

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



外语教学与研究出版社



LONGMAN 朗文

BAND
3
第 3 级

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主编特邀助理：黄国文



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(京)新登字 155 号

京权图字: 01 - 1999 - 3256

图书在版编目(CIP)数据

当代大学英语:综合英语第3级/(英)格兰特(Grant, N.), 顾曰国主编. - 北京:外语教学与研究出版社;香港:培生教育出版中国有限公司, 2000

ISBN 7 - 5600 - 2110 - 7

I. 当… II. ①格… ②顾… III. 英语 - 高等学校 - 教材 IV. H31

中国版本图书馆 CIP 数据核字(2000)第 81476 号

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当代大学英语

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第 3 级

主 编: Neville Grant(英) 顾曰国

* * *

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: 北京大学印刷厂

开 本: 787×1092 1/16

印 张: 12.75

版 次: 2000 年 12 月第 1 版 2001 年 2 月第 2 次印刷

印 数: 31001—81000 册

书 号: ISBN 7 - 5600 - 2110 - 7/G·967

定 价: 15.90 元

* * *

如有印刷、装订质量问题出版社负责调换

外研社
朗文 当代大学英语

Active English

Comprehensive English Band 3 综合英语 第3级

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This edition of *Active English* is published under the Longman imprint, which is an imprint of Pearson Education Group, and by arrangement with Pearson Education China Ltd., Hong Kong.

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This edition first published
in 2000 jointly by Foreign Language Teaching and Research Press
and Pearson Education China Ltd.

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培生教育出版中国有限公司 联合出版

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朗文 (Longman) 为培生教育出版集团 (Pearson Education Group) 所拥有之商标。

当代大学英语

Active English

(学生用书)

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Authors: Neville Grant, Gu Yueguo

出版人：李朋义（外研社）、沈维贤（朗文）

Publishers: Li Pengyi (FLTRP), Willie Shen (Longman)

主编特邀助理：黄国文

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Executive editors: Tian Hongcheng, Lü Rang'e, Zhou Haipeng (FLTRP)

封面和版面设计：梁若基（朗文）

Graphic designer: Timothy Leung (Longman)

Acknowledgements

We are grateful to the following for permission to reproduce copyright material:

Chapman and Hall Ltd. for the article “Coping with the reading load” on pages 2 – 4, adapted from *Study!* by Robert Barrass © the author 1984; Times Media Private Limited for the text “Public holidays in the US” on pages 16 – 18, extracted from *Culture Shock! USA* by Esther Wanning, ISBN 1-870668-79-0, © 1991 Times Media Private Limited, published by Times Books International, an imprint of Times Media Private Limited, e-mail: te@tpl.com.sg Website: <http://www.timesone.com.sg/te>; *Mother Jones* magazine for the article “Exposed! The sweatshops of Kentucky!” on pages 28 – 33, extracted from the article in *Mother Jones* magazine (July/August 1999), © 1999, Foundation for National Progress; Planet 21 for the article “Facing up to sea rise” on pages 44 – 50, adapted and abridged from the article “Rising seas” by John Pernetta, first appeared in *People & the Planet* magazine (Vol.3, No.1, 1994); Jacquie Disney, Parents Information Network (PIN) <http://www.pin.org.uk> for the article “Thinking of buying a computer?” on pages 70 – 72, by Jacquie Disney, copyright PIN Limited 1997-2000. All rights reserved; *Reader's Digest* and *FAMILY CIRCLE* magazine for the text “Take the happiness test” on pages 87 – 91, adapted from the article “The happiness test” from *Reader's Digest* and originally condensed from *FAMILY CIRCLE*, reprinted with permission from the July 1997 *Reader's Digest* and with permission from *FAMILY CIRCLE* magazine; *21st Century* for the article “Women still face ‘glass ceiling’ at top levels” on pages 101 – 103, published in the *21st Century* on March 11, 1998; Planet 21 for the article “The growth of cities” on pages 114 – 117 adapted from the article “How the cities grow” by Robert Livernash, first appeared in *People and the Planet* magazine (Vol.5, No.2, 1994).

