

Reading Course  
in American & British  
News Publications  
美英报刊

阅读教程 (第二版)  
学习辅导

主审 端木义万

主编 王子信 郑志恒



南京大学出版社

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# 前 言

由端木义万教授主编,南京大学出版社出版发行的《美英报刊阅读教程》深受读者厚爱,已重印 20 多次,经久不衰。最近,端木义万教授又根据语言新发展和世界新形势对原教材部分课文作以相应替换更新,编辑出版了《美英报刊阅读教程(第二版)》。该书题材覆盖面广、文章内容典型、语言质量上乘、知识含量丰富、使用时效较长,是高校广大师生外刊阅读的首选教材。

在使用过程中,由于文章取材于原版美英报刊,语言表达及词汇用法均原汁原味,理解难度稍大。如果读者缺乏对相关文化背景的了解,就会更难以理解文章的内涵。针对这种情况,并应广大高校师生的要求,在端木义万教授的指导下,我们编写了《美英报刊阅读教程(第二版)学习辅导》一书。

全书共分四个部分:

## Part A Additional Background Information

在大量最新资料的基础上,这部分增加了相关的语言文化背景知识,内容丰富,选材考究,可读性强,便于加深对教材原文的理解,具有较高的参考价值。

## Part B Additional Notes to the Text

本部分针对课文中结构复杂、容易产生歧义、在原教材中尚未标注的句子进行分析和注释,帮助读者更透彻把握原文的含义。

## Part C Outline of the Article

本部分对文章的篇章结构进行综合分析,给出段落大意,使读者对全文概要一目了然,更好地把握文章的中心主题。

## Part D Answers to the Questions

本部分针对原教材课后练习给出简洁、明确的答案,帮助读者更好地学习教材文章。

为方便高校教师授课和学习者自学,本书附有配套光盘课件。课件设计注重将文本、图表、照片、声音和视频结合起来,做到图文声像并茂,既增加信息输入量,又使课堂生动活泼,从而提高教学效果。

每课的课件分四大部分。一、热身练习;二、文章分析;三、图片漫游;四、实时视频。第一部分课件的音频和文本同步显示,自动播放,让学生边听边了解课文内容,进行有关课文内容的热身讨论。第二部分的文章分析可以使授课老师在课堂上即席演示全文段落框架结构。第三部分为若干幅与课文内容紧密结合的图片,以直观的方式加深学生对课文的理解,自动配乐播放。第四部分的视频让学生身临其境地感受课文所描述的现场情况。课件所有页面都已设自动换页播

放或者进入按钮,无须操作者手动更换页面。

我们深信,随着这本书的出版发行,读者能够更好、更准确地学习掌握《美英报刊阅读教程(第二版)》的文章,也会更加喜爱这本书。同时,我们深知自己的水平有限,在编写过程中,我们对原文的理解还有一定的差距,难免出现一些错误,恳请广大读者批评指正。

最后,我们由衷地感谢端木义万教授在百忙中抽出时间对本书逐字逐句进行细致入微的审校,付出了很大的心血。对端木义万教授严谨的治学作风,我们深表钦佩。同时,南京大学出版社杨金荣编审对本书的出版发行给予了大力支持,在此我们表示诚挚的谢意。

**编 者**

2010年1月

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# Uncle Sam's Islands

## Part A Additional Background Information

### 1. Uncle Sam

Uncle Sam is the nickname and cartoon image used to personify the U. S. government. It is derived from the initials U. S. In the 20th century Uncle Sam has usually been often personified by a representation of a tall, thin man having a white beard and wearing a blue swallow-tailed coat, red-and-white-striped trousers, and a tall hat with a band of stars. In 1961 the U. S. Congress adopted the figure as a national symbol. Now Uncle Sam has two meanings: The first is the U. S. government personified; the second is the America or the American people and the United States of America.

