

第二版前言

《英美报刊英语精读（二）》出版两年来，得到了广大读者和同仁的认可和支持。借此机会，向诸位表示诚挚的感谢。

此次修订主要做了以下几点工作：

1. 修正了原书中的不妥之处；
2. 删减了内容过时、阅读价值不高的文章；
3. 第一版过时的内容已由 9 篇新时文取代，其内容涉及环保、家庭关系、城市风情、网恋、教育、金钱、政治、伦理道德、高新技术、恐怖主义活动等。

在本书的修订过程中，我们参考了国外多种报刊，在此谨向原作者表示衷心感谢。此外，本书的再版还得到了北京新东方大愚文化传播有限公司的大力支持，在此表示诚挚的谢意。

限于编著者的水平和经验，书中疏漏及不妥之处，敬请广大读者批评指正。

编者
2006 年 8 月

前言

阅读原著既是学习英语的最主要目标之一，也是学好英语的重要途径。它不但是复习巩固所学语言知识的最积极手段，而且是开阔视野、锻炼思维能力、增强语言能力、提高综合素质的有效手段。阅读原著首先可以丰富学生的语言知识，使学生在语境中加深对语言结构的理解，巩固并扩大词汇，而且还能了解一些文化知识，如使用该语言民族的生活习俗、思维习惯、价值观念、道德标准等。原中国外语教学研究会会长季羨林先生就主张让学生大量阅读外文原著，尽早接触外语的实际（即原著），因为阅读原著既是学习语言的过程，同时又是使用语言的过程，如此学用结合、学以致用、学有所用，使学生能从外语原著中获得新知识、新信息，或者得到审美的愉悦，从而体察到了学习的成就和自身的价值，也就能激发他们更强烈的求知欲。

欲学好英语，仅靠几本教科书是很难达到目的的。对于具有极强实践特点的英语来说，教科书仅是教师传授知识，帮助学生打好英语基础的工具，只有大量阅读英文原著，才能真正学好英语，提高英语的实际运用能力。但是，如何选择好的阅读材料，始终是英语学习者面对的一个问题。《英美报刊英语精读》即是为适应这一需要而精心编撰的。

《英美报刊英语精读》分一、二两册，每册都按照大学英语阅读理解题目的设计分为五个部分，前四部分配有相应阅读技巧介绍，最后一部分是综合阅读练习篇。为了帮助读者学习、理解原文，编者每篇文章写了中文导读，对文章内容或背景等做了简明扼要的介绍。此外，本书还有如下特点：

1. 编排新颖：根据快速阅读中常用的阅读技巧，有针对性地帮助读者提高阅读能力；注重点面结合，除各单项阅读练习外，还提供了相当数量的文章，进行综合性练习。

2. 辅以实例：在每个单项阅读技巧前，编者不仅对该技巧做了系统介绍，还辅以实例，帮助读者掌握该技巧，使其在实际阅读中灵活运用。

3. 适当要求：对阅读速度提出相应要求。在每篇练习前，编者根据文章长短及难易程度对阅读时间提出了要求，以供读者自学时参考。

4. 精心选材：篇章选材方面注重内容的趣味性、信息性和多样性。所有篇章均选自近年英美主要报刊原版文章，涉及工作、学习、生活、历史、地理、政治、经济、艺术、广告、时评、医药、食品、友谊、爱情婚姻、心理健康、科普知识、网络通讯、名人轶事、热点追踪（如非典、克隆、伊拉克战争）等方方面面，题材广泛，内容新颖，时代性强。为在一定时间内检测阅读的准确性，我们对部分文章内容进行了删改。

5. 准确注释：为帮助读者更好地掌握文章的内容，《英美报刊英语精读》对选编的文章提供了准确、详尽的词汇注释，并对文章中出现的语言、人物和文化背景进行了适当解释，同时对部分复杂句子还给出了译文，既省却了读者翻检词典之劳，又补充了读者的文化知识。

本书适合具有大学英语四级水平以上的学习者阅读，亦可用于大学高年级英语泛读教学，以及英语专业的报刊阅读教学。

在本书的编撰过程中，我们参考了国外多种报刊，并在各篇结尾注明了出处，恕不在此一一列出，谨向原作者表示衷心感谢。同时，还要感谢北京新东方大愚文化传播有限公司的大力支持，并在此向蔡箐、刘洪宇、郭杰等老师表示诚挚的谢意。

