

“十一五”国家重点出版规划项目
根据教育部《大学英语课程教学要求》编写



大学英语立体化网络化系列教材·拓展课程教材

欧美文化文章选读

Reading Selections on European & American Culture

冯艳荣 陈 蔚
张桂英 何志波

◎主编



Reading Selections
on European &
American Culture
Reading Selections
on European &
American
Culture
Reading Selections
on European &

Reading Selections
on European &
American Culture
Reading Selections
on European &
American
Culture
Reading Selections
on European &



北京大学出版社
PEKING UNIVERSITY PRESS

欧美文化文章选读

主编 冯艳荣 陈 蔚
张桂英 何志波



北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

欧美文化文章选读 / 冯艳荣, 陈蔚, 张桂英, 何志波主编. — 北京: 北京大学出版社, 2008.2

(大学英语立体化网络化系列教材·拓展课程教材)

ISBN 978-7-301-12964-7

I. 欧… II. ①冯… ②陈… ③张… ④何… III. 英语-阅读教学-高等学校-教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2007)第 169862 号

书 名: 欧美文化文章选读

著作责任者: 冯艳荣 陈蔚 张桂英 何志波 主编

责任编辑: 张建民

标准书号: ISBN 978-7-301-12964-7/H·1875

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://www.pup.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767315 出版部 62754962

电子邮箱: zbing@pup.pku.edu.cn

印 刷 者: 河北滦县鑫华书刊印刷厂

经 销 者: 新华书店

787毫米×1092毫米 16开本 19.5印张 498千字

2008年2月第1版 2008年2月第1次印刷

定 价: 32.80元

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究

举报电话: 010-62752024

电子邮箱: fd@pup.pku.edu.cn

前 言

我们所处的时代是信息高度发达和世界加速一体化的时代,为了适应培养新型的祖国需要的高素质外语人才和国际化人才,根据当前的实际教学情况我们特将此书奉献给广大高等院校的师生,愿它能在大家学习英语语言和提高英语水平与知识水平的同时,为学者们更多地了解欧美文化方面的知识、服务于祖国建设和人类的进步作出贡献。

欧美文化对我们的广大师生是有很强的吸引力的,是丰富多彩的,也是大家都喜欢了解的。

这本《欧美文化文章选读》是我们根据实际教学的需要而编写的一本高等院校英语选修课教科书,旨在为学生提供一些欧美文化方面的信息和知识。它是一本很好的学生们借以了解英美文化的学习用书,不但能帮助学习者学习和掌握英美文化方面的基础知识,而且也能提高他们的语言能力和英语表达水平及综合水平。

语言的学习和文化的学习是密不可分的。语言学习不仅包括对语言本身的学习和语言知识的学习,也包括文化知识方面的学习。在学习英语的过程中我们会碰到许多文化方面的知识。例如:我们可能会碰到涉及文学作品、艺术创作、社会、科技、建筑、风土人情、人类成就以及政治等方面的重要人物和事件等等。如果我们对这些知识不了解就会有碍我们英语学习的顺利进行,而我们对这些知识了解得越多就越能有助于我们语言的学习、掌握和提高。对欧美文化的学习也能在很大程度上提高人的素质和修养,有利于人的道德、性情和趣味等标准的提高。

本书由 25 个单元,每单元 4 个 Reading Passages,共计 100 篇篇幅约为 400—500 字的短文构成。在每个 Reading Passage 的后面都设有词汇表、注释和句子翻译或阅读理解练习。这些文章的内容包括西方的价值观念、议事方式、精神追求、知识背景、风土人情、技术和艺术等方面的情况和成就以及一些综合知识等。我们的选材以欧美文化为主干,并侧重美国文化,因为美国是一个由世界人口组合而成的国家,世界各地人口的到来促成了这个国家诞生、进步和发展,它的文化在很大程度上代表着世界文化。这些选文都是一些适合教学的高质量的文章,对培养学生的语言修养和文学素质、塑造完美人格、增强跨文化交际意识和文化鉴赏能力都有促进作用。

本书具有可读性、知识性、系统性、科学性、时代性、趣味性、新颖性等,便于教学、思考和掌握。

在书的后面我们给出了每篇阅读文章的练习答案,以供学习参考。

有志者事竟成。真诚希望各位学者读有所获,更上一层楼!

