

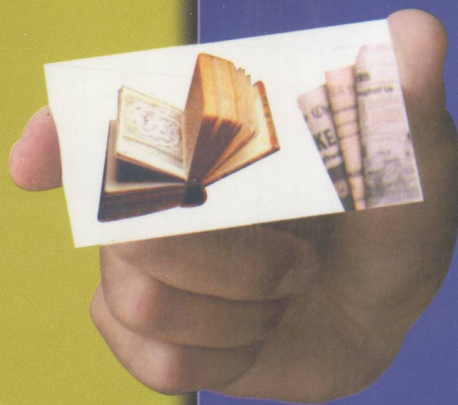
左学 ◆ 右练

LEARN THROUGH PRACTICE

左学右练大学英语学习系列丛书

英语阅读

主编 赵世平



西安交通大学出版社

If you ever want

to be a success

This Book Is For You

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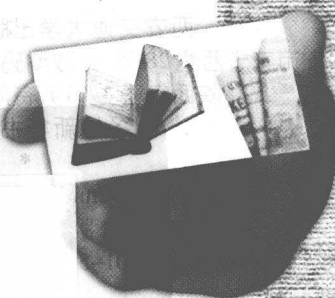
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副主编: 肖婉丽

编 委: 王毅敏 杨 波 王 巍 赵 敏

陆小明 肖婉丽 杨晓华 李 莉

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主编:赵世平

副主编:肖婉丽

编委:王毅敏 杨波 王微 赵敏
陆晓明 肖婉丽 杨晓华 李丽

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读者朋友：

此刻，《左学右练大学英语学习系列丛书》就摆在你的面前，你会发现此书与别的书相比有其特别之处。首先，它页面设计新颖、编排精到、印刷清新、装帧精美，令人赏心悦目。但这远远不是最主要的地方。请读下去吧。你看，左面一页读来是那么亲切，那么好懂，那么易记。再读一读右面一页。哦，原来是练习。试一试。容易吧？它们完全是针对左面的内容设计的，目的是趁你印象还清新的时候再来点小刺激，使之更深刻。如此由易到难、由浅入深、循序渐进，直到你读完本丛书的每一册，做完所有的练习和测试题，掌握《大学英语教学大纲》所规定的全部内容。到那时，你的英语就会在听、说、读、写、译诸方面都有长足的长进，给你一个惊喜。

本丛书包括《左学右练英语词汇》、《左学右练英语语法》、《左学右练英语阅读》、《左学右练英语听说》、《左学右练英语翻译写作》共五套。每套分初级、中级、高级三册。《左学右练英语听说》还附有录音磁带。你可以根据自己的水平选学其中的某一套或某几套，不一定非从初级学起不可，也可选学中级甚或高级。

你可能要问：为什么要编写和出版这套丛书？

答案很简单：为了你。我国就要加入世贸组织了，中西部的大开发也会很快进入高潮，大量的跨国公司都在中国寻找商机，我国的企业也在努力打开对交流的渠道，这就急需成千上万既懂专业又会外语、尤其是英语的人才。他们不仅要能读懂英语资料，还要会英汉互译，能直接用英语协商、谈判，能草拟甚至定稿英文信件、合同。这些要求，你能达到吗？如果达不到，那就请你跟着这套书左学右练。天天坚持，必有成效。

本丛书的编写是在总结了我国高校英语教学的经验教训的基础上进行的。你可能已经注意到这样一个事实：许多大学生中学学了6年英语，大学再学3到4年，有的小学还学了几年呢，不少人都已通过了4级考试甚至6级考试，但听不懂英语，更说不了英语，写的英文也不地道甚至语法不通。原因何在？应试教育使之然。这不知浪费了多少人的多少时间和精力！因此，本丛书把重点放在全面提高你的素质上，在选材、讲解、配置练习和测试各方面都把培养你的动脑、动手和动口能力放在首位，同时注意反映当代政治、科技和语言的发展，题材尽量做到多样性、广识性和趣味性。

祝愿你在跟着这套丛书学习时轻松自如，进展顺利，能在不太长的时间里全面提高听、说、读、写、译的能力，为你的更高追求打下坚实的基础。顺便说一句，你如果能把这套丛书学好，考四级和六级也应是有所把握的，因四、六级考试大纲的内容都已包含进去。你如果没有上大学，正在工作或参加自考，但具有相当水平，也可以使用这套书。你会发现，这套书会引领你在英语学习的道路上进步更快、更扎实。

