

# 当代大学英语 ACTIVE ENGLISH

听说交互英语  
Interactive English

学生学习课本  
Learners' Workbook

顾问：顾国  
主编：曹文

BAND  
第3级



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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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 3 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 learners of this book:

Welcome to *Interactive English Learner's Workbook* (Band 3) 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 series as the textbook, and 2) learners who have passed the intermediate stage of their English study and wish to make further progress especially in their listening and speaking competence.

### ② *What does this book aim at?*

Many learners may encounter this kind of situation in their English study: they have mastered all the basic grammar rules, and possess a wide vocabulary, but when it comes to listening and speaking in English, they become blank-minded and tongue-tied. This book aims to transfer those learners from KNOWING a grammar rule or the meaning of a word to DOING things (listening and speaking in particular) in real life situations, through a series of practical learning tasks.

### ③ *What resources are available?*

This book, together with *Interactive English* (Band 3), 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 *Interactive English* (Band 3) as the textbook, this book as the workbook, and two audio cassettes to accompany the two books. Of course, 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 more important, you need to 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 has 12 units and works in lockstep with *Interactive English* (Band 3), but it offers more practice in listening and speaking. At the start of each unit, you will find a list of “**Objectives**” which highlights the speaking 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. The unit is basically task and exercise-based, which means that it is made up of three to four “**Tasks**” with two to six “**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 Interactive to check your performance. Sometimes, you can also find “**Learning tips from Professor Interactive**” or “**Cultural note**” after the feedback to help you complete the exercises in a more satisfying way. Towards the end of each unit, you will have the “**Bank of key patterns**” which helps you summarize the main language points presented in the unit, and “**Do It Yourself’ studio**” that aims to help you assess your learning results through a number of speaking activities. Finally, if you like, you can visit “**Professor Interactive’s Café**”, where you will have a chat with the professor by looking at some interesting facts on one of the themes of the unit. “**Tapescripts**” for all recorded materials are attached at the end of the unit. You may find that some exercises are labeled “**Optional**”, which means you can choose whether to do them or not.

### ⑤ *How should you study this book?*

This course is designed to enhance your skills in using English rather than to increase your knowledge about English. Thus, you should not just READ through all the exercises, but rather actually DO what is required, by observing the icons attached to each exercise’s heading. (👂) is for listening; (🗣️) is for speaking; (📖) is for reading and (✍️) is for writing. If you see 🗣️, it means you are required to do the exercise ORALLY. If you just read it through, you are actually cheating.

If you are studying this book without the presence of a teacher, you are advised to find a partner who will work together with you through the book. You can offer help and encouragement to each other as well as practice English. But this doesn’t mean you can’t learn this book all by yourself. In fact, I — Professor Interactive — am with you all the time, by telling you the objectives of the each unit, giving you explicit instructions on how the exercises should be done, offering feedback for you to assess your performance, guiding you to review what you have learned . . .

### ⑥ *How should you plan your study?*

Most of you will use this book together with *Enrichment Reading* (ER) (Band 3) and *Comprehensive English* (CE) (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, one hour each day (in the evening), plus 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 plan<sup>1</sup> is shown as below.

---

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

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

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.

I hope that this book not only helps you enhance your listening and speaking skills, but also offers you guidance to some practical language learning skills in general. What's more, I hope that you enjoy this book. I wish you every success in your English study.

### Acknowledgement

The authors of this book 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。



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# Unit 1

## *How do you do!*

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

- **conducting formal and informal greetings**
- **describing the Royal Canadian Mounted Police**
- **working out facts about the gold rushes in Canada**

## Table of contents

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3	The Royal Canadian Mounted Police	30
4	The Klondike Gold Rush	30
Review	Bank of key patterns	
Self-assessment	"Do It Yourself" studio	20
Appendix	1 Professor Interactive's Café	
	2 Tapescripts	

### Warm up (📖🗣️)

Source	Supplementary	
Target time	15 minutes	
Learning tools	A pen	
Started at		Finished at
Problems and reminders		

Hello, it's nice to meet you again! I am Professor Interactive who has been leading you through from *Interactive English Learners' Workbook* (Band 1 and 2) to Band 3. If you worked on the first two books, you must know what you are expected to do with this book — Yes, to listen and speak. How are you getting on with your listening and speaking skills? Here is a conversation between a learner and Professor Interactive:

