

Unit 1 Growing UP

Part II Text A Writing for Myself

When we are writing we are often told to keep our readers in mind, to shape what we say to fit their tastes and interests. But there is one reader in particular who should not be forgotten. Can you guess who? Russell Baker surprised himself and everyone else when he discovered the answer.

我们写作时常常被告诫，脑子里要有读者，笔者所云一定要符合读者的口味和兴趣。但有一位读者特别不该忘记。你能猜出是谁吗？当拉塞尔·贝克找到这个问题的答案时，他自己和别人都感到大为惊讶。

Writing for Myself

Russell Baker

1 The idea of becoming a writer had come to me **off and on** since my childhood in Belleville, but it wasn't until my **third year in high school** that the **possibility took hold**. Until then I've been **bored** by everything **associated** with English courses. I found English grammar dull and difficult. I hated the **assignments** to **turn out** long, lifeless paragraphs that were **agony** for teachers to read and for me to write.

为自己而写

拉塞尔·贝克

从孩提时代，我还住在贝尔维尔时，我的脑子里就断断续续地转着当作家的念头，但直等到我高中三年级，这一想法才有了实现的可能。在这之前，我对所有跟英文课沾边的事都感到腻味。我觉得英文语法枯燥难懂。我痛恨那些长而乏味的段落写作，老师读着受累，我写着痛苦。

2 When our class was **assigned** to Mr. Fleagle for third-year English I **anticipated** another cheerless year in that most **tedious** of subjects. Mr. Fleagle had a **reputation** among students for dullness and **inability to inspire**. He was said to be very **formal, rigid** and **hopelessly out of date**. To me he looked to be sixty or seventy and excessively **prim**. **He wore primly severe eyeglasses, his wavy hair was primly cut and primly combed. He wore prim suits with neckties set primly against the collar buttons of his white shirts.** He had a primly pointed **jaw**, a primly straight nose, and a prim manner of speaking that was so correct, so gentlemanly, that he seemed a **comic antique**.

弗利格尔先生接我们的高三英文课时，我就准备着在这门最最单调乏味的课上再熬上沉闷的一年。弗利格尔先生在学生中以其说话干巴和激励学生无术而出名。据说他拘谨刻板，完全落后于时代。我看他有六七十岁了，古板之极。他戴着古板的毫无装饰的眼镜，微微卷曲的头发剪得笔齐，梳得纹丝不乱。他身穿古板的套装，领带端端正正地顶着白衬衣的领扣。他长着古板的尖下巴，古板的直鼻梁，说起话来一本正经，字斟句酌，彬彬有礼，活脱脱一个滑稽的老古董。

3 I prepared for an unfruitful year with Mr. Fleagle and for a long time was not disappointed. Late in the year we **tackled** the informal **essay**. Mr. Fleagle **distributed** a homework sheet offering us a choice of topics. None was quite so simple-minded as "What I Did on My Summer Vacation," but most seemed to be almost as dull. I took the list home and did nothing until the night before the essay was

due. Lying on the sofa, I **finally faced up to** the unwelcome task, took the list out of my notebook, and **scanned** it. The topic on which my eye stopped was "The Art of Eating **Spaghetti**."

我作好准备，打算在弗利格尔先生的班上一无所获地混上一年，不少日子过去了，还真不出所料。后半学期我们学写随笔小品文。弗利格尔先生发下一张家庭作业纸，出了不少题目供我们选择。像“暑假二三事”那样傻乎乎的题目倒是一个也没有，但绝大多数一样乏味。我把作文题带回家，一直没写，直到要交作业的前一天晚上。我躺在沙发上，最终不得不面对这一讨厌的功课，便从笔记本里抽出作文题目单粗粗一看。我的目光落在“吃意大利细面条的艺术”这个题目上。

4 This **title** produced an **extraordinary sequence** of mental **images**. Vivid memories came flooding back of a night in Belleville when all of us were seated around the supper table — Uncle Allen, my mother, Uncle Charlie, Doris, Uncle Hal — and Aunt Pat served spaghetti for supper. **Spaghetti was still a little known foreign dish in those days**. Neither Doris nor I had ever eaten spaghetti, and none of the **adults** had enough experience to be good at it. All the good **humor** of Uncle Allen's house reawoke in my mind as I **recalled** the laughing **arguments** we had that night about the socially **respectable** method for moving spaghetti from plate to mouth.

这个题目在我脑海里唤起了一连串不同寻常的图像。贝尔维尔之夜的清晰的回忆如潮水一般涌来，当时，我们大家一起围坐在晚餐桌旁——艾伦舅舅、我母亲、查理舅舅、多丽丝、哈尔舅舅——帕特舅妈晚饭做的是意大利细面条。那时意大利细面条还是很少听说的异国食品。多丽丝和我都还从来没吃过，在座的大人也是经验不足，没有一个吃起来得心应手的。艾伦舅舅家诙谐有趣的场景全都重现在我的脑海中，我回想起来，当晚我们笑作一团，争论着该如何地把面条从盘子上送到嘴里才算合乎礼仪。

5 Suddenly I wanted to write about that, about the warmth and good feeling of it, but I wanted to **put it down** simply for my own joy, not for Mr. Fleagle. It was a moment I wanted to **recapture** and hold for myself. I wanted to **relive** the pleasure of that evening. To write it as I wanted, however, would **violate** all the rules of formal composition I'd learned in school, and Mr. Fleagle would surely give it a failing grade. Never mind. I would write something else for Mr. Fleagle after I had written this thing for myself.

突然我就想描述那一切，描述当时那种温馨美好的气氛，但我把它写下来仅仅是想自得其乐，而不是为弗利格尔先生而写。那是我想重新捕捉并珍藏在心中的一个时刻。我想重温那个夜晚的愉快。然而，照我希望的那样去写，就会违反我在学校里学的正式作文的种种法则，弗利格尔先生也肯定会打它一个不及格。没关系。等我为自己写好了之后，我可以再为弗利格尔先生写点什么别的东西。

6 When I finished it the night was half gone and there was no time left to **compose** a proper, respectable essay for Mr. Fleagle. There was no choice next morning but to **turn in** my tale of the Belleville supper. Two days passed before Mr. Fleagle returned the graded papers, and he returned everyone's but mine. I was preparing myself for a **command** to report to Mr. Fleagle immediately after school for **discipline** when I saw him lift my paper from his desk and knock for the class's attention.

等我写完时已是半夜时分，再没时间为弗利格尔先生写一篇循规蹈矩、像模像样的文章了。第二天上午，我别无选择，只好把我为自己而写的贝尔维尔晚餐的故事交了上去。两天后弗利格尔先生发还批改过的作文，他把别人的都发了，就是没有我的。我正准备着遵命一放学就去弗利格尔先生那儿挨训，却看见他从桌上拿起我的作文，敲了敲桌子让大家注意听。

7 "Now, boys," he said. "I want to read you an essay. This is titled, 'The Art of Eating Spaghetti.'"

"好了，孩子们，"他说。"我要给你们念一篇小品文。文章的题目是：吃意大利细面条的艺术。"

8 And he started to read. My words! He was reading my words out loud to the entire class. **What's more**, the entire class was listening. Listening attentively. Then somebody laughed, then the entire class was laughing, and not in **contempt** and **ridicule**, but with **open-hearted** enjoyment. Even Mr. Fleagle stopped two or three times to **hold back** a small prim smile.

于是他开始念了。是我写的！他给全班大声念我写的文章。更不可思议的是，全班同学都在听着他念，而且听得很专心。有人笑出声来，接着全班都笑了，不是轻蔑嘲弄，而是乐乎乎地开怀大笑。就连弗利格尔先生也停顿了两三次，好抑制他那一丝拘谨的微笑。

9 I did my best to **avoid** showing pleasure, but what I was feeling was pure delight at this **demonstration** that my words had the power to make people laugh. In the eleventh grade, at the eleventh hour as it were, I had discovered a calling. It was the happiest moment of my entire school **career**. When Mr. Fleagle finished he put the final **seal** on my happiness by saying, "Now that, boys, is an essay, don't you see. It's — don't you see — it's of the very **essence** of the essay, don't you see. **Congratulations**, Mr. Baker."

我尽力不流露出得意的心情，但是看到我写的文章竟然能使别人大笑，我真是心花怒放。就在十一年级，可说是最后的时刻，我找到了一个今生想做的事。这是我整个求学生涯中最幸福的一刻。弗利格尔先生念完后说道："瞧，孩子们，这就是小品文，懂了没有。这才是——知道吗——这才是小品文的精髓，知道了没有。祝贺你，贝克先生。"他这番话使我沉浸在十全十美的幸福之中。

Part III Text B Summer Reading

As a summer job the author used to cut Mr. Ballou's lawn. The only problem was that Mr. Ballou never seemed to have any money to pay for it. But what he did have to give was something that turned out to be far more valuable.

夏天打工时，作者常常替巴卢先生修剪草坪。惟一的问题是，巴卢先生似乎从来没钱支付工钱。然而，他实际上所给予的却远比工钱珍贵。

Summer Reading

Michael Dorris

1 When I was fourteen, I earned money in the summer by cutting lawns, and within a few weeks I had built up a body of customers. I got to know people by the flowers they planted that I had to remember not to cut down, by the things they lost in the grass or stuck in the ground **on purpose**. I reached the point with most of them when I knew **in advance** what complaint was about to be spoken, which particular request was most important. (1) And I learned something about the measure of my neighbors by their preferred method of payment: by the job, by the month — or not at all.

夏日阅读

迈克尔·多里斯

十四岁那年，我在暑假里替人修剪草坪挣些钱，不出几个星期，我就有了不少客户。客户们种植的花卉我得记住不能剪去，他们会将东西遗落在草地上或故意插在地里，通过这些我逐渐认识了他们。我对大多数客户了解至深，事先就能知道他们会抱怨些什么，哪些特别的要求不能掉以轻心。(1)而且，我从邻居偏爱的付款方式中了解到了一点他们的情况：有的按干的活儿给钱，有的按月支付 一 或者有的压根儿不付钱。

2 Mr. Ballou fell into the last category, and he always had a reason why. On one day he had no change for a fifty, on another he was flat out of checks, on another, he was simply out when I knocked on his door. Still, except for the money part, he was a nice enough old guy, always waving or tipping his hat when he'd see me from a distance. I figured him for a thin retirement check, maybe a work-related injury that kept him from doing his own yard work. Sure, I kept track of the total, but I didn't worry about the amount too much. (2) Grass was grass, and the little that Mr. Ballou's property comprised didn't take long to trim.

巴卢先生属于最后一类，而且他总有理由。有一天他兑不开一张五十元的钞票，又有一天他支票用完了，还有一天我上门时他干脆就溜出去了。撇开钱这档子事，他倒也还是个挺不错的老头，每次看见我，老远就挥手或脱帽致意。我猜他退休金不多，可能出过工伤，整不了自己的园子。没错，我全都记着账，可我对这点钱并没太在意。(2)也就是剪剪草，何况巴卢先生住宅外面的那一点草坪修剪起来花不了多少时间。

3 Then, one late afternoon in mid-July, the hottest time of the year, I was walking by his house and he opened the door, **motioned** me to come inside. The hall was cool, shaded, and it took my eyes a minute to **adjust** to the dim light.

到了一年中 hottest 的七月中旬，一天傍晚前，我走过他家，他开了门，示意我进去。门厅里凉凉的，帘子遮去了阳光，过了一会儿我的眼睛才适应室内的暗淡光线。

4 "I owe you," Mr. Ballou began, "but..."

"我欠你工钱，"巴卢先生开口道，"不过....."

5 I thought I'd save him the trouble of **thinking up** a new excuse. "No problem. Don't worry about it."

我想省得他费神找新的借口了，就说："没事。别放在心上。"

6 "The bank made a mistake in my account," he continued, ignoring my words. "It will be cleared up in a day or two. But **in the meantime** I thought perhaps you could choose one or two volumes for a down payment."

"银行把我的账弄错了，"他没理我的碴儿，接着说，"一两天里就会改过来。在这当儿，我想你不妨挑一两本书作为我的首付款。"

7 He gestured toward the walls and I saw that books were stacked everywhere. It was like a library, except with no order to the arrangement.

他朝墙那边指了指，我这才发现到处都堆着书。就跟图书馆一样，只不过没有分门别类罢了。

8 "Take your time," Mr. Ballou encouraged. "Read, borrow, keep. Find something you like. What do you read?"

"别着急，"巴卢先生鼓动说，"读也好，借也好，留着也行。找你喜欢的。你平常都爱读什么书啊？"

9 "I don't know." And I didn't. I **generally** read what was in front of me, what I could get from the paperback stack at the **drugstore**, what I found at the library, magazines, the back of cereal boxes, **comics**. The idea of consciously seeking out a special title was new to me, but, I realized, not without **appeal** — so I started to look through the piles of books.

"我不知道。"我的确不知道。我通常是弄到什么就读什么，从药房里买到的平装书，图书馆里借得到的书、杂志，到麦片包装盒背面的说明，还有连环漫画，什么都看。有意识地找出一本特别的书来读对我是件新鲜事，不过我觉得这主意挺不错 —— 于是我开始在书堆中翻找起来。

10 "You actually read all of these?"

"这么多书你都读过啊？"

11 "This isn't much," Mr. Ballou said. "This is nothing, just what I've kept, the ones worth looking at a second time."

"这不算多，"巴卢先生说，"这根本不算多，只不过是我自己的藏书，都是值得再读一遍的。"

12 "Pick for me, then."

"那就替我找一本吧。"

13 He raised his eyebrows, cocked his head, and regarded me as though measuring me for a suit. After a moment, he nodded, searched through a stack, and handed me a dark red hardbound book, fairly thick.

他眉一抬，头一侧，望着我，就像是在给我量体裁衣似的。过了片刻，他略一点头，便在一堆书中搜寻，然后递给我一本暗红色封面的精装本，挺厚的。

14 "*The Last of the Just*," I read. "By Andre Schwarz-Bart. What's it about?"

"《最后的正义》，"我念道，"安德烈·施瓦兹巴特著。是讲什么的？"

15 "You tell me," he said. "Next week."

"你来告诉我，"他说，"下个星期。"

16 I started after supper, sitting outdoors on an uncomfortable kitchen chair. (3) Within a few pages, the yard, the summer, disappeared, and I was plunged into the aching tragedy of the Holocaust, the extraordinary clash of good, represented by one decent man, and evil. Translated from French, the language was elegant, simple, impossible to resist. When the evening light finally failed I moved inside, read all through the night.

晚饭后我坐在室外一张不舒服的餐椅里打开了书。(3)读了几页，院子就消失了，夏夜也消失了；我一下子就进入了二战期间纳粹对犹太人的大屠杀这一令人悲痛的惨剧中，进入了以一个正派人物为代表的善与恶之间非同寻常的冲突中。书译自法文，译文优美朴素，令人不忍释手。天色终于暗了下来，我回到室内，读了一个通宵。

17 To this day, thirty years later, I vividly remember the experience. It was my first **voluntary** encounter with world literature, and I was stunned by the concentrated power a novel could contain. I lacked the vocabulary, however, to translate my feelings into words, so the next week, when Mr. Ballou asked, "Well?" I only replied, "It was good."

时至三十年后的今天，我仍清晰地记得当时的经历。那是我初次有心地接触世界文学，我被一部小说所能包含的集聚的力量深深震撼。但我缺乏足够的词汇表达我的情感，因此，第二个星期，当巴卢先生问我“怎么样”时，我只回答说：“书真好。”

18 "Keep it, then," he said. "Shall I suggest another?"

“那就留着吧，”他说，“要不要我再介绍一本？”

19 I nodded, and was presented with the paperback edition of Margaret Mead's *Coming of Age in Samoa*.

我点点头，拿到了一本平装本的玛格丽特·米德的《萨摩亚人的成年》。

20 To make two long stories short, Mr. Ballou never paid me a cent for cutting his grass that year or the next, but for fifteen years I taught anthropology at Dartmouth College. (4) Summer reading was not the innocent entertainment I had assumed it to be, not a light-hearted, instantly forgettable escape in a hammock (though I have since enjoyed many of those, too). A book, if it arrives before you at the right moment, in the proper season, at an interval in the daily business of things, will change the course of all that follows.

长话短说，无论当年还是次年，巴卢先生分文未付我替他割草的工钱，但我在达特默思大学教了十五年的人类学。(4) 盛夏阅读不是我原先认为的仅仅借以消磨时光的娱乐，不是躺在吊床上无忧无虑、打开书本就什么都忘掉的一种消遣（虽然自从那个夏天以来我曾多次以这种方式自娱自乐）。一本书，如果在恰当的时候，恰当的季节，在日常事务的间歇中出现在你的面前，就会改变你此后的人生道路。

Unit 2 Friendship

Part II Text A A all The Cabbie Had Was A Letter

How do you feel when old friends are far away? Do you make an effort to keep in touch? Sometimes it is easy to put off writing a letter, thinking that there will be plenty of time tomorrow. But then sometimes, as this story shows, we leave it too late. Perhaps reading it will make you want to reach for your pen.

老朋友天各一方，你心有何感？你是否努力保持联系？有时候写信的事很容易会一拖再拖，总以为明天有的是时间。然而，正如这则故事所表明的，有时我们拖得太晚了。也许读一读这个故事会让你提起笔来。

All the Cabbie Had Was a Letter

Foster Furcolo

1 He must have been completely **lost in** something he was reading because I had to tap on the **windshield** to get his attention.

出租车司机拥有的就剩一封信

福斯特·弗克洛

他准是完全沉浸在所读的东西里了，因为我不得不敲挡风玻璃来引起他的注意。

2 "Is your **cab available**?" I asked when he finally looked up at me. He nodded, then said **apologetically** as I settled into the back seat, "I'm sorry, but I was reading a letter." He sounded as if he had a cold **or something**.

他总算抬头看我了。“你出车吗？”我问道。他点点头，当我坐进后座时，他抱歉地说：“对不起，我在读一封信。”听上去他像是得

3 "I'm in no hurry," I told him. "**Go ahead** and finish your letter."

“我不着急，”我对他说，“你接着把信读完吧。”

4 He shook his head. "I've read it several times already. I guess I almost **know it by heart**."

他摇了摇头。“我已经读了好几遍了。我想我都能背出来了。”

5 "Letters from home always mean a lot," I said. "At least they do with me because I'm on the road so much." Then, **estimating** that he was 60 or 70 years old, I guessed: "From a child or maybe a grandchild?"

“家书抵万金啊，”我说。“至少对我来说是这样，因为我老是在外旅行。”我估量他有六七十岁了，便猜测说：“是孩子还是孙子写来的？”

6 "This isn't family," he replied. "Although," he went on, "come to think of it, it **might just as well** have been family. Old **Ed** was my oldest friend. In fact, we used to call each other 'Old Friend' — when we'd meet, that is. I'm **not much of a hand** at writing."

“不是家里人，”他回答说。“不过，”他接着说，“想起来，也可以算是一家人了。埃德老伙计是我最老的朋友了。实际上，过去我俩总是以‘老朋友’相称的——就是说，当我俩相见时。我这人就是不大大会写东西。”

7 "I don't think any of us **keep up** our **correspondence** too well," I said. "I know I don't. But I take it he's someone you've known quite a while?"

“我看大家写信都不那么勤快，”我说，“我自己笔头就很懒。我看，你认识他挺久了吧？”

8 "All my life, **practically**. We were **kids** together, so we go way back."

