总主编 李观仪

# 新编英语教程

第三版

THIRD EDITION

# ANEW ENGLISH COURSE

主编 梅德明

大學生用书 Student's Book



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# 新编英语教程

第三版 THIRD EDITION

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学生用书 Student's Book

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《新编英语教程》第三版1-4册编写组(下称"编写组")以《国家中长期教育改革和发展规划纲要》和《高等学校本科英语专业规范》两个文件为编写工作的指导思想,明确新时期我国高等教育的历史使命,即"适应国家经济社会对外开放的要求,培养大批具有国际视野、通晓国际规则、能够参与国际事务与国际竞争的国际化人才",明确高等院校英语专业的人才培养目标,即"培养具有较高的人文素养、熟练的英语语言技能、厚实的英语语言文学专业知识和其他相关专业知识,能运用英语和本族语从事教育、管理、翻译、外事、外贸、研究等各种工作的英语专业人才。"

编写组十分重视学习者英语综合能力的培养,对"英语综合能力"的认识突破"语言加技能"的传统框架,深刻认识到综合语言运用能力的培养和形成是建立在学生的"语言技能、语言知识、情感态度、学习策略和文化意识"等素养整体发展的基础上,明确新版教程必须体现国际化的时代精神和以人为本的教育理念,有利于培养学生良好的英语语言素质、积极的学习态度和规范的学习习惯;有利于促进学生心智、情感、态度与价值观的发展以及综合人文素养的提高;有利于促进探究式、任务型、交际性的教学的实施;有利于培养学生独立思考的习惯、观察分析的能力、合作参与的意识、勇于创新的精神以及人际沟通的技能。

编写组树立国家级规划教材的精品意识和责任意识,坚持以下编写原则: 1) 遵循"题材—结构—功能—任务"的编写原则,融语言知识、语言技能、情感态度、学习策略和文化意识于—体; 2) 语言生动、真实、自然,内容健康向上,贴近学生生活,符合学生的心理特征和认知规律,能激发学生的学习兴趣; 3) 重视教学过程,重视语言知识的感知和体验,重视语言信息的获取和处理,重视听说读写技能的综合运用,教学内容和形式相统一,输入与输出相协调,循序渐进,合理体现词语和语法项目的复现率; 4) 提供丰富的中外文化内容,注重培养学生跨文化交际的能力; 5) 精心选材,以经典文和现代文为两大主要取材来源。题材、体裁广泛,以人文社科类的散杂文和短篇文学作品为主,兼收反映自然科学成果以及报道经济法律界人与事方面的文章和报告,小说散文、诗歌戏剧、传志杂记、书信函电、政法公文、广告宣传、叙事议论等体裁均有合理的比例。

编写组认真研究、深入分析了《新编英语教程》第二版1-4册的使用反馈意见,对选文信息、题材内容、语言难度、单元数量、练习设置、配套教辅等方面存在的问题进行了深刻反思和积极的修改,修改幅度达50%。

第三版继承第二版强调英语语言知识和综合技能精确使用的理念,充分考虑人才培养目标、规格以及90后学生的认知特点,摒弃行为主义学习理论所推崇的机械训练方法,强调符合人本主义精神、以跨文化交流为目的的任务交际型的语言能力的培养,合理删减并调整"语言结构"、"对话交谈"和"主副课文"的内容和难度,适当增加具有经典性、时代性、趣味性、多样性等特点的优质选文,同时新增促进语言输入、引导语言输出的"听与说"项目。

第三版的布局和体例基本不变,每册仍然含《学生用书》、《教师用书》、《练习册》三本;削减1-4册的单元数量,第一、二册由原先的18单元降至15单元,第三、四册由原先的15单元降至12

单元;提升第一、二册的难度,并适度提高第三、四册的难度;新增与《教师用书》配套使用的电子教案。

第三版1-4册单元布局如下:

