

UNIT 1

单元流程说明:

1. 本单元结合**土建行业**中典型工作流程、工作场景，概述土建工程中第一个工作环节——“可行性研究”；
2. **成本考察**：通过对可行性研究的初步介绍，简单了解其中成本所包含的几个方面，如土地购买成本、施工成本和市场营销费用等 (**Reading A**)；
3. **客户邀请和接待**：项目管理人员就可行性研究、建筑用地的选址等问题进行初步讨论 (**Listening & Speaking**)，征求各方意见；公司人员给各方参会人员发邀请函 (**Writing**)；
4. **进行可行性研究的步骤**：介绍有关可行性研究的步骤，如制定初步方案、详细方案和对项目进行评估 (**Reading B**)。

Warming-up

Task 1

Key

用地	Land Use
设计费	Design Fee
建筑费用	Construction Cost
市场营销费用	Marketing Cost
可行性研究	Feasibility Study

Task 2

Key

- ③ Approval of project proposal
- ① Project proposal
- ⑥ Design
- ⑧ Delivery
- ② Feasibility study
- ⑤ Design specifications
- ④ Project authorized
- ⑦ Construction

Reading A

Background Information

可行性研究报告

建筑工程可行性研究报告通常包括项目总述和背景、项目的市场预测和分析、选址、总体设计方案、设备和物资采购、财务估算、经济评价、结论和建议等。

Task 1

Objective: Ss know about the costs in a feasibility study.

Time: 10 minutes

Steps:

- ▶ Ss do this in pairs or small groups to brainstorm a list. Circulate in the classroom and offer help if necessary. Write any useful vocabulary on the board.
- ▶ When Ss have finished talking, get one or two pairs to present an oral report of what they find out. Give each speaker a time limit.
- ▶ The rest of the class should listen and compare the answers and be prepared to discuss whether they agree or disagree with the speakers.

Note:

Accept any ideas as this is a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.

Suggested Answers

(Open)

Translation

可行性报告中的费用

可行性报告是对项目的所有成本和总收入所做的财务分析，用于判断一个项目是否可以盈利。完成一份可行性报告一般需要经过几个阶段。第一阶段利用当时已有的大致数据进行，而后面的阶段是当各项成本数据都最终确定以后进行。

当为一个新的建筑项目准备可行性报告时，首先要考虑的可能是能否取得该项目用地以及用地费用。投标价格，即为获得土地开出的价格，也包含其他相关费用，如法律费用、印花税和公共事业收费，如交通费等。另外可能还有其他费用需要考虑在内。

还要进一步估算建筑设计费及相关成本。可以从一些建筑师的投标中选择出最经济的方案。这些估算的费用都要加入到第一阶段的成本计算中。

下一步主要考虑的方面是施工费用。例如，如果项目是要建十栋市内住宅，则需要计算需要花费多少钱来购买建筑材料、发放工资和支付保险费用。承包商需要对此进行估算，而最可靠最合算的方案将入选。在这个阶段，明智的做法是对于不确定的成本，应留出10%左右的预算。

可行性研究也包括预估的营销费用，如广告费、宣传册印刷费和销售回扣。

最后，根据总费用中的需要借贷的比例来计算借贷的成本。换句话说，计算出建筑出售前一共需要偿还多少贷款利息，以此作为融资的依据。

Task 2

Objective: Ss can skim a passage to get the main idea of each paragraph.

Time: 10 minutes

Steps:

- ▶ Get Ss to skim each paragraph for the main idea.
- ▶ Ss work in pairs. Check the answers with the whole class by getting one or two Ss to read their answers aloud.
- ▶ Get Ss to give reasons for their answers.

Key

Paragraph <u>5</u>	Including marketing costs
Paragraph <u>3</u>	Estimating design costs
Paragraph <u>1</u>	Defining a feasibility study
Paragraph <u>4</u>	Considering the construction costs
Paragraph <u>2</u>	Buying the land firstly
Paragraph <u>6</u>	Raising the capital

Task 3

Objective: Ss can scan a passage to find supporting details for a point of information.

Time: 5 minutes

Steps:

- ▶ Ss read the directions and given items.
- ▶ Ss do this exercise alone and then compare answers with a partner.
- ▶ Check answers with the whole class.

Key

- Legal charges
- Stamp duty
- Utility charges
- Wages and insurance
- Advertising costs
- Rental payment
- Sales commissions
- Costs for printing of brochures
- Payment for researchers
- Interests on the loans

Task 4

Objective: Ss can find specific information to answer the given questions.

Time: 15 minutes

Steps:

- ▶ Ss read the directions and given questions in this task.
- ▶ Ss read the passage carefully and answer the given questions.
- ▶ Check the answers.

Key

1. A feasibility study is the financial analysis of all the costs and income revenue that indicates whether a project will produce a profit.
2. It is the costs and availability of the land.
3. Legal charges, stamp duty and utility charges, including transportation costs.
4. Advertising cost, cost for printing of brochures and sales commissions.
5. The amount of interest should be added when raising the capital.

Listening

Task 1

Objective: Ss can accurately match the people with the correct information.

Time: 5 minutes

Steps:

- ▶ Ss read the directions and the information in both the right and left columns.
- ▶ Ss listen to the conversation and do the match work.
- ▶ Check the answers.

Script

Michelle: Hello, Mr. Hibberd's office!

Peter: Hello, can I speak to John Hibberd, please?

Michelle: I'm afraid he's in a meeting until lunchtime. Can I take a message?

Peter: Well, I'd like to make an appointment with him, please. It's Peter Jefferson here. I'm Principal of the Senger Design Group.

Michelle: Could you please hold on for a minute, Mr. Jefferson? I'll just look in the diary. When's convenient for you?

Peter: Sometime next week if possible. I guess he has received our feasibility study?

Michelle: Yes, it arrived yesterday. But I'm afraid Mr. Hibberd won't be able to see you next week. He's on holiday by then.

Peter: Well, I need to see him before he leaves. So would this Wednesday be OK?

Michelle: Wednesday... let me see... he's out of the office all morning. But he's free in the afternoon, after about three.

Peter: Three o'clock could be difficult but I could make it after four.

Michelle: So shall we say 4:15 on Wednesday, in Mr. Hibberd's office?

Peter: That sounds fine. Thanks very much.

Michelle: You're welcome. Goodbye.

Key

Peter Jefferson: Principal of the Senger Design Group; Make an appointment to talk about a feasibility study

Michelle: Secretary of the AZ Landscape Architecture Company

John Hibberd: In a meeting

Task 2

Objective: Ss can accurately write down the missing words in the conversation.

Time: 10 minutes

Steps:

- ▶ Ss read the directions and the given part of the conversation in this task.
- ▶ Ss listen to the conversation and fill in the blanks.
- ▶ Check the answers.

Script

Cindy: Good morning, everybody, thanks for coming. There are just a couple of items on the agenda. First of all, as you can see, the feasibility study and our collaboration with AZ Landscape Architecture; and secondly, the budget for our research project. I know Alex would also appreciate a little bit of time for any other business.

Alex: Thank you, Cindy. Let's go through the agenda in order though. You are all familiar with the details in the feasibility study of our development project with AZ Landscape Architecture, are we all happy with the price they are offering for the land?

Key

- | | | |
|----------------|---------------|-------------|
| 1. couple | 2. study | 3. budget |
| 4. business | 5. go through | 6. familiar |
| 7. development | 8. happy | |



Task 3

Objective: Ss can listen for specific information to choose the correct answer.

