

# 当代大学英语 ACTIVE ENGLISH

综合英语  
Comprehensive English

学生学习课本  
Learners' Workbook

顾问: 顾曰国  
主编: 汤德馨  
副主编: 许新

BAND

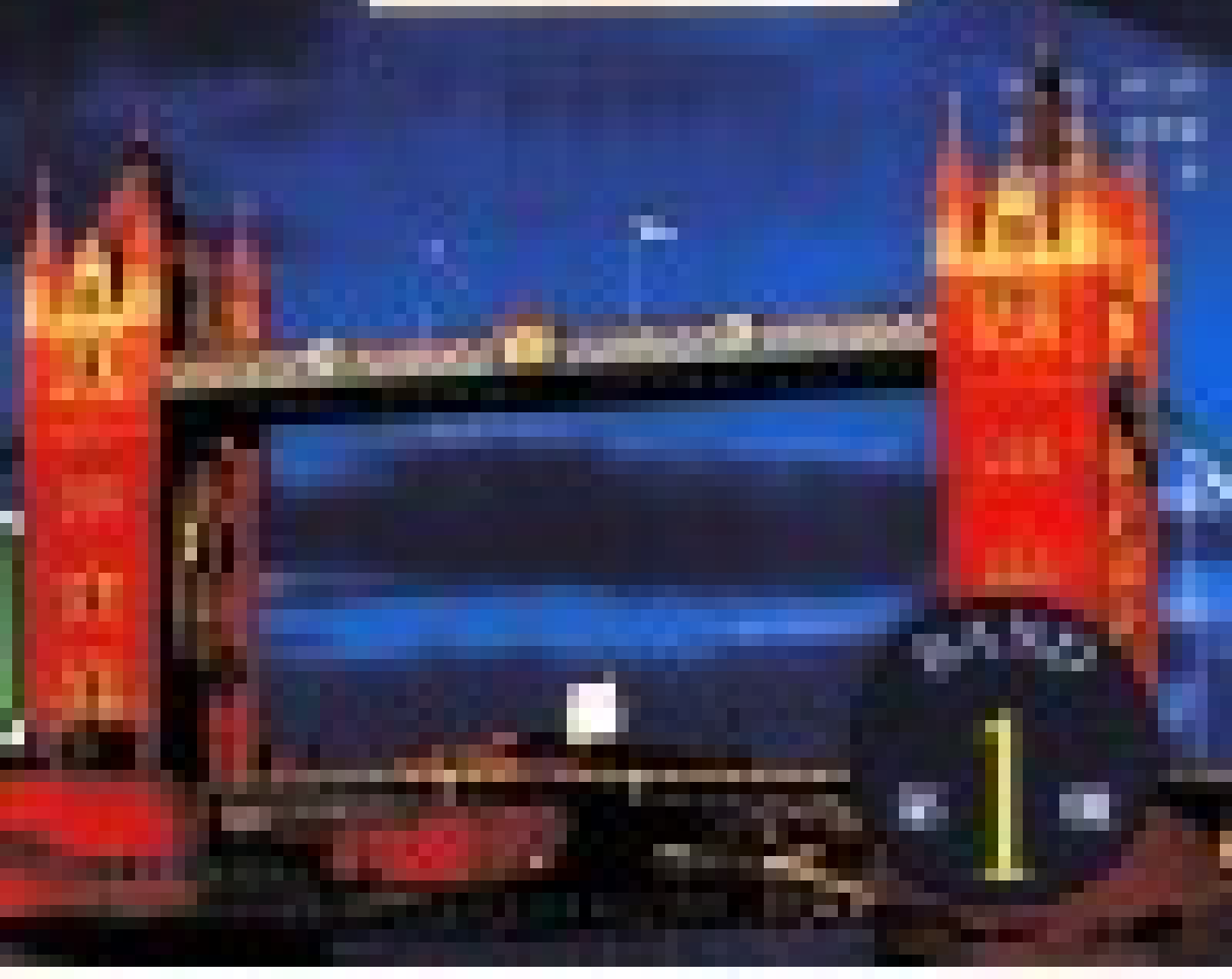
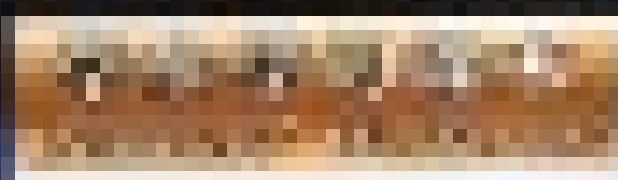
第1级

