

Contents

Unit 1 College Life

Part 1 Reading Skills	3
Part 2 Longer Texts Reading	4
Passage 1 What to Do If You're Bored in College	4
Passage 2 The Mortgage That Allows Students to Buy Their Own Homes	7
Passage 3 What Part Should Universities Play in Fostering Academic Talent?	9
Part 3 Non-Prose Reading	13

Unit 2 Friendship

Part 1 Reading Skills	17
Part 2 Longer Texts Reading	19
Passage 1 Friends and Friendship — Who Are Friends, What Is Friendship?	19
Passage 2 Friendship in an Age of Economics	22
Passage 3 The Story of the Two Friends Who Founded Emami	24
Part 3 Non-Prose Reading	28

Unit 3 Marriage and Family

Part 1 Reading Skills	33
Part 2 Longer Texts Reading	34
Passage 1 Reclaim Your Family Time for a Happier Home	34
Passage 2 Singled Out: Are Unmarried People Discriminated Against?	37
Passage 3 Is History Repeating Itself in Your Relationships?	40
Part 3 Non-Prose Reading	44

Unit 4 Love

Part 1 Reading Skills	49
Part 2 Longer Texts Reading	51
Passage 1 Can You Fall in Love with Someone You Have Never Met?	51
Passage 2 An Essay about Love	54
Passage 3 What Is Love?	56
Part 3 Non-Prose Reading	60

Unit 5 Sports

Part 1 Reading Skills 65

Part 2 Longer Texts Reading 67

Passage 1 Hiring Convicted Sports Stars: An Unwanted Man 67

Passage 2 Top Fitness Trend: High-Intensity Interval Training 70

Passage 3 Walking Can Be a Lifesaver, But Many Need to Pick Up Pace 72

Part 3 Non-Prose Reading 76

Unit 6 Music

Part 1 Reading Skills 81

Part 2 Longer Texts Reading 83

Passage 1 The Surprising Science behind What Music Does to Our Brains 83

Passage 2 The Many Voices of Rock 86

Passage 3 The Importance of Music in Your Life 89

Part 3 Non-Prose Reading 92

Unit 7 Arts

Part 1 Reading Skills 97

Part 2 Longer Texts Reading 99

Passage 1 Introduction of Peking Opera 99

Passage 2 Gothic Tradition 102

Passage 3 Chinese Olympic Painter Takes French Art World by Storm 105

Part 3 Non-Prose Reading 108

Unit 8 Culture

Part 1 Reading Skills 113

Part 2 Longer Texts Reading 115

Passage 1 The Development of Museums 115

Passage 2 The Roots of American Order 118

Passage 3 Workers Find Both Freedom and Uncertainty in the Sharing Economy 121

Part 3 Non-Prose Reading 125

Unit 9 Health

Part 1 Reading Skills 129

Part 2 Longer Texts Reading 131

Passage 1 How Early Neglect Prevents Child's Proper Development 131

Passage 2 CT Scans in Childhood Can Triple the Risk of Cancer 134

Passage 3 What Genius and Autism Have in Common 137

Part 3 Non-Prose Reading 140

Unit 10 Personal Relationships

Part 1 Reading Skills 145

Part 2 Longer Texts Reading 147

Passage 1 The Keys to Rewarding Relationships 147

Passage 2 Stop Enabling Gossip on Your Team 150

Passage 3 The Surprising Need for Strangeness 153

Part 3 Non-Prose Reading 156



UNIT 1

College Life

Part 1 Reading Skills

Part 2 Longer Texts Reading

Passage 1 What to Do If You're Bored in College

Passage 2 The Mortgage That Allows Students to Buy Their Own Homes

Passage 3 What Part Should Universities Play in Fostering Academic Talent?

Part 3 Non-Prose Reading



Part 1

Reading Skills

Do NOT try to find the meanings of the italicized words in a dictionary directly. Guess the meanings of unfamiliar words using context clues. Read each sentence carefully and write a definition, synonym, or description of the italicized word on the line provided.

