

# 园艺英语

English for Horticulture



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主 审	刘丰梅
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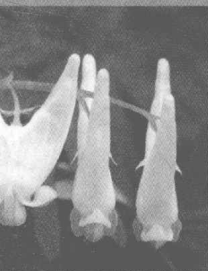
哈尔滨工业大学出版社

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阅 览

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## 内 容 简 介

本书根据高职高专院校课程设置的改革发展需求,紧密结合学生所学专业园林、花卉、蔬菜及果树等知识,采用了专业性较强的英文学习材料。同时,为了达到提高学生学习兴趣、运用英语的目的,还选取了与日常生活密切相关的、现实的英文材料。此外,本书中还包含简单对话和基本语法知识,另附花卉、水果、蔬菜类词汇表,为学生进一步巩固英语运用能力、积累专业词汇提供支撑。本书适用于高职高专园艺专业学生。

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# 前 言

中国学生学习外语最终要达到两个目的:一是把外语作为交流工具;二是将外语与所从事的专业知识结合起来,以实现满足其日后所从事的专业领域涉外工作的需求,从而解决非专业外语翻译人员解决不了的专业难题。所以,在校大学生在完成外语教学基本要求所规定的公共外语学习任务后,有必要进行专业外语学习,掌握必要的专业外语词汇。基于此,我们精心编写了这本《园艺英语》。园艺专业的学生在进行专业知识学习的过程中,一边学习英语,一边又经常面对各种花卉、植物、蔬菜和水果等实物,但却不知它们的英文名字。我们英语教育工作者在感到遗憾的同时,也在责任感的驱使下决心编写一本园艺专业英语教材,让我们的学生学点与专业知识相关联的英语。完成本书的编写后,我们才如释重负,感到了些许的轻松。

本教科书把专业英语与“生活”英语有机地结合到一起,这样,可以让学生的学习专业英语的同时将英语运用于实践,提高学习效率。如果利用一学期且每周4学时的话,便可轻松完成本教材的教学任务。

本书由十四个单元组成。每个单元包括:Lead Reading——此部分为一个单元的引入、导读,目的在于引导学生对园艺英语词汇及知识的初识;Passage——此部分为两篇专业短文,内容涉及园艺、蔬菜、水果、花卉和周末庭院休闲园艺;Oral Practice——这部分是根据单元的主题内容设计的对话,加强学生的口语技能;Grammar——这部分是为了适应高职院校学生英语应用能力考试的需要,加强学生基础语法知识的同时,为学生的写作能力奠定一定基础;Supplementary Reading——这部分文章都与当前我国人民生活密切相关,很有现实意义,其中有相当多的词汇和句子都是学生应知应会,但却在多年英语学习过程中未曾学习掌握的,会让学生们有一种使英语融入了自己生活的深刻感受,达到词汇积累的目的。此外,我们还设计了Reading for enjoyment,这部分由十篇文章组成,目的是让学生通过阅读与生活密切相关且吸引力强的文章,提升英语阅读兴趣及能力。本书的最后配备了单词表。

本书的编写任务分工为黑龙江农业职业技术学院的林铁成负责十四个单元的对话部分,蔬菜、水果、花卉单词表及Reading for Enjoyment部分的第一篇和第五篇文章的选材及注释;大兴安岭职业学院的梁妍负责一至五单元的导读文章、课文、语法、习题、Supplementary Reading和Reading for Enjoyment部分六至八篇文章的选材及注释;黑龙江农业工程职业学院的周琦负责六至八单元的导读文章、课文、语法、习题和Supplementary Reading;黑龙江农业职业技术学院的张楠楠负责第九、十单元的导读文章、课文、语法、习题、

Supplementary Reading 和 Reading for Enjoyment 第二、四、九篇文章的选材和注释;牡丹江大学的王瑶负责十一、十二单元的导读文章、课文、语法、习题和 Supplementary Reading;黑龙江农业职业技术学院的陆姣负责十三、十四单元的导读文章、课文、语法、习题、Supplementary Reading、总词汇表和 Reading for Enjoyment 部分第三和第十篇文章的选材及注释;佳木斯第五中学的英语高级教师刘丰梅完成对教材的审校。在此,我们也由衷地感谢美国友人 David Wright 对我们教材编写工作的指导。

由于时间紧,任务重,仓促之间完成了此教材的编撰。存在疏漏,实属难免,还望各位同仁不吝赐教。

编者

2012年6月

# Foreword

Whenever the word horticulture is mentioned, most people envision the growth of plants. For some, their thoughts focus on the growth of flowers, while others immediately think of growing fruits and vegetables.

