

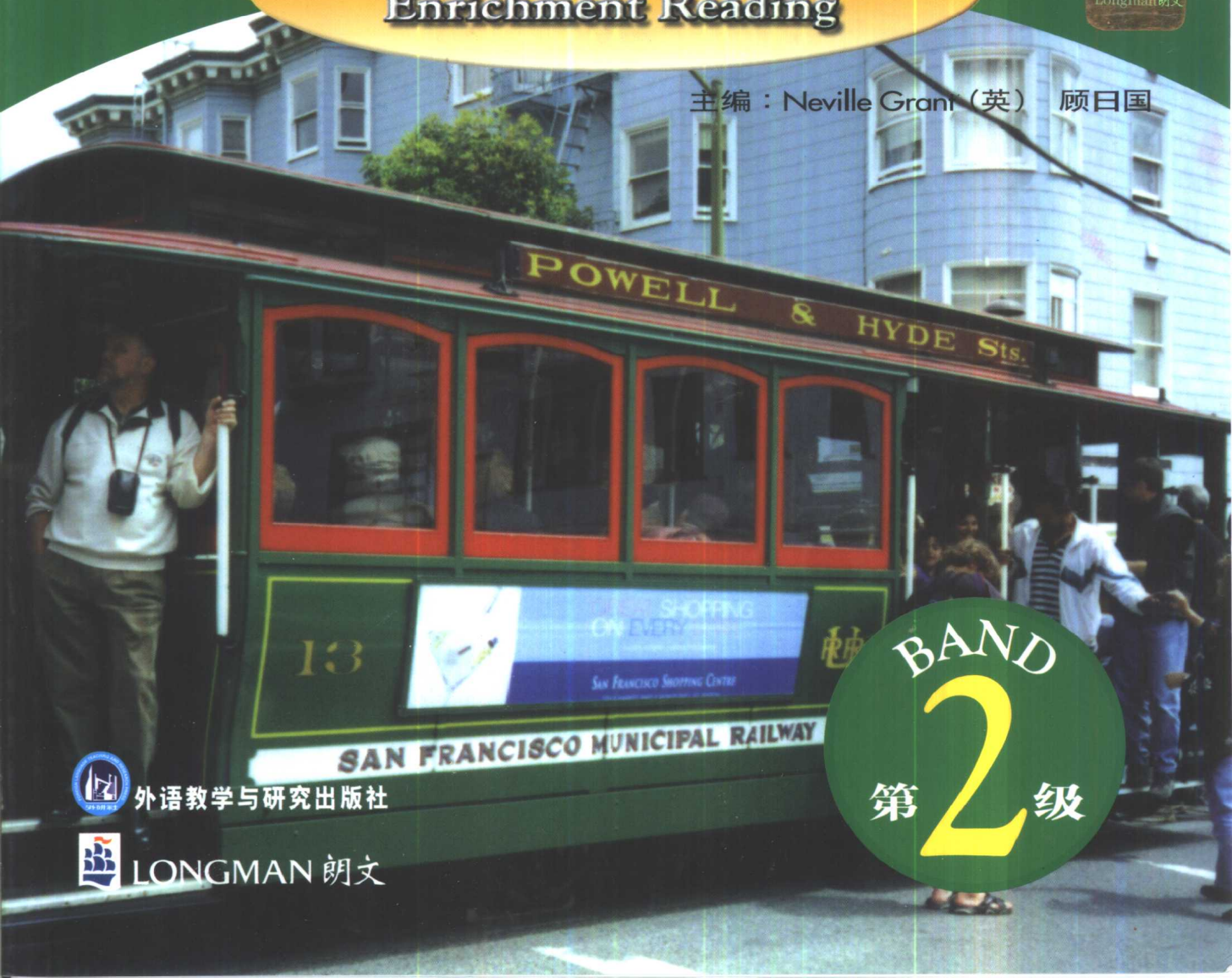
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# 当代大学英语 ACTIVE ENGLISH

