中国科学技术大学精品教材

English

主编 / 徐守平

原生态英语阅读

Original English Reading

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内 容 简 介

本书以弘扬人文精神、培养学生的英语应用能力为宗旨，书中的文章均选自国外的图书和报刊，以论述文、说明文为主，未做改写、简化，以期培养学生直接阅读原生态英语的能力。本书共14个单元，每个单元后附有与该单元内容相关的作文题，希望读者通过阅读、思辨、模仿提高论述文、说明文的写作能力。

本书适合希望提高英语读、写能力的大学生阅读，也可作为四六级英语考试、研究生英语入学考试、托福、GRE备考的辅助教材。

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Preface
总　　序

2008年，为庆祝中国科学技术大学建校五十周年，反映建校以来的办学理念和特色，集中展示教材建设的成果，学校决定组织编写出版代表中国科学技术大学教学水平的精品教材系列。在各方的共同努力下，共组织选题281种，经过多轮、严格的评审，最后确定50种入选精品教材系列。

五十周年校庆精品教材系列于2008年9月纪念建校五十周年之际陆续出版，共出书50种，在学生、教师、校友以及高校同行中引起了很好的反响，并整体进入国家新闻出版总署的“十一五”国家重点图书出版规划。为继续鼓励教师积极开展教学研究与教学建设，结合自己的教学与科研积累编写高水平的教材，学校决定，将精品教材出版作为常规工作，以《中国科学技术大学精品教材》系列的形式长期出版，并设立专项基金给予支持。国家新闻出版总署也将该精品教材系列继续列入“十二五”国家重点图书出版规划。

1958年学校成立之时，教员大部分来自中国科学院的各个研究所。作为各个研究所的科研人员，他们到学校后保持了教学的同时又作研究的传统。同时，根据“全院办校，所系结合”的原则，科学院各个研究所在科研第一线工作的杰出科学家也参与学校的教学，为本科生授课，将最新的科研成果融入到教学中。虽然现在外界环境和内在条件都发生了很大变化，但学校以教学为主、教学与科研相结合的方针没有变。正因为坚持了科学与技术相结合、理论与实践相结合、教学与科研相结合的方针，并形成了优良的传统，才培养出了一批又一批高质量的人才。

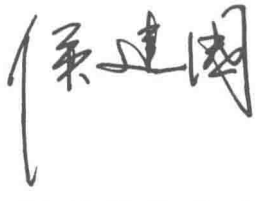
学校非常重视基础课和专业基础课教学的传统，也是她特别成功的原因之一。当今社会，科技发展突飞猛进、科技成果日新月异，没有扎实的基础知识，很难在科学技术研究中作出重大贡献。建校之初，华罗庚、吴有训、严济慈等老一辈科学家、教育家就身体力行，亲自为本科生讲授基础课。他们以渊博的学识、精湛的讲课艺术、高尚的师德，带出一批又一批杰出的年轻教员，培养

了一届又一届优秀学生。入选精品教材系列的绝大部分是基础课或专业基础课的教材，其作者大多直接或间接受到过这些老一辈科学家、教育家的教诲和影响，因此在教材中也贯穿着这些先辈的教育教学理念与科学探索精神。

改革开放之初，学校最先选派青年骨干教师赴西方国家交流、学习，他们在带回先进科学技术的同时，也把西方先进的教育理念、教学方法、教学内容等带回到中国科学技术大学，并以极大的热情进行教学实践，使“科学与技术相结合、理论与实践相结合、教学与科研相结合”的方针得到进一步深化，取得了非常好的效果，培养的学生得到全社会的认可。这些教学改革影响深远，直到今天仍然受到学生的欢迎，并辐射到其他高校。在入选的精品教材中，这种理念与尝试也都有充分的体现。

