

高等医药院校教材

(供药学专业用)

# 药 学 英 语

第 二 册

胡廷熹 陆 波 主编

人民卫生出版社

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## 第 二 册

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## 前 言

本书是卫生部和国家医药总局组织编写的全国药学院系英语统编教材。全书分四册，主要特点如下：

1. 本教材起点与高中相衔接，总共有生词4000左右。第一、二册为基础部分，共40课，每课约需5学时，共200学时；第三、四册为阅读部分，共40课。每课约需4学时，共160学时。各校可根据学生外语水平及总学时数灵活使用。

2. 本教材编写时，不仅注意了思想性，也力求体现科学性、实践性和趣味性。课文全部选自国外近年出版的科普文章及书籍，内容大部分带有药学倾向性，语言则力求生动、规范、富有趣味并易于实践。

3. 鉴于中学英语课程已教授过基本语法，本教材对英语语法不作系统介绍。只是对中学没学过的或学过但不易掌握的常见的若干语法现象作一些补充和深入的讲解及练习。

4. 词汇学习 (word study) 部分，只就该词的各种常见用法举出例句，不作解释，以培养学生独立分析、独立解决问题的能力。

5. 理解性练习 (comprehension) 中有些问题是课文中所没有的。教师应有意识地引导启发学生讨论研究以培养学生独立思考和用英语表达思想的能力。

6. 每课后均配有补充阅读材料，其内容与课文密切结合。

7. 每课后均附有内容与课文相近的一段短文用作综合填空练习 (cloze test)，以提高学生综合理解能力和功能词的运用能力。填完空白后的短文亦可作为补充阅读材料。

8. 本书全部例句及练习，除一部分结合化学、药学外，多数结合日常生活，以利于学生实践。

9. 本书各册配有的练习，供学生独立完成，以达到语言实践的目的。希望各院校及有关单位或个人不要编印或公开出售练习答案。

10. 本书各册将配录音教材，发售办法另行通知。

药学英语教材编写组

1985. 11

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# LESSON ONE

## TEXT

### The Quinine Story (1)

<sup>汚染的空氣</sup> Malaria is a disease which, since early times, had <sup>使感傷</sup> plagued all <sup>熱帶</sup> tropical countries. The word malaria actually means "bad air" and describes what most people thought to be the cause of the disease<sup>①</sup>, poisonous vapours that rose from the swamps. We know now that a <sup>寄生</sup> parasitic protozoan carried by the mosquito causes malaria. We did not find this out until about 1900. For hundreds of years before that, people in warm, low countries searched for plants that might help cure the fevers and chills that went with this disease.

A specific cure for it lay in the bark of tall trees that grew in South America. In <sup>偏僻的</sup> secluded parts of the forest slopes <sup>斜坡</sup> on the eastern side of the Andes, these beautiful trees grew among hundreds of other kinds of trees in the forest. How did <sup>人</sup> men discover that this particular tree, with its straight trunk, dark <sup>蠟狀</sup> waxy green leaves, and <sup>叢</sup> clusters of bright rose flowers, could cure malaria? Actually, we do not know, but probably the Indians who lived in these forests were the first to become familiar with its <sup>有奇效的</sup> curative powers.

These trees, now <sup>在印</sup> called cinchona, got their name from a <sup>浪漫的</sup> romantic story about the Countess of Chinchón, the wife of the Spanish Viceroy in <sup>利馬</sup> Lima, Peru. She was supposed to have been stricken with malaria in the year 1630, and to have been cured with <sup>藥</sup> potions made from the bark of these trees. <sup>②</sup> The Countess is said to have been so grateful that she carried the bark to Spain to relieve the sufferings of malaria <sup>病人</sup> patients there.

<sup>不</sup> Historians have carefully checked this story and found it to be untrue, but it was widely accepted at the time. <sup>③</sup> Linnaeus, the scientist who classified and gave Latin names to the members of the plant kingdom, believed this story and named the tree Cinchona in honor of the Countess of Chinchón. By mistake, he left out the first *h* and all other scientists copied the name as he gave it.

