

# 当代大学英语 ACTIVE ENGLISH H

高级技能英语  
English for Life Skills

学生学习课本  
Learners' Workbook

顾问：顾曰国  
主编：王彤

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5  
第 5 级



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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主 编：王 彤  
编 者：宋 泽 宁  
祝 秀 波  
姚 项 慈  
张 峰  
冯 瑾  
邱 怡  
高 春 丽

英文审稿：Jocelyn Garwood (加拿大)



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学生学习课本 5

主编:王 彤

\* \* \*

责任编辑:田洪成

外研社高等英语教育事业部:

电话: 010-68917529; 68917848

传真: 010-68916344

E-mail: [ced@fltrp.com](mailto:ced@fltrp.com)

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## Preface

I consider myself very lucky and privileged to be given the opportunity to read the manuscript of *Active English Learners' Workbook* for Band 5 before it is out for general public. At the editor's cordial request, I venture to make the following observations.

As the title betrays its substance, the book is a workbook 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 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 and to work on it.

Some of our teachers may also be put off by the *Workbook* 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-authorizing their status as a knowledgeable teacher. I have been a teacher for 22 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 organize 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* 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 *Workbook* has some built-in features that are specifically designed for the purpose. I feel confident that both students and teachers will find the *Workbook* helpful and worth having.

Gu Yueguo

Beijing Foreign Studies University



## To the learners of this book:

Welcome to *Workbook* (Band 5) of *Active English* series. The question-led introduction below aims at helping you make the most of what this book intends to offer.

### ① Who is this book for?

This book has been specially prepared for 1) both on-campus and distance college students who use *Active English* (Band 5) as the textbook; and 2) learners who have passed the intermediate stage of their English studies and wish to make further progress.

### ② What does this book aim at?

This book has two chief aims. First, it is intended to assist learners with the studying of *Active English* (Band 5). Therefore, the book contains a sufficient amount of supplementary exercises to help the learners to review, study, consolidate, and expand what they have learned from the textbook. Second, this book is designed to train students the skills in listening, speaking, reading, writing, translating by guiding and monitoring their learning process.

### ③ What resources are available?

This *Workbook*, together with *Active English* (Band 5), comes in three versions: the print, the multi-media and the online versions. The content of the three versions is basically the same, except that the latter two versions can obviously offer more variety and convenience through visual and audio presentations. If you choose the print version, you need to have *Active English* (Band 5) as the textbook, this book as the workbook, and six audio cassettes to accompany the two books. Moreover, you need to have access to a tape recorder. Blank tapes are also desirable for you to record your own speaking performances. If you choose the multi-media version, you need to have access to a computer. Finally, if you choose to study this book online, you need to have convenient access to the Internet and become a registered student at the Institute of Online Education, Beijing Foreign Studies University (北京外国语大学网络教育学院的注册学生). For more information, please visit <http://www.beiwaionline.com>.

### ④ What does this book contain?

This book consists of 12 units and works in lockstep with *Active English* (Band 5). It offers comprehensive training of five English language skills: listening, speaking, reading, writing, and translating. At the start of each unit, you will find a list of “**Objectives**” which highlights the performances you should be able to present at the completion of the unit. This is followed by a “**Warm-up**” exercise that leads you to the main themes. Each unit contains three “**Sections**”: Comprehensive English (CE), Interactive English (IE), Enrichment Reading (ER), and a Self-assessment. The unit is task and exercise-based, which means that it is made up of “**Tasks**” with “**Exercises**” under each task. To handle the exercises, you need to read (or listen to, if you adopt the multi-media or online learning mode) the instructions first, then do the exercises as instructed, and finally read (or listen to) the “**Feedback**” from Professor Active to check your performance. You can find in each unit a “**Presentation guide**” on how to

make successful public presentations. In some units, you can also find “**Learning tips from Professor Active**” or “**Cultural note**” after the feedback to help you complete the exercises in a more satisfying way. Towards the end of each section, you will have a “**Review**” summarizing the main language points presented in the section and “**Appendices**” containing 1) key to the remaining exercises in the text book, and 2) tapescripts and translations of the texts in the section of Comprehensive English.

