



普通高等教育“十一五”国家级规划教材

# 21

# English 世纪大学英语

for Interactive Purposes

陶文好 汪榕培 邹申 ◆ 总主编

**应用型** 自主练习 **2**



复旦大学出版社  
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# 《21 世纪大学英语应用型自主练习 2》

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# 《21 世纪大学英语应用型自主练习 2》

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# 总 序

教育部于2007年出版的《大学英语课程教学要求》(以下简称《课程要求》)是指导我国大学英语教学的一个纲领性文件。《课程要求》对大学英语教学的定位是:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系。”大学英语的教学目标是“培养学生的英语综合应用能力,……同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。”

鉴于我国幅员辽阔,地区与地区之间、高校与高校之间客观上存在较大差异,《课程要求》提出了“分类指导、因材施教”的原则。其具体体现为大学英语教学分为三个层次:一般要求、较高要求和更高要求。其中的一般要求为高等学校非英语专业本科毕业生应达到的基本要求。较高要求和更高要求适用于对办学定位、类型和人才培养目标定位较高的学校。

《课程要求》提出构建大学英语课程体系。该课程体系既包括必修课程和选修课程,也涵盖不同课程类别:综合英语类、语言技能类、英语应用类、语言文化类和专业英语类。

《课程要求》提出一种综合教学模式,即基于计算机和课堂的英语教学模式;在充分利用现代信息技术的同时,继承和发扬传统课堂教学的优势。

“21世纪大学英语应用型”系列教材力求体现《课程要求》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》的各项指标。本系列教材为综合英语类的必修课程教材,教材包括:

- 《21世纪大学英语应用型综合教程》(1—4册);
- 《21世纪大学英语应用型综合教程教学参考书》(1—4册);
- 《21世纪大学英语应用型自主练习》(1—4册);
- 《21世纪大学英语应用型视听说教程》(1—4册);
- 《21世纪大学英语应用型视听说教程教学参考书》(1—4册);
- 《21世纪大学英语应用型阅读教程》(1—4册);
- 《21世纪大学新英语快速阅读》(1—6册);
- 以及相关配套的语法、写作、口语和大学英语四、六级考试辅导教材。

## 一、编写原则

### 1. 体现《课程要求》和四、六级考试大纲的原则和精神

本系列教材力求体现《课程要求》和《大学英语四/六级考试大纲》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》和《大学英语四/六级考试大纲》的各项指标,开拓新时代大学英语教与学的新领域。

### 2. 体现现代信息技术与英语教学的整合运用

本系列教材建立在外语课程与计算机网络全面整合的基础之上;充分利用现代信息技术,培养学生的英语综合应用能力,尤其是听说能力。

### 3. 体现课堂教学与测试的有机结合

本系列教材顺应现行大学英语四、六级考试及四、六级机考改革的要求,在纸质课本练习和网络平台的练习设计上,覆盖现行大学英语四、六级考试题型及四、六级机考题型,并紧密结合雅思、托福等国际化英语水平测试。

## 二、教材特色

### 1. 主题新颖,选材独特,抓取当代大学生的关注点,提升其学习语言的兴趣

兴趣是最好的老师,英语学习也是如此。本教材的单元主题是编写者通过调查问卷广泛征求学生的意见,并根据时代的发展需要而确定的,即从学生学习的视角出发,而不是编写者想当然地确定主题。因此单元内的主题和选材能够吸引学生极大的注意,并引发热烈讨论,使得课堂教学生动活泼。

例如,针对绝大部分学生四年的大学生活都会遇到的“Campus Love”这个热门而经典的话题,综合教程第1册的第2单元对此展开讨论。Text A “Can’t Forget Your First Love”讲述初恋对一个人一生的影响,提醒大家珍惜和正确对待初恋。而 Text B “College Dating Tips for Student Couples”集中讨论大学生应如何处理校园爱情和学习生活之间的关系。这样生动活泼又具有现实意义的话题还有很多,比如第1册第4单元“Education”讨论的是父母对孩子的教育方法,以及以热门人物“Tiger Mother”为例,探讨中西方父母对孩子的教育方式的不同;第7单元以美国当红歌星 Lady Gaga 的蹿红为线索,探讨“Pop Culture”;第8单元“Our Planet”则关注环境保护,并通过日本地震引发的“核泄漏”这个热门话题,讲述作为一个普通人该如何保护我们自己的家园;等等。

