

高等医药院校教材 333692

(供药学专业用)

# 药学英语

第一册

胡廷熹 陆波 主编

人民卫生出版社

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## 第 一 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，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和练习。

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，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和功能词 (function words) 运用的能力。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公开出售练习答案，以免影响本书的使用目的和教学质量。

10. 本书各册将配录音材料，发售办法另行通知。

药学英语教材编写组

1985. 7

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## LESSON ONE

### TEXT

#### What is Life?

Of all the wonders of the universe, the most striking, perhaps, is life itself<sup>①</sup>. Just what is life? There is no direct answer. We know, of course, that some things are living and others are nonliving. A man, a lion, a fish, an oak tree, and a rosebush are certainly alive. Rocks, icicles, and such man-made objects as tables and steel pillars are just as certainly not alive<sup>②</sup>. But some things are not easily classified.

If we leave a loaf of bread and a bar of iron exposed to the open air,<sup>③</sup> mold will form in time on the bread and rust on the iron. How do we tell whether the mold and the rust are living or nonliving? We cannot say simply that they are alive because they are "like men or trees," or that they are not alive because they are "like rocks or icicles." If we only knew in what respects living things differ from nonliving things, we could classify a mold or rust as living or nonliving.<sup>④</sup>

One important distinction is that practically all living things are made up largely of a complex substance called *protoplasm*, which is arranged in units known as *cells*. To study protoplasm is to study life. All the activities of living things take place in this substance. However, certain organisms called viruses do not have protoplasm and cellular structure, yet they are classified as living things.

A second point of difference between living and nonliving things is that living things display *irritability*. By this we do not mean<sup>⑤</sup> that men, or lions, or trees are quick-tempered. We simply mean that they respond to changes in the environment.

The last but not the least important distinction is that living things have the ability to reproduce their kind. Men, snakes, and insects all have young and these young develop into adults. Trees yield seeds and in the course of time these seeds become trees. Nonliving things do not have this property.

Scientifically, life is just as simple as that.



## NEW WORDS AND EXPRESSIONS

1. universe ['ju:nivəs] *n.* 宇宙; 世界
2. striking ['straikiŋ] *a.* 显著的, 引人注目的; 惊人的
3. living ['liviŋ] *a.* 活的, 有生命的; 生活的
4. nonliving ['nɒn'liviŋ] *a.* 无生命的
5. oak [oʊk] *n.* 栎, 橡
6. rosebush ['rouzbuʃ] *n.* 蔷薇树, 玫瑰树
7. alive [ə'laɪv] *a.* 活(着)的; 有活力的
8. icicle ['aɪsɪkl] *n.* 冰柱
9. man-made [,mæn'meɪd] *a.* 人造的
10. object ['ɒbdʒɪkt] *n.* 物, 物体; 目的; 宾语 [əb'dʒekt] *vi.* 反对
11. pillar ['pɪlə] *n.* 柱, 柱子; 柱形物
12. classify ['klæsɪfaɪ] *vt.* 把...分类  
be classified as... 被分类为...
13. loaf [loʊf] *n.* 条; 串  
a loaf of... 一条; 一个
14. bar [bɑ:] *n.* 条, 杆, 棒; 酒吧间  
a bar of... 一条
15. mold [moʊld] *n.* 霉; 霉菌
16. rust [rʌst] *n.* 锈, 铁锈 *vi.* 生锈
17. simply ['sɪmpli] *ad.* 仅仅; 简单地; 简直
18. respect [rɪs'pekt] *n.* 尊敬; 方面  
*vt.* 尊重; 尊敬
19. differ from... 与...不同
20. distinction [dɪs'tɪŋkʃən] *n.* 区别; 差距; 特性
21. practically ['præktɪkəli] *ad.* 实际上; 几乎
22. be made up of... 由...组成
23. largely ['lɑ:dʒli] *ad.* 大量地; 主要地
24. complex ['kɒmpleks] *a.* 复杂的; 络合的
25. protoplasm ['proutəplæzm] *n.* 原生质; 细胞质
26. arrange [ə'reɪndʒ] *vt.* 安排
27. unit ['ju:nɪt] *n.* 单位; 单元; 部件; 装置
28. activity [æk'tɪvɪti] *n.* 活动; 活性; 积极性
29. organism ['ɔ:ɡənɪzəm] *n.* (有)机体; 生物体
30. virus ['vaɪərəs] *n.* 病毒
31. cellular ['seljʊlə] *a.* 细胞的, 由细胞组成的
32. structure ['strʌktʃə] *n.* 结构
33. yet [jet] *ad.* 还, 尚; 仍然  
*conj.* 然而
34. display [dɪs'pleɪ] *vt.* 陈列; 显示
35. irritability [ɪrɪtə'bɪləti] *n.* 易怒, 烦躁; 激动性, 应激性
36. quick-tempered ['kwɪk-'tempəd] *a.* 性情急躁的, 易怒的
37. respond [rɪs'pɒnd] *v.* 响应; 有反应  
respond to... 对...有反应
38. environment [ɪn'vaɪərənmənt] *n.* 环境
39. ability [ə'bɪləti] *n.* 能力
40. reproduce [ˌrɪ:prə'dju:s] *v.* 再现; 繁殖; 再生产
41. insect ['ɪnsekt] *n.* 昆虫; 虫
42. young [jʌŋ] *n.* 崽; 仔; 雏
43. adult ['ædʌlt] *n.* 成年人
44. yield [ji:ld] *vt.* 生产; 产生; 让步  
*n.* 产量, 收获量
45. seed [si:d] *n.* 种子, 籽