### ⑤ How should you study this book?

Different from Bands 1-4 series, Band 5 *Workbook* is a “3 in 1” book, incorporating *Comprehensive English* (CE), *Interactive English* (IE), and *Enrichment Reading* (ER) in each unit. However, the methods you use to work on the *Workbook* are similar to those you have adopted when studying the workbooks for Bands 1-4. Each unit of Band 5 requires **10 hours** study time (5 hours for CE, 2 for ER, 2 for IE, and 1 for Self-assessment). Therefore knowing how to divide your time among these sections is crucial.

Some of you may prefer to study the three sections simultaneously, that is, you may spend a certain amount of time each day studying all three sections. Considering the fact that IE section is a follow-up one of CE section in content, we highly recommend you to finish all exercises in CE section before proceeding to IE exercises. However, ER section enjoys more flexibility in your unit study plan. For example, you could finish the tasks for CE section within the first 4-5 days of the week, 1.5-2 hours each day (in the evening), plus 0.5 hour for ER (either in the early morning or in the evening). Then you could spend Saturday on IE section and Sunday on reviewing the whole unit. A sample weekly study plan<sup>1</sup> is shown as follows.

A sample weekly study plan (based on Unit 2)

Day	Evening		
Monday	20: 00-22: 00	CE (20: 00-21: 30)	Warm-up, Task 1
		ER (21: 30-22: 00)	Tasks 1-2
Tuesday	20: 00-22: 00	CE (20: 00-21: 30)	Task 2
		ER (21: 30-22: 00)	Task 3
Wednesday	Free		
Thursday	20: 00-22: 00	CE (20: 00-21: 30)	Tasks 3-4
		ER (21: 30-22: 00)	Task 4
Friday	20: 00-22: 00	CE (20: 00-21: 00)	Review
		ER (21: 00-22: 00)	Task 5 and Review
Saturday	20: 00-22: 00	IE	Tasks 1-5
Sunday	20: 00-22: 00		Unit Review and Self-assessment

<sup>1</sup> The time limits for finishing the tasks are only approximate.

Some of you may prefer to spend more time studying on weekends, in which case you can plan your own study. The purpose of making a study plan is to ensure that you study regularly and that you do not panic when you still have a lot of catching-up to do at the last minute.

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, do the tasks step by step, you will not have such feelings. For you will find us — your “virtual teachers” are always there to provide help, supervision and guidance.

We hope that you enjoy this book. We wish you every success in your English studies.

### Acknowledgement

The editor and the writing team wish to express their gratitude to English language specialist Jocelyn Garwood, whose contribution has greatly enhanced the language quality of the book.

#### 出版声明

本书中文章所体现的  
观点纯属作者个人观点。

(Note: Due to the huge length of this book, the editor has cut much writing space for answers. It is highly recommended that you prepare a NOTEBOOK for this course and write your answers in the notebook while using this Workbook.)



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# Unit 1

## *Getting prepared!*

### ***In this unit you will***

- read articles about self-improvement and self-study
- develop your vocabulary and word inference skills
- practice translation skills
- learn about textual cohesion, and start a study of genre
- practice making arrangements with a partner
- listen to a talk
- learn about and practice writing, note-making and summary

**Warm-up Where does time go? (10 min. )**

People complain that there are NOT enough hours in the week to get everything done. It may be true or it may be that you are not using your time as efficiently as possible. To assess where your time goes, complete the inventory below. Be as honest with yourself as you can. Some of the items are done every day, so those will need to be multiplied by 7 to arrive at a weekly total. One item may be done any number of times a week, so you will need to multiply that one by the number of times each week you do it. After you have responded to all the questions, you'll have an opportunity to see how many hours remain during the week for studying.

- 1 On the average, how many hours do you sleep in each 24-hour period, including those afternoon naps?

8 hours  $\times$  7 days = 56 hours

- 2 On the average, how many hours a day do you engage in grooming (修饰打扮) activities?

1 hours  $\times$  7 days = 7 hours

- 3 On the average, how many hours a day do you spend on meals, including preparation and clean-up time?

2 hours  $\times$  7 days = 14 hours

- 4 How much time do you spend commuting to and from work and how many times do you do this during a week?

2 hours  $\times$  7 days = 14 hours

- 5 On the average, how many hours a week do you work at a job?

         hours

- 6 How many hours do you spend on tutorials each week?

         hours

- 7 On the average, how many hours per week do you spend with friends, going out, watching TV, going to parties, etc. ?

         hours

Now add up all the hours you spend each week on daily living activities and school activities. The sum is          hours.

