



# 卫生筷子与热带雨林

## Waribashi And Disappearing Rain Forests

中文编译 邹元植  
审校 刘栋梁



东北师范大学出版社



90227020

# 卫生筷子与热带雨林

Waribashi And Disappearing Rain Forests

中文编译 邹元植  
审 校 刘栋梁



东北师范大学出版社

H319  
1287

R3094/20

(吉)新登字 12 号

《英语阅读快车》丛书系东北师范大学出版社与  
日本国富山教育统计株式会社合作出版项目

□出 版 人: 贾国祥

□责任编辑: 杨述春

□封面插图: 人 雄

□封面设计: 明 晓

□责任校对: 孙 莹

□责任印制: 张允豪

卫生筷子与热带雨林

中文编译 邹元植

原 著 Amanda Griesbach 等

审 校 刘栋梁

东北师范大学出版社出版发行

长春市人民大街 138 号 (邮政编码: 130024)

电话: 0431—5695744 5688470

传真: 0431—5695744 5695734

网址: <http://www.nenu.edu.cn>

电子信箱: [Chubs@ivy.nenu.edu.cn](mailto:Chubs@ivy.nenu.edu.cn)

东北师范大学出版社激光照排中心制版

长春市第五印刷厂印刷

开本: 850 × 1168 1/32

1999 年 7 月第 1 版 2000 年 4 月第 2 次印刷

印张: 1.625 字数: 51 千 印数: 5 001—8 000 册

ISBN 7-5602-2344-3/F1 · 158

定价: 2.80 元

# 前 言

全世界对环境问题的关心逐渐在增加。美国在地球日 (Earth Day) 制定之前, 已在许多学校为保护地球环境而进行特殊的授课 (朝日新闻 1990 年 4 月 23 日载), 据说已编成低年级和高年级用的两种有关环境问题的教科书而发分于各校。Earth Day 首倡人 Denis Hayes 氏呼吁说: “我希望每人都考虑一下 ‘我为保护地球环境能做什么?’ 我希望 90 年代能成为全世界协力保护地球环境的开创之时。”

1970 年美国制定的 Earth Day, 现在扩展至全世界, 今年的 Earth Day 庆祝会、集会的参加人数, 全世界已超过一个亿, 相互誓约抢救地球, 并已采取了行动。京都由日本环境保护国际交流会 (Japan Environmental Exchange, JEE) 主办, 进行了 “清除鸭川” 活动, 许多日本人、外国人参与了清除河边的垃圾的行动。

如众所周知, 热带林的破坏、酸雨等环境问题确已成为全球性问题。对此问题必须全世界齐心协力应付。对全球性问题我们怎能无动于衷? 基于上述考虑, 我决心编辑有关环境问题的英语教材。我将上述想法告知给我在京都偶然相识的加拿大 Amanda Griesbach 女士后, 她回答说, 正合我意, 并愿积极协助。Amanda 女士为英语教师, 同时也是一名 JEE 的积极分子。此教材 “Waribashi (卫生筷子) and Disappearing Rain forests” 的大部分是按照我的要求由 Amanda 女士所写。有力而富有朝气风格的一本教材, 希望能受到更多学校的喜爱和采用。

1990 年 4 月

大阪电气通信大学教授 黑川泰男

# Preface

## Saving Our Rain Forests, Saving Our Earth

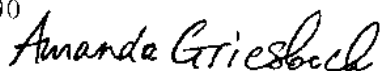
Rain forests; lush green plants, multi-colored birds, the wild symphony of animal and bird cries. Nature in her wildest glory. And the Penan and the other native peoples all over the world, living in harmony within this strange and exotic forest.

All of us can learn from the lives of the Penan. It is our consumer-oriented, throw-away life-styles that have brought the earth to its present crisis. We need to live with and for nature. For decades we have been fighting a war against the Earth, without care for the future. But the Earth is fragile and precious. We need to care for her not only for us but for our children, before it is too late.

Have we learned anything in this past century? In this last decade, we must make a crucial decision; do we continue on the path toward destruction, or do we walk toward the goal of 'living lightly', respecting our home. The choice is ours.

The first step is educating ourselves about the problems and finding out what we each, personally and together, can do to have clean air to breathe and pure water to drink once again. I hope this book gives you an understanding of our disappearing rain forests and ideas of what you can do to make a difference. But don't stop here. There is a whole world to save.