Few people, however, are totally aware that the growth and cultivation of any plant material is an exciting science requiring complete knowledge of all the factors related with the growth of each plant and the skill necessary to make use of the environmental conditions to ensure a saleable product.

Horticulture is much more than simply the growth of plants. It includes knowledge about soil, their texture and reaction, pest control, watering frequency, and light requirements. On a large commercial scale, each of these growth-related items is handled by specialists.

Once the plant material has been grown successfully, it may require additional treatment by other specialists. For example, fruits and vegetables, after being harvested, must be cleaned and graded before they can be offered to the public in the fresh, canned, or frozen form.

The nurseryman grows a variety of trees and shrubs but must rely on the landscape architect to properly position these same plants in the home landscape. The floral arranger would be unable to employ his artistic talents and basic knowledge of design if he had no source of flowers.

Many horticulture-related careers enable those with artistic talents to be creative, while other careers combine a love of plant material with the desire to be public servant. All of these careers, however, provide the individual with a sense of personal satisfaction attained by either daily or seasonal accomplishment.

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# Unit 1

## Horticulture (1)

### Unit Objectives

1. Getting to know better some terms, expressions and something about horticulture.
2. To know better “Parts of Speech and Members of the Sentence” and use them in right ways.

### Section I Lead Reading

Horticulture is an ancient art. Ancient Egyptians created formal gardens with pools, a spice and perfume industry, and collections of medicinal plants. Mesopotamia had irrigated terraces (梯田), gardens, and parks. Significant contributions to taxonomy and plant physiology were made by the Greeks. Romans fostered the development of ornamental horticulture with topiary (经修剪过的花木) gardens, and they also used rudimentary (基本的, 初步的) greenhouses made of mica to force vegetable production.

Horticulture is the scientific term for the act of gardening. It first came into use around the eighteenth century, though gardening itself has been practiced for many thousands of years. A gardener must prepare and maintain the soil, select plants based on the climate and purpose for the garden, protect plants from adverse weather conditions and pests, and encourage growth with water and nutrients when necessary. Other roles of the gardener may include the propagation and breeding of new plants.

### Section II Passages

#### Passage A

##### Tasks

1. What can we define modern horticulture as?
2. What does the term “horticulture” refer to in English?



3. The role of horticulture in daily life varies greatly from person to person. Give the reasons.

### **What Is Horticulture?**

Modern horticulture may be defined as an agriculture science which treats of the production, utilization, and improvement of fruits, vegetables, and ornamental plants. Today's horticulture includes much more than garden cultivation. It is a tremendous industry composed of numerous commercial enterprises and even more numerous home gardens, orchards, lawns, and ornamental plantings. The word horticulture derives from the Latin word *hortus*, which was used in Roman times to define a garden in an estate—usually one smaller than five acres. Anything larger than this was referred to as farm. Horticulture can be divided into four areas of specialty two of which are dedicated to the production of food. The branch of horticulture that specializes in the growth of vegetable crops is called olericulture, whereas pomology is devoted to the art of fruit cultivation. Vegetables and small fruits such as strawberries are grown in gardens but may also be grown in large commercial fields. Fruits found on trees, such as apples, pears, and peaches, are cultivated in orchards, whereas citrus and olive trees are grown in groves. Grapes are produced in vineyards in a process called viticulture.

Cultivation of ornamental houseplants and flowering plants is the third branch of horticulture and is called floriculture when conducted on a commercial scale. The fourth branch, landscape horticulture, focuses on woody ornamentals (shrubs and trees), which are cultivated in nurseries for distribution to the public, as well as turf grasses used for lawns. Plants grown in orchards, vineyards, groves, gardens, greenhouses, and nurseries all belong in the realm of horticulture.

