

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（选修）



Advance with English

牛津高中英语

（模块十·高三上学期）

凤凰出版传媒集团
译林出版社
牛津大学出版社

Student's Book

10

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（选修）

Advance with English

牛津高中英语

（模块十·高三上学期）

凤凰出版传媒集团
译林出版社
牛津大学出版社

Student's Book

10

© Teaching Research Office of Jiangsu Provincial Department of Education
and Oxford University Press 2006

‘Oxford’ is a registered trademark of Oxford University Press

© 江苏省中小学教学研究室和牛津大学出版社 2006

仅在中国大陆销售, 不供出口。

Oxford 为牛津大学出版社的注册商标。

未经江苏省中小学教学研究室和牛津大学出版社(中国)有限公司书面许可, 不得在任何地区以任何形式、任何媒介、任何文字翻印、仿制或转载本书的内容、文字或图片。

作 者	Gabrielle Duigu(澳) Kelly Fried(美) Elizabeth Steward(南非)
英方主编	牛津大学出版社(中国)有限公司英语教材编委会
中方主编	王守仁 何 锋
副 主 编	顾爱彬
编 写	范红升 王振华 沈 瑛 陈 兵 曹力城
责任编辑	亦 凡 一 泓
封面设计	顾晓军
插 图	郭 喆 侯海屏

书 名	牛津高中英语(模块十·高三上学期)
出版发行	凤凰出版传媒集团 译林出版社(南京市湖南路 47 号 210009) 牛津大学出版社

电 话	025-83242700(总机)
传 真	025-83242328
教材热线	025-83304650
电子信箱	jiaocai@yilin.com
网 址	http://www.yilin.com
集团网址	凤凰出版传媒网 http://www.ppm.cn
重 印	广州出版社
经 销	广东新华发行集团股份有限公司
印 刷	韶关市粤彩印务有限公司
开 本	787×1092 毫米 1/16
印 张	8.5
版 次	2006 年 12 月第 1 版 2006 年 12 月第 1 次印刷
标准书号	ISBN 978-7-5447-0227-0
定 价	7.21 元

如发现印、装质量问题,影响阅读,请与广州出版社教育拓展部(020-37636819)联系调换。

前言

同学们：

欢迎使用《牛津高中英语》，它将伴你走过高中阶段的学习历程，实现你的英语学习目标。根据国家普通高中《英语课程标准》（实验）的要求，你已经完成了高中阶段前面五个必修模块的英语学习，在此基础上，还有顺序选修教材供你学习。选修部分有六个模块，共六本书，每个模块安排四个单元。现在，让我们一起走进教材，了解本套教材为我们展示的新天地。

进入新的单元，首页上的图画和问题会激活你已有的和单元话题相关的知识，让你轻松自然地进入本单元的学习，这就是单元的**第一个版块：Welcome to the unit**。顺着前面所引出的话题，你将来到**Reading**版块。该版块是你接受英语语言信息的重要环节，在这里，你将有机会感受真实、地道、优美的英语，你也将通过阅读了解现实生活和社会发展的方方面面。通过学习课文后面的**Reading strategy**和完成阅读练习，你还能掌握英语阅读策略，提高英语阅读能力。在英语学习中，你所面临的挑战之一是扩大词汇量，接下来的版块**Word power**能为你迎接这一挑战提供有效的帮助。在该版块中，你将学会根据话题扩充词汇以及其他多种词汇学习技巧。语法学习，贵在运用，在**Grammar and usage**版块中，你既可得到系统的语法和修辞方面的辅导，又能在该版块精心设计的语境中学会灵活运用。**Task**版块要求你能综合运用所学习的语言知识和语