For the Earth. April 22, 1990



Amanda Griesbach (JEE Education Co-ordinator)

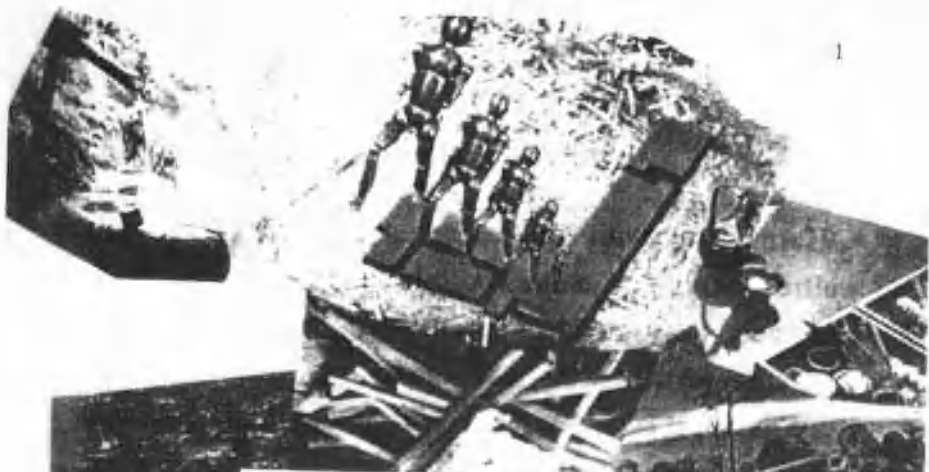
# 目 录

## 前 言 (黑川泰男)

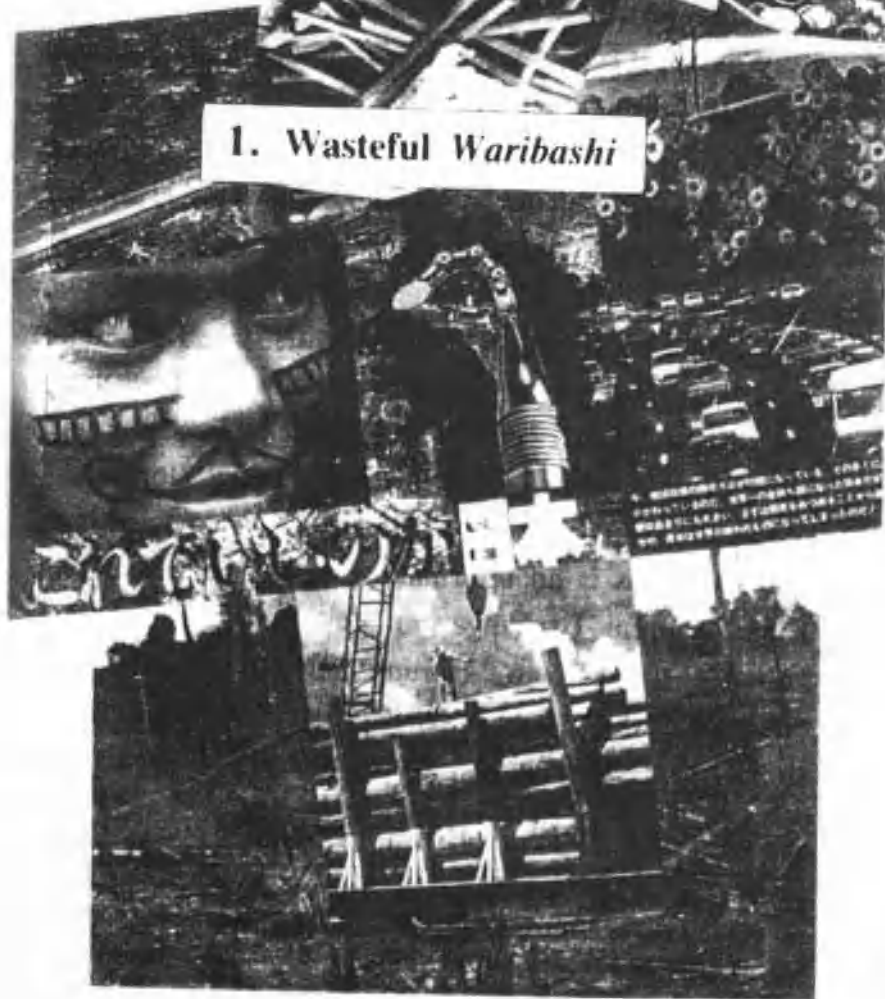
## Preface (Amanda Griesbach)

<b>1. Wasteful Waribashi</b> .....	1
<b>Comprehension (1)</b> .....	10
<b>2. The Plight of the Penan</b> .....	11
<b>Comprehension (2)</b> .....	20
<b>3. Disappearing Rain Forests</b> .....	21
<b>Comprehension (3)</b> .....	30
<b>A Letter of Hope</b> .....	32
<b>中文译文</b> .....	36
<b>参考答案</b> .....	45

(夹附测试卷 1 份)



## 1. Wasteful Waribashi



Harumi sat with her friends for lunch. When the waitress served *okonomiyaki*, she and her friends took out their own pairs of chopsticks. Noriko used the *waribashi* provided at the table.