这套丛书是集体智慧的结晶，参加编写的有30余人，有教授、副教授，也有讲师和研究生，在此请你和我一起对所有参与工作的同仁及他们的通力协作表示衷心的感谢。还要特别感谢西安交通大学出版社的王晓芬编辑，没有她的精心组织 and 精心编辑，此丛书的出版几乎是不可能的。

编者
2000年11月



左学右练大学英语学习系列丛书内容提要

左学右练英语词汇1~3级

本书所选基本词汇6000,完全以大学英语教学大纲为准,并围绕一些基本词汇适当介绍少量相关词汇及同义词和反义词,意在通过正反比较和关联意义增强记忆和增加词汇量。重点词汇附有习用语、固定搭配方式及例句,例句均从原文书刊选取,力求准确地道。除此之外,还介绍有学习和记忆方法,并通过练习加以检验和巩固。

左学右练英语语法1~3级

你如果在英美留学,有语言大环境,不学语法也可以学会英语。但在国内学英语,不学语法就很难学好英语。学习语法的目的是掌握语言,重点是了解和运用整个语法系统,对细枝末节虽也要注意但不必过分细抠。本书分词法和句法两大部分。在词法部分,首先介绍了在句子中最活跃的动词包括它的时态、语态、语气、分词、不定式、第三人称单数等,接着介绍了其他词类包括名词的性、数、格和形容词、副词的比较级、最高级等;在句法部分,介绍了句子的种类、句子的成分、各种从句的构成等。本书的例句尽量引自英美当代书刊,以求给读者提供准确的范例。学习本书时,可以先有个总体把握,然后在自己不会的章节上多下功夫。要做到会写会说,大致不出错误,并逐步做到准确、自然、流畅。

左学右练英语阅读1~3级

本书从当代英美报纸、刊物、杂志、书籍以及网页上选辑了大量内容好、趣味性强、信息含量大、涉及面广的文章加以注释编排供你阅读,目的是使你通过阅读了解英语国家的社会、人文、科技及其他各领域的有关信息,为你今后的学习、研究、工作以及与以英语文化为背景的人交往打下良好的基础,同时提高你的语言接收和理解能力。要挤时间阅读,天天坚持。可以精泛结合、粗细结合、快慢结合,能记笔记时最好记点笔记,该查字典时要查字典,碰到名言警句、精彩的段落或文章最好背下来。

左学右练英语听说1~3级

学习外语听说是不可分割的,听是吸收,是输入,说是模仿创造,是输出。听不清,才能说得清,听得多,也才能说得多。因此,本书将听、说材料和练习合编编写。听的材料部分选自国外出版的书刊杂志,部分选自VOA、BBC等电台广播和CNN等电视台影视材料。如果每天保证半小时的听音,半年之后便会体会到显著效果。在说的部分,本书主要提供了一些交流主题、相关词汇、句型及模块供你模仿,在此基础上,便可以举一反三,自由创造了。说的关键是要敢于开口,大声说出来。不要怕出错,不要怕笑话,不要怕别人听不懂。要多找以英语为母语的人说话,自觉模仿,大胆交流。平常最好有个固定的对话伙伴,挤时间进行练习。无伙伴时可以自言自语,甚至对着树说,对着墙说,对着电线杆说。如果能坚持听、说并保证语言材料的足够输入,口语水平就会很快提高。

左学右练英语翻译写作1~3级

英语翻译是人际交流的重要手段之一,写作水平高,就能保证充分地表达自己,更顺利地达到交际目的。反之,就会影响交流,甚至产生反效果。学写作要从最基础做起,即首先是遣词造句,然后组句成段,再后是联段成文,考虑篇章结构、文体等。光写作好还不够,还要会翻译。翻译在文化、经济、政治、军事、外交活动中起着极其重要的作用。因此要重视翻译能力的培养。学习翻译的过程和学习写作的过程大体相似,也遵循着词、句、段、文的发展顺序。翻译与写作关系密切,因此本书将二者结合编写。编写内容及顺序安排一如上述。这里要强调的是,知道了写作和翻译理论不等于写作和翻译水平的提高,关键在反复操练,日积月累,功到自然成。

未来世界将是信息世界，网络的时代，没有一定的网络知识的人，其生活空间将会受到极大的限制；同样，没有一定英语阅读能力的人，其信息量的摄取也会受到极大的影响。英语作为媒介手段和信息转换工具在信息高速公路中越来越显示出其重要性，越来越为社会各界所重视。作为英语教师，编写一套具有特色的、循序渐进的、以训练和提高学习者的阅读能力为目的的英语读物是我们的当务之急。