Time: 15 minutes

Steps:

- ▶ Ss read the directions in this task.
- ▶ Ss listen to the conversation and choose the correct answer to each question.
- ▶ Check the answers.

Script

Jane: Hi, Sam.

Sam: Oh, hi, Jane.

Jane: Have you some free time today? I've really got to check with you about the feasibility plan for the AZ project.

Sam: Yes, of course. What about this afternoon? Is 2 o'clock OK for you?

Jane: I'm afraid not. I'm meeting the Marketing Director at Shell.

Sam: OK, after that?

Jane: Well, the meeting is going to last all afternoon.

Sam: OK! If it's good for you, I could do a working lunch in the café downstairs.

Jane: Great. Do you mind if I bring Charles Li with me? He's the Deputy Director at AZ and is in charge of the feasibility study.

Sam: He's welcome. Perhaps you should reserve one of the VIP rooms in the café?

Jane: Sure, I'll fix it. Is 12 o'clock OK?

Sam: That's great! Bye.

Jane: Bye.

Key

1. A 2. B 3. C 4. C

Task 4

Objective: Ss can accurately write down the missing words in the conversation.

Time: 15 minutes

Steps:

- ▶ Ss read the directions and the given part of the conversation in this task.

- ▶ Ss listen to the conversation and fill in the blanks.

- ▶ Check the answers.

Script

Mr. Smith: Could you please explain your plan for the site for the project, Ms. Chen?

Ms. Chen: According to our construction plans, our first camp will be located at the junction of the two access roads leading to Tianjin Port.

Mr. Smith: What size will this camp be?

Ms. Chen: It will cover an area of about 3,000 square meters. This piece of land belongs to the Beijing Municipal Government. We'll have to get it approved soon.

Mr. Smith: When do you think we can get the permission?

Ms. Chen: Not sure. We'll report the results at our weekly review meeting. Though we know the local government is in full support of this project, it will take time for us to go through the application procedure. The area is near the nature reserve so there are extra regulations to consider.

Mr. Smith: Yes, in that case, we will be strictly confined by the regulations. Anyway, let's get the application procedure started.

Ms. Chen: If we can get the approval, it will facilitate transportation because the river is just to the south of the site.

Mr. Smith: Would you copy us in on all the site layouts, please, together with your letter of application?

Ms. Chen: Sure. When would you like it?

Mr. Smith: The sooner, the better!

Ms. Chen: OK. I'll do my best. You'll have a reply within a week, whether positive or negative.

Mr. Smith: That's what the contract says! Thank you.

Key

- | | | |
|------------|------------|----------------|
| 1. located | 2. area | 3. approved |
| 4. review | 5. nature | 6. regulations |
| 7. south | 8. layouts | 9. sooner |
| 10. reply | | |

Speaking

Task 1

Objective: Ss know how to express agreement and disagreement.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 1 and the given useful expressions.
- ▶ Ss work in pairs to make a conversation which involves expressions for agreement and disagreement.
- ▶ Ss role-play the conversation in class.

Sample

A: What do you think of this project? Do you agree with what the manager has just said?

B: Well, I can't share the same opinion. The feasibility study shows that there are too many problems and we can't make much profit.

A: You're right there.

Task 2

Objective: Ss know how to make short conversations.

Time: 15 minutes

Steps:

- ▶ Ss read the example in this task.
- ▶ Ss choose the roles.
- ▶ Ss make the conversation.
- ▶ Ss role-play the conversation in class.

Sample 1

Alice Willis: Hello, Mr. Liu. Very pleased to meet you again.

Mr. Liu: Glad to meet you, too.

Alice Willis: Take a seat, please.

Mr. Liu: Let's get down to business, Ms. Willis. You asked me last week about the price for the land for your project. Could you put it in more detail, please?

Alice Willis: As you know, the price of land has fallen since last spring. Now, before we sign our final agreement, I'd like to see if there is any possibility to reduce the cost for land in our initial agreement.

Mr. Liu: Do you have any specific suggestion?

Alice Willis: Yes. We hope the price can be lowered by 1%.

Sample 2

Adam James: Good morning, Mr. Finn. Very pleased to meet you again.

Christ Finn: Nice to meet you too, Mr. James.

Adam James: Take a seat, please.

Christ Finn: Let's get down to business, Mr. James. For the initial design, I want to know what will be done next. Could you put it in more detail, please?

Adam James: Yes. After the first draft of the design has been completed, the design consultants will meet to firm up the design within a week.

Christ Finn: Great!

Task 3

Objective: Ss know how to make an interview.

Time: 15 minutes

Steps:

- ▶ Ss read the directions and pay special attention to the given information.
- ▶ Ss choose the roles.
- ▶ Ss make the conversation.
- ▶ Ss role-play the conversation in class.

Sample

A: Welcome to our studio, Mr. Fu Ming. We all know that you're a famous architect. When did you get interested in the field of architecture?

B: I began to get interested in buildings when I was a young boy, and that interest grew as I grew up.

A: What were the biggest inspirations for your career?

B: My teachers in college were the biggest inspirations for me. They showed me new ways to approach the design of buildings.

A: What skills are required to be an architect?

B: We need to know how to think graphically, not just draw. We need to be able to visualize before we even sketch it, and to understand how things are related to one another.

A: What projects rank among your favorites?

B: There is no question that the National Stadium is one of my favorite projects.

A: What are your professional goals for the future?

B: One goal is to improve my ability as an architect. A second goal is to catch up with the latest design trends.

A: Mr. Fu, thank you for your coming and sharing your story with us.

B: My pleasure.

Note:

Another name for the National Stadium is the Bird's Nest.

Task 4

Objective: Ss understand what should be included in a feasibility report.

Time: 10 minutes

Steps:

- ▶ Ss work in small groups to discuss this question.
- ▶ Circulate while Ss are discussing and offer help if necessary.
- ▶ Get each group to make an oral presentation on what they have got.

Note:

All of the given items should be covered in a detailed feasibility study report.

Reading B

Translation

可行性研究的步骤

尽管对于所有的项目，如何进行可行性研究并没有具体统一的规则，但是大多数研究都要经过以下这几个步骤：

预研究

这是调查研究的第一步，主要是明确投资意图。这一步可能涉及法律、营销、技术以及财务、经济或社会方面的影响，综合这些因素可以确定是否投资。

详细研究

顾名思义，这一步主要是从上面提到的法律、营销和技术等角度对投资意图进行详细的研究。

- ✓ 法律问题研究。主要包括对项目中涉及法律的方方面面问题进行研究，必须确保项目符合政府的法律法规，以及福利和制度要求。对于土地开发可能存在一些限制，因此特殊的开发有必要进行申请，并且遵守很多相关条例。
- ✓ 营销研究。包括从供求关系市场份额和可能存在的竞争等方面来研究项目的可行性。
- ✓ 技术研究。包括工程和施工方面，这将决定项目容量、类型、设计、工程施工工艺和方法、工地位置和进度安排。
- ✓ 财务和经济研究。这项研究覆盖所有的投资计划和成本，包括固定成本（如土地、建筑物、设备等）、财务计划表、资源和预算以及预期收入或获益。
- ✓ 社会研究。应当确定和衡量项目的所有社会成本和收益，包括对现有土地利用的影响、就业机会、最终用途收益和可能存在的问题。

项目评估

这个阶段评估和分析该项目的预期经济效益和社会效益。最常见的评估是投资回收期、净现值和内部收益率。

可行性研究是做决定的依据，所以应该一步一步地认真执行。如果一个项目被证明是“可行的”，那么“真正的”工作就开始了。

Task 1

Objective: Ss know some useful terms needed to understand the passage.