5 “Why is everyone using their own chopsticks? What’s wrong with using *waribashi*? Everyone uses them,” asked Noriko.

“That’s part of the problem.” answered Harumi. “Before World War Ⅱ, *waribashi* were only used in  
10 special ceremonies such as weddings. But in 1987, Japan used 25 billion pairs of chopsticks.”

“Twenty-five billion pairs! I didn’t realize how using one little thing every day adds up to such a large amount. How do you know all these facts?” asked Noriko.

15 Harumi pulled out a sheet of paper and showed it to Noriko. “This is an information sheet from the Japan Environmental Exchange, an environmental group I volunteer for in Kyoto,” Harumi said. “They are trying to educate people about environmental problems. They  
20 show people how global environmental problems are

---

11. 25 billion 250 亿, 注意英语的数字读法。1 072 218,000=1 billion 72 (seventy-two) million 218 (two hundred and eighteen) thousand (1986 年中国人口)

13. adds up to... (量) 合计为……, adds 的主语为 using one little thing every day. 16-17. the Japan Environmental Exchange 日本环境保护国际交流会, 即日本人与外国人为保护环境而协力进行各种活动的志愿者组织。日本的本部在京都。略称 JEE.

connected to what they do or don't do every day." She passed the sheet to Noriko.

Noriko read about the destruction of rain forests and the problems of global warming. The information sheet stated that one third of the chopsticks used in Japan are made from wood taken from rain forests. This included 2.5 billion pairs imported from Indonesia and 600 million pairs from the Philippines. Noriko read aloud to her friends, "It is estimated that the volume of wood used in one year to produce throw-away chopsticks could be used to build over 10,000 family sized timber framed homes."

5

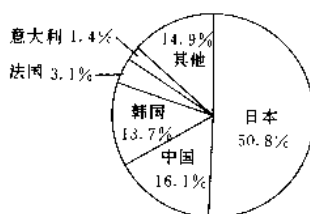
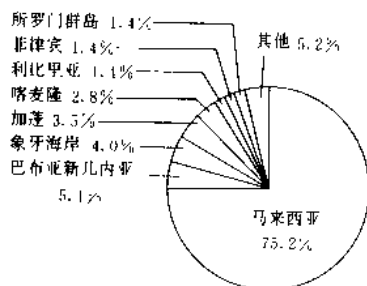
10

热带木材的全世界主要出口国及进口国 (1986 年)

热带阔叶树圆木 (计 2.528 万  $m^3$ )

阔叶树圆木出口

阔叶树圆木进口



4. global warming 全球性变暖现象 9-11. It is estimated that...被推定为……

11. over 10,000 family sized timber framed homes 10 000 幢以上住家用的木造房子。

“Wow! That’s a lot of wood! And it only gets used once and thrown away. That’s why *waribashi* are such a big problem,” exclaimed Cathy. She also volunteered for the environmental group.

5 “But the government is recognizing that *waribashi* are a problem. I read in the newspaper the other day that the Saitama Prefectural Government has started using plastic chopsticks in the cafeterias of the government offices,”  
 10 Harumi said. “They’re doing this to increase environmental awareness and save trees. They estimate that they’ll stop using 360,000 chopsticks, which will save 60 trees. Just think, if every government office, restaurant and school did this, we could save even more trees.”

15 “Everyone should start carrying around their own chopsticks, too.” said Noriko.

Harumi said, “That’s a great way to start solving the problem. But the problem isn’t just the trees that are cut down. *Waribashi* also contribute to the garbage crisis.”

“Garbage crisis, what’s that?” asked Noriko.

---

1. **gets used** 与 **is used** 基本相同, 为被动表现。**gets used** 为浅近易懂的用法。

9-10. **environmental awareness** 对环境的自觉性(敏感度) 18. **garbage crisis** 垃圾危机



日本热带木材的消费量相当于全欧洲的消费量。垃圾危机问题和热带雨林破坏不无关系。

“The amount of garbage being produced is increasing every year. Japan and countries all over the world have no place to put it. People must learn that the garbage they produce at home must go somewhere. We can help solve the problem by not creating so much garbage. *Waribashi* are a symbol of our wasteful society,” said Harumi. 5

“Disposable razors and disposable diapers represent the same thing in America,” explained Cathy.

“Disposable cameras are another example in Japan,” added Harumi. 10

1. The amount of garbage being produced = The amount of garbage which is being produced. 以上全句是 is increasing 的主语。 7. disposable 与 throw-away 的意义大致相同。 7. diapers 尿布

“Listen to this,” exclaimed Noriko. “Industrialized countries encourage consumerism and a disposable, throw-away life-style. One of the biggest problems is from over-wrapping and over-packaging. About 60% of garbage is from over-packaging,” Noriko read from the rain forest fact sheet.

