



高等学校英语类专业国标规划教材

总主编：李筱菊 仲伟合

新交际英语

COMMUNICATIVE ENGLISH FOR CHINESE LEARNERS

综合教程

INTEGRATED COURSE

2

分系列主编：吴旭东 本册主编：潘春梅



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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- ◆ **将能否激发学生的交际意愿作为教材内容选择的首要标准。**根据这一标准，在输入材料的语言难度适合目标学生语言水平的前提下优先考虑以下三类内容：（1）时代变化和社会发展已对日常生活产生影响的；（2）可以从不同角度探讨，并容易在年轻人中引起争议的；（3）西方社会和文化现象中与中国社会和文化现象有可比性的。这些类型的话题普适性强，往往与学生的经历有一定关系，容易引起他们的兴趣和思考，让他们进入有话想说的状态。

教材特色

除了保持旧版教材话题广泛、内容丰富、任务形式多样的特点，新版教材还尝试克服旧版教材的不足。这一努力使新版教材增加了以下特色：

- ◆ **学习任务目标清晰，为教学效果的评估提供客观依据。**以任务型教学原则指导基础阶段的外语教学面临的最大挑战在于教学目标的设定，因为（1）基础课程的最终目的在于提高学生的语言运用能力，而非掌握与话题相关的专业知识与技能，因此无法像基于内容的课程那样，以学科知识和技能作为教学目标；（2）由于任务型教学的重点在于提高学生运用语言的能力，而非简单的语言知识传授，因此也无法像传统的外语教材那样，以训练学生的语言基本功作为主要的教学目标。通过分析意义表达与交流过程的主要特征，我们认为，决定语言交际质量的是互相关联的四个因素：交际内容、认知技能、思维方式以及表达相关功能和意念的语言形式。其中认知技能与思维方式决定交际内容的组织结构，而后者则进一步决定对语言形式的选择。由此可见，认知技能与思维方式在意义表达与交流中起决定性作用，必须作为主要的教学目标。
- ◆ **以任务系列为编写框架，确保不同类型的任务环环相扣，引导学生更有效地达到学习目标。**任务型教学原则的要义在于，让学生通过完成与现实生活相似的语言活动，学会根据交际场合的变化来准确恰当地运用语言。这意味着，学生并非为了掌握某些事先规定的语法规则和句型词汇去完成任务，而是在实现任务（非语言）的目标过程中，通过思想和情感的表达和交流来感知语言形式在与交际情景互动过程中的微妙之处。也就是说，形式—功能之间的匹配关系只能通过语言运用之后的反思才能建立。要达到这个目的，首先必须尽可能创造真实的交际环境，让学生能无拘无束地表达思想、交流看法，然后提供机会，让他们反思自己语言产出中存在的不足，归纳语言输入中带有规律性的语言现象，并进一步将所学的知识与技能运用到相似的交际情境中。基于这一思路，我们提出了“任务系列”这一概念。每个系列包含四类功能互补的任务，即“启动”、“目标”、“语言形式”、“巩固与拓展”（对各类任务功能的描述见后面的“致 CECL 学员”），为建立任务间的内在联系提供了理论依据。
- ◆ **语言形式任务以归纳输入材料中典型语言现象的规律为主，有助于培养学生对语言形式与功能之间匹配关系的敏感度，进一步提高学习效率。**传统教材一般会通过填空、选择或翻译等题型要求学生掌握教材编写者规定的单词、搭配、句型或其他表达法，这类练习有助于对词义的掌握，但忽视了其语用功能。相比之下，让学生在完成目标任务的基础上去反思语言形式与功能之间的关系，更有利于他们对语言真正的全面掌握。

教材构成

《新交际英语 综合教程》共四册，每册包含 8 个单元，分别涉及 8 个不同的总话题。每单元包含 2~4 个任务系列。每个任务系列涉及一个与总话题相关的分话题。分话题之间有一定的内在联系。每个任务系列由启动任务引入，完成此项任务在使学生了解本系列涉及的话题的同时，还能激发他们对话题进行初步的思考。目标任务是任务系列的核心：学生在全面理解输入材料内容的基础上，通过对照自己启动