<sup>1727年</sup> Accurate historical records do tell us that the <sup>耶穌</sup> Jesuit priests in Lima, Peru, knew about the cinchona bark<sup>④</sup> in the middle of the seventeenth century. For a long time it was called Jesuits' bark,



because Jesuit Fathers<sup>®</sup> helped to spread the knowledge of its curative powers to Spain, France, and Italy.

By the nineteenth century the use of cinchona bark had spread all over the world. Men in chemical laboratories searched for the active chemicals in the bark, and in 1820 extracted a sticky gum from the bark and named it quinine. Medical tests made with the new substance showed that this was the effective agent in the bark, which cured malaria.

The trees that grew in South America were the only source of this great new chemical. England and France wanted to break the South American monopoly and start plantations of their own in their colonies in India and Java. Both countries sent plant hunters out on expeditions to the Andes to get seeds and plants of the Cinchona tree.

### NEW WORDS AND EXPRESSIONS

- |   |  |
|---|--|
| 1. quinine [kwɪ'ni:n, 'kwini:n] <i>n.</i><br>奎宁; 金鸡纳碱                       | 的; 蜡质的   |
| 2. plague [pleɪɡ] <i>n.</i> 瘟疫; 鼠疫<br><i>vt.</i> 使染瘟疫                       | 15. cluster ['klʌstə] <i>n.</i> (同类事物或人) 的一束, 一串, 一簇, 一群, 一组 |
| 3. tropical [ˈtrɒpɪkəl] <i>a.</i> 热带的                                       | 16. curative [ˈkjʊərətɪv] <i>a.</i> 治病的; 有疗效的                |
| 4. swamp [swɒmp] <i>n.</i> 沼泽; 沼泽地  | 17. cinchona [sɪŋ'kɒnə] <i>n.</i> 金鸡纳树属, 金鸡纳(树)皮             |
| 5. parasitic [ˌpærə'sɪtɪk] <i>a.</i> 寄生的; 由寄生虫引起的                           | 18. romantic [rə'mæntɪk] <i>a.</i> 浪漫的; 风流的; 传奇(式)的          |
| 6. protozoan [ˌprəʊtə'zəʊən] <i>n.</i> 原生动物 <i>a.</i> 原生动物的                 | 19. countess ['kauntɪs] <i>n.</i> 伯爵夫人; 女伯爵                  |
| 7. mosquito [mə'ski:təʊ] [复] mosquito(es) <i>n.</i> 蚊子                      | 20. Spanish ['spæniʃ] <i>a.</i> 西班牙的<br><i>n.</i> 西班牙人; 西班牙语 |
| 8. South America <i>n.</i> 南美洲  | 21. Lima ['li:mə] <i>n.</i> 利马(秘鲁首都)                         |
| 9. chill [tʃɪl] <i>n.</i> 寒冷, 寒气, 寒战<br><i>a.</i> 凉飕飕的, 冷的 <i>v.</i> 变冷; 寒心 | 22. potion ['pouʃən] <i>n.</i> 一服药水(药剂)                      |
| 10. seclude [si'klu:d] <i>vt.</i> 使孤立; 使隔离; 把...隐蔽起来                        | 23. grateful ['ɡreɪtful] <i>a.</i> 感谢的; 令人愉快的                |
| 11. slope [sləʊp] <i>n.</i> 斜度; 斜坡; 斜面                                      | 24. historian [hɪ'stɔ:riən] <i>n.</i> 历史学家; 编史家              |
| 12. eastern [i'stən] <i>a.</i> 东的, 东方的                                      | 25. untrue [ˈʌn'tru:ɪ] <i>a.</i> 不真实的; 假的; 不合标准的             |
| 13. Andes [ˈændi:z] <i>n.</i> 安第斯山脉(南美洲)                                    |  |
| 14. waxy ['wæksi] <i>a.</i> 蜡制的; 似蜡   |  |

