

外研社 朗文

当代大学英语 ACTIVE ENGLISH

综合英语
Comprehensive English



主编：Neville Grant (英) 顾曰国

BAND
第2级



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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Active English

Comprehensive English Band 2 综合英语 第2级

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Active English

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Scheme of work

Knowledge network	Unit	Reading: texts and skills	Word power	Skill building
Learning	1 Study skills	Extract from a book on study skills: <i>Common study problems – and solutions</i> Reading for gist, detail, and inference: Notes Translation	1 Vocabulary development: <i>Cloze dialog</i> 2 Word building: Turning verbs into nouns using <i>-ion</i>	How to make notes: Using numbers, letters and abbreviations
Technology	2 Learning with technology	Science fiction story: <i>The Fun They Had</i> Reading for gist, detail, and inference Note-making Discussion	1 Vocabulary development 2 Word inference 3 Using phrasal verbs	How to survey a book: Contents page(s), Index, etc
Science	3 The mysterious dolphins	A newspaper report: <i>The Dead Dolphin Mystery</i> Reading for gist, detail, and inference Note-making Translation Paragraphs	1 Vocabulary development 2 Using pictures to develop vocabulary 3 Cloze 4 Word building: Noun formation using <i>-al</i>	How to survey a text
Employment	4 An unusual job	A magazine article: <i>Would you set yourself on fire for £75 a day?</i> Reading for gist, detail, and inference Note-making Translation	1 Vocabulary development 2 Cloze: <i>How to qualify as a stunt-person</i> 3 Dictionary use 4 Noun formation using <i>-ion</i>	How to use a dictionary
Language and communication	5 English in today's world	An essay: <i>The English Language</i> Reading for gist, detail, and inference Word inference Note-making Translation	1 Vocabulary development 2 Noun formation: words ending in <i>ce</i> or <i>cy</i> 3 Cloze	How to improve your translation skills
Medicine	6 Emergency!	A magazine story: <i>In-flight emergency</i> Reading for gist, detail, and inference Making predictions Translation	1 Vocabulary development 2 Organizing vocabulary note-books, using "word families"	How to remember new words: "Word families"

Grammar	Writing	Things to do
1 The parts of speech: Revision 2 Using prepositions of place	1 Paragraphs: topic and support sentences 2 Writing paragraphs: exposition	Self-assessment
1 Using verb tenses: Revision. How verb tenses help to signal meaning 2 Writing a summary	Paragraphs: writing paragraphs based on notes: <i>Education Today</i> <i>and Tomorrow</i>	1 Surveying this book 2 Self-assessment
1 Using verb tenses: Revision (2) – time and tense 2 Using verbs in the passive 3 Using verb tenses to signal meaning	1 Paragraphs: past tense 2 Paragraphs: using the passive	1 Vocabulary notebooks 2 Jumbled sentences: <i>Dolphins</i> 3 Writing a similar paragraph 4 Self-assessment
Using conditional sentences: Type 1 Type 2 Type 3	1 Paragraph writing: jumbled sentences 2 Paragraph writing: a similar paragraph	1 Writing about a film 2 Vocabulary development 3 Self-assessment
Using relative clauses: Defining and non-defining clauses	Writing exposition: <i>Reasons Why I</i> <i>am Learning English</i> A similar paragraph using thought connectors	1 Writing a paragraph on <i>The Uses of English</i> based on notes 2 Self-assessment
Using reflexive pronouns	1 Paragraph writing: Western and Chinese doctors 2 A report, using different verb forms	1 Reading widely 2 Self-assessment