任务的完成结果和课堂讨论,进一步加深对相关话题的了解与认识。这个过程不仅仅训练了他们的语言技能,更重要的是有助于他们认知技能和思维方式运用能力的提高。目标任务之后是语言形式任务。该任务要求学生从语言的角度来分析输入文本,以发现并归纳文本中反复出现的语言现象的规律。由于挑战性高,这类任务通常以个人反思+两人/小组讨论的形式出现,让学生通过集体的智慧来完成任务。任务系列的最后是巩固与拓展任务。此项任务旨在达到三个目的:(1)引导学生迁移完成目标任务时所学的技能 and 思维方式;(2)让学生复习完成语言形式任务时所学的语言现象;(3)提供与任务系列所涉话题相关的文献,帮助学生开阔眼界。

从以上描述可以看出,纸质书本所能提供的空间远远满足不了本教材的需求。为此,我们将为教材专门配备基于网络的数字化课程。数字化课程除了放置纸质教材的内容以外,还将建立语言练习、测试题及课外学习材料数据库,并提供记录语言活动行为及评估语言练习与测试结果的服务。这些举措不仅有助于拓展学生实践语言的空间,满足他们灵活多样的个性化需求,培养他们的自主学习能力,还能协助教师灵活组织课堂活动,进行形成性评估,从而提高评价学生学业成就的科学性和公平性。

教学建议

本教材共四册,以每周6个学时计,每册可用一个学期,四册可供学生使用两个学年。若每周少于6个学时,可视需要酌情选用教学内容。另外需要指出的是,由于任务系列的内容关系密切,环环相扣,之前的任务若完成不好,势必影响到之后任务完成的质量,因此,必须确保每项任务不折不扣地按要求完成,这里尤其要强调启动任务的重要性,因为它是为完成目标核心任务做准备的。若觉得完成好此任务需要大量时间而可能影响教学进度,建议学生可在课前完成启动任务中需要个人独立完成的部分,将课内时间用于汇报任务完成结果与小组交流。此外,启动、目标和语言形式三项任务是教学的重点,教师应将主要精力用于指导学生完成这些任务,并认真评估其完成结果。巩固与拓展任务可作为课外作业,教师根据需要抽查完成情况。

虽然以任务型教学原则来指导课堂外语教学已有几十年的历史,但长期以来,这方面的实践大都为外语教师的个人行为,因而只有极少数学生可以从中受益。要改变这一现状,扩大受益面,只能借助广大教师的教学经验及创造力,并将其以教材的形式固定下来。本教材可视为朝此方向努力的初步成果。当然,以任务型教学原则指导教材编写,说易行难。难就难在它对编写者的百科知识、双语水平、教学经验及想象力都提出极高的要求。在编写的过程中,为了构思好一个任务系列,枯坐数日一字未着是常有的事。因此,尽管编写团队兢兢业业,呕心沥血,力求编好每个任务系列,但由于知识、能力、经验、视野等方面的局限,教材难免存在有待改进之处。我们恳切希望使用本教材的各界人士不吝赐教,给我们提出宝贵意见。

编者

2015年2月

本教材与大家所熟悉的英语课本有很大的不同，具体表现在：

- ◆ 没有词汇表，没有对语言点的详细解释，也基本没有针对课文句型、短语、搭配等语言形式的各类练习题。
- ◆ 课堂任务不是围绕阅读材料，而是围绕话题 / 议题来组织的，任务之间关系紧密，环环相扣。
- ◆ 任务大都需要两人或多人之间的讨论或合作才能完成。
- ◆ 语言水平不是完成任务的唯一前提，百科知识、个人经历、认知技能（如排序、分类、匹配、对比、归纳、演绎等）、思维方式甚至性格类型等非语言能力也同样重要。
- ◆ 在大部分情况下，评价任务完成结果的标准不再仅仅是事先确定好的“标准答案”，语言的准确与得体程度、结果内容与完成方式的独创性也包括在内。
- ◆ 对语言形式的学习延至对议题内容的全面理解和深入讨论之后，并通过归纳式的交际任务进行。