“差不多认识了一辈子了。我俩小时候就一起玩，所以我俩的友谊确实很长了。”

9 "Went to school together?"

“一起上的学？”

10 "**All the way** through high school. We were in the same class, in fact, through both grade and high school."

“都一起上到高中呢。事实上，我俩从小学到高中都在一个班里。”

11 "There are not too many people who've had such a long friendship," I said.

“保持这么长久友谊的人可真不多见啊，”我说。

12 "Actually," the driver went on, "I hadn't seen him more than once or twice a year over the past 25 or 30 years because I moved away from the old neighborhood and you kind of lose touch even though you never forget. He was a great guy."

“其实呢，”司机接着说，“近 25 到 30 年来，我跟他一年只见一两次面，因为我从原来住的老街坊搬了出来，联系自然就少了，虽说你一直放在心上。他在的时候可真是个大好人。”

13 "You said 'was'. Does that mean —?"

“你刚才说他‘在的时候’。你是说 ——？”

14 He nodded. "Died a couple of weeks ago."

他点了点头。“前两个星期过世啦。”

15 "I'm sorry," I said. "It's no fun to lose any friend — and losing a real old one is even tougher."

“真遗憾，”我说，“失去朋友真不是个滋味，失去个真正的老朋友更让人受不了。”

16 He didn't reply to that, and we rode on in silence for a few minutes. But I realized that Old Ed was still on his mind when he spoke again, almost more to himself than to me: "I should have kept in touch. Yes," he repeated, "I should have kept in touch."

他开着车，没有接话儿。我们沉默了几分钟。可我知道他还在想着老埃德。他又开口时，与其说是跟我说话，还不如说是自言自语：“我真该一直保持联系。真的，”他重复道，“我真该一直保持联系。”

17 "well," I agreed, "We should all keep in touch with old friends more than we do. But things come up and we just don't seem to find the time."

“是啊，”我表示赞同，“我们都该与老朋友保持更多的联系。不过总是有事情冒出来，好像就是抽不出空来。”

18 He shrugged. "We used to find the time," he said. "That's even mentioned in the letter." He handed it over to me. "Take a look."

他耸了耸肩。“我们过去总能抽出空来，”他说。“信里还提到呢。”他把信递给我，“你看看吧。”

19 "Thanks," I said, "but I don't want to read your mail. That's pretty personal."

“谢谢你，”我说，“不过我不想读你的信。这纯属私事。”

20 The driver shrugged. "Old Ed's dead. There's nothing personal now. Go ahead," he urged me.

司机耸一耸肩。“老埃德人都死了。没什么私事不私事了。念吧，”他催促说。

21 The letter was written in pencil. It began with the greeting "Old Friend," and the first sentence reminded me of myself. *I've been meaning to write for some time, but I've always postponed it.* It then went on to say that he often thought about the good times they had had together when they both lived in the same neighborhood. It had references to things that probably meant something to the

driver, such as *the time Tim Shea broke the window, the Halloween that we tied Old Mr. Parker's gate, and when Mrs. Culver used to keep us after school.*

信是用铅笔写的。称呼写着“老朋友”，而开头第一句话让我想到自己。“早就想写信了，可就是一拖再拖。”信里接着写道，他常常回想从前两人住在一个街坊时的快乐时光。信里提到些事，可能对司机很重要，比如“那次蒂姆·谢打破窗子，那年万圣节前夕，我们把老帕克先生的大门拴了起来，还有卡尔弗太太老是在放学后把咱俩留下训斥的那阵子”。

22 "You must have spent a lot of time together," I said to him.

“你们俩准是在一起度过了不少时光，”我对他说。

23 "Like it says there," he answered, "about all we had to spend in those days was time." He shook his head: "Time."

“就跟信里写的那样，”他回答说，“我俩在那个时候能花的只有时间。”他摇头叹道：“时间啊。”

24 I thought the next paragraph of the letter was a little sad: *I began the letter with "Old Friend" because that's what we've become over the years — old friends. And there aren't many of us left.*

信里接下来的那段我觉得有点凄凉：“信的开头我写着‘老朋友’，因为这么多年来，我们这对老朋友渐渐都老了。我们这些人当中留下的也不多了。”

25 "You know," I said to him, "When it says here that there aren't many of us left, that's **absolutely** right. Every time I go to a class **reunion**, for example, there are fewer and fewer still around."

“你要知道，”我对他说，“信里说我们这些人当中留下的不多了，说得一点不错。比如说，每次我去参加老同学聚会，来的人总是越来越少。”

26 "Time **goes by**," the driver said.

“时间不饶人啊，”司机说。

27 "Did you two work at the same place?" I asked him.

“你们俩以前在一起工作吗？”我问他。

28 "No, but we **hung out** on the same corner when we were single. And then, when we were married, we used to go to each other's house **every now and then**. But for the last 20 or 30 years it's been **mostly** just **Christmas** cards. Of course there'd be always a note we'd each add to the cards — usually some news about our families, you know, what the kids were doing, who moved where, a new grandchild, things like that — but never a real letter or anything like that."

“不，不过没成家时我俩总在一起闲荡。后来，两人都成了家，就不时相互串门。可最近这二三十年来，主要就是寄寄圣诞卡了。当然，我俩都总在卡上写几句——通常是关于各自家里的情况，不是吗，孩子们在干些什么，谁搬到哪儿，添了个小孙子，都是这类事——可一直都没正儿八经地写过信什么的。”

29 "This is a good part here," I said. "Where it says *Your friendship over the years has meant an **awful** lot to me, more than I can say because I'm not good at saying things like that.*" I found myself nodding in agreement. "That must have made you feel good, didn't it?"

“这一处写得好，”我说，“这里写道：‘你多年的友谊对我非常重要，远比我能说出来的重要得多，因为我不擅长说这样的话。’”我颌首称是。“这话准让你听着开心，是吧？”

30 The driver said something that I couldn't understand because he seemed to be all **choked up**, so I continued: "I know I'd like to receive a letter like that from my oldest friend."

司机说了句什么，可我没听明白，因为他似乎哽噎得厉害。于是我接着说：“我也真想收到这样一封老朋友的来信。”

31 We were getting close to our **destination** so I **skipped** to the last paragraph. *So I thought you'd like to know that I was thinking of you.* And it was signed, *Your Old Friend, Tom.*

我们快到目的地了，于是我跳到最后一段。“因此我想你一定想知道我惦记着你。”信末署名：“老朋友汤姆”。

32 I handed back the letter as we stopped at my hotel. "Enjoyed talking with you," I said as I took my suitcase out of the cab. **Tom?** The letter was signed *Tom?*

我们在我的旅店前停下，我把信递了回去。“很高兴能和你聊聊，”我将衣箱从车上提下时说。汤姆？信的署名是汤姆？

33 "I thought your friend's name was Ed," I said. "Why did he sign it Tom?"

“我记得你朋友叫埃德，”我说，“为什么他署名汤姆呢？”

34 "The letter was not from Ed to me," he explained. "I'm Tom. It's a letter I wrote to him before I knew he'd died. So I never mailed it."

“这封信不是汤姆写给我的，”他解释说，“我是汤姆。这是我在得知他去世前写给他的信。所以我一直没寄出。”

35 He looked sort of **sorrowful**, or as if he were trying to see something **in the distance**. "I guess I should have written it sooner."

他神情有点悲伤，似乎想看清远处什么东西。“我想我真该早些写这封信。”

36 When I got to my hotel room I didn't **unpack right away**. First I had to write a letter — and mail it.

我进了旅馆房间之后，没有马上打开箱包。首先我得写封信——而且要寄出去。

Part III Text B Never Let A friend Down

If I don't make it, my friend will die out there, Bill McIntosh, the old hunter, told himself over and over.

如果我不能挺住的话，我的朋友就会死在那里，老猎手比尔·麦金托什一次又一次地告诫自己。

Never Let a Friend Down

Jim Hutchison

1 "Coming to the football match this afternoon?" Bill McIntosh asked 59-year-old Royce Wedding as they drank beer at the Eureka Hotel in the **Australian** town of Rainbow. Royce shook his head. "I promised Mom I'd burn off the weeds on one of our fields."

决不抛弃朋友

吉姆·赫奇森

“下午去看足球赛吗？”比尔·麦金托什问 59 岁的罗伊斯·韦丁。他们两人正在澳大利亚的虹镇尤里卡饭店喝啤酒。罗伊斯摇摇头。“我答应我妈给我家的一块地烧荒。”

2 Bill, who was thin but strong, looking far less than his 79 years, **peered** outside at the heat. A light breeze was blowing from the north, making conditions perfect for the burn. But Bill felt **uneasy** about Royce doing the job alone. The farmer had a bad leg and walked with great difficulty.

比尔瘦削而结实，79 岁，但看上去远没有那么老。他望着外面的炎热空气。一阵轻风自北向南吹，这条件最适宜烧荒了。不过比尔对罗伊斯独自干这活不放心。这个农夫有条腿不好，行走很费劲。

3 The pair had been best of friends for 30 years, ever since the days when they traveled together from farm to farm in search of work. Now, living alone 12 miles east of town, Bill scraped a living hunting foxes and rabbits. Once a fortnight he went to town to buy supplies and catch up with Royce, who helped run the Wedding family's farm. "I'll give you a hand," Bill said.

两人曾一起从一个农场走到另一个农场寻些活儿干，迄今已是 30 年的好朋友了。如今比尔独自一人住在镇东 12 英里处，靠打狐狸和野兔勉强过活。他两个星期一次前来小镇购物，会会帮着经管自家的农场的罗伊斯。“我帮你一把，”比尔说。

4 The pair set off in Royce's car. Soon they were bumping over a sandy track to the weed-choked 120-acre field. "Fire's the only way to **get rid of this stuff**," said Bill as they tied an old tire to the tow bar with a 50-foot chain. **Soaking** the tire with gasoline, Bill put a match to it and jumped in the car.

两人坐着罗伊斯的车动身了。没多一会儿他们就颠簸在一条沙土路上，朝一块面积 120 公顷、杂草丛生的田地开去。“火是除去这玩意儿的惟一办法，”比尔说。他们用根 50 英尺长的链条把一个旧轮胎绑在牵引杆上。比尔在轮胎上浇透汽油，划根火柴一点，便跳进车里。

5 Driving slowly from the southern edge of the field, they worked their way upwind, leaving a line of burning weeds in their wake. Half way up the field, and without warning, the car pitched violently forward, plowing into a hidden bank of sand.

两人从农田的南边缓缓开车逆风而行，所过之处留下一条燃着的草带。开到地当中，车猛地朝前一颠，没等察觉，就陷进了一个被草遮着的沙堆。

6 The breeze suddenly **swung** around to their backs and began to gather strength. Fanned to white heat, the fire line suddenly burst into a wall of flame, heading directly toward them. "Let's get out of here!" Royce said.

微风突然转向，朝两人身后吹来，而且越吹越强。火仗风势，烧得炽热，一条火带顿时就变成一道火墙，直扑两人而来。“咱们快离开这儿！”罗伊斯说道。

7 Desperately he tried to back the car out of the sand bank. But the wheels only spun deeper in the soft sand.

他拼命想把车倒出沙堆。可车轮在软沙里越转陷得越深。

8 Suddenly the fire was on them. Bill pushed open his door only to find himself flung through the air as, with a roar, the gasoline tank exploded and the car leapt three feet off the ground. When it crashed back down Royce found himself pinned against the steering wheel, unable to move. The car's seats and roof were now on fire.

火顿时就扑到两人身上。比尔推开车门，却听得一声巨响，油箱爆炸了，车子飞离地面三英尺，他自己则被抛到空中。车子摔回地面后，罗伊斯发现自己被方向盘卡住，动弹不得。这时，车座和车顶也都烧着了。

9 Bill lay where he fell, all the breath knocked out of him. The front of his shirt, shorts, bare arms and legs were soaked in burning gasoline. Then the sight of the car in flames brought him upright with a start. "Royce!" he cried, struggling to his feet and heading for the car.

比尔躺在跌落的地方，摔得气都喘不过来。他的衬衣前襟、短裤、光裸的手臂和双腿都浸在燃烧着的汽油里。接着汽车着火了，见此情景他惊坐起来。“罗伊斯！”他边喊边挣扎着站起身来，向汽车冲去。

10 Pulling open the door, he seized Royce's arms through the smoke. "I'm stuck," Royce said. "Get yourself away!"

他拉开车门，在烟雾中抓住罗伊斯的手臂。“我给卡住了，”罗伊斯说，“你快走！”

11 (1) The fire bit at Bill's arms, face and legs, but he tightened his grip on Royce. "I'm not leaving you here," he said.

(1) 火舌舔着比尔的双臂、脸和双腿，但他紧紧地抓住罗伊斯不放。“我不会把你丢弃在这儿的，”他说道。

12 Now Bill dug his heels into the sand and pulled as hard as he could. Suddenly he fell backward. Royce was free and out of the car. As soon as he had dragged him away he patted out the flames on Royce's body and on his own legs and arms with his bare hands.

比尔两个脚跟扎在沙堆里，拼命用力拉。突然他仰面倒下，罗伊斯被拉出了汽车。他一把将罗伊斯拉开，便赶紧赤手去扑灭罗伊斯身上以及自己腿上、手臂上的火。

13 Royce saw a second explosion rock the car, as it was eaten up by flames. *I'd be ashes now if Bill hadn't gotten me out*, he thought. Looking down, Royce was shocked by the extent of his injuries. His stomach and left hip were covered in deep burns. *Worse still*, his fingers were burned completely out of shape.

罗伊斯看着又一次爆炸把汽车震得直晃，车一下子被火苗吞噬。“要不是比尔把我拉出来，我这会儿就烧成灰了，”他暗想。他低头一看，身上伤势之严重令他大为惊讶。他腹部及左臀严重烧伤。更糟糕的是，手指被烧得完全变了形。

14 Lying on his back, Bill was in equally bad shape. Pieces of blackened flesh and skin hung from his forearms, hands and legs.

比尔仰天躺在地上，也一样被烧得不成样子。前臂以及手和腿上，一块块烧得焦黑的皮肉挂了下来。

15 Bill looked across at his friend. Reading the **despair** clouding Royce's face, Bill said, "I'll get help. You hang on." Royce nodded, but as he watched Bill set off slowly across the blackened field, he wondered how his friend was going to walk almost two miles and get over three fences.

比尔朝自己的朋友望去，看出罗伊斯满脸绝望，便说：“我去叫人。你顶住。”罗伊斯点了点头，可当他看着比尔穿过焦黑的田地缓缓走开时，真不知道这位朋友怎么去走那几乎整整两英里的路，还要跨越三道栅栏。

16 (2) A lifetime spent around the tough people who make their home in the Australian bush had permanently fixed into Bill's soul two principles: never give up no matter how bad the odds and never let a friend down. Now, with every step sending pain piercing through every part of his body, he **drew on** those twin pillars of character. (3) If I don't make it, Royce will die out there, he told himself over and over.

(2) 一辈子与居住在澳大利亚灌木地带的那些刚强的硬汉一起生活的人生经历，将两条准则永久地铭刻在比尔心头：无论多么艰难，决不泄气，决不抛弃朋友。此时此刻，他每迈出一步，浑身上下便针扎似地疼，他完全是靠这两种品质支撑着。(3) 如果我不能挺住的话，罗伊斯就会死在那里，比尔一次又一次地告诫自己。

17 "What's the matter with that dog?" said Vicky Wedding, Royce's mom, peering out her window. Startled by a noise behind her, she turned to see Bill leaning against the door.

“那条狗怎么啦？”罗伊斯的母亲维基·韦丁说着朝窗外望去。听到身后响动，她吓了一跳，转身一看，比尔正倚靠在门上。

18 "Dear God, what happened?" she exclaimed, grabbing Bill as he slid down the doorframe.

“天哪，出了什么事？”她惊问道，赶紧扶住正沿着门框瘫坐下去的比尔。

19 "We got caught in the fire," he whispered, barely able to speak. "Get help." Vicky sat Bill down, covered him in wet towels to ease the pain of his burns, and then picked up the phone.

“我们遭火烧了，”他低声道，几乎说不出话来。“快去叫人。”维基扶比尔坐下，用湿毛巾敷在他身上以减轻烧伤的疼痛，随后便拿起了电话。

20 Throughout the bumpy, hour-and-a-half ride to the hospital in Horsham, neither of the two injured men spoke of their pain. "We should've gone to the football match," Royce said, trying to keep their spirits up. Bill grinned weakly.

他们坐上汽车前往霍舍姆的医院，在长达一个半小时的颠簸的路途中，两位伤者只字未提自己的伤痛。“咱们真该去看足球赛，”罗伊斯开口说道，想让自己和朋友振作一下精神。比尔也轻轻一笑。

21 Not long after Bill found himself at Government House being presented with the Bravery Medal for his courageous **rescue**. (4) But the real **highlight** for Bill came six months after the fire, when Royce, just out of hospital, walked into the Eureka Hotel and bought him a beer.

不久，比尔在镇公所被授予勇敢奖章，以表彰其勇救他人的壮举。(4) 但真正最令比尔激动的时刻是火灾发生六个月之后，刚刚出院的罗伊斯走进尤里卡饭店，请他喝啤酒。

22 "We made it," said Royce as they raised their glasses. "Here's to the best friend a man could have."

“咱们赢了，”两人举杯时，罗伊斯说道，“为生死之交干杯。”

Unit 3 Understanding Science

Part II Text A A Public Attitudes Toward Science

Professor Hawking thinks it important to keep everybody in touch with what science is about. In this article he explains why.

霍金教授认为使每个人都了解科学是干什么的非常重要。在这篇文章中，他对其中的缘由作了解释。

Public Attitudes Toward Science

Stephen Hawking

1 Whether we like it or not, the world we live in has changed a great deal in the last hundred years, and it is **likely** to change even more in the next hundred. Some people would like to stop these changes and go back to what they see as a purer and simpler age. But as history shows, the past was not that wonderful. It was not so bad for a **privileged minority**, though even they had to **do without** modern medicine, and **childbirth** was **highly risky** for women. But for the vast majority of the population, life was **nasty, brutish**, and short.

公众科学观

斯蒂芬·霍金

无论我们是否愿意，我们生活的世界在过去一百年间已经变化了许多，而且在未来的一百年里可能变化更多。有人想中止这种种变化，回到那个他们认为更纯洁更朴素的时代。但正如历史所表明的，过去并非那么美妙。过去对享有特权的少数人不算太糟，但即便他们也无从享受现代医疗，而生育对妇女来说风险极大。对占人口大多数的民众而言，生活是艰难、残忍而又短暂的。

2 **Anyway**, even if one wanted to, one couldn't **put the clock back** to an earlier age. Knowledge and techniques can't just be forgotten. Nor can one prevent further advances in the future. Even if all government money for research were **cut off** (and the present government is doing its best), the force of **competition** would still **bring about** advances in **technology**. **Moreover**, one cannot stop **inquiring** minds from thinking about basic science, whether or not they are paid for it. The only way to prevent further developments would be a **global** state that **suppressed** anything new, and human **initiative** and **inventiveness** are such that even this wouldn't succeed. All it would do is **slow down** the **rate** of change.

