

当代大学英语 ACTIVE ENGLISH

强化阅读英语
Enrichment Reading

学生学习课本
Learners' Workbook

顾问：顾曰国
主编：唐锦兰
副主编：李莉文

BAND
第2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 2**

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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 learners 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 *Enrichment Reading* (Band 2). 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, this book is designed to train students' reading skills through guiding and monitoring their reading process.

What resources are available?

This book, together with *Enrichment Reading* (Band 2), 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 versions 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 *Enrichment Reading* (Band 2) 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?

This book consists of 12 units and works in lockstep with *Enrichment Reading* (Band 2). 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**, and **Appendix**. 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: (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)**, 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 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 coursebook, (2) the translations of the reading passages, and (3) two or three supplementary reading passages, through which you can build up your interest in reading English and practice your fast reading skills.

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 tasks 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!

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Unit 1

The learning environment

In this unit, you will

- read about interactive classrooms in the US
- read about politeness
- do extra reading on how to be a better listener
- practice reading skills: skimming, scanning, and inferring
- do sentence translation exercises
- do speaking practice
- do writing practice
- learn, review and practice the use of verbs and verb phrases

Table of contents

Task	Title	Skills & knowledge	Length of time (min)
Warm up			10
1	Text 1—Reading for general comprehension	Skimming, scanning	20
2	Text 1—Reading for information		15
3	Text 1—Beyond reading	Speaking, vocabulary	30
4	Text 2—Reading for general comprehension	Skimming, scanning	10
5	Text 2—Reading for information		10
6	Text 2—Beyond reading	Translation, vocabulary, writing	35
7	Extra reading	Skimming, scanning	20
Review & self-assessment			30
Appendix			

Warm up

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

Exercise 1

How much do you know about customs in the United States? Take this quiz and find out! Quick quiz! Decide which is the best choice.

- 1 Your teacher sometimes sits on her desk. You think
 - a) she's impolite.

- b) she's not very serious about teaching.
c) her behaviour is not strange.
- 2 Someone has invited you to a party at 8: 00. It's probably best to arrive
a) a few minutes before 8: 00.
b) at 8: 00 exactly.
c) a few minutes after 8: 00.
- 3 You go out to lunch with an American friend. Who pays?
a) Your friend pays because lunch was his suggestion.
b) You both pay.
c) You pay because you're a little older than your friend.
- 4 Your American friend comes to your house for dinner. She has already eaten one serving of food. You say, "Would you like some more?" She says, "No, thank you. It was really delicious, but I'm so full!" What do you do?
a) Ask her two or three more times.
b) Say, "Are you sure? Well, if you change your mind, please help yourself."
c) Put some more food on her plate.
- 5 Last week, you had a short conversation with your American friend. He said, "Let's get together sometime for a movie or dinner or something. I'll give you a call." But he hasn't called. What do you think?
a) It's nothing unusual.
b) He is impolite.
c) He hasn't called because he has a problem.
- 6 You tell your teacher, "I'm going to take the TOEFL exam tomorrow." Your teacher says, "Well..." and crosses two fingers (the index finger and the middle finger). You think that your teacher
a) is very impolite.
b) is telling you "good luck".
c) is angry because you're going to be absent.

Your answers:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Feedback

Let's see how much you know about American customs. The key is:

1 c 2 c 3 b 4 b 5 a 6 b

What about your answers? It doesn't matter if you get one or two incorrect. At least, doing this quiz helps you increase your general knowledge about American customs, doesn't it?

Exercise 2

Next, let's spend a little time sharing with each other our views on the learning environment in China with regard to English learning. Learning English is becoming easier and more convenient than it was before. So long as you have access to computers, you can learn English online as we are doing here. Alternatively, you can register for an English course, either full-time or part-time, in school. Also, you may choose to study English by yourself through TV, radio, or press. In fact, there are many ways of learning and improving your English. The most important thing is how to get the most out of them. What's your view then? What are the major problems you have in studying English?