我们要感谢北京大学出版社在本书的出版方面对我们的指导和支持,在此特致以衷心的感谢。

书中如有不妥和错误之处,敬请广大学者和读者提出宝贵的批评和建议。

编 者

2007 年 11 月

Contents

Unit One

- Part 1 Reading Passage I Harvard's Founding / 1
Reading Passage II Okies / 4
Part 2 Reading Passage I What to Do with Solid Waste / 7
Reading Passage II Coins in Our Lives / 10

Unit Two

- Part 1 Reading Passage I The Queen, As She Was / 12
Reading Passage II Italy's Finest Resource—Its People / 16
Part 2 Reading Passage I Conservation the Future Is Now / 19
Reading Passage II The Early Navigator's Best Friends / 21

Unit Three

- Part 1 Reading Passage I A Fuel with Flavor / 24
Reading Passage II What's Wrong with Using the V Word? / 28
Part 2 Reading Passage I Keeping It Clear / 31
Reading Passage II The Lion's Share / 33

Unit Four

- Part 1 Reading Passage I Thanksgiving Day / 36
Reading Passage II Thanksgiving Day (Continued) / 39
Part 2 Reading Passage I Help for the Elderly / 42
Reading Passage II Playing It Safe Abroad / 45

Unit Five

- Part 1 Reading Passage I Life Style / 48
Reading Passage II Life Style (Continued) / 51
Part 2 Reading Passage I Following the Rules / 55
Reading Passage II Unsafe at Warm Temperature / 57

Unit Six

- Part 1 Reading Passage I Our Changing Lifestyle: Trends and Fads / 60
 Reading Passage II Philanthropy / 63
 Part 2 Reading Passage I Three Masters / 65
 Reading Passage II Liquids, Granules and Powders / 68

Unit Seven

- Part 1 Reading Passage I St. Patrick's Day / 70
 Reading Passage II Music—Lighting Up the Brain / 73
 Part 2 Reading Passage I A Winning Match / 77
 Reading Passage II Remember You Are a Guest / 79

Unit Eight

- Part 1 Reading Passage I NSGVVP in Quebec / 82
 Reading Passage II Danish Culture / 85
 Part 2 Reading Passage I London—A Good Place to Start Your Tour / 88
 Reading Passage II Counting the World's Population / 90

Unit Nine

- Part 1 Reading Passage I Free Sport—the Wheel Deal / 93
 Reading Passage II Germany—a Land of Culture / 96
 Part 2 Reading Passage I Read the Label / 100
 Reading Passage II Crossroads of the World / 102

Unit Ten

- Part 1 Reading Passage I Vincent van Gogh / 105
 Reading Passage II Fingerprints / 108
 Part 2 Reading Passage I A Place for All Seasons / 112
 Reading Passage II Using Energy Efficiently / 114

Unit Eleven

- Part 1 Reading Passage I New Zealand / 117
 Reading Passage II Dangers to the Environment / 120

- Part 2 Reading Passage I Problems of Older American / 124
 Reading Passage II Louis Pasteur / 126

Unit Twelve

- Part 1 Reading Passage I Hearty Breakfasts / 129
 Reading Passage II Big Ben / 132
 Part 2 Reading Passage I Income Tax / 135
 Reading Passage II Curds and Whey / 137

Unit Thirteen

- Part 1 Reading Passage I Greenwich Mean Time / 140
 Reading Passage II The Peoples of Britain / 143
 Part 2 Reading Passage I Life Around Olympus / 145
 Reading Passage II Liberty and Peace / 148

Unit Fourteen

- Part 1 Reading Passage I Queen's Day in Holland / 150
 Reading Passage II Rome / 153
 Part 2 Reading Passage I Money / 156
 Reading Passage II The Cost of Civilization / 158

