

# 现代英语

第一级

• 读与写

READING AND  
WRITING

STUDENTS'  
BOOK 1

S. Lake  
G.R. Evans



China  
**M HEP**  
Macmillan

# MODERN ENGLISH

for University Students

## Reading and Writing

Students' Book  
Grade 1

S. Lake and G.R. Evans

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## 现代英语

读与写

第1级

S·雷克 G·R·埃文斯

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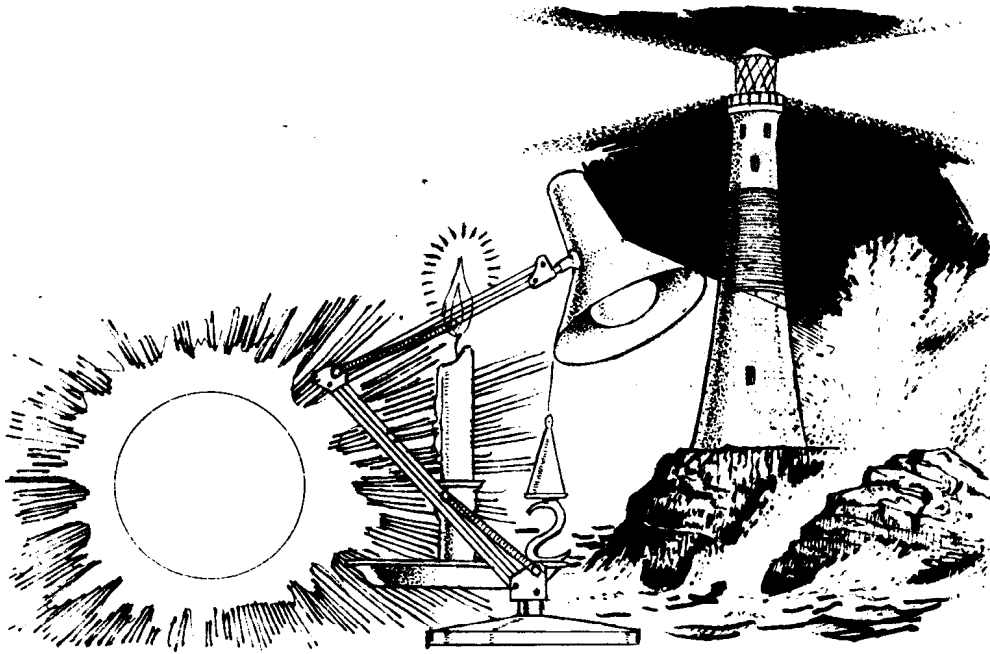
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## UNIT 1

# LIGHT

When the seventeenth century English poet, John Milton, went blind, he composed a short poem 'On His Blindness', and not once did he use the words 'blind' or 'blindness'. He wrote

5                    'When I consider how my light is spent  
                      Ere half my days, in this dark world and wide,  
                      And that one talent which is death to hide  
                      Lodged with me useless, though my soul more bent  
                      To serve therewith my Maker and present  
                      My true account, lest He returning chide,  
                      Doth God exact day-labour, light denied?'

- 10 In the poem, light is the ability to see, i.e. sight, and is just one example of the many uses of the word in the English language. It occurs continually in many figurative examples such as: a leading light (a leader, a pioneer); to light upon (to discover accidentally); to shed light upon (to explain); to see a light at the end of the tunnel (to see the future resolution of a problem); by his lights (by his moral standards) and many more.
- 15 Living as they do, in the northern latitudes where the summers are short and the dark days of winter are long, not only are the English aware of the value of natural light but they often complain about the lack of it. Nowhere else in the world is the weather such a consistent topic of conversation and one result of this concern with the climate is the large number of words and phrases in the English language associated with the qualities and aspects of light: it can shine, flash, sparkle, gleam, glimmer,
- 20 flicker, tremble, stab, burn and dazzle; it can be strong, weak, bright, feeble, faint, dull, piercing, lurid, dazzling and pure. The rich imagery associated with light seems to be unending and continually being added to. In sunnier Mediterranean and tropical climes, bright sunlit days are apparently

regarded as normal and the languages of these regions reflect this indifference in that they contain far fewer words and phrases associated with light.