不管怎样，即使有人想这么做，他也无法将时钟拨回到早先的时代。知识与技术不可能说忘就忘了。也没有人能阻止未来的进一步发展。即使所有用于研究的政府资金都被取消（现政府最擅此事），竞争的力量仍将继续带来技术的发展。更何况，没有人能阻止探究求索之士去思索基础科学，无论他们是否会为此得到酬劳。惟一能阻止进一步发展的办法或许是一个压制任何新事物的全球政府，但人类的进取心与创造力如此旺盛，即便这个政府也不会成功。它所能做到的只是延缓变化的速度。

3 If we accept that we cannot prevent science and technology from changing our world, we can at least try to **ensure** that the changes they make are in the right directions. In a **democratic** society, this means that the public needs to have a basic understanding of science, so that it can make **informed** decisions and not leave them in the hands of **experts**. At the moment, the public is **in two**

minds about science. It has come to expect the **steady** increase in the standard of living that new developments in science and technology have brought to continue, but it also distrusts science because it doesn't understand it. This distrust is **evident** in the **cartoon** figure of the mad scientist working in his laboratory to produce a **Frankenstein**. It is also an important **element** behind support for the Green parties. But the public also has a great interest in science, particularly **astronomy**, as is shown by the large **audiences** for television series such as *The Sky at Night* and for science **fiction**.

如果我们承认，我们无法阻止科学技术改变我们的世界，我们至少可以努力确保科技带来的变化方向正确。在一个民主社会里，这意味着公众需要对科学有一个基本的了解，从而可以作出明达的决定，而不是把决定留给专家去作。目前，公众对科学存有矛盾之心。公众期望科技新发展带来的生活水准的稳定提高能继续，但又怀疑科学，因为他们不懂科学。那个在实验室里设法制造弗兰肯斯坦因的疯狂的科学家的卡通人物清楚地体现了公众的这种怀疑。这也是人们之所以支持各种绿色组织的一个重要因素。但公众同时也对科学深感兴趣，尤其是对天文学，诸如《夜空》之类的电视连续剧观众不少以及科幻小说读者甚多就是明证。

4 What can be done to **harness** this interest and give the public the scientific **background** it needs to make informed decisions on subjects like **acid rain**, the **greenhouse** effect, **nuclear weapons**, and **genetic engineering**? Clearly, the **basis** must **lie in** what is taught in schools. But in schools science is often presented in a dry and uninteresting manner. Children learn it by **rote** to pass examinations, and they don't see its **relevance** to the world around them. Moreover, science is often taught **in terms of equations**. Although equations are a **brief** and **accurate** way of describing **mathematical** ideas, they frighten most people. When I wrote a popular book recently, I was advised that each equation I included would **halve** the sales. I included one equation, Einstein's famous equation, $E=mc^2$. Maybe I would have sold twice as many copies without it.

怎样才能利用这种兴趣，向公众提供所需要的科学知识，以便其在酸雨、温室效应、核武器以及基因工程等问题上作出明达的决定呢？显然，必须把基础建立在学校课程上。但在学校里，科学往往被教得枯燥乏味。孩子们死记硬背应付考试，他们看不出科学与他们的周围世界的联系。更有甚者，科学常常是用公式来教的。虽然公式是阐述数学概念的一种简单而精确的方式，它们却使大多数人望而生畏。前不久我写了一本通俗读物，当时有人告诫我说，我每使用一个公式就会使销量减半。我只使用了一个公式，即爱因斯坦那个著名的公式， $E=mc^2$ 。如果不用这个公式的话，也许我能多卖出一倍的书。

5 Scientists and engineers **tend** to express their ideas **in the form of** equations because they need to know the **precise** values of quantities. But for the rest of us, a **qualitative grasp** of scientific **concepts** is **sufficient**, and this can be **conveyed** by words and **diagrams**, without the use of equations.

科学家和工程师倾向于用公式阐述观点，因为他们需要知道量的精确值。但对我们其余的人来说，对科学概念有个质的认识就已足够，这可以用文字和图表来表述，大可不必使用公式。

6 The science people learn in school can provide the basic **framework**. But the rate of scientific progress is now so rapid that there are always new developments that have occurred since one was at school or university. I never learned about **molecular biology** or **transistors** at school, but **genetic engineering** and computers are two of the developments most likely to change the way we live in the future. Popular books and magazine articles about science can help to **put across** new developments, but even the most successful popular book is read by only a small **proportion** of the population. Only

television can reach a **truly** mass audience. There are some very good science programmes on TV, but others present scientific wonders simply as **magic**, without explaining them or showing how they **fit into** the framework of scientific ideas. Producers of television science programmes should realize that they have a **responsibility to educate** the public, not just **entertain** it.

人们在学校学到的科学知识可以提供一个基本的框架。但如今科学进步的速度如此之快，一个人离开学校或大学后新的发展层出不穷。我在学校从未学过分子生物学或晶体管，但基因工程和计算机是极有可能改变我们未来生活的两项发展。有关科学的通俗读物和杂志文章能帮助人们了解新发展，但即使是最畅销的科普读物也只是一小部分人阅读。只有电视能赢得真正广大的观众。电视上有一些相当优秀的科学节目，但其他的节目把科学奇迹简单地作为魔术播出，既不加以说明，也不展现它们与科学观念的整体框架的关系。电视科学节目的制片人应该认识到，他们负有教育民众的重任，而不仅仅是为他们提供娱乐。

7 The world today is filled with dangers, **hence** the sick joke that the reason we have not been **contacted** by an **alien civilization** is that civilizations tend to destroy themselves when they reach our stage. But I have sufficient faith in the good sense of the public to believe that we might prove this wrong.

当今世界充满危险，因此就有了那个令人毛骨悚然的玩笑，说我们尚未受到外星文明造访的原因在于：但凡文明发展到我们目前的程度，它们往往就自我毁灭了。然而我对公众的明智充满信心，因而相信，我们将证明这一说法是错误的。

Part III Text B How To Make Sense Out of Science

When scientific discoveries hit the news they are rarely as simple as the headlines suggest. They usually do not mention the years of work that lie behind the discoveries. The reports also do little to help us realize that science seldom provides answers that are final and beyond challenge.

科学发现成为新闻时，很少如新闻标题所显示的那么简单。新闻标题通常只字不提科学发现背后的长年努力。新闻报道也很少帮助我们认识，科学绝少提供最终的、经得住挑战的答案。

How To Make Sense Out Of Science

David H. Levy

1 New Drugs Kill Cancer

如何理解科学

大卫·H·利维

新药灭癌

2 Devastation by El Niño — a Warning

厄尔·尼诺现象将带来毁灭 —— 一则警告

3 6:30 p.m. October 26, 2028: Could This Be the Deadline for the Apocalypse?

2028年10月26日下午6:30: 世界末日的最后期限?

4 When these headlines appeared this year, their stories became the subjects of conversations around the world — talks spiced with optimism and confusion. Imagine the hopes raised in the millions battling cancer. Did the news mean these people never had to worry about cancer again? Or that we *all* had to worry about a catastrophe from outer space or, more immediately, from *El Niño*?

这些标题于今年见诸报端时，这类新闻便成为全世界的话题——既掺有乐观又带来混乱的话题。想象一下这些新闻为成千上万与癌症抗争的人们所带来的希望。这些新闻是否意味着这些人再也不用为癌症担忧呢？还是说我们所有的人都得为来自外层空间的大祸，或者更近一点，为厄尔·尼诺现象造成的灾难而忧心忡忡呢？

5 Unfortunately, science doesn't work that way. It rarely arrives at final answers. People battling cancer or victims of *El Niño* may find this **frustrating**, but the truth is that Nature does not **yield** her secrets easily. Science is done **step by step**. First an idea is formed. Then this is tested by an experiment. The **outcome**, one hopes, results in an increase in knowledge.

不幸的是，科学并非这般运作。科学极少提供最终的答案。与癌症搏斗的人们或厄尔·尼诺现象的受害者也许会觉得这太令人沮丧，但事实是，大自然并不轻易袒露其奥秘。科学研究是一步一步进行的，首先要有一个构想，然后用实验检验这个构想，人们希望其结果能成为知识的一种积累。

6 Science is not a set of unquestionable results but a way of understanding the world around us. Its real work is slow. (1) The scientific method, as many of us learned in school, is a **gradual process that begins with a purpose or a problem or question to be answered**. It includes a list of materials, a procedure to follow, a set of observations to make and, finally, **conclusions** to reach. In medicine, when a new drug is **proposed** that might cure or control a disease, it is first tested on a large random group of people, and their reactions are then compared with those of another random group not given the drug. All reactions in both groups are carefully recorded and compared, and the drug is **evaluated**. All of this takes time — and patience.

科学并非一组无可置疑的结果，而是认识我们周围世界的一种方法。其实际进程是缓慢的。(1) 正如我们很多人在学校里所学的那样，科学方法是一个渐进的过程，这个过程始于某个目的，或某个有待解决或回答的问题。这包括一组材料，一套必须遵循的操作步骤，一系列有待进行的观察，最后是有待得出的结论。医学上，有人提出一种新药可能医治或控制某种疾病时，先是在随意挑选的大量人群中进行试验，然后将这部分人群的用药反应与另一组随意挑选的未用此药的人群的情况进行比较。两组人群的种种反应被一一记录，仔细比较，从而对新药的疗效作出鉴定。所有这些过程需要时间——以及耐心。

7 It's the *result* of course, that makes the best news — not the years of quiet work that characterize the **bulk** of scientific inquiry. After an experiment is concluded or an observation is made, the result continues to be examined critically. When it is submitted for publication, it goes to a group of the scientist's colleagues, who review the work. If the work is important enough, just before the report is published in a **professional** journal or read at a conference, a press release is issued and an announcement is made to the world.

成为新闻热点的当然是结果，而非长年默默无闻的努力，而长年默默无闻的努力正是绝大多数科学探索的特点。在实验有了结论，或观察结束之后，其结果仍将受到严格的检测。结果送交发表时，会由一组科学家的同行审阅。如果成果相当重要，那在专业杂志上发表或会议上宣读该实验报告之前，将会举行新闻发布会，向世人宣布。

8 The world may think that the announcement signifies the end of the process, but it doesn't. A publication is really a **challenge**: "Here is my result. Prove me wrong!" (2) Other researchers will try

to repeat the experiment, and the more often it works, the better the chances that the result is sound. Einstein was right when he said: "No amount of experimentation can ever prove me right; a single experiment can at any time prove me wrong."

世人也许会认为宣布结果标志整个过程的结束，其实不然。发表成果实际上是种挑战：“本人所作结论在此。请证其谬！”(2) 别的研究人员会试图重复这一实验，实验成功的次数越多，其结果就越有可能是可靠的。爱因斯坦说得对：“再多的实验也永远不能证明我正确，而一项实验随时就能证明我错误。”

9 In August 1996, NASA announced the discovery in Antarctica of a meteorite from Mars that might contain evidence of ancient life on another world. (3) As President Clinton said that day, the possibility that life existed on Mars billions of years ago was potentially one of the great discoveries of our time.

1996年8月，美国国家航天和航空局宣布在南极洲发现了一颗来自火星的陨石，其中可能包含着其他星球存在古老生命的证据。(3) 正如克林顿总统那天所说，发现亿万年前火星上可能存在生命这件事，有可能是我们时代最伟大的发现之一。

10 After the excitement wore down and initial papers were published, other researchers began looking at samples from the same meteorite. (4) Some concluded that the "evidence of life" was mostly contamination from Antarctic ice or that there was nothing organic at all in the rock.

当兴奋和激动慢慢平息，首批论文发表之后，其他研究人员开始研究取自同一颗陨石的样本。(4) 有些人得出结论说，这些“生命的证据”大多来自南极冰的污染，或者说那块石头里根本就没有有机物。

11 Was this a failure of science, as some news reports trumpeted?

这是某些新闻报道所鼓噪的科学的失败吗？

12 No! It was a good example of the scientific method working the way it is supposed to. Scientists spend years on research, announce their findings, and these findings are examined by other scientists. That's how we learn. Like climbing a mountain, we struggle up three feet and fall back two. It's a process filled with disappointments and reverses, but somehow we keep moving ahead.

不！这正是科学研究以其应有的方式进行的一个范例。科学家经过多年研究发布成果，其成果再由其他科学家加以检验。我们就是这样增进知识的。正如爬山，我们费力爬上三英尺，又掉下去两英尺。这是个充满失望与挫折的过程，但不管怎样，我们一直往前迈进。

Unit 4 American Dream

Part II Text A A Tonh Trivisonno's American Dream

The American Dream means different things to different people. But for many, particularly immigrants, it means the opportunity to make a better life for themselves. For them the dream is that talent and hard work can take you from log cabin to White House. Tony Trivisonno did not rise quite so high, yet he managed to make his own dream come true.

美国梦对不同的人有不同的意义。但对许多人，尤其是对移民而言，它意味着改善自己生活的机会。对于他们，美国梦的含义就是才能与勤劳能让你从小木屋走向白宫。托尼·特里韦索诺并没有爬到那么高，但他成功地使自己的梦想成真。

Tony Trivisonno's American Dream

Frederick C. Crawford

1 He came from a rocky farm in **Italy**, somewhere south of **Rome**. How or when he got to America, I don't know. But one evening I found him standing in the **driveway**, behind my garage. He was about five-foot-seven or eight, and thin.

托尼·特里韦索诺的美国梦

弗雷德里克·C·克罗弗德

他来自意大利罗马以南某地一个满地石子的农庄。他什么时候怎么到美国的，我不清楚。不过，有天晚上，我看到他站在我家车库后面的车道上。他身高五英尺七、八左右，人很瘦。

2 "I **mow** your **lawn**," he said. It was hard to **comprehend** his broken English.

“我割你的草坪，”他说。他那结结巴巴的英语很难听懂。

3 I asked him his name. "Tony Trivisonno," he replied. "I mow your lawn." I told Tony that I couldn't afford a gardener.

我问他叫什么名字。“托尼·特里韦索诺，”他回答说，“我割你的草坪。”我对托尼讲，本人雇不起园丁。

4 "I mow your lawn," he said again, then walked away. I went into my house unhappy. Yes, these **Depression days** were difficult, but how could I **turn away** a person who had come to me for help?

“我割你的草坪，”他又说道，随后便走开了。我走进屋子，心里有点不快。没错，眼下这大萧条的日子是不好过，可我怎么能把一个上门求助的人就这么打发走呢？

5 When I got home from work the next evening, the lawn had been mowed, the garden **weeded**, and the walks swept. I asked my wife what had happened.

等我第二天晚上下班回到家，草坪已修整过了，花园除了草，人行道也清扫过了。我便问太太是怎么回事。

6 "A man got the lawn mower out of the garage and worked on the yard," she answered. "I **assumed** you had hired him."

“有个人把割草机从汽车库里推出来就在院子里忙活起来，”她回答说，“我还以为是你雇他来的。”

7 I told her of my experience the night before. We thought it strange that he had not asked for pay.

我就把前晚的事跟她说了。我俩都觉得奇怪，他怎么没提出要工钱。

8 The next two days were busy, and I forgot about Tony. We were trying to rebuild our business and bring some of our workers back to the plants. But on Friday, returning home a little early, I saw Tony again, behind the garage. I complimented him on the work he had done.

接下来的两天挺忙，我把托尼的事给忘了。我们在尽力重整业务，要让一部分工人回厂里来。但在星期五，回家略微早了些，我又在汽车库后面看到了托尼。我对他干的活夸奖了几句。

9 "I mow your lawn," he said.

“我割你的草坪，”他说。

10 I managed to **work out** some kind of small **weekly** pay, and each day Tony **cleaned up** the yard and took care of any little tasks. My wife said he was very **helpful** whenever there were any heavy objects to lift or things to fix.

我设法凑了一小笔微薄的周薪，就这样托尼每天清扫院子，有什么零活，他都干了。我太太说，但凡有重物要搬或有什么要修理的，他挺派得上用场。

11 Summer passed into fall, and winds blew cold. "Mr. Craw, snow pretty soon," Tony told me one evening. "When winter come, you give me job clearing snow at the factory."

夏去秋来，凉风阵阵。“克罗先生，快下雪了，”有天晚上托尼跟我说，“等冬天到了，你让我在厂里干扫雪的活。”

12 Well, what do you **do with** such **determination** and hope? Of course, Tony got his job at the factory.

啊，对这种执着与期盼，你又能怎样呢？自然，托尼得到了厂里的那份活儿。

13 The months passed. I asked the **personnel** department for a report. They said Tony was a very good worker.

几个月过去了。我让人事部门送上一份报告。他们说托尼干得挺棒。

14 One day I found Tony at our meeting place behind the garage. "I want to be 'prentice," he said.

一天我在汽车库后面我们以前见面的地方看到了托尼。“我想学徒，”他说。

15 We had a pretty good **apprentice** school that trained laborers. But I doubted whether Tony had the **capacity** to read blueprints and **micrometers** or do **precision** work. Still, how could I **turn him down**?

我们有个挺不错的培训工人的徒工学校。可我怀疑托尼是否有能力学会看图纸、用千分尺，是否胜任做精密加工工作。尽管如此，可我怎么拒绝他呢？

16 Tony took a cut in pay to become an apprentice. Months later, I got a report that he had **graduated** as a **skilled grinder**. He had learned to read the millionths of an inch on the micrometer and to shape the **grinding** wheel with an **instrument** set with a diamond. My wife and I were delighted with what we felt was a satisfying end of the story.

托尼减了薪水当了徒工。几个月之后，我收到报告，他已从徒工学校毕业，成了熟练磨工。他学会了在千分尺上辨识一百万分之一英寸，会用镶嵌着金刚石的工具制作砂轮。我和太太都挺高兴，觉得他的事总算有了个令人满意的结局。

17 A year or two passed, and again I found Tony in his usual waiting place. We talked about his work, and I asked him what he wanted.

一两年过去了，我在托尼惯常等我的地方又看到了他。我们聊起了他的工作，接着我问他有什么要求。

18 "Mr. Craw," he said, "I like a buy a house." On the edge of town, he had found a house **for sale**, a complete **wreck**.

“克罗先生，”他说，“我想买房。”在小镇边上，他看到有房出售，完全是幢破房。

19 I called on a banker friend. "Do you ever loan money on character?" I asked. "No," he said. "We can't afford to. No sale."

我去见一位当银行家的朋友。“人品贷款你干不干？”我问。“不干，”他说，“我们承担不起。没门。”

20 "Now, wait a minute," I replied. "Here is a hard-working man, a man of character, I can promise you that. He's got a good job. You're not getting a damn thing from your lot. It will stay there for years. At least he will pay your interest."

“哎，等等，”我应道，“有个人干活勤快，人品端正，这一点我担保。他有个好工作。眼下，你从你那块地上一分钱也得不到。那块地空在那儿要好多年呢。至少他会付你利息嘛。”

21 Reluctantly, the banker wrote a mortgage for \$2,000 and gave Tony the house with no down payment. Tony was delighted. From then on, it was interesting to see that any discarded odds and ends around our place — a broken screen, a bit of hardware, boards from packing — Tony would gather and take home.

那位银行家勉强开了两千美金抵押贷款，没要托尼首付就把房子给了他。托尼乐不可支。从那以后，只要我家附近有什么被人扔弃的零星杂物，坏了的屏风啦，五金器具啦，包装纸板啦，托尼都要收起来拿回家，看他这个样子真是有意思。

22 After about two years, I found Tony in our familiar meeting spot. He seemed to stand a little straighter. He was heavier. He had a look of confidence.