第1册单元设计 第2册单元设计

Language Structures Language Structures

Dialogue Dialogue

Reading I Listening In & Speaking Out

Reading I Reading I

Guided Writing Reading II

Interaction Activities Guided Writing

Interaction Activities

第3册单元设计 第4册单元设计

Listening In & Speaking Out Text 1

Text I Text II

Text II Oral Work

Oral Work Guided Writing

Guided Writing

为了确保《新编英语教程》第三版的编写质量,编写组聘请了外籍专家Antony Ward对教材的对话部分进行了审校和修饰。与此同时,编写组还选择了部分有代表性的教学单位,依次对第三版1-4册的试用本进行了全过程的教学。编写组根据试用单位所提出的意见和建议,对教程的相关部分又作了相应的调整和修改。在此,编写组对Antony Ward先生以及参与第三版试用本教学的所有师生,表示最诚挚的感谢。

编写组认为,《新编英语教程》第三版1-4册体现了我国高等教育英语专业的学科属性、专业本色和特色以及培养目标。编写组真诚希望本教程能为培养国家和地区所需要的英语专业人才做出应有的贡献。编写组也殷切希望,本教程使用者本着取精用弘、精益求精的态度,对教材的不当之处不吝指正。

### AN ENGLISH FOREWORD TO THE THIRD EDITION

Great changes have taken place over the last ten years in the field of foreign language education in China, parallel to the changes in both epistemology and technology in the increasingly internationalized world, which has led to the innovation of the English education curriculum as well to the renovation of the English education environment.

Growing up with Web 2.0 in a world that is more flat than ever before, foreign language learners of the network generation cannot but confront the overwhelming diversity of information resources presented in the distinct multimedia manner. Defying the traditional conviction on the one hand and the liberal rhetoric on the other, students of the 90s are more self-conscious than any earlier generation in terms of what to learn and how to learn, and, more importantly, where to seek information. Consequently, the foreign language setting is no longer physically constrained and the student-centered modality is but the classroom norm of the bygone days, an eminent situation recognized by language teachers and curriculum designers.

Conscious of the changed and still changing behavior of the foreign language education community, we, as English textbook developers and classroom teachers, set out revising and updating our knowledge of the more diversified foreign language education practice as well as of the web-generation of foreign language learners, before we set out revising and updating the earlier edition of the textbook *A New English Course*. Grounded in the philosophy of educating English-major students in the direction of preparing them to become foreign language professionals who are, characteristically, conscientious and responsible citizens, enthusiastic and life-long learners, proficient and appropriate cross-cultural communicators, reliable and industrious problem solvers, consistent and unfailing workers, and critical and unbiased thinkers, we develop this new edition considering both national and international dimensions of literary ideas and ideals, drawing upon both technical and rhetorical resources of content, integrating both technological and humanistic approaches of methodology, and promoting both linguistic expertise and academic scholarship of the learner.

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# Unit 1

### LANGUAGE STRUCTURES

### PRACTICE





Cues:

Called	Made of	Sold at
pencil-sharpener	metal	the stationer's
record player	metal and plastics	department store
tin-opener	metal metal	hardware shop
meat grinder	metal	hardware shop

Example:

A: What's this called in English?1

A: What is it made of?2

As sloved of world

Astronopsi (uc)

B: It's called a pencil-sharpener.1

B:

B: It's sold at the stationer's.

B: It's used for sharpening pencils.

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	)	4110	Cu	OC
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Alan and Betty Jones are giving a dinner party in the evening. They are now talking about the preparations they have made for the party. John and Susan are their children.

		Who has done what?
John Susan	has	cleaned the tableware, made the fire in the living-room and only a set the table, cut and arranged the flowers
Betty Alan	r Janes (	put the meat and the potatoes in the oven, baked her favorite sponge cake taken out the drinks from the cellar, mown the lawn

### Example

A: Has the tableware been cleaned yet? <sup>3-0</sup>	A: Isn't there a lecturing on the
A: Who cleaned the tableware today?	ec B: puch better dun mattiffingst exconda

# Cues:

There was a party for foreign students at the International Club three days ago. Many foreign students were invited to the party and asked to give a short performance of some kind.<sup>4</sup> The students are talking about the party now.

