Channel Islands
GUERNSEY
 Travel AND excellent hotel
 three days by air £ 159
 including FREE car hire
 or by sea with your own car
 £ 169
 0871-871-****

THAILAND
 Mysterious Bangkok
 and beautiful Krabi Island
 3nts 3 ★ Superior accom Bangkok
 7nts 3 ★ Superior B&B Krabi
 fr £ 780 pp (pounds)
 Flights with Thai International
 Jan. 2003 depts
 0871-855-****
 TRAVEL INSURANCE AVAIL

2. Decide whether each of the following statements is true (T) or false (F) according to the ads above.

(1) The average cost of three nights' stay at a 3-star hotel in Bangkok is £ 780 per person.

T F

(2) Bed and breakfast is included in the 7-night stay at a 3-star hotel in Krabi, Thailand.

T F

(3) Travel to Guernsey will cost £ 159 by sea including car hire.

T F

(4) You can get travel insurance if you travel to Thailand.

T F

3. Fill in the blanks with the words from the travel ads.

(1) In traveling to Thailand, you will spend _____ nights in Thailand and _____ nights at Krabi; the lowest price for the trip is _____.

(2) If you would like to travel with your own car to Guernsey, you could go there _____.

(3) The trip to Bangkok will leave in _____.

(4) You can choose to take a _____ or a _____ in going to Guernsey.

(5) If you are interested in the trip to Guernsey, you may dial _____.

RELAX AND ENJOY

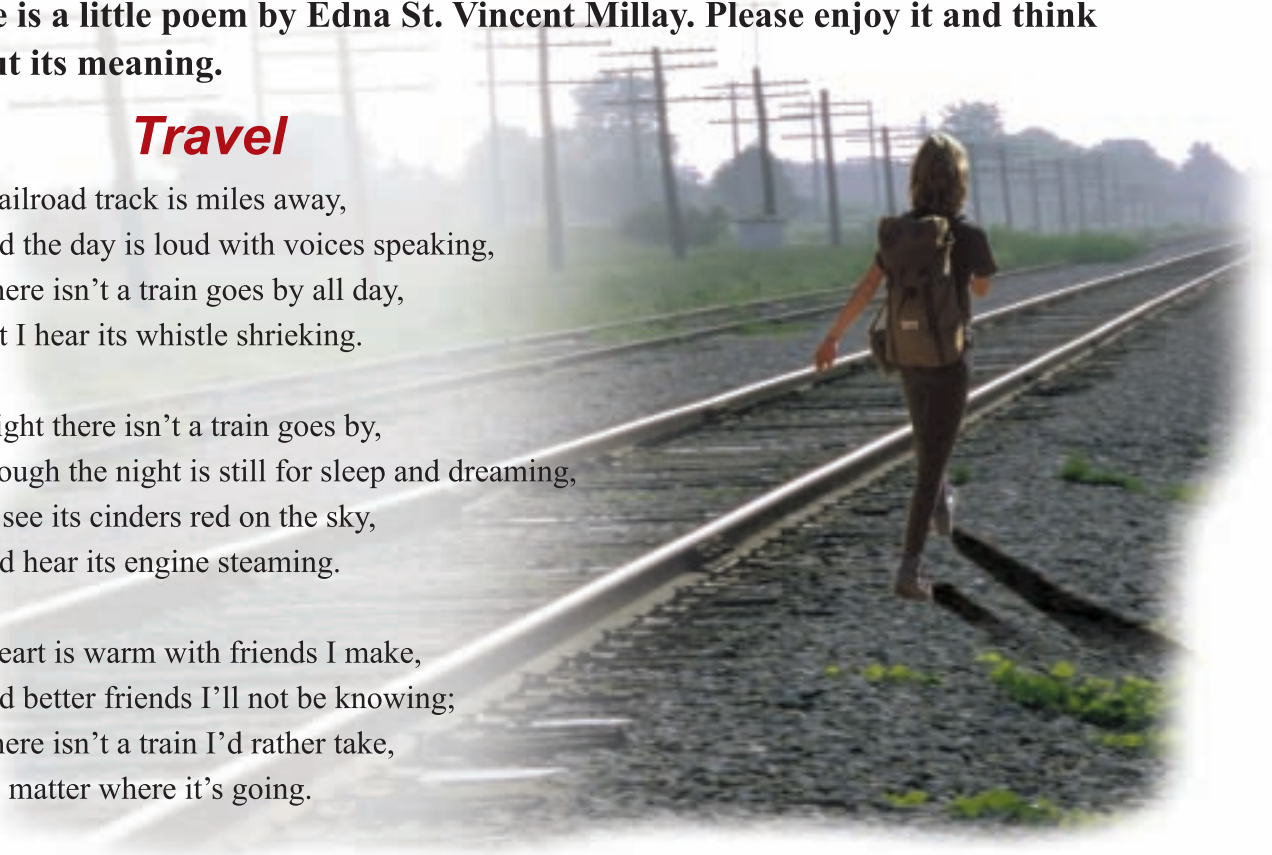
Here is a little poem by Edna St. Vincent Millay. Please enjoy it and think about its meaning.

Travel

The railroad track is miles away,
And the day is loud with voices speaking,
Yet there isn't a train goes by all day,
But I hear its whistle shrieking.

All night there isn't a train goes by,
Though the night is still for sleep and dreaming,
But I see its cinders red on the sky,
And hear its engine steaming.

My heart is warm with friends I make,
And better friends I'll not be knowing;
Yet there isn't a train I'd rather take,
No matter where it's going.



DAVID'S SOUTH-

AMERICAN ADVENTURES

WARM-UP

1. Look at the picture on the right, and guess what the man is doing.
2. Do you think that travel is, as the humorous picture indicates, always boring?
3. Have you ever traveled far? Can you give us a brief account of your travel experience?



READING



Adventures in Public Transportation

The main streets in large cities like **Lima** or **Quito** are crowded, noisy, and overwhelming. There is only one rule for **pedestrians**: There are no rules.

Drivers zip around corners giving a short **honk** just before entering the **intersection**. Anything that weighs more has right of way over anything that weighs less. Public buses slow down, not even to a full stop, as passengers hop on or **hop off**. In Quito taxis stop at red lights only during daylight hours. I'm not sure why they even leave the traffic lights on during the night.

If taxi drivers were animals, they would be **eagles**, circling around the **landscape**, capable of spotting a lone mouse from a mile away. I made it a game — a challenge — to see how small a gesture it would take to stop a bus or taxi. I found that I could **loop** my thumb through my

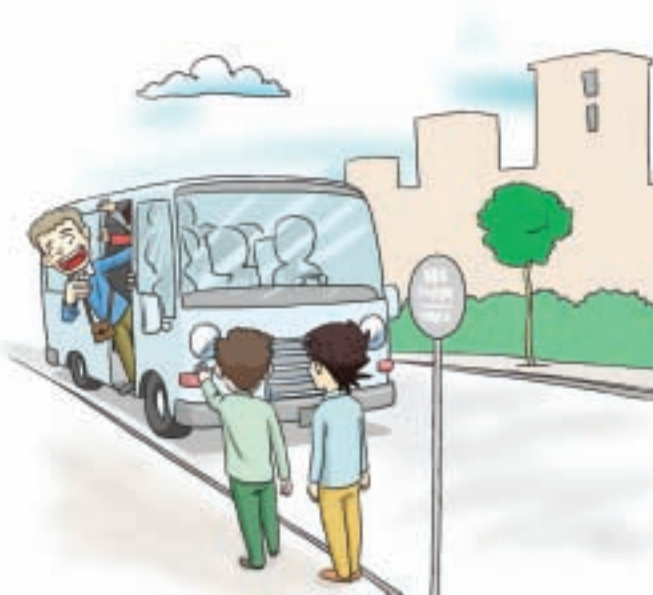


backpack **strap**, stand on the side of the street at any place (there are generally no bus stops), and do nothing more than wave my fingers, keeping my thumb looped through my backpack strap. That would be enough to cause the next taxi or bus to **screech** to a halt at my feet. I confirmed that even eye contact and the faintest nod were enough to stop a 5-ton bus.

Nine times out of ten, the taxi driver would state a price (usually **negotiable**) before the trip. Sometimes a taxi driver would want to charge by the meter, but if the driver **insisted**, I would thank the driver and say that I would take another taxi. I didn't trust meters. In a few places taxi prices were very **standardized**. In **Cuzco, Perú**, for example, taxis cost only two **soles** (about 57 cents US) to reach just about anywhere. After 10:00 p.m. the price went up to three soles (about 84 cents US).

During my first days in Quito, many taxi drivers would want to charge me **gringo** prices which were two or three times as high as they normally charge local customers. I considered it a personal

triumph that at the end of my trip I could flag a taxi with a nod, hop in and state my destination in **Español**, and the driver would offer the same reasonable, low fare that the local **residents** pay.



In Quito, there were two classes of public buses: the blue Servicio Popular and the red Especial. Blue costs only about 15 cents, but you weren't assured of a seat and might have to stand. The red ones cost 40 cents but generally only let on passengers when seats were available. Nearly every bus driver (*chófers*) had an assistant who collected fares, gave change, and sometimes hung out the door calling to people on the street to hop on and use their easy comfort-

able service or sometimes just whistled at pretty girls. Most assistants were young boys between 8 to 15 years old. Occasionally a young person would hop onto a bus at some **random** place and try to sell bread, cookies, candies or fruit to anyone who would listen, and then he or she would hop off at some equally random location. I don't think I ever saw one of those **vendors** pay for making their sales pitch. Sometimes a bus ride was worth 40 cents just for the amusement.

COMPREHENSION

Choose the best answers to complete the following sentences.

