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当代大学英语

ACTIVE ENGLISH H

强化阅读英语
Enrichment Reading



主编：Neville Grant (英) 顾日国



外语教学与研究出版社



LONGMAN 朗文

BAND
1
第 1 级

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主编：Neville Grant (英) 顾日国
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主 编: Neville Grant(英) 顾曰国

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Summary of content

Unit	Knowledge network	Texts, genres, and origins	Activities
1	Learning to learn	1 Interview with Diana (China) 2 Interview with Willie (UK) 3 A visit to the Tower of London (An extract from a diary from UK) Vocabulary development	Skill building 1: How to survey a text Skill building 2: Faster reading for gist Vocabulary development Reading for enjoyment Vocabulary notebooks Paragraph writing
2	Starting college	1 Cindy, the all-American girl (1) 2 Cindy, the all-American girl (2) 3 Cindy and her friends (Extracts from an introductory book to the US)	Skill building: Reading quickly for enjoyment Vocabulary development Paragraph writing: "My favorite music"
3	Language and culture	1 Coined any new words lately? (Newspaper article (UK)) 2 Eating in the US (Magazine article by a Chinese in US)	Skill building: Hints on faster reading Vocabulary development Short answer questions Scanning Paragraph writing Scanning for information
4	The art of study	1 Mastering the basics (Newspaper article (UK)) 2 Improving our learning (Magazine article (UK))	Vocabulary development Short answer questions Note-making Introducing self-assessment Learning journals
5	Encouraging the reading habit	1 The States explained (article from US travel book) 2 Mixed agendas (Extract from a US novel)	Vocabulary development Group discussion Writing
6	Personal views	1 Extracts from <i>Anne Frank's Diary</i> (diary) (Translation into English) 2 My bracelet (Essay by a Chinese student in the US)	Vocabulary development Short answer questions Debate Personal writing Completing a self-assessment form

Unit	Knowledge network	Texts, genres, and origins	Activities
7	The new millennium	1 Where did the millennium dawn? (Geographical Magazine article (UK)) 2 Y2K: Only time will tell ... (Newspaper article (UK))	Vocabulary development Short answer questions Critical thinking
8	Social issues	1 Shop-lifting (Newspaper article from South China Morning Post) 2 The case of the missing family (Magazine article, (UK))	Vocabulary development Note-making Paragraph writing Note-making Reading widely: paragraph writing
9	Sharks!	1 Shark attack! (Magazine article (US)) 2 Fin at the deep end (Travel article (UK))	General knowledge quiz Vocabulary development Short answer questions Learning about the importance of relevant prior knowledge when reading
10	Popular music	1 So you want to be a pop-star? (Magazine article (UK)) 2 Tina Turner (Extract from a reference book on rock music (UK))	Vocabulary development Note-making and paragraph writing Word inference Note-making Paragraph writing
11	The world around us	1 Travels in South America (Extract from a geographical magazine (UK)) 2 Eyes, whiskers and bones (Newspaper magazine article (UK))	Vocabulary development Short answer questions Word inference Using prior knowledge (General knowledge quiz) Short answer questions Note-making
12	Sport	1 Chinese gold rush: 25 medals in a day (News item from a US newspaper) 2 Young gymnast takes risky leap (News item from a US newspaper)	Vocabulary development Scanning skills Dictionary work Paragraph writing Completing a self-assessment form

Introduction: To the student

Welcome to your new English 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. *Active English* consists of the following elements for each semester:

<i>Comprehensive English</i>	Intensive reading skills Vocabulary development Grammar Writing
<i>Interactive English</i>	Listening skills Speaking skills Vocabulary development
<i>Enrichment Reading</i>	Faster reading Additional reading Vocabulary development

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

Enrichment Reading consists of twelve units. Every unit contains up-to-date, authentic reading material, reflecting the concerns of today's – and tomorrow's – world. In most cases, the units consist of two, or occasionally three, parts: each part consists of one long or two shorter texts. The main aims of *Enrichment Reading* are

- to provide students with a rich 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.

How to use this book

There are several ways you can use this book:

1. On your own;
2. In class;
3. A combination of (1) and (2). For example your teacher may treat one text in class, 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 time factors.

Because of pressures of time, there is an increasing tendency for students to be asked to work independently outside class. Approaches vary a great deal from one college or university to another. The main thing to make sure is 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 much more easily.

The book helps you to do this by providing the aims of each unit at the start (Under “*Before we begin*”, and by providing a “*Before you read*” section before each reading text).

- Always survey a text before you start reading it. This means you should very quickly look 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 back 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 in the box provided with 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 the text is 600 words, and you spent seven minutes and 20 seconds (7.33 minutes). This becomes $600 \div 7.33 = 82$ words per minute (good – your target speed in this semester is 80 words per minute).

