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当代大学英语 ACTIVE ENGLISH

强化阅读英语
Enrichment Reading



主编：Neville Grant (英) 顾曰国



外语教学与研究出版社



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主编：Neville Grant (英) 顾曰国
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朗文 当代大学英语

Active English

Enrichment Reading Band 4 强化阅读英语 第4级

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Introduction: To the student

Welcome to Band 4 of this course! This book, like the other books in the *Active English* series, has been written to reflect the new College English syllabus for non-English majors introduced in 1999. As in previous books in this series, *Active English* consists of the following elements for each semester:

Comprehensive English

Intensive reading skills

Vocabulary development

Grammar

Writing

Interactive English

Listening skills

(including spot and compound dictation)

Speaking skills

Vocabulary development

Enrichment Reading

Faster reading

Additional reading

Vocabulary development

All of these books are accompanied by tapes. To cover this course effectively, you will of course need all three books for each semester. Obtaining the tapes would also be an advantage.

As CET-4 approaches, there is a tendency for some students to think that this component of the course – Enrichment Reading – is somehow less important. If this is what you think may be true, please be aware of this fact: our own research indicates that students who read widely, and take an intelligent interest in the world around them, do much better in examinations than those students who simply “cram”, focusing narrowly on sample examinations. It is of course true that the format of the exam is important, and students should definitely familiarize themselves with it, and practice taking

examinations under timed conditions. However, this is no substitute for exposure to a wide variety of texts that explore the widest possible range of human experience. Consider this point: every examination taken is full of surprises – unusual texts, and questions that require an exploration of new or relatively unfamiliar ideas. Precisely for this reason, as in previous books in this series, every unit in this book contains up-to-date, authentic material, reflecting the concerns of today’s – and tomorrow’s – world. The texts are also specially chosen because they introduce, or review, many vocabulary items listed in the syllabus. Students are strongly urged to take note of these new items of vocabulary as they read each unit.

Enrichment Reading consists of twelve units. The units consist of two, or three, parts. Each part contains one reading text, sometimes divided into two parts. Many of the texts are designed for students to read on their own.

The main aims of *Enrichment Reading* are:

- to provide students with a diet of interesting, enjoyable and useful reading texts, usually on topics related to those in *Comprehensive English*;
- to develop your faster reading skills;
- to widen and strengthen your vocabulary, in line with the syllabus.

Those students who have already worked through other bands of this course will be familiar with the nature of these materials, which contain both linguistic and intellectual challenge. Like Band 3, Band 4 includes a greater stress on a number of features, such as:

- a steeper gradient in both language and intellectual content;
- a renewed focus on word inference, so that students can develop the skills of discerning the meaning of words without constantly having to look them up;
- a greater stress on answering “Short answer questions”.

However, all students will be pleased to see that the basic approach used, which involves a truly rich mix of authentic texts designed to appeal to students of all disciplines, is sustained.

How to use this book

This book can be used in several different ways:

- 1 On your own;

- 2 In class;
- 3 Both 1 and 2. For example, your teacher may treat one text in class – usually the first; and leave the other text for you to read on your own. Your teacher may or may not follow up your reading of the other text in class, depending on the time available. It is very important that at the beginning of each week’s work, the teacher and students agree on which texts are to be treated in class, and which are to be studied privately by the students.

This last point needs to be examined in more detail. Because of pressures of time, students are today frequently asked to work independently outside class. Approaches vary a great deal from one college or university to another. The main thing is to make sure that you find out from your teacher exactly what he or she wants you to do outside class – and exactly what he or she wants to work through with you in class, so that teaching and learning can go hand in hand.