- (1) The pedestrians in big cities like Lima or Quito _____.
- A. follow traffic rules
 - B. have no rules to follow
 - C. follow no rules although there are traffic rules made for them
 - D. follow only one rule, e.g., walking on the right
- (2) The sentence “Anything that weighs more has right of way over anything that weighs less” in the second paragraph might mean that _____.
- A. people like heavier things
 - B. people like things less heavy
 - C. heavier things are allowed to pass first in the streets
 - D. pedestrians have to make way for motor vehicles
- (3) The author compares a taxi driver to an eagle, because _____.
- A. the driver respects his customers
 - B. the driver has a quick eye for spotting customers
 - C. the driver is as cruel as an eagle
 - D. the driver follows traffic rules, just like an eagle
- (4) The word “meter” in the fourth paragraph means _____.
- A. a device which measures the level of something
 - B. verse rhythm
 - C. a unit of length
 - D. a taxi
- (5) The vendors _____.
- A. pay the bus driver for hopping on the bus
 - B. pay the bus assistant for hopping on the bus
 - C. don't pay for making their sales pitch at all
 - D. are too poor to pay for making their sales pitch on the bus

DISCUSSION

Do the author's traveling adventures in South-America remind you of any similar experiences you have had? You may discuss this topic with your classmates with the help of the following questions.



- (1) Do buses always stop for passengers at bus stops or anywhere when there is a passenger?
- (2) In Lima or Quito, "Public buses slow down, not even to a full stop, as passengers hop off or on." Does this happen in your place?
- (3) Do taxis and other cars stop at red lights during the night?
- (4) Are meters well used by taxi-drivers?
- (5) In South-American countries, "Most assistants (on buses) were young boys between 8 to 15 years old." Where else do you find young people who start working at such an early age?
- (6) What do you think is the author's attitude towards the traffic conditions in South-American countries?

EXPRESSIONS

1. Read the following sentences carefully and find out how the italicized words and expressions are used.

- (1) The woman who drove the BMW thought that she *had right of way over* anybody else in the streets.
- (2) In Western countries, pedestrians *have right of way over* motor-cars in the streets.
- (3) What the little boy says *confirms* the old woman's suspicion.
- (4) It *was confirmed* that three people were killed in the accident.
- (5) The book you want is not *available* at present.
- (6) Are you *available* (for the meeting) tomorrow morning?
- (7) The young soldier was so frightened that he shut his eyes and shot at *random*.
- (8) Don't take it seriously, young man. It's just his *random* remarks.

2. Match the words and expressions in Column A with the meanings in Column B.

A	B
(1) have right of way over	A. to make firmer or stronger
(2) confirm	B. to have right to use the carriageway before others
(3) available	C. done, made, taken without an aim or purpose
(4) random	D. (of objects) able to be used; (of persons) able to be present

3. Use the words and expressions above to fill in the blanks below.

- (1) What conclusion can be drawn from these _____ samples?
- (2) The report of an earthquake in Turkey has now been _____.
- (3) He is always _____ whenever you need his help.
- (4) Some people say that the economy _____ anything else.

GRAMMAR

Step-by-step grammar: *emphasis*

“Children usually learn that it is the teachers who teach and the children who learn.” **In this sentence the structure “It is... that...” is used for emphasis. Here are more examples. Can you figure out the rules behind them?**

- It was a vendor who hopped onto the bus I took.
- It was Jack whom Ted met in the bookstore yesterday.
- It was on the bus I took that I saw a vendor selling bread and cookies.

- It was yesterday that Ted met Jack in the bookstore.
- It was while she was living there that she met Tom.
- Is it where you are born that decides your nationality?
- It is how you behave in difficulties that shows what you are really like.
- It's speeding that causes accidents, not bad roads.

1. Rewrite the following sentence, giving emphasis to each underlined part.

Harry helped Bill move the heavy box to the next room yesterday afternoon.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

2. Find one mistake in each of the following sentences and correct it.

(1) It is Mr. Smith that lost his car at the parking lot.

(2) It were three books that we bought in that city.

(3) It was the school that he finished his homework.

(4) Is it in this city where the Olympic Games were held?

(5) It was yesterday when he arrived in Beijing.

(6) It was Friday morning that I met him for the first time.

LISTENING AND SPEAKING

1. Listen to Dialogue 1, 2 and 3, and choose the best answer to each question.

(1) Where does the man want to go?
A. The zoo.
B. The bank.
C. The bus stop.

(2) What is the man doing?
A. Looking for a book.
B. Booking a seat on a plane.
C. Leaving for the airport.

(3) How will the woman go to the museum?
A. By taxi.
B. By public bus.
C. By Underground railway.

2. Listen to Dialogue 4 and choose the best answer to each question.

(1) Why does the man suggest taking the bus instead of a taxi?
A. Buses run fast.
B. Taxis are few.
C. They are in a hurry.

(2) Where are they now?
A. They are at a meeting.
B. They are at a bus stop.
C. They are on a bus.

3. Listen to the passage and decide whether each of the following statements is true (T) or false (F).

- (1) London is so big that there are traffic problems. T F
- (2) It takes about one hour to go from one side of London to the other. T F
- (3) Parking in the central area of London is not controlled. T F
- (4) Escalators are a kind of underground railway. T F
- (5) The Underground railway systems reach the suburbs of London. T F

4. Listen to the passage again and fill in the blanks.

London is of course far too big. _____ is a terrible problem. A bus takes about an hour and half to get from one side of the _____ to the other. There are constant _____, and parking in the central area has to be _____ by parking meters. Hence the _____ for the London Underground electric railway system, including the “tube” railway which means moving _____ called escalators. There are about _____ stations belonging to eight _____ Underground systems, some rising to the _____ outside the central area and _____ beyond the suburbs.

5. Talk about the traffic conditions in your hometown. Is there a subway system there? If yes, how far does it go? If not, what vehicles do people usually use to go to work or go around the city? If the traffic is a problem there, can you make some suggestions to improve the situation?



TASK

Find out by what means of transport your classmates come to school every day. Calculate the average speed of each means and identify which is the most efficient.

SUMMARY OF READING

1. Try to retell the text with the help of the following words and expressions.

the main streets	one rule	zip around	have right of way over	red light
eagles	gesture	confirm	state a price	charge
standardized	personal triumph	local residents	the blue	
the red	assistant	vendors		

2. Write a report on the main idea of the text. You can also include in this report what you have talked about in the **DISCUSSION**.



SELF-ASSESSMENT

1. Score your own performance in this unit.

★★★★★ “Excellent!”

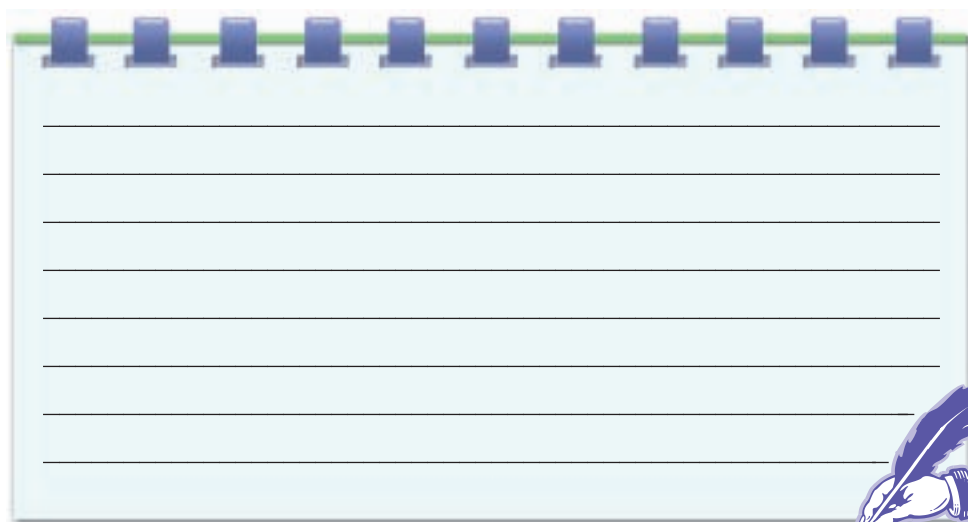
★★ “Not bad, but I need some improvement.”

★★★ “Pretty good!”

★ “Try harder next time!”

Language skill	Section	Stars
Listening	LISTENING AND SPEANKING	
Speaking	WARM-UP	
	Retelling	
Reading	COMPREHENSION	
Writing	Report	

2. Make a plan for what you need to improve.



FUN TIME



Swiss mountain guides who always do the same trails can get tired answering the same questions over and over. One time an English tourist was giving his guide an especially hard time with silly questions. They were walking through a mountain valley that was strewn with rocks, and the traveler asked, “How did these rocks get here?” “Sir,” said the guide, “they were brought down by a glacier.” The tourist peered up the mountain and said, “But I don’t see any glacier.” “Oh, really?” said the guide. “I guess it has gone back for more rocks.”

BONUS READING

The Van Without a Door



A street in Loja, Ecuador

It was time to leave the resort-like town of Vilcabamba and go to Loja, Ecuador where I’d catch a bus to Perú. The transportation system for the one-hour ride between Vilcabamba and Loja was very informal. There was a continuous stream of riders between the two towns. At one end of Vilcabamba, taxis and mini-vans dropped off passengers from Loja, and then waited for a full load to take back to Loja. The standard fare was one dollar per person, and a taxi or mini-van would typically wait until it collected a full load of passengers before leaving. For a little taxi, that meant five passengers plus the driver. For a little mini-van, that meant however many people they could cram into the vehicle.

I just missed a taxi, and the only other vehicle available was a mini-van. It was rapidly filling up, so I paid my one dollar and tossed my duffel bag onto the precariously loaded roof. As I took a seat inside the van, I noticed that the big door on the right side of the van was missing. Just gone, as if the whole side of the van was missing.

