



普通高等教育“九五”国家级重点教材

新编英语教程

A NEW ENGLISH COURSE

主 编 李观仪
副主编 梅德明

英语专业用
(修订版)

(REVISED EDITION)

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再版前言

《新编英语教程》第一、二册自初版以来,已逾十年,通过问卷以及座谈会调查,使用本教材的大多数师生认为《教程》重视语言基本功的训练,注重语言交际能力的培养,语言实用性较强,阅读材料题材广泛,内容丰富。但仍有待改进之处。例如课文内容较陈旧,语言难度不够,词汇练习较少等等。为此我们对本教程进行了修订。其修订重点如下:

一、对话 I 所提供的会话全部重写,更新了内容,适当增加了长度,并略为提高难度。

二、阅读材料作了较大的调整。原来每单元的两篇阅读材料中有时题材各异,缺乏内容上的联系。修订版力求做到每单元的两篇阅读课文学题接近,使学生在接触每一题材时,不仅能扩大知识面,而且能增加相关题材的词汇量。阅读课文的删换量约百分之三十。

三、写作部分原则上不变,但作了较大的修改,适当加深了难度。

四、练习册的各项练习排列作了调整。除了与学生用书相对应的各种练习编排不变外,其他诸如拼写、听写、听力理解、翻译、填充、词汇工作等练习现在归在综合练习项目下,同时增加了词汇练习和单句翻译练习。

句型操练、对话 II 和交流活动等部分旨在培养学生的语言熟巧和初步的交际能力,本册仅更新了小部分的内容。

本教程初版时第一册分 1A、1B 两册,以供不同起点的学生使用。现在听取了广大师生的意见,原 1B 册改为第一册,原 1A 册改称为预备级,变动较小,供原来使用该教材的院校继续使用。

我们希望《教程》第一、二册修订版能更好地为高校英语专业学生打好坚实的语言基础服务。

编者

1997 年 12 月

初 版 前 言

《新编英语教程》是一套综合训练英语教材,供外语院校和其他高校英语专业学生在基础阶段使用。本教材共分 1A、1B、2、3、4 等五册,每册由学生用书、练习册、教师用书、录音资料等组成一套。

由于不同来源学生的英语水平各不相同,供一年级第一学期学生使用的教程分为 1A 和 1B 两册,以适应不同英语水平学生的需要。教师可以根据入学新生的实际需要而选择采用第 1A 册或 1B 册作为起点。整套教材可以在两年或两年半内学完。这是根据高校英语专业基础英语课教学大纲的要求而编写的。

高等学校基础阶段的学生必须狠抓基本功,英语专业学生也不例外。英语专业学生在入学后两年或两年半之内的主要任务是打好坚实的基础。《新编英语教程》就是为帮助学生打好坚实基础而编写的。我们认为,坚实的基础包括语言能力和交际能力两个方面。在基础阶段,所谓语言能力就是指能够正确、自然而灵活地掌握本阶段所学的语言本身,而交际能力则是指能在某些场合恰当地并随机应变地使用语言的能力。学完整套《新编英语教程》后,在其他单项语言技能训练课程的配合下,学生应能达到基础英语课教学大纲的要求。

编写本教材的原则列举如下:

1. 全面考虑、合理评价当前我国英语教学的情况。

在编写《新编英语教程》时,我们充分考虑了有关教材设计的因素,例如教师和学生的素质、以汉语为母语的学习环境、传统英语教学法的影响等等。我们研究了这些因素并设计了一套能够满足多数教师和学生要求的、真正能为使用者接受的教材。

2. 兼顾传统英语教学法和当代英语教学法中某些观点。

我国传统英语教学法中有用和有效的部分,我们予以保留,而交际法中值得采用而确能为我所用的,予以采纳。

3. 对准确与流利的关系和语言能力与交际能力的关系进行研究。

鉴于我们的英语专业毕业生必须熟练地掌握高水平的英语,而他们却在以汉语为母语的环境中学习,我们认为在这两对关系中,准确和语言能力更为重要;当然我们也决不忽视流利和交际能力。我们试图在培养语言准确性的同时要求流利,而在进行流利训练的同时也不忽视准确性。在训练学生语言能力的同时,尽可能给他们以大量的交际能力训练。