1. _____ Experts in *kinesics*, in their study of body motion as related to speech, hope to discover new methods of communication.
2. _____ The tired soldiers *trudged* through knee-deep mud for hours before they found a dry place to sleep.
3. _____ It is natural for individuals from the same generation to form *alliances*, to come together for protection.
4. _____ Unlike her *gregarious* sister, Jane is a shy, unsociable person who does not like to go to parties or to make new friends.
5. _____ When Mandela was put on trial for plotting to overthrow the government by violence in 1963, he made a statement from the *dock* which echoed round the world.

Part 2

Longer Texts Reading

Passage 1

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

What to Do If You're Bored in College

- [A] When you thought of what college was like when you were in high school, you likely didn't think about it being boring. Despite all the busyness and activity that takes place on a college campus, however, there can be times when things really do just get a bit slow. So what can you do to help pass the time?
- [B] Walk to a new part of campus. If you need something to do, one of the best ways to find something exciting is to step outside and see what's going on. Put comfortable shoes on, grab your phone/iPod, and head outside to somewhere on campus you've never been before. You just might run across a rugby game a few of your friends are playing in, a cool new part of campus where you can study, or even an art exhibit that arouses your interest.
- [C] Head to the gym. Don't feel like working out? Hitting the gym might be just the pick-up you need to get some energy, refocus your priorities, and pass some time. Plus, you'll get a workout and the health benefits to boot.
- [D] Join/start a pick-up game. If things are a little slow on campus, chances are you aren't the only one looking for something to do. Head to the gym, see who else is just hanging out, and start a pick-up game. You'll burn calories, meet some new folks, get some exercise, and pass the time — while possibly also getting something to boast about.
- [E] Read something for fun. It may sound crazy given how much reading you do in college anyway, but think about it: When's the last time you read some useless gossip magazine

Unit 1 College Life

just for fun? Or caught up on the latest news in your favorite sport? Head to the bookstore or a local supermarket and, for a few bucks, treat yourself to some funny, lazy and easy reading that you won't have to worry about taking notes on.

[F] Do homework in a new location. Alright, it admittedly sounds more boring than doing nothing, but would you rather have to do your homework when you're bored ... or when there are tons of fun, exciting things going on that you'll have to miss? Heading to a new location, too, can help make doing your homework, well, not feel quite so much like doing your homework.

[G] Hang out in your residence hall lobby. Your residence hall lobby might seem like a boring place that you just pass through on the way to your room every day. But if you time it right, you can head down there, enjoy the extra space, perhaps watch a game on the TV, and meet some new people or hang out with ones you already know. It can be a nice way to do something new in a place that seems old and familiar.

[H] Watch a sports game on TV or the Internet. So, things on campus are a little slow and boring. Grab some friends, head to the dining hall, grab some snacks and drinks, and watch the game on TV or on your computer in your room. It might not be as exciting as watching the game in person, but it can be a great way to tidy up an afternoon — especially if the weather outside is far from ideal.

[I] Go to a kind of event you've never been to before. The chances of absolutely nothing going on on your campus at any given point in time are pretty slim. The problem might be, however, that the things that are going on just aren't particularly appealing to you. Challenge yourself to step outside of your comfort zone a bit and attend an event that you've never gone to before.

[J] Go to a cultural event or a museum off campus. Can't find anything to do on campus? Check out some local entertainment listings that are happening off campus. A poetry slam, art fair, music festival, or other event can be just what you need to turn boring into memorable. You're in college because you enjoy learning new things and living an intellectual life. So take that smart brain of yours and go learn something new at a museum exhibit in town.

[K] Call and catch up with a high school friend. Things can get so busy in college that it can be difficult to keep in touch with your high school or hometown friends. When's the last time you had a nice, chatty phone call with a friend you knew before you left for school? If you have some free time and are a little bored, use the break to your advantage and catch up with an old friend.

[L] Hang out in the campus coffee shop. The campus coffee shop offers way more than just your favorite kind of coffee. It can be a good place to get some work done, surf the Internet, watch people, or otherwise just hang out. And if you're bored, it can be a great place to get a change of scenery without costing too much money.

[M] Grab some friends and head to a movie off campus. If you use your student discount, you can catch a new movie, have some social time, get off campus, and mentally check out from the stress of college life for a few hours — all at a discounted

Unit 1 College Life

price. And what's not to like about that?