At first I got a seat near the missing door of the van. The van was built for about 12 passengers, but as we started heading out of town, picking up a few locals here and there on the way, we soon had a very crowded van. My seat, comfortable at first, became a bit squeezed. As we started up

the narrow road hugging the side of a steep mountain, I could only see open sky out the side of the van.

At one stop more people boarded with crates of fruits and vegetables and I would have had to hang on to anything I could find to keep from falling out the side of the van. The locals took pity on me, smiled at me, and told me to take a seat closer to the middle of the van where it was safer. The locals who knew this van and knew the road took the seats next to the gaping hole in the side of the van. They didn't mind holding on and they wanted this gringo tourist to feel comfortable.

From the middle of the van packed with more than 20 people, I could still see the wide open sky and deep valleys on the right side of the bus. To my left I was squeezed against a local mother breastfeeding her infant child. On my right I was squeezed against a local boy carrying a box of fruit that seemed half as big as he was.

At midpoint between Vilcabamba and Loja the van slowed to a stop at a police checkpoint. A well-fed policeman waddled over to the van and spoke to the driver. The driver shut off the van, got out, and walked with the policeman to a little shack beside the road. An English-speaking passenger in the front of the bus spoke with another passenger and exchanged a conversation that I could barely understand. The second hand story, according to the English-speaking passenger, is that this was a game that the police played with this bus driver. The police said it was illegal to drive the van without a door. The driver couldn't afford to install a new door, and for whatever reasons, he had come to like the van without a door. Perhaps it was more convenient to load and unload passengers who were squeezed into the van like sardines in a can. So, apparently the driver and the police had a deal where he was allowed to pass after contributing a share of the bus profits to the policeman.



COMPREHENSION

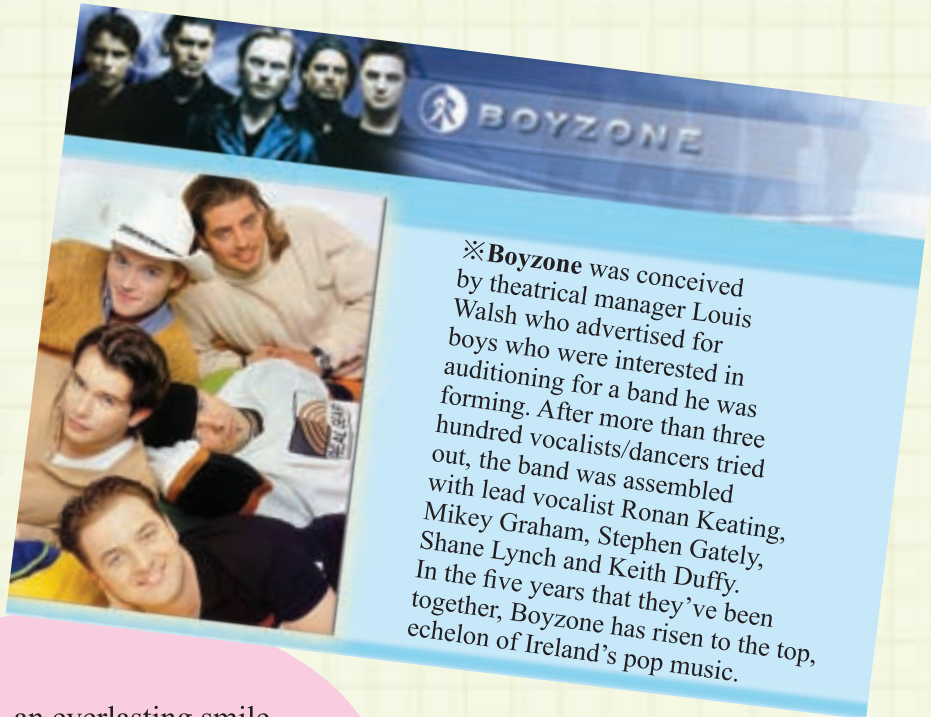
Decide whether each of the following statements is true (T) or false (F) according to the text.

- (1) The transportation system for the one-hour ride between Vilcabamba and Loja was very informal. T F
- (2) The standard fare was one dollar per person from Vilcabamba to Loja, whether you take a taxi or a mini-van. T F
- (3) There were many other vehicles besides taxis and little vans. T F
- (4) The little van the author took had only 12 passengers in it. T F
- (5) The locals laughed at the author and kept him at the open door of the van. T F
- (6) The policeman was very severe with the van driver and fined him heavily. T F

RELAX AND ENJOY

Enjoy a song of Boyzone.

Words



※**Boyzone** was conceived by theatrical manager Louis Walsh who advertised for boys who were interested in auditioning for a band he was forming. After more than three hundred vocalists/dancers tried out, the band was assembled with lead vocalist Ronan Keating, Mikey Graham, Stephen Gately, Shane Lynch and Keith Duffy. In the five years that they've been together, Boyzone has risen to the top echelon of Ireland's pop music.

Smile, an everlasting smile
A smile can bring you near to me
Don't ever let me find you wrong
'Cause that would bring a tear to me

This world has lost its glory
Let's start a brand new story
Now my love
You think that I don't even mean
A single word I say...
It's only words
And words are all I have
To take your heart away

Talk, in everlasting words
And dedicate them all, to me
And I will give you all my life
I'm here if you should call to me
You think that I don't even mean
A single word I say...

DINING AROUND

THE WORLD

WARM-UP

Discuss the following questions in groups.

- (1) What is your favorite home-made food?
- (2) If you eat out in a restaurant, what dishes would you like to order?
- (3) Have you ever traveled outside your hometown? If yes, can you talk about the food of any place you have visited?
- (4) Do you like Western-style food? Why or why not? Can you name some which are popular in China?
- (5) What do you know about table manners in the West?
- (6) What do you know about table manners in China?



READING



Delicious Italy

—A Report by a Traveling Gourmet

In terms of top world **cuisines**, Italian food certainly ranks high. The great classics of Italian food, such as **pasta**, pizza, and ice cream, enjoy huge popularity throughout the world.

Italian food is perhaps the best possible example of European Mediterranean food with various fresh vegetables, fruits, **herbs** and fish as well as plenty of delicious olive oil.

In Italy there is a different way of dining. Meals are taken late, and the cooking itself often takes much time. It is not unusual to sit down for dinner at 10 o'clock in the evening. Many **courses** are taken at a leisurely pace and washed down with wines while people keep on talking, often focusing on the food being eaten.

Of course, there is the **myth** that the three great examples of Italian food all came from China. It is said that Marco Polo brought **recipes** for ice cream, pasta, and pizza back from his travels. However, a theory that seems more acceptable is that he brought back pizza and pasta from

Central Asian areas in the 1300's.

Pasta

Whatever the origins of pasta, it has spread from Italy all around Europe and America and is now considered a basic and important part of Western cooking. Any pasta dish has two **components**, the pasta itself and the **sauce**. There are probably hundreds of types of pasta with every house in Italy making its own style. Sauces are just as **varied**, with recipes **adapted to** what



was traditionally available in an area. Two classic pasta sauces are (1) mixed beef and/or pork in a rich tomato sauce, and (2) ham with onion and **mushroom** cooked in a cream and cheese sauce with white wine.

Pasta is very similar to noodles but the Italians do not like to cook it so long, and so it is eaten a little hard. Often **spinach** or tomato is mixed into the flour so as to make green and red pastas.

Pizza

Some say that the pizza's popularity around the world is due to America. However, anyone who has spent time in Italy knows that the range of Pizza styles and the simple **brilliance** of even the most basic style reflect the fact that Italy is the home of pizza.

Pizza and pizza-like creations are common throughout Italy, and a number of regions **claim** the honor of having invented it in the first place. In one of the classic styles, the cook **sprinkles** a few fresh leaves over a pizza topped with cheese and tomato—red, white and green, the national colors. The toppings of pizza may include various **ingredients** like tomato sauce, **sliced** garlic, red **pepper**, ham and mushroom combination—the list could be endless.



Ice Cream

Completing the **trio** of the most famous types of Italian food is ice cream. It is probably the most enjoyed **dessert** all around the world and many different countries make their own now. However, there is no doubt that the classic ice cream came from Italy.

It is strange that no matter how much you have eaten there is always room at the end of a meal for ice cream. Some ice creams are a mix of ingredients and have something added like chocolate chips. The smooth refreshing **vanilla** remains the world's favorite.



There are well-known, often non-Italian, brands that are eaten from New York to Beijing, Jakarta to Sao Paulo. However, personally I still think that the best ice cream I have had is in the little family-run Italian food stores that one easily finds in the towns of Italy.

COMPREHENSION

1. Fill in the table below according to what you have read without looking back at the text.

The food	Some of the ingredients mentioned
sauce of pasta	mixed beef and/or _____, a rich tomato _____, ham, onion and mushroom, a cream and _____ sauce, white _____
pasta	spinach, _____
topping of pizza	tomato sauce, sliced _____, _____ leaves, _____, _____
ice cream	_____ chips, _____

2. Decide whether each of the following statements is true (T) or false (F) according to the text.

- (1) Italian food is perhaps the best example of West European food. T F
- (2) In Italy, both cooking and dining usually take much time. T F
- (3) There is no doubt that pasta and pizza were brought back to Italy by Marco Polo from China. T F
- (4) Just like pastas, there are also many different styles of sauces, and people use what they can get in their local areas to make the sauces. T F
- (5) The colors of the national flag of Italy are white, green, and blue. T F
- (6) The best ice cream the author found after he had searched throughout the country was in a small family-run food store. T F

DISCUSSION



- Compare the ingredients of pasta and pizza mentioned in the text and those commonly found in Chinese food. Do you find any similarities or differences? If yes, what are they?
- In the first sentence introducing “ice cream”, the author uses a musical term “trio”. Can you suggest why? What could be the effect of using this word in talking about Italian food?