培养学生具有较强的听、说、读写能力是英语教学的最终目标。实践证明，要培养学生听说读写诸方面的技能，提高学生的阅读能力是关键。大量地阅读难度适当的各种英文材料可使学生迅速增加词汇量，开阔视野，丰富不同的文化背景知识，提高阅读速度和理解力，增强语感并提高语言运用能力，最终促使学生的听力、写作能力的相应提高。

《左学右练英语阅读》丛书的最大的有别于其它类图书的特色是编排新颖，左讲右练，是学习者将阅读技能与实践有机地结合在一起。全套书分1、2、3级，共3册。书中的每篇读物的生词和语言难点均在文后有注释，注释形式不拘一格，包括中文释义，英文释义和中英文双重释义等三种，目的是便于学习者学习和领会释义含义。

本系列书的练习分成两大类。一类侧重于语言点，一类侧重于阅读理解。有关语言点的练习要求学习者根据课文的主题、上、下文中其它词的语义，以至含有该词的句子结构去抓住这个生词的可能词义。有关理解技能的练习包括：略读、查阅、全面理解以及评论性阅读等四个方面。应当指出，语言技能和理解技能的训练各有侧重，但不是截然分开的，因为，语言技能的提高最终是为提高阅读技能服务的，阅读技能的提高又能提高获取信息的能力。

《左学右练英语阅读》的第二个特点是选材丰富多彩，内容新颖。在选材过程中，我们避免一般英语读物文学性较强的倾向，代之以更加广博的内容，大量当代信息时代各个领域的新知识。例如电视会议、信息高速公路、企业管理、教育体制和教学方法等。除此之外，关于人物、新闻、时事、经济、贸易等方面的文章也占有很大的篇幅。总之，丰富多彩的选材旨在培养学习者掌握新的语言表达法和知识，使学习者逐渐意识到时代的变化自然影响着语言的变化。

鉴于编者水平有限，在选材、注释、练习的编写等方面难免存在不少缺点和问题，恳切希望广大读者和同行提出宝贵意见，使这套丛书在使用中日臻完善。


编者


2000年11月于西安外国语学院


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Part One

阅读知识

(一) 提高阅读能力的过程和规律

从阅读方式看,提高阅读能力一般要经历四个阶段。第一阶段是字面心译阶段,即在阅读时要通过逐词心译来理解原文。由于两种语言在词语用法、句子结构、语言习惯等方面存在着许多差异,这个阶段对原文的理解常发生错误。第二阶段是分析性心译阶段,即在对原文的词语和结构进行一些分析之后,再进行心译,或心译过程伴随着词语和结构的分析。这时理解率比前一阶段有所提高,但阅读速度很慢。第三阶段是综合心译阶段。这时由于语言水平的提高,阅读经验的积累,不经分析,而直接将原文心译成本族语。第四阶段是直接理解原文,即达到用英语思维的水平。这四个阶段只是大体的划分,实际上不可能截然分开。比如,处于第二阶段时,也不可能对每个句子都经一番分析之后,再心译,因为本族语毕竟是理解外文的中介。

了解阅读能力提高的过程有利于加速阅读能力的提高。一般来说,大一学生的阅读水平处于第二阶段,对所读材料要经过查字典,分析结构心译成汉语才放心。这一阶段虽不可避免,但若发展成定式则是一种极不好的阅读习惯,必须尽快缩短这一过程,进入第三、第四阶段。

从逻辑和思维方面看,阅读理解能力的提高是一个由浅入深,由片面到全面,由低层次到高层次的发展过程。

较低层次的理解是字面理解。其次是推断性理解层次。读者能从全篇出发,从文章内容、篇章结构及写作特点等方面来理解文章,甚至从字里行间理解作者没有明说的一些内容。最高层次是评价性阅读理解。这时读者能凭借自己的阅读经验和分析能力对文章进行评价,如文章所传递的信息是否确切、事实是否可靠、结论是否可信等,从而达到学习、借鉴、增长知识的目的。

高层次的理解大致包括以下几个方面:

