

# 当代大学英语

# ACTIVE ENGLISH

强化阅读英语  
Enrichment Reading

学生学习课本  
Learners' Workbook

顾问：顾曰国  
主编：郭棲庆  
副主编：唐锦兰

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第 1 级



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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学生学习课本 1**

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\* \* \*

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## Preface

I consider myself very lucky and privileged to be given the opportunity to read the manuscripts of *Active English Learners' Workbook* series for Band 1 before they are out for general public. At the series editors' cordial request, I venture to make the following observations.

As the title of the series betrays its substance, the series are workbooks, viz. books for learners to work on. Books of such kind cannot be more timely! The more work you do with English and in English, the more English you learn! This means time and energy. Some may be put off by this fact, for time and energy are exactly what they are always running out of supply. “We have so many other things to do,” they will say. “There’s little time and energy left for English. Tell us the quickest way!” Nowadays there seems to be a general rush for English, and at the same time an anxious rush for a short-cut route to mastering English. Unfortunately, to the best of my knowledge, there is no such thing as a short-cut way to English. There are only better or poorer ways of learning it. The best way to learn is to use it, to work on it.

Some of our teachers may also be put off by the Workbook series, for a totally different reason. They find that if students possess too much information, particularly feedback on exercises, they will have nothing left to offer in class, thus de-authorising their status as a knowledgeable teacher. I have been a teacher for 21 years now. I don’t find the students’ possession of sufficient information disadvantageous to me. If my students can learn more things without my help, I cannot be happier. If they can study *Active English* textbooks all by themselves, this will save a lot of class time, which I can use to organise more productive activities such as group work, pair work, panel discussion, inter-group debating, and so on. Furthermore, teacher-led learning tends to foster teacher-dependency, which is far from being desirable. Perhaps it is the greatest reward to a teacher whose students are taught to overtake him/her.

The Workbook series will make a positive contribution to the promotion of autonomous learning. As the class size nowadays is getting increasingly large, so large that it is almost impossible for students to get individual attention from the teacher, autonomous learning can no longer be dealt with in a lip-service way. Teachers and administrators have to take resolute measures to implement it in order to secure the educational quality which would otherwise deteriorate as a result. The series have some built-in features that are specifically designed for the purpose. I feel confident that both students and teachers will find the series helpful and worth having.

Gu Yueguo

Beijing Foreign Studies University



## To the student

### ***Who is this book for?***

This book has been especially written for (1) college students who use *Active English* series as their textbooks, (2) students who are learning English through the distance mode, and (3) other learners who have passed the beginning stage and wish to make further progress.

### ***What does this book aim at?***

This book has two chief aims. Firstly, it is intended to assist the students with the learning of *Enrichment Reading* (Band 1). Bearing this purpose in mind, sufficient amount of supplementary exercises are provided to help the students to review, consolidate, and expand what they have learned from the main coursebook. Secondly, this book is designed to train students' reading skills through guiding and monitoring their reading process.

### ***How will you use this book?***

This book consists of 12 units and works in lockstep with *Enrichment Reading* (Band 1). The beginning of each unit lists all the things you are expected to do in the unit. From the table of contents, you will see that each unit mainly contains three parts—**Warm up, Tasks, Review and self-assessment**. You start up with the **Warm up**, which leads you in to the topic. What follows next are a couple of Tasks with different language and skill focuses. Normally you take four steps in order to complete a task: (1) read the Teacher's Learning Guide (giving you either a background introduction or a detailed instruction), (2) read/listen to the text (sometimes no texts are provided), (3) do the **Exercise(s)**, and (4) read the teacher's **Feedback** (including the key, language study, teacher's personal comments, etc.). If, after you finish doing the tasks, you still have problems or disagree with the teacher's feedback, you can write your problems in the **Problems and reminders** slot and ask others for help if convenient. Each unit also contains a **Review and self-assessment** part. **Review** summarizes the key language points (words, patterns and phrases) covered in each unit, while **self-assessment** exercises help you check whether you have learned what is expected in each unit. The **Appendix** at the end of each unit contains (1) the key to the remaining exercises in the main coursebook, (2) the translations of the reading passages, and (3) two or three supplementary reading passages, through which you can build up your interest in reading English and practice your fast reading skills.

Some of you, particularly those who are learning English through the distance mode, may feel lonely and helpless sometimes. But if you follow the book closely and do the tasks step by step, you won't have such a feeling. For you will find us—your “virtual teachers” are always there to provide help, supervision and guidance.

We hope you will enjoy using this book and we wish you every success in your studies!