[N] Do something creative. For students lucky enough to be gifted with a creative mind, the times to relax and make something just for fun usually come few and far between. Turn a boring afternoon into one of the rare times you can let your creativity flow without having to worry about whether or not you're meeting the requirements of your latest assignment.

[O] Turn up the music and organize your life. Does it sound unattractive? Admittedly, it does in some way. But having a free afternoon can be a great time to do all the things you don't want to do but actually need to get done. Get your laundry done, clean up your room, organize your paperwork, make sure your calendar/time management system is up to date, and generally get your to-do list done. It might be boring while you're doing it, but turning up the music (or watching a movie) can help make things go faster — and the way you'll feel when everything is all done will be well worth it.

(1,091 words)

Time taken: _____ minutes

- _____ 1. If you have time off, try to maintain contact with old friends and classmates.
- _____ 2. Join in with other people for a game, and you can keep fit and make friends as well.
- _____ 3. It is sensible to spend half a day cleaning and tidying up, and get your room in order.
- _____ 4. Although life on campus is normally busy and active, you still need to figure out how to spend time when things get slow.
- _____ 5. Utilize your intelligence to have a good grasp of something new not only on but also off campus.
- _____ 6. You can experience a lot of exciting things as long as you explore new places of campus.
- _____ 7. At appropriate times dormitory lobby can be a good place to pass your time and meet people.
- _____ 8. It is very likely that you will meet other people in the gym who are also feeling idle.
- _____ 9. The talented students with creative minds seldom have time to relax themselves nor do things only for fun.
- _____ 10. It is beneficial to choose some books that arouse your interest without any stress but for fun and ease.

Passage 2

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

The Mortgage That Allows Students to Buy Their Own Homes

- [A] He is in his third year at university, studying hard ahead of his final exams this year — but, unlike other students, Jonathan Pearson will graduate with a profit, not a student debt. He is not from a wealthy background but stands to make at least £30,000 after buying a home, rather than renting while at college.
- [B] Most other homebuyers struggle for years to find the necessary deposit, with Halifax reporting this week that the average age of a first-timer has now topped 30. But Pearson did not even have to put down a deposit, managing to obtain a 100% loan from a reputable building society.
- [C] At the age of 20 he was granted a £183,000 mortgage by Bath building society to buy a three-bed home in Chelmsford, Essex, where he has been studying architecture and technology at Anglia Ruskin University. He turned the lounge into a bedroom for his own use, and rented the three bedrooms to other students at his college.
- [D] The cost to Pearson of serving the mortgage has been just £775 a month, far less than £1,320 he manages to collect in rent. To be on the safe side, he budgets for costs of £1,100 a month to cover utilities and insurance, but has still enjoyed a month-on-month profit of around £200 — while living rent-free.
- [E] Even if there had been no rise in property prices, Pearson would have been in profit. But over the past two years, prices in Chelmsford, a commuter town a 40-minute train ride from London, have risen significantly. “It’s worth about £220,000 now — if not a bit more,” he says, which suggests a paper profit of around £37,000.
- [F] What’s more, Pearson can avoid tax because his loan is not a traditional buy-to-let mortgage, where a landlord is liable for tax on the income and on any capital gain. The mortgage was taken out in his name, and because he lives in the property as his principal residence, he qualifies for full relief from capital gains tax.
- [G] So how does a 20-year-old with no obvious means bag a 100%, £183,000 mortgage, to be repaid on an interest-only basis, when almost every other young buyer has to put down a deposit and make repayments that would cost around £1,075 a month rather than £775 once capital repayment is added on top of the interest?
- [H] Pearson does not pretend to be a financial genius. “To be honest, my mother had been dealing with a financial adviser, who told her about this scheme when he knew I was going through university. They talked it through and basically what was needed was that my mother had at least £40,000 in equity in her home to be able to act as a guarantor, and that I had to complete a full year at university. They helped me find the

Unit 1 College Life

property as well, and we managed to get £7,000 off the asking price of £190,000."

