

现代英语

第二级

· 泛读

EXTENSIVE
READING

STUDENTS'
BOOK 2A

G.R. Evans
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MODERN ENGLISH

for University Students

Extensive Reading

Students' Book

Grade 2 A

G.R. Evans and D. Watson



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出版社曹根望。

現代英語

泛讀 2A

第2級

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中國高等教育出版社
英國麥克米倫出版公司

出版

新華書店北京發行所發行

外文印刷廠印裝

*

開本787×1092 1/16 印張3.75 字數96,000

1986年11月第1版 1986年11月第1次印刷

印數 000,001-130,300

書號 9010·0293 定價 0.82元

ACKNOWLEDGEMENTS

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New Scientist for extracts from the article *Acupuncture Revisited* by Professor Pat Wall from New Scientist, 3 October 1974

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UNIT 1

BEFORE READING

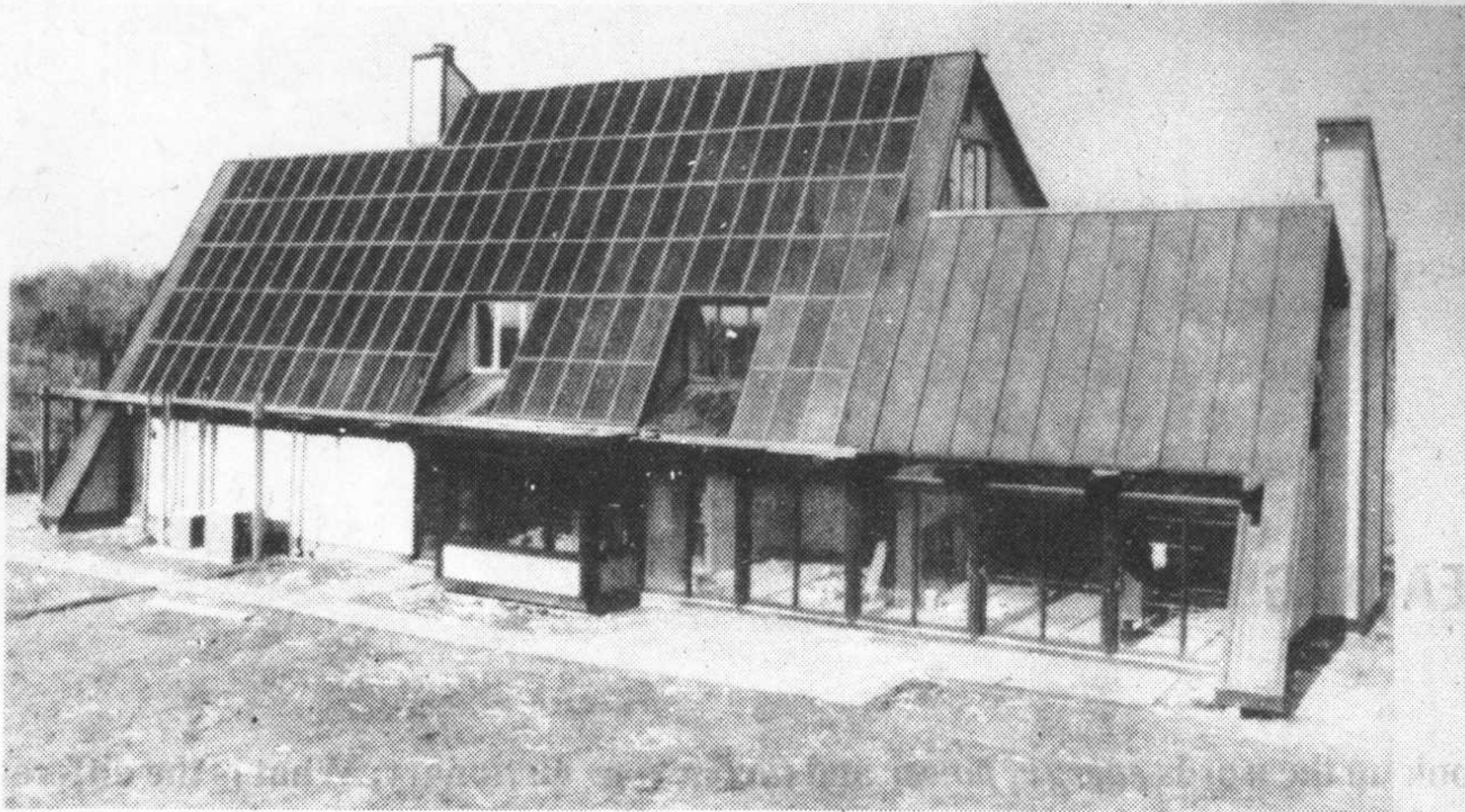
- 1 (a) Look up the words *energy*, *power* and *fuel* in your dictionary. What is the difference between these words? Do any of them have the same meaning?
- (b) List as many sources of energy as you can.
- (c) Look up the word *fossil* in your dictionary and write down the definition. What do you think *fossil fuels* are? Do all countries have stocks of fossil fuels?
- (d) What do people mean when they talk about *the energy crisis*? Look up the word *crisis* if you need to.
- (e) What is *solar power*? In what particular respect is it different from oil and coal?
- (f) Now read the first text. Do your answers to the questions agree with what the author writes here? Find the sentences which support your answers.