Today millions of people are engaged in horticulture on a full-time, part-time, or leisure time. It is a field that influences all people. We live daily with horticulture. It provides a large portion of our food supply. It is a basic source of beauty in our homes, cities, rural landscapes, parks, campuses, gardens, greenhouses, and areas of the great outdoors. It furnishes the setting for many recreational events, from picnics in the outdoor living area of a home to the tough turf of a football field or the "carpet like" putting green of a golf course. All these things are horticultural.

The role of horticulture in daily life means different among different people. It may be a profession as with research workers, plant breeders, and teachers. Those in production fields of horticulture consider it an occupation or a vocation. For the merchandiser and salesman it is exactly a business. Horticulture may be a pastime, an adventure, or a means of exercise and health. It is a hobby for many people.

Various aspects of the science and art of horticulture may be the favorite subject for the cartoonist, the author, the poet, the humorist, the artist, the composer, the photographer, and

the connoisseur of food, the gourmet. It is a rich topic of conversation among neighbors and home owners, at service club luncheons and women's meetings, and at social gathering in general. Just like weather, it is also a popular conversation piece for people to talk about.

## Helpful Words

- horticulture [ˈhɔːtɪkʌltʃə] *n.* 园艺  
 utilization [ˌjuːtɪlaɪˈzeɪʃən] *n.* 利用  
 ornamental [ˌɔːnəˈmentl] *adj.* 装饰性的, 装饰用的  
 enterprise [ˈentəpraɪz] *n.* 企业, 事业  
 orchard [ˈɔːtʃəd] *n.* 果园  
 lawn [lɔːn] *n.* 草地, 草坪  
 furnish [ˈfəːnɪʃ] *vt.* 装备, 布置  
 recreational [ˌrekriˈeɪʃənəl] *adj.* 休养的, 娱乐的  
 pastime [ˈpaːstaim] *n.* 消遣, 娱乐  
 connoisseur [ˈkɔːnɪsə] *n.* 鉴赏家, 鉴定家, 内行  
 gourmet [ˈɡuəmeɪ] *n.* 能精选品评美食、美酒的人  
 luncheon [ˈlʌntʃən] *n.* 午餐, 正式的午餐  
 composed of 由……组成  
 treat of 处理, 论述  
 tough turf (指足球场) 耐磨的草皮  
 a golf course 高尔夫球场

## Reading Comprehension

Read the following statements and decide whether they are true or false.

- ( ) 1. The term “horticulture” is from French.  
 ( ) 2. Horticulture treats of much more than vegetables and fruits.  
 ( ) 3. Horticulture furnishes the setting for many recreational events.  
 ( ) 4. For the merchandiser and salesman, horticulture is strictly a business.  
 ( ) 5. Horticulture is a hobby for quite a few people.  
 ( ) 6. Horticulture even come nearer to the weather in popularity as a conversation piece.

## Skill Development

Fill in the blanks with the words and phrases in the box.

composed of	refers to	came from
engaged in	treats of	provide

1. The term horticulture \_\_\_\_\_ the Latin hortus and culture.

2. The book \_\_\_\_\_ the history of China.
3. The ocean is \_\_\_\_\_ salt water, which is made up mainly of oxygen and hydrogen.
4. At this moment he was \_\_\_\_\_ a very violent argument with someone.
5. What does the pronoun in the third sentence \_\_\_\_\_?
6. Horticulture \_\_\_\_\_ people with a large portion of their food.

## Passage B

### Tasks

1. How did human beings obtain their food before they began to cultivate gardens?
2. Why did the speaker say it was necessary to discover edible crops which matured in a short growing season?
3. When did the early people began to build and establish permanent homes?

### Origins and Early History of Horticulture

The origins of horticulture are vague because the first acts of plant cultivation by humans predate historical records. Archaeological data indicate that the cultivation of plants on a large and detectable scale coincided with global climate changes approximately 10,000 years ago. The warmer, wetter weather that followed the end of the last ice age caused changes in sea level, increased edible plant diversity, and caused human migrations into new areas. This large scale cultivation event is referred to as the neolithic revolution.