### 2. An introduction to the United States of America

**History:** The U. S. developed from colonial beginnings in the 16th century, when 13 colonies were founded along the eastern coast. As the nation developed, it expanded westward from small settlements to all the territory between the Atlantic and Pacific oceans across the middle of the North American continent, as well as two noncontiguous states and a number of islands in the Pacific Ocean.

**Geography:** The United States of America is a federal republic on the continent of North America. It has an area of 9 629 091 sq km (3 717 796 sq mi). The United States consists of 48 contiguous states and the noncontiguous states of Alaska and Hawaii. Each state has a capital, which is the center of the state government. In addition, the United States includes a number of outlying areas, such as the Commonwealth of Puerto Rico and the Virgin Islands of the United States, which are located on the Caribbean Sea, and the islands of American Samoa and Guam, located in the Pacific Ocean. The national capital is Washington, D. C. , located along the banks of the Potomac River between the states of Maryland and Virginia.

#### Territories:

Name	Status	Location	Area	Year acquired
American Samoa	Unorganized and unincorporated territory under the authority of the Department of the Interior	Central Pacific Ocean; about 3 700 km south-west of Honolulu, Hawaii	200 sq km	between 1900 and 1925

(to be continued)

(continued)

Name	Status	Location	Area	Year Acquired
Baker Island	Unincorporated territory under the authority of the Fish and Wildlife Service	Central Pacific Ocean; about 2 655 km south-west of Honolulu, Hawaii	1.18 sq km	1856
The United States territory of Guam	Self-governing organized and unincorporated territory	Western Pacific Ocean; about 5 955 km west of Honolulu, Hawaii	541 sq km	1898
Johnston Atoll	Unincorporated territory managed jointly by the Fish and Wildlife Service and the Defense Nuclear Agency	Central Pacific Ocean; about 1 100 km south-west of Honolulu, Hawaii	2.8 sq km	1858
Kingman Reef	Unincorporated territory under the authority of the Department of the Navy	Central Pacific Ocean; about 1 730 km south-west of Honolulu, Hawaii	1 sq km	1922
Midway Islands	Unincorporated territory managed jointly by the Fish and Wildlife Service and the Department of the Navy	Central Pacific Ocean; about 2 100 km north-west of Honolulu, Hawaii	5.2 sq km	1867
Commonwealth of the Northern Mariana Islands	Commonwealth associated with the United States	Western Pacific Ocean; about 160 km northeast of Guam	464 sq km	1947
Palmyra Atoll	Privately owned unincorporated territory under the authority of the Department of the Interior	Central Pacific Ocean; about 1 700 km south-west of Honolulu, Hawaii	5.2 sq km	1898
Puerto Rico	Commonwealth associated with the United States	West Indies; about 1 600 km southeast of Miami, Florida	8 876 sq km	1898
Virgin Islands of the United States	Organized and unincorporated territory under the authority of the Department of the Interior	West Indies; about 64 km west of Puerto Rico	344 sq km	1917
Wake Island	Unincorporated territory under the authority of the Space and Strategic Defense Command	Central Pacific Ocean; about 3 700 km west of Honolulu, Hawaii	8 sq km	1898

Definitions of terms used in this table: "Unincorporated" means that not all provisions of the United States Constitution apply to the territory. "Unorganized" means that the United States government has not passed an act to organize a government for the territory.