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Scheme of work

Knowledge network	Unit	Reading: texts and skills	Word power	Skill building
Study	1 Efficient study	Extract from a book on study skills: <i>Coping with the reading load</i> Surveying a text Reading for detail Paragraph structure Translation	1 Vocabulary development: <i>Cloze dialog</i> 2 Word building: prefixes <i>pre-</i> , <i>sub-</i> and <i>re-</i>	Vocabulary notebooks
Culture	2 Public holidays	Extract from a guide book to the USA: <i>Public holidays in the US</i> Making notes Word inference Reading for detail Discussion	1 Vocabulary development 2 Word building: adjectival suffixes and noun suffix <i>-ion</i>	American English and British English
Society: the world of work	3 Another view of America	Extract from a magazine article: <i>Exposed! The sweatshops of Kentucky!</i> Reading for gist Note-making Short answer questions Critical reading: bias Scanning for information Translation	1 Vocabulary development 2 Word inference 3 Cloze	Detecting bias: sensational language; selective sources; facts and opinions
The natural world	4 Rising sea levels	A magazine article: <i>Facing up to sea rise</i> Word inference Paragraph structure Note-making Reading for detail Prediction	1 Vocabulary development 2 Word inference 3 Vocabulary notebooks 4 Cloze 5 Translation	How to make notes
Science fiction	5 War of the worlds!	Science fiction story: <i>War of the worlds</i> Reading for detail Prediction Translation	1 Vocabulary development 2 Homonyms and multi-word verbs 3 Phrasal verbs 4 Dictionary practice	How to tell a story: characters; setting; plot; dialog
IT: information technology	6 The world of computers	A magazine article: <i>Thinking of buying a computer?</i> Reading for detail Note-making Translation	1 Vocabulary development 2 Synonyms 3 Computer commands 4 The register of computers	1 How to use computers 2 How to set priorities in learning

Grammar	Writing	Things to do
1 Talking about time revision: the simple present and simple past tenses 2 Using conditional sentences	1 Paragraphs: topic and support sentences 2 Jumbled sentences 3 Writing expository paragraphs to summarize text	1 Vocabulary development Vocabulary notebooks 2 Self-assessment 3 Using the tape
1 Adverbial clauses of time 2 Adverbial clauses of concession 3 Conditional sentence; 4 Translation	1 Making notes in preparation for writing 2 Writing: descriptive paragraphs about festivals	1 Self-assessment 2 Learning journal
1 Adjectival clauses 2 Participle forms	1 Paragraph analysis: topic and support sentences 2 Writing a report	1 Developing learning strategies 2 Self-assessment 3 Learning journal
Using discourse markers to signal meaning <i>Coasts under pressure</i>	Writing four paragraphs based on notes, using discourse markers	1 Learning journal 2 Self-assessment 3 Using the appendices
Verbs followed by prepositions (V + P)	1 Completing a story 2 Writing a narrative based on pictures	1 Reading widely 2 Self-assessment
1 Verbs followed by adverbial particles (V + A) 2 Using the subjunctive	1 Using discourse markers 2 Writing an informal letter of advice	1 Research 2 Self-assessment

Knowledge network	Unit	Reading: texts and skills	Word power	Skill building
Modern living	7 Happiness	A magazine article: <i>Take the happiness test</i> Reading for detail Note-making Translation	1 Vocabulary development 2 Negative prefixes: <i>un-, in-, im-, ir-, il-</i> etc. 3 Suffixes: <i>-ful, -less</i> 4 Noun-formation: <i>-tion, -ity, -er, -or, -ism, -ant, -ent, -ship, -age, -ery</i>	How to improve your writing
Gender issues	8 Women mean business	Newspaper article from <i>China Daily</i> : <i>Women still face "glass ceiling" at top levels</i> Reading for detail Note-making Translation	1 Vocabulary development 2 Homonyms: nouns and verbs 3 Other ways of forming nouns: <i>-ment & -hood</i>	How to write a report
Travel	9 City life	A magazine article: <i>The growth of cities</i> Reading for detail Note-making Translation	1 Vocabulary development 2 Verb formation: <i>-ate, -ify, -ize</i>	How to write to a pen-friend
Science	10 Geothermal energy	A magazine article: <i>Energy from the Earth</i> Reading for detail Note-making: using a flowchart Translation	1 Words & numbers 2 Vocabulary development 3 The register of energy (Before you read) 4 Adjectives ending in <i>-ive</i>	How to describe a process: using discourse markers, and the passive
Money	11 Banking	Short story: <i>Opening an account</i> Short answer questions Understanding humor Translation	1 Vocabulary development 2 The register of banking	How to write a formal letter: a letter to a bank
Robotology	12 Factories of the future	A magazine article: <i>The land of the rising robot</i> Short answer questions Note-making and summary Translation	1 Vocabulary development 2 The suffixes <i>-er, -or</i> and <i>-ee</i> 3 The register of work	How to write a summary

Grammar	Writing	Things to do
Avoiding repetition: omission	An essay: using notes to describe key factors in attaining happiness	1 Self-assessment 2 Learning journal
1 Using direct speech 2 Quotation marks and underlining 3 Other uses of quotation marks 4 Using reported speech	Writing a report, based on notes	1 Helping each other to learn 2 Self-assessment
Indirect speech: reported statements	A letter to a pen-friend	1 Self-assessment 2 Learning journal 3 Letter writing: pen-friends
Indirect speech: reported questions Yes/No questions and WH? questions	1 A description of a process based on a flowchart 2 A description of a process related to students' fields of study	1 An experiment in translation 2 Self-assessment 3 Learning journal
Indirect speech: reported instructions, commands and advice	1 A formal letter to a bank requesting a loan 2 A short story	1 Finding out about banks 2 Vocabulary notebooks 3 Self-assessment
1 Patterns using <i>There</i> + <i>BE</i> 2 <i>There</i> + <i>BE</i> + Adjectival clauses	1 Description 2 An article about a local factory	1 Review 2 Self-assessment 3 In the vacation

Introduction: To the student

Like the other books in the *Active English* series, this book 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
	(including spot and compound dictation)
	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.