**Feedback**

There are 168 hours in a week. Now you can subtract the above hours from 168 to find out how many hours remain for studying English outside of your tutorials, since this is not one of the activities included above. Now do you know how many hours are left for your study and where the time goes? As an adult student, you may have some trouble in studying, and consequently feel frustrated sometimes. After finishing Unit 1, you may find solutions to some of your problems!

# Comprehensive English

Tasks	Task titles	Exercise titles	Skills & knowledge	Duration (min.)
1	Understanding the unit in general	1 Before reading 2 Reading for general information 3 Reading for ideas 4 Reading for details 5 Reading for structure (1) 6 Reading for structure (2)	Listening, speaking, reading, and translating	110
2	Understanding the unit in detail	1 Working on vocabulary (1) 2 Working on vocabulary (2) 3 Paraphrasing 4 Translating from English into Chinese 5 Translating from Chinese into English		100
3	Language in use	1 Working on coherence 2 Practicing coherence	Writing techniques	30
4	Supplementary practice (Optional)		Reading, translating, vocabulary	60
Review	Bank of key points			
Appendices	I Key to the remaining exercises in the textbook II Chinese translation of the text			

## Task 1 Understanding the unit in general

### Exercise 1

Before reading (10 min.)

In this unit you are going to read a story about a successful adult student. To begin with, please go to p2 of the textbook and read the title, the caption, and section headings of the text. What do you expect to read in a text with such a title? Go through the following statements. Which one(s) do you think might be talked about in the text? Tick the box of the one(s) you have chosen. Try to finish this exercise within 10 minutes.



- ☐ 1 It is never too late to learn.
- ☐ 2 Children should have easy access to education.
- ☐ 3 A typical student of C. W. Post Campus of Long Island University is described.
- ☐ 4 Being honest helps people achieve their goals.
- ☐ 5 A child from a poor family can have a successful life.
- ☐ 6 Some people study for fun while others study for a living.
- ☐ 7 College life is enjoyable.
- ☐ 8 Confidence is essential to success in study.

**Feedback**

Statements 1, 6 and 8 are related to the text you are going to read in Unit 1.

**Exercise 2**

**Reading for general information (15 min. )**

Read the text once and decide which of the following statements are true (T) and which are false (F). Try to finish this exercise within 15 minutes.

- ( ) 1 The author tells us a story about an old disabled man who became sick but fought bravely against the disease.
- ( ) 2 Harry Gold was a typical student at Long Island University.
- ( ) 3 Harry Gold and the author were good friends but broke up at the age of 25.
- ( ) 4 After high school, Harry went to university only to be stopped by the war.
- ( ) 5 Old Harry did not have a successful career, because he did not have a college degree.
- ( ) 6 Harry Gold was not very confident when he first returned to school.
- ( ) 7 Everyone at C. W. Post Campus knew Harry because he was an eccentric man.
- ( ) 8 Harry's classmates, as well as his teachers, were greatly influenced by his inspiring example.

**Feedback**

1 F 2 F 3 F 4 F 5 F 6 T 7 F 8 T

**Exercise 3**

**Reading for ideas (30 min. )**

Turn to pp7-8, and skim "Working on information". Read the text carefully and then answer the questions.

- 1 The text suggests three reasons why the other students liked Harry Gold. What were they?

- 2 Why did his teachers like him?
- 3 “I found out that learning isn’t only about getting a good job,” says Harry. (ll 151-153)  
Explain in your own words what you think Harry thought that education was about.
- 4 What is the probable reason why the man assigned to Harlem “begged off”?
- 5 Why did Harry Gold tell everyone that he had given his cousin the tin soldiers?
- 6 How would you feel if an old man (or woman) enrolled in one of your courses at university?  
Would you see his or her presence as a waste of a place—or an opportunity of some kind?
- 7 What lessons can we learn from this story, in your opinion?