Mount Mckinley from the east, Alaska



- 25 In the English language, light has become synonymous with learning, wisdom and even civilisation. To *enlighten* is to inform, instruct and educate; the Enlightenment is that period of eighteenth century European history when men believed that reason and science, and not religion, would advance human progress. A lighted torch used to be the standard road sign warning of the proximity of a school and as such symbolised learning and education. The religious context is rich in metaphors ranging from the story of the creation of the world 'Let there be light', to references to Jesus Christ as 'the light of the world'. A person who makes an important contribution to society, whether as scholar, scientist or statesman, may be described as a shining light on the national or international scene, and on his death it may be said that 'a bright light has gone out of our lives'.

- 35 As far as the physical world is concerned, one does not have to be a scientist to know that all life on earth depends on the light energy emanating from the sun. Some scientists theorise that the blotting out of the sun by volcanic emissions caused the prehistoric dinosaur to become extinct. We all know that when the sun ceases to shine, life on earth will come to an end. Natural sunlight is seen as a blessing by all men, particularly by those who live in regions which benefit the least from it. In such regions, the days are literally not long enough and ways had to be found to extend the time during which it was possible to function as a human being. From prehistoric times man exercised his ingenuity in devising a variety of ways of producing artificial light and these developed from torches through stone oil lamps to sophisticated oil and gas lamps. None of these means was very satisfactory: Milton's blindness is said to have been caused by long hours of reading and writing by the pale flickering light of a candle. It was only a little more than a hundred years ago that the electric light bulb was invented and man was finally liberated from the limiting darkness of night. Before the development of electric lighting, dwellings were gloomy and the streets of towns and cities dark, dangerous places at night. Only in the past hundred years has all that changed, and man has been able to live, work and move about as if night no longer existed.

- 50 Just as light, in English, symbolises learning and wisdom, sunlight has come to symbolise happiness and joy. Examples of this are to be found in everyday language, in poetry and song. There is little doubt that in the higher latitudes the amount and quality of the sunlight affects the behaviour and



psychological state of the people who live in them. Some people maintain that the high suicide rate in Scandinavian countries is partly attributable to a lack of sunshine, since the long dark nights and short dull days of winter have a depressing effect on people. In the eighteenth century, the French writer, Voltaire, contrasted the English on a dull day, who went about their business with sad expressions, with the same people on a sunny day when they thronged the streets in happy, smiling crowds. Indeed, in the English language, sunlight is often equated with happiness. A happy person is said to have a sunny disposition and a happy life to be one filled with sunshine.



Field Lane, London, about 1840

- If, in a figurative sense, light is equated with knowledge and learning, the opposite, darkness, is symbolic of ignorance ('as dark as the grave'). Little is known about that period of European history between the collapse of Roman civilisation and the Renaissance and these centuries are referred to as the 'Dark Ages'. When the African continent was an unexplored mystery to Europeans, it was called the 'Dark Continent'. Investigation and exploration are said to have shed light on such mysteries and they have been illuminated in modern times.
- To end with another metaphor connected with light, we can say that, in the light of the foregoing, it can be deduced that light is much more than a physical phenomenon as far as the English language is concerned.





## EXERCISES

### BEFORE READING

- 1** (a) Before reading the text, think about the following questions. Write down your answers.
- 1 How many English phrases can you think of which contain the word 'light'?
  - 2 Which parts of the world have the strongest sunlight?
  - 3 What is the importance of artificial light with regard to the quality of life?
- (b) As you read, look for the following information. Underline it in the text or write it down.
- 1 three idioms containing the word 'light'
  - 2 a metaphorical use of the word 'light'
  - 3 the key fact concerning sunlight

### COMPRE- HENSION

- 2** (a) Are the following statements true or false? Give line references to support your answers.
- 1 In the northern latitudes, the summers are short.
  - 2 English has very few phrases containing the word 'light'.
  - 3 In English the word 'light' can symbolise learning.
  - 4 The invention of the electric light bulb has improved the quality of life.
- (b) Choose the right alternative to complete each of the following sentences. Give line references to support your choice.
- 1 In Milton's poem, the word 'light' is equated with
    - (i) happiness.
    - (ii) learning.
    - (iii) wisdom.