46. property ['prɒpəti] *n.* 性能; 性质; 财产      47. scientifically [ˌsaɪən'tɪfɪkəli] *ad.* 科学上; 科学地

## NOTES

- ① Of all the wonders of the universe, the most striking, perhaps, is life itself. = The most striking of all the wonders of the universe, perhaps, is life itself.
- ② Rocks, icicles and such man-made objects...just as certainly not alive. = Rocks, icicles and such man-made objects...are just as certainly not alive as a man, a lion...are alive.
- ③ If we leave...exposed to the open air, 句中 exposed to the open air 是过去分词短语作宾语补足语。
- ④ If we only knew...we could classify...or nonliving. 此句用的是虚拟语气。
- ⑤ By this we do not mean... 译为: 所谓 "irritability", 我们并不是指...

## COMPREHENSION

### I. Questions:

1. Name two living things and two nonliving things besides those mentioned in the text.
2. What will happen if we expose a piece of iron to air?
3. What is the difference between living and nonliving things in structure?
4. What does the word irritability mean in the text? What does it usually mean?
5. What do you think is the main difference between living and nonliving things?
6. Are viruses living things?
7. Is mold a living thing?
8. Is rust also a living thing?
9. Can you tell us now what life is?

### II. True or false:

1. Life is the most striking wonder of the universe.
2. Everything can easily be classified as a living or nonliving thing.
3. Trees and rocks are nonliving things.
4. Protoplasm forms cells.
5. All living things, with no exception, have protoplasm.
6. Viruses are nonliving things because they do not have

protoplasm.

7. Living things are able to react to the environment.
8. Reproduction is the least important difference between living and nonliving things.

III. Find a suitable word from the text for each of the following phrases or words. The first letter is given as a hint.

1. to arrange or place things into classes (c\_\_\_\_)
2. difficult to understand or explain. (c\_\_\_\_)
3. a very small unit of protoplasm (c\_\_\_\_)
4. to show (d\_\_\_\_)
5. almost (p\_\_\_\_)
6. to produce the young of one's own kind (r\_\_\_\_)
7. to act in answer (r\_\_\_\_)
8. a person grown to full size and strength (a\_\_\_\_)

### WORD STUDY

call

I. Study the following sentences:

1. Later they called these substances vitamins and named them by the letters of the alphabet.
2. Our lives and health depend on this branch of science, which is called biochemistry.
3. "Did you call him up?" "No, I forget his telephone number."
4. I'll call for you at 6 o'clock.
5. This problem calls for careful thought.
6. Permit me to call on you at your office next Tuesday afternoon.
7. The meeting has been called off.
8. Three times during the lesson the teacher had to call the boy to attention.

