

# 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：沈忆文

BAND  
第2级



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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**(京)新登字 155 号**

**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 2/许新主编. —北京:外语教学与研究出版社,2002  
ISBN 7-5600-2650-8

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

中国版本图书馆 CIP 数据核字(2002)第 006018 号

**当代大学英语综合英语  
学生学习课本 2**

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责任编辑:黄江岩

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.cn>

印 刷:北京外国语大学印刷厂

开 本:787×1092 1/16

印 张:26.25

字 数:490 千字

版 次:2002 年 2 月第 1 版 2002 年 2 月第 1 次印刷

印 数:1—15000 册

书 号:ISBN 7-5600-2650-8/G·1250

定 价:28.90 元

\* \* \*

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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 *Comprehensive English* (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. If you choose the print version, you need to have *Comprehensive English* (Band 2) as the textbook, this book as the workbook, and two audio cassettes 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!

### **Acknowledgements**

The writing team would like to express their utmost gratitude to our English language specialist Jocelyn Garwood, whose contribution has greatly enhanced the final version of the book. Special thanks are also due to Jiao Yang for her invaluable assistance.



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# Unit 1

## *Study skills*

### *In this unit you will*

- become familiar with different environmental issues
- express opinions on environmental protection
- think about a subject before reading
- deduce meanings from context
- extract specific information to answer questions
- translate by using learnt patterns and phrases
- learn about countable and uncountable nouns
- practice learnt patterns and phrases



## Table of contents

Task	Title	Skills & knowledge	Duration (min)
Warm up	A language learning quiz	Speaking, listening, reading, and translating	10
1	Understanding the text in general— Getting the gist		25
2	Understanding the text in general— Answering questions		20
3	Understanding the text in general— Finding solutions		15
4	Understanding the text in detail— Translating sentences into English		30
5	Understanding the text in detail— Learning to use some words or phrases		30
6	Language in action—The parts of speech and prepositions of place	Grammar	40
7	Supplementary practice	Reading	30
8	Writing a paragraph in complex ways	Writing	30
9	Skill building—How to make notes		30
Review & self- assessment			40
Appendix			

### Warm up A language learning quiz

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

Hello, I am Professor Comprehensive. Welcome to the study of Band 2. I am sure you must have learnt many study skills from Band 1 of this course as well as from your own experience. In this unit, you will focus once again on study skills and I am sure you will have much to say about how to make your English study more efficient, easy, and pleasant.

To start up, try the following quiz to find out the way you think about yourself as a language learner. Tick one of the boxes alongside each of the statements to show your opinion.

What kind of a language learner do you think you are?

		SA	A	N	D	SD
1	I think I'm useless at learning English.			✓		
2	Everyone is cleverer than I am in learning English.					✓
3	I feel too shy to speak English in front of others.					✓
4	I wouldn't tell others that I am studying English.				✓	
5	I don't think I'll ever speak fluent English.			✓		
6	I don't have time to learn English.					✓
7	I cannot find any fun in learning English.					✓
8	Learning English won't do me much good.					✓
9	I don't have any clue on how to set about learning English.				✓	
10	I think I am too old to learn English.					✓

Score:

5 points for each SD (Strongly Disagree) answer

4 points for each D (Disagree) answer

3 points for each N (No idea) answer

2 points for each A (Agree) answer

1 point for each SA (Strongly Agree) answer

Feedback

Here is the analysis of the quiz result.

- More than 40 points: You have a good self-image. You know why you're learning English, and you know you can learn it well.
- 20-40 points: You aren't quite sure about yourself, but you are willing to take a try. You

probably have some worries and problems, but you will succeed as long as you persevere.

- 0-20 points: You might have a self-image problem. You don't know why you are bothering to put all this effort into learning a language, and you are not sure whether you are really the kind of person who can learn a language. You need encouragement and self-confidence.

What kind of language learner are you? If you didn't score high marks, don't worry. Calm down and close your eyes now. Think about how you have learned your own language. Remember, no one but yourself can prevent you from learning English well. Feeling positive about learning a language is the best way to make sure you are a success. Bear this in mind and bravely face the challenge of Band 2.