约摸过了两年，我在我们见面的老地方又看到了托尼。他身子似乎挺直了些，人也见胖了，样子挺自信。

23 "Mr. Craw, I sell my house!" he said with pride. "I got \$8,000."

“克罗先生，我卖房子！”他得意地说。“我得了八千美金。”

24 I was amazed. "But, Tony, where are you going to live without a house?"

我非常吃惊。“可是，托尼，没了房子你住哪儿呢？”

25 "Mr. Craw, I buy a farm."

“克罗先生，我买农庄。”

26 We sat down and talked. Tony told me that to own a farm was his dream. He loved the tomatoes and peppers and all the other vegetables important to his Italian diet. He had sent for his wife and son and daughter back in Italy. He had hunted around the edge of town until he found a small, abandoned piece of property with a house and shed. Now he was moving his family to his farm.

我们坐下聊了起来。托尼告诉我，拥有一个农庄是他的梦想。他喜欢番茄、辣椒以及意大利菜肴中相当重要的其它各种蔬菜。他把在意大利的妻子和子女都接来了。他在小镇周边到处找，终于找到一处没人要的一小块地产，有一幢房，还有间小棚。他正在把家搬到农庄去。

27 Sometime later, Tony arrived on a Sunday afternoon, neatly dressed. He had another Italian man with him. He told me that he had persuaded his childhood friend to move to America. Tony was

sponsoring him. With an **amused** look in his eye, he told me that when they **approached** the little farm he now operated, his friend stood in **amazement** and said, "Tony, you are a **millionaire!**"

又过了一些时候，在一个星期日的下午托尼来了，他穿戴得整整齐齐。和他一起来的还有另一位意大利人。他告诉我，他说服了几时的伙伴前来美国。托尼为他作经济担保。他眼里露出顽皮的神情，对我说，他俩来到他经营的小农庄时，他的朋友惊奇地站住说，“托尼，你是个百万富翁啦！”

28 Then, during the war, a message came from my company. Tony had **passed away**.

后来，在战争期间，公司里传出了一个消息。托尼去世了。

29 I asked our people to check on his family and see that everything was properly **handled**. They found the farm green with vegetables, the little house **livable** and **homey**. There was a **tractor** and a good car in the yard. The children were educated and working, and Tony didn't owe a cent.

我让公司的人去他家看看，确保各项事宜都得到妥善安置。他们看到农场上长着绿油油的蔬菜，小屋布置得舒适温馨，院子里有一辆拖拉机，还有一辆不错的汽车。孩子受过教育，都工作了，托尼身前没有分文欠债。

30 After he passed away, I thought more and more about Tony's career. He grew in **stature** in my mind. In the end, I think he stood as tall, and as proud, as the greatest American **industrialists**.

托尼去世后，我一直想着他的经历。他的形象在我心目中越来越高。最后，我觉得他就和美国那些最大的实业家一样高大、自豪。

31 They had all reached their success by the same **route** and by the same values and **principles: vision, determination, self-control, optimism, self-respect** and, **above all, integrity**.

他们都通过同样的途径，本着同样的价值观和原则获得了成功：远见、执着、自制、乐观、自尊，以及最重要的，正直。

32 Tony did not begin on the bottom **rung** of the ladder. He began in the **basement**. Tony's affairs were tiny; the greatest industrialists' affairs were **giant**. But, **after all**, the **balance sheets** were exactly the same. The only difference was where you put the **decimal point**.

托尼不是从最低一级阶梯往上爬的，他是从地下室往上爬的。托尼的事业很小，那些最大的实业家的事业很大。但究其实，两者的资产负债表完全一样。惟一的不同是你把小数点点在什么地方。

33 Tony Trivisonno came to America seeking the American Dream. But he didn't find it — he created it for himself. All he had were 24 precious hours a day, and he wasted none of them.

托尼·特里韦索诺来到美国寻求美国梦。但他没有找到什么美国梦——他为自己创造了一个美国梦。他的全部拥有是一天宝贵的二十四小时，而他一刻也没有浪费。

Part III Text B Ben Carson: Man of Miracles

When he grew up the knife was to become one of the tools of his trade. But when he was young it almost put an end to all his dreams.

他长大成人后，手术刀成为他的职业工具。但他年轻时，小刀几乎使他所有的梦想破灭。

Ben Carson: Man of Miracles

Christopher Phillips

1 Ben Carson looked out at Detroit's Southwestern High School class of 1988. It was graduation day. At 36, Carson was a leading brain surgeon, performing delicate and lifesaving operations. But 19 years before, he had graduated from this same inner-city school. He remembered it all — the depressing **surroundings** of one of **Detroit's** toughest, poorest neighborhoods. And he knew the sense of hopelessness and despair that many of these 260 students were feeling about the future.

本·卡森：一个创造奇迹的人

克里斯托弗·菲利普斯

本·卡森望着底特律市西南高中 1988 届的毕业班学生。那天是毕业典礼日。卡森 36 岁，是一位杰出的脑外科医生，施行需要小心处理的挽救生命的手术。然而，19 年前，他就毕业于这同一所市中心贫民区的学校。他一切记忆犹新——记得这是底特律市一个最贫穷的也是暴力犯罪最严重的街坊，记得那种压抑的环境。他知道这 260 名学生当中的许多人对未来有一种绝望感。

2 (1) For weeks he had worried over how to convince the graduates that they, too, could succeed against seemingly impossible odds, that they could move mountains. Now, standing to deliver the main address, he held up his hands. "See these?" he asked the students. "I didn't always use them for surgery. When I was a little younger than you are, I often waved a knife with them to **threaten** people. And I even tried to kill somebody."

(1) 几个星期以来，他一直苦苦思索，如何才能让这些毕业生相信，他们也能克服似乎难以战胜的困难获取成功，他们也能创造奇迹。此刻，他正起身作贵宾演讲，他举起了双手。“看到吗？”他问学生，“我过去并非总是用我的手作外科手术。在我比你们还年轻一点的时候，常常两手挥舞小刀恐吓别人。我甚至曾经试图杀人。”

3 The students stared in disbelief.

学生们难以置信地瞪大了眼睛。

4 Ben and his older brother, Curtis, grew up in a crowded apartment building near the school. Their mother, Sonya, who had married at age 13 and **divorced** when Ben was eight, worked at two and sometimes three low-paying jobs at a time. She wanted a better life for her two sons and showered them with encouragement. However, both boys started badly in school, especially Ben.

本和哥哥柯蒂斯就在这所学校附近一幢拥挤的公寓大楼里长大。母亲索尼娅 13 岁结婚，在本 8 岁时离了婚。她同时干两份，有时甚至三份低报酬的活儿。她想让两个儿子过上好日子，拼命地鼓励他俩。但两个孩子刚上学时都学得一团糟，尤其是本。

5 Sonya recognized that Ben was bright. He just didn't seem **motivated**. "From now on," she announced one afternoon, "you can watch only two TV shows a week. You have to read at least two books every week and give me reports so I know you really read them."

索尼娅知道本很聪明。他只不过是缺乏动力。“从现在开始，”有天下午她说道，“你们一星期只能看两次电视。每星期你们至少得读两本书，要给我写读书报告，我好知道你们真的是读了。”

6 At first Ben hated reading. Then, gradually, he discovered a new world of possibility. (2) Before long he was reading more books than his determined mother required, and he couldn't wait to share them with her.

起初，本痛恨读书。后来，渐渐地，他发现了一个充满机会的崭新世界。(2) 没多久，他的阅读便超出了意志坚定的母亲所规定的数目，他迫不及待地与母亲分享阅读的快乐。

7 His mother studied the book reports closely. "That's a fine job, Bennie," she would tell her beaming son. What she didn't tell Ben or Curtis was that, with only a third-grade education, she couldn't read.

母亲认真审阅读书报告。“写得不错，本尼，”她会对满面笑容的儿子说。她没有告诉本或柯蒂斯的是，她只上过三年学，根本不会读书。

8 "Mom," Ben announced one day, "When I grow up, I want to be a doctor."

“妈妈，”一天本说道，“等我长大了，我要当医生。”

9 Sonya Carson smiled, knowing Ben must have just read a book on doctors. "You can be anything you want to be," she assured him.

索尼娅·卡森微微一笑，知道本准是刚读了一本有关医生的书。“心想事成，”她深信不疑地对他说。

10 With a goal now, young Ben soared from the bottom of his class toward the top. His teachers were astonished. There was one thing, however, that Ben couldn't seem to conquer: his violent temper. (3) He boiled with anger — anger at his departed father, anger at the hardships his mother faced, anger at all the wasted lives he saw around him.

有了目标，年轻的本的功课从全班最差跃升至榜首。他的老师都非常惊讶。但是有一件事，本似乎不能克服，那就是他的火爆脾气。(3) 他满腔愤怒 —— 对死去的父亲愤怒，对母亲承受的艰辛愤怒，对自己所目睹的身边所有荒废的人生愤怒。

11 Then one afternoon, walking home from school, 14-year-old Ben started arguing with a friend. Pulling a camping knife, Ben thrust at the boy. The steel blade struck the youngster's metal belt buckle, and the blade snapped. Ben's friend fled.

一天下午，在放学回家的路上，14岁的本跟一个朋友争了起来。本拔出一把野营用小刀朝那个男孩捅去。钢制刀身扎在男孩的金属带扣上喀嚓一声折断了。本的朋友逃走了。

12 Ben stood stone-still. "I almost killed someone!" he said quietly. There and then he made a decision. If he was ever going to fulfill his dream of becoming a doctor and save others, he was first going to have to cure himself. Never again would he let his anger run away with him.

本站在那儿，呆住了。“我差点儿杀了人！”他默默地说。他当机立断。如果真的还想要实现自己的医生梦，救死扶伤，他首先必须医治好自己的恶习。他决不再让自己的脾气失控。

13 In 1969 Ben graduated third in his class from Southwestern High and received a full scholarship to Yale. After Yale he obtained grants to study at the University of Michigan Medical School. This was the start of a career that was to lead him, at age 33, to be appointed senior brain surgeon at Johns Hopkins hospital. From around the world, other surgeons came to seek his counsel.

1969年，本以全班第三名的成绩从西南高中毕业，并获得耶鲁大学全额奖学金。耶鲁本科毕业后，他获得奖学金去密歇根大学医学院学习。这是他职业生涯的起点，并使他在33岁时便被任命为约翰斯·霍普金斯医院高级脑外科医师。来自世界各地的外科医生都来向他咨询。

14 In April 1987 a German doctor arrived with the records of Siamese twins, newborns Patrick and Benjamin Binder. The boys had separate brains, but at the back of the heads, where they were joined, they shared blood vessels. Their mother refused to **sacrifice** either child to save the other. Surgeons knew of no other way to proceed. In many cases, when Siamese twins are separated at the back of the head, one child survives and the other either dies or suffers severe mental injury.

1987年4月，一位德国医生带着连体双胞胎、新生儿帕特里克和本杰明·拜恩德的病历前来找本。两个男婴有各自的大脑，但在连接两人的后脑部，两人共用血管。孪生婴儿的母亲拒绝牺牲一个孩子挽救另一个孩子。医生们束手无策。在许多病例中，连体双胞胎在后脑部分割时，一个孩子存活，另一个则无法存活，或者将遭受严重脑力损伤。

15 Carson **came up with** a plan to give both twins the best chance of survival: stop their hearts, drain their blood supply completely and restore circulation only after the two were safely separated.

卡森提出了一个使两个孩子都有最佳存活机会的方案：停止两人心脏搏动，完全停止供血，直到两人被安全分离后再恢复血液循环。

16 The entire operation took 22 hours and required a 70-person team. After the twins' hearts were stopped and their blood drained, Carson had only one hour to separate the damaged blood vessels. He worked smoothly and quickly, easing his instruments deep into the brains of the two infants. Twenty minutes after stopping the twins' circulation, he made the final cut. Now, working with his team, he had 40 minutes to reconstruct the blood vessels that had been cut open and close Patrick's head. Another team would do the same for Benjamin.

整个手术花了22小时，投入了一个70人的医疗组。停止了两个婴儿的心脏搏动和供血后，卡森只有一个小时的时间来分离业已损伤的血管。他娴熟快速地施行手术，将各种手术器械轻轻地切入两个婴儿的大脑深处。供血停止后二十分钟，他动了最后一刀。随后，他与医疗组合作，将用四十分钟时间重建被切开的血管，缝合帕特里克的头。另一组医务人员将对本杰明施行同样的手术。

17 Just within the hour limit, the babies were fully separated, and the operating tables were wheeled apart.

就在一小时时限将到之时，两个孩子被完全分离，两张手术台被分别推开。

18 Tired but happy, Dr. Carson went out to the waiting room. "Which one of your children would you like to see first?" he asked their mother.

疲倦不堪却又满心欢喜的卡森医生来到等候室。“你想先看哪个孩子呢？”他问孩子的母亲。

19 The students of Detroit's Southwestern High sat silently as Ben Carson described his life's journey from an angry street fighter to an internationally distinguished brain surgeon. "It's important that you know there are many ways to go," Dr. Carson told them. "Becoming a brain surgeon is perfectly possible. But you don't have to be a surgeon. There are **opportunities** everywhere. You just have to be willing to **take advantage of** them. (4) Think big! Nobody was born to be a failure. If you feel you're going to succeed — and work your tail off — you will succeed!"

底特律市西南高中的学生们静坐着，听本·卡森讲述自己从一个愤怒的街头打手成长为国际知名的脑外科医生的人生旅程。“重要的是要明白人生的道路多种多样，”卡森医生告诫他们道。“成为一位脑外科医生是完全可能的。但你并不一定要当外科医生。机会无处不在。但你要肯去利用。(4) 要有雄心壮志！没有人生来就是失败者。如果你觉得自己会成功——于是发奋努力——你就会成功！”

20 Pausing, Ben Carson turned to his mother who was sitting in the front row.

本·卡森停顿片刻，朝坐在前排的母亲望去。

21 "I'd like to thank my mother," Carson said in closing, "for all the success I've had."

“我要为我取得的所有成功感谢我的母亲，”卡森最后说。

22 Southwestern High's entire graduating class stood and clapped for a solid five minutes. Tears welled in Ben Carson's eyes.

西南高中毕业班学生全体起立，鼓掌足足持续了五分钟。泪水从本·卡森的双眸涌出。

23 **Afterward**, Sonya Carson embraced her son fondly. "It's really true, Bennie," she said. "You can be anything you want to be. And you've done it!"

后来，索尼娅·卡森深情地搂住儿子。“真的没错，本尼，”她说。“心想事成。你已经做成了！”

Unit 5 Romance

Part II Text A A Valentine Story

A letter or telephone call comes from someone you have not met, and you find yourself imagining what the person looks like, putting a face to the hidden voice. Are you any good at this? Sometimes it is easy to get it wrong.

一个你从没有见过的人给你寄来一封信或打来一个电话，而你不知不觉地想象着这个人是个什么样儿，赋予这个隐秘的声音一张面孔。这事儿你干得来吗？有时候是很容易搞错的。

A Valentine Story

Doug Bell

1 John **Blanchard** stood up from the bench, **straightened** his Army uniform, and studied the crowd of people **making their way** through **Grand Central Station**.

爱情故事

道格·贝尔

约翰·布兰查德从长凳上站起身来，整了整军装，留意着格兰德中央车站进出的人群。

2 He looked for the girl whose heart he knew, but whose face he didn't, the girl with the rose. His interest in her had begun twelve months before in a **Florida library**. Taking a book off the shelf he

soon found himself **absorbed**, not by the words of the book, but by the notes penciled in the **margin**. The soft **handwriting reflected** a **thoughtful** soul and **insightful** mind.

他在寻找一位姑娘，一位佩带玫瑰的姑娘。他知其心，但不知其貌。十二个月前，在佛罗里达州的一个图书馆，他对她产生了兴趣。他从书架上取下一本书，很快便被吸引住了，不是被书的内容，而是被铅笔写的眉批。柔和的笔迹显示出其人多思善虑的心灵和富有洞察力的头脑。

3 In the front of the book, he discovered the **previous owner's** name, Miss **Hollis Maynell**. With time and effort he **located** her address. She lived in **New York City**. He wrote her a letter introducing himself and inviting her to **correspond**. The next day he was shipped **overseas** for service in **World War II**.

在书的前页，他找到了前一位拥有人的姓名，霍利斯·梅奈尔小姐。他花了一番工夫和努力，找到了她的地址。她住在纽约市。他给她写了一封信介绍自己，并请她回复。第二天他被运往海外，参加第二次世界大战。

4 During the next year the two grew to know each other through the mail. Each letter was a seed falling on a **fertile** heart. A **romance** was **budding**. Blanchard requested a photograph, but she refused. She explained: "If your feeling for me has any reality, any honest basis, what I look like won't matter. Suppose I'm beautiful. I'd always be **haunted** by the feeling that you had been **taking a chance** on just that, and that kind of love would **disgust** me. Suppose I'm plain (and you must admit that this is more likely). Then I'd always fear that you were going on writing to me only because you were lonely and had no one else. No, don't ask for my picture. When you come to New York, you shall see me and then you shall make your decision. Remember, both of us are free to stop or to go on after that — whichever we choose..."

在接下来的一年当中，两人通过信件来往增进了了解。每一封信都如一颗种子撒入肥沃的心灵之土。浪漫的爱情之花就要绽开。布兰查德提出要一张照片，可她拒绝了。她解释道：“如果你对我的感情是真实的，是诚心诚意的，那我的相貌如何并不重要。设想我美丽动人。我将会一直深感不安，惟恐你只是因为我的容貌就贸然与我相爱，而这种爱情令我憎恶。设想本人相貌平平（你得承认，这种可能性更大）。那我一直会担心，你和我保持通信仅仅是出于孤独寂寞，无人交谈。不，别索要照片。等你到了纽约，你会见到我，到时你可再作定夺。且记，见面后我俩都可以自由决定中止关系或继续交往——无论你怎么选择……”

5 When the day finally came for him to return from Europe, they **scheduled** their first meeting — 7:00 p.m. at Grand Central Station, New York.

他从欧洲回国的日子终于到了。他们安排了两人的第一次见面——晚上七点，纽约格兰德中央车站。

6 "You'll recognize me," she wrote, "by the red rose I'll be wearing on my **lapel**." So, at 7:00 p.m. he was in the station looking for a girl who had filled such a special place in his life for the past 12 months, a girl he had never seen, yet whose written words had been with him and **sustained** him **unfailingly**.

“你会认出我的，”她写道，“我会在衣襟上戴一朵红玫瑰。”于是，晚上七点，他候在车站，寻找一位过去一年里在自己生活中占据了如此特殊地位的姑娘，一位素未谋面，但其文字伴随着他、始终支撑着他精神的姑娘。

7 I'll let Mr. Blanchard tell you what happened:

A young woman was coming toward me, her figure long and **slim**. Her golden hair lay back in **curls**

from her **delicate** ears; her eyes were blue as flowers. Her lips and **chin** had a gentle firmness, and in her pale green suit she was like springtime come alive.

且让布兰查德先生告诉你接下来发生的事吧：

一位年轻的姑娘向我走来，她身材颀长纤细。一头卷曲的金发披在秀美的耳后；眼睛碧蓝，如花似玉。她的双唇和下颌线条柔和，却又柔中见刚，她身穿浅绿色套装，犹如春天一般生气盎然。

8 I started toward her, entirely forgetting to notice that she was not wearing a rose.

我朝她走去，完全忘了去看她有没有戴玫瑰花。

9 As I moved, a small, **provocative** smile **curved** her lips. "**Going my way, sailor?**" she **murmured**. Almost uncontrollably I made one step closer to her, and then I saw **Hollis Maynell**. She was standing almost directly behind the girl. A woman well past 40, she had **graying** hair pinned up under a worn hat.

