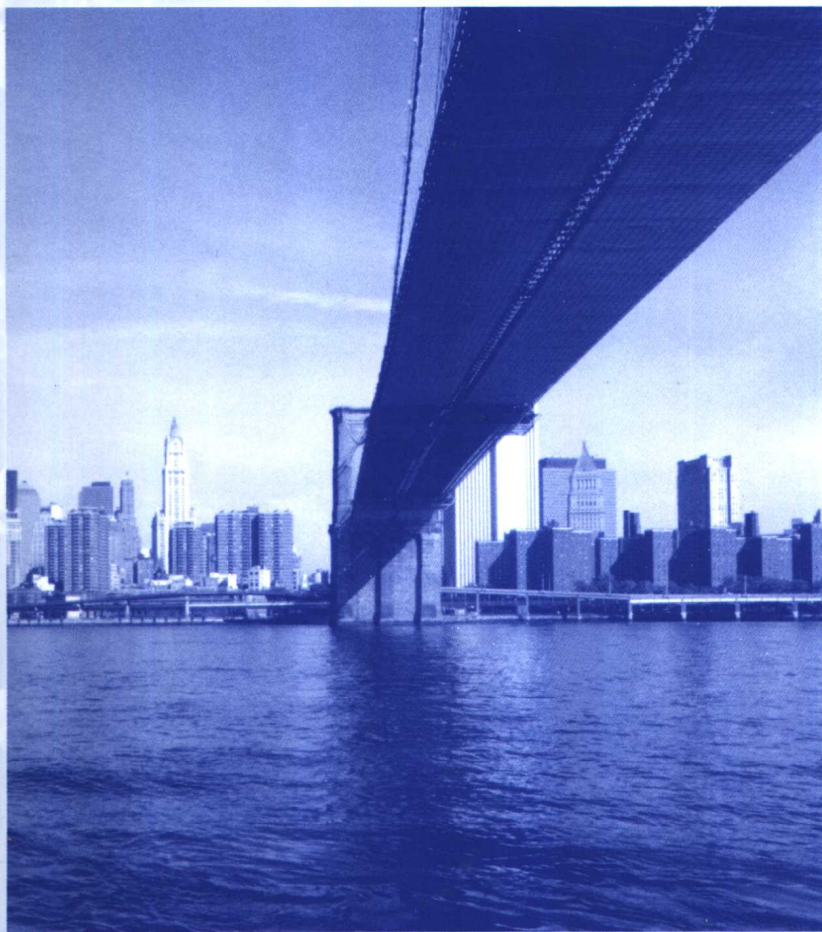


COLLEGE ENGLISH

Integrated Course 3
Teacher's Book



全新版

New

大学
英语

综合教程

教师用书



外教社 上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

3

普通高等教育“十五”国家级规划教材

COLLEGE ENGLISH

Integrated Course 3
Teacher's Book

主编 季佩英 吴晓真 姚燕瑾



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《大学英语》系列教材（全新版）

编写前言

1. 编写过程

《大学英语》系列教材自1986年的试用本问世以来，受到广大师生和英语学习者的青睐，先后被千余所院校采用，成为我国高校英语教学的首选教材，并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间，教材曾数度修订，分别在1992年、1997年出版了正式本和修订本，以适应教学需要。然而，随着我国改革开放步伐的加快，社会各方面对大学生的外语学习，尤其是他们的外语实用能力，提出了更高的要求，要求他们不仅应具有较好的阅读水平，而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此，《大学英语教学大纲》进行了修改并于1999年公布了修订本，从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面，作为教学思想的一种载体，理应有新的作为。

正是在这种新的形势鼓舞下，上海外语教育出版社组织、策划了《大学英语》系列教材（全新版）的编写工作。在该社的全力支持、协调下，开展了广泛而深入的调研、论证工作，并在此基础上经过精心设计，认真编写出《综合教程》和《听说教程》的样课，于2000年秋季在复旦大学等院校部分班级试用，同时征询了二十多个省市，数百所院校的意见。历经近三年时间的准备后，我们决定从今秋起陆续推出全新版，更好地服务于我国的大学英语教学。

