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# 当代大学英语 ACTIVE ENGLISH

强化阅读英语  
Enrichment Reading



主编：Neville Grant (英) 顾曰国



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第 3 级

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Enrichment Reading

主编：Neville Grant (英) 顾日国  
主编特邀助理：黄国文

当代大学英语  
系列教材

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**Active English**

Enrichment Reading Band 3 强化阅读英语 第 3 级

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# 当代大学英语

# Active English

( 学生用书 )

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## Scheme of work

Unit	Knowledge network	Texts, genres, and origins	Activities
1	Focus on Canada	<ol style="list-style-type: none"> <li>1 Extract from a reference book: <i>The Dominion of Canada</i></li> <li>2 Report in <i>The Financial Times</i>: Canada seeks to lose its image as a crime haven (Canada and UK)</li> </ol>	<p>Reading for gist</p> <p>Note-making</p> <p>Vocabulary development</p> <p>Short answer questions</p> <p>Summary writing</p>
2	New York	<ol style="list-style-type: none"> <li>1 Extract from a travel guide book: <i>New York City, NY</i></li> <li>2 Extract from <i>Great American Vacations</i>: A tourist's guide to New York (US)</li> </ol>	<p>Reading for gist</p> <p>Eye fixations</p> <p>Vocabulary development</p> <p>Detecting bias</p> <p>Scanning for information</p> <p>Paragraph analysis</p>
3	The world of business	<ol style="list-style-type: none"> <li>1 Article from <i>The Los Angeles Times</i> newspaper: It's summer, and business is idling</li> <li>2 Article from <i>The Guardian</i>: It could be you... (US and UK)</li> </ol>	<p>Reading for gist</p> <p>Vocabulary development</p> <p>Writing a letter</p> <p>Short answer questions</p> <p>Group discussion</p> <p>Summary writing</p>
4	Harvesting the sea	<ol style="list-style-type: none"> <li>1 Article from <i>Understanding Global Issues</i> (UK magazine): World fishing: harvesting the oceans</li> <li>2 Article from <i>The UNESCO Courier</i> magazine: The cod collapse (UK, France and Canada)</li> </ol>	<p>Reading for gist</p> <p>Vocabulary development</p> <p>Short answer questions</p> <p>Word inference</p> <p>Word check</p> <p>Group discussion</p>



Unit	Knowledge network	Texts, genres, and origins	Activities
5	Science fiction	1 A true story: The most famous broadcast in the world 2 An untrue story: The immortal bard (US and UK)	Reading for gist Vocabulary development Discussion Word inference Short answer questions Word check Writing
6	Computers	1 Article from <i>London Daily Mail</i> : The it.mail column 2 Article about the Internet: Point, and click (US and UK)	Reading for gist Vocabulary development Short answer questions Word check Word inference Self-assessment
7	Relationships	1 Article from the magazine <i>The Week</i> : Success in marriage: men know the secret 2 Article from <i>The South China Sunday Post</i> : The age of the househusband 3 Poem: If (US and UK)	Reading for gist Vocabulary development Group discussion Word inference Short answer questions Word inference
8	Women at work	1 Article from <i>The Guardian</i> : Women at work "going up on glass escalator" 2 Article from <i>The International Herald Tribune</i> : When wives earn more than their husbands (US and UK)	Reading for gist Vocabulary development Short answer questions Graphic information Word check Word inference Group discussion Cloze

Unit	Knowledge network	Texts, genres, and origins	Activities
9	Dilemmas	<ol style="list-style-type: none"> <li>Article from <i>Parade Magazine</i> (<i>The Philadelphia Inquirer</i>): The best places in the US</li> <li>Article from <i>Hispanic Magazine</i>: Remembering the good times (US and Mexico)</li> </ol>	<p>Reading for gist Vocabulary development Note-making</p> <p>Word check Short answer questions Group discussion</p>
10	Energy sources	<ol style="list-style-type: none"> <li>Article from <i>The Observer</i>: When will the oil run out?</li> <li>Article from <i>Understanding Global Issues</i>: Large-scale hydropower (UK, Italy, US, China)</li> </ol>	<p>Reading for gist Vocabulary development</p> <p>Group discussion Reading for detail Short answer questions Cloze</p>
11	Money matters	<ol style="list-style-type: none"> <li>Article from <i>The Daily Telegraph</i>: Why every student needs to know who they can bank on</li> <li>Article from <i>The Canada Post</i>: Gambling, a deadly addiction (UK, China, and Canada)</li> </ol>	<p>Reading for gist Vocabulary development</p> <p>Group discussion Paragraph writing Short answer questions Word inference Cloze</p>
12	The world of machines	<ol style="list-style-type: none"> <li>Article from <i>Shanghai Daily</i>: The rise of the robot – a look to the future</li> <li>Humorous article from <i>The Mail on Sunday's Night and Day</i> magazine: Your new computer (China, US and UK)</li> </ol>	<p>Reading for gist Vocabulary development</p> <p>Group discussion Word inference Self-assessment Paragraph writing</p>

## Introduction: To the student

Welcome to Band 3 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:

### *Comprehensive English*

Intensive reading skills

Vocabulary development

Grammar

Writing

### *Interactive English*

Listening skills

(including spot and compound dictation)

Speaking skills

Vocabulary development

### *Enrichment Reading*

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.