READING TEXT ONE

Over millions of years the earth has stored energy from the sun in the form of fossil fuels. In the last few generations we have started using this energy to build up and power an industrial civilisation which is totally different, both in nature and scale, from earlier civilisations. A single tonne of oil generates energy equivalent to the energy output of 660 horses over 24 hours.

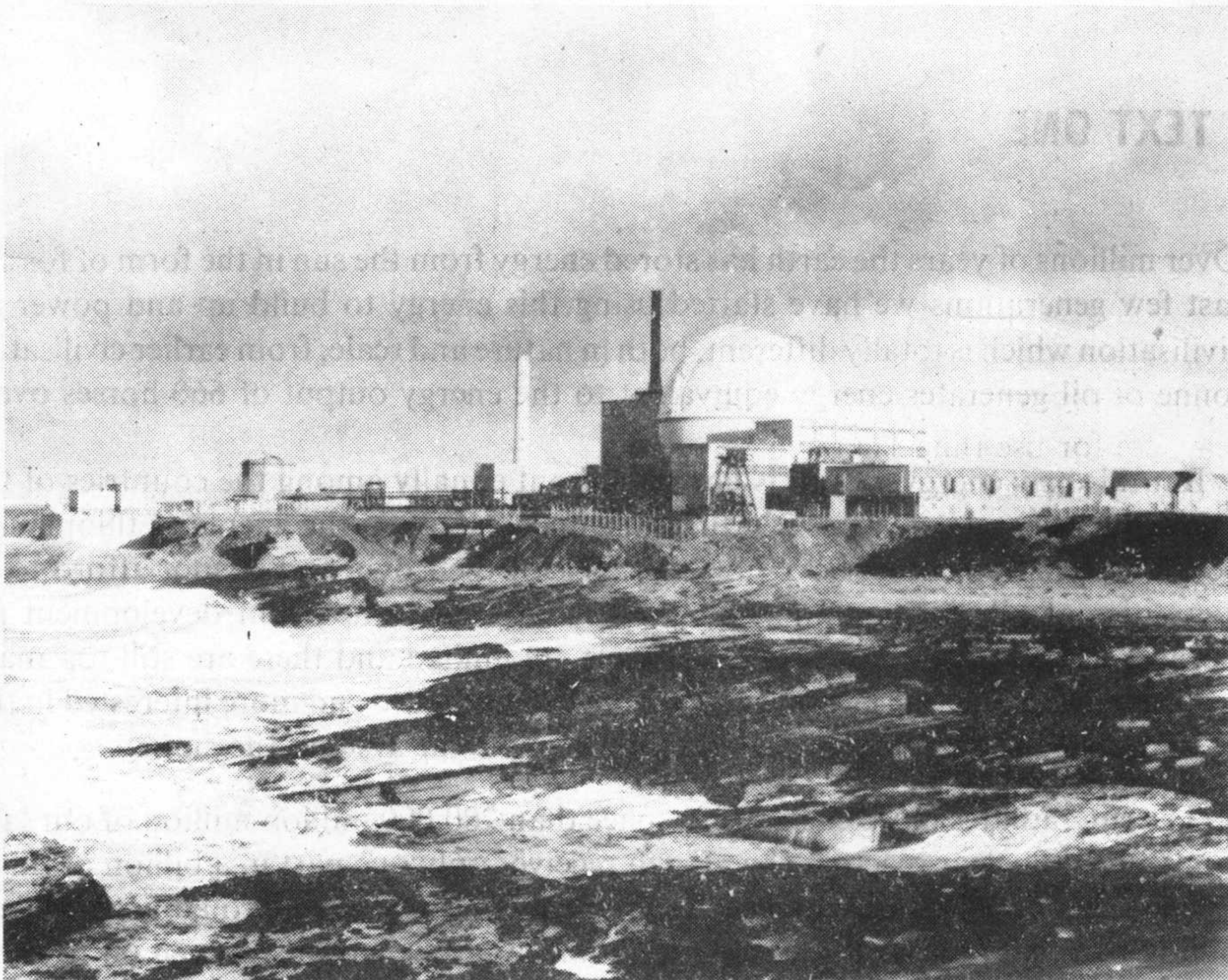
- 5 But this new energy wealth is not shared out equally among the countries of the world: an average American consumes 330 times as much energy as the average Ethiopian. The world's developing nations often have no fossil fuels of their own and cannot afford to import large quantities of oil, so they find that they cannot start important development programmes. Because the world's supplies of fossil fuels are limited and there are still too many problems associated with nuclear power, people have become more and more interested in the possibility of harnessing the largest nuclear reactor in our solar system: the sun.
- 10