Knowledge network	Unit	Reading: texts and skills	Word power	Skill building
Science	7 Space travel	A magazine article: <i>Why we must venture into space</i> Reading for gist, detail, and inference Critical reading Translation	1 Vocabulary development 2 Irregular plurals: <i>data, phenomena</i> , etc 3 What kind of English? 4 Vocabulary notebooks 5 Cloze	How to improve your active command of English
Modern history	8 The Diary of Anne Frank	1 Article: <i>The Diary of Anne Frank</i> 2 Extracts from Anne Frank's diary Reading for gist, detail, and inference Critical reading Translation	1 Vocabulary development 2 Nationality words 3 Word building: more <i>-ion</i> nouns 4 Word building: <i>pro-</i> and <i>anti-</i>	How to improve your written English
Culture	9 Culture shock	1 An American view: Extract from a textbook: <i>Adjusting to life in the US</i> 2 A Chinese view: <i>American food</i> Reading for gist, detail, and inference Critical reading Translation	1 Vocabulary development 2 Word inference 3 Word building: the prefix <i>bi-</i>	How to infer the meaning of words (1): Using words with a similar meaning
Technology and communication	10 Mobile phones	An article from a newspaper: <i>Are mobile phones good for your health?</i> Reading for gist, detail, and inference Critical reading Translation	1 Vocabulary development 2 Word inference 3 Word building: negative prefixes <i>un-, in-, il-, ir-</i> , and <i>im-</i>	How to infer the meaning of words (2)
Current affairs	11 China and the world	Article: <i>The Overseas Chinese</i> Reading for gist, detail, and inference Note-making Translation	1 Vocabulary development 2 Word inference 3 Compound words 4 Antonyms	How to plan explanatory paragraphs
The world of business	12 Blood on the carpet	1 Article: <i>Marks and Sparks</i> 2 Newspaper report: <i>M&S's Silent War of Succession</i> Reading for gist, detail, and inference Translation	1 Vocabulary development 2 The register of business	How to construct more interesting sentences

Grammar	Writing	Things to do
<ol style="list-style-type: none"> Expressing certainty and uncertainty: modal verbs <i>can, must, could, would, may, might</i>, etc Making judgements: <i>should, ought to, had better, be + to, have (got) to, must</i>, etc 	<p>Arguments for, and against, space travel</p>	<ol style="list-style-type: none"> Research Self-assessment
<ol style="list-style-type: none"> Using relative clauses of time, place and reason Paragraph construction using these clauses 	<p>Expressing prohibitions in the past: using past forms including modal verbs</p>	<ol style="list-style-type: none"> Learning journal writing Self-assessment
<p>Using discourse markers or "thought connectors": transitional words and phrases</p>	<p>Using thought connectors: Advice to a foreigner eating in China</p>	<ol style="list-style-type: none"> Vocabulary notebooks Learning journal: The pros and cons of living in America Self-assessment
<p>Using modal verbs with the passive Cloze: <i>Mobile phones: A health risk?</i></p>	<ol style="list-style-type: none"> Cloze: summary Writing a report based on notes 	<ol style="list-style-type: none"> Vocabulary Learning journal: The pros and cons of mobile phones Puzzle paragraph Research in China Self-assessment
<ol style="list-style-type: none"> Infinitives with modal verbs Infinitives with different verbs Other uses of the infinitive, including expressing purpose 	<ol style="list-style-type: none"> Using infinitives with and without <i>to</i> Writing explanatory paragraphs: jumbled sentences Explanatory paragraph: "Guanxi" 	<ol style="list-style-type: none"> Vocabulary notebooks Explanatory writing: <ol style="list-style-type: none"> Investing in my area An ethnic minority Self-assessment
<ol style="list-style-type: none"> Sentence patterns Present participles "Dangling modifiers" Past participles 	<p>Writing a business report</p>	<ol style="list-style-type: none"> Vocabulary notebooks Self-assessment

Introduction: To the student

Welcome to Band 2 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. *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 of course need all three books for each semester. Obtaining the tapes would also be an advantage.

As in Band 1 of *Active English*, *Comprehensive English* consists of twelve units. Every unit contains up-to-date, authentic material, reflecting the concerns of today's – and tomorrow's – world.

How to use this book

Those students who have already worked through Band 1 of this course will be familiar with the challenging nature of these materials.

In general, this course develops in students the capacity not merely to improve their English knowledge and skills, but also to enhance their general learning abilities.

particularly with regard to study skills. The course also deliberately sets out to open doors into key areas of human experience, that we call (in the “Scheme of work” on pages ii – v) “Knowledge network”. For those students who may be using these materials for the first time, we offer the following suggestions which our research has shown to be helpful:

Before class

Before starting work in each unit, please look quickly at the “Scheme of work” on pages ii – v of this book, and find out about the aims of the unit you are about to work on. Before you come to class, please look at the “Before you read” section of the unit, and think about what it says. It is a good idea to look quickly through the reading text, to find out what it is about. Find out the meaning of any important words – but please do not feel you have to study the text in detail at this stage, unless your teacher asks you to do so.