- |   |   |
|---|---|
| 26. accept [ək'sept] <i>vt.</i> 接受, 领受;<br>承认               | 34. Italy ['itəli] <i>n.</i> 意大利                                |
| 27. Linnaeus [li'neus] <i>n.</i> 林奈 (瑞典<br>博物学家)            | 35. gum [gʌm] <i>n.</i> 树胶; 胶浆; 树脂                              |
| 28. Latin ['lætin] <i>a.</i> 拉丁的; 拉丁语<br>的 <i>n.</i> 拉丁语    | 36. agent ['eidʒənt] <i>n.</i> 剂; 药物; 代<br>理人; 动因               |
| 29. kingdom ['kiŋdəm] <i>n.</i> 王国; 领<br>域; 界               | 37. monopoly [mə'nɒpəli] <i>n.</i> 垄断<br>(权); 独占                |
| 30. accurate ['ækjʊrɪt] <i>a.</i> 准确的;<br>精确的               | 38. plantation [plæn'teɪʃən] <i>n.</i> 种植<br>园, 大农场; 栽植         |
| 31. Jesuit ['dʒezjuɪt] <i>n.</i> 耶稣会(会<br>士) <i>a.</i> 耶稣会的 | 39. colony ['kɒləni] <i>n.</i> 殖民地; 菌落                          |
| 32. priest [pri:st] <i>n.</i> 教士; 牧师; 神<br>父                | 40. Java ['dʒɑ:və] <i>n.</i> 爪哇(岛)                              |
| 33. Father ['fɑ:ðə] <i>n.</i> 上帝; 圣父;<br>神父                 | 41. hunter ['hʌntə] <i>n.</i> 猎人; 猎取者;<br>搜寻者                   |
|   | 42. expedition [ˌekspi'diʃən] <i>n.</i> 远<br>征(队); 考察(队); 探险(队) |
|   | 43. seed [si:d] <i>n.</i> 种子; 籽                                 |

### NOTES

- ① The word "malaria" actually means...of the disease,  
译为: "malaria" 这个字的实际意思是 "污浊的空气", 也就是说大多数人认为这是该病的起因。  
句中 what = that which, 引出宾语从句。
- ② She was supposed to have been stricken with... and to have been cured...trees.  
The Countess is said to have been...  
句中不定式的完成式都作主语补足语。用完成式是因为情况发生在谓语动作之前。
- ③ at the time = at that time
- ④ knew about the cinchona bark  
译为: 了解有关金鸡纳树皮的情况  
注意 know 与 know about 不同。举例说明如下:  
I don't know that writer but I know about (of) him.  
It is better to know one thing than to know about ten thousand things. Fathers (天主教) 耶稣会神父
- ⑤ Jesuit

### COMPREHENSION

#### I. Questions:

1. Why did people call that disease "malaria"?
2. When did people learn about the real cause of the disease?
3. What are the typical symptoms of this disease?

4. What does a cinchona tree look like?
5. What happened to the Spanish Countess in 1630?
6. How was she cured?
7. What did she do after she was cured of the disease?
8. What did historians think of the story?
9. What did ordinary people think about it?
10. What is Quinine?
11. Why could South America monopolize the quinine source?
12. Why didn't England and France try to start plantations of this tree on their own lands?