言技能，完成特定的任务。你将在教材为你设计的语言情境中，通过获取语言信息、两人对话或小组讨论和口、笔头表达等一系列的课堂学习活动，学会熟练、自如地运用英语。**Project**是课堂教学的延伸和拓展，属于探究式学习。该部分由阅读材料和几个提示性的问题组成，要求你根据在一至五模块已经熟知的四个步骤，与同学们分工合作，通过讨论、调查、专访、文献检索等活动，完成一个特定课题。你将首先认真阅读所提供的阅读材料，从中得到启发，然后完成课题。单元的最后一个版块是**Self-assessment**，这里你将对照单元各个学习项目按五个等级进行自我评价，并算出百分比。通过自我评价，你可以对单元的学习进行自我反思，为下一步的学习制定行动计划。

游历了单元的各个版块以后，你一定会发现，这套由中外专家根据普通高中英语课程标准联合编写的《牛津高中英语》是从学习者的角度设计的。相信你在使用这套教材的过程中，通过自己的努力和老师的帮助，一定能够顺利完成高中阶段的学习任务。









祝你学习进步，天天向上！

江苏省中小学教学研究室
牛津大学出版社（中国）有限公司

2006年12月

Contents

Understanding society	Unit	Welcome to the unit	Reading	Word power	Grammar and usage
	1 Building the future (p. 1)	(p. 1)	Give a man a fish (p. 2) An essay Reading strategy: understanding a title (p. 3)	Industries (p. 6) Synonyms for 'develop' (p. 7)	Linking words (p. 8)
	2 People on the move (p. 17)	(p. 17)	Population mobility in the USA (p. 18) A magazine article Reading strategy: matching pictures and quotations (p. 19)	The country and the city (p. 22) Sociology (p. 23)	The elements of a paragraph (p. 24)
	3 Protecting ourselves (p. 33)	(p. 33)	Aids today (p. 34) A TV news special transcript Reading strategy: identifying links between paragraphs (p. 35)	Stopping bad habits (p. 38) Abbreviations (p. 39)	The development of a text (p. 40)
	4 Law and order (p. 49)	(p. 49)	The fight against cybercrime (p. 50) A speech transcript Reading strategy: understanding definitions in a text (p. 51)	The law (p. 54)	Language styles (p. 56)
Appendices: Notes (p. 65) Wordlists (p. 73) Irregular verbs (p. 90)					

Task	Project	Self-assessment
Writing about development (p. 10) Skills building 1: identifying emotive language Step 1: asking about life in the past  Skills building 2: discussing probability of the future Step 2: interviewing the City Development Council Skills building 3: writing an essay Step 3: writing for the competition	Reporting on sustainable development (p. 14) 	(p. 16)
Convincing a friend (p. 26) Skills building 1: listening for the sequence of events Step 1: finding information about a returnee  Skills building 2: answering questions with more than one response Step 2: talking to a careers officer Skills building 3: using convincing language Step 3: writing a letter to convince your friend	Making a classroom display (p. 30) 	(p. 32)
Writing an article with advice and warnings (p. 42) Skills building 1: identifying degrees of obligation Step 1: categorizing notes about warnings  Skills building 2: asking for and offering alternatives Step 2: asking a doctor for alternatives Skills building 3: writing warnings Step 3: writing an article for the school newsletter	Making a poster about the dangers of drugs (p. 46) 	(p. 48)
Investigating and reporting facts (p. 58) Skills building 1: listening for emotions expressed by tones Step 1: finding out about a boy's feelings  Skills building 2: asking and answering questions politely Step 2: interviewing a parent Skills building 3: writing a report Step 3: writing a teacher's report	Making a proposal about protecting intellectual property (p. 62) 	(p. 64)