The field of horticulture had its beginning when human beings first began to cultivate gardens. Before then, people obtained their food by hunting, fishing, and gathering wild, edible plants and plant parts. Early evidence indicates that as far back as 7000 B. C. women may have begun to cultivate a few of these wild plants which they had tried and found edible. As time passed, more plants were collected, cultivated, and propagated, usually by seed. Since the growing season for any crop was limited from season to season, it was necessary to discover edible crops which matured in a short growing season. Over thousands of years the selection and propagation of better food-producing crops resulted in plants far superior to their wild ancestors; this was the beginning of plant breeding.

Starvation was common for centuries, until people slowly discovered and perfected methods of preserving food. Preservation of food makes human beings more independent of nature's forces.

When people realized that they could preserve food and not spend each day in the wilds wandering in search of a daily ration, they began to build and establish permanent homes. Walls were often constructed around groups of permanent homes to form small cities which offered protection from enemies. Early people soon realized how impractical it was to walk many

miles to gather food, and so they scratched an area of land within and around the walled cities and planted seed there. Since space was limited within the walls, grains and other crops that required extensive area were planted outside. However, for convenience, practically, and perhaps even beauty, those vegetables and fruits that required intensive cultivation and constant care were grown within the walls. Thus horticulture began.

## Helpful Words

- cultivate [ˈkʌltiveɪt] *vt.* 培养, 耕作  
edible [ˈedɪbl] *adj.* 可食用的  
evidence [ˈeɪdəns] *n.* 迹象 [物] 证据, 证物  
propagate [ˈprɒpəgeɪt] *v.* 繁殖  
mature [məˈtʃuə] *adj.* 成熟的; *v.* 成熟, 到期  
superior [sjuˈpiəriə] *adj.* 较高级的, 上好的  
ancestor [ˈænsɪstə] *n.* 祖先, 祖宗  
breeding [ˈbriːdɪŋ] *n.* 饲养, 培植  
starvation [staːˈveɪʃən] *n.* 饥饿, 饿死  
preserve [prɪˈzəːv] *v.* 保存, 保留  
preservation [prezəˈveɪʃən] *n.* 保存  
independent [ɪndɪˈpendənt] *adj.* 不受约束的  
ration [ˈreɪʃən] *n.* 定量, 配给量  
permanent [ˈpəːmənənt] *adj.* 永久的, 持久的  
impractical [ɪmˈpræktɪkəl] *adj.* 不切实际的, 昧于实际的  
scratch [skrætʃ] *vt.* 挖出  
extensive [ɪksˈtensɪv] *adj.* 广大的, 广阔的, 广泛的  
intensive [ɪnˈtensɪv] *adj.* 精深的  
constant [ˈkɒnstənt] *adj.* 不变的, 持续的  
independent of (从……) 摆脱出来

## Reading Comprehension

Read the following statements and decide whether they are true or false.

- ( ) 1. The field of horticulture started when human beings first began to cultivate gardens.  
( ) 2. Preservation of food makes human beings more independent of nature's forces.  
( ) 3. Early people didn't realize how impractical it was to walk many miles to gather food.  
( ) 4. Grains and other crops required extensive areas.  
( ) 5. People began to build permanent homes after horticulture began.

- ( ) 6. Walls could often be used for protection from enemies.
- ( ) 7. People usually suffered from starvation before they could preserve food well.
- ( ) 8. Horticulture began after people grow fruits and vegetables within walls.

### Skill Development

Fill in the blanks with the given words and phrases in the box.

within	as . . . as	spent . . . looking after
obtain	superior to	in search of

1. You must finish your work \_\_\_\_\_ two hours.
2. He \_\_\_\_\_ his whole life \_\_\_\_\_ the poor.
3. The boy went \_\_\_\_\_ something to eat.
4. We wish to \_\_\_\_\_ first-hand information.
5. His knowledge of French literature is \_\_\_\_\_ mine.
6. The motorcycle can run \_\_\_\_\_ fast \_\_\_\_\_ 100 miles an hour.

## Section III Oral Practice

### Transplanting

A: Hi, Jimmy. What will you do this morning?

B: Hi, George. We'll go to the green house and transplant roses.

A: All of you will go there, won't you?

B: Yeah, we'll have a lot to do. We cultivated a great amount of roses this year. And we will spend the whole morning in the house.

A: Then, it will be a tiring morning.

B: Working with flowers is interesting and I like it.