### Feedback

- 1 He was friendly (“amiable”) and other students liked to hear his experiences as he lived through events that they had read about in their books. Moreover, Harry asked very stimulating questions in class.
- 2 They found him a stimulating student.
- 3 There are many ways of answering this question. Here are some examples: He thought that learning was interesting and rewarding. / He thought that education was not only about helping one to get a job, but also about helping one to become a more fulfilled person.
- 4 Because it was a tough neighborhood that he could not handle.
- 5 He did this to help his young cousin out of trouble.
- 6 Possible answers might be a) positive, b) negative, or c) ambivalent:
  - a) I think it would be a wonderful chance to get an older person’s perspective on the course.
  - b) Why should an old person take up a place, when so many young people are desperate to get a university education?
  - c) While I do admire older people who wish to learn, I can’t help thinking that the place should be taken by someone who could live longer to benefit from the course.
- 7 Possible answers might include:
  - a) We can always learn from older people.
  - b) We are never too old to learn.
  - c) Learning is a life-long process.
  - d) Learning is not just about getting a job; it is also about personal fulfillment.

## Exercise 4

## Reading for details (20 min. )

In this exercise, you are going to do some multiple-choice items that will check your understanding of the specific information in the text. Please read the text again and make your choices. Try to finish the exercise within 20 minutes.

- 1 Who do the "proud loved ones" refer to?  
A parents  
B brothers and sisters  
C family members
- 2 The reason that Harry was put at the end of the list of honorees was because he was \_\_\_\_\_.  
A disabled  
B old  
C not the usual type of student
- 3 Harry was believed to "have the makings of a driver-salesman" because he \_\_\_\_\_.  
A had not gone to college  
B was honest, hardworking and cooperative  
C came from a poor family
- 4 When the cousin was complaining about the burden of homework, Harry said, "Well, what's so terrible about that?" From his words, we can infer that Harry \_\_\_\_\_.  
A longed for school  
B was not interested in school  
C was very skillful at reading and writing
- 5 What was Harry's "gospel"?  
A being sophisticated  
B being honest  
C being sarcastic
- 6 The students soon realized that Harry was "nobody's fool" because he \_\_\_\_\_.  
A was a class treasure  
B was clever and experienced and the students soon discovered this  
C always taught the students something new

## Feedback

1 C 2 C 3 B 4 A 5 B 6 B

## Exercise 5

## Reading for structure (1) (15 min. )

Most stories are told in **chronological order** (时间顺序). However, this text in Unit 1 contains a **flashback** (倒叙). Flashback is a literary or cinematic device in which an earlier event is inserted into the normal chronological order of a narrative. Can you tell which part of the story is the flashback?

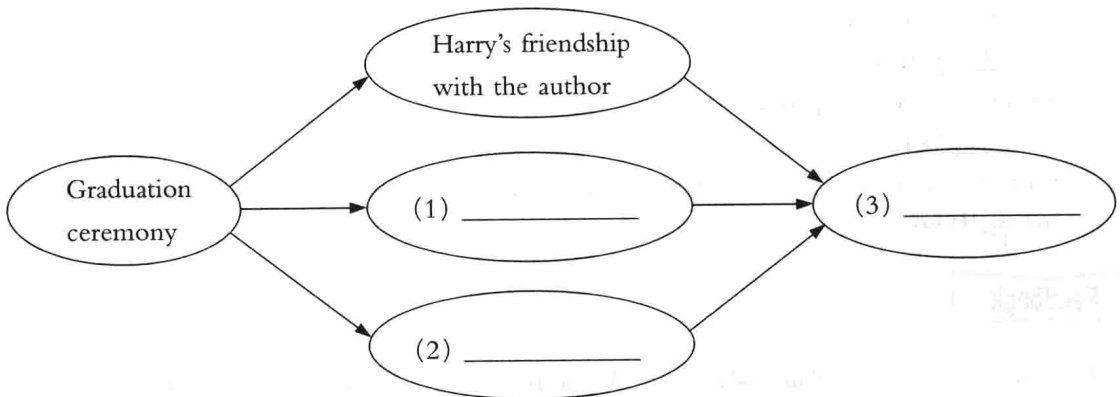
## Feedback

The flashback starts from “Our shared past is a tumble of scenes...” (ll 37-38 ) and stops at “... I’ve been a student of Harry Gold” (ll 194-195 ). It gives readers a general picture of Harry Gold’s life, his work, and his studies.

## Exercise 6

## Reading for structure (2) (20 min. )

Please read the text once again for its structure and finish the outline below by using fragments to fill in the blanks. Try to finish this exercise within 20 minutes.



## Feedback

- 1 Harry's work and his malady ( ll 57-120 )
- 2 His education after retirement ( ll 121-195 )
- 3 Harry's future plan ( ll 196-217 )