Time: 10 minutes

Steps:

- ▶ Ss read Reading B Task 1.
- ▶ Ss do this exercise alone and then compare answers with a partner.
- ▶ Check answers with the whole class.

Key

1—B 2—F 3—G 4—I 5—E 6—A 7—J 8—C 9—D 10—H

Task 2

Objective: Ss can understand specific information and decide whether the given statements are true or false.

Time: 10 minutes

Steps:

- ▶ Ss read the directions and given statements in this task.
- ▶ Ss read the passage and write down T or F.
- ▶ Check the answers.

Key

1. F 2. T 3. F 4. F 5. T

Task 3

Objective: Ss can correctly understand a passage and translate it into Chinese.

Time: 20 minutes

Steps:

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Offer help if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comment on their work.

Suggested Answers

评估和分析项目的预期经济效益和社会效益。最常见的评估是投资回收期、净现值和内部收益率。

Writing

Objective: Ss can correctly write an invitation letter.

Time: 30 minutes

Steps:

- ▶ Ss read Writing Task.
- ▶ Ss discuss in small groups to list points that should be included in the invitation.
- ▶ Ss work on the task individually.
- ▶ Offer help if necessary.
- ▶ Comment briefly.

Suggested Answers

- | | | |
|-------------------|----------------------|-----------------------|
| 1. invite | 2. meeting | 3. construction |
| 4. urban planners | 5. equipment experts | 6. management experts |

Project

This project is an integrated task that requires Ss to work together and go through the process of making an arrangement for a meeting. Ss should make preparation for a meeting. Ss are also required to take notes and draft the outline of a memo. Finally, Ss should make a presentation about the whole process of a group meeting.

Time: 30 minutes

Steps:

- ▶ Grouping. Divide the class into groups. There are several ways: Ss pick up their own partners; Teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ Defining project. Go through the project with the class and clarify requirements.
- ▶ Timing & cooperation. Give Ss the deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. Make Ss fully aware that teamwork is the essential part of the practice. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.
- ▶ Presentation. Ss present their evidence for completion. In this project, they need to make a presentation of the whole process of meeting in class.

Notes:

- ▶ The project should be done as homework.
- ▶ Since it takes time and effort to complete a project, you can ask only two or three groups to do it each time. Then demonstrate their work in class and give your feedback. In this way, Ss learn from each other.

Self-evaluation

Objective: Ss can evaluate their language skills in accordance with the *Unit Objectives*.

Time: 5 minutes

Steps:

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



New Words and Expressions

Language Points

Reading A

Paragraph 1

1. **financial:** *adj. connected with money or the management of money*
e.g. The city of Shanghai is becoming a financial center.
2. **go through:** *to experience, endure or suffer something*
e.g. After going through several rounds of negotiation, they finally made an agreement.

Paragraph 2

3. **propose:** *v. to suggest something as a plan or course of action*
e.g. The CEO proposed changes to the management system of the company.
4. **associated:** *adj. if one thing is associated with another, the two things are connected because they happen together or one thing causes the other*
e.g. Because the company has made large profits this year, the employees' salaries and associated costs have risen substantially.

Paragraph 3

5. **cost-effective:** *adj. giving the best possible profit or benefits in comparison with the money that is spent*
e.g. The officials wanted to figure out a cost-effective way to fight crime.

Paragraph 4

6. **comprise:** *v. to have as parts or members; be made up of*
e.g. The participants in this meeting comprise people from all walks of life.
7. **calculate:** *v. to use numbers to find out a total number, amount, distance, etc.*
e.g. We haven't really calculated the cost of the whole project yet.

8. **extra:** *adj. more than or beyond what is usual, expected or necessary; additional*
e.g. Extra money will be charged for the excess of weight.

Paragraph 6

9. **interest:** *n. (finance) the extra money that you pay back when you borrow money or that you receive when you invest money*
e.g. The interest rates always stay stable in this country.

Reading B

1. **specific:** *adj. (only before noun) relating to one particular thing, etc.; not general*
e.g. If you don't tell me what the specific task is, I don't know where to start.
2. **legal:** *adj. allowed, ordered, or approved by law*
e.g. Gambling is not legal in this area.
3. **lead to:** *to make something happen or exist as a result*
e.g. This investment program will lead to the creation of thousands of new jobs all over the country.
4. **budget:** *n. estimate or plan of how money will be spent over a period of time, in relation to the amount of money available*
e.g. The CEO asked each department to make weekly budgets regularly so as to minimize the unnecessary expense.
5. **evaluate:** *v. to form an opinion of the amount, value or quality of something after thinking about it carefully*
e.g. Our research attempts to evaluate the effectiveness of this new machine.
6. **assessment:** *n. a process in which you make a judgment about a person or situation*
e.g. What's your assessment of the developing trend next year?

Vocabulary and Structure

Task 1

Objective: Ss know the spelling and meaning of the vocabulary for the unit.

Time: 5 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words or phrases.
- ▶ Ss switch roles.
- ▶ Check the answers.

Key

- | | | |
|----------------------|----------------------------|-------------------|
| 1. feasibility study | 2. building site selection | 3. building land |
| 4. fixed cost | 5. supply, demand | 6. payback period |
| 7. net present value | 8. gross income | |

Task 2

Objective: Ss grasp the vocabulary from this unit by changing parts of speech.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | |
|----------------------|-----------------|---------------|----------------|
| 1. utilized/utilizes | 2. satisfactory | 3. decision | 4. engaged |
| 5. detailed | 6. resources | 7. introduced | 8. arrangement |

Task 3

Objective: Ss can use the vocabulary from this unit in other contexts.

Time: 10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the box.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

Key

- | | | | |
|---------------------|----------------------|------------------|-----------------------|
| 1. association with | 2. supply and demand | 3. going through | 4. added to |
| 5. as well as | 6. lead to | 7. step by step | 8. Generally speaking |

Task 4

Objective: Ss can use the vocabulary in this unit for translation.

Time: 15 minutes

Steps:

- ▶ Tell Ss that English and Chinese sentence structures are different.
- ▶ If necessary, rebuild the first Chinese sentence in accordance with the English sentence structure as an example.
- ▶ Ss work individually or in pairs and translate sentences with the words or phrases given in the brackets.
- ▶ Check the answers and give necessary comment.