强化阅读英语  
Enrichment Reading



主编：Neville Grant (英) 顾曰国



外语教学与研究出版社



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BAND  
2  
第2级

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Enrichment Reading

主编：Neville Grant (英) 顾曰国  
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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    | The learning environment | <ol style="list-style-type: none"> <li>1 Extract from an American textbook: The undergraduate classroom</li> <li>2 Extract from a book on American etiquette: Politeness (US and China)</li> </ol>  | <p>Skill building 1:<br/>How to survey a reading text</p> <p>Reading for gist</p> <p>Skill building 2: Faster reading for gist</p> <p>Note-making</p> <p>Vocabulary development</p> <p>Group discussion</p> <p>Paragraph writing</p> |
| 2    | Technology and education | <ol style="list-style-type: none"> <li>1 Article from <i>The Economist</i>: Tools for schools</li> <li>2 Article from <i>The South China Morning Post</i>: Schools get low marks for PC use (UK, US and China)</li> </ol>                         | <p>Reading for gist</p> <p>Group discussion</p> <p>Vocabulary development</p> <p>Skill building: Hints on faster reading</p> <p>Research on computers</p> <p>Paragraph writing</p>   |
| 3    | The wonders of science   | <ol style="list-style-type: none"> <li>1 Article from <i>The Times</i> newspaper: Dolphins help brain-damaged boy speak</li> <li>2 What is the scientific evidence? Two texts from two English newspapers (UK and US)</li> </ol>                  | <p>Skill building:</p> <p>How to survey a text</p> <p>Group discussion</p> <p>Surveying texts for relevance</p> <p>Vocabulary notebooks</p> <p>Paragraph writing</p>   |
| 4    | "The silver screen"      | <ol style="list-style-type: none"> <li>1 Article from <i>The National Enquirer</i> (US magazine): Bizarre deaths of the dragon fighters</li> <li>2 Article from <i>Now</i> (a British magazine): Leo's love handles (UK, US and China)</li> </ol> | <p>Skill building:</p> <p>Word inference using cues</p> <p>Group discussion</p> <p>Paragraph writing</p>   |

| Unit | Knowledge network   | Texts, genres, and origins   | Activities  |
|------|---------------------|--|---|
| 5    | Language            | <ol style="list-style-type: none"> <li>1 Article from <i>The Guardian</i>: English loan words create “durama” in Japan</li> <li>2 Article from <i>The Geographical Magazine</i>: The languages of the world (UK, China and Japan)</li> </ol>   | Vocabulary development<br>Group discussion<br>Reading for gist<br>Scanning for information<br>Summary                     |
| 6    | The sky’s the limit | <ol style="list-style-type: none"> <li>1 Newspaper report from <i>The Times</i>: Marketing an airline</li> <li>2 Article from <i>The Sunday Times</i>: We’re going to make an emergency landing (UK)</li> </ol>  | Vocabulary development<br>Faster reading skills<br>Group discussion<br>Personal writing<br>Self-assessment<br>Note-making |
| 7    | Space research      | <ol style="list-style-type: none"> <li>1 Extract from an American reference book: The first woman in space</li> <li>2 Report from <i>The Guardian</i>: Glenn at zero-g and feeling fine</li> <li>3 Report from <i>The Guardian</i>: Glenn’s flight could relaunch NASA (Russia, US)</li> </ol> | Vocabulary development<br>Scanning for information<br>Critical reading<br>Paragraph writing                               |
| 8    | Voices from afar    | <ol style="list-style-type: none"> <li>1 Extract from a book: Mothers and daughters (US and China)</li> <li>2 Extract from a biography: Incurring my mother’s displeasure (US)</li> <li>3 Poem: Letter to a son (Zimbabwe)</li> </ol>  | Vocabulary development<br>Faster reading skills<br>Word inference skills<br>Group discussion<br>Poem writing              |

| Unit | Knowledge network            | Texts, genres, and origins  | Activities   |
|------|------------------------------|---|--|
| 9    | America through foreign eyes | Extracts from an article in the newspaper <i>The Observer</i> :<br>1 Being a part of it<br>2 The "What else?" society   | Vocabulary development<br>Note-making<br>Faster reading skills   |
| 10   | Problems in urban living     | 1 Article from <i>The Washington Post</i> : "The cell phone is mightier than the gun"<br>2 Article from <i>The Guardian</i> : Drivers, beware! (US, UK)   | Vocabulary development<br>Word inference<br>Faster reading skills<br>Note-making<br>Discussion and opinion                             |
| 11   | Being there                  | 1 Report from <i>The Guardian</i> : Pioneering eye surgery on man of 70 offers chance to see again<br>2 Report from <i>The Asian Wall Street Journal</i> : Singapore business climate is facing a hazy future (UK, Asia)                              | Vocabulary development<br>Ignoring irrelevant technical words<br>Paragraph writing<br>Word inference<br>Note-making                    |
| 12   | The business climate         | 1 Report from <i>The Guardian</i> newspaper: M&S trim upper echelon<br>2 Report from <i>The Guardian</i> : Danes put faith in wind at sea<br>3 Report from <i>The South China Morning Post</i> : China to get first solar air-con (UK, Europe, China) | Vocabulary development<br>Word inference<br>Note-making<br>Ignoring irrelevant technical words<br>Paragraph writing<br>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<br>(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.

