



“十二五”普通高等教育本科国家级规划教材配套用书

大学体验[®]英语

Experiencing English

(Third Edition)

(第三版)

Practice
File

一课一练

总主编 吴树敬 张敬源

主 编 张 虹

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HIGHER EDUCATION PRESS

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3

DAXUE TIYAN YINGYU YIKE YILIAN



高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

图书在版编目(CIP)数据

大学体验英语(第3版)一课一练.3 / 吴树敬, 张敬源主编; 张虹分册主编. — 北京: 高等教育出版社, 2013.8

ISBN 978-7-04-037534-3

I. ①大… II. ①吴… ②张… ③张… III. ①英语—高等学校—习题集 IV. ①H319.6

中国版本图书馆CIP数据核字(2013)第188626号

策划编辑 贾巍 谢森
版式设计 魏亮

责任编辑 甘红娜
责任校对 王春玲

封面设计 李小璐
责任印制 毛斯璐

出版发行 高等教育出版社
社址 北京市西城区德外大街4号
邮政编码 100120
印刷 北京中科印刷有限公司
开本 889mm×1194mm 1/16
印张 13
字数 382千字
购书热线 010-58581118

咨询电话 400-810-0598
网址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
版次 2013年8月第1版
印次 2013年8月第1次印刷
定价 29.00元(含光盘)

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前言

《大学体验英语（第三版）一课一练》系列教程是“十二五”普通高等教育本科国家级规划教材《大学体验英语（第三版）》的配套用书，旨在帮助学习者更好地学习、理解和掌握《大学体验英语（第三版）》的知识与内容，进一步夯实语言基础，不断提升英语语言综合运用能力。本系列教程既可供使用《大学体验英语（第三版）》的院校配合主教材选用，也可供使用其他教材或具有相当大学英语水平的其他学生独立学习和选用。

《大学体验英语（第三版）一课一练》在全面总结上一版使用情况的基础上，主要在以下方面进行了修订和调整：

1. 按照《大学体验英语（第三版）综合教程》单元主题和内容的调整而修订了相应的主题和内容，使之与《大学体验英语（第三版）综合教程》契合。
2. 进一步优化了练习题型，更新了部分题型，使之更加适应不同学习阶段学生的学习基础，更加突出学生英语语言综合应用能力的培养。如针对学生听力和写作能力普遍薄弱的问题，在听力练习方面，除保留了第一版中长短对话和短文理解题型外，一、二册增加了单字填空（Spot Dictation）、判断正误（True or False Questions）、单句理解（Sentence Comprehension）等可选题型，三、四册则增加了复合听写（Compound Dictation）、简短回答（Short Answer Questions）和笔记记录（Note Taking）等可选题型。在写作练习方面，除保留上一版中的篇章改错（Error Correction）题型外，一、二册增加了一般写作和实用写作等可选题型，三、四册则更加注重议论文和说明文的写作练习。
3. 更新了练习的选材和内容，使之更加符合当代大学生的学习兴趣和当今的社会文化生活。如根据单元主题，新增了有关远程学习、虚拟空间、网络安全等反应时代生活的材料 and 内容。
4. 在原有参编院校的基础上，进一步加强了编者队伍力量。

《大学体验英语（第三版）一课一练》的四个分册编写体例总体保持一致。每分册均包括8个单元，每单元均由听力理解（Listening Comprehension）、词汇练习（Vocabulary Exercises）、阅读理解（Reading Comprehension）、综合运用（Integrated Exercises）和写作（Writing）五部分组成。因阶段性学习目标和学习者水平不同，一、二册和三、四册在具体练习题型上有一定的差异。

在内容选择上，各册紧扣《大学体验英语（第三版）综合教程》，各单元配套练习均与该单元主题密切相关，便于学生生活学活用，举一反三；在题型设计上，在全面反映当今大学英语四、六级考试最新题型的基础上，以主观题为重点，配以适量客观题，其目的在于既给学生以实战技能训练，又加强学生综合运用英语语言的能力。

除按《大学体验英语（第三版）综合教程》单元主题编排的配套练习外，每册另外配有期中、期末自测题（Self-assessment Test），便于学生检测学习效果，调整学习重点。