《大学英语》系列教材（全新版）（以下简称《全新版》）由复旦大学、北京大学、华东师范大学、中国科技大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任任总主编，董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1) 《全新版》根据《大学英语教学大纲》（修订本）编写，供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,即,充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法,同时认真学习、借鉴国外的教学理论和方法,并根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收。为此,本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning),即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下,我们认为组织好课堂教学是关键。在课堂,教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用,同时,还应在学习方法上给学生以指导,使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”,通过读、听、说、写、译全方位的各种形式的课堂内外的实践,培养学生具有较扎实的英语语言基础和较强的英语综合应用能力。我们认为学生的操练,特别是说、写方面的实践活动,应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

6)《全新版》的练习设计,一切从有利于学生打好语言基础和提高语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式(interaction),如pair work、group discussion、debate等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有一定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的Test Yourself设计成四、六级考卷形式,以帮助学生逐步熟悉该考试形式,对其有所准备。

3. 全书框架

全书由下列几部分组成:

综合教程(1—6册)

(每册由8个单元组成)

阅读教程（1—6册）

（每册由8个单元组成）

快速阅读（活页）

（每册由8个单元组成）

听说教程（1—6册）

（每册由16单元组成）

另有供预备级使用的教材一套，组成与上述同，每种教程一册。

另编有语法手册一本，供学生课外参考使用。

除快速阅读外，各教程均配有教师用书；综合、听说教程配有相应的录音磁带和光盘。

4. 使用说明

建议每两周（8课时）处理系列教材的一个单元，即综合、泛读、快速阅读各一个单元和听说教程两个单元。其中，综合5课时，泛读和快速阅读1课时，听说教程2课时。

使用时，各校可根据具体情况灵活掌握。

编者

2001年3月

关于《综合教程》教师用书的编写与使用

本书是《大学英语》(全新版)《综合教程》第三册的教师用书,供教师参考使用。全书由下列几个部分组成:第一至第八单元的教案;练习答案;课文A和课文B的参考译文。

本书教案严格按照《大学英语教学大纲》(修订本)有关读、听、说、写、译方面的要求编写,并力求反映这些年来大学英语教学改革成果。教学内容的编排,侧重于学生综合运用英语技能的培养。

各单元教案按以下四部分编写:

(1) 参考教案(Suggested Teaching Plan)包括每个单元课时和内容方面的安排。每个单元一般需用五个课时。与课文相关的主题始终贯穿于整个教案内容的安排之中。教学内容分三部分:阅读前活动(Pre-reading)、阅读中活动(While-reading)和阅读后活动(Post-reading)。阅读前活动旨在激活学生已学过的知识图式;阅读中活动不断给予学生学习任务,以确保学生积极参与课堂学习活动;阅读后活动提供给学生练习的机会,帮助他们扩展已学过的知识图式。整个单元的教学过程,也就是从课文篇章结构着手,引导学生紧密结合上下文,学习语言知识和语言技能,综合培养学生读、听、说、写、译的实用能力的过程。

(2) 课文分析(Text Analysis)包括分析课文的体裁、篇章结构、修辞手段和写作特色。

(3) 文化注解(Cultural Notes)包括作者生平、人物介绍、相关课文的英美文化教育、社会生活以及风土人情等背景知识。

(4) 语言学习(Language Study)包括课文难点注解以及句型、习语使用的例证等。凡属课文A精选出的并须加以反复操练的重点词(Words and Phrases to Drill),均作为语言点加注并配以例证。鉴于英语中一词多义的基本属性,在处理重点词时,除着重阐明该词出现在课文中的释义及其用法外,还根据修订后的《大学英语教学大纲词汇表》所框定的词义要求,适当介绍了该词在其他层面上的意义及其用法。至于是否须向学生讲解或何时讲解,可由教师灵活掌握。

在具体安排教学活动时,教师可根据自己的教学实际情况删选使用上述内容。

本书教案由季佩英、吴晓真、姚燕瑾担任主编,李荫华、夏国佐、王德明主审。练习答案由《综合教程》学生用书编写组提供。课文A和课文B的参考译文由姚燕瑾翻译,王德明、夏国佐、李荫华审订。在本书编写过程中,承英籍专家 Anthony J.Ward 协助审阅。