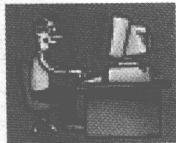
1. 能识别所读材料中的词语,包括能根据上下文推测不熟悉的词语的含义;
2. 能灵活运用已掌握的各方面知识,预测和解释文章的内容;
3. 能抓住篇章的中心思想;
4. 能根据信号词理解句子结构的特点及含义;
5. 能在无信号词的情况下,辨认段落功能,如表示时间、地点、分类、例证、比较、对比、因果、推理等;
6. 能理解信息的内涵和写作风格;
7. 能理解作者的目的、态度、语气及文章的基调;
8. 能达到较快的阅读速度。

(二) 论说文和记叙文的特点及阅读方法

一般来说,论说文的特点是结构严谨、逻辑性强、用词准确、句法严紧、扩展句多,一般不带感情修饰色彩。在写法上形式比较固定,主题、论证、说明、结论等层次分明,条理清楚。

论说文的构段方法常常由段首主题句开始;然后是展开句,即用若干个句子对主题提出的命题加以论证或说明;最后由结尾句给出结论,或附加说明。例如 Passage 49, Diplomacy in Japan 第一段,就属这种情况:

Diplomacy has never been one of Japan's stronger qualities. Centuries of isolation have bequeathed Japan few diplomatic traditions appropriate to modern times. Nor did Japanese foreign policy flower much





仔细阅读噢!



in the years after the Second World War. Huddled for 40 years beneath America's military umbrella, Japan has had little need or desire to play an assertive role in world affairs. That is changing. The foreign ministry's bright young men and women are looking harassed.

本段共六句，分三个层次。第一句是主题句，“外交一直都不是日本的强项。”紧接着是三个展开句，讲造成这种情况的原因。最后两句说明这种情况正在变化。

记叙文是记叙一件事，一项活动的发展过程，让读者了解其原委。因此，在记叙文中要把 when, where, who, what, why 五个方面的情况交代清楚。对于作者来说，把这五个“W”交代清楚了，也就基本达到了写作的目的。而对读者来说，在阅读一篇记叙文时，抓住了这五个方面，也就抓住了要点，了解了文章的主要情节。例如：

Herbert Marshall was a student at Cambridge, but his hometown was St. Albans. It was August and the family had gone to the seaside. Herbert went to France for his holiday. But he ran out of money, and came home a week earlier than he had expected to.

His train didn't get into St. Albans until just before midnight. The last bus had gone, so he had to walk home. He let himself into the kitchen, and as he was feeling hot and sticky, he took off his shirt to have a wash.

Suddenly he heard heavy footsteps running up the path. The back door burst open, and he found himself surrounded by policemen. They pushed him into the living-room next door, made him sit down, and began asking him questions. "What's your name?" "Where do you live?" "What's in that case?" "What are you doing here?" But no one listened to his answers. They went to search the house and left a very young man to guard him.

"Can I put my shirt on?" asked Herbert. "No," said the policeman, "stay where you are."

Then a old sergeant came with a small, sandy-haired man wearing a shabby, brown dressing-gown. It was Herbert's next-door neighbour. He peered at Herbert intently through thick spectacles. "Oh, yes, Sergeant," he said, "that is Mr. Marshall." Then he disappeared very quickly.

The policemen all looked dreadfully disappointed. They were convinced they had caught a burglar.

His neighbour saw a light in his house and understood his family had all gone away to the seaside. So he called the police.

读完这个故事，我们可以看出其中“W”如下：Who: Herbert Marshall; When: a midnight in August; Where: his home in St. Albans; What: mistaken by the policemen as a burglar; Why: his neighbour called the police.



1. Kwashiorkor

蛋白质营养不良

For a limited time only, milk powder is the answer to the problem of supplying proteins¹ to cure kwashiorkor in Central America. But what is really needed is a product that has many properties, is cheap, tastes good, and does not offend the eating habits of the people. The Guatemala health department set out to make such a food.

In the laboratories the young scientists tried out many protein-filled mixtures. They finally settled on one they called INCAP 8. It was made entirely of vegetables common to Central America. They fed it first to animals, with good results. They then ate it themselves and finally gave it to a badly diseased child at the hospital. For three weeks the boy ate nothing but INCAP 8. His swollen stomach went down, his eyes brightened, he became lively once more; the dying boy became healthy.

A series of such successes made the nutrition² specialists believe that INCAP 8 was just what they needed. Though animal proteins are generally thought to be better than vegetable proteins, the all-vegetable mixture was of such good quality that it was not improved by the addition of milk. INCAP 8 can probably be made in Central America at about half the cost of getting powdered milk. INCAP 8 can be served as a drink, a thick soup, or as an after-dinner sweet; it can also be added to the usual food of the country. It can even be eaten dry. Before INCAP 8 can be made in large amounts at a price that everyone can afford, answers to many problems must be found. One of these is that of the amino acids³. Among the many amino acids that have been discovered since work began in this field over a century ago, only eight seem to be needed by human beings. All of these must be present at the same time and in certain amounts if the protein is to serve the body as it should. But what are the correct amounts of amino acids? No one yet knows, but studies are being made in order to find the correct balance.