自测题的设计原则与单元配套练习相同: 突出学生英语实用能力的培养。自测题包括听力理解 (Listening Comprehension)、阅读理解 (Reading Comprehension)、综合练习 (Integrated Exercises) 和写作 (Writing) 四个部分。为方便学生使用, 所有练习及测试均附有答案及听力原文。

《大学体验英语 (第三版) 一课一练》系列教程由北京理工大学吴树敬教授和北京科技大学张敬源教授负责全系列编写体例的策划以及全部书稿的审定工作。教材编写由北京理工大学、北京科技大学、内蒙古大学、长春工程学院等院校具有多年丰富教学经验的一线教师共同完成。

我们衷心希望这次修订能更好地服务于教师教学, 服务于学生的大学英语学习。疏漏之处, 敬请读者批评指正。

2013年7月

编者

郑重声明

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邮政编码 100120

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Part One

Listening Comprehension

Section A Short Conversations

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question, there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.

1. A) He will make a presentation about the environmental issues.
B) He will speak about the environmental issues around the university.
C) He will take the place of the Environment Officer in the university.
D) He will put forward his concerns about the environmental issues.
2. A) Environmental topics.
B) Student affairs.
C) Genetically engineered foods.
D) Engineering courses.
3. A) They discussed a lot about the human rights issues.
B) They discussed a lot about the environmental issues.
C) They learned a lot about different fields.
D) They attended different forums, fieldtrips and workshops.
4. A) Recycled copiers.
B) Recycled printers.
C) Recycled plastic bags.
D) Recycled paper.
5. A) From the sale of tickets and merchandise.
B) From the sale of merchandise.
C) From the sale of tickets.
D) From the sale of local specialties.
6. A) For Swift Parrot and many rare native flowers.
B) For Swift Parrot and the oldest Ironbark trees.
C) For rare flowers, oldest trees and scarce animals.
D) For Swift Parrot, many rare native orchids and the oldest Ironbark trees.
7. A) Monday, 2nd of August.
B) Tuesday, 1st of August.
C) Monday, 22nd of August.
D) Tuesday, 21st of August.
8. A) Preparing their examinations.
B) Preparing a presentation.
C) Cleaning the city.
D) Preparing a proposal.
9. A) 6.9 million.
B) 50 million.
C) 50 billion.
D) 6.9 billion.

10. A) To involve the students in a discussion.
B) To initiate a campus movement.
C) To list the things that can be done for an ideal campus.
D) To formulate strategies about the ideal campus.

Section B Long Conversation

Directions: In this section, you will hear a long conversation. At the end of the conversation, you will hear 3 questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

1. A) On a bicycle trip.
B) To a recycling center.
C) To a paper manufacturer.
D) To a forest.
2. A) Paper towels, napkins, bags and boxes.
B) Art books and other high-quality printed matter.
C) Reading cards, calendars and writing paper.
D) Commercials.
3. A) By paying people to pick it up.
B) By finding new commercial uses for it.
C) By packaging it more attractively.
D) By building more factories.

Section C Compound Dictation

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered 1 to 8 with the exact words you have just heard. For blanks numbered from 9 to 11 you are required to fill in the missing information. You can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

The Earth is a beautiful, sacred place that deserves respect. Despite the claims of science and technology to control it, the natural 1) _____ is enormously powerful. We have forgotten this fact but become 2) _____ of it at times of natural 3) _____ such as earthquakes, volcano 4) _____ and fierce storms. The Earth is alive; this is something that most of us 5) _____ these days. Traditional people know this truth, being the 6) _____ they have such a reciprocal relationship with nature. All ancient religions practiced 7) _____ to maintain the natural environment. Paying 8) _____ to the Earth was often seen as the way to keep it happy and to ward off destructive forces. The small remainders of traditional religions still behold these understandings, an example is the tradition of Aboriginal culture. Modern people only use, use, use, 9) _____

In contrast traditional people understand that 10) _____ . To alter our current mindset, people need to

realize that we are connected to the world — we are part of it. 11) _____

We need to nurture nature as she nurtures us. The world is a beautiful, sacred place that should be highly regarded for sustaining the lives of us all.

Section D Note Taking

1. Before You Listen

You are going to hear a lecture about some issues of an ideal campus, such as car parking. What are the other issues that might be mentioned? Write down the might-be issues in the blanks provided below.