## **Task 1    Understanding the text in general— Getting the gist**

Source	CE (2) based (pp2-4)	
Target time	25 minutes	
Learning tools	CE (2), a clock, a pen, a cassette player, and the tape of the text	
Started at		Finished at
Problems & reminders		

Start your learning from listening and reading as you did in Band 1. "Do I have to follow this procedure?" You may raise this question. Of course it is not compulsory. As we all know, everyone learns English in a different way, and what's suitable for one learner may not be the case for another. Therefore, when you make a start, you ought to find a way that is suitable for you. You can either follow the instructions or skip to other tasks, whichever you prefer. Whichever way you choose, the target is the same—absorb as much knowledge as you can from this course and put what you have learnt into practice.

### **Exercise 1**

Have your cassette player and the tape of the text ready. For the first time, listen and try to catch the main idea of the text. Then listen again and rearrange the order of the following sentences, according to what you have heard on the tape. Try to finish this exercise within 10 minutes.



- a Many students face problems when they have to study a subject they think is difficult.
- b Maybe you don't find the subject very interesting.
- c This makes the work easier to understand and remember.
- d Talk about the class both before, and afterwards with your friends.
- e Write down quick notes.
- f Do you have this problem? Maybe the teacher speaks a little too fast; maybe you find it hard to understand some of the new words you have to learn.
- g Here is some advice which may help you: first of all, prepare for each class beforehand.
- h Do not worry if you do not understand everything.
- i While your teacher is speaking, listen carefully.
- j Read something relevant to the subject of the class.
- k It helps to do this with a friend: two heads are better than one!
- l This will help you to focus your attention on the subject, and help you to understand it better.
- m After class, copy out the notes more clearly.
- n Perhaps you think the other students are all better than you! All these feelings are quite common.
- o Try to focus on the main points covered.

Your answers:

- |          |          |          |          |          |
|----------|----------|----------|----------|----------|
| 1 _____  | 2 _____  | 3 _____  | 4 _____  | 5 _____  |
| 6 _____  | 7 _____  | 8 _____  | 9 _____  | 10 _____ |
| 11 _____ | 12 _____ | 13 _____ | 14 _____ | 15 _____ |

### Feedback

Please check your answers against the text on pp2-3.

### Exercise 2

Open your textbook and turn to p3. Read aloud sentence by sentence after the recording from the third paragraph on. While listening, note down on a sheet of paper the key points of these paragraphs. Read aloud these paragraphs again by yourself. If convenient, you are encouraged to record your reading on a tape and ask your friend or tutor to comment afterwards. Try to finish this exercise within 10 minutes.

### Exercise 3

Close your textbook now and look at the following statements. Judge whether they are true (T) or false (F) based on the notes you've written down. Try to finish this exercise



within 5 minutes.

- 1 It is necessary for students to understand every single word in a text.
- 2 New words will not prevent you from understanding the main idea of a text.
- 3 It is necessary to look up an important word in a dictionary while reading a text.
- 4 Forgetting what has been learnt at school is a common problem among students.
- 5 The problem mentioned in para 5 refers to the fact that one has an added burden in college.
- 6 Making notes can refresh one's memory.
- 7 Having not enough time to finish one's work is not a problem for all students.
- 8 Many students think that there is too much reading for them.
- 9 You will learn in this course how to reduce the burden of reading.
- 10 The key to a successful learner is to read fast and efficiently.

Your answers:

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

Feedback

Look at the key provided below.

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

How many did you judge correctly? If you had any errors, go back to the textbook and read carefully again the related parts.

## Task 2 Understanding the text in general— Answering questions

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

Survey the text once again. Then turn to pp4-5 and answer the 12 questions of the exercise entitled “Plain sense questions”. Instead of in note form as required in your textbook, you are asked to answer each question in the form of a complete sentence. Write down your answers in the space provided. The first one has been done for you as an example.

1	The first problem mentioned in the reading passage is that the teacher speaks a little fast.
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Feedback

“Questions and answers” seems such a common type of task that many learners take it for granted, which is wrong. Actually, answering questions not only checks students’ comprehension but also

leads them to focus on the main points and think about the meaning of the text. Thus, when you do this type of task in the future, try to link all the questions to one another so that you can get a whole picture of a text.