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

(for, on, off, call, somebody, for)

1. His name is James but we all \_\_\_\_\_ him Jimmy.
2. I thought I heard \_\_\_\_\_ calling.
3. This trouble calls \_\_\_\_\_ quick action by the government.
4. The party was called \_\_\_\_\_ because of the storm.
5. Why don't you call \_\_\_\_\_ him at his office?
6. If you take large quantities of reagents when small quantities are called \_\_\_\_\_, the result may also be serious.

know

I. Study the following sentences:

1. We all know that smoking is harmful.
2. They must know right from wrong.
3. Do you know how to operate this machine?
4. Does she know any other language besides English?
5. I have known the Johnsons for twenty years.
6. Other well-known salts are Epson salts and baking soda.
7. Protoplasm is arranged in units known as cells.
8. Yet, as you know, water is not restricted to the liquid state.
9. I know of an excellent little restaurant near here.
10. It is known to all that water is an excellent solvent.

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

(as, whether, best-known, know, of, to, nonliving, from, as)

1. We know that some things are living and others are\_\_\_\_\_.
2. Some antibiotics which are effective against a large range of microorganisms are known\_\_\_\_\_broad-spectrum antibiotics.
3. By far the\_\_\_\_\_salt is sodium chloride or common table salt.
4. He\_\_\_\_\_enough about the structures of atoms.
5. Sometimes it is difficult to know one substance\_\_\_\_\_the other.
6. \_\_\_\_\_you know, typhoid is infectious.
7. I wonder\_\_\_\_\_Comrade Wang knows English.
8. I know\_\_\_\_\_Professor Li but I can't really say I know him.
9. This disease is little known\_\_\_\_\_the public.

## GRAMMAR

### Agreement of Subject and Verb (1)

做主语的名词必须与做谓语的动词在数上保持一致，如：

Any drug is likely to be a poison.

Drugs are likely to be poisons.

1. 主语的数不受其后面词组的影响：

A new factory with some research institutes is to be built here.

2. 用 and 联结的并列主语其谓语为复数：

Dr. Li and his wife are going to Beijing next week. (cf. Dr. Li together with his wife is going to Beijing next week.)

但如 and 所联的部份是指一个人或一个事物，则其后的动词为单数：

My teacher and friend has come.

Bread and butter is a nutritious food.

3. 用 either...or 或 neither...nor 联结的并列主语其谓语的数应与最邻近的主语一致，如：

Either you or one of your colleagues is to attend the meeting.

Neither you nor I am able to finish the work alone.

4. 有些不定代词如 some, any, all, none, most 等应根据句子意思, 有时为单数, 有时为复数。

Some of the book is good.

Some of the books are good.

None of the books on the table are (is) mine.

Most of the lecture is boring.

Most of the books are boring.

## EXERCISES

- I. Fill in the blanks with the proper forms of the verbs in brackets:

1. Physics\_\_\_\_\_ (be) worth studying.
2. Prof. Zhang, together with some of his assistants, \_\_\_\_\_ (be) making an experiment.
3. Keeping food safe from harmful germs\_\_\_\_\_ (be) an important problem.
4. Growing vegetables\_\_\_\_\_ (need) constant watering.
5. Nobody but his close friends\_\_\_\_\_ (know) anything about him.
6. Nothing important\_\_\_\_\_ (have) been reported concerning the effect of the medicine.
7. Most of the paper\_\_\_\_\_ (be) well written.
8. Some of the novels here\_\_\_\_\_ (be) very interesting.
9. Neither the passengers nor the driver\_\_\_\_\_ (be) killed in the accident.
10. The director and chief engineer of our department\_\_\_\_\_ (have) not come yet.

- II. Correct the errors in the following sentences if any:

1. Many a student like to study English.
2. Some of the different types of diseases have been discussed.
3. The result of our studies are far from satisfactory.
4. The president and the professor are going to give a dinner party to the foreign guests.
5. Iron and steel are important in socialist construction.
6. Neither of the papers contain the information he needs.
7. The room is rather hot. Either an air conditioner or electric fans is necessary.
8. Mr. Black, accompanied by his wife and two children, are coming to Beijing.