- 1) _____
- 2) _____
- 3) _____

2. Close your book. Listen to the lecture and take notes.

3. Use your notes to decide if the following statements are true or false. Write T for true or F for false.

- 1) The speaker's complaint is more or less the same as others'. ()
- 2) The library is an ideal place for study. ()
- 3) It's too dirty to sit outside and study. ()
- 4) There are more complicated campus issues such as how to deal with the chemicals poured down the sinks in the labs. ()
- 5) It will be more effective if these issues can be addressed separately. ()
- 6) The speaker suggests that a package to solve various campus environmental problems should be developed. ()

Part Two

Vocabulary Exercises

Section A Word Forms

Directions: Complete the following sentences with appropriate words given below. Change the form where necessary. Note there are more words than necessary.

overtake	urge	pursuit	subtle	boundary	residential
sustainable	weird	survey	impact	sensitivity	emission

1. It becomes increasingly hard for women to _____ their own interests once they are married and have kids.

2. Due to the fact that sex education and birth control are _____ issues, he refused to make any further comment.
3. From the moment Romeo had told her of the escape attempt, she had been _____ by a sense of impending doom.
4. The anti-smoking campaign has made a marked _____ on young people — about twenty-six percent of the young smokers have quit the habit.
5. The government should do more to promote environmentally _____ development.
6. A recent _____ of modern marriage carried out by a magazine reveals that over 30 percent of marriages end in divorce.
7. Doctors recently point out that the warning signs of the disease are so _____ that they are often ignored.
8. As has been proven, the increased use of natural gas will help reduce carbon dioxide _____.
9. In between the two houses is the fence that marks the _____ between my property and hers.
10. Mr. Wilson _____ employers and trade unions to adapt their pay settlements to the economic circumstances.

Section B Word Inference

Directions: Each of the sentences in this section contains a blank in order to encourage you to look only at the context provided as you attempt to determine the possible meanings of the missing word. Read each sentence quickly and supply a word for each blank. There is no single correct answer. You are to use context clues to help you provide a word that is appropriate in terms of grammar and meaning.

1. Amazingly, the small firm managed to out-compete its competitors and _____ the deep recession.
2. For the _____ of your safety, never stand directly behind a horse.
3. A teacher must be able to _____ knowledge effectively to students.
4. That's _____ — I thought I'd left my keys on the table but they're not there.
5. All their previous effort in vain, world leaders are now united in their _____ for peace.
6. At the age of 21, she fulfilled her main _____ in life — to be the first woman to run the 10,000 meters in 30 minutes.
7. These frogs have very _____ skin and thus cannot stay out in the sun for long.
8. When boundaries between countries are not clearly _____, there is usually trouble.
9. Despite the government's move to boost sales, most manufacturers had to put up prices to _____ the increased cost of materials.
10. It is well established that the _____ effect of using so many chemicals over the years on the land could be disastrous.

Section C Matching

Directions: Match the following words on the left with the definitions on the right.

- | | |
|----------------|--|
| 1. aspiration | a. relating to homes rather than offices or businesses |
| 2. advanced | b. an important new plan or process to resolve a difficulty |
| 3. residential | c. temporary decline in economic activity or prosperity |
| 4. eliminate | d. highly developed; at a higher, more difficult level |
| 5. measurable | e. increase, help, encouragement |
| 6. initiative | f. a strong desire to have or achieve sth., ambition |
| 7. recession | g. obvious, easy to see or hear; noticeable |
| 8. boost | h. to cause sth. happen suddenly |
| 9. trigger | i. to remove, to completely get rid of sth. |
| 10. incur | j. to cause oneself to suffer (sth. bad); bring upon oneself |

Part Three

Reading Comprehension

Section A Close Reading

Directions: There are 2 passages in this section. The first passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter. The second passage is followed by some statements. You should decide whether the statements are true or false according to the passage. Write T for true and F for false in the brackets.

Passage One

Questions 1 to 5 are based on the following passage.

Not only do people nowadays have great concerns about the accelerating loss of species and habitats, but also there has been a growing appreciation of the importance of biological diversity, the number of species in a particular ecosystem, to the health of the Earth and human well-being. Much has been written about the diversity of terrestrial organisms (内陆生物), particularly the exceptionally rich life associated with tropical rainforest habitats.

