

# ENGLISH



金桃子英语教育  
GOLDEN PEACH ESL

## Superhighway

(美) Howard Beckerman 著  
Karen Peratt

# 走进美国



《走遍美国》作者再接再厉的新世纪美语教程

# 3

At Home  
Transportation  
The Supermarket  
The Department Store  
Services  
Business  
Health & Fitness  
Entertainment  
Travel

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS





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张黎新 译 陶 宁 译文总校审

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读者们看到这本《走进美国》，可能联想到大家已很熟悉的《走遍美国》英语学习节目。实际上，它们是相同的作者编写的两套不同的教材，前者原名 *English Superhighway*，直译是《英语高速路》，后者是 *Family Album, USA*，直译可以是《美国全家福》。这两套教材的确有异曲同工之妙，但 *English Superhighway* 面世在后，初版发行在1997年。《走进美国》是《走遍美国》的作者在后者基础上的成功再创造，是同一“作为第二语言的英语(ESL)”教育理念的不同形式的尝试。

说到改编，《走进美国》的编者的确花了心思。母本 *English Superhighway* 共分9册，分别涵盖了家居、交通、超市、商场、服务、商业、保健、娱乐以及旅行各领域。每册书分为10个场景(scene)。以第一册“家居”为例，其中的10个场景是：下厨、吃饭、车库、游泳池旁、客厅里、洗衣间、卧室、浴室、开门迎宾和起居室。每一个场景包括 Lane 1(慢车道)、Lane 2(中速道)和 Lane 3(快车道)3个场景对话。每个对话下面都有一些有关词汇、语法的练习，最后在“在美国”(In the USA)这个栏目中介绍美国的风土人情。情景对话的内容都是关于美国人日常生活的，练习也活泼、生动、实用。书中插图均选自VCD中的实景，可以说图文并茂。

以上所说，主要是原书的一些特色。但原书有些地方不大符合中国市场需求和读者阅读习惯，那就是：每一课(scene)中的三个车道(Lane)的语言内容虽由浅入深，但是9本书中的语言难度大体处在同一个水平，缺乏一个总体由浅入深的安排。

另外每本书围绕一个主题，虽然具有题材比较集中、词汇得以重现的优点，但也有在一段较长时间内题材缺乏变化的不足。

考虑到这些情况，出版社编者们在保持原书优点之余做了相当大的“手术”(要说明一下，这是征得原作者同意的)。他(她)们按照语言程度由易到难，将9册书的内容改编为3册，分别为慢车道(第一册)、中速道(第二册)和快车道(第三册)。换言之，将原9册书中的各场景的车道(Lane1-3)的内容分别收入改编版的各册中。这样，第一册收入了原9册书中各册慢车道(Lane1)里的全部内容，其语言难度为初级，而题材不只局限于原书的单一题材，而是包括了上面所列的从家居到旅行的全部题材。这样，学到第二册和第三册时，同样的题材用加深一步的语言反复出现。



# 前言

这种改编法突出了两个特色：一、语言由第一册的易(慢车道、初级)到第二册的中(中速道、中级)再到第三册的高(快车道、高级)，符合语言学习规律；二、同样的题材以不同程度的语言重复出现，既符合循序渐进的安排，又避免了在较长一段时间里只限于同一题材的缺点。这样的改编是比较科学的，无怪乎原书作者欣然同意了。至于前面所述原书的诸多特色，则全部保留。

另外，为了照顾到初级水平学习者的需要，改编版增加了对语法等部分的必要的汉语解释。尤其是，原书中“在美国”一栏的内容在第一册中均以中文形式出现，以便阅读能力不是很高的初级学习者了解其内容，扩大背景知识。而第二册则全部采用英文，以便学习者逐步提高阅读能力。此外，编者还在书后提供了文化词汇表(Cultural Vocabulary)，以方便读者更好地理解 and 掌握书中所涉及到的美国文化内容。