Self-reliant students

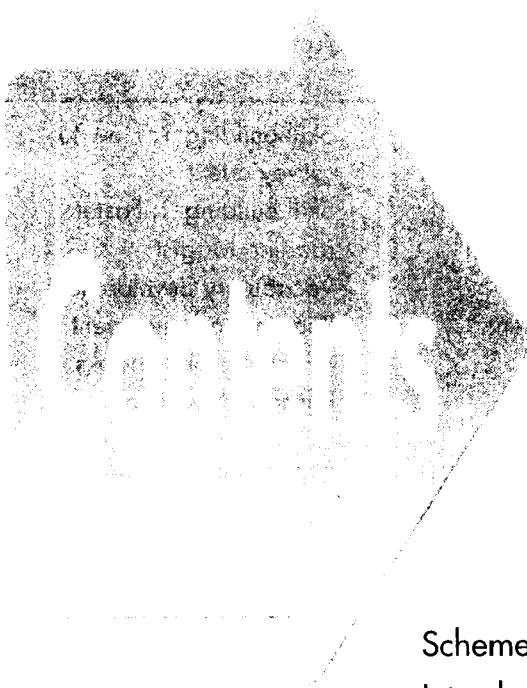
Please note that good students are those who are active in class; however, the most successful students are those who are actively involved in learning independently, outside class. So it is worth spending some time on trying to improve the way you learn. The self-assessment exercises in this book will help you to become more effective and independent learners. You should also keep a record of your reading speeds and comprehension scores, so that you can monitor your progress during the semester. Many students find that keeping a Learning Journal helps them to improve the way they learn. The journal does not have to be very long and detailed – you only need to make a few short notes in it once every week or two weeks or so. Many students find that keeping a Learning Journal helps them to arrive at insights into the way they learn, and ways of overcoming problems, that are not obvious until they have tried to write them down.

Strategies for review

When you have finished each unit, why not review it by listening to the passages on tape? This will help your listening skills and help to review vocabulary, too.

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. Such discussions should whenever possible, be in English: practice, however imperfect, makes perfect!

Good luck!



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Unit 1

Learning to learn

Did you go straight from senior middle school to college? Some people say that it is a good thing to continue your studies without interruption. Others say that students learn better if they see a bit more of “life” in the real world first. Learning doesn’t only occur in the classroom!

Some of these ideas are discussed in this unit. In this unit you will

- **revise words and ideas treated in *Comprehensive English***
- **make a start on training in faster reading**
- **read authentic interviews in English**
- **learn more about how to learn effectively**
- **practice reading for enjoyment**

Before you read



- 1 Read the “Skill building” box below, and discuss it with a partner.
- 2 Survey the text below: find out what it is about. Please spend no longer than one minute surveying this text!

Skill building 1: How to survey a reading text

Surveying a text to get an overview (概述) of what it is about is a very useful skill. We suggest that you should always survey a text first – only a minute or two is necessary! You will find that when you read it more carefully, your comprehension score will increase a lot.

The best way of surveying a text is by keeping a key question at the front of your mind as you read. This question is: “*What is this text about?*”

To find out the answer, you do NOT have to read every word of the text. Concentrate instead on

- the headings and sub-headings
- illustrations, and the captions (标题) that go with them
- the beginning and end of the text – usually the opening and closing paragraphs
- the first sentence of each of the other paragraphs. If there are no paragraphs, choose random samples (随机样品)

Interview with Diana

Diana goes to college in Shanghai. After she left middle school, Diana went straight to college. We asked her about her decision.



Diana, did you go straight from middle school to college?

Yes, I did. After I finished middle school I thought about working for a while. I wanted to get a job, and to earn some money.

Why did you think this might be a good idea?

Because I thought this experience would help me to understand my studies better, and see how they were relevant to real life. I thought the money would be useful, too!

What were your parents' opinions?

My parents were against the idea. They said I might forget how to learn, that is, how to study properly. They were afraid that I might start work, and then not want to go to college.

What do you think about it now?

I think my parents were right. I think it is a good idea to finish college while you are still young. And in the vacations, I still work: I have a part-time job in a shop, and I also give private classes to children living near my home.

What do you teach them?

English, of course! There is an old Chinese proverb that the best teachers are also learners. Well, I find the opposite is true, too: the best learners are also teachers! I find I learn a lot when I try to teach.



First reading: Reading faster for gist

- 1 Before you read the interview for gist, read the "Skill building" box on pages 3–4, and discuss it with a partner.
- 2 Now read the text above again. Follow these steps:
 - 1) Note down the time you started, e.g. 8:40.
 - 2) Note down the time you finished, e.g. 8:43 and 20 secs.
 - 3) Without looking at the text, answer the comprehension questions on the next page.
 - 4) Work out your reading speed: first, note down the time taken: e.g. 3 minutes, 20 seconds. (3.33 minutes). Next, divide the number of words in the text by the time you took. In this case, there are 240 words in the text. $240 \text{ divided by } 3.33 = 72 \text{ words per minute}$. (This would mean that you should try to read a bit faster! Your target in each case is 80 words per minute.)
 - 5) After you have recorded your speed, please check your answers, and write down your comprehension score.