Key

1. the decrease/fall of advertisement revenue
2. proposed a new approach/method
3. calculated/have calculated the distance between the earth and the moon
4. evaluate it/make an evaluation
5. to keep the costs of the country within the budget

Grammar

Parts of Speech and Sentence Components

Task 1

Key

1. <i>prep.</i>	2. <i>n.</i>	3. <i>adj.</i>	4. <i>v.</i>	5. <i>pron.</i>	6. <i>adv.</i>
7. <i>pron.</i>	8. <i>v.</i>	9. <i>adj.</i>	10. <i>prep.</i>	11. <i>conj.</i>	12. <i>adv.</i>
13. <i>art.</i>	14. <i>adj.</i>	15. <i>conj.</i>	16. <i>n.</i>		

Task 2

Key

1. <i>n.</i>	2. <i>v.</i>	3. <i>v.</i>	4. <i>n.</i>	5. <i>adj.</i>
6. <i>v.</i>	7. <i>adj.</i>	8. <i>v.</i>	9. <i>adj.</i>	10. <i>adv.</i>

Task 3**Key**

1—A	2—G	3—B	4—A	5—C
6—C	7—D	8—F	9—E	10—H

Task 4**Key**

1. expensive	2. dependence	3. loudly	4. learning	5. certainly
6. really	7. beauty	8. monthly	9. dangerous	10. depth

词类与句子成分

教学思路 (供参考)

总的原则：加强学生对词类与句子成分的认识，明白它们在英语学习中的重要作用，克服学生只记单词拼写和意思而不记单词词性的毛病，以及避免因分不清句子成分而犯的错误。

重点训练：1. 一词多性的情况，让学生明白具体的语言环境决定一个词的词性及其意思。
2. 了解一种词类可能充当多种句子成分。

Comprehensive Exercises

Task 1

Key

- | | | | | |
|------------|----------|-----------------|--------------|----------------|
| 1. kindly | 2. well | 3. efficient | 4. hardly | 5. surprising |
| 6. quick | 7. late | 8. fluently | 9. nearly | 10. pleasantly |
| 11. busily | 12. easy | 13. differently | 14. absolute | 15. well |

Task 2

Suggested Answers

- | | | | |
|--------------|--------------|-----------------------------|-------------------|
| 1. quickly | 2. good cook | 3. quite foolishly | 4. friendly to us |
| 5. proposal | 6. hard | 7. at the injured dog sadly | 8. fast swimmer |
| 9. perfectly | 10. heavily | | |

Task 3**Key**

Word/Phrase	Part of Speech	Sentence Component
1. ① Mike	<i>n.</i>	subject
2. ⑨ Today	<i>adv.</i>	adverbial
3. ⑬ Jenny	<i>n.</i>	appositive
4. ⑮ flowers	<i>n.</i>	object
5. ② beautiful	<i>adj.</i>	predicative
6. ⑧ old	<i>adj.</i>	predicative
7. ⑭ some	<i>adj.</i>	attribute
8. ⑯ happy	<i>adj.</i>	complement
9. ④ loves	<i>v.</i>	predicate
10. ⑩ are	<i>link v.</i>	predicate
11. ③ He	<i>pron.</i>	subject
12. ⑥ her	<i>pron.</i>	object
13. ⑤ madly	<i>adv.</i>	adverbial
14. ⑦ unluckily	<i>adv.</i>	adverbial
15. ⑪ at a café	<i>prep. phrase</i>	predicative
16. ⑫ With their friends	<i>prep. phrase</i>	adverbial

Task 4**Key**

1. healthy
2. unfortunately
3. disappeared
4. quickly
5. patience
6. Finally
7. clearly
8. extensively
9. tirelessly
10. normally



UNIT

1

Feasibility Study



Unit Objectives

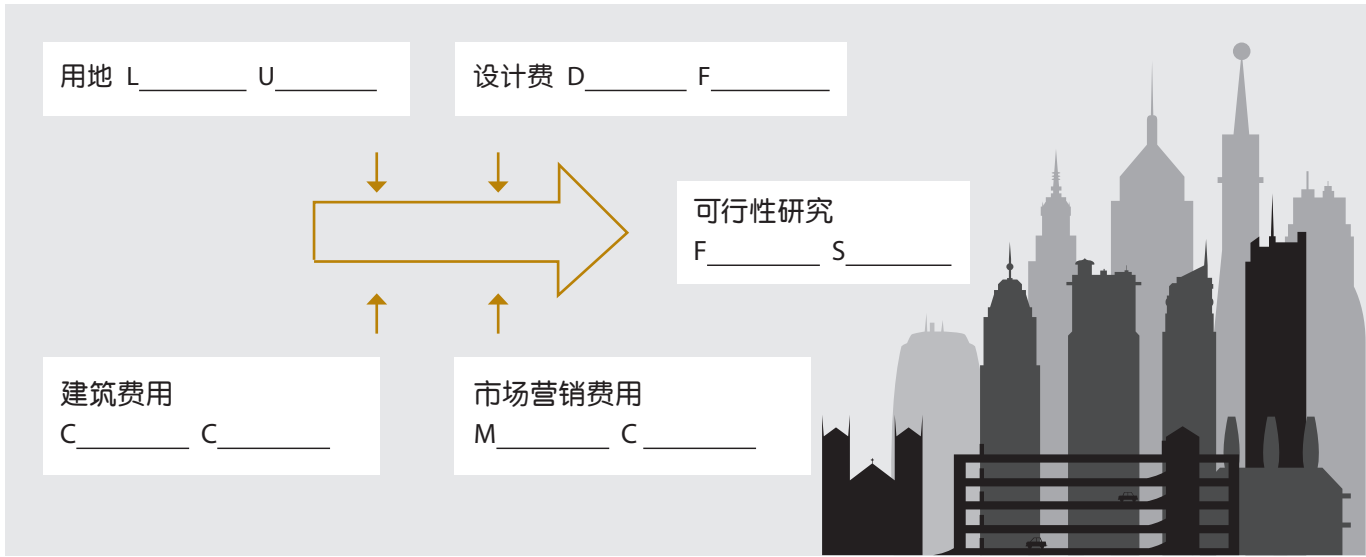
After studying this unit, you are able to:

- understand a feasibility study
- understand the procedures of making a feasibility study
- receive a client and talk about costs

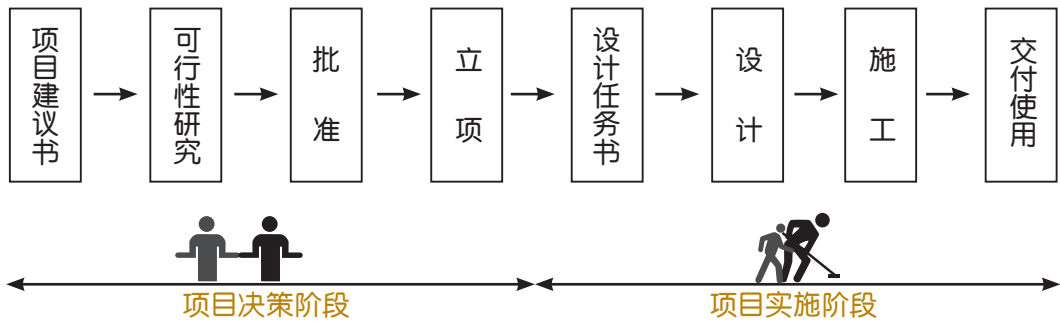


Warming-up

Task 1 The following is a flow chart of the feasibility study of a construction project. Fill in the missing words according to the Chinese meanings. The first letters are already given.



Task 2 Look at the figure and then put the following items in order.



- | | |
|---|--|
| <input type="checkbox"/> Approval of project proposal | <input type="checkbox"/> Feasibility study |
| <input type="checkbox"/> Project proposal | <input type="checkbox"/> Design specifications |
| <input type="checkbox"/> Design | <input type="checkbox"/> Project authorized |
| <input type="checkbox"/> Delivery | <input type="checkbox"/> Construction |



Reading A

Task 1 Before reading the passage, see how much you know about a feasibility study of a construction project by answering the following questions.

1. Why do the builders need to make a feasibility study?
2. Can you name three costs of a construction project?

The Costs in a Feasibility Study



A feasibility study is the financial analysis of all the costs and income revenue that indicates whether a project will produce a profit. A feasibility study goes through several stages. The first stage uses approximated figures available at the time but further stages will require cost figures that have been confirmed and finalized.