	What was he/she asked to do?
Joan	sing a song/a duet
Isuzu	perform a folk dance/conjuring tricks
Françoise	play the piano/the violin
Hans	tell a joke/a story
Ali	ask a riddle/give a cross talk with Wang

### Example:

A: Were you invited to the party the other day, Joan?	B:
A: Were you asked to do anything?	B: melish reservers with conferences in
A: Local company. It inflowery tradem name to confined to a g	B: No, they weren't.
A: Of puris there was any executive policies after the tr	B: They were asked to sing a duet.

a lecture on stamp-collecting	וס'זה מאל לעקוד מיפ ז	a fortnight/two weeks from today <sup>5</sup>
an English film show		on Wednesday
a slides show	will be given	on the tenth
a video program 1001-9/11/vil od	ic made the fire in I	tomorrow week5/a week from tomorrow
a folk music concert	publication and become	a week on Sunday <sup>5</sup> /a week from Sunday

# Examples: eval and moon, relieved and another self to good a

		The second
1.	A: Isn't there a lecture on stamp-collecting now?	movelo seringia si
KH T	B: B: B: B: B:	(c. Who cle ned the
tone stude	A: When will it be given? 61 on to should repeat to	There was a party of
(0		o ago to woods gnbilet
	B: teb of bales articled asw IsriW—	
	Hapit Almas sams	loan.
	pedam a folk dance/containing inches	
2.	A: grady disk with word a cross rate, with Warg	2013 WA
		Te-Veny
	B: The folk music concert has been called off.	Pare you wited to
	A: Squabsus obs	or backet governable or
	B: Yes, a week on Sunday.	1000000 000000 10000

# or presentation. Most of the lectures are given by native speakers, and unfortunal JUDOIAID

### A New Life on Campus ...deligue in aninojem

Lu Hua goes back to her secondary school to visit Mr. Wang, her former English teacher. Mr. Wang asks her about her life in the English Department at Pujiang University.

- A: Hello, Lu Hua. Nice to see you back. How are things at the university?
- B: Everything's fine, Mr. Wang. Life at the university is so exciting and challenging.<sup>7</sup>
- A: Do you live on campus?
- B: Not the whole time... I mean not on weekends. A university rule says that no freshmen should live off campus during the week, unless the authorities give permission.
- A: That's a good rule for new students. But you don't have to eat in the school cafeterias, do you?
- B: No, we don't. But we prefer to eat there because there's a wide variety of foods on the menu, which changes every day. Besides, the food service is much better than that of most secondary schools. For one thing, our campus cafeterias are under the management of a professional food service company with an annually-renewable contract<sup>8</sup>.
  - A: I suppose you buy meal plans<sup>9</sup>, then.
  - B: Most of us do. We have IC cards for meals and pay on a monthly basis.
- An That's very convenient. Well, how do you like the campus environment in general?
- B: The university has two campuses, one for freshmen and sophomores, and the other for juniors, seniors and graduate students. My campus is located on the outskirts of the city. It's a new campus, very peaceful, and free from the hustle and bustle 10 of the metropolis.
  - A: And free from all sorts of distractions and diversions that most city dwellers find it hard to escape or ignore.
  - B: Yes, it's another plus<sup>11</sup> when you live away from the temptations of too many urban attractions.
- A: Did you have any orientation program<sup>12</sup> for the entering students?
  - B: Yes. It was a three-day orientation, including a campus tour. We visited libraries, classroom buildings, language labs, the multimedia resources center, computer support services, the student club, and the sports stadium.
  - A: Do you freshmen have access to 13 all these facilities on a regular basis?
- B: Absolutely. They are open to all students. As a matter of fact, we're always being encouraged to make the most of the libraries and technical support services on campus.
  - A: Being an English major, do you have to speak English with your fellow students and English teachers most of the time?
  - B: Yeah. We're expected to speak English with all our English teachers, whatever courses they teach. We're also encouraged to speak English in the dorm area as much as possible. We're not quite used to this "English only" environment<sup>14</sup>, though. Anyway, we're all trying very hard.
  - A: Good for you. It always takes time to adjust to a new environment. I suppose there are English lectures and talks available to you.
  - B: Oh, yes. They are given to us English majors periodically, and they cover a variety of topics. Not only that, we are encouraged to attend the free discussion session following each lecture

- or presentation. Most of the lectures are given by native speakers 15, and unfortunately. I have a difficult time figuring out much of what they say.
- A: It takes time to understand lectures by native speakers. But they are very good for students majoring in English.
- B: Yes, I know, I wouldn't dream of skipping any of them.
- A. Well, your life at the university sounds very good. It's such a delight to know that one of my students is doing fine. Come and see me again when you have a chance, and a low good a
  - B: Thank you. I certainly will.