我走过去时，她双唇绽开撩人的微笑。“和我同路吗，水兵？”她小声问道。我情不自禁，再向她走近一步。可就在这时，我看到了霍利斯·梅奈尔。她差不多就站在姑娘的正后面，早已年过四十，灰白的头发用卡子向上别着，头上带着一顶旧帽子。

10 She was **more than a little overweight**, her thick-**ankled** feet **thrust** into low-**heeled** shoes.

她体态臃肿，粗圆的脚踝上套着一双低跟鞋。

11 The girl in the green suit was walking quickly away. I felt as though I was **split** in two, so **keen** was my desire to follow her, and yet so deep was my **longing** for the woman whose spirit had truly **companied** me and **upheld** my own.

穿着绿色套装的姑娘快步走开了。我觉得自己好像被分成了两半，一方面热切地想去追赶她，但另一方面我又渴望那一位以其心灵真诚陪伴我并成为我的精神支柱的女人。

12 And there she stood. Her pale, round face was gentle and **sensible**, her gray eyes had a warm and kindly **glow**. I did not **hesitate**.

她站在那儿，苍白的圆脸显得温柔理智，灰色的眼睛透出热情善良。我没有迟疑。

13 My fingers **gripped** the small worn blue **leather** copy of the book that was to **identify** me to her. This would not be love, but it would be something precious, something perhaps even better than love, a friendship for which I had been and must ever be **grateful**.

我手里紧握着那本小小的让她辨认我的蓝色羊皮面旧书。这不会是爱情，但将是某种珍贵的、或许比爱情更美妙的东西，一种我曾经感激，并将永远感激的友情。

14 I squared my shoulders and **saluted** and held out the book to the woman, even though while I spoke I felt choked by the bitterness of my disappointment. "I'm **Lieutenant** John Blanchard, and you must be Miss Maynell. I am so glad you could meet me; may I take you to dinner?"

我挺胸站立，敬了个礼，并举起手中的书好让那位女士看。不过在我开口说话的时候，失望的痛苦几乎使我哽咽。“我是约翰·布兰查德中尉，想必您就是梅奈尔小姐。很高兴您来见我。可否请您赏光吃饭？”

15 The woman's face **broadened** into a smile. "I don't know what this is about, son," she answered, "but the young lady in the green suit who just went by, she begged me to wear this rose on my coat. And she said if you were to ask me out to dinner, I should go and tell you that she is waiting for you in the big restaurant across the street. She said it was some kind of test!"

妇女的脸上绽开了笑容。“我不知道是怎么回事，孩子，”她回答说，“可是刚才走过去的那位穿绿色套装的姑娘，她央求我把这支玫瑰插在衣服上。她还说，要是你请我吃饭的话，我就告诉你，她就在街对面那个大饭店里等你。她说这是一种考验！”

16 It's not difficult to understand and admire Miss Maynell's **wisdom**. The true nature of a heart is seen in its **response** to the **unattractive**.

梅奈尔小姐的智慧不难理解，也令人称奇。心灵的本质是从其对不美的事物的态度中反映出来的。

17 "Tell me whom you love," **Houssaye** wrote, "and I will tell you who you are."

“告诉我你所爱者是谁，”何赛写道，“我就知道你是什么样的人。”

Part III Text B The Wallet

He hesitated. Was it better to leave them with their dreams of yesteryear rather than risk a rude awakening?

他迟疑着。是任由他俩各自追怀旧梦还是贸然将两人唤醒？

The Wallet

Arnold Fine

1 It was a year ago today when I **came across** a wallet in the street. (1) **Inside was a letter that looked as if it had been carried around for years, dated 1924.** The envelope was worn and all I could **make out** was the **return address**. I opened the letter carefully, **hoping for** some **clue** to the **identity** of the owner of the wallet.

钱包

阿诺德·法恩

一年前的今天，我在街上发现一个钱包。(1) 钱包里面有封信，看上去已经随身携带很多年了。信上署的时间是1924年。信封已经破损了，我所能辨认得出的只有寄信人的地址。我小心翼翼地打开信，希望能找到些有关钱包主人身份的线索。

2 It was signed Hannah and written to someone called Michael. She wrote that she could not see him any more because her mother **forbade** it. She would always love him, but felt it would be best if they never met again.

信的署名是汉纳，是写给一个叫迈克尔的人的。她写道，她不能再见他了，因为她母亲不允许。她将永远爱他，不过她觉得两人最好还是不再见面。

3 It was a beautiful letter. (2) But there was no way, other than the name Michael, that the owner could be identified.

信写得很动人。(2) 但是除了迈克尔这个名字以外, 没有其他任何能确定信件所有人身份的线索。

4 The return address was nearby, so I called in. I asked if anyone there knew of a Hannah, and was told, "Oh, of course! We bought this house from her some time ago. She's in a nursing home now."

寄信人地址就在附近, 于是我就打了个电话。我问有没有人知道一个叫汉纳的, 对方告诉我说: “噢, 当然! 这房子是我们前些时从她那儿买的。现在她住在养老院。”

5 They gave me the name of the home and I called the director. (3) I explained the situation and was invited over, arriving to find him chatting to the door guard. We exchanged greetings and the director took me up to Hannah's room on the third floor of the large building.

他们告诉我养老院的名字, 我给院长打了电话。(3) 我解释了一下情况。他邀请我去走一趟。我到达时, 他正在跟门卫聊天。寒暄之后, 院长带我到大楼三楼汉纳住的房间。

6 She was a sweet, silver-haired old lady with a warm smile, full of life. I told her about finding the wallet and took out the letter. The moment she saw it she recognized it. "Young man," she said, "this letter was the last contact I had with Michael. I never heard from him again." She looked away for a moment in deep thought and continued, "I loved him very much. I was 16 at the time and my mother felt I was much too young to even be seeing Michael. He was so handsome."

那是位和蔼可亲的银发老妇人, 面带热情的微笑, 充满活力。我跟她说了捡到钱包一事, 并取出那封信。她一看就认了出来。“小伙子,”她说,“这封信是我跟迈克尔的最后一次联系。我再也没有听到过他的消息。”她转过头, 沉思了片刻, 接着说道: “那时我非常爱他。当时我十六岁, 我母亲认为我还太年轻, 与迈克尔见见面也不行。他真是一表人才。”

7 Just then the director was called away and we were left alone. "Yes, Michael Goldstein was his name," she began once more. "If you do find him, give him my regards and tell him I still think of him often. That..." She hesitated for a moment, took a deep breath, and added, "I still love him. You know..." she said, smiling through her tears, "I never did marry. I guess no one ever **matched up to Michael.**"

就在这时, 有人叫院长出去, 只剩下我们俩。“没错, 他叫迈克尔·戈尔德斯坦,”她又开口道。“要是你能找到他, 请代我向他问好。告诉他, 我仍常常想他。告诉他.....”她迟疑片刻, 深深地吸了一口气, 接着说, “我仍爱着他。知道吗.....”她含泪笑道, “我一直没结婚。我想没人能比得上迈克尔。”

8 At that moment the director returned. I thanked her and said goodbye. Downstairs the guard at the front door looked at me and asked, "Any luck? Was the old lady able to help you?"

这时院长回来了。我向汉纳致谢后便告辞了。到了楼下, 在前大门值班的门卫看到我便问: “运气怎么样? 老太太帮上什么忙没有?”

9 I told him she had given me a lead." But I think I'll let this go for a while. I spent almost a whole day trying to find the owner of this wallet."

我告诉他, 她提供了一些线索。“不过我得把这事搁一搁了。为了找这个钱包的主人, 我都差不多搭上一整天了。”

10 I took it out and showed it to the guard.

我取出钱包，给门卫看。

11 The guard took one look and said, " (4) Hey, wait a minute. That's Mr. Goldstein's wallet. I'd know that anywhere. He's always losing it."

门卫一见便说：“(4) 嗨！等一下。那是戈尔德斯坦先生的钱包。这钱包到哪儿我都能认出来。戈尔德斯坦先生老是丢钱包。”

12 "Who's Mr. Goldstein?" I pressed him as my hand started to shake.

“戈尔德斯坦先生是谁？”我追问道，手都发颤了。

13 "He's one of the old guys on the eighth floor. That's Mike Goldstein's wallet **for sure**. I'll take you up to him, if you like."

“他是住在八楼的一个老头。这肯定是迈克尔·戈尔德斯坦的钱包。你愿意的话我带你上去见他。”

14 We found Mr. Goldstein in his room and the security man asked if he had lost his wallet.

我们在戈尔德斯坦先生的房间里见到了他，门卫问他有没有遗失钱包。

15 Mr. Goldstein put his hand to his back pocket and, realizing it was empty, said, "Oh, my **goodness**. It is missing."

戈尔德斯坦先生伸手一摸后裤袋，发现口袋是空的，便说道：“噢，我的天哪。钱包不见了。”

16 "Could this be yours?" I asked, handing him the wallet.

“这是你的吗？”我说着把钱包递了过去。

17 The second he saw it he smiled with **relief** and said, "Yes... yes... that's it. Thank you so much."

他一见便如释重负似地笑道，“是的是的，就是这个。多谢你了。”

18 "Not at all," I replied. "But I have to tell you something. I read the letter."

“不客气，”我回答说，“不过我得告诉你一件事。我读过里面的信了。”

19 The smile on his face disappeared. "You read the letter?"

他脸上的笑容消失了。“你读过信了？”

20 "Not only did I read it, I know where Hannah is."

“我不仅读过信，我还知道汉纳在哪里。”

21 The blood left his face as he suddenly grew pale.

他脸色唰的一下子变得灰白。

22 "Hannah? You know where she is? How is she? Is she still as pretty as she was?"

“汉纳？你知道她在哪里？她好吗？还像以前那么漂亮吗？”

23 The security man looked at me suggesting that I not say any more.

门卫望着我，示意我别再说了。

24 I hesitated.

我迟疑着。

25 "Please! Please tell me!" he begged.

“说呀，请快说！”他恳求道。

26 "She's fine... just as pretty as when you knew her," I said softly.

“她很好.....就像你当初认识她时一样漂亮，”我温言道。

27 "Could you tell me where she is?" He grabbed my hand and said, "You know something... I was so in love with that girl that when that letter came, my life seemed to **come to an end**. I never married. I guess I'll always love her. Oh, she was beautiful... and so sweet." He smiled to himself.

“你能告诉我她在哪里吗？”他抓住我的手问道，“你肯定知道些情况.....当时我那么爱那位姑娘，因此，这封信一来，我的生活似乎就全完了。我一直没结婚。我想我会一直爱她。噢，她那么漂亮.....那么甜蜜，”他暗自笑了起来。

28 "Michael," I said. "Come with me."

“迈克尔，”我说，“跟我来。”

29 The three of us took the elevator down to the third floor. Hannah was sitting alone watching television.

我们三人乘电梯到了三楼。汉纳正独自坐着看电视。

30 "Hannah," the guard said softly. "Do you know this man?" She adjusted her glasses. She looked for a moment but didn't say a word.

“汉纳，”门卫轻声道，“你认识这个人吗？”她扶了扶眼镜，望了片刻，什么也没说。

31 "Hannah, it's Michael. Do you remember me?"

“汉纳，我是迈克尔。你还记得我吗？”

32 "Michael? I don't believe it! Michael? It's you! Michael!"

“迈克尔？真难以相信！迈克尔？是你！迈克尔！”

33 He walked slowly to her side. Michael took her around the waist and she held him tight, whispering, "Michael... my darling Michael..."

他缓步走到她身边。迈克尔搂着她的腰，她也紧紧拥抱他，轻声道：“迈克尔.....我亲爱的迈克尔.....”

34 The two of them sat down on a sofa, holding hands, and started to talk. They had some sixty years' worth to catch up on. The guard and I walked out, both of us crying.

两人在沙发上坐下，手拉着手，交谈起来。他们有六十年的衷肠要倾诉。我和门卫退了出去，我俩都流了泪。

35 Three weeks later I got a call from the director: "You're invited to a **wedding**. Michael and Hannah are finally going to tie the **knot**! You know, the two of them were in this building for years and they never met, or if they did they didn't recognize each other."

三个星期之后，我接到院长的电话。“请你来参加一个婚礼。迈克尔和汉纳最终将永结同心！知道吗，他们两人同在这幢楼里住了好多年了，却从没见过面；或是见过面，相互没认出来。”

36 Hannah wore a light brown dress for the wedding and looked beautiful. Michael wore a dark blue suit and stood **erect**, like a soldier. The hospital gave them a special room together, and if you ever wanted to see a 79-year-old bride and an 81-year-old groom acting like two teenagers, you had to see this couple.

婚礼上，汉纳穿着一袭浅褐色的礼服，显得仪态万方。迈克尔身穿藏青色西装，站得笔挺，就像士兵一样。养老院给了两人一个特别安排的房间。要是你想看一看 79 岁高龄的新娘与一个 81 岁高龄的新郎如何像少男少女一般如漆似胶，就来看看这一对吧。

Unit 6 Animal Intelligence

Part II Text A What Animals Really Think

Food, warmth, sleep? Their thoughts may be much deeper than that.

温饱，睡眠？它们的思维可能要比这深刻得多。

What Animals Really Think

Eugene Linden

1 Over the years, I have written **extensively** about animal-**intelligence** experiments and the **controversy** that **surrounds** them. Do animals really have thoughts, what we call **consciousness**? Wondering whether there might be better ways to **explore** animal intelligence than experiments designed to teach human signs, I realized what now seems **obvious**: if animals can think, they will probably do their best thinking when it serves their own purposes, not when scientists ask them to.

动物到底想些什么

尤金·林登

多年来，我写了大量关于动物智能实验、以及围绕这些实验所产生的争议的文章。动物真的有思想，即我们所说的意识吗？在考虑是否会有比设计教动物人类手势语的实验更好的方式探索动物智能时，我悟出了现在看来是显而易见的一点：如果动物能思维，它们会在能为自己所用的时候，而不是在科学家让它们思维的时候作出最佳思维。

2 And so I started talking to **vets**, animal researchers, zoo keepers. Most do not study animal intelligence, but they **encounter** it, and the lack of it, every day. The stories they tell us **reveal** what I'm **convinced** is a new window on animal intelligence: the kind of mental **feats** animals perform when dealing with **captivity** and the **dominant species** on the planet — humans.

于是我开始与兽医、动物研究人员以及动物园饲养员交谈。他们大都不研究动物智能，但他们每天都碰到或碰不到动物智能。他们讲述的故事开启了我相信是研究动物智能的一扇新的窗口：即动物在对付樊笼生活和地球上的主宰物种——人类——时所表现的高超的思维技能。

Let's **Make a Deal**

3 Consider the time **Charlene Jendry**, a **conservationist** at the **Columbus Zoo**, learned that a **female gorilla** named **Colo** was handling a **suspicious** object. Arriving on the scene, Jendry offered Colo some **peanuts**, only to be met with a **blank** stare. Realizing they were **negotiating**, Jendry raised the **stakes** and offered a piece of **pineapple**. At this point, while maintaining eye contact, Colo opened her hand and revealed a key chain.

让我们做笔交易

请考虑这一情况：哥伦布动物园的一位动物保护主义者查伦·延德里觉察到一头叫做科洛的雌性大猩猩在玩弄一件可疑的物品。延德里走过去，给了科洛一些花生，却被翻了个白眼。意识到这是在讨价还价，延德里加大了筹码，又给了一片菠萝。这时候，科洛一边望着延德里，一边摊开手，露出了一根钥匙链。

4 **Relieved** it was not anything dangerous or valuable, Jendry gave Colo the pineapple. Careful bargainer that she was, Colo then broke the key chain and gave Jendry a **link**, perhaps figuring, **Why give her the whole thing if I can get a bit of pineapple for each piece?**

见不是危险或珍贵物品，延德里松了一口气，把菠萝给了考勒。科洛真是个精明的还价者，它把钥匙链拉断，给了延德里一段，或许在算计着，要是每一小段都能换片菠萝，我干嘛要全都给她？

5 If an animal can show skill in trading one thing for another, why not in handling money? One **orangutan** named **Chantek** did just that in a sign-language study **undertaken** by **anthropologist Lyn Miles** at the **University of Tennessee**. Chantek figured out that if he did tasks like cleaning his room, he'd earn coins to spend on treats and rides in Miles's car. But the orangutan's understanding of money seemed to **extend** far beyond simple **dealings**. Miles first used **plastic** chips as coins, but Chantek decided he could **expand** the money supply by breaking chips in two. When Miles **switched** to metal chips, Chantek found pieces of tin **foil** and tried to make copies.

如果动物能在以物换物中显示技能，又何尝不会在使用钱币中再露一手？在田纳西大学人类学家琳·迈尔斯进行的一项手势语研究中，有头名叫夏特克的猩猩就这么做了。夏特克悟出，如果它干些诸如清理房间的事，他就能挣些硬币，好用来买好吃的，还可以坐迈尔斯的车外出兜风。但这头猩猩对钱币的理解似乎远远超出了简单的交易。迈尔斯一开始用塑料片充当硬币，而夏特克竟认定，它可以把塑料片拗成两片，以此扩大钱币供应量。而当迈尔斯改用金属片时，夏特克找到了一些锡箔，试图复制。

6 Miles also tried to teach Chantek more **virtuous** habits such as saving and sharing. Indeed, when I caught up with the orangutan at **Zoo Atlanta**, where he now lives, I saw an example of sharing that anyone might **envy**. When Miles gave Chantek some **grapes** and asked him to share them, Chantek **promptly** ate all the fruit. Then, as if he'd just remembered he'd been asked to share, he handed Miles the **stem**.

迈尔斯还试图教会夏特克一些好习惯，诸如节俭和与人分享。当我在它目前居住的亚特兰大动物园见到这头猩猩时，我果然见到它与人分享的一例，足以令任何人羡慕。迈尔斯给了夏特克一些葡萄，要求它与人分享，它很快吃完了所有的葡萄。随后，它似乎是想起了迈尔斯要它与人分享，便把梗儿递给了迈尔斯。

Tale of a Whale

7 Why would an animal want to **cooperate** with a human? **Behaviorists** would say that animals cooperate when they learn it is **in their interest** to do so. This is true, but I don't think it **goes far enough**.

鲸鱼的故事

动物为什么会愿意与人合作？行为主义者会说，动物认识到合作于己有利时就会这么做。这没有错，但我觉得这一解释尚不充分。

8 **Gail Laule**, a **consultant** on animal **behavior**, speaks of **Orky**, a **killer whale**, she knew. "Of all the animals I've worked with, he was the most intelligent," she says. "He would **assess** a situation and then do something based on the **judgments** he made."

动物行为顾问盖尔·劳尔说起过她了解的一头虎鲸奥基。“在我照管过的动物当中，它是最聪明的，”她说，“它会审时度势，再根据自己的判断采取行动。”

9 Like the time he helped save a family member. When Orky's **mate**, **Corky**, gave birth, the baby did not **thrive at first**, and keepers took the little whale out of the tank by **stretcher** for **emergency care**. Things began to go wrong when they returned the baby whale to the tank. As the workers **halted** the stretcher a few meters above the water, the baby suddenly began **throwing up** through its mouth. The keepers feared it would choke, but they could not reach the baby to help it.

