

# 当代大学英语 ACTIVE ENGLISH

听说交互英语  
Interactive English

学生学习课本  
Learners' Workbook

顾问：顾曰国  
主编：曹文

BAND

第2级



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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学生学习课本 2**

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## Preface

I consider myself very lucky and privileged to be given the opportunity to read the manuscripts of *Active English Learners' Workbook* series for Band 1 before they are out for general public. At the series editors' cordial request, I venture to make the following observations.

As the title of the series betrays its substance, the series are workbooks, viz. books for learners to work on. Books of such kind cannot be more timely! The more work you do with English and in English, the more English you learn! This means time and energy. Some may be put off by this fact, for time and energy are exactly what they are always running out of supply. "We have so many other things to do," they will say. "There's little time and energy left for English. Tell us the quickest way!" Nowadays there seems to be a general rush for English, and at the same time an anxious rush for a short-cut route to mastering English. Unfortunately, to the best of my knowledge, there is no such thing as a short-cut way to English. There are only better or poorer ways of learning it. The best way to learn is to use it, to work on it.

Some of our teachers may also be put off by the Workbook series, for a totally different reason. They find that if students possess too much information, particularly feedback on exercises, they will have nothing left to offer in class, thus de-authorising their status as a knowledgeable teacher. I have been a teacher for 21 years now. I don't find the students' possession of sufficient information disadvantageous to me. If my students can learn more things without my help, I cannot be happier. If they can study *Active English* textbooks all by themselves, this will save a lot of class time, which I can use to organise more productive activities such as group work, pair work, panel discussion, inter-group debating, and so on. Furthermore, teacher-led learning tends to foster teacher-dependency, which is far from being desirable. Perhaps it is the greatest reward to a teacher whose students are taught to overtake him/her.

The Workbook series will make a positive contribution to the promotion of autonomous learning. As the class size nowadays is getting increasingly large, so large that it is almost impossible for students to get individual attention from the teacher, autonomous learning can no longer be dealt with in a lip-service way. Teachers and administrators have to take resolute measures to implement it in order to secure the educational quality which would otherwise deteriorate as a result. The series have some built-in features that are specifically designed for the purpose. I feel confident that both students and teachers will find the series helpful and worth having.

Gu Yueguo

Beijing Foreign Studies University

## To the student

Welcome to Interactive English Learner's Workbook (Band 2) of *Active English* series. The question-led introduction below aims at helping you make the most of what this book intends to offer.

### ***Who is this book for?***

This book has been specially prepared for 1) both on-campus and distance college students who use Active English series as the textbook; and 2) learners who have passed the beginning stage of their English study and wish to make further progress especially in their listening and speaking competence.

### ***What does this book aim at?***

Many learners may encounter this kind of situation in their English study: they have mastered all the basic grammar rules, and possessed a wide vocabulary, but when it comes to listening and speaking in English, they become blank-minded and tongue-tied. This book aims to transfer those learners from **KNOWING** a grammar rule or the meaning of a word to **DOING** things (listening and speaking in particular) in real life situations, through a series of practical learning tasks.

### ***How will you use this book?***

This book, together with Interactive English (Band 2), comes in three versions: the print, the CD-ROM and the online versions. The content of the three versions is basically the same, except that the latter two versions can obviously offer more variety and convenience in visual and audio presentation. If you choose the print version, you need to have Interactive English (Band 2) as the textbook, this book as the workbook, and two audio cassettes to accompany the two books. Of course, you need to have access to a tape recorder and some blank tapes are also desirable for you to record your speaking performances. If you choose the CD-ROM version, you need to have access to a computer. Finally, if you choose to study this course online, you need to have convenient access to the Internet.