Health Department activities are by no means limited only to developing ways to stop kwashiorkor. They are also studying other health problems, the improvement of corn, the possibility that certain plants now grown for other purposes can be used to feed animals, the effect the food one eats has on heart disease.

Fewer people die of heart disease in Central America than in the U.S. and Western Europe. In the U.S. and Europe, and among the richer people of most other countries, heart disease is a leading cause of death. In Central America, particularly among the poor, heart attacks are unknown. Blood vessels from the bodies of nearly a thousand persons from Guatemala and the U.S. were collected and compared. The scientists found that the blood vessels of the U.S. people began to harden twenty to thirty years before those of the Guatemala group. This could be explained only the differences in the ways of life of the people concerned, including differences in what they eat.

Notes:

1.protein:蛋白质

2.nutrition:营养

3.amino acids:氨基酸





仔细做练习吧!

**Comprehension**

I. Choose the best answer to each of the following questions:

1. Kwashiorkor

- A. is only found in Central America.
- B. is a disease caused by the lack of proteins.
- C. is a disease caused by the lack of milk.

2. What is INCAP 8 according to the passage?

- A. It is a mixture of vegetable proteins and milk.
- B. It is a mixture of vegetable proteins and animal proteins.
- C. It is a mixture of proteins from vegetables.

3. Who was first fed with INCAP 8?

- A. The young scientists.
- B. Animals.
- C. Heart disease patients.

4. It can be inferred from the passage that

- A. people may eat it as dessert.
- B. people may use it instead of vegetables.
- C. people may eat it as breakfast.

5. Among the amino acids, how many are needed by human beings?

- A. No one knows.
- B. It's hard to say.
- C. Not mentioned.

II. Decide which of the following statements are true (T) and which are false (F):

1. ____ Kwashiorkor, according to the text, is a person's name.
2. ____ Kwashiorkor can be cured not only by drinking milk.
3. ____ It is impossible to make a food containing as much protein as the kwashiorkor patients need.
4. ____ Scientists grew a new vegetable in the laboratories which was called INCAP 8.
5. ____ INCAP 8 was first tried by scientists themselves.
6. ____ Making milk powder costs three times as much as making INCAP 8.
7. ____ INCAP 8 can be served as a kind of food.
8. ____ Amino acids were discovered about a hundred years ago.
9. ____ The death rate of heart disease in the U.S. is lower than that in Europe.
10. ____ Heart disease is highly connected with diet.





2. Bats and Rabies

蝙蝠与狂犬病

All through the ages the bat has been a creature of great mystery. Bats have influenced the imagination of the Western World since the first Spaniards returned from the Americas. They told tales of hairy, winged creatures that flew from caves to feed on the blood of man and animals. The vampire bat, which became a well-known figure in the folk tales of many countries, exists only in the Americas.

The vampire bat is not like the common bat. Its teeth have grown sharper so that it can cut the skin of its victims¹. Vampire bats may be found in hollow trees, old empty buildings, or in caves. They leave their hiding places at night and travel some fifteen or twenty miles in search of food. In the days before Columbus². Bats fed on wild animals, but with the introduction of farm animals into the New World by the Spaniards, they were offered a new kind of food. They attacked the cattle which sickened and died and the colonists did not know why. It was only in 1908 that farmers in Brazil discovered that the bite of the vampire bat could cause rabies and this was the disease that was killing their cattle. For the first time it was recognized that the bite of a vampire bat could carry the virus³ of rabies. The cattle of eastern Mexico were especially troubled by this disease.

Many efforts were made by the farmers in Mexico to destroy the bats by shooting them or smoking out their daytime hiding places. They also blew up their caves or covered the entrances to caves with nets. All these ways were too slow, too costly, or else didn't work.

Since they could not remove the bats, the Mexican government and World Health Organization got together in 1952 to develop a cheap dependable supply of a million cattle have been vaccinated⁴ at a cost of fifty cents per animal to the owners. In one state alone, death among cattle has fallen from 56 to 1%. Control of the disease in animals seems to be in sight. This will reduce but not destroy the threat that bats may pass the disease to human beings.