限于编著者的水平和经验，书中疏漏及不妥之处在所难免，敬请广大读者批评指正。

编者于2004年1月

Part 1 Vocabulary

词汇篇

猜词是阅读中一项非常重要和常用的技巧，是克服生词带来的困难、确定词汇在具体语言环境中确切含义的主要手段。阅读中的生词不是孤立的，而是与其上下文的词句乃至整个篇章在意义上、结构上和逻辑上存在着各种各样的联系。这些联系是我们推测词义的依据，通常简称为词的上下文线索。常用的上下文线索有以下几种：

1. 定义线索

为了使读者便于理解一些不熟悉的词，作者有时在句中以定义的方式解释该词义。这种上下文线索比较容易发现，其中一个明显的标志就是句中含有“to be, namely, in other words, means, called”等词（组）。另外一种标志是使用定语或定语从句。例如：

Although dogs and cats often have large families, rabbits are famous for the size of their litters, which sometimes number more than 12 bunnies at one time.

分析：根据 litters 一词后面的定语从句的意思：有时一次超过 12 个 bunnies（小兔子），可推知该词意思为“一窝”。

2. 举例线索

举例的目的是对重要的观点进行支持和论证，或对难懂的概念和术语进行解释与说明。举例往往会使观点与概念更加清楚、明了、易懂。表示举例的信号词有：for example, for instance, such as, as, like, a case in point, take sth. for example, for one, for another 等。例如：

Doctors recommend that everyone exercise every day, particularly those who spend many hours doing sedentary activities like reading,

typing or sewing.

分析: 句中 like reading, typing or sewing (如读书、打字、缝纫) 是对 sedentary activities 的举例说明。这些活动有一个共同点就是坐着不动、缺少运动。所以 sedentary 的意思应与“坐着的”有关。

3. 比较与对照性线索

比较与对照也是一种常见的写作技巧。作者在写作时经常把两个或更多的人或事物放在一起进行比较或对照, 展现出它们的相同点或不同点。比较和对照有助于读者在更广泛的范围内理解作者的意图, 提高阅读效果。比较用来指出事物的相同点, 对照用来指出事物的不同之处。常见的信号词有: but, yet, however, in contrast, despite, whereas, in spite of, while, on the contrary, more (less) than, (un)like, similarly, likewise, in the same way, by comparison, although, on the other hand, nevertheless, conversely, otherwise, as a matter of fact, no doubt, unhappily, unfortunately, in fact, after all, anyway, even 等。例如:

He had always envied others who excelled in athletics and he longed to join them in games; but he was too slow. Even though he had been elected monitor of the class, he still longed to be a sports hero.

分析: 通过上文中的 but, even though, still 的对比关系, 可了解 athletics 这个词与 game(比赛)、sports(体育)有关, 即“体育, 运动”的意思。

4. 因果关系线索

因果关系是一种解释关系。一般情况下谈论的是一个问题、一层意思; 文章中常出现表示因果关系的线索词。这些词能提示句间关系, 帮助读者确定生词的意义范畴。常用的信号词有: because, thus, so, so that, now that, since, as a result, therefore, consequently, for this (that) reason, hence, accordingly, seeing that 等。例如:

The memory of a bad experience can sometimes trigger the same fear caused by that experience. Thus, a child might be frightened by the sight of a dog even though he is safe. A bad experience can be the cue that triggers our fears.

分析：本句含有一个明显的因果关系信号词 **thus**。对一次坏经历的回忆会 **trigger** 与那次经历一样的恐惧。因此，即使没有什么危险，一个孩子也会因为看到狗而害怕。所以说，一次不好的经历是 **trigger** 恐惧的 **cue**。由上下文意思及语意搭配来看，一次不好的经历是“引起，触发”（**trigger**）恐惧的“线索”（**cue**）。

5. 标点符号线索

注意利用标点符号线索，有助于廓清句子各部分之间的关系及了解某些词的意义。能提供线索的标点符号包括逗号、冒号、破折号、括号等。

逗号——列举并列成分，或对前面的词和内容进行解释。

冒号——对前面的词或内容进行补充和解释。

破折号——对前部分予以补充、说明。

括号——为前面出现的词(组)做注解。

例如：

(1) A satellite is a machine which orbits the earth to relay (that is, send) communication signals over long distances.

分析：很明显，括号内的词 **send** 是对 **relay** 一词的注释，即“传递，传播”。

(2) The singer's performance was not very good; the notes he sang were often the wrong pitch; sometimes they were too low and sometimes too high.