## **Acknowledgement**

The writing team wish to express their utmost gratitude to Professor Gu Yueguo for his supervision, guidance and generous support in the writing process. Special thanks are also due to Xie Li, Zhou Xiaomin, and Yang Li for their assistance.



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# Unit 1

## ***Learning to learn***

***In this unit, you will***

- get to know two different views (观点) toward “taking a year off” before going to college
- get to know some parts of British history by reading two texts on the Tower of London
- learn some fast reading skills: how to survey (浏览) a text, how to read for gist (梗概) and how to read for information
- practice paragraph writing and summary writing skills
- review and practice the use of some words and phrases
- do some extra reading on the Tower of London to improve your critical reading ability



## Table of contents

Task	Title	Skills & knowledge	Length of time (min)
Warm up			10
1	Reading for gist	Skimming( 查阅 ), summary writing	15
2	What is your view?	Study reading, speaking and writing	30
3	Vocabulary study	Vocabulary	30
4	Vocabulary building		5
5	Reading for enjoyment	Skimming, scanning( 浏览 ), critical reading	30
6	What are the differences?	Skimming, scanning, critical reading, inferring	40
Review & self-assessment			20
Appendix			

### Warm up

Source	Supplementary	
Target time	10 minutes	
Learning tools	A pen, and a clock	
Started at		Finished at
Problems & reminders		

Welcome to *Enrichment Reading* Band 1. I am your distance tutor (远程辅导教师) —Professor Enrichment. My responsibilities would involve guiding you through the learning of this book. I will be always beside you to provide help, advice, feedback and guidance.

Before we start reading the two texts in this unit, please think about the questions: Have you ever thought of taking one year off before you start university studies? How do you like this idea?

Your answer:

### Feedback

Well, maybe this idea may have never occurred (被想起) to you; in that case, you are not alone. I felt the same when I was your age, for most of us have been brought up with the idea of going to college immediately after high school. Personally, I think “taking one year off before starting university” is not a bad idea, on the condition that you have a strong sense of self-control (自我控制). Let me tell you a personal story, I worked for two years after college as a teaching assistant at an university before I did my master’s degree, and this working experience benefited me a lot not only professionally but also in the aspect of (从……方面) my development as a person. So when I did my master’s degree, I was much more mature than my classmates and knew the problems in my teaching; therefore I chose to read relevant (相关的) books and listen to lectures that would help me handle (处理) those problems.

## Task 1 Reading for gist

Source	ER based and supplementary	
Target time	15 minutes	
Learning tools	ER (1), a pen, and a clock	
Started at		Finished at
Problems & reminders		

Please open your textbook and turn to p2. Read through the text for the first time in about 3 minutes (please fill in the time you started reading the text and your finishing time) and then use your own words to tell its main idea. Before you do the task, you may need to turn to pp2-3 and read the specific instructions on how to survey a text and on how to read a text for gist.

Have you finished reading the text? If it took you more than three minutes, you might need to work hard to increase your reading speed. Now, let’s do the exercise.

The main idea of “Interview with Diana” is that Diana who \_\_\_\_\_ thinks it is a good idea to \_\_\_\_\_, and her idea is supported by \_\_\_\_\_.

Please read through “Interview with Willie” (see textbook pp6-7) in about 4 minutes, and then use your own words to summarize its main idea. Please do not use any dictionary or look at the vocabulary list at this time even though there are some words that you do not understand.

Well, time is up. Have you finished reading the text? If not, you may continue to read it, but you need more practice to increase your reading speed.

The main idea of “Interview with Willie” is that Willie who \_\_\_\_\_ thinks it is a good idea to \_\_\_\_\_, and his view is supported by both \_\_\_\_\_ and \_\_\_\_\_.

Feedback

With the help of the words provided, the above task is not that difficult, is it? As mentioned, it is very necessary that you need to know the specific guidelines on how to survey a text and how to read a text for gist before you do the task. This skill of reading for gist is very important in your future study.

The main idea of “Interview with Diana” is that Diana who went straight from high school to college thinks it is a good idea to finish college while you are still young, and her idea is supported by her parents.

The main idea of “Interview with Willie” is that Willie who spent one year working and traveling before going to college thinks it is a good idea to see a bit more of real life first and then return to studying at university, and his view is supported by both his parents and the university authorities (校方领导).

Which of the two views are you for?

Task 2 What is your view?

Source	ER based and supplementary		
Target time	30 minutes		
Learning tools	ER (1), a pen, and a clock		
Started at		Finished at	
Problems & reminders			

Exercise 1

Please turn to p2 and read “Interview with Diana” more carefully, and write down the advantages and disadvantages of what Diana did below.