**The expansion of U. S. territories:**

取得年代	领地及面积(英里 <sup>2</sup> )		取得方式
1783.9.30	原 13 州及领地	888 685	根据英美《巴黎条约》
1803	Louisiana Purchase(法属)	827 192	1 500 万美元购自法国
1819.2.22	Florida(西属)	72 003	500 万美元购自西班牙
1845.12	Texas(墨属)	390 143	1 000 万美元割自墨西哥
1846.6	Oregon(美英共管)	285 580	根据《英美条约》
1848.2.2	California, Mexican Cession	529 017	1 500 万美元割自墨西哥
1853.12.30	Gadsden Purchase(墨属)	29 640	1 000 万美元购自墨西哥
1867.3.30	Alaska(俄属)	589 757	720 万美元购自俄国
1867.9.30	Midway Islands	2	海军占领
1898	Hawaii	6 450	兼并独立国家
1899~1946	The Philippines(西属)	115 000	取自西班牙
1899.2.6	Puerto Rico(西属)	3 435	2 000 万割菲律宾、波多黎各和关岛
1899.1.17	Wake Island	3	海军占领
1899.2.6	The United States territory of Guam(西属)	212	取自西班牙
1899.12.2	American Samoa	76	与英、德条约瓜分
1904.2.26	Canal Zone	553	支付 1 000 万美元
1917.1.17	U. S. Virgin Islands(丹属)	133	购自丹麦, 支付 2 500 万美元
1947	Pacific Islands Trust Territory	8 489	托管

**Part B Additional Notes to the Text**

1. Their citizens are a diverse bunch: Caribbean blacks, Latin Americans, Pacific islanders, mainland expatriates, in all a little under 4m people. (Para. 2 Line 1~2 Page 1) 岛屿上的居民多种多样, 有加勒比黑人、拉丁美洲人、太平洋岛民、来自美国大陆的移民, 总数接近四百万人。
2. As empires go, this is a democratic one. (Para. 3 Line 1 Page 1) 就帝国而言, 美国岛屿帝国还是民主的。[as: as far as ... be concerned]
3. To varying degrees, each possession answers to a branch of the federal government in Washington, D. C., and is subject to American laws. (Para. 3 Line 3~5 Page 1) 每一属地在不同程度上受华盛顿特区联邦政府的一个部分管辖, 并受美国法律的约束。[answer to: to take orders from; be subject to: to obey]
4. The Virgin Islands' GNP per head (\$ 9 750 in 1986) is four times that of independent

- Antigua and Barbuda nearby. (Para. 6 Line 6~7 Page 2) 维尔京群岛的人均国民生产总值(1986年为\$9750)是邻近独立的安提瓜岛和巴布达岛的四倍。
5. Here, not least for the use of Americans, is a brief gazetteer of their empire. (Para. 8 Line 1 Page 2) 这里特别为美国人提供有关他们岛屿帝国情况的简单介绍。[gazetteer: a list of names of places; not least: (formal) especially; for the use of: provided for a particular person or group of people to use]
6. That tradition lives on, even though the cars obeying it are American ones, built the wrong way round. (Para. 11 Line 5~6 Page 3) 这个(靠左手道行驶的)传统还在延续,即使是驾驶车座位置完全不同的美国车也是如此(美国车遵循道路右侧驾驶,驾座在左侧)。  
[live on: continue to exist]
7. St. Thomas and St. Croix, also beautiful, are daiquiri-fuelled, yacht-clogged playgrounds for wealthy Americans. (Para. 12 Line 5~6 Page 3) 圣托马斯和圣克罗伊克斯也很漂亮,那儿酒香飘逸,快艇云集,是富有的美国人的娱乐天堂。[daiquiri: 台克利酒; yacht-clogged: crowded with yachts]
8. The islands have next to no natural resources beyond their beauty and climate. (Para. 13 Line 1 Page 3) 这些岛屿(维尔京群岛)除了风景秀丽、气候宜人外,没有任何自然资源。  
[next to: almost]
9. Among the issues that rankle is Guam's inclusion in the protectionist Jones act, which requires that American ships be used between American ports. (Para. 18 Line 3~4 Page 4) 令人恼火的其中一件事就是美国把关岛纳入其保护主义的琼斯法案的影响范畴,此法案只允许美国船只进出关岛港口。[rankle: cause lasting bitterness or resentment; 本句主语是: Guam's inclusion in the protectionist Jones act, which requires... 为避免头重脚轻现象采用倒装句式, that rankle 作定语从句,修饰 the issues。]
10. Its 620 000 residents murder each other with much greater freedom than, say, the backward Samoans, and can even vote for the federal president (and pay federal taxes). (Para. 25 Line 3~4 Page 4) 62万华盛顿人在谋杀上比落后的岛民诸如萨摩亚人拥有更大的自由度,甚至还享有选举总统的权力(当然也得交纳联邦税)。(注:此处讽刺黑人居多的美国首都华盛顿,枪支泛滥,犯罪率居高。)[say: for instance]