Unit Fifteen

- Part 1 Reading Passage I Table Manners / 161
 Reading Passage II Paris / 165
 Part 2 Reading Passage I Chocolate: Everyone's Favorite Sweet / 168
 Reading Passage II Fifteen Tons a Minute / 170

Unit Sixteen

- Part 1 Reading Passage I Women's Status Higher in North Europe than South / 173
 Reading Passage II To Salt or Not to Salt? / 176
 Part 2 Reading Passage I The Magic Potion Notion / 179
 Reading Passage II Rub, Pour, Sprinkle, and Spray / 182

Unit Seventeen

- Part 1 Reading Passage I The Television Camera / 185
 Reading Passage II Geneva—Capital of Peace / 188
 Part 2 Reading Passage I The Big Cheese / 191
 Reading Passage II A Humble Leader / 193

Unit Eighteen

- Part 1 Reading Passage I Tchaikovsky / 197
 Reading Passage II An Experience of Watching a Bullfight in Spain / 201
 Part 2 Reading Passage I Refuse or Resource? / 204
 Reading Passage II Construction Queries / 206

Unit Nineteen

- Part 1 Reading Passage I Bridges / 210
 Reading Passage II Samaranch, the Olympic Patriarch / 213
 Part 2 Reading Passage I Paying for Protection / 215
 Reading Passage II The Christmas Tree and the Wedding / 218

Unit Twenty

- Part 1 Reading Passage I Some Rituals of American Marriage / 221
 Reading Passage II Ladies First / 223
 Part 2 Reading Passage I Food Additives / 226
 Reading Passage II Idaho's Finest / 229

Unit Twenty-One

- Part 1 Reading Passage I Living a Long Life / 232
 Reading Passage II Birthday Parties and Potluck Parties / 234
 Part 2 Reading Passage I America's Architect / 237
 Reading Passage II A New Respect for Drugs / 240

Unit Twenty-Two

- Part 1 Reading Passage I Forty Miners / 243
 Reading Passage II Disneyland / 246

- Part 2 Reading Passage I Starting a Small Business / 249
 Reading Passage II Rose Hips and Dandelions / 251

Unit Twenty-Three

- Part 1 Reading Passage I Christmas Songs / 254
 Reading Passage II "Die" or "Pass Away" / 256
 Part 2 Reading Passage I Life Insurance / 259
 Reading Passage II Handiwork of the Gods / 261

Unit Twenty-Four

- Part 1 Reading Passage I The National Trust in Britain 264
 Reading Passage II Blue Monday and "Thank God It's Friday" / 266
 Part 2 Reading Passage I Cat's Eyes / 269
 Reading Passage II A Symbol of the Free Spirit / 271

Unit Twenty-Five

- Part 1 Reading Passage I Ballet / 274
 Reading Passage II Olympic Games / 277
 Part 2 Reading Passage I Bears / 279
 Reading Passage II Artificial Reefs / 281

Key / 284

Unit One

Part 1

Reading Passage I

Harvard's Founding

Harvard University is one of the world's greatest resources. It has 17 academic departments administered by nine faculties. Allied with them are 95 libraries, seven botanical institutions, two astronomical stations, more than 50 laboratories of science, engineering and medicine, nine museums of natural history, medicine, art and archaeology and numerous committees, hospitals, clinics, and foundations that devoted to advanced study and research. And such is its renown that its current enrollment includes students from almost 90 countries. For three and a half centuries, then, Harvard has been at the very center of the gathering and dispensing of old and new knowledge that has affected people everywhere.

Harvard was a product of the Puritans who settled here in 1630 or so. They were called Puritans because they wanted to purify the Church of England, which they believed had become corrupt, and by 1630 they felt that it was impossible to do this in Britain itself, and they left—a small group, originally, but then they grew very quickly—they left for North America to find a place where they could have a pure church developed in their own way.