中国科学技术大学自建校以来就形成的又一传统是根据学生的特点，用创新的精神编写教材。进入我校学习的都是基础扎实、学业优秀、求知欲强、勇于探索和追求的学生，针对他们的具体情况编写教材，才能更加有利于培养他们的创新精神。教师们坚持教学与科研的结合，根据自己的科研体会，借鉴目前国外相关专业有关课程的经验，注意理论与实际应用的结合，基础知识与最新发展的结合，课堂教学与课外实践的结合，精心组织材料、认真编写教材，使学生在掌握扎实的理论基础的同时，了解最新的研究方法，掌握实际应用的技术。

入选的这些精品教材，既是教学一线教师长期教学积累的成果，也是学校教学传统的体现，反映了中国科学技术大学的教学理念、教学特色和教学改革成果。希望该精品教材系列的出版，能对我们继续探索科教紧密结合培养拔尖创新人才，进一步提高教育教学质量有所帮助，为高等教育事业作出我们的贡献。



中国科学院院士
第三世界科学院院士

Foreword
前　言

本书是为了满足中国科学技术大学(简称“中国科大”)本科英语读写课程的教学需求而编写的。大学英语教学应该充分考虑学生的特点,因材施教。中国科大本科生的英语起点较高,对英语学习的要求和目的也有所不同。在实际教学过程中,我们发现,中国科大本科生以往接触的英语阅读材料多为记叙文,而且文章在难度和词汇量方面都有人为的控制,这种控制在一定的阶段是必要的,但对于中国一流大学的本科生来说,这种控制不利于学生日后的学习和工作。中国科大本科生毕业后主要有三个去向:出国留学、国内深造和就业创业。基于这三个去向,我们认为学生需要阅读更多的论述文和说明文,需要了解在讨论某些学术性较强的话题时如何组织思想、选择恰当的语言,需要有能力直接阅读原生态的英语,习惯于阅读难度相当于一线英语杂志上的文章,并需要借助于阅读提高自己论述文和说明文的写作能力。

每一种语言都有自己独特的表达定式,深受语言文化背景的影响。读写课程教学不仅应该着眼于语言技能,而且应该重视文化背景对语言学习的作用。本书共分14个单元,从不同的角度反映英语文化的特点,让学生浸入含有不同文化信息的语言环境,帮助学生获得较强的语言运用能力,以满足日常的文化交际需求。

同时,我们意识到自主学习对提高学生的英语应用能力至关重要。在实际教学中,我们鼓励学生多读课外书,但由于课外书种类繁多,在课堂上无法检查、督促,因此我们在编写本书时,每个单元都刻意留下一两篇文章,要求学生自学,然后教师在课堂上检查,并在期中、期末考试中以适当的题型考查学生课外阅读的内容,以有效地增加学生的阅读量。

本书为中国科大教改后的英语读写教学量身定做,与教改配套。书中的文章均选自国外的图书和报刊,未做改写、简化,风格多样,文字优美,视角独特,语言表述恣意纵横,具有较强的文化冲击力。通过接触原生态英语,学生

可以为后续学习、工作打好英语读写基础。书中每个单元都配有阅读、写作练习，每篇文章有五个标注了下划线的句子，可作为翻译练习。全书的课文和练习设计具有较强的针对性，集中国科大外语系读写组全体教员的智慧，适合课堂教学。

在本书编写、试用过程中，我们得到了中国科大教务处的大力支持，同时也得到了孙蓝教授、崔海建教授的具体帮助，在此一并表示感谢。

编　者

2018 年 1 月

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Unit One New Trends

1. "Mystery Meat[1]" Takes on a Whole New Meaning

By Christie Wilcox[2]

1 In case you didn't hear, the big news in the food industry this week is the fact that — gasp — horsemeat has been detected in Burger King burgers and Ikea's Swedish meatballs. Noses worldwide are turning up in disgust at the use of such crude ingredients in ground beef products.

2 There's no doubt that a good part of the fuss is that, for some of the Western world, horsemeat is taboo. Many people have an immediate, visceral reaction to the notion of eating horse, just like Americans generally react strongly to the idea of eating dogs. While our preferences are culturally rooted, the recent labeling exposures don't just offend our palates. ① As consumers, we rely on retailers and restaurants to give us accurate information about which foods we are buying — whether it be to avoid allergies, follow religious preferences, choose more sustainable options, or count calories. Now, DNA barcoding is exposing just how often we are duped.