[I] But what about the other fees and costs for taking out a mortgage and buying a home — such as conveyancing (产权转让) costs? Pearson says these added up to just under £5,000, and his mother helped him out again. So while you don't necessarily have to come from a very well-off background, this loan won't work if your parents are renting, if their own mortgage is very large or if they can't help out on fees.

[J] The risks are also numerous. Property prices go down and up. The students may not pay the rent on time. The student owner may want to drop out of university. The parents will find remortgaging or arranging other finance much more difficult while they are guaranteeing another loan. The property itself may have other costs — such as boiler breakdowns or other accidents.

[K] At Bath building society, mortgages of this type make up nearly one-tenth of their total business, and are particularly popular at this time of year. This is when first-year students begin considering where they are going to live in their second year, starting in September or October — which is where the society's "Buy for Uni" product emerges.

[L] Dick Jenkins, chief executive of the society, says: "We have been doing this for seven years, and it has worked exceptionally well. It has an extremely low arrears (拖欠) rate, and we tend to find that the students taking out this mortgage tend to be very responsible. But it works better for those doing longer courses such as medicine. I understand the concern that it will appeal to better-off families, but that doesn't invalidate it as a mortgage product."

[M] There are also numerous conditions that potential buyers have to meet. It is only available in England and Wales; the property has to be within 10 miles of the university; and the students must have two or more years left on their course. They can borrow up to 100% of the value of the property, up to a maximum of £300,000, which effectively removes much of London from the equation. The rent obtained has to be equal to at least 125% of the monthly mortgage interest, and apart from acting as guarantor, "additional security will be required in form of a guarantee fee over the parental property" if the loan is above 80%.

[N] Then there is the problem of actually finding the right sort of property and buying it. Would you trust your 18-year-old child with that task? The Pearsons used a company called Northstar Homes, which works with Bath building society to help find an appropriate property, organize the financing and even help do it up. Agi Eugenio, of Northstar Homes, says: "This scheme enables a young student to not only buy a home in their own name, but also to benefit from the resulting rental income. And hopefully in time it will allow them to clear their student debts and be more financially independent than their peers."

[O] For Pearson, being almost a teenage landlord has been a positive learning experience. "I keep everything as professional as possible. My mum knew I'm good with money. I've always been a saver." He is minded to keep the property after he graduates rather than sell it to pay off his student loan. "I don't know if I'll try to be an

Unit 1 College Life

architect just yet. I've always had an interest in design, and I'm looking at how I can continue with that."

(1,091 words)

Time taken: _____ minutes

- _____ 1. "Buy for Uni" went smoothly because most mortgage-taking students have proved to be reliable and make repayments on time.
- _____ 2. If the loan is more than 80%, an extra guarantee fee will be charged over parents' property for additional security.
- _____ 3. Pearson will make a profit instead of being burdened with a debt when graduating from university.
- _____ 4. The prerequisites for Pearson's mortgage are that his mother used her house as a guarantee and that he finished a full academic year at university.
- _____ 5. As for students' mortgage, there are many uncertainties and risks.
- _____ 6. Unlike most people, Pearson got a full loan from a famous building society without having to save money for the down payment.
- _____ 7. Pearson does not have to pay capital gains tax because the mortgage was under his name and he is the main inhabitant.
- _____ 8. Pearson has made up his mind to keep the house instead of selling it to repay his loan after graduation.
- _____ 9. A student home-buyer needs to meet quite a few of requirements before obtaining the mortgage.
- _____ 10. Thanks to the rent he collects every month, Pearson needn't worry about his own housing loan as well as some other expenses.

Passage 3

You are going to read a passage and answer the questions following it. For questions 1-7, choose the best answer from the four choices marked A, B, C and D. For questions 8-10, complete the sentences with the information given in the passage.

What Part Should Universities Play in Fostering Academic Talent?

Earlier this month the universities secretary David Willetts devoted a significant part of his speech at HEFCE's annual conference to the issue of widening participation. He expressed approval for the practice, already adopted by many universities, of offering places to applicants with lower grades from poorly performing schools or low incomes homes. "Grades are not the only indicator," he told his audience, suggesting that admission "can be based on more than just A-Level results, by looking at all the information that indicates

Unit 1 College Life

the potential of an individual to succeed. The aim is that those who can perform best at any given university are selected for it.”