比如有次它救了一个家族成员。奥基的配偶科基生幼鲸时，那条幼鲸一开始情况不妙，饲养员把幼鲸用担架抬出水槽，实施紧急护理。他们把幼鲸送回水槽时，出了事情。当工人把担架停在高出水面几英尺处的时候，幼鲸开始呕吐。饲养员担心它会窒息，但他们无法接近幼鲸提供帮助。

10 **Apparently sizing up** the problem, Orky swam under the stretcher and allowed one of the men to stand on his head, something he'd never been trained to do. Then, using his tail to keep steady, Orky let the keeper reach up and **release** the 420-pound baby so that it could **slide** into the water within reach of help.

奥基显然看出了问题，它游到担架下，让其中一人站在它头上。这种事从来没有训练它做过。然后，奥基用尾部保持平衡，让饲养员接近，并松开了那条 420 磅重的幼鲸，以便让它滑入水中，获得帮助。

Primate Shell Game

11 Sometimes **evidence** of intelligence can be seen in attempts to **deceive**. Zoo keeper **Helen Shewman** of **Seattle's Woodland Park Zoo** recalls that one day she dropped an orange through a feeding hole for **Melati**, an orangutan. Instead of moving away to get it, Melati looked Shewman in the eye and held out her hand. Thinking the orange must have rolled off somewhere **inaccessible**, Shewman gave her another one. But when Melati moved off, Shewman noticed the **original** orange was hidden in her other hand.

灵长目动物的骗术

有时动物的智能可以从其欺骗的企图中得以证明。西雅图伍德兰公园动物园饲养员海伦·休曼回忆道，一天她从喂食窗口给猩猩梅拉蒂扔了个桔子。梅拉蒂没有移动身体去接，而是眼睛直视休曼，伸出手来。休曼以为桔子准是滚到一边拿不到了，就又给了它一个。可当梅拉蒂走开时，休曼却注意到原来那只桔子就藏在它另一只手里。

12 **Towan**, the **colony's** dominant **male**, watched this whole trick, and the next day he, too, looked **Shewman** in the eye and pretended that he had not yet received an orange. "Are you sure you don't have one?" **Shewman** asked. He continued to hold her **gaze** steadily and held out his hand. **Giving in**, she gave him another one, then saw that he had been hiding his orange **underneath** his foot.

猩猩园的头领托温目睹了这个把戏。第二天，这头雄猩猩也是眼睛盯着休曼，装作没有接到桔子。“你肯定没拿到吗？”休曼问道。它仍直视着她，同时把手伸了出来。她让步了，又给了它一个，随后却看见它把桔子藏在脚下。

13 What is intelligence anyway? If life is about survival of a species — and intelligence is meant to serve that survival — then we can't compare with **pea-brained** sea **turtles**, which were here long before us and **survived** the **disaster** that **wiped out** the **dinosaurs**. Still, it is comforting to realize that other species besides our own can stand back and assess the world around them, even if their **horizons** are more limited than ours.

智能究竟是什么？如果生命就是讲物种的生存——而智能是为了生存——那么我们根本无法与大脑只有豌豆大小的海龟相提并论，海龟早在人类出现很久之前便已存在，并经历了使恐龙灭绝的重大灾难而生存下来。尽管如此，想到除了我们人类，尚有其它物种，即便它们的视野比我们还狭小，却也能退后一步，清醒地审视周围的世界，不由人深感宽慰。

Part III Text B Do Animals Fall in Love?

Do animals fall in love? These striking tales suggest that they may, but read on and decide for yourself.

动物也有情？这些令人注目的故事表明它们也许就是如此，不妨读后自作判断。

Do Animals Fall in Love?

Jeffery Moussaieff Masson and Susan McCarthy

1 Humans believe they know what love is, and value it highly. Yet many who study animal behavior are **cautious** about saying animals experience love, preferring to say they are not **displaying** "true love" but simply following the dictates of their **genes**.

动物也有情？

杰弗里·M·马森 苏珊·麦卡锡

人类相信自己懂得什么是爱情，并高度珍视它。然而，许多动物行为研究者在谈及动物是否体验爱情时都非常谨慎，他们喜欢说动物表现的不是“真正的情爱”，而仅仅是受各自遗传因子的支配。

2 Is it really as simple as all that? What about the animals who stay together until one dies? Evolutionary biologists often say that pairing is a way to ensure adequate parental care, but it's not always clear this is the case. Some animals continue to **accompany** each other when not raising young. And they appear to **exhibit** sorrow or show a sense of loss when one of the pair dies.

情况果真如此简单吗？如何解释那些终生相伴直至死亡的动物呢？进化论生物学家常说，配对是保障足够的亲本照顾的一种方式，但实际情况是否如此，并不总是很清楚。有的动物不在生儿育女的时候依然相伴。而且它们在配偶死后表现出悲哀或是一种失落感。

3 Konrad Lorenz, studying the behavior of geese, describes a **typical** example. Ado's mate, Susanne-Elisabeth, was killed by a fox. He stood silently by her partly eaten body, which lay across their nest. In the following days, he hung his head and his eyes became vacant. Because he did not have the heart to defend himself from the attacks of the other geese, his status in the flock fell sharply. A year went by. Finally Ado **pulled himself together** and found another mate.

研究鹅的行为特点的康拉德·洛伦茨讲述了一个典型的例子。厄杜的配偶苏珊娜·伊丽莎白被一头狐狸咬死了。它默默地守着横躺在窝里被吃掉一半的尸体。在接下来的日子里，它垂着头，目光也变得迷惘。由于它无心抵抗其它鹅的攻击，它在鹅群里的地位急剧下降。一年过去了。最后阿杜重振精神，另找了一个伴。

4 Animals may fall in love dramatically. According to Lorenz two geese are most likely to "fall in love" when they have known each other as youngsters, been separated and then meet again. (1) He compared this to a man who meets a woman and — astonished that she is the same girl he used to see running around in a school uniform — falls in love and marries her. According to parrot specialist Sue Athan, it is common for some parrots to fall in love at first sight.

动物会戏剧性地相爱。据洛伦茨观察，幼时相知，而后分开，嗣后又重逢的两头鹅最可能‘堕入情网’。(1) 他将此比作一位男士遇见一位女士，男士惊讶地发现此人正是自己过去常常看见、身着校服东奔西跑的那个女孩，于是爱上了她，并娶其为妻。根据鸚鵡研究专家苏·埃森的观察，有些鸚鵡常常会一见钟情。

5 Instinct may urge animals to love, but it does not say whom they will love. Seeking a mate for a male parrot, Athan **purchased** a fine-feathered young female and introduced the two birds. To Athan's disappointment, "the male **nevertheless** acted like the female wasn't even in the room."

本能或许促使动物相爱，但本能并不叫它们去爱谁。埃森为了替一只雄鸚鵡找只配偶，买了只羽毛漂亮的雌性幼鸚鵡，并让两只鸚鵡相识。令埃森失望的是，“那只雄鸟表现得就好像雌鸟根本就不在房间里似的。”

6 A few months later Athan was given an older female in extremely poor condition. "She didn't have a feather from the neck down," she says. "Her feet were all twisted. She had lines around her eyes. And yet the male thought she was the love of his life." The two birds immediately paired off and eventually produced young.

几个月之后，有人给了埃森一只形象极其可怕、年纪较大的雌鸟。“它脖子以下就没有一根羽毛，”她说，“她的爪子都扭曲了。眼圈处还有皱纹。可那只雄鸟却认定此鸟乃其一生挚爱。”两只鸟很快就双飞双宿，最终还孵出了幼鸟。

7 (2) Zookeepers know, to their despair, that many species of animals will not breed with just any other animal of their species. Timmy, a gorilla in the **Cleveland Zoo**, declined to mate with two female gorillas introduced to him. But when he met a gorilla named Kate, they **took to** each other at once. When it was thought that Kate was unable to reproduce, because of her advanced age, zookeepers decided to send Timmy to another zoo, where he might have a chance to breed successfully.

(2) 动物园的饲养员知道，许多种动物不会随便就与同类动物交配，他们对此一筹莫展。克利夫兰动物园的一头大猩猩蒂米不肯与介绍给它的两头雌性大猩猩交配。而当它遇见一头名叫凯特的大猩猩时，彼此一见钟情。考虑到凯特年纪太大不能生育，饲养员决定把蒂米送往另一个动物园，在那儿它或许有机会顺利交配。

8 Defending the zoo's decision to separate the animals, the zoo director said, "It sickens me when people start to put human emotions in animals. We can't think of them as some kind of **magnificent** human being: they are animals. When people start saying animals have emotions, they cross the bridge of reality." Jane Goodall, whose work has **shed light on** the emotional life of chimpanzees, also writes, (3) I cannot think of **chimpanzees** developing emotions, one for the other, comparable in any way to the tenderness, protectiveness, tolerance and spiritual joy that are the mark of human love in its truest and deepest sense."

动物园园长在为该动物园将两头大猩猩分开的决定作辩护时说：“当人们将人类的情感 赋予动物时，本人深感厌恶。我们不能将它们视为某种了不起的人：它们仅仅是动物。人们在说动物有感情时，他们就逾越了现实的鸿沟。”简·古多尔的研究工作使人们对黑猩猩的情感生活有所了解，但她在其著作中也写道：“(3) 我无法想象黑猩猩之间会产生一种可以与最真挚、最深沉的人类之爱相比的情感，如温柔、呵护、容忍和心灵快乐。

9 Yet there is evidence of love in the devotion that members of pairs heap on each other. Geese, swans and **mandarin ducks** are all symbols of marital faithfulness; field biologists tell us this is true to life. **Coyotes**, often thought of as representing trickery, would make equally good symbols of devotion, since they also form lasting pairs. Observations **indicate** that they begin to form pair attachments before they are sexually active.

然而，一对对动物相互倾注的忠诚之中却有爱的明证。鹅、天鹅以及鸳鸯都是忠于婚姻的象征；野外生物学家告诉我们，实际生活就是如此。常常被看作象征狡猾的北美郊狼也是完美的忠诚的象征，因为它们也都白头偕老。观察表明，它们在性成熟之前就开始成双成对，相互倾情。

10 In his study of coyotes, Hope Ryden tells how pairs can be **observed** curling up together, hunting mice together, and greeting each other with elaborate displays. Ryden describes two coyotes mating. Afterward, the female tapped the male with her paw and licked his face. Then they curled up to sleep. This looks a lot like romantic love. Whatever distinctions may be made between the love of two people and the love of two animals, the essence frequently seems the same.

在他的北美郊狼研究文章中，霍普·赖登谈到可以看到成对的北美郊狼依偎在一起、共同捕捉老鼠、煞费苦心地表露情意。赖登描述了两只北美郊狼交配的情景。交配后雌狼用爪子拍打雄狼，舔它的脸。然后双双依偎而睡。这与浪漫的爱情颇为相似。无论人类的男欢女爱与动物雌雄相悦之间有多少区别，两者的本质常常是一致的。

11 An animal raised by another species will often show affection for a member of that species when it grows up. Gavin Maxwell tells of an **otter** called Tibby, who was raised by a man who lived on an island off the coast of Scotland and who got around with the help of a walking stick. When he became seriously ill, he took Tibby to Maxwell and asked him to look after the otter. The man died not long after.

一头被不同种类的动物抚养长大的动物长大后常常会对那种动物中的一员表现出情感。加文·马克斯韦尔谈到一头叫做蒂比的水獭。它是由一位居住在苏格兰沿海一个岛上、借助拐杖出行的人饲养大的。此人患重病之后，便将蒂比带到马克斯韦尔处，托付他照顾。不久后他便去世了。

12 Tibby made a habit of escaping and visiting the nearest village. There she found a man who used a walking stick. She tried to build a nest under his house, but he chased her away.

蒂比经常要逃到邻近的村子去看看。它在村里找到一个使用拐杖的男子。它试图在他屋檐下做窝，可那人把它赶走了。

13 A short time later Tibby disappeared again. One day Maxwell received a call from a person who had been **alarmed** by an otter that had acted strangely, even trying to follow him indoors. "You don't by any chance use a walking stick, do you?" asked Maxwell.

过了一段时间，蒂比又失踪了。一天，马克斯韦尔接到一个电话，那人对一头行为怪异，甚至想跟他进屋的水獭感到惊恐不安。“你不会是使用拐杖的吧？”马克斯韦尔问道。

14 "Yes," he replied with astonishment in his voice, "but how in the world could you know that?"

“是呀，”他回答说，声音里露出惊讶，“可你究竟是怎么知道的呢？”

15 (4) While the idea of love among animals has been generally **rejected** by science, doubts remain. For stories such as these suggest that some animals may experience joy, love and heartbreak remarkably like our own.

(4) 虽然科学界普遍不接受动物间存在爱的看法，但是疑问并未消除。因为这些故事表明有些动物可能体验着和我们人类极其相似的快乐、爱情和悲伤。

Unit 7 Emergency

Part II Text A "Kids on the Track!"

At first it seemed as if it might just be an old box or rags ahead of the train. But then they realized just what it was.

初看上去像是一个旧盒子或破衣裳。可紧接着他们就明白过来到底是什么了。

"Kids on the Track!"

Jack Murphy

1 Monday, May 1, 1989 was a pleasant morning in **Ramsey, N.J.** Kate Pritchard bent over her car **trunk** and **struggled with** the bags of **groceries** she'd just brought home. She heard the distant cry of a **locomotive horn**. The trains of **Conrail** passed less than 300 feet from the Pritchards' house. No fence separated their backyard from the track — only a thick row of trees. But, her sons, 3½-year-old **Todd** and 18-month-old Scott, were **nearby**, playing on the driveway.

“铁轨上有孩子！”

杰克·墨菲

1989年5月1日，星期一，新泽西州的拉姆齐上午天气宜人。凯特·普里查德俯身站在车尾行李箱前，费力地收拾着刚买回家的一袋袋食品杂货。她听到远处火车的鸣笛声。联合铁路公司的火车经过的地方离普里查德家不到三百英尺，可在后院与铁轨之间没有栅栏，只有一排长得密密的树木。然而，她的两个儿子，三岁半的托德和十八个月的斯科特，就在近旁私家车道上玩耍。

2 "Stay right there," Kate said, "while Mommy puts the groceries away. Then we'll go inside and have lunch, okay? "

“就呆在这儿，”凯特说，“妈妈去把食品放好，然后我们进屋吃午饭，好吗？”

3 "Okay!" said Todd, giving a thumbs-up gesture he'd seen his father make.

“好！”托德一面说，一面竖起大拇指，做着以前看他父亲做的这个手势。

4 "kay!" echoed Scott, trying to copy his older brother.

“好！”斯科特随声应和，试着模仿他哥哥的样子。

5 They watched their mother enter the house with several bags.

他们望着母亲提着几个袋袋走进屋子。

6 Kate shut the refrigerator and hurried outside. Good. The boys were playing right where she'd left them.

凯特关好冰箱门匆匆走出屋来。还好。两个孩子正在原地玩耍。

7 As she lifted more bags from the trunk, Kate heard a train race past — a passenger express, she judged from its speed. She carried more bags into the house.

当她从车后行李箱里又提出几个袋袋时，凯特听见有一列火车疾驶而过——是特快客车，她根据车速判断。她又将几个袋袋拿进屋去。

8 The sounds of the train apparently drew the boys' attention to the track. After making their way through the trees, they climbed to the top of the steep roadbed, knelt down along the railroad and began to play.

火车的声音显然把两个孩子的注意吸引到铁轨上。两人穿过那排树木，爬上笔陡的路基，跪在地上玩了起来。

9 A few thousand feet west, a freight train rolled slowly toward the children. Overhead lights signaled to engineer Rich Campana that the passenger train ahead was out of the way, and they could resume their normal speed of 40 miles per hour. The engineer adjusted the accelerator, then turned to conductor Anthony Falzo, a man, medium in height and strongly built, who had worked for Conrail for almost half of his 35 years.

往西几千英尺处，一辆货车缓缓地朝两个孩子驶来。头顶上的灯向司机里奇·坎普纳发出信号，指示前面那辆客车已经开走，他们可以每小时40英里的正常速度继续运行。司机调整了加速器，转身面对列车员安东尼·法尔佐。安东尼中等身材，长得结结实实，现年35岁，已经为联合铁路公司干了差不多十六、七年。

10 "So what'd you do over the weekend, Anthony?"

“你周末都干点啥，安东尼？”

11 "Oh, not much. Mostly **messing around** — a little TV, then bed. What else?"

“唉，不干什么。大多是瞎混——看点儿电视，然后睡觉。还能干什么？”

12 Campana smiled. "**Hey, you'd better cool down, Anthony** — you're getting to be a real **party animal!**"

坎普纳笑了。“嘿，你最好悠着点，安东尼——你都快成派对狂了。”

13 The two men laughed. They were still laughing as the train began gathering speed, moving at 21 miles per hour.

两人哈哈大笑。就在他们大笑的时候，正以 21 英里的时速运行的机车开始加速。

14 Rich and Anthony **spotted** something ahead at the same **instant**.

里奇和安东尼在同一瞬间发现火车前方有什么东西。

15 "What's that up there?" asked the engineer. Anthony didn't answer. Staring **intently**, he was trying to identify the curious shape on the track ahead. *A box? Old rags?*

“那前面是什么？”司机问道。安东尼没回答。他目不转睛盯着前方看，试图辨识前方铁轨上那怪形怪状的东西。是盒子？还是旧衣裳？

16 Suddenly both men realized what it was. Rich threw on the emergency **brake** and **pulled on the air-horn handle with all his strength**.

猛然间，两个人都明白过来那是什么东西。里奇用尽全力猛地紧急刹车，并拉响了汽笛。

17 The horn's **blast** and Anthony's words **exploded** at the same time: "Kids on the Track!"

汽笛嘶鸣，与此同时安东尼大声嚷道：“铁轨上有孩子！”

18 Anthony sprang through the cab door onto a narrow running board six feet above the wheels and raced to the front of the **swaying train**. Climbing quickly down a steel ladder, he paused at the bottom, two feet above the roadbed **flashing** by.

安东尼冲出驾驶室，跳到车轮上方六英尺处一条狭窄人行踏板上，接着跑到摇摆的火车头前。他疾速攀下铁梯，停在梯子最后一级上，离他脚下飞速掠过的铁路路基有两英尺。

19 Now he could clearly see the two little children. They were sitting alongside the rail. Anthony waved wildly and shouted, "Get away! Get away!"

现在，他可以清楚地看到两个孩子，他们正坐在铁轨旁边。安东尼拼命挥手示意，并大声喊叫：“走开！走开！”

20 He mentally **calculated** the train's **deceleration** rate and **groaned**. *We'll never stop in time.*

他心里计算着火车的减速速度，痛苦地哼了一声。我们绝对不可能及时停车的。

21 Absorbed in play, Todd and Scott did not hear the train. Finally, as the sound became **thunderous**, Scott looked up and froze.