The Puritans were intolerant of those who were not members in good standing of their church. Those they deemed to be under the influence of the Devil, who was a real and a constant threat, were oftentimes hanged, tarred and feathered or run out of town. But unlike most other religions of that time, theirs had attracted many learned men.

Of a total population of perhaps 15,000 or 20,000, there were 130 Oxford and Cambridge graduates among the settlers, which is one to every 30 or 35 families, far in excess of what the situation was in England.

So, these educated Puritans pressured their local government to found a school for their sons, which it did in 1636. Because a Puritan named John Harvard bequeathed his library to the school, the school was named after him. In the beginning Harvard University was designed to provide the Puritans with their own well-educated ministry, but not only a ministry, but also people who would have prominent roles in civil life and in the other public affairs of the community. For many years, the college was a very small institution, and its prospects of survival were—especially

financially—very slim. But it survived those terrible years in the 1640s and 1650s, and, by the end of the century, it was well established, and its degrees were recognized by Oxford and Cambridge.

In the years since then, Harvard more than any other American university, has enjoyed remarkable financial support from its dedicated alumni. And they are a very devoted and well-organized group.

Vocabulary

| | | | |
|--------------|-------------------|-----|---|
| academic | /,ækə'demik/ | a. | 学院的 |
| administer | /əd'ministə/ | v. | 管理, 执行 |
| botanical | /bə'tænik(ə)l/ | a. | 植物学的 |
| astronomical | /æstrə'nɒmɪk(ə)l/ | a. | 天文学的 |
| laboratory | /lə'bɒrətəri/ | n. | 实验室 |
| archaeology | /,ɑ:ki'ɒlədʒi/ | n. | 考古学 |
| enrollment | /in'rəʊlmənt/ | n. | 登记, 注册 |
| dispense | /dis'pens/ | v. | 分发, 分配 |
| Puritan | /'pjʊərɪtən/ | n. | 清教徒 |
| purify | /'pjʊərɪfaɪ/ | v. | 使纯净 |
| oftentimes | /'ɒfəntaɪmz/ | ad. | 时常地 |
| prominent | /'prɒmɪnənt/ | a. | 卓越的, 显著的 |
| remarkable | /ri'mɑ:kəbl/ | a. | 不平常的, 非凡的 |
| alumnus | /ə'lʌmnəs/ | n. | 男毕业生, 男校友 (alumni /ə'lʌmnai/ 为复数形式, 可兼指男女毕业生) |

Notes

1. **Harvard University:** (美)哈佛大学

2. **Allied with them are 95 libraries, seven botanical institutions, two astronomical stations, more than 50 laboratories of science...**

此句话中的 ally 后可跟 with, to 等, 意为“使结盟, 使联姻”。

例如: Common interests allied this country with all her neighbours.

Miss Catherine was allied to Mr. Smith.

3. **devote ... to...:** 把……奉献给……, 把……专用于……

例如: He devoted his life to the cause of the proletarian revolution.

We should devote every effort to finding the principal contradiction.

4. **Church of England:** 英国国教(堂)

5. **be intolerant of:** 无法忍受的, 不能忍耐的

例如: Tom is a man who is intolerant of opposition.

This plant is intolerant of direct sunlight.

6. **Oxford:** 牛津(英国城市,牛津大学所在地)

7. **Cambridge:** 剑桥(英国城市,剑桥大学所在地)

8. **in excess of:** 超过,多于,超出

例如: Luggage in excess of 100kg will be charged extra.

There are a lot of cities in China whose population is in excess of two million.

9. **bequeath...to...:** 把……遗留或赠给……,把……传给(后代)

例如: She bequeathed everything to her son.

One age bequeaths its civilization to the next.

10. **by the end of:** 到……末

例如: We aim for the completion of the task by the end of the year.

It is predicted that the figure will reach 320 million by the end of 2000, and 720 million by the end of 2005.