*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 Band 1 of this course will be familiar with the nature of these materials, which contain both linguistic and intellectual challenge.

### 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 600 words long. You spend seven minutes and 20 seconds on it. (7.33 minutes). To work out your score, divide 600 by 7.33: the answer is 82. That means you read the text at a speed of 82 words per minute. (a little slow – your target for this semester is 90 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.

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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# Unit 1

## The learning environment

***Before we begin***

***In this unit, you will***

- **revise words and ideas treated in  
*Comprehensive English***
- **practice faster reading skills**
- **read extracts about education and culture  
in the US**
- **practice note-making skills**



## A Before you read



According to the US publication *The Chronicle of Higher Education*, there is a trend towards different patterns of learning in the US. Faculty members (teaching staff) are looking for approaches which emphasize the learning process rather than the teaching process. In the words of the report,

Faculty members seeking alternatives to the classroom lecture are turning in growing numbers to a strategy that transforms the traditional relationship between teachers and students. With this strategy, known as collaborative(合作的) learning, the professor no longer acts like an expert dispensing knowledge to passive students. Instead, he or she assigns the students a project, which they tackle together in small groups.

From *The Chronicle of Higher Education*, Aug. 2, 1989, p. 9.

- 1 Before you look at the first passage, please discuss these questions in pairs:
  - a) Do you think education is mainly about teaching, or mainly about learning?
  - b) "collaborative learning" means "learning with and from each other". What do you think of the idea of tackling assignments in small groups?
  - c) Make a list of the four or five most important problems you have in studying.  
Discuss your answers in groups.
- 2 Read the "Skill building" box below; then survey the text on pages 3 – 4 in two minutes.

### Skill building 1: How to survey a reading text

Surveying a text to get an overview (概要) 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 then 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;
- any illustrations, and the captions (说明文字) that go with them;
- the opening and closing paragraphs of the text;
- the first sentence of each of the other paragraphs.

## B First reading: Faster reading for gist



Now read the text on the next page quickly for gist. Follow these steps:

- 1 Note down the time you started, e.g. 9:50.
- 2 Note down the time you finished, e.g. 10:00.
- 3 Without looking at the text, answer the quick comprehension questions on page 4.
- 4 Work out your reading speed: First, note down the time taken: e.g. 10 minutes. Next, divide the number of words in the text by the time you took. In this case, there are 720 words in the text. Suppose that you took 10 minutes and 30 seconds to read the text:  $720 \text{ divided by } 10.5 = 68 \text{ words per minute}$ . This would mean that you are reading the text too slowly – in this semester, your target reading speed is 90 words per minute.
- 5 After you have recorded your speed, please check your answers, and write down your comprehension score. Then complete the box on the next page:

Text: The undergraduate classroom

Date: \_\_\_\_\_

Length of text: 720 words.

Target time: 8 minutes.

Target speed: 90 wpm.

Started at: \_\_\_\_\_

Finished at: \_\_\_\_\_

Time taken: \_\_\_\_ mins. \_\_\_\_ secs.

Speed: \_\_\_\_

Comprehension score: \_\_\_\_ %

## The undergraduate classroom

- 1 A feature of US education that we have not yet discussed is continuous classroom interaction between teacher and students. From Los Angeles to New York, and from Chicago to Houston, educators believe that students master information by discovering it for themselves. They believe that teachers do not actually teach, but simply help students learn. In this view, learning takes place through a process of challenging old ideas and asking questions. Because the formal lecture permits little questioning, it is less common in the United States than in many countries; as the quotation above indicates, the faculty member aims to exchange ideas with students, rather than simply tell them what they should know.
- 2 The concept of constantly exchanging ideas may seem strange to you at first. Perhaps you come from a country where people believe that whatever is written in a book must be true, and that teachers are always right in matters of learning. If so, you will probably find the United States system **disquieting**. Of course, American students know that their textbooks are mostly right and that their teachers are better informed than they are. But they think for themselves – and their teachers expect them to ask questions and challenge ideas. The point, again, is not that Americans have the “right” approach to learning, but that the interactive classroom is a strong feature of US education. You will need to adjust to it – and in time, take advantage of it.
- 3 The accompanying picture shows a class in an English as a Second Language program, where the tradition of interactive teaching is especially strong. Note that the students are sitting in a circle, so each of them can see every other student. They are working in pairs, interacting with each other. The teacher, at the left, is listening to one pair and giving them individual attention. The class contains only ten students, so that each has a chance to speak, to ask questions, and to receive the teacher’s help.
- 4 Comparatively few courses in the university classroom are so clearly organized for interaction. Nevertheless, the course in which a professor lectures steadily to hundreds of silent students is