分析：由 **pitch** 后面的冒号可知，后面的内容是对该词的补充和解释（音符有时高有时低）。由此可推出 **pitch** 在这里的意思是“音调，音高”，与 **notes** 是同义词。

(3) For their fishing and hunting the men used a kayak, a small boat for one person.

分析：**kayak** 后面的内容用逗号隔开，来补充解释 **kayak**，由此可知，**kayak** 是一种适于一个人乘坐的小船。

6. 同位语线索

我们阅读时，经常会发现一个不熟悉的词后面会出现一个解释性或说明性的词(组)或词群，即同位语。同位语也可为确定词义提供一些有

用的线索。例如:

Experts in kinesics, in their study of body motion as related to speech, hope to discover new methods of communication.

分析:kinesics 后面的 in their study of body motion... 是它的同位语,是对该词的解释(研究用以表意的身体动作),即身势学(kinesics)。

7. 常识线索

读者有时借助自己的经历或与主题有关的生活常识,也能猜出词义。这对于理解全文有很大帮助。例如:

The door was so low that I hit my head on the lintel.

分析:由上下文意思及常识经验可知门较矮,脑袋会撞到的当然是“门楣、过梁”(lintel)。

要注意的是,在实际阅读过程中,猜词只是可供利用的方法之一。我们常常需要综合运用各种线索及构词知识,才能准确地把握生词的含义。

Unit 1

Testing: One, Two, Three 没完没了的考试

导读:中国的读者们对考试再熟悉不过了。在中国,考试成绩对于学生,尤其是中小學生来说起着决定性作用,有时一两分之差就能决定一个人的命运,因此孩子们和老师们常常为了成绩疲于奔命。在大洋彼岸的美国情况又如何呢?不少人将美国想像成学生的天堂,因为那里推行的是素质教育,注重的是能力培养而非考试成绩,想来美国的孩子们不会被考试所困扰,也决不会出现为了提高升学率和考试成绩而弄虚作假、集体舞弊的情况。事实果真如此吗?

要求:利用比较、对照、因果、构词法、常识和推理来猜测词义。

It's that time of year again, when the sweaters come off, the annuals come out, and the students prepare. For the test, for the test scores, for the test schedule for next year. The kids of America are drowning in multiple-choice questions, No. 2 pencils and **acronyms**. Along with the ABCs, there are the GQEs (Graduation Qualifying Exam), the SOLs (Standards of Learning), the TAKS (Texas **Assessment** of Knowledge and Skills) and of course the SAT^①. A group called the National Center for Fair&Open Testing estimates that public schools give more than 100 million **standardized** tests each year.

Full disclosure: in the interests of informed **punditry** I recently took a practice SAT test, the first standardized test I have taken since 1969, and by the end I thought the top of my head would blow off. Perhaps it was the reading-**comp** section on Keats. Perhaps it was the fact that I believe geometry is the Devil's work. Perhaps it was simply that doing any task for nearly five hours challenges what Mother Theodosia used to call the ants in my pants.

But more than anything I was enraged by the process, and by the forced march that seems to have replaced creative thought, critical thinking and joyful learning for so many kids. In "High Stakes," a look at the issue aired recently by CNN's documentary unit, one teacher in Florida reported third graders sobbing because they were so **unhinged** by the prospect of yet another standardized test. ^② "These kids are just tested out," the teacher said. Third grade?!

Our education system is broken; accountability and standards will fix it. ^③ This is the **mantra** of government testing programs, from local certifications to the federal No Child Left Behind program, which might as well be called No Child Left Untested. That last grew out of something called the Texas Miracle, in which the use of standardized tests in that state quickly led to marked increases in student scores in a way that seemed too good to be true. And it was. **Whistle-blowers** reported that teachers helped some kids to cheat in elementary and middle schools, and that some ninth graders were being repeatedly held

back so their performance wouldn't depress scores for tests administered in 10th grade. The CNN documentary reported that Austin High School, for instance, had 1,160 ninth graders in 2000, yet fewer than 300 were enrolled in 10th grade the next year. Figuring that one out would make an interesting SAT problem.

But even with testing free of that sort of fraud, the useful endpoint of all this remains unclear. If test results were **deconstructed** to reveal that phonics, say, was a weak point in a classroom, there might be curricular value, but most of the time the tests are merely scored up or down for the sake of the system and the press conferences. Teachers are under so much pressure to teach to the test that they are sometimes forced to move on hastily and concentrate on the narrow and tedious, to skip over the interesting side issues or questions that make for dynamic learning.