- The sun radiates more energy into space than 200,000 million million of our largest existing commercial nuclear reactors. The Earth receives only one part in a billion of this vast output. Even so, in one year the earth receives solar energy from the sun, roughly equivalent to 500,000 billion barrels of oil, or to perhaps a million times the world's proven oil reserves in the late 1970s. At any given moment, incoming solar energy striking the Earth's atmosphere is equivalent to 40,000 one-bar electric fires burning constantly for every man, woman and child of the Earth's human population.
- 15



Solar collectors supply 75% of the heat energy required by this house in New York State

Clearly, if we could collect more solar power directly, we would be well on the way to solving
 20 the "energy crisis". Yet by the early 1980s, all the world's solar collectors were yielding energy
 equivalent to a mere 0.01 per cent of the total annual oil consumption. No-one doubts that non-
 renewable energy sources, mainly fossil fuels and nuclear power, will continue to make a major
 contribution to our energy needs. But we shall also need to develop many of the more promising
 25 renewable energy sources, if we are to ensure that the world has enough energy to take us
 through the twenty-first century.



Fast breeder reactor, Dounreay, Scotland

COMPREHENSION

- 2 (a) Choose an appropriate heading for each of the four paragraphs from the list below. Put the headings in the right order.
- A Solar energy
 - B The energy crisis
 - C The way to a solution to the energy crisis
 - D Our modern industrial life depends on fossil fuels
- (b) Are the following sentences true or false? Find the sentences in the text which provide the necessary information.
- 1 The energy which is stored in fossil fuels originally came from the sun.
 - 2 Fossil fuels will never run out.
 - 3 One alternative to fossil fuels is nuclear power.
 - 4 The sun is like an enormous nuclear reactor.
 - 5 The sun radiates a billion times more energy than the earth receives.
 - 6 The earth receives solar energy equal to a million times the amount of oil we use in a year.
 - 7 We use ten thousand times more energy from oil than we use directly from the sun.
- (c) Name two ways in which our present civilisation is different from previous civilisations.
- (d) Give two reasons why developing countries often find it difficult to start their development programmes.

VOCABULARY PRACTICE

- 3 (a) Find words or phrases in the text which have approximately the same meanings as the following words or phrases. (They are listed here in the same order as the words appear in the text.)
- 1 size (line 5)
 - 2 produce (line 4)
 - 3 of equal amount (line 5)
 - 4 linked (line 10)
 - 5 capture for use (line 11)
 - 6 a device in which energy is produced by controlling and maintaining a nuclear reaction (line 11)
 - 7 send out (line 12)
 - 8 stocks; supplies (line 16)
 - 9 all the time, without interruption (line 17)
 - 10 provide (line 20)
 - 11 limited; impossible to replace when it has been used up (lines 21-22)
- (b) Look at the text again and find the nouns which come from the following root verbs. See how they are used. They are of two distinct types: what is the difference between them?
- | | | |
|------------|-------|-------|
| develop | ..... | ..... |
| react | ..... | ..... |
| collect | ..... | ..... |
| consume | ..... | ..... |
| contribute | ..... | ..... |

Now make *both* kinds of noun for each verb.

- (c) Use some of the words you have found in the previous two questions to complete the following sentences. Make sure that you put them in the right form.

The _____ of oil is still rising, but the _____ will not last forever. The sun _____ energy _____. People are working on the _____ of solar _____ which can _____ power from the sun. This energy could be used on a much larger _____ than it is at present. If we used more solar energy we would not need to use so much power from _____ sources.