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

# 当代大学英语 ACTIVE ENGLISH

综合教程  
COMPREHENSIVE COURSE



# 当代大学英语

# ACTIVE ENGLISH

综合英语  
Comprehensive English

学生学习课本  
Learners' Workbook

顾问: 顾曰国  
主编: 汤德馨  
副主编: 许新  
编者: 许新  
唐锦兰  
郭浩儒

BAND  
1  
第 1 级



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

## 图书在版编目(CIP)数据

当代大学英语综合英语学生学习课本 1 / 汤德馨主编. — 北京: 外语教学与研究出版社, 2001.8 (2010.8 重印)

ISBN 978-7-5600-2446-2

I. 当… II. 汤… III. 英语—高等学校—自学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2001) 第 061900 号

出 版 人: 于春迟

责任编辑: 任小玫

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京科印刷有限公司

开 本: 787×1092 1/16

印 张: 21.75

版 次: 2001 年 9 月第 1 版 2010 年 8 月第 2 次印刷

书 号: ISBN 978-7-5600-2446-2

定 价: 32.90 元

\* \* \*

购书咨询: (010)88819929 电子邮箱: [club@fltrp.com](mailto:club@fltrp.com)

如有印刷、装订质量问题, 请与出版社联系

联系电话: (010)61207896 电子邮箱: [zhijian@fltrp.com](mailto:zhijian@fltrp.com)

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

物料号: 124460101



## 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 three chief aims. Firstly, it is intended to assist the students with the learning of *Comprehensive English* (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, it is designed to integrate the training of five language skills (listening, speaking, reading, writing and translation). Thirdly, this book also aims to build up students' vocabulary and to review their grammar knowledge.

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

This book consists of 12 units and works in lockstep with *Comprehensive English* (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: read the Teacher's Learning Guide (gives 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'd better 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), grammar items and the major language skills practiced in the unit. **Self-assessment** exercises help you to check whether you have learned what is expected in each unit. Since this book is a learner's workbook for *Comprehensive English* (Band 1), we have provided the key to all the exercises and the translations of the reading passages of *Comprehensive English*. You may find them either from the **Tasks** part or the **Appendix** after each unit.

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 task 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!



# Contents

■ Unit 1	Learning about learning .....	1
■ Unit 2	Starting college .....	33
■ Unit 3	Words.....	63
■ Unit 4	Our changing environment .....	89
■ Unit 5	Reading.....	115
■ Unit 6	Diaries .....	143
■ Unit 7	Our view of the world .....	171
■ Unit 8	Friendship .....	203
■ Unit 9	Sharks .....	237
■ Unit 10	Pop music.....	263
■ Unit 11	Population .....	289
■ Unit 12	Too Young to play? .....	315



# Unit 1

## ***Learning about learning***

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

- describe life at college
- learn some good study habits
- learn one way to learn new words
- learn about basic sentence patterns
- look for and set a topic in a paragraph
- translate with patterns and phrases learnt



## Table of contents

Task	Title	Skills & knowledge	Length of time (min)
Warm up			10
1	Understanding the text in general— Extracting special information	Listening, speaking, reading, and translating	30
2	Understanding the text in general— Getting the main idea		15
3	Understanding the text in general— True or false		15
4	Understanding the text in detail— Two ways of checking		30
5	Understanding the text in detail— Vocabulary study		20
6	Understanding the text in detail— The use of <i>find</i>		20
7	Understanding the text in detail— Cloze		15
8	Language in action—English sentence patterns	Grammar	40
9	Supplementary practice	Reading	15
10	Writing a paragraph	Writing	25
11	Oral presentation	Speaking	25
Review & self-assessment			40
Appendix			