When preparing a feasibility study for a new construction project, the first point is likely to be the cost and availability of the land on which you propose to build. The tender, that is, the offer you make for the land, will also have a number of associated costs for items such as legal charges, stamp duty and utility charges, including transportation costs. There may be many other costs that will have to be considered.

A further estimate will be required of the fees and associated costs for the building design. Bids from a number of architects will have been collected and the most cost-effective design selected. All these estimated costs must be added

to the first stage of the feasibility report.

The next major aspect to consider will be the construction costs. For example, if your project comprises ten town homes, you need to calculate how much it will cost for building materials, wages and insurance. Contractors will be asked for estimates and the most reliable and cost-effective design selected, but it is wise, at this stage, to include an extra percentage, say 10%, for non-specified costs.

This type of feasibility study will also include the likely estimated marketing costs, such as advertising, printing of brochures and sales commissions.

Finally, depending on what percentage of the total cost will have to be borrowed, the cost of borrowing must be included. In other words, the total amount of interest on the loans will have to be paid, over the period until the buildings are sold.



Task 2 Read the passage and decide which paragraph talks about each of the topics in the box below.

Paragraph ____	Including marketing costs
Paragraph ____	Estimating design costs
Paragraph ____	Defining a feasibility study
Paragraph ____	Considering the construction costs
Paragraph ____	Buying the land firstly
Paragraph ____	Raising the capital

Task 3 Read the passage again and tick the costs mentioned.



- | | |
|--|--|
| <input type="checkbox"/> Legal charges | <input type="checkbox"/> Rental payment |
| <input type="checkbox"/> Stamp duty | <input type="checkbox"/> Sales commissions |
| <input type="checkbox"/> Utility charges | <input type="checkbox"/> Costs for printing of brochures |
| <input type="checkbox"/> Wages and insurance | <input type="checkbox"/> Payment for researchers |
| <input type="checkbox"/> Advertising costs | <input type="checkbox"/> Interests on the loans |

Task 4 Answer the following questions according to the passage.

1. According to the passage, what is a feasibility study?

2. What is likely to be the first concern for preparing a new feasibility study?

3. Can you name some of the construction costs?

4. Can you name some of the marketing costs?

5. How to decide how much money will have to be borrowed?



Listening

Task 1



Peter Jefferson is making a call to the AZ Landscape Architecture Company in order to make an appointment. Listen to the conversation and match the people with the relevant information.



Peter Jefferson



Michelle



John Hibberd

- Secretary of the AZ Landscape Architecture Company
- In a meeting
- Make an appointment to talk about a feasibility study
- Principal of the Senger Design Group

Task 2



Cindy, a Manager of Senger Design Group, is holding a meeting. Listen to the conversation and fill in the blanks with what you hear.

Cindy: Good morning, everybody, thanks for coming. There are just a(n) 1 _____ of items on the agenda. First of all, as you can see, the feasibility 2 _____ and our collaboration with AZ Landscape Architecture; and secondly, the 3 _____ for our research project. I know Alex would also appreciate a little bit of time for any other 4 _____.

Alex: Thank you, Cindy. Let's 5 _____ the agenda in order though. You are all 6 _____ with the details in the feasibility study of our 7 _____ project with AZ Landscape Architecture, are we all 8 _____ with the price they are offering for the land?

Task 3



Jane is talking with Sam. Listen to the conversation and choose the best answer to each question.

- What does Jane want to talk about?
A. A feasibility plan. B. Technical issues. C. Budget control.
- What will Jane do in the afternoon?
A. She will meet a guest. B. She will meet a Marketing Director. C. She will arrange a meeting.
- Why does Jane want to bring Mr. Li?
A. He is a close friend. B. He is a common colleague. C. His job is closely related.
- Where will they meet?
A. In a canteen. B. In a VIP conference room. C. In a VIP room in the café.



Task 4 Mr. Smith and Ms. Chen are talking about the site for a project. Listen to the conversation and fill in the blanks with words given in the box according to what you hear.



locate review soon reply regulation
approve area nature south layout

Mr. Smith: Could you please explain your plan for the site for the project, Ms. Chen?

Ms. Chen: According to our construction plans, our first camp will be 1 _____ at the junction of the two access roads leading to Tianjin Port.

Mr. Smith: What size will this camp be?

Ms. Chen: It will cover a(n) 2 _____ of about 3,000 square meters. This piece of land belongs to the Beijing Municipal Government. We'll have to get it 3 _____ soon.

Mr. Smith: When do you think we can get the permission?

Ms. Chen: Not sure. We'll report the results at our weekly 4 _____ meeting. Though we know the local government is in full support of this project, it will take time for us to go through the application procedure. The area is near the 5 _____ reserve so there are extra regulations to consider.

Mr. Smith: Yes, in that case, we will be strictly confined by the 6 _____. Anyway, let's get the application procedure started.

Ms. Chen: If we can get the approval, it will facilitate transportation because the river is just to the 7 _____ of the site.

Mr. Smith: Would you copy us in on all the site 8 _____, please, together with your letter of application?

Ms. Chen: Sure. When would you like it?

Mr. Smith: The 9 _____, the better!

Ms. Chen: OK. I'll do my best. You'll have a(n) 10 _____ within a week, whether positive or negative.

Mr. Smith: That's what the contract says! Thank you.









Speaking

Task 1 Work by yourself. Read the following expressions for agreement and disagreement and learn them by heart.



	 	
<p>Yes, I agree.</p> <p>I do agree with you.</p> <p>You're right there.</p> <p>I'm with you on that.</p> <p>I'm of the same opinion.</p> <p>I can't agree more.</p>		<p>No, I don't agree.</p> <p>I don't think so.</p> <p>Well, I'm not sure about that.</p> <p>I'm afraid you're wrong.</p> <p>I can't share the same opinion.</p> <p>I doubt whether...</p>

Task 2 Work in pairs. Practice making conversations with the words provided according to the example below.



Example: Mr. Wang / Mr. Johns / bid for a construction project

A: Hello, Mr. Wang. Very pleased to meet you in person.

B: Very pleased to meet you, too, Mr. Johns.

A: Take a seat, please.

B: Let's get down to business, Mr. Wang. You asked me on the phone whether we would like to bid for a construction project. Could you put it in more detail, please?

A: As you know, this project is an office building which can accommodate 500 staff.

B: Do you have any specific requirements?

A: Yes. These documents contain all the specific requirements. And I would like to hear your recommendation, too.

1. Mr. Liu / Alice Willis / bargain the price for land

2. Adam James / Christ Finn / discuss an initial design



Task 3 Work in pairs. Practice making an interview with an architect with the following information.



Questions

When did you get interested in the field of architecture?

What were the biggest inspirations for your career?

What skills are required to be an architect?

What projects rank among your favorites?

What are your professional goals for the future?

Sample Answers

I began to get interested in buildings when I was a young boy, and that interest grew as I grew up.

My teachers in college were the biggest inspirations for me. They showed me new ways to approach the design of buildings.

We need to know how to think graphically, not just draw. We need to be able to visualize before we even sketch it, and understand how things are related to one another.

There is no question that the National Stadium is one of my favorite projects.

One goal is to improve my ability as an architect. A second goal is to catch up with the latest design trends.

Task 4 Work in groups. Discuss with your group members about which of the following points should be included in a feasibility report and tell why.