这里应该提及的是，在本书编辑接近尾声之时，原作者之一 Karen Peratt 女士怀着对中国读者的热情，本着严谨负责的学术态度，亲身投入统稿工作，与美国金桃子出版公司编辑部携手校订全书并更新内容。所有英文部分都是经过原作者逐字逐句亲自审定的。这一点对于想了解美国文化的最新动态、学习实用地道的现代美语的中国读者来说，无疑是有极大帮助的。

总之，原书 *English Superhighway* 是一套以美国文化为主要内容的优秀的多媒体学习资料，而改编者则使它更加适合我国学习者的需要。我们相信它会成为当前英语学习的百花园中的一枝芳香诱人的新花。

北京外国语大学

陈琳



《走进美国》是为将英语作为外语的成人学习者设计的教材。本书采用4项技能综合训练法，提供听、说、读、写各种练习，特别强调培养学习者的听力技能。

《走进美国》配套完备，除课本之外还配有10盘VCD和10盒录音带，提供附加的听说训练，这样，学习者可以脱离课本进行自我练习，对开车或使用便携式录音机的学习者也很方便。所有的听力活动和练习都强调自然的口语表达，包括重音、音调和语调。

学习《走进美国》时，从初级到高级，学习者可以自己设定学习进度。慢车道(初级)是简短、实用的对话，长度约为4到5句。中速道(中级)是在该对话基础上进行的扩展。快车道(高级)对对话进一步扩充，增加了词汇量和更具挑战性的内容。每一车道都配有理解练习、使用类似表达方式进行替换以及对话练习。不同水平的学生都会发现《走进美国》结构清晰，简单易学，学习起来其乐无穷。

《走进美国》给学习者提供了各种话题，展现真实生活场景。通过各个场景提供的语境和形象化的表演，学习者可以获得新的语言知识。听力活动包括实景对话，其难度从慢车道到快车道依次增加，此外还包括兼具挑战性、教育性和趣味性的练习。“在美国”涉及各类关于现代文化和社会的话题，展现了适合非正式场合和专业场合的各种用语。

《走进美国》将课堂讲授的各种优点带进您的家中，您可以设定自己的学习进度，在学习过程中逐渐树立自信，培养英语技能。在您完成《走进美国》的学习之后，您就可以在任何英语环境中进行轻松自然的交流了。





## AUTHOR'S PREFACE

The writing, development, production and release of *English Superhighway* gave us an incredible opportunity — the chance to use the skills that we had learned on *Family Album, USA* again. It gave us the chance to extend the life of *Family Album* and to reach people with different needs and learning goals.

*English Superhighway* builds on *Family Album, USA* but takes an alternative approach to presenting language. The lessons in *English Superhighway* are topical, full of up-to-date information about a variety of everyday topics like shopping and health. Each of the nine topics — At Home, Transportation, The Supermarket, The Department Store, Services, Business, Health & Fitness, Entertainment and Travel — presents 10 useful scenes. Each scene has 3 dialogues of increasing difficulty and accompanying exercises.

This unique approach — three conversations and related exercises on the same topic — allows each learner to choose a starting point and set a pace that feels comfortable. The dialogue and exercises in Lane One present a short, functional conversation about an everyday activity like buying fruit in the supermarket or asking for directions at a bus stop. The Lane Two dialogue and exercises extend the conversation and information in Lane One. A more challenging approach to the topic is presented in Lane Three, along with additional vocabulary. Everyone makes progress on *English Superhighway*.

In addition to the practical dialogues and exercises in the three lanes, each of the ten scenes has a cultural information passage, “In the USA.” These passages give information about the topics and provide background on life in the USA.

*English Superhighway* can be used for self study and in the classroom. In addition to the books, VCDs and audio cassettes are available. And, thanks to Golden Peach Publishing and FLTRP *English Superhighway* has been customized to meet the specific needs of Chinese learners of English and help them accomplish their goals.