由此可能产生的困惑是：为什么语言教材不把语法和词汇作为重点？为什么要根据话题 / 议题来设计学习任务？为什么完成任务需要两人或多人合作？为什么评价任务完成结果需要非语言指标？为什么把对语言形式的学习置于对议题内容的学习之后？为什么要通过交际方式来学习语言形式？

我们的回答是：这是因为语言本质上是一种无法替代的个人体验，或通俗地说，语言只能在使用中掌握。大家知道，在现实生活中，人们使用语言是为满足个人或社会的不同需要，而且在绝大多数情况下，语言的使用是通过人际交流来实现的，不管其是显性的（面对面），还是隐性的（通过不同的媒介）。显然，若要在课堂内创造与现实生活相仿的语言使用环境，就要更加关注真实的人际交流情境，只有依据话题 / 议题来组织教学，才能为意义的表达和交流提供真实的内容依据；只有创造两人或多人合作来完成的机会，才有助于意义表达和交流的有效实现；只有将非语言因素纳入任务评价体系，才能判断任务的现实性是否在完成的过程中得到体现；只有在个人充分表达和交流之后提供反思语言使用的机会，才有助于引发对语言形式与功能之间匹配的注意，提高语言产出的准确性和恰当性。

从以上回答可以看出，与现有外语教材相比，本教材最突出的特点在于它关注的是如何培养在现实生活条件下有效使用语言的能力，并为实现这一目标提供了大量的实践机会。当然，实践机会本身并不会自动转化为交际能力，它需要得到充分利用才能发挥作用。而要充分利用实践机会，首先必须对参与课堂交际活动持积极态度，如果仅仅满足于最低限度地完成交际任务，是很难有效提高语言运用能力的。

那么，如何才能做到充分利用教材提供的实践机会呢？首先要了解任务设计依据的理论模式。根据任务型教学原则，我们区分了四种相互关联但功能各异的学习任务：

任务名称	功能
启动	1. 引发学生对任务所涉话题的兴趣与初步思考 2. 激活学生与所涉话题相关的知识和个人经历 3. 必要时提供与所涉话题相关的词汇和表达法
目标	1. 提供与任务所涉话题相关的学习素材 2. 规定通过完成任务须达到的学习目标 3. 通过由浅入深的学习任务引导学生对相关话题进行深入分析与思考 4. 使学生在深入分析与思考的基础上意识到自己在完成启动任务时展示的知识、技能和思维方式仍存在不足
语言形式	1. 通过形式多样的交际任务引导学生发现和归纳课文中的语言规律 2. 通过对语言现象的归纳使学生意识到自己在语言知识方面的不足
巩固与拓展	1. 引导学生练习在完成目标任务时所学的知识、技能和思维方式 2. 给学生提供机会，练习自己归纳出来的语言规律 3. 通过数字化课程，提供更多与所学话题相关的阅读、听力或视频材料

从以上归纳可以看出，这四个任务实际上组成一个系列，它们之间环环相扣，形成一个有机的整体。具体而言，目标任务用以实现教学目标，是系列的中心任务。启动任务则是专门用来帮助学生更有效地完成中心任务的。从对任务功能的描述不难看出，它们提供了充分表达和交流思想的机会。语言形式任务则要求在表达和交流的基础上反思和归纳所学语言的规律，以进一步提高语言运用的准确与得体。最后，巩固与拓展任务不仅提供在类似情景中迁移所学知识、技能和思维方式的机会，还通过提供素材，帮助学生拓展相关知识。