- Initial design, scope and materials
- Preliminary cost estimate
- Funding and financing
- Site selection
- Project background
- Market analysis
- Supply of equipment and materials
- Conclusion



Reading B

Procedures for Making a Feasibility Study

There are no specific rules for carrying out feasibility studies for all types of projects. However, most studies require the following:

Pre-feasibility Study

This is the first step which is mainly to identify and specify the investment idea. It may involve legal, marketing, technical issues as well as the financial, economic and social implications that lead to the approval or refusal of the idea.

Detailed Feasibility Study

As the name suggests, this step includes more detailed studies of the investment idea from the various aspects mentioned above.

- The legal study. This requires research into all legal aspects of the proposed project. It is necessary to ensure that the project complies with all government regulations and any welfare or institutional requirements. There may be existing constraints on land development, applications may be necessary for particular types of development and there will be many regulations that will require compliance.
- The marketing study. This includes the feasibility of the project found from supply and demand analysis and an indication of likely market share or

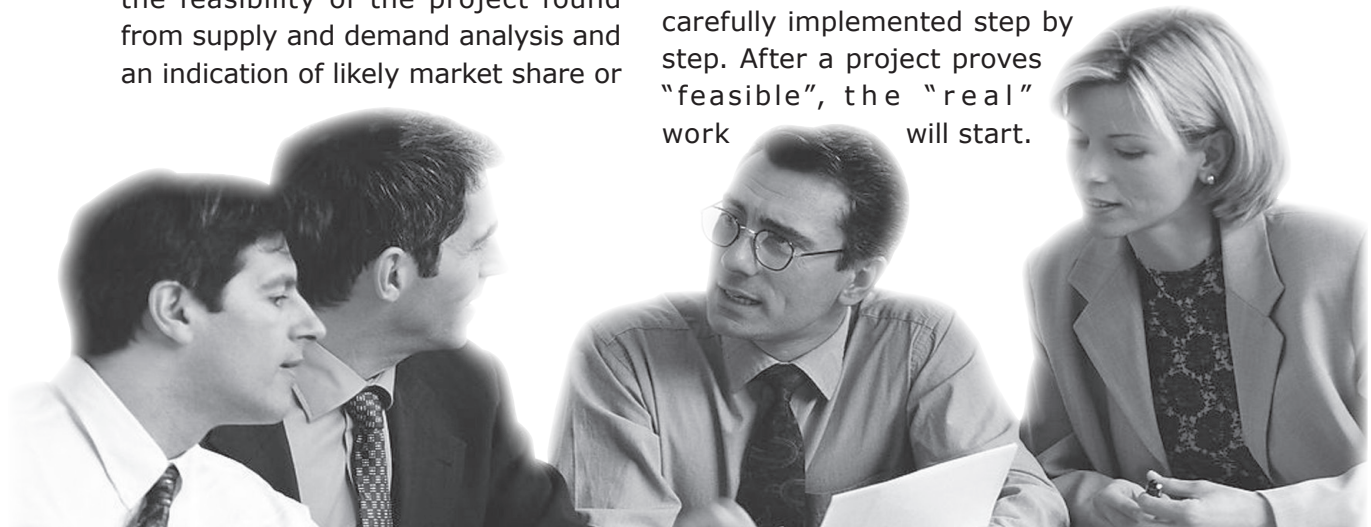
possible competition.

- The technical studies. These include the engineering and construction aspects that define the project capacity, type, design, construction process and method, employment issues, site location, and planning schedules.
- The financial and economic studies. These cover all the investment planning and costs. They include the fixed costs (land, building, equipment, etc.), financial schedules, resources and budgets as well as projected revenues or benefits.
- The social study. Any social costs or benefits should be identified and measured. These may include the impact on existing land use, employment opportunities, end use benefits and possible problems.

Project Appraisal

Here, the expected economic and social revenues of the project are evaluated and analyzed. The most common assessments are likely to include the payback period, net present value, and internal rate of return.

A feasibility study is the basis for decision-making and should be carefully implemented step by step. After a project proves "feasible", the "real" work will start.





Task 1 Match the following terms with their Chinese meanings.

1. investment	●	● A. 市场份额
2. approval	●	● B. 投资
3. refusal	●	● C. 投资回收期
4. supply	●	● D. 净现值
5. demand	●	● E. 需求
6. market share	●	● F. 批准
7. fixed cost	●	● G. 拒绝
8. payback period	●	● H. 内部收益率
9. net present value	●	● I. 供应
10. internal rate of return	●	● J. 固定费用

Task 2 Read the passage again and decide whether the following statements are true (T) or false (F).

- 1. All the feasibility study always follow the same rules and procedures.
- 2. Pre-feasibility study mainly examines the investment idea.
- 3. The financial study concerns the analysis of supply and demand.
- 4. The economic revenues are evaluated at the pre-feasibility study phase.
- 5. Feasibility study is a reference for the decision-makers.

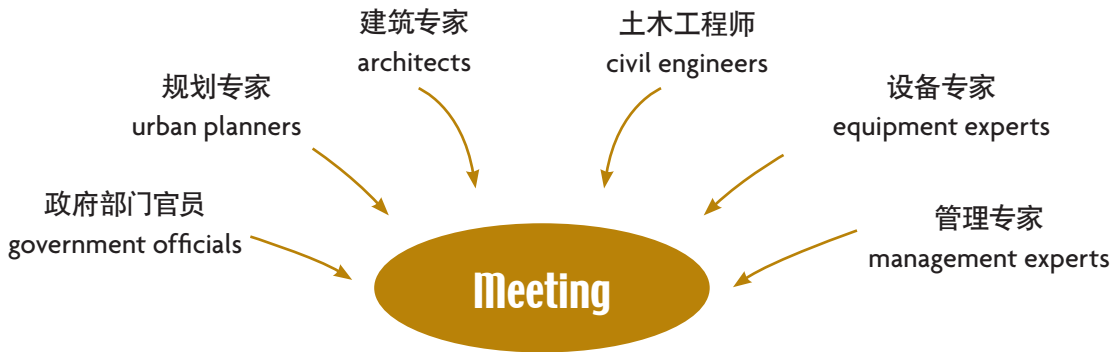
Task 3 Translate the following passage into Chinese.

The expected economic and social revenues of the project are evaluated and analyzed. The most common assessments are likely to include the payback period, net present value, and internal rate of return.



Writing

Task Your company decides to invite all the specialists listed in the following chart to meet for a construction project. Your job is to write an invitation letter. Some parts have been done for you.



Invitation

Dear Sir/Madam,

The Werkhart International is most pleased to 1 _____ you to participate in the 2 _____ to be held on January 24, 2009 in Tengda Building. The meeting aims to discuss a(n) 3 _____ project. Government officials, 4 _____, architects, civil engineers, 5 _____ and 6 _____ will attend the meeting.

If you have any questions or concerns, please contact Kathy Jones at (010)78236666.





Project

Project Guidelines

This project aims to go through the process of a meeting of an eight-member group, from preparing work to memo writing. The whole task is divided into four steps. Step One focuses on the preparation period. Step Two deals with note-taking, and Step Three is to draft the outline of a memo. Step Four makes a presentation about the whole process of a group meeting.

Please follow the *Task Description* to complete the project.



Task Description

1 Step One

- Organize a small group with 8 students in your class;
- Discuss and summarize what preparations you have to make for a meeting of eight people, such as booking a meeting room, preparing computers, pens, tea, etc.