A survey by SPA (Supporting Professionalism in Admissions) late last year showed that almost a quarter of universities were planning to offer lower grades to 2012 applicants from poor schools or deprived backgrounds.

According to Willetts, spending on widening participation by universities and bodies such as Office of Fair Access (OFFA) and Higher Education Funding Council England (HEFCE) is set to increase by £100m in 2012/13 against 2009/10 figures.

Universities have been spending significant sums for many years on improving access to higher education. There have been some imaginative and innovative schemes which must already have increased opportunities for many people. Although institutions assess the impact of their own work, there has been little attempt to evaluate this activity nationally and to draw some conclusions on the kinds of interventions that are most effective. I have always thought this was a tremendous wasted opportunity but now Willetts is acting to address this.

He told the conference that he is asking HEFCE and OFFA to “develop a shared strategy for widening access to maximize the impact of the combined investment across the entire sector. In particular, we’ve stressed the importance of all widening participation activity resting on a firm evidence base — derived both domestically and from overseas — in order to deliver improvements throughout the HE system.” He went on: “It’s vital here that the whole is greater than the sum of its parts, with the minimum waste of effort, the commissioning of new broadly valid research, where appropriate, and integrated monitoring of performance, wherever possible. Let’s not forget that the whole point of this work and this investment is to identify and realize human potential.”

Given the last Labor government’s claim to be implementing “evidence based policy”, it is a mystery to me why OFFA has never been resourced to carry out this research and evaluation itself. I would sound a note of caution however on any attempt to impose a shared pattern for widening participation across the sector. The best programs are often successful because they are responding to local circumstances and universities must be free to tailor their access initiatives to meet the particular needs of their local communities.

As is so often the case with these big speeches, one of the most interesting ideas from Willetts came in questions afterwards. *The Telegraph* reported that he floated the idea that more universities could follow the example of the medical school at King’s College London, and offer bright pupils from non-selective state schools an extra foundation year to enable them to catch up with more privileged, often hot-housed pupils. “We know, at the end of the day, that their chances of getting a good medical degree are as good as those who turn up with three A’s,” he said.

A foundation year would seem to be a neat solution to the constant restraint of the Russell group that the effects of poverty and poor schooling are the most significant obstacles to widening participation. Research highlighted by the Joseph Rowntree Foundation and the Sutton Trust shows how the academic potential of tens of thousands

Unit 1 College Life

of poor children is being wasted. Many children on free school meals are top performers when they are at eleven — but by the time they finish compulsory schooling (义务教育) two-thirds of those bright pupils have dropped out of the top group. As a result, each year sixty-thousand children who have been top performers at some point in their school career — and so should make it to higher education — fail to make it to university.

A thought-provoking article by Jeevan Vasagar shows how this is playing out on the ground in admissions offices across the UK. He was allowed to listen in on the discussions of admissions tutors at Churchill College Cambridge. He describes the case of one bright young pupil, which illustrates the problem better than any statistical statement.

“She has had ‘unimaginable teaching difficulties’, the tutors hear. She has taken her A-levels at a school that has had a spectacularly high mobility of teachers. Peering at his laptop when her name is announced, Nick Cutler, an admissions tutor at Churchill, says there are ‘multiple flags’. The flags are used to indicate factors such as poverty, or a school that performs very poorly at GCSE. There are six categories in all — including whether an applicant has spent time in care. There is evidence that a strong candidate from a bad school is likely to perform well when they come to Cambridge. But the academics are concerned that in this case, the school has been so unstable that she simply lacks essential knowledge. Her examination and interview marks are low.”

"The rapid pace of Cambridge would kill her", one of the academics says. Another agrees: "I would really like to give her a place, but for her own benefit, she's much better going to one of the other redbrick, Russell Group universities, and just taking her time."

A foundation year is not the only way of addressing this issue — many universities are taking an even more direct role by sponsoring academies and technical colleges. Of course the suggestion that universities should take a hand and do the job that ought to have been done by schools and anti-poverty initiatives will anger many. They will argue that universities cannot be expected to solve all the problems of society. But finding and nurturing the talented people who can advance our knowledge must surely be one of the primary purposes of university.