另外,本系列教材的《应用型视听说教程》的单元主题和《应用型综合教程》的单元主题保持同步,这样可以使学生从不同的视角和深度讨论同一个问题,并通过不同形式的音频、视频和纸质材料的阅读和学习,达到提高学生听、说、读、写、译各方面综合能力的目的。

### 2. 提供充分的语言输入和输出准备,启发学生通过储备知识导入新知识

文本的阅读和理解是文本与读者头脑中的图式相互作用的复杂过程。由学生已掌握的知识结构导入新的知识时,提供背景和挖掘学习者脑中储存的知识显得尤为重要。本系列教材在主题导入和练习设计上都充分体现了这点,使得学习成为一个由旧到新的延续过程。

在每单元的 Starter 部分,除了通过挖掘学生已有的与本主题相关的词汇外,还采用了学生最喜欢的视频形式导入主题。通过观看视频和完成相应的练习,学生对接下来要讨论的主题已有了充分的准备。在课后练习中需要学生语言输出时,如 Interaction 部分,教材不是只罗列要讨论的问题,还从学生已有的知识和课文内容出发,有步骤地引导学生集中讨论两三个问题。只有让学生变得“有话可讲”,他们才会愿意参与讨论。同样 Writing 部分,为了使学生不至于感到无从下笔,编者在练习中提供了相关的视频,以调动学生的积极性,使其导出已有的语言知识储备,从而顺利完成写作练习。

### 3. 练习设计强调对文本的理解和语言的实际应用

传统教材的练习设计过于注重课文词汇、短语及句型的反复训练。随着大学英语改革的深入,大学英语教学者和管理者都意识到,在加强词汇和句型学习的同时,更应该强调培养学生对文本整体意义的理解;在文本意义的理解中掌握词汇和句型,而不是孤立地学习。本系列教材中的应用型综合教程就体现了这个精神。练习设计时,除了 Language Focus 部分仍旧以词汇、句型训练为主外,更重点突出了 Text A 和 Text B 中的 Comprehension of the Text 部分。这部分不再仅仅提供对课文理解的几个问题,还设计了针对课文段落大意和具体信息的练习,以及对课文重点句子诠释后回答问题等题型。不仅如此,在其他练习形式中,如 Reading in Depth 部分,也包括学生掌握文意和重点词汇之后才能完成的练习。而 Interaction 和 Writing 部分更是对文本意义理解基础上的扩展。

为延展学生的语言输出和语言的实际应用,每单元还增加了一个独特的环节——Workshop。这部分强调在学完本单元的所有内容后,通过学生间的互动合作学习和学习方式的拓展,完成一个项目型的写作和总结。

另外,前文中提到的本系列教材力求体现《大学英语四/六级考试大纲》的原则和精神,在练习设计中也得到很好的体现。Text A 和 Text B 部分的练习题型充分满足学生准备四、六级考试的需求。如 Text A 中的 Reading in Depth, Translation 和 Text B 中的 Cloze,以及《应用型视听说教程》中按照四、六级考试题型设计的 Quiz 等都体现了这个编写原则。

### 4. 同一个单元的不同模块体现不同的难易程度,满足不同层次学生的需求

中国的地区差别和教育多样化导致即便是同一所学校,甚至同一个班级的学生水平都参差不齐。为解决教学上的不便,本系列教材在一个单元内选取的两篇课文或视听材料采取难度递增的模式。这点在《应用型视听说教程》中体现得尤其明显。在 Viewing, Listening and Speaking 部分,三段视频的难易程度逐步递增。这样既符合学生学习水平逐步提高的规律,也可供教师针对不同学生选取不同的教学内容。



### 三、数字化大学英语教学平台与课堂教学的相互补充,扩展英语教学的空间和时间

前文提到,《课程要求》提出一种综合教学模式,即基于计算机和课堂的英语教学模式。因此,复旦大学出版社和教材编写者在此系列纸质教材的基础上共同打造了这个大学英语教学数字化平台。该平台主要包括以下几个模块:

#### 1. 自主学习模块

“21 世纪大学英语应用型”系列所有纸质教材都将转化为电子材料放在教学平台上,供学生自主学习使用。不仅如此,平台上还有大量的扩展阅读和辅助学习资料,供学生拓展学习使用。《应用型视听说教程》在网络上为学生提供大量丰富的英语学习资源。除英语测试试题外,还包括视频欣赏、经典英语歌曲、影片片段等,供学生课外自主学习,真正做到英语学习的连续性。

#### 2. 教学辅助模块

“21 世纪大学英语应用型”系列的教学辅助课件,包括 PPT、电子教案、教学观摩视频材料、其他教学资料等都将在平台上与教师共享。

#### 3. 教学评价模块

本模块包含教学监督、教学测评、师生互动等。教师可根据需要从试题库中选择题目,组织一个单元、几个单元或某一教学阶段后的测试,或组织期末课程测试,还可以组题进行水平测试。就考试形式而言,教师可以在局域网上组织多个教师同步测试,或从试题库选择和整合试卷,提取录音、打印试卷之后,组织现场测试。

#### 4. 网络管理模块

网络教学管理模块能为组织教学评估提供方便。详细的学习进程记录和作业\成绩记录使教师能够随时了解学生的自主学习情况。在网上可实施学生自我评估、学生间的评估、教师对学生的评估等。通过教学、管理与测试相结合,形成性评估和终结性评估相结合,教师能够全面、客观、准确地获取反馈信息,改进教学管理,学生也能及时调整学习策略,提高学习效率。

#### 5. 教师之间、学生之间互动模块

使用“21 世纪大学英语应用型”系列教材的教师可以在这个平台上相互沟通教学经验和分享教学资源;全国的学生可以在这个平台上交友,分享学习经验。

本系列教材是在编写队伍长期教学经验积累的基础上编写而成的。编者分别来自北京师范大学、复旦大学、上海外国语大学、大连外国语大学等知名学府。他们具备深厚的语言学、二语习得及外语教学理论功底,同时长期在大学英语教学一线工作,有着丰富的教学经验。历经几度寒暑,集全体编者智慧和心血的“21 世纪大学英语应用型”系列教程已然问世。愿本系列教程能以其时代性、趣味性和实用性,为推动我国大学英语教改助一臂之力。

本系列教材编写组

# 使用说明

本书是《21 世纪大学英语应用型综合教程》的配套用书。

《自主练习》包括 8 个单元。每单元主要内容如下：

第一部分为 Vocabulary and Structure, 包括短语填空和段落填空, 后者与单元主题相关。

第二部分为 Translation, 包括英译汉(句子翻译)、汉译英(部分翻译)和汉译英(句子翻译)。

第三部分为 Reading Comprehension, 包括快速阅读理解(Fast Reading)、篇章层次词汇理解(Reading in Depth — Banked Cloze)、题型为多项选择题的阅读理解(Multiple Choice Questions)、雅思(IELTS)阅读理解、托福(TOEFL)阅读理解各一篇, 每种题型均与单元主题相关。

第四部分为 Writing, 为大学英语四级写作题型。要求学生以已经给出的中文提示为框架, 写一篇 120 字左右的短文, 与单元主题相关。

本书最后提供所有练习的参考答案, 供学生自学自查之用。

《自主练习》内容丰富, 练习多样, 设计灵活。教师可以根据本校的学生水平以及因材施教的原则, 有选择地使用这些练习, 从而为学生的个性化自主学习提供空间。

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# Unit 1

## Part One Vocabulary and Structure

A. Fill in the blanks with the expressions given in the box. Change the form when necessary.

as long as	leave behind	be responsible for	on occasion
take to	at risk	attribute ... to ...	take on
due to	contribute ... to ...		