2 Step Two

- Discuss with group members about how to take notes at a meeting;
- Make research online or refer to relevant books for more information;
- Summarize easy-to-use note-taking methods.

3 Step Three

- Discuss with group members about what should be included in a meeting memo;
- Make research online to find more information;
- Draft the outline of the content that should be included in a memo.

4 Step Four

- Summarize what you have learned from the previous three steps;
- Make a presentation about the whole process of a meeting in the class.



Self-evaluation

Rate your progress in this unit.	D	M	P	F*
I have a basic idea about a feasibility study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the major costs of a construction project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the precedures of making a feasibility study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the major aspects of a feasibility study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write an invitation letter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Note: Distinction, Merit, Pass, Fail*



New Words and Expressions

Reading A

New Words

associated /ə'səʊʃi,etɪd/ *adj.* 相关的
 calculate /'kælkjuleɪt/ *v.* 计算
 commission /kə'mɪʃən/ *n.* 佣金；回扣
 comprise /kəm'praɪz/ *v.* 包含；由……组成
 confirm /kən'fɜ:m/ *v.* 证实，确实
 cost-effective /'kɒstɪ'fektɪv/ *adj.* 合算的，划算的
 finalize /'fainəlaɪz/ *v.* 完成；最后定下
 financial /faɪ'nænʃəl/ *adj.* 财政的，金融的
 insurance /ɪn'sʊərəns/ *n.* 保险
 item /'aɪtəm/ *n.* 条款；项目

propose /prəʊ'pəʊz/ *v.* 提议，建议
 revenue /'revənju:/ *n.* 收入；收益
 utility /ju:'tɪlətɪ/ *n.* 公共事业；功用，效用

Phrases & Expressions

go through 经历
 in other words 换句话说

Technical Term

stamp duty 印花税

Reading B

New Words

analyze /'ænləɪz/ *v.* 分析
 approval /ə'pru:vəl/ *n.* 批准；赞同
 assessment /ə'sesmənt/ *n.* 估价；估计
 demand /dɪ'mɑ:nd/ *n.* 需求
 evaluate /ɪ'vælju:et/ *v.* 评价；估价
 investment /ɪn'vestmənt/ *n.* 投资
 legal /'li:gəl/ *adj.* 法律的
 refusal /rɪ'fju:zəl/ *n.* 拒绝
 resource /rɪ'sɔ:s/ *n.* 资源
 specific /sprɪ'sɪfɪk/ *adj.* 具体的；明确的

supply /sə'plai/ *n.* 供应

Phrases & Expressions

lead to 通向；导致
 step by step 一步一步；循序渐进

Technical Terms

internal rate of return 内部收益率
 net present value 净现值
 payback period 投资回收期



Vocabulary and Structure

Task 1 Fill in the blanks with words or phrases that match the meanings in the right column. The first letters are already given.

- | | |
|----------------------------|-------|
| 1. f _____ s _____ | 可行性研究 |
| 2. b _____ s _____ s _____ | 房屋选址 |
| 3. b _____ l _____ | 建筑用地 |
| 4. f _____ c _____ | 固定成本 |
| 5. s _____ and d _____ | 供求 |
| 6. p _____ p _____ | 投资回收期 |
| 7. n _____ p _____ v _____ | 净现值 |
| 8. g _____ i _____ | 总收入 |

Task 2 Fill in each blank with the appropriate form of the word given in the brackets.

1. This company (**utility**) _____ the latest computer technology to increase efficiency in production.
2. We hope very much to find a(n) (**satisfaction**) _____ solution to the problem.
3. Our committee will evaluate the proposal and make a(n) (**decide**) _____ whether or not to proceed within the next few days.
4. The engineer was (**engage**) _____ in inspecting the bridge when the accident occurred.
5. A(n) (**detail**) _____ business plan will help you to determine if this venture is viable before you invest any money in it.
6. Some natural (**resource**) _____, such as natural gas and fossil fuel, cannot be replaced.
7. Income tax was first (**introduce**) _____ in the US during the American Civil War.
8. A similar (**arrange**) _____ was therefore necessarily made before we had a meeting.



Task 3 Complete the following statements with the phrases given in the box. Change the form if necessary.

generally speaking associate with supply and demand go through
add to as well as lead to step by step

1. Smoking has a close _____ lung cancer.
2. The government is taking measures to keep balance between the _____ of the water resources in this area.
3. They can't really imagine what we are _____.
4. The bad weather _____ our difficulties, so it was hard for us to arrive on time.
5. Hiking is a good exercise _____ a fun.
6. There is no doubt that stress can _____ physical illness.
7. Given determination and perseverance, it can be realized _____.
8. _____, we hold all disputes can be settled by negotiation.

Task 4 Translate the following Chinese into English, using the words given in the brackets.

1. The manager was very concerned at (广告费收入的减少) _____
_____. (revenue)
2. After the heated discussion, they (提出一种新方法) _____
_____. (propose)
3. The scientists (计算出了地球与月球的距离) _____ . (calculate)
4. The project has only been under way for three month, so it's too early to (作出评价) _____
_____. (evaluate)
5. The first serious challenge of this new government is (使国家的开支控制在预算范围内) _____ . (budget)



Grammar

Parts of Speech and Sentence Components

Task 1 Identify the part of speech of each underlined word in the following paragraph.

Andrew didn't go to the bar with other students. Rachel told him they were going there, but he wanted to finish his homework. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.

- | | | | |
|-----------|--------------|---------------|-------|
| 1. to | <u>prep.</u> | 9. sociable | _____ |
| 2. bar | _____ | 10. in | _____ |
| 3. other | _____ | 11. and | _____ |
| 4. told | _____ | 12. totally | _____ |
| 5. they | _____ | 13. an | _____ |
| 6. there | _____ | 14. excellent | _____ |
| 7. he | _____ | 15. but | _____ |
| 8. finish | _____ | 16. fun | _____ |

Task 2 Identify the part of speech of the underlined word in each sentence.

- | | |
|---|-----------|
| 1. We went to a wonderful <u>show</u> in Beijing. | <u>n.</u> |
| 2. Jenny wanted to <u>show</u> Jack her photos. | _____ |
| 3. Henry <u>thought</u> Claire looked beautiful. | _____ |
| 4. A strange <u>thought</u> came into her head. | _____ |
| 5. The windows are <u>clean</u> . | _____ |
| 6. We should <u>clean</u> the windows. | _____ |
| 7. Wendy is feeling quite <u>tired</u> now. | _____ |
| 8. Studying all day had <u>tired</u> Wendy out. | _____ |
| 9. We did some <u>hard</u> work. | _____ |
| 10. They worked <u>hard</u> . | _____ |



Task 3 Match each underlined word with its corresponding component in the sentence. Some sentence components may be used twice.

1. <u>Time</u> flies.	<input type="radio"/>	<input type="radio"/> A. subject
2. The scenery is <u>beautiful</u> .	<input type="radio"/>	<input type="radio"/> B. predicate
3. My father <u>works</u> in a large company.	<input type="radio"/>	<input type="radio"/> C. object
4. <u>She</u> loves music very much.	<input type="radio"/>	<input type="radio"/> D. attribute
5. He passed me <u>a book</u> .	<input type="radio"/>	<input type="radio"/> E. adverbial
6. The visitor gave an apple to <u>the monkey</u> .	<input type="radio"/>	<input type="radio"/> F. complement
7. I have the <u>perfect</u> present for her.	<input type="radio"/>	<input type="radio"/> G. predicative
8. He came back <u>sick</u> .	<input type="radio"/>	<input type="radio"/> H. appositive
9. John runs <u>quickly</u> .	<input type="radio"/>	
10. We <u>students</u> should study hard.	<input type="radio"/>	

Task 4 Fill in each blank with the proper form of the word given in brackets.