*Enrichment Reading* consists of twelve units. As in Band 1, every unit contains up-to-date, authentic material, reflecting the concerns of today's – and tomorrow's – world. In most cases, the units consists of two, or occasionally, three parts. Each part contains one long, or sometimes two shorter, texts. The main aims of *Enrichment Reading* are:

- to provide students with a 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, in line with the syllabus.

Those students who have already worked through Bands 1 and 2 of this course will be familiar with the nature of these materials, which contain both linguistic and intellectual challenge. However, such students will notice a number of new features, including:

- a steeper gradient in both language and intellectual content;
- a greater stress on word inference, so that students can develop the skills of discerning the meaning of words without constantly having to look them up;
- a greater stress on answering “Short answer questions”.

However, all students will be pleased to see that the approach used, which involves a truly rich mix of authentic texts designed to appeal to students of all disciplines, is sustained.

#### **How to use this book**

This book can be used in several different ways:

- 1 On your own;
- 2 In class;
- 3 Both 1 and 2. For example, your teacher may treat one text in class – usually the first; 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 the time available.

Because of pressures of time, there is a tendency in some colleges 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 is to make sure 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 more easily. This book helps you to do this by providing the aims of each unit, and by providing a “Before you read” section before every reading text.
- Always survey a text before you start reading it. This means that you should very quickly read 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 and the time you finished.
- When you finish reading a text, quickly answer the questions in the “Quick comprehension check” without looking 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 provided in the box before 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 that you read a text that is 700 words long. You spend 7 minutes and 20 seconds on it. That means 7 and a third minutes (7.33 minutes). To work out your speed, divide 700 by 7.33: the answer is 95. That means you read the text at a speed of 95 words per minute. (a little slow – your target for this semester is 100 words per minute.)

### *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.

Please try to keep a record of your reading speeds, and comprehension scores, as you work through the semester. In this way you can monitor your progress. Many students

also find that keeping a “Learning Journal” helps them to improve the way they learn. This journal does not have to be very long or detailed – and you need only make a few short notes once every two or three weeks or so. Many students find that keeping a Learning Journal helps them to arrive at insights into the way they learn, and the way they might be able to improve learning. As a result, they can overcome problems that otherwise never seem to go away.

Students often ask “How can I improve my English?” It is a good question, and like most good questions, the question itself provides a key to the answer. In this case, the answer lies in the use of “I”. The brutal fact is that the only person who can improve your English is you; your teacher can of course help, as can these materials; however, the best materials in the world will not be effective without individual commitment and effort. One reaps when one sows! So please ensure that you get the most out of this book: what you do not read in class with your teacher and classmates you should read outside class, independently of your teacher.

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

Good luck!





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## A Before you read



You may have noticed that the photographs on the cover of the books in Band 3 are all pictures of Canada. The unit focuses on Canada. If you have never met a Canadian before, and hear a Canadian speak, you may mistake him or her for an American. To avoid this mistake – the Canadian may be either offended – just as Scottish, Irish or Welsh people may feel if you call them English.

In this unit we will learn more about Canada and practice some important reading skills.

1. Before you read this unit, it is useful to consider what you already know about the subject. This information will help you to do this:

- (a) Write down two things you think you know about Canada.
- (b) Write down two things you think may be true, but you are not sure of.

2. The first reading text in this unit is from *The Reader's Digest Guide to Places in the World*. Survey the text on pages 3–4 in no more than two minutes. In previous books in this series, we have seen that surveying a text before you begin reading is an important stage to go through – it is rather like looking at a map before beginning a journey.

To survey the text, read through it very quickly. Do NOT attempt to read it in detail. Remember, you only have two minutes! During your survey, you may be able to find out a lot of the