The main things to remember when using this book – in class or out of class – are as follows:

- Think about a text, or topic, in advance, before you start reading. That way, you will be able to understand the text more easily. This book helps you to do this by providing the aims of each unit at the beginning of each unit, and by providing a “Before you read” section before every reading text.
- Always survey a text before you start reading it. This means that you should very quickly read through a text to see roughly what it is about.
- When reading a text, try to remember always to write down
 - the time you started
 - the time you finished.
- When you finish reading a text, quickly answer the questions in the “Quick comprehension check” without looking at the text.
- After answering these questions, check your answers, either with your teacher, or by looking back at the text. Write down your score in the space provided in the box before each text. Your target should be 70%. If you score more than 70%, you can afford to read faster.
- Work out your reading speed.

Example:

Suppose that you read a text that is 700 words long. You spend seven minutes and 20 seconds on it. That means 7 and a third minutes (7.33 minutes). To work out your

score, divide 700 by 7.33: the answer is 95. That means you read the text at a speed of 95 words per minute. (This is a little slow – your target for this semester is 100 words per minute.)

Self-reliant students

Good students are those who are active in class; however, being active in class is necessary – but not sufficient. The most successful students are those who are actively involved in learning independently, outside class. So it is worth spending some time in trying to improve the way you learn. The self-assessment exercises will help you to become more effective and independent learners.

Please try to keep a record of your reading speeds, and comprehension scores, as you work through the semester. In this way you can monitor your progress. Many students also find that keeping a “Learning Journal” helps them to improve the way they learn. This journal does not have to be very long or detailed – and you need only make a few short notes once every two or three weeks or so. Many students find that keeping a Learning Journal helps them to arrive at insights into the way they learn, and the way they might be able to improve learning. As a result, they can overcome problems that otherwise never seem to go away.

Students often ask “How can I improve my English?” It is a good question, and like most good questions, the question itself provides a key to the answer. In this case, the answer lies in the use of “I”. The brutal fact is that the only person who can improve your English is you; your teacher can of course help, as can these materials; however, the best materials in the world will not be effective without individual commitment and effort. One reaps what one sows! So please ensure that you get the most out of this book: what you do not read in class with your teacher and classmates you should read outside class, independently of your teacher.

Finally, remember that working independently does not always mean that you have to work on your own: working with classmates – discussing problems, discussing questions and exercises in the unit, and so on, is also enormously helpful. Once again, such discussions should, whenever possible, be in English: practice, however imperfect, makes perfect!

Good luck!



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Unit 1

Modes of learning

In this unit, you will

- **review words and ideas treated in *Comprehensive English***
- **practice survey and faster reading skills**
- **extend your vocabulary**
- **read extracts about different aspects of education**
- **learn about the World Wide Web**

PART 1 LEARNING (I)

A Before you read

This unit focuses on various aspects of learning. As you work through it, please remember that the two main purposes of this book are:

- 1 to improve your reading skills – particularly with regard to your reading speed.
Please note that reading speed will vary according to your purpose, and according to the nature of the text you are reading. A difficult text that you wish to study in detail will take longer to read than another text, of the same length, which you read for general interest!
- 2 to enrich your knowledge of the language, and of the wider world that we use language to explore. One aspect of language learning that you will be particularly interested in developing is your knowledge of vocabulary: this book includes words that you have not encountered in other books in the series, and also will serve to review many words that are already at least half-known!

We begin with a shorter, and easier, text, which is designed to emphasize that learning is not just a matter of exploring books, or websites on the Internet: learning is also about *doing*!

Before you read a text, it is useful to look at the headings, and any pictures, maps or diagrams, as a way of getting to know roughly what it is about.

Look at the text on the opposite page: you have one minute to find out what it is about!