3 Labeling isn't a European problem. In South Africa, game is a popular alternative to beef, with over 2.5 million hectares of land dedicated to farming a wide variety of wild meats. But a study published in Investigative Genetics

today found that more than 3/4 of the game samples they tested were not the animal they said they were. Cuts labeled as wild game species were identified as horse, kangaroo, pork, lamb, and a suite of African animals not on the labels. The most prevalent substitution occurred for products labeled kudu (92 percent were mislabeled). A different South African study tells a similar story. ② A study of beef products in South Africa published earlier this week found that 68% of samples contained species not declared in the product label, including donkey, buffalo, goat and pork, and almost a third of the products contained soy and gluten, even though the labels didn't tell the consumer that. But, they didn't find any horsemeat in their beef.

4 In the U.S., studies have found that more than 1/3 of all U.S. fish are mislabeled. A recent Oceana report found that 39 percent of fish sold in NY grocery stores, fish markets and sushi restaurants were not the fish they claimed to be, building on their earlier findings of in Boston (48 percent), Los Angeles (55 percent), and Miami (31 percent). Every single one of the 16 sushi restaurants tested sold mislabeled fish. Some species were substituted more often — 69 percent of the tuna sold wasn't tuna, and thirteen different species were sold falsely under the label "red snapper". But perhaps the worst part was that 94 percent of white tuna sold was actually escolar, a fish species known to cause poisoning. While the world is fretting about horses, I'd rather eat a little horsemeat than diarrhea-inducing escolar any day.

5 Why does it seem so hard for the world to correctly label the species in our stores? Part of the problem is that there is high economic incentive to lie. Species that are worth top dollar are particularly lucrative to forge. Until now, exposing such fraud has been difficult, as many species look the same once they're ground, cut or filleted. But now, we can test foods on the genetic level, allowing us to identify all species present. ③ Given these frauds have real financial, religious, ethical and public health ramifications, it seems past time that genetic testing become a constant part of the regulatory process.

6 Actually enacting such legislation, however, has proven difficult. In the

U.K., the Food Standards Authority was quick to commission genetic testing after the scandal hit, but beforehand, testing had been declining for years. In the U.S., the USDA only genetically tests meat when there is a reason to suspect horseplay, and despite our clear fish labeling problem, no action was taken when *the Safety And Fraud Enforcement for Seafood* (*SAFE Seafood*) *Act* was introduced last year. If we want to improve labeling, we need to push our governments and tell them that genetic testing is non-negotiable.

7 Perhaps, though, it is also time to look inward and reflect on our own cultural biases. What makes a cow so much better to eat than a horse, anyway? Why not make burgers out of insects? ④ In a world where fishery after fishery collapses under our demand and livestock threatens our land, air and water resources, perhaps we need to diversify our idea of what is fit for our plates, and ultimately seek to minimize our ecological footprint by any food necessary. ⑤ If there is anything that our labeling failures have exposed, it is the need to closely examine the animals we consume and the ways we catch or farm them to determine the best ones for us, both in terms of nutrition and by measures of sustainability.

(**From *Discover*, February 28, 2013**)

Notes

[1] **Mystery Meat**: A disparaging term for meat products, typically ground or otherwise processed, such as burger patties, chicken nuggets, steaks, sausages, or hot dogs, that have an unidentifiable source. Most often the term is used in reference to food served in institutional cafeterias, such as prison food or an American public school lunch. The term is also sometimes applied to meat products where the species from which the meat has come from is known (e.g., cow or pig), but the cuts of meat (i.e., the parts of the animal) used are unknown. This is often the case where the cuts of meat used include offal and

mechanically separated meat, where explicitly stating the type of meat used might diminish the perceived palatability of the product to some consumers.