由于编者水平与经验有限,书中难免有不足之处,希望读者批评指正。

编者

2002年3月

CONTENTS

Unit 1

Changes in the Way We Live 1

Unit 2

Civil-Rights Heroes 12

Unit 3

Security 24

Unit 4

Extraterrestrials 34

Unit 5

How to Celebrate Holidays 45

Unit 6

The Human Touch 55

Unit 7

Making a Living 64

Unit 8

Cloning 75

Appendix I: Key to Exercises (Units 1–8) 87

Appendix II: Chinese Translations of Texts A (Units 1–8) 144

Appendix III: Chinese Translations of Texts B (Units 1–8) 167

Unit 1



Changes in the Way We Live

I. Suggested Teaching Plan

(5 periods)

Objectives

Students will be able to:

1. grasp the main idea (tolerance for solitude and energy made it possible for the writer's family to enjoy their pleasant but sometimes harsh country life);
2. appreciate the various techniques employed by the writer (comparison and contrast, topic sentences followed by detail sentences, use of transitional devices, etc.);
3. master the key language points and grammatical structures in the text;
4. conduct a series of reading, listening, speaking and writing activities related to the theme of the unit.

Time allotment

1st period	2nd period	3rd period	4th period	5th period
Pre-reading; While-reading (4-Part division, Part I)	While-reading (Parts I-III)	While-reading; Post-reading (comparison & contrast)	Post-reading; Check on Ss' home reading (Text B)	Theme-Related Language Learning Tasks

Pre-reading tasks

1. T asks Ss the following questions on the song *Out in the Country*: (5 minutes)
 - What is the song about? (taking a break from city life, escaping from the crowd)
 - How is the song related to the theme of this unit? (The singer needs a break because the pace of life has quickened, the environment has been changed, and the old life style is gone.)
2. 1) Ss divide into three large groups, under each group smaller sub-groups may form. Each large group is assigned one of the following discussion topics:
 - Why do so many migrant workers (民工) move from the country to the city?
 - Why do city people buy apartments or houses in the suburbs, even in the countryside?
 - Why are tours of *Zhou Zhuang* (周庄), *Li Jiang* (丽江) or any other old towns' so popular? Why are tourists willing to pay to spend a day in a farmer's house?2) After the discussion, speakers of some sub-groups report to class.
3) T may sum up like this: People change their places of living because they look for things that their previous life is unable to provide. However, once life has been changed, they miss the good old days. (20 minutes)
3. Ss do Cloze B in after-text exercises to learn about Americans' ideal of a country life. Then T leads in to the study of Text A. (10 minutes)

While-reading tasks

1. T tells Ss how to divide the text into four parts, and that they are to sum up the main idea of each part as they read along (see **Text Organization Exercise 1**). (2 minutes)
2. Ss read the first sentences of Paras 1-3 and sum up the main idea of this part. (3 minutes)

3. T explains language points in this part and gives Ss practice (see **Language Study**). (15 minutes)
4. T explains language points in Part II and gives Ss practice (see **Language Study**). (20 minutes)
5. Ss re-read Part II and make a summary of each paragraph in it. T writes down their summaries on the blackboard. Then, based on paragraph summaries, Ss will come up with a summary of Part II. (8 minutes)
6. Ss read the first sentences of Paras 8-11 and sum up the main idea of this part. (3 minutes)
7. T explains the language points in this part and gives Ss practice (see **Language Study**). (20 minutes)
8. T explains language points in Part IV and gives Ss practice (see **Language Study**). (20 minutes)
9. Ss find out the two special qualities that make a country life possible. (2 minutes)