II. Multiple choice.

1. Malaria is a disease which threatened \_\_\_\_\_ in early times.
  - a. the whole world
  - b. tropical countries
  - c. Spain
  - d. many European countries
2. In fact, it is \_\_\_\_\_ that caused malaria.
  - a. the swamp
  - b. poisonous vapour
  - c. a parasitic protozoan
  - d. the warm weather
3. \_\_\_\_\_ first discovered the curative powers of the cinchona trees.
  - a. India
  - b. The Spanish Countess
  - c. The Jesuit priests in Lima
  - d. The primitive people in South America
4. Linnaeus named the tree after the countess \_\_\_\_\_.
  - a. because he believed the story
  - b. as he thought the story was widely accepted
  - c. even if he found the story untrue
  - d. Because he liked the story
5. Linnaeus was a scientist who gave Latin names to \_\_\_\_\_.
  - a. plants
  - b. the Spanish Kingdom
  - c. the people of the kingdom
  - d. the curative trees
6. The cinchona bark was once called Jesuits' bark because Jesuit Fathers \_\_\_\_\_.
  - a. knew about the bark long ago
  - b. made historical records
  - c. helped to let more people know about its curative powers
  - d. were cured of that disease with the bark
7. \_\_\_\_\_ sent plant hunters to South America to get seeds and plants of the Cinchona tree.
  - a. England
  - b. France

- |                   |                 |
|-------------------|-----------------|
| c. India and Java | d. Both a and b |
|-------------------|-----------------|
- III. Match the sentence parts in column A with those in column B.
- | A                                   | B   |
|-------------------------------------|---|
| 1. India and Java                   | a. for a cure for the common cold.                    |
| 2. Protozoan                        | b. with those tropical diseases.                      |
| 3. Many scientists are searching    | c. for bringing her the drug she needed badly.        |
| 4. They will not start              | d. relieve your headache.                             |
| 5. We are not at all familiar       | e. are tropical countries.                            |
| 6. He was supposed to               | f. by mistake.  |
| 7. Jane was most grateful to us     | g. is a very small living thing of the simplest kind. |
| 8. I was told that these pills will | h. until their son comes.                             |
| 9. Check these figures              | i. be the first to discover that herb.                |
| 10. She put sugar into that soup    | j. before you type them.                              |

### WORD STUDY

#### mean

#### I. Study the following sentences.

1. A dictionary tells you what words mean.
2. What do you mean by saying that?
3. I meant to go to the exhibition but forgot.
4. I mean what I say, and I say what I mean.
5. While it means nothing to you, it means everything to me.
6. I'm meant to study Japanese for an hour every day.
7. This picture book is meant for children of about ten.
8. What is the meaning of this phrase?

#### II. Fill in the blanks with the proper forms of the words given below:

(for, be, practise, harm, for, by, meaning, mean)

1. What do you mean \_\_\_\_\_ doing that?
2. He didn't \_\_\_\_\_ to hurt you.
3. She is meant to \_\_\_\_\_ singing for an hour every day.
4. This book is meant \_\_\_\_\_ postgraduates.
5. Anybody could see that she meant no \_\_\_\_\_.

6. This word can have several \_\_\_\_\_.
7. \_\_\_\_\_ whom was that letter meant?
8. Do you mean to say you have never \_\_\_\_\_ to Beijing?

think

I. Study the following sentences;

1. Are animals able to think?
2. He thinks that we ought to go.
3. I don't think you should do that.
4. They had been thought to be lost.
5. You may do so if you think it proper.
6. We all thought it a pity you couldn't join us.
7. I intended to go but changed my mind on second thoughts.
8. I don't think much of that novel.
9. She was thinking about her childhood days.
10. Who first thought of the idea?
11. I thought it over, and decided not to go.

II. Fill in the blanks with the proper forms of the words given below;

(it, out, think, well-thought-out, about, before, cause)

1. Have you thought \_\_\_\_\_ the best method?
2. Most people thought bad air to be the \_\_\_\_\_ of malaria.
3. What are you thinking \_\_\_\_\_?
4. We have a hundred and one things to think of \_\_\_\_\_ we can decide.
5. Do you think \_\_\_\_\_ likely?
6. Please \_\_\_\_\_ over what I've said.
7. It seems to be a \_\_\_\_\_ scheme.

cure

I. Study the following sentences;

1. That pill cured my headache.
2. That medicine cured me.
3. That mixture cured him of his insomnia.
4. The ointment quickly cured the burn on her arm.
5. This treatment should cure your alcoholism.
6. They're trying to find a cure for cancer.

