

大学英语系列教材
College English Textbook Series

*New College
English Reading*



大学英语 新阅读 2

◎ 总主编 欧 玲 张 梅
◎ 主 编 王 艳 杨郁梅



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新

内容提要

《大学英语新阅读 2》是根据教育部颁布的《大学英语课程教学指南》编写而成的。该教材以提高学生英语阅读技能为宗旨,配以根据大学英语四、六级考试最新题型编写的练习作为学生阅读能力的训练和检测,旨在逐步培养学生的阅读技能和良好的阅读习惯以及阅读方式,提高学生的英语阅读能力。同时,帮助学生通过有效阅读来获取知识、拓宽视野。该教材由 8 个单元组成,每个单元以阅读技能为主线条,通过阅读文章的引入,然后对各个微技能的讲解,并用实例来详细阐述其在阅读过程中的应用。本教材可作为大学英语一、二年级阅读课程教材使用,也可用作学生的课外补充学习资料,还可作为具有相应水平的学生和英语爱好者提高英语阅读能力的自学课本。

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前 言

《大学英语新阅读》是根据《大学英语课程教学要求》，针对目前大学生因缺乏阅读技巧而造成阅读效率普遍低下的现实，结合大学英语四、六级考试最新题型编写的，旨在提高学生英语综合阅读能力的教材。其编写特色如下：

一、突出阅读技能的培养。

遵循 skill-oriented 的编写原则，每个单元均以阅读微技能为标题，便于查找所需技能，使学生能充分运用有效的阅读技能更好地解读文章。各微技能的编排由浅入深，第1册主要介绍最基本的阅读技巧，如快速查找信息、生词应对、区分文章细节等，第2册强调深层阅读技巧，如判断句子之间的关系、理解文章的组成结构、判断作者的态度、区分事实和观点、批判式阅读等。这种螺旋式上升的编排方式便于学生各项技能的逐层建构和综合运用能力的逐步发展。

二、注重选材的真实性和时效性。

所选材料均来自近期英美主流报刊杂志上“原汁原味”的原版语料，语言规范。主题涉及学生学习和生活、当前人类社会普遍关注的热点问题等，具有一定的现实意义。这些阅读材料不但能帮助学生获取知识、拓宽视野，而且有助于培养学生的批判性思维能力。

三、兼顾考与学的需求。

阅读选材和练习设计一方面遵照《大学英语课程教学要求》中的阅读要求，另一方面参照全国大学英语四、六级考试的最新题型，力求让学生通过本教材的学习，熟悉并了解四、六级考试模式，掌握应试技巧，检测自己的阅读水平。

四、课堂教学和自主学习相结合。

本教材既可作为课堂教学教材使用，也可作为学生课外自主学习的资源选择。

《大学英语新阅读》分1、2两册，每册按微技能设计安排8个单元。在教材的编写过程中，编者参阅了大量的真实语料，选择既符合教学要求，又体现真实语言应用的素材。在此，谨向原材料编者致以衷心感谢！

由于时间仓促，水平有限，书中难免存在一些不足和缺点，敬请各位同仁和同学不吝批评指正，以便再版时修订，使之日臻完善！

编 者

2015年6月

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Unit One

Part 1 Reading Skill: Understanding the Text Structure

● Section A Exploratory Reading ●

Example 1

Match the definitions in the left column to the terms of text structure in the right column.

1. An action and its results are discussed
2. Information is organized in order of time
3. A difficulty is described and an answer is offered
4. Differences and similarities of two or more things are discussed
5. Explains how something happens or is done, step-by-step
6. Describes how something looks or the arrangement of a space

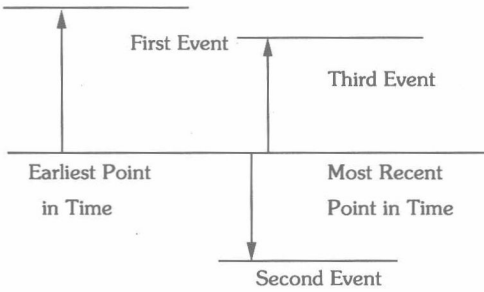
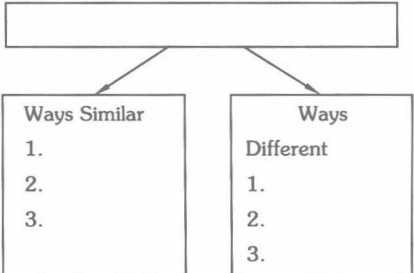
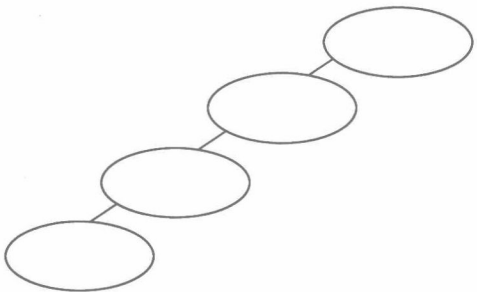
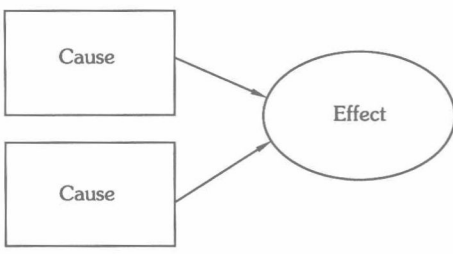
- A. chronological
- B. problem and solution
- C. sequence / process
- D. cause and effect
- E. spatial / descriptive
- F. compare and contrast