4. 综合训练听、说、读、写四项语言能力,并使用翻译练习。

本教材的目的是全面发展四项语言能力,但在不同学习阶段侧重点不同。具体地说,第 1A 册、1B 册和第 2 册侧重听说,第 3、4 两册侧重读写。从第 1B 册到第 4 册,也提供了翻译练习,以引起学生对两种语言对比的注意。

5. 以学生为主,但又不忽视教师作为语言学习指导者和促进者的作用。

要把一种语言学到手,学生必须在基础阶段进行大量实践。为此,我们试图在教材中设计

大量有一定难度的、可供学生进行实践活动的练习。同时教师必须起到学习指导者和促进者的作用,在需要时给学生以指导和帮助。

《新编英语教程》第1A册、1B册和第2册以语法结构为基础。主要的语法结构有规律地循环加深,并在有一定情景的上下文中出现。每一单元有一至两篇有知识性和趣味性的阅读材料,还有较大量的启发式口、笔语练习。在第1B册和第2册中每个单元都有两篇对话,一篇以语言结构、情节和题材为重点,另一篇以语言功能为重点。

《新编英语教程》第3、4册以课文为中心,侧重阅读和写作技能训练,但也不偏废听、说训练。在这两册教材中,对语言的控制逐步减少,而对学生创造力的发挥则不断加强。要求学生逐步从有控制的练习过渡到自然的交际。

总之,《新编英语教程》的原则是博采众长。我们的意图是把当代的和传统的教学法结合起来,以适应中国成年学生的需要。在本教程编写过程中,我们参考了不少英语教学法参考书和各类英语教材。我们从后者选用了各种材料,有的用原文,有的加以节选或改写,有的加以改编。由于这是英语教材编写的一次新尝试,我们恳切希望国内外同行教师提出批评和意见。凡参考或选用各种资料的书籍,我们在书后附录了参考书目。特此向各该书编著者表示感谢。

本书承中山大学、山东大学、北京大学、南开大学、复旦大学、黑龙江大学、上海师范大学、华东师范大学、广州外国语学院、北京外国语学院、洛阳外国语学院等十一所高等学校和上海外语教育出版社的代表参加审稿并提出了宝贵的意见和建议。中山大学方淑珍教授担任主审,并作了最后的润饰。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计。编者在此一并表示衷心感谢。

外籍专家 Diana Allan 女士、Betty Barr 女士、Ron Boyle 先生、Joan Harkness 女士、Stephen Hayes-Pollard 先生和 Brian Smith 先生以及上海外国语学院教师江友琨和孙琳等同志为这套教材录了音。参加本书编写工作的还有陈华琴、施秋萍等同志。龙纯立同志为本书绘制了插图。特此一并致谢。

编 者

一九八五年六月

Preface to the Second Edition

It is over ten years since *A New English Course*, Levels 1 and 2, made their first appearance in 1986. According to inquiries made by questionnaires and discussion sessions, the majority of teachers and students who have been using these coursebooks agree that *A New English Course* attaches great importance to both the training of learners' basic language skills and the development of their preliminary communicative competence, that the language presented in the coursebooks is practical and useful, and that the reading texts are varied in subject matter and rich in content. However, there remains much room for improvement. For example, the contents of both Dialogue I and some reading texts must be updated, the level of language could be raised, and vocabulary exercises ought to be increased. To meet these requirements, we have made revisions to the following effect:

1. Dialogue I texts have been totally rewritten, with the content updated, and the length and the degree of difficulty of the language adjusted.
2. The arrangement of the reading texts is adjusted to a considerable extent. In the first edition, the two reading texts in most units are unrelated in subject matter, thus causing a lack of coherence in content. In the present edition, efforts have been made to relate closely the two reading texts in each unit to each other in subject matter, thus helping the students extend their knowledge and increase their vocabulary in various given aspects. About one-third of the reading texts in the first edition have been either modified or replaced with new texts.
3. The Guided Writing section has not been changed in principle, but much revision has been made to increase the level of difficulty to a certain extent.
4. The exercises in the Workbook have been re-ordered. The exercises corresponding to various parts of the Student's Book remain unchanged, but exercises such as Spelling and Dictation, Listening Comprehension, Translation, Blank Filling, and Vocabulary Work are now grouped under the general heading Comprehensive Exercises. Exercises in vocabulary and sentence translation have been increased.