### ***What does this book contain?***

This book has 12 units and works in lockstep with Interactive English (Band 2), but offers more practice in listening and speaking. At the start of each unit, you will find a list of **"Objectives"** which highlights the speaking performances you should be able to present at the completion of the unit. This is followed by a **"Warm-up exercise"** that leads you to the main themes. The unit is basically task and exercise-based, which means that it is made up of three to four **"Tasks"** with two to six **"Exercises"** under each task. To handle the exercises, you need to read (or listen to if you adopt the multi-media or online learning mode) the instructions first, then do the exercises as instructed, and finally read (or listen to) the **"Feedback"** from Professor Interactive to check your performance. Sometimes, you can also find **"Learning Tips from**

**Professor Interactive**” or **“Cultural Notes”** after the feedback to help you complete the exercises in a more satisfying way. Towards the end of each unit, you will have the **“Bank of Key Patterns”** which helps you summarize the main language points presented in the unit, and **“Do It Yourself Studio”** that aims to help you assess your learning results through a number of speaking activities. Finally, if you like, you can visit **“Professor Interactive’s Cafe”**, where you will have a chat with the professor by looking at some interesting facts on one of the themes of the unit. **“Tapescripts”** for all recorded materials are attached at the end of the unit. You may find that some exercises are labeled **“Optional”**, which means you can choose whether to do it or not.

### ***What does this book contain?***

This course is designed to enhance your skills in using English rather than to increase your knowledge about English. Thus, you should not just READ through all the exercises, but rather actually DO what is required by observing the icons attached to each exercise’s heading. (👂) is for listening; (🗣️) is for speaking; (📖) is for reading and (✍️) is for writing. If you see 🗣️, it means you are required to do the exercise ORALLY. If you just read it through, you are actually cheating.

If you are studying this book without the presence of a teacher, you are advised to find a partner who will work together with you through the book. You can offer help and encouragement to each other as well as practising English. But this doesn’t mean you can’t learn this book all by yourself. In fact, I — Professor Interactive — am with you all the time, by telling you the objectives of the each unit, giving you explicit instructions on how the exercises should be done, offering feedback for you to assess your performance, guiding you to review what you have learned . . .

I hope that this book not only helps you enhance your listening and speaking skills, but also offers you guidance to some practical language learning skills in general. What’s more, I hope that you enjoy this book. I wish you every success in your English study.

### **Acknowledgement**

The authors of this book wish to express their gratitude to Professor Ann Aungles for her English language editorial work.



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# Unit 1

## *New faces, new friends*

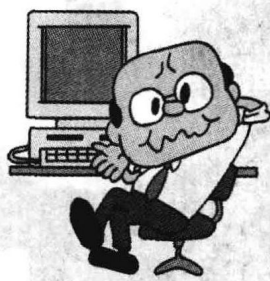
**In this unit, you will practice**

- Conducting an informal greeting
- Talking about school subjects
- Conducting a formal greeting
- Talking about financial problems for college students
- Exchanging information about college study



## Table of contents

Task	Title	Length of time (min)
Warm up		10
1	Conducting an informal greeting	40
2	Talking about school subjects	20
3	Conducting a formal greeting	20
4	Talking about financial problems	45
5	Exchanging information about college study	55
Review	Bank of Key Patterns	—
Self-assessment	“Do It Yourself” Studio	30
Appendix	1 Professor Interactive’s Café	—
	2 Tapescripts	—