### Role-Plau

### Suov ob a second rate of the Campus of the C

### Str. we Llon't. But we prefer to ear there because there's a wide variety of foods : nolfsuffe, u.

Tan and Sun are first-year students in the English Department at Pujiang University. This is the be third week they have been on campus, and they are telling each other about their first impression of the campus.

### Roles:

Tan — a student from a coastal city who is pleased to find the university campus situated in the The university has two campuses, one for freshmen and sophomores, and the other adjuducus

Sun — a student from a small town in the interior who finds the university resources and modern teaching facilities a real eye-opener. Shand sell mode sail but, Judesbag View augusts

Some sentences and sentence frames you might use:

### How to ask and answer questions about one's impressions of a place

Yes. It was a three-day one station, including a campus tour. We visit all uoy ob worth

What is it that you find most exciting/the best/the most interesting on our campus?

Don't you think ...?

Aren't you impressed by ...?

Did you like ...?

Oh, I think it's a marvelous place for us to ... The best thing about our campus is ...

I quite agree with you on that point.

I'm really impressed by ...

I'm not sure about ..., but I think ...

### READING I

### My First Day at School

I was shy and half stiff when in the presence of a crowd, and my first day at the new school made me the laughingstock of the classroom. I was sent to the blackboard to write my name and address; I knew my name and address, knew how to write it, knew how to spell it; but standing at the blackboard with the eyes of the many boys and girls looking at my back made me freeze inside and I was unable to write a single letter.

"Write your name," the teacher called to me.

I lifted the white chalk to the blackboard and, as I was about to write, my mind went blank, empty; I could not remember my name, not even the first letter. Somebody giggled and I stiffened.

"Just forget us and write your name and address," the teacher coaxed.

An impulse to write would flash through me<sup>17</sup>, but my hand would refuse to move. The children began to titter and I grew red in the face.

"Don't you know your name?" the teacher asked. The state of the state

I looked at her and could not answer. The teacher rose and walked to my side, smiling at me to give me confidence. She placed her hand tenderly upon my shoulder.

"What's your name," she asked. Lest our way farit lest engage way deports asked knest a reflore

"Richard," I whispered.

"Richard what?" when there are of going of pay made spale of the nather roth.

"Richard Wright." wavel superiors and not never havel upoe and next up who present process

of "Spell it." and eligible is frame beautiful period of the service of the state of assorb evisor

I spelled my name in a wild rush of letters 18, trying desperately to redeem my shyness.

"Spell it slowly so I can hear it," she directed me.

Every acrety will have its own stally extreme "new students to fact, not share men bib Income

"Now can you write?" and see add to be book ad frood, stadment amount by a rent

will be there, and at university you'd changer that them is a log once easing ".me are well be there.

"Then write it." w Lauriser L. move related graining the day food, work boy residue.

Again I turned to the blackboard and lifted my hand to write, then I was blank and void within. I tried very hard to collect my senses<sup>19</sup> but I could remember nothing. A sense of the boys and girls behind me made me forget everything. I realized how completely I was failing and I grew weak and leaned my hot forehead against the cold blackboard. The room burst into a loud and prolonged laugh and my whole body froze.

"You may go back to your seat," the teacher said. The season and hook are signed as a season off

I sat and cursed myself. Why did I always appear so dumb when I was called to perform something in a crowd? I knew how to write as well as any pupil in the classroom, and no doubt I could read better than any of them, and I could talk fluently and expressively when I was sure of myself. Then why did strange faces make me freeze? I sat with my ears and neck burning, hearing the pupils whisper about me, hating myself, hating them.