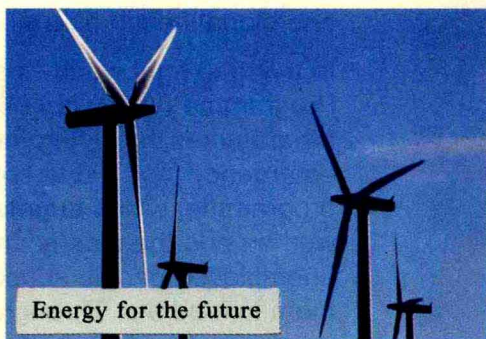
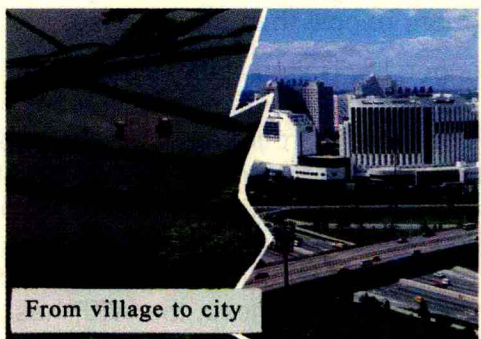
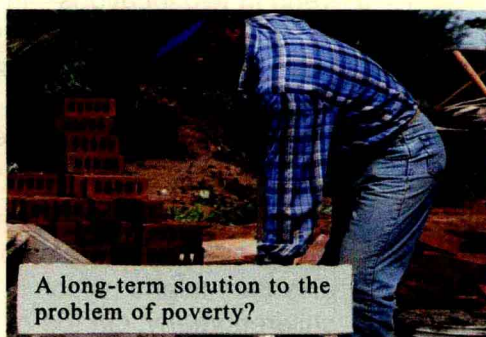
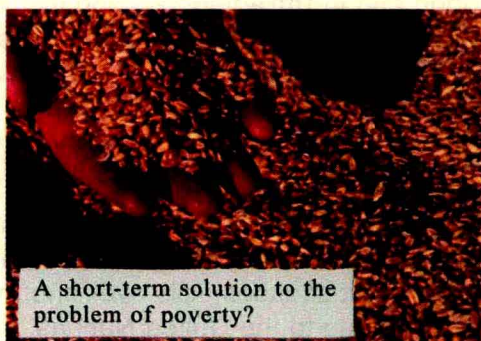
Building the future

In this unit, you will

- ◆ read an essay about food aid and development aid, and a feature story about sustainable development
- ◆ listen to a conversation between a student and his grandfather about development
- ◆ discuss development and interview a government official
- ◆ write an essay about the development of your city or town
- ◆ prepare and present a report about how your city or town supports sustainable development

Welcome to the unit

Many countries around the world are developing at a very fast rate. Is this development always good for the future of a country? Look at these pictures and discuss the following questions with a partner.



- 1 Is your city developing at a fast rate? What will it look like in twenty years' time?
- 2 Do you think that giving food and money to poor people will solve all their problems? Why or why not?
- 3 Do you think that development may be bad for a country in some ways? Why or why not?

Reading

A Read the following essay quickly and answer these questions.

- 1 When was Live Aid held? _____
- 2 What does WFP stand for? _____
- 3 How many people has the WFP helped since it was established? _____



B The following is one of the winning essays of a student writing competition. Read it to find out more about helping developing countries.

Give a man a fish

In 1985, there was little rainfall in Ethiopia, which led to destroyed harvests and killed cattle. The severity of this catastrophe shocked Bob Geldof, an Irish musician who organized a charity concert called Live Aid to raise money for famine victims in Ethiopia. The concert took place on 13 July 5 1985 in two locations—in London and in Philadelphia—and included the biggest stars of the time. Geldof intended the concert to raise money for and public awareness of the famine. In the end, \$100 million was raised, which was sent as food aid and famine relief funding. The concert also received so much attention around the world that it put great pressure on politicians and 10 statesmen to do something about the famine.

The Ethiopian famine was in 1985, and for many people in the developing world, disease and poverty are still serious problems. For example, the disease malaria, which is spread by mosquitoes, kills over one million children yearly. On top of this, according to the United Nations, hunger and 15 malnutrition claim ten million lives every year. In fact, hunger is the number one global health risk, killing more people than any disease.

In trying to fight worldwide hunger, the United Nations set up the World Food Programme (WFP) in 1963. The WFP has organized a number of programmes, including the Food-for-Life programme, which sends 20 emergency food aid to countries during times of crisis; the Food-for-Growth programme, which targets people most at risk, such as babies, pregnant women and the elderly; the Food-for-Work programme, which helps unemployed people support themselves by giving them work and paying them in food aid. Through programmes like these, the WFP has helped 25 more than one billion people since it was set up. It is without doubt an amazing achievement, but is it enough?