The advantages of doing what Diana did are

The disadvantages of doing what Diana did are

**Now turn to p6 and read “Interview with Willie” more carefully, and write down the advantages and disadvantages of doing what Willie did below.**

The advantages of doing what Willie did are

The disadvantages of doing what Willie did are

### Feedback

You might find this exercise a bit more challenging. Am I right? Well, practice makes perfect. We will do more of this kind of practice later on in this book.

The advantages of doing what Diana did are: (1) she is able to concentrate on (集中精力) her studies and will not forget how to learn properly and; (2) she can do part-time jobs during the vacations.

The disadvantages are: (1) she may not have a better understanding of her studies and; (2) she may not be able to relate what she learns to real life.

The advantages of doing what Willie did are: (1) he can have different experiences which may enable him to study better; (2) he can earn some money to support himself and; (3) he can be a bit more mature.

The disadvantages are: (1) once he starts work he may not want to go back to studying at university; and (2) it might be hard for him to concentrate on his studies when he returns to studying at university.

### Exercise 2

**Bring your workbook to the tutorial, then based on what you have come up with, discuss with your partner about your views on the idea of “a year off”, and state your reasons for that.**

**Note** → In discussing your views, you may find the following expressions useful.

*Expressions used to give an opinion:*

It would seem to me that. . .

As far as I am able to judge. . .

As far as I am concerned. . .

I'd like to point out that. . .



From my point of view, I think. . .  
Personally, I think. . .  
As I see it. . .

***Expressions used to show agreement:***

I couldn't agree more.  
That's just what I was thinking.  
You know, that's exactly what I think.  
I agree entirely.

***Expressions used to show disagreement:***

Yes, that's quite true, but. . .  
I'm not sure I quite agree.  
Well, you have a point there, but. . .  
Perhaps, but don't you think that. . .  
I see what you mean, but. . .

**Feedback**

Have you tried to use the above words and expressions in your discussion? It would help to make your English more polite and nativelike. Well, let's look at the possible answers for this question (Here I mainly focused on the content).

You may be for this idea on the following grounds: (1) I can earn some money to pay my tuition; and (2) I can be a bit more mature in the sense that I may know better about the life and the society, and I may also know better about how to study.

You may be against this idea on the grounds that (1) I may not want to go to college after I start working and (2) I may not be able to compete with those who go straight to college since I spend the whole year working instead of studying at school.

**Exercise 3**

**Based on your discussion results, write a paragraph (in about 60-80 words) about your views on "a year off" before starting college. In constructing your paragraph, you need to have a topic sentence; in this case, the topic sentence should be your view toward the idea of "a year off". Then you need specific details to support your main idea or your view. You may hand it in as an assignment.**

As you might have noticed in Warm up, my attitude toward “a year off” is positive. Here is the paragraph I have written.

I think taking a year off before going to college is a good idea. Firstly, I can be a bit more mature in the sense that I may know better about the life and the society. Spending one year working between the schools will teach me a lot of things that I can not get from the textbooks. Secondly, I may also become more mature academically in the sense that I know what to study and how to study better. Thirdly, I can earn some money to pay my tuition and my living expenses in college.

### Task 3 Vocabulary study

Source	Supplementary	
Target time	30 minutes	
Learning tools	ER (1), a pen, a dictionary, and a clock	
Started at		Finished at
Problems & reminders		

As we have discussed before, one of the chief aims of this course is to enlarge (扩大) and strengthen your vocabulary. In this task, we are going to do some vocabulary review and consolidation (巩固) exercises.

Please locate (找到……位置) the following words and phrases in the two texts and then figure out (理解, 明白) the meanings of them. Before you do the task, you may need to look at the vocabulary lists on pp4-5 and on p8 of your textbook or refer to a dictionary if you want, and then make up a sentence with each of them.

- 1 be relevant to \_\_\_\_\_
- 2 take (time) off \_\_\_\_\_
- 3 instead of \_\_\_\_\_
- 4 prepare for \_\_\_\_\_
- 5 concentrate on \_\_\_\_\_
- 6 experience ( *n.* ) \_\_\_\_\_
- 7 experienced ( *adj.* ) \_\_\_\_\_
- 8 providing \_\_\_\_\_
- 9 as well \_\_\_\_\_

Have you located these words in the textbook? Most of them appeared in the two texts you have just read, only one word “experienced” (*adj.*) appeared in the exercise of “Faster reading: Quick comprehension check” on p7. Did you find any difficulties in making up sentences with these words and phrases? Well, if you did, you can refer to a dictionary if you would like to do so. For your reference, I also made up some sentences with them.