Except for the changes made to update the content, there are no major changes in the Language Structures, Dialogue II, and Interaction Activities sections, the purposes of which are the training of language skills and the development of communicative competence.

Level 1 of *A New English Course* in the first edition used to be divided into 1A and 1B, catering for the needs of students of different levels of proficiency. Complying with the wishes of the majority of teachers and students, we have changed Level 1B to Level I, and Level 1A to the Preparatory Level. There has been little change for the latter, which will still be available to those institutions that need it.

It is our hope that this revised edition of *A New English Course* will better help English majors in the tertiary institutions lay a solid foundation in English.

Preface to the First Edition

A New English Course is an integrated English course intended for English majors doing their foundation stage English language learning in foreign language institutes, colleges and universities in China. It is a set of five coursebooks ranging from the post-elementary to the post-intermediate level, comprising Level 1A, Level 1B, Level 2, Level 3 and Level 4. Each level consists of a Student's Book (SB), a Workbook (WB), a Teacher's Book (TB), and cassette tapes.

As there clearly exists a considerable difference in the level of English among students from different backgrounds, Level 1, which is meant for the first-term first-year students, is subdivided into 1A and 1B, catering for students with different English language attainments. The teacher may choose to begin with either 1A or 1B, depending on the needs of the students. Therefore *A New English Course* can be completed in either two or two and a half years.

It is generally acknowledged that students at the foundation stage in tertiary institutions must be given a rigorous training, and the same is true for English majors. As a matter of fact, the main task of the English majors during their first two or two and a half years in foreign language institutes, colleges and universities is to lay a solid foundation in English. *A New English Course* has been produced with this in view. A solid foundation, in our opinion, comprises both linguistic competence and communicative competence. At the foundation stage, what we mean by linguistic competence is the spontaneous and flexible as well as the correct manipulation of the essentials of the language system, whereas communicative competence involves principles of appropriacy and a readiness on the part of the learner to use relevant strategies to cope with certain language situations. On completing *A New English Course*, and on being given adequate single-skill training courses, the students are expected to fulfil the requirements set in the *National Foundation Stage English Syllabus for English Majors in Institutions of Higher Learning*.

The general principles underlying the coursebooks are as follows:

1. An overall consideration and rational estimation of the current English language teaching situation in China.

In producing *A New English Course*, we have taken into consideration various factors affecting the course design, e.g., teacher capacity, student capacity, Chinese as the first language environment, and the existing influence of traditional English language teaching methodology. We have studied these factors and designed a course that is relevant to the needs of many of our teachers and students and that can be readily accepted by the users of the course.

2. Due attention to the traditional English language teaching methodology in China and to current views on methodology.

What has been useful and effective in China's English language teaching methodology will be retained and those principles of communicative language teaching which are practicable and applicable to the Chinese situation will be adopted.

3. A careful study of the relationship between accuracy and fluency and that between linguistic competence and communicative competence.

In view of the fact that our English majors, upon graduation, must acquire a high degree of proficiency in English and that they are studying in an environment where Chinese is the first language, we consider accuracy and linguistic competence to be of primary importance, though we do not by any means overlook fluency or communicative competence. What we advocate is to require fluency in the practice for accuracy and not to be neglectful of accuracy when fluency practice is carried on. Therefore, we attempt to provide as much practice as possible for students to develop communicative competence at the same time as practice for the achievement of linguistic competence is given.

4. Integration of listening, speaking, reading and writing, and the use of translation exercises.

The aim of this integrated English course is an all-round development of the four language skills, but at different stages emphasis is laid on different aspects of language learning. To be specific, listening and speaking are given priority in Levels 1 and 2, while reading and writing are given more attention in Levels 3 and 4. Translation exercises are provided from Level 1B to Level 4 to call the students' attention to the contrast between the two languages.

5. Student-centred orientation, while not neglecting the teacher's role as a facilitator.

As language acquisition requires a large amount of practice on the part of the students at the foundation stage, we attempt to keep the students involved as much as possible in various kinds of classroom activities. In the meantime, the teacher must function as a facilitator, giving guidance and advice when necessary.