9. One of the best ideas was put forward by a young man.

III. Translate the following into English:

1. 一块面包和一杯牛奶是她最喜爱的早餐。
2. 病毒和细胞不一样，它没有原生质。
3. 所有生物均能繁殖。
4. 他们当中的多数人现在都在图书馆里。
5. 房间里的两把椅子都不是新的。
6. 他的夫人兼秘书正在会见他的客人。

## SUPPLEMENTARY READING

### Irritability

Let us suppose that a grain of sand and a seed lie buried side by side in the ground. The grain of sand may remain there indefinitely, or it may be brought to the surface by some animal—an earthworm, perhaps. It may be exposed to heat, moisture, or cold, but it will still remain a grain of sand. What of the seed? It, too, may lie inert for a time. But suppose its environment begins to change. Suppose the earth is warmed by the sun and moistened by rain water or melting snow. The seed will respond; it will begin to sprout. Before long, its stem will push its way up out of the ground. In the course of time, the tiny stem will become a tree. The seed, unlike the grain of sand, has displayed irritability; it has reacted to environmental changes.

Irritability is expressed in movement. Of course, movement is by no means confined to living things. The water in a river moves, yielding to external forces. Gravity causes it to flow from a higher to a lower level. External forces also bring about movement in living things. When a parachute jumper leaps from an airplane, gravity will act upon him just as surely as it will upon the water in a river. This is not what we mean by movement as an expression of irritability. What we have in mind is rather such irritability movements as the swelling of the germ within the seed in response to sunlight or the closing of some flowers in response to darkness.

### CLOZE TEST

Fill in the blanks with the following words:

(of, more, from, to, of, frozen, changed, that, to, and)

Living things differ \_\_\_\_\_ nonliving things because \_\_\_\_\_ the

manner in which they grow. Things that are not alive are capable of growth only by accretion—that is, by adding\_\_\_\_\_their existing bulk a mass made up\_\_\_\_\_the same substance. In this way, a river increases its size as brooks flow into it. An icicle becomes bigger as \_\_\_\_\_and more water is added to the core of ice and is\_\_\_\_\_in its turn. But the water of the enlarged river and of the enlarged icicle has not\_\_\_\_\_in any way—it is still water. On the other\_\_\_\_\_, a living thing, like a child, develops by taking into its body food that is chemically different from itself, transforming this food chemically and making it a part of itself. A growing child owes his increased weight\_\_\_\_\_his diet of milk, eggs, bread, and meat. But these foods have been so transformed\_\_\_\_\_you would seek in vain for little particles of food in the child's biceps muscle or the calves of his legs.

THAT ENJOY

## LESSON TWO

### TEXT

#### Fuel for the Human Engine

Your body is like an engine. The food you eat is the fuel that keeps your body alive and active. It gives you energy for work and play, just as the fuel burned by an engine enables it to pull a train, hoist a load or run machinery. All we ask of a steam or gasoline engine<sup>①</sup> is that it should run smoothly and efficiently. When a part wears out, we shut the engine down and repair it; but the human body must keep running<sup>②</sup> for a lifetime, repairing itself as it goes along.

Food is burned (oxidized) in the body just as truly as coal, oil or gasoline is burned in an engine, but the chemical actions in living things are far more complicated. Certainly there is nothing more important to us than the chemistry of plants and animals. Our lives and health depend on this branch of science, which is called biochemistry.

Early in human history, whenever people became hungry they ate almost anything that happened to be available. In many parts of the world, even now, savages eat such things as crocodile meat, bats, caterpillars and grasshoppers. In civilized lands we often follow our natural habits and appetites<sup>③</sup> in choosing food; but we know, too, that there are certain rules for choosing a wholesome, well-balanced diet.

Sugar and starch give us most of our body heat and energy, and the heat comes from the oxidation or slow burning of food. Oxygen from the air we breathe gets into the blood stream by way of the lungs, where it combines with sugars to produce carbon dioxide and water and heat. Another kind of food substances, called fats, are furnished mainly by foods like butter and vegetable oils. They, too, can be oxidized in the body. One important thing fats do for us is to carry some of the vitamins to different parts of the body.