II. Fill in the blanks with the proper forms of the words given below;

(cure, with, rest-cure, take, of, him)

1. Doctors are now able to cure people \_\_\_\_\_ many diseases which in

former times would have killed them.

2. That will cure \_\_\_\_\_ of his bad habits.
3. How did men discover that this particular tree could \_\_\_\_\_ malaria?
4. The Countess of Chinchon was supposed to have been cured \_\_\_\_\_ potions made from the bark of these trees.
5. His cure \_\_\_\_\_ six months.
6. You need a \_\_\_\_\_.

lie

I. Study the following sentences,

1. I'm tired, I must lie down.
2. She went into the bedroom and lay on the bed.
3. His chief attraction lies in his character, not his looks.
4. Don't lie in bed all morning.
5. The fields lay thickly covered with snow.
6. The temple lies within the city walls.
7. Japan lies to the east of China.
8. It lies with you to accept or reject the proposal.

II. Fill in the blanks with the proper forms of the words given below,

(lie, bark, with, to, within, open, on, thick)

1. Would you like to \_\_\_\_\_ down on the bed for a few minutes? You look rather tired.
2. The snow lay \_\_\_\_\_ on the ground.
3. The students lay \_\_\_\_\_ the grass enjoying the sunshine.
4. The coast was undefended and lay \_\_\_\_\_ to attack.
5. The whole area lies \_\_\_\_\_ his control.
6. The decision lies \_\_\_\_\_ you.
7. The town lies \_\_\_\_\_ the south of our village.
8. A specific cure for malaria lay in the \_\_\_\_\_ of the cinchona tree.

III. Translate the following into English.

1. “生活对你来说意味着什么?” “对我来说生活就是斗争”。
2. 你指谁? 指李大夫还是王大夫?
3. 人们尚未发现治疗癌症的有效方法。
4. 在下决心前你要再三考虑。
5. 个人的幸福就在于使别人得到幸福。
6. 海南岛位于中国南部。
7. 菲律宾在中国南边。

## GRAMMAR

### Phrasal Verbs

动词常和副词等一起构成固定词组，叫短语动词。应把短语动词看作一个整体，不可任意改变或省略。

常见的短语动词有：

1. 动词 + 介词：这类短语动词相当于一个及物动词，常用的有：

look after, look for, come across, consist of, result in, depend on, deal with, put off, arrive at (in), break through, look at, wait for, etc.

The United Kingdom consists of Great Britain and Northern Ireland.

There are many difficulties to deal with.

2. 动词 + 副词：这类动词有时用作及物动词，有时用作不及物动词，常见的有：

give off, put off, go on, put on, carry out, find out, leave out, look out, put out, eat up, get up, give up, make up, wake up, etc.

He got up earlier than I.

We must carry out the plan at any cost.

I left out the important point. (I left the important point out.)

注意：宾语如果是代词，则必须把短语动词中的副词放在宾语后面，如：

You'd better take off your hat.

You'd better take it off.

3. 动词 + 副词 + 介词：这类短语动词用作及物动词，常见的有：

do away with, go on with, look down upon, put up with, make up for, look forward to

The beautiful autumn is making up for the wet summer.

We look forward to your coming to help us.

4. 动词 + 名词 + 介词：这类短语动词也用作及物动词，常见的有：

pay attention to, put an end to, make use of, take advantage of, give rise to, take part in, take care of, lose sight of, take the place of

Overpopulation has given rise to a lot of serious problems.

We must take advantage of the favourable situation to develop our industry.

### Exercises

- I. Rewrite the following sentences, replacing the underlined words with a phrasal verb mentioned in the grammar part.