Return to the current task. Below are the answers to these questions. Check yours and see how many of your answers are correct. If you get them all correct, you probably have a clear idea about the whole text.

- 1 The first problem mentioned in the reading passage is the study of a difficult subject.
- 2 They are: a) the teacher speaks too fast; b) new words are hard to understand; c) some subjects are uninteresting; and d) other students are all better than you.
- 3 Yes, he does.
- 4 The writer suggests learners a) prepare for each class beforehand; b) listen to the teacher carefully without worrying; c) talk about the main points covered in class before and afterwards.
- 5 The second problem mentioned in the reading passage is that students often find it hard to understand some of the books they have to read.
- 6 The mistake is that they try to understand every word.
- 7 The writer advises us to a) infer the meaning of the new word; b) read on; c) come back to the new word later if necessary; d) ignore the word if it's unimportant; and e) look it up in a dictionary if it's important.
- 8 The third problem is that some students cannot remember what they have been studying.
- 9 The "added burden" here refers to starting in a new college or on a new subject.
- 10 The writer suggests that students should make notes and read the notes later.
- 11 The fourth problem is that some students don't have enough time to do all the work.
- 12 The best choice is C.

### **Task 3    Understanding the text in general— Finding solutions**

Source	CE (2) based (pp10-11)	
Target time	15 minutes	
Learning tools	CE (2), a clock, and a pen	
Started at		Finished at
Problems & reminders		



As mentioned in the previous task, answering questions is a good way for students to understand the main idea of a text, but not the only way. Now you will have a chance to do an information transfer task. Below you will read a table listing some students' common problems in language learning. Survey the text again and find the possible solution to each problem.

	Problem	Solution
1	The teacher speaks too fast; new words are difficult to understand; the subjects are not interesting, and the students are not all at the same level.	
2	Students often find it hard to understand some of the books they have to read.	
3	Students find it hard to remember what they have been studying.	
4	Many students do not have enough time to do all their work.	

### Feedback

Noting down the main information in the form of a table helps students to organize the information in a text in a clear and logical way. How many pieces of advice did you give in your solutions?

	Problem	Solution
1	The teacher speaks too fast; new words are difficult to understand; the subjects are not interesting, and the students are not all at the same level.	<ul style="list-style-type: none"> <li>● Prepare for class by reading relevant material</li> <li>● Listen to teacher carefully</li> <li>● Make quick notes. Copy them after class, if possible, do this with a friend</li> <li>● Talk about main points before and after</li> </ul>
2	Students often find it hard to understand some of the books they have to read.	<ul style="list-style-type: none"> <li>● Try to infer the meaning of new words</li> <li>● Then carry on reading</li> <li>● If necessary, come back to a word later</li> <li>● Ignore if it's unimportant</li> <li>● Look up important words</li> </ul>
3	Students find it hard to remember what they have been studying.	<ul style="list-style-type: none"> <li>● Make notes</li> <li>● Read notes later</li> <li>● Compare notes with friends</li> </ul>
4	Many students do not have enough time to do all their work.	<ul style="list-style-type: none"> <li>● Read faster</li> <li>● Read more efficiently</li> </ul>



## Task 4 Understanding the text in detail— Translating sentences into English

Source	CE (2) based (pp2-4) & supplementary materials	
Target time	30 minutes	
Learning tools	CE (2), a clock, a dictionary, and a pen	
Started at		Finished at
Problems & reminders		

Up to now, you have been given a general picture of the text. What follows next is a detailed study of the text. Below you will read a couple of sentences in Chinese. Try to translate each of them into English and write down your answers in the space provided. Remember, you are not supposed to find direct translations from the text for most of the sentences. You should try to integrate what you have learnt in the text with your own knowledge of English language.

- 1 当不得不学一门自认为有困难的学科时,我们会面临许多问题。
- 2 也许你会发现弄懂一些你不得不学的新词是件困难的事情。
- 3 与一个朋友共同复习功课十分有用,因为两个人的智慧会胜过一个人。
- 4 没有必要为理解一篇课文的意思而去弄懂每个单词的意思。
- 5 记不住所学的内容是学生中常见的问题。