Exercises

I Complete each of the following sentences with words or expressions given, make changes where necessary.

| | | | | |
|----------------|------------|----------|------------|------------------|
| remarkable | corrupt | dispense | intolerant | bequeath...to... |
| devote...to... | oftentimes | ally | foundation | academic |

- Promotion to year-2 of Higher Diploma for students in these subject groups is determined by their _____ achievement at the end of the first year and their preference.
- Do not be _____ of people whose opinions differ from yours.
- The best is _____ the enemy of the good.
- We won't make a profit unless we _____ with some of the staff.
- Although characterized as an egg-head, our professor has the _____ ability of being able to explain difficult concepts in a simple way.
- He _____ himself with a powerful family by marriage.
- The doctor _____ himself with a single mind _____ the cure of cancer.
- Pornographic literature and art _____ the minds of young people.
- Tourism is the _____ of the national economy.
- He _____ his share _____ his daughter.

II Translate the following sentences into Chinese.

- For three and a half centuries, then, Harvard has been at the very center of the gathering and dispensing of old and new knowledge that has affected people everywhere.
- They were called Puritans because they wanted to purify the Church of England, which they believed had become corrupt.
- Those they deemed to be under the influence of the Devil, who was a real and a constant threat, were oftentimes hanged, tarred and feathered or run out of town.

4. Because a Puritan named John Harvard bequeathed his library to the school, the school was named after him.
5. For many years, the college was a very small institution, and its prospects of survival were—especially financially—very slim.

Reading Passage II

Okies

Whenever I find myself driving across the state of Oklahoma, which is where I was born, the music on the radio is just right, like it is I get to remember. But the people who lived here when I was a boy, they call them “Okies.”

Unlike most other states, Oklahoma is almost brand-new. It only became a part of the United States a little more than 80 years ago. And before that, it was known as an Indian Territory, because this is where the government dumped all the Indians after it took their land away in other states.

The territory was open to settlers this way not too long later. The U.S. government said: Everybody who wants free land, line up along the Kansas border—Kansas just north of the territory, you see—and on noon on such-and-such a day, when the soldiers fire their cannons, you can rush into the territory and take the land you want.

You can imagine the kind of people who lined up: down-and-out country people, for the most part, simple folk, looking for a new start. And off they went with their wagons and their horses in a cloud of dust, hollering, laughing, cussing, shooting their pistols into the air. Oh, they say it was something that day. And overnight, like toadstools after a spring rain, little towns popped up all over Indian Territory: Bristow, Henryetta, Cimarron.

These were the folks who lived in Oklahoma when it became a state in 1907. They lived out at the end of dirt roads in houses they built themselves on land they had cleared by hand. And then the 1930s arrived. Uncommon winds began to blow across these plains, and there was a drought, the worst ever, and the land just blew away, went up into the sky. The sky at noon would be so dark with dust that you could not see the sun—just an orange blur. And all the crops shriveled up and died for three years straight.

I always remember the Okies as if they were in some old black-and-white movie looking back at their houses for the last time, looking back at their failed dreams, going to the cemeteries to say goodbye, piling all their possessions on their old jalopies, cramming in the kids, the old folks, and, like refugees, before some invading army, heading for the Promised land, heading for California, so sweet and green.

By the hundreds of thousands they straggled across the desert to California. And when they got there, when they got to the Promised Land, they were treated like... what was it one of them



said? “‘Okie’ used to mean you were from Oklahoma. Now it means you’re scum.” That’s the way they were treated out there.

Well, all of that was some 50 years ago. There are only a few reminders of them here in Oklahoma: an old combine rusting away in the weeds, a collapsed barn, a chimney standing all by itself: monuments to the Okies.