Today, some developing countries in Africa, Asia and South America stand at a crossroads. They are currently developing, but equally they could fall further behind developed countries. They need help, but the sad truth is that

- 30 food aid alone is not enough to help these countries. It is merely a short-term solution to a long-term problem. There is a saying that goes 'Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime.' Developing countries can do this if they switch from importing food to producing it.
- 35 What developing countries really need to do is to stop poverty by fighting the causes of it. One way to do this is to improve a country's infrastructure. The infrastructure of a country is what makes everything run smoothly, including things like transport, irrigation, electricity, postal service, telephones and schools. If these things develop, jobs will be created for people, allowing them
- 40 to help themselves instead of being dependent on other people. Clearly, development aid together with food aid is the long-term solution to the problem of poverty.

- Another important thing to remember is that the future of developing countries lies in the hands of children. This is why education and training for young
- 45 people is so important. There are many successful examples of this, such as in Afghanistan, where males are generally the breadwinners. However, groups of housewives and widows there have been taught to sew clothing, which they sell and make for their families. In eastern Nigeria, young people are being trained to use computer technology to develop their problem solving and
- 50 communication skills. In South Africa, a community programme is providing training and resources to unemployed and homeless people to make works of art from wire to sell to tourists. Although this is a bit different from conventional businesses, the programme has a rapidly growing output and many people have been quite successful.
- 55 There are hundreds of success stories like these from all over the developing world, showing that a lot is being done to fight poverty, but we cannot pretend that the fight is over. Poverty is still killing people. However, these small victories are a good start towards a better future because they are not the result of giving a man a single fish so that he can eat for a day. They are the
- 60 result of teaching a man to fish so that he can fill his belly for a lifetime.

Reading strategy: understanding a title

Most essays and articles have a title. Sometimes, readers may not understand a title until they have read the whole text. The title of this essay is 'Give a man a fish'. Before reading the essay, it is not clear what this means. In the first three paragraphs, the author gradually introduces the theme of the essay. Then, in the fourth paragraph, the author quotes a saying and readers understand that this is where the title comes from. Afterwards, the author uses this saying as a symbol to develop the theme. In the concluding paragraph, the author returns to the saying, proves its relevance and unites the whole text by referring once again to the title.

C1 How well did you understand the student essay? Read it again and answer the following questions.

- 1 Why was the Live Aid concert so important? _____
- 2 What has the United Nations done to fight the problem of world hunger? _____
- 3 Why is food aid alone not enough to help poor countries? _____
- 4 What things are included in the infrastructure of a country? _____
- 5 What is the long-term solution to the problem of poverty? _____
- 6 Why is education and training for young people in developing countries so important? _____
- 7 Why is it better to teach a man to fish than to give him a fish? _____

C2 Read the following explanations and decide which UN World Food Programme is being described in each one. Write **Food for Life**, **Food for Growth** or **Food for Work** in the blanks.

- 1 In a poor country, this programme focuses on development and reducing unemployment: _____
- 2 In a country that suffered a natural disaster such as an earthquake, or a man-made disaster such as war, this programme would help: _____
- 3 In a poor country, this programme targets those most at risk such as babies, children, pregnant women and the elderly: _____

D Find these new words in the article. Then match them with the correct definitions. Write the correct letters in the blanks.

1 catastrophe (line 2)	_____	a at this moment in time
2 claim (line 15)	_____	b people responsible for earning money and supporting their families
3 targets (line 21)	_____	c aims something at a particular group of people
4 unemployed (line 23)	_____	d a disaster that causes great suffering
5 without doubt (line 25)	_____	e (of a thing or event) directly cause deaths
6 currently (line 28)	_____	f not having work when one is physically able to work
7 breadwinners (line 46)	_____	g the amount of something produced
8 conventional (line 52)	_____	h traditional, following society's standards
9 output (line 53)	_____	i for certain

E Xue Song is preparing a speech about developing countries and the best ways to help them. Help him complete the draft by filling in the blanks using the words from the box below.

malnutrition
long-term

victories
food aid

solution
hunger

developing
success

unemployed
crisis

In the ⁽¹⁾ _____ world, many children die from ⁽²⁾ _____. This is often a result of poverty, and there is no quick and easy ⁽³⁾ _____ to this problem. ⁽⁴⁾ _____ is one solution, but it is an artificial, short-term answer to this ⁽⁵⁾ _____ problem.