1. She \_\_\_\_\_ her success \_\_\_\_\_ hard work and a little luck.
2. If we go to war, innocent lives will be put \_\_\_\_\_.
3. The two countries were on the point of war \_\_\_\_\_ the diplomatic disputes.
4. He didn't \_\_\_\_\_ one idea \_\_\_\_\_ the document.
5. My doctor says I'm too tired and has advised me not to \_\_\_\_\_ any more work.
6. Everyone may make mistakes \_\_\_\_\_.
7. I \_\_\_\_\_ her the moment I met her.
8. \_\_\_\_\_ you drive carefully, you will be very safe.
9. If you don't keep up with the times, you'll get \_\_\_\_\_.
10. The bad weather \_\_\_\_\_ the small attendance.

B. Read the following passage. For each numbered blank there are four choices marked A, B, C and D. Choose the best one.

Most people who work in London get a break of about an hour for lunch. \_\_\_\_\_ 1 \_\_\_\_\_ they mostly live too far to go back home \_\_\_\_\_ 2 \_\_\_\_\_ lunch, they are obliged to \_\_\_\_\_ 3 \_\_\_\_\_ other arrangements for their midday meal. Many large firms have a canteen (餐厅) for their employees.

In \_\_\_\_\_ 4 \_\_\_\_\_ canteens the food served is plain (平常的) but \_\_\_\_\_ 5 \_\_\_\_\_, and although there is some \_\_\_\_\_ 6 \_\_\_\_\_ of choice, the number of dishes \_\_\_\_\_ 7 \_\_\_\_\_ usually small. The employees themselves fetch their dishes \_\_\_\_\_ 8 \_\_\_\_\_ a counter at which they are \_\_\_\_\_ 9 \_\_\_\_\_. There they can find a tray on





\_\_\_\_\_ 10 \_\_\_\_\_ to carry their knives, forks, spoons, plates, cups, saucers, \_\_\_\_\_ 11 \_\_\_\_\_, of course, their food. A meal in a canteen is inexpensive and may \_\_\_\_\_ 12 \_\_\_\_\_ of soup, fish and chips or meat and two vegetables, \_\_\_\_\_ 13 \_\_\_\_\_ fruit or a pudding of some \_\_\_\_\_ 14 \_\_\_\_\_ as dessert. Some firms that do not run a canteen \_\_\_\_\_ 15 \_\_\_\_\_ their staff with luncheon-vouchers (午餐券), which many restaurants will accept in \_\_\_\_\_ 16 \_\_\_\_\_ of money. As there are so many people \_\_\_\_\_ 17 \_\_\_\_\_ work in London, there are numerous cafés and restaurants in every area that is not purely residential. A meal \_\_\_\_\_ 18 \_\_\_\_\_ cost anything from a modest sum to quite a few pounds, \_\_\_\_\_ 19 \_\_\_\_\_ on the restaurant and the food chosen. \_\_\_\_\_ 20 \_\_\_\_\_, one can generally get a meal, or at least a snack, in a pub (酒吧). In recent years there has also been a big increase in the number of “take-away” food shops of all kinds.

- |                  |            |             |             |
|------------------|------------|-------------|-------------|
| 1. A. While      | B. As      | C. Although | D. Unless   |
| 2. A. in         | B. at      | C. for      | D. before   |
| 3. A. make       | B. bring   | C. take     | D. use      |
| 4. A. such       | B. same    | C. few      | D. other    |
| 5. A. limited    | B. filled  | C. full     | D. adequate |
| 6. A. difference | B. variety | C. change   | D. exchange |
| 7. A. are        | B. being   | C. is       | D. been     |
| 8. A. from       | B. along   | C. with     | D. to       |
| 9. A. kept       | B. served  | C. made     | D. waited   |
| 10. A. it        | B. them    | C. which    | D. those    |
| 11. A. and       | B. but     | C. or       | D. except   |
| 12. A. compose   | B. include | C. consist  | D. count    |
| 13. A. with      | B. about   | C. of       | D. by       |
| 14. A. category  | B. sort    | C. pattern  | D. name     |
| 15. A. afford    | B. invest  | C. put      | D. provide  |
| 16. A. request   | B. place   | C. case     | D. face     |
| 17. A. in        | B. on      | C. at       | D. over     |
| 18. A. must      | B. need    | C. should   | D. may      |
| 19. A. depending | B. taking  | C. keeping  | D. holding  |
| 20. A. Moreover  | B. However | C. Still    | D. Likewise |

## Part Two Translation

### A. Translate the following sentences into Chinese.

1. Other challenges, which need to be addressed to help ensure food safety, include the globalization of trade in food, urbanization, changes in lifestyles, international travel, environmental pollution, deliberate contamination and natural and manmade disasters.