Explanations

1. 答案为 D。分析一个行为以及导致的结果,即因果关系。
2. 答案为 A。根据时间发展来编排信息,即按时间顺序关系。
3. 答案为 B。描述一个难题及其解决方法,即问题和方法的关系。
4. 答案为 F。比较一个或几个事物之间的相同与不同,即比较和对比关系。
5. 答案为 C。解释说明某个事件是如何一步一步发展的,即顺序和过程的关系。
6. 答案为 E。描述一个事物的外形或空间构造,即空间和叙述的关系。

Example 2

Read the passages. Identify their text structures. Write information from the passage into the appropriate graphic organizer.

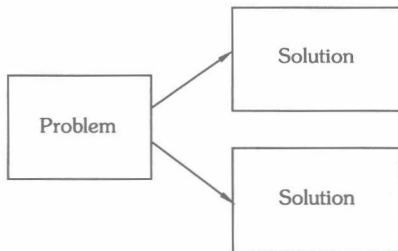
<p>1. Which passage is chronological ?</p> <p>Put information from the passage onto the graphic organizer.</p> <p>Passage Name: _____</p>  <p>The diagram shows a horizontal line with an upward arrow on the left labeled 'Earliest Point in Time' and a downward arrow on the right labeled 'Most Recent Point in Time'. Above the line, an upward arrow points to 'First Event' and another upward arrow points to 'Third Event'. Below the line, a downward arrow points to 'Second Event'.</p>	<p>2. Which passage is compare and contrast ?</p> <p>Put information from the passage onto the graphic organizer.</p> <p>Passage Name: _____</p> <p>What is being compared & contrasted?</p>  <p>The diagram shows a central box at the top with two arrows pointing down to two separate boxes. The left box is titled 'Ways Similar' and contains a numbered list: 1., 2., 3. The right box is titled 'Ways Different' and also contains a numbered list: 1., 2., 3.</p>
<p>3. Which passage is sequence / process ?</p> <p>Put the information from the passage onto the graphic organizer.</p> <p>Passage Name: _____</p>  <p>The diagram shows four empty ovals arranged in a diagonal line from bottom-left to top-right, connected by lines, representing a sequence of steps.</p>	<p>4. Which passage is cause and effect ?</p> <p>Put the information from the passage onto the graphic organizer.</p> <p>Passage Name: _____</p>  <p>The diagram shows two empty rectangular boxes on the left, each labeled 'Cause', with arrows pointing from each box to a single empty oval on the right labeled 'Effect'.</p>

continued

5. Which passage is **problem and solution** ?

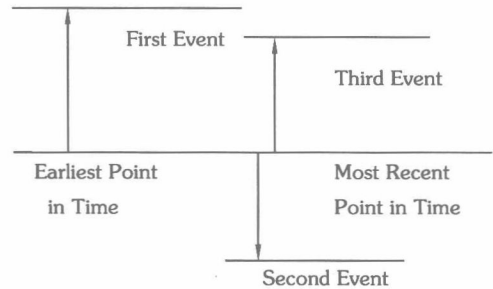
Put the information from the passage onto the graphic organizer.

Passage Name : _____

6. Which passage is **chronological** ?

Put information from the passage onto the graphic organizer.

Passage Name : _____



Passage 1 — Chemical and Physical Changes

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

Passage 2 — The Best PB &J Ever

When I got home from school after a long boring day, I took out the peanut butter, jelly, and bread. After taking the lid off of the jars, I spread the peanut butter on one side of the bread and the jelly on the other, and then I put the two pieces of bread together. After that, I enjoyed it while watching "Cops" on the TV. I swear, that was the best peanut butter and jelly sandwich I ever ate.