BEFORE READING

- 4 Look up the following words in your dictionary. Make a note of their meanings.
alternative potential insulate commercial

READING TEXT TWO

Different parts of the world have different biological histories, different geology and different geography. For example, some countries still have considerable reserves of coal; others, with no fossil fuels, are in geographical locations which are suitable for hydro-electric power stations. This means that there can be no single solution for the world's energy problems. So coal cannot
5 be regarded as *the* alternative to oil, any more than nuclear power or renewable energy can. People are gradually realising that the only way forward is to consider all potential sources of energy, together with all the different needs which make up the total energy picture.

When oil was cheap, we got into the habit of using energy wastefully, and a great deal of energy is still being wasted today, in heating badly insulated homes, for example. The world's
10 energy requirements still continue to rise. How will it ever be possible for everyone to get enough? Increased energy efficiency will help close the gap between supply and demand, but some countries will continue to show striking differences between the amount of energy they consume and the amount they produce. Many developed nations became rich in the past thanks to domestic fossil fuel stocks which are now virtually exhausted. They now have to import oil,
15 and these developed nations, with only one-quarter of the global population, continue to consume four-fifths of the global energy budget.

The leading fossil fuel is still oil, which represents 45 per cent of commercial energy worldwide. By the year 2000 it is expected to fall to 35 per cent, but the total energy requirement will of course be larger by then. Thereafter, the contribution made by oil could decrease to almost zero as it comes to be used more as a chemical feedstock than as a fuel. Natural gas could
20 last almost as long as oil. Coal, by contrast, is available in abundance. Total world reserves are estimated to be 250 times the amount we consume each year. But environmental problems, in particular acid rain and carbon dioxide, will ensure that any change back to coal is far from easy.

COMPREHENSION

- 5** (a) Are these sentences true or false according to the information in the text?
- 1 When we run out of oil we can use coal.
 - 2 In the future, every country will satisfy its energy needs in different ways.
 - 3 Some countries do not produce as much energy as they use.
 - 4 Some countries cannot afford to buy the energy they need.
 - 5 Many rich industrialised countries still have large reserves of fossil fuel.
 - 6 The world needs more energy than it is producing at present.
 - 7 25 per cent of the world's population uses 80 per cent of the world's energy.
 - 8 More than half the world's energy comes from oil.
 - 9 There is much more coal in the world than oil.
 - 10 The use of coal as a fuel causes problems.
- (b) In the first paragraph two sources of energy are mentioned other than fossil fuels. What are they? Do you know how power is produced from these sources?
- (c) Explain what is meant by energy-efficiency in the second paragraph.
- (d) Choose the best way to complete this sentence.
By the year 2000 ...
- (i) commercial energy will represent 35 per cent of the global energy requirement.
 - (ii) 35 per cent of the global energy budget will be provided by oil.
 - (iii) oil consumption will be 35 per cent of what it is today.
 - (iv) oil will represent 35 per cent of all fossil fuels used.

VOCABULARY PRACTICE

- 6** (a) Find adjectives in this text with the following meanings.
- 1 concerned with the science of living things
 - 2 quite large; worth considering
 - 3 concerned with the surface of the earth
 - 4 describing something which is never exhausted or used up
 - 5 possible
 - 6 complete
 - 7 for the whole world
 - 8 most important
 - 9 describing things which are bought and sold
 - 10 occurring in nature
 - 11 in the world around us
- (b) What do you think the following words or parts of words mean, as they are used in this text? Choose the best answer in each case. You may not have seen some of these words before, but try to answer without using your dictionary.

	A	B	C	D
1 <i>hydro-</i>	oil	mountain	water	wind
2 <i>virtually</i>	soon	completely	nearly	long since

3 <i>exhausted</i>	used up	limited	tired	enormous
4 <i>abundance</i>	few places	underground	future	great quantity
5 <i>feedstock</i>	substitute	food for animals	medicine	reserve

BEFORE READING

- 7 Which fuel has not been mentioned in the two texts you have already read? Which fuel do you think is most commonly used in developing countries in the Third World?

READING TEXT THREE

Oil is not the only fuel that is in short supply in the world today. The majority of people in the Third World, at least two billion people, rely on wood as fuel to cook their food. Fuelwood is the most important thing in their daily life, as increasing amounts of time and labour are spent in finding it and carrying it home. If it has to be bought, the price can account for two-fifths of a family's cash income. And the problem is growing worse, for, as people overcut available trees, wood becomes scarcer. For the poorest third of humanity, the real energy crisis concerns not oil but fuelwood.