Your answer:

Feedback

I understand your problems. Actually I had similar difficulties when I was a student. I used to have trouble memorizing English words and phrases because they slipped my memory very quickly. I also found it hard to improve my listening and speaking skills. Now I'd like to share with you my own way of overcoming these difficulties.

I have never tried to learn by heart all the words or idioms from dictionaries and vocabulary books. Instead, I am selective in memorizing them. It isn't necessary to clutter up your mind with unimportant information or things that you need to know only for a limited time or purpose. What's more, I often cluster information into meaningful groups. In other words, I normally associate new information with other new information or with information I already have stored in my memory. Of course, frequent reviews are necessary and helpful in recording the information in long-term memory before the memory fades. During reviews, I use a variety of skills: writing, reading, reciting, speaking and listening. Moreover, I keep myself up-to-date by reading English magazines and newspapers. Above all, I spend about 15 minutes every day reading aloud any written materials at hand to make sure I speak fluently. In my experience, perseverance and diligence are the keys to living up to one's expectations.

Task 1 Text 1—Reading for general comprehension

Source	ER (2) based (pp2-4) and supplementary		
Target time	20 minutes		
Learning tools	ER (2), a pen, and a clock or a watch		
Started at		Finished at	
Problems & reminders			

In the United States, the classroom atmosphere and teacher-student relationships tend to be very informal. Most American students have never worn a school uniform in their 12 years of primary and secondary education. They do not stand in awe of their teachers and being on a first-name basis with the teacher is not unusual. In class, American students are used to raising questions, speaking up and expressing their opinions, as well as challenging their teachers. In terms of study methods, American students are trained to do their own research and study. Often they have to read more than the prescribed textbooks and consult journals and other reference materials. There is less emphasis on memorizing material, and more on developing the ability to synthesize information for the purpose of formulating original ideas.

Please go through the “Skill building 1: How to survey a reading text” on p2 of your textbook before you start reading the text. When you finish, please go on to the text “The undergraduate classroom” on pp3-4 of your textbook. Read it through in no more than 8 minutes, which means your reading speed is 90 words per minute. That is your aim during this semester. When you finish, do the following exercises.

Exercise 1

Have you finished skimming the text? If it took you more than 8 minutes, you might need to work harder in order to achieve your target reading speed. Please do the “Faster reading: Quick comprehension check” exercise on p4 of your textbook.

Your answers:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____
9 _____ 10 _____

Feedback

This kind of exercise is one of the most common exercises for a comprehension check. The tricky statements often center on quantifier words like fewer, most, a great deal, all, or adjectives such as rare, strange, limited, etc. These words or phrases, which are frequently used, can help you quickly tell the right statements from the wrong ones. In this exercise, statement 3 is similar to statements 6 and 8 while statement 4 is similar to statement 7. Now check your answers.

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

Exercise 2

Let's do a summary exercise. Please tell the main idea of the text.

Your answer:

Feedback

Though our wording may differ, the main idea is that classroom interaction between teacher and students is a strong feature of US education, in which students are expected to ask questions, challenge ideas, and master information by themselves.

Task 2 Text 1—Reading for information

Source	ER (2) based (pp6-7)	
Target time	15 minutes	
Learning tools	ER (2), a pen, and a clock or a watch	
Started at		Finished at
Problems & reminders		

Now let's read the text "The undergraduate classroom" on pp3-4 again, this time more carefully. You can refer to the vocabulary list in this unit. When you have finished, please do the multiple choice exercise on pp6-7 of your textbook.

Your answers:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____
9 _____

Feedback

Did you stop to think for a while before you made a choice for question 6? Please check your answers with the key.

1 C 2 D 3 A 4 D 5 A 6 D 7 D 8 C 9 D

Task 3 Text 1—Beyond reading

Source	Supplementary
Target time	30 minutes
Learning tools	ER (2), a pen, and a clock or a watch
Started at	Finished at
Problems & reminders	

Exercise 1

According to the author of the text, a formal lecture is one in which a professor does all the talking while a very large number of students listen and take notes. In the US, the lecture format is necessary. A large class meets once or twice a week, then divides into small group meetings, known as “recitation” sections, in which teaching assistants help to review homework and answer questions. How do you like the idea of formal lectures and recitation classes?