And what does this **metastasizing** testing, for every subject, at every level, at every time of the year, do to kids? It has to mean that students absorb the message that learning is a joyless succession of hoops through which they must jump, rather than a way of understanding and mastering the world. Every question has one right answer; the measure of a person is a number. Being insightful, or creative, or, heaven **forfend**, **counterintuitive** counts for nothing. This is: (a) **benighted**; (b) ridiculous; (c) sad; (d) all of the above. You know the answer.

Of course it is important to know that all students have learned to read, that everyone can manage multiplication. But constant testing will no more address the problems with our education system than constantly putting an overweight person on the scale will cure **obesity**.^④ Proponents trumpet the end to social promotion. They are less outspoken about what comes next, about what **provisions** are to be made for a student who is held back twice and then drops out of school. The **bureaucrats** who have built their programs on test results seem to have lost sight of any **overarching** point of education. Who

cares if the light comes on in their eyes if the numbers are good?^⑤

I wish more parents could find a way to protest this educational form of child abuse. Some states are beginning to do so; Utah was willing to face the loss of \$76 million in federal education funds because officials there decided not to follow federal testing standards. The Bush administration insists that support for No Child Left Behind, which is largely a massive testing program, is nevertheless widespread. Officials point to a national survey that offered respondents this choice: which is the bigger problem, children passing through US schools without learning to read, or children being forced to take too many tests? Of course any smart kid would see that there's something wrong with that **draconian** choice, and that the inquiring mind looks for answers somewhere in the middle. The real question for the future is whether, after this **barrage** of mindless and endless assessment, there will be any inquiring minds left.

—Anna Quindlen, *Newsweek*, June 13, 2005

Comprehension

1. The word “unhinged” in the third paragraph probably means _____.
A. attracted B. excited
C. disturbed D. removed
2. “Whistle-blowers” in Paragraph 4 refer to _____.
A. people who expose a wrongdoing in the hope of bringing it to a halt
B. people who praise themselves for their own achievement
C. devices which produce a high whistling sound when people blow into them
D. people who produce a clear, sharp musical sound by blowing into a whistle
3. Which of the following is closest in meaning to the word “deconstructed” in Paragraph 5?

- A. summarized B. separated C. analyzed D. used
4. The phrase “counts for nothing” in Paragraph 6 means _____.
A. includes nothing B. is valueless
C. is invaluable D. is calculated accurately
5. The word “obesity” in Paragraph 7 means the condition of being _____.
A. skinny B. anxious C. disappointed D. too fat

Word Study

Complete each sentence with a word or a phrase given below (in its appropriate form if necessary).

drown insightful promotion might as well
for the sake of barrage mind
succession prospect address

1. The doctors were busy in the _____ of a health campaign.
2. The article _____ the problems of diseases connected with malnutrition.
3. It's no good waiting for the bus. We _____ walk.
4. _____ safety, you must keep all medicines away from children.
5. She is one of the finest political _____ in the country.
6. He has been awarded first prize for his roses three years in _____.
7. John was quite excited by the _____ of owning his own car so soon.
8. The major contribution of the book is its _____ discussion of the causes of present economic crisis.
9. Despite facing a _____ of criticism, Mr. Rees pressed ahead with plans for Theatre Clwyd.
10. When Fred lost his job and had to give up his new car, he tried to _____ his troubles at the nearest beer tavern.

New Words and Expressions

acronym *n.* 首字母缩略词
assessment *n.* 评估, 评价
standardize *vt.* 使标准化
punditry *n.* 学者, 博学之士
comp *n.* 比较两个或多个文件
unhinge *vt.* 使精神失常, 使错乱
mantra *n.* 符咒
whistle-blower *n.* 揭发者
deconstruct *vt.* 解构, 拆析
metastasize *vi.* (癌) 转移

forfend *vt.* 避开, 保护, 禁止
counterintuitive *a.* 违反直觉的
benighted *a.* 愚昧的
obesity *n.* 肥胖
provision *n.* (预防) 措施
bureaucrat *n.* 官僚主义者
overarch *v.* 支配, 在...中起决定作用
draconian *a.* 苛刻的, 严厉的
barrage *n.* 弹幕射击; 〈喻〉倾泻