Vampire bats like human blood best. Whole villages in Guatemala have disappeared because of the frequency with which bats fed on sleeping children. A study made in Trinidad showed that in thirty houses checked in one village, twenty persons had been bitten by bats. Teachers reported that half of the children coming to school showed signs of having bitten in the night.

A health research office, which has been collecting information since 1949 about the home and movements of bats, has started work on a book about bats. Various other health organizations also are making new studies. It is hoped that answers to this health problem will soon be found.

Notes:

1. victim: 受害者

2. Columbus: 哥伦布

3. virus 病毒

4. vaccine: 种痘





仔细做练习吧!



Comprehension

I. Choose the best answer to each of the following questions:

1. The vampire bat was well-known in many countries because
 - A. it was an ugly creature.
 - B. it fed on the blood of people.
 - C. it frequently appeared in folk tales.
2. Which of the following is NOT true about vampire bats?
 - A. They live in hollow trees.
 - B. They spread rabies.
 - C. They like new types of food.
3. The vampire bat is different from the common bat in that
 - A. it bites people.
 - B. it has sharper teeth.
 - C. it hides in hollow trees.
4. After being bitten by vampire bats, the cattle sickened and died because
 - A. the bats could pass an unknown disease.
 - B. the cattle had been infected with rabies.
 - C. the cattle had been injured seriously.
5. What happened in 1908?
 - A. People began to know that the vampire bat could spread rabies.
 - B. A large number of animals bitten by vampire bats died of rabies.
 - C. Farmers in Brazil caught a vampire bat to do the research.

II. Decide which of the following statements are true (T) and which are false (F):

1. ____ Vampire bats are only found in the Americas.
2. ____ The bat has become a creature of mystery since the first Spaniards returned from the Americas.
3. ____ Bats attack domestic animals very often because they like the blood of these animals best.
4. ____ The vampire bat travels all day to find food.
5. ____ Farmers in Brazil discovered that the bite of a vampire bat could cause a disease that was killing their cattle.
6. ____ Bats have been removed from Mexico because their habitats are destroyed.
7. ____ The vaccine against rabies was developed in Mexico in 1956.
8. ____ Not all the children in a village in Guatemala were bitten by bats when they were asleep.



3. Learning Science

学习科学

I imagine that many young scholars have asked themselves rebelliously¹ why on earth they must learn science when they have no intention of being scientists.

Those who feel this way may feel that they need know no more than the minimum² that will allow history if one is not going to be a historian, or geography or languages if one isn't going to travel much? But surely there is more to life than what one "does". Even if one lives quietly at home and works at some simple, routine jobs, there must nevertheless be some value to understanding the world about us, to understanding events in the light of the past, to having an appreciation of other places and other cultures. In fact, it is surely fun to know things. It brightens one's life, sharpens one's wits, reduces one's boredom, broadens one's horizons³, makes one more interesting and pleasant to be with.

This is true of any sort of knowledge or skill, even of those that are not strictly "school subjects". Someone who knows how to carve wood into clever little devices or who knows all about stamp collecting is surely more fun to be with and watch and listen to than someone who knows nothing at all.

If, then, you know these other things, do you have to know science, too? Is there something special about science? Actually, there is. Our modern world is founded on science, and on technology too, which is the application of science to everyday affairs. Almost everything we do depends on our modern devices such as automobiles, record players and television sets, and these in turn depend on scientific principles. Our future will depend on computers, robots, nuclear power and rocket ships — all of which only make sense if we understand science. If a person does not understand what makes these things work, they might as well be magic. People without an understanding of science live in a world that makes no sense. Even if they say, "So what? All I want to do is to make a living, have a family and look at the scenery," they may find this is not so easy. Then, too, science has its dangers and its benefits. Used improperly, science may flood the Earth with pollution, with dangerous chemicals, with radiation, with devices that destroy our privacy or our freedom. Used wisely, however, science may increase our energy and food supply, improve our health, expand our joy, extend our lives and broaden our sense of security. Who decides how best to use science, however? In a democracy⁴, it should be the people generally. But how can the people come to an intelligent consensus if hardly any of them know much about science to begin with?

Surely, it will be increasingly important, as the years pass, for people to understand science if they are going to be expected to help make intelligent decisions about how to use science to save the world and not to destroy it.

That is why it is important to study science even if one is not going to be a scientist.

Notes:

1.rebelliously: 反叛地

2.minimum: 最小量

3.horizon: 眼界

4.democracy: 民主国家