Passage 3 — Bobby Fischer

Robert James Fischer was born in Chicago but unlocked the secrets of chess in a Brooklyn apartment right above a candy store. At the age of six he taught himself to play by

following the instruction booklet that came with his chess board. After spending much of his childhood in chess clubs, Fischer said that, “One day, I just got good.” That may be a bit of an understatement. At the age of 13 he won the US Junior Chess Championship, becoming the youngest Junior Champion ever. At the age of 14 he won the US Championship and became the youngest US Champion in history. Fischer would go on to become the World Champion of chess, but he would also grow to become his own worst enemy. Instead of defending the title, he forfeited it to the next challenger without even making a move, and the rise of a chess superstar ended with a fizzle.

Passage 4 — Save the Tigers

Dr. Miller doesn't want the tigers to vanish. These majestic beasts are disappearing at an alarming rate. Dr. Miller thinks that we should write to our congress people. If we let them know that we demand the preservation of this species, maybe we can make a difference. Dr. Miller also thinks that we should donate to Save the Tigers. Our donations will help to support and empower those who are fighting the hardest to preserve the tigers. We owe it to our grandchildren to do something.

Passage 5 — The Great Recession

Many people are confused about why our economy went to shambles in 2008. The crisis was actually the result of a combination of many complex factors. First, easy credit conditions allowed people who were high-risk or unworthy of credit to borrow, and even people who had no income were eligible for large loans. Second, banks would bundle these toxic loans and sell them as packages on the financial market. Third, large insurance firms backed these packages, misrepresenting these high-risk loans as safe investments. Fourth, because of the ease of acquiring credit and the rapid growth in the housing market, people were buying two or three houses, intending to sell them for more than they paid. All of these factors created bubbles of speculation. These bubbles burst, sending the whole market into a downward spiral, causing employers to lose capital and lay off employees. Consumer spending then plummeted and most businesses suffered. The economy is like a big boat, and once it gets moving quickly in the wrong direction, it's hard to turn it around.

Passage 6 — Screen Protector

Before applying the screen protector, clean the surface of your phone's screen with a soft cloth. Once the surface of your screen is clean, remove the paper backing on the screen protector. Evenly apply the sticky side of the screen protector to your phone's screen.

Smooth out any air bubble trapped on between the protector and the phone screen. Enjoy the added protection.

Explanations

1. Chronological; Passage 2 — The Best PB & J Ever

- First Event; I got home and took out the peanut butter, jelly and bread.
- Second Event; I spread the peanut butter and jelly on the bread, and put them together.
- Third Event; I enjoyed eating and watching TV at the same time.

2. Compare and Contrast; Passage 1 — Chemical and Physical Changes

- Ways Similar; All things can be changed in two ways.
They both affect the matter of state.
They cause some changes on the subject matter.
- Ways Different; Physical changes do not change the make-up or identity of the matter;
Chemical changes turn the matter into a new kind of matter with different properties.
Physical changes are temporary.
Chemical changes are permanent.

3. Sequence / process; Passage 6 — Screen Protector

- Clean the surface of your phone's screen.
- Remove the paper backing.
- Apply the sticky side of the screen protector.
- Smooth out air bubble.

4. Cause and effect; Passage 5 — The Great Recession

- Cause 1; Four factors created bubbles of speculation.
- Cause 2; Bubbles burst, consumers and most businesses suffered.
- Effect; 2008 Economic Recession

5. Problem and solution; Passage 4 — Save the Tigers

- Problem; Tigers are vanishing rapidly.
- Solution 1; Write to the Congress to show our demand for preservation of this species.
- Solution 2; Donate to Save the Tigers to support and empower the preservation.

6. Chronological; Passage 3 — Bobby Fischer

- First Event; Bobby Fischer taught himself to play chess by following the instruction

booklet at 6.

- Second Event: He won the US Chess Championships when he was a teenager.
- Third Event: He failed in the World Champion then grew up.

Reading Skill: Understanding the Text Structure

The term “text structure” refers to how information is organized in a passage. The structure of a text can change multiple times in a work and even within a paragraph. Students are often required to identify text structures on reading tests; therefore, it is important that they are given exposure to the various patterns of organization. There are generally seven commonly used patterns of organization.