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2. Foodborne diseases are a widespread and growing public health problem, both in developed and developing countries.
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3. While most foodborne diseases are occasional and often not reported, foodborne disease outbreaks may take on massive proportions.
- 
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4. In the six-and-one-half years since the federal government began certifying food as “organic,” Americans have taken to the idea with considerable enthusiasm.
- 
- 

5. In 2006, sales of organic foods and beverages totaled \$16.7 billion, according to the most recent figures from Organic Trade Association.
- 
- 

**B. Complete the sentences by translating into English the Chinese given in brackets.**

- \_\_\_\_\_ (针对金融危机), the government is pursuing reforms in three areas.
- The wedding got \_\_\_\_\_ (大众传播媒介的广泛报道).
- They had to get a job \_\_\_\_\_ (以贴补家庭收入).
- If you want to \_\_\_\_\_ (确保能赶上那班飞机), take a taxi.
- The children helped their parents to \_\_\_\_\_ (挖马铃薯).

**C. Translate the following sentences into English, using the words or phrases given in brackets.**

- 这个全新的计划得到了全国的普遍支持。(brand-new, widespread)
- 
- 

- 我的大部分时间都花在学习上。(proportion)
- 
- 

- 盯着点, 照他的样子做。(likewise)
- 
-



4. 我期待你们安静地坐在这里, 尊重周围的同学, 我期待你们都对学习环境有所贡献。  
(contribute to)

5. 那位老师很受小学生们的喜爱。(popular)

### Part Three Reading Comprehension

#### A. Fast Reading

Directions: Read the following passage and then answer the questions. For questions 1 – 7, choose the best answer from the four choices marked A, B, C and D. For questions 8 – 10, complete the sentences with the information given in the passage.

#### 快速阅读自测表

阅读和练习建议用时

11 分

实际用时

正确答题数

If you want to spark a heated debate at a dinner party, bring up the topic about genetically modified foods (转基因食品). For many people, the concept of genetically altered (改变), high-tech crop production raises all kinds of environmental, health and safety questions. Particularly in countries with long agricultural traditions, the idea seems against nature.

In fact, genetically modified foods have gradually become a major part of our everyday lives. A third of the corn and more than half the soybeans and cotton grown in the US last year were the product of biotechnology, according to the Department of Agriculture. More than 65 million acres of genetically modified crops will be planted in the US this year. The genetic is out of the bottle.

Yet there are clearly some very real issues that, need to be resolved, genetically modified foods must be subjected to rigorous testing. In wealthy countries, the debate about biotech is tempered by the fact that we have a rich array of foods to choose from — and a supply that far exceeds our needs. In developing countries desperate to feed fast-growing and underfed populations, the issue is simpler and

much more urgent. Do the benefits of biotech outweigh the risks?

The statistics on population growth and hunger are disturbing. Last year the world's population reached 6 billion. And by 2050, the UN estimates, it will be probably near 9 billion. Almost all that growth will occur in developing countries. At the same time, the world's available cultivable (可耕种的) land per person is declining. Arable land has declined steadily since 1960 and will decrease by half over the next 50 years, according to the International Service for the Acquisition of Agri-Biotech Applications (ISAAA).

### **How can biotech help?**

Biotechnologists (生物工艺学家) have developed genetically modified rice that is fortified (强化) with beta-carotene ( $\beta$ -胡萝卜素) — which the body converts into vitamin A — and additional iron. Biotech can also improve farming productivity in places where food shortages are caused by crop damage attributable to pests, drought, poor soil and crop viruses (病毒), bacteria or fungi (真菌).

Damage caused by pests is incredible. The European corn borer (钻蛀虫), for example, destroys 40 million tons of the world's corn crops annually, about 7% of the total. Incorporating pest-resistant genes into seeds can help restore the balance. In trials of pest-resistant cotton in Africa, yields have increased significantly. So far, fears that genetically modified, pest-resistant crops might kill good insects as well as bad appear unfounded.