[2] **Christie Wilcox**: PhD, an award-winning science writer with a passion for telling life's most compelling biological stories. Her first nonfiction book, *Venomous*, hit shelves in August 2016, and has garnered widespread acclaim, including coveted spots on the list of "Best Science Books of 2016" from Amazon and Smithsonian Magazine.

Words and Phrases

gasp /gɑːsp/ *v*.

to take a quick deep breath with your mouth open, especially because you are surprise or in pain （尤指惊讶或疼痛时的）倒吸气

grind /graɪnd/ *v*.

to break or crush sth. into very small pieces between two hard surfaces or using a special machine 磨碎

visceral /ˈvɪsərəl/ *adj*.

relating to the viscera 内脏的

palate /ˈpælət/ *n*.

the ability to recognize and/ or enjoy good food and drink 味觉；鉴赏力

allergy /ˈælədʒɪ/ *n*.

a medical condition that causes you to react badly or feel ill/sick when you eat or touch a particular substance 过敏反应

calorie /ˈkælərɪ/ *n*.

a unit for measuring how much energy food will produce 卡路里（热量单位）

barcode /ˈbɑːˈkəʊd/ *n*.

a pattern of thick and thin lines that is printed on things you buy (It contains information that a computer can read.) 条码

hectare /ˈhekteə(r)/ *n*.

a unit for measuring an area of land 公顷

kudu /ˈkudu/ *n*.

a large greyish or brownish African antelope with white stripes on its sides 捻角羚

gluten /ˈgluːtn/ *n*.

a sticky substance that is a mixture of tow proteins and is left when starch is removed from flavor, especially wheat flour 面筋

sushi /ˈsuːʃɪ/ *n*.

a Japanese dish of small cakes of cold cooked rice, flavored with vinegar and served with raw fish, etc. on top 寿司

tuna /ˈtjuːnə/ *n*.

a large sea fish that is used for food 金枪鱼

snapper /ˈsnæpə/ *n*.

a fish that lives in warm seas and is used for food 鲷鱼

escolar /ˌeskəˈlɑː/ *n*.

a fish that lives in the tropical area of the Atlantic Ocean 玉梭鱼

diarrhea /ˌdaɪəˈrɪə/ *n*.

an illness in which waste matter is emptied from the bowels much more frequently than normal, and in liquid form 腹泻

induce /ɪnˈdjuːs/ *v*.

to cause sth. 引起;导致

incentive /ɪnˈsentɪv/ *n*.

something that encourages you to do sth. 激励;刺激

lucrative /ˈluːkrətɪv/ *adj*.

producing a large amount of money 赚钱的

fillet /ˈfɪlɪt/ *v*.

to cut fish or meat into fillets 把(鱼、肉)切成条

ramification /ˌræmɪfɪˈkeɪʃn/ *n*.

one of the large number of complicated and unexpected results that follow an action or a decision 结果;后果

horseplay /ˈhɔːspleɪ/ *n*.

rough noisy play in which people push or hit each other 恶作剧

bias /ˈbaɪəs/ *n*.

a strong feeling in favor of or against one group of people, or one side in an argument, often not based on fair judgement 偏见

fishery /ˈfɪʃərɪ/ *n*.

a part of the sea or a river where fish are caught in large quantities 渔场

diversify /daɪˈvɜːsɪfaɪ/ *v*.

to change or make sth. change so that there is greater variety 使多样化

nutrition /njuˈtrɪʃən/ *n*.

the process by which living things receive the food necessary for them to grow and be healthy 营养

a suite of

a set of 一套

fret about

to be worried or unhappy and not able to relax 苦恼

Reading Comprehension Questions

1. What may be the implication of the word "crude" mentioned in paragraph 1?

_____

(A) Horsemeat is not well processed.

(B) Horsemeat is offensive to our palate.

(C) Horsemeat is less nutritious than beef.

(D) Horsemeat is likely to cause poisoning.

2. The word "taboo" (line 2, paragraph 2) most probably means _____.

(A) a disease (B) an evil

(C) a ban (D) an incident

3. What is the labeling problem in South Africa? _____