Half of all wood cut worldwide each year is used as fuel for cooking and heating, and at least four-fifths of this is in the Third World. A minimum of 1.5 billion people encounter daily difficulty in finding enough fuelwood, even though they use on average only about 3 kilograms a day, little more than a few sticks. They cut trees faster than forests can replace themselves. Moreover, their growing numbers spread the problem over an increasingly wide area. As a result, a potentially sustainable wood-gathering activity becomes destructive and, in the end, unsustainable. The fuelwood issue is an example of how poor people in the Third World can find themselves obliged to destroy tomorrow's means of support in order to obtain today's essentials. Why do they do it? Not because they don't realise what the consequences will be. They do it simply because they have no choice.

Worse still, at least 125 million people simply cannot lay hands on sufficient fuelwood to meet even basic needs. For many families, it now costs as much to heat the supper bowl as to fill it. An uncooked supper is not only flavourless, it can also cause health problems. So for many Third World people, the energy crisis is a matter of life and death, not just a question of how to limit the electricity consumed in a home full of gadgets.

Millions of families seek substitutes for fuelwood in other materials. One of these is cattle dung. In Asia and Africa alone, at least 400 million tonnes of dung are burned as fuel each year. But is this an efficient way to use dung? If used in the fields, instead of being burned, it could help produce 20 million tonnes of grain — enough food to sustain tens of millions of people.

We must take action to solve this great and growing energy problem. If we don't, within just another four decades the number of people overcutting an already thin fuelwood resource will more than double, while the number facing severe shortages could exceed one billion. The environmental and human implications of these shortages will be tremendous. And the longer the damage continues, the harder it will be to find an effective long-term solution.

COMPREHENSION

8 (a) Join the clauses or sentences from Column A with the right endings from Column B to make true statements.

A	B
1 As people use wood for fuel,	A than the forests can provide.
2 People need more wood	B because they need the wood to survive now.
3 People cut down trees too fast	C the more difficult it will be to solve the problem.
4 People cannot let trees grow bigger for the future	D for the forests to grow again.
5 People look for other materials	E trees become scarcer.
6 The longer this situation continues,	F to use as fuel in place of wood.

(b) Now underline the parts of the text which convey the same information as the sentences you have made. Notice how *too* and *-er* words are used, both in the text and in these sentences.)

(c) Find pairs of sentences in the following list which could be linked with the phrase *in other words*.

- A It's a matter of life and death.
- B The problem is getting worse all the time.
- C The wood-gathering activity is unsustainable.
- D Forests are disappearing; they are gradually being destroyed.
- E More and more people are having difficulty finding enough wood.
- F Without fuelwood people have to eat uncooked food, which causes health problems.

(d) Find the words *gadgets* and *dung* in the text and try to answer the following questions. You should try to work out the meanings of the words from the sentences in which they appear. Do not use your dictionary.

1 Are gadgets found in the home?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2 Are they found in the Third World?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3 Are gadgets necessary for life?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4 Do gadgets use electricity?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5 Can you now say what gadgets are?	.....
6 Is dung given to cattle?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
7 Is dung produced by cattle?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
8 Is dung used instead of wood?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
9 Is it used as a fuel?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
10 How else can it be used?	.....
11 What effect does it have if used in this way?	.....

VOCABULARY PRACTICE

Try to do all these exercises without using your dictionary.

9 (a) The words and phrases on the left are taken from the text. Find phrases with roughly the same meaning in the list on the right. Try not to use your dictionary.

- 1 it's in short supply
- 2 the majority of
- 3 increasing amounts of
- 4 account for
- 5 a minimum of
- 6 essentials
- 7 consequences
- 8 lay hands on
- 9 sufficient
- 10 substitutes
- 11 exceed

- A find
- B enough
- C results
- D at least
- E represent
- F necessities
- G be more than
- H more and more
- I there isn't enough
- J things to use instead
- K most

(b) Which is which? Choose the right definition for the words and make sure you understand the difference between the words in each pair.

- 1 an *efficient* way to use it
- 2 an *effective* long-term solution
- 3 *encounter* daily difficulty
- 4 *meet* basic needs

- A on that works
- B one that works well; not wasteful
- C be faced with
- D satisfy

(c) Link words from each of the lists below to form common phrases. The first one in each group is done for you.

