

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：许新
副主编：曹萍

BAND
3
第3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 3**

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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 students 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 *Comprehensive English* (Band 3). Bearing this purpose in mind, we provide a sufficient amount of supplementary exercises to help the students to review, consolidate, and expand what they have learned from the main textbook. Secondly, this book is designed to train students the skills in speaking, reading, writing and translating by guiding and monitoring their reading process.

What resources are available?

This book, together with *Comprehensive English* (Band 3), comes in three versions: the print, the CD-ROM and the online version. The content of the three versions is basically the same, except the latter two can obviously offer more variety and convenience in visual and audio presentation. For example, you can listen to the recordings of all the texts in the latter two versions. If you choose the print version, you need to have *Comprehensive English* (Band 3) as the textbook, this book as the workbook, and one audio cassette to accompany the two books. If you choose the CD-ROM version, you need to have access to a computer. Finally, if you choose to study this course online, you need to have convenient access to the Internet.

How will you use this book?

The book consists of 12 units and works in lockstep with *Comprehensive English* (Band 3). The beginning of each unit lists all the things that you are going to do. From the **Table of contents**, you will see that each unit mainly contains three parts — **Tasks**, **Review and self-assessment**, and **Appendix**.

You start with a couple of **Tasks**, each with a different language and skill focus. 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),
- 4) check your answer with 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 you 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 course book, and 2) the translations of the texts in the main course book.

How will you plan your study?

Most of you will use this book together with *Enrichment Reading* (ER) (Band 3) and *Interactive English* (IE) (Band 3). Usually you finish three units (one unit for each course) within one week, 13 hours study time (6 hours for CE 3, 4 for ER 3, and 3 for IE 3). Therefore knowing how to divide your time among these three courses is crucial.

Some of you may prefer to study the three courses simultaneously, that is, you may spend a certain amount of time each day studying all three courses. This isn't a good idea. My suggestion is that you study the courses one or two at a time. For example, you could finish the tasks for ER 3 within the first 3-4 days of the week, about one hour each day (in the evening), plus about half an hour for IE 3 (either in the early morning or in the evening). Then you could spend Friday and Saturday on CE 3. A sample weekly study plan¹ is shown as below.

A sample weekly study plan (based on unit 2 of CE 3, ER 3 and IE 3)

Day	Evening		
Monday	20: 00-22: 00	ER 3 (20: 00-21: 30)	Warm-up, Tasks 1, 2 & 3
		IE 3 (21: 30-22: 00)	Warm-up & Task 1
Tuesday	20: 00-22: 30	ER 3 (20: 00-21: 30)	Tasks 4, 5 & 6
		IE 3 (21: 30-22: 30)	Tasks 2 & 3
Wednesday		Free	
Thursday	20: 00-22: 30	ER 3 (20: 00-21: 00)	Task 7 and Review & self-assessment
		IE 3 (21: 00-22: 30)	Task 4 and Review & self-assessment
Friday	20: 00-22: 00	CE 3	Tasks 1, 2, 3 & 4
Saturday	14: 00-17: 00 20: 00-21: 00	CE 3	Tasks 5, 6, 7, 8 & 9 Task 10 and Review & self-assessment
Sunday			Review and summary

¹ The time limits for finishing the tasks are only approximate.

Alternatively, you could also finish the tasks for CE 3 within the first 3-4 days of the week, and leave Friday and Saturday for ER 3 and IE 3. 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 don't 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 won't have such feelings. 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.

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出版声明

本书中文章所体现的
观点纯属作者个人观点。



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Unit 1

Efficient Study

In this unit you will

- learn how to choose a useful and relevant publication
- develop effective study strategies
- learn more words and phrases related to the publication itself
- practice translation skills
- use verb tenses and conditional sentences
- learn how to produce a good paragraph

Table of contents

Task	Title	Skills & knowledge	Duration (min)
1	Getting the gist	Speaking, listening, reading and translating	25
2	Understanding the text in general		20
3	Extracting information		20
4	Paraphrasing and translating sentences		35
5	Using words and phrases		30
6	Language in action — Using the simple present and past tenses, and using conditional sentences	Grammar	40
7	Supplementary practice	Reading	30
8	Writing a paragraph in a complex way	Writing	30
9	Culture salon — Educational values and expectations	Cultural awareness	30
Review and self-assessment			40
Appendix			

Welcome to *Comprehensive English* Band 3. You all know that reading is very useful and important, just as a French philosopher and mathematician, Renes Descartes put it, "Reading good books is like having a conversation with the highly worthy persons of the past who wrote them; indeed, it is like having a prepared conversation in which those persons disclose (透露) to us only their thinking."

The world is full of information. As a student, you expose yourself everyday to different kinds of information, especially books. Facing heaps of books in the library, you may feel puzzled about what to read and how to read efficiently. In this unit, you will learn some tips.

Task 1 Getting the gist

Source	CE (3) based (pp2-6)		
Target time	25 minutes		
Learning tools	CE (3), a cassette player, the text tape, a clock, and a pen		
Started at		Finished at	
Problems & reminders			

Exercise 1

To begin with, do a self-assessment on your reading habits by answering the following questions. Try to finish this exercise within 10 minutes.

- 1 Do you pay attention when you read?
- 2 Do you talk to yourself when you read?
- 3 Do you read in thought groups?
- 4 Do you keep re-reading the same phrases?
- 5 Do you change your reading rate to different types of materials?

Feedback

If you answered "Yes" to questions 1, 3 and 5, and "No" to questions 2 and 4, your reading habits are quite good. Otherwise, you'd better take a look at the following analysis which might be helpful for you to improve your reading.

- 1 Most people read in the same way that they watch television, i. e. in an inattentive, passive

way. Reading takes effort and you must make the effort. A wise teacher once said that you can learn anything if you do three things: PAY ATTENTION! PAY ATTENTION! and PAY ATTENTION!

- 2 People talk to themselves in two ways: by vocalizing, which is the actual moving of your lips as you read, and by subvocalizing, which is talking to yourself in your head, as you silently read. Both of these will slow you down to the point at which you find that you can't read any faster than you can speak. Reading should be an activity which involves only the eyes and the brain.
- 3 Studies have shown that when we read, our eyes must make small stops along the line. Poor readers make many, many more fixations (eyestops) than good readers. Not only does this slow you down, but it inhibits comprehension because meaning is easier to pull from groups of words than from individual words or even single letters.
- 4 Poor readers habitually read and re-read the same phrase over and over again. This habit of making "regressions" doubles or triples reading time and often does not result in better comprehension.
- 5 Poor readers always read at the same slow rate. An efficient reader speeds up for easier material and slows down for the hard.

Exercise 2

Have your cassette player and the text tape ready. Listen to the text and repeat each sentence after you hear it. Try to finish this exercise within 10 minutes.

Exercise 3

Listen to the text again. Then select (✓) which of the following tips on reading are mentioned in the recording. Try to finish this exercise within 5 minutes.

- 1 Read the author's introduction. ()
- 2 Become familiar with a book from its index. ()
- 3 Read catalogues provided by publishing houses. ()
- 4 Look at the diagrams and tables to get a general idea of the book. ()
- 5 Read the last few lines of each page to know about a book. ()
- 6 Compare different books before you decide which one is worth reading. ()
- 7 Ask your classmates which books they find interesting and useful. ()
- 8 It's up to your teacher to decide which books are most useful. ()

Feedback

The tips which are mentioned are: Sentences No. 2, 4, 6, and 7.

Task 2 Understanding the text in general

Source	CE (3) based (pp2-6)	
Target time	20 minutes	
Learning tools	CE (3), a clock, and a pen	
Started at		Finished at
Problems & reminders		

Exercise 1

Turn to p2 in your textbook. Skim the text for 2 minutes. Then choose the best answers according to the text. Try to finish this exercise within 10 minutes.

- 1 At the beginning of each semester, students are often given a long list of books to read. Students are normally _____ about it.
 - a) satisfied
 - b) angry
 - c) worried
 - d) happy
- 2 The most important thing for a student to do is to _____.
 - a) use a dictionary to help reading
 - b) develop the ability to evaluate any text carefully and efficiently
 - c) read as much as possible
 - d) find the best time to read
- 3 "No more time than is necessary" in para 2 means _____.
 - a) insufficient
 - b) time-consuming
 - c) as much time as possible
 - d) less time than necessary
- 4 During the survey stage, you might decide to _____.
 - a) look at the title and subtitle
 - b) check the date of publication

- c) consider the scope of the publication
 - d) all above
- 5 According to the author, the date of publication refers to when the book was _____ .
- a) published
 - b) reprinted
 - c) sold
 - d) edited
- 6 From the preface of book, you can get information about the _____ .
- a) purpose of the book
 - b) publication date
 - c) price of the book
 - d) author's background
- 7 The "scope" of the publication in para 6 means _____ .
- a) vision
 - b) date
 - c) range
 - d) level
- 8 Which of the following gives a good indication of what the book is about? _____
- a) The date of publication.
 - b) The index.
 - c) The title and subtitle of the book.
 - d) The cover of the book.
- 9 According to para 9, what else should one do before she/he decides to read a book? _____
- a) Read the first chapter.
 - b) Read the blurb of this book.
 - c) Compare the books with other books.
 - d) Read the last few pages of the book.
- 10 Which of the follow best summarizes the text? _____
- a) It tells you how to make the most of your college or university library.
 - b) It describes many of the problems that students have when they first come to college.
 - c) It introduces efficient ways in which students can find books relevant to their course.
 - d) It points out the importance of reading efficiently, and of making notes.

Feedback

Here is the key for your reference.

1 c 2 b 3 d 4 d 5 a
6 a 7 c 8 c 9 c 10 c

Exercise 2

Turn to p5 in your textbook. Finish the exercise entitled "Plain sense questions". Write down your answers on the lines below. Try to finish this exercise within 10 minutes.

1

2

3

4

5

6

7

8

9

10

11

Feedback

The following suggested answers are for your reference.

- 1 They should not be too upset because in most subjects they are not expected to read the whole of every text that has been recommended.
- 2 These words are in italics to give special emphasis to the time factor.
- 3 a) Read no further than is necessary.
b) Decide how useful it is.
c) Just refer to some pages.
d) Read selected chapters.
e) Read the whole book.
f) Make a note of it for future references.
- 4 The new edition is preferable because the information will be more up-to-date.
- 5 It indicates the author's purpose.
- 6 a) The scope means the range of topics.
b) The contents page, and perhaps the preface.
- 7 The two words are "the scope".
- 8 a) The contents page(s) and the index.
b) To see how the author treats the topic in the book.
- 9 a) Quickly look through the book.
b) Read a paragraph or two in each chapter.
c) Look at the headings and chapter summaries.
d) Look at the diagrams and tables.
e) Read the last few pages.
- 10 Other books.
- 11 relevant; useful

Task 3 **Extracting information**

Source	CE (3) based (pp2-6)	
Target time	20 minutes	
Learning tools	CE (3), a clock, and a pen	
Started at		Finished at
Problems & reminders		

Exercise 1

You normally know about a book from your teacher and classmates. Actually, the book itself can also help you get a general idea of the book's purpose and theme. Now, based on your understanding of the text, fill in the following table to see what information a book can provide for readers. Try to finish this exercise within 10 minutes.

No.	Item	Information provided
1	Title and subtitle	
2	Publication date	
3	Preface	
4	Table of contents	
5	Index	

Feedback

Compare your answers with the suggested ones below.

No.	Items	Information provided
1	Title and subtitle	give a good indication of what the book is about
2	Publication date	indicates whether the book is up-to-date or not
3	Preface	shows the author's purpose and the book's theme indicates the target readers of the books
4	Table of contents	indicates what ground the book covers, the author's approach
5	Index	helps readers look up something that they are familiar with, and to see how the author treats the topic

Exercise 2

Based on your understanding of the text, sum up what you should do in the following situations. Try to finish this exercise within 10 minutes.

No.	Situation	Suggestion
1	Seeing long lists of books at the beginning of a new course	
2	Before buying a book	
3	Before borrowing a book from the library	