在了解不同任务的功能之后，就可以根据其特点，采取针对性措施去实现相关任务的目标。具体而言，应做到以下几点：

- ◆ **不折不扣地完成启动任务。**以上对启动任务功能的描述可能给人一种与传统教材中的“热身”活动（warm-up）相似的感觉，但实际上两者有本质上的差别。后者除了在内容上与课文的话题有关之外，通常与同单元内其他任务无内在联系，学生和教师一般不会将其作为课堂教学重点而给予太多关注；前者则是为使学生更有效地完成目标任务而设计的，两个任务之间关系密切，若也将其视为一般的热身活动，必然不利于目标任务的完成。
- ◆ **积极主动地参与课堂讨论，在意义表达和交流的过程中培养准确、流利、得体地运用语言的能力。**为了创造近似日常交流的情景，本教材中的任务大都需要两人或多人合作才能完成，这意味着，个人参与交际的投入程度将在很大程度上影响任务完成的质量。需要指出的是，投入程度可以体现在两个互相联系的层面上：一是态度层面，即对任务内容的兴趣和参与交际的意愿；二是行为层面，包括（1）完成任务前的充分准备，解决“说什么”和“怎么说”的问题；（2）讨论时认真倾听，发表不同意见时应与人为善，对待他人批评则应开放包容（要做到这点并非易事，首先要知道讨论的技巧，然后是了解讨论时常用的功能性语言，最后是在实践中根据具体情况加以灵活运用。教材第一册的“附录”中会介绍一些常用的讨论技巧和一些讨论中常用的功能性语言，可供讨论时借鉴。）；（3）详细记录不同的观点和看法，并加以分析整理，作为个人发言的依据；（4）争取代表小组汇报讨论结果的机会，以培养综合归纳和连贯表达的能力。
- ◆ **有意识地培养运用认知技能和批判性思维分析和解决问题的能力。**从以上对教材的介绍中不难看出

出,教材的特色之一就在于任务与日常交际情形的高度相似。若以任务要求来划分,完成任务时涉及的活动大致有以下四类:(1)根据所给的条件作出决定(如确定一条到某个目的地的最佳行车路线);(2)就某个议题与他人分享个人见解(如讨论哪些因素可能影响人们对待准时的态度);(3)创造某物(如根据营销理论设计并拍摄广告,推销某产品);(4)解决问题(如从某人对理论的口头表述中推断出其预设)。要完成这些类型的活动,就需要运用一系列的认知技能,如列举、分类、匹配、比较、推断等。此外,在评价他人的观点时,需要运用批判性思维,这意味着首先要了解论证过程的要素及其之间的关系。作为成年人,大家已经具备上述认知和思辨能力,关键是要在完成交际任务的同时有意识地使用这些技能和方式,并在实践中逐步提高使用的熟练程度和效果。

◆ **经常反思语言形式与其功能之间的匹配关系,为提高语言使用的准确与得体打下坚实的知识基础。**

大量研究表明,语言习得的前提之一是“注意”(noticing),而反思有助于“注意”的发生,因此有利于语言习得。为了创造“注意”发生的机会,本教材设计了一系列交际任务来引导学生发现输入材料中某些典型语言现象的规律,以提高对语言形式与功能之间的微妙互动的敏感性。但囿于篇幅,这些任务无法涵盖课文中所有的语言现象。这就要求大家在认真完成任务的同时,还应尽量寻找课文中其他带有共性的语言现象。此外,还可通过以下步骤将反思扩展到自己的语言产出上:(1)录下自己在完成任务过程中的发言;(2)识别形式—功能匹配上的失误;(3)复习课文或请教老师/同学寻找更恰当的表达方式;(4)修改自己的发言并反复练习。