托德和斯科特正玩得起劲，没听到火车的声音。最后，当火车轰隆隆驶近时，斯科特抬头一看，惊呆了。

22 Though the train was slowing, Anthony knew it was still going faster than he could run. So he forced himself to wait until he would be close enough to **leap** off and **grab** the boys. With perhaps ten feet left between them and the sharp-edged snowplow **blade** at the front of the train, Anthony sprang forward from the ladder. Landing on the **loose**, fist-size stones alongside the track, he had to struggle to keep his balance. In two giant steps he almost reached the children. They stared up at him in wide-eyed shock. Anthony, throwing his body into space, flew toward them.

尽管火车在减速，安东尼知道车速仍比他奔跑的速度快。所以，他强迫自己等待，等到离孩子足够近的时候，他再一跃而下一把将他们抓住。在孩子与火车头前的犁雪机锋利的雪铲只有约十英尺的时候，安东尼从梯子上纵身向前一跃。他落在铁轨旁拳头大小的散石上，使尽力气才保持住平衡。他跨出两大步，几乎就要够着两个孩子了。两个孩子吓坏了，目瞪口呆地望着他。安东尼纵身跃起，朝他们扑去。

23 The unending blast of the train horn struck Kate Pritchard like a **hammer** blow. "The boys!" she cried, and raced out the door. They were gone!

火车汽笛不停地嘶鸣，凯特·普里查德听着就像是被铁锤猛击了一下。“孩子！”她一声惊叫，冲出屋门。两个孩子不见了！

24 *The track, she thought. I must get to the track!*

铁道，她心想。我得去铁道那儿！

25 As his body **crashed** downward, Anthony covered Todd while **reaching out** with one arm to grab Scott and pull him **clear of** the track. But the train had caught up to them. Anthony saw the black steel edge of the snowplow blade hit the young child under the chin, driving his head back and **scraping** over his face. **Instantly**, blood flashed across the boy's **forehead**.

安东尼身子砸下地时，他一边护着托德，一边伸出一只手臂去抓斯科特，好把他拉离铁轨。但火车压了过来。安东尼只见雪铲的黑色钢刃击中幼孩的下巴，将他的头往后一推，铲子从他脸上刮过。顿时，鲜血从孩子额头溅出。

26 Part of the train then **punched** into the back of Anthony's work jacket, tearing the **nylon fabric**. Still, Anthony managed to pull Scott completely under him.

车身猛撞安东尼工作服的后背，把尼龙布都撕破了。但安东尼还是把斯科特完全拉到了自己身下。

27 *He's dead, Anthony thought. He felt sick with horror. Burying his face in the stones, he pushed downward on the two boys with all his strength as the train passed inches above them.*

他死了，安东尼心想。他毛骨悚然，一阵恶心。他的脸紧贴在石子上，使尽力气将两个孩子往下压，火车就从他们上面驶过，离他们只有几英寸。

28 The first person Kate saw when she reached the halted train was Todd. Her older boy was jumping **up and down** and crying uncontrollably. But Kate could see he wasn't **injured**. She grabbed and **hugged** him. Then she saw the still figure of a man lying under the third car. Scott's head, a **mask** of darkening blood, was **visible** under him. Kate ran to them. "Scott!" she screamed.

凯特奔到停下的火车前，首先看到的便是托德。她的大儿子失去控制，在那儿乱蹦乱跳，大声哭喊。但凯特看出他没受伤。她抓过他紧紧抱住。随后她看见第三节车厢下一动不动躺着一个人。只见这人身子下面斯科特的脑袋上黑糊糊一片血污。凯特冲过去。“斯科特！”她尖声叫道。

29 Anthony **twisted** to face her. "Lady," he said, his voice calm, "go to your house. Call the police and **ambulance**." Kate, only half hearing him, extended her arms to take her baby. Anthony spoke again, more sharply, "**Ma'am**, listen! Go to your house and **call the police — call an ambulance**. Go!"

安东尼扭转身子面对着她。“女士，”他对她说，声音很镇静，“回家去。叫警察和救护车来。”凯特没听进他的话，伸着手要抱孩子。安东尼又开口了，口气严厉了许多，“夫人，听着！回家打电话叫警察——叫救护车，快！”

30 Kate **tore** back to the house, made the calls, then reached her husband, **Gary, via his beeper**.

凯特飞奔回家，打了电话，又通过寻呼机找到她丈夫加里。

31 When the first police car arrived, Anthony was still holding little Scott. The conductor knew from the child's cries that he was alive, but Scott might have **internal** injuries that any movement could worsen. So Anthony insisted the emergency personnel check the boy before he would release his grip. **Miraculously**, Scott's injuries were not serious, requiring just 13 **stitches**.

第一辆警车到达时，安东尼仍然紧抱着年幼的斯科特。列车员从孩子的哭声知道他还活着，但斯科特可能有内伤，稍一动弹就有可能加重伤势。因此安东尼坚持让急救人员先对孩子进行检查，然后才放手。真是奇迹，斯科特伤势不重，只需缝十三针。

32 There had been only 14 inches between the plow blade and the ground. Reporters later asked Anthony if he had hesitated before **risking** his life.

雪铲与地面之间只有十四英寸。记者后来问安东尼他在冒生命危险救孩子之前有否犹豫。

33 "No," he replied. "All I could think was that those two little kids have their whole lives still ahead of them, and if I do nothing, they're dead. There was **no way** I could let that happen."

“没有，”他回答道，“我当时所想到的就是那两个孩子前头还有整个人生，如果我不采取行动，他们必死无疑。我决不能让这样的悲剧发生。”

34 Soon after the **incident**, Anthony visited the Pritchards' home. He recalls putting his arms around Todd and Scott and lifting them. "It made me remember the moment when I first **sheltered** them under the train. It was a strange feeling, holding them again — and wonderful too."

事故发生后不久，安东尼去普里查德家探望。他还记得他用双臂抱住托德和斯科特并将两人举起的情景。“这让我想起当时在火车底下我护着他们的情景。再一次抱住他们的感觉是奇特的——也是美妙的。”

35 Since that first visit, the Pritchards say that Anthony has almost become a member of the family. They also report that a fence now separates their neighborhood from the railroad track.

普里查德夫妇说，自从第一次来探望之后，安东尼几乎成了他们家庭的一员。他们还说，现在有道栅栏把他们的街坊与铁轨隔开了。

Part III Text B The Night the River Came In

China is no stranger to the dangers of floods. But in this she is not alone. Others too have had to learn to live with the possibility that the gentle river on their doorstep may one day reach out to grab them, turning their lives upside down.

中国常常遭受洪水之害。但是中国并不是惟一的洪水受害国。其它国家的人也不得不学会接受洪水为害的可能性：他们家门口那条平静的大河也许有一天会漫溢出来，把他们卷走，并彻底改变他们的生活。

The Night the River Came In

William Hendryx

1 Dan Dykstra stood next to his 11-year-old daughter, Jennifer, his long arm **wrapped** round her shoulders, as they peered from their cabin on **the Guadalupe River** into the rain-filled darkness.

夜晚，河水漫溢

威廉·亨德利克斯

丹·迪克斯特勒站在十一岁的女儿詹妮弗身旁，长长的手臂挽住她的肩膀，两人从瓜达卢佩河畔的小木屋里望着大雨如注的茫茫夜色。

2 (1) It had rained most of the day, swelling the southern Texas river beyond its banks. But there seemed no need for concern. The wood cabin sat on piles several feet above the flood plain.

(1) 雨已经下了差不多一整天了，南得克萨斯河的河水猛涨，溢出了堤岸。不过看来不用担心。小木屋搭建在高出这一洪水泛滥地几英尺的柱子上。

3 "Looks like the worst is over, Jen," said Dykstra at around 10 p.m. "Let's go to bed."

“看来最糟糕的情况已经过去了，詹，”晚上十点钟光景，迪克斯特勒说，“咱们睡觉吧。”

4 But Jen couldn't sleep. She trusted her Dad, but couldn't help recalling television images of floods and people clinging to treetops, wet and cold. After a couple of restless hours, she started for the bathroom. Stepping on the carpet she noticed it was damp.

然而詹睡不着。她信赖爸爸，可还是忍不住回想起那些洪水肆虐的电视画面，人们紧抓着树顶，又冷又湿。辗转不眠几个小时之后，她去卫生间。她踩在地毯上，发现地毯湿了。

5 She paused, listening intently. What was that sound? It was odd — like the sound of rapids.

她停了下来，聚精会神地听着。那是什么声音？奇怪——像是湍流的声音。

6 It was rapids! And they were rushing directly under the house. She ran to her father's bedside. "Daddy, Daddy," she cried, shaking him violently. "Wake up. There's water in the house!"

正是湍流！而且就在屋子正下面奔涌。她冲到父亲的床边。“爸爸，爸爸，”她一面大声叫喊，一面拼命摇晃他，“醒醒。家里进水了！”

7 Barefoot and wearing only shorts, Dykstra walked to the entry and opened the door. What he saw shook him wide-awake. Duchess, their dog, was standing just outside the door, her feet in six inches of water. (2) That meant the river had to be more than 400 feet beyond its banks, flooding the roadway, their only means of escape.

迪克斯特勒光着脚，只穿着短衣裤，走到门口，打开了门。眼前的景象顿时使他睡意全消。他们那条叫达奇斯的狗就站在门外，四条腿浸在六英寸深的水里。(2) 这意味着河水已溢出河岸，泛滥到四百英尺之外，淹没了大路——他们脱逃的惟一途径。

8 They were **trapped**.

他们被困住了。

9 The chill water lapped at his ankles. Quickly Dykstra pulled the dog inside the cabin and slammed the door. Then he grabbed two life jackets. "Put this on, honey," he said to Jennifer.

冰凉的河水拍打他的脚踝。迪克斯特勒急忙把狗拉进木屋，使劲关上门。随后他抓过两件救生衣。“穿上这个，宝贝，”他对詹妮弗说。

10 Dykstra looked around. The muddy water was inching up the wood-paneled walls. "What'll we do?" asked Jen, her voice shaking.

迪克斯特勒朝四周打量了一下。浑浊的河水顺着四壁护墙板一点点上升。“咱们怎么办？”詹问道，她声音在颤抖。

11 "We'll be fine," Dykstra replied, trying hard to **conceal** his own anxiety. "Let's go upstairs."

“咱们不会有事的，”迪克斯特勒回答说，尽力掩饰住自己的焦虑。“咱们到楼上去。”

12 They climbed up the ladder-like stairs to a loft above the living room. From there they could hear the water filling the room below, creeping towards them. Windows exploded under the **pressure**. The television slammed against the wall.

他们攀上梯子般的楼梯，爬到起居间上面的阁楼。在上面，他们听见洪水在往下面的房间涌涨，并慢慢接近他们。窗子在水的压力之下爆裂。电视机被冲着撞上了墙壁。

13 Suddenly the whole house trembled as if caught in an earthquake. Then it pitched violently upward, before sinking several feet. *My God*, thought Dykstra. *We're floating*.

突然，整个屋子像遇上地震似地摇晃着。接着木屋先是猛地朝上一掀，然后又摔下去几英尺。*我的天哪*，迪克斯特勒心想，*咱们是在水里漂了。*

14 Looking out from the window they could see that they were moving, the house being swept along by the river. (3) Terrified that the cabin would sink, taking them down with it, Dykstra decided they would have to get out. Wrapping his arms tightly round his daughter, he **plunged** into the icy water.

从窗子望出去，他们看到自己在移动，屋子正被河水冲着走。(3) 迪克斯特勒害怕木屋下沉会把他们一起拉到底，于是决定离开木屋。他双臂紧紧搂着女儿，纵身跳进冰冷的水中。

15 The cabin was behind them now, chasing them through the darkness. Before he could get out of its path, Dykstra found himself thrown against a submerged tree. An instant later the cabin — pushed by the tremendous power of the river — pinned him to the trunk. His ribs were **crushed**. His left leg **snapped**. He screamed.

木屋就在两人身后，在黑夜中紧追不舍。迪克斯特勒还没来得及避开，就被冲到一棵被淹没的树上。刹那间，木屋在河水巨大冲力的推动下，把他死死挤压在树上。他肋骨被压断。左腿喀嚓一声折了。他失声惨叫。

16 Then his mind seemed to cut loose. Dykstra felt as if he were watching himself from far off. He saw himself and Jen settling to the bottom of the river. He was surprised by the sense of peace that settled on him. "I'm sorry, honey," he said. "I'm so sorry." And then he lost consciousness.

紧接着他的脑子失去了控制。迪克斯特勒只觉得自己是在远处遥望着自己。他看到自己和詹沉到了河底。他对自己的平静感到惊讶。“对不起，宝贝，”他说，“真对不起。”接着他就什么也不知道了。

17 As he did so the house shifted, releasing him and spinning away from them. Jennifer found herself drifting downstream, her unconscious father beside her. "Don't die, Daddy!" she cried. "Please!"

他失去知觉时，屋子移动了一下，松开他，打着旋漂离了他们。詹妮弗发觉自己顺水漂流而下，身边是不省人事的父亲。“不要死，爸爸！”她叫道，“千万别死！”

18 Perhaps it was the sound of the little girl's voice that stirred Dykstra to consciousness. He gave Jen's hand a gentle **squeeze**, and her heart jumped.

或许是小女儿的声音唤回了迪克斯特勒的意识。他轻轻捏了捏詹的手，她的心猛地一跳。

19 In the pale moonlight, Dykstra — now more alert — spotted an island formed by some rubbish that had got caught in some treetops. Fighting against the current and his pain he swam towards it. Jen climbed onto the small pile of timbers and pulled her father from the rushing water. He **collapsed** in pain, **shivering** and fighting for breath.

惨淡的月光下，迪克斯特勒 —— 此刻清醒了些 —— 看到缠在树顶上的一些垃圾形成的孤岛。他忍着伤痛，挣扎着逆流而上游了过去。詹爬到那一小堆木头上，把父亲从湍急的水流中拉起。他疼得倒了下去，浑身哆嗦，透不过气来。

20 They were far from safe and Jen knew it. The rubbish could shift at any moment, plunging them back into the river. She wanted desperately to curl up in her father's arms, but that would only add to his pain. Now, she realized, it **was up to** her to help him.

他们还远远谈不上安全，詹对此很清楚。那堆垃圾随时可能漂散开来，把他们重新抛入水中。她真想蜷伏在父亲的怀里，可这只会增加他的伤痛。她明白，此刻，得靠她来救爸爸了。

21 Just then she was astonished to see a figure appear out of **nowhere**. "Duchess!" she shouted, and the wet dog climbed up to join them. She took comfort in the pet's **presence**.

就在这时，她惊讶地发现不知从哪儿现出一个身影。“达奇斯！”她高声喊道，他们的狗浑身湿透，这时爬了上来与他们呆在一起。有狗在，詹感到宽慰了不少。

22 Every few minutes during the night Jen checked on her dad. "Think about warm things," she told him, "like coffee and fireplaces." She sang to him and **prayed**.

夜里，每过几分钟詹就要查看一下父亲。“想一些会使人暖和的东西，”她对父亲说，“比如咖啡、火炉。”她为他唱歌，还为他祷告。

23 Morning came, but still no sign of help. The hours dragged by. Around midmorning an airplane flew almost directly overhead, but never slowed. Another passed by a couple of hours later, then a

third late that afternoon. (4)Each time, Jen jumped up, waving her arms and screaming. And each time the plane disappeared over the horizon, taking her spirits with it.

清晨来临，但仍无救援人员的踪影。他们痛苦地捱过一小时又一小时。上午十时左右有架飞机几乎就从头顶上飞过，却没有减速。一两个小时之后又有一架飞机飞过。后来，傍晚时分又有第三架飞机飞过。(4) 每次詹都跳起来挥舞手臂并大声呼喊，而每次飞机都从地平线上消失，令她沮丧不已。

24 As daylight faded, Jen found herself facing the likelihood that they would have to spend another long, cold night on the island. Her father would not survive. And without him, she doubted if she could either. The very thought collapsed all hope. "They're not going to find us," she cried out in despair. "We're going to die."

日光渐渐消退，詹意识到他们有可能要在这个孤岛上再捱一个漫长而寒冷的夜晚。父亲会顶不住的。要是没有父亲，她知道自己也恐怕活不成。她一想到这儿，就觉得没了希望。“他们不来找我们了，”她绝望地哭出声来，“我们要死了。”

25 Just then a voice from somewhere on the distant hillside pierced the darkness. "Hello. Is someone out there?"

就在这时，一个声音划破黑暗从远处山坡上传了过来。“嗨！那儿有人吗？”

26 Jen sprang to her feet. She shouted back loudly, "Hello. Hello."

詹跳了起来。她大声回应道：“喂！喂！”

27 "We're going to get help," the voice said. "Just hang on."

“我们去叫人，”那声音说道，“顶住。”

28 Jen knelt by her father's side and rubbed his back to keep him warm. "We'll hang on together," she told him.

詹跪在父亲身边，揉着他的背，好让他暖和些。“咱俩一起顶住，”她对父亲说。

29 Later that night a boat was eventually able to edge its way through the darkness to reach them. Eighteen hours after the cabin had been torn from its foundations and swept away, Jennifer, her father and Duchess were pulled from their island and taken to safety. No trace of their cabin was ever found.

半夜，一条小船终于在夜色中慢慢划到了他俩跟前。在小木屋被洪水从地基拔起卷走后十八个小时，詹、她父亲以及他们的狗达奇斯被从孤岛救至安全处。他们的小木屋再也未见踪影。

Unit 8 Coping With and Educational Problem

Part II Text A Fable of the lazy Teenager

Benjamin Stein weaves a tale to bring home to young Americans the need to change the way they think about education. Read it and see whether you think it holds any lessons for us as well.

本杰明·斯坦编了一个故事，以使美国青年彻底认识他们必须改变对教育的态度。读一读这个故事，看看你是否认为它对我们大家同样也有教育意义。

Fable of the Lazy Teenager

Benjamin Stein

1 One day last fall, I **ran out of file folders** and went to the **drugstore** to buy more. I put a **handful** of folders on the **counter** and asked a teenage salesgirl how much they cost. "I don't know," she answered. "But it's 12 cents each."

关于懒散少年的寓言故事

本杰明·斯坦

去年一个秋日，我文件夹用完了，便去杂货店买。我拿了一大把文件夹搁在柜台上，问一个十几岁的售货员多少钱。“不知道，”她回答说，“反正单价 12 美分。”

2 I counted the folders. "Twenty-three at 12 cents each, that makes \$ 2.76 before **tax**," I said.

我数了数文件夹。“二十三个，单价 12 美分，总共 2.76 美金，不含税，”我说。

3 "You did that in your head?" she asked **in amazement**. "How can you do that?"

“你心算的？”她惊奇地问道，“你怎么会算出来的？”

4 "It's magic," I said.

“靠魔力，”我说。

5 "Really?" she asked.

“真的？”她问。

6 No **modestly** educated adult can fail to be **upset** by such an experience. While our children seem better-natured than ever, they are so ignorant — and so **ignorant** of their **ignorance** — that they frighten me. In a class of 60 **seniors** at a private college where I recently taught, not one student could write a short paper without misspellings. Not one.

略受教育的成年人没有谁不会为这样的经历难过。虽然我们的孩子似乎比以往任何时候都要温厚和气，他们却如此无知 —— 对自己的无知状况也如此无知 —— 以至使我感到可怕。在我最近任教的一所私立大学，一个六十人的四年级班上，没有一个学生写短文时不犯拼写错误。没有一个学生例外。

7 But this is just a tiny **slice** of the problem. The **ability** to perform even the simplest calculations is only a memory among many students I see, and their knowledge of world history or geography is **nonexistent**.