- (iv) sight.
- 2 The most frequent topic of conversation in Britain is
  - (i) money
  - (ii) the weather
  - (iii) politics
  - (iv) religion
- 3 A lighted torch was the old road sign for
  - (i) traffic lights
  - (ii) a crossroad
  - (iii) a school
  - (iv) a hospital
- 4 The electric light bulb was invented about
  - (i) 500 years ago
  - (ii) 100 years ago
  - (iii) 50 years ago
  - (iv) 200 years ago

(c) **Answer the following questions.**

- 1 Why do most languages contain fewer words and phrases connected with 'light' than the English language?
- 2 How would your life change if you had no artificial light?

## VOCABU- LARY

**3 (a) Find the words or phrases in the passage which mean approximately the same as the following:**

paragraph 2: figure of speech

paragraph 3: having the same meaning

nearness

words not having their literal meaning

paragraph 4: coming from

that which is sent out

no longer in existence

skill

dark

paragraph 5: distances north or south of the equator

a result of (2 words)

making sad

crowded

considered to be the same

character

paragraph 7: concluded

(b) **Now use the words you have found to complete the following sentences:**

- 1 He showed great \_\_\_\_ in solving the problem.
- 2 In English, light is \_\_\_\_ with learning.
- 3 The dodo is an \_\_\_\_ bird.
- 4 Words in a \_\_\_\_ do not have their literal meaning.
- 5 She has a very happy \_\_\_\_.
- 6 They did not like the \_\_\_\_ of the rubbish dump.
- 7 The chemicals \_\_\_\_ from the factory killed the trees.
- 8 Lung cancer can be \_\_\_\_ to smoking.
- 9 The meaning of difficult words can often be \_\_\_\_ from the context.
- 10 Bad news can be \_\_\_\_.
- 11 His writing was full of colourful \_\_\_\_.

- 12 Success is often \_\_\_\_ with wealth.  
 13 The room was so \_\_\_\_ that he put on the light.  
 14 The streets of Shanghai are usually \_\_\_\_ with people.  
 15 Harmful \_\_\_\_ from factories should be controlled.  
 16 Countries situated in the higher \_\_\_\_ are cold.

## COMPARING

- 4 (a) Look at these comparative and superlative forms:  
 easier      more complicated      latest

There are examples of each of these forms in the text. Can you find them?

Short adjectives usually have comparative and superlative forms like:

short      shorter      shortest

Long adjectives have comparative and superlative forms like:

careful      more careful      most careful

- (b) Put the adjectives into two lists, under *shorter/est* and *more/most careful*:

brave    bright    busy    careless    cheap    clean    clear  
 clever    cold    comfortable    common    cruel    curious  
 deep    different    difficult    dirty    early    expensive  
 famous    fat    foolish    healthy    important    large

NB Adjectives ending with a consonant double the consonant in the comparative and superlative forms.

Adjectives ending in -y change the -y to -i in the comparative and superlative forms.

- (c) Now take five adjectives from each list and write sentences using their comparative or superlative forms, like this:

1 China is larger than India.

2 John is the most careful driver I know.

## AGENTS

- 5 (a) The -er suffix has an additional meaning in English. When added to a verb (for example to *teach* and to *start*), -er means the person or thing who does what the verb describes. (A *teacher* teaches; *starter* is the device which starts a machine.) There are three examples of -er words in the text. Can you think of five more?
- (b) Use the words which you have found to make sentences like the following:  
 A teacher is a person who teaches.  
 A starter is a device which starts a machine.

