

当代大学英语 ACTIVE ENGLISH

综合英语
Comprehensive English

学生学习课本
Learners' Workbook

顾问：顾吕国
主编：张 雯
副主编：许 新

BAND
第4级



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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藏书章

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学生学习课本 4**

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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 learners of this book

Welcome to *Comprehensive English Learner's Workbook* (Band 4) 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.

② What does this book aim at?

This book has two chief aims. Firstly, it is intended to assist you, no matter a college student or a self-taught English learner, with the learning of *Comprehensive English* (Band 4). Bearing this purpose in mind, we provide a sufficient amount of supplementary exercises to help you to review, consolidate, and expand what you have learned from the main textbook. Secondly, this book is designed to train you the skills in speaking, reading, writing and translating by guiding and monitoring your reading process.

③ What resources are available?

This book, together with *Comprehensive English* (Band 4), comes in three versions: the print, the multi-media, and the online version. 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 *Comprehensive English* (Band 4) as the textbook, this book as the workbook, and audiocassettes 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 importantly, 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 consists of 12 units and works in lockstep with *Comprehensive English* (Band 4). 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 four parts—**Warm-up, Tasks, Review and self-assessment**, and **Appendix**.

There are five tasks in each unit. **Task 1** (Understanding the unit in general) and **Task 2**

(Understanding the unit in detail) focus on the text(s) in each unit of the main textbook. All the exercises within these first two tasks, from “Listening and speaking” to “Multiple-choice questions”, from “Paraphrasing” to “Translation”, and so on, are designed to help you have a thorough understanding and a detailed study of the text(s). **Task 3** (Language in action) focuses on the grammatical items reviewed in each unit of the main textbook and reminds you to finish all the exercises designed in the main textbook. **Task 4** (Supplementary practice) focuses on one supplementary passage of the same theme as the text(s) in the main textbook and intends to give you more opportunities to practice reading and writing skills. **Task 5** (Learning to do some translation) is a new item added to this workbook, focusing on translation. The translation discussed in this task is not the translation exercise designed for a word or a phrase or a grammatical item in many English textbooks, but the translation in real communication. To do such translation we need to take into consideration all kinds of differences between the English and the Chinese languages, including the differences in vocabulary, in sentence structure, in idiomatic ways of expression, in usage, and in cultural implications. We are most grateful to Professor Chen Dezhang of School of English, BFSU, for his immense help, remarkable patience, and constructive advice to this series of Learning to do some translation.

Besides the above five tasks, 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) key to the remaining exercises in the textbook, and 2) translation of the reading passage in the textbook.

⑤ *How will you plan your study?*

Most of you will use this book together with *Enrichment Reading* (ER) (Band 4) and *Interactive English* (IE) (Band 4). Usually you can finish three units (one unit for each course) within one week, 13 hours study time (6 hours for CE 4, 4 for ER 4, and 3 for IE 4). 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 the three courses. This isn't a good idea. Our suggestion is that you study the courses one or two at a time. For example, you could finish the tasks for ER 4 within the first 3-4 days of the week, one hour each day (in the evening), plus half an hour for IE 4 (either in the early morning or in the evening). Then you could spend Friday and Saturday on CE 4. A sample weekly study plan¹ is shown as below.

A sample weekly study plan (based on Unit 2 of CE 4, ER 4 and IE 4)

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

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

Alternatively, you could also finish the tasks for *CE 4* within the first 3-4 days of the week, and leave Friday and Saturday for *ER 4* and *IE 4*. 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 that this book not only helps you enhance your reading comprehension, but also offers you guidance to some practical language learning skills in general. What's more, we hope that you enjoy this book, and we wish you every success in your English study.

Acknowledgements

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



Learning is good for you!