Vocabulary

| | | | |
|--------------|------------------|----|--|
| Okie | /'əuki/ | n. | (美)流动农业工人(尤指 20 世纪 30 年代因干旱被迫从俄克拉何马州移居别处的工人) |
| brand-new | | a. | 崭新的,新买的 |
| cannon | /'kænən/ | n. | 大炮 |
| down-and-out | | | 被击垮的, 贫困潦倒的 |
| wagon | /'wægən/ | n. | 四轮马车, 货车 |
| holler | /'hɒlə/ | v. | 叫喊 |
| cuss | /kʌs/ | v. | 乱骂, 咒骂 |
| pistol | /'pɪstl/ | n. | 手枪 |
| toadstool | /'təʊdstu:l/ | n. | 伞菌, 毒菌, 羊肚菌 |
| drought | /draut/ | n. | 干旱 |
| blur | /blɜ:/ | n. | 污点 |
| shrivel | /'ʃrɪvl/ | v. | (使)枯萎 |
| cemetery | /'semitri/ | n. | 墓地, 公墓 |
| jalopy | /dʒə'loʊpi/ | n. | 破旧车 |
| cram | /kræm/ | v. | 填满 |
| refugee | /,refju(:)'dʒi:/ | n. | 难民, 流亡者 |
| invade | /in'veɪd/ | v. | 侵略, 侵袭 |
| straggle | /'strægl/ | v. | 迷路, 落伍 |
| scum | /skʌm/ | n. | 浮渣, 浮垢, 糟粕 |
| reminder | /ri'maɪndə/ | n. | 提醒的人或物 |
| combine | /kəm'bain/ | n. | 联合收割机 |
| rust | /rʌst/ | v. | (使)生锈 |
| collapse | /kə'læps/ | v. | 倒塌, 崩溃, 瓦解 |
| chimney | /'tʃɪmni/ | n. | 烟囱 |

Notes

1. **Klahoma:** (美)俄克拉何马州
2. **Indian Territory:** 印第安人保留地

3. **take away:** 夺走, 抢走, 使离去

例如: What takes you away so early?

Not to be taken away, say, books from the room.

4. **line up:** 整队, 排列

例如: People are lining up at the bus stop.

Plenty of canned foodstuffs were lined up on the shelves.

5. **Kansas:** (美)堪萨斯州

6. **And overnight, like toadstools after a spring rain, little towns popped up all over Indian Territory...**

此句话中的 pop 后常跟 in, into, out, up 等, 意为“(突然地, 意外地)出现, 发生”。

例如: The guerrillas popped up from the tunnels to attack.

An idea popped into his mind like a flash.

7. **Bristow, Henryetta, Cimarron:** 布里斯托, 亨利耶塔, 西马伦(美国小镇)

8. **by hand:** 用手, 亲手

例如: The letter was delivered by hand.

He brought up the child by hand.

9. **head for:** (向特定方向)出发, 动身

例如: The Army headed for eastward.

The young businessman was heading for collapse.

10. **Promised Land:** (上帝允许给亚伯拉罕的地方)乐土, 福地, 希望之乡(出自《圣经》)

Exercises

I Complete each of the following sentences with words or expressions given, make changes where necessary.

down-and-out

uncommon

blur

blow away

pile

cram

collapse

rush... into

fire

dump

1. Unemployed and without money, he is _____ now.

2. If, when you try to read small print, you see only a _____, you probably need glasses.

3. This structure is _____ in spoken English.

4. It's not easy to _____ a well-organized system.

5. Work has _____ up during his absence.

6. He _____ the letters into a drawer.

7. We _____ headlong _____ it without hesitation.

8. Where can I _____ this rubbish?

9. The office ordered his men to _____ into the crowd.

10. The unexpected rainstorm caused the _____ of the roof.

II Translate the following sentences into Chinese.

1. Whenever I find myself driving across the state of Oklahoma, which is where I was born, the music on the radio is just right, like it is I get to remember.
2. Everybody who wants free land, line up along the Kansas border— Kansas just north of the territory, you see—and on noon on such-and-such a day, when the soldiers fire their cannons, you can rush into the territory and take the land you want.
3. And overnight, like toadstools after a spring rain, little towns popped up all over Indian Territory: Bristow, Henryetta, Cimarron.
4. The sky at noon would be so dark with dust that you could not see the sun—just an orange blur.
5. There are only a few reminders of them here in Oklahoma: an old combine rusting away in the weeds, a collapsed barn, a chimney standing all by itself: monuments to the Okies.