Recognizing this, the United Nations set up the World Food Programme (WFP) in 1963 to help fight world ⁽⁶⁾ _____. The WFP has three policies: firstly, to save lives in times of ⁽⁷⁾ _____ by sending grains such as rice; secondly, to improve nutritional standards and the quality of life in poor countries; and thirdly, to help develop the resources of these countries and to help ⁽⁸⁾ _____ people become independent.

The WFP's work has led to some of the many ⁽⁹⁾ _____ stories from all over the developing world. These small ⁽¹⁰⁾ _____ in the fight against poverty and hunger have helped people while allowing them to maintain their dignity. The WFP has helped show that both food aid and development aid are needed to finally end poverty.

F What do you think about helping the poor? Discuss these questions with a partner. Use the following conversation as an example.



- 1 Have you ever done something to help poor people? How did you help them?
- 2 Do you think the infrastructure of a country is important? Why or why not?
- 3 What success stories have you heard in the fight against poverty?

Word power

Industries

A Xue Song goes to the school library and finds a study guide about different industries. Read the guide with him.

The word **industry** refers to all the businesses involved in supplying a certain **product** or **service**. All kinds of jobs belong to one industry or another. People who work in the **construction industry** include people who work on building sites and people who produce building materials. The **catering industry** does not just refer to restaurants but to all businesses involving food and drinks. The **publishing industry** involves those businesses which provide materials both printed and online. The **fashion industry** involves all the people who work with clothes, from designing to making and even modelling.

One industry, which is very important today, is the **information technology** (or **IT**) **industry**. This industry is perhaps one of the fastest growing of all industries. Another big industry, and one which is growing annually, is the **tourism industry**. Countries that hold events like the Olympic Games are seeing more and more visitors than usual, and these people want to travel around these countries. This will affect people employed at local travel agencies and at places of interest, as well as many others.

B Xue Song interviewed some people from different industries. Can you match each person to the industry they work in? Choose the correct industry for each person from the box below.

construction

catering

tourism

IT

fashion

publishing

1

It's my job to make sure all the tables are set properly for each meal. I work in the _____ industry.

2

I'm an editor for a national newspaper. I work in the _____ industry.

3

I love surfing the Internet and really enjoy my job designing websites. I work in the _____ industry.

4

I help people plan each stage of their holiday. I work in the _____ industry.

5

I work for a world-famous brand. I design handbags for them. I work in the _____ industry.

6

I often work on a building site and have to wear a helmet. I work in the _____ industry.

Synonyms for 'develop'

A Read the following page from a dictionary about synonyms.

A synonym is a word or an expression that has the same meaning or nearly the same meaning as another word or expression. The following are synonyms for the word 'develop', but each word has a slightly different meaning.

develop to gradually grow or become bigger; to think of a new idea and make it successful:

His dream is to develop the company into one of the most successful in the world.

improve to make something better than before:

After reading the article, all of the magazine editors agreed that it still needed to be improved.

evolve to develop gradually:

Many people believe that humans evolved from apes.

promote to help something happen or develop:

The new product will not sell very well unless it is promoted properly.

design to decide how something will look, work, etc.:

The plan was finalized, and it was time to design the product.

grow to develop and improve particular qualities:

They have worked hard and hope that the company will grow over the next few years.

B Look at the following examples from a dictionary and fill in the blanks with the correct words from Part A.