Post-reading tasks

1. 1) Ss work in pairs to finish Text Organization Exercise 2. Later some of them may report to class.
- 2) T guides Ss through Writing Strategy.
- 3) T urges Ss to use comparison and contrast more effectively in their own writing. (15 minutes)
2. 1) T asks Ss to re-read Para 2 and analyze the relationship among its sentences (one topic sentence — “It’s a self-reliant sort of life.”— followed by three detail sentences).
- 2) Ss re-read the rest of the text to find similar patterns. Then they would report their findings to class (see **Text Analysis**).
- 3) T encourages Ss to model their own writing after this pattern. (15 minutes)
3. T guides Ss through some after-text exercises. (25 minutes)
4. T checks on Ss’ home reading. (3 minutes)
5. Ss do Part IV: Theme-Related Language Learning Tasks. (1 period)
6. T asks Ss to prepare for the next unit: (2 minutes)
 - 1) do the pre-reading task;
 - 2) preview Text A.

II. Text Analysis

The author writes his piece in a clear and logical way. In many instances he employs the pattern of “one topic sentence + several detail sentences” structure. It’s easy for readers to grasp the main idea, and it is also proven effective for learner writers like our students.

Sometimes the detail sentences run parallel to each other, like those in Para 2. In some other paragraphs the detail sentences have their own hierarchy. Take Para 5 for example. The first sentence tells how busy “I” am. The second sentence states that Sandy, the wife, is also busy. The final sentence is a kind of summary—nobody can relax. Yet following the second sentence there are a few more detail sentences showing exactly how tight a schedule Sandy has. Take Paras 12–13 for another example. The topic sentence therein is “I suspect not everyone who loves the country would be happy living the way we do. It takes a couple of special qualities.” Then there are two sub-topic sentences: “One is a tolerance for solitude”; “The other requirement is energy—a lot of it.” Each sub-topic sentence has its own supporting details.

Sometimes there is no transitional devices between detail sentences, sometimes there are, the most frequently used one of which is time words or phrases. For example, the detail sentences in Para 4 begin with “three months ago”, “three months from now”, “recently”, and “later this month”, respectively. To be sure, other conjunctions scatter the text, like “first”– “then” –“then” – “eventually” in Para 7.

III. Cultural Notes

- 1. the countryside:** The countryside of Britain is well known for its beauty and many contrasts: its bare mountains and moorland, its lakes, rivers and woods, and its long, often wild coastline. Many of the most beautiful areas are national parks and are protected from development. When British people think of farmland, as well as open spaces, they imagine cows or sheep in green fields enclosed by hedges or stone walls, and fields of wheat and barley.

Many people associate the countryside with peace and relaxation. They spend their free time walking or cycling there, or go to the country for a picnic or a pub lunch. Only a few people who live in the country work on farms. Many commute to work in towns. Many others dream of living in the country, where they believe they would have a better and healthier lifestyle.

America has many areas of wild and beautiful scenery, and there are many areas, especially in the West in states like Montana and Wyoming, where few people live. In the New England states, such as Vermont and New Hampshire, it is common to see small farms surrounded by hills and green areas. In Ohio, Indiana, Illinois and other Midwestern states, fields of corn or wheat reach to the horizon and there are many miles between towns.

Only about 20% of Americans live outside cities and towns. Life may be difficult for people who live in the country. Services like hospitals and schools may be further away, and going shopping can mean driving long distances. Some people even have to drive from their homes to the main road where their mail is left in a box. In spite of the disadvantages, many people who live in the country say that they like the safe, clean, attractive environment. But their children often move to a town or city as soon as they can.

As in Britain, Americans like to go out to the country at weekends. Some people go on camping or fishing trips, others go hiking in national parks.