## Part C Outline of the Article

- I Nature of the islands (1)
- II Total population and size of the islands (2)
- III Political status of the islands (3)
- IV Overall feelings of the colonials (4~8)
  - 1. Showing little enthusiasm over independence
  - 2. Contented with economic benefits
- V Puerto Rico (9~10)
- VI The Virgin Islands (11~13)
- VII Samoa (14~16)
- VIII Guam (17~19)
- IX The Northern Marianas Islands (20~22)

X Washington, D.C. (23~25)

## Part D Answers to the Questions

V 1. C 2. A 3. B 4. A 5. C

- VI 1. The people on those islands enjoy the rights of American citizenship including the rights to live and work on the mainland and the economic benefits.
2. On the Virgin Islands, people drive on the left and in America on the right.
3. The economy of tourism brings the Virgin Islands the greatest benefit.
4. American Samoa is the least assimilated.
5. Tiny Wake Island is the place where America's day begins.
6. The Northern Marianas have had a long colonial history. The Spanish held them for 300 years. Then in 1898, Germany took over the islands. After WW I, they were entrusted to Japan. Finally in 1945, they became an American trust territory.
7. They are more familiar to Japanese, because plenty of Japanese visit those islands every year.
8. The people in the District of Columbia can vote for the federal president (and pay federal taxes).



# The Wild West's Legacy of Shame

## Part A Additional Background Information

### 1. American Indians

Native Americans are the peoples who are indigenous to the Americas. They also have been known as American Indians. The name Indian was first applied to them by Christopher Columbus, who believed mistakenly that the mainland and islands of America were part of the Indies, in Asia.

It is estimated that at the time of first European contact, North and South America was inhabited by more than 90 million people: about 10 million in America north of present-day Mexico, 30 million in Mexico, 11 million in Central America, 445 000 in the Caribbean islands, 30 million in the South American Andean region, and 9 million in the remainder of South America. However, the Native American population had been drastically reduced by war, famine, forced labor, and epidemics of diseases introduced through contact with Europeans.

### 2. Removal Act of 1830

*The Indian Removal Act* was passed in May 1830; it empowered the president of the United States to move eastern Native Americans west of the Mississippi, to what was then "Indian Territory" (now essentially Oklahoma). Although it was supposed to be voluntary, removal became mandatory whenever the federal government felt it necessary. The memory of these brutal forced marches of Native Americans, sometimes in the dead of winter, remained vivid for years to come in the minds of those who survived.

### 3. Civil Rights Act of 1964

*The Civil Rights Act* was one of the major achievements of the Kennedy-Johnson administration and the 88th Congress. The act's passage was marked by the longest debate in Senate history (83 days) and the first successful cutting off of a civil rights filibuster when cloture was invoked in the Senate 71 to 29 (67 votes needed) on June 10.

Major provisions of the act (1) broaden laws covering voting rights by expediting voting suits in courts and outlawing arbitrary discrimination in registration procedures, (2) bar discrimination in such public accommodations as hotels and restaurants bearing a substantial relation to interstate commerce, (3) authorize the national government to bring suits to desegregate public facilities and public schools, (4) extend the life of the Civil Rights Commission and expand its power, (5) permit withholding of federal funds from programs in which discrimination is practised, (6) establish the right to equal employment opportunity in businesses and unions with 25 or more members, and (7) create the

Community Relations Service to help resolve local civil rights problems. The act covers discrimination based on race, color, religion, national origin, and, in the case of employment, sex. The law stresses voluntary compliance and encourages resolution of problems by local and state action.