◆ **重视所学知识和技能在不同场合下的运用。**语言习得的另一个重要前提是反复操练所学的知识和技能,以加速其从“陈述性”知识向“程序性”知识的转化。这与学游泳光知道动作要领还不够,还需要通过反复练习去体会直至掌握要领的道理是一样的。本教材任务系列中的“巩固与拓展”任务就是为体现这一原则而设计的。但是,受课时减少的影响,估计不少老师只能有选择性地在课堂上完成这个任务,从而给知识和技能的迁移带来不利影响,而要克服这一不利因素,只能通过组成学习小组并利用课余时间来完成规定的各项活动。

综上所述,要想最大限度地受益于本教材,首先要彻底摒弃将语言纯粹作为知识来学的观念,转而将语言作为一种个人经历去体验。观念上的转变意味着必须以积极主动的姿态参与各项任务,而不是被动地按老师的要求去做。态度上的主动进取在行为上必然体现为:(1)课前认真准备;(2)课内积极参与各项活动;(3)乐于尝试不同的方法与策略解决学习过程中碰到的问题;(4)能沉下心来反思个人学习的得失;(5)寻找一切机会操练课内所学的知识和技能。只要能做到以上诸点,相信在两年的学习时间内,大家的语言运用能力一定会有质的飞跃。

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UNIT

1

Getting to places



I Means of transport

How to travel around —speaking

Group work

- 1 In groups of three or four, work out a list of the means of transport that are available in the places where you live. Report them to the class.
- 2 Answer the following questions and explain the different choices.
 - 1) How do you go to the school library from your dorm?
 - 2) How do you go downtown/to the city centre?
 - 3) How do you go to the airport/railway station?
 - 4) How do your parents go to work?
 - 5) Suppose you have just come out of a supermarket with bags, but it is raining hard. How do you go back home?
- 3 If you are travelling to a specific place, what information do you want to know about each mode of transport you might use?

Getting around London—reading

1. Skimming

Suppose you find the following passage (Pages 2–5), which is adapted from an expert’s guide to London when planning your travel in London. Go through the passage quickly and answer the following questions. You have only 30 seconds to finish the task.

- 1) How many means of transport are mentioned?
- 2) What are they?
- 3) Are there any that are not on your list above? If so, what are they?

2. Scanning

Scan the following passage and prepare to answer your teacher’s questions as quickly as you can.

London Underground

The London Underground or “the Tube” is the fastest and cheapest way to move around central London.

The 12 colour-coded lines run every two or three minutes from around 5 a.m. till 12:30 a.m. Monday to Saturday, and from 7 a.m. till 11 p.m. on Sunday, although services do vary. To beat the rush hour, travel after 9:30 in the morning. Most Underground services operate in Zones 1–6, where Zone 1 is the most central.

The network is now supplemented by the DLR (Docklands Light Railway) which connects the City of London and the Docklands to the east.

After 9:30 a.m., a single costs £4¹ in central London or £1.90 with Oyster card. If you start your day’s journeys after 9:30 a.m., the total fare for the day will be capped at £6.60 with Oyster (Zones 1–2).

1 N.B. All the fare prices mentioned in this passage were correct at the time of writing (2014). They will inevitably vary over time.

London buses

The famous red double-decker is one of London's principal icons. The classic Routemaster double-decker buses have been largely replaced by modern ones, which go everywhere, and now they only operate the two heritage routes (Buses 9 and 15), which take in some of London's most famous landmarks.

Bus routes in London are identified by numbers and sometimes letters. For example the 73 runs between Stoke Newington and Victoria. Buses display their route numbers in large digits at the front, side, and rear of the bus.

Buses are safe, many have video cameras on board, and all of them have two-way radios. Be careful getting on and off and always wait for the bus to come to a complete stop. To get off, ring the bell once to give the driver some warning.

Some bus services only run during the day, from about 6:00 to 23:00. However, many routes run a 24-hour service. Night buses—prefixed with the letter “N” (e.g. N24)—offer a good alternative to the Tube (which closes around 24:00), and taxis (which can be expensive).