Comprehensive English consists of twelve units. Every unit contains up-to-date, authentic material, reflecting the concerns of today's – and tomorrow's – world. Students will find that the texts do not merely teach English – they also give important information about, and insights into, the world we live in.

How to use this book

Those students who have already worked through previous bands 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 Networks”.

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. You should therefore be prepared to work privately outside class on some activities. Please 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.

Many students find that the quality of their learning – in all subjects – improves if they keep a *learning journal*. A learning journal is a record of your progress in learning. It helps you to identify learning problems – and the solutions that you arrive at. It can apply not just to English, but to all the subjects you study. The idea behind it is this: by being conscious of the way we learn, or are failing to learn, we can work out personal survival strategies. It is not easy to arrive at sensible strategies unless and until we have identified the learning problems – and keeping a learning journal is a very good way of doing this.

There is no need to update the journal every day, or even every week. But we suggest that at least four or five times each semester, you will find it helpful to pause for thought, and jot down in your journal some reflections on how you are doing. Don't just focus on problems – focus on your successes as well! If you find that you have identified a problem which you find it hard to solve – eg remembering all the vocabulary targeted by the syllabus – why not talk about the problem with fellow-students? Quite often, you will find that by doing so you will arrive at helpful strategies.

- *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. This course 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 notebooks from time to time, and you will find that you have no problem coping with new vocabulary.

You will also find it quite helpful to group words together in ways you find convenient – listing them alphabetically is not always helpful. For example, say you are doing a degree in business and accounts: grouping together all the new words you find associated with this field of discourse may be helpful. The word we use to describe this kind of “word family” is *register*. So as this course progresses, you will find there is increasing stress on registers – eg the register of banking, the register of energy, and so on.

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 in trying to improve the way you learn. The self-assessment exercises will help you to become more effective and independent learners.

However, remember that working independently does not always mean that you have to work on your own. As mentioned above, in our comments about the learning journal, 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!



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Unit 1

Efficient study

In this unit you will

- **read about choosing suitable books**
- **learn more about paragraphs**
- **practice translation skills**
- **learn some new vocabulary**
- **develop study skills**
- **use verb tenses and conditional sentences**
- **write good paragraphs**



Welcome!

This course will help you to develop both your knowledge of English, and your skills in using it. The course includes work on study skills, which will help you in all your other subjects, as well as in English. These skills are essential if you are to become an efficient student.

Before you read



1 Survey reading

One of the things we encourage in this course is “survey reading”. Before you read anything, we suggest that you should quickly survey (浏览) it, to find out what it is about. This helps you to understand the text more easily, and accurately, when you read it more carefully. We also suggest that you survey any new book, such as a textbook, to see what it contains, and how it is organized. Let's start by surveying this book. In five minutes, find out the answers to these questions. Then discuss your answers in pairs:

When was this book published? Has it been reprinted (重印)?

Who are the authors (作者)?

Is there a preface (前言), or introduction, providing information about the book?

Look at the contents page (目录页). How many units are there?

What can you find at the end of the book? What is the difference between an appendix and an index?

2 Thinking about the subject in advance

This unit looks at some of the problems we have when reading. 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



1 Reading for gist

“Reading for gist” means quickly reading to get the general meaning of the text. You can often get the gist of a text by surveying it first – that means having a quick look through to find out roughly what it is about. You can survey a text in no more than one or two minutes.

2 The text below is an extract from a book on study skills. Survey it first, and decide which of these sentences is the best summary of the text:

A This text tells you how to make the most of your college or university library.

B This text describes many of the problems that students have when they first come to college.

C This text summarizes efficient ways in which students can find books relevant to their course.

D The writer points out the importance of reading efficiently, and of making notes.

In pairs, discuss which answer you chose – and why. It is very important to be able to suggest reasons for your choice.

3 Read the text again, and answer the questions that follow.

Coping with the reading load

1 Most students worry about the amount of reading they have to do. Especially at the beginning of a new course, they are often provided with lists of books to read, and they worry about whether they are expected to read all the books they see on the lists. Faced with these long lists, students often ask the question: “Do we have to study all the books on these lists?”

2 Expectations may vary from subject to subject. It is of course essential to study “core” 5