Your answer:

Feedback

I appreciate your views. In my opinion, most Chinese students are so used to teachers' cram-feeding type of lectures that they do not take the trouble to discover information by themselves. This may have something to do with our culture, which suggests that we are supposed to show due respect for our instructors who are learned and authoritarian. It seems impolite to talk in class, contradict teachers, argue or debate very much. As a result, students are more likely to go along with their teachers' views, pay attention to memorizing notes, and leave no room for developing the ability to formulate their own ideas. As far as recitation classes are concerned, I do not think we have this kind of small group meetings that accompany lectures in China. Rather Chinese students may have tutorials given by teachers on an individual basis. But I am sure recitation classes in the US are very helpful to college students who are expected to debate and discuss along with their peers.

Exercise 2

Please locate the following words and phrases in the text and then try to determine the meanings of them. Before you do the task, you may need to refer to a dictionary. You can then use these words to fill in the following blanks.

interaction (n.)

challenge (v.)

faculty (US) (n.)

disquieting (adj.)

take advantage of

enrollment (countable noun)

presentation (n.)

inquiring mind

- 1 The _____ is meeting tomorrow at 10 am.
- 2 Student _____ at the university have increased steadily in recent years.
- 3 Language games are usually intended to encourage student _____.
- 4 You have a very _____, don't you?
- 5 His silence is a little _____—I wonder why he hasn't called.
- 6 Children _____ their parents' authority far more nowadays than they did in the past.
- 7 The speaker gave an interesting _____ on urban transport.
- 8 _____ this week's lower prices.

Feedback

interaction (n.): communication with one another

challenge (v.): to express doubt about the truth or purpose of something

faculty (US) (n.): the people who teach in a department in a college

disquieting (adj.): causing anxiety; worrying

take advantage of: to benefit intentionally from a situation

enrollment (n.): the number of students accepted onto the official list of members of a course or college

presentation (n.): talk

inquiring mind: a mind that is eager to learn new things

1 faculty

2 enrollments

3 interaction

4 inquiring mind

5 disquieting

6 challenge

7 presentation

8 Take advantage of

Task 4 Text 2—Reading for general comprehension

Source	ER (2) based (pp9-10)	
Target time	10 minutes	
Learning tools	ER (2), a pen, and a clock or a watch	
Started at		Finished at
Problems & reminders		

The article we are going to read next comes from Esther Wanning's book *Culture Shock: A Guide to Customs and Etiquette*. Customs vary from country to country. Manners also differ according to different social and age groups. Read the text "Politeness" on pp9-10 in no more than 3 and a half minutes. When you finish, do the "Faster reading: Quick comprehension check" exercise on pp10-11.

Feedback

What did you think of text 2? It is a short article with some formal and difficult words, isn't it? However, the main idea is clear. Now check your answers.

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

Task 5 Text 2—Reading for information

Source	ER (2) based (p12)	
Target time	10 minutes	
Learning tools	ER (2), a pen, and a clock or a watch	
Started at		Finished at
Problems & reminders		

Now read the text “Politeness” (pp9-10) again for a more detailed understanding of it. You may, if you wish, refer to the vocabulary list in this unit while reading. When you have finished, do the multiple choice exercise on p12 of your textbook.

Your answers:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Feedback

Now let's take a look at the key and see how many you got right.

1 B 2 A 3 D 4 B 5 C

Task 6 Text 2—Beyond reading

Source	ER (2) based (p12) and supplementary	
Target time	35 minutes	
Learning tools	ER (2), a pen, and a clock or a watch	
Started at		Finished at
Problems & reminders		

Exercise 1

The following five sentences are taken from the text (pp9-10) . Before you start translating them into Chinese, please note the structure of each sentence. You may need to