Scientists test various foods for their heat value. They rate the foods in calories. The average person uses about 2,500 calories each day. If you eat much more than you need, the extra part is not burned



up. Instead, it is stored as a layer of fat under your skin; so you see why people who are stout have to “watch their calories.”

## NEW WORDS AND EXPRESSIONS

1. fuel [fjuəl] *n.* 燃料
2. human [ˈhju:mən] *a.* 人的; 人类的 *n.* 人
3. enable [iˈneɪbl] *vt.* 使能够; 使成为可能; 使实现
4. hoist [hoɪst] *vt.* 升起, 扯起, 绞起
5. load [ləʊd] *n.* 担子; 重载; 负荷; 工作量 *vt.* 装; 装载; 使负担
6. run [rʌn] *vi.* 跑, 奔; 行驶 *vt.* 使跑; 驾驶; 开动; 办; 管理
7. ask...of... 向...要求...
8. steam [sti:m] *n.* 蒸汽, 水蒸汽
9. gasoline [ˈɡæseslɪ:n] *n.* 汽油
10. smoothly [ˈsmu:ðli] *ad.* 平滑地; 平稳地; 流畅地
11. efficiently [iˈfɪʃəntli] *ad.* 有效地; 高效率地
12. go along 前进; 进行; 一起去
13. oxidize [ˈɒksaɪz] *v.* 氧化
14. truly [ˈtru:li] *ad.* 真正地; 确实地; 事实上
15. action [ˈækʃən] *n.* 行动; 活动; 作用
16. biochemistry [ˈbaɪəʊˈkemɪstri] *n.* 生物化学
17. happen to 碰巧
18. available [əˈveɪləbl] *a.* 可用的; 合用的; 可得到的
19. crocodile [ˈkrɒkədail] *n.* 鳄鱼(鱼)
20. bat [bæt] *n.* 蝙蝠; 短棍
21. caterpillar [ˈkætəpɪlə] *n.* 毛虫
22. grasshopper [ˈɡrɑ:s,hɒpə] *n.* 蚱蜢; 蝗虫
23. civilize [ˈsɪvɪlaɪz] *vt.* 使文明; 开化
24. appetite [ˈæpɪtaɪt] *n.* 食欲; 胃口
25. wholesome [ˈhəʊlsəm] *a.* 适合卫生的; 促进健康的; 有益的
26. well-balanced [ˈwel-ˈbælənsd] *a.* 匀称的; 均衡的
27. diet [ˈdaɪət] *n.* 饮食; 食物
28. heat [hi:t] *n.* 热; 热度 *v.* 加热; 变热
29. come from... 来自; 出生于; 出身于
30. oxidation [ɒksɪˈdeɪʃən] *n.* 氧化(作用)
31. breathe [bri:ð] *v.* 呼吸
32. get into... 进入; 陷入; 染上; 穿上
33. stream [stri:m] *n.* (小)河; 川; 溪流
34. lung [lʌŋ] *n.* 肺脏, 肺
35. dioxide [daɪˈɒksaɪd] *n.* 氧化物
36. fat [fæt] *n.* 脂肪 *a.* 肥胖的; 丰满的
37. furnish [ˈfə:nɪʃ] *vt.* 供应; 提供; 装备
38. butter [ˈbʌtə] *n.* 黄油 (旧称白脱油)
39. vitamin [ˈvɪtəmin, ˈvaɪtəmin] *n.* 维生素; 维他命
40. scientist [ˈsaɪəntɪst] *n.* (自然)科学家
41. rate [reɪt] *vt.* 认为; 列为; 对...评价 *n.* 比率; 速率; 等级
42. calorie [ˈkæləri] *n.* 卡 (热量单位)
43. average [ˈævərɪdʒ] *a.* 平均的; 正常的; 平常的 *n.* 平均; 平均数
44. burn up 烧起来; 烧掉
45. layer [ˈleɪə] *n.* 层; 阶层