Hello, everyone. I'm Prof. Comprehensive. My duty (职责) is to make what you are learning easier for you. Whenever you have difficulties, I will appear to give you a hand. So treat me as your friend. I sincerely wish that with your efforts and my help you will learn a lot from this course and get your English improved.

How to achieve this goal (达到这一目标) within a short time then? This seems to be a common question raised by almost every beginner. To be frank (坦率地讲), however, there is not any precise (明确的) answer to it. The answer can be given only by you. Remember the old saying—Rome cannot be built within a day. But at the same time, you should also remember “Where there is a will, there is a way”.

If I have to answer the question, I'd say that learning a language is work. It's exciting and fun work sometimes, but it's also a matter of discipline (严格训练) and long-term effort (长期的努力). So my suggestion is to find a method that works best for you. Of course, this book will introduce (介绍) to you a lot of useful skills in language learning, and I'll be with you whenever you have difficulties. I wish you success.

Warm up

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

The topic of this unit is how to study at college, so let's first get familiar with some words and expressions concerning (有关) English learning by doing the following exercises. Fill in the blanks with proper words chosen from "Words and Expressions" on p3, p4 and p6. Try to finish this exercise within 5 minutes.

- 1 "In your college, are there foreign students?" "Yes, there are some students from \_\_\_\_\_."
- 2 "Do you feel comfortable with your life at college?" "No. You know college life is new for me, and I have to \_\_\_\_\_ to it. For example, I can't finish the reading and \_\_\_\_\_ we have to do, for the assignments are really \_\_\_\_\_. It always takes me lots of time even on the \_\_\_\_\_ to \_\_\_\_\_ with them."
- 3 "Which \_\_\_\_\_ do you think is the easiest?" "English, because I studied it in middle school. Another reason is that our English teacher is very helpful. She asks us to \_\_\_\_\_ some English stories to read \_\_\_\_\_ class, but should \_\_\_\_\_ aside enough time to read the bits that are \_\_\_\_\_ to the \_\_\_\_\_ we are studying \_\_\_\_\_ class."

Feedback

Well, time is up. Let's check your answers.

- 1 overseas
- 2 adjust, assignments, tough, weekend, cope
- 3 subject, select, outside, set, relevant, topic, inside

In this task, those who come from overseas are called foreign students. "Overseas" is an interesting word. It can be used both as an adjective (形容词) and an adverb (副词). For example, "overseas Chinese" (海外华人) and "travel overseas" (到国外旅游).

“Adjust” is a very useful word, too. You can say, for example, “adjust to the local time” (调整时差以适应当地时间).

“Assignment” means a duty or a piece of work that is given to a particular (特别的) person. If the work is given to students, we may also use “homework” instead of “assignment”.

As for (至于) “tough”, it can be replaced (替代) by “hard” in spoken English and by “difficult” in written English.

“Cope with” is an important phrase which means “to manage successfully”, for example, “cope with a difficult problem”.

As a student, the following terms may be useful to your study: specialty (专业), subject (学科, 科目), course (课程), selective course/subject (选修课), compulsory/required course/subject (必修课), topic (话题, 主题), bit (小块, 少许, 片段), index (索引), lesson (课), unit (单元), classroom building (教学楼), language laboratory (语言实验室), tape recorder (录音机), and Walkman (随身听). Of course, there are many other words which I cannot cover here. I suggest you prepare a vocabulary notebook, and often add new words or phrases which you believe useful. This method has been proved quite efficient by lots of college students. Why not take a try?