Levels 1A, 1B and 2 of *A New English Course* are structure-based, with essential grammatical structures cycled regularly. The language structure practice is contextualized throughout. There are dialogues focusing on language structures, situations and topics as well as dialogues focusing on language functions. Interesting reading materials and challenging oral and written work are given.

Levels 3 and 4 of *A New English Course* are text-based; here reading and writing skills are given emphasis. But speaking and listening are still given adequate attention. In these two books, there is less and less control, and more and more initiative on the students' part is called for. In other words, the students gradually advance from controlled practice to spontaneous communication.

To sum up, *A New English Course* is eclectic in approach. What we have done is an attempt at combining the new with the old to suit the needs of adult learners in China. In the process of writing this coursebook, we have had recourse to large numbers of books on English language teaching methodology and English coursebooks of many types. From the latter we have adopted various kinds of materials, some of which in the original, some having been simplified and adapted, and some re-edited. As this is a novel undertaking in English language teaching materials production, we sincerely invite comments and criticism from our colleagues at home and abroad. At the back of this coursebook there is a list of books that we have consulted and used. We are very grateful to the authors.

To The Student

Each of the eighteen teaching units in *A New English Course*, Level 2, STUDENT'S BOOK, consists of:

LANGUAGE STRUCTURES. In this section, basic English grammatical structures are given in sentences to show the main teaching points. Following the basic structures, cues for language structure practice are given and examples of short dialogues are provided for each set of cues to show how the cues can be used. The examples given in SB are gapped, but cassette tapes of full dialogues come with the course-book. Before you do the practice, first you are expected to listen to the recording of the full dialogues, fill in the gaps with what you hear on the tape, and then make use of the cues and carry on the practice with your partner. The examples show only one way of using the cues; but you can use the cues creatively and form new dialogues of your own. After completing the practice in this section, you should be able to use the language structures correctly, spontaneously and flexibly; and this calls for painstaking efforts on your part.

DIALOGUE I. This is a full-length dialogue focusing on the language structures dealt with in each unit and centring on a topic. The aim of the dialogue is to exemplify the use of various language structures in various situations. Do not learn the dialogue mechanically by rote, but read it aloud with correct pronunciation and intonation by following the tape until you can read it properly with ease. Then say the dialogue and talk about its content with your partner in as natural a way as possible.

Following the dialogue is the role-play. A topic, a situation, and specific roles are given. Moreover, relevant words, phrases, sentences, and sentence frames are listed to help you to do the role-play. The purpose of the role-play is to offer you an opportunity to use the language structures more freely to express yourself under a given situation. Make use of those words and expressions that appear in the dialogue which you find useful.

DIALOGUE II. This section focuses on language functions. It is divided into three parts: 1. A list of phrases, sentences and expressions grouped by the communicative functions of the language, such as introduction, advice and suggestions, likes, dislikes and preferences, etc. 2. A dialogue that shows you how the listed phrases, sentences and expressions are used in communication. 3. Cues or suggestions of various situations in which you are expected to talk freely with the given language materials. What is given in this section helps you solve the problems you may meet with in actual communication.

READING. Two reading texts which focus more or less on the language structures are given in each unit. The texts are to be read only in the classroom without preparation. Immediately after reading each text, you will do the exercises in WB. Then the teacher will check your comprehension orally in class by asking you questions.

GUIDED WRITING. Exercises in this section are mainly of three types: 1. The use of linking words and attitude words. 2. Paragraph writing. 3. The writing of notes of various kinds, e.g., notes of intro-

duction, thank-you notes, etc. The exercises in SB are to be done in the classroom in small groups. Discuss with your classmates how to do each exercise before you write the answers in your exercise book. Reasoning and arguments are encouraged during discussion.

INTERACTION ACTIVITIES. Here you are required to make free use of the language materials you have learned to tell about your own experiences and to express your personal views. Feel free to make your interaction activities as lively and as natural as possible.

NOTES. Notes on the grammatical structures, on the usage and use of the language, and on cultural background are written in English. A few items in this section are not really annotated, but your attention is called to them and you are to look them up in reference books. In case you do not know where to find the information, ask your teacher for advice.