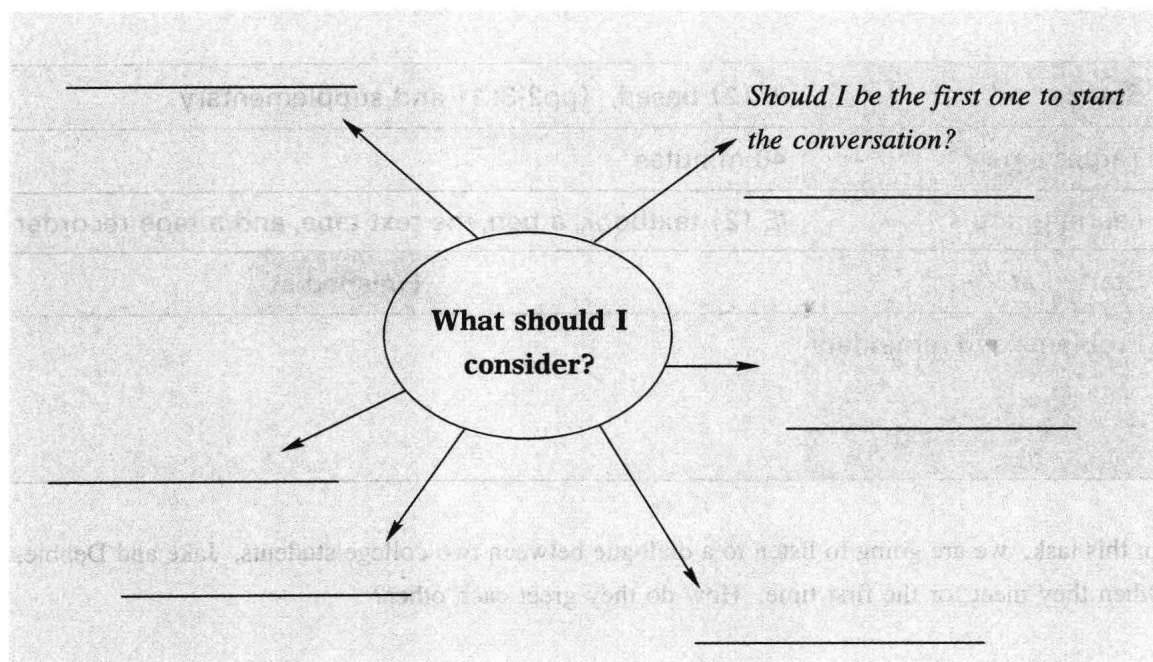
Hello, welcome to **Interactive English** Band 2. I’m **Professor Interactive**. My job here, as the name of this book (learner’s workbook) suggests, is to make you **WORK**. Since this is a course with its emphasis on listening and speaking, “work” means to listen and speak. So whenever you get down to study this book, make sure you have the book, the tape and a tape recorder ready. You also need to have a pen in hand because I will ask you to do some written work to support your listening and speaking practice. Stay alert to the icons I will attach to the exercises in each task. 🎧 is for listening; 🗣️ is for speaking, 📖 is for reading and ✍️ is for writing. Make sure you exercise the right skill(s) for the tasks. If you see 🗣️, it means you are required to do the exercise **ORALLY**. If you just read it through, you are actually cheating. Have I made myself clear? OK, now. Let’s start with a warm-up exercise.

## Warm up ( )

Source	Supplementary	
Target time	10 minutes	
Learning tools	a pen	
Started at		Finished at
Problems and reminders		

The first impression is always important, isn't it? People tend to pass judgment on others right after a simple exchange of greetings. If it is set in the right tone, they would think to themselves, "This is someone I would like to make friends with." Or "This is someone I will trust". So before you make a move, you need to consider many things, such as . . . It is your turn to tell me the things you think should be put into consideration. Can you write them on the given lines? I have given you an example. Please feel free to add more lines if you have more questions to consider.

Things that need to be considered when people greet each other when they first meet:



What have you come up with? Below are the questions I might include. Do you also consider these questions when you meet people for the first time?

- 1 Should I be the first one to start the conversation?
- 2 If he/she greets me first, how should I respond?
- 3 What should I say as a greeting? "Hello!", "Good morning!" or "Hi"?
- 4 Should I do something to accompany my greeting, such as shaking hands, embracing or kissing?
- 5 What is the next thing I should say after the greeting?
- 6 I am always slow at catching and remembering people's names. What if I miss his/her name?
- 7 How should I address him/her? Use his/her first name? Or add Mr, Mrs, Ms or whatever titles to his/her family name?