In this unit you will

read articles about the value of lifelong learning

practice translation skills

■ develop your vocabulary and word inference skills, and practice cloze

■ review and use some important verb tenses

■ learn about and practice writing a summary

Table of contents

Tasks	Titles		Skills & knowledge	Duration (min)
Warm-up				15
1	Understanding the unit in general	Exercise 1 Listening and speaking to get main ideas	Listening, speaking, reading, and translating	15
		Exercise 2 Listening and speaking to get key information		15
		Exercise 3 Retelling the Auntie May story		5
		Exercise 4 Answering questions		10
		Exercise 5 Choosing the best answers		10
		Exercise 6 Understanding the structure of Text 1		20
2	Understanding the unit in detail	Exercise 1 Paraphrasing		15
		Exercise 2 Cloze		15
		Exercise 3 Translating sentences from English into Chinese		15
		Exercise 4 Translating sentences from Chinese into English		15
3	Language in action — Tenses and stative verbs		Grammar	30
4	Supplementary practice		Reading and speaking	60
5	Learning to do some translation — What is translation?		Translation	60
Review and self-assessment				60
Appendix				

Warm-up

Source	Supplementary materials		
Target time	15 minutes		
Learning tools	CE (4), a pen, and a clock		
Started at			Finished at
Problems & reminders			

Do you think learning is hard and sometimes painful or do you usually enjoy learning? Below are three little pictures that depict different attitudes towards learning. Please have a look at them and choose which one(s) could best describe your view towards learning. Tick your answers to the questions that follow the pictures. Try to finish this part within 15 minutes.



Picture 1



Picture 2



Picture 3

For each of the following items, select one or more of the choices given.

- 1 Which picture(s) can best describe your view towards learning?
 - A Picture 1. ()
 - B Picture 2. ()
 - C Picture 3. ()
- 2 Do you think learning is
 - A boring and painful? ()
 - B enjoyable and joyful? ()
 - C A and B? ()
- 3 Do you think you have benefited from learning?
 - A I have benefited a lot from learning. ()
 - B I have benefited to some degree. ()

C I have benefited little from learning. ()

4 Below is a quotation from Mahatma Gandhi.

“Live as if you were to die tomorrow.

Learn as if you were to live forever.”

—Mahatma Gandhi

What message do you think Gandhi wanted to convey?

Feedback

You may have different interpretations of the three pictures. The following analysis is only for your reference.

- 1 Picture 1 describes a bored learner. Picture 2 describes a pressured learner who, from his facial expression, does not seem to enjoy learning. Picture 3 depicts a relaxed reader who takes pleasure in reading (a form of learning). As a learner, you may have experiences of all of the three situations: sometimes you feel burdened or bored; some other times you really enjoy what you learn. On the whole, a learner may have mixed feelings about learning.
- 2 As to what is analyzed in the above answer, a learner may feel that learning is painful or joyful or both. Base your answer on your own experience.
- 3 No matter if you enjoy learning or not, you may feel that you have benefited from learning in your personal life, in your career, and in your emotional world.
- 4 What Gandhi wanted to convey is that people should treasure time and make full use of every minute. People should devote all their lifetime to learning and never cease learning.

Task 1 Understanding the unit in general

Source	CE (4) based (pp1-16)	
Target time	75 minutes	
Learning tools	CE (4), a pen, a clock, a cassette player, and the cassette of the text	
Started at		Finished at
Problems & reminders		

Exercise 1

Listening and speaking to get main ideas

You are going to learn some of the health benefits of a lifetime education. Have your cassette player and cassette of the text ready. Listen to Text 1 and repeat after the speaker. Then decide whether the following statements are true (T) or false (F) according to the text. Try to finish this exercise within 15 minutes.

- 1 () New research by the National Organization for Adult Learning (NIACE) reveals that studying is beneficial for people's physical, mental and emotional health.
- 2 () All respondents to a questionnaire designed by NIACE reported that learning made their illness or pain more bearable.
- 3 () The text gives some examples to show the positive effects of learning on a person's health.
- 4 () Colleges and other learning providers in south Nottingham have enthusiastically agreed to participate in the scheme.

Feedback

The following answers are for your reference.

- 1 T The information is given in ll 5-9.
- 2 F The information is given in ll 45-49. Only 13% of respondents said they had noticed no benefits to their physical health. The rest said learning made their illness or pain more

bearable.

- 3 T The information is given in ll 55-84.
- 4 T The information is given in ll 97-99. Colleges and other learning providers in the city have enthusiastically agreed to participate in the scheme.

Exercise 2

Listening and speaking to get key information

Now please listen to Text 2 twice. Pay particular attention to the part concerning Auntie May. After listening to it for the first time, please write down the information about Emily May Butterfield in the below space. Then listen to it for the second time to check your answers. Try to finish this exercise within 15 minutes.