- 1

1. I have been doing ... (finished action)

2. I was queuing ... when I saw ...

3. When I got to ... the film had been showing ...

4. I was wondering if I might ...
- 2

1. The fact was that ...

2. ... are not what I need.

3. Have you heard the news that ...?

4. What I told him was that ...
- 3

1. ... should be told ... has to be checked ...

2. She isn't paid anything ...

3. ... should be made fun of ...

4. They say it is said that ...
- 4

1. I would have liked to ...

2. She should've ought to have had ...

3. He may/might have gone ...

4. She can't/couldn't have gone ...

5. You may/might as well ...

CONTENTS

Unit Language Structures

Dialogue I

Dialogue II

- | | | |
|--|---|--|
| <p>1</p> <ol style="list-style-type: none"> 1. I have been doing ... (finished action) 2. I was queueing ... when I saw ... 3. When I got to ..., the film had been showing ... 4. I was wondering if I might ... | <p>A Time of Change</p> <p>Role-play</p> <p>Learning to Do <i>Taijiquan</i> (Shadow-boxing)</p> | <p>Requests and Offers</p> |
| <p>2</p> <ol style="list-style-type: none"> 1. The fact was that ... 2. ... are not what I need. 3. Have you heard the news that ...? 4. What I told him was that ... | <p>Friday Evening or Not</p> <p>Role-play</p> <p>What Will You Be Doing Tomorrow?</p> | <p>Invitations</p> |
| <p>3</p> <ol style="list-style-type: none"> 1. ... should be told ... has to be checked ... 2. She isn't paid anything ... 3. ... should be made fun of ... 4. They say/It is said that ... | <p>Farewell to Rude Manners</p> <p>Role-play</p> <p>A Retired Teacher's Impressions</p> | <p>Uncertainty</p> |
| <p>4</p> <ol style="list-style-type: none"> 1. I would have liked to ... 2. She should/ought to have had ...
She needn't have learned ... 3. He may/might have gone ... 4. She can't/couldn't have gone ...
She must have gone ... 5. You may/might as well ... | <p>Pollution Control</p> <p>Role-play</p> <p>More about Pollution Control</p> | <p>Talking about the Past: Remembering, and Describing Experiences, Missed Opportunities and Unfulfilled Obligations</p> |

Reading I	Reading II	Guided Writing	Interaction Activities	Page
Two Kinds of Football	The Olympics	<ol style="list-style-type: none"> 1. Fill in the blanks with linking words or phrases. 2. Fill in the blanks with linking words or phrases. 3. Put an invitation in good order. 	The Spring Festival Holiday	1
Stunts in the Cinema	Soap Opera	<ol style="list-style-type: none"> 1. Fill in the blanks with linking words or phrases. 2. Fill in the blanks with linking words or phrases. 3. Write an invitation, using the given cues. 	A Friend in Need Is a Friend Indeed.	13
A Shopper's Nightmare	A Letter of Complaint	<ol style="list-style-type: none"> 1. Fill in the blanks with attitude words or phrases. 2. Fill in the blanks with attitude words or phrases. 3. Put a note accepting an invitation in good order. 	Could Past Mistakes Have Been Averted?	25
Environmental Pollution	Preserving the Environment in the U.K.	<ol style="list-style-type: none"> 1. Fill in the blanks with attitude words or phrases. 2. Fill in the blanks with attitude words or phrases. 3. Write a note accepting an invitation, using the given cues. 	Why Longer Life Expectancy?	37

Unit Language Structures**Dialogue I****Dialogue II**

- | | | | |
|----------|---|--|--|
| 5 | 1. ... told her pupils to .../not to ...
... advised Jerry to ...
2. ... asks her students to ...
3. ... reminds her husband about .../
to ...
4. ... wants to know if ... | Communicating by Pay
Phone in the United States
Role-play
Postal and Telegraph Ser-
vices in Britain | Asking for Permis-
sion and Giving
Warnings |
| 6 | 1. You eat vegetables ... so that ...
2. The refrigerator is so heavy that ...
3. No matter how ..., I can ...
I can ... even if ...
4. It was much worse than I had ev-
er imagined.
5. The more often ..., the better ... | Work Ethics
Role-play
The Retirees | Degree |
| 7 | 1. ... remember/forget doing ...
... remember/forget to do ...
... stopped reading .../to do...
2. ... an article for you to translate
...
It's easy enough for you to finish
it ...
3. I find it easier to give ...
4. They are talking about having ... | The Western Frontier in the
United States
Role-play
Open Up the Great North-
west | Desire, Longing,
Excitement and An-
ticipation |
| 8 | 1. ... was the day when ...
2. ... is a small room where ...
3. I like the way she spoke.
4. Is that the reason why ...?
5. ... the number of ... increased to
..., and it was ... times that of
... | At the Sunday Fair in Kashi
Role-play
Joe Interviewing Lu Lei | Feelings, Part I —
Delight, Relief |

Reading I	Reading II	Guided Writing	Interaction Activities	Unit Page
America's National Parks, Part I	America's National Parks, Part II	1. Put together answers to questions to form a well-organized paragraph. 2. Put a note declining an invitation in good order.	Means of Communication	49
Vitamins		1. Put together answers to questions to form a well-organized paragraph. 2. Write a note declining an invitation, using given cues.	A Person of Integrity that I Know	63
Intelligence in Animals	How Animals Keep Warm	1. Combine sentences to form a well-organized paragraph. 2. Put a note cancelling an appointment in good order.	How to Look at Westernization	75
Daydreaming	Mysteries of Memory	1. Combine sentences to form a well-organized paragraph. 2. Write a note cancelling an appointment, using the given cues.	Recalling My Primary and Secondary School Days	87

Unit Language Structures**Dialogue I****Dialogue II**

- | | | | |
|-----------|--|--|---|
| 9 | 1. I wish I were ...
2. I wish I had been ...
3. What would you say if you met ...
4. Would you be ... if you graduated tomorrow? | I Wish I Had a Robot
Role-play
I Wish I Had an Electronic Language Master to Aid My English Learning | Feelings, Part 2 —
Worry, Apprehension, Disappointment |
| 10 | 1. ... is just about to start.
2. I was going to ..., but ...
3. They had hardly begun eating when ...
4. John had hoped to ..., but ...
5. It's time he worked ... | Lost and Found
Role-play
Traffic Problems in a Big City | Socializing, Part 1
— Greeting and Leaving Friends |
| 11 | 1. It seemed that ...
2. It just happened that ...
3. It doesn't matter how ...
4. It all depends on whether ...
5. I find it odd that ... | The Young on the Old
Role-play
Problems Connected with Aging | Socializing, Part 2
— Receiving News |
| 12 | 1. ... was made to train ...
2. ... almost got drowned ...
3. ... should have been invited ...
4. ... is known to be ..., but he doesn't want to be interviewed ... | Music
Role-play
Fine Music versus Popular Music | Socializing, Part 3
— Reacting to News |
| 13 | 1. ... should be/ought to be ... by now
2. ... used to .../There used to be ...
3. ... daren't go surfing ...
4. It's surprising that ... should be able to ...
... suggested that we should ... | A Sense of Security
Role-play
A Briefcase Found | Irritation and Impatience |

Reading I	Reading II	Guided Writing	Interaction Activities	Page
Machines with Brains	Chips with Everything	1. Combine sentences to form a well-organized paragraph. 2. Put a note of condolence in good order.	I Wish I Had Not Taken English as My Major Sub- ject in the University	99
The English Language, Part I	The English Language, Part II	1. Combine sentences to form a well-organized paragraph. 2. Write a note of con- dolence, using the given cues.	How to Look at the Traffic Problem	111
The Virtue Called Devo- tion		1. Rearrange scrambled sen- tences so that they form a good paragraph. 2. Put a note accompanying a present in good order.	How to Assess the Young People Fairly	123
The "Green Revolution"	The Irish Famine	1. Rearrange scrambled sen- tences so that they form a good paragraph. 2. Write a note accompany- ing a present, using the given cues	What Part Can I Play in China's Modernization Pro- gramme?	135
Hallowe'en	The Slow Death of the Solemn Sun- day	1. Explain how to get to the Youth Hostel with the help of a map. 2. Put a note regretting not seeing someone in good order	The Dragon Boat Festival	147