Viruses often cause massive failure in main crops in developing countries. Two years ago, Africa lost more than half its cassava (树薯) crop — a key source of calories — to the virus. Genetically modified, virus-resistant crops can reduce that damage, as can drought-tolerant seeds in regions where water shortages limit the amount of land under cultivation. Biotech can also help solve the problem of soil that contains excess aluminum (铝), which can damage roots and cause many crop failures. A gene that helps neutralize (使失效; 抵消) aluminum toxicity (毒性) in rice has been identified.

Many scientists believe biotech could raise overall crop productivity in developing countries as much as 25% and help prevent the loss of those crops after they are harvested.

Yet for all that promise, biotech is far from being the whole answer. In developing countries, lost crops are only one cause of hunger. Poverty plays the largest role. Today more than 1 billion people around the globe live on less than 1 dollar a day. Making genetically modified crops available will not reduce hunger if farmers cannot afford to grow them or if the local population cannot afford to buy the food those farmers produce.

Biotech has its own “distribution” problems. Private-sector biotech companies in the rich countries carry out much of the leading-edge research on genetically modified crops. Their products are often too costly for poor farmers in the developing world, and many of those products won't even reach the regions where they are most needed. Biotech firms have a strong financial incentive (诱因, 动机) to target rich markets first in order to help them rapidly recoup the high costs of product development. But some of these companies are responding to needs of poor countries.

More and more biotech research is being carried out in developing countries. But to increase the impact of genetic research on the food production of those countries, there is a need for better collaboration between government agencies — both local and in developed countries — and private





biotech firms. The ISAAA, for example, is successfully partnering with the US Agency for International Development, local researches and private biotech companies to find and deliver biotech solutions for farmers in developing countries.

### **Will genetically modified (GM) foods feed the world?**

Biotech is not a panacea (治百病的药), but it does promise to transform agriculture in many developing countries. If that promise is not fulfilled, the real losers will be their people, who could suffer for years to come.

The world seems increasingly to have been divided into those who favor genetically modified (GM) foods and those who fear them. Advocates assert that growing genetically altered crops can be kinder to the environment and that eating foods from those plants is perfectly safe. And, they say, genetic engineering — which can induce plants to grow in poor soils or to produce more nutritious foods — will soon become an essential tool for helping to feed the world's growing population. Skeptics (怀疑主义者) contend that genetically modified crops could pose unique risks to the environment and to health — risks too troubling to accept calmly. Taking that view, many European countries are restricting the planting and importation of genetically modified agricultural products. Much of the debate depends on perceptions of safety. But what exactly does recent scientific research say about the hazards (危险)?

Two years ago in Edinburgh, Scotland, eco-vandals (破坏他人财产者) stormed a field, crushing plants. Last year in Maine, midnight raiders (袭击者) hacked (劈, 砍) down more than 3,000 experimental poplar (杨树) trees. And in San Diego, protesters smashed sorghum (高粱) and sprayed paint over greenhouse walls.

This far-flung (蔓延的) outrage (暴行) took aim at genetically modified crops. But the protests backfired: All the destroyed plants were conventionally bred. In each case, activists mistook ordinary plants for genetically modified varieties.

It's easy to understand why. In a way, genetically modified crops — now on some 109 million acres of farmland worldwide — are invisible. You can't see, taste or touch a gene inserted into a plant or sense its effects on the environment. You can't tell, just by looking, whether pollen (花粉) containing a foreign gene can poison butterflies or fertilize plants miles away. That invisibility is precisely what worries people. How, exactly, will genetically modified crops affect the environment — and when will we notice?

Advocates of genetically modified or transgenic crops say the plants will benefit the environment by requiring fewer toxic pesticides than conventional crops. But critics fear the potential risks and wonder how big the benefits really are. "We have so many questions about these plants," remarks Guenther Stotzky, a soil microbiologist at New York University. "There's a lot we don't know and need to find out."

As genetically modified crops multiply in the landscape, unprecedented numbers of researchers have started fanning into the fields to get the missing information. Some of their recent findings are reassuring; others suggest a need for continuous attention.

1. Majority of people in those countries maintaining a long history of agriculture believe \_\_\_\_\_.