Relatively little has been said, however, about diversity of life in the sea even though coralreef (珊瑚礁) systems are comparable to rainforests in terms of richness of life. An alien from another planet exploring Earth would probably give priority to the planet's dominant, most-distinctive feature — the ocean. Humans have a bias toward land that sometimes gets in the way of truly examining global issues. Seen from far away, it is easy to realize that land occupies only one-third of the Earth's surface. Given that two-thirds of the Earth's surface is water and that marine life

lives at all levels of the ocean, the total three-dimensional living space of the ocean is perhaps 100 times greater than that of land and contains more than 90 percent of all life on Earth even though the ocean has fewer distinct species.

The fact that half of the known species are thought to inhabit the world's rainforests does not seem surprising, considering the huge number of insects that comprise the overwhelming majority of species. One scientist found many different species of ants in just one tree from a rainforest. While every species is different from every other species, their genetic makeup restricts them to be insects and to share similar characteristics with 750,000 species of insects. If basic, broad categories such as phyla and classes (物种的门和纲) are given more emphasis than differentiating between species, then the greatest diversity of life is unquestionably the sea. Nearly every major type of plant and animal has some representation there.

To appreciate fully the diversity and abundance of life in sea, it helps one to think small. Every spoonful of ocean water contains life, on the order of 100 to 100,000 bacterial cells plus vast numbers of microscopic plants and animals, including larvae (幼虫) of organisms ranging from sponges and corals to starfish and clams and much more.

1. The main topic of the passage is that _____.
 - A) humans are destroying thousands of species
 - B) there are thousands of insect species
 - C) the sea is even richer in life than the rainforests
 - D) coral reefs are similar to rainforests
2. The author compares rainforests and coral reefs for the reason _____.
 - A) they are approximately the same size
 - B) they share many similar features
 - C) most of their inhabitants require water
 - D) both have many different forms of life
3. The passage suggests that most rainforest species are _____.
 - A) insects
 - B) bacteria
 - C) mammals
 - D) birds
4. The author argues that there is more diversity of life in the sea than in the rainforests in that _____.
 - A) more phyla and classes of life are represented in the sea
 - B) there are too many insects to make meaningful distinctions
 - C) many insects species are too small to divide into categories
 - D) marine life-forms reproduce at a faster rate
5. The best probable conclusion supported by the passage would be _____.
 - A) ocean life is highly adaptive
 - B) more attention needs to be paid to preserving ocean species and habitats
 - C) ocean life is primarily composed of plants
 - D) the sea is highly resistant to the damage done by pollutants

Passage Two

Questions 6 to 10 are based on the following passage.

The destruction of our natural resources and contamination of our food supply continue to occur, largely because of the extreme difficulty in ensuring those who continue to treat our

environment with careless abandon (放任) should accept legal responsibility and face the consequences of their actions. Attempts to prevent pollution by legislation, economic incentives and friendly persuasion have been met by lawsuits, personal and industrial denial and long delays — not only in accepting responsibility, but more importantly, in doing something about it.

It seems that only when government decides it can afford tax incentives or production sacrifices is there any initiative for change. Where is industry's and our recognition that protecting mankind's great treasure is the single most important responsibility? If ever there will be time for environmental health professionals to come to the frontlines and provide leadership to solve environmental problems, that time is now.

We are being asked, and, in fact, the public is demanding that we take positive action. It is our responsibility as professionals in environmental health to make the difference. Yes, the ecologists, the environmental activists and the conservationists serve to communicate, stimulate thinking and promote behavioral change. However, it is those of us who are paid to make the decisions to develop, improve and enforce environmental standards, I submit, who must lead the charge.

We must recognize that environmental health issues do not stop at city limits, county lines, state or even federal boundaries. We can no longer afford to be tunnel-visioned in our approach. We must visualize issues from every perspective to make the objective decisions. We must express our views clearly to prevent media distortion and public confusion.

I believe we have a three-part mission for the present. First, we must continue to press for improvements in the quality of life that people can make for themselves. Second, we must investigate and understand the link between environment and health. Third, we must be able to communicate technical information in a form that citizens can understand. If we can accomplish these three goals in this decade, maybe we can finally stop environmental worsening, and not merely hold it back. We will then be able to spend pollution dollars truly on prevention rather than on bandages (绷带).