1. Match the words and expressions in Column A with the explanations in Column B.

A	B
(1) rank (v.)	A. to change in order to be suitable for a (new) situation
(2) not unusual	B. to try to get sth. because one thinks one has a right to it
(3) adapt (oneself) to	C. quite common
(4) claim	D. to have position in a list or scale
(5) room for sth.	E. possibility for doing/having sth.

2. Complete the following sentences using the proper forms of the words and expressions you have just learned above according to the meanings given in brackets.

- (1) Now those people are returning to _____ what was theirs. (Now those people are coming back *to try and get what they think was theirs.*)
- (2) Some animals change the color of their bodies to _____ the environment. (Some animals *change* the color of their bodies *in order to make it suitable for* the environment.)
- (3) It is _____ for them to have a huge dinner with family when back from work, though this is not regarded as healthy. (It is *very common* that people have a huge dinner with family when back from work.)
- (4) Don't make the decision hastily; there's still _____ a discussion. (We *can still have* a discussion.)
- (5) It is commonly agreed that Chinese cuisine _____ as one of the top three in the world. (It is commonly agreed that Chinese cuisine is one of the top three *in the list of* world cuisines.)
- (6) Investors _____ this area high among the northwest areas. (Investors *think* that this area *is one of* the best among the northwest areas.)
- (7) We have to have new products to _____ the market demand. (We have to have new products *in order to meet* the market demand.)
- (8) In such a mysterious valley it is _____ for a traveler to get lost in his way out. (In such a mysterious valley it is *very common* that a traveler may get lost in his way out.)
- (9) Several people _____ the first discoverer of this new star. (Several people *say that they are* the first person who found this new star.)
- (10) Things have gone out of control; there's no _____ change now. (It is *impossible to have* a change now.)

GRAMMAR

Step-by-step grammar: *absolute constructions*

1. The italicized parts in the following sentences are called *absolute constructions*. Can you put them in three different groups according to the ways they are formed?

- (1) She quietly went out of the room, *tears in her eyes*.
- (2) *There being nothing interesting to see*, we quickly left the place.
- (3) *With meals taken late and the cooking itself taking much time*, it is not unusual to sit down for dinner at 10 o'clock in the evening.
- (4) *Lunch finished*, the children take a nap for one hour.
- (5) *Much having been eaten*, ice cream was still welcome at the end of the meal.
- (6) *Without me to help you*, how can you get the job done before the deadline?

Group 1: _____

Group 2: _____

Group 3: _____

★ The subject of the **absolute construction** is clearly separated from the subject of the sentence.

★ What follows the subject in the **absolute construction** can be *v.-ed*, *v.-ing*, *adj.*, *adv.*, *prep.* or *to+v*.

★ The **absolute construction** usually appears in formal written English. We generally do not use it in everyday conversation.

2. Find out what the functions of the absolute constructions are in the following sentences according to the examples given.

- *Homework done*, the boy rushed out to the yard. (indicating *time*)
- *With his dad being laid off*, John had to quit school. (indicating *reason*)
- *Weather warming*, the ecosystem could be in disorder. (indicating *condition*)
- *Her baby in her arms*, the woman kicked the door open. (indicating *manner*)
- The dam collapsed, *water roaring and pouring towards the village*. (indicating *result*)

Now please clarify the functions in brackets.

(1) *Christmas only days away then*, people hurried home from every corner of the country. ()

(2) She smiled at me, *eyes twinkling in the darkness*. ()

(3) *Without the wind blowing in the desired direction*, we cannot go home by ship. ()

(4) *Class over*, the girl was called to the teachers' office. ()

(5) *There being so little chance*, he felt very disappointed. ()

(6) The war was over at last, *with thousands of people being left homeless*. ()

3. Fill in the blanks using the proper forms of the words given in brackets to form absolute constructions.

- (1) The rock music star stepped onto the stage, a red star _____ (shine) on his white hat.
- (2) The boy looked at his father anxiously, his scored exam paper _____ (hide) in his pocket.
- (3) There _____ (be) much complaint from the public in the past two months, the company decided to change its policy.
- (4) It's a nice day today, with a fresh breeze _____ (blow) in the trees.
- (5) With your parents _____ (keep) on encouraging you, I believe you'll make progress in the near future.
- (6) Job _____ (finish) on time, the boss will treat us to dinner.

LISTENING AND SPEAKING



1. Listen to the first passage about table manners in the USA and complete the table below.

Napkin use:	At the beginning of the meal	During the meal, if you leave for a while	When the meal is over
Where should you put it?			

2. Answer the following questions according to what you have heard in the second part of the first passage.

- (1) What should you do if there is something you don't understand on the menu? Why? _____
- (2) Whose order should the server take first?

- (3) When a guest is about to order, what should he or she be careful of?

- (4) In what way does a host make suggestions for his or her guest's ordering? _____



3. Listen to another passage about the suggestions on table manners for visitors to China, and fill in the table below according to what you have heard.

Behaviors at the dinner table	Is it polite to do so?	Any explanation (if mentioned)?
Stick your chopsticks _____ in the rice bowl.	Yes () No ()	It looks like wishing death upon a person at the table.
Direct the _____ of the teapot outward from the table, facing nobody.	Yes () No ()	
_____ on your bowl with your chopsticks.	Yes () No ()	
Try to turn a _____ over and debone it yourself.	Yes () No ()	

4. Make a conversation with your partner based on either of the two passages you have heard. Suppose one of you is an American and the other Chinese.
5. Act out one of the two passages you have heard. You may follow the suggestions below.

Setting: a restaurant in the USA or in China
 Characters: a host
 2–3 guests, one of whom is a foreigner
 a server

TASK

Choose one task from the following three to complete. Check the dictionary for some cooking terms if necessary.

- (1) Cook a dish at home or just observe someone else when he or she is cooking, and then take down the whole process and report it to the class. Your report may cover the following points.
 - the ingredients to prepare, and how to get them prepared
 - the cooking steps
 - the look, smell, and taste of the dish, and what you think of the food
- (2) Write about a regional or special food you once had while traveling outside your hometown. You may cover the points suggested below.
 - a brief description of the trip: when, where, and who
 - how you got the food, and what your first impression of it was
 - the features of the food in detail
 - what you think of the food
 - whether you think the features of the food have to do with the characteristics of the local place and people
- (3) Go online or find books or magazines for information about the cuisine of a foreign country, and write a report on what you have found. You may choose what you are most interested in, for example.
 - French cuisine
 - Greek cuisine
 - German cuisine
 - Korean cuisine
 - Japanese cuisine

SUMMARY OF READING

1. Choose one from the three most important foods in Italy to retell what you have read about it in the text. You may find the following key words helpful.

Pasta

basic, important, Western cooking, two components, the sauce, hundreds of types, own style, varied, recipes, adapting to, available in an area, two classic pasta sauces, beef, pork, tomato sauce, ham, onion, mushroom, cream and cheese sauce, white wine, noodles, hard, spinach, tomato, flour, green and red



Pizza

popularity, America, Italy, home of pizza, regions, claim, invent, sprinkle, fresh leaves, topped, cheese, tomato, the national colors, toppings, tomato sauce, sliced garlic, red pepper, ham and mushroom combination, endless



Ice Cream

dessert, different countries, classic ice cream, a mix of ingredients, chocolate chips, vanilla, favorite, non-Italian, brands, the best ice cream, little family-run Italian food stores



2. Write a general introduction to Italian cuisine according to what you have read in the text. Try to cover the following points.

- ranking of Italian cuisine in the world
- three most important Italian foods
- the most common ingredients in all Italian food
- the way of dining in Italy
- the origins of pasta and pizza

Your introduction:

SELF-ASSESSMENT

1. What do you think of your writing in the TASK? Fill out the self-assessment sheet and see if you can improve your writing with the help of this assessment.

Title of my writing: _____ Date: _____

- | | | |
|---|------------------------------|-----------------------------|
| (1) Does my writing have a wholeness to it? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Title | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Beginning | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Middle | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Ending | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (2) Have I revised it for language improvement? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Verb tense—consistent throughout | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Person—consistent throughout | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Grammatical correctness | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (3) Have I read over my writing for word choices? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Economy of words | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Vivid words | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Good use of idioms | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (4) Does my writing say what I mean? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (5) Have I expressed what I really feel? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Score your own writing now.

★ ★ ★ ★	Very good	My score:
★ ★ ★	Good	
★ ★	Pass	
★	Work harder next time	

2. Ask your partners in the LISTENING AND SPEAKING to score your performance, and then discuss with them the reasons for the scores.

- ★★★★★ “Excellent!” ★★ “Not bad, but you need some improvement.”
 ★★★ “Pretty good!” ★ “Work harder next time!”

Pronunciation and intonation	Vocabulary	Sentence management	Performance and cooperation

FUN TIME

Delicious

We all enjoy delicious food,
Makes us happy, fixes our mood.
It's all about the juicy taste,
Doesn't matter, where the food is placed.
We should consider, nutritional support,
We shall need it, if we engage in a sport.
Energy; food provides—plenty
Need a bit more, if we're over twenty.
A great dish, we should all savor,
Eat slowly, as we taste the flavor.
Choose our very favorite cuisine,
Is it red? Or is it green?



BONUS READING

Keeping Track of Table Manners



“Mabel, Mabel, strong and able, keep your elbows off the table.” I was only three or four years old when my mom taught me this little rhyme. She taught it to teach me polite table manners.

I wish learning table manners as an adult were that easy. Each culture I've visited has presented a new set of rules. Some are easy to discover —some are not. And keeping track of them can give you a headache.

In America, proper manners call for keeping your elbows off the table at mealtime. In fact, these strict rules even say your left hand should stay in your lap, while you eat with your right hand. But travel to Hungary or Austria and you'd better remember to keep both hands on the table to be polite.