Howard Beckerman  
Karen Peratt



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- 194 Scene 9 **Renting a Car** calling in a reservation
- 196 Scene 10 **At the Beach** relaxing / having fun

## ANSWER KEY

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## CULTURAL VOCABULARY

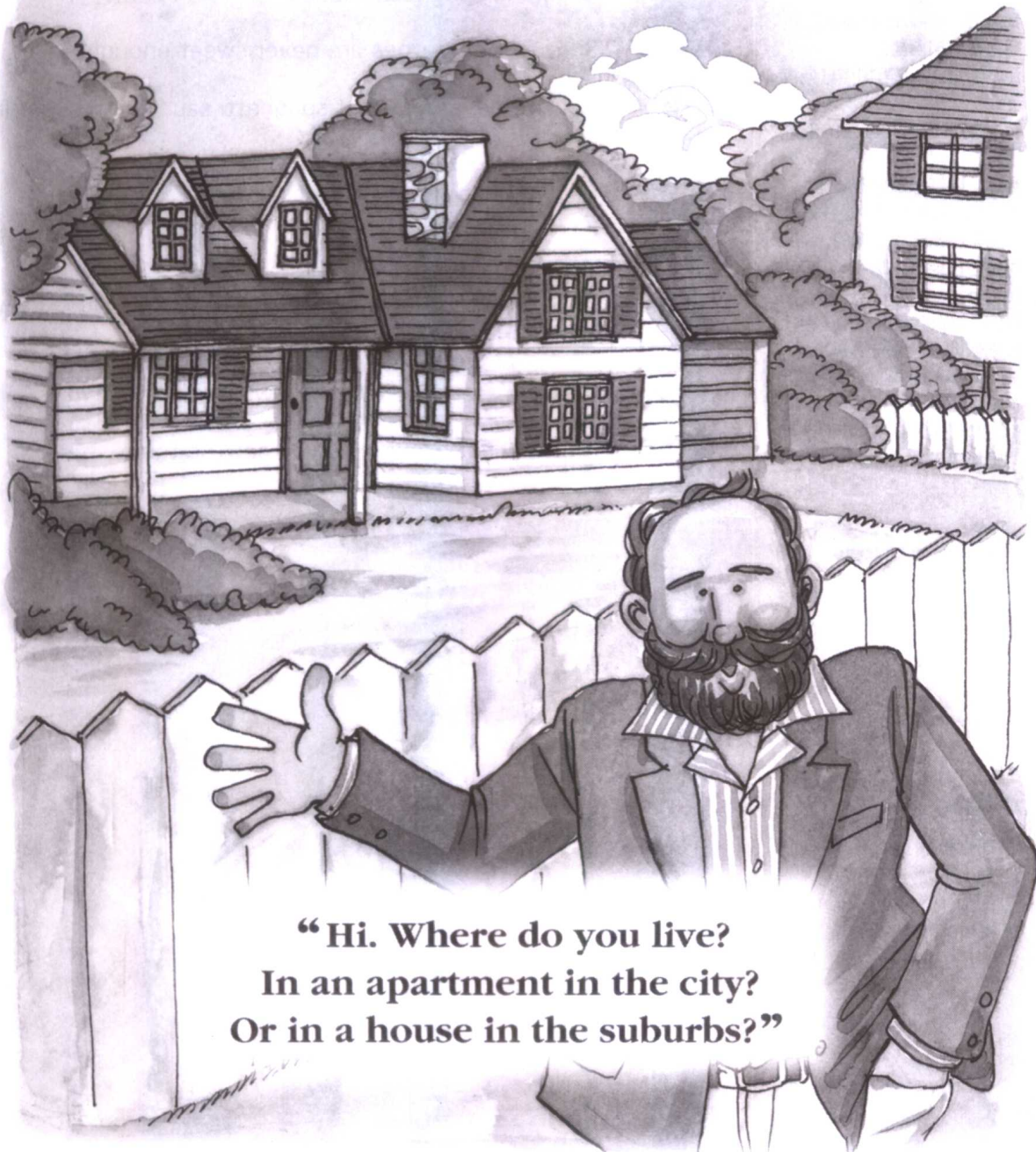
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# Unit 1