### **Task 1    Understanding the text in general— Extracting special information**

Nature	Supplementary		
Target time	30 minutes		
Learning tools	CE(1), a cassette player, a tape of the text, a clock, and a pen		
Started at			Finished at
Problems & reminders			

#### **Exercise 1**

Open your textbook and turn to p3. Look at the photo of Willy. From his expression (表情), do you think he is satisfied with his college life? If you think he has any difficulties, what seems to be his trouble? Then turn to p5 and take a look at the photo of Sue. From her smile you must have guessed that she enjoys her new college life. Can you guess how she manages to adjust herself to the school life?

Well, with these questions in mind, now let's listen to the text on the tape. When you listen for the first time, just listen and don't look at your textbook. For the second time, open your textbook and read sentence by sentence after the tape. Are you clear? Good! Let's go!

## Exercise 2

Well, we know that these two parts are conversations between an interviewer and two freshmen, Willy and Sue. After listening and reading, you ought to have a general idea of how Willy and Sue adjust themselves to college life.

In the following table I have listed five aspects (方面) of their college life. Skim (浏览) the texts and find out their learning habits. Write down your answers in the table and try to finish this exercise within 15 minutes.

	Willy	Sue
Reading		
Foreign language		
Study time		
Assignment		
Class		



# Feedback

Below are my answers.

	Willy	Sue
Reading	Willy doesn't know how to cope with lots of books to read, and he tries to read complete books.	Sue always uses the index at the back of the book, and selects the bits that are relevant to the topic they are studying.
Foreign language	He likes reading books in simple French, and he practices talking French with his friends.	Sue is learning a new foreign language, Spanish. She often listens to tapes, and practices a lot outside class.
Study time	Willy has no set time; he does it when he gets the chance.	Sue studies best at regular times. She sets aside time to study and keeps to that routine. She knows how to adjust her study time so as to concentrate on what she is studying.
Assignment	Willy and Sue both think the assignments are really tough. However, Willy seems to have found no way to solve the problem.	Willy and Sue both think the assignments are really tough. Sue has found the best approach is to write a rough draft first, which helps her to think better and to get ideas down on paper.
Class	Willy prefers to listening carefully rather than take notes.	Sue finds the best way to concentrate is to make notes on what the teachers are saying.

Did you have the similar answers as mine? Do you have problems like Willy's? Do you think Sue's way of studying is efficient? I suggest you take some time thinking about them. If you have everything prepared at the very beginning, I am certain you will find it easier and more pleasant in your future study. Do you agree?

## **Task 2    Understanding the text in general— Getting the main idea**

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

We are going to check your understanding of the text. You may quickly skim the two parts within 2 minutes. Then turn to p4 and p7. Look at “Reading for gist” and “Reading and thinking” of the two parts. Write your answers in the space below. Remember, do not refer to your textbook while you are giving answers.

### **Part 1**

#### **Reading for gist**

#### **Reading and thinking**

### **Part 2**

#### **Reading for gist**

#### **Reading and thinking**

## Part 1

### Reading for gist

A

### Reading and thinking

- 1 He had left home two years before he went to college and had worked in London and travelled around Europe, so living away from home is no problem for him.
- 2 The reasons may be:
  - He left high school about two years ago, so he is no longer used to the life of a student.
  - He finds it hard to concentrate.
  - He doesn't take notes.
  - He doesn't study at regular times.
  - He doesn't like to read literature.
  - He spends hours thinking before he does his exercises, etc.

## Part 2

### Reading for gist

B

### Reading and thinking

- 1 She has not lived away from home before, so she misses her home very much.
- 2 She didn't learn Spanish in high school, so Spanish is new to her.

## Task 3 Understanding the text in general— True or false

Nature	Supplementary	
Target time	15 minutes	
Learning tools	CE(1), a clock, and a pen	
Started at		Finished at
Problems & reminders		

The following sentences describe the life of Willy and Sue at college. Some of them are true while others are false. You are required to survey the text carefully again. Then close your textbook and read the sentences one by one. Mark "T" if you think it is the same as described in the text and "F" if it is not. I have done the first one for you as an example.