“That’s right! Many of the things we use every day are made of plastic, paper or styrofoam. They require enormous amounts of energy to make, only get used once, and then they are tossed in the garbage,” said Harumi.

“But I thought packaging was necessary to keep food fresh and clean,” replied Noriko.

“Some packaging is necessary, but most of it is extra and not needed. Cookies often come individually wrapped in a box or bag. Then the bag of cookies is wrapped in paper and then put in a plastic bag. But fruit and vegetables from organic growers sold in health food stores and co-ops are not put in plastic containers or wrapped .

---

2. **consumerism** 消费主义 5-6. **the rain forest fact sheet** 本书第3章如为印刷品的讲义, 则应属有关 Rain Forest 的 Fact Sheet. 8. **styrofoam** 泡沫苯乙烯

9. **enormous** = very large. 10. **tossed** = thrown in a careless way. 14. **individually** = one by one. 16. **then put in...** = then is put in... 17. **organic growers** = people who grow fruits and vegetables without using chemical fertilizers and pesticides.

*Bento*, *onigiri* and fast foods all come in plastic or styrofoam containers which are used only once. All this goes into the garbage," Cathy told Noriko.

"The environmental group has a recycling meeting once a month. All the members did a survey of the garbage thrown out at home in one week," Harumi said. "I found that 35% of my garbage by volume was paper and about 40% was plastic. I was surprised at how much I threw out that could be recycled and how much plastic I used. But it's easy to produce less garbage."

"I've never looked at what I throw out and where it goes," Noriko said thoughtfully. "What can I do to throw out less?"

Harumi explained that it meant doing many things that her parents had done. "I take my own shopping bag to the grocery store. I remember that when I was a kid I took a bowl to put *tofu* in. Now I take my own re-usable plastic container. I also shop at stores which do not wrap plastic or styrofoam around my fruits and vegetables."

---

5. **did a survey of** = surveyed. *survey* 的名词、动词同形。 11. **looked at** 与 surveyed, examined 意义大致相同, 但属口语式。 16. **kid** = child.



回收再利用 (recycle) 首先从垃圾分类开始。于收集日被分类的空罐。

"And I separate my garbage into different piles for recycling. For instance, newspapers, cans, glass, milk cartons and batteries can all be recycled. It takes a little bit of extra time, but it's worth the effort," Cathy said. "The city doesn't collect all this, so I have to take my milk  
5 cartons to a health food store and my batteries to an electrical shop. The environmental group I volunteer for know the recycling places, but health food stores or local governments probably would have been able to tell me as well."

10 Noriko read that refusing over-wrapping was another idea to stop cutting down trees and reduce garbage. "Wrapping everything in paper must waste a lot of trees."

Wrapping things is such a part of our culture that I've never thought about it before. It would be easy for me to ask store clerks not to wrap what I buy."

Cathy agreed. "There are many things we all do in our own lives that affect the environment. We have a saying in America: 'Think globally, act locally.' It means that we can make a difference in global environmental problems such as rain forest destruction by doing something locally. We can do things differently in our own lives such as using our own chopsticks. We can also write letters to the government and businesses asking them to change their actions as well."

"I'm glad that you told me about these environmental problems. I've been concerned about the environment but didn't know what I could do. I think the first thing I'll do is buy myself a pair of chopsticks. Can I keep this fact sheet so that I can explain the problem if someone asks me why I'm using my own chopsticks?" asked Noriko.

"Sure!" Harumi replied. "And if you want more information, just phone JEE or a local environmental group."

---

4. **agreed** 同意了, 本章内常用此词。cf. said/asked/answered/exclaimed/read/stated/explained/added/told/replied. 5. **affect**=influence. ex. Smoking affects health. 5. **saying**=something often said; proverb. 6. **Think globally** 从全球立场考虑问题。cf. We have to become global thinkers. 6. **locally**—in a local area 在某地域 9. **do things differently** 与 make a difference 意义大致相同。

## Comprehension (1)

A 从「       」内选适当词填入（    ）内。

1. Do you think we'll be able to (     ) our problems and clean up the (     )?
2. We need to act now and stop the (     ) of rain forests before it's too late.
3. Help save tropical rain forests by carrying your own (     ).
4. Japan will create more than 60 million tons of (     ) by 1994, and there will not be enough space to bury it.
5. Be (     ) about the situation of Third World people.
6. We have to become (     ) thinkers.

①chopsticks ②destruction ③environment  
④global ⑤solve ⑥garbage ⑦concerned


B 按属类选择序号填入 [ ] 内。

- ①juice can    ②batteries    ③newspaper    ④plastic bag  
⑤milk carton    ⑥diaper    ⑦hamburger container  
⑧tofu container    ⑨disposable    ⑩waribashi

Garbage [

Recycling	
-----------	--

C 如友人使用卫生筷子，你将如何向其说明热带雨林破坏问题？请试行之。



## 2. The Plight of the Penan