Part 2

Reading Passage I

What to Do with Solid Waste

We have all learned that we cannot go on using the resources of this planet as if they were infinite. We can no longer deal with environmental problems as if they were simple, isolated problems. The solution is not outside the broad social, political, and economic framework that they are a part of.

Solid waste management is a root environmental issue and illustrates that we must change many of our common attitudes and habits. We must work to adapt our institutions, both public and private, to the problems and opportunities of solid waste, of resource recovery, and of misuse of our national resources.

The broad front on which we fight the solid waste battle today is a fluid one. And we can hardly make a move without being beset by a loud roar of claims and counterclaims about precisely what we should do and shouldn't do to win it.

Characteristic of our society, when a problem has been discovered, we feel it should be solved at once in a simple and direct way. If this fails, we despair of its being solvable at all. This is no doubt part of what has been termed our frontier mentality. It is due, in part, to this mentality that the first wave of public awareness of the environmental crisis hit before we had even begun to take the first small steps toward proper disposal of the ever-growing solid waste of our high-production, high-consumption society. A thoroughly urbanized people, we were acting as if all we had to do was to throw away our ugly discards, whatever their nature, into a pile somewhere preferably, out of our immediate sight.

The frontier solution to the urban solid waste problem was the open dump. Aesthetically offensive, creating rodent and insect problems, wasteful of land, contributing often to air and water pollution, open dumps had little to recommend. Dumping was cheap, quick, and dirty. We were proud to regard ours as the most sophisticated society in the world when it came to exploiting raw resources, processing them, manufacturing them into goods, and transporting and distributing them with great speed. But we had given almost no thought at all to closing the city dump. Suddenly, we were told that the ecological circle had to be closed throughout the world. Cheap, quick, and dirty intrusions into the environment had to cease, unless humans were to perish.

Vocabulary

| | | | |
|---------------|-----------------|-----|-------------|
| infinite | /'ɪnɪtɪt/ | a. | 无限的, 无穷的 |
| isolated | /'aɪsəleɪtɪd/ | a. | 孤立的 |
| framework | /'freɪmwɜ:k/ | n. | 构架, 结构 |
| illustrate | /'ɪləstreɪt/ | v. | 图解, 举例 |
| beset | /bɪ'set/ | v. | 嵌, 包围 |
| roar | /rɔ:/ | n. | 吼叫 |
| counterclaim | /'kauntəkleɪm/ | n. | 反要求, 反诉 |
| precisely | /pri'saɪsli/ | ad. | 精确地, 正好地 |
| solvable | /'sɒlvəbl/ | a. | 可解决的, 可解答的 |
| term | /tɜ:m/ | v. | 把……称为 |
| mentality | /men'tælɪti/ | n. | 智力, 精神, 心理 |
| disposal | /dɪs'pəʊzəl/ | n. | 处理 |
| urbanize | /'ɜ:bənaɪz/ | v. | 使城市化 |
| discard | /dɪs'kɑ:d/ | v. | 丢掉, 抛弃 |
| aesthetically | /i:s'θetikəli/ | ad. | 美学观点上地, 审美地 |
| offensive | /ə'fensɪv/ | a. | 冒犯的, 讨厌的 |
| rodent | /'rɒdənt/ | n. | 啮齿目动物 |
| sophisticated | /sə'fɪstɪkeɪt/ | a. | 老于世故的, 复杂的 |
| exploit | /ɪks'plɔɪt/ | v. | 开拓, 开发 |
| manufacture | /,mænju'fæktʃə/ | v. | 制造 |
| intrusion | /ɪn'tru:ʒən/ | n. | 侵入, 闯入 |
| perish | /'perɪʃ/ | v. | 灭亡, 消亡 |

Notes

1. adapt...to...: 使……适应……

例如: The shrewd politician adapts his speech to suit the interest of his audience.

I suggested he should adapt himself to his new conditions.