A: Oh, a good time, then.



Section IV Grammar

词性与句子成分的对应

词类	英语名称	作用	例词	句子成分
名词	noun( n. )	人或事物的名称	kite, knife	主语、宾语、定语
形容词	adjective( adj. )	人或事物的特征	big, great	表语、定语
数词	numeral( num. )	数目或顺序	two, third	主语、宾语、定语
代词	pronoun( pron. )	代替名词、数词等	we, any	主语、宾语、定语
动词	verb( v. )	动作或状态	like, love	谓语、系表结构、帮助构成谓语
副词	adverb( adv. )	动作特征,性状特征	very, happily	状语、定语( 罕见)
冠词	Article( art. )	用在名词前,说明情况	a, an, the	定语
介词	preposition( pre. )	在名词、代词前,表明与其他词的关系。	in, of	由介词引起的短语可作定语、状语和表语。
连词	conjunction( conj. )	链接词与词、句与句。	and, but	不做任何成分,只起引导作用。
感叹词	interjection( interj. )	表示说话人的感情或口气。	oh, ah	不做任何成分

例句:

1. Our country is a great one in Asia.

① ② ③ ④ ⑤

①定语 ②中心语 ③系动词 ④表语 ⑤主语

2. He seldom prepares breakfast at home in the morning.

① ② ③ ④ ⑤ ⑥

①主语 ②状语 ③谓语 ④宾语 ⑤地点状语 ⑥时间状语

3. There will be a strong wind in the afternoon.

① ② ③

①谓语 ②主语 ③状语

Exercises

Analyze the following sentences and tell what members the underlined parts are.

1. Being a child, he liked swimming very much and was good at it.

2. There is a permanent population in that area and it will double in winter.

3. Nowadays, electronic payment is a more convenient way to pay for purchases.

4. I shall appreciate your effort in correcting this error in my bank account.

## Section V Supplementary Reading

### Plants Grown for Their Leaves and Stems

Numerous horticultural plants are grown for their succulent leaves or other parts produced above ground. Certain of these are classed as salad crops.

Others are grouped as leafy vegetables. Still others are included in neither group, although grown for their succulent plant parts.

Lettuce, celery, endive, cress, parsley, and the several less important so-called corn salad plants are salad vegetables. All are used primarily as fresh vegetables, eaten without being cooked. Among these plants, lettuce and celery far out rank all the others in popularity and commercial importance. Chicory leaves are also used dried for mixing with coffee.

Lettuce is produced from seed. It belongs to a group of plants having a white, milky juice. There are four types of lettuce: crisp head, butter head, cos, and the numerous leafy form. Lettuce had long been prized by Europeans but never has been widely popular in the United States, where head types are much in demand. Celery was formerly considered a luxury but now is a common item in the diet of many people around the world. A biennial plant, it is grown from seed. The most important types are yellow and green.

Among the leafy vegetable plants are included cabbage, cauliflower, broccoli, and collards. Kohlrabi is a close relative but differs from the others in having a swollen or thickened fleshy stem which resembles a turnip, although produced above the soil's surface. Many of these plants are grown from seedling transplanted from beds. As a group, they are mainly biennials.

### Helpful Words

succulent [ˈsʌkjʊlənt] *adj.* 多汁的; *n.* 多汁植物

popularity [ˌpɒpjʊˈlærɪti] *n.* 普及, 流行, 声望

chicory [ˈtʃɪkəri] *n.* 菊苣

crisp [ˈkrisp] *adj.* 脆的, 易碎的

cos [kɒz] *n.* 莴苣的一种

luxury [ˈlʌkʃəri] *n.* 奢侈, 华贵

biennial [baɪˈeniəl] *n.* 二年生植物; *adj.* 二年生的

pascal broccoli [ˈpæskəlˈbrɒkəli] *n.* 椰菜

cauliflower [ˈkɔːlɪflaʊə] *n.* [植]花椰菜

collard [ˈkɒləd] *n.* [植]羽衣甘蓝, 羽衣甘蓝叶(作蔬菜用)

kohlrabi [ˈkəʊˈrɑːbi] *n.* 大头菜

swollen [ 'swɒlən ] *adj.* 肿胀的  
 thicken [ 'θɪkən ] *v.* (使)变粗  
 fleshy [ 'fleʃi ] *adj.* [植]肉质的,丰满的  
 resemble [ ri'zembl ] *vt.* 像,类似  
 turnip [ 'tə:nɪp ] *n.* [植]芜菁,芜菁甘蓝  
 seedling [ 'si:dlɪŋ ] *n.* 秧苗,树苗

### Reading Comprehension

Answer the questions on the text.