2. **Fahrenheit scale:** a scale of temperature, first established by the German physicist Gabriel Fahrenheit in 1715. The unit of temperature is the degree Fahrenheit ($^{\circ}\text{F}$), and 0°F was originally the coldest temperature Fahrenheit could achieve using a freezing mixture of salt and ice. On his scale, water freezes at 32°F and boils at 212°F (under set atmospheric conditions). No longer used in scientific work, Fahrenheit temperatures still feature in everyday language; hot days “in the eighties”, for example. To convert a Fahrenheit temperature to Celsius (centigrade), subtract 32, then multiply by $5/9$.
3. **Celsius scale:** a scale of hotness, or temperature, first established by the Swedish scientist Anders Celsius (1701–1744) in 1742. On this scale, the unit of temperature is the degree Celsius ($^{\circ}\text{C}$); water freezes at 0°C and boils at 100°C (under agreed standard atmospheric conditions), although when Celsius originally devised the scale he made 0° the boiling-point and 100° the freezing-point. The Celsius scale was formerly commonly known as the centigrade scale because of the 100 divisions between the freezing- and boiling-points of water. To convert from degrees Celsius to degrees Fahrenheit multiply by $9/5$ and add 32.
4. **Ivy League:** eight long-established colleges and universities in the United States with prestigious academic and social reputations. Members of the Ivy League are Brown University in Providence, Rhode Island; Columbia University in New York City; Cornell University in Ithaca, New York; Dartmouth College in Hanover, New Hampshire; Harvard University in Cambridge, Massachu-

sets; University of Pennsylvania in Philadelphia; Princeton University in Princeton, New Jersey; and Yale University in New Haven, Connecticut. The members of the Ivy League compete in intercollegiate athletics.

5. **Sports Illustrated:** a popular US sports magazine published each week by Time Inc, part of Time Warner. It first appeared in 1954, and is read mainly by men. The magazine also publishes the Sports Illustrated Sports Almanac every year.
6. **Individual Retirement Account (IRA):** a US government plan that allows people to put part of their income into special bank accounts. No tax has to be paid on this money until they retire.
7. **Buying Insurance:** People face many choices when buying insurance policies. They commonly choose an insurance provider based on several criteria. Some of the most important of these include: 1) the financial stability of the insurance company, 2) the price of policies, and 3) details of coverage and service.

Only a financially sound company can fulfill its promise to pay in all circumstances. Companies with proven records of stability can provide insurance security. Choice of a provider based solely on price, on the other hand, may result in poor service and coverage, even if the provider advertises comprehensive coverage and high quality service.

Policy prices vary significantly among companies, but competition usually forces most companies' prices into a narrow range. The greater cost of some policies may pay off in the long run through better protection. Thus, a detailed examination of coverage in policies provided by different, well-regarded companies can help consumers make the best choice based on the risks they face, their needs, and their finances.

People seeking to buy insurance often use the services of an insurance agent or broker to assist in their purchase. Most insurance falls into four main categories, according to what it covers: 1) property and casualty, 2) life, 3) health and disability, and 4) old-age and unemployment. Insurers commonly refer to insurance purchased by individuals as personal lines coverage and to insurance purchased by businesses as commercial coverage.

IV. Language Study

1. **get by:** be good enough but not very good; manage to live or do things in a satisfactory way

Examples: My parents managed to get by on a small amount of money.

It is a little bit difficult for the old couple to get by on such a small pension.

We can get by with four computers at the moment, but we'll need a couple more when the new staff members arrive.

2. ... **when it was 30 below:** Here the Celsius scale is used instead of the Fahrenheit scale. (see **Cultural Notes**)
3. **haul:** 1) transport, as with a truck, cart, etc.
Examples: The farmers haul vegetables to the market on a truck every morning.
 The rescue team hauled medical supplies and food to the flooded villages.
 2) pull or drag sth. with effort or force
Examples: A crane had to be used to haul the car out of the stream.
 Rescue workers hauled passengers out of the crashed train.
4. **improvement:** the act or an instance of improving or being improved
Examples: Internet service providers should develop security improvement services for their customers.
 The government's priorities will go to local transport improvement projects.
 The improvement in the job market in the past few years has been remarkable.
5. **supplement:** add to sth. in order to improve it (followed by *with*)
Examples: Peter does occasional freelance work to supplement his income.
 The doctor suggested supplementing my diet with vitamins E and A.
6. **indoor:** situated or used inside a building
Examples: Indoor pollution has been found to be as much as five to ten times higher inside some skyscrapers than outside.
 Tobacco smoke is considered as an indoor pollutant.
 The Mall of America, the biggest mall in USA includes the world's largest indoor amusement park.
7. **spray:** force out liquid in small drops upon (followed by *with*)
Examples: I'll have to spray the roses with insecticide to get rid of the greenfly.
 A car went past and sprayed me with water.
8. **pursue:** follow
Examples: After graduation Martin chose to pursue the same career as his father as a minister.
 College students are advised to pursue a wide range of subjects.
 Public evening classes allow people to earn a living during the day and pursue vocational and intellectual interests in their spare time.
9. **stack:** make into a pile
Examples: Once the last few people had left the hall, the caretakers began stacking the chairs.
 Before being processed into lumber, the wood must be carefully stacked to prevent

warping.