Notes

1. SAT: (= Scholastic Aptitude Test) 学业能力倾向测试
2. In “High Stakes,” a look at the issue aired recently by CNN’s documentary unit, one teacher in Florida reported third graders sobbing because they were so unhinged by the prospect of yet another standardized text. 美国有线新闻的纪录片部门播放了一部题为《密切关注》的纪录片, 对这一问题进行了探讨, 其中一位佛罗里达州的老师透露三年级的学生因为还要参加另一场标准化考试而焦虑不安, 害怕得哭了起来。
3. Our education system is broken; accountability and standards will fix it. 我们的教育体制出现了问题, 但这些问题通过成绩责任制和各种标准就能解决。句中 accountability 的意思是“(美国)成绩责任制”, 指根据学生考试的分数来决定学校基金分配额及教师工资的做法。
4. But constant testing will no more address the problems with our education system than constantly putting an overweight person on the scale will cure obesity. 然而, 就像不断用秤来称一个过于肥胖的人并不能使其体重减轻一样, 不停地考试也不能解决我们教育体制中出现的问题。

5. Who cares if the light comes on in their eyes if the numbers are good? 只要成绩好, 谁又会在乎孩子们是否已真正掌握了那些有启发性的知识呢?

Key to the Comprehension Exercise:

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

Key to Word Study:

1. promotion 2. addresses 3. might as well
4. For the sake of 5. minds 6. succession
7. prospect 8. insightful 9. barrage 10. drown

Unit 2

Bag Habits Flimsy Shopping Carriers:

Once a Boon, Now a Blight?

塑料袋——昔日的福祉, 今日的祸害?

导读: 在本文中, 作者探讨了塑料袋带来的问题。塑料袋虽然不起眼, 却是我们日常生活中不可或缺的工具。不论去超市、商场还是餐馆、菜场, 乃至路边烧烤, 只要你想将所购之物带走, 首选的工具就是塑料袋。塑料袋经济耐用、清洁方便, 因此我们已习惯使用它们。然而塑料袋的弊端也显而易见。我们常常会发现它们或在树枝上“迎风飘扬”或在大风中“翩翩起舞”。因为无法降解, 它们对环境和其他生物均有危害。那么是否应该禁止使用塑料袋呢? 读完下文你或许会有自己的答案。

要求: 利用比较、对照、因果、构词法、常识和推理来猜测词义。

I'm not a bad person. I've adopted a dolphin from the World Wildlife Fund and a **lemur** from my local zoo. I buy organic milk, **free-**

range eggs and always put the recycling out on a Thursday. But take a look in my kitchen and you'll find a dirty environmental secret. **Lurking** under the sink is a strangely inexhaustible stash of plastic bags. Twenty-eight to be precise. And I'm not alone. Most households have dozens stuffed away. You can even buy holders to keep them in one place for that **elusive** day when you remember to reuse them.

It may not sound like the worst crime known to humankind, but for a growing number of environmentalists the humble plastic bag has become Public Enemy Number One. They point out that discarded bags litter our cities, kill wildlife, block drains and hang around for decades. Now governments from India to Ireland are joining in a common goal—to sack the carrier bag for good.

Meanwhile, the plastic-bag industry—big surprise—maintains that plastic bags are nowhere near the world's worst environmental problem. It says the reason they are being **picked on** is because they are an easy and **emotive** target that **panders** to our guilt about general environmental irresponsibility.^① Does it have a point?

Since they were introduced in the 1970s plastic bags have **infiltrated** our lives. Globally we carry home between 500 billion and a trillion every year—about 150 bags for every person on earth, or, to put it another way, a million every minute and rising.

But while bags may be, in the words of the British Plastics Federation, “a **hygienic**, odourless, waterproof, robust and convenient way of carrying goods,” environmentalists argue that they are environmentally unsound in pretty much every way. “They are a waste of resources in that we use them once and throw them away,” says Claire Wilton, senior waste campaigner for Friends of the Earth, based in London.

Since there are far more **voracious** uses of fossil fuels than producing high-density **polyethylene** to make into bags, the argument is more about **aesthetics** than wasting resources. After the bags have made their way from the checkout to the kitchen, and perhaps a brief **stint** lining the kitchen rubbish bin, most are destined for landfill. But a

proportion will make a bid for freedom somewhere along the way. They then become highly visible, blustering in the streets or flapping annoyingly in the branches of trees.^② This irritation has earned them a variety of **pejorative** nicknames: “witches’ knickers” in Ireland, “white pollution” in China and the “national flower” in South Africa.

Plastic bags can also have a **devastating** effect on wildlife. Planet Ark estimates that tens of thousands of whales, birds, turtles and seals are killed every year from plastic bag litter, thanks in no small part to the way that a floating carrier bag looks—to a turtle at least—like a tasty **jellyfish**. One victim was a filter-feeding **minke whale** washed up in France with nearly a kilo of plastic bags and packaging in its stomach.