This list is not exhaustive. You may argue that it is difficult to consider all these things in the short space of time when the greeting takes place. But this is no place for argument. These are the things you must consider. I hope by doing the tasks in this unit, you not only get to know how to conduct gracious (优雅得体的) greetings, but can actually conduct the greetings graciously.

## Task 1 Conducting an informal greeting

Source	IE (2) based, (pp2-3: 1) and supplementary	
Target time	40 minutes	
Learning tools	IE (2) textbook, a pen, the text tape, and a tape recorder	
Started at		Finished at
Problems and reminders		

In this task, we are going to listen to a dialogue between two college students, Jake and Debbie, when they meet for the first time. How do they greet each other?

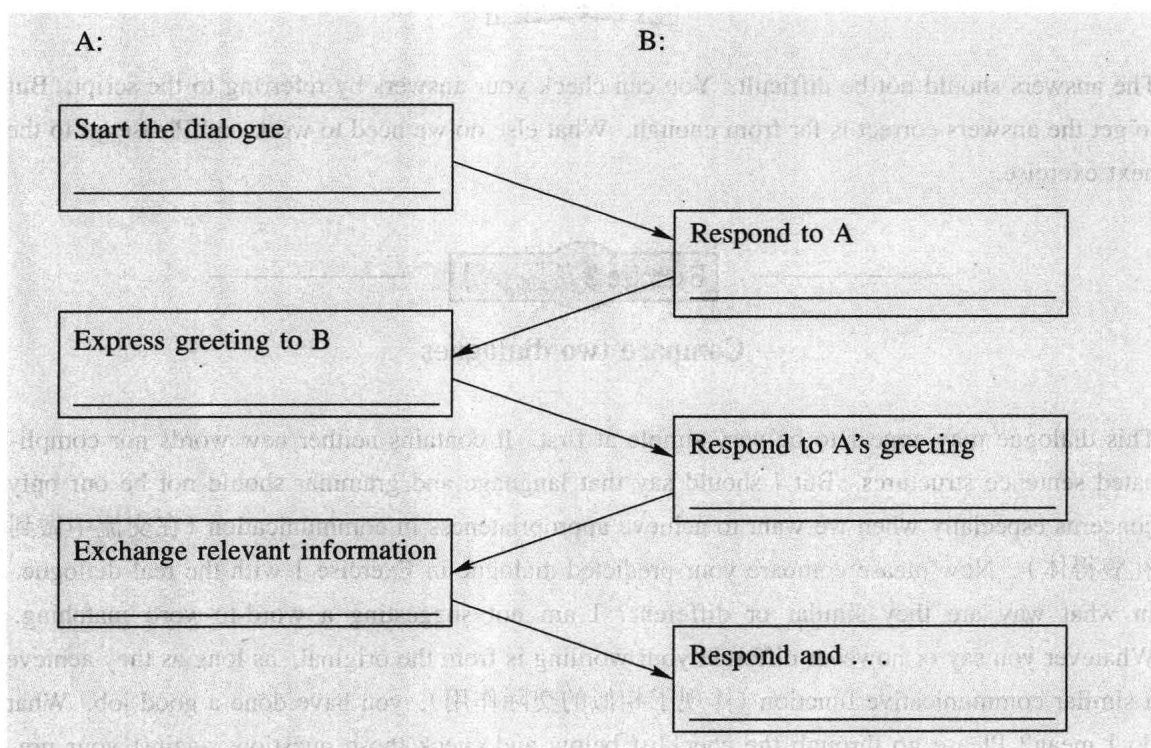
## Exercise 1 ( )

### Predict what will be said

Please do not hasten to the dialogue. First I'd like you to predict what this dialogue should be like. Please **WRITE DOWN** your suggestions on the given lines according to the cues. The questions you need to think about before you start are as follows:

- ☐ Who starts the dialogue?
- ☐ How does he/she start?
- ☐ How do they greet each other?
- ☐ How do they carry on?
- ☐ What information do they exchange?