NOTE:

You will find it helpful to complete a chart like the one below each time you read a text in this book:

Text: Interview with Diana

Date: _____

Length of text: 240 words.

Target time: 3 minutes.

Target speed: 80 wpm.

Started at: _____

Finished at: _____

Time taken: ____ mins. ____ secs.

Speed: _____

Comprehension score: ____ %

Skill building 2: Faster reading for gist

Faster reading, to understand the main points, or gist, of a text is a very important skill. Like most skills, it needs practice. Here are some hints:

- Survey the text first, whenever possible. This makes the text much more predictable (可预测的), and, therefore, understandable. Surveying a text reduces the need for a "word-by-word" approach.
- A good reader does **not** read every word; when reading fast, you will often need to pass over words you do not understand. Don't worry about this: you are after the meaning of the text as a whole, not every single word used in the text.

Enrichment Reading 1

- Good readers give each line a series of “eye fixations”; do not read every word; instead, try to read words in their natural groups.

A fixation occurs when the eye focuses on a group of words. For example, to read this sentence, you only need six fixations:

Good readers
do not read a text
word-by-word.
Instead, they read
groups of words
in a single eye-fixation.

- Your eye must work closely with your brain: do not try to remember every small detail. This means that sometimes words – or even sentences – may be left unread.
- The target speed is 80 words per minute: however, many students find that they cannot read at this speed to start with. Some of you may find that you are reading at 50 words per minute – or even slower! If so, you must try during this semester to increase your reading speed, gradually, week by week. If you can read for gist at a speed of 80 words per minute by the end of this semester, you should feel very happy with your progress.

Say whether these statements are true or false. Please do NOT look back at the text!

True or false?

- 1 Diana went straight from middle school to college.
- 2 She thought she might work for a while first before going to college.
- 3 Her parents thought this would be a good idea.
- 4 Diana thinks it is a good idea to finish college while you are still young.
- 5 She spends all her time studying, and has no time for doing other work.

Check your answers in pairs, or with your teacher. If you are using this book on your own, you may now look back at the text to see if you answered correctly. Score yourself! (e.g. If you got three answers correct, that is $3/5 = 60\%$.)

Make a note of your score in the box on the previous page.



Now read the text a second time. You should find it quite easy to understand quickly, because you have already read it to get the gist.

If necessary, you may refer to the vocabulary list below.

interview (with) / 'ɪntəvjʊ: / n.

a talk with someone to find out information (verb: to interview) 面谈

interruption / ,ɪntə'rʌpʃən / n.

something that happens to stop something else from continuing (verb: to interrupt) 间断, 干扰

decision / dɪ'sɪʒən / n.

something that has been decided (verb: to decide) 决定, 决议

experience (of) / ɪk'spiəriəns / n.

knowledge or skill which comes from practice 经验

relevant (to) / 'reləvənt / adj.

concerning (与……) 有关的

vacation / ver'keɪʃən / n.

part-time / 'pɑ:t'taɪm / adj.

private / 'praɪvət / adj.

proverb / 'prɒvɜ:b / n.

holiday 假期

not full-time 业余的、兼职的

not public 私下的

an old saying 格言、谚语



Working on Information

Multiple choice questions

Choose the best answer for each of the following questions:

- What did Diana want to do after finishing middle school?
 - She wanted to go straight to college.
 - She wanted to work for a while.
 - She wanted to teach English.
 - She wanted to earn some money.
- What did her parents think?
 - Her parents thought that she would study better if she worked first.
 - They thought that earning money would be useful.
 - They wanted her to go straight to college.
 - They did not want her to go to college.
- What is Diana's opinion now?
 - She thinks her parents gave her bad advice.
 - She thinks her parents were wrong.
 - She thinks it is a good idea to get work experience while you are still young.
 - She thinks it is a good idea to finish college while you are still young.
- What does Diana do apart from studying?
 - She teaches English in the evenings.
 - She works in a shop.
 - She teaches English during vacations.
 - She works part-time in a shop, and teaches English privately.

Discuss your answers in pairs. Find evidence in the text to prove which of the answers is correct.

DISCUSSION

- Diana's parents had two reasons for being against the idea of Diana working before going to college. What were these reasons?
- Explain how one of these jobs helps her to be a better student.

Before you read



- Read the "Skill building" boxes on pages 2 and 3 again, and make sure you understand what surveying a text means, and what reading for gist means.
- Here is the second interview. As before, survey it quickly first. Get a general idea of what it is about.