- Learner: *I don't think I'm making any progress!*
- Professor: *How do you know that?*
- Learner: *Well, it never happens that I can fully understand a text the first time I listen to it.*
- Professor: *How about when you listen to it the second time, the third time ... ?*
- Learner: *I can do a much better job in the second or third listening. But in real life situations, it seldom happens that I have the chance to listen to the same thing again and again.*
- Professor: *True. But listening and speaking are different from ... say vocabulary building. You learn three new words every day, and that means by the end of a week you have memorized 21 new words. The development of listening and speaking skills can hardly be recognized over a week, even a month. But with constant practice, you are building your skills up gradually. Why don't you do a self-test? Pick out one of the listening and speaking tasks you did three months or half a year ago. Do it and see how you feel. There are always times that you find a text hard to understand or follow. This happens to native speakers as well. There could be number of reasons; for example, lack of background information, non-standard use of English in the listening piece, etc. You can't simply blame the comprehension difficulty on your listening skill.*

To make sure that you have developed some of the effective listening and speaking skills, please answer the following questions ORALLY with Yes or No according to your situation.






- 1 Do you try to make predictions about the main ideas and key terms before a listening task?
- 2 Do you usually listen for the main ideas before you focus on the detailed information?
- 3 Do you try to avoid the tendency of working out the meaning of every new word for a good listening comprehension?
- 4 If you fail to catch some key points while listening, do you work out why?
- 5 Do you try to make use of a listening text for oral practice?
- 6 In your oral output, do you like experimenting with new words?
- 7 Do you do an oral task by letting out your voice instead of silently thinking of what to say?
- 8 Do you create ways of practicing oral English even if you are working all by yourself?

### Feedback

If you shouted out "Y-E-S!" to all of the above questions, you are doing a very good job in your listening and speaking practice. In fact, these are recommended ways of dealing with the listening and speaking tasks in this book.

Some learners tend to complete a listening or speaking task through reading. Remember, the purpose of this book is not to develop your reading skill, but rather to get your ears and mouths used to English. Therefore, you need to stay alert to the icons that are attached to the exercises



in each task.  is for listening;  is for speaking;  is for reading and  is for writing. Make sure you exercise the right skill(s) for the tasks. If you see- , it means you are required to do the exercise ORALLY. If you just read it through, you are actually cheating. Now proceed to your first task.

## Task 1 Conducting an informal greeting

Source	/E (3) based (pp2-3: 2) and supplementary	
Target time	20 minutes	
Learning tools	/E (3) textbook, a pen, the text tape, and a tape recorder	
Started at		Finished at
Problems and reminders		

In this task, you are going to listen to two students at McGill University (one of the top universities in Canada), Chris and Jane, who meet for the first time outside a lecture hall. You should have some idea how they should handle this situation.

### Exercise 1

#### Who does it first?

Try to predict how Chris and Jane conduct their conversation. Can you decide whether it is Chris or Jane who does the following thing by writing the names, Chris or Jane, on the given lines? When you finish, please go to the next exercise.

- Say hello.
- Tell one's own name.
- Inquire if he/she is a new student.
- Ask about his/her major.

Who does it first?  
Chris or Jane

---

---

---

---

### Exercise 2

#### Check your prediction

Now listen to the conversation and check if you made a good prediction. Then provide the

information on the given lines.

Are they new students?

Chris: 1) \_\_\_\_\_

Jane: 2) \_\_\_\_\_

What are their majors?

Chris: 3) \_\_\_\_\_

Jane: 4) \_\_\_\_\_

### Feedback

In your prediction, is it Chris who makes the first move? Then he tells his name. Jane does 3 and 4 first, but you should also notice that Chris asks the same question to Jane. You should have filled in the boxes with the following information.

1) on an internship      2) a sophomore      3) engineering      4) biotechnology

### Exercise 3 (Pencil)

#### Looking for evidence

Is the conversation between Chris and Jane formal or informal? Hold your answer. Try to find evidence in the conversation that can support your answer. Can you provide examples for the following categories to show the informality of the conversation? Write your answers in the speech bubbles.

1 Greeting:

Example

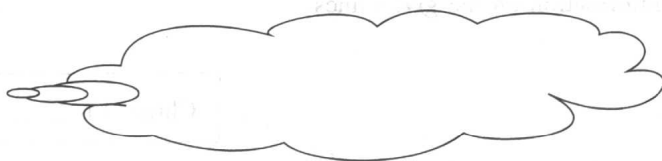
2 Addressing:

Example



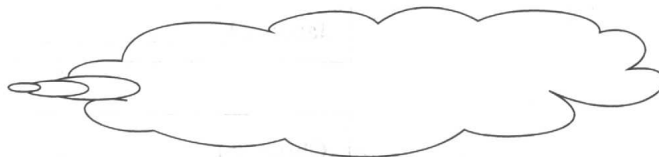
3 Showing surprise:

Example



4 Slang:

Example



### Feedback

Here are the answers for your reference.