Cues for the dialogue between Jake and Debbie:



## Feedback

How did you do that? With full confidence and fluency? Or with much hesitation (犹豫) here and there? Now let's go on to the next exercise and look at the actual dialogue between Jake and Debbie.



## Exercise 2

### Listen and answer the questions

Listen to the dialogue between Jake and Debbie without referring to the script. See if you can answer the following questions ORALLY.

- 1 Who starts the dialogue?
- 2 How does he/she start?
- 3 How do they greet each other?
- 4 How do they carry on?
- 5 What information do they exchange?

Now close your book and listen to the dialogue (Part 1).

## Feedback

The answers should not be difficult. You can check your answers by referring to the script. But to get the answers correct is far from enough. What else do we need to work on? Please go to the next exercise.

## Exercise 3

### Compare two dialogues

This dialogue may appear to be very simple at first. It contains neither new words nor complicated sentence structures. But I should say that language and grammar should not be our only concerns especially when we want to achieve appropriateness in communication (在交流中做到礼貌得体). Now please compare your predicted dialogue in Exercise 1 with the real dialogue. In what way are they similar or different? I am not suggesting a word-to-word matching. Whatever you say or however different your wording is from the original, as long as they achieve a similar communicative function (体现了相似的交际作用), you have done a good job. What do I mean? Please go through the checklist below and check those questions against your predicted dialogue in Exercise 1 by ticking Yes or No. The underlined parts in the question indicate the communicative function of each utterance.

- |                              |                             |   |  |
|------------------------------|-----------------------------|---|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1 | Did you predict that it should be Jake who <u>starts the conversation</u> ? (In most cases, if the greeting involves two people of the opposite sex, it is the male who takes the initiative.) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2 | Did A start the dialogue with a brief greeting word <u>as a greeting</u>   |

- and also in order to draw B's attention? (Jake uses "Hi".)
- ☐ Yes ☐ No 3 Did A introduce his/her name after the brief greeting which is not only a self-introduction but also an implied (暗示的) question that he/she would like to know B's name? (Jake says "My name's Jake.")
- ☐ Yes ☐ No 4 Did A add something after the name introduction to open the dialogue and let B take the turn (接过话题)? (Jake asks a tag question "We haven't met before, have you?")
- ☐ Yes ☐ No 5 Did B respond to A as what A expected? (Debbie also introduces her name.)
- ☐ Yes ☐ No 6 Did A and B exchange a more extended greeting after the brief greeting? (Jake and Debbie exchange "Nice to meet you, Debbie" and "Nice to meet you, too, Jake". Please notice that they address each other by their first names in their greeting.)
- ☐ Yes ☐ No 7 How did A carry on the dialogue? Did A ask a question? (Jake asks a question "Are you a new student?")
- ☐ Yes ☐ No 8 After B responded to A's question, did B ask a question back? (Debbie asks back by saying "What about you?")

Did you tick mostly Yes or mostly No to the above eight questions? When you listen to or conduct a simple dialogue like the one between Jake and Debbie, have you ever thought about the communicative purpose or function each exchange intends to achieve (每一句话要达到什么交流目的)? If you would like to explore this topic further, please visit Professor Interactive's café at the end of this unit. Now let's do some more work on the dialogue.

### Listen and find examples

**I think the dialogue between Jake and Debbie is informal because:**

There are at least four supporting facts for the statement:

- Jake starts with “Hi” which is a very casual (随便的, 不拘束的) and informal greeting expression often used among people who know each other very well;
- Both Jake and Debbie use their first names in introducing themselves and addressing each other. If someone goes directly to the first-name term during the first meeting, they are suggesting that they would like the rest of the conversation be conducted in a casual and informal way;
- Jake responds to Debbie’s question with “Me, too.” Which is an idiomatic way of saying “I am too.”
- The two speakers talk in a casual and relaxed way.