B First reading: Faster reading for gist

Now read the text quickly for gist. You should try to read it in no longer than 3 minutes and 25 seconds. Follow these steps:

- 1 Note down the time you started, e.g. 9:50.
- 2 Note down the time you finished, e.g. 9:54 and 20 seconds.
- 3 Without looking at the text, answer the quick questions on page 4.
- 4 Work out your reading speed: first, note down the time taken, e.g. 4.3 minutes. Next, divide the number of words in the text by the time you took. In this case, there are 340 words in the text. $340 \text{ divided by } 4.3 = 80 \text{ words per minute}$. (This would mean that your reading speed is much too slow – your target in each case is a minimum of 100 words per minute.)
- 5 After you have recorded your speed, please check your answers, and write down your comprehension score. Then complete the box below:

Text: Car in a suitcase		Date: _____
Length: 340 words.	Target time: 3 mins. 25 secs.	Target speed: 100 wpm.
Started at: _____	Finished at: _____	Time taken: ____ mins. ____ secs.
Speed: _____	Comprehension score: ____ %	

NOTE:

A box like the one above accompanies every reading text in this book. Please get into the habit of completing all the details in this box in every unit.

Car in a suitcase

Travelling light, the student who proved a point

By RAY MASSEY Motoring Correspondent

The tutors' case appeared unanswerable when they barred an engineering student from building a novel car as part of his degree because others had tried and failed.

Vaios Panagiotou's answer was a different kind of case – a suitcase that speeds past them on the way to lectures.

On top of that he then folds up the 44-pound motorised suitcase in under two minutes, avoiding the need for a parking space and the risk of a parking ticket. His six-horsepower black-and-yellow creation, can reach speeds of up to 35 mph. It boasts horn, headlights and indicators, and took 15 days to build, based on a main frame of two light aluminium alloy boxes.

With its inventor behind the bicycle handlebars which form the steering wheel, the contraption measures roughly 32 in. long, 28 in. wide and 11 in. high before packing down to bag size.

"It's the only high performance suitcase I know of," he added.

Mr. Panagiotou, 25, said

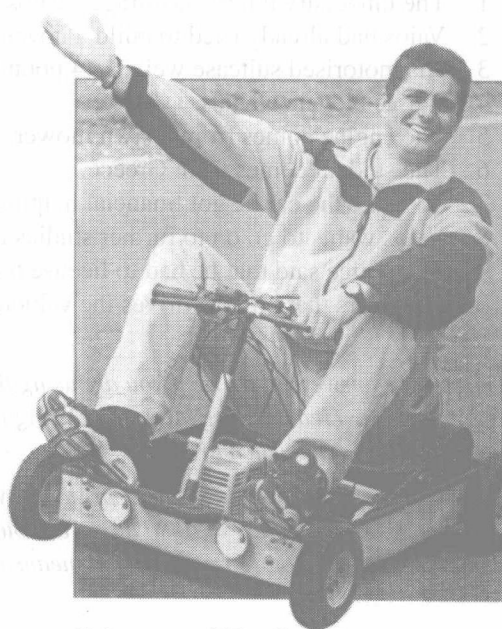
his car, which has seven gears, and is powered by a 35 cc. lawn mower engine, was "a joy to drive".

"It would have cost me about £300, but I got sponsorship from Greece. You can prove anything if you have time and money."

The Greek student, who is in the third year of a mechanical engineering degree at Brighton University, said: "It was going to be a course project, but the department said it was impossible. So I did it to prove a point."

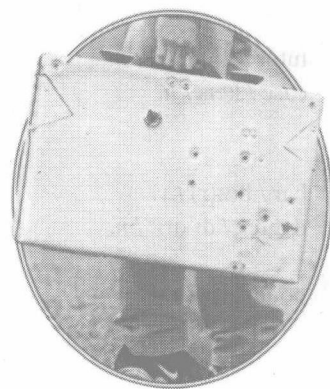
Mr. Panagiotou, who wants to do "a master's degree in automotive systems because I love everything about cars", may have earned the nickname "Man in a Suitcase", but the Sussex police suggested that his car stays on the university campus – and off public roads.

While praising his



Driven man: Vaios Panagiotou aboard his suitcase contraption

ingenuity, a spokesman said he should ensure that he has insurance, registration plate, road tax and MOT certificate before venturing on to public roads.



Please write down the time you finished in the box on page 2! Then answer the questions on the next page.