1. **Cause and Effect:** The results of something are explained.
 - e. g. The dodo bird used to roam in large flocks across America. Interestingly, the dodo wasn't startled by gun shot. Because of this, frontiersmen would kill entire flocks in one sitting. Unable to sustain these attacks, the dodo was hunted to extinction.
2. **Chronological:** Information in the passage is organized in order of time.
 - e. g. Jack and Jill ran up the hill to fetch a pail of water. Jack fell down and broke his crown and Jill came tumbling after.
3. **Compare and Contrast:** Two or more things are described. Their similarities and differences are discussed.
 - e. g. Linux and Windows are both operating systems. Computers use them to run programs. Linux is totally free and open source, so users can improve or otherwise modify the source code. Windows is proprietary, so it costs money to use and users are prohibited from altering the source code.
4. **Order of Importance:** Information is expressed as a hierarchy or in priority.
 - e. g. Here are the three worst things that you can do on a date. First, you could tell jokes that aren't funny and laugh really hard to yourself. This will make you look bad. Worse though, you could offend your date. One bad “joke” may cause your date to lash out at you, hence ruining the engagement. But the worst thing that you can do is to appear slovenly. By not showering and properly grooming, you may repulse your date, and this is the worst thing that you can do.
5. **Problem and Solution:** A problem is described and a response or solution is proposed or explained.

e. g. Thousand of people die each year in car accidents involving drugs or alcohol. Lives could be saved if our town adopts a free public taxi service. By providing such a service, we could prevent intoxicated drivers from endangering themselves or others.

6. **Sequence / Process Writing**: Information is organized in steps or a process is explained in the order in which it occurs.

e. g. Eating cereal is easy. First, get out your materials. Next, pour your cereal in the bowl, add milk, and enjoy.

7. **Spatial / Descriptive Writing**: information is organized in order of space (top to bottom, left to right).

e. g. when you walk into my bedroom there is a window facing you. To the right of that is a dresser and television and on the other side of the window is my bed.

● Section B Skills Application ●

Consolidation Exercise 1

Read the following passages and identify how the information in each paragraph is organized.

1. Ice-cream is a delicious frozen treat that comes in a many different colors and flavors. Two of my favorite flavors are strawberry and chocolate. Though both of these flavors are delicious, strawberry may contain pieces of fruit while chocolate usually will not. Even though more chocolate ice-cream is sold across the country annually than strawberry, each flavor tastes great inside of a milk shake.

2. The ice-cream shop around the corner from my house has the best ice-cream in the city. When you first walk inside, there is a long chrome counter with matching stools extending to alongside the far wall. Right where the counter stops, the booth seating begins. There are lots of old-timey knickknacks on the walls and chrome napkin holders on all the tables. My favorite part of the shop is behind the counter glass, where they keep all of the ice-cream flavors. A rainbow of delicious sugary flavors is kept cool and delicious behind the counter glass.

3. Freezer burn may have wasted more ice-cream than sidewalks. If you don't know, freezer burn is when ice crystals form on the surface of ice-cream. These ice crystals can ruin the texture and flavor of the ice cream. But you can prevent freezer burn. Since freezer burn is caused when melted ice-cream is refrozen, rather than eating your ice-cream from the

container as it melts, scoop your ice-cream into a bowl and put the container back in the fridge immediately. Doing this ought to help you solve your issues with freezer burn.

4. No one knows the true origin of ice-cream, but the first published ice-cream recipe appears in “Mrs. Mary Eales’s Receipts”, a cook book that was printed in London in 1718. Sometime around 1832, an African American confectioner named Augustus Jackson created multiple ice cream recipes and invented a superior technique to manufacture ice cream. Ice-cream soda was invented around 1874, but the real breakthrough may have been at the 1904 World’s Fair in St. Louis, Missouri, when the American ice-cream cone was unveiled!

5. Making ice-cream is not easy. Cream and sugar have to first be mixed in a frozen container. Ingredients may be added at this point, if desired. The mixture must be stirred and whipped until the cream and sugar mixture is frozen. Depending on the equipment, this may take as long as an hour. After the ice-cream is prepared, it must be kept frozen until it is ready to be enjoyed. Making ice-cream is difficult, but most people would agree that it is worth the trouble.

6. Have you ever had an ice-cream headache? That’s when a painful sensation resonates in your head after eating something cold (usually ice-cream) on a hot day. This pain is produced by the dilation of a nerve center in the roof of your mouth. The nerve center is overreacting to the cold by trying to heat your brain. Ice-cream headaches have turned many smiles to frowns.

7. One time my mom and I made ice-cream. We added sugar and cream into a big glass bowl. We kept it frozen in the middle of a bigger glass bowl. While it froze, I stirred the mixture with a hand mixer. It was the first time that had I used one and it splattered ice-cream mixture all over the kitchen. The rest of the mixture finally froze, so we ate some ice cream, and then put the remaining portions in the freezer so that it wouldn’t get freezer burned. That was a good day.