When you're in Canada or America, don't forget to put your napkin in your lap. But if you

happen to be touring Romania, remember to leave your napkin on the table.

Growing up, I heard my dad lecture me about proper manners time and again. To eat properly, one should sit up straight and carefully bring one's fork to one's mouth.

When I first moved to China those skills were put to the test. With my dad's method, it took forever to eat a bowl of rice with chopsticks. Then I discovered it was quite all right to pick up my bowl and hold it close to my mouth. What a relief!

Knowing how much food to eat can also be tricky. In China I quickly learned that if I finished all the food, more would be served. It is polite to leave a bit of food on the serving dishes. In Finland, however, your host would be troubled if you left any food on your plate.

If you're in America and you do want more food, don't reach across the table for it. That would be considered uncivilized. Instead you need to ask someone to pass you the dish.

What would you do if you walked into a restaurant and all the tables were full? In Germany or China, you might share a table with strangers. People in America, however, prefer more personal space. They may think you are strange if you sit at their table.

And after your meal, should you leave a tip? In some countries a tip is included in the meal price. In America, you need to leave extra money on the table to thank your server for a job well done.



Before you travel to a new place, be sure to pick up a good book on culture and customs. Take time to watch how the local people act and imitate them. And if you're hosting foreigners, don't leave them guessing the proper way to behave at the table. Share your customs and traditions with them.

Keeping track of table manners may not be as easy as learning a childhood rhyme, but it's definitely worth the trouble. After all, no one wants to be embarrassed at the dinner table!



COMPREHENSION

Fill in the table below to summarize the table manners mentioned in the text.

Topic	Country	Table manners (in key words)
Hands and elbows	America	off the table, left hand in your lap
	Hungary/Austria	both hands on the table
Napkin	Canada/America	
	Romania	
Way to put food into mouth	America	
	China	
How much food to eat	China	
	Finland	

Topic	Country	Table manners (in key words)
Want more food	America	
Find no empty table	Germany/China	
	America	
Tip	Some countries	
	America	

RELAX AND ENJOY



Quotable Quotes

- Getting enough to eat, and then getting rid of it, are two of the great problems of life.
- The more food there is in the world, the more fools will be fed.
- Tell me what you eat, and I'll tell you what you are.
- Leftovers are a kind of food that are here today—and here tomorrow.
- It isn't the travel that's broadening—it's all that rich foreign food.
- Mankind is divided into two classes: those who are looking for food, and those who are looking for an appetite.
- The only food that never goes up in price is food for thought.
- The best thing you can say about gravy is that it has no bones.
- A refrigerator is a place where you store leftovers until they are ready to be thrown out.

Words and Expressions in Each Unit

Unit 1

- transportation** /ˌtrænsˈpɔːteɪʃən/ *n.* conveying passengers or goods 运输
- reservation** /ˌrezəˈveɪʃən/ *n.* keeping back or withholding 保留或留下
- subway** /ˈsʌbweɪ/ *n.* an underground urban railroad 地铁
- tube** /tjuːb/ *n.* equivalent to “subway” in London 地铁 (伦敦人多用此词)
- alphabetical** /ˌælfəˈbetɪkəl/ *adj.* arranged in the customary order of the letters of language 按字母顺序的
- index** /ˈɪndeks/ *n.* sth. that serves to guide 索引
- destination** /ˌdestɪˈneɪʃən/ *n.* the place to which one is going 目的地
- vending machine** *n. phr.* a coin-operated machine that sells goods 自动售货机
- transfer** /trænsˈfɜː/ *vi. & vt.* to change from one public conveyance to another as part of one trip /ˈtrænsfɜː/ *n.* the action of doing so 转车
- present** /prɪˈzent/ *vt.* to show 展示
- comparably** /ˈkɒmpərəbli/ *adv.* in a roughly similar way 大致相似地; 同等地

- current** /ˈkʌrənt/ *adj.* belonging to the present time 当前的
- route** /ruːt/ *n.* a road or way for travel from one place to another 路线
- phase out** *v. phr.* to cease in existence 逐步淘汰; 逐渐停止
- rear** /rɪə/ *n.* the back part 后面
- hail** /heɪl/ *vt.* to call out to catch the attention of 招呼
- thereafter** /ˌðeəˈæftə,-ˈɑːftə/ *adv.* from then on 从那时起

Unit 2

- overnight** /ˈəʊvənaɪt/ *adj.* lasting for a night 一整夜的
- suburb** /ˈsʌbɜːb/ *n.* a usually residential area outlying a city 郊区
- meditate** /ˈmedɪteɪt/ *vi.* to reflect on 思索
- wander** /ˈwɒndə/ *vi.* to move about without a purpose 徘徊; 游荡
- clump** /klʌmp/ *n.* a thick grouping of trees or bushes 树丛
- irrigation** /ˌɪrɪˈɡeɪʃən/ *n.* supply of water by means of ditches or pipes 灌溉
- conceive** /kənˈsiːv/ *vt.* to form or develop in

the mind 构思；设计

direction /dɪ'rekʃən/ *n.* an order or command
指示；指挥

governor /'gʌvənə/ *n.* a person who is in
charge of the political administration of a
region or state 地方行政长官

dam /dæm/ *n.* a barrier across a waterway to
control the flow 水坝

equipment /'kwɪpmənt/ *n.* materials needed
for a purpose 设备

channel /'tʃænəl/ *n.* to make or cut channels
in 在……挖沟；在……上开槽

surrounding /sə'raʊndɪŋ/ *adj.* nearby 周围
的，附近的

carve /kɑ:v/ *vt. & vi.* to cut into a shape 雕刻

hover /'hɒvə/ *vi.* to remain floating in the air
滑翔；盘旋

split /splɪt/ *vt.* to break apart with force 撕开

waterfall /'wɔ:təfɔ:l/ *n.* a steep descent of
water from a height 瀑布

vertical /'vɜ:tɪkəl/ *adj.* being or situated at
right angles to the horizon 垂直的

scenic spot *n. phr.* a place that has attractive
scenery 景点

poetic /pəʊ'etɪk/ *adj.* having a quality or
style characteristic of poetry 诗一般的

fraction /'frækʃən/ *n.* a small part 一小部分

Unit 3

stroll /strəʊl/ *vi.* to walk in a slow, leisurely
way 散步；闲逛；溜达

arch /ɑ:tʃ/ *n.* curved structure supporting the
weight of sth. above it, e.g., a bridge or the
upper storey of a building 拱（支撑如桥
梁或上层建筑重量的弧形结构）

concrete /'kɒnkri:t/ *n.* building material
made by mixing cement with sand and
water 混凝土

massive /'mæsɪv/ *adj.* large, heavy and solid
大而重的；巨大的

worthwhile /'wɜ:θwaɪl/ *adj.* important,
interesting enough to justify the time,
money or effort that is spent 值得的；值
得花时间、钱或精力的

entertainment /'entə'teɪnmənt/ *n.* thing that
is entertaining; public performance at a
theater, cinema, etc. 娱乐；剧场、电影
院的演出

venue /'venju:/ *n.* place where people agree
to meet for a sports contest or match 聚集
地点（尤指体育比赛场所）

production /prə'dʌkʃən/ *n.* sth. that has been
produced, esp. a play, film, etc. 推出的作
品（尤指戏剧、影片等）

stunning /'stʌnɪŋ/ *adj.* surprising or shocking

令人惊奇的；令人震惊的

peer /piə/ *vi.* to look closely or carefully,

esp. as if unable to see well 仔细看（尤指因看不清）

shade /ʃeɪd/ *n.* degree or depth of color

颜色；色度

botanic garden /bə'tænikəlɡɑ:dən/ *n.* a park where plants, trees and flowers are grown for scientific study 植物园

drift /drɪft/ *vi.* to be carried along gently by a current of air or water 漂移；漂流

confirm /kən'fɜ:m/ *vt.* to provide evidence for the truth of sth. 证明；确认

fascinating /'fæsmɪnɪŋ/ *adj.* having great attraction or charm 吸引人的；迷人的

Unit 4

call at *v. phr.* to make a short visit to 短暂停留

weary /weəri/ *adj.* very tired; exhausted 疲倦的；精疲力竭的

punctual /'pʌŋktʃʊəl/ *adj.* happening or doing sth. at the agreed or proper time 按时的；准时的；守时的

fine /faɪn/ *n.* sum of money that must be paid as a punishment for breaking a law or rule 罚金，罚款

souvenir /'su:vənɪə, su:və'nɪə/ *n.* thing taken, bought or received as a gift 纪念品

valid /'vælɪd/ *adj.* legally usable or acceptable (法律上)有效的；得到认可的

comprehensive /,kɒmpri'hensɪv/ *adj.* that includes (nearly) everything 包罗万象的；全面的

access to *n. phr.* the opportunity or right to see or use 见到……的机会；使用……的权利

flag down *v. phr.* to wave at a vehicle as a signal for the driver to stop 招手示意停车

surcharge /'sɜ:tʃɑ:dʒ/ *n.* the payment that is demanded in addition to the usual charge 增收费；附加费

peak /pi:k/ *adj.* used to describe the highest level of sth. 最高度的；高峰时期的

trishaw /'traɪʃɔ:/ *n.* a human-powered vehicle for hire, usually with one or two seats for carrying passengers in addition to the driver 人力三轮车

negotiate /nɪ'gəʊʃɪeɪt/ *vi.* to try to reach agreement by discussion 谈判；协商

beforehand /bɪ'fɔ:hænd/ *adv.* in advance 预先；提前

bumboat /'bʌmbəʊt/ *n.* a small boat used to carry goods to ships offshore 小货船

coupon /'ku:pɒn/ *n.* a small piece of paper

that gives the holder the right to do or
receive sth. (e.g. goods in exchange) 优惠
券；通票