(1,032 words)

Time taken: _____ minutes

Unit 1 College Life

3. For many years universities have been spending money on _____.
 - A) assessing the impact of their own work
 - B) evaluating the activity nationally
 - C) drawing conclusions on effective interventions
 - D) increasing opportunities to receive higher education
4. What is the goal of widening participation to maximize the impact of the combined investment?
 - A) To emphasize its importance.
 - B) To identify and realize human potential.
 - C) To make maximum efforts.
 - D) To monitor its performance.
5. What makes the author puzzled since the government claims to carry out “evidence based policy”?
 - A) Universities have freedom to adjust their access measures to meet the demands.
 - B) The programs are responding to local circumstances.
 - C) OFFA has never been provided money for carrying out the research.
 - D) There is no attempt to impose a shared pattern for widening participation.
6. What was the idea of Willetts that generated a discussion afterwards?
 - A) Universities should offer an additional foundation year to bright pupils from poor state schools.
 - B) The students in the program could catch up with other top students unwittingly.
 - C) As for all the students, the chances of getting a good medical degree are equal.
 - D) Universities should share best practices with each other.
7. The utmost difficulty(ies) in widening participation is/are _____.
 - A) the constant restraint
 - B) the effects of poverty and poor schooling
 - C) the academic potential of poor children
 - D) the compulsory schooling
8. In the case mentioned by Jeevan Vasagar, academics at Cambridge thought that the young pupil would stand a better chance in other universities because she lacks _____ required by the university due to the frequent change of teachers in her high school.
9. In order to improve students' basic knowledge, many universities take direct steps by _____ academies and technical colleges.
10. One of the main purposes of universities is to _____ talented people.

Part 3

Non-Prose Reading

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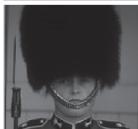
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	Harry Potter Bus Tour of London Locations LONDON COACH TOURS by <i>Brit Movie Tours</i> Come and join the Harry Potter Bus Tour of London Locations and take a magical fun packed bus tour of the film locations and inspirations in the muggle capital.	Book Online from £26 CONTINUE >
	Historic and Modern London – Coach Tour LONDON COACH TOURS by <i>Golden Tours</i> This sweeping overview of the famed landmarks and attractions of London, both past and present, is sure to leave you enraptured with the capital. An especial highlight: the renowned Crown Jewels at the Tower of London.	Book Online from £85 CONTINUE >
	Jack The Ripper Tour T5 LONDON COACH TOURS by <i>Evan Evans Tours</i> An evening coach and walking tour of Jack the Ripper haunts. See where Jack the Ripper found his victims and visit a traditional London pub.	Book Online from £34 CONTINUE >
	Jack the Ripper, Haunted London Tour LONDON COACH TOURS by <i>Premium Tours</i> Travel back in time on a vintage open top double-decker bus, and walk through an empty Smithfield market, home to the cook-lane Ghost. Then retrace the murder sites of Jack the Ripper, before heading to the safety of the Sherlock Holmes pub.	Book Online from £25 CONTINUE >

Unit 1 College Life

The given material presents a web page on tours in London. Questions below are designed to help you quickly grasp the information in it. Scan the material and then answer the questions or fill in the blanks.

1. Have you ever traveled abroad? Which country/city would you like to visit most? Do you use the Internet to plan your trip?
2. If you are interested in visiting Trafalgar Square by one of the listed tours, you should prepare at least £ _____ for online booking.
3. Which tours in the list should you look into if you want to visit the Buckingham Palace?
4. If you want to see the Crown Jewels under a £60-budget, which tour(s) should you consider?
5. Which tours would you recommend to movie fans and music fans?
6. If you want to take a tour on Saturday, how many listed tours are still available according to the web page?
7. Which travel agency provides a tour to the London Eye?
8. Use the Internet to learn more about tourist attractions in London, e.g. Tower Bridge, Canary Wharf, Westminster Abby, British Museum, Hyde Park, etc. Then report to the class about one place through a 5-minute presentation.

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