## The First Day at University

Amid the hustle and bustle of thousands and thousands of other new students, you'll find that your first day at university is probably one of the most important days of your life. In a sea of unfamiliar faces, it'll seem so exciting. It'll be one of the most important things you have done in your life so far. Perhaps you'll be leaving home for the first time. You're sure to be looking after your own finances for the first time. All kinds of questions will be going through your mind. Will you make friends? Will you enjoy the courses you have chosen? Will you cope on your own? You'll also be filled with excitement, and even a little fear, about what lies ahead. So what will the first day at university be like?

Arriving at university is how the day will begin. Maybe your parents will have brought you in the family car, all your stuff packed into every available space. Not just suitcases of clothes, but your computer, CDs, radio, and whatever you are going to need for your new life. Your father will probably have already had a chat with you the night before about "behaving yourself" and studying hard. Your little brother or sister, even though pleased to be getting the bedroom to himself now that you have moved out, will be sad to see you go. And there is nothing any one can do to stop your mother's tears! Even though you assure her that you are just down the motorway<sup>20</sup> and can be home in a couple of hours, her chick is leaving the nest!

After settling into<sup>21</sup> the place where you're going to live, you'll probably do whatever all new students will do on their first day: head down to the university. Every students' union, wherever you've chosen to study, will have a Freshers' Week planned, aimed at helping new students to see practically everything that is going to be on offer for the students to do over the next three or four years.

Every society will have its own stall, enticing<sup>22</sup> new students to fork out<sup>23</sup> their membership fees there and then and become members. Don't be shocked at the societies on offer. All walks of life<sup>24</sup> will be there, and at university you'll discover that there is a lot more going on in the world than perhaps you knew about. Don't rush into joining straight away<sup>25</sup>. Freshers' Week will go on for a few more days yet, so take a good look at what's available.

Your classes most probably won't start until a week later, but there will still be lots to do. There is the whole registration process, proving to the university authorities that you are who you claim to be. This can take some time and involve sitting around in queues, waiting for the process to be completed. Often, many of the people doing the registration for your course will be lecturers giving the classes, so this is a good time to ask any questions you might have about your courses or about the university itself. Never be afraid to ask. Your first day, like the rest of the first week, is a time for settling-in and asking questions. Make the most of it.

# GUIDED WRITING

0	Work in groups of two or three. Se listed below and fill in the blanks		
	Do you know (1) some p	feeling. (3), this ser	nse of horror is quite justified,
	too. (4), you see, I am one		
	living at my aunt's. It (5) h		
	storey apartment. And that was (6)	I came into conta	ct with self-service elevators.
	As you know, I'm nearsighted, and	the elevator is usually qui	te dim. (7), I had great
	difficulties in finding the right butto	on. If there was only me	in the cage, it was all right, I
	could peer at the panel of buttons t	o my heart's desire. (8)	, alas, the elevators were
	usually crowded during rush hours,		
	Thus my horror towards high-rise bu		,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	Thus my notion towards mgir-rise bu	ildiligs:	
	1. a. how	b. when	c. why
	2. a, how	b. when	c. where
	3. a. In this way	b. What's more	c. On the other hand
	4. a. Subsequently	b. Because	c. Because of
	5. a. just	b. even	c. when
	<ol> <li>a. then we walled by a distribute of the b</li> <li>a. However/Nevertheless</li> </ol>	b. Otherwise	c. Consequently
	8. a. Though	b. But	c. In spite of
	o. a. mough		er in spite of
0	Linking words and phrases are m with one of the words or phrases statements is made clear. More th	s listed above so that th	e relation between the two
	1. "I heard Li has had a bad cold."		
	", he has sprained his ar	ıkle."	
	2. I don't know what to do myself.		help you
	3. The fog is very thick. I wonder		
	4. He knew it was too dear, but he		by motorbike.
			o pass the night in a deserted
	5. They lost their way in the mountshed.	tonise Thou hade severe	o pass the hight in a deserted
•	The following sentences go togeth wrong order. Working in groups of		
			1 June, 20
	Dear Mr. Sullivan,		
	He is a linguistics student at our uni	versity.	
	This is to introduce Mr. Hu Ming.		
	Any assistance rendered him would	be highly appreciated	
	Mr. Hu is looking for a teaching assi		
	Thank you.		
	mank you.		Sincerely yours,
	wo students an duty,		Geoffrey Jackson