10. wicked: evil or bad

Examples: I would rather starve in a ditch than accept the fortune upon such wicked terms.

We are all born good, but can be taught to be wicked.

11. get through: come successfully to the end

Examples: The local government has taken some measures to ensure that all the people will get through the winter.

She got through the entrance examination and was accepted by the college.

12. at that point: at that very moment, right then

Examples: The train was now only a couple of yards from the kids on the track. At that very point, Anthony threw himself forward and pulled them clear .

The man suddenly held up a poster. At that point, all TV cameras were pointed at him.

13. on balance: with all things considered

Examples: I think, on balance, I didn't treat you unfairly.

On balance, it's probably not advisable to change the company's name.

14. illustrate: provide with visual features; clarify by use of examples, etc.

Examples: Let me use another example to illustrate this difficult point.

The editor has illustrated the book with black-and-white photographs.

15. I'm not making anywhere near as much money as I did ...: I am not earning as much money as I did ...

16. generate: bring into existence, produce

Examples: The widespread use of Spanish in some American cities has generated a public debate over language use in the country.

Space technology has generated thousands of products for everyday use such as lightweight materials used in running shoes.

17. insurance: a guarantee that you will receive money if something is lost or damaged, or have repairs paid for, by a financial company in return for regular payments you make to them

Examples: Many nations have some form of compulsory unemployment insurance.

People regularly buy insurance to reduce uncertainty and to protect themselves from future disasters.

18. pick up: be ready to pay

Examples: If he loses the case, Michael will have to pick up the bill for legal costs.

Taxpayers will be picking up the tab for the improved public transport network.

19. minor: lesser or smaller in amount or importance, etc.

Examples: The Ford Company made only minor changes to the Model T for nearly two decades.

They only encountered minor problems in their first space flight.

20. premium: a sum of money that you pay regularly to an insurance company for an insurance policy

Examples: The employers make the employees pay for a large portion of their health insurance premium.

Some people are complaining that car insurance premiums have increased too much this year.

21. aside from: except for; in addition to (more usual in American English; same as *apart from*)

Examples: Aside from an occasional game of tennis, he doesn't take any exercise.

This essay is good aside from a couple of spelling mistakes.

They were going to have other expenses, aside from the school fees.

22. cut back: reduce in size or amount (used in the patterns: *cut back sth.*; *cut back on sth.*)

Examples: There is a growing movement to cut back the government's role in agriculture and to reduce subsidies paid to farmers.

The government has cut back on defense spending.

23. lower: make or become smaller in amount, degree, etc.

Examples: Increasing your intake of fruits and vegetables can lower your risk of getting some types of cancer.

Governments may raise or lower taxes to achieve social and economic objectives.

24. dine out: eat a meal away from home (usu. in a restaurant)

Examples: With the improvement of living standards, more people dine out at weekends.

It's my daughter's birthday today, so we're dining out tonight.

25. patronize: go to as a customer

Examples: When he was a student, Sterling often patronized the little restaurant near the school.

They no longer patronize the local department store because of its poor service.

26. Extravagant Christmases are a memory, and we combine vacations with story assignments.:

We no longer have extravagant Christmases, and when a magazine sends me somewhere to write an article, I will take my family along. By doing so, we can save some money.

27. suspect: believe to be true, likely or probable; feel doubt about (used in the patterns: *suspect sb./sth. of sth.*; *suspect that*)

Examples: China banned cosmetics suspected of containing substances that cause mad cow disease.

It was perfectly all right, Henry said, because the police had not suspected him of