8. It was the most beautiful banana split that I had ever seen. In the middle of the bowl, there were three scoops of ice-cream: chocolate, strawberry, and vanilla. On top of the ice-cream were a banana and a thick web of chocolate and caramel sauces. A huge puff of whipped cream covered the sauces and a handful of crushed nuts dappled the whipped cream. On top of it all was a cherry, but I’ve never liked the soggy squish of cherries.

9. When it comes to making ice-cream, you can do it the traditional way, by stirring it in

a frozen container, or you can use liquid nitrogen to freeze your mixture. There are some advantages to using liquid nitrogen. Since liquid nitrogen freezes the mixture faster, the crystal grains are smaller, giving the ice-cream a creamier texture. The downside is that ice-crystals grow faster in ice-cream prepared using liquid nitrogen, so it must be stored at much colder temperatures. Both methods produce a distinct texture, and both are delicious.

- | | | |
|--------------------------|-------------------------|-------------------------|
| A. cause and effect | B. compare and contrast | C. chronological |
| D. spatial / descriptive | E. sequence / process | F. problem and solution |

Explanations

1. 答案为 B。比较冰淇淋的两种口味。
2. 答案为 D。详细地描述了我认为最好的一家冰淇淋店。
3. 答案为 F。如何解决制作冰淇淋过程中起冰晶的问题。
4. 答案为 C。冰淇淋的发展史。
5. 答案为 E。制作冰淇淋的过程。
6. 答案为 A。解释为什么有时候吃冰淇淋会引起头疼。
7. 答案为 E。详细记录了一次我和妈妈一起制作和享受冰淇淋的过程。
8. 答案为 D。对我们制作的香蕉船进行了细致的描述。
9. 答案为 B。对两种制作冰淇淋的方法进行比较。

Consolidation Exercise 2

Read the following passages, write a sentence explaining the main idea of each text and Identify the graphic organizer representing the text structure for each paragraph.

1. You may think it's bad to forget your homework, but what if you forgot who you were? Amnesia is a condition where a person loses some of their memories, like details about their personal identity, but still may remember how to do things, like play a piano. One type of Amnesia is called post-traumatic amnesia. Post-traumatic amnesia is usually due to a head injury (like a serious fall or knock on the head). The degree of memory loss may be related to the force of the injury. A simple whiplash may cause a person to forget the moments before the accident, but a more severe injury may cause a greater loss. For example, the victim may not remember who certain people are or may forget details about their own identities.

2. Ansel Bourne was a preacher, carpenter, and most likely an inspiration for the name

“Bourne” in the movie and novel series, “The Bourne Identity.” Up until 1857, Bourne had been a carpenter, until he was called to religion. After 1858, he worked as a evangelical preacher, until 1887. He set up shop in Norristown, Pennsylvania, as a candy maker using the name A. J. Brown. Three months later, he woke up not knowing where he was, with no memory of the previous months. The case of Mr. Bourne has fascinated psychologists, and some film makers, for years.

3. The term “Amnesia” refers to complete or partial memory loss. Almost all of us will experience some form of Amnesia in our lives, even if it’s just a simple case of verbal amnesia, like forgetting someone’s name. Fortunately, there are things that you can do to prevent amnesia. Here is a list of foods that you can eat to improve your memory: almonds, walnuts, bananas, honey, apples, and black pepper. Though these foods may not reverse post-traumatic amnesia, they should improve your memory in daily life if you eat them regularly enough.

4. What do “Finding Nemo” and “Robocop” have in common? Not much, except that they both feature characters who suffer amnesia. Amnesia is a common plot device in movies and TV shows, but how accurate are these depictions? In television and movies, memory loss caused by a knock to the head (post-traumatic amnesia) is shown as fairly common, when it is actually quite rare. Unlike in movies and television shows that feature amnesia, most knocks to the head will not produce memory loss. In reality, memory loss or amnesia is much more likely to occur as the result of a stroke, brain infection, or brain surgery. So while amnesia causes people or characters to lose memories in both film and reality, characters are usually “fixed” by taking another knock to the head. In reality, people are not cured so simply.

5. What would you do if you awoke one day and discovered that you could not create new memories? You might remember everything that occurred in your life up to the point of an injury, but could not form new memories beyond that. This condition is called “anterograde amnesia”, and it is difficult to treat, but doctors and therapists recommend these steps: first, use technology to help. A cell phone with a calendar reminder can do much to offset this condition. Second, use helpers. Having people to assist with daily tasks, like paying bills, will prove quite helpful. Lastly, seek therapy. While there is no cure for anterograde amnesia, memory training may help the afflicted live a more normal life. Currently, there are no chemical medications or drugs that will alleviate this condition.

6. The brain is the most complicated system in the human body. The brain is separated