A single night bus journey costs £2.20 (£1.30 with Oyster). The seven-day Bus Pass is £18.00.



London Overground & trams

The Overground is the suburban network of rail services in the UK. It was established in 2007 and consists of seventy-eight stations

across five lines: East London Line; Gospel Oak to Barking Line; North London Line; Watford DC Line; West London Line. The South London Line was added at the end of 2012.

The current Tramlink operates three routes:

- Croydon (south London)—Elmers End (southeast London)
- Croydon (south London)—Beckenham Junction (southeast London)
- Wimbledon (southwest London)—New Addington (southeast London)

All access to trams is step-free. There is no need to use ramps or any other special features to board. Additionally, all tram travel is free for wheelchair users, irrespective of whether or not they hold a Freedom Pass.

River transport

Transport along the Thames by boat is an enjoyable and increasingly practical way to hop between some destinations (Tate Modern and Tate Britain, Greenwich and the London Eye, the O2 Arena and central London etc), although it is a little more expensive than the Tube or bus.

Several private operators run services, with Thames Clippers the highest profile and most extensive.

Thames Clippers cost £5.50 single from Greenwich to the Embankment, and you can buy a £12.60 “roamer” ticket (as many journeys as you like between 10 a.m. and 5 p.m.). Holders of an Oyster card get a 10% discount on single fares; those with a Travelcard get better reductions.

Taxis

London's distinctive black cabs are a pleasant—if pricey—way of getting around the city, as well as meeting the legendary “cabbies”. Every cabbie has to pass a stringent test known as “the Knowledge” before they qualify, which

means that they should know the best route between any two points in central London.

Cabs can be pre-booked by phone, procured at a stand or hailed on the street. When a cab is available for hire, an amber “For Hire” or “Taxi” sign will be illuminated on the top of the car.

All London’s black taxi cabs are metered. At the time of writing, fares start at £2.40 and increase by 20p per minute up to £8.60, then by 20p every 30 seconds. A tip of 10%–15% to “round up” the bill is customary.

Minicabs

Mini-cabs (usually standard saloon cars) can be booked over the telephone or direct from offices throughout London. Although generally cheaper than black cabs (since the drivers don’t have to pass “the Knowledge”), there are numerous illegal and/or unscrupulous operators, so it is always wise for you to check that the company is registered. In particular, offers of lifts by unlicensed drivers off the street, late at night in the West End, should not be accepted.

Car hire

Unless you’re planning to use London as a jumping-off point to explore nearby cities (Brighton, Cambridge, Canterbury and Oxford are all close) or drive through the countryside around the city, there are few good reasons to hire a car in London.

Rentals range from £15 to £135 a day and even higher for the fancier models. Apart from the high cost, there is the problem of driving on the left side of the road in the United Kingdom...quite a psychological adjustment! Parking is also expensive and empty spaces are hard to find. The traffic is often slower than walking when you’re in central London, with frequent roadworks and traffic jams.

If you do decide to rent a car, booking is best done online from the many car hire firms

you can find. Don’t forget to shop around, as prices can vary widely.

Of course, if you want the ultimate in comfort and luxury see London with your own private driver. But this really is expensive!

Bicycle hire

Cycling is an offbeat and green way to see the city. For many medium-length journeys, a bicycle is also quicker than any other form of London transport—early in the morning and late at night, when the traffic is quiet, it is an absolute pleasure to swish through the city.

If you want to cycle, you don’t have to buy your own bike. Instead, you can use the Boris Bikes, formally known as the Barclays Cycle Hire Scheme. Light-heartedly named after Boris Johnson, the Lord Mayor of London who introduced them, Boris Bikes are cheap and fun. There’s no pre-booking required, you simply turn up at a docking station, insert your payment card, and cycle.

The bikes are available 24/7, 365 days a year. It costs £2 to access the bikes for a 24 hour access, and the first 30 minutes of each journey is free. Full information on pricing can be found on the TFL (Transport for London) website.