- 1 Age of Emily May Butterfield
- 2 The name of the award Emily picked up
- 3 Why did Emily leave school early?
- 4 After the Second World War, how many children did Emily foster?
- 5 What did she buy for the children? Why?
- 6 Why did she decide to register for the English and maths classes at a college?

Feedback

Please refer to ll 22-59 of Text 2 and compare your answers with the following ones.

- 1 Emily May Butterfield is 94 years old.
- 2 Emily picked up the award for Britain's most inspiring learner.
- 3 Emily left school early before she was twelve because she was angry when her teacher did not

believe that she had done something right. Emily walked out of the classroom and never went back to school.

- 4 After the Second World War, Emily fostered 100 children in her home.
- 5 Emily bought a dictionary for the children because she did not want the children to be at a disadvantage with their homework.
- 6 Four months ago Emily got a form through the post she could barely understand. She filled it in as best she could, only to get reply saying that she had done so incorrectly and that she had to fill in a further four forms. She was fed up with feeling unable to function well. Therefore, she decided to register for the English and maths classes at a college.

Exercise 3

Retelling the Auntie May story

Based on your answers to the six questions in Exercise 2, please retell the story about Emily May Butterfield. Try to finish your retelling within 5 minutes. You may record your retelling onto a tape or simply retell it loudly to yourself. Have you got your cassette recorder and yourself ready? You may start now.

Exercise 4

Answering questions

In this exercise, you are going to answer five questions that all relate to the text "Stop taking the tablets!" Please read Text 1 carefully and then answer the questions. Include the evidence from the text that supports your answer. Try to finish the exercise within 10 minutes.

- 1 Which organization supports the idea that people should stop taking tablets?

- 2 Are there research results that support the proposition to stop taking tablets?

- 3 What is the alternative solution raised in the text for curing diseases instead of taking tablets?

- 4 Is the idea to stop taking tablets supported by doctors who by profession prescribe tablets for patients?
- 5 Why do you think the writer ends the title with an exclamation mark “!”?

Feedback

Now compare your answers, including supporting evidence, with those given below.

- 1 NIACE is the organization which supports the idea that people should stop taking tablets. There might be other organizations but Text 1 talks mainly about NIACE.
- 2 New research has been done by NIACE which reveals that learning is beneficial to people's physical, mental and emotional health. (ll 5-9)
- 3 The alternative solution for curing diseases is to take up learning rather than to take pills. (ll 1-4)
- 4 The idea of prescribing learning rather than tablets is supported by some doctors. (ll 1-4; ll 85-91)
- 5 The writer ends the title with an exclamation mark in order to emphasize his strong position on the proposition in the text: to cure diseases, take learning rather than tablets.

Exercise 5

Choosing the best answers

Turn to p6 in your textbook. Skim Text 2 for 2 minutes. Then answer the multiple-choice questions on p9 in your textbook. Please finish this exercise within 10 minutes.

Feedback

Here are the keys for your reference.

1 D 2 B 3 B 4 C 5 D

Exercise 6

Understanding the structure of Text 1

Text 1 is a newspaper article from *The Guardian*. Usually a newspaper article is composed of the following structure: the lead (topic sentence), details (supporting information which could be examples, direct or indirect quotations, or explanations). This structure is usually called “inverted pyramid (倒金字塔结构)” with the most important information presented at the very beginning and least important information at the end.

Please read Text 1 for its structure and fill in the below blanks. Try to finish this exercise within 20 minutes.

The Lead:

- 1 Lead (para 1-2):

A group of doctors is to try encouraging patients suffering from chronic illnesses to take up learning rather than prescribing them pills to alleviate their condition.

1. 1 Supporting argument: new research by NIACE

Details:

- 2 Hope of NIACE (para 3-4):

- 3 Links between learning and health (para 5-12)

3. 1 Survey result 1: 87% of

3. 1. 1 Supporting quotation 1 from one male in his 50s

3. 1. 2 Supporting quotation 2 from

3. 2 Survey result 2: 89% of

3. 2. 1 Supporting quotation 1 from some candid people

3. 2. 2 Supporting quotation 2 from

3. 3 Responses from doctors: their experiences chime in with the survey results

3. 3. 1 Supporting quotation from

- 4 Responses from learning providers (para 13):

- 5 Action of NIACE (para 13):

Feedback

Compare your answers with the ones provided below.

The lead: