

现代英语

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第一级

95-721
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泛读

EXTENSIVE
READING

STUDENTS'
BOOK 1B

S. Lake
G.R. Evans



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MODERN ENGLISH

for University Students

Extensive Reading

Students' Book

Grade 1 B

S. Lake and G.R. Evans



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现代英语

泛读 1B

第1级

S. 雷克 G. R. 埃文斯

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UNIT 7

BEFORE READING

- 1 (a) Glance over the passage *once*, very quickly, and give it one of the following titles:
- (i) A Clever Cat
 - (ii) The Mystery of Migration
 - (iii) The Homecoming of Eels
- (b) Read the passage again and underline the following information in the text:
- (i) What happened to the cat.
 - (ii) Why changes in light and temperature may be important.

READING TEXT ONE

An English family were returning home after working for some time in a city on the French coast. They had a cat, which they could not take with them and which they decided to drown. The cat was placed inside a bag, the bag was tied at the top and the now very angry animal was put in a boat. The husband then took the boat out to sea and threw the bag, with the cat inside,
5 into the water.

A few months later, the man went back to his old job in England. The house where the family had lived before was still empty, so he returned to it. On his first morning, while he was eating breakfast, he heard a noise at the window.

Now, the important point here is not the remarkable escape from death of the family cat, nor
10 why it returned to the same family that had tried to kill it. The question is, how did the animal find its way through the streets of the town, and back to the house it knew?

Every year, as the seasons change, many birds, fish, insects and land animals start to move. This is called migration. There are many things which help animals to migrate. Birds and other animals have a body clock which tells them about changes in temperature and periods of light.
15 Birds and some insects use their eyes to measure and compare the position of the sun from different places.

Many people now believe that magnetism is very important. The earth itself is a magnet and many kinds of life are controlled in some way by its magnetic fields.

But there are still many questions without answers, for example, the migration of *eels*¹.
20 European eels travel down their rivers and into the Atlantic Ocean. They then swim 5,600 kilometres to the Sargasso Sea, where they lay their eggs. The eels then die. The baby eels are carried by the Gulf stream to Europe, a journey which takes two and a half years. They then swim back up the rivers, where they live for about ten years before the return journey to the Atlantic.

25 How do they do this? How did the cat get back to its family? We know what happened to the cat and we know what happens to the eels, but not how or why.

COMPREHENSION

- 2** Answer the following questions. Give line references where necessary to support your answers.
- 1 The writer says the family did not like cats. Is this true or false?
 - 2 What does *which* (line 2) refer to?
 - 3 The writer is
 - (i) interested in the cat's remarkable escape
 - (ii) interested in how the cat returned to its original home
 - (iii) interested in neither of the above.
 - 4 What factors are mentioned as helping animals to migrate? (lines 13-18)
 - 5 The writer says that
 - (i) magnetism does not control the movement of animals
 - (ii) magnetism may control the movement of animals
 - (iii) magnetism controls the movement of animals
 - 6 What does *they* refer to? (line 22)
 - 7 Which of the following is true according to the text?

Eels

 - (i) die in Europe
 - (ii) live for about 10 years
 - (iii) lay their eggs in the Saragasso Sea.
 - 8 What does *they* refer to? (line 25)

VOCABULARY PRACTICE

- 3 (a)** Choose the right word from the text to complete each of the following sentences.
- 1 People who can't swim are afraid to go out in case the boat sinks and they d...n.
 - 2 Shanghai is a port on the Chinese c...t.
 - 3 My grandfather is a r...m...l...l... man. He's over 90 and he still goes swimming every day.
 - 4 Every year, thousands of birds m...t...t... as the seasons change.
 - 5 On average, how many eggs do your hens ...y every day?
- (b)** Match the words in Column A with the right ending from Column B to make sensible sentences, using the correct joining words.

A		B
(i) The cat was placed in a bag	so that	(a) they were back in England, the man went back to his old job.
(ii) They worked in a city	which	(b) it couldn't escape.
(iii) The bag was tied at the top	when	(c) other people disagree with that theory.
(iv) A few months later	whereas	(d) stay there for many years.

(v) Many people believe magnetism is important to migration

(vi) Eels travel back up the rivers

(e) was on the French coast.

and

(f) made it very angry.

(c) Now write five sentences of your own, using the joining words in boxes.

BEFORE READING

4 (a) Look up the following words in your dictionary. Make a note of their meanings.
aesthetic recreational species predator conservation

(b) Now try to complete the following chart.

	Meaning	Ways in which wildlife provides a resource
(i) Aesthetic
(ii) Recreational
(iii) Food
(iv) Clothing
(v) Other

READING TEXT TWO

5 The following reading passage is concerned with the world's vanishing wildlife resources. Read the text and underline the sentences which tell us (a) the reasons for this and (b) whether there is a solution.

Wildlife represents a useful and wide-ranging resource. But wildlife is disappearing. We are in the process of crowding out this essential resource. As human communities occupy and exploit natural environments on every side, wildlife habitats disappear. The balance of wild *species*¹, both with each other and with their environment, can be easily upset, and the arrival of human *predators*² affects animals already hunting in the area. We must be careful not to emphasise profit at the expense of careful management.

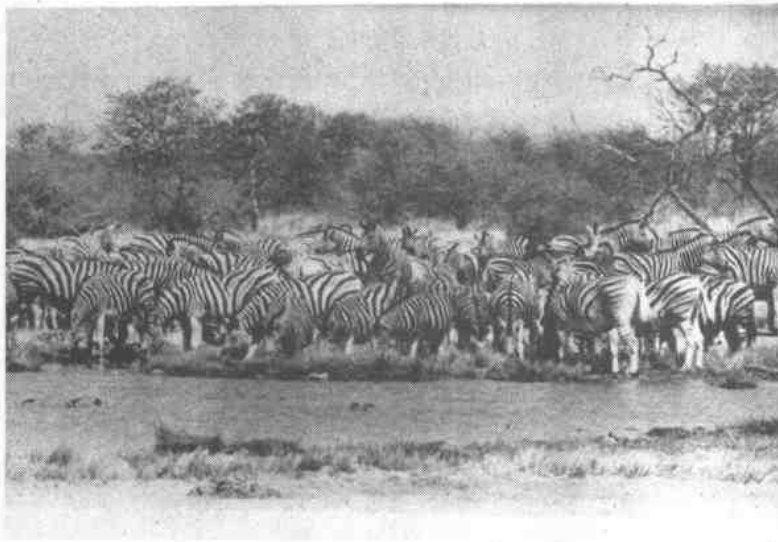
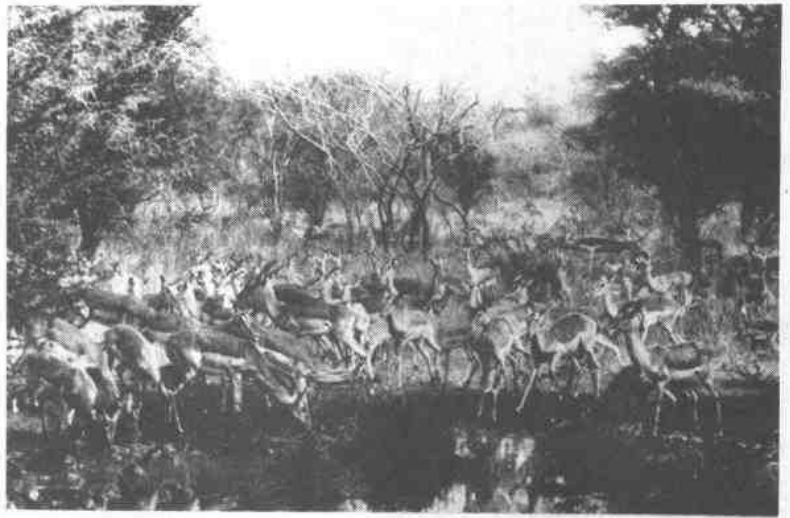
And the advantages of a careful approach are many, and not only with regard to economics. For example, areas too poor for farming often provide ranges for game herds. Species which are dying out can be introduced into new habitats or even re-introduced into old ones. In short, *conservation*³ and profit can go hand-in-hand.