## AS DARK AS THE GRAVE

- 6 (a) 'As dark as the grave' means 'very dark'. English has many *as ... as ...* idioms for describing things.
- (b) Try to match the words below to make appropriate *as ... as ...* sentences.
- |        |            |
|--------|------------|
| heavy  | the sky    |
| big    | a snail    |
| deep   | a mountain |
| quick  | an ox      |
| slow   | a mouse    |
| strong | the ocean  |
| quiet  | lead       |
| high   | a flash    |

- 7 (a) *they* in line 17 refers to *the English*.

- (b) **Look at the text again and decide what the following words refer to:**
- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| they (line 16)  | it (line 20)    | these (line 23) |
| those (line 38) | these (line 41) | these (line 42) |
| this (line 50)  | them (line 52)  | who (line 55)   |

## OVER?

- 8** (a) The prefix *over-* means *too much* or *beyond the limit*. *Overload*, for example, means *loaded too much*.
- (b) **The following words all have the same prefix. Look them up in your dictionary. Make a note of their meanings.**
- |          |            |           |           |
|----------|------------|-----------|-----------|
| overdose | overflow   | overgrown | overpower |
| overrate | overweight | overwork  |           |

## VERB FORMA- TION

- 9** (a) The verb *weaken* comes from the adjective *weak* and means *to make weak*. Other *-en* verbs can be made from adjectives.  
e.g. short      soft      straight      wide  
and from nouns  
e.g. length      strength
- (b) **Put the appropriate *-en* verb into these sentences:**
- 1 Cut the cotton to \_\_\_\_ the dress. (short)
  - 2 Use a hammer to \_\_\_\_ the nail. (straight)
  - 3 Add more wood to \_\_\_\_ the table. (length)
  - 4 Take more land to \_\_\_\_ the road. (wide)
  - 5 Use more steel to \_\_\_\_ the alloy. (hard)
  - 6 Beat the meat to \_\_\_\_ it. (soft)
  - 7 Take more exercise to \_\_\_\_ the body. (strength)

## INVERSION 10

- (a) **Look at the following groups of sentences:**
- 1 A Only in the past hundred years has all that changed.  
B All that has changed only in the past hundred years.
  - 2 A Not only are the English aware of the value of natural light, but they often complain about the lack of it.  
B The English are not only aware of the value of natural light, but they often complain about the lack of it.
- Sentences 1A and 1B mean the same; sentences 2A and 2B mean the same, too. It is the emphasis which is different.
- Both the A sentences look like questions (... has all that changed); (Not only are the English...). This variation of the normal word order of subject, verb, object is called inversion. Sentences are often inverted when they begin with certain phrases such as *Only* and *Not only*; they look like questions, but they are really statements. Here is another example:
- Metal expands only when it is heated.  
Only when it is heated does metal expand.  
Here, the second sentence, beginning with *Only when*, is inverted.
- (b) **Rewrite the following sentences in inverted form, beginning with the words given:**
- 1 The electric light bulb was not invented until 1870. Not until 1870...
  - 2 You should ring the bell only in emergencies. Only in emergencies...
  - 3 He wore the suit only once. Only once...
  - 4 Street lighting was introduced only recently. Only recently...
  - 5 You should under no circumstances repair the TV when it is switched on.

Under no circumstances...

- 6 Alexander Graham Bell not only invented the telephone but he perfected it.  
Not only did Alexander Graham Bell... (*invert the first part of the sentence only*).
- 7 You can only repair it if you are a qualified electrician.  
Only if you are a qualified electrician...

## CONDITIONS

- 11 (a) Look at the following sentences:**
- (i) Bright light produces good photographs.
  - (ii) To produce good photographs the light should be bright.
  - (iii) The light should be bright enough to produce good photographs.
- (b) Make similar groups of sentences about:**
- 1 Steady work/good results
  - 2 A temperate climate/good crops
  - 3 Fair management/happy workers
  - 4 Regular exercise/a healthy body
- (c) Now write four sentences like this, using the examples in (b) above.**  
Only if the light is bright will the photographs be good.