6. The industrialists disregard environmental protection chiefly because they are unaware of the consequences of what they are doing. ()
7. The main task currently facing ecologists, environmental activists and conservationists is to arouse public awareness of the importance of environmental protection. ()
8. Environmentalists should stick to one aspect in order to make the objective decisions. ()
9. According to the author, the government should play the leading role in the solution of environmental problems. ()
10. Presently, ordinary citizens have no access to technical information on pollution. ()

Section B Fast Reading

Directions: In this section, you will have 15 minutes to go over the passage quickly and answer the questions that follow. 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.

Environmental Countdown: Where We're Losing and Winning

From man-made deserts to powerful acid rain, the world is peppered with examples of what poor education or unfriendly attitudes can do to the planet that must feed and clothe us all. Untold numbers of people die prematurely as a direct result of air and water pollution worldwide.

Wesley Marx, a journalist specializing in environmental issues, reports here on the pollution “hot spots”. He also cites some outstanding examples of recovery from environmental disasters, proving we can all share in the solutions as well.

Ghost Sea

Muynak used to be a thriving port and fish-processing center on Aral Sea in Central Asia. But the city is now 30 miles from water, and Muynak's canneries (罐头食品厂) must import fish from the distant Atlantic, Pacific and Arctic oceans.

Once the world's fourth largest lake, the Aral Sea has shrunk by 40 percent, with its water level down almost 43 feet. Some 10,000 square miles of former seabed now lie exposed as a salty desert.

The Aral is dying because state economic planners diverted water from its two feeder rivers in order to irrigate cotton fields. What little water reaches the Aral and its deltas is a soup of fertilizers and pesticides. Yet people drink this liquid and prepare their food with it. There is no other water to use, since falling ground-water levels have dried up most wells and springs.

Winds blow salt and dust from the dry seabed as far as the Arctic shore, 1,500 miles away. Massive sandstorms can deposit nearly a quarter ton of sand per acre. Erosive salts and farm chemicals in this sand have accelerated a public-health disaster. Infant mortality is high, and throat cancer and stomach disorders are common.

Like a natural air conditioner, the Aral once moderated the region's desert climate. No more. As the sea contracts, summers become warmer, winters colder. The growing season has shortened ten days. Ironically, some cotton farmers, for whose benefit the water was diverted, have been forced to switch to rice because it has a faster growing season.

Rain That Melts Cities

The 6,000 historic houses, monasteries and churches of Krakow, Poland, are architectural masterpieces. But today they look as if they had a severe case of leprosy (麻风病). Stone saints are faceless; statues have dissolved into black rock piles. The reason is: the factories and coal mines of Upper Silesia spew out a shocking amount of pollution — five times as much sulfur dioxide per square mile, for example, as Germany's industrialized Ruhr Valley produces.

Sulfur dioxide can react chemically with marble and limestone, cracking and dissolving the structures. It can also combine with nitrogen oxide and water vapor to form a powerful acid rain, which among other things hastens the decay of railroad tracks; some trains running through the region must slow to 25 miles per hour. At least 445,000 acres of forest have died as well.

Toxic metals from factory smokestacks have polluted the soils to the point where vegetable

gardens in Upper Silesia contain levels of cadmium (镉), mercury, lead and zinc 30 to 70 percent higher than World Health Organization standards.

The contaminated air, water and soil are causing serious health problems. The rates of cancer and respiratory diseases in Upper Silesia are 30 to 50 percent higher than the national average. Life expectancy is shorter. Some villages have been declared unfit for human habitation, and their residents have been relocated.

Despite their bleakness (令人沮丧的状况), there is every reason to believe these and other trouble spots can be turned around, for elsewhere in the world, dedicated people have already met the challenge.

Republic of Korea: Where Money Grows on Trees

By the early 1970s, villagers in this Asian country were cutting down trees for fuel faster than the woodlands could regrow. Even fallen leaves and twigs, which build soil fertility, were being raked and burned.

Unable to soak up heavy rains, the barren slopes could not protect the urban lowlands from mud slides and floods. After one storm, the Han River overflowed, drowning 672 people in the capital of Seoul and leaving another 326,000 homeless.