¹ *species* a similar type of animal or plant: the lion and tiger are different species of cat.

² *predators* (here) people who kill or capture animals (wildlife)

³ *conservation* the caring for and protection of old buildings, wildlife, etc.

Impala on the move, S. Africa



A herd of zebras on the move



Wildebeest

COMPREHENSION

- 6** Answer the following questions. Give line references where necessary to support your answers.
- Which statement is true?
 - Man cannot make a profit without upsetting wildlife.
 - If we are careful we can conserve wildlife and made a profit too.
 - Careful management is expensive.
 - The only advantages of a careful approach to wildlife management are economic. Is this statement true or false?
 - Does the author approve or disapprove of the commercial exploitation of other species?

VOCABULARY PRACTICE

- 7 (a)** Match the words or phrases in Column A with those in Column B which have the same or similar meaning.

A	B
(i) essential	(a) money gained from business, etc
(ii) balance	(b) in a few words
(iii) upset	(c) causing the loss of
(iv) profit	(d) necessary
(v) at the expense of	(e) the state of containing the right amount of each of the elements of a thing
(vi) game herds	(f) coming to an end
(vii) dying out	(g) group of birds or animals killed for food or for sport
(viii) In short	(h) disturb

- (b)** Complete the following sentences with the right words from Column A above.
- His business is making a _____.
 - Unfortunately that species of rose is _____.
 - If we want to succeed, it is _____ that everyone works hard.
 - John is good, kind, hard-working and intelligent. I can't speak too highly of him.
 - The _____ which was used to roam the plains of Southern Africa have been almost exterminated by poachers.
 - Mary felt very _____ because she was not invited to the party.
 - You must not work too hard _____ your health. It isn't worth it.
 - This job requires a _____ of speed and attention to detail.

BEFORE READING

- 8 (a)** Before reading the next section of the text, look at the list of animals below and match them with the products they provide. Use your dictionary when necessary.

1 Turtles	(a) ivory
2 Leopard	(b) skins, meat
3 Elephants	(c) fur trade

(b) Now read the passage quickly.

READING TEXT THREE

There are three main options for the preservation of various species of plants and animals. We can protect them *on site*¹, by conserving the entire ecosystem in which it naturally occurs. If this is not possible, we can store part of the organism, such as its seed or *semen*² off site, in some form of *gene*³ bank. Or we can keep the plant or animal off site, in an aquarium, botanical garden, zoo, etc. Most progress has been made with off-site conservation of crop genetic resources, through an international network of 'base collections' covering more than twenty of the world's most important crops. But many species do not like life in botanical gardens, zoos or the refrigerated world of the gene bank. So, while all three options have an important role to play, the first must be our priority.

1 *on site* piece of land (here) the area where the animals/plants come from

2 *semen* liquid of male animal/human which causes a female to produce young

3 *gene* a tiny part of each living cell that controls part of a plant/animal

COMPREHENSION

9 (a) From the list below, choose the three phrases which best match the three options in the text.

- 1 (i) exporting plants and animals
- (ii) keeping them in the area they come from
- (iii) keeping them in an area which, as far as possible, is the same as the area they originally come from
- (iv) creating international networks
- (v) keeping part of the plant or animal in a 'bank' so that it can be used to reproduce similar species
- (vi) keeping them in zoos, etc

2 Which option does the writer think would be most successful?

(b) Use your dictionary to look up the meanings of following words. Write them down.

gene bank botanical gardens zoo rare breed

(c) Now choose the correct words to complete the following sentences.

- 10 1 The world's _____ play an important role in the preservation of plants, but they have a problem of storage capacity.
- 2 _____ have been successful with their *captive*⁴ breeding of some threatened species. Unfortunately, harmful genes accumulate rapidly in *inbred*⁵ populations. And many species refuse to breed at all in captivity.
- 15 3 The seeds of many plant species, specially those with small, dry seeds, can often be stored in a dormant state for long periods at a humidity level of 5% and at a temperature of -20%. A small _____ can protect many thousands of species.
- 4 At least 20 breeds of British farm animal have become *extinct*⁶ during the 20th century. In order to preserve unusual species, _____ survival centres have been set up, serving as
- 20 living museums. They provide an opportunity for the general public to pay to see breeds on which their own future may well depend.