restrict /rɪs'trɪkt/ *vt.* to put a limit on sb./sth.
限制或约束某人/某事物

Unit 5

churn /tʃɜ:n/ *vi. & vt.* to stir or move about
violently 剧烈地搅动

churn out *v. phr.* to produce in a mass 大量
生产

hunk /hʌŋk/ *n.* thick piece (of bread, meat,
etc.) cut off (切下的) 厚块；厚片

epitomize /ɪ'pɪtəmaɪz/ *vt.* to show on a small
scale, the characteristics of sth. much larger
为……的缩影；是……的典型

fulfillment /fʊl'fɪlmənt/ *n.* performance or
completion of a task, duty, etc. 履行；完成

heady /'hedɪ/ *adj.* acting on impulse;
headstrong 鲁莽的；顽固的

flock /flɒk/ *n.* number of birds or animals of
one kind feeding and traveling together 一
群（羊、鸟等） *vi.* to gather, come or go
together in great number 群集；成群结队
地行走

institutionalization /'ɪnstɪ'tju:ʃənəlaɪ'zeɪʃən/
n. the act of making sth. into a law or

custom 使制度化

unbridled /ʌn'braɪld/ *adj.* not controlled
放纵的；放肆的

embargo /ɪm'bɑ:gəʊ/ *n.* order that forbids
trade, movement of ships, etc. 禁止买卖
令；禁运令

ration /'ræʃən/ *vt.* to limit (food, water, etc.)
限定配额（食物、水等）

soup sth. up *v. phr.* to fit (a motor-vehicle,
its engine) with a super charger (to increase
its speed) 装增压器以增加速度

probe /prəʊb/ *vt.* to investigate or examine
thoroughly 细查；探究

obsession /əb'seʃən/ *n.* fixed idea that occupies
one's mind 成见；萦绕于心的事物

prey /preɪ/ *n.* bird or animal hunt for food 猎
物；被捕食的动物

possess /pə'zes/ *vt.* to occupy the mind,
dominate 占据心灵；摆布；支配

addiction /ə'dɪkʃən/ *n.* strong interest, habitual
craving 瘾；嗜好

steer /stɪə/ *vt. & vi.* to direct the course of (a
car, boat, ship, etc.) 驾驶（汽车、船等）

port /pɔ:t/ *n.* the left-hand side of a ship
左舷

starboard /'stɑ:bəd/ *n.* the right-hand side of
the ship 右舷

banana-hued /bə'nænə,hju:d,-'na:-/ *adj.* of

the same color with banana 颜色像香蕉的

glut /glʌt/ *vt.* to overeat, satisfy to the full,
fill to excess 过量地食用; 使过量

Unit 6

sightseeing /'saɪtsi:ɪŋ/ *n.* the act of visiting
famous or interesting places, especially as
tourists 观光; 游览

convention /kən'venʃən/ *n.* a large formal
meeting 会议, 大会

professional /prə'feʃənəl/ *adj.* connected with
a job that needs special education and
training 职业的; 专业的

pedal /'pedəl/ *vi. & vt.* to turn or push the
pedals on a bicycle 踩动 (自行车的) 踏板

supersonic /,sju:pə'sɒnɪk/ *adj.* faster than the
speed of sound 超音速的

jet /dʒet/ *n.* an aircraft with a jet engine 喷气
式飞机

rail /reɪl/ *n.* a bar that is fixed along or around
sth. especially to stop you from falling 栏杆;
扶手

engage /ɪn'geɪdʒ/ *vt.* (engage in) to take part
or become involved in an activity 参加;
参与

percent /pə'sent/ *n.* an amount equal to... parts
out of a total that consists of 100 parts 百分

数

negative /'negətɪv/ *adj.* bad or harmful 不好
的; 有害的

bridge /brɪdʒ/ *vt.* to reduce or get rid of the
difference between two things 沟通

foster /'fɔ:stə, 'fɒstə/ *vt.* to help sth. to grow
or develop 培养

interchange /'ɪntətʃeɪndʒ/ *n.* an exchange,
especially of ideas or thoughts 交流

enlightenment /ɪn'laɪtnmənt/ *n.* the state of
understanding sth. clearly or the act of
making sb. understand sth. clearly 领悟;
启发, 开导

goodwill /'gʊdwi:l/ *n.* kind feelings toward or
between people and a willingness to be
helpful 好意, 亲善

irreversibly /,ɪrɪ'vɜ:səbli/ *adv.* sth. that is so
serious or so great that you cannot change
it back to how it was before 不可挽回地;
不可逆转地

resentment /rɪ'zentmənt/ *n.* a feeling of anger
愤恨, 不满, 憎恶

inevitable /ɪn'evɪtəbl/ *adj.* certain to happen
and impossible to avoid 必然发生的, 难
以避免的

overshadow /,əʊvə'ʃædəʊ/ *vt.* to make sb. or
sth. else seem less important 使……显得
较不重要; 使相形见绌

drawback /'drɔ:bæk/ *n.* a disadvantage of a situation, product, etc. 缺点；毛病；不利因素

responsibility /rɪˌspɒnsə'bɪləti/ *n.* a duty that you have 责任；义务

ambassador /æm'bæsədə/ *n.* an important official who represents his or her government in a foreign country 大使

extend /ɪks'tend/ *vt.* to offer sb. help, sympathy, thanks, etc. 提供，给予（帮助）

dignity /'dɪgnɪti/ *n.* the ability to behave in a way that shows you respect yourself and stay calm, even in a very difficult situation 尊严

Unit 7

Lima /'li:mə, 'laɪmə/ *n.* 利马（秘鲁首都）

Quito /'ki:təʊ/ *n.* 基多（厄瓜多尔首都）

pedestrian /pɪ'destrɪən/ *n.* person walking in a street, etc. 行人

honk /hɒŋk/ *n.* a sound made by (the old style of) motor horn （旧式汽车的）喇叭声

intersection /,ɪntə'sekʃən/ *n.* point where two lines cross each other 交叉点；十字路口

hop off *v. phr.* to jump off on one foot 单脚跳下

eagle /'i:gl/ *n.* large, strong bird of prey of the

falcon family with very good eyesight 鹰

landscape /'lændskeɪp/ *n.* inland scenery 风景

loop /lu:p/ *vt.* to curve 弯曲

strap /stræp/ *n.* strip of leather or other flexible material (often with a buckle) to fasten things together or keep sth. in place 吊带

screech /skri:tʃ/ *vi.* to make a harsh, piercing sound 发出刺耳声

negotiable /nɪ'gəʊʃɪəbl/ *adj.* that can be discussed 可商议的

insist /ɪn'sɪst/ *vi. & vt.* to declare that a purpose cannot be changed 坚决要求；一定要

standardized /'stændədaɪzd/ *adj.* making of one size, shape, quality, etc. according to fixed standard 标准化的

Cuzco /'ku:skəʊ/ *n.* 库斯科（秘鲁城市名）

Perú /pe'ru:,pə'ru:/ *n.* 秘鲁

sol /səʊl/ *n.* (*pl.* sols或soles /'səʊləs, 'sɔ:les/) a money unit used in Perú 索尔（秘鲁的货币单位）

gringo /'grɪŋgəʊ/ *n.* used by people from Latin America to refer to foreigners, especially people from the US 美国佬

triumph /'traɪʌmf/ *n.* success or victory 胜利

Español /espa:'njɔ:l/ *n.* the Spanish language 西班牙语

resident /'rezɪdənt/ *n.* person who lives in a

place 居民

random /'rændəm/ *adj.* done, made, taken without aim or purpose 任意的；随意的

vendor /'vendə/ *n.* seller 商贩

Unit 8

gourmet /'gʊəmeɪ/ *n.* someone who enjoys good food, and who knows a lot about food and wine 美食家

cuisine /kwɪ'zi:n/ *n.* the style of cooking that is characteristic of a country or district 烹饪（风格/技术）；佳肴

pasta /'pɑ:stə, 'pæstə/ *n.* a type of food made from a mixture of flour, eggs, and water that is formed into different shapes and then boiled, such as spaghetti, macaroni, and noodles 意大利面

herb /z: rb, hɜ: b/ *n.* a plant whose leaves are used in cookery to add flavor to food, or as a medicine 芳草；药草

course /kɔ:s/ *n.* one part of a meal （一道）菜

myth /mɪθ/ *n.* a belief or explanation which many people believe but which is actually untrue 虚构的事；神话

recipe /'resəpi/ *n.* a list of ingredients and a set of instructions that tell you how to cook

sth. 食谱

component /kəm'pəʊnənt/ *n.* one of several parts of which sth. is made 成分；组成部分

sauce /sɔ:s/ *n.* a thick liquid which is served with other food 酱；调味酱

varied /'veəriəd/ *adj.* consisting of things of different types, sizes, or qualities 多样的

adapt to *v. phr.* to change one's ideas or behavior in order to deal with a new situation successfully 改变以适应

mushroom /'mʌʃru:m/ *n.* a fungus that people can eat, which has short stems and round tops 蘑菇

spinach /'spɪnɪʃ, -nɪdʒ/ *n.* a vegetable with large dark green leaves that people chop up and boil in water before eating 菠菜

brilliance /'brɪljəns/ *n.* the quality of being extremely clever or skillful or successful 辉煌；优秀

claim /kleɪm/ *vt.* to try to get sth. because one thinks one has right to it （对财产、头衔、声誉等）提出要求；认领；索取

sprinkle /'sprɪŋkl/ *vt.* to scatter a liquid or powder over sth. 撒

ingredient /m'grɪ:diənt/ *n.* one of the things that are used to make sth., especially one of the foods that are used together to make a

particular dish (烹调的) 原料

slice /slaɪs/ *vt.* to cut into thin pieces 切碎

pepper /'pepə/ *n.* a hot-tasting spice which is used to flavor food 胡椒

trio /'tri:əʊ/ *n.* a group of three people together, especially musicians or singers, or a group of three things that have sth. in

common 三重唱 (奏) 曲 (组合)

dessert /dɪ'zɜ:t/ *n.* sth. sweet, such as fruit or a pudding, that one eats at the end of a meal 饭后甜点

vanilla /və'nɪlə/ *n.* a flavoring used in ice cream and other sweet food 香草 (味)