- 1 My uncle has just opened a new seafood restaurant and he wants me to help him _____ it. He hopes it will become the most famous seafood restaurant in the city.
- 2 The plan _____ from a very simple idea.
- 3 I want you to _____ a layout for me. I want to be able to see exactly how the finished product might look.
- 4 She is very talented. If she works hard and practises often, she will _____ into a fine young pianist.
- 5 If they follow the plan, the town will _____ into one of the biggest tourist destinations in the country.
- 6 Their quality of life will _____ greatly with the addition of running water to their town.

Grammar and usage

Linking words

Links are needed between sentences to connect the ideas of the sentences to each other. Without these links, it is easy for readers to get confused. These links help readers work out what is going to happen next in a text.

Here are some common types of links between sentences.

- 1 **Time sequence words** show the order of ideas or actions. Common expressions that show time sequence are *firstly, secondly, finally, now, in the end*, etc.

The programme has several aims: **firstly**, to help unemployed people find work; **secondly**, to teach new mothers about nutrition; and **thirdly**, to help young people develop problem solving skills.

Geldof intended the concert to raise money for and public awareness of the famine. **In the end**, \$100 million was raised.

- 2 **Cause and effect words** show reasons or results of doing something. Common expressions that show cause and effect include *for one thing, therefore, so, as a result*, etc.

Reporter: Why did you organize the concert?

Bob: Well, **for one thing**, I wanted to raise money for the hungry people. Also, I wanted to raise public awareness of poverty and famine.

Very often, people who receive food aid become lazy and do not want a job, **so** it is possible that the gift of a single meal sometimes causes more harm than good.

These people will be given a chance to help themselves instead of being dependent on other people. **As a result**, they will enjoy a higher standard of living.

- 3 **Contrasting words** are also important links between sentences. They introduce an idea that is in contrast to the idea mentioned before. Common examples include *however, in contrast, instead, nevertheless, on the contrary, on the other hand*, etc.

Poverty is still killing people. **However**, these small victories are a good start towards a better future.

Many people believe that hunger is only a problem in the developing world. **On the contrary**, it is a problem all over the world.

- 4 **Addition words** introduce additional information. Common expressions that show addition include *also, on top of something, above all, besides, furthermore, in addition, moreover*, etc.

For example, the disease malaria, which is spread by mosquitoes, kills over one million children yearly. **On top of this**, according to the United Nations, hunger and malnutrition claim ten million lives each year.

Our organization is working to raise money for the local homeless shelters. **Furthermore**, we are collecting clothing to give to those in need.

A Ding Yan is reading a magazine article about debt in the developing world. Help her underline all the linking words she sees in the article and write them under the correct headings in the table below.

Today, many developing countries are heavily in debt. In fact, most of them have debts that can never be repaid. During the 1970s and 1980s, many developing countries received loans from developed countries. However, very high interest rates have created a situation where countries in the developing world now spend \$13 on debt repayment for every \$1 that they receive. Therefore, these countries will never be able to repay the loans. As a result, these countries are always struggling to catch up on their repayments; government finances that could be spent on health, education and long-term development are instead used for debt repayment. This means that a country's debt weakens its development.

Moreover, as debt continues to rise, poverty will remain a problem in developing countries. To stop the rise of debt, the World Development Movement (WDM) is campaigning for rich countries to cancel debts owed them by developing countries. The WDM is working hard, but developing world debt is still a problem. As long as these debts remain, developing countries will feel the economic squeeze, and they will be unable to focus on long-term development to end poverty.

Time sequence	Cause and effect	Contrasting	Addition	Other
				in fact

B Ding Yan is writing about the different industries she is interested in. Help her complete the article by filling in the blanks with the correct words from the box below.

secondly so for one thing firstly however thirdly

I read a fascinating book today about jobs and different industries. I think that being a designer must be exciting. ⁽¹⁾ _____ I would really like to work in the fashion industry. I would love to design casual and fashionable T-shirts for children.

Although I am interested in fashion, writing is also something I love to do. I enjoy writing stories on my mother's handy old typewriter, and I have always wanted to write novels. There are several reasons for this. ⁽²⁾ _____, I could work from the comfort of my basement. ⁽³⁾ _____, I could use my creativity. ⁽⁴⁾ _____, I could share my experiences with others.