The above examples actually outline some features for informal greetings.

Exercise 5 (👂🧠)

Listen and practice

By now we have explored the dialogue between Jake and Debbie in great detail. With more practice, we should be able to handle a similar situation with ease and appropriateness. Now let’s listen to the dialogue (Part 1) again. This time you can choose to listen either with or without reading the tapescript. Please read after the dialogue until you can repeat exactly what has been said. Then go back to Exercise 1. Practice the dialogue with the help of the cues.

**Task 2 Talking about school subjects**

Source	/E (2) based, (p3: 1) and supplementary	
Target time	20 minutes	
Learning tools	/E (2) textbook, a pen, the text tape, and a tape recorder	
Started at		Finished at
Problems and reminders		

The dialogue between Jake and Debbie does not end after the greeting. They go on talking about

their subjects at college.

### Exercise 1 (👂✍️)

#### Listen and pick out expressions

Please go on listening to the dialogue (Part 2) between Jake and Debbie on p3 of the textbook and read the notes that follow. You can repeat the dialogue after the tape until you can fluently reproduce it. Then see if you can answer the question below. Please write your answers on the given lines.

What are the expressions Jake and Debbie use to talk about their subjects?

-----

### Feedback

The expressions are: **studying** journalism; **doing** law; **doing** business **studies**. Similar expressions are: **major in** dentistry; **study** architecture **as one's major**; **learn** economics **as one's main subject**, etc.

### Exercise 2 (📖🗣️)

#### Talk about school subjects

Please look at the list of the names of subjects on p3 of the textbook. Do you happen to know any of them? Or do you happen to study one of them? Now, with the help of the phonetics, please read these subjects out aloud several times until you feel confident enough to say each subject with accuracy and fluency. Then look at an abstract of a brochure from a Chinese university on the available subjects. Can you report ORALLY what major subjects this university offers? If you are studying at a comprehensive university, you can report ORALLY the available majors at your university instead. You can start like this:

*This ( my ) university offers a variety of subjects. Some of them include . . .*

#### 某大学专业设置

- |       |       |       |       |          |
|-------|-------|-------|-------|----------|
| • 经济学 | • 法学  | • 社会学 | • 教育学 | • 中国语言文学 |
| • 新闻学 | • 历史学 | • 数学  | • 物理学 | • 化学     |
| • 生物学 | • 会计学 | • 心理学 | • 园艺学 | • 信息管理学  |



- 计算机科学
- 工商管理
- 建筑学
- 医学
- 行政管理
- 金融学
- 管理学
- 工程学
- 口腔医学
- 国际政治

Feedback

Did you do this exercise orally? Doing the right translation is one thing, saying these words in their correct pronunciation is another, right?

This (my) university offers a variety of subjects. Some of them include economics, law, social studies, education, Chinese language and literature, journalism, history, mathematics, physics, chemistry, biology, accountancy, psychology, gardening, information management, computer studies, business administration, architecture, medical studies, public administration, finance, management, engineering, dentistry, and international politics.

Task 3

Conducting a formal greeting

Source	IE (2) based, (pp5-6:3) and supplementary		
Target time	20 minutes		
Learning tools	IE (2) textbook, a pen, the text tape, and a tape recorder		
Started at		Finished at	
Problems and reminders			

In this task, we are going to listen to a dialogue between Debbie and her teacher Sally Wiggins when they meet for the first time. No doubt that their dialogue should sound more formal than the dialogue between Jake and Debbie. Let’s find out how they greet each other.

Exercise 1

Listen and identify the differences

Listen to the dialogue. You can either read the tapescript while listening or just listen. Then read the notes p6 of the textbook. Using your own analysis and with the help of the notes, can you identify, in the aspect of language use, some important differences between this dialogue and the dialogue between Jake and Debbie? Please fill in the table with examples from these two dialogues. Write the examples on the given lines.