### Willy

- ( T ) 1 Willy travelled round Europe after he graduated from high school.  
( ) 2 Willy enjoys his new life greatly.  
( ) 3 Willy misses his home very much.  
( ) 4 Willy often listens to tapes on his Walkman outside class.  
( ) 5 Willy thinks the assignments are really tough.  
( ) 6 Willy is used to thinking before he starts writing.  
( ) 7 Willy prefers to concentrate on what teachers are saying and tries to listen carefully.  
( ) 8 Willy thinks a draft is not good enough.  
( ) 9 Willy likes reading French literature, not books in simple French.  
( ) 10 Willy is good at reading, but he has problems with the assignments he has to do.

### Sue

- ( ) 1 Sue is living away from home for the first time.  
( ) 2 Sue is good at reading, but she has problems with the assignments she has to do.  
( ) 3 Sue always selects the bits relevant to the topic she is studying.  
( ) 4 Sue enjoys some courses in the programme.  
( ) 5 Sue begins to learn a new foreign language.  
( ) 6 Sue thinks making notes in class helps her to get ideas down on paper.  
( ) 7 Sue studies according to a plan.  
( ) 8 She knows how to adjust study time so as to enjoy herself.  
( ) 9 Sue does not like to write a rough draft first.  
( ) 10 Sue finds the best way to listen to lectures attentively is to make notes on what the teachers are saying.

Your answers:

Willy: 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6 \_\_\_\_ 7 \_\_\_\_ 8 \_\_\_\_ 9 \_\_\_\_ 10 \_\_\_\_  
Sue: 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6 \_\_\_\_ 7 \_\_\_\_ 8 \_\_\_\_ 9 \_\_\_\_ 10 \_\_\_\_

### Feedback

Let's check the answers together!

Willy: 1 T 2 T 3 F 4 F 5 T 6 T 7 T 8 T 9 F 10 F  
Sue: 1 T 2 F 3 T 4 F 5 T 6 F 7 T 8 F 9 F 10 T

It is a rather easy task, isn't it? But there are some traps designed in this task. For example, the text says "One of course! One is more than enough!", which means Willy thinks a draft is good enough. Besides, the 4th sentence on Sue goes like this: "Sue enjoys some courses in the programme", but the text says "I'm... really enjoying the courses in the programme". If you are not careful enough, you will think they mean the same, which is wrong! So be careful and concentrate all the time while you are doing the exercises! This is the first step toward success.



## **Task 4    Understanding the text in detail— Two ways of checking**

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

There are two ways to explain the meaning of a sentence: in English and in Chinese. We normally use the term “paraphrase” to refer to an English explanation and “translation” to refer to a Chinese explanation. For example, here is a sentence taken from the text:

*The main problem is the work load. (part 1, para 3)*

Well, if I am asked to paraphrase the sentence, I will explain it in simple English words like this — The main problem is that he has a lot of work to do. I can also translate it into Chinese, that is, “主要问题是功课负担太重。”The former way may help you think in English while the latter may help you get a correct understanding in your mother tongue.

To be honest, paraphrasing is not easy for you. But as a language learner, thinking in English is very helpful to improve your language. Therefore, when you are asked to do translation tasks or exercises, you are encouraged to try to paraphrase by yourself though it is not compulsory (必须的) at this stage. I will provide you with as many paraphrased samples as I can, from which I hope you can get some ideas.

Ok, it's time for us to do the first translation exercise. Here are some difficult sentences taken from the two texts. Try your best to translate them into Chinese. If you think you can, you may try to paraphrase them as well. Write your answers in the space below. “You may use a dictionary or other reference books, but remember, you have only 20 minutes on it.

- 1 I don't see how anyone can cope with it!
- 2 No set time, really: I do it when I get the chance.
- 3 I find putting my thoughts down on paper really hard.