1. Are horticultural plants classed as three groups?
2. What kind of vegetables are known as salad vegetables?
3. Do lettuce and celery rank in front of all the other salads?
4. What kind of lettuce do Americans need in great demand?
5. Was celery formerly considered a luxury?
6. Is cabbage known to us included among the leafy vegetables?
7. Are many of horticultural plants grown from seeds?
8. What differences are there between salad vegetables and others?

### Skill Development

Fill in the blanks with the words and phrases given and change their forms where necessary.

differ. . . from	in demand	resemble
mix with	grow from	be grouped as

1. Potatoes are not \_\_\_\_\_ seeds.
2. They \_\_\_\_\_ each other in shape but not in colour.
3. Tea and coffee \_\_\_\_\_ beverage plants.
4. Flowers are \_\_\_\_\_ in the daily life of the citizens.
5. We can sometimes \_\_\_\_\_ business \_\_\_\_\_ pleasure.
6. Some forms of greeting in China \_\_\_\_\_ greatly \_\_\_\_\_ those in Western countries.

### The Importance of Plants

Man has always lived with plants, but most of us probably do not realize how important plants are in our daily life. All our foods are produced either directly or indirectly by plants. Not only do plants provide us with food, but also clothing, shelter and other necessary articles as well.

There exist more than 300,000 species of plants on the earth. They vary in size,

structure, form, requirements and their usefulness to man.

As to the size, some plants such as bacteria are made up of only one cell and are so small that they can be distinguished only with the aid of a microscope. Others are very large, as, for instance, redwood trees that may be 350 feet high with a diameter of 20 feet at base. There are plants such as fungi, that have neither true stems nor leaves and do not produce flowers and seeds. They are the lowest forms of plant life.

The plant forms best known to most people are those that are useful to man. Many of these that are cultivated by us are called farm crops. Many of the farm crops, however, are not used directly by man, but are used as sources of feed for animals which in turn produce valuable food products used by man. Some plants are widely used in medicine, and some other are used by industry in the making of various articles. Certain plants are being constantly put to new uses and many crops are used for a number of purposes. Certainly there may be plants the value of which has not been discovered as yet. As scientist continue their work, more uses will found.

People in every walk of life are becoming more interested in plants, in the environment, and in quality food for better health. Whether it be for homes, businesses, or recreational facilities, this awareness has created a demand for horticultural products that make a more natural, pleasing, and functional environment. Almost every home or business has potted plants, shrubs, and trees in the landscape, and sometimes fruit and vegetable gardens. The horticulture industry and related industries play an important role in preserving and enhancing the beauty and productivity of the environment. Gardening—whether backyard or balcony—fills a heretofore unmet need. The growing of plants is both therapeutic and recreational in nature.

### Helpful Words

shelter [ˈʃeltə] *n.* 避身处; *v.* 掩蔽, 躲避

species [ˈspiːʃiːz] *n.* 种类

bacteria [bækˈtɪəriə] *n.* (pl.) 细菌

cell [sel] *n.* 单元, 细胞

distinguish [disˈtɪŋɡwɪʃ] *v.* 区别, 辨别

aid [eid] *n.* 帮助, 援助; *vt.* 资助, 援助, 帮助

diameter [daiˈæmɪtə] *n.* 直径

article [ˈɑːtɪkl] *n.* 物品, 商品

constantly [ˈkɒnstəntli] *adv.* 不变地, 经常地, 坚持不懈地

recreational [ˌrekriˈeɪʃənəl] *adj.* 休养的, 娱乐的

facility [fəˈsɪlɪti] 设施

landscape [ˈlændskeɪp] *n.* 风景, 庭院, 园林 *v.* 美化

preserve [prɪˈzɜːv] *v.* 保存, 保留