## Part B Additional Notes to the Text

1. Certainly, America's western expansion was in many ways an epic of courage and endurance. (Para. 2 Line 1~2 Page 9) 当然,美国西扩在很多方面都可以说是一部勇气和耐力的史诗。
2. In the early days of settlement along the Atlantic shore the colonists and the Indians got along together. Their ways of life were different, but there was room for both. (Para. 4 Line 1~2 Page 9) 初期大西洋沿岸的殖民者还能和印第安土著和睦相处。尽管生活方式不同,但双方都有足够的空间。[get along: to live in harmony]
3. The various tribes were often confederations or nations, and at first, the new settlers treated them as independent powers. (Para. 5 Line 1~2 Page 9) 不同的部落常常结为同盟或国家,刚开始时,新的移居者还把它们看成独立的势力。
4. "We are more enlightened and more powerful than the Indian nations. It behooves our honor to treat them with kindness and even generosity." (Para. 8 Line 2~4 Page 9) "我们比印第安人更文明,更强大,为了我们的荣誉我们对他们要仁慈甚至要慷慨相待。" [behoove: (主语用 it) 对(某人)说来应该(做)]
5. The white man's concept of land ownership was alien to the Indians. (Para. 10 Line 1 Page 10) 白种人与印第安人拥有土地的观念是完全不同的。[alien to: different from or strange to]
6. They thought they had agreed to share, only to find that they had signed away the rights to live in their traditional territory. (Para. 10 Line 1~3 Page 10) 他们(印第安人)以为白人愿意与他们共享这片土地,但结果却发现所签订的协议意味着放弃了在这片世袭土地上生活的权力。[sign away: give up (one's legal rights or property) by signing a document]
7. None were to be exempted—even those tribes who had made an effort to learn the white man's ways were forced to move. (Para. 12 Line 1~2 Page 10) 没有人能幸免——甚至那些曾努力学习白种人的生活方式的部落也被迫迁徙。
8. One in four Cherokees died during the forced winter migration along what become known as the "Trail of Tears." (Para. 13 Line 2~3 Page 10) 在强制性的冬季迁徙途中,有四分之一的彻罗基人死去了,这条迁徙之道就是世人皆知的"血泪之路"。
9. as long as the grasses grow, and the waters flow (Para. 14 Line 2 Page 10): a poetic expression for "forever"
10. The Plains tribes were the quintessential storybook Indians—proud, fierce, magnificent horsemen, skillful hunters and fearless warriors. (Para. 17 Line 1~2 Page 10) 大平原上的部落居民是故事书中描述的典型的印第安人——他们自豪、强悍、马术精湛、猎术高超、骁勇善战。
11. Yet most still choose to live apart, preserving what they can of their way of life.

(Para. 30 Line 1 Page 11) 然而大多数印第安人还是喜欢分开居住,他们尽可能保留他们自己的生活方式。

12. The bountiful and practically empty New World had ample room for both peoples to work out their differences peacefully. (Para. 31 Line 1~2 Page 11) 丰足空旷的“新世界”拥有足够的空间让双方和平解决分歧。[work out; to solve]

## Part C Outline of the Article

- I Two different views on the Westward March (1~3)
  - 1. An epic of courage and endurance
  - 2. A bitter tale of misunderstanding, greed and betrayal
- II Indians' sufferings at the hands of the colonists (4~18)
  - 1. Harmonious relationship in the early days
  - 2. Used as pawns in the white colonists' internecine wars
  - 3. Cheated out of the land ownership
  - 4. Driven into ever-shrinking reservations
- III Colonists' broken promises and Indians' reaction (19~28)
  - 1. White colonists' broken promises
  - 2. Indians' repeated concessions
  - 3. Indians' resistance when cornered
  - 4. Evaluation of the Indian War
    - Hollywood's portrayal: a valiant struggle
    - Author's view: a vicious war
- IV Present conditions of the Indians (29~31)
  - 1. Confined to reservations
  - 2. Loss of identities of many tribes
  - 3. Living in isolation and desperation
- V Principles that should have been observed in treating Indians (32~38)
  - 1. Lofty principles of freedom and justice
  - 2. Principle of righteousness