In class

In class, please listen carefully to your teacher, and make any notes you wish to. You should also feel free to ask any questions. Your teacher may ask you to do some tasks in pairs, or groups: these activities are very important, so please co-operate; talk quietly with your classmates, if possible in English – only use Chinese when absolutely necessary!

After class

Please note that there will not be enough time to treat everything in each unit in class. Please be prepared to work privately outside class on some activities. Feel free to work with one or more classmates: the learning burden is much easier when it is shared!

The book suggests some things you may like to do after each unit. Please do them if and when you have time. These things are particularly important:

- The self-assessment exercise

This exercise comes at the end of every unit. Usually, but not always, your teacher will ask you to complete it in class time. This exercise will help you to spot your own problems. Please discuss any problems with each other, or, if possible with your teacher.

- Reading

- a) Try to read other reading material – newspapers and magazines, etc – as much as you can.

- b) Read through some of the reading texts from previous units from time to time. Reading aloud some of the reading material in each unit, if possible with a tape-recorder, is also helpful: listening to your voice is a good way to improve both your reading aloud, and your pronunciation.

- Revision

Please revise the work you have done from time to time.

- Vocabulary

One question that often troubles students is that of vocabulary load. *Active English* presents, teaches and revises and recycles all the vocabulary listed in the syllabus. This means that new words learnt will continually recur at intervals throughout the course. Students are encouraged to do their own “recycling” of these words, too, by the use of “Vocabulary notebooks”. If you record new words in your own private vocabulary notebook, you will find it much easier to remember, and use, new items of vocabulary. Read through – and keep up-to-date – your vocabulary notebook from time to time, and you will find that you have no problem coping with new vocabulary.

Self-reliant students

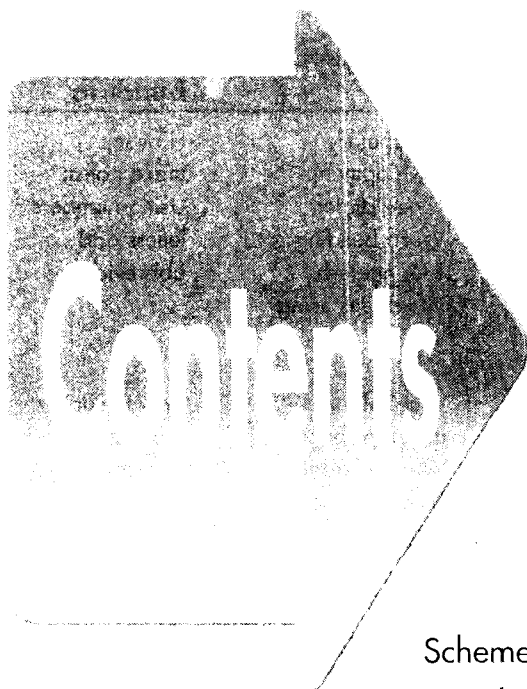
Good students are those who are active in class; however, being active in class is necessary – but not sufficient. The most successful students are those who are actively involved in learning independently, outside class. So it is worth spending some time on trying to improve the way you learn. The self-assessment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

Strategies for using the tape

One important activity that a self-reliant student can do is to read through the reading passages while listening to the tape. You can even listen to the tape while doing routine tasks, such as doing your washing, or going to bed.

However, 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!



Scheme of work	ii
Introduction: To the student	vi
Unit 1 Study skills	1
Unit 2 Learning with technology	13
Unit 3 The mysterious dolphins	25
Unit 4 An unusual job	37
Unit 5 English in today's world	51
Unit 6 Emergency!	63
Unit 7 Space travel	77
Unit 8 The Diary of Anne Frank	91
Unit 9 Culture shock	105
Unit 10 Mobile phones	117
Unit 11 China and the world	129
Unit 12 Blood on the carpet	141
Appendix I: American and British English	155
Appendix II: Irregular verbs	157
Appendix III: Glossary	160
Index	171

Unit 1

Study skills

In this unit you will

- **read about common study problems and solutions**
- **learn some new vocabulary**
- **develop study skills**
- **learn about the parts of speech**
- **learn about using prepositions of place**
- **write some paragraphs**

Welcome!