1. This subject will be handled in the following chapter.

2. We are expecting your visit to China.
  3. The meeting was postponed to the next week.
  4. The teacher told the students not to omit the full stop at the end of the sentence.
  5. He reached London on Oct. 3.
  6. Chemists are always trying to find new materials.
  7. Some medical professionals in the West still despise herbal drugs.
  8. I simply can't endure his impoliteness.
  9. We must stop the waste of talents.
  10. Plastics are now widely used to replace some valuable metals.
- II. Fill in the blanks with appropriate prepositions or adverbs:
1. She turned \_\_\_\_\_ the light, but soon turned it \_\_\_\_\_.
  2. Development arises \_\_\_\_\_ the contradiction inside a thing.
  3. His illness resulted \_\_\_\_\_ malnutrition and hard work.
  4. The accident resulted \_\_\_\_\_ two passengers dying.
  5. The secretary insisted \_\_\_\_\_ the applicants writing with a pen.
  6. I have just come \_\_\_\_\_ a beautiful poem in this book.
  7. The children looked impatiently forward \_\_\_\_\_ the holidays.
  8. We must resolutely do away \_\_\_\_\_ all the bad habits.
  9. The doctor told him that smoking would do him harm, and advised him to give it \_\_\_\_\_.
  10. The chimneys of chemical factories often give \_\_\_\_\_ bad smells.

III. Translate the following sentences into English;

1. 注意，路很滑。
2. 别把冠词漏掉。
3. 我们应该充分利用这些设备。
4. 科学家们希望在不久的将来，能在癌症病因的迷雾中突破出来。
5. 该反应的速度取决于温度和压力。
6. 一批外国旅游者将于明晨到达我市。
7. 讨论将延至星期一举行。
8. 他和他的外国同事们相处得很好。

## SUPPLEMENTARY READING

### What Is Quinine?

What is quinine? How was its value discovered? Here is an old story about it, which may or may not be true.

In the seventeenth century a famous Spaniard, the Count of Chinchon, went to live in Lima, Peru, and took his wife Ana with him. The people of South America are usually called Indians or



Amerindians (American Indians), and Chinchon found that they knew a lot about their plants and trees. They used some of these as medicines, and one tree was called "The Tree of Life" because it was very useful indeed. There was malaria there; there were mosquitoes to carry it about; there was a lot of standing water which had not been drained away. The Amerindians knew that the bark of the special tree cured malaria. The bark was made into a powder, mixed with water, and then drunk. But the Amerindians decided not to tell the Spaniards about it.

Suddenly Ana, the Count's wife, fell ill with malaria. Zuma, one of the beautiful Amerindian girls, nursed her. They were close friends and Zuma was very sad. Although her own people did not want to tell the Spaniards about the bark of the tree, Zuma put some of the powder into Ana's medicine. She wanted to cure her, as a good nurse should.

The Count, hearing about this, secretly watched Zuma, and saw her putting the powder into his wife's medicine. He thought that she was trying to kill Ana, and Zuma could not tell the facts. If she did, the other Amerindians would kill her for telling the secret. So she said nothing, and the Spaniards made ready to kill her. Poor Zuma was going to be burnt alive.

Suddenly Ana noticed that her nurse was absent and asked where she was. Her other servants explained, and she ran out of the house. She stopped the men who were making the fire ready; and so Zuma's life was saved. The Spaniards were then told about the powder, and they took some of it to Europe.

Later, the great Swedish scientist, Linnaeus (1707~78), made a study of medicines and plants. He gave the name cinchona to this tree because Ana's name was Chinchon. The word quinine comes from the Peruvian word kina, which means bark.

### CLOZE TEST

Choose the appropriate word for each blank from among the words given below:

(biting, killing, past, lay, lie, awake, asleep, more, there, ill, little, less, other, another, none)

Malaria makes thousands of people \_\_\_\_\_ every year, and kills a large number. It is carried from one person (who has it) to \_\_\_\_\_ by mosquitoes, and it spreads quickly if there are mosquitoes. If there