short
wide
basic
severe
growing
effective

area
needs
supply
numbers
solution
shortage

matter of
means of
energy
health
cash

crisis
income
support
problems
life and death

face
burn
consume
solve
find

solutions
shortages
fuel
electricity
problems

FURTHER PRACTICE

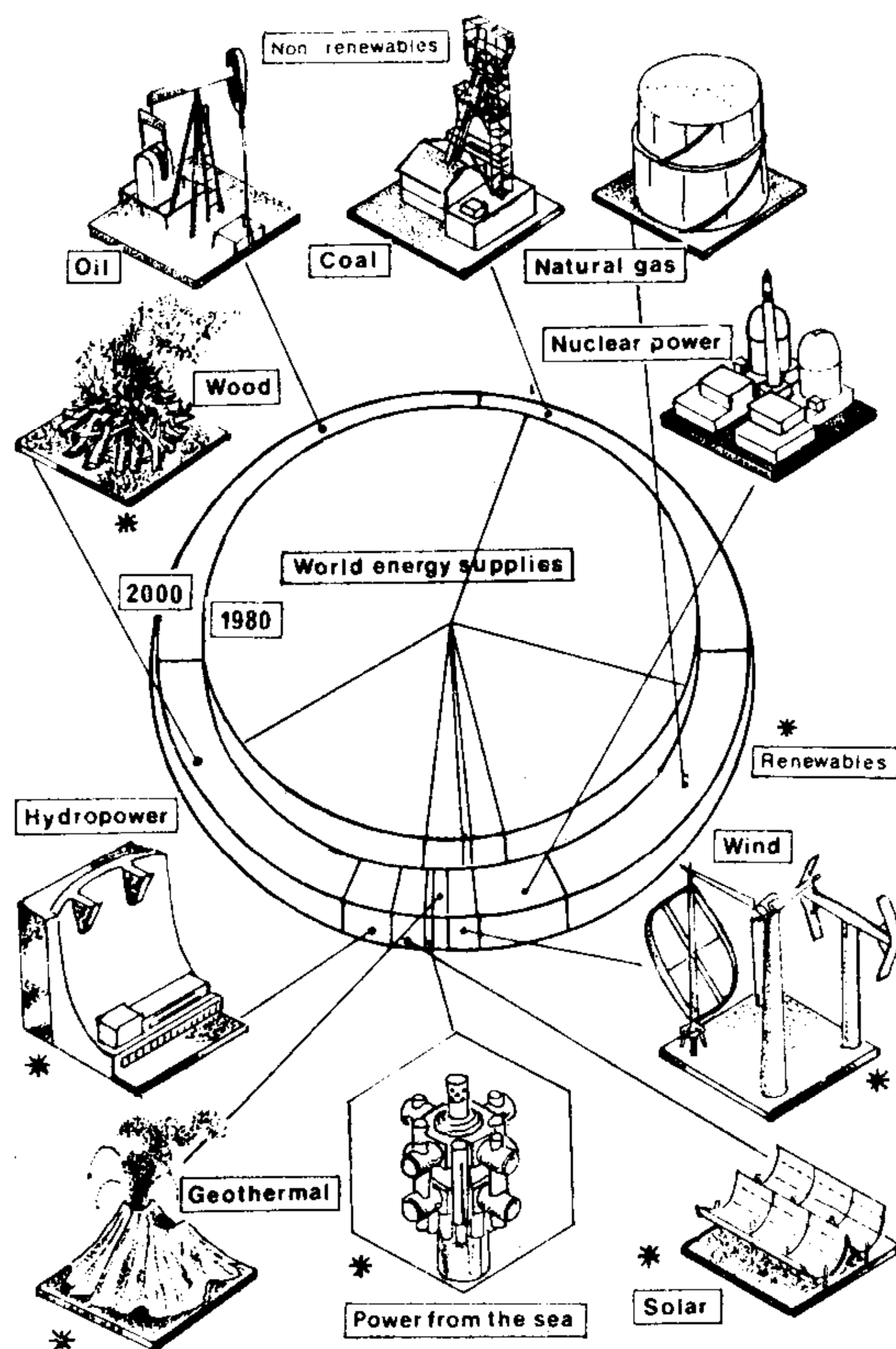
10 (a) Study the diagram on the next page showing the world's energy budget. The lower circle represents the estimated proportions for the year 2000, the upper circle is for the year 1980.

(b) Now answer the following questions.

- 1 Will more renewable energy sources be used in 2000?
- 2 Will we use more oil in 2000 than in 1980?
- 3 Will we use more wood in 2000 than in 1980?
- 4 How much of the world's energy will come from coal and oil in 2000?
- 5 How much of the world's energy came from coal and oil in 1980?
- 6 How much of the world's energy came from renewable sources in 1980?
- 7 How much of the world's energy will come from renewable sources in 2000?
- 8 Will all non-renewable energy sources decrease by 2000?

(c) Prepare to discuss the following points.

- 1 Do you agree with the author in his opinion about renewable sources?



- 2 How do you think these proportions for the whole world compare with those for your own country?