## AT HOME



**“Hi. Where do you live?  
In an apartment in the city?  
Or in a house in the suburbs?”**

## In the Kitchen



沃尔夫先生：我觉得还需要加点胡椒粉，可能还得再加点盐。

沃尔夫夫人：让我尝尝。只要再加一点糖就行了。

沃尔夫先生：糖？加在意大利面条的酱汁里？

沃尔夫夫人：当然。西红柿总是不够甜。

沃尔夫先生：不会吧。我从没听说过往意大利面条的酱汁里加糖的。

沃尔夫夫人：可是你已经这么吃了15年了。

沃尔夫先生：真的？

沃尔夫夫人：真的。每次我都这么做的。让我来帮你吧。你去摆桌子。

布赖恩娜：嘿。我饿得要命！什么时候吃饭？

沃尔夫先生：呃，你一摆好桌子，我们就可以吃饭了。

Scene 1

## At Home

### Conversation

*Mr. Wolf* I think this needs a little more pepper or maybe more salt.

*Mrs. Wolf* Let me have a taste. Just add a little sugar.

*Mr. Wolf* Sugar? In spaghetti sauce?

*Mrs. Wolf* Sure. The tomatoes are never sweet enough.

*Mr. Wolf* No. I've never heard of spaghetti sauce with sugar in it.

*Mrs. Wolf* You've been having it that way for 15 years.

*Mr. Wolf* Really?

*Mrs. Wolf* Really. Every time I make it. Let me help. You set the table.

*Briana* Hey, I'm starving! When are we going to eat?

*Mr. Wolf* Uh, we'll eat as soon as you set the table.

### Words to Know

pepper <i>n.</i>	胡椒粉
have a taste	尝一下
add <i>v.</i>	增加，添加
starve <i>v.</i>	<口>饿得要命
as soon as	一……就……

### Quick Quiz

Watch the video and answer the questions.



## [ Grammar ]

### *Maybe and May be*

"Maybe" is an adverb while "may be" is the auxiliary verb "may" plus the verb (to) be.

Ex. She *may be* coming with him.  
*Maybe*, she'll come with him.

## [ Practice ]

*Fill in the blanks with "may be" or "maybe."*

1. I think this needs more sugar or \_\_\_\_\_ more salt.
2. I \_\_\_\_\_ crazy but I've never heard of sugar in spaghetti sauce.
3. \_\_\_\_\_ you are crazy. I've been making it that way for forty years.
4. We \_\_\_\_\_ eating in twenty or thirty minutes.

## [ Alternatives ]

Let me have a taste. = Let me taste it.  
I've never heard of... = I don't know about...  
You've been having it that way... = You've been eating it like that...

Let me help. = I want to help.

I'm starving. = I'm incredibly hungry. / I'm famished.



## Exercises

### 1. Complete each sentence with one of the words in parentheses.

- 1) Hey, I'm starving. When are we going to \_\_\_\_\_ (drink, eat)?
- 2) Honey, I'm lonely. Could you \_\_\_\_\_ (breathe, talk) to me?
- 3) Oh, I'm freezing. Could you turn up the \_\_\_\_\_ (volume, heat)?
- 4) Geez, I'm thirsty. When are we going to \_\_\_\_\_ (drink, go) to the bar?