Vocabulary

A

access to *n. phr.* the opportunity or right to see or use 见到……的机会；使用……的权利 (U4)

adapt to *v. phr.* to change one's ideas or behavior in order to deal with a new situation successfully 改变以适应 (U8)

addiction /ə'dɪkʃən/ *n.* strong interest, habitual craving 瘾；嗜好 (U5)

alphabetical /ˌælfə'betɪkəl/ *adj.* arranged in the customary order of the letters of language 按字母顺序的 (U1)

ambassador /æm'bæsədə/ *n.* an important official who represents his or her government in a foreign country 大使 (U6)

arch /ɑ:tʃ/ *n.* curved structure supporting the weight of sth. above it, e.g., a bridge or the upper storey of a building 拱（支撑如桥梁或上层建筑重量的弧形结构） (U3)

B

banana-hued /bə'nænə,hju:d,-'nɑ:-/ *adj.* of the same color with banana 颜色像香蕉的 (U5)

beforehand /bɪ'fɔ:hænd/ *adv.* in advance 预先；提前 (U4)

botanic garden /bə'tænɪkəlga:dn/ *n.* a park where plants, trees and flowers are grown for scientific study 植物园 (U3)

bridge /brɪdʒ/ *vt.* to reduce or get rid of the difference between two things 沟通 (U6)

brilliance /'brɪlɪəns/ *n.* the quality of being extremely clever or skillful or successful 辉煌；优秀 (U8)

bumboat /'bʌmbəʊt/ *n.* a small boat used to carry goods to ships offshore 小货船 (U4)

C

call at *v. phr.* to make a short visit to 短暂停留 (U4)

carve /kɑ:v/ *vt. & vi.* to cut into a shape 雕刻 (U2)

channel /'tʃænəl/ *vt.* to make or cut channels in 在……挖沟；在……上开槽 (U2)

churn /tʃɜ:n/ *vi. & vt.* to stir or move about violently 剧烈地搅动 (U5)

churn out *v. phr.* to produce in a mass 大量生产 (U5)

claim /kleɪm/ *vt.* to try to get sth. because one thinks one has right to it (对财产、头衔、声誉等) 提出要求; 认领; 索取 (U8)

clump /klʌmp/ *n.* a thick grouping of trees or bushes 树丛 (U2)

comparably /ˈkɒmpərəbli/ *adv.* in a roughly similar way 大致相似地; 同等地 (U1)

component /kəmˈpəʊnənt/ *n.* one of several parts of which sth. is made 成分; 组成部分 (U8)

comprehensive /ˌkɒmpriˈhensɪv/ *adj.* that includes (nearly) everything 包罗万象的; 全面的 (U4)

conceive /kənˈsi:v/ *vt.* to form or develop in the mind 构思; 设计 (U2)

concrete /ˈkɒnkri:t/ *n.* building material made by mixing cement with sand and water 混凝土 (U3)

confirm /kənˈfɜ:m/ *vt.* to provide evidence for the truth of sth. 证明; 确认 (U3)

convention /kənˈvenʃən/ *n.* a large formal meeting 会议, 大会 (U6)

coupon /ˈku:pən/ *n.* a small piece of paper that gives the holder the right to do or receive sth. (e.g., goods in exchange) 优惠券; 通票 (U4)

course /kɔ:s/ *n.* one part of a meal (一道) 菜 (U8)

cuisine /kwɪˈzi:n/ *n.* the style of cooking that is characteristic of a country or district 烹饪 (风格/技术); 佳肴 (U8)

current /ˈkʌrənt/ *adj.* belonging to the present time 当前的 (U1)

Cuzco /ˈku:skəʊ/ *n.* 库斯科 (秘鲁城市名) (U7)

D

dam /dæm/ *n.* a barrier across a waterway to control the flow 水坝 (U2)

dessert /dɪˈzɜ:t/ *n.* sth. sweet, such as fruit or a pudding, that one eats at the end of a meal 饭后甜点 (U8)

destination /ˌdestɪˈneɪʃən/ *n.* the place to which one is going 目的地 (U1)

dignity /ˈdɪɡnɪti/ *n.* the ability to behave in a way that shows you respect yourself and stay calm, even in a very difficult situation 尊严 (U6)

direction /dɪˈrekʃən/ *n.* an order or command 指示; 指挥 (U2)

drawback /ˈdrɔ:bæk/ *n.* a disadvantage of a situation, product, etc. 缺点; 毛病; 不利因素 (U6)

drift /drɪft/ *vi.* to be carried along gently by a current of air or water 漂移; 漂流 (U3)

E

- eagle** /'i:gl/ *n.* large, strong bird of prey of the falcon family with very good eyesight 鹰 (U7)
- embargo** /ɪm'bu:gəʊ/ *n.* order that forbids trade, movement of ships, etc. 禁止买卖令; 禁运令 (U5)
- engage** /ɪn'geɪdʒ/ *vt.* (engage in) to take part or become involved in an activity 参加; 参与 (U6)
- enlightenment** /ɪn'laɪtnmənt/ *n.* the state of understanding sth. clearly or the act of making sb. understand sth. clearly 领悟; 启发, 开导 (U6)
- entertainment** /,entə'teɪnmənt/ *n.* thing that is entertaining; public performance at a theater, cinema, etc. 娱乐; 剧场、电影院的演出 (U3)
- epitomize** /ɪ'pɪtəmaɪz/ *vt.* to show on a small scale, the characteristics of sth. much larger 为……的缩影; 是……的典型 (U5)
- equipment** /ɪ'kwɪpmənt/ *n.* materials needed for a purpose 设备 (U2)
- Español** /espa:'njɔ:l/ *n.* the Spanish language 西班牙语 (U7)
- extend** /ɪks'tend/ *vt.* to offer sb. help, sympathy, thanks, etc. 提供, 给予 (帮助) (U6)

F

- fascinating** /'fæsmeɪtɪŋ/ *adj.* having great attraction or charm 吸引人的; 迷人的 (U3)
- fine** /faɪn/ *n.* sum of money that must be paid as a punishment for breaking a law or rule 罚金, 罚款 (U4)
- flag down** *v. phr.* to wave at a vehicle as a signal for the driver to stop 招手示意停车 (U4)
- flock** /flɒk/ *n.* number of birds or animals of one kind feeding and traveling together 一群 (羊、鸟等); *vi.* to gather, come or go together in great number 群集; 成群结队地行走 (U5)
- foster** /'fɔ:stə,'fɒstə/ *vt.* to help sth. to grow or develop 培养 (U6)
- fraction** /'frækʃən/ *n.* a small part 一小部分 (U2)
- fulfillment** /fʊl'fɪlmənt/ *n.* performance or completion of a task, duty, etc. 履行; 完成 (U5)

G

- glut** /glʌt/ *vt.* to overeat, satisfy to the full, fill to excess 过量地食用; 使过量 (U5)

goodwill /'gʊdwi:l/ *n.* kind feelings toward or between people and a willingness to be helpful 好意, 亲善 (U6)

gourmet /'gʊəmeɪ/ *n.* someone who enjoys good food, and who knows a lot about food and wine) 美食家 (U8)

governor /'gʌvənə/ *n.* a person who is in charge of the political administration of a region or state 地方行政长官 (U2)

gringo /'grɪŋgeɪ/ *n.* used by people from Latin America to refer to foreigners, especially people from the US 美国佬 (U7)



hail /heɪl/ *vt.* to call out to catch the attention of 招呼 (U1)

heady /'hedɪ/ *adj.* acting on impulse; headstrong 鲁莽的; 顽固的 (U5)

herb /z:rb, hɜ:b/ *n.* a plant whose leaves are used in cookery to add flavor to food, or as a medicine 芳草; 药草 (U8)

honk /hɒŋk/ *n.* a sound made by (the old style of) motor horn (旧式汽车的) 喇叭声 (U7)

hop off *v. phr.* to jump off on one foot 单脚跳下 (U7)

hover /'hɒvə/ *vi.* to remain floating in the air

滑翔; 盘旋 (U2)

hunk /hʌŋk/ *n.* thick piece (of bread, meat, etc.) cut off (切下的) 厚块; 厚片 (U5)



index /'ɪndeks/ *n.* sth. that serves to guide 索引 (U1)

inevitable /ɪn'evɪtəbl/ *adj.* certain to happen and impossible to avoid 必然发生的, 难以避免的 (U6)

ingredient /ɪn'grɪ:diənt/ *n.* one of the things that are used to make sth., especially one of the foods that are used together to make a particular dish (烹调的) 原料 (U8)

insist /ɪn'sɪst/ *vi. & vt.* to declare that a purpose cannot be changed 坚决要求; 一定要 (U7)

institutionalization /ɪnstɪ'tju:ʃənəlaɪ'zeɪʃən/ *n.* the act of making sth. into a law or custom 使制度化 (U5)

interchange /ɪntətʃeɪndʒ/ *n.* an exchange, especially of ideas or thoughts 交流 (U6)

intersection /ɪntə'sekʃən/ *n.* point where two lines cross each other 交叉点; 十字路口 (U7)

irreversibly /ɪrɪ'vɜ:səbli/ *adv.* sth. that is so serious or so great that you cannot change it back to how it was before

不可挽回地；不可逆转地 (U6)

irrigation /ˌɪrɪˈɡeɪʃən/ *n.* supply of water by means of ditches or pipes 灌溉 (U2)

J

jet /dʒet/ *n.* an aircraft with a jet engine
喷气式飞机 (U6)