The Danes were among the first to **curb** plastic bag use when they introduced a tax on all packaging in 1994. Supermarkets, not customers, had to pay up and usage dropped 66 per cent. In 2001 Taiwan approved plastic bag restrictions and later introduced a **mandatory** charge of around five cents a plastic bag. And, in 2002, Bangladesh took a more **drastic** approach, banning all sales of polyethylene and introducing on-the-spot \$12 fines for using a plastic bag. If this seems a little extreme, it was prompted by more than just green thinking.^③ In a country with limited waste disposal and virtually no bins, most of the 9 million or so plastic bags used every day were dropped in the street, then washed into rivers and sewers. The Buriganga river, which flows through the capital Dhaka, was almost dammed by plastic bags, and blocked drains are thought partly responsible for the devastating **monsoon** floods of 1988 and 1998.

South Africa, in a bid to promote stronger, reusable alternatives, has made carrier bags thinner than 30 micrometres illegal. (The average supermarket carrier is about 18 micrometres thick.) In Australia, several towns have **opted** to go “plastic free” while they wait for the government’s decision on how to kick the nation’s six-billion-plus-a-year habit.

In Britain, some politicians are lobbying for a tax on bags. But the Labour government says a “**levy** would not necessarily be beneficial to the environment.” Before anyone criticises the UK for lagging behind world opinion, it is worth considering the argument. Yes, bags harm the environment, but they are a small part of a much bigger problem—just one per cent of the household waste stream, which in itself is a small fraction of the total waste stream. And when it comes to litter, surveys show plastic bags currently make up only two per cent of rubbish found on Britain’s beaches, and less than one per cent of litter in general.

No wonder critics of the war on plastic bags claim that the environmental impact is vastly **overstated**, and that **banning** or taxing carrier bags produces no net environmental gain. It just shifts the problem elsewhere: more people have to buy “proper” rubbish bags instead of re-using their supermarket carriers, and bulkier waste is produced as shops turn to other containers.

The Carrier Bag Consortium, a group of UK suppliers set up to fight the anti-bag campaign, points out that plastic bags have among the highest reuse rates of any **disposable** product—80 per cent are recycled at least once as bin liners and **nappy** bags, and by dog owners for scooping the **poop**. What’s more, it notes, they are much more energy-efficient to manufacture and transport than alternatives.

So if plastic bags aren’t as bad as they are made out to be, are governments and green campaigners **jumping on the wrong bandwagon**?

Well, yes and no. While the plastic carrier may have been made a **scapegoat**, it is also true that if you want people to think about **sustainability**, an everyday object that most of them already feel guilty about is a good place to start. “Plastic carrier bags are symbolic of a society in which we use things without thinking and then throw them away,” Claire Wilton says. “Governments have realised that by focusing on something so symbolic, they can get messages across to people about their behaviour and how it has an impact on the environment.”

The plastic bag industry takes issue with being blamed for general environmental irresponsibility. But even with the facts on their side, manufacturers seem resigned to taking a beating.^④ “Green marketing wins out every time,” **bemoans** Carrier Bag Consortium spokesman Peter Woodall.

While the two sides **bicker** over the best solutions for carrying our shopping, they do at least agree on one thing: **biodegradable** bags are not the answer. “It may actually encourage wrong attitudes to litter prevention and does not contribute to environmental sustainability,” says the UK’s Packaging and Industrial Films Association. “Biodegradable bag’s made people feel better for doing something that is still unhelpful,” Wilton says. And to your average turtle, a degradable bag looks “just as much like a jellyfish as a nondegradable one.”

Perhaps the compromise is to follow the lead of the bag-snaggers of New York. With their patented device—a hook on a telescopic pole—writer Ian Frazier and friends have turned collecting tree-top litter into the coolest urban sport in America.

Now there’s a fun and a practical solution everybody can live with.

—Caroline Williams, *Reader’s Digest*, June, 2005

Comprehension

1. The phrase “pander to” in Paragraph 3 probably means _____.
A. cater to B. kill
C. attack D. adjust to
2. In the first sentence of the fourth paragraph, the word “infiltrated” probably means _____.
A. destroyed B. permeated
C. facilitated D. improved
3. In the first sentence of the fifth paragraph, the word “unsound” is closest in meaning with _____.
A. quiet B. healthy
C. unstable D. hazardous