### 2. Choose "bitter," "salty," "sweet" or "sour" to describe these foods.

- 1) ice cream \_\_\_\_\_
- 2) lemons \_\_\_\_\_
- 3) pure chocolate \_\_\_\_\_
- 4) vinegar \_\_\_\_\_
- 5) French fries \_\_\_\_\_
- 6) black coffee \_\_\_\_\_
- 7) pudding \_\_\_\_\_

### 3. Match each ingredient on the right to an item on the left.

- |                        |                           |
|------------------------|---------------------------|
| _____ 1) tacos         | a. honey and garlic sauce |
| _____ 2) hamburger     | b. maple syrup            |
| _____ 3) pancakes      | c. tortillas              |
| _____ 4) chicken wings | d. ketchup                |

### 4. Add the article "the" or indicate no article with "O" in the following sentences.

- 1) \_\_\_\_\_ salt is on the table.
- 2) \_\_\_\_\_ pepper could help make the sauce spicy.
- 3) \_\_\_\_\_ tomatoes are really sweet.
- 4) \_\_\_\_\_ meal was delicious.

### 5. Fill in each blank with "never" or "ever".

- 1) I haven't \_\_\_\_\_ tasted your sauce.
- 2) I've \_\_\_\_\_ put salt in my sauce.
- 3) I've \_\_\_\_\_ heard of eating meatballs without spaghetti.
- 4) It's the best spaghetti I've \_\_\_\_\_ tasted.



## In the Dining Room



布赖恩娜：我们要摆多少个位子呢？  
沃尔夫先生：让我想想。我们一家四口，加上陈先生夫妇，一共是六个。  
布赖恩娜：陈先生他们带孩子来吗？  
沃尔夫先生：我想不会。但还是摆上吧，以防万一。  
布赖恩娜：好的。那就是八个。  
沃尔夫先生：别忘了还有苏珊姑姑和约翰姑父呢。  
布赖恩娜：哦，他们也来吗？  
沃尔夫先生：今天是他们的结婚纪念日。这次晚餐就是为他们举行的。  
布兰恩娜：好吧。那就是十个。  
沃尔夫先生：我们最好把桌子打开，加上活动桌板。能帮帮我吗？  
布赖恩娜：当然可以。

## Words to Know

bring v.	带来
in case	万一
anniversary n.	周年纪念
open up	打开
put in	插上
extra adj.	附加的
leaf n.	活动桌板

## Quick Quiz

Watch the video and answer the questions.

Scene 2

# At Home

## Conversation

**Briana** How many place settings do we need?

**Mr. Wolf** Let's see. There are four of us, and the Chens. That's six.

**Briana** Are the Chens bringing their children?

**Mr. Wolf** I don't think so. But let's set places for them just in case.

**Briana** O.K. That makes eight.

**Mr. Wolf** Don't forget about aunt Susan and uncle John.

**Briana** Oh, are they coming, too?

**Mr. Wolf** It's their anniversary. This dinner is for them.

**Briana** O.K. That makes 10.

**Mr. Wolf** We'd better open up the table and put in the extra leaves. Can you help me?

**Briana** Sure.

## [ Grammar ]

### Many and Much

"Many" is used as an indefinite adjective for countable nouns.

"Much" is used as an indefinite adjective for noncountable nouns.

Ex. There were *many* people at the stadium who weren't *much* interested in the game.

## [ Practice ]

Fill in each blank with "much" or "many."

- We'll need \_\_\_\_\_ place settings because they are bringing their children.
- Don't go to too \_\_\_\_\_ trouble counting the people ahead of time. We can set the table after they arrive.
- How \_\_\_\_\_ does it matter if we have the wrong number of places set?
- I've made \_\_\_\_\_ mistakes with dinner parties that don't matter. The main thing is to make the guests feel relaxed.
- How \_\_\_\_\_ place settings do we need?

## [ Alternatives ]

Let's see. = Let me see. / Let me check.

...put in the extra leaves = ...add the extra sections

Can you help me? = Can you give me a hand?



## Exercises

### 1. Complete the following analogies.

- Leaves are to a table as rungs are to a \_\_\_\_\_.
- Aunt is to uncle as niece is to \_\_\_\_\_.
- Children are to adults as salad plates are to \_\_\_\_\_ plates.