- Living in the country is less expensive (expense) than living in the city.
- We need to reduce our _____ (depend) on oil as a source energy.
- The chairman emphasized his ideas by speaking more _____ (loud).
- Some American businessmen in China are spending a lot of time in _____ (learn) Chinese.
- Some people do believe that smoking will _____ (certain) cause lung cancer.
- I'm _____ (real) sorry for the mistake our office worker made last month.
- Her _____ (beautiful) had faded over the years.
- The sellers allowed us to pay them on a _____ (month) basis.
- It's _____ (danger) for women to walk alone at night.
- I was impressed by the _____ (deep) and complexity of the book.



词类与句子成分

词 类	缩 写	中文名	例 子	概念或功能
noun	<i>n.</i>	名词	boy, milk, bike	表示人、物及抽象概念的名称, 除谓语 (predicate) 外, 可充当句子任何成分。
pronoun	<i>pron.</i>	代词	you, I, my, yours	代替名词或起名词作用的短语、句子, 可充当主语 (subject)、表语 (predicative) 和宾语 (object) 等。
adjective	<i>adj.</i>	形容词	good, happy, nice	描绘人或事物的特征、性质、状态, 可作定语 (attribute)、表语、补语 (complement) 等。
adverb	<i>adv.</i>	副词	well, badly, quickly	修饰动词、形容词、副词或全句, 表达时间、地点、程度、方式等概念, 主要用作状语 (adverbial)。
verb	<i>v.</i>	动词	be, cut, run, jump	表示动作或状态, 作谓语或作为系动词 (linking verb) 与表语连用。
numeral	<i>num.</i>	数词	two, third	表示数目多少或顺序, 可作主语、宾语、定语、同位语 (appositive) 等。
article	<i>art.</i>	冠词	a, an, the	限定、说明名词的所指。
preposition	<i>prep.</i>	介词	at, in, with, for	表示词与词、词与句之间的关系, 与介词宾语构成短语, 可作表语、定语、状语、补语等。
conjunction	<i>conj.</i>	连词	and, so, because	连接词、短语或句子, 表达逻辑关系。
interjection	<i>interj.</i>	感叹词	oh, yeah, ouch	表示喜怒哀乐等感情或情绪。



Comprehensive Exercises

Task 1 Cross out the wrong word in each word pair underlined.

Dear Christine,

Well, here I am in Australia. Thank you for your 1 kind/kindly letters. You ask me what it's like here. I must say it's pretty 2 good/well! The language school is very 3 efficient/efficiently organized. On the first morning we had to take a test, which I found rather 4 hard/hardly. However, I got a 5 surprising/surprisingly good mark, so I'm in the second class. I didn't take much at first, because I couldn't think of the words 6 quick/quickly enough, but 7 late/lately I've become much more 8 fluent/fluently. I'm staying with a family who live 9 near/nearly the school. They are quite 10 pleasant/pleasantly although I don't see much of them because I'm always so 11 busy/busily with my friends from school. I was surprised how 12 easy/easily I made friends here. They come from 13 different/differently parts of the world and we have some 14 absolute/absolutely fascinating discussions. I do hope you will be able to join me here next term. I'm sure we'd have 15 good/well fun together.

Best wishes,

Celia

Task 2 Rewrite each of the following sentences without changing its meaning.

- The boy is a quick learner.
The boy learns _____.
- The man can cook really well.
The man is a(n) _____.
- Your behavior was quite foolish.
You behaved _____.
- The hotel staff treated us in a very friendly manner.
The hotel staff were _____.
- He proposed that we put off our meeting, which is unreasonable.
His _____ that we put off our meeting is unreasonable.
- Philippa is usually a hard worker.
Philippa usually works _____.
- Tom looked sad when he saw the injured dog.
Tom looked _____.
- I wish you could swim fast.
I wish you were a(n) _____.
- She speaks perfect English.
She speaks English _____.
- I didn't go out because of the heavy rain.
I didn't go out because it rained _____.



Task 3 Identify the part of speech and sentence component of each underlined word or phrase in the following paragraph.

Mike thinks Lily is beautiful. He loves her madly and dreams of marrying her, but unluckily he is rather old for her. Today they are at a café. With their friends Jenny and Lucy on the spot, Mike can't get romantic with Lily. But he might buy her some flowers later to make her happy.

Word/Phrase	Part of Speech	Sentence Component
1. ① Mike	_____	_____
2. ⑨ Today	_____	_____
3. ⑬ Jenny	_____	_____
4. ⑮ flowers	_____	_____
5. ② beautiful	_____	_____
6. ⑧ old	_____	_____
7. ⑭ some	_____	_____
8. ⑯ happy	_____	_____
9. ④ loves	_____	_____
10. ⑩ are	_____	_____
11. ③ He	_____	_____
12. ⑥ her	_____	_____
13. ⑤ madly	_____	_____
14. ⑦ unluckily	_____	_____
15. ⑪ at a café	_____	_____
16. ⑫ With their friends	_____	_____

Task 4 Fill in each blank with the proper form of the word given in brackets.

When Helen Keller was born she was a(n) 1 _____ (health) baby. But 2 _____ (unfortunate), when she was 19 months old, she had a sudden fever. Later, the fever 3 _____ (disappearance), but she became blind and deaf.

When Helen was seven years old, a teacher, Anne Sullivan, came to live with Helen's family. First, Anne taught Helen how to talk with her fingers. Then Anne taught Helen to read by the Braille system. Helen learned these things 4 _____ (quick). However, learning to speak was harder. Anne continued to teach Helen with 5 _____ (patient). 6 _____ (final), when Helen was 10 years old, she could speak 7 _____ (clear) enough for people to understand her.

Helen went to an institute for the blind, where she did very well in her studies. Then she went to college, where she graduated with honors when she was 24 years old. Helen traveled 8 _____ (extensive) with Anne. She worked 9 _____ (tireless), traveling all over America, Europe, and Asia to raise money to build schools for blind people. Her main message was that disabled people are like everybody else. They want to live life fully and 10 _____ (normal). Helen wanted all people to be treated equal.



A Glimpse of the Greatest Buildings

The British Museum

The British Museum, located in London, is a museum of human history and culture. Its collections are amongst the largest and most comprehensive in the world. The British Museum was established in 1753 and it first opened to the public on 15 January, 1759. Over the following two and a half centuries, several branch institutions have been built, the first of which is the British Museum of Natural History in South Kensington in 1887.

The Great Court of the British Museum can be understood in the context of our “World Squares for All” master plan, which makes detailed proposals for the environmental improvement of Trafalgar Square, Parliament Square, Whitehall and their environs in central London. The scheme’s emphasis is on improving pedestrian access and enhancing the settings of the area’s many historical buildings and monuments.



The British Museum Reading Room, situated in the center of the Great Court, used to be the main reading room of the British Library. The Reading Room’s domed roof is metal framed, and the surface that makes up the ceiling is a type of papier-mâché. The Reading Room was used by a large number of famous figures, including Karl Marx, Oscar Wilde, Mahatma Gandhi, George Bernard Shaw, etc.