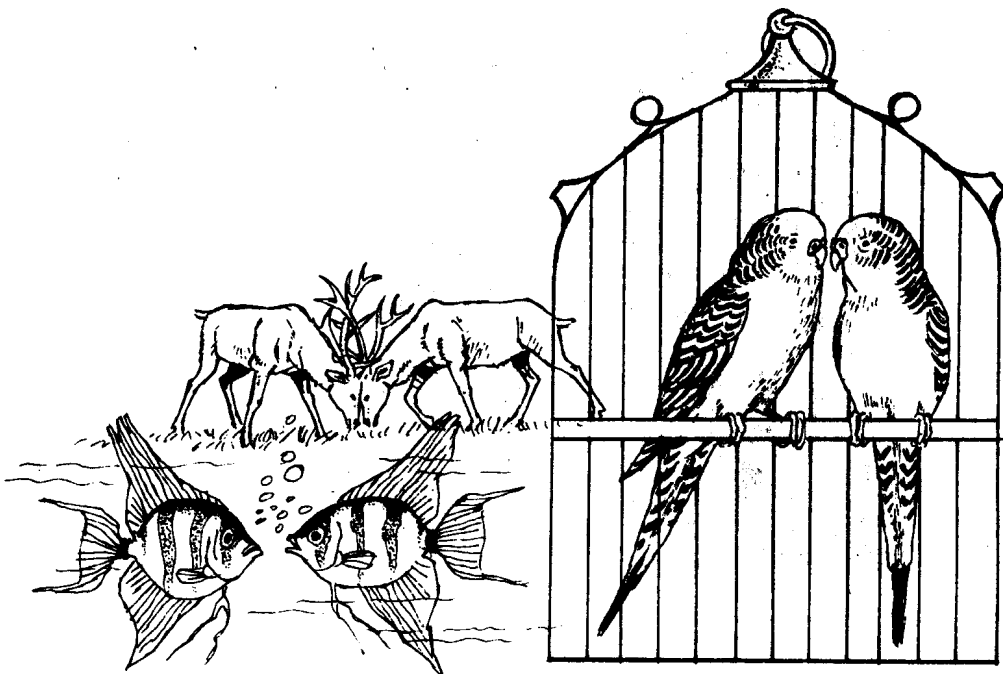
## READING AND WRITING

- 12 (a) Read the following sentences which compare word processors and typewriters:**
- 1 In the long run, word processors will supersede typewriters.
  - 2 But the word processors must be reliable.
  - 3 Only recently has it been possible to produce such word processors.
  - 4 Typewriters are slow.
  - 5 Word processors, on the other hand, are fast.
  - 6 Furthermore, they are capable of doing more.
  - 7 This means that typing will be easier.
- (b) Write similar sentences about:**

solar power stations and nuclear power stations	cars and bicycles	underground trains and trams
---	-------------------------	------------------------------------

These words and phrases will help you.

economical dangerous safe producing more energy energy will be cheaper	cheap to operate slow quicker carrying more people travelling will be easy	efficient delayed in traffic very quick carrying thousands of people travelling will be cheap
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## UNIT 2

# DO ANIMALS COMMUNICATE?

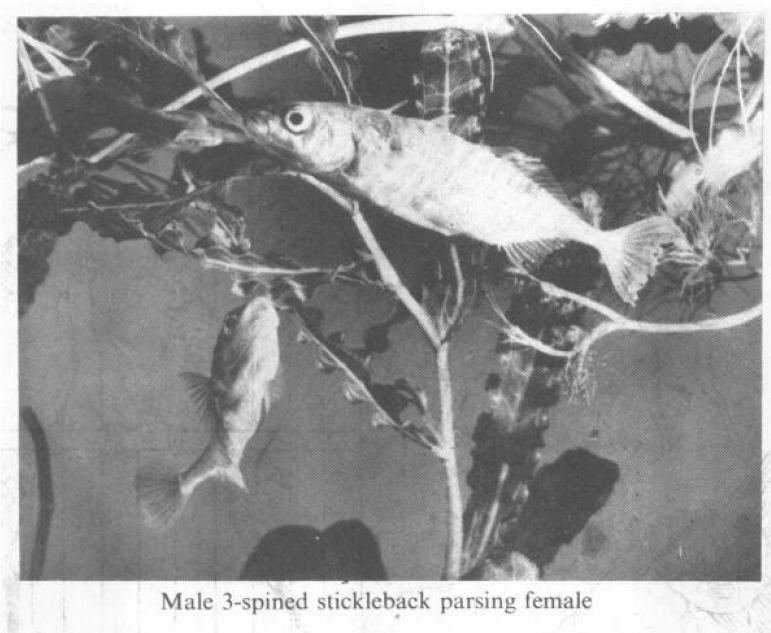
When we think of communication, we normally think of using words—talking face-to-face, writing messages and so on. But in fact we communicate far more in other ways. Our eyes and facial expressions usually tell the truth even when our words do not.