### 2. Match each verb in italics to its definition.

- |  |                  |
|--|------------------|
| _____ 1) I will <i>put in</i> some extra drinks.   | a. unlock        |
| _____ 2) Please <i>open up</i> the door for me.    | b. add           |
| _____ 3) I can <i>make</i> a cake for the party.   | c. come carrying |
| _____ 4) Will you <i>bring</i> food to the picnic? | d. create        |

### 3. Circle the best answer.

- Can you help me?
  - That's too bad.
  - Sure.
  - It's not O.K.
- Do you need any help?
  - Oh, really?
  - How can I help you?
  - No, thanks.

### 4. Match each phrase on the left with an item on the right.

- |   |                  |
|---|------------------|
| _____ 1) ...eat dinner                                | a. place setting |
| _____ 2) ...celebrate a couple's marriage             | b. table         |
| _____ 3) ...have dinner with friends                  | c. dinner party  |
| _____ 4) ...find your glass, knife, fork, spoon, etc. | d. anniversary   |

### 5. Match each food to utensils.

- |                  |                            |
|------------------|----------------------------|
| 1) steak         | a. fork and knife          |
| 2) spaghetti     | b. serrated knife and fork |
| 3) fried chicken | c. none                    |
| 4) roast beef    | d. large spoon and fork    |

### 6. Correct the mistake in each sentence.

- How many peoples are coming this evening?  
\_\_\_\_\_
- We'd better to wait here.  
\_\_\_\_\_
- Don't forget bringing some flowers when you come home tonight.  
\_\_\_\_\_
- We need two extra place setting.  
\_\_\_\_\_



## In the Garage



朋友：这些网球拍放哪儿？

乔希：挂在钉板上就行。把球和自行车放到这儿来。

朋友：你不打算帮帮我吗？

乔希：我在帮你呀。我在告诉你该做些什么。开个玩笑。我们一起来吧。

朋友：怎么处理这张旧桌子？

乔希：不知道。

朋友：这儿垃圾太多了。我们永远也清理不完。

乔希：我知道了。我们把它们都放到库房里去。

朋友：好主意。

乔希：瞧。看上去好多了。

朋友：这些旧镜子怎么办？怎么处理？

乔希：和其他的东西一起拿到库房里去就行了。

沃尔夫先生：嗨。干得漂亮！

朋友：嗨，沃尔夫先生。

沃尔夫先生：你们两个把车库收拾得真不错。你们猜怎么着？

乔希：什么？

沃尔夫先生：你妈妈想让你把库房清理出来。就在今天。

## Words to Know

pegboard <i>n.</i>	钉板
kid <i>v.</i>	开玩笑
junk <i>n.</i>	垃圾
get rid of	摆脱，处理掉
shed <i>n.</i>	库房
stuff <i>n.</i>	东西
Great job!	干得漂亮！
Guess what?	猜怎么着？

## Quick Quiz

Watch the video and answer the questions.

Scene 3

## At Home

### Conversation

*Friend* Where do these tennis rackets go?

*Josh* Just hang those on the pegboard. And put the balls and bicycles over here.

*Friend* Aren't you going to help?

*Josh* I am helping. I'm telling you what to do. Just kidding. We'll do it together.

*Friend* What should we do with this old desk?

*Josh* I'm not sure.

*Friend* There's so much junk in here. We'll never get rid of it.

*Josh* I know. We'll just put it all in the shed.

*Friend* Great idea.

*Josh* There. That looks much better.

*Friend* What about these old mirrors? What should we do with them?

*Josh* Just take them out to the shed with the rest of the stuff.

*Mr. Wolf* Hey. Great job!

*Friend* Hi, Mr. Wolf.

*Mr. Wolf* You guys did a wonderful job in the garage. Guess what?

*Josh* What?

*Mr. Wolf* Your mother wants you to clean out the shed. Today.