- 4 *captive* not free
- 5 *inbred* bred in the same family for many years
- 6 *extinct* no longer existing

(d) Now match the statements (i)-(iv) below with words from the sentences 1-4 above.

- (i) If they are kept very cold you can preserve them.
- (ii) The general public helps pay for the cost of preserving them.
- (iii) Some animals may feel as if they are imprisoned in them.
- (iv) There is not enough storage space in them.

VOCABULARY PRACTICE

10 (a) Try to guess the meanings of the following words from the way they are used in the text. Do not use your dictionary yet.

- 1 *options* (line 1) probably means
 - (i) choices
 - (ii) decisions
 - (iii) ideas
- 2 an *organism* (line 3) is probably
 - (i) another word for seed
 - (ii) any animal or plant
 - (iii) a part of the body
- 3 a *network* (line 6) may be
 - (i) an interest-related group
 - (ii) a few people
 - (iii) a company
- 4 *priority* (line 9) must be
 - (i) an option
 - (ii) an idea
 - (iii) something that must be dealt with first or early
- 5 *storage* (line 11) is
 - (i) keeping something safely
 - (ii) cooling to the correct temperature
 - (iii) finding enough money
- 6 *accumulate* (line 13) must mean
 - (i) breed
 - (ii) collect
 - (iii) grow
- 7 *dormant* (line 16) is probably
 - (i) dead
 - (ii) comfortable
 - (iii) temporarily inactive

(b) Now check your answers by looking up the words in your dictionary.

(c) Choose the right word to complete each of the following sentences.

- 1 At the moment the patient's cancer is _____, but the doctors think he will soon have

- problems.
- 2 Our main _____ is that the workers are comfortable and have enough to eat. Next we'll worry about the work to be done.
 - 3 My new flat has a lot of _____ space, which means that I have somewhere to keep all my books.
 - 4 Scientists often study small _____ under a microscope.
 - 5 He _____ a lot of money while he was working overseas, so now he's going to buy a new house.
 - 6 That organisation is a powerful _____ and has helped poor people all over the world.
 - 7 We have two _____; either we take the bus or the underground.

(d) **Find the odd word out in each of the following groups of words.**

- 1 essential necessary unimportant vital
- 2 dying out developing growing breeding
- 3 ivory metal bone shell
- 4 fur skins leather meat
- 5 species types breeds genes
- 6 preserve conserve destroy protect

UNIT 8

BEFORE READING

- 1 (a) Which of the following do you think is the *main* function of the brain?
- (i) The brain enables us to move.
 - (ii) The brain helps us to think and speak.
 - (iii) The brain controls the nervous system.
 - (iv) The brain controls the internal organs.

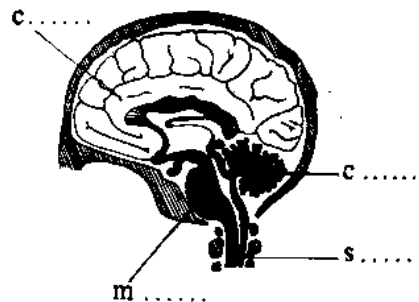
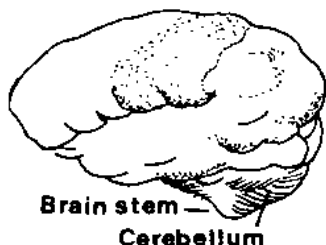
READING TEXT ONE

- (b) Now read the passage quickly and find out whether your answer was correct

The brain has three main divisions, each having its own particular functions. The *cerebrum* is the largest and best developed section of the brain. It is made up of many areas containing cells which control various parts of the body. Some areas perform the function of directing muscular activity. They allow the head to be turned, for example. Other areas are responsible for sight, hearing and speech. The cerebrum is also the centre of intelligence and enables human beings to reason and remember.

- The *cerebellum* is a small section of the brain below the cerebrum. Its function is to co-ordinate the movements of limbs and also to control body balance. The *medulla oblongata* is an enlarged area which connects the brain to the spinal cord. It serves to regulate the activities of the internal organs. It controls the beating of the heart and regulates all involuntary muscles. The parts of the brain are highly specialised. Together they make up the complex organ that controls the nervous system.