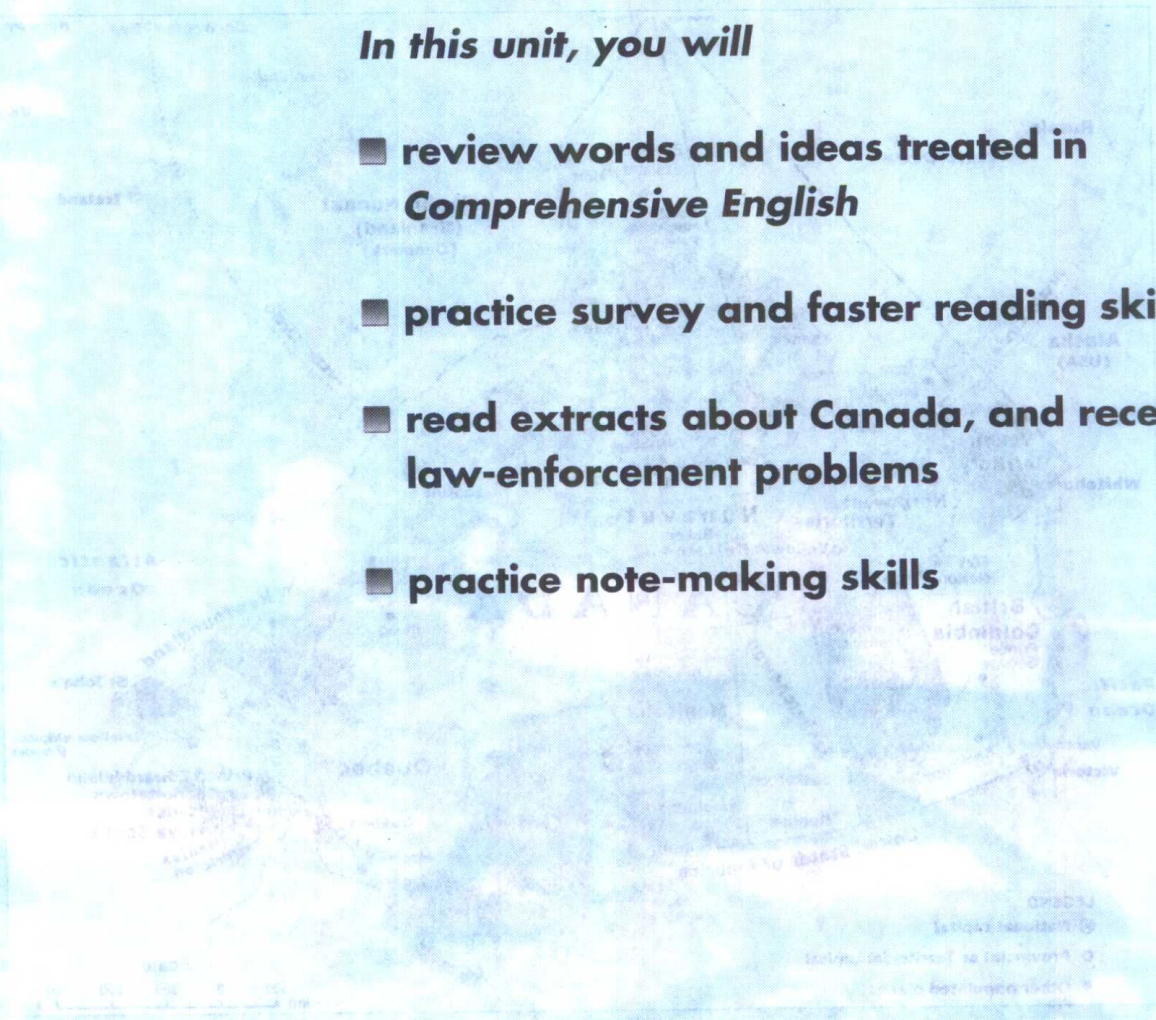
# Unit 1

## Focus on Canada

History  
Literature  
The arts  
Geography  
Natural resources  
Population

### In this unit, you will

- review words and ideas treated in **Comprehensive English**
- practice survey and faster reading skills
- read extracts about Canada, and recent law-enforcement problems
- practice note-making skills





## PART 1 CANADA (I)

## A Before you read



You may have noticed that the photographs on the cover of the books in Band 3 are all pictures of Canada. This unit focuses on Canada. If you have never met a Canadian before, and hear a Canadian speak, you may mistake him or her for an American. Try to avoid this mistake – the Canadian may be rather offended – just as Scottish, Irish or Welsh people may be if you call them English!

In this unit we will learn more about Canada, and practice some important reading skills.

- 1 Before you read a text, it is useful to consider what you already know about the subject. This little exercise will help you to do this.
  - (a) Write down two things you think you know about Canada.
  - (b) Write down two things you think may be true, but you are not sure of.
- 2 The first reading text in this unit is from *The Reader's Digest Guide to Places in the World*. Survey the text on pages 3 – 4 in no more than two minutes. In previous books in this series, we have seen that surveying a text before you begin reading is an important stage to go through – it is rather like looking at a map before beginning a journey.

To survey the text, read through it very quickly. Do NOT attempt to read it in detail. (Remember, you only have two minutes!) During your survey, you may be able to find out which of the following topics the article does not cover:

History	The arts	Geography
Literature	Natural resources	Population