The catastrophe shocked the people of Republic of Korea into action and prompted an ambitious ten-year plan to replant some 2.5 million acres of eroding forestlands.

The task was discouraging. Small landowners possess most of the woodlands, but communal (集体的) rules allow any villager to cut firewood anywhere he pleases. This traditional arrangement deprived the landowners of a crucial incentive to replant: they could not claim the trees — and profitable wood — as their own.

To get the job done, the government asked each village to form a forestry association, with an elected head, to replant, maintain and eventually harvest the surrounding woodlands. The government provided seedlings, fertilizer and technical assistance. And landowners were guaranteed ten percent of the yield from forest products.

The response was amazing. Some 20,000 local forestry associations sprang up, and their two million members devoted a month each spring to planting trees, and returned each fall to hoe up deadly weeds. As a result, 2.7 million acres were replanted in six years, well ahead of schedule. The green countryside is not only more productive but also safer. "The replanted hillsides and watersheds can better soak up rainfall and resist erosion," says Gregersen. "Damaging floods and the risk of killer landslides have been reduced."

Denmark: Waste Not, Want Not

One winter day in 1972 a Danish tanker truck loaded with phenol (苯酚), a corrosive acidic compound, spun out of control and turned over. Its poisonous cargo spread into a stream, killing fish and endangering the water supply of a nearby village. After cleaning up the spill, government officials took new safety measures for the transport of dangerous substances.

While other nations rely on special dump sites, Denmark, a small country that depends on ground water for drinking, took steps to deal with the problem closer to its source. Each company in this northern European nation must disclose to the local municipality the types and quantities of waste it produces. The town issues a permit for on-site treatment or recycling, or the company delivers its hazardous wastes, carefully separated and labeled, to one of the 21 transfer stations. These facilities transport 178,000 tons of wastes annually to a central treatment plant.

Each Danish municipality also has its own chemicals-collection station for household wastes.

Participation is voluntary, but by making drop-offs convenient, Denmark reduces the temptation for homeowners to dump their cleaning agents, used motor oil and garden pesticides down the nearest drain.

Today Denmark has what Bruce W. Piasecki, a research professor at Rensselaer Polytechnic Institute in Troy, N.Y., calls "one of the most comprehensive hazardous-waste-management systems in the world". Other nations are beginning to catch up to the Danish insight: that efficiency is served and safety enhanced by dealing with problems closer to their source.

The rescue of these sites from environmental disaster is a lesson of hope. With determination and energy, we can clean up the worst damages, however awesome the task. And with the foresight that experience and science have generated, we can also safeguard our world's environment for those who will enjoy it in the decades ahead.

- The author in this article has presented a(an) _____ picture of the environmental conditions worldwide.
A) bleak B) challenging
C) encouraging D) joyful
- Which of the following statements is true of the Aral?
A) It ends up a severe threat to the health of the people living there.
B) Water diversion from its two feeder rivers has caused unexpected consequences.
C) The thriving fish-processing business has contributed to its shrinking size.
D) It remains the world's fourth largest lake moderating the regions' climate.
- Cotton farmers in the upper reaches of the Aral switched to rice growing in order to _____.
A) gain higher yields B) moderate the climate
C) protect the environment D) use less water
- Compared with Ruhr Valley in Germany, the factories and coal mines in Upper Silesia _____.
A) are poorly preserved B) have dissolved into rock piles
C) are architectural masterpieces D) produce much more pollution
- Trains running through Upper Silesia have to slow down because _____.
A) the tracks are very wet and slippery
B) there is always acid rain in the region
C) the railroad tracks are in worsening condition
D) forests there require protection from acid rain
- In Republic of Korea, what factor eventually leads to the success of the ten-year replanting plan?
A) Government's ensuring the interest of landowners.
B) Villagers' fear of the Han River's second overflowing.
C) Seedlings, fertilizer and technical assistance provided.
D) People forming local forestry associations.
- Today, the new forests along the Han River _____.
A) play a critical role in regulating the region's climate
B) can better soak up rainfall and resist erosion
C) completely eliminate damaging floods
D) rule out the possibility of future landslides
- New safety measures were worked out by the Danish government in the 1970s with regard to _____.