但这只是问题的一小部分。在我所见过的许多学生中，再也没有过去学生都有的哪怕是进行最简单的计算的能力，他们对世界历史和地理都一无所知。

8 Moreover, there is a **chilling indifference** about all this ignorance. The attitude was **summed up** by a friend's bright, lazy 16-year-old son, who explained why he preferred not to go to **U.C.L.A.** "I don't want to have to **compete with Asians**," he said. "They work hard and know everything."

更有甚者，他们对这种种的无知却毫不在乎，实在令人不寒而栗。一位朋友的聪明但却很懒散的十六岁儿子在解释他为什么不想上加州洛杉矶分校时说的话是对这种态度的高度概括。“我不想去那儿跟亚洲人竞争，”他说，“他们用功，什么都知道。”

9 In fact, this young man will have to compete with Asians whether he wants to or not. He cannot live forever on the **financial**, material and human capital **accumulated** by his **ancestors**. At some point soon, his **intellectual** laziness will seriously **affect** his way of life. It will also affect the rest of us. A modern **industrial** state cannot **function** with an **idle**, ignorant labor force. Planes will crash. Computers will **jam**. Cars will **break down**.

其实，无论他是否愿意，这位年轻人都将不得不去跟亚洲人竞争。他不能永远躺在先辈积累的经济、物质与人力资本上。用不了多久，他懒于用脑的结果将严重影响他的生活方式，也将影响我们其他所有的人。一个现代工业化国家无法靠一支懒散、无知的劳动大军运行。飞机会坠落。计算机会出故障。汽车会抛锚。

10 To **drive** this message **home** to such young Americans, I have a **humble suggestion**: a **movie**, or TV series, **dramatizing** just how difficult it was for the country to get where it is — and how easily it could all be lost. I offer the following fable.

为使这样的美国青年彻底认识到这一点，我的愚见是：拍一部电影，或电视连续剧，生动地描述我们国家的今天如何来之不易——而要丧失这一切又何其容易。下面我奉献一篇寓言故事。

11 As the story opens, our hero, **Kevin Hanley** 1990, a 17-year-old high school senior, is sitting in his room, feeling bitter. His parents insist he study for his **European** history test. He wants to go shopping for headphones for his **portable CD** player. The book he is forced to read — **The Wealth of Nations** — puts him to sleep.

故事开始时，我们的主人公凯文·汉利 1990，一名十七岁的高三学生，正坐在自己房间里，心情痛苦。他父母一定要他准备欧洲史考试。而他则想去买一副激光唱片随身听的耳机。他被迫要读的书——《各国的财富》——让他打瞌睡。

12 Kevin dreams it is 1835, and he is his own great-great-great-grandfather at 17, a peasant in **County Kerry, Ireland**. He lives in a small **hut** and sleeps next to a pig. He is always hungry and must **search for** food. His greatest wish is to learn to read and write so he might get a job as a clerk. With steady **wages**, he would be able to feed himself and help his family. But Hanley's **poverty** allows no **leisure** for such **luxuries** as going to school. Without education and money, he is powerless. His only hope lies in his children. If they are educated, they will have a better life.

凯文进入梦乡，时值 1835 年，他是他本人的曾曾曾祖父，十七岁，是爱尔兰克雷郡的一个农民。他住在小小的陋室里，睡在一头猪旁。他老是挨饿，总是要找吃的。他最大的心愿是学会读书写字，以便找一个职员的工作。有了固定的工资，他就能养活自己，贴补家用。但汉利的贫穷使他无从享受上学这样的奢侈。没有教育，没有钱，他无能为力。他惟一的希望寄托在孩子身上。如果他们能接受教育，他们就会生活得好一些。

13 Our fable fast-forwards and Kevin Hanley 1990 is now his own great-grandfather, Kevin Hanley, 1928. He, too, is 17 years old, and he works in a steel **mill** in **Pittsburgh**. His father came to America

from Ireland and helped build the New York City **subway**. Kevin Hanley 1928 is far **better off** than either his father or his grandfather. He can read and write. His wages are far better than anything his ancestors had in Ireland.

我们的寓言故事快速展开。现在凯文·汉利 1990 成了他自己的曾祖父，凯文·汉利 1928。他也是十七岁，在匹兹堡一家钢铁厂工作。他的父亲从爱尔兰来到美国，参加过纽约地铁的修建。凯文·汉利 1928 比自己的父亲和祖父境遇好多了。他能读书写字。他的工资比先辈在爱尔兰时的收入高多了。

14 Next Kevin Hanley 1990 dreams that he is Kevin Hanley 1945, his own grandfather, fighting on **Iwo Jima** against a most determined **foe**, the Japanese army. He is always hot, always hungry, always **scared**. One night in a **foxhole**, he tells a friend why he is there: "So my son and his son can live in peace and **security**. When I get back, I'll work hard and send my boy to college so he can live by his brains instead of his back."

接下来凯文·汉利 1990 梦见自己成了他自己的祖父凯文·汉利 1945。他正在硫黄岛与死敌日本军队作战。他总是又热又饿又害怕。一天晚上他在散兵坑里与一个朋友讲自己为什么在那儿作战：“这样我的儿子、孙子就能生活在和平安全的环境里。等我回国了，我要勤奋工作，让儿子上大学，这样他就可以干脑力活儿，而不是靠卖苦力生活。”

15 Then Kevin Hanley 1990 is his own father, Kevin Hanley 1966, who studies all the time so he can get into college and law school. He lives in a fine house. He has never seen anything but peace and plenty. He tells his girl friend that when he has a son, he won't make him study all the time, as his father makes him.

接着凯文·汉利 1990 成了他自己的父亲凯文·汉利 1966。他终日用功，这样就可以上大学，进法学院。他住在漂亮的房子里。他一生在和平环境中过着富裕的生活。他对女朋友说，等他有了儿子，他不会像他父亲逼他那样逼自己的儿子整天读书。

16 At that point, Kevin Hanley 1990 **wakes up**, shaken by his dream. He is relieved to be away from Ireland and the steel mill and Iwo Jima. He goes back to sleep.

就在这时，凯文·汉利 1990 被自己的梦惊醒了。他离开了爱尔兰，离开了那家钢铁厂，离开了硫黄岛，不由松了口气。他又睡着了。

17 When he dreams again, he is his own son, Kevin Hanley 2020. There is gunfire all day and all night. His whole generation forgot why there even was law, so there is none. People pay no attention to politics, and government offers no services to the working class.

他接着做梦，这次成了他自己的儿子凯文·汉利 2020。枪声日夜不停。他那整个一代人忘却了过去为什么要有法律，因此现在没有法律了。人们丝毫不关心政治，政府不为工人阶级提供服务。

18 Kevin 2020's father, who is of course Kevin 1990 himself, works as a cleaner in a factory owned by the Japanese. Kevin 2020 is a **porter** in a hotel for **wealthy** Europeans and Asians. Public education stops at the sixth grade. Americans have long since stopped demanding good education for their children.

凯文 2020 的父亲，自然就是凯文 1990 本人，在日本人开的一家工厂当清洁工。凯文 2020 在一家专为有钱的欧洲人和亚洲人开的酒店里当行李工。公共教育到六年级为止。美国人早就不再要求自己的孩子接受良好的教育。

19 The last person Kevin 1990 sees in his dream is his own grandson. Kevin 2050 has no useful skills. Machines built in Japan do all the **complex** work, and there is little **manual** work to be done. Without education, without discipline, he cannot earn an **adequate** living wage. He lives in a **slum** where there is no heat, no **plumbing**, no **privacy** and survives by searching through **trash** piles.

凯文 1990 最后梦见的是他自己的孙子。凯文 2050 没有有用的技能。日本制造的机器包揽了所有复杂的工作，没有什么体力活可做。没有受过教育，没有受过训练，他挣不到足够的钱养活自己。他住在贫民窟，没有暖气，没有卫生设备，无法不受四邻干扰，靠搜捡破烂度日。

20 In a word, he lives much as Kevin Hanley 1835 did in Ireland. But one day, Kevin Hanley 2050 is **befriended** by a visiting Japanese **anthropologist** studying the **decline** of America. The man explains to Kevin that when a man has no money, education can supply the human capital necessary to start to **acquire** financial capital. Hard work, education, saving and discipline can do anything. "This is how we rose from the **ashes** after you defeated us in a war about a hundred years ago."

总之，他的生活就像凯文·汉利 1835 在爱尔兰时一模一样。可是有一天，凯文·汉利 2050 与一位研究美国衰亡史的来访日本人类学家交上了朋友。那人跟凯文解释说，如果一个人没有钱，教育能提供积累金融资本所必需的人力资本。勤奋、教育、节俭、纪律能成就一切。“我们就是这样从一百多年前你们打败我们的战争废墟中站起来的。”

21 "America beat Japan in war?" asks Kevin 2050. He is **astonished**. It seems as impossible as **Brazil** defeating the United States would sound in 1990. Kevin 2050 **swears** that if he ever has children, he will make sure they work and study and learn and discipline themselves. "To be able to **make a living by** one's mind instead of by stealing," he says. "That would be a **miracle**."

“美国在战争中打败日本？”凯文 2050 问道。他惊讶之极。这听起来就像说巴西在 1990 年打败美国一样不可思议。凯文 2050 发誓，如果他有孩子的话，他一定要让他们工作、上学、学习并约束自己。“能凭自己的脑力，而不是靠偷窃为生，”他说，“那将会是个奇迹。”

22 When Kevin 1990 wakes up, next to him is his copy of *The Wealth of Nations*. He opens it and the first sentence to catch his eye is this: "A man without the proper use of the intellectual **faculties** of a man is, if possible, more **contemptible** than even a **coward**."

凯文 1990 醒了过来，身旁放着他的那本《各国的财富》。他打开书，跳入眼帘的第一句话就是：“一个不能恰当运用人类智力的人极可能比懦夫更可鄙。”

23 Kevin's father walks in. "All right, son," he says. "Let's go look at those headphones."

凯文的父亲走了进来。“好了，儿子，”他说，“咱们去看耳机吧。”

24 "Sorry, **Pop**," Kevin 1990 says. "I have to study."

“抱歉了，爸爸，”凯文 1990 说，“我得看书学习了。”

Part III Text B Ditch the Calculator

Do you think the use of calculators in learning math is a good idea? If you do, perhaps this article will change your mind.

你认为学数学时使用计算器好吗？如果你认为好，也许这篇文章会改变你的看法。

Ditch the Calculator

Diane Hunsaker

1 I sigh inwardly as I watch yet another student, this one a ninth grader, struggle with an advanced math problem that requires simple multiplication. He mentally battles with 5×6 , looks longingly at the off-limits calculator on the corner of my desk and finally guesses the answer: "35."

扔了计算器

黛安·亨萨克

看着又一个学生，这次是个九年级学生，费劲地解一道需要运用简单的乘法运算的高级数学题，我暗自叹气。他苦苦地心算着 5×6 ，眼巴巴地望着我桌头那个可望不可及的计算器，最后凭空猜测了一个答案：35。

2 The growth in the use of calculators in the classroom amazes me. The students I tutor tell me regularly that their teachers allow unlimited access to this tool. The National Council of Teachers of Mathematics actively encourages its use. Recently I attended a math seminar where the instructor casually stated that teachers were no longer reluctant to permit calculators in the classroom. Now "everyone" agrees on their importance, she said. (1)The more I hear from the education establishment about the benefits of these devices in schools, the less surprised I am when middle- and high-school students who have difficulty with arithmetic call for tutoring in algebra and geometry. Having worked six years as an electrical engineer before switching to teaching, I often suggest to my students that they consider technical and scientific careers, but I'm discouraged when I see an increasing number of kids who lack simple math skills.

课堂上使用计算器越来越多，这令我惊讶。我辅导的学生常常告诉我，他们的老师允许无限制地使用这一工具。全国数学教师协会积极鼓励使用计算器。最近我参加了一个数学研讨会，会上一位教师随口说，教师已不再不愿意让学生在课堂上使用计算器了。目前“人人”都认识到了计算器的重要性，她说。(1) 我听到教育机构谈论学校里使用这些工具的好处，听到越多，对于算术有困难的初、高中生需要家庭教师辅导几何、代数一事，我就越觉得不足为怪了。由于改行教书前我曾当过六年电气工程师，因此常常建议学生将来从事技术或科学工作，但看到越来越多的孩子缺乏基本的数学运算技能，我不由深感失望。

3 Educators have many arguments in defense of calculators, but each one ignores the reason that we teach math **in the first place**. Math trains the mind. By this I mean that students learn to think logically and rationally, to **proceed** from known information to desired information and to become **competent** with both numbers and ideas. These skills are something that math and science teach and are **essential** for adolescents to become thinking, intelligent members of society.

教育工作者有诸多理由为使用计算器辩解，但每每都忽略了我们教数学的首要理由。数学能培养智力。我是说，学生能学会逻辑地、理性地思维，学会根据已知信息找到所需信息，进而变得既会运算又善于思维。这类技能是通过数学和科学课程传授的，对青少年成长为善于思考的、有才智的社会成员有着重要意义。

4 Some teachers argue that calculators let students **concentrate on** how to **solve** problems instead of getting tied up with tedious computations. (2)Having a calculator doesn't make it any easier for a student to decide how to attack a math problem. Rather, it only encourages him to try every combination of addition, subtraction, multiplication or division without any thought about which would

be more appropriate. Some of my elementary-school children look at a word problem and instantly guess that adding is the correct approach. When I suggest that they solve the problem this way without a calculator, they usually pause and think before continuing. A student is much more likely to cut down his work by reflecting on the problem first if he doesn't have a calculator in his hand. Learning **effective** methods for approaching **confusing** problems is essential, not just for math but for life.

有教师争辩道，计算器使学生集中精力解题，而不为繁琐的运算拖累。(2) 计算器并不能方便学生确定解数学题的方法。相反，计算器只会鼓励他乱试加减乘除的各种组合，而不去考虑哪种组合更加适当。我的一些小学生一看某道应用题立刻就猜测加法是正确的运算方法。当我建议他们不依赖计算器用加法解题时，他们往往在继续运算前先思考一番。如果手里没有计算器，学生更有可能停下来先对问题思考一番，以减少运算工作。学会用有效的方法解决复杂的问题是必要的，不仅学数学如此，在生活中也一样。

5 A middle-school teacher once said to me, "So **what if** a student can't do long division? Give him a calculator, and he'll be fine." I doubt it. I don't know when learning by heart and repetitious problem solving fell to such a low priority in education circles. How could we possibly communicate with each other, much less create new ideas, without the immense store of information in our brains?

一位中学教师曾对我说：“学生不会运算长除法又怎么样？给他个计算器，他就有办法了。”我不敢苟同。我不知道，从什么时候起，背诵和反复解题在教育界变得如此不受重视。没有大脑中储存的大量信息，我们如何相互交流？更不用说创新出主意了。

6 Math is as much about knowing why the rules work as knowing what the rules are. A student who cannot do long division obviously does not comprehend the principles on which it is based. A true understanding of why often makes learning by rote unnecessary, because the student can figure out the rules himself. My students who view the **multiplication tables** as a list of unrelated numbers have much more difficulty in math than those who know that multiplication is simply repeated addition. Calculators prevent students from seeing this kind of natural structure and beauty in math.

数学要讲有哪些规则，更要讲这些规则为什么成立。不会做长除法的学生显然不理解长除法所依据的原理。真正理解了所以然常常使得死记硬背毫无必要，因为学生自己就能算出这些规则。我的那些把乘法表看作一串不相关数字的学生在数学上的困难远比那些懂得乘法只是连加的学生多得多。计算器妨碍学生认识数学中这类自然结构和美。

7 A student who learns to handle numbers mentally can **focus** on how to attack a problem and then complete the actual calculations easily. He will also have a much better idea of what the answer should be, since experience has taught him "number sense," or the relationship between numbers.

学会心算的学生能把注意力集中到如何解题上，然后轻而易举地完成实际运算。他对答案该是个什么样儿心里也更有数，因为经验使他把握了“数字感”，或者说数字间的关系。

8 A student who has grown up with a calculator will struggle with both strategies and computations. When youngsters used a calculator to solve 9×4 in third grade, they are still using one to solve the same problem in high school. By then they are also battling with algebra. (3) Because they never felt comfortable working with numbers as children, they are seriously disadvantaged when they attempt the generalized math of algebra. Permitting extensive use of calculators invites a child's mind to stand

still. If we don't require students to do the simple problems that calculators can do, how can we expect them to solve the more complex problems that calculators cannot do?

一个伴着计算器长大的学生既要对付解题策略又要对付实际运算。三年级时借助计算器算出 9×4 的孩子到了高中仍在借助计算器做同样的运算。届时他们还得应付代数。(3) 因为他们在孩提时代对数字计算从未感到过轻松，当他们试图攻读代数这一广义数学时就会处于极其不利的地位。允许广泛使用计算器会使孩子的智力发展停滞不前。如果我们不让学生做那些计算器能代劳的简单的运算，又怎么能期待他们去解决计算器解决不了的更为复杂的问题呢？

9 Students learn far more when they do the math themselves. I've tutored youngsters on practice SAT exams where they immediately reach for their calculators. If they'd take a few seconds to understand the problem at hand, they most likely would find a simpler solution without needing a stick to lean on. I have also watched students incorrectly enter a problem like $12 + 32$ into their calculators as $112 + 32$ and not bat an eye at the obviously incorrect answer. After all, they used a calculator, so it must be right.

学生自己进行数学运算所获得的收益远比依赖计算器多。我辅导过孩子做学业能力倾向测试的模拟试题，他们一坐下就拿计算器算。如果他们对手头的题目略加思考，就很可能不需要倚靠拐杖就能找到一种更简单的解题方法。我还观察到学生错把 $12 + 32$ 当作 $112 + 32$ 输入计算器，对算出的明显错误的答案连眼都不眨一下。毕竟，他们用的是计算器，所以，一定没错。

10 Educators also claim that calculators are so inexpensive and commonplace that students must become competent in using them. New math texts contain whole sections on solving problems with a calculator. Most people, including young children, can learn its basic functions in about five minutes. Calculators do have their place in the world outside school and, to a limited extent, in higher-level math classes, but they are hardly education tools.

教育家们还声称，计算器如此便宜而又普遍，学生必须学会熟练使用。新的数学教材有整节整节关于用计算器解题的内容。大多数人，包括年幼的孩子们，用大约五分钟就能掌握计算器的基本功能。计算器在学校之外的社会中的确有其地位，在高等数学课堂上也有一定的作用，但它们很难算得上是教育工具。

11 Many teachers as well as students insist, "Why shouldn't we use calculators? They will always be around, and we'll never do long division in real life." This may be true. It's true of most math. Not many of us need to figure the circumference of a circle or factor a quadratic equation for any practical reason. But that's not the sole purpose of teaching math. (4) We teach it for thinking and discipline, both of which expand the mind and increase the student's ability to function as a contributing individual in society: the ultimate goals of education.

不少老师以及学生坚持认为，“我们为什么不能用计算器？计算器永远就在身边，我们在实际生活中根本不会做长除法运算。”这或许是事实。大多数数学运算也都如此。我们当中没有多少人会出于实际需要而计算圆的周长或求解一项二次方程的因子。但那并非数学教学的惟一目的。(4) 我们为培养思维和训练而教数学，这两者都能扩展思维，增强学生为社会作贡献的能力；这是教育的终极目的。