In this course you will be developing both your knowledge of English and your skills in using it. This course includes work on study skills, which will help you both in English and in other subjects.

A lot of research (研究) has been carried out on study problems. Surveys (调查) on problems that students have when studying in college reveal the following information:

- 70% of students say that they find the books they have to study are “difficult”.
- 65% of students think that one or more of the subjects they are studying “difficult”.
- 60% report that they do not have enough time to do all their work.
- 50% report that they find it hard to remember what they have been studying.
- 30% report that they find it hard to concentrate while they are studying.

Before you read



This unit looks at some of the problems we have when studying. The first reading text is about study problems.

A lot of research has been carried out on reading skills. This research shows that it is important for readers to think about a subject before they start reading about it. Readers who think about a subject in advance before reading about it read better (more *efficiently* 高效率地) than those who do not.

In addition, they should read through a text quickly (*survey the text*) before studying it in more detail.

In pairs, discuss the information in the box above. Do you have similar problems? Make a list of the problems you have in order of importance. Discuss with your partner how you might overcome these problems.

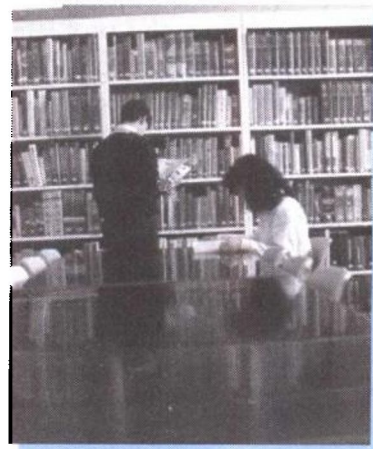
Task 1: Reading



Read this extract from a book on study skills:

Common study problems – and solutions

- 1 Many students face problems when they have to study a subject they think is difficult. 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. Maybe you don't find the subject very interesting. Perhaps you think the other students are all better than you! All these feelings are quite common.
- 2 Here is some advice which may help you: First of all, prepare for each class before it starts. Read something relevant to the subject of the class. This will help you to focus your attention on the subject, and help you to understand it better. Secondly, while your teacher is speaking, listen carefully. Do not worry if you do not understand everything. Write down quick notes. After class, copy out the notes more clearly. It helps to do this with a friend: two heads are better than one! Thirdly, talk about the class both before, and afterwards, with your friends. Try to focus on the main points covered. This makes the work easier to understand and remember.



Make sure that when you study some of the physical conditions are right. For example, having enough light is important. A quiet environment is also important.

- 3 Students often find it hard to understand some of the books they have to read. Many learners try to understand a text by understanding every single word in it. This is not always necessary. Often you can understand the main points without understanding every single word. 15
- 4 If you meet a new word and you are not sure what it means, follow these steps:
 - 1 Try to infer the meaning of the new word from the way it is used.
 - 2 Then without wasting any more time, carry on reading. 20
 - 3 If necessary, come back to the word later.
 - 4 If you think the word is not important, ignore it.
 - 5 If you think the word is important, look it up in a dictionary.
- 5 Do you find it hard to remember what you have been studying? This problem is very common, especially when you are starting a new subject for the first time. Starting in a new college, or starting on a subject new to you, can be an added burden: There are so many other things you have to learn, and remember, as well! 25

Vocabulary

Some of these words will be new to you; others will not. Please do not look at this list before or while reading the text unless you really need to do so. It is best if you try to infer the meaning of the words from the way they are used.

Words and Expressions

extract / 'ekstrækt / n.	part of a longer reading passage or book 选段
solution / sə'ljʊ:ʃən / n.	the answer to a problem (from the verb <i>solve</i>) 解答
focus / 'fəʊkəs / v.	to pay particular attention to (使) 集中
prepare / pri'peə(r) / v.	to make or get ready 准备 cf <i>preparation</i>
relevant / 'reləvənt / adj.	directly concerned with 有关的 opposite: <i>irrelevant</i>
text / tekst / n.	any reading passage: it could be a short extract or a whole book 课文, 正文
infer / in'fɜ:(r) / v.	to work out the meaning of something 推断
carry on	to continue 继续
ignore / ig'nɔ:(r) / v.	to take no notice of 不顾; 忽视
burden / 'bɜ:dən / n.	something difficult or heavy to carry 重担