⁽⁵⁾ _____, there are many other industries that I might like to work in.

⁽⁶⁾ _____, I love cooking, and I think that working in the catering industry would be a lot of fun. I enjoy watching films as well, so working in the film industry would be great, too. As long as I can use my creativity, I will be happy.

Now it is late, and I should be sleepy, but all of this writing has got me too excited to sleep!

Task Writing about development

Skills building 1: identifying emotive language

People use emotive language to express how they feel about something. When you are conducting an interview, it is important to recognize emotive language. If you are able to do this, you will better understand how the speaker feels about a situation. Here are a few emotive language signals to look out for when conducting an interview:

1 Emotive adjectives

These can be positive, e.g., wonderful, glorious and exceptional, or negative, e.g., terrible, horrifying and awful.

2 Hyperbole

This is a figure of speech in which exaggeration is used for emphasis, e.g., 'I could sleep for a thousand years!' and 'It weighed a ton!'

3 Tone of voice

You can usually tell how somebody feels by the tone of voice they use, e.g., angry, sad, pleased or amused.

Step 1: asking about life in the past



A Your teacher invites you to write an essay on the development of your town for a writing competition. You interview your grandfather and discuss the local changes he has witnessed during his lifetime. Listen to your conversation and take notes in the table below.

	Transport	Buildings	Jobs	Environment
In the past	(1) _____ to school	(4) _____ and a few shops; biggest building was the (5) _____	a lot of people were involved in the (7) _____ industry	air was (10) _____
Today	takes a (2) _____ or (3) _____	the (6) _____ is far bigger	big industries include the (8) _____ industry and the (9) _____ industry	sea is full of (11) _____; air is (12) _____



B Listen to the conversation again and note any emotive language you hear. Circle the words you hear in the left column and fill in the missing words in the right column.

Emotive adjectives			Hyperbole
Positive:	wonderful	exceptional	as cold as (1) _____
	glorious	excellent	sleep for (2) _____
Negative:	terrible	frightening	as (3) _____ as a mountain
	awful	horrifying	as (4) _____ as a whale



You found an article about the town's first shopping centre in an old newspaper in the library, but the words are not very clear. You ask your grandfather about the details mentioned in the article. Listen to your grandfather talk and take notes. Then fill in the blanks in the old newspaper article using the information from your notes.

Catering industry	type of restaurant: (1) _____ location: (2) _____ jobs: chefs and (3) _____
Fashion industry	clothes being sold: made by (4) _____ fashion show: to raise money for a (5) _____
Publishing industry	authors visiting bookshops to sign books: local (6) _____
Tourism industry	types of business: (7) _____ and (8) _____

Eagle Shopping Centre opens its doors

Today is a happy day for shoppers as the Eagle Shopping Centre opens its doors for business. It is also a good day for job seekers as the (1) _____ is creating hundreds of new jobs. Passers-by can also enter the contests that are part of the Grand Opening.

The shopping centre is host to many new restaurants, which shows how well the (2) _____ industry is doing. Located on the top floor is the Pacific (3) _____ Restaurant, where the famous (4) _____, Gao Dahai, will prepare delicious dishes. Many young people will also be employed as (5) _____ there.

Another attraction at the Eagle Shopping Centre is the developing (6) _____ industry. Several shops will sell clothing from local designers, including Fang Yi, who is known for her hand-sewn belts and handkerchiefs. The shops will hold a fashion show together next month to show off the newest fashions and raise money for a local (7) _____.

Also of interest to local shoppers is the Bookworm Bookshop, where several (8) _____ from the area will sign their books. This will really help the local (9) _____ industry, which has not been doing well lately.

To welcome tourists, the Eagle Shopping Centre is also opening a (10) _____ information office. This office has a counter on the first floor and provides information about the beautiful beaches and sea here. Now thousands of tourists will pack their suitcases to come to our town. All of this is certainly good news for the (11) _____ industry!