1 Hi

2 (use first name)

3 Wow! You are not kidding (你没开玩笑吧)!

4 You are not kidding, cutting edge stuff(前沿学科).

The use of colloquial words such as “kidding” and generalized expressions such as “stuff” are often seen in informal speeches.

## Task 2 Conducting a formal greeting

Source	/E (3) based (pp4-5: 2) and supplementary	
Target time	30 minutes	
Learning tools	/E (3) textbook, a pen, the text tape, and a tape recorder	
Started at		Finished at
Problems and reminders		

In this task, you are going to listen to a similar conversation in which Jane meets her new teacher Helen Carr for the first time. The contrast is, of course, that this conversation should be conducted in a more formal manner than the one you worked on in task 1, though both conversations are set in the situation in which two persons first meet.

## Exercise 1

### Listening for differences

Listed below are expressions you should recognize from the conversation between Chris and Jane. Listen to this conversation between Jane and Professor Helen Carr and find out if these features still apply by ticking in the boxes.

- ☐ 1 They greet each other by saying "Hi".
- ☐ 2 They address each other by their first names.
- ☐ 3 They don't shake hands.
- ☐ 4 After one asks a question, the other asks the same question.
- ☐ 5 They use slang.

### Feedback

None of the above is true with this conversation. What they actually do is explained below.

- 1 They greet each other by saying "Good morning" and "How do you do".
- 2 Jane addresses Helen Carr by her last name preceded by the title "Dr".
- 3 They shake hands after a brief self-introduction.
- 4 It is mainly Dr Carr who asks the questions.
- 5 They use a formal style of language.

## Exercise 2

### Identifying the features

The differences in the two conversations should lead you to a summary of the features a formal introduction is expected to carry. Listen to the conversation again and complete the do's and don'ts table below based on what you have learnt. I have given you some examples.

#### Do's and don'ts in conducting a formal introduction

✓ Do's	× Don'ts
<ul style="list-style-type: none"> <li>• Greet the person using "Good morning / afternoon / evening".</li> <li>•</li> <li>•</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>• Greet the person using "Hi".</li> <li>•</li> <li>•</li> <li>...</li> </ul>

## Feedback

Below are some suggested possibilities.

**Do's:** shake hands; address the person by his/her last name and use an appropriate title; let the person of higher rank/position ask questions; say "please" and "thank you" whenever necessary.

**Don'ts:** address the person by his/her first name; after a person of higher rank or position asks a question, you ask the same question to that person; use slang.

## Exercise 3 (👂)

### Working on a "recipe"

Please read the information on pp3 and 5 of the textbook. This is a newly introduced element in each unit. It explains the communicative function of each speech in the conversation presented at the beginning of the unit. It also provides a variety of expressions that can be used to achieve a certain communicative function. How could it help your listening and speaking skills? Take a look at the information on p3 for example. Below is what you will find. Please read the explanations in the bubbles.

This column is the analysis of the purpose each speech intends to achieve.

#### Communicative functions

*Speech 1* Greeting, and inquiry

This refers to the first exchange in the conversation.

Self-introduction

This column gives expressions that can be used to perform the function.

#### Possible exponents

*Hi! Hello! Morning!*

*Have we met before?*

*We haven't met before, have we?*

*...  
I'm Chris. My name's Chris —  
Chris Smith.*

These are the expressions you can use to convey similar meanings.

This new element is labeled as a dialogue “recipe” (菜谱). In general, what is a recipe for? It explains how to cook a certain dish. The “dish” you are trying to make is fluent and appropriate oral English. Therefore, the recipe in this context tells you how to conduct a conversation or speech. Below are suggestions on how you can make full use of this “recipe”. Try some of the suggestions with the two conversations in tasks 1 and 2.



1 Reproduce the original conversation, using the communicative functions as a guide. Use similar expressions from the conversation.



2 Make up a similar conversation, using the communicative functions as a guide. Use other possible exponents.



3 Before you listen, read the communicative functions and refer to them while listening to see if they can help your comprehension.



4 Read the conversation and work out the communicative functions of each exchange. Check them against what's in the textbook.

### **Task 3    The Royal Canadian Mounted Police**

Source	IE (3) based, (pp6-7:3) and supplementary	
Target time	30 minutes	
Learning tools	IE (3) textbook, a pen, the text tape, and a tape recorder	
Started at		Finished at
Problems and reminders		