Of course, if you do decide to ride a bike, remember to obey the laws of the road. In particular don’t jump red lights or ride on pavements, and respect zebra crossings and one-way signs.

On foot

Many visitors are surprised to hear Londoners insist that this is a brilliant city to walk in. True it’s big, but over many centuries London has grown organically, retaining much of the street plan and architecture from every era and through every disaster.

Many of London’s secrets are only discovered slowly and on foot—Wren churches tucked into impossibly tiny corners, an alley

unchanged since Georgian times, a tree growing between huge modern bank buildings.

You'll also find it's far quicker to walk between a number of places: Leicester Square to Covent Garden, for example, is a slow and irritating journey by tube, involving lifts, waits and stairs, but it's only a short walk.

If you haven't got a smart phone with a good street map on it, you won't regret buying the pocket-sized A-Z when you arrive. It has a comprehensive street index, so it's easy to find out where you are. Don't be afraid to get lost—in fact, you should expect to get a bit lost—in the crooked and eccentric streets of the most historic areas of London. Finding where you are again is a great way to explore the real city.

Tickets & fares

When travelling on public transport in London the best option is to use pre-paid Oyster card or to buy a paper Travelcard. This is important as on many buses you cannot pay with cash for your ticket, and there is talk that the Tube will go cash free in the near future. The price of your journey depends on which ticket type you choose, which zones you travel in and what time you travel at. Oyster card prices are

always cheaper than paper tickets.

The Oyster card is like a travel credit card which you can top up as and when you need. It can store season tickets (Travelcards and Bus & Tram Passes) as well as pay-as-you-go credit for single journeys. You can get one at any tube station, London Travel Information Centre, some National Rail stations and newsagents or kiosks. When you go through the ticket gates at any Tube, DLR, National Railway station or when you board a bus, you will see a yellow card reader. Touch in on it and the appropriate fare will be deducted. Then remember to touch out.



3. Jigsaw reading and information exchange

- 1 Divide the class into three groups (G1, G2 and G3). Each group focuses on three means of transport in the passage. Read carefully and take notes in the following table. But leave the box blank if the information is not given in the passage.

		Service time & frequency	Speed	Price range	Availability/Reachability
G1	Underground				
	buses				
	Overground & trams				

(to be continued)

(continued)

		Service time & frequency	Speed	Price range	Availability/ Reachability
G2	River transport				
	Taxis				
	Minicabs				
G3	Car hire				
	Bicycle hire				
	On foot				

- 2 Exchange information with the members from the other two groups and complete your table.
- 3 In the same groups, discuss with each other the advantages and disadvantages of the three modes of transport that you have read about.

4. Decision-making

In groups of three or four, decide what the best means of transport is in each of the following cases. Report your answers to the class and give your reasons.

- 1) Wang Peng, male, 28 years old, is on business in London for three months. This summer vacation, he wants to explore the countryside in the south of UK with several of his friends for 15 days. He's the only one who can drive. He has a Chinese driving license.
- 2) Liu has been in London for 20 days, but he is rather busy and never has a chance to look around. Now he has only one full day's

leave. He wants to make full use of the time, see the most famous landmarks, meet a few Londoners and feel the city life. But he wants to go on the cheap.

- 3) It's 9:00 a.m. Chen Bing, female, 30 years old, is near Leicester Square. She's keen on taking pictures of special architecture and talking with Londoners. She is travelling with her friend, who has an infant in a stroller.
- 4) It's 23:30 Sunday. Yan, an 18-year-old student, has just arrived at Heathrow Airport. She's going to study in London. It's the first time she's been abroad. She's exhausted from the plane journey, and has two big suitcases with her.
- 5) It's 11:00 in the morning. Bob, in a wheelchair, is near Greenwich Pier. Today he wants to go to Greenwich to see the old sailing ship the "Cutty Sark" and the National Maritime Museum. He likes to travel at his own pace and hear some commentary about places of interest.