UNIT 2

BEFORE READING

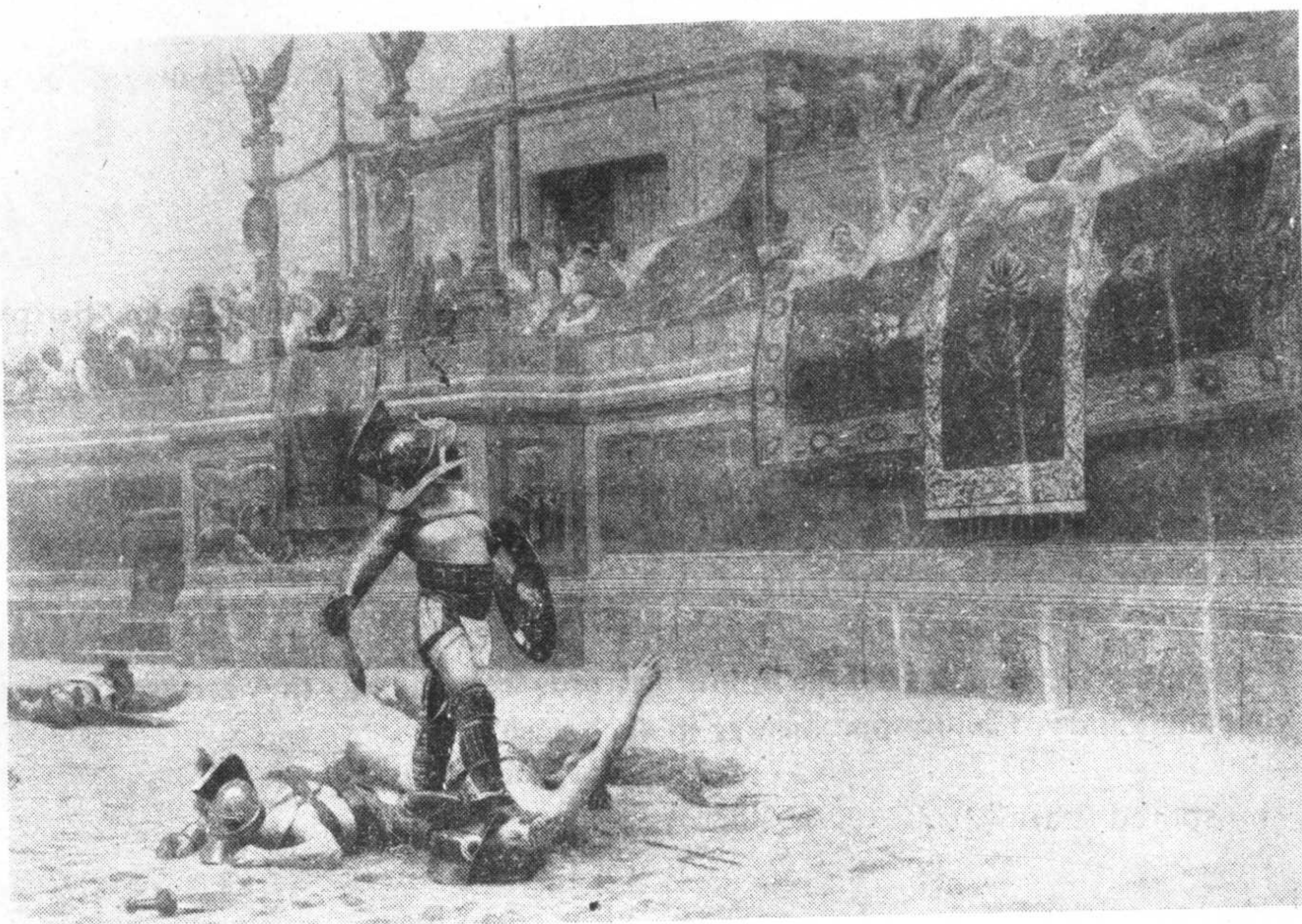
- 1** (a) Look at the verbs and nouns below. Which of the nouns can be used as objects of these verbs?
- | | |
|---------|-------|
| nod | hand |
| shake | head |
| wave | thumb |
| hold up | |
- (b) Now read the first paragraph only of the reading passage and check your answers. Do not use your dictionary. Did you combine the verbs and nouns in the same way? (All these objects can in fact be used with the verb *hold up*. Another common combination not used here is *shake hands*.)
- (c) Do you remember the meaning of the word *gestures*? If not try to guess its meaning from the way it is used in this paragraph. Choose the best of the following definitions.
- 1 ways of speaking, the ways in which things are said
 - 2 meanings
 - 3 movements of the hands or head
 - 4 parts of the body, such as the hands or head
- (d) What does the writer say about gestures in this paragraph? Choose *all* possible answers.
- 1 They are difficult to understand.
 - 2 They can replace words.
 - 3 They are meaningless.
 - 4 They can mean the opposite of what we say.
 - 5 They can add strength to what we say.
- (e) What do you think the writer is likely to consider in the rest of this text? Choose *all* possible answers.
- 1 the origins of certain gestures
 - 2 language
 - 3 the different meanings of gestures
 - 4 the difficulties of learning gestures as a child
 - 5 the difficulties of learning language
- (f) Look up the following words in your dictionary. Make a note of the definitions so that you do not need to use your dictionary while reading.
- Roman games arena spectator gladiator imitation originate
- Now read the passage through. Did you choose the right answers to question (e) above?