## Part D Answers to the Questions

- V 1. B 2. A 3. C 4. B 5. D
- VI 1. Hollywood westerns romanticize America's western expansion and portray it as an epic of courage and endurance. Dogged pioneers opened up new territory and forged a nation from the wilderness.
- 2. The Westward Movement was a sad, bitter tale of misunderstanding, greed and betrayal to the Indians.
- 3. The Indians and the colonists in the early days of their settlement got along together. Their ways of life were different, but there was room for both.
- 4. They became pawns in the white colonists' struggle to control North America.

Those who found themselves on the losing side suffered reprisals by the victors.

5. No, the Indians were not treated kindly as advised by George Washington. They were exploited, forced from their homelands by the relentless European expansion.
6. *The Indian Removal Act* of 1830 gave the president power to relocate all the Eastern Indian tribes west of the Mississippi.
7. No, the white colonists did not observe the act strictly. Under the agreement, land to the west of the Mississippi was to be the Indians' homeland. But ever before the treaties were ratified, the "permanent Indian frontier was moved farther west." Over the course of decades, agreements were renegotiated, broken, amended, ratified and broken again.
8. At first, the Plains Indians tried to accommodate the relentless encroachment on their hunting rounds.
9. To the mind of the author, the real heroes were those voices of reason on both sides who tried to stop the bloodshed.



# A Lot of Rubbish

## Part A Additional Background Information

### 1. Pollution in the United States

Although the United States has only 5.5% population of the total in the world, this country has been using up 28% energy of the world. It is reported that the U. S. A. produces rubbish occupying the first place in the developed countries. So the federal government of the U. S. A. has passed the following main laws: *Water Pollution Control Act* (1948), *Water Quality Act* (1965), *Natural Environmental Policy* (1970), *Clean Air Act* (1970.11), *Noise Control Act* (1972).

### 2. Environmental Protection Agency (EPA)

EPA is an independent agency of the United States government, responsible for protecting the environment and maintaining it for future generations. It was established in 1970. The EPA superseded and assumed most of the activities of the former Environmental Health Service. Specifically, its aim is to control and diminish air and water pollution, noise pollution, and pollution by radiation, pesticides, and other toxic substances.

The agency has established federal standards for air quality that limit the quantities of hazardous pollutants from industrial emission. It works with state and local governments to determine and enforce safer pollution levels. It conducts research to identify and regulate noise sources and also to refine techniques of solid waste disposal and reuse. The agency's efforts in the area of water pollution include establishment of water quality standards, regulation of regional water pollution controls and water supply methods, and scientific research into the effects of chemical and other contaminants. An especially important aspect of the EPA's work involves protection of the population from radiation: a national inspection program for monitoring radiation levels in the environment and the enforcement of rigid standards for disposal of hazardous wastes. The agency also regulates the handling and control of chemical substances deemed hazardous. In particular, the use of pesticides is closely scrutinized; the agency sets tolerance levels for those used around foodstuffs and carefully monitors residue levels in food, humans, and wildlife.

In the late 1980s the EPA expanded its mission to include problems of global warming and environmental change. It created a Climate Change Division to develop research into the impact of increased carbon dioxide and other gases in the atmosphere. The EPA also initiated an Ecological Mapping Program (EMAP) to delineate vegetational patterns in the U.S. and, in 1990, established a grant program to improve environmental education.

### 3. Solid waste disposal

It is the disposal of normally solid or semisolid materials, resulting from human and