- (c) Use the above information to label the diagram below with the following words:
- spinal cord cerebrum cerebellum medulla oblongata



- (d) Read the passage once more and underline anything you have learned that you did not know before.

COMPREHENSION

- 2 (a) Which of the following statements is true in relation to the passage? Give line references to support your answers where possible.

- 1 If you damaged the *cerebrum* you might not be able to turn your head.
- 2 If you damaged the *cerebrum* your heart would stop beating.
- 3 The *cerebellum* is smaller than the *cerebrum*.
- 4 The brain is a very simple organ.

- (b) Match the parts of the brain with the functions described below to complete the chart.

WHOLE	FUNCTION
brain
PARTS	FUNCTIONS
.....	(a)..... (b).....
.....	(a)..... (b).....
medulla oblongata	(a)..... (b).....

- a) controls the breathing movements of the lungs
- b) controls the central nervous system
- c) makes arms and legs work together
- d) controls smiling
- e) controls the action of the digestive tube
- f) maintains body equilibrium
- g) is responsible for distinguishing colours

FURTHER PRACTICE

- (c) Now use the information from your chart to complete the following paragraph.

The { serves to
is responsible for } and also

One function of the is to

Another function of it is to

The { regulates the
performs the function of }

It also { enables
co-ordinates }

VOCABULARY PRACTICE

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

- 1 special uses (lines 1-5)
- 2 part (lines 1-5)
- 3 make things work together (lines 7-10)
- 4 joins (lines 7-10)
- 5 complicated (lines 10-12)

- (b)** Complete the following table with the missing part of speech:

VERB	NOUN
.....	division
contain
perform
.....	sight
.....	speech
.....	balance
connect
serve
specialise

BEFORE READING

- 4 (a)**
- 1 What kind of illness do you think a *stroke* might be? Look it up in your dictionary.
 - 2 Make a list of the effects a stroke would be likely to have on a person.
 - 3 Now read the passage quickly and compare the results of Charles Landry's stroke with your list.

READING TEXT TWO

In May 1977 Charles Landry had a stroke. He was 45 years old. On admission to hospital he appeared to the doctor as being healthy and relatively alert and in no acute distress. But he

- could only speak a word or two, though he followed the doctor's commands well. He seemed to understand and nodded appropriately. That was the beginning of a hard fight for Charles Landry to recover his speech and Dr Geschwind did not see him again until February 1978. The stroke affected the left side of Charles's brain and now his whole right side is *paralysed*¹ (the left side of the brain controls much of the right side of the body and vice versa). Otherwise he seems in quite good physical condition. He manages to fire a sporting rifle with the aid of a *sling*², using his left hand, and he goes sailing with his family. It is his speech which is still most noticeably affected though, like his other disabilities, it is a good deal better than it was in 1977.

1 *paralysed* unable to move

2 *sling* piece of material put under and round something to support it

COMPREHENSION

5 (a) Answer the following questions. Give line references to support your answers.

- 1 Is it true to say that Charles Landry was in a terrible state when he entered hospital?
- 2 Which of the following is correct?
After his stroke, Charles Landry could
 - (i) speak well.
 - (ii) understand a lot but hardly speak.
 - (iii) neither speak nor understand what the doctor was saying.
- 3 Which of the following statements is true?
 - (i) Although Charles Landry has difficulties moving his right side, he leads quite an active life.
 - (ii) Charles Landry is in poor physical shape but manages to play some sports.
 - (iii) Charles Landry cannot move his right side at all.
- 4 Charles Landry's speech has improved though he still has problems. Do you agree?

- (b) Continue reading and find out (a) why Dr Geschwind asks his stroke patients questions and (b) why he should feel grateful to Paul Broca. Underline the information in the text or write it down. When Dr Geschwind examines patients like Charles Landry he uses nothing but a set of questions. By means of these alone he *dissects*³ the brain as efficiently and accurately as a surgeon. He is looking for the 'telephone' connections in Charles's brain and in particular for the places where the connections are broken.