- 1 be relevant to: to be related to

**eg.** What they were talking about at the meeting was very relevant to my research topic.

- 2 take (time) off: to have (a holiday) from work on a particular day, or for a particular length of time

**eg.** I am taking tomorrow off to do some Christmas shopping.

- 3 instead of: in place of

**eg.** We should do something instead of just talking about it.

- 4 prepare for: to make plans or arrangements for sth that will happen in the future

**eg.** Ten days before the Spring Festival, we started preparing for it.

- 5 concentrate on: to give attention to

**eg.** You need to concentrate on your studies while you are still young.

- 6 experience (*n.*):

(1) (countable) sth that you do, esp. when this affects or influences your life 经历

**eg.** Because I thought it was good to have different experiences. Reaching the top of Mount Yellow is an unforgettable (令人难忘的) experience.

(2) (uncountable) knowledge or skill gained while doing a job 经验

**eg.** Jacky is gaining valuable experience working for her father's firm.

Please do keep these differences in mind when you come across this word in your study. You may refer to *Longman Dictionary of Contemporary English* (1995 Edition) for details if you are interested in it.

- 7 experienced (*adj.*): possessing skills or knowledge (because you have done sth often or for a long time)

**eg.** You should trust them, they were lawyers who are experienced in these matters.

- 8 providing (*adv.*) (that): on condition that, provided, so long as

**eg.** Of course you can borrow the car, providing you get it back to me before 10 o'clock.

- 9 as well: too, in addition to sth or sb mentioned

**eg.** We're going to the cinema tonight; why don't you come along as well?

## Task 4 Vocabulary building

Source	Supplementary
Target time	5 minutes
Learning tools	ER (1), a pen, a dictionary, and a clock
Started at	Finished at
Problems & reminders	

Having reviewed and practiced the key words and phrases in the text, let's do a five-minute word building exercise. We all know that to understand how a word is constructed not only helps us expand our vocabulary, but also is beneficial to consolidate them. The following words are taken from the two texts that we have read in this unit. Please think about how they are constructed, then give more examples of the similar type. The first one has been done for you as an example.

part-time: part + time *eg.* full-time, full-scale, full-length, mid-term, mid-life

labourer

encourage

Feedback

They are not difficult, aren't they?

labourer: labour + er

*eg.* worker, owner, manager, reader

encourage: en + courage

*eg.* enroll, enslave, entrap

## Task 5 Reading for enjoyment

Source	ER based
Target time	30 minutes
Learning tools	ER (1), a pen, a dictionary, and a clock
Started at	Finished at
Problems & reminders	

Well, in the next few minutes, we are going to do some extra reading on pp10-11 of your textbook. As you might have noticed, the text looks much longer and a bit more difficult than the two texts we have just read. One major source of the difficulties might be the vocabulary. Don't feel panic



(惊慌的) at the moment, for when you are reading a text for enjoyment or for fluency, there is no need for you to figure out the meaning of each word; your reading speed and general understanding are more important.

### Exercise 1

Now turn to p9 of your textbook and read the instructions carefully at the bottom of the page (页底), then start reading the text on pp10-11 and try to get the gist of it. Please fill in the time you started reading. Have you finished it? The reading shouldn't take you more than 10 minutes.

The text is mainly about 1) \_\_\_\_\_ to the Tower of London by Willie and his  
2) \_\_\_\_\_ friend, Yangwei. 3) \_\_\_\_\_ visited the inside part of the  
4) \_\_\_\_\_. The major places they have been to were: 5) \_\_\_\_\_,  
6) \_\_\_\_\_ and 7) \_\_\_\_\_. They also went to see 8) \_\_\_\_\_  
where the 9) \_\_\_\_\_ Jewels were kept. Their tour was guided by 10) \_\_\_\_\_.

### Feedback

What do you say is the main idea of the text? With the help of of words given, this shouldn't be too difficult. Below is my answer.

- 1) a visit      2) Chinese      3) They      4) Tower      5) the Tower Green  
6) the White Tower    7) the Traitor's Gate    8) the place    9) Crown    10) a Yeoman guard

### Exercise 2

Please read the text more carefully this time and judge whether the following statements were true (T) or false (F).

- 1 Though the Tower of London was famous, few British ever visited it.
- 2 The tickets to the Tower of London were not expensive.
- 3 King William the first—"William the Conqueror" had the White Tower built.
- 4 Their tour was guided by a Yeoman guard dressed in the red costume.
- 5 Usually, the traitors were killed inside the Tower Green.
- 6 The last person to be killed in the Tower was in the 1940s.
- 7 The ravens (乌鸦) left when King Charles II was in power (执政).
- 8 "Execute" in the text means "to kill".

Your answers:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_