L

landscape /ˈlændskeɪp/ *n.* inland scenery
风景 (U7)

Lima /ˈli:mə, ˈlaɪmə/ *n.* 利马 (秘鲁首都)
(U7)

loop /lu:p/ *vt.* to curve 弯曲 (U7)

M

massive /ˈmæsɪv/ *adj.* large, heavy and solid
大而重的；巨大的 (U3)

meditate /ˈmedɪteɪt/ *vi.* to reflect on 思索
(U2)

mushroom /ˈmʌʃru:m/ *n.* a fungus that people can eat, which has short stems and round tops 蘑菇 (U8)

myth /mɪθ/ *n.* a belief or explanation which many people believe but which is actually untrue 虚构的事；神话 (U8)

N

negative /ˈnegətɪv/ *adj.* bad or harmful
不好的；有害的 (U6)

negotiable /nɪˈɡəʊʃɪəbl/ *adj.* that can be discussed 可商议的 (U7)

negotiate /nɪˈɡəʊʃɪeɪt/ *vi.* to try to reach agreement by discussion 谈判；协商
(U4)

O

obsession /əbˈseʃən/ *n.* fixed idea that occupies one's mind 成见；萦绕于心的事物 (U5)

overnight /ˈəʊvənait/ *adj.* lasting for a night
一整夜的 (U2)

overshadow /ˌəʊvəˈʃædəʊ/ *vt.* to make sb. or sth. else seem less important 使……显得较不重要；使相形见绌 (U6)

P

pasta /ˈpɑ:stə, ˈpæstə/ *n.* a type of food made from a mixture of flour, eggs, and water that is formed into different shapes and then boiled, such as spaghetti, macaroni, and noodles 意大利面 (U8)

peak /pi:k/ *adj.* used to describe the highest level of sth. 最高度的；高峰时期的 (U4)

pedal /'pedəl/ *vi. & vt.* to turn or push the pedals on a bicycle 踩动 (自行车的) 踏板 (U6)

pedestrian /pɪ'destrɪən/ *n.* person walking in a street, etc. 行人 (U7)

peer /piə/ *vi.* to look closely or carefully, esp. as if unable to see well 仔细看 (尤指因看不清) (U3)

pepper /'pepə/ *n.* a hot-tasting spice which is used to flavor food 胡椒 (U8)

percent /pə'sent/ *n.* an amount equal to... parts out of a total that consists of 100 parts 百分数 (U6)

Perú /pe'ru:, pə'ru:/ *n.* 秘鲁 (U7)

phase out *v. phr.* to cease in existence 逐步淘汰；逐渐停止 (U1)

poetic /pəʊ'etɪk/ *adj.* having a quality or style characteristic of poetry 诗一般的 (U2)

port /pɔ:t/ *n.* the left-hand side of a ship 左舷 (U5)

possess /pə'zes/ *vt.* to occupy the mind, dominate 占据心灵；摆布；支配 (U5)

present /prɪ'zent/ *vt.* to show 展示 (U1)

prey /preɪ/ *n.* bird or animal hunt for food 猎物；被捕食的动物 (U5)

probe /prəʊb/ *vt.* to investigate or examine thoroughly 细查；探究 (U5)

production /prə'dʌkʃən/ *n.* sth. that has been produced, esp. a play, film, etc. 推出的作品 (尤指戏剧、影片等) (U3)

professional /prə'feʃənl/ *adj.* connected with a job that needs special education and training 职业的；专业的 (U6)

punctual /'pʌŋktʃʊəl/ *adj.* happening or doing sth. at the agreed or proper time 按时的；准时的；守时的 (U4)

Q

Quito /'ki:təʊ/ *n.* 基多 (厄瓜多尔首都) (U7)

R

rail /reɪl/ *n.* a bar that is fixed along or around sth. especially to stop you from falling 栏杆；扶手 (U6)

random /'rændəm/ *adj.* done, made, taken without aim or purpose 任意的；随意的 (U7)

ration /'ræʃən/ *vt.* to limit (food, water, etc.) 限定配额 (食物、水等) (U5)

rear /rɪə/ *n.* the back part 后面 (U1)

recipe /'resəpi/ *n.* a list of ingredients and a set of instructions that tell you how to cook sth. 食谱 (U8)

resentment /rɪ'zɛntmənt/ *n.* a feeling of anger 愤恨，不满，憎恶 (U6)

reservation /ˌrɛzə'veɪʃən/ *n.* keeping back or withholding 保留或留下 (U1)

resident /'rɛzɪdənt/ *n.* person who lives in a place 居民 (U7)

responsibility /rɪˌspɒnsə'bɪləti/ *n.* a duty that you have 责任；义务 (U6)

restrict /rɪs'trɪkt/ *vt.* to put a limit on sb./sth. 限制或约束某人/某事物 (U4)

route /ru:t/ *n.* a road or way for travel from one place to another 路线 (U1)

S

sauce /sɔ:s/ *n.* a thick liquid which is served with other food 酱；调味酱 (U8)

scenic spot *n. phr.* a place that has attractive scenery 景点 (U2)

screech /skri:tʃ/ *vi.* to make a harsh, piercing sound 发出刺耳声 (U7)

shade /ʃeɪd/ *n.* degree or depth of color 颜色；色度 (U3)

sightseeing /'saɪtsi:ɪŋ/ *n.* the act of visiting famous or interesting places, especially as tourists 观光；游览 (U6)

slice /slaɪs/ *vt.* to cut into thin pieces 切碎 (U8)

sol /səʊl/ *n.* (*pl.* sols或soles/'səʊləs,'sɔ:les/)

a money unit used in Perú 索尔（秘鲁的货币单位） (U7)

soup sth. up *v. phr.* to fit (a motor-vehicle, its engine) with a super charger (to increase its speed) 装增压器以增加速度 (U5)

souvenir /'su:vənɪə,'su:və'nɪə/ *n.* thing taken, bought or received as a gift 纪念品 (U4)

spinach /'spɪnɪʃ,-nɪdʒ/ *n.* a vegetable with large dark green leaves that people chop up and boil in water before eating 菠菜 (U8)

split /splɪt/ *vt.* to break apart with force 撕开 (U2)

sprinkle /'sprɪŋkl/ *vt.* to scatter a liquid or powder over sth. 撒 (U8)

standardized /'stændədaɪzd/ *adj.* making of one size, shape, quality, etc. according to fixed standard 标准化的 (U7)

starboard /'stɑ:bəd/ *n.* the right-hand side of the ship 右舷 (U5)

steer /stɪə/ *vt. & vi.* to direct the course of (a car, boat, ship, etc.) 驾驶（汽车、船等） (U5)

strap /stræp/ *n.* strip of leather or other flexible material (often with a buckle) to fasten things together or keep sth. in place 吊带 (U7)

stroll /strəʊl/ *vi.* to walk in a slow, leisurely way 散步；闲逛；溜达 (U3)

stunning /'stʌnɪŋ/ *adj.* surprising or shocking 令人惊奇的；令人震惊的 (U3)

suburb /'sʌbɜːb/ *n.* a usually residential area outlying a city 郊区 (U2)

subway /'sʌbweɪ/ *n.* an underground urban railroad 地铁 (U1)

supersonic /,sjuːpə'sɒnɪk/ *adj.* faster than the speed of sound 超音速的 (U6)

surcharge /'sɜːtʃɑːdʒ/ *n.* the payment that is demanded in addition to the usual charge 增收费；附加费 (U4)

surrounding /sə'raʊndɪŋ/ *adj.* nearby 周围的，附近的 (U2)

T

thereafter /ðeə'æftə,-'ɑːftə/ *adv.* from then on 从那时起 (U1)

transfer /træns'fɜː/ *vi. & vt.* to change from one public conveyance to another as part of one trip /'trænsfɜː/ *n.* the action of doing so 转车 (U1)

transportation /,træns'pɔː'teɪʃən/ *n.* conveying passengers or goods 运输 (U1)

trio /'triːəʊ/ *n.* a group of three people together, especially musicians or singers,

or a group of three things that have sth. in common 三重唱（奏）曲（组合） (U8)

trishaw /'traɪʃɔː/ *n.* a human-powered vehicle for hire, usually with one or two seats for carrying passengers in addition to the driver 人力三轮车 (U4)

triumph /'traɪʌmf/ *n.* success or victory 胜利 (U7)

tube /tjuːb/ *n.* equivalent to “subway” in London 地铁（伦敦人多用此词） (U1)

U

unbridled /ʌn'brɪld/ *adj.* not controlled 放纵的；放肆的 (U5)

V

valid /'vælɪd/ *adj.* legally usable or acceptable （法律上）有效的；得到认可的 (U4)

vanilla /və'nɪlə/ *n.* a flavoring used in ice cream and other sweet food 香草（味） (U8)

varied /'veəriəd/ *adj.* consisting of things of different types, sizes, or qualities 多样的 (U8)

vending machine *n. phr.* a coin-operated

machine that sells goods 自动售货机 (U1)

vendor /ˈvendə/ *n.* seller 商贩 (U7)

venue /ˈvenjuː/ *n.* place where people agree to meet for a sports contest or match 聚焦地点 (尤指体育比赛场所) (U3)

vertical /ˈvɜːtɪkəl/ *adj.* being or situated at right angles to the horizon 垂直的 (U2)



wander /ˈwɒndə/ *vi.* to move about without a purpose 徘徊；游荡 (U2)

waterfall /ˈwɔːtəfɔːl/ *n.* a steep descent of water from a height 瀑布 (U2)

weary /weəri/ *adj.* very tired; exhausted 疲倦的；精疲力竭的 (U4)

worthwhile /ˈwɜːθwaɪl/ *adj.* important, interesting enough to justify the time, money or effort that is spent 值得的；值得花时间、钱或精力的 (U3)