READING TEXT ONE

MORE OBSERVATIONS AND EXPLANATIONS

All over the world, people use gestures: the way they move their hands or hold their heads has a particular meaning, and these movements are used to support what they are saying, or even to make words unnecessary. People nod and shake their heads; they wave their hands in special ways; they hold their thumbs up or down. Do these signs always have the same meanings, wherever they are used? And how have they come to have these meanings?

In Roman times, pointing with the thumb in a special way could spell death. When a gladiator was defeated in the games arena, one of two things could happen: he might be spared or he might be killed on the spot by the victor. His fate was decided by the emperor or nobleman who was holding the games, but the crowd of spectators could influence the decision. They expressed their wishes by the position of their thumbs.



People often think that the life-or-death thumb signs were thumbs-up for life and thumbs-down for death, but this is not entirely accurate. A re-examination of Roman writings shows that what we call the 'thumbs-up' sign was really a 'thumbs-cover-up': the thumb was held inside the closed hand. And the 'thumbs-down' sign?

The crowd was seated above the arena, so if they pointed towards the gladiator with their thumbs, they would automatically point downwards. Pointing downwards with the thumb, with the fingers closed, was probably an imitation of the killing action of thrusting the sword down into the victim, who was lying on the ground. In this way the spectators encouraged the winner to take the loser's life. To give the opposite signal — spare him, do *not* use the sword — they held out their hands with the thumbs hidden inside their closed fingers, like the sword in its sheath. So the life-or-death gestures were either thumbs-hide for life, or thumbs-point for death, and our modern thumbs-up sign seems to have originated in a misunderstanding of the Roman records.

Nowadays many people use the thumbs-up sign meaning 'OK', 'fine', 'good'. But Italians, the modern descendants of the ancient Romans, seem far less likely to use it than other Europeans. When questioned, 95 per cent of Englishmen and Frenchmen agreed that they used the sign in this way, but the figure for Italians was only 23 per cent. Many Italians even called it the 'English OK' signal, and mentioned that they had seen it in films or on television. So it looks as if the popular thumbs-up, which started out as a mistranslation from the literature of ancient Rome, is now 'returning' to the city from which it never really came in the first place.

Other hand signs are used when we want to tell someone to 'come here', i.e. the beckoning signs. Some people beckon with one finger, or two, but the most common way to beckon is with the whole hand: all four fingers open and close together. Some people do this with the palm facing upwards, and others do it in the opposite way, with the palm facing downwards. Which of these positions you use depends on where you live. If you are an Englishman or a Frenchman you always use the palm-up position for beckoning, but if you are an Italian you nearly always use the palm-down position. This is because Italians employ a goodbye wave that looks almost exactly like the Anglo-French beckoning sign. If they beckoned in the Anglo-French style you can imagine the confusion it might cause.

COMPREHENSION

2 (a) From the list below, choose the most appropriate heading for each of the last five paragraphs of the reading passage. Put the headings in the right order.

- A Using the hand to ask someone to approach
- B Common ideas about thumb signs
- C A detailed look at the actual use of thumb signs in ancient Rome
- D A general outline of the use of thumb signs in ancient Rome
- E International variations in the use of the thumbs-up sign

(b) Try to guess the meanings of the following words from the way they are used in the text. Do not use your dictionary. Choose one answer in each case.

- | | |
|----------------------|----------------------------|
| 1 spared (para. 2) | A killed |
| | B set free |
| | C allowed to live |
| | D wounded |
| 2 victor (para. 2) | A winner |
| | B loser |
| | C spectator |
| | D fighter |
| 3 accurate (para. 3) | A exact |
| | B different |
| | C the same |
| | D complete |
| 4 victim (para. 4) | A victor |
| | B dead man |
| | C the one suffering defeat |
| | D fighter |
| 5 sheath (para. 4) | A place |
| | B arena |
| | C body |