5 Then there are gestures, often unconscious: raising the eyebrows, rubbing the nose, shrugging the shoulders, tapping the fingers, nodding and shaking the head. There is also the even more subtle 'body-language' of posture: are you sitting—or standing—with arms or legs crossed? Is that person standing with hands in pockets, held in front of the body or hidden behind? Even the way we dress and the colours we wear communicate things to others.

10 So, do animals communicate? Not in words, although a parrot might be trained to repeat words and phrases which it doesn't understand. But, as we have learnt, there is more to communication than words.

Take dogs for example. They bare their teeth to warn, wag their tails to welcome and stand firm, with hair erect, to challenge. These signals are surely the canine equivalent of the human body-language of facial expression, gesture and posture.

15 Colour can be an important means of communication for animals. Many birds and fish change colour, for example, to attract partners during the mating season. And mating itself is commonly preceded by a special dance in which both partners participate.



20 Here, again, there are striking similarities to youngsters who dress up to meet partners at discotheques, where the music is often too loud for verbal communication. Communication there takes place through appearance and movement.

The most elaborate dances in the animal kingdom are those which bees use to communicate. With body movements alone they can tell other bees the direction and distance of a newly-discovered food source.







- 25 All these examples may suggest instinctive rather than intelligent communication. But human body-language is largely instinctive, too. And, in many ways, body-language says far more than intelligent, verbal communication ever can.



## EXERCISES

### BEFORE READING

- 1 (a) Before reading the text, think about the following questions. Write down your answers.
- 1 Give examples of
    - (i) facial expressions
    - (ii) gestures
    - (iii) posturesWhat do they communicate?
  - 2 Has an animal ever communicated with you?  
What was it communicating? How was it communicating?
- (b) As you read, look for the following information. Underline it in the text or write it down.
- 1 three ways in which you can use your hands to communicate
  - 2 three ways in which you can use your arms and legs to communicate
  - 3 the posture dogs use to challenge
  - 4 similarities between some animals and young people
  - 5 why bees dance

### COMPRE- HENSION

- 2 (a) Are the following statements true or false? Give line references to support your answers.
- 1 Our faces usually communicate the truth.
  - 2 Tapping the fingers is often unconscious.
  - 3 Some parrots understand verbal language.
  - 4 Certain colours are more attractive than others to some birds and fish.
- (b) Choose the right alternative to complete each of the following sentences. Give line references to support your choice.  
(There may be more than one correct answer).
- 1 Nodding the head is a
    - (i) gesture
    - (ii) facial expression
    - (iii) posture
  - 2 Dogs wag their tails to
    - (i) warn
    - (ii) welcome
    - (iii) challenge
  - 3 Bees use body movements to
    - (i) attract partners
    - (ii) communicate where they have been
    - (iii) tell other bees where to go
- (c) Answer the following questions. Give reasons for your answers.
- 1 How does communication often take place at discotheques? Why?
  - 2 What are the main differences between verbal communication and body-language in humans?

### VOCABU- LARY

- 3 (a) Find words or phrases in the text which mean approximately the same as the following:
- paragraph 1: of the face  
paragraph 2: movements of parts of the body